Part 5

Programs 5, 6 and 7

Agendas and Checklists for Each Session

1. Sessions One through Eight
2. Checklist for Each Session
Programs 5, 6 & 7

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. Pace yourself according to questions and needs of the group. The subsequent session is used to troubleshoot any questions or problems and show the remaining vignettes on that topic.

The following outline is a suggested guideline for completing the entire program in 8, 2-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 might find it takes longer to complete the program.

If you are combining the Program 5, 6 & 7 with Basic Series, show it after Program 9 and 10 (or Basic Program 1 through 4).

**Program Five:**

**How to Communicate Effectively With Adults and Children**

**Session One:** Welcome & Introduction to Program Parents’ Goals

“Listening Attentively”

Part 1: Vignettes 1–5

**Session Two:** Active Listening & Speaking Up

“Speaking up”

Part 1: Vignettes 5–12

**Session Three:** Communicating More Positively to Oneself and Others

“Self Talk”

Part 2: Vignettes 13–28

**Session Four:** Giving and Getting Support

Part 3: Vignettes 29–42
**Program Six:**

**Problem-Solving for Parents**

*Session Five:*  
*Adult Problem-Solving Meetings*  
Part 1: Vignettes 1–14

*Session Six:*  
*Family Problem-Solving Meetings*  
Part 1: Vignettes 15–17  
Part 2: Vignettes 18–22

**Program Seven:**

**Problem-Solving With Young Children**

*Session Seven:*  
*Teaching Children to Problem-Solve Through Stories and Games*  
Part 1: Vignettes 1–12

*Session Eight:*  
*Teaching Children to Problem-Solve in the Midst of Conflict*  
Part 2: Vignettes 1–10

*Session Nine:*  
*Review and Celebration*  
Catch up and complete Vignettes
Program Five: How to Communicate Effectively With Adults and Children
Outline—Session One

Introductions, Parental Goals and “Listening Attentively”

I. Welcome
Greet each parent.
Leaders introduce themselves.

II. Introductions (if new members)
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 (if new members)
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.
Refer to the advance pyramid poster or the parent handout.
Give one book (The Incredible Years) and a magnet to each family.

V. Topic of Day: “Listening Attentively”
A. Brainstorm benefits and barriers to being able to listen.
B. Vignettes: Program 5, Part 1: 1—5

Key Concepts:
- Understanding importance of effective listening skills.
- Recognizing ways to show you are listening (e.g., ask questions, paraphrase or summarize, reflect feelings.)
- Avoiding blocks to listening skills.

C. Role Plays
Divide group into sets of 3. (See Vignette 5 Role Play in Manual)
Group role play: Listening to daughter (Vignette 1).
Group role play: Listening to wife (Vignette 2). (optional)
Group role play: Listening when someone is angry. (Vignette 5).

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.
   Let them know that you will be asking about their experiences at the beginning of the next session.
   Ask them to complete their self-monitoring checklist.

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

Session One

Session One: Parent Goals and “Listening Attentively”

Vignettes: Program 5, Part 1: 1–5

SITE: _____________________________ DATE: __________________

LEADER NAMES: ___________________ TIME: __________________

VIGNETTES COVERED: Part 1:
1 2 3 4 5

Vignettes in parentheses are optional. Use if you have time.
(Circle vignettes shown.)

DID I YES NO
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 and barriers to being able to listen
8. Role play not listening and listening
9. Role play alternative responses to Vignettes 1 & 2
10. Explain importance of home activities and reading assignments
11. Assign this week’s home activities (self-monitoring checklist)
12. Weekly evaluation

Handout Pads:
Home Activities for the Week – Active Listening
Refrigerator Notes about Active Listening

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Program Five: How to Communicate Effectively
With Adults and Children
Outline—Session Two

Active Listening and Speaking Up

I. Welcome

II. Review Ground Rules

III. Report on Home Activities
   • Ask parents about listening actively.
   • Reinforce parent participation in reading chapters or practicing listening.

