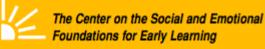
Positive Solutions for Families Workbook











Session 1 - Activity 1



Relationship Activity

(1)	Think of someone who was really special to you when you were
	growing up. Write this person's name below. What is/was your
	relationship to this person?

(2) What made you think of this person?

(3) What did this person <u>do</u> that made him/her so important or special to you? What behaviors do you remember?

Session 1 - Activity 2 Things to Try at Home! Making Deposits Activity



List 5 things that you will try to do in the next week to make deposits in your child's relationship bank -- things that will make your child feel really special!

child's relationship bank things that will make your child reel really special
(1)
(2)
(3)

- (4)
- (5)

Some ideas to try...



reading a book together
singing favorite songs together
eating dinner together
hugs, high fives, kisses, winks, thumbs-up
letting your child be your special helper (helping with dinner, laundry, etc..)

taking a walk together
saying "I love you"
asking your child about his/her day
playing together

Session 1 - Handout 3 Moving from Praise to Acknowledgment: Providing Children with Authentic Support

"The only lifelong, reliable motivations are those that come from within, and one of the strongest of those is the joy and pride that grow from knowing that you've just done something as well as you can do it."

-- Lloyd Dobens and Clare Crawford-Mason

Studies have shown that when adults talk to children it is usually to give directions or correct inappropriate behavior. When we focus on looking for the behavior we want and then give **Positive**, **Descriptive Acknowledgements (PDA)**, children know what to do and will do it more often. These comments have the most impact when we are specific about what we see, and link it to the expectation or characteristic we want to see (e.g., "You climbed into your car seat so quickly! That is very helpful." "You are standing right by me waiting so patiently." "You and your sister are taking turns with the toys and sharing. That is so friendly.").

When a child has done something impressive, instead of saying, "Good job," try one of the following:

· Report what you see (narrating).

A short, objective statement, such as "You put your dishes in the tub" or "You figured out a solution to the problem," acknowledges children's efforts and allows them to judge for themselves the merits of their achievement. Elaborate on the details of their actions to provide more specific feedback. For example, "It looks like you used blue and green to make an ocean."

Connect it with a desired character trait, value, or expectation (PDA: Positive, Descriptive Acknowledgment).

When a child does something that is an example of a character trait, value or expectation, add the expectations language to the comment. For example, if a child has put away toys from the floor say, "You cleaned up the blocks. You are keeping the area safe." Or if they helped a sibling you might say, "You gave your sister the doll. That's being friendly." Expectations language provides definitions for the character words, builds self-efficacy (belief that you have the ability to succeed at a task), and helps the child to internalize the behaviors.

Emphasize the impact on others.

If a child does something caring or something that benefits the community, acknowledge the positive impact. For example, if a child has put away toys on the floor say, "You cleaned up the blocks. Now I can use that part of the room." Or if they helped a sibling you might say, "You gave your brother the fire truck. He looks really happy to have it." Such language builds a sense of agency (ability to intentionally make things happen through your actions) by drawing the child's attention to the impact his/her actions have on another child.

Ask open-ended questions.

Being curious encourages the child to reflect. "What do you like best about your tower?" or "How did you know to put the puzzle piece there?" Asking open-ended questions builds language and engages the children in abstract thinking.

Say nothing.

When children are playing, we often feel the need to continually comment on their actions. This can be disruptive and can create an extrinsic motivation to explore. Let children take joy in their own learning and allow them to experience the pride of their own accomplishments.

Adapted by WestEd CA CSEFEL August 2012 from Hooked on Praise: Quit saying "Good Job!" by Alfie Kohn.

Respectful Friendly





Session 1 - Activity 4 Things to Try at Home! Positive Descriptive Acknowledgements Log



Tip 1	Get your child's attention.
Tip 2	Be specific! Say what you see.
Tip 3	Add the characteristic that is linked to the behavior
Tip 4	Keep it simple (avoid combining encouragement with criticism).
Tip 5	Encourage your child with enthusiasm!
Tip 6	Double the impact with physical warmth.
Tip 7	Use Positive Descriptive Acknowledgement and encouragement with your child in front of others.

