

Part 5

Agendas and Checklists for Each Session

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

Tailoring the Incredible Years BASIC Parenting Programs for Parents of Children (3-6 years)

Prevention Protocol

If the group leader is offering the program as a prevention program to parents of children without behavior problems, the program may be completed in 14-16 sessions. However, if the program is being offered as a treatment program to parents of diagnosed children with Attention Hyperactivity Deficit Disorder (ADHD) or Oppositional Defiant Disorder, it will be important to include the added sessions on persistence, emotion and social coaching. In addition, for parents from socioeconomically disadvantaged backgrounds leaders will want to use the 20-week session protocol with the emphasis on academic, social and emotional coaching. Leaders may also want to consider adding some sessions from the ***School Readiness series***. For parents of such children, the BASIC program will take 18-20 sessions to complete.

For parents of children with conduct problems who are school age (6-12 years) or with ADHD it is recommended that the SCHOOL Age version of the BASIC program be shown instead of this preschool version. The SCHOOL Age version protocols are outlined in a different manual and includes a different set of DVDs.

Agendas and Checklists for Each Session (Children ages 3-6)

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 8-12 vignettes per two-hour session. You do not want to try to complete one entire tape of a topic (e.g., play part 1) in one session. Rather, try to cover at least half of a particular topic in a session and give out the home practice activities. The subsequent session is used to troubleshoot any questions or problems and to show the remaining vignettes on that topic as a review.

For children with diagnosis (e.g., ADHD, Oppositional Defiant Disorder) and for high-risk populations (child welfare populations or populations unfamiliar with content) we highly recommend the following protocols for completing the program in 20, 2 to 2½-hour weekly sessions. We have listed the key vignettes to show in each session. We have omitted some vignettes. However, if parents are having difficulty with a particular topic, leaders are encouraged to show more vignettes from a particular program. 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 preventive populations it may be possible to deliver this program in 14 sessions. This will mean only one session on academic and persistence coaching and one session on social and emotion coaching. Sessions 17–20 will be omitted or offered as booster follow-up sessions.

Program One: Strengthening Children's Social Skills, Emotion Regulation, and School Readiness Skills

Session One: Introductions, Goals, Child-Directed Play

Part 1: Vignettes 1-6

Session Two: Child-Directed Play Promotes Positive Relationships

Part 1: Vignettes 7-29 (19-28 optional)

***Session Three: Play–Academic and Persistence Coaching Promotes
School Readiness***

Part 2: Vignettes 1-16, Summary

***Session Four: Play–Academic and Persistence Coaching Promotes
School Readiness Cont'd***

Part 2: Vignettes 17-28

Session Five: Play–Social and Emotion Coaching

Part 3: Vignettes 1-7

Session Six: Play–Social and Emotion Coaching Cont'd

Part 3: Vignettes 8-20, Summary

Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors

- Session Seven:*** ***The Art of Effective Praise and Encouragement***
Praise Part I: Vignettes 1-17
- Session Eight:*** ***Effective Ways to Praise & Using Tangible Rewards***
Praise Part I: Vignettes 18-33. Summary
Tangible Rewards Part 2: Vignettes 1-5
- Session Nine:*** ***Reward Programs Cont'd***
Tangible Rewards Part 2: Vignettes 6-19

Program Three: Household Rules, Routines, and Effective Limit Setting

- Session Ten:*** ***Establishing Routines and Household Rules***
Part 1: 1-9
- Session Eleven:*** ***Effective Limit Setting***
Part 2: 1-15
- Session Twelve*** ***Effective Limit Setting and Follow Through***
Limit Setting Part 2: 16-36
Program 4 Handling Misbehavior Part 1: 1-13

Program Four: Positive Discipline, Handling Misbehavior

- Session Thirteen:*** ***Ignoring Children's Inappropriate Behavior***
Part 2: 1-19
- Session Fourteen:*** ***Time-Out to Calm Down***
Part 3: Explaining Time-Out, Vignettes 1-8
Part 3: Time-Out for Hitting, Vignettes 9-19
- Session Fifteen:*** ***Time-Out for Aggression and Noncompliance***
Part 3: Vignettes 20-29
- Session Sixteen:*** ***Natural and Logical Consequences***
Part 4: Vignettes 1-6
- Session Seventeen:*** ***Teaching Children to Problem Solve***
Part 5: Vignettes 1-18

Session Eighteen: Teaching Children to Problem Solve Cont'd

Part 5: Vignettes 19-27

Session Nineteen: Adult Problem Solving Meetings (optional)

Part 1: Parents Problem Solving, Vignettes 1-3F

Part 3: Problem Solving With Teachers, Vignettes 12A-12F

Session Twenty: Review and Celebration



1

Program One: Strengthening Children’s Social Skills, Emotional Regulation, and School Readiness Skills Outline—Session One

Introductions, Goals and Part 1: Child-Directed Play

I. Welcome

Greet each parent.

Leaders introduce themselves.

Review agenda for session.

II. 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.)

III. Introductions

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

Have each parent describe what their child is like.

Buzz—parents’ goals. Write on flip chart so you and group can refer back to them.

(parents write their goals in the “Parents Thinking Like Scientists” handout)

Leader draws out themes related to parents who have children with particular problems such as ADHD or developmental issues.

IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format. (Show intro vignette.)

Talk about the developmental milestones of children ages 3-6 years.

Refer to the pyramid poster and explain how topics address their goals.

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

V. Topic of Day: Child-Directed Play—Value of Attention

A. Brainstorm benefits to parent/child play

B. Vignettes: Play Part 1: 1-6

C. Buzz—share encouraging words to use when child says, “I can’t do it.”

Key Concepts:

- Value of showing attention and appreciation as a way of increasing children’s self-esteem—“Attention Principle”
- Adjusting to children’s temperament and activity level
- Understanding the value of child-directed play and how it promotes children’s self-confidence
- Appreciating difficulties of playing with inattentive and active children

D. Role Plays/Practice

Role play (leader [as child] and parent) that demonstrates parent following child's lead. First give lots of direction, then replay being an "appreciative audience."

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

E. 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 CD.

Ask them to make a commitment to their goals for the week on their Self-Monitoring Checklist.

