



**Part 2:**

**Communication  
Is Crucial**

*Facilitator's Guide*

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*Hi!*

*As a teacher and school counselor for the past 20 years, I have worked with children, their teachers, and their parents or guardians. I am convinced that children want to succeed and that parents and guardians try to do a good job of raising their children. I believe that parenting is the toughest job there is, and yet, it is the one for which we get very little training. I want to change that.*

*My partner, Robin Richards, and I are producing a series of videotapes called SUCCESSFUL PARENTING. In addition to this one, Part One, "Self-Esteem is the Key" and Part Three, "Discipline Makes the Difference" are also available.*

*We are delighted that you have selected our materials to use in your workshop. It is our fervent hope that you and those attending your workshop will view this video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this workshop can thus be happier and have fewer problems both now and in the future. We hope the materials in this series will help you and your workshop participants become even more successful at the art of parenting.*

*Best wishes!*

*Barbara Lynn*  
Barbara Lynn Taylor

Notes to facilitators:

Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it. That's what will make your workshop special!

- *"Stage "directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

Materials required to conduct a workshop:

1. Videotape-"Communication is Crucial".  
(This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 25 & 26 in this Facilitator's Guide for each participant. (You're welcome to duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A parent kit is suggested for each participant for follow-up.  
See ordering information at the end of this guide.  
Allow sufficient time to receive your order.
6. Gold stars are optional, see page 23.
7. A board and chalk or flip chart and markers.

## **Suggested time frame for a one-hour workshop:**

- Do Part I, "Before Viewing the Video" 5 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses. 2 minutes
- Show the video, "Communication is Crucial" 19 minutes
- Discuss the suggestions. You may choose to do: 30 minutes
  - The 8 suggestions for about 3 1/2 minutes each.
  - 5 of them for 6 minutes each.
  - 3 of them for 10 minutes each.
  - 2 of them for 15 minutes each.
  - 1 for the entire 30 minutes.

## **Suggested time frame for a two-hour workshop:**

- Do Part I, "Before Viewing the Video" 10 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses 2 minutes
- Show the video, "Communication is Crucial" 19 minutes
- Discuss the suggestions. You may choose to do: 80 minutes
  - The 8 suggestions for 10 minutes each
  - 5 of them for 16 minutes each.
  - 2 of them for 40 minutes each
  - ...or whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. 9 minutes

## SUGGESTIONS FOR THE FACILITATOR:

*Welcome each of your -workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time or after they gather as to the ages, sexes, and names of their children. That will help you personalize your comments later as you lead the discussions.*

*It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to both concepts and vocabulary. Strive to teach to those levels.*

*Set a tone of respect by saying something like, "Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok? "*

*The intention of the next section called "Before Viewing the Video" is to stimulate interest and to encourage the viewers to watch with a purpose.*

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## **I. BEFORE VIEWING THE VIDEO**

**1. Think about the communications between you and your children in the past week. What did the two of you say? How would you describe the interactions?**

*Possible answers:* We didn't talk at all (non-existent), angry, yelling, confused, friendly, understanding, effective, etc.

**2. Why is good communication important in families?**

*Possible answers:* Trust, respect, easier to solve conflicts, otherwise it's chaos or lots of arguments, all members are more confident, teaches skills needed outside the home and in adulthood, etc.

**3. What specific examples can you give of problems in communicating either in your own family or in someone else's family? (even TV families would be ok)**

*Possible answers:* Specific stories about a time when poor communication resulted in confusion, anger, or someone's feelings hurt such as "I thought my sister told her friend that I was stupid and it hurt my feelings" or "I told my mom I had basketball practice on Tuesday after school but she thought it was on Thursday so she got all upset when I didn't come home on the bus", my teenage son and I just don't communicate well (we never have) and now I'm worried he might have gotten into drugs and we can't talk about that either, etc.

