

Lesson 9.1

Directions and Encouragement



parenting
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out®

Directions and Encouragement

Coach Preparation



Lesson Overview

In today's lesson parents will discover the components of effective directions for children. They will also learn how to balance the giving of directions with the giving of encouragement. Parents will practice by studying a variety of practice scenarios, selecting a response and role-playing how they would give direction combined with encouragement.

What Should Happen

You will give effective directions and helpful encouragement to create structure and discipline for your family.

Take Away Messages

- 1) There should be many tools in your parenting toolbox. Not every tool is a good match for every situation and/or family. If you have many choices, you as the parent can select the best tool for your family and the situation you are in.
- 2) Yelling and shouting orders is rarely effective other than to train children to tune us out.
- 3) Giving helpful directions involves being clear, specific, speaking to the child at their level, and not giving too much to do at one time.
- 4) Giving helpful directions is a part of helpful structure. Structure needs to be balanced with nurture. Encouragement for compliance helps balance the giving of directions.

Agenda for Lesson 9.1

What Should Happen

You will give effective directions and helpful encouragement to create structure and discipline for your family.

Agenda



Agenda for Lesson 9.1

Post for class on an easel paper.

- | | | |
|----|--|--------------|
| A. | Take Attendance | (concurrent) |
| B. | Check In | (10 minutes) |
| C. | Emotion Regulation Practice | (5 minutes) |
| D. | Compliance | (5 minutes) |
| E. | Review What Should Happen and Agenda;
Set Goals | (10 minutes) |
| F. | Parenting Toolbox | (15 minutes) |
| G. | Giving Directions | (25 minutes) |
| H. | Break | (10 minutes) |
| I. | Practice Giving Directions | (20 minutes) |
| J. | Encouragement | (20 minutes) |
| K. | After Class | (10 minutes) |

Preparing Your Classroom

Easel Papers



1. Prepare the easel papers with the following titles and/or content:

Post easel papers in the classroom when you arrive.

- “Community Agreement”
- “What Should Happen and Agenda” (on previous page)
- “Giving Effective Encouragement”

Handouts & Worksheets



2. Copy Handouts for distribution in class.

Distribute handouts only when it is time for an activity. Parents will turn handouts in when completed. If there is a plus sign ‘+’ marking the handout, it indicates you should make extra copies. If there is a (1), you only need one copy for the activity.

- + Handout 1.2.2 Learning Goals Journal Page
- Handout 9.1.1 Giving Directions Activity Page
- Handout 9.1.2 Helpful and Unhelpful Directions Cut-Outs

Before class, cut this handout apart, mix-up the cut-outs in random order, and paper clip each set together. Distribute one set of cut-outs to each parent.

3. Review Worksheets.

Copy if not using a Parent Manual. Parents will not be required to turn worksheets in.

- ◆ Worksheet 9.1.4 Giving Effective Encouragement

Prop



4. Make prop for activity.

The following is a prop for a group activity. (See Section J.)

- ✦(1) Prop 9.1.3 Giving Directions Scenarios

You need just one copy of this handout. Cut up into strips, one scenario per strip, fold in half and put in a container for use in a random drawing.

Supplies



5. Set out the following supplies:

- Attendance sheet
- Pencils
- Masking tape
- Post-it® notes
- Markers
- Homework bin
- Learning Tree/roadways/signs

Special Materials



6. Set out the following special materials:

- Balance Scale
- Large/jumbo paper clips for directions and encouragement
- TV and DVD Player
- Video: "Parent Training IrisEd" Effective Directions"
Cue to segment #2 called *Effective Directions* in the middle of the video.

Lesson 9.1 - Directions & Encouragement

Attendance A. Take Attendance (concurrent)

Check-In B. Check-in (10 minutes)

Go around the room inviting parents to check-in with an “I feel... when...” statement regarding how they are feeling today. Also ask them what parenting technique they have been working on most recently as they parent their children. Encourage them to use the language of the curriculum.

Thank the class for sharing.

Please turn in Handout 8.2.2 “Parenting Goals and Steps.”

Emotion Regulation

C. Emotion Regulation (ER) Practice (5 minutes)

Ask a parent to lead emotion regulation today. Set up ER for them by having parents close their eyes, sit with their feet flat on the floor and their hands on their thighs. Ask them to think back to a time when they were frustrated because they asked their child to do something several times but the child either argued with them or ignored them.

Ask the parents to think about how that made them feel and how they would describe the way they felt those feelings in their bodies. Then turn the ER portion over to a parent volunteer.

When the parent has completed ER, invite the rest of the group to give that parent feedback using the following format: 1) What he or she did well and 2) What they might try differently next time they lead ER. Participate in providing and modeling feedback for the other parents.

Lead a round of applause for the parent when the feedback is finished.

