

Part 5
Advanced Program
(Programs 5, 6, 7)
Agendas and Checklists
for Each Session

- 1. Sessions One Through Nine***
- 2. Checklist for Each Session***



Advanced Program Agendas and Checklists for Each Session

The content covered in each session needs to be paced according to each parent groups' particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. Pace yourself according to questions and needs of the group. The subsequent session is used to troubleshoot any questions or problems and show the remaining vignettes on that topic.

The following outline is a suggested guideline for completing the entire program in 9, two-hour weekly sessions. Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you might find it takes longer to complete the program.

If you are combining the Program 5, 6 & 7 with Basic Series, show it *after* completing the all the protocols for Preschool Basic, OR after programs 9 and 10 of School Age Basic (but before program 8).

How to Communicate Effectively With Adults and Children (Program 5)

Session One: Welcome & Introduction to Program Parents' Goals

"Listening Attentively"

Part 1: Vignettes 1–6

Session Two: Active Listening & Speaking Up

"Speaking up"

Part 1: Vignettes 7–20

Session Three: Communicating More Positively to Oneself and Others

"Self Talk"

Part 2: Vignettes 21–39

Session Four: Giving and Getting Support

Part 3: Vignettes 40–52

Problem-Solving for Parents (Program 6)

Session Five: Adult Problem-Solving Meetings

Part 1: Vignettes 1–5F

Session Six: Problem Solving With Teachers

Part 2: Vignettes 6A–9G

Part 3: Vignettes 10A–12F

Problem-Solving With Young Children (Program 7)

Session Seven: Teaching Children to Problem-Solve

Part 1: Vignettes 1–12

Session Eight: Family Meetings

Part 2: Vignettes 1A–7G

Session Nine: Review and Celebration

Catch up and complete Vignettes

Leader Agenda Protocols and Checklists

18-20 Session 2-hour Group Format

The following outline is a suggested guideline for completing the entire School Age Basic and Advanced protocols in 18-20, 2-hour weekly sessions. You may select vignettes according to whether your group consists of parents of primarily 6-8 year olds or 9-12 year olds. Session protocols indicate with an asterisk vignettes that pertain to children ages 9-12 and are not relevant for 6-8 year olds. However, many of the scenes of 6-8 year olds will also be appropriate for 9-12 year olds because of the principles being covered. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

Basic School Age Programs

Session One: Welcome & Introduction to Program Parents' Goals

Importance of Parental Attention and Special Time

Program 9: Part 1: Vignettes 1-9

Session Two: Importance of Parental Attention and Special Time

(continued)

Program 9, Part 1: Vignettes 10-19

Session Three: Social, Emotion and Persistence Coaching

Program 9, Part 2: Vignettes 20-41

Session Four: Effective Praise and Encouragement

Program 9, Part 3: Vignettes 42-58

Session Five: Using Tangible Reward Programs to Motivate Your Child

Program 9, Part 4: Vignettes 59-67

Session Six: Rules, Responsibilities and Routines

Program 10, Part 1: Vignette 1-12

Session Seven: Predictable Learning Routines and Clear Limit Setting

Program 10, Part 2: Vignettes 13-33

Session Eight: Ignoring Misbehavior

Program 10, Part 3: Vignettes 34-43

Session Nine: Time Out To Calm Down

Program 10, Part 4: Vignettes 44-55E

Session Ten: Other Consequences

Program 10, Part 5: Vignettes 56-70

Advanced Program

- Session Eleven:** **Communication - Listening and Speaking Up**
Program 5, Part 1: Vignettes 1-6
- Session Twelve:** **Communication - Listening and Speaking Up**
Program 5, Part 1: Vignettes 7-20
- Session Thirteen:** **Communicating More Positively to Oneself and Others**
Program 5, Part 2: Vignettes 21-39
- Session Fourteen:** **Giving and Getting Support**
Program 5, Part 3: Vignettes 40-52
- Session Fifteen:** **Adult Problem Solving Meetings**
Program 6, Part 1: Vignettes 1-5F (children's problems)
- Session Sixteen:** **Solving Interpersonal Problems and Problem Solving With Teachers**
Program 6, Part 2: 6A-9E (parent interpersonal problems)
Program 6, Part 3: Vignettes 10A-12D (working with teachers)
- Session Seventeen:** **Teaching Children to Problem Solve**
Program 7, Part 1: Vignettes 1-12
- Session Eighteen:** **Family Meetings**
Program 7, Part 2: Vignettes 1A-7G
- Session Nineteen:** **Review and Celebration**

Note: Program 8: Promoting Your Child's Success in School is optional. It should be considered for children with reading and academic difficulties and offered after the Basic Programs.

