

Facilitator's Guide



You Can Make a Difference

WORKSHOP OVERVIEW

Building on information learned in the Relationships Matter workshop, this session explores practical strategies to use with children when they are choosing challenging behaviors as a way to communicate their wants or needs.



You can make a Difference

INTENDED TIMEFRAME:

This is a 1 hour workshop. The facilitator's guide includes a 20 minute extension on the important link between self-care and positive parenting.

LEARNING OUTCOMES:

Participants will:

- » Identify practical strategies to encourage positive behaviors.
- » Choose three positive behavioral strategies that can be applied with their family.
- » Establish a plan to help guide their children's positive behavioral choices.
- » Practice new strategies.
- » Extension: Discover the link between self-care and positive parenting interactions.

WORKSHOP FORMAT

Note: Each activity has a recommended video but other video options are provided so facilitators can customize the workshop to meet the age/skill needs of participating families.

- 1. Welcome and Warm-up
- 2. Tips and Strategies to Encourage Positive Behaviors
- 3. Plan and Practice
- 4. Ready Rosie as a Learning Tool Practice
- 5. Closure

MATERIALS

- 1. PowerPoint Presentation
- 2. Computer with internet access
- 3. Materials
 - » Sign-in sheet
 - » Name Tags for staff and participants
 - » Flipchart Paper
 - » Post it notes
 - » Index cards
 - » Idea Catcher, paper, and pencils for participants to take notes
 - » Ball of yarn
 - » Idea Catcher
 - » Community resources handouts (Local Head Start to provide local community resource handouts you want families to know about.)
 - » Evaluation

Welcome and Warm-Up 10 minutes

Slide 1

You can make a Difference



You can make a Difference

ACTIVITY

Welcome families and introduce yourself

KEY POINTS

- 1. Introduce yourself, begin to build trust and rapport and share why you are excited to share the information in this workshop.
- 2. Take care of any housekeeping details for example the location of restrooms.
- 3. Remind group of guidelines generated by group in workshop 1. Ask if they would like to add anything. May include things like...
 - » Safe space where confidentiality is respected
 - » Community to learn and connect with others
 - » Cell phones on vibrate
- 4. State where you are in the workshop series.
- 5. Use your Idea Catcher handout to make notes and capture your thoughts throughout the workshop.

Slide 2

Workshop Objectives

Workshop Objectives

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ACTIVITY

Share workshop objectives by stating today we will:

- » Identify practical strategies to encourage positive behaviors.
- » Choose three positive behavioral strategies that can be applied with their family.
- » Establish a plan to help guide their children's positive behavioral choices.
- » Practice new strategies.

Slide 3

Warm-up: Home Practice Reflection



DISCUSS

What was the best outcome of your home practice? (Some ideas to discuss include: Deposits you made in your relationship piggy bank. Routines you feel good about. Positive redirections you tried. ReadyRosie learning games and activities you played with your child.)

ACTIVITY

Pair and Share Home Practice Reflection

- 1. Find a partner at your table and discuss what the best outcome was of your home practice. Think about any deposits you made in your relationship piggy bank. Any Routines you feel good about? Any ReadyRosie learning games and activities you tried with your child?
- 2. Give 2-3 minutes for discussion.
- 3. Walk around the room and note what participants are talking about.

DEBRIEF/REFLECT

Recap the discussion by summarizing key points shared by participants and then stating: I heard many amazing things as I was walking around the room (share a few examples you heard).

SUMMARY

Share your excitement for all the hard work they did at home.

TRANSITION

State that because of time we are going to move on but it is clear that many families worked hard on their home practice. We are now going to focus on additional strategies that encourage positive behaviors with our children. We want our parenting tool boxes to be full.

