



Agendas and Checklists

Protocols for Autism Spectrum and Language Delays Program



Important Notes to Remember



NOTE: These agendas and checklists are the minimum number of sessions to be provided. Please refer to the Incredible Years® BASIC parent programs for more video vignette examples for limit setting and managing misbehavior.



NOTE: Use of these protocols is required for group leader certification/accreditation in this program. See more information on the Incredible Years® website, www.incredibleyears.com



NOTE: Agendas and Checklists in this section may be kept as master copies and may be photocopied for reuse in Incredible Years® classes. You may only use these agendas/checklists for the Incredible Years® Autism Spectrum and Language Delays program parenting classes. You must maintain all copyright information on the agendas and checklists and you may not alter any of the content. These forms are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).

The Incredible Years®

Autism Spectrum and Language Delays Program for Parents with Preschool Children

Program Protocol

This program is offered to parents of children on the autism spectrum or with language delays in order to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with others. This program can be used independently for parents with children on the autism spectrum or with language delays.

Group leaders using this program may want to supplement vignettes from the IY Toddler or Preschool Program to provide additional information with regards to managing misbehaviors.

Group leaders offering the Incredible Years® evidence-based Basic program for high risk populations and children with conduct problems and/or ADHD may also want to incorporate some vignettes from this program to their treatment protocol in order to provide more examples of parents working with children who have developmental delays.

Number of Sessions

It will take a minimum of 14 sessions to complete this program. However, we have found that most group leaders take 15-16 sessions to complete.

NOTE: We have numbered each of the sessions on the checklist provided. If you choose to offer additional sessions, disregard this numbering (i.e., our "session 5" may actually be your session 6).



The Incredible Years®

Autism Spectrum and Language Delays Program for Parents with Preschool Children

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 5–7 vignettes per two-hour program.

Part One

Child-Directed Narrated Play Promotes Positive Relationships

Vignettes 1-8 (Sessions 1 & 2)

Part Two

Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness

Vignettes 1-5 (Sessions 3 & 4)

Part Three

Social Coaching Promotes Friendship Skills

Vignettes 1-19 (Sessions 5, 6, & 7)

Part Four

Emotion Coaching Promotes Emotional Literacy

Vignettes 1-6 (Session 8)

Part Five

Pretend Play Promotes Empathy and Social Skills

Vignettes 1-6 (Session 9)

Part Six

Promoting Children's Self-Regulation Skills

Vignettes 1-3 (Session 10)

Part Seven

Using Praise and Rewards to Motivate Children

Vignettes 1-4 (Session 11)

Part Eight

Limit Setting and Behavior Management

Vignettes 1-10 (Sessions 12 & 13)

Review & Celebration

(Session 14)



USE VIDEOS IN A COLLABORATIVE WAY
TO ENHANCE TEACHING



Outline—Part One

Child-Directed Narrated Play Promotes Positive Relationships

Session #1

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 children’s developmental level and stage of communication as well as their goals. (See Communication Checklist Handout.)

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 Narrated Play—Building Positive Relationships

A. Show introductory narration and pause to highlight issues for children on the spectrum.

B. Vignette: 1

C. Brainstorm: Benefits of child time with adults.

D. Vignette: 2

E. Buzz: share social sensory routines and games.

F. Vignettes: 3-4

G. Buzz: Child’s likes and dislikes (talk about picture choice boards).

H. Buzz: Use of visual prompts.

I. Role Plays/Practice: Choose two parents for large group demonstration. One parent shows how to be child directed, imitate child’s actions and gestures, and get in child’s attention spotlight.

Next, 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.

J. Summarize Key Points (Spotlighting Getting in Your Child’s Attention Spotlight).

Key Concepts:

- Value of parents giving focused child-directed attention during play as a way of promoting positive relationships.
- Understanding how to get in a child's attention spotlight and not letting the child exclude you.
- Understanding how to narrate child-directed play to build language development.
- Learning how to transition to new play learning opportunities.
- Appreciate the importance of parental gesturing, imitation, modeling, face to face interactions, and visual prompts.
- Value of using picture choice cards.
- Choose games that address your child's sensory needs but avoid overstimulating.
- Understanding times *not* to follow your child's lead.

VI. Review Home Activities, Handouts and Set Personal Goals

Summarize key points.

Refer to Spotlighting Parenting Tips handouts.

Review suggested home activities.

Ask parents to set personal goals for week using self-monitoring checklist.

VII. Parent Evaluation

Remind parents of the importance of their feedback for the group leader and the entire program.

