# Appendix

1. *Ground Rules*
2. *Self-Empowerment Table*
3. *Therapeutic Change Process Figure*
4. *Self-monitoring checklist (to be reproduced)*
5. *Parent Weekly Evaluation Form*
6. *Parent Final Program Satisfaction Questionnaire (to be reproduced)*
7. *Tables of Program, Content & Objectives*
8. *Weekly Logs*

# *Important Notes to Remember*

> ! NOTE: <u>The evaluations, forms, and parent certificate in this section may be kept as master copies and photocopied for reuse with your parent groups.</u> All copyright information must be maintained and you may not alter any of the content on these materials.
>
> These forms are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).
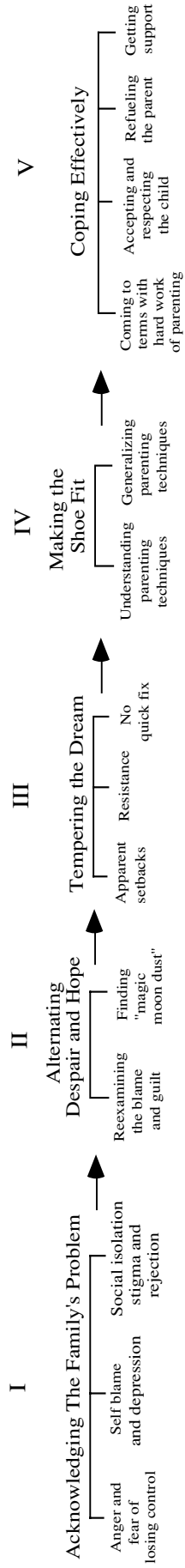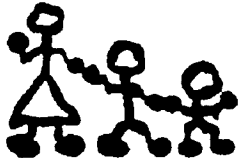
**The Incredible Years®**

# Ground Rules

1. Everyone's ideas are respected.

2. Anyone has a right to pass.

3. One person talks at a time.

4. No "put downs" allowed.

5. Confidentiality

# Table: Sources of Increased Self-Empowerment

| | CONTENT | PROCESS |
|---|---|---|
| **KNOWLEDGE**<br>Child development<br>Behavior management<br>Individual and temperamental differences | Developmental norms and tasks<br>Behavioral (learning) principles<br>Child management (disciplinary strategies)<br>Relationships (feelings)<br>Self-awareness (self-talk, schema, attributions)<br>Interactions (awareness of contingencies, communications)<br>Resources (support, sources of assistance)<br>Appropriate expectations<br>Parent involvement with children | Discussion<br>Books/pamphlets to read<br>Modeling (videotape, live role play, role reversal, rehearsal)<br>Metaphors/analogies<br>Homework tasks<br>Networking<br>Developmental counseling<br>Videotape viewing and discussion<br>Self-observation/recording at home<br>Discussing records of parents' own data<br>Teaching, persuading |
| **SKILLS**<br>Communication<br>Problem -solving (including problem analysis)<br>Tactical thinking (use of techniques/methods)<br>Building social relationships<br>Enhancing children's academic skills | Self-restraint/anger management<br>Self-talk (depressive thoughts)<br>Attend-ignore<br>Play-praise-encourage<br>Contracts<br>Consistent consequences<br>Sanction effectively (time out, loss of privileges, natural consequences)<br>Monitoring<br>Social/relationship skills<br>Problem-solving skills<br>Fostering good learning habits<br>Self-assertion/confidence<br>Empathy for child's perspective<br>Ways to give and get support | Self-reinforcement<br>Group and leader reinforcement<br>Self-observations of interactions at home<br>Rehearsal<br>Participant modeling<br>Homework tasks and practice<br>Video modeling & feedback<br>Self-disclosure<br>Leader use of humor/optimism<br>Relaxation training<br>Stress management<br>Self-instruction<br>Visual cues at home |
| **VALUES**<br>Strategic thinking<br>(working out goals, philosophy of child rearing, beliefs) | Treatment/life goals<br>Objectives (targeted child behaviors)<br>Ideologies<br>Rules<br>Roles<br>Relationships<br>Emotional barriers<br>Attributions<br>Prejudices<br>Past history | Discussion/debate<br>Sharing<br>Listening<br>Respecting/accepting<br>Negotiating<br>Demystifying<br>Explaining/interpreting<br>Reframing<br>Resolving conflict<br>Clarifying<br>Supporting<br>Adapting |

