Basic Preschool Ages 3-6

Protocols for Prevention Populations

Agendas and Checklists for Each Session

1. Sessions One through Fourteen
2. Checklist for Each Session

NOTE: These agendas and checklists are the minimum number of sessions to be provided, and only for prevention populations. Please refer to the 18–20 week protocols for high-risk and treatment populations. See note on next page.
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 sessions. However, if the program is being offered as a treatment program to parents of diagnosed children with Attention Hyperactivity Deficit Disorder (ADHD) or Oppositional Defiant Disorder, it will be important to include the added sessions on persistence, emotion and social coaching. In addition, for parents from socioeconomically disadvantaged backgrounds leaders will want to use the 20-week session protocol with the emphasis on academic, social and emotional coaching. Leaders may also want to consider adding some sessions from the School Readiness series on interactive reading to promote reading readiness.

Selecting Vignettes to Discuss

Leaders will see that the asterisk (*) on the checklist refers to the recommended vignettes to be shown to every group. However, group leaders will need to be very familiar with ALL of the vignettes so that they can select additional vignettes, when necessary, that are relevant to the needs of the group.

NOTE: For example, vignettes representing different cultures should be shown to more culturally diverse populations. Or, other vignettes may be selected for parents whose goals indicate they want specific help with such things as toilet training, bathing, meal time, bedtime, grocery shopping, or sibling difficulties. Or, additional vignettes can be shown regarding social and emotional coaching, proactive discipline, or problem solving if children are experiencing developmental or language delays or difficulty with oppositional aggressive behavior.
Agendas and Checklists for Each Session
(Children ages 3-6)

The content covered in each session needs to be paced according to each parent group’s 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 7–9 vignettes per two-hour session. You do not want to try to complete one entire 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 protocols for completing the program in 18–20, 2 to 2 1/2-hour weekly sessions. We have listed the key vignettes to show in each session. We have omitted some vignettes.

For preventive populations it may be possible to deliver this program in 14 sessions. However, if parents are having difficulty with a particular topic, leaders are encouraged to show more vignettes from a particular program. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. Try to give yourself the option of adding 1–2 sessions if needed for larger groups or those who need more time to practice and discuss more vignettes.

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

**Session One:** Introductions, Goals, Child-Directed Play
Part 1: Vignettes 1-9

**Session Two:** Child-Directed Play Promotes Positive Relationships
Part 1: Vignettes 12-29 (19-28 optional)

**Session Three:** Play—Academic and Persistence Coaching Promotes School Readiness
Part 2: Vignettes Intro & 1-28, Summary

**Session Four:** Play—Social and Emotion Coaching
Part 3: Vignettes Intro & 1-20, Summary

**Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors**

**Session Five:** The Art of Effective Praise and Encouragement
Praise Part I: Vignettes Intro & 1-18

**Session Six:** Effective Ways to Praise & Using Tangible Rewards
Praise Part I: Vignettes 19-33, Summary
Tangible Rewards Part 2: Vignettes 1-19, Summary
Program Three: Household Rules, Routines, and Effective Limit Setting

Session Seven: Establishing Routines and Household Rules
Part 1: Vignettes Intro & 1-9

Session Eight: Effective Limit Setting
Part 2: Vignettes 1-15

Session Nine: Effective Limit Setting and Follow Through
Limit Setting Part 2: Vignettes 16-36
Program 4 Handling Misbehavior Part 1: Vignettes 1-13

Program Four: Positive Discipline, Handling Misbehavior

Session Ten: Ignoring Children’s Inappropriate Behavior
Part 2: Vignettes 1-19

Session Eleven: Time-Out to Calm Down
Part 3: Explaining Time-Out, VignettesIntro &1-8
Part 3: Time-Out for Hitting, Vignettes 9-19

Session Twelve: Time-Out for Aggression and Noncompliance
Part 3: Vignettes 20-29, Summary

Session Thirteen: Natural and Logical Consequences
Part 4: Vignettes 1-6

Session Fourteen: Teaching Children to Problem Solve
Part 5: Vignettes 1-20, Summary
Program One: Strengthening Children’s Social Skills, Emotional Regulation, and School Readiness Skills

Outline—Session One

Introductions, Goals and Part 1: Child-Directed Play

I. Welcome
   Greet each parent.
   Leaders introduce themselves.
   Review agenda for session.

II. Ground Rules
   Ask for parent ideas on group rules and why they think they are important. (confidentiality, respect for others, being positive, right to pass, equal time to talk)
   Adopt rules for group.
   Post rules each week. (A sample poster of rules is in appendix.)