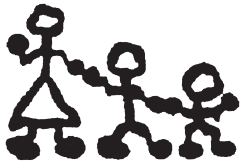
Collect evaluation forms before parents leave.

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

Part One

Session #1

Topic: Child-Directed Narrated Play Promotes Positive Relationships
Vignettes: 1–4, Parent Reflections

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Child-directed Narrated Play:

Intro 1 2 3 4 (5 6 7 8) Parent Reflections

Circle vignettes shown. Vignettes in parentheses are for next session.

DID I

	YES	NO
1. Welcome and make introductions	_____	_____
2. Write and review the agenda, explain meeting format	_____	_____
3. Brainstorm: group ground rules	_____	_____
4. Buzz parent goals and child characteristics	_____	_____
5. Complete communication checklist & <i>How I Am Incredible</i> handouts	_____	_____
6. Review IY ASD Program goals	_____	_____
7. Brainstorm: benefits of parent/child play	_____	_____
8. Buzz: social sensory routines and games	_____	_____
9. Buzz: child’s likes and dislikes/use of picture choice boards	_____	_____
10. Buzz: Visual prompts	_____	_____
11. Role play/practice: child-directed play & imitation in large group	_____	_____
12. Break out for “practice” in dyads or triads	_____	_____
13. Explain importance of home practice activities	_____	_____
14. Highlight key principles from parents’ discussion	_____	_____
15. Review this week’s home activity and parents set personal goals (play record sheet)	_____	_____
16. Evaluations	_____	_____

Xerox:

Home Activities for the Week

Record Sheet: Child-Directed Narrated Play, *How I Am Incredible*, and Communication Checklists

Spotlighting Handouts: Getting your child’s attention during play

Self-Evaluation

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





Outline—Part One

Child-Directed Narrated Play Promotes Positive Relationships, Cont'd. Session #2

I. Welcome

Greet families.

II. Review Rules and Goals

III. Report on Home Activities

Buzz experiences with child-directed narrated play (positive aspects, difficulties, and/or successes).

IV. Topic of Day: Child-Directed Narrated Play—Building Positive Relationships (Cont'd)

- A. Vignettes: 5-7
- B. Role Play/Practice: Large group demonstration first with blocks, then divide group into sets of 3 to continue practicing being child-directed (modeling, prompting, imitating, using gestures and visual prompts). Start practice with children with no language and then with more understanding and simple words and finally sentences.
- C. Role Play/Practice: Model and Wait, Bubble Play.
- D. Vignette: 8
- E. Review Parent Reflection Vignette.
- F. Summarize Key Points (Spotlighting Child-Directed Narrated Play handout).

Key Concepts:

- Value of parents giving focused child-directed attention during play as a way of promoting positive relationships.
- Understanding how to get in a child's attention spotlight and not letting the child exclude you.
- Understanding how to narrate child-directed play to build and prompt verbal and nonverbal interactions, and communication development.
- Learning how to transition to new play learning opportunities.
- Appreciate the importance of parental gesturing, imitation, modeling, and face to face interactions.
- Value of using picture choice cards.
- Choose games that address your child's sensory needs but avoid overstimulating.
- Understanding times *not* to follow your child's lead.

V. Review Home Activities, Handouts and Set Personal Goals

Summarize key points.

Spotlighting Parenting Tips.

Review suggested home activities and use of Play Record Sheet.

Ask parents to set personal goals for week using self-monitoring checklist.

VI. Parent Evaluation

Remind parents of the importance of their feedback for the group leader and the entire program.

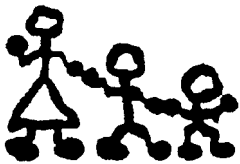
Collect evaluation forms before parents leave.

VII. 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

Part One

Session #2

Topic: Child-Directed Narrated Play Promotes Positive Relationships
Vignettes: 5–8, Parent Reflections

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Child-directed Play:

(Intro 1 2 3 4) 5 6 7 8 Parent Reflections

Circle vignettes shown. Vignettes in parentheses were for previous session (but could also be shown in this session).

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and review group rules and goals	_____	_____
3. Review parents’ home activities, elicit reactions/experiences	_____	_____
4. Role Play/Practice: child-directed play, modeling, imitating, gesturing, and prompting interactions in dyads/triads	_____	_____
5. Role Play/Practice: Model and Wait (Bubble Play)	_____	_____
6. Role Play/Practice: Coaching Methods with child with no language as well as child with beginning communication skills	_____	_____
7. Explain importance of home practice activities	_____	_____
8. Highlight key principles from parents’ discussion	_____	_____
9. Review this week’s home activity and parents set personal goals (play record sheet)	_____	_____
10. Evaluations	_____	_____

Xerox:

- Home Activities for the Week
- Record Sheet: Child Directed Play
- Spotlighting Handouts: Child-Directed Narrated Play

Self-Evaluation

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



Outline—Part Two

Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness

Sessions #3 & #4

I. Welcome

Greet families.