Try to **encourage** your child at least **5** times this week!

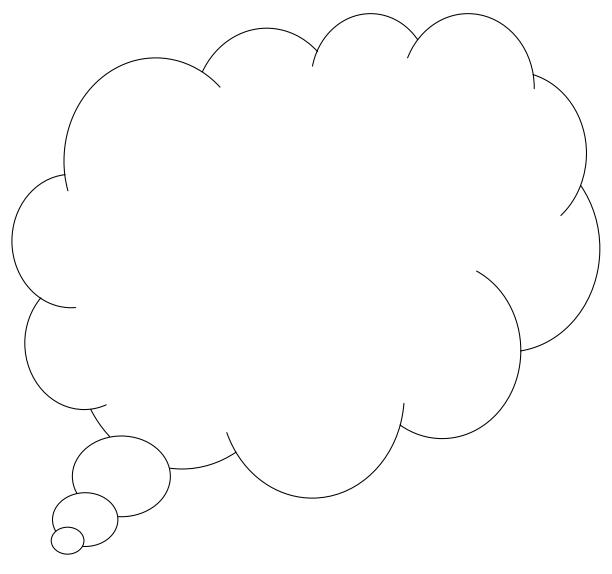
I used Positive Descriptive Acknowledgements when	What happened? How did your child respond? How do you think your child felt? How did you feel?

Session 2 – Activity 5 Parent Encouragement and Positive Comments!

Proud



Write an encouraging note or positive comment <u>to yourself</u> about something that you did with your child this last week that you feel really proud about!



Session 2 – Activity 6 Things to Try at Home! Play as a Powerful Parenting Practice

Powerful Parenting Practices Tips:

Tip 1: Follow your child's lead.

wait, watch and then join your child's play

Tip 2: Talk, talk, talk! Talk about and describe what your child is doing while you are playing together.

Tip 3: Encourage your child's creativity and imagination.

Tip 4: Watch for cues that your child might be losing interest.

Tip 5: Avoid power struggles.

Tip 6: Have fun together!

Your Play Goal for the Week:

What you did together	How your child reacted	Positive comment or encouragement that you used

Session 2 – Handout 7 Supporting Development of Friendship Skills



The suggestions below are intended for preschool-aged children. You need to take into account what you know about your child's personality, interests, and abilities.

Before Play

- Arrange for your child to play with 1 or 2 other children.
- Pick a time when you can be available to "coach" if necessary.
- Try to pick a play partner who has good play skills.
- Provide enough toys or materials to prevent the likelihood of sharing problems.
- If your child has toys that are special, encourage him or her to put those toys away and explain that those do not need to be shared (and shouldn't come out while the friend is at the home).
- Prepare your child for the playtime by talking about how to be "a super friend." There is
 a Super Friend book available through the CA CSEFEL Teaching Pyramid* to share
 with your child that explains how super friends take turns and "go with the flow" (are
 flexible).
- To make it fun, you can play "What would you do if...." games with your child to talk about things that might happen when the friend visits and what your child can do. These games can help your child see the other child's perspective.

During Play

- Stay nearby so that you can help the children interact or come up with play ideas.
- When appropriate, use positive, descriptive acknowledgement when you see either child exhibiting friendship skills.
- Remind the children to use their words when negotiating.
- Keep playtimes short until your child is able to play well without supervision.

After Play

- Make sure your child knows all the things he or she did well during the playtime (deposits/ positive comments/encouragement). Let him/her know how he/she was "a super friend." Be specific. For example, say, "You were being friendly when you offered to help your friend with the puzzle."
- Ask your child if he/she enjoyed playing and follow his/her lead in describing what happened during playtime.
- If the playtime went well, set another time for the children to get together again.
- If the playtime did not go well, talk to your child about some things he/she could do to make the next playtime better and review these before the next play session.
- * To Download go to www.CAinclusion.org/teachingpyramid/materials

Session 2 - Handout 8 Tell Me What To Do Instead!

