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Important Notes to Remember



NOTE: The evaluations, forms, and parent certificate in this section may be kept as master copies and photocopied for reuse with your parent groups. All copyright information must be maintained and you may not alter any of the content on these materials.

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

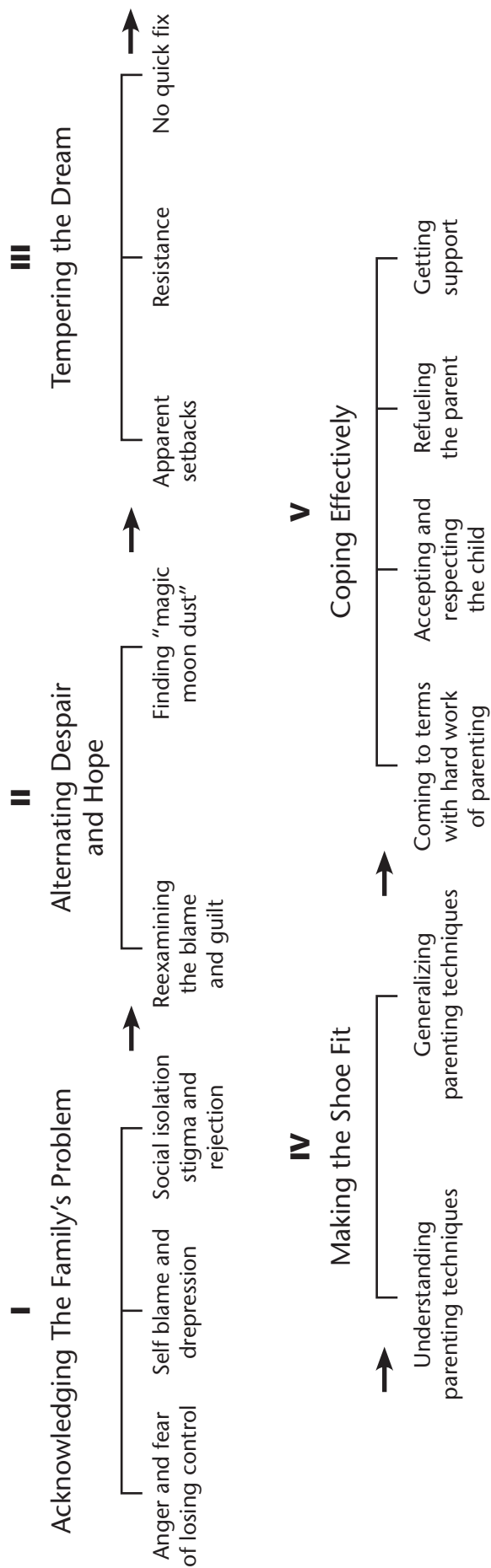
Ground Rules

- 1. Everyone's ideas are respected.**
- 2. Anyone has a right to pass.**
- 3. One person talks at a time.**
- 4. No "put downs" allowed.**
- 5. Confidentiality**

Table: Sources of Increased Self-Empowerment

	CONTENT	PROCESS
KNOWLEDGE		
Child development Behavior management Individual and temperamental differences	Developmental norms and tasks Behavioral (learning) principles Child management (disciplinary strategies) Relationships (feelings) Self-awareness (self-talk, schema, attributions) Interactions (awareness of contingencies, communications) Resources (support, sources of assistance) Appropriate expectations Parent involvement with children	Discussion Books/pamphlets to read Modeling (video, live role play, role reversal, rehearsal) Metaphors/analogies Homework tasks Networking Developmental counseling Video viewing and discussion Self-observation/recording at home Discussing records of parents' own data Teaching, persuading
SKILLS		
Communication Problem-solving (including problem analysis) Tactical thinking (use of techniques/methods) Building social relationships Enhancing children's academic skills	Self-restraint/anger management Self-talk (depressive thoughts) Attend-ignore Play-praise-encourage Contracts Consistent consequences Sanction effectively (time out, loss of privileges, natural consequences) Monitoring Social/relationship skills Problem-solving skills Fostering good learning habits Self-assertion/confidence Empathy for child's perspective Ways to give and get support	Self-reinforcement Group and leader reinforcement Self-observations of interactions at home Rehearsal Participant modeling Homework tasks and practice Video modeling & feedback Self-disclosure Leader use of humor/optimism Relaxation training Stress management Self-instruction Visual cues at home
VALUES		
Strategic thinking (working out goals, philosophy of child rearing, beliefs)	Treatment/life goals Objectives (targeted child behaviors) Ideologies Rules Roles Relationships Emotional barriers Attributions Prejudices Past history	Discussion/debate Sharing Listening Respecting/accepting Negotiating Demystifying Explaining/interpreting Reframing Resolving conflict Clarifying Supporting Adapting

