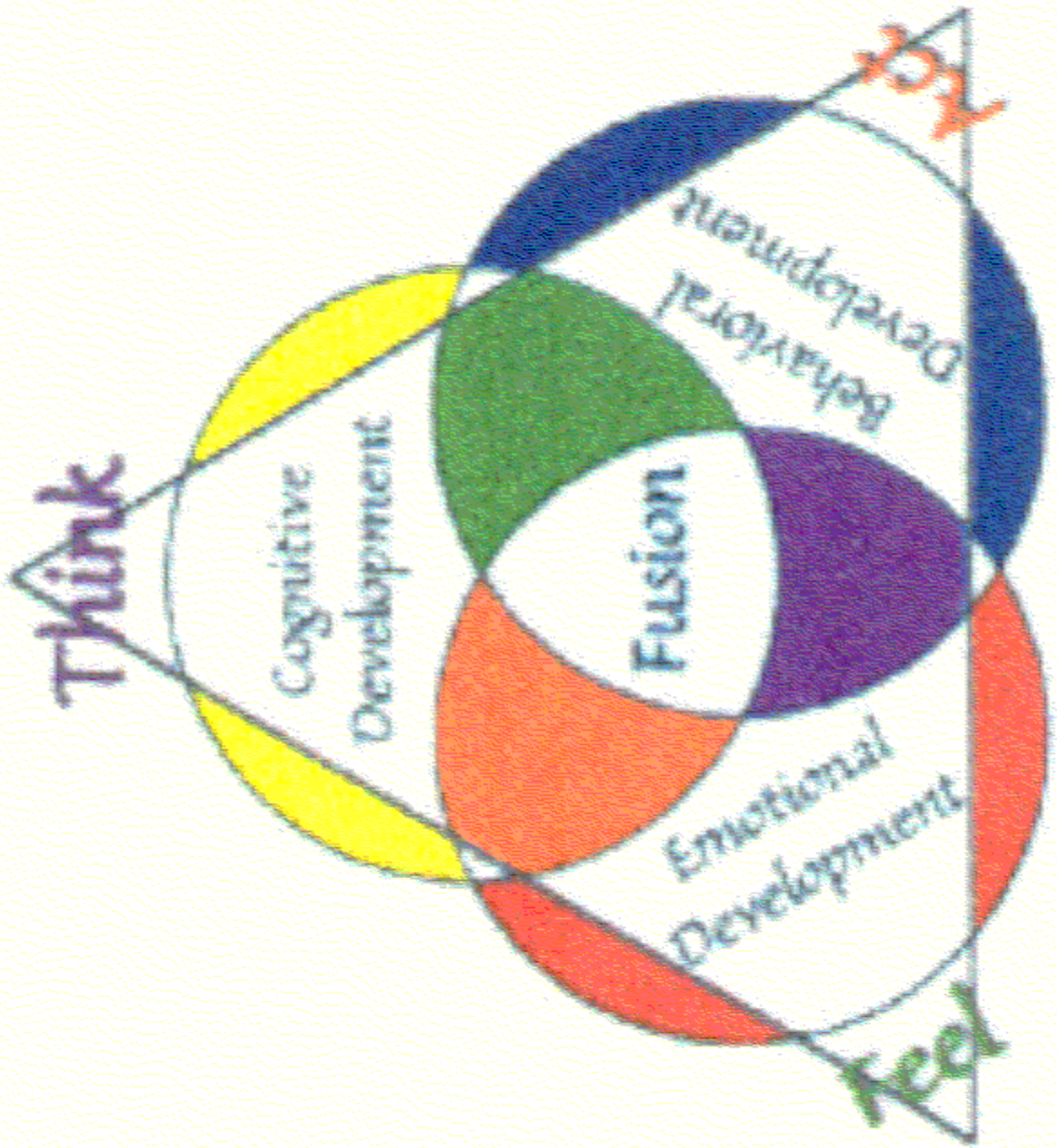


"There is no single effort more radical in its potential for saving the world than a transformation of the way we raise our children."

