NOTE: For groups of parents with children with behavior problems it will take 12–13 sessions to complete Programs 9 & 10. Sessions #3, 5, 9 and 10 will likely need additional time to complete.

NOTE: Vignettes marked with * are especially relevant for 9–12-year-olds. However, vignettes without * also have important principles for 9–12-year-olds and many of these should be shown. For children 6–8 years, you may want to omit the older age vignettes. (We recommend splitting your groups up for parents of children 6-8 and parents of children 9-12, so they receive the most developmentally appropriate information)
Tailoring the Incredible Years® School Age Parenting Program to the Parent Population

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® School Age Basic parenting program as a prevention program, it is recommended that you follow the protocols as outlined here for a minimum of 12, 2-hour, weekly sessions. The vignettes shown in these protocols are applicable for parents of children ages 6-12 years. We do recommend, if possible, you further divide your groups so that you offer the program to parents of children 6-8 and a separate group for parents of children 9-12.

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 according to the following criteria:

- Parents of typically developing children who readily grasp the parental attention and child-directed play concepts will be able to complete these programs as outlined in the session protocols. If children do not have significant behavior problems more time may be spent on logical and natural consequences and less time on Time Out for noncompliance.
- For parents whom child-directed play, coaching, and play concepts are new and unfamiliar, it is recommended that group leaders spend 2-3 additional sessions practicing these skills in small groups.
- For parents who have children with some oppositional defiant behavior problems the group leader will most certainly want to include the session on Time Out for noncompliance. Highly oppositional children cannot be socialized unless the parents can get some compliance first and this is the cornerstone of many behavior problems. For parents who usually resort to spanking and hitting, or, who have difficulty with the notion of Time Out, it may be necessary to add 1 or 2 sessions to cover the discipline material adequately.

Note: Tailor the number of sessions you offer according to the needs of your parent groups. A minimum of 12 sessions is required but more sessions may be added for groups with translators or with limited baseline knowledge level of child development and parenting principles. There are a total of 16 checklists, but we note that you may run up to 20 sessions in order to cover all the material and ensure parent understanding.
**Treatment Program**

If the group leader is offering the program as a treatment program to parents of diagnosed children with Oppositional Defiant Disorder (ODD), Conduct Disorder or Attention Hyperactivity Deficit Disorder (ADHD), it is recommended that more time be spent on the relationship-building, child-directed play, coaching, praise, and incentive programs. Additionally the SCHOOL program (Program 8) should be offered as well as the ADVANCE program. Program 8 adds content related to reading, setting up a homework routine and working collaboratively with teachers. This will add an additional 4-6 sessions to the total number of sessions offered to parents.

For parents who are experiencing anger management problems, depression or marital conflict it will be beneficial to offer the ADVANCE program in addition to the BASIC program. This will make the entire treatment for BASIC and ADVANCE 20-22 sessions in total. Please see the protocols for the order of presenting these programs.

**Making Programs More Ethnically Diverse**

We recommend that where possible group leaders represent the ethnicity of the parents in the group. However, most groups will be culturally diverse with parents of differing ethnicities, cultural and language backgrounds. Diversity can be enhanced by training translators from these groups to translate the groups so that parents of differing languages can communicate with each other in the same groups. The individual parent goal-setting and collaborative process will strengthen the cultural sensitivity of the program.

Working with a translator in your group will add to the time it takes to complete the sessions. It will take 4-6 more sessions to complete the content.

**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 8-10 vignettes per two-hour session. You do not need to complete one entire tape of a 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 program in 12, 2-to 2½-hour weekly sessions. Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you will find it takes longer to complete the program.

If you are combining the Program 8 with Basic Series, show it after Program 9 and 10 (or Basic Program 1 through 4). Show Advance Programs after Program 8.

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**REMEMBER:** The curriculum topics have a program number written after in parentheses. When the programs were originally developed, these program numbers were associated with them. We keep them there now for clarity (for those who have been using the programs for many years) and also for labeling the DVDs.

In general, the main focus should be on the actual topic name rather than the program numbers (for instance, in this manual, program 8 comes after programs 9 and 10).
Leader Agenda Protocols and Checklists
12-20 Session 2-hour Group Format

The following outline is a suggested guideline for completing the entire program in 12–20, 2-hour weekly sessions. You may select vignettes according to whether your group consists of primarily 6–8 year olds or 9–12 year olds. Session protocols with an asterix indicate vignettes that pertain to children ages 9–12 and are not relevant for 6–8 year olds. However, many of the scenes of 6–8 year olds will also be appropriate for 9–12 year olds because of the principles being covered. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

Promoting Positive Behavior (Program 9) and Reducing Inappropriate Behavior (Program 10)

**Session One:** Welcome & Introduction to Program Parents’ Goals
Importance of Parental Attention and Special Time
Program 9: Part 1: Vignettes 1-9

**Session Two:** Importance of Parental Attention and Special Time
(continued)
Program 9, Part 1: Vignettes 10-19

**Session Three:** Social, Emotion and Persistence Coaching
Program 9, Part 2: Vignettes 20-27

**Session Four:** Social, Emotion and Persistence Coaching
Program 9, Part 2: Vignettes 28-41

**Session Five:** Effective Praise and Encouragement
Program 9, Part 3: Vignettes 42-58

**Session Six:** Using Tangible Reward Programs to Motivate Your Child
Program 9, Part 4: Vignettes 59-67

**Session Seven:** Rules, Responsibilities and Routines
Program 10, Part 1: Vignette 1-12

**Session Eight:** Predictable Learning Routines and Clear Limit Setting
Program 10, Part 2: Vignettes 13-33

**Session Nine:** Ignoring Misbehavior
Program 10, Part 3: Vignettes 34-43

**Session Ten:** Time Out To Calm Down
Program 10, Part 4: Vignettes 44-55E

**Session Eleven:** Time Out to Calm Down
Program 10, Part 4: Vignettes 44-55E

**Session Twelve:** Other Consequences
Program 10, Part 5: Vignettes 56-70

**Session Thirteen:** Review and Celebration

Note: Supporting Your Child’s Education (Program 8) is optional. It should be considered for children with reading and academic difficulties and offered after session 12, prior to the final review.
**Supporting Your Child’s Success in School (Program 8)**

