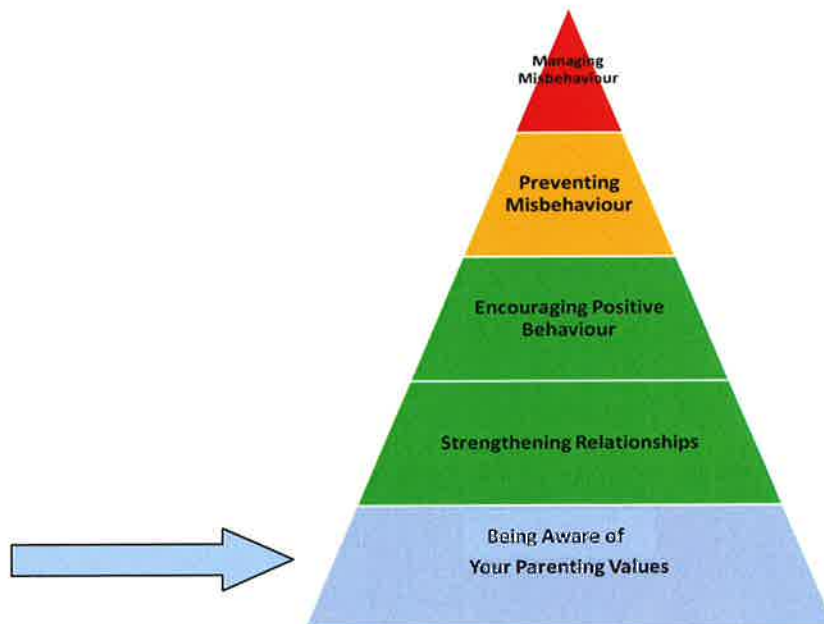


Week 1

Being Aware of Your Parenting Values

“Getting Started”





