

Part 5

Program 9 and 10

Agendas and Checklists for Each Session

- 1. Sessions One through Nine***
- 2. Checklist for Each Session***

Program 8

Agendas and Checklists for Each Session

- 1. Sessions One through Four***
- 2. Checklist for Each Session***

Programs 9 & 10: Agendas and Checklists for Each Session

The content covered in each session needs to be paced according to each parent groups' particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. In general we suggest that you try to cover 10-15 vignettes per two-hour session. You do not need to complete one entire tape of a topic in one session. Rather, pace yourself according to questions and interest in group. The subsequent session is used to troubleshoot any questions or problems and show the remaining vignettes on that topic as a review.

The following outline is a suggested guideline for completing the entire program in 9 to 10, 2-to 2¹/₂-hour weekly sessions. Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you might find it takes longer to complete the program.

If you are combining the Program 8 with Basic Series, show it after Program 9 and 10 (or Basic Program 1 through 4).

Program Nine: Promoting Positive Behavior Outline—Session One

Introductions and Importance of Parental Attention and Special Time

- I. Welcome**

Greet each parent.
Leaders introduce themselves.
Establish yourself as part of “team” collaborating with parents.
- II. Introductions**

Find out group members’ names, ages of children, and personal goals.
Write parents’ goals on board or poster so you and group can refer back to them.
- III. Ground Rules**

Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).
Adopt rules for group.
Post rules each week. (A sample poster of rules is in appendix.)
- IV. Program Goals and Topics**

Give an overview of the program, its general goals, topics and format.
Refer to the pyramid poster or the parent handout.
Give one book (*The Incredible Years*) and a magnet to each family. Offer audiotapes.
- V. Topic of Day: Play—“The Importance of Parental Attention & Special Time”**
 - A. Brainstorm benefits and barriers to “special time” with children.
 - B. Vignettes: Program 9 Part 1: 1—7

Key Concepts:

- Value of showing interest and spending time with children as a way of increasing positive child behaviors
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- The “attention rule”—the principles of attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- The “ignoring” skill—not giving eye contact or verbal attention to annoying behaviors, a deliberate action for certain misbehaviors
- The modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

C. Role Plays

Role play (leader [as child] and parent) that demonstrates parent following child's lead. First do "everything wrong," then replay using new principles.

Divide group into sets of 3. Within each small group, give each parent a 2-3 minute time to be the child, parent and the observer.

Group role play "radio listener." One parent turns chair around so cannot see action. One parent is the child playing alone with toys. All the other parents use descriptive commenting. Divide into groups of 3-4. Several parents act as children and other parent(s) model descriptive commenting in a play situation. Have unstructured toys on hand.

D. Summarize Key Points (Refrigerator Notes).

VI. Review Home Activities

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the tapes.

Let them know that you will be asking about their experiences at the beginning of the next session.

VII. Parent Evaluation

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

VIII. Closing

Take this time to formally close the group. You may need to recap the learning.

Thank parents for coming; praise their willingness to explore and try new ways of parenting.

Remind them of any details they need to know for the next session.

LEADER CHECKLIST

Session One

Session One: **Importance of Parental Attention and Special Time**

Vignettes: **Program 9, Part 1: 1–7**

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1:

1 2 3 4 5 6 7

Vignettes in parentheses are optional. Use if you have time.

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Welcome and make introductions | _____ | _____ |
| 3. Review parents' goals | _____ | _____ |
| 4. Brainstorm group ground rules | _____ | _____ |
| 5. Present program goals (pyramid) | _____ | _____ |
| 6. Explain format for meetings | _____ | _____ |
| 7. Brainstorm benefits and barriers to spend time with children | _____ | _____ |
| 8. Role play the play skills | _____ | _____ |
| 9. Explain importance of home activities and reading assignments | _____ | _____ |
| 10. Assign this week's home activities (self-monitoring checklist) | _____ | _____ |

Handout Pads:

Home Activities for the Week – How to Play with Your Child

Refrigerator Notes about Play with Your Child

Xerox:

Play Time Record Sheet

Checklist for Evaluating Play

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Outline—Session Two

Effective Praise and Encouragement

- I. Welcome
- II. Review Ground Rules (if needed)
- III. Report on Home Activities
 - Ask parents about play times with their child.
 - Reinforce parent participation in reading chapters or listening to audiotape, practicing, sharing.
- IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”
 - A. Do benefits and barriers exercise regarding praise.
Brainstorm ways parents praise (what behaviors were focused on and what words were used).
 - B. Vignettes: Program 9, Part 2: 8—16

Key Concepts:

