



The Fabulous Parent Programme



Practitioner's workbook:

How to build Fabulous

Parent & Child Relationships in 6 sessions

Mo Perkins

Fabulous Parent Programme : Practitioner's Workbook : How to Build Fabulous Parent & Child Relationships in 6 sessions.

Publication date: 2016

Written and published by: Mo Perkins, M.Ed, M.A, MBACP, UKCP
www.mosaic-cc.com

Version 1 © Copyright 2016 Mo Perkins

All rights reserved.

This publication may not be reproduced without written permission from the author. Please feel free to contact Mo Perkins through info@mosaic-cc.com

You may store the PDF on your computer and backups. You may print this workbook for your own personal use. Parent worksheets may be copied without further permission for personal use when working with parents.

Disclaimer: The information contained in this workbook is based on the author's experience, knowledge and opinions. The author and publisher will not be held liable for the use or misuse of the information in this book.

Special thanks to Benay, Universal Coaching Systems.

TABLE OF CONTENTS

Introduction	5
Who Is This Workbook For?	6
Why Did I Write This Workbook?.....	9
What’s Unique About This Workbook?	12
How To Use This Workbook	16
Getting Started	20
Programme Overview	21
Your Transferable Skills.....	27
Identifying Your Ideal Parent?	29
Meeting With Parents	34
Session One	36
1.0. Practitioner Tasks - Session One	37
1.1. Fab Play Guidelines.....	43
1.2. Toys Needed For Fab Play.....	48
1.3. Parent’s Top Strengths	51
1.4. My Favourite Picture.....	53
Session Two	55
2.0. Practitioner Tasks - Session Two	56
2.1. Recipe for a Fab Play Session	62
2.2. Fab Play Session Notes	64
2.3. Fab Play Session Checklist	66
2.4. Core Values Exercise	67
2.5. Responding to Feelings - Awareness.....	71
Session Three	74
3.0. Practitioner Tasks - Session Three.....	75
3.1. Reflective Responding Skills & Checklist	86
3.2. Reflective Responding Skills - Practice	88
3.3. Variety Spices Up Your Life.....	92
Session Four	96

4.0. Practitioner Tasks – Session Four	99
4.1. Chill Out and Relax.....	108
4.2. Giving Praise	113
Session Five.....	119
5.0. Practitioner Tasks	121
5.1. Holmes & Rahe Stress Scale	129
5.2. Situations Children Find Stressful.....	133
5.3. Learning Check Point	136
Session Six.....	138
6.0. Practitioner Tasks – Session Six	140
6.1. Fabulous Parent & Child Duo	150
6.2. Certificate of Completion	151
6.3. Feedback Form.....	153
Finally	154
Appendix	158
A.1. Fabulous Parent Tracking Sheet.....	159

Introduction

**It is easier to build strong
children than to repair broken
adults.**

F Douglass

Who Is This Workbook For?

This workbook is for you the practitioner to help you to help kids. I use the word practitioner to include all of the people who work towards improving the emotional health and wellbeing of children.

I'm a counsellor and psychotherapist by profession and I work with children and the adults that impact the lives of children. Through my training and supervising of other practitioners, I know, not all the great work done with kids is carried out by counsellors.

Much of the work takes place in schools, in voluntary settings and other organisations. The job titles of those working with kids could be counsellor, coach, educational psychologist, support worker, teacher or you name it!

I care more about helping you to help kids rather than your specific profession.

Whatever your profession this workbook is for you if:-

- Your main concern is the wellbeing of the kids you work with.
- You have their best interests at heart
- You work with kids directly or you work with parents
- You believe that family relationships really matter
- You know that your special style and the authenticity you bring to your work is what makes it fabulous.
- You have a code of ethics that guides you.

Many professions have their own code of ethics and I'm happy for you to be guided by yours.

However, as a member of the British Association for Counselling & Psychotherapy (BACP), the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy guides me. I'd like to share that with you. Here is the link. Please take a look

http://www.bacp.co.uk/ethical_framework/

If those are your principles then great! That means we're on the same page. I trust you to work within the boundaries of your profession to use this workbook to create the fabulous family relationships that we all want for kids and parents.

So, throughout this workbook I will use the term practitioner but at all times I mean "You".

Why Did I Write This Workbook?