II. Report on Home Activities

Buzz experiences with narrated child-directed play, modeling and prompting interactions (positive, difficult, and/or successful).

III. First Topic of Day: Academic Coaching

- A. Vignettes: 1-2
- B. Brainstorm/Buzz: Pre-academic actions/words to describe.
- C. Practice/Role Play: (large group) One parent acts as child, and another parent demonstrates pre-academic coaching. Afterwards demonstrate how to use single words slowly with concrete objects and visual pictures for child with limited language.
- D. Small Group Dyadic Practice: Practice differing coaching language depending on child's goals. Debrief afterwards.

IV. 2nd Topic of Day: Interactive Reading

- A. Vignette: 3
- B. Role Play/Practice: Pair up to practice interactive reading (demonstrate in large group first).

V. 3rd Topic of Day: Persistence Coaching

- A. Vignettes: 4-5
- B. Buzz: persistence coaching language.
- C. Role Play/Practice: In large group, demonstrate "persistence coaching" (use puzzle or maze) or practice vignettes with volume turned down.
- D. Role Play/Practice: persistence coaching (triads).

One parent is child, one is parent and one "observer." Practice using persistence and academic coaching. Have props (unstructured toys) on hand. Use coaching handout.
- E. Show Parent Reflection Vignette.

Key Concepts:

- Determining appropriate developmental goals for children on the autism spectrum.
- Tailor pace, amount, and complexity of language modeled according to child's communication stage.
- Understanding the value of persistence coaching for promoting children's attention span and managing their frustration.
- The modeling principle—and importance of positive affect and exaggerated facial responses.
- Staying in child's attention spotlight by being responsive.
- Understanding the value of prompting and pre-academic coaching for building children's language skills and school readiness.
- Learning to coach pre-reading readiness.
- Adjusting verbal and non verbal language and visual prompts according to children's communication stage.
- Responding to child's language as meaningful even if not understandable or conventional.
- Using visual supports such as gestures, pictures, and concrete objects to help child understand what others are saying.

VI. Review Home Activities, Handouts and Set Personal Goals

Summarize key points.

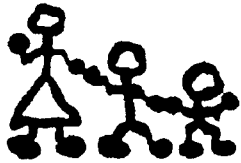
Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

VII. Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Part Two

Sessions #3 & #4

Topic: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness

Vignettes: 1–5, Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Intro 1 2 3 4 5 Parent Reflections

Circle vignettes shown.

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to play home activity)	_____	_____
3. Buzz: list of pre-academic skills parents can describe (objects, shapes, numbers, letters, etc.)	_____	_____
4. Practice pre-academic coaching methods (large group)	_____	_____
5. Break out for dyadic practice of coaching methods depending on child’s verbal ability.	_____	_____
6. Practice interactive reading skills (large & small group)	_____	_____
7. Buzz: persistence coaching words/scripts	_____	_____
8. Practice academic and persistence coaching in large group	_____	_____
9. Break out for dyadic practice of academic/persistence coaching	_____	_____
10. Highlight key principles from parents’ discussion	_____	_____
11. Explain this week’s home activity & parents set personal goals	_____	_____
12. Evaluations	_____	_____

Xerox:

Home Activities for the Week

Record Sheet: Pre-Academic and Persistence Coaching

Spotlighting Handouts (3): Reading Readiness, Pre-Academic Coaching, Persistence Coaching

Reading with Extra CARE Handout

Self-Evaluation

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





Outline—Part Three

Social Coaching Promotes Friendship Skills

Session #5 & #6

I. Welcome**II. Report on Home Activities**

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

III. 1st Topic: Social Coaching

- A. Show Introductory Narration to introduce topic and discuss rationale for social coaching.
- B. Vignettes: 1-2
- C. Buzz: favorite songs & rhymes.
- D. Role Play/Practice: Song choice cards and partial modeling using balloon.
- E. Vignettes: 3-6
- F. Role Play/Practice: large group, one-on-one social coaching.
- G. Break out into dyads to practice.

IV. 2nd Topic: Reading and Joint Social Activity

- A. Vignette: 7
- B. Role Play/Practice: dyads

V. 3rd Topic: Using Sensory Activities to Increase Social Interactions

- A. Vignettes: 8-10
- B. Buzz: sensory social routines.
- C. Summary: Parent Reflections.

