



A Quick Preview of Parents Toolshop[®] Programs

for Potential
Program Sponsors

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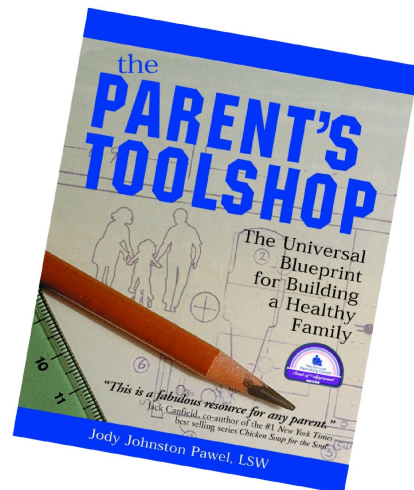
Parents Toolshop®

bases EACH

Parent Education Program

on

*The Parent's
Toolshop® :
The Universal
Blueprint® for
Building a
Healthy Family*



Ever wish children came with instructions? Now they do!

Here is every tool you need to learn the special *language* and *actions* of effective parenting—from toddlers to teens and beyond. This definitive guide was researched and developed over 15 years and proven successful in more than seven years of field tests. It's teeming with the best of the best—more than 100 highly practical parenting skills in a step-by-step, easy-to-use format. These are solutions that *work*, everyday, at home, at day care and in the classroom.

You'll learn how to ask yourself three simple questions...
to find your *own* ideal solution to *any* parenting challenge, including:

sibling squabbles	allowances	morning delays	homework
picky eaters	power struggles	messy rooms	dating
temper tantrums	bullies	chores	driving
bedtime hassles	lying	sassy, smart-mouthed kids	curfew
	friendship fall-outs	A.D.H.D.	

**"Strangers come up to me on the playground and ask,
'Where did you learn to talk to your kids like that?'"**

Carolyn McDermott,
Mother of three children

Praise from parenting professionals

"The proven principles and practical examples within this tremendous book are a phenomenal resource for parents to turn to again and again. This toolshop is definitely one-stop shopping."

Dr. Stephen R. Covey
author of *The Seven Habits of Highly Effective Families*

"An innovative way to choose helpful responses to almost any problem, including those in adult relationships! Most important, Pawel's advice is positive and trustworthy. I highly recommend it."

Jane Nelsen, Ed.D.
author of the *Positive Discipline* book series

"A comprehensive and valuable resource for parents, teachers, counselors—anyone who works with children. A must for every parenting library."

Barbara Coloroso
author of *Kids are Worth It!* and *Parenting with Wit and Wisdom in Times of Chaos and Loss*

"*The Parent's Toolshop* is wonderful. It's psychologically sound and should enhance and support most other parenting programs. Any parent should profit from its advice and techniques."

Jim Fay
author of *Parenting With Love and Logic*

"Wow! This book is packed with wise and practical ideas for almost every parenting challenge you could imagine. And through it all runs Pawel's warm message of love and respect for parents and children alike."

Martha Farrell Erickson, Ph.D.
Director of the Children, Youth & Family Consortium—University of Minnesota

**Every day is a new chance to be a better parent.
This book takes you there.**



Jody Johnston Pawel, LSW, is a second-generation parent educator with more than 20 years of experience. She is the founder of The Family Network, a nonprofit parent-to-parent group. As president of Parent's Toolshop Consulting, Ltd., she provides training programs and writes advice columns and educational materials for parents and family service professionals in her uniquely entertaining and informative style. Jody was also the assistant producer and on-air child care expert for the Emmy Award-nominated *Ident-a-Kid* television series. Throughout the U.S. and Canada, she is a frequent guest on radio and TV talk shows, and her advice is regularly quoted in newspapers and magazines.



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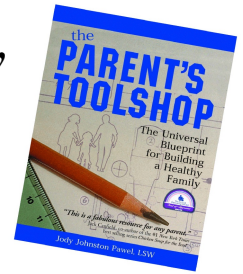
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The Parent's Toolshop® : ***The Universal Blueprint® for Building a Healthy Family*** by Jody Johnston Pawel, LSW, CFLE



Did You Know . . .

THE PARENT'S TOOLSHOP'S UNIQUE UNIVERSAL BLUEPRINT® DECISION-MAKING MODEL

- Is a *universal plan* for effective parenting and delivering quality parent education programs.
- Teaches parents to think for themselves and plan *individualized* solutions that meet their family's needs.
- Allows parents and parent educators the freedom to express their *unique personal style*, while using the Universal Blueprint® and its tools as a foundational guide.
- Meets all 8 “underlying principles” of the National Extension Parent Education Model (NEPEM)
- Is a handy resource for custom-designing programs of various formats and for various settings.
- Is effective with diverse populations and has been implemented in all the “settings and population groups” suggested in the NEPEM.

THE PARENT'S TOOLSHOP'S CONTENT

- Teaches all 29 of NEPEM's “critical parenting practices.” The book teaches 25 and Toolshop® classes teach 4
- Is based on sound theoretical principles that were tested for evidence of long-term effectiveness.
- Is a one-stop resource that combines select teachings of dozens of authors you respect and trust, including: Ames/Ilg, Coloroso*, Covey*, Curran, Dinkmeyer & McKay, Dreikurs, Ekman, Ellis, Faber/Mazlish, Fay*/Cline, Gordon, Kohn, Nelsen*, Popkin . . . and more!
- Is practical and user-friendly. Each chapter defines terms, summarizes philosophy, describes how/when to use each skill, applies the skills in situations involving children ages 1-18 and provides practice exercises.

THE PARENT'S TOOLSHOP'S EVALUATION METHODS

- Utilize multiple evaluation methods, including a pre/post outcome-focused skill assessment tool.
- Meet United Way mandates and Matthews & Hudson's 2000 standards for parent training evaluations.
- Provide direct and indirect evaluations of quantitative, qualitative, process and outcome measurements.
- Can be adapted to measure outcomes for other skill-based prevention programs.

THE PARENT'S TOOLSHOP® INSTRUCTOR TRAINING PROCESS

- Is a multi-step training process that assures consistent quality programming.
- Was developed by and is overseen, evaluated and revised by a Standards & Practices advisory committee.
- Teaches 75% of the knowledge and skill areas the University of North Texas identifies as “Core Competencies” all parent educators need to know. Professionals with related degrees and resource management training meet all 77 areas.
- Teaches skills in effective parenting, group facilitation, ethics, program development and marketing.
- Provides certified instructors with ongoing support, resources and networking with other parent educators.
- Is non-exclusive. Instructors can supplement programs with any resources having consistent teachings.

For more information, visit the Parent's Toolshop® website at www.ParentsToolshop.com or call toll-free 1-866-PARENT8 (727-3688).

* Authors with asterisks next to their name have endorsed *The Parent's Toolshop®* book.

THE PARENT'S TOOLSHOP® : **The Universal Blueprint® for Building a Healthy Family**

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THIS ONE-STOP RESOURCE SAVES YOU TIME, MONEY AND FRUSTRATION

No longer do you need to spend hours reading dozens of resources to find the skills and solutions you seek. This author has done the research for you! She spent over ten years researching hundreds of resources to put the best parenting advice at your fingertips. There are new ideas you've never heard and techniques that have worked for generations. Gone is the inaccurate, unhelpful, confusing and contradictory advice that detours your progress. Seven years of field testing by thousands of parents from all walks of life and family-service professionals resulted in statistically significant improvements in parenting skills. From toddlers to teens and beyond--these are solutions that work, every day, at home, at day care and in the classroom--and they will work for you, too!

PARENTAL LOVE MAY COME NATURALLY, BUT EFFECTIVE PARENTING SKILLS ARE LEARNED!

The Parent's Toolshop® is like a self-paced workshop, taught by a parenting expert, in the comfort of your own home. Step by step, you'll learn how to build a healthy family by using the special language and action toolsets of effective parenting:

COMPREHENSIVE YET EASY TO READ, THE PARENT'S TOOLSHOP® ENLIGHTENS, INFORMS AND ENTERTAINS

You'll feel like the author is sitting next to you on your couch, explaining even complicated concepts in simple terms. When you need to SEE an idea, look at the simple visual graphics that crystalize concepts in your mind. Hear real-life stories from the author and other parents' lives that will make you laugh, cry . . . and think.

You'll learn exactly what to say and do as the author applies the skills to the most common challenges parents face. You'll even get a chance to practice what you've learned so you remember and use it to your full potential. Once you finish reading *The Parent's Toolshop*®, you'll find yourself referring to it again and again for quick problem solving.

If you have a specific challenge, refer to the cross-referenced index of over 1,000 entries to find the hints and suggestions you need for a speedy and effective solution. When a crisis hits, simply open the back cover, where you'll find key tools from the entire book summarized on one page.

