

Choosing Good Friends & Monitoring Activities



Strengthening Families
Program by Dr. Karol Kumpfer



FAMILY GOALS:

1. Discuss “What Makes a Good Friend” handout and how to help your kids’ friends stay out of trouble.
2. Discuss and role-play friendship skills.
3. Get to know kids’ friends and their parents.
 - a) Share no-A.T.O.D. rules with other parents.
 - b) Plan fun, no-A.T.O.D. activities for kids.
 - c) Discuss ways to monitor kids to ensure they stay in an alcohol-free social environment.

FAMILY FUN:

Invite parents of your kids’ friends to a multi-family get-together and discuss ideas for alcohol-free fun.

- **Monitoring is an important part of decreasing A.T.O.D. (Alcohol, Tobacco, and Other Drug) use**
- **Help kids identify, choose, and become a good friends**
- **Plan fun, alcohol-free activities with friends**



Assess Your Child's Risk for A.T.O.D. Use

Evaluate your child's risk of using Alcohol, Tobacco, or Other Drugs

Whether kids use A.T.O.D. depends on life factors that protect or put them at risk. Evaluate "Risk and Protective Factors" for each child, and write the number of the risks you find. Create an "Action Plan" to reduce the risks and increase the protections. Review "Family Protective Strategies" for ideas.

PUTS YOUR CHILD AT RISK:	PROTECTS YOUR CHILD:	EVALUATION OF YOUR CHILD:			
<p>PERSONAL:</p> <ul style="list-style-type: none"> 1) Difficult temperament from age 2-3 2) Impulsive; hyperactive, on edge 3) Thrill seeking, risk-taking 4) Low self-esteem or depression 5) Attitudes favorable to A.T.O.D. use <p>FAMILY:</p> <ul style="list-style-type: none"> 6) Lack of love and nurturing; neglect 7) Chaotic, poorly managed home life 8) Harsh discipline; or lax discipline 9) Hostile parent-child conflicts 10) Insufficient parental monitoring 11) Teenage mother 12) Parent who abuses A.T.O.D. <p>PEERS:</p> <ul style="list-style-type: none"> 13) Friends who use/ approve A.T.O.D. 14) Peer rejection 15) Poor social skills <p>SCHOOL:</p> <ul style="list-style-type: none"> 16) Poor school performance 17) Aggressive classroom behavior 18) Low commitment to school <p>COMMUNITY:</p> <ul style="list-style-type: none"> 19) Frequent moves/ changing school 20) Bar density-easy access to A.T.O.D. 21) Poverty 	<p>PERSONAL:</p> <ul style="list-style-type: none"> 1) Social skills to respect authority 2) Self-control; can delay gratification 3) Opportunity for positive involvement 4) Positive sense of self 5) Pro-social beliefs, norms and values <p>FAMILY:</p> <ul style="list-style-type: none"> 6) Strong, loving parent-child bonds 7) Functional, well-managed home 8) Mild, consistent discipline 9) Clear rules against A.T.O.D. use 10) Monitoring child's activities & peers 11) High expectations; involved parent 12) Parents set a good A.T.O.D. example <p>PEERS:</p> <ul style="list-style-type: none"> 13) Peers disapprove of A.T.O.D. use 14) Positive social opportunities 15) Well-developed social skills <p>SCHOOL:</p> <ul style="list-style-type: none"> 16) School attendance and success 17) Participation in school activities 18) Caring support of teachers & staff <p>COMMUNITY:</p> <ul style="list-style-type: none"> 19) Opportunities for participation 20) Decrease A.T.O.D. accessibility 21) Strong bonds with religious organization 	NAME:	# OF EACH RISK:		

ACTION PLAN TO PROTECT MY CHILDREN FROM ADDICTION:	
CHILD:	THINGS TO DO TO REDUCE RISKS AND INCREASE PROTECTIONS



Making and Becoming a Good Friend

Use “mindfulness” in choosing and being a positive friend

The biggest risk factor in whether kids drink, use drugs, or participate in anti-social behavior is whether their friends do. That’s why it is so important for kids to be “mindful” in choosing good friends who will encourage them to be their best self. It’s also important to be a good friend: to be kind, accepting of others, and a good influence. Even with for kids who have good friends, it is important for parents to monitor their activities—even the online games they play. When kids play violent video games, or games promoting anti-social behavior, it programs their brain for negative behavior. In one study, kids with the highest video game usage had higher alcohol and drug use. When kids help their friends stay away from alcohol, drugs, and anti-social behavior (behavior that would harm self or community), they’re not just being a good friend; they’re making a positive difference in the world.