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

Topic: *Parent Goals, Child-Directed Play*

Vignettes: *Play Part 1: 1- 6*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: *Play Part 1:*

1* 2* 3* 4* 5* 6* (7 8 9 10 11)

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Brainstorm group ground rules	_____	_____
4. Buzz—parents' goals (write in Scientist Handout)	_____	_____
5. Present program goals (pyramid)	_____	_____
6. Explain format for meetings	_____	_____
7. Talking about impact of children's temperament on parenting	_____	_____
8. Brainstorm benefits of parent/child play	_____	_____
9. Buzz—encouragement words	_____	_____
10. Role play/practice being "appreciative audience" in large group	_____	_____
11. Break out for "practice" in dyads or triads	_____	_____
12. Explain importance of home activities and reading assignments	_____	_____
13. Review this week's home assignment (play record sheet)	_____	_____
14. Explain Self-Monitoring Checklist	_____	_____

Handout Pads:

Home Activities for the Week – Child-Directed Play (Handout 1A)

Xerox:

Refrigerator Notes about Child-Directed Play

Parenting Pyramid

Checklist for Evaluating Your Child's Play

Parents and Children Having Fun

Record Sheet: Play Times

Parents Thinking Like Scientists

Brainstorm Benefits of Play

Properties of Play Toys

Self-Evaluation

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



Outline—Session Two

2

Child-Directed Play Promotes Positive Relationships

I. Welcome

Reengage families.

II. Ground Rules

Ask one or two people in group to review the ground rules and explain why they are helpful.

III. Report on Home Activities

Ask members to share their experiences with play (positive, difficult, and/or successful).

IV. Topic of Day: Child-Directed Play

- A. Barriers to play time with children. Talk about ways to overcome barriers.
- B. Vignettes: Play Part 1: 7-18, 29. (19-28 optional)

Key Concepts:

- Understanding the value of child-directed play for children’s learning
- Positive adult attention builds your child’s bank account relationship
- 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 and respect parents
- Understanding how to pace play at child’s developmental level
- Learning about normal developmental milestones and having realistic expectations

- C. Practice/Role Play—(large group)
One parent acts as child, and another parent demonstrates child-directed play.
- D. Break out into triads to practice.
- E. Buzz—play activities.
- F. Ending Play—Vignette 29

V. Review Home Activities

Summarize key points (Refrigerator Notes).

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing



LEADER CHECKLIST

Session Two

Topic: *Child-Directed Play Promotes Positive Relationships*

Vignettes: *Play Part 1: 7-29*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Play Part 1:

7*	8*	9	10*	11*	12*	13	14	15*	16*	17*	18
(19	20	21 or 22	23	24	25	26	27	28)	29*		

* Recommended minimum vignettes. (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 homework activity)	_____	_____
3. Review the concepts from last week's session (rules & principles)	_____	_____
4. Review parents' goals	_____	_____
5. Practice child-directed play concepts (large group)	_____	_____
6. Break out for small group practice	_____	_____
7. Buzz—play activities children would enjoy	_____	_____
8. Practice—ending play times	_____	_____
9. Highlight key principles from parents' discussion	_____	_____
10. Explain this week's home assignment, and parents set goals	_____	_____

Handout Pads:

Home Activities for the Week – Play with Your Child (Handout 1B)

Xerox:

Record Sheet: Play Times

Temperament Questionnaires (2)

Self-Evaluation

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



Outline—Session Three

3

Play—Academic and Persistence Coaching Promotes School Readiness

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask members to share their experiences with play (positive, difficult, and/or successful).

Discuss difficulties of using child-directed play concepts with inattentive children.

Buzz—findings from temperament questionnaires

IV. Topic of Day: Descriptive Commenting and Academic Coaching

A. Vignettes: Complete Play: Part 1

B. Vignettes: Play Part 2: 1-16

C. Buzz—encouraging words to promote child’s self-confidence.

D. Buzz—behaviors, actions, and objects parents can describe.

Key Concepts:

- Descriptive commenting promotes children’s language skills and builds children’s self-confidence
- Academic coaching increases children’s school readiness
- The “attention rule”—the principle of paying attention to positive behavior and ignoring negative behavior results in increased positive social behaviors in the child
- The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
- Understanding children’s developmental drive for independence

E. Practice/Role Play (large group)

Group role play being an “academic coach.” One parent turns chair around so cannot see action. One parent is the child playing alone with toys. All the other parents practice descriptive commenting.

F. Divide into groups of 3. One parent is child, one is parent, and one is “observer.” Practice using descriptive commenting and encouraging words. (Use academic coaching handout.) Have props (unstructured toys) on hand.

V. Review Home Activities

Summarize key points (Refrigerator Notes).

Discuss importance of continuing to play with their children.

Introduce and assign “buddies”—calling another parent to share a play experience.

Explain “field assignment.”

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST**Session Three**

Topic: *Play—Academic and Persistence Coaching Promotes School Readiness*

Vignettes: *Play Part 2: Vignettes 1-16*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Play Part 2

Intro 1 2 3* 4* 5 6 7* 8* 9 10* 11* 12*
13 14* 15* 16*

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|------------------------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions | _____ | _____ |
| 3. Buzz—temperament findings | _____ | _____ |
| 4. Buzz—encouraging words to promote child's self-confidence | _____ | _____ |
| 5. Buzz—list of things parents can describe
(objects, actions, behaviors) | _____ | _____ |
| 6. Practice the play skills using descriptive commenting and no questions | _____ | _____ |
| 7. Highlight key principles from parents' discussion | _____ | _____ |
| 8. Explain this week's home assignment, and parents set goals | _____ | _____ |
| 9. Discuss and assign "buddies" (explain rationale) | _____ | _____ |

Handout Pads:

Home Activities for the Week – Academic and Persistence Coaching (Handout 2A)

Xerox:

Refrigerator Notes About Building Your Child's Self-Confidence
 Refrigerator Notes about Goodness of Fit—Managing Your Child's Temperament
 Record Sheet: Play Times
 Calling Your Buddy Handout
 Field Assignment
 Brainstorm Thoughts About Play
 Buzz—Encouraging Words

Self-Evaluation

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



Outline—Session Four

Play—Academic and Persistence Coaching Promotes School Readiness Cont'd

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Buzz—Ask members to share their experiences with descriptive commenting and academic coaching.

Discuss difficulties of using child-directed play.

Ask about buddy calls.

IV. Topic of Day: Academic and Persistence Coaching

A. Explain “teaching loop” (Vignette 17).

B. Vignettes: Play Part 2: 18-28

Key Concepts:

- Academic and persistence coaching to increase children’s ability to focus (thinking, planning, concentrating)
- The “attention rule”—the principle of paying attention to positive behavior and ignoring negative behavior results in increased positive social behaviors in the child
- 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 Play (large group)

(Brainstorm persistence words.) In large group, demonstrate “persistence coaching.”

D. Break up into triads to practice persistence coaching (use puzzles or mazes).

E. Demonstrate and practice interactive reading skills (Vignette 28).

V. Review Home Activities

Summarize key points (Refrigerator Notes).

