



Handout

RECORD SHEET

Parent Child-Directed Narrated Play

Date: _____

Instructions: Record two times you played with your child, what you did, and any reaction or response you noticed in your child.



Parent Play Behaviors
I want to do more of:

Example: Spend more time doing what my child wants, imitating his sounds, and following his lead.

1.

2.



Parent-Child Activities
Sample Script:

Example: We played with farm animals. "I will do the same as you. The cow is going 'moo, moo!'"

1.

2.

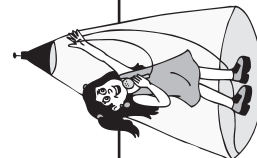


Child's Response:

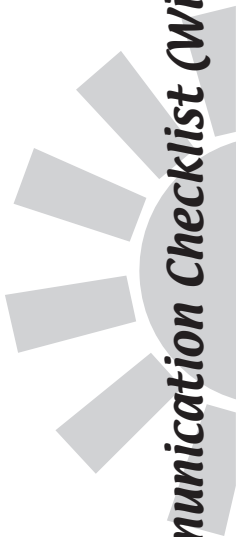
Example: Robbie imitated my animal sounds and we went back and forth imitating each other.

1.

2.



Spotlight your child's successes



Child Communication Checklist (With Parent)

	Doesn't understand/ ignores/blank stare	Looks at parent	Protests/ Refuses/ Tantrums	Pulls parent arm/ gestures	Points/ Reacts/ Nods	Uses visual pictures	Shares/ Offers things	Makes sounds	Immediate Echoes/ copies	Delayed echoes*	Uses 1-3 words/ signs	Whole sentence/ signs
Wants something from parents (food, toy, help, play etc.)												
Wants to continue playing/reading/singing with parent												
Not getting what s/he wants												
Wants to stop activity												
Response to parent one-step direction												
Response to parent multi-step direction												
Response to parent offering choices												
Response to parent greeting (hello, bye-bye)												
Feelings expression												

Reason Child Communicates

*"Delayed Echoes" defined as copies from TV shows, common expressions

Child's Name: _____

Date: _____



Child Communication Checklist (With Peer/Sibling)

Reason Child Communicates

	Doesn't understand/ ignores/blank stare	Looks at child	Protests/ Refuses/ Tantrums	Pulls child's arm/ gestures	Points/ Reacts/ Nods	Uses visual pictures	Shares/ Offers things	Makes sounds	Immediate Echoes/ copies	Delayed echoes*	Uses 1-3 words/ signs	Whole sentence/ signs
Wants something from peers (food, toy, help, play etc.)												
Wants to continue playing/reading/singing with peer												
Not getting what s/he wants												
Wants to stop activity												
Response to peer request												
Response to peer initiation												
Response to peer greeting												
Feelings expression												

*"Delayed Echoes" defined as copies from TV shows, common expressions

Child's Name: _____

Date: _____



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Date: _____

Instructions: Record two times you played with your child, what you did, and any reaction or response you noticed in your child.



**Parent Play Behaviors
I want to do more of:**

Example: Spend more time describing my child's actions and engaging in joint attention interactions.

- 1.
- 2.



**Parent-Child Activities
Sample Script:**

Example: We played with puzzles. "You are finding the place for the airplane puzzle piece. You are looking carefully."

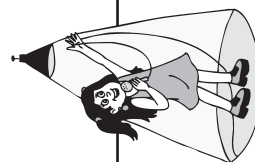
- 1.
- 2.



Child's Response:

Example: Robbie seemed to enjoy my describing his actions and occasionally looked up at me to copy what I said.

- 1.
- 2.



Spotlight your child's successes

Handout

RECORD SHEET

Pre-Academic & Persistence Coaching

Date: _____

Instructions: Record two examples of pre-academic or persistence coaching statements you made and your child's response.



Parent Play Language I want to do more of:

Example: Describing my child's actions, what he is playing with, and be responsive to his interests so we have joint attention.

1.

2.



Parent-Child Activities Sample Scripts:

Example, Parent: "You are working hard and are really focused on the long red duplos. Here is a square red one I found."

1.

2.

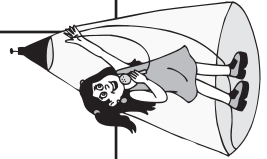


Child's Response:

Example: Robbie imitated color names.

1.

2.



