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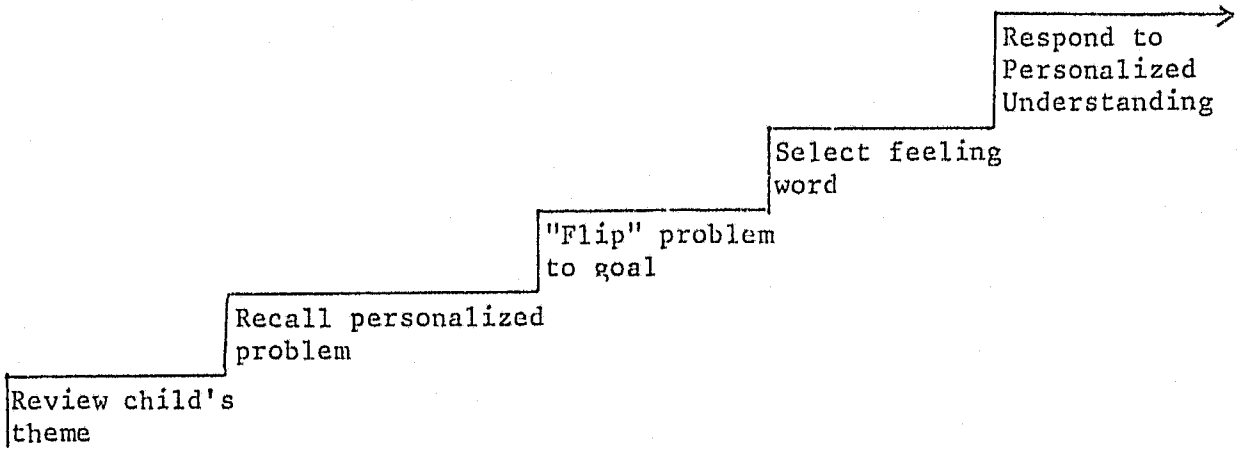
# A comparison of the effects of three parent intervention programmes on child's self-esteem

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PERSONALIZING UNDERSTANDING




STEPS TO TAKE IN PERSONALIZING UNDERSTANDING

ALTERNATIVES TO ADDITIVE RESPONSES

1 The personalized -nderstanding response is the preferred response for helping the child understand where he is in relation to where he wants to be.

2 There are, however, other possible ways of communicating this to the child, to be used in the case where the child is unable to use the personalized response (i.e. will not accept it for some reason).

3 If you have established a broad responsive base you may then choose to confront the child.

4 For example, if the child consistently does not explore where he is effectively, in a particular instance, or denies where he needs to go, you may choose to confront him with a discrepancy between
   (i) where he believes he is and where you believe he is.
   (ii) where he believes he wants to go and where you believe he needs to go.
   (iii) where he is and where you believe he needs to be.

5 Confrontations take the format:
"On the one hand you say ---------- and on the other hand you do ----------".

6 Conforntations may take many forms:

(i) Sometimes the discrepancy may be between how the child says he feels and how he looks to you. For eg. Tom says he feels pretty good and yet he looks very bedraggled. The confrontation can be a mild confrontation a direct one.

Mild Confrontation:
"You say you're feeling pretty good but you feel that some things aren't going so well for you."
This is a mild confrontation formulated from Tom's frame of reference. Sometimes, however, a mild confrontation is not sufficient.

Direct Confrontation:
If Tom cannot use the mild confrontation effectively, a direct confrontation exclusively from your own frame of reference may be essential. A direct confrontation has the highest probability of getting through to Tom if he has been prepared for the experience with a mild confrontation first.
Here the format is :
"You say you feel/say/do ---------- but it looks to me like you feel/say/do ----------".
eg. "You say you're feeling pretty good but you look to me like you're down in the dumps."
OR "You say you found this work exciting but the way you're slumped in your seat makes it seem to me that you're very bored".
BUT be careful of a confrontation of this kind:
"You say you feel weak but you look pretty strong to me". (Must be backed up by observable facts - not opinions, otherwise child will lose trust and confidence in your understanding).

6 (ii) Another kind of discrepancy in behaviour is between how the child really is and how he wants to be. (real self vs ideal self) eg. Over and over again Joan has indicated that she wants to go as far as she can in her

chosen vocation and yet she's afraid that she cannot make it through college.
Confrontation: "You say that you're afraid that you cannot make it through college and yet your records indicate pretty clearly that you can." (Could also be discrepancy between stated beliefs and documented facts)

Note that we can also confront the child with assets as well as deficits, strengths as well as weaknesses. Children sometimes defend themselves against strengths as well as against weaknesses.

(iii) Another kind of discrepancy is between the child's insights and his action i.e. he talks one way and behaves another.

If you have formulated effective additive responses, confrontations may not be necessary. In and of itself it is of no value and without the base of understanding, confrontation may even be harmful i.e. it must not be used as an isolated device. However, in the context of an understanding relationship, you may find confrontation facilitative for breaking through the defensive barriers of the child.

Effective confrontations are productive of new exploration on the part of the child - he may now become motivated to explore the discrepancies in his behaviour.

With the production of new and meaningful exploration on the part of the child, you may have to shift again to the child's feelings about himself i.e. confrontation may initiate the cycle of helping anew (You feel ----)

The confrontation then is effective in opening up new areas for exploration and in recycling the helping process at deeper levels in critical areas.

If the confrontation was not productive of new material, it was not effective and should not be

followed up, except to confront yourself and in the most genuine manner, acknowledge your own inaccuracy ----- "I guess I've been wrong in pursuing this course with you."
To initiate the helping cycle anew, you may say something like:
"You feel very disappointed that I really wasn't right about your feelings."

12 You should never initiate two confrontations in a row. After a confrontation you should return to a response to feeling and caring level (you feel ------ because -----) in order to deal with the child's reaction to the confrontation. The nature of these responses will be determined by the child's + ve or - ve reaction to the confrontation itself.

Jane says:
I don't like it here. Why can't I go to school in my own neighbourhood?
Responses:

1 "You feel bad about being here because you don't feel like its your school and you want to feel like it is."
2 You feel angry with things because you just haven't been able to feel comfortable here.
3 You feel mad about this school because it doesn't feel like home here.
4 You feel bad here because you haven't been able to feel at home.
5 You feel angry about being here because it's not in your neighbourhood.

Response 1 - captures both where child is and where he wants to be.
Responses 2 and 4 - personalized meaning, problem and feeling.
Responses 3 and 5 - reflected only feeling and meaning.

SUMMARY

Once you have mastered personalizing skills you are one step closer toward your goal of helping the child. The child will trust you because you understand him and you can help him understand himself. Instead of dismissing your advise with a shrug of the shoulders, Jane, (the tomboy) will listen to you after you say: "You feel afraid Jane because the boys might not like you and you want them to."

Now you know where the child is and where he wants to go. How will you get them there?



SESSION IV

1 INITIATING - the act of helping the child to take steps to achieve his goals.

2 Thinking of past experience, how many of us have had a similar experience to the one below:

Worked out a special project or idea with your teacher/ mother yet never followed through on the idea. You still think it would have been a great project."

The point is how many times have we had problems (on the negative side or ideas or plans or goals (on the positive side) which we have talked about that just never carried through. Initiating simply means giving the child a programme to reach their goals. You initiate with the child by helping him to plan a series of behaviours to get him from where he is to where he wants to be.

3 Initiating demonstrates a willingness to share your knowledge and skills to help the child overcome a personal problem or achieve a special aim.

