CHAPTER 4

INTERVENTION PACKAGE

The chapter on the intervention package gives a detailed description of the sessions taken in the training programme. The description comprises of the basic contents of the training programme, the various activities used and the methodological aspects. The content and the process of the sessions are given in details. The description of the various exercises/activities used, the process, response by the participants and the methodological aspects of the training programme are detailed.

**Formulation of Parenting Skills Practicing Package:**

Based on needs assessment, theoretical formulation and practical workshops conducted in the area of effective parenting, the topics have been consolidated for the intervention programme and arranged in sequence thematically. This package, by virtue of its contents and methodology, could be called as Unified Skills for Parenting the Adolescents. Broad frame works of the contents were covered in the Parenting Skills Training Package comprised of the conceptual understanding of each practice skill and practical techniques to use the skills in their day to day interaction with their adolescents.

The six parenting skills training sessions were imparted as a single batch through a participatory method over a period of 6 months. Each session was held once a week basis. The entire programmes were of 16 hours package excluding pre and post sessions.

**Methodology of the sessions**

The skill training programme is characterized by two components: a didactic component and a group process component in the context of a safe, reassuring, supportive, non-threatening environment that encourages parents to explore feelings, attitudes, and perceptions about themselves, their children and parenting. A safe accepting environment facilitates risk taking that leads to behavioral change.
Teaching Component

Giving parents too much of information in one training session or presenting complex information is staggering to parents. If parents do not feel they can quickly implement a new skill, they are not very likely to attempt to use the new skill. The teaching components used in the current Skills Training Programme are the following. Some of which had been found useful in parenting skills training programmes. They are: Encouraging parental strengths, Utilizing specific instruction. Providing concrete examples, imparting expert knowledge. Using stories, analogies. Games and metaphors to emphasize teaching points. Encouraging role-play and practice of skills. Making suggestions for improvement. Identifying what is learned from events in interaction with teenagers, identifying change in parents. Facilitating insight, Clarifying. Using simple language and encouraging discussion in their preferred language. Simple homework assignments. Repeating the main points again and again. Researcher’s self- disclosure. Power point presentations. Using of black board and chalk. Review of previous sessions and skills practiced with a focus on what they could do than what they couldn’t. The duration and methodology of the entire programme is as given below.
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<tr>
<th>S. No</th>
<th>Topics</th>
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<td><strong>Session 1</strong></td>
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<td></td>
<td>Introduction and overview of the parenting skills training programme &amp; Parental understanding on adolescence.</td>
<td>150 mins</td>
<td>Sharing of experience, clarifying researcher’s self-disclosure, utilizing specific instructions, imparting expert knowledge, power point presentation, and group discussion.</td>
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<td><strong>Session 2</strong></td>
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<td>Helping Adolescents to gain qualities like Warmth, Intelligence and Emotional Stability.</td>
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<td><strong>Session 3</strong></td>
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<td>Developing Assertiveness, Cheerfulness and Excitability.</td>
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<td><strong>Session 4</strong></td>
<td>140 mins</td>
<td>Group opinion taking and clarifications, Group sharing, Lecture. Video showed on Good Parenting by Happy Life Series (Part 1).</td>
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<td>Ways to develop Boldness and Conformity</td>
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<td><strong>Session 5</strong></td>
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<td>Group discussion, storytelling. Developing critical thinking, Taking group agreements. Video showed on Good Parenting by Happy Life Series (Part 2).</td>
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<td>Enhancement of Self-Sufficiency and managing Depression</td>
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<td><strong>Session 6</strong></td>
<td>180 mins</td>
<td>Lecture, Number game, Clarification and Demonstration</td>
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SESSION 1: INTRODUCTION AND OVERVIEW OF THE PARENTING SKILLS TRAINING PROGRAMME.

Introduction of the researcher

This session began with the researcher being introduced to the participants by self. The researcher allowed herself more to be interviewed by the participants by answering their questions related to professional experience and personal details. This helped the participants feel more comfortable with the researcher. The researcher was welcomed warmly by the organizations and its members which helped her feel at ease and relaxed.

Introduction of the participants

Following the introduction of the researcher, the participants were asked to introduce themselves. Some of them knew each other, by their names. But not anything in detail about the family. The participants were encouraged to introduce each other. All of them said their names, where they work and family details such as, number of family members, what the spouse does etc.

Overview on the purpose of the Intervention Training

Following this, the researcher explained the purpose and objectives of the participatory training programme as mentioned below.

- The training programme was to fulfill the study needs of the researcher as part of Ph.D work.
- The training programme would benefit the participants in gaining an understanding and practice of skills in relating with their adolescents.
- It would benefit participants in helping them apply some of the skills in their own personal lives thus making them competent and confident parents.
- The training is to help parents understand their teenagers’ personality and their perspective of behavior.
- The training will help the parents to develop a healthy relationship with their teenagers.
Skills Practice
The general expectation in parent training programmes is that skills learned will be practiced by parents 24 hours a day, 7 days a week. Such expectations build in failure experiences because even the best intentioned parent is not able to always put into practice new techniques or acquired skills 24 hours a day. Parents get caught up in emotional experiences they become overly stressed of their lives become so hectic that they simply forget to try to any new procedures, and then they feel guilty because they failed. The skills learnt can be practiced consciously in situations demanded.

Sharing of experience
The researcher first asked them to think about the time when they were teenagers and to share their experience with their parents’ when they were teenagers. This brought smile on their face. They were instructed to give one pleasant and unpleasant experience. They took a little time to think about it. Everybody talked about their experience with their parents. It was observed that a mix of parental practices was used even then. Many said how parents were strict and flexible, use of punishment, gender discrimination, care taken, and it was also significant to notice that when the participants hidden certain things from parents, the naughty things they did and manage to do naughty activities without their parents’ notice and how they escaped situations of punishment. The session ended by the researcher talking about some of her experience with parents. It was also discussed that the same parents who were not listening to their parents complaining about their children not being obedient and not listening. The parents were able to make a sense out of the sharing session more empathetically.

