

PARENTING FOR LIFELONG HEALTH

Parenting for Lifelong Health Programme for Young Children Facilitator manual



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This programme was developed in collaboration with over 700 children and families in South Africa.

Parenting for Lifelong Health Programme for Young Children – Facilitator Manual

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PART ONE

INTRODUCTION TO THE PARENTING FOR LIFELONG HEALTH PROGRAMME FOR YOUNG CHILDREN

INTRODUCTION

Welcome to the Parenting for Lifelong Health for Young Children facilitator's manual!
This manual is for YOU!!!

This manual is a guide to help you deliver the Parenting for Lifelong Health Programme for Young Children, or PLH Kids. It contains instructions on how to structure each session, how to facilitate each activity, and specific information on the content of the programme.

It is very important that you try your best to follow all of the activities and instructions in the manual. However, please remember that the manual is only a guide to support you after participating in a training workshop by a certified PLH trainer.

The extent to which PLH Kids can change how parents behave towards their children is entirely up to YOU.

We like to say that **WHAT** you deliver – that is the content of the PLH Kids manual – **is only 20% of the programme.**

80% of the programme is HOW you deliver the programme. Your behaviour towards the parents and the way you facilitate the programme is the most important part.

The core skills of a facilitator (namely: praising and appreciating parents, using active listening skills, being consistent and compassionate, exploring problems, and practicing solutions) model the collaborative approach to problem solving and bring about the change we want to see in parents and the community.

Remember that if there is anything that you cannot remember or feel unsure of, practice it with your co-facilitator.

Just as we say to the parents, "It is what you do at home that makes the difference," the same thing applies to you. When you practice facilitation skills before a session, you will be more confident and able to deliver the programme for parents.

Thank you for your commitment and dedication to reducing violence against children and promoting child wellbeing through positive parenting.

You are a shining star for happy families!

1 | PROGRAMME OVERVIEW

The Parenting for Lifelong Health Programme for Young Children is a group-based parenting programme for families with children ages 2 to 9.

It has been designed specifically for vulnerable families facing challenges with their children's behaviour with the goal of promoting positive parenting to reduce the risk of child abuse and neglect in low-income communities.

The core theme in PLH Kids is "Building a Home of Support for You and Your Child." By helping parents build a home of support for themselves and their children, we help parents to manage their children's behaviour whilst promoting healthy parent-child relationships.

The intention of this manual is to provide a guide for you to deliver PLH Kids. It is expected that you will have attended an intensive training in programme delivery prior to facilitation, and that you facilitate the programme under supervision.

WHAT IS THE PROGRAMME AIMING TO DO?

The overall goal of PLH Kids is to reduce the risk for child maltreatment and improve child behaviour in vulnerable families through helping parents develop the skills to establish positive relationships with children. Nurturing happy and supportive families is our main objective!

We know that lots of children are cared for by someone who is not their biological mother or father. When we talk about 'parents' and 'parenting' we mean the caregivers or guardians of the child, whether they are biological parents or not.

The important goal of the programme is to increase positive parenting behaviour by:

- Increasing parenting knowledge, skill and sense of competence
- Improve positive parenting behaviour
- Improving parental supervision of children
- Decreasing inconsistent and harsh discipline
- Improving child behaviour and wellbeing
- Improving caregiver mental health and social support
- Improving knowledge and use of social services for intimate partner violence, family illness, and their families
- Improving engagement in school and early childhood learning

TAKING A COLLABORATIVE APPROACH TO PROGRAMME DEVELOPMENT

PLH Kids uses a collaborative approach at all levels of development and implementation. This means that you will work with parents as partners to help them to achieve their own goals.

PLH Kids was created in collaboration with the Universities of Cape Town, Oxford, and Bangor, the World Health Organisation, UNICEF, the South African Department of Social Development, and Clowns Without Borders South Africa.

PLH Kids was also developed in close consultation with parents and service providers living in Cape Town, South Africa. It is now being delivered all over the world in more than 10 different countries by facilitators just like you.

PARENTING FOR LIFELONG HEALTH

PLH Kids is part of a larger initiative called Parenting for Lifelong Health (www.who.int/violence_injury_prevention/violence/child/plh/en/). Its objective is to develop and test a suite of effective, feasible, culturally relevant, and scalable parenting programmes to reduce the risk of violence against children and improve child wellbeing in low- and middle-income countries.

At present, there are few parenting programmes to prevent child maltreatment that cover the age range from 0 to 18 years, and are both evidence-based and affordable for low- and middle-income countries, where the need is the greatest. Parenting for Lifelong Health aims to fill this gap.

Parenting programmes that strengthen families through the development and reinforcement of positive parenting practices and enhancement of positive parent-child relations are an effective strategy to reduce the risk of child maltreatment and other forms of violence against children.

These programmes promote parenting practices and behaviours that build the skills of parents or caregivers to interact positively and provide adequate support and care to their children. Parenting programmes have been also shown to be effective at preventing and treating disruptive behaviour amongst children and reducing maternal mental health problems.

Although there is a large body of evidence on the effectiveness of parenting programmes in high-income countries, there are currently very few evidence-based interventions that are well-suited for the cultural and developmental contexts of low- and middle-income countries. There may also be limitations to transporting evidence-based parenting programmes developed in high-income countries to low resource settings due to cost, licensing, and cultural relevance.

To respond to this need for locally adapted, affordable and scalable parenting programmes in low-income settings, the Parenting for Lifelong Health developed a prototype programme for families with young children. Initially tested in South Africa, PLH Kids and its adapted versions has been implemented in the Democratic Republic of Congo, Kenya, Macedonia, Moldova, Montenegro, the Philippines, Romania, South Africa, South Sudan, Thailand, and Uganda.

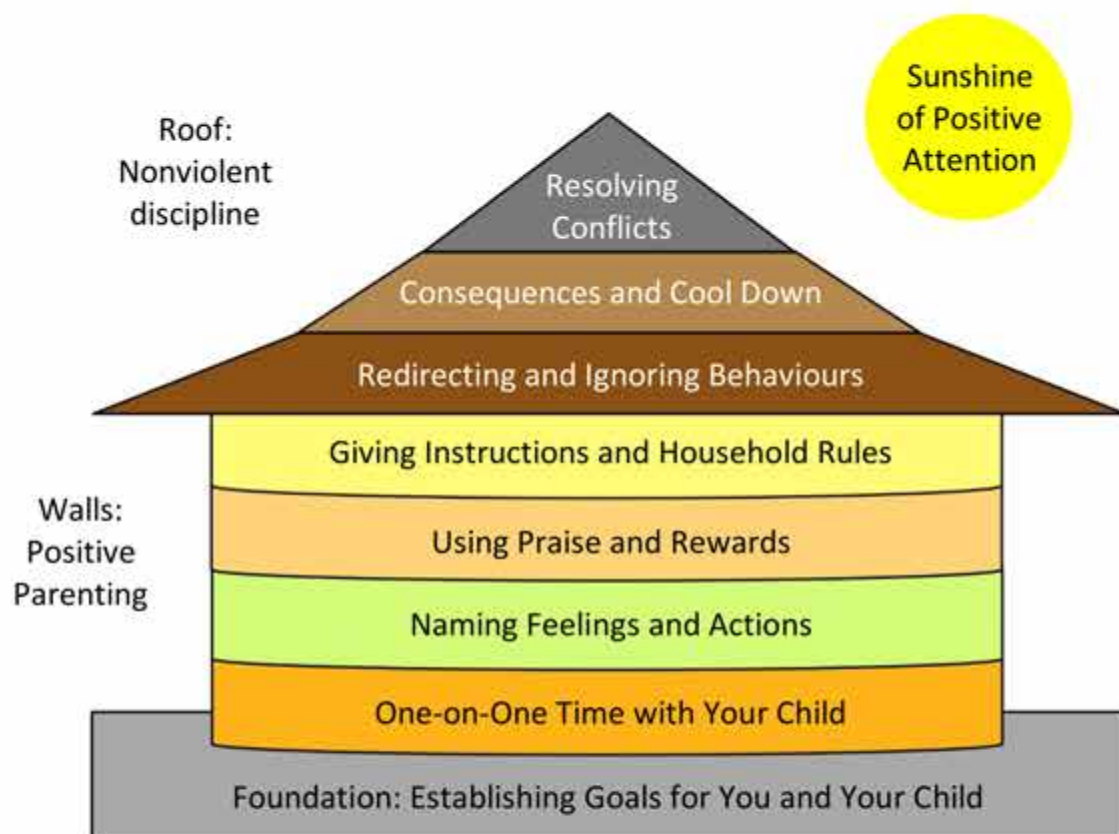


Figure 1 Building a House of Support for you and your child under the Sunshine of Positive Attention

2 | PROGRAMME CONTENT AND DELIVERY

BUILDING A HOUSE OF SUPPORT

PLH Kids uses a home to demonstrate why it is important for parents to build a strong, positive relationship with their children.

The walls symbolize positive and healthy parent-child interactions – spending special time with children, building language skills, talking about feelings, and praising and supporting good behaviour.

The walls make the foundation for good parenting. They are the most important part of the programme.

As we move to the roof, we focus on setting limits, establishing house rules, and dealing with difficult behaviour.

When parents spend more time building positive relationships with their children, they often need to spend less time managing difficult behaviours.

The more time that parents spend playing with, and praising, their children, the less often their children will misbehave and seek attention for negative behaviour.

These skills result in both parents and children feeling supported and loved and parents have less stress.

If the foundation of the house is strong, the roof will be easier to maintain.

If the walls are made poorly, out of bad, negative material, or if parents spend all their time worrying about the roof (making rules, disciplining, and punishing their children) without building strong walls, the *House of Support* will fall down.

Children will feel disconnected, and emotionally insecure and tend to misbehave. Parents will feel stressed and unhappy.

Finally, the “Sunshine of Positive Attention” symbolizes the importance of children receiving as much positive attention as possible from their parents.

CORE BUILDING BLOCKS

This programme uses culturally relevant approaches based on universal core parenting skills, or “Building Blocks,” to build the House of Support. These Building Blocks are **HOW**

we improve parenting behaviour and form the basis of evidence-based parenting programmes from around the world.

The core Building Blocks of PLH Kids include:

- Working together with parents to solve problems
- Parents engaging in activities with their children that are at the right developmental stage for the children
- The importance of child-led play and praise for the development of nurturing relationships
- The need to establish clear limits, house rules, and appropriate forms of supervision
- Helping parents learn alternative ways of dealing with challenging child behaviour
- Helping parents to look after themselves, through self-care and stress relief

There are also many other, more specific, building blocks throughout the programme that are connected to each session's main theme.

Although the programme includes some teaching of skills to help develop effective parenting behaviour, we mainly focus on *practicing skills* by learning through doing.

We need to make sure that parents practice the new skills and ways of doing things, because they remember things much better when they do them themselves and they are then more likely to do the same things at home.

It is what parents do at home that makes the difference!

OVERALL STRUCTURE

PLH Kids has the following components:

- A pre-programme home visit
- 12 group sessions on parenting skills (delivered either weekly or every other week in sessions covering one or more of the 12 sessions)
- Individual in-home sessions for families requesting or needing additional support (when feasible)
- Final celebration or graduation ceremony at the end of the programme.

Facilitators work in teams of two when delivering the programme.

You and your co-facilitator can support each other and also help with taking notes of the parent's ideas and contributions during the programme. It also helps to give everyone individualised attention when you are facilitating more than one group.

Before the group sessions, you will conduct pre-programme home visits with each participating family to learn more about the home environment, parent goals, and challenges with their children (see below).

During the programme, parent groups (ideally 12-15 participants per group) meet to explore key parenting themes of parent-child interaction, stress management, and relationship building.

Each session, parents are given home activities that further their skills development with exercises to help to reduce their stress and to connect with their children.

When feasible, programme facilitators sometimes visit participants at home to reinforce the activities learned during group sessions or follow-up with those who have missed a session. This is an opportunity to work one-on-one with caregivers and their children and provide additional support if necessary.

Towards the end of the programme, participants are given the opportunity to organise their own celebration of their journey and what they have learned. This typically involves sharing experiences of the programme, singing traditional songs, traditional dancing, as well as storytelling. This may include their children.

If parents want to, they can continue meeting in ongoing support groups to help each other as their children grow up.

The support groups are also opportunities to address other issues facing the community including health care, school support and involvement, and government support.

You also need to consider whether your agency can offer them any additional or ongoing support. Even post cards after 6 months or other similar tokens can make a difference in maintaining positive parenting in the family!

SESSION CURRICULUM

The following is a brief overview of the structure of the programme, which includes a pre-programme home visit for each parent and twelve group sessions. A more detailed description is provided in subsequent chapters.

Foundation: Establishing Parent Goals

Pre-programme home visits are done with each parent to establish goals and learn about the context in the family.

Walls | Positive Parenting

Session 1: One-on-One Time with Your Child

Session 2: – Say What You See

Session 3: – Talking About Feelings

Session 4: Praising and Rewarding Our Children

Session 5: Giving Positive, Specific, and Realistic Instructions

Session 6: Establishing Household Rules and Routines

Roof | Limit Setting and Discipline

Session 7: Redirecting Negative Behaviours

Session 8: Ignoring Negative Attention Seeking and Demanding Behaviour

Session 9: Using Consequences to Support Compliance

Session 10: Using Cool-Down as a Consequence for Aggressive Behaviour

Session 11: Avoiding and Resolving Conflicts

Session 12: Reflection, Celebration, and Moving On

DAILY SESSION STRUCTURE

Each session has a similar structure in which you and your co-facilitator guide parents through a series of activities along a core central theme.

While the content might vary from week to week, the core activities remain the same.

Sessions always start with welcoming activities, then move on to home practice discussion followed by introducing the core lesson. Each session ends with a new home activity assignment for each parent, followed by the closing activity.

At the beginning of each chapter, this manual provides an overview of the session to help you to remember these activities.

The facilitator report form also has a checklist with **core activities in bold** and supporting activities in normal font. This is to help you and your co-facilitator to prioritise the most important parts of the session.

Please note: GO AT YOUR PARENTS' PACE!

The most important thing is to make sure that the parents understand and can apply the core lessons from each session before moving on to the next topic. That might mean that the programme takes a little longer than 12 sessions.

PRE-PROGRAMME HOME VISITS

Pre-programme visits are to give parents the opportunity to learn more about the programme and ask any questions about their involvement. They are also to give you the chance to learn more about each parent who will be participating in the group.

It is important that you or your co-facilitator meets with each participant before beginning the programme.

You may meet with the entire family, or the other adults in the household, to explain PLH Kids to everyone, and to encourage them to support the parent that is attending the programme.

When a parent begins to change the way that he or she interacts with the children in the household, it will also affect everyone else and can sometimes generate conflict. You should bring a flyer of the House of Support to the home visit to help to explain the programme to everyone involved.

You can also tell the primary caregiver that they can invite other members of the household to participate in the programme if they feel that this would be helpful.

During the pre-programme home visits, you should also use it to learn as much as you can about the family circumstances and challenges:

- How many children are in the household? Who else provides care for the children?
- What are some of the difficulties that the parent is facing with her/his child?
- What is the parents' specific, positive, and realistic goal for his/her child?

Ask the parents to describe their expectations about the programme. Try to help them identify a specific goal or goals for themselves or their children's behaviour.

These goals should be stated in a positive way.

For example, instead of saying, "I want my child to stop swearing at me," a parent should be helped to state the behaviour that she or he wants to see: "I want my child to use friendly words."

Finally, pre-programme home visits are opportunities to discuss any logistical matters with the parents about the time and place for the sessions, any transportation or childcare needs, or specific food requirements for the meals during the programme.

After each pre-programme home visit, facilitators should create a participant profile.

These profiles will help you remember the individual circumstances that each parent is experiencing. You can also update the profiles as the parent progresses through the programme.

Make a note if there are any particular challenges or situations at home that might be important to remember when delivering the programme.

Suggested Structure for Pre-Programme Home Visits:

- A. Introduce yourselves to the parent and the whole family if present.
- B. Provide an overview of programme using the House of Support as an example.

(This can just be the basics like how the programme will help them with their own and their child's behaviour)

C. Family background:

- a. What is happening at home?
- b. Who else lives there? Husband/Wife? Partner?
- c. Who else cares for the child?
- d. Would you like to invite that person to participate in the programme, too?
- e. What kind of support network do you already have?

D. Discuss with the parent about his/her relationship with his/her child:

- a. What is life like at home with your child?
- b. What is your relationship with your child like?
- c. What are some challenges that you are facing in terms of managing your child's behaviour?
- d. Are there other challenges that make it difficult as a parent?
- e. What are your goals, expectations, or hopes for you and your child in general and from this programme? NOTE: Focus on the specific, positive, and realistic goal.

E. Practicalities

- a. Time and place of session
- b. Transport and childcare needs (can they arrange someone to look after their child during the session?)
- c. Food requirements

F. Any other questions?

PLH KIDS PARENT HANDBOOK

There is a PLH Kids Parent Handbook and handouts that accompany this manual. These materials are for the parents to take home and use during the programme.

We recommend that you distribute the handbook in instalments at each session, so that the parents all progress through the programme at the same pace.

At the end of each section of the handbook, there is a section where the parents can record on whether or not they did their home activities.

At each session explain to parents that they should put a check in the box if they do that activity each day. At the beginning of the next session, they will show their parent report to you.

If they have completed the core home activities, or at least made an effort to do them, you can give them a sticker or an extra break or a simple and small reward!

SESSION 1 PARENT REPORT							
Name: _____							
Child Name: _____							
Please check the boxes if you completed your home activities on that day.							
This will help you keep track on your progress at home!							
DID I...	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Spend 5 minutes One-on-One Time with my child							
Tell my child the Strange Animal story							
Do the physical exercises in the morning							

Figure 2 Example of a Parent Home Activities Report

SMS BOOSTERS

Each week, you will send out SMS boosters (texts) to the participants who have phones. These reminders reinforce key building blocks for the programme. They also prompt the parents to remember to do their home activities and praise them for trying. These reminders should be sent about midway between each session.

The SMS boosters are included at the end of each session in the manual.

STRUCTURED PHONE CONSULTATION

PLH Kids also includes structured phone consultations as part of the service delivery package. These consultations occur between sessions and provide you and your co-facilitator with the opportunity to check in with each parent in your caseload in an individual and personal way.

During the phone consultation, you should explore how the parent and child are doing both in a general way as well as in regards to the specific home activities for that previous session.

You should also ask specific questions regarding the relationship between the parent and child based on your knowledge of their individual circumstances at home. Check your participant profile beforehand!

If the parent is having difficulties or challenges with the home activity or his/her relationship with his/her child, you can discuss possible solutions with the parent on the phone. Make sure that you allow the parent to think of solutions with guidance from you!

It is okay if you cannot come up with a solution during the phone call. If the problem is too difficult to solve in a simple way, you should reassure the parent that you will work with him/her at the beginning of the next session.

Sometimes the problem will be relevant to other parents (i.e., many parents are raising the same issue). You might want to also address these challenges at the beginning of the next session during the home activity discussion. You can also raise these issues at your next coaching session since other facilitators might be experiencing them, too!

The phone consultations are also a way to check in with parents who have missed the previous session. If this is the case, then you will want to do the following:

- Tell the parent that you missed his/her presence at the previous session.
- Find out the reason for missing the session. Discuss ways to overcome any barriers to participation.
- Ask the parent how s/he is doing with the home activities from the most recent session that s/he attended.

- Provide a brief overview of the main themes, principles, and building blocks that were covered in the session.
- Ask if there are any questions.
- Thank the parent for his/her time and encourage the parent to come to the next session.

NOTE: It is very important that every parent receives a phone consultation in between each group session.

The following is a suggested structure for how to conduct a phone consultation:

1. Make sure you are calling at a suitable time when you will not be disturbing the parent. You can ask him/her during the pre-programme home visit when is best to call each week (e.g., in the afternoon on a Saturday).
2. Greet parent:
 - a. Ask generally how the week is going?
 - b. Ask how the child is in general?
3. Ask about specific home activity for the week.
 - a. Has the parent done the home activity? Ask what happened? Ask for details?
 - b. Remember to use the **A**ccept, **C**onnect, **E**xplore and **P**ractice method (see below).
 - c. Ask if there are any challenges?
 - i. Connect to emotions of parent about how s/he feels.
 - ii. Ask for details about what happened.
 - iii. Do a brief discussion about possible solutions.
 - iv. Choose a solution, and practice/rehearse the solution if it can be done by phone.

NOTE: You do not need to solve the problem in the phone call.

- d. Praise parent for trying.
 - e. If parent still has questions or you cannot resolve the problem:
 - i. Bring it up at your coaching session.
 - ii. Reassure that you will help solve challenges and practice solutions in next session.
4. If parent missed the last session:
- a. Tell the parent that you missed his/her presence at the previous session.
 - b. Find out the reason for missing the session. Discuss ways to overcome any barriers to participation.
 - c. Ask the parent how s/he is doing with the home activities from the most recent session that s/he attended.
 - d. Provide a brief overview of the main themes, principles, and building blocks that were covered in the session.
 - e. Ask if there are any questions.
5. Thank parent for time and say you are looking forward to seeing them at the next session.

Please note: Ask specific questions regarding the parent's relationship to the child. Check your participant profiles to see how they are progressing in the programme and whether there are any specific issues that need extra support.

3 | GUIDE TO FACILITATING SESSION ACTIVITIES

3.1 WELCOMING ACTIVITIES

The welcoming activities establish a sense of regularity and consistency throughout PLH Kids. At each session, facilitators set up the room, welcome the parents, lead a song and physical exercise, and give parents the opportunity to check in on how they are feeling.

3.1.1 BEFORE THE START OF EACH SESSION

PREPARATION

It is very important for you to be well prepared. This shows respect for the participants and makes them feel welcome. For every session you should prepare as follows, working with your co-facilitator to do this:

- Re-read the session you will be giving and make sure you are absolutely clear on your goals for that session. You also need to agree with your co-facilitator who is leading which part.
- Allocate your time according to the needs of the group.
- Remember that you will need to plan between two to three hours for the sessions, depending on local circumstances.

SETTING UP THE ROOM

Arrive early!

Make sure you have plenty of time to set up the room and prepare yourself for each session. You should set up the room in a way that makes a comfortable environment to learn together as a group.

Chairs should be placed in a circle. Make sure there are enough chairs for everyone. A parent can feel rejected if she or he arrives and there isn't a chair for her or him.

Make sure you have all your materials necessary. These include:

- Food and drinks for the break
- Flip chart, paper, and pens or markers, name tags
- Illustrated story posters

- Toys for group practices
- Notes on flipchart papers from previous sessions (put these on the wall)
- Parent handouts for each participant
- Video camera if you are recording your session
- Lunch if you are providing it
- Any other materials such as transportation reimbursements, attendance register, etc.

Please note: Be sure to check the manual before each session to see if any extra materials are needed for the session!

3.1.2 WELCOME THE PARENTS

You and your co-facilitator should welcome participants individually as they arrive and praise them for making the effort to attend each session.

You can give extra praise to those who arrive early!

The warmth and kindness that you show a parent can make a huge difference on how he or she feels during the session.

It also encourages parents to attend more frequently. If possible, it is also nice to provide some coffee or juice and a small snack (biscuits or simple sandwiches) for those who arrive early to the session.

This can also boost attendance and participation!

3.1.3 STARTING THE SESSION

Each session should start on time. This should be a time that is clearly stated during the pre-programme home visits and emphasized as a Ground Rule during Session One.

You should model the principle of following the rules one sets by starting on time.

At the beginning of the session, you should also greet and welcome the entire group and thank them for making the effort to come to the session.

3.1.4 PHYSICAL EXERCISES

Each session begins with a short physical exercise or exercises to help parents connect to their body and relieve stress or tension in the body and mind.

When teaching the physical exercise with parents for the first time, you need to be patient and explain each movement clearly.

Instruct parents in a series of movements moving through the body from head to toe.

It is okay to pause and gently correct postures and movements if necessary.

Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect.

If someone needs to sit down, one should encourage him or her to participate as best as they can from a sitting position. It is also very important to make sure the ***movements are smooth*** and ***breathing is relaxed***.

As you lead the physical exercise each session, the parents will gradually become more comfortable with the movements

Encourage parents to do the physical exercise at home on an ongoing basis. You can suggest that parents do it first thing in the morning.

Leading the Physical Exercise:

You can read out loud the following text below or use the drawing to help you during the first few times you lead the physical exercise.

1. Stretching our bodies

Stretch arms straight up as if you want to touch the sky.

Stretch to both sides. Stretch to the front. Stretch to the back.

2. Head and Neck

Stretch right arm up and put your head on your right shoulder, then put your hand on your ear. Hold for four breaths.

Stretch left arm up and put your head on your left shoulder, then put your hand on your ear. Hold for four breaths.

Place your chin on your chest. Slowly roll your head gently up so that your right ear is near your right shoulder. Slowly roll your head back to your chin. Do the same to your left shoulder. Do this four times in each direction.

Slowly allow your head to roll around in a circle. Listen to the crackling sounds in your neck. Do this four times in each direction.

3. Shoulders

Roll your shoulders around to the front (four times). Roll your shoulders around to the back (four times).

Squeeze your shoulders tightly up to your ears as you breathe in, scrunch your eyes, and hold your breath. Release your shoulders as you relax your body. (four times)

4. Arms

Relax your arms and let them swing to the same direction. The arms should swing from your shoulders NOT your elbows. This is good for your lower back.

Relax your arms and let your arms to swing sideways, and turn your upper body. Your arms should gently hit your back as you twist from side to side.

5. Waist

Hold your waist and make small circles going in both directions (four circles each direction).

6. Knees

Bend your knees a little and hold them with both hands, and make small circles to both sides. Make sure the circles are smooth and that you do not lock your knees (four circles each direction)

7. Feet and Ankles

Place one foot in front of the other and make small circles from ankles, remember to turn to both sides. Do each foot with four circles in each direction.

8. Hands and Wrists

Turn your wrist as if you are painting, both sides in and out.

9. Shake the whole body: move your body high, low, centre, all around. Have fun!

*10. Notice how your body feels. **Remind participants to breathe in a relaxed way!***

Physical Exercise

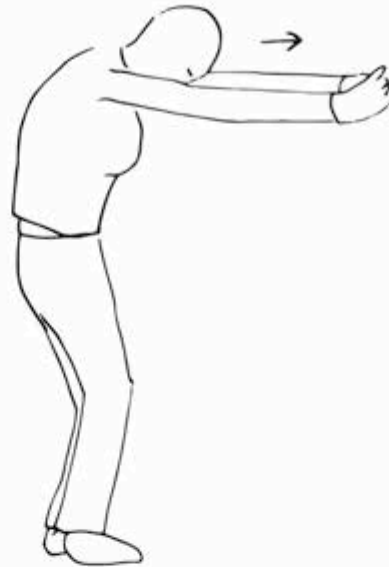
1. Stretching our bodies



Stretch arms straight up as if you want to touch the sky
(4 deep breaths)



Stretch up into your left and right sides
(4 deep breaths)



Stretch to the front
(4 deep breaths)



Stretch to the back
(4 deep breaths)

2. Head



Stretch right arm up and put your head on your right shoulder, then put your hand on your ear.
(4 deep breaths)
Stretch left arm up and put your head on your left shoulder, then put your hand on your ear.
(4 deep breaths)



Link your hands and use the weight of your arms to hold the back of your head down
(4 deep breaths)

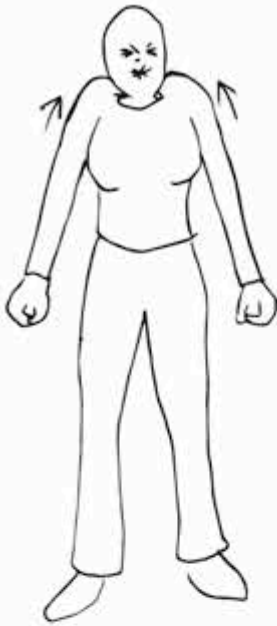


Place chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times)



Move your head around in full circles slowly (4 times)

3. Shoulders



Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.



Release everything breathing out loudly. (4 times)



Rotate your shoulders in circles to the front (4 times)
Rotate your shoulders in circles to the back (4 times)

4. Arms



Relax your arms and let them swing them from your shoulders forward and backward with your knees bent slightly (10 times)



Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)

5. Waist



Hold your waist and make small circles in both directions (10 circles each direction)

6. Knees



Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

7. Foot and Ankles



Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

8. Hands and Wrists



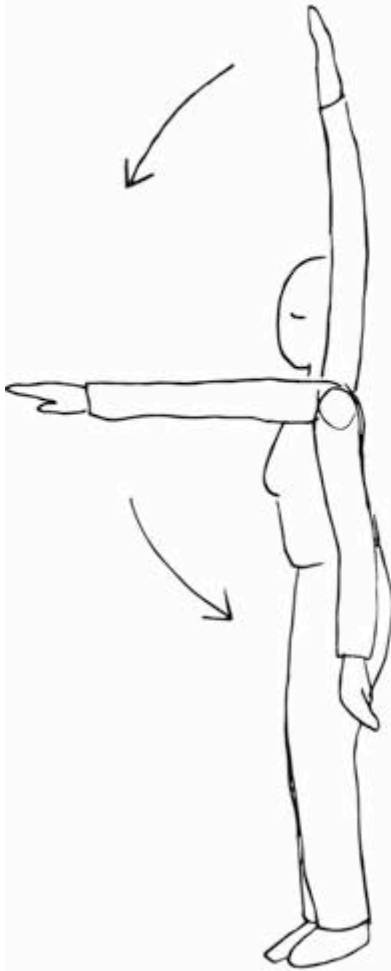
Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

9. Shake Down



Shake your whole body in all directions.

10. Final Breath



Raise your arms above your head breathing in.
Slowly allow your hands to float down by your side as your breathe out.



Stand with your eyes closed and notice how your body feels now.

Do these exercises every morning when you wake up!

3.1.5 EMOTIONAL CHECK-IN AND CHECK-OUT

The parents also begin and end each session with an emotional check-in/check-out.

This allows participants to share how they are feeling at the beginning of the session. At the end of each session, parents will also have an opportunity to check-out as a way of transitioning back into the rest of their daily lives.

You should model how to check-in or out by demonstrating before going around a circle:

1. Describe how you are feeling emotionally.
2. Describe where this feeling resonates in your body.
3. Describe the quality of that feeling or physical sensation in your body (if the parent is aware of where s/he feels the emotion in his/her body).
4. Describe the thought that is connected to that feeling.

For example, "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed!"

By connecting emotional feelings to physical sensations in the body, parents avoid getting caught up in the story about how or why they feel in a certain way.

This helps them stay in the present moment.

Bringing awareness to one's present experience can deepen one's appreciation of the positive aspects in life and a sense of compassion towards one's own challenges.

It is also a skill that they need to learn in order to observe their children's behaviours and emotions accurately.

3.2 HOME ACTIVITIES

3.2.1 OVERVIEW OF HOME ACTIVITIES

During each session, participants are given activities to practice at home that strengthen what they have learned during the session. These activities are related to the core Building Blocks for each session.

This is an essential part of the programme!!!

Participants will only change their behaviour and attitudes when they practice changing them in their own lives (it is what they do at home that makes the difference!).

The Home Activity Discussion at the start of the session provides opportunities for parents to share successes and positive experiences during the previous week(s). They may also want to share changes that they have seen in their own lives or in their children's behaviour.

Parents may have difficulty doing the home activities and you need to let them know that you also want to hear about this.

They may face challenges or resistance from their children or other family members. They may also misunderstand a building block or do the parenting skills incorrectly.

It is your job to help guide the parents to find solutions to the different challenges that they have faced during the week. These difficulties could be about doing the activities themselves or could be resistance from other family members. You may need to role play with them conversations that they could have with their partners.

You should use Home Activity Discussion to share with the group the parenting principles that each parent has used in home practice and make sure everyone in the group understands a particular parenting principle or skill before moving on to the next one.

If you realise that several parents have not grasped the content of the previous session, you will need to revisit the previous session content and do practicing of skills (or group practices) instead of introducing the content of the next session.

For example, if several parents are struggling with understanding how to use Ignore with their children's negative attention seeking behaviour, you may want to repeat this session and redo all the illustrated stories.

It is important to go at your parents' pace!

Finally, you should actively praise all parents for trying and encourage those who have difficulties in finding realistic achievable goals.

Every parent will have both positive and negative experiences at different times during the programme. By praising parents, you are modelling for them how to praise their children – praise them often! It's our job to promote the positive while helping parents overcome their challenges!

Please note: Remember that the programme is delivered in a group but with an individualised approach it has to address individual needs and circumstances!

3.2.2 HOW TO LEAD THE DISCUSSION ON HOME ACTIVITIES

Discussions on home activities should start with reminding parents of what you asked them to do including the key building blocks.

Each session has a series of questions to help guide you in exploring parents' experiences at home.

If you have a large group you might want to split it into two and have one facilitator in each, in order to manage time and facilitate group interaction. If you do this, remember to share key learnings from each small group on return to the large group.

You can first ask for an example of something that went well for them. Tell them that "We cannot hear about everything you have done this week so think of one example".

If a parent presents a challenge during his/her home activity, you need to decide

- a) if exploring it is something that is relevant to the programme,
- b) whether the discussion will benefit the whole group, or
- c) is something that you need to address outside the group.

Even if it is relevant to the group it still may not be the time to address it so you may need to put it on the list of things to cover later in the programme.

If you are going to address it, you should first be clear exactly what happened. Practice using your Accept, Explore, Connect, and Practice (A-E-C-P) facilitation skills to explore the problem (see below).

Role-play those solutions that you think will address the challenge effectively as a practice in front of the whole group.

The parent who had the challenge should have the opportunity to rehearse the solution.

In summary, in addition to sharing successes home activity discussions should follow these steps whenever challenges are presented:

- Parents share a challenging experience.
- Decide:
 - a) whether exploring it is something that is relevant to the programme,
 - b) whether the discussion will benefit the whole group, or
 - c) is something that you need to address outside the group;
- Clarify so that you understand exactly what happened. Ask as many questions as necessary.
- Identify a goal and then brainstorm solutions with the parents in the group to achieve the goal.
- Discuss possible solutions with parents.
- Ask the parent with the challenge to choose a strategy to use from *those solutions that you think will be effective*.
- Practice applying the solution in role-play.
- Evaluate how it worked.
- Process the practice for both "child" and "parent" in the role-play.
- Praise the parent for practicing and predict success.
- If useful, let everyone practice in pairs.
- Praise the parent for raising this challenge and having the courage to practice ("We all learn from our challenges.")
- Encourage the parent to try it again at home and predict success.

Please note: Practicing skills and solutions to problems or challenges can happen at any time during the session.

The more parents practice during the session, the more they are likely to practice the skill or try the solution at home...and it is what they do at home that makes the difference!

3.2.3 TAKING NOTES ON HOME ACTIVITIES

If you are conducting the Home Activity Discussion with your co-facilitator (as one group, not as two small groups), one of you should lead the home activity discussion while your co-facilitator takes brief notes as to what each parent did during the week.

For example:

“Maria spent time with her child using the follow your child’s lead principle.” or
“Lisa had challenges giving positive instructions to her child. She practiced this during the session.”

This will allow you to reflect after the session about whether a parent needs extra help or maybe even a home visit to support his or her learning.

The note-taker should also be ready to write any new building block that comes up during the home practice discussion on the flip chart.

3.2.4 INTRODUCING HOME ACTIVITIES

At the end of each session, you will introduce the next week’s home activity to the parents. This will take more time in Session 1 when you are explaining it for the first time.

Identify the main activity that parents will practice at home and how it relates to building a House of Support. You can even show parents where you are in the House.

In Session 1 it is One-on-One Time with your child. As the programme continues, the home activity reflects the session content.

At the same time, parents need to continue to do the things that they have learned earlier in the programme. This will continue to reinforce the Building Blocks for the House of Support.

You still need to emphasise the activity associated with the session as the main activity. You can do this by showing the parents where they can record their activities in the parent handbook.

After introducing the activity, link it to the session content by reminding parents of the session building blocks that you want them to use.

Ask every parent to identify and share their own goal for home activities with a specific example.

Make sure that parents set themselves ***positive, specific, and realistic goals*** about when, where, and what they will be doing with their children

You should also help them plan when and how the practice will be accomplished.

Parents should also consider the core developmental principle: The stage where the child is developmentally and what is realistic for them.

It is helpful to use the S.M.A.R.T. model to ensure that the goals are positive, specific, and realistic:

Specific: Is the goal for home activities specific as to what, where, when, who, and how (i.e. – I will spend 5 minutes a day with my child before we prepare dinner).

Measurable: How will the participant know that she or he has accomplished the goal for home activities?

Attainable: Can the participant realistically do the home activities?

Relevant: Is the activity connected to the participant's goals and the specific home activities?

Timebound: When will the home activities be achieved?

Facilitators should make sure each participant goes home with a S.M.A.R.T home activity!

Finally, PRAISE parents for their commitment to their children by coming to the programme and predict success for them in achieving their goals.

3.2.5 KEY BUILDING BLOCKS FOR HOME ACTIVITY DISCUSSION

The following are some key building blocks to help you guide parents during discussions about home activities:

1. Recap/summarise what a parent shares by involving the whole group. Even though you are focusing on one parent's experience, it is important to involve the entire group in the conversation so that everyone stays engaged during the discussion. Use your body so that you involve everyone. You can also check with the group to see if others have the same or similar experience.

2. Reinforce positive experiences of parents. Even though a parent might share a challenge, there may be small but positive things that s/he has done that you can still praise. Make sure you notice the good. Even if it is just for trying!

3. Connect parents to the previous sessions' building blocks and principles. Look for opportunities to praise parents for using skills from previous sessions. Even when it is later in the program when you are discussing nonviolent behaviour management skills, you can bring attention to the positive reinforcement and relationship building skills that parents share.

4. Praise, praise, and praise! Praise parents so that they feel encouraged to practice skills at home more often.

5. Use direct and specific questions to get to the core of the story. It is important that you manage the responses of parents so that everyone has an opportunity to share. You can gently interrupt a parent to ask for more information or to move forward in his/her story in order to get to the core of what happened at home. This can be very useful for time management!

6. Be a detective! Look for the problem/issue while a parent is sharing and use questions to help the parent identify what the problem was. Think ahead about possible solutions that you can guide the group to identify.

7. Be open and flexible. Even though you might have a solution to a challenge, be prepared for parents to surprise you with something that you have not thought of. Remember that the parents are the experts and our role is to guide them to their own solutions.

8. Practice, practice, practice! Get your parents to practice solutions to challenges during the discussion. If it is something that might be relevant to other facilitators, you can also have the entire group practice. When they practice during the session, it is more likely that they will try it at home!

Have a box of important things to return to!

Sometimes parents bring up issues that are important but not on the topic of discussion for the session. If it is something that will be addressed later in the programme, thank the parent for raising it and then put it in the Box of things to return to and save it for later! Facilitators can write it down on a piece of flipchart paper under "**Box of things to return to**" to be discussed later.

Only put topics in the "Box of things to return to" if they are going to be addressed in the programme. If there is something that a parent raises that is not in the programme, thank them and find a time to discuss individually in a break or refer to another service support.

If it is something that everyone will learn from to help them to address a specific issue or manage challenging behaviour, then put it in the Box of things to return to and save for later!

3.3 BREAK AND ENERGISER

3.3.1 BREAK

After home activity discussion, you might be ready for a short break. This should take no more than 10 to 15 minutes.

Give the parents a five-minute transition warning before the end of the break to prepare them for the next part of the session.

3.3.2 ENERGISER

After the break or at any moment when the energy levels of the group are low, facilitators can lead a brief energizing activity with the parents.

The energisers help keep the parents alert and alive in their bodies, ready for the next part of the programme.

This activity can be a quick game that the parents all know from their childhood. It can also be any of the suggested energisers in the manual.

You should be ready to do an energizer whenever the energy levels of the group are low!

3.4 CORE LESSON

The Core Lesson should take about 45 minutes

Every session of PLH Kids contains a Core Lesson that follows the theme of the session. The Core Lesson focuses on a specific parenting principles and skills, the Building Blocks that construct the House of Support.

Core Lessons often begin with an illustrated story to help parents understand the core skill or principle that is the focus of the session.

They also include a group discussion for why we are addressing the specific topic or parenting skill. Make sure that you allow parents to come up with their own reasons for why a specific skill or approach would be helpful.

You only need one or two ideas about why parents should do it. This should take no more than 5 minutes.

Then we move on to examine illustrated stories that show families experiencing these skills either successfully or unsuccessfully.

Finally, Core Lessons include time to practice new skills via role-playing. Practicing skills helps strengthen parents' understanding of and capacity to do these skills at home.

These may take place between the illustrated stories and may involve re-enacting them or may occur after the stories based on examples from parents.

You should prioritize time for the Core Lesson.

It is important that you work through each illustrated story and do practicing skills (group practice) with enough time to problem-solve any challenges in understanding the new concepts.

3.4.1 STORIES

Sometimes, PLH Kids uses a traditional or adapted story to introduce the central theme in the core lesson.

There is a wonderful power of connection that occurs when telling and listening to stories. It creates a sense of community and family by bringing everyone together. They

are helpful in introducing different themes and encouraging participants to participate in discussions.

It is very important to reflect on the story afterward with some guided questions that are provided.

The stories that we use in PLH Kids are:

- Strange Animal (Session One)
- Stone Soup (Session Twelve)

These stories are only suggestions. You can also identify other stories that could be introduced depending on the context where you are working.

It's important to use stories that connect to the core Building Blocks of each lesson in some way.

3.4.2 GROUP DISCUSSION

Group discussions are brief introductions to the content to help parents come up with their own reasons for using a specific parenting principle or approach. This should take no more than 10 minutes.

For instance, in Session One, we ask parents what children would get from adults spending One-on-One Time with them.

It can be tempting to teach parents about the benefits of a parenting skill, but you have to become really good at asking specific questions to help parents to come up with the ideas that you know are the reasons for the specific content of the session.

It may take a little longer but is better that the parents discover them for themselves. They will "own" the reasons and feel empowered to use the ideas with their children.

Ask open-ended questions. If you ask closed questions that have a "Yes" or "No" answer, it usually ends discussion quickly.

Your role is to guide parents by asking open-ended questions. These are questions that begin with "Why" or "How" or "What"? They allow for discussion of ideas and sharing of experiences.

Follow-up with comments such as "So what I think you said is ..." or "Tell me more" to

encourage parents to share more.

At times parents will disagree with you or with each other. Your job is to accept their view and guide them towards the benefits of positive parenting and setting limits without telling them how to get there. You also need to help them to accept that they may have differences with each other without taking sides and just move on with the programme

We are like conductors of a big band or choir. We know the score our job is to help the parents to play the music!

3.5 BUILDING BLOCKS

During the group discussions (that take place throughout the programme), facilitators write down parents' ideas to reinforce the collaborative process of learning.

These are called ***Building Blocks*** to help build our House of Support.

Some Building Blocks describe the reasons **WHY** parents should use a specific parenting skill. For example: "Describing your child's actions helps develop language skills."

Other Building Blocks describe **HOW** to use a specific parenting skill. For example: Follow your child's lead during One-on-One Time.

It is important that you find a way of prompting the parents to find these Building Blocks.

Building Blocks can be identified at any time: during discussion on home activities, group discussions, illustrated story discussions, practicing skills.

Any time that you hear a parent say a building block, praise them, and repeat the building block to emphasise it and try to restate it in a memorable way. Remember: "give attention to behaviour we want more of".

You need to be alert to identify them whenever a parent stumbles upon a building block!

3.6 ILLUSTRATED STORIES

During PLH Kids we use illustrated stories to help parents understand how to problem-solve about specific parenting challenges.

PLH Kids follows the lives of two families. These families have parents who sometimes struggle to manage their children's behaviour, much like all parents including those in the group.

One family has a father, a mother, and two children: Lindiwe (7 years old) and Lonwabo (4 years old). Another consists of a grandmother, a mother, and two children: Thabo (8 years old) and Nosipho (3 years old).

The illustrated stories give parents the opportunity to learn about parenting through the lives of these families who might sometimes remind them of their own families. Sometimes the parents might have problems that do not arise in the illustrated stories.

All parents have to deal with challenging behaviour of their children.

The stories help parents identify important Building Blocks or parenting skills that connect to the core lesson and parenting principles for each session.



Figure 2 Example of an Illustrated Story from Session One

Format for introducing an illustrated story:

1. Read through the stories before the session. Prepare yourself so that you know the questions you want to ask and the Building Blocks you will help parents identify.
2. Allow parents to read through the story aloud. Go panel by panel. Some parents might have difficulty reading so you need to take your time.
3. Ask parents to describe the actions, behaviours, and emotions in each panel.
4. When you get to the main point of each panel, move on to the next one.
5. Use guided questions to explore the story with parents.
6. If the story is about a negative or challenging experience, discuss possible solutions about how the parent could have responded.
7. Write down these solutions and ask parents to choose one to practice.
8. Practice the solution to the scenario, either as a big group or in pairs.

3.7 PRACTICING SKILLS

There are two sorts of practices, those that take place in front of the whole group (group practice) and those that are done in pairs (practice in pairs).

