



Dear Parent:

Thank you for requesting information to begin the Parenting Wisely program at Family Counseling Service. We commend your commitment to improving your parenting skills. As an agency, we are excited about this program and the positive impact it has on parents' ability to more effectively interact with their children.

Attached you will find:

- A general information sheet on how to get started with the program
- A registration sheet
- A participant manual, and
- The pre-program surveys necessary to begin the program

Please complete each form in the packet and bring them with you when you have your first appointment with me. At that time, you will also be asked to pay at least part of the program fee. If you have questions, please contact me directly at (630) 844-2662, ext. 107. Completed packets can be returned in person or through the mail. If you choose to mail the packet, please be sure to include all available telephone numbers on your registration form, and we will contact you to schedule an initial session with a counselor.

Completed packets can be dropped off at or mailed to:

Family Counseling Service of Aurora  
Attn: Andrea Craig  
70 S. River St.  
Aurora, IL 60506

Thank you for deciding to take part in this program. We are confident you will find the information helpful and the learning process enjoyable!

Sincerely,

Andrea Craig, MSW

## How to Start Parenting Classes

**Family Counseling offers parenting classes that are self-paced and can be started at any time. The class is appropriate for parents of children of any age. Our programs are available in both English and Spanish.**

- 1. Request a packet.** You may also request an enrollment packet by mail by calling the agency at (630) 844-2662 or by going to our website at [www.aurorafcs.org](http://www.aurorafcs.org) and downloading the forms under the “Parenting” tab.
- 2. Call Andrea Craig** (630-844-2662, ext. 107) to schedule an orientation appointment.
- 3. Pay the \$125 program fee.** This fee covers the entire program including orientation to the program, unlimited use of the specialized computer education program (at least 3 hours are required), and an individual consultation session with a staff member regarding your specific parenting questions or concerns. This fee can be paid before your orientation session with the therapist or at the time of your appointment. If you are unable to pay the entire fee at your first appointment, payment can be made in installments.
- 4. Make an appointment for an orientation session. After this session, you will reserve time to come and participate in the program at your convenience anytime the agency is open and no one else has reserved the program.**

### ***General Information***

The Parenting Wisely program is a self paced program that focuses on learning practical ways to parent your child and deal with typical adolescent problems (following house rules and chores, choosing appropriate friends, relating to parents and step-parents, etc). The program involves working individually at a computer station for between 3 and 5 hours on a special program specifically designed for parents of teenagers. The computer program is extremely easy to use and will read all text to you if you prefer. There is a lot of research on the program that says that parents, both those who look for parenting on their own and those who are required to take the class by an outside agency, find the program easy to use and helpful. We will show you how to use the program during the orientation session. You will choose problem areas of interest to you, watch video clips, and have opportunities to choose different solutions and learn about what might happen. After you complete the computer segment of the course, you will schedule a final coaching/consultation session with a staff member to discuss parenting issues specific to your home and you experience trying some of what you have learned on the computer. Upon completion of the computer sessions and the final consultation session, you will receive a certificate of completion. If you were court-ordered to take a parenting class, you can take this certificate with you to court.

Please feel free to call Andrea Craig at Family Counseling with any questions or concerns (630) 844-2662, ext. 107.



Dear Parenting Adolescent Wisely Participant,

The following papers are intended to understand your thoughts and knowledge about parenting before completing the Parenting Wisely program. We are not grading these papers and there is not always a correct answer, instead we are interested in your true thoughts. Providing this information helps us to understand how our program fits with what you already know and helps us to make our services better meet your needs. Please complete each question on the attached papers choosing your best guess if you are not sure. In addition, please complete the attached blue child report form regarding your pre-adolescent or adolescent child's behavior in the past six months. If you have more than one child between 11 and 18 years old, please choose the child in this age range who you find most challenging to parent. Thank you for participating!