- Labeling praise
- “Give to get” principle—for adults and children
- Attending to learning “process,” not only end results
- Modeling self-praise
- Resistance to praise—the difficulties from self and others to accept praise
- Promoting positive self-talk
- Using specific encouraging statements versus nonspecific
- Getting and feeling support through praise
- How to promote friendship skills and set up “play dates”
- Avoiding praising only perfection
- Recognizing social and academic behaviors that need praise
- Building children’s self-esteem through praise and encouragement

- C. Role Play (parent coaching/praising friendship skills)
Have two parents act as children and one parent monitor and coach peer play to promote friendship skills (i.e., reinforce friendship skills such as asking, waiting, sharing, taking turns, complimenting, suggesting an idea, etc.).
Parents model praise in a play session.
- V. Review Home Activities
Ask them to begin thinking about behaviors they want increased.
- VI. Parent Evaluation
- VII. Closing

LEADER CHECKLIST

Session Two

Session Two: **Effective Praise and Encouragement**

"Bringing out the Best in Your Child"

Vignettes: **Program 9, Part 2: 8–16**

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2

8 9 10 11 12 13 14 15 16

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to reading chapter and play activities) | _____ | _____ |
| 3. Review the concepts from last week's session (briefly) | _____ | _____ |
| 4. Benefits and Barriers to Praise | _____ | _____ |
| 5. Brainstorm praise words and behaviors praised | _____ | _____ |
| 6. Role play coaching peer play | _____ | _____ |
| 7. Review this week's home assignment (remind them about "field assignment") | _____ | _____ |

Handout Pads:

Home Activities for the Week – Effective Ways to Praise and Encourage Your Child

Refrigerator Notes About Praising Your Child

Xerox:

Praise Record Sheet

Examples of Ways to Give Praise and Encouragement

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Outline—Session Three

Using Tangible Reward Programs to Teach Your Child New Behaviors

I. Welcome

II. Ground Rules

III. Report on Home Activities

Ask about any difficulties increasing praise statements during the week.
Make a group list of behaviors they want to see more of.
Discuss praising teachers, partners, in-laws.

IV. Topic of Day: Tangible Rewards—“Motivating Your Children”

A. Discussion

B. Vignettes: Program 9, Part 3: 17—21

Key Concepts:

- Shaping behaviors in the direction you want—“small steps”
- Clearly identifying positive behavior
- Rewards are a temporary measure leading to child’s competence
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing yourself, teachers, and others
- Value of unexpected rewards and celebrations
- Recognizing the “first-then” principle
- Designing programs that are realistic and developmentally appropriate
- Understanding how to set up programs for problems such as dawdling, dressing, compliance, sharing, eating, going to bed, toilet training etc.
- Do not mix rewards with consequences (i.e., don’t take away stickers)

C. Brainstorm no-cost and low-cost rewards.

D. Role Play

Role play parent explaining to a child how a chart system will work.

Role Play giving a sticker for a designated behavior and what happens when a child doesn’t earn a sticker.

V. Review Home Activities

In addition to explaining the handouts, encourage parents to praise themselves and others by providing an opportunity for them to do it in class (e.g., a note to teacher could be written in group); or each member could offer praise to another group member; or leader could model praising group and/or self.

Remind parents to bring in their sticker chart next week.

Be sure to give out charts and stickers to parents.

Assign “buddies.”

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Three

Session Three: *Using Tangible Reward Programs to Teach Your Child New Behaviors*

“Motivating Your Children”

Vignettes: *Program 9, Part 3: 17–21*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 3

17 18 19 20 21

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to increasing praises and reading chapters)	_____	_____
3. List behaviors want to see more of (do on board or flip chart as a group activity)	_____	_____
4. Review the concepts from last week’s session (briefly)	_____	_____
5. Role play explaining about chart system	_____	_____
6. Assign buddies	_____	_____
7. Review this week’s home assignment	_____	_____
8. Give out stickers and charts (and remind parents to bring charts to next meeting)	_____	_____

Handout Pads:

Home Activities for the Week – Using Praise and Rewards to Teach Your Child New Behaviors
Refrigerator Notes About Tangible Rewards

Xerox:

Praise Record Sheet
Examples of Behaviors to Praise and Encourage
Behavior Record: Behaviors I Want to See More Of!
Piggy Bank Handouts
Buddy Calls

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session

Program Ten: Reducing Inappropriate Behavior
Outline—Session Four
Clear Limit Setting

- I. **Welcome**
- II. **Ground Rules/Announcements**
- III. **Report on Home Activities**
 Discuss sticker chart systems and personal experiences.
 Ask parents to share any experiences with praise (of others and self or calling teacher).
 Ask about buddy calls.
- IV. **Topic of Day: Clear Limit Setting—“The Importance of Being Clear, Predictable and Positive”**
 - A. Explain that at this meeting the focus of the class shifts to learning how to decrease inappropriate behaviors while continuing to attend to the positive, appropriate behaviors. (Show pyramid to explain progression.)
 Brainstorm barriers to limit setting and possible advantages.
 - B. Vignettes: Program 10, Clear Limit Setting Part 1: 1—11

