



SERIES A: PARENTING CHILDREN FROM BIRTH THROUGH 12

Section 1: Introductions & Getting Started

Objectives

Participants will—

1. Introduce themselves to the class and complete the "Getting to Know You" worksheet.
2. Discuss the purpose of parenting education classes.
3. Complete the Parenting Questionnaire to gain insight into their parenting styles, both past and present, and to provide this information to the Facilitator.

Materials

1. Parenting Assessment Questionnaire
2. Flipchart
3. Markers

Introduction

Introduce yourself to the group by telling them who you are and what you do. Explain that the purpose of these classes is to not only help them become better parents, but also to help them understand the American system and become more familiar with the signs and symptoms of any behavioral/learning difficulties their children may be experiencing.

It is important to stress that they are the experts in parenting their children. These classes are simply a way to support and enhance the skills they already have, as well as to teach them new parenting techniques.

Discuss with the participants the outline of the topics that will be covered throughout these classes.





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Assessment

Explain to the participants that in order to introduce them to alternative parenting techniques, it is necessary to learn about their past and present styles of parenting. Pass out the Parenting Assessment Questionnaire to the participants. Depending on the number of participants, have them discuss it as one large group or in many small groups.

Note to Facilitators:

The answers given by the participants to this questionnaire provide the foundation for the information shared in these parenting classes. These answers indicate the particular parenting styles of the participants, thereby giving the facilitators prior knowledge of how the participants were parented themselves, how they parented in the past, and how their parenting has changed since coming to the United States. It is imperative that you use the information that comes out of this activity to make appropriate modifications in the subsequent sections to meet the needs of the participants.





Birth through 12 Assessment Questionnaire

1. What was parenting like in your home country?
 - a. How were you parented?

 - b. How did you parent your children?

 - c. If you lived elsewhere (for example, in a country of first asylum and/or a refugee camp) before coming to the United States, how were you able to parent your children?

2. Since coming to the United States, how has your parenting style changed?

3. What are your main worries about parenting in the United States?

4. What kind of support do you need in parenting?





Section 2: Child Development

Objectives

Participants will—

1. Become familiar with the developmental stages of a child from birth to age 12.
2. Learn to recognize how trauma may affect children and the behaviors that may appear as a result.

Materials

1. Developmental Assessment Questionnaire
2. Developmental Milestones Questionnaire
3. Flipchart
4. Markers

Introduction

Explain to the participants that before they can begin discussing parenting techniques they need to understand at what level of development their children are so that effective discipline to handle inappropriate behavior may be applied. Children of different ages need to be handled differently with regards to discipline. An older child has developed the ability to understand "right and wrong," and thus understands the nature of discipline, whereas a younger child has yet to develop this capacity and may not understand why they are being disciplined.

Assessment

Pass out the Developmental Assessment and the Developmental Milestones Questionnaires to the participants. Explain that the Developmental Assessment Questionnaire is to find out what they know about normal developmental behaviors of children through the age of 12 and the Developmental Milestones Questionnaire is to help determine their children's stage of development. Have the participants complete the questionnaire and handout; once finished, discuss their answers.





Note to Facilitators:

Some participants may be preliterate. If so, they will need to give their responses to the quiz verbally. As in Section One, the answers given by the participants to the quiz should help you decide what to emphasize in discussions about developmental milestones.





Child Development Assessment Questionnaire

Of the following, check off what you believe to be true.

1. ____ A three-month-old cries only because he/she is spoiled.
2. ____ An eight-month-old child is afraid of strangers.
3. ____ A two-year-old child is capable of making choices that the parent has limited for them. For example, "Would you like the red one or the blue one?"
4. ____ An infant should be given a bottle every time he/she cries because this is an indication that he/she is always hungry.
5. ____ Children aged 4-6 can use the toilet by themselves with no help.
6. ____ It is normal for children aged 4-6 to be aggressive occasionally.
7. ____ Children over three never wet the bed at all.
8. ____ Children aged 3-4 can manage their emotions and no longer throw tantrums over minor frustrations.
9. ____ Children aged 6-12 have unstable friendships or act unkindly to peers.
10. ____ Children aged 6-12 frequently suffer mood swings; their feelings are easily hurt and they have quick tempers.
11. ____ It is normal for children aged 6-12 to undergo puberty (hips widen, breasts develop, pubic hair appears, testes develop).
12. ____ The eating habits of children aged 6-12 fluctuate with changes in activity level.





Developmental Milestones Questionnaire

Of the following, check off the ones that apply to your child.

Age: 3 months

- Startles in reaction to a nearby, sudden loud noise (when not in a deep sleep).
- Moves each of his/her arms and legs as easily as the other.
- Can raise his/her head from a flat surface when on his/her stomach.
- Quiets if picked up when crying.
- Looks at you, watches your face.
- Follows a slowly moving object with eyes and head, when on his/her back.

Age: 6 months

- Holds his/her head upright and steady when held in a sitting position.
- When on his/her stomach, lifts his/her head and chest.
- Smiles and coos.
- Laughs and squeals.
- Searches for the source of sounds, such as a parent's voice or a squeaky toy, by turning his/her eyes and head.
- Plays with his/her hands by touching them together.
- Grasps a rattle when touched to the backs or tips of his/her fingers.
- Reaches for toys and other objects.
- Focuses eyes on small objects placed in front of him/her, such as a raisin or penny.

Age: 9 months

- Rolls over, stomach to back and back to stomach.
- Holds his/her neck stiffly when pulled to sitting position.
- Tries to stand on his/her feet and supports some of his/her weight when held upright.





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- ___ Picks up toys or small objects within reach.
- ___ Passes a small block or cookie from one hand to another.
- ___ Feeds himself/herself crackers or cookies.
- ___ Looks for, tries to locate an object he/she has been looking at that is dropped out of sight.

Age: 12 months

- ___ Sits alone (unsupported).
- ___ Stands, holding on.
- ___ Pulls self to stand.
- ___ Cruises around playpen or crib.
- ___ Can get self into a sitting position.
- ___ Responds to his/her name.
- ___ Says "ma-ma" or "da-da."
- ___ Imitates sounds and simple words.
- ___ Plays Peek-A-Boo.
- ___ Discriminates strangers from mother, father, and other familiar family members.
- ___ Can pick up a small object by squeezing it between his/her thumb and fingers.

Age: 18 months

- ___ Stands alone.
- ___ Rolls or throws a ball back to you.
- ___ Indicates wants by pointing, pulling, grunting.
- ___ Plays Pat-a-cake.
- ___ Drinks from cup.
- ___ Bangs two small blocks together.

Age: 24 months

- ___ Walks well.





- ___ Runs stiffly.
- ___ Can take five or more steps backwards.
- ___ Can bend over without holding on to someone/something to pick up a toy and stand up again.
- ___ Can walk up steps holding onto wall or rail.
- ___ Imitates household chores such as dusting or sweeping.
- ___ Says at least three words consistently other than "ma-ma" and "da-da."
- ___ Points to one or more parts of his/her body (hair, eyes, nose, etc.) when asked to.
- ___ Follows simple spoken directions such as "Give me your cup."
- ___ Feeds himself/herself with a spoon or fork, with some spilling.
- ___ Can put one or more small blocks on top of another.
- ___ Looks at and turns book pages.

Age: 2.5 years

- ___ Can kick a small ball forward.
- ___ Can take off clothes such as pajamas or pants.
- ___ Combines two words when speaking such as "play ball," "Daddy gone."
- ___ Asks the names of things.
- ___ Listens to stories and songs.
- ___ Points to familiar objects in pictures and in the room.
- ___ Scribbles on paper with pencil or crayon.
- ___ Can build a tower of four small blocks.

Age: 3 years

- ___ Jumps by lifting both feet.
- ___ Runs smoothly.
- ___ Walks upstairs and downstairs alone.
- ___ Throws small ball overhand.
- ___ Can put on clothing such as pants and socks.





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- ___ Knows his/her first name.
- ___ Refers to himself/herself by name.
- ___ Repeats common rhymes or TV jingles.
- ___ Understands simple stories told or read.
- ___ Copies/draws a straight line.

Age: 4 years

- ___ Pedals a tricycle.
- ___ Buttons and unbuttons large buttons.
- ___ Dresses with supervision.
- ___ Washes and dries hands.
- ___ Says first and last name.
- ___ Uses "I," "me," "you."
- ___ Matches two or three colors.
- ___ Understands meaning of words "on," "under," "behind."
- ___ Speaks in short sentences.
- ___ Copies a circle.
- ___ Builds a bridge using three blocks, when shown how.
- ___ Puts together puzzles of a few pieces.

Age: 5 years

- ___ Catches a large ball.
- ___ Balances on one foot.
- ___ Hops on one foot.
- ___ Alternates feet when going up stairs.
- ___ Buttons and zips clothing.
- ___ Cares for self at toilet.
- ___ Shares and takes turns.
- ___ Separates from mother easily.





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- ___ Plays group games such as hide-and seek and simple board and card games, following rules.
- ___ Knows major, visible parts of his/her body.
- ___ Tells his/her full name and address.
- ___ Matches and names three or more colors.
- ___ Can tell which of two sticks is longer, which of two pictured balls is larger.
- ___ Can answer questions such as "What do you do when you are sleepy, hungry?"
- ___ Copies a cross.

Age: 6-8 years

- ___ Can use scissors and small tools.
- ___ Can tie shoelaces.
- ___ Can print own name.
- ___ Can distinguish between left and right.
- ___ Understands time and the days of the week.
- ___ Can read and write with some mistakes such as reverse printed letters (b/d).
- ___ Develops permanent teeth.
- ___ Has a good sense of balance.
- ___ Enjoys copying designs and shapes, letters and numbers.