Discuss importance of continuing to play with their children.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST**Session Four**

Topic: *Play—Academic and Persistence Coaching Promotes School Readiness Cont'd*

Vignettes: *Play Part 2: Vignettes 17-28, Summary*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Play Part 2

17* 18* 19 20 21 22 23 24* 25* 26 27 28
Summary*

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|----------------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions | _____ | _____ |
| 3. Explain "teaching loop" | _____ | _____ |
| 4. Role play the play skills using academic and persistence coaching | _____ | _____ |
| 5. In triads, practice academic and persistence coaching | _____ | _____ |
| 6. Practice interactive reading skills | _____ | _____ |
| 7. Explain this week's home assignment, and parents set goals | _____ | _____ |
| 8. Explain "field assignment" | _____ | _____ |

Handout Pads:

Home Activities for the Week—Academic and Persistence Coaching (Handout 2B)

Xerox:

Refrigerator Notes About Facilitating Children's Language and School Readiness

Record Sheet: Play Times

Building Blocks for Reading With Care

Dos and Don'ts of Facilitating Learning Through Play

Self-Evaluation

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



Outline—Session Five

Play—Social and Emotion Coaching

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Buzz—pair up with buddy to share favorite play activity during week.

Ask members to share their experiences with academic and persistence coaching.

Discuss awkwardness of learning coaching strategies.

Ask about buddy calls, reading chapters, and ability to achieve goals.

IV. Review

Complete Play Part 2 vignettes. Recap “persistence coaching.”

V. Topic of Day: Emotion Coaching

A. Discussion on how adult coaching can promote social and emotional competence.

B. Vignettes: Play Part 3: 1-7

Key Concepts:

- Emotion language promotes children’s emotional literacy
- Combining persistence coaching with emotion coaching strengthens child’s self-regulation skills
- Positive adult attention builds your child’s bank account
- Learning how to prompt and model emotion language

C. Practice/Role Play (large group)

After brainstorming emotion words, practice emotion coaching in front of group

D. Divide into groups of 1-3 to practice: One parent acts as child and other parent practices emotion coaching in a play situation. One parent is “observer” and uses checklist to give feedback. (Use social coaching handout.)

VI. Review Home Activities

Summarize key points (Refrigerator Notes).

Remind them to call their “buddies.”

Do self-monitoring goal setting.

VII. Parent Evaluation

VIII. Closing

LEADER CHECKLIST**Session Five****Topic:** *Play—Social and Emotion Coaching***Vignettes:** *Play Part 3: Vignettes 1-7***SITE:** _____ **DATE:** _____**LEADER NAMES:** _____ **TIME:** _____**VIGNETTES COVERED: Play Part 3**Intro 1 2* 3* 4* 5* 6 7* (8* 9 10* 11* 12*
13* 14* 15 16* 17 18* 19 20 Summary*)

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|---------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Buzz—favorite play activity | _____ | _____ |
| 3. Review parents' home activities; elicit reactions | _____ | _____ |
| 4. Talk about buddy experiences | _____ | _____ |
| 5. Brainstorm emotion words | _____ | _____ |
| 6. Role play/practice emotion coaching in large group | _____ | _____ |
| 7. Role play emotion and persistence coaching in triads | _____ | _____ |
| 8. Explain this week's home assignment, and parents set goals | _____ | _____ |

Handout Pads:

Home Activities for the Week—Social and Emotion Coaching (Handout 3A)

Xerox:

Refrigerator Notes—Parents as Emotion Coaches

Refrigerator Notes—Promoting Your Child's Self-Regulation Skills

Record Sheet: Play Times

Self-Evaluation

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



Outline—Session Six

6

Play—Social and Emotion Coaching Cont'd

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Buzz—share experiences with emotion coaching.

IV. Topic of Day: “Social and Emotion Coaching”

- A. Discussion on how adult coaching can promote social and emotional competence.
- B. Vignettes: Play Part 3: 8-20, Summary

Key Concepts:

- Social coaching, one-on-one, builds child’s social skills and self-regulation skills
- Know how to engage in fantasy play to promote social skills and perspective taking
- Extend the idea to help parents understand how they can coach several children in positive peer interactions
- Understanding how to model, prompt, and praise social skills

- C. Brainstorm or Buzz—social behaviors parents want to encourage.
- D. Role Play/Practice—“One-on-one” parent–child play
Practice in front of group social coaching (after brainstorming social behaviors).
- E. Divide into groups of 3 to practice. One parent acts as child, one as parent, and one as “observer.” (Use social coaching handout.)
- F. Role Play/Practice—Peer social coaching
Practice in front of group with two parents playing two children and one parent coaching social skills.
- G. Divide into groups of 4 to practice coaching several children. Ask children to be in levels 2 or 3 developmental phase. (Use levels handout.)
- H. Buzz—social coaching during mealtimes.

V. Review Home Activities

Summarize key points (Refrigerator Notes).

Remind them to call their “buddies.”

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST**Session Six****Topic:** *Play—Social and Emotion Coaching Cont'd***Vignettes:** *Play Part 3: Vignettes 8-20, Summary***SITE:** _____ **DATE:** _____**LEADER NAMES:** _____ **TIME:** _____**VIGNETTES COVERED: Play Part 3**

(1	2	3	4	5	6	7)	8*	9	10*	11*	12	13*
14*	15	16*	17	18**	19	20*	Summary	*				

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|----------------------------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Buzz—experiences with emotion coaching | _____ | _____ |
| 3. Review difficulties with home activities | _____ | _____ |
| 4. Buzz—social behaviors “want to see more of” | _____ | _____ |
| 5. Role play social coaching, parent with one child (level 1),
in large group | _____ | _____ |
| 6. Practice social coaching, one-on-one, in triads | _____ | _____ |
| 7. Role play social coaching, one parent plus 2 children, in large
group | _____ | _____ |
| 8. Practice social coaching with 2 children (levels 2 and 3) | _____ | _____ |
| 9. Buzz—social coaching during mealtimes | _____ | _____ |
| 10. Explain this week’s home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week—Social and Emotion Coaching (Handout 3B)

Xerox:

Refrigerator Notes—Parents as Social Coaches
 Refrigerator Notes—Promoting Social Competence
 Coaching Children in Cooperative Play
 Parent–Child Social Coaching Levels 1, 2, 3
 Record Sheet—Praise and Play (2)
 Refrigerator Notes—Making Mealtimes Enjoyable

Self-Evaluation

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



Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors

7

Outline—Session Seven

Part 1: The Art of Effective Praise and Encouragement

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Buzz—experiences with social and emotion coaching.

