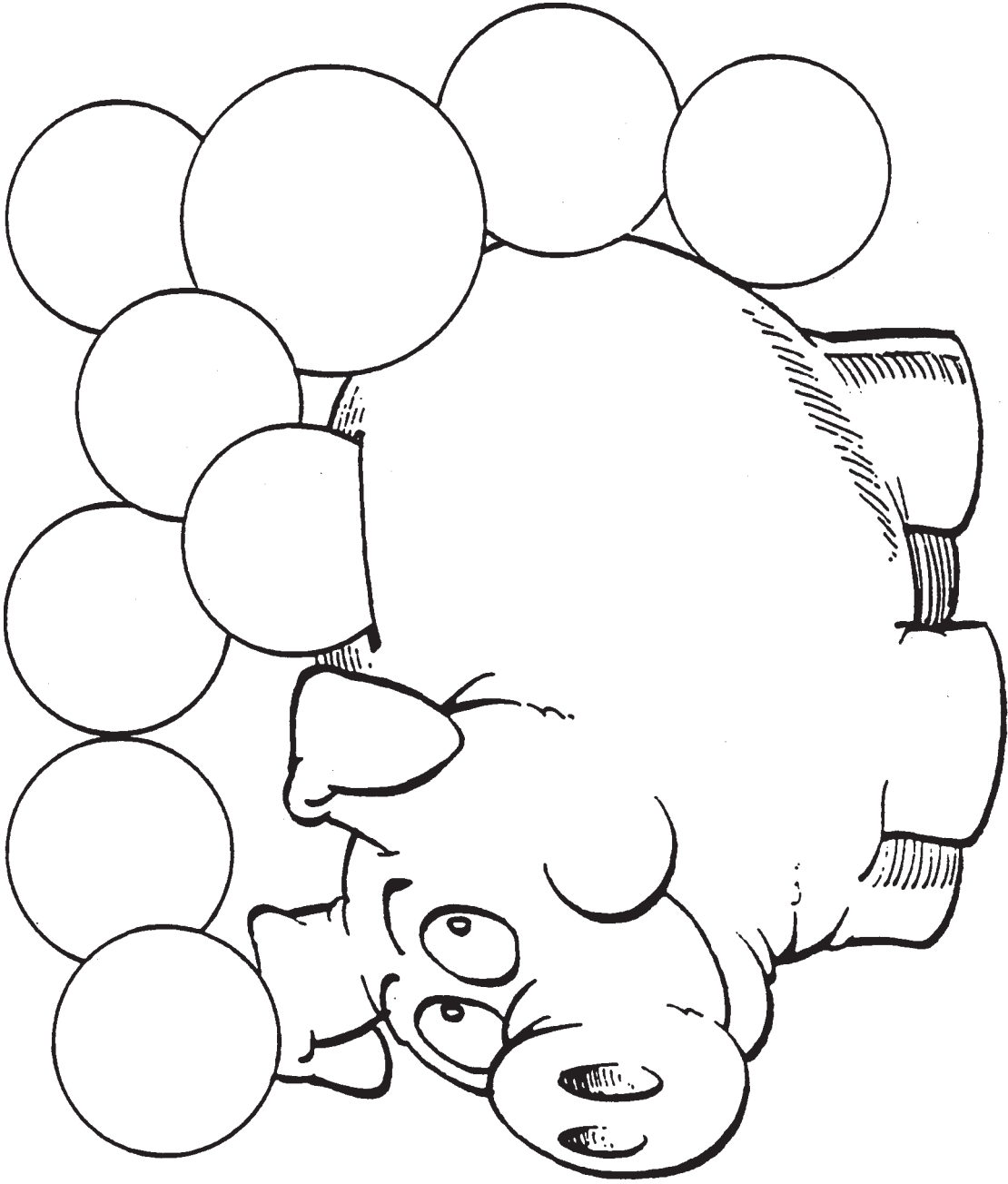


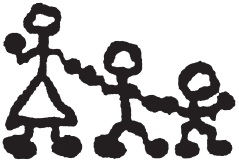
Appendix

- 1. Piggy Bank Poster***
- 2. Self-monitoring checklist***
- 3. Self-monitoring checklist
(Supporting Your Child's Education)***
- 4. Parent Weekly Evaluation Form***
- 5. Parent Final Program Satisfaction
Questionnaire (to be reproduced)***
- 6. Parents Thinking Like Scientists***
- 7. Tables of Program, Content & Objectives***
- 8. Weekly Logs***
- 9. Home Activities for the Week***
- 10. Parents as Coaches***
- 11. Child Developmental Levels***
- 12. Brainstorm/Buzz Handouts***
- 13. Using Time Out***



Remember to Build Up Your Bank Account

Name: _____



Incredible Years

Self-Monitoring Checklist

Children 8-12 Years

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

Session 1: Introductions, Goals, Special Time

My goal for the coming week:

	<i>Goals I met</i>
____ Read Chapter 1 (How to Play With Your Child).	____
____ Review my goals for myself and my child.	____

Session 2: Importance of Parental Attention and Special Time

My goal for the coming week:

	<i>Goals I met</i>
____ Read Chapter 10 (Teaching Children Friendship Skills).	____
____ Special times this week with my child will include:	____

Session 3: Social, Emotion and Persistence Coaching

My goal for the coming week:

	<i>Goals I met</i>
____ Read Chapter 2 (Praise and Encouragement).	____
____ Make buddy call	____
____ Special times this week with my child will include:	____

Session 4: Effective Praise and Encouragement

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 3 (Tangible Rewards).	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors:	_____
<hr/>	
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 5: Using Tangible Reward Programs to Motivate My Child

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Part 3, Problem 15: (Reading with Care).	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Practice increasing my praises with my child	_____
<input type="checkbox"/> Set up a sticker chart this week	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 6: Rules, Responsibilities and Routines

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 4 (Limit Setting) & Part 3, Problem 1 (Taking Charge of Your Child's Screen Time)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Send note or make phone call praising my child's teacher	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 7: Clear and Respectful Limit-Setting

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 5 (Ignore)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Use a sticker chart with my child	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 8: Ignoring Misbehavior

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 11 (Controlling Upsetting Thoughts)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Continue using sticker chart with my child	_____
<input type="checkbox"/> Practice ignoring the following misbehaviors:	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 9: Timeout to Calm Down

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 6 (Time Out to Calm Down).	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> If not read previously, Read Chapter 11 (Controlling Upsetting Thoughts)	_____
<input type="checkbox"/> Use time out this week if aggressive behavior occurs	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 10: Time Out and Other Consequences

My goal for the coming week:

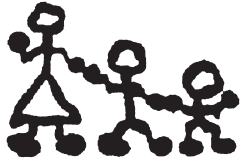
	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 7 (Consequences)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Use a consequence this week	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 11: Review and Catch Up

Continue here with Supporting Your Child's Education Program (3-4 sessions)

or

Advance Program (8 sessions).



