



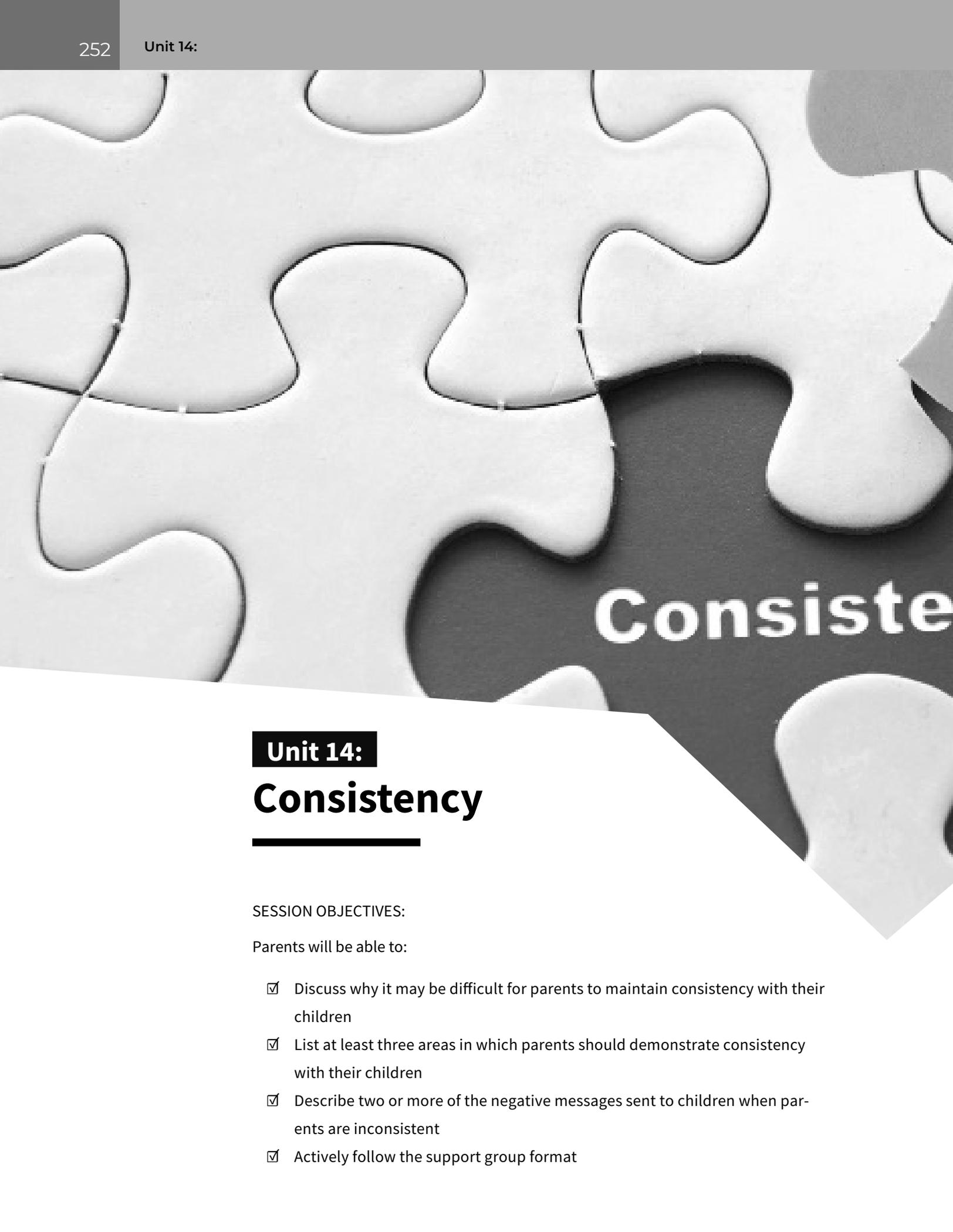
Changing Destructive Adolescent Behavior

I. Introduction: Project Slide 2.

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



1. Consistency
 - a. Tonight we will discuss why parents find it difficult to be consistent with their children.
 - b. We will list some areas that demand consistency from parents;
 - c. and describe the negative messages we send our children when we are inconsistent.