Key Concepts:

- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- All children will test rules—don’t take it personally
- Commands should be clear, brief, positive, and action oriented
- “When-then” commands can be effective
- Distractible children need warnings and reminders

- V. **Review Home Activities**
 In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.
- VI. **Parent Evaluation**
- VII. **Closing**

LEADER CHECKLIST

Session Four

Session Four: *Clear Limit Setting*

“The Importance of Being Clear, Predictable, and Positive”

Vignettes: *Program 10, Part I: 1–11*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1

1 2 3 4 5 6 7 8 9 10 11

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to sticker systems and reading chapter) | _____ | _____ |
| 3. Ask about note to teacher (if not done, do in group) | _____ | _____ |
| 4. Brainstorm benefits and barriers to limit setting (do on board or flip chart) | _____ | _____ |
| 5. Review parents' charts and programs | _____ | _____ |
| 6. Ask about buddy calls | _____ | _____ |
| 7. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week – Effective Limit Setting

Refrigerator Notes About Limit Setting

Xerox:

Command Record Sheet

Examples of Commands

Household Rules (2)

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session

Outline—Session Five

Ignoring Misbehavior

- I. **Welcome**
- II. **Ground Rules**
- III. **Report on Home Activities**
 - Ask parents to report on examples of reducing and giving commands and child reactions.
 - Discuss parents' lists of household rules.
 - Make a list of behaviors they want to see less of.
 - Ask about buddy calls.
- IV. **Topic of Day: Ignoring**
 - A. Discussion—From the list of behaviors they want to see less of, establish the opposite positive behavior they can reinforce with attention and praise.
 - B. Vignettes: Program 10, Part 2: 12—16

Key Concepts:

 - Understand the importance of distractions coupled with ignore
 - Maintain self-control
 - Repeated learning trials—negative behavior is a signal child needs some new learning
 - Use ignore technique consistently
 - Explain vending machine example of behavior which continues if there is some “pay off”
 - Use ignore for selected behaviors such as whining, tantrums, arguing
 - C. Role Play
 - Do role play in which parent ignores child's inappropriate behavior.
 - Do some problem-solving to select a behavior to ignore.
- V. **Review Home Activities**
 - Explain handouts.
- VI. **Parent Evaluation**
- VII. **Closing**

LEADER CHECKLIST

Session Five

Session Five: *Ignoring Misbehavior*

“Decreasing Annoying Misbehavior”

Vignettes: *Program 10, Part 2: 12–16*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2

12 13 14 15 16

(Circle vignettes shown.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to reducing commands)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of behaviors want to see less of (do on board or flip chart)	_____	_____
5. Review the concepts from last week’s session (briefly)	_____	_____
6. Review parents’ use of rules	_____	_____
7. Role play Ignore	_____	_____
8. Ask about buddy calls	_____	_____
9. Review this week’s home assignment	_____	_____

Handout Pads:

Home Activities for the Week – Effective Limit Setting & Ignoring
Refrigerator Notes About Ignoring

Xerox:

Command and Ignore Record Sheet
Morning Chores, After School, Homework and Bedtime Check Lists
Household Rules (2)

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session

Outline—Session Six

“Time Out” Consequences

I. Welcome

II. Ground Rules

III. Report on Home Activities

Find out group experiences in ignoring misbehavior.

Review list of behaviors they want to see less of.

Ask about buddy calls.

IV. Topic of Day: How to Follow Through with Limits and Rules—“Time Out”

A. Discussion—Time Out is an “extended ignore” that withdraws parental attention and does not reinforce negative behavior. It is to be used for oppositional, noncompliant and destructive behaviors. It is not the only strategy (will cover more in future sessions).

B. Diagram on board (or flip chart) the Time Out procedures.

Vignettes: Program 10, Part 3: 17—24

Key Concepts:

- importance of following up on commands with a consequence
- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- Maintain self-control
- Administer Time Out respectfully — keep your cool
- How to explain Time Out to children
- How to use Time Out selectively for destructive behaviors
- How to manage when a child refuses Time Out
- Continuing to strengthen prosocial behaviors

C. Role Play

Do role play explaining to children how Time Out works and where it will be.

Do a role play using Time Out for extreme noncompliance.

Do a role play using Time Out for aggression.

V. Review Home Activities

In addition to reviewing home assignment handouts, remind parents to think of behaviors they want to see less of.