Key Concepts:

- Social coaching and one-on-one child-directed play promotes a child's social skills.
- Understanding how to model, prompt, and coach a child's social skills.
- Respond enthusiastically and with praise whenever child shares or helps you (exaggerate responses).
- Understanding how to: Use songs, physical games, and sensory routines to optimize a child's social learning opportunities and draw attention to parent's face.
- Encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants.
- Use puppets and pretend play to encourage social communication.
- Use social coaching at dinner, bed time, and dressing time.

VI. Review Home Activities & Handouts

Summarize key points.

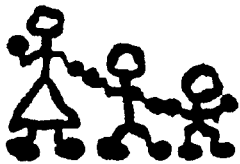
Spotlighting Parenting Tips.

Review suggested home activities and use of record sheet.

Ask parents to set personal goals for week using self-monitoring checklist.

VII. Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Part Three

Session #5 & #6

Topic: Social Coaching Promotes Friendship Skills
Vignettes: 1–10, Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro* 1* 2 3* 4 5 6 7* 8* 9* 10
 Parent Reflections* (11 12 13 14 15 16 17 18 19)

*Recommended vignettes if short of time

Circle vignettes shown. Vignettes in parentheses are for next session.

DID I

YES

NO

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. Write the agenda on the board 2. Review parents' home activities; elicit reactions 3. Discuss ABCs of behavior change 4. Buzz: favorite songs and rhymes 5. Role play/practice: Song choice cards and partial modeling with balloon 6. Role play/practice: social coaching (large group) 7. In dyads, practice social coaching (parent-child) 8. Review reading as a social activity 9. Role play/practice: Reading with CARE (dyads) 10. Buzz: sensory social routines and games 11. Highlight key principles from parents' discussion 12. Explain this week's home activity, parents set personal goals 13. Evaluations | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|---|

Xerox:

- Home Activities for the Week
- Record Sheet: Social Coaching
- Spotlighting Handouts (3): One on One Parent-Child Social Coaching, Using Fun Sensory Physical Routines, Parents as Social Skills Coaches
- Record Sheet: Praise Positive Opposite

Self-Evaluation

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





Outline—Part Three

Social Coaching Promotes Friendship Skills, Continued

Session #7

I. Welcome

II. Report on Home Activities

Buzz experiences with one-on-one social coaching (positive, difficult, and/or successful).

III. 1st Topic: Social Coaching (continued)

- A. Vignettes: 11-14
- B. Role Play/Practice: Prompting and pretend play one-on-one (large group and small group).
- C. Vignettes: 15-19
- D. Role Play/Practice: Social Coaching two children (large group).
- E. Break out into triads to practice social coaching with two children.
- F. Summary: Parent Reflections.

Key Concepts (See Page 39 for other outline concepts):

- Child social coaching when child plays with peer or sibling.
- Understanding how to model, prompt, and coach your child to interact with and notice other children.
- Respond enthusiastically whenever child shares, helps, or tries to interact with another child.

VI. Review Home Activities & Handouts

Summarize key points.

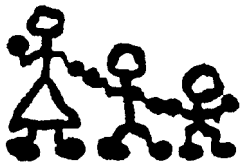
Spotlighting Parenting Tips.

Review suggested home activities and use of record sheet.

Ask parents to set personal goals for week using self-monitoring checklist.

VII. Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Part Three

Session #7

Topic: Social Coaching Promotes Friendship Skills
Vignettes: 11–19, Parent Reflections

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:

(1 2 3 4 5 6 7 8 9 10 Parent Reflections)
11* 12 13* 14* 15* 16 17* 18* 19

*Recommended vignettes if short of time

Circle vignettes shown. Vignettes in parentheses were for previous session (but could also be shown in this session).

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions | _____ | _____ |
| 3. Buzz: positive opposites (see handout) | _____ | _____ |
| 4. Role Play/Practice: Prompting and pretend play one on one | _____ | _____ |
| 5. Role play/practice: social coaching two children (large group) | _____ | _____ |
| 6. In triads, practice persistence & social coaching with two children | _____ | _____ |
| 7. Highlight key principles from parents' discussion | _____ | _____ |
| 8. Explain this week's home activity & parents set personal goals | _____ | _____ |
| 9. Evaluations | _____ | _____ |

Xerox:

- Home Activities for the Week
- Record Sheet: Social Coaching
- Spotlighting Handout: Peer Social Coaching
- Record Sheet: Peer Social Coaching