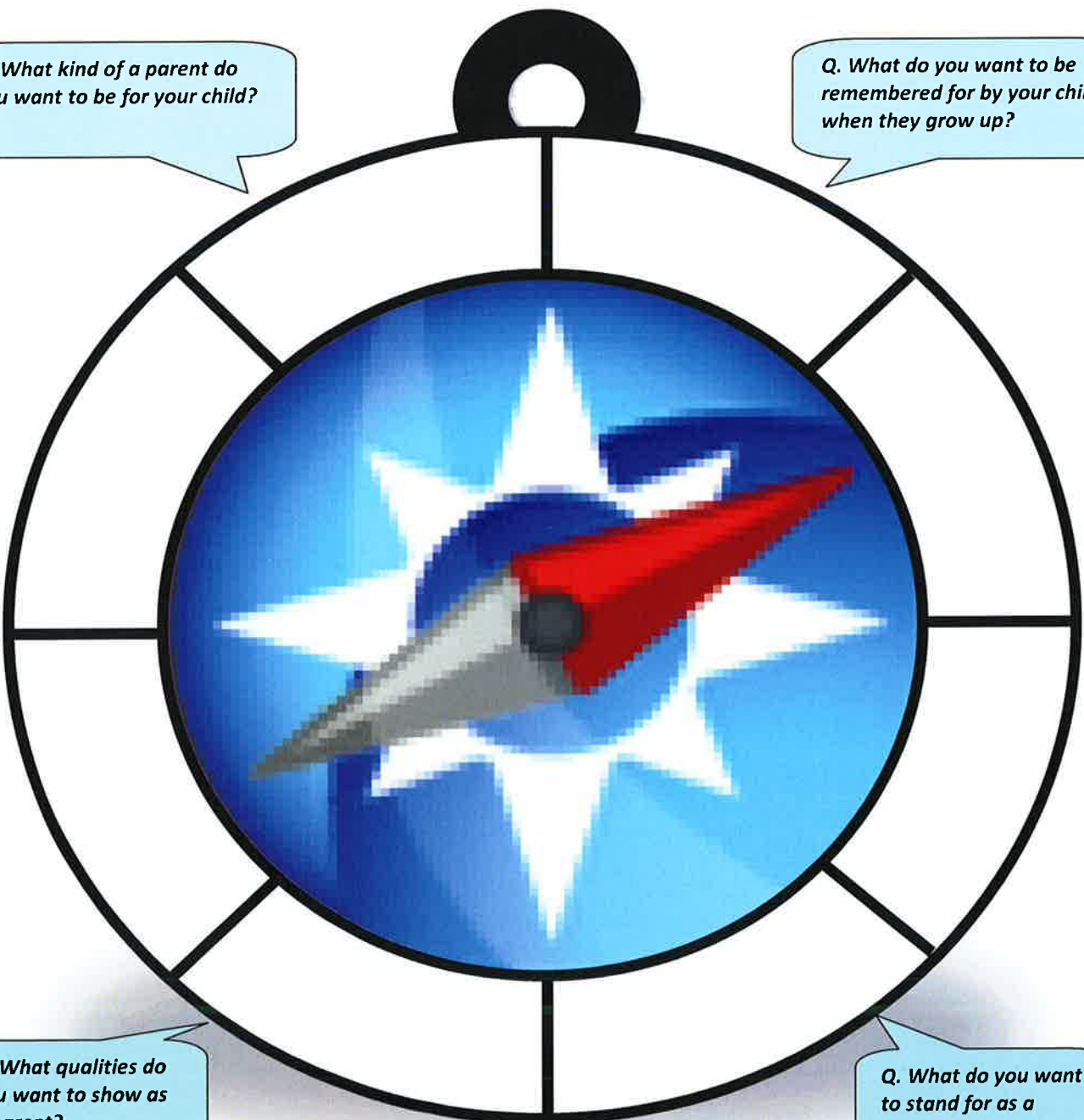
My Parenting Compass

“What’s Most Important”

“Your Parenting Values are like a compass, helping you to move in the right direction to achieve the family life you want even under difficult circumstances”

Q. What kind of a parent do you want to be for your child?

Q. What do you want to be remembered for by your child when they grow up?

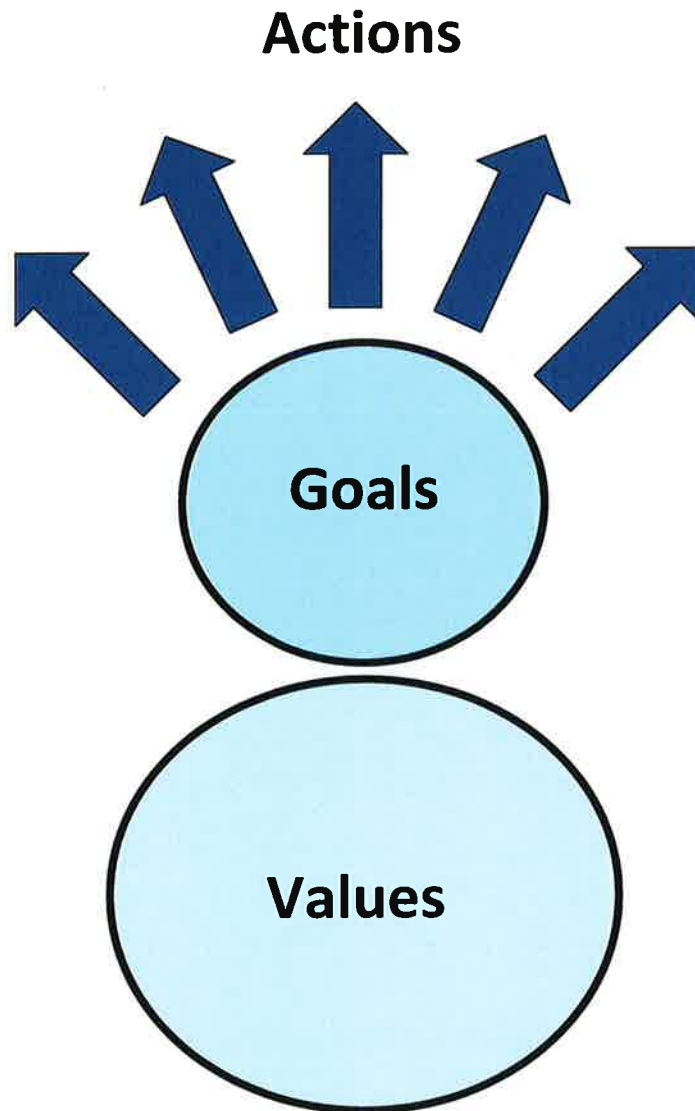


Q. What qualities do you want to show as a parent?

Q. What do you want to stand for as a parent?



Values – Goals - Actions



“Actions are the specific behaviours we perform to achieve our goals”



“A Goal is a specific achievement we accomplish in the service of a particular Value”



“A Value is something important to us that we head towards in life – a direction – something we stand for”





