



Changing Destructive Adolescent Behavior

The Manual the Hospital Forgot to Give You

I. Introduction: Project Slide 2

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



1. Expectations, Standards and Values
 - a) Tonight we will explore the importance of parents communicating their expectations and values to their children.
 - b) We will also discuss some concrete ways we can demonstrate and share our expectations and values.



Unit 15:

Expectations, Standards, and Values

SESSION OBJECTIVES:

Parents will be able to:

- Communicate their expectations to their children
- Recognize the importance of teaching children family values
- Describe new ways to share and reinforce their standards and values
- List and master the 5 Steps of the support group process



B. Activity: Before We Begin Unit 15. Project Slide 4. See page 265. (Allow 1 minute)

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



C. Warm Up Activity. See page 266. (Allow 5 minutes)

1. Ask for a volunteer to read the activity instructions aloud.
2. Complete activity
3. Debrief activity
 - a) Ask for volunteers to share the ways in which they caught themselves being consistent with their children.



II. Expectations, Project Slide 5



- A. Ask for a volunteer to read the first two paragraphs on page 266, aloud. (“In what is now . . .”)
 1. Many parents facing difficult behavior problems with their children have come to expect their children will do the wrong thing.
 2. Children, like the students mentioned in the experiment, will often rise or sink to their parent’s expectations for their behavior.
 3. It is appropriate for parents to prepare for the worst-case scenarios, but it can be very damaging when parents communicate their worst fears and expectations to their children.
 4. No matter how poor the child’s behavior, parents should not lower their appropriate expectations for their child.



Warm Up

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

- ▶ In what ways did you catch yourself consistently enforcing the house rules, demonstrating love and affection, and giving positive strokes to your child? Where might you have struggled?

(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.)

Expectations

In what is now a well-published experiment, two teachers were given classes of 28 students each. Although both classes were nearly identical in terms of the students' academic abilities, one teacher was told that her class was far below the average, and the best she could expect would be C and D grades from her students. The second teacher was told that her class was far above average, and her students were more than capable of A and B grades.

The first teacher, thinking that her class was far below average, expected no more than average work. The second teacher, who was told her students were all gifted, expected A and B grades from her class. At the end of the school year, although both classes were equal, the teacher that expected A and B work from her students received A and B work. The teacher who expected no more than

average work from her students received no more than average work.

Unfortunately, many parents, facing difficult behavior problems with their children, have come to expect their children will do the wrong thing. Children, like the students mentioned above, will often rise or sink to their parents' expectations for their behavior.

When children are out-of-control or suffering through a difficult period, parents should not lower their expectations for their child. When parents expect the best, communicate it, and provide the necessary structure and supervision, children will often live up to those expectations.

“ Children, like the students mentioned above, will often rise or sink to their parents' expectations for their behavior. ”



B. Group Activity 15.1. See page 267. (Allow 4 minutes)

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



a) Project Slide 6. Chart responses

b) Review responses

4. Summarize concept



a) Parents must communicate all of their expectations for their children, to their children.



Group Activity 15.1: *Positive Expectations*

What are your personal expectations for your child? Working with your support group, develop a list of realistic expectations for your children.

Example:

I EXPECT MY CHILD TO COMPLETE A POST HIGH SCHOOL EDUCATION.

I EXPECT MY CHILD NOT TO USE DRUGS OR DRINK ALCOHOL.





III. Lecturette: Standards and Values

- A. Some good parents look around to see how other parents are coping with their children and then try to do a little better than the standard they see presented by society in general.
 - 1. The problem with using society as the yardstick is that society's standards continue to fall.
 - a. What was unacceptable yesterday is tolerated today.
 - b. Children hear: *Respect Life*. But children see so many acts of violence on television that studies show children are insensitive to death by age 10.
 - c. Children hear: *AIDS can kill*. But children are blasted with sexual messages daily.
 - d. Children hear *Just Say No To Drugs*. But our children see sports figures arrested on the nightly news regularly. No one in society seems to be saying "NO" to anything.



VALUES

Family Values and Standards

When parents examine the world in which they are raising their children, what they see can be frightening. Some parents look around to see how other parents are coping and then try to do a little better than the standard they see presented by society in general. Unfortunately, society's standards continue to fall. What was unacceptable yesterday is tolerated by society today.

