

# ***Basic Preschool Ages 3-6 Protocols for Prevention Populations***

## ***Agendas and Checklists for Each Session***

- 1. Sessions One through Fourteen***
- 2. Checklist for Each Session***

**NOTE:** These agendas and checklists are the minimum number of sessions to be provided, and only for prevention populations. Please refer to the 18–20 week protocols for high-risk and treatment populations. See note on next page.



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## ***Tailoring the Incredible Years BASIC Parenting Programs for Parents of Children (3-6 years)***

### ***Prevention Protocol***

If the group leader is offering the program as a prevention program to parents of children without behavior problems, the program may be completed in 14 sessions. However, if the program is being offered as a treatment program to parents of diagnosed children with Attention Hyperactivity Deficit Disorder (ADHD) or Oppositional Defiant Disorder, it will be important to include the added sessions on persistence, emotion and social coaching. In addition, for parents from socioeconomically disadvantaged backgrounds leaders will want to use the 20-week session protocol with the emphasis on academic, social and emotional coaching. Leaders may also want to consider adding some sessions from the ***School Readiness series*** on interactive reading to promote reading readiness.

### ***Selecting Vignettes to Discuss***

Leaders will see that the asterisk (\*) on the checklist refers to the recommended vignettes to be shown to every group. However, group leaders will need to be very familiar with ALL of the vignettes so that they can select additional vignettes, when necessary, that are relevant to the needs of the group.

**NOTE: For example, vignettes representing different cultures should be shown to more culturally diverse populations. Or, other vignettes may be selected for parents whose goals indicate they want specific help with such things as toilet training, bathing, meal time, bedtime, grocery shopping, or sibling difficulties. Or, additional vignettes can be shown regarding social and emotional coaching, proactive discipline, or problem solving if children are experiencing developmental or language delays or difficulty with oppositional aggressive behavior.**



## ***Agendas and Checklists for Each Session (Children ages 3-6)***

The content covered in each session needs to be paced according to each parent group's 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 7–9 vignettes per two-hour session. You do not want to try to complete one entire topic (e.g., *Play* part 1) in one session. Rather, try to cover at least half of a particular topic in a session and give out the home practice activities. The subsequent session is used to troubleshoot any questions or problems and to show the remaining vignettes on that topic as a review.

**For children with diagnosis** (e.g., ADHD, Oppositional Defiant Disorder) and for high-risk populations (child welfare populations or populations unfamiliar with content) we highly recommend the protocols for completing the program in 18–20, 2 to 2½-hour weekly sessions. We have listed the key vignettes to show in each session. We have omitted some vignettes.

**For preventive populations** it may be possible to deliver this program in 14 sessions. However, if parents are having difficulty with a particular topic, leaders are encouraged to show more vignettes from a particular program. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. Try to give yourself the option of adding 1–2 sessions if needed for larger groups or those who need more time to practice and discuss more vignettes.

### ***Program One: Strengthening Children's Social Skills, Emotional Regulation, and School Readiness Skills***

***Session One: Introductions, Goals, Child-Directed Play***

Part 1: Vignettes 1-9

***Session Two: Child-Directed Play Promotes Positive Relationships***

Part 1: Vignettes 12-29 (19-28 optional)

***Session Three: Play–Academic and Persistence Coaching Promotes  
School Readiness***

Part 2: Vignettes Intro & 1-28, Summary

***Session Four: Play–Social and Emotion Coaching***

Part 3: Vignettes Intro & 1-20, Summary

### ***Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors***

***Session Five: The Art of Effective Praise and Encouragement***

Praise Part I: Vignettes Intro & 1-18

***Session Six: Effective Ways to Praise & Using Tangible Rewards***

Praise Part I: Vignettes 19-33, Summary

Tangible Rewards Part 2: Vignettes 1-19, Summary

***Program Three: Household Rules, Routines,  
and Effective Limit Setting***

***Session Seven: Establishing Routines and Household Rules***

Part 1: Vignettes Intro & 1-9

***Session Eight: Effective Limit Setting***

Part 2: Vignettes 1-15

***Session Nine: Effective Limit Setting and Follow Through***

Limit Setting Part 2: Vignettes 16-36

Program 4 Handling Misbehavior Part 1: Vignettes 1-13

***Program Four: Positive Discipline, Handling Misbehavior***

***Session Ten: Ignoring Children's Inappropriate Behavior***

Part 2: Vignettes 1-19

***Session Eleven: Time-Out to Calm Down***

Part 3: Explaining Time-Out, Vignettes Intro & 1-8

Part 3: Time-Out for Hitting, Vignettes 9-19

***Session Twelve: Time-Out for Aggression and Noncompliance***

Part 3: Vignettes 20-29, Summary

***Session Thirteen: Natural and Logical Consequences***

Part 4: Vignettes 1-6

***Session Fourteen: Teaching Children to Problem Solve***

Part 5: Vignettes 1-20, Summary



## **Program One: Strengthening Children’s Social Skills, Emotional Regulation, and School Readiness Skills Outline—Session One**

### **Introductions, Goals and Part 1: Child-Directed Play**

#### **I. Welcome**

Greet each parent.

Leaders introduce themselves.

Review agenda for session.

#### **II. 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.)

#### **III. Introductions**

Parents introduce themselves and give names, ages of children, and personal goals.

Have each parent describe what their child is like.

Buzz—parents’ goals. Write on flip chart so you and group can refer back to them.

(Parents write their goals in the “Parents Thinking Like Scientists” handout.)

Leader draws out themes related to parents who have children with particular problems such as ADHD or developmental issues.

#### **IV. Program Goals and Topics**

Give an overview of the program, its general goals, topics and format. (Show introductory narration.)

Talk about the developmental milestones of children ages 3-6 years.

Refer to the pyramid poster and explain how topics address their goals.

Give one book (*The Incredible Years*) and a magnet to each family. Offer CD as option.

#### **V. Topic of Day: Child-Directed Play—Value of Attention**

A. Brainstorm benefits to parent/child play

B. Vignettes: Play Part 1: 1-9

C. Buzz—share encouraging words to use when child says, “I can’t do it.”

#### **Key Concepts:**

- Value of showing attention and appreciation as a way of increasing children’s self-esteem—“Attention Principle”
- Adjusting to children’s temperament and activity level
- Understanding the value of child-directed play and how it promotes children’s self-confidence
- Appreciating difficulties of playing with inattentive and active children

D. Role Plays/Practice

Role play (leader [as child] and parent) that demonstrates first being parent directed contrasted with being child directed. First give lots of direction, then replay being an “appreciative audience.”

If time, divide group into sets of 3. Within each small group, give each parent a 2- to 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 handouts and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the CD.

Ask them to make a written commitment to their goals for the week on their Self-Monitoring Checklist.