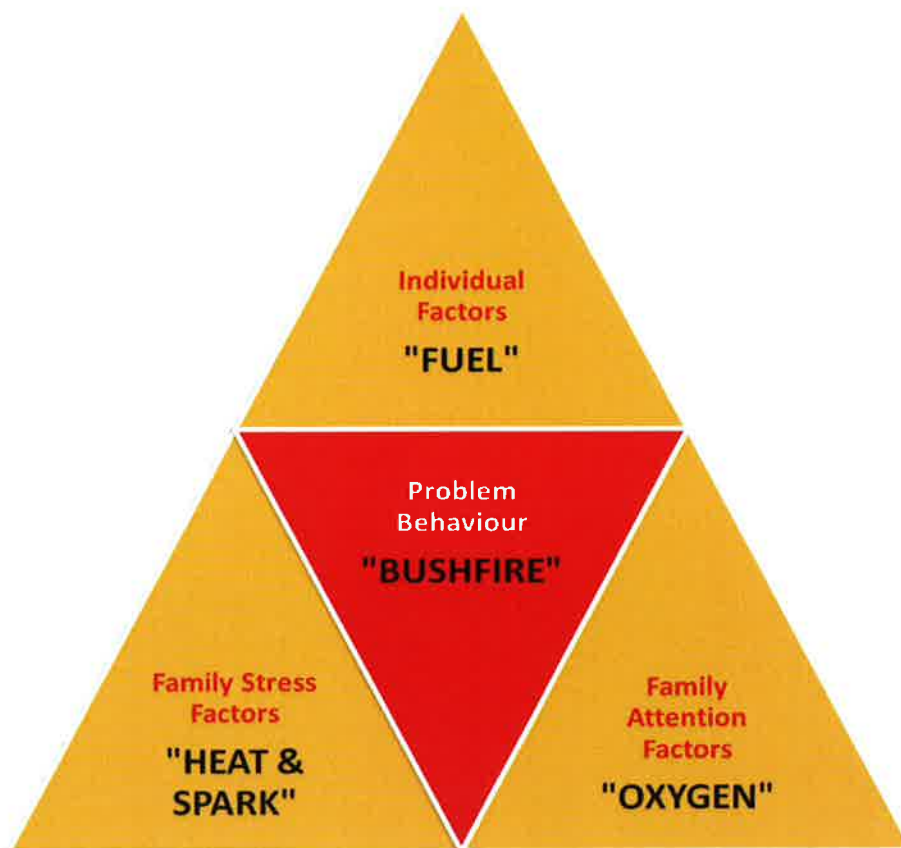
The Bushfire Model

The Bushfire Model helps you to step back and to separate your child (as a unique person with strengths and weaknesses) from the Problem Behaviour that they display in certain situations.

The Bushfire Model offers another way of thinking about Problem Behaviours by considering all the possible factors that may cause and maintain them.

Like Bushfires, Problem Behaviours are influenced by 3 factors:

1. **Fuel Factors** – These are the individual characteristics (strengths and weaknesses) of each family member, especially those of your child displaying the problem behaviour;
2. **Heat Factors** – These are the circumstances or times that increase feelings of stress within the family, as well as the things that are lacking that then lead to more stress;
3. **Oxygen Factors** – These are all the sources of attention that encourage your child's problem behaviour.