Brain Builders and Shapers 10 minutes

Slide 4

We are Brain Builders



ACTIVITY

- 1. Gather participants into a circle 10-15 people (or you can do two circles if you have a large group).
- 2. As you hold the ball of yarn, explain that we are going to talk about all the things that build and grow our children's brains.
- 3. We are each going to think of something we do to take care of our children to keep their brain's healthy or an activity we like to do with them. For example, I make healthy meals for my child or I like to take my child to the park.
- 4. After we give our description we are going to toss our ball of yarn to the next person across the circle from us while holding onto the string. This demonstrates how pathways in the brain are created.
- 5. Ask the person who receives the ball of yarn to say their name and then share their example.
- 6. Start the web and then let the group go.
- 7. After the ball has traveled to each participant it comes back to you.

DEBRIEF/REFLECT

- 1. Tell the families that each person represents a brain cell.
- 2. The strings represents the pathways in the brain (or synapses). By nourishing our children and learning with them we are building their brains and pathways. We are all brain builders!
- 3. Look at all the amazing things we do to keep our children's brains healthy and growing.

SUMMARY

- 1. Research proves that healthy habits create a brain that is ready and eager to learn and doing learning activities with our children feed their brains and help them grow many connections.
- 2. Connections thicken and strengthen with repetition so the more exposure your children have to learning in your home the better.
- 3. Have families go back to their seats.
- 4. As a group summarize key points by flip-charting healthy brain building habits that were mentioned. Items could include:

Healthy food and drinks

- » Limited sugar
- » Lots of vegetables & fruits

Environment

» Healthy, lead free, violence free, access to the outdoors

Movement

» Exercise

Learning Together

» All the learning activities you enjoy doing together

Family values and interactions

- » Nurturing
- » Kind and firm
- » Limits
- » Routines
- » Positive discipline
- » Family meals
- » Learning together
- » Limit access to violent pictures and words. On average regular use of violent videos games and violent TV shows exposes children to viewing thousands of murders. These picture reduce the brains readiness to learn and the ability to feel compassion for others.
- » Limit and monitor screen time? State there are over 2 million apps marketed as educational yet only 2% or 40,000 are created by educators

Sleep

- » Infants 12 to 16 hours per 24 hours (including naps).
- » 1to 2 years: 11 to 14 hours per 24 hours (including naps)
- » 3 to 5 years: 10 to 13 hours per 24 hours (including naps)
- » 6 to 12 years: 9 to 12 hours per 24 hours

Slide 5-6

Brain Builders and Brain Shapers





TRANSITION

- 1. Our brains and those of our children are capable of amazing things!
- 2. As families we help our children's brain's grow and develop every day.
- 3. We just discussed ways to help our children's brains stay healthy so they are ready to learn. We are now going to work on building our positive behavior toolbox so that in addition to being brain builders, who give our children what they need for healthy brain development, we also have what we need to be brain shapers so we can help them develop positive behaviors.
- 4. I think we've all asked this question before: How do I stop this Behavior? Let's hear what Dr. Becky Bailey has to tell us:

WATCH

How do I stop this behavior?

Slide 6

- 5. Children's brains are not fully developed **until age 25**, as parents and caregivers, we have many opportunities help our children choose positive behaviors when they are frustrated.
- 6. Let's explore some strategies for building our positive behavior toolbox.

Slide 7

Positive Behavior Strategies

Positive Behavior Strategies:

Growth Mindsel

Clear Expectations

Choices

Recognize and Name Freelings

Natural and Logical Consequences

ACTIVITY

Here are some of the strategies we are going to talk about today. Let's start with Growth Mindset.

Positive Behavior ToolBox 30 minutes

Slide 8

Growth Mindset



PRACTICE

Pair Share:

- 1. Think of a time you learned something new, give relevant examples, drive a car, ride a bike, learn another language, how to read, how to calculate percentages, how to tell time, play an instrument..."
- 2. Turn to a partner and discuss:
 - » What did you have to do to learn the new skill?
 - » What kept you trying when it got hard?

DEBRIEF/REFLECT

- 1. Ask if anyone would like to share some of the things they had to do to learn a new skill with the whole group
- 2. Recap discussion by summarizing key points participants shared and then stating any key points that may have been missed: learning takes practice, hard work, persistence, grit, and belief that you can do it...

SUMMARY

- 1. Learning doesn't just happen, it takes effort and persistence.
- 2. As we saw in our yarn activity, our brains can grow new connections and get stronger. Learning new things changes our brain and helps it grow.

TRANSITION

- 1. When children have a growth mindset they know they can learn new things even when it is hard.
- 2. A growth mindset will keep them motivated to learn and give them the confidence to work through frustration and keep trying.

Slide 9

Growth Mindset vs. Fixed Mindset



ACTIVITY

- 1. **Ask:** How many of you have tried to teach your child something and they pitch a fit and give-up? Ask for a show of hands.
- 2. **State:** Frustration when learning something new is completely normal. The tool we want to add to our positive behavior toolbox is to give our children a growth mindset so they have the language and knowledge to know that learning takes effort and that they can learn difficult things if they work at it and persist.
- 3. Here are some things to think about when building a growth mindset in our homes:

Do	Avoid
Praise effort, practice and persistence.	Praise for abilities like "you're so smart".
WHY: More than two decades of research shows that a focus on effort—not on intelligence or ability is key to success in school and in life.	WHY: Children aren't smart at everything. This kind of praise can lead them to doubt their ability to be good at something that is difficult initially.

Slide 10

Growth Mindset Praise Practice



SUMMARY

- 1. Use growth mindset language when you praise your child.
- 2. Practice as a group:
 - » Let's Practice Growth Mindset Language. What could we say instead of: "You are so smart"?
 - » Take all answers. Some simple examples include:
 - » Nice work!
 - » Good effort! You were working on this for a while, and you didn't quit!
 - » It looks like you've learned this material, what would be fun for you to work on next?
 - » All that hard work paid off
 - » It's great that you have that down. Now you're ready for something a bit more challenging.
 - » Look how much progress you made. Do you remember how much more challenging this was last _____?

Slide 11

Give Your Child Growth Mindset Language

I can't do this!	?
This is too hard. I'll never get it!	7
"I'm not good at reading."	?
Why is this so hard? I'm the only one who can't do this.	7
Gabby is so smart she never studies and everything is easy for her.	?

PRACTICE

I'm going to read the following statements and you are going to help me change them from fixed mindset language to growth mindset language.

Note: If you have time allow them to pair and share at their tables.

(See chart of following page)



Give Your Child Growth Mindset Language

Positive Behavior Strategies:		
Fixed Mindset	Growth Mindset	
I can't do this!	7	
This is too hard. [1] never get it!	7	
"I'm not good at reading."	7	
Why is this so hard? I'm the only one who can't do this.	7	
iabby is so smart she never studies and everything is easy for her.	7	

Fixed Mindset	Growth Mindset	
I can't do this!	Yet!	
	What else could you try?	
	Remember, learning something new takes time and effort. What else could you try?	
This is too hard. I'll never get it!	This feels hard now but if I keep working it will get better.	
"I'm not good at reading."	"I'm not good at reading right now, but I can get better if I work at it."	
	Look how much progress you made. Do you remember how much more challenging this was last?	
Why is this so hard? I'm the only one who can't do this.	Remember when you first tried it was frustrating. You kept at it and your persistence paid off. The same thing will happen with	
Gabby is so smart she never studies and everything is easy for her.	Let's not worry about Gabby. Everyone has to learn how to study and work hard. Tell me more about what is hard right now.	

DEBRIEF/REFLECT

Ask: How will giving your child this kind of language help them in school and life?

Take all answers. (Some things include: Willing to try things. Persistence. Positive attitude. Grit. Ability to keep trying even when things are hard.)

SUMMARY

When your children have a growth mindset they are willing to persist and stay on task longer. This is a key to learning, especially when faced with challenging tasks. Growth mindset language also helps your child handle frustration in a more positive way.

TRANSITION

Let's take a look at another key tool in our positive behavior toolbox.

