







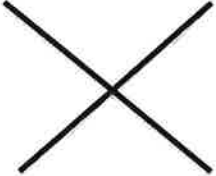


WEEK 2 – PREVENTING PROBLEM BEHAVIOURS

<p>2.01</p>  <p>25 mins</p>	<p>Review of Home Activities</p>	
 	<p>Facilitator Focus:</p> <ul style="list-style-type: none"> ✓ Write on board: WEEK 2 – PREVENTING BUSHFIRES <p><u>Discuss</u> that each week will begin with a review of how parents have got on with the ideas covered in the previous week.</p> <p>Mention that there is unlikely to be time for each family to talk about their week in detail, however we would like to know a little about their progress. Focus the discussion on the Review points, and try to establish a norm of doing this each week. Socially reward those who have done the homework through your attention to their experiences.</p> <p><u>Review</u> (consolidating Week 1 content in the process):</p> <ol style="list-style-type: none"> 1) Discussing 'Parenting Values Compass' with partner/supporter. 2) Noticing the Values that guide parenting in different situations with child/ren. Were there other values to add to the Parenting Compass? 	
<p>2.02</p>  <p>30 mins</p>	<p>Understanding Problem Behaviours</p>	
  	<p>Poster or Graphic:</p> <ul style="list-style-type: none"> ✓ Blank Bushfire Model Poster ✓ Completed Bushfire Model Poster ✓ Big Black 'X' Poster (from Week 1) <p>1. Introducing the Bushfire Metaphor</p> <p><i>In this program we find it useful to think of a family's experience of dealing with their child's problem behaviour is like "being in a Bushfire".</i></p> <p><i>Sparks of "I want..." or "I don't want to...", turn into flames of whining and defiance that then seem to blaze out of control as full-on tantrums and emotional meltdowns. A parent's attempts to fight the fire and put things out only seem to make things worse. Recovering from the Bushfire is often just as difficult as people's feelings are hurt and often embers are still glowing leaving parents feeling like another outbreak could occur at any moment.</i></p> <p>2. Introducing the Video</p> <p><i>We are going to watch a video of parent's struggling with their child's problem behaviour. You may notice how the Bushfire rages after the initial sparks turn into big</i></p>	 



flames. Try to remember that the parents are trying their best (as part of the televised parenting program that they are undertaking), and, as much as we may find some of their behaviour difficult, we need to consider them with the same respect that any parent deserves.

Video 1a – Ryan (moderate) or 1 Aaron (severe) or 2 Angus (mild)

Video Discussion

Making Contact with the Parent's Experience:

Question to the Group:

1. *Before we talk about what we could see happening during that video, let's first consider... How do you think these parents were feeling in the middle of that scenario?... What thoughts might have been going through their minds? What might the video parents be feeling or thinking during this moment with their child?*

Refer to the 'X' poster from Week 1, and notice similarities in these parents' experiences, and how we can all feel, think and act as parents.



3. Describing the Problem Situation:

Questions to the Group:

1. *Describe the child's problem behaviour. What did you see the child doing that was a problem?*

(Record the responses in the Red [centre] triangle of the blank Bushfire Metaphor poster)

2. *What are the things that seem to be causing stress in this situation... heating things up? What's "The spark" that starts the fire? (ie. lack of cooperation with a parent's instruction or child's demand) and other situational or ongoing sources of family stress. What's lacking from family life that might have helped to reduce the heat?*

(Record the responses in the Heat section [Bottom Left Triangle] of the blank Bushfire Metaphor poster)

3. *What are the physical, biological or developmental characteristics of the child/ren involved that makes them more combustible. What about the parents' individual characteristics?*

(Record the responses in the Fuel section [Top Triangle] of the blank Bushfire Metaphor poster)

4. *How did the parents' respond to their child/ren's behaviour that may have inadvertently fanned the flames? (Explore Actions fully and then ask) How do you think the parents' Thoughts and Feelings in this situation influenced their Actions towards their child's behaviour?*

(Record the responses in the Oxygen section [Bottom Right Triangle] of the blank Bushfire Metaphor poster)





4. Reviewing the Bushfire Metaphor

Understanding how a Bushfire works helps us to understand how we might be able to prevent them or put them out before they get out of control. Like an actual Bushfire that needs Heat Fuel and Oxygen to start and continue, so does a child's problem behaviour.

