

BEE SERVICES

ZOOM RULES

- 1)Audio is to be on during ENTIRE class.
- 2)Video is to be on during the ENTIRE class.
- 3) ABSOLUTELY NO DRIVING WHILE DOING ANY PROGRAM YOU WILL BE REMOVED FROM CLASS.
- 4)NO chatting with other Students during class.
- 5)If given Book or Paperwork you will bring filled out and back to Office to receive Certificate.No copies will be given.
- 6)Test WILL be done during Final class or in Carrollton office within 2 days between 9AM and 1PM to receive Certificate.
- 7)If not in Waiting Room at start time of class you will not be admitted to class.We let you on 15 minutes Early.You will HAVE to Repay and Restart from day 1.For REPEAT DWI you will need to do a make-up Class.

SIGN _____ DATE _____

BEE SERVICES, INC.

CREDIT CARD AGREEMENT

I _____, wish to use my

(Printed Name)

Credit/Debit Card to pay for my Program with BEE SERVICES. By signing this form I am agreeing that **NO REFUNDS OR CHANGE OF DATES** will be allowed. If I do not show up for or miss a class (For Whatever Reason) there will be **NO REFUNDS** issued. A \$2.50 Convenience Fee is being added to **EACH** payment.

Signature

Date

Amount Charged

Program

COUNTY OF CONVICTION: _____ CAUSE NUMBER: _____
PROBATION COUNTY: _____ PROBATION OFFICER: _____
PROBATION LOCATION: _____

PERSONAL DATA FORM

NAME: _____
LAST FIRST M.I.

MAILING ADDRESS: _____

CITY/STATE/ZIP: _____

TELEPHONE: _____ DATE OF BIRTH: _____

DRIVER'S LICENSE #: _____ STATE: _____ SS#: _____

DEMOGRPAHICS: (CIRCLE ONE IN EACH CATEGORY)

SEX: MALE FEMALE

MARITAL STATUS: MARRIED NEVER MARRIED SEPARATED DIVORCED WIDOWED

ETHNIC ORGIN: AFRICAN-AMERICAN ANGLO-AMERICAN ASIAN HISPANIC NATIVE AMERICAN OTHER

FAMILY/DEPENDENTS:

How many times have you been married? _____ How many children do you have? _____

How many dependents, other than yourself, are living with you? Adults _____ Children _____

Do you feel your drinking or drugs has contributed to family problems at any time in your life? Yes _____ No _____

If YES, Why? _____

EDUCATION:

How many years of school have you completed? _____

Highest grade level completed: None GED/HS Diploma Associate Bachelors Masters Doctorate

What type of work have you been trained to do? _____

Are you presently employed in the type of work you have been trained to do? YES _____ NO _____

Why were you referred to this class? _____



Bee Services, Inc.

1600 N interstate 35E Carrollton, TX 75006
2300 Coit Road Plano, TX 75075

CONSENT FOR THE RELEASE OF CONFIDENTIAL INFORMATION

I, _____ authorize BEE SERVICES, INC

To disclose to _____

the following information: _____

The purpose of the disclosure authorized in this is to: To the above Parties

I understand that all Offender Education Programs shall abide by and obtain any consent to disclosure required by applicable Federal and State laws regarding confidentiality of patient/client records including, as applicable and without limitation, 42 United States Code §290dd-2; 42 Code of Federal Regulations, Part 2, and Health and Safety Code, Chapter 611. I understand my records cannot be disclosed without my written consent unless otherwise provided for by the regulations. I also understand that I may revoke this consent in writing at any time except to the extent that action has been taken in response to it, and that in any event, this consent expires automatically, as follows.

End of Probation/one (1) year

(specification of the date, event, or condition upon which this consent expires)

Dated: _____

Signature of Participant

Signature of Parent, Guardian or

Authorized

Representative where required

214.458.5000 (Office) / 972.243.3520 (Fax)

Email: beeservicesinc@sbcglobal.net - Website:www.BeeServicesInc.com



Bee Services, Inc.

PARENTING PROGRAM AGREEMENT

As a participant in this program, you must follow these agreements and program requirements:

- You may express your opinions and feelings, and are free to say whatever you feel, as long as it doesn't disrupt class.
- **NO GUM! NO EXCEPTIONS!** If you are caught with gum you will be asked to leave the class and no refunds will be given.
- You must be on time. If you are late or do not show up for class, you may be dropped from this program or required to attend additional group or individual sessions.
- If you miss a class, you will be allowed to make it up prior to the next scheduled class for a fee of \$35.00. The make-up fee is **DUE at the TIME OF THE MAKE-UP**. A make-up class must be cancelled at least 6-hours prior to the start of the scheduled make-up, or the participant will be required to pay an additional \$35.00 fee. If you arrive more than 5-minutes late to a make-up class, you will be required to pay the additional \$35.00 fee, but you will not be allowed to take the make-up class at that time.
- There will be breaks during class. However, you must return on time.
- There will be no smoking during class. Smoking during breaks will be permitted in designated areas.
- You must abstain from the use of mood altering chemicals throughout this program.
- Cell phones, Blackberries, and all electronic devices must be turned "off" during class time.
- There will be no inappropriate sexual contact at any time. You will be dismissed from class, the Probation Officer will be contacted and possible Police charges.