Figure 1. The Therapeutic Change Process

**I**

Acknowledging The Family's Problem

- Anger and fear of losing control
- Self blame and depression
- Social isolation stigma and rejection

**II**

Alternating Despair and Hope

- Reexamining the blame and guilt
- Finding "magic moon dust"

**III**

Tempering the Dream

- Apparent setbacks
- Resistance
- No quick fix

**IV**

Making the Shoe Fit

- Understanding parenting techniques
- Generalizing parenting techniques

**V**

Coping Effectively

- Coming to terms with hard work of parenting
- Accepting and respecting the child
- Refueling the parent
- Getting support

# ADVANCE Program (5, 6 & 7)
## *Self-Monitoring Checklist*

## Session 1: Listening Attentively

_____ Read Chapter 16 (Effective Communication Skills).

_____ Special times this week will include: _____

_____ Practice speaking up and listening

_____ Make buddy call

**My goal for the coming week:** _____

_____

## Session 2: Active Listening and Speaking Up

_____ Review Chapter 16 (Effective Communication Skills).

_____ Practice speaking up and listening

_____ Special times this week will include:_____

_____ Make buddy call

**My goal for the coming week:** _____

_____

## Session 3: Communicating Positively

_____ Read Chapter 14 (Controlling Upsetting Thoughts)

_____ Practice positive self-talk

_____ Special times this week will include:_____

_____ Make buddy call

**My goal for the coming week:** _____

_____

## Session 4: Giving and Getting Support

_____ Read Chapter 15 (Timeout from Stress and Anger).

_____ Practice positive self-talk

_____ Special times this week will include:_____

_____ Make buddy call

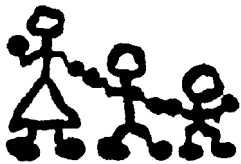**My goal for the coming week:** _____

_____

## Session 5: Problem Solving For Adults

_____     Read Chapter 17 (Problem Solving Between Adults).

_____     Special times this week will include:_____

_____     Make buddy call

**My goal for the coming week:** _____

_____

## Session 6: Problem Solving With Teachers

_____     Read Chapter 18 (Working With Teachers to Prevent Problems)

_____     Special times this week will include:_____

_____     Make buddy call

**My goal for the coming week:** _____

_____

## Session 7: Problem Solving With Children

_____     Read Chapter 11 (Teaching Children to Problem Solve).

_____     Special times this week will include:_____

_____     Make buddy call

**My goal for the coming week:** _____

_____

## Session 8: Family Problem Solving Meetings

_____     Read Chapter 12 (Helping Children Learn to Regulate Their Emotions)

_____     Special times this week will include:_____

_____     Make buddy call

**My goal for the coming week:** _____

_____

## Session 9: Review and Celebration

_____     Had a family meeting

_____     Make buddy call

**My goal for the coming week:** _____

_____

# *INCREDIBLE YEARS® PARENT PROGRAM*
# *PARENT WEEKLY EVALUATIONS*

Name _____ Session _____ Date _____

I found the content of this session was:

       not helpful         neutral        helpful       very helpful

I feel the video examples were:

       not helpful         neutral        helpful       very helpful

I feel the group leader's teaching and leadership skill was:

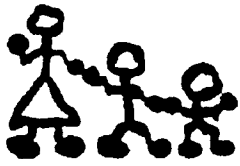       not helpful         neutral        helpful       very helpful

I found the group discussion and interaction to be:

       not helpful         neutral        helpful       very helpful

The use of role play/practices was:

       not helpful         neutral        helpful       very helpful

Additional comments:

This form updated November, 2013

### Incredible Years®
### *Parent Program Satisfaction Questionnaire*
### *Advanced Parent Program*

(Hand out at end of the program)

Participant's Name _____ Date_____

The following questionnaire is part of our evaluation of the parenting program that you have received.  It is important that you answer as honestly as possible.  The information obtained will help us to evaluate and continually improve the program we offer.  Your cooperation is greatly appreciated.  All responses will be strictly confidential.

## A. *The Overall Program*

Please circle the response that best expresses how you honestly feel at this point.

