



Resourceful Parenting

A Reality Management Approach

..... (Modified with permissions from the Mothers and Babies Program)

PARTICIPANT MANUAL

Five-Week Program

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Introduction to *Resourceful Parenting*



Session Outline

- Topic 1 Welcome, and Group Introduction
- Topic 2 Purpose and Overview of the Program
- Topic 3 Group Guidelines
- Topic 4 Let's Talk About Change
- Topic 5 Stressors and the Parent-Child Relationship
- Topic 6 How This Program Can Help Me
- Topic 7 Managing My Personal Reality
- Topic 8 Personal Project #1: Quick Mood Scale



1. What is your name?
2. What would you like to learn from this class?

1. Where are you from?
2. How long have you lived in this area?
3. What activities do you like to do in your free time?
4. What is your favorite food?
5. If you are pregnant, how many months are you pregnant and when are you due?
6. If you are a parent, how many children do you have? How old are they?
7. What kind of parent and/or person would you like to be?

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Purpose and Overview

Purpose

During the program, you will learn:

1. Ways to think about and interact with your children to create an emotionally and physically healthy reality for him or her.
2. Ways to manage life stress and improve your mood so:
 - you can feel better and enjoy life more.
 - you can teach your child how to manage life stress as he or she grows up.
 - you can avoid mood problems such as depression.

Overview

Session 1 Introduction to Resourceful Parenting

ACTIVITIES Activities and My Mood

Pleasant Activities Help Make a Healthy Reality for My Child and Myself

THOUGHTS

Session 2 Thoughts and My Mood

Session 3 Fighting Harmful Thoughts and Increasing Helpful Thoughts that Affect My Child and Myself

CONTACT WITH OTHERS

Session 4 Contact with Others and My Mood
How to Get Support for Me and My Child

Session 5 Interpersonal Relationships and My Mood
Graduation



Group Guidelines



1. Try to come to every group session.

If you cannot make it to the session, please contact the instructor.



2. Come on time.



3. Respect confidentiality.

What is said in the group stays in the group.

EXCEPTIONS (Things leaders cannot keep confidential):

- If we hear about child abuse or neglect.
 - If we hear someone is in danger of hurting themselves or someone else currently or in the future.
-



4. Listen to and support each other.



5. Be respectful of other group members' viewpoints.



6. Share your ideas and let others share theirs.



7. Complete your personal project for the week.

This will help you get the most out of each session.



8. Let us know if you're unhappy or uncomfortable with any aspect of the sessions.



5

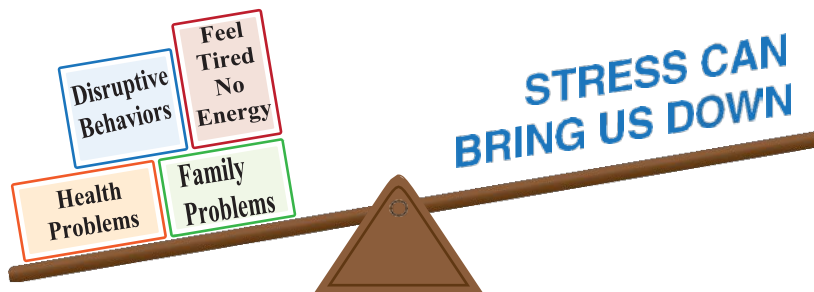


Stressors and the Parent-Child Relationship



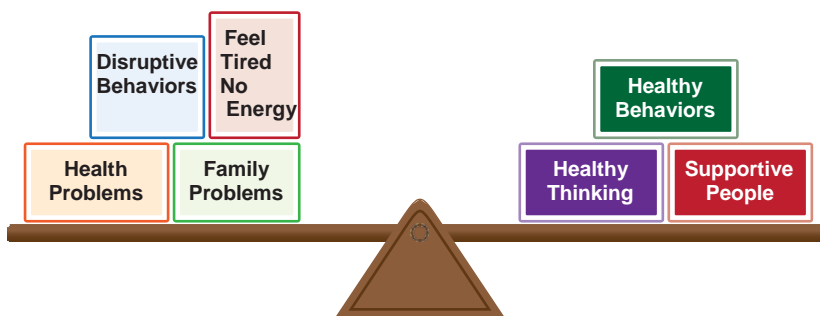


How This Program Can Help Me



But we can learn to manage stress and feel better and more balanced by making changes in:

- the way we **behave**
- the way we **think** about and understand the stressors
- the **support** we receive from other people