THE PARENT'S TOOLSHOP® INCLUDES:

- ✓ Full-color paperback binding that's durable
- ✓ True stories from the author and other parents
- ✓ Cartoons commissioned from Mick Wells
- ✓ Graphic illustrations so you can see the ideas
- ✓ Special topics like fears, ADHD, and lying
- ✓ Glossary of *The Parent's Toolshop*® terms to help you remember what you learned
- ✓ Topic index for easy reference when problem solving
- ✓ Tips for applying the Universal Blueprint® in adult relationships
- ✓ Tips for tots and teens so you can use the tools with children of any age
- ✓ Practice exercises with detailed answers that address hundreds of common parenting problems

*** AWARDS:**

- Winner of the 1999 & 2000 "National Parenting Center's Seal of Approval"
- 2000 Top-Three Finalist for Publishers Marketing Association's Highest Award: The Bill Fisher Award for Best First Book by a New Publisher
- Honorable Mention from 2001 *Writer's digest* Self-Published Book Awards

Parents Toolshop[®]
offers

Custom-Designed
Parent Education
Programming

Mix & Match
from our most popular programs
OR
we'll design one to suit *your* needs

Dynamic, Interactive, Educational Services

Parents Toolshop® programs teach practical ways to improve *any* relationship. Sponsor or attend a workshop for parents, teachers, couples, counselors, early childhood educators, parent educators, organizational leaders or staff. Let us inform and entertain *your* staff or clientele.

We base all our programs on the award-winning book, ***The Parent's Toolshop® : The Universal Blueprint® for Building a Healthy Family***, which teaches 100+ tools and offers suggestions for resolving thousands of common parenting challenges -focused "toolsets":

PREVENTION TOOLBOX

Foundation-Building Toolset
Using The Universal Blueprint®
Self-Esteem Toolset
Cooperation Toolset
Independence Toolset

CHILD PROBLEM TOOLBOX

F-A-X Listening Toolset
Problem-Solving Toolset

PARENT PROBLEM TOOLBOX

Keep Your Cool Toolset
Clear Communication Toolset
PU Toolset (Unintentional Misbehavior)
PO Toolset ("On Purpose" Misbehavior)
Discipline Toolset

MAINTENANCE TOOLBOX

Family Council Toolset
Three C's: maintaining Consistency,
handling Criticism, increasing
Confidence

PARENTING WORKSHOPS

T.I.P.S. (Tools for Improving Parenting Skills) SERIES*

Our popular "full-length" comprehensive training programs are usually a consecutive 6-8 week skill-building series that ranges from 12-18 hours. Certified Toolshop® Group Facilitator instructors lead group discussions about *The Parent's Toolshop®* readings and conduct experiential practice and individual problem-solving activities. Each T.I.P.S. series applies the Universal Blueprint® and its practical parenting skills to the unique problems and developmental issues of the parents attending and of children in the focused age range.

- ▶ T.I.P.S. for Tots (for parents of children 1-5)
- ▶ T.I.P.S. for Tweens (for parents of children ages 6-12)
- ▶ T.I.P.S. for Teens (for parents of teens ages 13-18)

Custom-Designed Topic Presentations

Our "Quick Tours" are shorter programs (usually two-hours) that provide an overview or topic focus. A certified Parent's Toolshop® instructor can custom-design programs to meet the specific needs of the participants. Here are just a few possible topics

- Introductory overview of *The Parent's Toolshop®*
- Detailed focus on one or more "toolsets" or index topics from *The Parent's Toolshop®*
- Situation-focused (bedtime, siblings)
- Disciplining with Gospel Values
- Special Needs children
- Single parenting
- Blended families and step-parenting
- Parenting Children with ADHD
- Foster Parenting
- Parenting After Divorce
- Staff training

Secret Recipe for Parenting Success Lunchtime Series

We've grouped the Universal Blueprint's toolsets into six topic-focused workshops to provide a condensed version of the T.I.P.S. series. The schedule offers the flexibility of attending one or as many sessions as parents want. This format works great for business-lunch settings and working parents.

- *Blended or Tossed? Which Is Your Parenting Style?* Setting Parenting Goals ~ Choosing Your Parenting Style ~ Parenting as a Team
- *Children's Menu: How to Really Listen to Your Child.* Communication Barriers ~ Guiding Without Taking Over ~ F-A-X Listening
- *Getting Cooperation Without Squeezing the Juice out of Your Kid!* Cooperative Attitudes ~ Preventing and Diffusing Power Struggles ~ Motivating without Bribes
- *Take the Bite out of Discipline!* Punishment versus Discipline ~ The Four R's of Discipline ~ Effective Discipline Tools
- *The Recipe for Preventing and Resolving Problems.* Balancing Logic and Emotion ~ Identifying Problem Types ~ Nobody Said Parenting Was Easy
- *Parents' Choice: A Brainstorming Buffet.* Open Topics ~ The Questions You Most Want to Ask ~ The Ideas You Most Want to Share

Secrets for Empowering Any Parent--or Child*

Finally! An easy, step-by-step, no-fail formula for helping parents find their own ideal solution to any challenge. You get practical solutions to use, model and teach effective parenting skills for life! You can use these tools every time, every day, with tots, teens and in between. Attend this one- or two-day workshop.

PROFESSIONAL TRAINING WORKSHOPS

Sponsor or attend a custom-designed workshop for . . .

- Foster parents
- Early Childhood Educators
- Teachers
- Social service professionals
- Protective Service professionals
- Discussion group leaders
- Anyone who works with parents or lives with children!

Most popular topics for caseworkers and social service professionals are:

- Take My Advice! Guidelines for Assessing and Advising Parents
- E.S.P. (Effective Single Parenting) For Single, Divorced and Widowed Parents
- Skills and Strategies for Working With Parents of Limited Cognitive Functioning
- Building a Bridge to Healthy Relationships With Parents

Most popular topics for Foster Parents are:

- Save Your Stars! Fostering Internal Motivation, Cooperation and Self-responsibility, While Building Self-Esteem
- Get the F-A-X: Listening, Problem-solving, and Communication Skills That Empower Children — *for Life*
- No More Gray Lines: Clear Guidelines about Misbehavior and Discipline Now Revealed!
- Keep Your Cool — Even When Kids are Erupting
- Get Cooperation — Without Squeezing the Juice out of Kids
- Developmental Stages & Effects of Abuse/Neglect
- What's the Foundation of Your Parenting? Understanding Parenting Styles and Tips for Parenting as a Team

Staff Training: Your Team Can be One Big (Happy) Family

That's right . . . Family! From hair-raising tensions, competition, jealousy and power plays to the rich rewards of cooperation, productivity and achieving common goals. This "Business Toolshop®" offers the Universal Blueprint's acclaimed problem-solving system, which has been quickly adopted by business owners, managers, non-profit directors and more with the same astonishing results ... at work and at home! It's completely compatible with human resource programs you're already using.

* These programs have received pre-approval for Continuing Education Units from the Ohio Social Worker, Counselor and Marriage & Family Therapy Board and Certified Family Life Educator of the National Council on Family Relations.

Bring our nationally acclaimed programs to *your* location with a quick call to Jody Pawel 937-748-4541.

Samples

- Comprehensive Series:

- 6-12 weekly sessions cover nearly all topics
- Participants have access to *The Parent's Toolshop*® book
- Sponsor chooses age- or issue-focus
- Interactive format:
 - discuss readings
 - practice skills
 - fun, interactive activities
 - individualized problem-solving
- Utilizes comprehensive pre-post skill assessments (pre- assesses actual skills, post assesses actual skill improvement)
 - Class-wide statistical reports provided
 - Individualized participant progress reports provided
- “Graduation” certificates issued to participants to attend 75%, actively participate and apply skills.

THE PARENT'S TOOLSHOP®

6 WEEK SCHEDULE

<u>SESSION</u>	<u>DATE</u>	<u>CHAPTER TOPIC</u>
1	9/23/08	CHAPTER 1: A QUICK TOUR OF THE PARENT'S TOOLSHOP® CHAPTER 2: FOUNDATION-BUILDING TOOLSET CHAPTER 3: USING THE UNIVERSAL BLUEPRINT®
2	9/30/08	CHAPTER 4: SELF-ESTEEM TOOLSET CHAPTER 5: COOPERATION TOOLSET
3	10/7/08	CHAPTER 6: INDEPENDENCE TOOLSET CHAPTER 7: LISTENING TOOLSET CHAPTER 8: PROBLEM-SOLVING TOOLSET
4	10/14/08	CHAPTER 9: KEEP YOUR COOL TOOLSET CHAPTER 10: CLEAR COMMUNICATION TOOLSET
5	10/21/08	CHAPTER 11: UNINTENTIONAL MISBEHAVIOR TOOLSET CHAPTER 12: "ON PURPOSE" MISBEHAVIOR TOOLSET
6	10/28/08	CHAPTER 13: DISCIPLINE TOOLSET CHAPTER 14: FAMILY COUNCIL TOOLSET (OPTIONAL) CHAPTER 15: 4 C's: CONSISTENCY, HANDLING CRITICISM, CONFIDENCE, CLOSING

COOPERATION TOOLSET

PREPARATION:

Time needed: allow at least 1 hour for this section.