I, _____, agree to comply with all of the above requirements and to attend and complete all assignments and projects as they are assigned and to fully participate in all class discussions.

Signature

Date

PARENTING CLASS PERSONAL ATTENDANCE SHEET

Location of Program: _____ DALLAS _____

Name of Instructor: _____

Participant's Name: _____

Date Started: _____

Session:	Date of Session:	Here	Missed	Made	Cycle	Drop
Session 1						
Session 2						
Session 3						
Session 4						

Comments: _____

Session:	Date of Session:	Amount Owed	Payment Paid	Balance
Session 1				
Session 2				
Session 3				
Session 4				

PARENTING

AND

FAMILY VALUES

A Cognitive-Behavioral MRT™ Workbook

by

Dr. Gregory L. Little & Dr. Kenneth D. Robinson

Eagle Wing Books, Inc.
P. O. Box 9972
Memphis, TN 38190

BEST AND WORST OF TIMES

(Describe and/or draw a picture)

Best day with my Family

Worst day with my Family

Best thing that ever happened to me

Worst thing that ever happened to me

What Are My Values As A Parent?

There must be more to life than having everything!
— Maurice Sendak, *Higglety Pigglety Pop!*

Your values are basically the *things you believe are important in life*. Many people in our society value money, homes, cars, clothes, jewelry, jobs, status, power, and countless other things. Parents usually value their children and family, but sometimes, unfortunately, they don't. For some parents, their children just aren't too important. Values usually reflect the things people believe are important in life.

What do *you* value as a parent? Have you ever thought about it? Unfortunately, too many parents haven't given a lot of thought to what they value about being a parent nor have they thought about the things they want their children to value.

Parents Are Role Models

All parents are role models for children. Whether you agree with this or not, it's true. Children watch what you do and how you react. They listen to what you say and how you say it. They see what is important to you and what isn't important. And a lot of what they will come to see as important in their life will be a direct result of what you see as important.

Many children, and especially teenagers, tend to try to do the *exact opposite* of their parents. This is a fairly natural thing for teenagers to go through, but it usually doesn't last. Parents should come to expect that their children will rebel a little. Children typically become more like their parents as they grow older. And when they become parents they will usually raise their children the same way that they were raised. So, whether you like it or not, *you are acting as a role model for your children*.

If you neglect your children, they will learn that's what parents do — and *they will probably do the same thing with their children*. If you take care of your children, they will learn that's what parents do — and they'll probably do the same with their children. If parents exert too much control over their children, the children will resist. But when these children grow up to be parents, they'll often try to over-control their own children.

Parents who let their children do "their own thing" will find that their children often end up in frequent conflicts in school and elsewhere — with the result being that the child raised this way won't do too well in the outside world. When they grow up, they'll often do the same with their children with the same results. Unfortunately, when some parents say they are letting their children "do their own thing," what it means is that the parents are neglecting some things.

One good way for parents to understand what kind of a role model they are for children is to get parents to think about what it would be like being a child in their family. Have you ever thought about that? Have you ever wondered what it is like being a child with you as the parent?

What Do You Value?

Facts do not cease to exist because they are ignored.
—Aldous Huxley

Professionals often talk about a “family atmosphere” — the typical attitudes, behaviors, and feelings expressed in families. The atmosphere in your family reflects some of what you think and believe about a family, the unique personalities in your family, and the core of values shared and displayed to family members. For example, in some families, it is an everyday routine for the family to meet at the supper table each night at 6:00 to eat. Everyone in the family comes to eat at that time. This is because that's what they have always done and because everyone knows that everyone else expects them to be there. Eating at a certain time together has become a habit that reflects a value instilled by the parents. The point is that, in a family where this takes place, the family values are shared during this routine time together. We know that you may not agree that it is important to eat together each night, but understand that the things that take place in families reflect the values of the family members.

Parents typically set the family values early in their first child's life. They do this through their behavior, the rules they set, and the ways that they interact with family members. Everything they do shows what they value — *and the children always notice what their parents do*. Take a few moments and list five things that you value as a parent.

Review:

Your Family Reflects Your Values
What You Do Reflects Your Values
Family Routines Reflect Your Values
Parents Set Family Values Early
Everything You Do Shows Your Values
Children Notice Everything You Do



Living in a Family

1. What is a family? _____

2. What do you like most about your family? _____

3. How do you make things better or worse? _____

4. How is your family handling your present situation? _____

5. What causes you the most problems in your family? _____

6. What kind of support can family members give to each other in hard times? _____

7. Is there room for improvement in your family? Yes No If yes, in what way? _____



8. What changes do you need to make to help your family improve? _____

A Positive Approach to Parenting



From time to time, all parents need a little help. Sometimes, a piece of solid, encouraging advice can help you have an “a-ha” moment that changes the way you think and act. Instead of focusing on what’s wrong with kids, our positive, strength-based approach to parenting focuses on what’s *right* with kids (and parents), and the small, everyday steps you can take to help kids be successful in the future.

