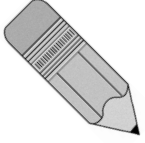


Home Activities




RECORD SHEET: SPECIAL TIMES

Record times you spent with your child, what you did, and any reaction you noticed in yourself or your child.


Date	Time Spent	Activity	Child's Response	Parent's Reaction

REFRIGERATOR NOTES
POINTS TO REMEMBER ABOUT SPECIAL TIME WITH YOUR CHILD



- Follow your child's suggestion and interests for activity.
- Don't make too many demands.
- Don't compete with your child.
- Praise and encourage your child's ideas and creativity; don't criticize.
- Be an attentive and appreciative audience.
- Notice your child's accomplishments and help them feel important.
- Curb your desire to give too much help; encourage your child's problem-solving.
- Show enthusiasm for the special time you spend with your child.
- Laugh and have fun.

REFRIGERATOR NOTES
POINTS TO REMEMBER ABOUT SPECIAL TIME WITH YOUR CHILD



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- Show enthusiasm for the special time you spend with your child.
- Laugh and have fun.



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.

Parents Thinking Like Scientists



Problems



Child Strengths



Goals



CHECKLIST FOR EVALUATING SPECIAL TIME INTERACTIONS

A. When you interact with your child, how often do you encourage your child to:

	Almost Always	Sometimes	Almost Never
1. Attempt to solve problems?	_____	_____	_____
2. Think independently?	_____	_____	_____
3. Be creative and inventive?	_____	_____	_____
4. Express feelings and ideas?	_____	_____	_____
5. Persist with a frustrating task?	_____	_____	_____
6. Ask for help?	_____	_____	_____

B. When you do special time with your child, how often do you:

1. Direct or structure the activity?	_____	_____	_____
2. Create the rules of the activity?	_____	_____	_____
3. Criticize and correct your child's mistake?	_____	_____	_____
4. Force your child to finish the project?	_____	_____	_____
5. Get frustrated with your child's inattention and impulsivity?	_____	_____	_____
6. Feel uncomfortable with your child's expression of fear or helplessness?	_____	_____	_____
7. Compete with your child?	_____	_____	_____

CHECKLIST FOR EVALUATING SPECIAL TIME INTERACTIONS, Page 2

	Almost Always	Sometimes	Almost Never
8. Become engrossed with your own ideas, and ignore your child's ideas?	_____	_____	_____
9. Ask a lot of questions?	_____	_____	_____
10. Impose your own ideas?	_____	_____	_____
11. Give too much help?	_____	_____	_____
12. Prohibit creative ideas?	_____	_____	_____
13. Demand perfection?	_____	_____	_____
14. Place emphasis on the ultimate product of play rather than effort?	_____	_____	_____

**C. What interferes with your ability to interact with your child?
How often do you talk with your child alone?
Do you feel this special time is valuable?**

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your interactions with your child. For example, if you checked "Almost Never" on some of the items in Part A, you should make a deliberate effort to encourage these behaviors in the future. If you checked "Almost Always" or "Sometimes" on some of the items in Part B, you should try to eliminate these behaviors. Your responses in Part C may indicate that you need to schedule more play time with your child, or that you need to change some of the circumstances or attitudes that are interfering with your ability to participate in special time activities.



Brainstorm

Personal Thoughts About Play and Special Time



Before continuing, think about these two questions:

1. What are the potential benefits for your child when you play or have special time with him/her?
2. What gets in the way of doing special time with your child?

Write down the benefits of playing and having special time with your child and your difficulties in doing it. See if you can find any solutions to your barriers to playing with your child.

Benefits of My Playing and Spending Time With My Child	Difficulties in Doing This
<p>Goal:</p> <p>I will commit to playing or having special time with my child _____ times this week for _____ minutes.</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."

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>



Home Activities for the Week



To Do:

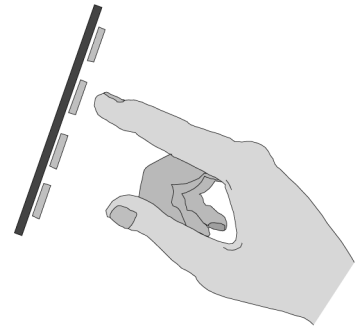
- **CONTINUE SPECIAL TIME AND PRACTICE SOCIAL, EMOTION AND PERSISTENCE COACHING** with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **READ** the handouts.
- **KEEP TRACK** For two 30-minute periods during the week, observe your own use of praise. Write down the words you use when you praise and how often you praise on the Praise Record Sheet.
- **CALL** your buddy to ask about play and special times.
- **MAKE** a list of behaviors you want to see more of in your child on the Record Sheet and bring to next session.