You'll notice that when we described the problem situation faced by the video family that we broke the situation down into Heat, Fuel and Oxygen to describe the Bushfire they were in and to expand our understanding of the situation.

***Heat** factors include "The Spark", which is often an instruction given by the parents or a demand made by the child that leads to disagreement. Heat also comes from other situational or longstanding sources of stress in the family home, school or community ("that dries things out like a hot dry summer"). The lack of routines, clear instructions and enjoyable time together can also act to heat up family life.*

***Fuel** factors include the child and parents' nature or individual characteristics, like maturity, temperament, health etc, which makes them more combustible ("notice that some children are more like a wet log, and others like a tin of petrol – they didn't get to choose this...it's not their fault...you didn't get to choose this either...it's not your fault").*

***Oxygen** factors include the parent's (or teacher's/sibling's) response to the child's behaviour and the type of interaction with the child that "fans the flames". This is the area that we can have most influence on as parents.*

5. Bushfire Metaphor Worksheet

Discuss the expanded Bushfire Metaphor Worksheet in the Parent Workbook and ask the parents to consider other **Heat**, **Fuel** or **Oxygen** factors that apply to the video family's situation. Add these to the partially completed Bushfire Metaphor poster to complete the activity.

6. Emotional Distancing using the Bushfire Metaphor

Ask the question: ***How has your understanding of the problem behaviours changed as we identified all the various contributing factors? Does it feel different?*** If not mentioned, offer:

You may notice that when you describe the situation in terms of the Heat, Fuel and Oxygen factors that it gives you an opportunity to emotionally "step back" from the situation and see things how they really are rather than how they feel.


During the program you will be encouraged to describe and understand your child's behaviour in specific situations where problem behaviour is likely to occur to help you "step back" from Bushfires and then tune back into "being the parent you want to be" via your Parenting Compass.



10 mins

Tea / Coffee Break

2.03

 15 mins

Power Struggles - Mind Struggles & Behavioural Reinforcement



Poster or Graphic:

- ✓ Power & Mind Struggle Graph
- ✓ Bushfire Model Poster



Facilitator Focus:

1. Linking Power Struggles to Behavioural Reinforcement:

Introduction to Power Struggles

- The Bushfire Metaphor is a useful way to broaden your understanding of Problem Behaviours within specific situations or contexts. “Stepping Back” from the situation and looking at it “as if” you are an observer may enable you to establish some emotional distance from the problem situation.
- Now we are going to take a closer look at the Oxygen that a parent can unintentionally add during a Bushfire.
- I’m going to act out a situation between a parent & child that happens in most families. Notice what Oxygen is given to the child’s demanding behaviour and what effect it has on the developing Bushfire.

Facilitator Re-enactment of a Common Parent-Child Conflict

Perform a spontaneous demonstration of a common parent-child conflict – e.g., a parent telling their child to come off their electronic game. This is a single facilitator role play that captures both the child and parent’s coercive escalation of behaviour from green to orange to red. Use tone and volume as cues to the escalation of negative feelings from both parent and child. You want to create a sense of the ‘heat’ in family life.

Post Re-enactment Analysis & Discussion

Notice the ‘heat’ in the room during/after the re-enactment. What is happening in our bodies in response to the escalation? Using the “Power Struggles & Mind Struggles” poster to guide the discussion, make the following observations:

You may have noticed that:

- a) When a parent gives a command and child respond with a ‘no’, the parent often “ups the ante”, often then leading to the child escalating as well.
- b) Typically a parent and child will commence with a calm voice, quickly escalating with raised voices in an attempt by each to “win the battle”.
- c) Without realizing it, a parent can provide lots of Oxygen through explaining, pleading, telling and yelling, which “fans the flames” and increases the Bushfire risk.



d) Pose the questions: *“What do the parent and child learn? What’s the payoff?”*

- a. If the child “wears the parent down” and the parent gives in, the child gets what they want using inappropriate behaviour (ie. they are reinforced for doing the wrong thing) BUT also the parent gets a payoff with some “peace & quiet” once the child stops. How good does that feel!
- b. When a child complies or stops their demanding behaviour because the parent does something really powerful like yell, threaten or smack, the parent’s behaviour is reinforced because the child “backs down”. However the child’s demanding behaviour is still reinforced during the heat of the battle due to all the parental attention and “Oxygen” and the experience that the longer “the battle” goes for the more chance they have of wearing their parent down.

e) This style of family communication can become a habit over time....It can become the way everyone gets what they need or want. Because of this, you may even notice that older children may escalate more quickly from the green to red zone. It seems their experience encourages them to escalate more quickly to get what they want.



