Appendix

1. Ground Rules
2. Self-Empowerment Table
3. Therapeutic Change Process Figure
4. Self-monitoring checklist (to be reproduced)
5. Parent Weekly Evaluation Form
6. Parent Final Program Satisfaction Questionnaire (to be reproduced)
7. Tables of Program, Content & Objectives
8. Weekly Logs
Ground Rules

1. Everyone’s ideas are respected.
2. Anyone has a right to pass.
3. One person talks at a time.
4. No “put downs” allowed.
5. Confidentiality
### Table: Sources of Increased Self-Empowerment

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td></td>
</tr>
<tr>
<td>Child development</td>
<td>Developmental norms and tasks</td>
</tr>
<tr>
<td>Behavior management</td>
<td>Behavioral (learning) principles</td>
</tr>
<tr>
<td>Individual and temperamental differences</td>
<td>Child management (disciplinary strategies)</td>
</tr>
<tr>
<td></td>
<td>Relationships (feelings)</td>
</tr>
<tr>
<td></td>
<td>Self-awareness (self-talk, schema, attributions)</td>
</tr>
<tr>
<td></td>
<td>Interactions (awareness of contingencies, communications)</td>
</tr>
<tr>
<td></td>
<td>Resources (support, sources of assistance)</td>
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<tr>
<td></td>
<td>Appropriate expectations</td>
</tr>
<tr>
<td></td>
<td>Parent involvement with children</td>
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<tr>
<td><strong>SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Self-restraint/anger management</td>
</tr>
<tr>
<td>Problem-solving (including problem analysis)</td>
<td>Self-talk (depressive thoughts)</td>
</tr>
<tr>
<td>Tactical thinking (use of techniques/methods)</td>
<td>Attend-ignore</td>
</tr>
<tr>
<td>Building social relationships</td>
<td>Play-praise-encourage</td>
</tr>
<tr>
<td>Enhancing children’s academic skills</td>
<td>Contracts</td>
</tr>
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<td></td>
<td>Consistent consequences</td>
</tr>
<tr>
<td></td>
<td>Sanction effectively (time out, loss of privileges, natural consequences)</td>
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<tr>
<td></td>
<td>Monitoring</td>
</tr>
<tr>
<td></td>
<td>Social/relationship skills</td>
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<tr>
<td></td>
<td>Problem-solving skills</td>
</tr>
<tr>
<td></td>
<td>Fostering good learning habits</td>
</tr>
<tr>
<td></td>
<td>Self-assertion/confidence</td>
</tr>
<tr>
<td></td>
<td>Empathy for child’s perspective</td>
</tr>
<tr>
<td></td>
<td>Ways to give and get support</td>
</tr>
<tr>
<td><strong>VALUES</strong></td>
<td></td>
</tr>
<tr>
<td>Strategic thinking</td>
<td>Treatment/life goals</td>
</tr>
<tr>
<td>(working out goals, philosophy of child rearing, beliefs)</td>
<td>Objectives (targeted child behaviors)</td>
</tr>
<tr>
<td></td>
<td>Ideologies</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
</tr>
<tr>
<td></td>
<td>Roles</td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
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<tr>
<td></td>
<td>Emotional barriers</td>
</tr>
<tr>
<td></td>
<td>Attributions</td>
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<td></td>
<td>Prejudices</td>
</tr>
<tr>
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<td>Past history</td>
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</tr>
</tbody>
</table>
Figure 1. The Therapeutic Change Process

I

Acknowledging The Family's Problem

Anger and fear of losing control
Self blame and depression
Social isolation stigma and rejection

II

Alternating Despair and Hope

Reexamining the blame and guilt
Finding "magic moon dust"

III

Tempering the Dream

Apparent setbacks
Resistance
No quick fix

IV

Making the Shoe Fit

Understanding parenting techniques
Generalizing parenting techniques

V

Coping Effectively

Coming to terms with hard work of parenting
Accepting and respecting the child
Refueling the parent
Getting support

Accepting and respecting the child
Refueling the parent
Getting support
Self-Monitoring Checklist
ADVANCE Programs 5, 6 & 7

Name ________________________________

Please fill out this checklist each week.