**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:** *Parent Goals, Child-Directed Play*

**Vignettes:** *Play Part 1: 1- 9*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Play Part 1:**

Intro \* 1\* 2\* 3\* 4\* 5\* 6\* 7\* 8 9\* 10\* 11

\* Recommended vignettes. Choose 7–9 vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Brainstorm group ground rules	_____	_____
4. Buzz—parents’ goals (write in Scientist Handout)	_____	_____
5. Present program goals (pyramid)	_____	_____
6. Explain format for meetings	_____	_____
7. Talk about impact of children’s temperament on parenting	_____	_____
8. Brainstorm benefits of parent/child play	_____	_____
9. Buzz—encouragement words	_____	_____
10. Role play/practice being “appreciative audience” in large group	_____	_____
11. Break out for “practice” in dyads or triads	_____	_____
12. Explain importance of home activities and reading assignments	_____	_____
13. Review this week’s home assignment (play record sheet)	_____	_____
14. Explain Self-Monitoring Checklist and set goals	_____	_____
15. Highlight key principles from parents’ discussion	_____	_____

**Handout Pads:**

Home Activities for the Week – Child-Directed Play (Handout 1A)

**Xerox:**

- Refrigerator Notes about Child-Directed Play
- Parenting Pyramid
- Checklist for Evaluating Your Child’s Play
- Parents and Children Having Fun

- Record Sheet: Play Times
- Parents Thinking Like Scientists
- Brainstorm Benefits of Play
- Properties of Play Toys

**Self-Evaluation**

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





## Outline—Session Two

# 2

### *Child-Directed Play Promotes Positive Relationships*

#### **I. Welcome**

Reengage families.

#### **II. Ground Rules**

Ask one or two people in group to review the ground rules and explain why they are helpful.

#### **III. Report on Home Activities**

Ask members to share their experiences with play (positive, difficult, and/or successful).

#### **IV. Topic of Day: Child-Directed Play**

- A. Barriers to play time with children. Talk about ways to overcome barriers.
- B. Vignettes: Play Part 1: 12–29

#### **Key Concepts:**

- Understanding the value of child-directed play for children’s learning
- Positive adult attention builds your child’s bank account relationship
- 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 respect parents
- Understanding how to pace play at child’s developmental level
- Learning about normal developmental milestones and having realistic expectations

- C. Practice/Role Play—(large group)  
One parent acts as child, and another parent demonstrates child-directed play.
- D. Break out into triads to practice.
- E. Buzz—play activities children would enjoy
- F. Practice/Role Play: Ending Play—Vignette 29

#### **V. Review Home Activities**

Summarize key points (Refrigerator Notes).

Do self-monitoring goal setting.

#### **VI. Parent Evaluation**

#### **VII. Closing**



# LEADER CHECKLIST

## Session Two

**Topic:** *Child-Directed Play Promotes Positive Relationships*

**Vignettes:** *Play Part 1: 7-29*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Play Part 1:**

7	8	9*	10*	11	12	13	14	15*	16*	17*	18
19	20	21 or 22	23	24*	25*	26	27	28	29*		

\* Recommended vignettes. Choose 7–9 vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to play homework activity)	_____	_____
3. Review the concepts from last week’s session (rules & principles)	_____	_____
4. Review parents’ goals	_____	_____
5. Practice child-directed play concepts (large group)	_____	_____
6. Break out for small group practice	_____	_____
7. Buzz—play activities children would enjoy	_____	_____
8. Practice—ending play times	_____	_____
9. Highlight key principles from parents’ discussion	_____	_____
10. Explain this week’s home assignment, and parents set goals	_____	_____

### **Handout Pads:**

Home Activities for the Week – Play with Your Child (Handout 1B)

### **Xerox:**

Record Sheet: Play Times

Temperament Questionnaires (2)

### **Self-Evaluation**

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



## Outline—Session Three

3

### *Play—Academic and Persistence Coaching Promotes School Readiness*

#### **I. Welcome**

#### **II. Review Ground Rules and Agenda**

#### **III. Report on Home Activities**

Ask members to share their experiences with play (positive, difficult, and/or successful).

Discuss difficulties of using child-directed play concepts with inattentive children.

Buzz—findings from temperament questionnaires.

#### **IV. 1st Topic of Day: Descriptive Commenting and Academic Coaching**

- A. Introduce topic and how it promotes language and school readiness.
- B. Vignettes: Play Part 2: 1-9 (academic coaching)
- C. Buzz—encouraging words to promote child’s self-confidence
- D. Vignettes: Part 2 10-16
- E. Buzz—behaviors, actions, and objects parents can describe (refer to coaching handout)

#### **Key Concepts:**

- Descriptive commenting promotes children’s language skills and builds children’s self-confidence
- Academic coaching increases children’s school readiness
- The “attention rule”—the principle of paying attention to positive behavior and ignoring negative behavior results in increased positive social behaviors in the child
- The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
- Understanding children’s developmental drive for independence

- F. Practice/Role Play (large group)  
Group role play being an “academic coach.” One parent turns chair around so cannot see action. One parent is the child playing alone with toys. All the other parents practice descriptive commenting.

#### **V. 2nd Topic of Day: Persistence Coaching**

- A. Brief introduction of topic
- B. Vignette: Play Part 2: 17 (Explain “teaching loop” )
- C. Vignettes: Play Part 2: 18-27

**Key Concepts:**

- Academic and persistence coaching to increase children’s ability to focus (thinking, planning, concentrating)
- The “attention rule”—the principle of paying attention to positive behavior and ignoring negative behavior results in increased positive social behaviors in the child
- The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

D. Practice/Role Play (large group)

Brainstorm persistence words. In large group, demonstrate “persistence coaching.”

E. Break up into triads to practice academic and persistence coaching (use puzzles or mazes). One parent is child, one is parent and one “observer.” Practice using academic and persistence coaching. (Use coaching handout.) Have props (unstructured toys) on hand.

F. Vignette 28: Demonstrate and practice interactive reading skills .

**VI. Review Home Activities**

Summarize key points (Refrigerator Notes).

Discuss importance of continuing to play with their children.

Introduce and assign “buddies”—calling another parent to share a play experience.

Explain “field assignment.”

Do self-monitoring goal setting.

**VII. Parent Evaluation**

**VIII. Closing**

**LEADER CHECKLIST****Session Three**

**Topic:** *Play—Academic and Persistence Coaching Promotes School Readiness*

**Vignettes:** *Play Part 2: Vignettes 1-28*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Play Part 2**

Intro*	1	2	3*	4*	5	6	7*	8*	9	10*	11*	12
13	14*	15*	16*	17*	18*	19	20	21	22	23	24*	25*
26	27	28	Summary*									

\* Recommended vignettes. Choose 7–9 vignettes. (Circle vignettes shown.)

