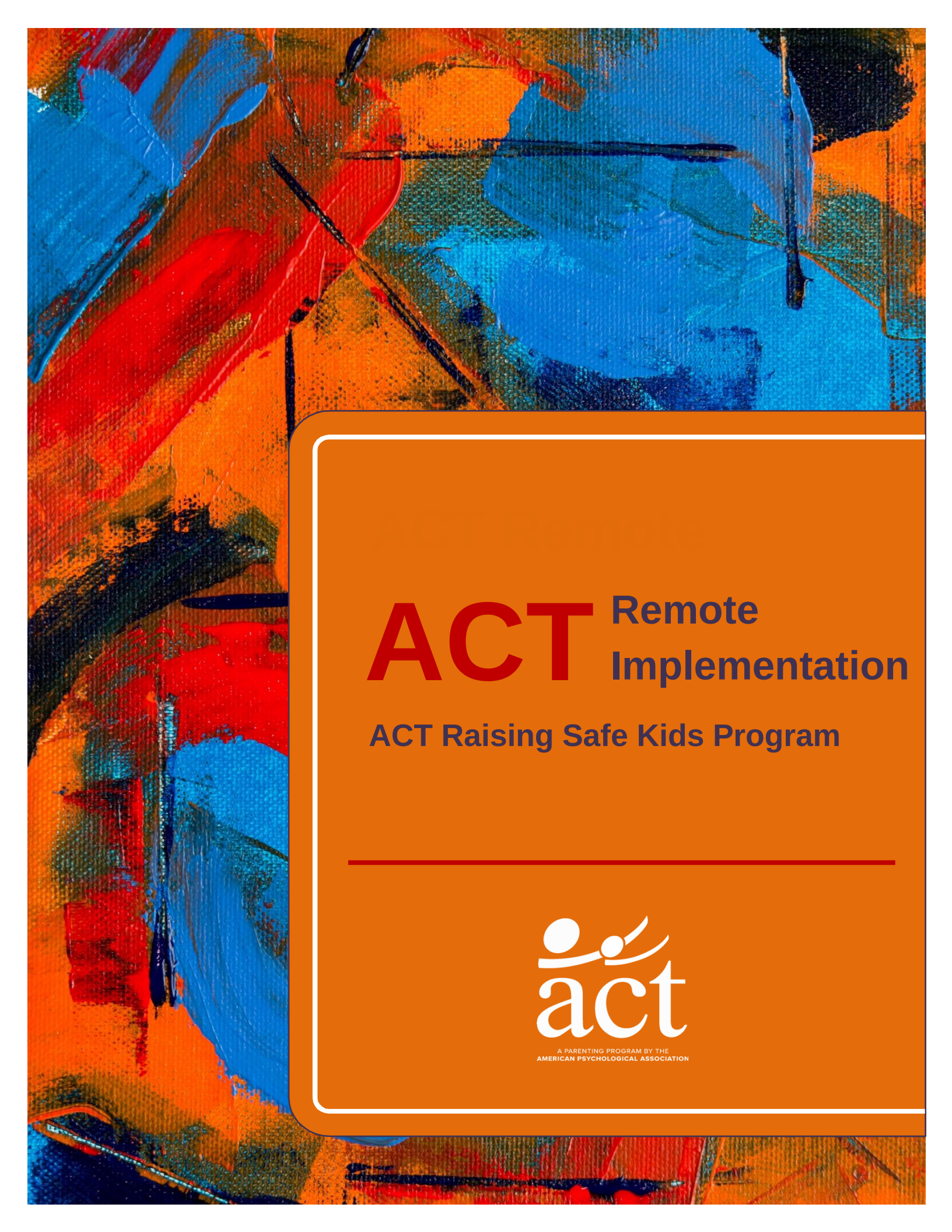




ACT Remote Implementation

ACT Raising Safe Kids Program



A PARENTING PROGRAM BY THE
AMERICAN PSYCHOLOGICAL ASSOCIATION



ACT Raising Safe Kids Remote Implementation Manual

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This manual is based on and meant to accompany the ACT Facilitator Manual.

Silva, J. (2011). *ACT Raising Safe Kids Program*. Washington, D.C. American Psychological Association.

ACT Remote Implementation

Introduction: General Adaptations

The purpose of this manual is to assist ACT Raising Safe Kids (ACT) facilitators who are implementing the program remotely, using video and audio-conferencing platforms. This manual suggests adaptations to the activities included in the original ACT Facilitator Manual and is intended to be used along with that manual. The content of the manual is based on a pilot study/project conducted by Drs. Kimberly Burkhart and Michele Knox and funded by the Ohio Children's Trust Fund. The study involved the implementation of ACT using remote platforms at seven different sites (two community mental health agencies, three social / family service agencies, and two university hospitals). Facilitators in the study carefully tracked their activities and provided detailed feedback about fidelity, adaptations, obstacles, and successes. Focus groups were used to facilitate group discussion and problem-solving regarding these issues. This manual summarizes the collected feedback for the purpose of providing guidance and examples to facilitators who will run the program remotely in the future.

The remote implementation of the ACT program has several benefits. Perhaps most importantly, remote implementation makes the program more accessible to parents and caregivers who otherwise would not have access to the program. Parents who live in an area where there are no trained facilitators, for example, can enroll in a program run by a facilitator in another location. Families without reliable transportation and those without reliable childcare will be more able to participate. Additionally, remote programming can prevent costs associated with childcare and transportation for those parents. The ability to attend groups from home may benefit parents who are reluctant for a host of possible reasons (e.g., social anxiety, worries about public speaking) to attend in-person groups. A related key benefit relates to the facilitator's ability to recruit parents. Recruitment can be the most difficult step in starting an ACT program. Remote options, however, allow facilitators to broaden their reach to parents outside their area, parents facing accessibility obstacles, and others.