Supporting Your Child's Success in School

- Session One:** **Promoting Reading Skills**
Program 8, Part 1: Vignettes 1-9
- Session Two:** **Dealing with Children's Discouragement**
Program 8, Part 2: Vignette 10-15
- Session Three:** **Fostering Good Learning Habits and Routines**
Program 8, Part 3: Vignettes 16-22
- Session Four:** **Parents Showing Interest in School**
Program 8, Part 4: Vignettes 23-33

Program Five: How to Communicate Effectively With Adults and Children Outline—Session One

Introductions, Parental Goals and “Listening Attentively”

I. Welcome

Greet each parent.

Leaders introduce themselves.

II. Introductions (if new members)

Find out group members’ names, ages of children, and personal goals.

Write parents’ goals on board or poster so you and group can refer back to them.

III. Ground Rules (if new members)

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.)

IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format.

Refer to the advance pyramid poster or the parent handout.

Give one book (The Incredible Years) and a magnet to each family.

V. Topic of Day: “Listening Attentively”

A. Brainstorm “What is Effective Communication?”

B. Brainstorm benefits and barriers to being able to listen.

C. Vignettes: Program 5, Part 1: 1–6

Key Concepts

- Understanding importance of effective listening skills.
- Recognizing ways to show you are listening (e.g., ask questions, paraphrase or summarize, reflect feelings.)
- Avoiding blocks to listening skills.

D. Role Plays

Divide group into sets of 3.

Group role play: Listening to daughter (Vignette 1).

Group role play: Listening to wife (Vignette 2).

Group role play: Listening when someone is angry. (Vignette 3).

E. Summarize Key Points (Refrigerator Notes).

VI. Review Home Activities

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading.

Let them know that you will be asking about their experiences at the beginning of the next session.

Ask them to complete their self-monitoring checklist.

VII. Parent Weekly 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 communicating.

Remind them of any details they need to know for the next session.

LEADER CHECKLIST

Session One

Session One: *Parent Goals and “Listening Attentively”*

Vignettes: *Program 5, Part 1: 1–6*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1:

1 2 3 4 5 6

Vignettes in parentheses are optional. Use if you have time.

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Review parents’ goals and write in Goals Sheet	_____	_____
4. Brainstorm group ground rules	_____	_____
5. Present program goals (pyramid)	_____	_____
6. Explain format for meetings	_____	_____
7. Brainstorm benefits and barriers to being able to listen	_____	_____
8. Role play not listening and listening	_____	_____
9. Role play alternative responses to Vignettes 1 & 2 & 3	_____	_____
10. Explain importance of home activities and reading assignments	_____	_____
11. Assign this week’s home activities (self-monitoring checklist)	_____	_____
12. Weekly evaluation	_____	_____

Handouts to Copy:

Home Activities for the Week – Active Listening

Refrigerator Notes about Active Listening

Parents Thinking Like Scientists (two handouts, see handouts section Program 6, Part 1)

Self-Evaluation

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

***Program Five: How to Communicate Effectively
With Adults and Children
Outline—Session Two***

Active Listening and Speaking Up

I. Welcome

II. Review Ground Rules

III. Report on Home Activities

Ask parents about listening actively.

Reinforce parent participation in reading chapters or practicing listening.

IV. Topic of Day: Active Listening and Speaking Up

A. Do benefits and barriers exercise regarding speaking up. Brainstorm advantages of speaking up and effective skills needed to speak up.

B. Vignettes: Program 5, Part 1: 7–20

Key Concepts

- Understanding the importance of effective listening skills
- Recognizing ways to show you are listening (e.g., ask questions, paraphrase or summarize, reflect speaker's feelings, eye contact)
- Learning how to speak up effectively about problems
- Recognizing how to validate another's feelings
- Knowing how and when to express your own feelings
- Avoiding communication "blocks" such as not listening, storing up grievances and angry explosions

C. Role Play

Leader do a live role play

Divide group into triads to practice speaking up and listening. (See Role Play, Vignette 7)

Group role play Vignette 11 & 12.

