



**PARENTING
TOGETHER[®]**



**Course
Facilitator Guide**

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Further information for service providers: www.salisburyc4c.org.au

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Let's get ready!

Pre-Course Preparation



Before the first session, make sure you:

- Confirm venue availability
- Arrange venue set up
- Remind attendees of location and time of training
- Organise address labels and markers for name tags
- Organise tea/coffee/biscuits
- Print the following:
 - Attendance Sheet (Appendix A)
 - Pre/Post Feedback Sheets (Appendices B to D)

***Note** The Parenting Together Participants Manual starts with material from session 3. The children of most parents participating in the course will be older than 3 years so we don't usually start with this content until we begin to dive deeper into relationships.

It's important that you keep in mind the intended course outcomes throughout delivery of the course:

Short Term

- Parents increase knowledge of child development
- Parents gain skills in effective parenting practices
- Parents gain knowledge in developing healthy family relationships

Medium/Long Term

- Improved individual and family mental, social and emotional well-being
- Parents identify appropriate actions for effective parenting
- Improved family functioning

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Session 1 - Changes



Session Format

Introduction (20 min)

Video Clip (5 min)

Group discussion/Activities (50 min)

Coffee break (15 min)

Introduce yourself and attendees to fill out the Attendance Sheet (Appendix A) as they start to arrive.

Housekeeping/Considerations

Inform participants of the following:

- location of toilets
- mobile phones on silent
- attempt to arrive on time (respect for others)
- what is discussed is confidential
- be discreet and sensitive to others when sharing
- not talking over others
- be prepared to give and receive feedback
- should commit to attending all sessions to gain the full benefit of the course

Course Outcomes

Share about the expected course outcomes:

Short Term

- Parents have a better understanding of the effects of parenting on child development
- Parents have a better understanding on how to develop healthy family relationships
- Parents learn how to use some effective parenting skills

Medium/Long Term

- Socially, emotionally and mentally healthy family members
- Parents who can identify appropriate actions for effective parenting
- Family members who get along well together

Session Format for Course

Briefly mention the format of sessions:

- Last session review/homework discussion
- Training
- Coffee break
- Group discussion/class questions

General Introductions

Introduce yourself and share:

- names and ages of children
- length of relationship with partner
- occupation/ interests

Ask course participants to introduce themselves and share:

- names and ages of children
- length of marriage/relationship
- **be sensitive if unmarried*
- occupation/ interests
- what they hope to gain from attending the course

**write these down and state at what point you will be addressing these areas in the course or point participants to suitable resources*

VIDEO CLIP

Put on Changes video clip

<https://youtu.be/UcbSmRJFwwM>

GROUP DISCUSSION/ACTIVITIES

Ask for parent's feedback on how they felt with a new born (both mum and dad).

Ask parents to share their own reactions to video.

Ask parents what they think societies' view of the role of mothers and fathers compared to their view.

According to the Parenting Research Centre (2005):

"Teamwork is about working together to solve the solvable problems, managing the unsolvable ones and managing conflicts should it arise"

Teamwork is required not only between parents, but also between parents and children.

Refer to p 16-19 of "How it is" booklet.

Discuss each of these tips in detail as you go through them:

- Good communication-between parents and parent and child
- Discussing work load and agreeing about how you are going to work together as parents
- Establishing fair boundaries, healthy family rules and consequences if these are crossed/broken, in consultation with each other (parents and children)
- Acknowledging how each family member feels

A new child entering a family often results in plenty of additional work, sleepless nights, stress (juggling requirements of other children/commitments and, for first time parents, the additional stress of "am I doing this right?") which can result in HIGHLY STRUNG EMOTIONS.

Parents feel like they are being pulled in all directions, with little time for themselves.

To obtain the best outcome for both parents and kids, parents will need to work together effectively.

Teamwork includes:

- Discussing how to share the load ie. who does what jobs
- Discussing what you expect from each other ie. make agreements and set boundaries on what's acceptable and what's not
- Learning how to communicate well WITHOUT blaming, noting that:
 - Men generally find it more difficult to articulate how they feel, but this is something that can be learned over time but requires work.
 - Women need to understand the difficulty for a man to do this and be patient.
- Acknowledging the pain you cause each other and the NEED to FORGIVE-THIS IS NOT CONDONING BAD BEHAVIOUR but taking the necessary steps to repair the relationship
- Demonstrating love to each other; people need to feel loved and valued by their family

Ask participants to fill out the Pre/Post Feedback Sheets (Appendices B to E) and explain that these are important to measure the effectiveness of the course. Actual names don't need to be used, but it does need to be the same name that will be used in the post test to be useful for the evaluation of the course.

Love



Languages

Demonstrating love is not always easy as we think as we all have different currencies of love. The 5 Love Languages® by Dr. Gary Chapman is a helpful tool in understanding our own, our partner's and our children's different personalities and needs. With children, their love languages are not as firmly established and it is therefore important to shower you child in all these 5 areas. As they get older, you will start to see what is more important to them and put more emphasis in this area.

Ask course participants to fill out survey the 5 Love Languages® by Dr. Gary Chapman (Appendix F) and score themselves.

Dr. Gary Chapman, speaks of 5 main love languages:

Words of Affirmation

- Compliments mean a lot
- Hearing the words, "I love you," and the reasons for it are important
- Insults have a large impact are not easily forgotten

Quality Time

- Feels loved when they have someone's full, undivided attention ie. TV off, fork and knife down, and all tasks on standby
- Distractions, postponed dates, or the failure to listen can be extremely hurtful

Gifts

- Thrives on the love, thoughtfulness, and the effort behind the gift, more than the gift itself
- Loves giving
- A missed birthday, anniversary, or a thoughtless gift is very hurtful

Acts of Service

- Feels loved when someone helps out with required tasks
- Laziness, broken commitments, and making more work for the person can make him/her feel rejected and unloved

Physical Touch

- Not all about sex
- Feels loved with hugs, rubs on the back, holding hand etc
- Feels loved when they are able to demonstrate love by physical touch
- Neglect and abuse has a very large impact on the way they feel

These love languages can change temporarily depending on your circumstances. eg quite often with a new born, acts of service means more to a partner.

