Part 6
Agendas and Checklists

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Tailoring the Incredible Years® Parenting Programs to the Parent Population

(Baby version)

The nature of the parent population will determine the length of the program and number of vignettes shown.

Prevention Program

For group leaders who are offering the Incredible Years® baby program as a prevention program, it is recommended that you follow the protocols as outlined here. It will take 9–12, two-hour, weekly sessions for the baby program. The vignettes shown in these protocols are applicable for parents of children ages 0-9 months, but babies should be under 6 months when parents start this program. Parents of children over 9 months should enroll in the Toddler program.

Depending on whether the group leader is offering the program as a “universal” program to all parents regardless of risk status, or, as a “selected prevention” program, (that is, parents who are at higher risk for having children with problems either due to socio-economic disadvantage or other family risk factors), minor adjustments in the vignettes shown will need to be made. For less well educated families and families referred for child abuse or neglect, more time will need to be spent on the topics in general in order to promote positive parent-baby attachment and realistic expectations. In addition, more emphases may be given to the baby-proofing safety topics.
Agendas and Checklists for Each Session

The content covered in each session needs to be paced according to each parent groups’ particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. In general we suggest that you try to cover 5–7 vignettes per two-hour session. You do not need to complete one entire part or topic in one session. Rather, pace yourself according to questions and interest in group. The subsequent session is used to troubleshoot any questions or problems and show the remaining vignettes on that topic as a review.

The following outline is a suggested guideline for completing the entire baby program in 9–12, 2-to 2½-hour weekly sessions. If you do not complete all the vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you might find it takes longer to complete the program.
**Parents and Babies Series Outline**

The following outline is a suggested guideline for completing the program in 9–12, 2-hour weekly sessions. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

**Sessions One & Two: Introductions, Goals & Getting to Know Your Baby**
Vignettes: Part 1, 1–13

**Session Three:**  *Babies as Intelligent Learners (3–6 months)*  
Vignettes: Part 2, 1–11

**Session Four:**  *Providing Physical, Tactile and Visual Stimulation*  
Vignettes: Part 3, 1–8

**Session Five:**  *Physical, Tactile and Visual Stimulation, cont’d.*  
Vignettes: Part 3, 9–16

**Session Six:**  *Parents Learning to Read Babies’ Minds*  
Vignettes: Part 4, 1–7

**Session Seven:**  *Gaining Support*  
Vignettes: Part 5, 1–5

**Session Eight:**  *Babies’ Emerging Sense of Self (6–12 months)*  
Vignettes: Part 6, 1–8

**Session Nine:**  *Babies’ Emerging Sense of Self & ending the program*  
Vignettes: Part 6, 9–16
I. **Welcome**
   Greet each parent.
   Leaders introduce themselves.
   Establish yourself as part of “team” collaborating with parents.

II. **Introductions**
   Find out group members’ names, ages of babies, and personal goals.
   Write parents’ goals on board or poster so you and group can refer back to them.

III. **Ground Rules**
   Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).
   Adopt rules for group.
   Post rules each week.

IV. **Program Goals and Topics**
   Give an overview of the program, its general goals, topics and format.

V. **Topic of Day: Becoming a Parent–Getting to Know Your Baby**
   A. Sharing about parents’ experiences with their babies.

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**Key Concepts**
- Learning how to observe and read babies’ cues and signals
- The importance of communication with babies—speaking “parent-ese”
- Learning about feeding and burping
- Learning about coping with babies’ crying and fussy periods
- Understanding the importance of getting rest and support and shifting priorities
- Providing babies with visual, auditory and physical stimulation
- Know when baby is sick and when to call the doctor
- Learning about soft spots, baby acne, sleep habits, spitting and normal bowel movements
- Learning how to baby-proof a home
- Learning about baby development in the first three months
C. Brainstorm or “Buzz” Activity about Crying.
D. Brainstorm or “Buzz” Activity about Getting Sleep and Support.
E. “Buzz” babies likes and dislikes.