Self-Evaluation

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





Outline—Program Four

Emotion Coaching Promotes Emotional Literacy

Session #8

I. Welcome

II. Report on Home Activities

Buzz: experiences with social coaching with peers

III. Topic of Day: Emotion Coaching

- A. Vignettes: 1-2
- B. Role Play/Practice: Reading with emotion coaching (dyads).
- C. Vignette: 3
- D. Buzz: Emotion words.
- E. Vignette: 4
- F. Practice emotion coaching and use of feeling cards (large group).
- G. Vignettes: 5-6
- H. Role Play/Practice: Social and emotion coaching (dyads).
- I. Review and model how to respond to negative emotions.
- J. Summary: Parent reflections.

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 more positive than negative emotions and modeling positive expression of emotions.
- Understanding how to respond effectively to negative or uncomfortable emotions.
- Learning how to combine emotion coaching with social and persistence coaching.
- Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.

IV. Review Home Activities & Handouts

Summarize key points.

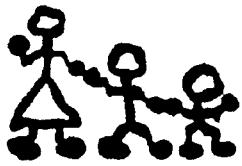
Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

V. Parent Evaluation

VI. Closing



LEADER CHECKLIST
Part Four
Session #8

Topic: Emotion Coaching Promotes Emotional Literacy
Vignettes: 1–6, Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro 1 2 3 4 5 6 Parent Reflections

Circle Vignettes shown.

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences to social coaching | _____ | _____ |
| 3. Role Play/Practice: reading with emotion coaching | _____ | _____ |
| 4. Buzz: emotion words | _____ | _____ |
| 5. Role Play/Practice: emotion coaching (large groups) | _____ | _____ |
| 6. Role Play/Practice: social and emotion coaching (dyads/triads) and using feeling picture cards | _____ | _____ |
| 7. Discuss emotions and behaviors to ignore and those to give attention to and prompt (differential attention) | _____ | _____ |
| 8. Talk about modeling positive social behaviors and emotions through one-on-one play | _____ | _____ |
| 9. Highlight key principles from parents' discussion | _____ | _____ |
| 10. Explain this week's home activity & parents set personal goals | _____ | _____ |
| 11. Evaluation | _____ | _____ |

Xerox:

- Home Activities for the Week
- Spotlighting Handout: Emotion Coaching
- Record Sheet: Emotion Coaching

Self-Evaluation

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





Outline—Part Five
Using Pretend Play to Promote Empathy and Social Skills
Session #9

I. Welcome

II. Report on Home Activities

Buzz: experiences with emotion coaching.

III. Topic of Day: Using Pretend Play and Puppets

- A. Brainstorm: benefits to using pretend play with children.
- B. Brainstorm: barriers to engaging in pretend play.
- C. Vignettes: 1-5
- D. Role Play/Practice: (large group).
- E. Role Play/Practice: using puppets and pretend play (dyads)
(give each dyad sample scenario scripts to follow—use handout).
- F. Vignette: 6
- G. Summary: Parent Reflections.

Key Concepts:

- Understanding the value of pretend play with puppets to promote children’s social skills and empathy.
- Understanding the most effective ways to use puppets with children.
- Developing scenarios and practicing using them to promote children’s social skills, empathy, and emotion language.
- Understanding how to use puppets and action figures along with books.

V. Review Home Activities

Summarize key points.

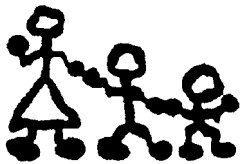
Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

VI. Parent Evaluation

VI. Closing



LEADER CHECKLIST

Part Five

Session #9

Topic: Using Pretend Play to Promote Empathy and Social Skills

Vignettes: 1–6, Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro 1 2 3 4 5 6 Parent Reflections

Circle vignettes shown.

DID I

1. Write the agenda on the board
2. Review parents' home activities; elicit reactions and experiences (emotion coaching)
3. Brainstorm/buzz: benefits and barriers to pretend play and using puppets
4. Role Play/Practice: (large group) using puppets
5. Role Play/Practice: (dyads) using puppets (see scenarios)
6. Highlight key principles from experiences
7. Explain this week's home activity and parents set goals
8. Evaluations

YES

NO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Xerox:

Home Activities for the Week

Spotlighting Handout: Tips for Using Puppets with Children

Record Sheet: Using Puppets & Pretend Play

Self-Evaluation

"Gems" of Program—Reminder of things to pursue





Outline-Part Six

Promoting Children's Self-Regulation Skills

Session #10

I. Welcome**II. Report on Home Activities**

Buzz experiences with social and emotion coaching and experiences with pretend play. Practice to demonstrate success or to refine difficulties.