**4. Do you think that we families could do a better job of communicating? (Pause)**

**Of course we could! None of us will ever be perfect parents, but we can all improve. This video will give you many ideas on how to improve the communication between you and your children. You have taken a positive step toward being a more successful parent by coming to this workshop. GOOD FOR YOU!!!**

*Distribute one copy of "My Personal Plan" to each participant. Explain that they will write down ideas as they view the video and during the discussions. Explain that the left hand column is for those things they already do well (and make sure they do write those things down!) and the right column is for things they want to try with their family. Assure them that the worksheet can be for their eyes only.*

**As you view the video, remember, nobody does it all right. Pat yourself on the back for those things you consistently do well. If you hear a suggestion and you realize that this is an area you haven't worked on, make a personal commitment to try. You'll be helping your children, and you'll feel better about yourself as a parent because you'll be sure you're on the right track.**

*Distribute a copy of the eight suggestions to each participant. Tell them you're giving them this list of the eight suggestions in the video so they won't have to try to write them all down while the video is showing. It is for them to keep.*

*We have placed one second of black screen between the sections of this videotape so that you may stop it at various points and therefore give you some choices in how you structure your workshop. Do what feels right to you.*

*Here are some possibilities:*

- 1. Play all nineteen minutes at one time, then lead the discussion.*
- 2. Play the first four minutes, stop the tape, discuss the first parts, then play the remainder of the tape all at once. It explains the eight suggestions for improving communication with your children. Then discuss those suggestions.*
- 3. Play the first part, stop, discuss, then play the suggestions, stopping and discussing one at a time.*

**So now, please relax and enjoy, "Communication is Crucial".**

*While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, humor, etc. This will be useful as you lead the ensuing discussions.*

## **II. AFTER VIEWING THE VIDEO**

*Use this section of the Facilitator's Guide as a reference as you lead your discussion.*

*Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.*

*Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other. Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to lively, informative, meaningful discussions!*



## FROM THE FIRST FOUR MINUTES OF THE VIDEO

**1. The video told us that communication begins in infancy. What are the first kinds of communication between parent and infant?**

*Possible answers:* Babies cry in different ways to mean different things; babies babble, parents talk "baby talk", etc.

**2. After the stage where crying and babbling are the primary means of communication, children move to the one word stage. This is usually around 12 months of age. What are some of the words your children said at that stage? Do you remember your responses to them?**

*Possible answers:* Mommy, daddy, dog, cat, bed, cookie, teddy, etc...

Repeated the same word. Put the word in a sentence. Defined the word, etc. *Answers will vary.*

**3. Around age two, children usually move into the stage of simple two-word sentences. Generally, at age three, sentences are three words long; Do you remember the little boy sitting on the floor playing with the cars? He was at about that stage. By age four sentences are about four words long, and so forth until children are speaking in sentences several words long. The little girl talking to her doll has reached that stage. What do you remember about the times when your children began talking in sentences?**

*Possible answers:* I can't remember when it happened, I loved it because we could then really communicate with each other, I couldn't understand him/her, etc.

**4. Let's see if we can remember five reasons communication skills are important for parents. (List on board or flip chart.)**

*Possible answers:*

1. Mutual trust is strengthened.
2. Mutual respect is strengthened.
3. It's easier to solve conflicts.
4. Children become more confident.
5. Children develop skills needed in adulthood.

**These are important regarding everyday issues for children of all ages. They are especially important during the teenage years when it's important to be able to discuss such issues as sex and drugs.**

**5. In this video, we will learn the skills required to communicate well within our families. There are two other things that Barbara Lynn indicated are necessary...and you have to provide those. What are they?**

*Answers: effort and patience. Emphasize these.*

**6. The video indicated there are many ways to communicate depending on cultural context and the specific family. It indicated that no matter how we choose to do it, we should keep three goals in mind. Let's list those. (Write on board or flip chart or you may prefer to have written them ahead of time and review them at this time.)**

*Answers:*

1. Communicate well with your child.
2. Help your child feel valued and respected.
3. Help your child develop into a happy, successful, well-adjusted adult

**7. Dr. Irvin indicated that it is very important to establish a framework for discussion with your children early on. What do you think about that?**

*Possible answers:* Might agree and say things like: need to communicate when the big problems like sex, trouble with the law, or especially drugs come up later on, easier to talk with younger children, or might disagree with the statement and say things like: think you can't really communicate until they're older, etc.

**This would be a good place to initiate a discussion about communicating with your children about drugs and sex. Touch on when (ongoing) and how this should occur, emphasizing a good relationship based on mutual trust and respect as well as good communication skills.**

**8. How do we establish a framework for discussion?**

*Possible answers:* Place a high priority on communication with children, take time out to communicate, listen attentively and skillfully, be more a consultant than a preacher, respect your children, etc.