To Read:

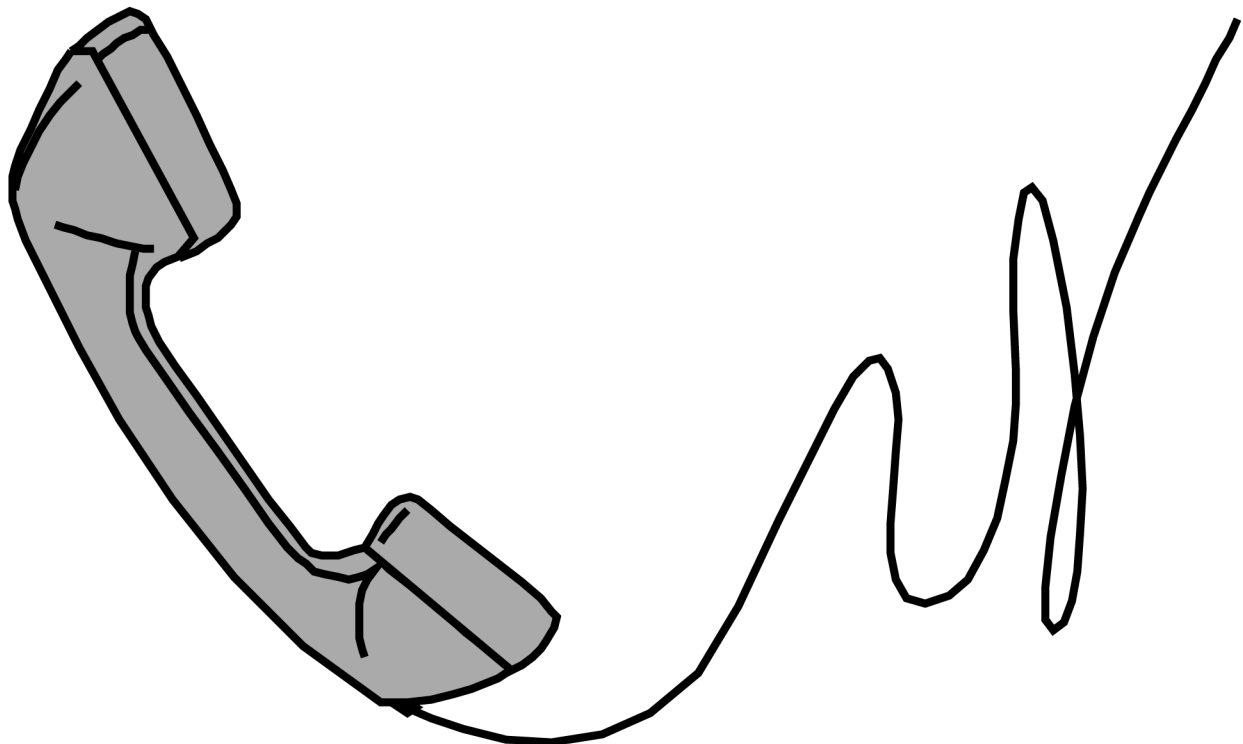
- Handouts and Chapter 2 – *Praise* in *The Incredible Years* and if time, Chapter 10 – *Teaching Children Friendship Skills*.

Calling Your Buddy

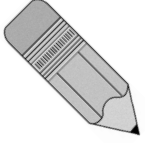


Several times during the Parenting Course you will be asked to call a person from your group—preferably a different person each time. The purpose of these calls is to share ideas and “hot tips” about the home activities, such as what you did for special time, how you set up your sticker system, what rewards you used, or consequences you found effective when handling a particular problem behavior.

These calls need last no more than 5 minutes and can be scheduled at your own and your buddy’s convenience.



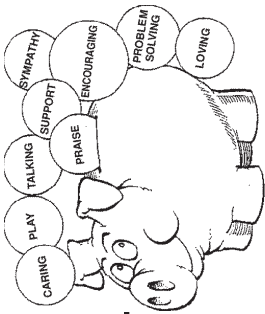
Home Activities



RECORD SHEET: SPECIAL TIMES

Record times you spent with your child, what you did, and any reaction you noticed in yourself or your child.