Age: 9-12

- ___ Improves coordination and reaction time.
- ___ Can be skillful in reading and writing.
- ___ Can focus attention and take time to search for needed information.
- ___ Can do routines (brushing teeth, tying shoes, bathing, etc.) by himself/herself.
- ___ Can prolong his/her interest.
- ___ Undergoes puberty (hips widen, breasts develop, pubic hair appears, testes develop).





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Outline/Lesson Plan

Developmental Stages

- *Birth through Age 5*
- *Ages 6-12*

How a Child Reacts to Trauma

- *Birth through 2 Years*
- *Ages 2-6*
- *Ages 6-10*
- *Ages 10-12: Preadolescence*

Activity

- *TIC-TAC-TOE Game*

Developmental Stages

From the time of their birth, children grow and develop; however, it is important to note that not all children develop at the same pace or in the same manner. The developmental process involves growing in four domains: physically, intellectually, socially, and emotionally. The developmental stages and the four domains interact with and build upon each other as a child grows. This module will not spend a lot of time on the different stages, but will briefly cover the milestones.

Notes to Facilitators:

A good technique for generating discussion at this point is to begin by asking participants to describe developmental milestones for various age groups and within each of the four domains. This teaching technique has several advantages:

1. *Avoid "lecturing" them about the facts, which can be very boring!*
2. *Acknowledge what they already know, thus empowering them as good and competent parents.*
3. *Continue learning about the participant's view of children, their current base of knowledge, and where best to concentrate efforts in addressing misconceptions they may have about child development.*

Birth through Age 5:

Physical: During this developmental stage, children work very hard to master a wide range of physical and motor skills. A child begins to learn how to control and master their own body, then perfects balance, coordination, stability, and, as their gross and fine motor skills increase, the ability to manipulate objects. The child then develops mastery in





applying these skills to increasingly challenging and complex situations. An example of this is how children first learn to move themselves around, then to crawl, and then to walk.

Intellectual: During these ages, children are very interested in everything around them. They are very curious about themselves and their surroundings. An infant wants to taste, touch, and smell everything. They begin to manipulate objects in an effort to gain a simple understanding of such objects. Central to intellectual development is the emergence of symbolic thought, which results in the ability to understand and produce language. Toddlers seek the perfection of language skills and the use of language as a communication tool. As a result, language develops quite rapidly, and grammar and syntax are refined and their vocabulary increases.

Social: The most important developmental social task that occurs during a child's first year is the development of attachment to the primary caretaker. After the first year, a child then begins to develop trusting and affectionate relationships with other family members and adults outside the family. At this time, a child can engage in simple play with others—this involves playing along with their peers, but not directly interacting with them. After the third year, social relationships are expanded and the child develops more interactive play skills with their peers. They begin to explore, imitate, and practice social roles, while learning the concepts of right and wrong. At this time they also begin to understand the nature of rules.

Emotional: The cornerstone for emotional development is the emergence of trust. At this age, children are heavily dependent upon adults for their care and protection. How this dependency is responded to shapes a child's ability to trust. Next comes the development of autonomy, which involves self-mastery and control over one's environment. Then children become very curious—continually trying new things, taking charge, and actively trying to manipulate their environment—while becoming self-directed in many activities. The ability to understand right and wrong leads to self-assessment and affects the development of self-esteem.

Ages 6-12:

Physical: During this stage, gross and fine motor skills, as well as perceptual motor skills, are practiced, refined, and mastered.

Intellectual: Thinking becomes more logical and rational. The child begins to develop the ability to understand other people's perspectives.

Social: Relationships outside the family increase in importance, especially the development of friendships and participation in a peer group. A child imitates, learns, and adopts gender-specific social roles. The child develops a better understanding of rules, which they rely upon to dictate proper social behavior and govern social relationships and activities.





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Emotional: During these years, a child becomes more self-confident, self-directed, and purposeful in their behaviors. They develop a better sense of themselves as an individual with likes, dislikes, and special areas of skill. Self-worth is evaluated by their ability to perform, while self-esteem is largely derived from their perceived abilities.

As seen by these stages, much of a child's growth and development occurs during the first five years of life. Skills are perfected and social roles and relationships become more predominate as they enter adolescence.

How A Child Reacts To Trauma

While traumatic events can have serious impact on a child, the child's stage of development can influence the extent and type of impact. A child's reaction to trauma will not only involve what they saw, felt, heard, etc., but also the sense of crisis from their parents' reaction. Particularly influential to a child are the absence of parents and the terror of experiences that leave their parents frightened and unable to do anything to correct the situation.

Notes to Facilitators:

- 1. Many refugee parents are not aware that their children have problems as a result of trauma. Indeed, some parents assume that their children do not have any awareness of the loss and suffering experienced by their parents. This is a normal response; in order to recognize that their children have been traumatized, parents would first have to admit that they were unable to protect their children.*
- 2. A way of breaking through this denial is to get the parents to talk about the specific behaviors they see in their children that would indicate trauma.*
- 3. It is extremely important that you support parents through this process of recognizing that their children have experienced trauma. It is most important to tell them that they are not at fault.*
- 4. Should a participant seem particularly distressed, you should arrange for individual services from a trained mental health worker.*
- 5. As you talk to the participants about trauma reactions at different ages, periodically ask if anyone sees these behaviors in their children. While it is important to recognize these behaviors as possible responses to trauma, it is also critical that you acknowledge that these are normal reactions. At the same time, if these behaviors are a concern to the parent, then you should help them to receive individual guidance and assistance.*





Birth through 2 Years:

1. High anxiety levels can be seen in crying, biting, throwing objects, thumb sucking, and agitated behavior.
2. The child may not have a strong mental memory of the trauma, but may retain a physical memory of the event.

Ages 2-6:

1. Children do not have the same levels of denial as adults, so trauma affects them more quickly.
2. They may play out the traumatic event.
3. Children may become more attached to caregivers. Behaviors may include physically holding onto adults, not wanting to sleep alone, and wanting to be held.
4. They may withdraw and not talk.
5. They may experience repeated periods of sadness.
6. They may become physically dependent. He/she may refuse to dress, wash, and feed self; forget toilet training; and wet the bed.
7. They may not sleep well at night—nightmares are common.
8. The child may become angry or scared when faced with changes in his/her daily routine.
9. Children do not understand death and may think that the person will come back. They may react to death with anger and feelings of rejection.

Ages 6-10:

1. Children will express themselves most easily through play, such as art, dance, and music.
2. They may not be able to concentrate in school because of the sense of loss and injury.
3. Significant changes in behavior may be observed. A quiet child may become active, while an active child may become quiet.
4. The child may have fantasies about the trauma in which someone saves him/her from the outcome.
5. They may lose trust in adults.
6. The child may have a lingering dependence upon adults.





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7. They may complain about frequent headaches, stomachaches, and dizziness.
8. They may become more impulsive.
9. Their behaviors may regress to those typical of younger ages.

Ages 10-12: Preadolescence:

1. The child's attitude may become more childlike.
2. They may become angry and complain of the unfairness of the trauma.
3. They may be excited and happy about survival of trauma.
4. They may increase usage of symbolism to represent events before and after the trauma as omens and reasons for survival.
5. They may deny thoughts and feelings to avoid confronting the traumatic event.
6. The child may become judgmental of his/her own behaviors.
7. They may be unable to think about their future.
8. They may lose their sense of meaning and purpose of life.
9. They may complain of more physical ailments resulting from the psychological trauma.

As a parent of a child who has experienced significant trauma in their life, it is important for participants to be aware of any of these changes in their behavior. Ask them, since coming to the United States, has your child's behavior changed? Does the child act the same as when you were in your home country? If they have noticed any changes in behavior, emphasize that it is normal as they have been through the same traumatic experience as the parents. However, if the children's behavior becomes a problem or worries them, they should be encouraged to seek help from a professional.

Activity

TIC-TAC-TOE Game:

Time: 30-40 minutes

The Child Development Assessment Questionnaire and the Developmental Milestones Questionnaire (*from the beginning of this section*) can both be used as a source of questions for this game.





The trainer can pick a few true/false statements from each of the age categories. Prizes can be given to participants once the game is completed, such as small toys appropriate for their children's age or healthy snacks for the women/children.

Procedure:

1. Divide the class into two groups.
2. Assign one group to be the "X" group.
3. Assign the other to be the "O" group.
4. On the flipchart paper, draw a large TIC-TAC-TOE board.
5. Create question cards and place one question card (face down) in each square on the image. There should be a total of nine question cards in the image.
6. One group begins by choosing a square. The facilitator turns over the card in the chosen square and reads the question to whichever group chose the square. If the group can answer the question correctly, either an "X" or "O" is then drawn in the square (depending on whether the group answering the question is the "X" or the "O" group). If they answer the question incorrectly, the card is placed face down again and they are not awarded an "X" or an "O." The other team then chooses a square and attempts to answer the question. The game ends when one group is able to answer enough questions so that there is a vertical, diagonal, or horizontal row of "X"s or "O"s.
7. Encourage groups to choose the squares strategically so that they can maximize their opportunity to win while minimizing their opponent's opportunity to win.





Section 3: Child Abuse & Neglect

Objectives

Participants will—

1. Learn about the main types of abuse and neglect.
2. Become familiar with the reporting process for abuse and neglect.
3. Gain an understanding of why abuse and neglect occur.