COMMUNICATION IS THE KEY

- 1. Tell your child what to do instead of what not to do.
- 2. Show your child by demonstrating, modeling, or using a picture of the action.
- 3. Clearly and simply state what you expect your child to do.
- 4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
- 5. Talk to young children using language they understand. Young children may not understand words like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
- 6. Encourage your child in a way that lets him/her know that he/she is exhibiting the desired behavior. Use positive, descriptive acknowledgement when the child is doing the desired behavior.
- 7. Be enthusiastic and generous with encouragement. Children can never get enough!

Examples:

Avoid	Say/Model	Positive, Descriptive Acknowledgement
Don't run!	Walk Use walking feet Stay with me Hold my hand	 You're holding my hand. That is so respectful. You walked carefully when carrying your drink. You made a safe choice.
Stop climbing!	 Keep your feet on the floor Do you need something up high? Let's find a safe way to reach it 	 Wow! You have both feet on the floor! You are being safe. You asked for help to get something; you are being careful. You really like climbing! I'm glad we went to the park.
Don't touch!	Look with your eyesKeep your hands down	You were really listening; you are looking with your eyes!You kept your hands down. That is respectful.
No yelling!	Use a calm voiceUse an inside voiceTurn the volume down	 You are using a calm voice! You look happy. You are using a soft voice inside the house. That will help Daddy to finish his nap.
Stop whining!	 Use a calm voice Talk so that I can understand you Talk like a big boy/girl 	 You are talking so clearly! That is so easy to listen to. You told me with your words what was wrong. That is helpful. You used your words. How respectful!
Don't stand on the chair!	 Sit on the chair Chairs are for sitting Do you need something up high? Let's find a safe way to reach it. 	 You are sitting on the chair. What a careful girl. You were being responsible when you sat in the chair. You stood on the ladder. You chose to be safe.
Don't hit!	Gentle handsHands are for playing, eating, and hugging	 When you used gentle hands, you were being respectful. You used your hands for clapping! You like being safe. You are hugging her. What a friendly girl.
No coloring on the wall!!	 Color on the paper Put the paper on the easel if you want to color standing up 	 Wow! You are coloring so carefully. You are focused. You put the paper on the easel. That is being responsible. You really look like an artist standing at the easel.
Don't throw your toys!	 Play with the toys on the floor Toys stay close to the ground Please keep toys on the table If you are finished, please put the toys away. 	 You are playing with the toys on the floor. So safe. You decided to keep the toys on the table. That will keep them out of the vacuum cleaner. You put the toys away all by yourself! It looks like you are finished with those. What will you do now?
Stop playing with your food!	 Food goes on the spoon and then in your mouth Say "All done" when you are finished eating 	 You're using your spoon. You're being careful. You said "All done." That is helpful. You are so good at using your fork for eating now!
Don't play in the water/sink!	Wash your handsIf you're finished washing your hands, please dry them	 You washed your hands. What a healthy guy! You followed the hand washing steps! You try hard.

Family Version Adapted in 2013 by Laura Fish & Linda Brault of WestEd from Lentini, R., Vaughn, B. J., & Fox, L. (2005). Creating Teaching Tools for Young Children with Challenging Behavior. (Early Intervention Positive Behavior Support, The Division of Applied Research and Educational Support 13301 Bruce B. Downs Tampa, FL 33612)

