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## **The Master Parent: A Parent-Child Relationship Program for Parents of Elementary School Students**

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THE MASTER PARENT: A PARENT-CHILD RELATIONSHIP  
PROGRAM FOR PARENTS OF ELEMENTARY SCHOOL  
STUDENTS

by

Kimberly Ellen Miller

February, 1996

This project presents a parent education program for parents of elementary school children. The project was created with an extensive literature review. Parent education coordinators from various schools, hospitals, and social service agencies were consulted in the development of this project. Systematic Training for Effective Parenting, a published program from American Guidance Services, was used as a conceptual framework for The Master Parent program. The program was developed to provide information and support to elementary school parents. A summary with conclusions and recommendations for future parent education programs is included.

## ACKNOWLEDGMENTS

I would like to thank Dr. Andrea Bowman, Dr. Nancy Jurenka, and Dr. Jack McPherson for contributing their time and valuable insight in the development of The Master Parent program.

A special thank you to Mom and Dad, the original “Master Parents.” Their excellent parenting skills inspired me to create this program. They taught me the value of education and the meaning of unconditional love.

Thank you to Sam, for patience and encouragement throughout my program. It’s time for us to talk about something else now!

This project is dedicated to the loving memory of Robert Haszard Turner.

## TABLE OF CONTENTS

Chapter		Page
I	THE PROBLEM	1
	Introduction	1
	Statement of the Problem	2
	Purpose of the Project	4
	Limitations	6
	Definition of Terms	6
	Overview	7
II	REVIEW OF RELATED LITERATURE	8
	Introduction	8
	American Families	8
	History of Parent Education	10
	Parent Education Programs	13
	Components for Success	16
	Parent and Student Benefits	20
	Summary	22
III	PROCEDURE	24
	Introduction	24
	Literature Review	25
	Sample Programs	26
	Personal Interviews	26
	Program Development	28
	Summary	30
IV	THE PROJECT	31
	Introduction	31
	Title Page	32
	Table of Contents	33

Packet Introduction	34	
Planning	35	
Promotion	36	
Registration	37	
Confirmation	38	
Presentation	38	
Evaluation	55	
Summary	56	
V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	59	
Summary	59	
Conclusions	60	
Recommendations	61	
REFERENCES	62	
APPENDICES	69	
Appendix A	STEP Kit Ordering Information	70
Appendix B	Child Care Supplies	73
Appendix C	Meal Supplies	75
Appendix D	Program Brochure	77
Appendix E	Promotional Flier	79
Appendix F	News Release	81
Appendix G	Phone Script One	83
Appendix H	Phone Script Two	85
Appendix I	Parent Bingo Icebreaker	87
Appendix J	Session One Handouts	89
Appendix K	Session Two Handouts	93
Appendix L	Session Three Handouts	97
Appendix M	Session Four Handouts	101
Appendix N	Session Five Handouts	104
Appendix O	Session Six Handouts	107

Appendix P	Session Seven Handouts	110
Appendix Q	Session Eight Handouts	115
Appendix R	Program Evaluation	119
Appendix S	Certificate of Participation	121

# CHAPTER 1

## THE PROBLEM

### Introduction

Parents are their child's first and most influential role model. Physical growth, personality patterns, social behavior, or value systems of a child all get their start from the environment parents provide (Pickarts & Fargo, 1971). "Parents' attitudes to education, their interest in their children's education, and their beliefs in the value of schooling, have been found to be related to measures of children's scholastic behavior" (Kellaghan, Sloane, Alvarez, & Bloom, 1993, p. 47). Parents and schools must be partners in education.

One way to foster the parent-school partnership is through parent education programs. Parent education programs "help parents develop communication skills to work with their children and provide activities for helping them develop self-discipline and an achievement orientation"

(Flaxman & Inger, 1992, p. 17). According to Hollifield (1995), “there is a gap between what parents want to do and what they know how to do” (p. 14). Parent education programs attempt to strengthen parents' self-esteem, especially in their abilities as learners and teachers.

The Master Parent program was designed to provide parenting information and support to parents of elementary school children. Systematic Training for Effective Parenting (STEP), a published program from American Guidance Services, was used as a conceptual framework for the project. The Master Parent program was modified to include components of effective parent education programs. Child care, dinner, educational handouts, and a parent evaluation are all included in the Master Parent program.

### Problem

In recent decades, family structures and lifestyles have undergone profound changes, as social evolution and economic restructuring proceeded throughout the world. These changes include the dissolution



of the extended family and an increase in the number of single-parent households. Nearly half of all marriages end in divorce (Swap, 1993).

The loss of extended family support, worsening of economic conditions, and an increase in single-parent households combine to make parenting tougher than ever. Many parents work outside the home. Despite the number of parents in the workforce, childhood poverty has reached its highest level in twenty years. Nearly twenty percent of American children live below the poverty line (Mernit, 1990).

The increase in the number of families with both parents in the work force has caused an increase in the number of hours a child spends unsupervised during the day. The National Coalition of Advocates for Students estimates that “one quarter to one third of school-age children come home to an empty house each day” (Mernit, 1990, p. 41).

According to Kellaghan, et al. (1993), many parents “regard child rearing as an impediment in the pursuit of their adult lives and expect the school to take total responsibility for their children's education” (p. 74).

Changes in the American family create new challenges for its teachers. In 1987, Levin estimated “that 30 percent of the children in this country are educationally disadvantaged” and concluded that “these educational deficiencies later translate into poor life chances for employment, income, and political and social participation” (from Swap, 1993, p. 1). “Nearly twenty percent of all children in the United States have developmental, learning, or behavior problems” (Zill & Schoenborn, 1990, from Thompson, Grow, Ruma, Daly, & Burke, 1993, p. 21).

### Purpose

The purpose of this project was to develop a parent education program for parents of elementary school children. The program was designed to be consistent with parenting and educational trends identified by a literature review and an evaluation of current parent education programs. The project included steps in planning, promotion, registration, and presentation of the program. The Master Parent

program was a series of eight workshops which used the STEP program as a conceptual framework. Session topics included:

- Understanding behavior and misbehavior
- Understanding emotions
- Encouragement
- Communication and listening
- Expression of ideas and feelings
- Developing responsibility
- Decision making
- Conducting family meetings

Each session incorporated components of successful parent education programs. Dinner, child care, and informational handouts were all included in The Master Parent program. The program also included a parent evaluation.

### Limitations

This project was created after completing a comprehensive literature review, and researching a small number of sample parent education programs in Washington State. STEP, a published program from American Guidance Services, was used as a conceptual framework for The Master Parent program. This adapted program is flexible enough to fit the needs of other elementary schools.

### Definition of Terms

1. Parent. For the purpose of this study, parent will be any person who is responsible for the primary care of a child.
2. STEP. An acronym for Systematic Training for Effective Parenting, a published program from American Guidance Services.
3. Parent education. For the purpose of this study, parent education will encompass specific attempts to offer information and support to parents in hopes of increasing parenting effectiveness.

## Overview

The background of the project was presented in this chapter. The following chapter contains a review of literature related to the project. The procedures used in developing The Master Parent program are outlined in Chapter three. The planning, promotion, registration, presentation, and evaluation of The Master Parent program are presented in Chapter four. A summary, conclusions, and recommendations for the project are included in Chapter five.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### Introduction

Five major areas related to parent education are focused upon in this review of literature. These areas include: American families, the history of parent education, current parent education programs, important components of successful parent education programs, and parent and student benefits of parent education programs.

#### American Families

Until the age of eighteen, a child spends approximately 13 percent of their waking life at school. Parents control 87 percent of their child's life during their formative years. For better or worse, “the home provides the most permanent environment and point of reference for children” (Kellaghan, et al., 1993).

American families have diversified. Nearly half of all marriages end in divorce. One third of all marriages are remarriages (Swap, 1993). A variety of family forms, such as single-parent, stepparent, ethnic minority, homosexual, and cohabitating couples now outnumber the white nuclear family (Fine, 1992). According to Gestwicki (1993), "twenty-two percent of children today are born out of wedlock" (p. 13). The number of teenagers having children has increased dramatically during the last ten years, especially among children under fifteen (Swap, 1993).

The Bush Center in Child Development and Social Policy at Yale University estimates that 65 percent of students now have working mothers (Mernit, 1990). Many children with parents in the work force find themselves with hours of unsupervised time. Most of this time is spent in front of a television set. Neilson Media Research estimates that children between the ages of five and twelve spend approximately "four to six hours a day - or 25 hours a week - watching television" (Mernit, 1990, p. 41). The number of hours spent in front of the television

decreases the amount of time spent doing homework, interacting with parents or peers, participating in sports, or working on hobbies. In 1990, the National Assessment of Educational Progress reported that 34 percent of fourth graders said they spend fewer than 30 minutes doing homework each day (Mernit, 1990).

### History of Parent Education

In its broadest sense, parent education began with the extended family. Parent education consisted of advice and verbal formulas from relatives. In the 1400's, "parenting information was one of the first topics published off the original printing press" (Beekman, 1977, from Dangel & Polster, 1984, p. 3). Suggestions in the early manuscripts included "wrapping infants tightly with cloth to insure development of straight bones, submerging babies in freezing rivers to build strength and resistance to illness, and using opium to quiet cranky infants and help children fall asleep at bedtime" (Beekman, 1977, from Dangel & Polster, 1984, p. 3).



Parent education in the 19th century focused on the moral and religious development of children. In 1815, America's first recorded parent group meeting was held in Portland, Maine. During the first part of the twentieth century, a different aspect of child-rearing was emphasized each decade. "The rigid scheduling of infants, the need to establish obedience, and the restriction of the physical handling of children was the focus of parent education in 1910 to 1920" (Berger, 1987, from Dembo, 1992, p. 973). Child-rearing problems were the topic of discussion in many "maternal organizations" developed in 1920. From 1920 to 1930, development of children's character was emphasized. Many school systems began parent education programs (Berger, 1987). During the depression, social and economic conditions impacted family life. Parent education programs "offered information on budgeting, health, physical care, and diet" (Berger, 1987, p. 59). Rearing an emotionally healthy child was emphasized during 1940 to 1950 (Dembo, 1992). Author and parent educator Benjamin Spock

published *The Common Sense Book of Baby and Child Care* in 1946.

Parents were encouraged to “enjoy their children and the role of parent” (Berger, 1987, p. 61).

The evolution of the American family in the 1960s and 1970s brought many changes to parent education. There was public concern about teenage parents and children with special needs. Head Start, a preschool program for economically disadvantaged children, put parent education into the spotlight in the 1960s. Head Start programs emphasized “the role of parents in enhancing the cognitive development of children” (Dembo, 1992, p. 973). The role of fathers in family relations was emphasized in parenting programs of the 1960s. During the 1970s two published programs, Parent Effectiveness Training by Gordon (1970), and Systematic Training for Effective Parenting (1976), became available.

Balancing career and family became increasingly difficult in the 1980s as more women entered the work force. Parent education

programs focused on helping parents meet their parental responsibilities, find quality time to spend with their children, and maintain their career goals (Dembo, 1992).

### Parent Education Programs

The disintegration of the traditional family, and its inability to cope with societal problems, has both broadened the role of schools to deal with societal issues and encouraged the development of programs to spur parents to become involved in the educational process (Flaxman & Inger, 1992, p. 16).

Parent education programs are offered through research projects, school districts, educational agencies, community organizations, for-profit organizations, or individual consultants. The goal of many of these programs attempt to enable parents to enhance their children's education.

Project Step-Up, a parent education program developed by three local districts in Texas, Arizona, Arkansas, and Florida, was designed to serve the needs of economically disadvantaged, bilingual, and gifted and

talented students starting in second grade (Smith, 1993). The primary outcome of Project Step-Up was to “develop methods to actively involve parents of at-risk children in their child's educational growth and development” (Smith, 1993, p. 16). To achieve this goal, six seminars were designed for active participation, direct experience with the topic, and group interaction for the participants. Children were welcome at the Project Step-Up seminars, and some activities were designed to children and family members could work together (Smith, 1993).

At the conclusion of Project Step-Up, parents completed feedback sheets. According to Smith (1993), parents cited the following ideas as the most frequently used with their children:

Giving children choices.

Listening as well as talking to their children.

Encouraging children to think of many ideas, solutions, or ways of doing things.

Asking questions that have children give their thoughts.

Asking children for ideas and opinions.

Asking children to give details or explanations about their answers.

Helping children to see ideas or situations from other points of view (p. 19).

Parents also cited working and learning with their children, active participation, and problem solving as the most enjoyable and effective part of the seminars. "Project Step-Up was able to bring parents, children, and teachers together in a safe and accepting environment to learn and create cooperatively" (Smith, 1993, p. 19).

Parenting Bright Children was a five-week parenting class offered through the Bozeman Public School District's adult education classes (McCollim, 1992). Topics of Parenting Bright Children included "creativity, perfectionism, and learning styles" (McCollim, 1992, p. 16). Each meeting was left open-ended to allow for questions and discussion. Each evening session contained four elements. A variety of media was used to present current learning theories, those theories were reinforced with several hands on activities, and parents completed an in-class assignment at every meeting. The assignment required parents to apply the learning theory they had just discussed to a situation at home. At the end of every meeting, parents were given a chance to browse through a library of resources (McCollim, 1992).

At the conclusion of Parenting Bright Children, parents were asked to evaluate the program. Most parents said that they felt empowered at home. Many parents felt that the program was “a shot in the arm and a peek into the school experience for their children” (McCollim, 1992, p. 17).

#### Components for Success

Research indicates that “no one particular program is more effective than another. Thus, participation in a program is more important than the actual type of program attended” (Anchor & Thomason, 1977; Frazier & Matthews, 1975; Goodson & Hess, 1975; Kessen, Fein, Clark-Stewart & Starr, 1975; Pinsker & Geoffrey, 1981; Schofield, 1979; Powell, 1986, from First & Way, 1995, p. 104). With this in mind, it is important to identify which program components are associated with attendance at parent education workshops.

Parent education workshops should be announced well in advance so parents may arrange to attend. Reminders with the date, time, and

location of the program should be sent at least one week prior to the first session (Faber & Mazlish, 1991).

Free child care, with planned activities for the children, may attract parents to workshops. Toys, materials, and craft activities help keep the children entertained. Children can also be included in the parent education program by participating in activities with their parents (Smith, 1993).

Food is an important aspect of parent education programs. Many centers have included dinner as a part of their parent education programs. The dinner, along with an early start time, and free child care has helped draw families to meetings (Foster, 1994). A meal at the beginning of the program also allows latecomers to arrive before discussion begins.

It is important to make parents feel welcome and comfortable at parent education programs. Each parent education program should begin with a brief introduction of the presenter and program topics (Foster, 1994). On the first night of the program, parents should participate in an

icebreaker activity. Icebreakers help people get acquainted. It also allows them to talk informally with one another (Gestwicki, 1992). Icebreakers also make people feel more at ease about sharing ideas or asking questions.

The parent education program should hold the audience's attention. A variety of presentation techniques should be utilized, including lecture, group discussion, and role-play. Since parents learn from each other as well as from professionals, the program should facilitate this type of interaction (Gestwicki, 1992). The leader of a parent education program should operate as a facilitator, providing support and structure for the parents. The leader should not attempt to be an "expert" on parenting (Noller & Taylor, 1989). Various types of media should be included in a parent education program.

Videocassettes, audiocassettes, overheads, and posters can be used to support the central ideas of the parent education program.

At the end of each session, there should be time for parents to ask questions, make comments, or browse reading materials. A library of



resources, including both adult and children's titles, should be available at every session. These resources can help answer questions or provide specific information that may not be covered in the parent education program (A. Pulkkinen, personal communication, January 11, 1996).

Parents should be given handouts to reinforce or enhance the evening's activities. Parents enjoy handouts that list inexpensive activities to do at home or in the community (Foster, 1994). A quick overview of the following session's topic, including a reminder of the location, date, and time can increase parental attendance rates (Foster, 1994).

The final session of a parent education program should include an evaluation for the parents. Questions included in the evaluation should cover various aspects of each session (Flaxman & Inger, 1992). Questions should be open-ended, so parents are allowed to answer with complete thoughts. The completed questionnaires should be used to assess the strengths and weaknesses of the current program, and to adapt and enhance future programs (Gestwicki, 1992).

### Parent and Student Benefits

“Parent education does not have a long history of research and evaluation; few programs were evaluated before the 1960s” (Dembo, 1992, p.74). Program diversity has made it difficult to draw conclusions about the overall effectiveness of parent education programs.

Schools need children who are prepared for formal education. Unfortunately, many of America's 45 million school children are not prepared for the school day. According to McCormick (1990), “fewer kids come to school hungry because their parents are poor than come tired because their parents let them watch television too late” (p. 54). Parent education can help educate parents about effective ways to prepare their children for school.

According to McCollim (1992) and Hollifield (1995), many parents want to enhance their children's learning, but are unsure of how to do so. Parent education can teach parents simple toy, game, and puppet construction, and storytelling and reading techniques. Several studies indicate that when parents participate, or are involved in their

children's learning, children have an increased chance of academic success (Anthony & Pollack, 1985; Plowden Report, 1967; Quinten & Rutter, 1988, from Gelfer, 1991). Parent education “leads to improved student achievement and significant long-term benefits, including better school attendance, reduced drop out rates, decreased delinquency, and lower student pregnancy rates” (Flaxman & Inger, 1992, p. 17).

