

# Activity 1.3: Showing Love

- *Say I love You*
- *Cooking for your children*
- *Spending time with your children*

# Activity 1.4: Most Effective

- ?
- ?
- ?

# Activity 1.5: Doing Right

- *Taking out the trash*
- *Helping a younger brother / sister*

# **Activity 1.6: Fun Follows Work**

*Don't forget to use the words "Sure" or "Absolutely"*



# **Activity 1.7: Child's List**

# Activity 1.8: Unfun Tasks

- *Child needs to complete homework*
- *Child needs to pick up his toys*

# Activity 1.9: Key Points

1. If parents have a strong-willed child, traditional parenting techniques may not \_\_\_\_\_.
2. Parents must tell their children how much they are loved every \_\_\_\_\_.
3. Although parents cannot control their children, parents can control the \_\_\_\_\_ their children enjoy.
4. Parents should give their children *positive* \_\_\_\_\_ when they catch their children doing something right.
5. When children refuse to do a requested task, parents should use a \_\_\_\_\_ *Time Out*.

**strokes**

**day**

**work**

**Short**

**Self**

**Limiting**

**things**

# **Activity 1.9: Most Powerful**

UNIT **2**

# **Activity 2.1: Let's Focus**

1. *Teachers*
2. *Day care workers*

UNIT **2**

## **Activity 2.3: Zero Tolerance**

- *Not doing homework*
- *Violent behavior*
- *Tobacco use*

UNIT **2**

# **Activity 2.4: Negotiable**

- *Clean room*
- *Setting the dinner table*

UNIT **2**

## **Activity 2.5: Drives Me Nuts**

- *Dirty clothes under the bed*



UNIT **2**

## **Activity 2.6: Let it Go**

- *Immaculate room*
- *Bathing 2 times a day*
- *Not rolling eyes when frustrated*

UNIT **2**

## **Activity 2.7: How Kids Think**

1. *Children usually:*
2. *Children generally:*
3. *Children usually:*
4. *Children are more likely to:*
5. *Children respond:*

UNIT **2**

# **Activity 2.8: Better Time Outs**

UNIT **2**

# **Activity 2.9: Practice**

*Appropriate:*

*Brief:*

*Consistent:*

*Design:*

UNIT **2**

## **Activity 2.10: Negative Choices**

- *Hitting*
- *Breaking a toy on purpose*

# Activity 2.11: Key Points

1. Children are generally driven by \_\_\_\_\_.
2. Fixed Time Outs are recommended as \_\_\_\_\_ minute per year of age of the child.
3. Self limiting Time-Outs are designed to get children to \_\_\_\_\_ with parental requests.
4. Parents should use Fixed Time Outs \_\_\_\_\_  
\_\_\_\_\_ children choose to break the house rules.
5. \_\_\_\_\_ is more important than the  
\_\_\_\_\_ of the Time Out.

**emotion**   **Consistency**   **length**   **negotiate**   **every**  
**time**   **one**   **comply**

UNIT **2**

# **Activity 2.11: Most Powerful**

- *Consistency*

UNIT **3**

# Activity 3.1: Let's Focus

- *I can do whatever I want*
- *Mom and dad are all talk*



UNIT **3**

# **Activity 3.2: Expectations**

- *Receive an education beyond high school*
- *Live drug and alcohol free*

UNIT **3**

# **Activity 3.3: Values and Standards**

UNIT **3**

## **Activity 3.4: Guiding Life Principles**

*Guiding Life Principle:*

*This means:*

*Guiding Life Principle:*

*This means:*

*Guiding Life Principle:*

*This means:*

*Guiding Life Principle:*

*This means:*

*Guiding Life Principle:*

*This means:*

UNIT **3**

# Activity 3.5: Lists

- *Homework*
- *Lying*

UNIT **3**

# Activity 3.6: Encouraging

*I love:*

*I see:*

*I feel:*

**Listen**

*I love:*

*I see:*

*I feel:*

**Listen**

*I love:*

*I see:*

*I feel:*

**Listen**

UNIT **3**

# **Activity 3.7: Why we don't**

- *Parent is too busy*
- *Child's issue seems ridiculous*

UNIT **3**

# **Activity 3.8: Messages**

UNIT **3**

# **Activity 3.9: Listening**



UNIT **3**

# **Activity 3.10: Compromise**

1. *What does Joey want?*
2. *What do we prefer?*
3. *Possible compromises?*
4. *What would cause us to stop?*
5. *What can we live with?*
6. *What might cause us to withdraw?*

