

Content and Objectives of the Incredible Years® Preschool Basic Parent Training Program 2.0 (Ages 3–6)

Content	Objectives	Content	Objectives
Program One: Strengthening Children’s Language, School Readiness, Emotion and Social Skills and Positive Relationships			
Part 1: Child-Directed Play Promotes Positive Relationships & Children’s Confidence	<ul style="list-style-type: none"> • Understanding the value of parents' positive attention and appreciation for their children during child-directed play interactions. • Importance of respecting children’s play ideas to build their self-esteem. • Parents modeling compliance to children’s ideas during play to promote their cooperation. • Value of balancing power between parents and children’s interactions. • Accepting children’s temperament and developmental readiness for learning activities. • Building children’s creativity, independence and confidence through child-directed play. • The “attention rule” — attending to positive child behavior and ignoring challenging behavior results in increased child social behaviors, positive relationships and child’s sense of well-being. • The “ignoring” principle — not giving attention to annoying and challenging behaviors, a planned action for promoting “positive opposite” behaviors. • Learning the importance of the “modeling principle”. • Building a positive relationship with children through regular, one-on-one “special time” with child-directed play. 	Part 2: Promoting Language Learning and Conversations	<ul style="list-style-type: none"> • Using descriptive commenting to enhance children’s language development. • Balancing descriptive commenting with a few open-ended questions. • Engaging in reflective commenting to enhance shared conversations. • Tailoring language for children with less verbal language and adding nonverbal visual language gestures and pictures. • Listening carefully to child and imitating, or mirroring the child’s words and extending the length of sentence by one word. • Taking advantage of times child is open to a conversation – don’t pressure a child to talk if the child doesn’t want to; try to understand what the child is trying to tell you about their thoughts, feelings and discoveries without corrections. • Prompting conversations with the “serve and return” methods. • Promoting conversations about school experiences to enhance home-school connections. • Understanding the importance of promoting bilingual language learning. • Using puppets, pretend play, songs, games and stories to extend vocabulary and social communication. • Using interactive reading and coaching to build bilingual language and reading readiness.

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Part 3: Persistence and Academic Coaching Promotes School Readiness	<ul style="list-style-type: none"> • Descriptive commenting and academic coaching promote children’s language skills and school readiness skills. • Open-ended questions with positive feedback, connecting stories to life events and interactive reading approaches promote children’s reading readiness. • Positive adult attention builds your child’s “bank account” of self-confidence. • The “attention rule”—the principles of attending to positive behavior, remaining patient with your child’s learning efforts results in increased self-esteem and children’s ability to cope with frustration. • The “modeling principle”—parents avoiding the use of critical statements and demands and substituting positive polite language builds children’s resilience. • Using “persistence coaching” to strengthen children’s ability to be focused, calm and to persist with a difficult or frustrating activity. 	Part 4: Emotion Coaching Promotes Emotional Literacy and Empathy	<ul style="list-style-type: none"> • Listening and understanding what the child is feeling, thinking and wanting. • Assessing children’s emotion literacy and targeting emotion words to encourage. • Using emotion coaching during child-directed play times to build children’s emotion language and to encourage their expression of feelings. • Enhancing feelings communication with games and stories. • Sharing the message that all thoughts and feelings are okay, but some behavior responses are not. • Labeling a child’s positive feelings more often than angry, or unhappy, or anxious feelings. • When labeling uncomfortable feelings, point out a possible coping strategy; that is, combine emotion coaching with persistence coaching as a way to help children manage their feelings. • Recognizing when a child is too dysregulated to talk, or listen, and needs space and privacy to calm down. • Parents modeling appropriate expression of feelings language themselves. • Using puppets to model, prompt and share feelings and to encourage empathy for another’s feelings. • Importance of cuddling and soothing a child when frightened or hurt or anxious. • Staying calm as a parent to provide extra reassurance. • Using emotion coaching throughout the day (such as during mealtimes, bathtime, etc.). • Fostering empathy by helping the child understand another person’s feelings.

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Part 5: Social Coaching Promotes Children's Cooperative Friendships	<ul style="list-style-type: none"> • Understanding how to use social coaching to build children's social skills. • Importance of modeling, prompting, coaching, and encouraging social skills such as sharing, being respectful, waiting, asking, taking turns, apologizing, forgiving and praising. • Understanding the developmental stages of children's social play interactions. • Learning how to apply social coaching principles outside of play times such as during meal times, sports and any family activities that require cooperation. • Labeling or describing parents' own social behavior so children know what the parent is modeling. • Participating in pretend play with puppets or action figures to model social skills such as offering an idea, or to help, or making a polite suggestion, praising, forgiving or waiting for a turn. • Modeling and prompting children with limited language by providing a suggestion for the appropriate social words to use. • Prompting children to notice what another child is doing or to help in some way. • Helping child to see the connection between their social behavior and how another child or person feels. • Encouraging joint social play between siblings and with peers. 		

