

The Chicago Parent Program

THIRD EDITION



Introducing the NEW 3rd Edition of the Chicago Parent Program

FEBRUARY 26, 2021

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Webinar Objectives

1. Rationale for creating the Chicago Parent Program 3rd edition
2. Highlight major program changes
3. Explain the process for upgrading to CPP 3rd edition for trained CPP group leaders
4. Answer your questions

The Chicago Parent Program Today

Over 800 group leaders trained across the country

Implemented in 25 states and District of Columbia

Reached an estimated 8,000+ parents

Implemented in a wide range of agencies and settings:

- Schools
- Head Start
- Human services organizations
- Mental health settings
- Early childcare agencies
- Urban and rural settings



Chicago Parent Program 3rd Edition: Rationale

1st
Edition
2002

2nd
Edition
2010

3rd
Edition
2021

Changes were based on extensive interviews with CPP group leaders across the country + over 350 fidelity ratings

- New look and content
- New narrator
- New videos: 8 new families, more fathers
- Simplified terminology
- More developmental guidance
- More implementation guidance, including a new CPP Implementation Guide e-book

New Look: Chicago Parent Program Group Leader Manual



The Chicago Parent Program Group Leader Manual

THIRD EDITION

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Color-coded sections for easier navigation

New Look: Chicago Parent Program Group Leader Manual

VIDEO NARRATOR Natural *if/then* statements are helpful for teaching children about making wise decisions. However, it is important that children are old enough to understand the consequence of their behavior and able to make good decisions. Otherwise, children may be placed in situations where they or someone else may get hurt. See what you think of the natural *if/then* statement given by this mother to her 18-month-old son.

VIDEO #3 Natural *if/then* statements

MOTHER Sit down, sit down. You're going to fall if you stand up in the cart. OK? Now sit down.

For Group Leaders Only

Video #3

The natural *if/then* statement in Video #3 is that if the child does not sit down, he will fall out of the grocery cart. In this video, the mother physically helps her son sit in the cart as she says aloud the natural *if/then* statement. Given his young age (18 months) and impulsiveness, combining a natural *if/then* statement and physical help are very important. First, he may not understand the importance of the consequence on his own. Second, he might fall during his efforts to sit down in the cart. So helping him sit down while giving the natural *if/then* statement ensures that he will not get hurt in the process. When children are young and the consequence of continuing their behavior is a harmful one, coupling the natural *if/then* statement with physical assistance is very useful. Also, note this mother's tone of voice, which is calm and explanatory, not angry. The purpose of *if/then* statements are not to make children feel badly about themselves or their behavior but to help them learn the consequences of their actions.

Discussion Questions for Video #3

- 1 What is the natural *if/then* statement in this scene?
- 2 How does this mother help her son understand the importance of sitting down while not allowing him to get hurt?
- 3 What is the tone of voice this mother uses as she makes the *if/then* statement?
- 4 _____

Group Activity

Recommended time: 5–8 minutes



Begin by restating the definition of a natural *if/then* statement (i.e., Natural *if/then* statements are statements of what will happen naturally (or on its own) if the child's behavior continues). Write the definition down on the board so parents remember it. You lead this group activity. Make sure parents understand about the definition before starting the group activity.

Once the parents are clear about the definition of a natural *if/then* statement, explain to them that you're going to give some "if" statements and you will ask them to respond back with different natural "then" statements. Demonstrate the first one with your co-leader. For example:

- Group Leader A: "If you don't eat your vegetables, then..."
- Group Leader B: "...you will be hungry later tonight."

Please make sure the "then" part of the *if/then* statements are truly "natural" (i.e., they should be consequences that would occur naturally, without parent intervention). If they are not, stop and ask if the consequence they are giving is truly a "natural" outcome of the action and if not, ask them to provide one that is truly natural.

Icons

Recommended times for pacing



Meet our new narrator: Safiyyah Okoye

Family Nurse Practitioner

Researcher

Mother of two young children

Unit 1: The Value of Your Attention

Session 1: Child-Centered Time

Expanded developmental focus

Effect of screen time on child-centered time

Using child-centered time and descriptive commenting with infants and older children



Unit 1: The Value of Your Attention

Session 2: Family Routines & Traditions

More emphasis on routines at home

Group activity & practice assignment

Evening routine chart

Morning routine chart

Group Activity Handout
Evening & Morning Routines

Evening Routine
















- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Morning Routine

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

UNIT 1, SESSION 2 Family Routines & Traditions

Group Activity Handout
Morning Routine/La Rutina en la Mañana

 <p>Put lunch in bag Meter lonche en la mochila.</p>	 <p>Pack lunch Empacar lonche</p>	
 <p>Get dressed Vestirse</p>	 <p>Eat breakfast Desayunar</p>	
 <p>Hug child before goodbye Despedirse De su niño/(a).</p>	 <p>Take a bath/shower Bañarse</p>	
 <p>Bring a healthy snack Empacar merienda saludable</p>	 <p>Wash face Lavarse la cara.</p>	
 <p>Brush/ comb hair Sepillar el cabello.</p>	 <p>Go to the bathroom Ir al baño.</p>	

