

## ***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***



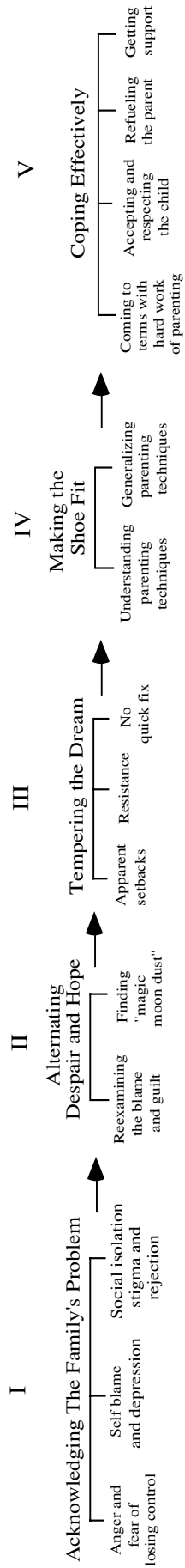
# **Ground Rules**

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

Figure 1. The Therapeutic Change Process





# *Self-Monitoring Checklist*

## *ADVANCE Programs 5, 6 & 7*

Name \_\_\_\_\_

**Please fill out this checklist each week.**

### 1. Active Listening

\_\_\_\_\_ Read Chapter 13 (Effective Communication Skills).

\_\_\_\_\_ # of play sessions this week

My goal for the coming week \_\_\_\_\_

\_\_\_\_\_

### 2. Active Listening and Speaking Up

\_\_\_\_\_ # of play sessions this week

\_\_\_\_\_ Buddy call

My goal for the coming week \_\_\_\_\_

\_\_\_\_\_

### 3. Self Talk/Upsetting Thoughts

\_\_\_\_\_ Read Chapters 11 (Controlling Upsetting Thoughts)

\_\_\_\_\_ # of play sessions this week

\_\_\_\_\_ Buddy call

My goal for the coming week \_\_\_\_\_

\_\_\_\_\_

### 4. Giving and Getting Support

\_\_\_\_\_ Read Chapters 12 (Timeout from Stress and Anger).

\_\_\_\_\_ # of play sessions this week

\_\_\_\_\_ Buddy call

My goal for the coming week \_\_\_\_\_

\_\_\_\_\_

5. Problem Solving With Adults

\_\_\_\_\_ Read Chapter 14 (Problem Solving With Adults).

\_\_\_\_\_ # of play sessions this week

My goal for the coming week \_\_\_\_\_  
\_\_\_\_\_

6. Problem Solving With Teachers

\_\_\_\_\_ Read Chapter 15 (Working With Teachers to Prevent Problems)

\_\_\_\_\_ # of play sessions this week

\_\_\_\_\_ Buddy call

My goal for the coming week \_\_\_\_\_  
\_\_\_\_\_

7. Problem Solving With Children

\_\_\_\_\_ Read Chapter 8 (Teaching Children to Problem Solve).

\_\_\_\_\_ # of play sessions this week

\_\_\_\_\_ Buddy call

My goal for the coming week \_\_\_\_\_  
\_\_\_\_\_

8. Family Meetings

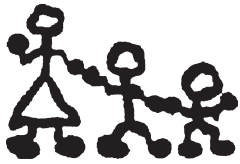
\_\_\_\_\_ Read Chapter 9 (Helping Children Learn to Regulate Their Emotions)

\_\_\_\_\_ # of play sessions this week

\_\_\_\_\_ Buddy call

My goal for the coming week \_\_\_\_\_  
\_\_\_\_\_

9. Review and Celebration



***INCREDIBLE YEARS PARENT PROGRAM  
PARENT WEEKLY EVALUATIONS***

Name \_\_\_\_\_ Session \_\_\_\_\_ Date \_\_\_\_\_

1. The content of this session was

not helpful                  neutral                  helpful                  very helpful

2. The leader's teaching and leadership skill was

not helpful                  neutral                  helpful                  very helpful

3. The group discussion and interaction was

not helpful                  neutral                  helpful                  very helpful