Session One (13): **Promoting Reading Skills**  
Program 8, Part 1: Vignettes 1-9

Session Two (14): **Dealing with Children’s Discouragement**  
Program 8, Part 2: Vignettes 10-15

Session Three (15): **Fostering Good Learning Habits and Routines**  
Program 8, Part 3: Vignettes 16-22

Session Four (16): **Parents Showing Interest in School**  
Program 8, Part 4: Vignettes 23-33

Note: Continue with the Advanced Parenting Program (purchased separately) for higher risk families with more interpersonal problems or children with conduct problems.
Promoting Positive Behavior (Program 9)  
Outline—Session One  
Introductions, Goals, & Importance of Parental Attention & Special Time

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 children, and personal goals.
Write parents’ goals on board or poster so you and group can refer back to them.
Complete “Parents Thinking Like Scientists” goal sheet.

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.
Refer to the pyramid poster or the parent handout.
Give one book (The Incredible Years) and a magnet to each family. Offer CDs.

V. Topic of Day: The Importance of Parental Attention & Special Time
A. Brainstorm benefits to “special time” with younger children and with older children.
B. Vignettes: Program 9 Part 1: 1—9

Key Concepts
- Value of showing interest and spending time with children as a way of increasing positive relationships
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- 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 to be respectful
C. Brainstorm or “Buzz” Activities Parents Can Do with Children (6-12 years)

D. Role Plays
Role play (leader [as child] and parent) that demonstrates parent following child’s lead. First do “everything wrong,” then replay using new principles.

Divide group into sets of 3. Within each small group, give each parent a 2-3 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 CDs.

Let them know that you will be asking about their experiences at the beginning of the next session.

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: Introduction, Goals, & Importance of Parental Attention & Special Time

Vignettes: Program 9, Part 1: 1—9

SITE: __________________________________________ DATE: ________________

LEADER NAMES: ________________________________ TIME: ________________

VIGNETTES COVERED: Part 1:
Intro Narration† 1† 2*† 3 4*† 5* 6* (7)* 8† 9
(Circle vignettes shown.) *=Vignettes for children ages 9–12. † = Core vignettes all ages.

DID I
1. Write the agenda on the board _________ _________
2. Welcome and make introductions _________ _________
3. Review parents’ goals _________ _________
4. Brainstorm group ground rules _________ _________
5. Present program goals (pyramid) _________ _________
6. Explain format for meetings _________ _________
7. Brainstorm benefits for spending time with children _________ _________
8. Role play/practice the child-directed play skills _________ _________
9. Buzz/Brainstorm activities parents can do with 8-12-year-olds _________ _________
10. Explain importance of home activities and reading assignments _________ _________
11. Assign this week’s home activities (self-monitoring checklist) _________ _________

Handout Pads:
Home Activities for the Week – Special Time
Refrigerator Notes about Special Time with Your Child

Xerox:
Record Sheet: Special Time
Parents Thinking Like Scientists
Brainstorm Personal Thoughts About Play and Special Time
Checklist for Evaluating Special Time

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Outline—Session Two
Importance of Parental Attention & Special Time

I. Welcome
   Greet each parent.

II. Review Ground Rules

III. “Buzz”
   Pair up parents to share with each other the special activity time they spent with their children during the week.

IV. Ask about reading and home activities

V. Topic of Day: The Importance of Parental Attention & Special Time
   A. Brainstorm barriers to “special time” with children. Talk about ways to overcome barriers.
   B. Vignettes: Program 9 Part 1: 10—19
   C. Role Plays / Practice
      Practice any home experiences that were difficult after brainstorming strategies to handle situation in a different way.
   D. 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 audio book version.

Key Concepts
- Value of showing interest and spending time with children as a way of strengthening relationship with child
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- 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
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 Two

Topic: Importance of Parental Attention & Special Time

Vignettes: Program 9, Part 1: 10—19

SITE: ____________________________ DATE: ______________
LEADER NAMES: __________________ TIME: ______________

VIGNETTES COVERED: Part 1:
(1 2 3 4* 5* 6* 7* 8 9)
10* 11† 12 13*† 14* 15*† 16† 17 18† 19†
(Circle vignettes shown.) * = Vignettes for children ages 9–12. †=Core vignettes all ages.

DID I YES NO
1. Write the agenda on the board __________ __________
2. Review group ground rules __________ __________
3. Review parents’ goals __________ __________
4. Review special time home activities (Buzz) __________ __________
5. Brainstorm barriers to spending time with children __________ __________
6. Practice the special time skills __________ __________
7. Explain importance of home activities and reading assignments __________ __________
8. Assign this week’s home activities (self-monitoring checklist) __________ __________

Handout Pads:
Home Activities of Week: Special Time

Xerox:
Record Sheet: Special Time

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Outline—Session Three
Social, Emotion and Persistence Coaching

I. Welcome
Greet each parent.

II. Review Ground Rules

III. “Buzz”
Pair up parents to share with each other the special activity time they spent with their children during the week.

IV. Ask about reading and home activities

V. Topic of Day: Social, Emotion, and Persistence Coaching
A. Brainstorm ways they overcame barriers to special time. Practice any home experiences that were difficult after brainstorming strategies to handle situation in a different way.
B. Vignettes: Program 9 Part 2: 20—27
C. Role Plays / Practice academic, persistence and social coaching
D. 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 audio book version.

Key Concepts
- Understanding how to use academic & persistence coaching to build children’s ability to be focused, calm and to persist with an activity.
- Understand how to do social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

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 Three

Topic: Social, Emotion and Persistence Coaching (Part 1)

Vignettes: Program 9, Part 2: 20—27

SITE: __________________________ DATE: ________________

LEADER NAMES: __________________________ TIME: ________________

VIGNETTES COVERED: Part 2:
20 21 22 23 24 25 26 27

(Circle vignettes shown.) *=Vignettes for children ages 9–12. †=Core vignettes all ages.

DID I YES NO
1. Write the agenda on the board __________ __________
2. Review group ground rules __________ __________
3. Review special time home activities (Buzz) __________ __________
4. Brainstorm encouraging words for difficult tasks __________ __________
5. Practice / roleplay persistence coaching (adult to child) __________ __________
6. Practice / roleplay social coaching __________ __________
7. Buzz list of targeted social behaviors __________ __________
8. Explain importance of home activities and reading assignments __________ __________
9. Explain buddy calls __________ __________
10. Assign this week’s home activities (self-monitoring checklist) __________ __________

Handout Pads:
Home Activities of Week: Special Time

Kerox:
Record Sheet: Special Time
Calling Your Buddy
Parents as Coaches Handouts (2) - social and persistence coaches
Behaviors I Want to See More of

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Outline—Session Four
Social, Emotion and Persistence Coaching

I. Welcome
Greet each parent.

II. Review Ground Rules

III. “Buzz”
Pair up parents to share with each other experiences with academic, persistence and social coaching during the week.

IV. Ask about reading and home activities

V. Topic of Day: Social, Emotion, and Persistence Coaching
A. Brainstorm Buzz - emotion words to describe and model.
B. Vignettes: Program 9 Part 2: 28-41
C. Role Plays / Practice academic, persistence and social coaching
D. 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 CDs.

Key Concepts
- Understand how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings.
- Understand how to do social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- Understand how to tie social and emotion coaching together and how to use persistence coaching with negative emotions.

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 Four

Topic: Social, Emotion and Persistence Coaching (Part 2)

Vignettes: Program 9, Part 2: 28—41

SITE: ______________________________ DATE: ________________

LEADER NAMES: ___________________________ TIME: ________________

VIGNETTES COVERED: Part 2:

28  29  (30)  31*  32*†  33  34  35  36*†  37†(37 or 39)  38  39†
40*  41*

(Circle vignettes shown.) * = Vignettes for children ages 9–12. † = Core vignettes all ages.

DID I

1. Write the agenda on the board  YES  NO
2. Review group ground rules  YES  NO
3. Review special time persistence and social coaching (Buzz)  YES  NO
4. Buzz list of emotion words to describe and model  YES  NO
5. Practice / roleplay emotion coaching (adult to child)  YES  NO
6. Practice / roleplay emotional, social and persistence coaching (multiple children)  YES  NO
7. Explain importance of home activities and reading assignments  YES  NO
8. Assign this week’s home activities (self-monitoring checklist)  YES  NO

Handout Pads:

Home Activities of Week: Special Time

Xerox:

Record Sheet: Praise
Parents as Coaches Handout (1) - Emotion Coaches

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Outline—Session Five
Effective Praise and Encouragement

I. Welcome

II. Review Ground Rules (if needed)

III. Report on Home Activities
• Ask parents about social, emotion and persistence coaching with their child.
• Reinforce parent participation in reading chapters or listening to audio book, practicing, sharing.

IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”
A. Do benefits and barriers exercise regarding praise.
   Brainstorm ways parents praise (what behaviors were focused on and what words were used).
B. Vignettes: Program 9, Part 3, 42—58

Key Concepts
• Labeling praise
• “Give to get” principle—for adults and children
• Attending to learning “process,” not only end results
• Modeling self-praise
• Resistance to praise—the difficulties giving and accepting praise
• Promoting positive self-talk
• Using specific encouraging statements versus nonspecific
• Getting and feeling support through praise and encouragement
• How to promote friendship skill
• Avoiding praising only perfection
• Recognizing social and academic behaviors that need praise
• Building children’s self-esteem through praise and encouragement

C. “Buzz” – Pair up with another parent and share favorite praise statements. Write these down on Piggy Bank handout sheet.
D. Practice (parent coaching/praising friendship skills)
   Have one parent act as child and one as parent and practice praise to increase child’s self-confidence. Practice sharing positive feelings with child. (e.g., I enjoy spending time with you.)
   Parents practice praise in a special time activity in small groups. (e.g., football, basketball, baking, sewing)
E. Do “buzz” on self-praise.

V. Review Home Activities
   Ask them to identify positive behaviors they want increased. (make list)

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST

Session Five

Topic: Effective Praise and Encouragement
"Bringing out the Best in Your Child"

Vignettes: Program 9, Part 3: 42—56

SITE: _______________________________ DATE: _______________________________

LEADER NAMES: _____________________ TIME: _______________________________

VIGNETTES COVERED: Part 3
Intro Narration† 42† 43* 44* 45† 46† 47† 48† 49† 50† 51†
52* 53† 54† 55* 56† 57† 58*

(Circle vignettes shown.) *=Vignettes for children ages 9–12. †=Core vignettes all ages.

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to reading chapter and coaching experiences)
3. Ask about buddy calls
4. Review the concepts from last week’s session (briefly)
5. Benefits and Barriers to Praise
6. Brainstorm praise words and behaviors praised (Buzz) (use brainstorm handout)
7. Role play coaching special time activity with praise
8. Brainstorm self-praise (use handout)
9. Review this week’s home assignment (increase praise)

Handout Pads:
Home Activities for the Week – Effective Praise
Refrigerator Notes About Praising Your Child

Xerox:
Record Sheet: Praise
Examples of Ways to Give Praise and Encouragement & Behaviors to Praise
Piggy Bank handouts (3)
Behavior Record Sheet: Behaviors I Want to See More of!
Brainstorm Sheets (2)

Self-Evaluation
"Gems" of Session—Reminder of things to pursue next session
Outline—Session Six
Motivating Children through Incentives and Rewards

I. Welcome

II. Ground Rules

III. Report on Home Activities
Ask about any difficulties increasing praise statements during the week.
Make a group list of behaviors they want to see more of.
Discuss praising teachers, partners, in-laws.

IV. Topic of Day: Tangible Rewards—“Motivating Your Children”
A. Discussion
B. Vignettes: Program 9, Part 4: 59—63

Key Concepts
• Shaping behaviors in the direction you want—“small steps”
• Clearly identifying positive behavior
• Rewards are a temporary measure leading to child’s competence
• What will reinforce one child will not necessarily reinforce another
• Importance of reinforcing yourself, teachers, and others
• Value of unexpected rewards and celebrations
• Recognizing the “first-then” principle
• Designing programs that are realistic and developmentally appropriate
• Understanding how to set up programs for problems such as cleaning room, doing dishes, compliance, eating, coming home on time, doing chores etc.
• Do not mix rewards with consequences (i.e., don’t take away stickers)

C. Brainstorm no-cost and low-cost rewards.

D. Role Play/Practice
Spend time in group developing a sample chart. Practice parent explaining to a child how a chart system will work. (Show sample charts.)
Role Play giving a point or sticker for a designated behavior and what happens when a child doesn’t earn a sticker.

E. Do “buzz” on setting up rewards or pleasure times for parents.

V. 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 each member could offer praise to another group member; or leader could model praising group and/or self.
Remind parents to bring in their chart next week.
Be sure to give out charts and stickers to parents.
Talk about buddy call assignments.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Six

Topic: Motivating Children through Incentives and Rewards
“Motivating Your Children”

Vignettes: Program 9, Part 4: 59—67

SITE: ______________________________________ DATE: __________________________

LEADER NAMES: __________________________ TIME: __________________________

VIGNETTES COVERED: Part 4
59*† 60† 61† 62*† 63† 64† 65* 66* 67* Summary Narration
(Circle vignettes shown.) * = Vignettes for children ages 9–12. † = Core vignettes all ages.

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. Ask about buddy calls (possibly re-assign) _______ _______
4. List behaviors want to see more of _______ _______
   (do on board or flip chart as a group activity)
5. Review the concepts from last week’s session (briefly) _______ _______
6. Practice explaining about chart system/contract _______ _______
7. Do “buzz” about spontaneous or no cost rewards. (see handout) _______ _______
8. Do “buzz” about rewarding oneself (see handout) _______ _______
9. Review this week’s home assignment _______ _______
10. Give out stickers and charts _______ _______
   (and remind parents to bring charts to next meeting)

Handout Pads:
Home Activities for the Week – Motivating Children through Incentives and Rewards
Refrigerator Notes About Tangible Rewards

Xerox:
Examples of Behaviors to Praise and Reward
Behavior Record: Behaviors I Want to See Less Of
Brainstorm Sheets (2)

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Reducing Inappropriate Behavior (Program 10)

Outline—Session Seven

Rules, Responsibilities, and Routines

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities

Discuss sticker chart systems and experiences with homework and reading.
Ask parents to share any experiences with praise (of others and self or calling teacher).
Ask about buddy calls.

IV. Review

Review reading and homework experiences and any vignettes not shown last session.

V. First Topic of Day: Establishing Rules and Responsibilities

A. Program 10, Part 1: Vignette 1, Rules about Computer Time
   Vignette 2, Rules about Drugs and Alcohol
B. “Buzz” about Household Rules
C. Vignette 3, Chores and Responsibilities
   Vignette 4, Responsibilities and Privileges
D. “Buzz” about household chores
E. Vignettes 5 and 6, Refining Chart
   Vignette 7, Family Meeting about Household Chores

Key Concepts

- Establishing clear and predictable routines
- Strategies for encouraging children to be responsible
- Understanding the importance of household chores
- Providing adequate monitoring at all times
- Politeness principle

F. Role Play—(Parent playing with one child)
   Practice talking to children about household rules.

G. Summarize key points (Refrigerator Notes).

VI. Second Topic of Day: Establishing Routines

A. Explain about value of predictable routines.
   Brainstorm benefits of routines and possible barriers.
B. Vignette 8: Household Routines
   Vignette 9: Testing the Routines
C. Brainstorm how parents monitor where children are, with whom and what they are doing (monitoring principle.)
D. Vignettes: Program 10, Part 1: Vignette 10–12

VII. Review Home Activities

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

VIII. Parent Evaluation

IX. Closing
# LEADER CHECKLIST

## Session Seven

**Topic:** Rules, Responsibilities, and Routines  
**Vignettes:** Program 10, Part I: 1—12

| SITE: ______________________________ | DATE: ____________________________ |
| LEADER NAMES: ______________________________ | TIME: ____________________________ |

**VIGNETTES COVERED:** Parent Program 10, Part 1

<table>
<thead>
<tr>
<th>Intro Narration</th>
<th>1†</th>
<th>2*</th>
<th>(3)*</th>
<th>4†</th>
<th>5*</th>
<th>6*</th>
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Vignettes in parentheses are optional. Vignette 3 shown in Advanced Program, vignettes 11 and 12 shown in Supporting your Child’s Education (Program 8). (Circle vignettes shown.) * = Vignettes added for children ages 9–12. † = Core vignettes all ages.

**DID I**  
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to incentive systems, homework, and reading)
3. Ask about positive note to teacher (if not done, do in group)
4. Brainstorm benefits and barriers to rules (do on board or flip chart)
5. Brainstorm/Buzz household rules
6. Brainstorm/Buzz age-appropriate responsibilities/chores for children
7. Discuss TV watching and limits
8. Discuss how parents monitor where children are and with whom
9. Practice giving positive commands/requests
10. Ask about buddy calls
11. Review this week’s home assignment

**Handout Pads:**  
Home Activities for the Week – Rules, Responsibilities, and Routines

**Xerox:**
- Family Routine (2)
- Household Rules (2)
- Homework Chore Sheets (5)

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

©The Incredible Years®
Outline—Session Eight

Predictable Learning Routines and Clear Limit Setting

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities
   Discuss sticker chart systems and experiences with homework and reading.
   Ask parents to share any experiences with praise (of others and self or calling teacher).
   Ask about buddy calls.

IV. Review
   Review reading and homework experiences and any vignettes not shown last session.

V. First Topic of Day: Clear Limit Setting—“The Importance of Being Clear, Predictable and Positive”
   A. Explain that with clear rules and routines, fewer commands will be needed. Talk about using commands and praising compliance.
      Brainstorm benefits of limit setting and possible barriers.
   B. Brainstorm how parents monitor where children are, with whom and what they are doing (monitoring principle.)
   C. Vignettes: Program 10, Clear Limit Setting Part 2: 13–33

Key Concepts
   • Reduce number of commands to only necessary commands
   • Politeness principle
   • Clear and predictable household rules offer children safety and reduce misbehaviors
   • “Monitoring Principle”: Rules should be set up regarding how children will let parents know where they are, who they are with, and what they are doing.
   • All children will test rules—don’t take it personally
   • Commands should be clear, brief, respectful, and action oriented
   • “When-then” commands can be effective
   • Distractible children need warnings and reminders

VI. Review Home Activities
   In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

VII. Parent Evaluation

IX. Closing
**LEADER CHECKLIST**

*Session Eight*

**Topic:** Clear and Respectful Limit Setting

“The Importance of Being Clear, Predictable, and Positive”

**Vignettes:** Program 10, Part 2: 13–33

**SITE:** ________________________________

**DATE:** ________________________________

**LEADER NAMES:** ___________________________

**TIME:** ________________________________

**VIGNETTES COVERED:** Parent Program 10, Part 1

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<td>29A*†</td>
<td>29B*†</td>
<td>30†</td>
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</table>

Vignettes in parentheses are optional. Vignette 22 shown in Program 10, Part 3.

(Circle vignettes shown.) * = Vignettes for children ages 9–12. † = Core vignettes all ages.

**DID I**  

1. Write the agenda on the board

2. Review parents’ home activities; elicit reactions and experiences (to rules, routines, chores)

3. Ask about note to teacher (if not done, do in group)

4. Brainstorm benefits and barriers to limit setting (do on board or flip chart)

5. Discuss TV watching and limits

6. Discuss how parents monitor where children are and with whom

7. Use “buzz” to practice giving positive commands/requests

8. Ask about buddy calls

9. Review this week’s home assignment

**Handout Pads:**

Home Activities for the Week – Effective Limit Setting
Refrigerator Notes About Limit Setting

**Xerox:**

Record Sheet: Commands/Requests
Examples of Commands/Requests
Brainstorm Sheets (2)

**Self-Evaluation**

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

I. Welcome
II. Ground Rules
III. Report on Home Activities
   Ask parents to report on examples of limit setting as well as reducing and giving commands, including child reactions.
   Brainstorm list of behaviors they want to see less of.
   Ask about buddy calls.
IV. Topic of Day: Ignoring
   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.
   B. Vignettes: Program 10, Part 3: 34–43

Key Concepts
- Understand the importance of distractions coupled with ignore
- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Use ignore technique consistently
- Explain vending machine example of behavior which continues if there is some “pay off”
- Use ignore for selected behaviors such as whining, eyerolling, arguing, “attitude”

C. Brainstorm list of behaviors to ignore
D. Role Play/Practice
   Do role play in which parent ignores child’s inappropriate behavior.
   Do some problem-solving to select a behavior to ignore.
V. Review Home Activities
   Explain handouts.
VI. Parent Evaluation
VII. Closing
## LEADER CHECKLIST

**Session Nine**

**Topic:** Ignoring Misbehavior “Decreasing Annoying Misbehavior”

**Vignettes:** Program 10, Part 3: 34—43

| SITE: __________________________________________ | DATE: ________________ |
| LEADER NAMES: _____________________________ | TIME: __________________ |

**VIGNETTES COVERED: Part 3**

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(Circle vignettes shown.) * = Vignettes for children ages 9–12. † = Core vignettes all ages.

### DID I

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<th>NO</th>
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<tbody>
<tr>
<td>2. Review parents’ home activities; elicit reactions and experiences (to reducing commands)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. Brainstorm group list of behaviors want to see less of (do on board or flip chart)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>4. Review parents’ use of rules and routines</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5. Brainstorm list of behaviors to ignore</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6. Role play Ignore</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7. Ask about buddy calls</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>8. Review this week’s home assignment</td>
<td>YES</td>
<td>NO</td>
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</tbody>
</table>

### Handout Pads:

- Home Activities for the Week – Ignoring Misbehavior Part 2
- Refrigerator Notes About Ignoring

### Xerox:

- Record Sheet: Ignore and Praise
- Learning Self-Control (2)
- Self Talk in Problem Situations (2)
- Brainstorm Sheets (3)

### Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Outline—Session Ten
“Time Out” to Calm Down

I. Welcome

II. Ground Rules

III. Report on Home Activities

- Find out group experiences in ignoring misbehavior.
- Review list of behaviors they want to see less of.
- Ask about buddy calls.

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, noncompliant and destructive behaviors. It is not the only consequence (will cover more in future sessions).

B. Diagram on board (or flip chart) the basic Time Out procedures.

Vignettes: Program 10, Part 4: 44–50

Key Concepts

• Importance of following up on commands with a consequence
• Avoiding power struggles that reinforce misbehavior
• Do the positive first — praise compliance
• Maintain self-control
• Administer Time Out respectfully — keep your cool
• How to explain Time Out to children
• How to use Time Out selectively for destructive behaviors
• Continuing to strengthen prosocial behaviors

C. Role Play / Practice

Practice explaining to children how Time Out works and where it will be. As part of this practice, help child practice how to calm down in Time Out.

Practice using Time Out for aggression. (Simple, uncomplicated Time Out, Scenario #1)

V. Review Home Activities

In addition to reviewing home assignment handouts, remind parents to think of behaviors they want to see more of, which are the positive opposite of those they want to see less of. Ask them to think about a place they could use for Time Out and for what behaviors they’d use Time Out as a consequence.

Offer the CDs as a good way to hear about Time Out.

Assign buddies.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST

Session Ten

Topic: Time Out to Calm Down
“Discipline Strategies for Excessive Child Disobedience and Hitting or Destructive Behaviors”

Vignettes: Program 10, Part 4: 44—50

SITE: ______________________________ DATE: ______________________________

LEADER NAMES: ______________________________ TIME: ______________________________

VIGNETTES COVERED: Part 4
Intro Narration† 44 45† 46*† 47† 48† 49† 50†
(Circle vignettes shown.) * = Vignettes for children ages 9–12. †= Core vignettes all ages. (Use vignette 50 only for parents with children with conduct problems.)

DID I

1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to ignoring)
3. Assign new buddies and ask about buddy calls
4. Review the concepts from last week’s session (briefly)
5. Practice how to explain Time Out to your children
6. Practice teaching child how to calm down (deep breaths, muscle tense/basic relax, think coping thoughts)
7. Role Play (s) of basic Time Out
8. Practice parents using calm down strategies
9. Review this week’s home assignment

YES NO

Handout Pads:
Home Activities for the Week – Time Out
Refrigerator Notes About Time Out
Refrigerator Notes About Stress and Anger

Xerox:
Record Sheet: Command and Time Out
Positive and Negative Reinforcement Traps (4 scenarios)
Avoiding Traps and Power Struggles
Tiny’s Anger Management Steps
Brainstorm Sheets (4)
Refrigerator Notes for Teaching Children to Manage Their Anger
Outline—Session Eleven
“Time Out” to Calm Down

I. Welcome
II. Ground Rules
III. Report on Home Activities
   Find out group experiences in explaining and setting up Time Out at home.
   Review list of behaviors used for Time Out.
   Ask about buddy calls.

IV. Topic of Day: How to Follow Through with Limits and Rules—“Time Out”
   A. Discussion—Time Out is to be used for oppositional, noncompliant and destructive
      behaviors. For typical children it may not be needed.
   B. Diagram on board (or flip chart) the basic Time Out procedures.
      Vignettes: Program 10, Part 4: S1-55E

Key Concepts
- Importance of following up on commands with a consequence
- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- Maintain self-control
- Administer Time Out respectfully — keep your cool
- How to use Time Out selectively for destructive behaviors
- Continuing to strengthen prosocial behaviors

C. Role Play / Practice
   Practice using Time Out when children resist or refuse. (Scenarios 2B, C, D)
   Practice using Time Out for extreme noncompliance.
   Practice using Time Out for aggression. (Simple, uncomplicated Time Out)

V. Review Home Activities
   In addition to reviewing home assignment handouts, remind parents to think of behaviors
   they want to see more of, which are the positive opposite of those they want to see less of.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Eleven

Topic: Time Out to Calm Down
“Discipline Strategies for Excessive Child Disobedience & Hitting or Destructive Behaviors”

Vignettes: Program 10, Part 4: 51—55E

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

VIGNETTES COVERED: Part 4
51A 51B 51C 52† 53† 54† Summary† 55A 55B 55C 55D 55E
(Circle vignettes shown.) * Vignettes for children ages 9–12. † Core vignettes all ages. (Use vignette 55 only for parents with children with conduct problems.)

DID I
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions
   and experiences (to explaining or using Time Out)
3. Review the concepts from last week’s session (briefly)
4. Role play common traps
5. Buzz strategies for parents staying calm
6. Review teaching child how to calm down (deep breaths, muscle tense/relax, think coping thoughts)
7. Role Play(s) of Time Out when child is resistive
8. Practice parents using calm down thought strategies
9. Brainstorm pros and cons of Time Out vs. hitting
10. Review this week’s home assignment

Handout Pads:
Home Activities for the Week – Time Out
Refrigerator Notes About Time Out
Refrigerator Notes About Stress and Anger

Xerox:
Record Sheet: Command and Time Out
Using Time Out for Compliance Training
School Age Child Refuses Time Out
School Age Child Resists Going to Time Out
School Age Child Continues to Resist Going to Time Out
What to do When You Feel You Are Losing Control
What to do When New Problems Arise
Session Twelve
Time Out continued and Logical Consequences*

I. Welcome

II. Report on Home Activities
Ask parents to report on their thoughts and feelings concerning Time Out.
Discuss any experiences with Time Out and use practice to refine approach.
Find out reactions to thought control handouts.
Ask about buddy calls.

III. Topic of Day: Time Out Continued
A. Discussion—Troubleshoot and role play any experiences parents had with Time Out.
B. Brainstorm advantages and disadvantages (barriers) of Time Out vs. smacking/hitting.

Key Concepts
- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- “Priming the pump” with positive self-talk
- Children learn to calm down and self-regulate
- Recognizing when to use logical consequences or privilege removal

C. Role Play
Role play situations where there is resistance to Time Out.
D. Brainstorm ways to stay calm and respectful when implementing Time Out.