Managing My Personal Reality

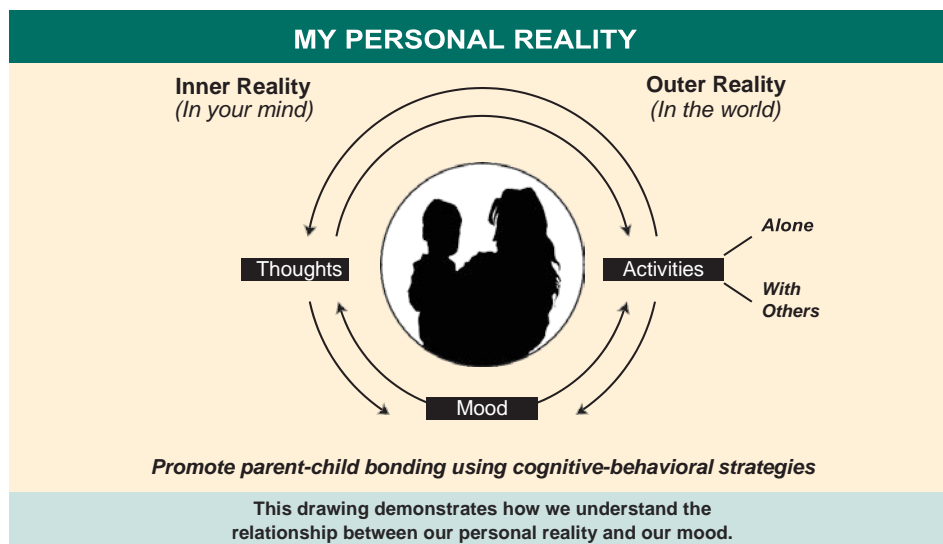
- It is important to understand our moods. How do they influence our lives?
- To have a healthy mood, or positive feelings, it is important to learn how to manage your own reality.
- Our personal reality is divided into two parts:

1. The reality of our mind:

- what we think
- our inner reality

2. The reality of our world:

- what we do
- with whom we relate
- our health
- what happens in our world
- our outer reality





Quick Mood Scale Intro

Below is the Quick Mood Scale. It will help you learn to be aware of how you feel, so that you can learn to have healthier moods and teach your child to balance his/her moods. We will be using a mood scale throughout the program—stay tuned for more information later today!

- The seven columns represent each day of the week.
- Write down the date above each of the seven columns.
- Every night, before going to bed, circle the number (between 1-9), which indicates how you feel on that day. For example:
 - if your **mood is average** (neither high nor low) circle **number 5**
 - if it is **better than average**, circle **a number higher than 5**
 - if it is **worse than average**, circle **a number lower than 5**
- The number you choose will only reflect how you feel that day—there is no right or wrong answer. We find that it is easiest to keep the scale by the bed, so that before you go to bed, you can think about your day and rate your mood for the day.

Date:							
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
WORST MOOD	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1



Violet and Mary's Days

Instructions: Violet and Mary are both 6 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

VIOLET'S DAY		MARY'S DAY	
9 8 7 6 5 4 3 2 1	<p>VIOLET'S DAY</p>	9 8 7 6 5 4 3 2 1	<p>I don't want to get up.</p>
9 8 7 6 5 4 3 2 1	<p>I don't feel like facing the day.</p>	9 8 7 6 5 4 3 2 1	<p>After my shower I'll feel better.</p>
9 8 7 6 5 4 3 2 1	<p>I don't want to speak to anyone.</p>	9 8 7 6 5 4 3 2 1	<p>Hello Carmen, would you like to go for a walk with me?</p>
9 8 7 6 5 4 3 2 1	<p>I feel so sad and lonely.</p>	9 8 7 6 5 4 3 2 1	<p>I'm glad I asked Carmen to go out with me today. I feel a lot better.</p>



How Does What We Do Affect How We Feel?

- When people do pleasant activities:
 - They often feel happier.
 - They are more likely to have positive thoughts about their lives.
 - They are more likely to have positive contacts with other people (but there are also pleasant activities that people can do alone).
- When you are feeling down or tired, it is often hard to get the energy to do pleasant activities BUT it may help you feel better and less tired.
- Many activities are pleasurable because they offer us the chance to experience a sense of mastery or a sense of meaning.



What Do I Like to Do?

Instructions: Write down things you enjoy doing. Try to think of some things you can do alone or things you can do with others. There is no right answer—only you know what you enjoy doing!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now write down things you enjoy doing with your family or ways you can engage together as a family.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Social media discussion.

- What do I like?
- Barriers?
- What are ways to engage at home?

PLEASANT ACTIVITIES LIST

Date:							
1. Read a book or magazine							
2. Daydream							
3. Watch TV							
4. Prepare a new dish or a special dish							
5. Complete a puzzle or a crossword puzzle							
6. Take a shower or a warm bath							
7. Talk about old times							
8. Listen to music							
9. Spend time with friends							
10. Sing							
11. Go to church or pray							
12. Read the newspaper							
13. Go for a walk							
14. Exercise							
15. Tell stories about my country							
16. Take a nap							
17. Work outdoors (e.g., gardening)							
18. Get a manicure or pedicure							
19. Go to the library							
20. Eat in a restaurant							
21. Practice a relaxation exercise							
22. Dance							
23. Play with my baby/children							
24. Other: _____							
Total:							



Overcoming Obstacles

Sometimes even after we decide to do something pleasant, our plans still fall through. We run into an obstacle or problem, and we don't do the pleasant activities that we meant to do.

