**Session 5: Supervision, Listening, and Monitoring Activities**

***Domain: Effective Limit Setting***

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| **Relevant Family Goal:** |  |

* **Session Goals** *(check all that apply)*
  + Learn how to use listening skills with children and adolescents
  + Understand the importance of networking with other parents
  + Learn how to get information from children about their day
  + Support children’s learning at school
* **Handouts to Use** *(check all that apply;* [*click HERE*](https://thefamilycheckup.com/content/everyday-parenting-handouts#session5) *to find handouts)*
  + 5A Active Listening Check-Up, pg. 91
  + 5B Questions That May Lead to Useful Information, pg. 92
  + 5C Active Listening Skills, pg. 93
  + 5D Home Practice: Questioning, pg. 94
* **Videos to Share** *(check all that apply;* [*click HERE*](https://thefamilycheckup.com/content/parenting-videos#family-relationships-young) *to find videos)*
* Active Listening (Younger/Older Child)
* Questioning (Younger/Older Child)

**Bear videos** *(available in English or Spanish)*

* Drug Expectations (Older Child)
* Monitor When You’re Not There (Older Child)
* Monitor School Success (Older Child)
* Appropriate Social Media Posting (Older Child)
* Feeling Left Out (Older Child)

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* **Teaching Process for Each Skill Chosen for Session**

*Add notes below from your review of EDP book. Handouts and page numbers are listed to help you, but you will choose which specific activities, scripts, handouts, etc. to use tailored to the parent and family, and based on what matches parent needs and goals.*

* + **Check on Home Practice from last meeting**
  + **Set agenda for session:** Confirm with parent the session goals checked above
  + **Teach**: Consider using relevant video(s) checked above; discuss rationale and benefits of listening (pg. 82)
    - **Listening and active listening skills**: explain listening and active listening skills using Handout 5C, review examples of specific skills parents use for active listening, parent reflection (pgs. 82-83)
    - **Asking helpful questions**: review the right way and wrong ways of using helpful questions to learn about and monitor child (pg. 84)
    - **Networking**: discuss importance of networking and strategies for networking with other adults; facilitate parent reflection (pgs. 84-85)
    - **Organizing, supporting, and monitoring schoolwork**: discuss how parents can support and monitor their child’s progress at school (pgs. 86-87)
    - **Monitoring child, social media, and setting drug expectations**: show relevant videos
  + **Model**: Consider using video(s) checked above; consider using scenario in the manual (pg. 87) and role play Wrong Way/ Right Way for Active Listening; facilitate parent reflection.
  + **Practice**: Brainstorm a scenario parent wants to practice with their child during the week (Handout 5A); role play this scenario so parents have an opportunity to practice using active listening skills (refer to Handout 5B); role play networking with other adults to monitor child; encourage parent to practice skills first with a friend or co-parent prior to practicing with their child; tailor to family
  + **Debrief**: Facilitate parent self-assessment and give your feedback on strengths and challenges from the practice; plan for possible barriers to use of new strategies (consider Tips for Success at Home, pg. 89-90)
* **Home Practice**
  + Homework Options: Use Handouts 5A and 5C to practice listening skills at home; Use Handout 5B as a reminder of questions to ask; Use Handout 5D to create a list of questions and reflect on how children respond to the questions
  + Tailor home practice to child, parent and family, including cultural and general context
  + Optional: prep for use of Emoji Tracking Worksheet [Tracking Parent Skills Practice Emojis – English](https://thefamilycheckup.com/sites/default/files/Tracking%20Parent%20Skills%20Practice%20-%20Emojis.docx)
  + Other:
* **Schedule Next Session**
  + Discuss which goal and parenting strategy parent wants to address in next session
  + Plan to enable session to be focused and not distracting, such as arranging for child(ren) to be occupied. See [*Establishing a Focused Environment for Sessions*](https://thefamilycheckup.com/sites/default/files/Establishing%20a%20Focused%20Environment%20for%20Sessions.docx).

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**Networking Tips (pgs. 84-85)**

It’s important for parents to have strategies for gathering information that do not exclusively rely on what the child is telling them. Here are some strategies:

1. Track what child is doing by creating routines and schedules that help children plan their day
2. Get information by networking with adults (e.g., teachers, parents, other adults involved with child in school and/or other settings)
3. For younger children, parents can network with other parents at school to provide social opportunities (e.g., play dates), and/or parents in the community or neighborhood to get information about their child’s behavior, social skills, and community events or activities

**Monitoring Tips (pgs. 86-87)**

Learning how to set up a supportive environment makes it easier for children to get their work done at home. Here are some strategies to develop strong routines:

1. Set a consistent time of day when child can focus on schoolwork
2. Ensure child’s environment is free from distractions
3. Check in with child to provide help and see how they are doing