Compliance D. Gain Attention: Compliance (5 minutes)

Ask the class:

How often do children comply with a command or direction given by their parents? What percentage of the time do you think children comply by immediately doing what a parent asks?

Hear responses and guesses. Children comply only about 70% of the time, or after seven of 10 requests. This means that the average child does not comply 30% of the time, or after three out of every 10 requests.

Setting Goals

E. Review What Should Happen and Agenda; Set Goals (10 minutes)

Children don't always respond immediately to parents' requests, commands, or directions, and that can be frustrating. In today's lesson we are going to add some more tools to our parenting toolbox that will increase the chance that our children will comply with what we ask of them.

Review What Should Happen and Agenda for 9.1.

Using "What Should Happen" as a guide, write a personal learning goal for yourself. Does anyone have an example? One example might be: "I'd like to learn how to consistently give effective directions and encouragement to train my preschool child to comply with directions I give her."

Take a few minutes to write up your learning goals for today, read them aloud, and attach them to the tree.

Parenting Toolbox

F. Stimulate Recall: Parenting Toolbox (15 minutes)

Being a helpful parent often involves trying to find a balance between opposite but complementary pairs of actions. I will use this scale to show you what I mean.

Parenting Toolbox (continued)



Assemble scale. Place one paper clip in the cup on the right side of the scale for each nurture characteristic you name (listed below). Work slowly so that parents get the big picture. You may want to ask a student to assist you and place the items as you call them out. Ask the remainder of the parents to gather around closely to watch. The point is that with lots of nurture, but no structure, parenting becomes out-of-balance.

So far we have talked about lots of ways to nurture, love, and connect with children. We have talked about:

- Giving encouragements to tell them what is wonderful about them
- Playing with them
- Reading to them
- Calling them on the phone
- Touching them gently by holding and hugging them
- Validating feelings they have through emotion coaching
- Speaking their love language

These are all ways to love and cherish our children. They are all different ways we can nurture our children. These are all important and helpful ways to parent.

Now, look at the scale. Is it balanced? No, it's not. All of the things we do to connect are very important. But if all we do is nurture, our children's lives will be out of balance. If we parent with lots and lots of love, but no structure, rules, or discipline, what kind of parenting are we doing? Think back to the very first week.

We are doing putty parenting, we are loving but we are not providing structure.

What is the impact of no structure on our children?

They are anxious from lack of directions and expectations. Our households do not run smoothly and our children do not learn the skills they need to be successful in life.

Remove all of the paper clips from the right side of the scale.

For the structure characteristics (listed below), place one paper clip per characteristic on the left side of the scale.

Children and our homes need structure. Structure includes:

**Parenting
Toolbox
(continued)**

- Routines,
- Family rules,
- Age-appropriate expectations,
- Consequences,
- Chores,
- Family standards, and
- Follow-through with rules and consequences.

But now look at our scale? What has happened?

We are out of balance again, this time favoring structure.

Think back to the very first week of class. What kind of parenting are we doing if all we do is offer structure but no nurture?

Block parenting.

What is the impact of no nurture on our children?

They might not feel loved, they might not feel connected to us, they might rebel against us.

The challenge in parenting is to balance nurture and structure, opposing but complementary pairs of actions.

Remove all paper clips from the left side of the scale. This time add paperclips alternately to the right and left sides of the scale as the nurture and structure characteristics are named.

To be helpful parents, we must learn to balance:

- Giving encouragements (Nurture) with age-appropriate expectations (Structure)
- Playing (Nurture) with chores (Structure)
- Reading time (Nurture) with routines (Structure)
- Calling them on the phone (Nurture) with appropriate follow-through (Structure)
- Validating their feelings (Nurture) with family rules (Structure)
- Gentle touch (Nurture) with appropriate consequences (Structure)
- Speaking their language (Nurture) with family standards (Structure)

Parenting Toolbox (continued)

When we have both nurture and structure in our parenting, what happens?

Our scale and child's life is balanced.

What kind of parenting does this remind you of?

Backbone parenting.

What is the impact of backbone parenting on our children?

They feel loved and cherished and have good self-esteem. They feel connected to us and are more likely to follow our rules. Our rules and standards and consequences help them grow up to be competent and capable individuals.

Giving Directions



G. Provide New Content: Giving Directions (25 minutes)

We'll begin today with a five-minute video clip about how to give directions and positive encouragement for compliance. After we watch the video we will do an activity that will help you recall the important things to do when giving effective directions and encouragement to children.

Show video segment "Effective Directions" from Parent Training IrisEd DVD.

Distribute **Handout 9.1.1 "Giving Directions Activity Page"** and cut outs of **Handout 9.1.2 "Helpful and Unhelpful Directions Cut-Outs"** and glue sticks. Ask parents to lay out the pieces where they think they go without gluing them in place. Give them 10 minutes to do this. They may work with others if they choose.