Session 2 – Activity 9 – Encouraging Positive Behavior

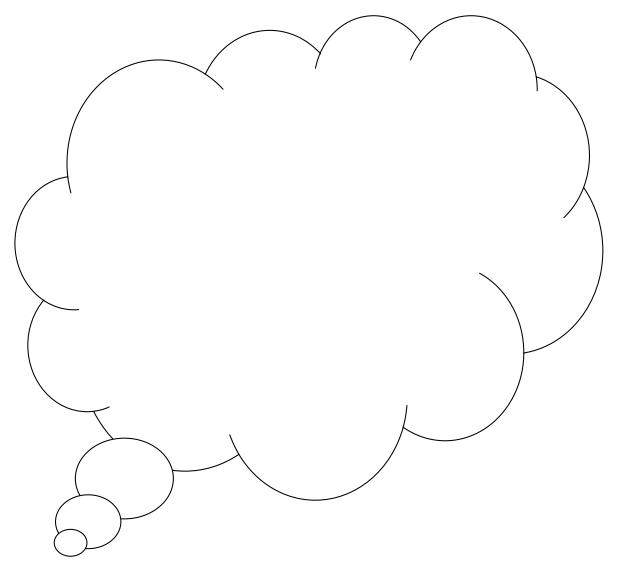
List behaviors you would like to see LESS of:	Think of behaviors you would like to see MORE of. Write down how you would provide positive descriptive acknowledgement for that behavior:	

Session 3 – Activity 10 Parent Encouragement and Positive Comments!

Proud



Write an encouraging note or positive comment <u>to yourself</u> about something that you did with your child this last week that you feel really proud about!





Session 3 – Activity 11 Things to Try at Home! Determining the Meaning of Behavior

Describe the Challenging Behavior	Number of times	How long the behavio
(Form) Like a Camera Sees It	behavior occurred	lasted
What Happened Before?		
I told or asked my child to do something	My child was playing alone	
Changed or ended my child's activity	My child moved from one ac	tivity to another
I removed an object from my child An object was out of reach	I told my child "No", "Don't", I was giving attention to othe	Stop ers
My child was doing an activity he didn't like	The task/activity was difficult	for my child
My child requested something	Other (specify)	
What Happened After? How did it end	?	
I gave my child attention	I punished or scolded my ch	ild
I gave my child attention I gave my child an object/activity/food I removed my child from activity/area Lignored my child	I witnarew my request or aer	nana
I ignored my child		
I ignored my child I reminded my child of my expectations	Other (specify)	
Why do you think your child was using	g this behavior (Function/	Meaning)?
To express emotions (what emotions)	`	. ,
To express emotions (what emotions)		
To get someone to interact with him/her (who	o)	
-		
To get or obtain something or someone (what	at person, activity, or object)	
To avoid or escape something or someone (what person activity or object)	
10 avoid of escape soffielding of soffieldie (what person, activity, or object) _	
-		



Session 3 – Activity 11 Things to Try at Home! Determining the Meaning of Behavior

Describe the Challenging Behavior (Form) Like a Camera Sees It	Number of times behavior occurred	How long the behavior
What Happened Before? I told or asked my child to do something Changed or ended my child's activity I removed an object from my child An object was out of reach My child was doing an activity he didn't like My child requested something	My child was playing alone My child moved from one ac I told my child "No", "Don't", I was giving attention to othe The task/activity was difficult Other (specify)	ers t for my child
What Happened After? How did it end I gave my child attention I gave my child an object/activity/food I removed my child from activity/area I ignored my child I reminded my child of my expectations	I nunished or scolded my ch	mand
Why do you think your child was usin	ng this behavior (Function	/Meaning)?
To express emotions (what emotions)		·
To get someone to interact with him/her (wh	no)	
To get or obtain something or someone (wh	at person, activity, or object)	
To avoid or escape something or someone	(what person, activity, or object) _	



Session 3 – Activity 11 Things to Try at Home! Determining the Meaning of Behavior