Spending Quality Time with Your Child

American pianist Michael Levine says, “Having children makes you no more a parent than having a piano makes you a pianist.” To be an effective parent and have a healthy family, you need to spend time together. A number of families have found creative ways to do this so they can connect in meaningful, positive ways.

- Designate a regular family time as part of your routine. Some families have a weekly family night. Others have a monthly family outing. Others have a daily family check-in during dinner or before bed. Figure out a routine that works for you and your family.
- Have fun together. Do activities that make you laugh and enjoy being together. Some families play sports together. Others tell jokes. Others have special nights for watching movies or playing board games.
- Get your kids’ input on how to spend family time. You may be surprised to learn that they want your family to get out more—or stay home more. Kids often have good ideas.
- If you belong to a faith community, go to services together as a family. Participate in family-friendly events, such as family volunteering.
- Eat meals together as a family.
- Your family often will bond more if you can get out of the house and do something together where you don’t know other people. Take a trip to

another city, suburb, or county and discover what's there. Go to a sporting event or a play. Visit a free museum. Spend some time in the park playing catch. Explore a playground across town.

All parents want to spend time with their kids—but it can be easy to lose sight of that sometimes. Make accommodations in your life so you can spend quality time with your children on a regular basis.

What's Your Parenting Style?

Take this quiz to find out!

It is divided into two parts with 15 statements each.

Part I is designed to help you identify your beliefs about being a parent.

Part II focuses on your current home situation.

.....



The following questionnaire is divided into two parts with fifteen statements each. Part I is designed to help you identify your beliefs about being a parent. Part II focuses on your current home situation. As you read each statement, decide how much you agree with it. Then write the number from 1 to 5 that corresponds to your level of agreement: 1..strongly disagree; 2..disagree; 3..neutral; 4..agree; 5..strongly agree

Part I: Beliefs

1. It is better to give a little ground and protect the peace than to stand firm and provoke a fight.
1 2 3 4 5
2. Children need discipline that hurts a little so that they will remember the lesson later.
1 2 3 4 5
3. Children shouldn't always get their way, but usually we ought to learn to listen to what they have to say.
1 2 3 4 5
4. The parent-child relationship is like a war in which if the parent wins, both sides win; but if the parent loses, both sides lose.
1 2 3 4 5
5. If parents provide a good environment, children will pretty much raise themselves.
1 2 3 4 5
6. The parent's role is like that of a teacher who is preparing the child for a final exam called life.
1 2 3 4 5
7. Childhood is so short that parents should do everything to make it a happy time.
1 2 3 4 5
8. "Spare the rod and spoil the child" is still the best policy.
1 2 3 4 5
9. Children need to learn what they may or may not do, but we don't have to use punishment to teach.
1 2 3 4 5

10. Whether we like it or not, children have the last word about what they will or won't do.

1 2 3 4 5

11. If you let children have pretty free rein, they will eventually learn from the consequences of their behavior what is appropriate.

1 2 3 4 5

12. Children first have to learn that the parent is boss.

1 2 3 4 5

13. Too many children today talk back to their parents when they should just quietly obey them.

1 2 3 4 5

14. If we want children to respect us, we must first treat them with respect.

1 2 3 4 5

15. You can never do too much for your child if it comes from genuine love.

1 2 3 4 5

Part II: Actions

16. I often have to call my child more than once to get her or him out of bed in the morning.

1 2 3 4 5

17. I have to constantly stay on top of my child to get things done.

1 2 3 4 5

18. When my child misbehaves, he or she usually knows what the consequences will be.

1 2 3 4 5

19. I often get angry and yell at my child.

1 2 3 4 5

20. I often feel that my child is taking advantage of my good nature.

1 2 3 4 5

21. We have discussed chores at our home and everybody takes part.

1 2 3 4 5

22. My child gets a spanking at least once a month.

1 2 3 4 5

23. My child has no regular chores around the home, but will occasionally pitch in when asked.

1 2 3 4 5

24. I usually give my child clear instructions as to how I want something done.

1 2 3 4 5

25. My child is finicky eater, so I have to try various combinations to make sure he or she gets the proper nutrition.

1 2 3 4 5

26. I don't call my child names, and I don't expect to be called names by my child.

1 2 3 4 5

27. I usually give my child choices between two appropriate alternatives rather than telling my child what to do.

1 2 3 4 5

28. I have to threaten my child with punishment at least once a week.

1 2 3 4 5

29. I wish my child wouldn't interrupt my conversations so often.

1 2 3 4 5

30. My child usually gets up and ready without my help in the morning.

1 2 3 4 5

Scoring your questionnaire:

To determine your style as a parent, first transfer your score for each item to the blanks beside the following item numbers listed in parentheses. (Put your score for item #2 in the first blank, item #4 in the second blank, and so on.) Then add your scores in each row across, and put the sum in the last blank.