--- Marianne Williamson

Emotional Intelligence

- Optimism
- Perseverance
- Goals
- Emotional Literacy
- Emotional Navigation
- Consequences
- Empathy
- Patterns of behavior



“Know Yourself “ Overview

Know Yourself

Enhance Emotional Literacy

- Perceive, Use, Change Emotions

Recognize Patterns

- Driving forces, habits, subconscious

“Choose Yourself” Overview

Apply Consequential Thinking

- Costs and benefits; Shift patterns.

Navigate Emotions

- Delay gratification; Choose emotions.

Engage Intrinsic Motivation

- Build internal drivers

Shift to Optimism

- Reframe thinking; Accept power and responsibility

Choose Yourself

“Give Yourself” Overview

Increase Empathy

- Expand feelings beyond self

Act on Goals

- Engage in lifelong vision

Give Yourself

Thalamus

Parietal Lobes

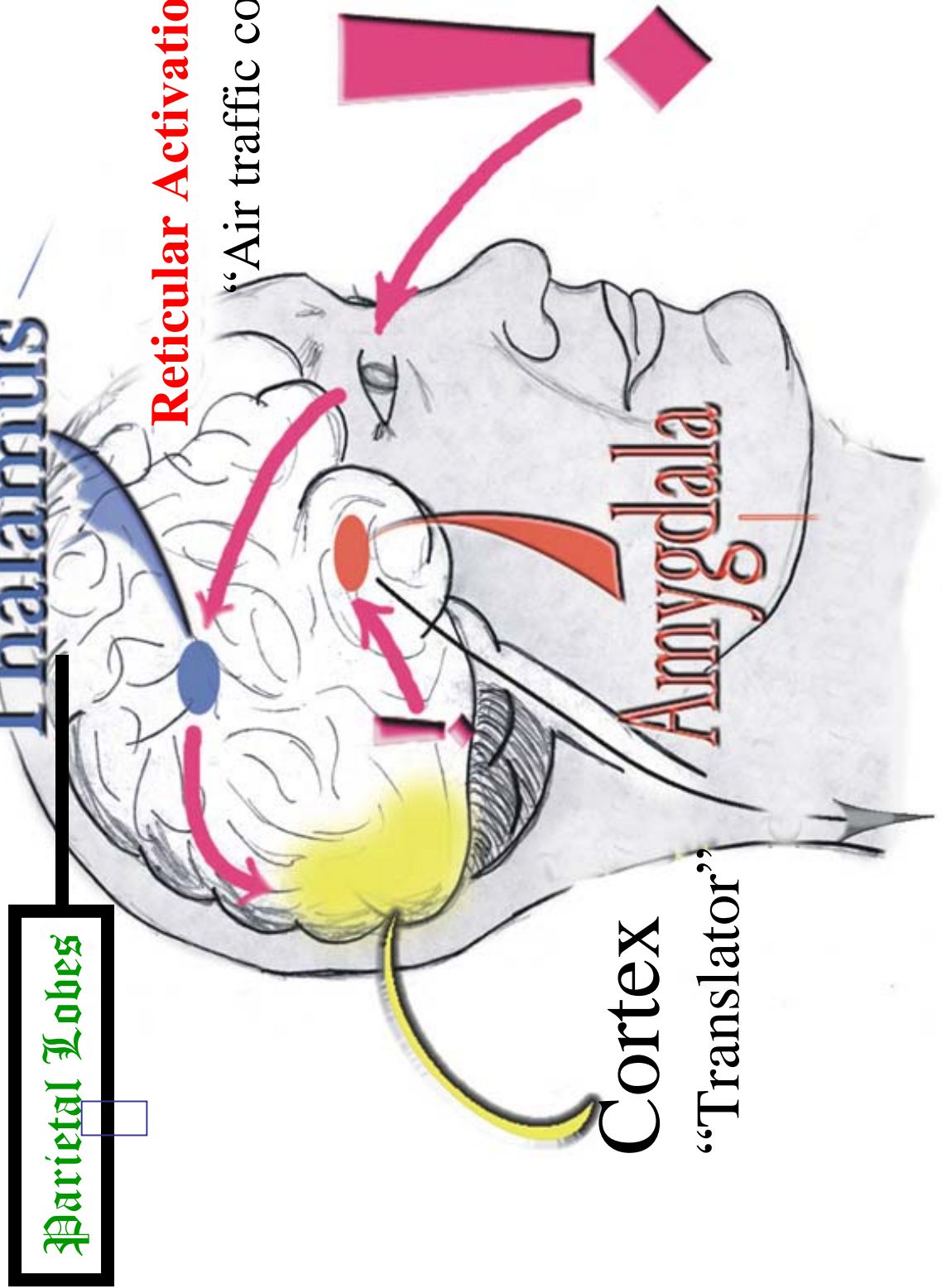
Reticular Activation System

“Air traffic controller”

Cortex

“Translator”

Amygdala



Journal of Consulting and Clinical Psychology

October 1998, Vol. 66, No. 5, 715-730

Preventing Conduct Problems in Head Start Children: Strengthening Parenting Competencies Carolyn Webster-Stratton *Parenting Clinic,* *School of Nursing, University of Washington*

Abstract The effectiveness of a parenting program with 394 Head Start mothers was examined. Nine Head Start centers were randomly assigned to either an experimental condition in which parents, teachers, and family service workers participated in the intervention or a control condition in which the regular Head Start program was offered. Mothers in the intervention group were observed at home to have significantly fewer critical remarks and commands, to use less harsh discipline, and to be more positive and competent in their parenting when compared with control mothers. Teachers reported that intervention mothers were more involved in their children's education and that their children were more socially competent. Intervention children were observed to exhibit significantly fewer conduct problems, less noncompliance, less negative affect, and more positive affect than control children. One year later most of the improvements were maintained.

Work Plan

Training for interventionists – (1 to 4 weeks)