III. Topic of Day: Emotional Regulation Skills

- A. Define emotional regulation and discuss children's difficulties.
- B. Buzz: strategies for helping children regulate their emotions.
- C. Discuss barriers.
- D. Vignettes: 1-2
- E. Role Play/Practice: explaining Calm Down Thermometer to a child (large group & in dyads).
- F. Vignette: 3
- G. Role Play/Practice: using Tiny Turtle to teach anger management skills (large group & in dyads).
- H. Show Parent Reflections vignette.
- I. Brainstorm: ways parents can stay calm and model using calm down strategies.

Key Concepts:

- Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images)
- Understanding how to use pretend and puppet play to do self-regulation teaching and practice.
- Learning how to explain the calm down thermometer to children and practicing strategies.
- Importance of using the ignore technique when child is too dysregulated.
- Understanding concept of "selective attention."
- Parents modeling self-control and calm-down strategies.

V. Review Home Activities & Handouts

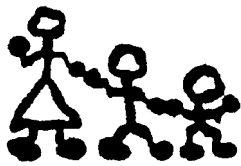
Summarize key points.

Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

VI. Parent Evaluation**VII. Closing**



LEADER CHECKLIST

Part Six

Session #10

Topic: Promoting Children's Self-Regulation Skills

Vignettes: 1–3, Parent Reflections

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:

Intro 1 2 3 Parent Reflections

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. Buzz: skills involved in self-regulation	_____	_____
4. Role Play/Practice: teaching toddlers how to calm down (with thermometer)	_____	_____
5. Role Play/Practice: using puppets to practice calm down steps (with turtle)	_____	_____
6. Brainstorm: ways parents can stay calm	_____	_____
7. Highlight key principles from parents' discussion	_____	_____
8. Explain this week's home activity and parents set goals	_____	_____
9. Evaluation	_____	_____

Xerox:

Home Activities for the Week

Spotlighting Handouts (2): Building Children's Self-Regulation Skills,

Scenarios for Teaching Children Emotional Regulation Skills

Calm Down Thermometer

Record Sheet: Self-Regulation

Self-Evaluation

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





Outline-Part Seven

Using Praise and Rewards to Motivate Children

Session #11

I. Welcome**II. Report on Home Activities**

Buzz experiences with promoting children’s emotional self-regulation skills and engaging in pretend play.

III. Topic of Day: Praise and Rewards

- A. Brainstorm: benefits and barriers to using praise.
- B. Vignette: 1
- C. Buzz: target behaviors to encourage.
- D. Vignette: 2
- E. Buzz & Practice: labeled praise statements (see handout).
- F. Vignette: 3
- G. Buzz: sensory and other rewards to use to motivate children.
- H. Role Play/Practice: setting up a reward plan for their children (dyads).
- I. Vignette: 4
- J. Positive Opposite exercise (see handout).
- K. Parent Reflections vignette.
- L. Buzz: positive parent self praise statements and rewards (see handout).

Key Concepts:

- Learning how to spotlight labeled praise for children.
- Identifying child’s “positive opposite” target behavior to praise and reward.
- Understanding how to set up a developmentally appropriate plan of child social behaviors.
- Recognizing the value of sensory activities and rewards for children.
- Learning how to praise and reward oneself and others for parenting efforts.
- Importance of developing a parent support network.

V. Review Home Activities & Handouts

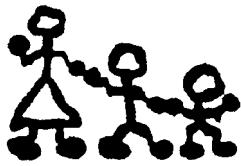
Summarize key points.

Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

VI. Parent Evaluation**VII. Closing**



LEADER CHECKLIST

Part Seven

Session #11

Topic: Using Praise and Rewards to Motivate Children
Vignettes: 1–4, Parent Reflections

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:

Intro 1 2 3 4 Parent Reflections

Vignettes may be chosen from the Incredible Years® Toddler or Incredible Years® Preschool Basic program “Praise and Rewards” program to supplement these vignettes. Circle Vignettes shown.