I'm frequently asked by other people just like you who work with kids, what we can do to impact their lives outside the session time they spend with us.

There are many times when we want or need the work we're doing to be re-enforced and supported at home. At the end of the day the 45 or so minutes we spend with kids once per week is just a drop in the ocean compared to the hours they spend with their parent or carer.

I don't know about you, but I've sometimes felt like I'm running up a down escalator. It's a challenge! It can be tiring! You can fall flat on your face and end up back at the bottom! Sometimes you keep striving forward only to notice that you're no further ahead. Sometimes you'll make it to the top! Many times you'll make it to the top. So

we need slow down the escalator and get it to go the same way that we are.

This workbook will give you a great way to do that. It's all about working with parents to teach them a great way of building their relationship with their child.

Sometimes our brief is to do direct work with the child. There's nothing I love more than being in a play therapy or counselling session with a child. Often it doesn't even feel like work because I'm doing what I love and I'm loving what I do.

But we all know that no child exists independently. Their lives are interwoven with the adults who care for and care about them. Most of us who work with kids under 12 years old also have contact with their carers.

It's good practice to communicate with parents and carers so they are informed about what we're doing and trying to achieve and so we're all moving in the same direction.

What's Unique About This Workbook?

This workbook is unique because it's the result of the work that I've done with children and parents over the years. The main focus will be on children up to the age of 12 years of age but the principles can be adapted to suit the needs of older children.

It combines ideas from parenting programmes, from family therapy and from my belief system. I believe that we should never ask a client to do something that we have no experience of doing ourselves. So this workbook is as much about you the practitioner as it is about parents and children.

In this workbook there will be a 6 session model presented for working with individual parents. You will be teaching

parents or carers how to spend special time (Fab Play) with their child and teaching parents a specific way of giving attention to their child. This will enhance their relationship and bring out the fabulous parent inside each of the people you work with. The benefits to the child will be great and not only that, other children within the family will benefit also.

Children who benefit from their parent's participation in this programme will feel more capable, more important, more accepted and understood and this will make a great difference to their behaviour because how a child behaves is directly related to how they feel about themselves.

You will be supporting the parent by encouraging them to look after themselves and value their strengths and personal qualities. You will be guiding the parent and acting as a coach to them while they develop their Fabulous Parent skills.

Different cultures have different child rearing practices and different family values. But all children whatever their background flourish within a nurturing environment and most parents can and want to provide that for their child. This programme helps parents to achieve that and to become more self-nurturing along the way.

This workbook will also be about you.

There will be experiential exercises and opportunities for you to comment. By the time you have completed the workbook you will feel confident to coach parents to be their most fabulous version of themselves.

You will have re-visited your own strengths and qualities and you will have experienced and thought about aspects

of the programme which will enable you to be completely authentic as you guide and encourage.

Your personal input means that you make the programme your own and that will come through to your clients and get you great results.

How To Use This Workbook

The Practitioner workbook consists of the Introduction and Getting Started followed by six further chapters. Each chapter corresponds to a face-to-face session in the Fabulous Parent programme. You will need to spend 1-2 hours completing each chapter.

As this is the workbook format, In addition to reading and familiarising yourself with the material in each chapter there's the opportunity for you to reflect and engage personally with the content by working through each chapter's corresponding worksheets.

The time you take with the personal development tasks will be down to you. It will depend whether you've previously completed similar exercises and the amount of depth you want to go into. Even if you have done some of

this personal development work in the past, please re-visit so that your responses are a reflection of where you are at right now.

The complete Fabulous Parent Programme kit also includes a set of worksheets for you to give to your parent at each session.

Some important points . . .

You must complete the Personal Development & Self Care tasks for yourself prior to starting the programme with parents.

You need to be thoroughly familiar with the weekly guide before you start the programme with parents.

The whole of this workbook is continuous professional development. You might want to record how many hours you spend reading and completing each section as you go along.

Here's an idea about how to use the workbook . . .

I suggest you print the Practitioner Workbook out and put it into a ring binder. You can then fill it in by hand being as creative as you want to be.

Use pencil crayons, felts, gel pens, you might like to stick things in or write "notes to self". Whatever helps you to get

the most from the workbook is fine. Working with kids or working with kids through their parents is a creative activity, so let yourself play a bit and enjoy.

