



**305:
PRACTICAL PARENTING FOR
SCHOOL AGE CHILDREN (6 – 11 YEARS)**

A TRAINING OUTLINE

**Developed by:
WILLIAM DOUGHERTY**

**For the:
Pennsylvania Child Welfare
Training Program**

**University of Pittsburgh
School of Social Work
Pittsburgh, PA**

JUNE 2000

305: Practical Parenting for School Age Children (6-11 Years)

An Overview of the Curriculum

Rationale:

Parents often lose or feel they are losing control of their children. This is frequently a result of poor parenting skills and/or developmental knowledge. Caseworkers must be able to recognize when this is the cause of the child's behavior problems. Caseworkers need to be keenly aware of developmental issues and how parenting must meet the child's developmental needs. Additionally, the caseworker must be able to transfer this knowledge and skill onto the parents.

Learning Objectives:

Participants will be able to:

- 1) Assist parents in understanding their parental role for school age children
- 2) Demonstrate practical parenting approaches for school age children
- 3) Apply child development knowledge to parenting skill
- 4) Demonstrate effective and positive discipline techniques for school age children
- 5) Communicate best practice standards to parents about parenting school age children

Competency:

305 – 1 The child welfare professional is familiar with models of effective parenting, and can teach parenting strategies to parents by explaining and demonstrating parenting techniques, can support parents and try new strategies, and can refer parents to formal training classes or groups when needed.

305 – 2 The child welfare professional can identify parenting and discipline strategies which are appropriate for a child's developmental level and individual needs.

Length of Workshop:

6 Hours

Materials Needed to Present Workshop:

The following materials are needed to present the workshop:

- ✓ Color markers
- ✓ Name tents
- ✓ Idea catchers
- ✓ Overhead projector/screen
- ✓ TV/VCR
- ✓ Easel stand/flip chart
- ✓ Video – vol. 1 Helping Your Child Succeed

305: Practical Parenting for School Age Children (6-11 Years)

An Overview of the Curriculum (continued)

Materials Needed to Present Workshop: (continued)

- ✓ Video – Child Management
- ✓ Curriculum with transparencies
- ✓ Handouts for participants

Target Audience:

Child Welfare Caseworkers and Supervisors

Summary:

Caseworkers often deal with parents who are frustrated, disillusioned or at a loss over uncooperative, defiant, disrespectful or out of control behaviors of their children. This workshop is parenting skills as they relate to the developmental stages of school age children.

Expectations of the Trainer:

The trainer should be knowledgeable about school age child development, behaviors and appropriate practical parenting styles for this age group. The trainer should also have significant experience working with parent/child conflict families.

305: Practical Parenting for School Age Children (6-11 Years)

Agenda for a Full-Day Curriculum on Practical Parenting for School Age Children (6 – 11 years)

Estimated Time	Content	Page
30 minutes	Section I: Introductions and Expectations	4 - 5
30 minutes	Section II: Cognitive Development	6 – 7
30 minutes	Section III: Forms of Discipline	8 – 9
120 minutes	Section IV: Positive Pro-active Parenting	10 – 12
15 minutes	Section V: Stop requiring misbehavior	13 – 14
30 minutes	Section VI: Assessing and prioritizing	15 – 16
60 minutes	Section VII: Reflection Group	17 – 18
15 minutes	Section VIII: Wrap-up and evaluations	19 - 20

305: Practical Parenting for School Age Children (6-11 Years)

Section I: Introduction & Expectations

Estimated Length of Time:

30 Minutes

Learning Objectives:

- ✓ Discuss the workshop rationale, learning objectives and agenda
- ✓ Become familiar with each other (trainer and participants)
- ✓ Identify and list participant's learning desires

Method of Presentation:

Lecture, individual and small group activity

Materials Needed:

- ✓ Name tents and markers
- ✓ Idea catchers
- ✓ Overhead # 1a agenda
- ✓ Overhead # 1b learning objectives
- ✓ Handout # 1a agenda
- ✓ Handout # 1b learning objectives
- ✓ Handout # 10 idea catchers
- ✓ Strips of flip chart paper for participants

305: Practical Parenting for School Age Children (6-11 Years)