4. The use of role-plays was

not helpful                  neutral                  helpful                  very helpful

Additional comments:





***Incredible Years***  
***Parent Program Satisfaction Questionnaire***  
***ADVANCE Parent Program (5, 6 & 7)***

(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 videotape 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 1: Content and Objectives of the Incredible Years Early Childhood BASIC Parent Training Programs (Ages 2-7)**

Content	Objectives	Content	Objectives
<b>Program One: Play</b>			
Part 1: How to Play With a Child	<ul style="list-style-type: none"> <li>Recognizing children’s capabilities and needs</li> <li>Learning child-directed play</li> <li>Helping children develop imaginative and creative play</li> <li>Building children’s self-esteem and self-concept</li> <li>Handling children’s boredom</li> <li>Avoiding Power struggles with children</li> <li>Understanding the importance of adult attention promoting positive child behaviors</li> <li>Building a positive relationship</li> </ul>	Part 2: Helping Children Learn	<ul style="list-style-type: none"> <li>Understanding how to use academic and persistence coaching to promote school academic skills</li> <li>Understanding ways to promote children’s language development</li> <li>Building children’s confidence in their learning ability</li> <li>Helping children learn to problem solve</li> <li>Helping children deal with frustration</li> <li>Avoiding the criticism trap</li> <li>Learning to use social and emotional coaching to promote social skills and emotional literacy</li> </ul>
<b>Program Two: Praise and Rewards</b>			
Part 1: The Art of Effective Praising	<ul style="list-style-type: none"> <li>Understanding ways to praise more effectively</li> <li>Avoiding praise of perfection only</li> <li>Recognizing common traps</li> <li>Handling children who reject praise</li> <li>Providing physical warmth</li> <li>Recognizing child behaviors that need praise</li> <li>Understanding the effects of social rewards on children</li> <li>Doubling the impact of praise</li> <li>Building children’s self-esteem</li> </ul>	Part 2: Tangible Rewards	<ul style="list-style-type: none"> <li>Providing unexpected rewards</li> <li>Understanding the difference between rewards and bribes</li> <li>Recognizing when to use the “first-then” rule</li> <li>Providing ways to set up star and chart systems with children</li> <li>Understanding how to develop incentive programs that are age appropriate</li> <li>Understanding ways to use tangible rewards for reducing or eliminating problems such as dawdling, not dressing, noncompliance, not sharing, fighting with siblings, picky eating, messy rooms, not going to bed, and messy diapers</li> </ul>

**Table 1 Continued**

Content	Objectives	Content	Objectives
<b>Program Three: Effective Limit Setting</b>			
Part 1: How to Set Limits	<ul style="list-style-type: none"> <li>• Identifying important household rules</li> <li>• Understanding ways to give more effective commands</li> <li>• Avoiding unnecessary commands</li> <li>• Avoiding unclear, vague and negative commands</li> <li>• Providing children with positive alternatives</li> <li>• Understanding when to use the “when-then” command</li> <li>• Recognizing the importance of warnings and helpful reminders</li> <li>• Understanding the ways to use problem-solving approaches</li> </ul>	Part 2: Helping Children Learn to Accept Limits	<ul style="list-style-type: none"> <li>• Dealing with children who test the limits</li> <li>• Understanding when to divert and distract children</li> <li>• Avoiding arguments and “why” games</li> <li>• Recognizing traps children set for parents</li> <li>• Ignoring inappropriate responses</li> <li>• Following through with commands effectively</li> <li>• Helping children to be more compliant</li> </ul>
Part 3: Dealing With Noncompliance	<ul style="list-style-type: none"> <li>• Understanding how to implement Time Out for noncompliance</li> <li>• Understanding ways to explain Time Out to children</li> <li>• Avoiding power struggles</li> <li>• Dealing with children who refuse to go to Time Out or refuse to stay in Time Out</li> <li>• Ignoring children’s inappropriate responses</li> <li>• Following through effectively and consistently</li> <li>• Avoiding common mistakes concerning Time Out</li> </ul>		