Unit 1: The Value of Your Attention

Session 3: Praise & Encouragement

More emphasis, guidance
on praising adults in
parent's life

Praise for hard work





Unit 1: The Value of Your Attention

Session 4: Using Rewards for Challenging Behaviors

More content on helping parents who struggle with using rewards

Unit 2: Using Your Authority Wisely

Session 5: Say What You Mean & Mean What You Say

***Effective* instructions**

Do statements

Warning statements

Commands used to describe *ineffective/unclear* instructions

Question commands

Chain commands

Don't commands

Begging commands



Unit 2: Using Your Authority Wisely

Session 6: Setting Limits & Teaching Responsibility

More emphasis on using strategies for teaching responsibility

Simplified terminology

- Natural *if/then* statements
- Logical *if/then* statements
- When/then statements = "win/wins"



Unit 2: Using Your Authority Wisely

Session 7: Ignore & Distract

More developmental guidance

Sharing

Sibling rivalry



Unit 2: Using Your Authority Wisely

Session 8: Using Time-Outs

8 Keys to Effective Discipline

1. Discipline is tied to a specific behavior
2. **Discipline is safe and age appropriate**
3. Discipline is predictable
4. Discipline is controlled
5. Discipline without rage
6. Discipline without humiliation
7. Discipline has a positive ending
8. Children know they are loved even though the misbehavior is not



Unit 3: Managing Your Stress

Session 9: Reducing Stress

Focus on parents who have experienced adversity and trauma

Group leader guidance on supporting parents who have experienced adversity and trauma

Mindfulness-based strategies

Guidance on reframing



Unit 3: Managing Your Stress

Session 10: Problem-Solving

Group activities + guidance on effective ways to frame problems

New problem-solving scenario on bullying

Unit 4: Sticking with the Program
Sessions 11 and 12

**SESSION 11: PUTTING IT
ALL TOGETHER**

26 "review" videos

Preparation for weekly groups
ending

**SESSION 12: BOOSTER &
CELEBRATION**

Celebrating parents' achievements

Parents supporting one another after
group has ended

Coming Soon

Chicago Parent Program Implementation Guide

Available on our website for all trained CPP group leaders

Includes step-by-step implementation support

- Agency readiness + budget planner
- Logistical support
- Standardized handouts and recruitment materials
- Planning for sustainability

Step 1

Prepare for each session.

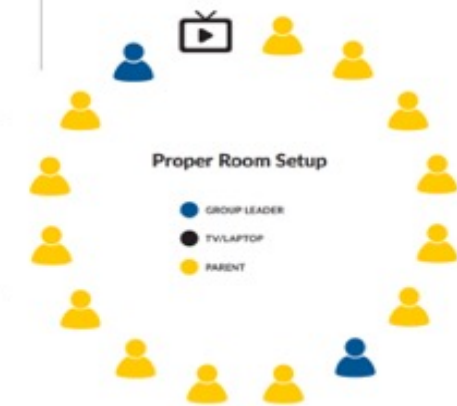
There are two important preparations for each session. The first is for group leaders to **review the CPP Group Leader Manual** to ensure they're prepared for the material covered in a session. The second is to prepare the physical environment for the session.

As group leaders review the session material, they should be sure it is clear who will be responsible for what jobs during the session (review the list of roles and responsibilities you created in Phase 2, Step 3). This is also a good time to send reminders about when parent groups are being held (i.e. phone calls and text messages to parents and reminders to teachers so they can reinforce dates). Finally, don't forget to prepare the parent incentive (if one is being offered).


Next, group leaders should make sure the videos and equipment work, cue up the videos, and prepare handouts. Handouts can be found in the CPP Group Leader Manual, downloaded from the [CPP website](#), or purchased in bulk from the [CPP website](#). Handouts typically include:

- Agendas
- Summary of Important Points
- Weekly Handouts
- Practice Assignments
- Practice Checklists
- Weekly Parent Group Surveys
- End of Program Evaluation (Session 11 only)

Next is room preparation. Plan to spend approximately 30 minutes preparing the room. First, group leaders should confirm that a room is available that will comfortably fit all parents and group leaders. Once group leaders have access to the room, they should begin to set it up as follows (see figure): the furniture should be set up in a circle or a square with everyone on the same level, able to see each other. One group leader should be at a place in the formation with a laptop or video next to them. The other group leader should be in another spot in the formation, separated from the first group leader. Group leaders should also make sure that Ground Rules are clearly written down on a large paper and are posted in the room.



Upgrading to the Chicago Parent Program 3rd Edition

- ❖ **Trained group leaders** DO NOT need to attend Group Leader Training again.
- ❖ **Certified group leaders** DO NOT need to be re-certified.
- ❖ All Group Leader Training now tailored to the CPP 3rd edition
- ❖ To upgrade to the CPP 3rd edition
 - ❖ Email us at CPPinfo@chicagoparentprogram.org or fill out the order form on the website
 - ❖ For updated pricing, scan here or visit our website 
- ❖ The CPP 3rd edition will be available in Spanish later in 2021.

SCAN ME





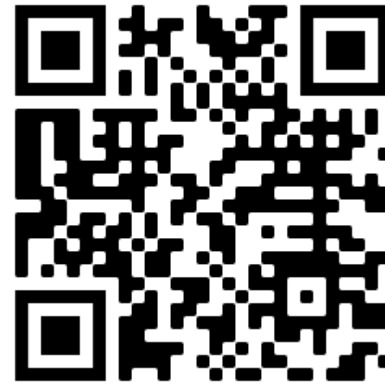
CONTACT US!

EMAIL: CPPinfo@chicagoparentprogram.org

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