IV. Topic of Day: Logical Consequences
A. Discussion — Brainstorm possible logical (loss of privileges) or natural consequences, including work chores
B. Vignettes: Program 10, Part 5: 56–70

V. Review Home Activities
Explain handouts.

VI. Parent Evaluation

VII. Closing

*NOTE: When offering the program to parents of older children with behavior problems, it may take an extra session to complete the consequences material.
LEADER CHECKLIST
Session Twelve

**Topic:** Time Out Continued and Logical Consequences

**Vignettes:** Program 10, Part 5: 56—70

**SITE:** ____________________________________ **DATE:** ________________________

**LEADER NAMES:** ________________________ **TIME:** ________________________

**VIGNETTES COVERED:** Part 5

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(Circle vignettes shown.) *=Vignettes for children ages 9–12. †=Core vignettes all ages.

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<td>3. Ask about efforts to cope with stress and anger, and maintaining objectivity</td>
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<td>4. Ask about buddy calls</td>
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<td>5. Review the concepts from last week’s session (briefly)</td>
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<td>6. Practice using Time Out</td>
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<td>7. Brainstorm advantages versus disadvantages of Time Out vs. hitting</td>
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<td>8. Brainstorm Consequences (including loss of privileges and work chores)</td>
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<td>9. Practice implementing consequences</td>
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<td>10. Practice calm down strategies</td>
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**Handout Pads:**
Home Activities: Logical Consequences and Work Chores
Refrigerator Notes about Natural and Logical Consequences

**Xerox:**
Record Sheet: Logical Consequences
Record Sheet: Work Chores
Thermometers (2)
Self-talk in Problem Situations
Personal Coping Self-Talk (write your own)
Maintaining Objectivity Handout

**Self-Evaluation**
“Gems” of Session—Reminder of things to pursue next session
Supporting Your Child’s Education (Program 8)
Session One (or Thirteen)

Promoting Reading Skills

I. Welcome
Do I–IV if this program does not follow Basic 9 & 10 or 1–4 programs. Otherwise, start with V as review.

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

II. Introductions
Find out group members’ names, ages of children, 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. (A sample poster of rules is in appendix.)

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

Give one book (The Incredible Years) and a magnet to each family. Offer audiotapes.

V. Topic of Day: Promoting Children’s Reading Skills
A. Brainstorm benefits and barriers to reading with children
B. Vignettes: Program 8, Part 1: 1—9
   Vignette 1, Retelling Stories
   Vignette 2, Children Reading Aloud
   Vignette 3, Parents Reading to Children
   Vignette 4, Avoiding Power Struggles
   Vignette 5, “Active Reading”
   Vignette 6, Using Books to Promote Problem Solving
   Vignette 7, Write Stories with Children
   Vignette 8, Parents Listening to Children Read
   Vignette 9, Motivating Children’s Reading

Key Concepts
- Interactive reading fosters child’s creativity and reading skills
- Talking about the author, pictures, possible alternative endings and feelings of the characters is part of “reading”
- Young children learn and find comfort in reading and talking about the same story many times
- Reading skills develop at different rates with each child
- Make reading fun
C. Practice/Role Playing Reading

Review key concepts of dialogic reading, then choose one “parent” and one “child.” Give them a book without words and have them read together.

After processing the above role play, divide group into sets of 3 to practice dialogic reading skills. One person is the “parent” who reads, one is the “child,” and one is the observer. Have each person rotate into each role, pausing between role plays for the “observer” and “child” to give feedback to the “parent.” Use the Reading with CARE handout.

D. Summarize Key Points (Refrigerator Notes).

VI. Review Home Activities

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

Let them know that you will be asking about their experiences at the beginning of the next session.

VII. Parent Evaluation and Closing

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

Collect evaluation forms before parents leave.

Handouts

Home Activity for the Week
Refrigerator Notes: When Reading Picture Books With Your Child Remember to...
Refrigerator Notes: Building Your Child’s Reading Skills
Handout, Reading Assignment
LEADER CHECKLIST

Session One (or Thirteen)

Topic: Promoting Reading Skills
Vignettes: Parent Program 8, Part 1: 1—9

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Parent Program 8, Part 1

1 2 3 4 5 6 7 8* 9*

(Circle vignettes shown.) *=Vignettes for children ages 9–12.

DID I

1. Write the agenda on the board
2. Review parents' goals for school
3. Review ground rules
4. Brainstorm the value of reading with children
5. Role play / practice interactive reading approach
6. Explain importance of home activities
7. Review this week's home assignment

YES NO

Handout Pads

Home Activities for the Week
Refrigerator Notes about Reading and Reading with CARE

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Session Two (or Fourteen)
Dealing with Children’s Discouragement

I. Welcome

II. Ground Rules
Review

III. Report on Home Activities
Ask members to share their reading experiences.
Review key points from last session.

IV. Topic of Day: Encouraging Children’s Self-Confidence and Persistence
A. Brainstorm value of supporting children with reading or learning problems
B. Program 8, Part 2: Vignettes 10–15
Vignette 10, Difficulty Reading
Vignette 11, Reading for Success
Vignette 12, Responding to Children’s Discouragement
Vignette 13, Motivating Children through Praise and Encouragement
Vignette 14, Tangible Rewards

Key Concepts
• Importance of praise and encouragement for homework activities
• Value of incentive programs to enhance motivation
• Decrease TV/video game time
• Make learning fun
• Importance of parent involvement and interest in children’s learning

C. Participating in Homework
Vignette 15, Coaching Homework

D. Role Play
Group role play. One parent plays “child” and one parent plays parent. Child is discouraged about not being able to read, write or do the homework. Parent participates in homework and provides encouragement. Divide in to groups of 3-4. Several parents act as children and other parent(s) model encouragement for homework. Have props on hand. Practice “persistence coaching."