Many childhood and adolescent conduct disorders have been linked to ineffective parental discipline and monitoring (Dembo, 1992). According to Dangel and Polster (1984), parent education “is effective in the treatment of a very wide variety in children's problems, particularly when the problems can be specifically defined and are relatively discreet” (p. 497).

### Summary

American families are becoming diverse. Due to the increasing number of families with both parents in the workforce, children spend several hours a day without parental supervision.

Parenting information and education has a long history. Parent education has grown from verbal admonitions and formulas from relatives and friends to structured programs from trained professionals. Parent education changes to meet the parental needs of each decade.

Current parent education programs vary in design. Many parent education programs attempt to include parents in the educational process of their children. Some programs attempt to give parents insight into their child's developmental stages. Other parent education programs attempt to enhance family relationships and communication.

There are certain components that lend to the success of parent education programs. These components include evening meetings, child care, food, and informative handouts. Parents can learn from professional educators as well as each other.

It is difficult to generalize results of parent education research due to the diversity of program offerings. However, some parent education programs have helped parents enhance their children's learning and modify their children's behavior.

## CHAPTER 3

### PROCEDURE

#### Introduction

The purpose of this project was to develop a parent education program for parents of elementary school children. The Master Parent program was developed in four separate phases. The first phase involved an extensive review of literature related to parent education. A summary of the literature review was included in Chapter two of this project. The second phase focused on collecting information and ideas from various parent education programs around Washington state. The third phase of the project was a series of personal interviews. The fourth phase synthesized the information received from the literature review, sample programs, and personal interviews to create The Master Parent program.

### Literature Review

To begin this project, literature was gathered through various methods. The writer conducted an ERIC search using the descriptors of families, parent education, parent training, parenting, parent involvement, and parent/school relations. Many of the sources found in the search were used and included in the bibliography of this project. Additional sources were obtained from the bibliographies and suggestions for further reading found in useful literature. Books and materials were obtained from the Central Washington University library, the King County library, and the Yakima Early Childhood Center. After the literature was reviewed, five topics emerged. The topics were: (a) American families, (b) the history of parent education, (c) current parent education programs, (d) components of successful parent education programs, and (e) parent and student benefits of parent education programs. A review of literature was included in Chapter 2 of this project.

### Sample Programs

The writer contacted parent education coordinators from five schools, three hospitals, and four social service agencies in Washington state and requested information, materials, and sample formats of their respective parent education programs. The writer received brochures and program information from ten of the twelve parent education programs.

The information received from the sample programs provided the writer with ideas and information regarding the promotion and presentation of a parent education program. The sample programs were also used to determine the types of programs offered in Washington state.

### Personal Interviews

The writer conducted three personal interviews between January 11, 1996 and February 1, 1996. The writer conducted the personal interviews to gain further insight into the planning, promotion,



presentation, and evaluation process of parent education programs. Each interview lasted approximately one half hour.

The interviews were conducted in a conversation format. The writer chose a conversation format because it allowed the interviewees to express ideas and thoughts in a less structured manner. To begin each interview, the writer asked the interviewees to describe their program. The writer asked for clarification and expansion when necessary.

The interviewees discussed many aspects of their parenting program, including the decision making process, the planning, and the funding. The interviewees also described the clientele served by their program. Interviewees canvassed the successes and failures of their program. The interviewees shared their favorite books and materials on the topic of parenting. After the interviews, the writer browsed through materials and published programs used by the interviewee's parenting programs. The personal interviews and materials provided the writer with information regarding the planning, promotion, funding, and presentation of parent education programs.

### Program Development

The writer developed The Master Parent program during the fourth phase of the project. The information acquired in the literature review, combined with the program samples and the personal interviews was interwoven to design the parent education program model.

The writer decided to use Systematic Training for Effective Parenting, a published program from American Guidance Services, as a conceptual framework for The Master Parent program. STEP was frequently cited in literature and by personal interviews as an effective parent education program. Videos and posters are included in the STEP program for variety in presentation.

STEP is designed as a nine-session program. The writer eliminated session nine, and included its components into the eighth session. The writer decided to include free child care and dinner in The Master Parent program because research, sample programs, and personal interviews all cited child care and food as important components of parent education programs.

Handouts for The Master Parent program were collected from various sources, including the writer's personal file, the Tahoma School District, and the parent education coordinators. The writer developed many of the handouts for specific use in The Master Parent program.

The writer designed a certificate of participation for program attendants. The purpose of the certificates was to recognize participant attendance.

The writer decided to include an evaluation in The Master Parent program because it could be used to modify future parent education programs. The literature review, sample programs, and personal interviews all cited evaluations as an effective way to gain parental insight into parent education wants and needs.

### Summary

The information gathered from the literature review was synthesized with the sample programs and the personal interviews to provide a framework for the parent education program. Components of successful parent education programs were combined with STEP to create The Master Parent program.

## CHAPTER 4

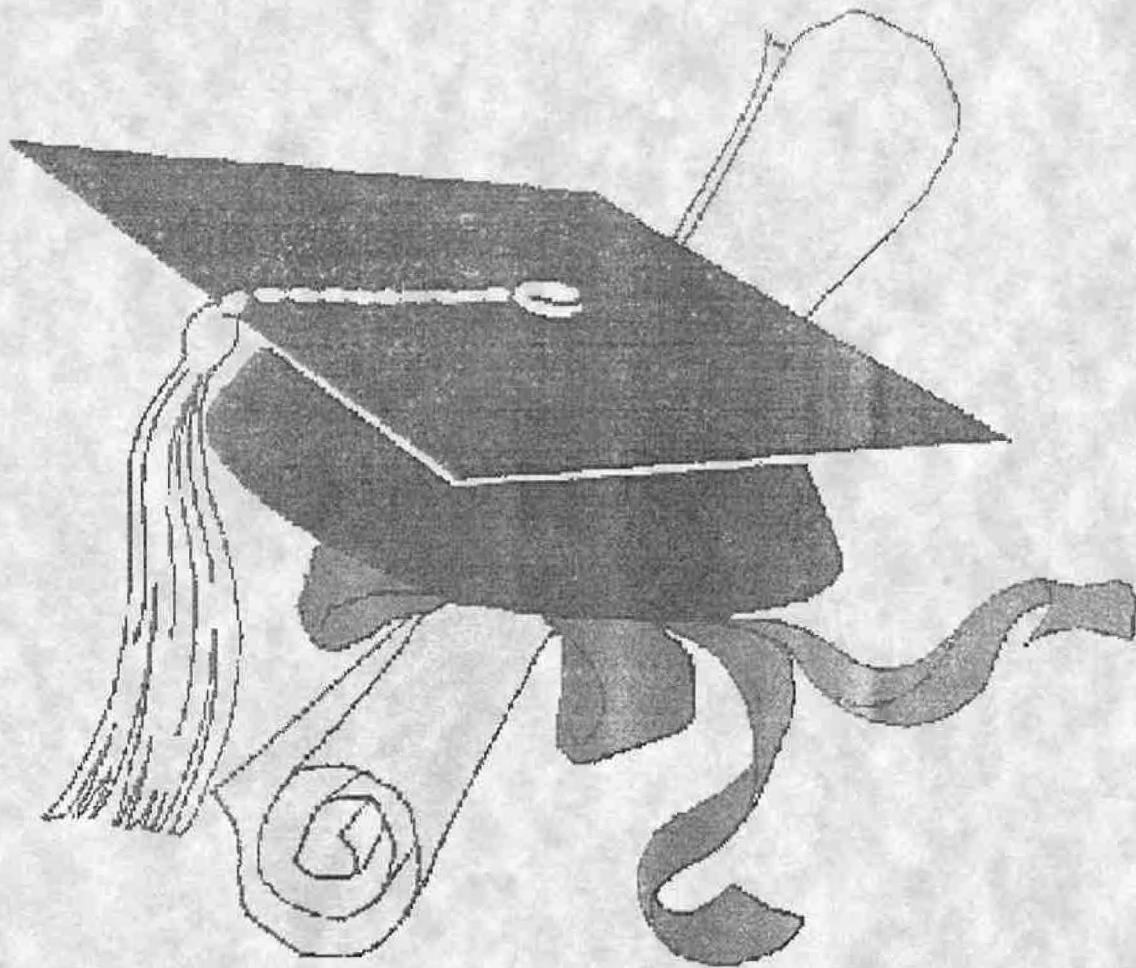
### THE PROJECT

#### Introduction

Chapter four of this project is devoted to the planning, promotion, registration, presentation, and evaluation of The Master Parent program. The Master Parent program is an eight session parent education program, for parents of elementary school children.

