

The Incredible Years
Tables of Programs, Content & Objectives



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Program Three: Positive Discipline— Rules, Routines and Effective Limit Setting

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Program Ten: Reducing Inappropriate Behaviors in School-Age Children

Table 1: Content and Objectives of the Incredible Years Parents and Babies Program

Content	Objectives	Content	Objectives
Babies Program: 0—12 Months			
Part 1: Getting to Know Your Baby (0—3 months)	<ul style="list-style-type: none"> Learning how to observe and read babies' cues and signals Understanding how to cope with babies' crying and fussy periods Learning about feeding and burping Understanding the importance of communication with babies Learning about babies' fevers and recognizing when to call the doctor Providing babies with visual, auditory and physical stimulation Learning about soft spots, baby acne, sleep habits, spitting, normal bowel movements and diapering Learning how to baby-proof a home Learning about babies' developmental milestones in the first 3 months Understanding the importance of getting rest and support and shifting priorities 	Part 2: Babies as Intelligent Learners (3—6 months)	<ul style="list-style-type: none"> Understanding "observational learning" or, mirroring and how babies learn Learning about how to talk "parent-ese" to babies Learning songs to sing to babies Understanding the importance of parental communication for babies' brain development Understanding normal developmental landmarks ages 3-6 months Learning ways to keep babies safe
Part 3: Providing Physical, Tactile and Visual Stimulation	<ul style="list-style-type: none"> Learning about ways to provide physical and tactile stimulation for babies' and its importance for brain development Understanding the importance of visual and auditory stimulation Modulating the amount of stimulation babies receive Understanding the importance of reading to babies Providing opportunities for babies to explore safely Involving siblings and other family members in baby play times Learning games to play with babies Learning to keep babies safe during bath times and other activities 	Part 4: Parents Learning to Read Babies' Minds	<ul style="list-style-type: none"> Learning how to read babies' cues and developmental needs Understanding how to respond to babies' crying and fussy periods Strategies to set up predictable routines and bedtime rituals Learning how to help babies feel secure and loved Understanding how babies can be over or under stimulated Learning strategies to help babies' calm down Knowing how to get support Being aware of baby's temperament and working to achieve a good temperament fit

Table 1 Continued

Content	Objectives	Content	Objectives
Babies Program: 0—12 Months			
<p>Part 5: Gaining Support</p> <ul style="list-style-type: none"> • Understanding the importance of finding time for oneself to renew energy for parenting • Understanding the importance of involving other family members and friends in baby's life • Learning how to get support from others • Knowing how to inform other infant care providers or baby sitters of baby's needs and interests • Knowing how to baby-proof house and review checklist • Learning developmental infant landmarks (6-12 months) 		<p>Part 6: Babies Emerging Sense of Self (6—12 months)</p>	<ul style="list-style-type: none"> • Understanding how babies learn - “observational learning” and modeling • Learning how to provide predictable routines or schedules for babies • Learning how to introduce solid foods in child-directed ways • Learning about successful ways to wean babies when the time is right • Knowing how to allow for babies’ exploration and discovery • Knowing how to talk to babies in ways that enhance language development • Understanding how to make enjoyment of baby a priority • Learning about visual and nonverbal communication signals • Understanding about babies’ development of object and person permanence • Understanding how to baby-proof a home and completion of checklist

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

Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
<p>Part 1: Child-Directed Play Promotes Positive Relationships</p>	<ul style="list-style-type: none"> Understanding the value of showing attention and appreciation as a way of increasing positive child behaviors Understanding the importance of showing joy with toddlers through songs and games Understanding how to promote imaginary and pretend play Learning how to be child-directed and understanding its value for children Learning how to end play successfully with toddlers Learning about toddlers’ developmental needs and milestones Learning about the “modeling” principle Balancing power between parents and children Building children’s self-esteem and creativity through child-directed play Understanding the “attention rule” 	<p>Part 2: Promoting Toddler’s Language with Child-Directed Coaching</p>	<ul style="list-style-type: none"> Understanding how to model and prompt language development Learning how to coach preschool readiness skills Learning about “descriptive commenting” and child-directed coaching Learning about “persistence coaching” to build children’s ability to be focused, calm and to persist with an activity Learning about the “modeling principle” Understanding how to promote pre-reading and pre-writing readiness skills Appreciating normal differences in children’s developmental abilities and temperament — completing temperament checklist
<p>Part 3: Social and Emotion Coaching</p>	<ul style="list-style-type: none"> Understanding how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings. Understanding how to prompt social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc. Learning the “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills Understanding developmental stages of play Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips 	<p>Part 4: The Art of Praise and Encouragement</p>	<ul style="list-style-type: none"> Labeling praise “Give to get” principle—for adults and children Attending to learning “process,” not only end results Modeling self-praise Resistance to praise—the difficulties giving and accepting praise Promoting positive self-talk Using specific encouraging statements versus nonspecific Gaining and giving support through praise Avoiding praising only perfection Recognizing social and self-regulation skills that need praise Building children’s self-esteem through praise and encouragement

