

***Leading Parenting Groups:
How to Teach the Art of Balancing
Warmth and Control***

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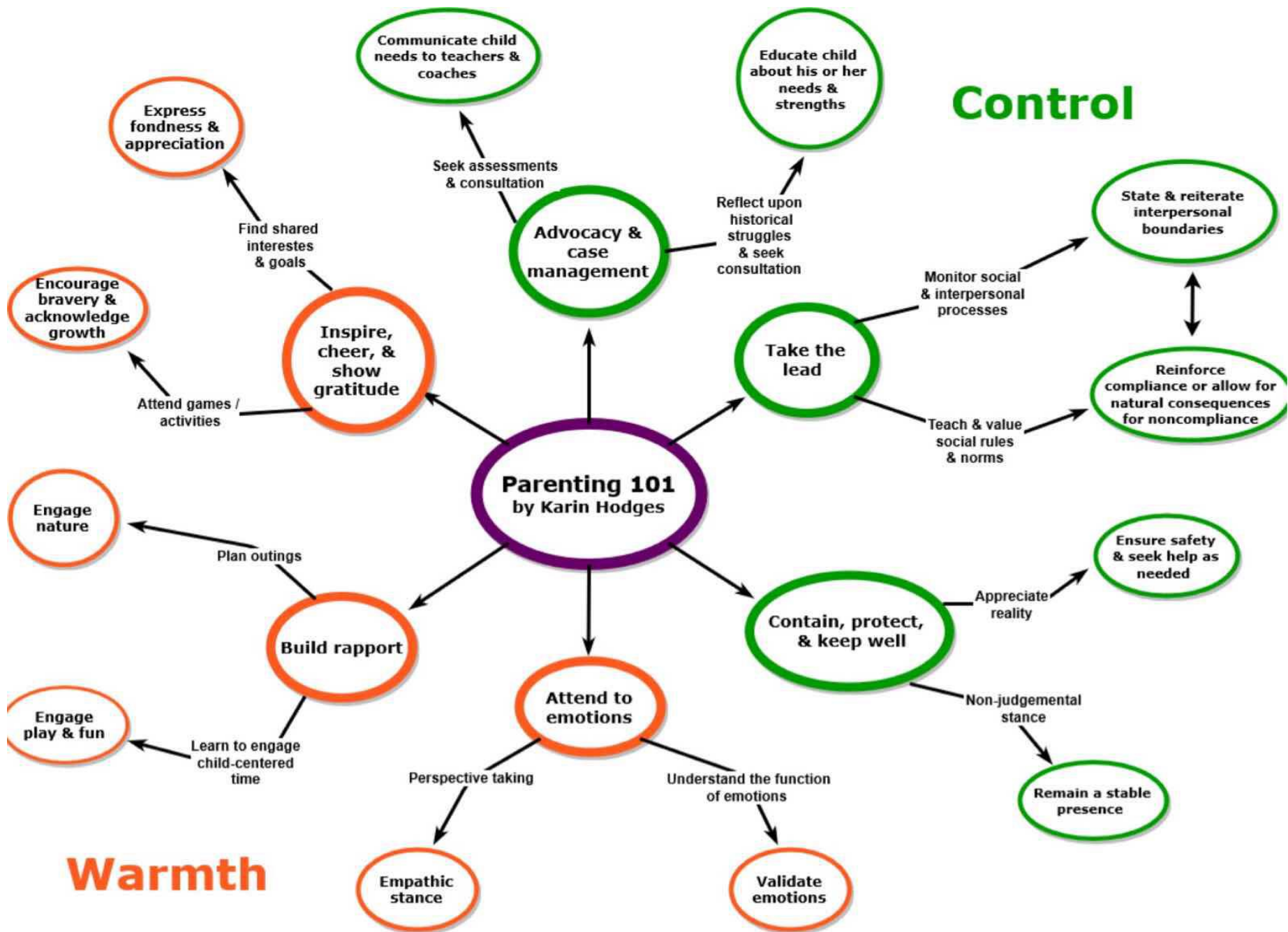
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Welcome

- Welcome to Skill Building Session
- Deepest gratitude to Division 49 (Society of Group Psychology and Group Psychotherapy), Division 43 (Society for Couple and Family Therapy), and the 2019 APA committee for welcoming us to present this year.
- We'd like to invite learners to welcome each other

