

PARENT AND CHILD EMOTIONAL GROWTH CHART

A few times each year, parents are encouraged to evaluate their teenager and themselves for indication of healthy or unhealthy functioning. Parents are also encouraged to help their child or themselves work on one characteristic at a time to avoid unrealistic expectations of "instant perfection." It is the direct work on oneself that enables a parent to become more patient and empathic with his or her child. Real growth is extremely difficult and requires a great deal of consciousness, encouragement, and support if one is to achieve higher levels of mental health. If parents are also growing, they will know the difficulty of real growth and tend to be less critical, controlling, demanding, and rejecting, while becoming more sensitive, caring, and loving.

The observable behaviors that reflect inner, psychological mechanisms are listed on the chart below. When parents are conducting the evaluation, they should see improvements in these areas if growth is occurring:

Directions

Print out the following checklists for evaluations for each of your children or adults whose growth is to be evaluated. These evaluations should take place four times a year (the first day of each season is a good reminder). This is a *relative* scale, so each assessment is based on the one before it.

To start, your first assessment column entries are considered 'baseline' assessments. For each area of growth, assessments can be made on a scale of 1 to 10, with 1 being a low level of a trait and 10 being the highest level of a trait. You will then base subsequent observations upon your initial assessment. Place the assessment number in the box next to the trait and under the date you have entered for that particular assessment.

Sample:

Name: *Patricia Parentis*

Behavior	Baseline Date:	Date:	Date:	Date:
	<i>June 21 2005</i>	<i>Sept 21, 2005</i>		
Self-Containment	6	6		
Self-Knowledge	7	8		
Capacity for Appreciation or Gratitude	8	8		

Patricia Parentis is a parent who is self-assessing. She considers herself fairly contained, knowledgeable about herself, and very gracious. Her initial scores reflect this. All of her subsequent assessments will use these initial scores as a baseline. Patricia's next assessment shows that she has scored herself slightly higher in the self-knowledge area. Perhaps over the course of three months she's found out something new about herself – her assessment shows some growth.

The higher the range of scores per reporting period, the more growth is occurring. Scores will vary greatly in growing and developing children and teenagers; growth can be much slower in parents and adults. Take into account that emotional growth 'spurts' can occur in much the same manner as physical growth spurts can. In addition, life stresses or unusual events can and will affect levels of growth or regression of growth. These charts will help you see how these external events may also come into play, as you routinely take the family's emotional pulse.

Please print out Chart I on the next page to begin your assessments. Print out a separate chart for each person being assessed. The blank spaces in the Chart are for parents to add their own emotional growth factors besides the ones already listed on the chart.

Chart I Emotional Growth – One Year Chart

Name: _____

Behavior	Baseline Date:	Date:	Date:	Date:
Self-Containment				
Self-Knowledge				
Capacity for Appreciation or Gratitude				
Open-mindedness				
Peace of Mind				
Skill Acquisition or Mastery				
Self-Direction and capacity to plan ahead and be responsible				
Self-Fulfillment				

Chart by Shari Landes, FamilyIQ, based on Understanding and Parenting Adolescents by David Klimek and Mary Anderson. FamilyIQ, www.familyiq.com.

Hint: Get some graph paper and graph the growth progress across time.