Parental Understanding on Adolescence
Teenagers are developing human beings experiencing one of the most exciting times of their lives, but a time that is also perhaps one of the most difficult. We expect them to be mature and when they aren’t, we say, “You are old enough to know better”. On the other hand, we still have to supervise them, make some decisions for them, and discipline them. Therefore they see themselves as young adults and others see them adults as well, yet in many ways they are treated like children. The teenagers fall in the age group of 12 to 17.
It’s the time when teenagers question their parents, seek more freedom, develop concern for their appearance and interest in the opinions of their peers, and it’s the time when they want more responsibility and they develop their own ways of thinking. The parent’s job is not to stifle these normal desirable behaviors and thought processes, but rather to help the emerging adult to harness, channel, and polish them. Preparing teens for the adult world requires providing them with responsibilities, allowing them to make their own decisions, and even letting them to fail all under the parent’s supervision. When your child was just learning to walk, you walked along behind her/him with your hands just inches from her/his sides in case you had to risk falls, banged knees or scrapped elbows. In adolescence metaphorically, parents do the same thing. They allow their teens to walk on their own, but are never too far away to catch them if they start to fall or to help redirect them if they are ever to master self-sufficiency. In a sense, adolescence is an apprenticeship for adulthood and the parent is the mentor.

**Common Obstacles in making transition to maturity**

Some of the major conditions for making a difficult transition to maturity for adolescence are like

*Poor foundation:* Adolescence who did not establish good foundations during childhood will be unable to master the developmental tasks of adolescence.

*Prolonged treatment as children:* Adolescence who, because they were late matures, are often treated as children at the time when their contemporaries are near treated adults. As a result, they may develop feelings of inadequacy about their abilities, to assume the rights, privileges, and responsibilities that go with adulthood.

*Role Change:* Adolescents who go to work after completing high school or after dropping out of a school undergo a drastic role change almost overnight, than those who continue education.
**Prolonged dependency:** The state of dependency as when teens continue their education in to early adulthood is a handicap in making the transition to adulthood. As a conclusion, adolescence is an age of transition. It characterizes changes in the child physically, socially, emotionally and cognitively. The teens as the name suggests it’s the time of rebelliousness, rules breaking and not satisfied with explanations. These years are also the last years that parents will have their child at home. By the end of adolescence, the child will be grown, in college, possibly even married. As frustrating it can be, the frustrations are not insurmountable. Enjoys this stage, as you have enjoyed every previous stage of your child’s development.

After explaining about what researcher is going to give them, the researcher asked them what is their opinion and expectations about the programme. All the participants agreed for the need of coming out with such a training programme which can improve child’s personality with parental support and the parent-teenager relationship because of reasons such as reported by parent; increasing conflicts with parents and teenagers, parents’ inabilitys and notions of controlling the teenagers increasing venues of exposures to teenagers, parents difficulty in setting limits and giving freedom, lack of understanding on the emotional aspects the children, communication gap, parents’ anxieties about the teenager’s future, habits, friends, studies etc. All the participants were able to contribute many reasons about why they need programmes like this. The participants also were asked if they had any suggestions regarding the topics to be covered. They expressed a few topics to be covered like, avoiding bad habits, healthy study habits. Everybody said that they wanted such a programme to learn dealing with such issues. The researcher gave them the list 5 sessions and skills to be imparted.

**Ground Rules**
Following the discussion, the researcher and the participants set the ground rules for the entire training programme. The participants enlisted number of rules for the training programme, some of which were emphasized by the researcher and a few more were added by the researcher to ensure discipline, complete participation and learning. The main rules emphasized by the researcher and a few more were added by the researcher to ensure
discipline, complete participation and learning. The main rules emphasized were punctuality, participation by everyone, respecting others, being open to learning new ideas, group sharing, and confidentiality, helping each other, interactive sessions, and ensure homework assignments done. It was very difficult to fix every session’s timings at a stretch. What the participants and researcher could do was to decide the next session on the day a session happened and that was followed till the completion of the training programme.
SESSION 2: HELPING ADOLESCENTS TO GAIN QUALITIES LIKE WARMTH, INTELLIGENCE AND EMOTIONAL MATURITY

WARMTH

Being affectionate is a value that can be consciously instilled and fostered in a family. All children have the capacity to be warm and affectionate; once their physical and safety needs are met, their social needs for being loved and giving love will motivate them toward being affectionate. Parents need to be aware of opportunities for showing and teaching affection throughout their development. Affection also plays an important role in making people feel that they are appreciated, needed and worthy individuals. Thus, it is essential in building and keeping strong social relationships. Even with simple gestures such as hugs and kisses, you may boost one’s mood, health, and confidence, which may lead to a happier and more fulfilled life. So if you want your child to be affectionate, here are some ways on how you may raise one: Be affectionate. As in any other values, the best way you can teach your children the value of affection is by being affectionate yourself. From their birth through their growing years, you may shower them with gentle touches and cuddles that will not only make both of you feel better, but also to give the warm feeling of security, and to form a stronger emotional bond. Openly accept the affection of your children. Children become equipped with mobility and other skills as they grow older, and eventually, they will return your affection in more dynamic ways. So when they yearn to give you hugs and kisses, accept those with all your heart, and you will realize that nothing else could feel better than this. Establish routines of affection. Perhaps, you may develop affection as a habit by making it a routine. Have some cuddle moments before bedtime, exchange goodnight hugs and bye-bye kisses, give high-fives for a job well done, and give a tap in the back to ease the pain — you name it. Giving gestures of affection is not really hard to do, especially when you are doing it as your heart tells you.
**INTELLIGENCE**

**Mental Development:** Mental development in adolescence accelerates in many intellectual fronts. As compared with children, adolescents develop greater insight, better understanding and can perceive relationship more easily. They develop the ability to generalize and can think of the solution of more difficult problems. This indicates that the thought process becomes more logical, scientific and systematic during adolescence. It is an accepted fact that the ability of intelligence reaches its maximum at the age of 16 and 17 years.

Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are *information processing, intelligence, reasoning, language development, and MEMORY.*

As of 2004 it is widely accepted that a child's intellectual ability is determined by a combination of heredity and environment. Thus, although a child's genetic inheritance is unchangeable, there are definite ways that parents can enhance their child's intellectual development through environmental factors. They can provide stimulating learning materials and experiences from an early age, read to and talk with their children, and help children explore the world around them. As children mature, parents can both challenge and support the child's talents. Although a supportive environment in early childhood provides a clear advantage for children, it is possible to make up for early losses in cognitive development if a supportive environment is provided at some later period, in contrast to early disruptions in physical development, which are often irreversible.

When parent-adolescent relationships provide support for the youth's behaviors, interest, and activities, numerous positive developmental outcomes are likely to occur. For instance, support has been associated with better school grades and scholastic self-concept; with perceiving that social relationships could be more beneficial to one's development than risky; with being more satisfied with one's life; and with a decreased likelihood of involvement in drinking, delinquency, and other problem behaviors.
What encourages healthy cognitive development during adolescence?
The following suggestions will help to encourage positive and healthy cognitive development in the adolescent:

- Include adolescents in discussions about a variety of topics, issues, and current events.
- Encourage adolescents to share ideas and thoughts with you.
- Encourage adolescents to think independently and develop their own ideas.
- Assist adolescents in setting their own goals.
- Stimulate adolescents to think about possibilities of the future.
- Compliment and praise adolescents for well thought out decisions.
- Assist adolescents in re-evaluating poorly made decisions for themselves

EMOTIONAL STABILITY

Parents and families play an enormous role in shaping a child’s social and emotional development. Parents who support positive emotional development interact with their children affectionately; show consideration for their feelings, desires and needs; express interest in their daily activities; respect their viewpoints; express pride in their accomplishments; and provide encouragement and support during times of stress.

Emotional balance can be achieved in two ways. The first is control of the environment to see that unpleasant emotions are quickly outweighed by pleasant ones so that balance will be in favor of the pleasant.

The second is to help children develop emotional tolerance – the ability to withstand the effects of the unpleasant emotions. Since anger is the most common unpleasant emotional experience, frustrations tolerance or the ability to accept frustrations, is the most important form of emotional tolerance for children.
In addition to developing tolerance of the unpleasant emotions children must learn to tolerate joy, affection, curiosity, and other pleasant emotional states so that they do not become so dependent on everything being rosy that cannot withstand unpleasant emotions when they arise.

It does not mean that children should be overprotected. It does mean that they should be protected from unreasonable and excessive fears, jealousies, anger and other unpleasant emotions.

Children soon discover, then, that unbridled expression of their emotions will not be tolerated. Second, once the pattern of emotional expression has been learned, it is difficult to control it and even more difficult to eliminate it. The sooner children learn to control their emotions; the easier it will be for them.

Clearing the system of pent-up energy, which occurs when the emotional expressions are controlled, is known as “emotional catharsis”. Unless the mental states that accompany the emotions are handled properly, they can lead to such unfavorable attitudes that the child will make poor personal and social adjustments.

Children can let off emotional steam by running, swimming, or playing ball as well as by cutting grass, shoveling snow, or using a hammer and saw.

A good cry will, likewise, go a long way toward clearing the body of excess tension.

Guidance, therefore, is absolutely essential but children cannot benefit from it unless they are willing to communicate with others. No one can help them unless they are willing to do so.

Children can be encouraged to learn to use emotional catharsis at an early age – before they develop the habit of controlling their emotions in ways that will be damaging to good personal and social adjustments.
Aids to emotional catharsis

1. Some strenuous physical exercise daily in either play or work.

2. An understanding of how strenuous exercise aids physical and emotional well-being.

3. The development of a sense of humor so that one can laugh even at oneself.

4. An understanding that crying is not always babyish. It can be good for children if they know when and where to use it.

5. A close affectional relationship with at least one of the parents. A parent can help children develop a more mature perspective on their problems.

6. An intimate friend to whom one can confide troubles and verbalize complaints that the child would hesitate to discuss with an older person.

What can parents do to promote healthy emotional development?

- Don’t scold your child for strong emotions. Your child needs to know that it is okay to express his emotions. However, you will need to teach him proper ways to express his feelings without harm to himself or others. Children who are taught these skills early are better able to handle negative feelings as adults.

- Model healthy emotional behaviors. Your child is always watching and learning from your example. When you manage your emotions in a positive way, your child will do the same.

- Seek to develop “emotional intimacy” with your child. Show unconditional love and affection every day! You can demonstrate how much you value and appreciate him through hugs, kisses, rough and tumble play and snuggling. Kind nicknames that your child enjoys such as “champ” or “princess” offer a verbal way of creating emotional intimacy.

- Validate emotions by being available to listen when your child needs to talk. This reassures him he is important to you.
Puberty is a time of identity development and a natural strive towards independence. Teens experience strong emotions as they navigate the pressures of relationships and expectations. When emotions run high suggest that both of you take a “time out” and revisit the issue once everyone has calmed down. Open communication is essential to understanding your teen’s struggles.

Never condemn or shame your teen’s feelings. While they may seem immature and trivial to you they are very real to him. It is important he feels he has a “safe haven” where he can express his feelings freely. Bottled up emotions can lead to anxiety, depression and anger.

The Process of the session

This session began with review of the previous session which was on the understanding on adolescence. All the parents were encouraged to think and talk about it and the researcher also pointed out some of the points which were not told by the participants. After this the day’s topic was introduced. How parents can help their kids to gain warmth, Intelligence and Emotional maturity. The researcher asked them what they knew about the topic and the many of them came up with their views. The main points like showing affection and openly accepting the affection of the child were discussed. There after we moved to another topic, parents’ role in improving the intelligence of their children. A good family support will definitely increase the cognitive power of the child. The points which encourage healthy cognitive development during adolescence were discussed thoroughly. Last topic of the session was carried on, which gave parents a good amount of insight about maintaining children’s emotional stability. Parents were given knowledge about developing tolerance of the unpleasant emotions children must learn to tolerate joy, affection, and curiosity. Aids to develop emotional stability were also discussed. At the end of the session video related to good parenting called Conscious parenting by Shfali Tsabary was showed to all the parents. At the end researcher summarized the day’s whole session and clarifications were made. The next sessions date and time were fixed.
SESSION 3: DEVELOPING ASSERTIVENESS, CHEERFULNESS AND EXCITABILITY STABILITY

ASSERTIVE BEHAVIOR

Assertiveness is about reasonable behavior that holds own ground and finds reasonable working compromises, so there are no losers. Assertive style of behavior is to interact with people while standing up for your rights. Being assertive is to one’s benefit most of the time but it does not mean that one always gets what he/she wants.