**DID I****YES****NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions   | _____ | _____ |
| 3. Buzz—temperament findings   | _____ | _____ |
| 4. Buzz—encouraging words to promote child's self-confidence                                     | _____ | _____ |
| 5. Buzz—list of things parents can describe (academic coaching)<br>(objects, actions, behaviors) | _____ | _____ |
| 6. Role play being an "academic coach"   | _____ | _____ |
| 7. Buzz—persistence coaching words   | _____ | _____ |
| 8. In triads, practice academic and persistence coaching   | _____ | _____ |
| 9. Practice interactive reading skills   | _____ | _____ |
| 10. Explain "teaching loop"  | _____ | _____ |
| 11. Highlight key principles from parents' discussion  | _____ | _____ |
| 12. Explain this week's home assignment, and parents set goals                                   | _____ | _____ |
| 13. Explain field assignment   | _____ | _____ |
| 14. Discuss and assign "buddies" (explain rationale)   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Academic and Persistence Coaching (Handout 2A)

Home Activities for the Week—Academic and Persistence Coaching (Handout 2B)

***Xerox:***

Refrigerator Notes About Building Your Child's Self-Confidence

Refrigerator Notes About Goodness of Fit—Managing Your Child's Temperament

Record Sheet: Play Times

Calling Your Buddy Handout

Field Assignment

Brainstorm Thoughts About Play

Buzz—Encouraging Words

Refrigerator Notes About Facilitating Children's Language and School Readiness

Building Blocks for Reading With Care

Dos and Don'ts of Facilitating Learning Through Play

***Self-Evaluation***

"Gems" of Session—Reminder of things to pursue next session



## *Outline—Session Four*

### *Play—Social and Emotion Coaching*

#### **I. Welcome**

#### **II. Review Ground Rules and Agenda**

#### **III. Report on Home Activities**

Buzz—pair up with buddy to share favorite play activity during week.

Ask members to share their experiences with academic and persistence coaching.

Discuss awkwardness of learning coaching strategies.

Ask about buddy calls, reading chapters, and ability to achieve goals.

#### **IV. Review**

Complete Play Part 2 vignettes. Recap “persistence coaching.”

#### **V. 1st Topic of Day: Emotion Coaching**

A. Discussion on how adult coaching can promote emotional competence.

B. Vignettes: Play Part 3: 1-3, Summary

#### **Key Concepts: Emotion Coaching**

- Emotion language promotes children’s emotional literacy
- Combining persistence coaching with emotion coaching strengthens child’s self-regulation skills
- Positive adult attention builds your child’s bank account
- Learning how to prompt and model emotion language

C. Brainstorm/Buzz—emotion words

D. Practice/Role Play (large group)

After brainstorming emotion words, practice emotion coaching in front of group.

#### **VI. 2nd Topic of Day: “Social and Emotion Coaching”**

A. Discussion on how adult coaching can promote social competence.

B. Vignettes: Play Part 3: 4-20, Summary 5, 6, 13

#### **Key Concepts: Social Coaching**

- Social coaching, one-on-one, builds child’s social skills and self-regulation skills
- Know how to engage in fantasy play to promote social skills and perspective taking
- Extend the idea to help parents understand how they can coach several children in positive peer interactions
- Understanding how to model, prompt, and praise social skills

- C. Brainstorm or Buzz—social behaviors parents want to encourage
- D. Role Play/Practice—“One-on-one” parent–child play  
Practice in front of group social and emotion coaching (after brainstorming social behaviors).
- E. Divide into groups of 3 to practice. One parent acts as child, one as parent, and one as “observer.” Practice social and emotion coaching. (Use social and emotion coaching handouts.)
- F. Role Play/Practice—Peer social coaching  
Practice in front of group with one parent coaching social skills in two children (played by parents).
- G. Divide into groups of 4 to practice coaching several children. Ask children to be in levels 2 or 3 developmental phase. (Use levels handout.)
- H. Buzz—social coaching during mealtimes.

**VII. Review Home Activities**

Summarize key points (Refrigerator Notes).

Remind them to call their “buddies.”

Do self-monitoring goal setting.

**VIII. Parent Evaluation**

**IX. Closing**



**LEADER CHECKLIST****Session Four****Topic:** *Play—Social and Emotion Coaching***Vignettes:** *Play Part 3: Vignettes 1-20***SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_**VIGNETTES COVERED: Play Part 3**Intro\* 1    2\*    3\*    4\*    5\*    6    7    8\*    9    10\*    11    12  
13\*    14\*    15    16\*    17    18\*    19    20    Summary\*

\* Recommended vignettes. Choose 7–8 vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Buzz—favorite play activity	_____	_____
3. Review parents' home activities; elicit reactions	_____	_____
4. Talk about buddy experiences	_____	_____
5. Buzz emotion words	_____	_____
6. Role play/practice emotion coaching in large group	_____	_____
7. Buzz—social behaviors “want to see more of”	_____	_____
8. Role play social coaching, parent with one child (level 1), in large group	_____	_____
9. Practice social & emotion coaching one-on-one in triads	_____	_____
10. Role play social coaching, one parent plus 2 children, in large group	_____	_____
11. Practice social coaching with 2 children (levels 2 and 3)	_____	_____
12. Buzz—social coaching during mealtimes	_____	_____
13. Highlight key principles from discussion	_____	_____
14. Explain this week's home assignment, and parents set goals	_____	_____

**Handout Pads:**

Home Activities for the Week—Social and Emotion Coaching (Handout 3A)

Home Activities for the Week—Social and Emotion Coaching (Handout 3B)

***Xerox:***

Refrigerator Notes—Parents as Emotion Coaches

Refrigerator Notes—Promoting Your Child’s Self-Regulation Skills

Record Sheet: Play Times

Refrigerator Notes—Parents as Social Coaches

Refrigerator Notes—Promoting Social Competence

Coaching Children in Cooperative Play

Parent–Child Social Coaching Levels 1, 2, 3

Record Sheet—Praise

Refrigerator Notes—Making Mealtimes Enjoyable

***Self-Evaluation***

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



*Program Two: Using Praise and Incentives to  
Encourage Cooperative Behaviors*

**5**

**Outline—Session Five**

**Part 1: The Art of Effective Praise and Encouragement**

**I. Welcome**

**II. Review Ground Rules and Agenda**

**III. Report on Home Activities**

Buzz—experiences with social and emotion coaching.

Ask what they decided to do for “field assignment,” and how buddy calls went.

Talk about what parents discovered from their social and emotion coaching (and praise record sheet, if given out).

**IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”**

- A. Do benefits and barriers exercise regarding praise (refer to pyramid).
- B. Vignettes: Praise Part 1: 1-18
- C. Buzz—mealtime behaviors to praise (after vignette 3)
- D. Buzz—-independent behaviors to praise (after vignettes 4 and 7)

**Key Concepts:**

- Labeling praise
- “Give to Get” principle—for adults and children
- Modeling self-praise
- Resistance to praise—the difficulties from self and others to accept praise
- Promoting positive self-talk
- Using specific encouraging statements versus nonspecific
- Getting and giving support through praise
- Avoiding praising only perfection
- Recognizing social and academic behaviors that need praise
- Building children’s self-esteem through praise and encouragement
- Understanding “proximal praise” and “differential attention”

E. Replay Vignettes 12, 13, 14 and 15.

F. Buzz—list of behaviors “to see more of” (see handout) and write “labeled praise” statements. Write on Piggy Bank handout sheet.

**V. Review Home Activities**

Review behaviors they will praise during week.

Do self-monitoring goal setting.