Spotlight your child's successes

Spotlighting

Facilitating Children's Language & Pre-School Readiness Skills: Parents as "Academic and Persistence Coaches"



Using academic and persistence coaching to narrate children's behavior and activities is a powerful way to strengthen children's language and school readiness skills. The following is a list of actions, behaviors and objects that can be commented upon when playing with your child. Use this checklist to practice these coaching methods.




Objects, Actions	Examples
<ul style="list-style-type: none"> _____ colors _____ number counting _____ shapes _____ names of objects _____ sizes (long, short, tall, smaller than, bigger than, etc.,) _____ positions (up, down, beside, next to, on top, behind, etc.,) 	<p>"You have the red car and the yellow truck."</p> <p>"There are one, two, three dinosaurs in a row."</p> <p>"Now the square Lego is stuck to the round Lego."</p> <p>"That train is longer than the track."</p> <p>"You are putting the tiny bolt in the right circle."</p> <p>"The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."</p>
Persistence	
<ul style="list-style-type: none"> _____ working hard _____ concentrating, focusing _____ stay calm, patience _____ trying again _____ problem solving _____ thinking skills _____ reading 	<p>"You are working so hard on that puzzle with your friend and thinking about where that piece will go."</p> <p>"You are so patient and just keep trying all different ways to make that piece fit together."</p> <p>"You are staying calm and trying again."</p> <p>"You are thinking hard about how to solve the problem and coming up with a great solution to make a ship."</p>
Behaviors	
<ul style="list-style-type: none"> _____ following parent's directions _____ listening _____ independence _____ exploring _____ waiting 	<p>"You followed directions exactly like I asked you. You really listened."</p> <p>"You have put your shoes on all by yourself."</p> <p>"You asked for a turn and now you are waiting for a turn on the computer. You show you are ready for school."</p>

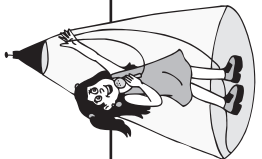


Handout
RECORD SHEET
Social Coaching

Date: _____

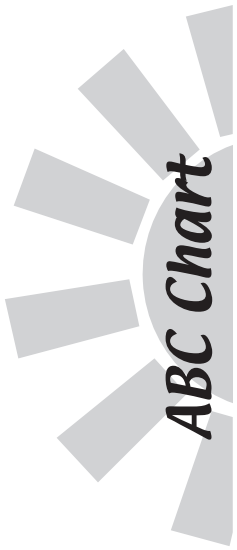
Instructions: Record two times you played with your child, what social coaching you did, and any response you noticed in your child.

 Child social behaviors I want to describe:	 Parent-child activity and social script:	 Child's response:
<p><i>Example: Looking at adult or peer when child communicates or shares something.</i></p> <p>1.</p> <p>2.</p>	<p><i>Example: "You are looking at me and that is so friendly."</i></p> <p>1.</p> <p>2.</p>	<p><i>Example: Robbie smiled.</i></p> <p>1.</p> <p>2.</p>



Spotlight your child's successes

Child's Name: _____
 Date: _____



Write two examples of setting up an ABC learning opportunity for your child to practice a target behavior.

Setting/Activity	Antecedent (A) What happened first?	Behavior (B) Child's behavior	Consequence (C) How did you respond?
<i>Example:</i> Play time before dinner	Father: Shows son the balloon and holds next to his face for eye contact. Prompts: You can say, "Please balloon."	Child: "Please balloon." (teaching verbal asking behavior)	Father: That's friendly to say "please can I have the balloon" and gives boy the balloon.

Spotlighting

Facilitating Children's Social Learning: Parents as "Social Skills Coaches"



Describing and prompting children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making close friendships. The following is a list of social skills that you can comment on when playing with your child or when your child is playing with a friend. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite) <input type="checkbox"/> eye contact	"That's so friendly. You are sharing your blocks with your friend and waiting your turn." "You are both working together and helping each other like a team." "That is friendly to look at your friend."
<input type="checkbox"/> listening to what a friend says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	"You listened to your friend's request and followed his suggestion. That is very friendly." "You waited and asked first if you could use that. Your friend listened to you and shared." "You are taking turns. That's what good friends do for each other."
<input type="checkbox"/> responding to a friend's suggestion <input type="checkbox"/> gesturing (e.g., pointing) <input type="checkbox"/> smiling at peer <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking or gesturing to use something a friend has <input type="checkbox"/> cooperating <input type="checkbox"/> including another in play	"You made a friendly suggestion and your friend is doing what you wanted. That is so friendly." "You pointed to where the red block is to help your friend." "You are helping your friend build his tower." "You are being cooperative by sharing." "You worked together to figure out how to put those blocks together. You are good friends."