Section I: Introduction & Expectation (continued)

Outline of Presentation:

Prepare the training room by placing markers, name tents, idea catchers and strips of flip chart paper on the tables. The trainer should then:

- ✓ Welcome participants
- ✓ Introduce self to the participants
- ✓ State the rationale
- ✓ Have participants introduce themselves
- ✓ Review the agenda using **overhead # 1a (agenda)** and **handout # 1a (agenda)**
- ✓ Review the learning objectives using **overhead # 1b (learning objectives)** and **handout # 1b (learning objectives)**
- ✓ Identify and list participants expectations

Step 1:

Instruct the participants to make and write their names on name tents and explain the concept and use of the idea catchers.

Step 2:

Trainer introduces self and states the rationale for the workshop. The trainer then asks participants to introduce themselves (name, agency, unit, tenure and why are they here today). Trainer then distributes **handout # 1a (agenda)** and displays **overhead # 1a (agenda)** and reviews the agenda. Trainer then distributes **handout # 1b (learning objectives)** and displays **overhead 1b (learning objectives)** and reviews with participants.

Step 3:

Trainer asks participants to discuss, in their small groups, what they would like to get out of this workshop. After the discussion, the trainer asks each participant to write a least one thing they would like to learn on the strips of flip chart paper. The strips of paper are hung on the wall and the trainer briefly goes over the list acknowledging their needs as well as identifying anything that may be listed that will not be part of this workshop.

305: Practical Parenting for School Age Children (6-11 Years)

Section II: Cognitive Development

Estimated Length of Time:

30 Minutes

Learning Objectives:

- ✓ To review and increase participants' awareness of cognitive development of school age children that they may relate it to appropriate parenting styles and techniques for this age children.

Method of Presentation:

Lecture, group discussion, pair group activity

Materials Needed:

- ✓ Handout # 2 (cognitive development)

Resources Used:

- ✓ Core 103 curriculum
- ✓ The Good Son: Michael Gurian

305: Practical Parenting for School Age Children (6-11 Years)

Section II: Cognitive Development (continued)

Outline of Presentation:

The trainer introduces the concept that a great change (growth) in the cognitive development takes place during this age group that dictates the need for change in parenting methods and roles.

- ✓ Discussion about the “five-to-seven shift”
- ✓ Review handout # 2 (cognitive development)
- ✓ Consider need for expanded parenting role

Step 1:

The trainer introduces the “developmental leap” that takes place during this age group (**CORE 103, school age child development**). The emphasis is directed to cognitive development as that relates to parents’ roles. Instigate group discussion to be sure all participants understand.

Step 2:

Distribute **handout # 2 (cognitive development)** and review with the large group the milestones the child makes through this age. After the review, ask participants to pair up and have them consider with each other how the basic parents style of pre-schoolers (dictatorial – what, when, where, how), by itself, is no longer entirely effective. Have random volunteers offer their findings.

305: Practical Parenting for School Age Children (6-11 Years)

Section III: Diverse Forms of Discipline

Estimated Length of Time:

30 Minutes

Learning Objectives:

- ✓ To explore and recognize the various forms or methods of discipline
- ✓ To consider the appropriate use of the various forms or methods of discipline

Method of Presentation:

Lecture, large group discussion, small group activities

Materials Needed:

- ✓ Handout # 3 (forms of discipline)
- ✓ Overhead # 2 (forms of discipline)

Resources Used:

- ✓ The Good Son: Michael Gurian
- ✓ 1-2-3 Magic: Thomas W. Phelan, Ph.D.

305: Practical Parenting for School Age Children (6-11 Years)

Section III: Diverse Forms of Discipline (continued)

Outline of Presentation:

The trainer presents the idea that there are a number of forms of discipline that parents can use to guide their children in appropriate behaviors and has the participants consider the appropriateness of the forms as they relate to the age of the child.

- ✓ Define discipline
- ✓ Discuss the various forms with handout and overhead
- ✓ Small groups evaluate the appropriate use of discipline with ages of child

Step 1:

The trainer defines the meaning of and use for discipline (a tool to guide, teach, and train a child in respect, self-control, and self-esteem)

Step 2:

Distribute **handout # 3 (forms of discipline)** and display **overhead # 2 (forms of discipline)** and go over all the types, appropriate ages and uses.