**VI. Parent Evaluation**

**VII. Closing**

## **LEADER CHECKLIST**

### **Session Five**

**Topic:** *The Art of Effective Praise and Encouragement*

**Vignettes:** *Praise Part 1: 1-18*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Praise Part 1**

Intro\* 1\* 2 3\* 4\* 5\* 6 7\* 8 9\* 10\* 11 12\* 13\* 14\* 15\* 16 17 18ABC\*

\* Recommended vignettes. Choose 8–10 vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences to coaching	_____	_____
3. Benefits and Barriers to Praise	_____	_____
4. Buzz—mealtime behaviors to praise (Vignette 3)	_____	_____
5. Practice praise (replay Vignettes 12, 13, 14)	_____	_____
6. Buzz—independent or self-regulation behaviors to praise (Vignettes 4, 7)	_____	_____
7. Buzz—behaviors “to see more of” and write labeled praise words (See brainstorm handout.)	_____	_____
8. Talk about modeling self-praise	_____	_____
9. Highlight key principles from discussion	_____	_____
10. Explain this week's home assignment (Remind them about “field assignment.”)	_____	_____
11. Parents set goals (on Self-Monitoring Checklist)	_____	_____

**Handout Pads:**

Home Activities for the Week—Effective Ways to Praise and Encourage Your Child

**Xerox:**

Refrigerator Notes About Praising Your Child

Record Sheet—Praise

Behavior Record: Behaviors I Want to See More of!

Examples of Ways to Give Praise and Encouragement (2)

Piggy bank handouts (3)

Brainstorm/Buzz—Praise Words to Use

**Self-Evaluation**

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



## *Outline-Session Six*

### *Effective Ways to Praise and Using Tangible Rewards to Teach Your Child New Behaviors*

#### **I. Welcome**

#### **II. Review Ground Rules and Agenda**

#### **III. Report on Home Activities**

Ask about any difficulties increasing praise statements during the week and effects of praise on children.

Ask about the buddy calls and chapters.

Discuss praising self, teachers, partners, in-laws.

Review group list of behaviors they want to see more of.

#### **IV. Topic of Day: Praise Cont'd**

- A. Vignettes: Praise Part 1: complete anything not covered in prior session.
- B. Buzz—praise buddy.
- C. Buzz—self-praise.
- D. Buzz—"positive opposites." (use handout)
- E. Practice proximal praise.

#### **V. Topic of Day: Tangible Rewards—"Motivating Your Children"**

- A. Brief introduction (use pyramid).
- B. Brainstorm benefits of incentives.
- C. Vignettes: Tangible Rewards Part 2: 1- 19
- D. Buzz—surprise rewards and no-cost and low-cost rewards
- E. Role Play/Practice "When-Then" (Vignette 3)
- F. Buzz—with buddy, plan sticker chart and practice explaining a sticker chart (after Vignette 11)
- G. Practice responding to a child who fails to earn a reward.

#### **Key Concepts: Tangible Rewards**

- Shaping behaviors in the direction you want—"small steps toward goal"
- Clearly identifying positive behavior
- Rewards are a tangible marker to help children with ADHD see their progress
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing/refueling yourself, teachers, and others
- Value of spontaneous rewards and celebrations
- Recognizing "First-Then Principle"
- Understanding importance of combining praise with incentives and how to gradually withdraw incentives

- Designing programs that are realistic and developmentally appropriate
- Understanding how to set up programs for problems such as dressing, compliance, going to bed, and toilet training
- Understanding the difference between rewards and bribes
- Understanding how to respond to children who reject praise
- Learning how to gradually withdraw incentives

**VI. 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 share with buddy one self-care or pleasurable activity each parent could do for themselves in the next week).

Be sure to give out charts and stickers to parents.

Remind parents to bring in their sticker charts next week.

Assign new “buddies.”

Do self-monitoring goal setting.

**VII. Parent Evaluation**

**VIII. Closing**

# LEADER CHECKLIST

## Session Six

**Topic:** *Using Tangible Rewards to Teach Your Child New Behaviors*

**Vignettes:** *Praise Part 1: Vignettes 19-33*

*Tangible Rewards Part 2: 1-19*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Praise Part 1**

19\* 20\* 21 22\* 23 24\* 25 26 27 28 29 30 31  
32\* 33 Summary\*

**VIGNETTES COVERED: Tangible Rewards Part 2**

Intro\* 1\* 2\* 3\* 4 5\* 6 7\* 8\* 9 10\* 11\* 12  
13 14 15 16\* 17ABC\* 18\* 19\* Summary \*

\* Recommended vignettes. Choose 8–10 vignettes. (Circle vignettes shown.)

**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. Review behaviors "want to see more of" to see which ones are amenable to a chart or incentive                  | _____ | _____ |
| 4. Buzz—praise buddy  | _____ | _____ |
| 5. Buzz—praise self (use handout)   | _____ | _____ |
| 6. Buzz—"positive opposites" (optional)   | _____ | _____ |
| 7. Brainstorm benefits of incentives  | _____ | _____ |
| 8. Buzz—surprise and low-cost/no-cost rewards   | _____ | _____ |
| 9. Practice explaining about chart in large group or small group with buddy                                       | _____ | _____ |
| 10. Practice responding to a child who fails to earn a reward   | _____ | _____ |
| 11. Buzz—refueling for parents or self-care   | _____ | _____ |
| 12. Assign new buddies and ask about buddy calls  | _____ | _____ |
| 13. Highlight key principles from discussion  | _____ | _____ |
| 14. Review this week's home assignment and parents set goals  | _____ | _____ |
| 15. Use spontaneous rewards with parents (and remind parents to bring charts to next meeting)                     | _____ | _____ |
| 16. Self Monitoring and Parent Goal Setting   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week—Motivating Children Through Incentives (2A)

Home Activities for the Week—Motivating Children Through Incentives (2B)

***Xerox:***

Refrigerator Notes About Tangible Rewards

Brainstorm/Buzz—Positive Self-Praise

Behavior Record—"Positive Opposites"

Examples of Teacher Behaviors to Praise

Practice Praising Yourself and Others

Brainstorm/Buzz—No-cost Rewards

Sticker Chart

Refrigerator Notes About Toilet Training (2) (if needed)

Examples of Behaviors to Reward With Stars and Stickers

Handout—Caring Days

Handout—"Positive Opposites"

Brainstorm/Buzz—Reward Yourself

***Self-Evaluation***

"Gems" of Session—Reminder of things to pursue next session





## Program Three: Positive Discipline Outline-Session Seven

### Part 1: Establishing Routines and Household Rules

#### I. Welcome

#### II. Review Ground Rules and Agenda

#### III. Report on Home Activities

Discuss sticker chart systems and personal experiences.

Ask parents to share any experiences with praise (of other and self or calling teacher).

Ask about field assignments (class visit or library visit).

#### IV. Topic of Day: Establishing Routines and Household Rules

- A. Explain that at this meeting, the focus of the class shifts to learning how to decrease inappropriate behaviors while continuing to attend to the positive, appropriate behaviors. (Show pyramid to explain progression.)
- B. Buzz—benefits of routines and rules for young children.
- C. Discuss barriers to routines and rules.
- D. Vignettes: Part 1: Intro narration, Vignette: 1

#### Key Concepts:

- Importance of routines and predictable schedules for children
- Clear and predictable household rules offer children safety and reduce misbehaviors
- Establishing clear and predictable routines for separating from children and greeting children
- Starting children learning about family chores
- Helping children learn family rules

E. Practice/Role play—steps for saying “good-bye” to child at preschool.

F. Vignettes: 2-9

G. Buzz—bedtime or morning routine.

H. Buzz—household rules and chores.

#### IV. Review Home Activities

Summarize key points (Re: Refrigerator Notes).

In addition to explaining the handouts, encourage parents to refuel themselves with a reward. Piggy bank might be used to ask parents to put in a coin that reflects a self-care or pleasurable activity they could do for themselves.

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

Do self-monitoring goal setting.

#### VI. Parent Evaluation

#### VII. Closing

# LEADER CHECKLIST

## Session Seven

**Topic:** *Positive Discipline*

**Vignettes:** *Establishing Routines and Household Rules Part 1: 1-9*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

### VIGNETTES COVERED: *Establishing Routines and Household Rules Part 1*

Intro\* 1\* 2\* 3\* 4\* 5\* 6\* 7 8 9

\* Recommended vignettes. Show all vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to sticker systems and reading chapter)	_____	_____
3. Ask about note to teacher (if not done, do in group)	_____	_____
4. Ask about buddy calls	_____	_____
5. Buzz—benefits of routines	_____	_____
6. Brainstorm barriers to routines (do on board or flip chart)	_____	_____
7. Practice—steps for saying "good-bye"	_____	_____
8. Buzz—bedtime or morning routines	_____	_____
9. Buzz—household rules and chores	_____	_____
10. Highlight key principles from parents' discussion	_____	_____
11. Help parents to reward themselves for achieving their goals	_____	_____
12. Review this week's home assignment and parents set goals	_____	_____

### **Handout Pads:**

Home Activities for the Week—Rules, Responsibilities, and Routines

### **Xerox:**

Refrigerator Notes About Separations and Reunions

Household Rules (2)

Routines (2)

Household Chores (2)

Chore Cards (5)

### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session



## Outline-Session Eight

### Part 2: Effective Limit Setting

#### I. Welcome

#### II. Review Ground Rules and Agenda

#### III. Report on Home Activities

Follow up on sticker charts.

Ask about explaining household rules to children.

Ask parents to share any experiences with separating from children.

Discuss morning and bedtime routines.

#### IV. Topic of Day: Effective Limit Setting—“The Importance of Being Clear, Predictable and Positive”

- A. Brief Introduction (use pyramid)
- B. Discuss benefits and barriers to limit setting.  
Ask parents how many commands they think they give to their children in 30 minutes.
- C. Vignettes: Limit Setting Part 2: 1-15 (see below)

#### Key Concepts:

- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- Normal, healthy children will test rules—don’t take it personally
- Commands should be clear, brief, positive, and action oriented
- “When-Then” commands offer child a choice
- Distractible children need warnings and reminders and help with transitions

D. Practice/Role Play: dinner table scene focusing on reducing commands, giving choices, and ignoring protests (after Vignette 8)

E. Buzz—share strategies for helping with transitions (after Vignette 11)

F. Brainstorm—“when-then” commands (after Vignette 15)

#### IV. Review Home Activities

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back Record Sheet: Commands.

Do self-monitoring goal setting.

#### VI. Parent Evaluation

#### VII. Closing

# **LEADER CHECKLIST**

## **Session Eight**

**Topic:** *Positive Discipline*

**Vignettes:** *Effective Limit Setting Part 2: 1-15*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Limit Setting Part 2: 1-15**

1 2 3\* 4\* 5\* 6 7\* 8\* 9\* 10 11 12\* 13\* 14\* 15\*

\* Recommended vignettes. Show 8–10 vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (routines, separations, rules)	_____	_____
3. Discuss benefits and barriers to limit setting	_____	_____
4. Practice—dinner table scene (reducing commands, giving choices, ignoring) (Vignette 8)	_____	_____
5. Buzz—strategies for helping with transitions (Vignette 11)	_____	_____
6. Brainstorm—"when-then" commands	_____	_____
7. Highlight key principles from discussion	_____	_____
8. Review this week's home assignment	_____	_____
9. Self-monitoring and parent goal setting	_____	_____

### ***Handout Pads:***

Home Activities for the Week—Effective Limit Setting

### ***Xerox:***

Refrigerator Notes About Limit Setting

Record Sheet: Commands

Examples of Commands

Brainstorm/Buzz—Benefits of Setting Limits

### ***Self-Evaluation***

"Gems" of Session—Reminder of things to pursue next session



## ***Program Four: Effective Limit Setting and Handling Misbehavior Outline-Session Nine***

### ***Effective Limit Setting and Follow Through***

#### **I. Welcome**

#### **II. Review Ground Rules and Agenda**

#### **III. Report on Home Activities**

Ask parents about what they learned from their observations of their commands—frequency, type of commands.

Ask parents about efforts to reduce commands and give positive commands and when-then commands and child reactions.

#### **IV. Topic of Day: Follow Through With Limit Setting**

- 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 3—Limit Setting Part 2: Vignettes 16–36

#### **Key Concepts:**

- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- Normal, healthy children will test rules—don't take it personally
- Commands should be clear, brief, positive, and action oriented
- "When-Then" commands offer child a choice
- Distractible children need warnings and reminders and help with transitions

- C. Practice: Restate commands in Vignettes 16-20.
- D. Buzz—pair up parents with buddies and give them list of negative commands to rewrite. (Use brainstorm handout.)
- E. TV rules (if not done earlier). (Vignette 29)
- F. Buzz—goals for discipline.
- G. Vignettes: Program 4—Handling Misbehavior Part 1:1–13
- H. Buzz—times to use distractions.
- I. Practice—avoiding arguments about limit setting.

#### **V. Review Home Activities**

Explain handouts.

Do self-monitoring goal setting.