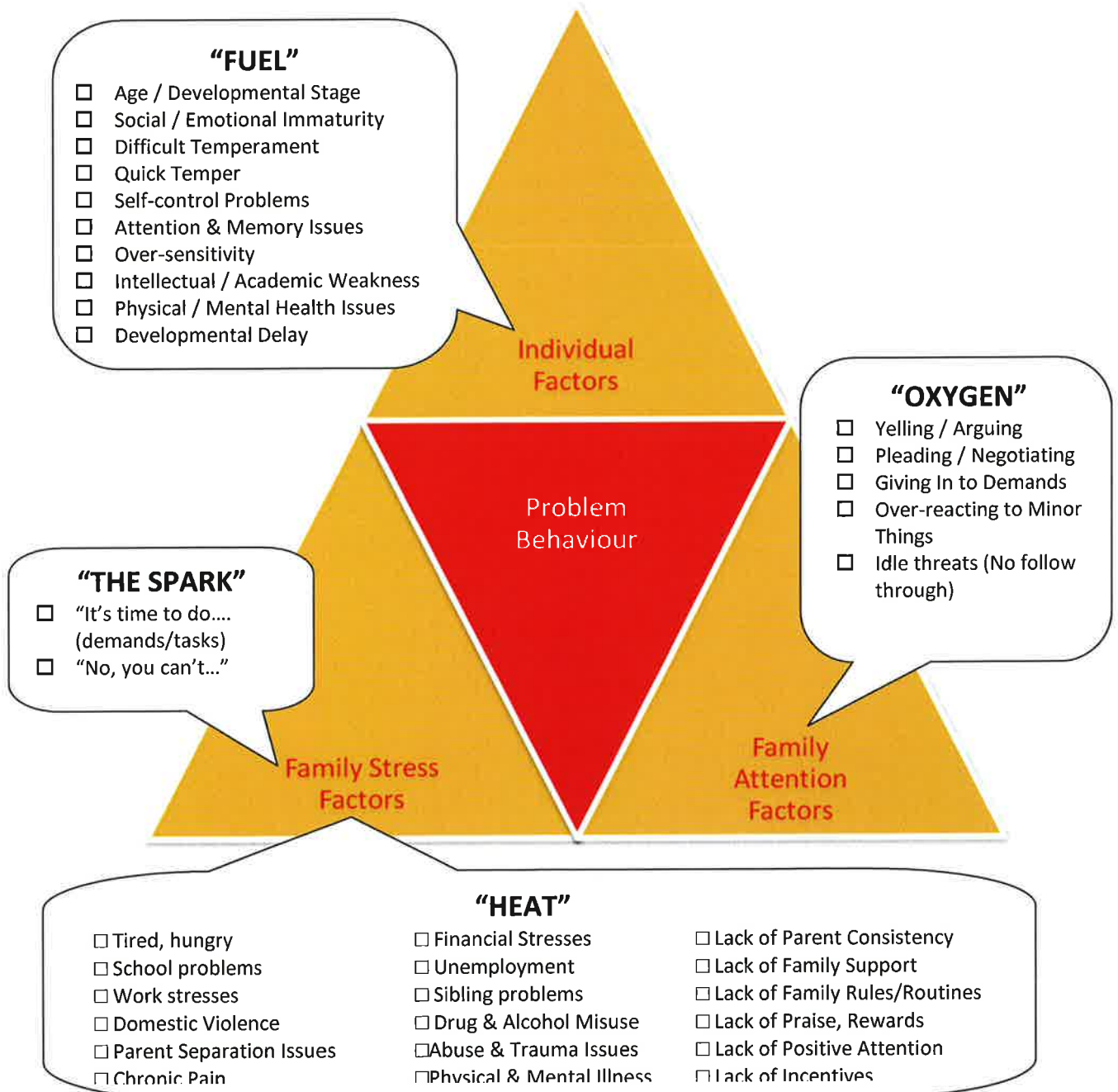
Week 2 - During Group Activity:



Bushfire Model Worksheet

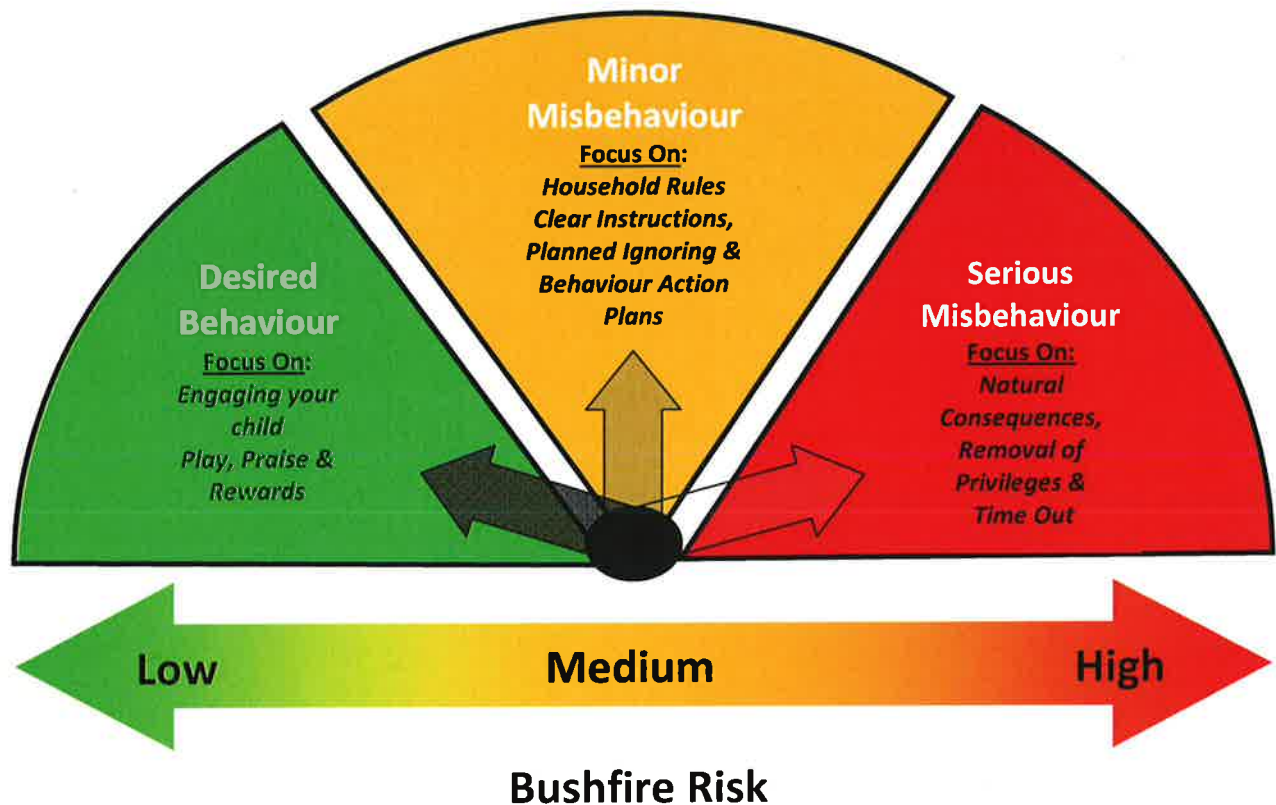
This worksheet gives you a chance to consider the main factors that may be causing and maintaining Problem Behaviours. Write down the main Problem Behaviours in the red triangle. Then write the main Individual, Family Stress and Family Attention Factors that cause and maintain the Problem Behaviours in the respective yellow triangles.

The “thought bubbles” around the model offer examples of some commonly reported issues. You can tick those that are relevant, as well as adding your own.



Bushfire Danger Rating

The risk of Problem Behaviours (Bushfires) will vary at different times and in different situations, depending on the combination of Fuel, Heat and Oxygen Factors (see your Bushfire Model Worksheet).



At any time your child's behaviour will generally fall into one of the colour categories above. That is they will either be displaying (a) Desired Behaviour (Green Zone), (b) Minor Misbehaviour (Orange Zone) or (c) Serious Misbehaviour (Red Zone).

Each colour category of behaviour requires a particular type of response from parents to ensure that desirable behaviour continues or to prevent misbehaviour from getting worse.

Whatever the behaviour, the goal is to either keep or return the Bushfire Danger Rating to the Green Zone (low level).





