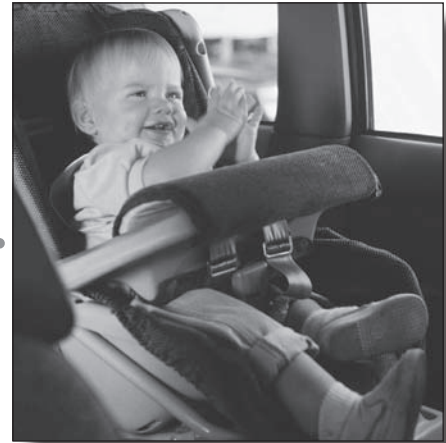


Setting Goals for "Destination: Adulthood"

Coach Preparation



Lesson Overview

Parents will identify the qualities and characteristics they hope their children will possess when they reach adulthood. Next, parents will identify their current parenting style through a self-assessment. After the coach describes three styles of parenting and the impact of those styles on children, parents will identify which style they think is most likely to result in the kinds of characteristics they identified as being important for their children to develop. Together, the coach and parents build a metaphor for their parenting journey in which cars represent children and gas station attendants represent parents who are responsible for fueling their children with helpful nurture and love. Guardrails and signs are added as representations of the structure in parenting that will help children safely and successfully reach destination adulthood. Finally, parents will identify the style of parenting they'd like to develop as a result of their participation in PIO.

What Should Happen

You will identify the style of parenting you'd like to develop.

Take Away Messages

- 1) As a parent, deciding what we want our children to be like when they grow up is an important part of deciding how we will parent them. Parents have the opportunity to make a choice on how they will parent their children.
- 2) There are many general approaches or “styles” of parenting. Backbone parenting (i.e., choices within structure) is a flexible but firm style conducive to helping most children develop into secure, capable adults with a sense of confidence in themselves and their abilities. Other styles of parenting also may be helpful for certain parents with certain children at certain times.
- 3) Parenting is a long process whereby the adults who participate in raising a child have the ability to be the most influential source of love, structure, encouragement, discipline, and guidance for the child.
- 4) There can be many “tools” in your parenting toolbox to help you get your parenting job done. Not every tool is a good match for every child and every parent. If you have many choices, then you as the parent can select the best tool to use in a given situation.

Agenda for Lesson 1.2

What Should Happen

You will identify the style of parenting you’d like to develop.

Agenda



Agenda for Lesson 1.2

Post for class on an easel paper.

- | | | |
|----|--|--------------|
| A. | Take Attendance | (concurrent) |
| B. | Check In | (10 minutes) |
| C. | Emotion Regulation | (10 minutes) |
| D. | Destination Adulthood | (20 minutes) |
| E. | Review What Should Happen and Agenda | (10 minutes) |
| F. | Your Parenting Style | (15 minutes) |
| G. | Break | (15 minutes) |
| H. | Three Parenting Paths | (15 minutes) |
| I. | The Parenting Journey | (20 minutes) |
| J. | Small Group Discussion of Parenting Styles | (15 minutes) |
| K. | Debrief | (15 minutes) |
| L. | Homework Assignment | (5 minutes) |
| M. | After Class | (10 minutes) |

Preparing Your Classroom

Easel papers



1. Prepare the easel papers with the following titles and/or content:

Post easel papers in the classroom when you arrive.

- "Community Agreement" (created in 1.1)
- "What Should Happen and Agenda" (listed on previous page)
- "Stressful Situations In Prison and At Home" (from last class session)
- "Emotion Regulation Sign up"
Write in class numbers beginning with 4.1 with a space next to each lesson number for a parent to write their name in as a way of signing up to lead Emotion Regulation (ER).
- Easel paper with the following diagram at the top:



Note: Leave plenty of room to write underneath each heading.

Handouts & Worksheets



2. Copy Handouts for distribution in class.

Distribute handouts only when it is time for an activity. Parents will turn handouts in when completed. If there is a plus sign '+' marking the handout, it indicates you should make extra copies.

