

# Influencing Your Family Culture

## Section 7



### INTRODUCTION

“Family culture is the manifestation of your priorities - not what you say, not what you wish were true, but what you actually do on a daily basis. You create your family culture with your choices.” - *Lori Pickett*



### INFORMATION

[Distribute this document to all participants to explore prior to this session.](#)



### APPLICATIONS

#### Circle Agenda

##### [Circle Agenda for Section 7, In-Person](#)

Use this agenda if you are leading your group in a session in-person.

##### [Circle Agenda for Section 7, Virtual](#)

Use this agenda if you are leading your group in a session virtually.

#### Handouts to Support Content Covered in Circle Agenda

##### [Model of Influence Reflection Sheet](#)

This version of the Model of Influence Reflection Sheet works best for printing and distributing as a hard copy.

##### [Model of Influence Reflection Sheet as a Fillable PDF](#)

This version of the Model of Influence Reflection Sheet works best for distributing to participants to complete on an electronic device.

# Influencing Your Family Culture

## Section 7



INTRODUCTION

“Family culture is the manifestation of your priorities - not what you say, not what you wish were true, but what you actually do on a daily basis. You create your family culture with your choices.” - *Lori Pickett*



INFORMATION

Supporting each other happens within trusted relationships where expectations and boundaries are both clear and flexible. In this section we will expand on the work we did to identify compassionate boundaries and our desired family culture. We will focus on behaviors and attitudes that generate the culture we choose for our family. Below is a model that outlines how a caregiver influences their child. After each component is a reflective question for you to consider in your role as a caregiver. We will walk through the model as a group during our next caregiver session.

### Model of Influence for Desired Behavior

Knowledge	Will
<p><b>Information:</b> What am I telling my child about this behavior, including expectations and boundaries? Is my communication clear (verbal and non-verbal)?</p>	<p><b>Attitude:</b> Do I believe that my child can do the behavior? How do I convey this attitude to my child with my words and non-verbally?</p>
<p><b>Example:</b> How does my child see me modeling the desired behavior in our family life?</p>	<p><b>Consequences:</b> Do I acknowledge and reward the positive behavior when I see it? How do I let my child experience consequences when appropriate?</p>
<p><b>Experience:</b> What opportunities are there each day for my child to practice the behavior? How can I increase opportunities for success - e.g., are there times and/or situations when it will be easier for my child to practice the behavior?</p>	<p><b>Grace:</b> How do I respond when my child doesn't meet an expectation regarding the behavior? How do I acknowledge the mistake and plan for improvement while sustaining feelings of belonging and being unconditionally loved?</p>

Developed in partnership with:



[compassionresiliencetoolkit.org](http://compassionresiliencetoolkit.org)

### SELF-CARE



### STRATEGIES

#### Strategy for Self-care - STRENGTH - Stress Resilience

In order to offer a non-anxious presence in our family, we need to be able to recognize the times when we cannot! In other words, we need to be able to recognize when we need either a new perspective or a break. Often our bodies let us know. The first question we might ask ourselves is, what am I telling myself about this situation and what is another possible story? Here's a fascinating [TED Talk](#) on making stress our friend.

And, sometimes we really just need a break! It is helpful to have a plan for what we can do and who can assist us in finding a way to take a break. Of course, all of this is successful only if we allow ourselves the vulnerability of needing a break and, if needed, asking for help.

#### Tapping in and out strategy

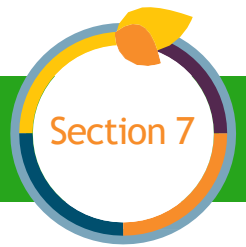
1. Caregivers (and other adults in your family and friend circle) can work together to develop an understanding about how they might help you in your role as a caregiver.
2. For example: If a caregiver can no longer maintain a calm, non-anxious presence with their child who is having behavioral challenges, the caregiver can ask another trusted adult to take over for a short time while they take a break to return to a calmer mindset.
3. The adults can develop a way to communicate when they need to step away from a child.