HOMEWORK

Come up with a list of issues you dealt with during the week related to parenting.

Display the five love languages to your children and put emphasis on your partner's primary love language.

The raisingchildren.net.au website is a wonderful resource with plenty of great information on parenting, conflict resolution and listening skills etc. Have a look at the "grown-ups" section.

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Session 2 - Parenting



Session Format

Welcome/Homework Discussion (15 min)

Video Clip (10 min)

Group discussion/Activities (50 min)

Coffee break (15 min)

WELCOME/HOMEWORK DISCUSSION

*Ask parents to share the issues they dealt with.
How did it make them feel?*

*Discuss how the course is going to help them in
these areas.*

VIDEO CLIP

Put on 'Parenting' video clip
https://youtu.be/AH3_qo89tus

GROUP DISCUSSION/ACTIVITIES

*Ask parents to share their own reactions to video. Refer
to Appendix F - 'The Five Key Steps to Emotion Coaching'
by John Gottman.*



Steps towards Parenting Together

STEP 1 – LISTEN

- Your child needs to feel like that they have been heard-ask them about their feelings. When one of your children has an issue/complaint, ask them for more details and how they feel. "Kimochis® are sometimes used at schools for this purpose. For children who struggle to articulate how they feel in words, they encourage them to express themselves, whether that be "mad, sad, left out, brave, uncomfortable, jealous, frustrated, silly and beyond."
- Reflective listening keeps communication open.
- Reflective listening is the skill of acknowledging that we understand how our child is feeling.
- When people feel accepted and understood, emotions are controlled and issues get resolved.

STEP 2 – FORM AN ALLIANCE WITH YOUR PARTNER AND CHILD

- Ask your child “How are WE going to handle this?” This approach takes out the power struggle which happens between parents and children.
- Have a united front where both parents have the best interests of the child at heart and in mind.
 - Parents need to work as a team.
 - Both need to take responsibility for raising and disciplining their child. Often one parent takes a ‘policeman role’ and feels that they get no support from the other parent, while the other parent who takes on the ‘friend role’ resents being told what to do. This leads to conflict!

Put on the Parenting Together Mum and Dad video clip <https://youtu.be/kPEtiObuUYg>

You may want to ask some volunteers to do some role playing using the following script.

Narella (child): Mum

Mum: Yes Narella

Narella (child): Can I play X –box?

Mum: It’s eight o’clock and it’s your bedtime. You’ve got school tomorrow. No, I think you need to go to bed.

Narella (child): Dad

Dad: Hi Narella. What’s up?

Narella (child): Can I play X-box?

Dad: X-box. I’m looking at the clock now and it says eight o’clock.

Narella (child): No it doesn’t

Dad: Have you asked your mum? I just want to see what mum says about it.

Narella (child): Aw

Mum: Yeah

Dad: Narella wants to play X-box.

Mum: OK.. she asked me about that already

Dad: So what did you say?

Mum: I said it was late and she’s got school and she really needs to go to bed

Dad: Yeah. Remember we had the family meeting with your older sister and we all agreed that maybe Friday or Saturday night’s was good for sleepover and X-box.

Yes?

Narella (child): Yeah

Mum: Mmm

Dad: So are you happy with that?

Narella (child): Yeah

Mum: Thank you

Dad: Ok. Good night.

STEP 3 – BOUNDARIES

- Ensure your children understand the reason for the boundary. Children need to learn how to think morally, not just act morally.
- Children can't follow rules if they don't know what they are, why they are in place and the consequences if they don't follow them.
- Agree on what the boundaries are for your children and what consequences there will be if they are crossed eg no play station

STEP 4 – RULES

- Keep the boundaries fair and develop healthy family rules that help you work together as a team. E.g. packing up toys before you get new ones out.
- Rules need to be age appropriate. E.g. no touching coffee table or anything on it for a child under 2
- Ensure your children understand the reason for the boundary.

STEP 5 – EMOTIONAL SELF-REGULATION

Ask people how they felt when an authority figure spoke out of emotion eg “can't you do anything right?!, “what is wrong with you?!” , “are you stupid?” . Always remember that children think the world of their parents!

- Take time out if necessary before handling a situation where a child has broken a rule or crossed a boundary. When the boundaries are crossed or rule broken, try to be sad and NOT mad. Count to 5. Speak CALMY and send your child to their room for a time-out.
- It's important not to react out of emotions- you can't take back words!! Children also copy their parents. A generation who can self-regulate emotions will result in a much more cohesive community.

STEP 6 – CONSEQUENCES

- Clarify the rule your child has broken and explain the consequence which will be put in place.
- Get your child to ask for forgiveness and explain that it is hard for you to do this but the consequence is a result of their choices.
- Tell your child that you forgive him/her. Children quite often need this for resolution to calm them down.
- Give your child a hug and a kiss and tell them you love them. They need to know your love is not conditional.
- Put the consequence in place eg no TV, no play station for a period
- Consequences must be:
 - i. Clear and fair
 - ii. Given without anger or threats
 - iii. Laid down firmly in love

Put on the Parenting Together Single Mum video clip

<https://www.youtube.com/watch?v=wI1Zaw5wQrY>

GREAT JOB!

Hand out the 100 Ways to Praise a Child (Appendix I).

Encouragement is extremely important to a child.

- ❖ Make sure that you praise them when they do behave well for big things and little things!
- ❖ Prepare your child for success ie. verbal reminders, dialogue questions where your child tells you what is expected of them
- ❖ If you know that it is something that they generally forget to do, remind them prior. e.g. saying “thank you for having me” to the responsible adult when they have a play date

ACTIVITIES

These 6 steps can be remembered using the acronym **LABREC**:

- Step 1 Listen
- Step 2 Agree and form an alliance with your child and partner
- Step 3 Boundaries
- Step 4 Rules
- Step 5 Emotional self-regulation
- Step 6 Consequences / Choices

Ask each participant to practice the steps, through role playing e.g. grumpy child, tired mum, thoughtful dad

HOMEWORK

Use LABREC at home with your children and come back with examples next week on how it went.