III. Introductions
   Parents introduce themselves and give 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 introductory narration.)
   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
   C. Buzz—share encouraging words to use when child says, “I can’t do it.”

Key Concepts:

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

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

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

E. Summarize Key Points (Refrigerator Notes).

VI. Review Home Activities

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the CD.

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

VII. Parent Evaluation

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

VIII. Closing

Take this time to formally close the group. You may need to recap the learning.

Thank parents for coming; praise their willingness to explore and try new ways of parenting.

Remind them of any details they need to know for the next session.
LEADER CHECKLIST

Session One

Topic: Parent Goals, Child-Directed Play


SITE: ___________________________________ DATE: _______________

LEADER NAMES: __________________________________ TIME: ____________

VIGNETTES COVERED: Play Part 1:

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

* Recommended vignettes. Choose 7–9 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. Talk 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 and set goals _______ _______
15. Highlight key principles from parents’ discussion _______ _______

Handouts to copy:

Home Activities for the Week – Child-Directed Play (Handout 1A)
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. Practice/Role Play: 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 vignettes. Choose 7–9 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: Play Part 2: 1-28 (academic)
   B. Buzz—encouraging words to promote child’s self-confidence.
   C. 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

D. 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.

V. 2nd Topic of Day: 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. Practice/Role Play (large group)
   Brainstorm persistence words. In large group, demonstrate “persistence coaching.”

D. Break up into triads to practice academic and persistence coaching (use puzzles or mazes). One parent is child, one is parent and one “observer.” Practice using academic and persistence coaching. (Use coaching handout.) Have props (unstructured toys) on hand.

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

VI. 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.

VII. Parent Evaluation

VIII. Closing
LEADER CHECKLIST
Session Three

Topic: Play—Academic and Persistence Coaching Promotes School Readiness

Vignettes: Play Part 2: Vignettes 1-28

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

* Recommended vignettes. Choose 7–9 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 (academic coaching)
   (objects, actions, behaviors)
6. Role play being an “academic coach”
7. Buzz—persistence coaching words
8. In triads, practice academic and persistence coaching
9. Practice interactive reading skills
10. Explain “teaching loop”
11. Highlight key principles from parents’ discussion
12. Explain this week’s home assignment, and parents set goals
13. Explain field assignment.
14. Discuss and assign “buddies” (explain rationale)

Handouts to Copy:
Home Activities for the Week—Academic and Persistence Coaching (Handout 2A)
Home Activities for the Week—Academic and Persistence Coaching (Handout 2B)
Introduction Part 5

**Handouts to Copy:**
- 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
- Refrigerator Notes About Facilitating Children's Language and School Readiness
- 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 Four

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 emotional competence.
   B. Vignettes: Play Part 3: 1-3, Summary

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

C. Practice/Role Play (large group)
   After brainstorming emotion words, practice emotion coaching in front of group

VI. 2nd Topic of Day: “Social and Emotion Coaching”
   A. Discussion on how adult coaching can promote social competence.
   B. Vignettes: Play Part 3: 4-20, Summary

Key Concepts: Social Coaching
- 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 and emotion 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.” Practice social and emotion coaching. (Use social and emotion 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.

VII. Review Home Activities
Summarize key points (Refrigerator Notes).
Remind them to call their “buddies.”
Do self-monitoring goal setting.

VIII. Parent Evaluation

IX. Closing
LEADER CHECKLIST

Session Four

Topic: Play—Social and Emotion Coaching

Vignettes: Play Part 3: Vignettes 1-20

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 vignettes. Choose 7–8 vignettes. (Circle vignettes shown.)

