

Handouts Program One



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Home Activities for the Week

Attentive Child-Directed Play Promotes Positive Relationships



To Do:

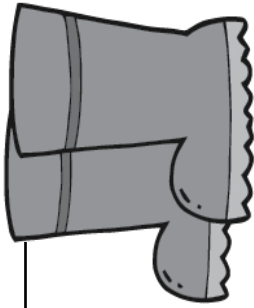
1. **PLAY** for 10 minutes each day with your child. Be attentive, child directed and follow your child's lead; express your joy to your child when playing
2. **RECORD** your experiences on the "Parent Child-Directed Play" record sheet and bring to the next session



To Read:

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

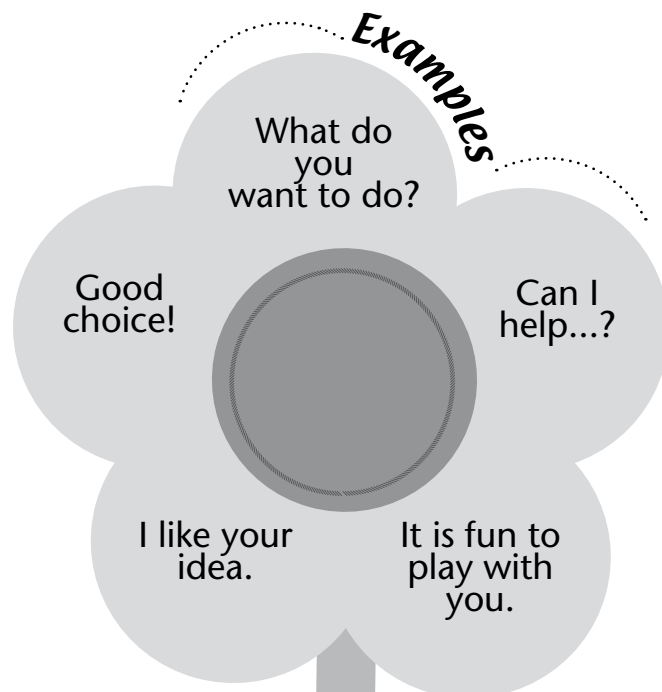
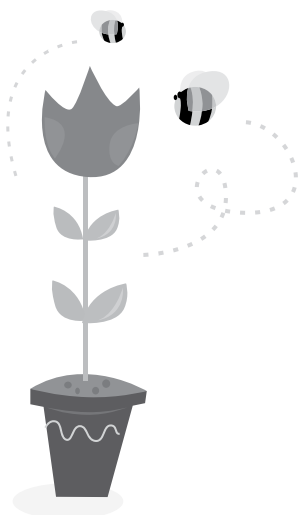
"Like any successful garden, children's positive growth must be tended with the right parenting attention and tools."



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

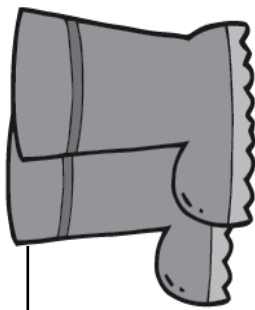
OR

Chapter 2, *Academic and Persistence Coaching Promotes Children's School Success*, in *Incredible Years* book

AND

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."

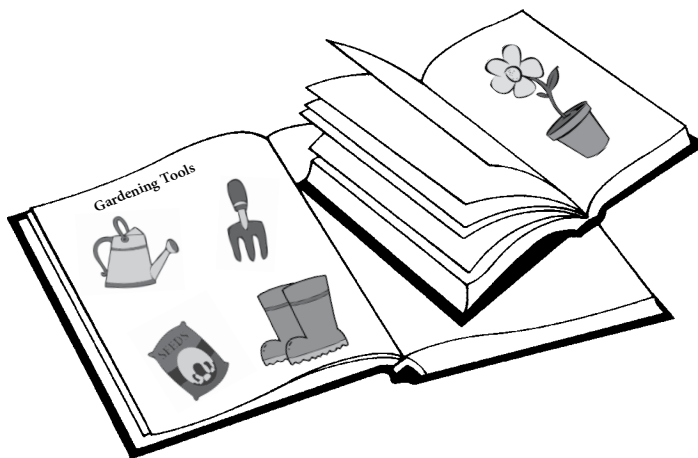
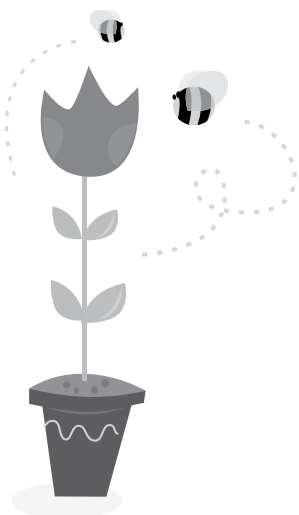


