

## ***Part 5***

### ***Programs 5, 6 and 7 Agendas and Checklists for Each Session***

- 1. Sessions One through Eight***
- 2. Checklist for Each Session***



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## **Programs 5, 6 & 7 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 8, 2-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 Program 9 and 10 (or Basic Program 1 through 4).

### **Program Five:**

#### **How to Communicate Effectively With Adults and Children**

**Session One:**      **Welcome & Introduction to Program Parents' Goals**

“Listening Attentively”

Part 1: Vignettes 1–5

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

“Speaking up”

Part 1: Vignettes 5–12

**Session Three:**      **Communicating More Positively to Oneself and Others**

“Self Talk”

Part 2: Vignettes 13–28

**Session Four:**      **Giving and Getting Support**

Part 3: Vignettes 29–42

## ***Program Six:***

### ***Problem-Solving for Parents***

***Session Five: Adult Problem-Solving Meetings***

Part 1: Vignettes 1–14

***Session Six: Family Problem-Solving Meetings***

Part 1: Vignettes 15–17

Part 2: Vignettes 18–22

## ***Program Seven:***

### ***Problem-Solving With Young Children***

***Session Seven: Teaching Children to Problem-Solve Through Stories and Games***

Part 1: Vignettes 1–12

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

Part 2: Vignettes 1–10

***Session Nine: Review and Celebration***

Catch up and complete Vignettes

**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 benefits and barriers to being able to listen.
  - B. Vignettes: Program 5, Part 1: 1—5

**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.

- C. **Role Plays**  
Divide group into sets of 3. (See Vignette 5 Role Play in Manual)  
Group role play: Listening to daughter (Vignette 1).  
Group role play: Listening to wife (Vignette 2). (optional)  
Group role play: Listening when someone is angry. (Vignette 5).
- D. **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: 1–5*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 1:**

1      2      3      4      5

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	_____	_____
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	_____	_____
10. Explain importance of home activities and reading assignments	_____	_____
11. Assign this week's home activities (self-monitoring checklist)	_____	_____
12. Weekly evaluation	_____	_____

### **Handout Pads:**

Home Activities for the Week – Active Listening

Refrigerator Notes about Active Listening

### **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: 5—12

**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 (see Vignette 7 Role Play in Manual).  
Divide group into triads to practice speaking up and listening.  
Group role play Vignette 8 & 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 , Part 1: 5–12**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 2**

5     6     7     8     9     10    11    12

(Circle vignettes shown.)

**DID I**

	<b>YES</b>	<b>NO</b>
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 8 & 12	_____	_____
8. Review this week's home assignment	_____	_____
9. Weekly evaluation	_____	_____

***Handout Pads:***

Home Activities for the Week – Speaking Up

Refrigerator Notes About Speaking Up

***Xerox:***

Parent Record Sheet: Listening & Speaking Up

Parents thinking Like Scientists (two handouts)

***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. Discussion
    - B. Vignettes: Program 5, Part 2: 13—28
- 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 14 Brainstorm)
  - D. Role Play  
  
Role play and practice changing negative thoughts into positive, coping thoughts. (Vignette 15)  
  
Role play alternatives to Vignettes 17 & 19.  
  
Role play speaking up politely. (See Vignette 22 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: 13–28*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

### VIGNETTES COVERED: Part 2

13   14   15   16   17   18   19   20   21   22   23   24   25  
26   27   28

(Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Brainstorm negative self-talk and discuss its effects on behavior	_____	_____
4. Practice changing negative self-talk	_____	_____
5. Role play alternatives to Vignettes 17 & 19	_____	_____
6. Role play speaking up politely	_____	_____
7. Review this week's home assignment	_____	_____
8. Weekly evaluation	_____	_____

### **Handout Pads:**

Home Activities for the Week – Communicating More Positively to Oneself and Others  
Refrigerator Notes for Teaching Children to Manage Anger  
Refrigerator Notes about Self Talk

### **Xerox:**

Behavior Record Sheet: Polite Statements  
Tips to Being Polite  
Tiny's Anger Management Steps  
Learning Self-Control  
Self-talk in Problem Situations  
Thermometer (2)  
Time Out for Parents  
Record Sheet: Practice Coping Thoughts

### **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 support.
  - B. Vignettes: Program 5, Giving and Getting Support Part 3: 29—42

**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

- 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: 29–42**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Part 3**29 30 31 32 33 34 35 36 37 38 39  
40 41 42

(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 32  | _____ | _____ |
| 5. Role play Vignette 35  | _____ | _____ |
| 6. Give parents a scripted role play  | _____ | _____ |
| 7. Explain buddy calls  | _____ | _____ |
| 8. Review this week's home assignment   | _____ | _____ |
| 9. Weekly evaluation  | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Polite Requests and Positive Feedback

Refrigerator Notes About Effective Communication

**Xerox:**

Behavior Record Sheet: Giving and Getting Support

Behavior Record Sheet: Sources of Stress

Piggy Banks (5)

**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 for Adults**
  - A. Discussion—Make a list of stresses, which will be used to practice problem solving.
  - B. Vignettes: Program 6, Part 1: 1—14

**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.

Break up into triads to practice evaluating solutions.

