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 socio-economically 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 or Attentive Parenting 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. See the website for descriptions of programs: www.incredibleyears.com.
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 8-10 vignettes per two-hour session. You do not want to try to complete one entire video 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 2 1/2-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. Prevention protocols are available on our website: www.incredibleyears.com

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 Advance Program 6)
Part 1: Parents Problem Solving, Vignettes 1-3F
Part 3: Problem Solving With Teachers, Vignettes 12A-12F

Session Twenty: Review and Celebration
Outline—Session One

Introductions, Goals and Part 1: Child-Directed Play

Program One: Strengthening Children’s Social Skills,
Emotional Regulation, & School Readiness Skills

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

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

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:

Intro * 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 ________ ________

Handouts to copy:
Home Activities for the Week – Child-Directed Play (Handout 1A)

How I am Incredible handout
Refrigerator Notes about Child-Directed Play Record Sheet: Play Times
Parenting Pyramid Parents Thinking Like Scientists
Checklist for Evaluating Your Child’s Play Brainstorm Benefits of Play
Parents and Children Having Fun Properties of Play Toys

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
## Outline—Session Two
**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.

### 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

Handouts to copy:
Home Activities for the Week – Play with Your Child (Handout 1B)
Record Sheet: Play Times
Temperament Questionnaires (2)

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Outline—Session Three

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)

Handouts to copy:
Home Activities for the Week – Academic and Persistence Coaching (Handout 2A)
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” _____ _____

Handouts to copy:
Home Activities for the Week—Academic and Persistence Coaching (Handout 2B)
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.
   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

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
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 _______ _______

Handouts to copy:
Home Activities for the Week—Social and Emotion Coaching (Handout 3A)
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
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

Handouts to copy:

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

Part 1: The Art of Effective Praise and Encouragement

Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors

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—dependent 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

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)

Handouts to copy:
Home Activities for the Week—Effective Ways to Praise and Encourage Your Child
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. 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

<table>
<thead>
<tr>
<th>Vignette</th>
</tr>
</thead>
<tbody>
<tr>
<td>18A*</td>
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<td>18B*</td>
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### VIGNETTES COVERED: Tangible Rewards Part 2

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<th>Vignette</th>
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<td>Intro</td>
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* Recommended minimum vignettes. (Circle vignettes shown.)

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### DID I

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

---

### Handouts to copy:

- Home Activities for the Week—Motivating Children Through Incentives (2A)
- Refrigerator Notes About Tangible Rewards
- Behavior Record—”Positive Opposites”
- Practice Praising Yourself and Others
- Sticker Chart
- Brainstorm/Buzz Positive Self-Praise
- Examples of Teacher Behaviors to Praise
- Brainstorm/Buzz—No-cost Rewards

### Self-Evaluation

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

Handouts to copy:
Home Activities for the Week—Motivating Children Through Incentives (2B)
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
Outline - Session Ten
Part 1: Establishing Routines and Household Rules

Program Three: Positive Discipline

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.

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.)

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<tr>
<td>1. Write the agenda on the board</td>
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<tr>
<td>2. Review parents’ home activities; elicit reactions and experiences (to sticker systems and reading chapter)</td>
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<td>3. Ask about note to teacher (if not done, do in group)</td>
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<td>4. Ask about buddy calls</td>
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<td>5. Buzz—benefits of routines</td>
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<td>6. Brainstorm barriers to routines (do on board or flip chart)</td>
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<td>7. Practice—steps for saying “good-bye”</td>
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<td>8. Buzz—bedtime or morning routines</td>
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<td>9. Buzz—household rules</td>
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<td>10. Highlight key principles from discussion</td>
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<td>11. Review this week’s home assignment and parents set goals</td>
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**Handouts to copy:**

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

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.

   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

---

**Handouts to copy:**

Home Activities for the Week—Effective Limit Setting  
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
**Outline-Session Twelve**  
*Effective Limit Setting and Follow Through*

Programs Three and Four: Effective Limit Setting and Handling Misbehavior

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.

   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 3 2
33 34 35 36

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

* Recommended minimum vignettes. (Circle vignettes shown.)

DID I

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 command

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

Handouts to copy:

Home Activities for the Week – Effective Limit Setting & Ignoring
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
Outline-Session Thirteen
Ignoring Children’s Inappropriate Behavior
Program Four: Positive Discipline: Handling Misbehavior

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.

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”

E. Buzz—2-3 calming thoughts.
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

---

**Handouts to copy:**

Home Activities for the Week – Ignoring Misbehavior

- 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. Practice—selective ignoring
   Child goes willingly to Time-Out
   Preschooler needs parents’ help
   Child won’t stay in chair

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

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

Handouts to copy:

Home Activities: Time-Out (Handout 3B)

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
D. Role Play consequences

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

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**

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 __________ __________

**Handouts to copy:**

Home Activities—Natural and Logical Consequences
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**

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  ____  ____

**Handouts to copy:**

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

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Write the agenda on the board</td>
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<tr>
<td>2. Review parents’ home activities; elicit reactions and experiences (to problem-solving games)</td>
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<td>3. Make a group list of child problems they want to problem-solve</td>
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<td>4. Practice (large group) using Wally books</td>
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<td>5. Practice (dyads) using Wally books to teach problem solving</td>
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<td>6. Discuss termination (feelings about group, planning party, continuing group on own)</td>
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<td>7. Review this week’s home assignment</td>
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Handout Pads:

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

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
Outline—Session Nineteen
Adult Problem-Solving Meetings
(optional session from advanced curriculum)
Program 6: Problem Solving for Parents

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.

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

C. Vignettes: Program 6, Part 1: 1-3F
D. Role Play—Break up into triads to practice steps of defining problem, summarizing, identifying goal, and brainstorming (following 3F).

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 (Advance curriculum)


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

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

YES NO

Handouts to copy:
Home Activities—Natural and Logical Consequences
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)

Handouts to copy:
Parent Satisfaction Handout

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