Supplies needed: A flip chart.

(Any supplies needed for interactive exercise.)

OUTLINE: (Parents to turn to Summary Sheet, page 134)

- * Can use an interactive exercise first and make following points when processing exercise.
Possible exercises to use: "You can't make me!" "Mismatched Tools," "House of Sticks."

Cooperation versus Obedience (use flip chart)

- *Difference between cooperation and obedience*
- *Why would children cooperate?*
- *What are the long-term risks of demanding obedience?* Blind obedience, power struggles, lack of skills, many of the same answers as the difference between autocratic and democratic.

Cooperation Tools

Bribery and behavior charts (page 117-120)

If it is a class for parents of younger children, be sure to cover this.

Plan Ahead

- * *Parents of young children, emphasize describing desired behavior for various settings.*
- * *Parents of teens benefit from planning ahead and getting agreements before problems arise.*
Remind them to get *specific* agreements and then clarify the agreement.

Choices within limits. Review guidelines:

Both choices must be acceptable. Define the difference between a fair choice and a threat.

If they don't have a choice about "if," give a choice about "when" or "how."

Don't say "Don't"

- * *If your class is for parents of younger children, emphasize learning styles (seeing, hearing, doing).*
- * *If your class is for parents of tweens or teens emphasize preventing power struggles and testing.*

No "No's"

- * *For parents of toddlers, talk about preventing/defusing the "no" stage.*
- * *Toddlers and teens have similar developmental issues: independence and doing for/by themselves.*
- *Review positive ways to set limits.*

If time, cover other points:

Rules for setting rules.

Briefly comment on: Humor & Kid-friendly (Only cover kid-friendly with parents of tots.)

Routines

- * *Parents of young children:* Emphasize the importance of starting young.
- * *Parents of older kids and teens:* plan routines in family meetings. Kids follow through better.

Practice exercises: (page 135 and/or parents can brainstorm situations from home)

* Parents often want to get into discipline in this session. "What if they still won't do what I tell them?" Only crack open this can of worms. "How can you use Cooperation tools for discipline?" New focus of choices? Choice to experience outcome? Use choices, not threats.

SUMMARY SHEET COOPERATION TOOLSET

AVOID BRIBES

PLAN AHEAD ☆☆☆☆

OFFER CHOICES ☆☆☆☆

Give choices for when and how.

DON'T SAY "DON'T" ☆☆☆☆

Describe what they can do.

NO NO'S ☆☆☆☆

Give a conditional 'yes.'

Offer an alternative.

State a reason.

Give information.

Recognize feelings.

Save "no" for dangerous issues or emergencies.

USE HUMOR ☆☆☆☆

MAKE IT CHILD-FRIENDLY

BE POLITE, BUT DON'T PLEAD

FOLLOW RULES FOR SETTING RULES

Use general, simple, positive terms that state your bottom line.

ESTABLISH ROUTINES

SAMPLE "Summary Sheet" from *The Parent's Toolshop® : The Universal Blueprint® for Building a Healthy Family*, Jody Johnston Pawel, LSW, CFLE, ©2000 Ambris Publishing

PRACTICE EXERCISES

SAMPLE excerpt from *The Parent's Toolshop*®

(Possible answers are at the end of the chapter.)

- A. **Choices.** Find a way to offer choices within limits in these situations.
1. Your toddler wants to play in the sand box in his good clothes.
 2. Your preschooler resists having her hair washed.
 3. Your elementary school-aged child needs to work on a book report.
 4. Your preteen wants to plan a party.
 5. Your teenager is trying to decide where to apply for jobs.
- B. **Don't Say "Don't."** Flip these negative orders into positive requests.
1. "Quit pulling the dog's tail."
 2. "Don't run away from me in the store!"
 3. "Quit being so bossy!"
 4. "Stop teasing and calling people names! It's not nice."
 5. "Don't be late!"
- C. **Personal Application.** List three things your children do that you tell them to "stop" or say "don't." Now say each with positive words.
- D. **No "No's."** Write an alternative to saying "no" in the following practice situations. Your choices are:
- | | |
|-----------------------------|---------------------------------|
| a. Give a conditional "yes" | d. Recognize feelings |
| b. Give a reason | e. Offer a positive alternative |
| c. Give information | |
1. "Can we go out to eat tonight?" (You don't have the time or money.)
 2. "Can I borrow the car?" (The last time the car was returned with an empty gas tank.)
 3. "Can I go to the park with Tom and John?" (You are concerned about three 10-year-old boys walking through the woods to the park.)
 4. "Can you take me to the library to do research for my book report? It's due tomorrow." (You don't have time tonight, but would have, had you known sooner.)
 5. "Can I have this toy?" (You are in the toy store shopping for someone else.)
- E. **Personal Application.** List three things your child might ask for and to which you would say "no." Now, word your refusal with positive words instead.

Activity for the Week

Practice using these tools at home for one week. Then list a situation (or more, if applicable) where you are having difficulty in getting your child to cooperate. Now review the summary page to see if there are any tools you could use in that situation.

Samples

- **Topic Programs:**
 - Overview or Focused Topic
 - One-time or Multiple Session Series
 - Sponsor chooses Issue/Topic focus
 - Sponsor chooses Child-age focus
- Participants use handouts developed from *The Parent's Toolshop*® book
- Interactive format:
 - instructor presents concepts
 - group discusses
 - practice skills
 - fun, interactive activities
 - individualized problem-solving
- Utilizes topic-focused pre-post skill assessments for each session (assesses actual skills pre and desired skills post)
 - Class-wide reports for each session
 - No Individualized participant reports
 - No graduation certificates, only Verification of attendance

THE SECRET RECIPE FOR PARENTING SUCCESS

The Top 10 Ingredients
for Skillfully Responding
to ANY Parenting Challenge



Co-sponsored by
**Parents
Toolshop®**
Consulting, Ltd.
&
**WPAFB Chapel
Family Life
Center**

Evening family time is hectic, so I'm offering a **daytime parenting series** during your lunch break — for about the price of a lunch entree! **I discovered a secret recipe for preventing many common parenting challenges and effectively responding to any problems which do arise.** I've cooked up some fun activities to help you learn the formula only I teach — that uses all the skills parents need and has been proven effective with thousands of parents nationwide for over 10 years — although there are families who have used these skills for generations! **I promise you'll get practical solutions any parent can use every time, every day — with lasting results!**

YOUR TEN-COURSE MENU

SAMPLE flyer

Thurs. 2006 ~ limited to 30 seats/session

- 9/14 BLENDED OR TOSSED? WHICH IS YOUR PARENTING STYLE?** Set Your Parenting Goals ~ See a "Parenting Style Show" ~ Improve Teamwork with Your Parenting Partners
- 9/21 THE "NO-LONGER SECRET" RECIPE FOR PREVENTING AND RESOLVING PROBLEMS.** Ask 3 Questions and take 5 Steps to Plan an Effective Response to ANY parenting problem.
- 9/28 NUTRITIOUS APPETIZERS THAT BOOST SELF-ESTEEM AND AVOID OBESE EGOS.** Give a "D.I.P." to Increase Children's Confidence and Resistance to Peer Pressure — Without Creating "Praise Junkies."
- 10/5 GET COOPERATION WITHOUT SQUEEZING THE JUICE OUT OF KIDS!** Motivate Children Without Bribes ~ Prevent/Diffuse Power Struggles ~ Get Quick Change and Long-term Results
- 10/12 SERVE UP SOME WINGS SO CHILDREN CAN LEAVE THE NEST.** Teach Children Tasks, Skills, Behaviors & Values ~ Foster Independence & Responsibility — So You Can Let Go and Trust.
- 10/19 CHILDREN'S MENU: HOW TO REALLY LISTEN TO YOUR CHILD.** Teach Children How to Responsibly Solve their OWN Problems, Including Peer, Emotional, Sibling and School Issues
- 10/26 Tame the Fire of Anger & Stress — Before You Get Burned.** Make Individualized Anger & Stress Management Plans for Parents And Children ~ Slice Sass and Back-Talk.
- 11/2 THE KITCHEN STINKS! CUT OFF "PU" MISBEHAVIOR BEFORE YOU GET "PO'D."** WHY Children Misbehave and How to Respond, Without Escalating the Problem or Giving a Payoff.
- 11/9 TAKE THE BITE OUT OF DISCIPLINE!** Use the "Four R's" of Using Discipline to Teach ~ Know the Four-Star Discipline Tools That Breed Self-Discipline ~ Avoid the Pitfalls of Punishment.
- 11/16 A BRAINSTORMING BUFFET:** A Quick Review of Family Councils ~ Using the Universal Blueprint® in Adult Relationships ~ Ask Your Burning Questions & Get Personalized Problem Solving.