Ask them to think about a place they could use for Time Out and for what behaviors they’d use Time Out as a consequence.

Offer the audiotapes as a good way to hear about Time Out.

Assign buddies.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Six

Session Six: *Time Out Consequences*

“Discipline Strategies for Child Disobedience
and Hitting or Destructive Behaviors”

Vignettes: Program 10, Part 4: 17–24

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 4

17 181 19 20 21 22 23 24

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to ignoring)	_____	_____
3. Assign new buddies and ask about buddy calls	_____	_____
4. Review the concepts from last week’s session (briefly)	_____	_____
5. Role play how you will explain Time Out to your children	_____	_____
6. Role Play (s) of Time Out	_____	_____
7. Review this week’s home assignment	_____	_____

Handout Pads:

Home Activities for the Week – Time Out

Refrigerator Notes About Time Out

Xerox:

Command and Time Out Record Sheet

Positive and Negative Reinforcement Traps (4 scenarios)

Avoiding Traps and Power Struggles

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session

Session Seven

Time Out continued and Logical Consequences

I. Welcome

II. Report on Home Activities

Ask parents to report on their thoughts about Time Out.

Discuss any experiences with Time Out.

Find out reactions to thought control handouts.

Ask about buddy calls.

III. Topic of Day: Time Out Continued

A. Discussion—Troubleshoot any experiences parents had with Time Out.

B. Brainstorm advantages and disadvantages (barriers) to spanking versus Time Out.

Key Concepts:

- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- “Priming the pump” with positive self-talk
- Children learn to calm down and self-regulate
- Recognizing when to use logical consequences or privilege removal

C. Role Play

Role Play Time Out for hitting and the child who refuses to go. (See manual*)

IV. Topic of Day: Logical Consequences

A. Discussion — Brainstorm possible logical or natural consequences

B. Vignettes: Program 10 Part 4: 25—31

V. Review Home Activities

Explain handouts.

Talk about how the group wants a final celebration and have them start thinking about continuing to get support (If not doing Program 8).

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Seven

Session Seven: Time Out Continued and Logical Consequences

Vignettes: Program 10, Part 4: 25–31

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 4

25 26 27 28 29 30 31

(Circle vignettes shown.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time Out)	_____	_____
3. Ask about reading on losing control, handling stress and anger, and maintaining objectivity	_____	_____
4. Ask about buddy calls	_____	_____
5. Brainstorm advantages versus disadvantages of spanking versus Time Out	_____	_____
6. Review the concepts from last week's session (briefly)	_____	_____
7. Role plays of Time Out	_____	_____
8. Brainstorm Logical and Natural Consequences	_____	_____
9. Role Play consequences	_____	_____
10. Discuss termination (feelings about group)	_____	_____

Handout Pads:

- Home Activities: Time Out continued
- Home Activities: Other Consequences and Problem Solving
- Refrigerator Notes about Stress and Anger
- Refrigerator Notes about Upsetting Thoughts

Xerox:

- Feelings Thermometer
- Self-talk in Problem Situations
- Personal Coping Self-Talk
- Learning Self Control
- Maintaining Objectivity

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Outline—Session Eight

Problem-Solving With Children

- I. **Welcome**
- II. **Report on Home Activities**

Discuss any experiences with Time Out and Logical or Natural Consequences.
Make group list of behaviors they want to see less of.
Find out reactions to thought control handout.
Ask about using calming self-talk exercise.
Ask for ideas about continuing to get support and celebration ideas.
- III. **Topic of Day: Problem-Solving**
 - A. Discussion
 - B. Vignettes: Program 10, Part 5: 32—40

Key Concepts:

 - Repeated learning trials—negative behavior is a signal child needs some new learning
 - Encouraging sharing and cooperation through problem solving
 - Teaching children the problem solving steps
 - Promoting open communication between parents and children
 - Using puppets and books to teach prosocial behaviors
 - Knowing when to problem solve and when discipline is needed

 - C. Role-Play
Role-Play Problem-Solving
- IV. **Review Home Activities**

Explain handouts.
Assign new buddies.
Plan a final celebration and discuss how group members can continue to get support.
- VI. **Parent Evaluation**
- VII. **Closing**

LEADER CHECKLIST

Session Eight

Session Eight: Problem-Solving With Children

Vignettes: Program 10, Part 5: 32–40

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 5

32 33 34 35 36 37 38 39 40

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to Ignore, Time Out & Consequences) | _____ | _____ |
| 3. Ask about reading | _____ | _____ |
| 4. Make a group list of behaviors they want to see less of | _____ | _____ |
| 5. Role play Problem-Solving | _____ | _____ |
| 6. Discuss termination (feelings about group, planning party, continuing group on own) | _____ | _____ |
| 7. Brainstorm ways group can continue to get support (on board or flip chart) | _____ | _____ |
| 8. Assign new buddies | _____ | _____ |
| 9. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities – Putting it All Together

Refrigerator Notes about Problem-Solving

Xerox:

Behavior Record: Behaviors I want to see more of and less of

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Outline—Session Nine

Special Problems & Celebration

- I. **Welcome**
- II. **Report on Home Activities**

Discuss any experiences with Problem-Solving, Consequences, or Discipline Approaches.