Table 2 Continued

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

Table 3: Content and Objectives of the Incredible Years Early Childhood BASIC Parent Training Programs (Ages 3–6)

Content	Objectives	Content	Objectives
Program One: Strengthening Children’s Social Skills, Emotional Regulation and School Readiness Skills			
Part 1: Child-Directed Play Promotes Positive Relationships	<ul style="list-style-type: none"> Recognizing children’s capabilities and needs Adjusting to children’s temperament and activity level Building children’s self-esteem and self-concept Learning about normal developmental milestones Avoiding the criticism trap Understanding the importance of adult attention to promote positive child behaviors - “Attention Principle” Learning about child-directed play and understanding its importance for children 	Part 2: Academic and Persistence Coaching	<ul style="list-style-type: none"> Learning how “Descriptive Commenting” promotes children’s language skills and builds children’s self-confidence and frustration tolerance Learning how “Academic Coaching” increases children’s school readiness Using “Persistence Coaching” to strengthen children’s ability to be focused, calm and persist with an activity Learning how to coach preschool reading skills Understanding the “Modeling Principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children model and learn more positive communication and to be respectful Understanding children’s developmental drive for independence
Part 3: Social and Emotion Coaching	<ul style="list-style-type: none"> Using emotion coaching to promote children’s emotional literacy Combining persistence coaching with emotion coaching to strengthen child’s self-regulation skills Learning how to prompt and model emotion language Understanding how social coaching, one-on-one, builds child’s social skills (e.g., sharing, taking turns) Knowing how to engage in fantasy play to promote social skills and perspective taking Understanding how to coach sibling and peer play using modeling, prompting, and praise to encourage social skills Understanding developmental stages of play Learning how to apply coaching principles in other settings (e.g., meal times, grocery store trips, bath times, etc.,) 		

Table 3 Continued (3–6 years)

Content	Objectives	Content	Objectives
Program Two: Using Praise and Incentives to Encourage Cooperative Behavior			
<p>Part 1: The Art of Effective Praise & Encouragement</p> <ul style="list-style-type: none"> • Labeling praise • “Give to Get” principle—for adults and children • Modeling self-praise • Understanding resistance to praise—the difficulties of self and others to accept praise • Promoting positive self-talk • Using specific encouraging statements versus nonspecific • Gaining and giving support through praise • Avoiding praising only perfection • Recognizing social and self-regulation behaviors that need praise • Building children’s self-esteem through praise and encouragement • Understanding “Proximal Praise” and “Differential Attention” 		<p>Part 2: Motivating Children Through Incentives</p>	<ul style="list-style-type: none"> • Understanding value of spontaneous rewards & celebrations • Understanding the difference between rewards and bribes • Recognizing when to use the “first-then” principle • Understanding how to “shape” behaviors • Providing ways to set up sticker and chart systems with children • Understanding how to develop incentive programs that are developmentally appropriate • Understanding ways to use tangible rewards for problems such as dawdling, not dressing, noncompliance, fighting with siblings, picky eating, messy rooms, not going to bed, and toilet training issues • Importance of reinforcing/refueling oneself and others
Program Three: Positive Discipline– Rules, Routines and Effective Limit Setting			
<p>Part 1: Establishing Routines and Household Rules</p>	<ul style="list-style-type: none"> • Understanding the importance of routines and predictable schedules for children • Understanding how clear and predictable household rules offer children safety and reduce misbehaviors • Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines • Learning how to start children learning about family responsibilities • Helping children learn family household rules 	<p>Part 2: Effective Limit Setting</p>	<ul style="list-style-type: none"> • 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/choices • Understanding when to use the “when-then” command • Recognizing the importance of warnings, reminders and redirection • When possible, give children transition time • “Politeness Principle” • Praise children’s compliance to commands

Table 3 Continued (3–6 years)