#### **VI. Parent Evaluation**

#### **VII. Closing**

# LEADER CHECKLIST

## Session Nine

**Topic:** *Effective Limit Setting and Follow Through*

**Vignettes:** *Limit Setting Program 3, Part 2: 16-36*

*Handling Misbehavior Program 4, Part 1: 1-13*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Limit Setting Part 2**

16\* 17\* 18\* 19\* 20\* 21\* 22\* 23\* 24\* 25\* 26 27 28 29 30 31 3 2  
33 34 35 36

**VIGNETTES COVERED: Handling Misbehavior Part 1: 1-13**

Intro\* 1\* 2\* 3\* 4\* 5\* 6 7 8 9 10 11 12 13

\* Recommended vignettes. Choose 8–10 vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to reducing commands)	_____	_____
3. Review group list of behaviors want to see less of and establish positive opposite	_____	_____
4. Review parents' use of house rules/homework and TV rules	_____	_____
5. Restating commands (Vignettes16-20)	_____	_____
6. Buzz—rewrite negative commands	_____	_____
7. Buzz—goals for discipline	_____	_____
8. Buzz—times to use distractions	_____	_____
9. Practice—ignoring arguments about limit setting	_____	_____
10. Highlight key principles from discussion	_____	_____
11. Review this week's home assignment	_____	_____
12. Self-monitoring and parent goal setting	_____	_____

**Handout Pads:**

Home Activities for the Week – Effective Limit Setting & Ignoring

**Xerox:**

Refrigerator Notes About When You Have to Tell Your Child "No"

Brainstorm/Buzz—Rewriting Commands

Record Sheet: Commands

Common Traps (4)

Behavior Record—"Positive Opposites"

Brainstorm/Buzz—Goals for Discipline

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session



**Program Four: Positive Discipline: Handling Misbehavior**  
**Outline-Session Ten**

**Ignoring Children's Inappropriate Behavior**

**I. Welcome**

**II. Review Ground Rules and Agenda**

**III. Report on Home Activities**

Ask parents to report on following through with commands.

Review list of behaviors they want to see less of and goals for discipline (from prior session).

**IV. Topic of Day: Ignoring**

- A. Brief introduction to topic (use pyramid and review attention principle)
- B. Brainstorm—benefits and barriers to ignore strategy
- C. Vignettes: Program 4—Handling Misbehavior Vignettes Part 2: 1-19 (Ignoring)
- D. Buzz—behaviors (from list of behaviors want to see less of) that can be ignored (and identify positive opposite)
- E. Buzz—strategies for parents to use to stay calm (after Vignette 9)
- F. Buzz—2-3 calming thoughts

**Key Concepts:**

- Understand the importance of distractions coupled with ignore
- Understand the importance of consistency and follow through by parents
- Using self-control and calm-down strategies
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Use ignore technique consistently and appropriately
- Explain vending machine example of behavior that continues if there is some “pay off”
- Use ignore for selected behaviors such as whining, tantrums, arguing
- Keep filling up bank account with play, praise, and incentives
- Understand concept of “selective attention”

G. Role Play/Practice Ignoring

Replay Vignette 12 ignoring and practicing positive self-talk.

H. Role Play/Practice

Practice using “selective attention” (after Vignette 16).

**V. Review Home Activities**

Explain handouts.

Do self-monitoring goal setting.

**VI. Parent Evaluation**

**VII. Closing**

# LEADER CHECKLIST

## Session Ten

**Topic:** *Ignoring Children’s Inappropriate Behavior*

**Vignettes:** *Handling Misbehavior Part 2: 1-19*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

### VIGNETTES COVERED: Ignoring Part 2

1\*    2\*    3\*    4\*    5\*    6\*    7\*    8\*    9\*    10    11\*    12\*    13  
14    15    16\*\*    17\*    18    19

\* Recommended vignettes. Show 8–10 vignettes. (Circle vignettes shown.)

\*\* Vignette 16 would be shown after Time Out training.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to giving positive commands)	_____	_____
3. Brainstorm benefits and barriers to ignoring	_____	_____
4. Practice ignoring in role play	_____	_____
5. Buzz—ways to stay calm	_____	_____
6. Buzz—calming thoughts	_____	_____
7. Buzz—behaviors to ignore	_____	_____
8. Replay Vignette 12 (“I want it”)	_____	_____
9. Practice—selective ignoring	_____	_____
10. Highlight key principles from discussion	_____	_____
11. Review this week’s home assignment	_____	_____
12. Self monitoring and goal setting	_____	_____

### **Handout Pads:**

Home Activities for the Week – Ignoring Misbehavior

### **Xerox:**

- |   |  |
|---|--|
| Refrigerator Notes About Ignoring                     | Record Sheet: Commands and Ignore (2)    |
| Brainstorm/Buzz—Ways to Stay Calm                     | Brainstorm/Buzz—Behaviors to Ignore      |
| Brainstorm Using Selective Ignoring                   | Handout: Learning Self-Control           |
| Handout: Putting it All Together                      | Handout: Self-Talk in Problem Situations |
| Handout: Write Coping Statements                      |  |
| Behaviors I Want to See Less of and Positive Opposite |  |

### **Self-Evaluation**

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





## *Outline-Session Eleven*

### *Time-Out to Calm Down*

#### **I. Welcome**

#### **II. Review Ground Rules and Agenda**

#### **III. Report on Home Activities**

Find out group experiences in ignoring misbehavior. Practice as needed.

Review “positive opposite” behaviors being reinforced.

Ask about parents’ coping or calming strategies.

#### **IV. Topic of Day: How to Follow Through with Limits and Rules—“Time-Out”**

- A. Introductory Narration and Discussion—Time-Out is an “extended ignore” that temporarily withdraws parental attention and does not reinforce negative behavior. It is to be used for oppositional, non-compliant and destructive behaviors. It is not the only discipline strategy (will cover more in future sessions).
- B. Diagram on board (or flip chart) the Time-Out procedures and **teach** basic strategies.
- C. Vignettes: 1-8 (Explaining Time-Out and Calm Down to Children)
- D. Buzz—locations for Time-Out (after Vignette 2)
- E. Practice explaining to children how Time-Out works and where it will be.
- F. Practice Calm Down strategies (after Vignette 8).
- G. Vignettes: Handling Misbehavior Part 3: 9-19 (for aggression)
- H. Do a role play using Time-Out for aggression.
- I. Role play basic Time-Out for aggression (Scenarios #1 and 2) (Vignettes 9-15).
- J. Role play Time-Out when child resists (Scenario #3) (Vignettes 16-19).
- K. Talk about personal Time-Out.

#### **Key Concepts:**

- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- How to teach and practice calm-down strategies with children
- Administer Time-Out respectfully and selectively
- How to explain to children how to take Time-Out to calm down
- How to use Time-Out selectively for destructive behaviors or severe oppositional behaviors
- How to manage when a child resists Time-Out
- Helping the victim of aggression to cope with aggression
- Continuing to strengthen prosocial behaviors

**V. Review Home Activities**

Summarize key points.

In addition to reviewing home assignment handouts, ask them to think about a place they could use for Time-Out.

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

Encourage continuing mutual support with their buddies.

Do self-monitoring goal setting.