4 Initiating with your child helps him to act on his learning about himself <u>before</u> the problem becomes worse or the special goal is forgotten.

5 To be effective initiating must be preceded by <u>attending responding</u> and personalizing skills.

6 The highest level of initiating skills involves <u>programme development</u> skills.

7 Now, the child understands where he is in relation to where he wants to be (as a result of the skills you have used up to now) But he may have iddicult in determining <u>how to get there</u>.

8 Let us use an example: Please assume that you have been interacting with this child for 30 minutes or

so and she eventually verbalizes her problem as follows :-
"How can I get my English done when I don't even know ho to study? Can you help me?"

Please formulate the most helpful initiative response that you can to this child's concern.

Let us look at six possibilities:

1. You should really try to study harder. The more you work the better you will do.

2. It's pretty upsetting to you <u>because you</u> don't know the first thing about studying and you really want to.

3. The road of life is strewn with kids who never learned how to study.

4. <u>You feel</u> pretty bad <u>because</u> studying has really got you down.

5. <u>You feel</u> pretty frustrated <u>because you can't</u> study and you know you need to. There's a study programme that some experts have worked out that's called the S R 3 method. First, you survey the material. First,you ask questions about it. Then you read, recite and review. Now let's take a look at this method and see if we can make it work for you.

6 <u>You feel</u> very upset <u>because you can't</u> study and you really want to pass. Let's divide your English work into a number of sections and you can do a section a day for a few days. First, read this section slowly, then (formulate) make your own questions on this and answer them. Do this on paper so that you can read it over afterwards. Let's see if this will work for you.

7 It is so easy to lapse back into some of our old advice-type responses (such as 1 and 3) but this is definitely not going to take the child any nearer to his goal.

8 Responses to 5 and 6 communicated initiative by starting to lay out a programme to get the child from where he is to where he wants to be. There are however certain skills involved:

DEFINING THE GOAL

1 This involves answering basic questions that let us know what is involved in reaching the goal. (can you think of any?)

2 The questions you must ask are reflected in the basic interrogatives: who, what, when, where, how, why?

(i) Who is Involved? Is the child going to move toward some private goal. Or are other people directly involved - paretns, friends, children, etc.

(ii) What is to be done? In other words what behaviour will characterize attainment of the goal, eg. running a mile in six minutes as a goal in physical fitness.

(iii) When are actions to be performed? When will the child take the first step toward the goal - right now, this afternoon, next week? And when will it be possible for the goal to be achieved, to-day, to-morrow, a month, a year from now?

(iv) Where will the action take place? At home, at school, sports club?

(v) How can the action be performed? Will the child need any special expertise to move toward the goal? Will you need any special expertise to help chart the new programme of action?

What methods and strategies are involved?

2 (vii) Why is the child moving toward this goal? Are the benefits to be attained really measurable and meaningful? Does the child really understand

how attainment of this goal will benefit him or her and pave the way for new goals and actions?

3 By asking and answering these questions you can make sure that the child's goal is defined in terms which are observable, measurable, useable and achievable. Such a definition will in turn, insure that the child's growth is as tangible and real as it is positive.

4 Remember Paul? Has to leave home and is troubled by the possibility of not being able to make friends? The highest level of personalized response to Paul's situation that we have discussed, involved a statement along the lines of:

"Paul, you feel afraid because you may not be able to make friends and you want very much to be able to". Assuming that the person working with Paul had laid an adequate base for this response (attending, observing, listening etc.) - Paul would now understand and accept how this personalized response captured and reflected his own experience of the world. He knows now where he is in relation to where he wants to be - but he still needs help to get there. His goal in general terms is "to be able to make friends." This goal must however first be defined in terms which are observable, measureable, functional and achievable. Thus:

(i) Who is involved?
Paul, potential friends, the teacher, a club (possibilities)

(ii) What is to be done?
Since having friends means having people of same age with whom to share leisure time, Paul decides he will consider his goal to have been reached when he can invite three different people his own age over to his house - and they come.

(iii) When are the actions to be performed?
Paul will start as soon as he goes to the new

school, and moves to the new neighbourgood. He will give himself 4/6 weeks to reach his goal.

(iv) Where will the actions take place?
At school in his classroom probably. It could also be a good ideal to join a sports team or perhaps a club.

(v) How can the actions be performed?
In order to reach his goal of "friendship" Paul will need to develop his own array of interpersonal skills, skills which will help him to get along creatively and enjoyably with other people.

(vi) Why is the child moving toward this goal?
Paul knows himself quite clearly what the tangible benefits of having friends are. Not only will he have new friends but he will also have increased his confidence in his ability to make friends at any futu e point.

5 Now the goal is clearly defined - once the programme's ACTION STEPS are in place, the goal will also be seen as being quite achievable.

Another Example:
The child comes to you with his reading book and says: "This stuff is so boring! And they just keep piling on the work!"
You attended, observed, listened, allowed him to blame the siguation on external causes, then responded and personalized until child reaches understanding and says: (or you say) "I feel dumb because I can't seem to get through the reading and I really want to be able to handle it all".

Who is involved? The child, the teacher, possibly you.
What is to be done? The child must be able to complete each reading assignment and be able to answer questions on what he has read.

When are actions to be performed? Start this evening and plan to reach their common goal within five days.
Where will action take place? Child will work at home.
How can the action be performed? (a) You will read with child, explain meanings of words to him, formulate questions etc. (b) Maybe child needs to go to a teacher for some extra t ıition in reading for a few weeks.
Why is child moving toward this goal? Better marks, greater self confidence, more free time etc.

Lets practise this skill by defining a goal for ourselves. We will set as a general goal "to be able to put my new interpersonal skills to use". Given this general indication of where you want to be in the future, how would we answer our six questions in order to define our goal?

Who is involved? ----------
What is to be done? ----------
When are actions to be performed? ----------
Where will the actions take place? ----------
How can the actions be performed? ----------
Why are you moving toward this goal? ----------

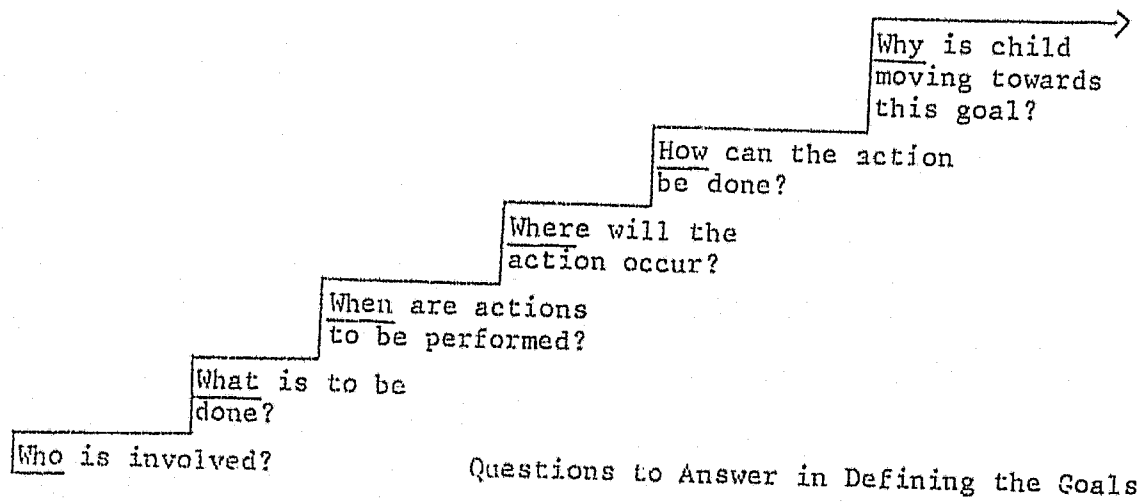
To go back to Mary:
"I really wonder what's wrong with me that I didn't do better. Like, I didn't know what I did wrong on this paper. But its not just this paper, it happens in other subjects too."

