



Changing Destructive Adolescent Behavior

The Manual the Hospital Forgot to Give You

I. Introduction: Project Slide 2. See page 236

A. Introduce session's topic: Project Slide 3 and Review.



1. Growing Stronger Teens
 - a. Our children's sleep and eating habits are vitally important to their overall health and wellbeing.
 - b. In this Unit, we will discuss some great ways to improve both.



Unit 13:

Growing Stronger Teens

SESSION OBJECTIVES:

Parents will be able to:

- ☑ List 5 tips to help children get enough sleep
- ☑ Identify short-term consequences to motivate children to get more sleep
- ☑ Create healthy meal menus
- ☑ Actively participate in the support group process



B. Activity: Before We Begin Unit 13. Project Slide 4. See page 237. (Allow 2 minutes)

1. Complete activity.
2. Ensure that every member has been assigned a group role. Encourage parents to try different roles.



Unit 13:

Before We Begin

Take a minute to elect every support group member to one of the group roles.

Session Roles:

Group Facilitator: _____

Group Time Keeper: _____

Group Reporter: _____

Group Nurturers/Cheerleader(s): _____

C. Warm Up Activity. See page 238.



1. Ask for a volunteer to read the activity instructions aloud.
2. Complete activity
3. Debrief activity



- a. Show of hands: How many of you found an opportunity last week to actively listen to your child?
- b. Ask for one or two volunteers who would be willing to share their child's reaction to being heard.

II. Part of the Problem? Project Slide 5



A. Is sleep and a poor diet a problem for your child?

1. Changing destructive adolescent behavior is no easy task.
2. But, when we couple a poor diet and lack of sleep with a behavior problem, the problem can only get worse.
3. If you averaged just 4 or 5 hours sleep per night, drank nothing but energy drinks and lived on nothing but fast food, how long would it take before you became cranky?
4. Many teens live this way day in and day out.
5. Some research studies indicate that a poor diet and a lack of sleep may be the main reason some kids act out.

B. Sleep

1. Ask for a volunteer to read the last paragraph on page 238, aloud. ("As parents, we sometimes . . .")



Warm Up

In your support group, take a few minutes to share your stories from last week's S.O.S.

- ▶ Were you able to actively listen to your child during the week?
- ▶ What was your child's response when you just listened to him?

(Please remember that support groups are not a place for judgment, criticism or confrontation, but instead, should be a safe, comfortable and positive place to share your feelings and stories. Every member should be celebrated, encouraged and given positive strokes.)

Part of the Problem?

As we all know by now, changing destructive behavior is no easy task. When children are not getting enough sleep or eating correctly, it only makes problems worse. In some cases, coupling a poor diet and lack of sleep with a behavior problem is like throwing gasoline on a fire. If you averaged just 4 to 5 hours sleep per night, drank 3 to 5 energy drinks per day, and ate nothing but fast food, how long would it take before you became just a little bit cranky? Many teenagers live this way, day in and day out.

Some research studies suggest that a poor diet and lack of sleep may be the main reason some children act out. Whatever the reasons, the numerous research studies on the benefits of a proper diet and a good nights sleep are clear. Addressing these basic issues may make the intervention process with behavioral problems easier.

As parents, we sometimes think that the older our children become, the less sleep they require. The fact is teenagers require much more sleep than do both younger children and adults. According to the American Sleep Disorders Association, the average teenager needs around 9.5 hours of sleep per night.

Hormones critical to growth and sexual maturity are released mostly during sleeping and resting hours. Studies show that American teenagers average only 7.4 hours of sleep per night, far short of what they require. And some teenagers average as little as 4 hours of sleep a night.

C. Activity 13.1. See page 239. (Allow 5 minutes)



1. Ask for a volunteer to read the activity instructions aloud.
2. Remind your parents to total the hours their child slept and divide that number by
4. (See the bottom of the activity)
3. Complete activity
4. Debrief activity



a. Project Slide 6. Chart a response from every parent

- b. Review responses
6. Summarize concept
 - a. Ask for a volunteer to read the first two paragraphs below activity 11.1 on page 239, aloud. (“If your child . . .”)