WHERE: Chapel Family Life Center, Chapel Ln. (Off Spinning Rd.)

WHEN: 10 Thurs. 9/14 to 11/16, 2006. 12 noon to 1:00 p.m. (Child care provided. Call 937-904-8055 for info.)

COST: \$10 per session. 50% discount for WPAFB staff, military & families! (More discounts on web.)

REGISTER: Call 937-748-4541 or on-line at: <http://www.ParentsToolshop.com/HTML/SecretRecipeRegister.htm>

Continuing Education Training hours for foster parents and Child care providers. Must pre-register!

The Featured "Chef": Jody Johnston Pawel, LSW, CFLE, a second-generation parent educator who has trained thousands of parents nationwide the past 25 years in her uniquely entertaining and informative style. She's the author of dozens of articles and publications, including the award-winning book, *The Parents Toolshop®*. As an internationally-recognized parenting expert, newspapers, magazines and radio/TV talk shows regularly quote her advice.

HOT LUNCH PARENTING TOPIC

Monthly Discussion Group

Sponsored by Lexis-Nexis Spirit
Committee
featuring



Jody Johnston Pawel, LSW, CFLE is a second-generation parent educator and president of Parent's Toolshop® Consulting. She is the author of 100+ resources for parents and family life professionals, including her award-winning book, **The Parent's Toolshop®**. (See them at www.ParentsToolshop.com.) For over 25 years, Jody has trained parents and professionals through her dynamic presentations. As an internationally-recognized parenting expert, publications like **Parents** magazine and radio/TV talk shows regularly quote her advice. Jody currently serves as the online parenting expert for Cox Ohio Publishing's mom-to-mom websites and also serves on the Advisory Board of the National Effective Parenting Initiative.

Second Tuesday of each month: Sept. 2007 to June 2008, Noon to 1 p.m.

Come prepared to ask questions, actively discuss hot topics of interest to all parents and share **your** creative ideas and solutions. Jody will provide handouts and tips articles and facilitate the discussion.

- SEPT 11, 2007: Back-To-School Issues (Getting Back Into the Routine, After-School Care Decisions, When Can Kids be Home Alone?)
- OCT. 9, 2007: Homework Hassles (Why children don't do their homework and what to do about it.)
- NOV. 13, 2007: Have Happy Holidays instead of Holiday Hassles (Shopping with kids and the "Holiday Gimmees" (buying, giving, receiving, traditions)
- JAN.8, 2007: Morning delays (Getting kids up, dressed, fed, and out the door on time.)
- FEB. 12, 2007: Bedtime hassles (Getting kids to bed, asleep and staying there.)
- MAR. 11, 2007: Getting Back Talk? Let's Talk (Preventing and responding to sassy, rude children)
- APR. 8, 2007: Why Kids Lie & How to Teach Truthfulness
- MAY 13, 2007: Preventing and Solving Sibling [and Peer] Conflicts
- JUNE 10, 2007: Healthy Ways for Children to be involved in competition, sports, and extra-curricular activities (What is "Healthy" and "Unhealthy" competition, How many extra-curricular activities are too many? How children maintain balance and reduce extra-curricular stress.)

*** Topics are subject to change based on participants' feedback and suggestions.**

WHERE: Lexis-Nexis Auditorium ####

COST: \$10 per session. (Discount for registering for entire series)

REGISTER: Call Michelle Jackson at 937-865-6800 ext. 59433

The Parents Toolshop® is unique and different than other parenting books I have read because it presented a comprehensive plan. It didn't tell me just what to do, but how to do it and in context with everything else. The class has made a huge difference in my life. -- Phil Jones, Lexis-Nexis employee

Each
Program
Provided
By

Parents
Toolshop[®]

Can Include
**Outcome-focused
Parenting
Skill Assessments**



FIELD-TEST RESULTS OF *THE PARENT'S TOOLSHOP*®

The Parent's Toolshop® is one of the few parenting programs that already has an “outcome-focused evaluation” developed specifically for it. This feature is a new mandatory requirement for funding parenting programs through grants and the United Way. Most parenting programs/curricula are scrambling to pull together such an evaluation, but the United Way of Greater Dayton (OH) developed such an evaluation tool for *The Parent's Toolshop*® in 1992, long before this mandate began. This helps *The Parent's Toolshop*® rise to the “top of the heap” of parent education materials and is a valuable selling point for potential buyers who might purchase *The Parent's Toolshop*® to use as a parent education curriculum.

From 1992 to 2002, 7 instructors provided training programs based on *The Parent's Toolshop*® to over 3000 parents of all backgrounds and over 300 family-service professionals through one program, the Families Count Project of Catholic Social Service of the Miami Valley (Ohio).

- ◆ Nearly 1300 parents participated in an eight-week parenting class in the Dayton (Ohio) area. The outcome results represent diverse populations: 50% had a total household income of < \$15,000, 69% were unemployed, and 51% were from disadvantaged populations, with 77% of those being Title XX eligible.
- ◆ Almost 1000 parents completed an outcome-focused pre/post-class parenting skill assessment specifically designed for *The Parent's Toolshop*® to evaluate knowledge and skill mastery in 11 areas:
 - ◆ Nearly 825 parents successfully graduated from the parenting class (83% graduation rate).
 - ◆ Almost 100% (99.6%) showed improvement in their parenting skills.
 - ◆ On a scale of 11 points, the average improvement in skills was 2.40 points, from below the midpoint (5.41) to the “more skillful” range (7.81). Nearly 20% scored in the highest skill range!
- ◆ In participant evaluations, 83% rated the program “excellent,” 100% rated it “good” or “excellent,” 96% said they learned new information and 100% said they would recommend the program to others.
- ◆ Of the parents who had custody of their children, 100% said they successfully used the skills with their children and 92% said they had used the skills with other children or to improve adult relationships.
- ◆ In six-month follow-up evaluations, 104 parents (36%) participated. Of those, 75% *increased* their parenting skill assessment score, with the average score being 8.96 (an *increase* of 1.15 points). Exactly 75% reported improvement in their memory and use of the skills or the quality of the parent-child relationship.

There are many parenting classes in the Dayton area and we fund most of them. Our statistics show that none have even come close to achieving the results your classes achieve on a consistent basis. — Linda Taylor, Community Initiatives Funding, United Way of Greater Dayton, Ohio

*Each year, our agency receives dozens of requests from agencies and community groups to provide Parent's Toolshop® programs to parents of all economic and cultural backgrounds. The programs are very popular and successful in achieving significant parenting skill improvement. We believe so much in this program that we regularly purchase the book for low-income parents who want to attend the program. Many of our professional staff members have also participated in a Parent's Toolshop® training and/or purchased the book. *The Parent's Toolshop*® is a helpful resource for people of all skill levels - - Ronald Eckerle, Ph.D., LISW, Exec. Dir. Catholic Social Services of the Miami Valley*

Sample Of Skill-Assessment Tools

(developed collaboratively
by *The Parent's Toolshop*[®] author
and evaluation specialist (PhD) from
United Way of Greater Dayton)

THE PARENT'S TOOLSHOP® © 1998

Parenting Skill Assessment Guidelines

SAMPLE

page 1 of 6
Skill Area 1 of 11

CLIENT NAME _____
CLASS _____
DATE OF RATING _____

PRE _____
3 OR LESS CONTACTS _____
POST _____

The parent's questionnaire has seven (7) questions that provide information on the skills you are assessing. As you read the parent's answers to each question, rate the following skills accordingly:

1. Problem ownership, listening, problem solving.
2. Encouragement, independence (teaching skills)
3. Unintentional misbehavior, independence (balancing freedom and responsibility)
4. Cooperation, intentional misbehavior (goal of power)
5. Clear Communication (and cooperation)
6. Discipline (punishment vs. discipline *and* use of techniques)
7. Anger/Stress Management skills (parent *and* child)

On the parent's pre-class assessment: rate *only* what the parent answered.

On the parent's post-class assessment: you may consider observations you made during class. If your rating includes such subjective influence, please put an asterisk (*) next to the parent's client number on the scoring grid.

1. Problem Ownership, Listening, Problem Solving

1a. Problem Ownership. Parents need to identify whether a problem is a Child Problem or Parent Problem. If it is a Child Problem, they need to "keep the ball in the child's court" and guide the child through the problem-solving process — without taking over and offering solutions. Does the parent recognize when a problem is a Child Problem? Does the parent take over Child Problems by offering solutions? If so, is the parent's advice helpful?

3 or below: a parent takes over Child Problems *and* the solutions are punishing, negative, critical, or ineffective.

4: a parent takes over Child Problems and offers solutions for how the *parent* can fix the problem.

5: a parent offers solutions to Child Problems, but the parent's advice is *somewhat* helpful.