2. Linking Power Struggles to Parents’ Mind Struggles (Emotional Avoidance/Control)

a) Collectively ask parents to share what they experience during and even after this type of Power Struggle with their child, in terms of:

- (1) How they feel (emotions and body sensations),
- (2) The thoughts/images in their minds,







And then relate these to the Big X poster from Week 1.

b) Using the “Power Struggles & Mind Struggles” poster to illustrate the point, notice that parents and children are often involved in both a Power Struggle with each other as well as a Mind Struggle with their own difficult thoughts and feelings.


c) Pose the rhetorical question: *‘How much do you want these difficult thoughts and feelings?’* - just sit with whatever parents offer.

d) Ask: *“What is it that a parent really wants during a Power Struggle?”* Notice that Power Struggles are driven by both the need to:

- i. Stop their child’s undesirable behaviours, and
- ii. Reduce their own feelings of distress and discomfort.

<p>2.04</p> <p> 10 mins</p>	<p>Values-in-Action, Power/Mind Struggles & Getting Hooked</p>
<p></p> <p></p>	<p>Poster or Graphic:</p> <p>✓ Values in Action Poster</p> <p>Facilitator Focus: Introduce the Values in Action Poster</p> <ul style="list-style-type: none"> • Introduce the following Values in Action exercise as a way of managing Power/Mind Struggles and helping to prevent Bushfires. • Referring to the Poster, explain that as we travel along in life we will often encounter moments when we can get caught up in a Mind/Power Struggle or Bushfire. In these moments we are often flooded with a range of emotions that can lead us to get “Hooked by the Struggle”, and to react or respond without stopping to even notice what matters. • Often our responses may lead us to feel better in the short-term, which is very reinforcing, however in the longer-term we are moving away from what is most important to us, our Values. Provide an example such as often seen during Power Struggle: <ul style="list-style-type: none"> ▪ child not cooperate ▪ parent frustrated and shouts angrily ▪ child may escalate, and/or eventually comply ▪ parent may get immediate pay off (release of tension, comply) ▪ but net cost to parent-child relationship (Values) • Ask parents to consider using ‘Me Noticing What Matters’: What Values would they want to hold onto in these moments (write these on poster under ‘Values’), and what Actions could they take if following these Values (write these under Actions) • Notice that the difficult feelings, sensations and thoughts (Power/Mind Struggle, Bushfire) are likely to still be there, however parent is now ‘Doing What Matters’. • Ask parents to consider the longer-term benefits of ‘Doing What Matters’
<p>2.05</p> <p> 5 mins</p>	<p>Bushfire Risk Rating</p>
<p></p> <p></p>	<p>Poster or Graphic:</p> <p>✓ Bushfire Danger Rating Poster</p> <p>Facilitator Focus: Introduce the Bushfire Risk Poster</p> <ul style="list-style-type: none"> • Explain that we will be using the idea of ‘heat’ in the family throughout the program. Problem behaviours occur more as things heat up in the family, and require different responses. One of the goals of the program is to take the heat out of family interactions – keep the needle pointing towards the ‘green zone’. • Relate the green, orange and red zones within the Bushfire Rating Poster to the Parenting Pyramid, noting that different strategies are required as things ‘heat up’ in family life.

2.06

 5 mins

Soothing Rhythm Breathing








Facilitator Focus: Mindfulness & Parenting

1. Explain that each week we will do a brief mindfulness exercise. These exercises aim to help parents to become more aware of their passing, thoughts, feelings and sensations, and to strengthen parents' ability to restore calm at times of family stress.