D. More is Better!

1. To get our kids to bed earlier, let’s first take a look at the things that keep them awake at night.



a. Project Slide 7

2. TV’s in bedrooms.
 - a. Ask for a volunteer to read the narrative under # 1 on page 239, aloud.
3. Computers, tablets, and video games in bedrooms
 - a. Obviously, if teens are on their computer or playing video games, they are not sleeping. Many teens participate in online gaming into the early evening hours.
 - b. As we sated in Unit 4, until parents are willing to take control of the electronics at bedtime, most teens will not get enough sleep.
4. Smartphones
 - a. Let’s remember that texting and communicating via social media is tied with music as the number one teen activities in the country.
 - b. Ask for a volunteer to read the narrative under # 3 on page 239, aloud





Group Activity 13.1: *Is it Enough?*

Working alone, with your spouse, or significant other, map your child's sleep. What time did your child go to sleep and wake up on the following days this past week? Record your answers.

Monday: Time my child fell asleep _____ Time my child woke up _____ Total Hours _____

Tuesday: Time my child fell asleep _____ Time my child woke up _____ Total Hours _____

Wednesday: Time my child fell asleep _____ Time my child woke up _____ Total Hours _____

Thursday: Time my child fell asleep _____ Time my child woke up _____ Total Hours _____

Total hours sleep for the 4 days: _____ Divided by 4: _____

If your child is averaging at least 7 to 8 hours of sleep per night, you cannot breathe easier. A Tel Aviv University researcher, Avi Sadeh, found that even 41 minutes less sleep per night negatively affects both our memory and ability to pay attention. And sleep lost during the week cannot be made up on the weekends. Lost sleep and its benefits are lost forever.

A study conducted by Stephanie J. Crowley of Brown University in East Providence, Rhode Island, was based on high school students' weekend sleep patterns. According to Crowley, when teenagers stay up late and sleep in over the weekend, the behavior resets their daily clock to a later time. This resetting can push back the brain's cue to be awake on Monday morning for school. As a result, teens may feel worse and have poor performance in school at the beginning of the week. Essentially, teenagers may be giving themselves jetlag over the weekend without ever getting on a plane.

The bottom line is that children who get less sleep are FAR more likely to have car accidents, receive poor grades, and experience behavior problems than teens that average more hours of sleep per night.

More is Better! Okay. So how do we get our kids to bed on time? Good question. Let's first look at some of the things that keep our children awake at night.

1. **TV's in bedrooms:** As we stated in Unit 3, allowing a child to watch TV in their bedroom, rockets them away from family life. Now we have additional reasons to remove the idiot box from their bedroom. Kids who watch TV in bed obviously will not fall asleep right away. The longer and deeper we sleep, the more fully rested we are. There are 5 (or 6) stages of sleep. Stage 4 is the deepest. When kids fall asleep with the TV on, the constant noise will, most likely, keep children from falling into the deeper stages of sleep. Teens who listen to a TV when they sleep do not wake fully rested. And late-night TV programs often contain content not conducive to sleep.
2. **Computers, tablets, and video games in bedrooms:** Obviously, when teens are on their computer or playing video games, they are not sleeping. Many teens participate in on-line gaming and social networking sites late into the night and early morning hours. This behavior is sometimes addictive, and many teens do not have the self-discipline necessary to end their gaming and chatting.
3. **Smartphones:** Many teenagers text with their friends and use social networking sites until late at night and almost always without parents' knowledge. If their smartphone is no longer available, some teens often use the cordless telephone handsets for quiet conversations with friends.



5. Music

- a. While some people fall asleep listening to soft music, quiet music is generally not what our children choose.

6. Caffeine

- a. Ask for a volunteer to read the narrative under # 5 on page 240, aloud.



E. The good news is, everything on this list is just that . . . a thing!



1. And who controls the things in our homes?

- 2. So taking possession of these “things” when children go to bed, will force our children to focus more on going to sleep.

- 3. But before we begin taking things, we want to talk to our kids about sleep. Educate them on why their bodies require more sleep.



- 4. Ask for a volunteer to read the first paragraph in the second column on page 240, aloud. (“Help your teen . . .”)

- 5. Encourage your children to exercise regularly.

- 6. Kids who are involved in after school or organized sports will find it easier to sleep at night.

- 7. And finally, model what you want by making sleep a priority for yourself. It is easier for kids to do it when they see us doing it as well.