6: a parent tries to be helpful by offering a solution, but the solution empowers the child.

7: a parent keeps the ball in the child's court by asking questions such as "what can *you* do . . ."

8: a parent acknowledges feelings *and* keeps the ball in the child's court by asking questions such as "what can *you* do . . ."

9+: a parent *identifies the type of problem*, keeps the ball in the child's court, acknowledges feelings, and explores alternatives. Higher scores indicate a parent's philosophical beliefs and use of *The Parent's Toolshop's* Universal Blueprint®.

Very Skilled	Moderately Skilled	Equally Skilled and unskilled	Moderately Unskilled	Very Unskilled
<u>Much</u> more skilled than unskilled	More Skilled than unskilled		More unskilled than skilled	<u>Much</u> more unskilled than skilled
11	10	9	8	7
		6	5	4
			3	2
				1

Sample of Forms
Used in
Comprehensive
Parenting
Series

- **Parent Questionnaire** – issue pre- and post-
 - (Sample of survey used with parents of Tots. Similar, age-focused, surveys used with parents of Tweens and Teens.)
- **Program Evaluation form** – post-class
- **Evaluation Summary** – class-wide results
- **Six-Month Follow-up Evaluation Form**
- **Individualized Report for Referring Agency** – template

PARENTING SKILL ASSESSMENT QUESTIONNAIRE
T.I.P.S. (Tools for Improving Parenting Skills)
TOTS (ages 1-6)

SAMPLE survey
page 1 of 2

NAME: _____

CLASS: _____

DATE: _____

PRE: _____ POST: _____

DIRECTIONS: Read the following parenting situations. Put yourself in the parent's place, with all the emotions you might feel. Then write what your response would be. *All answers will remain confidential.*

- ★ If you never experienced the situation, guess what you would do. If the gender or situation doesn't exactly fit your family, modify it (marking the changes on your form) so you can offer a response to a *similar* situation.
- ★ Be honest. Avoid answers that only reflect what you *think* the instructor wants to hear.
- ★ Be specific. Exactly *what* would you say or do? If you wouldn't say or do anything, say this as your answer.

Pre-class answers: Show how you would respond *before you read or learned anything in this program.*

Post-class answers: Show how you would respond to the situation if it happened *today, without* looking at the book. (Group Facilitator applicants: include the *type of problem* and steps you took, in addition to the *specific* words you would use.) Also, **answer the following question:** How much did you *read* the book throughout this class? (Check one)

- | | |
|--|---|
| <input type="checkbox"/> I read <i>all of each</i> chapter. | <input type="checkbox"/> I read <i>some</i> chapters but <i>skipped some</i> chapters altogether. |
| <input type="checkbox"/> I read <i>most of each</i> chapter. | <input type="checkbox"/> I <i>hardly read any</i> chapters or parts of chapters. |
| <input type="checkbox"/> I read <i>some of each</i> chapter. | <input type="checkbox"/> I read <i>none</i> of the materials. Reason: _____ |

1. Your child was playing on a swing set with another child. She asks the other child for a turn on the swing, but the other child yells "no!" Your child yells at the other child and tries to pull the other child off the swing. *What would you say/do?*

2. Your child enters the room and says "Look! I got dressed by myself!" Your child's clothes are unmatched, the shirt is on backwards and the shoes are on the wrong feet. *What would you say/do?*

PARENT'S TOOLSHOP® PROGRAM EVALUATION FORM

Please take a few minutes to complete this evaluation form. Your answers help us evaluate the quality of our programs and instructors and show us if we need to make any necessary improvements.

Circle the response that best describes your reactions to the program.

	Excellent	Good	Fair	Poor
c. Your overall impression				
Of the presenter(s)	4	3	2	1
Of the materials (including the book, games, handouts, flip chart notes)	4	3	2	1
d. How was the balance of presentation, interactive activities, and group discussion?	4	3	2	1
e. How would you rate your knowledge of the topic BEFORE the presentation?	4	3	2	1
6. How would you rate your CURRENT knowledge of the topic? (<i>After</i> the program?)	4	3	2	1
7. Was the presenter(s) prepared and organized?	Yes	No		
8. Was the presenter(s) style enjoyable <i>and</i> informational?	Yes	No		
9. Did you benefit from the group discussions?	Yes	No		
10. Would you recommend this program to others?	Yes	No		
11. What was the most beneficial part of the program? _____				
12. What would you change/improve about the program? _____				
13. Have you practiced the skills you learned in this program with your children? (Check one)				
___ Yes ___ No ___ My children are not in my custody				
14. Have you practiced the skills you learned in the program with other children or in <i>other</i> relationships (including adult relationships)? (Check one)				
___ Yes ___ No				

Additional comments: (Please print your name if we may use these comments for future publicity.)

PARENT'S TOOLSHOP® SIX-MONTH FOLLOW-UP EVALUATION

Please take a few minutes to complete this evaluation form. Your answers help us evaluate the quality of our programs and instructors and show us if we need to make any necessary improvements.

Circle the response that best describes your progress since you attending a Parent's Toolshop® parenting class:

	Greatly Improved	Slightly Improved	The same as at graduation	Slightly Worse	Much Worse
Since you attended the parenting class, how would you rate:					
o. Your <i>memory</i> of the skills you learned in class	5	4	3	2	1
p. Your <i>use</i> of the skills you learned in class	5	4	3	2	1
q. The general family atmosphere of your household today	5	4	3	2	1
r. Your relationship with your child	5	4	3	2	1
19. Your confidence as a parent	5	4	3	2	1
<hr/>					
20. What do you remember the most about the parenting class? _____					
21. What skill/idea that you learned in class has been the most helpful? _____					
22. What would you change/improve about the class? _____					
23. Have you practiced the skills you learned in this program with your children? (Check one)					
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> My children are not in my custody					
24. Have you practiced the skills you learned in the program with other children or in <i>other</i> relationships (including adult relationships)? (Check one)					
<input type="checkbox"/> Yes <input type="checkbox"/> No					
25. Would you recommend this program to others? <input type="checkbox"/> Yes <input type="checkbox"/> No					

Additional comments: (Please print your name if we may use these comments for future publicity.)

Skill
Assessment
Reports
Available

For
Comprehensive
Series

- **Class-wide summary of evaluation results**
- **Participation/Progress Reports** – which verifies attendance, participation and skill improvement

EVALUATION SUMMARY REPORT

CLASS:

CLIENT #	PRE- SCORE	POST- SCORE	SKILL IMPROVE	# SESS of ____	6 MONTH

TOTAL #: AVERAGES:

Graduate Rate: __ of __ = __ % graduated (Formula: # graduated ÷ # started = % graduation rate)

PROGRAM EVALUATIONS: Total # of evaluations received: ____
 (Following numbers are in percentages. ie., 5 of 6 = 83%)

Excellent Good

Presenter

Materials:

% who said they gained new knowledge:
 % who use with their children:
 % who use in adult relationships:
 % who said they'd recommend the program to others:
 % presenter prepared (100%) and knew topic:

ON AGENCY LETTERHEAD

DATE

, Title (see below)
Address, etc. (see below)

c. **Note to staff reporter:** sentences in parentheses are sample sentences I use in my reports. Use/choose the sentences that fit your client/report.

REPORT: (CLIENT'S NAME) 'S PARTICIPATION IN PARENT'S TOOLSHOP® (NAME OF PROGRAM) PARENTING CLASS

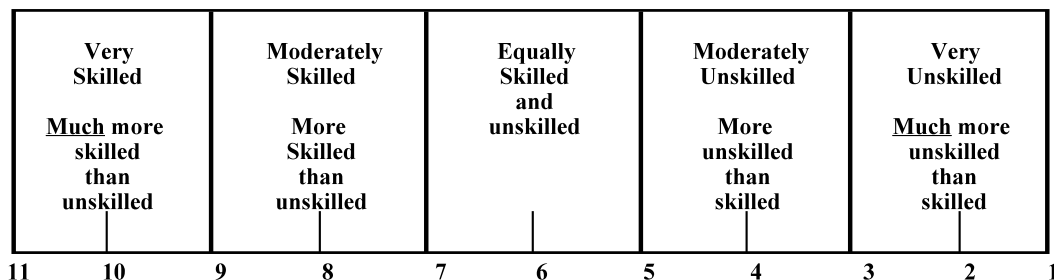
VOLUNTARY REFERRAL: client's name (voluntarily referred him/herself to the parenting class) (or) (was referred to the parenting class by ____). (He/She was sincere in his/her desire to learn and improve his/her parenting skills. His/Her involvement with custody proceedings was only secondary.) (Although he/she was attending the class as part of his case plan, he/she expressed a sincere desire to improve his/her parenting skills however possible and never appeared to be "playing a good game" for the sake of his/her CSB case. Since our programs are designed for voluntary clients, we emphasize the need for voluntary participation when resistant clients attend.)

