Relationships Matter!
Setting the Stage for School and Life Success

WORKSHOP OVERVIEW
Parenting is rewarding and sometimes stressful. In this interactive workshop, families will discuss the importance of caring relationships and share and explore foundational positive parenting strategies.
INTENDED TIMEFRAME:
This is a 1 hour workshop. The facilitator’s guide provides a 30 minute extension activity on recognizing and sharing family strengths to give practitioners the ability to extend or modify this workshop.

LEARNING OUTCOMES:
By participating in this workshop, participants will:
1. Identify respectful relationships as a key to positive parenting.
2. Discover “play” as an opportunity to practice positive parenting.
3. Recognize the “why” behind challenging behaviors.
4. Explore practical strategies to encourage positive behaviors including:
   » Establishing meaningful routines.
   » Creating positive redirection strategies.
   » Building self-regulation skills.
   » Identifying and navigating family supports and stressors.

WORKSHOP FORMAT
Note: Each activity has a recommended video but other video options are provided so facilitators can customize the workshop to meet the age/skill needs of participating families.

1. Welcome and Warm-up
2. Relationships and positive parenting
3. Discover play as practice and a learning tool
4. Explore the why behind challenging behaviors
5. Explore and practice practical strategies to encourage positive behaviors
6. Explore the ReadyRosie library

MATERIALS
1. PowerPoint Presentation
2. Computer with internet access
3. Materials:
   » Sign-in sheet
   » Laptop connected to the internet
   » Name Tags for staff and participants
   » Flipchart Paper
   » Post-it notes
   » Index cards
   » Idea Catcher, paper, and pencils for participants to take notes
   » High-Quality Children's books (minimum one per table)
   » Community resources handouts
   » Evaluation

This document is to be used by organizations who have purchased ReadyRosie. It may not be copied for general distribution beyond the school/classroom that has purchased a ReadyRosie License.
Welcome families, build excitement, and introduce yourself

1. Introduce yourself, begin to build trust and rapport, and tell why you are excited to share the information in this workshop.

2. Take care of any housekeeping details, for example: the location of restrooms.

3. Generate group guidelines together by asking: What are a few things that would make the workshop enjoyable for all? Give an example like, “Start on time.” If these things aren’t generated by the group, add:
   a. Safe space where confidentiality is respected
   b. Community to learn and connect with others
   c. Cell phones on vibrate

4. Write guidelines on flipchart paper and hang at every session, if presenting in a series. Guidelines serve as a good reminder of what was agreed upon by the group.

5. State where you are in the workshop series.

6. Encourage participants to use their Idea Catcher handout to make notes and capture thoughts throughout the workshop.

**Activity**

**Key Points**

**Relationships Matter**

1. Identify respectful relationships as a key to positive parenting.
2. Discover “play” as an opportunity to practice positive parenting.
3. Recognize the “why” behind challenging behaviors.
4. Explore practical strategies to encourage positive behaviors including:
   » Establishing meaningful routines.
   » Creating positive redirection strategies.
   » Building self-regulation/self-control skills.
   » Identifying and navigating family supports and stressors.

**Activity**

**Warm-Up: Relationships Matter**

1. **State:** Think of an adult in your life who made you feel important and special.
2. **State:** It could be anyone- parent, caregiver, grandparent, sibling, teacher, friend. Who was it? Think about- How did you know they cared? What is an example of something specific they did that showed they cared?
1. **State**: We just shared powerful memories of what a positive relationship felt like. We are going to take a few minutes to think about all the things we do to build and maintain positive relationships with our children.

2. Let’s imagine that your relationship with your child is like a relationship piggy bank. And just like the person in your memory, you make daily deposits into the piggy bank that build a strong relationship.

3. Your table will have 2 minutes to brainstorm a list of all the things you do to make deposits into your relationship piggy bank with your child.

4. Select one person to write down your table’s ideas.

5. Ask each group to share three things from their list.

6. As groups take turns, ask them to share different things from what has already been shared.

7. State that because of time we won’t be able to review every list so you will post the lists at the front of the room so participants can look at them during breaks.

8. Recap the discussion by summarizing key points shared by participants and then stating:
   - Positive, trusting relationships are important for all of us. Parenting is rewarding and brings much joy. Parenting is also challenging and stressful at times.
   - Building and maintaining a positive relationship with our children is the most important thing we can do as parents to support their healthy growth and development.