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Program Two: Using Praise and Incentives to Encourage Cooperative Behaviors			
Part 1: The Art of Effective Praise and Encouragement	<ul style="list-style-type: none"> • Using Labeled (descriptive) praise. • The “give to get” principle—for adults and children. • Attending to child’s learning “process,” not only end results. • Modeling self-praise. • Managing resistance to praise—the difficulties from self and others to accept praise. • Using specific encouraging statements versus nonspecific comments. • Getting and giving support through praise with others. • Promoting cooperative skills with praise. • Avoiding praising only perfection. • Understanding “differential attention” and “proximal praise.” • Recognizing academic, persistence, social and self-regulation behaviors that need praise and coaching. • Building children’s self-esteem, confidence, resilience, creativity and independence through praise and encouragement. • Promoting parents’ positive self-talk. 	Part 2: Using Incentives to Motivate Children	<ul style="list-style-type: none"> • Clearly identifying positive behaviors to encourage with positive attention. • Understanding that Incentives are a temporary measure designed to help a child with a particularly difficult behavior. • Learning that what reinforces one child will not necessarily reinforce another child. • Learning the value of spontaneous rewards and celebrations. • Understanding the difference between rewards and bribes. • Recognizing the “first/then” principle. • Shaping behaviors in the direction you want—“small steps toward goal.” • Designing reward programs that are realistic and developmentally appropriate. • Understanding how to set up reward programs for problems such as dressing, compliance, sharing, eating, going to bed, toilet training, etc. • Importance of reinforcing yourself, teachers, and others. • Understanding how to respond to children who reject incentives or become oppositional. • Understanding the importance of combining praise with incentives and learning how to gradually withdraw incentives.

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Program Three: Proactive Discipline			
Part 1: Establishing Household Rules, Routines, and Healthy Lifestyles	<ul style="list-style-type: none"> • Clear and predictable household rules offer children safety and reduce misbehaviors. • Understanding the importance of predictable routines for bedtimes, morning routines & mealtimes. • Recognizing how to establish clear household rules. • Understanding how to separate from young children & the importance of loving reunions. • Designing visual charts for morning routines and daily responsibilities. • Promoting healthy eating habits and enjoyable mealtime experiences. • Understanding how to encourage dinner table manners. • Knowing how to use books and puppets to promote discussions of healthy lifestyles. • Understanding how to set up daily exercise routines. • Helping children develop healthy lifestyles in terms of eating, sleeping and exercise habits. • Respecting and promoting cultural identity with traditional routines, stories and food. 	Part 2: Effective Limit Setting	<ul style="list-style-type: none"> • Reducing the number of commands/requests to only necessary commands that you are prepared to follow through on. • Remembering the Politeness Principle when making requests. • Keep filling your child's bank account with child directed play & coaching methods. • When possible use transition requests to warn children of a change in activity. • Avoiding unnecessary, vague, confusing or question commands/requests. • Commands should be clear, brief, positive and action oriented. • "When-Then", "if-then" and "first-then" commands offer the child a choice related to positive outcome. • Children need warnings, reminders and redirection. • Praise and reward child compliance to commands/requests. • Consistently ignore children's challenging responses to limits set. • Manage resistance to limit setting by staying patient and calm. • Strive for a balance of parent and child power.

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Program Four: Preventing and Managing Misbehavior			
Part 1: Teaching Children Emotion Regulation Skills	<ul style="list-style-type: none"> Continuing to use emotion coaching to strengthen emotional literacy. Understanding the Arc of Emotional Regulation. Strengthening children's use of emotion self-regulation skills such as positive self-talk, positive imagery, music and exercise. Using puppets and breathing ball to practice calm down deep breathing skills with children. Helping children practice calm down methods with the Calm Down Thermometer. Using books and other visual images to teach and practice calm down methods. Understanding the importance of parents using calm down methods themselves to stay patient. Understanding the importance of regular exercise as a way for children to manage emotional regulation. Praising and rewarding children when they remain patient and calm in frustrating situations. 	Part 2: Ignore, Distract, and Redirect	<ul style="list-style-type: none"> Parents practicing self-control and using calm down strategies themselves to stay patient. Understanding the importance of repeated learning trials for children and that challenging behavior is a signal that the child needs some new positive learning opportunities. Continuing to invest in your child's positive bank account with child directed play, coaching methods, encouragement, praise and incentives. Understanding the Arc of Emotional Regulation, when to offer support, and when to give children time and space to calm down. Understanding effective ways to use the Ignore strategy with targeted behaviors parents want to see less of. Learning the value of motivating distractions and redirections.

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Part 3: Consequences for Aggressive or Destructive Behavior	<ul style="list-style-type: none"> • Understanding the Arc of Emotional Regulation, when to offer support, and when to give children time and space to calm down. • Teaching and practicing with children how to take time away to calm down & use self-regulation and calm down skills. • Using puppets to teach children how to take Time Out to Calm Down. • Learning when a self-regulation strategy, or Ignore, or Time Out to Calm Down strategy is needed for selected behaviors. • Understanding the compliance training process for children with Oppositional Defiant Disorder. • Learning when a logical or natural consequence might be the appropriate strategy. • Parents practicing self-control and using calm down strategies themselves to stay patient. 	Part 4: Teaching Children to Problem Solve	<ul style="list-style-type: none"> • Understanding how to have fun using games, books and imaginative play interactions to present hypothetical problem scenarios designed to promote discussions and opportunities for children to practice acting out solutions. • Helping children realize that an uncomfortable feeling signals a problem that needs discussion and problem solving with someone. • Using puppets to model problem solving steps and prompt practice of solutions • Understanding how to use the “attention principle” during the problem-solving play interactions • Helping young preschool children (3-6 years) focus on generating and practicing several different solutions for a problem situation. • Helping early school age children (6-8 years) think whether their solutions are safe, fair and lead to good feelings and how to make the best solution choice. • Setting up problem solving scenarios to practice that occur for their children at home or school (e.g., fears or frustrations or loneliness). • Helping children think about what to do when one solution doesn't work. • Understanding the importance of waiting until a child is regulated before trying to problem solve; avoid doing this when children are highly dysregulated. • Teaching parents how to use the Problem Solving Checklist and Worksheets to review their problem solving approaches.