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Unit 14:

Consistency

SESSION OBJECTIVES:

Parents will be able to:

- Discuss why it may be difficult for parents to maintain consistency with their children
- List at least three areas in which parents should demonstrate consistency with their children
- Describe two or more of the negative messages sent to children when parents are inconsistent
- Actively follow the support group format



B. Activity: Before We Begin Unit 14. Project Slide 4. See page 253. (Allow 1 minutes)

1. Complete activity
2. Ensure that every member has been assigned a group role.

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Unit 14:**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 168. (Allow 5 minutes)

1. Ask for a volunteer to read the activity instructions aloud.
2. Complete activity
3. Debrief activity (Show of hands)
 - a. How many parents were able to get their children to bed earlier?
 - b. Were you able to prepare 3 healthier meals for your family last week?
 - c. Repeat again the importance of doing the Steps of Success.



II. Lecturette: Enforcing House Rules.

- A. It has been said that the best way to teach a child to misbehave is to inconsistently enforce the house rules.
1. Without consequences, strong-willed children generally do not follow the rules.
 2. As one teenager noted to us, “It is easier to get forgiveness than permission.”
 3. When children disobey a rule and find there are no consequences, they will test the rule again in hope of another victory.
 - a. We call this *intermittent reinforcement* and unfortunately, it is the **most** powerful method of shaping behavior.
 4. Ask for a volunteer to read the example on the bottom of page 254, aloud. (“If a person were to gamble . . .”)
 5. When parents fail to enforce the rule, even 1 out of every 10 to 15 times, children will continue to break the rule, looking for another win.
 6. Because we love our children, no parent wants to see their child unhappy. Therefore, there is a tendency for parents to be inconsistent when it comes to enforcing the house rules.



B. Project Slide 5.

1. Children need consistency from their parents in order to:
 - a. Feel secure
 - b. Feel loved
 - c. Clearly understand right from wrong
 - d. Develop self-discipline



C. Project Slide 6 and review.

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 get your child to bed earlier last week?
- ▶ Were you able to prepare 3 healthy meals with your child's help?
- ▶ How did your child react?

(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.)

Enforcing House Rules

It has been said that the best way to teach a child to misbehave is to enforce the house rules inconsistently. Words or statements like, *OK, but don't let it happen again*, teach our children that consequences do not always occur if the rule is willfully broken. Therefore, if there are no consequences, rules do not always have to be followed. As one teenager noted to us, *It is easier to get forgiveness than permission.*

Parents should always enforce their rules. When children disobey a rule and find there are no consequences, they will test the rule again in the hope of another victory. This is called intermittent reinforcement. It is the most powerful method of maintaining behavior. Children who experience intermittent reinforcement will continue to test the rules until they discover that the rules are firm and will always be enforced by their parents.

Example: If a person were to gamble on the

horse races 100 times and lose his/her money every time, the chances are that person would eventually stop betting on the horse races. If that person won money at the races even once, he or she would be encouraged to continue gambling, looking for the next win.

When parents fail to enforce the rule, just 1 out of every 10 or 15 times, children will continue to break the rule, looking for the next win. Parents love their children and do enjoy restricting them or seeing them unhappy. Therefore, there is a tendency for parents to be inconsistent when it comes to enforcing the rules. These lapses in consistency are unfortunately very powerful in maintaining the negative behaviors. We need to be aware of, and resist the temptation to give in and stay consistent. This will

be hard in the beginning, but family harmony and our child's maturity will significantly benefit in the long run.

“When parents fail to enforce the rule, just 1 out of every 10 or 15 times, children will continue to break the rule, looking for the next win.”



D. Group Activity 14.1. See page 255. (Allow 3 minutes)

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



a. Project Slide 7. Chart responses

- b. Review responses



4. Summarize concept
 - a. There are several reasons why parents may fail to enforce the rules. However, no matter what the reason, when parents fail to give the appropriate consequences, they actually teach their children to disobey the house rules.



E. Group Activity 14.2. See page 255. (Allow 3 minutes)

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



a. Project Slide 8. Chart responses

- b. Review responses.



4. Summarize Concept.
 - a. Children need consistency from their parents. To be effective, every parenting technique discussed in this course must be applied consistently.
 - b. Being consistent with these issues and family routines, helps our children to feel secure, loved, and to know what to expect.



Group Activity 14.1: *Understanding Why it's Difficult*

Working with your support group, take a few minutes to brainstorm a list of reasons why parents may inconsistently enforce the rules.