Review group list of behaviors they want to see less of and strategies parents will use.
- III. **Topic of Day: Special Problems**
 - A. Why is it important to have support?
 - B. How can I use problem-solving in my adult life to get support?
 - C. Vignettes: Program 10, Part 6: 41—43
- IV. **Celebrating Group** (if not continuing with Program 8)
 - A. What has it been like to participate in this parent group?
How can it carry on?
*Leaders and parents share what it has meant to be in the group.
 - B. Celebration
Certificates and flowers are given out to each parent.
Special gift for parents (e.g., picture of group, certificate in frame, care package with bubble bath, candy, little bear, tea etc.)
Special food (planned the prior week by parents)
- V. **Parent Evaluation**

LEADER CHECKLIST

Session Nine

Session Nine: Special Problems

Vignettes: Program 10, Part 6: 41–43

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 6

41 42 43

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Consequences and Problem-Solving)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of behaviors they want to see less of	_____	_____
5. Ask about buddy calls	_____	_____
6. Discuss how to maintain support	_____	_____
7. Discuss termination (feelings about group, continuing group on own, providing support)	_____	_____
8. Present certificates, flowers, gifts	_____	_____

Handout Pads:

Home Activities – Putting it All Together

Refrigerator Notes: Problem-Solving

Xerox:

What to do when new problems arise

Review

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session

Program Eight: Supporting Your Child's Education

Outline—Session One

Introductions and Promoting Self-Confidence, Language & Reading Skills

I. Welcome

Do I–IV if this program does not follow Basic 9 & 10 or 1–4 programs. Otherwise, start with V as review.

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

II. Introductions

Find out group members' names, ages of children, and personal goals.

Write parents' goals on board or poster so you and group can refer back to them.

III. Ground Rules

Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).

Adopt rules for group.

Post rules each week. (A sample poster of rules is in appendix.)

IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format.

Give one book (*The Incredible Years*) and a magnet to each family. Offer audiotapes.

V. First Topic of Day: Promoting Children's Self-Confidence and Language Skills through Play

A. Vignettes: Program 8, Part 1: 1-4

Vignette 1: Michael and mother play with a puzzle.

Vignette 2: Dad uses descriptive commenting.

Vignette 3: Dad helps daughter handle frustration.

Vignette 4: Dad and daughter make puzzle, “You did it!”

Key Concepts:

- Value of showing attention and appreciation as a way of increasing children's self-confidence and independent work
- Respecting children's ideas
- Appreciating children's perspective and developmental abilities
- Using “descriptive commenting” to enhance language skills

B. Role Plays

Role play (leader [as child] and parent) that demonstrates parent following child's lead and using "descriptive commenting." First do "everything wrong" then replay using new principles. Use descriptive commenting and praise to give attention to creativity, independent thinking, working hard, and patience trying something difficult.

Divide group into sets of 3. Within each small group, give each parent a 2-3 minute time to be the child, parent and the observer.

VI. Second Topic of Day: Promoting Children's Reading Skills

A. Brainstorm benefits and barriers to reading with children

B. Vignettes Part 1: 5-12

Vignette 5: Mother praises Michael's reading

Vignette 6: Father and daughter look at picture book

Vignette 7: Claire "reads" The Very Hungry Caterpillar

Vignette 8: Mom and Max read Max Helps Out

Vignette 9: Mom and Seth read newspaper

Vignette 10: Mom and Claire read Little Red Riding Hood

Vignette 12: Mom and Claire write to Grandma and Grandpa

Key Concepts:

- Interactive reading fosters child's creativity and reading skills
- Talking about the author, pictures, possible alternative endings and feelings of the characters is part of "reading"
- Young children learn and find comfort in reading and talking about the same story many times
- Reading skills develop at different rates with each child
- Make reading fun

C. Practice/Role Playing Reading

Review key concepts of dialogic reading, then choose one "parent" and one "child." Give them a book without words and have them read together.

Note: Bring 4-5 picture books to session.

After processing the above role play, divide group into sets of 3 to practice dialogic reading skills. One person is the "parent" who reads, one is the "child," and one is the observer. Have each person rotate into each role, pausing between role plays for the "observer" and "child" to give feedback to the "parent."