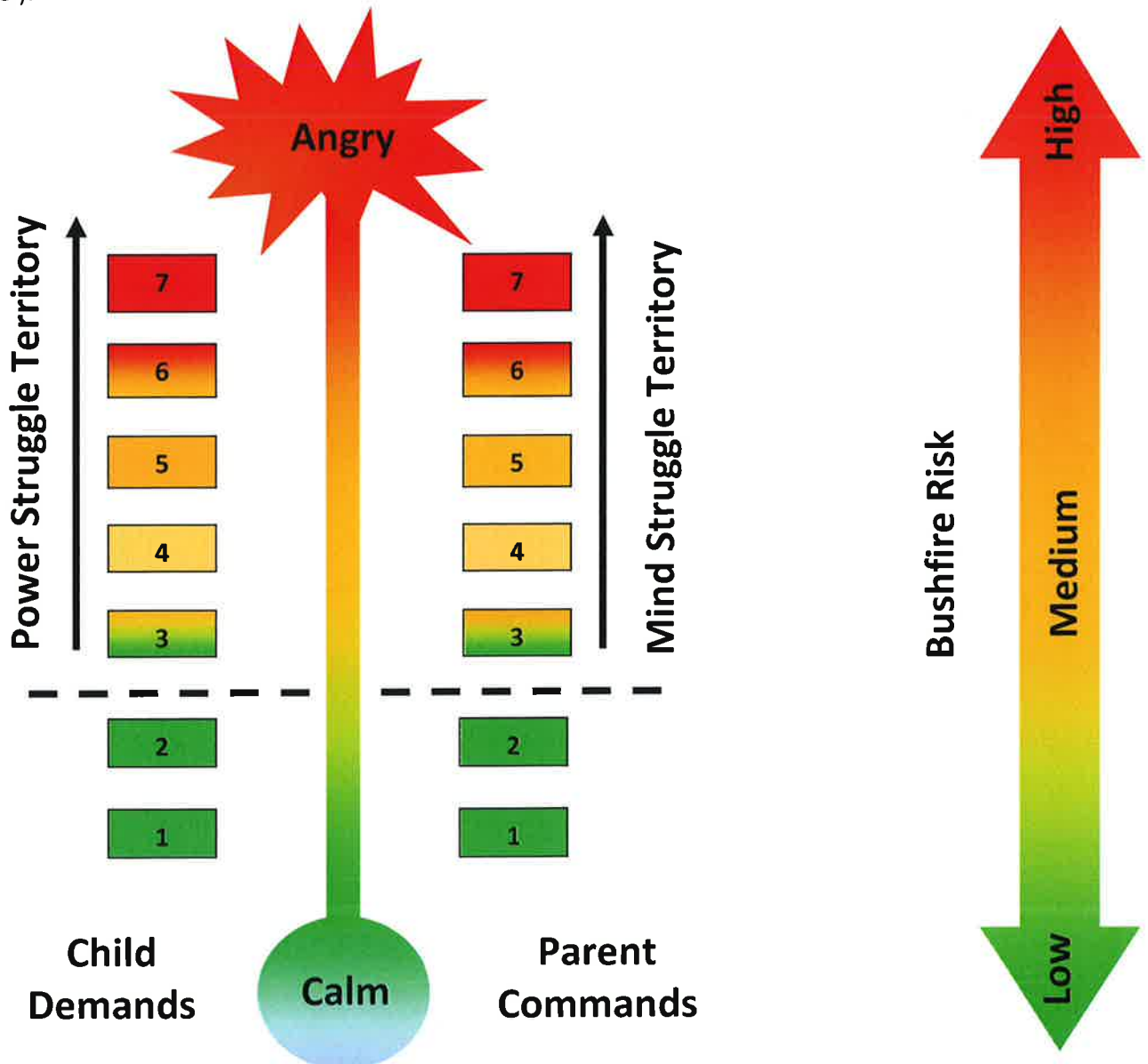
Power Struggles & Mind Struggles

Power Struggles occur when people use negative behaviours to force the other person to give in and do what they want. It's a "Win – Lose" situation. Children and parents are often invited into Power Struggles when a child demands something from the parent, or when the parent gives a child an instruction (e.g., go to bed).

The more parents plead and argue during a Power Struggle the more anger and stress (Heat) is created and the more attention (Oxygen) a child receives for escalating their inappropriate behaviour. The risk of Serious Misbehaviour or a "Bushfire" greatly increases.

During a Power Struggle, there is also often a Mind Struggle going on in the parents mind ("he never does what I say", "I'm useless as a parent", "it's hopeless"). This invites parents to respond by 'upping the ante' to try to regain control over the situation, or giving up.

The goal is to reduce Power Struggles by not "crossing the line" into the Orange Zone ('drop the rope').





Mindful Play

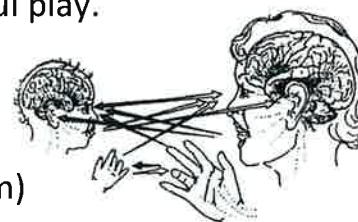
Getting on the Same Wavelength:



Child
Parent

- ✓ Mindful play involves being fully attentive to your child and what they are doing, and showing acceptance rather than judgment towards yourself and your child.
- ✓ Mindful play strengthens the natural bond between children and parents – it helps to keep family life in the ‘Green Zone’.
- ✓ Mindful play also has direct links to values commonly held by parents (e.g. closeness, family harmony). Mindful play therefore allows parents a way of ‘being the parent they want to be’ – living by their values.
- ✓ Mindful play helps parents to ‘get on the same wavelength’ as their child. Neuro-imaging studies have shown that the same parts of the brain light up when parents and infants are ‘in tune’ during mindful play.

Principles of Mindful Play:



1. Follow your child’s lead (remain attentive to them)
2. Describe & praise their actions

General Guidelines for Mindful Play:

1. Offer your child a choice of activities (see page 25 for extra ideas). Best to avoid competitive games, especially games with rules and too much structure.
2. Choose a time that suits your child (not when they might want to watch a favourite TV program or have a friend over).
3. Try to set up a regular time for Mindful Play each day. Avoid distractions during this time such as telephone calls or demands from other family members or friends.
4. If there is more than one child in the family, try to play with each child separately if possible. It takes time to develop the skills necessary to go back and forth between two or more children effectively, so it is better not to attempt this until you have had some practice playing with each child individually.
5. Give your child a 5 minute warning before finishing Mindful Play to prevent protests and arguments about finishing. Once your child understands that Mindful Play is a regular part of the day, they will accept the end of play more easily.