As you will see later, you'll be encouraging parents to be creative and play, so get some practice in so you're coming from an authentic place.

Print the parent worksheets out and note that you'll need several copies of some of the worksheets, for example those used for parents to record their sessions.

Give the parent worksheets out each session as they need them. They can keep the worksheets in a ring binder that grows week by week.

Getting Started

In this section we'll be getting an overall picture of what the Fabulous Parent Programme involves. You'll be thinking about your transferable skills and considering the characteristics you'll be looking for in your ideal parent.

Programme Overview

In this section I'll give you an overview of what you are going to achieve with parents. In a nutshell you are going to guide your parents to conduct a 30 minute therapeutic play session with their child. We'll be calling it Fab Play.

Parents will put together a special kit of toys specifically recommended to assist the process. Toys don't need to be new or expensive but they do need to be kept aside for Fab Play. I'll say more about this later.

There are many wonderful parenting programmes around that achieve brilliant results. This workbook is a programme that integrates the ideas of therapeutic parenting and play therapy and puts the child right at the centre of the process. At the same time the programme

supports and develops the parent and encourages them to care for themselves too.

In addition to my training in play therapy and my experience working with children and parents, this programme has been influenced by

Child Parent Relationship Therapy (CPRT). A 10 session Filial Therapy Model by Landreth & Bratton (2006)

and

The Parenting Puzzle by Family Links (2003).

Both are excellent resources and I encourage you to take a look. <https://www.amazon.co.uk>

The Fabulous Parent Programme is designed around working one to one with parents. I believe that enables

you to meet the needs of the parent and child in a more individual way.

I've based the programme around 6 sessions as this fits neatly into the school system. When you are completely familiar with the Fabulous Parent Programme, there's no reason why you can't adapt the frequency of meeting with parents to alternate weeks. This gives the parent a little more time to complete their personal development exercises and might suit your schedule better.

I would still highly recommend you meet your parent 6-8 times to support and guide their Fab Play sessions. Whatever schedule you choose parents will still need to conduct the play sessions weekly, every week.

If you're experienced with group process you may even want to work with several parents at the same time. That

can be a very cost effective and time efficient way of working. However, I strongly recommend you always work one to one until you are totally familiar with this way of working.

Adding in the complexity of group dynamics is something you don't need right now unless you're already very familiar with group process.

You can't give away what you don't own

I've always believed parents are better able to look after their children if they've met their own needs first. Not in a selfish way but in a self-caring way. This belief also extends to practitioners. We can only take clients as far as

we've been ourselves. Of course there's no way we can have experienced all the trials and tribulations that all of our clients have experienced We'd be complete wrecks!

But, we can experience the tasks and skills we are asking parents to accomplish. We can have our values clear in our mind and we can practice the skills we're teaching to others.

You will be training parents to be play therapists to their own child. You will guide them and support their understanding of the value of spending Fab Play time with their child.

At the same time you'll be supporting the parent's personal development and self care by encouraging them to acknowledge their values, strengths and challenges as

a parent in an environment where they will feel supported and not judged.

Parents will be learning new skills and a new way of being, so your role will be to guide the parent over a number of weeks while they build up their Fab Play skills and enhance their parenting skills generally.

You will be the parent's coach, so being supportive and encouraging will be at the front of your mind in all your interactions. Sometimes you will need to challenge in a supportive way. Each session you conduct with your parent will include personal development for the parent and a plan of action for their session with their child. Supervision / coaching and discussion of the Fab Play they conducted the previous week is an inherent part of the process.

Your Transferable Skills


If you work with children using non directive play therapy you'll already be an expert in the skills parents will be using in their Fab Play sessions. You may not be so use to coaching parents.

If you work mostly with adults you'll be an expert in coaching parents and you may not be so used to working creatively with children. We're all children at heart so there won't be anything you can't learn.