Autocratic belief score:

(2) _____ + (4) _____ + (8) _____ + (12) _____ + (13) _____ = _____

Permissive belief score:

(1) _____ + (5) _____ + (7) _____ + (11) _____ + (15) _____ = _____

Active* belief score:

(3) _____ + (6) _____ + (9) _____ + (10) _____ + (14) _____ = _____

Autocratic action score:

(17) _____ + (19) _____ + (22) _____ + (24) _____ + (28) _____ = _____

Permissive action score:

(16) _____ + (20) _____ + (23) _____ + (25) _____ + (29) _____ = _____

Active* action score:

(18) _____ + (21) _____ + (26) _____ + (27) _____ + (30) _____ = _____

To get a clearer look at how your scores on the three styles compare, transfer each of the six totals to

the appropriate blank in the table below. To get your combined scores, add your belief score and your action score for each of the three styles. Put these numbers in the blanks in the "Combined" column.

Belief		Action		Combined
Autocratic	_____	+	_____	= _____
Permissive	_____	+	_____	= _____
Active*	_____	+	_____	= _____

Interpreting your scores:

The highest combined score possible for each style is 50. The higher your score, the more you tend toward the style of parenting. Your highest combined score, therefore, suggests the style of parenting you are currently using. If either of the other combined scores is within fifteen points of your highest score, consider your use of the two styles about equal. The greater the difference among scores, the greater your current preference for the style with the highest score.

Differences of more than fifteen points between belief scores and action scores for any style suggest that you tend to believe one thing, but do another. Do not be alarmed by this. It is common and understandable.

High Autocratic Score - If you're like most people, you'll find yourself more autocratic than you thought you were. But after all, this was the predominant style parents used when you were growing up. If you scored highest on this style, you probably find yourself in frequent battles with your child. Anger and frustration probably characterize the power struggles that you and your child experience. You are probably reading this web page to find some relief, as well as a more successful approach.

High Permissive Score - In an attempt to avoid being autocratic, you may have overcompensated and developed a permissive style. If you are in this group, your relationship with your child may be pretty good as long as you do what your child wants. But you probably find that your child gets very hostile, and perhaps even throws tantrums, when you do say no or make a demand of him or her. Your relationship is characterized by service and pleasing, but only in one direction. You may have already begun to resent this unfairness. If so, you probably scored higher on the autocratic scale than you expected. It is easy to get fed up with a permissive approach and flip back to an autocratic one.

High Active Score - If you scored highest on the active style, your relationship with your child is probably already positive. Though problems certainly occur, an atmosphere of mutual respect, trust, and teamwork enables you to handle them without the hurt or resentment that characterize the other styles. You are probably using many of the methods advocated and taught in Active Parenting courses at this website. Our goal is to support your efforts and help you discover other compatible techniques.

* The Active style is sometimes called the "Authoritative" or "Democratic" style.

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The Four Parenting Styles

1. Authoritarian Parenting

In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind, these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (1991).

2. Authoritative Parenting

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind suggests that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (1991).

3. Permissive Parenting

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children

because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (1991). Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

4. **Uninvolved Parenting**

An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children.

The Impact of Parenting Styles

What effect do these parenting styles have on child development outcomes? In addition to Baumrind's initial study of 100 preschool children, researchers have conducted numerous other studies that have led to a number of conclusions about the impact of parenting styles on children.

- **Authoritarian parenting styles** generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem.
- **Authoritative parenting styles** tend to result in children who are happy, capable and successful (Maccoby, 1992).

- **Permissive parenting** often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.
- **Uninvolved parenting styles** rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers.

Why is it that authoritative parenting provides such advantages over other styles? "First, when children perceive their parents' requests as fair and reasonable, they are more likely to comply with the requests," explain authors Hockenbury and Hockenbury in their text *Psychology*. "Second, the children are more likely to internalize (or accept as their own) the reasons for behaving in a certain way and thus to achieve greater self-control."

Why Do Parenting Styles Differ?

After learning about the impact of parenting styles on child development, you may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, confident, and capable children. What are some reasons why parenting styles might vary? Some potential causes of these differences include culture, personality, family size, parental background, socioeconomic status, educational level, and religion.

Of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For example, the mother may display an authoritative style while the father favors a more permissive approach. In order to create a cohesive approach to parenting, it is essential

that parents learn to cooperate as they combine various elements of their unique parenting styles.

Limitations and Criticisms

There are, however, some important limitations of parenting style research that should be noted. Links between parenting styles and behavior are based upon co-relational research, which is helpful for finding relationships between variables but cannot establish definitive cause-and-effect relationships. While there is evidence that a particular parenting style is linked to a certain pattern of behavior, other important variables such as a child's temperament can also play a major role.

Researchers have also noted that the correlations between parenting styles and behaviors are sometimes weak at best. In many cases, the expected child outcomes do not materialize; parents with authoritative styles will have children who are defiant or who engage in delinquent behavior, while parents with permissive styles will have children who are self-confident and academically successful.