**9. Can you remember a time when you and your child were just plain out of tune? Will you share it with the group? Be as non-threatening as possible here. If nobody volunteers, offer a tale of something that happened to you.**

## **FROM THE LAST FIFTEEN MINUTES OF THE VIDEO**

*If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.*

**The second part of the video consists of 8 suggestions. Now we are going to discuss ("some" or "all" of) those suggestions. Remember to continue taking notes on your worksheet.**

*Discuss any or all of these suggestions in any order you wish. You may want to take them in numerical order. You may want to let the participants choose which ones they want to discuss, or you may want to recall the participants' reactions and choose according to those reactions.*

# **1. WHEN YOU ARE THE SENDER:**

**A. Let's review those suggestions.** (*Brainstorm, list on the board or chart, or write ahead of time.*) (*Discuss*)

1. Choose a time to talk when there are few distractions.
2. Make sure you have your child's attention.
3. Say exactly what you mean.
4. Speak clearly.
5. Use an appropriate tone of voice.
6. Be sure your message has been understood.

**B. Examples**

**1. Skit with father and son in family room.**

**a) What were some of the problems the first time?**

*Possible answers:* TV on loud, little brother playing

**b.) How would you describe the communication between the father and the son?**

*Possible answers:* non-existent, poor, frustrating.

**c.) Has anything like that ever happened in your home? Answers will vary.**

**d.) What changes were made the second time?**

*Possible answers:* TV turned down, brother gone

**2. Skit with mother and daughter and the shopping trip**

**a.) What mistakes did the mother make at breakfast?**

*Possible answers:* Mumbled, wasn't specific, didn't check it out to be sure daughter understood

**b.) What was the result of her poor sending skills?**

*Possible answers:* They got mixed up and didn't meet each other; they got lost, they didn't shop.

**c.) Has anything like that ever happened to your family? Answers will vary.**

**d.) How did the mother improve her sending skills the second time?**

*Possible answers:* She spoke clearly, she explained exactly where to go, and she made sure her daughter understood.

**3. Let's see if we can do some role plays that would demonstrate good and poor listening skills.**

*Try to get volunteers. Pick a person who seems outgoing to kick it off with you. Have fun with this!*

## **2. WHEN YOU ARE THE RECEIVER**

**A. Let's review those suggestions.** (*Brainstorm, list on board or chart, or write ahead of time.*) (*Discuss*)

1. Look at your child's face.
2. Stay with his or her ideas.
3. Don't "me too".
4. Say something like "uh huh" or "I see".
5. Summarize and/or clarify.
6. Use good non-verbals.

**B. Examples**

**1. Mother and daughter playing checkers**

**a.) Notice the daughter is teaching the mother.**

**That makes the daughter feel capable and important.**

**b.) Has your child ever taught you something, and you listened well?** *Call on people.*

**2. Mother ironing and daughter trying to talk to her**

**a.) Mom is busy with a household chore and she's ignoring her daughter. What chores do you have to do that make it likely that you'll ignore your children?**

*Possible answers:* cooking, making beds, laundry, mowing the lawn, taking out trash, sewing, cleaning

**b.) What did the mother do on the flip side that was better?**

*Possible answers:* Stopped ironing, got down on child's level, listened, and showed she understood.

**3. Father cooking and teenage boy talking about practice**

**a.) How was the boy feeling in the first part?**

*Possible answers:* Upset, angry, embarrassed, frustrated

**b.) Has one of your children ever come to you the same way? What had happened to them? How did you handle it? *Answers will vary.***

**c.) What do you think about the way the father started talking about his experience when he was 15?**

*Answers will vary.*

**d.) "Me tooing" is very common. In the next week, try to notice the times that you or someone else does it. Notice whether it helps the communication between the two people involved.**

**e.) In the second part, after the flip, the father focused on the son. What effect did that have?**

*Possible answers:* The son began to take responsibility for what happened, the son started thinking about what had happened, the father listened and learned more about his son.