Have your kids rate themselves and their friends [0-to-3] for each quality below to find out (a) what kind of a friend they are, and (b) what kind of friends they have. Help them identify personal friendship skills that need to be developed and choose a few to work on. If current friends don’t rank high as a positive influence, help them find new ones. If you hear of, or notice, your child being mean to others, put a stop to it immediately. It harms character and puts other kids at risk.

Me	Friend	Quality (rank 0-3)
		Friendly
		Is humble; doesn’t brag
		Includes you in a group
		Accepts you like you are
		Stands up for you if others talk about you
		Is pleased, compliments you when you do well
		Treats you kindly
		Cares about others
		Listens when you have a problem
		Doesn’t gossip
		Generous
		Cares about others’ feelings
		Stays away from gangs
		Encourages you to do your best
		Respects people who are different
		Respects your values
		Stands up for weak/disadvantaged kids
		Patient, easy going, has a sense of humor
		Peacemaker
		Helps you stay out of trouble

Me	Friend	Quality (rank 0-3)
		Snobbish
		Braggs, feels superior
		Leaves you out
		Sometimes makes fun of you
		Talks behind your back
		Is jealous when you do well
		Is sometimes mean to you
		Is mean or cruel to others
		Minimizes your problems
		Gossips
		Stingy
		Self-centered; puts people down
		Gang member
		Asks you to do anti-social things
		Disrespects those who are different
		Calls you a wimp if you say “no”
		Bullies kids, expects you to join in
		Hot-tempered; gets angry easily
		Gets in fights; holds grudges
		Asks you to do illegal things: drinking, drugs, cheating, stealing, promiscuity

Friendship Skills to Develop

Books on making friends:

1. *Emotional Intelligence 2.0*, Travis Bradberry and Jean Greaves
2. *Nobody Likes Me, Everybody Hates Me—The Top 25 Friendship Problems and How to Solve Them*, Michele Borba
3. *A Good Friend: How to Make One and How to Be One*, from Boys Town Press
4. *Say Goodbye to Being Shy*, Richard Brozovich, Ph.D. and Linda Chase

HOW TO MAKE NEW FRIENDS:

1. Respect yourself; value your own unique worth.
2. Care about and respect others.
3. Act friendly & confident, even when you’re scared.
4. Learn and practice conversation skills.
5. Go where you can meet new people.
6. Look for kids who have your same likes and values.
7. Stand near kids you want to meet; notice their actions; look for things to compliment.
8. Introduce yourself to someone in the group; mention the good things you noticed.
9. Ask if you can join the activity. (“Mind if I join...”)
10. After a while, invite them to an activity you host.

Stop Bullying!

Social skills and scripts for the bully, the victim, and the bystander



BULLYING: Attitudes and acts that intend to intimidate, manipulate, mock, belittle, persecute, or take advantage of; usually directed at vulnerable people.

Bullying is anti-social behavior that harms both the bully and the victim. Bullying can leave emotional wounds and psychological scars that harm self-esteem and can last a lifetime. Bullies lack empathy, are deficient in social consciousness, and have immature moral reasoning skills. The psychological “rewards” they perceive from bullying are harmful, and they are more likely to develop anti-social personality disorder as adults. Unless action is taken to correct and train them when they are young, bullies can cause crippling misery to themselves and others—including parents, spouses, and children. Parents need to teach children what bullying is, explain the lasting harms, insist they never engage in it, and teach them how to confront it. We also need to insist that schools adopt an anti-bullying policy that requires parent notification, restitution, and retraining in empathy and moral reasoning skills. The following can help in a bullying situation.

HOW TO STOP BULLYING

1. If you have bullied or mocked others, stop yourself, amid fault, apologize, ask forgiveness, and seek to make amends.
2. Recognize that every human being has a right to and deserves kindness and respect.
3. Bullying or mocking others harms your psyche, creating anti-social brain wiring, which damages your character.
4. People who are different or have disabilities provide you with an opportunity to practice compassion. Appreciate and be kind to them.
5. Remember whatever good or bad you give out in life will come back to you. Choose a good life by being kind.

HOW TO CONFRONT A BULLY

1. Recognize what bullying is and never participate in it.
2. If you see bullying, stand up for the victim. You can try to help the victim get away from the bully (e.g., invite them to join you or make up an excuse for them to leave). Or, you can confront the bully if you feel comfortable with that:
 - a. *“(Insert bully’s name), what you did is bullying. It’s anti-social behavior and we don’t like it. You need to stop.”*
 - b. *“Do you need someone else to tell you how to behave? Come on, stop it. You’re better than that.”*
3. Remember: there are no innocent bystanders. If you laugh or encourage the bully, you’re a bully too.

