

APPENDIX II: OVERHEADS

OVERHEAD # 1

**British Columbia Foster Care
Education Program**

**CARING FOR CHILDREN:
GUIDING BEHAVIOUR OF
CHILDREN AND YOUTH**

(6 Hours)

Ministry of Children and Family Development

July 2002

OVERHEAD #2

LEARNING OUTCOMES

The caregiver can:

1. identify and explore her own beliefs, values, ethics, and parenting styles in relation to guiding the behaviour of children and youth.
2. describe possible ways to make sense of the behaviour of children and youth.
3. describe the major elements of positive parenting.
4. describe elements necessary for an effective caregiving environment.
5. describe how to support the development of positive self-esteem and pro-social behaviour in children and youth.
6. describe how anger and aggression develop in children and youth and articulate strategies for helping children and youth manage these feelings and behaviours.

APPENDIX II: OVERHEADS

OVERHEAD #4 PARTICIPATION GUIDELINES

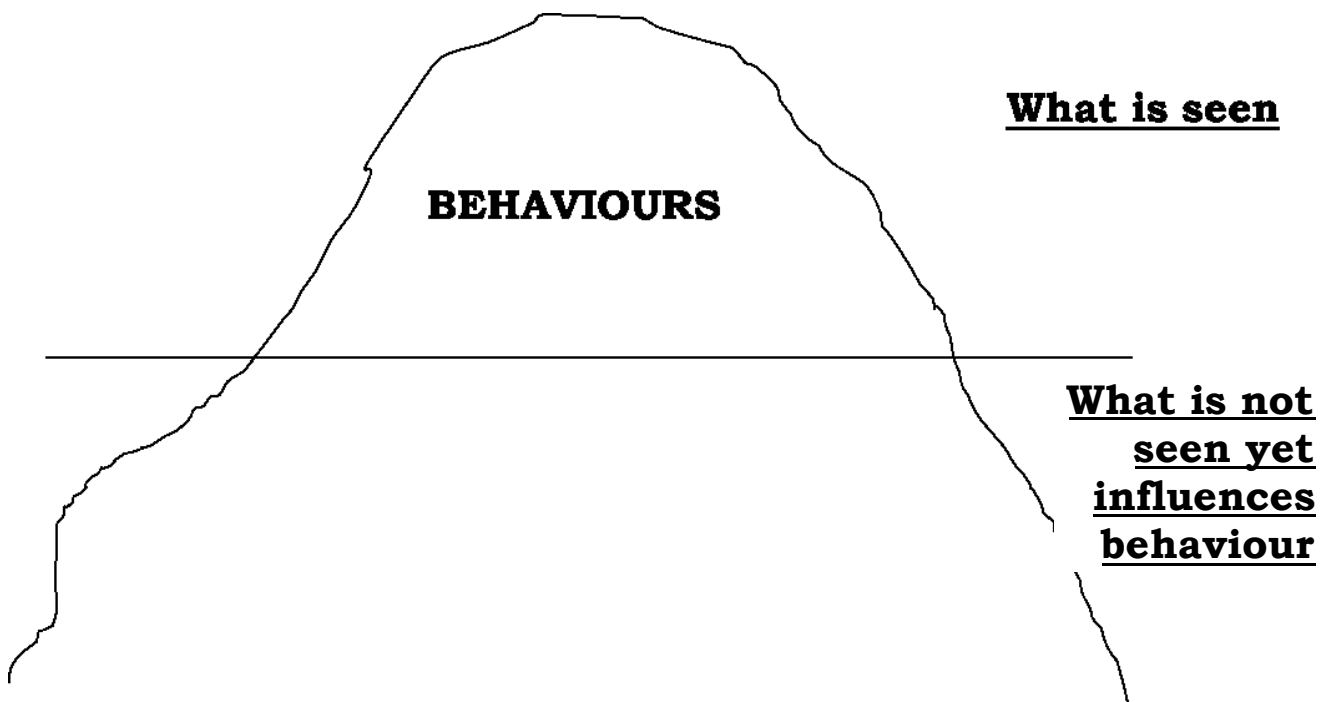
HONESTY

RESPECT

CONFIDENTIALITY

APPENDIX II: OVERHEADS

OVERHEAD #5 BELIEFS, VALUES, AND ETHICS



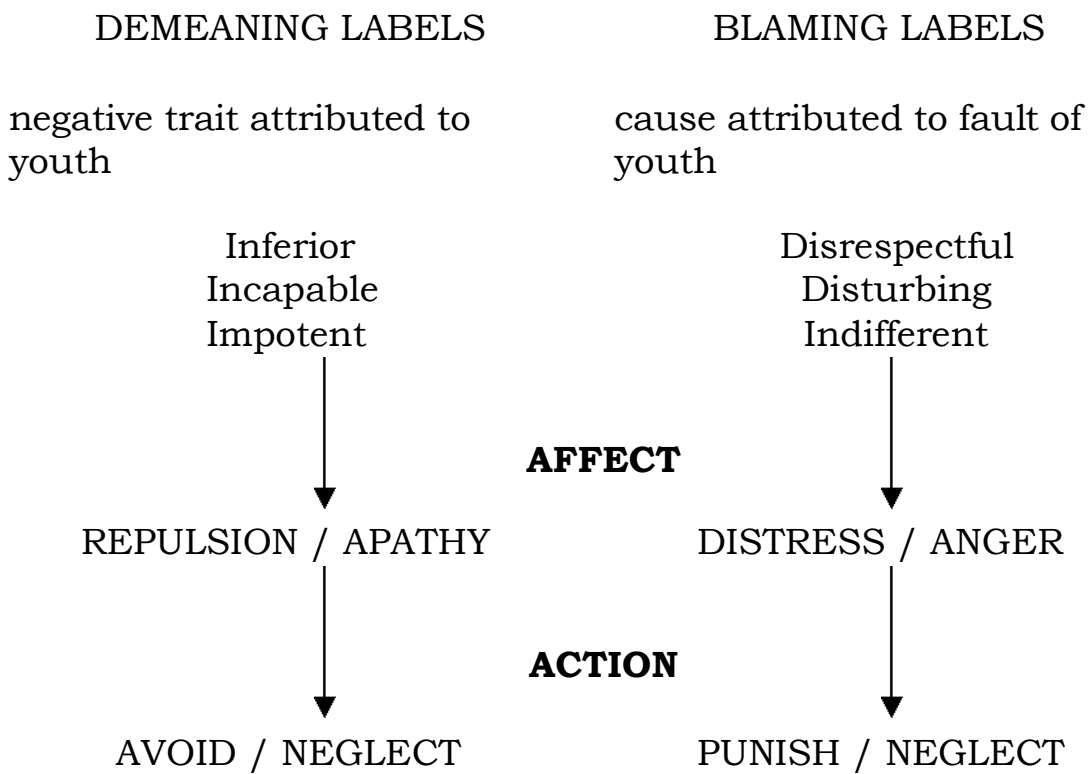
BELIEFS - what you hold to be true

VALUES - what is important to you

ETHICS - the rules or standards you operate by

OVERHEAD #6

**IMPACT OF NEGATIVE PERSONAL THEORIES
OF BEHAVIOUR COGNITION**

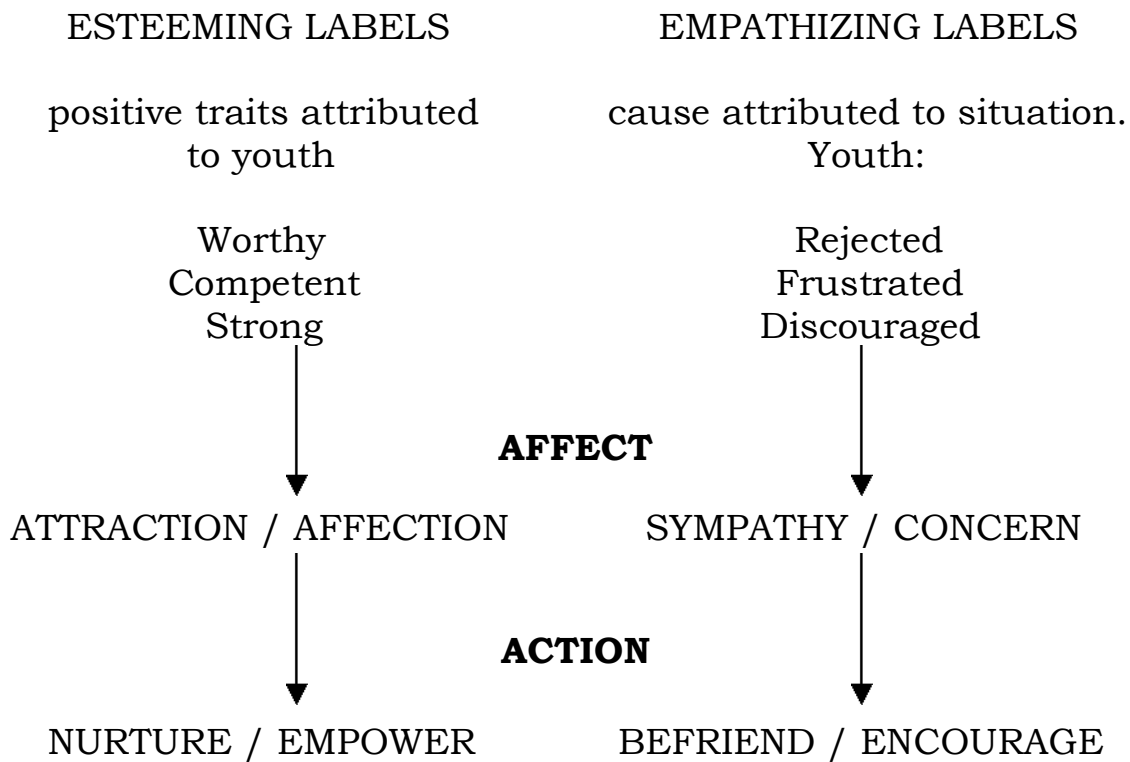