Last personalized response to problem, meaning and feeling was: "It's really frustrating for you (you feel really frustrated) because you can't understand where you are going wrong and you really want to know ho to go about it in a way that will help you get good marks".

Let's develop a defined goal fo: Mary.
Let each one of us now think of a goal in our own life that we would like to define. Could do this by thinking of
a. physical goal - losing weight
b. emotional goal - responding to feeling with family
c. intellectual goal - reading up on current even:s.

How many times have we vaguely (or even clearly!) thought of something we would like to achieve in our daily activities and yet never done anything about it. Perhaps if we had defined it and broken it down into the various steps involved, we would be more motivated to get going on it!

## DEFINING THE GOAL

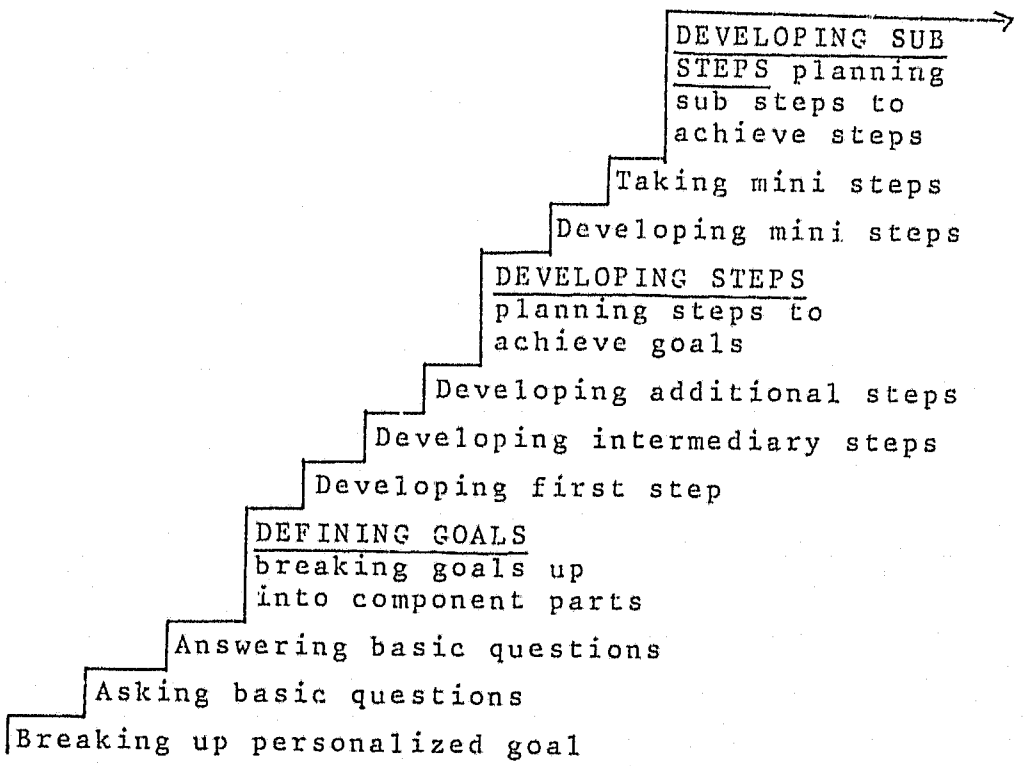



Questions to Answer in Defining the Goals.

## DEFINING THE GOAL - SUMMARY

| | |
|---|---|
| What is it? | Asking basic questions to determine exactly where the child is going. |
| What does it do? | Makes the goal precise - so that you know what it involves. |
| Why do it? | Helps the child understand where he is going. Increases the child's chance of getting there. Determines who is involved.<br>What is to be done.<br>What actions are to be performed.<br>Where the action will take place.<br>Why the child is moving toward this goal. |
| When do you do it? | Prior to any concrete action. |
| How do you know if you've done it? | Is the goal defined so that you can tell when the child reaches the goal? |

SKILLS PROGRAMME STEPS




DEVELOPING STEPS

1 Defining goals for a child is essential, but not enough. You must help the child chart an appropriate first step leading toward this goal.

2 This step should be so simple that the child can take it easily; thus he will gain valuable self confidence and will be encouraged to take additional steps. (Also, gain confidence in you as a navigator)

3 This first step, like the goal itself, should be reducable to terms which are measurable, observable and functional as well as achievable.

4 It should also take into account just where the learner presently is in terms of relevant skills and overall frame of reference.

Example:

Hilary knows where the photocopying machine is on campus. Please give us clear directions how to get there Hilary. Note information needed in order to give good directions:

(i) Where we're starting from.
(ii) Where we're headed for (library)
(iii) How much we already know about campus layout.
(iv) Relationship of attending, responding and personalizing to this information.
(v) How we broke the directions up into steps.

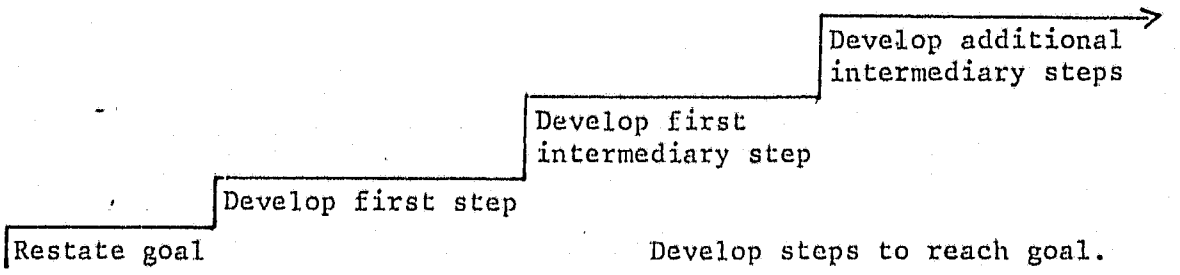
The person working with Paul understands the critical nature of the first step in terms of Paul's success in making friends. You also knew that Paul does not even have the basic skills needed to meet people, much less develop a true friendship with them. Working together you and Paul decide that a good first step would involve:

Paul's acquisition of simple "greeting" skills saying "hello" and giving his name, for example.

To insure that the step is measurable, you decide that Paul should practice his new skill by greeting at least one new person in each of his classes each day for three days in a row.
Such a step would be easy for Paul to complete and would move him directly toward his goal.
With regard to our goal of putting our new interpersonal skills to use, there are a number of possible first steps:
Respond to child and husband once each day for a week?

ESTABLISHING THE FIRST INTERMEDIARY STEP

Few meaningful goals can be achieved in a single step.




2 Trying to achieve a goal in one huge step is in fact, the most common cause of failure to achieve a goal at all.

3 Thus in most cases you will want to help the child chart intermediary steps to bridge the gulf between where their first step leaves them and where they ultimately want to be - i.e. you will want to establish a first intermediary step.

4 This step should be partway between the first step and the goal. Like the goal itself and the first step, this first intermediary step should be observable, measurable, functional and achievable.