Agenda

1. Watch 17 minute Video
2. Discussion of 6 sections of the parenting model (3 warmth, 3 control). Practice in small groups with each section.
3. Consider parenting skills training in group format
4. Time for questions and discussion



Parenting 101: A Comprehensive Model Informed by Psychological Science



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Hodges, Randall-Sugar, Bookis, 2019.
Illinois

APA 2019 Chicago,

Warmth

Attend to Emotions: Validate Empathically

1. Mindfully attend to the child's verbal and nonverbal cues. Notice what you see and hear and intuit what the child may be feeling based on such data (silent task).
2. While maintaining a non-judgemental, empathic position; state what you see and hear & tentatively pose your hypothesis about what the child MAY be feeling.
3. Acknowledge how natural it would be to have such a feeling or feelings based on the context.

Split into Groups and Practice

- Your child arrives home and tells you that they've been horribly bullied at school. Child appears both sad and mad about the experiences.
- Your child is frustrated (not acting out, just frustrated and moody) because you have limited technology and taken away the iPad for the week.
- Your child is expressing worry about an upcoming overnight birthday party.

Build Rapport: Bond via Child-Centered Time (CARE)

Practice (use age appropriate language)

- Praise (Specific)
- Reflect Verbal Statements (Parrot 2-7 or Paraphrase 8 & up)
- Reflect Non-Verbal Activity (Sports broadcaster 2-7)

Refrain From

- Leading the Interaction
- Asking the Child / Teen Questions (intonation matters)
- Using “No” “Don’t” and other Negative Statements

(Allen, Timmer, & Urquiza, 2014; Eyberg & Ross, 1978; Eyberg & Matarazzo, 1980; Gurwitch, Messer, Masse, Olafson, Boat, & Putnam, 2015)

Split into Groups and Practice

- Your young child persists in making a tower even though it fell several times. (Use specific praise)
- Your preteen says “I hate going to school on Tuesdays because of math!” (Paraphrase)
- Your young child jumps up and down enthusiastically because of an upcoming birthday party. (Broadcast child’s actions)
- Your teen notes that family vacations are a drag. (Paraphrase)

Inspire, Cheer, and Show Gratitude

1. Be Present

- a. Be aware and stay engaged during critical, high affect moments
- b. Display non-verbal enthusiasm throughout such moments

(Kennedy & Barlow, 2018; Barlow & Farchione, 2018)

2. Inspire, Cheer, & Express Support

- a. Observe, yet don't feed your own anxiety.
- b. Internally choose hope, courage, and loyalty, even as your child may be anxious and shaky.
E.g., "I believe in you, I'm with you, I love you"

Inspire, Cheer, and Show Gratitude (cont'd)

3. Acknowledge efforts

a. “I’m so proud to see the courage you've been displaying”

(Kennedy & Barlow, 2018; Barlow & Farchione, 2018)

4. Show gratitude

a. “I loved seeing you race.”

b. “I feel so fortunate that I get to be in your life.”

c. “I love how you express such kindness towards others.”

Split into Groups and Practice

- Your child is performing in a music recital.
- Your child is about to race at a swim meet.
- Your child is about to go to kindergarten and is uncomfortable with other kids.
- Your child is going up to a counter at a restaurant to order a meal.
- Your child is about to take an adaptive sports course.
- Your child is meeting a tutor for the first time.

Control

Advocacy: Value Neurodiversity

“You know how you are sensitive to others’ feelings, able to communicate your feelings, and socially aware? That is because of your dyslexic mind. People with dyslexia often have social and emotional super powers. They pick up on the slightest emotional changes in a room. My job is to support your power. Managed well, you could use it for good.”

(Armstrong, 2011; Eide, B.L. & Eide F.F., 2011)

Split into Groups and Practice

- You just learned from a neuropsychologist that your child has a mild case of autism spectrum disorder. He loves learning yet doesn't form close bonds with peers. He loves completing tasks. He is concrete and doesn't understand sarcasm.
- What do you say to teachers, child, and family?

Take the Lead: Teach Norms

“In our family we...”

1. all chip in
2. share
3. articulate emotions
4. communicate
respectfully
5. embody patience
6. handle belongings with
care
7. make safe choices
8. develop healthy habits
9. support each other
10. let parents lead and
guide
11. try to be flexible
12. honor personal space
13. practice courage

Split into Groups and Practice

1. Are these values in keeping with your values for your family?
2. What might you add?
3. Which house value needs attention in your house right now?