Attentive Parenting Tips

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

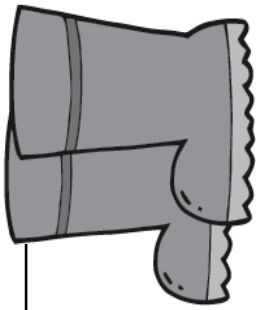
OR

Chapter 3, *Social Coaching Strengthens Children's Empathy and Social Skills*, in *Incredible Years* book

AND

Chapter 4, *Emotion Coaching Strengthens Children's Emotional Literacy, Empathy, and Self-Regulation Skills*, in *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 2. 3.	1. Example: describing positive emotion 2. 3.	1. Example: "You are so calm and patient as you figure that out." 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."



Tips for Using Puppets to Promote Preschool Children's Social and Emotional Development

Carolyn Webster-Stratton Ph.D.



Preschool children are working to accomplish the important developmental milestones of learning social and friendship skills including beginning to share, help others, initiate social interactions, listen, and cooperate with peers. They are also working on emotional regulation skills including emotional literacy, self-control over aggressive behaviors, ability to wait and accept limits, and beginning problem solving skills.

One of the ways to promote social and emotional skills in preschool children is through the use of puppet play. Puppet play is effective because it helps the parent/teacher enter into the child's imaginary world and allows children to experience the feelings of other characters (early empathy development) and learn important social behaviors and conversation skills.

With puppets, dolls, or action figures you can act out stories you are reading with children, make up fantasies, and explore solutions to pretend problems. You may be nervous at first using puppets, but try it out and before long you will experience the joy of entering into your child's thoughts, feelings and imagination, one of the most intimate places you can be at this age.



Here are a few things to have your puppet do when playing with child:

Puppet Scenarios:

- **Puppet models greeting child.** For example, “Hi I am Tiny Turtle. What is your name?” When the child tells your puppet his/her name, puppet thanks him/her for being so friendly. (Modeling friendly social greetings.)



- **Puppet models interest in child.** For example, “What do you like to do?” When the child tells your puppet his/her interests, puppet also shares his/her interests. (Learning how to get to know someone.) You can also prompt the child to ask the puppet what s/he likes to do? (Learning how to show interest in someone else.)



- **Puppet asks for help.** For example, “I can’t get this block to go together, can you help me?” When the child helps your puppet, your puppet compliments his/her helping behavior. (Learning to ask for help as well as how to help a friend.)



- **Puppet shares his/her emotion.** For example, “I am embarrassed because I can’t ride my bike. Do you know how to ride a bike?” Ask the child what your puppet is feeling. Encourage or prompt the child to say something to make the puppet feel better. (Learning to express emotions and think about another person’s emotions.)



- **Puppet shares something with child.** For example, “I see you looking for green blocks, would you like my green block.” (Modeling sharing.) If child takes your puppet’s block, say “I’m happy to help you”. (Connecting sharing action with emotion.)



- **Puppet waits for his turn.** For example, “I am going to wait until you finish that game, then can I have a turn?” If child gives your puppet a turn, puppet thanks him and tells him it makes him feel happy to have such a friend.



Note: If the child does not have the language skills to respond verbally to the puppet, it is still good for the puppet to model the words involved in the social interaction. You can also structure interactions that involve nonverbal responses from the child. “Would you share that with me?” “Would you like to shake the puppet’s hand?” “Can you help me build this tower?” This way, the focus is on the child’s friendly behavioral response to the puppet. You and the puppet can provide the verbal structure. This will support the child’s eventual language development in these social situations.

Parent/Teacher Praise: Parents/teachers can use a silly/different voice for the puppet character and then go out of role as parent/teacher to praise the child for his or her social skills. Parents/teachers can look for opportunities to comment and praise the child when she/he waits, takes turns, helps, offers a friendly suggestion, asks for help, shows interest or empathy, is gentle and listens well with your puppet.



Parent/Teacher Prompts: In these puppet plays parents/teachers can prompt a child's appropriate social responses by whispering in his/her ear some ideas for what to say to the puppet. For example, "you can tell the puppet you like to play with trucks." Or, "you can say please can I have that book?" Don't worry if the child doesn't use your suggestion, just move on to something else as compliance is not required. Often times the child will copy your suggestion and then you can praise him/her for such nice asking or sharing.