Remote implementation also has its drawbacks. Group bonding may be attenuated when parents are not able to meet in person and interact more freely. For this reason, it is critical that facilitators promote group interactions and bonding wherever possible. In addition, some of the activities that are the foundation of the program need

significant adaptation and thus may not be as impactful or beneficial. One objective of this manual is to address this issue. Further, participants' focus may be less than optimal with remote participation. Facilitators are encouraged to monitor nonverbal cues (e.g., looking away, appearing disinterested) and to actively engage group members throughout the sessions. Lastly, technical difficulties can impair participants' understanding of content, interfere with social interactions, or cause frustration. Prior to the start of the program, facilitators should practice using all technical options within their chosen platform, and read manuals and websites detailing how to address problems that may arise. They should walk parents through the steps needed to connect to the remote meetings and allow them to practice this in advance of the group start date.

Several techniques used in telehealth should be considered by facilitators looking to run groups remotely. For example, it is important to ensure that one knows the location of each group member, and how to contact them should technical difficulties arise. Facilitators should ask and remind participants to keep their cameras on throughout the entirety of each session. To protect privacy, it is best to ask each group member to ensure they are on a secure, private internet connection. For the same reason, the facilitator should work with each group member to identify a private location where others cannot hear the group conversations or see the group members. It is often best to ask members to sit near a wall with their device facing them, so that people in the home cannot see the group members.

This manual is written to be useful to facilitators using a wide variety of audio and video conferencing platforms. Some of the suggested activities (e.g., virtual whiteboard, break-out rooms) will unfortunately not be possible for some. Wherever possible, we attempted to provide alternatives that will be useful to facilitators without such options. We hope that you find this manual useful, and that you will use the remote option to benefit many families both near and far!

ACT Remote Implementation

Crafting an Intro Packet & Weekly Gifts

Prior to beginning the program, we suggest you create a welcome package to mail out to participants. Purchase a roll of raffle tickets. Keep the stubs of each ticket and distribute the tickets to the participants. As you hold weekly raffles, you can draw from your ticket stubs to identify the weekly winners. Here are three examples of packages you may create. Feel free to expand or adjust these depending on your available resources.

Tier 1

- Parent Handbook
- Raffle Tickets
- Flat Box
- Crayons, Markers, Pens, Paper
- Glue Sticks, Scissors, Folders
- Prizes for Kids
- Gift Cards for Raffle Winners (Mailed Weekly)
- Handwritten Notes of Encouragement (Mailed Weekly)
- Sending participants meals just prior to the time of the session, so that everyone can "eat together," which will improve group bonding.

Tier 2

- Parent Handbook
- Raffle Tickets
- Flat Box
- Gift Cards for Raffle Winners (Mailed Weekly)

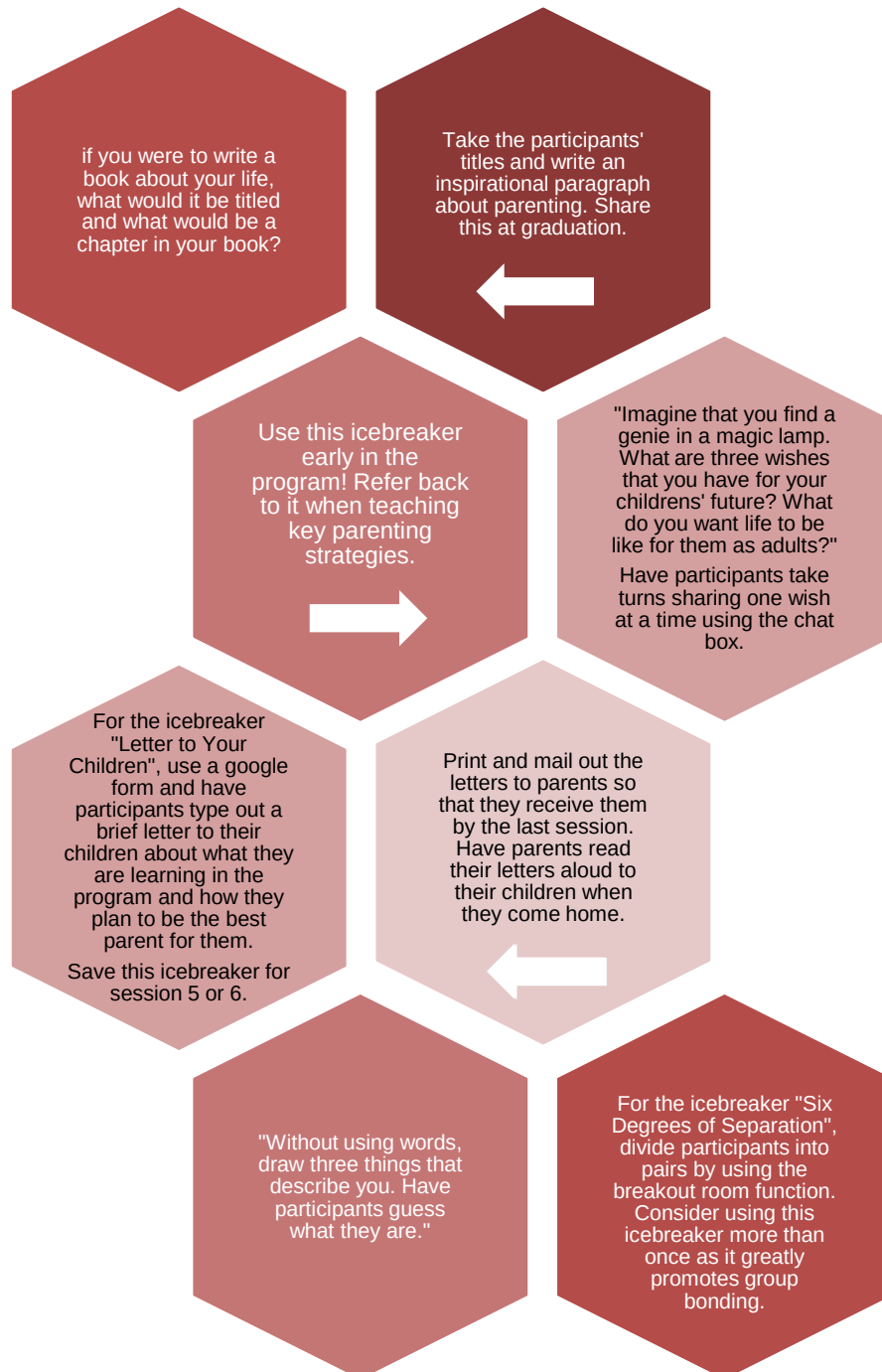
Tier 3

- Gift Cards for Raffle Winners (Mailed Weekly)
- Parent Handbook

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Virtual Ice Breaker Adaptations

Icebreakers are a great opportunity for participants to begin familiarizing themselves with the virtual platforms. Try integrating different features such as the chat box, breakout rooms, and virtual whiteboard when applicable.