E. Summarize key points (Refrigerator Notes).

V. Assign Home Activities

VI. Closing and Parent Evaluation
LEADER CHECKLIST
Session Two (or Fourteen)

Topic: Dealing with Children’s Discouragement

Vignettes: Program 8, Part 2: 10—15

SITE: ____________________ DATE: ____________________

LEADER NAMES: ____________________ TIME: ____________________

VIGNETTES COVERED: Parent Program 8, Part 2
10* 11* 12* 13* 14 15
(Circle vignettes shown.) *=Vignettes for children 9–12.

DID I YES NO
1. Write the agenda on the board ________ ________
2. Review parents’ home activities; elicit reactions
   and experiences ________ ________
3. Practice reading skills ________ ________
4. Brainstorm value of parents’ involvement in
   children’s homework ________ ________
5. Role play encouraging a discouraged child
   to do homework ________ ________
6. Review “persistence coaching” ________ ________
7. Review this week’s home assignment ________ ________

Handouts
Home Activities for the Week
Refrigerator Notes: Encourage Your Child’s Learning

Xerox
Parents as Academic and Persistence Coaches

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Session Three (or Fifteen)
Fostering Good Learning Habits and Routines

I. Welcome

II. Report on Home Activities
Ask members to share their experiences with encouraging and coaching their children to learn something new.

III. Topic of the Day: Setting up a Predictable Learning Routine
A. Program 8, Part 3: Vignettes 16–22
   Vignette 16, Predictable Homework Routine
   Vignette 17, Setting Limits
   Vignette 18, Follow through with Limits
   Vignette 19, When You've Finished Your Homework Then...
   Vignette 20, Imposing Consequences

   Key Concepts
   • Importance of children having an afterschool routine time and place for reading and other "academic" activities
   • Value of turning off TV/video games and other distractions during homework
   • Decrease TV/video game time
   • Follow through with homework rules
   • Using effective commands

B. Role Play—(Parent playing with one child)
Practice setting limits regarding TV or computer use and planning what the schedule will be at home after school. Set up rules regarding TV watching.

C. Vignette 21, After School Routine
   Vignette 22, Rules about Computer Time

D. Summarize key points (Refrigerator Notes).

IV. Review Home Activities

V. Closing and Parent Evaluation
**LEADER CHECKLIST**

*Session Three (or Fifteen)*

**Topic:** Fostering Good Learning Habits and Routines

**Vignettes:** Program 8, Part 3: 16–22

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**SITE:** __________________________

**DATE:** _________________________

**LEADER NAMES:** __________________

**TIME:** _________________________

**VIGNETTES COVERED:** Parent Program 8, Part 3

16*  17*  18*  19  20  21*  22*

(Circle vignettes shown.) *Vignettes for children ages 9–12.

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<td>1. Write the agenda on the board</td>
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<tr>
<td>2. Review parents’ home activities; elicit reactions and experiences (to play and to reading chapter)</td>
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<td>3. Review the concepts from last week’s session (briefly)</td>
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<tr>
<td>4. Role play / practice setting up home routine</td>
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<tr>
<td>5. Discuss TV watching and limits</td>
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<tr>
<td>6. Review this week’s home assignment</td>
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**Handouts**

*Home Activities for the Week*

*Refrigerator Notes: Fostering Children’s Learning Habits*

*Refrigerator Notes about Limit Setting*

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**Xerox**

*Homework Routine (4)*

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**Self-Evaluation**

*“Gems” of Session—Reminder of things to pursue next session*
Session Four (or Sixteen)
Parents Showing Interest in School

I. Welcome

II. Ground Rules (review if needed)

III. Report on Home Activities

Ask members to share their experiences with predictable learning routines.

Review key points from last session.

IV. Topic of Day: Showing Interest in School

A. Brainstorm value of supporting your child’s school experiences

B. Program 8, Part 4: Vignettes 23–33
   - Vignette 23, Showing Interest in School
   - Vignette 24, Talking about School Activities
   - Vignette 25, Asking about School Experiences

Key Concepts

- Importance of praise and encouragement for homework activities
- Value of incentive programs to enhance motivation
- Decrease TV/video game time
- Make learning fun
- Importance of parent involvement and interest in children’s learning

C. Part 4: Participating in Homework
   - Vignette 26, Showing Interest
   - Vignette 27, Math Homework
   - Vignette 28, Spelling Homework
   - Vignette 29, Math Homework—make it a game
   - Vignette 30, Promoting Thinking Skills
   - Vignette 31, Solving Problems Together
   - Vignette 32, Doing Math Homework
   - Vignette 33, More Difficult Math Problem
   - Summary Narration

D. Role Play

Group role play. One parent plays “child” and one parent plays parent. Child is discouraged about not being able to read or do the homework. Parent participates in homework and provides encouragement. Divide into groups of 3-4. Several parents act as children and other parent(s) model encouragement for homework. Have props on hand.

E. Summarize key points (Refrigerator Notes).

V. Assign Home Activities

VI. Closing and Parent Evaluation
LEADER CHECKLIST

Session Four (or Sixteen)

Topic: Parents Showing Interest in School

Vignettes: Program 8, Part 4: 23—33

SITE: ___________________________________ DATE: __________________________

LEADER NAMES: ________________________ TIME: __________________________

VIGNETTES COVERED: Parent Program 8, Part 4
23  24*  25  26*  27*  28  29  30  31  32  33
(Circle vignettes shown.) * Vignettes for children ages 9–12.

DID I

1. Write the agenda on the board
   YES NO

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

   YES NO

4. Role play / practice encouraging a discouraged child with math and spelling
   YES NO

5. Role play / practice talking about school activities
   YES NO

6. Review this week’s home assignment
   YES NO

Handouts
Refrigerator Notes: Encourage Your Child’s Learning
Home Activities for Week

Xerox
Academic and Persistence Coaching

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