Date	Time Spent	Activity	Child's Response	Parent's Reaction



Remember to Build Up Your Bank Account

Home Activities



RECORD SHEET: PRAISE

Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response

Handout
BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Coaching Children in Cooperative Play With Peers

Join children and their friends and “coach” them in their cooperative efforts. For example:

Making Suggestions: “Wow, that was a helpful suggestion to your friend.”

Expressing Positive Feelings: “That’s a friendly way to show how you are feeling.”

Waiting: “Super! You waited your turn and let him go first, even when you wanted to be first.”

Asking Permission: “That’s very polite to ask him if he wants to do that first.”

Complimenting: “What a great compliment. I can see she feels good about that.”

Taking Turns: “You let her take a turn—how very helpful.”

Sharing: “You are both doing it together. I can see you are team players.”

Agreement: “You agreed with her suggestion—what a friendly thing to do.”

Being Careful: “You are being very careful with his bike. That is very thoughtful.”

Asking for Help: “Wow! You asked him to help you—that is what good friends do for each other.”

Caring: “I can see you really care about her ideas and point of view. You’re a kind person.”

Problem-Solving: “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

Being Polite: “You were so respectful in the way you asked her to wait—that’s very friendly.”

Brainstorm

Brainstorm words you use to praise your child. Write them below.



Praise words to use

I like it when you...

Wow! What a wonderful job you've done of cleaning up the family room!



Goal:

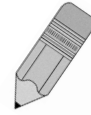
I will commit to increasing the number of praises I give my child to _____

per hour. The behaviors I will praise include: (e.g., sharing) _____



Brainstorm

Brainstorm possible positive self-statements you can use to encourage yourself as a parent. Write these statements on your notepad.



Positive Self-Statements

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

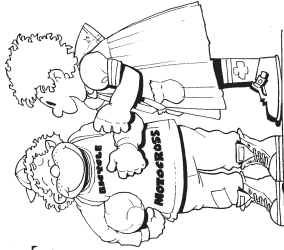
I am working hard as a parent...



Goal:

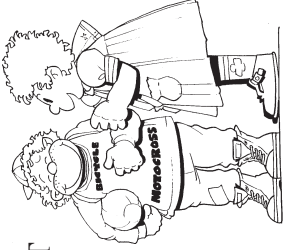
I will commit to stopping my self-criticism and looking at something I did well each day as a parent.