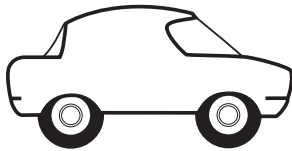
- + Handout 1.2.4 Parenting Toolbox
Make one extra copy of this handout to be used as a prop (see Section I).
- Handout 1.2.5 Homework Assignment: "What Kind of Parent Would You Like to Be?"

3. Review Worksheets in Parent Manual.

Worksheets do not need to be copied. Parents will not be required to turn worksheets in.

- ◆ Worksheet 1.2.1 How to Lead Emotion Regulation
- ◆ Worksheet 1.2.2 Your Parenting Style Before Going to Prison
- ◆ Worksheet 1.2.3 Three Styles of Parenting

Cut-out



4. Prepare Props for Activity.

The following items are props. Cut out and prepare to tape these props up during the presentation of this lesson.

- + Handout 1.2.4 Parenting Toolbox
Hang one copy of this handout on the wall. (see Section I).
- ◆ Prop 1.2.6 Mortarboard (Graduation Cap)
Make 1 copy of the Mortarboard, cut out, and glue or tape it to the top of an easel paper. (Section D) You will hang the easel paper so you can add the highway and cars and gas pumps.
- ◆ Prop 1.2.7 Backbone Parenting Roadway
This prop should be enlarged to approximately 4' or 6'. (Section H) See “Props for Destination: Adulthood” (pg. 7-8) for further instructions.
- ◆ Prop 1.2.8 Gas Pumpers and Cars
Cut out 1 Gas Pumper per parent, and 1 Car per child. Choices include male and female gas pumpers facing right or left. Match the gas pumpers with the gender of the parents in your class. Choose the direction for cars and gas pumpers so they face “Destination Adulthood.” (Section I)
- ◆ Prop 1.2.9 Extra Cars
Extra cars for parents who have more than one child. (Section I)
- ◆ Prop 1.2.10 Road Signs (Section I)
Cut out each Road Sign.
Includes:
 1. Vision this way
 2. Our family’s culture and values
 3. Our family’s mission
 4. Communication skills
 5. Problem-solving skills
 6. Blanks for parents to add their own ideas.
- ◆ Prop 1.2.11 Guardrails (Section I)
Cut out each Guardrail.
Includes:
 1. Rules
 2. Monitoring
 3. Rewards
 4. Consequences
 5. Shaping the environment

Supplies



5. Set out the following supplies:

- Attendance sheet
- Pencils
- Masking tape (pre-cut several pieces)
- Sticky notes
- Markers
- Homework bin
- Name tents

Special Materials

6. Set out the following special materials & props:

- Children's picture story books (varied selection)
- Student folders
- Wooden block
- Empty Silly-Putty® or plastic egg container
- Several flexi-blocks linked together in a flexible chain

Props for Destination Adulthood

Instructions for Destination Adulthood Props

These props will be used throughout the rest of the PIO course. They are visual elements used to introduce the big picture view of PIO. This activity utilizes a metaphor (going on a long journey) to draw attention to and to isolate the important components of parenting children over their growing up years.

After the three styles of parenting are introduced and parents generally select backbone parenting as their primary road, the roadway is put up.

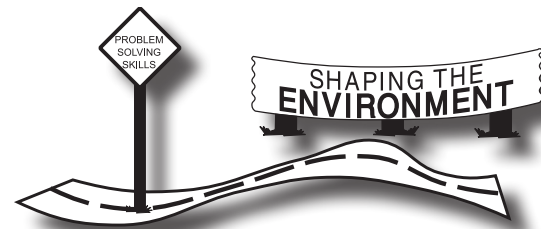


As the metaphor continues, coaches guide parents through the story with instructions to add cars for children, gas station attendants to represent themselves along with all the ways they “fuel” their children, road signs one might find along the parenting journey, and guardrails (parenting tools to help keep

children on the path towards Destination Adulthood).

When the metaphor is complete, it serves as a visual display of where the curriculum will go over the next 12 weeks. In many institution classrooms, the roadway and all its parts remain up for the entire 12 weeks of class.

The daily visual reminder of the parenting journey, along with the ability to return again and again to Destination Adulthood, helps parents keep the target in mind as they consider the various parenting techniques presented in class.