- Try to think of some possible obstacles and possible solutions to overcome them.

What is keeping me from doing pleasant activities? (Obstacles/Problems)	How can I overcome these obstacles? (Solutions)

Solving Problems and overcoming obstacles:

1. Identify the problem or obstacle.
2. Think about all the possible solutions.
3. Pick the best solution (the one that's best for you).
4. Try the solution and see how well it works.



Personal Project: Quick Mood Scale (With Pleasant Activities)

Instructions: Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many pleasant activities you remember doing each day. See if there is a relationship between how you feel each day and the number of pleasant activities you do each day.

Date:	_____	_____	_____	_____	_____	_____	_____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of Pleasant Activities:	_____	_____	_____	_____	_____	_____	_____

OPTIONAL PROJECTS (pick one of the following):

1. Complete the *Pleasant Activities List* and keep track of your pleasant activities.
2. Pick two new pleasant activities and do them this week. You can fill out the *Personal Commitment Form* on the next page to make sure that you schedule and do your pleasant activity.

MAKE A PERSONAL COMMITMENT

1) I plan to do the following:

2) I will do it by this date:

3) I feel this is important because:

Optional: Use the calendar below to schedule the activity to which you have committed yourself.

DAY:	DAY:	DAY:	DAY:
MORNING	MORNING	MORNING	MORNING
AFTERNOON	AFTERNOON	AFTERNOON	AFTERNOON
EVENING	EVENING	EVENING	EVENING



Feedback and Preview

A large, light blue rectangular area with horizontal lines, intended for writing feedback and preview.

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Thoughts and My Mood

Session Outline

- Topic 1 Agenda and General Review
- Topic 2 Personal Project Review
- Topic 3 Violet and Mary's Days
- Topic 4 What Are Thoughts?
- Topic 5 The Path That Leads to a Healthy Mood
- Topic 6 Helpful Thoughts and Harmful Thoughts
- Topic 7 Types of Harmful Thought Patterns and Talking Back
- Topic 8 Personal Project
- Topic 9 Feedback and Preview of Next Session



Agenda and General Review

Agenda

General Review

What do you remember most from the last session?

- Doing pleasant activities can improve your mood and those around you. There are many benefits to doing pleasant activities with others, including the fact that they make your relationships grow stronger.
- Many of the things kids learn as they develop, they learn from us. It is important for us to communicate with our children and encourage them to explore their environment and learn new things.
- Do you remember some fun things you and your family or friends like to do? Have you thought of any more new activities?
- There may be obstacles to doing pleasant activities, but there are ways to overcome these obstacles.



Personal Project Review

1. Did you complete your quick mood scale?
2. Did you complete the Pleasant Activities List?
3. Did you do two new pleasant activities this week and complete the Personal Commitment Form?

NOTES:



Violet and Mary's Days

Instructions: Violet and Mary both recently gave birth, but now that their babies are born they are not sleeping well. Both babies have colic. Circle the number on each panel that represents what kind of mood you think each woman is having.

VIOLET'S DAY		MARY'S DAY	
9 8 7 6 5 4 3 2 1	<p><i>I'm so tired. I don't want to get up.</i></p>	9 8 7 6 5 4 3 2 1	<p><i>I'm so tired. I don't want to get up.</i></p>
9 8 7 6 5 4 3 2 1	<p><i>I can't stand it. You cry too much. You're a bad baby, and I don't know what to do.</i></p>	9 8 7 6 5 4 3 2 1	<p><i>Poor baby. What's wrong? Are you hungry? Are you hurting? Mama's here.</i></p>
9 8 7 6 5 4 3 2 1		9 8 7 6 5 4 3 2 1	

ILLUSTRATIONS BY JOSIE THOMPSON, THOMPSON DESIGN



What are Thoughts? Do Different Thoughts Affect Our Mood?

- Thoughts are all the things we tell ourselves (as if we were having a conversation in our head).
- We can have several thoughts at any given moment.
- We are conscious of some thoughts and not of others.
- Our thoughts can help us or harm us.
- Our thoughts almost always affect our mood.
- If we become aware of the many types of thoughts we have, we can learn to use them to achieve a healthier mood.





The Path That Leads to a Healthy Mood

Your personal reality is continually being built or shaped from moment to moment.

- In each moment of our life, we decide what to think, do, say, and how to treat other people.
- Each decision we make improves or worsens our emotional well-being or keeps it the same.

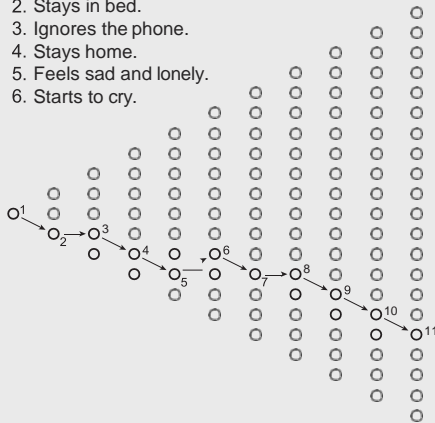


- In general, each decision we make has a minimum effect on us. However, as our decisions accumulate, they can create a strong change in our emotional well-being.

The path that leads to a Negative mood

Example: Violet's day

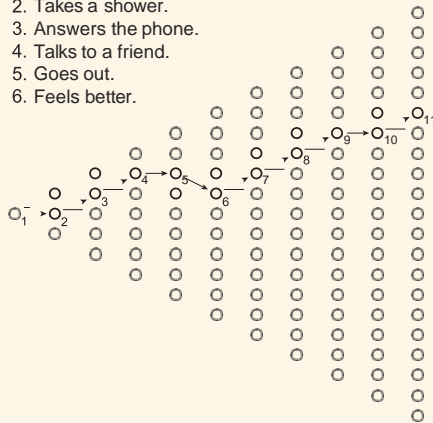
1. Wakes up.
2. Stays in bed.
3. Ignores the phone.
4. Stays home.
5. Feels sad and lonely.
6. Starts to cry.



The path that leads to a Healthy mood

Example: Mary's day

1. Wakes up.
2. Takes a shower.
3. Answers the phone.
4. Talks to a friend.
5. Goes out.
6. Feels better.



The thoughts that we have each day help us shape the reality of that day!



Helpful Thoughts and Harmful Thoughts

Instructions: Some thoughts help us to feel more positive about our lives—they give us energy and hope. Other thoughts can make us feel more negative—they can make us feel depressed and tired. Try to think of some helpful and harmful thoughts that you may have and list them in the boxes below.



Helpful Thoughts

Harmful Thoughts



Types of Harmful Thought Patterns and Talking Back

Harmful Thought Patterns	Talking Back to Your harmful Thought Patterns
ALL OR NOTHING THINKING: Thinking in extremes (only at one end of the scale, top or bottom). Not balanced. All good or all bad. The best or worst. Perfect or a failure.	Try to engage in more balanced thinking. What's in the middle? Are there more shades of grey?
OVERGENERALIZATION: Taking one negative characteristic or event and seeing it as a never-ending pattern: Somebody betrayed me. I don't trust anyone. I couldn't do this one thing. I can't do anything.	Ask yourself: Am I assuming that every situation and every person are the same? This is just one situation, one person. Can I remember other situations and people that were different?
BLAMING ONESELF: Thinking that when negative things happen they are always my fault.	Am I to blame for everything that turns out badly? Do only bad things happen to me? Remember the good that has happened to me and that I have achieved.
NEGATIVE FORTUNE TELLING: Thinking that you can see how things will be in the future and that they are sure to turn out badly.	Can I really predict the future? Why not find out how it will turn out rather than just imagine the worst? Things could change.

Adapted from David D. Burns (1980). Feeling Good: The New Mood Therapy, Morrow.



Personal Project: Quick Mood Scale

Instructions: Every night, before going to bed, circle the number that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many helpful and harmful thoughts you have each day. See if there is a relationship between your mood and the helpful and harmful thoughts you have each day.

Date:	_____	_____	_____	_____	_____	_____	_____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of HELPFUL Thoughts:	_____	_____	_____	_____	_____	_____	_____
Number of HARMFUL Thoughts:	_____	_____	_____	_____	_____	_____	_____

OPTIONAL PROJECTS (pick one of the following):

1. Use your cards to keep track of your helpful and harmful thoughts this week. Write your healthy thoughts on one side of the card and your harmful thoughts on the other side.
2. Talk to someone about what you learned about your thoughts and mood today.



Feedback and Preview

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Fighting Harmful Thoughts and Increasing Helpful Thoughts That Affect Me and My Child

Session Outline.....

- Topic 1
- Topic 2
- Topic 3
- Topic 4
- Topic 5
- Topic 6
- Topic 7
- Topic 8
- Topic 9



Agenda and General Review

Agenda

General Review

General Review

What do you remember most from the last session?

- Thoughts are part of my inner reality.
- There are both helpful and harmful thoughts, and that the type of thought can affect our mood. Everyone has harmful thoughts from time to time, but there are antidotes or ways of talking back to those harmful thoughts that can keep them from negatively affecting your mood.



Personal Project Review

1. Did you complete your quick mood scale?
2. Did you keep track of your helpful and harmful thoughts?
3. Did you talk to someone about what you learned last week?

NOTES:



Thoughts About Being a Parent

- Our thoughts affect the way we perceive life and how we will be as parent.
- As you become a parent, you can decide what kind of mother or father you will be. For example, you can decide:
 - how to think about you, your child and your relationship.
 - how you want to treat your child and what to teach him or her.
 - what you want to feel for your child and those emotions you like to teach him or her.
- Remember that learning to think is like learning to talk. Babies learn to think and talk by observing how their mothers think and talk.
- If the child is raised listening to words of affection, the child will learn to be affectionate.
- Your child will learn from you. Remember, you are his/her first teacher!
- You can teach your child to think in such a way that he/she will feel good about him or herself.
- As a parent, you can be an example to your children. You can help your child "shape" his/her thoughts so that he/she develops a healthy, internal world.





Parenting—Helpful and Harmful Thoughts

Instructions: There are different ways to help handle stress when it comes to your kids. Write down some harmful and helpful thoughts that you have had about parenting in the boxes below.

When you find yourself having harmful thoughts, remind yourself of some of your helpful thoughts.



	HARMFUL Thoughts	HELPFUL Thoughts
About Being a Parent		
About Being an Example to My Kids		
About Handling Stressful Situations		



Ways to Change Harmful Thoughts That Affect Me and My Child

Just as your thoughts affect your mood, your child's thoughts affect his/her mood. You can teach your child to think in a healthy way that will make him/her happy.

Methods to reduce harmful thoughts:	How to teach your child to have a healthy mood:
1. Thought Interruption: There are times when we get into a rut with a certain thought, usually a negative one, which keeps bothering us throughout the day and makes us feel bad. When this happens, try to stop this thought by distracting yourself.	Notice how your child is feeling and to teach him/her what feeling s/he is having. For example, if your child begins to feel frustrated because s/he is tired and is sleepy, ask your child, "Honey, are you tired? It's time for your nap. Once you rest, you will feel a lot better." This way, your child learns that something can be done to feel better when s/he is upset or has negative thoughts.
2. Worry Time: Sometimes, it's necessary to think about the things that have an effect on your mood. Yet, it's important not to do it too often. It is possible to limit the amount of time you spend on these thoughts to 5 or 10 minutes per day. Also, try not to do it when you are with your child.	Take a few minutes a day to focus on your problems and worries when you are not directly with your child and when you will not be interrupted. That way the child will be less likely to learn to worry.
3. Time Projection: Sometimes when we get sad or depressed, it seems that things are terrible and that they will always be terrible. When this happens, it is helpful to imagine ourselves moving forward in time to a time when things will be better.	It's important that your child learns that life will bring them good and bad things. They can enjoy the good things and remember that the bad moments will pass by.
4. Self-instruction: Talking to yourself is something that we all do. It does not mean you are crazy. It can be like giving yourself helpful directions. You can remind yourself to use these techniques. You can remind yourself how you want to handle things. Children also learn to control themselves by giving themselves instructions such as "don't touch," "hot" and so on. We also give ourselves instructions, especially when we are doing something new.	The way that you speak to your child will teach him/her to understand you better as s/he grows. It's true that your baby will not understand everything you say, but it's good to start practicing now. One example is to tell yourself, "I want to raise my child with a lot of love, so when s/he needs to be disciplined s/he won't think s/he is not loved."



A black and white silhouette illustration of an office environment. Several people are seated at desks, working on computers. One person is standing on the right, holding a bag. The desks are arranged in a row, and the people are facing away from the viewer, looking at their monitors.

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Thinking About My Child's Future

Instructions: Think about what kind of life you would like your baby to have. Then think about the steps you need to take now in order to help your child have an ideal future.

EXAMPLE:

"I want my child to enjoy reading"



"I will read to my child now"



MY CHILD'S IDEAL FUTURE (5 years from now)	
What I want for my child:	What I need to do now:
What I don't want for my child:	What I need to avoid doing now:



Personal Project: Quick Mood Scale

Instructions: Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column, you will find lines where you can keep track of your healthy thoughts and harmful thoughts. See if there is a relationship between how you feel each day and your thoughts.

DATE:	_____	_____	_____	_____	_____	_____	_____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
WORST MOOD	1	1	1	1	1	1	1
Number of HEALTHY Thoughts: _____							
Number of HARMFUL Thoughts: _____							

OPTIONAL PROJECTS (pick one of the following):

1. Practice how to reduce harmful thoughts by using two of the methods we discussed in group today.
2. Talk to someone about what you learned about your thoughts and mood today.



Feedback and Preview

NOTES:



Contact with Others and My Mood

How to Get Support for Me and My Child

Session Outline

- Topic 1 Agenda and General Review
- Topic 2 Personal Project Review
- Topic 3 Violet and Mary's Days
- Topic 4 The Relationship Between Mood and Contact with Others
- Topic 5 Breaking the Cycle Between Negative Mood and Contact with Others
- Topic 6 People in My Life and the Ways They Support Me and My Child
- Topic 7 Personal Project
- Topic 8 Feedback and Preview of Next Session



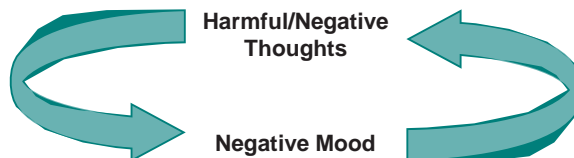
Agenda and General Review

Agenda

General Review

What do you remember most from the last session?