"There is no universally "best" style of parenting," writes author Douglas Bernstein in his book *Essentials of Psychology*. "So authoritative parenting, which is so consistently linked with positive outcomes in European American families, is not related to better school performance among African American or Asian American youngsters."

The Bottom Line: Parenting styles are associated with different child outcomes and the authoritative style is generally linked to positive behaviors such as strong self-esteem and self-competence. However, other important factors including culture, children's perceptions of parental treatment, and social influences also play an important role in children's behavior.

SOME THINGS TO PONDER...

Fill in the blanks and see what you learn from your answers.

I AM A _____ PARENT.

I NEED TO BECOME A MORE _____ PARENT.

MY CHILD THINKS I AM A _____ PARENT.

I WISH MY CHILD WOULD STOP _____

I WISH MY CHILD WOULD START _____

I HOPE MY CHILD NEVER _____

I NEED TO GIVE MY CHILD MORE _____

MY CHILD'S BEHAVIOR WOULD BE BETTER IF

MY CHILD'S FRIENDS ARE _____

MY CHILD MAKES ME PROUD WHEN _____

MY CHILD DISAPPOINTS ME WHEN _____

MY CHILD'S MOOD IS TYPICALLY _____.

MY CHILD'S BEHAVIOR IS TYPICALLY _____.

MY CHILD LIKES TO _____.

MY CHILD HATES TO _____.

I WANT TO TEACH MY CHILD TO _____.

I PROVIDE A _____ ENVIRONMENT FOR MY CHILD.

MY DISCIPLINE IS _____.

OUR FAMILY IS _____.

I *HOPE* THAT SOME DAY MY CHILD WILL _____.

I *KNOW* THAT SOME DAY MY CHILD WILL _____.

Creating a Supportive Team for Your Child

Your child is more likely to succeed if he or she has many supportive adults in his or her life. How many caring adults do kids need? According to Search Institute research, the more they have, the better. Two adults are better than one. Three are better than two. Four are better than three.

- Talk with your children about the adult family members who are already important to them (such as aunts, uncles, and grandparents) as well as adults in the community and other places they spend time (school, youth organizations, faith community, and so on). If they do not know many adults, develop a plan together to expand their scope of contacts.
- Encourage the adults you know and trust to spend more time with your children. Offer specific invitations for connections based on mutual interests.
- Thank the adults who spend time with your kids. Notice those who make special efforts to be there for your children. These may include teachers, youth leaders, extended family members, neighbors, music instructors, tutors, bus drivers, and many other people in your children's lives.
- Encourage your children to seek insights from other caring adults when they are facing important questions or decisions such as getting a job, exploring higher education, working through relationships, or making financial choices.
- If your children do not have a strong network of caring adults, consider finding new activities and places they would enjoy where they could build new relationships. These may include after-school activities or community organizations.

Every child needs a supportive network in their lives that includes relatives and adults from outside the family. By making an effort to connect your kids with other caring adults, you help create a network that your kids can rely on in times of need.

Caring Relationships: Building Strong Families

The adults involved in a child's life--whether they're parents, teachers, relatives, or other caring adults--play an important role in that child's development. Building a strong network of caring adults for your children is one of the best things you can do to ensure that they grow up to be healthy, caring, and responsible.

Spending quality time together will not only strengthen your own relationship with your children, it can also encourage the creation of relationships with other adults. When you give your children the resources they need, they will enter adulthood well prepared.

Click on the links in the left menu to learn about the many different ways you can strengthen your relationship with your kids (and their relationships with others) while spending quality time together.

Did You Know?

- According to Search Institute research, only 45 percent of middle- and high-school-aged youth surveyed indicate that they have three or more caring adults (other than their parents) who they can turn to for advice and support about important questions in life.¹
- Seventy-one percent of parents surveyed say it would really help them as parents to have other adults who they trust spend time with their kids.¹
- Many adults believe they should be supporting young people and want to find ways to do so. However, they worry about offending parents, being rejected, or not having what it takes to be a friend to a young person.¹
- Nearly 3 in 10 parents surveyed report no support from any source other than their spouse or partner—not even from extended family. Nearly 60 percent have only one source of support other than their spouse or partner.

Time Together: Building Strong Families

The little things you do every day that help!



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Family Communication: An Introduction

Today's families have to deal with many issues--busier schedules, new technologies, and ever-changing day-to-day challenges are just a few of the things that you, as a parent, have to address. Fortunately, many of the issues you face can be made easier with open communication. By intentionally building good communication practices, you can ensure that your family remains strong, even when things get tough.

Did You Know?

According to Search Institute research, 70 percent of young people say they have family support. Only 30 percent, however, felt they had positive family communication. Some researchers think this represents the difference between how positively families feel toward each other and how well they actually communicate.

Connecting to Community

One of the best things you can offer any child is a strong connection to his or her community. Search Institute research indicates that kids need to have relationships with caring adults outside of their families, including neighbors, their friends' parents, program leaders, and other community members in order to grow up well.