In addition, when a specific parent is resistant to trying new things in class, or when a parent is ambivalent about continuing, an effective motivational technique is to remind the parent of his or her vision for his or her children.



Destination: Adulthood

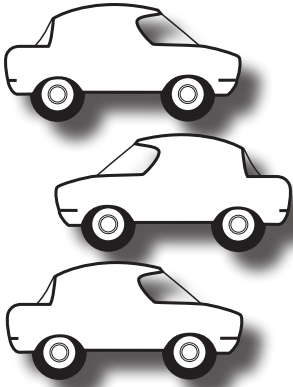
Props for Destination Adulthood

There are several ways you can create the Roadway to Destination Adulthood. Here are some suggestions:

1) Roadway

Use **Prop 1.2.7 "Roadway"** (enlarged and cut out) provided for the roadway or hand draw a roadway on a piece of butcher paper or roll paper. For a class of 20 the road needs to be large enough to contain 20 parents (gas pumpers) and 1 car for each of their children. This area is approximately 18 inches by six feet long.

If you have permanent use of your classroom space, you can ask the institution if you can paint the Roadway directly on the wall. Hand painted artwork doesn't have to be realistic; having a simple drawing of a road is sufficient. If you plan to paint the artwork directly on the wall, be sure to read through Lesson 1.3 to plan where you will place the Learning Tree, which will also be used throughout the remainder of the PIO course.



2) Cars and Gas Pumpers

Use **Prop 1.2.8 "Gas Pumpers and Cars."** Photocopy the cars and gas pumpers from Prop 1.2.8. Artwork is provided of both male and female gas pumpers facing right or left so you can choose the gender that matches your parents and orient their direction to fit the classroom space you have available. Extra cars are provided on **Prop 1.2.9**. Parents will write the name of their child and the child's birthdate on each car with markers or pens.

3) Destination Adulthood

Cut out and tape **Prop 1.2.6 "Destination Adulthood"** mortarboard at the top of a blank easel paper (Section D). Hang this easel paper at one end of the room where the roadway will be so that the cars travel toward "Destination Adulthood."

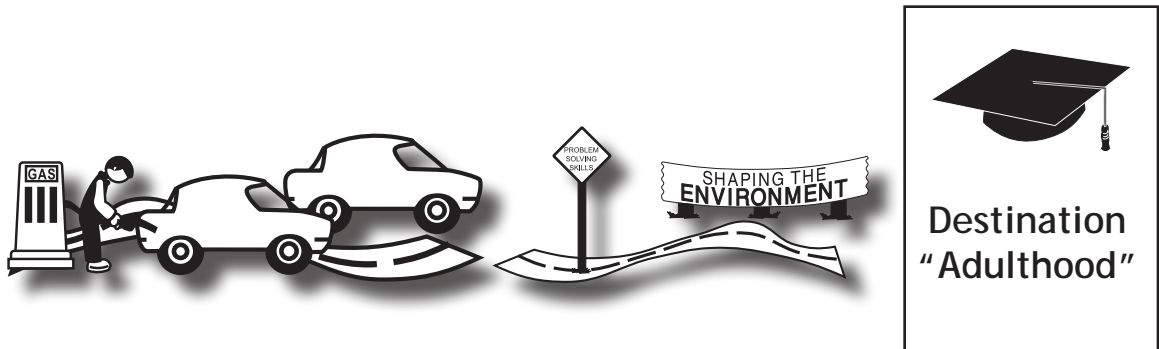
4) Road Signs and Guardrails

Use **Prop 1.2.10 “Road Signs”** and **Prop 1.2.11 “Guardrails”** to highlight the journey along the Roadway to Destination: Adulthood.

5) Electronic Files

You can use the electronic files for the props in Lesson 1.2. The artwork is provided in PDF format. You can take the electronic files into most copy shops or printers and ask to have them enlarged.

Note: Some copy shops or printers are very conscious of copyright issues, and may challenge your authority to reproduce the PIO artwork. If that becomes an issue for you, take a copy of this page with you and explain that coaches have permission to reproduce the artwork in this curriculum for the purpose of presenting the lesson.