ACT Remote Implementation

Pre-Session / Week 1

Considerations:

Most discussions can be easily modified by using the virtual whiteboard function, screensharing, the chat box, or crayons, markers, and paper. All documents to be shared can be emailed or placed into a virtual folder (Dropbox, Google folder). When using the virtual white board feature, take screenshots or export annotations into a pdf before clearing the screen. Consider having a co-facilitator present to mitigate technical issues so that class flow is not disrupted for the entire group.

Materials:

Markers, flat box/notebook, google forms for “What do you want from the ACT Program” and “Pre-program Questionnaire”, Readiness Ruler, Decisional Balance Sheet, Change Plan Worksheet.

Activity	Original	Adaptation
-	<u>General Suggestions for Facilitators</u>	Prior to starting the program, meet with participants individually to discuss their goals and what they would like to get out of the ACT Program. Spend a few hours learning how to navigate your video platform. Be sure that you know how to troubleshoot basic technical problems (i.e., trouble logging on) that may arise during sessions. Always keep your cell phone with you during sessions in case a participant is having technical issues and needs to reach out to you for help. Use a platform such as Google Forms to send and receive surveys. Use Word to take notes on participants' ideas and discussion, and use screen sharing to share with the group. Use PowerPoint or Word to show or explain high level concepts.
2	<u>Tell</u> participants about the following information:	Request that parents keep their microphones muted if they are not sharing.
3-b	<u>Use the flipchart</u> to write a few rules and ask participants to contribute with their own.	Use the chat box, virtual white board, or share your screen and type the rules in a PowerPoint slide or other online document. A screenshot or pdf of the final list can be distributed to parents via email at the end of the session.

ACT Remote Implementation

Pre-Session / Week 1: *Continued*

Activity	Original	Adaptation
6-a	Participants should <u>use the [index] cards</u> to write two dreams/goals they have for their children's futures.	Use the chat box, a virtual space like Padlet, or a document in a shared folder such as Dropbox or Google drive.
6-a	Then, give each participant a box and tell them it is their "Box of Dreams." <u>If there is space, keep the boxes in the room.</u>	Prior to the session, mail the participants a flat box for them to assemble and decorate during the session. OR Use a virtual folder (e.g., Dropbox or Google folder) to store dreams and other program materials. OR Provided participants with a notebook and call it a "book of dreams". Encourage participants to take notes during the sessions and write information they learned to help them help their children.
6-b	In order to identify their expectations and goals for the program, use the questionnaire "What Do You Want from the ACT Program?" <u>Distribute the questionnaire and help those with any difficulty to understand the content.</u> Explain that the questionnaire will help them be sure of what they want from the program so we can know how to best help them.	Provide the form via email, the virtual folder (Dropbox or Google folder) or the file function in zoom.
7-b-d	b – Decisional Balance Sheet...[in small groups] use the sheet to list the pros and cons. c – Readiness Ruler d – Change Plan Worksheet... collect the worksheets	b – Display examples by sharing your screen. Divide participants into breakout rooms to reflect and complete the Decisional Balance Sheet. Assign one example per group. c – Use the annotate feature d – Create via email, the virtual folder (Dropbox Google folder) or the file function in zoom.

Decisional Balance

The decisional balance is a good way to illustrate ambivalence about changing behaviors. Usually, a person has competing motivations because there are costs and benefits associated with changing a behavior, a situation, or a condition. People can have different views about the pros and cons of the same behavior, and social and cultural factors have an impact on their perceptions of their behaviors, as well as their evaluation of its costs and benefits. Acceptance and rejection of behaviors can vary enormously among societies, communities, and families.

Ambivalent people may have counterintuitive responses to strategies to help change their behaviors. One example is the strategy of using negative consequences to stop a behavior, such as using harsh punishment to decrease attractiveness of a certain behavior. However, according to the decisional balance model, adding more severe negative consequences to one side of the balance may favor a shift on the other side, and the opposite may occur.

Figure 1: Illustrating Ambivalence: Balance to Weight the Costs and Benefits



When we think about making changes, most of us don't really consider all sides in a complete way. Instead, we often do what we think we "should" do, avoid doing things we don't feel like doing, or just feel confused or overwhelmed and give up thinking about it at all. Thinking about the pros and cons of both changing and not changing is one way to help us make sure we have fully considered a possible change. This can help us to hang on to our plan in times of stress or temptation.

Decisional Balance Worksheet

Purpose: To increase awareness of any ambivalence about the behavior to be changed and of any ambivalence about the process of change.

Direction: In the left boxes, write the behavior that you want to change; in the middle and right boxes, write the benefits and costs of changing versus keeping the behavior. Consider the specific change that you might want to make.

Decision	Benefits/Pros	Costs/Cons
Making a change in _ [the behavior]		
Not making a change in _ [the behavior]		

Change Plan

Purpose: To develop a concrete plan to change one thing in the participants' lives.

The Change Plan Worksheet I

The changes I want to make in the way I raise my children are:

The most important reasons I want to make these changes are:

The goals I want to achieve in making these changes are:

I will take the following steps to make the changes I need:

ACT Remote Implementation

Session 1 / Week 2

Materials:

Markers, Paper, Box of Dreams, Homework, Parent Handbook.