V. Review Home Activities

Practice listening and speaking up.

VI. Parent Weekly Evaluation

VII. Closing

LEADER CHECKLIST

Session Two

Session Two: **Active Listening and Speaking Up**

Vignettes: **Program 5, Part 1: 7–20**

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1

7	8	9	10	11	12	13	14	15	16	17	18	19
20	Summary											

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities	_____	_____
3. Review the concepts from last week's session (briefly)	_____	_____
4. Brainstorm effective ways to speak up	_____	_____
5. Benefits and Barriers to speaking up	_____	_____
6. Leader does live role play	_____	_____
7. Group role play Vignettes 7, 11 & 12	_____	_____
8. Do "Buzz" to focus on feeling validation	_____	_____
9. Review this week's home assignment	_____	_____
10. Weekly evaluation	_____	_____

Handouts to Copy:

Home Activities for the Week – Speaking Up

Refrigerator Notes About Speaking Up

Parent Record Sheet: Listening & Speaking Up

Brainstorm/Buzz: Positive Statements

Self-Evaluation

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

***Program Five: How to Communicate Effectively
With Adults and Children
Outline—Session Three***

Communicating More Positively With Oneself and Others

I. Welcome

II. Ground Rules

III. Report on Home Activities

Ask about any difficulties with speaking up and listening.

IV. Topic of Day: Communicating More Positively With Oneself and Others

A. Introduce new topic

B. Vignettes: Program 5, Part 2: 21–39

Key Concepts

- Recognizing negative self-talk
- Understanding how angry and depressive emotions and thoughts can affect behaviors with others
- Learning coping strategies to stop negative self-talk
- Learning coping strategies to increase positive self-talk
- Increasing polite and positive communication skills with others
- Avoiding communication “blocks” such as put-downs, blaming, and denials
- Understanding the importance of seeing the problem from the other person’s point of view

C. Brainstorm negative thoughts with scenario. (See Vignette 23 Brainstorm)

D. “Buzz” to record positive and coping thoughts.

E. Role Play

Role play and practice changing negative thoughts into positive, coping thoughts. (Vignette 24)

Role play (See suggestions Vignette 34, 35 & 38)

Role play speaking up politely. (See Vignette in Manual)

V. Review Home Activities

In addition to explaining the handouts, encourage parents to praise themselves for their efforts.

VI. Parent Weekly Evaluation

VII. Closing

LEADER CHECKLIST

Session Three

Session Three: Communicating More Positively With Oneself and Others

Vignettes: Program 5, Part 2: 21–39

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2

21	22	23	24	25	26	27	28	29	30	31	32	33	34
35	36	37	38	39	Summary								

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Brainstorm or Buzz negative self-talk and discuss its effects on behavior	_____	_____
4. Practice changing negative self-talk (see Vignette 23)	_____	_____
5. Role plays (see Vignettes 34, 35 & 38)	_____	_____
6. "Buzz" to write positive and coping self-statements	_____	_____
7. Role play speaking up politely	_____	_____
8. Review this week's home assignment	_____	_____
9. Weekly evaluation	_____	_____

Handouts to Copy:

Home Activities for the Week – Communicating More Positively to Oneself and Others

Refrigerator Notes About Upsetting Thoughts

Refrigerator Notes about Self Talk and Managing Stress and Anger (2)

Behavior Record Sheet: Positive Statements

Tips to Being Polite

Learning Self-Control

Self-talk in Problem Situations

Thermometers (2)

Time Out for Parents Who Are Angry

Effective Limit Setting

Introduction Part 5

Parent Anger, Depression, and Coping Cycles

Brainstorm/Buzz: Practice Coping Thoughts

Substitute Coping Thoughts for Angry or Depressive Thoughts

Brainstorm/Buzz: Self-Praise

Brainstorm/Buzz: Ways to Stay Calm

Brainstorm/Buzz: Staying Calm & Managing Anger (2)

Brainstorm/Buzz: Staying Calm

Anger Cycle/Depression Cycle/Thought & Feeling Diary

Self-Evaluation

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

***Program Five: How to Communicate Effectively
With Adults and Children
Outline—Session Four
Giving and Getting Support***

I. Welcome**II. Ground Rules/Announcements****III. Report on Home Activities**

Discuss personal experiences with self-talk methods.