Lesson 1.2 - "Destination: Adulthood"

Attendance A. Take Attendance (concurrent)

Check-In B. Check In (10 minutes)

Now it is time to check in. Please tell us your name, the names and ages of the children you are parenting, and how you are feeling today. The reason we check in by saying how we are feeling is so that we can:

1. Practice telling how we feel in a pro social way that does not harm others.
2. Develop a larger vocabulary for the language of emotions.
3. Increase our comfort with the expression of emotions by others.
4. To use all of the above to model the same for our children.

You may use Worksheet 1.1.1 "How Do You Feel Today" from the last class. I'll start.

Model a brief, clear introduction, and then invite the parent to your left to introduce himself or herself (and so on).

Emotion Regulation



C. Emotion Regulation (ER) (10 minutes)

Select one of the stressful situations from the list the group developed at the last class. Ask the group to think about being in this situation and then ask them to use emotion regulation to help themselves deal with the situation better. Give parents time to think and feel by speaking in a calm and clear voice, and counting to five or ten silently and slowly between each of the statements below. Going slowly through this exercise is an absolute must for it to be effective.

Remember: Do not read the script. Model leading emotion regulation without reading the script.

Begin by closing your eyes and breathing deeply in through your nose and then letting the air out through your mouth.

Breathe as deeply as possible, filling up as much of your lungs as possible and hold the breath for several seconds. Slowly allow the air to escape through your mouth.

As you let the air escape from your mouth, imagine your body relaxing with each exhale.

Begin at your toes. It might help to clench your foot muscles and then relax them as you release the breath.

Continue up to your calves, tighten as you breathe in, and relax the muscles as you exhale. Next move up to your thighs, tighten and inhale, relax as you exhale.

Next tighten your stomach muscles, breathe in. Slowly release the breath through your mouth and relax your torso.

Move up to your chest and shoulders. As you inhale lift your shoulders in a shrug. Release your breath and drop your shoulders.

Clench your biceps and fists. Inhale deeply. Relax your arms and hands as you slowly exhale.

Continue breathing deeply in as you tighten the muscles in your face. As you exhale the breath, relax your face, jaw, forehead, and scalp. You may even let your jaw drop open in a relaxed position.

Repeat with three deep breathes and slow exhales and experience your relaxation increase each time. When you are ready, open your eyes.

In Lesson 4.1 you will begin taking turns leading emotion regulation for our group. The expectation is that each of you will lead emotion regulation at least one time. There is a sign up sheet on the wall. Please write in your name next to the lesson for which you'd be willing to lead emotion regulation. Here is a handout of steps for leading emotion regulation. Start practicing in your cell or unit so you will be prepared to use emotion regulation when you need it and to lead us here in class.

Worksheet

Ask parents to turn to **Worksheet 1.2.1 "How to Lead Emotion Regulation"** in the Parent Manual.

Destination Adulthood

D. Gain Attention: Destination Adulthood (20 minutes)

If you were going to plan a family outing or vacation, what is the very first thing you would need to do?

Decide on a destination.

Why?

You can't plan a route until you know your target or destination. You can't plan how to get there until you know where you want to go.

It is the same way with parenting our children. How do we know the best way to parent them if we don't know where we want to end up? Let's begin with your child's imagined adulthood as our destination.

Put up the easel paper with the graduation mortarboard with the words "Destination Adulthood." Place the mortarboard in a place where you have enough room to add the roadway and so that the cars on the roadway are traveling towards Destination Adulthood.

When you think about your children as adults, what qualities and characteristics do you want them to possess as adults?

Distribute sticky notes.

Think about and write down all the qualities or character traits you hope your children will possess as adults. Write one quality or



characteristic per sticky note. When you are finished, come up and attach your sticky notes in the space under the “Destination Adulthood” Graduation Cap.

Model the activity. Write a quality or characteristic that you would like for a child of your own on a sticky note. Read it out loud and place it under the graduation cap that says “Destination Adulthood.”

After a quiet work time, have parents come to the front one at a time to read and post the characteristics they selected for their children.