1. The problem(s) that originally prompted me to take the parenting program for my child is (are)

| considerably worse | worse | slightly worse | the same | slightly improved | improved | greatly improved |

2. My child's behaviors which I/we have tried to change using the methods presented in this program are

| considerably worse | worse | slightly worse | the same | slightly improved | improved | greatly improved |

3. My child's behaviors which I/we have not tried to change using the methods presented in this program are

| considerably worse | worse | slightly worse | the same | slightly improved | improved | greatly improved |

4. My feelings about my child's progress are that I am

| very dissatisfied | dissatisfied | slightly dissatisfied | neutral | slightly satisfied | satisfied | greatly satisfied |

5. To what degree has the parenting program helped with other personal or family problems not directly related to your child (for example, your marriage, your feelings in general)?

| hindered much more than helped | hindered | hindered slightly | neither helped nor hindered | helped slightly | helped | helped very much |

6.  My expectation for good results from this program is

| very pessimistic | pessimistic | slightly pessimistic | neutral | slightly optimistic | optimistic | very optimistic |

7. I feel that the approach used to change my child's behavior problems in this program is

| very inappropriate | inappropriate | slightly inappropriate | neutral | slightly appropriate | appropriate | greatly appropriate |

8. Would you recommend the program to a friend or relative?

| strongly not recommend | not recommend | slightly not recommend | neutral | slightly recommend | recommend | strongly recommend |

9. How confident are you that you will be able to manage current behavior problems in the home on your own?

| very unconfident | unconfident | slightly unconfident | neutral | slightly confident | confident | very confident |

10.  How confident are you that you will be able to manage future behavior problems in the home using what you learned from this program?

| very unconfident | unconfident | slightly unconfident | neutral | slightly confident | confident | very confident |

11. My overall feeling about the parenting program for my child and family is

| very negative | negative | slightly negative | neutral | slightly positive | positive | very positive |

## B. Teaching Format

### Usefulness

In this section, we would like you to indicate how useful each of the following types of teaching is for you now.  Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader in lectures was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

2. Demonstration of skills through the use of DVD vignettes and practicing role plays was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

3. Practicing skills and doing role plays in group was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

4. Group discussion of skills was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

5. Practicing skills at home with adults was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

6.  Making buddy calls was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

7. Reading chapters was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

8.  Practicing skills at home with your child was

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

## C.  Specific Parenting Techniques

### Difficulty

In this section we would like you to indicate how difficult it usually is to use each of the following techniques now.  Please circle the response that most accurately describes how difficult the technique is for you.

### 1.  Listening Skills

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

### 2. Speaking Up

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

### 3. Communicating More Positively to Oneself and Others

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

### 4. Giving and Getting Support

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

### 5. Problem Solving With Adults

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

### 6. Problem Solving With Young Children

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

### 7. This Overall Group of Techniques

| extremely difficult | difficult | slightly difficult | neutral | somewhat easy | easy | extremely easy |

## Usefulness

In this section, we would like you to indicate how useful each of the following techniques is in improving your interactions with your child and decreasing his or her "inappropriate" behaviors now.  Please circle the response that most accurately describes the usefulness of the technique.

### 1. Listening Skills

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

### 2. Speaking Up

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

### 3. Communicating More Positively to Oneself and Others

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

### 4. Giving and Getting Support

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

### 5. Problem Solving With Adults

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

### 6. Problem Solving With Young Children

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

### 7. This Overall Group of Techniques

| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |

## D. Evaluation of Group Leader(s)

In this section we would like you to express your opinions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1_____

(name)

1. I feel that the group leader's teaching was

| very poor | poor | below average | average | above average | superior | excellent |

2. The group leader's preparation was

| very poor | poor | below average | average | above average | superior | excellent |

3. Concerning the group leader's interest and concern in me and my problems with my child, it was

| very poor | poor | below average | average | above average | superior | excellent |

4. At this point, I feel that the group leader in the program was

| extremely not helpful | not helpful | slightly not helpful | neutral | slightly helpful | helpful | extremely helpful |

5. Concerning my personal feelings toward the group leader, I

| dislike him/her very much | dislike him/her | dislike him/her slightly | have a neutral attitude toward him/her | like him/her slightly | like him/her | like him/her very much |

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2_____

(name)

1. I feel that the group leader's teaching was

| very poor | poor | below average | average | above average | superior | excellent |

2. The group leader's preparation was

| very poor | poor | below average | average | above average | superior | excellent |

3. Concerning the group leader's interest and concern in me and my problems with my child, I was

| very dissatisfied | dissatisfied | slightly dissatisfied | neutral | slightly satisfied | satisfied | greatly satisfied |

4. At this point, I feel that the group leader in the program was

| extremely not helpful | not helpful | slightly not helpful | neutral | slightly helpful | helpful | extremely helpful |

5. Concerning my personal feelings toward the group leader, I

| dislike him/her very much | dislike him/her | dislike him/her slightly | have a neutral attitude toward him/her | like him/her slightly | like him/her | like him/her very much |

## *E. Overall Program Evaluation*

1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. What part of the program was least helpful to you?