D. Summarize Key Points (Refrigerator Notes).

VII. Review Home Activities

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading.

Let them know that you will be asking about their experiences at the beginning of the next session.

VIII. Parent Evaluation and Closing

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

NOTE: If this program is being shown following the BASIC programs the play content will be a review for parents and can be reviewed rather quickly. If this program is being shown without the benefit of the earlier programs then it may be advisable to divide this session up into two sessions — one session for play and one for reading.

Handouts

Home Activity for the Week

Refrigerator Notes: When Reading Picture Books With Your Child

Remember to . . .

Refrigerator Notes: Building Your Child's Reading Skills

Handout, Reading Assignment

LEADER CHECKLIST

Session One

Session One: *Promoting Self-Confidence, Language and Reading Skills*

Parent Program 8

Vignettes: *Part 1: 1–12*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Parent Program 8, Part 1:

1 2 3 4 5 6 7 8 9 10 12

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Welcome and make introductions | _____ | _____ |
| 3. Review parents' goals | _____ | _____ |
| 4. Review ground rules | _____ | _____ |
| 5. Brainstorm benefits/barriers for play | _____ | _____ |
| 6. Role play: child-directed play skills | _____ | _____ |
| 7. Brainstorm the value of reading with children | _____ | _____ |
| 8. Role play interactive reading approach | _____ | _____ |
| 9. Explain importance of home activities | _____ | _____ |
| 10. Review this week's home assignment | _____ | _____ |

Handout Pads

Home Activities for the Week

Refrigerator Notes

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Outline—Session Two

Promoting Children’s Academic Success: Setting Up a Predictable Learning Routine

- I. Welcome**
Re-engage families.
Introduce new group members and welcome them.
 - II. Ground Rules (review if needed)**
Ask one or two people in group to review the ground rules and say why they are helpful.
 - III. Report on Home Activities**
Ask members to share their experiences with play and interactive reading.
Reinforce parent participation by acknowledgment and praise.
 - IV. Review**
 - A. Review reading skills and complete or practice with role plays any vignettes not shown last session
 - V. Topic of the Day: Setting up a Predictable Learning Routine**
 - A. Program 8: Part 2, Fostering Good Learning Habits, Vignettes: 13—17
Vignette 13: Mother turns off TV, time for homework
Vignette 14: Mother sets limits—time for homework
Vignette 15: Lose TV—didn’t do homework
Vignette 16: When you’ve finished homework then . . .
Vignette 17: Time for homework—2 minutes
- Key Concepts:***

 - Importance of children having a routine time and place for reading and other “academic” activities
 - Value of turning off TV/video games and other distractions during homework
 - Decrease TV/video game time
 - Make learning fun
 - Use praise and incentives to encourage learning activities
- B. Role Play—(Parent playing with one child)
Practice setting limits regarding TV or computer use and planning what the schedule will be at home after school. Set up rules regarding TV watching.
 - C. Summarize key points (Refrigerator Notes).
 - VI. Review Home Activities**
 - VII. Closing and Parent Evaluation**

LEADER CHECKLIST

Session Two

Session Two: *Promoting Children’s Academic Success:
Setting Up a Predictable Learning Routine*

Vignettes: *Program 8, Part 2: 13–19*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Part 2: 13 14 15 16 17 18 19

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions
and experiences (to play and to reading chapter) | _____ | _____ |
| 3. Review the concepts from last week’s session (briefly) | _____ | _____ |
| 4. Role play setting up home routine | _____ | _____ |
| 5. Discuss TV watching and limits | _____ | _____ |
| 6. Review this week’s home assignment | _____ | _____ |

Handouts

Home Activities for the Week

Refrigerator Notes: Encourage Your Child’s Learning

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session

Outline—Session Three

Promoting Children’s Academic Success:

Encouraging Homework and Children’s Academic Abilities

- I. **Welcome**
- II. **Ground Rules**
Review
- III. **Report on Home Activities**
Ask members to share their plans for a predictable home learning routine and TV rules.

Review key points from last session.
- IV. **Topic of Day: Encouraging Homework and Academic Abilities**
 - A. Brainstorm value of doing homework with children
 - B. Program 8: Part 3, Dealing with Children’s Discouragement, Vignettes 18–22
Vignette 18: Reading a difficult book
Vignette 19: Reading an easier book
Vignette 20: Looking at homework card
Vignette 21: Mother praises homework completion
Vignette 22: Sticker program for completing homework

Key Concepts:

- Importance of praise and encouragement for homework activities
- Value of incentive programs to enhance motivation
- Decrease TV/video game time
- Make learning fun
- Importance of parent involvement and interest in children’s learning

- C. Part 4: Participating in Homework
Vignette 23: Showing interest
Vignette 24: Math homework
Vignette 25: Spelling
Vignette 26: Math homework—make it a game.
Vignette 27: Math and reading together
Vignette 28: Solving problems together

Continued, next page

D. Role Play

Group role play. One parent plays "child" and one parent plays parent. Child is discouraged about not being able to read or do the homework.