HOW TO STAND UP TO A BULLY

1. Recognize you have worth as a human being. You have a right to a life free from fear, mocking, persecution, or intimidation.
2. Your first priority is to stay safe. If you feel threatened, avoid contact with your bully, and find an adult.
3. When you are ready to confront your bully, have confident body language and the courage to look him or her in the eye and stand up to bullying. Remain cool and calm.
4. Practice assertive comebacks: “If you want to lower yourself by bullying me, go ahead. But I will report you because it’s wrong to treat people like this.”
5. Don’t fight back with bad behavior or insults. Take a deep breath, use a friendly and assertive voice, and walk away.

OTHER BULLY COMEBACK LINES

1. *“Sorry, your words are meaningless.” Or, “So what?”*
2. *“How does it feel to be a bully?” Or, “Treating people like this makes you happy?”*
3. *“I wonder how long it took you to come up with that line?”*
4. *“Excuse me; you’ve mistaken me for someone who cares what you think.”*
5. *“You’re wasting my time.” Or, “You’re boring me.”*
6. *“How would you feel if someone was treating you this way?”*
7. *“I could feel bad about what you’re saying, but you’re not worth it.”*
8. *“I’m tired of you using me to feel good about yourself.”*
9. *“Did you know that people who bully have poor self-esteem?”*
10. *“I must be pretty important to get this much attention.”*

If you can’t bring yourself to defend a bullying victim or confront the bully, at least don’t watch. Bullies need an audience and will often stop without one.

Monitoring Kids' Activities

An essential skill to prevent youth addiction and delinquent behavior



Monitoring means knowing where your children are, who they are with, what they are doing, when will they be home, and whether there will be alcohol or drugs at the activity. Monitoring is an essential parenting skill to protect kids from using harmful substances or participating in delinquent or anti-social behavior.

Because parents have the legal and moral responsibility to protect their children from harm, they have the inherent right to monitor their children's activities to make sure they stay in an alcohol- and drug-free social environment—regardless of how loudly teens push back.

Monitoring children and teens is essential because the risk-taking part of a teen's brain develops very early in life, and the good judgment, impulse-control part of the part of the brain doesn't finish developing until the early 20's.

Monitoring is easier if you make and adhere to three parenting rules:

1. Set up and enforce a reasonable, healthy curfew, with consequences if they violate curfew.
2. Always ask your children the 5-W questions while they are planning any get-togethers or activities and before they leave the home. Then verify that they are where they said they would be, doing what they said they would do. A good motto is: "Trust—but verify."
3. Talk to the parents of your children's friends to be sure they agree with your "No A.T.O.D." rules and will monitor kid's activities while at their home or under their supervision. Ask them to help plan fun "No-A.T.O.D." activities on a rotating basis.

THE 5-W'S OF MONITORING:

1. **Where** are you going?
2. **Who** are you going with?
3. **What** will you be doing?
4. **When** will you return?
5. **Will** there be alcohol there?



The 5 Cs to Stay Smart and Safe

A smart way to say "no" and still keep your friends



the 5 Cs

1- Caution
Ask questions

2- Cool it

Name the negative behavior and say "no"

3- Change the plan
Suggest a better idea

4- Catch you later
Leave if necessary

5- Call me
Call me if you change your mind

Pro-Social Skills for a Successful Life

How to build friendship skills



Practice these simple friendship skills over and over with your children until they feel comfortable using them in real life.

HOW TO

INTRODUCE YOURSELF

1. Smile and look friendly.
2. Use a casual voice.
3. Say, "Hi, my name is _____. What's yours?"
4. Ask an open-ended question.
5. When leaving say, "It was nice to meet you. See you around."

HOW TO

DEVELOP EMPATHY

1. Recognize the equal worth of every person.
2. Notice the needs of those who are different.
3. Think how that situation would make you feel.
4. Care what happens to others; be kind.
5. If possible, do something about a need or injustice you notice.

HOW TO

GET ALONG WITH OTHERS

1. Recognize that others have equal claim to a good life; respect them as equals.
2. Be unselfish; willingly take turns and share.
3. Feel pleased when others achieve good things.
4. Don't brag or put others down.
5. Find fun activities you can do together.

HOW TO

MAKE CONVERSATION

1. Stand near the person, make eye contact, and smile.
2. Using a pleasant voice, ask an open-ended question.
3. Use "LUV-Listening" to respond.
4. Thank the person for chatting with you.