Group Practices, or role-plays, give parents the chance to practice a new parenting skill in the safe environment of the group before trying it at home with their children.

During Group Practices, parents have the opportunity to be both "parents" and "children."

This helps parents rehearse or practice new parenting behaviours. Also, when they take the role of child they experience the world through their child's eyes.

Remind parents that this is a safe environment – that we are not here to criticize (possibly existing poor) parenting practices, but to learn together, as a group, about things they can all improve in parenting their children.

Format for leading Group Practices:

1. Group Practices mainly take place after discussing the Illustrated Stories.
2. Tell parents that they now have the chance to practice the main skill from the Illustrated Story (e.g., Child-Led Play or Introducing Cool Down).
3. Establish the scenario (e.g., where the scene takes place, who is part of the scene, how old is the child, what is the activity).
4. Ask for volunteers. You might want to select participants whom you think will be easy to engage at first since they may be shy or hesitant.
5. Praise parents for volunteering!
6. Assign roles. One participant will act as the "Parent." Another participant will pretend to be the "Child."
7. Describe the scene **exactly** how you want it to be. Tell the "Child" how you want him/her to behave.
8. Remember that the focus is on parenting! In the early programme practices we always want the child to behave appropriately
9. When you are explaining the steps, make sure you are standing in a way that all of the parents can see and hear you.

During the practice.

10. Be a "Shadow" or "Angel" for the "Parent." Stay physically close to the "Parent" and give suggestions or support if necessary.
11. You can also stop the practice and start over if things go wrong.
12. Allow the role-play to happen for about 2 minutes – ***not too long***.

After the group practice:

13. Ask the "Parent" and "Child" what the experience was like.
14. Ask the group for specific positive feedback on what they saw the parents do.
15. Once they see how easy and fun group practices are (and when you give them simple rewards for practicing), it will be easier to get volunteers!
16. **Practice in Smaller Groups**
17. Walk around room supporting and praising parents.
18. Group discussion on how the group practice went.

3.8 CLOSING

Each session ends with a closing activity (*5 minutes*). In the same way that you started with Emotional Check-in, you may end with an Emotional Check-out. Certain closing activities may also model or practice new skills learned. For example, doing a Compliment Circle may be done every closing, starting after the Session on Praising Our Children. Or Body Relaxation may be done after introducing the Personal Cool Down.

Facilitators should allow participants to decide how they would like to end the session. No matter how your parent group decides to close the session, you should make sure the following happens:

- Review key Building Blocks from the session.
- Remind parents of the home activities and the next session.
- Distribute the PLH Kids Handbook chapter for that session.
- Thank and praise parents for coming.

3.9 MEAL

If possible, we recommend that you provide participants with a nutritious meal at the end of each session. Parents may come from far away to participate in the programme.

Many also do not have sufficient food at home to provide for everyone. Sometimes, the lunch during the programme is their only full meal each day.

The meal is also an incentive for participants to attend each session. Try to keep the menu varied and nutritious. It is important to respect local customs when serving food. Some communities like to pray before eating together.

You should share the meal with the parents and use it as an opportunity to coach and praise the children!

3.10 REFLECTION AND REPORTING AFTER EACH SESSION

3.10.1 POST SESSION REFLECTION

It is important that you make time to reflect with your co-facilitator on the session as soon as it is over. It is best to do this while your memories are still fresh.

The facilitator report forms that accompany this manual have some suggested questions that will help guide you in your reflection and report.

You should also indicate whether you were able to complete all the activities in the session.

Core questions to report on include:

- Did you complete all the core activities? If not, why?
- What was a specific highlight for a parent either during the session?
- What was a specific highlight about your facilitation during the session?
- What was a specific challenge for a parent either during the session?
- What was a specific challenge for you as a facilitator during the session?
- Are there any parents that need extra support with the content, the logistics or other unrelated challenges? If so, in what way?

It is important to name at least one good thing that you did and that your partner did during the session.

3.10.2 REVIEWING PARENT PROGRESS

We also recommend that you have a conversation with your co-facilitator about each participant directly after each session.

Each parent has a participant profile that you should fill out at the end of each session. Make notes in your participant profile folder about each parent's progress in the programme. You may decide that a particular parent needs more support. This could be in the form of an individual conversation or text message before the next session.

You can also use this time to call any parents who missed the session.

When you review each parent's experiences, goals, and challenges, it will help you give him or her that individual attention that is an important component of group-based programmes alongside the group problem solving and social support.

PART TWO

BUILDING BLOCKS FOR EFFECTIVE FACILITATION

4 | OVERVIEW OF BUILDING BLOCKS FOR EFFECTIVE FACILITATION

This manual will guide you on what to do each session. It describes the activities in detail. It provides possible questions that you can ask for discussions and illustrated stories.

It gives you a background on each parenting principle and lists Building Blocks that are important for parents to learn.

The main Building Blocks include:

- It's what you do at home that makes the difference!
- Know your child's developmental level.
- Follow your child's lead during One-on-One Time.
- Use words to describe your child's actions and emotions.
- Praise the behaviour you want to see more of.
- Use simple rewards to encourage behaviour that is difficult for your child to learn.
- Give positive, specific, and realistic instructions.
- Be consistent with household rules and routines for your child.
- Redirect your child from a negative to a positive behaviour before it starts.
- Ignore negative attention seeking and demanding behaviour.
- Use warnings for realistic and immediate consequences to support compliance.
- Allow your child to cool down when s/he forgets a household rule about aggressive behaviour.
- Involve your child in solving problems to reduce conflict in the family.

However, the content of the programme is only a small part of what it takes to deliver PLH Kids.

Much of the benefit that your parents will receive comes from how you deliver the programme.

There are 7 core building blocks to facilitating PLH Kids in the best possible way:

1. Use a collaborative approach of learning that will help to empower parents.
2. Model the behaviour you want to see in the way that you behave towards parents (you are parenting the parents in the way that you would like them to parent the children).
3. Go at the parents' pace, keep everyone on board.
4. Practice active listening.
5. Understand the child developmental stages and milestones
6. Make PLH Kids a happy place to learn.
7. Come prepared to each session.

4.1 USE A COLLABORATIVE APPROACH OF LEARNING

In many other programmes, facilitators tell participants what to do and why it is important. Parents are used to this because our education was probably delivered in a didactic, teacher-knows-best manner.

In PLH Kids, we do things differently. We like to think of this as a collaborative approach to learning.

As facilitators, you are ***collaborators or partners*** working with parents to identify plans and practice solutions that will help them to improve life at home.

It is helpful to think of the parents as the experts in knowledge of their own child and circumstances.

Many parents will already be practicing lots of positive ways of parenting with their children. Others will be able to identify ways of improving their parenting on their own with guidance.

Our job is to help parents learn for themselves how to achieve their goals.

This sometimes means we have to work harder to ask the right sort of open-ended questions that will help parents work out the benefits of positive parenting and nonviolent discipline for their children.

When parents teach themselves, they learn a skill that will help them for a long time after the programme ends.

4.2 MODEL THE BEHAVIOUR YOU WANT TO SEE

The modelling principle is at the foundation of how we deliver PLH Kids. If we lead sessions in a collaborative approach, praise parents often, practice active listening, and use positive instructions, parents will do the same with their children.

Likewise, if we tell parents what to do, criticise or laugh at them, ignore their needs or concerns, or only say what we do not want them to do, they will do the same.

It is like the old saying, "practice what you preach."

Facilitators need to model all of the different Building Blocks in this programme. For example, "Praise and Go," means exactly that. Praise your parents and then stop there. No buts, ifs, or any other criticisms!

Use transition warnings to help prepare parents for next activities or at the end of the break. A transition warning is letting someone know a little before time what will be happening next. It is also a very helpful parenting skill.

Give positive, specific instructions that describe the behaviour you want to see in the parents.

You may even be able to ignore negative behaviour, such as snide or obnoxious comments about the programme and praise the same parent for the next positive behaviour.

If one parent is being negative towards another parent, you may be able to deal with it by supporting the parent that is being criticized, or you may have to remind the group about the ground rule of respect without specifying why you are having the ground rule reminder.

Use simple rewards to encourage parents to arrive on time for sessions, to complete their home activities, and when they accomplish something very challenging.

Practice the relaxation activities to help reduce your own stress. It can even be taking a deep breath. Parents will learn from your example and begin to mirror your behaviour.

It really works!

4.3 GO AT YOUR PARENTS' PACE

PLH Kids introduces many concepts and practices that are new to parents. Sometimes, parents will initially resist learning a new approach with their children.

At other times, they may have difficulty understanding some of the more complex practices like Say What You See or the Ignoring Negative Attention Seeking or Demanding Behaviour.

You should always go at your parents' pace when delivering the programme. Make sure that the parents in your group have learned a specific parenting skill associated with the session before moving on to new content.

Remember that building a House of Support is a step-by-step process.

If your parents have not mastered giving Positive and Specific Instructions, you cannot move on to Household Rules. Likewise, parents must understand how to use Ignore for negative attention seeking and demanding behaviours before they learn how to use the Consequences for noncompliance.

This may mean that you repeat a session or take extra time problem-solving issues that come up during discussion on home activities.

It is more important that the parents can use a parenting skill accurately and correctly than that they get through the entire programme.

4.4 PRACTICE A-E-C-P: ACCCEPT, EXPLORE, CONNECT, AND PRACTICE

A-E-C-P is a core building block in the collaborative approach to facilitating PLH Kids.

A-E-C-P stands for the 4 key steps in facilitating a discussion with parents:

A = ACCEPT

E = EXPLORE

C = CONNECT

P = PRACTICE

A-E-C-P can be applied at any time during the session, Home Activity Discussion, Group Discussion, and during feedback for Practicing Skills. It is also important that you model A-E-C-P so that parents begin to do the same with their own children.

1. ACCEPT

Parents feel encouraged and empowered to share when you **ACCEPT** whatever is said during a discussion. **ACCEPT** shows that you are paying attention to them and acknowledges that they are important and respected.

ACCEPT is also an important skill to model for the parents to do with their own children.

There are several ways you can demonstrate acceptance:

Reflect back, repeat, or reword what she/he says to the entire group. This shows that you heard and understood what the parent is saying and feeling. This is also useful for summarizing and clarifying the main point of the parent to the rest of the group.

Praise the parent's contribution to the discussion. Thank the parent for his or her sharing, especially if it was a difficult or negative story. Highlight the aspects of the sharing that are helpful for the learning of the group.

Use non-verbal gestures and body language to convey that you are paying attention, acknowledging, and respecting the contribution of the parent. Name the parent by his or her name, lean towards the speaker, establish eye contact, nod and attend to all the parents in your group to maintain their inclusion and engagement in the discussion.

Example from a Group Practice (role playing of Say What You See):

You: How did it feel to be the parent describing what your "child" was doing in this practice session?

Parent: I was uncomfortable at first because I wanted to tell my child what to do. But then I looked at my "child" and started just following what she wanted to do.

You: I can understand that you would feel uncomfortable at first because you could not find the words, but after a while you were able to allow your "child" to

take the lead in the activity and to follow her suggestions. Thank you for sharing that and helping all of us learn about how to do it.

2. EXPLORE

Take the time to **EXPLORE** the experience fully with the participant. In order to help parents solve challenges (or to highlight positive experiences), we need to know exactly what happened either during the Home Activities or an activity during the session.

EXPLORING helps us understand more about the situation and identify the specific issue that the parent experienced.

EXPLORING also helps develop observation skills for the parent. It helps them understand how their actions are related to their children's behaviours.

Ask questions and really know the relevant details about an event or experience that the parent is sharing to understand it fully.

If the parent is sharing a challenging experience, having more information can help you and the group consider the best possible solutions to that situation.

Ask what, where, when, who, and how of the event or experience. Bring a sense of *curiosity* to your questioning.

Explore the feelings of the parent and the child (if appropriate).

Examples of possible EXPLORING questions from previous discussion on practicing One-on-One Time:

You: What was it like to follow your child's lead? Did you notice anything different in the interaction?

What thoughts were you experiencing?

How did following your child's lead make you feel?

How do you think it made your child feel?

Example of EXPLORING with a parent from Home Activity Discussion on practicing One-on-One Time:

Parent: I tried to do One-on-One Time with Jose but he ran away from me.

You: That must have been difficult for you. Can you tell us more about what happened? What was it that you were trying to do with Jose?

Parent: Well, he was playing with his cars and I sat down next to him and played with the cars, too. And then I started talking about what he was doing and then he got up and left me there!

You: Uh-huh. I can see that you felt frustrated that he left you after making the effort to spend One-on-One Time with Jose. Good for you for making the effort, though! Can you tell us more about what happened? What exactly did you do while Jose was playing? How did he respond?

3. CONNECT

CONNECT the parent's experience or sharing to larger concepts or themes from the session.

You can connect to the broader PLH Kids Building Blocks or the House of Support, or to the specific Building Blocks, Core Lesson, or skills being practiced in the session.

In the group, the parents may make their own connections on how a certain experience might inform other parts of their lives. Doing this can reinforce and help parents remember the key principles of good parenting and building a House of Support.

Example from previous discussion about practicing skills:

You: What can we learn from this experience? [Solicit responses from the group.]

Sum up: By spending One-on-One Time with our children and allowing them to take the lead, we build their confidence and self-esteem. They also feel loved and appreciated when we simply notice what they are doing with our full attention. This goes back to what we are learning in the first part of building our House of Support – how we can strengthen our relationship with our child. (Point or refer back to the Building Blocks of the session on One-on-One Time.)

4. PRACTICE

A core building block in PLH Kids is that **it is what you do at home that makes a difference.**

Scientific evidence tells us that parents are more likely to use parenting skills at home if they practice them during the session.

This means that you have to give parents as many opportunities as possible to practice key skills, whether in Group Practice or Practice in Pairs.

Practice may also happen during Home Activity Discussion, such as when a parent shares a challenging situation. This allows the parent to practice a possible solution to her challenging situation before trying it at home with her child.

TIPS: What to do when you have a participant who talks too much?

Sometimes we have participants who want to share their thoughts in experiences too much. While it is important to be open to everyone, facilitators must also make sure everyone has a chance to talk. Here are some tips to use if someone is taking all the time during a group discussion:

- Thank the participant for sharing
- Explain that it is important for others to have a chance
- Tell the parent that we all appreciate how much we can learn from her
- Offer to talk more during break time or after the session
- Refer back to what the participant said so that she or he feels heard and respected

4.5 BE AWARE OF CHILD DEVELOPMENTAL STAGES AND MILESTONES

It is important to be aware of different competencies and characteristics of children of different stages (2-9 years old).

These characteristics of young children can shape parents' expectations, goals, and activities with their children.

It may be that the challenges and problems that parents face are rooted in expecting children to behave in ways that they are not yet developmentally ready for.

STAGES OF CHILD DEVELOPMENT



Infant (0–1 year)

- Food, sleep, cleaning, comfort and safety.
- Strong attachment (bonding) with parent/ caregiver.
- Stimulation and attention.
- 0–6 months: Will smile, babble and cry to attract the caregiver's attention. Caregiver should provide care, cuddling, caressing and protection.
- 6–11 months: Will cling to the parent/ caregiver, especially when feeling insecure or frightened. Will protest the caregiver's departure. Follows the caregiver when able.
- 12–23 months: Begins to walk and talk; will explore his or her surroundings.



Toddler (2–3 years)

- Same as above, but also...
- Becomes more curious; wants to explore and become more independent.
- Wants to learn how to do new things (e.g. dress and undress) and wants to make own decisions.
- Seeks praise, approval.
- Becomes more independent and continues to explore his or her surroundings.
- Starts speaking sentences and building vocabulary.
- Does not like to lose or take turns, but sharing can be taught.
- May express feelings in dramatic ways. Can begin to learn how to manage emotions.



Early Childhood (4–6 years)

- Same as above, but also...
- Learns through actions; play. Develops relationships with other children. (Play is important and can teach social values.)
- Has questions; seeks answers.
- Finds it difficult to separate fantasy from reality. Expresses feelings in dramatic ways.
- May talk a lot; ask many questions. Answers can be short but should be honest. The child may ask again if not clear or if she or he wants more information.
- Does not like to lose, share or take turns, but losing and taking turns can be taught.



Middle Childhood (7–9 years)

- Same as above, but also...
- Interested in learning in school.
- Starts to want independence and trust.
- Wants to spend time with other children.
- May express interest in religious matters, spirituality.
- May answer back to adults to show that they "know".
- Can be very self-conscious and sensitive. May be very active. The child can better manage anger and tolerate frustration.

4.6 MAKE PLH KIDS A HAPPY PLACE TO LEARN

Parents will want to come to the sessions and participate in the activities if you create an environment that is welcoming, open, and respectful.

Everyone likes a place that is warm and inviting. It can be helpful to think of PLH Kids as a family itself. The name means "Happy families" in [language] after all!

Tips for facilitators to make PLH Kids a happy place to learn:

1. Invite parents to participate: Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
2. Make sure that everyone in the room can hear you (and each other).
3. Sit when you are talking. Be on the same level as the parents and sit among them. If it is possible, try to sit among the parents instead of at the front of the group.
4. Create a comfortable and welcoming place to meet.
5. Make sure there are enough chairs and that the room is clean, use a fan or an air conditioner (if it is available) in the summer. Even decorate the room if you want!
6. Establish the language needs of the participants.
7. Notice whether participants have physical challenges or disabilities that may require adjusting the way they participate in activities.
8. Respect whatever a parent shares
9. There will be lots of laughter in the group, but try to laugh with not at a parent even if what they say sounds ridiculous. Everything is an opportunity to learn a new building block.
10. Praise parents for their effort and dedication.
11. Model the behaviour you want from the parents in the way that you treat them.
12. Praise, respect, and reflect on parents' contributions.

4.7 COME PREPARED TO EACH SESSION

The more preparation that you do for each session, the easier time you will have in delivering the material. You will feel more relaxed and be more receptive to how parents are feeling and to their experiences.

Read through the manual the night before each session. Write down any notes or reminders that might be helpful for delivering particular activities.

You can even practice facilitating parts of the session with your co-facilitator!

Sometimes, the parents will not initially understand what you are asking them if you say the exact words in the manual. You can say, "Sorry I did not explain that very well, let me try again."

It can be helpful to write down different ways of asking the questions for discussion. We like to think about this as "redialling a question."

If you don't understand something or forget how to do an activity, ask your facilitating partner. You can also talk to your supervisor prior to the session.

Practice the stories, energisers, and relaxation exercises at home for yourself. You can try them out with your friends or families. They are fun and helpful for everyone!

Look through your participant profiles to review each parent's progress in the programme and to remember any special needs or concerns.

This is particularly important for the goals that parents set themselves at the end of the session and the discussion on home activities.

Arrive early so that you can prepare the space. You want to be relaxed, smiling, and ready to go when the parents arrive so it is important to give yourself plenty of time.

Decide who is going to be leading which specific activity and who is going to be giving support. Make sure you share responsibilities with each other and support each other collaboratively.

Use a watch or clock to keep on time and within the amount of time that you have for each session activity.

FINALLY, REMEMBER TO HAVE FUN! ☺

SESSION 1: ONE-ON-ONE TIME WITH YOUR CHILD

GOAL	Introducing the programme to parents, establishing common ground rules, sharing parent goals, and discussing One-on-One Time with Your Child
BUILDING BLOCKS	<ul style="list-style-type: none"> • Allow your child to take the lead during One-on-One Time • It's what you do at home that makes the difference • We are models of our children's behaviour
MATERIALS	<ul style="list-style-type: none"> • Attendance register, name tags, crayons, pens, flipchart, Toys • Food and drinks for the break • House of Support poster, illustrated stories, parent handbook
PREPARATION	<ul style="list-style-type: none"> • Set up the room with chairs in a (semi)circle. • Prepare materials for name tags, and the break
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome the entire group. • Praise parents for coming to the programme • Physical exercise
OVERVIEW (30 min)	<ul style="list-style-type: none"> • Overview of Programme • Ground Rules • Sharing of Parent Goals
BREAK (10 min)	
CORE LESSON (40 min) ONE-ON-ONE TIME WITH YOUR CHILD	<ul style="list-style-type: none"> • Story: Strange Animal • Discussion on the story • Illustrated Story 1: One-on-One Time with Your Child • Discussion: One-on-One Time with your child • Illustrated Story 2: When we do not pay attention
GROUP PRACTICE (30 min)	<ul style="list-style-type: none"> • Two parents practice One-on-One Time in front of group • Parents practice One-on-One Time in pairs • Discussion about Group Practice • Group discussion on One-on-One Time activities • Discussion about useful tips for One-on-One Time
ASSIGN HOME ACTIVITIES (20 min)	<ul style="list-style-type: none"> • Spend 5 minutes each day of One-on-One Time with your child • Do the Physical Exercise every morning when you wake up
CLOSING (10 min)	<ul style="list-style-type: none"> • Review core building blocks and refer back to House of Support • Introduce parent handbook and distribute • Remind parents about next session and home activities • Thank and praise parents

NOTES TO READ IN PREPARATION FOR SESSION ONE

[Read to yourself in preparation for delivering Session One]

Session One sets the tone for the entire programme. It is important to create a space that is welcoming and safe for the participants to feel at ease.

You and your co-facilitator should begin the programme by welcoming and thanking the parents for their participation and commitment to improving the lives of their children. Then introduce the programme so that the parents know what they can expect.

You and your co-facilitator should allow participants to express their own reasons and goals for participating in the programme. This gives participants a sense of ownership in the process and helps us know more about each parent.

In the first part of Session One, you want to accomplish 5 things:

1. Welcome the parents to the programme
2. Introduce the programme
3. Establish ground rules
4. Allow parents to share goals
5. Introduce Spending One-on-One Time with Children

OVERVIEW OF PLH KIDS PROGRAMME

At the beginning of Session One, you should provide an overview of PLH Kids and its purpose.

Many programmes involve lots of lecturing and passive listening. This programme is different. Instead of sitting, there will be lots of **doing**.

Parents **actively** learn skills to strengthen their relationship with their children and to manage their children's difficult behaviour in a fun and collaborative setting.

Parents **participate** in practical exercises, learn stories and games, practice parenting together, and also have lots of time to practice at home.

Most parents will expect you to have all the answers.

But that's not the way PLH Kids works.

In PLH Kids, you and your co-facilitator are **collaborators or partners** working with parents to identify plans and practice solutions that will help each other improve life at home.

The parents are the experts in their own situation. Our job is to help them learn for themselves how to achieve their own goals.

You should be aware of the different ages, values, and circumstances of the parents. Try to be respectful of the fact that parents may have a diverse range of values.

It is important that parents feel comfortable to express themselves freely, but it is also important that they know that they only share what they are comfortable with.

SPENDING ONE-ON-ONE TIME WITH YOUR CHILD

In Session One, we help parents discover that by playing with their children, they will build a positive relationship with them.

Play is very important for children. It helps them develop healthy minds. If a parent shows that what their child is doing is important to them too, it improves their relationship with their child.

We call this “One-on-One” time with your child.

One-on-One time lets children know that parents are watching them and interested in what they are doing when they are doing something they have chosen to do.

It is **NOT** about keeping track of the child's behaviour to make sure that they are behaving properly.

It is about showing a parent's interest in a child for his or her sake.

Many parents with children with difficult behaviour do not get much pleasure from their relationships with their children. Parents of difficult children spend a lot of time trying to stop them from being naughty.

When children are playing or occupying themselves quietly parents heave a sigh of relief and leave them alone. But this is just when it helps to “attend” to the child and to notice what they are doing.

One-on-One Time helps children to feel that their parents value them as individuals, appreciate the things that they do and are not **only** concerned with getting them to do as they are told.

During One-on-One Time, parents focus on letting their children take the lead. We call this Child-Led Play.

Child-Led Play does not mean that parents allow their children to do whatever it is that they want to do or that parents “give up” their control and authority over their children.

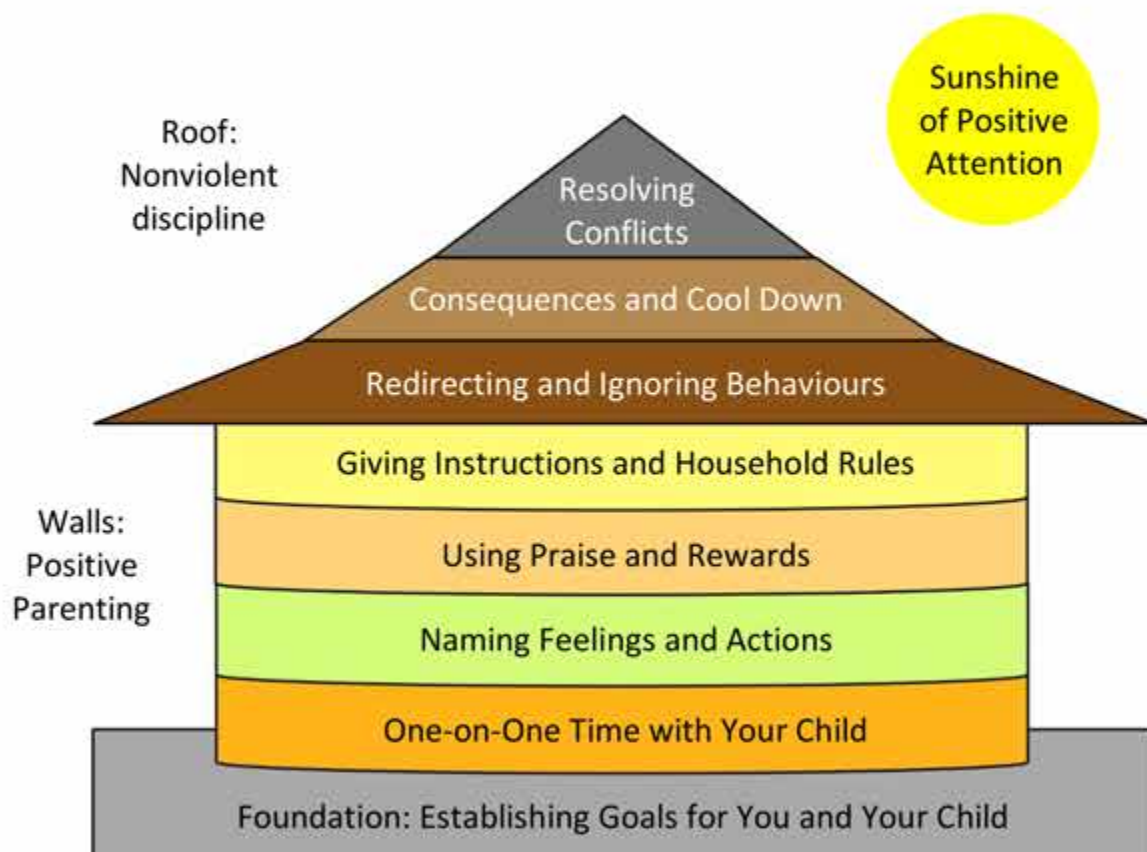
It just means setting aside a time of the day to spend time with their children in order to give them positive attention.

Parents also discover and enjoy together the things that their children like to do. It means spending time to bond with their children to develop a deep and strong relationship. This strong relationship will help parents guide their children as they grow.

When a parent really listens to her/his child and notices what the child is doing, it makes the child feel good because s/he feel valued.

If parents are having difficulty understanding this, ask them to think of the people who seem to care about them. They know it because they show an interest in the parents and let them know that their views matter.

When a relationship between a parent and child is going well, this happens naturally. Children notice their parents' attention and, in return, respond more positively to it.



WELCOME

Welcome each parent warmly and enthusiastically when they arrive to the session.

MAKING NAME TAGS

Parents create their own Name Tags with images that are important to them.

Suggestions for Making Name Tags:

[This can be done as the parents enter the room]

Hand out blank Name Tags and crayons.

Each parent writes his/her name on the Name Tag using whatever colours they want to use.

Ask the parent to add a picture, object, or word that represents who they are or something special about them.

At the beginning of the session, parents and facilitators should introduce themselves by their name.

You should also have a name tag!

PHYSICAL EXERCISES

Instruct parents in a series of movements moving through the body from head to toe.

When teaching the physical exercises with parents for the first time, you need to be patient and explain each movement clearly. ***It is okay to pause and gently correct postures and movements if necessary.***

Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect. If someone needs to sit down, one should encourage him or her to participate as best as they can from a sitting position. It is also very important to make sure the ***movements are smooth*** and the ***breath is relaxed***. It is also important that the participants' bodies are relaxed – especially arms, legs, neck, shoulders, and face.

As you lead exercises each session, the parents will gradually become more comfortable with the movements. ***Encourage parents to do the physical exercises at home on an on-going basis.*** Parents can do it first thing in the morning.

Please note: Remind participants to ***Breathe*** in a relaxed way while doing the physical exercise!

CORE LESSON – INTRODUCE THE PROGRAMME

BUILDING A HOUSE OF SUPPORT

*NOTE: Display the poster for **House of Support** during the introduction of the programme. The **House of Support** should have been explained during the pre-programme home visit so this discussion is a recap to allow parents to ask questions as a group.*

The introduction provides an overall picture of the programme. It is important to outline what will happen over the next 12 sessions. It is like giving a map of the journey that the parents travel on together as a group.

You can use the following as a guide on how to introduce the House of Support:

The programme uses the House of Support filled with warmth and love to demonstrate why it is important to build a strong, positive relationship with children.

The walls symbolize positive and healthy parent-child interaction – One-on-One time with children, building language skills, talking about feelings, and praising and supporting good behaviour.

The walls make the foundation for good parenting. They are most important part of the programme.

As we move to the roof, we focus on setting limits, establishing house rules, and dealing with problem behaviour.

When parents spend more time building positive relationships with their children, they often need to do less disciplining.

The more time that parents spend playing with and praising their children, their children will misbehave and seek negative attention less often. Parents and children feel supported and loved. Parents have less stress.

If the foundation of the House is strong, the roof will be easier to maintain.

If the walls are made poorly, out of bad, negative material, or if we spend all our time worrying about the roof (making rules, disciplining, and punishing our children) without building strong walls, our House of Support will fall down.

Children will feel disconnected and emotionally insecure and misbehave. Parents will feel stressed and unhappy.

Finally, the “Sunshine of Positive Attention” symbolizes the importance for children to receive as much positive attention as possible from their parents.

As we build House of Support, it is important to praise parents for the commitment that they are making to their children, their family, and themselves.

GROUND RULES – THINGS THAT WILL HELP US WORK TOGETHER

Establish Ground Rules to help make the programme a safe place to learn together.

Ask the participants to think about what is important to them to feel comfortable, respected, safe and supported in the group.

When discussing Ground Rules, you should use the following format:

1. Parents share as a group.
2. You lead the discussion while your co-facilitator writes rules and comments on the flip chart to keep for later reference.
3. **Make sure Ground Rules describe a positive behaviour.**
4. You can prompt parents for rules around specific issues like arriving on time, cell phone use, respect, etc.
5. **Use Accept, Explore, and Connect** to understand each person’s suggestion.
6. You can repeat back what you hear and explore the rule to make sure everyone in the group agrees and understands.
7. For example, if someone mentions Respect, ask what that means to her. What sort of behaviour shows Respect?
8. Make sure everyone agrees and has the opportunity to contribute before moving on to another suggestion.

Some helpful ground rules may include:

(You can add these after the parents have shared their own rules if they have not been voiced.)

- Please try to come on time and make the decision to try to attend every session.
- If you cannot attend, please tell the facilitators or send a text (missed calls are okay!).
- Cell phones are off during the session.
- There is no right and no wrong in whatever we do or say.
- Everyone is different and will have different experiences to share from the programme.
- Everyone will have an opportunity to speak and practice.
- Respect each other by taking turns to speak, listening to and paying attention.
- What we say in the group, stays in the group.
- Share only what you feel comfortable about sharing.
- Accept and respect that people hold different rules.
- Feel free to ask the facilitators any questions you might have.

Please note: Save the Ground Rules and display them in the room for each session.

PARENT GOALS – WHY ARE WE HERE?

After establishing ground rules for working together, parents have the opportunity to share their goals with each other.

You should already know each parents' goals after conducting the pre-programme home visits when you introduced the parents to the programme.

During this activity, parents can first share in pairs and then with the entire group.

Just like during the discussion about ground rules, one of you should lead the activity while your co-facilitator supports and takes notes on the flipchart.

You can prompt specific goals by asking the following questions:

- What do you want to get out of the programme for you and your child?
- How will things be different for you and your child?

During Parent Goals, parents are encouraged to:

1. Introduce themselves, their family, their children, and the child for whom they have enrolled in the course
2. Share their child's name and age
3. They might also want to share more about their home life.
4. Share personal goal based on question above.

Please note: All the goals should be recorded on a flipchart and then reviewed after the group sharing. Sometimes, parents will share similar goals or discover something new!

The focus of Parent Goals is on the future and not the past.

Encourage parents to look at **where they are going** instead of what they want to get away from:

- Focus on child's behaviour, relationship with child, relationship with partner, home situation, or school readiness.

- **Help parents be positive specific, and realistic!**
 - **Goals should describe a positive outcome.** Help parents transform negative behaviour into positive outcomes.
 - Goals should be **specific** by describing exactly what they want to achieve.
 - Goals should be **realistic** and **achievable** during the course of the PLH Kids programme. Be mindful that goals should also match the child's stage of development.
- Example: If the goal is about a child's tantrums, it cannot be to "get rid of my child's tantrums" but rather rephrased in a positive and realistic way that is focused on a specific behaviour e.g. – "to follow instructions".
- **Only write down the goal as a positive behaviour on the flip chart.**
- **Listen** to the challenges that the parents are facing.
- Remember to **manage** responses of parents and keep them focused on the outcome that they would like to achieve regarding their relationship with their children or the children's behaviour.
- It is okay to interrupt a parent in order to clarify what they are talking about and to guide them towards a **positive, specific, and realistic** goal.

Please note: Stay focused!

Keep the focus on goals instead of problems. It can be difficult for parents to identify one specific goal.

Guide parents to a goal that is **positive, specific, and realistic!**

BREAK

CORE LESSON – ONE-ON-ONE TIME WITH YOUR CHILD

LISTENING TO A STORY: STRANGE ANIMAL

In Session 1, we discuss the challenges facing parents and the importance of spending Quality Time with one's child. We introduce this theme by telling a traditional story – Strange Animal'.

Story | Strange Animal

(A traditional story retold by Jamie McLaren Lachman)

Once upon a time...

In a village not far from here, there lived an Auntie who cared for her sister's three children: an older girl, a young baby girl, and a boy, named Lonwabo. Life was very hard and stressful for this Auntie. Every day, she worked long hours to earn the little money she could in order to feed and clothe her sister's children. And sometimes, there was no work to be had.

And the children were difficult to care for, especially Lonwabo who never listened. Lonwabo had a special drum his father had given him. All he wanted to do was play his drum. Bum-ba-bum. Bum-ba-bum.

But the Auntie wanted him to help out around the house with chores. Whenever the Auntie asked him to do something, Lonwabo would just bang on that drum. She'd raise her voice, "Lonwabo! Make a fire!" With a groan, he'd stop his drumming, fetch the wood, and then return to his drum. Bum-ba-bum. She'd yell at him, "Lonwabo! Chop the wood!" He'd chop the wood and then return to his drum. Bum-ba-bum. Bum-ba-bum. She'd shout at him again threatening with a wooden spoon, "Lonwabo! Build the fire!" He'd make the fire and then back to his drum. Bum-ba-bum. Bum-ba-bum.

The Auntie had so much stress caring for the children. And Lonwabo didn't help. All she wanted was some peace and quiet after a long, hard day of looking for work. The noise pounded in her brain. Bum-ba-bum. Bum-ba-bum.

One day, the Auntie said to Lonwabo, "Go to the high mountain. On the top, near the cave, you will find a tree with fruits. Fill this basket with the fruits and come back here at once. Now!" After much complaining, Lonwabo did as he was told, taking the drum with him. When he got to the top of the mountain, he saw a great big cave. And next to the cave, an enormous tree with drooping branches filled with the most beautiful and delicious looking fruit, just as his Auntie had said.

Just as soon as Lonwabo started to pick the fruit, he heard the sound of a Strange Animal coming out of a nearby cave. It was bigger than an elephant, with hairy arms and legs, and great big rolling yellow eyes, and an enormous mouth. As it came nearer and nearer, Lonwabo did not know what to do.

Without thinking he dropped the basket, picked up the drum, and began to play. Bum-ba-bum. Bum-ba-bum. Amazingly, the Strange Animal started to dance! Lonwabo played and he played and he played. And the Strange Animal danced and it danced and it danced until it was done dancing. Tired, it lay down at the mouth of the cave and fell fast asleep.

Lonwabo ran straight away back down the mountain, not stopping until he arrived home. When his Auntie saw him returning with his drum but not the fruit, she was furious. "But Auntie!" he gasped, "there was a strange animal that wanted to eat me!" "You good for nothing boy!" she replied, "I am sick of your laziness. And now you lie to me!" SMACK!

That night, Lonwabo's older sister came home from school and found Lonwabo crying in the corner. When he told her what had happened, she said that he must try to do as the Auntie says. "She works hard for us. And things are not easy. She doesn't mean to be so angry."

The next morning, no matter what Lonwabo said, the Auntie insisted that the entire family go together to fetch the fruit: the Auntie, the big sister, Lonwabo, and the baby sister. As they left, Lonwabo quickly tucked his drum underneath his clothes just in case he might need it. They walked and they walked and they walked until they had climbed the high mountain to where the tree stood, its branches swaying heavy with beautiful fruit. Just as they arrived, the Auntie saw Lonwabo's drum. "You and your drum!" she scolded him, taking it away and hanging it high in one of the tree's branches – out of Lonwabo's reach.

While the Auntie and big sister began picking fruit, Lonwabo looked round fearfully for the Strange Animal. Sure enough, as soon as the fruit was being picked, out of a nearby cave came the Strange Animal, snarling and growling. It came nearer and nearer. Lonwabo tried to reach his drum but it was too high. The Auntie jumped in front of the children to protect them but the Strange Animal just opened his big mouth and "Harrumpf," swallowed her whole. Then it came up to the big sister, and "Harrumpf," swallowed her too. Lonwabo stretched his arms as far as possible. His fingers barely touched the drum. "Harrumpf!" The Strange Animal ate up his baby sister. It came nearer to Lonwabo. He could feel the hot breath on his heels. With one last desperate jump, he reached his drum and began to play.

Bum-ba-bum. Bum-ba-bum. Just like the other day, the Strange Animal started to dance! Lonwabo played and he played. And as the Strange Animal danced, he began to feel sick because he had just eaten an enormous dinner and his stomach was full. He couldn't stop dancing but felt sicker and sicker until "Bollup!" he threw up the baby sister! Lonwabo kept

playing as the Strange Animal danced until "Bollup!" he threw up the big sister. Then, Lonwabo stopped playing with the Auntie still inside!

"Hey! Lonwabo!" said the big sister, "We can't live without our Auntie. I know she can sometimes be cross but we need her. She takes care of us. Please, play your drum!" With a sigh, Lonwabo began to play his drum again. The Strange Animal gave one last, "Bollup!" and out came the Auntie. She had been at the bottom of the Strange Animal's belly and was covered in disgusting, sticky goo. But she was alive. The Strange Animal didn't want to dance anymore. Exhausted, it lay down by the tree holding its poor stomach while the family ran back down the mountain to their homestead.

The next morning, the Auntie awoke to the sound of Lonwabo's drum: Bum-ba-bum. Bum-ba-bum. Her first thought was, "that awful noise again in my head!"

But then she remembered what had happened with the Strange Animal and, listened again as if she had new ears. For the first time, she realized that Lonwabo was quite a good drummer. And his rhythm, it was catchy!

She got out of bed and started to dance, picking up the baby sister. Pretty soon, the whole family was dancing around the homestead, laughing and playing. When they were done dancing, Lonwabo put down his drum. And without being asked, collected wood and made a fire to start the day.

The End.

Questions following Strange Animal:

1. How did Lonwabo feel when the Auntie ordered him around? How did the Auntie feel when Lonwabo didn't do what she asked?
2. What made the Auntie change her attitude towards Lonwabo's drumming?
3. Why did Lonwabo do his chores without being asked to at the end of the story?

ILLUSTRATED STORIES

This is the first illustrated story for PLH Kids. Take your time to go through each block with the parents to make sure they all agree about what is happening in the story. Use the story to help them understand the main principles and building blocks of One-on-One Time.

ILLUSTRATED STORY 1 – One-on-One time with your child...



Questions for Illustrated Story:

- How does Nosipho's Granny show attention to her?
- How does her Granny play with Nosipho without controlling the game?
- How does this make Nosipho feel?

BUILDING BLOCKS

Name your child when you speak to him or her.

Praise your child when he or she is behaving well.

DISCUSSION – SPENDING ONE-ON-ONE TIME WITH YOUR CHILD

Lead participants in a group discussion about the benefits for spending One-on-One Time with one's child.

Useful questions include:

- Why should adults spend One-on-One Time with their children?
- What do children get from the One-on-One Time?
- What would children get out of allowing them to take the lead during One-on-One Time?

(Note: You may spend some more time on this discussion as it is something that parents may not be comfortable with or used to.)

Write down parents' ideas as building blocks or positive parenting values to help build the House of Support.

Any time you hear a parent say a building block, praise them, and repeat the building block to emphasise it.

Possible Benefits of One-on-One Time with Your Child:

You should draw out these benefits from the parents during the discussion.

- It improves bonding and the relationship between parent and child.
- It builds self-esteem of children.
- Children feel that they are valuable and loved.
- It builds children's learning skills and problem solving.
- In time children become more willing to help around the house
- It is an important step in teaching your child **to want to do** what you ask.
- Play helps to develop children's creativity and their understanding of the world.
- One-on-One Time with your child gives you a chance to learn a lot about your child's interests and abilities.

ILLUSTRATED STORY 2 – When we do not pay attention...

Lonwabo is playing with pots and pans while
Mother is sms-ing



Questions for Illustrated Story:

- How did Lonwabo feel when his Mother ignored him?
- What does Lonwabo do to get attention from his Mother?
- How does his Mother feel about Lonwabo?
- How could his Mother give attention to Lonwabo?

BUILDING BLOCKS

Listen to what your children say and **Watch** what they do.

Speak with enthusiasm when describing what your child is doing.

One-on-One time with your child is One-on-One time with your child.

PRACTICING SKILLS – CHILD LED PLAY DURING ONE-ON-ONE TIME

In Session One, you should introduce the concept of practicing skills. During Practice, parents practice the skills that they will be asked to do during Home Activities that week.

Practicing skills gives parents the chance to try out their home activities in the safe environment of the group.

It is what we do at home that makes the difference!

Parents should have the opportunity to act in roles as “parents” and “children.” **Being the child in a practice helps parents see the world through their child’s eyes.**

You should support and encourage parents to do the practices. Use plenty of praise!

Format for leading the first practice on One-on-One Time in Session One:

1. Introduce that we are now going to practice spending One-on-One Time with our child as a group.
2. Ask a participant to be the “Parent” and another to be the “Child”.
3. Be specific about the age of the child. Ask the child to be well behaved.
4. The “Parent” uses one of the group’s suggestions from the earlier discussions about the illustrated stories.
5. The “Parent” can introduce One-on-One Time by saying, **“I have 5 minutes to spend One-on-One Time with you, what would you like to do?”**
6. You should stay physically close to the “Parent” to give support if necessary.
7. The “Parent” may need extra support in allowing the child to take the lead. Be like a guardian angel!
8. Allow the practice to happen for about 2 minutes – **not too long**.
9. Ask Parent/Child about what the experience felt like.
10. Praise the Parent/Child enthusiastically for being the first to do a group practice!
11. Divide parents into pairs and ask them to practice letting the child take the lead during One-on-One Time.
12. Each person should practice both the role of the parent and of the child. Remind the children to behave well!
13. Walk around room and assist parents when they need help.
14. Feedback from each pair in a group discussion on how the practice went.

GROUP DISCUSSION – ACTIVITIES TO DO WITH CHILDREN

When parents ask their children what they would like to do during One-on-One Time, children often do not know what to say. It is sometimes the first time a child has been asked this question! Parents can help by suggesting ways they could play together.

It can be also challenging for parents to know what to do with their children – especially when there is only a little time and the child has difficult behaviour. It is the job of the facilitators to help parents to identify different activities that they might do with their children during the following week. You can also help parents identify activities that are not appropriate for One-on-One Time (i.e. by asking them “what activities are not good for One-on-One Time?”)

Possible activities may include:

- Playing with a ball or doll if the child has one
- Dressing up in fun clothes or in the adult’s clothes
- Skipping rope – outside
- Shopping game in the house
- Jigsaw puzzles or building blocks
- Singing a song together
- Telling a story
- Encouraging the child to tell a story

Please note: Activities will be different for different ages of children and in different cultures. Make sure that the suggestions are relevant to your parents!

USEFUL TIPS FOR ONE-ON-ONE TIME WITH YOUR CHILD

Discuss the tips for **One-on-One time with Your Child**. Go through each point with the group. Ask the group for reasons why each tip is important rather than telling them.

1. Set aside a **One-on-One time** to attend to your child each day.

Choose a time when you are not likely to be interrupted and when your child does not have something else that they want to do like watch TV. **Switch off the television.** Tell your child that you would like to watch them play and that they can choose what to do.