Figure 1. The Therapeutic Change Process

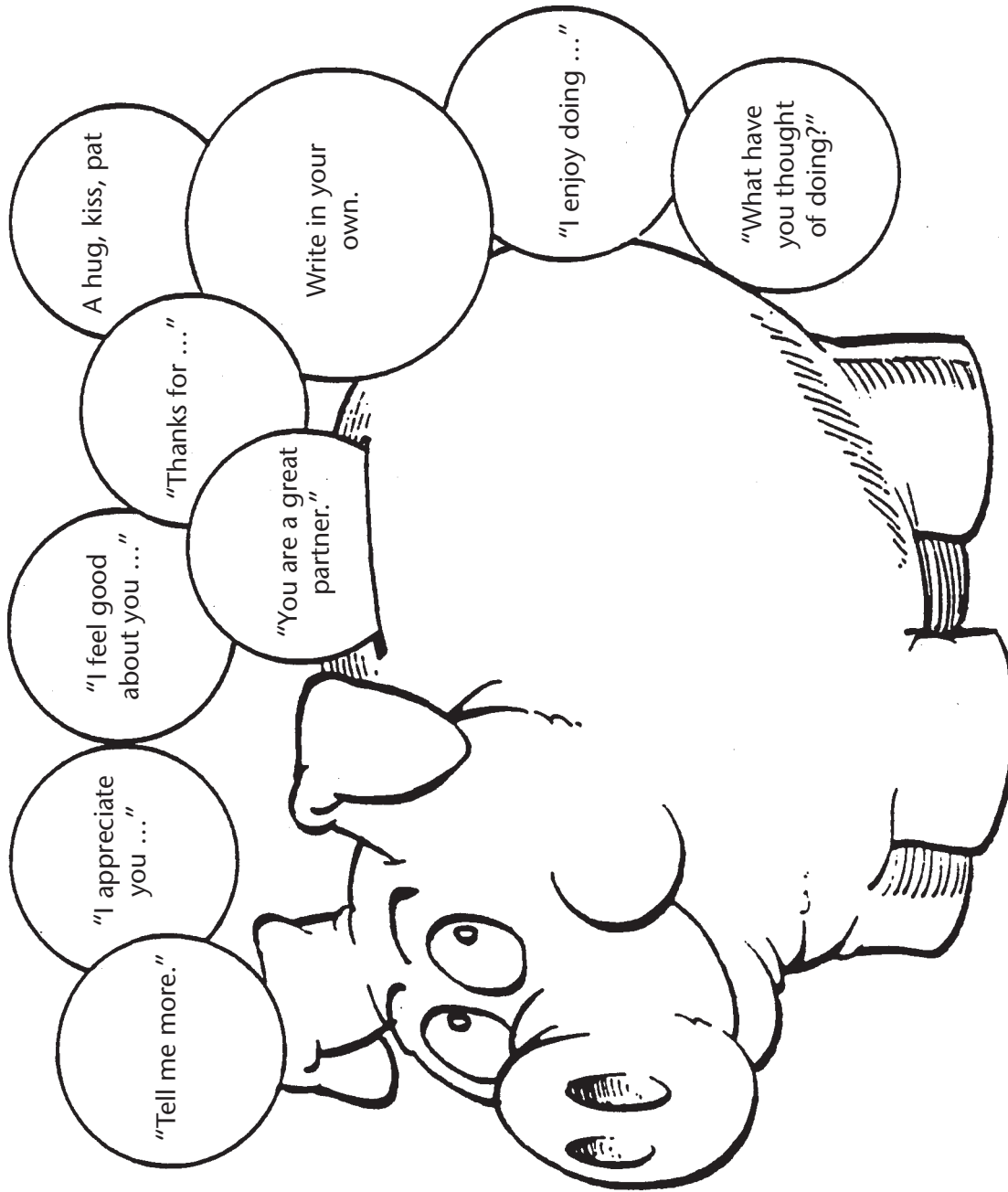




***Remember to Build Up Your Bank Account
With Accepting and Respecting Statements***



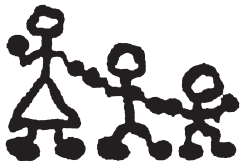
Remember to Build Up Your Bank Account With Repair Statements



***Remember to Build Up Your Bank Account
With Support and Encouragement***



Remember to Build Up Your Bank Account



Incredible Years®

Name: _____

Self-Monitoring Checklist Children 3-6 Years

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week. (Note: Chapters are from the revised Incredible Years book, 2019. If you have old book see checklist on web site.)