IV. Topic of Day: Active Listening and Speaking Up
   A. Do benefits and barriers exercise regarding speaking up.
      Brainstorm advantages of speaking up and effective skills needed to speak up.
   B. Vignettes: Program 5, Part 1: 5—12

Key Concepts:
   • Understanding the importance of effective listening skills
   • Recognizing ways to show you are listening (e.g., ask questions, paraphrase or summarize, reflect speaker’s feelings, eye contact)
   • Learning how to speak up effectively about problems
   • Recognizing how to validate another’s feelings
   • Knowing how and when to express your own feelings
   • Avoiding communication “blocks” such as not listening, storing up grievances and angry explosions

C. Role Play
   Leader do a live role play (see Vignette 7 Role Play in Manual).
   Divide group into triads to practice speaking up and listening.
   Group role play Vignette 8 & 12.

V. Review Home Activities
   Practice listening and speaking up.

VI. Parent Weekly Evaluation

VII. Closing
# LEADER CHECKLIST

## Session Two

### Session Two: Active Listening and Speaking Up

### Vignettes: Program, Part 1: 5–12

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**LEADER NAMES:** __________________________ **TIME:** ___________________________

**VIGNETTES COVERED:** Part 2

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(Circle vignettes shown.)

**DID I**

1. Write the agenda on the board
   **YES**   **NO**
2. Review parents’ home activities
   **YES**   **NO**
3. Review the concepts from last week’s session (briefly)
   **YES**   **NO**
4. Brainstorm effective ways to speak up
   **YES**   **NO**
5. Benefits and Barriers to speaking up
   **YES**   **NO**
6. Leader does live role play
   **YES**   **NO**
7. Group role play Vignettes 8 & 12
   **YES**   **NO**
8. Review this week’s home assignment
   **YES**   **NO**
9. Weekly evaluation
   **YES**   **NO**

**Handout Pads:**

Home Activities for the Week – Speaking Up
Refrigerator Notes About Speaking Up

**Xerox:**

Parent Record Sheet: Listening & Speaking Up
Parents thinking Like Scientists (two handouts)

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session
Program Five: How to Communicate Effectively With Adults and Children
Outline—Session Three

Communicating More Positively With Oneself and Others

I. Welcome

II. Ground Rules

III. Report on Home Activities
   Ask about any difficulties with speaking up and listening.

IV. Topic of Day: Communicating More Positively With Oneself and Others
   A. Discussion
   B. Vignettes: Program 5, Part 2: 13—28

Key Concepts:
- Recognizing negative self-talk
- Understanding how angry and depressive emotions and thoughts can affect behaviors with others
- Learning coping strategies to stop negative self-talk
- Learning coping strategies to increase positive self-talk
- Increasing polite and positive communication skills with others
- Avoiding communication “blocks” such as put-downs, blaming, and denials
- Understanding the importance of seeing the problem from the other person’s point of view

C. Brainstorm negative thoughts with scenario. (See Vignette 14 Brainstorm)

D. Role Play
   Role play and practice changing negative thoughts into positive, coping thoughts. (Vignette 15)
   Role play alternatives to Vignettes 17 & 19.
   Role play speaking up politely. (See Vignette 22 in Manual)

V. Review Home Activities
   In addition to explaining the handouts, encourage parents to praise themselves for their efforts

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST

Session Three

Session Three: Communicating More Positively With Oneself and Others
Vignettes: Program 5, Part 2: 13–28

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: __________________________ TIME: ___________________________

VIGNETTES COVERED: Part 2
13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28

(Circle vignettes shown.)