2. **Make sure that your child knows** that you are watching them.

You need to sit close to your child and give them your full attention. Turn your body towards them or sit beside them.

3. Let things go at your **child's pace**.

Children need to do things in their own time. Try to give them that time, do not try to hurry them on.

4. When attending to your child, give as few **instructions** or directions as possible.

Of course, you may have to take action if your child does something that he or she is not allowed to do, such as ignoring an agreed house rule, or wants to do something dangerous like playing with matches, but generally **when you are attending your child is the boss**.

5. **Try not to ask questions** unless they clearly leave the child in charge.

Instead of saying "why don't you make a car?" or "What is that supposed to be?" comment on what your child is doing. Questions like this can distract a child and take their concentration away from the task.

6. **Listen** to what your child is saying and **watch** them.

Listening to your child is more important than talking to them at this time. If you do talk you should describe what your child is doing. If your child asks a question you can answer but do not let them put you in a position of telling them what to do. Put the choice back to the child: "I wonder what you will decide to do?"

7. Give **just enough help** to let it be the child's achievement.

Play alongside and copy what they are doing but try to let them keep the initiative. If they ask what to do, turn the question back by asking what they could do or think that they might do next. For children who do not have self-confidence it is particularly important that they do not get directions from adults all the time.

8. Make only **positive comments** and avoid critical comments.

Remember this is the child's game. Can you think how you have felt recently when someone has been critical of you? There is no right and wrong in play and, within reason, what your child chooses to play is right for them. Your job is to show an interest and say something nice.

9. During the attending session try to **ignore** the things that you do not like your child to do.

Even if you help your child to choose a creative activity like making a doll or toy out of sticks and paper, she or he may still do some things that you do not like, for example aggressive acts. This is best dealt with by ignoring – pick up the paper or a magazine for a moment or two until the play returns to something that you like.

10. **You are in charge** of how long the session lasts.

You must decide when the session finishes. Give your child a "Transition Warning" when there is one minute remaining in Quality/One-on-One time.

11. When you get good at paying attention to your child during Quality/One-on-One time start to **do it at other times**.

When you feel confident about paying attention to your child during Quality/One-on-One time, you can do it at other times including when you are busy at some other task.

You can give your attention to your child's drawing when you are peeling potatoes or to your child playing on the floor whilst you are washing dishes.

This is a lot more useful and enjoyable for your child than just sitting together in front of the television.

Your child also has to learn that you cannot attend whilst you are watching your favourite TV programme or talking to a friend on the phone because attending means concentrating on your child.

SPENDING ONE-ON-ONE TIME WITH YOUR CHILD - SUMMARY

1. Set aside a **One-on-One Time** to attend to your child each day – at least 5 minutes.
2. **Make sure that your child knows** that you are watching them.
3. Let things go at your **child's pace**.
4. When attending to your child, give as few **instructions** or directions as possible.
5. **Try not to ask questions** unless they clearly leave the child in charge.
6. **Listen** to what your child is saying and **watch** them.
7. Give **just enough help** to let it be the child's achievement.
8. Make only **positive comments** and avoid critical comments.
9. During the attending session try to **ignore** the things that you do not like your child to do.
10. **You are in charge** of how long the session lasts.
11. When you get good at paying attention to your child during One-on-One time, start to **do it at other times**.

HOME ACTIVITIES

Building Block: It is what you do at home that makes the difference!

At the end of each session, you need to assign parents Home Activities to practice during the week.

Make sure that each parent has identified a specific goal for his/herself for One-on-One Time. Make sure they go home knowing the following:

- Where will they spend One-on-One Time with their child?
- When will they spend One-on-One Time with their child?
- What types of activities could they do during One-on-One Time with their child?

Write each parent's home activity on a large piece of paper to review next session.

SPENDING ONE-ON-ONE TIME WITH YOUR CHILD

- Spend at least 5 minutes a day in One-on-One time with your child.
- Allow your child to choose what activity he or she wants to do. You can give the child options if you want.
- It is okay for this activity to be time-limited and to tell your child how much time is available.

For example, "I have 5 minutes to spend One-on-One Time with you, Thabo. After that, I have to make supper. What would you like to do now?"

- This activity should be uninterrupted so that you can give your child your full attention.

DO THE PHYSICAL EXERCISE EVERY MORNING

- The physical exercise can help you with stress and pains in your body. Try to do it every day in the morning when you wake up.

THE KEY ACTIVITY IS SPENDING ONE-ON-ONE TIME WITH YOUR CHILD!!!

Please note: Every parent should have a chance to share his/her goal for home activities.

Set ***practical goals*** with parents about when, where, and what they will be doing with their children. Facilitators should ask the parents the following questions:

- What time? Where in the house or outside?
- What would you like to do? Try not to make it a competitive game.
- How can you do it without too much distraction?
- Why might having the TV on make it difficult to spend One-on-One time with your child (concentration skills)?

CLOSING

We close each session with a goodbye activity. Allow participants to decide how they would like to end the session.

The Closing is also an opportunity to remind participants of the Home activities.

One should also thank them for the commitment they have made to their child/children by coming to the group!

Introduction of Parent Handbook

Introduce the parent to the handbook that they will be taking home after each session. The handbook reminds parents of the activities, illustrated stories, and core building blocks during the session.

It also has a place for parents to record whether they have done the home activities. You should explain the content to the parents for each session and encourage them to write down their goals. Tell the parents that they should bring their handbook to every session.

Remind parents of the core home activities for the session. Thank and praise the parents for coming!

SMS REMINDERS

Each week, we send out SMS reminders (texts) to the participants.

These reminders reinforce key Building Blocks for the programme. They also help the parents remember to do their home activities and encourage them for trying.

Reminder 1:

Send on day of session.

Thank you for coming to the session today for PLH Kids. We were so happy to see you! Good luck with your home activities! *[Name of Facilitators]*

Reminder 2:

Hello! Thank you very much for making this commitment to improve the life of your child! Remember when you spend One-on-One Time with your child, he/she will respond with more positive behaviour. Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! How is One-on-One Time with your child going? Remember that during One-on-One time, your child decides what to do. Following your child's lead will help them want to listen to you at other times. You are a star for trying! Thank you, *[Name of Facilitators]*

Reminder 4:

Hello! Remember that the most important thing you do is what you do at home! If you are having any challenges, note them down and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 5:

Send day before next session.

Hello! Please remember that Session 2 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 2: SAY WHAT YOU SEE

GOAL	Building your child's vocabulary by describing what your child is doing during One-on-One Time.
BUILDING BLOCKS	<ul style="list-style-type: none"> • Say What You See helps develop language and observation skills • Say What You See shows that you are paying attention to your child. • Use words to describe actions, objects, feelings, smells, sounds, and tastes! • It's what you do at home that makes the difference! • We are models of our children's behaviour
MATERIALS	<ul style="list-style-type: none"> • Attendance Register, Name tags, Flipchart, Pens, Toys • Food and drinks for the break • Illustrated Stories, Parent Handbook, Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome the entire group. • Thank parents for coming to the programme • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (One-on-One Time) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice!
BREAK (15 min)	
MIRROR ACTIVITY (10 min)	<ul style="list-style-type: none"> • Mirror Activity • Discussion: We are models of children's behaviour.
CORE LESSON (45 min) SAY WHAT YOU SEE	<ul style="list-style-type: none"> • Illustrated Stories 3 and 4 • Discussion: Say What You See • Practice Say What You See • Discussion: Useful tips for Say What You See
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • 5 minutes One-on-One Time with your child each day. • Practice Say What You See during One-on-One Time. • Practice Say What You See while walking with your child once during the week • Play the Mirror Game with your child • Do Physical Exercises every morning.
CLOSING (10 min)	<ul style="list-style-type: none"> • Review core building blocks and refer back to House of Support • Distribute parent handbook • Remind parents about next session and home activities • Thank the parents for attending!

NOTES TO READ IN PREPARATION FOR SESSION TWO

[Read to yourself in preparation for delivering Session Two]

In Session Two, you and your co-facilitator continue to strengthen parenting skills focused on spending One-on-One Time with their children.

At the beginning of the session, you will ask the parents to share about their experiences during One-on-One Time with their children in the previous week. If there are too many parents, you and your co-facilitator can split the parents into two groups.

It is very important that you allow each parent to share his or her experience. It is also important that you allow time to discuss possible solutions to challenges that parents experience.

During Session Two, you will also lead parents in a Mirror Activity. This simple exercise helps parents understand that they are role models for their children.

Child learn a lot about how to behave simply by observing their parents' behaviours.

The core building block is: "We are models for our children's behaviours."

Parents are then introduced to a new skill called **"Say What You See,"** during One-on-One Time.

"Say What You See" means using words to describe what a child is doing, or **wrapping one's child in language** by describing what they are doing.

"Say What You See" shows that a parent is paying attention to his/her child while expanding the child's thinking and verbal skills.

When parents use **"Say What You See,"** they simply describing exactly what they see their children doing. It can be helpful to think of it as talking to someone on the cell phone who cannot see what is happening.

At first, parents can simply be describing what is happening in detail: the number, the colour, the shape, the size, and the manner are helpful starting points:

For example: "You are cooking using your toys. You are using the red pot and blue pan. You are putting your toy carrots and cabbage into the pot while stirring it with your small, yellow spoon."

"I see you focusing on reading that book. There are a lot of colourful pictures in your book. Go, continue what you are doing."

This may feel awkward at first as many parents are not used to talking to their children during playtime. However, with practice, it becomes easier – just like everything else!

Although parents often say that describing what their children are doing makes them feel awkward, much to their surprise, their children do not usually notice their discomfort and respond very positively to this attention.

Also, it is normal for parents to start off by asking questions instead of using statements to "Say What You See." As a facilitator, it is your role to help them become more aware when they do this and to understand why asking questions is parent-led (i.e., it takes the lead away from the child)

"Say What You See" may be different for children of different ages. For instance, you need to use simpler words with more repetition when observing and describing what a 2-4-year-old child is doing, than if you are describing what an older child is doing.

You should also help parents notice the benefits of **naming your child** when speaking to him or her during **"Say What You See."**

When parents learn to say things like, "You are putting the red block on the blue block, Daniel," this shows that the parent is giving support and attention to his or her child.

Parents should make only **positive comments** and avoid critical comments.

Remember, One-on-One Time is time for the child. There is no right and wrong in play and, within reason, what a child chooses to play is right for them. The parent's job is to show an interest and say something nice.

Finally, you can also suggest that parents use **"Say What You See"** with their children at other times during the week. They can use words to describe the world around them when they go for a walk, or are watching TV, or doing any other activity.

The more words that a parent uses around his/her child, the more words a child will learn – a wonderful way to develop vocabulary and thinking!

WELCOME

Welcome each parent warmly and enthusiastically when they arrive to the session.

PROGRESS ON HOUSE OF SUPPORT

At the beginning of Session Two, show parents their progress in building the House of Support.

PHYSICAL EXERCISE

Lead the parents in the physical exercise. Make sure you use lots of words to describe each part of the warm-up. It is modelling Say What You See!

Encourage parents to do a physical warm up at the beginning of each day!

DISCUSSION ON HOME ACTIVITIES

This is the first Discussion on home activities for PLH Kids.

You should first remind parents that the core activity was to **Spend 5 Minutes in One-on-One Time** with their children.

You can also remind them of the core **Building Blocks** and **Tips for One-on-One Time with Your Child** from the previous session.

Each parent needs to have an opportunity to share his/her experience so that you can troubleshoot any challenges and make sure he/she is doing the practice correctly.

If there are too many parents, you and your co-facilitator can split the parents into 2 groups.

Possible Questions for Discussion on Home Activities in Session Two:

1. Who was able to spend One-on-One Time with your child this week? How often? What did you do? What was your experience like?
2. How did your child respond during One-on-One Time?
3. How did you feel during and after One-on-One Time? Your child?
4. Did anyone encounter any challenges to spending One-on-One Time with your child?
5. Who has any ideas about what this parent can do this week to help them to overcome these challenges?

It may be helpful to remind the parents of the different activities that they could do for One-on-One Time. You can also ask parents what activities their children like to do.

Remember to praise the parents for even trying to do One-on-One Time. Ask them how they think their children were feeling when they did the activity.

When parents share stories, remind them of the Building Blocks that they have used related to the previous session. You might also find new ones during the sharing.

Facilitators should make sure that the parents are allowing the child to take the lead. Child-led play is a challenging concept so take your time to explain to the parents and make sure they are doing it correctly. Do a practice! Remind the parents that child-led play is important during One-on-One Time. This does not mean that they will have to give up their authority during other parent-child interactions.

What to do when a parent shares a challenge

Some parents will have experienced challenges doing One-on-One Time with their children. This is perfectly normal.

When a parent shares a challenge, you can do the following:

1. Thank the parent for sharing. It is not easy to share something that was challenging!
2. Notice and comment on how the parent is feeling or was feeling when s/he experienced the challenge. It is important to affirm the parent's emotions.
3. Ask **Exploring** questions (Who, What, Where, When, How, Why) to help the you understand exactly what happened. This will also help the parent develop his/her observation skills.
4. Make sure you understand the challenge. You should already have one or two solutions in mind that you can guide the group to identify.
5. Ask the group for possible solutions to each challenge. Your co-facilitator should write these solutions down. *Only write down solutions that might work!*
6. Ask the parent to choose one of these solutions (or a combination of a few).
7. Ask the parent to **Practice** this solution in a role-play as the parent. Ask another parent to be the child.
8. Debrief with both parents on the experience.
9. Praise the parent and encourage her to try the solution at home. Remind her that we are here to help her out if she has more challenges next week.

Please note: Facilitators need to check in with **each parent** to explore his/her experience doing Home activities:

- *Explore solutions to difficulties in doing the Home activities with parents.*
- *Encourage parents to offer ways to overcome challenges as a group.*
- *Choose a strategy from the group's solutions and practice it.*
- *Then evaluate how it worked and encourage the parent to try it again at home.*

BREAK

MIRROR GAME – MODELING BEHAVIOUR

This activity helps parents learn that children will mirror the behaviour they see in their parents.

Suggestions for facilitating the Mirror Game:

1. Everyone finds a partner.
2. Partners stand facing each other, about arm's length apart.
3. It is important that they watch each other closely the entire time.
4. The partners choose who is going to go first. That person will be the facilitator. The other person will be the mirror.
5. When the facilitator moves, his/her partner does exactly what the facilitator does as if he/she is a mirror.
6. Encourage the group to move slowly at first and gradually expand the movement exploring different body parts and levels.
7. Always remind parents to watch carefully.
8. After about a minute, switch who is leading. The facilitator now becomes the mirror and the mirror becomes the facilitator.
9. Switch back and forth a few times. You can change and instruct them to include mirroring facial expressions.

Discussion

After the activity, you should facilitate a discussion about how it might relate to parenting.

Potential questions may include:

- What was it like to be the mirror in the activity? What was it like to be the facilitator in the activity?
- How is this activity similar to our responsibilities as parents and guardians of our children?
- How would your child benefit from doing the mirror exercise with you (i.e. – learning to follow directions in a fun way, parent modelling following the child's directions)?

Please note: We are models for our children.

Whether they are aware of it or not, children imitate adults - especially when they can see by example the benefits of reacting in a certain way.

When children see us behaving with respect, kindness, patience, and love – towards them and towards others - they will begin to behave like that too.

CORE LESSON – SAY WHAT YOU SEE

ILLUSTRATED STORIES

Use the following stories to introduce the parents to the concept of Say What You See during One-on-One Time.

ILLUSTRATED STORY 3 – Too much control...



Questions for Illustrated Story:

- Does his Father follow Lonwabo's lead during One-on-One Time? What does he do?
- How does the way his Father plays with Lonwabo make Lonwabo feel?
- Do you think Lonwabo and his Father will want to play together again?
- How do you think Lonwabo's Father feels? What could he have done differently?

BUILDING BLOCKS

Allow your child to take the lead during One-on-One Time.

Avoid criticizing your child when playing.

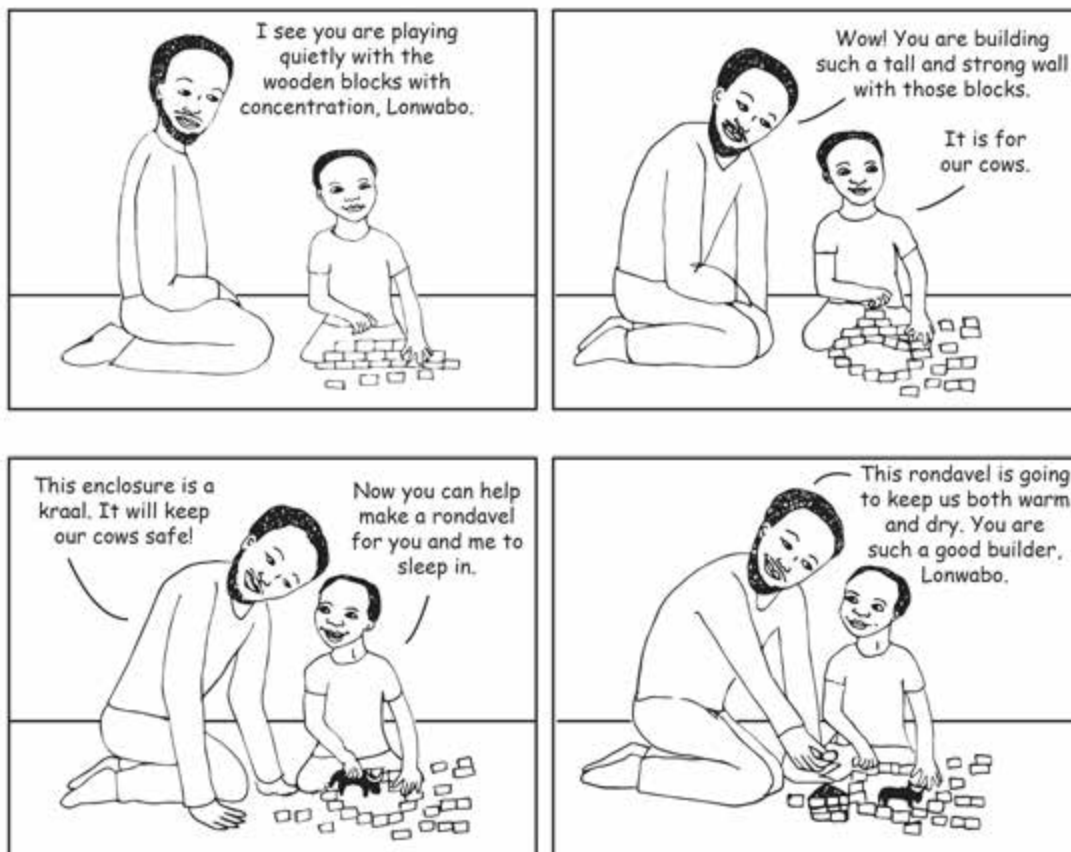
Play at your child's level and pace.

Avoid playing competitive games during One-on-One Time.

Please note: Parents can do a role-play to practice how the father could have related differently to Lonwabo before moving on to the next illustrated story.

ILLUSTRATED STORY 4 – Saying what you see...

Here we see Lonwabo's father taking a more collaborative approach to Quality Time with his child. He allows Lonwabo take the lead and "Says what he sees" by using words to describe the actions.



Questions for Illustrated Story:

- How does his Father describe what Lonwabo is doing?
- How does his father help Lonwabo learn vocabulary?
- How does what his Father do and say make Lonwabo feel?
- Why does Lonwabo include his Father in his play this time?

BUILDING BLOCKS

Say What You See builds your relationship with your child.

Say What You See helps your child develop language skills.

Say What You See shows your child that you are paying attention to him/her and that you think that what they are doing is important.

DISCUSSION – USING “SAY WHAT YOU SEE” DURING ONE-ON-ONE TIME

Discuss with parents about the benefits of describing what the child is doing during One-on-One Time with their children.

Useful questions include:

- What would be the benefit of using words to describe children’s actions?
- What would children learn if we used words to describe their actions?
- How would describing actions make your child feel?

Write down parents’ ideas as Building Blocks.

Possible discussion points:

- Say What You See shows your child that you are present and focused on what the child is doing.
- Say What You See builds children’s self-esteem and makes them feel important.
- Say What You See encourages children to keep going and continue playing.
- Say What You See helps to develop children’s language and observation skills.
- Say What You See expands your child’s world.

PRACTICE – SAY WHAT YOU SEE: DESCRIBING WHAT YOUR CHILD IS DOING

This Practice should be done twice. First, lead a role-play with a “child” who is between the ages of 2 to 5. Then, do one with a “child” between the ages of 6 to 9.

This will enable parents to identify different ways that they can use Say What You See depending on their child’s developmental age.

You need toys or colouring pens and paper ready for the practice.

Here is a suggestion on how to lead the activity:

1. Introduce that we are now going to practice using “Say What You See” as a group.
2. You might want to brainstorm descriptive words that the parents can use.
3. Ask for a volunteer to act as a “Child” playing in the middle of the circle.
4. Specify that the “child” is between the ages of 2 and 5.
5. The child should be doing something that the parents saw their own children doing during One-on-One Time in the previous week.
6. Parents take turns describing what the Child is doing. (Example: “You are stacking the blocks on top of each other,” “You are drawing a picture of a house using your pencil.”)

7. Be as specific as possible. Describe "What" and "How."
8. Each parent gets a turn. Details, details, details!!!
9. Switch halfway through the group and allow another parent to become the "child." This child is between the ages of 6 and 9. Continue describing actions.
10. Ask the Child about what it felt like to have the attention of the group.

Next get the parents to practice in smaller groups:

1. Parents will practice "Say What You See" in groups of two.
2. One parent will be the "child" and the other will be the "parent."
3. Pass out at least 1 toy per pair.
4. Walk around room providing support to the parents.
5. After about 2 minutes, you can tell the parents to switch roles.
6. After another 2 minutes, ask the parents to share with each other about what the experience was like as a parent and a child.
7. Bring the group back together and ask for a few comments about the parents' experiences.
8. Bring attention to Building Blocks!
9. Ask if there are any questions about Say What You See.

USEFUL TIPS FOR SAYING WHAT YOU SEE

Remind parents of the key building blocks for **Say What You See**:

- **Say What You See** means using words to describe actions, colours, shapes, numbers, sizes, textures, temperatures, tastes, sounds, and anything else that is happening!
- **Listen** to what your child is saying and **watch** them.
- Pretend you are talking on the telephone and describing the child's action to someone who cannot see what is happening.
- Speak with **enthusiasm** when describing what your child is doing.
- **Say What You See** is different **depending on your child's age**.
- You can also use **Say What You See** when you are doing other activities like taking a walk with your child.

HOME ACTIVITIES

It is what you do at home that makes the difference!

Assign parents Home Activities to practice at home:

- **Spend at least 5 minutes a day of One-on-One Time** with your child.
- Practice **"Say What You See"** during **One-on-One Time** by describing what your child is doing.
- Practice **"Say What You See"** while taking a walk with your child at least one time before the next session. Describe the world that you see around you with as many words as possible!
- **Play the Mirror Game** with your child.
- Do the **Physical Exercises** every morning when you wake up.

The **core activity** is to practice **Say What You See** during **One-on-One Time**.

Make sure that each parent has identified a specific goal for his/herself for One-on-One Time this week. Make sure they go home knowing the following:

- Where will they spend One-on-One Time with their child?
- When will they spend One-on-One Time with their child?
- What types of activities could they do during One-on-One Time with their child?

Write each parent's home activity on a large piece of paper to review next session.

CLOSING

Distribute parent handbook and show where parents should report on their home activities.

Remind parents of the core home activity.

Thank and praise parents for attending the session.

SMS REMINDERS

Reminder 1:

Send on day of session.

Thank you for coming to the session today for PLH Kids. We were so happy to see you! Good luck with your home activities using Say What You See during One-on-One Time! *[Name of Facilitators]*

Reminder 2:

Hello! Thank you very much for making this commitment to improve the life of your child! Remember when you use words to describe what your child is doing, it will help him/her develop his/her vocabulary. Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! Remember that it is what you do at home that makes the difference! Keep spending 5 minutes a day in One-on-One Time with your child. Let your child take the lead! Thank you, *[Name of Facilitators]*

Reminder 4:

Hello! How is One-on-One Time with your child going? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[names of facilitators]*.

Reminder 5:

Send day before next session.

Hello! Please remember that Session 3 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 3: TALKING ABOUT FEELINGS

GOAL	Learning how to talk about our own and our children's feelings.
BUILDING BLOCKS	<ul style="list-style-type: none"> Feelings are connected to thoughts and physical sensations. When you share your own feelings with your child, you help your child recognise his/her own emotions Commenting on your child's feelings can help him/her learn self-control and emotional awareness Commenting on your child's feelings can encourage your child to keep trying in challenging tasks
MATERIALS	<ul style="list-style-type: none"> Attendance Register, Name tags, Flipchart, Pens, Toys Feeling cards Food and drinks for the break Illustrated Stories, Parent Handbook, Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> Display sheets from previous sessions on the wall Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> Welcome group, praise them, and thank them for coming Show group progress on House of Support Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> Remind parents of core home activity (Say What You See) Ask parents to share highlights and challenges Discuss solutions to challenges and practice
CORE LESSON (15 min) TALKING ABOUT FEELINGS - PARENTS	<ul style="list-style-type: none"> Story: Colours of the cattle Connecting emotions to feelings in the body Mirror Activity
BREAK (10 min)	
CORE LESSON (30 min) TALKING ABOUT FEELINGS - CHILDREN	<ul style="list-style-type: none"> Illustrated Stories 5, 6, & 7 Discussion: Naming your child's feelings Group Discussion: Ways of commenting on feelings Group Practice: Talking about feelings
BODY RELAXATION (10 min)	<ul style="list-style-type: none"> Activity: Body Relaxation Discussion about Body Relaxation
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> Practice Talking about Feelings at least 3 times a day 5 minutes One-on-One Time with your child each day. Practice Naming feelings during One-on-One Time. Physical Exercises every morning Body Relaxation every night before going to sleep

	<ul style="list-style-type: none"> • Think of positive behaviours you want your child to do more often
CLOSING (5 min)	<ul style="list-style-type: none"> • Review core building blocks and refer back to House of Support • Remind parents about next session and home activities • Emotional check-out • Thank the parents for attending

NOTES TO READ IN PREPARATION FOR SESSION THREE

[Read to yourself in preparation for delivering Session Three]

In Session Three, parents continue to build the foundation of their House of Support by focusing on Talking about Feelings.

There are 6 basic emotions: Happy, Sad, Angry, Disgusted, Surprised, and Afraid. Even babies can feel and express these emotions.

As you get older, you learn to identify lots of other emotions like excited, frustrated, proud, lonely, peaceful, guilty, or confused. In Session 3, you introduce parents to the idea of creating an awareness of emotions. You also help parents explore how emotions are connected to thoughts and behaviour.

It is normal for parents to have difficulty talking about and expressing emotions and feelings. Many people were told not to cry when they were sad or laugh when they were happy. This may be especially the case for boys and men.

It is important for parents to understand that boys/men and girls/women have the same feelings and for parents to learn how to become aware of their own emotions, to experience them in their body, and to communicate about them.

In [country], some parents might feel disrespected or defied when their children display negative emotions. It is important to emphasize that negative emotions are as normal as positive ones.

Allowing children to express negative emotions does not mean that the parent is “losing control or authority” over their child. It also does not mean that the child is disrespectful or rebellious.

It is more helpful to allow children to become aware of their emotions, allow them to talk about their emotions, as this will help them to learn to regulate their emotions.

Often, when someone feels a certain way, his/her mind begins telling a story about those feelings. These thoughts get played over and over and over again in his/her mind making the feelings more intense.

This can lead to behaviour or thoughts that lead to “spinning out” or losing control. Sometimes, these feelings can get so overwhelming that someone might feel as if the world is crashing down or that there is nothing positive in life.

When parents can connect feelings to thoughts and behaviour, and sometimes a place in the body, they can stay in the present moment and allow those feelings to run their course and pass. This can help them from being trapped in their feelings.

Being aware of emotions is also important for children. When parents name feelings, or comment on them, it helps them to develop emotional control.

Talking about feelings with children is an important step to help children manage anger, disappointment, and frustration – emotions connected to challenging thoughts and difficult behaviour.

Talking about feelings also brings awareness to the positive emotions such as a sense of peace, happiness, or calmness. It can also allow children to appreciate a beautiful moment or feeling of love!

WELCOME

Welcome each parent warmly and enthusiastically when they arrive to the session.

PROGRESS ON HOUSE OF SUPPORT

At the beginning of Session Three, you should show parents their progress in building the House of Support.

PHYSICAL EXERCISES

Invite parents to notice to how they feel emotionally before and after the exercise.

DISCUSSION ON HOME ACTIVITIES

Remind parents that the core home activity from the previous session was using **Say What You See** during One-on-One Time.

During this discussion, it is helpful to remind the parents to the main Building Blocks and to the Tips for Saying What You See and One-on-One Time from the previous sessions.

Possible questions for Discussion on home activities in Session Three:

1. Who was able to spend One-on-One Time with your child this week? How often? What did you do?
2. What was is like to practice using "Say What You See" during One-on-One Time?
3. How did your child respond during the One-on-One Time activity?
4. How did you feel during and after One-on-One Time activity?
5. What were some of the challenges that made it difficult to do your Home activities?
6. Who can suggest solutions to help the parent to overcome these challenges?

Please note: Facilitators need to check in with **each parent** to explore his/her experience doing Home activities:

- *Explore solutions to difficulties in doing the Home activities with parents.*
- *Encourage parents to offer ways to overcome challenges as a group.*
- *Choose a strategy from the group's solutions and practice it.*
- *Then evaluate how it worked and encourage the parent to try it again at home.*

CORE LESSON – TALKING ABOUT FEELINGS - PARENTS

LISTENING TO A STORY: COLOURS OF THE CATTLE

Share the story, "Colours of the Cattle," as a way of opening a discussion about emotions. Invite the parents to relax and listen to the story while becoming aware of the different thoughts and feelings that arise. While telling the story, you can emphasize the different words that describe the emotions.

Story | Colours of the Cattle *(A traditional story)*

A young man, herding his father's cattle, noticed one day that there was a strange calf in the middle of the herd. At first, he was **confused**. He thought that he must have made a mistake and that the calf had been there all along, but when he looked at it more closely, he saw that it was not one of the calves that belonged to his father.

This calf was the most beautiful calf that the young man had ever seen. Unlike other calves, this calf had colours of all the cattle on it, and the young man marvelled at its beauty.

As he looked at it, the calf stood and looked back at him with a **sense of peace**. It was not **frightened** of him and it seemed that the other cattle were treating it with great respect.

He was **excited** about the possibility of bringing the calf home to his family. When it came to the time for the young man to herd the cattle back to his father's kraal, this new calf would not move.

The young man tried to push it, but the calf just looked at him and made him feel **ashamed**. So, in order to make it move, the young man sang a special song:

The calf must move, the calf must move,

Because it is so beautiful.

It is the most beautiful calf

Of all the calves.

As the young man sang, the calf lifted up its head and when the song came to an end, it joined the other cattle and began to walk the way that the young man wanted.

This made the young man **happy**, as he knew his father would be very **pleased** that he had acquired a beautiful calf that had all the colours of the cattle.

The young man's father was **overjoyed** when he saw the calf. "This calf has something very special about it," he told his son. "While it is young, we will keep it here at the kraal. Later, we will let it out to graze."

So the family kept this special calf at home and they fed it with sweet-smelling grass. And each day the calf became more beautiful and each day the family came to love it more and more. The presence of the calf made everyone feel **calm** and **peaceful**.

The other cattle loved this calf, and when they were near, they would stand quite still and look at it with wide brown eyes, as if they were worshipping it.

Then, when the calf had grown bigger, the father decided that his son could take the calf to join the other cattle where they were grazing. This made him feel **proud** and **excited**. To do this, the son had to first sing to the calf, as it would never move unless it had first been sung to. Once the song was over, the calf would go quietly with the other cattle.

People along the way would stop to wonder at all the colours that this calf had.

It was while the herd was out grazing that a stranger came and spoke to the young man. "I see that calf," he said, pointing at the new calf. "It is mine."

The young man was **worried**. He did not know what to say. When the stranger asked him where he had got the calf from, he could only say that it had just joined the herd. But he was not able to give any better explanation of how it had come to be with the herd. The stranger said that this proved that the calf was indeed his.

The stranger walked into the middle of the herd and began to tug at the calf's neck, trying to get it away from the other cattle. The young man was **anxious** as he watched silently, knowing that the calf would never move.

Seeing that he was getting nowhere, the stranger grew **frustrated**. He called to some friends. They came to join him and together they tried to drag the calf away.

The other cattle became **frightened** by the way these men were treating the new calf and they bellowed in **distress**.

At last, the stranger became **angry** and he cut a stick from a bush and started to whip the new calf. The other men with him did the same thing and soon they were five men whipping the new calf, trying to get it to move. After a while, when it had been badly whipped, the calf let out a cry and fell to the ground. The men tried to pick it up, but by that time it had died.

The young man ran home to his father. His eyes filled with tears and his heart filled with **sorrow** at what he had seen. The father was very **angry** with this stranger. They both ran to the place where the herd was.

All the other cattle were still there, but there was no sign of the dead calf. All that could be seen, in the place where it had fallen, were many wild flowers with all the colours of the cattle.

The End.

Questions for discussion about emotions from the Colours of the Cattle:

- How did the young man feel when he discovered the calf?
- How did he feel when he brought it home?
- How did he feel when the man tried to take the calf?
- How did he feel when the calf died? When he found the flowers?

Write down emotions identified by the parents from the story.

IDENTIFYING EMOTIONS ACTIVITY

You can use the following text as a guide for this activity:

There are 6 basic emotions: Happy, Sad, Angry, Disgusted, Surprised, and Afraid. Even babies can feel and express these emotions.

As we get older, we learn to identify lots of other emotions like excited, frustrated, proud, lonely, peaceful, guilty, or confused.

Questions for identifying emotions and connecting them to the body:

- How does it feel physically to be happy, sad, angry, disgusted, surprised, or afraid?
- When in your life have you felt these emotions?
- What are the thoughts that are associated with these feelings?
- How do these thoughts affect your behaviour?
- Where do you feel that in your body? What does it look like in your face?
- How do you know when your child is feeling this emotion?

Ask parents to point to a place in their body where they might feel that emotion (i.e., a sharp pain in the shoulders when angry, or a dull ache in the head when stressed, or lightness in the chest when happy).

You can help parents identify these emotions by revisiting the mirror game:

1. Parents choose partners. Stand or sit facing each other.
2. Choose who is Person 1 and who is Person 2
3. Person 1 says an emotion from the flipchart.
4. Person 2 shows that emotion in her/his face and body.
5. Person 1 mirrors that emotion back to the second parent.
6. Switch who goes first.
7. Discussion on experience.

Please note: This can even be a fun activity for the parents to do with their children!

BREAK

CORE LESSON – TALKING ABOUT FEELINGS - CHILDREN

Use the following stories introduce parents to the importance of recognising and naming the emotions of children.

ILLUSTRATED STORIES

ILLUSTRATED STORY 5 – Trying to help out...



Questions for Illustrated Story:

- Ask parents to identify Lonwabo's and his mother's feelings in this story.
- Is it necessary for his Mother to correct Lonwabo?
- How do his Mother's corrections make Lonwabo feel?
- Why is the Mother's reaction to Lonwabo's feelings unhelpful?
- How could his Mother be more supportive of Lonwabo's emotions?
- How could his Mother respond differently?

BUILDING BLOCKS

Notice when your child is trying to help.

We are models of behaviour to our children.

ILLUSTRATED STORY 6 – Trying to help out again...

Here his mother tries a different approach to encourage Lonwabo...



Questions for Illustrated Story:

- What does Lonwabo's mother do differently this time?
- How does she encourage Lonwabo to keep looking?
- How does she acknowledge Lonwabo's feelings?
- How can you help your child to notice his or her feelings?

BUILDING BLOCKS

Any activity can become a game for your child.

Encourage your child to keep trying in difficult tasks.

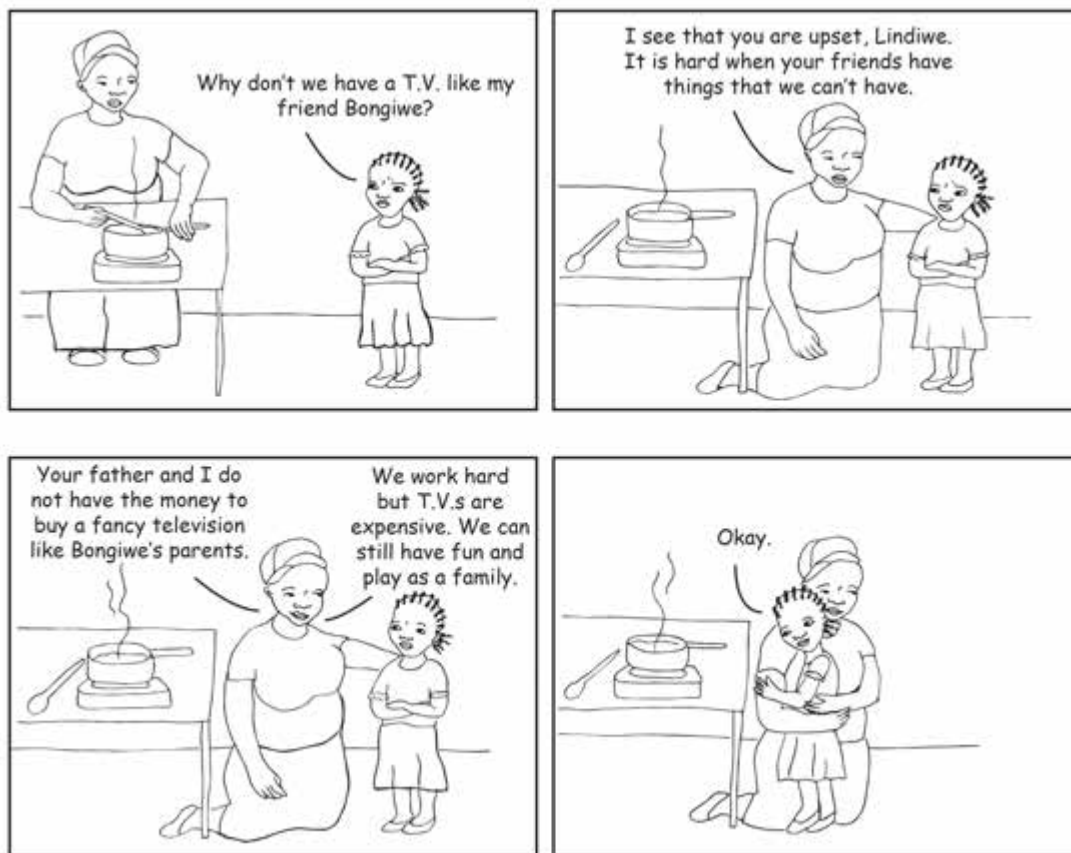
Praise your child when he/she has accomplished a difficult task.

Commenting on feelings should be specific and connected to your child's behaviour.

Share your feelings with your child.

ILLUSTRATED STORY 7 – Acknowledging feelings...

Then next illustrated story shows how acknowledging feelings can help children cope with difficult issues facing the family.



Questions for Illustrated Story:

- How does her Mother respond in a way that acknowledges Lindiwe's feelings?
- Do you think Lindiwe's Mother's explanation is helpful?
- How might you need to communicate to your child differently depending on his/her age?

BUILDING BLOCKS

Acknowledge your child's feelings – even the difficult ones.

Get down to your child's level when talking about feelings.

Use physical and verbal support to make your child feel accepted and loved.

It is okay to also feel difficult emotions about the same issues.

GROUP DISCUSSION – NAMING YOUR CHILD’S FEELINGS

Lead a discussion about why commenting on the emotions or feelings of children would be good for their development.

The following questions may be useful:

1. Why should we teach children labels for good feelings?
2. Why should we teach children labels for difficult feelings?

Write down parents’ ideas. Some may even be building blocks!

Benefits of Talking about Feelings:

- It helps children communicate about their feelings.
- It helps children connect feelings to actions and body language.
- Children learn that all feelings are okay, they just are!
- We can see and learn about our child’s feelings.
- It becomes easier for children to connect to our feelings too.
- It helps children recognize the feelings in other people.
- It gives them choices about how to behave.

GROUP DISCUSSION – TALKING ABOUT FEELINGS AND ENCOURAGING PERSISTENCE

Use the list of emotions on the flipchart to help parents identify words and phrases they can use to talk about feelings with their children.

Helpful ways of commenting on feelings:

- You look very proud after putting on your shoes yourself.
- This is a very frustrating game, but you are staying calm.
- You look excited that we are going to the park/market together.
- I feel happy when you greet me with a smile.
- Playing with you was lots of fun.
- It can be sad to have to put away the toys.
- It makes me feel good when you help your brother.

Please note: Comments on feelings should be **specific and connected** to your child’s behaviour or activities that your child is doing.

GROUP PRACTICE – TALKING ABOUT FEELINGS AND ENCOURAGING PERSISTENCE

During the Group Practice for Talking about feelings, participants practice being a “parent” playing with a “child.” They practice commenting either on the child’s feelings, the parent’s feelings, or both.

It may be helpful to provide a simple script to help parents label feelings. For instance, “(Name of child), it’s raining hard so you can’t go out to play. You seem/are sad because of that.”

Here is a suggestion on how to lead the activity:

1. For the first group practice in the middle of the circle, you can create a frustrating scenario for the parents:
 - a. Your child cannot find a toy in the house and is getting frustrated.
 - b. Your child does not want to go to school because you won’t be there with him and is feeling sad.
 - c. Your child wants to play but needs to help with chores and is angry.
2. Ask a parent to play the “Parent” while another parent plays the “Child”.
3. For the big group practice, create a frustrating scenario for the parents.
4. Before starting the practice, ask the group for suggestions for how the Parent can name the Child’s emotions.
5. Provide plenty of support to the parent during this first group practice.
6. After the practice, ask the parents how it felt to be a “parent” and a “child” during the practice.
7. Ask all the parents to work in pairs doing group practice.
8. Provide support to pairs.
9. Discuss the activity with parents before moving on to the next activity.

ACTIVITY – BODY RELAXATION¹

LEADING THE BODY RELAXATION

The Body Relaxation is an activity that we encourage parents to practice both during the workshop sessions and at home. It helps bring awareness to your body while relaxing tension.

You introduce this activity in Session Three so that participants have the opportunity to practice for the rest of the programme on a daily basis.

Although the Body Relaxation is practiced sitting in chairs during the workshop, we suggest that parents practice the exercise at night while lying on their backs in bed before going to sleep.

When introducing the Body Relaxation, it is important to explain that the activity may help parents to relax and reduce their stress.

You should help parents to develop the habit of preparing the body in an upright but relaxed position.

Suggest to participants to close their eyes, although this isn't necessary.

Ask the parents to bring their attention to whatever thoughts, emotions, and physical sensations they are having in that moment. This helps to ground the participants in the present moment instead of being caught up in thoughts about the past or future.

Then guide the group through focusing on the different parts of the body working from their feet to their heads. It is important to explore each part of the body with detail and a sense of curiosity.

As you focus on each body part, ask parents to breathe relaxation into that part of the body before letting go of the attention and moving up to the next part of the body.

Close the activity by refocusing the awareness of the whole body, emotions, and thoughts, noticing if there is any difference.

Ask the participants to practice the Body Relaxation every night before going to sleep and to notice what their experience is like each time.

¹ The Body Relaxation is an adaptation of the Body Scan used in Mindfulness Based Cognitive Therapy. For more information, please see *The Mindful Way through Depression: Freeing yourself from Chronic Unhappiness*. Williams, Teasdale, Segal, and Kabat-Zinn. Guilford Press, 2007, pp. 103-114.

Many parents report an increased ability to fall asleep and experience a deeper and more relaxing sleep, waking up feeling fresh. Others find the Body Relaxation useful with arthritis and other body pains.

The most important part is they that practice the Body Relaxation every day.

The following is an example of how you might facilitate the Body Relaxation:

1.Preparing

Now we are going to an activity that can help you relax your mind, release our stress, and connect to our bodies. It is something you can practice both here and at home – especially at night when lying in your beds before sleeping. Today, we are going to do it sitting up in our chairs.

Find a comfortable sitting position with your feet flat on the floor and your hands relaxed in your laps. Back upright yet relaxed. Shoulders dropped and neck long with your head gently floating up towards the sky.

If you feel comfortable, allow your eyes to close. *[Pause]*

Become aware of the sounds in the room. *[Pause]*

Become aware of how your body feels in this moment. *[Pause]*

Become aware of that you are breathing. *[Pause]*

Feel each breath passing through your nose or mouth, filling the lungs and stomach, and then emptying out through your nose or mouth. *[Pause]*

2. Doing

Bring your focus to your feet. Notice which parts of the feet are touching the floor. Notice each toe. *[Pause]*

Notice the arches of your feet. *[Pause]*

Your heels. *[Pause]*

If you can't feel your feet, that is okay. Just notice that lack of feeling. *[Pause]*

Now, take a deeper breath and imaging your breath filling your feet. *[Pause]*

As you breathe out, allow your feet to relax. *[Pause]*

If your mind begins to wander and start thinking of something, just gently bring it back to the feeling of your calves or whatever part of the body we are noticing.