4. Music: While listening to some music may help us to sleep, quiet, relaxing music is generally not what our children listen to in the evening.
5. Too much caffeine: A late-night cup of coffee or energy drink will make falling asleep far more difficult. After several deaths were attributed to Red Bull's high levels of caffeine, the French banned this popular energy drink from their country.

The good news is everything listed here is just that . . . a THING! As parents, we control EVERYTHING in our house. So, taking possession of the smart-phone, house phone, and laptop computer, and gaming console when our kids go to bed should significantly increase the total number of hours our children sleep each night. Hint: Turning off your child's smartphone while it is in your possession will allow you to get a full night's rest.

In addition to limiting or removing the things above, parents should change the way the family looks at sleep. Here are some tips to help you get started:

Talk to your teen about sleep. Have a conversation with him about the importance of sleep. Educate your teen about how much sleep he needs and how

it will positively affect his daily performance.

Help your teen to establish a sleep routine of at least 9 hours per night. Just because we press our teens to go to bed early does not mean they will immediately fall to sleep. Their internal clock has been set to sleep later in the evening. It may take some time to change that pattern. A set routine of going to bed at the same time every night will help. If your child fails to go to bed at the established time, remove *all electronics* an hour earlier the following night. Your son or daughter will not like it, but they will adapt and accept the new bedtime rules if the rules are backed up by the consequence the next day.

Encourage your teen to exercise everyday. Children, who exercise regularly, will find it easier to sleep at night. Organized school and community sports programs are best. Some experts recommend that exercise does not occur right before bedtime.

Make sleep a priority for yourself. Modeling what you want to see your teenager do goes a long way in changing their behavior.

F. Activity 13.2 See page 241 (Allow 5 minutes)



1. Ask for a volunteer to read the activity instructions aloud.
2. Complete activity
3. Debrief activity



a. Project slide 8. Chart responses.



4. Ask for a volunteer to read the last paragraph on page 241, aloud.
("As we discussed . . .")



Group Activity 13.2: *Setting the Stage*

You have decided that your teen definitely needs more sleep. But knowing him as you do, you suspect he will probably fight you on this issue. Prepare yourself for your conversation with your child by carefully reviewing pages 238 and 239. Working with your support group, answer the questions below. (Be sure to discuss your plans with your spouse or significant other.)

1. How will you explain to your child that he needs more sleep? Be specific. What will you say? What are the benefits?

2. What routine should be established? What time should your child go to bed on:

- ▶ School nights? _____
- ▶ Week end nights? _____
- ▶ Special occasions (school prom)? _____

3. How will you model what you want for your teen?

4. What items should not be in your child's bedroom when he goes to bed? Are there any items in his bedroom that should be disabled? (If your child still has a TV in his room, come on now . . . relocate the idiot box!)

As we discussed in Unit 3, structure is not punishment. Forcing the issue and getting our children to bed earlier in the evening may not win us any popularity contests. But, we will soon see the benefits of our child's additional sleep hours in their improved attitude and behavior. They may even see it as well.

III. Diet



A. You are what you eat. Ever heard that?

1. In Unit Two we discussed the fact that teenage brains are not yet fully developed. Remember the kids that jumped from the second story window?
2. Did you know that many foods actually help promote brain development?



a. **Project Slide 9 and review**

3. And here are some of the foods that actually “drain” the brain.



a. **Project Slide 10 and review**



B. Ask for a volunteer to read the first paragraph in the first column on page 242, aloud. (“Are we starting . . .”)



C. Starting the Day

1. Let’s begin with what our kids eat for breakfast.
2. According to the website “Ask Dr. Sears .com, here are just some of the research findings on the importance of eating a good breakfast.



3. **Project Slide 11 and review**

4. But what kids eat makes a difference as well.
5. Breakfasts that contain both complex carbohydrates and equal amounts of protein in total calories show better learning and performance.
6. While breakfasts high in carbohydrates alone, actually tend to sedate the brain.
7. Ask for a volunteer to read the last paragraph on page 242, and continuing on page 243, aloud. (“Breakfast sets the pattern . . .”)