Take the Lead: Use Behavioral Principles

Positive Reinforcement (Adding s/t the child likes can promote behavior).

Promoting courage, prosocial behavior, and responsible behaviors

E.g., Parent praises progress. Acknowledge the child's courage and strength.

Take the Lead: Use Behavioral Principles (cont'd)

Positive Punishment (Adding s/t the child doesn't like can quash behavior).

E.g., School refusing child smells the stinky eggs dad is boiling or the broccoli soup being made by grandmother. Child's response is "yuck!" Child doesn't like the day off from school.

Take the Lead: Use Behavioral Principles (cont'd)

Negative Reinforcement (Removing s/t the child doesn't like can promote behavior. Think self care: take away the mess, the pain, etc.)

E.g., Swimming or running can move adrenaline and remove stress, leading to more swimming or running.

Take the Lead: Use Behavioral Principles (cont'd)

Negative Punishment (Removing s/t the child likes can quash behavior).

E.g. Removing attention during oppositional defiance may reduce oppositional defiance.

Take the Lead: Use Behavioral Principles (CARE)

Utilize *polite command* (non ambiguous, not a question)

be **SPECIFIC &**

REINFORCE every step of the way

DO

State command
Allow 5 seconds for response
Reinforced compliance

DO NOT

State command as a question
Get distracted
Reinforce non- compliance
Question, explain, nor judge
Bargain or negotiate

(Allen, Timmer, & Urquiza, 2014; Eyberg & Ross, 1978; Eyberg & Matarazzo, 1980; Gurwitch, Messer, Masse, Olafson, Boat, & Putnam, 2015; Masse, McNeil, Wagner, & Chorney, 2008)

Split into Groups and Practice

- You'd like your child to wash the dishes or take dishes in or out of dishwasher.
- You are at a pool. Your child is having fun. Your child wants ice cream. You say, "sure, after dinner." Your child yells rudely, "now!"
- You'd like your child to take a bath before school.
- You want your child to hold the door for you.
- You'd like your child to help make breakfast
- You want your child to make eye contact and say "please" and "thank you" to others.

Take the Lead: Reiterate Boundaries and Expectations

- Monitor interpersonal processes (Observe child mindfully).
- Respectfully state overarching family values & norms, if relevant.
- You may choose to **back up & scaffold**.
Appreciate a child may need step by step directions. Break direction down into smaller component parts.
- Reinforce successive approximations to a goal.

Split into Groups and Practice

- You are running late in the morning and your five year old doesn't want to tie shoes because it is difficult.
- Your teen struggles to wake up and take medicine.
- You are at a pool. Your child is having fun. You tell your child it is time to go home and you get no response from your child.
- You tell your preteen to clean the living room and 15 minutes later it is still messy.

Safety

- Attend to safety concerns preventatively
- Respond to safety concerns in a timely manner
- Seek assistance as needed
- Contain, protect, and keep well

Split into Groups and Practice

- Your child's friends aren't using helmets when on their bikes
- Your child's friends have parents who drink a little alcohol and then drive sometimes.
- Your child's friend's parents have guns, you believe, and you aren't sure how they are stored and if they are locked safety away.
- Your teen is expressing interest in sex.
- You are concerned that your teen may have been sexually assaulted.

Parent Training in Group Format

Application of Group Training

Consideration of group factors



(Barlow, Burlingame, & Fuhriman, 2005; Benishek et al, 2016; Yalom & Leszcz, 2005)

Group Factors

- Screening & Composition
- Pregroup contract & norms established
- Bridging statements to foster cohesion
- Setting (in person or online)
- Post group debriefing

(Barlow, Burlingame, & Fuhriman, 2005; Benishek et al, 2016; Yalom & Leszcz, 2005)

Group Agreement to Include

1. Welcome to Skill Building Session. This is an educational offering and not psychotherapy.
2. Leader introductions & Privacy Agreement
3. Parent name and age of child(ren)
4. We encourage timely communication, mutual support, and situational monitoring (e.g., observe our group and the members and look out for everyone's best interest) throughout the training.

Post Group Debriefing

- What was the most useful?
- What did you like the most?
- What did you like the least?
- What requires more practice on your part?
- How was the online format experienced?
- Further thoughts, questions, reflections.

Thank You for Your Time and Participation

Further Questions? Contact:

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