Week 2 – Prepare & practice for sessions

Week 3– First Group Session (theme: courage)

Week 4 – Second group session (theme: coping and friendship)

Week 5– Third group session (theme: fairness)

Week 6– Fourth group session (theme: greed)

Week 7– Fifth group session (theme: dreams)

Week 8– Last group session

Tasks to be done prior to start of program

____ Recruit families. (Schools, Child Care centers, Churches)
____ Distribute flyers and registration forms and have interested families return completed forms to the Department of Elementary and Early Childhood Education.

All forms should be received within a week of the start date.

____ Create a participant list and assign students to individual families.
____ Create a waiting list of families who didn't make the first cut of registrants. Families from this list may be called to participate if another family drops out of the program. They can also be used for future semesters.

____ Solicit business or other community support to:

- obtain 1-3 door prizes per session
- provide plastic bags for books
- provide weekly snacks.

____ Design certificates for program completers.

____ Order books from the First Book Campus Advisory Board. (First, an application must be filled out. www.firstbook.org . It could take up to 6 weeks for books to arrive from date of ordering.) We will need 12 copies of each book for each child – two books per week for six weeks. The books will deal with positive character trait issues from a multi-cultural perspective. Books must be ordered six weeks prior to start of program.

____ Reserve a room at _____, and set a date for the program to begin.

Agenda for Sessions (Sessions begin during the last six-weeks of the project)

Week of _____

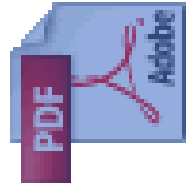
Project Investigator read and discuss books that the families received at the previous week's session.

Discussion leaders will introduce books for the next week.

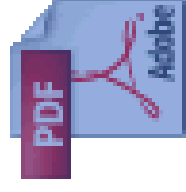
Draw for door prizes.

Nutritious snacks and recipes provided by project.

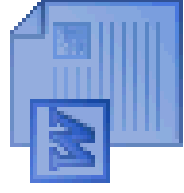
Class meeting style feedback and debriefing session to discuss issues related to the family relationships and the literature.