5 In this way, the child will know when he has taken the step and where he is in relation to the goal.

FIRST INTERMEDIARY STEP FOR PAUL: "talking" skills which would allow him to express himself to other people. Seeking to make this step measurable you may have decided that his talking skills would be adequate when he could engage five other people his own age in conversations. ($\pm$ 5 minutes each) Let Paul try and complete this step by the end of the first ten days.

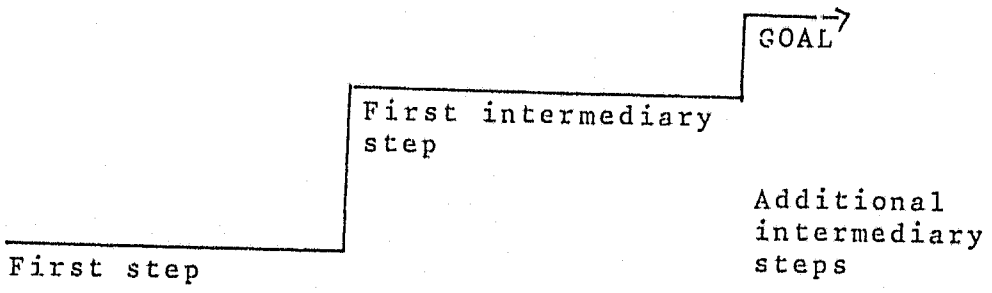
With regard to our goal: the first intermediary step could be to now make personalized responses (you feel - because you cannot and want to ---) for a certain number of days in order to get practice in this next step.

## ESTABLISHING ADDITIONAL INTERMEDIARY STEPS

1 Once you have established the first step and the first intermediary step leading toward a learner's goal, you need to bridge the inevitable "gaps" with sufficient additional intermediary steps, to assure that the child moves surely and successfully in the direction of the goal.

2 These additional intermediary steps must also all involve specific, observable, measurable behaviours for the child.

3 There is no hard and fast number of intermediary steps that an effective programme must have. Rather, you should be careful to avoid any gaps which are wide enough for the child to "fall through".




Example of Paul:

First step : acquire "greeting" skills.

First intermediary step: acquire "talking" skills.

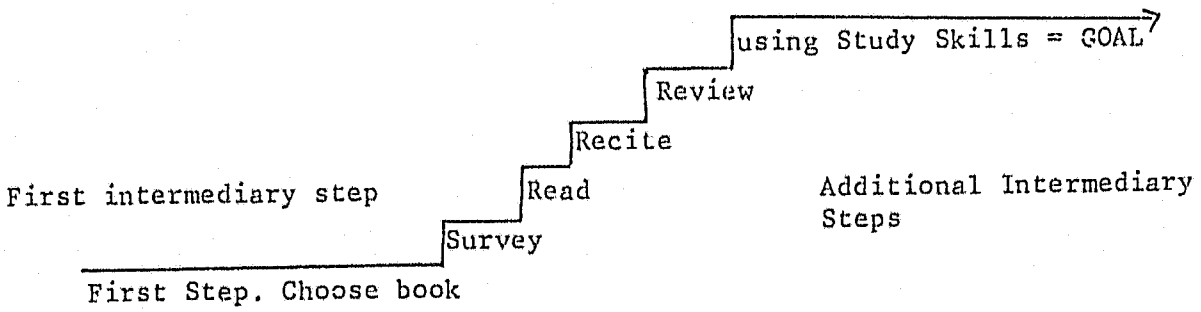
You may however feel that Paul is a very shy child and cannot be expected to "leap" from the point where he can greet someone to the point where he can carry on a conversation with that person. Realizing this you could perhaps establish two additional intermediary steps. After acquiring "greeting" skills Paul could work to develop attending skills which will allow him to become aware of what other people are thinking and feeling. After he acquires "talking skills" he could be shown how to develop responding skills which will allow him to respond to these feelings and thoughts of other people.

Taking the example we had earlier of the child who had a learning problem, perhaps the programme could look as follows:

First step: Choose a book, not too difficult or thick.

First intermediary step: Reading the book.

Possible new additional intermediary steps: Survey the book, recite important facts, answer questions on book, review what was read.




The child can then transfer his skills to his regular assignments with a high probability of reaching his original goal.

Returning to our goal: (First intermediary step was making personalized responses)

The new additional intermediary steps may be breaking the total personalized responses up into (i) personalized problem responses for a while first (you feel -- because you),

(ii) personalized meaning responses (you feel -- because you cannot --)

(iii) personalized feeling responses (new feeling word if necessary)

Important things to ask in developing steps effectively:

1 a. "Is the first step so easy that the child cannot fail?"

b. "Are all the steps put in measurable and observable terms so you can see or hear the child do the step?"

c. "Do all the steps lead towards the defined goal?"

2 It is important to understand that you should continue to respond to the child as you develop the programme. The child's experiences are continually changing and you must "stick with" the child. The reaction of the child to the programme is important!

3 Initiating is extremely important. Many emotional, discipline and all sorts of problems result from the child experiencing only failures. If you can help the child build successful programmes, you and he should have fewer problems.

4 Do you agree that there are tremendous benefits to be had both for you and for the child by developing measurable steps that lead to goals?

DEVELOPING STEPS - SUMMARY

| | |
|---|---|
| What is it? | Succession of observable, measurable, achievable behaviours. |
| What does it do? | Moves the child directly toward the goal. |
| Why do it? | 1. Takes the child from where he is to where he wants to be.<br>2. Keeps child "on the track". |
| How do you do it? | 1. Develop the first step.<br>2. Develop the first intermediary step.<br>3. Develop additional intermediary steps. |
| When/Where do you do it? | When child wants to or needs to reach a goal. |
| How do you know you've done it right? | Ask yourself: Are there any gaps that the child could "fall through" and thereby not reach the goal? |

DEVELOPING SUBSTEPS

1 Have there ever been times when you had a goal and several steps planned to reach the goal and yet you did NOT reach the goal?

For Example:

A student planned to enter a particular college yet was turned down because he did not meet a subject requirement or may simply have applied too late. This is a simplified eg. but illustrates the point that we may fail to reach our goal because we did not plan enough details to ensure success.

2 At this point in developing the programme you have anywhere from 3 to 12 major steps - the first step, the first intermediary step and additional intermediary steps.

3 What we need to do now is to look at each of these major steps and break them down into sub-steps - in other words sub-steps are simply the details of the first and intermediary steps - they make sure there are no gaps.

4 The sub-steps comprise the specific and detailed behaviours which will help the child achieve the mini-goal - i.e. the one that must be done to "take" the step.

5 At this stage Carkhuff says :
"Great huh?" Just when you thought you had gotten down to the fine print, we introduce a whole new level of detail. But these are the details which make the real difference between a programme that looks good but leads nowhere and a programme that actually works! This is the "nitty gritty" level of programme development, so often ignored by people long on good intentions and short on commitment - and yet the level that ultimately makes the difference between failure and success."

SESSION V

HOW DO WE DO THIS?

1 Look at each of the major steps and ask:
"What must the child do specifically in order to complete this step?" These are the sub-steps.

Working with the child who did not know how to study -

Step 7
Goal: Using study skills
This study still can now be applied to all subjects

Step 6
Review
Return to book to strengthen "weak" areas and revise meanings of words

Other intermediary steps - to fill the "gaps"

Step 5
Ask and answer questions
Compile questions
Answer questions verbally or written

Step 4
Recite
Give broad outline of contents. i.e. Ask: What did I read?