DID I YES NO

1. Write the agenda on the board _________ _________
2. Review parents’ home activities; elicit reactions
   and experiences _________ _________
3. Brainstorm negative self-talk and discuss its
   effects on behavior _________ _________
4. Practice changing negative self-talk _________ _________
5. Role play alternatives to Vignettes 17 & 19 _________ _________
6. Role play speaking up politely _________ _________
7. Review this week’s home assignment _________ _________
8. Weekly evaluation _________ _________

Handout Pads:
Home Activities for the Week – Communicating More Positively to Oneself and Others
Refrigerator Notes for Teaching Children to Manage Anger
Refrigerator Notes about Self Talk

Xerox:
Behavior Record Sheet: Polite Statements
Tips to Being Polite
Tiny’s Anger Management Steps
Learning Self-Control
Self-talk in Problem Situations
Thermometer (2)
Time Out for Parents
Record Sheet: Practice Coping Thoughts

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Program Five: How to Communicate Effectively With Adults and Children
Outline—Session Four
Giving and Getting Support

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities
Discuss personal experiences with self-talk methods.
Ask parents to share any experiences.
Ask about buddy calls.

IV. Topic of Day: Giving and Getting Support
A. Explain that at this meeting the focus of the class shifts to learning how to be supportive to others and ask for support when it is needed.
(Show pyramid to explain progression.)
Brainstorm benefits and barriers to asking for support.

V. Review Home Activities
Assign buddies and explain the purpose of buddy calls. Ask them to try doing one of the home activities with their buddy.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST

Session Four

Session Four: Giving and Getting Support
Vignettes: Program 5, Part 3: 29–42

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: __________________________ TIME: __________________________

VIGNETTES COVERED: Part 3
29  30  31  32  33  34  35  36  37  38  39
40  41  42

(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board ________ ________
2. Review parents’ home activities (self-talk); elicit reactions and experiences (to reading chapter) ________ ________
3. Brainstorm benefits and barriers to asking for support (do on board or flip chart) ________ ________
4. Role play Vignette 32 ________ ________
5. Role play Vignette 35 ________ ________
6. Give parents a scripted role play ________ ________
7. Explain buddy calls ________ ________
8. Review this week’s home assignment ________ ________
9. Weekly evaluation ________ ________

Handout Pads:
Home Activities for the Week – Polite Requests and Positive Feedback
Refrigerator Notes About Effective Communication

Xerox:
Behavior Record Sheet: Giving and Getting Support
Behavior Record Sheet: Sources of Stress
Piggy Banks (5)

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Program Six: Problem Solving for Parents
Outline—Session Five
Adult Problem Solving Meetings

I. Welcome

II. Ground Rules

III. Report on Home Activities
Ask parents to report on experiences with “making a request” and trying to support another person.
Did anyone try to give feedback or ask for clarification?
Discuss sources of stress.
Ask about buddy calls.

IV. Topic of Day: Problem Solving for Adults
   A. Discussion—Make a list of stresses, which will be used to practice problem solving.
   B. Vignettes: Program 6, Part 1: 1—14

Key Concepts:
- Recognizing when to use spontaneous problem-solving skills
- Understanding the six important steps of problem-solving
- Learning how and when to collaborate effectively
- Communicating effectively while problem-solving
- Avoiding bocks to effective problem-solving, such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps and criticizing solutions
- Recognizing how to use problem-solving strategies to get more support
- Learning how to express feelings about a problem without blaming

C. Role Play
   Introduce brainstorming with “brick” analogy and how to make friends.
   Break up into triads to practice steps of defining problem, summarizing, identifying goal, and brainstorming.
   Break up into triads to practice evaluating solutions.
   Role play alternatives to Vignettes 8, 9 & 11

V. Review Home Activities
   Explain handouts.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST

Session Five

Session Five: Adult Problem Solving Meetings
Vignettes: Program 6, Part 1: 1–14

SITE: ____________________________ DATE: ____________________________

LEADER NAMES: __________________ TIME: ____________________________

VIGNETTES COVERED: Part 1
1 2 3 4 5 6 7 8 9 10 11 12 13 14
(Circle vignettes shown.)