1. Active Listening
   _____ Read Chapter 13 (Effective Communication Skills).
   _____ # of play sessions this week
   My goal for the coming week ____________________________
   ___________________________________________________

2. Active Listening and Speaking Up
   _____ # of play sessions this week
   _____ Buddy call
   My goal for the coming week ____________________________
   ___________________________________________________

3. Self Talk/Upsetting Thoughts
   _____ Read Chapters 11 (Controlling Upsetting Thoughts)
   _____ # of play sessions this week
   _____ Buddy call
   My goal for the coming week ____________________________
   ___________________________________________________

4. Giving and Getting Support
   _____ Read Chapters 12 (Timeout from Stress and Anger).
   _____ # of play sessions this week
   _____ Buddy call
   My goal for the coming week ____________________________
   ___________________________________________________
5. Problem Solving With Adults
   _____ Read Chapter 14 (Problem Solving With Adults).
   _____ # of play sessions this week
   My goal for the coming week ________________________________
   ___________________________________________________________________

6. Problem Solving With Teachers
   _____ Read Chapter 15 (Working With Teachers to Prevent Problems)
   _____ # of play sessions this week
   _____ Buddy call
   My goal for the coming week ________________________________
   ___________________________________________________________________

7. Problem Solving With Children
   _____ Read Chapter 8 (Teaching Children to Problem Solve).
   _____ # of play sessions this week
   _____ Buddy call
   My goal for the coming week ________________________________
   ___________________________________________________________________

8. Family Meetings
   _____ Read Chapter 9 (Helping Children Learn to Regulate Their Emotions)
   _____ # of play sessions this week
   _____ Buddy call
   My goal for the coming week ________________________________
   ___________________________________________________________________

9. Review and Celebration
1. The content of this session was
   not helpful  neutral  helpful  very helpful

2. The leader’s teaching and leadership skill was
   not helpful  neutral  helpful  very helpful

3. The group discussion and interaction was
   not helpful  neutral  helpful  very helpful

4. The use of role-plays was
   not helpful  neutral  helpful  very helpful

Additional comments:
**Incredible Years**

**Parent Program Satisfaction Questionnaire**

**ADVANCE Parent Program (5, 6 & 7)**

(Hand out at end of the program)

Participant’s Name ___________________________ Date ___________________________

The following questionnaire is part of our evaluation of the parenting program that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

**A. The Overall Program**

Please circle the response that best expresses how you honestly feel at this point.

1. The problem(s) that originally prompted me to take the parenting program for my child is (are)

<table>
<thead>
<tr>
<th>considerably worse</th>
<th>worse</th>
<th>slightly worse</th>
<th>the same</th>
<th>slightly improved</th>
<th>improved</th>
<th>greatly improved</th>
</tr>
</thead>
</table>

2. My child’s behaviors which I/we have tried to change using the methods presented in this program are

<table>
<thead>
<tr>
<th>considerably worse</th>
<th>worse</th>
<th>slightly worse</th>
<th>the same</th>
<th>slightly improved</th>
<th>improved</th>
<th>greatly improved</th>
</tr>
</thead>
</table>

3. My child’s behaviors which I/we have not tried to change using the methods presented in this program are

<table>
<thead>
<tr>
<th>considerably worse</th>
<th>worse</th>
<th>slightly worse</th>
<th>the same</th>
<th>slightly improved</th>
<th>improved</th>
<th>greatly improved</th>
</tr>
</thead>
</table>

4. My feelings about my child’s progress are that I am

<table>
<thead>
<tr>
<th>very dissatisfied</th>
<th>dissatisfied</th>
<th>slightly neutral</th>
<th>slightly satisfied</th>
<th>satisfied</th>
<th>greatly satisfied</th>
</tr>
</thead>
</table>

5. To what degree has the parenting program helped with other personal or family problems not directly related to your child (for example, your marriage, your feelings in general)?