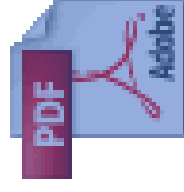
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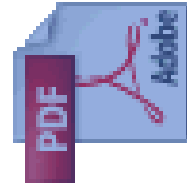
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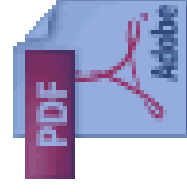
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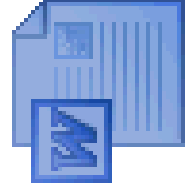
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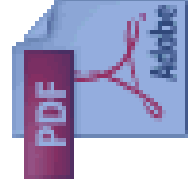
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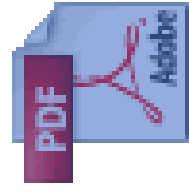
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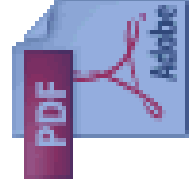
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Pre program inventory.pdf
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verification of oral consent.pdf
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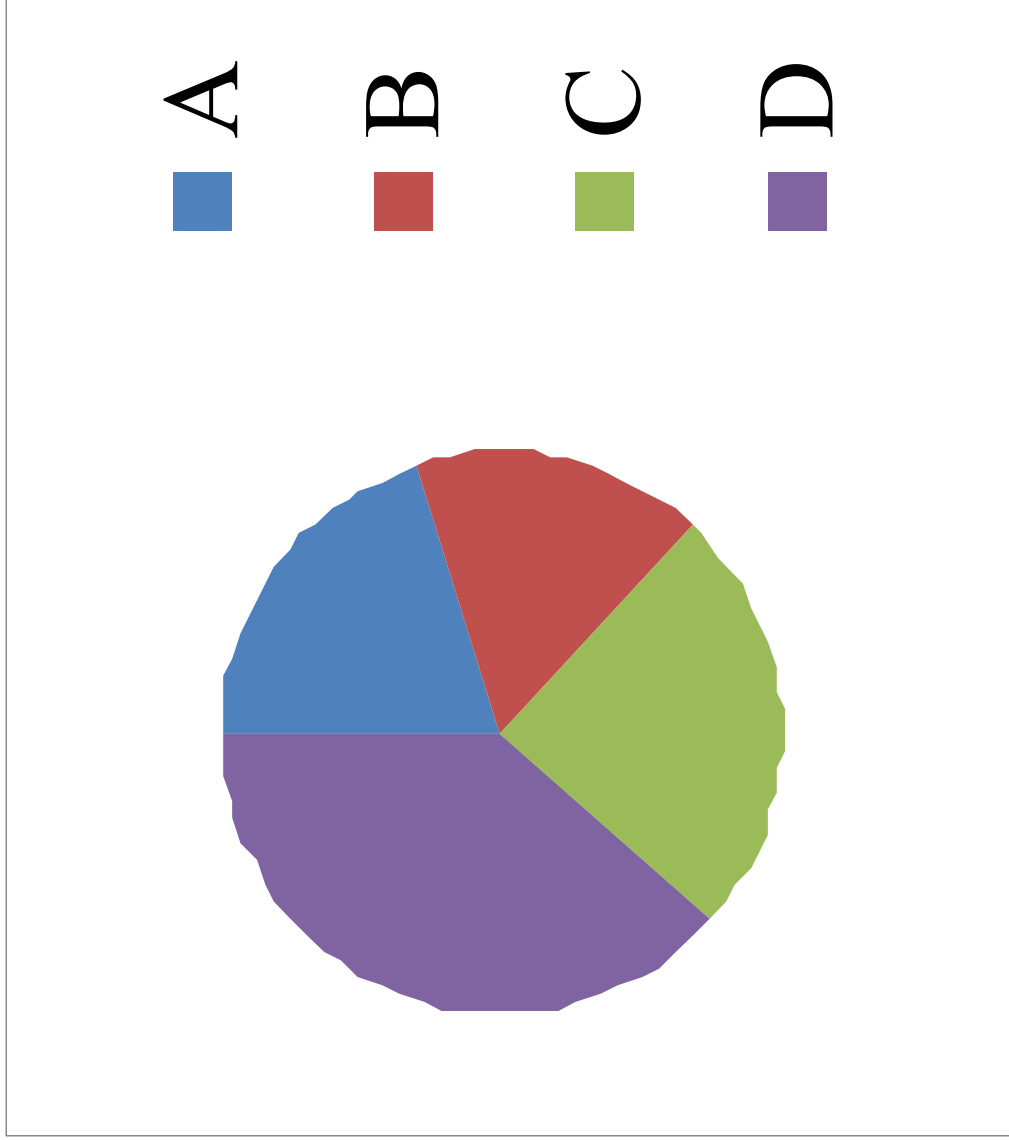


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Sounds Easy. Doesn't it?