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Session 3 - The first 3 years



Session Format

Welcome/Homework (20 min)

Video Clip (5 min)

Group discussion/Activities (50 min)

Coffee break (15 min)

WELCOME/HOMEWORK DISCUSSION

Ask parents to share the issues they dealt with. How did they find LABREC as a tool?

Review the last session and encourage them to continue to use this tool, addressing any issues they may have had.

VIDEO CLIP

Put on 'The First Three Years' video clip
<https://youtu.be/hgsoSxKBVTM>

GROUP DISCUSSION/ACTIVITIES

Refer to the first three years (p 5-12 in 'How it is' booklet).

The moment a baby is born it seeks attachment relationships. An attachment relationship develops when a parent or carer responds to the babies need for security and comfort.

Discuss the importance of attachment and early brain development (in particular brain development scans and neural pathway) using the handouts in Appendix H.

Babies and toddlers need you to respond to their needs for:

- Comfort (eg dirty nappy, keeping warm/cool)
- Contact
- Hunger/Thirst
- Pain

Babies need to be protected from stressful situations as this can affect their development.

Babies and toddlers need caring adults to:

- Stroke and cuddle them
- Read to them and play with them (provide safe toys)
- Sing with them
- Talk with them eg tell them what they are doing
- Smile at them
- Love them

Mum and dad should:

- Let baby know when they're leaving and when they return (wave to baby)
- Leave baby only with people that mum and dad trust and know that baby will be/feel safe with
- Read, play and talk lots to baby
- Provide age appropriate toys

In the first year, your child's experience of being loved and cared for will hugely influence:

- Outlook ie how positive they are
- Type of relationships ie positive and responsive relationships
- Independence and self esteem

Babies that are well cared for in their first year are often:

- More independent
- Have a higher self esteem
- More likely to complete things
- Less likely to pretend they 'know it all'
- Less aggressive towards others

ACTIVITIES

In small groups, ask participants to share about how to change approaches to nurturing, exploring and setting boundaries as children progress through the first three years (refer to p13-14 in 'How it is' booklet).

- Share ideas about getting a balance between the friend and policing roles.
- None of us have the whole picture - if we can learn to work together our children will be closer to having a balance of the nurture, exploration and boundaries they need to flourish. Refer to the book Personality Plus (F.Littauer, 1992) and mention the various personality types. Talk about how you could apply LABREC with a two year old who is severely testing your boundaries. Practice LABREC role plays in groups of three.
- Remember, problem behaviour can often be the product of a child's unmet needs or feelings not being understood.

HOMEWORK

Practice using LABREC at home with your children.

Spend at least 2 hr/week 'quality time' with your child/ren. e.g. 30 mins on 4 days during the week

Do the Personality Plus test and discuss with your partner.

Survey is accessible at: <http://www.rockthechurch.com/uploads/Personality-types.pdf>

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Session 4 - Relationships



Session Format

Welcome/Homework (20 min)

Video Clip (5 min)

Group discussion/Activities (50 min)

Coffee break (15 min)

WELCOME/HOMEWORK DISCUSSION

Review the importance of the first three years in a child's life. Ask parents how they went with homework.

VIDEO CLIP

Put on 'Relationships' video clip.

<https://youtu.be/9lbpQAQJ23Q>

GROUP DISCUSSION/ACTIVITIES

Please note that facilitators should tailor the content of this section to the needs of the group. Below is an example of what can be covered.

We need to understand how we can we develop healthy relationships around us with:

- our children and partners
- our friends and extended family
- facebook, twitter, social media networking
- playgroups, kindergartens, schools, and community groups

To do this we need to understand ourselves and others.

POINTERS and PAINTERS

David J. Ludwig developed a communication typology which can be useful and divides family members into 'Painters' and 'Pointers' and is summarised in the table below.

	PAINTER	POINTER
PERCEPTION	Notices everything	Notices task at hand
CONSCIOUSNESS	Keeps many things in mind	Focuses on one thing
DEFENSE OF SELF	Vigilant so no surprises	Puts things in perspective
COMMUNICATION	Paints a picture	Sticks to the point

Source: Ludwig, D. J., (ed), Social Work and The Family Unit (2000)

Personality Types

Everyone is wired differently with different strengths and weaknesses. Personality Plus by Florence Littauer (1992) speaks about the 4 personality types:

Cholerics are dominant, strong, decisive, but at the same time can be arrogant. They tend to be good leaders as they have the ability to get things done, without being worried about offending people in the process.

Melancholy personalities are strong in analysis, evaluation, and assessment. They typically enjoy planning and evaluating the pros and cons of a situation. They are usually the most intelligent of the four types but can tend to dwell on details and unnecessarily over analyse things.

Sanguines love to socialise and entertain. They enjoy socialising, telling stories and being the centre of attention. A Sanguine gets on well with people and has the ability to motivate others. They also have a tendency to over-promise and under-deliver as they don't always think things through.

Phlegmatics are generally easy going, nonchalant, unexcitable and relaxed. They tend to avoid conflict, but their nonchalant character can also cause frustration as it can be interpreted as not caring. They are good as mediators as they are well liked.

Most people are a mix of all the personalities but dominant in just one or two of them. Generally if someone is strong in two personalities, it is either the Sanguine-Choleric combination or Melancholic-Phlegmatic combination.

Sanguine-Choleric and Melancholic-Phlegmatic personality types usually clash as Sanguine-Choleric personality types like getting a job done without always thinking through the implications, while the Melancholic-Phlegmatic personality types can take longer than necessary due to over-analysis.

In small groups, ask participants to share about some of the issues we may struggle with that have come out of trauma which we may have experienced in our first three years.

Looking below the surface

Play the Children See Children Do video

<https://youtu.be/he902p-yjo0>

Trauma Informed Practice

Parents who were traumatised as children can struggle in emotional self-regulation. Issues include:

Transference

- This is where one partner projects feelings from the past such as abandonment or threatening behaviour on the other partner.

Counter-transference

- This is when one partner shares concerns/issues with the other who projects her/his own unresolved conflicts onto the other, due to their own backgrounds and personal issues.

Re-traumatisation

- This is a relapse into a state of trauma which can be triggered by a situation, interaction or external factor.
- This can cause a person to evoke feelings and reactions associated with the original traumatic experience and may even compound the effect of the original experience.