Ask what they decided to do for “field assignment.”

Talk about what parents discovered from their social and emotion coaching (and praise record sheet, if given out).

IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”

A. Do benefits and barriers exercise regarding praise.

B. Vignettes: Praise Part 1: 1-17

C. Buzz—mealtime behaviors to praise (after vignette 3).

D. Replay Vignettes 12, 13, and 14.

Key Concepts:

- Labeling praise
- Give to Get” principle—for adults and children
- 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 giving support through praise
- Avoiding praising only perfection
- Recognizing social and academic behaviors that need praise
- Building children’s self-esteem through praise and encouragement
- Understanding “proximal praise” and “differential attention”

F. Buzz—independent behaviors to praise (after vignettes 4 and 7).

G. Buzz—list of behaviors “to see more of” (see handout) and write “labeled praise” statements. Write on Piggy Bank handout sheet.

V. Review Home Activities

Review behaviors they will praise during week.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Seven

Topic: *The Art of Effective Praise and Encouragement*

Vignettes: *Praise Part 1: 1-17*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Praise Part 1

Intro 1* 2* 3* 4* 5* 6* 7* 8 9* 10 11 12* 13* 14* 15* 16 17

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences to coaching	_____	_____
3. Benefits and Barriers to Praise	_____	_____
4. Buzz—mealtime behaviors to praise (Vignette 3)	_____	_____
5. Practice praise (replay Vignettes 12, 13, 14)	_____	_____
6. Buzz—independent or self-regulation behaviors to praise (Vignettes 4, 7)	_____	_____
7. Buzz—behaviors “to see more of” and labeled praise words (See brainstorm handout.)	_____	_____
8. Talk about modeling self-praise	_____	_____
9. Explain this week's home assignment (Remind them about “field assignment”)	_____	_____
10. Parents set goals (on Self-Monitored Checklist)	_____	_____

Handout Pads:

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

Xerox:

Refrigerator Notes About Praising Your Child

Record Sheet—Praise

Behavior Record: Behaviors I Want to See More of!

Examples of Ways to Give Praise and Encouragement (2)

Piggy bank handouts (3)

Brainstorm/Buzz—Praise Words to Use

Self-Evaluation

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



Outline-Session Eight

Effective Ways to Praise and Using Tangible Rewards to Teach Your Child New Behaviors

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask about any difficulties increasing praise statements during the week.

Ask about the buddy calls and chapters.

Review group list of behaviors they want to see more of.

Discuss praising self, teachers, partners, in-laws.

IV. Topic of Day: Praise Cont'd

- A. Vignettes: Praise Part 1: Vignettes 18-33, summary (review)
- B. Buzz—praise buddy.
- C. Buzz—self-praise.
- D. Buzz—"positive opposites." (optional)
- E. Practice proximal praise.

V. Topic of Day: Tangible Rewards—"Motivating Your Children"

- A. Vignettes: Tangible Rewards Part 2: 1- 5
- B. Vignettes: Tangible Rewards Part 2: 1- 5
- C. Buzz—surprise rewards and no-cost and low-cost rewards.

Key Concepts: Tangible Rewards

- Shaping behaviors in the direction you want—"small steps toward goal"
- Clearly identifying positive behavior
- Rewards are a tangible marker to help children with ADHD see their progress
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing/refueling yourself, teachers, and others
- Value of spontaneous rewards and celebrations
- Recognizing "First-Then Principle"

- D. Role Play/Practice "When-Then" (Vignette 3)

VI. 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 share with buddy one self-care or pleasurable activity each parent could do for themselves in the next week).

Remind parents to bring in their sticker charts next week.

Be sure to give out charts and stickers to parents.

Assign new "buddies."

Do self-monitoring goal setting.

VII. Parent Evaluation

VIII. Closing

LEADER CHECKLIST

Session Eight

Topic: *Using Tangible Rewards to Teach Your Child New Behaviors*

Vignettes: *Praise Part 1: Vignettes 18-33, summary review*
Tangible Rewards Part 2: 1-5

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Praise Part 1

18A* 18B* 18C* 19* 20* 21 22* 23 24* 25 26* 27 28
 29 30 31 32 33 summary

VIGNETTES COVERED: Tangible Rewards Part 2

Intro 1* 2* 3* 4* 5

* Recommended minimum vignettes. (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. Review behaviors want to see more of (do on board or flip chart as a group activity)	_____	_____
4. Buzz—praise buddy	_____	_____
5. Buzz—praise self (use handout)	_____	_____
6. Buzz—"positive opposites" (optional)	_____	_____
7. Brainstorm benefits of incentives	_____	_____
8. Buzz—surprise and low-cost/no-cost rewards	_____	_____
9. Practice explaining about chart in large group	_____	_____
10. Assign new buddies and ask about buddy calls	_____	_____
11. Review this week's home assignment and parents set goals	_____	_____
12. Use spontaneous rewards with parents (and remind parents to bring charts to next meeting)	_____	_____

Handout Pads:

Home Activities for the Week—Motivating Children Through Incentives (2A)

Xerox:

Refrigerator Notes About Tangible Rewards

Brainstorm/Buzz Positive Self-Praise

Behavior Record—"Positive Opposites"

Examples of Teacher Behaviors to Praise

Practice Praising Yourself and Others

Brainstorm/Buzz—No-cost Rewards

Sticker Chart

Self-Evaluation

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



Outline-Session Nine

Reward Programs cont'd

I. Welcome

II. Ground Rules

III. Report on Home Activities

Discuss difficulties with sticker charts.

Parents present charts for feedback.

Ask about buddy calls.

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

- A. Vignettes: Tangible Rewards Part 2: 6-19
- B. Buzz—with buddies a plan to set up sticker chart (Vignette 6).
- C. Buzz—practice with buddy explaining sticker chart (Vignette 12).
- D. Buzz—low-cost incentives for parents (see handout).
- E. Practice responding to child who fails to earn reward.

Key Concepts:

- Shaping behaviors in the direction you want—"small steps toward goal"
- Clearly identifying positive behavior
- Understanding importance of combining praise with incentives and how to gradually withdraw incentives
- Designing programs that are realistic and developmentally appropriate
- Understanding how to set up programs for problems such as dressing, compliance, going to bed, and toilet training
- Understanding the difference between rewards and bribes
- Importance of reinforcing/refueling yourself, teachers, and others
- Understanding how to respond to children who reject praise
- Learning how to gradually withdraw incentives

V. Review Home Activities

In addition to explaining the handouts, encourage parents to refuel themselves with a reward. Piggy bank might be used to ask parents to put in a coin that reflects a self-care or pleasurable activity they could do for themselves.