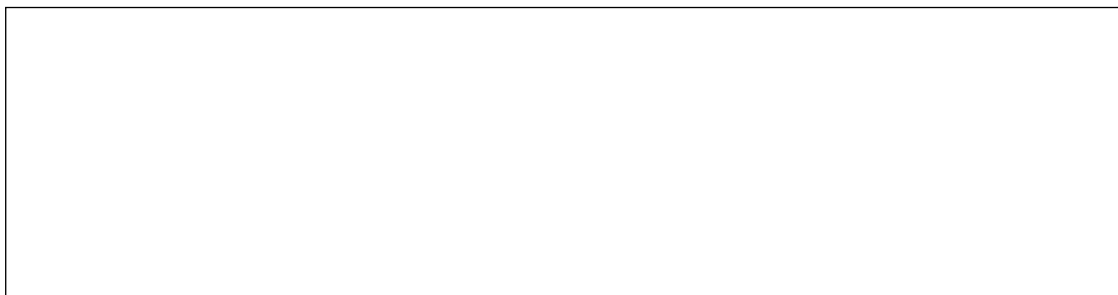
Either way, that's why you're here.

What's your experience working with Parents? What do you think your greatest challenge will be guiding parents through the Fabulous Parent Programme?

Use the space below:-



What's your experience working with children? What do you think your greatest challenge will be in relation to the play therapy aspect of the Fabulous Parent Programme?



Identifying Your Ideal Parent?

You will need to identify your ideal parent as part of this process.

This is important because there is no intervention that suits everyone and every situation. Taking a parent through this programme will involve several hours of your time. There will be parents who can take the worksheets and make it happen without much input from you.

I would say this parent is less likely to be the parent that you have identified. It's more likely that:-

Your parent has approached you because they are having difficulties with their child and need your help.

You're working with the child and think their issues could be addressed more appropriately through this programme.

School or another third party have highlighted the child has issues or is displaying attention needing or challenging behaviour.

In each of the above cases you will need to take time to assess the suitability of this programme to the parent, introduce the programme to the parent and form a working agreement with them and then meet with them on a further 6-8 occasions.

So . . . what qualities will your ideal parent have? Don't feel bad about making this decision. You probably make assessments all of the time. If we work with a client or parent in a way that we're not sure will work for them, we won't get the best results. Not only that, but we could be blocking the parent from taking up another intervention that will be perfect for them.

In reality, this programme will probably form one part of a repertoire of skills and interventions that you have in your toolkit to improve the emotional health and wellbeing of children. It will be perfect for some parents and children.

There will be some essentials required of your ideal parent:-

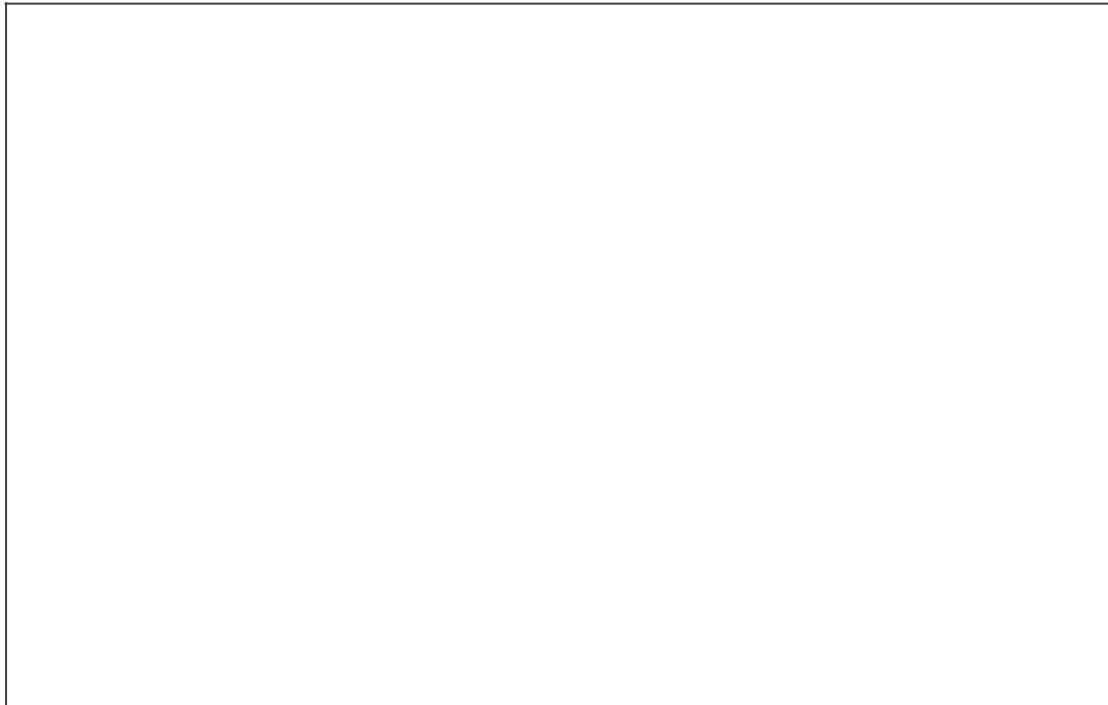
Willingness to learn the skills and engage in the programme