Guidelines for Mindful Play via Describing



Describing is an excellent way of:

- ✓ Showing a child that you are attentive and focussed on them during their play.
- ✓ Selectively reinforcing your child's appropriate behaviours.

And it's a good alternative to asking questions and taking over during play.

Describing can be focussed on three aspects of your child's play:

1. What your child is actually doing:
eg. Building a house, drawing a picture, kicking the ball, etc
2. Your child's social skills
eg. Sharing, taking turns, using manners, etc
3. Your child's personal attributes and values
eg. Being creative, persevering, being patient, being caring, being honest

By consistently describing your child's play activity, social skills and personal attributes and values during Mindful Play, you will improve your child's emotional, language and social skills development and build their self-confidence. Your child will gradually become more able to initiate and sustain independent play and keep going during challenging times ("I can do it" & "I can keep going").

Watch Out for the Common Traps During Play:

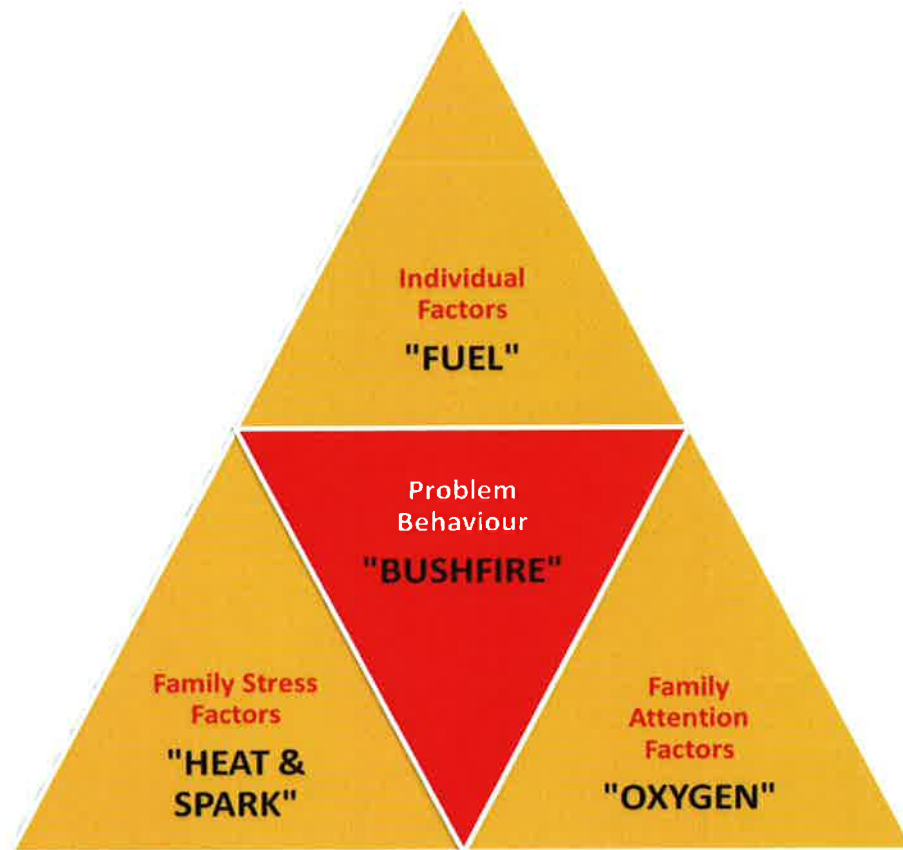
1. Asking too many questions.
2. Taking over or over-structuring the play.
3. Criticising or correcting mistakes.
4. Being competitive or "out-smarting" your child.
5. Focusing on the "end result or outcome of play" rather than "what you are doing" during play.
6. Getting stuck in your Mind instead of focusing your full attention on your child's play.



Behavioural Action Plan - Part 1

1. What is the Problem Behaviour 'Bushfire' you are trying to prevent or reduce? When and where does it happen?

2. Complete the "Bushfire Model" below and identify the factors that play a role in the Problem Behaviour: (Review Page 11 if necessary)



3. Once you have completed the "Bushfire Model", go to Part 2 of Encouraging Specific Behaviours to create a plan that will:

- Reduce the influence of the three 'Bushfire' factors; and
- Encourage your child to do the specific behaviour you want.