The purpose of The Master Parent is to foster positive relationships between parents, children, and the school. Session topics include: understanding children's behavior and misbehavior, understanding emotions, encouragement, communication and listening, expression of ideas and feelings, developing responsibility, decision making, and conducting family meetings. Each session will include dinner, child care and informational handouts. A parent evaluation is included to gain insight for planning future parent education programs.

# THE MASTER PARENT PROGRAM



created by

Kim Miller

## TABLE OF CONTENTS

SECTION	PAGE
INTRODUCTION	34
PLANNING	35
PROMOTION	36
REGISTRATION	37
CONFIRMATION	38
PRESENTATION	38
SESSION ONE: Understanding Behavior	39
SESSION TWO: Understanding Emotions	41
SESSION THREE: Encouragement	43
SESSION FOUR: Communication and Listening	45
SESSION FIVE: Expression of Ideas and Feelings	47
SESSION SIX: Developing Responsibility	49
SESSION SEVEN : Decision Making	51
SESSION EIGHT: Conducting Family Meetings	53
EVALUATION	55
SUMMARY	56
MESSAGE FROM THE WRITER	57

## INTRODUCTION

This packet details the procedures and materials used for planning, promotion, registration, confirmation, presentation and evaluation of The Master Parent program. The Master Parent is an eight session parent education program designed to provide support and information to parents of elementary school children. Systematic Training for Effective Parenting was used as a conceptual framework for the development of The Master Parent program.

The purpose of The Master Parent program is to foster positive relationships between parents, children, and the school. Each session will include free child care, dinner, and educational handouts. A parent evaluation is included to gain parental insight for planning future parent education programs.



## Planning

The following things must be considered when planning The Master Parent program:

- ✓ The STEP program will be purchased from American Guidance Services at least three months before the beginning of the program. A parent handbook must be ordered for every parent attending the program (see Appendix A).
- ✓ The Master Parent program will be conducted in a room which will seat 25-30 adults.
- ✓ A television and videocassette recorder will be needed for videotape presentations.
- ✓ One adult child care worker must be staffed for every six children. The child care worker will be provided with a room separate from the adult's room. The room will be equipped with toys, books, and craft items for the children (see Appendix B).
- ✓ Meal utensils and food must be brought to each session (see Appendix C).
- ✓ Handouts and resource materials need to be collected and prepared for each session.

### Promotion

The Master Parent program will be promoted through a number of avenues, including brochures, fliers, and newspapers. All of the promotional materials used in The Master Parent program will be translated into the various languages spoken within the community.

Brochures that describe The Master Parent program will be sent home with every child in the school. Additional brochures will be available at the school office and the Administration building. The brochures will contain a description of The Master Parent program, a registration form, and a number parents can call for further information (see Appendix D). The brochures will be sent home with the children six weeks before the beginning of the program.

Fliers will be posted in various parts of the community, including pediatrician's offices, day care centers, churches, stores, shopping malls, social service agencies, and community bulletin boards. The fliers will include a description of The Master Parent program, and provide interested parents with a phone number to call to receive further

information (see Appendix E). The fliers will be posted around the community six weeks before the beginning of the program.

The Master Parent program will be announced in local newspapers four weeks before the first session. A description of The Master Parent program will be included in the newspaper announcement. A phone number will be included in the announcement (see Appendix F). Parents who are interested in The Master Parent program can call the number to obtain further information and a registration form.

### Registration

Brochures with registration forms will be sent home with each child in the elementary school. Additional brochures will be available at the main office and the Administration building. Parents interested in The Master Parent program may register by completing the form attached to the brochure and returning it to their child's teacher or the main office. Returned registration forms will be given to the program facilitator.

### Confirmation

The program facilitator will call and confirm registration when the form is first received. The facilitator will answer any questions an enrollee may have at that time. The facilitator will confirm the dates, time, and location of The Master Parent program (see Appendix G).

One week prior to the beginning of the program, the facilitator will call all registered participants of the dates, time, and location of The Master Parent program (see Appendix H).

### Presentation

The Master Parent program will include eight two-hour sessions. Each session will include dinner, child care, parent discussion, a question and answer session, and informational handouts. Session eight will include the presentation of the certificates of attendance (see Appendix S), and The Master Parent program evaluation (see Appendix R).

## SESSION ONE

### Understanding Behavior and Misbehavior

#### Materials:

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Bingo Icebreaker (see Appendix I)
- Parent Handbook: Chapter One
- Videocassette 1: "The Four Goals of Misbehavior"
- Script booklet
- Discussion Guidelines poster
- Chart 1A: "The Goals of Misbehavior"  
Chart 1B: "The Goals of Positive Behavior"
- Session One Handouts: "Cool Responses" and "Paper Bag Puppets" (see Appendix J)

#### Goals:

- ☺ Group members will become acquainted with each other.
- ☺ Parents will learn that their children's misbehavior serves a purpose.
- ☺ Parents will learn how they unintentionally reinforce their children's misbehavior.

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:10	Introduction	Icebreaker	Go to child care.
6:10 - 6:15	Explain Discussion Guidelines with poster.	Read discussion guidelines poster.	Child's choice of activities (see Appendix B).
6:15 - 6:45	Lead discussion on Chapter 1 using Chart 1A.	Participate in discussion on Chapter 1.	
6:45 - 6:55	Present video.	Watch video.	
6:55 - 7:05	Lead discussion on video using Chart 1B.	Participate in discussion on video.	
7:05 - 7:10	Lead discussion on Chapter 1 Problem Situation.	Participate in discussion of Problem Situation.	
7:10 - 7:15	Assign weekly activity.	Listen to directions.	Children will listen to a story.
7:15 - 7:30	Assign Chapter 2 reading for next session, answer questions, distribute and discuss handouts.	Ask questions, browse handouts and resource materials.	Clean up area, return to parents.

## SESSION TWO

### Understanding Emotions

#### **Materials:**

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Two
- Videocassette 1: "Emotions Serve a Purpose"
- Script booklet
- Chart 2: "Differences Between the 'Good' Parent and the Responsible Parent"
- Session Two Handouts: "Thoughts on the Use of Choices" and "Play Dough" (see Appendix K)

#### **Goals:**

- ☺ Parents will learn how to avoid being trapped by their children's negative feelings.
- ☺ Parents will learn to recognize some of the ways a parent can interfere with a child's development by attempting to do "the right thing."

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:15	Lead discussion of weekly activity.	Participate in discussion of weekly activity.	Go to child care.
6:15 - 6:30	Lead discussion of Chapter 2.	Participate in discussion on Chapter 2.	Child's choice of activities (see Appendix B).
6:30 - 6:45	Present video.	Watch video.	
6:45 - 7:00	Lead discussion on video using Chart 2.	Participate in discussion on video.	
7:00 - 7:10	Facilitate role-play and discussion of Chapter 2 Problem Situation.	Participate in role-play and discussion of Problem Situation.	Listen to a story.
7:10 - 7:15	Assign weekly activity.	Listen to directions.	
7:15 - 7:30	Assign Chapter 3 reading, answer questions, distribute and discuss handouts.	Ask questions, browse handouts and resource materials.	Clean area, return to parents.



## SESSION THREE

### Encouragement

#### Materials:

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Three
- Videocassette 1: "Encouragement"
- Script booklet
- Chart 3: "Differences Between Praise and Encouragement"
- Pencils and paper
- Session Three Handouts: "The Special Language of Encouragement" "The Encouragement Process" and "Peanut Butter Bird Feeder" (see Appendix L)

#### Goals:

- ☺ Parents will understand the concept and process of encouragement.
- ☺ Parents will understand the difference between praise and encouragement.
- ☺ Parents will be able to differentiate between attitudes and behaviors that discourage, and attitudes and behaviors that encourage.

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:10	Lead discussion of the weekly activity.	Participate in discussion on Chapter 3.	Go to child care.
6:10 - 6:25	Lead discussion on Chapter 3 using Chart 3.	Participate in Chapter 3 discussion.	Child's choice of activities (see Appendix B).
6:25 - 6:35	Present video.	Watch video.	
6:35 - 6:45	Lead discussion on video.	Participate in discussion of video.	
6:45 - 7:00	Facilitate Chapter 3 exercise.	Participate in role-play on encouragement, discuss actions.	
7:00 - 7:10	Lead discussion on Chapter 3 Problem Situation.	Discuss the Problem Situation.	Listen to a story.
7:10 - 7:15	Assign weekly activity.	Listen to directions.	
7:15 - 7:30	Assign Chapter 4 reading, answer questions, distribute and explain handouts.	Ask questions, browse handouts and resource materials.	Clean area, return to parents.

## SESSION FOUR

### Communication and Listening

#### Materials:

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Four
- Videocassette 1: “Effective Listening”
- Script booklet
- Chart 4: “Effective Listening”
- Pencils and paper
- Session Four Handouts: “Rewards for Being” and “Inside Growers” (see Appendix M)

#### Goals:

- ☺ Parents will improve their listening skills with their children.
- ☺ Parents will learn how to communicate to children that they understand the children’s feelings.

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:10	Lead discussion of previous weekly activity.	Participate in discussion of previous weekly activity.	Go to child care.  Child's choice of activities (see Appendix B).
6:10 - 6:25	Lead discussion on Chapter 4 using Chart 4.	Participate in discussion on Chapter 4.	
6:25 - 6:35	Present video.	Watch Video.	
6:35 - 6:45	Lead discussion on video.	Participate in discussion on video.	
6:45 - 7:00	Facilitate "feeling message" role-play and discussion.	Participate in role-play and discussion.	
7:00 - 7:10	Lead discussion on Problem Situation.	Read Problem Situation and participate in discussion.	Listen to a story.
7:10 - 7:15	Assign weekly activity.	Listen to directions.	
7:15 - 7:30	Assign Chapter 5 reading, distribute and explain handouts.	Ask questions, browse handouts and resource materials.	Clean up area, return to parents.

## SESSION FIVE

### Expression of Ideas and Feelings

#### **Materials:**

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Five
- Videocassette 2: “Problem Ownership and I-Messages”
- Script booklet
- Chart 5: “Decisions for Effective Communication”
- Pencils and paper
- Session Five Handouts: “Books for Parents” and “Books for Parents and Children” (see Appendix N)

#### **Goals:**

- ☺ Parents will learn how to explore alternatives.
- ☺ Parents will learn how to communicate their feelings to their children in a non-threatening way.

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:10	Lead discussion on weekly activity.	Participate in discussion on weekly activity.	Go to child care.
6:10 - 6:20	Lead discussion of Chapter 5 using Chart 5.	Participate in discussion on Chapter 5.	Child's choice of activities (see Appendix B).
6:20 - 6:30	Present video.	Watch video.	
6:30 - 6:40	Lead discussion on video.	Participate in discussion on video.	
6:40 - 6:55	Facilitate role-play and discussion.	Participate in role-play and discussion.	
6:55 - 7:10	Facilitate Chapter 5 exercises. Lead discussion on responses.	Complete Chapter 5 exercises. Participate in discussion on responses.	Listen to a story.
7:10 - 7:15	Lead discussion on Problem Situation.	Participate in discussion on Problem Situation.	
7:15 - 7:30	Assign weekly activity and Chapter 6 reading. Present and discuss handouts, answer questions.	Listen to directions, ask questions, browse handouts and reading materials.	Clean up area, return to parents.

## SESSION SIX

### Developing Responsibility

#### **Materials:**

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Six
- Videocassette 2: "Disciplining with Consequences"
- Script booklet
- Chart 6:
- Session Six Handouts: "How to Use TV to Help, Not Harm, Your Child" and "Leaf Prints" (see Appendix 0)

#### **Goals:**

- ☺ Parents will recognize the differences between autocratic, democratic, and permissive methods of gaining cooperation from their children.
- ☺ Parents will become familiar with the concepts of natural and logical consequences.
- ☺ Parents will learn procedures for using natural and logical consequences and learn how to distinguish between logical consequences and punishment.

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:10	Lead discussion on weekly activity.	Participate in discussion on weekly activity.	Go to child care.
6:10 - 6:20	Lead discussion on Chapter 6 using Chart 6.	Participate in discussion on Chapter 6.	Child's choice of activities (see Appendix B).
6:20 - 6:30	Present video.	Watch video.	
6:30 - 6:40	Lead discussion on video.	Participate in discussion on video.	
6:40 - 6:55	Facilitate Chapter 6 exercises. Discuss responses.	Complete Chapter 6 exercises. Discuss responses.	
6:55 - 7:10	Facilitate role-play of Problem Situation. Discuss actions.	Participate in role-play and discussion on Problem Situation.	Listen to a story.
7:10 - 7:15	Assign weekly activity.	Listen to directions.	
7:15 - 7:30	Assign Chapter 7 reading, distribute and describe handouts, answer questions.	Ask questions, browse handouts and resource materials.	Clean up area, return to parents.



## SESSION SEVEN

### Decision Making

#### Materials:

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Seven
- Videocassette 2: "Creating Logical Consequences"
- Script booklet
- Chart 7: "Selecting the Appropriate Approach"
- Pencils and paper
- Session Seven Handouts: "Suggestions for Parents" "Ways to Read Books with Children" and "Bubbles!" (see Appendix P)

#### Goals:

- ☺ Parents will learn how to act deliberately.
- ☺ Parents will learn how to choose approaches to their children (Reflective listening and exploring alternatives; I-messages; and natural and logical consequences).

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:15	Lead discussion on weekly activity.	Participate in discussion of weekly activity.	Go to child care.
6:15 - 6:25	Lead discussion on Chapter 7 using Chart 7.	Participate in discussion on Chapter 7.	Child's choice of activities (see Appendix B).
6:25 - 6:35	Present video.	Watch video.	
6:35 - 6:45	Lead discussion on video.	Participate in discussion on video.	
6:45 - 7:00	Facilitate Chapter 7 exercises. Discuss responses.	Complete responses, discuss responses.	
7:00 - 7:10	Facilitate role-play of Problem Situation.	Participate in role-play of Problem Situation.	Listen to a story.
7:10 - 7:15	Assign weekly activity.	Listen to directions.	
7:15 - 7:30	Assign Chapter 8 & 9 reading. Distribute and describe handouts. Answer questions.	Ask questions, browse handouts and resource materials.	Clean up area, return to parents.

## SESSION EIGHT

### Conducting Family Meetings

#### Materials:

- Child care supplies (see Appendix B)
- Meal supplies (see Appendix C)
- Parent Handbook: Chapter Eight & Chapter Nine
- Videocassette 2: “The Family Meeting” and “Building Your Confidence”
- Script booklet
- Chart 8: “Essentials of Family Meetings”
- Session Eight Handouts: “Thinking Ahead!” “Geography Fun” and “Soap Crayons” (See Appendix Q)
- The Master Parent program evaluation form (see Appendix R)
- The Master Parent certificate of attendance (see Appendix S)

#### Goals:

- ☺ Parents will learn how to initiate and conduct effective parent meetings with their children.
- ☺ Parents will be rewarded with certificates of attendance.
- ☺ Parents will evaluate The Master Parent program.

**Procedure:**

TIME	FACILITATOR ACTIVITIES	PARENTS' ACTIVITIES	CHILDREN'S ACTIVITIES
5:30 - 6:00	Dinner	Dinner	Dinner
6:00 - 6:10	Lead discussion on weekly assignment.	Participate in discussion.	Go to child care.
6:10 - 6:20	Lead discussion on Chapter 8 using Chart 8.	Participate in Chapter 8 discussion.	Child's choice of activities (see Appendix B).
6:20 - 6:30	Present video: "The Family Meeting."	Watch video: "The Family Meeting."	
6:30 - 6:40	Lead discussion on video.	Participate in discussion on video.	
6:40 - 6:50	Present video: "Building Your Confidence."	Watch video: "Building Your Confidence."	
6:50 - 7:05	Have parents pair up, each parent will write partner's parenting strengths on a piece of paper, share with group.	Write strengths on a piece of paper, share with group.	Listen to a story.
7:05 - 7:15	Answer questions, distribute and describe handouts.	Ask questions, browse handouts.	
7:15 - 7:30	Distribute certificates, conduct evaluation.	Recieve certificates, complete evaluation.	Clean up area, return to parents.

### Evaluation

At the final session of The Master Parent program, each parent will be asked to fill out an evaluation form. The Master Parent program will be evaluated by written response to several open-ended questions (see Appendix R). Questions are:

What are the most important things you feel you learned from The Master Parent?

Which parts of the program were the most helpful? Why? (For example: videos, handouts, child care, etc.)

What, if anything, would you change about The Master Parent?

Would you recommend The Master Parent to friends or relatives? Why?

The comments received from the evaluation will be used to adapt and enhance further parent education programs. Positive comments will be considered program strengths, and will be retained in future programs. Negative comments will be considered program weaknesses and either removed or reworked for future programs.

## SUMMARY

This packet detailed the procedures and materials used for planning, promotion, registration, confirmation, and presentation and evaluation of The Master Parent program. The Master Parent is an eight session parent education program designed to provide information and support to parents of elementary school students. The Systematic Training for Effective Parenting program, a published program from American Guidance Services, was used as a conceptual framework for The Master Parent program.

The purpose of The Master Parent program is to foster positive relationships between parents, children, and the school. Each session includes dinner, child care, and informational handouts. A parent evaluation is included to gain parental insight for planning future parent education programs.

MESSAGE FROM THE WRITER

Parents and schools have a common interest: THEIR CHILDREN.

Since parents are their child's first and most influential role model, schools must constantly search for innovative ways to educate parents and involve them in their child's learning.

The Master Parent program is designed to provide information and support to parents of young children. The program helps parents understand their child's behavior, and introduces parents to communication techniques that can enhance positive behavior in their children. The program provides parents with ideas for simple, inexpensive educational activities they can do at home with their child. The Master Parent program can help parents feel more comfortable at the school and in their role as a parent.

I encourage schools to use The Master Parent program to provide information and support to parents. If parents are educated, children and schools benefit.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to develop a parent education program for parents of elementary school children. Parents are their child's first and most influential role model. If parents are educated, their children will benefit.

Research was conducted in the five major areas that apply to parent education programs. Areas studied were the American family, the history of parent education, current parent education programs, the components of successful parent education programs, and parent and student benefits of parent education programs. Literature was gathered from various sources.

Sample programs were collected from various schools, hospitals, and social service agencies. The sample programs provided the writer



with an overview of current trends in parent education programs.

Three personal interviews were conducted to give the writer a greater understanding of the planning, preparation, and promotion of successful parent education programs.

The Master Parent program was developed and adapted from Systematic Training for Effective Parenting, a published program from American Guidance Services. The program included child care, dinner, and informational handouts. The Master Parent program was designed to promote satisfying family relationships, increase parental confidence, and enhance children's at-home learning.

### Conclusions

As a result of the data from the study, the following conclusions have been reached:

1. Parents have great influence on the attitudes and behaviors of their children.

2. Many parents want to enhance their child's learning, but are

unsure how to do so.

3. Parent education is an effective way to inform parents about ways to develop positive family relations, enhance communication, and promote academic achievement.

### Recommendations

As a result of the conclusions drawn from the study, the following recommendations were made:

1. Parents and schools must work together to enhance their children's learning.
2. Schools should offer parent education programs to the community.
3. Further research is needed to determine the long-term effects of parent education on family relations.

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## REFERENCES

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APPENDICES

**APPENDIX A**

**STEP Kit Ordering Information**

### STEP Kit Ordering Information

To order by mail: American Guidance Services  
4201 Woodland Road  
P.O. Box 99  
Circle Pines, Minnesota 55014-1796

To order by phone: 1-800-328-2560

Cost of the STEP kit: \$299.95 + 9% shipping and handling

Included in the STEP kit:

✓ 1 Leader's Manual

✓ 1 Parent's Handbook

✓ 2 Videocassettes

Videocassette 1: Introduction to STEP  
The Four Goals of Misbehavior  
Emotions Serve a Purpose  
Encouragement  
Effective Listening

Videocassette 2: Problem Ownership and I-Messages  
Creating Logical Consequences  
Disciplining with Consequences  
The Family Meeting  
Building Your Confidence

✓ 1 Script Booklet

✓ 1 Discussion Guidelines Poster

- ✓ 10 Charts
  - Chart 1A The Goals of Misbehavior
  - 1B The Goals of Positive Behavior
  - 2 The Difference Between the “Good” Parent and the Responsible Parent
  - 3 Differences Between Praise and Encouragement
  - 4 Effective Listening
  - 5 Decisions for Effective Communication
  - 6 The Major Differences Between Punishment and Logical Consequences
  - 7 Selecting the Appropriate Approach
  - 8 Essentials of Family Meetings
  - 9 Democratic and Positive Parenting
  
- ✓ 25 Certificates of Participation
  
- ✓ Publicity Aids Packet
  - Announcement poster
  - 25 Invitational fliers
  - Camera-ready ad slicks
  - Public service announcement
  - News release
  - Instructions for using the publicity aids

APPENDIX B

Child Care Supplies

### Child Care Supplies

- 3 Large (64 count) boxes of crayons
- Blank drawing paper and construction paper
- Safety scissors
- Glue
- Modeling clay
- Building blocks
- 2-50 piece puzzles and 2-25 piece puzzles
- Costume trunk
- Books:
  - Birdseye, T. **Soap! Soap! Don't Forget the Soap!**
  - Cleary, B. **Ramona Quimby, Age 8.**
  - Degen, B. **Jamberry.**
  - Kellogg, S. **Pecos Bill.**
  - Numeroff, L. **If You Give a Mouse a Cookie.**
  - Potter, B. **The Tale of Peter Rabbit.**
  - Prelutsky, J. **Something Big Has Been Here.**
  - Rodanas, K. **Dance of the Sacred Circle.**
  - Viorst, J. **Alexander and the Terrible, Horrible, No-Good, Very Bad Day.**
- 2 Board games
- Puppets

APPENDIX C

Meal Supplies



## Meal Supplies

- 50 paper plates
- 50 Styrofoam cups
- 50 plastic forks
- 50 plastic knives
- 50 plastic spoons
- Napkins
- 1 gallon orange juice
- 1 gallon milk
- 2-2 liters pop
- Coffee
- Carrot sticks
- 4 loaves French bread
- Spaghetti
- Cookies

APPENDIX D

The Master Parent Program Brochure

The Master Parent Program is . . .  
An eight session discussion  
program designed to provide  
information and support to parents.  
Each session will explore a  
different aspect of parenting.  
Topics include:

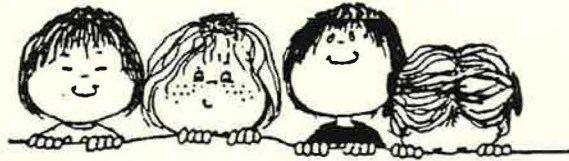
- ◆ Understanding Behavior
- ◆ Encouragement
- ◆ Communication
- ◆ Expressing Feelings
- ◆ Developing responsibility
- ◆ Decision making
- ◆ Family meetings
- ◆ Developing Confidence



Facilitated by  
Kim Miller, M.Ed.

Included in each session:

- ☺ Dinner
- ☺ Child Care
- ☺ Parent Workbook
- ☺ Activity Ideas



SESSION DATES  
Tuesday Evenings  
March 4 - April 22  
5:30-7:30

Anywhere Elementary School  
Multi-purpose Room

If interested, please fill out and return to school.  
You may contact your child's teacher for more information.

Parent's Name(s) \_\_\_\_\_

Student's Name(s) \_\_\_\_\_

Phone Number \_\_\_\_\_ Best time to call \_\_\_\_\_

I need child care \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_

APPENDIX E

The Master Parent Promotional Flier

# THE MASTER PARENT PROGRAM

An eight session discussion program designed to provide information and support to parents. Each session includes:

- ◆ Dinner
- ◆ Child Care
- ◆ Activity Ideas



**JOIN US!**

Tuesday Evenings  
March 4 - April 22  
5:30 - 7:30

For more information contact:  
Anywhere Elementary School  
XXX-XXXX

APPENDIX F

News Release

NEWS RELEASE

Date: January 20, 1996

Sponsor: Anywhere Elementary School

Contact: Kim Miller

Address: Some Street, Anywhere, USA 99999

Phone: xxx-xxxx

Release Date: February 4, 1996

Suggested Head: ANYWHERE ELEMENTARY SCHOOL OFFERS  
THE MASTER PARENT

Improving parent-child relationships will be the focus of a series of discussion sessions beginning March 4 at 5:30 pm in the Anywhere Elementary School Multipurpose room. The program is offered to parents of Anywhere Elementary School students.

The Master Parent includes dinner, child care, and activity ideas. The Master Parent program is based on Systematic Training for Effective Parenting (STEP). The STEP program encourages mutual respect between parent and child, increased cooperation, more effective communication, and a more responsible, self-reliant attitude among children.

For more information about The Master Parent program, contact Anywhere Elementary School at xxx-xxxx.

APPENDIX G

Phone Script One



## Phone Script

Hello \_\_\_\_\_,

This is Kim Miller from Anywhere Elementary School. I am calling to confirm your registration for The Master Parent Program.

On your registration form, you said you will be bringing \_\_\_ children. Is that still correct?

Do you have any questions about The Master Parent program?

The first session will begin March 4 at 5:30 in the Anywhere Elementary School multipurpose room. I look forward to seeing you then!

APPENDIX H

Phone Script Two

### Phone Script Two

Hello \_\_\_\_\_,

This is Kim Miller from Anywhere Elementary School. I am calling to remind you that The Master Parent program begins March 4 at 5:30 pm. We will all meet in the multipurpose room.

Do you still plan to bring \_\_\_\_\_ children?

Remember, dinner will be served at the meeting.

I am looking forward to seeing you on March 4!

APPENDIX I

Parent Bingo Icebreaker

APPENDIX J

Session One Handouts

## Cool Responses

### At The Store

Here are some tips to make shopping a positive experience

#### Plan Ahead

**BE REALISTIC:** Is your child too tired to shop? Are you? If yes, postpone your trip. If your child is hungry, have a snack before venturing to the store.

**REVIEW THE RULES:** Before entering the store, state your expectations, for example, "Stay with me," "Look with your eyes," or "Walk in the store."

**TAKE A LIST:** Let your child know what's on the list and how much you have to spend. This helps with understanding the realities of family budgeting.

#### At the Store

**LET THE CHILD HELP:** "Do you remember where the beans are?" "Help me find the chicken soup." They can also help with reading the list: "What do we still have to get?"

**READ LABELS:** Teach your child to read labels. "We need spaghetti sauce. Can you choose one that doesn't have sugar listed in the first 5 ingredients?"

**GIVE RESPONSIBILITY:** Children ages eight and older can child push the cart, add up prices on a calculator, cross things off the list, etc.

**PRAISE:** Show appreciation. "Shopping is a lot more fun when you're along to help out!"

**NEGOTIATE:** If your child is starting to get tired or bored, address those feelings. "You're tired and we're not finished yet. We still have bread, apples, and jam to get. What would you like to do?" Then be ready to negotiate.

**ADD FUN:** Stop at the library, museum, or local park for a fun break during shopping.

#### If All Else Fails. . .

**RESPECT LIMITS:** If misbehavior persists, it may help to shorten shopping trips and to go when your child isn't with you. Trade babysitting with friends when you need to shop by yourself.

## Cool Responses

### In The Car

Here are some tips to help you keep your “cool” on the road.

#### Plan Ahead

**SET RULES:** For example, keep seat belts fastened at all times; keep hands, feet, and objects to yourself, etc. Don't start the car unless the rules are being followed.

**TAKE A PACK:** Have children pack a backpack (or bag) with things to keep them occupied and comfortable (books, tapes, games, snacks, etc.).

**USE REWARDS:** Establish a reward for good behavior, for example, stopping at the video store and renting a movie.

#### In the Car

**NAVIGATOR ROLE:** Children like to feel useful and can be put in charge of reading road signs, or picking the next gas station.

**COUNTING GAMES:** Count billboards on each side of the road; out-of-state or “weird” licence plates; number of cows or horses (if traveling in the country).

**TAKE TURNS:** Rotate children so they each get some time in the front seat. Children can take turns deciding which tape to play or radio station to tune in. This can cut down on complaints like “He always gets to sit in the front!”

**FIGHTING:** Separate children who fight. Put one in the front seat and one in the back seat. When the fighting stops, compliment them on their self-control.

**SET CONSEQUENCES:** Let children know what the consequences for misbehaving, for example, losing the privilege of stopping at the library or renting a movie at the video store.

#### If All Else Fails. . .

**STOP THE CAR:** Find a safe place to pull off the road. Take some deep breaths and say: “I don't want to drive when you are. . . (identify the problem). If we can't solve the problem, I'm going to turn around and drive home.” When everyone is calm, take a few minutes to try to negotiate a solution. If nothing works, drive home.

## PAPER BAG PUPPETS

Your child can create these cute puppets with scraps from around the house. Remember, the puppets mouth is the base of the bag--design accordingly!

### Materials

- Brown paper bag (lunch size works well)
- Scissors
- Glue stick
- Items for decorating, including but not limited to:
  - Crayons
  - Buttons
  - Felt
  - Construction paper
  - Sequins
  - Yarn
  - Fabric scraps
  - Washers
  - Paper clips
  - Old jewelry

Encourage your child to be creative! Give the puppet a name. Create a puppet story together. Put on a puppet show for your family and friends!



APPENDIX K

Session Two Handouts

## THOUGHTS ON THE USE OF CHOICES

### REASONS BEHIND THE USE OF CHOICES:

1. Choices create situations in which kids are forced to think.
2. Choices provide opportunities for children to make mistakes and learn from consequences.
3. Choices help us avoid getting into control battles with youngsters.
4. Choices provide opportunities for children to hear that we trust their thinking abilities.
  - a. builds self-confidence
  - b. builds relationships between parents and children

### CAUTION!

It is very easy to turn choices into threats.

Example: (threat - "Choose my way or else.")

"You can either clean your room or lose your right to watch T.V."

(This is just a little like your boss giving you the choice: "Would you rather do that report today or get fired?")

Example: (choice - "I can live with either choice")

"Would you rather clean your room or rake the lawn so I'll have time to clean your room?"

"Would you rather clean your room Saturday or Sunday?"

"Would you rather pick up your toys or hire me to do it?"

"Do you think you will be spending your allowance on fun things this week or paying someone else to do your chores?"

"Do you guys want to settle the problem yourselves, or draw straws to see who sits by the window?"

"Would it be best for you to do your homework today or while the rest of us are at the amusement park tomorrow?"

From Jim Fay, 1986

## RULES FOR GIVING CHOICES

1. Always be sure to select choices that you like. Never provide one you like and one you don't because the child will usually select the one you don't like.
2. Never give a choice unless you are willing to allow the child to experience the consequence of that choice.
3. Never give choices when the child is in danger.
4. Never give choices unless you are willing to make the choice for the child in the event that he/she does not choose.
5. Your delivery is important. Try to start a sentence with:
  - a. You're welcome to . . . . . or . . . . .
  - b. Feel free to . . . . . or . . . . .
  - c. Would you rather . . . . . or . . . . .?
  - d. What would be best for you . . . . . or . . . . .?

From Jim Fay, 1986.

**PLAY DOUGH RECIPE**  
(The Best Ever)

This play dough is easy and inexpensive to make, and it will last for weeks if it is stored in an air-tight container. Add food coloring for fun!

**You will need:**

3 Tbsp. oil  
2 c. water  
food coloring  
2 c. flour  
½ c. salt  
1 tsp. powdered alum

**Directions:**

Bring the oil, water, and food coloring to a boil. In a separate bowl, mix the flour, salt, and alum. Add the wet ingredients to the dry ingredients and MIX!

APPENDIX L

Session Three Handouts

## PEANUT BUTTER BIRD FEEDER

Did you know birds eat twice their weight in food every day? The search for food keeps birds very busy during the day, especially during the long winter months when food is sparse. Birds are fun visitors, and they are easy to attract. Some birds will come back year after year if you feed them consistently!

### Materials:

1 large pine cone

1 cup peanut butter

½ cup wild bird seed

bowl

butter knife

string

### Directions:

Wrap the string around the pine cone, and tie it tightly. Use the knife to cover the pine cone in peanut butter. Place the bird seed in a bowl. Roll the pine cone in the bird seed until it is thoroughly coated. Your bird feeder is finished!

Hang the bird feeder by the string from a nearby tree. Make sure you can see the feeder from a window. It may take a couple of days for the birds to find the feeder. Check the feeder every few days to see if it needs more peanut butter and seeds. Enjoy the action!

APPENDIX M

Session Four Handouts

## REWARDS FOR BEING

On this page are examples of ways of reward, stroke, or communicate with other people. You may look at the examples and record ways in which you are offering self-esteem building messages in your family. You can celebrate ways in which you are doing well and make any changes that you want to make.

### STATEMENTS

I am lucky to know you!  
 You are a pleasure!  
 You are important.  
 You are unique.  
 I like to (see, hug, hold, kiss) you.  
 I love you.  
 It's good to see you!  
 Good morning!  
 I'm glad I'm getting to know you.  
 I'm glad to share this (day, time) with you.  
 I'm glad you're here.  
 I'm glad you live in our house.  
 I'm glad you came today.  
 I enjoy you.  
 I enjoy being with you.  
 I like to sit by you.  
 I'm glad we're (walking, playing, working) together.  
 I thought about you during the week.  
 I like you.  
 I'm glad you're in my (house, class, group, life).  
 I think you're a neat kid.  
 I'm glad you're my friend.  
 Will you play with me?  
 Thanks for being you!

### ACTIONS

Smile  
 Hugs, pats, kisses  
 Handshake  
 Listening  
 Sharing something  
 Spending time together  
 Initiating contact  
 Using a person's name

**Rewards for being start at birth and help people of all ages live!**

From "Self-Esteem: A Family Affair" by Jean Illsley Clark



## INSIDE GROWERS!

It is exciting to watch a seed crack open and grow up toward the light. The root descends, and the seed gets smaller until eventually it disappears. Unfortunately, this process usually happens below the soil, which makes it impossible to see. Inside growers are designed to let you and your child see the entire process, all year round!

