

**Table 2: Content and Objectives of the Incredible years ADVANCE Parent Training Programs (Ages 4–12)**

Content	Objectives	Content	Objectives
<b>Program Five: How to Communicate Effectively With Adults and Children</b>			
Part 1: Active Listening and Speaking Up	<ul style="list-style-type: none"> <li>• Understanding the importance of active listening skills</li> <li>• Learning how to speak up effectively about problems</li> <li>• Recognizing how to validate another’s feelings</li> <li>• Knowing how and when to express one’s own feelings</li> <li>• Avoiding communication blocks such as not listening, storing up grievances and angry explosions</li> </ul>	Part 2: Communicating More Positively to Oneself and to Others	<ul style="list-style-type: none"> <li>• Understanding the importance of recognizing self-talk</li> <li>• Understanding how angry and depressive emotions and thought can affect behavior with others</li> <li>• Learning coping strategies to stop negative self-talk</li> <li>• Learning coping strategies to increase positive self-talk</li> <li>• Increasing positive and polite communication with others</li> <li>• Avoiding communication blocks such as put-downs, blaming, and denials</li> <li>• Understanding the importance of seeing a problem from the other person’s point of view</li> </ul>
Part 3: Giving and Getting Support	<ul style="list-style-type: none"> <li>• Understanding the importance of support for a family or an individual</li> <li>• Recognizing communication styles or beliefs that block support</li> <li>• Fostering self-care and positive self-reinforcement strategies in adults and children</li> <li>• Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages</li> <li>• Knowing how to get feedback from others</li> <li>• Understanding how to turn a complaint into a positive recommendation</li> <li>• Promoting consistent verbal and nonverbal messages</li> <li>• knowing how to make positive requests of adults and children</li> <li>• Understanding why compliance to another’s requests is essential in any relationship</li> <li>• Learning how to be more supportive to others</li> </ul>		

**Table 2 Continued**

Content	Objectives	Content	Objectives
<b>Program Six: Problem Solving for Parents</b>			
Part 1: Problem Solving About Children's Problems	<ul style="list-style-type: none"> <li>Recognizing when to use spontaneous problem-solving skills</li> <li>Understanding the important steps to problem solving</li> </ul>	Part 2: Problem Solving About Interpersonal Issues	<ul style="list-style-type: none"> <li>Avoiding blocks to effective problem solving such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps, and criticizing solutions</li> <li>Recognizing how to use problem-solving strategies to get more support</li> <li>Learning how to express feelings about a problem without blaming</li> </ul>
Part 3: Problem Solving With Teachers	<ul style="list-style-type: none"> <li>Understanding how to collaborate with teachers</li> <li>Implementing behavior plans at home and at school</li> <li>Learning how to have a successful parent/teacher conference</li> </ul>		
<b>Program Seven: Problem Solving With Children</b>			
Part 1: Teaching Children to Problem Solve in the Midst of Conflict	<ul style="list-style-type: none"> <li>Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict</li> <li>Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire</li> <li>Discovering the value of obtaining the child's feelings and view of the problem before attempting to problem solve</li> <li>Learning how to foster children's skills to empathize and perceive another's point of view</li> <li>Recognizing when children may be ready to problem solve on their own</li> <li>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</li> </ul>	Part 2: Family Problem-Solving Meetings	<ul style="list-style-type: none"> <li>Understanding how to use the problem-solving steps with school-age children</li> <li>Recognizing the importance of evaluating plans during each problem-solving session</li> <li>Understanding the importance of rotating the leader for each family meeting</li> <li>Learning how to help children express their feelings about an issue</li> <li>Reinforcing the problem-solving process</li> </ul>