Behaviour Action Plan - Part 2

What Specific Behaviour are you trying to encourage?





Values guiding your parenting in this situation








Strategies to Engage, Motivate and Reward Your Child

Rules , Routines, Instructions & Planned Ignoring

Planned Consequences



WEEK 2 – PREVENTING PROBLEM BEHAVIOURS

<p>2.01</p> <p> 20 mins</p>	<p align="center">Review of Home Activities</p>
<p></p> <p></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. 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.</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) Using Parenting Compass when with child/ren. 3) Noticing the Values that guide parenting in different situations with child/ren.
<p>2.02</p> <p> 25 mins</p>	<p align="center">Understanding Problem Behaviours</p>
<p></p> <p></p> <p></p>	<p>Poster or Graphic:</p> <ul style="list-style-type: none"> ✓ Blank Bushfire Model Poster ✓ Completed Bushfire Model Poster <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 whinging 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 flames.</i></p> <p><i>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 as any parent deserves.</i></p> <p><u>Video Discussion</u></p> <p>Making Contact with the Parent's Experience:</p> <p>Question to the Group:</p>



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?*

(Record the responses on the large Virus X poster on the board – categorizing the responses into Thoughts, Feelings, Sensations and Actions).

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 agreement about parent's instruction or child's demand) and other situational or ongoing sources of stress.*

(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. (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.



	<p><i>Fuel factors include the child and parents’ nature or individual characteristics, like maturity, temperament, health etc, which makes them more combustible.</i></p> <p><i>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”.</i></p> <p>5. Bushfire Metaphor Worksheet</p> <p>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.</p> <p>6. Emotional Distancing using the Bushfire Metaphor</p> <p><i>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.</i></p> <p><i>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.</i></p>
	<h2>Tea / Coffee Break</h2>
<p>2.03</p>  20 mins	<h2>Power Struggles - Mind Struggles & Behavioural Reinforcement</h2>
  	<div style="display: flex; justify-content: space-between;"> <div data-bbox="336 1400 754 1469"> <p>Poster or Graphic: ✓ Power & Mind Struggle Graph</p> </div>  </div> <p>Facilitator Focus:</p> <p>1. Linking Power Struggles to Behavioural Reinforcement:</p> <p><u>Introduction to Power Struggles</u></p> <ul style="list-style-type: none"> • 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 child nagging a parent for a biscuit shortly before dinner. 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.

Post Re-enactment Analysis & Discussion








Using the "Power Struggles & Mind Struggles" poster to guide the discussion, make the following observations:

You may have noticed that:

- a) When a child makes a demand and parents respond with a 'no', the child often "ups the ante", often leading to the parent escalating as well.
- b) Typically a child and parent 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) 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". How good does that feel!
- e) When a child 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.
- f) 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 Virus X poster from Week 1.
- b) Using the "Power Struggles & Mind Struggles" poster to illustrate the point, notice that parents are often involved in both a Power Struggle with their child as well as a Mind Struggle with their own difficult thoughts and feelings.

	<p>c) Pose the rhetorical question: ‘How much do you want these difficult thoughts and feelings?’ - just sit with whatever parents offer.</p> <p>d) Acknowledge that often a parents’ behaviour towards their child during a Power Struggle is driven by both the need to:</p> <ol style="list-style-type: none"> i. Stop their child’s undesirable behaviours, and ii. Reduce their own distress and discomfort.
<p>2.04</p> <p> 5 mins</p>	<p style="text-align: center;">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.
<p>2.05</p> <p> 10 mins</p>	<p style="text-align: center;">Child Behaviour Checklist 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’).
<p>2.06</p> <p> 10 mins</p>	<p style="text-align: center;">Week 2 – Home Activities</p>
<p></p>	<p>Facilitator Focus:</p> <p>Ask the parents to complete the following over the next week:</p> <ol style="list-style-type: none"> 1) Write in the Values that will guide the monitoring of your child this week (try to do this in session if possible). 2) Complete “Child Behaviour Chart” for NOT following instructions during a 30 minute period each day 3) Identify the ‘fuel’, ‘heat’ and ‘oxygen’ factors for this situation using the Bushfire Model. 4) Notice moments of Mind Struggle involved in the Bushfire.