Materials

1. Flipchart
2. Markers

Introduction

Inform the participants that this module will address child abuse and neglect. Child abuse and neglect are very serious issues that must be addressed. What one culture sees as discipline, may be seen as child abuse or neglect in the United States. Have the participants discuss parenting traditions from their own country. Write their answers on the flipchart. Once the list is completed, discuss how their traditions compare to American traditions.

Notes to Facilitators:

1. *While the definitions of child abuse and neglect are the same throughout the United States, the laws and procedures for each state differs. To provide participants with the correct information about mandated reporting and what happens after a report is made, you must talk to your local child welfare agency. Information provided here is based on the laws and procedures in Missouri, and may not be entirely applicable in your state.*
2. *A good follow up to this section is to invite child welfare workers to a discussion with the participants. This not only allows the participants the opportunity to ask questions of the child welfare workers, but also gives the workers an opportunity to learn about the various parenting styles of different cultures, which in return allows them to be more culturally sensitive when working with refugee families.*





Outline/Lesson Plan

Child Abuse

1. *Physical Abuse*
2. *Emotional Abuse*
3. *Sexual Abuse*

Child Neglect

1. *Physical Neglect*
2. *Educational Neglect*
3. *Emotional Neglect*
4. *Medical Neglect*
5. *Environmental Neglect*

Differences Between Abuse & Neglect

- *Reporting Child Abuse and Neglect*

Why Abuse & Neglect Occur

Activity

- *Case Scenario*

Child Abuse

Ask the participants for their definition of *child abuse*.

Definition: *Any physical, emotional, or sexual injury inflicted on a child, other than accidental, made by those responsible for the care and custody of the child.*

There are three main types of child abuse:

1. *Physical Abuse:*

Ask the participants for their definition of physical abuse.

Definition: *It includes any non-accidental injury caused to a child by a caretaker. It includes beating, shaking, biting, burning, punching, or other such physical acts, which may cause injury to a child. A parent or caretaker might not intentionally hurt a child, but it can happen as a result of punishment or excessive discipline.*

Some indicators of child abuse include:

- ❖ Bruises, welts, or other marks on the face, neck, or body.





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- ❖ Marks on the body that are reflective of the article used to punish: for example, an electrical cord, belt, shoe, or hand.
- ❖ Cigarette burns
- ❖ Broken bones
- ❖ Bite marks
- ❖ Lacerations or cuts

2. *Emotional Abuse:*

Ask the participants for their definition of *emotional abuse*.

Definition: *Includes rejecting, belittling, or blaming a child; constantly treating siblings unequally, and/or a persistent lack of concern by the caretaker for the child's welfare or well-being.*

3. *Sexual Abuse:*

Ask the participants for their definition of *sexual abuse*.

Definition: *Includes any inappropriate sexual contact between a child and an adult where the intention of the adult is sexual gratification.*

Child Neglect

Ask the participants for their definition of *child neglect*, as differs from *child abuse*.

Definition: *Failure to provide the basic necessities of life by those responsible for the care and custody of the child.*

1. *Physical Neglect:*

Ask the participants for their definition of *physical neglect*.

Definition: *Includes not providing adequate food, clothing, housing, or supervision.*

Note to Facilitators:

Because supervision is a major issue with parents from a different culture, it is important to spend a little time discussing how a child, depending on their age, cannot be left alone without appropriate supervision. You should know the state laws about when children may be left home alone.





2. *Educational Neglect:*

Ask the participants for their definition of *educational neglect*.

Definition: All children under the age of 16 must attend school. It is the parents' responsibility to ensure that their child enrolls in and attends school. This type of neglect also includes failure on the parents' part to address special education needs.

3. *Emotional Neglect:*

Ask the participants for their definition of *emotional neglect*.

Definition: Includes the lack of any emotional support or love on the part of a parent or caretaker.

4. *Medical Neglect:*

Ask the participants for their definition of *medical neglect*.

Definition: Includes not providing a child with appropriate and necessary medical care when needed.

Note to Facilitators:

Parents may raise issues about lack of access to health care services. You should be prepared to let them know of services available in the community for low-income, uninsured families.

5. *Environmental Neglect:*

Ask the participants for their definition of *environmental neglect*.

Definition: Includes not providing a child with a safe and healthy environment in which to live.

A child who experiences abuse and/or neglect may suffer greatly in their development. It is also important to remember that one of the greatest roles a parent plays is that of teacher. If a parent shows their child that the best way to handle anger is to hit, or does not show a child how to love and express emotion, the child will grow up and continue to do things the way that their parents taught them.

Differences Between Abuse & Neglect

1. Abuse is the act of causing harm to a child while neglect is the failure to act in the proper way to prevent the causing of harm to a child.





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2. Abuse has an episodic manner, it happens in bursts and not always continually. Neglect, on the other hand, has a chronic manner and happens constantly.
3. Indicators of abuse will occur shortly after the act has occurred, while the indicators of neglect take longer to appear.

Reporting Child Abuse & Neglect?

When abuse or neglect is thought to be occurring, people call a hotline to report it. Most reports come from professionals, including teachers, the police, hospital workers, social service providers, and child care providers. It is important to know that these people are mandated reporters—which means that if they suspect that abuse or neglect are occurring, they must call and report it to the officials. Other sources or reports come from family members and neighbors.

What Happens When Abuse or Neglect Is Reported?

Once a report is made, an investigation into the report will be conducted. Every report made to the child abuse hotline must be investigated. A Child Protection Worker completes this investigation. For incidents of abuse, the worker will visit the child to check for marks and bruises, which may indicate whether abuse has occurred. The worker will talk with the child, parents, teachers, and other people involved who may be able to help substantiate the claim. What the worker is looking for is how the injury occurred and does it seem as though this type of injury is likely to have occurred as was told. After the investigation, the worker will decide whether the reported is indicated or not; in other words, is there enough indication that abuse or neglect has occurred. If there is not enough evidence to support the report, then the case is closed. It is important to note that a worker from the Department of Family Services (DFS) will investigate calls during normal working hours. From 5:00 p.m. to 12:00 a.m. an off-duty police officer will respond. They will carry an identification card stating they are an employee of DFS. After midnight, a regular police officer will respond. If someone comes to your home, please remember to ask for identification.

If abuse or neglect is indicated, then the worker must decide whether the child is able to remain in the home or not. This decision is based on the severity of the abuse or neglect and how safe a child will be if they remain in the home. If it is decided to remove the child, DFS must petition Family Court to remove a child. If the child is removed, the child will be placed in foster care where they will remain until the parents take the necessary steps to have their child returned to them. This may include attending parenting classes, receiving drug/alcohol treatment, anger management classes, etc. It is important to note that workers do not wish to remove children from their home; so, if the risk is moderate the family may be able to receive intensive services at home, including therapy and frequent visits from workers.





Why Abuse & Neglect Occur

Many people will tell you that there should be no reason why a parent should ever injure a child or fail to care for their child; however, it does happen and quite frequently. Some explanations as to why abuse or neglect include:

- ❖ Inability to parent, due to a lack of experience.
- ❖ Alcohol or drug abuse, domestic violence.
- ❖ Too high expectations placed on the children.
- ❖ High levels of stress: unemployment, not making enough money, single parenting, low social support.
- ❖ Parents were abused or neglected themselves.
- ❖ Poor anger management or problem-solving skills.

See if parents can identify any other explanations or stresses that may lead to abuse or neglect.

Inform the participants that, as refugees, they are faced with stress that comes not only from being forced to leave their home country, but also from having to resettle in a totally different country with a new language, new culture, and new laws. The important thing for them to remember is that there are people out there to help them. They need to recognize their stress and seek help to relieve it.

Note to Facilitators:

This section may raise a lot of concerns, emotions, and identification of individual family needs. It is very important that you not only offer support, encouragement, and hope to participants, but that you also stand ready to help families with personal needs. Follow-up to personal concerns is critical at this time.





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Activity

Case Scenario

Time: 45-90 minutes

Procedure:

1. Divide participants into two groups. Instruct group one to create a case scenario involving a neglected child.
2. Ask group two to create a case scenario involving an abused child. The participants do not need to act out a situation, just imagine one.
3. After both groups have created their scenarios (15-30 minutes) ask each group in turn to present their scenarios to the class without offering any solutions. A group member can read the scenario out aloud and either the facilitator or a volunteer can write the basic information on the flip chart. Follow each presentation with a discussion built around the following questions:
 - ❖ What happens in the scenario?
 - ❖ How can we tell that the child is being neglected/abused?
 - ❖ What suggestions could we offer for addressing this problem?
4. Depending on the comfort level within the group, the facilitator can choose to take the discussion one step further and ask:
 - ❖ Have you witnessed/experienced similar situations in your lives?
 - ❖ How did you react/intervene?
 - ❖ Was this reaction/intervention successful in addressing/solving the problem?
 - ❖ Why or why not?

Note to Facilitators:

It is recommended for the trainer to prepare a few sample case scenarios as examples if participants should have difficulties coming up with their own scenarios.





Section 4: Guidance vs. Discipline

Objectives

Participants will—

1. Learn about different discipline styles, including their own.
2. Distinguish the difference between discipline and punishment.

Materials

1. Discipline Assessment Questionnaire
2. Flipchart
3. Markers

Introduction

Explain to the participants that this module will address discipline and punishment with regard to their children's misbehavior.

Assessment

Pass out the Discipline Assessment Questionnaire to the participants. Have them answer the questions with regard to how they have and how they now discipline their children. Depending on the number of participants, this activity can be completed either as one large group or in separate smaller groups.

