

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

Content	Objectives	Content	Objectives
<b>Program One: Strengthening Children’s Social Skills, Emotional Regulation and School Readiness Skills</b>			
<b>Part 1: Child-Directed Play</b>	<ul style="list-style-type: none"> <li>Recognizing children’s capabilities and needs</li> <li>Adjusting to children’s temperament and activity level</li> <li>Building children’s self-esteem and self-concept</li> <li>Learning about normal developmental milestones</li> <li>Avoiding the criticism trap</li> <li>Understanding the importance of adult attention to promote positive child behaviors - “Attention Principle”</li> <li>Building a positive relationship through child-directed play</li> </ul>	<b>Part 2: Academic and Persistence Coaching</b>	<ul style="list-style-type: none"> <li>Descriptive commenting promotes children’s language skills and builds children’s self-confidence and frustration tolerance</li> <li>Academic coaching increases children’s school readiness</li> <li>Using “persistence coaching” to strengthen children’s ability to be focussed, calm and persist with an activity</li> <li>Learning how to coach preschool reading skills</li> <li>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</li> <li>Understanding children’s developmental drive for independence</li> </ul>
<b>Part 3: Social and Emotion Coaching</b>	<ul style="list-style-type: none"> <li>Using emotion coaching to promote children’s emotional literacy</li> <li>Combining persistence coaching with emotion coaching to strengthen child’s self-regulation skills</li> <li>Learning how to prompt and model emotion language</li> <li>Social coaching, one-on-one, builds child’s social skills (e.g., sharing, taking turns)</li> <li>Knowing how to engage in fantasy play to promote social skills and perspective taking</li> <li>Helping parents understand how they can coach several children in positive peer interactions</li> <li>Understanding how to model, prompt, and praise social skills</li> <li>Understanding developmental stages of play</li> <li>Learning how to apply coaching principles in other settings (e.g., meal times, grocery store trips, bath times, etc.,)</li> </ul>		

**Table 3 Continued**

Content	Objectives	Content	Objectives
<b>Program Two: Using Praise and Incentives to Encourage Cooperative Behavior</b>			
<b>Part 1: The Art of Effective Praise &amp; Encouragement</b>	<ul style="list-style-type: none"> <li>• Labeling praise</li> <li>• Give to Get” principle—for adults and children</li> <li>• Modeling self-praise</li> <li>• Resistance to praise—the difficulties from self and others to accept praise</li> <li>• Promoting positive self-talk</li> <li>• Using specific encouraging statements versus nonspecific</li> <li>• Getting and giving support through praise</li> <li>• Avoiding praising only perfection</li> <li>• Recognizing social and academic behaviors that need praise</li> <li>• Building children’s self-esteem through praise and encouragement</li> <li>• Understanding “proximal praise” and “differential attention”</li> </ul>	<b>Part 2: Motivating Children Through Incentives</b>	<ul style="list-style-type: none"> <li>• Understanding value of spontaneous rewards &amp; celebrations</li> <li>• Understanding the difference between rewards and bribes</li> <li>• Recognizing when to use the “first-then” principle</li> <li>• Understanding how to “shape” behaviors</li> <li>• Providing ways to set up sticker and chart systems with children</li> <li>• Understanding how to develop incentive programs that are developmentally appropriate</li> <li>• 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</li> <li>• Importance of reinforcing/refueling oneself and others</li> </ul>
<b>Program Three: Effective Limit Setting</b>			
<b>Part 1: Rules, Responsibilities and Routines</b>	<ul style="list-style-type: none"> <li>• Importance of routines and predictable schedules for children</li> <li>• Clear and predictable household rules offer children safety and reduce misbehaviors</li> <li>• Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines</li> <li>• Starting children learning about family responsibilities</li> <li>• Helping children learn family household rules</li> </ul>	<b>Part 2: Effective Limit Setting</b>	<ul style="list-style-type: none"> <li>• Identifying important household rules</li> <li>• Understanding ways to give more effective commands</li> <li>• Avoiding unnecessary commands</li> <li>• Avoiding unclear, vague and negative commands</li> <li>• Providing children with positive alternatives/choices</li> <li>• Understanding when to use the “when-then” command</li> <li>• Recognizing the importance of warnings, reminders and redirection</li> <li>• When possible, give children transition time</li> <li>• “Politeness Principle”</li> <li>• Praise children’s compliance to commands</li> </ul>

**Table 3 Continued**

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