<table>
<thead>
<tr>
<th>hindered</th>
<th>hindered</th>
<th>hindered</th>
<th>neither</th>
<th>helped</th>
<th>helped</th>
<th>helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>much more than helped</td>
<td>slightly helped</td>
<td>not hindered</td>
<td>helped slightly</td>
<td>very much</td>
<td></td>
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</tbody>
</table>

6. My expectation for good results from this program is

<table>
<thead>
<tr>
<th>very pessimistic</th>
<th>pessimistic</th>
<th>slightly neutral</th>
<th>slightly optimistic</th>
<th>very optimistic</th>
</tr>
</thead>
</table>

Handout 6-1
7. I feel that the approach used to change my child’s behavior problems in this program is
very inappropriate  inappropriate  slightly neutral  slightly appropriate  appropriate  greatly appropriate

8. Would you recommend the program to a friend or relative?
strongly not recommend  not recommend  slightly not recommend  neutral  slightly recommend  recommend  strongly recommend

9. How confident are you that you will be able to manage current behavior problems in the home on your own?
very unconfident  unconfident  slightly unconfident  neutral  slightly confident  confident  very confident

10. How confident are you that you will be able to manage future behavior problems in the home using what you learned from this program?
very unconfident  unconfident  slightly unconfident  neutral  slightly confident  confident  very confident

11. My overall feeling about the parenting program for my child and family is
very negative  negative  slightly negative  neutral  slightly positive  positive  very positive
B. Teaching Format

Usefulness

In this section, we would like you to indicate how useful each of the following types of teaching is for you now. Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader in lectures was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

2. Demonstration of skills through the use of videotape vignettes and practicing role plays was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

3. Practicing skills and doing role plays in group was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

4. Group discussion of skills was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

5. Practicing skills at home with adults was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

6. Making buddy calls was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

7. Reading chapters was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful

8. Practicing skills at home with your child was
   extremely  useless  slightly  neutral  somewhat  useful  extremely
   useless  useless  neutral  somewhat  useful  useful
### C. Specific Parenting Techniques

#### Difficulty

In this section we would like you to indicate how difficult it usually is to use each of the following techniques now. Please circle the response that most accurately describes how difficult the technique is for you.

1. **Listening Skills**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy

2. **Speaking Up**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy

3. **Communicating More Positively to Oneself and Others**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy

4. **Giving and Getting Support**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy

5. **Problem Solving With Adults**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy

6. **Problem Solving With Young Children**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy

7. **This Overall Group of Techniques**
   - extremely difficult
   - difficult
   - slightly neutral
   - neutral
   - somewhat easy
   - easy
   - extremely easy
**Usefulness**

In this section, we would like you to indicate how useful each of the following techniques is in improving your interactions with your child and decreasing his or her “inappropriate” behaviors now. Please circle the response that most accurately describes the usefulness of the technique.

1. **Listening Skills**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**

2. **Speaking Up**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**

3. **Communicating More Positively to Oneself and Others**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**

4. **Giving and Getting Support**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**

5. **Problem Solving With Adults**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**

6. **Problem Solving With Young Children**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**

7. **This Overall Group of Techniques**
   - **extremely useless**
   - **useless**
   - **slightly useless**
   - **neutral**
   - **somewhat useful**
   - **useful**
   - **extremely useful**
D. Evaluation of Group Leader(s)

In this section we would like you to express your opinions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 ____________________________________________

(name)

1. I feel that the group leader’s teaching was

   very poor below average above superior excellent
   poor average

2. The group leader’s preparation was

   very poor below average above superior excellent
   poor average

3. Concerning the group leader’s interest and concern in me and my problems with my child, it was

   very poor below average above superior excellent
   poor average

4. At this point, I feel that the group leader in the program was

   extremely not helpful slightly neutral slightly helpful helpful extremely helpful
   not helpful not helpful helpful helpful

5. Concerning my personal feelings toward the group leader, I

   dislike him/her dislike him/her dislike him/her have a neutral attitude toward him/her like him/her like him/her like him/her
   very much slightly neutrally toward him/her slightly like him/her very much