VI. Group Practice with Babies
Ask parents to hold their baby facing them, let the baby feel the flow of their parents’ breathing on their face. Let babies touch their lips. Or, lie on floor with babies lying on their stomachs and encourage infant to lift his head to look at them. Or, watch for babies response to talking to them and engage in interaction dance.

Ask parents to trade their baby with another parent (buddy) and to observe any differences in the way another baby responds to their voice. Afterwards, talk about their feelings about doing this.

VII. Second Group Practice With Babies
Ask parents to present their babies with a rattle, black and white visual object, colored object or object with texture, and observe the babies’ responses. Contrast the response with the response to parents’ voices and talking to them.

VIII. Review Home Activities
Summarize Key Points (Points to Remember)
Pass out home practice forms.
Read aloud and make sure parents understand the home activities.
Let them know that you will be asking about their experiences at the beginning of the next session.

IX. Parent Evaluation
Remind parents of the importance of parent feedback for the group leader and the entire program.
Collect evaluation forms before parents leave.

X. Closing
Take this time to formally close the group. Recap the learning.
Thank parents for coming; praise their willingness to participate.
Remind them of any details they need to know for the next session.

Note: This protocol takes 2 sessions to complete.
LEADER CHECKLIST

Sessions One & Two

Topic:  Introduction, Goals, & Getting to Know Your Baby


SITE:  ___________________________________________ DATE:  ________________

LEADER NAMES:  ___________________________ TIME:  __________________

VIGNETTES COVERED:  Part 1:
Intro*  1A*  1B*  2  3  4  5*  6  7  8*  9  10*  11  12*  13*  14*

Summary*
(Circle vignettes shown.)  ( * = recommended vignette)

DID I YES NO
1. Write the agenda on the board
2. Welcome and make introductions
3. Determine parents’ goals
4. Brainstorm group ground rules
5. Present program goals
6. Brainstorm benefits of communicating with babies
7. Buzz about feelings regarding crying
8. Buzz/Brainstorm about getting rest and support
9. Buzz/Brainstorm about babies likes/dislikes
10. Practice with babies observing how s/he responds to parents’ voices and actions and/or objects
11. Explain importance of home activities
12. Assign this week’s home activities (self-monitoring checklist)

Handouts to copy:
Home Activities for the Week–Getting to Know Your Baby
Create a Baby Journal
“Things I can Do” developmental milestones
A Typical Day handout
Points to Remember about Getting to Know Your Baby
Points to Remember about Taking Care of Yourself
Points to Remember about Coping With Crying

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

Babies Program

Babies as Intelligent Learners (3–6 months)

I. Welcome
   Greet each parent.

II. Review Ground Rules

III. Buzz Home Activities
   Share typical day handout.
   Pair up parents to share with each other about current experiences with their baby, including developmental milestones from “Things I Can Do” handout and Typical Day handout.

IV. Topic of Day: Babies as Intelligent Learners
   A. Vignettes: Part 2: 1-11
   B. Buzz about where to place babies so it is easy to talk to them.
   C. Buzz–sharing songs and rhymes to sing to babies.

V. Group Practice with Babies
   Practice speaking “parent-ese.”
   Sing to babies and watch their responses.

Key Concepts
   • Understanding “observational learning” or mirroring and how babies learn
   • Learning about how to talk “parent-ese” to babies
   • Sharing songs to sing to babies
   • Understanding the importance of parental communication for babies’ brain development
   • Understanding developmental landmarks ages 3–6 months
   • Learning ways to keep babies safe

VI. Review Home Activities
   Summarize Key Points (Points to Remember).
   Pass out home practice forms.
   Read aloud and make sure parents understand the home activities.

VII. Parent Evaluation
   Collect evaluation forms before parents leave.

VIII. Closing
   Summarize or recap the learning.
   Thank parents for their participation.
   Remind them of any details they need to know for the next session.
LEADER CHECKLIST

Session Three

Topic: Babies as Intelligent Learners (3–6 months)

Vignettes: Part 2: 1–11

SITE: ___________________________________________ DATE: ________________

LEADER NAMES: ______________________________ TIME: ________________

VIGNETTES COVERED: Part 2: 1* 2* 3* 4 5* 6 7* 8 9* 10 11

(Circle vignettes shown.) (* = recommended vignette)

DID I YES NO
1. Write the agenda on the board
2. Review group ground rules
3. Review parents’ goals
4. Buzz home activities (typical day & milestones)
5. Buzz where they put baby to easily talk to him/her
6. Practice speaking “parent-ese” with babies
7. Buzz & Practice sharing songs and rhymes
8. Explain home activities
9. Assign this week’s home activities (self-monitoring checklist)

Handouts to copy:

Home Activities of Week: Speaking “Parent-ese”
Social and Emotional Developmental Milestones (1–6 months)
Physical Developmental Milestones (1–6 months)
“Things I Can Do” developmental milestones
Points to Remember: Encouraging Babies’ Social and Language Development
Points to Remember: Speaking “Parent-ese”

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Agendas and Checklists: Baby Program

Outline—Session Four

Providing Physical, Tactile and Visual Stimulation

I. Welcome
   Greet each parent.

II. Review Ground Rules

III. Buzz Home Activities
   Pair up parents to share with each other “Things I can do” handout.

IV. Ask about home activities
   Ask about experiences speaking “parent-ese” and singing to baby.

V. Topic of Day: Providing Physical, Tactile and Visual Stimulation
   A. Vignettes: Part 3: 1—8
   B. Buzz—physical exercises.

VI. Group Practice with Babies
   Practice doing baby exercises and massage.
   Practice playing peek-a-boo and sitting baby to explore.

Key Concepts
- Understanding the importance of physical and tactile stimulation for babies’ brain development including baby massage
- Learning baby games
- Understanding how to involve siblings in baby play times
- Modulating the amount of stimulation babies receive
- Providing opportunities for babies to explore safely
- Learning to keep babies safe during bath times and other activities

VII. Review Home Activities
   Summarize Key Points (Points to Remember).
   Explain buddy calls and do quick Buzz to share good times to call.

VIII. Parent Evaluation
   Remind parents of the importance of parent feedback for the group leader and the entire program.
   Collect evaluation forms before parents leave.

IX. Closing
   Summarize or recap the learning. Remind parents of baby alerts (see handout).
   Thank parents for doing home activities.
   Remind them of any details they need to know for the next session.
LEADER CHECKLIST

Session Four

Topic: Providing Physical, Tactile, and Visual Stimulation

Vignettes: Part 3: 1–8

SITE: ___________________________ DATE: ________________

LEADER NAMES: ___________________________ TIME: ________________

VIGNETTES COVERED: Part 3:
1* 2* 3* 4* 5* 6* 7 8

(Circle vignettes shown.) (* = recommended vignette)

DID I

1. Write the agenda on the board
2. Review group ground rules
3. Review home activities (Speaking “parent-ese”)
4. Buzz to share developmental changes (“Things I can Do”)
5. Practice baby exercises and/or massage
6. Practice play peek-a-boo games & sitting baby to explore
7. Buzz ways to keep baby safe during bathtime
8. Explain home activities
9. Assign and explain buddy calls
10. Assign this week’s home activities

Handouts to copy:
- Home Activities for Week: Physical, Tactile and Visual Stimulation (handout 3A)
- Calling Your Buddy
- Baby Alert
- Points to Remember: Providing Physical, Tactile and Visual Stimulation to Encourage Baby’s Brain Development
- Points to Remember: Keeping Your Baby Safe During Baths

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
I. Welcome
Greet each parent.

II. Review Ground Rules

III. Buzz Home Activities (optional)
Pair up parents to share with each other “Things I can do” handout.

IV. Ask about home activities
Ask about experiences with physical exercises and baby massage.

V. Topic of Day: Providing Physical, Tactile and Visual Stimulation
A. Vignettes: Part 3: 9—16
B. Buzz—visual stimulation ideas.

VI. Group Practice with Babies
Practice playing peek-a-boo, sitting baby to explore and reading to babies.

Key Concepts
- Understanding the importance of physical and tactile stimulation for babies’ brain development including baby massage
- Learning how to provide babies with visual and auditory stimulation
- Learning baby games
- Modulating the amount of stimulation babies receive
- Understanding the importance of reading to babies
- Providing opportunities for babies to explore safely

VII. Review Home Activities
Summarize Key Points (Points to Remember).

VIII. Parent Evaluation
Remind parents of the importance of parent feedback for the group leader and the entire program.
Collect evaluation forms before parents leave.

IX Closing
Summarize or recap the learning. Remind parents of baby alerts (see handout). Thank parents for doing home activities. Remind them of any details they need to know for the next session.
LEADER CHECKLIST
Session Five

Topic: Providing Physical, Tactile, and Visual Stimulation

Vignettes: Part 3: 9-16

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Part 3:

9* 10* 11* 12* 13 14 15* 16

(Circle vignettes shown.) (* = recommended vignette)

DID I

1. Write the agenda on the board YES NO

2. Review group ground rules YES NO

3. Review home activities (exercise and massage) YES NO

4. Buzz to share developmental changes (“Things I can Do”) YES NO

5. Buzz to share your favorite baby toy or visual stimulation YES NO

6. Practice reading to babies YES NO

7. Explain home activities YES NO

8. Assign this week’s home activities YES NO

Handouts to copy:

Home Activities for Week: Physical, Tactile and Visual Stimulation (handout 3B)

Calling Your Buddy

Points to Remember: Reading With Your Baby

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
I. Welcome
II. Review Ground Rules (if needed)

III. Report on Home Activities

Buzz with buddies about home experiences with visual stimulation and reading to babies.

IV. Topic of Day: Parents Learning to Read Babies’ Minds

A. Vignettes: Part 4: 1–7
B. Buzz: Pair up with another parent and share ways to help babies calm down and self-soothe when fussing or crying.
C. Buzz with buddies ways parents can stay calm when baby is fussy or crying.
D. Buzz with buddies routines for putting baby to bed at night.

V. Group Practice with Babies

Practice cuddling or soothing babies.

Key Concepts

• Learning how to read babies’ developmental cues and needs
• Learning about your baby’s temperament
• Understanding how to respond to babies’ crying and fussy periods
• Understanding the importance of taking care of oneself with adequate rest and support
• Knowing how to get support
• Keeping your home baby-proofed and safe
• Understanding how babies can be overstimulated
• Learning strategies to help babies’ calm down
• Setting up predictable routines for bedtime
• Knowing how to help baby feel secure and loved

VI. Review Home Activities

Summarize Key Points (Points to Remember) and explain home activities.

VII. Parent Evaluation

VIII. Closing
LEADER CHECKLIST
Session Six

Topic: Parents Learning To Read Babies’ Minds
Vignettes: Part 4: 1–7

SITE: ____________________________ DATE: ____________________________
LEADER NAMES: ________________ TIME: ____________________________

VIGNETTES COVERED: Part 4
1* 2 3 4 5* 6* 7*
(Circle vignettes shown.) ( * = recommended vignette)

DID I

1. Write the agenda on the board
   YES NO

2. Review parents’ home activities; elicit reactions and experiences
   YES NO

3. Ask about buddy calls
   YES NO

4. Review the concepts from last week’s session (briefly)
   YES NO

5. Buzz: strategies to help babies to calm down and self-soothe
   YES NO

6. Buzz: strategies for parents to use to stay calm when baby won’t calm down
   YES NO

7. Buzz to share routines parents use to put their babies to bed at night
   YES NO

8. Buzz about your own and your baby’s temperament
   YES NO

9. Practice soothing babies
   YES NO

10. Review this week’s home assignment (increase praise)
    YES NO

Handouts to copy:
- Home Activities for the Week – Parents Read Babies Minds
- Typical Day handout
- Bedtime Routine handout
- Points to Remember About Tips to Healthy Sleeping Habits
- Points to Remember About Helping Babies Feel Loved, Safe, and Secure
- Brainstorm/Buzz—Do Something Special for Yourself

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Incredible Years® Babies Program

Outline—Session Seven
Gaining Support

I. Welcome

II. Ground Rules

III. Report on Home Activities
Ask about baby’s bedtime routine and daily schedule.

IV. Topic of Day: Gaining Support
A. Buzz with buddies list of babies likes and dislikes and how baby likes to be comforted and how this can be shared with babysitters or day care providers or family members.
B. Vignettes: Part 5: 1–5
C. Buzz and talk about who parents share their worries and joys with.
D. Buzz ways to get support and/or feel supported.
E. Buzz to share baby-proof checklist.

Key Concepts

• Understanding the importance of involving other family members and friends in your baby’s life
• Learning how to get support from others
• Keeping family members in touch with your baby’s development
• Understanding the Importance of reinforcing and taking care of yourself
• Knowing how to inform other infant care providers or baby sitters of baby’s needs and interests
• Knowing how to baby-proof house and complete checklist
• Learning developmental infant landmarks (7–12 months)

V. Group Practice with Babies
Place toys out of reach of baby and see if they can reach for them.
Trade babies—see how someone else’s baby is different, notice baby’s emotions and responses, and talk about how it feels when you switch back babies.

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; or each member could offer praise to another group member; or leader could model praising group and/or self.
Talk about buddy call assignments.

VII. Parent Evaluation

VIII. Closing
LEADER CHECKLIST
Session Seven

Topic: Gaining Support

Vignettes: Part 5: 1–5

SITE: ______________________________________ DATE: _______________________________

LEADER NAMES: ___________________________ TIME: ____________________________

VIGNETTES COVERED: Part 5
1* 2 3 4* 5* Summary Narration*

(Circle vignettes shown.) ( * = recommended vignette)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences
3. Ask about buddy calls
4. Review the concepts from last week’s session (briefly)
5. Do “Buzz” about babies likes and dislikes
6. Do “Buzz” about who to share worries and joys with and how to involve family members in baby’s development
7. Buzz ways to get support
8. Trade babies and compare
9. Do “Buzz” to review baby-proof checklist
10. Review this week’s home assignment

Handouts to copy:
   Home Activities for the Week–Gaining Support
   Baby-proofing Safety Checklist
   “Things I can Do” checklist

Self-Evaluation
   “Gems” of Session–Reminder of things to pursue next session
Incredible Years® Babies Program

Outline—Session Eight

Babies’ Emerging Sense of Self (6–12 months)

I. Welcome
II. Ground Rules/Announcements
III. Report on Home Activities
IV. Review
   Review homework experiences and any vignettes not shown last session.
   Check in with developmental milestones from the “Things I Can Do” checklist.
   Ask about their support person.
V. First Topic of Day: Babies’ Emerging Sense of Self
   A. Part 6: Vignette 1-8
   B. Feeding Babies, Vignettes 1-3
   C. Learning to Crawl, Vignettes 4-6
   D. Observational Learning, Vignette 7
   E. Voyage of Discovery, Vignettes 8-12

Key Concepts
• Reviewing developmental changes 6-12 months
• Learning about visual and nonverbal communication signals
• Understanding how to provide predictable routines and schedules
• Understanding how babies learn—“observational learning” & modeling
• Learning how to introduce solid foods in child-directed ways
• Knowing how to allow for babies’ exploration and discovery
• Knowing how to talk to babies in ways that enhance language development

VI. Group Practice with Babies
   Imitate baby—follow babies’ lead and take turns.
   Try being child-directed during mealtimes.

VI. Review Home Activities
   Summarize key points (Points to Remember).
   In addition to explaining the handouts, remind them to bring back “Things I Can Do” checklist and to share with buddy when they make their call.
   Optionally hand out the Parent Final Program Satisfaction Questionnaire (You find this in the Appendix). Ask the parents to complete it at home and bring it for the final session.
   Plan Celebration

VII. Parent Evaluation

IX. Closing
**LEADER CHECKLIST**

**Session Eight**

**Topic:** Babies’ Emerging Sense of Self (6–12 months)

**Vignettes:** Part 6: 1–8

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**SITE:** ____________________________  **DATE:** ____________________________

**LEADER NAMES:** ____________________________  **TIME:** ____________________________

**VIGNETTES COVERED:** Part 6

1*  2*  3*  4  5  6  7  8

(Circle vignettes shown.) (* = recommended vignette)

**DID I**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write the agenda on the board</td>
<td>_____</td>
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<tr>
<td>2.</td>
<td>Review parents’ home activities; elicit reactions and experiences</td>
<td>_____</td>
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<tr>
<td>3.</td>
<td>Brainstorm principles of feeding first solid foods</td>
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<td>4.</td>
<td>Review developmental changes (see handout: 6–12 months)</td>
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<tr>
<td>5.</td>
<td>Brainstorm/Buzz hand signals</td>
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<tr>
<td>6.</td>
<td>Brainstorm/Buzz baby games</td>
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<tr>
<td>7.</td>
<td>Ask about buddy calls</td>
<td>_____</td>
</tr>
<tr>
<td>8.</td>
<td>Review this week’s home assignment</td>
<td>_____</td>
</tr>
<tr>
<td>9.</td>
<td>Plan Celebration</td>
<td>_____</td>
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<tr>
<td>10.</td>
<td>Hand out the Parent Final Program Satisfaction Questionnaire</td>
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</tbody>
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**Handouts to copy:**

- Home Activities for the Week–Emerging Sense of Self (handout 6A)
- Points to Remember About Social and Emotional Development (6-12 months)
- Points to Remember About Physical Development (6-12 months)
- Points to Remember–Feeding Babies
- Points to Remember–Introducing Solids (2)

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**Self-Evaluation**

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

Babies’ Emerging Sense of Self (6–12 months)

I. Welcome
II. Ground Rules/Announcements
III. Report on Home Activities
IV. Review
   Review reading and homework experiences and any vignettes not shown last session.
V. First Topic of Day: Babies’ Emerging Sense of Self
   A. Part 6: Vignette 9-16
   B. Voyage of Discovery, Vignettes 8–11
   C. Combining Verbal and Visual Communication, Vignettes 12–13
   D. Making Enjoyment of Baby a Priority, Vignettes 14–16

Key Concepts
• Assuming home is baby-proofed
• Understanding how babies learn—“observational learning” and modeling
• Understanding how to make enjoyment of baby a priority
• Knowing how to allow for babies’ exploration and discovery
• Knowing how to talk to babies in ways that enhance language development
• Understanding about babies’ object and person permanence

VI. Group Practice with Babies
   Play peek-a-boo with a blanket—covering parent’s face, stuffed animal and baby’s face.
   Put toys out of reach and see what baby does.

VI. Review
   Summarize key points (Points to Remember).

VII. Parent Evaluation

IX. Celebration and Closing with Certificates
   Each parent is acknowledged in some unique way for their contribution to the group’s learning.
LEADER CHECKLIST
Session Nine

Topic: Babies’ Emerging Sense of Self (6–12 months)
Vignettes: Part 6: 9–16

SITE: ________________________________ DATE: _______________________

LEADER NAMES: ______________________ TIME: ______________________

VIGNETTES COVERED: Part 6
9  10*  11  12  13*  14*  15*  16  Summary*
(Circle vignettes shown.) ( * = recommended vignette)

DID I  YES  NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences
3. Practice Object or Person Permanence game
4. Brainstorm/Buzz hand signals
5. Brainstorm/Buzz baby games
6. Ask about buddy calls
7. Discuss group ending and brainstorm ways to continue getting support
8. Celebrate successes and give out certificates
9. Gather the Parent Final Program Satisfaction Questionnaire

Handouts to copy:
Home Activities for the Week-Emerging Sense of Self (if not given out prior week)

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