Slide 12-13

Clear Expectations





ACTIVITY

Clear Expectations

- 1. State: Another way to build positive behaviors is to establish clear expectations for your child and reinforce what you want to see.
 - » Children need to understand what it is you want them to do and how you want them to behave.
 - » Children need to see expectations modeled.
 - » Your language matters. Do not phrase something as a question when it is a clear expectation. For example, which is clearer to a child: "Are you ready to go to bed?" "It's time for bed, alright?" "It's time for bed." A child can say no to the first one. "I'm not ready to go to bed." And, no it's not alright to the second one. "It's time for bed" is a clear expectation.
- 2. Let's try one as a group. Give the group this example and ask how we could make it a clear expectation: "Are you ready to pick-up?"
- 3. Take all answers and reinforce that a clear expectation would sound something like: It's time to pick-up now.
- 4. Reinforce that is it fine to catch yourself and say, oops, that's not a question. I'm going to say that again. "It's time to pick-up now."

PRACTICE

Watch Toy Organization/ Organizar juguetes

DEBRIEF/REFLECT

- » Ask: What did the parent say/do that helped the child know what was expected.
- » Ask: What did the parent say/do that might encourage the child to repeat the behavior in the future?

SUMMARY

Recap discussion by summarizing key points participants shared and then stating:

The parent in the RR video clearly created expectations for keeping toys picked up and organized by giving her son an opportunity to label and sort his toys and modeling her expectations.

- » Offered praise and words of encouragement.
- » Reinforced the behavior she wanted to see.

TRANSITION

Even as adults we like clear expectations, whether that is at work, with our partners, with our friends, with our children's teachers. Modeling and providing clear expectation is one of the best tools you can add to your positive behavior toolbox. Let's look at our next tool, **choices**.

Slide 14

Choices



ACTIVITY

- 1. When possible give your child opportunities to make choices.
- 2. As your child is growing offering choices is a way to help them gain independence and control.
- 3. For example getting a child to get dressed can sometimes be challenging. Offering a choice between two shirts can set the stage for success. It makes it clear that getting dressed is the clear expectation but giving them a choice of shirts gives the child a sense of control because they get to pick which one.
- 4. Again, even as adults we like to feel like we have choices. It's empowering.
- 5. Two key things to keep in mind around our "choices" tool.
 - » It is very important to only offer a choice when it makes sense. For example, we would never give a young child the choice of not holding our hand when crossing the street. It wouldn't be safe. We could give them a choice about holding our hand, being carried or holding "daddy's hand."

PRACTICE

Pair and Share: Think of other opportunities throughout the day when offering your child a choice could build independence and avoid a confrontation?

DEBRIEF/REFLECT

- 1. Ask: What are some examples? (It's time for bed, you can pick out a book or I can pick one out for you. I can brush your teeth or you can do it yourself.)
- 2. Affirm all responses

SUMMARY

Recap discussion by summarizing key points participants shared and then stating.

TRANSITION

Giving choices when possible gives your child a sense of control and helps build decision making skills.

Slide 15-16

Recognize and Label Feelings





ACTIVITY

- 1. State when a child is acting out there are often underlying feelings that they may need help expressing.
- 2. Many times children will bite and hit when they are experiencing feelings they can't express.
- 3. Feelings like frustration, fear and sadness often present as anger.
- 4. They also may struggle with good feelings like calming down after an exciting day.
- 5. Giving children words to express their feelings can be helpful. Doing this consistently even when a child isn't misbehaving can be especially helpful. For example you might say, "Your friend had to go home, you are sad or we had so much fun at the park, you are happy and tired." These represent learning opportunities for your child.

PRACTICE

Watch Feelings Charade

Slide 16

DEBRIEF/REFLECT

Ask: What do you think is being learned in the video?

SUMMARY

Recap discussion by summarizing key points participants shared and stating that helping our children recognize and label emotions gives them language to be able to talk about how they are feeling and ultimately to express their emotions in healthy ways.

TRANSITION

Another important tool in our positive behaviors toolbox is called Natural and Logical Consequences.

Slide 17

Natural and Logical Consequences



ACTIVITY

 State: Natural consequences are automatic and unpleasant consequences that follow a choice or behavior; for example going out in the rain without an umbrella would result in a person getting wet. When a child runs with an ice cream cone and the cone drops on the ground, the natural consequence is the ice cream isn't edible anymore.