DID I

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<td>2. Buzz—favorite play activity</td>
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<td>3. Review parents’ home activities; elicit reactions</td>
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<td>4. Talk about buddy experiences</td>
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<td>5. Buzz emotion words</td>
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<td>6. Role play/practice emotion coaching in large group</td>
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<td>7. Buzz—social behaviors “want to see more of”</td>
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<td>8. Role play social coaching, parent with one child (level 1), in large group</td>
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<td>9. Practice social &amp; emotion coaching one-on-one in triads</td>
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<td>10. Role play social coaching, one parent plus 2 children, in large group</td>
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<td>11. Practice social coaching with 2 children (levels 2 and 3)</td>
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<td>12. Buzz—social coaching during mealtimes</td>
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<td>13. Highlight key principles from discussion</td>
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<td>14. Explain this week’s home assignment, and parents set goals</td>
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Handouts to Copy:

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

Home Activities for the Week—Social and Emotion Coaching (Handout 3B)
**Handouts to Copy:**

- Refrigerator Notes—Parents as Emotion Coaches
- Refrigerator Notes—Promoting Your Child’s Self-Regulation Skills
- Record Sheet: Play Times
- 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
- Refrigerator Notes—Making Mealtimes Enjoyable

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session
Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors

Outline—Session Five

Part 1: The Art of Effective Praise and Encouragement

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities
   Buzz—experiences with social and emotion coaching.
   Ask what they decided to do for “field assignment.”
   Talk about what parents discovered from their social and emotion coaching (and praise record sheet, if given out).

IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”
   A. Do benefits and barriers exercise regarding praise.
   C. Buzz—mealtime behaviors to praise (after vignette 3).
   D. Replay Vignettes 12, 13, 14 and 15.

Key Concepts:
- Labeling praise
- “Give to Get” principle—for adults and children
- Modeling self-praise
- Resistance to praise—the difficulties from self and others to accept praise
- Promoting positive self-talk
- Using specific encouraging statements versus nonspecific
- Getting and giving support through praise
- Avoiding praising only perfection
- Recognizing social and academic behaviors that need praise
- Building children’s self-esteem through praise and encouragement
- Understanding “proximal praise” and “differential attention”

F. Buzz—Independent behaviors to praise (after vignettes 4 and 7).
G. Buzz—list of behaviors “to see more of” (see handout) and write “labeled praise” statements. Write on Piggy Bank handout sheet.

V. Review Home Activities
   Review behaviors they will praise during week.
   Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Five

Topic: The Art of Effective Praise and Encouragement

Vignettes: Praise Part 1: 1-18

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 18ABC*

* Recommended vignettes. Choose 8–10 vignettes. (Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences to coaching
3. Benefits and Barriers to Praise
4. Buzz—mealtime behaviors to praise (Vignette 3)
5. Practice praise (replay Vignettes 12, 13, 14)
6. Buzz—-independent or self-regulation behaviors to praise (Vignettes 4, 7)
7. Buzz—behaviors “to see more of” and write labeled praise words (See brainstorm handout.)
8. Talk about modeling self-praise
9. Highlight key principles from discussion
10. Explain this week’s home assignment (Remind them about “field assignment.”)
11. Parents set goals (on Self-Monitoring 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 Six
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
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: 1-19
B. Buzz—surprise rewards and no-cost and low-cost rewards.
C. Buzz—with buddy, plan sticker chart and practice explaining a sticker chart.

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”
• Understanding importance of combining praise with incentives and how to gradually withdraw incentives
• Designing programs that are realistic and developmentally appropriate
• Understanding how to set up programs for problems such as dressing, compliance, going to bed, and toilet training
• Understanding the difference between rewards and bribes
• Understanding how to respond to children who reject praise
• Learning how to gradually withdraw incentives
D. Role Play/Practice “When–Then” (Vignette 3)
E. Practice responding to a child who fails to earn a reward.