Time to attend meetings with you

A child to focus on

The ability to follow the worksheets (translation or interpreter services may be needed)

Add any other factors you think are essential below (could be practical or financial)

A large, empty rectangular box with a thin black border, intended for the user to write down any other essential factors, such as practical or financial considerations, related to the worksheets.

Ok! So you know who you are going to be working with and you have a good idea of what their difficulties are with the child they intend to focus on.

So let's get started . . .

You've explained the aims of the Fabulous Parent Programme at the assessment stage but now you will go into more detail.

Meeting With Parents

Make sure that you start off by modelling the safe environment that you are going to ask parents to provide for their child. This means that you will be meeting with the parent in a confidential environment where the parent can feel free to be as open with you as possible at this early stage.

You need to make sure there are no interruptions from colleagues or from phones. Have a 'Do Not Disturb' sign on the door and be clear with your parent exactly how long you will be spending with them.

I suggest the first session is 1.5 hours because you need plenty of time to answer questions, explain the process and set the parent their first tasks.

Your parent won't start conducting Fab Play with their child until after their second session with you.

Decide on your schedule and be ready to book all the dates in with your parent. If you plan to work weekly you might choose to give an extra week to collect all the toys etc.

This is up to you. You know your ideal parent and what will work best for them. But be very clear what the schedule will be.

Example – “After today we will meet in 2 weeks time. Usually it will be weekly but I'm giving you a little more time to get your toy kit together. Let's get our diaries / phones and put the meet times in now.”

Session One

Here we go! We're ready to start the journey with our parent. You'll be guiding, encouraging and coaching them to be a Fab Parent. There might be one or two bumps along the way but it will definitely be worth it.

1.0. Practitioner Tasks - Session One

Practitioner Tasks	Worksheet
Explain the format for each session	
Explain the essential programme concepts	
Fab Play Guidelines	1.1
List of toys needed for Fab Play	1.2
Parent's Top Strengths	1.3
My Favourite Picture	1.4

Explain the format for each session

Let your parent know that each session will follow a similar format. This helps your parent to feel more relaxed each week because they know what to expect.

You will be coaching them on the skills needed for Fab Play, asking them to practice at home and giving them lots of support and encouragement.

There will be a personal development or self-care exercise for the parent and an exercise that is child centred. You will always review the exercises they've completed at home.

Each week you'll be asking your parent to keep notes on the Fab Play session. You'll ask them to focus on what they've learnt about their child and what went well and you'll coach them to develop their skills week by week.

Of course you will define your own style for the sessions but being predictable will create an environment where the parent feels safe to explore their issues.

You're not doing therapy with parents but it's very likely that some parents will share their thoughts and feelings with you. They may express feelings of resentment towards their child or they may be feeling guilty or as if they're not a good enough parent. It's not unusual for parents to be tearful and to feel overwhelmed by their child's behaviour. It's also not unusual for a parent to feel as though they are being judged as a 'bad' parent.

That's one of the reasons why we will focus at all times on the positive qualities the parent shows and what went well.

Learning a new way of being with their child can seem daunting.

One thing is for sure, if they have given up their time and you have selected them as your ideal parent for this programme, we're starting in a good enough place and things can only get better.

Explain the Essential Concepts

Please tell your parent this programme focuses on the relationship between the parent and their child. You will be focussing on the parent's strengths and the child's strengths NOT on the child's behaviour or attitude problem.

Explain that play is the child's language and their way of expressing their thoughts and feelings. As long as we provide a safe environment and have the right attitude children will be able to express their needs and wishes and demonstrate how their life seems to them now.

Their child will use words to express how they feel but will also use actions. When children show challenging behaviour it is a way of expressing their emotions.

The child is acting out. This is a normal way to communicate for a child. The more they feel that they are understood the less they will act out their feelings in a challenging way.