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**Activity**

**Practice**

1. **State**: We just shared powerful memories of what a positive relationship felt like. We are going to take a few minutes to think about all the things we do to build and maintain positive relationships with our children.

2. **State**: Let’s imagine that your relationship with your child is like a relationship piggy bank. And just like the person in your memory, you make daily deposits into the piggy bank that build a strong relationship.

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**Debrief/Reflect**

**Summary**

1. Recap the discussion by summarizing key points shared by participants and covering any items you think should be included. Some items include:
   - Love
   - Be present
   - Time
   - Encourage/Cheer/Support
   - Be trustworthy
   - Be kind and firm
   - Play
   - Respect is mutual
   - Share your stories
   - Special time/adventures
   - Support
   - Consistency
   - Have limits
   - Positive recognition of desired behaviors, “oh I see how you listened...”
   - Treat your child the way you want to be treated

2. It’s wonderful to see all the things we do every day to build that relationship bank account. Simply put, we need to invest love, time, and attention with our children.

3. Nurturing/positive relationships protect us and our families when difficult, stressful things happen.

4. We aren’t going to spend time focusing on the things that deplete our relationship piggy bank. We all know what those things are and how we feel when they happen to us... (yelling, nagging, criticizing, punishing) instead we are going to focus on a few key things that build our relationships and ultimately encourage the behaviors we want to see in our children.

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**Transition**

1. We are going to talk about one of the key things you can do to keep your relationship piggy bank full!!! We are going to talk about PLAY and how powerful that is for relationship building and healthy development.
1. We are going to take a few minutes to explore the idea of play as the work of children.

2. State that Maria Montessori was a well-known Italian educator.

1. We are going to watch a ReadyRosie video.

2. You are going to work with a partner at your table to come up with:
   - 2 school-related skills you see the children learning through play.
   - 2 interpersonal skills children learn through play. (Share examples like problem solving, sharing.)

1. **Watch:** The Biggest Number or Building a Fort

2. Participants have 2 minutes after watching the video to complete the activity.

3. Walk around and call time after 2 minutes.

1. **Ask:** What school related skills did you see learned?

2. **Ask:** what social skills did you see learned?

3. Acknowledge and Recap key items captured by the group. Add additional skills you think are key such as: problem solving, math, decision-making, taking turns, compromising, etc.

4. **State:** While play offers many opportunities for children to learn, it also provides great opportunities for parents to practice positive parenting skills.

5. **Ask:** What did you see the parent do that encouraged play as a positive interaction?

6. Take all answers and summarize any missing key points (They were having fun, modeling how to play, listening, making time for each other, focusing, talking etc.).

1. **State:** Play is the work of a child. Review any key benefits that may have been missed during the discussion:
   - Cognitive/Thinking skills
   - Language/Vocabulary
   - Social Skills like teamwork & conflict resolution
   - Curiosity
   - Expression
   - Imagination
   - Physical abilities: gross and fine motor
   - Allows for safe role playing, creating rules, trying out emotions

2. **State:** Play is how children learn best. Playing with your child and taking time to be playful with them puts tremendous savings into your relationship bank account. Think of the favorite games you played as a child and your child’s favorite things to do. Make time to share them together.

You are going to get weekly games and activities to play with your child, and you will have access via the RR app to find learning games and activities to do together anytime. **State:**

1. Putting deposits into our relationships is easy when things are going well. However, there are also parts of parenting that are not fun that we encounter daily – challenging behaviors.

2. How can we have homes that are filled with learning and play and not filled with battles and frustration?

3. We are going to start answering this question by looking at the “why” behind challenging behaviors.
We are now going to explore the “why??” behind children’s challenging behaviors.

Pass out one index card to each person.

1. Think of the last time you were with a child who was throwing a tantrum, having a meltdown, fighting with a sibling, fighting over a toy, screaming...how did you feel?

2. Draw a picture of how you felt or write the word down. Keep your drawing simple, not a work of art.

3. State: Challenging behaviors most often occur when children are hungry, tired, anxious, and uncomfortable or when they can’t express or get what they want or need.

We are going to watch a brief video that talks about the why behind “challenging behaviors.”

Watch: Becky Bailey: How do I stop this behavior? (Spanish) Leticia Valero: ¿Cómo hago que mi hijo?