Parent participates in homework and provides encouragement.

Divide in to groups of 3-4. Several parents act as children and other parent(s) model encouragement for homework. Have props on hand.

E. Summarize key points (Refrigerator Notes).

V. Assign Home Activities

VI. Closing and Parent Evaluation

LEADER CHECKLIST

Session Three

Session Three: *Encouraging Homework and Children's Academic Abilities*

Vignettes: *Program 8, Part 3: 18–22*
Part 4: 23–28

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Part 3: 18 19 20 21 22 23 24 25 26 27 28

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Brainstorm value of parents' involvement in children's homework.	_____	_____
4. Role play encouraging a discouraged child	_____	_____
5. Role play the reading skills	_____	_____
6. Review this week's home assignment	_____	_____

Handouts

Refrigerator Notes: Encourage Your Child's Learning

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Outline—Session Four

Collaborating with Teachers

- I. Welcome
- II. Ground Rules (review if needed)
- III. Report on Home Activities
Ask about home learning routines.
- IV. **Topic of Day:** Collaborating with Teachers
 - A. Brainstorm the advantages of collaborating with teachers and possible barriers to being able to do so.
 - B. Program 8, Part 5: Parent-Teacher Conferences
Vignette 29: Parent-Teacher Conference
Part 6: Discussing a School Problem With Your Child
Vignette 30: Discussing a School Problem

Key Concepts:

- Getting to know your child’s teacher
- Understanding ways to support teachers
- Effective communication and problem-solving strategies for talking with teachers
- Reinforcing teacher’s classroom objectives with your child at home
- Advocating for your child’s specific learning needs
- Importance of parent involvement in children’s school learning activities
- Building children’s self-esteem through praise and encouragement

- C. Practice/ Role Play
 - A. “Getting Acquainted” Role Play
Choose a “parent” and a “teacher.” Use “scripted” role play, pausing as indicated for entire group to process.

Have two parents read this script.

LEADER CHECKLIST

Session Four

Session Four: *Collaborating with Teachers*

Vignettes: *Program 9, Part 5: 29 and 30*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Program 8, Part 5 & 6: 29 30

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences with buddy calls. | _____ | _____ |
| 3. Review the concepts from last week's session (briefly) | _____ | _____ |
| 4. Role play meeting with teacher (using script) | _____ | _____ |
| 5. Ask about praise record sheet and field assignment (using script) | _____ | _____ |
| 6. Small group role play: meeting with teacher | _____ | _____ |
| 7. Review this week's homework assignment | _____ | _____ |

Handouts

Home Activities for the Week

Refrigerator Notes: Building Relationships with Teachers

Refrigerator Notes: Talking to Teachers When There is a Problem

Xerox:

Scripted Role Plays #1 and #2

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session

Scripted Role Play

“Parent Has Called and Requested a Meeting With the Teacher to Get Acquainted (September)”

- Teacher:** Hello, Ms. Jones, I’m Ms. Parks. Thanks for taking the time to come in and get acquainted. I’ve enjoyed working with Takisha these first two weeks of school.
- Parent:** It’s nice to meet you. I always like to meet Takisha’s teachers early in the year just to start getting acquainted. Takisha’s been telling me about how much she likes circle time. She’s so excited about circle time that I don’t hear about the rest of the day. I’d love to know what else is on the schedule so I can ask her questions about the rest of her day.
- Teacher:** Well, circle time is the way we start the day. It’s a good opportunity for kids to talk about themselves. We also do calendar and talk about the weather, and Friday is Takisha’s show and share day.
- Parent:** Oh, that’s good to know. I didn’t know she could bring things in to share.
- Teacher:** Yes, I really like the children to bring in something inexpensive, like a book they’ve been reading, or a small toy, or a memento from somewhere they’ve been.
- Parent:** Oh, she has some little stones she picked up on the beach. I’m sure she’ll want to bring those.
- Teacher:** That sounds good. After circle time the kids get to choose their first center. All of the centers have pre-reading or pre-math activities.
- Parent:** I’m wondering, what center does Takisha usually choose?

Pause Role Play

What has happened so far in this meeting?

(Mom complimented teacher, asks for details about the daily schedule; teacher gives information about the day. Parent asks teacher for specific information about her child.)

Is there anything else you would want to ask the teacher at this time?

Parents continue reading.