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 ____________________________________________

(name)

1. I feel that the group leader’s teaching was

   very poor below average above superior excellent
   poor average

2. The group leader’s preparation was

   very poor below average above superior excellent
   poor average

Handout 6-6
3. Concerning the group leader’s interest and concern in me and my problems with my child, I was

<table>
<thead>
<tr>
<th></th>
<th>very dissatisfied</th>
<th>dissatisfied</th>
<th>slightly dissatisfied</th>
<th>neutral</th>
<th>slightly satisfied</th>
<th>satisfied</th>
<th>greatly satisfied</th>
</tr>
</thead>
</table>

4. At this point, I feel that the group leader in the program was

<table>
<thead>
<tr>
<th></th>
<th>extremely not helpful</th>
<th>not helpful</th>
<th>slightly not helpful</th>
<th>neutral</th>
<th>slightly helpful</th>
<th>helpful</th>
<th>extremely helpful</th>
</tr>
</thead>
</table>

5. Concerning my personal feelings toward the group leader, I

<table>
<thead>
<tr>
<th></th>
<th>dislike him/her very much</th>
<th>dislike him/her</th>
<th>dislike him/her slightly</th>
<th>have a neutral attitude toward him/her</th>
<th>like him/her slightly</th>
<th>like him/her very much</th>
<th>like him/her</th>
</tr>
</thead>
</table>

Handout 6-7
E. Overall Program Evaluation
1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. What part of the program was least helpful to you?

5. How could the program have been improved to help you more?
6. During the time you were in this program, did you receive any treatment for yourself or your child?

7. At this time do you feel the need for additional individual or group therapy? Please elaborate.

Thank you for your patience in filling out all of these questionnaires. Your input is very much appreciated, and really helps us to plan future programs.

1. My overall feeling about filling out questionnaires is

   very negative  negative  somewhat negative  neutral  somewhat positive  positive  very positive

Handout 6-9
## Table 1: Content and Objectives of the Incredible Years Early Childhood BASIC Parent Training Programs (Ages 2-7)

<table>
<thead>
<tr>
<th>Content</th>
<th>Objectives</th>
<th>Content</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program One: Play</strong></td>
<td></td>
<td><strong>Program Two: Praise and Rewards</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Part 1: How to Play With a Child** | - Recognizing children’s capabilities and needs  
- Learning child-directed play  
- Helping children develop imaginative and creative play  
- Building children’s self-esteem and self-concept  
- Handling children’s boredom  
- Avoiding Power struggles with children  
- Understanding the importance of adult attention  
- Promoting positive child behaviors  
- Building a positive relationship | **Part 2: Helping Children Learn** | - Understanding how to use academic and persistence coaching to promote school academic skills  
- Understanding ways to promote children’s language development  
- Building children’s confidence in their learning ability  
- Helping children learn to problem solve  
- Helping children deal with frustration  
- Avoiding the criticism trap  
- Learning to use social and emotional coaching to promote social skills and emotional literacy |
| **Part 1: The Art of Effective Praising** | - Understanding ways to praise more effectively  
- Avoiding praise of perfection only  
- Recognizing common traps  
- Handling children who reject praise  
- Providing physical warmth  
- Recognizing child behaviors that need praise  
- Understanding the effects of social rewards on children  
- Doubling the impact of praise  
- Building children’s self-esteem | **Part 2: Tangible Rewards** | - Providing unexpected rewards  
- Understanding the difference between rewards and bribes  
- Recognizing when to use the “first-then” rule  
- Providing ways to set up star and chart systems with children  
- Understanding how to develop incentive programs that are age appropriate  
- Understanding ways to use tangible rewards for reducing or eliminating problems such as dawdling, not dressing, noncompliance, not sharing, fighting with siblings, picky eating, messy rooms, not going to bed, and messy diapers |
<table>
<thead>
<tr>
<th>Part 1: How to Set Limits</th>
<th>Part 2: Helping Children Learn to Accept Limits</th>
<th>Part 3: Dealing With Noncompliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifying important household rules</td>
<td>• Dealing with children who test the limits</td>
<td>• Understanding how to implement Time Out for noncompliance</td>
</tr>
<tr>
<td>• Understanding ways to give more effective commands</td>
<td>• Understanding when to divert and distract children</td>
<td>• Understanding ways to explain Time Out to children</td>
</tr>
<tr>
<td>• Avoiding unnecessary commands</td>
<td>• Avoiding arguments and “why” games</td>
<td>• Avoiding power struggles</td>
</tr>
<tr>
<td>• Avoiding unclear, vague and negative commands</td>
<td>• Recognizing traps children set for parents</td>
<td>• Dealing with children who refuse to go to Time Out or refuse to stay in Time Out</td>
</tr>
<tr>
<td>• Providing children with positive alternatives</td>
<td>• Ignoring inappropriate responses</td>
<td>• Ignoring children’s inappropriate responses</td>
</tr>
<tr>
<td>• Understanding when to use the “when-then” command</td>
<td>• Following through with commands effectively</td>
<td>• Following through effectively and consistently</td>
</tr>
<tr>
<td>• Recognizing the importance of warnings and helpful reminders</td>
<td>• Helping children to be more compliant</td>
<td>• Avoiding common mistakes concerning Time Out</td>
</tr>
<tr>
<td>• Understanding the ways to use problem-solving approaches</td>
<td></td>
<td>• Providing children with positive alternatives</td>
</tr>
</tbody>
</table>

**Program Three: Effective Limit Setting**

**Content** | **Objectives**
--- | ---

**Part 1: How to Set Limits**

- Identifying important household rules
- Understanding ways to give more effective commands
- Avoiding unnecessary commands
- Avoiding unclear, vague and negative commands
- Providing children with positive alternatives
- Understanding when to use the “when-then” command
- Recognizing the importance of warnings and helpful reminders
- Understanding the ways to use problem-solving approaches

**Part 2: Helping Children Learn to Accept Limits**

- Dealing with children who test the limits
- Understanding when to divert and distract children
- Avoiding arguments and “why” games
- Recognizing traps children set for parents
- Ignoring inappropriate responses
- Following through with commands effectively
- Helping children to be more compliant

**Part 3: Dealing With Noncompliance**

- Understanding how to implement Time Out for noncompliance
- Understanding ways to explain Time Out to children
- Avoiding power struggles
- Dealing with children who refuse to go to Time Out or refuse to stay in Time Out
- Ignoring children’s inappropriate responses
- Following through effectively and consistently
- Avoiding common mistakes concerning Time Out
<table>
<thead>
<tr>
<th>Part 1: Avoiding and Ignoring Misbehavior</th>
<th>Content</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anticipating and avoiding frustration</td>
<td></td>
<td></td>
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<tr>
<td>• Showing disapproval</td>
<td></td>
<td></td>
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<tr>
<td>• Ignoring and distracting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handling noncompliance, screaming, arguing, pleading, and tantrums</td>
<td></td>
<td></td>
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<tr>
<td>• Handling crying, grabbing, not eating and refusing to go to bed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Time Out and Other Penalties</th>
<th>Content</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explaining Time Out to a school-age child</td>
<td></td>
<td></td>
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<tr>
<td>• Using Time Out for hitting behaviors</td>
<td></td>
<td></td>
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<tr>
<td>• Using the Time Out chair with a toddler</td>
<td></td>
<td></td>
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<tr>
<td>• Explaining Time Out to a toddler</td>
<td></td>
<td></td>
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<tr>
<td>• Using a Time Out room with a toddler</td>
<td></td>
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<tr>
<td>• Using Time Out to help stop sibling fights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Following through when a child refuses to go to Time Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dealing with spitting</td>
<td></td>
<td></td>
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<tr>
<td>• Dealing with threats</td>
<td></td>
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<tr>
<td>• Understanding and establishing logical consequences</td>
<td></td>
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<tr>
<td>• Coping when discipline doesn’t work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dealing with the telephone syndrome</td>
<td></td>
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<tr>
<td>• Dealing with the TV syndrome</td>
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<thead>
<tr>
<th>Part 3: Preventative Strategies</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>• Encouraging sharing and cooperation between children</td>
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<tr>
<td>• Using puppets and story books to teach children social skills</td>
<td></td>
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<tr>
<td>• Talking and listening effectively</td>
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<tr>
<td>• Problem solving with children</td>
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<tr>
<td>• Reviewing points to remember when using Time Out</td>
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<thead>
<tr>
<th>Part 4: Teaching Children to Problems Solve Through Stories and Games</th>
<th>Content</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>• Understanding that games and stories can be used to help children begin to learn problem-solving skills</td>
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<tr>
<td>• Appreciating the developmental nature and process of problem solving and learning how to enhance these skills in children</td>
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<tr>
<td>• Strengthening a child’s beginning empathy skills or ability to understand a problem from another person’s point of view</td>
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<td>• Recognizing why aggressive and shy children need to learn these skills</td>
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<td>• Learning how to help children think about the emotional and behavioral consequences to proposed solutions</td>
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<tr>
<td>• Knowing how to help older children evaluate their proposed solutions</td>
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<tr>
<td>• Understanding the importance of validating children’s feelings</td>
