

Table 2: Content and Objectives of the Incredible Years® Parents and Toddlers Program

Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
Part 1: Child-Directed Play Promotes Positive Relationships	<ul style="list-style-type: none"> • Understanding the value of showing attention and appreciation as a way of increasing positive child behaviors • Understanding the importance of showing joy with toddlers through songs and games • Understanding how to promote imaginary and pretend play • Learning how to be child-directed and understanding its value for children • Learning how to end play successfully with toddlers • Learning about toddlers’ developmental needs and milestones • Learning about the “modeling” principle • Balancing power between parents and children • Building children’s self-esteem and creativity through child-directed play • Understanding the “attention rule” 	Part 2: Promoting Toddler’s Language with Child-Directed Coaching	<ul style="list-style-type: none"> • Understanding how to model and prompt language development • Learning how to coach preschool readiness skills • Learning about “descriptive commenting” and child-directed coaching • Learning about “persistence coaching” to build children’s ability to be focused, calm and to persist with an activity • Learning about the “modeling principle” • Understanding how to promote pre-reading and pre-writing readiness skills • Appreciating normal differences in children’s developmental abilities and temperament — completing temperament checklist
Part 3: Social and Emotion Coaching	<ul style="list-style-type: none"> • Understanding how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings. • Understanding how to prompt social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc. • Learning the “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication • Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills • Understanding developmental stages of play • Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips 	Part 4: The Art of Praise and Encouragement	<ul style="list-style-type: none"> • 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 • Gaining and giving support through praise • Avoiding praising only perfection • Recognizing social and self-regulation skills that need praise • Building children’s self-esteem through praise and encouragement

Table 2 Continued: Content and Objectives of the Incredible Years® Parents and Toddlers Program

Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
Part 5: Spontaneous Incentives for Toddlers	<ul style="list-style-type: none"> • Shaping behaviors in the direction you want—"small steps" • Clearly identifying positive behavior • Rewards are a temporary measure leading to child's learning a new behavior • What will reinforce one child will not necessarily reinforce another • Value of unexpected and spontaneous rewards • Recognizing the "first-then" principle • Designing programs that are realistic and developmentally appropriate • Understanding how to set up programs for problems such as not dressing, non-compliance, picky eating, difficulty going to bed, toilet training and rough animal care • Importance of reinforcing oneself, teachers, and others 	Part 6: Handling Separations and Reunions	<ul style="list-style-type: none"> • Establishing clear and predictable routines for separating from children • Establishing routines for greeting children after being away from them • Understanding object and person permanence • Providing adequate monitoring at all times • Understanding how peek-a-boo games help children • Understanding how predictable routines for bedtime and schedules help children feel secure and safe • Completing the toddler-proofing home safety checklist
Part 7: Positive Discipline— Effective Limit Setting	<ul style="list-style-type: none"> • Reduce number of commands to only necessary commands • Learning about the importance of distractions and redirections • Understanding the value of giving children some choice • Politeness principle and modeling respect • Clear and predictable household rules offer children safety and reduce misbehaviors • "Monitoring Principle": Understanding the importance of constant monitoring & supervision for toddlers • 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 	Part 8: Positive Discipline— Handling Misbehavior	<ul style="list-style-type: none"> • Understanding how to use distractions and redirections coupled with ignore • Parents maintaining self-control using calm-down strategies and positive self-talk • Repeated learning trials—negative behavior is a signal child needs some new learning • Using the ignore technique consistently and appropriately for selected behaviors such as whining, tantrums • Knowing how to help toddlers practice calming down • Know how to handle children who hit or bite • Understanding the importance of parents finding support