Facts:

Only about one-third of teenagers feel that there are people in their neighborhood who care about them.¹

Research has found that when kids serve others, their Developmental Assets (the things they need to grow up to be caring, successful adults) are built.

While every community is different, there are always opportunities for your child to get involved.

Celebrating Holidays and Special Occasions: An Introduction

Which holidays does your family look forward to most? Holidays and special occasions—when they work well—bring families closer together. Even holidays that aren't perfect can be transformed into ones that are meaningful.

Did You Know?

Families who celebrate special occasions are more likely to raise kids who have a strong sense of identity, are healthy, have close ties to family members, and succeed in school.

The more meaningful older teenagers felt their family rituals were, the more likely they were to have a strong sense of themselves and be able to handle the stresses of going to college freshman year.²

Families who share the preparations for a family holiday are more likely to continue traditions. In too many families, one female (typically between the ages of 40 and 59) does all the work.

Parenting More Than One Child

What's The Secret to a Peaceful Household?

While many of the same principles apply to both single-child and multiple-child parenting, there are several issues that parents of one child don't have to deal with. Not only will you have to manage your relationships with multiple children, but you'll also have to help your children relate to each other. Sometimes you'll deal with rivalries, arguments, and fights . . . and sometimes you'll have two inseparable best friends. That's the nature of parenting siblings. And while it can seem like a really tough job, it can also be very rewarding. Whether you have 2 kids or 10, many of the principles remain the same. Raising siblings, just like raising a single child, takes patience, commitment, a strong support network, and a lot of love. Keep reading to find ways to improve your relationships with your children, as well as improve their relationships with each other.

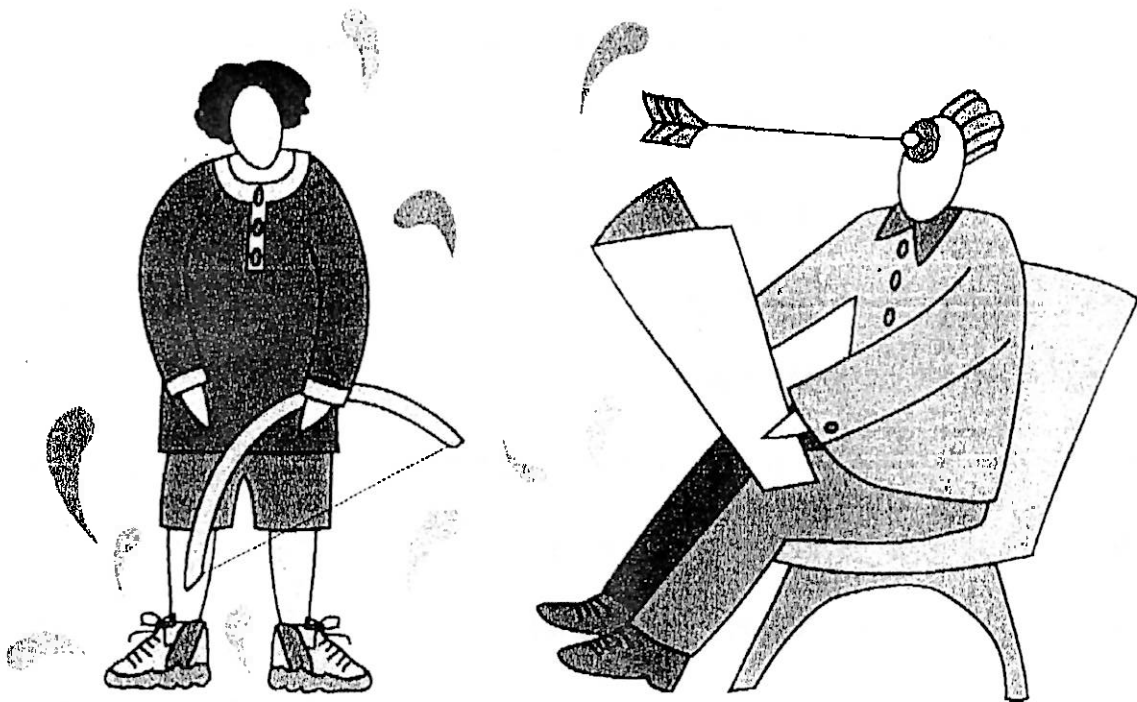
Did You Know?

Among parents with three or more children, 65 percent say that sibling rivalry makes their job more difficult.¹

Sibling relationships can be one of the closest and most intimate relationships a person has throughout his or her life.

Building Strong Families

How to Discipline



by Mary Gosche
Adapted January 2000

Further adapted and simplified by Gail Rice, Literacy Specialist, December
2002

What is Discipline?

Let's think about discipline. Remember that young children are **not** small adults. You always need to think of your children's needs.

What do you think the purpose of discipline is? (Write your answer below.)

Children can keep many things in mind when they decide what is best to do. Teachers think that discipline helps children learn from experience. Then they can make better decisions.