**Table 1 Continued**

Content	Objectives	Content	Objectives
<p><b>Program Four: Handling Misbehavior</b></p> <p>Part 1: Avoiding and Ignoring Misbehavior</p>	<ul style="list-style-type: none"> <li>• Anticipating and avoiding frustration</li> <li>• Showing disapproval</li> <li>• Ignoring and distracting</li> <li>• Handling noncompliance, screaming, arguing, pleading, and tantrums</li> <li>• Handling crying, grabbing, not eating and refusing to go to bed</li> </ul>	<p>Part 2: Time Out and Other Penalties</p>	<ul style="list-style-type: none"> <li>• Explaining Time Out to a school-age child</li> <li>• Using Time Out for hitting behaviors</li> <li>• Using the Time Out chair with a toddler</li> <li>• Explaining Time Out to a toddler</li> <li>• Using a Time Out room with a toddler</li> <li>• Using Time Out to help stop sibling fights</li> <li>• Following through when a child refuses to go to Time Out</li> <li>• Dealing with spitting</li> <li>• Dealing with threats</li> <li>• Understanding and establishing logical consequences</li> <li>• Coping when discipline doesn't work</li> <li>• Dealing with the telephone syndrome</li> <li>• Dealing with the TV syndrome</li> </ul>
<p>Part 3: Preventative Strategies</p>	<ul style="list-style-type: none"> <li>• Encouraging sharing and cooperation between children</li> <li>• Using puppets and story books to teach children social skills</li> <li>• Talking and listening effectively</li> <li>• Problem solving with children</li> <li>• Reviewing points to remember when using Time Out</li> </ul>	<p>Part 4: Teaching Children to Problems Solve Through Stories and Games</p>	<ul style="list-style-type: none"> <li>• Understanding that games and stories can be used to help children begin to learn problem-solving skills</li> <li>• Appreciating the developmental nature and process of problem solving and learning how to enhance these skills in children</li> <li>• Strengthening a child's beginning empathy skills or ability to understand a problem from another person's point of view</li> <li>• Recognizing why aggressive and shy children need to learn these skills</li> <li>• Learning how to help children think about the emotional and behavioral consequences to proposed solutions</li> <li>• Knowing how to help older children evaluate their proposed solutions</li> <li>• Understanding the importance of validating children's feelings</li> <li>• Learning how to help children make more positive attributions about another person's intentions</li> <li>• Recognizing the value of adults modeling their ability to problem solve for children</li> </ul>

**Table 2: Content and Objectives of the Incredible years ADVANCE Parent Training Programs (AGES 6–12)**

Content	Objectives	Content	Objectives
<p><b>Program Five: How to Communicate Effectively With Adults and Children</b></p> <p>Part 1: Active Listening and Speaking Up</p>	<ul style="list-style-type: none"> <li>• Understanding the importance of active listening skills</li> <li>• Learning how to speak up effectively about problems</li> <li>• Recognizing how to validate another's feelings</li> <li>• Knowing how and when to express one's own feelings</li> <li>• Avoiding communication blocks such as not listening, storing up grievances and angry explosions</li> </ul>	<p>Part 2: Communicating More Positively to Oneself and to Others</p>	<ul style="list-style-type: none"> <li>• Understanding the importance of recognizing self-talk</li> <li>• Understanding how angry and depressive emotions and thought can affect behavior with others</li> <li>• Learning coping strategies to stop negative self-talk</li> <li>• Learning coping strategies to increase positive self-talk</li> <li>• Increasing positive and polite communication with others</li> <li>• Avoiding communication blocks such as put-downs, blaming, and denials</li> <li>• Understanding the importance of seeing a problem from the other person's point of view</li> </ul>
<p>Part 3: Giving and Getting Support</p>	<ul style="list-style-type: none"> <li>• Understanding the importance of support for a family or an individual</li> <li>• Recognizing communication styles or beliefs that block support</li> <li>• Fostering self-care and positive self-reinforcement strategies in adults and children</li> <li>• Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages</li> <li>• Knowing how to get feedback from others</li> <li>• Understanding how to turn a complaint into a positive recommendation</li> <li>• Promoting consistent verbal and nonverbal messages</li> <li>• knowing how to make positive requests of adults and children</li> <li>• Understanding why compliance to another's requests is essential in any relationship</li> <li>• Learning how to be more supportive to others</li> </ul>		

