



Attentive Parenting[®] Program

HANDOUTS ONLY

Carolyn Webster-Stratton, Ph.D.

Video-based instruction for child and family guidance

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Appendix

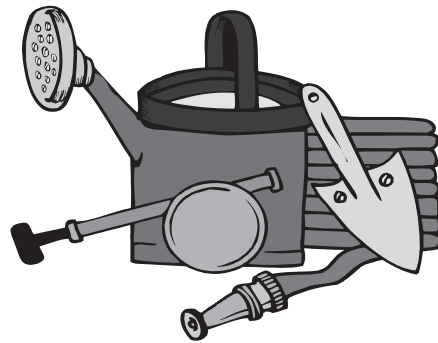
Self-monitoring checklist

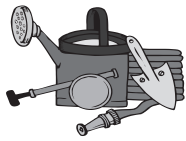
Parent Weekly Evaluation Form

Parent Final Program Satisfaction Questionnaire

Program Content/Objectives

Parent Certificate of Completion





Attentive Parenting®

Self-Monitoring Checklist

Children 2-6 Years

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

Name: _____

Program 1: Introductions, Goals, Child-Directed Play Promotes



Positive Relationships

My goal for the coming week:

	Goals I met
___ Read Chapter 1 in <i>Incredible Years</i> or <i>Incredible Toddlers</i>	___
___ Review my goals for myself and my child.	___
___ Play using attentive, child-directed approach.	___



Program 2: Attentive Academic and Persistence Coaching Promote Children's Language and School Readiness

My goal for the coming week:

	Goals I met
___ Read Chapter Part 3, Problem 15 (Reading with CARE) in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___



Program 3: Attentive Emotion Coaching Strengthens Children's Emotional Literacy and Empathy

My goal for the coming week:

	Goals I met
___ Read Chapter 2 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___



Program 4: Attentive Social Coaching Promotes Children’s Cooperative Friendships

My goal for the coming week:

	Goals I met
___ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___



Program 5: Attentive, Imaginative Parenting Promotes Children’s Emotional Regulation Skills

My goal for the coming week:

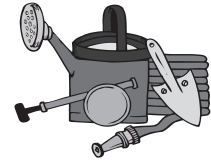
	Goals I met
___ Practice:	___
___ Read Chapter 9 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Play this week will include:	___



Program 6: Attentive, Creative Play Promotes Children’s Problem Solving

My goal for the coming week:

	Goals I met
___ Read Chapter 8 in <i>Incredible Years</i> or Chapter 7 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___



Attentive Parenting® Program
Parent Weekly Evaluations

Name _____ Session _____ Date _____

1. The video vignettes and content of this session was
not helpful neutral helpful very helpful

2. The group 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

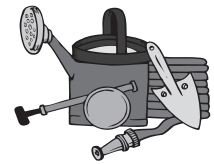
4. The use of practice exercises was
not helpful neutral helpful very helpful

5. The home activities and reading were
not helpful neutral helpful very helpful

Additional comments:



Parent Program Satisfaction Questionnaire
Attentive Parenting® Program



(Hand out at end of the program)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the Attentive Parenting Program that you have participated in. 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 as a result of participating in this program.

1. My child's social and emotional skills are

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

2. My child's pre-academic skills for language, reading, and persistence at a task are

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

3. My child's self-regulation and problem solving skills are

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

4. My overall feelings about my personal progress at using the attentive and coaching parent skills are that I am

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

5. I feel that the approach used to strengthen my child's social and emotional behaviors in this program is

very inappropriate inappropriate slightly inappropriate neutral slightly appropriate appropriate greatly appropriate

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

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

7. My overall feeling about achieving my goal in this program for my child and family is

very negative	negative	slightly negative	neutral	slightly positive	positive	very positive
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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. Content of information presented was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

2. Demonstration of parenting skills through the use of video vignettes was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

3. Group discussion of parenting skills was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

4. Practice of play and coaching skills at home with your child was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

5. Reading chapters from the *Incredible Years* or *Incredible Toddlers* book was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

6. Weekly handouts (e.g., tips & others) were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

7. Use of practice or role plays during group sessions were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

C. Specific Parenting Techniques

Usefulness

In this section, we would like to get your ideas of how useful each of the following techniques is in improving your interactions with your child. Please circle the response that most accurately describes the usefulness of the technique.

1. Attentive Child-Directed Play

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

2. Academic and Persistence Coaching

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

3. Social Coaching

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

4. Emotion Coaching

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. Teaching Children to Problem Solve through Play

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

6. Helping child control his/her anger

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 Parent Group Leaders

In this section we would like you to express your opinions about your parent 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 leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

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

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

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 leader's teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

2. The leader's preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

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

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

E. Parent Group

In this section, we'd like to get your ideas about your group. Please circle the response that describes how you feel.

1. I feel the group was

very		somewhat	neutral	somewhat		very
unsupportive	unsupportive	unsupportive		supportive	supportive	supportive

2. Concerning other group members' interest in me and my child, I felt they were

very		somewhat	neutral	somewhat		very
uninterested	uninterested	uninterested		interested	interested	interested

3. I would like to keep meeting as a group

YES NO

4. How likely is it that you will continue meeting with one or more of the parents in your group?

highly		somewhat	neutral	somewhat		very
unlikely	unlikely	unlikely		likely	likely	likely

F. Your Opinion

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

2. At this time do you feel the need for additional further parenting assistance? Please elaborate.

3. What did you see as the main benefit of the Attentive Parenting program?

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.


Table 1: Content and Objectives of the Attentive Parenting® Programs (Ages 2-6)

Content	Objectives
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Program One: Attentive Child-Directed Play Promotes Positive Relationships and Children's Confidence

- Being Child-Directed and Attentive
- Supporting Children's Independence and Confidence
- Understanding the Importance of Individual Time
- Responding to Children's Developmental Readiness
- Giving Your Child Time
- Importance of Pretend Play
- Building a Supportive Relationship with Children
- Understanding How To End Play


Program Two: Attentive Academic and Persistence Coaching Promote Children's Language Skills and School Readiness



- Using Descriptive Commenting with Toddlers to Build Language
- Promoting School Readiness with Academic Coaching
- Avoiding Too Many Questions
- Using Persistence Coaching to Promote Children's Attention
- Using Coaching to Encourage School Age Children's Homework
- Coaching Pre-reading and Reading Readiness


Program Three: Attentive Emotion Coaching Strengthens Children's Emotional Literacy

- Learning How to Strengthen Children's Emotional Literacy with Books
- Encouraging Positive Expression of Emotions
- Knowing How to Model Emotion Language
- Combining Emotion with Persistence Coaching for Uncomfortable Emotions
- Using Pretend Play to Strengthen Children's Emotion Learning
- Understanding How to Respond to Negative Emotions
- Enhancing Children's Beginning Empathy Skills
- Using Pretend Play to Strengthen Children's Empathy Learning



Table 1 Continued

Content	Objectives
<p data-bbox="305 394 337 1963">Program Four: Attentive Social Coaching Promotes Children's Cooperative Friendships</p> 	<ul data-bbox="349 275 690 1963" style="list-style-type: none"> • Using Puppets to Practice Social Skills • Modeling, Prompting and Giving Attention to Toddler's Social Skills • Know How to Link Social Actions to Emotions • Using One-On-One Modeling and Prompting to Encourage Social Skills • Using Social Coaching to Promote Sibling and Peer Cooperation • Using Pretend Play to Learn about Inclusion of Others • Learning How to Help Children to Make Friends • Combining Social and Emotion Coaching to Enhance Friendships • Using Social Coaching Beyond Play Times
<p data-bbox="703 909 735 1963">Program Five: Attentive Imaginative Parenting Interactions Promote Children's Emotional Regulation Skills</p> 	<ul data-bbox="747 275 966 1963" style="list-style-type: none"> • Teaching Children Self-Regulation Skills (e.g., positive self-talk, deep breathing, happy images) • Helping Children Stay Regulated by Using Words • Modeling, Prompting and Using Puppets to Practice Self-Regulation Skills • Learning How to Explain the Calm Down Thermometer to Children • Helping Children Practice Calm Down Strategies • Sharing Tiny's Secrets for Self-Regulation
<p data-bbox="995 1287 1027 1963">Program Six: Attentive Creative Parent Play Promotes Children's Problem Solving and Empathy</p> 	<ul data-bbox="1031 275 1479 1963" style="list-style-type: none"> • Using Puppets and Pretend Play to Teach Children the Problem Solving Steps • Using Wally's Problem Solving Books to Practice Positive Solutions • Understanding How to Combine Emotion, Social and Persistence Coaching during Problem Solving Interactions • Understanding How to Respond to Negative Emotions • Supporting Empathy Understanding and Learning • Know How to Link Social Actions to Emotions • Using One-On-One Modeling and Prompting to Encourage Social Skills • Using Social Coaching to Promote Sibling and Peer Cooperation • Using Pretend Play to Learn about Inclusion of Others • Learning How to Help Children to Make Friends • Combining Social and Emotion Coaching to Enhance Friendships • Using Social Coaching Beyond Play Times



Parent Certificate



of Participation and
Successful Completion in
The Incredible Years®: Attentive Parenting® Program
Developed by Carolyn Webster-Stratton, Ph.D

Name of Participant

Date

Group Leader

Group Leader



Handouts Program One



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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

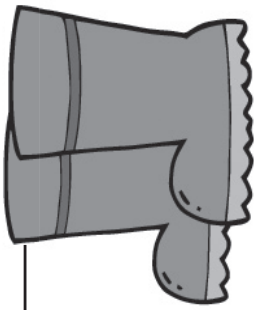


To Read:

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.

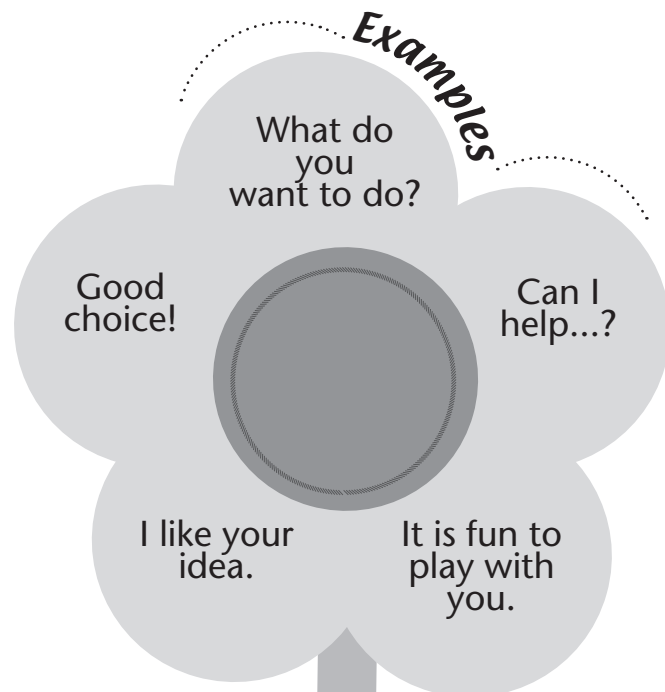
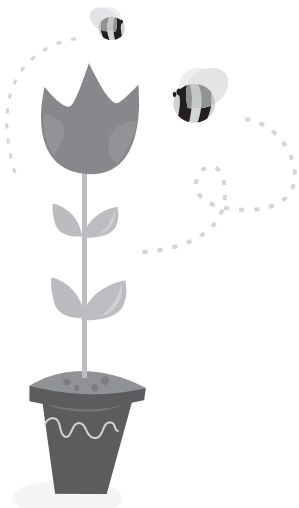
"Like any successful garden, children's positive growth must be tended with the right parenting attention and tools."



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.



Handouts Program Two



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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

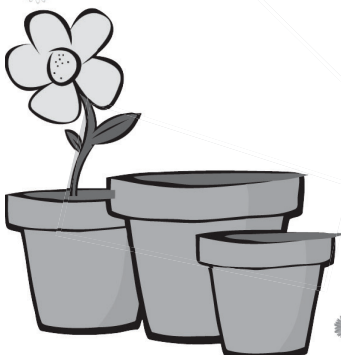


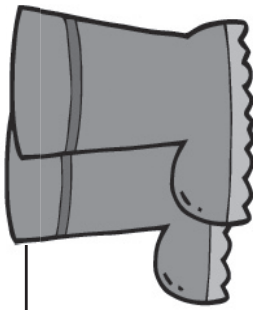
To Read:

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





Handout

RECORD SHEET
Academic & Persistence Coaching



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."

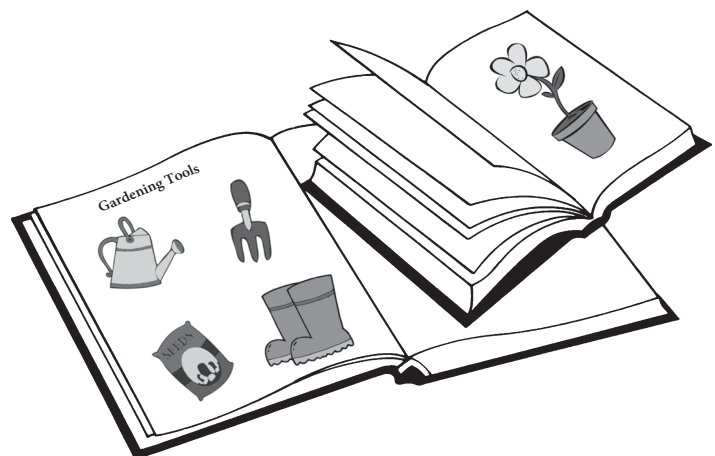
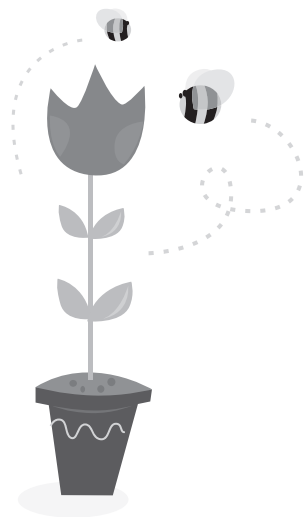


Attentive Parenting Tips

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."



Handouts Program Three



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Home Activities for the Week

Attentive Emotion Coaching Strengthens Children's Emotional Literacy & Empathy



To Do:

- **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



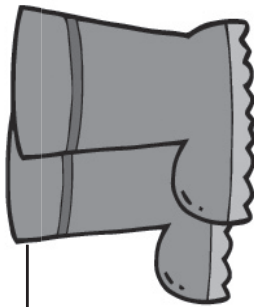
To Read:

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: attending to negative behavior	1. Example: describing positive emotion	1. Example: "You are so calm and patient as you figure that out."
2.	2.	2.
3.	3.	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."



Handouts Program Four



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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



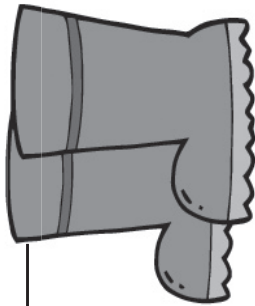
To Read:

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."



Handouts Program Five



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These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).



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

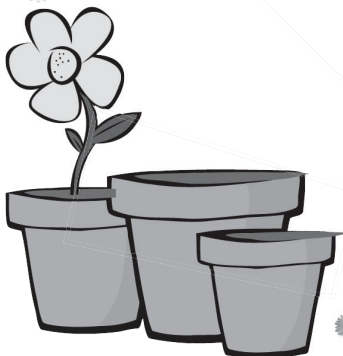


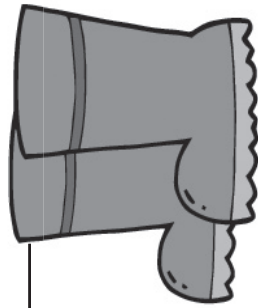
To Read:

Chapter 4, *Positive Attention, Encouragement, and Praise* in *Incredible Toddlers* book

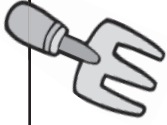
OR

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 2. 3.	1. Example: Taking a deep breath and trying again 2. 3.	1. Example: "You are frustrated but are patient and keep trying. I think you can do it." 2. 3.

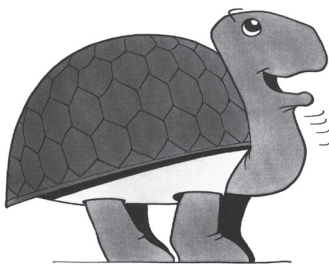
"Growing a thriving garden means giving attention and cultivating."



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.



Examples

"Let's check the calm down thermometer and get into blue zone."

"You can think of your happy place."

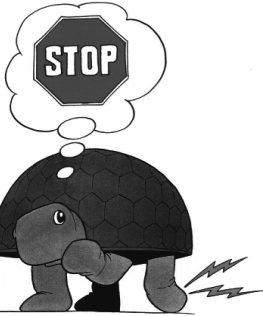
"That is so strong to use your waiting muscles."

"Can you pretend to use Tiny's secret shell to take deep breaths & calm down?"

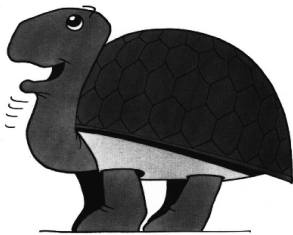
"You did a good job using your words to talk about your problem. That's what friends do."

Calm Down Thermometer

I can do it. I can calm down.