DID I

1. Write the agenda on the board ________ ________
2. Review parents’ home activities; elicit reactions
   and experiences (to communication skills) ________ ________
3. Ask about reading ________ ________
4. Review group list of stressors
   (do on board or flip chart) ________ ________
5. Review the concepts from last week’s session (briefly) ________ ________
6. Teach and model brainstorming ________ ________
7. Role play problem definition, goals and brainstorming
   ________ ________
8. Role play evaluation process
   ________ ________
9. Role play alternatives to vignettes 8, 9 & 11
   ________ ________
10. Review this week’s home assignment
    ________ ________
11. Weekly Evaluation ________ ________

Handout Pads:
Home Activities for the Week – Problem solving for adults
Refrigerator Notes About Family Problem Solving

Xerox:
Record Sheet: Problem Solving With Your Child
Sources of Stress Record Sheet
Problem-Solving Checklist
Use the Problem-Solving Approach to Help Your Child

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Program Six: Problem Solving for Parents
Outline—Session Six

Family Problem Solving Meetings

I. Welcome
II. Ground Rules
III. Report on Home Activities
   Find out group experiences with problem solving checklists.
   Review some problems for problem solving.
IV. Topic of Day: Family Problem Solving
   A. Vignettes: Program 6 Part 1: 15—17 (review steps)
   B. Vignettes: Program 6, Part 2: 18—22

Key Concepts:
- Understanding how to use the six problem-solving steps found in Part 1 with school-aged children
- Recognizing the importance of evaluating plans during each problem-solving session
- Understanding the importance of rotating the leader for family meetings
- Learning how to help children express their feelings about an issue
- Reinforcing the problem-solving process

C. Role Play
   Follow sequence of role plays in manual

V. Review Home Activities
   Continue with problem solving one or two issues during the week.
   Assign buddies.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST

Session Six

Session Six: Family Problem Solving Meetings

Vignettes: Program 6, Part 1: 14–17

Program 6, Part 2: 18–22

SITE: __________________________ DATE: __________________________

LEADER NAMES: __________________________ TIME: __________________________

VIGNETTES COVERED: Part 1
14 15 16 17

VIGNETTES COVERED: Part 2
18 19 20 21 22

(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board ________ ________
2. Review parents’ home activities; elicit reactions ________ ________ and experiences
3. Complete part 1 of Program 6 ________ ________
4. Review the concepts from last week’s session (briefly) ________ ________
5. Role plays (in manual) ________ ________
6. Complete part 2 ________ ________
7. Review this week’s home assignment ________ ________
8. Weekly evaluation ________ ________

Handout Pads:
Home Activities for the Week – Problem Solving for Adults
Refrigerator Notes About Family Problem Solving

Xerox:
Parent Record Sheet: Problem Solving

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Program Seven: Problem Solving With Young Children
Outline—Session Seven

Teaching Children to Problem Solve Through Stories and Games

I. Welcome

II. Report on Home Activities
Discuss their experiences with family problem solving.
Find out reactions to readings

III. Topic of Day: Teaching Children to Problem Solve Through Stories and Games
A. Brainstorm advantages and disadvantages (barriers) to problem solving.

<table>
<thead>
<tr>
<th>Key Concepts:</th>
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<tr>
<td>Understanding a variety of games and stories that can be used to help children begin to learn problem-solving skills</td>
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<tr>
<td>Appreciating the developmental nature of children’s ability to learn problem-solving skills</td>
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<td>Strengthening a child’s beginning empathy skills by reversing roles or talking about another person’s feelings</td>
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<td>Recognizing why both aggressive and shy or withdrawn children need to learn problem-solving skills</td>
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<td>Learning how to help children think about the “feeling” as well as the “behavioral” consequences to solutions proposed</td>
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<td>Knowing how to help older children evaluate their proposed solutions</td>
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<td>Understanding the importance of validating children’s feelings</td>
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<td>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</td>
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<tr>
<td>Learning how to help children make more positive attributions about another person’s intentions</td>
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<td>Recognizing the value of modeling solutions and problem-solving for children</td>
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</table>

B. Vignettes: Program 7 Part 1: 1—12
C. Role Play
   Role play (See Vignette 5 in manual)
   Role play #2 (See Vignettes 11 & 12 in manual)

IV. Review Home Activities
Explain handouts.
Talk about how the group wants a final celebration and have them start thinking about continuing to get support

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST

Session Seven

Session Seven: Teaching Children to Problem Solve Through Stories and Games

Vignettes: Program 7, Part 1: 1–12

SITE: ___________________________________ DATE:_________________________

LEADER NAMES: ________________________ TIME:_________________________

VIGNETTES COVERED: Part 1
1 2 3 4 5 6 7 8 9 10 11 12
(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board ________ ________
2. Review parents’ home activities; elicit reactions and experiences ________ ________
3. Ask about reading ________ ________
4. Brainstorm advantages versus disadvantages of problem solving ________ ________
5. Review the concepts from last week’s session (briefly) ________ ________
6. Role play #1 (large group) ________ ________
7. Role play #2 & #3 (small group) ________ ________
8. Begin to discuss group ending ________ ________
9. Weekly evaluation ________ ________

Handout Pads:
Home Activities: Problem Solving
Refrigerator Notes about Teaching Problem Solving to Children

Xerox:
“The Suppose Game” or, Give Out Wally Books
Possible Solutions
Wally Problem Solving Steps
Evaluating Solutions
Record Sheet: Problem Solving With Your Child

Self-Evaluation
“Gems“ of Session—Reminder of things to pursue next session
Program Seven: Problem Solving With Young Children
Outline—Session Eight

Teaching Children to Problem Solve in the Midst of Conflict

I. Welcome

II. Report on Home Activities
Discuss any experiences with problem-solving games, stress, role plays.
Ask for ideas about continuing to get support and celebration ideas.

III. Topic of Day: Problem-Solving in the Midst of Conflict
A. Vignettes: Program 7, Part 2: 1—10

Key Concepts:
- Understanding the importance of adults not imposing solutions on children but rather fostering a “thinking process” about conflict
- Recognizing how and when to use “guided solutions: for very young children or for children who do not have positive solutions in their repertoire
- Discovering the value of first understanding the child’s feelings and view of the problem before attempting problem-solving
- Learning how to foster children’s empathy skills and ability to perceive another’s point of view
- Understanding ways to encourage children’s generation of solutions to problems
- Learning how to help children think about and evaluate consequences to proposed solutions
- Recognizing when children may be ready to problem-solve on their own
- Avoiding “blocks” to effective problem-solving with children such as lectures, negative or quick judgments about solutions, excessive focus on the “right” answer, and the failure to validate a child’s feelings

B. Role-Play
Role play responding to sibling fight (Vignette 1).
Role play problem solving Vignettes 5 & 10 (see manual).

IV. Review Home Activities
Explain handouts.
Finalize celebration and discuss how group members can continue to get support.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST

Session Eight

Session Eight: Teaching Children to Problem Solve in the Midst of Conflict

Vignettes: Program 7, Part 2: 1–10

SITE: __________________________ DATE: __________________________

LEADER NAMES: __________________________ TIME: __________________________

VIGNETTES COVERED: Part 2

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(Circle vignettes shown.)

DID I

1. Write the agenda on the board

2. Review parents’ home activities; elicit reactions and experiences (to problem-solving games)

3. Ask about reading

4. Make a group list of problems they want to problem-solve

5. Role play Problem-Solving Vignette 1

6. Role play Problem-Solving Vignettes 5 & 10

7. Discuss termination (feelings about group, planning party, continuing group on own)

8. Review this week’s home assignment

9. Weekly evaluation

Handout Pads:

Home Activities – Parents Teaching Children to Problem Solve
Refrigerator Notes about Problem-Solving With Children

Xerox:

Behavior Record: Problem-Solving With Children

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Outline—Session Nine
Special Problems & 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 (if not continuing with Program 8)
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. 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

## Session Nine

**Session Nine:** Special Problems & Celebration

SITE: ___________________________  DATE: ___________________________

LEADER NAMES: ___________________________  TIME: ___________________________

**VIGNETTES COVERED:** Complete any unfinished

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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</td>
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<td>6. Discuss termination (feelings about group, continuing group on own, providing support)</td>
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<td>7. Present certificates, flowers, gifts</td>
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<td>8. Parent Final Program Evaluation (long form)</td>
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**Self-Evaluation**

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