Step 3:

Trainer asks each table group to consider the different forms of discipline and compiles some samples of typical child behaviors that would justify discipline. Then have them determine which form of discipline might best address that behavior. The trainer then solicits feed back attempting to get samples of each of the discipline forms.

305: Practical Parenting for School Age Children (6-11 Years)

Section IV: Positive Pro-Active Parenting

Estimated Length of Time:

120 Minutes

Learning Objective:

- ✓ To explore the concept of expanding the parents role beyond controller and disciplinarian to the positive role model, teacher and guide
- ✓ To consider ways parents can aid the child in developing self-esteem, self-control and maturation as their cognitive development requires and improve parent/child relations

Method of Presentation:

Lecture, video, pair activities, small group activity

Materials Needed:

- ✓ Helping your child succeed video (vol. 1)
- ✓ Overhead # 3 (Improving self-esteem)
- ✓ Overhead # 4 (Do's and Don'ts)
- ✓ Handouts # 4 (Improving self-esteem)
- ✓ Handouts # 5 (Do's and Don'ts)
- ✓ Overhead # 5 (Parent as teacher)
- ✓ Handout # 6 (Parent as teacher)
- ✓ Overhead # 6 (Problem solving)
- ✓ Handout # 7 (Problem solving)
- ✓ Overhead # 7 (Helping your child)
- ✓ Handout # 8 (Helping your child)

Resources Used:

- ✓ Common Sense Parenting, Helping Your Child Succeed; Vol. 1: Boys Town Video
- ✓ Things will be Different for my Daughter: A Practical Guide to Building her Self-Esteem and Self-Reliance: Mary Bingham

305: Practical Parenting for School Age Children (6-11 Years)

Section IV: Positive Pro-Active Parenting (continued)

Outline of Presentation:

The trainer presents the notion that in this age group of children, the parents can expand their role as controller/disciplinarian to a more overt positive influence. To become the builder of positive things rather than just the inhibitor of the negative.

- ✓ Raise the issue of the child seeing self (self image, self control, and maturation)
- ✓ Show video (helping your child succeed)
- ✓ Problem solving and planning
- ✓ Avoiding peer pressure

Step 1:

The trainer raises the issue of expanding the parents role to include aiding the child in positive ways. First we look at building self-esteem. Distribute **handout # 4 (improving self-esteem)** and display **overhead # 3 (improving self-esteem)**. Explain the concept of self-esteem and things parents can do to aid in raising a child's self-esteem. (The video will further clarify and give examples) Show the first segment of the video (**Boys Town video: counter 00 – 0:10:03**). Finish this with questions or comments, distribute **handout # 5 (do's and don'ts)**, and display **overhead # 4 (do's and don'ts)** for increasing self-esteem.

Step 2:

The trainer opens discussion about the parenting role of teacher and how we can use this role to avoid trouble by practicing "preventative teaching" when we anticipate a problem situation. The trainer then **distributes handout # 6 (parent as teacher)** and displays **overhead # 5 (parent as teacher)**. Explain the concept of preventative teaching and then show the second segment of the video (**Boys Town video: counter 0:10:03 – 0:20:45**). (The video will further clarify and give samples of the process.) Give closure to this step by soliciting questions or comments.

NOTE: If a participant questions our ability to apply positive pro-active parent usefulness to our clients who are, typically, already in major conflict – reassure them we will address that concern this afternoon.

Step 3:

The trainer raises the issue of the importance of praise, making the following points:

- ✓ Praising what they do right will cause them to want to do right (positive reinforcement vs. negative attention)
- ✓ Look for opportunity to praise, even for little every day expected acts
- ✓ Praises should far outnumber criticism

305: Practical Parenting for School Age Children (6-11 Years)

Section IV: Positive Pro-Active Parenting (continued)

Trainer then shows the third segment of the video (**Boys Town video: counter 0:20:45 – 0:26:20**). Once again use questions and comments to close this step.