ATTENDANCE AND PARTICIPATION: client's name attended ____ of the (total #) sessions. (____ sessions were missed due to (reason). (He/She made the effort, however, to make up the reading and assignments he/she missed.) During class, client's name (was/was not) attentive, asked questions, answered questions posed to the group, and (did/did not) share (many/a few) stories about (his/her) experiences using the skills at home.

PRE\POST SKILL ASSESSMENT: The categories referred to in our assessments are from an outcome-based evaluation tool, developed exclusively for Parent's Toolshop® parenting classes. The tool evaluates a parent's ability to use 11 different skill areas taught in the class:

1. Recognize the TYPE OF PROBLEM, to avoid "taking over" children's problems. Code: OWN
2. Acknowledge a child's feelings using REFLECTIVE LISTENING. Code: LIST
3. Help a child learn to solve problems by EXPLORING ALTERNATIVES. Code: PROB
4. Increase the child's self-esteem using descriptive ENCOURAGEMENT. Code: ENC
5. Teach skills and balance freedom with responsibility to foster INDEPENDENCE: Code IND
6. Identify UNINTENTIONAL MISBEHAVIOR caused by immaturity, personality, or lack of skills. Code: UNINT
7. Foster COOPERATION by using choices within limits. Code: COOP
8. Appropriately redirect INTENTIONAL MISBEHAVIOR without overreacting or giving a payoff. Code: INTEN
9. Use of clear, respectful, and assertive COMMUNICATION skills to express concerns. Code: COMM
10. Use effective DISCIPLINE skills that are respectful, reasonable, related and, if possible, revealed. Code: DISC
11. Practice effective ANGER AND STRESS MANAGEMENT SKILLS. Code: ANG

The instructor gives a quantitative, measurable outcome rating for each individual skill area, based on a parent's answers to a what-would-you-do-in-this-situation essay questionnaire and (in the post-class assessment) the instructor's direct observations in class. The instructor averages these individual ratings, resulting in the final score. It is difficult for a client's to answer the situational questions without mastery of the skills, since the parent must give the exact words/actions they would use. Usually, if a parent knows the skills well enough to answer they questions, the parent is also most likely using the skills in day-to-day practice. The following graphic shows you the rating scale we use, so you can interpret the skill assessment results:



To interpret the scores: We give scores of 4 or below when a parent neglects to use a skill *and* the answers are negative, unhealthy, or ineffective. A 5 shows a parent neglects to use a skill, but the parent's response is only *somewhat* unhelpful or negative. A 6 shows a parent may be trying to do *some* things effectively, but could be using more effective skills. A 7 shows a parent is on the right track, but still needs to improve his/her use of more effective skills. An 8 shows a parent shows good knowledge and mastery of skill, but not a strong *expertise* in using the skill. A 9+ shows a parent consistently demonstrates *exceptional* mastery of the philosophy, language skills, and actions *The Parent's Toolshop*® teaches.

(Client's name) raw scores are as follows:

	OWN	LIST	PROB	ENC	IND	UNINT	COOP	INTEN	COMM	DISC	ANG	AVE
PRE-CLASS												
POST-CLASS												

In the pre-class assessment of client's name's parenting skills he/she scored a (# score) out of a possible 11 points. This placed (his/her) pre-class skill level in the "(name of range from rating scale)" range. (*Choose one of these sentences:* "Many parents who attend the class have a pre-class score below a 6 or in the "More Unskilled..." ranges, regardless of race, education, or socioeconomic background." or "The average pre-class score for this class was ____." So client's name's score indicates his/her skill as a parent before the class was (lower than/the same as/higher than) other parents who (take/took) the class. (His/Her) lowest scores were in the _____ skill areas, which means _____. (His/Her) highest scores were in the _____ skill areas, which means _____.

In the post-class assessment of client's name's skills, he/she scored a (# score), which is in the "(name of range from rating scale)" range. (His/Her) score represents a +__ point increase in his/her skills, from (pre-class range) to (post-class range). The average post-class score for this class was ____, so (client's name's) improvement was (lower than/the same as/higher than) the other parents who took this class. (His/Her) lowest scores were in the _____ skill areas, which means _____. (His/Her) highest scores were in the _____ skill areas, which means _____.

EVIDENCE OF ABUSE/NEGLECT: (I did not see any indication, from his/her stories or from what I have observed in the classroom that would lead me to conclude client's name's child(ren) (is/are) at risk of abuse or neglect.) (Or "Based on (evidence/criteria), I am concerned that _____.") (Add any comments about your training/background in recognizing signs of child abuse/neglect.) I am cautious in my assessments of people in these areas and since I have only seen client's name in class, outside the home, my perceptions are admittedly limited. The other indicators I've mentioned, however, carry significant weight in my opinion.

RECOMMENDATIONS: (State recommendations for case planning, whether the client should attend the class again (due to poor attendance or poor post-class scores), and any reunification recommendations.)

I hope this final report is helpful. If you have further questions, need to review the actual evaluation data, or need to receive my six month evaluation results, my release from client's name expires on (date).

Sincerely,

Name, Title (Parent Educator)
Families Count Project

cc: (client and any others)

Sample of Forms
Used in

Parenting
Topic
Series

Essay Format

- recommended for more accurate results
- assesses actual skills (pre) and skills learned (post)
- assesses ability to *apply* skills learned
- participant must be able to read questions and write answers

Forms Used:

- **Registration form & pre-test –**
 - includes pre-test questions that assess parents' pre-class skill in the session's skill-focus areas
- **Program Evaluation Form**
 - assesses effectiveness of instructor
 - quality of materials
 - post-class knowledge of skills learned in session

Parents Toolshop® Program Registration Form

SAMPLE
essay

Session #4: **Get Cooperation With as Little as One Word.** 5/20/02

★ Each person must complete a separate form for each session, even if attending as a couple.

PLEASE PRINT CLEARLY

Participant Name: _____

For Instructor Only
Pre-Score = _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PHONE: _____ **AGE OF CHILD(REN):** _____

The United Way requires us to collect the following information about the people we serve.

Gender: _____ male _____ female **Ethnicity:** _____ **Age:** _____

ALL PARTICIPANTS MUST COMPLETE THIS SECTION EACH SESSION THEY ATTEND:

If the following situation happened today, before you learned anything at this session, how would you respond? If this has never happened, pretend it did and *guess* how you would respond. You must answer this question.

Situations:

1. You are grocery shopping with your child. He doesn't want to sit in the cart, runs too far ahead and takes items off the shelf that you don't want to buy. *What would you say/do?*

2. Your child was playing outside and tracked mud into the house. *What do you say/do?*

PARENTS TOOLSHOP®
TOPIC PROGRAM EVALUATION FORM

Session #4: **Get Cooperation With as Little as One Word.** **5/20/02**

Participant Name: _____

For Instructor Only Post-Score = _____

★ YOU MUST COMPLETE ALL PARTS OF THIS FORM TO RECEIVE CREDIT FOR ATTENDING

Circle the response that best describes your reactions to the program.

	Excellent	Good	Fair	Poor
a. How good was . . .				
the presenter?	4	3	2	1
the materials?	4	3	2	1
b. How much new information did you learn?	4	3	2	1
c. Was the presenter prepared and knowledgeable?	Yes	No		
d. What did you like best? _____				
e. What did you like least or what would you change? _____				
f. Would you recommend this program to others?	Yes	No		
g. <i>Are you interested in a full-length parenting class?</i>	Yes	No		

You must answer the following question to get credit for attending

If this situation happened in the future, how would you like or plan to respond, using the skills you learned in this program?

Situations:

8. You are grocery shopping with your child. He doesn't want to sit in the cart, runs too far ahead and takes items off the shelf that you don't want to buy. *What would you say/do?*

9. Your child was playing outside and tracked mud into the house. *What do you say/do?*

Scoring Instructions:

Rate the parent’s answers in the following skill areas. Average their 2 ratings for a final pre/post score.

Cooperation. Parents need to understand the difference between demanding obedience and engaging cooperation. Parents teach blind obedience by *telling* children what to do in a way that orders or threatens the child with an adult’s authority/power. Parents engage cooperation by pointing out the *value* of the request, describing the desired behavior (avoiding “no” and “don’t”) or offering choices within limits. Would this parent’s response probably start a power struggle or does the parent share power/control, using positive words? (Also see #5.)

3 or below: a parent uses threats of punishment to get the child to obey. If the parent actually follows through with punishment, give a lower score, depending on how harsh the punishment is.

4: a parent *demand*s obedience, uses threats of punishment or tells the child what *not* to do.

5: a parent *demand*s obedience, tells the child what *not* to do, but doesn’t threaten the child with punishment.

6: a parent tells the child what *to* do or asks the child to cooperate *but doesn’t* offer choices within limits.

7: a parent states the *value* of the request *and* tells the child what *to* do *but doesn’t* offer choices within limits.

8: a parent states the *value* of the request *and* offers the child choices within bottom-line limits.