UNIT **3**

## Review Activity 3.11: Key Points

1. Children are generally driven by \_\_\_\_\_.
2. Parents should \_\_\_\_\_ what they are doing when they listen to their children.
3. Parents should regularly \_\_\_\_\_ their expectations to their children.
4. Children may need a \_\_\_\_\_ \_\_\_\_\_ *Time Out*, to motivate them to comply with a request or to complete a task they see as work.
5. Parents should use \_\_\_\_ *Love* \_\_\_\_\_ to both encourage their children's positive behaviors as well as redirect negative choices.

***communicate***

***emotion***

***I***

***stop***

***Self Limiting***

***messages***

UNIT **3**

# **Most Powerful**

UNIT **4**

# Activity 4.1: Let's Focus

- *I'm just not good enough.*
- *Mom does not like me.*

# Activity 4.2: Planning

- *Timing?*
- *Location?*
- *Interruptions?*
- *What's my plan?*
- *What is the worst?*

UNIT **4**

# Activity 4.3

- *I love . . .*
- *I see . . .*
- *I feel . . .*
- *(Shhhh) Just listen*
- *I want . . .*
- *I will . . .*

UNIT **4**

# **Activity 4.4: Duh!**

UNIT

**4**

## **Activity 4.5: She Refuses**

- *What's the Plan?*
- *Easy Stuff or Tough as Nails?*



UNIT **4**

# **Activity 4.6: It's Tough!**

- *Parent does not like to see child unhappy*
- *Child screams when placed on Time Out*

# Activity 4.7: Inconsistency

1. *When were we inconsistent?*
2. *What caused it?*
3. *What messages did we send?*

# Activity 4.8: Positive Messages

- *Love and Affection:*
- *Positive strokes:*
- *Active Listening:*
- *Better grades:*
- *Family activities:*
- *Active Supervision:*
- *I love Messages:*
- *Positive Consequences:*

# Activity 4.9: Key Points

1. Children are generally driven by \_\_\_\_\_.
2. Parents should \_\_\_\_\_ themselves before they address problematic behaviors with their children.
3. Parents should always be calm when they \_\_\_\_\_ their children about problematic behaviors.
4. Children may need a \_\_\_\_\_ *Time Out*, before they complete a task they see as work.
5. Parents should use \_\_\_\_ *Love* \_\_\_\_\_ to both encourage their children's positive behaviors as well as redirect negative choices.

***confront***

***emotion***

***I***

***prepare***

***Self Limiting***

***Messages***

UNIT **4**

# Most Powerful

UNIT **5**

# **Activity 5.1: Let's Focus**

- *Play organized sports*
- *Develop a hobby*

# Activity 5.2: Busy Kids

- *Home:*
- *Community:*
- *School:*
- *Church:*

UNIT 5

# Activity 5.3: Supervision

- *Who:*
- *What:*
- *Where:*
- *When:*
- *Why:*



UNIT **5**

# **Activity 5.4: Violence**

- *Video games*

UNIT **5**

# **Activity 5.6: Daily Activities**

- *Play video games*
- *Ride bicycles*
- *Go to school*
- *Make his / her bed*

UNIT **5**

# Activity 5.7: Key Points

1. Active supervision can be described by five simple words: Who, \_\_\_\_\_, Where, \_\_\_\_\_ and Why.
2. Parents should occasionally \_\_\_\_\_ on their children to ensure they are safe.
3. When placing a child on *Time Out*, parents should remove all \_\_\_\_\_ from the child.
4. Parents should limit their children's video game time to no more than \_\_\_\_\_ hour per day.
5. Parents should use a *Self-Limiting Time Out* when children \_\_\_\_\_ to complete requested tasks.

