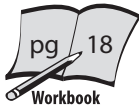


Sometimes, ownership of (and responsibility for) a problem might be shared by the parent and the child. In these cases, the parent provides both discipline *and* support.



The full Problem-Handling Model is shown on page 58 of your *Parent's Guide*.

Let's watch a video that will help clarify the concept of problem ownership further.



We're going to do an activity with this video. Please turn to page 18 in your *Workbook*, where you will see a chart with the heading, "Video Practice: Who Owns the Problem?" After each video segment, I'm going to pause the video and ask you who you think owns the problem and why. Then I'll give you time to write your answers in the chart.

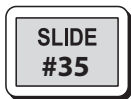


## Video #2

### Who Owns the Problem?

(Total Length 4:45)

Begin the video, pausing it when prompted.



**Who Owns the Problem?**

- Who is the problem behavior directly affecting?
- Does the problem involve health, safety, or family values?
- Is the problem one that you can reasonably expect your child to solve?

Leader's Guide: page 71 SLIDE # 35

Using these three questions as your guide, let's fill in the first row of the chart in your *Workbook*.

After each of the following questions, allow parents time to write their answers. Then briefly discuss the answer as a group.



**Who do you think owns this problem, Laura or Daniel, and why? Please write your answer in the chart.**

- Daniel, because the problem is directly affecting him. He is being teased.

## VIII. Family Enrichment Activity: “Catch ‘em Being Good” (5 minutes: \_\_\_\_ to \_\_\_\_)

Now, it’s time to see what Dr. Popkin has for our family enrichment activity for this session.



Video #10

Family Enrichment Activity: “Catch ‘em Being Good”

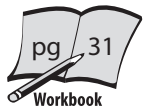
(2:17)

I want to underscore what Dr. Popkin said about the importance of encouraging children when they are doing well, especially after you have corrected their misbehavior and they have made an effort to improve.



Will everyone look for opportunities to “catch your kids being good” this week? Great! We’ll talk about your experience with this at next session’s Share & Tell.

## IX. Home Activities (3 minutes: \_\_\_\_ to \_\_\_\_)



Your home activities for this week are listed on page 31 of your *Workbook*.

Note: The labels “Session 3A” and “Session 3B” in the list below are notations for 12-week courses. For 6-week courses, assign all of the home activities in the list.

### Session 3 Home Activities

1. Read Chapter 4 in your *Parent’s Guide*.  
(12-WEEK COURSE: Session 3A, read to page 149  
Session 3B, read to page 167)
2. Practice using your three basic discipline skills: polite requests, “I” messages and firm reminders. Complete the guide sheet on page 32 of your *Workbook*.

**12-**  
**WEEK**  
COURSE

SESSION 3A

# Topic

# Activity

# Video



## Session 5A

REVIEW (2 minutes)

II

SHARE & TELL (15 minutes)

III

THE PARENT-CHILD CYCLE  
(8 minutes)

1. The Anatomy of a Power Struggle (4:00)

IV

THE FOUR GOALS OF BEHAVIOR (35 minutes)  
*The Goal of Belonging*  
*The Goal of Power*  
*The FLAC Method*

The Two-Hand Push

2. The Four Goals: Belonging—Negative (3:59)
3. The Four Goals: Belonging—Positive (1:34)
4. The Four Goals: Power—Negative (1:22)
5. The Four Goals: Power—Positive (2:50)
6. Using the FLAC Method to Reduce Flack (3:31)

**BREAK** (10 minutes)



## Session 5B

(CONTINUED) (32 minutes)  
*The Goal of Protection*  
*The Goal of Withdrawal*

The Four Goals (Optional)

7. The Four Goals: Protection—Negative (2:02)
8. The Four Goals: Protection—Positive (2:10)
9. The Four Goals: Withdrawal—Negative (1:45)
10. The Four Goals: Withdrawal—Positive (2:46)

V

HANDLING ANGER (15 minutes)  
*Using Anger Positively*  
*Helping Your Child Use Anger Positively*

VI

FAMILY MEETING: PROBLEM SOLVING WITH FLAC (4 minutes)

VII

FAMILY ENRICHMENT ACTIVITY: TEACHING SKILLS (7 minutes)

11. Family Enrichment Activity: Teaching Skills (5:35)

VIII

HOME ACTIVITIES (2 minutes)