Respectfully,

Andrea Craig, MSW



**DEMOGRAPHIC INFORMATION**

Parent's Name: \_\_\_\_\_ Sex: M F

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Sex: M F Age: \_\_\_\_\_

School of Child: \_\_\_\_\_ Grade of Child: \_\_\_\_\_

Mother's/Stepmother's Age: \_\_\_\_\_ Father's/Stepfather's Age: \_\_\_\_\_

Marital Status (circle one): Married Single Divorced Widowed Other

Highest level of education you completed: \_\_\_\_\_

Occupation of Mother/Stepmother: \_\_\_\_\_

Occupation of Father/Stepfather: \_\_\_\_\_

Child is currently living with: \_\_\_\_\_ Biological Mother  
\_\_\_\_\_ Biological Father  
\_\_\_\_\_ Stepmother  
\_\_\_\_\_ Stepfather  
\_\_\_\_\_ Other \_\_\_\_\_

Yearly Income: \_\_\_\_\_ \$5,000 or less \_\_\_\_\_ \$15,001-20,000  
\_\_\_\_\_ \$5,001 -10,000 \_\_\_\_\_ \$ 20,001-25,000  
\_\_\_\_\_ \$10,001-15,000 \_\_\_\_\_ \$25,000 or more

Involvement with DCFS?  
\_\_\_\_\_ Now  
\_\_\_\_\_ In the past  
\_\_\_\_\_ Never

I was referred to this program by:  
\_\_\_\_\_ Self \_\_\_\_\_ Children's Services \_\_\_\_\_ School  
\_\_\_\_\_ Juvenile Court \_\_\_\_\_ Mental Health Professional  
\_\_\_\_\_ Other: \_\_\_\_\_

Are you currently receiving any counseling with your child or your family? YES NO

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_

**Please circle the one best answer for each of the following questions**

1. What might be the disadvantage(s) of discussing a problem when you are angry?
  - a. setting an overly harsh punishment
  - b. making the argument worse
  - c. getting off track
  - d. all of the above
  
2. What is the best reason to use "**Active Listening**"?
  - a. The children are more likely to obey
  - b. It is a good way to find out what trouble they are getting into.
  - c. It gives us time to think about what we want to say to them.
  - d. It lets the children know we care about what they are saying.
  - e. It teaches children to listen closely when their parents are talking to them.
  
3. In disciplining a child, what should be included along with punishment?
  - a. a commanding tone of voice
  - b. an explanation of what behavior is desired
  - c. a reminder that future disobedience will lead to more severe punishment
  - d. all of the above
  
4. What is the **most** important part of giving a chore?
  - a. trying to be as specific as possible about what you want done
  - b. demanding the chore be done immediately
  - c. making sure the work is interesting
  - d. not allowing any back-talk about the chore
  - e. deciding upon and naming a specific reward
  
5. What is most important in "**Assertive Discipline**"?
  - a. frequent, directive punishments
  - b. calm, firm, consistent consequences to behavior
  - c. repeated warnings that punishment might follow
  - d. both parents repeating the same warnings firmly
  - e. listening carefully to the child's side, and then getting the child's agreement to go along with the punishment
  
6. What is most likely to happen if a parent does not usually follow through on a punishment?
  - a. The child will feel more positively toward the parent.
  - b. The child will feel guilty and be more obedient.
  - c. The parent may lose the respect of the child.
  - d. The child will become aggressive.
  - e. both a and b

7. When might a family discussion of a problem **NOT** be a good idea?
- a. when the problem only involves one parent
  - b. when new rules of behavior in the family are being made
  - c. when the parents need to resolve issues between themselves first
  - d. when several people think the rules are unfair
  - e. both c and d
8. When a parent does not state clear expectations about rules, but is upset when children don't behave, how may the child feel?
- a. They feel they don't have to do anything.
  - b. confused and frustrated
  - c. They usually are able to figure things out on their own.
  - d. jealous that they don't get to make the rules
  - e. all of the above
9. What happens when parents are consistent in giving consequences?
- a. Children feel they can predict what is going to happen.
  - b. Children see their parents as rigid.
  - c. Children feel their side of the story is ignored.
  - d. Children become creative in getting around them.
  - e. both a and c
10. What are the components of "**Contingency Management**"?
- a. expectations, rewards, punishments
  - b. problems, goals, solutions
  - c. negotiating, contracting, updating
  - d. listening, discussing, writing down rules
  - e. none of the above
11. What happens if a parent monitors a child's schoolwork?
- a. The child becomes dependent on the parent to help him or her to get the work done.
  - b. The child will feel like the parent is interested in school success.
  - c. The child may feel accountable to the parent as well as the school.
  - d. The child feels lack of trust from parent.
  - e. both b and c
12. When you first find out your child is doing poorly at school, what should you do first?
- a. Take away privileges until the child improves.
  - b. Set up a point system to reward doing homework.
  - c. Meet with the teacher.
  - d. Ask your child for an explanation.
  - e. both b and c

