MICHIGAN DEPARTMENT OF CORRECTIONS
FLORENCE CRANE WOMEN'S FACILITY & CAMP BRANCH:
PARENTING PROGRAM

OBJECTIVES & CURRICULUM - SPRING, 1998
BY: R. CHERRY
Revised 6/11/98

UNIT 1 OBJECTIVES:
At the end of this unit, participants will be able to

1. Describe historical views held towards children and explain the societal beliefs of today and in what ways they have changed throughout the 20th century.

2. Identify what some of the "firsts" that this generation of children are experiencing today and what some of those impacts might be.

3. Recognize developmental stages of a fetus from conception until birth.

4. Identify the critical developmental and growth stages of a fetus, including the development of the brain, heart and other vital systems.

5. List some of the instincts and reflexes that an infant is born with.

6. Describe the growth and developmental patterns of a child's first 3 years

7. Identify why it is so important for an infant to have a secure attachment with a parent.

8. Recognize the normal stages of physical, emotional and mental growth from ages 1 through 3 years.

9. Recognize the normal stages of physical, emotional and mental growth from ages 4 through 11 years.

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BY: J. MORRELL & R. CHERRY
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I. SESSION 1

A. Introduction / Prenatal and Child Development

1. Administrative Rules & Expectations - Facilitators (10 min)

2. Icebreaker - Group Participation (15 min)

3. Prenatal Development & Birth (15 minutes)
   a. Importance of Prenatal Care

4. Infancy through Toddlers (15 minutes)
   a. Age Appropriate Behavior Expectations & Management Techniques

5. Preschool Years (10 minutes)
   a. Age Appropriate Behavior Expectations & Management Techniques

6. Kindergarten through 6th grade (15 minutes)
   a. Age Appropriate Behavior Expectations & Management Techniques

UNIT 2 OBJECTIVES:

At the end of this unit, participants will be able to

1. Recognize appropriate intellectual stimulation and development of the brain and thinking patterns of preschool age children, elementary years and on into adolescence.

2. Describe some of the many changes that children experience when reaching puberty, including the physical, emotional and mental challenges.

3. Identify some of the double standards which society imposes on on children and teenages through gender bias.

4. Recognize what issues have significant impact upon adolescents and how they interact with or react to others in their environment.

5. Explain why teenage suicide rates are high and identify some possible triggers to teen suicide.

6. Describe what is meant by the term 'behavior management' and what the differences are between discipline, punishment, rewards and bribes.

II. Session 2

B. Child Development / Behavior Management

1. Discussion of memory processes based upon child's age and techniques which enhance brain stimulation. (10 minutes)

2. Puberty through the teen years (20 minutes)
   a. Age appropriate behaviors, expectations and management techniques.

3. Group discussion of societal expectations which are placed on male teens vs. female teens and what possible impacts are. (15 minutes)

4. Video <u>Child Management: Who's Really In Charge?</u> (17 minutes)

5. Participants are to complete 8 pages of worksheets from the above video. (30 minutes)

UNIT 3 OBJECTIVES:

At the end of this unit, participants will be able to:

1. Distinguish between "I" and "You" statements.

2. Discuss appropriate ways to convey messages to children without blaming or degrading them.

3. Identify the different factors which encourage effective communication.

4. Explain the importance of listening to one's self and how their voice, tone and/or body language may be conveying something other than the words being said.

4. Recognize the different ways in which people avoid listening to others.

5. Identify the feelings which result from having another person ignore, put-down, or "one up" another.

6. Describe what some of the non-verbal signals that children may use to convey their feelings.

III. SESSION 3

A. COMMUNICATION

1. Video: The Art of Communication. (30 minutes)
   a. Group discussion of video highlights and examples. (10 min)

2. The Four Way Street: Group role play. (40 minutes)

3. Handout: How communication affects self-esteem; How to assist your child in identifying his/her feelings; and Worksheet: List of possible situations and the opportunity to respond with An I-Reaction. Group Discussion. (20 minutes)

UNIT 4 OBJECTIVES:

By the end of this unit participants will be able to:

1. Describe the obligations and responsibilities that parents have to their children.

2. Explain different styles of parenting and how some methods focus on discipline while others emphasize punishment.

3. Describe the impact that different parenting styles can have on children.

4. Recognize what logical consequences are and explain why in many instances the enforcement of natural consequences is of greater benefit to children.

5. Identify why it is important for children to have established rules and to have consistent expectations placed on them.

6. Describe alternative ways of handling behavior problems which may decrease the likelihood of the behavior being repeated and promote the establishment of a healthy relationship.

IV. SESSION 4

A. Parental Responsibilities/ Family Rules

1. Lecture and discussion of the obligations that parents have to their children in terms of meeting physical, emotional, intellectual and safety needs. (15 minutes)

2. Lecture and discussion of different parenting styles, including authoritarian, authoritative, permissive-indifferent and permissive-indulgent. Explain the different styles and what researchers are finding out about the affects on children. Give examples of which methods promote the use of logical or natural consequences for children, and which focus more on punishment. (15 minutes)
   a. Ask group members to give examples of the different parenting styles they may have experienced as children and what impact they believe, if any, this has had on their life and the decisons they have made. (15 minutes)

3. Provide participants with a 3 x 5 index card. Ask them to briefly describe a difficult behavior incident that they had with their child(ren)and how they had handled it. (Note: To encourage confidentiality, tell them they do not have to put their name on it.) (10 minutes)
   a. Have participants hand in their situations and the facilitator reads the scenario aloud to the group.
   b. Group members are encouraged to share their thoughts on the situation, trying to view it both from the child's and the parent's perspective.
   c. The facilitator then reads how the problem was handled and participants respond with their ideas. (60 minutes)

UNIT 5 OBJECTIVES:

By the end of this unit, participants will be able to:

1. Explain what stressors are and how they can impact inter-family relationships as well as each family member.

2. Identify those common or frequent stressors within their own family and examine how they have responded to these in the past.

3. Recognize ways to eliminate or minimize stressors in the home.

4. Explore different ways to redirect children's behavior and energy to minimize disagreements and reduce potential stressors.

5. Identify their own personal stressors and understand how they do actually impact children.

6. Recognize different feelings that your child may be having and not be able to articulate.

V. SESSION 5

A. FAMILY STRESSORS

1. Ask the group to brainstorm about what things, situations, or times tend to be stressful for families. Write their list on the blackboard or flip-chart. (15 minutes)

   a. Naming each of the listed stressors, ask participants to decide whether or not these are situations that can be prevented by planning ahead or at least minimized. Ask for ideas on how to accomplish these goals. (15 min.)

   b. For those stressors that cannot be eliminated or eased, ask group members for ideas about how to address them in a family meeting to encourage your children to work with you, rather than against you. (15 min.)

2. Using the 2 page worksheet on the *Family Stress Wheel*, have participants complete the answers based upon their experiences in their own family. (15 minutes)

   a. Ask for volunteers to share their list of family stressors and how different family members are affected. Encourage them to think of ways to eliminate, or minimize the stressors in their own household. (15 minutes)

3. Video: <u>Basic Parenting Skills</u> - 1st half (30 minutes)

   a. Encourage questions, comments and group discussion.

UNIT 6 OBJECTIVES:

At the end of this unit participants will be able to:

1. Recognize when they are feeling angry or when they are about to react overly severe with a child.

2. Determine those feelings they are having which are underlying their anger and practice examining them closely and taking contol of them.

3. Identify services in their geographic location so that they may obtain continued assistance and support with parenting upon release.

VI. Session 6

A. Anger Management / CONCLUSION

1. Have participants describe an incident that occurred with their child(ren) which resulted in their being extremely angry.
   a. Have group members pass in their scenarios to the facilitator to read.
   b. The facilitator then asks the participant questions about the incident and encourages them to examine and describe the feelings underlying the anger. For example: 1) If the child was misbehaving in public, did you feel embarrassed? 2) If the child refused to do what you were asking, did you feel like you did not have control of your child, or did you feel threatened?

   (NOTE: The intent here is to get the parent to examine all of their feelings and to take control of them rather than allowing them to escalate into anger.) (35 minutes)

2. Video: Basic Parenting Skills.(2nd half) (30 minutes)
   a. Encourage questions, comments and group discussion following the video. (10 minutes)

3. Provide participants with materials which will help them to identify services and resources in their geographic location so they can begin to develop a network of parenting assistance. (20 minutes)

4. Class Evaluation (Ask participants to respond to an evaluation designed specifically for constructive feedback. (5 minutes)

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