Activity	Original	Adaptation
5-b	<u>Use a flipchart</u> , creating two columns: Good Things/Bad Things and write down their responses under each one.	Use the virtual white board or share your screen and type responses in a PowerPoint slide or other online document. Or Record responses using markers, crayons, and paper. Lift to show parents after you write each of their statements.
6-a	Start by asking for examples of common behaviors of children that change as they grow older... <u>Write on the flipchart</u>	See above
6-d	<u>Activity</u> of four age group scenarios.	Email or place word docs of scenarios in advance in a virtual folder (e.g., Dropbox or Google folder) Divide parents into four breakout groups and designate a leader for each. Use the Zoom feature that allows for breakout groups which you can observe and monitor. Using markers or crayons, have leaders record responses to share with the entire group. If the group is small, consider using the scenario PowerPoints to elicit discussion and record responses using the virtual white board, shared screen, or a piece of paper. See scenarios on next page.

ACT Remote Implementation

Session 1 / Week 2: *Continued*

Activity	Original	Adaptation
6-d	Scenarios	0-18 months, Situation #1: “My 4-month-old baby just won’t stop crying. I’m exhausted. I haven’t had a full night’s sleep for months, and here it goes again: Another night of horror – A screaming baby and no sleep!” 18-36 months, Situation #2: A father was in a grocery store when his 2-year-old son grabbed a box of candy off the shelf. The father told him that he couldn’t have the candy and that if he wants something, he has to ask. Instead of obeying him, the boy started to cry, scream, and hit the father and then fell on the floor in a full-blown tantrum. 3-5 years, Situation #3: Two four-year-old girls were playing and were happy to be with each other. Everything seemed fine until Emma started screaming. Her friend Sally was on top of her, yanking her hair. Emma was screaming and pointing to a broken doll on the floor. 6-8 years, Situation #4: Lately, Melissa does not want to go to school. She is 8, overweight, and shy. She has started to complain that kids at school have been tormenting her, making fun of her, and calling her names.
6-e	Either ask participants to open their Parents’ Handbook on the Challenging Behaviors fact sheets pages or distribute copies of the fact sheets.	Provide the handout in advance via email, or use a virtual folder (Dropbox or Google folder) or the file function in Zoom.
7-b	Ask parents to <u>break into small groups</u> and talk about... <u>Write answers on a flip chart.</u>	Use the Zoom feature that allows for breakout groups which you can observe and monitor. Divide parents into four breakout groups and designate a leader for each. Using markers or crayons, have leaders record responses on a sheet of paper to share with the entire group. Display the written answers. Alternatively, share your screen and type out each group’s responses as they share with the entire class.

ACT Remote Implementation

Session 1 / Week 2: *Continued*

Activity	Original	Adaptation
7-c	Ask all participants why do they think young children misbehave? <u>Write their answers on the flipchart.</u>	Use the virtual white board, share your screen and type answers in a document, encourage participants to enter their answers into the chat box, or use markers, crayons, and paper to write their answers.
7-d	Ask participants to <u>turn to the person to their right and talk about...</u>	Use the breakout room function OR turn this into a group discussion using the virtual whiteboard, sharing your screen, or using markers and paper. Use one page per question.
8-c	Go back to the four scenarios activity and posters. Ask participants to indicate which of the adult responses can be considered reactions or responses. <u>Ask participants to mark what would be the appropriate adult response in each scenario.</u>	How you did this activity earlier will determine how you pull up and refer to the scenarios. Have the parents return to their earlier groups to discuss the prompt. Or If the group is small, share the previously compiled list of answers and discuss as a group.
10-a	<u>Give them index cards to write the answers.</u> Ask them to put the cards in their Box of Dreams	Invite parents to reflect on what they have learned today and ask them to write their answers on a piece of paper - a letter to themselves - and place in their Box of Dreams. Repeat this step after every session.
10-b	Ask participants "What has already changed in the way you want to deal with your children's behaviors?" <u>Write their answers on the flipchart</u>	Use the virtual white board, share your screen, or use markers, crayons, and paper to write their answers.
-	Supplemental Idea	Share and discuss the short video Children See, Children Do.

Homework Sheet

Name: _____

Date: _____

01| Read the definitions of REACT and RESPOND:

React: This is when we express the first word or action that comes to mind without much thinking. We react based on emotions. Example: The baby cries, so the mother yells at or shakes him/her.

Respond: This is when we take time to calm down and think about the reasons for the child's behavior and decide on the best action to take. Example: The baby cries and the parent/caregiver checks if the baby is hungry, wet, or sick and then holds the baby to calm him/her down.

02| Example for REACT

- a. Write an example of one situation when you REACTED to your child's behavior last week:

- b. What can you do differently next time in the same situation?

03| Example for RESPOND

- a. Write an example of one situation when you RESPONDED to your child's behavior last week:

- b. Explain why it was a response and not a reaction.

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Session 2 / Week 3

Materials:

Markers, Paper, Box of Dreams, Paper Doll, Tape/Stapler, Parent Handbook, Homework.

Activity	Original	Adaptation
4-f	Show ACT TV PSA	Pull up the act psa from the website ; have it open and paused. Then use "share screen" function to view it with participants.
4-i	Paper doll	Mail each participant a paper doll in advance of the session. Complete the activity as written. OR Show the paper doll on your camera and ask parents to share negative, adverse situations that can happen to young children. Rip off a piece of the doll each time a participant shares a negative situation Ask participants to think about positive things that can help the child to heal and feel safe. Each time a participant shares an idea, tape or staple a piece back. Show the doll with all marks. OR Have participants close their eyes and complete the activity, then, discuss the activity as a group.

Homework Sheet

Name: _____

Date: _____

01| Please read the definition of risk factor you have learned:

Risk factors are situations and conditions that might be present in children's lives which can contribute to the development of aggressive behaviors.

**02| Now, tell us what risk factors your children experienced last week.
Mark your response with an X in the table below.**

Risk Factors My child or children...	Yes, my child or children experienced this risk factor	No, my child or children did not experience this risk factor
Saw violence on TV		
Saw other people fighting		
Was ridiculed		
Was cursed or threatened		
Was spanked or beaten		
Was shoved		
Was yelled at		

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Session 3 / Week 4

Materials:

Markers, Paper, Box of Dreams, Parents' Handbook, Wheel of Feelings, RETHINK Handout, Homework.