Step 3
Read
Underline important parts
Divide into sections
Note meanings of new words

Step 2
Survey
Read crits on book
Table of contents

Step 1
Choose book
Determine interest
Determine availability
Library facilities

First Step

INITIATING SKILLS - SUMMARY

1 The highest level of initiative skills involves: Program development

2 The source of the mother's ability to develop programmes is her
   a. Understanding of where the child is.
   b. Understanding of where the child wants to be.

3 The three major steps in initiating skills are : defining the goal
developing sub-steps.

4 The first step of the programme should be:
   a. So simple the child can easily accomplish it.
   b. Move the child in a direct line to the goal.
   c. Be defined in measurable, observable, doable terms.

5 The first intermediary step should be: approximately halfway between the first step and the goal.

6 The number of additional intermediate steps needed in a program is: variable - there should be enough to eliminate "gaps" in the programme.

7 When developing substeps, each step becomes a mini-goal.

8 The more detail the higher the probability of the child achieving success in the programme's goals.

9 The mother's effectiveness in initiating is fully dependent upon her effectiveness in attending, responding, personalizing.

10 The purpose of asking and answering the six basic questions in defining the goal is to ensure that the goal is defined in observable, measurable, achievable terms. In this way the child will know when he has taken the step and where he is now in relation to the goal.

DEVELOPING PAUL'S SUBSTEPS

This is how we may chart the substeps and major steps which make up Paul's programme :

Step 5

Goal: Making friends

Doing things together
Inviting others over

Step 4

Responding Skills

Responding to meaning
Responding to feeling

Step 3

Talking skills

Relating expressions to others
Expressing Self

Step 2

Attending Skills

Listening
Observing

Step 1

Greeting skills

Giving name
Saying hello

Substeps

DEVELOPING SUBSTEPS - SUMMARY

| | |
|---|---|
| What is it? | The specific detailed behaviours which characterize achievement of the first and intermediary steps. |
| What does it do? | Details how to do the first and intermediary steps. |
| Why do it? | Makes the difference between failure and success for the child. |
| How do we do it? | 1 Make steps into mini-goals.<br>2 Ask: What must the child do to reach this mini-goal? |

When/Where do it? Before the child begins to act.

How do we know if done right? If the child achieves his goal.

PUTTING YOUR SKILLS TOGETHER

OVERVIEW OF PROGRAMME DEVELOPMENT PHASES

The response: "You feel ------ because you (cannot) -------- and you want to ----------" gives the general direction for the programme. Beginning with this general direction you now have the skills you need to develop step-by-step programmes of action.

1 First, determine the child's general goal from the phrase " ----- and you want to --------".

2 Second, define this goal in terms which are measurable, observable, functional and achievable by asking and answering the questions involving the six basic interrogatives: who?, what?, when?, where?, how?, why?

3 Third, establish the first step making sure that it takes into account where the child presently is in terms of a particular deficit or ability (from the phrase ----- you cannot -----) This and all subsequent steps must, like the goal, be observable, measurable, functional and achievable.

4 Fourth, establish the first intermediary step partway to the child's goal.

5 Fifth, establish additional intermediary steps which serve to bridge any gaps in the programme.

6 Treat each of the major steps you have developed as a "mini-goal" and develop the specific substeps the child will need to take.

Remember: The more detail that you develop, the higher the probability of your success in achieving the programme's goals. Some goals may require a special expertise. In that

case develop a programme yourself or the child to find out the information necessary to develop a programme in this area which requires the special expertise. Most programmes however involve common sense.

USING YOUR INITIATING SKILLS

The one example that we followed through completely was that of Paul who had to change schools and move to a new neighbourhood. Our last response before initiating with him was: "You're sad because you're not sure you can make new friends. Let's sit down and work out a little programme for making friends in your new home."

We then saw what the programme would or could look like.

Exercise 1

It is exam time. You walk into the study to find the child resting head on desk without talking or working.

Possible responses:

1 Okay Paul, on your feet and stretch!
2 No sleeping now, you have to study!
3 You're pretty tired because that stuff is so boring.
4 You're pretty tired because that stuff is so boring but you'd really like to get going. We'll have to work out some way to get to going again.

Exercise 2 (You have been responding already for quite a while)

"I've worked very hard to learn how to add and to subtract and multiply and divide. But I get mixed up when I get problems where I have to do all these things."

Possible responses:

1 You're lost because you don't know the order of the operations (steps) and you want to know them.
2 You feel confused because of all the steps (operations).
3 Girls usually have trouble with maths, so don't worry so much about it.
4 That's something that you just have to keep working very hard at until you get a "feel" for it.

5 You feel confused because you don't know the order of the steps and you want to. Now, there's an old expression that will help you:
"My Dear Aunt Sally" means that you do the steps in the following order: multiply, divide, add, subtract.

So far, we have only discussed the use of those skills with the solving of a problem or the achievement of a difficult goal. Let's see how it can be used to increase strengths, i.e. in more positive situations.

Example 1

Joe's my best friend - it's really fun to go to school now.

Possible Responses:

1 You'll have to work hard to keep a good friend.
2 Watch out for Joey - he gets into a lot of trouble.
3 It's really fun to be with Joey.
4 You're really excited because you can have a lot of fun with Joey and that's the way you like things to be.
5 Hey, its fun to be with you too when you're happy. Let's just take some steps to make sure it stays this way.

Example 2

I didn't think I could do it, but now I'm doing the best in the whole class. I know I can make it.

Possible Responses:

1 Keep up the good work!
2 You feel pretty happy about everything.
3 Now that you know that you have what it takes, you can start working even harder.
4 You're really excited because you've got what it takes and that's the way you like it.
5 You feel excited becasue you can handle that stuff. Let's just plan some steps so that you can continue to handle it.

1 Remember that your effectiveness in initiating is totally dependent upon your effectiveness in attending,

responding and personalizing. You never get so good at initiating that you do not have to check back with the child's experiences.

2 Use these interpersonal skills you have just learned all the time to help the child's growth and development. For example, "Why is this wrong? It looks right to me! Heck, not again! And I studied!"

If you reply: "next time you'll have to study harder!" you will block all further communication and you will have achieved nothing. The child thinks he did study hard enough. If you use your interpersonal skills correctly, you will respond: "You feel upset because you didn't do well on the test." Then the child is ready to explore why he didn't do well on the test. He may continue:
I though I knew how to do it.
I studied for over an hour.
You feel confused because you though you knew what to do but you really didn't. (child begins to understand himself).
I got all the measurements wrong. That metric system! It's hard to learn".

You feel upset because you cannot convert to metric measure and you want to be able to.

The child is now oriented towards a goal - they have direction. It is up to you now to help him develop the steps involved in doing better on the next test. Then you can say to the child: "You feel so good because you did very well in the test."

UNDERSTANDING CHILD DIFFERENCES

When you use your interpersonal skills you realize the importance of the differences within as well as between children. You can often see the same child functioning at different levels at different times. He is sometimes more sensitive than usual for some reason and it is important that you are aware of this in order to respond

effectively and from his frame of reference. Also it is important to understand that over time the child's levels of physical, social, emotional and intellectual functioning will converge. In other words, significant growth in any of these dimensions, will gi e impetus to growth in the other dimensions. Similarly, significant retardation or deterioration in any of these dimensions will tend to contribute to the deterioration or retardation of development in the other dimensions. Thus we msut use our interpersonal skills whenever we can.