Remind parents to bring in their sticker chart again next week.

Review toilet training handout if relevant.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Nine

Topic: *Reward Programs Cont'd*

Vignettes: *Tangible Rewards Part 2: 6-19*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Tangible Rewards

6 7* 8* 9 10* 11* 12 13 14 15 16* 17A* 17B*
17C* 18* 19*

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review and elicit reactions and experiences to praise and reward concepts | _____ | _____ |
| 3. Review list of behaviors parents "want to see more of" to see which ones might be amenable to a chart or incentive program (on board or flip chart) | _____ | _____ |
| 4. Buzz—behaviors to use on sticker chart or "positive opposite" exercise | _____ | _____ |
| 5. Buzz—practice explaining sticker chart to child (large group) | _____ | _____ |
| 6. Buzz—practice explaining sticker chart to child (with buddy) | _____ | _____ |
| 7. Practice responding to child who fails to earn reward | _____ | _____ |
| 8. Buzz—refueling for parents or self-care | _____ | _____ |
| 9. Review this week's home assignment | _____ | _____ |
| 10. Parents set goals for week | _____ | _____ |

Handout Pads:

Home Activities for the Week—Motivating Children Through Incentives (2B)

Xerox:

Refrigerator Notes About Toilet Training (2) (if needed)

Examples of Behaviors to Reward With Stars and Stickers

Handout—Caring Days

Handout—"Positive Opposites" (if not done in Session 8)

Brainstorm/Buzz—Reward Yourself

Self-Evaluation

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



Program Three: Positive Discipline

Outline-Session Ten

Part 1: Establishing Routines and Household Rules

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Discuss sticker chart systems and personal experiences.

Ask parents to share any experiences with praise (of other and self or calling teacher).

Ask about field assignments (class visit or library visit).

IV. Topic of Day: Establishing Routines and Household Rules

- 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.)
- B. Do a “buzz” to introduce benefits of routines, especially for children with ADHD.
- C. Discuss barriers to routines.
- D. Vignettes: Positive Discipline Part 1: 1-9

Key Concepts:

- Importance of routines and predictable schedules for children
- Clear and predictable household rules offer children safety and reduce misbehaviors
- Establishing clear and predictable routines for separating from children and greeting children
- Starting children learning about family chores
- Helping children learn family rules

E. Practice/Role play—steps for saying “good-bye” to child at preschool.

F. Buzz—bedtime or morning routine.

G. Buzz—household rules and chores.

IV. Review Home Activities

Summarize key points (Re Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST**Session Ten****Topic:** *Positive Discipline***Vignettes:** *Establishing Routines and Household Rules Part 1: 1-9***SITE:** _____ **DATE:** _____**LEADER NAMES:** _____ **TIME:** _____**VIGNETTES COVERED: Establishing Routines and Household Rules Part 1**

Intro 1* 2* 3 4* 5* 6* 7 8 9*

* Recommended minimum vignettes. (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. Ask about buddy calls	_____	_____
5. Buzz—benefits of routines	_____	_____
6. Brainstorm barriers to routines (do on board or flip chart)	_____	_____
7. Practice—steps for saying "good-bye"	_____	_____
8. Buzz—bedtime or morning routines	_____	_____
9. Buzz—household rules	_____	_____
10. Highlight key principles from discussion	_____	_____
11. Review this week's home assignment and parents set goals	_____	_____

Handout Pads:

Home Activities for the Week—Rules, Responsibilities, and Routines

Xerox:

Refrigerator Notes About Separations and Reunions

Household Rules (2)

Routines (2)

Household Chores (2)

Chore Cards (5)

Self-Evaluation

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



Outline-Session Eleven

Part 2: Effective Limit Setting

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Discuss morning and bedtime routines.

Ask parents to share any experiences with separating from children.

Ask about explaining household rules to children.

IV. Topic of Day: Effective Limit Setting—“The Importance of Being Clear, Predictable and Positive”

A. Discuss benefits and barriers to limit setting.

Ask parents how many commands they think they give to their children in 30 minutes.

B. Vignettes: Limit Setting Part 2: 1-15

Key Concepts:

- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- Normal, healthy children will test rules—don’t take it personally
- Commands should be clear, brief, positive, and action oriented
- “When-Then” commands offer child a choice
- Distractible children need warnings and reminders and help with transitions

C. Practice—dinner table scene focusing on reducing commands, giving choices, and ignoring protests (after Vignette 8).

D. Buzz—share strategies for helping with transitions (after Vignette 11).

E. Brainstorm—“when-then” commands.

IV. Review Home Activities

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back Record Sheet: Commands.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Eleven

Topic: *Positive Discipline*

Vignettes: *Effective Limit Setting Part 2: 1-15*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Limit Setting Part 2: 1-15

1 2* 3* 4* 5* 6 7* 8* 9* 10 11 12* 13* 14* 15*

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (routines, separations, rules)	_____	_____
3. Discuss benefits and barriers to limit setting	_____	_____
4. Practice—dinner table scene (reducing commands, giving choices, ignoring) (Vignette 8)	_____	_____
5. Buzz—strategies for helping with transitions (Vignette 11)	_____	_____
6. Brainstorm—"when-then" commands	_____	_____
7. Review this week's home assignment	_____	_____
8. Self-monitoring goal setting	_____	_____

Handout Pads:

Home Activities for the Week—Effective Limit Setting

Xerox:

Refrigerator Notes About Limit Setting

Record Sheet: Commands

Examples of Commands

Brainstorm/Buzz—Benefits of Setting Limits

Self-Evaluation

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



Programs Three and Four: Effective Limit Setting and Handling Misbehavior Outline-Session Twelve

Effective Limit Setting and Follow Through

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask parents about what they learned from their observations of their commands—frequency, type of commands.

Ask parents about efforts to reduce commands and give positive commands and child reactions.