REFRIGERATOR NOTES ABOUT PRAISING YOUR CHILD

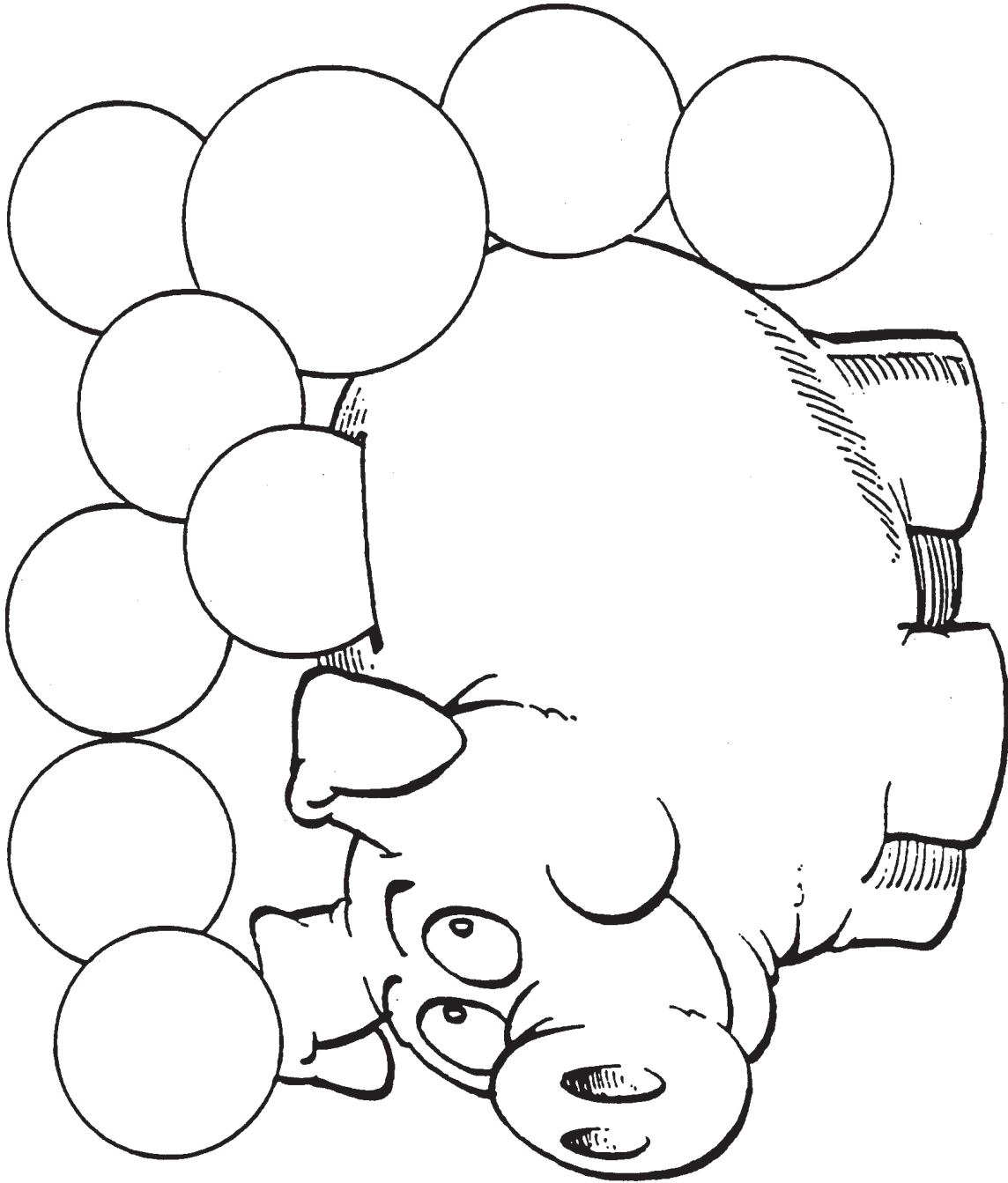


- Catch your child being good — don't save praise for perfect behavior.
- Don't worry about spoiling your children with praise.
- Increase praise for difficult children.
- Model self-praise.
- Give labeled and specific praise.
- Make praise contingent on behavior.
- Praise with smiles, eye contact, and enthusiasm.
- Give positive praise.
- Praise immediately.
- Give pats and hugs and kisses along with praise.
- Use praise consistently.
- Praise in front of other people.
- Praise and encourage the "process" of children's learning, not just the finished product.
- Promote your child's recognition of change and progress.
- Label child's feelings about personal accomplishments.

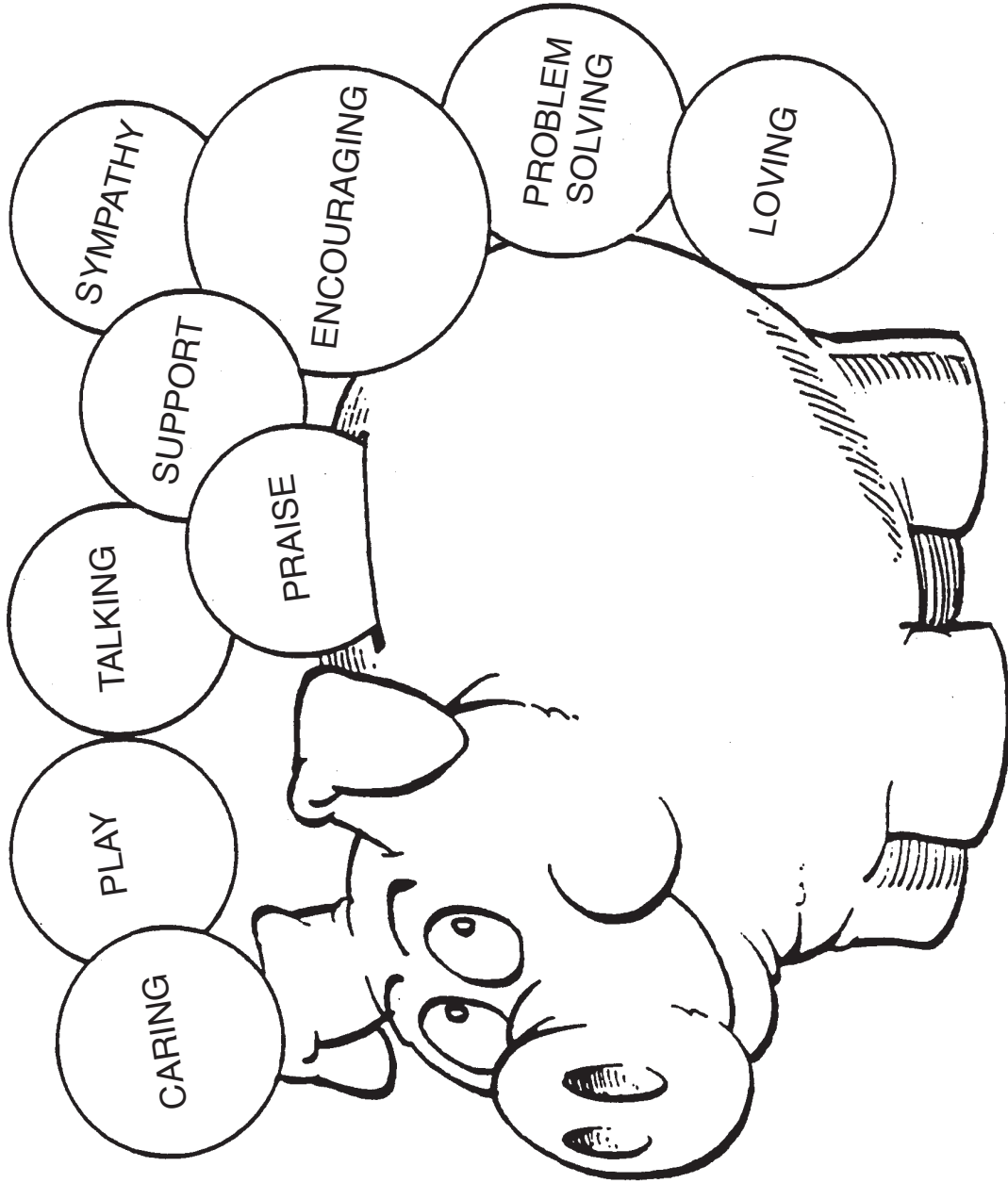
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- Promote your child's recognition of change and progress.
- Label child's feelings about personal accomplishments.