[Pause]

If you notice any tension in your body that is distracting you or hurting, use your breath to bring awareness to the feeling and notice if there is any relaxation when you breathe in and out to that part of the body.

Move through ankles, calves, knees, thighs, hips, midsection, lower back, stomach, upper back, chest, shoulders, hands, wrists, arms, neck, face (jaw, mouth, tongue, nose, eyes, forehead), ears, head.

Now bring awareness to the entire body. *[Pause]*

Imagine that each breath passes through your body from head to toe and then empties out from toe to head. *[Pause]*

3. Finishing

Now notice how you feel emotionally. Notice the quality of your mind. *[Pause]*

Notice if there is any difference between your experience now and before you did the Body Relaxation. *[Pause]*

Take a moment to thank yourself for taking the time to simply be with your own body and allow it to relax. *[Pause]*

Expand your focus to the sound of the room. *[Pause]*

Whenever you are ready, you can open your eyes.

Please note: Parents often fall asleep during the Body Relaxation. This is perfectly fine as it often shows that we need to rest and take care of our bodies especially when working all the time. It also shows us that we are relaxed and calm.

You can gently wake up parents and reassure them that even adults need naptime occasionally!

DISCUSSION ABOUT BODY RELAXATION

After facilitating the Body Relaxation, it is important to help the parents reflect on their experience. Ask the participants what their experience was like.

Remember, there is no right or wrong way to experience the Body Relaxation.

If some parents are having problems with the activity, encourage them to keep practicing and notice the problems that they have. Gradually, they may notice a change.

It is natural for the mind to wander and start thinking of things in the past, present, or future. You can reassure participants that this happens to everyone.

Just remind parents to gently bring their focus back to whatever body part they are on in the activity.

Notice both the pleasant and unpleasant sensations in the body – not just those that are feeling pain, tension, or discomfort. It can be helpful to also bring awareness to those parts that are relaxed.

Please note: As with all the awareness exercises, you should do the Body Relaxation as well while leading the group.

This helps you to stay focused on the activity. Try to keep your voice calm, steady, and loud enough or everyone will fall asleep!

HOME ACTIVITIES

It is what you do at home that makes the difference!

Assign parents Home Activities to practice at home:

- Practice **Talking about Feelings** with your child **at least 3 times** a day.
- **Spend at least 5 minutes** in **One-on-One Time** with your child.
- Practice becoming aware of your own feelings as you go about your day.
- Continue to **Say What You See** by wrapping your child in language.
- Think of **behaviours you want more** of from your child. Remind the parents to be as specific as possible. Remind them of how they set their goals during Session 1.
- Do the **Body Relaxation** every night and the **Physical Exercise** every morning.

The **core activity** is to practice **Talking about Feelings**. Parent should also make the commitment to spend **One-on-One Time** with their children.

Distribute parent handbook and show where parents should report on their home activities.

***Please note:** Discuss with the parents each goal for the coming week.
Make a note of it so that you know what they are planning to do at home.
Then you can follow this up during the next session's discussion on home activities.*

CLOSING

EMOTIONAL CHECK-OUT

During this session, you should introduce parents to the Emotional Checkout. This will happen at the end of every session for the rest of the programme.

Model this by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about emotions."

Remind parents of the core home activity.

Thank and praise the parents for the session!

SMS REMINDERS

Reminder 1:

Send on day of session.

Thank you for coming to the session today for PLH Kids. We were so happy to see you! This week's core home activity is practice talking about feelings. This will help your child become aware of emotions and learn that feelings are ok! Thank you, *[Names of Facilitators]*

Reminder 2:

Hello! How are you feeling right now? Happy, sad, angry, excited, worried? Notice where you feel it in your body. Notice what thoughts are connected to that feeling. Take a deep breath. Thank yourself for taking the time to check in with your feelings and thoughts! *[Names of Facilitators]*

Reminder 3:

Hello! Remember that it is what you do at home that makes the difference! Keep spending 5 minutes a day in One-on-One Time with your child. Let your child take the lead! Thank you, *[Names of Facilitators]*

Reminder 4:

Hello! How is Naming Feelings with your child going? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Names of Facilitators]*

Reminder 5:

Send day before next session.

Hello! Please remember that Session 4 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Names of Facilitators]*

SESSION 4: PRAISING AND REWARDING OUR CHILDREN

GOAL	Learning how to use praise and rewards to increase behaviour we want more of from our children.
BUILDING BLOCKS	<ul style="list-style-type: none"> • Praise is good for you, your children, and your partner. • Use specific words that describe the behaviour you are praising. • Give praise immediately after good behaviour. • Rewards can be simple and do not have to be expensive. • Rewards should happen <i>after</i> the behaviour. • Combined rewards with verbal and physical praise. • Reward yourself for your hard work as a parent!
MATERIALS	<ul style="list-style-type: none"> • Attendance Register, Name tags, Flipchart, Pens, Toys • Food and drinks for the break • Illustrated Stories, Parent Handbook, Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Emotional check-in • Show group progress on House of Support • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (Talking about Feelings) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice
BREAK (15 min)	
CORE LESSON (45 min) PRAISE AND REWARDS	<ul style="list-style-type: none"> • Illustrated Stories 8, 9, 10 • Discussion: Why should we praise and reward our children? • Discuss examples of praise and simple rewards • Practice: Praising children during One-on-One Time • Illustrated Story 11: Praise with criticism • Practice: Solution to Illustrated Story 11
GROUP SUPPORT (10 min)	<ul style="list-style-type: none"> • Introduce PLH Partner • Compliment Circle
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Choose one specific behaviour in normal daily routine for which to praise your child • Praise your child at least 3 times a day and praise yourself too

	<ul style="list-style-type: none"> • Use a reward for 1 challenging behaviour that you want to change • Spend at least 5 minutes of One-on-One Time with your child • Continue to use words to describe feelings and actions • Do Physical Exercises every morning and Body Relaxation at night • Meet with, or contact, your PLH Partner once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> • Review topics covered and distribute parent handbook • Remind parents about next session and home activities • Body relaxation • Emotional checkout, thank and praise parents

NOTES TO READ IN PREPARATION FOR SESSION FOUR

[Read to yourself in preparation for delivering Session Four]

Session Four introduces parents to using **praise** and **rewards** to help children improve their behaviour by encouraging positive behaviour to happen more often.

It is important to praise and reward children when they behave in a way that we would like to see them repeat.

Everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again.

When parents reward good behaviour with praise or simple rewards, children will be encouraged to behave that way more often in the future.

IMPORTANCE OF PRAISING GOOD BEHAVIOUR

This session emphasizes the importance of praise – an expression of approval, warmth, or appreciation – and rewards – simple, affordable, and tangible incentives – that are directly connected to a specific behaviour of the child.

For example, “You are playing with your brother so nicely and gently!” or “You are such a big girl for getting dressed all by yourself!”

Self-praise is equally important for parents. It recognizes their own efforts in building a healthy, stable, and happy life for their children, family, and oneself.

The way in which we give praise is also important.

Parents should try to be warm and friendly with their children and tell them exactly what they have done that is positive.

They should also use words that are meaningful and appropriate for the age of their children so that children understand exactly what behaviour they did right.

With some children, especially children who have behavioural problems, it can be difficult to notice **any** behaviour of which parents want to see more.

To begin with, parents might have to praise their children for the smallest things, such as wearing their shoes, or quietly playing by themselves for 2 minutes.

Their patience will soon be rewarded as their children start to show more of the behaviours they have praised.

Finally, praise and go!

It sometimes can be tempting to add a criticism after praising a child. For example, some parents might say, "thank you for putting away your toys, but next time do it quietly."

The Illustrated Story, "Praise with Criticism" shows how this can actually make a child not want to do that behaviour again. Instead, parents should praise and let go of the criticism.

USING SIMPLE REWARDS WITH PRAISE

Parents also learn how to use simple rewards to encourage positive child behaviour. Rewards can be thought of as physical or tangible forms of praise.

We often think of a reward as a big prize given for some important action, such as passing an exam.

Although we might not realise it, we actually reward others and ourselves many times a day for simple actions and behaviours.

Parents even reward some unwanted behaviours by paying attention to them.

As adults, our friends reward us daily through pleasant social interaction and demonstrations of friendship, support, care, and trust.

With children, rewards can be given to encourage them to behave in a way that parents want them to behave. They can also be used to help children focus on achieving a goal.

Rewards must be something specific and real.

These are things children like to have or special treats – being allowed to do something special at home or choosing to do an activity outside your home.

It is a good idea for parents to make a list of some of the things that their children like, for example a favourite food, activities and toys. They can then use the list as a reminder of things to use to reward their child.

They can then use the list to remind you of things you can use to reward him/her.

Rewards should not be expensive. Most rewards can be free like going to the park to play.

It is important to remember that parents should always praise their children when giving a tangible reward, and to be clear about what they have done to gain the reward.

Rewards can either be given in two ways:

1. Surprises or unplanned rewards when a child behaves well
2. Planned rewards that are discussed in advance with the child

Both rewards and behaviours must be realistic and achievable.

When parents plan a reward with their children, they can explain that this is a specific behaviour or goal to work on. This behaviour or goal must be achievable and realistic.

For example, telling a child not to talk for an hour is not a realistic goal. That would be very difficult and almost impossible for a child - or even an adult - to do!

On the other hand, asking a child to play quietly while a parent is on the phone may be more realistic and achievable.

If a child thinks he/she can achieve something, the child is more likely to do it, especially if there is an incentive or reward for doing it.

Combine rewards with verbal and physical praise.

Children does not need expensive rewards.

Sometimes parents can turn things their children already have into rewards. It is not the material value of the reward that is important, but rather its rewarding value.

If parents give small rewards from the start, and make their children feel pleased about gaining them by giving social rewards as well, they will not expect expensive rewards.

It gets easier the more we do it.

Many parents feel embarrassed about praising and rewarding children and may have few experiences of praise or positive attention ourselves.

Parents also may have had little praise as children so they are lacking positive role models.

Praising however becomes easier each time that they do it and it is also rewarded by the responses that it gets for them.

Rewarding is not bribing.

Another concern that some parents might have is that they feel that they are bribing their child to behave appropriately.

There is a difference between bribing and rewarding.

Bribes are given or offered when one person is trying to make another person behave in an illegal or unethical way and are often given before the required behaviour.

Rewarding a child for appropriate behaviour is showing that parents approve of that behaviour.

By **planning** to reward and using rewarding **systematically**, parents will consciously use a natural response to encourage children to behave in good ways.

When parents reward children for a specific good behaviour, parents are also rewarded by their children.

If children are misbehaving, parents might feel tense, annoyed or cross.

But, when children are behaving in a manner of which a parent approves, parents feel much more relaxed, friendly, and calm.

It can be embarrassing when children are behaving inappropriately in front of friends or family.

If parents have a strategy to encourage good behaviour, even visiting friends can be a more pleasant time for them.

PLH PARTNERS

Session Four also creates an opportunity for parents to create networks of support with member of the group outside of the sessions.

These are called "**PLH Partners**," someone with whom they can check-in during the week.

Finally, it is important to reward yourself from time to time for your own work.

As facilitators and parents, we work hard to give the best care to our clients and children.

We can also give ourselves rewards by doing something nice for ourselves when we have made it through a particularly difficult day or when we have achieved something.

It can even be as simple as a nice cup of tea after One-on-One Time with your own child!

WELCOME

Welcome each parent warmly and enthusiastically when they arrive to the session.

EMOTIONAL CHECK-IN

At the beginning of Session Four, invite the parents to go around the circle and share how they are feeling this morning.

Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

PROGRESS ON HOUSE OF SUPPORT

At the beginning of Session Four, show parents their progress in building the House of Support.

PHYSICAL EXERCISES

Remind parents to notice to how they feel emotionally before and after the exercise.

At the end of the physical exercises, facilitators should ask parents to notice if there are any differences.

Ask the parents if they have been doing any of the physical exercises in the morning.

Praise and encourage those who are trying!

DISCUSSION ON HOME ACTIVITIES

Remind parents that the core home activity from the previous session was **Talking about Feelings**.

During this discussion, it may be helpful to remind the parents to the main Building Blocks and for **Talking about Feelings** from the previous session.

Check to see that parents were able to comment on their children's feelings. Ask for examples of what they said and why.

Key Building Blocks were connecting the feeling to a specific behaviour (i.e. – "You look happy to see me today") and whether the parents also shared their feelings with their children.

Remember to also check in about One-on-One Time. Try to be like a detective and investigate whether the parents are following the instructions for One-on-One Time correctly and which Building Blocks they have used.

Ask the parents if they had any difficulties with the home activities. This is an opportunity for problem solving and group practices. Try to let the parents come up with their own solutions to challenges.

Finally, remember to actively praise the parents as much as possible for specific behaviours when they have tried to do their home activities.

Possible questions for Discussion on Home Activities in Session Four:

1. Who was able to practice commenting on your child's emotions? What was your experience like?
2. Who was able to spend One-on-One Time with your child this week? How often? What did you do? What was your experience like?
3. What were some of the challenges that made it difficult to do your Home activities?
4. What can you do this week to help overcome these challenges?

Please note: Facilitators need to check in with **each parent** to explore his/her experience doing Home activities:

- Explore solutions to difficulties in doing the Home activities with parents.
- Encourage parents to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the parent to try it again at home.

Model the behaviour (praise) that you want to see your parents do more often with their children!

BREAK

CORE LESSON – PRAISING OUR CHILDREN

ILLUSTRATED STORIES

These stories show families praising their children. The first one has a father praising his child using specific words linked to the child's behaviour.

ILLUSTRATED STORY 8 – Catch them while they are good!



Questions for Illustrated Story:

- How does his Father encourage Lonwabo to play quietly?
- How does he specifically label Lonwabo's good behaviour?
- What might have happened if he ignored Lonwabo?

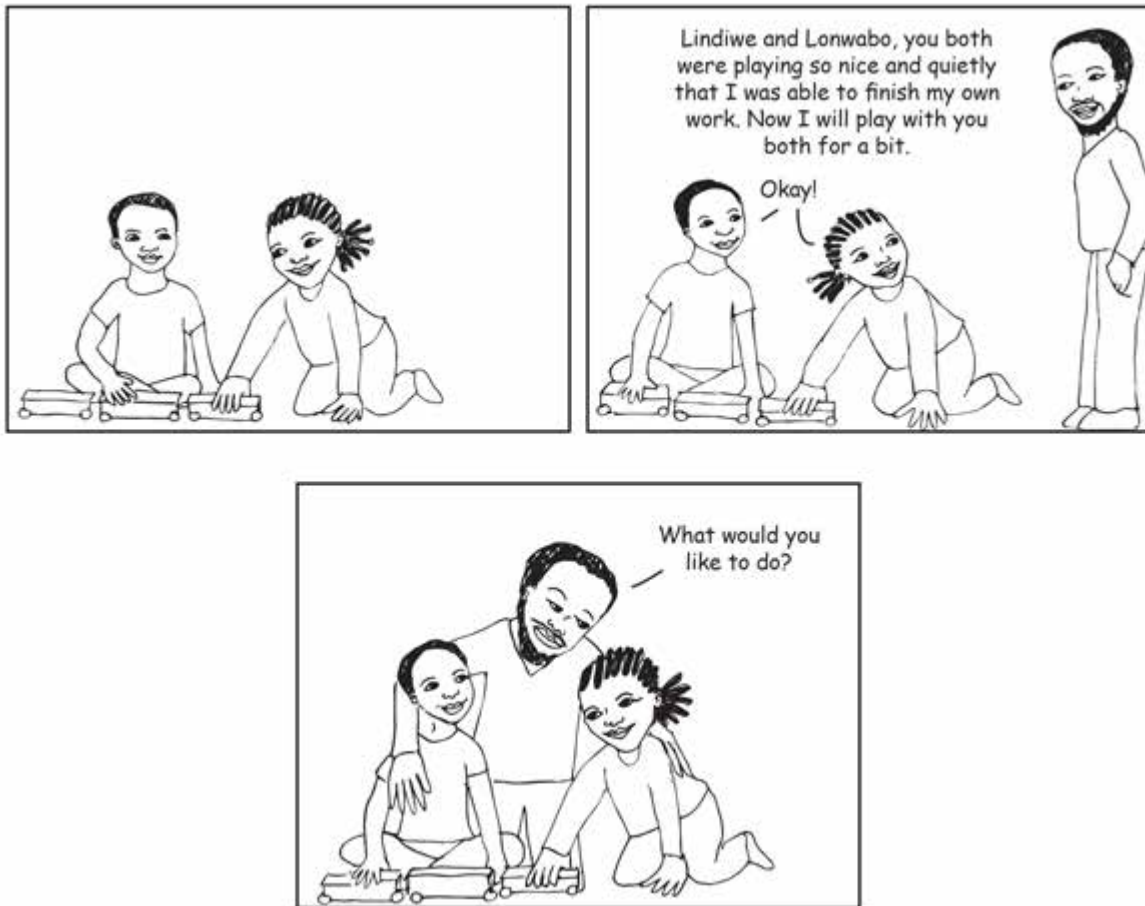
BUILDING BLOCKS

Pay attention to behaviour you want more of.

Praise your child for good behaviour even when it is expected.

ILLUSTRATED STORY 9 – Rewarding with extra playtime...

In this story, Lindiwe and Lonwabo are playing nicely by themselves...



Questions for Illustrated Story:

- How does their Father reward his children's good behaviour?
- What are the specific things that the children's Father said in his praise?
- Is his reward and praise effective? Could he be more specific?

BUILDING BLOCK

Simple rewards can be extra playtime.

Rewards do not have to be expensive

ILLUSTRATED STORY 10 – When you do this, then you can do that...

Here we learn about the When/Then building block that is helpful for children to learn positive consequences or rewards for good behaviour.



Questions for Illustrated Story:

- Why is this an effective reward?
- What behaviour is Thabo's grandmother reinforcing?
- What would happen if the grandmother changed her mind after Thabo cleared the table?

BUILDING BLOCKS

Use "WHEN this, THEN that" to teach children the benefits of good behaviour.

Rewards must be something you can definitely provide.

Make sure you follow through with your rewards.

DISCUSSION – WHY WE SHOULD PRAISE AND REWARD OUR CHILDREN

Lead a discussion about the reasons why we should praise our children.

The following questions may be useful:

- Why should you praise your child's good behaviour?
- What does your child learn when receiving attention and praise for good behaviour?
- Why should we praise behaviour that we already expect our children to do?
- When is praise not enough?
- When could a small reward help encourage good behaviour from our children?

Write down parents' ideas as Building Blocks.

Possible suggestions for why we should praise and reward our children:

- Praise motivates the child to do the behaviour again.
- Praise boosts confidence. Children will look for other behaviours to receive praise.
- Rewards can encourage our children to behave in a specific way more often – especially when it is difficult for them.
- Children feel appreciated by parents.
- Children like being praised and will feel good about their behaviour.
- Children put effort into doing good things and being helpful.
- Children feel noticed, acknowledged, appreciated, and special.
- Children will praise others, including parents (Mirroring Building Block)
- Parents feel good about themselves.
- Praise strengthens positive relationship between children and parents.

GROUP ACTIVITY: BEHAVIOURS TO PRAISE AND REWARD

Make sure you record the ideas that parents suggest on the flipchart!

1. Parents discuss **specific** and **positive behaviours** that they would like to see more of from their children.
2. Parents give **specific examples** of ways they can praise to their children **for each positive behaviour**.
3. Make sure that the praise is **clear, specific, and enthusiastic**.
4. Parents identify behaviours that might be extra challenging for their children.
5. Parents discuss **simple, free, and realistic rewards** that they could use to help encourage these behaviours to happen more often.
6. Discuss Tips for Praising and Rewarding Your Child.

Examples of behaviours parents can praise or reward:

- Playing quietly and sharing toys with a sibling
- Talking nicely and respectfully to others
- Getting dressed (with help or by oneself)
- Coming home before sunset
- Following instructions and showing respect to elders
- Being friendly to others and sharing
- Welcoming/greeting parents when they come home
- Washing school uniform and hanging it neatly
- Getting ready in the morning and going to bed on time
- Helping with chores around the house or doing homework
- Keeping the room tidy by picking up clothes/toys from the floor
- Eating nicely during dinner and finishing their meal

Ways of giving praise:

- Thank you for... (putting the toys away, not interrupting when I was talking, etc.)
- I like it when you... (tidy up when I ask you to, eat tidily, etc.)
- You've done a good job of... (putting your socks on, building the bricks, etc.)
- Good boy for... (sitting down when I asked you to, fetching the baby wipes, etc.)
- I'm very happy that you... (had fun doing that jig-saw, did as I asked you, etc.)
- Look how well you...
- I am really proud of you for...
- I'm really pleased that you...
- I like playing with you
- That (sharing your toy) was a very friendly thing to do
- That was difficult and you were so patient

Please note: Praise should be ***specific and happen immediately*** when you see good behaviour. This makes it more likely that this behaviour will happen again. Take note to give short and direct praises to younger children.

Examples of simple and FREE rewards:

- Extra playtime or One-on-One Time
- Storytelling or reading together
- Taking a walk to the park, picnic or shopping trip
- Prepare favourite meal or dessert after dinner
- Watch favourite TV programme together
- Playing music and dancing together
- Visiting their friends for a play date or having a friend over to play
- Day off from doing chores
- Play games on parents' cell phone
- Doing a jigsaw together

PLEASE NOTE: Come up with other simple and inexpensive rewards together with the parents that they can use with their children.

REVIEW - Tips for Praising and Rewarding Children

- **Give praise straight away.** Praise should **happen immediately** when you see good behaviour. This makes it more likely that this behaviour will happen again.
- Give praise for a **specific** thing that your child has done, or for a specific way your child has behaved. Tell them exactly what the behaviour is that they are being praised or rewarded for.
- Give your child your **undivided attention** when you are praising them.
- **Name your child** when you speak to them. Look them in the eye. This way your child will know that you are talking to them and giving them the praise.
- **Smile** at your child so that they know that they are pleasing you.
- Praise can be **verbal** and **physical**. Give your child a **hug**. It will make him or her feel good about him or herself.
- Praise your child **in front of other adults**. They will know that you are proud of them and not ashamed to tell the world.
- Make sure you can **follow through with your rewards**. Keep them simple and realistic.
- Your child must want or like the reward.
- You cannot take away a reward that has been earned for good behaviour because of a different problem behaviour.
- If you have a big behaviour that you want to change, break it down into small steps and praise when each step is done.
- For example, if your child has trouble getting dressed, reward them for getting their socks on, then for getting their shirt on, etc. etc.
- **Praise and Go!** Avoid criticising your child when you praise him/her.

PRACTICE – PRAISING CHILDREN DURING ONE-ON-ONE TIME

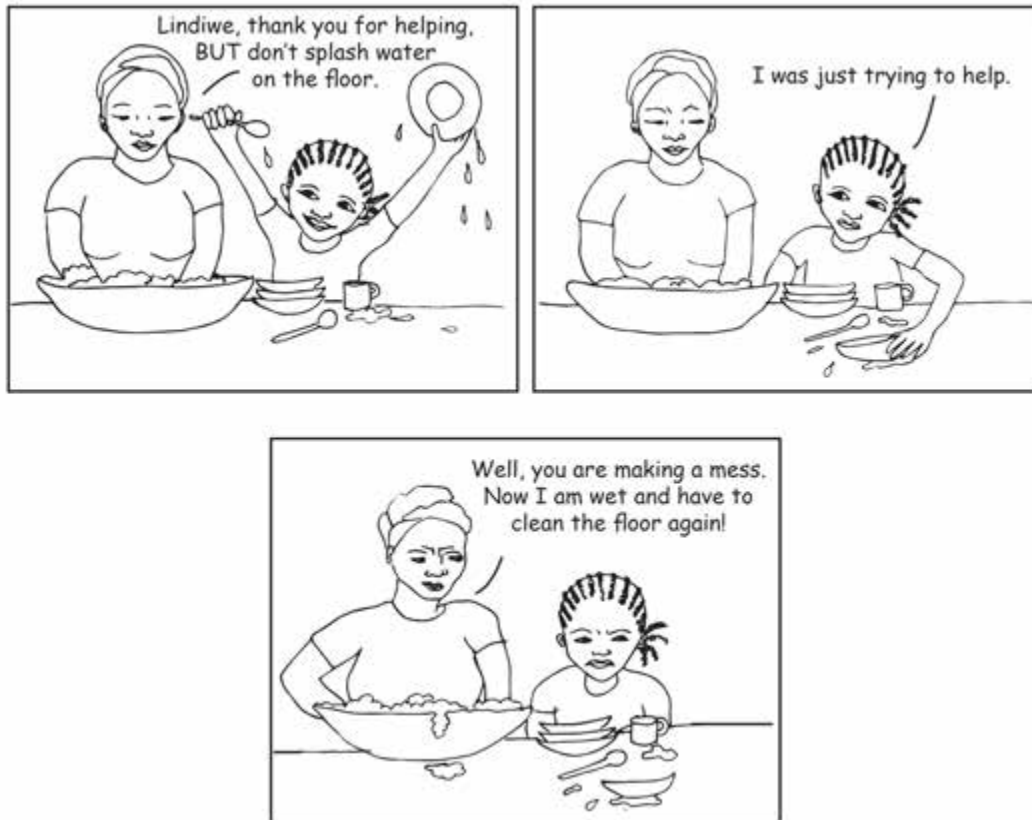
1. Parents practice praising children during One-On-One Time.
2. Invite parents to take the role of a "parent" and a "child."
3. Parents practice in groups of two or three with one playing the "parent" and one playing the "child." If they are in groups of three, then the other parent can observe.
4. Remind "child" to behave well, the aim is to give the parent practice at praising
5. Reflect upon the experience with group.

PLEASE NOTE: Remember to emphasize key Building Blocks around praise: name the specific behaviour, use your child's name, get your child's attention, be genuine!

ILLUSTRATED STORY 11 – Praise with criticism...

This story shows what happens when a parent criticises a child after praise. It is a good one for a group practice!

After discussing this illustrated story, do a group practice showing how Lindiwe's mother could have acted differently!



Questions for Illustrated Story:

- How does Lindiwe's mother make the praise feel less appreciated?
- How does Lindiwe feel when being criticized by her mother?
- How will that affect Lindiwe's behaviour in the future?
- How could her mother have asked Lindiwe to help differently?

BUILDING BLOCKS

Praise and GO!

Give praise without criticism.

Praise your children for trying.

Find ways to avoid difficult situations so that your child can succeed.

Please note: Do another Practice!

- Discuss possible alternative solutions for the mother to handle the situation differently.
- Ask parents to choose one of the solutions.
- Ask 2 parents to practice this solution in front of the group.
- Have parents practice in pairs and provide support
- Re-emphasise the importance of praising without criticism.

BUILDING A NETWORK OF SUPPORT: PLH PARTNERS

Introduce parents to the system of PLH Partners as a way to receive peer support to parents in between group sessions.

The purpose of PLH Partners is to share experiences, successes, and solutions and to build an external support network that will last after the programme is over.

You should decide which parents will be paired as PLH Partners prior to the beginning of the session. It may be helpful to select pairs with parents who live close to one another so that it is easy to meet once a week to discuss how their home activities are going.

Basic ground rules should be made such as only calling during the day and being sober together.

Please note: You should try to plan ahead to make sure everyone has a PLH Partner who lives within walking distance from each other.

COMPLIMENT CIRCLE

Introduce parents to the Compliment Circle, something that you will do with the parents at the end of every session before closing.

Model the compliment circle for parents before they do it in pairs.

Parents find a partner sitting next to them. Taking turns each person compliments her or his partner.

Then each person tells the other person something that they did well themselves.

Encourage participants to make eye contact and use the name of the person they are complimenting. The compliments can be about anything as long as they are sincere.

Parents should make praise specific and enthusiastic.

Ask the parents what it was like to be praised *and* what it was like to praise themselves.

HOME ACTIVITIES

It is what you do at home that makes the difference!

Assign parents Home Activities to practice at home.

Make sure each parent identifies at least one specific positive child behaviour says out loud how she will praise it.

The **core building block** is to be **specific, enthusiastic, and genuine** when giving praise.

- Choose **one behaviour** in the child's normal daily routine **to praise**.
- **Praise your child at least 3 times a day**
- Choose ***one challenging behaviour*** that you want to change by using a ***reward***.
- **Praise yourself** when you are doing a good job too. You deserve it!
- **Praise someone else in your home**. You might even notice that your partner, family and friends start to give praise and positive attention for behaviour which might have gone unnoticed in the past if they see you praising.
- Spend **at least 5 minutes** of **One-on-One Time** with your child.
- Continue to **Say What You See** by wrapping your child in language.
- Practice **Talking About Feelings** about your child's emotions **at least 3 times** a day.
- **Body Relaxation** every night before going to sleep and **Physical Exercises** every morning when you wake up
- **Meet with or send a text message to your PLH Partner** one time during the week.

The **core activity** is to practice **Praise** and **Rewards**. Parent should also make the commitment to spend **One-on-One Time** with their children.

Distribute parent handbook and show where parents should report on their home activities.

CLOSING

BODY RELAXATION

Lead parents in a short 3-minute Body Relaxation at the end of the session. If you are running out of time, you can even make it 1 minute!

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

SMS REMINDERS

Reminder 1:

Send on day of session.

Thank you for coming to the session today for PLH Kids. We were so happy to see you! This week's core home activity is using Praise and Rewards to encourage positive behaviour. When you praise your child for a specific behaviour, s/he will do that behaviour more often in the future. Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! Use rewards only for more challenging behaviours. Keep them simple and realistic. You can continue to praise your child for other behaviours. Sometimes a hug or extra One-on-One Time is the best reward! You can also reward yourself for all your hard work as a parent! Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! How are you feeling right now? Happy, sad, angry, excited, worried? Take a moment to connect to your emotions and notice if you feel any differently. Thank yourself for taking the time to check in with your feelings and thoughts! *[Name of Facilitators]*

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. And thank you for your commitment and dedication to your children. You are a star! *[Name of Facilitators]*

Reminder 5:

Hello! How is Praising Your Child at least 3 times a day going? Remember to praise yourself and your family members too! If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 5 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 5: GIVING SPECIFIC, POSITIVE AND REALISTIC INSTRUCTIONS TO OUR CHILDREN

GOAL	Learning how to give specific, positive, and realistic instructions
BUILDING BLOCKS	<ul style="list-style-type: none"> • It's what you do at home that makes a difference! • Instructions need to be clear, positive, and specific. • Give one instruction at a time and praise. • Give transition warnings to help children prepare for something new. • When/Then Rule: "When you do this, then you can do that." • When child obeys, praise or reward immediately (within 5 seconds).
MATERIALS	<ul style="list-style-type: none"> • Attendance register, Name tags, Flipchart, Pens, Paper, Toys • Food and drinks for the break • Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Emotional check-in • Show group progress on House of Support • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (Praise & Rewards) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice • Ask about PLH Partners
BREAK (10 min)	
CORE LESSON (40 min) GIVING INSTRUCTIONS	<ul style="list-style-type: none"> • Illustrated Stories on Giving Instructions • Discussion: Benefits of Giving Positive, Specific, and Realistic Instructions • Discussion: Key Steps in Giving Instructions • Illustrated Story on Transition Warning • Group Practice with Giving Instructions with Transition Warning • Activity: Changing Bad Instructions into Good Instructions • Review Tips for Giving Instructions
CORE LESSON (15 min)	<ul style="list-style-type: none"> • Activity: Staying Calm in the Storm

DEVELOPING CALMING STRATEGIES	<ul style="list-style-type: none"> • Activity: Taking a Pause
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Reduce the number of instructions that you give your child • Choose 3 instructions for specific behaviours with your children • Practice Taking a Pause whenever you feel stressed • Spend at least 5 minutes of One-on-One Time with your child • Continue to praise and use simple rewards • Do something fun and caring for yourself • Physical Exercise and Body Relaxation • Meet with or contact your PLH Partner once during the week.
CLOSING (10 min)	<ul style="list-style-type: none"> • Review topics covered and distribute parent handbook • Remind parents about next session and home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION FIVE

[Read to yourself in preparation for delivering Session Five]

GIVING POSITIVE, SPECIFIC, AND REALISTIC INSTRUCTIONS

Many parents have problems getting children to follow instructions. Even well behaved children who do not have behaviour problems only follow about 75% of the instructions that they are given by their parents.

Children generally follow more instructions than parents realise.

Unfortunately, if parents know that children have challenging behaviour, they usually only notice the times when their children do not listen to them and miss the times when they do listen.

There are a number of common mistakes often made by parents of these children when giving instructions.

Parents usually give too many instructions at one time.

Parents often give a long list of instructions. For example, "Pick up your toys, wash your hands, get dressed and brush your teeth."

They also tend to repeat instructions many times. For example, "Wash your face... I said, wash your face...how many times do I have to tell you to wash your face?"

However, children can only follow a few instructions at a time.

It can be hard for a 6-year-old child to remember every instruction!

Instructions are often given in a vague and unclear way.

For an obedient child, instructions like "Be good" or "Tidy your room," may be understood.

However, for a child who has difficulty in following instructions they are too vague because they do not spell out what "good" or "tidy" means.

In other words, these instructions do not let the child know exactly what behaviour is expected. For example, "Please pick up your toys and put them on the cabinet" is much clearer.

Another problem is that instructions are often phrased negatively.

Parent often give instructions in a negative way to their children like "Stop doing that," or, "Don't do that."

It is better to give a specific instruction that ***identifies what parents want their children to be doing.***

Instead of, "Stop shouting inside the house," parents could say, "Please speak with a quiet voice in the house."

Learning how to give positive instructions can be very difficult for parents.

Parents are used to seeing a problem behaviour and telling the child to stop doing it.

You should be persistent AND patient in reminding parents about giving instructions in a positive way and praise them when they do.

Remember to model giving specific, positive, and realistic instructions yourself!

DEVELOPING CALMING STRATEGIES AND STRESS REDUCTION

In Session Five, we also help the parents identify existing calming strategies or techniques that can help them manage stressful situations in their lives.

Taking care of children can be very stressful. Parents may get angry, frustrated, and want to intervene or say something.

Sometimes the behaviour also gets worse before it starts to improve.

Taking care of children requires lots of patience and discipline to stay calm – especially when they are behaving negatively.

Parents will also learn a stress reduction activity called ***Taking a Pause***. This activity can be useful for managing stressful situations with their children as well as other times in their lives.

This activity will be revisited during Session 11 when parents learn how to give their children a Cool Down for aggressive, destructive, and dangerous behaviours. For the time being, they should practice the activity to help reduce their own stress and anger.

It is also important that you practice self-care and stress reduction activities too!

Please note: At this point in the programme, it is important to look back at your participant profiles and remind yourself of each parent's background, challenges and goals. This way, the programme will be more specific to their needs.

WELCOME

EMOTIONAL CHECK-IN

At the beginning of Session Five, invite the parents to go around the circle and share how they are feeling this morning.

Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the House of Support.

They have made it to Session 5 of the programme and deserve lots of praise!

We are now moving on to build the thatch roof of our House of Support to help parents manage challenging child behaviours.

Remind the parents that keeping a strong foundation for House of Support is still the most important part!

- One-on-One Time with Your Child
- Say What You See
- Talking about feelings
- Praising Your Child and Yourself
- Rewarding Good Behaviour

Please note: Remember to model and emphasise on a continual basis the core Building Blocks from the first half of the programme.

PHYSICAL EXERCISES

You may want to ask a parent before the session if s/he wants to volunteer to lead the rest of the group in the physical exercise.

Provide support and encouragement to them and give enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

Lead a discussion with parents on the home activities from the previous session on using praise and rewards to encourage positive behaviour to happen more often.

Key points to be aware of:

- How are parents praising specific behaviour?
- Was there criticism involved?
- Were they able to use simple and affordable rewards?

Review **Building Blocks** for praise and rewards, as well as **Tips for Praising Your Child**, **Tips for Rewards** and **Tips for Planned Rewards**.

Remember that you should already know which behaviours the parents planned to use praise and rewards for based on the end of the previous session.

Also check in with the parents on whether they were able to reward themselves.

Praise your parents for taking time for themselves!

Possible questions for Discussion on home activities:

1. What happened when you were praising your child's behaviour? Did you encounter any difficulties in praising your child?
2. Who was able to use a simple reward for an extra difficult behaviour? What was your experience like?
3. Were you able to notice times when you were doing a good job? Did you remember to praise yourself?
4. Were you able to do something nice for yourself? What did you do? What was your experience like?
5. Have you met with or contacted your PLH Partner during the week?

PLEASE NOTE: Remember to check in with each parent to explore his/her experience doing Home activities:

- *Praise the parents for bringing up problems or challenges that they encounter at home.*
- *Explore solutions to difficulties in doing the Home activities with parents.*
- *Encourage parents to offer ways to overcome challenges as a group.*
- *Choose a strategy from the group's solutions and practice it.*
- *Then evaluate how it worked and encourage the parent to try it again at home.*

Please note: Praise the parents for bringing up problems or challenges that they encounter at home. For example: "Thank you for bringing that challenge up. I know it's not easy to talk about these personal things. I appreciate that you shared that with us!" Then, give them a small reward!

BREAK

CORE LESSON – GIVING CLEAR INSTRUCTIONS

ILLUSTRATED STORIES

Use the following illustrated stories to introduce the parents to key Building Blocks regarding giving instructions.

ILLUSTRATED STORY 12 – Keeping it positive...



Question for Illustrated Story:

- What is effective about the way that her parents give instructions to Lindiwe?

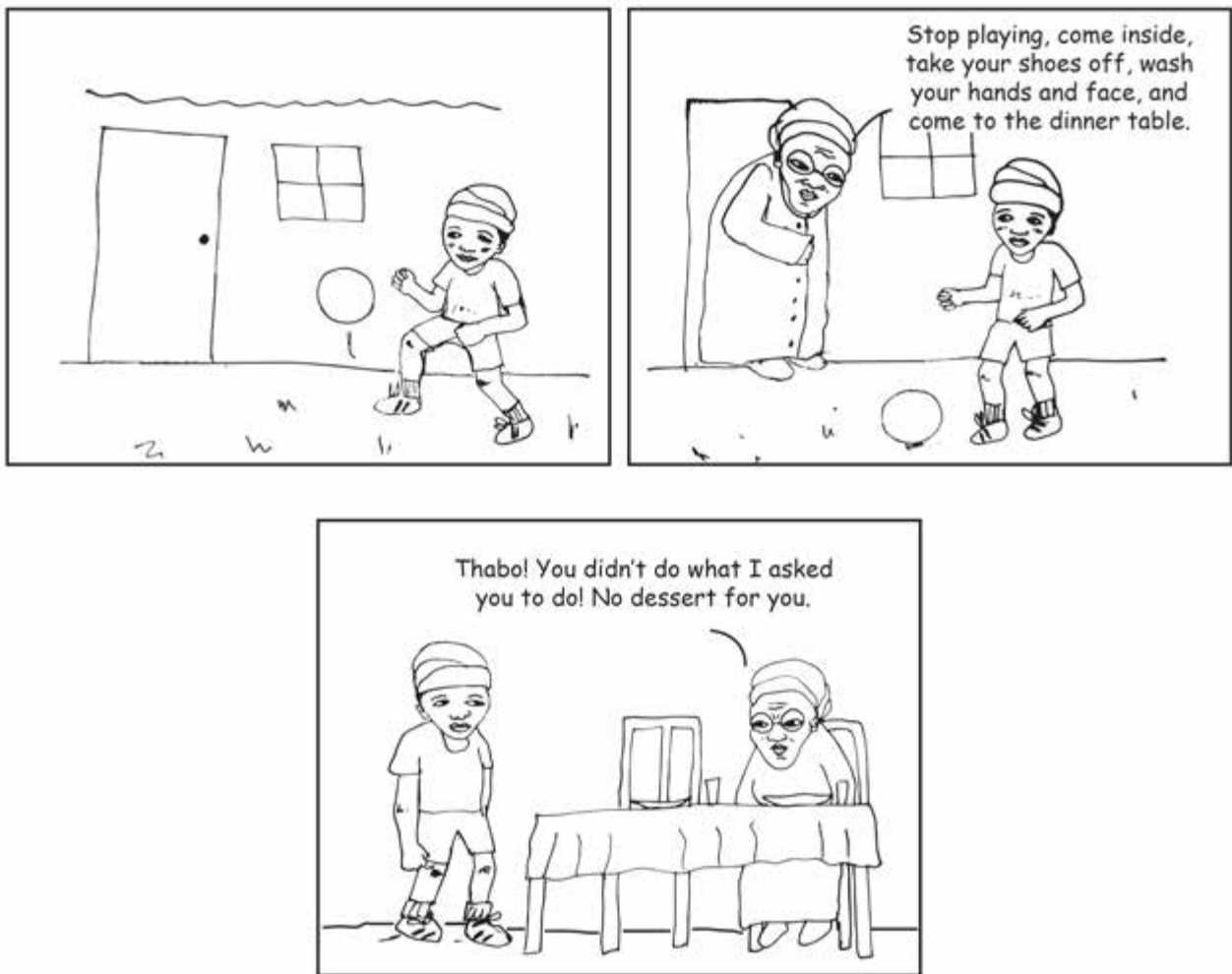
BUILDING BLOCKS

Instructions should be framed as commands and not questions.

Parents must be models of polite and respectful behaviour.

Support the instructions of your partner or anyone else who shares in the caring of your child.

ILLUSTRATED STORY 13 – Too many instructions...



Questions for Illustrated Story:

- What is wrong with the way Thabo's Grandmother gave instructions?
- What could Thabo's Grandmother do differently?

BUILDING BLOCKS

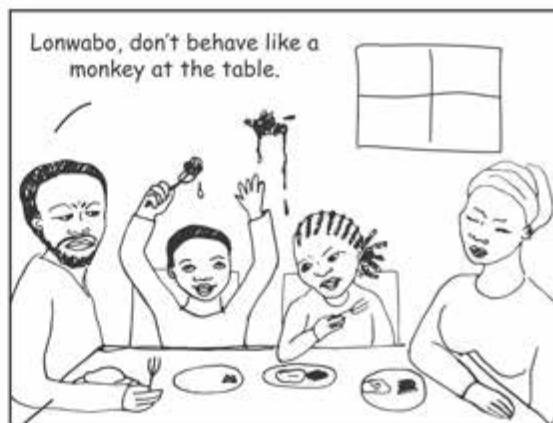
Address your child using his/her name.

Give one instruction at a time.

Praise your child after following the instruction.

ILLUSTRATED STORY 14 – Negative instructions...

Mother, Father, Lindiwe, and Lonwabo are eating dinner together.



Lonwabo picks up another piece to throw.



Questions for Illustrated Story:

- How does his Father's instruction make Lonwabo feel?
- How does her Father's instruction make Lindiwe feel?
- How could the children's Father give better instructions?
- What could his Father do to help Lonwabo learn good behaviour at the dinner table?

BUILDING BLOCKS

Give clear instructions that tell your child how to behave.

Give positive instructions to support good behaviour.

Please note: Parents should do a Group Practice with their suggestions for improving this story.

The "Parent" should first give an instruction to Thabo on how he should behave when out with friends on the street. Then, the "Parent" can praise Thabo for his good manners.

Emphasise the following Building Blocks: "Pay Attention to Behaviour You Want to See More Of" and "Give Positive Instructions to Support Good Behaviour".

GROUP DISCUSSION – GIVING INSTRUCTIONS

Lead a discussion about the benefits of using positive, specific, and realistic instructions.

The following questions may be useful:

Why is it important for children to follow our instructions?

Why should we use positive instructions instead of negative ones?

Why should instructions be specific to the behaviour we want to see?

Why should instructions be realistic?

Reasons for children to follow instructions:

- Reduces confusion as to what is wanted from them.
- Gives children a sense of security and safety.
- Creates a peaceful environment at home.
- Children hear what we say so keep it positive.
- Negative instructions make us feel bad instead of help us learn good behaviour.

Please note: Remember to draw these reasons and others out of the parents during the discussion. Your role is not to give answers but to help parents find answers within themselves.

REVIEW – KEYS STEPS FOR GIVING INSTRUCTIONS

Use the above stories to break down the Key Steps in Giving Instructions with parents.

1. Identify what you want your child to do.
2. Make sure the instruction is something that your child can do.
3. Get your child's attention. Use your child's name. Get down to your child's level.
4. Make sure there is eye contact and that your child can hear you.
5. Give a clear, positive, and reasonable instruction about what you want your child to do.
6. Praise your child when the instruction is followed.

ILLUSTRATED STORY 15 – Positive instructions and transition warnings...

This story is used as an introduction to the group skills.

Nosipho is playing with her dolls on the floor.



Questions for Illustrated Story:

- Why does the Grandmother give Nosipho a 5-minute transition warning?
- What is effective about the way that the Grandmother give instructions to Nosipho?
- What did she do to make it more likely that Nosipho will follow instructions in the future?
- What would happen if Nosipho's Grandmother did not tell her a story?

BUILDING BLOCKS

Giving a transition warning helps our children prepare for the next activity.

Instructions should be framed as commands and not questions.

Make sure you have your child's attention when giving an instruction.

Use your child's name and get down to your child's level if possible.

Praise your child when s/he follows instructions.

PRACTICE – GIVING INSTRUCTIONS WITH TRANSITION WARNINGS

Parent practice giving instructions using a transition warning.

1. The child is playing with toys.
2. Parent praises the child for playing quietly.
3. Give a transition warning ("In 2 minutes it will be time to put the toys in the box and wash your hands for dinner...").
4. After two minutes give specific instruction ("Please put toys in the box.").
5. Child complies with instruction. Praise child for following instruction.

ACTIVITY – IDENTIFYING POSITIVE INSTRUCTIONS

1. Parents work in pairs to identify 3 specific behaviours they want their children to do more often.
2. Parents share with the group what these specific behaviours are. Make sure that the behaviours are worded in a positive way and are realistic (i.e., developmentally appropriate to the child). ***Write these down!***
3. Parents practice in small groups giving instructions to each other.
4. Reflect together as a whole group.
5. **Discuss Tips for Giving Instructions**

Tips for Giving Instructions:

You should read these tips with parents.

- Give **4 praises** for every **1 instruction!**
- Use **positive words** that describe the behaviour you want your child to do.
- Make sure that your instruction is **specific** and **asks your child to do only one thing at a time**. The **fewer**, the **better**. Decide if you need to give the instruction. If it does not really matter, do not give the instruction.
- Instructions need to be **realistic**. Make sure your child will be able to follow the instruction.
- **Get the child's attention before giving an instruction.** Move close to them, say their name, and get them to look at you before giving the instruction.
- Once you give the instruction you **must** follow it through and make sure your child does it.
- Give instructions in a **firm voice** and **stay calm**. You are in control and can remain calm when giving an instruction.
- **Behave as if you expect the child to do what you ask.**
- **Give your child instructions to do things that he/she is just about to do.** Then he/she is following instructions without realising it and you can then praise.
- **Only give instructions that you know your child will obey.** If you give an instruction that you know your child will disobey then you are setting yourself up for failure.
- If possible, **give a transition warning**. "In five minutes time, it will be time to pack up the toys and get ready for bed."
- Once the child has done what you ask, **praise your child immediately**, even if he/she has behaved badly or been grumpy whilst doing it.

PLEASE NOTE: Children only want to follow our instructions if we have a good relationship with them.

REMEMBER THE FOUNDATION OF THE HOUSE OF SUPPORT!

KEEP PLAYING AND SPENDING TIME WITH YOUR CHILD!

YOU'RE DOING A GREAT JOB!

CORE LESSON – DEVELOPING CALMING STRATEGIES

ACTIVITY: STAYING CALM IN THE STORM

This activity helps parents identify strategies for staying calm and coping with anger and frustration.

1. Ask the parents to take a moment to think of something they enjoy. It can be a simple activity like taking a walk or drinking a cup of tea by oneself.
2. Each participant is asked to share his/her activities in the circle.
3. Write down each activity.
4. If what is being shared in the circle resonates with anyone else, they say, "Ewe," to show support.
5. At the end of the sharing, ask the group if they noticed anything. Sometimes parents will notice that others share similar pleasures.
6. The activity may also remind them of things that they have not done in a long time.
7. Discuss ***Caring for Yourself***, as a reminder for parents.

Possible activities for care for or reward oneself:

- Listening to music
- Going for a walk
- Spend some time outdoors or in nature
- Inviting a friend over for a meal or a cup of tea
- Chatting to a friend
- Singing, dancing, praying, reading
- Asking your partner or a family member for a massage (you can give them one too!)
- Sitting in the sun with your eyes closed
- Buying yourself a treat

TAKING A PAUSE²

Introduce the **Taking a Pause** to parents:

Taking a Pause is a simple activity that allows parents to stop and reconnect with the present moment through their breath. It gives them stability in their busy lives and centres us when things get difficult.

Taking a Pause is different from the **Body Relaxation**, which is more for relaxing the body and mind at night before going to sleep.

Taking a Pause can be used at any time during the day. It can also be a short activity (30 seconds) or as long as 3 minutes.

Taking a Pause can be useful for you as a facilitator!

Suggestions for leading parents in Taking a Pause:

*NOTE: Use the below text as a guide to leading parents in **Taking a Pause**.*

*Just like the **Body Relaxation**, you can **Take a Pause** for about 5 sessions at each [Pause] in the text. It is helpful to follow your own instructions during the pause.*

Step 1: Preparation

Sometimes when we are experiencing stress or our children are making us very annoyed, we need to take a moment to stop, acknowledge our experience, and compose ourselves.

We call this **Taking a Pause**.

Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
[Pause]

Close your eyes if you feel comfortable. [Pause]

Step 2: Becoming Aware

Ask yourself, "What is my experience in this moment?" [Pause]

Notice what thoughts you are experiencing. Notice if they are negative or positive. [Pause]

Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. [Pause]

Notice how your body feels. Notice any discomfort or tension. [Pause]

² **Taking a Pause** is an adaptation from Mindfulness Based Stress Reduction's Breathing Space. Williams, Teasdale, Segal, & Kabat-Zinn (2000).

Step 3: Gathering Attention

Bring your focus to your breath. *[Pause]*

You may want to place one hand on your stomach and feel it rise and fall with each breath. *[Pause]*

Follow your breath all the way in, notice how it pauses, and how it comes out. *[Pause]*

If you notice that you have started to think about something, this is completely natural. *[Pause]*

If you notice that you are feeling very stressed, you may want to reassure yourself by saying "It's okay. Whatever it is, I am okay." *[Pause]*

Then bring your awareness back to the feeling of your breath. *[Pause]*

Step 4: Expanding Awareness

Allow your focus to expand to the whole body. *[Pause]*

Allow your focus to expand to the sounds in the room. *[Pause]*

Step 5: Reflecting

Taking a moment to reflect whether you feel any different from before **Taking a Pause**.

When you are ready, open your eyes. *[Pause]*

You can **Take a Pause** at any moment in the day – especially when feeling stressed.

*Ask parents for feedback on how they experienced **Taking a Pause** and whether they have any questions about it.*

HOME ACTIVITIES

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!

Assign Home Activities to practice at home. Make sure each parent has **identified 3 specific behaviours and instructions** that they can use with these behaviours.

Parents should also **practice Taking a Pause** whenever they feel stressed, especially around their children.

The **core building block** is to be **use positive, specific, and realistic** language when **giving instructions**.

Parents should also continue **reinforcing the foundation of House of Support** (i.e., spending One-on-One Time with their children, naming what they see and feelings, praising themselves and their children, using simple rewards, and meeting with their PLH partner).

Home Activities:

- Choose **3 specific behaviours** that you want to see more of and decide on a **clear and positive instruction** to use with your children.
- **Reduce the number of instructions** that you give your child. Give **FOUR PRAISES** for every **ONE INSTRUCTION**.
- Practice **Taking a Pause** whenever you feel stressed or angry – even taking a few deep breaths and connecting to your emotions can make a big difference.
- Do something **fun and caring** for yourself.
- Spend **at least 5 minutes** of **One-on-One Time** with your child
- Continue to **Praise** and use **Simple Rewards** with your child, yourself, and your family!
- Continue to **Say What You See** by wrapping your child in language.
- Practice **Talking about feelings** about your child's emotions **at least 3 times** a day.
- **Body Relaxation** every night before going to sleep and **Physical Exercises** every morning when you wake up
- **Meet with or make contact with your PLH Partner** one time during the week

The **Core Activities** are to practice **Giving Positive, Specific, and Realistic Instructions** to children and to practice **Taking a Pause** when parents feel stress.

Parent should also make the commitment to spend **One-on-One Time** with their children.

Distribute parent handbook and show where parents should report on their home activities.

CLOSING

BODY RELAXATION

Facilitate a brief 3-minute Body Relaxation at the end of the session.

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

SMS REMINDERS

To be sent out in between sessions.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! This week's core home activity is using Positive, Specific, and Realistic Instructions. Remember to use positive words when giving instructions to your child! Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! Try to give instructions one at a time. Praise your child after each instruction is followed. For difficult instructions, you can even use small rewards. Keep it simple and make it fun! Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! How are you feeling right now? Happy, sad, angry, excited, worried? Take a Pause if you are feeling stressed or angry. Notice if you feel any differently afterwards. Thank yourself for taking the time to connect with your feelings and thoughts! *[Name of Facilitators]*

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. It is the most important part of the House of Support! *[Name of Facilitators]*

Reminder 5:

Hello! How is your week going? Are you able to give positive, specific, and realistic instructions to your child? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 6 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 6: HOUSEHOLD RULES AND ROUTINES

GOAL	Creating consistent household rules and routines to help your child feel safe and secure
BUILDING BLOCKS	<ul style="list-style-type: none"> • It's what you do at home that makes a difference! • Household rules must be positive, specific, and realistic – like giving instructions • Household rules can also be different for different ages of children • Break routines down into small steps • Use praise and rewards to support rules and routines • Be consistent with your household rules and routines
MATERIALS	<ul style="list-style-type: none"> • Attendance register, Name tags, Flipchart, Pens, Paper, Toys • Food and drinks for the break • Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Take a Pause • Emotional check-in • Show group progress on House of Support • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (Instructions) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice • Ask about PLH Partners
BREAK (10 min)	
CORE LESSON (30 min) HOUSEHOLD RULES	<ul style="list-style-type: none"> • Illustrated Story: Routines for mealtimes • Illustrated Story: Taking medication • Discussion: How do rules and routines help our children? • Illustrated Story: Establishing Household Rules • Group Practice: Establishing household rules • Discussion: Identifying 1 household rules for the week
CORE LESSON (15 min) BEDTIME ROUTINES	<ul style="list-style-type: none"> • Illustrated Story: Getting Ready for Bed • Discussion: Establishing Bedtime Routines • Group Practice: Establishing household rules • Review: Tips for Bedtime Routines

HOME ACTIVITIES (5 min)	<ul style="list-style-type: none"> • Choose 1 specific household rule to discuss with your child • Try to have 1 mealtime together and a regular bedtime for your child • Continue to reduce the number of instructions that you give your child and praise your child, yourself, and your partner • Spend at least 5 minutes of One-on-One Time with your child • Take a Pause when you are feeling stressed or angry • Physical Exercises and Body Relaxation • Meet with or contact your PLH Partner once during the week.
CLOSING (10 min)	<ul style="list-style-type: none"> • Review topics covered and distribute parent handbook • Remind parents about next session and home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION SIX

[Read to yourself in preparation for delivering Session Six]

ESTABLISHING CONSISTENT HOUSEHOLD RULES WITH CHILDREN

In Session Six, parents continue to build the roof of the House of Support by focusing on Household Rules and Routines. Parents explore the benefits of having clear and consistent household rules and routines for their children.

Household rules and routines establish clear boundaries that can help children feel secure and keep them safe from potential dangers both inside the house and in the community.

They also help children to know what kind of behaviour is expected from them.

Parents sometimes yell at a child for being noisy in the house or not putting away their toys after playing when the child does not know why this is important.

It is essential that children know what behaviour is expected from them. Establishing household rules gives them guidance.

Household rules can either be rules that apply all the time (e.g. – Talk respectfully to your elders) or rules that happen at a specific time for a child (e.g. – Come home before sunset).

When children know what is expected from them and why, they will be more likely to follow these rules – ***especially when we praise them afterwards.***

INVOLVE THE WHOLE FAMILY

Parents may encounter resistance from partners or other adults in the family when introducing new household rules.

You should encourage them to involve the entire family when making these household rules. If parents can't get everyone's agreement, then it is not a household rule!

Extended family - grandparents, aunts/uncles, cousins - who are living under the same roof should be included in the discussion of household rules.

Remind parents of the mirror game – what others do will influence how their child behaves. Everyone must agree on these rules (or they are not household rules)!

CREATING DAILY ROUTINES

Life at home and in the community can sometimes feel very hectic and uncertain, especially for young children. Communities are not always safe and there may also be stress in the family.

Having daily routines, such as mealtimes and bedtimes, can help create a stable environment for our children to feel safe and secure.

They also give our children a sense of security that they need to grow and develop.

During this session, parents practice establishing a bedtime routine with their children. This will also help make sure that their children get enough sleep – something that is directly connected to how children behave the next day.

We also explore other routines that may be especially difficult for children such as taking medication for chronic illness or when sick.

Parents can be encouraged to use plenty of praise and simple rewards to encourage children to follow these routines. They can also connect to their children's emotions by commenting on them.

WELCOME

TAKING A PAUSE

At the beginning of Session Six, you should **Take a Pause** with the parents. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the *House of Support*. They are now continuing to build the roof of the *House of Support* by adding household rules and routines.

Remind parents to continue keeping the foundation of the House strong or the House will fall down.

PHYSICAL EXERCISES

Ask a parent before the session if s/he wants to volunteer to lead the rest of the group in the physical exercise.

Provide support and encouragement to them and give enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

Lead a discussion on the previous week's home activities on Giving Positive, Specific, and Realistic Instructions.

Review **Building Blocks** and **Tips for Giving Instructions** from the previous session to remind yourself about the key Building Blocks for Giving Positive, Specific, and Realistic Instructions before reviewing last week's home activities.

The most challenging behaviour will be giving instructions in a positive way.

You may find it helpful to revisit some of the Illustrated Stories from the previous session and to conduct group practices to reinforce skills.

Key points to be aware of:

- Did parents remember to give one instruction at a time? Did parents reduce instructions overall?
- Did the parents word instructions positively?
- Are the parents using transition warnings?
- Did the parents use rewards and praise to support their children in following through with instructions?
- Are they still spending One-on-One Time with their children?

Possible Questions for Discussion on Home Activities in Session Six:

1. Who would like to share an experience about giving instructions to their child? What happened?
2. Were you able to reduce the number of instructions you gave your child? What happened?
3. Were you able to give one instruction at a time to your child? What happened?
4. Were you able to remember to praise your child for obeying instructions? What happened?
5. Was anyone able to use transition warnings? What happened?
6. Did you encounter any problems? What happened?
7. Are you able to continue spending time or playing with your child?
8. Are you able to meet with or have contact with your PLH Partner?

Please note: Remember to check in with each parent to explore his/her experience doing Home activities:

- Praise the parents for bringing up problems or challenges that they encounter at home.
- Explore solutions to difficulties in doing the Home activities with parents.
- Encourage parents to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the parent to try it again at home.

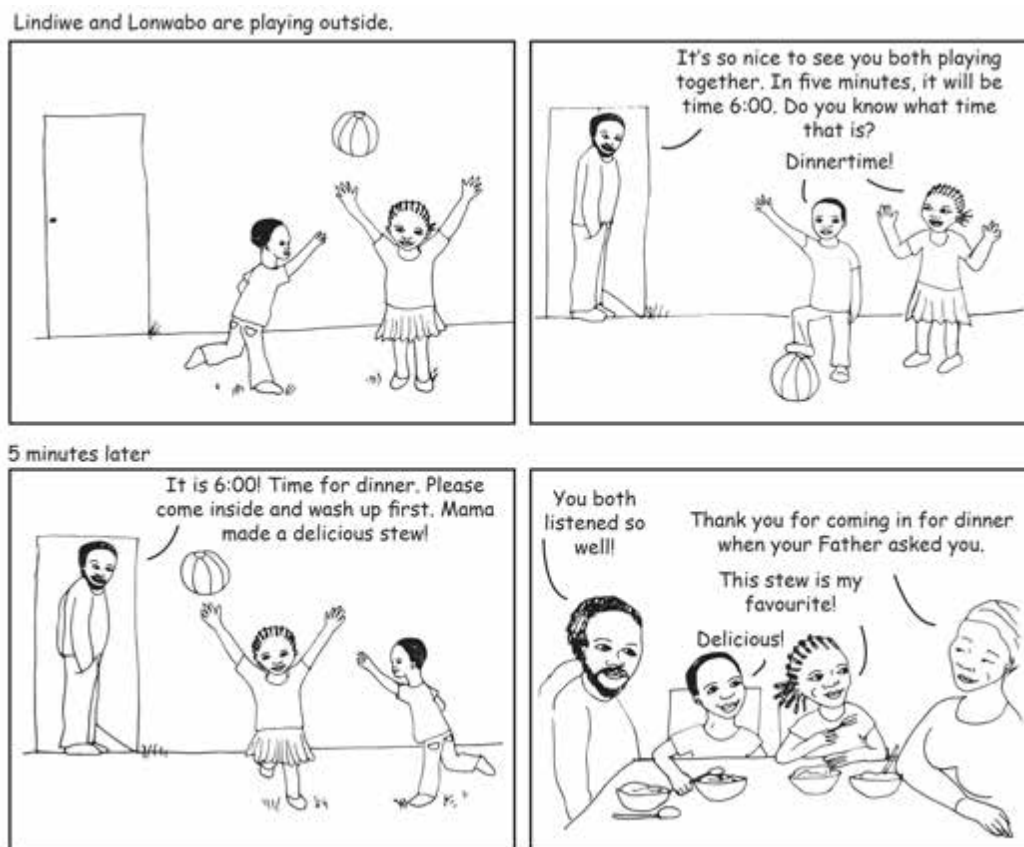
BREAK

CORE LESSON – ESTABLISHING CONSISTENT HOUSEHOLD RULES

ILLUSTRATED STORIES

ILLUSTRATED STORY 16 – Routines for mealtime...

Use the following illustrated story to introduce the parents to the key Building Blocks for how to establish household rules and routines



Questions for Illustrated Story:

- Why would it be important to have a regular mealtime for your child? And why would it be important to have a meal as a family at least once a week?
- How does their Father remind the children of the dinner routine in a positive way?
- How does using a transition warning help prepare the children for dinner?
- What are some other routines that can be helpful for children and the family?
- What times are challenging for you and your child during the day (bedtimes, mealtimes, getting ready for school)?

BUILDING BLOCKS

Praise your children when they follow the household rules.

Be consistent with your household rules and routines.

Rules and routines give your children a sense of security and keep them safe.

ILLUSTRATED STORY 17 – Taking medication...



Questions for Illustrated Story:

- Why is it important for children to take their medication on a regular basis?
- How does her Grandmother support Nosipho (reminder, recognises emotions, praise, etc.)?
- What might be some other routines that are challenging for your children?

BUILDING BLOCKS

We can support our children's health by having routines for sleeping time.

Recognizing when it is difficult helps children feel loved.

Extra praise helps support children's willingness to follow more challenging routines.

ILLUSTRATED STORY 18 – Making a house rule...



Questions for Illustrated Story:

- How does his Mother communicate to Thabo the house rule?
- How could his Mother talk to Thabo to make sure that he is really listening?
- Is the house rule connected to a specific behaviour?
- What does his Mother do to support Thabo when he follows the house rule?

BUILDING BLOCKS

Establish house rules when your child is calm and quiet.

Make your household rules clear and specific.

Praise and rewards can help support your child in following a household rule.

DISCUSSION – ESTABLISHING HOUSE RULES FOR CHILDREN

Lead a discussion about the benefits of household rules and routines for one's child.

The following questions may be useful:

- Why do we need household rules for our children?
- Why might we want to create everyday routines for our children?
- Why would it be important to have a meal with the entire family each week?

Ask parents if they already have existing rules in their households. It would be good to take these existing rules as an example for the discussion, and to discuss what makes the rule effective (if it is) or how they can improve on it (if it isn't).

Possible discussion points:

- Household rules provide a sense of comfort and security in the household.
- Household rules teach responsibility.
- Household rules keep children safe and secure.
- Household rules help children understand what is expected of them.
- Household rules encourage discipline and listening skills.
- Household rules help establish normal routines in an otherwise hectic life
- Household rules help with sleeping and eating habits.

GROUP PRACTICE – IDENTIFYING HOUSEHOLD RULES

1. Parents discuss in pairs what household rules they would like to establish with their children.
2. Household rules can either be rules that apply all the time (e.g. – Talk respectfully to your elders) or rules that happen at a certain time in the day and specifically for children (e.g. – Come home at 6 pm).
3. Parents identify one specific household rule that they would like to introduce during the week (“Which one this week?”).
4. Group sharing with discussion. **Write down each parent’s household rule.**
5. Demonstrate how to make a household rule with one’s child. Ask one parent to be the “parent” and another to be the “child”:

Key steps are similar to giving an instruction:

- a. Get your child’s attention: Use name, go to child’s level, establish eye contact.
 - b. Explain the rule and reason for the rule.
 - c. Make sure you word the rule in a positive way. Instead of “No child should be out of the house after dinner”, word it as “All children must remain at home after dinner”. –
 - d. Predict success.
 - e. Plan a reward!
6. Parents do group practices together introducing the household and safety rules to their children (praising and encouraging all the time).
 7. Group discussion about practice.

CORE LESSON – ESTABLISHING BEDTIME ROUTINES

ILLUSTRATED STORY 19 – Getting ready for bed...

This story helps parents learn how to establish a bedtime routine with their children. It also combines a lot of the other skills using transition warnings, clear instructions, praise, and simple rewards.



Questions for Illustrated Story:

- How did his Mother make it easy for Lonwabo to follow her instructions?
- How did the Mother reinforce the instructions she gave Lonwabo?
- Why is it important for the Mother to give instructions that Lonwabo is able to follow?
- Why might it be important to have regular times for bed and routines for getting ready?
- What other routines would you like to establish with your children?

BUILDING BLOCKS

Give one instruction at a time. Keep them simple!

Make sure your child follows through with each instruction.

Praise your child immediately after following your instructions.

Not enough sleep can make your child cranky or difficult the next day.

DISCUSSION ABOUT IMPORTANCE OF SLEEP AND BEDTIME ROUTINES

Discuss with parents about the importance of ***getting enough sleep*** and having ***bedtime routines*** for children. Possible questions include:

- Why is it important for children to get enough sleep each day?
- How might bedtime routines be helpful in making sure children get sufficient amount of sleep?
- How might bedtimes be different for different ages?
- What are some of the difficulties you have around establishing bedtimes for your children?
- What are some possible solutions to these challenges?

Write ideas on the flipchart.

Possible reasons why getting enough sleep is important for children and how bedtime routines might be helpful:

- Sleep also influences your child's behaviour
- Not enough sleep can make your child cranky, irritable, and short tempered
- Children aged two to nine need at least 9-13 hours of sleep per day.
- Bedtime routines can be helpful: wash body, brush teeth, story time, sleep.
- Getting enough sleep is also very important for you!

REVIEW - TIPS FOR ESTABLISHING A BEDTIME ROUTINE

- Bedtime routines can help your child know what to expect each day before going to sleep.
- You need to have prepared supper and other chores before bedtime.
- Bedtime routines normally last about 30 minutes.

- Calm Time before Bedtime. Involve your child in calm play like Story Time before Bedtime.
- Remember your Transition Warnings: "In 5 minutes, it will be bedtime, Nosipho."
- Use short instructions and praise your child at each step
- Keep the household quiet and calm. TV should be turned down or off while your child is falling asleep.
- Spend some time with your child while s/he is falling asleep.
- Sing a soft lullaby or tell a quiet and calm story. You can even review the activities that happened during the day.
- Give your child a hug and kiss goodnight. Other adult members can also wish the child a goodnight.
- If you have more than one child, stagger bedtimes so that everyone gets equal attention.
- Involve your partner in the bedtime routines and switch roles so that each child receives positive attention.

PRACTICE – ESTABLISHING A BEDTIME ROUTINE

1. Use **Tips for Establishing a Bedtime Routine** to help parents practice making a household routine with their children.
2. Parents practice making a bedtime routine with their children.
3. Remind parents to "Keep it Short and Sweet" when giving instructions.
4. Ask one parent to be the "Parent" and another to be the "Child" as they go through a bedtime routine.
5. Allow all parents to practice in pairs.
6. Review **Tips for Establishing a Bedtime Routine**.
7. Discuss possible challenges and solutions as a group.

Please note: Bedtime needs to be consistent every day!

HOME ACTIVITIES

It is what you do at home that makes the difference!

Assign Home Activities to practice at home. Make sure each parent has **identified only 1 household rule to establish** with his or her child.

Parents should also try to have **one meal with the entire family** during the week.

They should also practice establishing a **regular bedtime** for their children.

The **core building block** is to be **consistent with household rules and routines**.

Parents should also continue reinforcing the foundation of House of Support (i.e., spending One-on-One Time with their children, naming what they see and feelings, praising themselves and their children, using simple rewards, and meeting with their PLH partner).

Distribute parent handbook and show where parents should report on their home activities.

New Home Activities

- ***Choose 1 specific household rule*** to discuss with your child.
- ***Praise your child*** whenever he or she follows the rule!
- Try to have ***at least 1 mealtime together*** as a family during the week.
- Try to create a ***regular bedtime routine*** for your child: washing body, brushing teeth, wearing bedtime clothes, story time, and sleep

Ongoing Home Activities:

- Spend ***at least 5 minutes*** a day of ***One-on-One Time*** with your child.
- Continue to ***reduce the number of instructions*** that you give your child and praise your child, yourself, and your partner
- ***Take a Pause*** when you are feeling stressed or angry.
- Continue to ***Praise*** and use ***Simple Rewards*** with your child, yourself, and your family!
- Continue to ***Say What You See*** by wrapping your child in language.
- Practice ***Talking about feelings*** about your child's emotions ***at least 3 times*** a day.
- Do something ***fun and caring*** for yourself.
- Do the ***physical exercise*** each morning and the ***body relaxation*** each night.
- ***Meet with or contact your PLH Partner*** once during the week.

CLOSING

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

SMS REMINDER

To be sent out during the week.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! This week's core home activities are to establish one household rule and a bedtime routine with your child. Also try to have a meal together as a family this week! Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! Remember that household rules should be phrased in a positive way like instructions. Use extra praise and rewards to help your child follow household rules. Try to involve the entire family when creating a new rule! Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! How are you feeling right now? Happy, sad, angry, excited, worried? Take a Pause. Feel your breath moving in and out of your body. Notice if you feel any differently. Thank yourself for taking the time to connect with your feelings and thoughts! *[Name of Facilitators]*

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. It is a wonderful routine and the most important part of the House of Support! *[Name of Facilitators]*

Reminder 5:

Hello! How is your week going? Were you able to make a household rule and bedtime routine with your child? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 7 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 7: REDIRECTING NEGATIVE BEHAVIOURS

GOAL	To learn how to redirect children from negative behaviours to positive behaviours
BUILDING BLOCKS	<ul style="list-style-type: none"> • Children are not bad but their behaviours can be • Distracting/redirecting can help avoid disruptive behaviour • Use positive instructions when to redirect your child from a negative to a positive behaviour • Catch the behaviour before it gets worse • Praise your child immediately for the positive behaviour
MATERIALS	<ul style="list-style-type: none"> • Attendance register, Name tags, Flipchart, Pens, Paper, Toys • Food and drinks for the break • Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Take a Pause • Emotional check-in • Show group progress on House of Support • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (Rules and Routines) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice • Ask about PLH Partners
BREAK (15 min)	
CORE LESSON (40 min) REDIRECT	<ul style="list-style-type: none"> • Activity: Making a list of behaviours parents want to change • Illustrated Stories for Redirect • Discussion: Redirecting negative to positive behaviour • Group practice: Redirecting behaviours • Discussion: Behaviours where we can and cannot redirect
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Practice redirecting your child before the behaviour gets worse • Spend at least 5 minutes of One-on-One Time with your child • Be consistent with your household rules and routines • Have 1 mealtime as a family and a regular bedtime for your child • Continue to reduce the number of instructions you give your child • Use praise and rewards to encourage positive behaviours

	<ul style="list-style-type: none"> • Use words to describe feelings and actions • Take a Pause when you are feeling stressed or angry • Physical Exercises and Body Relaxation • Meet with or contact your PLH Partner once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> • Review topics covered and distribute parent handbook • Remind parents about next session and home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION SEVEN

[Read to yourself in preparation for delivering Session Seven]

REDIRECT NEGATIVE BEHAVIOUR

In Session Seven, parents begin learning how to use nonviolent approaches when managing their children's misbehaviour.

We can help our children improve their behaviour by redirecting them away from problem behaviours before they become too difficult to manage.

Redirecting negative behaviour is especially helpful with young children and can be combined with a clear and specific instruction.

Parents can ***avoid*** potential problem behaviours by ***redirecting*** their children's attention to a positive behaviour.

For example, when children are about to start fighting over a toy, a parent can try to avoid the negative situation by redirecting their children to a new activity.

Parents can also use a simple command to ***distract*** their children's attention to something interesting. It is important that parents are enthusiastic and genuine when distracting their children.

For example, just as a child begins to whine for something, a parent can distract the child's attention towards something interesting: "Look! There is a plane in the sky. I wonder what airline it is..."

Illustrated Stories, "Introducing Something New" and "Distracting," are good examples of parents redirecting their children's attention in a constructive way.

KEEP THE ATTENTION ON THE POSITIVE

It is important that redirect is used at the before the negative behaviour gets worse.

Parents need to be proactive, or fast-acting, to catch their children either before the negative behaviour or at least at the beginning of the behaviour before it gets worse.

Just like when they were learning how to give instructions, it will be natural for parents to want to say something about their children's negative behaviour when using redirect. For example, parents often say, "Don't whine," or "Stop running in the house."

The same principles for instruction giving apply to redirecting behaviour.

Remind them of the core principle: "Say the behaviour that you want to see" that was introduced during Session 5 on Instructions.

In other words, they should ignore the negative behaviour by giving a positive, specific, and realistic instruction for a positive behaviour that the child can do.

Parents should get their children's attention by going down to their level, using their name, and give a specific and realistic instruction that redirects their child to a positive behaviour. They should also praise their child immediately when he or she follows the instruction.

Staying calm...

It is important that redirecting is done in a calm (but enthusiastic) way.

Parents may need to be reminded of their calming strategies discussed during Session 5.

They can also take a breath before giving an instruction so that they can stay in control of their own emotions and respond positively to their children.

Keep children in the Sunshine of Positive Attention

Redirecting behaviour helps parents and children avoid the negative consequences of negative child behaviour

It also maintains a positive environment for the entire family!

WELCOME

TAKE A PAUSE

At the beginning of Session Seven, you should **Take a Pause** with the parents. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the House of Support.

They are now continuing with the thatch roof of our House of Support by starting to look at how to manage difficult behaviours.

Emphasize that parents need to continue using the foundation of the House (One-on-One Time, Say What You See, Talking about Feelings, Praise, and Rewards).

The ***Sunshine of Positive Attention*** is a helpful reminder that positive attention towards children will reinforce the foundation and strengthen the House of Support.

PHYSICAL EXERCISES

Ask a parent to volunteer leading the physical exercises.

Provide support and encouragement and give a nice reward with enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

Discuss parents' experiences regarding the previous home activities on Household Rules and Routines.

Review **Building Blocks** from the previous session to remind yourself about the key Building Blocks for Household Rules and Routines before the session.

The most challenging skill will be whether parents are being consistent with household rules and are establishing rules one at a time.

You may find it helpful to revisit some of the illustrated stories from the previous session as well as conducting role-plays or group practices.

Key points to be aware of:

- Did the parents word the rules positively?
- Were the parents able to create regular routines for their children including mealtimes and bedtimes? What happened?
- Did the parents involve the whole family in making household rules?
- Are the household rules appropriate to the child's developmental age?
- Did the parents use rewards and praise to when their children follow house rules?
- Does anyone need extra support in establishing rules with their children or family?

Note: You may want to do a role-play or even a home visit to provide extra support.

Possible Questions for Discussion on Home Activities in Session Seven:

1. How was your discussion about a house rule with your child? What was the rule?
2. Were you able to remember to praise your child for obeying instructions?
3. Did you encounter any problems?
4. Were you able to share a mealtime together?
5. Were you able to establish a regular bedtime for your child?
6. What was your experience like? Did you face any challenges?
7. Are you able to continue spending One-on-One Time with your child?

*It may be helpful to do a **Group Discussion** or **Practice** to support participants who live with other family members that make it difficult to implement PLH Kids practices at home.*

Please note: Remember to check in with each parent to explore his/her experience doing Home activities:

- Praise the parents for bringing up problems or challenges that they encounter at home.
- Explore solutions to difficulties in doing the Home activities with parents.
- Encourage parents to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the parent to try it again at home.

Please note: Helping parents to learn how to say instructions and household rules in a positive way:

Sometimes parents will continue to have challenges saying instructions or household rules in a positive way. This is natural because they are learning a new behaviour. Learning new habits takes time!

We can help them by doing the following during each session:

1. Remind parents by asking the "what behaviour do you want to see".
2. Model behaviour by giving positive instructions during sessions.
3. Practice in a role-play and ask the parent who plays the "child" how he/she feels to hear a negative or positive instruction.
4. Refer back to the parents' own building blocks.
5. Praise parents when you hear them using positive instructions. Maybe even a simple reward for a parent who has extra difficulties.
6. Give more attention to when they do it correctly than incorrectly (Attention Principle!)

Please note: Try to be patient with the parents. It is like they are learning how to walk again. Remember to go at your parents' pace when introducing a new skill.

BREAK

CORE LESSON – DEALING WITH BEHAVIOUR PROBLEMS THROUGH REDIRECT

DISCUSSION: LISTING NEGATIVE BEHAVIOURS AND THEIR POSITIVE OPPOSITES

As an introductory activity, parents make a list of the typical negative child behaviours that they see in their children that they would like to manage better.

These behaviours may range from negative attention seeking, to more aggressive, harmful, and rule-breaking behaviours.

1. Parents identify behaviours they want to see less of from their children.
2. Encourage parents to be as specific as possible:
 - a. When does the child do that behaviour?
 - b. Where does this normally happen?
 - c. Who is involved?
 - d. What happens to you (how do you feel)?

(when, where, who, what, how, etc.).
3. Write these behaviours on one half of the flipchart.
4. Help parents identify the ***opposite positive behaviour*** that they would like to see more often for each of these negative behaviours.

Please note: Save this list!

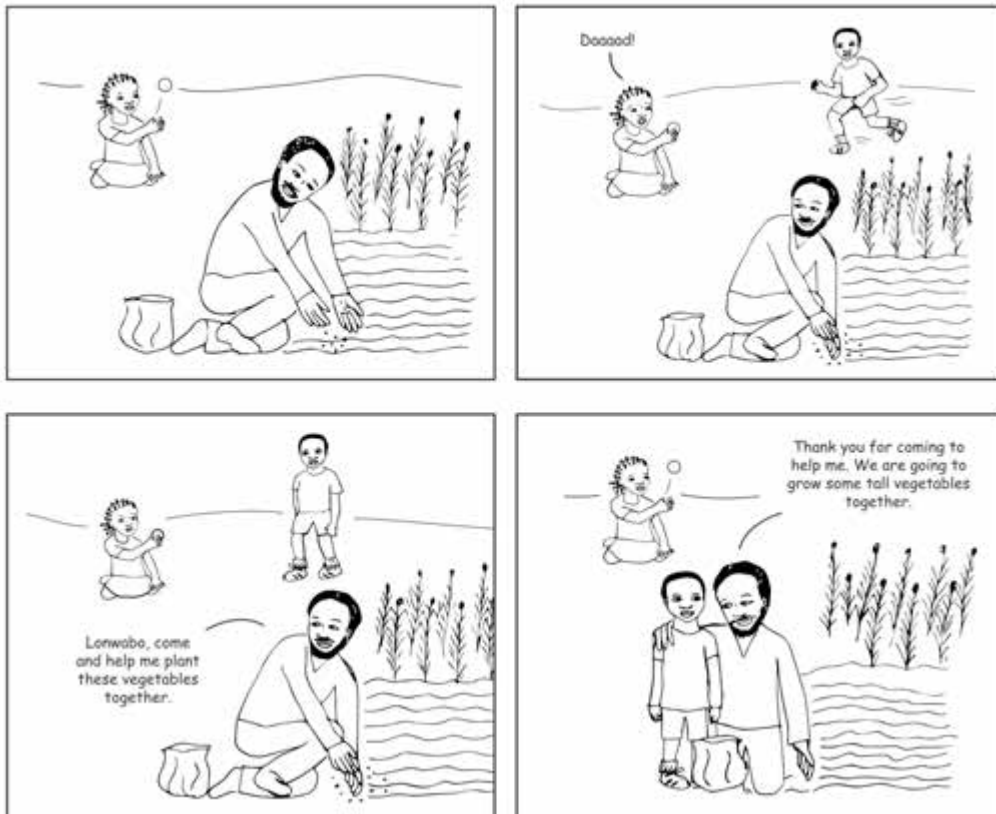
You will use this list for the rest of the programme to help parents identify positive discipline strategies that they can use for each behaviour.

ILLUSTRATED STORIES

ILLUSTRATED STORY 20 – Introducing something new...

This story introduces parents to the skill of redirecting negative child behaviour to a positive behaviour. Here, Lonwabo's father redirects his behaviour to something helpful.

Lindiwe is playing by herself in the yard while her father works in the garden...



Questions for Illustrated Story:

- How does the Father redirect Lonwabo's attention?
- What would have happened if the Father said "Stop disturbing your sister!"
- What would have happened if the Father did not redirect Lonwabo to an alternative activity?
- Should the Father give the command again?

BUILDING BLOCKS

Be attentive! Notice when your child is about to behave badly and redirect!
Ignore the negative behaviour and bring attention to a positive alternative behaviour.

Stay calm and speak in a clear voice when redirecting behaviour.

Praise your child when he or she complies!

ILLUSTRATED STORY 21 – Distracting your child before the negative behaviour happens...

This story shows how parents can redirect their children to a positive behaviour before the negative behaviour happens.



Questions for Illustrated Story:

- How does his Grandmother distract Thabo from eating a piece of cake?
- How does his Mother support Thabo's good behaviour?
- When would a distraction be useful in your household?

BUILDING BLOCKS

Be proactive! Catch the negative behaviour before it begins!

Use specific, positive, and realistic instructions to distract your child's behaviour.

Be enthusiastic when distracting your child.

Praise your child for following your instructions.

Children are good. Behaviours can be bad.

GROUP DISCUSSION – REDIRECTING YOUR CHILD FROM NEGATIVE TO POSITIVE

Lead a discussion about why it is helpful to redirect children from a negative to positive behaviour.

The following questions may be useful:

- How might using instructions to redirect your child away from a negative behaviour help your child learn positive behaviours?
- How might it help avoid a negative behaviour from becoming worse?
- Why is it important to ignore the negative behaviour?
- When is the best time to try to redirect your child's behaviour?

Reasons to Redirect Children Away from Negative Behaviour:

1. Redirecting can help avoid behaviours from becoming worse.
2. Introducing something new that is positive reduces chances that your child will continue doing negative behaviours.
3. Children learn that when they behave well, they will receive attention.

ACTIVITY: IDENTIFYING BEHAVIOURS THAT CAN BE REDIRECTED

Help parents identify which behaviours they can try redirecting and which ones might not be suitable for redirect. These behaviours will be saved for the following sessions.

Suggestions for leading the activity:

1. Use the list generated earlier by the parents.
2. Ask parents to identify which behaviours they can distract or redirect.
3. Put an "R" next to each behaviour that can be redirected.
4. Ask parents to give *specific* examples of what they could say to redirect their children to the positive behaviour on the other side of the list.
5. Tell parents that we will discuss strategies for the other behaviours in the next sessions.

These are temper tantrums, aggressive behaviours (e.g. – hitting), dangerous behaviour (e.g. – putting a finger in the electrical socket), or safety issues (e.g. – coming home late from school).

6. Remind parents of the work they did earlier in the programme when they learned the benefits of encouraging behaviour they want more of from their children.

PRACTICE: REDIRECTING NEGATIVE BEHAVIOUR

Practice redirecting children from a negative to a positive behaviour.

1. Child is playing with toys. Child throwing toys around.
2. Parent redirects child to help with a chore in an enthusiastic way (i.e., washing dishes, hanging clothes).
3. Parent praises child for doing such a good job helping out.
4. Switch so each parent practices.
5. Discussion of Practice

What was it like to be a child and have your behaviour redirected?

What was it like to redirect your child as a parent?

What challenges came up?

6. Review **Tips for Redirect Behaviour.**
7. ***Be supportive and praise your parents for trying!***

Tips for Redirecting:

1. Try to redirect your child's behaviour before he/she starts behaving poorly.
2. Get your child's attention: Use his/her name, go to child's level, establish eye contact.
3. Ignore the negative behaviour by giving an instruction for your child to do a positive behaviour instead.
4. For younger children, you can also physically redirect them to a positive behaviour.
5. Be enthusiastic! Give your child a positive instruction to do something else in an enthusiastic way:

For example: "Lonwabo, bring the ball here so we can play together!"

Or distract your child: "Listen, Lonwabo! I hear a large truck coming!"
6. Praise your child for the next positive behaviour he/she does instead of revisiting the negative one:

Do: "Such a wonderful throw, Lonwabo!"

Don't: "I am glad you didn't whine for that sweetie."

HOME ACTIVITIES

It is what you do at home that makes the difference!

Assign Home Activities to the parents. Make sure each parent has **identified 1 behaviour to practice redirect** with his or her child.

The **core building blocks** are to:

- 1) be **proactive and attentive** by catching the behaviour before it begins or gets worse,
- 2) use **positive instructions to redirect** the behaviour, and
- 3) **praise the child** when s/he complies.

Parents should also continue reinforcing the foundation of House of Support (i.e., spending One-on-One Time with their children, naming what they see and feelings, praising themselves and their children, using simple rewards, and meeting with their PLH Partner).

Distribute parent handbook and show where parents should report on their home activities.

New Home Activities

- **Redirect** your child when your child starts to behave badly.
- **Take a Quick Pause** before reacting so that you remember to **use positive instructions** and **stay calm**.
- **Praise your child** whenever he or she follows your instruction and behaves positively!

Ongoing Home Activities:

- Spend **at least 5 minutes** a day of **One-on-One Time** with your child.
- Continue to be consistent with your **household rules** and **routines**.
- Try to have **at least 1 mealtime together** as a family during the week.
- Try to create a **regular bedtime routine** for your child: washing body, brushing teeth, wearing bedtime clothes, story time, and sleep
- Continue to **reduce the number of instructions** that you give your child and make sure the instructions are specific, positive, and realistic.
- **Take a Pause** when you are feeling stressed or angry.
- Continue to **Praise** and use **Simple Rewards** with your child, yourself, and your family!

- Continue to ***Say What You See*** by wrapping your child in language.
- Practice ***Talking about feelings*** about your child's emotions ***at least 3 times*** a day.
- Do something ***fun and caring*** for yourself.
- Do the ***physical exercise*** each morning and the ***body relaxation*** each night.
- ***Meet with or contact your PLH Partner*** once during the week.

CLOSING

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

SMS REMINDERS

To be sent out during the week.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! This week's core home activities are to try to redirect your child before he or she starts to behave badly. Be attentive, use positive instructions, and praise your child immediately when he or she behaves positively! Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! Keep your child in the Sunshine of Positive Attention! Remember to ignore the negative behaviour when you are redirecting your child by bringing attention to an alternative positive behaviour. It may help to Take a Short Pause by taking a deep breath before using redirect. You can do it! *[Name of Facilitators]*

Reminder 3:

Hello! How is your week so far? Remember to praise yourself for all your hard work as a parent. It is also important to take care of yourself! This week, find time to do something that you love! *[Name of Facilitators]*

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. Also continue to be consistent with your household rules and routines. They help your child feel loved, secure, and safe! *[Name of Facilitators]*

Reminder 5:

Hello! How is your week going? Were you able to redirect your child from negative to positive behaviours? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 8 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 8: REPLACING NEGATIVE ATTENTION SEEKING AND DEMANDING BEHAVIOURS THROUGH IGNORING AND GIVING ATTENTION TO OTHER BEHAVIOUR

GOAL	To learn how to ignore negative attention seeking behaviour and demanding behaviours
BUILDING BLOCKS	<ul style="list-style-type: none"> • Pay more attention to behaviour you want more of and less attention to behaviour you want less of • Ignoring behaviour is sometimes the best response to negative attention seeking behaviour • Try redirecting your child once before ignoring • Ignoring means removing physical and verbal attention • Ignore the behaviour but not the child • Give attention to the child following the first positive behaviour • Redirect works better for children 2 to 3 years old; Ignore works better for children ages 4 and older
MATERIALS	<ul style="list-style-type: none"> • Attendance register, Name tags, Flipchart, Pens, Paper, Toys • Food and drinks for the break • Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Take a Pause • Emotional check-in • Show group progress on House of Support • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (Redirecting Negative Behaviour) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice • Ask about PLH Partners
BREAK (15 min)	
CORE LESSON (40 min) IGNORE	<ul style="list-style-type: none"> • Illustrated Stories for Ignore – the Coercive Cycle • Discussion: Ignoring children’s difficult behaviour • Activity: Identifying behaviours we can ignore

	<ul style="list-style-type: none"> • Discussion: Calming strategies • Group Practice: Ignoring negative attention seeking behaviour • Review: Tips for Ignore
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Use Ignore for 1 challenging behaviour identified in session • Redirect your child once before using ignore • Use your calming strategy when ignoring your child • Continue spend at least 5 minutes of One-on-One Time with your child • Be consistent with your household rules and routines • Have a mealtime as a family and a regular bedtime for your child • Continue to reduce the number of instructions you give your child • Use praise and rewards to encourage positive behaviours • Use words to describe feelings and actions • Take a Pause when you are feeling stressed or angry • Physical Exercises and Body Relaxation • Meet with or contact your PLH Partner once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> • Review topics covered • Remind parents about next session and home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION EIGHT

[Read to yourself in preparation for delivering Session Eight]

IGNORING NEGATIVE ATTENTION SEEKING BEHAVIOUR

In Session Eight, parents continue to learn how to use nonviolent approaches to manage their children's misbehaviour by learning how to **ignore negative attention seeking and demanding behaviours**.

The Attention Principle

Misbehaviour can be a result of a need for attention. Children's need for attention is established very early in their life. If it isn't given freely they work hard to get it.

Attention is a powerful reward for most children, particularly when children are young.

If children get plenty of attention for just being themselves, as well as for the "good" things that they do, it helps them to feel good about themselves, and generally they also do what they are asked.

When parents pay attention to problem behaviours, they teach their children to do more and more of the things we do not want them to do.

If children do not get enough positive attention for positive behaviour from the people who matter to them, they soon discover other ways to get the attention they need.

This is not something that children plan or think through. It is a natural and strong motivation for most people including adults to behave in ways that would gain the attention of people important to us.

These behaviours can take the form of whining, demanding, showing off, tantrums, and lots of other negative attention seeking and demanding that might make us think of the child as a bad child.

If parents respond to these demanding behaviours, children learn that this behaviour will get them attention – it is like a negative reward or negative reinforcing of bad behaviour.

Parents also often give in to their children's demanding behaviour in order to stop it. This is especially difficult in public spaces.

For example, if a child whines for a candy at the store, a parent might initially say "no" but then give in to the child when the child begins to escalate or "make a scene." This is also reinforced for the parent by the removal of the problem.

As a result, the child learns that in order to get his or her own way, all s/he needs to do is increase the intensity of the demanding behaviour until the parent gives in or "loses."

We call this the Parent-Child Coercive Cycle.³

This is a common pattern that many parents experience:

Child demands something from his/her parent.

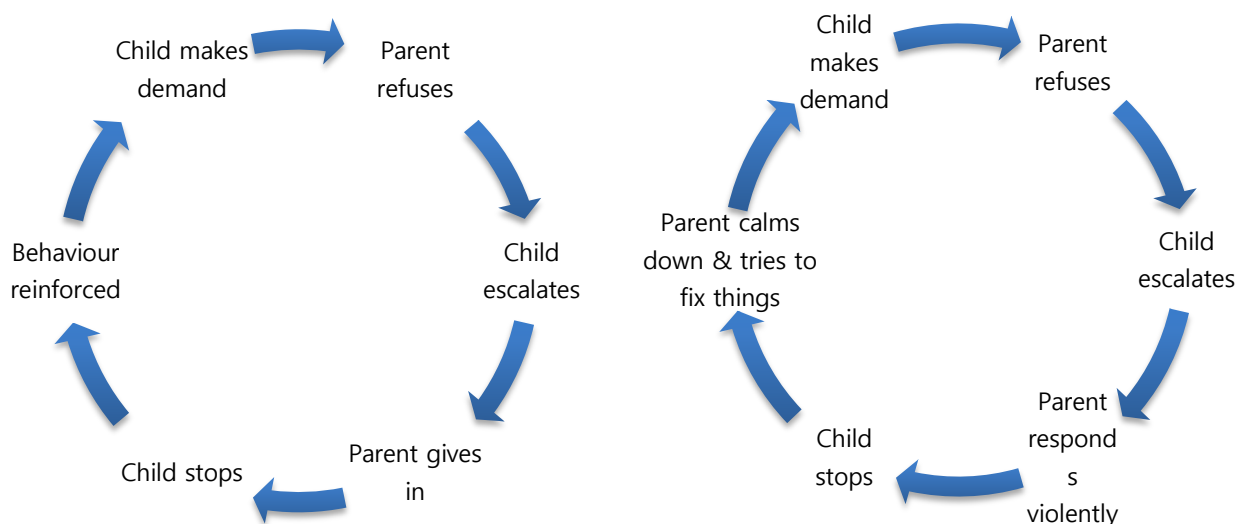
Parent says, "no."

Child argues or persists.

Parent responds with more force.

Child persists until either s/he gets his or her own way OR

Parent responds in a violent or abusive way or disengages completely.



The Coercive Cycle

Ignore – A strategy to break the Coercive Cycle

Ignoring negative attention seeking or demanding behaviour is a powerful tool that parents can use to break this Coercive Cycle:

³ The Parent-Child Coercive Cycle is derived from the work of G.R. Patterson et al and the Oregon Social Learning Centre (www.oslc.org). Reid, J. B., Patterson, G. R., & Snyder, J. E. (2002). *Antisocial behaviour in children and adolescents: A developmental analysis and model for intervention*. American Psychological Association.

Child demands something from his/her parent.

Parent says, "no."

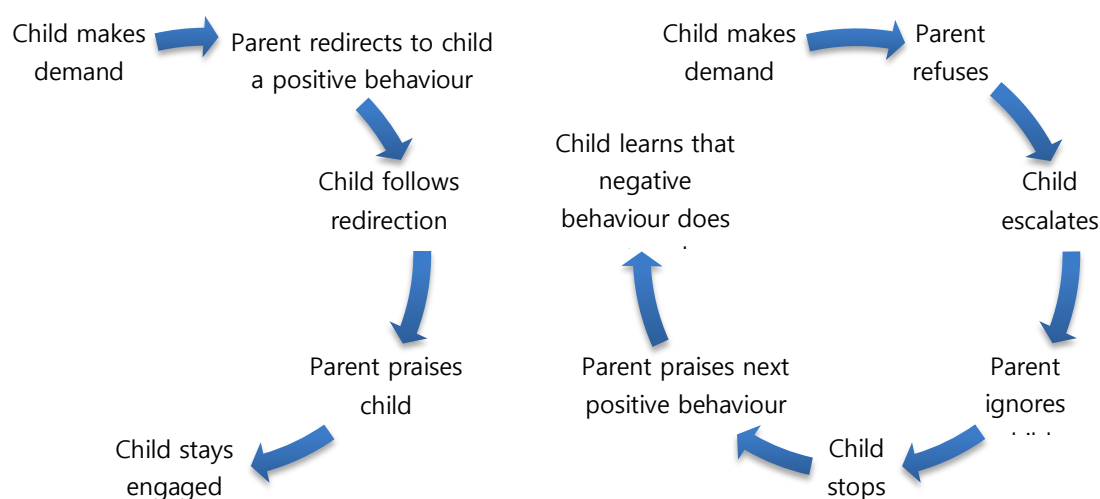
Child argues or persists.

Parent ignores child by removing attention.

Child realizes s/he will not get her way and stops.

Parent directs child to positive behaviour and then praises child.

By removing attention and not engaging in the demanding behaviour, the parent no longer reinforces that behaviour. The child is also encouraged to behave positively through plenty of praise and reinforcement of the behaviour that is opposite to the negative behaviour (i.e., accepting when a parent says that a child has had enough soda or tells them when they can have it instead of whining for more soda OR being quiet when a parent is talking on the phone until the parent finishes the call instead of making noise to get attention).



Breaking the Coercive Cycle

What do we mean by ignore?

Ignoring means IGNORE: not speaking about the behaviour, appearing not to hear or see it, and acting as if it hasn't happened. Sometimes it means even walking out of the room (if it is safe).

This can be very difficult for parents to do – especially when their children are annoying them or they are in public.

It is normal to feel the need to do something to stop a child's negative behaviour. Parents often do this to try to help their children learn.

When parents give attention, even negative attention, to some problem behaviours, their children are actually learning the wrong lesson from our attention.

Children learn that they will get a response from their parents by behaving in a negative way.

Instead, parents can first try distracting or redirecting their children and immediately praising them for the positive behaviour.

If this does not work, they should remove their attention by ignoring the negative attention seeking or demanding behaviour of their children.

Then, as soon as the negative behaviour ends, parents need to give attention through praise to the next positive behaviour straight away.

Ignoring is a group effort.

If possible parents should make sure everybody else in the family agrees to ignore and carries it out. If it is difficult for everyone in the family to agree, at least the parent in the programme must be consistent with his/her child.

This is the ideal situation but the child will at least learn that the parent is predictable even if others do not do the same. There are often other children around, and they also can be taught to ignore and should be praised for helping their brother or sister by ignoring their problem behaviour.

Ignore must be consistent

If parents are going to ignore, they have to be sure that they can carry it through.

Sometimes parents manage to ignore difficult behaviour for a few times but are then unable to keep this up. Maybe they are embarrassed because they have a visitor so they yell at their child or threaten to punish him or her.

When parents do this, they teach their children that **sometimes** their behaviour produces attention. As a result, children may repeat the behaviour again many times until it is rewarded again. The behaviour also becomes more difficult to change if parents are not consistent.

This may mean explaining to visitors what parents are doing and why (so that they can ignore the problem behaviour also) or even not having visitors for a while.

It is important to emphasize to parents that most children respond better to ignoring if parents have first prompted them to do something else using distracting or redirecting approaches.

Parents should give children the option of behaving in a different way.

You can revisit the Illustrated Story from Session 7, "Introducing Something New," to remind parents the redirect building block.

It often gets worse before it gets better

Sometimes when parents begin to ignore a specific negative attention seeking or demanding behaviour, that behaviour might get worse for a while.

For example, a child who is used to getting his/her way by whining for something may escalate the behaviour to a tantrum.

The negative attention seeking or demanding behaviour often gets worse because this is what has been rewarded with attention in the past.

After quite a short while, however, the behaviour will start to decrease, especially if parents are giving their children other positive ways of getting attention.

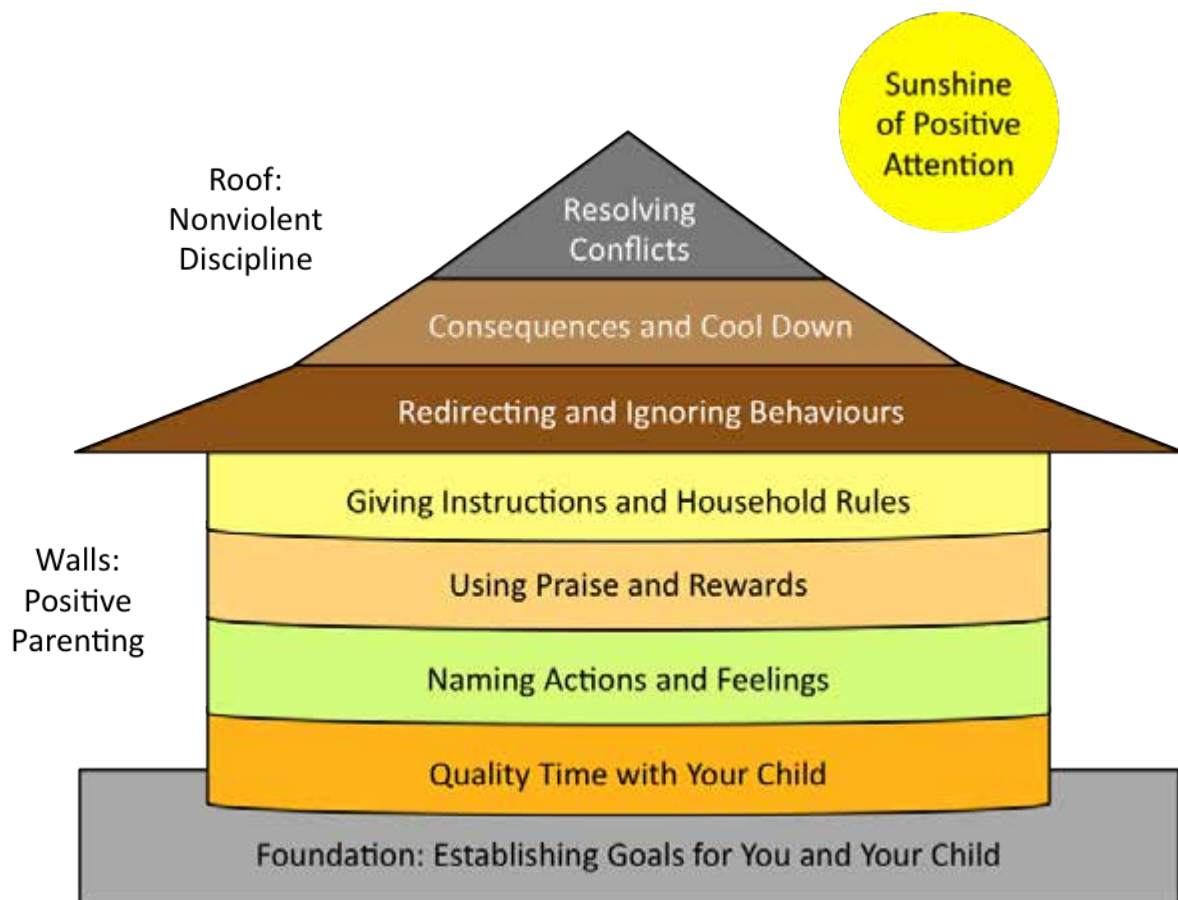
Illustrated Story, "Keeping Calm During Tantrums," is a good example of how families need to be patient and trust that ignoring will work.

Emphasize Positive Attention

Finally, it is very important to remind parents that many children do negative attention-seeking behaviours mostly because they are not receiving enough positive attention.

If parents find themselves ignoring a child's misbehaviour a lot, they should explore how much positive attention through praise and play the child is getting.

You should also review the importance of making a strong foundation of the House of Support.



Sometimes all a child needs is more time in the Sunshine of Positive Attention!

WELCOME

TAKE A PAUSE

At the beginning of Session Nine, you should **Take a Pause** with the parents. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the House of Support.

They are now continuing with the thatch roof of our House of Support by continuing to learn new strategies on how to manage difficult behaviours.

Emphasize that parents need to continue reinforcing the walls of the House with One-on-One Time, Say What You See, Talking about Feelings, Praise, and Rewards.

The ***Sunshine of Positive Attention*** is a helpful reminder that positive attention towards children will reinforce the foundation and strengthen the House of Support.

PHYSICAL EXERCISES

Ask a parent to volunteer leading the physical exercises. Provide support and encouragement and give a nice reward with enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

Facilitate a discussion on the previous session's home activity on Redirecting Negative Behaviour.

Review **Building Blocks** from the session to remind yourself about the principles used in Distracting and Redirecting children from negative to positive behaviour.

You may find it helpful to revisit some of the Illustrated Stories from the previous week as well as conducting role-plays or group practices with examples of good practice and/or solutions to any problems raised.

Key points to be aware of:

- Were the parents able to catch the negative behaviour before it started and redirect their children to a more positive behaviour?
- Were parents able to use positive instructions when redirecting their children's behaviours?
- Were the parents able to stay calm and not react negatively to their children?
- Did the parents praise their children when they did the positive behaviour?
- Are the parents using praise and rewards to encourage positive behaviour to happen more often?

Possible questions for Home Activity Discussion in Session Eight:

1. What was your experience like when trying to redirect your child from a negative to a positive behaviour?
2. Did you face any challenges when redirecting your child's behaviour? What happened?
3. Who would like to share a positive experience about One-on-One Time with your child?
4. How are the PLH Partner check-ins going in between sessions?

Please note: Remember to check in with each parent to explore his/her experience doing Home activities:

- Praise the parents for bringing up problems or challenges that they encounter at home.
- Explore solutions to difficulties in doing the Home activities with parents.
- Encourage parents to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the parent to try it again at home.

BREAK

CORE LESSON: IGNORE

ILLUSTRATED STORIES

The following illustrated stories demonstrate how parents and children can get stuck in a coercive cycle of parent-child conflict. The first story shows the cycle and the second how parents can break the cycle by ignoring the demanding behaviour.

ILLUSTRATED STORY 22 – Giving into demanding behaviours...



Questions for Illustrated Story:

- How could the mother have responded to Nosipho's first question in a more effective way?
- What would have been a more effective response by the mother when Nosipho continued asking for more cool drink?
- Why do you think the situation got out of control between Nosipho and her mother?
- How could the mother (and rest of the family) stay calm during Nosipho's tantrum?
- What does Nosipho (and Thabo) learn from this experience?
- What do you think will happen next time she asks for more cool drink?

ILLUSTRATED STORY 23 – Ignoring demanding behaviour as a family...

Here we see how parents ignore Nosipho's demanding behaviour and subsequent tantrum.



Questions for Illustrated Story:

- What was effective about how the Mother responded to Nosipho this time?
- How does the family work together to ignore Nosipho?
- How does the Mother reinforce good behaviour during Nosipho's tantrum?
- How does the Mother respond when Nosipho stops her tantrum?

BUILDING BLOCKS

Try to redirect your child's attention first.

Ignoring is a group effort. Everyone in the family must join in.

Remember to use your calming strategies when ignoring a tantrum.

Be prepared for your child's response to grow more agitated when you start ignoring a specific demanding behaviour.

When the bad behaviour ends, PRAISE the next positive behaviour immediately.

Help your child to live in the sunshine of Positive Attention!

DISCUSSION – IGNORING NEGATIVE ATTENTION SEEKING & DEMANDING BEHAVIOURS

Discuss with parents about why it might be helpful to ignore negative attention seeking or demanding behaviours.

The following questions may be useful:

- What happens when you give attention to your child when they are behaving well?
- What happens when you give attention to your children when they are misbehaving?
- What would your children learn if you do not give attention to their difficult behaviour?
- How might ignoring children's negative attention seeking and demanding behaviours be helpful for them?

Reasons to ignore negative attention seeking and demanding behaviour:

1. Children learn that they do not receive attention for misbehaving.
2. It removes your attention from difficult behaviour.
3. When we get angry, we are bad models and things can get worse.
4. Children learn that when they behave well, they will receive attention.

ACTIVITY: IDENTIFYING BEHAVIOURS THAT CAN BE IGNORED

It is easy to identify the behaviours that we do not like in our children. However, it is equally important to recognize their opposites – the positive behaviours – and praise them.

Remind parents of the work they did during Sessions 3 to 5 in encouraging behaviour they want more of from their children.

Suggestions for leading the activity:

1. Refer to the list that parents made last session about the behaviours they want to see less of in their children.
2. Parents identify which negative behaviours can be ignored.

These must be negative attention seeking behaviours or ones that require the parent to respond in order for the child to achieve what they want.

3. Parents identify which behaviours that you cannot ignore.

These are aggressive behaviours (i.e. – hitting), dangerous behaviour (i.e. – putting a finger in the electrical socket), or safety issues (i.e. – coming home late from school).

4. The behaviours that cannot be ignored, distracted, or redirected will be parked in the "lot" for later in the programme (Sessions 9-11).

Please note: You should help parents understand when ignoring might not be a suitable approach for certain behaviours. These include aggressive behaviours (i.e. – hitting), dangerous behaviour (i.e. – putting a finger in the electrical socket), or safety issues (i.e. – coming home late from school). Strategies to manage these behaviours will be discussed in the next sessions.

DISCUSSION: CALMING STRATEGIES TO USE WHEN IGNORING YOUR CHILD

Discuss different ways that parents can stay calm when ignoring their children's negative attention seeking or demanding behaviours.

Make a list of these strategies on the flip chart!

Possible calming strategies.

- Notice how you are feeling. Name your emotion: anger, fear, sadness, or confusion and the thoughts associated with it.
- Feel this emotion in your body.
- Recognise the effect of these thoughts on your behaviour. Although it is okay to feel these emotions, you don't have to react to them in a negative way towards your child.
- Take deep breaths.
- Maybe **Take a Pause** (short).
- Say to yourself, "It's okay, I can handle this."
- Walk to another place and keep moving if the child follows.
- Start to prepare a meal or to sing a song.
- Treat yourself to something nice afterwards for your effort!

GROUP PRACTICE – IGNORING NEGATIVE ATTENTION SEEKING OR DEMANDING BEHAVIOUR

1. Ask parents to choose 1 problem behaviour from the list that they would like to change during the week with their child.
2. ***This behaviour must be one that can be ignored!***
3. ***Help parents to identify the alternative behaviour.***
4. Parents choose which calming technique they will use to manage their own emotions.
5. Each parent gets a chance to practice with the entire group supporting.
6. You or your co-facilitator should play the "child" who is ignored and then behaves well during the first group practice. Then parents can be the "children".

Example scenario:

- Child is whining for some money to buy a sweetie.
- Parent says child can have a sweetie after child have had dinner AND redirect child's attention something new: "Come here and help me set the table."
- Child continues to whine.
- Parent ignores the child using calming strategies.
- Child stops whining when she notices she is not getting attention.
- Child starts playing quietly.
- Parent praises child for playing quietly.

7. Discussion about experience and challenges

What was it like to be a child and be ignored?

What was it like to ignore as a parent?

Please note: Be supportive and praise your parents for trying!

REVIEW - TIPS FOR IGNORING NEGATIVE ATTENTION SEEKING AND DEMANDING BEHAVIOUR

- Arguing, sulking, screaming, interrupting, whining, teasing, and sometimes even swearing are behaviours that may respond to ignoring.
- It can get worse at first when you ignore. Your child may try to test you when experiencing this new response to his/her behaviour. Be patient!
- Ignoring must be done consistently or you can make the problem worse.
- Ignore means no eye contact, no physical contact, no verbal contact.
- It is usually best to try a redirect or distract before starting the ignore
- Ideally everyone should agree to ignore the negative behaviour. Involve your partner or the rest of your family! But your child will still learn what to expect from you if you are consistent.
- Try to encourage a behaviour that is the opposite of the problem behaviour by using simple rewards and praise.
- Ignoring is easier if we have decided how we are going to be when ignoring.
- Ignore does not work for dangerous behaviours when the child's or anyone else's safety is concerned.
- Give positive attention immediately after the problem behaviour ends!

Please note: If parents notice that they are ignoring a certain difficult behaviour all the time, there are 4 reasons:

1. They are not giving enough positive attention to their child.
2. They are not ignoring the child's behaviour consistently.
3. The behaviour is not being reinforced by attention there is something else reinforcing it
4. The child does not have/cannot do the required alternative behaviour

Remember the foundation of the House of Support is still the most important!

Please note: Remember that an ignore is not over until parents have praised the next positive behaviour of their children!

HOME ACTIVITIES

It is what you do at home that makes the difference!

Assign Home Activities to the parents. Make sure each parent has **identified ONLY ONE behaviour on which to practice ignoring** with his or her child.

Write these down so that you can check with parents during Session Nine to see how they did during the week.

Make sure the behaviours are negative attention seeking or demanding and can be ignored!!!

The **core building blocks** are to:

- 1) try to **redirect** the child's attention **before ignoring**.
- 2) **ignoring behaviour** means removing **physical and verbal attention**;
- 3) **praise the child *immediately*** for the **next positive behaviour**;
- 4) continue to **praise and encourage** the opposite positive behaviours that parents want to see more of.

Parents should also continue reinforcing the foundation of House of Support (i.e., spending One-on-One Time with their children, naming what they see and feelings, praising their children, using simple rewards, and meeting with their PLH Partner).

Distribute parent handbook and show where parents should report on their home activities.

New Home Activities

- Practice ***ignoring the ONE negative attention seeking or demanding behaviour*** that you have practiced with today.

First try once to **redirect** your child's attention to a positive behaviour.

Remember your **calming strategy**!

Only work with ONE CHALLENGING BEHAVIOUR this week. You can do what you normally do with the other behaviours for now. Otherwise, it will be too much at once for your child.

- Practice **Taking a Pause** whenever you feel stressed or angry.

Ongoing Home activities:

- Spend ***at least 5 minutes*** a day of ***One-on-One Time*** with your child.

- ***Be consistent with your household rules.***
- ***Praise your child*** whenever he or she follows the rule!
- Try to have ***at least one mealtime together*** as a family
- Try to create a ***regular bedtime routine*** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep
- Continue to ***reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- Continue to ***Praise*** and use ***Simple Rewards*** with your child, yourself, and your family!
- Continue to ***Say What You See*** by wrapping your child in language.
- Practice ***Talking about feelings*** about your child's emotions ***at least 3 times*** a day.
- Do something ***fun and caring*** for yourself.
- Do the ***physical exercise*** each morning and the ***body relaxation*** each night.
- ***Meet with or make contact with your PLH Partner*** once during the week.

CLOSING

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

SMS REMINDERS

To be sent out in between sessions.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! Please only use ignore with the ONE behaviour that you identified with today. Remember your calming strategy and praise your child immediately when he or she behaves positively! Thank you, [Name of Facilitators]

Reminder 2:

Hello! Your child's behaviour might get worse when you first start ignoring a specific behaviour. Your child may try to test you when experiencing this new response to his/her behaviour. Be consistent and patient. Once s/he learns that the behaviour will not get attention or that s/he will not get his or her way, s/he will stop doing it. It takes time and patience but you can do it! Thank you, [Name of Facilitators]

Reminder 3:

Hello! How is your week so far? Thank you for all your hard work as a parent. Take a Pause to acknowledge yourself and your commitment to building a strong House of Support for your child. Then reward yourself by doing something that you love! [Name of Facilitators]

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. Also continue to be consistent with your household rules and routines. They help your child feel loved, secure, and safe! [Name of Facilitators]

Reminder 5:

Hello! How is your week going? Were you able to ignore the ONE behaviour that you chose to practice with during the session? What has your experience been like? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, [Name of Facilitators]

Reminder 6:

Send day before next session.

Hello! Please remember that Session 9 of PLH Kids will take place on [insert day and time]. We look forward to seeing you there! Please remember to bring your handbook. Thank you, [Name of Facilitators]

SESSION 9: USING CONSEQUENCES TO SUPPORT COMPLIANCE

GOAL	Helping parents to use consequences in an effective way to help children comply to instructions and household rules.
BUILDING BLOCKS	<ul style="list-style-type: none"> Consequences must be specific, realistic, and as immediate as possible. Give your child a choice before giving the consequence When you give your child a consequence, you must follow through with it.
MATERIALS	<ul style="list-style-type: none"> Attendance register, Name tags, Flipchart Tea, sandwiches, fruit Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> Display sheets from previous sessions on the wall Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> Welcome group, praise them, and thank them for coming Take a Pause Emotional check-in Show group progress on House of Support Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> Remind parents of core home activity (Ignoring Negative Attention Seeking and Demanding Behaviours) Ask parents to share highlights and challenges Discuss solutions to challenges and practice Ask about PLH Partners
BREAK (10 min)	
CORE LESSON (45 min) USING CONSEQUENCES TO SUPPORT POSITIVE BEHAVIOURS	<ul style="list-style-type: none"> Discussion: When will Redirect or Ignore not work? Illustrated Story and Group Practice 1: Introducing consequences Discussion: Using consequences with children Activity: Consequences for not following instructions Illustrated Story and Group Practice 2: Giving your child a choice to comply or receive a consequence when your child initially does not follow instructions Illustrated Stories and Group Practice 3: Giving a consequence when your child refuses to follow an instruction

	<ul style="list-style-type: none"> • Illustrated Story and Group Practice 4: Combining consequences and ignore when your child throws a tantrum after receiving a consequence • Illustrated Story and Group Practice 5: Introducing a consequence with your child • Activity: Identifying behaviours and their consequences • Review: Tips for consequences
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Discuss a consequence for breaking a household rule with your child • Use consequences if your child does not cooperate with an instruction or household rule – give your child a choice to comply first! • Spend at least 5 minutes of One-on-One Time with your child • Use Ignore for 1 additional challenging behaviour if necessary • Use your calming strategy when ignoring your child • Redirect your child once before using ignore • Be consistent with your household rules and routines • Have a mealtime as a family and a regular bedtime for your child • Continue to reduce the number of instructions you give your child and make them positive, specific, and realistic • Use praise and rewards to encourage positive behaviours • Use words to describe feelings and actions • Take a Pause when you are feeling stressed or angry • Physical Exercises and Body Relaxation • Do something nice for yourself! • Meet with or contact your PLH Partner once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> • Review topics covered • Remind parents about next session and home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION NINE

[Read to yourself in preparation for delivering Session Nine]

In Session Nine, parents learn how to use consequences as an effective behaviour management strategy with their children.

This session builds on the skills learned in Sessions Seven and Eight in which parents learned how to Redirect negative behaviours to positive behaviours and Ignore negative attention seeking and demanding behaviours.

It is important that you continue to emphasize the core building blocks for these skills and to also remind parents to focus on the walls of the House to keep their children in the Sunshine of Positive attention.

The more they are able to avoid difficult behaviours by supporting the positive opposite behaviours, the less they will need to use consequences.

It is also very important that you make sure parents are only Ignoring behaviours that should be ignored (for example, whining or tantrums and not hitting siblings or coming home late).

You should review the list of problem behaviours that the parents created last session so that they can see which parenting practice works for which behaviour.

USING CONSEQUENCES TO SUPPORT COMPLIANCE

Sometimes Redirecting or Ignoring does not work or is an inappropriate way of managing child behaviour.

For instance, parents cannot ignore their children when they are doing something dangerous or when the behaviour has already happened, like playing out in the streets after dark or breaking a toy.

Also, sometimes children do not respond or comply to the positive instruction used when trying to redirect behaviour.

Avoiding the problem

It is important to emphasize that the first thing parents can do is to try to avoid the problem.

Parents can ***give their children a choice to comply before using a consequence***. This gives children the chance to change their behaviour and avoid the consequence.

They should also use plenty of praise when their children follow instructions to encourage it to happen more often.

Also, if a child persists in a difficult behaviour, such as pinching his younger sibling in the bath even after being instructed to play gently, parents can try to have separate bath times.

They should also praise and reward him when he is being gentle with his sister!

Consequences for instructions and household rules.

Consequences are most effective when used to support following instructions or household rules that have already been discussed with children.

These should be connected to the instruction and the rule (e.g., not playing with toys after dinner when instructed to put them away) and enforced as soon as possible.

For example, a consequence for refusing to come inside when asked to could be not being able to play outside for 30 minutes later that day or the following day.

As a result, children learn that their behaviour is unacceptable and results in a consequence.

Consequences should be realistic!

Parents need to be able to enforce their consequences. It is also important that parents are **consistent** with how they use consequences to support positive child behaviour.

If parents do not follow through with consequences or use them inconsistently, children will not learn responsibilities for their behaviours.

Natural and logical consequences.

Natural consequences require no interference from parents. They are a natural result of a child's behaviour. For example

"If you break the toy, you will have no toy to play with because we do not have enough money to buy another one."

"If you do not put a jacket on, you will get wet because it is raining outside."

Logical consequences are a result of a specific behaviour such as noncompliance. For example:

"If you do not help clear the table, you cannot play with your toys after dinner."

"If you come home after dark, you cannot play with your friends tomorrow."

Consequences help teach children independence, decision-making, and responsibility.

Consequences are not punishments. Instead, it may be helpful for parents to think of them as opportunities for children to learn that their actions will have an impact on themselves and others.

Consequences also prepare children to take responsibility for their decisions and actions.

Teaching children about consequences is an important step for parents to prepare children for their life outside of the family as they get older.

Emphasize the Sunshine of Positive Attention!!!

Remind parents to give plenty of positive attention for positive behaviour to reduce the likelihood of having to using Ignore and Consequences for negative behaviour.

NOTE! *When you want to tell someone something, think about the question that you could ask her or him instead. It's the collaborative process!*

WELCOME

TAKE A PAUSE

At the beginning of Session Nine, you should **Take a Pause** with the parents. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the House of Support.

They are now continuing with the thatch roof of our House of Support by continuing to learn new strategies on how to manage difficult behaviours.

Emphasize that parents need to continue reinforcing the walls of the House with One-on-One Time, Say What You See, Talking about Feelings, Praise, and Rewards.

The ***Sunshine of Positive Attention*** is a helpful reminder that positive attention towards children will reinforce the foundation and strengthen the House of Support.

PHYSICAL EXERCISES

Ask a parent to volunteer leading the physical exercises. Provide support and encouragement and give a nice reward with enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

Facilitate a discussion on the previous session's home activities on Distracting, Redirecting and Ignoring.

Review the **Tips for Ignoring Behaviour** and **Tips for Staying Calm** from the previous session to remind yourself about the key Building Blocks for managing negative attention seeking behaviour.

The most challenging aspect will be whether the parents selected a behaviour that will work with Ignore.

You may find it helpful to revisit some of the Illustrated Stories from the previous session as well as conducting role-plays or group practices.

Key points to be aware of:

- Did the parents choose only 1 behaviour to ignore?
- Did the parents choose a behaviour that ignore would work for (i.e. – whining, crying, tantrums, or any other *attention seeking or demanding behaviour*)?
- Did parents try to first redirect or distract their child once before ignoring the behaviour?
- Are the parents spending plenty of time supporting the positive opposite of these behaviours with praise and rewards?
- Did the parents remember to Take a Pause while doing Ignore?
- Does anyone need extra support? You may want to do a role-play or even a home visit to provide extra support.

Possible Questions for Discussion on Home Activities in Session Nine:

1. What behaviour did you decide to ignore during the week?
(Note to facilitator: You should have the same behaviour in your notes from the previous session)
2. How challenging was it to ignore your child's behaviour when he/she was misbehaving?
3. What were some of the problems you encountered?
4. Were you able to praise the opposite positive behaviours? What were these behaviours?
5. How were you able to manage your own emotions? Were you able to stay calm?
6. Does anyone want to share an experience they had when playing with, praising, rewarding, or giving instructions to their child?

Please note: During the discussion on home activities, you must make sure that parents are only addressing ONE specific behaviour with ignore.

Sometimes parents change the target to a behaviour that cannot be ignored (i.e. – dangerous or aggressive behaviours that need a Cool Down or behaviours that require consequences).

Remind parents that Ignore is ONLY for attention seeking or demanding behaviours.

BREAK

CORE LESSON – USING CONSEQUENCES TO SUPPORT COOPERATION

DISCUSSION – WHEN WILL REDIRECT OR IGNORE NOT WORK?

1. Revisit the list of negative behaviours that parents want to change.
2. Ask parents to identify specific behaviours for which redirecting or ignoring their child is either not appropriate or will not work with their children.
3. Possible question: Which behaviours would not be suitable for redirecting or ignoring?
4. You are looking for two categories:
 - a. Behaviours that may need a consequence. Examples: not following instructions or household rule that cannot be ignored like coming home late.
 - b. Aggressive or destructive behaviours that giving a child a Cool Down might help (see Session 10). Examples: Hitting, destroying objects, rough play,
5. You should consider the age of the child. For example, a 2-year old child hitting a parent's leg because they cannot have a biscuit can be ignored.
6. On the other hand, a parent cannot ignore an older child (e.g. 4 and older) hitting a parent because they cannot do what they want, especially when there is an already established household rule about aggressive behaviours.
7. Explain that parents will learn how they can use consequences for these behaviours during this session.

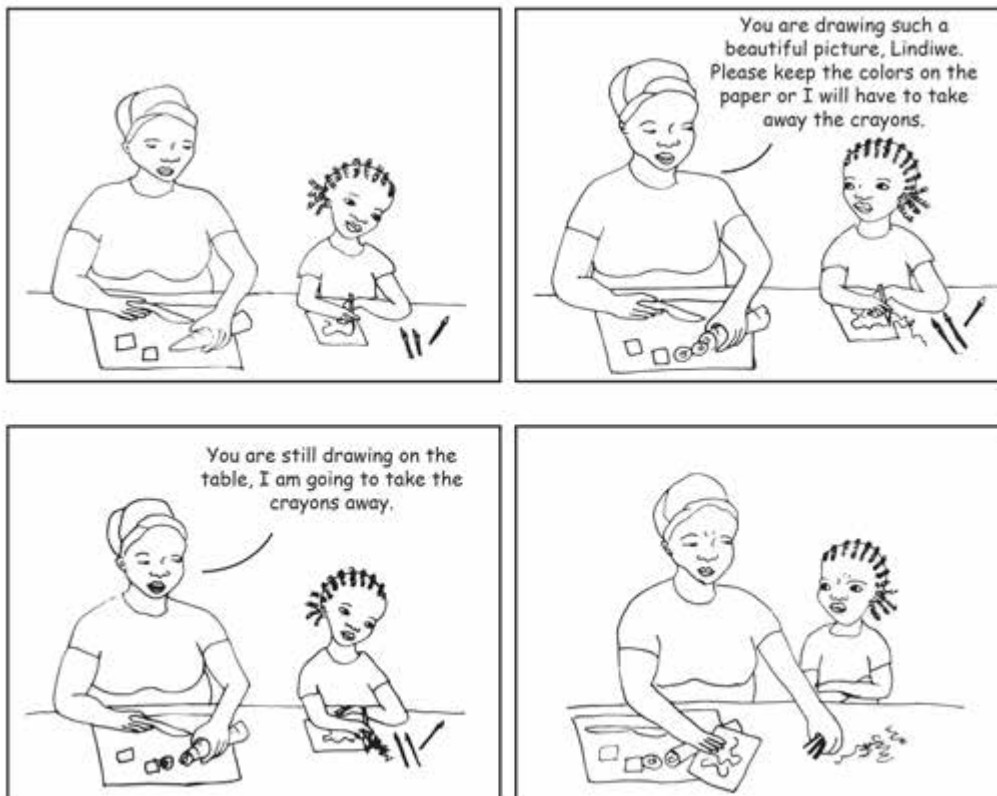
ILLUSTRATED STORIES

The illustrated stories in this session help parents practice effective ways of using consequences to support cooperation. Each one is followed by a group practice that builds these skills. With

the exception of the last practice, these can be done by a pair of parents with the rest of the group supporting.

ILLUSTRATED STORY 24 – Introducing consequences...

This story introduces parents to the use of consequences and how they should first try to avoid needing to use them in the first place. Help parents identify ways the mother could have used avoided having to use a consequence with Lindiwe. Do a group practice with one of their suggestions!



Questions for Illustrated Story:

- How could Lindiwe's Mother have avoided this situation?
- If Lindiwe had difficulties with coordination, what could the mother do?
- What would have happened if Lindiwe's Mother had not taken away the crayons?
- If Lindiwe is four years old, how long do you take away the crayons for?

BUILDING BLOCKS

Try to avoid consequences by making it easier for children to follow instructions.

State clearly what the behaviour is and what the consequence will be.

Give your child a choice to comply before using the consequence when possible.

Do a group practice with one of the solutions for avoiding consequences.

DISCUSSION – USING CONSEQUENCES WITH CHILDREN

Lead a discussion about why using consequences may help parents manage a certain challenging behaviour.

The following questions may be useful:

- Why do you think giving a consequence would be helpful for your child?
- What might your child learn from being given a choice to follow a rule or have a consequence?
- Write down parents' ideas on the flipchart!

ACTIVITY: CONSEQUENCES FOR NOT FOLLOWING INSTRUCTIONS

This activity helps parents identify appropriate consequences for situations when their children do not follow a specific instruction.

1. Ask parents if there are ***specific instructions*** that they are still having difficulties getting their children to follow.
2. Make sure that the instructions are **Specific, Positive, and Realistic!**
3. Write the instructions on half of a flipchart paper.
4. Ask the parents to suggest consequences for each instruction if their children do not follow them.
5. These consequences should also be **Specific** and **Realistic**.
6. Help parents identify consequences that are related to the instruction.
7. Write the suggested consequences on the other half of the flipchart.

ILLUSTRATED STORY 25 – Giving your child a choice to comply or receive a consequence when your child refuses to follow an instruction...

The illustrated story shows how parents can first give their children a choice to comply or receive a consequence when their children refuse to follow an instruction to help encourage compliance.



Questions for Illustrated Story:

- How could Nosipho's Grandmother improve the way she gave instructions?
- What choice does the Grandmother give to Nosipho when she refuses to tidy her toys?
- Is the consequence an appropriate one for Nosipho's behaviour? Why?
- What does the Grandmother do to accept that putting away toys is difficult for Nosipho?

BUILDING BLOCKS

Follow all of the Building Blocks for giving clear and specific instructions.

Give a choice: "If you do not do it now, you not play with your toys after dinner."

Allow your children the chance to comply after given the choice of a consequence.

GROUP PRACTICE #2 – GIVING YOUR CHILD A CHOICE TO COMPLY OR RECEIVE A CONSEQUENCE WHEN YOUR CHILD DOES NOT WANT TO FOLLOW INSTRUCTIONS

1. Parent gives child an instruction (i.e. – "Please put your toys in the storage box.").
2. Child says "No," or does not respond.
3. Parent gives child a choice to follow the instruction or receive a consequence.
4. Help the parent choose an appropriate consequence before doing the practice. It must be related to the behaviour of the children (e.g. – "Put your toys in the storage box or you will not be able to play with them after dinner.")
5. Child follows the instructions after given a choice.
6. Parent praises Child for following instructions.
7. Discussion about what it was like for the parent and child.

ILLUSTRATED STORY 26 – Using a consequence when your child refuses to follow an instruction...

This illustrated story shows how parents can use a consequence when a child continues to refuse to follow instructions.



Question for Illustrated Story:

- Why is it important that the Grandmother follows through with her consequence?

BUILDING BLOCKS

Repeat your instruction with a choice to comply or receive a consequence.
Say the same words and speak slowly and firmly. Make sure your child is paying attention.
Praise your child for following the instruction – even if your child is unhappy about it.
If you have to give the consequence, it is instead of following the instruction.

GROUP PRACTICE #3 – USING A CONSEQUENCE WHEN YOUR CHILD DOES NOT WANT TO FOLLOW INSTRUCTIONS

This group practice is when a child receives a consequence for not following instructions after given a choice to comply or receive a consequence by the parent.

1. Parent gives child an instruction (i.e. "Please put away the toys.").
2. Child says "No," or does not respond.
3. Parent gives child a choice and repeats the instruction again using the same words and speaking slowly, firmly, and calmly, adding "Please put away your toys or you will not be able to play with your toys after dinner."
4. Child refuses to follow instruction.
5. Parent waits 5 seconds. Child still does not followed instruction.
6. Parent says, "You cannot play with your toys after dinner."

ILLUSTRATED STORY 27 – Combining consequences and ignore...

In this Illustrated Story, we see an older child who refuses follow an instruction throws a tantrum when receiving a consequence. This is an important story because many children will continue to resist their parents when they are acting defiantly.

You should work slowly through each step of this story and then do a group practice afterwards so that parents understand the phases.



Questions for Illustrated Story:

- What choice does the Mother give to Thabo when he refuses to clear the dishes?
- Is the consequence an appropriate one for Thabo's behaviour? Why?
- What does the Mother do to keep herself calm during Thabo's tantrum?
- Should the Mother allow Thabo to play with his toys after he is ready for bed?

BUILDING BLOCKS

Stay calm when your child refuses to follow an instruction.

When you give your child a consequence, you must follow through with it.

Use the same parenting skills for managing tantrums and whining by ignoring your child.

GROUP PRACTICE #4 – WHEN CHILD RECEIVES A CONSEQUENCE

1. You or your co-facilitator should act out the Child in this group practice instead of a parent.
2. The other facilitator should provide lots of support to the parent.
3. Ask parents to choose an instruction from the list on the flipchart.
 - a. Child refuses to follow instruction
 - b. Parent gives child a choice, "Follow the instruction or take a consequence."
 - c. Child says, "No."
 - d. Parent gives consequence.
 - e. Child throws tantrum. Parent ignores.
4. Parent must keep firm with the consequence no matter what the child does.
5. Remind parents to use their calming techniques.
6. Give positive attention when the tantrum stops.

ILLUSTRATED STORY 28 – Consequences for not following rules...

This illustrated story shows how parents can use consequences to help their children learn how to follow household rules. They can also introduce possible consequences for failing to follow a household rule to their children ahead of time.



Question for Illustrated Story:

- Why is the Mother's consequence effective and realistic?
- Why would telling Thabo that he cannot play with his friends for the rest of the year be problematic?
- What would Thabo learn if his mother did not follow through with the consequence?

BUILDING BLOCKS

Introduce consequences to your child ahead of time
and give a reason for the consequence.

Connect consequence to the specific behaviour.

Give a reason for the consequence.

It is okay to show your disappointment when your child misbehaves.

Be consistent when giving consequences.

Be prepared to follow through with your consequence.

Children do not get a choice to comply when breaking a household rule. The
consequence must be given immediately.

Consequences cannot take away rewards for good behaviour.

GROUP PRACTICE #5 – DISCUSSING A CONSEQUENCE WITH YOUR CHILD

1. Ask parents to choose one behaviour from the list of problem behaviours that you created with them last week.
2. *This must be a behaviour that is a household rule and is appropriate for a consequence.*
3. Ask parents to identify a realistic and specific consequence that is connected to the behaviour. They should practice with a behaviour that is relevant to their specific children.
4. Parents practice introducing this consequence to their child:
 - a. Make sure you and your child are calm.
 - b. Praise child for a positive behaviour: "I am so happy to see you playing so quietly by yourself while I was doing some work, Thabo!"
 - c. Ask child to sit next to parent to have a little talk about something. Speak in a calm and clear voice.
 - d. Explain that child has been breaking a household rule: "You have been having difficulties following the household rule to be inside the house before sunset."
 - e. Explain the reason why this is an important household rule: "The streets are dangerous after dark so it is important that you are inside where it is safe."
 - f. Explain the consequence for breaking the household rule: "If you are outside after dark, you will not be able to play with your friends the following day."
 - g. Parents can also plan a reward for following the household rule: "If you follow this rule every day this week, then we can go for a special outing together on the weekend."
 - h. Predict that the child will probably not need this consequence: "You are getting to be such a big boy that I think you will be able to follow this household rule."
 - i. Thank the child for listening so well (if this is the case).
5. Do one practice in a big group and then let parents practice in pairs while giving support.
6. Ask for feedback and if there are questions after practicing.