If parents struggle, do one row together as an example to get them started. Then let them work on their own or with other parents until the debrief.

Handout

Now we are going to do an activity. You have been given a copy of the "Giving Directions Activity Page" and a small clip of cut-outs with assorted comments.

Giving Directions (continued)

First, lay out the pieces onto the Activity Page where you think they go, but don't glue them into place.

When you read across each sample, there should be consistency in the content of each row. For example, if the first example talks about toys, the other examples in that same row will also talk about toys, not cleaning your room.

You have 10 minutes.

Using your copy of the completed **"Giving Directions Activity Page,"** go through each characteristic asking parents to volunteer to:

1. Name a characteristic of helpful directions from the column, "To give helpful directions do this..."
2. The example they selected from the choices from the column, "For example"
3. How that example illustrates that characteristic of effective directions
4. An unhelpful example from the column, "But not this..."

Encourage participation from all parents.

Let's take a 10-minute break, when we return we will get some practice giving directions. We will follow that up with giving encouragement for compliance. Next week we will talk about what to do when our children don't comply with our requests.

Break

H. Break (10 minutes)

Practice Giving Directions

I. Guided Practice: Giving Directions (20 minutes)

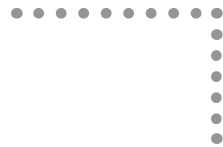
Form groups of three or four parents.

Using the cut up version of **Prop 9.1.3 "Giving Directions Scenarios,"** fold all of the pieces in half and put them into a container from which parents can draw. Mix up the pieces, then describe the activity.

Each team will draw one scenario from the container. Then, as a team, decide how you will provide helpful directions for the situation on your piece of paper. Plan a role-play that demonstrates your

Prop

**Practice
Giving
Directions
(continued)**



solution. You may use as many or as few of your team members as you wish. You will have 10 minutes to plan (so it doesn't have to be elaborate). You do need to demonstrate your solution rather than describe your solution. Use the activity page you created during the discussion to help you select strategies that fit the scenario. Telling us is not the assignment. The assignment is to role-play.

Allow parents to select a situation from the container and give them 10 minutes to plan their role-play.

Which team would like to volunteer to demonstrate their role-play first? After you present your role-play the rest of the group will identify the helpful strategies you used to give your directions.

Conduct the activity. Lead the class in identifying the strategies each team used in their role-play.

Good job everyone. Now let's see what we can do when our children comply with our directions.

**Practice
Encouragement**



**J. Provide New Content and Guided Practice:
Encouragement (20 minutes)**

As parents, we spend a lot of time each day giving our children directions. We might give 20 to 30 directions in a day. Some parents believe that children should just comply, that it is expected, and that they shouldn't have to give any words of affirmation, encouragement, or appreciation. Watch what happens to our parenting and to our children when we give lots of directions but never appreciate our children for their compliance.

Using the scale, do the following demonstration.

Call out several phrases representing "directions" statements placing the large paper clips in the clear container on one side of the scale.

D: Please pick up your backpack and put it in the closet.

D: It is time to brush your teeth and get in bed.

D: Please set the table for dinner.

Practice Encouragement

(continued)

What happens?

Our parenting becomes out of balance. Our children may feel discouraged.

Now let's see what happens when we offer encouragement along with directions.

Remove all of the "direction" paper clips from the scale.

Alternate directions with encouragements, placing a paper clip on each side of the scale to represent a balance between the two parenting strategies:

D: Please pick up your backpack and put it in the closet.

E: I appreciate how neat the living room looks when all the backpacks are put away.

D: It is time to brush your teeth and get in bed.

E: Thank you for minding. Now we will have time for an extra story.

D: Please set the table for dinner.

E: Thank you for setting the table. It looks very nice.

Invite parents to come up and give a direction and encouragement, adding paper clips to each side of the scale as they do so.

Why is it important to provide encouragement and appreciation when children comply with our requests?

That is how we socialize children; all people should be appreciated for their positive efforts; you get the behavior you pay attention to; it is a nice thing to do.

From listening to the statements read by your colleagues, what are the characteristics of giving effective encouragement?

Record responses on easel paper titled "Giving Effective Encouragement."

Hopefully parents will identify that the same characteristics apply for encouragement as apply for good directions: moving close, gentle touch, pleasant tone and facial expression, simple, clear, explicit, names the behavior you are recognizing.

Practice Encouragement

(continued)

Worksheet

You have come up with many of the characteristics of giving effective encouragement. You may want to add notes from the easel paper to your handout.

Ask parents to turn to **Worksheet 9.1.4 “Giving Effective Encouragement”** in the Parent Manual. Review the worksheet with parents.