Review Agenda



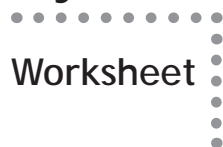
E. Review What Should Happen and Agenda: (10 minutes)

Today you will identify the style of parenting you’d like to develop based on the qualities and characteristics you want for your children.

Let’s look at the Agenda to see how we will accomplish this today.

Review “What Should Happen” and the Agenda for Lesson 1.2.

Parenting Styles



Worksheet

F. Stimulate Recall of Prior Learning: Your Parenting Style (15 minutes)

Ask parents to turn to **Worksheet “1.2.2 Your Parenting Style Before Going To Prison”** in the Parent Manual. Give the following instructions:

You have identified a vision for your child’s future. In a few minutes we are going to be talking about ways to parent to reach that vision. Before we do that, let’s take a few minutes to think about our own current parenting style.

Read through the instructions on **Worksheet 1.2.2 “Your Parenting Style Before Going To Prison.”** Check to make sure all parents understand the instructions.

Give five to 10 minutes of quiet work time for parents to complete the worksheet. When most are finished continue.

Break

G. Break (15 minutes)

Parenting Styles

H. Present New Content and Provide Parent Guidance: Parenting Styles (15 minutes)

In the first activity you identified your destination as a parent. Your destination or target is made up of the characteristics and qualities you desire for your children. Knowing the target is a start. The next thing we need to know is how to get there. What is the best parenting style for reaching your destination?

Let's look at three styles of parenting and what may be helpful and what may not be helpful about each style.

Have wooden block, empty Silly Putty® or plastic egg container, and flexible blocks linked together. Use the pre-prepared chart on easel paper that has the arrow representing a continuum along with the three labels: Block, backbone, and putty. Make sure that block and putty are on the outside of the continuum and that backbone is in the middle of the continuum.

Ask parents to turn to **Worksheet 1.2.3 "Three Styles of Parenting"** in the Parent Manual.

Make sure to generate BOTH "positive" and "negative" characteristics about each type of parenting style. Be careful about leading the class to the "best" way – the key points are that there is a place for each of these styles, we all use each style at one point or another, parents need to be aware of the style they are using, and parents can choose what style to use and when.

Follow along on Worksheet 1.2.3 "Three Styles of Parenting" in your Parent Manual. Feel free to jot down some notes that might be helpful to you in the future during the demonstration.

What are the characteristics of a block?

Pass block around for parents to examine.

Example responses: Hard, solid, unyielding, firm, strong, clear edges, smooth.

Worksheet

Parenting Styles

(continued)



If someone had a block style of parenting, what kinds of things might they do?

Example responses: Be rigid, strict, punishing, harsh, inflexible, what you see is what you get, set clear boundaries, unyielding even when pushed hard, don't take any talking back, let you know exactly how things are going to be, be predictable and straightforward.

How might a child respond to a block style of parenting?

Example responses: Depending on the way the parent displays this style, the personality of the child, and the situation, the child might rebel, be sneaky and try to get around the parent, not attach to the parent, be afraid of being hurt by the parent, or the child might be well behaved, be respectful to adults, do as they are told, be successful.

What are the characteristics of putty?

Pass egg container around for parents to examine.

Example responses: No form, no shape, can be manipulated into new shapes, inconsistent, extremely flexible, bounces, can copy newspaper.

If someone had a putty style of parenting, what kinds of things might they do?

Example responses: Have no rules, be easily manipulated by the child, be a pushover, can take things as they come, can handle whatever happens and still be there, not stuck in one place, can watch other parents and then do what they do.

How might a child respond to a putty style of parenting?

Example responses: Run all over the parent, have no boundaries, be anxious because he knows the parent isn't in charge, be happy, enjoy life as it comes, feel loved, have the freedom to learn what is important to them.

Parenting Styles (continued)

Let's pretend these flexible blocks are a backbone. What are the qualities of a backbone?

Pass link of flexible blocks around for parents to examine.

Example responses: Supports but allows freedom of movement, gives shape, organizes and holds the body parts in place, can only take so much and then it is hurt or breaks, part of it can break or be damaged, if breaks then whole body is paralyzed.

If someone had a backbone style of parenting, what kinds of things might they do?