Please note: Remember to go at your parents' pace!
You can repeat these Group Practices as many times as necessary to make sure everyone understands the steps before going on.

ACTIVITY – IDENTIFYING BEHAVIOURS AND THEIR CONSEQUENCES

This activity helps parents identify specific behaviours and appropriate consequences that they can use with their children:

1. Revisit of the list of difficult behaviours
2. Ask parents if there are **additional behaviours** that they want to add.
3. Discuss which behaviours would be appropriate to use for consequences.
4. Put a "C" next any behaviour that would be appropriate for a Consequence.
5. Parents suggest consequences for the behaviours.
6. **PLEASE NOTE:** Place a star next to any behaviour that is aggressive or destructive (for example, hitting a sibling). These behaviours have a specific consequence (Cool Down) and will be addressed during the next session.
7. Review Tips for Consequences.

REVIEW – TIPS FOR CONSEQUENCES

Review the following guidelines for using consequences.

- Identify the behaviour to use with a consequence. This should already be a household rule.
- Where possible choose a consequence that is connected to the behaviour.
- Make sure the consequence is will work for your child's age and is not too severe.
- Just like praise and rewards are given straight after the behaviour, consequences should be given as immediate as possible.
- Make sure you can follow through with the consequence.
- Tell your child of the consequence beforehand when possible.
- When using consequences for not following instructions:
 - When you give the instruction, remember to use the building blocks for giving clear and positive instructions.
 - If the instruction is not followed within 5 seconds it should be repeated with the addition of "If you do not do it now, _____ (consequence)".

- Remember to use the same words and speak slowly, clearly and firmly in case your child was not paying attention to you the first time.
- If the child refuses to follow your instructions, wait another 5 seconds.
- If the child has not followed your instruction by this time say: "Since you did not follow my instruction, _____ (consequence)."
- You must only say this once in a firm, but not cross, voice. Remember your calming strategies.
- Use a friendly voice and try to stay calm when giving a consequence.
- *Remember that consequences are not punishments. They teach children responsibility for actions.*

HOME ACTIVITIES

It is what you do at home that makes the difference!

This week, parents should focus on reinforcing the House of Support's foundation with plenty of One-on-One Time, Praise, and Rewards. They should also practice giving positive and specific instructions to their children.

Parents should also be prepared to use **consequences** for refusing to follow instructions and to discuss possible **consequences** AND **rewards** for **ONE household rule** that has been particularly difficult for their child to follow.

New Home Activities:

- ***Avoiding consequences.*** Try to avoid needing to use consequences by making it easier for children to behave well.
- ***Consequences for refusing to follow instructions.***
 - Be prepared to use a ***consequence*** when your child refuses to follow instructions.
 - Think ahead about what possible realistic, appropriate, and immediate ***consequences*** will be if your child refuses to follow instructions.
 - Remember to give your child a choice to comply first before giving a consequence.
 - Praise your child if she or he follows the instruction.

- ***Consequences for not following household rules.***
 - Have a discussion with your child about **ONE *persistent challenging household rule***.
 - Follow the steps that you practiced during the session and discuss a possible consequence **AND** reward connected to this rule.
 - Be prepared to follow through with the consequence if your child breaks the rule.
 - Use lots of praise and rewards when your child follows the rule.
- Continue to use ***Ignore*** for negative attention seeking and demanding behaviours. You can start ignoring a new behaviour if the one you selected last session has stopped or reduced and ***only if you give positive attention to the opposite good behaviour***.
- Spend ***at least 5 minutes One-on-One Time*** with your child.

Ongoing Home Activities:

- ***Redirect*** your child from a negative to positive behaviour.
- ***Be consistent with your household rules*** and reinforce them with praise and rewards.
- Try to have ***at least one mealtime together*** as a family
- Try to create a ***regular bedtime routine*** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep
- Continue to ***reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- Continue to ***Praise*** and use ***Simple Rewards*** with your child, yourself, and your family!
- Continue to ***Say What You See*** by wrapping your child in language.
- Practice ***Talking about feelings*** about your child's emotions ***at least 3 times*** a day.
- Do something ***fun and caring*** for yourself.
- Do the ***physical exercise*** each morning and the ***body relaxation*** each night.
- ***Meet with or make contact with your PLH Partner*** once during the week.

CLOSING

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises him/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

Please note: Thank and praise the parents for their commitment to working through this session.

This was an especially difficult session to get through so they deserve lots of praise. Maybe even plan a reward like cupcakes or special dessert for lunch.

Also, give yourself a pat on the back for all of your hard work in facilitating this session!

SMS REMINDER

To be sent out in between sessions.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! Please remember that consequences should be specific, realistic, and immediate. You must be able to follow through with your consequences whenever you give them! Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! Remember to give your child a choice to follow the instruction or receive a consequence before giving the consequence. It allows them to choose to behave well and keeps them in the Sunshine of Positive Attention! Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! How is your week so far? Thank you for all your hard work as a parent. Take a Pause to acknowledge yourself and your commitment to building a strong House of Support for your child. Then reward yourself by doing something that you love! *[Name of Facilitators]*

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. Also continue to be consistent with your household rules and routines. They help your child feel loved, secure, and safe! *[Name of Facilitators]*

Reminder 5:

Hello! How is your week going? Did you have a discussion with your child about consequences and rewards for ONE household rule that has been difficult to follow? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 10 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 10: COOL DOWN FOR AGGRESSIVE BEHAVIOURS

GOAL	Using a Cool Down as a consequence for aggressive child behaviours.
BUILDING BLOCKS	<ul style="list-style-type: none"> • Cool Down gives your child an opportunity to calm down • Cool Down must be explained to child beforehand • Cool Down gives your child an opportunity to calm down • Cool Down is a form of ignoring and not a punishment • Cool Down is like Taking a Pause and should be 5-minutes or less! • Cool Down only ends when child is praised for the first positive behaviour after the Cool Down
MATERIALS	<ul style="list-style-type: none"> • Attendance sheets, Name tags, Flipchart • Food and drinks for the break • Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> • Display sheets from previous sessions on the wall • Prepare the break.
WELCOME (10 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Take a Pause • Emotional check-in • Show group progress on House of Support • Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> • Remind parents of core home activity (Consequences for Not Following Instructions and Household Rules) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice • Ask about PLH Partners
BREAK (10 min)	
CORE LESSON: (25 min) COOL DOWN FOR AGGRESSIVE BEHAVIOURS	<ul style="list-style-type: none"> • Illustrated Story: Introduction to a Cool Down • Discussion: Tips for using a Cool Down • Group Practice #1: Cool Down with a Compliant Child • Illustrated Story: When Your Child Refuses Cool Down • Group Practice #2: When a Child Refuses Cool Down • Group Practice #3: When a Child Leaves Cool Down Early • Group Practice #4: When a Child Receives a Consequence for Not Going to Cool Down
CORE LESSON: (15 min)	<ul style="list-style-type: none"> • Illustrated Story: Explaining the Cool Down • Discussion: Tips for Introducing Cool Down • Group Practice: Explaining Cool Down to Your Child

EXPLAINING COOL DOWN TO YOUR CHILD	<ul style="list-style-type: none"> • Discussion: Golden Rules for Cool Down
HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Discuss the Cool Down strategy with other adults in the house • Introduce the Cool Down to your child and do a practice run • Use the Cool Down ONLY for the ONE behaviour that you practice • Spend at least 5 minutes of One-on-One Time with your child • Use warnings and/or consequences if your child does not cooperate with an instruction or household rule • Use Ignore for 1 additional challenging behaviour if necessary • Use your calming strategy when ignoring your child • Try to redirect your child to positive behaviours before negative behaviours start • Be consistent with your household rules and routines • Have a mealtime as a family and a regular bedtime for your child • Continue to reduce the number of instructions you give your child and make them positive, specific, and realistic • Use praise and rewards to encourage positive behaviours • Use words to describe feelings and actions • Take a Pause when you are feeling stressed or angry • Physical Exercises and Body Relaxation • Do something nice for yourself! • Meet with or contact your PLH Partner once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> • Celebration planning • Review topics covered • Remind parents about next session and home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION TEN

[Read to yourself in preparation for delivering Session Ten]

Session Ten introduces parents to a new strategy that they can use to help manage their children's aggressive behaviour – Cool Down.

COOL DOWN AS A CONSEQUENCE FOR AGGRESSIVE BEHAVIOUR

Sometimes children lose control of their emotions and act in an aggressive or dangerous way. This often happens when children are not able to communicate how they feel OR have seen others acting in a violent way about something they do not like and learned that this is an appropriate reaction.

For instance, a child might get angry at a sibling or parent and react aggressively by hitting or kicking. Or children might get carried away with an activity and need to calm down or they will get hurt (or hurt someone else).

Although parents could use a consequence for these behaviours such as stopping the play altogether or confiscating a toy, they can also remove the child from the situation and give him/her an opportunity to calm down.

This is called a Cool Down.

A Cool Down is very similar to Taking a Pause that parents have been doing to help themselves calm down and regulate their own emotions.

It mainly applies to children aged 4 and over. Younger children should be distracted, redirected to a positive behaviour and /or ignored (see Sessions 7 and 8).

Cool Downs are opportunities to calm down. They are not punishments.

Everyone loses control sometimes. It is helpful to think a Cool Down as an opportunity for a child to take a pause, calm down, and reflect about one's actions.

Just like we need to Take a Pause when we get angry or stressed, so do our children when they become aggressive, destructive, or do something dangerous.

A Cool Down should only be used for an aggressive or dangerous behaviour that is already a household rule.

For example, a child could receive a Cool Down if there is a family rule to play gently with others and the child hits a sibling, parent or another person.

Parents must follow the rules of the Cool Down exactly and consistently.

If parents use the Cool Down properly and consistently, they may see a very positive improvement within one week following setting up a Cool Down routine.

If they are inconsistent or use the Cool Down incorrectly, they will not reap the rewards of Cool Down and the behaviour problems will persist.

Parents also often start using the Cool Down every time their children misbehave. This is a natural response when learning a new skill. However, that is not how the Cool Down works.

You should remind parents to only use the Cool Down for ONE specific behaviour that they have previously discussed with their child.

The child must know that this behaviour will result in a Cool Down.

Emphasize the Sunshine of Positive Attention!!!

It is also important that parents are praising their children's positive behaviour consistently.

You should remind parents that when managing their children's difficult behaviour, they need to make sure that they get attention for positive behaviour ***four times*** more often than they do for problem behaviour.

The second important thing to remember is ***to be consistent*** in managing both positive and problem behaviour.

This means when a child forgets a household rule or does not do what we ask, ***we must respond in the same way each time*** with a consequence.

This is the ***best and quickest*** way to help children to learn. This same principle also applies to giving positive attention to positive behaviour.

Lastly, you should remind parents that the more they ***comment on their child's feelings*** the more their children will be able to communicate about how they feel instead of reacting violently to situations they do not like.

You may want to revisit some of the key principles from the session on Naming Feelings to emphasize the value of helping children talk about their emotions.

WELCOME

TAKE A PAUSE

At the beginning of Session Ten, you should **Take a Pause** with the parents. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the House of Support.

They are now continuing with the thatch roof of our House of Support by continuing to learn new strategies on how to manage difficult behaviours.

Emphasize that parents need to continue reinforcing the walls of the House with One-on-One Time, Say What You See, Talking about Feelings, Praise, and Rewards.

The ***Sunshine of Positive Attention*** is a helpful reminder that positive attention towards children will reinforce the foundation and strengthen the House of Support.

PHYSICAL EXERCISES

Ask a parent to volunteer leading the physical exercises. Provide support and encouragement and give a nice reward with enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

Facilitate a discussion on the previous session's home activities on Consequences.

Review the **Tips for Consequences** from the previous session to remind yourself about the **Core Building Blocks** used for using consequences for not following instructions and household rules.

It is important to make sure that the parents tried to avoid having to use a consequence in the first place (i.e. – giving a warning or positive instruction).

You should also help parents be aware of when a consequence might not be realistic depending on the developmental stage and age of the child.

Make sure that parents are being consistent and following through with their consequences.

Finally, ask the parents if they have any positive experience of One-on-One Time with their children so that they remember to continue reinforcing the walls of the House of Support.

Key points to be aware of:

- Did the parents try to avoid having to use consequences by redirecting and/or acting before their children started behaving negatively?
- Did the parents give their children a choice to comply (i.e., warning) first before giving a consequence for not following instructions? What exactly did they say? You can ask them to demonstrate by turning to another parent and pretending they are talking to their children.
- Was the consequence appropriate for the child's age and developmental level? Was the consequence related to the behaviour? Did the parent follow through with the consequence?
- Did the parents have a discussion with their children about consequences and rewards for ONE household rule that has been difficult to follow?
- Are parents using ignore for a behaviour that it will work for (i.e. – whining, crying, tantrums, or any other *attention seeking or demanding behaviour*)?
- Are the parents spending lots of time supporting the positive opposite of these behaviours with plenty of praise and rewards?
- Does anyone need extra support? You may want to do a role-play or even a home visit to provide extra support.

Possible Questions for Discussion on Home Activities in Session Ten:

You may want to allow parents to share briefly in pairs first before leading a large group discussion to help them remember what has happened in between sessions.

1. Who can share an experience using a warning and/or a consequence when your child did not follow instructions? What was the instruction? What was the consequence? How did it work out?
2. Who can share an experience in which they were able to think ahead and avoid a situation in which their child might have behaved negatively? What strategy did you use?

(Note to facilitator: You should give lots of praise for any examples of this proactive parenting!)

3. Who can share an experience in which they discussed possible consequences and rewards for a household rule that your child is having difficulties following? What was the consequence? What was your child's response? Did this help your child follow the rule? Were you able to follow through with the consequence if your child did not follow the rule?

(Note to facilitator: You should make sure that the parents worked with the same household rule that they chose during the previous session)?

4. Are you able to continue practicing redirecting, distracting and/or Ignoring your child when your child is seeking attention for negative behaviour?
5. Does anyone want to share an experience that they had when playing with, praising, rewarding, or giving instructions to their child?

BREAK

CORE LESSON – USING A COOL DOWN AS A CONSEQUENCE FOR AGGRESSIVE BEHAVIOUR

ILLUSTRATED STORY 29 – Introducing a Cool Down...

Use this story to introduce the parents to the Cool Down as a strategy to use when their children forget a household rule regarding an aggressive or destructive behaviour.



Questions for Illustrated Story:

- Can Lonwabo's behaviour be ignored?
- How does his Mother tell Lonwabo about a Cool Down?
- What is effective about Lonwabo's mother's use of the Cool Down?
- What does she do to keep herself calm?
- What can you do to ignore your child during a Cool Down?

BUILDING BLOCKS

Try to avoid having to discipline your children by acting before the negative behaviour happens.

A Cool Down is an opportunity for your child to calm down after s/he has broken a household rule about an aggressive behaviour.

Remind your child that the Cool Down is a consequence of not following a household rule before you tell them that they must take a Cool Down. "The rule is _____. You broke the rule. Take a Cool Down."

Cool Down ends for the parent only ***after praising for the next positive behaviour.***

Parents should stay calm when telling their children to take a Cool Down.

DISCUSSION – TIPS FOR USING A COOL DOWN

Using the above story as an example, read through "Tips for Using a Cool Down When Your Child Forgets a Rule about Aggressive or Destructive Behaviour."

Tips for Using a Cool Down When Your Child Forgets a Rule about Aggressive or Destructive Behaviour

1. A Cool Down is for when a child forgets a household rule that is an **aggressive or destructive behaviour**.
2. Problems with other rules, such as forgetting to use friendly words or asking for something politely, can often be dealt with by a gentle reminder and promoting the positive behaviour. For example: "Remember to use friendly words", which of course must be praised when the child remembers to do it. If a child hits a sibling or forgets an important rule they must be told immediately, "You forgot the rule, you need to take a Cool Down".
3. Just like other consequences for household rules, children do not get a warning for forgetting a household rule that is about an aggressive behaviour.
4. Once the child is in a Cool Down, parents should ignore the child for no more than 4 minutes unless the child is not being quiet.
5. Parents should remain near the child during Cool Down so that the child is supervised. This means that the Cool Down chair/mat can be moved to wherever the parent is in the household. Parents can also continue doing the activity that they were doing or take a Personal Cool Down themselves.

6. Your child must be calm before leaving Cool Down. If the child is not quiet, the Cool Down continues until he/she is quiet for at least 30 seconds, etc.
7. When the Cool Down is over, engage the child in a positive activity. Praise their first positive behaviour!
8. Cool Down is for children ages 4 years or older. Younger children can usually be managed by redirecting or distracting.
9. After the Cool Down finished, keep the focus on the present moment by praising the next positive behaviour instead of reminding the child why they were taking a Cool Down.

GROUP PRACTICES WITH COOL DOWN

These Group Practices should be done in pairs in front of the whole group so that you can be sure that parents do them correctly.

They build on the same steps covered in the previous session using warnings and consequences for not following an instruction. In this case, the instruction is to take a Cool Down.

GROUP PRACTICE #1: COOL DOWN WITH A COMPLIANT CHILD

In this Group Practice, the child goes to Cool Down immediately.

1. Child forgets rule (e.g., playing gently with sibling).
2. Parent says, "We have a rule (e.g. – the rule in the house is to play gently with your brother)"
3. "You broke the rule"
4. "You need to sit on the Cool Down mat (or chair) for 4 minutes."
5. Parent can Take a Pause when her child is taking a Cool Down or do a quiet activity near the child.
6. Parent tells the Child when the Cool Down is over.
7. Parent praises first positive behaviour of child (can give child options for something to do).
8. Provide lots of support and encouragement as parents practice. Remind parents to use their calming techniques.

Please note: Each parent should get an opportunity to practice this before moving on to the next activity.

You can also divide the group into half with your co-facilitator to save time.

ILLUSTRATED STORY 30 – When child refuses to take a cool down...

This Illustrated Story shows an example of what a parent can do when a child refuses to take a Cool Down. This often happens when a child is being defiant, is worked up, or does not want to listen.



BUILDING BLOCKS

Give your child a choice: Cool Down or Consequence.

Plan your consequence in advance and make sure you can follow through with it.

Consequences should be connected to the behaviour.

After the Cool Down, involve your child in positive behaviour and praise your child for it!

GROUP PRACTICE #2 – WHEN A CHILD REFUSES TO TAKE A COOL DOWN

You should do these Group Practices in a Big Group with different pairs of parents instead of small groups.

In this Group Practice, the child initially refuses to take a Cool Down but then goes to Cool Down after receiving a warning of a consequence.

1. Brainstorm possible consequences that parents can use when their child refuses to take a Cool Down or leaves it early.
2. These consequences should be immediate, short term, and realistic so that parents can follow through with them (e.g. Lose 15 minutes of T.V. tonight).
3. Write the consequences on the flipchart.
4. Parents practice with a Child who says, "No!" when told to take a Cool Down.
5. Parents should give the Child a choice: "You can either take a Cool Down or ____ (consequence)".
6. Child listens to the Parent after given a choice for a Cool Down or a consequence.
7. Discussion about what the scenario was like for the Parent and Child.

GROUP PRACTICE #3 – WHEN A CHILD LEAVES A COOL DOWN EARLY

In this Group Practice, the child leaves the Cool Down early but then goes back to the Cool Down after receiving a warning of a consequence.

1. Parents practice with a child who leaves the Cool Down mat/chair early.
2. Parents should give a child a choice to either go back to the Cool Down place or there will be a consequence.
3. "You can either go back to Cool Down mat/chair or ____ (consequence)".
4. "Child" listens to the "parent" after given a choice for a Cool Down or Consequence.
5. Discussion about what it was like for the parent and child.

GROUP PRACTICE #4 – WHEN A CHILD REFUSES TO TAKE A COOL DOWN AND RECEIVES A CONSEQUENCE

In this Group Practice, the child refuses to take a Cool Down and continues to refuse after given a warning of a consequence so receives the consequence.

1. You should act out the Child in this group practice with your co-facilitator providing support to the Parent
2. Ask parents for a scenario (e.g. hitting younger brother).
3. Child forgets a household rule about aggressive or dangerous behaviour.
4. If aggressive or dangerous behaviour: Parent says, "Take a Cool Down."
5. Child says, "No."
6. Parents should give the Child a choice: "You can either take a Cool Down or _____ (consequence)".
7. Child still says, "No."
8. Parent gives consequence: "Since you did not take a Cool Down, you _____ (e.g., lose 15 minutes of playtime with your brother after dinner).
9. Child whines. Parent ignores.

Please note! Remember to go at your parents' pace!
You can repeat these Group Practices as many times as necessary to make sure everyone understands the steps before going on.

REVIEW - TIPS WHEN CHILDREN REFUSE TO TAKE A COOL DOWN OR LEAVE COOL DOWN EARLY

- Give the instruction to take a Cool Down.
- If he/she does not go, give your child a choice to take a Cool Down or face a consequence:

For example: "If you do not take a Cool Down, then you cannot play with your toys tonight."
- Plan a consequence that you can deliver in advance, preferably one that occurs soon, like losing half an hour of playtime (but not One-on-One Time!).
- Make sure you follow through with your consequence.

- When the consequence is given there is no more need for a Cool Down.
- After your child has lost an important activity once, he/she will normally take a Cool Down the next time they are asked.
- The Cool Down is never over until you praise your child either for the next positive behaviour or for following the previous instruction.
- Remember the Sunshine of Positive Attention!

CORE LESSON – EXPLAINING THE COOL DOWN TO YOUR CHILD

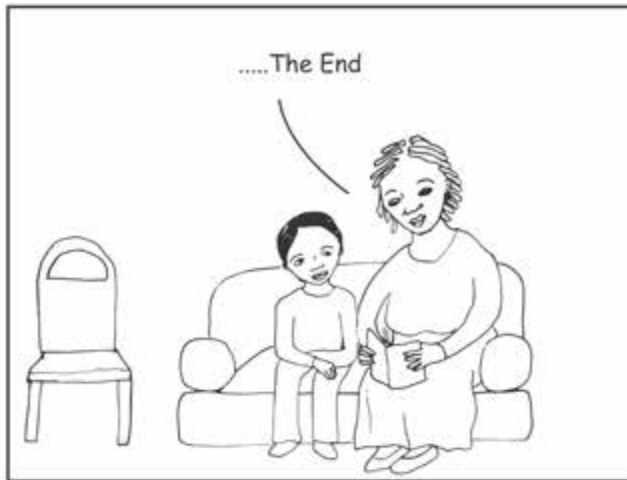
It is very important that parents understand the steps in explaining the Cool Down before introducing it to their children!

During this part of the session, you will help parents learn how to introduce the Cool Down to their children. This is very similar to the activity in the previous session when parents discussed consequences for forgetting a household rule.

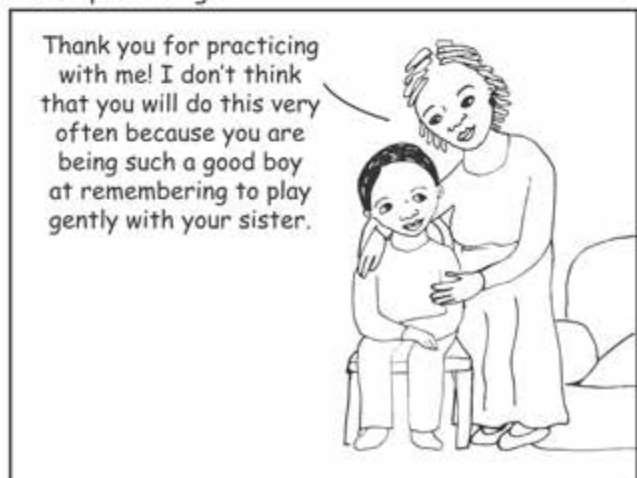
1. Talk through the illustrated story showing Thabo's mother explaining the Cool Down to her child.
2. Read through the Tips for Explaining the Cool Down in order to reinforce the lessons from the story.
3. Identify the specific behaviour/s that each parent can identify would be appropriate for the Cool Down.
4. Practice explaining the Cool Down as a group and in pairs.

ILLUSTRATED STORY 31 – Explaining the Cool Down...

Read through this illustrated story using it to draw out key Building Blocks in how to introduce a Cool Down to children.



After practicing...



DISCUSSION – TIPS FOR EXPLAINING THE COOL DOWN

Use the illustrated story above to identify the steps of how to explain the Cool Down to children:

- It is very important that parents explain Cool Down to their children **before using it**.
- Find a time when your child is calm. This should not be when your child is misbehaving.
- Explain to the child that he/she is having difficulty with a specific household rule. Tell your child that we can work together to help him/her manage it in a different way.
- Explain how the Cool Down works. Tell your child that Cool Down is used as a consequence for a specific household rule (for example: forgetting to play gently with your brother).
- Discuss with your child where the Cool Down will be. Often a chair or a mat on the floor or in the corner of the room works best. You can even decide together.
- You should be in the same room as your child during Cool Down so that your child can be supervised, especially if the child is out of control. You can move the Cool Down chair or mat around the household so that it can be close to the parent.
- Tell your child how long the Cool Down will be. It should be no longer than 4 minutes.
- Tell your child that they will find it helpful to do the Cool Down.
- Give your child the opportunity to practice together now so that your child knows what to expect later.
- Reassure your child that you do not think that the Cool Down will be used that often because your child is doing such a good job of behaving.
- Praise your child for listening and working hard to behave.
- Predict success!!!

GROUP PRACTICE – EXPLAINING THE COOL DOWN

Parents practice explaining the Cool Down to their children:

1. Parents choose ***ONE aggressive or destructive behaviour*** to work with during the week.
This behaviour must be a household rule.
2. Write these behaviours down either on the flipchart or in your notebook so that you remember to check in with the parents at the beginning of Session 11.
3. Do a Big Group Practice with a parent explaining Cool Down to his/her child. Use the tips that you identify with parents from Story 32, "Explaining Cool Down"
4. Provide lots of support while the parents practice. You may need to stop the group and remind them of key principles of Explaining Cool Down.
5. It is very important that they do this correctly!
6. Practice in pairs.
7. Group feedback and questions.

Please note: Although you focus on one specific child per parent during PLH Kids, parents may have several children in household that have challenging behaviours.

It is important that parents explain cool down to each child individually and ensure that each child understands Cool Down its relation to a violation of a specific household rule before parents use it with the child.

Parents may also suggest behaviours that are inappropriate for the Cool Down because they either can be ignored (e.g. – whining or back chatting) or that require a different kind of consequence (e.g. – coming in late or not doing chores). It is very important that you make sure parents identify a behaviour that will work with the Cool Down.

It is also important that the children know that Cool Down is not punishment but an opportunity to calm down and learn that there are consequences for forgetting a household rule for aggressive, destructive, or dangerous behaviour.

GOLDEN RULES OF THE COOL DOWN

These Golden Rules are in the Parent Handbook. If there is time, you can read through them with the parents and ask if there are any questions.

There are a number of things that are necessary to make the Cool Down work. If you follow the Cool Down instructions **exactly** it will be effective in managing your child's problem behaviour.

1. You must ensure that you are **teaching your child the behaviours** needed to avoid a Cool Down.
2. For example, praising your child when he/she follows instructions or shares toys or plays in a friendly way with his/her sibling. Your child must be **told at a calm time** about the Cool Down plan and it must be introduced as a helpful idea to solve a problem.
3. The Cool Down must happen **every time** that your child forgets a known household rule.
4. When the child needs to take a Cool Down, ***try to talk and behave in a calm way.***
5. **Simply tell your child that s/he forgot the household rule and must take a Cool Down.**
6. **Cool Down does not get a warning.** Just state the reason and then say take Cool Down.
7. **Cool Down needs to be in a specific place.** A chair, mat on the floor, or corner of the room is suitable. The child's bedroom is generally not a good place since it is usually full of interesting things for the child to do.
8. When you first use a Cool Down, especially if your child makes a fuss or gets off the chair you can say, once: "Remember that the Cool Down only starts once you are sitting quietly."
9. **Ignore your child in Cool Down. Even threats or promises** of "I will do as I am told" until the Cool Down period has ended.
10. When your child is taking a Cool Down, he or she should have **no verbal, physical or visual contact with anybody**. This means that whatever your child is doing you should ignore him or her.
11. Cool Down should be 4 minutes or less.

12. The child must have been **quiet for at least the 30 seconds** leading up to the end of the Cool Down.
13. **You decide when the Cool Down is over.** A child must not leave the Cool Down area if they are making a fuss or misbehaving when the time period finishes.
14. If you are still using the Cool Down regularly for the same problem after several weeks, revisit the Cool Down steps because that means it is not working.
15. **Only introduce the Cool Down for one problem at a time. ONLY WHEN THAT PROBLEM HAPPENS LESS OFTEN CAN YOU USE IT FOR A DIFFERENT BEHAVIOUR.**
16. We are helping our children grow with loving positive attention! It is your job to help your child to avoid the Cool Down by giving lots of positive attention to your child and spending One-on-One Time with your child.

PLEASE NOTE: Before the end of the session, there are 4 key points that you need to remind parents of:

1. **Parents should not go home and try the Cool Down straight away.** They need to discuss it with other adults in the family and introduce it to their children first before using this new parenting skill.
2. **The Cool Down is used for only one difficult behaviour at a time** – Some parents will think that the Cool Down will solve all their problems. They will want to start using it for everything.
3. **If parents do not use the Cool Down exactly as it is taught, it may not work** and they will go back to using whatever parenting strategy they are used to (e.g. – hitting, shouting, etc.).
4. **Remind parents to keep strengthening the walls of their House of Support and give their children lots of Sunshine of Positive Attention.**

HOME ACTIVITIES

It is what you do at home that makes the difference!

This week, parents should focus on reinforcing the House of Support's foundation with plenty of One-on-One Time, Praise, and Rewards. They should also practice giving positive and specific instructions to their children. Make sure each parent makes a commitment to do her home activities.

Parents should discuss the Cool Down with other adults in the household.

They should also introduce and practice the Cool Down to their children for only one problem behaviour that is already a Household Rule.

Parents should be prepared to use the Cool Down ONLY for that ONE behaviour they explained and practiced with their children

New Home Activities:

Make sure each parent makes a commitment to do his/her home activities.

- ***Read the Golden Rules of Cool Down.***
- ***Discuss the Cool Down strategy*** with other adults in the house.
- ***Introduce the Cool Down to your child*** and do a practice run. If you have more than one child, then introduce Cool Down to each child individually.
- Be prepared to use the ***Cool Down*** with your child for the ONE behaviour that you have introduced and practiced. Try to use the ***Cool Down*** consistently and follow the golden rules.
- Continue trying to avoid needing to discipline your children by catching them before the behaviour gets worse and redirecting/distracting them to a positive behaviour.
- Spend ***at least 5 minutes One-on-One Time*** with your child.

Ongoing Home Activities:

- Use ***appropriate consequences for not following instructions or forgetting household rules***. Remember to give your child a choice to comply with the instruction before giving the consequence.
- Continue to ***Ignore the specific behaviour*** you chose that is attention seeking or demanding. You can add an additional behaviour to ignore ***only if you give positive attention to the opposite good behaviour***.
- ***Redirect*** your child from a negative to positive behaviour.
- ***Be consistent with your household rules*** and reinforce them with praise and rewards.
- Try to have ***at least one mealtime together*** as a family
- Try to create a ***regular bedtime routine*** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep
- Continue to ***reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- Continue to ***Praise*** and use ***Simple Rewards*** with your child, yourself, and your family!
- Continue to ***Say What You See*** by wrapping your child in language.
- Practice ***Talking about feelings*** about your child's emotions ***at least 3 times*** a day.
- Do something ***fun and caring*** for yourself.
- Do the ***physical exercise*** each morning and the ***body relaxation*** each night.
- ***Meet with or make contact with your PLH Partner*** once a week.

CLOSING

CELEBRATION PLANNING

If it is possible to hold a celebration at the end of the programme, you should introduce this idea with the parents during this session.

Depending on your budget and organizational capacity, these events can include the parents' children, family members, and friends.

During this celebration, parents will have the opportunity to share their experience with the larger community.

It is important that you discuss the format of the celebration with the parents. Allow the parents to choose how they want to celebrate and whom they want to invite.

You should prepare and distribute invitation letters with a reminder date next session.

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I made it to this session."

Thank and praise the parents for the session!

SMS REMINDER

To be sent out in between sessions.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! Please remember to introduce and practice the Cool Down with your child before using it. Read the Golden Rules of Cool Down first! Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! Remember that Cool Down should only be used as a consequence for aggressive behaviours that is already a household rule. It gives your child a chance to calm down so that s/he can return to the Sunshine of Positive Attention. If you are using Cool Down a lot, it may mean that your child needs more One-on-One Time! Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! We are really proud of the progress you have made during the programme. You deserve to treat yourself to something nice! Thank you, *[Name of Facilitators]*

Reminder 4:

Hello! Remember that it is what you do at home that makes the difference! Keep spending One-on-One time with your child for 5 minutes a day. It is the most important part of the House of Support! *[Name of Facilitators]*

Reminder 5:

Hello! How is your week going? Did you introduce and practice the Cool Down with your child? Have you had to use it for the behaviour that you chose during the session? If you are having any challenges, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 11 of PLH Kids will take place on *[insert day and time]*. We look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 11: RESOLVING CONFLICTS IN THE FAMILY

GOAL	To explore ways of involving children in resolving conflicts in the family.
BUILDING BLOCKS	<ul style="list-style-type: none"> Involving children in resolving conflicts can help them learn how to solve their own problems in a constructive way. Take a deep breath! Identify the problem. Think of solutions. Choose a solution. Try it out. Reflect on whether it worked! Praise your children for working out solutions to conflicts.
MATERIALS	<ul style="list-style-type: none"> Attendance register, name tags, flipchart Tea, biscuits/sandwiches, and a piece of fruit Parent Handbook, Illustrated Stories, and Evaluation Forms
PREPARATION	<ul style="list-style-type: none"> Display sheets from previous sessions on the wall Prepare break.
WELCOME (10 min)	<ul style="list-style-type: none"> Welcome group, praise them, and thank them for coming Take a Pause Emotional check-in Show group progress on House of Support Physical exercise
DISCUSSION ON HOME ACTIVITIES (40 min)	<ul style="list-style-type: none"> Remind parents of main home activity (Cool Down) Ask parents to share highlights and challenges Discuss solutions to challenges and practice Ask about PLH Partners
BREAK (15 min)	
CORE LESSON (30 min) RESOLVING CONFLICTS WITH YOUR CHILDREN	<ul style="list-style-type: none"> Illustrated Story: Involving children in resolving conflicts Discussion: Benefits of involving children in resolving conflicts Group Practice: Involving children in resolving conflicts Illustrated Stories: Putting things right Group Practice: Putting things right Review: Putting things right Discussion: Talking about difficult issues
HOME ACTIVITIES (15 min)	<ul style="list-style-type: none"> Try to involve your child in resolving conflicts Try to put things right with your child if/when necessary Be prepared to talk about a difficult issue with your child if it comes up Spend at least 5 minutes of One-on-One Time with your child Use words to describe feelings and actions Use praise and rewards to encourage positive behaviours

	<ul style="list-style-type: none"> • Continue to reduce the number of instructions you give your child and make them positive, specific, and realistic • Be consistent with your household rules and routines • Have a mealtime as a family and a regular bedtime for your child • Try to redirect your child to positive behaviours before negative behaviours start • Use Ignore for 1 additional challenging behaviour if necessary • Use warnings and/or consequences if your child does not cooperate with an instruction or household rule • Use the Cool Down ONLY for ONE behaviour that you have already discussed with your child • Take a Pause when you are feeling stressed or angry • Physical Exercises and Body Relaxation • Do something nice for yourself! • Meet with or contact your PLH Partner once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> • Moving on • Celebration planning • Review topics covered • Remind parents about home activities • Compliment Circle • Body relaxation • Emotional checkout • Thank and praise parents

NOTES ON SESSION ELEVEN

[Read to yourself in preparation for delivering Session Eleven]

You are almost at the end of PLH Kids. In this session, parents learn how to involve their children in resolving conflicts in the family without having to use other forms of discipline.

Parents also learn how to “Put things Right” when they have lost their temper or behaved poorly in front of their children.

Lastly, make sure there is time for the parents to discuss how they would like to celebrate the final session!

REVIEWING DISCIPLINE STRATEGIES

You may find that parents are still confused which discipline strategy is used for each kind of behaviour. They may need reminding of core Building Blocks for redirect, ignore, consequences, and cool down.

Here is a helpful summary:

- **Redirect** your child to a positive behaviour before or at the beginning of a negative behaviour;
- **Ignore** for negative attention seeking or demanding behaviours;
- **Consequences** for refusing to follow instructions or breaking household rules;
- **Cool Down** as a consequence for aggressive behaviours to help your child calm down

It is important that parents understand these principles before moving on to the next part of the session.

If they use them incorrectly, they most likely will not work and then parents will go back to the more violent strategies that they were used to using before the programme.

INVOLVING CHILDREN IN RESOLVING CONFLICTS

During Session Eleven, we introduce parents to ways of involving their children in resolving conflicts together. Parents learn how to teach children ways to find solutions to challenging situations.

Throughout the entire programme, you have modelled the six key steps in resolving conflicts to help parents solve problems experienced at home:

1. **There are 6 key steps in resolving conflicts solving** Take a Pause/Cool Down by taking a couple of deep breaths to calm down.
2. Identify the problem
3. Brainstorm solutions
4. Choose a solution
5. Try the solution out
6. Reflect on whether the solution worked

At this point of the programme, parents should know these steps well and may even have started using them independently when experiencing challenges at home.

You should praise them enthusiastically whenever they share this!

During this session, parents learn how to do the same thing with their own children. Teaching children how to resolve conflicts by themselves is a skill that they will take with them for the rest of their lives.

What a gift!

PUTTING THINGS RIGHT

During Session 11, parents are also introduced to what we call **“Putting Things Right.”**

“Putting Things Right” can be used when parent lose their temper with their children or say something mean or unkind in a time of stress.

“Putting Things Right” allows parents to acknowledge their feelings or actions to their children when the parent is calm and in control of his/her emotions.

Parents can also recognize how their actions may have affected/hurt their children and apologize.

The illustrated story about a child who wants to know why her father is not at home is a good example of a common issue children might raise with their parents.

“Putting Things Right” helps parents get their children back into the **Sunshine of Positive Attention!**

WELCOME

TAKE A PAUSE

At the beginning of Session Eleven, you should **Take a Pause** with the parents. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I am excited. I feel it in my chest. I am getting a new bed."

HOUSE OF SUPPORT

Show parents their progression in building the House of Support.

They are nearly at the end of the programme and their House of Support is almost complete. Everyone deserves lots of praise for making it this far (including you)!

It is important to emphasize that parents need to continue using the foundation of the House (One-on-One Time, Naming Feelings, Say What You See, Praise, Rewards).

The ***Sunshine of Positive Attention*** is a helpful reminder that positive attention towards children will reinforce the foundation and strengthen the House of Support.

PHYSICAL EXERCISES

Ask a parent to volunteer leading the physical exercises. Provide support and encouragement and give a nice reward with enthusiastic praise to the brave volunteer!

DISCUSSION ON HOME ACTIVITIES

You should allow enough time to problem solve any issue or challenge parents face using Redirect, Ignore, Consequences, and the Cool Down from the previous sessions.

Review the Building Blocks from the previous sessions to remind you about the key Building Blocks for each parenting strategy.

The most challenging aspect will be whether the parents use the discipline strategy correctly and whether it was for an appropriate behaviour.

You might want to revisit the List of Problem Behaviours to discuss why a specific strategy would or would not work for each behaviour.

You can also revisit the Illustrated Stories from previous sessions to review the core Building Blocks of each discipline strategy.

Key points to be aware of:

- Did the parents use the Cool Down for the ONE behaviour they selected during the previous session? Was the behaviour appropriate (i.e., aggressive behaviour)?
- Did the parents introduce the Cool Down to their children before using it?
- Did the parents follow all of the Golden Rules for Cool Down? You may need to review the key rules/building blocks with them again.
- Are the parents using warnings and realistic/immediate consequences for other behaviours for not following instructions or breaking household rules?
- Are parents using ignore for a behaviour that it will work for (i.e. – whining, crying, tantrums, or any other *attention seeking or demanding behaviour*)?
- Are the parents using redirect for children younger than four years old instead of Ignore and Cool Down?
- Are the parents spending lots of time supporting the positive opposite of these behaviours with plenty of praise and rewards?
- Does anyone need extra support? You may want to do a role-play or even a home visit to provide extra support.

Possible questions for Discussion on home activities in Session Eleven:

1. Did you have to use a Cool Down with your child this week? For which behaviour? Did you introduce the Cool Down and practice it with your child first? What was your experience like?
2. What was your experience using Cool Down for this behaviour? What were some of the problems you encountered? What did you do?
3. How were you able to manage your own emotions? Were you able to stay calm?
4. Do you have any more questions about using the Cool Down?

Note: You may need to review the illustrated stories about Cool Down and do extra group practices if parents report problems or used it incorrectly.

5. Did anyone use the strategy of giving a choice/warning of a consequence for not following instructions? What was the instruction? What was the consequence? How did it work out?
6. Are you able to continue practicing ignoring your child for negative attention seeking or demanding behaviours?
7. Are you remembering to first try to redirect your child to a positive behaviour?
8. Does anyone want to share an experience that they had when playing with, praising, rewarding, or giving instructions to their child?

BREAK

CORE LESSON – RESOLVING CONFLICTS WITH YOUR CHILDREN

ILLUSTRATED STORY 32 – Resolving conflicts with your children...

This illustrated story shows how parents can work with their children to find a solution to conflicts. It gives parents an alternative to going straight to either a Consequence or Cool Down.



Questions for Illustrated Story:

- What does their Mother do to help solve the conflict between Thabo and Nosipho?
- What do you think would have happened if their Mother just told them what to do?
- What other Building Blocks do you notice in this story (i.e. – praising children, using names, getting down to your child's level)?
- What do you think are the key steps in problem solving with children?

BUILDING BLOCKS

Get your children's attention. Go down to their level.
Take a Pause with your children – even one deep breath!
Help your child identify the problem
Allow your child the opportunity to suggest solutions.
Allow your child to choose a solution.
Try it out. See if it works.
Reflect with your child whether the solution works.
Praise your child for working together to solve the issue!

GROUP DISCUSSION – INVOLVING YOUR CHILDREN IN RESOLVING CONFLICTS

Lead a discussion about the benefits of involving children in conflict resolution.

The following questions may be useful:

1. Why would involving your child/ren in resolving conflicts benefit their lives?
2. Why might you want to help your child/ren resolve conflicts instead of using Consequences or Cool Down?
3. What behaviours or challenging situations could you involve your child/ren in resolving conflicts?

Please note: Revisit the List of Problem Behaviours and put a "RC" next to each behaviour that parents could involve children in resolving conflicts instead of Consequences or Cool Down.

Possible discussion points:

- Involving children in resolving conflict helps avoid using other discipline strategies like consequences or cool downs and keeps children in the Sunshine of Positive Attention.
- Children learn how to find solutions to challenging situations.
- Children learn how to identify peaceful/nonviolent ways of solving conflicts.
- Children learn self-management and positive social skills.
- Involving children in resolving conflict helps children to identify positive and negative consequences to their actions.

Please note: Remember to draw these reasons and others out of the parents during the discussion. Help parents find answers themselves!

GROUP PRACTICE – INVOLVING YOUR CHILDREN IN RESOLVING CONFLICTS

Parents practice in 3s how to use the key steps in resolving conflicts with their children. Do this practice as a big group first and then let parents practice individually in groups of three while giving lots of support.

9. Ask group for three volunteers.
10. Assign roles: a parent and two children.
11. Describe scenario:
 - a. Children playing with toys quietly. Children start arguing over toys.
 - b. Parent notices argument and comes to their level: "[Names of children], I see you are both getting frustrated. Let's take a deep breath and see if we can solve this problem together."
 - c. Parent asks what is the problem. Children say there are not enough toys.
 - d. Parent asks children for possible solutions. Children give a couple.
 - e. Parent asks children to choose a solution. Children choose.
 - f. Family sees if the solution works by trying it out.
 - g. Parent asks children if they are happy with the solution. Children say yes.
 - h. Parent praises the children for working together to find a solution.
12. Discuss experience/feelings with "parent" and "children."
13. Praise volunteers.
14. Ask parents to practice in groups of three.
15. Provide lots of support and encouragement as parents practice.
16. Group discussion on experience.

TALKING ABOUT DIFFICULT ISSUES WITH YOUR CHILD

Then next illustrated stories show how parents can also involve their children in discussions about issues and problems facing the family. Parents often have difficulty talking about sensitive issues due to poverty and other stressful circumstances.

ILLUSTRATED STORY 33 – Reacting negatively to a child...

This story explores a particularly difficult issue regarding the sickness of a parent.