Notes to Facilitators:

1. *If any of your participants are preliterate, you will need to conduct this activity orally.*
2. *The answers given for these questions should be the foundation of how you present the following information to the participants. If the answers reflect a positive style, enforce this while discouraging "punishment." The information presented is a guideline, and the trainer must adapt it to the participants needs.*
3. *It is important to present the information in a manner that does not imply criticism of the participants' parenting.*





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4. *When presenting the material, ask the women questions about the material. This should make them more actively involved in the discussion of discipline vs. punishment.*





Outline/Lesson Plan

Discipline vs. Punishment

1. *Discipline*
2. *Punishment*

Why Not Spank?

Activity

Discipline vs. Punishment

1. *Discipline:*

Ask the participants to define *discipline*.

Definition: *Discipline is the rules, guidelines, and standards for acceptable behavior that parents establish for their children. Discipline forms boundaries within which children learn to behave and act in an acceptable manner.*

2. *Punishment:*

Ask the participants to define *punishment*.

Definition: *Punishment is a penalty administered by a parent to a child when the child has chosen to break a rule, guideline, or standards that have been set by the parents. Punishment is not an abusive act. Appropriate types of punishment include time out, the loss of privilege, or having to replace a broken object.*

Discipline means guidance, not punishment. Discipline is a part of positive child guidance. Guidance means helping a child learn how to behave towards people and things. Punishment is how a parent responds to a child's misbehavior.

The following guidelines can be converted into a handout (*see the Activity section at the end of this section*).

Suggestions for Teaching & Guiding Children:

- ❖ Be firm, but calm. This will cause your child to cooperate more often than using harsh and angry words.
- ❖ Set a good example. This will allow your child to learn what is right and wrong by your own actions and attitudes.





- ❖ Give your child a choice. This allows them to make their own decisions as long as the choices you give them are acceptable to you. Then accept the child's decision. For example, rather than arguing over what your child will wear to school, tell your child that they can wear the red shirt or the blue shirt.
- ❖ Give notice to your child before you interrupt their activity. For example, "You have ten minutes before you need to wash your hands before dinner."
- ❖ Focus on the "Dos," not the "Don'ts." Telling a child what not to do does not prepare him/her for what to do. Instead, show them a more acceptable way to act.

	Discouraging	Encouraging
Examples:	"Do not throw the ball."	"Roll the ball on the floor."
	"Stop hitting."	"Talk to him, tell him what you want."
	"Do not touch."	"Just look."

- ❖ Give your child attention for the good and positive things they do. Do not always focus on the negative. Many children will learn that the best way they can get their parents attention is to misbehave because parents are always there when they are bad, but never say anything when they are good.
- ❖ Build feelings of confidence in your children; belittling a child destroys self-confidence. It is important for a child to develop a feeling that they are able to accomplish things, that they are a capable and worthwhile person. Examples:

Situation	Belittling	Constructive
Your daughter spills the garbage on the floor while taking it out.	"Give me that, you can't even take out the garbage without spilling it."	"That's a hard job, carry it this way and you will not spill it."
Your son cries in frustration as he does his math homework.	"I told you it would not work that way."	"I know you are frustrated. Let's do this first and then see if it works."

It takes time to learn how to take more positive steps and approaches to the discipline of children. Parents usually react to their child's misbehavior





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without thinking first, which often results in parents acting out of anger. If a parent finds that they are getting angry with their child's behavior, they need to give themselves time to cool down before they decide what the appropriate discipline will be. A parent should never act out of anger, as this can lead to the harming of a child.

Why Not Spank?

Most people believe that spanking a child is not punishment or child abuse. This is an unknown area. But, once again, what would spanking a child accomplish, besides hurting the child, that a more positive approach could not accomplish while teaching the child what is more appropriate? More times than not, a parent will spank a child when they are angry. This is when the situation can become more serious and abuse can occur.

Ask the parents if they have ever had to correct a child more than once for the same behavior. Have they ever had to spank more than once to correct the misbehavior? Usually, having to say or do something more than once means that a lesson was not learned the first time. This is where the concept of discipline as a guidance tool comes into play.

Hitting a child teaches them more than just how to obey rules. Hitting also teaches children fear, poor self-esteem, revenge, and permission to hit others, especially those you love.

- ❖ **Fear:** Hitting, or even the threat of hitting, often teaches children fear. Children who fear their parents may also learn to fear other adults.
- ❖ **Poor Self-Esteem:** Self-esteem develops in the manner in which children are treated in their environment. Children who are hit, or threatened with being hit, feel as though they are not loved or valued. Nobody ever feels good after being hit.
- ❖ **Revenge:** Children who are repeatedly hit often want to seek revenge. Young children who cannot hit will find other ways to seek revenge. For example, breaking something, writing on the walls, or stealing.
- ❖ **Permission to Hit:** Parents who hit their children are teaching them that hitting is okay. This type of behavior is passed on from parents to children.

Explain to the participants that the next section will address appropriate ways to punish children for violating the rules and expectations of behavior that parents have set to guide their children's behavior.





Activity

As an alternative to simply presenting examples of discouraging/encouraging phrasing by parents (*see the Suggestions for Teaching & Guiding Children subsection earlier in this section*) offer one example and ask the participant to suggest other examples from their own experience. Then invite the group to offer feedback on the examples. In the same fashion, instead of presenting situations along with "belittling" and "constructive" ways of responding to it, draw on the participants' experience for situations and solutions in order to make the material more relevant to their needs.





Section 5: Time Out

Objectives

Participants will learn the discipline technique of "Time Out."

Materials

1. "Time Out" Handout
2. Timers
3. Flipchart
4. Markers

Introduction

Briefly explain that the topic of today's discussion is the discipline technique of "timing" a child out. "Time Out" is the interruption of a child's unacceptable behavior by removing them from the "scene of the action." By removing them, you will not only stop the behavior, but also take them away from whatever reinforcing events are encouraging or strengthening the behavior.

Outline/Lesson Plan

Time Out

- How to Do It Right

Testing & Manipulating

- Six Types of Testing

- How to Handle Testing

Activity

Time Out

Whenever a child breaks a serious rule or ignores a command to stop doing something, Time Out is a technique to teach them better behavior. Use Time Out for stopping inappropriate behavior before it becomes either physical or a serious violation of family rules. For instance, use Time Out for swearing, hitting, kicking, silliness, temper-tantrums, etc. Because the parent is attempting to teach their child a better behavior, they are disciplining them,





not punishing them. Time Out is effective because it denies a child access to people and to the environment in which they were misbehaving.

Time Out is a simple training procedure that requires little talking on the part of parents, but does require some effort in the beginning. Once a parent sees their child engaging in an inappropriate behavior, the steps involved are:

1. Calmly give a warning that is both verbal and physical. Hold up one finger and say, "That's one."
2. If they stop, fine. If they do not stop, give a second verbal and physical warning. Hold up two fingers and say, "That's two."
3. If they stop, great. If they do not stop, hold up three fingers and say, "That's three, now it is time for Time Out."

It is appropriate to have a child sit quietly for one minute for each year of their age. Time Out usually works better with children who are two-years-old and older, as they have already begun to develop a sense of what is right and wrong.

Before parents can begin to use this technique, they must carefully explain to their child what Time Out is. Many children may already know because it is used within the school system as a way of correcting misbehavior. The parent should tell the child that each time he/she breaks certain rules or refuses to stop doing certain kinds of things, he/she will be told to take a Time Out. Parents should explain to the child that this means that they will have to go to a quiet place somewhere else in the house and stay there quietly while doing nothing until they are allowed to return.

Until a child understands what "Time Out" means, parents will have to walk them through the procedure—the way they are expected to take a time out. Parents need to give explicit directions as to where to go and what to do.

How to Do It Right:

The best way to ensure that this technique works is to be consistent. It will not work magically right away, and it will take a child some time to adjust to this technique if they have never experienced it before. Reasons why this technique fails is that the parent

1. talked too much while doing it;
2. got too upset while doing it;
3. did not keep up with doing it (no consistency); and
4. was sidetracked by the child's testing and manipulation, which will be discussed further.





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An example of how to use Time Out:

Situation: Your child wants to eat a snack before dinner.

"Can I have a snack before dinner?"

"No, it is too close to dinner."

"Why not?"

"That's 1"

"I want a snack, I am hungry."

"That's 2."

"You never let me have anything I want."

"That's 3, take X amount of minutes."

What do you notice about this example? The parent gives only one explanation, and does not repeat it. After the first warning is given, the parent does not do any more talking in response to the child's complaints. The parent only gives a warning up to three. It is important to notice in this example that the parent does not get upset. All of these tactics combined show the child that the parent's authority is unquestionable. The discipline technique is short and to the point. If the child were to continue again after the Time Out then the parent would start all over again. After some time, most children will respond to usually after the count of one or two.

Explain to participants that children will rarely ever thank them for disciplining them. They also won't take disciplining easily; instead, they will do things that parents will not like and that, if not handled properly, can drive parents crazy. These are what we call testing and manipulating.

Testing & Manipulating

Testing serves a very meaningful purpose. Testing occurs when a child is frustrated. Since the child is frustrated by not getting what he/she wants, the first goal of testing is TO GET THE PARENT TO GIVE HIM/HER WHAT HE/SHE WANTS. If this does not work, they will then PUNISH THE PARENT FOR NOT GIVING THEM WHAT THEY WANT. It is important to remember that children are selfish and they want what they want when they want it. If they fail to get it, they will become angry and express this anger in some way. Just remember that this is perfectly normal, but you have to know how to handle such testing appropriately.