### **3. IF YOUR CHILD IS BOTHERING YOU EXPLAIN THAT.**

**A. Concept: Remember we said mutual trust and respect are important between parent and child? If you have love, respect, and trust, then sending a message that tells how you feel is likely to result in understanding and cooperation. Your message should have these three parts: "When you", "I feel", "because". The parts can be in any order. (You may want to write these on your board or flip chart, as the headings on columns so you can display several examples.) This technique is called sending an "I message": you may or may not want to use that term.**

**B. What could the mother picking up the blocks have said to the little girl?**

*Possible answers: When you leave your blocks around the room, I feel frustrated because my friends will be here in a few minutes and I want the room to be neat for them, etc. You may want to list this on the chart under the appropriate headings.*

**C. How did the mother on the couch with her teenager apply this formula?**

*Answer: She said, "When you stay out so late, I feel worried because so many young girls are getting hurt these days."  
You may want to list this on the chart.*

**D. What do you think might be the effect of the mother yelling at the daughter for coming in late?**

*Possible answers:* Daughter will keep coming in late just to upset her mother, daughter will get sneaky about coming in, daughter will resent mother and their relationship will be damaged, daughter will become passive, daughter will become aggressive, mother and/or daughter will be unhappy.

**E. Let's list some situations in which your own children bother you.**

*List on a clean surface of the board or/lip chart. Then get the participants to help you use those examples to fill in the other chart under "when you", "I feel", and "because".*

**F. Now, let's use this chart to role play some of these situations.**

*Select participants to role play some of the situations. Try to get some humor and fun in here.*



#### **4. IF IT'S YOUR CHILD WHO HAS A PROBLEM, YOU NEED TO BE A GOOD LISTENER**

- A. *Concept:*** In the previous examples, it was the parent who was bothered. Now, let's look at what happens when it is the child who has a problem. This is when parents really need to be good listeners. Use all the skills we talked about in #2 plus, try to figure out what feelings your child is having and let him or her know that you understand. *This is known as reflective listening: you may or may not want to use the term.*
- B. How did the father show the daughter he understood how she felt?**  
*Possible answers:* He looked at her, let her talk, might have said something like, "So you're worried about how you did on your math test...", "didn't preach at her, etc.
- C. The teenager wanted to continue watching TV. How did the father show that he understood?**  
*Possible answers:* He recognized her feelings, and gave a reason for needing to turn off the TV.
- D. Here are some quick examples of listening in a way that allows you to understand what your child is feeling and to let them know that you understand. Offer each situation and see if the participants can come up with a statement that shows the child that the parent understands.**

1. **Mother asks child to clean up messy room; child says, "I'm not going to clean up this dumb room."**  
*Possible answers:* You'd rather go out and ride your bike. You get tired of me telling you to clean it up. It seems silly to you to clean up a room when it's just going to get messy again anyway, etc.
2. **Teenage boy sitting on front steps and dad walks up. Son says, "It was my fault that we lost the game. If I had just made that foul shot..."**  
*Possible answers:* Sounds like you're disappointed that you missed the shot. You think you should have made that shot. You're afraid the other guys on the team will blame you. You're embarrassed 'cuz it seemed like an easy shot, etc.
3. **Girl looking at herself in the mirror while mother looks on. Girl says, "This is a stupid dress."**  
*Possible answers:* You feel silly in that dress. Sounds like you'd be embarrassed to be seen in that dress. You think it's an ugly dress. You wish I hadn't surprised you with the dress, etc.
4. **13 year old boy sitting in kitchen, father enters, boy says, "My English teacher, math teacher, and science teacher are all giving us tests tomorrow."**  
*Possible answers:* You're overwhelmed with three tests all in one day. Sounds like you just don't see how you'll be ready for all of them. Doesn't seem fair? Guess it seems kind of hopeless to you, huh?, etc.
5. **4 year old child trying to put together a puzzle says, "I can't do it!"**  
*Possible answers:* You're really frustrated. It's hard for you. It seems like you'll never get it, huh? You wish you could do it., etc.
6. **Your teen admits to you, "The other kids are into drugs and they're trying to get me to use them too." (Good for you; that means you child feels comfortable talking to you.)**  
*Possible answers:* (It's probably best to resist the temptation to start preaching.) It's hard to know what to do. You want to keep your friends, but you don't really want to get into drugs. You're scared..., You're worried about..., You think if..., etc."