Becoming a supportive partner means:

1. Showing empathy and have a non-judgemental attitude
2. Listening when your partner expresses their worries
3. Supporting your partner to make their own decisions
4. Don't take behaviours personally
5. Don't be reluctant to confront your partner if necessary
6. Taking care of yourself (eg exercise, nutrition, relaxation)
7. Being mindful that some behaviours may be based on fear
8. Trying to remain calm, regulated and positive through all discussions

ANGER MANAGEMENT



There are 3 main things you can choose to do with anger:

1. **Express it.** If you're going to this, you need to find ways which are not abusive to your children, partner and others. Physical exercise or even a punching bag can help.
2. **Repress it.** If you repress it by trying to keep it all inside the pressure will build up and you may eventually explode, either verbally or by getting physically sick.
3. **Confess it.** Admit to as many things you can think of that have happened to you or what you've done that has contributed to your anger. This will help you see things differently and help you realise that you may be over-reacting due to past hurts from someone else.

Understanding Ourselves

No one is perfect and no one has perfect parents. All people come from different backgrounds and have had different experiences. There are things which occurred when we were especially when we were very young that still affect the way we behave. Our background is not an excuse for unacceptable behaviour such as domestic violence. This can include the restriction of our partner's options through abuse of power and control.

To have a healthy relationship, we need to find out how we need to change ourselves:

- We need to discover the person we really are and not what we've been told we are. *Think about your early years and what messages you got about yourself.*
- We need friends, counsellors and others to help us work on the effects of unhelpful messages we may have received from parents/caregivers.
- Changing these habits we have developed from early childhood takes work and time.
- We need to understand what triggers our emotion. Our partner may be able to help identify these things.
- It's good to have people around us who let us know we're special, but we ALL also need to hear how to improve in certain areas.
- It's great to get in the habit of doing an attitude check every day by:
 - Taking time to have a think about what's happened in the last day and how we reacted to various situations.
 - Admit to things we could have done better.
 - Make a decision and plan how to make changes to improve our attitudes.
 - Be honest with your partner. Our partner will find it easier to respect us which will in turn make us more responsive to them. It's a win-win situation!

Emotional Management

There are ways we can manage or strong emotions such as fear and anger rather than letting them control our lives:

1. We can become more aware of our emotions and thoughts and how they affect our emotions and thoughts and how they affect our bodies, our communication and our understanding of ourselves and others. e.g. rapid heartbeat may indicate fear, an impulse to strike back may indicate anger
2. We can learn to understand what aggravates us so that when these situations do occur, we don't act on impulse, but rather we take the effort to pause and regroup our thoughts so that we can speak calmly.
3. We can learn to focus on positive thoughts and emotions. *This takes serious effort.*
 1. We can learn to reduce the intensity of our fears. This involves gradually exposing ourselves more and more to what causes the fears (unless it is domestic violence).
 2. We can learn to better understand the minds of others and have compassion towards them. *This will have a large impact on the quality of our relationships.*

Causes of Stress in Relationships

We need to understand what's going on in our minds and why it's happening.

Some of the main causes of stress between couples include:

1. Lack of communication
2. Different expectations
3. Broken trust eg affairs
4. Substance misuse
5. Anger issues
6. Money issues
7. Abuse (verbal, emotional and physical)

Emotion Triggers

Alcohol & Drugs

Sometimes it may seem that the best option is to drown our sorrows. An alcohol drug binge may give short term comfort but in the longer term:

1. Danger of addiction
2. We can't provide our partner or child/ren with the emotional support they need
3. Children need support from both parents for their emotional and social wellbeing



Relaxation, nutrition and exercise are all factors can affect the way we manage our emotions.

Anxiety & Fear

Growing up in situations such as violence, abandonment, emotional and verbal abuse (especially in the first few years) can make us overly fearful. Fear and anxiety have a large effect on our relationships:

3. It can cause us to overreact.
4. It can make it difficult for us to trust others.
5. We may have developed a protection mechanism of attacking others before they can attack us:
 - When you become hard to communicate because of fear of getting hurt you can isolate yourself
 - You can destroy relationships with others who care about you when you judge and criticize them too harshly
 - The "victim" mentality is where the person puts the blame on other for everything. This results in them not taking responsibility for our own actions which is toxic to our relationships.

HOMEWORK

Spend time to discuss the following with your partner:

- Some of the issues we may struggle with that have come out of trauma and discuss with your partner.
- Whether transference, counter-transference and re-traumatisation have caused issues in your relationship/s with your partner and children.
- How you can better look after each other when it comes to exercise, nutrition and relaxation.

Continue to practice LABREC at home with your children.

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Session 5 - Conflict



Session Format

Welcome/Homework Discussion (20 min)

Video Clip (7 min)

Group discussion/Activities (50 min)

Coffee break (13 min)

NB. Ensure Pre/Post Feedback Sheets (Appendices B to D) are printed prior to session

HOMEWORK DISCUSSION

Review last week's session on relationships. Ask parents to share the issues they dealt with and also discuss if they need to spend more time looking after themselves with exercise, nutrition and relaxation.

VIDEO CLIP

Put on 'Conflict' video clip

<https://youtu.be/kPEtiObuUYg>

GROUP DISCUSSION/ACTIVITIES

Show the video clip 'Children see, Children do' from the Parenting Together DVD if you think it will not upset participants.

Everyone is made uniquely, with different views. For this reason conflict is almost inevitable in life. Children need to learn how to deal with conflict in a healthy manner and can learn this from their parents in their family situation.

Healthy family relationships can exist if:

1. Expectations with regards to loyalty and trust, in addition to household jobs, are discussed.
2. Agreed boundaries are set around what's acceptable and what's not.
3. Family members are loved and appreciated for their actions.
4. Family members learn to communicate well (which is particularly hard for men). This includes sharing feelings with each other without blaming.
5. Family members acknowledge the pain caused/forgive each other for bad behaviour, and take actions to repair the relationship.
6. Family members are aware of how to resolve conflict.

A mnemonic you might like to use to remember the 7 steps of conflict resolution is **Feelings Simmer Slowly If We Leave Stewing**.