Step 4:

Trainer calls attention to the reality that as children get older they spend more and more time away from home and parents. This means they have increased opportunity to be faced with problems that they will have to solve on their own. Therefore, parents should be taking opportunity to teach them the process. Trainer distributes **handout # 7 (problem solving)** and displays **overhead # 6 (problem solving)** and goes over the situation, options, disadvantages, advantages, and solutions (S.O.D.A.S.) method. Trainer now show the fourth segment of the video (**Boys Town video: counter 0:26:20 – 0:35:10**). After the video instruct the participants to pair off. Each pair is to create a typical child problem (such as: whether to go to the ball game with dad or the movie with his best friend). Finally ask the pairs to solve the problem using the SODAS method. Ask for one or two volunteers to report the SODAS.

Step 5;

Trainer opens discussion around the dreaded negative peer pressure fear of all parents. It's a very real danger as children need friends and have difficulty defying them when appropriate. While we can't guarantee our children will never fall victim to negative peer pressure. There are steps we can take to reduce the likelihood. Trainer distributes **handout # 8 (helping our children)** and displays **overhead # 7 (helping our children)**. The trainer reviews the content and points of the handout. Trainer now shows the final segment of the video (**Boys Town video: counter 0:35:40 – 0:45:20**). The trainer follows the video with questions and comments and makes the point of the positives related to the child having a high self-esteem and good parent relations. The trainer then breaks the large group into four groups and assigns each group one topic from each of the last four steps.

- ✓ Step 5 – steps in helping your child avoid negative peer pressure
- ✓ Step 4 – teaching problem solving
- ✓ Step 3 – praise
- ✓ Step 2 – preventative teaching

Each group is to identify how these parent roles help the child's self-esteem rise and improves parent/child relations; each group reports their findings.

305: Practical Parenting for School Age Children (6-11 Years)

Section V: Stop Requiring Misbehavior

Estimated Length of Time:

15 Minutes

Learning Objective:

- ✓ To consider how a very common parental behavior can actually be the cause of child misbehaviors

Method of Presentation:

Lecture, group discussion

Materials Needed:

- ✓ Flip chart

Resources Used:

- ✓ 10 Most Common Mistakes Good Parents Make and How to Avoid Them: Kevin Steede, Ph.D.

305: Practical Parenting for School Age Children (6-11 Years)

Section V: Stop Requiring Misbehavior (continued)

Outline of Presentation:

The trainer introduces the concept that often times parents unwittingly require children to behave in negative ways

- ✓ Display a flip chart drawing of a very basic genogram
- ✓ Discuss the possibility of child favorites and parental interactions with children

Step 1:

The trainer brings up the idea that parents often unintentionally cause the child's misbehavior. The most common cause is ignoring the child when they are being good. Show the group a very basic genogram (previously drawn by the trainer) on a flip chart.

- The genogram should show a mom of a six year old girl and a ten year old boy and the dad of the six year old girl, who is the step-dad of the ten year old boy.

Solicit from the group, typical parent/child relations in such a family (our daughter/your son) and which child is more likely to be doted over. Where does that leave the other child? Likely, the boy gets much less unsolicited attention than his younger half sister. Remember the needs for self-esteem of "feeling important". The boy quickly learns that he gets attention when he misbehaves.

- "The squeaking wheel gets the oil"

When we ignore our children being good they get no feed back to make them "feel loved or important". If we react to their misbehaviors, even yelling and punishments, we are acknowledging them "feel some importance" at least.

305: Practical Parenting for School Age Children (6-11 Years)

Section VI: Assessing and Prioritizing

Estimated Length of Time:

30 Minutes

Learning Objectives:

- ✓ To consider the assessment of the families' parent/child relations
- ✓ To explore the different initial interventions based on the parent/child relations

Method of Presentation:

Lecture, group discussion, small group activities

Materials Needed:

- ✓ Handout # 9 (underlying causes)
- ✓ Overhead # 8 (underlying causes)
- ✓ Overhead # 8b (underlying causes) continued
- ✓ Overhead # 8c (underlying causes) continued

Resources Used:

- ✓ The Good Son: Shaping the Moral Development of Our Boys and Young Men:
Michael Gurian
- ✓ 1-2-3 Magic: Thomas Phelan, Ph.D.