13. What is the long term result of motivating children by yelling at them?

- a. They are likely to become upset and yell back.
- b. They will probably begin to complete your requests faster.
- c. The children will learn to recognize when you are serious.
- d. They will get used to it and ignore you.
- e. both a and d

14. What often happens when a parent forbids a teen to see a particular friend?

- a. The child develops better judgment about friends.
- b. The parent will have difficulty enforcing the rule.
- c. The child will lose interest in the friend.
- d. The child may go behind the back of the parent.
- e. both b and d

15. What happens when you compare siblings to each other?

- a. They may believe that you love one child more.
- b. They will try harder to do better.
- c. The children may encourage and support each other.
- d. The competition will prepare them for later life.
- e. They will learn to judge themselves better.

16. Is it important to explain to our children exactly what they have done wrong before punishing?

- a. No, they usually know what they have done, and just pretend not to know.
- b. Yes, they may not be sure what behavior you want to have changed.
- c. Yes, they might ignore us if we don't explain fully.
- d. No, you should simply be clear about the punishment to avoid an argument.
- e. No, it lessens their respect for us when we delay punishing.

17. The main reason parents yell at their children is

- a. to command respect
- b. to vent their frustration
- c. children often obey when they are yelled at
- d. to teach them to listen better
- e. both a and d

18. After assigning a chore that takes several steps, what should a parent do if the child does not do a good job?

- a. Impose an appropriate punishment immediately and then have them redo the chore.
- b. Explain clearly what is expected in each step of the chore.
- c. Give them more time.
- d. Do the chore properly with the child watching.
- e. both a and b

19. How should a parent handle repeated, angry "back talk" when assigning a chore?

- a. Slap the child's mouth.
- b. Tell the child that he/she is disrespectful and demand they stop.
- c. Provide an additional consequence and continue to assign the chore.
- d. Ignore the back talk and try to discuss the chore later.
- e. Ground the child for a week.

20. Why is role modeling a powerful long-term way of teaching children proper behavior?

- a. Children like imitating their parents.
- b. Children learn better by seeing than by hearing.
- c. The rules are always spelled out.
- d. all of the above
- e. both a and b

21. What is the purpose of an "**I Statement**"?

- a. to not let others talk until you are finished
- b. to state one's feelings calmly rather than acting them out
- c. to warn the other person that punishment is coming
- d. to make the other person feel guilty
- e. to let the other person know that your needs come before theirs

22. What are the main advantages of "**Contracting**" for adolescents?

- a. They have a say in the process and do not feel forced.
- b. Punishments are spelled out clearly and cannot be manipulated.
- c. Shame is used to make the adolescent behave.
- d. Parental consistency is increased.
- e. They can hold their parents to the agreement.

23. Which of the following is an "**I Statement**"?

- a. I have had enough of your lying about doing your homework.
- b. I am going to take your bicycle away until you start doing your homework.
- c. I feel frustrated when I hear from your teacher that you have not been doing your homework when you have been telling me that you haven't had any.
- d. I think you are lying to me about your homework, and you will lose your bicycle if it happens again.
- e. I think you are lazy and disrespectful so I want you to do your chores today or there will be no TV tonight.

24. If your child lied to you about where he/she went after school, what would be a good **"I Statement"** to use? After you have thought of 2 or 3 possibilities, choose the best one from the following choices.

- a. I better not catch you lying to me again.
- b. You're untrustworthy so you're grounded for a week.
- c. I'm sorry to do this, but I'm going to ground you for a week.
- d. When you lied to me about where you were, I felt very disappointed and hurt.
- e. I never thought I'd feel so ashamed about my own child.

25. When a child angrily says, "I don't want anyone coming into my room!" good **"Active Listening"** would be if you said:

- a. OK, no one is allowed to go into Joe's room.
- b. When you calm down, I'll listen to you.
- c. Why not? Did someone take something?
- d. It sounds like you're mad because someone hasn't respected your privacy.
- e. You have a right to some privacy. Why don't we come up with a way to get others to respect it.