You Are What You Eat

Here is a partial list of foods that support both brain functioning and development:

| | | | |
|-----------------|----------------|-----------------|------------|
| Avocados | Cheese | Oranges | Spinach |
| Bananas | Chicken | Peanut butter | Tuna |
| Beef, lean | Collard greens | Peas | Turkey |
| Brewer's yeast | Eggs | Potatoes | Wheat germ |
| Broccoli | Flaxseed oil | Romaine lettuce | Yogurt |
| Brown rice | Legumes | Salmon | |
| Brussel sprouts | Milk | Sardines | |
| Cantaloupe | Oatmeal | Soybeans | |

The following foods actually help “drain” the brain of the nutrients it requires:

| | | | |
|--------------------------|------------|---------------------|--------------|
| Alcohol | Colas | High-sugar “drinks” | White bread |
| Artificial food coloring | Corn syrup | Hydrogenated fats | (Overeating) |
| Artificial sweeteners | Frostings | Junk sugars | |

Are we starting to get the picture? Much of what our children love to eat not only fails to supply the nourishment their growing bodies require, but hurts brain development. Like sleep, the food we eat also impacts our mood, our ability to deal with stress, energy levels, the functioning of our immune systems, and overall brain functioning. Our point is that our children's diet not only plays a significant role in their development but can significantly impact their behavior as well. At least part of the problem can easily be solved if we, as par-

ents, either stopped buying or at least limited the amount of impulse and junk foods in our home.

Starting the Day

Our children's daily diet begins with breakfast. According to the website: AskDrSears.com, here are just a few of the research findings on breakfast:

Breakfast eaters are likely to achieve higher grades, pay closer attention, participate more in class discussions, and manage more complex academic problems than breakfast skippers.

Whether or not children eat breakfast affects their learning, but so does what they eat. Children who eat a breakfast containing both complex carbohydrates and proteins in equal amounts of calories tend to show better learning and performance than children who primarily eat a high protein or a high carbohydrate breakfast. Breakfasts high in carbohydrates with little protein seem to sedate children rather than stimulate their brain to learn.

Breakfast sets the pattern for nutritious eating throughout the rest of the day. When children skip breakfast to save time or to cut calories, they set themselves up for erratic bingeing, overeating,





8. The bottom line is, we cannot let our kids skip breakfast or just pile down the “French Toast” in the morning.



9. **Project Slide 12. and review.**

D. Where to Begin



1. According to the website: "help guide .org," we (parents) do not have to be the “Food Police”.

2. Kids can still enjoy their favorite sweets or fried foods, but in moderation.

3. It is easier if we take action on one food group at a time.

4. Try something different. Eat more fish, vegetables, whole grains, or fruits that we don't normally eat.



5. Ask for a volunteer to read the first paragraph in the second column on page 243, aloud. (“Parents can start . . .”)



6. We will never be able to completely control all of the food our children eat. But limiting or eliminating some of the unhealthy food choices in our home is a great start.

7. Children with unhealthy eating habits are not going to suddenly eat healthier foods. Kids will need a loving push from their parents.

8. Food is also a thing. Who buys the food in our homes?



9. Ask for a volunteer to read the last three paragraphs on page 243, aloud. (“Bristol – United Kingdom . . .”)



and an emotional roller coaster experience for the rest of the day.

Healthy breakfast suggestions include:

- ▶ Granola cereal, yogurt, a sliced apple, or, Scrambled eggs, toast, orange juice
- ▶ Veggie omelet, bran muffin, fruit with yogurt
- ▶ Whole-grain pancakes or waffles topped with berries and/or yogurt, milk
- ▶ Whole-wheat zucchini pancakes topped with fruit, milk
- ▶ French toast topped with fruit, orange juice or milk
- ▶ Low-fat cheese melted on toast with a piece of fruit
- ▶ Low-fat cream cheese on a whole-grain bagel, orange juice
- ▶ Peanut butter and banana slices on an English muffin, milk

Where to Begin?

According to the website: helpguide.org, parents don't have to be the food police. We can enjoy our favorite sweets and fried foods in moderation, as long as they are an occasional part of our overall healthy diet. Establishing new food habits is much easier if we focus on and take action on one food group or food fact at a time. Healthy eating is an

opportunity to expand our range of choices by trying foods, especially fish, vegetables, whole grains, or fruits that we don't normally eat.

