



STOP
Online Guidelines
Session 4

These Guidelines are **ONLY** to be implemented and undertaken by professionals who have undertaken and completed the STOP programme 3-day training.

For more information on the STOP training please e-mail Jeannie Gordon at Jeannie.gordon@theministryofparenting.com or Debbie Barnes at debbi.barnes@theministryofparenting.com

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Session 4 -praise and encouragement

Pre group

- Have session 4 PowerPoint uploaded onto your desktop (agenda only)
- Have YouTube clips uploaded or accessible via internet on your desktop
- Home Challenge, Praise and Praise Help handouts ready to email post group

Plan overview

Topic	Platform	Attachments
Introductions and rules reminder	Word files	Group online rules document
Agenda	PowerPoint	Session 4 PowerPoint
Feedback and group check in	Online Whiteboard Break out rooms	
Praise Warm up	Internet	YouTube clip https://www.youtube.com/watch?v=z9aUseggCiY
Pairs practice	B Online Whiteboard Break out rooms	
Giving it extra weight	Online Whiteboard	
Taking praise away	Online Whiteboard	
Home tasks		Home Challenge
Handouts	Email to parents post session	Home Challenge, Praise and Praise Help

Session 5 in more detail

Introductions and rules reminder

Reminder of the online housekeeping and group manners or group agreement – show group rules file.

Agenda

Show the PowerPoint slide of the agenda and explain agenda for the session.

Feedback

Either in two breakout room groups or as a whole group depending on the group size and dynamic ask the parents to feedback on their thoughts from the last session and undertaking the message given effective responses (interactive form).

Praise Warm up

Group leader to explain to the parents that they will show a short clip (Selective Attention Test 2.0 <https://www.youtube.com/watch?v=z9aUsegqCiY>).

Parents to follow the clip instructions. Afterward discuss with the parents how often we “miss” the good and fun stuff when lives are very full and stressed.

Pairs practice

Explain to the parents that they are having a quick practice in pairs. To make this more comfortable each pair will do a practice in a breakout room. Explain that when they go into the breakout room the parents should turn to the other person and give them a genuine praise. Put the parents into breakout rooms in pairs. After a few minutes return the parents to the whole group and ask if they were able to give a genuine praise how did it feel to give the praise and how did it feel to accept the praise. Have an open discussion about how uncomfortable praise can be and how we model rejecting praise e.g. *your hair looks nice . . . oh I just washed it this morning!* Have a short discussion on how this may feel for their young people. List the barriers to self-esteem for young people today on the whiteboard. i.e. social media

Giving it extra weight

Explain how detailing praise will give the praise more meaning and have a greater effect.

Role play

Option 1

If facilitators are in the same room when delivering the STOP online, then Facilitators to Role-Play the Essex ‘wiggle’ as stated in the STOP manual. The role play is between the group leader and the co-leader i.e. one is the person who just got ready and the other the person waiting.

Post role play lead into a discussion on the importance of not taking away praise

Option 2

If facilitators are in separate rooms when delivering the STOP online. Facilitators to Role-Play the following scene

Group leader states that he/she has been working really hard at work, taking on extra responsibility, hours and studying. He/she is so excited because they have just heard that all the hard work has paid off as they have been given a promotion. He/she had planned to ring

their best friend at 5 pm that day but was delayed because of the promotion. It is now 6 pm and they ring their best friend

Group leader (pretends to ring co leader, voice tone very excited) “Hi .. guess what I got the promotion!!!!

Co- Leader (pretends to answer group leader, voice tone very flat) “You were going to ring me at 5 pm!”

Group leader to pause the role play and ask how they thought the person who got the promotion felt?

Group will reflect on there was no praise

Facilitators to re play the roleplay but with a non-detailed praise.

Group leader (pretends to ring co leader, voice tone very excited) “Hi .. guess what I got the promotion!!!!

Co- Leader (pretends to answer group leader, voice tone very flat) “that’s nice”

Group leader to pause the role play and ask how they thought the person who got the promotion felt?

Group will reflect that there was not any detail etc

Facilitators to re play the roleplay but with a detailed praise.

Group leader (pretends to ring co leader, voice tone very excited) “Hi .. guess what I got the promotion!!!!

Co- Leader (pretends to answer group leader) “wow, you worked really hard for that and I like the way they have acknowledged the extra hours and study you put in”

Group leader to pause the role play and ask how they thought the person who got the promotion felt

Group will reflect that there was more detail etc

Have a short discussion on how the parents can give detailed praise to their young people. this may feel for their young people. List the good ideas on the whiteboard.

Group leaders’ considerations: Highlight how difficult it may be for a young person to hear any praise if their self-esteem is very low: therefore, praise needs to be genuine, often, and personal. For that reason, the wording and timing of the praise statements is very important, i.e. do not leave it too long and do not deliver it in front of others. Also, the use of non-verbal praise can be effective e.g. cards, notelets, small rewards, texts, e-mail, personal gestures, etc.

Taking praise away

Facilitators to re play the roleplay but this time take the praise away.

Group leader (pretends to ring co leader, voice tone very excited) “Hi .. guess what I got the promotion!!!!

Co- Leader (pretends to answer group leader) “wow, you worked really hard for that BUT you are an hour late in ringing me.

Group leader to pause the role play and ask how they thought the person who got the promotion felt. Group discussion on the importance of not taking away praise how it felt, etc.

In the whole group have an open discussion about how uncomfortable it is to self-praise. Highlight the importance of modelling self-praise.

Home task

Home Challenge in the STOP manual

Handouts to email to parents post session

Home Challenge

Praise

Praise Help

Evaluation of the session

Email the weekly group evaluation form to the parents to complete