Activity	Original	Adaptation
2	Purposes of the Session	Create a PowerPoint
4-a	Expressions of Anger	Create a PowerPoint
5-b	<u>Each participant should take a turn spinning</u> , and not repeat any of the feelings.	Facilitator shows the wheel, spins it, and asks participants, one at a time, to share their response.
6-b	Controlling Anger: First Step & Second Step	Create PowerPoint showing First Step (calm down) and Second Step (understand your anger)
6-b-c	Controlling Anger: Scenario 1 & 2	Display Scenario 1 on your screen and ask the group to use the RETHINK model to answer the listed questions. Repeat with Scenario 2. Scenario 1: <i>Five-year-old Joanna anxiously awaited her mother, Linda, to come home because she had planned to take her to see a movie that day. But Linda arrived late and tired from work, and they missed the movie. When Linda told her daughter they had missed the movie, Joanna cried and screamed, "I hate you Mom!" and poured a cup of water on her. The mother grabbed Joanna's hand, yelled "Stop!", and hit Joanna on the hand.</i> Scenario 2: <i>Three-year old Mayara is riding the bus to the childcare center with her mother and little brother Leon. She wont sit still and starts walking down the aisle. Her mother grabs her and she hits the mother and her little brother. Her mother then hits her back and forcefully makes her take a seat.</i>
7-b	<u>Review</u> what else they have learned	Create a PowerPoint slide to review what was learned during the session.

Wheel of Feelings



Name: _____

Date: _____

RETHINK Steps

Use the RETHINK steps to analyze the scenario:

RECOGNIZE when you are angry—How did you know you were angry?

EMPATHIZE with the other person's feelings.

THINK about the situation in a different way.

HEAR what the other person said to you.

INCLUDE "I" statements.

NOTICE your body's reaction when you were angry.

KEEP your attention on the present situation.

Homework Sheet

Name: _____

Date: _____

01| Write down a situation with your children this week that made you angry.

02| Now use the RETHINK steps to look at the situation:

RECOGNIZE when you are angry: How did you know you were angry?

EMPATHIZE with the other person's feelings: What was your child feeling?

THINK about the situation in a different way: What could you have done differently?

HEAR what the other person said to you: What did your child say to you?

INCLUDE "I" statements: Say how you were feeling and thinking about the situation.

NOTICE your body's reactions when you were angry: What changes did you notice in your body?

KEEP your attention on the present situation: What did you do to focus on the present?

ACT Remote Implementation

Session 4 / Week 5

Materials:

Markers, Paper, Box of Dreams, Parents' Handbook, IDEAL Handout, Homework.

Activity	Original	Adaptation
3-c	Ask them to get the handout Why Children Are Angry and review it with participants. <u>Explain each age group.</u>	Create a PowerPoint to show anger feelings by age groups.
4-c	Ask participants: What was the problem that caused the conflict in each situation? Why did it happen? <u>Write the answers on the flipchart.</u>	Choose one of the scenarios. Ask: What was the problem that caused the conflict? Why did it happen? Discuss answers as a group.
4-e	Organize four groups and give each one a different <u>task</u>	Do not ask participants to do a roleplay. Put one group in breakout rooms to do the "I statements" for each of the scenarios; Put the other in another breakout room to use the IDEAL model with the scenarios. If you do not have a break-out room feature, practice each of these with the whole group.
5-a	Tools of the day	Ask participants to write down what they have learned and to show the group using their camera.
5-b	Add what else they have learned.	Ask parents to share aloud or type in the chat what they have learned. Type any verbal responses in the chat.

Name: _____

Date: _____

IDEAL Model

Use the IDEAL model to analyze the scenario:

1. Identify and describe the problem.

2. Determine possible solutions for the conflict.

3. Evaluate the alternatives.

4. ACT to implement the alternative chosen.

5. Learn from the experience.

Homework Sheet

Name: _____

Date: _____

01| Use the spaceship and stickers to mark your children's good behaviors:

Each time your children resolve a conflict using words and not violence, draw a happy face on the sticker and put it on the spaceship. If you don't have a sticker, draw the happy face on the spaceship itself. Show your children that you're proud of them with words and hugs.

02| What were the problems that your children resolved with words and not violence?

ACT Remote Implementation

Session 5 / Week 6

Materials:

Markers, Paper, Box of Dreams, Parents' Handbook, Homework.

Activity	Original	Adaptation
2	Purpose of the Session	Acknowledge that we have all experienced an increase in our screen use due to this crisis. Discuss the differences between recreational screen use and educational screen use. Due to the COVID-19 pandemic there has been a notable uptick in online-learning for children and screen use for parents that falls outside of recreational use.
3b	<u>Organize three groups:</u> 1. "Why are young children spending so much time with electronic media these days?" 2. "If young children are spending so much time with electronic media, what is happening with playtime – playing with toys or friends, or outdoors?" 3. "Can you think of what happens to children's bodies and minds when they are in front of a TV or computer playing games?"	Depending on the size of the virtual group and capability of the virtual learning platform, the facilitator can create three small breakout groups or have the whole group answer these three questions. Have participants discuss ways to keep children off cellphones. Show parents how to navigate the Common Sense Media Website.
3-c bullet 3	If there is a TV in the room...	Instead of using a cartoon, have the following clip, TV, Movie, Video Game Violence & Kids, opened and paused on your device. Share your screen and view at least the first 40 seconds of it as a group. Answer the questions in bullet 4 as a group.

ACT Remote Implementation

Session 5 / Week 6: Continued

Activity	Original	Adaptation
5-b bullet 1	Provide fun activities for children to play using their imaginations, creativity, and energy.	Invite parents to share all of the strategies and ideas they have seen and tried in their own families. Encourage parents to write down the ideas that are shared if they want to try these with their children.
5-c	Organize participants in three or four groups of three or four members each:	If the virtual platform you are using has break out capability, organize the participants in smaller groups. If it is a small group or you don't have the virtual capability, take these four questions in order with the whole group. Make sure that participants have the handouts in advance to make the conversation go more smoothly.
6-b bullet 1	Write their answers on the flipchart	Write their answers on the virtual whiteboard or type their answers into the chat box.
6-c	Distribute the homework sheet	Email the homework sheet and review what parents can do this week. Homework can also be done as a group.
-	Supplemental Links	Learning with Technology Media use in childhood: Evidence based recommendations for caregivers Media and Young Minds Screen Time and Children

Homework Sheet

Name: _____

Date: _____

01| Use the handouts you received and answer the questions:

Were you able to monitor—during the week—what your children watched on the TV, the video games they played, or what they did on the computer? **Circle one:** YES NO

If you monitored, how did you do it?