Ask participants to go into small groups to role play/ discuss the scenarios given in Appendix J-Reflective Listening Exercises. Discuss together the outcomes of the exercise.

Show the clip “The Monty Python- Argument Clinic” clip found on You Tube (duration 2 minutes 31 seconds). It’s important to pick your battles. Always consider whether an issue is worth using your time and energy. It’s also important to note that if you can’t come to an agreement, it may be better to agree to disagree.

Tips for Conflict Resolution

Some tips that can be used to resolve conflict through negotiation (between parents and parents and children) include:

1. **Focus on how things can better**
 - a. Don’t focus on past hurts and resentments, but rather on how you can improve the present situation.
 - b. Find a good place and time to talk about things that are of concern.
 - c. Make sure you don’t speak from a superior place (eg “you always..” or “you never...”) as this usually leads to partners becoming defensive and emotionally withdrawing from the relationship which sabotages any real attempts at communication.
2. **Show respect for each other. Admit when you are wrong.**
3. **Speak to each other calmly.**
 - a. Take time to calm down eg deep breathing, going for a walk
 - b. Ask for what you would like and negotiate a solution where both parties are happy.
 - c. Listen to your partner’s/child’s responses and allow them to influence the way you are thinking in the same way you would like to influence them
4. **Identify the problem.**
 - a. Use ‘I’ statements rather than ‘you’ statements eg “I feel..when..because” not “you did/didn’t...”
 - b. Stop the conversation if your child/partner becomes aggressive.
5. **Work on one issue at a time. When we bring up other issues it is unlikely that progress will be made in the first issue.**
6. **Listen to what your partner is saying. Practise reflective listening.**
7. **Suggest what could work for you.**
 - a. Discuss areas you are willing to be flexible with and those which you are not.
 - b. Validate, respect and accept each other’s point of view.
 - c. Speak in a non-threatening manner. Eg “I could...instead of...Would that be okay?”

Final Words

Explain to parents that this is the last session and that it’s been a pleasure getting to know them and that you hope that they have found the course useful.

Explain Evaluation/Feedback Sheets to participants and ask them to complete before they leave the session. Make sure you mention that the evaluation is to measure the effectiveness of the course and not to test participants, so that the course can be improved where required.

Point out that there are a couple of lists of organisations and websites aimed at aiding parents found on p 43-44 of the “How it is” booklet.

Collect the Post Feedback Sheets (Appendices B to E).

Appendices

Appendix B - Parenting Together® Course -Self Efficacy Questionnaire

(Pre and Post Course)

Name:

Date:

Age:

No. of children and age:

Course Facilitator:

1=Not at all

4= Moderate

2= Slight

5= High

3= Somewhat

6= Very High

QUESTION	1	2	3	4	5	6
How well do you feel you understand the link between early child development and parenting?						
How would you rate the significance of co-parenting?						
How well do you feel that you understand your child’s behaviour?						
How would you rate how well you listening skills?						
How would you rate how well you work together issues/problems as a family?						
How would you rate how well you work with your partner?						
Do you know how to set boundaries and consequences for your child?						
Do you have a set of family rules?						
How would you rate the way you deal with your child regarding rules/boundaries being broken?						
How would you rate the amount of stress in your family?						
How would you rate your understanding of what causes stress in your family?						
How would you rate your understanding on dealing with conflict within your family?						
How would you rate your negotiation skills?						
Do you discuss parenting techniques/methodologies/issues with other parents?						

**What are the main areas in parenting you would like to increase your knowledge/skills?
Please provide examples.**

**Appendix C - Parenting Together® Course –Multiple Choice Questionnaire
(Pre and Post Course)**

Name:

Date:

Course Leader:

Please reach each question carefully and then pick the best answer by circling one or more of the four options:

1. Children of highly involved dads tend to have:
 - a. Better friendships
 - b. Better educational outcomes
 - c. Higher self-esteem and life satisfaction
 - d. Lower criminality and substance use
2. 75% of brain development in a human occurs:
 - a. By age 3
 - b. By age 12
 - c. By age 18
 - d. By age 21
3. The source of brain stimulation for a child is parent-oriented, rather than child-oriented:
 - a. Up to age 6-7
 - b. Up to age 9-10
 - c. Up to age 3-4
 - d. Up to age 1-2
4. Co-parenting can be done effectively in the following relationship/s:
 - a. Married
 - b. Defacto
 - c. Separated
 - d. Divorced
5. Which of the following is NOT a form of reflective listening:
 - a. Repeating the gist of what someone has said
 - b. Making agreeing noises
 - c. Sharing advice
 - d. Asking open questions
6. When dealing with child behavioural issues , what would NOT be advised:
 - a. Discussing with the child on how to handle this issue together (form an alliance with your partner and child)
 - b. Establishing boundaries and consequences
 - c. Dealing with issue in an aggressive manner
 - d. Acknowledging how the child feels
7. Stress in a couple can be caused by which of the following:
 - a. Lack of communication
 - b. Broken trust
 - c. Money
 - d. Intimidating behaviour
8. The following are important to becoming a supportive partner:
 - a. Listen when he/she expresses their worries
 - b. Support her/his decisions (avoid rescuing)
 - c. Take care of yourself (exercise and nutrition)
 - d. Show empathy and a non-judgemental attitude

Thank you for your feedback!

Parenting Together® Course –Multiple Choice Questionnaire Answers
(Pre and Post Course)

Name:

Date:

Course Leader:

Please reach each question carefully and then pick the best answer by circling one or more of the four options:

1. Children of highly involved dads tend to have:
 - a. Better friendships
 - b. Better educational outcomes
 - c. Higher self-esteem and life satisfaction
 - d. Lower criminality and substance use
2. 75% of brain development in a human occurs:
 - a. By age 3
 - b. By age 12
 - c. By age 18
 - d. By age 21
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 - a. Up to age 6-7
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 - c. Up to age 3-4
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 - a. Repeating the gist of what someone has said
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7. Stress in a couple can be caused by which of the following:
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8. The following are important to becoming a supportive partner:
 - a. Listen when he/she expresses their worries
 - b. Support her/his decisions (avoid rescuing)
 - c. Take care of yourself (exercise and nutrition)
 - d. Show empathy and a non-judgemental attitude

Thank you for your feedback!