Ask parents to share any experiences.

Ask about buddy calls.

IV. Topic of Day: Giving and Getting Support

A. Explain that at this meeting the focus of the class shifts to learning how to be supportive to others and ask for support when it is needed.

(Show pyramid to explain progression.)

Brainstorm benefits and barriers to asking for and giving support.

B. Vignettes: Program 5, Giving and Getting Support Part 3: 40–56

Key Concepts

- Understanding the importance of support for a family or individual
- Recognizing communication styles or beliefs that block support
- Fostering self-care or positive self-reinforcement strategies in adults and children
- The importance of getting feedback from others
- Knowing how to turn a complaint into a positive recommendation
- Striving for consistent verbal and nonverbal messages
- Making positive requests of others
- Understanding why compliance to others' requests is essential in a relationship
- Knowing how to be supportive to others
- Avoiding "blocks" to getting support such as defensiveness, denials, cross-complaints, inconsistent or mixed messages

C. Role plays (Vignettes 43, 46)

D. "Buzz" to express gratitude

E. "Buzz" ways to get support

V. Review Home Activities

Assign buddies and explain the purpose of buddy calls. Ask them to try doing one of the home activities with their buddy.

VI. Parent Weekly Evaluation**VII. Closing**

LEADER CHECKLIST**Session Four****Session Four: Giving and Getting Support****Vignettes: Program 5, Part 3: 40-56**

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 3

40	41	42	43	44	45	46	47	48	49	50	51	52
53	54	55	56	Summary								

(Circle vignettes shown.)

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

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities (self-talk); elicit reactions and experiences (to reading chapter) | _____ | _____ |
| 3. Brainstorm benefits and barriers to asking for support (do on board or flip chart) | _____ | _____ |
| 4. Role play Vignette 43 | _____ | _____ |
| 5. Role play Vignette 46 | _____ | _____ |
| 6. "Buzz" to express gratitude | _____ | _____ |
| 7. Explain buddy calls | _____ | _____ |
| 8. "Buzz" ways to get support | _____ | _____ |
| 9. Review this week's home assignment | _____ | _____ |
| 10. Weekly evaluation | _____ | _____ |

Handouts to Copy:

Home Activities for the Week – Polite Requests and Positive Feedback

Refrigerator Notes About Effective Communication

Behavior Record Sheet: Giving and Getting Support

Behavior Record Sheet: Sources of Stress

Piggy Banks (4)

Brainstorm/Buzz: Pleasurable Times

Brainstorm/Buzz: Praising Family Members & Friends

Self-Evaluation

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

Program Six: Problem Solving for Parents Outline—Session Five

Adult Problem Solving Meetings

I. Welcome

II. Ground Rules

III. Report on Home Activities

Ask parents to report on experiences with “making a request” and trying to support another person.

Did anyone try to give feedback or ask for clarification?

Discuss sources of stress.

Ask about buddy calls.

IV. Topic of Day: Problem Solving Plans for Parenting Issues

A. Discussion—Make a list of stresses, which will be used to practice problem solving.

B. Vignettes: Program 6, Part 1: 1–5F

Key Concepts

- Recognizing when to use spontaneous problem-solving skills
- Understanding the six important steps of problem-solving
- Learning how and when to collaborate effectively
- Communicating effectively while problem-solving
- Avoiding bocks 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

C. Role Play

Introduce brainstorming with “brick” analogy and how to make friends.

Break up into triads to practice steps of defining problem, summarizing, identifying goal, and brainstorming. (following Vignette 4A)

Break up into triads to practice evaluating solutions.

V. Review Home Activities

Explain handouts.