Remember: Keep it simple, have fun, and do not have your puppet model negative behaviors. Try using puppets when reading stories to act out the character's feelings and communication.

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



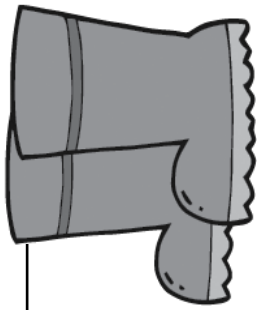
To Read:

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

OR

Chapter 13, *Teaching Children Friendship Skills* and complete Chapters 3 & 4 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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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



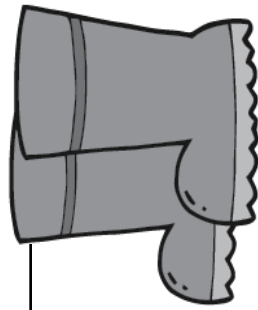
To Read:

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

Chapter 5, *Positive Attention, Encouragement, and Praise* in *Incredible Years* book
AND

Chapter 12, *Helping Children 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.

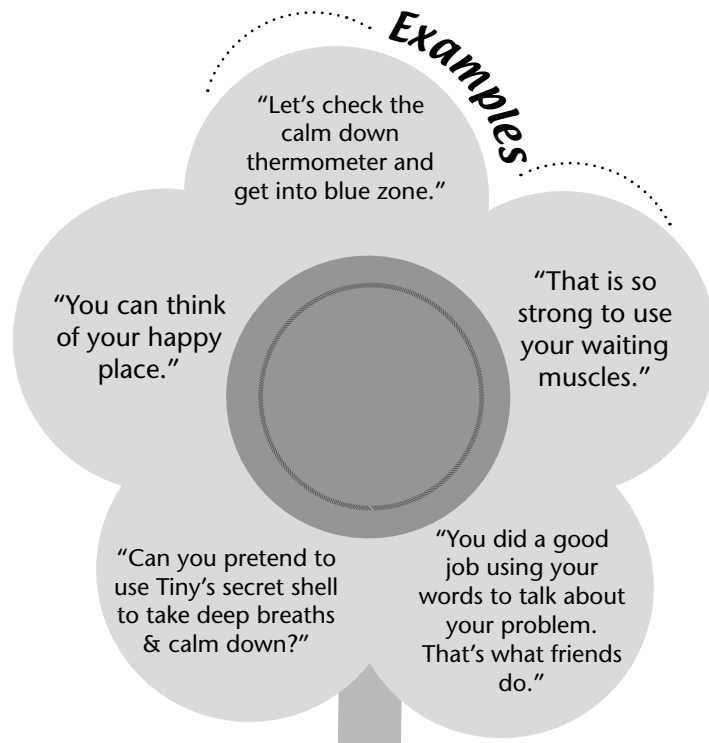
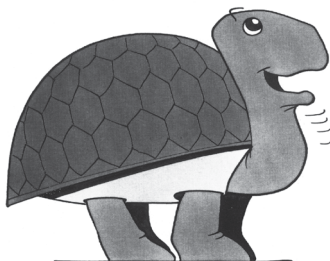
“Growing a thriving garden means giving attention and cultivating.”



Attentive Parenting Tips

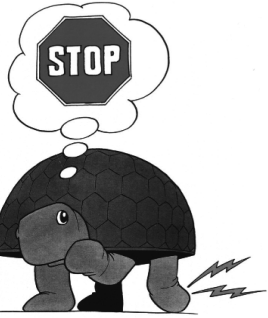
Imaginative parenting promotes children's Self-regulation Skills

- 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.

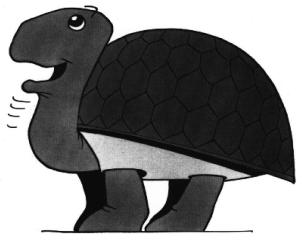


Calm Down Thermometer

I can do it. I can calm down.