### KEY THINGS TO REMEMBER:

- ✓ All seeds need water and air. Too much water and not enough air can cause the seeds to drown. **DON'T OVER WATER!**
- ✓ Room temperature is the perfect temperature for seed growing.

### Water Jar and Toothpicks

Things to grow: potato, onion, garlic, or beet.

Stick three or four toothpicks around the middle of the vegetable to suspend it in the mouth of a glass jar. The jar should be big enough not to cramp future roots. Fill the jar with water so that the bottom part of the vegetable is covered. Check the water every few days and fill the jar back up to the proper level. Keep the jar on a sunny window. It takes about two weeks for a vine to start growing.

### Sponge and Glass

Things to grow: lima beans, corn, kidney beans, apple seeds, sweet peas, squash seeds, citrus seeds, and many, many others.

Place a sponge around the inside of a clear drinking glass or jar. Pour a little water in the bottom of the glass, but not so much that the sponge becomes soaking wet. Place a few seeds between the glass jar and the sponge. You can mix different kinds of seeds. The sponge should be kept moist, and the jar placed on a sunny window.

**Inside growers** are to start seeds growing. You can leave some seeds in the growers to see what will happen to them there, but also try transplanting a few in potting soil. An empty egg carton makes a good planter.

APPENDIX N

Session Five Handouts

**BOOKS FOR PARENTS**

Beekman, S. **Battles, Hassles, Tantrums and Tears: Strategies for Coping With Conflict and Making Peace At Home.**

Berman, C. **Making It as a Stepparent: New Roles/New Rules.**

Clark, J. I. **Growing Up Again: Parenting Ourselves, Parenting Our Children.**

Coloroso, B. **Kids Are Worth It!**

Crary, E. **Pick Up Your Socks. . . And Other Skills Children Need.**

Faber, A. & Mazlish, E. **How to Talk So Your Kids Will Listen and Listen So Your Kids Will Talk.**

Faber, A. & Malzlish, E. **Siblings Without Rivalry.**

Glenn, H. S. **Raising Self-Reliant Kids In a Self-Indulgent World.**

Lansky, V. **101 Ways to Tell Your Child 'I Love You.'**

Nelson, J. **I'm On Your Side: Resolving Conflict With Your Teenage Son or Daughter.**

Nelson, J. **Positive Discipline.**

Samalin, N. **Love and Anger: The Parental Dilemma.**

Shure, M. **Raising a Thinking Child: Helping Your Young Child To Resolve Everyday Conflicts and Get Along With Others.**

Sizemore, F. **When Caring Parents Have Problem Kids.**

Teyber, E. **Helping Children Cope With Divorce.**

Weinhaus, E. **Stop Struggling With Your Teen.**

**BOOKS FOR PARENTS AND CHILDREN****ARTS AND CRAFTS**

Burton, L. **Arts Play: Creative Activities in Art, Music, Dance and Drama for Young Children.**

Hamilton, L. **Child's Play.**

Sattler, H. **Recipes for Art and Craft Materials.**

Caney, S. **Toy Book.**

**FINGERPLAYS, MOVEMENT, AND GAMES**

Barlin, A. **Hello Toes! Movement Games for Children.**

Grayson, M. **Let's do Fingerplays.**

Roberts, L. **Mitt Magic: Fingerplays for Finger Puppets.**

**MUSIC**

McLean, M. **Make Your Own Musical Instruments.**

Palmer, H. **Homemade Band: Songs to Sing-Instruments to Make.**

**SCIENCE AND MATH**

Caduto, M. **Keepers of the Earth: Native American Stories and Environmental Activities for Children.**

Leslie, C. **Nature All Year Long.**

Sherwood, E. **More Mudpies to Magnets: Science For Young Children.**

APPENDIX O

Session Six Handouts

## LEAF PRINTS

Every present looks special if it is wrapped in handmade paper! You can print your original wrapping paper and gift tags using non-evergreen leaves.

**REMEMBER:** Always cover your work space with newspaper!

### You will need:

- ✓ Colored tissue paper and scrap paper
- ✓ Non-evergreen leaves (Maple, Oak, Alder)
- ✓ Poster paint (gold or silver look nice)
- ✓ Paintbrush
- ✓ Scissors

### Directions:

1. Lay a fresh leaf down on newspaper and paint one side of it with thick poster paint straight from the pot.
2. Lay the leaf face down on a big piece of paper. Cover the leaf with a piece of scrap paper and rub across it with your fist.
3. Lift off the scrap paper, then the leaf. Do more prints the same way all over the paper, painting the leaf each time.

**APPENDIX P**

**Session Seven Handouts**

## **BUBBLES!**

No one ever outgrows the fun of blowing soap bubbles! There is something marvelous about those beautiful floating spheres with strange, rainbow-like patterns.

There's actually more to the soap bubble than you might imagine. Scientists have been able to keep a soap bubble whole for more than two years! Also, a soap bubble is one of the thinnest things that can be seen without a microscope. In fact, a soap bubble is five thousand times thinner than a strand of human hair!

### **Making soapy water**

Fill the bottom of something like a shallow sauce or cake pan with about  $\frac{1}{2}$  inch of clean water. Add three or four big squirts of a liquid dish washing detergent. Mix the solution gently so you don't make a lot of suds.

To do a super bubble solution that will let you blow bigger and longer lasting bubbles, add a small amount of glycerin. Glycerin is safe and can be bought at most drugstores.

### **Making bubbles**

Slice the end off a drinking straw. Dip the sliced end into the soapy solution and blow gently through the plain end.

A plastic six-pack holder is great for making lots of bubbles at one time. Dip the holder into the soapy water and wave it through the air.

Poke a small hole in the bottom of a disposable drinking cup. Dip the big opening of the cup into the soapy stuff and gently blow through the little hole.

Blow through the small end of a plastic funnel, or cut the funnel in two parts to make a big ring and a small blowing tube.

Hold your hands together to make a cup, but with a small opening at the bottom. Hold your cupped hands about a foot in front of your mouth and blow!



APPENDIX Q

Session Eight Handouts

## **GEOGRAPHY FUN!**

Make geography into a game by planning a pretend trip with your child. Visit a nearby travel agency, and ask if you can have or borrow some brochures about foreign countries. Also, a children's librarian can help you find books about other nations.

Now, have your child choose a country for an imaginary visit. Find it on a world map. Help your child figure out how far away the country is. How would you get there? What cities would you visit? What famous sights would you see? What kind of clothing would you need for the climate? What different kinds of foods would you eat? Create a meal that includes some of those foods.

When your "trip" is over, have your child write a pretend postcard to a friend. Who knows? Maybe your family will go for a real visit someday!

## SOAP CRAYONS

Rub-a-dub-dub! Don't worry about making a mess. Soap crayons are made from pure soap and food coloring, so whatever is drawn with them will wipe off bathtubs, sinks, floors, windows--and hands and faces.

### You will need:

- ✓ Ivory Soap Flakes
- ✓ Food coloring
- ✓ Water
- ✓ Measuring cup
- ✓ Spoon
- ✓ Ice cube tray (plastic works best)

### Directions:

Pour water into a cup size measuring cup until it reaches the 1/8 mark. Fill the rest of the measuring cup to the top with the soap flakes. Mix the water and the flakes together with a spoon. Keep mixing until you have a thick, soapy paste without any big lumps.

Add about 30 to 40 drops of food coloring to the soap mixture, and stir very well until all the white is gone and the soap has color.

With the same spoon, scoop out some of the mixture and put it in one of the cube spaces of an ice cube tray. Press the soap paste down into the cube until the mixture fills to the top. You might want to make a few more batches of soap paste in different colors before putting the cubes aside to dry.

Find a warm, dry place to put the cubes for one or two days until the soap paste gets hard. Pop the soap crayons out of the tray. They're ready to use!

**APPENDIX R**

**The Master Parent Program Evaluation Form**

## THE MASTER PARENT PROGRAM EVALUATION

Please answer the following questions and return to the program facilitator. Be as specific as possible. Your comments will be used to improve future parenting programs.

What are the most important things you feel you learned from The Master Parent program?

What, if anything, would you change about The Master Parent program?

Which parts of the program were the most helpful? Why?  
(Videos, handouts, child care, etc.)

Would you recommend The Master Parent program to friends or relatives? Why?

Any further suggestions for improving The Master Parent program?  
Please include them!

APPENDIX S

THE MASTER PARENT CERTIFICATE OF ATTENDANCE

# CONGRATULATIONS!

This is to certify that



---

is a Master Parent.

On behalf of the faculty and staff at Anywhere Elementary School, we would like to thank you for your participation in our program and your commitment to your child's education.

April 22, 1996

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Joan Smith, A.E.S. Principal

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Kim Miller, Facilitator