5. How could the program have been improved to help you more?

6. During the time you were in this program, did you receive any treatment for yourself or your child?

7. At this time do you feel the need for additional individual or group therapy? Please elaborate.

Thank you for your patience in filling out all of these questionnaires.  Your input is very much appreciated, and really helps us to plan future programs.

1. My overall feeling about filling out questionnaires is

| very negative | negative | somewhat negative | neutral | somewhat positive | positive | very positive |

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

### Strengthening Children's Social Skills, Emotional Regulation and School Readiness Skills (Program One)

| Content | Objectives | Content | Objectives |
|---|---|---|---|
| **Part 1: Child-Directed Play Promotes Positive Relationships** | • Recognizing children's capabilities and needs<br>• Adjusting to children's temperament and activity level<br>• Building children's self-esteem and self-concept<br>• Learning about normal developmental milestones<br>• Avoiding the criticism trap<br>• Understanding the importance of adult attention to promote positive child behaviors – "Attention Principle"<br>• Learning about child-directed play and understanding its importance for children | **Part 2: Academic and Persistence Coaching** | • Learning how "Descriptive Commenting" promotes children's language skills and builds children's self-confidence and frustration tolerance<br>• Learning how "Academic Coaching" increases children's school readiness<br>• Using "Persistence Coaching" to strengthen children's ability to be focused, calm and persist with an activity<br>• Learning how to coach preschool reading skills<br>• 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<br>• Understanding children's developmental drive for independence |
| **Part 3: Social and Emotion Coaching** | • Using emotion coaching to promote children's emotional literacy<br>• Combining persistence coaching with emotion coaching to strengthen child's self-regulation skills<br>• Learning how to prompt and model emotion language<br>• Understanding how social coaching, one-on-one, builds child's social skills (e.g., sharing, taking turns)<br>• Knowing how to engage in fantasy play to promote social skills and perspective taking<br>• Understanding how to coach sibling and peer play using modeling, prompting, and praise to encourage social skills<br>• Understanding developmental stages of play<br>• 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 |
|---|---|---|---|
| **Using Praise and Incentives to Encourage Cooperative Behavior (Program Two)** | | | |
| **Part 1:**<br>**The Art of**<br>**Effective Praise &**<br>**Encouragement** | • Labeling praise<br>• "Give to Get" principle—for adults and children<br>• Modeling self-praise<br>• Understanding resistance to praise—the difficulties of self and others to accept praise<br>• Promoting positive self-talk<br>• Using specific encouraging statements versus nonspecific<br>• Gaining and giving support through praise<br>• Avoiding praising only perfection<br>• Recognizing social and self-regulation behaviors that need praise<br>• Building children's self-esteem through praise and encouragement<br>• Understanding "Proximal Praise" and "Differential Attention" | **Part 2:**<br>**Motivating**<br>**Children**<br>**Through**<br>**Incentives** | • Understanding value of spontaneous rewards & celebrations<br>• Understanding the difference between rewards and bribes<br>• Recognizing when to use the "first-then" principle<br>• Understanding how to "shape" behaviors<br>• Providing ways to set up sticker and chart systems with children<br>• Understanding how to develop incentive programs that are developmentally appropriate<br>• 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<br>• Importance of reinforcing/refueling oneself and others |
| **Positive Discipline— Rules, Routines and Effective Limit Setting (Program Three)** | | | |
| **Part 1:**<br>**Establishing**<br>**Routines and**<br>**Household Rules** | • Understanding the importance of routines and predictable schedules for children<br>• Understanding how clear and predictable household rules offer children safety and reduce misbehaviors<br>• Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines<br>• Learning how to start children learning about family responsibilities<br>• Helping children learn family household rules | **Part 2:**<br>**Effective Limit**<br>**Setting** | • Identifying important household rules<br>• Understanding ways to give more effective commands<br>• Avoiding unnecessary commands<br>• Avoiding unclear, vague and negative commands<br>• Providing children with positive alternatives/choices<br>• Understanding when to use the "when-then" command<br>• Recognizing the importance of warnings, reminders and redirection<br>• When possible, give children transition time<br>• "Politeness Principle"<br>• Praise children's compliance to commands |