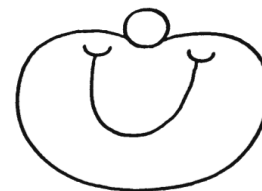
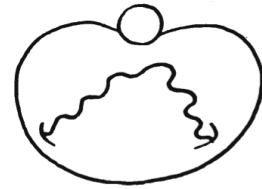
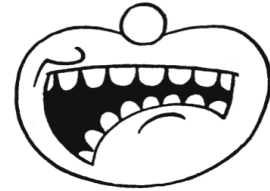
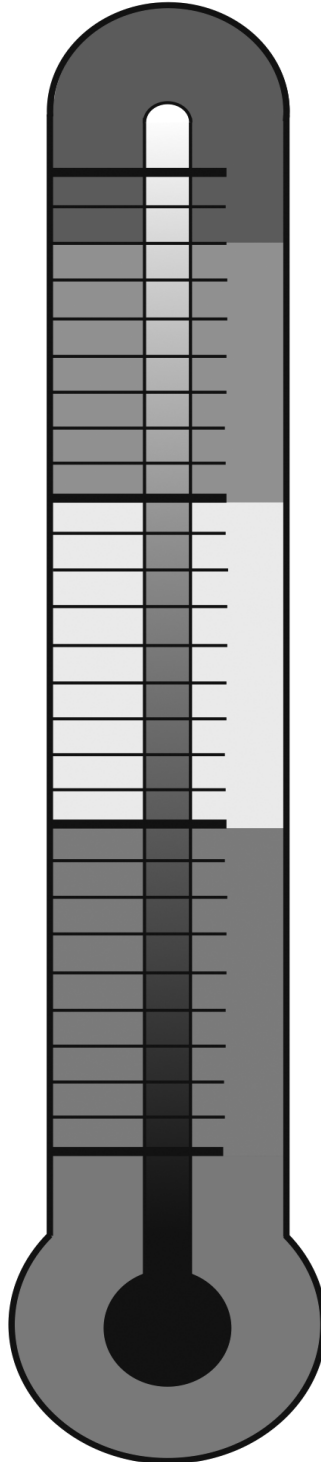
Think "Stop"



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:

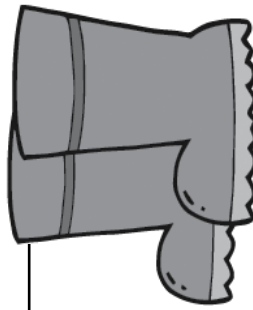
- **CONTINUE** to play with your child being child-directed and using coaching methods (avoid question-asking)
- **READ** books and set up problem solving practice scenarios (e.g., use Wally books/puppets)
- **PRAISE** children's positive solutions to problem situations
- **RECORD** your experiences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



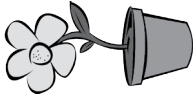
To Read:

Chapter 7, *Positive Discipline - Handling Misbehavior in Incredible Toddlers* book
OR
Chapter 11, *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.

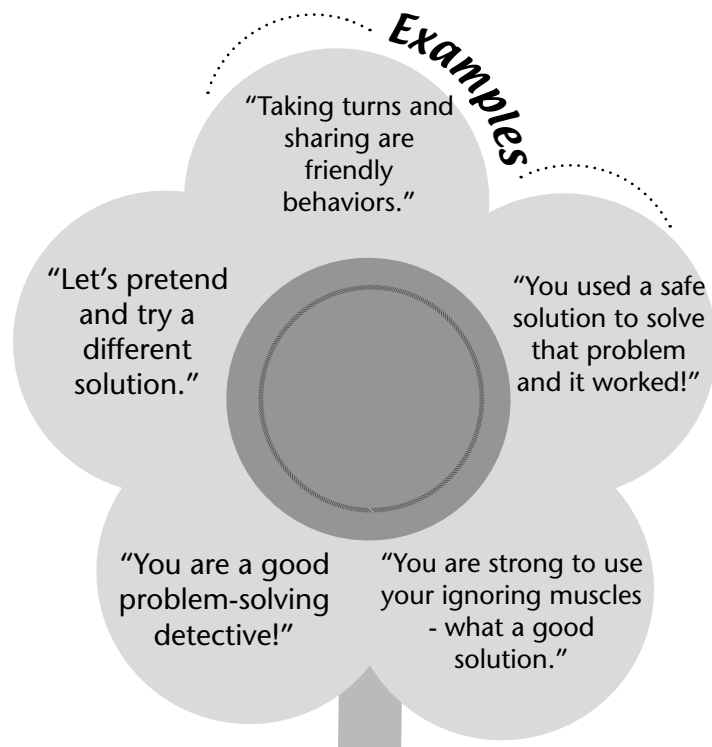
“The attentive gardener does not demand a plant to bloom, but waits patiently for it to unfold.”

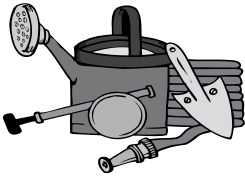


Attentive Parenting Tips

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