What did you teach your children about the media this week?

What example did you show to your children about watching TV?

From what you learned in this program about media, what ideas did you share with the other adults in your house or with a friend, neighbor, or coworker this week?

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Session 6 / Week 7

Materials:

Markers, Paper, Box of Dreams, Parents' Handbook, Homework.

Activity	Original	Adaptation
3-b	Organize groups of participants in groups of four. Tell them: Let's pretend you are a young child hiring a parent. The child wants the best candidate. Write the following questions on the flipchart: "What questions would you ask the candidate?" "What qualities and requirements are important to select the parent?" "For what do children need parents?"	Tell participants: Let's pretend you are a young child hiring a parent. The child wants the best candidate. Have a slide prepared with the following questions: "What questions would you ask the candidate?" "What qualities and requirements are important to select the parent?" "For what do children need parents?" Share the slide with participants. Organize participants into three groups and give each group one question to discuss. Place the group into a breakout room with an assigned leader. Bring all groups back to share. Participants will use markers/crayons and paper at home to draw "the best parents for children" considering essential needs, values, etc. Participants will share artwork one at a time during the activity.
4-g	Draw two parallel lines on the blackboard... Ask them to share what feelings and thoughts they had when they were growing up. Then ask participants to move and stand by the point that indicates the style that they think is the ideal style, where they want to be in order to be the best parent for their children now.	On the whiteboard, draw one line to show a continuum of parenting styles. Along the line write numbers from 1 to 10. Write "permissive/very lenient" on the "1" end and "authoritarian/very strict" on the "10" end. Ask participants to consider the parenting style of their own parents and write the number along the continuum on a piece of paper and hold it up to the camera. Ask them to share what feelings and thoughts they had when they were growing up. This can also be done in small breakout rooms. Then ask participants to write down a number that indicates the style that they think is the ideal style, where they want to be in order to be the best parent for their children now.

ACT Remote Implementation

Session 6 / Week 7: Continued

Activity	Original	Adaptation
4-h	<u>Organize participants into small groups</u> of three or four: give each group a flipchart sheet, magazines, newspapers, crayons, scissors, and glue.	Have all participants ready with markers and paper. Ask them to get their cards with goals for their children in the Box of Dreams. Organize participants into small groups and put them into breakout rooms of three or four. Share the PowerPoint slide on Parenting Styles Give participants the following instructions: Use the goal cards for the discussion and prepare posters about the best parenting style for them. If all the participants do not have the materials needed for a poster, ask them to write words or draw things that represent the qualities they want to have as parents. With their goals for their children in mind, discuss the listed questions.
5-b-c	<u>Distribute three strips of paper to each participant.</u> Ask them to write one word associated with discipline on each piece of paper. Ask each one to read aloud what they wrote on their papers. Write them all on a <u>flipchart</u>. Highlight the most popular words. Ask participants to get their strips of paper and <u>mark</u> what is discipline (D) or punishment (P).	Participants will write three words associated with the word “discipline”. The facilitator will ask each participant to share what they wrote. The facilitator will use the whiteboard or chat feature and will type in each word, noting if words were used more than once and highlighting the most popular words. Share the Powerpoint to explain the difference between Discipline and Punishment. Facilitator will go back to the whiteboard and call out each word. Participants will discuss if words reflect discipline or punishment. Facilitator will mark a “D” or “P” behind each word.
5-d	<u>Organize participants in groups</u> of three or four members and give them the following scenario:	Prepare a slide with the written scenario. <i>“It is 10 p.m. and 6-year-old Emily is still watching TV. Her father has repeatedly asked her with an increasingly loud and angry voice to go to bed, but to no avail. Finally, he turns off the TV, grabs Emily by the arm, and drags her to her bedroom. She is furious and slams the door.”</i> Organize participants in groups and put groups into Breakout Rooms to complete their tasks. Bring all groups back and have them share by group order.

ACT Remote Implementation

Session 6 / Week 7: Continued

Activity	Original	Adaptation
6-c	<u>Organize participants in groups</u> of three or four and give them the following scenario written on a sheet of paper:	Prepare a slide with the written scenario. Share the slide and have a participant read it out loud. Organize participants in breakout groups. Group One: Have each person create or draw an outline of a paper doll representing a child. They should use a marker to write on the doll. I AM LOVEABLE AND NEED ATTENTION. Group Two: Write five negative statements that an angry mother might say to punish the child. Group Three: Write three things that the mother should do to calm down and change the child's behavior. Ask each group to share their work. When Group Two is presenting the negative statements, ask one member of Group One to tear a piece of the doll after each statement is said aloud. In the end the doll will be in pieces. After Group Three presents their work, have a discussion about which parenting behavior better responds to the situation.
-	Supplemental Idea	Share clips of different parenting styles and have participants identify them. Share videos on what punishment vs. discipline looks like. Parenting Styles Clip Punishment vs Discipline Clip (stop at 3:48)

Homework Sheet

Name: _____

Date: _____

01| Read the definitions of DISCIPLINE and PUNISHMENT:

DISCIPLINE teaches children positive behaviors.

PUNISHMENT focuses on negative behaviors.

02| Think about two times in the past week that you had to deal with your children's misbehaviors (bad behaviors) and answer:

What was the misbehavior?	Did you discipline your children?	Did you punish your children?
1.		
2.		

03| Explain the changes you want to make in your parenting style. For instance: write if you want to be more warm and responsive or less strict and distant.

ACT Remote Implementation

Session 7 / Week 8

Materials:

Markers, Paper, Box of Dreams, Parents' Handbook, How to Prevent Challenging Behaviors Handout, Rewards Options for Children of Different Ages Handout, Positive Discipline by Age Handout, Positive Discipline Options for your Children Worksheet, Homework.