Session 1: Introductions, Goals, Child-Directed Play

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 1 (Child-directed Play)	_____
<input type="checkbox"/> Review my goals for myself and my child.	_____
<input type="checkbox"/> Play using child-directed approach	_____

Session 2: Child-Directed Play Promotes Positive Relationships

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 1 (Child-directed Play)	_____
<input type="checkbox"/> Do temperament questionnaire	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 3: Academic and Persistence Coaching

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 2 (Academic and Persistence Coaching)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 4: Academic and Persistence Coaching, continued*My goal for the coming week:*

	Goals I Met
<input type="checkbox"/> Read Chapter 9 Part 3: Problem 15 (Reading with CARE)	_____
<input type="checkbox"/> Read Chapter 3 (Social Coaching)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 5: Social and Emotion Coaching*My goal for the coming week:*

	Goals I Met
<input type="checkbox"/> Read Chapter 3 (if not read previously)	_____
<input type="checkbox"/> Chapter 4 (Emotional Regulation)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 6: Social and Emotion Coaching, continued*My goal for the coming week:*

	Goals I Met
<input type="checkbox"/> Read Chapter 4 (if not completed)	_____
<input type="checkbox"/> Chapter 12 (Emotional Regulation)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 7: Effective Praise and Encouragement

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors:	_____
_____	_____
<input type="checkbox"/> Read Chapter 5 (Positive Attention, Praise and Encouragement)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	_____

Session 8: Praise and Tangible Reward Programs to Motivate My Child

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 6 (Incentives and Celebrations)	_____
<input type="checkbox"/> Practice increasing my praises with my child	_____
<input type="checkbox"/> Set up a sticker chart this week	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week with my child will include:	_____

Session 9: Praise and Tangible Reward Programs, continued*My goal for the coming week:*

	Goals I Met
<input type="checkbox"/> Read Part 3 & 10 (Dawdling & Mealtime Problems)	_____
<input type="checkbox"/> Practice increasing my praises with my child	_____
<input type="checkbox"/> Set up a sticker chart this week	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week with my child will include:	_____
_____	_____
_____	_____

Session 10: Positive Discipline—Rules, Responsibilities and Routines*My goal for the coming week:*

	Goals I Met
<input type="checkbox"/> Read Chapter 7 (Limit Setting) & Part 3, Problem 1 (Screen Time)	_____
<input type="checkbox"/> Use a sticker chart with my child	_____
<input type="checkbox"/> Send note or make phone call praising my child's teacher	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week with my child will include:	_____
_____	_____
_____	_____

Session 11: Positive Discipline—Effective Limit-Setting

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 7 & Part 3: Problem 6 (Resistance to going to bed)	_____
<input type="checkbox"/> Use a sticker chart with my child	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week with my child will include:	_____

Session 12: Handling Misbehavior—Follow Through With Limits

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 8 (Ignore) & Chapter 13 (Teaching Friendship Skills)	_____
<input type="checkbox"/> Use a sticker chart with my child	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week with my child will include:	_____

Session 13: Ignoring Misbehavior

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 14 (Upsetting Thoughts) and Chapter 9 (Time Out)	_____
<input type="checkbox"/> Practice ignoring the following misbehaviors	_____
<input type="checkbox"/> Continue using sticker chart with my child.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	_____
_____	_____
_____	_____

Session 14: Timeout to Calm Down

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> If not read previously, read Chapter 9 (Time Out)	_____
<input type="checkbox"/> Read Chapter 15 (Time Out From Stress and Anger)	_____
<input type="checkbox"/> Use timeout this week if aggressive behavior occur	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	_____
_____	_____
_____	_____

Session 15: Time Out and Other Consequences

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 10 (Natural and Logical Consequences).	_____
<input type="checkbox"/> Use a consequence this week.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	

Session 16: Logical Consequences

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 11 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Impose a consequence if needed	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 17: Teaching Children to Problem Solve

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 11 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Practice problem-solving with puppets.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 18: Teaching Children to Problem Solve, continued