Putting it all Together

1 It is not so much what you do in the crises as what you have done the other 364 days of the year. If you have attended to the child's needs, responded to his experiences, initiated from your own experience and developed a fully alive communication process, then you will help just by being yourself.

2 The more models the child is exposed to the better his % chances of increasing his repertoire of responses to meet the challenges of adulthood - the freedoms and responsibilities of a whole and growing person.

3 But in order to affect the child in this way, you must have it "together" for yourself. You must BE that whole and growing person. You must be able to respond fully to new experiences. You must be able to change.

4 There are a number of things you can do to achieve this. eg. You could constantly engage in programmes leading to new skills. Just as we increase the child's options for growing by increasing his repertoire of responses, so do we increase our options for growing by increasing our own response repertoires.

5 You must constantly be trying to develop these basic skills that make it possible for you to be spontaneous and creative.

6 As a mother, you can make at least one response to each of your children, each day. Rather than to respond only in the crises, you are constantly responding. Developing the helping process in the crisis is most difficult, and in fact, responding regularly may prevent crises from emerging.

7 Most important, you must remain open to yourselves and others and in this way you will prepare your children to be open to you. In fact the children will acquire these interpersonal skills from imitating you (when young) and by your discussing these techniques with the children (when older).

8 We must teach the child the value of <u>self-exploration</u>, <u>self-understanding</u> and <u>action</u>. We have taught him this experientially. We must now teach him this didactically.

9 Eventually, the child can sustain a direction in his life. He is capable of acting effectively and more important, of modifying his behaviour based upon the feedback which he receives from his action.

Carkhuff says:

"The only meaning of life is to grow and there is no price too high to pay for growth. Only if you understand this, can you help another to grow. For growth is the product of helping, as life is the product of life".

I hope that you have enjoyed this programme on interpersonal skills and above all I hope that you leave with the feeling that you learnt something that you can REALLY USE. I really enjoyed sharing this with you!

SESSION VI

THE CONCEPT OF PROBLEM OWNERSHIP

WHO OWNS THE PROBLEM?

1 The techniques we have discussed are especially helpful when the child is the one experiencing the problem.

2 There remains the question of what to do when you are the one experiencing a problem with your child.

3 To determine problem ownership simply ask who is experiencing difficulty with whom - whose purposes are not being met?

4 Dr. Thomas Gordon defines it as follows:-

A. The child has a problem because he is thwarted in satisfying a need. It's not the parents' problem because the behaviour in no way interferes with them. Therefore the child owns the problem.

B. The child is satisfying his own needs - he is no thwart d - and his behaviour is not interfering with the parents. Therefore, there is no problem in the relationship.

C. The child is satisfying his own needs - he is not thwarted. But the behaviour is a problem to the parents because it is interfering with them. Now the parent owns the problem.

| | |
|---|---|
| Behaviours causing child a problem | Child owns problem |
| No problem | |
| Behaviours causing parents a problem | Parent owns problem |

5 When the child's behaviour causes the parent a probelm (bottom third of rectangle) a different set of skills should be used.

6 These are skills that will be effective in bringing about some change in the unacceptable behaviour of the child. i.e. when a child is interfering with the parent's rights or is doing something that prevents the parent from meeting his or her needs, the parent owns the problem and hence will want to use skills that will be helpful to self, so that eventually relationship will look as follows:-

Child owns
PROBLEM

NO PROBLEM

PARENT OWNS
PROBLEM

7 How do parents typically confront their children when they engage in unacceptable behaviour?

(i) Ordering, Directing, Commanding

You go to your room.

You stop making so much noise.

(ii) Warning, Admonishing, Threatening

If you don't stop, you'll get punished.

I will get very angry if you don't stop that.

(iii) Moralizing, Preaching

Don't ever interrupt a person when he's talking.

Always say thank you.

(iv) Advising, Giving suggestions or solutions
"Why don't you go and play with your friends?"
"Can't you put your clothes away?"

(v) Teaching, Instructing
"It's not good manners to use your knife that way".
"Books are for reading not throwing".

(vi) Judging, Criticising, Blaming
"You are being very careless."
"You are being a bad boy."

(vii) Praising and buttering-up
"You're usually so nice to your friends."
"It's not like you to be inconsiderate."

(viii) Name-calling, Ridiculing, Shaming
"You're a busybody".
"Shame on you for being so naughty."

(ix) Interpreting, Diagnosing, Psychoanalizying
"You are just a little jealous of your brother."
"You always want to bother me when I am tired."

(x) Reassuring, Sympathizing, Supporting
"Don't worry about my feelings."
"I'm not really bothered by the noise."
"I can understand why you hit your baby brother."

(xi) Probing, Interrogating
"Why did you do such thing?"

(xi) "Did you realize what you've done?"
"Why do you have to have the radio on so loud?"
"Who taught you that?"

(xii) Diverting, Distracting and Humouring
"Wouldn't you rather read than watch that junk on T.V.?"
"Look how nice it is for playing outside."
"I'm so glad we have such nice, quiet children."
"Aren't you afraid you'll break your eardrums?"

8 Each of these contains a heavy "you-message". These messages create conditions which invite the children to listen.

9 Far less likely to produce these negative responses are messages that inform a child how his behaviour (which is unacceptable to you) is making you feel and what the consequences of this behaviour are for you (I - messages).

10 The You - message lays blame and conveys criticism of the child. It suggests that the child is at fault. It is simply a verbal attack. This message is decoded by the child as an evaluation of him.

11 The "I - message" simply describes how the child's behaviour makes you feel. The message focusses on you, not on the child. It does not assign blame. Example: "When you wear your good clothes out to play, they wear out quickly, and I get concerned because we can't afford to buy new ones."

12 In "I - messages" the non-verbal elements, such as tone of voice, are crucial. "I - messages" require a non-judgmental attitude. An "I - message" delivered in anger becomes a "you - message", conveying hostility. This is not to say that you must never become angry with your children. The difficulties lie not in the anger itself but in the purpose of the anger, which may be to control, win or get even. Therefore ask yourself - "what are my real feelings?" Very often you'll find they are fear of something, embarrassment, hurt, disappointment. So then express this!

9 If the relationship between parent and child is based on mutual respect, occasional anger can in fact "clear the air" and foster communication. But if it is not a sound relationship, the use of anger can do further damage.

CONSTRUCTING AN I - MESSAGE

1 Before expressing your feelings of displeasure to the child consider this: it is usually not the child's behaviour per se that is displeasing you but rather how it interferes with your needs and rights. e.g. You are in the kitchen preparing dinner. Your children are busy playing, laughing and having a good time. Their noise doesn't bother you. Then the phone rings. Now their behaviour is interfering with your own needs; you feel displeased because you cannot hear what the other person is saying. Thus it is not their behaviour itself which displeases you but rather the consequences their behaviour has for you - you must therefore tell your children <u>how</u> you feel about their behaviour - let them know that your feelings relate to the <u>consequences</u> of their behaviour, rather than their behaviour itself - "with all that noise I am having a difficult time hearing." (N.B. relationship, respect, etc.)

2 Because we want to focus on the consequences the behaviour creates for us, rather than on the behaviour itself, an "I - message" generally has 3 parts:

A. <u>Describe</u> the behaviour which is interfering with you (Just describe; don't blame!)
"When you don't call or come home after school
---

B. State your <u>feeling</u> about the consequence the behaviour produces for you.
--- I worry that something may have happened to you".