IV. Topic of Day: Follow Through With Limit Setting

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 3—Limit Setting Part 2: Vignettes 16–36
Program 4—Handling Misbehavior Vignettes Part 1: 1–13

Key Concepts:

- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- Normal, healthy children will test rules—don't take it personally
- Commands should be clear, brief, positive, and action oriented
- "When-Then" commands offer child a choice
- Distractible children need warnings and reminders and help with transitions

C. Practice: Restate commands in Vignettes 16-20.

D. Buzz—pair up parents with buddies and give them list of negative commands to rewrite. (Use brainstorm handout.)

E. TV rules (if not done earlier). (Vignette 29)

F. Buzz—goals for discipline.

G. Buzz—times to use distractions.

H. Practice—avoiding arguments about limit setting.

V. Review Home Activities

Explain handouts.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Twelve

Topic: *Effective Limit Setting and Follow Through*

Vignettes: *Limit Setting Program 3, Part 2: 16-36*

Handling Misbehavior Program 4, Part 1: 1-13

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Limit Setting Part 2

16* 17* 18* 19* 20* 21* 22* 23* 24* 25* 26 27 28 29 30 31 32
33 34 35 36

VIGNETTES COVERED: Handling Misbehavior Part 1: 1-13

1* 2* 3* 4* 5* 6 7 8* 9* 10 11 12 13

* Recommended minimum vignettes. (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. Review group list of behaviors want to see less of and establish positive opposite	_____	_____
4. Review parents' use of house rules/homework and TV rules	_____	_____
5. Restating commands (Vignettes 16-20)	_____	_____
6. Buzz—rewrite negative commands	_____	_____
7. Buzz—goals for discipline	_____	_____
8. Buzz—times to use distractions	_____	_____
9. Practice—ignoring arguments about limit setting	_____	_____
10. Review this week's home assignment	_____	_____

Handout Pads:

Home Activities for the Week – Effective Limit Setting & Ignoring

Xerox:

Refrigerator Notes About When You Have to Tell Your Child “No”

Brainstorm/Buzz—Rewriting Commands

Record Sheet: Commands

Common Traps (4)

Behavior Record—“Positive Opposites”

Brainstorm/Buzz—Goals for Discipline

Self-Evaluation

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



Program Four: Positive Discipline: Handling Misbehavior

Outline-Session Thirteen

Ignoring Children's Inappropriate Behavior

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask parents to report on following through with commands.

Review list of behaviors they want to see less of and goals for discipline (from prior session).

IV. Topic of Day: Ignoring

- A. Brainstorm—benefits and barriers to ignore strategy.
- B. Vignettes: Program 4—Handling Misbehavior Vignettes Part 2: 1-19 (Ignoring)
- C. Buzz—behaviors (from list of behaviors want to see less of) that can be ignored (and identify positive opposite).
- D. Buzz—strategies for parents to use to stay calm.
- E. Buzz—2-3 calming thoughts.

Key Concepts:

- Understand the importance of distractions coupled with ignore
- Understand the importance of consistency and follow through by parents
- Using self-control and calm-down strategies
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Use ignore technique consistently and appropriately
- Explain vending machine example of behavior that continues if there is some “pay off”
- Use ignore for selected behaviors such as whining, tantrums, arguing
- Keep filling up bank account with play, praise, and incentives
- Understand concept of “selective attention”

- F. Role Play/Practice
Replay Vignette 12 ignoring and practicing positive self-talk.
- G. Role Play/Practice
Practice using “selective attention” (after Vignette 16).

V. Review Home Activities

Explain handouts.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Thirteen

Topic: *Ignoring Children's Inappropriate Behavior*

Vignettes: *Handling Misbehavior Part 2: 1-19*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Ignoring Part 2

1* 2* 3* 4* 5* 6* 7* 8* 9* 10 11* 12* 13
14 15 16** 17* 18 19

* Recommended minimum vignettes. (Circle vignettes shown.)

** Vignette 16 would be shown after Time Out training.

DID I

YES

NO

- | | | |
|----------------------------------------------------------------------------------------------------|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to giving positive commands) | _____ | _____ |
| 3. Brainstorm benefits and barriers to ignoring | _____ | _____ |
| 4. Practice ignoring in role play | _____ | _____ |
| 5. Buzz—ways to stay calm | _____ | _____ |
| 6. Buzz—calming thoughts | _____ | _____ |
| 7. Buzz—behaviors to ignore | _____ | _____ |
| 8. Replay Vignette 12 ("I want it") | _____ | _____ |
| 9. Practice—selective ignoring | _____ | _____ |
| 10. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week – Ignoring Misbehavior

Xerox:

Refrigerator Notes About Ignoring	Record Sheet: Commands and Ignore (2)
Brainstorm Ways to Stay Calm	Brainstorm Behaviors I Will Ignore
Brainstorm Using Selective Ignoring	Handout: Learning Self-Control
Handout: Putting it All Together	Handout: Self-Talk in Problem Situations
Handout: Write Coping Statements	
Behaviors I Want to See Less of and Positive Opposite	

Self-Evaluation

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



Outline-Session Fourteen

Time-Out to Calm Down

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Find out group experiences in ignoring misbehavior. Practice as needed.

Review “positive opposite” behaviors being reinforced.

Ask about parents’ coping or calming strategies.

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, non-compliant and destructive behaviors. It is not the only discipline strategy (will cover more in future sessions).
- B. Diagram on board (or flip chart) the Time-Out procedures and teach basic strategies.
- C. Vignettes: 1-8 (Explaining Time-Out and Calm Down to Children)
- D. Buzz—locations for Time-Out
- E. Practice explaining to children how Time-Out works and where it will be.
- F. Vignettes: Handling Misbehavior Part 3: 9-19 (for aggression)
- G. Do a role play using Time-Out for aggression.
- H. Role play basic Time-Out for aggression (Scenarios #1 and 2) (Vignettes 9-15).
- I. Role play Time-Out when child resists (Scenario #3) (Vignettes 16-19).
- J. Talk about personal Time-Out.

Key Concepts:

- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- How to teach and practice calm-down strategies with children
- Administer Time-Out respectfully and selectively
- How to explain to children how to take Time-Out to calm down
- How to use Time-Out selectively for destructive behaviors or severe oppositional behaviors
- How to manage when a child resists Time-Out
- Helping the victim of aggression to cope with aggression
- Continuing to strengthen prosocial behaviors

V. Review Home Activities

Summarize key points.

In addition to reviewing home assignment handouts, ask them to think about a place they could use for Time-Out.

Offer the CDs as a good way to learn about Time-Out.

Encourage continuing mutual support with their buddies.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Fourteen

Topic: *Time-Out to Calm Down*

Vignettes: *Handling Misbehavior Program 4, Part 3: 1-19*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: *Handling Misbehavior Part 3: (for aggression)*

Intro* 1* 2* 3* 4 5 6* 7* 8* 9* 10* 11* 12*
13* 14* 15* 16* 17 18 19

* Recommended minimum vignettes. (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. Leader teaches basic Time-Out using Scenarios #1 and 2	_____	_____
4. Buzz—locations for Time-Out	_____	_____
5. Teach how to explain Time-Out to children	_____	_____
6. Teach how to help children calm down in Time-Out	_____	_____
7. Practice how you will explain Time-Out to your children	_____	_____
8. Teach Time-Out for aggression	_____	_____
9. Role Play/Practice Time-Out	_____	_____
Child goes willingly to Time-Out	_____	_____
Preschooler needs parents' help	_____	_____
Child won't stay in chair	_____	_____
10. Talk about personal Time-Out and stress management	_____	_____
11. Review this week's home assignment	_____	_____

Handout Pads:

Home Activities for the Week—Time-Out to Calm Down (Handout 3A)

Xerox:

Refrigerator Notes About Time-Out

Refrigerator Notes for Teaching Children to Manage Anger

Refrigerator Notes: Teach Calm-Down Strategies

Record Sheet: Commands and Time-Out

Time-Out for Aggression (Scenarios #1, 2, 3) (3–6 year olds)

Brainstorm Behaviors for Time-Out

Brainstorm Staying Calm & Managing Anger (2)

Self-Evaluation

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



Outline-Session Fifteen

Time-Out for Aggression and Noncompliance

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask parents to report on their experiences with Time-Out.

Ask about buddy calls and reading.

IV. Topic of Day: Time-Out for Aggression and Noncompliance

- A. Brainstorm advantages and disadvantages (barriers) to spanking versus Time-Out.
- B. Vignettes: Handling Misbehavior Part 3 (Vignettes 20-21)
(children ages 6–8 years)
- C. Role play/Practice—scenario changes for children ages 6-8 years (use handout Scenarios #2B, #2C, #2D).
- D. Vignettes: Handling Misbehavior Part 3 continued: 22-29 (Time-Out for noncompliance).
- E.. Explain common traps (see handouts).
- F. Practice—Compliance Training Scenario (see compliance handout).
- G. Practice—challenging negative self-talk. (See handout for rewriting negative talk.)

Key Concepts:

- Maintaining self-control
- Learning Time-Out steps for 6-8 year olds for aggression
- Learning compliance training protocol
- “Priming the pump” with positive self-talk

V. Review Home Activities

Summarize key points.

Explain handouts.

Do self-monitoring goal setting.

VI. Parent Evaluation

VIII. Closing

LEADER CHECKLIST **Session Fifteen**

Topic: *Time-Out for Aggression and Noncompliance*

Vignettes: *Handling Misbehavior Program 4, Part 3: Vignettes 20-29*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Handling Misbehavior Part 3: 20-29

20* 21* 22* 23* 24* 25* 26* 27 28 29

* Recommended minimum vignettes. (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. Practice Time-Out steps for 6-8 year olds	_____	_____
5. Practice Compliance Training Scenario	_____	_____
6. Practice challenging negative self-talk	_____	_____
7. Brainstorm advantages versus disadvantages of spanking versus Time-Out	_____	_____

Handout Pads:

Home Activities: Time-Out (Handout 3B)

Xerox:

Refrigerator Notes about Stress and Anger	Refrigerator Notes—Handling Tantrum Storms
Record Sheet: Commands and Time-Out	Brainstorm/Buzz—Staying Calm & Managing Anger
Feelings Thermometer (2)	Brainstorm/Buzz—Coping and Calming Self-Talk
Pros and Cons of Time-Out	Maintaining Objectivity
Compliance Training Handout	Brainstorm/Buzz—Behaviors For Time Out
Brainstorm/Buzz—Staying Calm	Time-Out Scenarios for 6–8 Year Olds (2B, 2C, 2D)
What to Do When You Are Losing Control and When New Problems Arise (2)	

Self-Evaluation

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



Outline-Session Sixteen

Natural and Logical Consequences

I. Welcome

II. Report on Home Activities

Discuss any experiences with Time-Out.
Find out reactions to thought control handout.
Ask about using calming self-talk exercise.

III. Topic of Day: Consequences

- A. Review group list of behaviors they want to see less of—those behaviors which are ignorable, those which merit Time Out and those which need another consequence.
- B. Brainstorm list of possible logical and natural consequences
- C. Vignettes: Handling Misbehavior Part 4: 1-6

Key Concepts:

- Repeated learning trials—negative behavior is a signal child needs some new learning
- Remember to continue building positive opposite behaviors
- Learning about logical and natural consequences
- Promoting open communication between parents and children
- Knowing how to make consequences immediate and developmentally appropriate

- D. Role Play consequences

IV. Review Home Activities

Explain handouts.
Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Sixteen

Topic: *Natural and Logical Consequences*

Vignettes: *Handling Misbehavior Program 4, Part 4: 1-6*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Handling Misbehavior Part 4: 1* 2* 3* 4*
5* 6*

* Recommended minimum vignettes. (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. Review list of behaviors want to see less of & those amenable to logical consequences	_____	_____
4. Brainstorm consequences for different ages (preschool vs school age)	_____	_____
5. Discuss advantages and disadvantages of logical consequences	_____	_____
6. Role play consequences (Vignette 5)	_____	_____
7. Highlight key principles from parents' discussion	_____	_____
8. Review this week's home assignment	_____	_____

Handout Pads:

Home Activities—Natural and Logical Consequences

Xerox:

Refrigerator Notes About Natural and Logical Consequences

Refrigerator Notes About Positive Discipline

Parents Working Like Detectives (2)

Record Sheet: Logical Consequences

Problem Solving Worksheet (2)

Self-Evaluation

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



Outline—Session Seventeen

Teaching Children to Problem Solve Through Stories and Games

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Discuss their experiences with Time-Out and Consequences.

Review “Parents Thinking Like Scientists” handout.

IV. Topic of Day: Teaching Children to Problem Solve Through Stories and Games

A. Brainstorm advantages and disadvantages (barriers) to problem solving.

Key Concepts:

- Understanding a variety of games and stories that can be used to help children begin to learn problem-solving skills
- Appreciating the developmental nature of children’s ability to learn problem-solving skills
- Learning how to help children think about the “feeling” as well as the “behavioral” consequences to solutions proposed
- Understanding the importance of validating children’s feelings
- Avoiding “blocks” to effective problem-solving with children such as lectures, quick solutions, judgments about solutions, criticism, too many questions, or focus on “correct” solutions rather than the “process” of problem solving
- Recognizing the value of modeling solutions and problem solving for children

B. Vignettes: Part 5: 1–18

C. Role Play/Practice

Break into triads to practice emotion and social coaching.