Describe the Challenging Behavior (Form) Like a Camera Sees It	Number of times behavior occurred	How long the behavio
(c c,		
What Happened Before? I told or asked my child to do something Changed or ended my child's activity I removed an object from my child An object was out of reach My child was doing an activity he didn't like My child requested something	My child was playing alone My child moved from one ac I told my child "No", "Don't", I was giving attention to othe The task/activity was difficult Other (specify)	"Stop" ers t for my child
What Happened After? How did it end I gave my child attention I gave my child an object/activity/food I removed my child from activity/area I ignored my child I reminded my child of my expectations	I punished or scolded my ch	mand
Why do you think your child was usin	ng this behavior (Function/	/Meaning)?
To express emotions (what emotions)		
To get someone to interact with him/her (where the contract with him/her)	no)	
To get or obtain something or someone (wh	nat person, activity, or object)	
To avoid or escape something or someone	(what person, activity, or object) _	



Session 3 – Activity 11 Things to Try at Home! Determining the Meaning of Behavior

Describe the Challenging Behavior (Form) Like a Camera Sees It	Number of times behavior occurred	How long the behavio
()		
What Happened Before? I told or asked my child to do something Changed or ended my child's activity I removed an object from my child An object was out of reach My child was doing an activity he didn't like My child requested something	My child was playing alone My child moved from one ac I told my child "No", "Don't", I was giving attention to othe The task/activity was difficult Other (specify)	"Stop" ers t for my child
What Happened After? How did it end I gave my child attention I gave my child an object/activity/food I removed my child from activity/area I ignored my child I reminded my child of my expectations	I punished or scolded my ch	mand
Why do you think your child was usin	ng this behavior (Function	(Meaning)?
To express emotions (what emotions)		_
To get someone to interact with him/her (where the content of	ho)	
To get or obtain something or someone (wh	nat person, activity, or object)	
To avoid or escape something or someone	(what person, activity, or object) _	

Session 3 – Activity 12 Household Expectations

Using the same expectations as we use in the group, lets come up with examples to look for at home. Remember the "guidelines" for expectation examples:

- Help connect the positive behavior to the expectation.
- State examples positively as "do's" (not "don'ts") tell your children what you want them "to do."
- Pick examples that apply in many situations.





Session 3 – Handout 13 Things to Try at Home! Teach Your Household Expectations

- 1. Make a chart with the *Expectations* (pictures of examples may be helpful) with your child.
- 2. *Discuss* and *demonstrate* the expectations until you are sure that your child understands them.
- 3. Review the expectations <u>every day!</u> You can keep adding good examples. You can even make up songs about the expectations!
- 4. Remind your child of the expectations before challenging behavior can occur.
- 5. Provide Positive Descriptive Acknowledgement when your child follows the expectations.
- * Don't worry about how to respond if your child does not follow the expectations. At this point, we just want to focus on *teaching* your child the expectations!

How to TEACH expectations:

- Step by Step focus on teaching your child the new skills and expectations
 - Children will need to have tasks broken down for them. Often we have to help them learn <u>how</u> to do the skill before we can expect them to do it independently. That might involve showing them how, doing part of a task and having them finish it, or asking them to only do one part of the task.
- Review, Review, Review! review the new expectations many, many times!
 - It may take repeated review of the new information before your child really understands it. If you show your child the expectations chart only 1 time and then forget to review it again, and again, and again, he/she is going to forget what is on it.
- Practice, Practice give your child many opportunities to follow the expectations
 - Children need lots of practice to learn new skills.
- **Support, Not Criticism** while your child is practicing the expectations, help him/her or tell him/her how great it is that he/she is trying
 - When we learn something new, we need people to encourage us and cheer us on.
- Celebrate Your Success!
 - o Give your child encouragement. Let your child know how proud you are!

