



## *Part Two*

# *Agendas, Checklists and Handouts*



**NOTE:** These agendas and checklists are the minimum number of sessions to be provided, and **only** for prevention populations. Please refer to the Incredible Years<sup>®</sup> BASIC parent programs for treatment populations or high risk populations due to child welfare involvement, child developmental delays or parent mental health difficulties.



## *Important Notes to Remember*



**NOTE:** The agendas, checklists and handouts in this section may be saved as master copies and photocopied for use in your Incredible Years® Parenting Groups. 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](http://www.incredibleyears.com) (in *Group Leader Resources* section).

# **Attentive Parenting®**

## **Promoting Children’s Emotional Regulation, Social Competence, Problem Solving, and School Readiness (Ages 2-6)**



### ***Prevention Protocol***

This brief program is offered to promote children’s emotional regulation, social competence, problem solving, and school readiness for parents of children without behavior problems, developmental problems or family mental health difficulties (e.g., depression, drug abuse, neglect and abuse). For high risk families and parents from socioeconomically disadvantaged backgrounds, it is highly recommended that leaders use the Incredible Years® evidence-based BASIC program protocol with the added emphasis on limit setting, rules, predictable routines, and proactive discipline strategies.

### ***Selecting Vignettes to Discuss***

Leaders will see an asterisk/symbol on the checklists. (\*) refers to vignettes especially good for 2-4 year olds. (\*\*) refers to vignettes especially good for 5-6 year olds. Those that are left blank are good for the full age range (2-6). Group leaders will show 7-9 vignettes during each 2-hour session that best matches the families in the group.





# **Attentive Parenting®** **Promoting Children’s Emotional Regulation, Social Competence, Problem Solving, and School Readiness (Ages 2-6)**

## **Agendas, Checklists and Handouts for Each Program**

The content covered in each program needs to be paced according to each parent group’s particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. In general, we suggest that you try to cover 7–9 vignettes per two-hour program.

**Program One: Attentive Child-Directed Play Promotes Positive**



**Relationships & Children’s Confidence**

Vignettes 1-15

**Program Two: Attentive Academic and Persistence Coaching Promote  
Children’s Language and School Readiness**



Vignettes 1-17

**Program Three: Attentive Emotion Coaching Strengthens Children’s  
Emotional Literacy and Empathy**



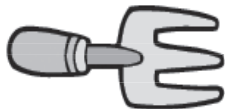
Vignettes 1-11

**Program Four: Attentive Social Coaching Promotes Children’s  
Cooperative Friendships**



Vignettes 1-14

**Program Five: Attentive, Imaginative Parenting Promotes Children’s  
Emotional Regulation Skills**



Vignettes 1- 10

**Program Six: Attentive, Creative Play Promotes Children’s Problem  
Solving and Empathy**



Vignettes 1-15





# **Outline—Program One**

## **Attentive Child-Directed Play Promotes Positive Relationships & Children’s Confidence**



### **I. Welcome**

Leaders introduce themselves.

Review agenda for program.

### **II. Introductions**

Parents introduce themselves and give names and ages of their children. Talk about their goals.

### **III. Ground Rules**

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.

### **IV. Program Goals and Topics**

Give an overview of the program, its general goals, topics and format. (Show introductory narration.)

### **V. Topic of Day: Child-Directed Play—Building Positive Relationships**

A. Brainstorm benefits to parent/child play.

B. Vignettes: 1-13 (Choose 6-7 vignettes as appropriate for the group).

C. Buzz—share play activities for toddlers and preschoolers.

D. Role Plays/Practice

Practice (leader [as child] and parent) that demonstrates first being parent directed contrasted with being child directed.

First give lots of direction, then replay being an “appreciative audience.”

If time, divide group into sets of 3. Within each small group, give each parent a 2- to 3-minute time to be the child, parent and the observer.

E. Ending Play: Vignettes 14-15.

F. Summarize Key Points (Attentive Parenting Tips).

**Key Concepts:**

- Value of parents giving focused child-directed attention during play as a way of strengthening relationships and building children’s self-confidence and independence.
- Understanding the “Attention Principle.”
- Supporting children’s discoveries and exploration of ideas.
- Understanding developmental milestones for children’s cognitive level and having realistic expectations.
- Building family relationships.
- Knowing how to end play times.

**VI. Review Home Activities and Handouts**

Summarize key points or Attentive Parenting Tips.

Review suggested home activities.

**VII. Parent Evaluation**

Remind parents of the importance of their 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.

Thank parents for coming; praise their willingness to explore and try new ways of parenting.

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





# LEADER CHECKLIST Program One



**Topic:** *Attentive Child-Directed Play*

**Vignettes:** *1- 15*

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

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

**VIGNETTES COVERED: Child-directed Play:**

Intro            1        2        3        4        5\*\*    6\*\*    7\*        8\*\*    9        10\*\*    11  
12    13\*\*    14\*    15\*\*

\* especially good for 2-4 years

\*\* especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. Circle vignettes shown.

**DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Brainstorm group ground rules	_____	_____
4. Discuss parent goals and program goals	_____	_____
5. Explain format for meetings	_____	_____
6. Brainstorm benefits of parent/child play	_____	_____
7. Buzz—play activities	_____	_____
8. Role play/practice being “appreciative audience” in large group	_____	_____
9. Break out for “practice” in dyads or triads	_____	_____
10. Explain importance of home practice activities	_____	_____
11. Highlight key principles from parents’ discussion	_____	_____
12. Review this week’s practice activity and parents set personal goals (play record sheet)	_____	_____

**Xerox:**

- Home Activities for the Week
- Record Sheet: Child Directed Play
- Attentive Parenting Tips about Attentive Child-Directed Play

**Self-Evaluation**

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



## Home Activities for the Week

### *Attentive Child-Directed Play Promotes Positive Relationships*



#### **To Do:**

1. **PLAY** for 10 minutes each day with your child. Be attentive, child directed and follow your child's lead; express your joy to your child when playing
2. **RECORD** your experiences on the "Parent Child-Directed Play" record sheet and bring to the next session



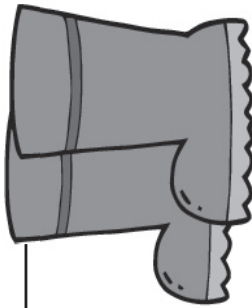
#### **To Read:**

Chapter 1, *Toddler-Directed Play* in *Incredible Toddlers* book

OR

Chapter 1, *How to Play With Your Child*, in *The Incredible Years* book





# Handout RECORD SHEET Parent Child-Directed Play



Date: \_\_\_\_\_

Parent Play Behaviors I want to do less of:	Play Behaviors I want to do more of:	Scripts:
1. Example: Giving instructions  2.  3.	1. Example: Spending more time focusing on my child's ideas and discoveries  2.  3.	1. Example: "I love watching what you discover in your play."  2.  3.