Write in praise statements you can use with your child



Remember to Build Up Your Bank Account with Your Child



Remember to Build Up Your Bank Account
With Other Family Members



Home Activities for the Week



To Do:

- **PLAY** or do some special time activity (e.g., read together, take a walk or bike ride, start a model or project) with your child every day for at least 10 minutes. Practice using effective praise and other social rewards during special time.
- **CHOOSE** one behavior you would like to see your child engage in more frequently, and systematically praise it every time it occurs during the following week; for example: playing quietly, going to bed when requested, picking up toys, and sharing with others.
- **DOUBLE** the number of praises you usually give and observe what effect this has on the child. Keep track of the results on the Record Sheet: Praises handout.
- **LIST** the behaviors you want to see more of on the Behavior Record handout.
- **READ** the handouts on examples of praise, and behaviors to praise.
- **CALL** your buddy to ask about praise & special time.



To Read:

- Handouts on examples of praise, and behaviors to praise and Chapter 3 – *Tangible Rewards* – in *The Incredible Years* book.

EXAMPLES OF WAYS TO GIVE PRAISE AND ENCOURAGEMENT

“You do a good job of . . .”
“You have improved in . . .”
“I like it when you . . .”
“Good for you for . . .”
“Good idea for . . .”
“You’ve done a good job of . . .”
“See how _____ has improved in . . .”
“You’re doing very well.”
“Look how well he/she did . . .”
“That’s a perfect way of . . .”
“Wow, what a wonderful job you’ve done of . . .”
“That’s correct, that’s the perfect way to . . .”
“I’m so happy you . . .”
“It really pleases me when you . . .”
“You did a brilliant job of . . .”
“Impressive effort on . . .”
“Thank you for . . .”
“What a nice job of . . .”
“Hey, you are really sharp; you . . .”
“That’s great, it really looks like . . .”
“You did exactly what I asked you to do.”
“My, you listened so well.”
“My! That . . . was so thoughtful.”
“I’m proud of you for . . .”
“I’m very proud of you for . . .”
“Beautiful! Fine! Great! Gorgeous! Tremendous!”
“How thoughtful of you to . . .”