### WHAT'S NEXT

The last section of our Caregiver Compassion Resilience group will focus on **Wellness and Resilience Strategies: Mind, Spirit, Strength, and Heart**. We will explore specific strategies and how to implement them in our lives.

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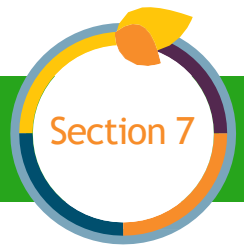
Parent & Caregiver




Circle Agenda

Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Planning</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send out <a href="#">pre-read</a> for Section 7</li> <li><input type="checkbox"/> Prepare materials for Session 7</li> <li><input type="checkbox"/> Write quote on flipchart paper to be hung in the room</li> <li><input type="checkbox"/> Keep the “What are specific behaviors your family exhibits when they are at their best” brainstorm from Session 6 and bring to Session 7. Use this list to plan for this session.</li> </ul>
<p><b>Purpose of Circle</b></p>	<p><b>Today you will:</b></p> <ol style="list-style-type: none"> <li>1. Learn how our expectations, boundaries, and what we model are at the foundation of our family culture.</li> </ol>
<p><b>Time/Materials/Preparation</b></p>	<p><b>Time:</b> 90 minutes</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group agreements</li> <li><input type="checkbox"/> Group values and family goals</li> <li><input type="checkbox"/> Centerpiece</li> <li><input type="checkbox"/> Talking piece</li> <li><input type="checkbox"/> Fidgets</li> <li><input type="checkbox"/> Flipchart paper with Compassion Resilience definition</li> <li><input type="checkbox"/> Markers</li> <li><input type="checkbox"/> Flipchart</li> <li><input type="checkbox"/> Name tags</li> <li><input type="checkbox"/> <b>Handouts:</b> <a href="#">Model of Influence reflection sheet</a></li> </ul>

# Influencing Your Family Culture




Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Time/Materials/Preparation</b></p> 	<p><b>Preparation:</b> Arrange chairs in a circle without furniture in the middle. Hang compassion resilience definition, opening quote, and family at best brainstorm on the wall.</p> <p><b>Facilitator Tip:</b> <i>It is helpful to use a consistent example from the “behaviors your family exhibits when they are at their best” brainstorm from last session when leading the group through the Model of Influence. Pick one or two from last session’s brainstorm to weave throughout the session.</i></p>

<p><b>Opening and Check-in (15 minutes)</b></p>	<p>“The strength of the team is each individual member. The strength of each member is the team.” - Phil Jackson</p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Welcome back! I invite everyone to get into a comfortable position with your eyes closed or looking towards the ground. We are going to take a moment to pause. Take a few slow breaths. <i>(Pause)</i> Name in your mind what you want to let go of to be present in this circle and your personal reason for being here. <i>(Pause for 10 seconds)</i> I invite you to bring your attention back to the circle.</li> </ul> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>(Go-around) Share how you are doing on a scale of 1-5 and what one word or phrase would describe the strength of your family team this past week.</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Last time we were together, we looked at how to use our “nos” to support our “yeses.” Today we will be exploring how through our expectations, boundaries, and modeling, we can influence our family culture.</li> <li>As a reminder, our family goals are in the center of the circle along with the agreements we are working on fulfilling during our time together.</li> </ul>
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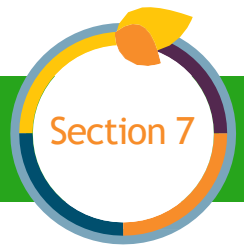
<p><b>Guiding Questions (25 minutes - Explaining the model with application questions throughout)</b></p>	<b>Model of Influence</b>	
	<b>Knowledge</b>	<b>Will</b>
	Information	Attitude
	Example	Consequences
	Experience	Grace