VI. Parent Weekly Evaluation

VII. Closing

LEADER CHECKLIST

Session Five

Session Five: *Adult Problem Solving Meetings*

Vignettes: *Program 6, Part 1: 1–5F*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1

1	2	3A	3B	3C	3D	3E	3F	4A	4B	4C	4D	4E	4 F
4G	5A	5B	5B	5C	5D	5E	5F	Summary					

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to communication skills) | _____ | _____ |
| 3. Ask about reading | _____ | _____ |
| 4. Review group list of stressors (do on board or flip chart) | _____ | _____ |
| 5. Review the concepts from last week's session (briefly) | _____ | _____ |
| 6. Teach and model brainstorming | _____ | _____ |
| 7. Role play problem definition, goals and brainstorming | _____ | _____ |
| 8. Role play evaluation process | _____ | _____ |
| 9. Role play alternatives to Vignette 4A | _____ | _____ |
| 10. Review this weeks home assignment | _____ | _____ |
| 11. Weekly Evaluation | _____ | _____ |

Handouts to Copy:

Home Activities for the Week – Problem solving for adults

Problem-Solving Checklist

Parents Thinking Like Scientists (2)

Use the Problem Solving Approach to Help Your Child

Problem-Solving Worksheet for Managing Family Problems

Self-Evaluation

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

Program Six: Problem Solving Interpersonal Issues and Problem Solving With Teachers Outline—Session Six*

I. Welcome

II. Report on Home Activities

Discuss their experiences with problem solving.

Find out reactions to readings

III. Topic of Day: Problem Solving Interpersonal Matters

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

Key Concepts

- Recognizing when to use spontaneous problem-solving skills
- Understanding the six important steps of problem-solving
- Learning how and when to collaborate effectively
- Communicating effectively while problem-solving
- Avoiding bocks 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

B. Vignettes 6A–9G (Vignettes 8A–E for single parents)

C. Role Play Interpersonal Issues

IV. 2nd Topic: Problem Solving With Teachers

A. Vignettes Program 6 Part 5: 10A–12F

B. Role Play (use scripts)

V. Review Home Activities

Explain handouts.

Start thinking about continuing to get support after group ends.

VI. Parent Weekly Evaluation

VII. Closing

NOTE: For populations of families where there are either significant family interpersonal problems or children with school problems, this session will need to be completed in two sessions.



LEADER CHECKLIST

Session Six

Session Six: *Solving Interpersonal Problems and Problem Solving with Teachers*

Vignettes: *Program 6, Part 2: 6A-9G and Part 3: 10A-12F*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2

6A 6B 6C 6D 6E 6F 7A 7B 7C 8A 8B 8C 8D
8E 9A 9B 9C 9D 9E 9F 9G

VIGNETTES COVERED: Part 3

10A 10B 10C 10D 10E 11A 11B 11C 12A 12B 12C 12D 12E
12F

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Ask about reading	_____	_____
4. Brainstorm problem solving for interpersonal problems	_____	_____
5. Review problem solving with teachers	_____	_____
6. Role play Interpersonal Issue	_____	_____
7. Role play with Teacher (use script)	_____	_____
8. "Buzz" to generate solutions	_____	_____
9. Weekly evaluation	_____	_____

Handouts to Copy:

Home Activities: Talk to Teacher or Solve an Interpersonal Issue

Refrigerator Notes about Talking with Teachers (3)

Problem Solving With Teacher scripts (#1 and #2)

Examples of Teacher Behaviors to Praise

Problem-Solving Checklist

Self-Evaluation

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

NOTE: It may be helpful to offer this session in two sessions, one for interpersonal problem solving and one for problem solving with teachers.



Program Seven: Problem Solving With Young Children Outline—Session Seven

Teaching Children to Problem Solve in the Midst of Conflict

I. Welcome

II. Report on Home Activities

Discuss any experiences with problem-solving games, stress, role plays.

Ask for ideas about continuing to get support and celebration ideas.

III. Topic of Day: Problem-Solving in the Midst of Conflict

- A. Brainstorm benefits of teaching children to problem solve. Vignettes: Program 7, Part 1: 1–12

Key Concepts

- Understanding the importance of adults not imposing solutions on children but rather fostering a “thinking process” about conflict
- Recognizing how and when to use “guided solutions: for very young children or for children who do not have positive solutions in their repertoire
- Discovering the value of first understanding the child’s feelings and view of the problem before attempting problem-solving
- Learning how to foster children’s empathy skills and ability to perceive another’s point of view
- Understanding ways to encourage children’s generation of solutions to problems
- Learning how to help children think about and evaluate consequences to proposed solutions
- Recognizing when children may be ready to problem-solve on their own
- Avoiding “blocks” to effective problem-solving with children such as lectures, negative or quick judgments about solutions, excessive focus on the “right” answer, and the failure to validate a child’s feelings

- B. Role-Play/Practice

Role play problem solving Vignettes 5A, 10.

