Part 5

Agendas and Checklists for Each Session

1. Sessions One through Four
2. Checklist for Each Session
Integrate School Readiness Series with BASIC Incredible Years Parent Program (early childhood version)

These two school readiness programs dovetail with the BASIC parent program (early childhood version) and may be offered as a supplement for the following populations.

* For parents of young children (ages 3–6 years) where there is a history of poor attachment, prior abuse, social, emotional deprivation or environmental neglect.
* For multi-ethnic families or families who speak English as a second language.
* For families who want to focus on promoting pre-literacy and language skills.
* For families with children who have emotional regulation and peer relationship difficulties.

These programs will provide parents with more experience and practice with child-directed interactions designed to promote children’s social, emotional and academic competence.

Some schools are using this brief 4–6 week program as a way to attract parents into the longer BASIC program which covers other concepts such as limit setting, proactive discipline and problem solving.
**Agenda and Checklists for School Readiness Series**

The School Readiness Series may be offered as a 4–6 week prevention program for parents of preschool or kindergarten children (ages 3–6 years). Teachers may be trained to offer the program to parents enrolled in their day care centers or preschool.

The content covered in each session needs to be paced according to each parent group’s needs for discussion, level of participation and prior familiarity with the concepts. The following outline is a suggested guideline for completing the entire program in 4, 2-hour weekly sessions.

**Session One:** *Academic and Social Skills Coaching*
Child-directed Play: Vignettes 1–8

**Session Two:** *Emotion Coaching*
Child-directed Play: Vignettes 9–14, 19–22

**Session Three:** *Reading with CARE Building Blocks*
Interactive Reading: Vignettes 1–7, 8–14

**Session Four:** *Using Books to Promote Social Skills and Emotional Understanding*
Interactive Reading: Vignettes 15–29
Outline—Session One

Academic and Social Skills Coaching

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.

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, cell phones off)
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 audio CDs.

V. Topic of Day: “Academic and Social Skills Coaching”
A. Brainstorm benefits and barriers to parent/child play
B. Vignettes: Child-directed play: Vignettes 1–8

Key Concepts:
• value of parent’s coaching children’s academic skills
• understanding how to do social coaching
• building children’s language skills through descriptive commenting
• parents coaching and practicing positive peer play
• building children’s self-esteem and creativity through child-directed play

C. Role Play: Academic Coaching
In large group two parents take roles of children and one parent takes role of academic coach. Parent practices “academic coaching.” Parents give feedback.
Group breaks up to practice in groups of three using the Academic Coaching handout. Use blocks or legos.

D. Role Play: Social Coaching
In large group two parents take roles of children and one parent takes role of social coach. Parent practices “social coaching.” Parents give feedback. Group breaks up to practice in groups of three using Social Coaching handout.

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 tapes.
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

Session One: Academic and Social Coaching
Vignettes: Child-directed Play: 1-8

SITE: ___________________________ DATE: ________________
LEADER NAMES: ___________________ TIME: ________________
VIGNETTES COVERED: Child-directed Play:
1 2 3 4 5 6 7 8

(Circle which 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 [_] [___]
6. Explain format for meetings [_] [___]
7. Brainstorm benefits and barriers to parent/child play [_] [___]
8. Highlight key principles from parents’ discussion [_] [___]
9. Role play academic coaching [_] [___]
10. Role play social coaching [_] [___]
11. Explain importance of home activities and reading assignments [_] [___]
12. Review this week’s home assignment [_] [___]

Handout Pads:
- Home Activities for the Week – Academic and Social Coaching
- Refrigerator Note about Child-directed Play
- Refrigerator Note about Academic and Persistence Coaching
- Refrigerator Note about Social Coaching

Xerox:
- Facilitating Academic and Social Learning Examples (2)
- Coaching Children in Cooperative Play with Peers
- Play Time Record Sheet
- Checklist for Evaluating Your Child’s Play

Self-Evaluation

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

Emotion Coaching

I. Welcome
Reengage families.
Introduce new group members and welcome them.

II. Ground Rules
Ask one or two people in group to review the ground rules and say why they are helpful.

III. Report on Home Activities
Ask members to share their experiences with play (positive, difficult, and/or successful).
Summarize group learning and concepts.
Reinforce parent participation by acknowledgment and praise.

IV. Topic of Day: “Emotion Coaching”
A. Discussion on how play promotes emotional regulation and feelings literacy.
B. Vignettes: 9–14, 19–22

Key Concepts:
• adult emotion coaching helps children learn feelings vocabulary
• parent support for emotional regulation and problem solving
• the “attention rule”—the principles of attending to positive social behaviors and emotional expression
• importance of parents encouraging positive emotional expression
• the modeling principle—modeling emotional sharing by parents
• using fantasy play to promote emotional understanding

C. Role Play: Emotion Coaching
In large group, one parent practices emotion coaching with two parents in role as children. Parents give feedback. Group breaks up into triads to practice emotion coaching with Emotion Coaching handout. (Use play dough or art project.)

D. Role Play: Academic, Social and Emotion Coaching
In triads, practicing and integrating all three types of coaching with handout. Also, practice playing with puppets to engage in fantasy play and story telling.

E. Summarize key points (Refrigerator Notes).

V. Review Home Activities

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST

Session Two

Session Two:  Emotion Coaching
Vignettes:  Child-directed Play:  9-14, 19-22

SITE:  ________________________________________  DATE:  ________________

LEADER NAMES:  ___________________________________  TIME:  ________________

VIGNETTES COVERED:  Child-directed Play:

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(Circle which vignettes shown.)