2. Think of the example you reflected on and try to identify what the child’s unmet need was.

3. Draw or write it on the back of the index card.

1. Does anyone want to share something they noticed or an “aha”?

2. Take all answers.

Challenging Behaviors are a Form of Communication

1. Recap discussion by summarizing key points and stating
   - All challenging behaviors are a form of communication and our child is trying to tell us something.
   - When we think about the challenging behavior this way, it helps us calm down and handle the situation in a way that builds our relationship bank account (calm, firm, consistent) and not in a way that takes a deposit out (yelling, grabbing etc.).
   - Children’s behaviors can be challenging.
   - There are strategies to help encourage and build positive behaviors.

Let’s explore some strategies that build positive behaviors and help prevent the challenging ones from happening.
Building Positive Behaviors: Self-Regulation:
Being able to Control your own Behaviors and Emotions.

**Slide 12**

1. It is important that a child build self-regulation skills early in life. At times there are underlying causes that may need special attention but typically teaching a child self-regulation skills early can avoid bigger concerns later.

2. Self-regulation means being able to control your own behaviors and emotions in different situations and is sometimes called executive functioning skills.

**DEBRIEF/REFLECT**

1. **Ask:** What would your children learn while playing this game?
   - State that simple fun games like these help reinforce self-regulation skills because you have to be able to listen, follow directions, and control your body.

2. **Ask:** Why is self-regulation important for school readiness and success?

**SUMMARY**

Self-regulation is easier for some children and adults than others. This is often a combination of temperament and learned behavior. Think back to your child as an infant: was your baby easy to soothe or get distressed easily? This is true for adults too. There are some simple things you can do to build self-regulation brain muscles no matter your child’s age.

**Slide 13**

Watch Simon Says / Freeze Dance

1. **State**: We are going to play a simple family game. We are going to play the game together while we watch the video.

2. **Watch** Simon Says or Freeze Dance up to 60 seconds.

3. **Have** participants stand up and follow the directions while the video is playing.

4. **Observe** how they do with listening, following directions, and being able to stop and control their bodies.

**DEBRIEF/REFLECT**

1. **Ask:** What would your children learn while playing this game?
   - State that simple fun games like these help reinforce self-regulation skills because you have to be able to listen, follow directions, and control your body.

2. **Ask:** Why is self-regulation important for school readiness and success?

**SUMMARY**

Self-regulation is easier for some children and adults than others. This is often a combination of temperament and learned behavior. Think back to your child as an infant: was your baby easy to soothe or get distressed easily? This is true for adults too. There are some simple things you can do to build self-regulation brain muscles no matter your child’s age.

**Slide 14-15**

Self-Regulation Tips

**ACTIVITY**

- **Model** strong self-regulation skills yourself. Take deep breaths, share your thinking

- **Practice**, Help your child practice things like listening closely, sitting, waiting, using words...start slowly and build up focus and control.

- **Help** your child slow down and practice choosing an effective response vs. being impulsive.

- **Encourage** the behavior you want to see...I really like how you listened and stopped yourself from hitting your brother. That showed a lot of clear thinking.

**PRACTICE**

- **Set realistic expectations and appropriate limits**: Every time we set a limit that our child accepts, she’s practicing self-control.

- **State**: We will look more at this in our third workshop, but here’s a quick look by ages of what you can expect around learning to handle emotions and behaviors
**Highlight of Emotional Development**

**ACTIVITY**

Only briefly touch on the highlighted and affirm what is typical and that children grow and develop these skills over time.

<table>
<thead>
<tr>
<th>0-2:</th>
<th>3-5:</th>
<th>6-9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Soothing</td>
<td>Learning to deal with emotions and frustrations</td>
<td>Still self-centered</td>
</tr>
<tr>
<td>Infants &amp; toddlers use crying to communicate needs</td>
<td>2-3 resists commands and gives orders</td>
<td>Want to be first</td>
</tr>
<tr>
<td>Smile and giggle to communicate</td>
<td>“Meltdowns” are common</td>
<td>Can sulk, pout, and worry</td>
</tr>
<tr>
<td>1.5-2 years temper tantrums start</td>
<td>4-5 develops responsibility</td>
<td>Can have feelings easily hurt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning to make choices and exercise self-discipline</td>
</tr>
</tbody>
</table>

Self-regulation is just one strategy that will help you encourage positive behaviors. We are going to practice several more.

**Activity**

1. Routines are a sequence of actions we follow on a regular basis.

2. Brain studies verify that consistent routines provide children with a sense of security and help them build self-discipline.