Parents can start by limiting sugary foods, salt, and refined-grain products. Sugar is added to many foods. In a year, just one daily 12-ounce can of soda (160 calories) can increase body weight by 16 pounds. Instead of soda, encourage your teen to drink more water. Our bodies are about 75% water. It is a vital part of a healthy diet. Water helps flush our systems, especially the kidneys and bladder, of waste products. A study by Trevor Brocklebank at Leeds University in the UK discovered that school-children who drank at least eight glasses of water each day performed better in school.

We will never be able to completely control all of the food our children eat. Kids will be able to access unhealthy foods outside of the home. But limiting or eliminating some of the unhealthy food choices at home will improve our children's health and expose them to food they would never select on their own. The fact that we cannot control every situation is not a reason to give up our efforts to influence our children's eating habits. Home is where our children eat the most.

Is diet really that important?

Bristol - United Kingdom: "An extreme case of 'fussy eating' caused blindness in a United Kingdom teenager, according to a report published in the *Annals of Internal Medicine*. The teen, who was not named, told doctors that since elementary school, he had a daily portion of fries from the local fish and chip shop and snacked on Pringles (Kellogg), white bread, processed ham slices, and sausage, the study said."

At age 14, the boy was treated for "tiredness," given shots of B-12 and dietary advice. At age 15, he suffered some hearing loss, and his eyesight began to fail. By age 17, he was declared "legally blind."

Okay, our kids are probably not going to go blind, but diet is that important. Remember the saying, *You are what you eat.*



E. Activity 13.3 See page 244 (Allow 5 minutes)

1. Ask for a volunteer to read the activity instructions aloud.
2. Complete activity
3. Debrief activity



- a. **Project slide 13 and chart responses**



Group Activity 13.3: *The Family that Eats Together*

Working with your group, create 3 healthy dinner menus you can use at home this next week. For help, see pages 240 and 241.

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1. Main course _____ | 2. Main course _____ | 3. Main course _____ |
| Vegetable _____ | Vegetable _____ | Vegetable _____ |
| Grain / rice / pasta _____ | Grain / rice / pasta _____ | Grain / rice / pasta _____ |
| Fruit _____ | Fruit _____ | Fruit _____ |
| Milk/cheese/yogurt _____ | Milk/cheese/yogurt _____ | Milk/cheese/yogurt _____ |
| Fats/oils/sweets _____ | Fats/oils/sweets _____ | Fats/oils/sweets _____ |





b. Project slide 14 and review

Like sleep, our children's poor eating habits probably will not change unless we take the lead. With that in mind:

- ▶ Do your own research on healthy foods and diets.
- ▶ Teach your children about a balanced diet.
- ▶ Ask your children to help plan and prepare the meals with you.
- ▶ And ensure you eat at least one healthy meal together as a family everyday.



F. Review Activity 13.4. See page 246. (Allow 3 minutes)

1. Complete activity
2. Debrief activity



a. Project Slide 15. Chart responses



b. Project Slide 16. Chart responses

1. Chart responses to review question #6. What was the most powerful idea you learned from this unit? (Chart one response from each parent.)



Review Activity 13.4

With your support group, take a few minutes to complete the following statements by filling in the blanks using the words in bold print below. Feel free to use your books.

Then, working by yourself, record the most powerful idea you learned from this unit.

1. Teenagers require more sleep than do both younger children and _____.
2. Parents should remove or disable their children's _____, computers, and _____ before kids go to bed.
3. Alcohol, high-sugar drinks, and artificial food colorings actually 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.
6. Working by yourself, what was the most powerful idea you personally learned from this Unit?

adults grades smartphones

video games drain loved



IV. The Support Group Format. See page 247.

A. Arrange support group/s in a circle

1. Ensure there are no empty spaces or empty chairs.

B. Make any Announcements for the session at this time.

C. Check-In Process

1. Facilitator/Leader should review the Check In process and ask for a volunteer to begin the Check-In for the group.
2. Complete the Check-In Process

D. Group Process

1. Ask for volunteers to provide the definition of each ground rule below.
 - a. Confidentiality
 - b. W.I.S.E. Advice
 - c. Right to Pass
 - d. Time Limits
 - e. Democracy

E. Individual Time

1. Have the reporter divide the remaining time evenly among the group members.
2. Remind the members that any portion of their time may be shared with any other group member.
3. Ask for a volunteer to provide a brief description of the Timekeeper's role. (When the Timekeeper's Individual Time is due, have another group member take over Timekeeper responsibilities.)
4. Complete Individual Time.