Six Types of Testing:

1. *Bothering:* This involves the child repeating questions such as "Why," "Why can't I," "How come," "Why not now," etc. They will continue until the parent gives in. It can also involve a series of complaints and gripes.
2. *Intimidation:* The child gets angry or has a temper tantrum. This involves yelling, slamming doors, or throwing things. In its extreme form it can include breaking things or damaging property.
3. *Threats:* This involves your child giving you consequences until you give in to their wants this minute.
4. *Torment:* This involves crying, pouting, looking sad or depressed, sitting alone, and/or not talking. This tactic is designed to induce feelings of guilt. It is quite effective with some parents.
5. *Sweetness and Light:* This is when the child suddenly becomes sweet and affectionate, giving hugs, telling the parent how much he/she loves them, etc.
6. *Physical:* This is the most drastic form of testing and usually the least frequent. It includes physical attack or running away.

With the exception of number five, they all share a common theme. The parent is frustrating the child with rules or discipline. The child, in turn, frustrates the parent through testing. If the parent gives in to such testing, they will relinquish all control to the child.

How to Handle Testing:

All six types of testing are basically handled the same way. They are either ignored or are dealt with using Time Out. It is hard to determine how long the period of testing will last, but in order for the parents to remain in control, they must not give in. Parents are the adults who set the rules; if parents give into their children's testing and manipulation by giving the children what they want, then there might as well not be any rules.

The important thing for parents to remember is to not give in. The use of the Time Out procedure must be consistent. Trying it once or twice will not be successful. Parents need to continue using it until their child realizes that this will be the technique used for certain behaviors, behaviors that will not be tolerated.

Encourage the participants to begin using this procedure with their children. Make sure that they remember to explain to their children that this is what will be happening to them when they misbehave. Give the participants the timers as a way to time their children out. Remind them to time one minute for each year of age.





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Activity

Start the class with a case study based on participant responses to the last question (i.e.: What are the main types of problems that you have with your children?) on the Discipline Assessment Questionnaire which they filled out at the beginning of the previous section. Pick one or more problems that could be addressed through the discipline technique of "Time Out." This can be a fun way of engaging the participants in the topic from the very start of the lesson.





Section 6: Behavior Management

Objectives

Participants will—

1. Learn how to manage their child's behavior in a more active manner, thus fostering appropriate behavior.
2. Discuss the importance of making rules.
3. Learn about natural and logical consequences as a means of teaching desirable behavior.

Materials

1. Family Rules Assessment Questionnaire
2. Flipchart
3. Markers

Introduction

Begin today's section by getting feedback on whether the participants have tried using the Time Out technique taught in the previous section. Ask them about whether it has been successful or whether they have had any problems. Encourage those who have not begun to use it to try it.

Explain to the participants that this class will highlight active parenting techniques that are designed to encourage good behavior while appropriately addressing inappropriate behaviors in a manner that teaches children an acceptable alternative behavior.

Assessment

Have the participants complete the Family Rules Assessment Questionnaire. Once completed, have the participants share their answers (*see the Activity subsection*).

Note to Facilitators:

Use the participants' answers as the basis for presenting this section's information.





Family Rules Assessment Questionnaire

List four or five rules in your home that you have set for your children. List the punishment that occurs for breaking each rule.

1. Rule:

Punishment:

2. Rule:

Punishment:

3. Rule:

Punishment:

4. Rule:

Punishment:





Outline/Lesson Plan

Behavior Management

Rules

Discipline

Choices & Consequences

- *Choices*

- *Consequences*

How to Teach through Choices & Consequences

Activity

Behavior Management

One of the most important responsibilities of a parent is managing their child's behavior. Children need to learn right from wrong, which behaviors are acceptable, and which behaviors are not. Some of the ways in which a parent tries to manage their child's behaviors are not appropriate; many of these ways were discussed in the Discipline vs. Punishment section of this module. Behavior management is a general term used to describe techniques used by parents to help their child learn appropriate and desired behaviors. Such techniques include those used to reduce inappropriate behavior and establish guidelines for behaviors.

Rules

In order to successfully manage a child's behavior, parents must establish clear and consistent rules. Parents expect their child to behave in an acceptable manner; however, in order for children to behave properly, parents first need to define what is acceptable and what is not acceptable—in other words, the rules.

Besides defining what the rules are, it is equally important that these rules be applied consistently. If rules keep changing or disappearing, the result will be confusion and anger on the part of the child.

Established rules must be fair. The intent of rules is to let children know what they can and cannot do; rules are not intended to inhibit the positive growth of the child. Rules that are too strict prevent children from learning independence, autonomy, and responsibility. If children feel that the rules their parents have established are too strict, they should be allowed the opportunity to discuss their reasons.





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Discipline

After the rules have been established, any violation of such rules must be dealt with in an immediate, consistent, and non-abusive manner. There are three key factors that must be taken into consideration to make discipline effective:

1. Discipline must occur immediately after the inappropriate behavior. A short time span helps children understand the relationship between the inappropriate behavior and the discipline. If too much time goes by, children may not remember what they did that was wrong.
2. Consistency in enforcing the rules will help decrease the number of times children misbehave. Consistency is the key ingredient to the overall success of helping children learn what is and is not acceptable.
3. The discipline technique used to address the misbehavior must be applied in a fair and non-abusive manner. A parent must create a home environment with clear and consistent consequences for inappropriate behavior. If such an atmosphere is created, when rules are violated the consequence to the behavior can be viewed as fair by all. Abusive behaviors teach children that they are no good rather than their behavior is unacceptable.

Choices & Consequences

Choices and consequences is a technique used by parents to help their child learn self-control, make good decisions, modify their behavior, and develop independent thinking.

Choices and consequences allow children capable of knowing right from wrong the ability to take responsibility for their own behavior. Children learn to act in a certain way based on the expected consequences of their behavior. The consequences of their behavior strongly influence whether the behavior will occur or not.

Choices:

As adults we have to make choices all day long—and so do children. The kinds of choices we make usually depend upon the outcomes or consequences that we can expect. In other words, we learn from our choices. Children also make choices to act good or bad based on the consequences they can expect from their behavior.





Consequences:

There are two types of consequences (each of which can be either pleasant or unpleasant) that result from all behaviors: natural consequences and logical consequences.

1. *Natural Consequences:* This type of consequence happens in the natural course of events. For example, a child plays with matches and burns his/her fingers, or a child who walks on hot pavement with no shoes burns his/her feet. These consequences happen naturally, no one has to plan them.
2. *Logical Consequences:* These are planned or arranged consequences, which are established by parents as a way of helping their child learn appropriate and desirable behaviors. The three most commonly used logical consequences are:
 - a. **Loss of Privileges:** This may be used when children have broken a rule, refused to obey a request, or when they have misused things. This technique involves taking away a privilege for a certain period of time; for example, not being able to play with a certain toy, watch television, or being able to go to a friend's house.
 - b. **Time Out:** This technique has already been described.
 - c. **Restitution:** This requires children to "make good" for an act they committed. For example, if a child breaks something, they must "pay for" the broken object. This could be in the form of money or they could do extra chores. This technique is very effective with middle- and high-school-aged children.

The above examples of consequences are an attempt to correct misbehavior. Consequences, however, are not always unpleasant. Rewards are also logical consequences for appropriate behavior. Examples would be when a child studies for a test and they get a good grade, or when a child is allowed to stay up later on a weekend night because they went to bed on time every night for a week.

How to Teach through Choices & Consequences

Choices and consequences is a very powerful tool for parents to use in helping their child learn desirable behaviors. This is especially true of logical consequences because parents have a lot of control over them. Once a child learns that a particular behavior will result in a particular consequence, they will learn to make a choice based on the expected consequence to that behavior.





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To help children manage their behavior, expected consequences have to appear after the behavior has occurred. If not, the child will become confused and will not know what to expect. For example, if you promise a child an ice cream cone after they have cleaned their room, you need to follow through or else they will be less likely to believe you the next time you promise them anything.

If a child breaks a rule, such as swearing, and the consequence is a Time Out, the rule would have no meaning to them if the consequence were not enforced. The consequence of a behavior must occur each time the behavior does.

When choosing a consequence for a behavior, parents must remember that the consequence must be related to a specific behavior; otherwise, the logical consequence can be seen as unfair. An inappropriate consequence of breaking a toy would be not allowing the child to have dinner that evening. An appropriate consequence would be not allowing the child to play with his/her toys for two days.

Choices and consequences only work when children are capable of knowing right from wrong, can perform the desirable behavior, and have the ability to make knowledgeable choices.

Activity

Facilitators can use the Family Rules Questionnaire as a discussion tool by not only asking the participants to list rules they set for their children and the respective punishments for breaking them, but also by asking participants to share what rules/punishments work in their households and which do not.





Section 7: Behavior Management (*continued*)

Objectives

Participants will—

1. Learn the behavior management technique of "ignoring."
2. Practice using verbal and physical redirection.
3. Review the material by completing the class evaluation.

Materials

1. Behavior Management Evaluation Questionnaire
2. Flipchart
3. Markers

Introduction

Explain to the participants that they will be learning about two more behavioral management techniques to handle inappropriate behavior—ignoring and redirection. Also inform them that this is the last class in this series.

Outline/Lesson Plan

Ignoring

- *When to Ignore & When Not to Ignore*
- *Before Using Ignoring Parents Should...*

Redirection

- *Verbal Redirection*
- *Physical Redirection*
- *How to Use Verbal & Physical Redirection*

Evaluation

Ignoring

Ignoring is a form of behavior management that can be used to eliminate or reduce behaviors that parents find irritating and annoying. Ignoring allows





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parents to communicate to their child their disapproval of certain behaviors by deliberately not paying attention in either words or actions to undesirable behaviors, whenever they occur. Not paying attention means absolutely no acknowledgment, in any manner, of the behavior's presence.