PRACTICE

Natural Consequences

- 1. **Ask:** Can you think of other examples of behaviors that cause a natural consequence? (When you don't eat you will feel hungry, when you don't pick up your toys you can't find your things, if you don't wake up, you won't get to work on time.)
- 2. Affirm responses.
- 3. **State:** Whenever possible letting children experience natural consequences is a valuable teaching tool. The child's safety is always the highest priority, so natural consequences should only be used when the issue does not involve safety.

PRACTICE

Logical Consequences

- » **State:** Logical consequences are consequences that parents/caregivers create and enforce to teach children important lessons about choices and behavior.
- » Logical consequences work best when announced ahead of time and are enforced immediately. For example a logical consequence of a child not putting away their trains might be that the trains get put away for a while. Removing a privilege that a child cares about can be very effective.

Slide 18

Natural and Logical Consequences



ACTIVITY

Whole Group Practice.

- 1. State: Let's look at some typical scenarios and decide what natural and logical consequences might apply.
- 2. Review each scenario as a class. Decide if natural or logical consequences make sense and what they might be.

Scenario	Natural Consequence	Logical Consequence
Whines all the time to get their way.		Parent decides consequencel can't hear that voice. I'm happy to listen when you use your regular voice."
Hits another child.	Both. Other child won't want to play with them &	Parent decides consequence.
Won't stop throwing sand.		Parent you can stop or I can help you leave the sandbox.
Is bossy with friends.	Friends won't want to play with them.	
Spends all their money.	No money left.	
Won't go to bed.		Parent needs to decide logical consequence. It's not a choice. It's time for bed now. I can carry you up or you can walk up.
Won't pick-up toys		Toys are put away for a while.
Rides their bike without a helmet.		Bike is taken away for a period of time.
Didn't do their homework.	Will have to face teacher and peers.	
Are using their phone at the table during mealtime.		Phone is taken away for a period of time.

DEBRIEF/REFLECT

Ask: What do children learn from natural and logical consequences?

SUMMARY

Recap discussion by summarizing participants input and stating any key points not covered:

- » When children experience the natural consequences of their decisions they learn how to make choices.
- » When parents closely connect logical consequences with behaviors it helps children learn.

TRANSITION

Like all strategies to change behavior, to work they must be used consistently.

Slide 19

Using our Positive Behaviors Toolbox



ACTIVITY

Pair and Share: At your table use your Idea Catcher to think about each of the tools.

- » Do you see anything differently after learning about these tools?
- » Are there any tools you heard about that you might like to try?

DEBRIEF/REFLECT

Ask: Does anyone want to share any actions you will take based on what we talked about today?

SUMMARY

As we talked about throughout the workshop we make a difference. We are brain builders and shapers, we can help our children learn positive behaviors.

TRANSITION

Acknowledge and Recap key items captured by the group; add that the RR library of videos offers many modeling videos and activity suggestions to build and practice these strategies. As we wrap-up you are going to use the RR website to find one video in the ReadyRosie library Research and Answers section that you are interested in viewing.

PRACTICE

We are going to find content in the Research and Answers section of the libary.

- 1. Open the ReadyRosie website and login.
- 2. Search for "Research and Answers."
- 3. Look for a topic you want an answer to.

DEBRIEF/REFLECT

All families have questions. ReadyRosie can be a place to look for answers.

SUMMARY

You also have a wealth of knowledge in this classroom. Look around you. Every person here is an expert on their child. Connect with and learn from each other and use your ReadyRosie resources.

Closure

Slide 20

Wrap Up



You can make a Difference

DEBRIEF/REFLECT

- 1. Thank families for their participation. State we have covered a lot of information. There is always more to learn and value in practicing.
- 2. Remind families of the home practice and commitments you want them to focus on this week:
 - » Building healthy habits.
 - » Try out one or two of the positive behavior strategies that were discussed.
 - » Play the learning activities they practiced during the workshop.
 - » Use the Research and Answers part of the ReadyRosie library.
- 3. Have community resources on the topic available.
- 4. Remind families of the ReadyRosie resource available to their family.
- 5. State the next session date and topic.
- 6. Have families complete the workshop survey before leaving class.