## Table 3 Continued (3–6 years)

### Positive Discipline—Handling Misbehavior (Program Four)

| Content | Objectives | Content | Objectives |
|---|---|---|---|
| **Part 1: Follow Through With Limits** | • Understanding the importance of distractions coupled with ignore<br>• Understanding the importance of consistency and follow through by parents<br>• Maintaining self-control and use calm down strategies<br>• Understanding that testing is normal behavior<br>• Using ignore technique consistently and avoid arguing about limits | **Part 2: Ignoring Children's Inappropriate Behaviors** | • Understanding how to effectively ignore<br>• Understanding concept of "Selective Attention" and "Attention Principle"<br>• Learning about repeated learning trials—negative behavior is a sign child needs some new learning opportunities<br>• Identifying appropriate behavior to ignore<br>• Keep filling up child's bank account with play, coaching, praise and incentives<br>• Practicing self-control and calm down strategies |
| **Part 3: Time Out to Calm Down** | • Learning how to teach children calm down strategies<br>• Explaining Time Out to a preschool-age child<br>• Using Time Out respectfully and selectively for destructive behavior or severely oppositional children<br>• Following through when a child resists Time Out<br>• Learning how to help victim of aggressive act<br>• Continuing to strengthen prosocial behaviors (positive opposite)<br>• Practicing positive self-talk and anger management strategies | **Part 4: Natural and Logical Consequences** | • Learning about developmentally appropriate natural and logical consequences<br>• Understanding the importance of brief, immediate consequences<br>• Understanding the importance of new learning trials<br>• Avoiding power struggles that reinforce misbehavior |
| **Part 5: Teaching Children to Problem Solve and Self-Regulate** | • Understanding how games and stories can be used to help children learn beginning problem-solving skills<br>• Appreciating the developmental nature of each child's ability to problem solve<br>• Strengthening a child's beginning empathy skills or ability to understand a problem from another person's point of view<br>• Recognizing why aggressive and shy children need to learn these skills<br>• Learning how to help children think about the emotional and behavioral consequences to proposed solutions<br>• Understanding the importance of validating children's feelings<br>• Learning to model problem solving for children | | |

## Table 4: Content and Objectives of the Incredible Years® Advanced Parent Training Program (Ages 4–12)

| Content | Objectives | Content | Objectives |
|---|---|---|---|
| **How to Communicate Effectively With Adults and Children (Program 5)** | | | |
| **Part 1:**<br>**Active Listening and Speaking Up** | • Understanding the importance of active listening skills<br>• Learning how to speak up effectively about problems<br>• Recognizing how to validate another's feelings<br>• Knowing how and when to express one's own feelings<br>• Avoiding communication blocks such as not listening, storing up grievances and angry explosions | **Part 2:**<br>**Communicating More Positively to Oneself and to Others** | • Understanding the importance of recognizing self-talk<br>• Understanding how angry and depressive emotions and thought can affect behavior with others<br>• Learning coping strategies to stop negative self-talk<br>• Learning coping strategies to increase positive self-talk<br>• Increasing positive and polite communication with others<br>• Avoiding communication blocks such as put-downs, blaming, and denials<br>• Understanding the importance of seeing a problem from the other person's point of view |
| **Part 3:**<br>**Giving and Getting Support** | • Understanding the importance of support for a family or an individual<br>• Recognizing communication styles or beliefs that block support<br>• Fostering self-care and positive self-reinforcement strategies in adults and children<br>• Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages<br>• Knowing how to get feedback from others<br>• Understanding how to turn a complaint into a positive recommendation<br>• Promoting consistent verbal and nonverbal messages<br>• knowing how to make positive requests of adults and children<br>• Understanding why compliance to another's requests is essential in any relationship<br>• Learning how to be more supportive to others | | |

