

**THE STRENGTHENING FAMILIES PROGRAM, SFP6-11  
CHILDREN’S GROUP LEADER’S MANUAL**

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<b>10.</b>	<b>INTRODUCTION TO PARENT’S GAME</b> (practice in clear communications on directions or requests, role plays)	<b>86-91</b>
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15. **GRADUATION** (Children have prepared presentations with parents and worked on decorations or music, get rewards for special effort and graduation certificates).

**THE STRENGTHENING FAMILIES PROGRAM, SFP6-11  
PARENT'S GROUP LEADER'S MANUAL**

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- 3. Rewards** (Importance of increasing rewards –attention and praise for desired behaviors, noticing desired and ignoring undesired behaviors, what non-monetary rewards does you child like) **49-58**
- 4. Goals and Objectives** (determining the child change goals you want and your objectives or steps in helping the child) **59-67**
- 5. Noticing and Ignoring; Charts and Spinners** (developing behavioral charts, “dot-to-dot charts for good behaviors or weekly chore charts for simple desired behaviors in areas of 1) improving health (brushing teeth, 2. improving room, such as making bed, and 3) “family help” such as folding laundry) which are made with child in family practice session). **68-84**
- 6. Communication I: Better Relationships** (clear and unclear directions or requests, such as vague requests, chain requests that are not good for young children, “Let’s .” or “Wouldn’t you like to ..” requests when parent didn’t mean that., Family Game: The Speaker, Listener, and Coach Roles to practice in family practice session, Active Listening practice) **85-93**
- 7. Communication II: Practicing Better Relationships** (Family Meetings to improve family bonding, organization and management. Organizing the first meeting, typical topics—such as positive appreciations, schedules, business, chores, and treat). **94-102**
- 8. Alcohol, Drugs and Families** (exercise and discussion of awareness of the generational transmission of alcohol and drugs and the impact of parent’s misuse on their children, causes of “family disease”—genetics, brain research, family, school, and community environment), vulnerable children and importance of a

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- 10. Setting Limits I: Getting Kids Back on Track** (Parent’s Game. What to do if children don’t follow your directions. Review of behavioral cues and the pyramid of limit setters: restatement, distraction or redirection, differential attention, overcorrection or positive practice, logical and natural consequences, time outs or removing child from problem, and punishment) **118-136**
- 11. Setting Limits II: Practice Setting Limits** (review of the limits or problems with physical punishment, state and local laws, impact on family and children, practice in using other limit setters) **137-148**
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- 14. Getting and Keeping More Good Behavior** (generalization and maintenance, troubleshooting and renegotiation, review of what we have learned, community supports and family group reunions, plans for graduation) **157-165**
- 15. Graduation** (a big graduation that parents and children planned in during practice time in last sessions on Parent’s Game practice—certificates, graduation gowns, graduation awards, meal, local speaker, games or fun activities—singing, dancing by parents and/or children, decorations made by children with parents, etc.)

**THE STRENGTHENING FAMILIES PROGRAM, SFP6-11**  
**FAMILY GROUP LEADER'S MANUAL**

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4. **GOALS AND OBJECTIVES** (Family Circle Time, Child and Parent's Show and Tell Time from their classes, Phase II skills explained and direct practice in positive play—attending plus noticing feelings, Family Role Play and Exercise on Family Goals/Dream and Steps to getting Dream or Objectives, Family Circle Closing) **18-19**
  
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  13. **PARENT'S GAME:** (Family Circle Time, Child and Parent's Show and Tell Time from their classes, Child's Game practice time 10 min, Parent's Game Phase IV: Punishment and Time-out Practice Time, Preparing Cultural Arts for Graduation, Family Circle Closing) **55-56**
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15. **GRADUATION** (a big graduation that parents and children planned in during practice time in last sessions on Parent's Game practice—certificates, graduation gowns, graduation awards, meal, local speaker, games or fun activities—singing, dancing by parents and/or children, decorations made by children with parents, etc) **58-60**