

# **Program One: Strengthening Children's Language, School Readiness, Emotion and Social Skills and Positive Relationships**



## **Part 3: Persistence and Academic Coaching Promotes School Readiness**

### **Refrigerator Notes and Handouts**



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## HOME ACTIVITIES FOR THE WEEK



### To Do:

- **PLAY** daily being child-directed and use academic coaching. Comment on the colors, shapes, sizes, positions, numbers, letters, and names of the objects your child is playing with. Avoid asking closed-ended questions.
- **READ** using interactive approaches to promote reading readiness and conversations
- **KEEP TRACK** of play periods on the “Record Sheet: Play Times Using Academic Coaching” handout. Bring to next session
- **CONNECT WITH YOUR BUDDY** from the group to share your experiences with academic coaching.



### To Read:

Handouts and Chapter 2, *Academic and Persistence Coaching* in **The Incredible Years** book.



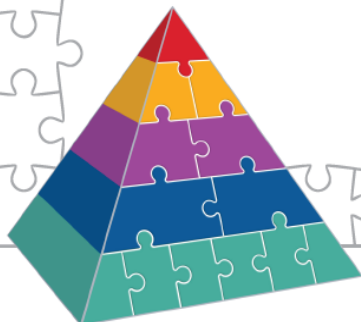
## Connecting with Your Buddy



From now until the final week of the Parenting Course you will be asked to check in via text, email, Zoom or phone with a parent from your group. You will have the same “buddy” for several weeks. The purpose of these checkin calls is to share ideas and “hot tips” about the home activities, such as how one of your play times went, or how you used the coaching approaches, or one of the ideas or principles you learned in the parent group.

These calls or buddy check-ins need last no more than 5 minutes and can be scheduled at your own and your buddy’s convenience.

Parents sharing with each other can not only provide a rich bank of creative solutions but also be supportive of one another!



## FIELD ASSIGNMENT!

A. Sometime in the next three weeks please do at least one of the following activities:

- Go to your local library with your child. Talk to the librarian about books that would be interesting for your child related to your child's interests. Let your child choose several books.

AND/OR

- Talk with your child's teacher or child care provider about how your child is doing. Offer to read or help out in class (or go on a field trip). Familiarize yourself with your child's school curriculum and routine.



B. Write down what you did and how you felt about the experience on the "Field Notes" page.

**FIELD NOTES**





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Home Activities

## RECORD SHEET: ACADEMIC COACHING DURING CHILD-DIRECTED PLAY TIMES



Record how you used academic coaching language in your play interactions and any reaction you noticed in your child and yourself.

Date	Time Spent	Activity	Words Used For Academic Coaching	Child's Response & Your Response

## REFRIGERATOR NOTES

### Building Blocks for Reading with CARE



**Comment**, use descriptive commenting to describe pictures. Take turns interacting, and let your child be the storyteller by encouraging him/her to talk about the pictures.



**Ask** a few open-ended questions.

"What do you see on this page?" (observing and reporting)

"I wonder what's happening here?" (storytelling)

"What is your favorite color (or animal) on this page?" (promoting academic skills)

"How is she feeling now?" (exploring feelings)

"What is going to happen next?" (predicting)



**Respond** with verbal and nonverbal encouragement & interest to your child's thinking and responses.

"That's right!"

"You are really thinking about that."

"Wow, you know a lot about that."

"You are really curious."

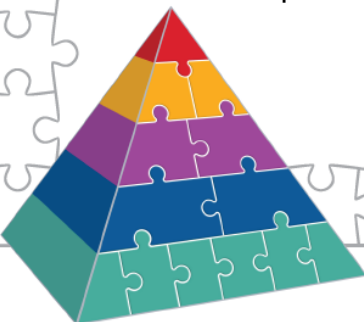


**Expand** on what your child says.

"Yes, I think he's feeling excited, too, and he might be a little scared as well."

"Yes, it is a horse; it's also called a mare."

"Yes, that boy is going to the park. Do you remember going to the park? What do you like best there?"