Mindfulness and Meditation

Increase mental focus, reduce stress, and improve relationships



The Skill of Mindfulness

Mindfulness is the skill of training your brain to focus and become fully and compassionately aware of what is happening to you at the moment. It enables you to have a calm, non-judging attention to the thoughts, feelings, emotions, and situations you encounter. It includes daily purposeful pauses notice to the sights, sounds, smells around you, to live thoughtfully in the present. Mindfulness can decrease stress, fear, and anxiety. It boosts the immune system, and increases gray matter in brain regions linked to learning, focus, memory, emotion regulation, and empathy.

The Skill of Loving-Kindness Meditation

Loving-Kindness Meditation involves pausing to breathe deeply to calm your brain and then focusing on positive outcomes for yourself and others. Decide on two or three good things you need for yourself and then use positive intentions to direct those good things to yourself. In a nine-week study, research showed that Loving-Kindness Meditation increased positive emotions, reduced stress, provided an increased sense of purpose, and a stronger social support in those who practiced it.

HOW TO DEVELOP MINDFULNESS

1. Sit comfortably, with your eyes closed and your back straight.
2. Breathe in through your nose and out through your lips, focusing your attention on your breathing and how your body feels as the breath comes in and out. Do this for 5–10 minutes.
3. If your mind wanders, simply note it, label the thought (“It’s just worrying.”). Don’t dwell on the thought, but let it pass. Then gently bring your attention back to your breathing.
4. Use this technique of focused awareness in other areas of life, like how the water feels on your skin as you shower; what the colors of the trees are as you walk by; and the smell and taste of food as you notice and savor each bite.

Mindful Parenting

- a) Listen with your full attention when you are talking with your children. Seek to understand their feelings and needs.
- b) Carefully notice your child’s traits and attributes and cultivate a non-judgmental, compassionate, accepting attitude towards them, while still providing clear standards.
- c) Mindfully develop compassion for yourself and your child.
- d) Notice and name your emotions and your child’s emotions during difficult interactions. (“You’re probably feeling frustrated.”)
- e) Pause to choose the best response by repeating this phrase to yourself: “Stop. Be calm. Be present.”*

HOW TO DO LOVING-KINDNESS MEDITATION

STEP 1: Sit quietly, eyes closed, back straight.

STEP 2: Take several deep breaths through your nose and exhale through your mouth, focusing all your attention on the body sensations of breathing.

STEP 3: Focus your thoughts on a desire to be happy and well and imagine happiness and well-being are coming to you. As you breathe, mentally repeat 3 phrases like: “May I be healthy and strong. May I be happy. May I be peaceful.” As you inhale, visualize your body filling with wellness, happiness, vitality, and goodness. As you exhale, visualize distress, suffering, and negativity leaving. If your mind wanders, gently bring it back to your breathing.

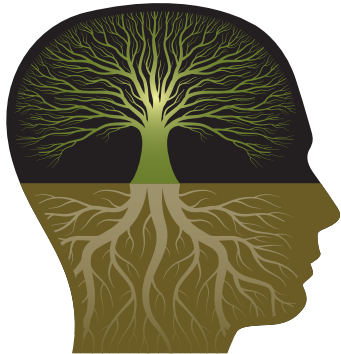
STEP 4: Focus on a person you feel thankful for, or who has helped you, and send vitality to him or her. As you exhale, visualize sending this person your happiness, vitality, good fortune, health, and goodness. If he or she is suffering, ill, or having difficulty, imagine they are well or full of joy.

STEP 5: Repeat STEP 4, but this time focus on a neutral person, or someone with whom you are having difficulty.

STEP 6: Focus on the suffering in the world and send vitality. On an exhale, visualize sending happiness and goodness into the universe, saying something like: “May all being be happy and full of goodness.”

Role-Play Slips

Learning by doing



WHAT: Role-playing is a form of kinesthetic learning—learning that takes place doing a physical activity, rather than listening to a lecture or watching a demonstration. It helps wire new behaviors into the brain.

HOW: Two family members pick a “situation” slip and pretend to be those persons—portraying what they would actually do in that particular situation if they were those people using the newly learned skills. Start out with our easy slips, and then write your own role-play slips featuring your family situations. After kids practice role-playing the skill, observe how they do in real life. If they have trouble with the skill, it means they need an “Attitude-Switch” (to believe the skill benefits them), more role-play sessions using “Positive Practice” and rewards, and consistent negative consequences when they don’t. (See Lessons 3, 4, and 7.) Using the “Social Skill Cards,” make up your own solutions.

SKILL: Get to Know Other Parents	SKILL:	SKILL:
<p>PARENT: You want to get to know your kid’s friends’ parents. He doesn’t want you to, for fear you will embarrass him. What do you say using “LUV-Listening” and “I-Messages?”</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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