26. What is the advantage of having both parents involved with a child's homework problem?

- a. One parent does not have to be the "heavy" or "the bad guy".
- b. Both parents will be more likely to be consistent in following through.
- c. The child will know schoolwork is important to both parents.
- d. It will be harder for the child to get out of doing it.
- e. all of the above

27. What happens when parents give punishments that are severe?

- a. It makes the child too angry or scared to learn what we want.
- b. We lose credibility when we back down later.
- c. Children respect their parents more.
- d. They are practicing assertive discipline.
- e. both a and b

28. Close supervision of our children when they spend time with friends has which advantage?

- a. We have more information about their strengths and weaknesses.
- b. Since we are present, we can offer guidance or give permission if necessary.
- c. They will be more responsible because they are being supervised.
- d. We will have more to talk about when our children discuss their friends.
- e. all of the above

29. What are the main elements of "**Contracting**"?
- The parents let the child have the final say on the rewards and punishments.
  - The child agrees to the rewards and punishments for following or not following the contract.
  - The parents' and child's responsibilities are very specific and often times written down.
  - The child takes part in forming the contract.
  - all of the above.
  - b, c and d
30. What are common reasons why stepfathers get involved with disciplining their wives' children?
- They believe it's their job as men to stick up for their wives.
  - They believe it's their job to teach children to have respect for their mother.
  - They believe their wives expect them to jump in.
  - They get frustrated and angry with the arguing.
  - all of the above
  - a and b
31. If we need to correct our child when he or she is with friends, what should we do?
- Say "excuse me", and proceed with our concerns.
  - Wait until the friends leave and then talk to the child.
  - Demand friends leave immediately, then talk to the child.
  - If it is urgent, call the child aside and talk quietly.
  - Use shame to motivate our child.
32. To help our children know which behavior to change, it is important for us to be
- specific
  - exceptionally nice
  - fair and understanding
  - strict
  - both b and c
33. When one of our children continually reports that he or she is being hit by our other child, what should we do?
- Since it's a common problem, kids need to learn how to deal with it themselves.
  - Suspect the boy or the eldest child of being the bully because they usually are.
  - Talk to both children individually before you make up your mind what needs to be done.
  - Always let the father deal with it because children tend to respect fathers more.
34. When we talk about the positive motive behind someone's behavior, the effect is to
- make other people think we are unrealistic
  - be less upset about the person's behavior
  - open up communication
  - cause the other person to lose respect for us
  - both b and c

## Parent Questionnaire



Circle the answer you think is closest to the truth. Your answers are confidential.

1. It is important to discuss with my child what he or she thinks the punishment should be when they misbehave.

Strongly disagree   Disagree                      Neutral                      Agree                      Strongly agree

2. How often do you involve your child in discussions on what he or she thinks about different punishments for their misbehavior.

Never                      Seldom                      Occasionally                      Fairly often                      Very often

3. When you child misbehaves, how well can he or she predict what will happen to them?

Not at all                      Somewhat                      Moderately well                      Fairly well                      Very well

4. How involved are you in your child's homework?

Never                      Seldom                      Occasionally                      Fairly often                      Very often

5. How often do you talk to your child's teacher?

Never                      Seldom                      Occasionally                      Fairly often                      Very often

6. It is important to show trust for my child by not asking questions about what they do with their friends.

Strongly disagree   Disagree                      Neutral                      Agree                      Strongly agree

7. How much do you keep track of your child's whereabouts when he or she is with friends?

Never                      Seldom                      Occasionally                      Fairly often                      Very often

8. It is important to check up on my child when I give them work around the house to do.

Strongly disagree   Disagree                      Neutral                      Agree                      Strongly agree

9. How often do you ask your child to tell you when they have finished a job you gave them to do so you can check it over?

Never                      Seldom                      Occasionally                      Fairly often                      Very often

10. It is important to tell a child when they have done something well.

Strongly disagree   Disagree                      Neutral                      Agree                      Strongly agree



11. How often do you praise your child?

Never                      Seldom                      Occasionally                      Fairly often                      Very often

12. How often do you encourage your child to tell you about things he or she is doing or thinking?

Never                      Seldom                      Occasionally                      Fairly often                      Very often

13. How often do you get the family together to discuss what is going well and what is not, and to plan for the coming week (a family meeting)?

Never                      Seldom                      Occasionally                      Fairly often                      Very often  
(weekly)

14. How often do you do fun activities with your child?

Never                      Seldom                      Occasionally                      Fairly often                      Very often