Activity	Original	Adaptation
3-c	Organize participants in two groups and <u>give each the following tasks:</u> Scenario: <i>Jamal left work late and very tired. But he stopped by the grocery store on the way home to pick up what his wife, Tanya, had asked him to buy: diapers for the baby. Unfortunately, he bought the wrong size and brand – something he has done before. Tanya was furious and yelled at him, “You are useless and don’t even know what your son needs!” Hearing her mother’s reaction, their 3-year-old daughter, Isabel, felt angry and yelled at her baby brother.</i>	Group One: Have parents use crayons or markers they have at home to make two lists on a sheet of paper: “list of young children’s good behaviors” and “list of positive statements to promote good behavior”. Give 3 to 5 minutes to complete. Have parents share their lists by putting in front of the camera and have them discuss. OR Have each parent write one good behavior and share (give 1 or 2 minutes); discuss; repeat. (This could be helpful if parents are struggling to come up with good behaviors) Group Two: Prior to the session, email or upload the Jamal scenario to a shared file. Alternatively, copy/paste the scenario into the chat box or use the screen sharing option and copy/paste the scenario into a document. Ask parents to talk about the Jamal and Tanya scenario by identifying the problem in the situation and what would they do to model a positive behavior for Isabel.
3-c	<u>Toss the Ball and Tell What You Learned</u>	Modifications for ball toss: Have parents imagine that you (facilitator) are holding a beachball. You pretend to throw it at the screen and call the name of the parent you are tossing to and ask her or him to pretend catching. When you catch the ball, imagine your child is standing in front of you. Say your child’s name and a positive statement you will express the next time your child behaves well. Once the statement has been made, the parent then ask that parent to pretend to throw a ball at another parent, calling that parent’s name. Continue until everyone has a change to speak.
3-d	<u>Distribute</u> and use the handout(s), How to Prevent Challenging Behaviors [and Rewards Options for Children of Different Ages]. Write suggestions on the <u>flipchart</u>.	Have parents retrieve the handouts from their email or shared drive. Write suggestions on the whiteboard or paper.

ACT Remote Implementation

Session 7 / Week 8: *Continued*

Activity	Original	Adaptation
4-a	Use PowerPoint to introduce the different options parents can choose to teach good behaviors. <u>Distribute</u> the handout Positive Discipline by Age and review with participants... <u>Give</u> participants the ACT Wheel of Positive Discipline Options handout and tell them to take it home.	Use PowerPoint to introduce the different options and distribute the handout via email or shared folder (Dropbox, Google folder). Review and expand per the manual. Provide Positive Discipline Options Wheel via email or shared folder for their future reference. OR Have participants use the online wheel to choose various discipline strategies. Ask participants to share how to implement or to describe the strategies as they are selected.
4-e	<u>Organize</u> parents into groups of 3 or 4... <u>Distribute</u> the worksheet <i>Positive Discipline Options for your Children</i> .	Organize participants into breakout rooms with an assigned leader. Have each group work on the <i>Positive Discipline Options for your Children</i> worksheet which was shared via email or Dropbox. Have each group share.
5-b	<u>Airplane activity</u> (not directly transferable)	Ask parents to write down three things they learned today on a sheet of paper then make that paper into an airplane. Throw the airplane into the air and retrieve. Ask parents to read what they wrote and to keep that airplane safe for future reference.

Age-Appropriate Rewards

EVERY TIME you see a positive behavior, immediately praise the child and if possible, provide a reward.

Do this often, and stick with it. Here are some ideas for rewarding good behavior:

HOME REWARD POSSIBILITIES FOR PRESCHOOLERS

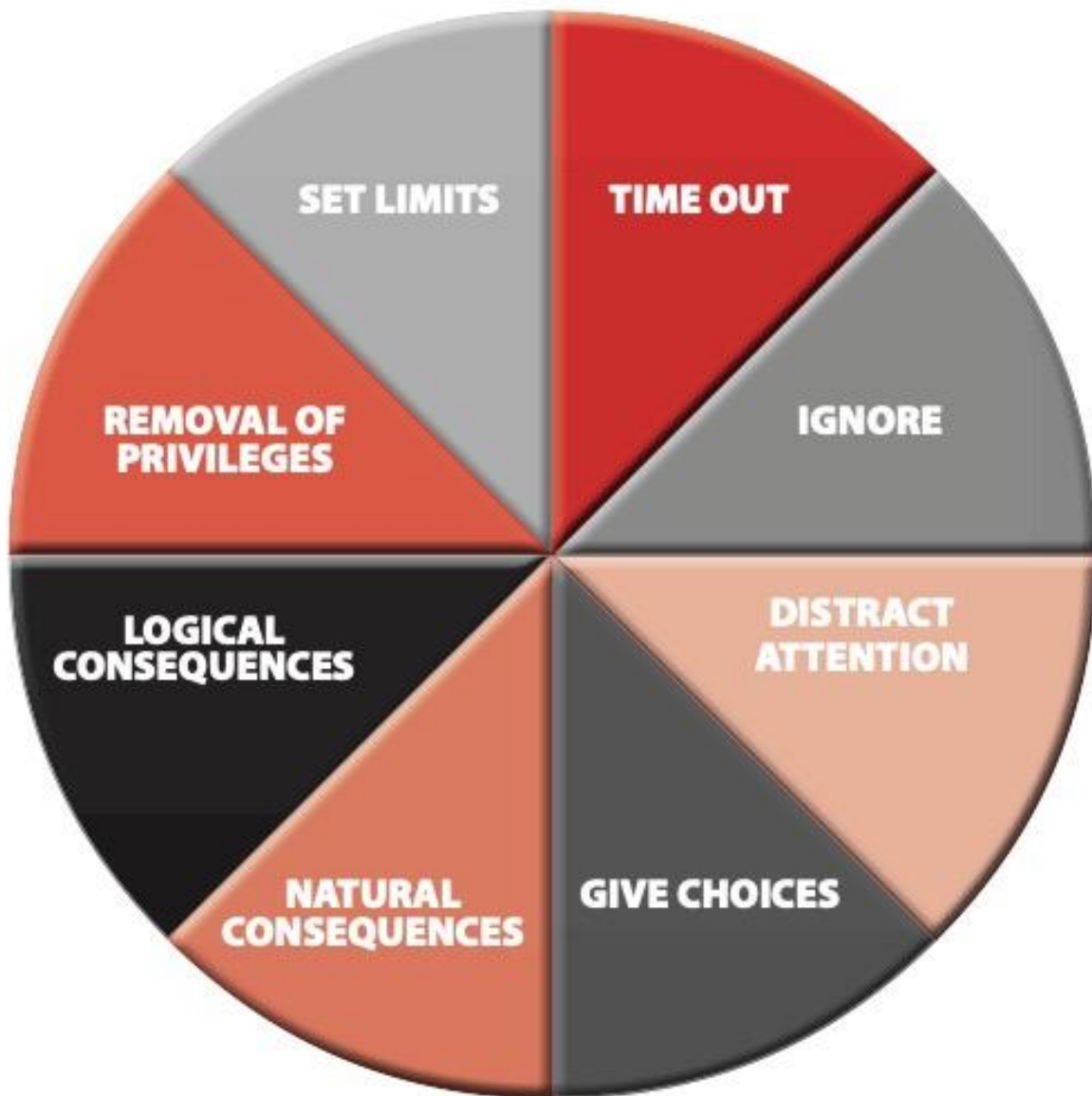
Going to the park	Having parents take a picture of you	Playing outside
Playing with friends	Talking into a voice recorder	Riding a tricycle/scooter/other
Making mud pies	Wearing dress-up clothes, hats, jewelry	Going to the zoo
Listening to a bedtime story	Playing with clay	Getting a piggy-back ride
Playing on the swing set	Going someplace alone with Mom or Dad	Dancing to music with Mom or Dad
Spending the night with friends or Grandparents	Helping plan the day's activities	Skipping
Being lifted into the air	Helping Mom or Dad	Riding on parent's shoulders
Victory dance!	Making things with snow	Dressing up stuffed animals
Playing games	Blowing bubbles	Swimming
Making noises with rattles, pans, or bells	Whirling in a circle by arms	Helping parent to cook a treat
Playing "chase"	Playing in the sandbox	Having a special dessert
Doing a puppet play	Going to the library	Finger painting
	Going for a picnic	Playing in the bathtub