Objectives		Content	Objectives
Program Four: Positive Discipline—Handling Misbehavior			
Part 1: Follow Through With Limits	<ul style="list-style-type: none"> Understanding the importance of distractions coupled with ignore Understanding the importance of consistency and follow through by parents Maintaining self-control and use calm down strategies Understanding that testing is normal behavior Using ignore technique consistently and avoid arguing about limits 	Part 2: Ignoring Children's Inappropriate Behaviors	<ul style="list-style-type: none"> Understanding how to effectively ignore Understanding concept of "Selective Attention" and "Attention Principle" Learning about repeated learning trials—negative behavior is a sign child needs some new learning opportunities Identifying appropriate behavior to ignore Keep filling up child's bank account with play, coaching, praise and incentives Practicing self-control and calm down strategies
Part 3: Time Out to Calm Down	<ul style="list-style-type: none"> Learning how to teach children calm down strategies Explaining Time Out to a preschool-age child Using Time Out respectfully and selectively for destructive behavior or severely oppositional children Following through when a child resists Time Out Learning how to help victim of aggressive act Continuing to strengthen prosocial behaviors (positive opposite) Practicing positive self-talk and anger management strategies 	Part 4: Natural and Logical Consequences	<ul style="list-style-type: none"> Learning about developmentally appropriate natural and logical consequences Understanding the importance of brief, immediate consequences Understanding the importance of new learning trials Avoiding power struggles that reinforce misbehavior
Part 5: Teaching Children to Problem Solve and Self-Regulate	<ul style="list-style-type: none"> Understanding how games and stories can be used to help children learn beginning problem-solving skills Appreciating the developmental nature of each child's ability to problem solve Strengthening a child's beginning empathy skills or ability to understand a problem from another person's point of view Recognizing why aggressive and shy children need to learn these skills Learning how to help children think about the emotional and behavioral consequences to proposed solutions Understanding the importance of validating children's feelings Learning to model problem solving for children 		

Table 4: Content and Objectives of the Incredible years ADVANCE Parent Training Programs (AGES 6–12)

Content	Objectives	Content	Objectives
<p>Part 1: Active Listening and Speaking Up</p>	<ul style="list-style-type: none"> 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 	<p>Part 2: Communicating More Positively to Oneself and to Others</p>	<ul style="list-style-type: none"> 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
<p>Part 3: Giving and Getting Support</p>	<ul style="list-style-type: none"> 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 		

Table 4 Continued

Content		Objectives	Content	Objectives
Program Six: Problem Solving for Parents				
Part 1: Problem Solving About Children's Problems	<ul style="list-style-type: none"> Recognizing when to use spontaneous problem-solving skills Understanding the important steps to problem solving 	<ul style="list-style-type: none"> 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 2: Problem Solving About Interpersonal Issues	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 1: Teaching Children to Problem Solve in the Midst of Conflict	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	Part 2: Family Problem-Solving Meetings	<ul style="list-style-type: none"> 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

Table 5: Content and Objectives of the Incredible Years Supporting Your Child’s Education Parent Training Program

Content	Objectives	Content	Objectives
<p>Program Eight: How to Support Your Child’s Education</p> <p>Part 1: Promoting Reading Skills</p>	<ul style="list-style-type: none"> • Providing positive support for children’s reading. • Building children’s self-esteem and self-confidence in their learning ability. • Making reading enjoyable. • Fostering children’s reading skills and story telling through “interactive dialogue,” praise, and open-ended questions. 	<p>Part 2: Dealing with Children’s Discouragement</p>	<ul style="list-style-type: none"> • Helping children avoid a sense of failure when they can’t do something. • Recognizing the importance of children learning according to their developmental ability and learning style. • Understanding how to build on children’s strengths. • Knowing how to set up tangible reward programs to help motivate children in difficult areas. • Understanding how to motivate children through praise and encouragement.
<p>Part 3: Fostering Good Learning Habits and Routines</p>	<ul style="list-style-type: none"> • Setting up a predictable daily learning routine for academic activities. • Understanding how television and computer games interfere with learning. • Incorporating effective limit-setting regarding homework. • Understanding how to follow through with limits. • Understanding the importance of parental monitoring. • Avoiding the criticism trap. 	<p>Part 4: Parents Showing Interest in School</p>	<ul style="list-style-type: none"> • Understanding the importance of parental attention, praise, and encouragement for what children learn in school. • Recognizing that every child learns different skills at different rates according to their developmental ability. • Understanding how to build on children’s strengths. • Understanding how to show “active interest” in children’s learning at home and at school. • Understanding the importance of working with your child’s teacher. • Understanding the importance of parental advocacy for their children in school.

Table 6: Content and Objectives of the Incredible Years School-Age BASIC Parent Training Programs (Ages 6-12)

Content	Objectives	Content	Objectives
Program Nine: Promoting Positive Behaviors in School-Age Children			
<p>Part 1: The Importance of Parental Attention and Special Time</p>	<ul style="list-style-type: none"> • 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. 	<p>Part 2: Social, Emotion, and Persistence Coaching</p>	<ul style="list-style-type: none"> • Understanding how to use academic and persistence coaching to encourage children’s persistence and focus • Learning to use emotion coaching to build emotional literacy • Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member.
<p>Part 3: Effective Praise and Encouragement</p>	<ul style="list-style-type: none"> • 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. 	<p>Part 4: Tangible Rewards</p>	<ul style="list-style-type: none"> • 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 6 Continued

Objectives		Content		Objectives
Program Ten: Reducing Inappropriate Behaviors in School-Age Children				
Part 1: Rules, Responsibilities, and Routines	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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, and giving choices. 	
Part 3: Ignoring Misbehavior	<ul style="list-style-type: none"> • 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 Consequences	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 			