## Table 4 Continued

| Content | Objectives |
|---|---|
| **Problem Solving for Parents (Program 6)** | |
| **Part 1: Problem Solving About Children's Problems** | • Recognizing when to use spontaneous problem-solving skills<br>• Understanding the important steps to problem solving |
| **Part 2: Problem Solving About Interpersonal Issues** | • Avoiding blocks to effective problem solving such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps, and criticizing solutions<br>• Recognizing how to use problem-solving strategies to get more support<br>• Learning how to express feelings about a problem without blaming |
| **Part 3: Problem Solving With Teachers** | • Understanding how to collaborate with teachers<br>• Implementing behavior plans at home and at school<br>• Learning how to have a successful parent/teacher conference |
| **Problem Solving With Children (Program 7)** | |
| **Part 1: Teaching Children to Problem Solve in the Midst of Conflict** | • Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict<br>• Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire<br>• Discovering the value of obtaining the child's feelings and view of the problem before attempting to problem solve<br>• Learning how to foster children's skills to empathize and perceive another's point of view<br>• Recognizing when children may be ready to problem solve on their own<br>• 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 |
| **Part 2: Family Problem-Solving Meetings** | • Understanding how to use the problem-solving steps with school-age children<br>• Recognizing the importance of evaluating plans during each problem-solving session<br>• Understanding the importance of rotating the leader for each family meeting<br>• Learning how to help children express their feelings about an issue<br>• Reinforcing the problem-solving process |

## Table 5: Content and Objectives of the Incredible Years® School Age Basic Parent Training Programs (Ages 6-12)

**Promoting Positive Behaviors in School-Age Children (Program 9)**

| Content | Objectives | Content | Objectives |
|---|---|---|---|
| **Part 1:**<br>**The Importance of Parental Attention and Special Time** | • Understanding how to build a positive relationship with children.<br><br>• Helping children develop imaginative and creative play.<br><br>• Building children's self-esteem and self-confidence through supportive parental attention.<br><br>• Understanding the importance of adult attention for promoting positive child behaviors.<br><br>• Understanding how lack of attention and interest can lead to child misbehaviors. | **Part 2:**<br>**Social, Emotion, and Persistence Coaching** | • Understanding how to use academic and persistence coaching to encourage children's persistence and focus<br><br>• Learning to use emotion coaching to build emotional literacy<br><br>• Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member. |
| **Part 3:**<br>**Effective Praise and Encouragement** | • Knowing how to use praise more effectively.<br><br>• Avoiding praising only perfection.<br><br>• Recognizing common traps.<br><br>• Knowing how to deal with children who reject praise.<br><br>• Recognizing child behaviors that need praise.<br><br>• Understanding the effects of social rewards on children.<br><br>• Doubling the impact of praise.<br><br>• Building children's self-esteem and self-concept. | **Part 4:**<br>**Tangible Rewards** | • Understanding the difference between rewards and bribes.<br><br>• Recognizing when to use the "first-then" rule.<br><br>• Understanding how to set up star and point systems to motivate children.<br><br>• Understanding how to design programs that are age-appropriate.<br><br>• 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 5 Continued

### Reducing Inappropriate Behaviors in School-Age Children (Program 10)

| Content | Objectives | Content | Objectives |
|---|---|---|---|
| **Part 1:**<br>**Rules, Responsibilities, and Routines** | • Politeness Principle<br>• Understanding how to establish clear and predictable routines.<br>• Strategies for encouraging children to be responsible.<br>• Understanding the importance of household chores.<br>• Making sure household rules are clear. | **Part 2:**<br>**Clear and Respectful Limit Setting** | • The importance of household rules.<br>• Guidelines for giving effective commands.<br>• How to avoid using unnecessary commands.<br>• Identifying unclear, vague, and negative commands.<br>• Providing children with positive alternatives.<br>• Using "when/then" commands effectively.<br>• The importance of warnings, reminders, and giving choices. |
| **Part 3:**<br>**Ignoring Misbehavior** | • Dealing effectively with children who test the limits.<br>• Knowing when to divert and distract children.<br>• Avoiding arguments and "why games."<br>• Understanding why it is important to ignore children's inappropriate responses.<br>• Following through with commands effectively.<br>• Recognizing how to help children be more compliant. | **Part 4:**<br>**Time Out Consequences** | • Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors.<br>• How to explain Time Out to children.<br>• Avoiding power struggles.<br>• Techniques for dealing with children who refuse to go to Time Out or won't stay in Time Out.<br>• Teaching children how to calm down.<br>• Understanding the importance of strengthening positive behaviors. |
| **Part 5:**<br>**Logical and Natural Consequences** | • Guidelines for avoiding power struggles.<br>• Recognizing when to use logical consequences, privilege removal, or start up commands.<br>• Understanding what to do when discipline doesn't seem to work.<br>• Recognizing when to ignore children's inappropriate responses and how to avoid power struggles.<br>• Understanding how natural and logical consequences increase children's sense of responsibility.<br>• Understanding when to use work chores with children.<br>• Understanding the importance of parental monitoring at all ages. | | |