There are three types of behaviors we see in adolescents. They are submissiveness, assertiveness and aggressiveness. Some adolescents give in too easily and will do anything to avoid conflict, even agreeing to the impossible. Others can be overbearing and aggressive and lead others to agree to things that are either wrong, or unachievable. Assertive behavior reduces the negative aspects of both these types; passive and aggressive. It gives adolescents the right to say what they think and feel calmly and clearly, without giving offence and denying the rights of other to have different views or expectations. It is best described as being about what you say… and especially about how you say it.

Perhaps the central point is the assertiveness is not about winning and losing. It’s only about winning. True assertive behavior helps everyone to win something, as it removes unhealthy competition, the need for one party to be another. If you win, they win too. It is possible, with solutions to difficult situations that recognize everyone’s needs and wants, and that aim for constructive compromise that gives everyone something.

Assertiveness is about:

- Handling difficult situations more effectively
- Understanding where you are coming from—what situations you can and can’t handle at present.
• Having a sense of self-worth
• Helping you to control the way you feel about the world and the people in it rather than the other way around
• Recognizing your own and other people’s right and responsibility

The result of being assertive is that

• Feels good about oneself
• Other people know how to deal with and there is nothing vague about dealing with you
• Feels free to express your feelings, thoughts, and desires
• Know the rights
• Have control over anger. It does not mean repressing the feeling. It means to control it for a moment and then talk about it later in a logical way.
• Have a good understanding of feelings of the person with whom you are communicating.

**EXCITABILITY STABILITY**

Although it can be stressful for parents, adolescence and risk-taking go hand in hand. This is because teenagers need to explore their own limits and abilities, as well as the boundaries you set. The brain of a teenager has developed for the most part, to its full adult ability; language, calculation, visualization and memory. What the teen brain lacks is a fully developed ability to understand cause and effect, to foresee potential consequences and to feel fear.

Puberty and changes in the adolescent brain motivate teens to seek both new experiences and also excitement. Teens perceive risk differently than adults do, and they are more enticed by the challenge than by the reward or outcome. The ‘good judgment’ area of the brain that helps teens to control impulses is still growing and maturing. This means that teens may not anticipate the consequences of their actions. Teens are also much more likely to take risks in the presence of other teens. It’s **part of their path to becoming independent young adults.**
Knowing that it’s normal doesn’t make teenage risk-taking any easier to live with. Here are some ideas to limit risk-taking and keep your child safer:

- **Help your child learn to assess risk.** You can talk about other people’s behaviour and its consequences (for instance, in movies or on the news).

- **Work out some agreed ground rules** with your child. Explain to her that your role is to keep her safe, and her job is to experiment, so you need to find a compromise between the two. Decide together on what the consequences should be if the rules are broken. You’ll need to be flexible and adapt the ground rules as your child grows and shows she is ready for more responsibility.

- **Talk about values** – the earlier the better. Knowing what’s important to your family will help your child develop a sense of responsibility and personal values.

- **Keep an eye on your child.** Knowing who he is with and where he is can help you prevent some risk-taking behaviour.

- **Keep the lines of communication open.** Try to stay connected to your child. Strong connections with parents reduce the chance of risky teenage sexual behaviour, for example.

- **Be a good role model.** Teenagers are guided by how their parents behave. If your child sees you applying double standards – from speeding to excessive drinking or aggressive behaviour – she might not respect your rules.

- **Encourage a wide social network.** You probably can’t stop your child from being friends with a particular person or group – but you can give him the chance to make other friends through sport, church or family activities. Make your child’s friends welcome in your home – you’ll know where he is at least some of the time.

- **Give teenagers a way out.** If your child feels pressured to take risks to fit in, you could help her think of ways to opt out without losing credibility. For example, she could tell her friends that smoking gives her asthma. Let her know she can send you a text message anytime she needs to be picked up, without worrying that you’ll be angry.
Encouraging ‘safe’ risk-taking

Teenagers need to take some risks to learn more about themselves and test out their abilities. This means that wrapping them in cotton wool is likely to backfire.

Instead, **try channeling your child’s risk-taking tendencies** into safer and more constructive activities. Adrenaline-charged sports like rock-climbing, martial arts, canoeing or mountain biking can supply plenty of thrills. Some teenagers might find they love the ‘rush’ of performing in drama or creative arts.

Another strategy is to give teenagers autonomy and independence in some areas, so that they can explore their freedom without resorting to rebellion.

You might not like if your teenager chooses blue hair or dresses in ripped clothing, but these are safe ways to experiment.

Getting support

Risk-taking is a fairly normal part of adolescence, and most teenagers won’t take it to the extreme.

If your child occasionally stays out past curfew, you might not worry too much. But if he regularly does things with dangerous consequences – like using drugs, getting into fights, drinking or breaking the law – consider seeking help and support. Also seek help if you’re worried that your child’s behaviour is self-destructive or might be a sign of a deeper problem.

**CHEERFULNESS OR ENTHUSIASM:**

The surest way to promote your child's lifelong emotional well-being is to help him feel connected to family members. "A connected childhood is the key to happiness," a feeling of being loved, understood, wanted, acknowledged -- emerged as by far the biggest protector against emotional distress. If a child has just one person who loves him unconditionally, that's the closest thing he'll ever get to an inoculation against misery."
Parental Role

Don't Try to Make Your Child Happy

It sounds counterintuitive, but the best thing you can do for your child's long-term happiness may be to stop trying to keep her happy in the short-term. "If we put our kids in a bubble and grant them their every wish and desire, that is what they grow to expect, but the real world doesn't work that way. We swoop in immediately to give them whatever we think will bring a smile or to solve whatever is causing them distress. Unfortunately, children who never learn to deal with negative emotions are in danger of being crushed by them as adolescents and adults. Once you accept that you can't make your child feel happiness (or any other emotion for that matter), you'll be less inclined to try to "fix" her feelings -- and more likely to step back and allow her to develop the coping skills and resilience she'll need to bounce back from life's inevitable setbacks.