## **5. ORDERING OR THREATENING BLOCKS COMMUNICATION**

- A. *Concept:* When we order or threaten our kids, we prevent them from wanting to or being able to talk with us. When we force our own solutions on our kids, we not only create resentment, but we prevent them from learning how to solve their own problems. Successful parenting teaches children to stand on their own two feet. Do you think this concept applies to big issues such as drugs and sex as well as everyday ones?**
- B. Think back to the scene with the grandmother looking over the shoulder of the grandson who is worried about his upcoming test. See how she is ordering and threatening? What do you think will be the effect of what she's doing?**  
*Possible answers:* Worry him more, make him clam up, make him angry with her, make him want to fail the test just to show her he was right to be so worried, give him no chance to figure out some solutions for himself, etc.
- C. On the flip side, grandmother acknowledged that her grandson was really upset. The closeness between them is obvious and he eventually comes up with some possible ways to handle his problem. Who can tell the group some times when their children came up with their own solutions?**  
*Answers will vary.*

## **6. TRY NOT TO DENY YOUR CHILD'S FEELINGS**

**A. Concept: Our children will experience many different emotions, some of which are comfortable and some of which are not. Because we love our children and because we don't like feeling uncomfortable ourselves, we parents often pretend our children are not uncomfortable. Or, instead of dealing with their emotions, we try to joke or talk them out of them. We need to acknowledge all of the different feelings our children have and not be afraid to talk with them about those feelings.**

**B. In the scene with the family and the girl building a tower, why do you think the older girl said that she hated her sister?**  
*Possible answers:* She's mad that she knocked down her tower, the younger one is always doing stuff like that and the older one is sick of it, she's just plain had it, etc.

**Why do you suppose the father said, "LaTonya, we don't use the word 'hate' here. Tia's your sister," and the mother said, "We're a loving family. We love each other."?**

*Possible answers:* We don't like to hear our children say "hate," when our kids say "hate," it makes us feel guilty, we want the world to think our family is perfect, we think we can talk them into feeling love instead, etc.

**Do you think the parents will change the older girl's feelings? What other effects could their statements have on the girl?**

*Possible answers:* Not likely to change, may intensify to prove it, may retaliate, may feel guilt for feeling hatred, etc.

**C. In the scene where the girl found the dead fish and brought it to her father, he responded "Oh, it's just a fish. Stop it. Look, I'll get you another fish." Do you think this kind of reaction is typical? *Answers will vary.* Can you think of any similar stories from your family life? *Answers will vary.***

**D. On the flip side, the father said, "Oh no. What a shock. Oh, I'm so sorry. It really hurts to lose your friend." Why was this a better approach?**

*Possible answers:* It showed the child he understood, it allowed her to let out her feelings of grief for her pet, it brought the father and daughter closer together, it showed the daughter that feelings like those are normal, etc.

**E. Let's do some role plays where we recognize our children's feelings and we let them know we understand.**

*By now, hopefully your group is warmed up enough to do this without feeling threatened. If they're not willing to volunteer, pick ones who have shown themselves to be comfortable with role playing and ease them into it. You may want to write these on a chart ahead of time.*

- 1. Your child gets a bad grade on his/her report card.**
- 2. Your daughter has a fight with her best friend.**
- 3. Your son loses a contest by a narrow margin.**
- 4. Your child's dog is run over by a car and killed.**
- 5. Your son is playing baseball and misses a key catch.**
- 6. Your child says you are paying more attention to a younger brother or sister.**
- 7. Your teenage daughter tells you her boyfriend has been pressuring her to have sex.**
- 8. Your teenager has started smoking.**
- 9. Your teenage son is showing signs of drug use.**
- 10. Can you (or "Who can...") (or "Who will...") offer any other suggestions from your real life?**

## **7. AVOID JUDGING, CRITICIZING, BLAMING, SHAMING, RIDICULING OR NAME-CALLING**

**A. *Concept:* Humiliation will not motivate your children in the direction you desire. It damages their self-esteem. Further, it damages your relationships with your children and it will most likely interfere with future communication between the two of you.**

**B. *Examples***

**1. When the girl on the phone said she wanted to go bungee jumping when she is 18, what did her father say?**

*Answer:* "That's a stupid idea." What is he doing? *Answers:* Judging, ridiculing, criticizing. How would you handle that situation? *Answers will vary.*