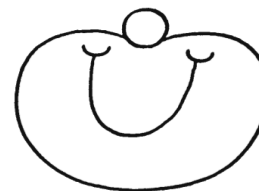
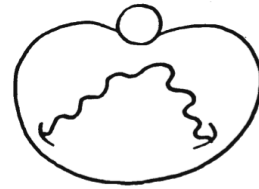
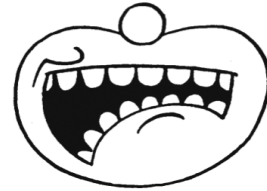
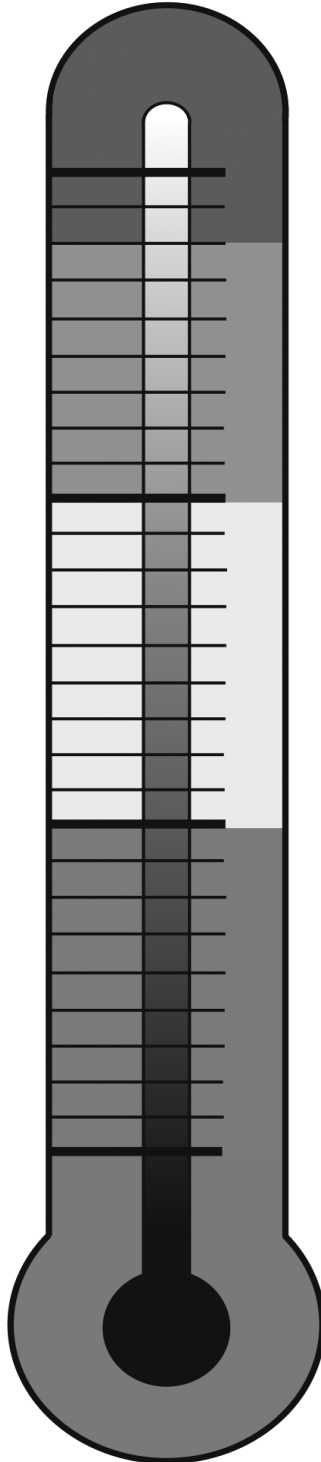
Think "Stop"



Take 3 deep breaths



Stay cool



Handouts Program Six



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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



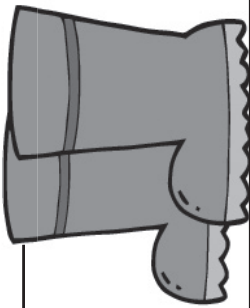
To Read:

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> 2. 3.	1. Example: <i>sharing</i> 2. 3.	1. Example: <i>Child wants to use computer but leaves to ask and wait his turn.</i> 2. 3.

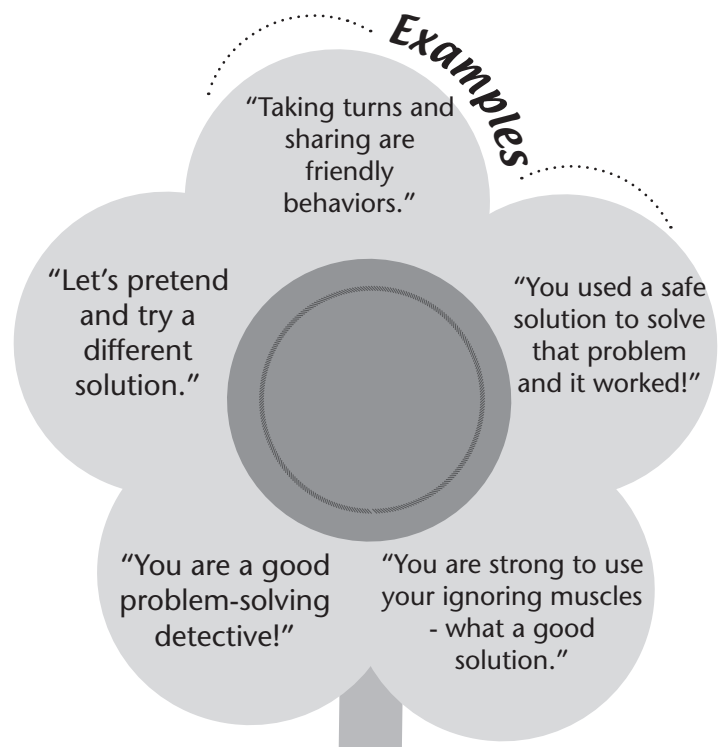
“The attentive gardener does not demand a plant to bloom, but waits patiently for it to unfold.”

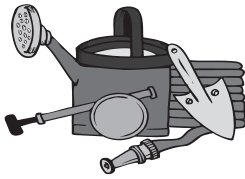


Attentive Parenting Tips

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