After Class

Handout

K. After Class (10 minutes)

Remember to record completion of **Handout 8.2.2 “Parenting Goals and Steps”** on each parent’s portfolio checklist.

Lesson 9.1

Handouts



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Giving Directions Activity Page

To give helpful directions, match the cut-outs:

Do this:

For example:

But not this:

Helpful and Unhelpful Directions Cut-Outs

Cut up, paper clip together, and give one packet of cut-outs along with a blank activity page to each student.

Do this:	For Example:	But not this:
Go to the child and gain their attention.	Touch gently or make eye contact. Get down to the child's level.	Shout across a room or from another room.
Be clear and specific about what you want the child to do. Name behaviors.	"Please pick up the toys and put them on the shelves."	"Get these toys cleaned up."
Give one or two directions at a time, depending upon the child's age.	"Please brush your teeth and put on your pajamas."	"Go upstairs, put on your pajamas, brush your teeth, clean up your toys, and pick out a book for us to read."
Use few words.	"It is time to get in the car."	"Get in the car or else we will be late and then I'd be upset because we might miss our appointment and I would have to reschedule."
Give child a warning.	"In 10 minutes it will be time to come inside and have lunch so finish up what you are working on."	"Get in here right now it is time for lunch. No, you may not finish your mud pie; come in now."
Give a when/then direction.	"When you finish washing the car, then you may play softball with your friends."	"If you don't finish washing that car, you won't be playing softball."
Thank the child for their cooperation.	"Thanks for making your bed, your room looks so nice now."	"It is about time you got that bed made. For once your room doesn't look like a pigsty."

Lesson 9.1

Worksheets



Directions and Encouragement

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Giving Effective Encouragement

Teaching children to comply with directions builds pro-social behavior and self-discipline.

When giving encouragement:

1) Tell the child specifically what he or she did well:

“You folded the laundry, made your bed and vacuumed.
Your room looks so clean!”

Not

“Your room looks nice.”

2) Avoid adding in anything negative.

“You did a great job of remembering to put your bike away before coming inside”

Not

“You did a great job of remembering to put your bike away before coming inside. Why can’t you do that every day?”

3) Be brief and specific.

“Thank you for putting the food away after making your snack.”

Not

“You are the best kid there ever was. I can count on you to always do what you are supposed to do.”

4) Use words children understand.

“Thanks for remembering to rinse your dishes before putting them in the dishwasher.”

Not

“I really appreciate that you’ve taken into account my repeated requests to remove the residue from the plates before inserting them into the dishwasher.”

5) Remember to give encouragement with a friendly facial expression, eye contact, open body language and a pleasant tone of voice.

Lesson 9.1

Props



Directions and Encouragement



Giving Directions Scenarios

Cut up one set of these scenarios into strips, fold in half, and put in a container from which students may draw.

1. You need to get your 4- and 6-year-olds ready for bed.

2. Your teenager wants to go to the mall at noon and it is 11 a.m. and she is still in bed. She has yard chores that need to be done before she goes to the mall.

3. Your 10-year-old son has homework and he wants to play outside with friends.

4. You are teaching your 3-year-old to clean up her toys. Her toys are spread all over the living room and you have grandparents arriving in 30 minutes.

5. You are working with your 5-year-old on cleaning up his space after a meal. When you walk into the kitchen you notice he has eaten and gone off to play, leaving his mess on the table.

6. Your 11-year-old has a friend over and the two of them have set up an elaborate hot wheels course in the bedroom and are having a wonderful time. They have been playing cooperatively for two hours. Soon it will be time for the other child to leave so your family can get ready for dinner and make it to a school meeting that night. What do you do about the hot wheels track? What do you say about their long, cooperative play? How do you end a positive playtime on a positive note?

Giving Directions Scenarios (continued)

Cut up one set of these scenarios into strips, fold in half, and put in a container from which students may draw.

7. You have stayed at work a little later to help out with an extra busy shift. You realize you won't have time to get dinner ready and get to your evening class. You decide your 12-year-old son is capable of following some simple directions for making spaghetti and a salad. You call him on the phone before leaving work and say... what?

8. You won't be home when your 13-year-old arrives home from school. You also won't be near a phone where you can call. Write him a note that reminds him of what needs to happen when he gets home from school and anything else you think is important. Where will you leave this note that he is absolutely certain to see it?

9. Your 8-year-old daughter has two friends over and they are running around your apartment shrieking and laughing. You have had just about all you can take. You want them to stop what they are doing. Give directions for stopping, along with options for doing something else.

10. You are going out to a meeting in the evening and leaving your three children with a sitter. Their ages are 6 years, 8 years, and 10 years. Give directions to them regarding your expectations of them while you are out.