IV. Review Home Activities

Explain handouts.

Talk about how group wants to celebrate last session and discuss how group members can continue to get support.

VI. Parent Weekly Evaluation

VII. Closing

LEADER CHECKLIST**Session Seven**

**Session Seven: Teaching Children to Problem Solve
in the Midst of Conflict**

Vignettes: Program 7, Part 1: 1–12

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1

1 2 3 4 5 6 7 8 9 10 11 12

(Circle vignettes shown.)

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

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to problem-solving games) | _____ | _____ |
| 3. Ask about reading | _____ | _____ |
| 4. Make a group list of problems they want to problem-solve | _____ | _____ |
| 5. Role play problem solving Vignette 5A | _____ | _____ |
| 6. Role play problem solving Vignette 10 | _____ | _____ |
| 7. Begin discussion of termination (feelings about group, planning party, continuing group on own) | _____ | _____ |
| 8. Review this week's home assignment | _____ | _____ |
| 9. Weekly evaluation | _____ | _____ |

Handouts to Copy:

Home Activities – Parents Teaching Children to Problem Solve
Refrigerator Notes about Problem-Solving With Children
Behavior Record: Problem-Solving With Your Children
Possible Solutions For Children to Use
Parents Thinking Like Detectives: See What You've Learned
Problem-Solving Checklist
Parent Record Sheet: Problem Solving
Evaluating Solutions
Problem-Solving Worksheet for Managing Challenging Behaviors

Self-Evaluation

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

Program Seven: Problem Solving for Parents Outline—Session Eight

Family Problem Solving Meetings

I. Welcome

II. Ground Rules

III. Report on Home Activities

Find out group experiences with problem solving checklists.

Review some problems for problem solving. Do a Buzz.

IV. Topic of Day: Family Problem Solving

A. Discuss advantages of Family Meetings

B. Vignettes: Program 7 Part 2: 1A–7G (review steps)

Key Concepts

- Understanding how to use the six problem-solving steps found in Part 1 with school-aged children
- Recognizing the importance of evaluating plans during each problem-solving session
- Understanding the importance of rotating the leader for family meetings
- Learning how to help children express their feelings about an issue
- Reinforcing the problem-solving process

C. Role Play/Practice (Vignette 3)

Follow sequence of role plays in manual

D. Buzz positive and negative consequences (Vignette 5H and 5I)

V. Review Home Activities

Continue with problem solving one or two issues during the week.

Assign buddies.

VI. Parent Weekly Evaluation

VII. Closing

LEADER CHECKLIST

Session Eight

Session Eight: *Family Problem Solving Meetings*

Vignettes: *Program 7, Part 2: 1A-7G*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2

1A	1B	2A	2B	2C	2D	2E	3	4A	5A	5B	5C
5D	5E	5F	5G	5H	5I	6	7A	7B	7C	7D	7E
7F	7G	Summary									

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Brainstorm benefits & barriers to family problem solving	_____	_____
4. Review the concepts from last week's session (briefly)	_____	_____
5. Role play problem situations (in manual)	_____	_____
6. Buzz positive and negative consequences (Vignette 5H & 5I)	_____	_____
7. Review this week's home assignment	_____	_____
8. Weekly evaluation	_____	_____

Handouts to Copy:

Home Activities for the Week – Plan Fun Family Activity

Refrigerator Notes About Family Problem Solving

Parent Record Sheet: Problem Solving

Problem-Solving Checklist

Self-Evaluation

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

Outline—Session Nine

Special Problems & Celebration

I. Welcome

II. Report on Home Activities

Discuss any experiences with Family Problem-Solving Meeting
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. Celebration
Certificates 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

Session Nine

Session Nine: Special Problems & Celebration

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Complete any unfinished

DID I	YES	NO
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	_____	_____
6. Discuss termination (feelings about group, continuing group on own, providing support)	_____	_____
7. Present certificates, flowers, gifts	_____	_____
8. Parent Final Program Evaluation (long form)	_____	_____