C. State the <u>consequence</u>
--- because I don't know where you are".

3 In summary an "I - message" generally refers to 3 elements of a situation:

A. Behaviour B. Feeling C. Consequence

4 In constructing "I - messages" think of using the following phrases:

A. when you (state the behaviour)
B. I feel (state the feeling)
C. because (state the consequence)

5 When "I - messages" fail to influence a child to modify behaviour that is causing the parent a problem, it is often because the parent has sent an <u>imcomplete</u> "I - message".
Sue (4½) makes Frank (6½) very upset by staring at him until he cries and screams.
<u>Mother</u>: I am very upset with the way you are staring at Frank.
I'm unhappy with your behaviour.
What's lacking in this "I - message?"
"I'm very upset with the way you are staring at Frank. I'm unhappy with your behaviour".
First - mother has expressed her feelings too vaguely.
Second - she didn't tell Sue exactly how her behaviour had a tangible effect on mother.
An effective "I - message" has 3 parts - this one has one, two.

| <u>Unacceptable behaviour</u>: | <u>Feeling</u>: |
|---|---|
| when (the way) you stare at Frank. | I'm very upset, unhappy. |

The full "I - message" should have sounded something like this:

| <u>Unacceptable behaviour</u>: | <u>Feeling</u>: | <u>Effect</u>: |
|---|---|---|
| When you stare at Frank | I get upset and unhappy | because his crying and screaming interferes with what I am doing. |

6 Just because a mother says: "I'm upset with what you're doing" - this is not enough to motivate you to change

your behaviour. The child needs to hear a very good reason to change.

7 This is why parents need to be very explicit about the "tangible and concrete effect" of the child's behaviour on <u>them</u>. Failure to communicate this to the child, leaves him with no good reason to change.

8 Sometimes failure to give <u>reasons</u> may make a child feel hurt and rejected - their behaviour is unacceptable and they may then come up with a reason of their own. (child out of bed - I'm not happy to see you at all!)

9 Many mothers have reported that when trying to construct "I - messages" and searching for their feelings, they in fact discovered that they didn't have any tangible reason to complain. So by explaining to your children why you find a particular behaviour unacceptable, you may inadvertently find that in many cases the unacceptable behaviour is acceptable!

10 It would be unrealistic to say that this <u>always works</u>. It does not always work and very often children ignore I - messages and respond:
"I don't want to" / "I don't care, I'll do it anyway."
"It's not bothering you" / "The T.V. is not on <u>that</u> loud."

11 "I - messages" are not comfortable - i.e. no-one likes to hear that their behaviour is unacceptable -" "I - messages" frequently provoke defensive responses from the receiver.

12 Send an "I - message" to a child and immediately you provoke him to have <u>problem</u>. The next step therefore is to do what Thomas Gordon calls "shifting gears" - change from <u>confronting</u> to <u>listening</u>. There is a paradox here - it is as if children find it easier

to change ... they feel a parent understands how hard it is ... hence the importance of attending, observing, listening and responding at this stage (it reduces defensiveness)

13 Parent - effectiveness which I - messages depends largely on the quality of the total parent - child relationship.

14 Practice getting in touch with your <u>real feelings</u> - ask yourself "what do I fear?" because much of the time behaviour that you find unacceptable is in some way threatening the loss of something you need.

15 After learning "I - messages" parents report becoming very aware of how often then do in fact send angry "you messages" and of how they produce all sorts of negative effects.

16 If the "I message" really is not working, you may have to then go full circle once again and use all Carkhuff's steps to find a solution that will meet your needs as well as the child's.

<u>WHEN CHILDREN WON T TALK?</u>

1 Many parents find that their children do <u>not</u> open up and freely communicate "as in the textbook examples" (or the examples that Sandy gave us!)
"Sometimes if I m asking a question about what maybe happened at school, he really doesn't want to tell me. I'm ready to listen and there's nothing he wants to say."

2 You can lead a horse to water but you can't make him talk (I mean drink!) Certainly this is true too of children. All of Carkhuff's skills may not help you to make your child talk, but it is certainly the best way of <u>facilitating communication</u>.

3 Sometimes, (Thomas Gordon suggests) simple "door openers" can get a child talking:

Would you like to tell me about your day at school?
Want to talk about what seems to be bothering you?
Would it help to talk about what has made you upset?

4 Also an important distinction needs to be made between the child's need to talk and the parent's need for the child to talk. Parents sometimes forget that children too have needs for privacy and at certain times don't feel like discussion what's going on inside - they sometimes just don't feel like talking. However, as they discover that what they do reveal when they do feel like talking, is received without criticism, indignation, threats etc. they will open up more easily and more often.

ENCOURAGEMENT vs PRAISE

1 Many parents believe they are encouraging children when they praise them. Praise can in fact be discouraging.

2 Praise is a type of reward - it is based on competition; it is given for being the best.

3 Encouragement is given for effort or for improvement, however slight. The parent who encourages is not interested in how the child compares with the others. Encouragement is aimed at making the child feel worthy. Also, unlike praise, encouragement can be given when the child is "down" - when he is facing failure or feels he is not doing well enough. Thus encouragement is the process whereby you focus on the assets and strengths of your children to build their self-confidence and self-esteem. Encouragement helps your children believe in themselves and their abilities. For this you may need to change your usual communication and behaviour patterns.

* "Praise, like punishment, is a method of social control." Children begin to believe their worth depends on the opinions of others. Praise employs words which place value judgments on the child.

This has many detrimental effects.

Examples: "You're such a good boy!"
Not an easy expectation to live up to - Am I supposed to be good <u>all the time</u>? Am I good even when I am not doing what they want?
(Encouragement - focus on how child's contribution helped)

* You got an A. That's great!
Great for whom? Is child to understand that he is only worthwhile if he gets the A. What would you have said if he got a C?
(Encouragement = focus on how a child feels about the A - you feel pretty proud of that A)

* "I'm so proud of you!"
Could it be that what you are really saying is: "you make me look so good as a parent"
(Encouragement - focus on child's feeling about his performance)

* Thus praise focusses on <u>external evaluation</u> and <u>personal gain</u>. Encouragement focusses on <u>internal evaluation and contributions</u>.

<u>THE SPECIAL LANGUAGE OF ENCOURAGEMENT</u>

1 Be careful to eliminate value-loaded words.

A. <u>Phrases that demonstrate acceptance</u>:
I like the way you handled that.
I'm glad you enjoy learning.
It looks as if you enjoyed that.
Since you're not satisfied, what do you think you can do so that you will be pleased with it.

B. <u>Phrases that show confidence</u>:
Knowing you I'm sure you'll do fine.
I have confidence in your judgment.
That's a tough one but I'm sure you'll work it out.

C. <u>Phrases that focus on contributions, assets, appreciation</u>:
Thanks, that helped a lot.

It was thoughtful of you to ----------
Thanks I really appreciate ----------
because it makes my job easier.
You have skill in ---------- Would you
do that for us?

D. Phrases that recognize effort and improvement:

It looks as though you really worked hard on that.
Look at the progress you made (be specific)
You may not feel that you've reached your goal
but look how far you've come.
You're improving in (be specific)
This encouragement is -

(i) Valuing and accepting children as they are.
(not putting conditions on acceptance)

(ii) Pointing out the positive aspects of
behaviour.

(iii) Showing faith in the children so they can
come to believe in themselves.

(iv) Recognizing effort and improvement.

(v) Showing appreciation for contributions.