Prompting

- "Your friend is looking for yellow blocks. Do you think you can find her a yellow block?" (praise child if s/he tries to help and/or point to yellow block)
- "You did that by accident. You can say 'I am sorry' to your friend."

Modeling Friendly Behavior

- Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills. For example, "I'm going to be your friend and share my block with you."



Handout

RECORD SHEET Peer Social Coaching

Date: _____

Instructions: Record two times you played with your child and another child, what social coaching you did, and your child's response.



Child behaviors I want to describe:

Example: Noticing another child or playing with or sitting next to them.

1.

2.



Parent-child activity and social script:

Example: "You noticed your friend wanted to play with you. He looks happy you let him sit next to you."

1.

2.

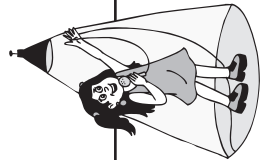


Child's response:

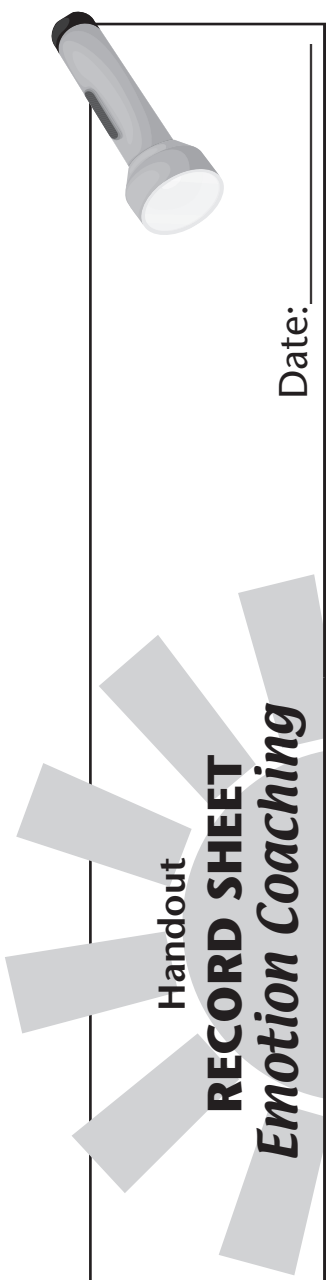
Example: Robbie spent less time playing alone.

1.

2.



Spotlight your child's successes






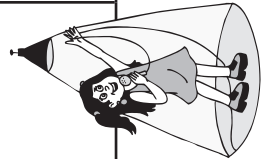
Handout
RECORD SHEET
Emotion Coaching



Date: _____

Instructions: Record two times you played with your child and another child, what emotion coaching you did, and your child's response.

 Child emotions I want to describe:	 Parent-child activity and emotion script:	 Child's response:
<p>Example: <i>Happy smiles, being proud, and noticing another child's feelings</i></p> <p>1.</p>	<p>Example: <i>"See your friend is happy that you shared with him. You look happy and proud because you are smiling."</i></p> <p>1.</p>	<p>Example: <i>Robbie told me one day he felt happy.</i></p> <p>1.</p>
<p>2.</p>	<p>2.</p>	<p>2.</p>



Spotlight your child's feelings

Spotlighting

Emotion Learning: Parents as “Emotion Coaches”



Describing children’s feelings is a powerful way to strengthen their emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing your child’s emotions. You can also use the feeling cards to ask children to show you the picture of their feelings.

Feelings/Emotional Literacy	Examples
_____ happy	“That is frustrating, and you are staying calm and trying to do that again.”
_____ frustrated	
_____ calm	“You look proud of putting that together.”
_____ proud	“You seem excited about playing in the bath.”
_____ excited	
_____ pleased	“You are so patient. You keep trying to figure out where the puzzle piece goes. You got it! You look happy.”
_____ sad	
_____ helpful	“You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you.”
_____ worried	
_____ confident	“You are so curious. You are trying out every way you think that can go together.”
_____ patient	
_____ having fun	“You are embarrassed you spilled paint on your shirt, but you look pleased with your painting.”
_____ jealous	
_____ forgiving	“Your friend is happy you shared with her.”
_____ caring	
_____ curious	
_____ angry	
_____ mad	
_____ interested	
_____ embarrassed	

Remember to Model Feeling Talk and Sharing Feelings

- “I am proud of you for sharing with your friend.”
- “I am really happy playing with you.”
- “I was nervous it would fall down, but you were careful and patient, and your plan worked.”



Handout

RECORD SHEET Using Puppets and Pretend Play

Date: _____



Use the scenarios listed, or make up your own, to promote social skills/empathy with your child:



Record how your scenario went and your child's response:

1. Puppet: "Hi, I'm Oscar Ostrich. Would you play with me? Do you like airplanes?"

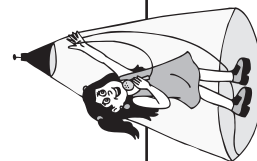
2. Puppet: "Hi! I'm Tiny Turtle. Would you help me put this together? I'm frustrated it is not working."

3.

1.

2.

3.



Spotlight your child's successes



Handout

RECORD SHEET

Teaching Emotional Self-Regulation

Date: _____



Use the scenarios in handout or make up your own to teach your child calm down skills:

1. Turtle puppet: "I am sometimes afraid, so I think of my happy place, which is watching my fish. What is your happy place?"

2.

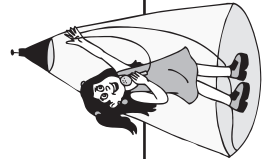
2.

3.

3.



Record your teaching scenario and how your child responded:



Spotlight your child's successes

Handout

RECORD SHEET Specific Praise

Date: _____

Instructions: Record times you praised your child, what you said, and any reaction or response you noticed in your child.



Types of Child Behaviors Praised:

Example: Eye contact, responding verbally or nonverbally

1.

2.



Praise Statements:

Example: "You looked at me, that made me smile."

1.

2.

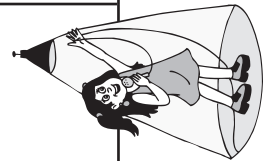


Child's response:

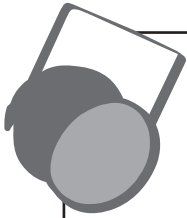
Example: Robbie seems to look at me more often, especially if I prompt him.

1.

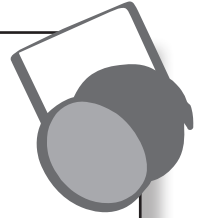
2.



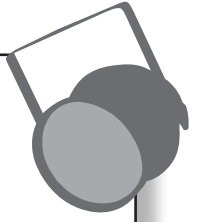
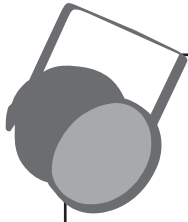
Spotlight your child's successes



HANDOUT "Positive Opposites" Behavior Record



Behaviors I want to see less of: e.g., playing alone	For each negative behavior, write down its Positive Opposite Behavior e.g., initiating interactions with siblings/peers (gesturing, asking to play, taking a turn)



BRAINSTORM/BUZZ

Reward Yourself!

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing a difficult project, or working hard as a parent? Think about ways you could reward yourself for your hard work as a parent, and list below.



Good Incentives for Me:

Examples:

A walk in the park

Tea or coffee with a friend

Warm bubble bath

Do yoga

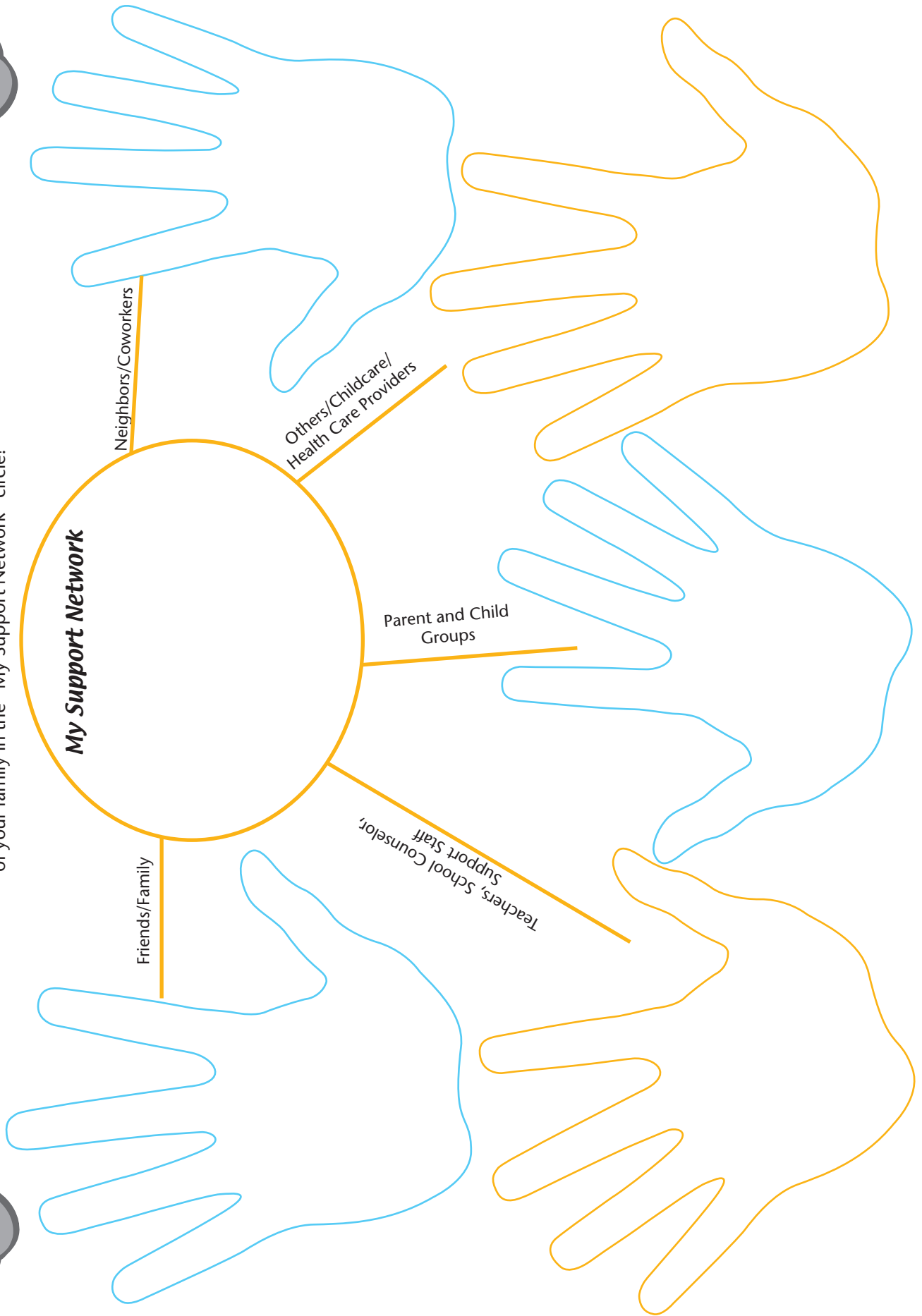
Goal:

I will commit to doing something positive for myself this week. This will include:

Spotlighting Parent Support Network

Who can lend a helping hand?

Think about people in your support network. Each hand represents a different group of people. Write in each hand specific people from that network who can help provide support to you and your child! You can draw or paste of picture of your family in the "My Support Network" circle!




BRAINSTORM/BUZZ

Labeled Praise

Brainstorm words you will use to praise your child to increase target behaviors you want to see more of. Write them below.



Behaviors I want to see more of:	Praise words to use:
	<p><i>I like it when you...</i> <i>Good for you!</i> <i>Wow! What a wonderful job you have done!</i></p> 

Goal:

I will commit to increasing the number of praises I give my child to _____

per hour. The behaviors I will praise include: (e.g., sharing) _____

BRAINSTORM/BUZZ

Positive Self-Praise

Brainstorm possible self-praise you can use to encourage yourself as a parent.
Write these statements on your notepad.



I can do it
I am working hard a a parent
I can stay calm



Goal:

I will commit to thinking about what I am doing well as a parent each day and using two of the above examples.

BRAINSTORM/BUZZ

Benefits & Barriers to Limit Setting

1. What are the possible benefits for your children having clear limits in your home?
2. What gets in the way of setting limits?

Write down the benefits of having clear limits and your difficulties in doing it. See if you can find any solutions to your barriers to setting clear limits.



Benefits of Setting Limits	Difficulties in Doing This

Goal:

I will commit to reducing the number of commands or requests to those that are most important. Instead, I will focus on giving choices when possible, using distractions and when-then commands.






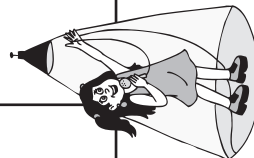
Handout

RECORD SHEET Limit Setting

Date: _____

Instructions: Record commands or limits set and any reaction/response you noticed in your child, as well as your response.

 Example of Command given or limits set:	# of commands	 Child's Response:	 Parent's response:
Example: "Put the toys away." 1.	IIII 1.	Child puts toys away. 1.	Example: "Wow - you are a big helper, thank you for putting the toys away." 1.
2.	2.	2.	2.