- You can communicate in healthy ways with your child verbally and nonverbally to help your child learn to think about him/herself and the world.
- By spending time now to think about how you would like your child's future to be, you can improve your child's chances of having a healthy life. You can also spend time thinking about how to improve your future.



- If you can learn to identify when you are having certain types of thoughts, you can learn to manage your moods better.
- There are several ways to change harmful thoughts that can affect you and your child. Can you identify what are the 4 ways to reduce harmful thoughts?



- ### Notes:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Violet and Mary's Days

Instructions: Both Violet and Mary have a 1 year old baby. Circle the number on each panel that represents what kind of mood you think each woman is having.

Violet's DAY		MARY'S DAY	
9 8 7 6 5 4 3 2 1	<p><i>I don't want to get up.</i></p>	9 8 7 6 5 4 3 2 1	<p><i>I don't want to get up.</i></p>
9 8 7 6 5 4 3 2 1	<p><i>I don't feel like facing the day.</i></p>	9 8 7 6 5 4 3 2 1	<p><i>My baby is acting fussy. I'll invite Carmen and her baby to see if they can come over.</i></p>
9 8 7 6 5 4 3 2 1	<p><i>I don't want to speak to anyone.</i></p>	9 8 7 6 5 4 3 2 1	<p><i>Hello Carmen, Would you like to come over for a play date?</i></p>
9 8 7 6 5 4 3 2 1	<p><i>I feel so sad and lonely.</i></p>	9 8 7 6 5 4 3 2 1	<p><i>Carmen, I'm glad you came. The babies are having a great time playing together.</i></p>

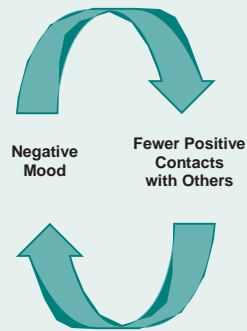
ILLUSTRATIONS BY JOSIE THOMPSON, THOMPSON DESIGN



When I Am With Others, I Feel Better

When we are feeling down we usually:

- Have less contact with others, and we avoid them
- Have lower tolerance, feel more irritable
- Act quieter and are less talkative
- Become more sensitive, others' behavior affects us more
- Trust others less



When we have fewer positive contacts or more negative contacts with others we usually:

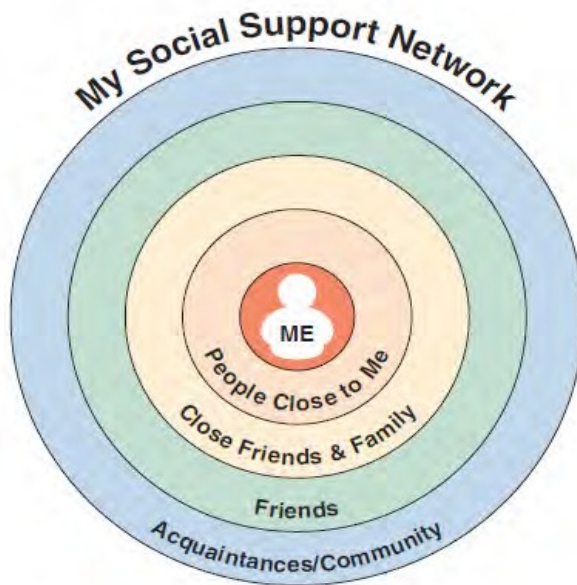
- Feel lonely
- Feel sad
- Feel angry
- Feel like no one cares
- Feel more depressed

Does a negative mood cause people to be less sociable OR does being less sociable cause a negative mood?

The answer is probably both. When we feel down, we are less likely to socialize. When we feel depressed, we do even fewer things with people. This continues until we are so depressed that we spend much of our time feeling alone.



People in My Life and the Ways They Support Me



Instructions: Write the names of people you know in the circle that best describes your relationship with them.

- **People Closest to Me:** are people with whom you can share your thoughts and feelings.
- **Close Friends:** are people you feel you can talk to, but maybe not about everything.
- **Friends:** are people who you enjoy doing things with (like going to the movies) even though you don't share personal details about your life with them.
- **Acquaintances:** are people you see whom you nod or say hi to.



People in My Life and the Ways they Support Me and My Family

Instructions: Each square is for a different type of support that people can give you and your family. Think about the people who fit each square and write their names in the square. The same person can be written in more than one square.