F. Wrap Up

1. Leader to review the Wrap Up process and ask for a volunteer to begin.
 - a) Ensure every member states how they are feeling after the session.
 - b) Encourage parents when they affirm each other (practical help, suggestions and emotional support).

Support Group Format

Announcements:

Make brief announcements of any information that is of interest to all. (Change in group meeting times or location, etc.)

Check-In:

A brief (one or two sentences only), statement is shared by each group member regarding something positive that occurred over the past week.

Group Process:

Group process issues are discussed and resolved at this time. Questions regarding confidentiality, group roles or other group business are discussed here.

Individual Time:

The amount of time the group has left is evenly divided among all group members and recorded below. Group members take their time now. Individual concerns, problems and issues are discussed here. Willing group members may share any portion of their time with any other group member.

Name:**Minutes Allotted:**

| | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |

Wrap Up:

Each member shares with the group how he/she is feeling at this point in the session. Statements of appreciation are encouraged. Good-byes are completed.

V. Preview Next Session



A. Consistency

1. Probably the most difficult thing for parents to do is remain consistent.
2. We must be consistent with our children to effect behavior change. Next week we will explore the areas in which we find this difficult, and identify how we can stay focused on what our children need from us.

B. **Steps of Success: See page 248.**

1. Ask for a volunteer to read the S.O.S. instructions aloud.
2. Make sure you bring your stories to share with your support group.



C. **Project Slide 17.**

1. Ask the entire class to read the Slide aloud.



D. **Ask the class to complete and turn in their Parent Evaluation forms.**

(Ensure you receive an evaluation from every parent/family.)



S.O.S. (Steps of Success)

1. Using Activity 13.2, on page 241 as a guide, have a conversation with your children about the benefits of a good night sleep.
2. Begin your children's new bedtime routine. Ensure you remove any items from their bedroom that could keep them awake.
3. Using Activity 13.3, on page 244 as a guide, ask your children to help you prepare and eat at least 3 healthy family meals this next week.
4. If necessary, purchase fewer junk food items.

Bring back your stories to share with your support group.

My child's new bedtimes are:

Items I removed at bedtime:

Healthy meals we cooked:

Junk food items removed:



“ Critical Family Concept:
My kids need my help to grow up strong!

”

Growing Stronger Teens (Unit 13: Content Evaluation)

Session Objectives: List 5 tips to help children get to sleep on time. Identify short-term consequences to motivate children to get more sleep. Create healthy meal menus . Actively participate in the support group process

Parent's Name: _____ Date: _____

Address: _____

Mobile Phone: _____ Home (Message) Phone: _____

Are both parents/caregivers attending tonight? Yes No

Names of other parents/caregivers attending with you tonight? _____

What group role did you play?

Group Facilitator Group Reporter Group Timekeeper Group Cheerleader

How well did you do? _____

Parents: The following questions were designed to both help your instructor better meet your family's needs, and highlight the key points of tonight's lesson.

Session Evaluation:

The thing I liked best about tonight was: _____

1. What would have made learning easier or better for me tonight was: _____

2. The most powerful thing I learned tonight was: _____

3. During the last seven days, I remembered to show/tell my child how much I love him/her:

Every day Almost every day A few times I forgot I was unable to

4. What were your children's reactions to your open displays of love and affection?

Positive (Good) Indifferent (So what) Negative (Poor)

5. Reflecting on the last seven days, how do you feel about your efforts to do the right thing?

Excellent Good Fair Troubled Unsatisfied

6. I had an opportunity to practice actively listening to my child when: _____

7. I was able to follow the 5 Steps to Active Listening with (✓ your level of success below.)

Step 1: Stop what you are doing (really listen)

Superior Job Done I tried Whoops

Step 2: Look at your child (open and responsive body language)

Excellent Job Done I tried Very hard for me to do

Step 3: Just listen to your child (no interrupting, arguing, or giving advice)

Outstanding Performance Done Tried hard, but... Got too emotional

Step 4: Rephrase what your child says (make sure you "heard" what they "said")

Terrific Done Tried, but not comfortable Dreadful

Step 5: Be empathic (put yourself in your child's shoes)

Too simple Done Tried Almost impossible

(Remember to focus on what you did right!)