Ignoring is not threatening, hitting, or criticizing children because of the undesirable behavior. To criticize a behavior, parents have to be paying attention to the behavior. To some children, any kind of attention, even negative attention, is reinforcing. When a parent pays attention to an undesirable behavior, they are actually encouraging the child to continue the behavior.

When to Ignore & When Not to Ignore:

There are some behaviors that a parent should not ignore. These include:

1. *When there is a degree of potential harm to a child.* Examples include, playing with matches or inserting objects into an electrical outlet. These types of behavior could place the child at risk of harm if ignored.
2. *Damage to property.* Behaviors that could damage or destroy property should not be ignored. For example, writing on the walls with permanent markers, stepping on plants, or breaking objects are behaviors that require immediate action.
3. *Irritating behaviors for attention.* Some behaviors displayed by children are done solely for the purpose of getting attention. Most parents find these behaviors to be irritating. These include whining, temper tantrums, interrupting, and quarreling. Temper tantrums are not likely to happen if no one is watching them. Paying attention to these behaviors only tends to reinforce their continued use, so these behaviors should be ignored.

There are some irritating behaviors, however, that should not be ignored; for example, crying because a child is frightened or hurt. This type of crying will most likely stop if the child is held and reassured.

Before Using Ignoring Parents Should...

1. Decide what behavior they want to see.
2. Be sure they can tolerate the undesired behavior without eventually giving in or punishing the child.
3. Decide whether they can tolerate the behavior without having to remove the child from the area.





4. Ignore the behavior 100 percent of the time, no matter how long it lasts.

Redirection

Redirection is a technique designed especially for younger children that encourages more desirable behaviors. Redirection is used to:

1. Prevent physical injury.
2. Promote desirable behavior.
3. Reduce punishing interactions.
4. Promote learning and exploration.

Verbal Redirection:

This is a means for parents to manage their child's behavior by verbally expressing a command or request. It is a way to redirect the behavior of the child by talking to him/her. It involves a parent initially telling a child that the behavior they are engaged in is not acceptable. Some examples are: "Chairs are for sitting. No standing, please." "No standing in the bathtub. Please sit still." "Oh, what a nice toy. Please put it back on the shelf."

Inappropriate examples of redirection include: "No standing on the chair. You'll fall and break your neck." "Quit standing in the tub. Do you want to fall and hurt yourself?" "Yes I see the toy. Now just don't leave it on the floor."

As you can see from the examples, the parent is stating what they expect. The inappropriate examples do not show the child what you expect from them. Verbal redirection also includes directing the child's attention and behavior to more appropriate activities and avoiding unnecessary confrontations. This type of redirection works best for children under the age of three.

Physical Redirection:

Physical redirection is similar to verbal redirection except that it involves actual physical redirection of the child from the behavior. This technique allows parents to use a nurturing touch to redirect the child to performing more appropriate behavior. Examples include: physically redirecting a child away from an electrical socket to a safe toy to play with; escorting a child from the bathroom to the living room and engaging the child in play; or taking a dangerous object away from a child and giving them a safer one to play with.





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Inappropriate examples include physically jerking a child away from an electrical socket; spanking a child for entering the bathroom unassisted; or slapping a child's hand for touching a dangerous object. These examples involve the use of a harsh or abrasive touch.

The ideal way to redirect a child's behavior is through the combined use of verbal and physical redirection. Used together, the child quickly learns that a particular behavior is unacceptable.

How To Use Verbal & Physical Redirection:

1. In a firm voice, the parent should let the child know he/she is engaging in or about to engage in an unacceptable behavior. The firm voice indicates this is not a game, and the no indicates he/she is to stop the behavior immediately.
2. Tell the child his/her behavior is unacceptable.
3. Attempt to let the child re-establish the original setting. This means that if he/she has taken something, physically and verbally redirect him to return the object to where it belongs.
4. Physically and verbally redirect the child. Engage the child in play.
5. Praise the child for cooperating.
6. If the child repeats the behavior, repeat steps 1-6.

Explain to the participants that this completes the parenting education classes for children under the age of 12. Ask them if they have any questions regarding the material covered.

Evaluation

Explain to the participants that you would appreciate their feedback on the classes. Pass out the evaluations (*see Section 13: Building Strong Relationships*) and have the participants complete them.





SERIES B: PARENTING ADOLESCENTS

Section 8: Introductions & Getting Started

Objectives

Participants will—

1. Introduce themselves to the class.
2. Discuss and become familiar with the purpose of parenting education classes
3. Complete the Parenting Adolescents Assessment Questionnaire to gain insight into the parenting styles of participants

Materials

1. Parenting Adolescents Assessment Questionnaire
2. Flipchart
3. Markers

Introduction

Introduce yourself to the group by telling them who you are and what you do. Explain that the purpose of these classes is to not only help them become better parents, but also to help them understand the American system and become more familiar with the signs and symptoms of any behavioral/learning difficulties their children may be experiencing.

It is important to stress that they are the experts in parenting their children. These classes are simply a way to support and enhance the skills they already have, as well as to teach them new parenting techniques.

Discuss with the participants the outline of the topics that will be covered throughout these classes.

Assessment

Explain to the participants that in order to introduce them to alternative parenting techniques, it is necessary to learn about their past and present styles of parenting. Pass out the Parenting Adolescents Assessment





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Questionnaire to the participants. Depending on the number of participants, have them discuss it as one large group or in many small groups.

Notes to Facilitators:

1. *The answers given by the participants in this activity will help you understand the concerns these parents have.*
2. *An alternative to this activity can be found in Section 1 of the first series in this module. If you do not have parents in this class who attended the other class, you may want to use the other questionnaire. The answers will give you knowledge of how the participants where parented themselves, how they parented in the past, and how it has changed since coming to the United States.*





Parenting Adolescents Assessment Questionnaire

Please tell us something about yourself and your family.

1. Name:
2. Ethnicity:
3. How long have you been in the United States?
4. Your children's Names and ages:

Name: *Age:*

Name: *Age:*

Name: *Age:*

Name: *Age:*

5. Do you work? Y N If yes, what do you do?

6. List several problems with your adolescent(s) that you would like help in addressing.





Section 9: Child Development

Objectives

Participants will—

1. Become familiar with the developmental characteristics of children in the adolescent stage.
2. Learn to recognize how trauma may affect adolescents and the behaviors that might result.

Material

1. Flipchart
2. Markers

Introduction

Adolescence is often described as the "storming" age of a child. This is due to the many physical and emotional changes that children in this age group experience—changes that cause children great anxiety. This is especially true in early adolescence when external peer pressures easily affect a child's emotions and behaviors. During middle and late adolescence, children tend to establish their own identities and develop a sense of self, which may separate them from either their family or peer group. In order for parents to help their children during adolescence, it is important that they understand this crucial stage of development. This understanding will also help make their children's adolescence easier for the parents.

Outline/Lesson Plan

Developmental Stages

How Adolescents React to Trauma

- Signs of Trauma

Developmental Stages

Note to Facilitators:

Ask participants to describe adolescents' behaviors and changes in the four areas (physical, intellectual, social, and emotional). Affirm their understanding of this stage of development and build on that understanding by discussing the following information.





1. *Physical:* At this developmental stage, children experience a lot of physical changes. These changes, which occur as a result of puberty, include rapid growth, the maturation of sexual organs, and the development of secondary sex characteristics. The elevated hormone levels that trigger puberty also cause mood swings. Adolescents must become accustomed to these changes in order to adapt their behavior accordingly.
2. *Intellectual:* During early adolescence, the beginning stages of operant thinking appear. Children develop the ability, although limited, to think hypothetically and to take different perspectives into account. During middle and late adolescence, formal operational thinking becomes more developed and the majority of adolescents begin to actively use it.
3. *Social:* In early adolescence, relationships center around a peer group: behavior is guided by group values and self-esteem is based on acceptance by others. At this stage, most relationships remain same-sex and social roles are still defined by external sources. Gradually, young adolescents become interested in relationships with members of the opposite sex; however, this is done mostly in peer groups.

During middle and late adolescence, children begin to develop a more individualized and internalized value system. This comes after careful consideration and independent thought. At this stage, they select friends based on personal characteristics and mutual interests—the importance of a peer group declines and individual friendships are strengthened. Youth in this stage also experiment with social roles and explore options for a future career.

4. *Emotional:* Early adolescents identify strongly with their peer group. They depend upon their peers for emotional stability and support, as well as to help mold their emerging identity. As such, their confidence is greatly effected by the acceptance of their peers and they are quite vulnerable to emotional stress.

During middle and late adolescence, identity becomes more individualized as a sense of self emerges. This sense of self is often separate from either family or peer group. Self-esteem is influenced by their ability to live up to their own internalized standard for behavior. Self-appraisal and introspection are quite common.

How Adolescents React to Trauma

For all children, adolescence is an extremely difficult time, which can be greatly affected by the experience of a traumatic event. The following are behaviors that an adolescent might evince as a result of experiencing trauma:

- ❖ Adolescents show the same symptoms of Post Traumatic Stress Disorder (PTSD) that adults do.