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<td>• Learning how to help children make more positive attributions about another person’s intentions</td>
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<tr>
<td>• Recognizing the value of adults modeling their ability to problem solve for children</td>
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<tr>
<td>Content</td>
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<tr>
<td><strong>Program Five: How to Communicate Effectively With Adults and Children</strong></td>
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</table>
| **Part 1: Active Listening and Speaking Up** | • Understanding the importance of active listening skills  
• Learning how to speak up effectively about problems  
• Recognizing how to validate another’s feelings  
• Knowing how and when to express one's own feelings  
• Avoiding communication blocks such as not listening, storing up grievances and angry explosions  |
| **Part 2: Communicating More Positively to Oneself and to Others** | • Understanding the importance of recognizing self-talk  
• Understanding how angry and depressive emotions and thought can affect behavior with others  
• Learning coping strategies to stop negative self-talk  
• Learning coping strategies to increase positive self-talk  
• Increasing positive and polite communication with others  
• Avoiding communication blocks such as put-downs, blaming, and denials  
• Understanding the importance of seeing a problem from the other person's point of view  |
| **Part 3: Giving and Getting Support** | • Understanding the importance of support for a family or an individual  
• Recognizing communication styles or beliefs that block support  
• Fostering self-care and positive self-reinforcement strategies in adults and children  
• Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages  
• Knowing how to get feedback from others  
• Understanding how to turn a complaint into a positive recommendation  
• Promoting consistent verbal and nonverbal messages  
• Knowing how to make positive requests of adults and children  
• Understanding why compliance to another’s requests is essential in any relationship  
• Learning how to be more supportive to others  |
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<th>Content</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Six: Problem Solving for Parents</strong></td>
<td></td>
<td><strong>Program Seven: Problem Solving With Children</strong></td>
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</tbody>
</table>
| **Part 1:** Problem Solving About Children’s Problems | • Recognizing when to use spontaneous problem-solving skills  
• Understanding the important steps to problem solving | **Part 2:** Problem Solving About Interpersonal Issues | • Avoiding blocks 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 |
|   |   | **Part 3:** Problem Solving With Teachers | |
|   | • Understanding how to collaborate with teachers  
• Implementing behavior plans at home and at school  
• Learning how to have a successful parent/teacher conference | | |
| **Program Seven: Problem Solving With Children** | | **Part 2:** Family Problem-Solving Meetings | |
| **Part 1:** Teaching Children to Problem Solve in the Midst of Conflict | • Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict  
• Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire  
• Discovering the value of obtaining the child’s feelings and view of the problem before attempting to problem solve  
• Learning how to foster children’s skills to empathize and perceive another’s point of view  
• Recognizing when children may be ready to problem solve on their own  
• Avoiding blocks to effective problem solving with children, such as lectures, quick judgments, exclusive focus on the right “answer,” and failure to validate a child’s feelings |   | • Understanding how to use the problem-solving steps with school-age children  
• Recognizing the importance of evaluating plans during each problem-solving session  
• Understanding the importance of rotating the leader for each family meeting  
• Learning how to help children express their feelings about an issue  
• Reinforcing the problem-solving process |
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<tr>
<th>Content</th>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Program Eight: How to Support Your Child’s Education</strong></td>
<td></td>
<td><strong>Part 2:</strong> Dealing with Children’s Discouragement</td>
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<tr>
<td><strong>Part 1:</strong> Promoting Reading Skills</td>
<td>• Providing positive support for children’s reading.</td>
<td>• Helping children avoid a sense of failure when they can’t do something.</td>
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<td></td>
<td>• Building children’s self-esteem and self-confidence in their learning ability.</td>
<td>• Recognizing the importance of children learning according to their developmental ability and learning style.</td>
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<td></td>
<td>• Making reading enjoyable.</td>
<td>• Understanding how to build on children’s strengths.</td>
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<td></td>
<td>• Fostering children’s reading skills and story telling through “interactive dialogue,” praise, and open-ended questions.</td>
<td>• Knowing how to set up tangible reward programs to help motivate children in difficult areas.</td>
