**Parenting Skills Presentation Discussion Points**

(This information pertains to slides that ask for some interaction, exercise or discussion. Most of this information is already in the speaker’s script. It is printed here for your convenience. The slides that do not require some interaction however are not included below. )

**Slide 1**: (Paper and pencil needed)

Have the participants write down what they want for their child; their goals, character traits, treatment of other people, future family life, etc. What qualities, traits, morals, relationship and social skills do you want your child to learn in order to be an adult?

Then ask for a few responses from the class

**Slide 2**: Family is the School of love. Give an example some behavior that “drives you crazy” with your children. It is best to make this fairly light and humorous to set the tone. Ask the parents to share briefly some of their adolescent’s behavior or statement that are irritating or frustrating.

**Slide 6**: Reacting Poorly. Have parents be “bad” parents and ask them to give over reactive, negative responses to these statements. Make up your own to fit the culture. Again this should be fun, warm up the group and help them laugh at some common problems we all have in parenting.

Read these and ask parents to react in a way they know they should not but may want to when they are mad:

“My brother is so stupid. I can’t stand him.”

“Oh, I forgot to do my homework last night.”

“ I am late but none of my friends’ parents make such s big deal about a curfew!”

“Gee, I may have flunked my math exam, I just felt tired and sleepy…”

“I lost John’s cell phone and he’s like not even speaking to me”

**Slide 10**: Teach by Self-control. Ask parents what they do to help calm them down when upset with their children.

**Slide 12**: Listening is Not. Ask the parents what is wrong with the responses on the slide and the other ones you read or make up. Ask how the teen might feel receiving these responses.

**Slide 15**: Class Practice. Have the parents come up with reflective responses to the statements on the slide. There are some responses here. There are many that are creative and effective. The main point you are trying to express an effort to understand what the teen is feeling in because of the situation they are describing.

“My only friend Matt is moving away, I can’t believe it.” “Gee that is lousy. You must be sad that Matt won’t be around when he moves. Kind of a shock to you?”

“Everybody was treating me weird today.” “Something was really bothering you u with how your friends were behaving around you?”

“Dad, told me I couldn’t go out tonight. How could he!” “”I can see you are angry that Dad said no.”

“I don’t want to talk to you.” “Hmm, it looks like you don’t feel comfortable to talk to me right now.”

“I don’t know why I did it. I felt, uh,?” “It seems you are kind of confused and not sure what you were thinking when you pushed him.”

**Slide 16**: Group Practice: (Paper and pencil is needed)

Give them a sheet of other statements from teens or just refer to the slide. Ask the parents to fill in a reflective LISTENING answer on a paper. This can be done in pairs, small groups or individually. Then discuss their answers with the class. Often they make mistakes and try to fix problems, give advice, or deny the teen’s feelings. Some incorrect responses are in parenthesis. Be sure to point out where a response was not just reflecting what the child said and explain.

“I don’t have any friends.” (Not: Oh yes you do)

“ I can’t stand math. I am going to quit.” (Not: come on, it’s not that bad.)

“Why do I have to do all the work at home? John doesn’t have half the chores that I do!” (Not: but john has to do the lawn, you know.)

“I wish we weren’t so poor. Everyone else has nice things to wear at school.” (not: well, just be grateful you can go to school)

“This textbook is boring. I can’t understand it.” (Not: you are not trying)

“This test is coming up and I know it will be incredibly hard, ughh.” (not: oh, you always say that but you do ok)

**Slide 20**: I statement

**I feel** (angry, worried, frustrated, ) **when you** (come home late) **because** (something might have happened, you knew I needed the car)

Practice this from in various situations, it is best to ask for situations from the class. Or make up your own or use these:

My son left the garden tools outside after being told to put them away.

My daughter said she would get the dinner going for the family but instead talked to a friend.

My son took his brother’s shirt without asking him.

My daughter kept library books for two months past the due date.

**Slide 27**: Final Group Discussion (Optional)

Give your own story of a change you made in your family or with your teen that worked.

If there is time you could have a 20 minute group discussion on: What do I need to take home with me to practice? What will help me remember and do this? Have someone in each group volunteer to share what they want to bring back home.