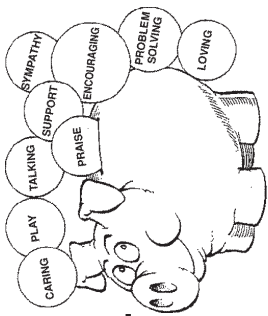
Some Physical Rewards

A pat on the arm or shoulder
A hug
High Five
Thumbs up
Giving a kiss



EXAMPLES OF BEHAVIORS TO PRAISE AND ENCOURAGE

- Sharing
- Talking politely or respectfully
- Complying with requests
- Good eating manners at dinner
- Going to bed at agreed upon time
- Doing homework before watching TV
- Solving a problem
- Turning down the television or music
- Doing chores
- Coming home from school on time
- Getting up promptly in the morning
- Putting bike away or wearing helmet
- Making the bed
- Picking up clothes or putting laundry in basket
- Limiting time on computer games
- Staying calm when frustrated
- Helping a younger sibling
- Helping with dishes after supper
- Being thoughtful
- Being patient
- Being kind to another child or adult
- Let parent know where they are when out of home
- Check in with parents when agreed upon plans change



Remember to Build Up Your Bank Account

Home Activities



RECORD SHEET: PRAISE

Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response

Handout
BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

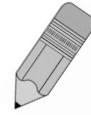
5. _____

6. _____

7. _____

Brainstorm

Write down in the space below some no-cost or surprise rewards to use with your child.



No-cost or Spontaneous Tangible Rewards to Use With My Child

playing soccer with my child

child has a friend over to play

child decides what to have for dessert

parent has extra reading time with child

child has extra half hour of TV time

Goal:

I will commit to giving a surprise reward for _____

behavior.



Brainstorm

Reward yourself!



Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks, like completing a difficult project, or working hard as a parent? Think about ways you could reward yourself for your hard work as a parent.

Good Incentives for Me

A walk in the park

Tea/coffee with a friend

Warm bubble bath

Buy myself a good book

Goal:

I will commit to doing something positive for myself this week. This will include:

Using Tangible Reward Programs to Teach Your Child New Behaviors

“Motivating Your Children”



Home Activities for the Week



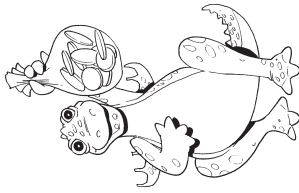
To Do:

- **CONTINUE DOING SPECIAL TIME** with your child every day for at least 10 minutes, and **INCREASE THE NUMBER OF PRAISES** given to your child.
- From your list of behaviors you want to see more of (The Behavior Record Handout), **SELECT ONE BEHAVIOR TO WORK ON WITH A CHART OR POINT SYSTEM.**
- **EXPLAIN** the star or chart system to your child for the behavior you want to encourage; **MAKE** the chart together and **BRING** the chart to the next meeting.
- Call your buddy from the group and share your ideas about rewards.
- If your child is having problems at school, set up a program that includes tangibles for “good-behavior” notes from teachers. (Talk to your child’s teachers about sending these home.)
- Share with teachers what incentives motivate your child.



To Read:

Handouts and Chapter 4 — *Limit Setting* — in the *Incredible Years* book.

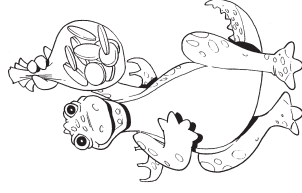


REFRIGERATOR NOTES ABOUT TANGIBLE REWARDS

- Define appropriate child behavior clearly.
- Make the steps small.
- Gradually increase the challenge.
- Don't make programs too complex—choose one or two behaviors to start.
- Focus on positive behaviors.
- Choose inexpensive rewards.
- Give rewards every few days.
- Involve your child in choosing rewards.
- Get the appropriate behavior first, *then* reward.
- Reward everyday achievements.
- Gradually replace rewards with social approval.
- Be clear and specific about rewards.
- Have a varied menu.
- Show your child you expect success.
- Don't mix rewards with punishment.
- Consistently monitor the reward program.

Program 9: Tangible Rewards Part 4

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REFRIGERATOR NOTES ABOUT TANGIBLE REWARDS

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Program 9: Tangible Rewards Part 4

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**EXAMPLES OF BEHAVIORS
TO REWARD WITH POINTS AND STICKERS:**

- Getting ready on time for school
- Arriving at home from school on time
- Making the bed in the morning
- Be kind to sibling for one hour
- Going to bed pleasantly
- Complying with a request
- Sharing with others
- Doing homework before playing computer games
- Reading for 30 minutes
- Turning off the TV or computer after one hour
- Setting the table
- Helping clean up the family room
- Doing chores
- Phoning parent to let them know where they are when out of school

Handout

BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____