9+: a parent explains the *value* of the request, offers the child choices within bottom-line limits, *and* seeks a win/win solution. Higher scores show a parent’s belief in shared power and consistent use of the cooperation tools in *The Parent’s Toolshop*® .

Clear Communication Skills. Effective parents use *assertive*, brief, respectful and firm communication skills to express their concerns. Ineffective parents threaten, demand, command, or give moralistic lectures, which can damage the relationship. Does this parent express concerns with clear, *brief*, respectful words that describe the problem without blame, criticism, or *demanding* a solution that the parent desires? (Also see #4.)

3 or below: a parent is *very* negative, blameful, disrespectful *or* is demanding or *threatening*.

4: a parent is negative, blameful, disrespectful or demanding *and* tells the child what to do to solve the problem.

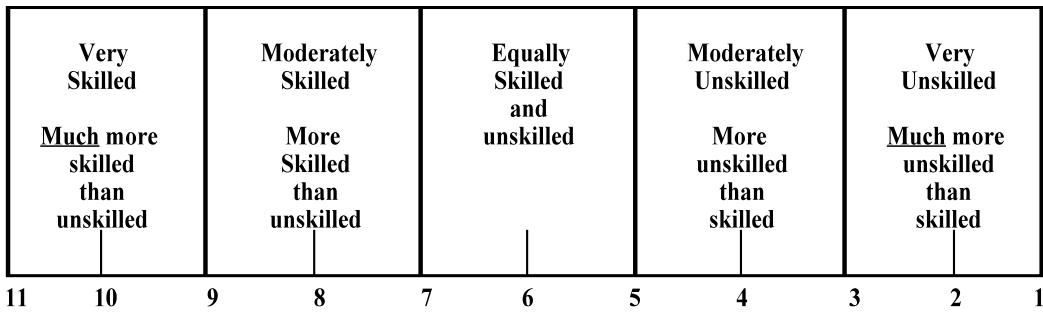
5: a parent is *slightly* negative, blameful, disrespectful or demanding *and* tells the child what to do to solve the problem.

6: a parent expresses concerns in positive, respectful ways, *but* tells the child what to do to solve the problem.

7: a parent expresses concerns in positive, respectful ways, *but* offers a helpful *suggestion*.

8: a parent is positive, respectful and *brief* and expresses confidence (verbally or nonverbally) in the child’s abilities.

9+: a parent is positive, respectful and brief *and involves the child* in problem-solving. Higher scores indicate a parent’s philosophical beliefs and use of the communication skills *The Parent’s Toolshop*® teaches.



Multiple-Choice Format

- Recommended for use with parents with marginal reading/writing skills
- Less accurate results. Can “guess” from options.
- Assesses current practice (pre) and what learned (post)

Forms Used:

- **Registration form & pre-test –**
 - pre-test questions and responses assess parents’ current practice of the session’s skill-focus areas
- **Program Evaluation Form**
 - assesses effectiveness of instructor
 - quality of materials
 - post-class recognition of skills learned in session

Parents Toolshop® Program Registration Form

SAMPLE
M/C

Session #4: **Get Cooperation With as Little as One Word.** 5/20/02

★ Each person must complete a separate form for each session, even if attending as a couple.

PLEASE PRINT CLEARLY

Participant Name: _____

For Instructor Only
Pre-Score = _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PHONE: _____ **AGE OF CHILD(REN):** _____

The United Way requires us to collect the following information about the people we serve.

Gender: _____ male _____ female **Ethnicity:** _____ **Age:** _____

ALL PARTICIPANTS MUST COMPLETE THIS SECTION EACH SESSION THEY ATTEND:

If the following situation happened today, before you learned anything at this session, **how would you ACTUALLY respond?** If this has never happened, pretend it did and *guess* how you would respond. You must answer this question.

1. You are grocery shopping with your child. He doesn't want to sit in the cart, runs too far ahead and takes items off the shelf that you don't want to buy. **Which response is CLOSEST to what you would ACTUALLY say/do?**
 - ☐ Tell the child "stop" or "I'm not buying those things," *spank* him and put him in the cart.
 - ☐ Tell the child "stop" or "I'm not buying those things," *threaten to spank* him and put him in the cart.
 - ☐ Tell the child "stop" or "I'm not buying those things," take him by the hand or pick him up and *put him in the cart*.
 - ☐ Tell the child "stop" or "I'm not buying those things" and *make him hold on to the cart*.
 - ☐ Tell the child to "*stay with me*" or "stay here" and make him *hold on to the cart*.
 - ☐ Tell the child to "*stay with me*" or "today we are only buying ____" Give a *choice* between *staying with you or riding in the cart*. (If he runs away again, you put him in the cart.)
 - ☐ Tell the child to "*stay with me*" or "today we are only buying ____." Give a *choice* between *riding in the cart or helping find items on the list*.
 - ☐ Tell child "*I know it's fun to run around, but you could get lost.*" Ask him to *help you find items on the shopping list*.
2. Your child was playing outside and tracked mud into the house. **Which response is CLOSEST to what you would ACTUALLY say/do?**
 - ☐ *Spank* him for tracking mud into the house.
 - ☐ *Threaten to spank* him and make him clean up the mud.
 - ☐ *Yell* at him for getting the floor dirty and *make him clean up* the mud.
 - ☐ "*You just tracked mud all over my clean floor. You need to clean it up.*"
 - ☐ "The floor is muddy, so *you need to clean it up.*"
 - ☐ "The floor is muddy, *will you clean it up?*"
 - ☐ Say, "*I see muddy footprints on the floor*" and *hand the child a towel* to clean it up with.
 - ☐ Say, "*I see mud on the floor. How do you think you could clean it?*"

PARENTS TOOLSHOP®

TOPIC PROGRAM EVALUATION FORM

Session #4: **Get Cooperation With as Little as One Word.** **5/20/02**

Participant Name: _____

For Instructor Only Post-Score = _____

★ YOU MUST COMPLETE ALL PARTS OF THIS FORM TO RECEIVE CREDIT FOR ATTENDING

Circle the response that best describes your reactions to the program.

a. How good was . . .	Excellent	Good	Fair	Poor
the presenter?	4	3	2	1
the materials?	4	3	2	1

b. Did you learn new information or get new ideas? Yes No

c. Was the presenter prepared and knowledgeable? Yes No

d. What did you like best? _____

e. What did you like least or what would you change? _____

f. Would you recommend this program to others? Yes No

You must answer the following question to get credit for attending

Choose the response below that best uses the skills you learned in this program.

7. You are grocery shopping with your child. He doesn't want to sit in the cart, runs too far ahead and takes items off the shelf that you don't want to buy. ***Which response BEST USES THE SKILLS YOU LEARNED?***
- ☐ Tell the child "stop" or "I'm not buying those things," *spank* him and put him in the cart.
 - ☐ Tell the child "stop" or "I'm not buying those things," *threaten to spank* him and put him in the cart.
 - ☐ Tell the child "stop" or "I'm not buying those things," take him by the hand or pick him up and *put him in the cart*.
 - ☐ Tell the child "stop" or "I'm not buying those things" and *make him hold on to the cart*.
 - ☐ Tell the child to "*stay with me*" or "stay here" and make him *hold on to the cart*.
 - ☐ Tell the child to "*stay with me*" or "today we are only buying ____" Give a *choice* between *staying with you or riding in the cart*. (If he runs away again, you put him in the cart.)
 - ☐ Tell the child to "*stay with me*" or "today we are only buying ____." Give a *choice* between *riding in the cart or helping find items on the list*.
 - ☐ Tell child "*I know it's fun to run around, but you could get lost.*" Ask him to *help you find items on the shopping list*.
8. Your child was playing outside and tracked mud into the house. ***Which response BEST USES THE SKILLS YOU LEARNED?***
- ☐ *Spank* him for tracking mud into the house.
 - ☐ *Threaten to spank* him and make him clean up the mud.
 - ☐ *Yell* at him for getting the floor dirty and *make him clean up* the mud.
 - ☐ "*You just tracked mud all over my clean floor. You need to clean it up.*"
 - ☐ "The floor is muddy, so *you need to clean it up.*"
 - ☐ "The floor is muddy, *will you clean it up?*"
 - ☐ Say, "*I see muddy footprints on the floor*" and *hand the child a towel* to clean it up with.
 - ☐ Say, "*I see mud on the floor. How do you think you could clean it?*"

Scoring Instructions:

Rate the parent's answers in the following skill areas. Average their 2 ratings for a final pre/post score.

Cooperation. You are grocery shopping with your child. He doesn't want to sit in the cart, runs too far ahead and takes items off the shelf that you don't want to buy.