Consider the messages children get from the world today. "Respect life." (But children see so many

acts of violence on television that studies show they are insensitive to death by age 10.) "AIDS can kill." (But children are blasted with sexual messages daily.) "Just Say No To Drugs." (But no one in society seems to be saying no to anything.)

The messages children get from society today are confusing at best. As long as parents use society's norm as a yardstick to develop their parental rules and values, the standards will continue to fall.

“ Unfortunately, society's standards continue to fall. What was unacceptable yesterday is tolerated by society today. ”



B. Activity 15.2. See page 269. (Allow 5 minutes)

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

Instructor's Note: For many, values are highly personal and not easily shared with others. For that reason, we have not included a Slide to chart the responses for this activity. Therefore, you may want to ask for volunteers who wish to share with the class, but we do not recommend recording their responses.

- a) Ask for *volunteers* who wish to share their answers.



Activity 15.2: *Clarifying Personal Values*

Working by yourself, with your spouse, or significant other, take a few minutes to think about and record your values and standards. Feel free to use these categories as a guide, or develop your own list. What do you believe regarding:

▶ God or Higher Power:

▶ Drug and alcohol use:

▶ Life:

▶ Sex:

▶ Family:

▶ Marriage:

▶ Education:

▶ Honesty:

▶ Work:

4. Summarize Concept



a) Ask for a volunteer to read the first paragraph on the top of page 270, aloud. (“In a survey . . .”)



b) If children are to effectively cope with the world in which they live, parents must teach their expectations, standards, and values to their children.

C. Review Activity 15.3. See page 270. (Allow 2 minutes)

1. Complete activity

2. Debrief activity



a) **Project Slide 7. Chart responses**



b) **Project Slide 8. Chart responses**

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

In a survey of 9th-grade students in Southern California, 18% of the females and 37% of the male students thought it would be okay for a male to force sexual intercourse on a female who was under the influence of drugs or alcohol at the time. We realize that given enough time, most of these students will probably come to change their

minds about date rape. Our point is that the opinion expressed by most of these students probably did not come from their parents, but from the world in which these children live.

If children are to cope effectively with society today, parents must communicate and teach their expectations, standards, and values to their children.



Review Activity 15.3

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. Children will often _____ to, or _____ to their parent's level of _____ for their behavior.

2. Parents must _____ their expectations to their children.

3. Children learn _____ and _____ messages from society today.

4. Active supervision can be described by five simple words: _____, what, _____ when and _____.

5. Working by yourself, what was the most powerful idea you personally learned from this Unit?

communicate **sink** **who** **mixed**
why **dangerous**
where **live up** **expectations**

IV. **Begin the Support Group Format. See page 271.**

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.

V. Preview Next Session

A. Promoting Family Unity

1. Next week we will discuss methods of strengthening the family unit.

B. Steps of Success: See page 272.



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 Slide 9.

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)

Take time out this week to communicate or restate your expectations, values and standards to your children. Use the lists you developed during Activities 15.1 and 15.2 to help you get started.

Bring back your stories to share with your support group. (It is important that you and your spouse or significant other agree upon the expectations and values you present to your children.)

(Remember to tell your children how much they are loved everyday.)

My expectations for my child are:

My values and standards are:

“ Critical Family Concept: My kids need to hear my expectations! ”

Expectations, Standards, and Values (Unit 15: Content Evaluation)

Session Objectives: Communicate their expectations to their children, Recognize the importance of teaching children family values, List the 5 Steps of 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:

1. The thing I liked best about tonight was: _____
2. What would have made learning easier or better for me tonight was: _____
3. The most powerful thing I learned tonight was: _____
4. 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
5. What were your children's reactions to your open displays of love and affection?
 Positive (Good) Indifferent (So what) Negative (Poor)
6. Reflecting on the last seven days, how do you feel about your efforts to do the right thing?
 Excellent Good Fair Troubled Unsatisfied
7. Last week my favorite positive message I gave my child concerned: _____
8. My child's response was: Pleasurable Agreeable Indifferent Upset Angry
9. Please rate your own parenting behavior in being consistent with your child.
The week before starting this class I would rate myself as:
 Consistent Usually consistent Rarely consistent
Last week I was:
 Consistent Usually consistent Rarely consistent
10. Parents' comments _____