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<tr>
<td><strong>Part 3:</strong> Fostering Good Learning Habits and Routines</td>
<td>• Setting up a predictable daily homework routine for academic activities.</td>
<td>• Understanding how to motivate children through praise and encouragement.</td>
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<td>• Understanding how television and computer games interfere with learning.</td>
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<td>• Incorporating effective limit-setting regarding homework.</td>
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<td>• Understanding how to follow through with limits.</td>
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<td>• Understanding the importance of parental monitoring.</td>
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<td>• Avoiding the criticism trap.</td>
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<td><strong>Part 4:</strong> Parents Showing Interest in School</td>
<td>• Understanding the importance of parental attention, praise, and encouragement for what children learn in school.</td>
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<td></td>
<td>• Recognizing that every child learns different skills at different rates according to their developmental ability.</td>
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<td>• Understanding how to build on children’s strengths.</td>
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<td>• Understanding how to show “active interest” in children’s learning at home and at school.</td>
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<td>• Understanding the importance of working with your child’s teacher.</td>
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<td>• Understanding the importance of parental advocacy for their children in school.</td>
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<tr>
<td><strong>Program Nine: Promoting Positive Behaviors in School-Age Children</strong></td>
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<tr>
<td>Part 1: The Importance of Parental Attention and Special Time</td>
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<tr>
<td>Part 2: Social, Emotion, and Persistence Coaching</td>
<td>Knowing how to use praise more effectively.</td>
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<td>Avoiding praising only perfection.</td>
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<td>Recognizing common traps.</td>
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<td>Knowing how to deal with children who reject praise.</td>
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<td>Recognizing child behaviors that need praise.</td>
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<td>Understanding the effects of social rewards on children.</td>
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<td>Doubling the impact of praise.</td>
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<td>Understanding the difference between rewards and bribes.</td>
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<td>Recognizing when to use the &quot;first-then&quot; rule.</td>
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<td>Understanding how to set up star and point systems to motivate children.</td>
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<td></td>
<td>Understanding ways to use tangible rewards for problems such as dawdling, noncompliance, sibling fighting, messy room, not going to bed, and being home on time.</td>
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<tr>
<td><strong>Program Nine: Promoting Positive Behaviors in School-Age Children</strong></td>
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</tbody>
</table>
| **Part 1: The Importance of Parental Attention and Special Time** | • Understanding how to build a positive relationship with children.  
• Helping children develop imaginative and creative play.  
• Building children’s self-esteem and self-confidence through supportive parental attention.  
• Understanding the importance of adult attention for promoting positive child behaviors.  
• Understanding how lack of attention and interest can lead to child misbehaviors. |
| **Part 2: Social, Emotion, and Persistence Coaching** | • Understanding how to use academic and persistence coaching to encourage children to keep trying in frustrating situations.  
• Learning to use emotion coaching to build feelings literacy  
• Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member. |
| **Part 3: Effective Praise and Encouragement** | • Knowing how to use praise more effectively.  
• Avoiding praising only perfection.  
• Recognizing common traps.  
• Knowing how to deal with children who reject praise.  
• Recognizing child behaviors that need praise.  
• Understanding the effects of social rewards on children.  
• Doubling the impact of praise.  
• Building children’s self-esteem and self-concept. |
| **Part 4: Tangible Rewards** | • Understanding the difference between rewards and bribes.  
• Recognizing when to use the “first-then” rule.  
• Understanding how to set up star and point systems to motivate children.  
• Understanding how to design programs that are age-appropriate.  
• Understanding ways to use tangible rewards for problems such as dawdling, noncompliance, sibling fighting, messy room, not going to bed, and being home on time. |