You will also explain that Fab Play helps to prevent problems because the parent becomes more aware of the child's needs. Not only will they be more aware but this awareness will be communicated to the child and the child will feel heard and understood on a deeper level.

As parents, sometimes we react to the situation rather than responding. As the child's behaviour escalates sometimes our behaviour escalates as well. Your parent will get better and better at regulating their own and their child's behaviour.

Tell your parent they will be learning basic play therapy skills. They may feel these skills are only for “professionals” but if it’s a skill it can be learnt. You won’t be teaching theory or expecting the parent to interpret the child’s behaviour. But you will be teaching the parent how to be with their child in a therapeutic way.

Inform parents that it isn’t like any typical playtime and it’s certainly not like playtime the child would have with their friends. It’s a special playtime. It’s Fab Play.

[Grab Your Copy of the Complete Workbook Now!](#)

1.1. Fab Play Guidelines

Here are the basic guidelines for a Fab Play session. Don't expect your parent to grasp everything at once but they do need to work towards taking this approach during Fab Play.

Let the child lead the session and the parent follows. It's the child's choice what they play with and how they play with the toys.

No reprimands or put downs during Fab Play

Have as few rules and restrictions for the child as possible
(No hurting self or parent is an essential rule)

It's fine to have some limits eg. Let's keep the play dough on the table

No judgements about play as good or bad

No teaching or preaching (it's not the time to correct spellings etc.)

Your parent may fear that letting the child take the lead in the sessions will lead to chaos and the parent losing control. On the contrary, the sessions will help the child to develop self-control.

And, the greater understanding that develops between parent and child will help to resolve some of the power struggles that may be happening currently.

It will be good for your parent to have the guidelines at their fingertips as a reminder so give them worksheet 1.1

Be prepared to share your own experiences as a parent. Obviously only share what you are comfortable with. If you're not a parent you can still share experiences you've had with your relative's children or with kids you've worked with. Of course you must . . .

Keep appropriate confidentiality!

One thing that your parent might be very relieved to hear is that you only want them to practice this new way of being for 30 MINUTES ONCE PER WEEK. The rest of the time they can do what they normally do.

Of course what will happen over time is that the new skills will become new ways of relating to their children and the skills will be used outside the session naturally and with their other children. That's one of the things that makes this model so fabulous.

BUT this will seem like a tall order at this stage so focus on the parent just trying to practice the skills within the frame of Fab Play.

Although your parent is only spending 30 minutes a week in Fab Play, they will need extra time at home to make a few notes and to complete the personal development exercises you give them. You might want to allow time for your parent to complete some of the exercises in the session with you.

Be transparent about the time needed to get the most from the programme right from the start, don't scare your parent off though, it'll be fun!

1.2. Toys Needed For Fab Play

Parents will need to put together a toy kit, which is only used during Fab Play. Suggest to your parent they get a plastic or cardboard box big enough to keep all of the toys in. Keeping the toys exclusively for Fab Play adds to the special nature of the sessions and how important they are. It makes the child feel super special too.

Worksheet 1.2 is the list of toys you will be asking parents to collect.

Go through the list with your parent and answer any questions about specific toys

Check whether your parent anticipates any difficulty in collecting any of the toys and make suggestions as appropriate.

If you already work therapeutically with children many of the toys will be in your toy kit and you can physically show the parent what the items look like.

If you don't have a toy kit, I recommend that you go out and get a few things from each category just like you're asking your parents to do.

You'll be all the more authentic when you're discussing the items and suggesting where to buy or find things.

When I first started collecting items for my toy kit, I asked colleagues, raided my daughters' old toy boxes, went to

cheap shops and generally just kept my eyes open. Car boot sales and jumble sales are also cool places to look. I sometimes used to buy things when I was on holiday from cheap souvenir shops or market stalls.

It won't be that difficult for your parents because they'll be use to the age appropriate toys they need and many of the items will already be around the house.

Your parent needs the toy kit before they start the sessions so work out with your parent when they think they can put the toy kit together. Most parents can get enough together to get started in the space of a week.

Here are some important points

- They need to include some toys from each section

- The toys do not need to be new or expensive
- They can be old toys the child has almost discarded
- The child can help to select or shop for the toys

[Grab Your Copy of the Complete Workbook Now!](#)