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- ❖ They may feel anger, shame, and betrayal, and may act out their frustration through rebellious acts in school.
- ❖ They may opt to move into the adult world as soon as possible to get away from the sense of disaster (resulting from living in chaos and fear due to PTSD) and to establish control over their environment.
- ❖ They may be judgmental about their own behaviors and the behaviors of others.
- ❖ Their sense of survival may contribute to their sense of immortality.
- ❖ They are often suspicious and guarded in their reactions to others.
- ❖ Eating and sleeping disorders are common.
- ❖ They may lose control of their impulses and become a threat to themselves and other family members.
- ❖ Alcohol and drug abuse may become a problem as a result of the perceived meaninglessness of the world.
- ❖ They may fear that they will experience trauma again, which will add to their sense of a limited future.
- ❖ They may experience psychosomatic illness as a way a coping with the traumatic event.

Signs of Trauma:

The following list is intended to show certain behaviors which parents should use as indicators that their adolescent is experiencing a reaction to the trauma they have gone through.

- ❖ Running away
- ❖ Sexual aggression
- ❖ Sexual promiscuity
- ❖ Sleep disturbances
- ❖ Delinquency
- ❖ Anxiety or nervousness
- ❖ Rage
- ❖ Shame
- ❖ Feelings of betrayal
- ❖ Rebellion





- ❖ Loss of concentration
- ❖ Suicidal thoughts or attempts
- ❖ Depression

Parents need to remember that their adolescents experienced the same trauma they did. While an adolescent's ability to recall traumatic events is greater than that of a younger child, it may still not make that much sense to them. The only way an adolescent can react to trauma is through their behavior. Parents need to look for the signs and, if necessary, seek professional treatment to assist their adolescent in coping with the trauma they experienced.





Section 10: Parenting a Bicultural Teenager

Objective

Participants will understand how culture, both their own and American, has a significant influence on their adolescents' sense of identity.

Materials

1. The "Trees" Exercise
2. Flipchart
3. Markers

Introduction

Explain to the participants that this section involves identifying how to raise an adolescent in a bicultural society. This is an important aspect to discuss because of the significant influence peers have on adolescents. Being immersed in a completely different culture is quite frightening to an adolescent. This stage of life requires them to seek out their own individual identity, which becomes even more confusing when they are faced with retaining their own culture or assimilating into a new one. This can also be a significant strain on the child/parent relationship.

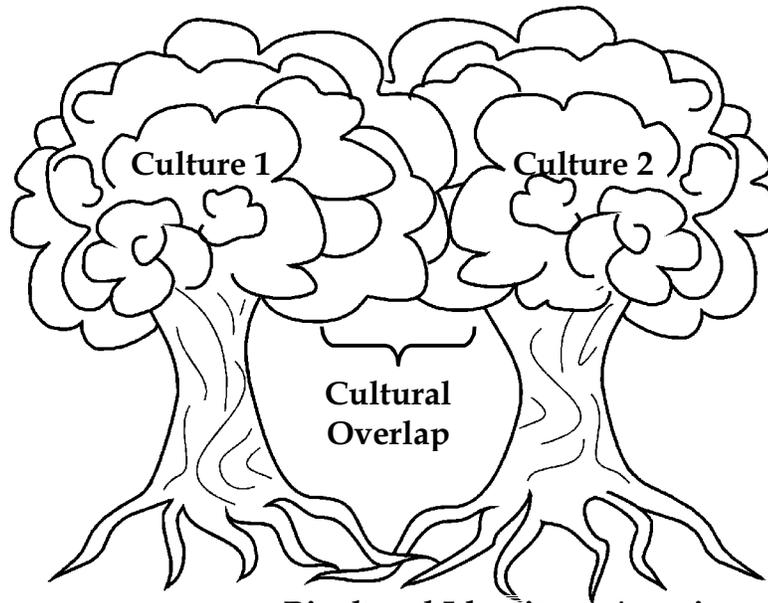
Assessment

Pass out the "Trees" exercise to each participant (*see Diagram 1 for an example*). Depending on the number of participants, this exercise can be done with one large group or with separate smaller groups. Explain to the groups that the two trees represent the two different cultures, their own and American. State that the leaves and trunk, which are fully visible, represent the behaviors displayed by both cultures. Next state that the roots, which are hidden, represent the beliefs and values which make up the different cultures.

Ask the participants to identify the behaviors of their culture, write what they state on the leaves section. Next ask them to identify the beliefs and values which make up their culture. Do the same for the other tree representing American culture.

Once the two trees are completed, talk to the participants about being bicultural. Ask them if they can see ways in which their adolescents are accepting some American behaviors and/or beliefs. Write their answers on the bottom of the sheet.





Somali

- Qu'ran & "Normal" school (8-12 years) with some university
- Extended family/kinship
- Respect for elders
- Dictatorship
- Listen to parents & teachers
- Wife must get permission from husband
- Lots of children (6+)
- Value sons more than daughters
- Man can choose divorce without wife's permission
- Woman's name follows Father-Grandfather, not husband.
- Circumcise girls & boys
- Polygamy
- Towns: long dresses, cover heads
- Privacy
- Marriage at 13-14

Bicultural Identity

- Somali:* religion, respect, sexual values, marry Muslims
- American:* education, health, small families, democracy, equality, leave out tribal conflicts, no circumcision, good professions for daughters

American

- Women & children have more freedom
- Different religions, including some Atheists
- Small families
- Children talk back to parents & teachers
- Democracy
- Elderly in nursing homes
- Children move out at 18
- Everyone very frank
- Monogamy
- Equality for men & women
- Sexual freedom

Diagram 1: The above "Trees Exercise" example is derived from a session held with refugee adolescent girls in a Parent Education Training held in Houston, Texas, 1999.





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Next, have the participants discuss the problems they are having, if any, with their adolescents adopting American adolescent behavior and/or beliefs.

Questions to facilitate discussion include:

- ❖ Do you want your child to retain their own culture, adapt to American culture, or is it okay for them to be bicultural?
- ❖ If your adolescents choose to become "American" how will you handle this?
- ❖ Is there anything you do to help your adolescent decide?
- ❖ What are the strengths to being bicultural? What are the weaknesses?
- ❖ How do your adolescents feel about being immersed in two different cultures?
- ❖ Does your adolescent ever talk about "American" kids? If so, what do they say? Is it negative or positive?
- ❖ If you want your adolescent to retain their culture how will you encourage this?





Section 11: Parenting Adolescents

Objective

Participants will identify the parenting method they use with their adolescent(s) by completing the Parenting Approach Questionnaire.

Materials

1. Parenting Approach Assessment Questionnaire
2. Flipchart
3. Markers

Introduction

Explain to the participants that today's section involves identifying their parenting style when it comes to their adolescent. One of the problems with parenting is that while parents have the job of parenting an adolescent, they do not have the right tools. If all a parent has to use are worn out punishments (the tools) when confronted with a misbehaving teenager, effective parenting is like trying to build a big home with only a rusty saw and small hammer. The goal of the rest of this module's sections is to give parents the proper tools, or to build on already existing skills, to effectively parent their adolescents.

Assessment

Have the participants complete the Parenting Approach Assessment Questionnaire. Once completed, have them share their answers with the rest of the group.

Note to Facilitators:

When the participants share their answers, see if you can find any similarities among the conflicts experienced by the participants and their adolescents. Use their answers to facilitate a discussion about the similarities of these conflicts and how they handled them. This is a good tool to share their parenting strengths, and to show how parents deal with the same type of conflicts with adolescents. For questions regarding what mistake they made, get feedback from the other participants as to how the situation could have been better handled.





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Parenting Approach Assessment Questionnaire

1. Describe the last conflict you had with your adolescent, including what happened, what you said, and what your adolescent did.

2. How did you feel during the conflict (irritated, angry, hurt)?

3. How did your adolescent respond to your discipline?

4. What was one mistake that you made?





Section 12: Handling Problems

Objectives

Participants will—

1. Learn how to develop responsibility in adolescents.
2. Address the importance of giving their adolescents freedom, within certain limits, as a method of developing responsibility while decreasing problems.
3. Differentiate between natural and logical consequences as a means of teaching adolescents responsibility for their behavior.

Materials

1. Flipchart
2. Markers

Introduction

Explain to the participants that the main theme for today's section is developing responsibility in adolescents. When responsibility is developed, parents have the ability to decrease their own stress by allowing their adolescents to be "responsible" for their own actions. A big mistake made by parents is for them to assume all of the responsibility for their adolescent's misbehavior. This can cause more anger and frustration on the side of the parent than there need be.

Outline/Lesson Plan

Responsibility

Freedom & the Limits to Freedom

Consequences

1. *Natural Consequences*
2. *Logical Consequences*





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Responsibility

Ask the participants to give you the definition of *responsibility*.

Definition: *Responsibility is the process of making choices and then accepting the consequences of those choices.*

The first step, as parents, in helping adolescents prepare for responsibility is to resist the temptation to blame and punish them for their mistakes and misbehavior. When disciplining teenagers, parents must use methods that will teach responsibility while helping them to handle everyday problems.

As adults, we have learned that our choices are usually guided by the consequences that follow. If a particular choice brought about a positive consequence, we are most likely to make that choice again. If the consequence was negative, then we know how to avoid the same negative consequence the next time. This holds true with adolescents and is a way for them to grow and learn.

Freedom & the Limits to Freedom

Before an adolescent can begin to make responsible choices, they must be given some freedom to do so; yet there needs to be limits to the freedom given to them. Many parents make decisions for their children because they believe they know what is best for their child. While it is true that a parent does know best, a choice can only be made when there is freedom to choose, otherwise a choice is no choice at all. If parents constantly dictate their children's behavior, then they will not have the opportunity to learn responsibility.

Giving freedom within limits means setting limits that are in line with the child's age and level of responsibility. Limits that are too restrictive lead to rebellion, and those that are too loose lead to selfish and destructive behavior. Be aware of what the adolescent can and cannot do when setting limits.