Examples:

PARENTS DO NOT LIKE TO SEE THEIR CHILD UNHAPPY.

CHILD MAKES LIFE MISERABLE AROUND THE HOUSE WHEN HE IS ON A TEASPOOT.

The Importance of Consistency in Families



Group Activity 14.2: *Consistent with What?*

Working with your support group, take a few minutes to brainstorm a list of areas in which parents should demonstrate consistency with their children.

Examples:

LOVE AND AFFECTION

MEALS EATEN TOGETHER AS A FAMILY



F. Individual Activity 14.3. See page 256. (Allow 3 minutes)

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



a. Project Slide 9. Chart responses

4. Summarize concept.
 - a. When we are inconsistent with our children, we send them the wrong message.



G. Consistency is one of the most effective tools to help parents:

1. Demonstrate love and affection;
2. Communicate parental standards and values;
3. Shape behavior; and
4. Build positive self-concepts in children.

Because we are only human, we may find it difficult to be consistent in the manner in which we deal with our children. Unfortu-

nately, no matter what the reason, every time we are inconsistent with our kids, we send them the wrong message.

Individual Activity 14.3

Working by yourself, record your answers to questions 1-3.

1. Think back to the last time you were inconsistent with your child and record the instance below.

2. What caused you to be inconsistent?

3. What message/s do you think you sent your child by being inconsistent.

Example:

THE RULE IS NOT THAT IMPORTANT.





H. Individual Activity 14.4. See page 257. (Allow 4 minutes)

1. Ask for a volunteer to read all four questions of the activity aloud.
2. Complete activity
3. Debrief activity
 - a. Ask for a volunteer to share how his/her support group has helped them to be consistent at home.
4. Summarize concept.
 - a. Support groups can offer parents the consistent emotional support necessary to continue the process of change at home.



Consistency is one of the most effective tools parents can use to help them demonstrate love and affection, communicate parental

standards and values, shape behavior, and build positive self-concepts in children.

Individual Activity 14.4: *Consistent Support*

Working by yourself, record your answers to the following questions.

1. What type of consistent support have you received from your support group?

2. How has meeting with your support group helped you to maintain consistency at home?

3. In what ways would it be beneficial to continue meeting with your group as you continue the process of change at home?

4. Take a few minutes to discuss the idea of continuing your support group meetings. What do the other members think?

I. Review Activity 14.5. See page 258. (Allow 2 minutes)

1. Complete activity
2. Debrief activity



a) Project Slide 10. Chart responses

b) Project Slide 11. Chart responses

Chart responses to review question #5. What was the most powerful idea you learned from this unit? (Chart one response from each parent.)



Review Activity 14.5

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. The best way to teach a child to misbehave, is to _____ enforce the house rules.
2. When parents fail to give appropriate consequences for broken house rules even once, children will _____ the rule again looking for another _____.
3. _____ helps parents convey their love to their children.
4. Parents should take away _____ on their Child's List for a _____ period of time.
5. Working by yourself, what was the most powerful idea you personally learned from this Unit?

win Consistency short
 inconsistently everything break

Consistent
 action creates
 consistent
 results.



III. The Support Group Format. See page 259.

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 (See Ground Rules for Working in Groups, page 203).

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 the 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.

IV. Preview Next Session

A. Expectations, Standards, and Values: Learn the importance of communicating yours to your children.

B. Steps of Success: See page 260.



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



C. Project Slide12.



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)

Remember: For the parents who faithfully do their Steps of Success, change will be far more manageable.

- ▶ Catch yourself being consistent.
- ▶ During the next week, record three examples of how you were consistent with enforcing the house rules, demonstrating love and affection, communicating values, and giving positive strokes to your children.
- ▶ Bring back your stories to share with your group.

I demonstrated consistency to my children this week when I:

“ Critical Family Concept:
My kids need me
to be consistent! ”

Consistency (Unit 14: Content Evaluation)

Session Objectives: Discuss why it may be difficult for parents to maintain consistency with their children, List at least three areas in which parents should demonstrate consistency with their children, Describe two or more of the negative messages sent to children when parents are inconsistent, Actively follow the support group format.

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. Teens require much more sleep than do both younger children and adults. Additional sleep for my teen may reduce the negative tension in our home.
 Totally agree We are moving in the right direction Agree Not yet

7. List three healthy meals you prepared for your family this past week.

8. Parents' comments _____

