



# Week 2: Setting your Intentions as a Parent

Rule of Thumb: Focus on the Donut, not the hole.

Please complete this workbook before your live meeting



## **Identifying your Strengths as a Parent**

As we go through this program it can be difficult and cause uncomfortable feelings. But I want this to be a strength-based approach so it is important to establish what is already going well and build off of that. We will also use this as a grounding tool for when things get hard and you feel sad or mad at yourself.

el sad or mad at yourself.			
1.	What/Whom/Where do you love about your family life right now?		
2.	Share an aspect of your family life, and/or parenting, that you feel proud of and for which you have a generous appreciation.		
3.	What is true about who you are? Write down expansive + life-affirming "I am" statements:  a. I am  b. I am  C. I am		
4.	What are your strengths? (As defined by you!)		
5.	What do you appreciate about yourself as a parent?		



6. What	do you appreciate about your child(ren)?		
7. If you	could tell yourself, as a parent, anything kind and loving right now, what would it		
Support fo	or Inner and Outer Resourcing		
Parenting can be exhausting and draining so we want to figure out how you engage in self-care and learn new information. Identifying how you take care of yourself and decrease your stress level will be important to keep you on this journey.			
	are your favorite ways to process new information? (Ex: talking to a friend, taking walk, reciting the information you just read, journaling, etc.)		
	you are going through a challenging time, how do you support yourself through scomfort? (Ex: exercise, extra rest, herbal teas, massage, etc.)		
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3.	What is your "go-to" tool for de-stressing? (Ex: aromatherapy, breathwork, prayer, your favorite comedy, etc.)
4.	Is there a supportive tool or practice that you've always wanted to try, but felt nervous about? (Ex: yoga, dance, EFT tapping, joining a weekly walking club, taking an art class, etc.)
Setti	ng your Intentions as a Parent
Get re	ally clear about what your goals are for yourself, your relationship, and your family.
1.	What are 3 goals/intentions for your relationship with yourself?  a.  b.  C.
2.	What are 3 goals/intentions for your relationship with your child(ren)?  a. b. C.
3.	What are 3 goals/intentions for your family as a whole?  a.  b.  C.



#### **Personal and Family Values:**

Our values are our guiding principles. It is what we make decisions out of. Evaluate the values you hold and decide if they are ones you want to keep. A list of examples is included at the end of the workbook.

1.	Write each of these three values that are most important to you: $ \\$

- a.
- b.
- c.
- 2. What qualities would you like to see in your child(ren) when they are adults?

#### **Default Pattern:**

Everyone has a default pattern. This refers to the actions and behaviors we resort to when our stress response is engaged. Some of us yell and others will retreat. What is it that you do?

- 1. Where are you most challenged in your parenting at this time? What specific scenarios or dynamics are causing stress or tension in yourself and your home?
- 2. What patterns, behaviors or choices do you make when you feel the most challenged that aren't in service to change? (Hint: There may be more than one.) This is your default pattern.



3.	Do you have any medical conditions that we should know about that are affecting your
	body or mind? Reminder: if at any time you need additional support while in this
	process, let us know.

4. Where are you likely to start sliding on your commitment to be fully present and do this work?



### **Active and Reflective Listening:**

The steps to active listening:

- 1. Slow down, be present, and listen with intention: We often think we know what kids are going to say so we stop listening to them. Let's try to break this habit. Listen to your kids as if they are the only thing that matters at that moment. Remember that to them, whatever is going on is the biggest thing they have experienced so far. So, for them it is important. Next time your child comes to you say to yourself, "I will listen openly."
- 2. Refrain from interrupting: Kids' brains work much slower than ours. We need to give them the time and space to fully express what is on their mind. This is also important because we need to think about the message we are sending. Kids learn by modeling. If you interrupt them, they will likely interrupt you too. You are also sending the message that what they have to say isn't as important as your thoughts when you interrupt.
- 3. <u>Try not to label or judge</u>: I know as a parent, I have let fear take hold of me after hearing about something my child has said or done and I will think, "Oh no, they are being a bully" or "He needs to learn this now, so he isn't a push-over later" or "Why are you being so dramatic?" These are all labels. The thing with labels is they are rarely useful when creating a positive relationship with our children.
- 4. <u>Do not compare</u>: Each child is unique and develops at their own pace, even among siblings. Often parents will say, "well, I raised them the same way, so I don't know why it's so different." It's different because each sibling is a completely different person. They are going to respond differently to the same parenting techniques. Can you show up and accept your child for whom they are without comparing?



### **Reflecting Feeling/Responding:**

This is a simple skill to talk about but much more difficult to put into practice. You simply say, "You are *feeling word*." Let's practice below.



Scene: John comes home from school and shares that he made MVP on his soccer team. He has a hge smile and animatedly tells you how he received the reward.

Your response:



Scene: Sally is playing with her toy when it falls off the table and on to the floor. As she picks it up, she realizes it is broken. Her shoulder slump, head looks down, and arms are by her side.

Your response:



Scee: It's time for George to get off the video games. You tell him to turn it off and he doesn't. Then you tell him to turn it off or there will be a consequence. When he doesn't, he receives the onsequence, and he starts yelling at you.

Your response:



Scene: You and Jill are in the garage looking for holiday decorations when a big box falls and hits the floor. Jill jumps and yelps.

Your response:



## Final thoughts:

Use the space below to write down any final thoughts or reflections you have had during this week's video and workbook.



#### **List of Values**

Accomplishment Simplicity Charity Success Gentleness Connection Power Authenticity **Improvement** Equality Cleanliness Skill Meaning **Orderliness** Cooperation Accountability Global view Independence Quality of work **Fairness** Spirit Money Spirituality in Life Collaboration Accuracy Gratitude Creativity Faith/Faithfulness Reliability **Individuality** Strength Commitment Openness Adventure Goodness Determination Family/Family Stability Resourcefulness **Feeling Oneness** Communication Delight of being Loyalty Others' Hard work Joy points of view Respect Integrity Community Beauty Democracy Freedom/Liberty **Happiness** Intelligence Peace/Non-violence Security Teamwork Calm/Quietude Competence Discipline Friendship Harmony Intensity **Personal Growth** Self-reliance Tolerance Challenge Competition Discovery Fun Health Justice Pleasure Service to others Tradition Service to society Change Diversity Generosity Concern for others Kindness Trust Perseverance Honor



#### References:

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Siegel, D. J., & Bryson, T. P. (2020). The Power of Showing Up: How Parental Presence Shapes who Our Kids Become and how Their Brains Get Wired. Scribe Publications.

Schuler, K. (2011). Jai Institue For Parenting Workbook.