PRACTICAL SUPPORT	ADVICE OR INFORMATION
<p>Whom will you ask to:</p> <ul style="list-style-type: none"> • drive you to an appointment if you can't get there? To the hospital? <hr/> <ul style="list-style-type: none"> • call to lend you something you need? <hr/> <ul style="list-style-type: none"> • help with babysitting if I don't feel well and need to rest? <hr/> <ul style="list-style-type: none"> • help me find resources? <hr/>	<p>Whom will you ask for advice/information:</p> <ul style="list-style-type: none"> • when you don't feel well? <hr/> <ul style="list-style-type: none"> • when a family member is sick? <hr/> <ul style="list-style-type: none"> • when you don't understand how to do something? <hr/> <ul style="list-style-type: none"> • when something about my child worries me? <hr/>
COMPANIONSHIP	EMOTIONAL SUPPORT
<p>Who will:</p> <ul style="list-style-type: none"> • walk around the park with you? <hr/> <ul style="list-style-type: none"> • spend the afternoon with you? <hr/> <ul style="list-style-type: none"> • help you with chores? <hr/> <ul style="list-style-type: none"> • play with my child? <hr/> <ul style="list-style-type: none"> • teach my child new things? <hr/>	<p>Who will you look to:</p> <ul style="list-style-type: none"> • for encouragement? <hr/> <ul style="list-style-type: none"> • for understanding? <hr/> <ul style="list-style-type: none"> • for help when you're feeling down? <hr/> <ul style="list-style-type: none"> • comfort my child? <hr/> <ul style="list-style-type: none"> • make my child feel loved and/or supported? <hr/>



Personal Project: Quick Mood Scale

Instructions: Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many positive and negative contacts you had each day. See if there is a relationship between how you feel each day and those people you have contact with.

Date:	_____	_____	_____	_____	_____	_____	_____
BEST MOOD	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
AVERAGE	5	5	5	5	5	5	5
WORST MOOD	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
Number of POSITIVE Contacts:	_____	_____	_____	_____	_____	_____	_____
Number of NEGATIVE Contacts:	_____	_____	_____	_____	_____	_____	_____

OPTIONAL PROJECTS (pick one of the following):

1. Keep track of the number of positive and negative contacts.
2. Engage in a pleasant activity with someone who gives you support.



NOTES:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Interpersonal Relationships and My Mood & Graduation

Session Outline

- Topic 1 Agenda and General Review
- Topic 2 Personal Project Review
- Topic 3 Communication Styles and My Mood
- Topic 4 Getting My Needs Met
- Topic 5 Role Changes and Transitions and Our Mood
- Topic 6 Program Review
- Topic 7 Graduation and Celebration!



Agenda and General Review

Agenda

General Review

What do you remember most from the last session?

- Negative mood can cause people to have fewer positive contacts with others, and/or more negative contacts with people.
- Having fewer positive contacts and/or more negative contacts with people can cause us to have more negative mood.
- There are different people who can provide support for you and your child. Having support can help improve your mood and your child's mood.
- There are three main styles of communication: passive, assertive, and aggressive. These styles can affect our relationships with other people.



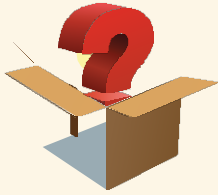
Personal Project Review

1. Did you complete your quick mood scale?
2. Did you count the number of positive and negative contacts that you had?
3. Did you do a pleasant activity with someone who gives you support?
4. Did you think of people who could provide support for your child?

Notes:



Communication Styles and My Mood

<i>What's in the box?</i> 	3 tYPes OF COMMUnICAtION stYles		
COMMUNICATION STYLES	Respects Wishes of Others	Respects Own Wishes	
Passive	Yes	No	
Aggressive	No	Yes	
Assertive	Yes	Yes	

1. What is your main communication style?

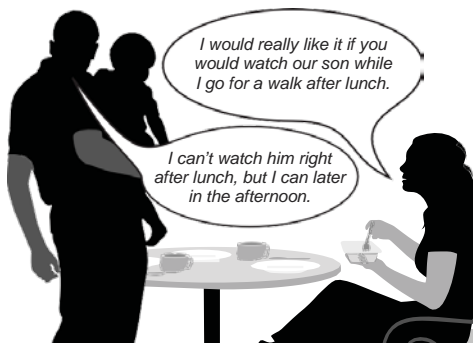
2. How does your communication style affect your mood?

3. How does your communication style affect your relationships with others?



Getting My Needs Met

- It is okay to ask for what you need.
- To get your needs met, it is better to communicate in a positive, clear, and direct manner.
- When you ask for help from others, the more information you provide the easier it will be for others to help you. For example: "I want to attend a computer class on Wednesday from 1:00-3:00 pm."
- There is a better chance (but no guarantee) that you will get what you want.
- The person may say "yes" or "no." You may need to compromise.



STEPS	MY EXAMPLE
1. What do I need?	
2. Who can help me?	
3. Ask for what you need in a way that is clear and direct.	
4. Respect the other person's right not to do what you request.	
5. Be willing to compromise.	



Role Changes and Our Mood

1. Parenting can be both joyous and stressful. Having children can change the way you feel about yourself. How does this role affect you and your mood? If you're not a parent, think of some of your closest relationships.

2. Are there other role changes or role transitions that are helpful or harmful to your mood?

3. **Feelings:** What are your feelings about these changes?

- Write down or draw how you feel about these changes.

- Common feelings include being glad, mad, sad, anxious, and afraid.

- We often have many feelings at the same time.