Appendix D - Parenting Together® Course Evaluation

(post test-end of last session)

Please help us understand the effectiveness of this course for parents by answering the following questions.

Course Location:

Date:

What sex are you? female/male

Are you from a non-english speaking background? yes/no

What is your age?

18-24

25-34

35-44

45-54

55-64

65 and over

What have enjoyed most about the Parenting Together® course?

Has the Parenting Together course addressed the issue/s you had listed prior to the commencement of the course?

What are some issues the course has helped you deal with it?

What topics did you find the most useful?

What are you doing differently as a result of this course?

Is there any part of the course that needs to be explained in a different way?

Are there any information/skills you would like to see included in the course?

Do you think there needs to be a change in how the course is run? (venue, group size, timing etc)

Would you recommend that your family and friends do this course? Yes/No

Thank you for your feedback!

Appendix E - Parenting Together® Course Evaluation Interview Questions

(post test-3 months after last session)

1. When did you do the Parenting Together® course?
2. How many children do you have?
3. What are your child/ren's ages?
4. Had you done any parenting courses prior to Parenting Together® and, if so, which ones and when?
5. What topics did you find the most useful? Why?
6. What skills have you learnt?
7. Have you put these skills to practice?
8. What differences have you seen in your family?
9. What has been the biggest challenge?
10. Do you think there needs to be a change in how the course is run? (venue, group size, timing etc)

Appendix F - The Five Love Languages Quiz

Select the one you prefer most of your two options, the one that fits the best right now.

Circle the letter to the right of the option you most prefer.

1	I like to receive notes of affirmation.	A
	I like to be hugged.	E
2	I like to spend one-to-one time with a person who is special to me.	B
	I feel loved when someone gives practical help to me.	D
3	I like it when people give me gifts.	C
	I like leisurely visits with friends and loved ones.	B
4	I feel loved when people do things to help me.	D
	I feel loved when people touch me.	E
5	I feel loved when someone I love or admire puts his or her arm around me.	E
	I feel loved when I receive a gift from someone I love or admire.	C
6	I like to go places with friends and loved ones.	B
	I like to high-five or hold hands with people who are special to me.	E
7	Visible symbols of love (gifts) are very important to me.	C
	I feel loved when people affirm me.	E
8	I like to sit close to people whom I enjoy being around.	E
	I like for people to tell me I am beautiful/handsome.	A
9	I like to spend time with friends and loved ones.	B
	I like to receive little gifts from friends and loved ones.	C
10	Words of acceptance are important to me.	A
	I know someone loves me when he or she helps me.	D
11	I like being together and doing things with friends and loved ones.	B
	I like it when kind words are spoken to me.	A
12	What someone does affects me more than what he or she says.	D
	Hugs make me feel connected and valued.	E
13	I value praise and try to avoid criticism.	A
	Several small gifts mean more to me than one large gift.	C
14	I feel close to someone when we are talking or doing something together.	B
	I feel closer to friends and loved ones when they touch me often. E	
15	I like for people to compliment my achievements.	A
	I know people love me when they do things for me that they don't enjoy doing.	D
16	I like to be touched as friends and loved ones walk by.	E
	I like it when people listen to me and show genuine interest in what I am saying.	B

17	I feel loved when friends and loved ones help me with jobs or projects.	D
	I really enjoy receiving gifts from friends and loved ones.	C
18	I like for people to compliment my appearance.	A
	I feel loved when people take time to understand my feelings.	B
19	I feel secure when a special person is touching me.	E
	Acts of service make me feel loved.	D
20	I appreciate the many things that special people do for me.	D
	I like receiving gifts that special people make for me.	C
21	I really enjoy the feeling I get when someone gives me undivided attention.	B
	I really enjoy the feeling I get when someone helps me make decisions.	D
22	I feel loved when a person celebrated my birthday with a gift.	C
	I feel loved when a person celebrates my birthday with meaningful words.	A
23	I know a person is thinking of me when he or she gives me a gift.	C
	I feel loved when a person helps with my chores.	D
24	I appreciate it when someone listens patiently and doesn't interrupt me.	B
	I appreciate it when someone remembers special days with a gift.	C
25	I like knowing loved ones are concerned enough to help with my daily tasks.	D
	I enjoy extended trips with someone who is special to me.	B
26	I enjoy kissing or being kissed by people with whom I am close.	E
	I enjoy receiving a gift given for no special reason.	C
27	I like to be told that I am appreciated.	A
	I like for a person to look at me when we are talking.	B
28	Gifts from a friend or loved one are always special to me.	C
	I feel good when a friend or loved one touches me.	E
29	I feel loved when a person enthusiastically does some task I have requested.	D
	I feel loved when I am told how much I am needed.	A
30	I need to be touched every day.	E
	I need words of encouragement daily.	A

Count the number of A's, B's, C's, D's and E's you have circled, and record them below. What is your "love language"?

A - Words of Affirmation	B - Quality Time	C - Receiving Gifts	D - Acts of Service	E - Physical Touch

To take the quiz online, go to www.5lovelanguages.com/assessment.

Dr. Gary Chapman's book, *The Five Love Languages*, can be purchased at your local bookstore, or through www.amazon.com.

Appendix G - The Five Key Steps to Emotion Coaching - John Gottman¹

1. **Become aware of the child's emotion**

A parent must be aware of and comfortable with their own emotions. This can be scary or intimidating, but is crucial in allowing for all feelings in a non-judgmental way.

2. **Recognize the emotion as an opportunity for intimacy and teaching**

As parents, we can:

- a. teach empathy
- b. build intimacy with our children, and
- c. teach them ways to handle their feelings.

Here, negative emotions are not threats to our authority or something else we need to fix. When you talk to your child when problems are small, you show that you are their ally, and that together you can face their difficulties-they don't have to do it alone!

3. **Listen empathetically, validating the child's feelings**

Listen in many different ways:

- a. with your ears for information
- b. with your eyes for physical evidence of emotion
- c. with your imagination to see the situation from the child's perspective, and
- d. with your words to reflect back what they are hearing and to help label emotions
- e. most importantly, use your heart to feel what the child is feeling.