HOME REWARD POSSIBILITIES FOR ELEMENTARY SCHOOL CHILDREN

Taking a trip to the park	Planting a garden	Doing a puzzle
Playing with friends	Going for a picnic	Decorating your own room
Having a bedtime story	Going skating, swimming, or bowling	Having a special after-school snack
Playing on the swing set	Making a special craft	Having a special treat in your school lunch
Spending the night with friends or grandparents	Ordering pizza	Choosing a special breakfast
Going to a ball game	Going for a hike	Having a favorite drink - soft drink or hot chocolate
Eating out	Going canoeing or camping, or fishing	Playing ball with Mom or Dad
Going someplace alone with Dad or Mom	Sleeping in a different place in the house	Playing a game with Mom or Dad, like checkers, marbles, or cards
Baking something in the kitchen	Decorating the home for a holiday	Having a water balloon fight with Mom and Dad
Planning a day's activities	Helping to make Jell-O, popcorn, etc.	Doing nails
Riding on a bicycle	Feeding the baby	New hair-do, getting hair done
Going on a fishing trip with Dad or Mom	Staying up late	Go to movie with a friend (with adult present)
Choosing a TV program	Going to the movies, especially with a friend	
Taking time off from chores	Making a trip alone	
Dressing up in parents' clothes	Playing a favorite tape or CD	
Setting the table	Coloring	
Camping in the backyard	Riding next to the window in the car	
Going to the library	Choosing the menu for a meal	
Buying something	Calling a friend	

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ACT DISCIPLINE OPTIONS WHEEL



Worksheet

Name: _____

Date: _____

01| Use the table below to enter the following information in each column:

What challenging/bad behaviors you want to stop	What are the positive opposite behaviors	Which discipline options to use

Homework Sheet

Name: _____

Date: _____

01| Be the “Good Behavior Detective.” Make a list of five of your children’s good behaviors you saw during the week.

1. _____
2. _____
3. _____
4. _____
5. _____

02| What did you say to praise their good behaviors? Write the positive things you said when your children behaved well.

03| How did you reward your children for their good behaviors? Use the handout *Age-Appropriate Rewards* and tell us which ones you used to reward your children this week.

ACT Remote Implementation

Session 8 / Week 9

Materials:

Markers, Paper, Box of Dreams, Parents' Handbook, Pipe Cleaners, Change Plan Worksheet, What Do You Want from the ACT Program Questionnaire, Google Forms for Post-Evaluation and Participant Satisfaction Questionnaires, Certificates.

Activity	Original	Adaptation
1-a	Review participants' homework.	Consider putting together a PowerPoint summarizing each week's lessons for review.
4-b	Ask participants to form small groups and have a conversation	Organize participants into small groups and put them into breakout rooms.
4-d	Ask participants to use pipe cleaners	Ask Participants to use markers/crayons and paper (or other materials) to show feelings/what they have learned.
5-a	Distribute the <i>Change Plan Worksheet</i>	Provide <i>Change Plan Worksheet</i> via email or shared folder prior to session.
5-c	Ask them to use the materials to create posters showing how their families and homes are now that they have completed the program.	Ask participants to use markers/crayons and paper (or other materials) to show how their families and homes are now.
6-e	Divide participants into 2 groups: Protectors and Advocates	Organize participants into small groups and put them into breakout rooms.
6-f	Ethiopian Proverb	Read the proverb out loud and discuss without making a sign.
8-a	Bring in the children and have a ceremony to celebrate the end of the program.	This can be done remotely. Allow children to see the screen. Play music and congratulate the participants. Call out each participant's name and show the certificate, encourage clapping, etc. Email or put certificates in virtual folders and mail hard copies. Provided families with goodies such as baby wipes, cupcakes, a mug, and sticker behavior charts.
8-a	<i>Box of Dreams</i>	Have parents retrieve <i>Box of Dreams</i> contents from the virtual folder (e.g., Dropbox or Google folder)