# APPENDIX B

Some Suggested Games for Preschoolers to help develop or stimulate imaginative play.

Dr. D. Shmukler:

I Preplay:

These help free the child to feel more comfortable with his or her body when he engages in make-believe play.

Finger Games:

1 Roll ball with clay or play dough

Rolling my little ball
Rolling my little ball
Make it lay
Make it short
Make it round
Make it flat
Roll it back
Roll it back

2 Finger counting

3 Woolen rings

4 Finger painting

5 Finger Make Believe
1 The cat and the mouse
2 Let's be friends

Hands:

1 Puppets

2 What can hands do

3 Right hand Left hand

4 Touch

5 Shadows

Toes and Feet:

1 Wiggle

2 Pick up objects

3 Walking on toes

4 Balancing

5 Footprints

6 Obstacle course

7 Make believe feet

All for me

Jack in Box

Jump

Hop

Catch stars

Bicycle

Dancing: snoflake, rain, fish in bowl, wind, cloud, smoke in chimney.

II Living and Playing Through ALL our Senses:
To enjoy the benefits of imagery the child must first learn to use all his senses fully.

1 Smell

cinnamon tea vanilla perfume coffee onion peanut butter

2 Hearing

Records thinking vacuum cleaner egg beater
Make it yourself band glasses water spoon pot
Outside noises.
Music loud/soft/fast/slow
Night noises
Telephones
Touching
Material of different textures: cotton rubber plastic stoves bottle tops
Touching shelf
Testing tray
Seeing - Inside
Funny face in window. Grow plant, kaleidoscope, odd shaped macaronies, jewellery box, sewing box, rain.
Outside
Clouds moving leaves moving insects moon stars flowers
Magnifying glass
Terperature
Where do we feel warm?
Near heater hot sand Under grill.
Where do we feel cold?
Make believe hot and cold. Shivering Sweating
Magical changes: Learning about ourselves and others through play.
Our faces, body positions hands and feet convey many of our emotions to others.

Faces Sad happy mad surprise
Expressions: Painy outside?
Toy Toy gets broken?
A big box with a ribbon on it?

Transformations
Small and Tall
Small like a pebble
Tall like a mountain
Small like an apple
Tall like a tree
Different shapes with sheets
Let's be animals
Be anything
Hats
Nurse fireman gardener sailor mammy's and daddy's
Magicians
Development of Sequence
Blue Sky
Grey Sky
White
Orange
Aeroplane Game
Poems, Toys and Stories: Paving the Way for Creativity
Little Jack Horner
Little Miss Muffet
Little Boy Blue
Your own poem: Get started with words that rhyme
Acting out stories
Puppet shows
New Roles and Social Situations:
Sociodramatic Play
School
House painter.
Water Games: Garage / car cleaner / Janitor
Restaurant Laundromat
Hospital Grocery or Supermarket
Post Office Library

When child's alone: 1 Newspaper reporter
2 Carpenter
3 Camper
4 Gardner

Adventure Games: 1 Pirates
2 Cowboys
3 Fireman

Waiting Time Bag: for visit to Doctors etc.

Ferry Boat: Small boats people (or pipe cleaners)
blue crinkle paper

Parking lot: Small cars blocks

King and Queen

Space Trip

Hotel

Games that do not require Props.

Explorer

War games

Car games

Outings: Supermarket Department Stores Train man

Eating

Bathing

In Bed Pirates

Circus

Some Suggested Toys

1 Real life one such as 'screwdrivers' hammers' when real ones are dangerous.

2 Blocks
Other construction toys

3 Boxes

4 Vehicles. Not expensive battery operated ones.

5 Tables and Chairs

6 Screen with a 'window'

7 Make-believe creatures

8 Dress up clothes
make-up

9 Doll's houses

10 Play environments

11 Oil Cloths
12 Water
13 Art suppliers
14 Lenses

Outside

1 Digging
2 Sand
3 Playhouse
4 Swing
5 Animals
6 Vehicles

Water Sand

## APPENDIX C

The Incomplete Sentences Test

Please complete the following sentences:

1. I feel that the value of the group was for me .....
   .....
   .....

2. The most significant situation in the group for me was when .....
   .....

3. I feel the dangers in these groups are .....
   .....
   .....

## APPENDIX D

NAME: ..... DATE: .....

### SEMANTIC DIFFERENTIAL

Here is a list of words that can be used to describe your child. Put a check (X) over the number that best describes him/her.

An example is:

Worried 7 6 5 4 3 2 1 Not worried

If your child worries a lot, check 7, if he does not worry at all, check 1. The mother in the example sees her child as moderately worried, and she has put a check over the number 4.

How do you see your child?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Happy | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Sad |
| Obedient | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Rowdy |
| Independent | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Dependent on mother |
| Good | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Naughty |
| Clever | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Stupid |
| Quiet | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Noisy |
| Aggressive | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Does not show agression |
| Confident | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Shy |
| Good looking | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Average |
| Socially popular | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Withdrawn |
| Creative | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Average |
| Polite | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Cheeky |
| Sensitive | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not aware of others |
| Original | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Conventional |
| Affectionate | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unaffectionate |
| Calm | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Anxious |

NAME: .....  DATE: .....

SEMANTIC DIFFERENTIAL

Ideally, how would you like your child to be?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Happy | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Sad |
| Obedient | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Rowdy |
| Independent | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Dependent on mother |
| Good | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Naughty |
| Clever | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Stupid |
| Quiet | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Noisy |
| Aggressive | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Does not show aggression |
| Confident | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Shy |
| Good looking | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Average |
| Socially popular | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Withdrawn |
| Creative | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Average |
| Polite | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Cheeky |
| Sensitive | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Not aware of others |
| Original | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Conventional |
| Affectionate | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unaffectionate |
| Calm | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Anxious |

Thank you for your co-operation.

## APPENDIX E

Letter to parents requesting their participation in the parent-training programme.

UNIVERSITY OF THE WITWATERSRAND
DEPARTMENT OF PSYCHOLOGY
PARENT-CHILD RELATIONS PROJECT

Dear Parent,

The University is currently running a research programme which aims to improving relations between parents and children. Although this programme is widely used in America it is the first time it is being used here. We are pleased to be able to offer it to you.

There are a number of benefits you can expect from participating in this programme. First, we believe that all parents have difficulties in raising their children. Our programme will provide an apportunity to share your problems with other mothers and experience the fact that in all likelihood you are not the only one with such difficulties. Secondly, an opportunity will be provided to relate to people in a new way which will help you to understand others and relate to them in a more effective manner. We believe that through this, communication at home, and consequently family life, will improve. Thirdly, research has shown that similar programmes with mothers have had beneficial effects on the children, in that they feel more free to communicate openly with their parents in things that are important to them.

Because it is a research programme, a certain amount of data concerning yourself and your child will have to be collected. This will involve completing a number of questionnaires as well as an interview with you and your child at the University. We would like to give you an assurance that all information obtained from you will be treated in the strictest confidence.

The programme itself will consist of eight group meetings which will be held in the mornings, afternoons or evenings, depending on which times suit you best. The meetings will be held once a week on two occasions, for a period of two hours each. Following the programme there will be a final interview at the University.

If you are interested in participating in the project, please complete the slip below, and return it to the school by Wednesday, 13 September, and we will contact you by telephone. If you have no telephone, we will contact you by letter and make an arrangement to discuss the project further and make appointments for the interview.

Yours sincerely,

Karen Rudick

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**Author** Rudick K
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