Supporting Your Child's Education

Self-Monitoring Checklist

Session 1: Promoting Reading Skills

_____ Find out what my child is interested in reading about

_____ Read with my child this week

_____ Special times this week will include:

_____ Buddy call

My goal for the coming week:

Session 2: Dealing with Children's Discouragement

_____ Practice positive forecasting statements

_____ Praise my child's academic and learning efforts

_____ Set up incentive system for specific homework or school-related behavior

_____ Special times this week will include:

_____ Buddy call

My goal for the coming week:

Session 3: Fostering Good Learning Habits and Routines

- _____ Read Chapter 15 (Working with Teachers to Prevent Problems).
- _____ Establish homework routines and rules
- _____ Follow through with limits regarding homework
- _____ Monitor my child's after school activities and whereabouts (and computer use)
- _____ Special times this week will include:

_____ Buddy call

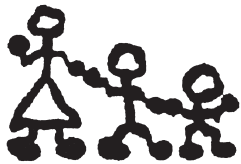
My goal for the coming week:

Session 4: Parents Showing Interest in School and Homework

- _____ Find out about my child's classes and curriculum
- _____ Attend a school meeting or, contact my child's teacher
- _____ Encourage my child's persistence with homework
- _____ Special times this week will include:

_____ Buddy call

My goal for the coming week:



INCREDIBLE YEARS PARENT PROGRAM
PARENT WEEKLY EVALUATIONS

Name _____ Session _____ Date _____

I found the content of this session:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching was:

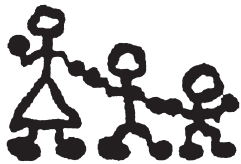
not helpful neutral helpful very helpful

I found the group discussion to be:

not helpful neutral helpful very helpful

Additional comments:

(continue on back)



Incredible Years
Parent Program Satisfaction Questionnaire
BASIC Parent Program (9,10 & 8)

(Hand out at end of the program)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the Incredible Years parenting program that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point.

1. The problem(s) that originally prompted me to take the parenting program for my child is (are)

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved
--------------------	-------	----------------	----------	-------------------	----------	------------------

2. My child's behaviors which I/we have tried to change using the methods presented in this program are

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved
--------------------	-------	----------------	----------	-------------------	----------	------------------

3. My feelings about my child's progress are that I am

very dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	greatly satisfied
-------------------	--------------	-----------------------	---------	--------------------	-----------	-------------------

4. To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your child (for example, your marriage, your feelings in general)?

hindered much more than helped	hindered	hindered slightly	neither helped nor hindered	helped slightly	helped	helped very much
--------------------------------	----------	-------------------	-----------------------------	-----------------	--------	------------------

5. My expectation for good results from the Incredible Years program is

very pessimistic	pessimistic	slightly pessimistic	neutral	slightly optimistic	optimistic	very optimistic
------------------	-------------	----------------------	---------	---------------------	------------	-----------------

6. I feel that the approach used to improve my child's behavior in this program is

very inappropriate	inappropriate	slightly inappropriate	neutral	slightly appropriate	appropriate	greatly appropriate
--------------------	---------------	------------------------	---------	----------------------	-------------	---------------------

7. Would you recommend the program to a friend or relative?

strongly not recommend	not recommend	slightly not recommend	neutral	slightly recommend	recommend	strongly recommend
------------------------	---------------	------------------------	---------	--------------------	-----------	--------------------

8. How confident are you in managing *current* behavior problems in the home on your own?

very unconfident	unconfident	slightly unconfident	neutral	slightly confident	confident	very confident
------------------	-------------	----------------------	---------	--------------------	-----------	----------------

9. How confident are you in your ability to manage *future* behavior problems in the home using what you learned from this program?

very unconfident	unconfident	slightly unconfident	neutral	slightly confident	confident	very confident
------------------	-------------	----------------------	---------	--------------------	-----------	----------------

10. My overall feeling about achieving my goal in this program for my child and family is

very negative	negative	slightly negative	neutral	slightly positive	positive	very positive
---------------	----------	-------------------	---------	-------------------	----------	---------------

B. Teaching Format

Usefulness

In this section, we would like you to indicate how useful each of the following types of teaching is for you *now*. Please circle the response that most clearly describes your opinion.

1. Content of information presented was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
-------------------	---------	------------------	---------	-----------------	--------	-------------------

2. Demonstration of parenting skills through the use of videotape vignettes was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
-------------------	---------	------------------	---------	-----------------	--------	-------------------

3. Group discussion of parenting skills was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
-------------------	---------	------------------	---------	-----------------	--------	-------------------

4. Use of practice/role play during group sessions was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
-------------------	---------	------------------	---------	-----------------	--------	-------------------

5. I found the “buddy calls” to be

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

7. Reading chapters from the Incredible Years book or listening to the CD was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

8. Practicing skills at home with my child was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

9. Weekly handouts (e.g., refrigerator notes) were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

10. Phone calls from the group leaders were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

C. Specific Parenting Techniques

Usefulness

In this section, we would like you to indicate how useful each of the following techniques is in improving your interactions with your child and decreasing his or her “inappropriate” behaviors *now*. Please circle the response that most accurately describes the usefulness of the technique.