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 16 (Effective Communication Skills)	_____
<input type="checkbox"/> Practice problem solving with Wally book with my child	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 19: Adult Problem-Solving (Optional Program 6)

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Read Chapter 17 & 18 (Problem Solving Between Adults and with Teachers)	_____
<input type="checkbox"/> Model problem solving for my child	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 20: Reviewing Goals and Celebration

My goal for the coming week:

	Goals I Met
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	



Incredible Years® Parent Program
Parent Weekly Evaluations

Name _____ Session _____ Date _____

I found the content of this session was:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching and leadership skill was:

not helpful neutral helpful very helpful

I found the group discussion and interaction to be:

not helpful neutral helpful very helpful

The use of role play/practices was:

not helpful neutral helpful very helpful

Additional Comments:

(continue on back)



Incredible Years®
Final Satisfaction Questionnaire
Basic Parent Program

(Hand out at end of the program)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the Incredible Years parenting program that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point.

1. The bonding/attachment that I feel with my preschooler since I took this program is

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

2. My child's behavior problems which I/we have tried to change using the methods presented in this program are

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

3. My feelings about my child's social, emotional and academic developmental progress are that I am

very dissatisfied dissatisfied slightly dissatisfied neutral slightly satisfied satisfied greatly satisfied

4. To what degree has the Incredible Years parenting program helped with other personal or family problems not directly related to your child (for example, your marriage, your feelings of support in general)?

hindered much more than helped hindered hindered slightly neither helped nor hindered helped slightly helped helped very much

5. My expectation for good results from the Incredible Years program is

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

6. I feel that the approach used to enhance my child's social behavior in this program is

very inappropriate inappropriate slightly inappropriate neutral slightly appropriate appropriate greatly appropriate

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

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

8. How confident are you in parenting at this time?

very unconfident unconfident slightly unconfident neutral slightly confident confident very confident

9. How confident are you in your ability to manage *future* behavior problems in the home using what you learned from this program?

very unconfident unconfident slightly unconfident neutral slightly confident confident very confident

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

very negative negative slightly negative neutral slightly positive positive very positive

B. Teaching Format

Usefulness

In this section, we would like you to indicate how useful each of the following types of teaching is for you *now*. Please circle the response that most clearly describes your opinion.

1. Content of information presented was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

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

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

3. Group discussion of parenting skills was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

4. Use of practice/role play during group sessions was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. I found the "buddy calls" to be

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

6. Reading chapters from the Incredible Years book or listening to the CD was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

7. Practicing skills at home with my child was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

8. Weekly handouts (e.g., refrigerator notes) were

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

9. Phone calls from the group leaders were

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

C. Specific Parenting Techniques

Usefulness

In this section, we would like you to indicate how useful each of the following techniques is in improving your interactions with your child and decreasing his or her “inappropriate” behaviors *now*. Please circle the response that most accurately describes the usefulness of the technique.

1. Child-Directed Play

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

2. Descriptive Commenting/Social, Emotion, Academic, and Persistence Coaching

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

3. Praise and Encouragement

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

4. Tangible Rewards (charts)

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. Routines, Responsibilities, Rules

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

6. Ignoring

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

7. Positive Commands (e.g., “when-thens”)

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

8. Time Out to Calm Down and Helping Child Control Anger

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

9. Loss of Privileges, Logical Consequences

Appendix

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

10. Helping My Children Learn to Problem Solve

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

11. Adult Anger Management Strategies

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

12. Adult Problem-Solving Strategies

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

13. This Overall Group of Techniques

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

D. Evaluation of Parent Group Leader(s)

In this section we would like you to express your opinions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 _____

(name)

1. I feel that the group leader's preparation/teaching was

very poor poor below average average above average superior excellent

2. Concerning the group leader's interest and concern in me and my problems with my child, I was

very dissatisfied dissatisfied slightly dissatisfied neutral slightly satisfied satisfied greatly satisfied

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

extremely unhelpful unhelpful slightly unhelpful neutral slightly helpful helpful extremely helpful

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 _____

(name)

1. I feel that the group leader's preparation/teaching was

very poor poor below average average above average superior excellent

2. Concerning the group leader's interest and concern in me and my problems with my child, I was

very dissatisfied dissatisfied slightly dissatisfied neutral slightly satisfied satisfied greatly satisfied

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

extremely unhelpful unhelpful slightly unhelpful neutral slightly helpful helpfu extremely helpful

E. Parent Group

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

1. I feel the group was

very unresponsive unresponsive somewhat unresponsive neutral somewhat responsive responsive very responsive

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

very uninterested uninterested somewhat uninterested neutra somewhat interested interested very interested

3. I would like to keep meeting as a group

YES NO

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

highly unlikely unlikely somewhat unlikely neutral somewhat likely likely very likely

F. Your Opinion

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

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

3. What did you see as the main benefit of the Incredible Years Program?



Incredible Years Buzz!



Leader's Name:

E-mail:

Date:

Check what we've accomplished!

Child Directed Play

Academic Coaching

Persistence

Coaching

Social Coaching

Emotion Coaching

Encouragement &

Praise

Self-Praise

Incentives

Self-Care

Household Rules

Predictable Routines

Limit Setting

Ignore, Redirect & Distract

Logical

Consequences

Time Out to Calm

Down

Teach Children to Calm

Down

Problem Solving

Reminders



Principles

Personal Goals and Planned Practices

Parents Thinking Like Scientists



Child Problems

Child Strengths

Goals

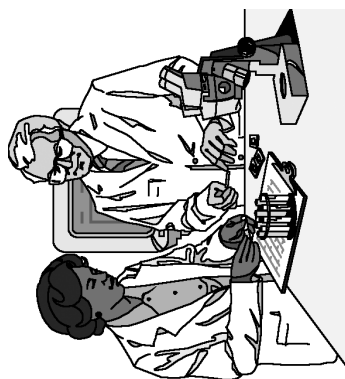
Strategies

Benefits

Obstacles
(thoughts, feelings, behavior in self & others)

Ongoing Plans

Parents Thinking Like Scientists



Child Problems

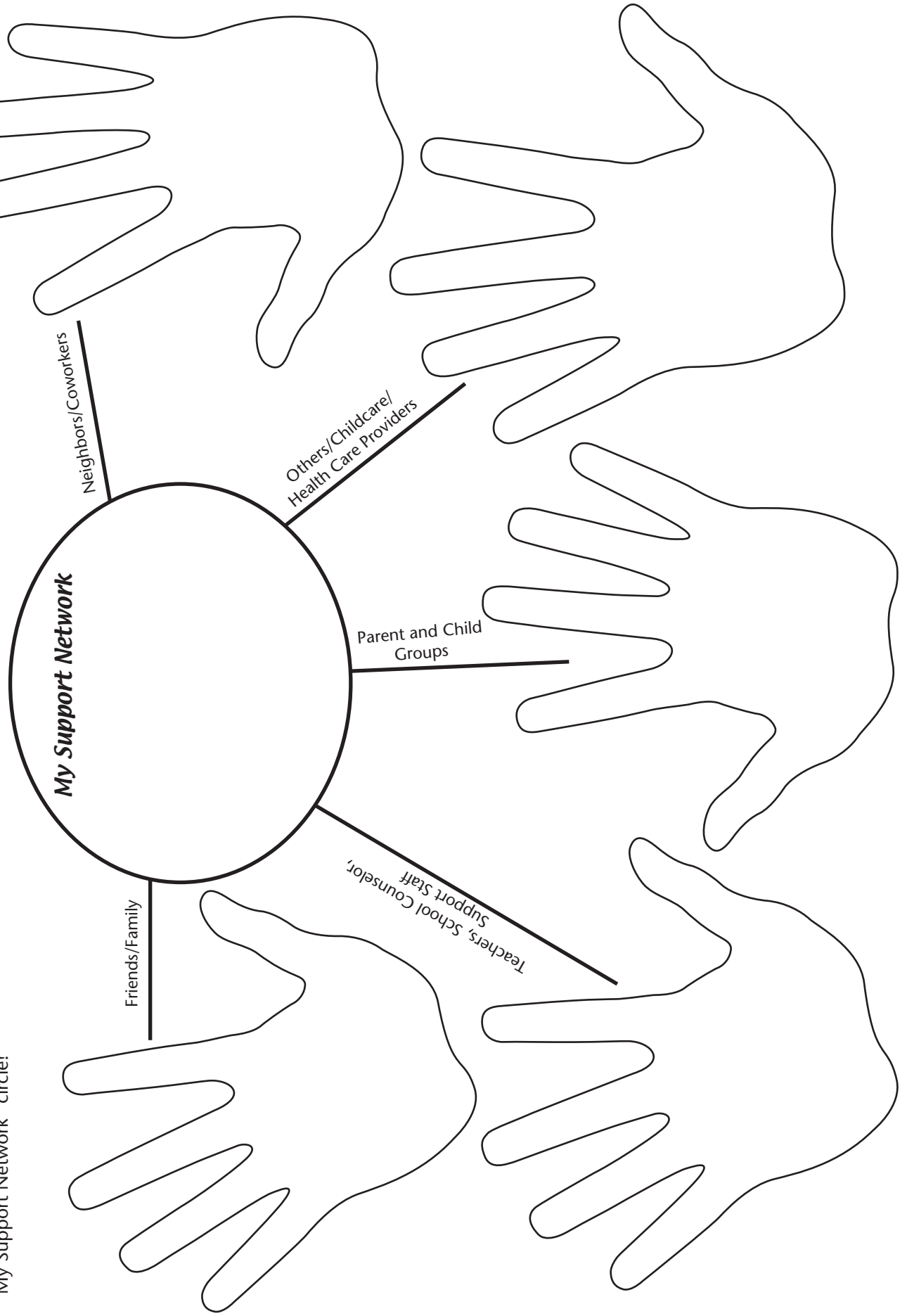
Child Strengths

Goals

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 a picture of your family in the "My Support Network" circle!





How I am Incredible!

Child's Name and Age: _____

Adults that Support My Growing and Learning:

My Temperament (*e.g., activity level, adaptability, physical sensitivity, intensity, distractibility, persistence, predictability, quiet, anxious, angry*):

My Play and Language Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but my social interactions are inappropriate, very few words, lots of language, inappropriate language*):

My Favorite Activities (*e.g., reading, soccer, games, music, cooking, building activities, drawing, pretend play*):

Social, Emotional, Persistence, Language and Academic Skills I am Learning (*e.g., helping others, calm down methods, speaking politely, taking turns, listening*):


My Parent's Goals for Me: (*e.g., helping my child follow directions, to better at school, improve his/her academic success, reduce my own anger and stress*):


How I am Incredible!

The “**How I am incredible!**” handout is used to help parents share information about their child’s developmental level including language and play level, and sensory likes and dislikes. In addition, parents share their family support network and goals for their children. This form is completed in the first IY parent group meeting or home coaching visits and helps the group leader and other parents learn about the children in the group. During the first visit parents jot down what they know about their child at that time and share it with other parents. At subsequent meetings, parents add details about their child’s specific developmental needs and make notes of any new discoveries they are making as they engage in child-directed play, coaching and develop strategies that they find helpful in supporting their goals. This form is also referred to by IY group leaders when tailoring role play practices geared towards each child’s unique developmental level and language level. It is recommended that the template for this form be copied onto a large flip chart page, one for each child and then placed on the wall so that it can be easily added to each week. It is also fun to put a picture of each child at the top of the roof so everyone can get to know each other’s incredible child.