# Influencing Your Family Culture

## Section 7

Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Guiding Questions (25 minutes - Explaining the model with application questions throughout) continued</b></p> 	<p>Pass out <a href="#">Model of Influence Self-Reflection</a> handout to participants.</p> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• When we listed what we wanted our family culture to look like last time we were together, we started the conversation of family agreements, which can help create and maintain our family culture.</li><li>• Today we are going to look at our role as a caregiver to influence the family culture. You can look at how you influence the culture by walking through the six components of this model of influence.</li><li>• This is only one model on how to influence the family culture. Being a model, it has its limitations. We are going to use it today to have conversations about components of our family culture, using examples we generated at our last session.</li><li>• Overview of model - I need my child to understand my expectations (<i>Knowledge Column</i>) and have the will to do it (<i>Will Column</i>).</li></ul> <p><b>Knowledge Column - Building understanding of the behavior</b></p> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• <b>Information</b> - This piece is about what we are communicating to our children through our expectations and boundaries and making sure we are clear in the information we give.</li></ul> <p><b>Ask</b></p> <ul style="list-style-type: none"><li>• At our last session we said (<i>fill in one item from the brainstorm from last session</i>) was one of the things our family was doing when they are at their best. How would we know when our family is (<i>use same item here</i>)?</li></ul> <p><b>Facilitator Tip:</b> For example, if responsive listening was something from our family-at-our-best brainstorm, we would know this was happening when we are not yelling at each other, we are using a calm indoor voice and are giving each other our full attention. It is important for the examples to be specific to illustrate the need for clear expectations. Adding specifics to expectations helps all members of the family be clear about what the expectation includes.</p> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• We are telling people things all the time and we think our words are the biggest impact - they are not. Only 7% of what matters is our words, 38% is how we say it (tone, volume, emotion, pace), 55% is non-verbal (eye contact, posture, gestures, facial expressions).</li><li>• <b>Example</b> - this is all about what our children see us doing, when they listen to us on the phone, see us interacting with other adults, etc.</li></ul>

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Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Guiding Questions (25 minutes - Explaining the model with application questions throughout) continued</b></p>    	<p><b>Ask</b></p> <ul style="list-style-type: none"> <li>(Open mic) How do you model <i>(use the same behavior example used in Information section)</i> in your everyday life?</li> </ul> <p><i>Facilitator Tip: For example, using responsive listening as the behavior, modeling this would include giving our children our full attention when they are speaking to us (not multitasking or looking at our phone, for example) and asking relevant follow-up questions.</i></p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Experience - is about giving our children opportunities to practice, starting with opportunities that are low risk first and working their way up to more challenging experiences.</li> </ul> <p>Share what an example of this would look like given the behavior you have been working with.</p> <p><i>Facilitator Tip: For example, for responsive listening, giving our child a chance to practice this when seated at the dinner table with a friend vs. listening to someone they have conflict with or do not enjoy.</i></p> <p><b>Will Column - Building motivation to do the behavior</b></p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><b>Attitude</b> - To do a behavior, children need to believe they can. Your attitude about their capabilities is important for building their confidence. Do you believe they can do it? What is your projected attitude of whether they can do it?</li> </ul> <p>Share what an example of this would look like given the behavior you have been working with.</p> <p><i>Facilitator Tip: For example, using responsive listening as the example, saying things like: I know you can be a responsive listener; I believe you can give your teacher your full attention when she is talking to you; I believe, with the right support, you are going to be able to show your sibling you are listening.</i></p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li><b>Consequences</b> - Acknowledging and rewarding what you want to see tends to have greater impact than punishing what you don't want to see. Often the contact kids get from the adult when they are being punished is better than no contact at all. Our consequences should align with the boundaries we set. Boundaries we set around expectations provide the opportunity to define consequences ahead of time. If we don't give a clear expectation, it is not fair to assign a consequence when the expectation isn't met.</li> </ul> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>(Open mic) If offering a positive consequence when your child does a behavior has more impact than a negative consequence for not doing the behavior, what positive consequence might you implement when you see your child do the desired behavior?</li> </ul> <p><i>Facilitator Tip: For example, using responsive listening as the example, you notice your child giving their sibling their full attention when they are sharing. Let your child know that you are paying attention, that you noticed this, and how much you appreciate it.</i></p>

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### Circle Topic

### CR Section 7: Influencing Your Family Culture

**Guiding Questions  
(25 minutes -  
Explaining the model  
with application  
questions  
throughout)  
continued**

#### Share

- If you initially consistently reward positive behavior, it will eventually become a habit and you will not need to maintain that forever. None of us get rewarded for saying thank you now because we got great feedback in our earlier years when we said thank you and it has become a habit.

#### Share

- Grace - This is about how we respond when mistakes are made. When our kids do make mistakes, we can stay consistent in our approach if we utilize the other 5 factors in this Model of Influence to work out the next steps.
- We can use this mistake as an opportunity to acknowledge the learning and practice that has yet to be done. So, we go back to the other 5 steps to see what is needed next (do they need more information, more opportunities to practice, etc.). Instead of getting stuck here - my kid could have done better if they wanted to - we think about what more our child needs to not make this mistake again.
- We want to use this as an opportunity to acknowledge the mistakes they made, but not let that consume the conversation. We can move forward with less distress, and more opportunity for growth and change, when we stress our belief in the child's ability to meet our expectations and work in partnership to keep developing the skills they need to meet expectations.

Include an example of what this could look like given the behavior you have been using for your example.

*Facilitator Tip: For example, using responsive listening, this was a hard day and didn't go as either of us wanted it to. We had lots of yelling and weren't listening to each other. What can we do differently tomorrow to make things different?*

Reference back to [Model of Influence Self-Reflection](#).

#### Share

- Over the next five minutes, work through the model with a behavior you'd like to see more of in your family. After you complete this, you'll be asked to share some of what you wrote with a partner.

Ask participants to get into pairs and over the next ten minutes, share some of what they worked on with each other.

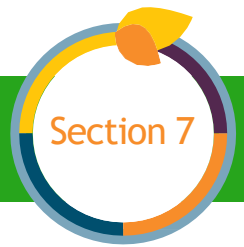
#### Ask

- (Open mic) Can I have three people share their reflections from the pair share with the full group?





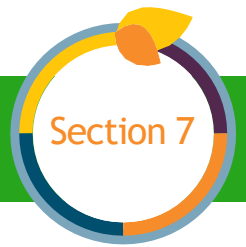
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Circle Topic	CR Section 7: Influencing Your Family Culture
<b>Check for Understanding (15 minutes)</b>	<b>Ask</b> <ul style="list-style-type: none"><li>• (Go-around) What aspects of this model would you like to have seen more of in your childhood? (Grace, an attitude you can do it...)</li><li>• (Open mic) How would you like to apply this model after today?</li></ul>

<b>Self-care and Closing (15 minutes)</b>	<b>Share</b> <ul style="list-style-type: none"><li>• In order to offer a non-anxious presence in our family, we need to be able to recognize the times when we cannot! In other words, we need to be able to recognize when we need either a new perspective or a break.</li><li>• Often our bodies let us know. The first question we might ask ourselves is, what am I telling myself about this situation and what is another possible story? There is a fascinating TED Talk on making stress our friend in our pre-read. I encourage you to watch to consider a new perspective on stress.</li><li>• And, sometimes we just need a break! It is helpful to have a plan for what we can do and who can assist us in finding a way to take a break. Of course, all of this is successful only if we allow ourselves the vulnerability of needing a break and, if needed, asking for help.</li></ul> <b>Ask</b> <ul style="list-style-type: none"><li>• (Go-around) Share one way you'd like to take a break or ask for help between now and our next session.</li><li>• Thank you for being here today. We look forward to seeing you (<i>insert next meeting day/time here</i>).</li></ul>
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Parent & Caregiver

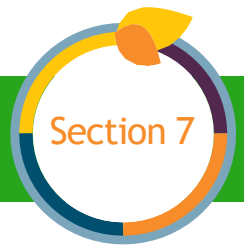


Virtual Circle Agenda

Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Planning</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send out <a href="#">pre-read</a> for Section 7</li> <li><input type="checkbox"/> Prepare materials for Session 7</li> <li><input type="checkbox"/> Share handouts from Session 6</li> <li><input type="checkbox"/> Keep the “What are specific behaviors your family exhibits when they are at their best” brainstorm from Session 6 and bring to Session 7. Use this list to plan for this session.</li> </ul>
<p><b>Purpose of Circle</b></p>	<p><b>Today you will:</b></p> <ol style="list-style-type: none"> <li>1. Learn how our expectations, boundaries, and what we model are at the foundation of our family culture.</li> </ol>
<p><b>Time/Materials/Preparation</b></p>	<p><b>Time:</b> 90 minutes</p> <p><b>Documents to Share During Session:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Model of Influence reflection sheet</a></li> </ul> <p><b>Items to Place in Chat During Session:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group Agreements</li> <li><input type="checkbox"/> Family Goals</li> <li><input type="checkbox"/> Compassion Resilience Definition</li> <li><input type="checkbox"/> Opening quote</li> </ul> <p><i><b>Facilitator Tip:</b> It is helpful to use a consistent example from the “behaviors your family exhibits when they are at their best” brainstorm from last session when leading the group through the Model of Influence. Pick one or two from last session’s brainstorm to weave throughout the session.</i></p>



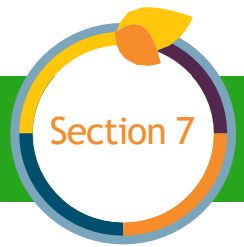
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<p><b>Opening and Check-in (15 minutes)</b></p>	<p><i>“The strength of the team is each individual member. The strength of each member is the team.”</i> - Phil Jackson</p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Welcome back! I invite everyone to get into a comfortable position with your eyes closed or looking towards the ground. We are going to take a moment to pause. Take a few slow breaths. <i>(Pause)</i> Name in your mind what you want to let go of to be present in this circle and your personal reason for being here. <i>(Pause for 10 seconds)</i> I invite you to bring your attention back to the circle.</li> </ul> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>(Go-around) Share how you are doing on a scale of 1-5 and what one word or phrase would describe the strength of your family team this past week.</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Last time we were together, we looked at how to use our “nos” to support our “yeses.” Today we will be exploring how through our expectations, boundaries, and modeling, we can influence our family culture.</li> <li>As a reminder, our family goals and the agreements we are working on fulfilling during our time together are in the chat box for our reference throughout group.</li> </ul>