305: Practical Parenting for School Age Children (6-11 Years)

Section VI: Assessing and Prioritizing (continued)

Outline of Presentation:

The trainer raises the notion that we covered a great deal of available parenting styles and methods, now we need to apply them to our families

- ✓ Distribute **handout # 9 (underlying causes)** and display **overhead # 8a, 8b, 8c (underlying causes)**
- ✓ Engage group in discussion of causes of parent/child conflict

Step 1:

The trainer raises the issue of all the various forms and roles of parenting. The families we deal with on a daily basis have different degrees and causes of poor parent/child relations. To sample a few, the trainer distributes handout # 9 and displays overhead # 8 (underlying causes). While reviewing the overhead, the trainer solicits more samples from the group.

Step 2:

The trainer asks small groups to consider all the different parenting skills we've discussed today. The trainer assigns each group one of the underlying causes categories:

- Child development
- Poor parenting skills
- Subtle abuses

The trainer then instructs each group to list which form(s) of parenting they feel could be introduced to eliminate the cause.

305: Practical Parenting for School Age Children (6-11 Years)

Section VII: Reflection Group

Estimated Length of Time:

60 Minutes

Learning Objectives:

- ✓ To apply the techniques for practical parenting for school age children to daily case work practice

Method of Presentation:

Video, individual activity

Materials Needed:

- ✓ Child Management (kids right video)

305: Practical Parenting for School Age Children (6-11 Years)

Section VII: Reflection Group (continued)

Outline of Presentation:

The trainer asks the participants to apply the information they have learned to daily case work practice by:

Step 1:

The trainer introduces and shows the **video (Child Management)** to the participants and requests they remember the idea catchers as they view the video (jot down ideas)

Step 2:

Assign each of four groups one of the following topics:

- Building self-esteem
- Preventative teaching
- Problem solving
- Avoiding peer pressure

Ask the groups to discuss and outline a response to the following thoughts:

- Why is this important as a parent's responsibility?
- How does a parent assist the child in this area?
- When will I be able to apply this in my case work services to families?

Step 3:

The trainer encourages group discussion around the days topics and reminds the group of the **idea catchers**. Include the following points:

- ✓ Various forms of discipline (best is natural consequence)
- ✓ Parents role as teacher is as important as that of disciplinarian
- ✓ Positive pro-active parenting is the best "an ounce of prevention is worth a pound of cure"
- ✓ The earlier the parent begins practical parenting techniques, the better

305: Practical Parenting for School Age Children (6-11 Years)

Section VIII: Wrap-up and Evaluation

Estimated Length of Time:

15 Minutes

Learning Objectives:

Wrap-up the workshop and complete workshop evaluations

Method of Presentation:

Large group and individual activity

Materials Needed:

Evaluation forms

305: Practical Parenting for School Age Children (6-11 Years)

Section VIII: Wrap-up and Evaluations (continued)

Outline of Presentation:

The trainer responds to any final comments or questions and asks the participants to complete the workshop evaluation forms.

- ✓ Ask for final comments or questions
- ✓ Completion of evaluation forms

Step 1:

The trainer responds to any final comments or questions

Step 2:

The trainer distributes the evaluation forms and asks participants to complete the forms. The trainer closes the workshop by thanking and congratulating the participants for their interest and enthusiasm during the day.

305: Practical Parenting for School Age Children (6-11 Years)

Resources:

10 Most Common Mistakes Good Parents Make and How to Avoid Them: Kevin Steede, Ph. D.

1-2-3 Magic: Thomas Phelan

CORE 103

The Good Son: Shaping the Moral Development of Our Boys and Young Men: Michael Gurian

Growing Up Again: Jan Illsley Clark

How to Talk So Kids will Listen and Listen So Kids Will Talk: Adele Faber, Elaine Mazlish

Real Boys: Rescuing Our Sons from the Myths of Boyhood: William Pollack

Things Will be Different for My Daughter: A Practical Guide to Building Her Self-Esteem and Self-Reliance: Mary Bingham

Wonderful Ways to Love a Child: Judy Ford

Common Sense Parenting: Helping Your Child Succeed (vol. 1):
Boys Town Videos

Child Management: Kids Rights Video