Role play alternatives to Vignettes 8, 9 & 11
- 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: 1–14*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

### VIGNETTES COVERED: Part 1

1    2    3    4    5    6    7    8    9    10   11   12   13   14

(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 vignettes 8, 9 & 11   | _____ | _____ |
| 10. Review this weeks home assignment  | _____ | _____ |
| 11. Weekly Evaluation  | _____ | _____ |

### **Handout Pads:**

Home Activities for the Week – Problem solving for adults  
Refrigerator Notes About Family Problem Solving

### **Xerox:**

Record Sheet: Problem Solving With Your Child  
Sources of Stress Record Sheet  
Problem-Solving Checklist  
Use the Problem-Solving Approach to Help Your Child

### **Self-Evaluation**

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

## ***Program Six: Problem Solving for Parents Outline—Session Six***

### ***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.
- IV. **Topic of Day: Family Problem Solving**
  - A. Vignettes: Program 6 Part 1: 15—17 (review steps)
  - B. Vignettes: Program 6, Part 2: 18—22

**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**

Follow sequence of role plays in manual
- 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 Six**

**Session Six: Family Problem Solving Meetings**

**Vignettes: Program 6, Part 1: 14–17**

**Program 6, Part 2: 18–22**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 1**

14    15    16    17

**VIGNETTES COVERED: Part 2**

18    19    20    21    22

(Circle vignettes shown.)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board                                     | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences | _____ | _____ |
| 3. Complete part 1 of Program 6                                      | _____ | _____ |
| 4. Review the concepts from last week's session (briefly)            | _____ | _____ |
| 5. Role plays (in manual)  | _____ | _____ |
| 6. Complete part 2   | _____ | _____ |
| 7. Review this week's home assignment                                | _____ | _____ |
| 8. Weekly evaluation   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Problem Solving for Adults

Refrigerator Notes About Family Problem Solving

**Xerox:**

Parent Record Sheet: Problem Solving

**Self-Evaluation**

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

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

### ***Teaching Children to Problem Solve Through Stories and Games***

- I. **Welcome**
- II. **Report on Home Activities**  
Discuss their experiences with family problem solving.  
Find out reactions to readings
- III. **Topic of Day: Teaching Children to Problem Solve Through Stories and Games**
  - A. **Brainstorm advantages and disadvantages (barriers) to problem solving.**

#### **Key Concepts:**

- Understanding a variety of games and stories that can be used to help children begin to learn problem-solving skills
- Appreciating the developmental nature of children’s ability to learn problem-solving skills
- Strengthening a child’s beginning empathy skills by reversing roles or talking about another person’s feelings
- Recognizing why both aggressive and shy or withdrawn children need to learn problem-solving skills
- Learning how to help children think about the “feeling” as well as the “behavioral” consequences to solutions proposed
- Knowing how to help older children evaluate their proposed solutions
- Understanding the importance of validating children’s feelings
- Avoiding “blocks” to effective problem-solving with children such as lectures, quick solutions, judgments about solutions, criticism, too many questions, or focus on “correct” solutions rather than the “process” of problem-solving
- Learning how to help children make more positive attributions about another person’s intentions
- Recognizing the value of modeling solutions and problem-solving for children

- B. **Vignettes: Program 7 Part 1: 1—12**
  - C. **Role Play**  
Role play (See Vignette 5 in manual)  
Role play #2 (See Vignettes 11 & 12 in manual)
- IV. **Review Home Activities**  
Explain handouts.  
Talk about how the group wants a final celebration and have them start thinking about continuing to get support
- VI. **Parent Weekly Evaluation**
- VII. **Closing**

# LEADER CHECKLIST

## Session Seven

**Session Seven: Teaching Children to Problem Solve Through Stories and Games**

**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	_____	_____
3. Ask about reading	_____	_____
4. Brainstorm advantages versus disadvantages of problem solving	_____	_____
5. Review the concepts from last week's session (briefly)	_____	_____
6. Role play #1 (large group)	_____	_____
7. Role play #2 & #3 (small group)	_____	_____
8. Begin to discuss group ending	_____	_____
9. Weekly evaluation	_____	_____

### Handout Pads:

Home Activities: Problem Solving

Refrigerator Notes about Teaching Problem Solving to Children

### Xerox:

"The Suppose Game" or, Give Out Wally Books

Possible Solutions

Wally Problem Solving Steps

Evaluating Solutions

Record Sheet: Problem Solving With Your Child

### Self-Evaluation

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

## ***Program Seven: Problem Solving With Young Children Outline—Session Eight***

### ***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. Vignettes: Program 7, Part 2: 1—10**

**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**

Role play responding to sibling fight (Vignette 1).

Role play problem solving Vignettes 5 & 10 (see manual).

**IV. Review Home Activities**

Explain handouts.

Finalize celebration and discuss how group members can continue to get support.

**VI. Parent Weekly Evaluation**

**VII. Closing**

# LEADER CHECKLIST

## Session Eight

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

**Vignettes:** *Program 7, Part 2: 1–10*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

### VIGNETTES COVERED: Part 2

1    2    3    4    5    6    7    8    9    10

(Circle vignettes shown.)

#### DID I

YES

NO

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions<br>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 1  | _____ | _____ |
| 6. Role play Problem-Solving Vignettes 5 & 10  | _____ | _____ |
| 7. Discuss termination (feelings about group,<br>planning party, continuing group on own)          | _____ | _____ |
| 8. Review this week's home assignment  | _____ | _____ |
| 9. Weekly evaluation   | _____ | _____ |

#### **Handout Pads:**

Home Activities – Parents Teaching Children to Problem Solve  
Refrigerator Notes about Problem-Solving With Children

#### **Xerox:**

Behavior Record: Problem-Solving With Children

#### **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 Problem-Solving  
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** (if not continuing with Program 8)
  - 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 and flowers 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**

<b>DID I</b>	<b>YES</b>	<b>NO</b>
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)	_____	_____

### ***Self-Evaluation***

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