Sample Template

HOME ACTIVITIES FOR THE WEEK

 **To Do:**

To Read: 

Incredible Years Tool Kit Posters

Use the Tool Metaphor for Building Parenting Tools

When helping parents learn key principles it can be useful for parents to see these as “building tools” they are learning to use from their parenting tool kit.

Using the Incredible Years Tool Kit Posters (set of 3)

First poster – “Building Positive Behaviors”

The first IY tool kit poster can be used to help parents learn the key “building tools” for strengthening positive behaviors. When a new parenting principle is identified in group discussions, group leaders can name it using the corresponding tool picture from the Incredible Years Tool Kit poster. Group leaders can expand on this building metaphor by explaining to parents a hammer is not the best tool for fixing every problem; rather it may be better to use the capacity building, foundational scaffolding, and nurturing tools to support healthy social, emotional, and academic growth. Parents will learn that the bottom level of the parenting pyramid focuses on tools that they will use liberally such as attention, child directed play, narrated commenting, praise, support, relationship building, shaping, and support. On the next layer of the parenting pyramid parents learn how to use specific academic, persistence, social and emotional coaching to help their children identify and manage feelings, persist with learning despite obstacles and develop friendly social interactions and language. Once parents have built a firm foundation, they often find they have fewer child problems to manage.

2nd poster – “Reducing Misbehavior”

As the group moves up the parenting pyramid, parents learn new tools to reduce target negative behaviors. These are used more sparingly. Tools such as predictable routines, rules, and respectful limit setting provide a predictable structure for children’s exploratory behaviors and drive for independence, assuring their safety. Next parents are taught the least intrusive proactive discipline tools, such as ignoring, redirection and distractions. Finally, at the top level, discipline tools for managing highly aggressive, noncompliant and dysregulated behaviors are taught and used sparingly and strategically. Parents learn how to choose the most appropriate parenting tool based on the child’s developmental needs, goals, and the underlying reason for the misbehavior.