**VI. Parent Evaluation**

**VII. Closing**

# LEADER CHECKLIST

## Session Eleven

**Topic:** *Time-Out to Calm Down*

**Vignettes:** *Handling Misbehavior Program 4, Part 3: 1-19*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:** *Handling Misbehavior Part 3: (for aggression)*

Intro\* 1\* 2\* 3\* 4 5 6 7 8\* 9\* 10\* 11\* 12\*  
13 14 15\* 16\* 17 18 19

\* Recommended vignettes. Show all vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to ignoring)	_____	_____
3. Leader teaches basic Time-Out using Scenarios #1 and 2	_____	_____
4. Buzz—locations for Time-Out	_____	_____
5. Teach how to explain Time-Out to children	_____	_____
6. Teach how to help children calm down in Time-Out	_____	_____
7. Practice how you will explain Time-Out to your children	_____	_____
8. Teach Time-Out for aggression	_____	_____
9. Role Play/Practice Time-Out	_____	_____
Child goes willingly to Time-Out	_____	_____
Preschooler needs parents' help	_____	_____
Child won't stay in chair	_____	_____
10. Talk about personal Time-Out and stress management	_____	_____
11. Highlight key principles	_____	_____
12. Review this week's home assignment	_____	_____
13. Self monitoring and parent goal setting	_____	_____

### **Handout Pads:**

Home Activities for the Week—Time-Out to Calm Down (Handout 3A)

### **Xerox:**

Refrigerator Notes About Time-Out  
 Refrigerator Notes for Teaching Children to Manage Anger  
 Refrigerator Notes: Teach Calm-Down Strategies  
 Record Sheet: Commands and Time-Out  
 Time-Out for Aggression (Scenarios #1, 2, 3) (3–6 year olds)  
 Brainstorm/Buzz—Behaviors for Time-Out  
 Brainstorm/Buzz—Staying Calm & Managing Anger (2)

### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session



## Outline-Session Twelve

### Time-Out for Aggression and Noncompliance

#### I. Welcome

#### II. Review Ground Rules and Agenda

#### III. Report on Home Activities

Ask parents to report on their experiences with Time-Out.  
Ask about buddy calls and reading.

#### IV. Topic of Day: Time-Out for Aggression and Noncompliance

- A. Brainstorm advantages and disadvantages (barriers) to spanking versus Time-Out.
- B. Vignettes: Handling Misbehavior Part 3 (Vignettes 20-21) (children ages 6–8 years)
- C. Role play/Practice—scenario changes for children ages 6-8 years (use handout Scenarios #2B, #2C, #2D).
- D. Vignettes: Handling Misbehavior Part 3 continued: 22-29 (Time-Out for noncompliance). **Optional**—use for highly noncompliant children.
- E. Explain common traps (see handouts).
- F. Practice—Compliance Training Scenario (see compliance handout).
- G. Practice—challenging negative self-talk. (See handout for rewriting negative talk.)

#### Key Concepts:

- Maintaining self-control
- Learning Time-Out steps for 6-8 year olds for aggression
- Learning compliance training protocol
- “Priming the pump” with positive self-talk

#### V. Review Home Activities

Summarize key points.  
Explain handouts.  
Do self-monitoring goal setting.

#### VI. Parent Evaluation

#### VIII. Closing

## **LEADER CHECKLIST**

### **Session Twelve**

**Topic:** *Time-Out for Aggression and Noncompliance*

**Vignettes:** *Handling Misbehavior Program 4, Part 3: Vignettes 20-29*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:** Handling Misbehavior Part 3: 20-29

20\*\* 21\*\* 22 23 24 25 26 27 28 29 Summary\*

\* Recommended vignettes. (Circle vignettes shown.)

\*\* Show if siblings with problems ages 6–8 years.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time-Out)	_____	_____
3. Ask about reading on losing control, handling stress and anger, and maintaining objectivity	_____	_____
4. Practice Time-Out steps for 6-8 year olds	_____	_____
5. Practice Compliance Training Scenario	_____	_____
6. Practice challenging negative self-talk	_____	_____
7. Brainstorm advantages versus disadvantages of spanking versus Time-Out	_____	_____
8. Review home activities and parents set goals	_____	_____
9. Highlight key principles from parents' discussion	_____	_____

### **Handout Pads:**

Home Activities: Time-Out (Handout 3B)

### **Xerox:**

Refrigerator Notes about Stress and Anger	Refrigerator Notes—Handling Tantrum Storms
Record Sheet: Commands and Time-Out	Brainstorm/Buzz—Staying Calm & Managing Anger (2)
Feelings Thermometer (2)	Brainstorm/Buzz—Coping and Calming Self-Talk
Brainstorm Pros and Cons of Time-Out	Maintaining Objectivity
Compliance Training Handout	Brainstorm/Buzz—Behaviors For Time Out
Brainstorm/Buzz—Staying Calm	Time-Out Scenarios for 6–8 Year Olds (2B, 2C, 2D)
What to Do When You Are Losing Control and When New Problems Arise (2)	

### **Self-Evaluation**

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



## ***Outline-Session Thirteen***

### ***Natural and Logical Consequences***

#### **I. Welcome**

#### **II. Report on Home Activities**

Discuss any experiences with Time-Out.  
Find out reactions to thought control handout.  
Ask about using calming self-talk exercise.

#### **III. Topic of Day: Consequences**

- A. Review group list of behaviors they want to see less of—those behaviors which are ignorable, those which merit Time Out and those which need another consequence.
- B. Brainstorm list of possible logical and natural consequences and advantages and disadvantages.
- C. Vignettes: Handling Misbehavior Part 4: 1-6

#### **Key Concepts:**

- Repeated learning trials—negative behavior is a signal child needs some new learning
- Remember to continue building positive opposite behaviors
- Learning about logical and natural consequences
- Promoting open communication between parents and children
- Knowing how to make consequences immediate and developmentally appropriate

- D. Role Play consequences.

#### **IV. Review Home Activities**

Explain handouts.  
Do self-monitoring goal setting.  
Talk about final celebration and discuss how group members can continue to get support.

#### **VI. Parent Evaluation**

#### **VII. Closing**

# **LEADER CHECKLIST**

## **Session Thirteen**

**Topic:**        *Natural and Logical Consequences*

**Vignettes:** *Handling Misbehavior Program 4, Part 4: 1-6*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Handling Misbehavior Part 4:** Intro\* 1\*    2    3\*  
4\*    5\*    6\*    Summary\*

\* Recommended vignettes. Show all \* vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time-Out)	_____	_____
3. Review list of behaviors want to see less of & those amenable to logical consequences	_____	_____
4. Brainstorm consequences for different ages (preschool vs school age)	_____	_____
5. Discuss advantages and disadvantages of logical consequences	_____	_____
6. Role play consequences (Vignette 5)	_____	_____
7. Highlight key principles from parents' discussion	_____	_____
8. Plan final celebration	_____	_____
9. Review this week's home assignment	_____	_____
10. Self monitoring and parent goal setting	_____	_____

### ***Handout Pads:***

Home Activities—Natural and Logical Consequences

### ***Xerox:***

Refrigerator Notes About Natural and Logical Consequences

Refrigerator Notes About Positive Discipline

Parents Working Like Detectives (2)

Record Sheet: Logical Consequences

Problem Solving Worksheet (2)

### ***Self-Evaluation***

"Gems" of Session—Reminder of things to pursue next session



## ***Outline—Session Fourteen*** ***Teaching Children to Problem Solve Through Stories and Games***

**I. Welcome**

**II. Review Ground Rules and Agenda**

**III. Report on Home Activities**

Discuss their experiences with Time-Out and Consequences.

Review “Parents Thinking Like Scientists” handout.

**IV. Topic of Day: Teaching Children to Problem Solve Through Stories and Games**

A. Introduce Problem Solving and Steps.

B. Brainstorm advantages and disadvantages (barriers) to problem solving.

**Key Concepts:**

- Understanding a variety of games and stories that can be used to help children begin to learn problem-solving skills
- Appreciating the developmental nature of children’s ability to learn problem-solving skills
- Learning how to help children think about the “feeling” as well as the “behavioral” consequences to solutions proposed
- Understanding the importance of validating children’s feelings
- 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
- Recognizing the value of modeling solutions and problem solving for children
- Recognizing how and when to use “guided solutions” for very young children or for children who do not have positive solutions in their repertoire
- Strengthening children’s empathy skills by reversing roles and talking about another’s feelings
- Understanding ways to encourage children’s generation of solutions to problems

C. Vignettes: Part 5: 1–20

D. Role Play/Practice

Break into triads to practice emotion and social coaching.

E. Buzz–Potential problem–solving situations and walk through steps



- F. Role Play/Practice (large group)  
Demonstrate how to use Wally books to teach problem solving.
- G. Practice in dyads using Wally books to problem solve. Practice solutions with puppets (Vignette 20).

**V. Topic: Celebratory Group (Optional for subsequent session)\***

- A. Discuss feelings about group and how to carry on.
- B. Review progress toward goals (see goals sheet done in first session).
- C. Celebration: special gifts, food & certificates.
- D. Final evaluation form.

**VI. Review Home Activities**

- Explain handouts.
- Do self-monitoring goal setting.

**VII. Parent Evaluation**

**VIII. Closing**

**NOTE: It is advisable to have one whole session or two on this topic and to do the celebration/graduation at a subsequent time**



## **LEADER CHECKLIST** **Session Fourteen**

**Topic:**        *Teaching Children to Problem Solve Through Stories and Games*

**Vignettes:** *Handling Misbehavior Program 4, Part 5: 1-20*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 5: 1-18**

Intro\* 1      2      3      4\*      5      6      7      8      9      10\*      11\*      12\*  
13\*    14\*    15      16      17      18      19\*    20\*    Summary\*

\* Recommended vignettes. Show all \* vignettes. (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (Time-Out and logical consequences)	_____	_____
3. Brainstorm advantages versus disadvantages of problem solving	_____	_____
4. Practice social and emotion coaching	_____	_____
5. Buzz—2-3 problem situations	_____	_____
6. Practice (large group) using Wally books	_____	_____
7. Practice (dyads) using Wally books to teach problem solving	_____	_____
8. Highlight key principles	_____	_____
9. Discuss termination (feelings about group, planning party, continuing group on own)	_____	_____
10. Make reunion plan	_____	_____
11. Present certificates and gifts	_____	_____
12. Parent final evaluation	_____	_____
13. Review home assignment and goal setting plans	_____	_____

**Handout Pads:**

Home Activities—Teaching Your Child to Problem Solve (5A & 5B)

***Xerox:***

Refrigerator Notes About Problem Solving With Children

Parent Record Sheet: Problem Solving

Problem Solving Checklist

Give Out Wally Books

Possible Solutions for Children

Evaluating Solutions

Record Sheet: Problem Solving With Your Child

Tiny's Anger Management Steps

Behavior Record: Problem Solving With Children

**\* If possible, give parents Wally books to take home and use with their children.**

***Self-Evaluation***

"Gems" of Session—Reminder of things to pursue next session



## ***Outline—Session Fifteen (Optional)***

### ***Review and 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**

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. Review progress toward goals set.

Look at “Parents Thinking Like Scientists” goals sheet done in first session and review progress.

C. 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**

## **Last Session**

### **Session Fifteen: Review and Celebration**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:** Complete any unfinished

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to problem solving)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of problems for problem solving	_____	_____
5. Role play with Wally books	_____	_____
6. Discuss termination (feelings about group, continuing group on own, providing support)	_____	_____
7. Make a reunion plan or plan on going meetings	_____	_____
8. Present certificates, flowers, gifts	_____	_____
9. Parent Final Program Evaluation (long form)	_____	_____

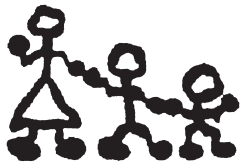
### **Xerox:**

Parent Satisfaction Handout

### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session

Name: \_\_\_\_\_



# Incredible Years

## Self-Monitoring Checklist

### Children 3-6 Years

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

#### **Session 1: Introductions, Goals, Child-Directed Play**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 (How to Play With Your Child).	___
___ Review my goals for myself and my child.	___
___ Play using child-directed approach	___

#### **Session 2: Child-Directed Play Promotes Positive Relationships**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 (How to Play With Your Child).	___
___ Do temperament questionnaire	___
___ Play this week with my child will include:	

#### **Session 3: Academic and Persistence Coaching**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Problem 15: Reading With Care.	___
___ Make buddy call	___
___ Play this week with my child will include:	

**Session 4: Social and Emotion Coaching***My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 9 (Regulating Emotions)	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play this week with my child will include:	

**Session 5: Effective Praise and Encouragement***My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors:	<input type="checkbox"/>
<input type="checkbox"/> Read Chapter 3 (Tangible Rewards).	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play this week will include:	

**Session 6: Praise and Tangible Reward Programs to Motivate My Child***My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Part 3, Problem 3: (Tangible Rewards).	<input type="checkbox"/>
<input type="checkbox"/> Practice increasing my praises with my child.	<input type="checkbox"/>
<input type="checkbox"/> Set up a sticker chart this week	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play times this week will include:	

**Session 7: Positive Discipline—Rules, Responsibilities and Routines**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 4 (Limit Setting) & Part 3, Problem 1 (Screen Time)	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Send note or make phone call praising my child’s teacher	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

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**Session 8: Positive Discipline—Effective Limit-Setting**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 4 (Limit Setting).	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

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**Session 9: Handling Misbehavior—Follow Through With Limits**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 5 (Ignore).	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

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**Session 10: Ignoring Misbehavior***My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 11 (Upsetting Thoughts) and Chapter 6 (Time Out).	<input type="checkbox"/>
<input type="checkbox"/> Practice ignoring the following misbehaviors:	<input type="checkbox"/>
<input type="checkbox"/> Continue using sticker chart with my child.	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play this week will include:	<input type="checkbox"/>

**Session 11: Time Out to Calm Down***My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> If not read previously, read Chapter 6 (Time Out).	<input type="checkbox"/>
<input type="checkbox"/> Read Chapter 12 (Time Out From Stress and Anger).	<input type="checkbox"/>
<input type="checkbox"/> Use timeout this week if aggressive behavior occurs.	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play this week will include:	<input type="checkbox"/>

**Session 12: Time Out and Other Consequences***My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 7 (Natural and Logical Consequences).	<input type="checkbox"/>
<input type="checkbox"/> Use a consequence this week.	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play this week will include:	<input type="checkbox"/>

**Session 13: Logical Consequences**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 8 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Impose a consequence if needed	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	

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**Session 14: Teaching Children to Problem Solve**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 8 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Practice problem-solving with puppets and Wally book.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	

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**Final Session: Reviewing Goals and Celebration**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	

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