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<th>YES</th>
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<tbody>
<tr>
<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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<td>4. Role play child-directed play skills using emotion coaching</td>
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<td>5. Role play with puppets</td>
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<td>6. Role play integrating social, academic and emotion coaching</td>
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<td>7. Discussed and assigned “buddies” (explain rationale)</td>
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<td>8. Review this week’s home assignment</td>
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<td>9. Review this week’s home assignment</td>
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Handout Pads:

Home Activities for the Week
Refrigerator Notes about Promoting Your Child’s Emotion Self-Regulation Skills
Refrigerator Notes about Encouraging Your Child’s Learning
Refrigerator Notes about Praising Your Child

Xerox:

Emotion Coaching Examples
Calling Your Buddy Assignment
Record Sheets: Play Times and Praise (2)

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
Outline—Session Three
CARE Reading With Building Blocks

I. Welcome

II. Ground Rules
Review

III. Report on Home Activities
Ask members to share their experiences with emotion coaching (positive, difficult, and/or successful).
Discuss awkwardness of learning to use coaching techniques.
Review principles of behavior change.
Ask about difficulties of doing home activities.

IV. Topic of Day: “Reading With CARE”
A. Discussion on how parents read with children
B. Vignettes: Interactive Reading: 1–7, 8–14

Key Concepts:
• descriptive language promotes children’s language and reading skills, providing positive support for pre-reading skills
• parents building children’s self confidence in reading and motivation to read
• the modeling principle—by parents reading, children learn to value reading
• helping children be “active” participants in reading interactions
• parents understanding the CARE building blocks

C. Role Play: Open-ended Questions
In large group first model interactive reading skills with one parent and one child using a picture book with no words. Demonstrate open-ended and predictive questions. Break up into dyads for everyone to practice.

D. Role Play: Commenting, Expanding and Praising
Break up into dyads with a book with a few words and practice connecting, expanding and praising. Reverse roles.

E. Role Play: Talking About Feelings
Break up into dyads with books with words. This time, combine question-asking with feedback which expands the child’s response. Practice discussing feelings or entering the child’s imaginary world with the story.

F. Summarize key points (Refrigerator Notes).

V. Review Home Activities
Discuss importance of continuing to play with their children.
Introduce and assign “buddies”—calling another parent to share a play or reading experience.
Explain “field assignment.”

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Three

Session Three: Helping Your Child Learn Through Reading
With CARE Building Blocks

Vignettes: Interactive Reading: 1-7, 8-14

SITE: ___________________________ DATE: ___________________________
LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Interactive Reading
1  2  3  4  5  6  7
8  9 10 11 12 13 14

(Circle which vignettes shown.)

DID I
1. Write the agenda on the board  YES  NO
2. Review parents’ home activities; elicit reactions  YES  NO
3. Review the concepts from last week’s session (briefly)  YES  NO
4. Ask about “buddy calls”  YES  NO
5. Model the CARE reading skills  YES  NO
6. Role play open-ended questions  YES  NO
7. Role play commenting, expanding and praising  YES  NO
8. Role play feeling talk  YES  NO
9. Highlight key principles from parents’ discussion  YES  NO
10. Review this week’s home assignment  YES  NO
11. Explain “field assignment”  YES  NO

Handout Pads:
Home Activities for the Week
Refrigerator Notes about reading with CARE (2)

Xerox:
Handout Field Assignment
Record Sheet: Reading Times

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

Using Books to Promote Social Skills and Emotional Understanding

I. Welcome

II. Ground Rules (review if needed)

III. Report on Home Activities
Reinforce parent participation in reading chapters or listening to audiotape, practicing, sharing.
Ask how “buddy calls” went.
Ask what they decided to do for “field assignment.”

IV. Topic of Day: Using Books to Promote Social Skills and Emotional Understanding
A. Discussion—Talk about what parents discovered from their reading experiences at home.
   Ask about any difficulties.
B. Vignettes: Interactive Reading, 15–29

Key Concepts:
- helping children become “story tellers”
- encouraging child’s imagination
- explaining the feelings of story characters
- using the story to trigger problem solving discussions
- promoting emotional understanding and meaning of the story
- promoting connection between story and child’s real world events

C. Role Play: Expanding and Connecting Events
   Model and practice skills parents use to connect story characters or problems to outside real world events. Practice exploring with children the feelings of characters in the book to promote emotional understanding.

D. Role Play
   Break into dyads and give each parent Wally Problem Solving book and puppets to practice story telling and solving problems.

V. Review Home Activities
Ask them to begin thinking about behaviors they want increased.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Four

Session Four: Using Books to Promote Social Skills and Emotional Understanding

Vignettes: Interactive Reading: 15–29

SITE: ___________________________ DATE: ___________________________
LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Praise Part 1
15 16 17 18 19 20 21 22 23 24 25 26 27 28 29

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

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences
3. Review the concepts from last week’s session (briefly)
4. Benefits and Barriers to Interactive Reading
5. Ask about “buddy calls”
6. Highlight key principles from parents’ discussion
7. Role play connecting reading strategy
8. Role play problem solving with stories using Wally book
9. Discuss ending group, future assistance and perhaps refer to Basic Preschool Program

10. Review this week’s home assignment (remind them about “field assignment”)

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