**Practice**

1. Think of a routine you have for yourself.
   - Share a personal example, like having a cup of coffee or tea to start your day, going for a run, spending time with friends once a week, reading a book before bed...
   - Ask: How does having that routine benefit you?

   Pair and Share: Get into groups of 3-4. You are going to create a T-chart that lists the routines that your family already has in place or that you’d like to put in place on one side of the T and on the other side you are going to write one word or a very short description of how that “routine” would benefit a family.

2. Create a T-chart on flipchart paper and create one example as a class. (Ideas: morning routine, bedtime routine, homework routine, pick-up routine, mealtime routine, game time routine, Friday movie night routine, gratitude routine, exercise etc.) A benefit of a morning routine might be getting to school on time.

3. You have 2 minutes to discuss and create your list.

4. Note: You can do this as a class to save time.

**Debrief/Reflect**

Routines give children a sense of security, improve self-regulation, cooperation, make children feel safe, can decrease/eliminate tantrums and meltdowns. They help develop self-discipline and responsibility. If they have so many benefits:

1. Ask: What gets in the way of keeping routines?

**Summary**

Recap the discussion by summarizing key points shared by participants and covering any key items you think should be included. Some items include:

- Time
- Being tired
- Work schedule
- Childcare situation
- State some parents had few routines in their own childhood and have to work harder to establish them for their children. Routines lay the foundation for school readiness and success.

**Transition**

We’ve talked about self-regulation and routines. We are now going to talk about creating positive redirection strategies.
Building Positive Behaviors: Redirection Strategies

**ACTIVITY**
Positive Redirection Strategies:
1. State in positive terms what you want to see. For example, which statement would work better for you: Stop that whining right now or I need to hear you ask in a clear voice. I have a hard time hearing that one.

2. Practice as a group:
   - **Ask:** What you could say instead of, “Don’t scatter your toys all over the floor?”
     (Possibilities include: Keep your toys on the rug where you are playing...)
   - **Let’s Practice Positive Redirection Together.** What could we say instead of...?
   - **Note:** If you have time, allow them to pair and share at their tables.

**PRACTICE**

**ACTIVITY**

<table>
<thead>
<tr>
<th>Don’ts</th>
<th>Positive Redirection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t run</td>
<td>Walk</td>
</tr>
<tr>
<td>Make sure you don’t drop that glass.</td>
<td>Hold your glass carefully and walk slowly.</td>
</tr>
<tr>
<td>Stop screaming right now.</td>
<td>We need to use our inside voices.</td>
</tr>
<tr>
<td>Please don’t take her toys.</td>
<td>Use your words and ask if she’s done. Take turns.</td>
</tr>
<tr>
<td>Stop fighting now</td>
<td>Looks like you need to figure out how to solve this problem.</td>
</tr>
<tr>
<td>Don’t hit</td>
<td>We use our words and keep our hands to ourselves.</td>
</tr>
</tbody>
</table>

**SUMMARY**
- Give attention to the behaviors you like. Use positive language as much as you can.
- **State:** It is important to identify family supports and stressors to help avoid challenging behaviors. For example: if hunger makes your child cranky, plan tasks after he has eaten or carry a healthy snack with you if mealtime may be delayed.

**SUMMARY**
The ReadyRosie videos are a great resource to help build your toolbox of learning/playing together and also strategies that encourage positive behaviors.

**ReadRosie App Practice**
5 minutes

**Slide 20**

**ReadyRosie as a Learning Tool Practice**

**ACTIVITY**
We are going to spend 5 minutes navigating the ReadyRosie app, so you will know how to find content.

1. Open the ReadyRosie app.
2. Search for “a game to try.”
3. Look for an activity that targets your child’s age.
4. Spend the next 3 minutes looking for a “game” you are excited about playing with your child.

**DEBRIEF/REFLECT**
- Have them pair and share at their table: What game did you find?
- Encourage them to use the app during the week.

**SUMMARY**
You have access to the complete library; so in addition to the videos you receive, you can always search for videos on specific topics.
**Slides 22 and 23: Home Practice**

**Slide 22**

### Home Practice

#### Key Points

Remind families of the home practice and commitments you want them to focus on this week:

- Make lots of deposits in your relationship with your child by playing at least two RR games together. Including the game they found during the app search in class.
- Establish or reinforce one new Routine.
- Try a positive redirection and note how it went.