Mindfulness Exercise: Soothing Breath

Allow yourself to sit comfortably, place both feet flat on the floor about shoulder's width apart and rest your hands on your legs. Close your eyes, or look down at the floor if you prefer. Allow yourself to have a gentle facial expression maybe a slight smile. Now what we can do is just gently focus on our breathing. As you breathe try to allow the air to come down into your diaphragm (that's just at the bottom of your ribcage in the upside down 'V'). Feel your diaphragm, the area underneath your ribs, move as you breathe in and out. Just notice your breathing and play an experiment with your breathing. Breathe a little faster or a little slower until you find a breathing pattern that, for you, seems to be your own soothing, comforting rhythm. It is like you are checking in, linking up, with the rhythm within your body that is soothing and calming to you. What you will usually find is that your breathing is slightly slower and deeper than normal. The in-breath is about 3 seconds ... hold ... and then take 3 seconds for the out-breath. Ensure that the breaths in and out are smooth and even. So, for example, notice if you're breathing in a bit too quickly or collapsing the out breath. Now we can spend a little while – for as long as we wish - just focusing on our breathing, just noticing the breath coming down into the diaphragm, your diaphragm lifting and then the air moving out, through your nose. Sometimes it's useful to focus on the point just inside the nose where the air enters. So, in through your mouth and out from your nose, in through your mouth and out through your nose..... Just focus on that for a while... Now we can just 'ground ourselves for a moment'. So turn your attention to your body. Sensing the weight of your body resting on the chair and the floor underneath you.... Allowing yourself to feel held and supported, coming to rest in the present moment....

Remember that it is perfectly ok for your mind to wander. Simply notice it happening with curiosity about where your mind has gone and then gently guide your attention back to an awareness of your body as best as you can. Now just sense the flow of air coming in and out of your nostrils....just gently observing....no need to change anything....just allowing things to be as they are. When you feel ready, slowly open your eyes and bring yourself back to the present moment. Sometimes it helps if you just have a gentle stretch and a deep breath to prepare you to carry on with your day.

<p>2.07</p> <p> 10 mins</p>	<p>Emotion Coaching</p>
<p></p> <p></p>	<p>Poster or Graphic:</p> <p>✓ Emotion Coaching Poster</p> <p>Facilitator Focus: Introducing Emotion Coaching</p> <ol style="list-style-type: none"> 1) Introduce Emotion Coaching as a key skill for both parents and children that can be used during or after a Power Struggle/Bushfire. 2) Explain that Emotion Coaching helps children to learn how to regulate their emotions, which has been strongly linked to resilience and success across all areas of life. 3) EC Part 1: Use page 14 of the Parent Workbook to lead parents through a discussion of the Mind Struggle for both parents and children. Suggest that parents write in their Workbooks during the discussion. 4) EC Part 2: Take parents through the 5 Steps for Emotion Coaching, providing a spontaneous role-play of how it looks in practice (either one or two facilitators involved in role-play). The role play is a continuation of the previous Power Struggle role-play. 5) Emphasise that the <u>5th Step (Problem-Solving) is optional</u>, and should only be considered in situations where the child and parent are calm and able to problem-solve. The 5th Step can be postponed to a later time. 6) Explain that you'll be encouraging parents to use Emotion Coaching throughout the program and afterwards as a way of helping parents to follow their Parenting Values, and to prevent Bushfires.
<p>2.08</p> <p> 5 mins</p>	<p>Child Behaviour Checklist</p> <p>Identifying Common Power Struggles</p>
<p></p>	<p>Facilitator Focus: Identifying Common Power Struggles</p> <ol style="list-style-type: none"> 1) Ask parents to complete the Child Behaviour List, identifying: <ol style="list-style-type: none"> a. Behaviours that they want to see more of, and b. Behaviours they want to see less of. 2) Notice how these behaviours are often flip sides of the same coin (e.g., 'more cooperative' flip side of 'less defiant'). 3) Get parents to underline 2 or 3 that they most want to focus on during program.

2.09

 5 mins

Week 2 – Home Activities



Facilitator Focus:

Re-emphasise the importance of home activities in order to get the most out of the program.

Ask the parents to complete the following over the next week:

- 1) Write in the Values that will guide the monitoring of your child this week, and practicing Emotion Coaching (try to do this in session if possible). During the week add any examples of 'How I Got Hooked'.
- 2) Complete "Child Behaviour Chart" for NOT following instructions during a 30 minute period each day – ask parents to share ideas of a good time to do this task (generally either getting ready in morning or during evening routine)
- 3) Identify the 'fuel', 'heat' and 'oxygen' factors for this situation using the Bushfire Model. Identify the parent's Mind Struggle.
- 4) Practice using Emotion Coaching for any smaller Bushfire moments, by first identifying the Child's Mind Struggle, and then going through Steps 1-4 for Emotion Coaching.