Nurture Your Happiness

Happy parents are likely to have happy kids, while children of depressed parents suffer twice the average rate of depression. Consequently, one of the best things parents can do for their child's emotional well-being is to attend to theirs: carve out time for rest, relaxation. “If parents have a really good, committed relationship, “the child's happiness often naturally follows."

Give Real Responsibilities

"Happiness depends largely on the feeling that what we do matters and is valued by others. In other words, people have an innate need to be needed. So the more you can convey to your child that he is making a unique contribution to the family, from an early age, the greater his sense of self-worth and his ultimate happiness. So long as you acknowledge that he's making a contribution to the family, it will heighten your child's sense of connection and confidence, two prerequisites for lasting happiness."
The Process of the session

This session began with review of the previous session which was on the topics namely Warmth, Intelligence and Excitability Stability. All the parents were asked to recollect and talk about it and the researcher also reminded some of the points which were not told by the participants. After this the day’s topic was introduced they were Assertiveness, Excitability Stability and Cheerfulness. Black board was used write down ideas to limit risk-taking and keep the child safe. Assess risk, Agreed ground rules, Values, An eye on your child, Keeping the lines of communication open, Be a role model, Encourage social network, Giving teenagers a way out. Thereafter parental role in inculcating cheerfulness in a child were discussed. The date and time of next session was decided. At the end of the session a video was showed about 10 Parenting Tips for Raising Teenagers by Davis JL.
SESSION 4: WAYS TO DEVELOP BOLDNESS AND CONFORMITY

**BOLDNESS**

Help your teen express himself or herself. Encourage your teen to talk with you regularly about thoughts, feelings, ideas, goals, and dreams. Every day, share three things from your own life and ask your teen to share three things from his or her life while you listen with genuine interest. Prompt your teen to open up more by asking open-ended questions. Praise your teen when he or she does communicate well with you. Understand that your teen will test you by sharing simple things before deep things; don't overreact to what you hear so your teen won't clam up. Remember that all teens want to know what their parents think and why. Share your own thoughts and feelings with confidence. Try creative ways to learn more about what your teen is thinking and feeling: working on a project together (which facilitates good conversation), using your time in the car together to talk, taking walks together, and inviting friends over to your home or chaperoning an event where your teen gets together with friends so you can overhear their conversations.

• **Guide your teen to choose friends wisely.** Understand that your teen's friends will exert a critical influence on his or her life. They will shape your teen's values and identity. Be proactive about helping your teen learn how to discern other people's character. Explain to your teen the reasons behind your commitment to guide his or her friendships. Monitor your teen's actions and relationships. Don't be afraid to require your teen to avoid or limit time with other teens who exert a negative influence, and affirm your teen's wise choices of friends.

• **Develop your teen's character.** Strive to build virtues into your teen's life that reflect the fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Realize that every attitude and action - no matter how small - matters a lot when it comes to how your teen's character is developing. When your teen demonstrates self-centered behavior, let him or her experience the natural consequences of it. Take the time to explain why you have set the rules you have, and be sure to follow through. Help your teen understand how specific attitudes and actions either honor or dishonor God.
• **Help your teen learn to be responsible and disciplined.** Tie freedoms to responsibilities by refusing to allow your teen to engage in certain privileges (like talk on the phone or borrow the car) until he or she fulfills certain tasks that must be done (like homework or chores). If your teen becomes overwhelmed by his or her responsibilities, break the tasks down into manageable segments and monitor your teen's progress to make sure the work gets done on time. Explain the positive rewards or completing the work, as well as the negative consequences of not doing so. If your teen doesn't fulfill his or her responsibilities, calmly carry out the consequences so he or she will learn to do better next time.

• **Help your teen learn how to obey from the heart.** Know that when your teen learns to obey authority figures like parents and teachers, he or she will learn to obey God. Explain what constitutes right behavior, and why it's important to act justly. Then set up boundaries and consequences to follow through. Let your teen know that God expects obedience all the time - not just when we feel like doing what He asks. Present a united front with your spouse when disciplining your teen; if you disagree, discuss the issue when your teen is not around. Encourage your teen to constantly consider what's good for others - not just him- or herself. Help your teen take meaningful steps toward achieving his or her dreams. Talk with your teen regularly and openly about issues like staying sexually pure and avoiding drugs. Welcome any and all questions from your teen, and strive to answer them well. Make sure you live a life that models the kind of obedience to God that you'd like to see from your teen. Let your teen know how much he or she is loved by God, and by you, too. Explain that obedience is ultimately a way of responding to love with more love.

• **Step in to prevent disaster.** If your child is heading for trouble, don't just look backward in regret. Instead, learn from your past mistakes as a parent, and then decide to move forward. Have your teen clean up the messes of irresponsible choices (such as by setting up a payment schedule to replace a car that he or she crashed). If your teen has gotten involved with the wrong crowd, help him or her pursue a healthier lifestyle and direct your teen toward new friends. Clean up communication problems by insisting that your teen lets you know where he or she is going and with whom. When your teen returns, ask for details of how things went. Set strict rules when it comes to issues like dating and driving that could be dangerous for your teen is he or she approaches them the wrong way.
• Manage your teen's moods by channeling feelings toward good actions. Understand that all teens experience intense emotions like pride, love, sadness, anger, fear, shyness, embarrassment, and happiness. Remember the intensity of the feelings you experienced when you were a teen so you can empathize with your teen. Teach your teen that feelings shouldn't control him or her. Instead, they are gifts from God that should point him or her toward constructive actions. Let your teen know why his or her emotions and make sense, and work with your teen to figure out what to do about them.

• Handle rebellion with loving firmness. Always explain the reasons behind what you're asking your teen to do. Try to keep calm during conflicts. Focus on discussing the issue at hand rather than attacking your teen personally. Use positive reinforcement as often as possible. Be consistent and dependable, keeping your rules no matter how much your teen rebels. Know that, eventually, your teen will be glad to have the security the rules provide. As you implement the rules, however, be sure to do so with the goal of loving your teen as God loves him or her.