<p><b>Guiding Questions (25 minutes - Explaining the model with application questions throughout)</b></p>	<table border="1" data-bbox="641 1165 1308 1438"> <thead> <tr> <th colspan="2" data-bbox="641 1165 1308 1220">Model of Influence</th> </tr> <tr> <th data-bbox="641 1220 976 1281">Knowledge</th> <th data-bbox="976 1220 1308 1281">Will</th> </tr> </thead> <tbody> <tr> <td data-bbox="641 1281 976 1335">Information</td> <td data-bbox="976 1281 1308 1335">Attitude</td> </tr> <tr> <td data-bbox="641 1335 976 1390">Example</td> <td data-bbox="976 1335 1308 1390">Consequences</td> </tr> <tr> <td data-bbox="641 1390 976 1438">Experience</td> <td data-bbox="976 1390 1308 1438">Grace</td> </tr> </tbody> </table> <p>Share the first page of the <a href="#">Model of Influence Self-Reflection</a> handout with participants.</p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>When we listed what we wanted our family culture to look like last time we were together, we started the conversation of family agreements, which can help create and maintain our family culture.</li> <li>Today we are going to look at our role as a caregiver to influence the family culture. You can look at how you influence the culture by walking through the six components of this model of influence.</li> <li>This is only one model on how to influence the family culture. Being a model, it has its limitations. We are going to use it today to have conversations about components of our family culture, using examples we generated at our last session.</li> </ul>	Model of Influence		Knowledge	Will	Information	Attitude	Example	Consequences	Experience	Grace
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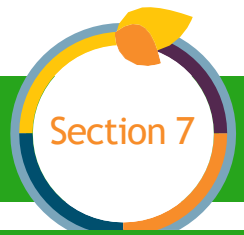
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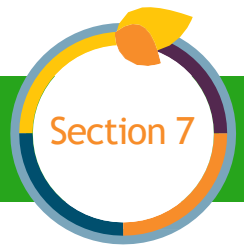
Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Guiding Questions (25 minutes - Explaining the model with application questions throughout) continued</b></p>  	<p><b>Will Column - Building motivation to do the behavior</b></p> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• <b>Attitude</b> - To do a behavior, children need to believe they can. Your attitude about their capabilities is important for building their confidence. Do you believe they can do it? What is your projected attitude of whether they can do it?</li></ul> <p>Share what an example of this would look like given the behavior you have been working with.</p> <p><i>Facilitator Tip: For example, using responsive listening as the example, saying things like: I know you can be a responsive listener; I believe you can give your teacher your full attention when she is talking to you; I believe, with the right support, you are going to be able to show your sibling you are listening.</i></p> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• <b>Consequences</b> - Acknowledging and rewarding what you want to see tends to have greater impact than punishing what you don't want to see. Often the contact kids get from the adult when they are being punished is better than no contact at all. Our consequences should align with the boundaries we set. Boundaries we set around expectations provide the opportunity to define consequences ahead of time. If we don't give a clear expectation, it is not fair to assign a consequence when the expectation isn't met.</li></ul> <p><b>Ask</b></p> <ul style="list-style-type: none"><li>• (Open mic) If offering a positive consequence when your child does a behavior has more impact than a negative consequence for not doing the behavior, what positive consequence might you implement when you see your child do the desired behavior?</li></ul> <p><i>Facilitator Tip: For example, using responsive listening as the example, you notice your child giving their sibling their full attention when they are sharing. Let your child know that you are paying attention, that you noticed this, and how much you appreciate it.</i></p> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• If you initially consistently reward positive behavior, it will eventually become a habit and you will not need to maintain that forever. None of us get rewarded for saying thank you now because we got great feedback in our earlier years when we said thank you and it has become a habit.</li></ul> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• <b>Grace</b> - This is about how we respond when mistakes are made. When our kids do make mistakes, we can stay consistent in our approach if we utilize the other 5 factors in this Model of Influence to work out the next steps.</li><li>• We can use this mistake as an opportunity to acknowledge the learning and practice that has yet to be done. So, we go back to the other 5 steps to see what is needed next (do they need more information, more opportunities to practice, etc.). Instead of getting stuck here - my kid could have done better if they wanted to - we think about what more our child needs to not make this mistake again.</li></ul>