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 themself 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 Six

Topic: Using Tangible Rewards to Teach Your Child New Behaviors

Vignettes: Praise Part 1: Vignettes 19-33
Tangible Rewards Part 2: 1-19

SITE: _____________________________________ DATE: ______________________

LEADER NAMES: __________________________________ TIME: ______________________

VIGNETTES COVERED:

Praise Part 1
19* 20* 21 22* 23 24* 25 26 27 28 29 30 31
32* 33 Summary*

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

* Recommended vignettes. Choose 8–10 vignettes. (Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to increasing praises and reading chapters)
3. Review behaviors “want to see more of” to see which ones are amenable to a chart or incentive
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 or small group with buddy
10. Practice responding to a child who fails to earn a reward
11. Buzz—refueling for parents or self-care
12. Assign new buddies and ask about buddy calls
13. Highlight key principles from discussion
14. Review this week’s home assignment and parents set goals
15. Use spontaneous rewards with parents
   (and remind parents to bring charts to next meeting)
16. Self Monitoring and Parent Goal Setting

Handouts to Copy:
Home Activities for the Week—Motivating Children Through Incentives (2A)
Home Activities for the Week—Motivating Children Through Incentives (2B)
Introduction Part 5

Handouts to Copy:
Refrigerator Notes About Tangible Rewards
Brainstorm/Buzz—Positive Self-Praise
Behavior Record—“Positive Opposites”
Examples of Teacher Behaviors to Praise
Practice Praising Yourself and Others
Brainstorm/Buzz—No-cost Rewards
Sticker Chart
Refrigerator Notes About Toilet Training (2) (if needed)
Examples of Behaviors to Reward With Stars and Stickers
Handout—Caring Days
Handout—“Positive Opposites”
Brainstorm/Buzz—Reward Yourself

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Program Three: Positive Discipline

Outline - Session Seven

Part 1: Establishing Routines and Household Rules

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Discuss sticker chart systems and personal experiences.
Ask parents to share any experiences with praise (of other and self or calling teacher).
Ask about field assignments (class visit or library visit).

IV. Topic of Day: Establishing Routines and Household Rules

A. Explain that at this meeting, the focus of the class shifts to learning how to decrease inappropriate behaviors while continuing to attend to the positive, appropriate behaviors. (Show pyramid to explain progression.)

B. Buzz—benefits of routines for young children.

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, 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.

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 Seven

Topic: Positive Discipline


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 vignettes. Show all vignettes. (Circle vignettes shown.)

DID I

1. Write the agenda on the board
   YES  NO

2. Review parents’ home activities; elicit reactions and experiences (to sticker systems and reading chapter)
   YES  NO

3. Ask about note to teacher (if not done, do in group)
   YES  NO

4. Ask about buddy calls
   YES  NO

5. Buzz—benefits of routines
   YES  NO

6. Brainstorm barriers to routines (do on board or flip chart)
   YES  NO

7. Practice—steps for saying “good-bye”
   YES  NO

8. Buzz—bedtime or morning routines
   YES  NO

9. Buzz—household rules and chores
   YES  NO

10. Highlight key principles from parents’ discussion
    YES  NO

11. Help parents to reward themselves for achieving their goals
    YES  NO

12. Review this week’s home assignment and parents set goals
    YES  NO

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 Eight
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/Role Play: 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 Eight

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 vignettes. Show 8–10 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. Highlight key principles from discussion  
8. Review this week’s home assignment  
9. Self-monitoring and parent 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
Introduction Part 5

Program Four: Effective Limit Setting and Handling Misbehavior
Outline-Session Nine
Effective Limit Setting and Follow Through

I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities

Ask parents about what they learned from their observations of their commands—frequency, type of commands.
Ask parents about efforts to reduce commands and give positive commands and child reactions.

IV. Topic of Day: Follow Through With Limit Setting

A. Discussion—From the list of behaviors they want to see less of, establish the opposite positive behavior they can reinforce with attention and praise.
   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 Nine**

**Topic:** Effective Limit Setting and Follow Through

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

**SITE:** ______________________________________  **DATE:** ______________________

**LEADER NAMES:** __________________________  **TIME:** ______________________

**VIGNETTES COVERED: Limit Setting Part 2**

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

**VIGNETTES COVERED: Handling Misbehavior Part 1: 1-13**

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

* Recommended vignettes. Choose 8–10 vignettes. (Circle vignettes shown.)