3rd poster – “Staying Calm”

Integrated throughout the program are tools parents can use for controlling upsetting thoughts, stepping back from stress and anger, and regaining focus on what is essential. Parents learn the value of patience, modeling, self-care, getting support, using calming self-talk, and problem solving. Parents first apply these tools to support their own emotion regulation, and then to learn how this modeling also benefits their children’s development and sense of security. The tool kit metaphor helps parents realize all the different parenting strategies they have in their tool kit that will help them weather some of the uncomfortable, but inevitable, storms of parenting and life events.

See web site for full-color tool kit poster set for purchase and for tool awards for download: www.incredibleyears.com.

Physical Warmth (Screwdriver)

Fun Principle (Screwdriver)

Self Praise (Saw)

Positive Opposite (Screwdriver)

Emotion Coaching (Screwdriver)

Use Patience (Pliers)

Child Directed Play (Nail file)

Scaffolding (Wrench)

Social Coaching (Hammer)

Academic Coaching (Screwdriver)

Tangible Rewards (Saw)

Positive Modeling (Recorder)

Persistence Coaching (Pliers)

Show Love (Wrench)

Shaping (Pliers)

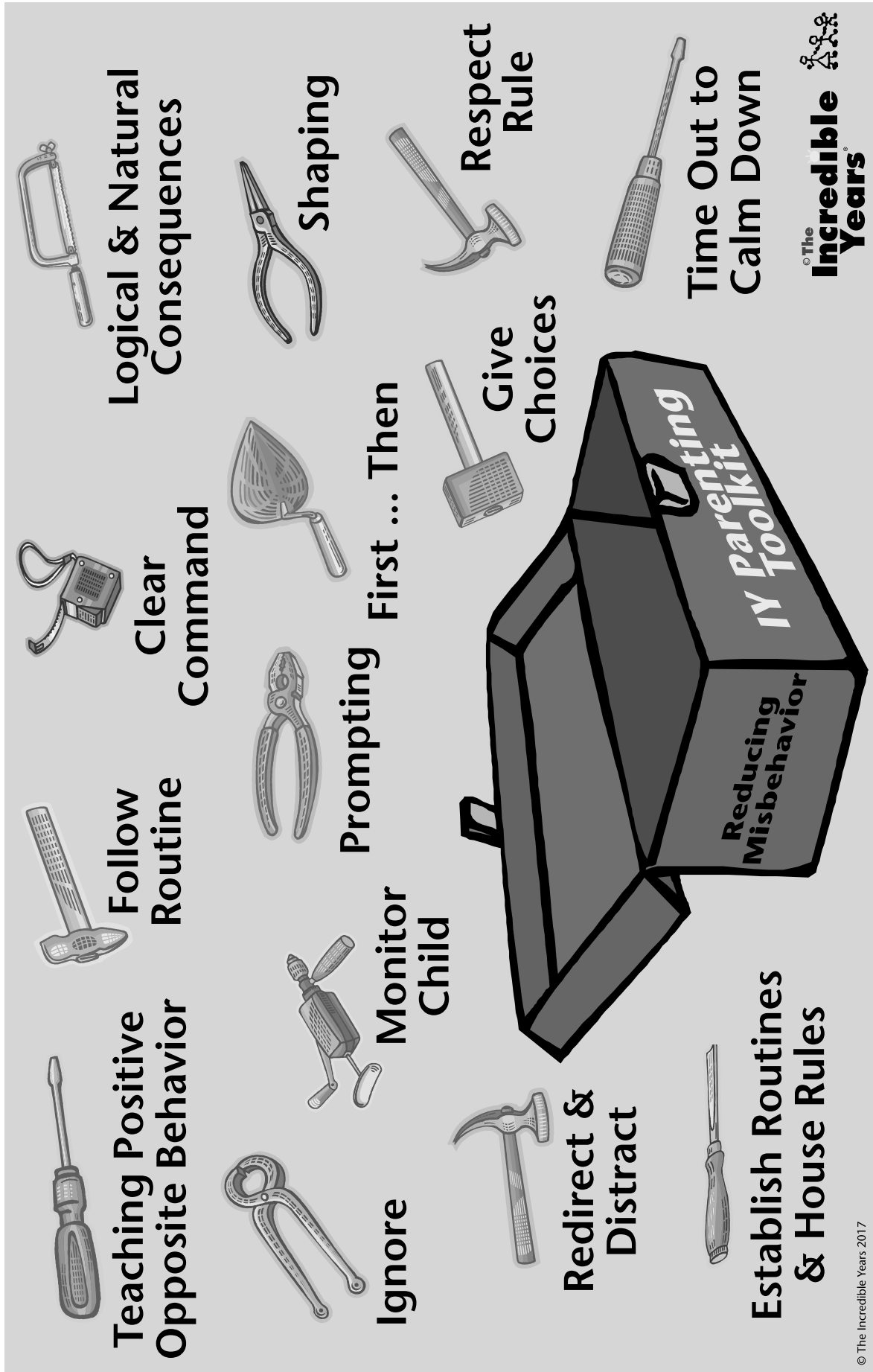
Building Positive Behaviors (Toolbox)