CONFORMITY

When adolescents “adopt the attitudes or behavior of others because of real or imagined pressure from them”; this process is known as conformity. Peer pressure is an omnipresent force whose “power can be observed in almost every dimension of adolescents’ behavior – their choice of dress, music, language, values, leisure activities…”(Santrock 315). When adolescents begin to conform to antisocial peer pressure they can be thrown into situations that end poorly.

As children grow, develop, and move into early adolescence, involvement with one's peers and the attraction of peer identification increases.

The first is in the large group: for most teens a school, a youth group, or home~ school group are examples. This is the setting that gets the most attention. The second is in the close relationship with one or several best friends. This is the setting that is sometimes overlooked. The large group exerts a general pressure on its members. It directs the trends
in clothing, music, entertainment, and "political correctness". The pressure to conform varies. It is not usually a spoken or written guideline; it's just what "everyone" is doing. The pressure can be avoided by keeping quiet or by putting on the appearance of conformity. The pressure which takes place among close friends is not so easy to escape. You can't fake it with them; they know what you stand for, what you really believe. The nature of close friendship is that you care more about them and their opinions than those of anybody else. What your best friend approves of or disapproves of exerts great pressure on you. This pressure is personal and forceful.

**Advice for Parents**

Sometimes parents tend to react before they think things through, when it comes to their children. If they feel a set of friends are not who their children should be around they forbid them to ever hang with them again without coming up with the best solution. Sometimes telling an adolescent that they cannot see a certain group of friends leads to rebellion or loss of communication between the parent and child, which is never good. Here is some advice for parents dealing with children with friends that they think are bad influences:

**Get to know the friends of your teen.** Learn their names, invite them into your home so you can talk and listen to them, and introduce yourself to their parents.

**Do not attack your child's friends.** Remember that criticizing your teen's choice of friends is like a personal attack.

**Help your teen understand the difference between image (expressions of youth culture) and identity (who he or she is).**

**Keep the lines of communication open** and find out why these friends are important to your teenager.

**Check whether your concerns about their friends are real and important.**

**Talk to your teenager about behavior and choices -- not the friends.** If you believe your concerns are serious.
Encourage your teen's independence by supporting decision-making based on principles and no other people.

Let your teen know of your concerns and feelings.

Remember that we all learn valuable lessons from mistakes.

Encourage reflective thinking by helping your teen think about his or her actions in advance and discussing immediate and long-term consequences of risky behavior.

The Process of the Session
The session started with the topics called Boldness and Conformity. Parents were divided in to two groups and asked them to discuss among themselves to come up with solutions to make their child bold and at the same time inculcating conformity in them. The group leader came up and shared his views. Thereafter the researcher introduced the topic to the group by giving various guidelines towards developing boldness and conformity. There was no much clarification in the session as every parent had agreements on the guidelines discussed. Next session time and date was fixed before showing the video named Pathways to competence for young children: a parenting programme by Landy S Thompson E and Baltimore.
SESSION 5: ENHANCEMENT OF SELF-SUFFICIENCY AND MANAGING DEPRESSION

SELF – SUFFICIENCY OR AUTONOMY

Autonomy refers to an adolescent’s growing ability to think, feel, make decisions, and act on her or his own. Adolescents develop autonomy through their relationships in their families and with people outside of their families. Parent and others can help youth develop this sense of self-governance, responsibility, independence, and decision-making, which are together called autonomy.

Parental Role in Developing Autonomy in Adolescents:

- **Set clear and consistent expectations.** It is also important for adults and adolescents to be open to talking about rules, and may be revising them together. If adults are flexible and are good listeners, adolescent will be more likely to turn to them for advice and guidance.

- **Communicate openly.** As autonomy develops, it is natural for adolescents to turn more to peers for assistance, and less to parents. Ask what their friends would do in a similar situation and why. Then encourage teens to examine the real reasons behind friend’s opinion, and to think about the situation from different points-of-view.

- **Discourage rebellion.** Teens sometimes rebel against, or resist, parents and other forms of authority. How can parents help avoid rebellion in teens? The best thing to do is to talk about the changes youth are experiencing and what these changes mean. Through careful listening, adults can come to a better understanding of an adolescent’s point-of-view, and respond in ways that youth can understand and appreciate.

- **Stay calm.** Don’t be overly worried about teen conformity. Research shows that adolescent turn to their peers for opinions about social matters, but they turn to teachers and other adults when they want facts, and to parents for advice on values, ethics, and future plans.

- **Involve teens in decision-making.** It is very important that parents set firm and clear guidelines for youth. It is just as important that youth are given chances to be a guiding force in their own lives. They need chances to contribute in their families and communities. Ask their opinions and invite them to help with decision making.
Depression is a problem many teens face. It often disguises itself as normal 'mood swings' due to puberty or teen angst. Therefore, it is often ignored until something more serious happens, like a suicide attempt or serious risk taking behavior gets the teen into trouble.

**Signs and symptoms of teen depression**

Teenagers face a host of pressures, from the changes of puberty to questions about whom they are and where they fit in. The natural transition from child to adult can also bring parental conflict as teens start to assert their independence. With all this drama, it isn’t always easy to differentiate between depression and normal teenage moodiness. Making things even more complicated, teens with depression do not necessarily appear sad, nor do they always withdraw from others. For some depressed teens, symptoms of irritability, aggression, and rage are more prominent.

**Signs and symptoms of depression in teens**

- Sadness or hopelessness
- Irritability, anger, or hostility
- Tearfulness or frequent crying
- Withdrawal from friends and family
- Loss of interest in activities
- Changes in eating and sleeping habits
- Restlessness and agitation
- Feelings of worthlessness and guilt
- Lack of enthusiasm and motivation
- Fatigue or lack of energy
- Difficulty concentrating
- Thoughts of death or suicide

If you think your teen is depressed, do not ignore it. If your teen is depressed, there are things you can do and steps you can take that will help your teenager overcome their depression. If it turns out he is not depressed, you've showed him that you cared enough to check it out. Either way, you and your teen wins.
Here are five things you should do if you think your teen is depressed:

- Talk with your teen about your concerns. Share with him that you have noticed some signs of depression and what those signs are. Ask your teen what he feels is causing these signs. You may find they have an explanation. The most important part of this talk is for you to let your teen know that you are there and you can help.
- Make an appointment for your teen to see the doctor. There could be a physical reason for your teenager to be showing some of the symptoms you are seeing.
- Check your teen's family medical history. You need to know if there is any clinical depression or other mood disorders that may affect your teen.
- Make an appointment for a consultation with a specialist in adolescent psychology. Once you have talked to them, you will feel more comfortable with making an appointment for your teen.
- You need to not talk to anyone else. As much as possible, keep this to yourself. You need to respect your teen's privacy and not share this with everyone in the family.