D. Buzz—list 2-3 problem situations that might lend themselves to problem-solving discussion with puppets.

E. Practice with child setting up role play to encourage problem solving.

VI. Review Home Activities

Explain handouts.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST **Session Seventeen**

Topic: *Teaching Children to Problem Solve Through Stories and Games*

Vignettes: *Handling Misbehavior Program 4, Part 5: 1-18*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 5: 1-18

Intro* 1* 2* 3* 4* 5* 6* 7* 8 9* 10* 11* 12*
13* 14* 15* 16 17 18

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (Time-Out and logical consequences)	_____	_____
3. Brainstorm advantages versus disadvantages of problem solving	_____	_____
4. Practice social and emotion coaching	_____	_____
5. Buzz—2-3 problem situations	_____	_____
6. Practice with puppets setting up role play	_____	_____
7. Review home assignment	_____	_____

Handout Pads:

Home Activities—Teaching Your Child to Problem Solve (5A)

Xerox:

Refrigerator Notes About Problem Solving With Children

Parent Record Sheet: Problem Solving

Problem Solving Checklist

Give Out Wally Books

Possible Solutions for Children

Evaluating Solutions

Record Sheet: Problem Solving With Your Child

Tiny's Anger Management Steps

Self-Evaluation

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



Outline—Session Eighteen

Teaching Children to Problem Solve Cont'd

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Discuss any experiences with problem-solving games.

IV. Topic of Day: Problem-Solving

A. Vignettes: Part 5: 19-27

Key Concepts:

- Recognizing how and when to use “guided solutions” for very young children or for children who do not have positive solutions in their repertoire
- Discovering the value of first understanding the child’s feelings and view of the problem before attempting problem solving
- Strengthening children’s empathy skills by reversing roles and talking about another’s feelings
- Understanding ways to encourage children’s generation of solutions to problems
- Recognizing how both shy and withdrawn children need to learn to problem solve.
- Recognizing when children may be ready to problem solve on their own

B. Role Play/Practice (large group)

Demonstrate how to use Wally books to teach problem solving.

C. Practice in dyads using Wally books to problem solve. Practice solutions with puppets (Vignette 20).

V. Review Home Activities

Summarize key points.

Explain handouts.

Talk about final celebration and discuss how group members can continue to get support.

Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Eighteen

Topic: *Teaching Children to Problem Solve Cont'd*

Vignettes: *Handling Misbehavior Program 4, Part 5: 19-27*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 5: 19-27

19* 20* 21 22* 23 24 25 26* 27* Summary*

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to problem-solving games)	_____	_____
3. Make a group list of child problems they want to problem-solve	_____	_____
4. Practice (large group) using Wally books	_____	_____
5. Practice (dyads) using Wally books to teach problem solving	_____	_____
6. Discuss termination (feelings about group, planning party, continuing group on own)	_____	_____
7. Review this week's home assignment	_____	_____

Handout Pads:

Home Activities—Parents Teaching Children to Problem Solve (5B)

Xerox:

Behavior Record: Problem Solving With Children

* If possible, give parents Wally books to take home and use with their children.

Self-Evaluation

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



Program Six: Problem Solving for Parents Outline—Session Nineteen

Adult Problem-Solving Meetings (optional session)

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask parents to report on experiences with problem solving with their children.

IV. Topic of Day: Problem Solving for Parents

- A. Brainstorm advantages and disadvantages to problem solving for adults.
- B. Introduce problem-solving steps and brainstorming with “brick” analogy.
- C. Vignettes: Program 6, Part 1: 1-3F

Key Concepts:

- Recognizing when to use spontaneous problem-solving skills
- Understanding the six important steps of problem solving
- Learning how and when to collaborate effectively
- Communicating effectively while problem solving
- Avoiding bocks to effective problem-solving, such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps and criticizing solutions
- Planning a successful conference with teachers
- Recognizing how to use problem-solving strategies to get more support
- Learning how to express feelings about a problem without blaming

- D. Role Play—Break up into triads to practice steps of defining problem, summarizing, identifying goal, and brainstorming (following 3F).

Break up into triads to practice evaluating solutions.

V. Topic of Day: Problem Solving With Teachers

- A. Vignettes: Program 6, Part 3: 12A-12F.
- B. Role play—use scripts.

VI. Buzz—solutions for continuing to get support as a parent.

Plan final party celebration.

VII. Review Home Activities

Explain handouts.
Do self-monitoring goal setting.

VIII. Parent Evaluation

IX. Closing

Note: Problem Solving Program from the Advance Series is recommended for families who are socioeconomically distressed and/or families with interpersonal adult conflict and for parents who are collaborating with teachers on behavior plans for their children



LEADER CHECKLIST **Session Nineteen**

Topic: *Adult Problem-Solving Meetings*

Vignettes: *Program 6, Part 1: 1-3F and Program 6, Part 3: 12A-12F*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1: 1-3F

1* 2* 3A* 3B* 3C* 3D* 3E 3F

Part 3: 12A-12F

12A* 12B* 12C* 12D* 12E* 12F*

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Review group list of stressors (do on board or flip chart)	_____	_____
4. Teach and model brainstorming	_____	_____
5. Role play problem definition, goals and brainstorming	_____	_____
6. Role play evaluation process	_____	_____
7. Role play problem solving with teacher (use scripts)	_____	_____
8. Buzz—solutions for continuing to get support as a parent	_____	_____
9. Plan final celebration	_____	_____
10. Weekly Evaluation	_____	_____

Xerox: (see Advance Manual)

Home Activities for the Week—Problem Solving for Adults

Refrigerator Notes About Family Problem Solving

Refrigerator Notes About Talking With Teachers (3)

Talking With Teachers (scripts #1 and #2)

Sources of Stress Record Sheet

Problem-Solving Checklist

Self-Evaluation

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



Outline—Session Twenty

Review and Celebration

I. Welcome

II. Report on Home Activities

Discuss any experiences with Problem Solving.

Review group list of problems they would like to problem solve.

III. Topic of Day: Review and Catch Up

A. Complete any unfinished vignettes.

B. Role play problems raised by group members.

IV. Celebrating Group

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. Review progress toward goals set

Look at “Parents Thinking Like Scientists” goals sheet done in first session and review progress.

C. 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 Final Program Evaluation (long form in appendix)

Note: This may take two sessions. One session may be needed to catch up on content or review strategies for existing child problems and a 2nd session may be needed to talk about the group experience and to celebrate the ending.

LEADER CHECKLIST

Session Twenty

Session Twenty: **Review and Celebration**

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Complete any unfinished

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to problem solving)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of problems for problem solving	_____	_____
5. Role play	_____	_____
6. Discuss termination (feelings about group, continuing group on own, providing support)	_____	_____
7. Make a reunion plan or plan on going meetings	_____	_____
8. Present certificates, flowers, gifts	_____	_____
9. Parent Final Program Evaluation (long form)	_____	_____

Xerox:

Parent Satisfaction Handout

Self-Evaluation

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