#### Wrap-Up

1. Ask if anyone wants to share something from an idea catcher.
2. Share local community resources (include an 800 like warmline so parents have someone to call in a crisis).
3. Remind participants of the next workshop date.
4. Assist families in completing the survey.
5. Thank participants for their participation.

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**Slide 23**

### Watch “Creating a Family Shield / Create a Family Poem”

#### Activity

- Celebrating Your Family Values and Strengths
  - Knowing and celebrating your family’s strengths and interests builds confidence and self-awareness in your children.

#### Practice

1. Watch RR video on creating family shield and or creating a family poem

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**Extension: Celebrating Your Family Values and Strengths**

20 minutes

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**Activity:** Celebrating Your Family Values and Strengths

- Knowing and celebrating your family’s strengths and interests builds confidence and self-awareness in your children.

**Practice:**

1. Watch RR video on creating family shield and or creating a family poem

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**Activity**

- 2. Think of your family’s strengths, interests, and the things that are important to you.
- 3. With materials at your table you are going to create a flag, shield, or short rap or poem that tells others about your family. You can use words, pictures, or symbols. Here are some ideas to get you started: *(next slide)*
**KEY POINTS**

» **Think of 3-5 family values that are important to you.** (Love of family, kindness, respect, faith, love of learning, curiosity, hard-working etc.)

» **Think of 3 things your family likes to do together.** (a book for reading, an item of food for eating together, a ball for playing sports together, a tree for being outdoors together...)

» **Think of a word or drawing that would show something that is special about your family history and culture.** (a country flag, a special kind of food, a heart for family love)

4. Give participants time to complete the activity.

**DEBRIEF/REFLECT**

1. Ask if anyone would like to talk about or share what they created.

2. When complete, allow time for a museum walk around so they can see each other’s creations.

3. If the group will be meeting regularly, the items could be displayed throughout the workshop series.

**SUMMARY**

1. Reflecting and celebrating family strengths and interests creates bonds and builds self-confidence.

2. Knowing our family values and history protects our children as they grow and experience more forces and choices “outside” the family.

3. Sharing the flag, shield, rap, or poem is a form of storytelling. Storytelling is a fundamental way children begin to form their identities.

**TRANSITION**

1. Creating a physical representation serves as a reminder of family strengths and encourages positive communication and teamwork.

1. Replicate this activity at home with child/ren.

2. Note how it is the same and different when completed together.
The power of ReadyRosie is the ongoing follow-up and support available digitally for families. Use SHARE to communicate with families and support their ongoing learning by sharing the videos that were covered in the recent workshop and any additional videos in this domain you think they will find inspirational. This message can also be sent to all the families who were unable to attend the workshop.

Sample message:
“Our recent family workshop focused on the power of nurturing relationships with your children. Here are the videos we recommend you enjoy this week as part of your home learning.”

<table>
<thead>
<tr>
<th>Domain</th>
<th>VIDEOS highlighted in the ReadyRosie Math Family Workshop:</th>
<th>Additional videos to share in this domain:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social and Emotional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BABY: Bear Hunt</td>
<td></td>
<td>BABY: Guess and Measure</td>
</tr>
<tr>
<td>PRE-K: The biggest number</td>
<td></td>
<td>PRE-K: Making Playdough Together</td>
</tr>
<tr>
<td>KINDERGARTEN – 1ST: Build a Fort</td>
<td></td>
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</tr>
<tr>
<td>2ND – 3RD: 20 Questions Draw</td>
<td></td>
<td>What do I do if my child is having a temper tantrum?</td>
</tr>
<tr>
<td>Becky Bailey: How do I stop this behavior?</td>
<td></td>
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</tr>
<tr>
<td>Leticia Valero: ¿Cómo hago que mi hijo?</td>
<td></td>
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<tr>
<td><strong>Social Emotional Development</strong></td>
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<td><strong>Self-Regulation</strong></td>
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<tr>
<td>Simon Says</td>
<td></td>
<td>Sink or Swim</td>
</tr>
<tr>
<td>Freeze Dance</td>
<td></td>
<td>Clap and Count</td>
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<tr>
<td><strong>Sense of Identify and Belonging</strong></td>
<td></td>
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<tr>
<td>Creating a Family Shield</td>
<td></td>
<td>Favorite People Place cards</td>
</tr>
<tr>
<td>Create a Family Poem</td>
<td></td>
<td>Write a Family Recipe</td>
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