Simple observations may work better than probing questions in making a connection. Also, avoid questions to which you already know the answer-don't set up mistrust or ask them to lie.

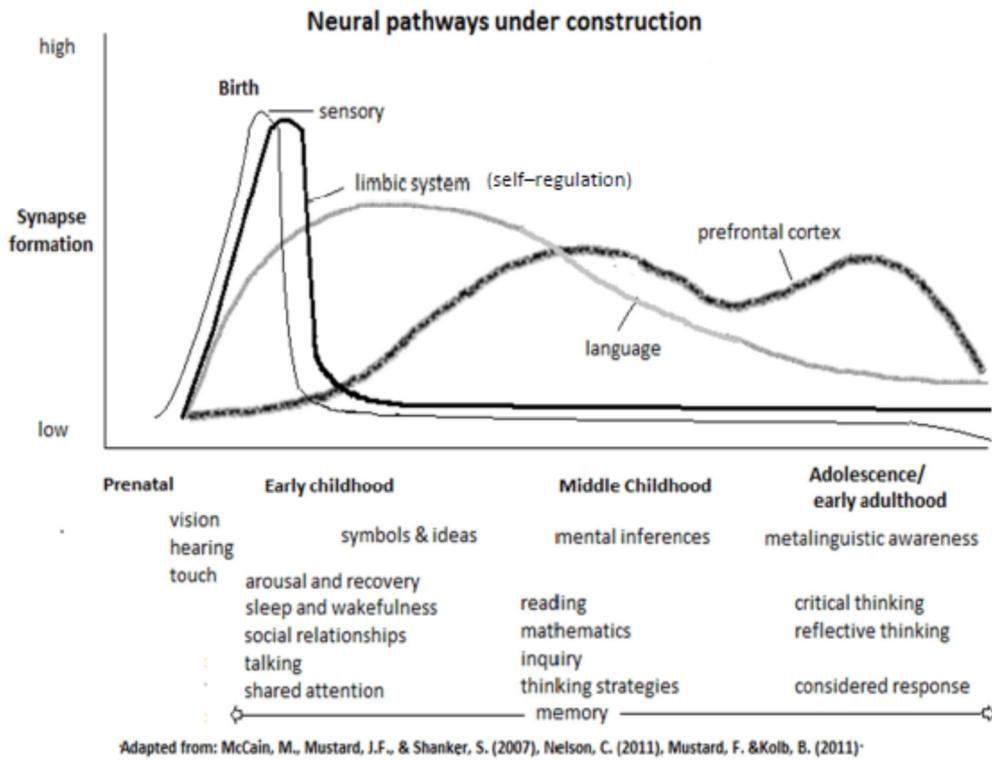
4. **Help the child find words to label the emotion he/she is feeling**

This goes hand in hand with empathy. Saying to a child who is in tears "You feel very sad, don't you?" not only shows understanding, but helps the child to describe this intense feeling. This is labelling only what IS, and not telling what kids OUGHT to feel. Be as precise with the child as possible-not just angry, but frustrated, jealous, enraged, or confused. It is important to name and allow for several, often contradictory feelings at once.

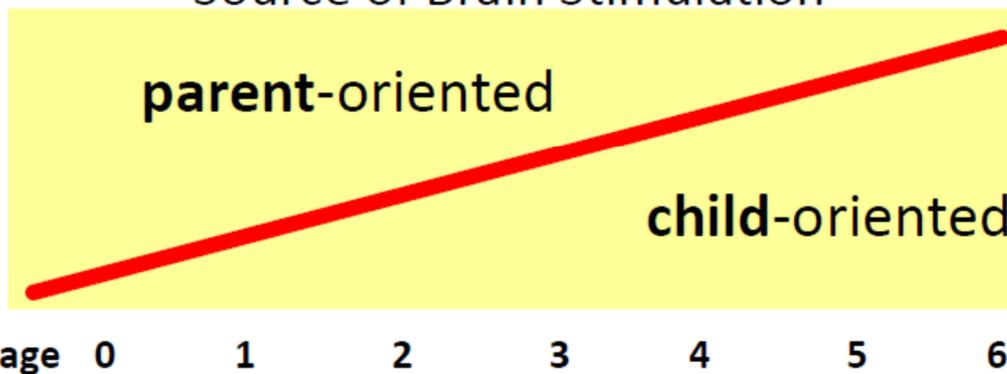
5. **Set limits while exploring strategies to solve the problem at hand**-There are five steps involved here:

- i. **SET LIMITS**-Set limits on the behaviours or actions, not the feelings or wishes. State clearly what is not appropriate about what happened. Allow here for "normal" kid stuff. Provide consequences that are fair, consistent, and related to the misbehaviour.
- ii. **IDENTIFY GOALS**-Ask or work with your child to figure out what they would like to accomplish related to the problem at hand, whether it's accepting the loss that led to the anger, or fix the broken item that led to the tantrum.
- iii. **THINK OF POSSIBLE SOLUTIONS**-What can get you toward the goals? Ask your child come up with these as much as possible, directing them toward past successes (when older), but when young, try several and then decide what worked the best.
- iv. **EVALUATE YOUR PROPOSED SOLUTIONS BASED ON YOUR FAMILY'S VALUES**-Validate their ideas, and perhaps use these questions-'Is the solution fair?', 'Will this solution work?', 'Is it safe?', 'How am I likely to feel?,' 'How are other people likely to feel?'
- v. **HELP YOUR CHILD CHOOSE A SOLUTION**-Encourage them to choose, but involve yourself a bit more here. Tell how you solved a problem like this and what you learned from it. Allow them to pick one that you don't think will work, and encourage them toward another if it fails. Help this be a learning process and show that failures don't mean all is lost.

¹ Paraphrased from *Raising an Emotionally Intelligent Child: The Heart of Parenting* by John Gottman 1997
Parenting Together® Course Facilitator Guide



Source of Brain Stimulation



- Care from parents and other caregivers
- Play-based learning
- Prenatal & postnatal supports
- Nutrition programs

*Source: Mary Eming Young
Early Child Development Team
Human Development Network Children and Youth
The World Bank*

Building Stronger Communities with Children and Families, K. Brettig ed. 2015.