**Table 4 Continued**

<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Program Ten: Reducing Inappropriate Behaviors in School-Age Children</strong></td>
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</tbody>
</table>
| **Part 1: Rules, Responsibilities, and Routines** | • Politeness Principle  
• Understanding how to establish clear and predictable routines.  
• Strategies for encouraging children to be responsible.  
• Understanding the importance of household chores.  
• Making sure household rules are clear. |
| **Part 2: Clear and Respectful Limit Setting** | • The importance of household rules.  
• Guidelines for giving effective commands.  
• How to avoid using unnecessary commands.  
• Identifying unclear, vague, and negative commands.  
• Providing children with positive alternatives.  
• Using “when/then” commands effectively.  
• The importance of warnings, reminders, giving choices, and staying calm. |
| **Part 3: Ignoring Misbehavior** | • Dealing effectively with children who test the limits.  
• Knowing when to divert and distract children.  
• Avoiding arguments and “why games.”  
• Understanding why it is important to ignore children’s inappropriate responses.  
• Following through with commands effectively.  
• Recognizing how to help children be more compliant. |
| **Part 4: Time Out to Calm Down** | • Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors.  
• How to explain Time Out to children.  
• Avoiding power struggles.  
• Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out.  
• Teaching children how to calm down.  
• Understanding the importance of strengthening positive behaviors. |
| **Part 5: Logical and Natural Consequences** | • Guidelines for avoiding power struggles.  
• Recognizing when to use logical consequences, privilege removal, or start up commands.  
• Understanding what to do when discipline doesn’t seem to work.  
• Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles.  
• Understanding how natural and logical consequences increase children’s sense of responsibility.  
• Understanding when to use work chores with children.  
• Understanding the importance of parental monitoring at all ages. |
**ADVANCE**

**Weekly Logs**

<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>M = Mother</th>
<th>F = Father</th>
<th>Content</th>
<th>Therapist</th>
<th>Disc.</th>
<th>Partic.</th>
<th>Attitude</th>
<th>Homework M-U Session</th>
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<tbody>
<tr>
<td>1. Treatment Groups</td>
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<td>2. F Number of Sessions Attended</td>
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<td>3. M Number of Sessions Attended</td>
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<td>5. BF/F Number of Hours of Therapy</td>
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<td>6. Who Attended Therapy</td>
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<td>7. Leader (A) Parent Group</td>
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<td>8. Leader (B) Parent Group</td>
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<td>9. Leader (A) Child Group</td>
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<td>10. Leader (B) Child Group</td>
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<td>11. Homework not completed Mother</td>
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<td>12. Homework not completed Father</td>
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<td>13. Homework not completed Child</td>
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**Codes**

Content/Leader/Discussion:

- not helpful = 0 points
- neutral = 1 point
- good = 2 points

Participation

- seldom = 0
- sometimes = 1
- frequent = 2

Attitude

- negative = 0
- neutral = 1
- positive = 2

Homework

- Incomplete, none = 0
- complete = 1

Make-up Session

- no = 0
- yes = 1