Consequences

Consequences occur as a result of the choices one makes (see *Section 6: Behavior Management*). There are two types of consequences, natural and logical, that can help an adolescent to be responsible for his/her own choices.





1. *Natural Consequences:*

These consequences are the natural result of what adolescents choose to or not to do. They do not require parental intervention. For example:

- ❖ The consequence of not studying for a test is getting a bad grade.
- ❖ The consequence of sleeping late on a school day is being late for school.
- ❖ The consequence of not putting your bike away is it getting rusty or stolen.

Natural consequences do not require parental discipline, which takes the responsibility off the parent's shoulders. In order for natural consequences to be effective as a teaching/learning aid, however, parents must not interfere, either in terms of a rescue or to say, "I told you so."

There are several situations in which natural consequences should not be a parent's method of discipline, they are:

- ❖ When the natural consequence poses a threat to the adolescent; for example, experimentation with drugs or alcohol.
- ❖ When the natural consequence is too far in the future for the adolescent to understand the connection; for example, not doing their schoolwork may lead to their failure to graduate or to get into college.
- ❖ When the consequence of an adolescent's behavior affects others; for example, they borrow the car and forget to put gas in it, and the parent runs out of gas. Parents have to take action as necessary.

2. *Logical Consequences:*

These are the consequences that a parent deliberately chooses to show an adolescent what logically follows when they choose an unacceptable behavior.

How to Use Logical Consequences:

- ❖ *Give the adolescent a choice.* Use such statements as "Either you may _____ or you may _____. You decide." Or phrase the choice as "When you have _____, then you may _____"
- ❖ *Involve the adolescent in a discussion to set the consequences.* By allowing them to be involved in the decision-making process, they are less likely to rebel against the consequence. They are more likely to cooperate with the parent's authority instead. An





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example would be saying to the child, "I have a problem with you leaving your things all over the house. What do you think we can do to solve it?"

- ❖ *Make sure that the consequence is logically connected to the misbehavior.* For example if they are constantly on the phone, say "Either limit your phone calls to 15 minutes or give up a of night using the phone each time you go over 15 minutes." An illogical consequence would be "Either limit your phone calls to 15 minutes or you are not going out Saturday."
- ❖ *Only give choices you can live with.* If you give a consequence that you cannot accept, then you are more likely not to follow through with the consequence and no lesson will be learned.
- ❖ *Keep the tone firm and calm.* If parents use a tone that reflects anger and frustration, their adolescent has a greater chance of beginning a fight. A tone that is firm and calm lets them know that the parent has the authority.
- ❖ *Give the choice one time and then act.* For a logical consequence to teach a lesson, it must be enforced. Adolescents always choose; although they may not always respond verbally, it will be clear from their behavior that a choice has been made. Parents should not provide a second chance without putting the consequences into effect.
- ❖ *Expect testing.* When parents attempt to redirect an adolescent's misbehavior from negative choices towards positive ones, they should expect the adolescent to continue to misbehave for awhile. The adolescent will test whether the parent is really going to do what they say they will. If parents consistently follow through on consequences, the adolescent will soon see that testing does not work and change.
- ❖ *Allow the adolescent to try again after experiencing the consequences.* Once an adolescent has experienced the consequence of making a poor choice, allow them the opportunity to try again. The goal is for them to learn from the consequence.





Section 13: Building Strong Relationships

Objectives

Participants will—

1. Learn techniques to effectively communicate with their teen in an effort to build a strong, rather than antagonistic, relationship with their adolescent.
2. Learn what adolescents need in order to grow into flourishing adults.

Materials

1. Parenting Evaluation Questionnaire
2. Flipchart
3. Markers

Introduction

Inform the participants that this is the last section. In order to bring these classes to a close, this section suggests several ideas/tips to building a strong relationship with an adolescent. Rather than having an antagonistic relationship, it is better to have one that is filled with trust and love. It should be the goal of all parents to create a home environment that allows for honesty and open communication rather than one marked by misbehavior and anger and arguments.

Outline/Lesson Plan

How to Communicate with Adolescents

- What an Adolescent Needs

Activity

Evaluation

How to Communicate with Adolescents

- ❖ When talking with an adolescent, or with any child, parents should always give them their undivided attention. This shows the adolescent that their parents really do care about what they have to say. Adolescents should feel free to talk whenever they have a problem. If they feel that their parents are not interested in what they have to say, they will eventually learn not to come to their parents with problems.





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- ❖ Parents should always remain calm when discussing important issues. Try to see things from the adolescent's point of view while remembering that it is up to you as the parent to set guidelines for appropriate behavior.
- ❖ Be polite. How parents communicate with their children will determine how the children will communicate with the parents. Remember that much of what a child learns about relationships and communication is learned from their parents. Because of a parent's role in their lives, parents are the greatest teachers for what they take with them to adulthood.
- ❖ Parents should avoid being overly critical of their adolescent. Adolescents will not confide in their parents if they feel that their parents are constantly judging their behavior or find it to be lacking. This is very challenging for parents to do. They need to remain firm on such issues such as no drug use while showing flexibility with such things as clothing or hairstyles.
- ❖ Parents need to reassure their children that they can talk to them about anything. This involves using many of the steps listed above. Parents should seek help from other sources if they need assistance or find a subject uncomfortable.
- ❖ Parents should allow adolescents the opportunity to express their feelings and opinions even if they are different from those of the parents. Parents need to present their own viewpoint calmly and honestly.
- ❖ Parents need to help adolescents build self-confidence by encouraging (but not forcing) participation in activities.
- ❖ Parents should focus on all the things that their adolescents do well, reward appropriate behavior, and praise them for a job well done.
- ❖ Parents need to remember when they were adolescents; remember how they felt and use this as a guide in parenting.

What an Adolescent Needs:

- ❖ Clear limits. Determine what is acceptable and what is not acceptable. What are the consequences for their actions?
- ❖ Fair and consistent discipline. Discipline carries over to every aspect of their lives.
- ❖ Parents to be positive role models.
- ❖ Permission to fail—not necessarily acceptance of their behavior, but accepting them.
- ❖ Opportunities to laugh and to be happy.
- ❖ Opportunities to be successful whether in school or at home.
- ❖ Consistency.





- ❖ Encouragement to be responsible.
- ❖ Support and trust.
- ❖ To be loved.
- ❖ To be respected.

Activity

Role Playing:

Time: 45 minutes - 1 hour

As a wrap-up to the parenting module, refer the participants back to the Parenting Approach Questionnaire (see *Section 11: Parenting Adolescents*) in which they described a conflict between the parent and an adolescent.

In preparation for this activity, the trainer needs to review the participant responses on the questionnaire and select some situations to use in the activity. For example, if the group consists of 20 members, 10 situations need to be selected. Write one sentence describing each situation/conflict on an index card, without giving any details on how the parent/adolescent behaved. For example: "You have asked your adolescent to be home by 9 p.m. on school nights and they came home after 10 p.m. on two consecutive nights."

Procedure:

1. Divide the group in pairs in which one participant will be the parent and the other one the adolescent.
2. Hand each pair an index card describing a conflict and ask them to act it out in their pairs, assuming the role assigned to them. If you wish, you can also assign an "observer" from the group to each pair, whose task is to observe the interaction of the pair. Instruct observers to pay attention to both verbal and non-verbal (body language) communication between the parent and the adolescent. Comfort level within the group permitting, you can also ask a few pairs to role-play their conflict for the whole group.
3. Discuss the activity by role (parent/adolescent/observer.) You can use the following questions:
 - ❖ What parenting techniques did you employ?
 - ❖ When in the course of your interaction did you feel effective and when did you feel your adolescent was effective?





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For parents role-playing adolescents:

- ❖ How did it feel to be in the shoes of an adolescent? What insights did you gain from the experience?
- ❖ What felt uncomfortable?
- ❖ What would you like to do better the next time?

Then have the group offer their suggestions on how the conflict could have been handled.

This closing activity can be used as an evaluation tool by both the group and the trainer with the goal of determining to what extent the participants are employing parenting techniques discussed throughout this module.

Note to Facilitators:

Keep linguistic barriers in mind when planning this activity. In order for the interaction to succeed, you either need to have good interpreters in class or participants have to speak the same language.

Evaluation

Explain to the participants that you would appreciate their feedback on the classes. Pass out the following evaluations (the same evaluations are used in Section 7: Behavior Management [continued]) and have the participants complete them.





Parenting Evaluation Questionnaire

1. How helpful was the information on parenting techniques? *(Circle one of the following.)*

Very Helpful Somewhat Helpful Not Very Helpful Not much Not at all

2. Do you plan to use the ideas that we talked about? *(Circle one of the following.)*

Yes No

3. How did you like the activities that we did? *(Circle one of the following)*

A lot Somewhat Not much Not at all

4. What do you think about the facilitator's knowledge of the material? *(Circle one of the following.)*

Excellent Good Fair Poor

5. How do you feel about the way that the material was presented to you? *(Circle one of the following.)*

Excellent Good Fair Poor

5. How has your relationship with your children improved because of these classes? *(Circle one of the following.)*

A lot Somewhat Not much Not at all

7. How frequently have you used the skills you learned in the classes with your children? *(Circle one of the following.)*

A lot Somewhat Not much Not at all

8. Do you feel better able to parent your child in American society as a result of these classes? *(Circle one of the following.)*

A lot Somewhat Not much Not at all

9. Would you be interested in learning more about parenting in the future? *(Circle one of the following.)*

Yes No

10. Would you recommend this program to a friend? *(Circle one of the following.)*

Yes No