DID I

1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (pretend play, self-regulation)
3. Brainstorm/Buzz: benefits and barriers to praise
4. Buzz: Target behaviors to praise
5. Buzz/Practice: labeled praise statements
6. Buzz: sensory and other rewards for young children
7. Plan: set up a praise & reward behavior plan
8. Positive Opposite exercise (use handout)
9. Highlight key principles from parents’ discussion
10. Explain this week’s home activity & parents set personal goals
11. Evaluations

YES

NO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Xerox:

Home Activities for the Week

Spotlighting Handout: Praising your child & Tangible Rewards

Record Sheet: Praise & Rewards Behavior Plan

“Positive Opposites” Behavior Record

Brainstorm/Buzz: Praise Statements, Reward Yourself, Positive Self-Praise

Spotlighting Handout: Parent Support Network

Self-Evaluation

“Gems” of Program—Reminder of things to pursue





Outline-Part Eight

Limit Setting and Handling Misbehavior

Session #12

I. Welcome**II. Report on Home Activities**

Buzz experiences using praise, rewards, and coaching methods.

III. Topic of Day: Limit Setting and Redirection

- A. Introduction and Vignette: 1
- B. Vignette: 2
- C. Benefits and Barriers of limit setting.
- D. Buzz: Transition strategies to use with children
- E. Vignette: 3
- F. Buzz: household rules and limits.
- G. Buzz: rewriting commands (with handout) or sharing visual command cards.
- H. Role Play/Practice: giving instructions verbally and with picture cards.
- I. Vignettes: 4 (a,b) – 5 (a,b)
- J. Role Play/Practice: limit setting, redirection, ignoring.
- K. Brainstorm/Buzz: behaviors to ignore (if time).

Key Concepts:

- Understanding how to give clear, brief, positive instructions.
- Using parent visual command cards as needed to make command understandable.
- Reduce number of commands to only necessary commands/instructions.
- Learning about the importance of giving children transition time and reminders.
- Understanding when to use redirections and physical prompts (guiding hands).
- Establishing clear and consistent household rules.
- Learning how to re-engage children in new learning opportunity when misbehavior subsides.
- Identify behaviors that can be ignored.

V. Review Home Activities & Handouts

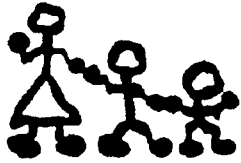
Summarize key points.

Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

VI. Parent Evaluation**VII. Closing**



LEADER CHECKLIST

Part Eight

Session #12

Topic: Limit Setting and Handling Misbehavior
Vignettes: 1–5b, Parent Reflections

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro 1 2 3 4a 4b 5a 5b (5c 5d 6 7 8
 9 10) Parent Reflections

Vignettes may be chosen from the Incredible Years® Toddler and/or Incredible Years® Preschool Basic program to supplement these vignettes, if needed. Vignettes in parentheses are for next session, but if you would like to select some to show this session you may. Circle Vignettes shown.

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (praise, rewards)	_____	_____
3. Brainstorm/buzz: benefits and barriers to limit setting	_____	_____
4. Buzz: transition strategies	_____	_____
5. Buzz: household rules and limits	_____	_____
6. Buzz: rewriting commands (use handout) and visual command cards	_____	_____
7. Role Play/Practice: giving instructions verbally	_____	_____
8. Role Play/Practice: using visual command cards as needed for nonverbal children	_____	_____
8. Role Play/Practice: redirection and ignoring	_____	_____
9. Highlight key principles from parents' discussion	_____	_____
10. Explain this week's home activity & parents set personal goals	_____	_____
11. Evaluations	_____	_____

Xerox:

- Home Activities for the Week
- Spotlighting Handouts (3): Teaching Children to Understand and Follow Instructions, Limit Setting, Household Rules
- Brainstorm: Benefits & Barriers to Limit Setting
- Brainstorm/Buzz: Rewriting Commands
- Record Sheet: Limit Setting

Self-Evaluation

"Gems" of Program—Reminder of things to pursue





Outline-Part Eight

Limit Setting and Handling Misbehavior, Continued

Session #13

I. Welcome**II. Report on Home Activities**

Buzz: experiences with limit setting, redirection and ignoring.

III. Topic of Day: Emotional Regulation Skills

- A. Vignette 5 (c,d) - 6 (a,b)
- B. Brainstorm/Buzz: list of behaviors to ignore.
- C. Role Play/Practice: ignoring.
- D. Vignette: 6c
- E. Brainstorm/Buzz: effective ignoring.
- F. Vignettes: 7-10 (ignoring)
- G. Role Play/Practice: Role Play vignette 10 with ignoring.
- H. Parent Reflections Vignette.
- I. Brainstorm/Buzz: Parent Calm Down Strategies (see handout).
- J. Summary Vignette (could also be shown in session #12).

Key Concepts:

- Using the ignore strategy when child is too dysregulated to redirect.
- Understanding effective ways to ignore selected behaviors such as whining and tantrums.
- Parents modeling self-control and ways to use calm-down strategies.
- Understanding use of “differential attention” with children.
- Review of all the parenting strategies learned in the program.
- Planning ways to continue developing a parent support system.