A Reality Management Approach: How could you mold your reality? To build a healthy reality, you can use your thoughts, behaviors, and contacts with others.

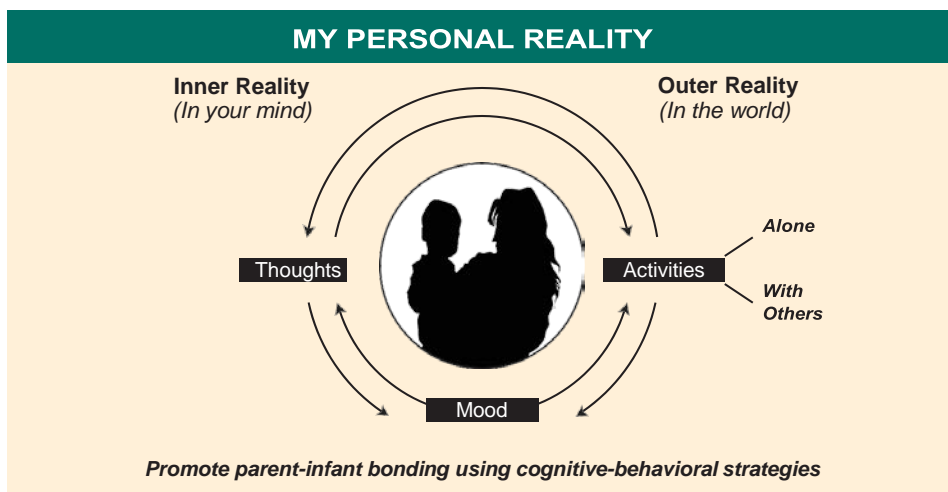
4. **Thoughts:** What are your thoughts (helpful and harmful)?

5. **Behaviors:** What can you do to change how you behave as you become a parent or as your relationships change?

6. **People:** Who can help you change your reality so it is positive and healthy—or encourage you as you make these changes?



Program Review



Inner Reality: The world of your mind, which is yours and not observable by others. Only you have the “key” to your inner reality!

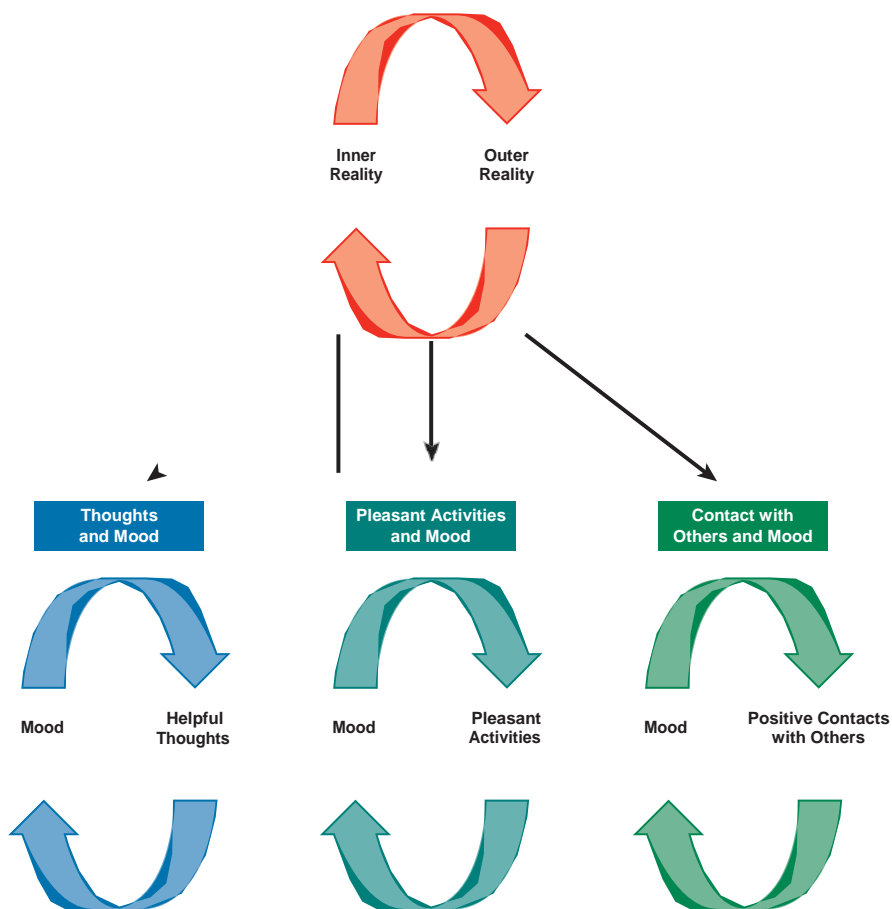
Outer Reality: The facts: parts of your reality that are observable and measurable.

Remember: Your inner and outer reality can affect your mood. These realities affect your thoughts, the activities that you do, and your contact with other people. All these things affect:

- You
- Your child
- The relationship between you and your child
- The relationship between you and other people



Creating a Healthy Reality for Me and My Child



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