Example responses: Have rules; limits and consequences; negotiate some things with their child; allow some choices and freedoms; be flexible but firm; bend but don't break; can move well in some directions but not all directions; might get worn down eventually on certain issues, especially ones you aren't prepared for.

How might a child respond to a backbone style of parenting?

Example responses: Feel calm because he knows rules and consequences, develop thinking and problem solving abilities as he negotiates privileges and freedoms with his parents, pushes limits until he knows for sure that parent won't bend.

Look back at the qualities you listed as the target for your child. Which parenting style is most likely to get you to your destination and why?

Invite discussion. There is no one correct answer.

One way to describe or summarize block parenting is "structure without choices." The structure part of this style of parenting is helpful, especially in certain circumstances and with certain children. The lack of choice part of this style can be helpful in some circumstances, especially those involving safety. If used all the time, it may not help a child become self-disciplined and internally motivated. Children need to learn how to make good decisions

Parenting Styles (continued)

independently, and one way for them to learn is for parents to offer them the chance to make choices when it is safe to do so, and then to see what happens next. When this is appropriate depends on the child, the parent, and the situation.

Write “structure without choices” under block parenting on easel page with arrow continuum.

How would you summarize putty parenting?

One option might be something like, “choices without structure.” Write the parents’ contribution under putty parenting on easel page.

In summary, one way to describe putty parenting is “choices without structure.” The choice part of this style of parenting can be helpful. Children need to learn how to make good choices, and parents have the opportunity to help them practice. However, providing choice all the time can put a child at risk – too many choices without guidance can lead to risky situations. The lack of structure may also lead to a lack of self-discipline. If parents don’t provide at least some structure, other people in the child’s life probably will. Those “other people” are usually children the same age or a little older, and the structure and new choices they provide may lead a child to a very different destination than the one you specified.

How would you summarize backbone parenting?

One option might be something like, “choices within structure.” Add this or a similar description to the easel page.

One way to describe backbone parenting is “choices within structure.” This style of parenting tries to provide a child with the good parts of choice and the good parts of structure. Balancing these two parts of parenting is difficult, and requires flexibility but also firmness and clarity.

What type of style do you think would work best for you?

Ask for responses. The most frequent response is usually “backbone parenting.”

Based on what you all have said, it looks like backbone parenting is a path that many in the group have chosen as a route to your desired destination. As an example, let's see how the backbone parenting style or "roadway" might work.

Prop

Put up **Prop 1.2.7 "Backbone Parenting Roadway."**

The backbone roadway of parenting can accommodate the best aspects of block and putty parenting. It allows choices within a definite structure, and giving freedom and encouragement within limits.

The Parenting Journey

I. Present New Content and Provide Parent Guidance: The Parenting Journey (20 minutes)

Let's return to our metaphor. If the chosen traits and characteristics make up our destination, and backbone parenting is one road to take to get there, who are the travelers on this road?

Our children.

Prop

Distribute the car cut-outs from **Prop 1.2.8 "Gas Pumpers and Cars."** You need enough car cutouts so every parent has 1 for each child. Use **Prop 1.2.9 "Extra Cars"** if necessary to make additional cars. Parents should write their child's name and age on the cars and any other identifying, positive characteristic of that child. Model the activity first. Then have parents come up and place car on the road stating out loud each child's name, age, and positive characteristic. Guide parents to put car up so that the large windshield is facing towards Destination Adulthood. Also ask parents to group their cars together to represent that they are a family.

But what will fuel these cars? What will motivate our children to move down the road toward the destination of healthy adulthood?

Example responses: Cherishing, love, nurture, encouragement is what fuels our children.

The Parenting Journey (continued)

Prop

Who has the job of providing this fuel?

Parents.

Distribute the Gas Pumper cut outs from **Prop 1.2.8 "Gas Pumpers and Cars."** Ask parents to write their name on the pumper's sleeve and write ways they love their child on the gas pump. Have parents come up one by one to read their ideas out loud and attach their gas pump to their child's car. Again, guide parents to attach their gas station attendant to their group of cars. The impact of this activity is in the visual that is created by the interrelationship of these pieces.

