

Butterfly Parent Training

Welcome and Introductions

The role of the parent advisor, role modellers and Butterfly Teacher

Butterfly Centre Day

The pyramid

Ice- breakers

Domestic & Practical Items

Use of the Training Files

The Aims of the Training

Proposed Contents of the Training

Ice breaker

Relationships

Relationship styles within the group

Ground rules

Parent Expectations

The Role of the Parent Advisor

- ❖ To assist in completing all initial parent assessments prior to children being accepted on the programme

- ❖ Deliver the parent training and role model the use of the Butterfly strategies

- ❖ Empower the parents to affect change in their own behaviour

- ❖ Carry out fortnightly home visits, alternating with the role modellers, to support the parents implementing the Butterfly strategies

- ❖ To support the role modellers with concerns regarding home visits

- ❖ To provide advice and information to parents on other issues and refer to other agencies as appropriate

- ❖ To share information with other professionals as required

The Role-Modellers

- ❖ Role model use of Butterfly strategies and approaches
 - language, non-verbals
 - token systems
 - use of rewards

- ❖ Support and empower the school staff in the use of the Butterfly strategies

- ❖ Help to build up the confidence and self-esteem of the nominated child by "catching him/her being good"

- ❖ Use the strategies with all the children in the class, so that they are all recognised for doing the right thing.

- ❖ Work with all groups of children to get them on task, then go into 'floating mode' for the rest of the class.

- ❖ Carry out weekly home visits and support the parents in the use of the Butterfly strategies

- ❖ Liaise between home and school

The Role of the Butterfly Teacher

- ❖ To liaise with class teachers and role modellers in school. To support and advise class teachers, monitor children's progress and discuss issues arising between visits

- ❖ To run the centre classroom

- ❖ To make an initial visit to the class after teacher induction and the nominated child's first centre visit, to launch the token system with the whole class

- ❖ To make regular visits to schools - relaxation, circle time, work on social skills, Jabadao etc. Giving opportunities for teachers to step back and observe their own classes

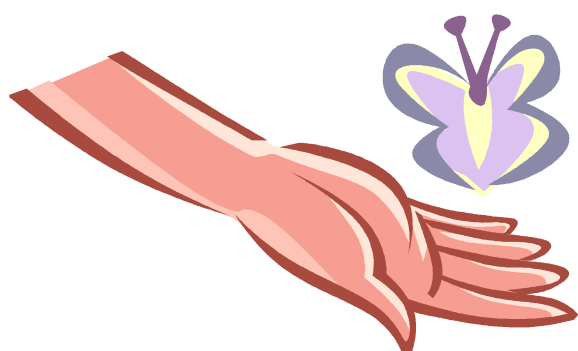
- ❖ To arrange regular discussion with class teachers to monitor the introduction of the token system, language and other strategies

- ❖ To attend staff meetings with the role-modeller to inform staff of the appropriate strategies being used

- ❖ In consultation with teachers, to set individual targets, linked to IEPs or IBPs if appropriate

SESSION 1

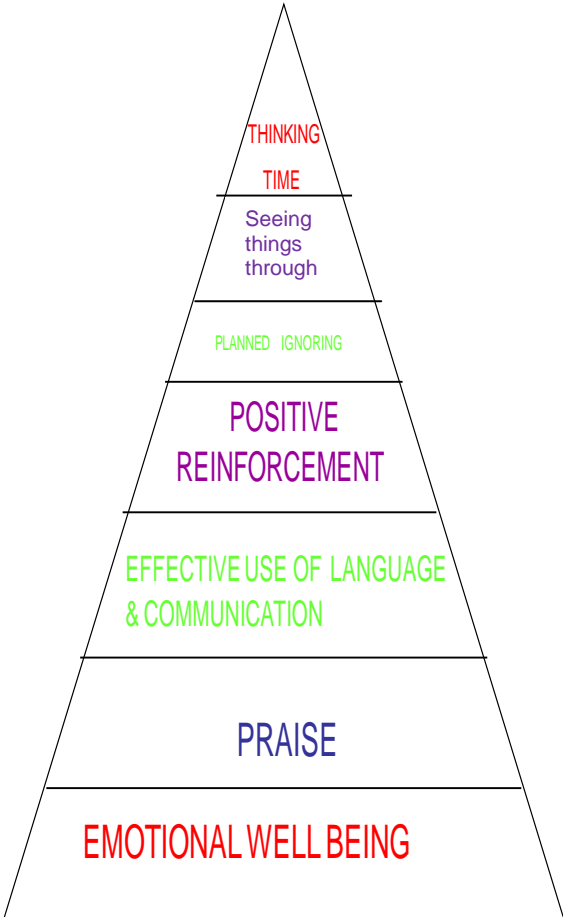
- ❖ To deliver whole school INSET and training courses for Lunchtime Supervisors
- ❖ To arrange update meetings around Week 5. Informal meetings with parents, child, class teacher and Butterfly staff, to share progress and good news
- ❖ To give continued support to school for 3 terms - High Maintenance for the second term, Low Maintenance for the third term