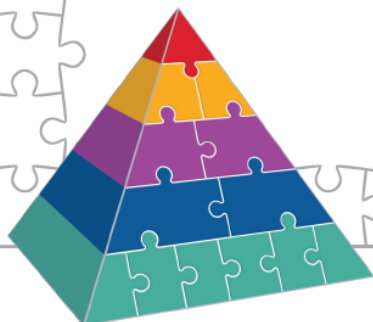
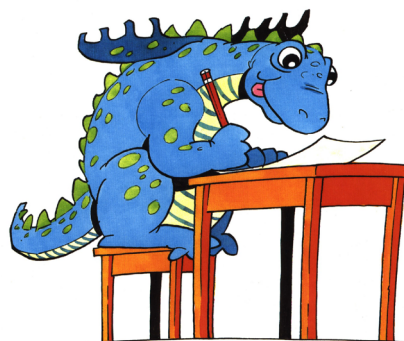




## REFRIGERATOR NOTES

### ACADEMIC COACHING TO PROMOTE CHILDREN'S SCHOOL READINESS SKILLS

- Use academic coaching to promote your child's school readiness concepts, tailoring to your child's developmental language level.
- Use many more descriptive comments than questions during play times as well as other times of the day. Avoid closed-ended questions.
- Describe the objects, shapes, numbers, letters, textures, and colors of objects your child is using as well as their actions.
- Listen to your child and imitate, or mirror, your child's words and extend length of sentence by one word.
- Notice what your child is interested in and talk about it.
- Talk about positions of objects (e.g., inside, under, beside, next to).
- Prompt your child to communicate by modeling words for them to copy or by using a hand puppet.
- Praise and give positive feedback to your child for using words (that's right!).
- Use new and more complex words to intentionally expand your child's academic and bilingual vocabulary even if you know your child won't understand the word at first.
- Talk about simple every day stories and events and show interest in what your child is learning at school.
- Read with your child in an interactive way often.

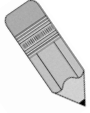




## Brainstorm/Buzz: Goals for Promoting My Child's Academic Success



Think about pre-academic skills and school readiness skills you want to encourage with your child and how you can promote these skills. Write down possible times you could promote these skills and how you will promote these skills with your child.



## Persistence Coaching Promotes School Readiness



### HOME ACTIVITIES FOR THE WEEK



#### To Do:

- **PLAY** daily being child-directed and using academic and persistence coaching.
- **DESCRIBE** when your child is concentrating, focused, working hard, trying again, thinking and being patient and calm while playing, particularly when something is difficult and more complex.
- **TALK** about your child's school experiences and what they are learning. Promote your child's confidence, motivation, curiosity and persistence to read and write. Notice how your child responds to your efforts.
- **KEEP TRACK** of play periods on the "Record Sheet: Persistence Coaching During Play Times" handout.
- **CONNECT WITH YOUR BUDDY** from the group to share your experiences with persistence coaching.



#### To Read:

Part 3, Problem 15: *Reading With Care* and complete Chapter 2 in *The Incredible Years* book.





Home Activities

## RECORD SHEET: PERSISTENCE COACHING DURING CHILD-DIRECTED PLAY TIMES



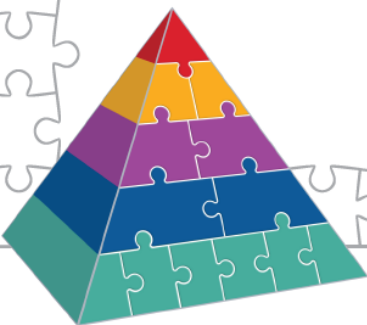
Record times you spent playing with your child, how you used persistence coaching and any reaction you noticed in yourself or your child.