**check**

**reinforcers**

**What**

**When**

**refuse**

**one**

UNIT **5**

# **Most Powerful Ideas**

UNIT **6**

# Activity 6.1: Let's Focus

- *Loss of self-esteem*
- *Loss of interest in school*

UNIT 6

# Activity 6.2: Motivation

- *Content Goes Here as Needed*

UNIT

**6**

# **Activity 6.3: The Right Spot**

UNIT 6

# Activity 6.4: Doing it Right



UNIT **6**

# **Activity 6.5: Monitoring**

# Activity 6.6: Excuses

*Excuses:*

- *Dog ate it*

*Consequence:*

# Activity 6.7: Key Points

1. Active supervision can be described by five simple words:  
Who, \_\_\_\_\_, Where, \_\_\_\_\_  
and Why.
2. Parents should communicate \_\_\_\_\_ with their child's  
teachers at least \_\_\_\_\_ times per year.
3. Parents play the \_\_\_\_\_ role in the education of their children.
4. A Daily Homework \_\_\_\_\_ can help parents  
monitor the homework their child has.
5. When children refuse to do their homework, parents should take  
away \_\_\_\_\_ on their Child's List of things until the  
homework is \_\_\_\_\_.

**Assignment Sheet**  
**When finished**

**What**  
**key**

**everything**  
**positively**

**six**

UNIT **6**

# **Most Powerful**

UNIT **7**

# Activity 7.1: Let's Focus

- *Teen alcohol and drug use*
- *Arrest for fighting*

UNIT **7**

# Activity 7.2: Screaming

*"I hate Time Out and I'm gonna make sure you know it."*



UNIT **7**

# **Activity 7.3: Angela**

UNIT

**7**

# **Activity 7.4: He Did What?**



# Activity 7.5: Planning

*When?*

*Location?*

*Minimize Interruptions:*

*My plan:*

- *Step 1*
- *Step 2*
- *Step 3*

UNIT **7**

# Activity 7:6: Personal Action Plans

*I Love . . .*

*I want . . .*

*I will . . .*

- *Active supervision*
- *Consequences*
- *Consistency*
- *What else*

UNIT **7**

# Activity 7.7: Key Points

1. An effective Three Step Action Plan should be developed by parents for \_\_\_\_\_ unwanted behavior they want to change.
2. When consistent use of short term *Time Outs* fails to stop unwanted behaviors, parents may want to consider using \_\_\_\_\_ *Time Outs* (up to 24 hours).
3. Parents should avoid rescuing children from the \_\_\_\_\_ consequences of their behavior.
4. When parents discipline their children, they should take away \_\_\_\_\_ on their *Child's List* for a \_\_\_\_\_ period of time.
5. When children have used tobacco in the past, parents should occasionally do \_\_\_\_\_ on their children when they are at a friend's house to ensure they are not smoking or chewing tobacco.

natural      checks      every      *Extended*      short      spot      everything

UNIT **7**

# **Most Powerful**

UNIT **8**

# **Activity 8.1: Let's Focus**

UNIT 8

# Activity 8.2: Is it Enough?

- *Monday?*
- *Tuesday?*
- *Wednesday?*
- *Thursday?*

UNIT **8**

# **Activity 8.3: Set the Stage**

*What will you say?*

*The routine?*

- *School nights?*
- *Week end?*
- *Special occasions?*

*How will you model*

*Items to be removed?*

UNIT **8**

## **Activity 8.4: The Family that Eats Together**

### ***Main Course***

- ***Vegetable:***
- ***Grain/rice/pasta:***
- ***Fruit:***
- ***Milk/cheese/yogurt:***
- ***Fats/oils/sweets:***