Discipline is a way to correct and teach a child. Discipline deals with a child's actions. It should not make a child feel like a bad or worthless person. Discipline tells a child:

- what you do not want the child to do
- why you do not want him to do it
- what you do want him to do

Discipline tells a child how you feel about what she has done. If you are angry, you can tell your child, "*I feel angry about*

_____."

But your child should know that you love her even when she does things that make you angry. Always tell your child, "*I love you--just the way you are.*"

Notice that the punishments did not relate to what the children did wrong, and they did not teach them what to do. They may have made the children feel that they were bad.

Activity—Looking at My Parenting

A good parent does these things:

“Good” things I do as a parent are:

- 1.
- 2.
- 3.
- 4.

Punishments, threats, lectures, bribes and rewards might give quick results, but something is lost in the quick fix.

What could I do differently as a parent? How can I improve?

- 1.
- 2.
- 3.
- 4.

How to Carry Out the Discipline Methods

CHANGE THE CHILD'S FOCUS. Help children go to another activity or toy. This lets children get away from what they should not be playing with and still gives them something to do.

REMOVE TEMPTING THINGS AND CHANGE SITUATIONS. Move some things in your home so your child cannot reach them. This helps to keep your child safe and prevents breaking things. Also, watch for situations that might cause your child to misbehave. Try to change things or step in before that happens.

REMOVE THE CHILD FROM THE ACTIVITY. When a child cannot follow rules, fights, or is mean to others, it is best to take the child away from the activity.

ENCOURAGE THE CHILD. Encouragement is helpful for children of all ages! Encouragement works better than praise. Praise judges the person, while encouragement talks about the actions.

Note the difference between praise and encouragement

PRAISE

I'm so proud of you.

Good work!

ENCOURAGEMENT

I bet you feel good about finishing your work!

You must be proud of yourself.

It looks like you were working hard.

You must have enjoyed doing that.

A.C.T.

Acknowledge feelings. Let the child talk about his/her feelings. Tell the child that you understand how he/she feels. "I can see that you are angry about that."

Communicate limits. State the rule that the child must follow. "The rule is that we do not hurt animals or people."

Target two choices. Tell the child two things that he or she can do, and let the child choose. If you do this, both choices must be okay. For example, if your child kicks the puppy, you can offer her two choices: "It hurts the puppy when you kick him. Would you like to kick a ball or play with the puppy?"

ALLOW SOME GIVE-AND-TAKE. Parents and children need to really listen to each other. When you listen to your children, it helps them listen to you even when they don't want to. Listening helps both of you understand each other. Then one or both of you might be willing to give in a little. You will be more likely to agree on rules and consequences.

AGREE AND SHAKE HANDS ON IT!

When you talk and listen to each other, you and your child can find things to agree on. Then you can make a contract. Write down what you can agree on. Then both of you can sign it. Finally, you can shake hands on it! For example:

Problem: Jimmy's room is dirty.

Agreement: Jimmy will clean his room on Saturday.

Rewards/consequences: If Jimmy cleans the room, he can go to the movies on Saturday. If he doesn't clean the room, he can't go to the movies.

(Jimmy and Mom sign the sheet and shake hands on it.)

18 Ways to Avoid Power Struggles

By Jane Nelsen



Power struggles create distance and hostility instead of closeness and trust. Distance and hostility create resentment, resistance, rebellion (or compliance with lowered self-confidence). Closeness and trust create a safe learning environment. You have a positive influence only in an atmosphere of closeness and trust where there is no fear of blame, shame or pain.

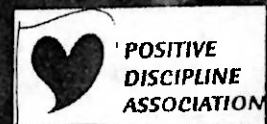
IT TAKES TWO TO CREATE A POWER STRUGGLE. I have never seen a power drunk child without a power drunk adult real close by. Adults need to remove themselves from the power struggle without winning or giving in. **HOW?**

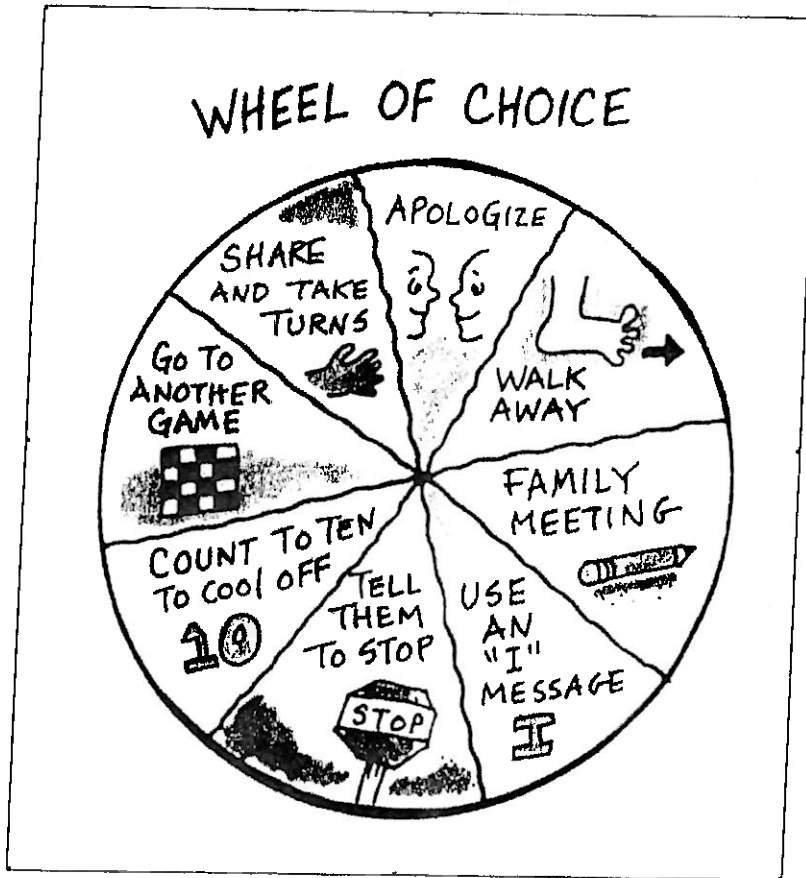
The following suggestions teach children important life skills including self-discipline, responsibility, cooperation and problem-solving skills instead of "approval junkie" compliance or rebellion. They create a win/win environment.