**The Process of the Session**

The session started with the introduction of topics called Self Sufficiency and Depression. After the introduction the participants were asked whether they understood, how Self Sufficiency can be developed. They reported many abilities parents should have and the researcher corrected few points. Thereafter the topic named managing adolescent depression was discussed. Parents were given advice about how to help their child to overcome the depression. All parents listened to the researcher with great expectation and they were all satisfied with the points discussed.

Story telling was another methodology used in explaining about how make child self-sufficient. It made a difference to them in understanding from the learning perspective. The date and time of next session was decided.
SESSION 6: ATTAINMENT OF SELF-DISCIPLINE AND AVOIDANCE OF TENSION OR STRESS

SELF-DISCIPLINE

This "room to grow" is freedom of action and interest that opens up an enormous range of choice, some of it resistant and some of it exploratory. For example, the early adolescent decides to actively and passively resist parental authority and directly and vicariously explore more worldly experiences.

Now the young person has grown out of childhood, 'the age of command,' when he thought parents had the power to dictate what he must and must not do. And he has entered adolescence, 'the age of consent,' when he realizes that parents can't make him or stop him without his cooperation. It's an exhilarating feeling to know that even though consequences are up to the parents, freedom of choice is now in his hands.

From here on, parents do not strive for control (which they never really had); they work for consent -- to get the young person to agree to go along with what they want and believe is best. So while she complains and protests about their discipline, she also accepts the necessity for it, doing what they want when she knows she doesn't have to.

After all, she lives in a family, not a prison. "All right, I'll stay home, but I won't forgive you for not letting me go!" She resents them for providing the order and purpose that she needs. This is why parental discipline during adolescence is often a thankless proposition.

The purpose of parental discipline is to support safe and healthy growth in their child and adolescent. Four components of this unpopular parental responsibility are:

**Motivation** - encouraging the young person with positive and negative persuasion to do what is hard, or what she may not want to do but needs to do for her best interests.

**Instruction** - teaching the young person the essential knowledge and skills necessary to manage his life effectively, particularly the capacity to learn from experience.
**Supervision** - checking to make sure she has maintained important consistency of effort, has completed what she started, has met the commitments she has made, and is keeping her world of demands adequately organized so she can remember what they are.

**Correction** - allowing or applying consequences when mistakes or misdeeds have occurred so that the young person can learn from the errors of his ways and make a better choice the next time.

One opportunity to learn some self-discipline is provided by school in the form of homework. These assignments that are brought home at night after the school day is over are usually not how the young person wants to spend his or her "free" time. And getting the done can require a lot of parental discipline, particularly in the form of supervision. But if parents are relentlessly persistent, their son or daughter can finally learn to take care of this unwelcome business without having to be told or nagged.

In the process of accomplishing homework on her own, the young person acquire some work ethic - developing the self-discipline to make herself do the additional practice work she don't want to do. Those adolescents who require no parental supervision to take care of homework develop a work ethic that will serve them well in the years ahead.

In most last stage adolescents, self-discipline is in short supply because the principal components of self-discipline -- persistence, patience, and restraint -- are often not well developed. Discouragement defeats persistence, impulsiveness defeats patience, and temptation defeats restraint.

It is only by managing to become self-motivating, self-instructive, self-supervising, and self-corrective, that he will be able to claim responsible independence as a self-disciplined "free standing" adult.

Discipline derives from the word *disciple* and is best understood as a teaching process. To recognize discipline as a form of education, children should not associate it with intimidation, humiliation, or embarrassment.
The first is to ensure that children have a consistent, safe, and secure environment in which they can learn reasonable rules, limits, and consequences as well as develop an understanding of why these are important. The second function, equally important but not as readily emphasized, is to nurture self-discipline or self-control.

Applying discipline to teach self-discipline is often a challenging task. As with other human qualities or traits, children come to the world with different predispositions and capacities. Some children easily develop self-discipline, while others struggle. Still, in either case, we want children to incorporate rather than dismiss or resent what we are trying to teach them.

Disciplinary practices are most constructive when parents display empathy, good communication skills, the ability to change when their parenting activities are negative, an appreciation of each child's unique temperament, and realistic goals for their children.

A child armed with self-discipline has a tremendous asset for addressing life’s challenges.

A wise parent will use childhood to prepare a child for success as an adult. Self-discipline is one of the most important character qualities a child can develop. Self-discipline is a primary quality that will help children be successful in life.

**Advice for Parents**

1. **Provide Structure**

   Kids need structure and routine so they can become self-disciplined. Establish clear household rules and stick to the consequences when rules are broken. This teaches kids what to expect and they will be better equipped to make healthy choices.

   Create a similar schedule every day. Kids need a morning routine that includes when to eat breakfast, comb their hair, brush their teeth and get dressed. Create an after school routine that teaches them how to divide their time between chores, homework and fun activities. Also, it’s important to have a bedtime routine that teaches the importance of settling down and getting plenty of rest.
2. Provide Education

Kids need to know how to make healthy choices for themselves. When it comes to helping kids learn how to make healthy choices, an authoritative approach can be one of the best types of discipline because it helps kids understand reasons for the rules. Instead of simply saying to a child, “Do your homework right when you get home from school,” explain the underlying reason for the rule. Say, “It’s a good choice to do your homework first and then have free time later, as a reward for getting your work done.”

3. Use Appropriate Consequences

When parents are focusing on self-discipline, it’s important to avoid power struggles. Don’t try to force kids to do something because it won’t teach self-discipline. Instead, make it clear what the negative consequences will be and give them the choice. They need to learn how to make healthy decisions for themselves by evaluating the consequences.