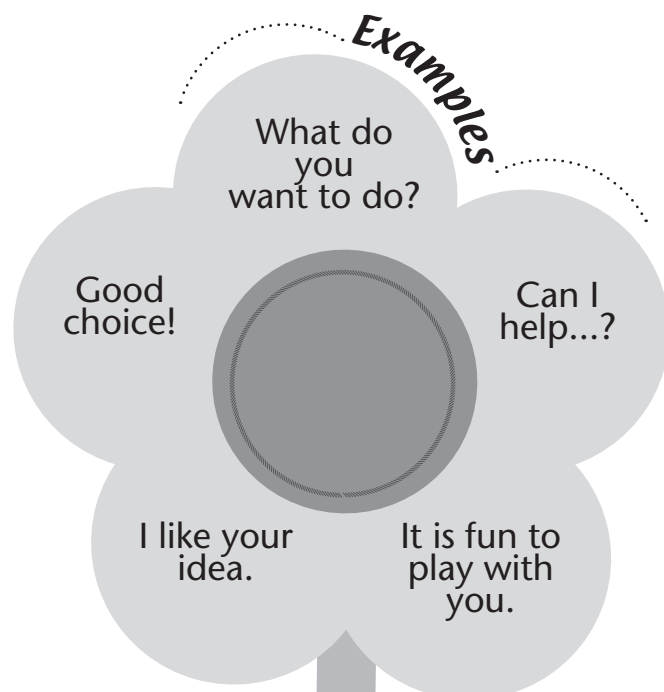
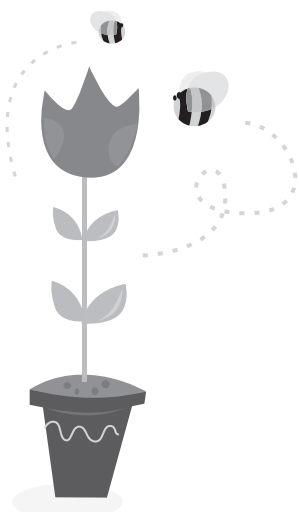
***"Like any successful garden, children's positive growth must be tended with the right parenting attention and tools."***



## Attentive Parenting Tips

### About Attentive Child-Directed Play

- Encourage your child's curiosity to explore new objects and activities.
- Follow your child's lead.
- Pace at your child's level—give your child time.
- Be an attentive and appreciative audience.
- Avoid competing with your child.
- Don't focus on the "correct" way or specified rules for a game.
- Model cooperation by doing what your child asks you to do.
- Observe and respond to your child's initiations and try not to ask questions.
- Praise and encourage your child's self-discovery and creativity; don't criticize.
- Engage in pretend and make-believe with your child.
- Allow your child to change his/her mind; be process oriented vs. product oriented.
- Curb your desire to give too much help—give just enough support to avoid frustration but not so much you take over your child's exploration.
- Laugh and have fun.





# **Outline—Program Two**

## **Attentive Academic and Persistence Coaching**

### **Promote Children’s Language and School Readiness**



#### **I. Welcome**

Greet families.

#### **II. Report on Home Activities**

Buzz experiences with attentive child-directed play (positive, difficult, and/or successful).

#### **III. First Topic of Day: Academic Coaching**

- A. Vignettes: 1-6 (choose according to age of children).
- B. Brainstorm/Buzz: academic concepts/words to describe.
- C. Practice/Role Play: (large group) One parent acts as child, and another parent demonstrates descriptive commenting and academic coaching.

#### **IV. 2nd Topic of Day: Persistence Coaching**

- A. Vignettes: 7-13 (primarily for children ages 4-6 years old).
- B. Brainstorm persistence words.
- C. In large group, demonstrate “persistence coaching.”
- D. Break up into triads to practice persistence coaching (use puzzles or mazes). One parent is child, one is parent and one “observer.” Practice using persistence and academic coaching. Have props (unstructured toys) on hand.

#### **V. 3rd Topic of Day: Promoting Reading Readiness**

- A. Vignettes: 14-17 (choose according to age of children).
- B. Practice/Role Play: Reading to children.

#### **VI. Review Home Activities & Handouts**

Summarize key points (Attentive Parenting Tips).

**Key Concepts:**

- Learning about normal developmental milestones for toddlers and for pre-schoolers and having realistic expectations.
- Understanding the value of persistence coaching for promoting children’s attention span, managing their frustration and staying focused while learning some thing new.
- The modeling principle—by parents avoiding the use of critical statements, corrections, questions and demands and substituting positive polite language, children learn more positive communication and feel support.
- Understanding how to pace play at child’s developmental level.
- Understanding the value of academic coaching for building children’s language skills and school readiness.
- Understanding how to coach pre-reading and writing readiness.

**VII. Parent Evaluation**

**VIII. Closing**



# LEADER CHECKLIST



## Program Two

**Topic:** *Attentive Academic and Persistence  
Coaching Promote Children’s Language and  
School Readiness*

**Vignettes:** *1-17*

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

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

**VIGNETTES COVERED:** 1\*    2\*    3\*    4    5    6\*\*    7    8\*\*    9\*\*  
10\*\*    11\*\*    12\*\*    13\*\*    14\*    15\*    16\*    17

\* especially good for 2-4 years

\*\* especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. 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 (to play home activity)	_____	_____
3. Buzz—list of things parents can describe (academic coaching) (objects, actions, behaviors)	_____	_____
4. Practice academic coaching methods (large group)	_____	_____
5. Break out for small group practice	_____	_____
6. Buzz—persistence coaching words/scripts	_____	_____
7. In triads, practice academic and persistence coaching (use handouts)	_____	_____
8. Practice interactive reading skills	_____	_____
9. Highlight key principles from parents’ discussion	_____	_____
10. Explain this week’s home activity & parents set personal goals	_____	_____

**Xerox:**

- Home Activities for the Week
- Record Sheet: Academic and Persistence Coaching
- Attentive Parenting Tips about Reading Readiness, Academic Coaching, and Persistence Coaching (3)

**Self-Evaluation**

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



## Home Activities for the Week

### *Attentive Academic & Persistence Coaching Promote Children's Language & School Readiness*



#### *To Do:*

- **PLAY** with your child being child-directed and using descriptive commenting, academic and persistence coaching
- **RECORD** your experiences on the "Academic & Persistence Coaching" Record Sheet and bring to next session



#### *To Read:*


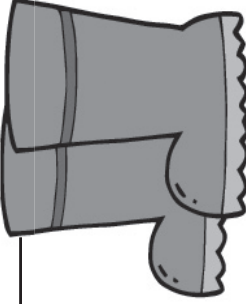
Chapter 2, *Promoting Toddlers' Preschool Readiness with Academic and Persistence Coaching*, in *Incredible Toddlers* book

OR

Part 3, Problem 15 (*Reading with CARE*) in *Incredible Years* book





 <b>Handout</b> <b>RECORD SHEET</b> <b>Academic &amp; Persistence Coaching</b>			Date: _____
 Parent Play Language I want to do less of:	Play Language I want to do more of:	Coaching Scripts:	
1. Example: asking questions   2.   3.	1. Example: describing my child's thoughts and actions   2.   3.	1. Example: "You are working hard and are really focused on that."   2.   3.	

*"The attentive gardener knows when to prop and support the plant."*

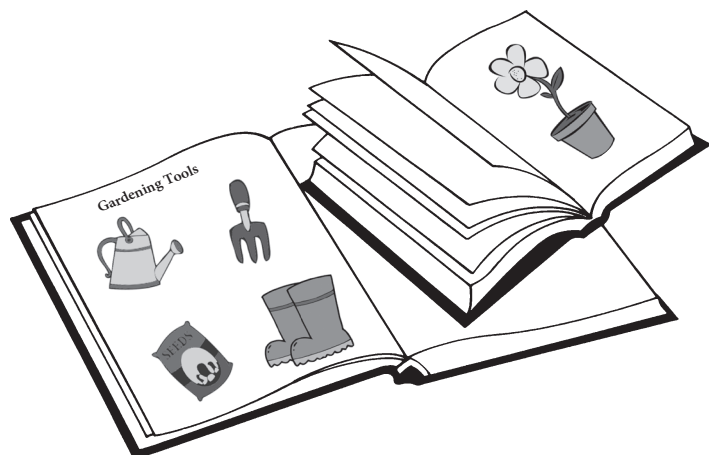
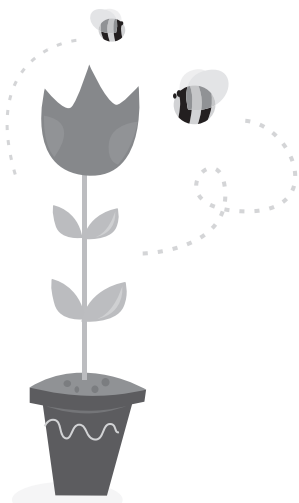


## Attentive Parenting Tips

# Coaching Children's Reading Readiness



- Go to the library together for story time or just to browse. Let your child pick several books to take home.
- Read at a quiet time when you are relaxed and comfortable—with TV and music turned off (this prevents over stimulation).
- Hold your child in a comfortable position when reading.
- Read for a few minutes each day when your child seems calm and alert. (Reading at bedtime is a great routine to have established because it helps your child calm down.)
- If you have other children, read to them as well.
- Read the names of the author and illustrator to your child as you begin reading.
- Point to pictures in the book and talk about them or make up stories.
- Re-read books your child likes many times.
- Praise and give positive feedback (that's right!).
- Slide your finger under the words or letters on the page and show left to right movement.
- Encourage your child to turn the pages.





## Attentive Parenting Tips

# Academic Coaching Promotes Children's Language Skills

- Use many more descriptive comments than questions.
- Describe your child's actions and body parts.
- Listen to your child and imitate, or mirror, your child's words.
- Notice what your child is interested in and talk about it.
- Describe the objects, shapes, numbers, letters and colors of things your child plays with.
- Talk about positions of objects (e.g., inside, under, beside, next to, behind).
- Prompt your child to communicate by modeling words for him/her to copy.
- Use new and more complex words to expand your child's vocabulary even if you know (s)he won't understand at first.
- Chant, sing rhymes and teach your child body movements that go with the words.
- Describe your own actions to your child (e.g., "I'm folding three shirts and two pairs of red socks now).
- Talk about simple everyday stories and events.
- Use make believe games such as toy telephones or hand puppets to encourage language interactions and make up stories.

*"The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."*

*"You are exploring how the long piece connects to the short square piece."*





## Attentive Parenting Tips

### **Persistence Coaching Promotes Children's School Readiness Skills**

- Coach with comments when your child is working hard, concentrating, being calm, or staying patient when doing an activity.
- Describe your child's persistence with a frustrating activity by trying again, sticking with it, thinking of a new way to do it, staying focused.
- Listen carefully and try to understand what your child is telling you about his/her thoughts, ideas and discoveries.
- Comment and praise your child for listening to peers or an adult.
- Encourage your child to discover, explore, experiment and provide support when mistakes are made.
- Try not to give too much help; encourage your child's curiosity.

*"You are working so hard on that puzzle and thinking about where the piece will go."*

*"You are so patient and just keep trying all different ways to make that piece fit together."*

*"You have figured that out all by yourself."*

*"You are staying calm and trying again."*





## **Outline—Program Three**

### **Attentive Emotion Coaching Strengthens Children’s Emotional Literacy and Empathy**



#### **I. Welcome**

#### **II. Report on Home Activities**

Buzz experiences with academic and persistence coaching (positive, difficult, and/or successful).

#### **III. Topic of Day: Emotion Coaching**

- A. Introduce topic and how it promotes emotional literacy and why this is important.
- B. Vignettes: 1-11.
- C. Buzz—emotion words.
- D. Practice/Role Play (large group).
- E. Break out into triads to practice.

#### **Key Concepts:**

- Emotion coaching promotes children’s emotion language skills and empathy.
- Emotion language is a precursor to self-regulation.
- The “attention rule”—the principle of paying attention to positive emotions and modeling positive expression of emotions.
- Understanding how to respond effectively to negative emotions.
- Combining emotion coaching with persistence coaching.
- Learning about opportunities for empathy training.
- Understanding how puppets can enhance children’s learning of feelings language and empathy.

#### **IV. Review Home Activities & Handouts**

Summarize key points (Attentive Parenting Tips).

#### **V. Parent Evaluation**

#### **VI. Closing**



# LEADER CHECKLIST

## Program Three



**Topic:** *Attentive Emotion Coaching Strengthens Children’s Emotional Literacy and Empathy*

**Vignettes: 1-11**

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

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

**VIGNETTES COVERED:**

1\*    2\*\*    3    4    5    6    7    8    9    10    11

\* especially good for 2-4 years

\*\* especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. 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	_____	_____
3. Buzz—emotion words to promote emotion literacy	_____	_____
4. Role play/practice being an emotion coach (large group)	_____	_____
5. In triads, practice persistence and emotion coaching	_____	_____
6. Practice using puppets to model emotion language	_____	_____
7. Highlight key principles from parents’ discussion	_____	_____
8. Explain this week’s home activity & parents set personal goals	_____	_____

**Xerox:**

- Home Activities for the Week
- Record Sheet: Emotion Coaching
- Attentive Parenting Tips: Attentive Emotion Coaching Scripts

**Self-Evaluation**

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



## Home Activities for the Week

### *Attentive Emotion Coaching Strengthens Children's Emotional Literacy & Empathy*



- **CONTINUE** playing with your child one-on-one combining emotion coaching with academic and persistence coaching
- **RECORD** your experiences on the "Emotion Coaching" Record Sheet and bring to next session

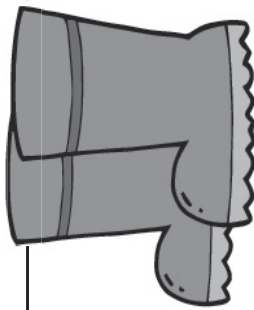


Chapter 3, *Coaching Toddlers' Social and Emotional Competence*, in *Incredible Toddlers* book

OR

Chapter 2, *Positive Attention, Encouragement and Praise* in *The Incredible Years* book





**Handout**  
**RECORD SHEET**  
*Emotion Coaching*



Date: \_\_\_\_\_

Parent Play Behaviors I want to do less of:	Play Behaviors I want to do more of:	Emotion Coaching Scripts:
1. Example: <i>attending to negative behavior</i>  2.  3.	1. Example: <i>describing positive emotion</i>  2.  3.	1. Example: <i>"You are so calm and patient as you figure that out."</i>  2.  3.

***"The attentive gardener plants and tends the seeds that grow love."***





## Attentive Parenting Tips

### Emotion coaching

- Try to understand what your child is feeling and wanting.
- Describe your child's feelings (don't ask him/her what (s)he is feeling because (s) he is unlikely to have the words to tell you).
- Label your child's positive feelings more often than his/her negative feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise the coping strategy your child is using: "You look frustrated, but you are staying calm and trying again."
- Cuddle and soothe your child when (s)he is hurt or frightened. Stay calm yourself to provide extra reassurance.

"You look proud of that drawing."

"You seem confident when reading that story."

"You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so calm and trying hard."

"You are forgiving of your friend because you know it was a mistake."

"I am having fun with you and am excited about your discoveries."







## ***Outline—Program Four***

### ***Attentive Social Coaching Promotes Children’s Cooperative Friendships***



#### **I. Welcome**

#### **II. Report on Home Activities**

Buzz—experiences with emotion coaching.

#### **III. Topic of Day: Social Coaching**

- A. Buzz or brainstorm social behaviors to encourage.
- B. Vignettes: 1-14.
- C. Buzz—“positive opposites” (use handout).
- D. Practice social coaching (large group).
- E. Practice in triads social and emotional coaching (use puppets for modeling and prompting social behaviors).

#### **Key Concepts:**

- Social coaching, one-on-one, builds child’s social skills and friendships.
- Understanding how to model, prompt, and praise social skills with several children.
- Learning how to use puppets and pretend play to practice social skills.
- Understanding how to link positive social actions to emotions.
- Combining emotion and social coaching methods.
- Understanding the “attention principle” and value of differential attention.

#### **IV. Review Home Activities & Handouts**

Summarize key points.

#### **V. Parent Evaluation**

#### **VI. Closing**



# LEADER CHECKLIST

## Program Four



**Topic:** *Attentive Social Coaching Promotes Children's Cooperative Friendships*

**Vignettes:** *1-14*

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

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

**VIGNETTES COVERED:**

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

\* especially good for 2-4 years

\*\* especially good for 5-6 years

Choose 7-9 vignettes that best match your families' needs. Circle vignettes shown.

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences to emotion coaching	_____	_____
3. Practice social and emotion coaching (one-on-one)	_____	_____
4. Practice social and emotion coaching (with 2-3 children differing ages)	_____	_____
5. Practice behaviors to ignore and those to give attention to and prompt (differential attention)	_____	_____
6. Talk about modeling positive social behaviors through imaginary play	_____	_____
7. Buzz places where social coaching could be used	_____	_____
8. Highlight key principles from discussion	_____	_____
9. Explain this week's home activity & parents set personal goals	_____	_____

**Xerox:**

- Home Activities for the Week
- Attentive Parenting Tips: Attentive Social Coaching Scripts
- Attentive Parenting Tips: About Social Coaching
- Record Sheet: Praise Positive Opposite

**Self-Evaluation**

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



## Home Activities for the Week

### *Attentive Social Coaching Promotes Children's Cooperative Friendships*



#### **To Do:**

- **PLAY** with your child using social coaching with emotion and persistence coaching
- **ENGAGE** in some pretend or imaginary play with your child
- **TRY** using social coaching in other settings such as the grocery store, or at a playground, or at mealtimes or bath time
- **RECORD** your experiences on the "Social Coaching" Record Sheet and bring it to the next session



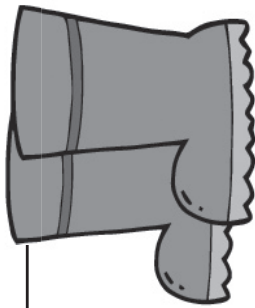
#### **To Read:**

Chapter 3, *Coaching Toddlers' Social and Emotional Competence*, in *Incredible Toddlers* book

OR

Chapter 10, *Teaching Children Friendship Skills* in *Incredible Years* book





**Handout**  
**SOCIAL COACHING RECORD SHEET**  
*Coach & Praise "Positive Opposites"*



Date: \_\_\_\_\_

Child Behaviors I want to see less of:	Positive Opposite Child Behaviors I want to see more of:	Social Coaching Scripts:
1. Example: yelling  2.  3.	1. Example: polite voice  2.  3.	1. Example: "You are sharing and that is so friendly."  2.  3.

*"Children can best thrive and bloom when parents attend to and nurture them daily."*



## Attentive Parenting Tips

### About One-on-One Parent-Child Social Coaching

- During play, model social skills for your child such as offering to share, waiting, giving a compliment, taking turns, asking for help.
- Prompt your child to ask for help, take a turn, share something, or give a compliment and then praise him/her if it occurs. Let it go if your child does not respond to your prompt.
- Praise your child any time s/he offers to share with you or help you.
- Participate in pretend and make-believe play with your child by using a doll, action figure, or puppet to model skills such as asking to play, offering to help, taking a turn, giving a compliment, calming down with a deep breath and waiting.
- Model and prompt your child with a suggestion of the appropriate words to say.
- Try to give enough help so children are successful, but not so much help that you take over.

"I will be your friend and share this with you."

"Thank you for giving me a turn, that's a good friend."

"Can you help me find a blue one?"

"You are a good friend for helping me."





## Attentive Parenting Tips

### About Peer Social Coaching

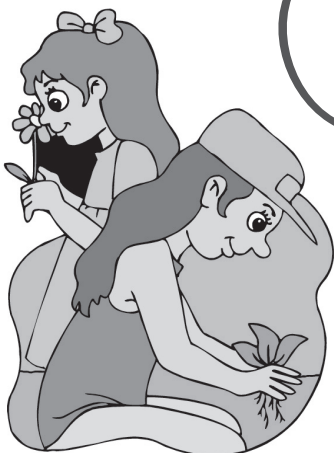
- Occasionally prompt your child to notice what another child is doing or to help him or her in some way.
- Help your child understand that when (s)he shared, the other person felt happy so (s)he can see the connection between his/her behavior and another's feelings.
- Encourage play dates with friends.
- Praise children's cooperative ideas and creativity; avoid criticism.
- Use social coaching instead of asking questions.
- Prompt, coach, and praise children's friendly behaviors whenever you see them (e.g., sharing, helping, taking turns, being polite, apologizing, compliments).

"That's so friendly. You are sharing your cars and waiting your turn. Your friend looks happy."

"You are both helping each other like a team."

"You waited and asked first if you could use that. Your friend listened to you and shared."

"You both worked together to put those blocks together. That was great cooperation."







# **Outline-Program Five**

## **Attentive, Imaginative Parenting**

### **Promotes Children's Emotional Regulation Skills**



#### **I. Welcome**

#### **II. Report on Home Activities**

Buzz experiences with social coaching during play time.

#### **III. Topic of Day: Emotional Regulation Skills**

- A. Define emotional regulation and discuss children's temperament variation and developmental milestones for age and cognitive stage.
- B. Buzz: strategies for helping children regulate their emotions.
- C. Discuss barriers.
- D. Vignettes: 1-11.
- E. Practice/Role play: explaining Calm Down Thermometer to a child.
- F. Practice/Role Play: using Tiny Turtle to teach anger management skills.
- G. Practice/Role Play: using books to practice calming down solution.

#### **Key Concepts:**

- Determining when children are receptive to learning about calm down teaching or self-regulation prompts.
- Parents modeling self-control and calm-down strategies.
- Using ignore technique when child is too dysregulated.
- Understanding how to use pretend and puppet play to do self-regulation teaching and practice.
- Use ignore for selected behaviors such as whining, tantrums, and arguing.
- Understanding concept of "selective attention."

#### **V. Review Home Activities & Handouts**

Summarize key points (Attentive Parenting Tips).

#### **VI. Parent Evaluation**

#### **VII. Closing**



# LEADER CHECKLIST

## Program Five



**Topic:** *Attentive, Imaginative Parenting Interactions Promote Children’s Emotional Regulation Skills*

**Vignettes:** 1-11

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

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

### VIGNETTES COVERED:

Intro\*      1\*      2      3      4      5      6      7      8      9\*\*  
10      11\*\*

\* especially good for 2-4 years

\*\* especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. 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 (to social coaching)	_____	_____
3. Buzz—skills involved in self-regulation	_____	_____
4. Practice—teaching toddlers how to calm down (with puppet)	_____	_____
5. Practice—using puppets and books to practice calm down language (with preschoolers)	_____	_____
6. Highlight key principles from parents’ discussion	_____	_____
7. Explain this week’s home activity and parents set goals	_____	_____

### **Xerox:**

Home Activities for the Week

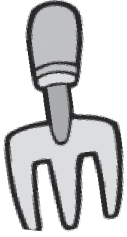
Attentive Parenting Tips: Building Children’s Self-Regulation Skills

Record Sheet: Emotional Regulation

### **Self-Evaluation**

“Gems” of Program—Reminder of things to pursue next program

## Home Activities for the Week



### To Do:

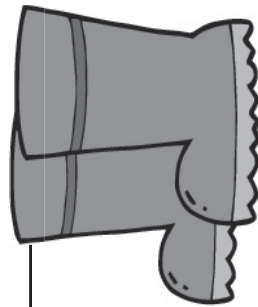
- **CONTINUE** to play with your child using coaching methods
- **MODEL** positive self-regulation and calm down strategies
- **SET UP** calm down practices for your child using thermometer or tiny turtle book
- **RECORD** your experiences on the “Emotional Regulation” Record Sheet and bring to next session



### To Read:

Chapter 4, *Positive Attention, Encouragement, and Praise* in *Incredible Toddlers* book  
OR  
Chapter 9, *Helping Child to Regulate their Emotions* in *Incredible Years* book





**Handout**  
**RECORD SHEET**  
*Emotional Regulation*



Date: \_\_\_\_\_

Child Behaviors I want to see less of:	Positive Opposite Behaviors I want to see more of:	Coaching Scripts:
1. Example: Tantrums	1. Example: Taking a deep breath and trying again	1. Example: "You are frustrated but are patient and keep trying. I think you can do it."
2.	2.	2.
3.	3.	3.

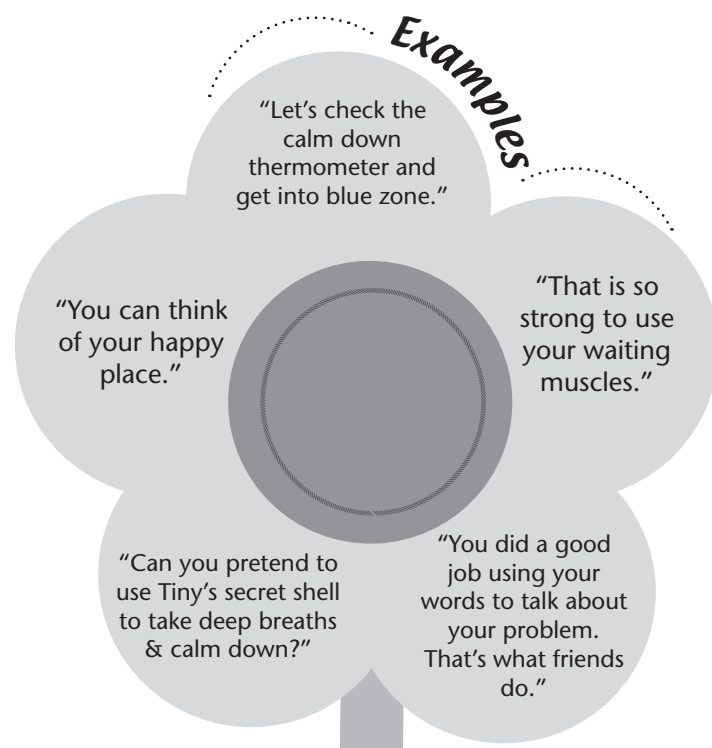
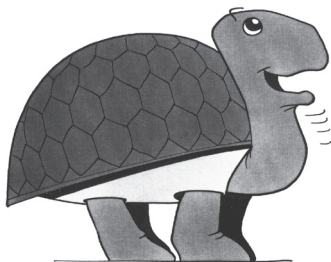
***"Growing a thriving garden means giving attention and cultivating."***



## Attentive Parenting Tips

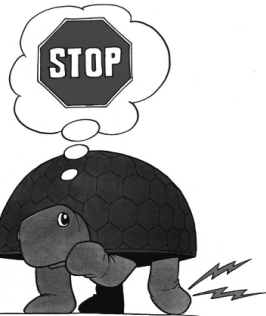
### *Imaginative parenting promotes children's Self-regulation Skills*

- Coach and praise your child's self-regulation skills such as staying calm, being patient, trying again when frustrated, waiting a turn, and using words.
- Support your child when (s)he is frustrated, but recognize when (s)he is too upset to listen and just needs space to calm down.
- Encourage your child's practice of calm down steps with puppets, books, and games.
- Model and give your child the words to use to express his/her needs and feelings (e.g., "you can calmly ask her for the truck").
- Help your child learn ways to self-regulate such as using a special stuffed animal or blanket, taking deep breaths, telling himself/herself (s)he can calm down, waiting, solving a problem.

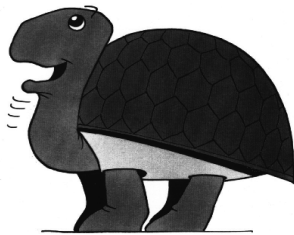


# Calm Down Thermometer

I can do it. I can calm down.



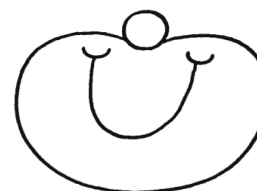
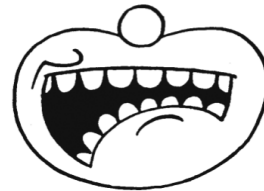
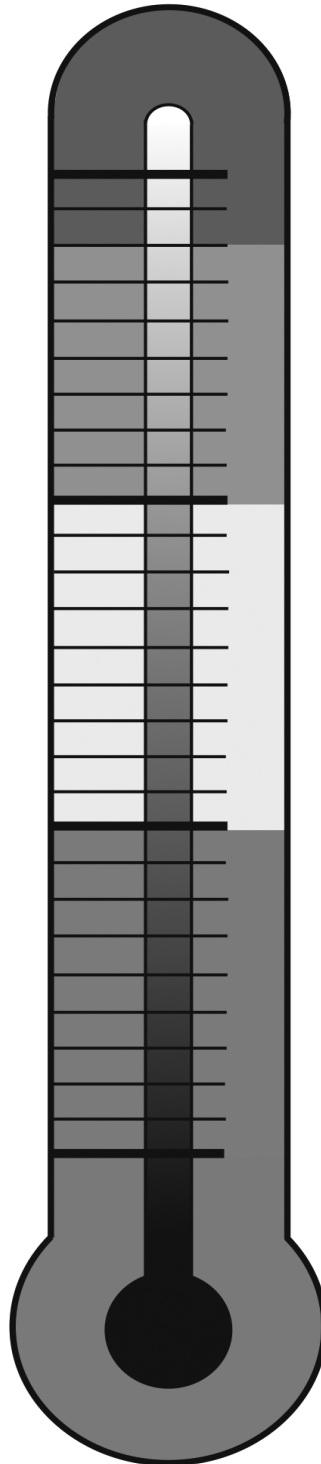
**Think "Stop"**



**Take 3 deep breaths**



**Stay cool**





## ***Outline–Program Six***

### ***Attentive, Creative Play Promotes Children’s Problem Solving***



#### **I. Welcome**

#### **II. Report on Home Activities**

Buzz: experiences with practicing self-regulation skills during play time.

#### **III. Topic of Day: Teaching Children to Problem Solve Through Stories and Games**

- A. Introduce Problem Solving and Steps.
- B. Brainstorm benefits to teaching problem solving.
- C. Vignettes: 1-17.
- D. Role Play/Practice (large group).  
Demonstrate how to use Wally books to teach problem solving.
- E. Practice in dyads using Wally books to problem solve. Practice solutions with puppets.

#### **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.
- Understanding the importance of validating children’s feelings.
- Understanding ways to encourage children’s generation of solutions to problems.
- Learning how to help children think about the “feeling” associated with the problem and with the consequences to solutions proposed.
- Avoiding “blocks” to effective problem-solving with children such as lectures, quick solutions, criticism, too many questions, or focus on “correct” solutions rather than the “process” of problem solving.
- Recognizing the value of modeling solutions and problem solving for children.
- Strengthening children’s empathy skills by reversing roles and talking about another’s feelings.

#### **IV. Topic: Celebratory Group (Optional for subsequent group session)**

- A. Discuss feelings about group and how to carry on.
- B. Celebration: special gifts, food & certificates.
- C. Final evaluation form.

**V. Review Home Activities**

Explain handouts.

**VI. Parent Evaluation**

**VI. Closing**



**NOTE: It is advisable to have one or two whole sessions on this topic and to do the celebration/graduation at a subsequent time.**





# LEADER CHECKLIST

## Program Six



**Topic:**

**Attentive, Creative Play Promotes  
Children's Problem Solving**

**Vignettes: 1-17**

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

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

<b>VIGNETTES COVERED:</b>		Intro	1	2	3	4
5	6**	7**	8	9**	10**	11**
12	13**	14	15	16	17	

\* especially good for 2-4 years

\*\* especially good for 5-6 years

Choose 7-9 vignettes that best match your families' needs. Circle vignettes shown.

**DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (emotion, barriers, self-regulation)	_____	_____
3. Brainstorm/buzz benefits of problem-solving	_____	_____
4. Practice (large group) using Wally books	_____	_____
5. Practice (dyads) using Wally books to teach problem solving	_____	_____
6. Highlight key principles	_____	_____
7. Discuss ending group (feelings about group)	_____	_____
8. Make reunion plan	_____	_____
9. Present certificates and gifts	_____	_____
10. Parent final evaluation	_____	_____
11. Review home assignment and goal setting plans	_____	_____

**Xerox:**

- Home Activities for the Week
- Attentive Parenting Tips About Promoting Children's Problem Solving
- Problem Solving Checklist
- Record Sheet: Problem Solving

**Self-Evaluation**

"Gems" of Program—Reminder of things to pursue



## Home Activities for the Week

### Attentive, Creative Play Promotes Children's Problem Solving



#### To Do:

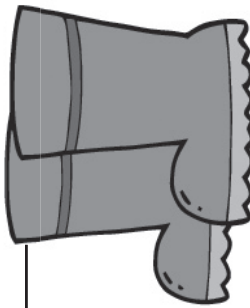
- **CONTINUE** to play with your child being child-directed and using coaching methods (avoid question-asking)
- **READ** books and set up problem solving practice scenarios (e.g., use Wally books/puppets)
- **PRAISE** children's positive solutions to problem situations
- **RECORD** your experiences on the "Problem Solving" Record Sheet and bring to the next session



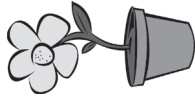
#### To Read:

Chapter 7, *Positive Discipline - Handling Misbehavior* in *Incredible Toddlers* book  
OR  
Chapter 8, *Teaching Children to Problem Solve* in *Incredible Years* book





**Handout**  
**RECORD SHEET**  
*Problem Solving*



Date: \_\_\_\_\_

Problems I want to help my child with:	Positive Opposite Behaviors I want to see more of:	Problem Solving Scenarios:
1. Example: <i>grabbing</i>	1. Example: <i>sharing</i>	1. Example: <i>Child wants to use computer but leaves to ask and wait his turn.</i>
2.	2.	2.
3.	3.	3.

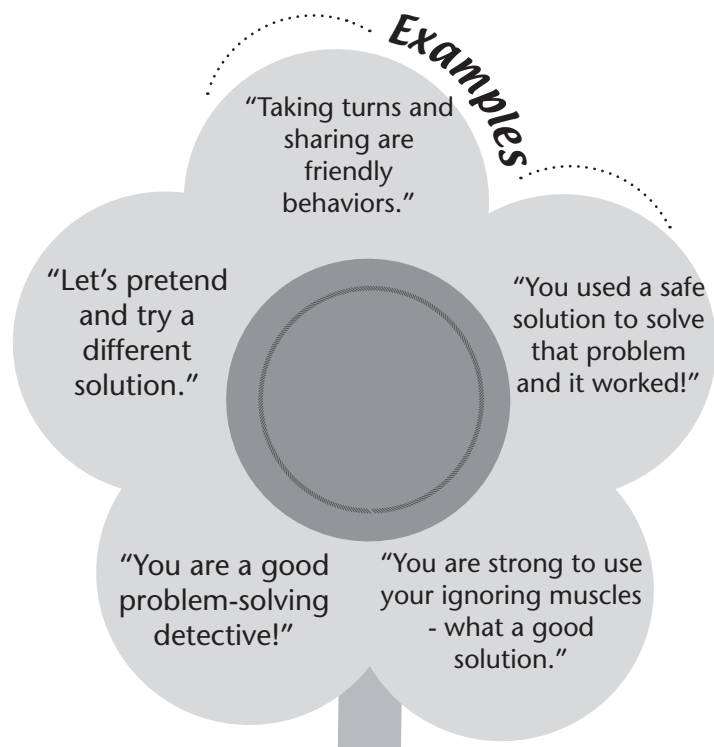
*“The attentive gardener does not demand a plant to bloom, but waits patiently for it to unfold.”*

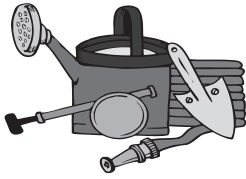


## Attentive Parenting Tips

# Creative Play Promotes Children's Problem Solving

- Talk about feelings and help children define the problem.
- Involve children in brainstorming possible solutions.
- Be positive and imaginative.
- Model prosocial solutions yourself.
- Encourage children to practice different solutions.
- Help children think about whether the solution is safe, fair, and will lead to good feelings.
- Remember it is the process of learning how to think about conflict that is critical, rather than getting correct answers.