Brendtro, L. et al (1990). Reclaiming Youth at Risk. Bloomington, IN: National Educational Service. Permission pending

OVERHEAD #7

**IMPACT OF POSITIVE PERSONAL
THEORIES OF BEHAVIOUR**

COGNITION



Brendtro, L. et al (1990). Reclaiming Youth at Risk. Bloomington, IN:
National Educational Service. Permission pending

OVERHEAD #8

THE ROLE AND GOALS OF POSITIVE PARENTING

Role of positive parenting:

To model and guide children as they grow and develop in their ability to self-discipline

Goals:

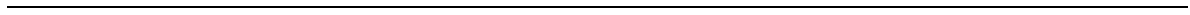
To assist child to learn responsibility and self-control

To model appropriate ways of behaving

OVERHEAD #9

A GOOD PLACE TO BE

looks like	sounds like



OVERHEAD #10

SELF-IMAGE, SELF-CONCEPT, AND SELF-ESTEEM

Self -image: what you see and feel when you look in the mirror. The image you think others perceive when they see you.

Self-concept: what you believe you possess in terms of skills, talents, gifts, character abilities, and strengths.

Self-esteem: how much you prize or despise aspects of your self-concept

Healthy self-concept includes awareness that each attribute is developing and that each will have limits.

Self-esteem is a personal evaluation or judgment that may be faulty or accurate resulting in the eventual feelings and perceptions you hold about your right to exist and express yourself with confidence.

Improving self-esteem means learning ways to more fairly appraise your potential. It usually results in more positive feelings about yourself.

The Role of the Caregiver

Children need support from others to develop a belief in themselves that they are worthy and capable. By supporting them and encouraging the development of life skills, caregivers can nurture self-esteem.

Caregivers can:

- provide positive feedback
- be involved in the child's life
- communicate in ways that promote clear communication and problem solving rather than blame and putdowns, really listening to children
- accept the child for who he is
- support the child by using challenges or mistakes as learning opportunities
- support the child to recognize that he is responsible for successes
- support the child to develop the talents he has
- attribute positive behaviours to the child's actions and not the medication he may be taking

Adapted from Bloomquist, M. (1996). Skills Training for Children with Behavioural Disorders. New York, NY: Guilford Press.

OVERHEAD # 11

COACHING STRATEGIES WHEN AGGRESSION IS AN ISSUE

Coach the child in early identification of feelings of frustration and/or situations where the child will likely feel frustrated. (i.e. before the situation arises).

Coach the child in ways to handle frustration.

Coach the child to accept responsibility for actions.