Extension: Self-Care20 minutes

Slide 21

Defining Self-Care



ACTIVITY

Self Care: Parenting AKA Brain Shaping is amazingly rewarding and at times can be challenging and stressful. As parents and caregivers it is important to have consistent self-care routines so we can be up for both the rewarding and challenging moments of parenting.

PRACTICE

Defining Self-Care

- 1. Take a moment and think of all the things you do for your children throughout the day- a lot right? Sometimes we are so busy caring for our families that we ignore taking care of ourselves.
- 2. Ask: What do we mean by self-care?
 - » Self-care includes anything that we do to maintain good health, energize us and restore our capacity to move forward.
- 3. Ask: What are a few examples of self-care?
 - » Examples: taking time to prepare and eat a healthy meal, exercising every day, listening to music, taking time for meditation and/or prayer, making time for friends...
- 4. **Ask:** What makes self-care hard for many parents? (time, the demands of work and family, desire to be a perfect parent, taking care of extended family, managing stress...)
 - » All of the things that make taking time for self-care is another reason why it is so incredibly important to do. We need energy and full-tank to be a positive parent.
- 5. Let's explore the link between self-care and positive parenting.

Slide 22

Self-Care Practice









PRACTICE

- 1. I want you to use a blank piece of paper and to draw a stick figure that represents you. (Show an example on flipchart paper at the front of the room.)
- 2. You are going to take a few minutes to reflect and think about what are some things you can do to care for yourself...mentally, physically, emotionally, relationally.
- 3. Allow 5 minutes for families to reflect, write and draw. Walk the room and help if anyone is stuck.

DEBRIEF/REFLECT

- 1. Pair and Share: Find someone at your table and share some of the self-care practices that would help you fill your tank.
- 2. Allow 3 minutes for discussion
- 3. Ask if anyone wants to share any insights.
- 4. Take all answers.

SUMMARY

Recap discussion by summarizing key points participants shared and then stating:

- 1. Self-care can look differently for each person.
- 2. Self-care benefits our children by setting a good example for them so they learn early that self-care is a priority and not an extra.
- 3. In addition, poor self-care habits can make us irritable, sad and exhausted. Positive parenting requires energy, patience and optimism.

Slide 22-23 Home Practice







You can make a Difference

TRANSITION

- 1. Start small when beginning a self-care plan. Time is precious and short. Choose one or two things to begin a self-care plan.
- 2. Ask them to choose one or two practices from their drawing that they would like to try and incorporate into their day or week. Ask them to think about these two questions and make a note on their drawing.
 - » How will I incorporate self-care practice into my day/week?
 - » How will I continue my self-care practices during stressful and/or busy times?
- 3. Take your drawing home with you. Share it with your family. Put it somewhere visable as a gentle reminder of the one-two things you want to do to care for yourself.

WRAP-UP

- 1. State: Taking care of ourselves helps us deal with emotions and frustrations. This is providing a great model for our children.
- 2. Thank everyone for their participation and their commitment to being the best parent they can be!

ReadyRosie SHARE and Video Addendum

The power of ReadyRosie is the ongoing follow up and support available digitally for families. Use SHARE to communicate with families and support their ongoing learning by sharing the videos that were covered in the recent workshop and any additional videos in this domain you think they will find inspirational. This message can also be sent to all the families who were unable to attend the workshop.

Sample message:

"Our recent family workshop focused on things you can do to build a positive behavior toolbox. Here are the videos we recommend you enjoy this week as part of your home learning."

Domain	VIDEOS highlighted in the ReadyRosie Math Family Workshop:	Additional videos to share in this domain:
Social Emotional Development	Becky Bailey: How do I stop this behavior? Leticia Valero: ¿Cómo hago que mi hijo?	How do I get my Child to: How can I create a stronger bond with my baby?
Social Emotional Development & Math: Sorting	Clear Expectations: Toy Organization	Take a Stand
Self-Regulation	Simon Says Freeze Dance	Sink or Swim Clap and Count
Sense of Identify and Belonging	Creating a Family Shield Create a Family Poem	Favorite People Place cards Write a Family Recipe