### ***Main Course***

- ***Vegetable:***
- ***Grain/rice/pasta:***
- ***Fruit:***
- ***Milk/cheese/yogurt:***
- ***Fats/oils/sweets:***



UNIT **8**

# **Activity 8.5: Necessary Changes**

*Food and drink items to eliminate:*

*Snack foods and drinks to limit:*

*Snack foods to add:*

*Tips for the picky eaters:*

# Activity 8.6: Key Points

1. 5 to 10 year old children require at least \_\_\_\_\_ hours of sleep per night.
2. Parents should remove or disable their children's cell \_\_\_\_\_, computers, and \_\_\_\_\_ when kids go to bed.
3. Alcohol, high-sugar drinks, and artificial food colorings actual help \_\_\_\_\_ the brain of the nutrients it requires.
4. Kids who eat a balanced breakfast are more likely to achieve higher \_\_\_\_\_.
5. Parents should tell their children how much they are \_\_\_\_\_ everyday.

**ten      grades      phones      video games      drain      loved**

UNIT **8**

# **Most Powerful**

UNIT **9**

# **Activity 9.1: Let's Focus**

UNIT **9**

## **Activity 9.2: Ahhhh!**

*What will success look and feel like?*

UNIT **9**

# **Activity 9.3: Worse May BE Good**

- *Screams at parent*

UNIT

**9**

## **Activity 9.4: Map Your Progress**

- *Phase 1?*
- *Phase 2?*
- *Phase 3?*

UNIT

9

# Activity 9.5: Influencing Our kids

- *You are loved:*
- *You are secure:*
- *You are an individual:*
- *You matter to me:*
- *You are capable:*



UNIT 9

# Activity 9.6: Supporting Family

- *The family that PLAYS together:*
- *The family that                      together:*
- *The family that                      together:*

# Activity 9.7: Participation

- *Involve child in important family discussions*
- *Ask for their opinion*
- *Invite child to help create family rules*

UNIT **9**

## **Activity 9.8: When Parents Give In**

*Angela*

*Dylan*

# Activity 9.14: Key Points

1. Parents should \_\_\_\_\_ enforce their limits and house rules.
2. Parents must set aside time with their children to focus on the \_\_\_\_\_.
3. Parents should \_\_\_\_\_ before they speak and \_\_\_\_\_ before they act.
4. For parents who \_\_\_\_\_ to give up, \_\_\_\_\_ is possible.

**positive**

**refuse**

**plan**

**think**

**consistently**

**everything**

UNIT **9**

# **Most Powerful**

UNIT **10**

## **Activity 10.1: Key Strategies**

- *Some ideas can be matched to more than one strategy!*

UNIT **10**

# **Activity 10.2: Sharing**

*Think Back*

UNIT **10**

# **Activity 10.3: Group Help?**

*How has your group helped you?*



UNIT **10**

# **Activity 10.4: Preparation**

- *When and where will you meet?*

UNIT **10**

# **Activity 10.5: Connections**

*Let's exchange  
phone numbers*

UNIT **10**

# **Activity 10.6: W.I.S.E Advice**

1. *Yes / No*      *Why?*

2. *Yes / No*      *Why?*

3. *Yes / No*      *Why?*

4. *Yes / No*      *Why?*

5. *Yes / No*      *Why?*

UNIT **10**

# **Activity 10.7: Confidentiality**

*Remember, in Unit 1 we said, “What happens in Vegas, stays in Vegas.”*

*Now it’s your group. How do you want it to work?*

# Activity 10.8: Key Points

1. Parents should tell their children how much they are loved every \_\_\_\_\_ .
2. If parents have a strong-willed child, traditional parenting techniques may not \_\_\_\_\_ .
3. Short-term consequences are more effective because they fit the way children \_\_\_\_\_ .
4. Parents should give their children *positive* \_\_\_\_\_  
when they catch their children doing something right.  
**strokes                  think                  work                  day**
5. Finally, working by yourself, what was the most powerful idea *you* personally learned from this COURSE? \_\_\_\_\_

UNIT **10**

# **Most Powerful?**