- Teacher:** Oh, I’ve noticed she loves the manipulatives table. That’s a center where there are boxes of coins or stones or blocks, and the children can make patterns or count or sort the pieces. It looks like they’re just playing, but actually what they’re doing is getting comfortable with the concept of numbers. After their first center activity, they all switch, and the children have a chance to work at one of the other centers. Then we have a snack and a 20-minute outdoor recess.
- Parent:** You know, sometimes Takisha is shy with other kids in the neighborhood. Is she making friends here during free play and recess?
- Teacher:** I haven’t noticed any problems, but thanks for alerting me. I’ll keep an eye out for how things are going for her.
- Parent:** What can I do to help Takisha do well this year?

Teacher: Next week I'll be sending home a list of books for parents to read with their kids. It would be great if you and Takisha could read together for 10 minutes every night. I have the books in the classroom if you'd like to borrow them, or I know most of them are available at the library.

Pause Role Play

How is this parent showing his/her interest?

Parents continue reading.

Parent: That will be easy, she loves looking at picture books. Thanks for taking the time to meet with me. If there's anything I can do to help or if there's anything I should know about Takisha's progress, please call me.

Teacher: It was great meeting you. I know you work full time, but if there's ever a day that you'd like to come observe or help out in the class, I'd love to have you. I think Takisha's going to have a good kindergarten year.

- B. Brainstorm how parent would continue in this positive style of parenting with teacher when there was a problem to discuss.
(Ideas: Listen well, praise teacher for his/her efforts, state the problem as clearly as possible, be open to various solutions)
- C. "Parent and Teacher Discuss a Problem" Role Play
Use "scripted" role play as above.

Scripted Role Play

"Parent Requests a Meeting With the Teacher To Talk About a Problem (December)"

Teacher: It's good to see you again, Ms. Jones. You said you wanted to talk about a problem.

Parent: Yes, I'm concerned because Takisha is refusing to sit down for our reading time at home. She's always seemed to like reading with me in the past. Now she just says, "I don't want to do it. I hate reading." Last week she even threw her book across the room. I'm not sure if I should force her to sit down and listen or if I should just let it go.

Teacher: How long has this been happening?

Parent: It's just been in the last two weeks. Did anything happen at school?

Teacher: You know, about three weeks ago a new girl joined our class. She's a little older than the other kids and she's just begun reading some single words. She's been struggling with reading, and I've been praising her a lot each time she reads a new word. Perhaps I haven't been noticing Takisha's progress as much as I was.

Parent: Well, Takisha is really fond of you. If this new girl is getting a lot of attention from you, Takisha may be feeling left out. At home when her cousin is over, Takisha sometimes sulks if her cousin gets more attention than she does.

Teacher: I wonder if some other children are also feeling a little left out. Maybe I went a little overboard in making the new girl feel welcome. I guess I need to make an effort to praise each child's special abilities more often.

Pause Role Play

What have the parent and teacher done so far?

What would you as a parent want to ask next?

Parents continue reading.

Parent: That's a good idea. I think that would help Takisha at school. What do you think I should do about her reluctance to read with me at home?

Teacher: Maybe you could do reading in a little different way for a while. I have some audio cassettes of some children's books that you could listen to. I know that in the past Takisha has liked dinosaur books. I have some great tapes of some of those. Also, if you have a VCR, I do have movies of some of the other books that we have in the classroom. You could listen or watch the story and then go to the book to see the pictures. This might help Takisha feel less pressure to read. And perhaps you could just read to her and not ask her to read for a while so it is a fun time for you both.

Parent: Well, I don't have any way to play audio tapes, but I do have a VCR. Maybe we'll start with that. Now that I know how she might be feeling, I'll praise her more for listening and coming up with ideas.

Pause Role Play

What have you learned about interactive reading that could help this mom?

Parents continue reading.

Teacher: Oh that's a great idea. Also, it might be good not to give her tantrums and resistant behavior too much attention. Why don't we talk this coming Monday about how Takisha's doing. I'm glad you brought this to my attention so quickly. Takisha asks such great questions during circle time. I really love having her in the classroom.

Parent: Thank you very much for taking the time to meet with me. I feel better now that I know what's going on. Shall I call you on Monday or do you want to call me? (Plan follow-up date and time.)

Teacher: Could I call you in the evening, because it's hard for me to call during the school day?

Parent: Yes, any time after 6:30 would be fine.

Why is it necessary to be so specific about the follow-up call?

- D. Break into sets of three and role play meeting between parent and teacher, observer gives feedback. Rotate roles so everyone gets to be the "parent."

VII. Assign Home Activities

- A. Briefly review concepts covered in this session.
- B. Review the "Home Activities for the Week" handout.

VIII. Parent Evaluation and Closing

