

## Session 1 overview



TOTAL 3 hours

### ARRIVAL

Welcome/housekeeping	2 mins
Opening round: Postcard exercise	8 mins
Overview and goals for today	2 mins
Getting to know each other	30 mins
Carers' aims of the Fostering Changes programme	4 mins
Content of the Fostering Changes programme	4 mins
Group Working Agreement	10 mins
How do children thrive?	10 mins
Experiences of looked after children	5 mins
Resilience	5 mins
Developmental stages	10 mins

Total 1 hour 30 mins

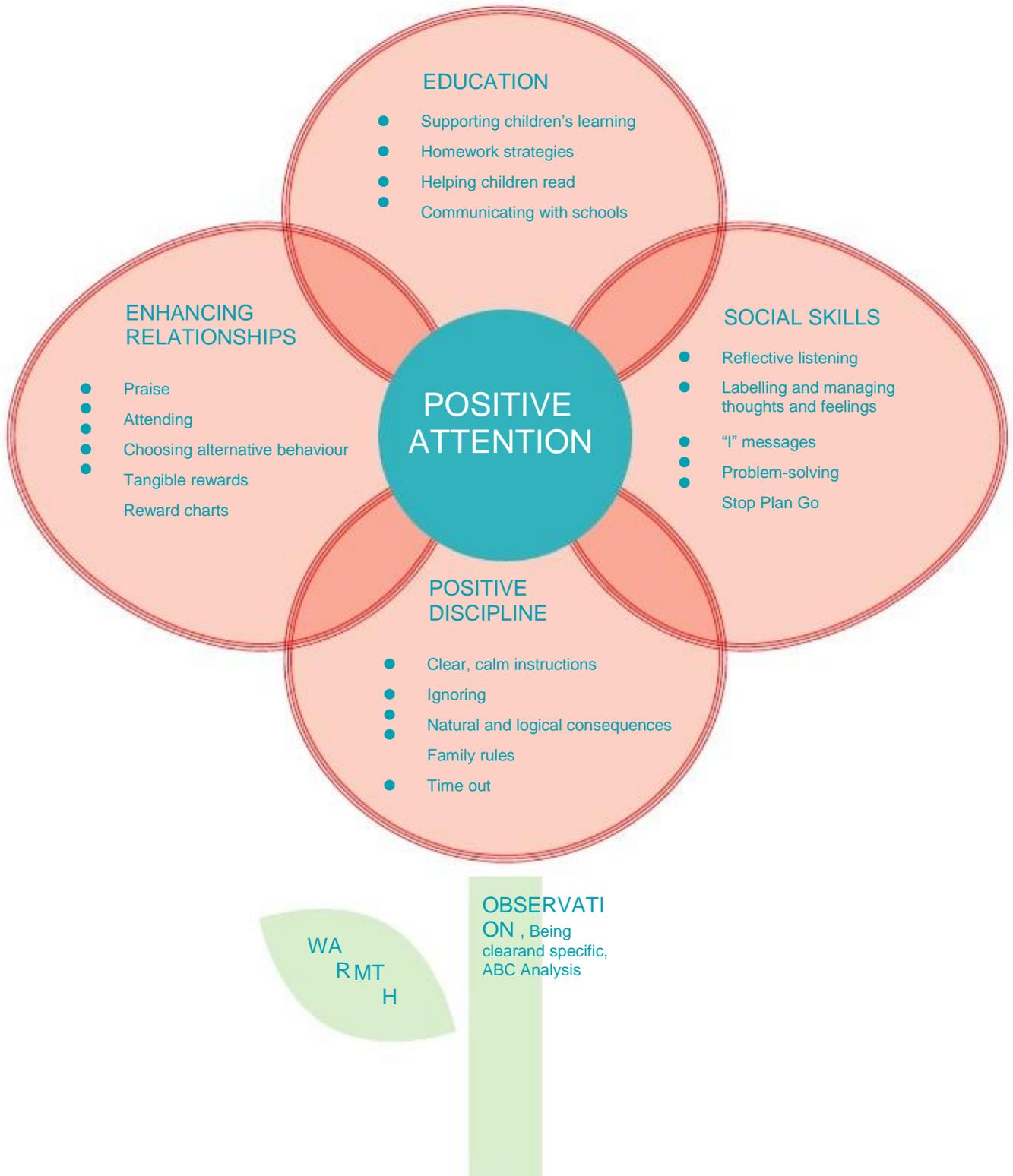
### BREAK! 15 mins

Identifying positive and difficult behaviours	10 mins
Clear or fuzzy?	10 mins
Being clear about behaviour	10 mins
Redefining positive and difficult behaviours	5 mins
Tracking behaviour	5 mins
Home practice: observing and recording positive and difficult behaviour	25 mins
Session evaluation	5 mins
Closing round	5 mins

Total 1 hour 15 mins

TOTAL 3 hours

## Fostering flower power



## Developmental stages

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Adapted from (Strengthening Families, Strengthening Communities), a thirteen-week parenting programme run by the Race Equality Foundation. Steele M (2000))

Children develop in many ways: mentally, emotionally, physically and socially.

- **DEVELOPMENT PROGRESSES THROUGH STAGES:** Children will progress through these stages at different speeds
- **THERE IS A RANGE OF NORMAL DEVELOPMENT:** Different children will be on different points of range but still be considered normal
- **CHILDREN SPIRAL THROUGH STAGES:** Children gradually move from one stage to the next – moving from the bottom to the top
- **“UNDERSTANDING IS BETTER THAN THINKING”:** A child can understand at a higher stage when with adults – on their own children will think at a lower stage
- **CHILDREN SPIRAL UP AS WELL AS DOWN:** At times of stress children may return to earlier behaviours

**SOCIAL:**

Ages 2–4: Sense of self developing, parallel play, using 2–4 word sentences.

Ages 5–6: Simple emotional language developing: sad, bad, angry.

Ages 7–11: Differentiation between boys and girls. Social and cultural identity beginning to emerge. School and achievements = bigger part of self-esteem.

TEENS: Influenced by peer approval – can be more important than parental approval.

**THINKING:**

Ages 2–4: Can only see thing from their point of view, understands more with others than on own, experimenting with rules = No.

Ages 5–6: Learning rules – not good at telling difference of different levels of wrongness or “why” there are rules. Thinks if something bad happens, they are bad.

Ages 7–11: Believes everyone has their own point of view. Right is what you want. Fair means equal leading to a lot of comparing.

TEENS: Have internal values, critical of self and others, able to forgive, developing individual identity, prefer one-on-one time with parental figure rather than with larger family group.

**BEHAVIOUR:**

Ages 2–4: Walking, talking, exploring the world, curious.

Ages 5–6: Learning to master world, may take risks, model authority figures, more co-operative, becoming more independent.

Ages 7–11: Negotiate for what they want, more independent.

TEENS: Will express identity through dress, increasingly independent, may take risks, able to be self-motivated, achieve independently.

### Clear or fuzzy?

	CLEAR	FUZZY
Charmaine becomes quiet and withdrawn after contact with her birth mother.		
Solomon is a big baby.		
Levi's behaviour is completely out of order.		
Anita has got learning difficulties.		
Jade fights with her brother all the time.		
Kelly will not get up for school in the mornings.		
Simon is good at saying "thank you" when you do something for him.		
Ayesha picks her nose.		

## How to get a clear picture

Describing behaviour in clear terms is a basic and essential skill in managing behaviour. It enables us to have a shared language and understanding of the “problem”. In order to develop this skill, carers need to have the opportunity to stand back and observe behaviour in detail and then to reflect on it.

Observation is important because it allows us to **stop, look** and be **clear**.

If we are clear about a “problem” in the first place, we are more likely to notice when the behaviour does change. (When adults don’t notice improvements in behaviour, young people can feel hurt and demotivated.)

- We become more attuned to the young person and what is going on for them.
- We pick up lots of contextual information which helps us to understand better where, when and how the behaviour occurs. This helps us to think about how to intervene to change the behaviour.

### Tips for being clear

**Avoid labelling** – this is often emotive.

He’s a wind-up merchant. She’s simply lazy. He’s always having tantrums.

These terms have very different meanings for individual people. They are too general and imprecise. They are also hurtful and damaging to those on the receiving end.

Describe what is seen, in **observable terms**. What is it that the young person actually does or says? **Instead of saying**, You’re clumsy, **describe** what happened: You knocked the milk jug over when you swung your arm. This is much less emotive and is easier to accept and respond to.

If you are clear when you talk to young people, then they will become clearer about what it is you want them to do. **It is not helpful** to say to Wayne, Stop aggravating your brother, because this does not provide him with any clues about how he may put things right. **If you say**, Wayne, sit back in your chair when you talk to Dean, and speak quietly and politely please, you are giving him a clear idea about how he can change his behaviour.

**Be specific and descriptive.**

## Tracking behaviour

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It is often incredibly difficult to describe behaviour clearly. Most, if not all of us, have experienced times at home when the children are playing up, and we don't know who started what. We all need practice in watching what goes on and describing this accurately. At this initial stage we want you to stand back and observe behaviour without trying to find solutions. Skills in observation are fundamental for understanding and managing behaviour. They enable us to be more clear and objective about what is going on.

### Tracking behaviour gives you a chance to:

- Check out whether what you think about your child's behaviour is actually true
- Monitor your own reactions and identify when, where and with whom the behaviour occurs
- See if the behaviour is changing

There are all sorts of ways of recording and presenting information – through graphs, charts and tables.

All sorts of behaviours, both positive and difficult, can be tracked in this way.

The information we collect provides us with a baseline.

This gives us a measure of the levels of behaviour.

If we then make an intervention, using a particular strategy, we can monitor new levels of the behaviour to see clearly whether it has improved or not.

If the behaviour does not change, we need to go back to the drawing board, and think about how we can intervene in a different way.

## Tracking positive and difficult behaviours

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This week we want you to take notice of some of the good things that one of the children in your care does, as well as the more difficult things. First of all, make a note of their positive behaviours – the things they do which are helpful and constructive, etc.

### Positive behaviours

(These may be things that you like about the child or that are helpful)

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### Difficult behaviours

(These may be things that irritate or annoy you)

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Choose one positive behaviour that you will observe and record during the coming week.

### Positive behaviour

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Choose one difficult behaviour that you will observe and record this week.

### Difficult behaviour

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## Sample behaviour record chart

The **difficult behaviour** I am tracking is:  
Gayle arguing when I tell her to do something.

DAY	POSITIVE BEHAVIOUR	DIFFICULT BEHAVIOUR	OBSERVATIONS Who, where, what, when?
Mon	✓	✓ ✓ ✓ ✓	Really cross today
Tues	✓	✓ ✓ ✓	Went to bed very obediently
Weds	✓	✓ ✓ ✓	Irritable and moody after school
Thurs	✓	✓ ✓	Wouldn't put school bag away or hang up clothes
Fri	✓		Glad it was Friday – very co-operative
Sat	✓		Very happy at weekend
Sun	✓		Enjoys playing but always happy to go up to her bedroom

## Behaviour record chart

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The **positive behaviour** I am tracking is \_\_\_\_\_

The **difficult behaviour** I am tracking is \_\_\_\_\_

DAY	POSITIVE BEHAVIOUR	DIFFICULT BEHAVIOUR	OBSERVATIONS Who, where, what when?
Mon			
Tues			
Weds			
Thurs			
Fri			
Sat			
Sun			

## Tally chart

You can keep track of your child's behaviour by marking off on the tally chart each time it occurs. This form of recording is useful for behaviours that occur between 10 and 15 times a day.

Instructions: Place a tick in the square every time the behaviour occurs on that day. Put the total in the right-hand column.

Behaviour: \_\_\_\_\_

DAY OF THE WEEK	TICK THE NUMBER OF TIMES BEHAVIOUR OCCURS	TOTAL NUMBER OF TIMES BEHAVIOUR OCCURS
Mon		
Tues		
Weds		
Thurs		
Fri		
Sat		
Sun		

## Duration record

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This is useful for tracking how long a behaviour lasts. For example, how long a child takes to get ready for bed.

Instructions: Simply time how long each behaviour lasts and write this on the chart.

Add up to find out the total for each day.

Behaviour: \_\_\_\_\_

DAY OF THE WEEK	DURATION OF BEHAVIOUR IN MINUTES	TOTAL
Mon		
Tues		
Weds		
Thurs		
Fri		
Sat		
Sun		

## Time sample

This is useful for behaviours which occur more than several times an hour, such as complaining, whining or disobedience. Choose a period of time (maybe one to two hours) when the behaviour is often worse, and break this period into blocks of time. In this example we have used 30-minute time blocks. Make a mark in the box if the behaviour occurs at least once in that time interval. This form of recording is useful for behaviours that come and go quickly, or behaviours that don't have a clear beginning and end.

Behaviour: \_\_\_\_\_

DAYS	MON	TUES	WEDS	THURS	FRI	SAT	SUN
9.00–9.30							
9.30–10.00							
10.00–10.30							
10.30–11.00							
11.00–11.30							
11.30–12.00							
12.00–12.30							
12.30–1.00							
1.00–1.30							
1.30–2.00							
2.00–2.30							
2.30–3.00							
3.00–3.30							
3.30–4.00							
4.00–4.30							
4.30–5.00							
5.00–5.30							
5.30–6.00							
6.00–6.30							
6.30–7.00							
7.00–7.30							
7.30–8.00							
Total number of times behaviour occurs							

## Book and resource references for carers

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The Incredible Years  
Carolyn Webster-Stratton  
Umbrella Press 1992  
ISBN 1-895642-02-7

Helping the Non-Compliant Child  
Robert McMahon and Rex Forehand  
Guildford Press 2003  
ISBN 1-572306-12-2

Parenting the Strong-Willed Child  
Rex Forehand and Nicholas Long  
Contemporary Books 1996  
ISBN 0-8092-3265-0

Parent, Adolescent and Child Training Skills  
Martin Herbert  
The British Psychological Society 1996  
(Series of short books on specific issues – available from the BPS)

Materials from Triple P: Positive Parenting Program  
Matt Sanders  
Families International Publishing Pty Ltd 1999  
PO Box 1300, Milton QLD 4064 Australia  
[www.families.com.au](http://www.families.com.au)

Helping Families with Troubled Children: A preventive approach  
Carole Sutton  
John Wiley 1999  
ISBN 978-0471982999

How to Talk so your Kids will Listen and Listen so your Kids will Talk  
Adele Faber and Elaine Mazlish  
Piccadilly Press 2001  
ISBN 1-85340-705-4

The Centre for Fun  
Materials by David Neville, Liz King and Dick Beak  
25 Shanklin Drive, Leicester LE2 3RH  
[www.funandfamilies.mcmail.com](http://www.funandfamilies.mcmail.com)

## Session 1 Evaluation

NAME.....

Please rate your answers on a scale of 1–5. 1 = poor and 5 = excellent

1. I found the content of today's session:

Poor	1	2	3	4	5	Excellent
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2. The ideas about developmental stages were:

Poor	1	2	3	4	5	Excellent
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3. The information on resilience was:

Poor	1	2	3	4	5	Excellent
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4. The input and exercises on observing and tracking behaviour were:

Poor	1	2	3	4	5	Excellent
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5. The group discussions were:

Poor	1	2	3	4	5	Excellent
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6. The venue was:

Poor	1	2	3	4	5	Excellent
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7. What did you enjoy most about the session?

8. What did you enjoy least about the session?

9. Any other comments:

Thank you.