# Influencing Your Family Culture



Circle Topic	CR Section 7: Influencing Your Family Culture
<p><b>Guiding Questions</b> (25 minutes - Explaining the model with application questions throughout) <i>continued</i></p> 	<ul style="list-style-type: none"> <li>We want to use this as an opportunity to acknowledge the mistakes they made, but not let that consume the conversation. We can move forward with less distress, and more opportunity for growth and change, when we stress our belief in the child's ability to meet our expectations and work in partnership to keep developing the skills they need to meet expectations.</li> </ul> <p>Include an example of what this could look like given the behavior you have been using for your example.</p> <p><b>Facilitator Tip:</b> For example, using responsive listening, this was a hard day and didn't go as either of us wanted it to. We had lots of yelling and weren't listening to each other. What can we do differently tomorrow to make things different?</p> <p>Share <a href="#">Model of Influence Self-Reflection</a> sheet again with participants for a visual reference. Also place a link to this document in chat so participants can download their own fillable version to complete.</p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Over the next five minutes, work through the model with a behavior you'd like to see more of in your family. After you complete this, you'll be asked to share some of what you wrote with a partner.</li> </ul> <p>Put participants into pairs and over the next ten minutes, share some of what they worked on with each other.</p> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>(Open mic) Can I have three people share their reflections from the pair share with the full group?</li> </ul>
<p><b>Check for Understanding</b> (15 minutes)</p>	<p><b>Ask</b></p> <ul style="list-style-type: none"> <li>(Go-around) What aspects of this model would you like to have seen more of in your childhood? (Grace, an attitude you can do it...)</li> <li>(Open mic) How would you like to apply this model after today?</li> </ul>
<p><b>Self-care and Closing</b> (15 minutes)</p>	<p><b>Share</b></p> <ul style="list-style-type: none"> <li>In order to offer a non-anxious presence in our family, we need to be able to recognize the times when we cannot! In other words, we need to be able to recognize when we need either a new perspective or a break.</li> <li>Often our bodies let us know. The first question we might ask ourselves is, what am I telling myself about this situation and what is another possible story? There is a fascinating TED Talk on making stress our friend in our pre-read. I encourage you to watch to consider a new perspective on stress.</li> </ul>

# Influencing Your Family Culture



Circle Topic	CR Section 7: Influencing Your Family Culture
<b>Self-care and Closing (15 minutes)</b> <i>continued</i>	<ul style="list-style-type: none"><li>• And, sometimes we just need a break! It is helpful to have a plan for what we can do and who can assist us in finding a way to take a break. Of course, all of this is successful only if we allow ourselves the vulnerability of needing a break and, if needed, asking for help.</li></ul> <p><b>Ask</b></p> <ul style="list-style-type: none"><li>• (Go-around) Share one way you'd like to take a break or ask for help between now and our next session.</li></ul> <p><b>Share</b></p> <ul style="list-style-type: none"><li>• Thank you for being here today. We look forward to seeing you (<i>insert next meeting day/time here</i>).</li></ul>





## The Model of Influence — Self-Reflection Sheet

Model of Influence	
Knowledge	Will
Information	Attitude
Example	Consequences
Experience	Grace

1. What is one behavior that is part of your family culture that you would like to see your child exhibit more often in family life?

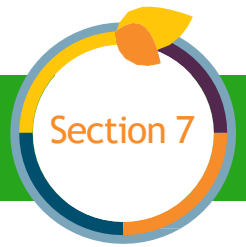
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# Influencing Your Family Culture



2. Please walk through the six steps from the Model of Influence using the behavior you identified in question 1 - What can you say about each step regarding how you are handling this behavior? Circle an area where you are doing well. Put an arrow next to the area you'd like to do more of in influencing your child's behavior.

a. **Information:** What am I telling my child about this behavior, including expectations and boundaries? Is my communication clear (verbal and non-verbal)?

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b. **Example:** How does my child see me modeling the desired behavior in our family life?

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c. **Information:** What am I telling my child about this behavior, including expectations and boundaries? Is my communication clear (verbal and non-verbal)?

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d. **Attitude:** Do I believe that my child can do the behavior? How do I convey this attitude to my child with my words and non-verbally?

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e. **Consequences:** Do I acknowledge and reward the positive behavior when I see it? How do I let my child experience consequences when appropriate?

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f. **Grace:** How do I respond when my child doesn't meet an expectation regarding the behavior? How do I acknowledge the mistake and plan for improvement while sustaining feelings of belonging and being unconditionally loved?

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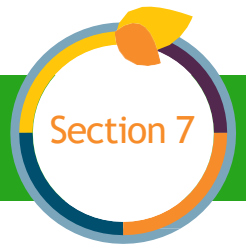
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