Questions for Illustrated Story:

- How does her Grandmother's answer make Nosipho feel?
- Why do you think her Grandmother acted in this way?
- How might this affect Nosipho's relationship with her mother or grandmother?
- What could Nosipho's Grandmother do differently?

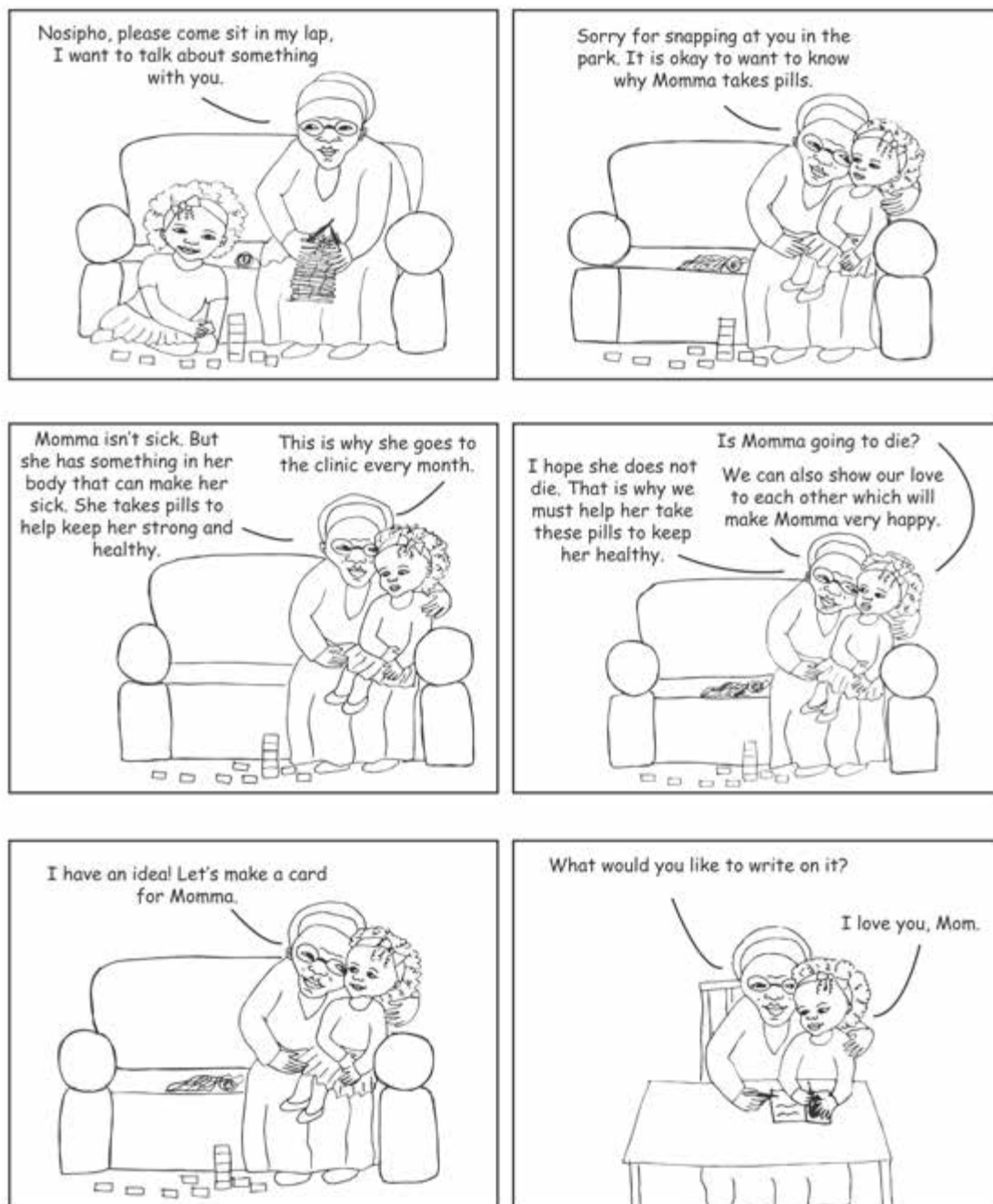
BUILDING BLOCK

Avoiding discussing difficult issues can make a child feel confused and unloved.

Children notice many things that are challenging in a family.

Acknowledge and accept your child's and your own feelings.

ILLUSTRATED STORY 34 – Putting things right...



Questions for Illustrated Story:

- What does her Grandmother do to make Nosipho feel comfortable?
- How does her Grandmother respond to Nosipho's concerns?
- What can you do to prepare for challenging conversations with your child?
- How will "putting things right" help strengthen the bond between Nosipho and her grandmother?
- Why might "putting things right" help avoid larger conflicts or negative child behaviours?

Please note: Help the parents identify the following building blocks about ways to repair relationships with their children:

BUILDING BLOCKS

Putting things right will strengthen the positive bond between parent and child.

Putting things right can heal anger and negative feelings that can grow into larger conflicts and negative behaviours on the part of the child.

Plan ahead about what you will or can tell your child.

Consider your child's age and what would be appropriate to share.

Be calm and talk to your child in a calm voice.

Acknowledge that you made a mistake.

You do not have to ask for forgiveness. Just accept responsibility for your actions and how they made your child/partner feel.

Acknowledge your child's feelings and your own.

Ignore the child's previous misbehaviour and focus on your own.

Offer something that can repair the relationship with your child
- even extra One-on-One Time.

Keep you and your child in the Sunshine of Positive Attention!

GROUP PRACTICE – PUTTING THINGS RIGHT

Use the above Illustrated Story to practice putting things right with children after a parent had lost his/her temper with a child:

1. Identify a possible situation when a parent has lost his/her temper with his/her child.
2. Ask for 2 parents to volunteer to practice in a big group the following scenario:
 - a. Child is playing quietly.
 - b. Parent gets down to child's level and praises child for playing quietly.
 - c. Parent tells child that s/he would like to talk to her about the event that occurred earlier.

- d. Parent acknowledges that s/he made a mistake: "I made a mistake when I..." or "I am sorry when I yelled at you..."
 - e. Explain why parent reacted badly without revisiting behaviour of child: "I was feeling stressed at the time" OR "I also feel sad because daddy lives far from home"
 - f. Acknowledge feelings of the child after reaction of parent: "I understand that made you feel afraid (or sad or angry)."
 - g. Offer something that could repair the relationship – it can even be extra One-on-One Time doing a fun (and appropriate) activity with the child.
 - h. Parent tells child that s/he loves her very much and gives her a hug (if child is okay with it).
3. Ask "parent" and "child" about experience and feelings.
 4. Parents practice in pairs while you and the co-facilitator provide plenty of support.
 5. Feedback from group about practice.
 6. Review **Tips to Putting Things Right**

REVIEW – TIPS TO PUTTING THINGS RIGHT

These are similar to the Building Blocks from the previous Illustrated Story.

1. Plan ahead about what you will or can tell your child.
2. Consider your child's age and what would be appropriate to share.
3. Be calm and talk to your child in a calm voice.
4. Acknowledge that you made a mistake.
5. Ignore the child's previous misbehaviour and focus on your own.
6. You do not have to ask for forgiveness. Just accept responsibility for your actions and how they made your child/partner feel.
7. Acknowledge your child's feelings and your own.
8. Offer to do something simple with your child that can repair the relationship with your child – it can even be extra One-on-One Time!
9. Keep you and your child in the Sunshine of Positive Attention!

DISCUSSION – TALKING ABOUT DIFFICULT ISSUES WITH YOUR CHILD

1. Make a list with the parents about different issues that might be difficult to talk about with their children.
2. Discuss possible ways to talk to children about these issues that are appropriate to the age of child.
3. Identify sources of support in the community that could assist parents.

HOME ACTIVITIES

It is what you do at home that makes the difference!

For the final week of home activities, parents should focus on integrating all the parenting skills that they have learned during the programme. This includes involving children in resolving conflicts at home when challenging situations come up. They can also practice talking about a difficult issue with their children if it should arise. Finally, parents should think about ways they can keep the momentum going when the programme ends.

Remind parents to keep building strong walls of the House of Support with plenty of One-on-One Time in the Sunshine of Positive Attention!

New Home Activities:

- Involve your child in **resolving conflicts together**. Try to do this before resorting to a Consequence or Cool Down!
- Practice **Putting Things Right** if/when something happens when you lose your temper with your child or do something that you feel was too harsh.
- If your child asks you about a challenging issue, try to have a conversation about it that is appropriate to your child's age. Think ahead about what you want to say. Ask for support if you need it.
- Start thinking about ways you can continue supporting your child and helping them to learn positive behaviour and staying connected to the PLH Kids Building Blocks.

Ongoing Home Activities:

- Spend ***at least 5 minutes One-on-One Time*** with your child ***every day***.
- Use to ***Say What You See*** to help your child learn words.
- ***Naming feelings*** to describe yours and your child's emotions.
- Use lots of ***Praise*** and ***Simple Rewards*** to reinforce positive behaviour that you want your child to do more often.
- ***Reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- ***Be consistent with your household rules*** and reinforce them with praise and rewards.
- Try to have ***at least one mealtime together*** as a family
- Try to create a ***regular bedtime routine*** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep
- Try to avoid needing disciplining your child by ***redirecting*** him/her from a negative to a positive behaviour.
- Continue to ***Ignore ONE specific behaviour*** that is attention seeking or demanding. You can add an additional behaviour to ignore ***only if you give positive attention to the opposite good behaviour***.
- Use ***appropriate consequences for not following instructions or breaking household rules***. Remember to ***give your child a choice*** to comply with the instruction before giving the consequence.
- Use the ***Cool Down*** with your child for ONE behaviour that you have already explained to your child. Use the ***Cool Down*** consistently and follow the ***Golden Rules***.
- **Remember your coping strategies:**
 - ***Take a Pause*** when you feel stressed
 - ***Body Relaxation*** at night before sleeping
 - ***Morning Exercise*** when you wake up
 - ***Doing Something Nice for Yourself***.
- ***Meet with or make contact with your PLH Partner*** once a week.

CLOSING

MOVING ON

Remind parents that PLH Kids will be ending next session. Invite parents to begin thinking about how they will keep the momentum moving forward as they continue to build a healthy relationship between themselves and their children.

Tell parents that they will have the opportunity to discuss possible strategies and approaches that will help them maintain the skills that they have learned and to receive additional support if necessary.

Also, parents will have the opportunity to reflect on their experience and to share what they have learned and how they, their families, and their children have changed.

CELEBRATION PLANNING

Remind parents of the format for the celebration that was decided during the previous session. This can even be at the end of Session 12.

Distribute invitation letters with a reminder date on them.

COMPLIMENT CIRCLE

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy that I learned so much in this session about how to involve my child in resolving conflicts."

Thank and praise the parents for the session!

SMS REMINDERS

To be sent out in between sessions.

Reminder 1:

Send on day of session.

Thank you for coming to the session today. We were so happy to see you! Try to involve your child in resolving conflicts when they arise: Help your child calm down, identify what is the problem, find solutions together, choose a solution, try it out, and reflect on whether it works! Thank you, *[Name of Facilitators]*

Reminder 2:

Hello! When your child asks about troubling or sensitive issues try to stay calm and acknowledge your child's feelings. If you do not know what to say, tell your child that you understand she/he is worried and that you will talk later. Then, ask a friend for advice or consult an expert! Thank you, *[Name of Facilitators]*

Reminder 3:

Hello! We are really proud of the progress you have made during the programme. Coming to PLH Kids and doing the home activities in between each session is the best gift you can give to you and your child. Thank you, *[Name of Facilitators]*

Reminder 4:

Hello! Remember that consequences and cool downs should only be used as a last resort. Keep spending One-on-One time with your child for 5 minutes a day. It is the most important part of the House of Support! *[Name of Facilitators]*

Reminder 5:

Hello! How is your week going? Take some time to reflect about how you and your child have changed over the course of the programme. If you are still having any challenges with your child, note them down, and we will discuss them at the next session. Thank you, *[Name of Facilitators]*

Reminder 6:

Send day before next session.

Hello! Please remember that Session 12 of PLH Kids will take place on *[insert day and time]*. It is our last session together and we look forward to seeing you there! Please remember to bring your handbook. Thank you, *[Name of Facilitators]*

SESSION 12: REFLECTION AND MOVING ON

GOAL	<p>To reflect on parents' experience during the programme.</p> <p>To identify ways of continuing to support oneself as a parent.</p>
BUILDING BLOCKS	<ul style="list-style-type: none"> • Your House of Support needs constant care • Each Building Block is an important part of the House of Support • Stay connected to your PLH Partner and other sources of support
MATERIALS	<ul style="list-style-type: none"> • Attendance register, name tags, flipchart • Magazines, glue sticks, glitter, scissors, pastels/crayons, paper • Parent Handbook, Satisfaction Survey
WELCOME (15 min)	<ul style="list-style-type: none"> • Welcome group, praise them, and thank them for coming • Take a Pause • Emotional Check-in • Physical Exercise
DISCUSSION ON HOME ACTIVITIES (30 min)	<ul style="list-style-type: none"> • Remind parents of main home activity (Involving Children in Resolving Conflicts) • Ask parents to share highlights and challenges • Discuss solutions to challenges and practice
BREAK (15 min)	
REFLECTION (45 min)	<ul style="list-style-type: none"> • Visualization: Experience during sessions and at home • Art Activity: Drawing experience • Discussion: Usefulness of PLH Kids
MOVING ON (30 min)	<ul style="list-style-type: none"> • Story: Stone Soup • Discussion: Supporting our children after programme • Activity: Sending Loving Kindness
ONGOING PRACTICE (10 min)	<ul style="list-style-type: none"> • Spend One-on-One Time with your child every day • Use words to describe your child's actions and feelings • Praise your child for positive behaviours • Use rewards and incentives to encourage good behaviour • Practice giving positive, specific, and realistic instructions • Be consistent with your household rules • Try to have regular bedtime routines and meals as a family • Redirect negative behaviours to positive ones when possible • Try to involve your children in resolving conflicts at home • Use Ignore, Consequences, and Cool Down for persistent difficult behaviours <i>as a last resort</i> • Practice self-care: Take a Pause, Morning Exercises, Body Relaxation, and Loving Kindness Activity

	<ul style="list-style-type: none"> • Stay connected to your support network
CLOSING (15 min)	<ul style="list-style-type: none"> • Final Compliment Circle • Review topics covered and distribute parent handbook • Remind parents of the celebration (if happening) • Present certificates there is no community celebration • Compliment Circle • Emotional checkout • Thank and praise parents

NOTES ON SESSION TWELVE

[Read to yourself in preparation for delivering Session Twelve]

Session Twelve is the final session for the Parenting for Lifelong Health Programme for Young Children.

Congratulations! You deserve a lot of self-praise and recognition of all the hard work that you have done to get to this point of the programme. It is an amazing accomplishment!

Parents have the opportunity to reflect on the changes experienced by the parents and their children over the course of the programme.

There is also time to discuss with the parents how they can keep their House of Support strong and stable so that their children grow up healthy, happy, and loved.

REFLECTING ON EXPERIENCES

Parents have the opportunity to reflect on their experiences during the programme. They share how they have changed as well as what changes they have noticed in their children's behaviour and their life at home.

We also use an artistic exercise so that the parents can show their journey in a creative way with crayons and paper. This allows them to process their experiences as a group and to hear from others about the impact of the programme on their lives.

USEFULNESS OF PLH KIDS

During this part of the session, you will lead parents in a discussion about benefits using the new parenting strategies learned during PLH Kids. This activity helps parents make their own decision on what discipline approach is best for their children.

You should help them see that the parenting skills from PLH Kids will promote positive relationships between parents and children that are based in love, affection, respect, and consistent parenting.

Hopefully, by this point in the programme, parents will come up with that conclusion themselves!

KEEPING THE HOUSE OF SUPPORT STRONG

The last session of the programme is sometimes emotionally challenging to many parents (and also for you). They may have developed strong relationships with each other and changed quite a lot over the programme.

It has also provided them with a source of support and sense of community that many parents will have found helpful and nourishing. **This support can continue after PLH Kids ends.**

"Stone Soup" is a helpful story that shows how the skills and knowledge have always existed in the community. Although the programme helped bring these skills to the surface, all of the principles, building blocks, and solutions to problems came from the parents.

In other words, the parents have always been the experts.

Your role is to encourage parents to discuss ways in which they might be able to continue integrating the practices and building blocks into their lives on an ongoing basis.

This may be in monthly or weekly support groups, get-togethers with PLH Partners, or anything else that the parents decide.

It is important that you affirm whatever the parents decide to do. They can also check what resources including meeting occasionally with the group, providing a room for future meetings, etc.

SENDING LOVING KINDNESS

Parents learn one more relaxation activity called "Sending Loving Kindness." This activity can be especially helpful when parents are feeling alone and needing support.

It is a simple mindfulness exercise in which parents send thoughts of "Loving Kindness" to themselves, wishing that they are happy, safe, healthy, and loved.

They also learn that they can send these thoughts to their loved ones, especially their children.

You should also practice this activity for yourself since you deserve plenty of Loving Kindness too!

WELCOME

TAKE A PAUSE

Take a Pause with the parents at the beginning of the session. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

This will help them to become more comfortable with the activity and to be able to do it by themselves.

EMOTIONAL CHECK-IN

Invite the parents to go around the circle and share how they are feeling this morning. Parents should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

Example: "I am sad. I feel it in my shoulders. I am worried about what I am going to do after PLH Kids," or "I am proud. I feel it in my chest. This is our last session!"

HOUSE OF SUPPORT

Congratulate the parents on having finished building the House of Support.

It is important to emphasize that parents need to continue using the foundation of the House (One-on-One Time, praise, rewards) or the House will fall down.

The "**Sunshine of Positive Attention**" is a helpful reminder that positive attention towards children will reinforce the foundation and strengthen the House of Support.

PHYSICAL EXERCISE

This is the last time the parents do the physical exercises together.

You should take time to review all the different steps of the exercise: stretching, isolations from head-to-toe, and shaking down the body.

You can also review any other physical activities that you have done during the programme including shoulder circles, back massages, and body pat downs.

Remember that the most important thing is to *breathe!!!*

DISCUSSION ON HOME ACTIVITIES:

The focus of the discussion on home activities should be on involving children in resolving conflicts and Putting Things Right.

You should also allow enough time to problem solve any issue or challenge parents face using Redirect, Ignore, Consequences, and the Cool Down from the previous sessions.

Review the Building Blocks from the previous sessions to remind you about the key Building Blocks for each parenting strategy.

The most challenging aspect will be whether the parents use the discipline strategy correctly and whether it was for an appropriate behaviour.

You might want to revisit the List of Problem Behaviours to discuss why a specific strategy would or would not work for each behaviour.

You can also revisit the Illustrated Stories from previous sessions to review the core Building Blocks of each discipline strategy.

Parents may also require additional support in identifying appropriate ways of communicating with their children about violence in the home, poverty, or parental illness/death.

You can brainstorm solutions with the parents and also discuss these issues on an individual basis during the break or after the session.

Finally, you should ask the parents if they have questions about any of the other parenting skills that they have learned during the programme.

Key points to be aware of:

- Did the parents involve their children in resolving conflicts together? Did they use the steps introduced in Session 11?
- Were parents able to use a child-centred approach with their children by asking them for solutions and listening to them?
- Did any parents use Putting Things Right to repair their relationship with their children?
- Were parents able to stay calm and to acknowledge both their own and their children's feelings?

Possible questions for Discussion on home activities in Session Twelve:

1. Were there any situations in which parents used Ignore, Distract, or Redirect, Cool Down, or Consequences with a child? What was the behaviour?
2. Were parents able to avoid having to use any of the techniques by focusing on the walls of the House of Support?
3. Did any parents manage to involve their children in resolving conflicts together? What happened?
4. Did any parents use Putting Things Right with their children after a negative reaction towards them? What happened?
5. Did any parents talk to their children about any difficult issues? What happened?
6. Are there any questions about any of the other parenting skills learned during the programme?

Please note: Use this last opportunity to practice problem solving and role-plays challenges experienced as a group!

PROGRAMME REFLECTION

REFLECTION

The programme reflection gives parents an opportunity to look back on their experiences, to notice how they and their children's lives have changed, and to hear from others.

Take the participants through a visualization of the entire programme drawing attention to key moments, Building Blocks, and experiences that may have arisen.

Ask the parents to notice if there are any changes in their lives, their relationships with their children, their children's behaviour, and the quality of life at home.

Parents then make drawings with crayons to show how the programme has had an impact on their lives and their children.

Lastly, you will lead a discussion on the benefits of using the PLH Kids parenting strategies instead of how parents previously behaved towards their children.

Suggestions for how to lead the programme reflection:

You can use your own words!

Now we are going to reflect upon our experience during the entire workshop – from the first session to today.

I invite you to close your eyes and find yourself in a comfortable sitting position. *[Pause]*

Notice that you are breathing. *[Pause]*

Notice how you feel physically in your body. Notice any tension or relaxation. *[Pause]*

Notice how you feel emotionally. *[Pause]*

Allow your thoughts to travel back to our first day together. *[Pause]*

Remember how it felt to be seeing the group for the first time. *[Pause]*

What were your goals at the beginning of PLH Kids? *[Pause]*

Allow your thoughts to travel through the 12 sessions until today.

Guide the group through the 12 sessions bringing awareness to each session as you move up the House of Support touching upon key Building Blocks.

Has your goal been achieved? How do you know? *[Pause]*

How have you changed? *[Pause]*

How has your child's behaviour changed? *[Pause]*

How has your family changed? *[Pause]*

What was it that made this change possible? *[Pause]*

Are there any challenges that are still happening with your child? *[Pause]*

What do you need to help overcome these challenges? *[Pause]*

Notice how you feel right in this moment. *[Pause.]*

When you are ready, you can open your eyes.

ART ACTIVITY

After the reflection, distribute paper and crayons for the art activity.

Ask the participants to draw pictures that relate to some of the following questions:

1. What was your relationship with your child like before the programme?
2. How has the relationship changed? How have you changed? Your child? Your family?
3. What was the most important/significant thing that you learned? Why was this significant?

Parents share their drawings in pairs and then as a larger group.

After each parent shares, s/he places his/her picture in the middle of the circle as if giving an offering to a communal fire within the House of Support.

Please note: Allow every parent to share but try to keep the sharing brief (1-2 minutes each).
You can draw a picture and share too!

DISCUSSION: USEFULNESS OF PLH KIDS

Next you will lead a discussion on all of the parenting skills learned during PLH Kids.

The purpose of this activity is to help parents identify how these strategies help them improve their relationships between them and their children.

It is also to help them with any support they may require in continuing to use these skills on an ongoing basis:

1. Remind parents of the different parenting strategies used to build the House of Support:
 - a. Spending One-on-One Time with your child
 - b. Using words to describe Actions and Feelings
 - c. Using Praise and Rewards to encourage positive behaviour
 - d. Giving positive, specific, and realistic Instructions
 - e. Creating consistent Household Rules and Routines
 - f. Redirecting Children to Positive Behaviours
 - g. Ignoring Negative Attention Seeking and Demanding Behaviours
 - h. Consequences for Not Following Instructions and Breaking Household Rules
 - i. Cool Down for Aggressive Behaviours
 - j. Involving Your Child in Resolving Conflicts
2. Ask them to think about how these strategies might be useful in helping their children learn positive behaviours and in improving their relationships with their children.
3. Invite parents to share some of these reasons as a group. Useful questions include:
 - a. How helpful have you found these strategies?
 - b. How are they different from what they were doing before the programme?
 - c. What different skills do children learn when we use these strategies instead of corporal punishment?
 - d. How would these skills help your child develop as a human being?
 - e. What do you think are the long-term consequences or benefits of each approach?
 - f. Do you feel it is more helpful for your child?
 - g. Do you see yourself continuing to use it?
 - h. What kind of support do you need to continue using them?
4. Write the ideas of parents on the flip chart!

MOVING ON

At this point in the session, the focus shifts to the future.

The programme ending can be a very emotional time for parents. Many may feel anxiety about the next chapter in their lives.

It is important to provide parents with some support and encouragement. The next activities help parents identify ways of continuing to support one another.

STORY – STONE SOUP

"Stone Soup," is a story about community building with the parents to help them take ownership of their own skills, knowledge, and wisdom. Depending on how much time is available and whether there is a separate celebration planned, facilitators may want to tell this story during the community celebration.

Story – Stone Soup

(Traditional tale adapted by Jamie McLaren Lachman)

There was once a beautiful village. The people of this village were always happy because they never needed anything. They had livestock, fruits and vegetables as theirs was a very fertile village. They never knew suffering.

However, after some time there was draught. There was no more rain and their livestock was dying. Times became difficult because now there was hunger in the village. The people stopped talking to each other because everyone was focusing on their own problems.

One day an old woman came to this village carrying a big black pot on her head and a small brown bag. When she arrived in the middle of the village, she placed the big black pot on the ground and sat next to it to take a rest. No one saw this woman, except a little boy who was out playing that day.

When the boy saw this old woman, he asked her "Lolo, what are you doing with that big black pot?"

"I am going to make some Stone Soup!" answered the old woman. This confused the boy. Who ever heard of such a thing as Stone Soup?

Because he was a curious boy always full of questions, he asked, "Can I please help you, Lolo?"

The old woman was very happy when he asked to help. "Of course, you can! Go and get some water and collect some wood, my child," she said.

So, the boy collected some wood in the nearby forest. As the old woman was busy making the fire, he went down to the river to fetch some water.

By the time the boy returned with water, the old woman had a large, warm fire burning.

She placed the big black pot on fire and poured in the water. She then opened her small brown bag and took out a shiny, round white stone. She placed it in the big black pot and began to stir, humming an old cooking song.

Soon, the water began to boil. The old woman licked her lips and said to the boy, "Mmmmm...this is going to be a delicious pot of Stone Soup."

It wasn't long when the others began to notice the fire burning in the middle of the village. One by one, they left their homes to see what was happening.

"What is going on here?" asked one man. The boy answered, "She is cooking Stone Soup!"

Those who were there exchanged looks as if they had never heard of such a thing. Stone Soup?

The news spread fast and throughout the village. All the villagers left their homes to see this crazy old woman and her Stone Soup with their own eyes. As the people were arriving, the old woman continued to stir the pot while humming.

When she noticed that there were many people gathered, she stopped stirring and tasted the watery soup. "Mmmmmmm... This is going to be the most delicious soup. It is just missing something. If only there were some onions..."

One woman had a few old onions that she had been saving. They were small and wrinkly but still good to eat. "I have some onions," she offered. She fetched them from her home, chopped them up, and added them to the big black bubbling pot.

After a little while longer, the old woman tasted the soup again. "Yes, this soup is going to be so good. But it is missing something.... If only there were some more...."

"Vegetables!" said a voice from the crowd, "It needs more vegetables. I have some spinach. It's not much but you can use it." Another person brought a couple of old potatoes. Someone else had a cabbage. Another garlic. Carrots. A butternut. Salt. An old scrawny chicken. Some goat's meat. Spices.

[At this point, you can ask parents for suggestions as to what to put in the soup]

The smell of the soup filled the village. It reminded people of the old days. They began to talk to each other, exchanging stories and news, even jokes. Laughter was heard again for the first time in many years.

At last, the old woman stopped stirring. She tasted the soup and declared with a twinkle in her eye, "This Stone Soup is nearly ready. And so much to eat. I wonder if you will help me finish it please."

Everyone went back to his or her homes and brought bowls and spoons. Even though there were so many people, there was just enough for each person. They ate the soup until they were all full. And it was the most delicious Stone Soup they had ever tasted.

When they were done, the villagers brought out their drums and other musical instruments and began to sing songs and dance. They sang and danced until dusk. Then, the villagers thanked the woman and returned to their homes chatting with each other. Once again, there was the sound of laughter and song in the air that evening.

As the evening stars began to shine, the old woman was left alone in the middle of the village. She gathered the white stone in her small brown bag and placed her big black pot on her head. Without a word of farewell, she slowly began to walk down the windy road that led out of the village.

Before she could leave, the boy saw her and ran to her. "Why are you leaving, Lolo?" he asked.

"My work here is done," the old woman replied.

"But we need someone like you to help us," said the boy.

She reached into her small brown bag and handed the boy the white stone. "You have all the ingredients that you need to make Stone Soup."

She said goodbye and slowly walked down the road. The boy watched and waved until he couldn't see her any longer.

The villagers never saw that woman again. But life in the village continued to thrive – in the best of times and the worst of times they never lost their connection to each other again as they continued to make the most delicious Stone Soup.

The end.

DISCUSSION – KEEPING THE MOMENTUM GOING FORWARD

Lead a discussion to help parents to identify specific ways in which they can continue to support their children's development.

Useful questions to help prompt discussion may include:

1. What are some of the ingredients that we have in our community to continue supporting us as parents?
2. In what ways can we continue to support our children's development and our lives after the programme?

If parents suggest staying in contact or continuing to meet regularly, facilitators can suggest that someone takes the responsibility for getting the group together.

For support groups, it is important to identify the following:

- Person (or people) responsible for organizing the support groups
- Place where the parents can meet and if help can be provided from an organization
- Time and day that will best suit everyone
- Whether you can meet them from time to time

You can also talk through referral sheets in the parent handbook. These should have local contact information for services that support families and children.

Tips for Continuing Support:

1. Keep practicing all the Building Blocks that you used to build your House of Support.
2. Stay connected to your PLH Partner. Try to meet once a week!
3. There are other parents who have done PLH Kids in your neighbourhood. Start your own PLH Kids Support Group!
4. Learn what services and support you can access in your community.

SENDING LOVING KINDNESS ACTIVITY

At the end of the session, parents do one last relaxation activity – Sending Loving Kindness.

The Sending Loving Kindness activity helps parents connect with a sense of loving kindness towards themselves and their families.

It also brings closure to the culminating activity while reconnecting participants to a sense of wellbeing and calmness after all the excitement and anticipation for closing.

Suggestions for leading the Sending Loving Kindness Activity:

Please note: Each [Pause] should be about 5 to 10 seconds long.

Step 1: Preparation

Sometimes when we may find ourselves feeling alone or needing extra support. It can be helpful to send thoughts of Loving Kindness to ourselves to give ourselves the love and support we need to get through a challenging day.

We call this activity **Sending Loving Kindness**.

This activity helps us to become more grounded and present – which increases wellbeing and balance - helping us to manage stress, illness and difficulty.

[Pause]

Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. *[Pause]*

Close your eyes if you feel comfortable. *[Pause]*

Notice how you feel in this moment. *[Pause]*

Notice how your body feels. *[Pause]*

Notice how your breath moves in and out of your body. *[Pause]*

You may now want to put your hand over your heart if you feel comfortable. *[Pause]*

Step 2: Opening to Loving Kindness

Say the following phrases silently in your mind:

May I be peaceful. *[Pause]*

May I be safe. *[Pause.]*

May I be healthy. *[Pause]*

May I be happy. *[Pause]*

May I feel loved. *[Pause]*

[Repeat slowly. Taking time to let each phrase settle, pausing between each one.]

You can change or add different phrases as you wish. *[Pause]*

Notice how you feel now. *[Pause]*

If you would like to, you can also send thoughts of loving-kindness to your child, your partner, your family, and anyone else who is close to you in your life. *[Pause]*

Say the following phrases silently in your mind:

May you be peaceful. *[Pause]*

May you be safe. *[Pause]*

May you be healthy. *[Pause]*

May you be happy. *[Pause]*

May you feel loved. *[Pause]*

Repeat slowly.

You may now want to return to saying the phrases to yourself. *[Pause]*

You can do this exercise at any time when you need or want extra support. You can even do it before your Body Relaxation at night. *[Pause]*

May I be peaceful. *[Pause]*

May I be safe. *[Pause]*

May I be healthy. *[Pause]*

May I be happy. *[Pause]*

May I feel loved. *[Pause]*

Step 3: Expanding Awareness

Allow your focus to expand to the whole body. *[Pause]*

Allow your focus to expand to the sounds in the room. *[Pause]*

When you are ready, open your eyes. *[Pause]*

Step 4: Reflecting

Taking a moment to reflect whether you feel any different from before **Sending Loving Kindness**.

You can do this activity at any moment in the day – especially when feeling stressed.

*Ask parents for feedback on how they experienced the **Sending Loving Kindness** activity and whether they have any questions about it.*

ONGOING HOME ACTIVITIES

It is what you do at home that makes the difference!

Parents' responsibility towards their children will continue even though PLH Kids is finished.

The ongoing home activities are a great way for parents to stay connected to PLH Kids by actively engaging in positive parenting with their children.

Parents can use the checklists in their Parent Handbooks to help remind themselves to do their home activities each week.

You should also encourage them to reward themselves whenever they do a home activities activity!

- Spend ***at least 5 minutes One-on-One Time*** with your child ***every day***.
- Use to ***Say What You See*** to help your child learn words.
- ***Naming feelings*** to describe yours and your child's emotions.
- Use lots of ***Praise*** and ***Simple Rewards*** to reinforce positive behaviour that you want your child to do more often.
- ***Reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- ***Be consistent with your household rules*** and reinforce them with praise and rewards.
- Try to have ***at least one mealtime together*** as a family
- Try to create a ***regular bedtime routine*** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep
- Try to avoid needing disciplining your child by ***redirecting*** him/her from a negative to a positive behaviour.
- ***Involve your child in resolving conflicts*** when they happen.
- Use ***Putting Things Right*** when you need to repair your relationship with your child.
- Continue to ***Ignore ONE specific behaviour*** that is attention seeking or demanding.
- Use ***appropriate Consequences for not following instructions or breaking household rules***. Remember to ***give your child a choice*** to comply with the instruction before giving the consequence.
- Use the ***Cool Down*** with your child for ONE behaviour that you have already explained to your child. Use the ***Cool Down*** consistently and follow the ***Golden Rules***.

- **Remember your coping strategies:**
 - *Take a Pause* when you feel stressed
 - *Body Relaxation* at night before sleeping
 - *Morning Exercise* when you wake up
 - *Sending Loving Kindness Activity* when you are feeling lonely and need support.
 - *Doing Something Nice for Yourself.*
- Stay **connected** to your **PLH partner** and become part of a **PLH Kids Support Network**.

CLOSING

CELEBRATION

Remind parents of the time and place for the community celebration (if it is happening).

During this celebration, parents will have the opportunity to share their experience with the larger community.

You should distribute invitation letters with a reminder date on them ***if you have not already done so.***

CERTIFICATES

If the parent group is not having a Community Celebration, then you should hand out certificates of completion to parents at the end of the session.

This is a simple recognition for their participation in the programme.

You can plan a special reward for parents who only missed one session or attended all of the sessions. Make sure that you have told parents about this at the first session!

COMPLIMENT CIRCLE

This is the final compliment circle!

Parents praise each other in a circle. Parents find a partner sitting next to them. First, each person compliments her or his partner. Then, each person praises his/herself.

Encourage participants to make eye contact and use the name of the person they are complimenting.

The compliments can be about anything, as long as they are sincere. Parents should keep praise specific and immediate and enthusiastic.

BODY RELAXATION

Lead a 3-minute Body Relaxation at the end of the session. Remind parents that the Body Relaxation should still be done every night before going to sleep.

EMOTIONAL CHECK-OUT

Lead parents in an Emotional Checkout. Model this by describing their emotion, where they feel it in their body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my chest. I am happy because I am learning so much here."

SMS REMINDER

Reminder:

Send the day after the session.

Hello! Thank you very much for being part of PLH Kids. We appreciate your participation in the sessions. It shows how committed you are to your child's wellbeing! Please remember to keep using all of the skills that you learned during the programme to keep your House of Support healthy and strong. The most important one is spending One-on-One Time with your child each day! Thank you once again, *[Name of Facilitators]*

Reminder:

Send only if you are having a community celebration

Hello! On [date] at [time] at the [place], we will be having a community event to celebrate the hard work and dedication you have shown in completing PLH Kids. We look forward to seeing you there (with your child)! Thank you, *[Name of Facilitators]*

COMMUNITY CELEBRATION: PARENT GRADUATION AND CELEBRATION

GOAL	To celebrate the parents' completion of PLH Kids. To give parents an opportunity to share with their children and the greater community about their experiences.
BUILDING BLOCKS	<ul style="list-style-type: none"> Keep the celebration focused on the parents!
MATERIALS	<ul style="list-style-type: none"> Attendance register, certificates, prizes for attendance Refreshments and/or lunch
OPENING (5 min)	<ul style="list-style-type: none"> Welcome Group Cool Down Parent-led activity Introduce guests and apologies Overview of celebration agenda
EXERCISE (5 min)	<ul style="list-style-type: none"> Physical Exercise
OVERVIEW OF PROGRAMME (5 min)	<ul style="list-style-type: none"> Introduce House of Support Show Example of Illustrated Stories Describe Process of Programme
STORY – STONE SOUP	
PRESENTATION OF CERTIFICATES (60 min)	<ul style="list-style-type: none"> Parents receive certificates Opportunity to share about their experiences
ENERGISER	
RESPONSE FROM COMMUNITY (10 min)	<ul style="list-style-type: none"> Opportunity for community to respond
ENERGISER	
ATTENDANCE AWARDS (5 min)	<ul style="list-style-type: none"> Rewards for only missing one session Rewards for attending all of the 100% of the sessions
ENERGISER	
AWARENESS ACTIVITY (5 min)	<ul style="list-style-type: none"> Loving Kindness Meditation
GRATITUDE & CLOSING (5 min)	<ul style="list-style-type: none"> Thank parents, children, guests, sponsors, etc.
FEAST (30 min)	<ul style="list-style-type: none"> Parents and children enjoy a meal together with cake

NOTES ON THE COMMUNITY CELEBRATION

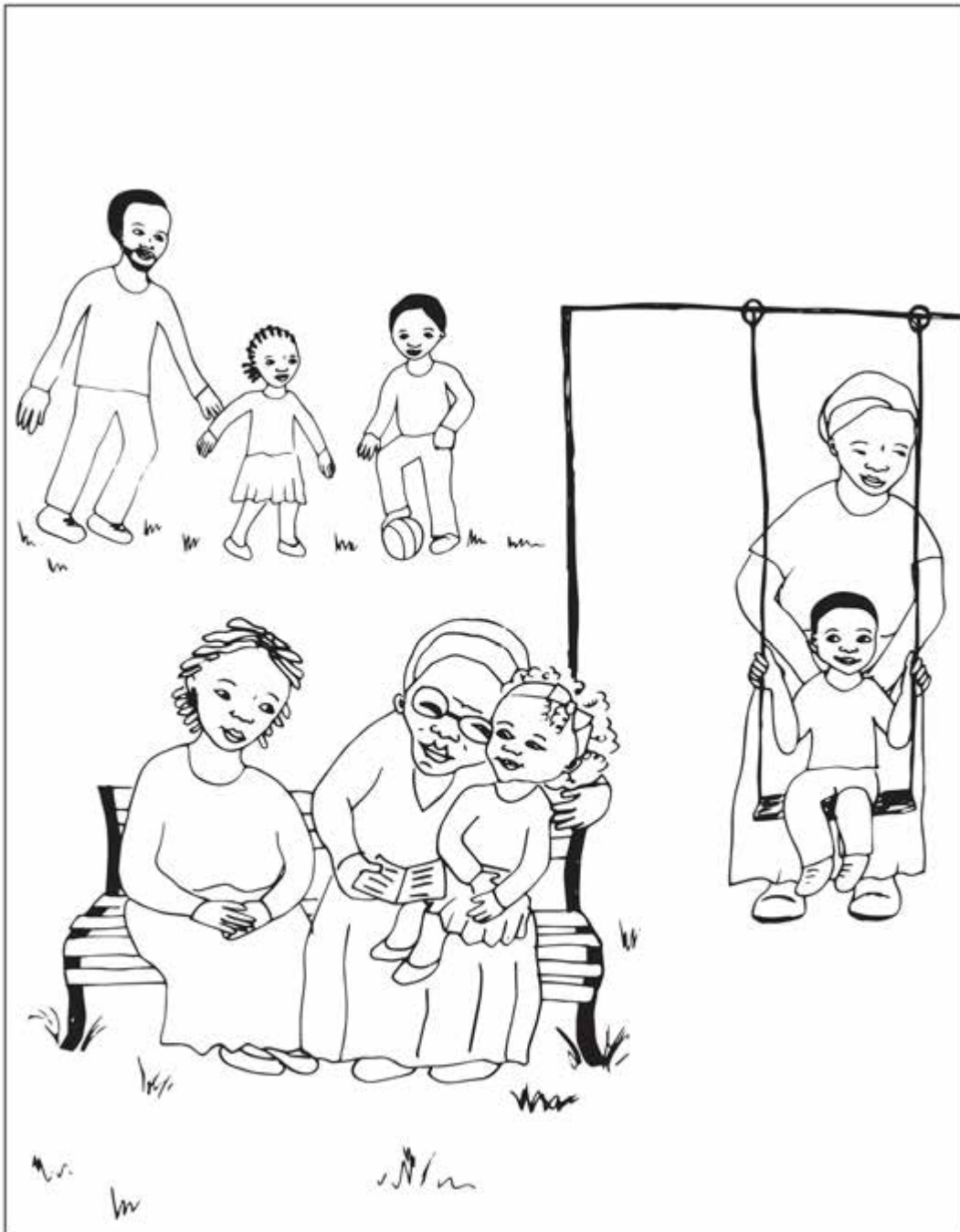
The Community Celebration is an additional session for PLH Kids. It is a wonderful opportunity to celebrate the end of the programme with the parents, and, if they choose, their children and partners.

The format for the celebration will vary from each context. If possible, you should allow the parents to create their own celebration.

If there are multiple parenting groups happening at once, this can also be an opportunity for all of the parents to come together and share about their experiences.

Please note: If it is not possible to do a celebration, you should make sure that certificates and awards for participation are handed out during Session 12.

FINAL ILLUSTRATED STORY



One-on-One Time with your children is the most important part of building a healthy and strong **House of Support**.

APPENDIX | ENERGISERS

Do an energiser with the parents to help them engage in the next activity!

AI TSIKI TSONGA!

Oh! Ole ole! (2x)

Willy, willy watsa (2x)

Ai tsiki tsonga (2x)

Oh! Ole, ole, ho ha! (2x)

(Call and response. Repeat changing volume, speed, attitude, and character ending in an almost silent chant)

AJUKUJAH

Call and response activity:

Thumbs out!

Bums back!

Ajukujah! Ajukujah!

At ease.

Add instructions – e.g. knees together, elbows together, tongues out, turn around

BANANAS OF THE WORLD UNITE

This Energiser is a call and response game around bananas that is chanted in a rhythm. Parents should do actions that match each line.

Bananas of the World Unite! *(repeat)*

Pick Banana, pick, pick Banana *(repeat)*

Peel Banana, peel, peel Banana *(repeat)*

Chop Banana, chop, chop Banana *(repeat)*

You can add any actions that follow the banana through its journey e.g. smell, sell, mash, eat, etc.

Go Bananas, Go, Go Bananas! *(repeat)*

BOOM, CHICKA, BOOM!

Call and response game. You can make fun movements with each line.

For example, "I said a boom, chicka boom!" can have chicken movements in a circle.

I said a boom, chicka, boom! I said a boom, chicka, boom!

I said a boom, chicka rocka, chicka rocka, chicka boom!

Uh ha! Oh Yeah!

Just one more time,

A little bit [softer] this time!

After the first round, repeat the change changing the quality of how you say it (loud, quiet, small, big, silly, rock and roll, etc.).

FUNKY CHICKEN!

How funky is your chicken? How loose is your goose?

So c'mon everybody and shake your caboose!

I said get, get down, I said get down on the floor,

I said get, get off, I said get off that dirty floor!

(repeat)

IZOLA BADE

Sayibamba saykibela iZola Bade, iZola Bade, iZola Bade (2x)

Repeat as necessary. This song can have lots of fun dancing!

Kamthande Umntwana Wakho (Love your child)

Kamthande umntwana wakho (love your child)

Khamncome umntwana wakho (encourage your child)

Mvuze umntwana wakho (reward your child)

Mkhusele umntwana wakho (protect your child)

Dlala nomntwana wakho (play with your child)

O RAM, SAM, SAM

This is a children's song from Morocco.

O ram, sam, sam	O raffi, O raffi,
O ram, sam, sam	Gooli, gooli, gooli gooli
Gooli, gooli, gooli gooli	Ram sam, sam.
Ram sam, sam.	(2x)
(2x)	

Add movement. Repeat and speed up!

ZUM GALI GALI

Part 1	Part 2
Zum gali gali gali	Da dee dum dum dum
Zum gali gali	Da dee dum
Zum gali gali gali	Da dee dum dum dum
Zoom	Da dee dum
2x	2x

Suggestions for teaching Zum Gali Gali:

1. Teach with call and response
2. Sing together as a group
3. Add movement. The 1st part (Zum gali gali...) has digging with a shovel movement. The 2nd part (Da dee dum...) has picking oranges from a tree.
4. Divide class into two groups and sing as a round. Sing entire song together once. Then one group begins singing by themselves. When they are singing the 2nd part, the second group starts singing the 1st part.
5. Try moving around the room in your groups, singing your part with the movement.
6. Play with volume. Try singing louder and softer.
7. End with all singing Da dee dum together.