Date	Time Spent	Activity	Parent's Persistence Coaching Words Used	Child's Response & Your Response

## REFRIGERATOR NOTES

### PERSISTENCE COACHING TO PROMOTE CHILDREN'S SCHOOL READINESS SKILLS

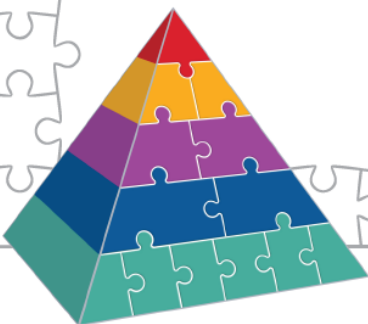
- Coach with persistence narration when you notice your child is working hard, concentrating, being calm, or staying patient when doing an activity.
- Describe your child's persistence when he is trying again, sticking with it, thinking of a new way to do it, staying focused and problem solving.
- Listen carefully ~ watch for times your child is open to talking ~ don't pressure communication when they don't want to talk; try to understand what your child is telling you about their thoughts, ideas, feelings and discoveries without corrections.
- Comment and praise your child for listening to peers or an adult and for their success at sticking with a difficult problem.
- 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, independence and problem-solving.



## REFRIGERATOR NOTES

### ABOUT BUILDING YOUR CHILD'S SELF-CONFIDENCE

- Value and give your full attention to your children's play activities. (turn off your cell phone)
- Listen to your children — watch for times when your child is open to talking — don't pressure them to talk if they don't want to.
- Reinforce your children's learning efforts by describing what they are doing.
- Praise your children's efforts as well as their successes.
- Follow your child's lead when talking with them or playing.
- Spend regular daily play time with your children.
- When reading:
  - Ask open-ended questions;
  - Avoid commands and corrections;
  - Offer help when they want it.
- Create opportunities for children to retell stories that they have memorized.
- Encourage children to write their own stories, or to dictate them or act them out with you.
- Read to children often and allow them to see you reading.





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

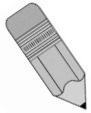
Academic and persistence coaching is a powerful way to strengthen children's school readiness skills. The following is a list of actions, behaviors and objects that can be commented upon when playing with your child. Examples below are for children speaking in sentences. See the next handout to record the coaching language you will use with your child.

Objects, Actions	Examples
<p>_____ colors</p> <p>_____ number counting</p> <p>_____ shapes</p> <p>_____ names of objects</p> <p>_____ sizes (long, short, tall, smaller than, bigger than, etc.)</p> <p>_____ positions (up, down, beside, next to, on top, behind, etc.)</p>	<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	
<p>_____ working hard</p> <p>_____ concentrating, focusing</p> <p>_____ staying calm, patience</p> <p>_____ trying again</p> <p>_____ problem solving</p> <p>_____ thinking skills</p> <p>_____ reading</p>	<p>"You are working so hard on that puzzle 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	
<p>_____ following parent's directions</p> <p>_____ listening</p> <p>_____ independence</p> <p>_____ exploring</p>	<p>"You followed directions exactly like I asked you. You really listened."</p> <p>"You have figured that out all by yourself."</p> <p>"You are good at trying different ways to solve the problem."</p>

## Brainstorm/Buzz: Academic and Persistence Coaching



The following is a list of academic concepts and persistence coaching behaviors that can be commented upon when playing with your child. Adjust your descriptive commenting & coaching words according to your child's language level. If your child has minimal language, think about nonverbal responses or gestures or visuals you might use. Write below the kind of descriptive commenting and coaching language you will use when interacting with your child.



Academic	Coaching Examples
<p>_____ colors</p> <p>_____ number counting, letters</p> <p>_____ shapes, textures</p> <p>_____ names of objects</p> <p>_____ sizes (long, short, tall, smaller than, bigger than, etc.)</p> <p>_____ positions (up, down, beside, next to, on top, in front, behind, etc.)</p> <p>_____ listening, following directions</p>	
Persistence	
<p>_____ working hard</p> <p>_____ concentrating, focusing</p> <p>_____ staying calm, patience</p> <p>_____ trying again</p> <p>_____ problem solving</p> <p>_____ thinking skills</p> <p>_____ reading</p>	





## Brainstorm/Buzz: Encouraging Words to Promote Persistence

Share with your buddy some encouraging words you can use to help your child to keep trying—even though the task is difficult.

e.g., You keep trying...



### Goal:

I will commit to using academic and persistence coaching methods when playing with my child \_\_\_\_\_ times this week for \_\_\_\_\_ minutes.