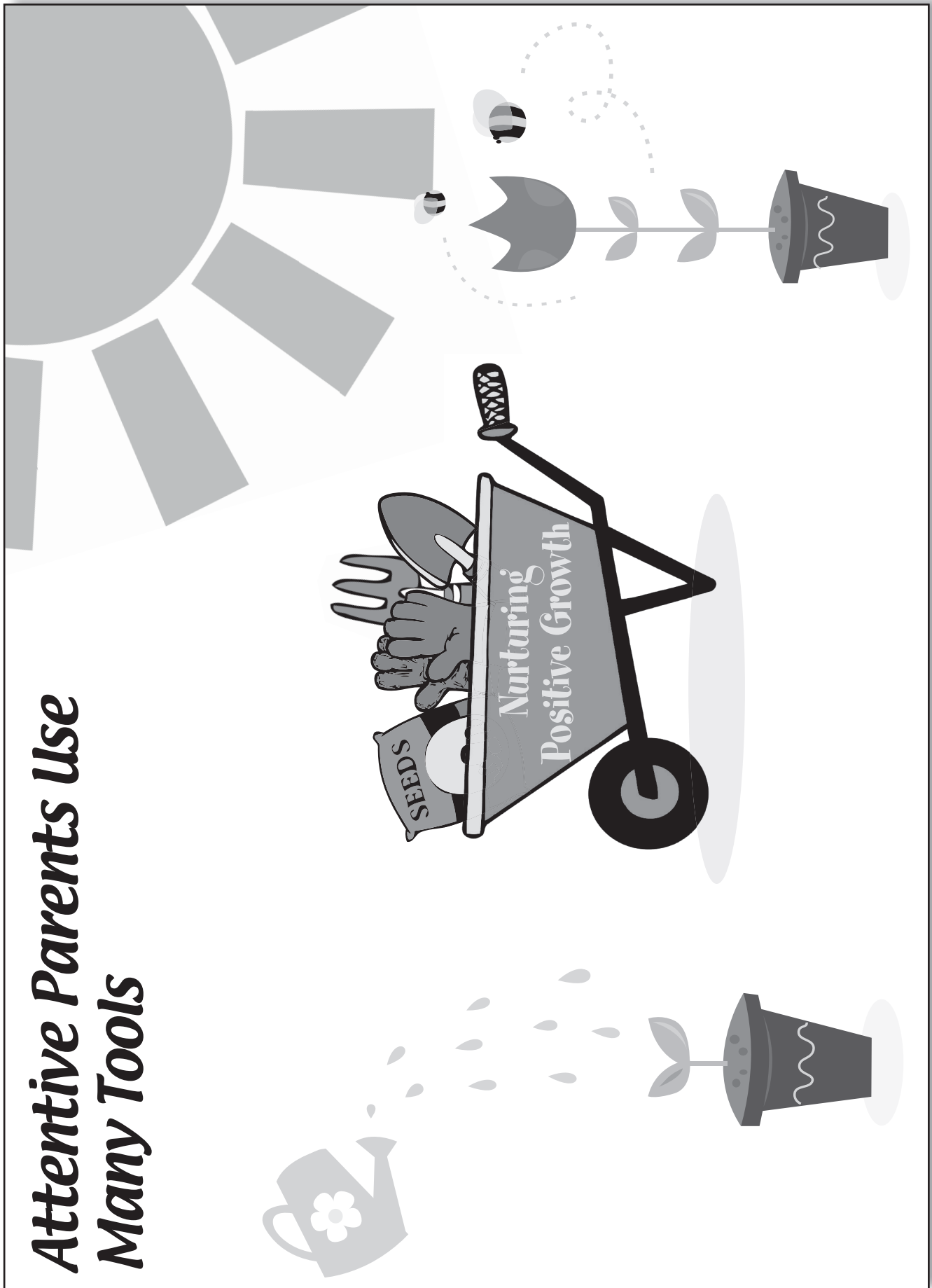
## Handout Problem-Solving Checklist

	Yes	No
Step 1: Identify the problem through feelings	_____	_____
Step 2: Define the Problem	_____	_____
Step 3: State the Goals	_____	_____
Step 4: Brainstorm Solutions		
1. Remain open, noncritical	_____	_____
2. Be wild, innovative, humorous	_____	_____
3. Increase quantity	_____	_____
4. Postpone details	_____	_____
Step 5: Evaluate Solutions and Make a Good Choice		
1. Evaluate each solution	_____	_____
2. Choose best solution	_____	_____
Step 6: Evaluate the Success of the Solution		
1. Reinforce progress	_____	_____
2. Refine problem solving plan	_____	_____

Preschoolers will be at the stage of Steps 1, 2, 3 and 4. It will be more difficult for them to evaluate solutions.



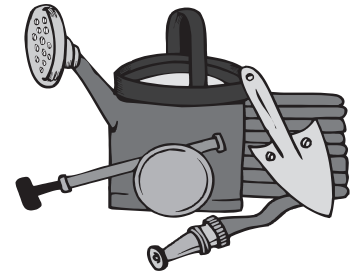
# Attentive Parents Use Many Tools





## *Outline—Session Seven (Optional)*

### *Review and Celebration*



**I. Welcome**

**II. Report on Home Activities**

Discuss any experiences with Problem Solving.

**III. Topic of Day: Review and Catch Up**

- A. Complete any unfinished vignettes.
- B. Role play problems raised by group members.

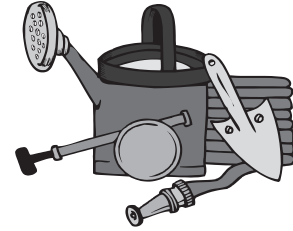
**IV. Celebrating Group**

- A. What has it been like to participate in this parent group?  
How can it carry on?  
\*Leaders and parents share what it has meant to be in the group.
- B. Review progress toward goals set.
- C. Celebration.  
Certificates are given out to each parent.  
Special food (planned the prior week by parents).

**V. Parent Final Program Evaluation (See Appendix for Evaluation Form)**



# LEADER CHECKLIST Last Session



**Program Seven:**

**Review and Celebration**

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

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

**VIGNETTES COVERED:** Complete any unfinished

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to problem solving)    | _____ | _____ |
| 3. Role play with Wally books  | _____ | _____ |
| 4. Discuss ending program (feelings about group, continuing group on own, providing support) | _____ | _____ |
| 5. Make a reunion plan or plan ongoing meetings  | _____ | _____ |
| 6. Present certificates  | _____ | _____ |
| 7. Parent Final Program Evaluation (long form)   | _____ | _____ |

**Xerox:**

Parent Satisfaction Handout

**Self-Evaluation**

"Gems" of Program