**Table 2 Continued**

Content	Objectives	Content	Objectives
<b>Program Six: Problem Solving for Parents</b>			
Part 1: Problem Solving About Children's Problems	<ul style="list-style-type: none"> <li>Recognizing when to use spontaneous problem-solving skills</li> <li>Understanding the important steps to problem solving</li> </ul>	Part 2: Problem Solving About Interpersonal Issues	<ul style="list-style-type: none"> <li>Avoiding blocks to effective problem solving such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps, and criticizing solutions</li> <li>Recognizing how to use problem-solving strategies to get more support</li> <li>Learning how to express feelings about a problem without blaming</li> </ul>
Part 3: Problem Solving With Teachers	<ul style="list-style-type: none"> <li>Understanding how to collaborate with teachers</li> <li>Implementing behavior plans at home and at school</li> <li>Learning how to have a successful parent/teacher conference</li> </ul>		
<b>Program Seven: Problem Solving With Children</b>			
Part 1: Teaching Children to Problem Solve in the Midst of Conflict	<ul style="list-style-type: none"> <li>Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict</li> <li>Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire</li> <li>Discovering the value of obtaining the child's feelings and view of the problem before attempting to problem solve</li> <li>Learning how to foster children's skills to empathize and perceive another's point of view</li> <li>Recognizing when children may be ready to problem solve on their own</li> <li>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</li> </ul>	Part 2: Family Problem-Solving Meetings	<ul style="list-style-type: none"> <li>Understanding how to use the problem-solving steps with school-age children</li> <li>Recognizing the importance of evaluating plans during each problem-solving session</li> <li>Understanding the importance of rotating the leader for each family meeting</li> <li>Learning how to help children express their feelings about an issue</li> <li>Reinforcing the problem-solving process</li> </ul>

**Table 3: Content and Objectives of the Incredible Years Supporting Your Child’s Education Parent Training Program**

Content	Objectives	Content	Objectives
<p><b>Program Eight: How to Support Your Child’s Education</b></p> <p>Part 1: Promoting Reading Skills</p>	<ul style="list-style-type: none"> <li>• Providing positive support for children’s reading.</li> <li>• Building children’s self-esteem and self-confidence in their learning ability.</li> <li>• Making reading enjoyable.</li> <li>• Fostering children’s reading skills and story telling through “interactive dialogue,” praise, and open-ended questions.</li> </ul>	<p>Part 2: Dealing with Children’s Discouragement</p>	<ul style="list-style-type: none"> <li>• Helping children avoid a sense of failure when they can’t do something.</li> <li>• Recognizing the importance of children learning according to their developmental ability and learning style.</li> <li>• Understanding how to build on children’s strengths.</li> <li>• Knowing how to set up tangible reward programs to help motivate children in difficult areas.</li> <li>• Understanding how to motivate children through praise and encouragement.</li> </ul>
<p>Part 3: Fostering Good Learning Habits and Routines</p>	<ul style="list-style-type: none"> <li>• Setting up a predictable daily homework routine for academic activities.</li> <li>• Understanding how television and computer games interfere with learning.</li> <li>• Incorporating effective limit-setting regarding homework.</li> <li>• Understanding how to follow through with limits.</li> <li>• Understanding the importance of parental monitoring.</li> <li>• Avoiding the criticism trap.</li> </ul>	<p>Part 4: Parents Showing Interest in School</p>	<ul style="list-style-type: none"> <li>• Understanding the importance of parental attention, praise, and encouragement for what children learn in school.</li> <li>• Recognizing that every child learns different skills at different rates according to their developmental ability.</li> <li>• Understanding how to build on children’s strengths.</li> <li>• Understanding how to show “active interest” in children’s learning at home and at school.</li> <li>• Understanding the importance of working with your child’s teacher.</li> <li>• Understanding the importance of parental advocacy for their children in school.</li> </ul>