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<td>Write the agenda on the board</td>
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<td>Review parents’ home activities; elicit reactions and experiences (to reducing commands)</td>
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<td>3.</td>
<td>Review group list of behaviors want to see less of and establish positive opposite</td>
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<td>4.</td>
<td>Review parents’ use of house rules/homework and TV rules</td>
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<td>5.</td>
<td>Restating commands (Vignettes 16-20)</td>
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<td>6.</td>
<td>Buzz—rewrite negative commands</td>
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<td>7.</td>
<td>Buzz—goals for discipline</td>
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<td>8.</td>
<td>Buzz—times to use distractions</td>
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<td>9.</td>
<td>Practice—ignoring arguments about limit setting</td>
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<td>10.</td>
<td>Highlight key principles from discussion</td>
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<td>11.</td>
<td>Review this week’s home assignment</td>
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<td>12.</td>
<td>Self-monitoring and parent goal setting</td>
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**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
I. Welcome

II. Review Ground Rules and Agenda

III. Report on Home Activities
   Ask parents to report on following through with commands.
   Review list of behaviors they want to see less of and goals for discipline (from prior session).

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

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

F. Role Play/Practice
   Replay Vignette 12 ignoring and practicing positive self-talk.

G. Role Play/Practice
   Practice using “selective attention” (after Vignette 16).

V. Review Home Activities
   Explain handouts.
   Do self-monitoring goal setting.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST

Session Ten

**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 vignettes. Show 8–10 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. Highlight key principles from discussion

11. Review this week’s home assignment

12. Self monitoring and goal setting

**Handouts to Copy:**

Home Activities for the Week – Ignoring Misbehavior

Refrigerator Notes About Ignoring

Record Sheet: Commands and Ignore (2)

Brainstorm/Buzz—Ways to Stay Calm

Brainstorm/Buzz—Behaviors to 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 Eleven

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
Introduction Part 5

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 Eleven

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 vignettes. Show all vignettes. (Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions
   and experiences (to ignoring)
3. Leader teaches basic Time-Out using Scenarios #1 and 2
4. Buzz—locations for Time-Out
5. Teach how to explain Time-Out to children
6. Teach how to help children calm down in Time-Out
7. Practice how you will explain Time-Out to your children
8. Teach Time-Out for aggression
9. Role Play/Practice Time-Out
   Child goes willingly to Time-Out
   Preschooler needs parents’ help
   Child won’t stay in chair
10. Talk about personal Time-Out and stress management
11. Highlight key principles
12. Review this week’s home assignment
13. Self monitoring and parent goal setting

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/Buzz—Behaviors for Time-Out
Brainstorm/Buzz—Staying Calm & Managing Anger (2)

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

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 Twelve

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 Summary*
* Recommended vignettes. (Circle vignettes shown.)
** Show if siblings with problems ages 6–8 years.

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
8. Review home activities and parents set goals
9. Highlight key principles from parents’ discussion

YES NO

Handouts to Copy:

Home Activities: Time-Out (Handout 3B)
Refrigerator Notes about Stress and Anger
Record Sheet: Commands and Time-Out
Feelings Thermometer (2)
Brainstorm Pros and Cons of Time-Out
Compliance Training Handout
Brainstorm/Buzz—Staying Calm
What to Do When You Are Losing Control and When New Problems Arise (2)

Refrigerator Notes—Handling Tantrum Storms
Brainstorm/Buzz—Staying Calm & Managing Anger (2)
Brainstorm/Buzz—Coping and Calming Self-Talk
Maintaining Objectivity
Brainstorm/Buzz—Behaviors For Time Out
Time-Out Scenarios for 6–8 Year Olds (2B, 2C, 2D)

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Outline—Session Thirteen
Natural and Logical Consequences

I. Welcome

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

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

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

D. Role Play consequences

IV. Review Home Activities
   Explain handouts.
   Do self-monitoring goal setting.
   Talk about final celebration and discuss how group members can continue to get support.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Thirteen

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: Intro* 1* 2 3*
4* 5* 6* Summary*
* Recommended vignettes. Show all * vignettes. (Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to Ignore and Time-Out)
3. Review list of behaviors want to see less of & those amenable to logical consequences
4. Brainstorm consequences for different ages (preschool vs school age)
5. Discuss advantages and disadvantages of logical consequences
6. Role play consequences (Vignette 5)
7. Highlight key principles from parents’ discussion
8. Plan final celebration
9. Review this week’s home assignment
10. Self monitoring and parent goal setting

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 Fourteen**

*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
- Recognizing how and when to use “guided solutions” for very young children or for children who do not have positive solutions in their repertoire
- 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

B. Vignettes: Part 5: 1–20

C. Role Play/Practice

   Break into triads to review emotion and social coaching.