Words of Wisdom

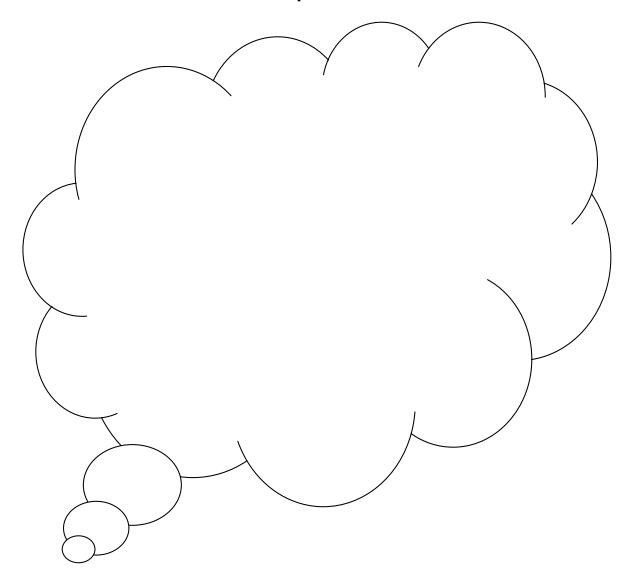
You are raising adults, not children. The work you do now will make life much easier as they get older...

Session 4 – Activity 14 Parent Encouragement and Positive Comments!

Proud



Write an encouraging note or positive comment <u>to yourself</u> about something that you did with your child this last week that you feel really proud about!



Happy



Session 4 – Activity 15 Feeling Words





Emotional Literacy is the ability to recognize, label, and understand feelings in one's self and others.

To Enhance Emotional Vocabulary:

- Talk about your feelings.
- Ask your child, "How do you feel?" You can offer some ideas such as "You seem frustrated. I think you really wanted to have that special cup."
- Teach new emotion words (e.g., frustrated, confused, anxious, excited, worried, disappointed).
- Talk about how characters in a book, video or on a TV show may feel.
- Reflect on specific situations and discuss feelings.
- Accept and support your child's expression of feelings.
- Use books and art activities to talk about emotions.
- Talk aloud about your own feeling in a variety of situations.
- Describe how your child's face looks or pictures of people in magazines and books.
- Pretend play with toy figurines, stuffed animals, or puppets and have them use "feeling words."
- Use "Feeling Faces" to show what different feelings look like. Take your own or download some from http://www.cainclusion.org/teachingpyramid/materials_classroom.html

Feeling words that 3-5 year olds who are developing language typically understand: (Joseph 2001; Ridge, Walters, & Kuejaz, 1985).

Affectionate	Depressed	Нарру	Sad
Agreeable	Disappointed	Ignored	Safe
Angry	Disgusted	Impatient	Satisfied
Annoyed	Ecstatic	Important	Scared
Awful	Embarrassed	Interested	Sensitive
Bored	Enjoying	Jealous	Serious
Brave	Excited	Joyful	Shy
Calm	Fantastic	Lonely	Stressed
Capable	Fearful	Lost	Strong
Caring	Fed-up	Loved	Sick
Cheerful	Free	Mad	Stubborn
Clumsy	Friendly	Nervous	Tense
Confused	Frustrated	Overwhelmed	Terrific
Comfortable	Gentle	Peaceful	Thoughtful
Cooperative	Generous	Pleasant	Thrilled
Creative	Glad	Proud	Tired
Cruel	Gloomy	Relaxed	Troubled
Curious	Guilty	Relieved	Unafraid

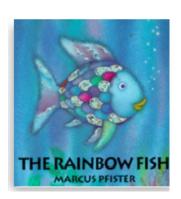
Session 4 – Activity #16 Children's Book Activity

Using Children's Books to Promote Your Child's Social-Emotional Development

1.	Read the book with your partner.
2.	What did you like about the book?
3.	Was there anything that surprised you?
4.	What kinds of emotional words or feeling words are in the book?
5.	What kinds of fun activities could you do with your child based on the book?



Session 4 – Activity #17 Emotional Literacy Skills Managing Strong Emotion Problem-Solving



What 3-5 Social Emotional Skills do you want to focus on with your child?

What I Tried	What Happened