**Table 4: Content and Objectives of the Incredible Years School-Age BASIC Parent Training Programs (Ages 6-12)**

Content	Objectives	Content	Objectives
<b>Program Nine: Promoting Positive Behaviors in School-Age Children</b>			
<p>Part 1: The Importance of Parental Attention and Special Time</p> <ul style="list-style-type: none"> <li>• Understanding how to build a positive relationship with children.</li> <li>• Helping children develop imaginative and creative play.</li> <li>• Building children’s self-esteem and self-confidence through supportive parental attention.</li> <li>• Understanding the importance of adult attention for promoting positive child behaviors.</li> <li>• Understanding how lack of attention and interest can lead to child misbehaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to use academic and persistence coaching to encourage children to keep trying in frustrating situations.</li> <li>• Learning to use emotion coaching to build feelings literacy</li> <li>• Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member.</li> </ul>	<p>Part 2: Social, Emotion, and Persistence Coaching</p>	
<p>Part 3: Effective Praise and Encouragement</p> <ul style="list-style-type: none"> <li>• Knowing how to use praise more effectively.</li> <li>• Avoiding praising only perfection.</li> <li>• Recognizing common traps.</li> <li>• Knowing how to deal with children who reject praise.</li> <li>• Recognizing child behaviors that need praise.</li> <li>• Understanding the effects of social rewards on children.</li> <li>• Doubling the impact of praise.</li> <li>• Building children’s self-esteem and self-concept.</li> </ul>		<p>Part 4: Tangible Rewards</p>	<ul style="list-style-type: none"> <li>• Understanding the difference between rewards and bribes.</li> <li>• Recognizing when to use the “first-then” rule.</li> <li>• Understanding how to set up star and point systems to motivate children.</li> <li>• Understanding how to design programs that are age-appropriate.</li> <li>• 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.</li> </ul>



**Table 4 Continued**

Table 4 Continued		Objectives	Objectives
Content	Objectives	Content	Objectives
<b>Program Ten: Reducing Inappropriate Behaviors in School-Age Children</b>			
Part 1: Rules, Responsibilities, and Routines	<ul style="list-style-type: none"> <li>• Politeness Principle</li> <li>• Understanding how to establish clear and predictable routines.</li> <li>• Strategies for encouraging children to be responsible.</li> <li>• Understanding the importance of household chores.</li> <li>• Making sure household rules are clear.</li> </ul>	Part 2: Clear and Respectful Limit Setting	<ul style="list-style-type: none"> <li>• The importance of household rules.</li> <li>• Guidelines for giving effective commands.</li> <li>• How to avoid using unnecessary commands.</li> <li>• Identifying unclear, vague, and negative commands.</li> <li>• Providing children with positive alternatives.</li> <li>• Using “when/then” commands effectively.</li> <li>• The importance of warnings, reminders, giving choices, and staying calm.</li> </ul>
Part 3: Ignoring Misbehavior	<ul style="list-style-type: none"> <li>• Dealing effectively with children who test the limits.</li> <li>• Knowing when to divert and distract children.</li> <li>• Avoiding arguments and “why games.”</li> <li>• Understanding why it is important to ignore children’s inappropriate responses.</li> <li>• Following through with commands effectively.</li> <li>• Recognizing how to help children be more compliant.</li> </ul>	Part 4: Time Out to Calm Down	<ul style="list-style-type: none"> <li>• Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors.</li> <li>• How to explain Time Out to children.</li> <li>• Avoiding power struggles.</li> <li>• Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out.</li> <li>• Teaching children how to calm down.</li> <li>• Understanding the importance of strengthening positive behaviors.</li> </ul>
Part 5: Logical and Natural Consequences	<ul style="list-style-type: none"> <li>• Guidelines for avoiding power struggles.</li> <li>• Recognizing when to use logical consequences, privilege removal, or start up commands.</li> <li>• Understanding what to do when discipline doesn’t seem to work.</li> <li>• Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles.</li> <li>• Understanding how natural and logical consequences increase children’s sense of responsibility.</li> <li>• Understanding when to use work chores with children.</li> <li>• Understanding the importance of parental monitoring at all ages.</li> </ul>		

# ADVANCE Weekly Logs

Name \_\_\_\_\_

- 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

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework MU 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					