D. Role Play/Practice (large group)

   Demonstrate how to use Wally books to teach problem solving.
E. Practice in dyads using Wally books to problem solve. Practice solutions with puppets (Vignette 20).

V. **Topic: Celebratory Group**
   A. Discuss feelings about group and how to carry on.
   B. Review progress toward goals (see goals sheet done in first session).
   C. Celebration: special gifts, food & certificates.
   D. Final evaluation form.

VI. **Review Home Activities**
   
   Explain handouts.
   
   Do self-monitoring goal setting.

VII. **Parent Evaluation**

VIII. **Closing**
LEADER CHECKLIST
Session Fourteen

Topic: Teaching Children to Problem Solve Through Stories and Games

Vignettes: Handling Misbehavior Program 4, Part 5: 1-20

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 19* 20* Summary*

* Recommended vignettes. Show all * vignettes. (Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (Time-Out and logical consequences)
3. Brainstorm advantages versus disadvantages of problem solving
4. Practice social and emotion coaching
5. Buzz—2-3 problem situations
6. Practice (large group) using Wally books
7. Practice (dyads) using Wally books to teach problem solving
8. Highlight key principles
9. Discuss termination (feelings about group, planning party, continuing group on own)
10. Make reunion plan
11. Present certificates and gifts
12. Parent final evaluation
13. Review home assignment and goal setting plans

Handouts to Copy:
Home Activities—Teaching Your Child to Problem Solve (5A & 5B)
Handouts to Copy:
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
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—Optional Last Session
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)
**LEADER CHECKLIST**

**Last Session**

*Session Fifteen: Review and Celebration*

| Site: ___________________________ | Date: __________________________ |
| LEADER NAMES: ___________________ | TIME: __________________________ |

**VIGNETTES COVERED:** Complete any unfinished

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<td>2. Review parents’ home activities; elicit reactions and experiences (to problem solving)</td>
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<td>3. Ask about reading</td>
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<td>4. Review group list of problems for problem solving</td>
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<td>5. Role play with Wally books</td>
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<td>6. Discuss termination (feelings about group, continuing group on own, providing support)</td>
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<tr>
<td>7. Make a reunion plan or plan on going meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Present certificates, flowers, gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Parent Final Program Evaluation (long form)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Handouts to Copy:**

- Parent Satisfaction Handout
- Self-Evaluation
  - “Gems” of Session—Reminder of things to pursue next session
Incredible Years
Self-Monitoring Checklist
Children 3-6 Years

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

**Session 1: Introductions, Goals, Child-Directed Play**

*My goal for the coming week:*

<table>
<thead>
<tr>
<th>Goals I met</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Read Chapter 1 (Child-Directed Play).</td>
</tr>
<tr>
<td>____ Review my goals for myself and my child.</td>
</tr>
<tr>
<td>____ Play using child-directed approach</td>
</tr>
</tbody>
</table>

**Session 2: Child-Directed Play Promotes Positive Relationships**

*My goal for the coming week:*

<table>
<thead>
<tr>
<th>Goals I met</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Read Chapter 2 (Academic &amp; Persistence Coaching).</td>
</tr>
<tr>
<td>____ Do temperament questionnaire</td>
</tr>
<tr>
<td>____ Play this week with my child will include:</td>
</tr>
</tbody>
</table>

**Session 3: Academic and Persistence Coaching**

*My goal for the coming week:*

<table>
<thead>
<tr>
<th>Goals I met</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Read Part 3, Problem 15: Reading With Care.</td>
</tr>
<tr>
<td>____ Make buddy call</td>
</tr>
<tr>
<td>____ Play this week with my child will include:</td>
</tr>
</tbody>
</table>
Session 4: Social and Emotion Coaching

My goal for the coming week:

____________________________________________________________________________________
___________________________________________________________________

Goals I met

____ Read Chapter 3 (Social Coaching) and Chapter 4 (Emotion Coaching) ______
____ Make buddy call ______
____ Play this week with my child will include:

Session 5: Effective Praise and Encouragement

My goal for the coming week:

____________________________________________________________________________________
___________________________________________________________________

Goals I met

____ Practice doubling my praises this week for the following behaviors: ______

____ Read Chapter 5 (Positive Attention, Praise & Encouragement) and
Chapter 6 (Incentives & Celebrations) ______
____ Make buddy call ______
____ Play this week will include:

Session 6: Praise and Tangible Reward Programs to Motivate My Child

My goal for the coming week:

____________________________________________________________________________________
___________________________________________________________________

Goals I met

____ Read Part 3, Problems 3 & 10 (Dawdling & Mealtime Problems. ______
____ Practice increasing my praises with my child. ______
____ Set up a sticker chart this week ______
____ Make buddy call ______
____ Play times this week will include:
### Session 7: Positive Discipline—Rules, Responsibilities and Routines

**My goal for the coming week:**

---

<table>
<thead>
<tr>
<th>Goals I met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 7 (Limit Setting) &amp; Part 3, Problem 1 (Screen Time)</td>
</tr>
<tr>
<td>Use a sticker chart with my child.</td>
</tr>
<tr>
<td>Send note or make phone call praising my child’s teacher</td>
</tr>
<tr>
<td>Make buddy call</td>
</tr>
<tr>
<td>Play this week will include:</td>
</tr>
</tbody>
</table>

---

### Session 8: Positive Discipline—Effective Limit-Setting

**My goal for the coming week:**

---

<table>
<thead>
<tr>
<th>Goals I met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Part 3, Problem 6 (Resistance to going to bed).</td>
</tr>
<tr>
<td>Use a sticker chart with my child.</td>
</tr>
<tr>
<td>Practice reducing commands and making polite requests</td>
</tr>
<tr>
<td>Make buddy call</td>
</tr>
<tr>
<td>Play this week will include:</td>
</tr>
</tbody>
</table>

---

### Session 9: Handling Misbehavior—Follow Through With Limits

**My goal for the coming week:**

---

<table>
<thead>
<tr>
<th>Goals I met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 8 (Ignore).</td>
</tr>
<tr>
<td>Use a sticker chart with my child.</td>
</tr>
<tr>
<td>Practice reducing commands and making polite requests</td>
</tr>
<tr>
<td>Make buddy call</td>
</tr>
<tr>
<td>Play this week will include:</td>
</tr>
</tbody>
</table>
Session 10: Ignoring Misbehavior
My goal for the coming week:

____ Read Chapter 14 (Upsetting Thoughts) and Chapter 9 (Time Out).
____ Practice ignoring the following misbehaviors:

____ Continue using sticker chart with my child.
____ Make buddy call
____ Play this week will include:

Goals I met

Session 11: Timeout to Calm Down
My goal for the coming week:

____ If not read previously, read Chapter 9 (Time Out).
____ Read Chapter 15 (Time Out From Stress and Anger).
____ Use timeout this week if aggressive behavior occurs.
____ Make buddy call
____ Play this week will include:

Goals I met

Session 12: Time Out and Other Consequences
My goal for the coming week:

____ Read Chapter 10 (Natural and Logical Consequences).
____ Use a consequence this week.
____ Make buddy call
____ Play this week will include:

Goals I met
Session 13: Logical Consequences
My goal for the coming week:

____________________________________________________________________________________
___________________________________________________________________

Goals I met

____ Read Chapter 11 (Teaching Children to Problem Solve)

____ Impose a consequence if needed

____ Make buddy call

____ Play this week will include:

____________________________________________________________________________________
___________________________________________________________________

Session 14: Teaching Children to Problem Solve
My goal for the coming week:

____________________________________________________________________________________
___________________________________________________________________

Goals I met

____ Read Chapter 11 (Teaching Children to Problem Solve)

____ Practice problem-solving with puppets and Wally book.

____ Make buddy call

____ Play this week will include:

____________________________________________________________________________________
___________________________________________________________________

Final Session: Reviewing Goals and Celebration
My goal for the coming week:

____________________________________________________________________________________
___________________________________________________________________

Goals I met

____ Make buddy call

____ Play this week will include: