

## Sharing Control: Homework Week 4 - Connection

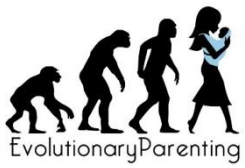
The focus this week is on connection and this can be hard to gauge. You may need to take a few days before completing these charts to really take stock of your behaviours and how they relate to the connections you have with your child(ren). Remember it's okay to realize you may be lacking here as it's hard in our society to find time when we aren't consciously aware of this need, and it is NEVER too late to change!

**Building and Maintaining Connections.** The first area to explore is the more general building and maintaining of connections with your child(ren). As you now know the link between connection and behaviour, this is one of the best preventative measures you can have in place. Here I ask you to think about one child (you can do this activity multiple times for different kids) and what is currently implemented in terms of building the connections. For areas that are missing, you should write down ways in which you can implement these, being as specific as possible. I provide an example chart below and then an empty chart at the end for printing.

Area	What's Being Done?	What Can Be Done?
<b>1-1 Quality Time</b>	<i>We spend time daily watching a show together that we love; she will help me cook once a week</i>	<i>Add in weekly time having lunch so we can catch up and just talk; I think Saturdays after her gymnastics lessons would be best</i>
<b>Affirmations of Love</b>	<i>I tell her I love her each day</i>	<i>I need to start using phrases for things I love she did or said like when she helps her little brother or takes care of the pets; telling her I missed her</i>
<b>Affirmations of Value</b>	<i>Nothing (ack!)</i>	<i>Set an alarm and daily tell her something I value like her sense of style or a kind act; Focus on things that she is rather than does, so she has value no matter what she does</i>
<b>Showing Love</b>	<i>I do bring gifts home when I'm away; lots of hugs daily</i>	<i>I can help her more with the things she struggles with, like cleaning up and doing her homework</i>

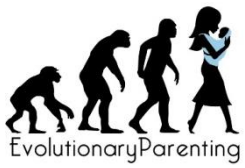
**Connections in Boundaries and Consequences.** Now I would like you to consider the boundaries you are teaching and the potential consequences you know will come into play (natural or logical) and how you can introduce connection to these lessons and experiences. Again, I provide a couple examples, but will provide another chart for you to print at the end.

Area	Role of Connection
<b>Homework</b>	<i>I'm going to ensure that I am there and present with her for at least 30 minutes of homework each day to get her started and help her see that I am there with her, not just expecting her to do it alone. I will also make sure she</i>
<b>Physical Aggression</b>	<i>When she gets really upset and acts out, I can make sure I'm close to her, I empathize with her instead of getting angry, and then physically connect with her to calm her. I may need to take some deep breaths myself first, but I will work on that too.</i>



Building and Maintaining Connections

Area	What's Being Done?	What Can Be Done?
1-1 Quality Time		
Affirmations of Love		
Affirmations of Value		
Showing Love		



Connections in Boundaries and Consequences

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Area (Boundary or Consequence)

Role of Connection (What Can You Implement?)

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Greyed-out response area for the first row.

Greyed-out response area for the second row.

Greyed-out response area for the third row.

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