Butterfly Centre Day

10am	Arrival Drinks Good News
10.30	Visual timetable Quiet time - sharing books Large cushions, music Parent and child activities
11am	Snack - parents and children together
11.30	Parents move to the training room Children complete jobs in classroom
11.45	Outdoor play
12pm	Table activities
12.30	Lunch
1pm	Children complete jobs
1.15	Choosing time
1.45	Outdoor play
2pm	Relaxing with a partner - children and parents
2.15	Good News Cards
2.25	Collect belongings
2.30	Hometime

Butterfly pyramid



The aims of the training

The Butterfly Programme will:

- ❖ help you understand your child's behaviour
- ❖ enable you to build on the positive aspects of behaviour
- ❖ share strategies for promoting good behaviour
- ❖ work in a multi-agency context with teachers and others

How will we do this?

- ❖ By sharing thoughts and ideas
- ❖ By giving you the opportunity to step back and reflect on what is happening in your home and family
- ❖ By exchanging information that you as parents have found useful and helpful in managing children's behaviour
- ❖ By taking away handouts for future reference and sharing with others

“Behaviour noticed is more likely to be repeated”

Proposed Contents of the Training

During the next few weeks we will hope to cover the following topics:

- ❖ The role of parents - what does it feel like?
- ❖ Relationship building and family well being
- ❖ Common management difficulties in children
- ❖ What things are you doing now that are working?
- ❖ What do you like about your child?
- ❖ What things do you want to change?
- ❖ What skills do you need as a parent to bring about change?
- ❖ Child development and expectations
- ❖ Identifying children's needs
- ❖ How children learn
- ❖ The value of praise
- ❖ Catching children being "good"
- ❖ Effective communication
- ❖ Using tangible rewards, including tokens
- ❖ Decreasing difficult behaviours
 - Planned ignoring
 - Seeing things through
 - Thinking time
- ❖ The value of Play - theory & practice
- ❖ Planning for the management of behaviour Routines, diet, sleep, family life, siblings

Relationships

It is important for our emotional well being that we have secure relationships. If we experience secure relationships as a child and through adolescence we are likely to become resilient and able to cope with life's challenges.

Relationships are secure where both parties can enjoy each other's company and feel appreciated and understood. It is important relationships are reciprocal and there is not a dominant or submissive party.

Relationships can fluctuate between secure and insecure, when relationships become insecure with effort from both parties this can be repaired.

Different relationships support us in different ways. Think of the different relationships you have as a child, parent, sibling, friend, colleague and partner and what makes these relationships good.

Styles of Communication

Passive

People avoid expressing their opinions and feelings. These people usually have low self esteem and no self worth.

These people fail to assert themselves and they allow others to put on them.

They often feel anxious, depressed, resentful or confused.

Aggressive

These people express their opinions and feelings without considering the needs of others. They will dominate, humiliate, criticize, blame and attack others.

These people are often verbally and /or physically abusive and can also have a low self esteem. They have a tendency to frequently interrupt and don't listen well.

SESSION 1

Passive Aggressive

These people appear passive but act out anger in a subtle and indirect manner, whilst appearing to cooperate. These people feel powerless and resentful.

They will mutter, use sarcasm and deny there is a problem.

Assertive

These people clearly state their opinions and feelings whilst being considerate of others.

They listen well without interrupting and they show respect for others.

They speak in a calm and clear voice and have a high self esteem.

Parent Expectations

Discuss with a partner:

Why you have come to the group -----

What you hope to gain by attending this group -

What you hope to get from the trainers -----