Spotlight your child's successes

SPOTLIGHTING

Household Rules

Some Examples:

1. Bedtime is at 7:30 p.m.
2. No hitting allowed.
3. Must sit in back of car in car seat.

Your List of Household Rules:

- 1.
- 2.
- 3.
- 4.




*Every home needs a limited number of “house rules.”
If the list gets too long, no one will remember the rules.*

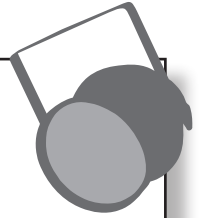
BRAINSTORM/BUZZ

Rewriting Commands

Rewrite the following ineffective commands into positive, simple, respectful words using gestures and visual prompts for nonverbal children



Ineffective Commands	Rewrite & Indicate gestures/command card
<i>e.g., Shut up.</i>	<i>e.g., quiet mouth</i> Quiet 
Quit shouting.	
Stop running.	
Watch it.	
Why don't we go to bed?	
Let's clean up the living room.	
Cut it out.	
What is your coat doing there?	
Why are your shoes in the living room?	
Don't shove salad in your mouth like a pig.	
Why is your bike still in the driveway?	



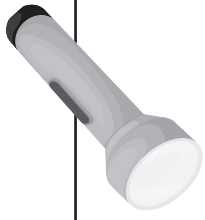
BRAINSTORM/BUZZ

Rewriting Commands, Continued

Rewrite the following ineffective commands into positive, simple, respectful words using gestures and visual prompts for nonverbal children.



Ineffective Commands	Rewrite & Indicate gestures/command card
You look like a mess.	
Stop bugging your sister.	
You are never ready.	
Your clothes are filthy.	
This room is a mess.	
Don't whine.	
You are impossible.	
Stop dawdling.	
Hurry up.	
Be quiet.	
Why are you riding on the road when you have been told not to?	
I'll hit you if you do that again.	



Handout

RECORD SHEET

Ignore, Redirect, Praise & Coach

Date: _____

Instructions: Record behaviors you have ignored or redirected & how you coached, praised, & rewarded your child, as well as your child's response.



Behaviors ignored and/or redirected:

Example: yelling

1.

2.

3.



Behaviors coached, praised and rewarded:

Example: Talking nicely

1.

2.

3.

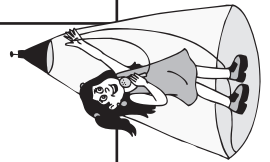


Child's response:

1.

2.

3.



Spotlight your child's successes



BRAINSTORM/BUZZ

Stay Calm While Ignoring

When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this screaming period. If you give in to the tantrum, this behavior will be reinforced and your child will learn that by crying and screaming loudly, he or she can get his/her own way.

It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.



Ways to stay calm while ignoring:

- Take deep breaths
- Practice relaxation techniques
- Think positive thoughts
- Walk away
- Turn on some music



Remember, it is normal for young children to cry, bite and hit to get what they want. This is not personal but a reflection of their lack of verbal skills and inability to use social skills to get what they want.

Goal: I will commit to tell myself the following _____

when my child misbehaves.



BRAINSTORM/BUZZ

Differential Attention



Using Differential Attention: Sometimes, children will show positive and negative behaviors during the same activity. For example, a child might follow directions (positive behavior) while whining or fussing (negative behavior). *Differential attention* is the technique where a parent praises the positive behavior while ignoring the negative behavior. For example, a parent might praise the child for following directions, and pay no attention to the whining or fussing behavior. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., whining).



When Would Differential Attention be Effective?

Think about some situations where this kind of differential attention could be effective.

For example: When my child is following directions but not looking at me, I will praise his/her cooperation and ignore the lack of verbal response.

Goal: I will commit to praising _____
behavior while ignoring _____
behavior.



BRAINSTORM/BUZZ

Behaviors to Ignore

Behaviors such as throwing tantrums, whining, pouting, ignoring you, and screaming are good candidates for ignoring. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury or property damage, or intolerable disruption of an ongoing activity.

Parents often have trouble controlling their anger when dealing with misbehavior or a child who ignores their requests. This emotional reaction can make it difficult to ignore misbehavior or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use, as long as it is used in combination with your attention and praise for the child's positive opposite behaviors.



Child Behaviors I will Ignore

Example: whining

Goal: I will commit to ignoring _____
 behavior whenever it occurs. I will praise _____
 behavior, the positive opposite of the behavior I am ignoring.