**2. When the mother washing dishes said, "Oh well, you never do anything!", what was she doing? *Answers:***

Blaming, judging. How could you handle that situation? *Answers will vary.*

**3. When the father came into the boy's room and said, "Look at this room. You are such a slob!" what was he doing? *Answers:* criticizing, shaming, calling names. How could you handle the same situation?**

*Answers will vary.*

**8. LISTEN TO YOUR CHILDREN WITH THE SAME SKILLS AND RESPECT WITH WHICH YOU'D COMMUNICATE WITH YOUR FRIEND, YOUR CO-WORKER, OR EVEN YOUR BOSS.**

- A. **Concept:** We seem to take our children for granted. We sometimes seem to think that we can be abrupt, rude, demanding, or just plain mean just because we're the parents and they're the kids. That shouldn't be. We need to show respect for them.
- B. *Initiate a discussion about things we'd say to our kids and the way we'd say them that we'd never say to our friends, peers, or bosses.*
- C. *Do a demonstration role play in two parts. The first time, you play the role of the parent and you greet your child after he or she has had a hard day at school. Be abrupt, bossy, unsympathetic, and uninterested. Discuss.*
- D. *The second time greet a friend who has had a bad day at work. Take time, fuss over your friend, offer a soda, put his/her feet up, let the friend lead the conversation, show you're sympathetic, and be obviously interested. Really play up the difference in the ways you treated your child and your friend. Discuss.*

### **III. CONCLUSION**

- 1. Now we have reviewed (some, many, or all of) the eight suggestions and you have written down some notes about you and your children on "My Personal Plan".**
- 2. First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself. You may even want to put gold stars on their papers if you don't think that's too silly.**
- 3. Now look to the right side at the list of ideas you are going to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**
- 4. Put a number 1 next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc.**
- 5. Plan to work on one new goal each week. Are you willing to make a commitment to yourself tonight? *(Pause)* Would you also be willing to make a commitment to someone else in this room? *(Pause)* If you would, then do it now. Yes, really. It will help you to keep your promise.  
*(Give the participants a chance to promise to someone else that they're going to work on a specific suggestion.)***
- 6. When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to keep on trying.**

**Best wishes!**

**We hope you enjoy successful parenting!!!**



*You may want to suggest to your workshop participants that they purchase their own copy of the "Communication is Crucial" video so they can review it periodically and so they can share it with the other adults in their child's life such as the child's other parent, the parent's boyfriend or girlfriend, the child's grandparents, aunts, uncles, cousins, teachers, counselors, neighbors, babysitters, etc. You may also want to make your participants aware of the first tape in the Successful Parenting series: "Self-Esteem is the Key" and the third in the series, "Discipline Makes the Difference". In addition to these videotapes, we have developed supplemental parent materials on the topics of self-esteem, communication, and discipline.*

*For more information or to order, contact:*

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Our videotapes are copyrighted and may not be duplicated.

*Thank you again for using this videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and supplemental materials in the Successful Parenting series.*

*We welcome any comments or suggestions about this tape, this Facilitator's Guide, or the general concept and how it worked for you.*

*We'd love to find out about the specific ways you've used our materials. We're thrilled when we find out about success stories. Please do let us hear from you at our corporate headquarters at P.O. Box 11851, Winston-Salem, North Carolina 27116. Thanks!*

*Barbara Lynn*

Barbara Lynn Taylor

## **EIGHT SUGGESTIONS FOR IMPROVING YOUR COMMUNICATION WITH YOUR CHILDREN**

1. *USE GOOD SENDING SKILLS.*
2. *USE GOOD LISTENING SKILLS.*
3. *IF YOUR CHILD IS BOTHERING YOU, EXPLAIN THAT.*
4. *IF YOUR CHILD HAS A PROBLEM, YOU NEED TO LISTEN.*
5. *ORDERING OR THREATENING BLOCKS COMMUNICATION.*
6. *TRY NOT TO DENY YOUR CHILD'S FEELINGS.*
7. *AVOID JUDGING, CRITICIZING, BLAMING, SHAMING, RIDICULING, OR NAME-CALLING.*
8. *LISTEN TO YOUR CHILD WITH THE SAME RESPECT WITH WHICH YOU'D LISTEN TO YOUR FRIEND, YOUR CO-WORKER, OR EVEN YOUR BOSS.*

# My Own Plan

THINGS I ALREADY DO WELL

THINGS I'M GOING TO TRY