But this isn't all. What do we see on roads to help motorists get to their destination?

Signs along the road.

Our roadway needs signs that give our children information to help them stay on the road towards Destination Adulthood.

Prop

Hang up **Prop 1.2.10 "Road Signs"** in the following order while discussing:

1. Vision this way
2. Our family's values
3. Family mission statement
4. Communication skills
5. Problem-solving skills

Then invite parent group to discuss and decide upon what the two blank road signs should say. Add those to the Backbone Roadway.

Our roadway also needs guardrails for helping our children stay on the right path. Just like on the highway, guardrails in our children's lives help course correct off-track behavior.

The Parenting Journey (continued)

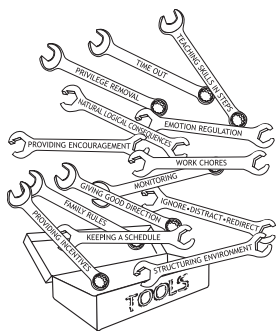
Prop

Put up **Prop 1.2.11 “Guardrails”** in the following order to reflect the order of topics in the curriculum and discuss: (Rules, Monitoring, Rewards, Consequences, and Shaping the Environment).

Invite discussion of the above. Other possibilities for mention: Unexpected road hazards, poor weather driving conditions and car wrecks are metaphors for difficulties we might run into in our lives. For families that might look like death of a parent, divorce, illness, addictions, domestic violence, poor health, mental health challenges, or learning disabilities. Having effective driving skills in the form of life skills can help our children navigate the difficulties that are bound to come their way.

To complete this journey, just like on any long journey, you will need to carry things with you to help. In terms of parenting, we call those things your “Parenting Toolbox.” In your toolbox will be a variety of tools. Your job as a parent is to know which tool to use for which job. The tools you select for a given situation will depend on your child’s age and personality, what you are trying to teach, encourage, or correct, and what aligns with your values. Your toolbox can help you meet the challenges you will encounter on your journey.

Handout



Hang up picture of **Handout 1.2.4 “Parenting Toolbox.”** Distribute copies of the handout to all the parents. Review the tools in the toolbox and when in the course those tools will be reviewed and practiced.

This picture story or journey metaphor gives us an overview of where we are going over the next twelve weeks. You can review the PIO topics handout you received in the last class session to see when we will be learning each of these skills.

Small Group Discussion J. Elicit Performance: Small Group Discussion on Parenting Styles (15 minutes)



Now let's return to the parenting style exercise you did before our journey. Please get into a group of 3 to 4 parents, and share what you feel comfortable sharing about your thoughts on your parenting style.

Debrief K. Debrief (15 minutes)



Call the group back together and ask the large group the following debrief questions, inviting a large group discussion:

- What did you learn about your parenting style?
- What was your style before you came to prison?
- What has been your style while you've been in prison?
- What would you like your style to be after prison?

There are no right or wrong answers.

Our parenting style can change as we grow with our children, respond to different circumstances, adjust to different developmental stages, or work with the personalities of our children. It can also change as we learn about new skills and behaviors or hear what parenting techniques work for other parents. Part of your parent job is to respond to the needs of your children with a style that helps you build into your children the characteristics you wrote about at the beginning of the class today.

Homework Assignment

L. Prepare For Transfer of Learning (TOL) to The Rest of Life (ROL): Homework Assignment (5 minutes)

After looking at the vision you have for your child's future, different parenting styles, and thinking about your own current style, what does your parenting style need to look like in order to build into your children the characteristics you wrote about for Destination Adulthood? Today's homework will give you an opportunity to think about that. Let's take a look at the homework assignment on Handout 1.2.5.

Handout

Distribute **Homework Assignment: Handout 1.2.5 "What Kind of Parent Would You Like to Be?"**

Review the handout line-by-line to ensure all parents understand all parts of the assignment.

Please return to the next class session with your completed homework on your desired parenting style. We will review your work at the start of the next class session. If you have any questions, I'll be here after class to talk with you.

After Class

M. After Class (10 minutes)

Remain after class for about 10 minutes in case anyone has a question for you. Some parents may be reluctant to ask their questions in front of the group until they feel more comfortable.