# Table 5 Continued

## How to Support Your Child's Education (Program 8)

| Content | Objectives | Content | Objectives |
|---|---|---|---|
| **Part 1: Promoting Reading Skills** | • Providing positive support for children's reading.<br>• Building children's self-esteem and self-confidence in their learning ability.<br>• Making reading enjoyable.<br>• Fostering children's reading skills and story telling through "interactive dialogue," praise, and open-ended questions. | **Part 2: Dealing with Children's Discouragement** | • Helping children avoid a sense of failure when they can't do something.<br>• Recognizing the importance of children learning according to their developmental ability and learning style.<br>• Understanding how to build on children's strengths.<br>• Knowing how to set up tangible reward programs to help motivate children in difficult areas.<br>• Understanding how to motivate children through praise and encouragement. |
| **Part 3: Fostering Good Learning Habits and Routines** | • Setting up a predictable daily learning routine for academic activities.<br>• Understanding how television and computer games interfere with learning.<br>• Incorporating effective limit-setting regarding homework.<br>• Understanding how to follow through with limits.<br>• Understanding the importance of parental monitoring.<br>• Avoiding the criticism trap. | **Part 4: Parents Showing Interest in School** | • Understanding the importance of parental attention, praise, and encouragement for what children learn in school.<br>• Recognizing that every child learns different skills at different rates according to their developmental ability.<br>• Understanding how to build on children's strengths.<br>• Understanding how to show "active interest" in children's learning at home and at school.<br>• Understanding the importance of working with your child's teacher.<br>• Understanding the importance of parental advocacy for their children in school. |

# ADVANCE
# Weekly Logs

Name___

M = Mother   F = Father

| | Content | Therapist | Disc. | Partic. | Attitude | Homework M-U Session |
|---|---|---|---|---|---|---|
| Session ___ Listening 26 | | | | | N/A | |
| Session ___ Speaking Up 27 | | | | | | |
| Session ___ Controlling Upsetting Thoughts 28 | | | | | | |
| Session ___ Giving and Getting Support 29 | | | | | | |
| Session ___ Problem Solving w/Adults 30 | | | | | | |
| Session ___ Problem Solving w/Teacher 31 | | | | | | |
| Session ___ Problem Solving w/Children 32 | | | | | | |
| Session ___ Family Meetings 33 | | | | | | |
| Session ___ Review & Celebration 34 | | | | | | |
| Session ___ Listening 26 | | | | | N/A | |
| Session ___ Speaking Up 27 | | | | | | |
| Session ___ Controlling Upsetting Thoughts 28 | | | | | | |
| Session ___ Giving and Getting Support 29 | | | | | | |
| Session ___ Problem Solving 30 | | | | | | |
| Session ___ Problem Solving w/Teacher 31 | | | | | | |
| Session ___ Problem Solving w/Children 32 | | | | | | |
| Session ___ Family Meetings 33 | | | | | | |
| Session ___ Review & Celebration 34 | | | | | | |

1   Treatment Groups   ___

2   F Number of Sessions Attended   ___

3   M Number of Sessions Attended   ___

4   C Number of Sessions Attended   ___

5   BF/F Number of Hours of Therapy   ___

6   Who Attended Therapy   ___

7   Leader (A) Parent Group   ___

8   Leader (B) Parent Group   ___

9   Leader (A) Child Group   ___

10   Leader (B) Child Group   ___

11   Homework not completed Mother   ___

12   Homework not completed Father   ___

13   Homework not completed Child   ___

## Codes

Content/Leader/Discussion:

not helpful  =   0 points
neutral      =   1 point
good         =   2 points

Participation
seldom     = 0
sometimes  = 1
frequent   = 2

Attitude
negative   = 0
neutral    = 1
positive   = 2

Homework
Incomplete, none  = 0
complete          = 1

Make-up Session
no   = 0
yes  = 1