1. Child-Directed Play or Special Time

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

2. Descriptive Commenting/Social, Emotion and Academic Coaching

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

3. Praise and Encouragement

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

4. Tangible Rewards (charts)

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

5. Routines, Responsibilities

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

6. Ignoring

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

7. Positive Commands (e.g., “when-thens”)

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

8. Time Out to Calm Down

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

9. Loss of Privileges, Logical Consequences

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

10. Interactive Reading

eextremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
-----------------------	---------	---------------------	---------	--------------------	--------	---------------------

11. Helping With my Child’s Homework & Academic Skills

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

12. Problem Solving with Adults

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

13. Collaborating With my Child’s Teacher

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

14. Helping My Children Learn to Problem Solve

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

15. Family Meetings

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

16. This Overall Group of Techniques

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely usefull
----------------------	---------	---------------------	---------	--------------------	--------	----------------------

D. Evaluation of Parent Group Leader(s)

In this section we would like you to express your opinions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 _____

(name)

1. I feel that the group leader's teaching was

very poor	poor	below average	average	above average	superior	excellent
--------------	------	------------------	---------	------------------	----------	-----------

2. The group leader's preparation was

very poor	poor	below average	average	above average	superior	excellent
--------------	------	------------------	---------	------------------	----------	-----------

3. Concerning the group leader's interest and concern in me and my problems with my child, it was

very dissatisfied	dissatisfied	slightly dissatisfied	average	slightly satisfied	satusfed	extremely satisfied
----------------------	--------------	--------------------------	---------	-----------------------	----------	------------------------

4. At this point, I feel that the group leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

5. Concerning my personal feelings toward the group leader, I

dislike him/her very much	dislike him/her	dislike him/her slightly	have a neutral attitude toward him/her	like him/her slightly	like him/her	like him/her very much
---------------------------------	--------------------	--------------------------------	--	-----------------------------	-----------------	------------------------------

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 _____

(name)

1. I feel that the group leader's teaching was

very poor	poor	below average	average	above average	superior	excellent
-----------	------	---------------	---------	---------------	----------	-----------

2. The group leader's preparation was

very poor	poor	below average	average	above average	superior	excellent
-----------	------	---------------	---------	---------------	----------	-----------

3. Concerning the group leader's interest and concern in me and my problems with my child, I was

very dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	greatly satisfied
-------------------	--------------	-----------------------	---------	--------------------	-----------	-------------------

3. Concerning the group leader's interest and concern in me and my problems with my child, it was

very dissatisfied	dissatisfied	slightly dissatisfied	average	slightly satisfied	satisfied	extremely satisfied
-------------------	--------------	-----------------------	---------	--------------------	-----------	---------------------

4. At this point, I feel that the group leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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E. Overall Program Evaluation

1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. How could the program have been improved to help you more?

Parents Thinking Like Scientists



Child Problems

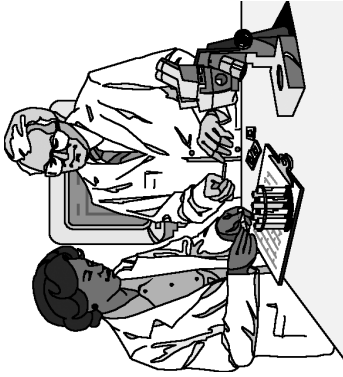
Child Strengths

Goals

Strategies	Benefits	Obstacles [thoughts, feelings, behavior in self & others]

Ongoing Plans

Parents Thinking Like Scientists



Child Problems



Child Strengths



Goals

Table 3: Content and Objectives of the Incredible Years Supporting Your Child’s Education Parent Training Program

Content	Objectives	Content	Objectives
<p>Part 1: Promoting Reading Skills</p>	<ul style="list-style-type: none"> • Providing positive support for children’s reading. • Building children’s self-esteem and self-confidence in their learning ability. • Making reading enjoyable. • Fostering children’s reading skills and story telling through “interactive dialogue,” praise, and open-ended questions. 	<p>Part 2: Dealing with Children’s Discouragement</p>	<ul style="list-style-type: none"> • Helping children avoid a sense of failure when they can’t do something. • Recognizing the importance of children learning according to their developmental ability and learning style. • Understanding how to build on children’s strengths. • Knowing how to set up tangible reward programs to help motivate children in difficult areas. • Understanding how to motivate children through praise and encouragement.
<p>Part 3: Fostering Good Learning Habits and Routines</p>	<ul style="list-style-type: none"> • Setting up a predictable daily learning routine for academic activities. • Understanding how television and computer games interfere with learning. • Incorporating effective limit-setting regarding homework. • Understanding how to follow through with limits. • Understanding the importance of parental monitoring. • Avoiding the criticism trap. 	<p>Part 4: Parents Showing Interest in School</p>	<ul style="list-style-type: none"> • Understanding the importance of parental attention, praise, and encouragement for what children learn in school. • Recognizing that every child learns different skills at different rates according to their developmental ability. • Understanding how to build on children’s strengths. • Understanding how to show “active interest” in children’s learning at home and at school. • Understanding the importance of working with your child’s teacher. • Understanding the importance of parental advocacy for their children in school.

Table 4: Content and Objectives of the Incredible Years School-Age BASIC Parent Training Programs (Ages 6-12)

Content	Objectives	Content	Objectives
Program Nine: Promoting Positive Behaviors in School-Age Children			
<p>Part 1: The Importance of Parental Attention and Special Time</p>	<ul style="list-style-type: none"> Understanding how to build a positive relationship with children. Helping children develop imaginative and creative play. Building children's self-esteem and self-confidence through supportive parental attention. Understanding the importance of adult attention for promoting positive child behaviors. Understanding how lack of attention and interest can lead to child misbehaviors. 	<p>Part 2: Social, Emotion, and Persistence Coaching</p>	<ul style="list-style-type: none"> Understanding how to use academic and persistence coaching to encourage children's persistence and focus Learning to use emotion coaching to build emotional literacy Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member.
<p>Part 3: Effective Praise and Encouragement</p>	<ul style="list-style-type: none"> Knowing how to use praise more effectively. Avoiding praising only perfection. Recognizing common traps. Knowing how to deal with children who reject praise. Recognizing child behaviors that need praise. Understanding the effects of social rewards on children. Doubling the impact of praise. Building children's self-esteem and self-concept. 	<p>Part 4: Tangible Rewards</p>	<ul style="list-style-type: none"> Understanding the difference between rewards and bribes. Recognizing when to use the "first-then" rule. Understanding how to set up star and point systems to motivate children. Understanding how to design programs that are age-appropriate. Understanding ways to use tangible rewards for problems such as dawdling, noncompliance, sibling fighting, messy room, not going to bed, and being home on time.