5. Praise

Give kids lots of positive attention and praise when they show self-discipline. Provide praise when kids do things without requiring reminders. It can go a long way to encourage a repeat performance.

6. Teach Problem-Solving Skills

Teach problem-solving skills and work together to problem-solve specific issues related to self-discipline. Try removing a privilege. If that doesn’t work, try having him stay after school to see if he can get it done before he comes home. Keep trying different solutions until you can find something that works while keeping him involved in the process.

7. Model Self-Discipline

Kids learn the most by watching what you do. Model appropriate behavior by showing kids how to stay on task, manage their anger, and make healthy choices.
8. Rewards

A reward system can be a great way to target specific problems with self-discipline. There are plenty of rewards that don’t cost money and parents can use privileges, electronics time, to help motivate kids to behave responsibly.

**TENSION OR STRESS**

**Children learn from us - Be a role model**

Children learn their emotions and behaviour from us. When you react calmly to situations where you encounter difficulty, children also learn how to react calmly.

**Focus on fun, not on winning or losing**

When you play with children, focus on having fun, not just teaching them something or about winning or losing. When playing sports like badminton, focus on the fun of running around, and appreciate the effort children put in, rather than merely counting points.

**Family fights**

Family fights, especially between parents, are a great source of stress to children who cannot fully comprehend the situation and therefore assume that something bad is going to happen. If you have arguments with your spouse, please do so behind closed doors.

**Let children make mistakes, don't scold them for making mistakes**

Often what we consider to be easy maybe very difficult for children to do. When we think it is easy and we see children making a mistake, we tend to scold them. When children become afraid of making mistakes, they feel a lot of stress whenever they try to do something, for fear of making a mistake.
Ignore small problems

As parents, our role is to help the child grow up into a good, caring, hardworking human being. This is the long term goal. Focus on the long term goal rather than on all the small stuff they do.

Talk about the happenings around you in a measured tone

Speak about natural disasters and what causes them, bombings and who does them, accidents and why they happen. Children have to learn that these things do happen but there is little one can do to control them and beyond normal precautions, one should not worry too much.

Stress is the body's reaction to a physical or emotional situation that causes imbalance in a person's life.

Children react in different ways to stress. Some children become ill. Some may become withdrawn and nervous while others show anger and demand attention. In some instances, development is affected.

Strategies to Reduce Stress in Children/Helping to Manage Stress

Children need help in learning to manage and function with the stress they feel. One means to assist children is to acknowledge their feelings. It is important that children understand what they are feeling, teach children names or words for their feelings and appropriate ways to express them. Show more interest in the child's experience than in the behavior that results. There are times when a child just needs a hug for reassurance. In the case of older children, help them learn to problem solve for themselves and come up with management (coping) strategies. This builds their independence and mastery of coming up with options, finding solutions, or finding other ways to comfort themselves.

Promote a positive environment - The experience of stress and tension can serve to defeat an individual's concept and confidence. Help children see and understand the positive things about themselves and that they are worthwhile persons. Listen without judging the
child or the situation; that is, if the child chooses to tell you about the situation that produced the stress. Help the child feel comfortable in expressing feelings. Assist the child in clarifying his or her feelings. You may need to correct any misconceptions that the children may have about themselves or their feelings.

Help children through stories They may feel shy, embarrassed, guilty, or ashamed. Children will "turn on" to story time. Some stories are therapeutic stories which help children feel better and cope better with their fears and problems. As the child listens to the story, he or she is able to identify with the hero or heroine. There is safety in the story. The child is free to listen and to learn without risking feeling embarrassed or uncomfortable.

Telling a story also provides a way of communicating with children. If you are unsure of how children are feeling, you can ask them, "And what do you think John (name of the story character) was most worried about?" The answer that the child gives will be a direct reflection of his own fears, or anger. This communication about the story can be very effective because children can be very truthful and insightful about the feelings and fears of story characters even though they may be reluctant when asked about their own feelings.

When a parent tells a story to a child, an atmosphere of warmth and intimacy is created that is comforting for parents as well as children.

The Process of the Session

The session started with review of previous day session. The parents reported that there is change in them and in their teenagers. Introduced the topic of self-discipline and stress. As it was the last session the session was a bit longer one. Researcher guided the parents with advices to develop self-discipline in adolescents. There after we moved on to the topic called Stress or Tension. The researcher asked them the meaning of stress which was like tension, feeling of frustration etc. Once this sharing was over, the researcher did talk about stress, its various reactions on body, mind and behavior. The lecture also included need of handling stress and ways of managing stress from identifying and understanding stress the ways to handle them.
A game was played which is a number game to help them understand what it is when somebody is stressed. All the participants were asked to stand up in one circle and were given instruction to count numbers from one to hundred very fast. They were told to clap when the number reaches 5 and its multiples instead of saying. If they said that particular number or clapped or said, they had to stop there and start from 1. The target was to reach up to 100 without mistakes. In the process many members did mistake and could not reach the target. Learning from the game, understood by the parents are concentration, cooperation, understanding, knowledge of counting. The researcher concluded the game saying that it’s not because that the participants didn’t know the counting that they made mistake. It was the stress; this is the same case applicable to adolescents. Due to stress children makes many mistakes in their life and parents should understand the same and understand their stressful situation and guide them accordingly.

**Demonstration of deep breathing exercise**

After this a demonstration of deep breathing exercise which could be practiced at home was done, everyone was instructed to sit in a relaxed position on their chair, to close their eyes and to concentrate on their breath which is going in and out. They were asked to slowly breath in fully, hold the breath till they count 12345 and then to slowly breathe out. They were asked to concentrate only on the air getting inside the body and going out. They were asked to repeat it 5 times and were asked to open their eyes and feel the difference. The participants enjoyed it and wanted to practice it daily. Advised to practice it 2 times a day for 5 – 10 minutes.

**Summarizing**

The summarization of all the session happened, post session evaluation was done and the feedback about the whole programme was done. The researcher thanked every participant for participating in the Parent Skills Training Programme. The participants also thanked the researcher for getting them in such a programme where they could discuss so many issues.