V. Review Home Activities & Handouts

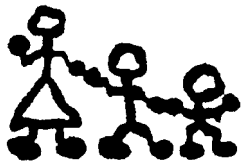
Summarize key points.

Spotlighting Parenting Tips.

Review suggested home activities/handouts.

Parents set personal goals for using self-monitoring checklist.

VI. Parent Evaluation**VII. Closing**



LEADER CHECKLIST

Part Eight

Session #13

Topic: Limit Setting and Handling Misbehavior
Vignettes: 5c-10, Parent Reflections, Summary

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:

(Intro 1 2 3 4a 4b 5a 5b) 5c 5d 6a 6b 6c
 7 8 9 10 Parent Reflections

Additional vignettes may be chosen from the Incredible Years® Toddler and/or Incredible Years® Preschool Basic program to supplement these vignettes, if needed. Vignettes in parentheses were for the previous session, however if you did not get through all of them you could show during this session.

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (emotion, barriers, self-regulation)	_____	_____
3. Brainstorm/Buzz: behaviors to ignore	_____	_____
4. Role Play/Practice: ignoring	_____	_____
5. Brainstorm/Buzz: calm down strategies for parents	_____	_____
6. Review summary vignette	_____	_____
7. Highlight key principles	_____	_____
8. Discuss ending group (feelings about group)	_____	_____
9. Make reunion plan	_____	_____
10. Present certificates and gifts	_____	_____
11. Parent final evaluation	_____	_____
12. Review home activities and parents' goal setting plans	_____	_____

Xerox:

Home Activities for the Week

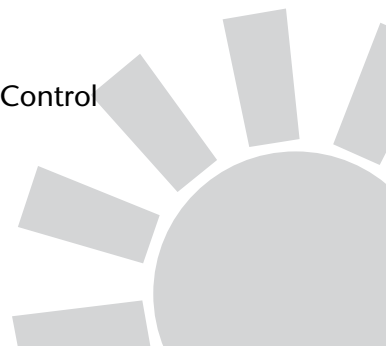
Spotlighting Handouts: Positive Discipline, Ignoring, Learning Self-Control

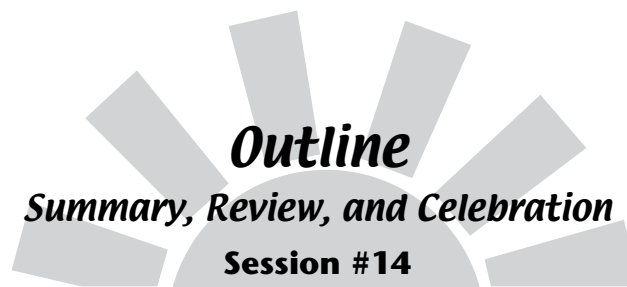
Record Sheet: Ignore, Redirect, Praise and Coach

Brainstorm/Buzz: Behaviors to Ignore

Self-Evaluation

"Gems" of Program—Reminder of things to pursue





Outline
Summary, Review, and Celebration
Session #14

I. Welcome

II. Report on Home Activities

III. Topic of Day: Review and catch up of vignettes

- A. Finish vignettes from last session and summary.
- B. Talk about what parents have learned: review key principles.
- C. Review Parents' calm down strategies.
- D. Brainstorm how parents can continue to maintain a support group.

Key Concepts:

- Maintaining self-control and patience.
- Understanding the value of repeated learning trials for children and parents.
- "Priming the pump" with positive self-talk and positive imagery.
- Continuing to get support from other parents and family members.
- Continuing the journey of coaching methods with children.

V. Celebration

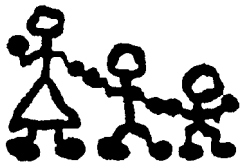
Special food.

Certificates are given out.

Each parent is acknowledged in some unique way for their contribution to the group's learning and their children's development.

VI. Parent Evaluation

VII. Closing



LEADER CHECKLIST

Review and Celebration

Session #14

Topic: Review and Celebration

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

DID I

1. Write the agenda on the board
2. Review parents' home activities; elicit reactions and experiences
3. Review Calm Down parent strategies
4. Review strategies/principles learned
5. Brainstorm ways to continue getting support
6. Discuss group ending (feelings about group)
7. Celebrate parents' successes and praise goals achieved
7. Give out certificates

YES

NO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Xerox:

Certificate of completion (found in Intro Part 4)