- 2 = Tell the child "stop" or "I'm not buying those things," spank him and put him in the cart.
- 3 = Tell the child "stop" or "I'm not buying those things," threaten to spank him and put him in the cart.
- 4 = Tell the child "stop" or "I'm not buying those things," take him by the hand or pick him up and put him in the cart.
- 5 = Tell the child "stop" or "I'm not buying those things" and make him hold on to the cart.
- 6 = Tell the child to "stay with me" or "stay here" and make him hold on to the cart.
- 7 = Tell the child to "stay with me" or "today we are only buying ____" Give a choice between staying with you or riding in the cart. (If he runs away again, you put him in the cart.)
- 8 = Tell the child to "stay with me" or "today we are only buying ____." Give a choice between riding in the cart or helping find items on the list.
- 9 = Tell child you know it's fun to run around, but he could get lost. Ask him to help you find items on the shopping list.

Clear Communication Skills. Your child was playing outside and tracked mud into the house.

- 2 = *Spank* him for tracking mud into the house.
- 3 = *Threaten to spank* him and make him clean up the mud.
- 4 = *Yell* at him for getting the floor dirty and *make him clean up* the mud.
- 5 = "You just tracked mud all over *my* clean floor. *You need to* clean it up."
- 6 = "The floor is muddy, so *you need to* clean it up."
- 7 = "The floor is muddy, *will you* clean it up?"
- 8 = Say, "*I see* muddy footprints on the floor" and *hand the child a towel* to clean it up with.
- 9 = Say, "*I see* mud on the floor. *How do you think* you could clean it?"

Skill
Assessment
Reports
Available

For
Topic
Programs

- **Class-wide summary of evaluation results** – *per session*
- **Attendance Verification Reports** – assists with proving attendance to court-related referral sources. Verifies attendance only, not participation or skill improvement

EVALUATION SUMMARY REPORT - TOPIC SESSION

CLASS:

CLIENT NAME/#	PRE	POST	DIFF	PRES	MAT	INFO	PREP	REC	F-L?
TOTALS*									
* Report totals as:	AVE	AVE	AVE	%EX	%EX	%EX	%YES	%YES	%YES

SUMMARY

Number of Participants =

Parenting Skill Assessments:

Average pre-class skill assessment score = _____

Average post-class skill assessment score = _____

Average improvement = _____

Program Evaluations: Total # of evaluations received:_____ (Report as percentages. ie., 5 of 6 = 83%)

%Excellent	%Good
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Presenter _____

Materials: _____

New knowledge gained _____

____% said the presenter was prepared and knew topic

____% said they'd recommend the program to others

____% said they are interested in a full-length class

Tools for Effective Parenting

Topic Series

Sponsored by the Families Count Project of Catholic Social Services and Elizabeth New Life Center

Attendance Verification

Each session is on a Monday, from 6 – 8 p.m.

Participant Name: _____ attended the following sessions:
Get instructor's initials in the box at the end of the session you just attended (not before class or at a later session).

- ☐ Session #1: Balance Your Parenting Style. 4/8/02
- ☐ Session #2: Foster Independence While Building Self-Esteem..... 4/22/02
- ☐ Session #3: Your Cool and Help Kids Calm Down. 5/6/02
- ☐ Session #4: Get Cooperation With as Little as One Word. 5/20/02
- ☐ Session #5: Send a F-A-X That Empowers Children — *for Life* 6/3/02
- ☐ Session #6: Know *Why* Children Misbehave – and What to Do About it..... 6/17/02
- ☐ Session #7: Discipline With Love – Not Hurt 7/8/02
- ☐ Session #8: Parenting as a Team 7/22/02

At the last session, *if* you attended all the sessions, get the instructor's signature:

Annette Poth, MA, Families Count Parenting Instructor



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- ☐ Session #8: Parenting as a Team 7/22/02

At the last session, *if* you attended all the sessions, get the instructor's signature:

Annette Poth, MA, Families Count Parenting Instructor

Sponsor Planning Worksheet

Sponsors:

- Identify the Parents' Needs
- Choose Topics, Issues, Ages
- Choose Format
- Choose Scheduling Preference
- Decide logistical considerations

Parents Toolshop®
Custom-Designed Programs

Sponsor Planning Worksheet

Contact Name: _____ Date: _____
Organization Name: _____
Mailing Address: _____
City, State, Zip code: _____
Phone: (day) _(_____) _____ Fax: _(_____) _____
E-mail: _____

1. Identify the Participants' Needs:
 - a. What special needs or issues do you want us to incorporate? (i.e., divorce, drug abuse)
2. Choose Age Focus
 - a. Which age category are the parents' children?
☐ Tots (ages 1-5) ☐ Tweens (ages 6-11) ☐ Teens (ages 12-18) ☐ Mixed
3. Choose Format
 - a. Which format would be most appropriate? (Consider outcome goals and dynamics of participants)
☐ One-session Topic Program
☐ Multiple Topic Series - several stand-alone presentations
☐ Comprehensive series - for maximum outcomes by regularly-attending participants
 - b. Which type of skill assessments would be most appropriate?
☐ essay ☐ multiple-choice ☐ none needed
4. Choose Group Size
 - a. What is minimum _____ and maximum _____ number of participants expected?
 - b. Can the public attend? ☐ Yes ☐ No
5. Scheduling Preference
 - a. When would you like the program to occur? ☐ Daytime sessions ☐ Evening sessions
 - b. How often? ☐ Every week ☐ Every other week ☐ Every month
 - c. Possible dates/times: _____
6. Decide logistical considerations
 - a. Will you need child care? ☐ Yes ☐ No
 - i. If yes, can you coordinate this? ☐ Yes ☐ No
 - b. Will parents need assistance with transportation? ☐ Yes ☐ No
 - i. If so, can you provide this or assist? ☐ Yes ☐ No
 - c. Will you want refreshments? ☐ Yes ☐ No
 - i. Can you provide this? ☐ Yes _____ ☐ No _____
 - d. Do you have a meeting room to accommodate this group? ☐ Yes ☐ No
 - i. Would we have access to this room free of charge? ☐ Yes ☐ No
 - e. Can you provide A/V presentation equipment?
 - i. Overhead transparency projector ☐ Yes ☐ No
 - ii. Flip chart and markers ☐ Yes ☐ No
 - iii. Complimentary copying of handouts ☐ Yes ☐ No

7. If planning a comprehensive series, we will cover *all* the “Basic” skill areas. If scheduling a TOPIC session or series, select the topics you want included (max. 3 per session)

“Basic Skills”

- ☐ Parenting Styles
 - ☐ Parenting as a Team
- ☐ The Universal Blueprint® for Decision-Making and Problem-Solving (3 questions to identify problem and 5 steps for effective responses. (Time allowance determines depth of learning.)
- ☐ Self-Esteem (overview): Encouragement Versus Praise • Self-Esteem Tools
 - ☐ Freeing Children from Roles and Labels
 - ☐ Healthy vs. Unhealthy Competition
- ☐ Cooperation: Difference Between Cooperation and Obedience, Cooperation Tools
- ☐ Independence: Developing Responsibility, Independence Tools, * *always* age-focused
- ☐ F-A-X Listening: Problem-Solving Styles, Communication Barriers, F-A-X Listening technique
 - ☐ Fears
 - ☐ Siblings (preventing and responding to rivalry)
 - ☐ Peers (age-focused)
 - ☐ School issues (homework, interacting with school personnel)
- ☐ Keep Your Cool Toolset: Recharge styles, Energy types, Custom-designing Anger/Stress Management plans for parents and children, Using an Anger Log
 - ☐ Dealing with Others' Anger and Stress
- ☐ Clear Communication Toolset: Styles of Communication, Nonverbal Communication, Communication Tools.
- ☐ PU Toolset (Unintentional Misbehavior): Identifying PU Problems •
 - ☐ Developmental stages (age-focused)
 - ☐ Personality Types and Temperament
 - ☐ Common PU Behaviors
- ☐ PO Toolset ("On Purpose" Misbehavior): Identifying PO Problems, The Four Goals of PO Behavior, Preventing and Redirecting PO behavior
 - ☐ The Goals of Adult Misbehavior
 - ☐ Lying
- ☐ Discipline Toolset: The Difference Between Punishment and Discipline, Discipline Tools (offers alternatives to spanking and appropriate uses of restrictions and timeouts)
- ☐ Family Council Toolset: The Purpose & Benefits of Family Councils, Roles, Formats, Getting Started, Trouble-Shooting
- ☐ Three C's: Consistency, Criticism, Confidence:
 - ☐ Increasing *Consistency*
 - ☐ Handling *Criticism* and Unhelpful Advice
 - ☐ Maintaining Your *Confidence*

Special Focus Areas:

- ☐ Situation-focused (i.e., bedtime, siblings) specify: _____
- ☐ Parenting after divorce
- ☐ Blended families and step-parenting
- ☐ Special Needs children
- ☐ Parenting Children with ADHD
- ☐ Disciplining with Gospel Values
- ☐ Foster Parenting
- ☐ Staff training: Specify profession: _____