Table 4 Continued

Content	Objectives	Content	Objectives
Program Ten: Reducing Inappropriate Behaviors in School-Age Children			
Part 1: Rules, Responsibilities, and Routines	<ul style="list-style-type: none"> • Politeness Principle • Understanding how to establish clear and predictable routines. • Strategies for encouraging children to be responsible. • Understanding the importance of household chores. • Making sure household rules are clear. 	Part 2: Clear and Respectful Limit Setting	<ul style="list-style-type: none"> • The importance of household rules. • Guidelines for giving effective commands. • How to avoid using unnecessary commands. • Identifying unclear, vague, and negative commands. • Providing children with positive alternatives. • Using “when/then” commands effectively. • The importance of warnings, reminders, and giving choices.
Part 3: Ignoring Misbehavior	<ul style="list-style-type: none"> • Dealing effectively with children who test the limits. • Knowing when to divert and distract children. • Avoiding arguments and “why games.” • Understanding why it is important to ignore children’s inappropriate responses. • Following through with commands effectively. • Recognizing how to help children be more compliant. 	Part 4: Time Out Consequences	<ul style="list-style-type: none"> • Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors. • How to explain Time Out to children. • Avoiding power struggles. • Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out. • Teaching children how to calm down. • Understanding the importance of strengthening positive behaviors.
Part 5: Logical and Natural Consequences	<ul style="list-style-type: none"> • Guidelines for avoiding power struggles. • Recognizing when to use logical consequences, privilege removal, or start up commands. • Understanding what to do when discipline doesn’t seem to work. • Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles. • Understanding how natural and logical consequences increase children’s sense of responsibility. • Understanding when to use work chores with children. • Understanding the importance of parental monitoring at all ages. 		

Weekly Logs

Name _____

- 1 Treatment Groups _____
- 2 F Number of Sessions Attended _____
- 3 M Number of Sessions Attended _____
- 4 C Number of Sessions Attended _____
- 5 BF/F Number of Hours of Therapy _____
- 6 Who Attended Therapy _____
- 7 Leader (A) Parent Group _____
- 8 Leader (B) Parent Group _____
- 9 Leader (A) Child Group _____
- 10 Leader (B) Child Group _____
- 11 Homework not completed Mother _____
- 12 Homework not completed Father _____
- 13 Homework not completed Child _____

Codes

Content/Leader/Discussion:

- not helpful = 0 points
- neutral = 1 point
- good = 2 points

Participation

- seldom = 0
- sometimes = 1
- frequent = 2

Attitude

- negative = 0
- neutral = 1
- positive = 2

Homework

- incomplete, none = 0
- complete = 1

Make-up Session

- no = 0
- yes = 1

M = Mother F = Father		Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 M Introduction								
Session 2 M Special Time	14							
Session 3 M Social, Emotion, & Persistence Coaching								
Session 4 M Praise	15							
Session 5 M Incentives	15A							
Session 6 M Rules, Responsibilities, and Routines								
Session 7 M Limit Setting	16							
Session 8 M Ignoring	17							
Session 9 M Time Out	18							
Session 10 M Consequences	19							
Session 11 M Make Up/Review								
Session 12 M Reading Skills	21							
Session 13 M Dealing with Discouragement	22							
Session 14 Fostering Good Learning Habits	23							
Session 15 Showing Interest in School	24							

Weekly Logs

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 F Introduction							
Session 2 F Special Time	14						
Session 3 F Social, Emotion, & Persistence Coaching							
Session 4 F Praise	15						
Session 5 F Incentives	15A						
Session 6 F Rules, Responsibilities, and Routines							
Session 7 F Limit Setting	16						
Session 8 F Ignoring	17						
Session 9 F Time Out	18						
Session 10 F Consequences	19						
Session 11 F Make Up/Review							
Session 12 F Reading Skills	21						
Session 13 F Dealing with Discouragement	22						
Session 14 F Fostering Good Learning Habits	23						
Session 15 F Showing Interest in School	24						

Codes

Content/Leader/Discussion:

not helpful = 0 points
 neutral = 1 point
 good = 2 points

Participation

seldom = 0
 sometimes = 1
 frequent = 2

Attitude

negative = 0
 neutral = 1
 positive = 2

Homework

incomplete, none = 0
 complete = 1

Make-up Session

no = 0
 yes = 1

Weekly Logs

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 F Introduction							
Session 2 F Special Time	14						
Session 3 F Social, Emotion, & Persistence Coaching							
Session 4 F Praise	15						
Session 5 F Incentives	15A						
Session 6 F Rules, Responsibilities, and Routines							
Session 7 F Limit Setting	16						
Session 8 F Ignoring	17						
Session 9 F Time Out	18						
Session 10 F Consequences	19						
Session 11 F Make Up/Review							
Session 12 F Reading Skills	21						
Session 13 F Dealing with Discouragement	22						
Session 14 F Fostering Good Learning Habits	23						
Session 15 F Showing Interest in School	24						

Codes

Content/Leader/Discussion:

not helpful = 0 points

neutral = 1 point

good = 2 points

Participation

seldom = 0

sometimes = 1

frequent = 2

Attitude

seldom = 0

sometimes = 1

frequent = 2

Homework

incomplete, none = 0

complete = 1

Make-up Session

no = 0

yes = 1



Home Activities for the Week



To Do:

- **DO SPECIAL TIME** (e.g., read, play a game, cook together, do a puzzle etc.) with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **READ** the handouts.



To Read:

- Handouts and Chapter 1 – *How to Play With Your Child in The Incredible Years*.

General Guidelines

Some adults find it helpful to do their special time at the same time every day. Another useful strategy is to take the phone off the hook so children know that the time you are spending together is important.



Home Activities for the Week



To Do:

- **DO SPECIAL TIME** (e.g., read, play a game, cook together, do a puzzle etc.) with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **PLAN** a longer term project with your child
- **READ** the handouts.



To Read:

- Handouts and Chapter 1 – *How to Play With Your Child in The Incredible Years.*

General Guidelines

Some adults find it helpful to do their special time at the same time every day. Another useful strategy is to take the phone off the hook so children know that the time you are spending together is important.



Home Activities for the Week



To Do:

- **CONTINUE** “Special Time” with your child.
- **SPEND AT LEAST 10** minutes each day either discussing your child’s assignments and projects he or she is working on at school, doing homework, reading, or doing a learning activity together (e.g., painting, planning school project, etc.).
- **DURING THE NEXT MONTH** get involved in at least one school activity — such as:
 - going on a field trip,
 - attending a school meeting,
 - offering to read or help out in class, or
 - familiarizing yourself with your child’s curriculum and routine.
- **CALL** your buddy to share ideas about school homework routines.



To Read:

Handouts and review Chapter Two, “Positive Attention, Encouragement, and Praise” in *The Incredible Years* book.

EXAMPLES OF BEHAVIORS TO REWARD WITH STARS AND STICKERS:

Arriving at home promptly after school

Sharing with others

Reading for 10 minutes

Watching only 1 hour of TV

Writing a letter or in a journal

Reading to a younger sibling

Letting parents know where you are

Complying with a request

Doing homework before dinner

Turning off the TV

Setting the table

Listening to a story or a CD

Getting a good teacher report

Facilitating Children's Academic Learning: Parents as "Academic and Persistence Coaches"



"Coaching" is a powerful way to strengthen children's academic skills and ability to stick with a difficult task. The following is a list of academic concepts and behaviors that can be commented upon when doing school-related activities with your child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
<ul style="list-style-type: none"> _____ working hard _____ concentrating, focusing _____ persistence, patience _____ planning 	<p>"You are working so hard on that project and thinking about how to organize it."</p> <p>"You are so patient and just keep trying all different ways to figure it out."</p> <p>"You are frustrated because it is difficult to assemble, but you are staying so calm"</p> <p>"You really planned well and thought of everything you needed for that project."</p>
<ul style="list-style-type: none"> _____ following teacher's directions _____ problem solving _____ trying again _____ thinking skills _____ listening _____ working hard/best work _____ independence 	<p>"You are thinking hard about how to solve the problem and coming up with a great solution to that problem."</p> <p>"You have figured that out all by yourself."</p> <p>"You are really working patiently with your friend so together you can figure out how that works."</p> <p>"You worked hard to have your best handwriting on that paper."</p> <p>"You didn't know that word so you looked it up in the dictionary."</p>

Facilitating Children's Academic Learning: Parents as "Academic and Persistence Coaches"



"Coaching" is a powerful way to strengthen children's academic skills and ability to stick with a difficult task. The following is a list of academic concepts and behaviors that can be commented upon when doing school-related activities with your child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
<p>_____ following schedule for home-work</p> <p>_____ planning time for reading</p>	<p>"You have followed through with doing your home-work each day at the agreed upon time."</p> <p>"You have planned well and are reading one chapter a week so you will complete the book."</p>
<p>_____ organization skills</p> <p>_____ care of materials</p> <p>_____ asking for help</p>	<p>"I like the way you have organized your notebook to keep track of your notes."</p> <p>"You have all your materials (pens, rulers, notebooks) carefully sorted on your desk so you can do your work."</p> <p>"You are good at asking for help when you need it."</p>
<p>_____ working hard</p> <p>_____ concentrating, focusing</p> <p>_____ persistence, patience</p>	<p>"You are working so hard on that project and thinking about how to organize it."</p> <p>"You are so patient and just keep trying all different ways to figure it out."</p>
<p>_____ following teacher's directions</p> <p>_____ problem solving</p> <p>_____ trying again</p> <p>_____ reading</p> <p>_____ thinking skills</p> <p>_____ listening</p> <p>_____ working hard/best work</p> <p>_____ independence</p>	<p>"You followed directions exactly like the teacher asked you. You really listened."</p> <p>"You are thinking hard about how to solve the problem and coming up with a great solution to that problem."</p> <p>"You have figured that out all by yourself."</p> <p>"You are reading carefully and thinking hard about the plot."</p> <p>"You worked hard to have your best handwriting on that paper."</p> <p>"You didn't know that word so you looked it up in the dictionary."</p>

Facilitating Children's Emotion Learning: Parents as "Emotion Coaches"



Describing children's feelings is a powerful way to strengthen a child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when spending special time with your child. Use this checklist to practice describing your child's emotions as well as your own.

Feelings/Emotional Literacy		Examples
___ happy	___ forgiving	<p>"That is frustrating, and you are staying calm and trying again to figure it out."</p> <p>"You seem proud of that drawing."</p> <p>"You are confident of the plot and characters of that story."</p> <p>"You are so patient. Even though it keeps falling apart, you just keep trying to see how you can make it more complex. You must feel pleased with yourself for being so patient."</p> <p>"You look like you are having fun spending time with your friend, and he looks like he enjoys doing this with you."</p> <p>"You are so persistent. You are trying out every way you can to make it work out."</p> <p>"You are forgiving of your friend because you know it was a mistake."</p> <p>"You are so curious and asking good questions."</p>
___ calm	___ caring	
___ proud	___ curious	
___ excited	___ interested	
___ sad	___ embarrassed	
___ helpful	___ disappointed	
___ jealous	___ courageous	
___ brave	___ persistent	
___ loving	___ having fun	
___ shy	___ confident	
___ afraid	___ frustrated	
___ anxious	___ worried	
___ angry	___ patient	
___ mad	___ pleased	

Modeling Feeling Talk and Sharing Feelings

"I am proud of you for solving that problem."

"I am really enjoying being with you."

"I was nervous for you when you presented, but you were patient and confident, and your presentation went well."

"I'm sad about that now, but I'll feel better in a while."

Facilitating Children's Social Learning: Parents as "Social Skills Coaches"



Prompting and encouraging children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when spending special times with your child or with several children. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite)	<p>"That's so kind. You shared that with your friend and waited your turn."</p> <p>"You are both working together and helping each other like a team."</p>
<input type="checkbox"/> listening to what a friend says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	<p>"You listened to your friend's request and followed his suggestion. That is very friendly."</p> <p>"You waited and asked first if you could use that. Your friend listened to you and shared with you."</p> <p>"You are taking turns. That's what good friends do for each other."</p>
<input type="checkbox"/> agreeing with a friend's suggestion <input type="checkbox"/> making a suggestion <input type="checkbox"/> giving a compliment <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking permission to use something a friend has <input type="checkbox"/> problem solving <input type="checkbox"/> cooperating <input type="checkbox"/> being generous <input type="checkbox"/> including others <input type="checkbox"/> apologizing	<p>"You made a friendly suggestion and your friend agreed with you. That is so friendly."</p> <p>"You are helping your friend build his model."</p> <p>"You are being cooperative by sharing and helping."</p> <p>"You both solved that problem together. That was a great solution."</p> <p>"You really thought about your friend's feelings and were generous."</p>

Note: Older children can sometimes be embarrassed by these comments when given in front of their friends. If this is the case, you can remind them of their friendly activities later, or praise their friend as well for friendly behavior as this will take the pressure off your own child.

Modeling Friendly Behavior

Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.

- "I'm going to be helpful and share the computer with you."
- "It's your turn to choose the TV program tonight because last night we watched my choice."

Parents Promoting Emotional and Social Competence in Young Children



Parent-Child Social Coaching: Child Developmental Level 1

Parent-Child Play: Parents can use social coaching in one-on-one interactions with their children to help them learn social skills and emotional language before they begin to play with peers. A great deal of your child's learning will occur by modeling and by descriptive commenting, which will enhance your child's language skills as well as help them recognize and learn social skills.

Social/Friendship Skills	Examples
<p>Parent Models:</p> <ul style="list-style-type: none"> ❖ Sharing ❖ Offering to Help ❖ Waiting ❖ Suggesting ❖ Complimenting ❖ Behavior-to-Feelings 	<p>"I'm going to be your friend and share my car with you."</p> <p>"If you want, I can help you with that by holding the bottom while you put another on top."</p> <p>"I can use my waiting muscles and wait until you're finished using that."</p> <p>"Could we build something together?"</p> <p>"You are so smart in figuring out how to put that together."</p> <p>"You shared with me. That is so friendly and makes me feel happy."</p> <p>"You helped me figure out how to do that. I feel proud that you could show me that."</p>
<p>Parent Prompts:</p> <ul style="list-style-type: none"> ❖ Self-Talk ❖ Asking for help <p>Parent Response:</p> <ul style="list-style-type: none"> ❖ Praise child when s/he shares or helps you ❖ Ignore or model acceptance when child does NOT share or help 	<p>"Hmm, I really wish I could find another piece to fit here."</p> <p>"Hmm, I'm not sure I know how to put this together."</p> <p>"Can you help me find another round piece?"</p> <p>"Can you share one of your cars with me?"</p> <p>"That was so helpful and friendly to share with me."</p> <p>Continue to use descriptive commenting.</p> <p>"I can keep trying to find that round piece." (model persistence)</p> <p>"I can wait until you're finished playing with the cars." (model waiting)</p> <p>"I know it is hard to give up that car, so I will wait to have a turn later."</p>
<p>Puppet or Action-Figure Models:</p> <ul style="list-style-type: none"> ❖ Entering Play ❖ Being Socially Friendly ❖ Ignoring Aggression 	<p>"Can I play with you?"</p> <p>"That looks like fun. Can I do that with you?"</p> <p>"I'm being friendly. I'd like to play with you."</p> <p>"I want to play with a friendly person. I think I will find somebody else to play with."</p>

Parents Promoting Emotional and Social Competence in Young Children



Parent-Child Social Coaching: Child Developmental Level 2

Children in Parallel Play: Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Parents can help promote peer play by prompting their children to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
<p>Parent Coaches:</p> <ul style="list-style-type: none"> ❖ Asking for What They Want ❖ Asking for Help ❖ Asking a Friend to Wait 	<p>"You can ask your friend for what you want by saying, 'Please can I have the crayon?'"</p> <p>"You can ask your friend for help by saying 'Can you help me?'"</p> <p>"You can tell your friend you are not ready to share yet."</p> <p>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.</p>
<p>Parent Prompting:</p> <ul style="list-style-type: none"> ❖ Noticing Other Child ❖ Initiate Interaction With Other Child ❖ To Give Child a Compliment <p>Parent Praising:</p> <ul style="list-style-type: none"> ❖ Behavior-to-Feelings ❖ Playing Together 	<p>"Wow, look what a big tower your friend is building." "You are both using green markers."</p> <p>"Your friend is looking for small green pieces. Can you find some for him?" "Your friend has not cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"</p> <p>"Wow! You can tell your friend his tower is cool." If you child does repeat this, you can praise him or her for a friendly compliment. If your child does not respond, continue descriptive commenting.</p> <p>"You shared with your friend, that is so friendly and makes her feel happy." "You helped your friend figure out how to do that, she looks very pleased with your help."</p> <p>"Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."</p>
<p>Puppet or Action-Figure Models:</p> <ul style="list-style-type: none"> ❖ Sharing or Helping 	<p>"Wow! Do you see the tower that Nancy is building?" "Can either of you help me find a red block to make this truck?" "Could I help you build that house?" Do you think we could ask Freddy if he'll share his train?"</p>

Parents Promoting Emotional and Social Competence in Young Children



Child-Peer Social Coaching: Child Developmental Level 3

Children Who Initiate Play: Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflictual. Parents can help promote social skills during peer play by prompting and coaching them to use skills or by praising and giving attention to social skills.

Parent-Coached Skills	Examples
Social/Friendship Skills: <ul style="list-style-type: none"> ❖ Asking in a Friendly Voice (polite, quiet) ❖ Giving Help to Friend ❖ Sharing or Trading ❖ Asking to Enter Play ❖ Giving a Compliment ❖ Agreeing with or giving a Suggestion 	<p>"You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends."</p> <p>"You helped your friend find what s/he was looking for. You are both working together and helping each other like a team."</p> <p>"That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. "</p> <p>"You asked kindly to play and they seemed happy to have you join in?"</p> <p>"You gave a compliment to her, that is very friendly."</p> <p>"You accepted your friend's suggestion. That is so cooperative."</p>
Self-Regulatory Skills: <ul style="list-style-type: none"> ❖ Listening to What a Peer Says ❖ Waiting Patiently ❖ Taking Turns ❖ Staying Calm ❖ Problem Solving 	<p>"Wow you really listened to your friend's request and followed his suggestion. That is really friendly."</p> <p>"You waited and asked first if you could use that. That shows you have really strong waiting muscles. "</p> <p>"You are taking turns. That's what good friends do for each other"</p> <p>"You were disappointed when s/he would let you play with them but you stayed calm and asked someone else to play. That is really brave."</p> <p>"You both weren't sure how to make that fit together, but you worked together and figured that out—you are both good problem solvers."</p>
Empathy: <ul style="list-style-type: none"> ❖ Behavior-to-Feelings ❖ Apology/Forgiveness 	<p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings"</p> <p>"You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork."</p> <p>"You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did."</p> <p>"That was an accident. Do you think you can say you're sorry?" Or, "Your friend seems really sorry he did that. Can you forgive him?"</p>



Brainstorm

Rewrite the following ineffective commands into positive, clear, respectful commands.



Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't we go to bed?• Let's clean up the living room• Cut it out• What is your coat doing there?• Why are your shoes in the living room?• Don't shove salad in your mouth like a pig• Why is your bike still in the driveway?• You look like a slob• Stop bugging your sister• You are never ready in the morning• Why do you leave homework until the last minute?• Your clothes are filthy• You never put the garbage out• Your room is a mess• Don't speak to me like that• Why can't you wear something better than that?• You are late getting home again• You are impossible	

Brainstorm/Buzz

Brainstorm possible self-praise you can use to encourage yourself as a parent. Write these statements on your note pad.



Positive Self-Praise

I can stay calm...he's just testing

I am working hard as a parent...



Goal:

I will commit to stopping my self-criticism and looking at something I did well each day as a parent.



Brainstorm/Buzz Coping and Calming Self-Talk

Think about ways to stay calm, assertive and patient when using Time Out.



Practice challenging negative self-talk and substituting positive self-talk and coping statements. On your notepad, write down some self-talk that you can use when you feel anger mounting.

Positive Self-Talk

I can handle this...

I can control my anger...

I will take a brief Time Out myself...



Challenge irrational thoughts

Brainstorm



When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this negative period. If you give into the oppositional behavior, this behavior will be reinforced and your child will learn that by protesting loudly, he or she can get his/her own way.

It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.

Ways to Stay Calm While Ignoring

deep breaths

relaxation techniques

positive thoughts

walk away

turn on some music

Remember, all young children argue and protest to get what they want. This is not personal but a reflection of their strive to be independent and to test the rules.

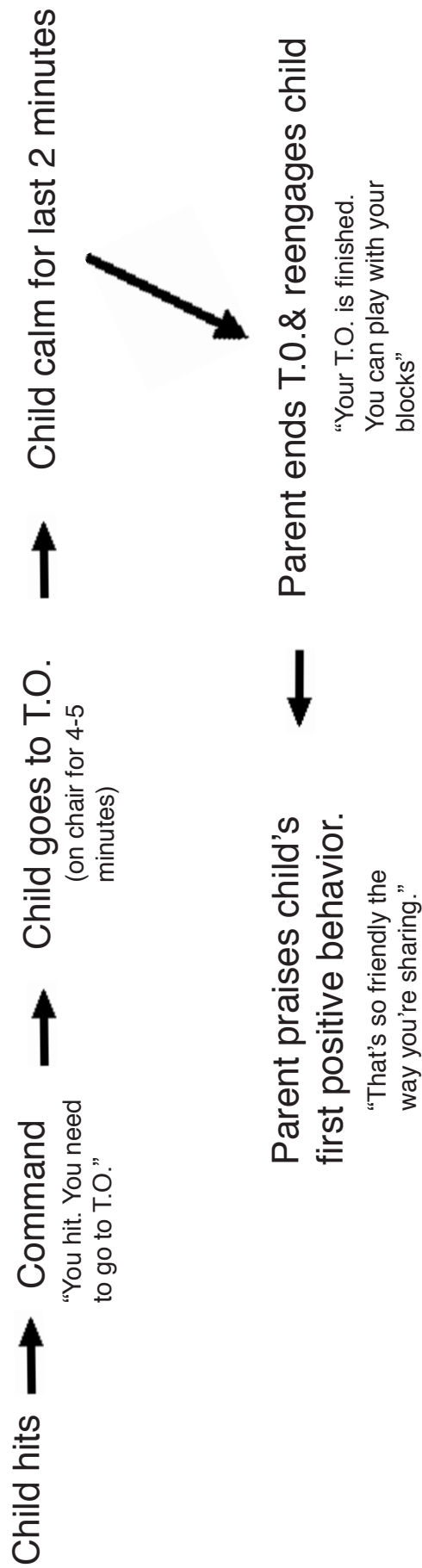
Goal: I will commit to tell myself the following _____

when my child protests.

Time Out for Aggression

Children Ages 6-10

Scenario #1: Child goes to Time Out.



School Age Child Resists Going to Time Out

Children Ages 6-10

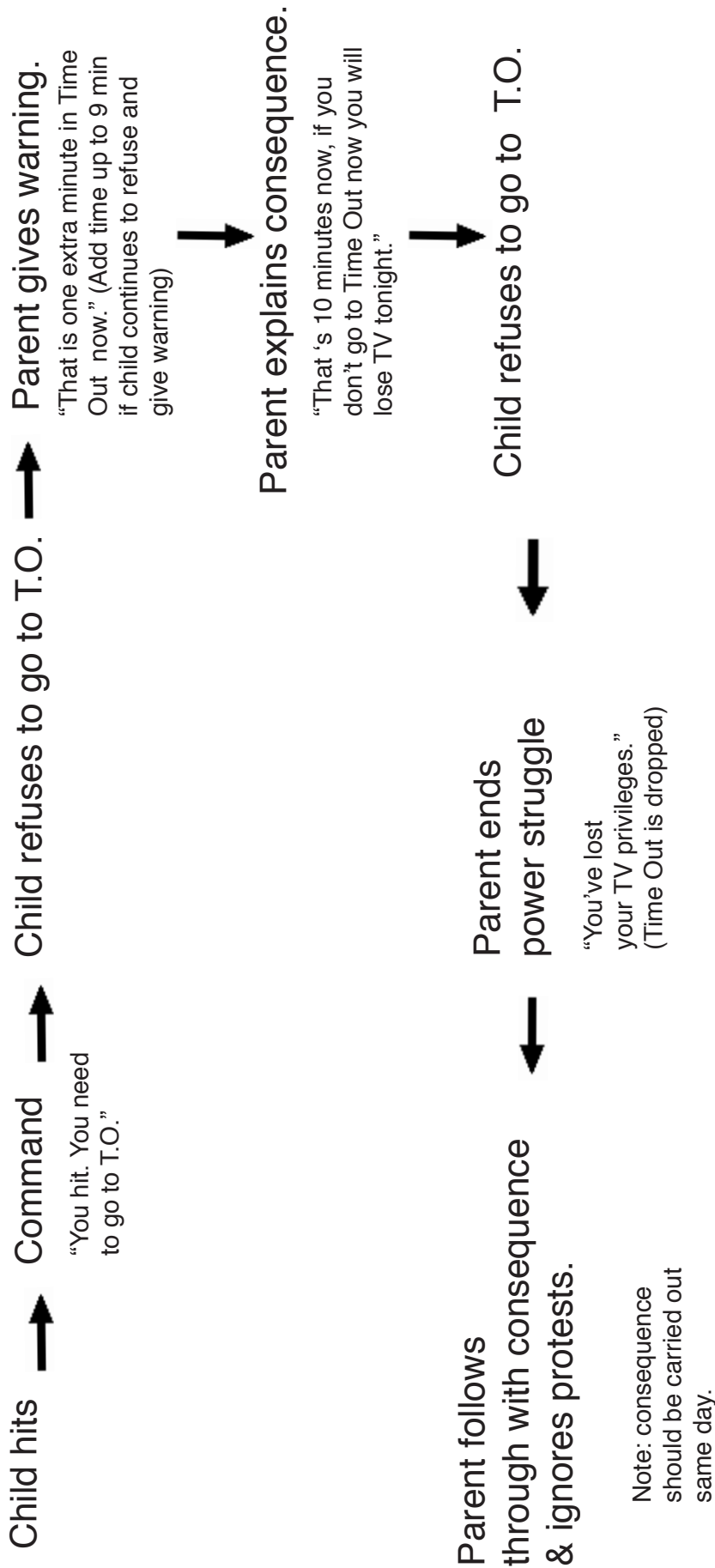
Scenario #2B: Child initially resists going to Time Out.
Handling Misbehavior Part 2: Vignettes 14-15



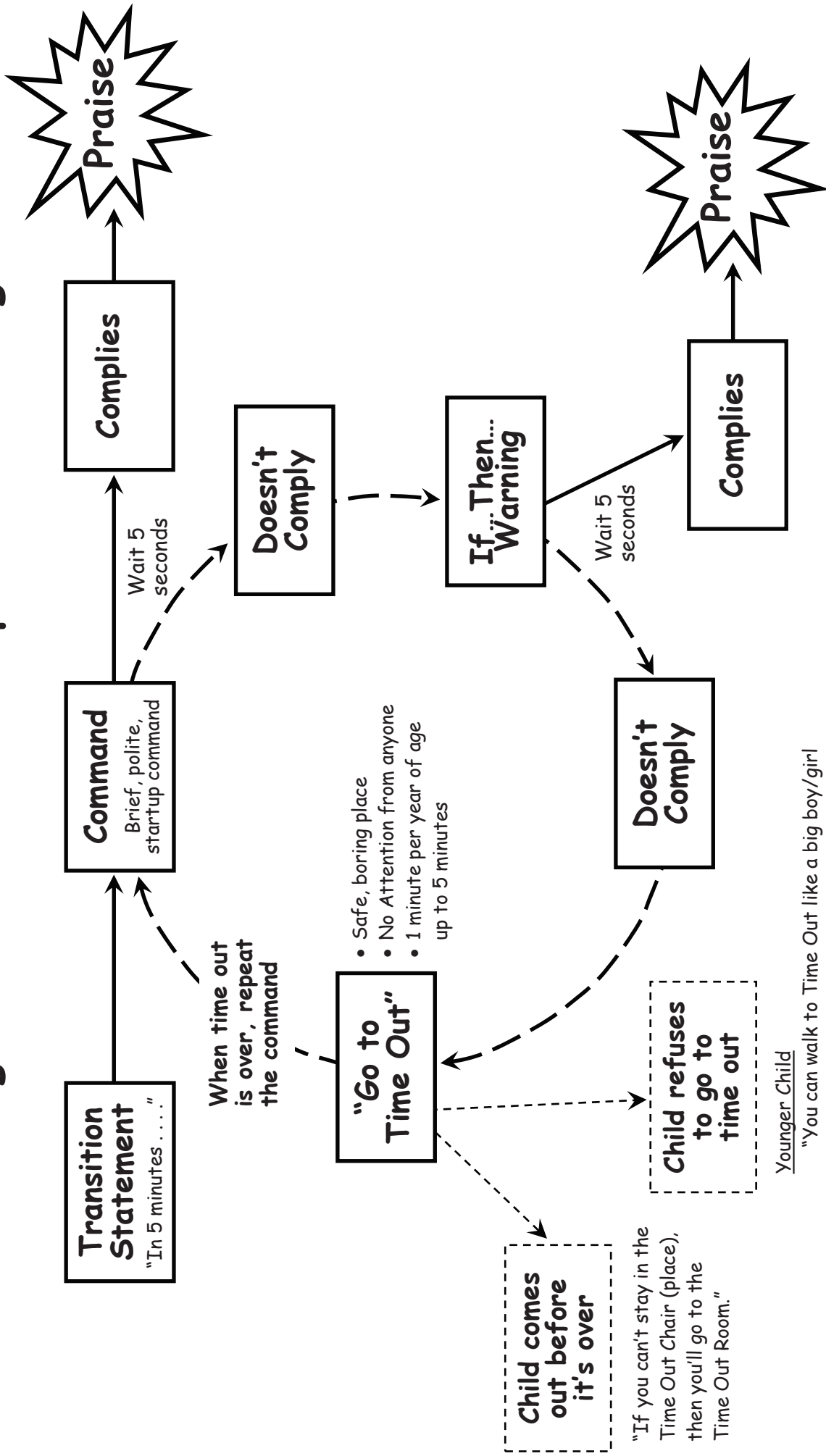
School Age Child Refuses Time Out

Children Ages 6-10

Scenario #2D: Child continues to refuse to go to Time Out.

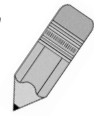


Using Time Out for Compliance Training





Brainstorm/Buzz Staying Calm & Managing Anger

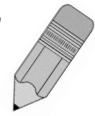


Rewrite the following negative self-talk with positive coping thoughts.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none">• I can't stand this—it's too hard!• I don't know what to do.• Ignoring will never work.• I am losing control and will explode soon.• I am going to hit her just like my mom did to me.• It's awful to let him disrespect me. It's not good to look weak in front of my child.• I hate being disrespected.• She will never change.• I can't let him challenge my authority.• He hurt me so I should hurt him.• I don't like him when he's like this.	

Brainstorm/Buzz Staying Calm & Managing Anger



Continued, from previous page.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none">• The neighbors will complain if I don't get this stopped.• She will never stop whining.• A little more force on my part will stop her.• That brat knows how much this bugs me—he's doing it on purpose.• I'm an inept parent—should never have had children.• I can't let her get away with that.• It's all his dad's (or mom's) fault.	

Goal: I will commit to stopping and challenging my negative self-talk and working on practicing using coping and positive self-talk as well as giving myself time to calm down.