One Hundred Ways to Praise a Child



Hey, I love you! * Way to go * You're special * Outstanding * Excellent
You are fun * You're a real trooper * You're on target * Outstanding
performance * Great * Looking good * You brighten my day ☺ Good
Well done ♥ Remarkable * Super * I knew you could do it * Nice work
What an imagination * I'm proud of you 🎵 Super star * Fantastic
You're on top of it * You're catching on * Now you've got it * How smart
Good job * You are the clever one * You are just delightful *
That's incredible * Remarkable job * You're Beautiful ♥ You're a winner
You make me happy * Dynamite * Hip, Hip Hooray * You're important
Magnificent * Beautiful * Super job 🎵 You're the best ☺ You're on your way
How nice * You're Spectacular * You are a Darling * Beautiful work
Good for you • Nothing can stop you now * You're fantastic * Wow
You're a legend ♥ Great Discovery ♦ You've discovered the secret
Fantastic job • You're a champion * Awesome * You're precious
Marvellous * You are responsible * Terrific * You are exciting *
You're growing up * You tried hard ♥ Neat * You figured it out 🎵🎵🎵
You're unique * What a good listener * You're a treasure * Super work
You mean a lot to me * You're a good friend * You deserve a big hug
You are an absolute gem * You're incredible ♥ I like you ♥ Now you're flying
I respect you * You're sensational 🎵 Phenomenal * Hooray for you * You care
Creative job * You belong * You made my day * You are nice to be with
You mean the world to me * You're important * You've got a friend
You're a joy * You make me laugh • You're A-OK * You're my buddy
I trust you ☺ You're perfect * Bravo * You're wonderful ☺
A big kiss ♥ Exceptional performance 🎵 That's correct * Hey, I love you!

♥ PS Remember a HUG is worth 1000 words! ♥



With compliments from the Fatherhood Foundation PO Box 440 Wollongong NSW 2520
Ph: 02 4272 6677 Email: info@fathersonline.org Website: www.fathersonline.org
Used with the kind permission of Danna Vale, Federal Member of Parliament for Hughes

Source:

Dads4Kids Fatherhood Foundation, 2011, 100 Ways to Praise a Child, viewed 14th January 2016,
< http://www.fatherhood.org.au/greatDads_tipsResources.html >

I Messages Worksheet & Role Plays

Respond to the following statements and/or situations with an I Message statement.

I feel (state your feelings), when (state the undesired behaviour you wish to stop), because (state why you feel the way you do) and (state the future expectations and or consequences).

After mastering the formula you may be more comfortable using a less structured statement.

1. *Your spouse calls you from work to tell you that he/she will be home in half an hour but he/she arrives an hour and a half later. This is a weekly event.*
2. *Your friend calls for the third time this month to cancel plans with you at the last minute to go out with her/his significant other.*
3. *Your child tells you at 9:00pm, that she signed you up to bring cupcakes to school tomorrow for the class party and you don't have the ingredients to make them at home.*
4. *Your neighbour is constantly dropping by and expecting you to be able to watch her child for her with very little notice.*
5. *You are trying to leave the house by 8:00am to get to your job on time; however your 3 year old child is dawdling again this morning.*
6. *Your sister just borrowed your favourite sweater again without asking and now it's dirty when you want to wear it.*

Source:

Docstoc n.d., *I Messages Worksheet & Role-plays*, viewed 14th January 2016,
<http://img.docstoccdn.com/thumb/orig/10480300.png>

P.A.R.E.N.T.S Therapeutic Parenting



- P**ause Breathe. Respond consciously not emotionally. Step back mentally & physically.
- A**ssess Is there any immediate danger?
Any serious damage likely?
- R**eflect Triggers? What is happening?
Where is the child coming from?
- E**mpathise Express empathy for the difficulty the child is experiencing. Wonder aloud.
- N**urture Offer nurture – touch or parental presence, a drink etc.
- T**hink Is there a natural consequence? Can I name the need? Change needed to avoid happening in future?
- S**elf-care How can I recover in order to re-attune with the child & feel better?

The A-Z of Therapeutic Parenting – Sarah Naish (2018)

The 4-7-8 (or Relaxing Breath) Exercise

The 4-7-8 breathing exercise is utterly simple, takes almost no time, requires no equipment and can be done anywhere. Although you can do the exercise in any position, sit with your back straight while learning the exercise. Place the tip of your tongue against the ridge of tissue just behind your upper front teeth, and keep it there through the entire exercise. You will be exhaling through your mouth around your tongue; try pursing your lips slightly if this seems awkward.

- Exhale completely through your mouth, making a whoosh sound.
- Close your mouth and inhale quietly through your nose to a mental count of **four**.
- Hold your breath for a count of **seven**.
- Exhale completely through your mouth, making a whoosh sound to a count of **eight**.
- This is one breath. Now inhale again and repeat the cycle three more times for a total of four breaths.

Note that with this breathing technique, you always inhale quietly through your nose and exhale audibly through your mouth. The tip of your tongue stays in position the whole time. Exhalation takes twice as long as inhalation. The absolute time you spend on each phase is not important; **the ratio of 4:7:8 is important**. If you have trouble holding your breath, speed the exercise up but keep to the ratio of 4:7:8 for the three phases. With practice you can slow it all down and get used to inhaling and exhaling more and more deeply.

This breathing exercise is a natural tranquilizer for the nervous system. Unlike tranquilizing drugs, which are often effective when you first take them but then lose their power over time, this exercise is subtle when you first try it, but gains in power with repetition and practice. Do it at least twice a day. You cannot do it too frequently. Do not do more than four breaths at one time for the first month of practice. Later, if you wish, you can extend it to eight breaths. If you feel a little lightheaded when you first breathe this way, do not be concerned; it will pass.

Once you develop this technique by practicing it every day, it will be a very useful tool that you will always have with you. Use it whenever anything upsetting happens – before you react. Use it whenever you are aware of internal tension or stress. Use it to help you fall asleep. This exercise cannot be recommended too highly. Everyone can benefit from it.

<https://www.drweil.com/health-wellness/body-mind-spirit/stress-anxiety/breathing-three-exercises/>