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- barney.l.fish@jsums.edu
- 601.979.3410 or 601.573.6771
- 601.979.2178



A

= Dismissing

B

= Disapproving

C

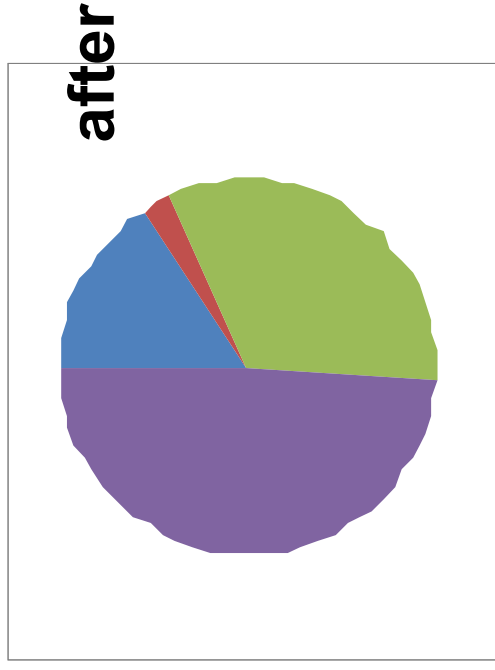
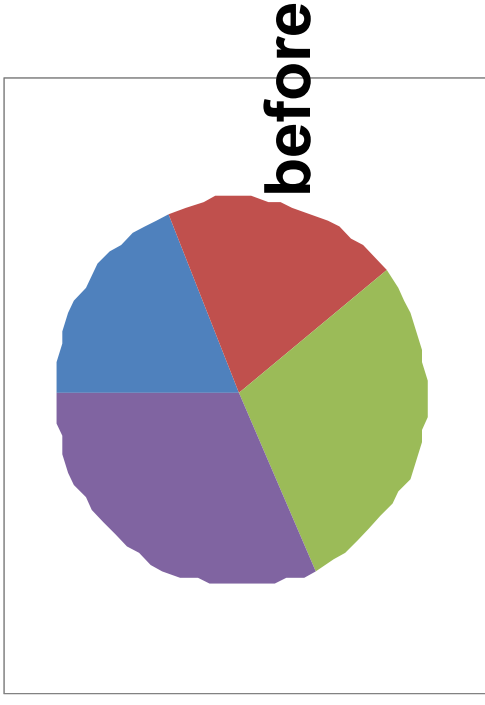
= Laisses-Faire

D

= Emotion
Coaching

Results

- We found a 20% increase in the level of emotion coaching traits in parents who participated in the program
- and a significant decrease in the level of disapproving and dismissing traits.



What does that mean for the children?

*Children learn to trust their feelings,
regulate their own emotions, and
solve problems.*

*They have high self-esteem,
learn well,*

get along well with others.

The Emotion Coaching Parent

is not confused or anxious about the child's emotional expression;

 knows what needs to be done

 respects the child's emotions

values the child's negative emotions as an opportunity for intimacy

 is aware of and values his or her own emotions

sees the world of negative emotions as an important arena for parenting

can tolerate spending time with a sad, angry, or fearful

 child, does not become impatient with the emotion

is sensitive to the child's emotional states, even when they are subtle

Children with disapproving or dismissing parents learn that their feelings are wrong, inappropriate, not valid. They may learn that there is something inherently wrong with them because of the way they feel. They may have difficulty regulating their own emotions.

Children with laisses-faire parents don't learn to regulate their emotions; they have trouble concentrating, forming friendships, getting along with other children.

percent of parents who met constructs