1. **Create routines.** Get children involved in the creation of routines (morning, chores, bed-time). Let them cut pictures from magazines (or take photos of them doing each task) to create a routine chart, which then becomes "the boss." ("What is next on our your routine chart.")
2. **Make a "Wheel of Choice" together.** Draw a big circle and divide into wedges. Brainstorm lots of solutions to problems. Let children draw or cut out pictures for each solution. During a conflict, invite children to pick something from the wheel that would solve their problem.
3. Put the problem on the **family meeting agenda** and let the kids brainstorm for a solution. Kids are more likely to cooperate when they are involved in the solutions.
4. **Positive Time Out.** Create a "nurturing" (not punitive) time out area with your children. Then ask, "Would it help you to go to our time-out area?" If they say, "No," ask, "Would you like me to go with you?" If they still refuse, model the value by saying, "Then I think I'll go." Follow-up (not always required) by helping children explore consequences through using the following suggestion.
5. **Ask what and how questions:** What happened? How do you feel about what happened? What ideas do you have to solve the problem? (This does not work at the time of conflict, nor does it work unless you are truly curious about what your child has to say.)
6. **Listen:** Stop talking and listen. Use reflective listening. Reflect back what you heard to see if you are getting it. Use active listening. Try to understand not only what your child is saying, but what she means. If you are right, the child will feel understood and will feel relief.

Based on the Positive Discipline books and materials written by Jane Nelsen and Lynn Lott

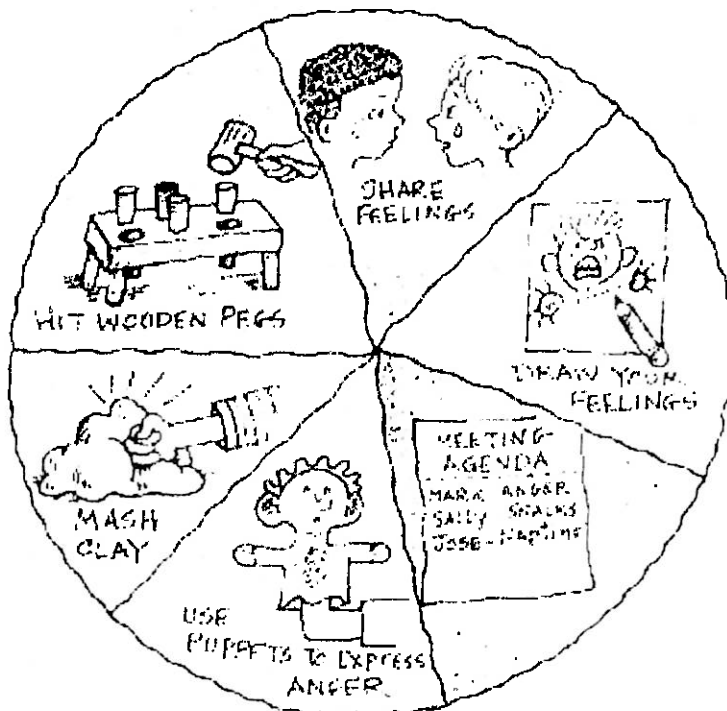
Positive Discipline Association, www.positivediscipline.org





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- A. Program Content: 1 2 3 4 5 6 7 8 9 10
- B. Format of Course: 1 2 3 4 5 6 7 8 9 10
- C. Overall Rating of Course: 1 2 3 4 5 6 7 8 9 10

PLEASE RATE THE INSTRUCTOR ON A SCALE OF 1-10 WITH 10 BEING THE HIGHEST

- A. Preparation: 1 2 3 4 5 6 7 8 9 10
- B. Knowledge: 1 2 3 4 5 6 7 8 9 10
- C. Rapport w/Students: 1 2 3 4 5 6 7 8 9 10
- D. Overall Rating of Instructor: 1 2 3 4 5 6 7 8 9 10

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