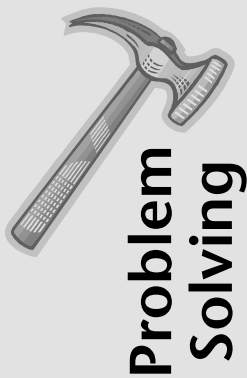
Labeled Praise (Level)

Listening (Screwdriver)

Tangible Rewards (Screwdriver)







Use Patience



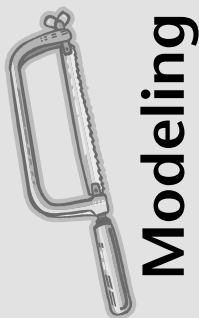
Take Deep Breaths



Get Support



Self Praise



Modeling



Humor



Forgive



Use Positive Imagery



Self Reward



Calming Thought

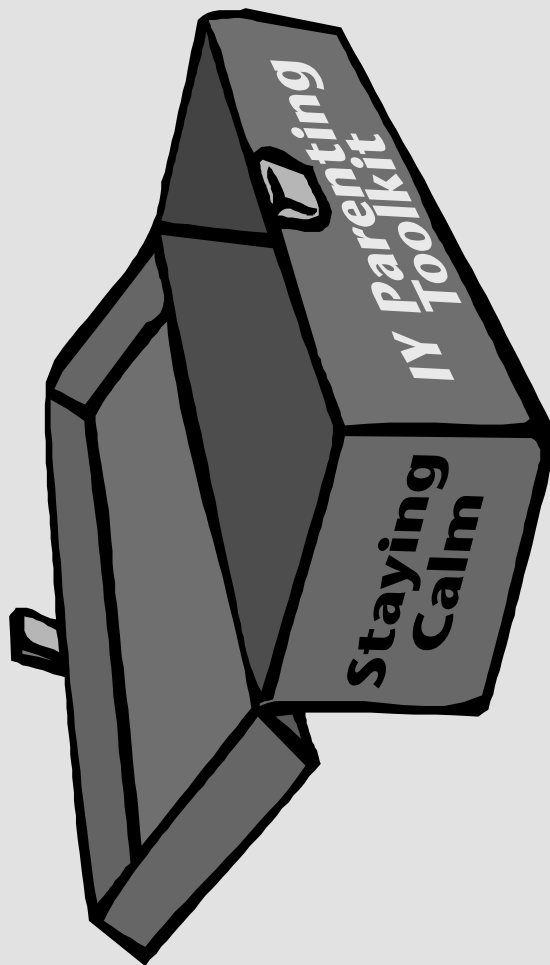


Table 1: Content and Objectives of the Incredible Years® Parents and Babies Program

Content	Objectives	Content	Objectives
Babies Program: 0—12 Months			
Part 1: Getting to Know Your Baby (0—3 months)	<ul style="list-style-type: none"> Learning how to observe and read babies' cues and signals Understanding how to cope with babies' crying and fussy periods Learning about feeding and burping Understanding the importance of communication with babies Learning about babies' fevers and recognizing when to call the doctor Providing babies with visual, auditory and physical stimulation Learning about soft spots, baby acne, sleep habits, spitting, normal bowel movements and diapering Learning how to baby-proof a home Learning about babies' developmental milestones in the first 3 months Understanding the importance of getting rest and support and shifting priorities 	Part 2: Babies as Intelligent Learners (3—6 months)	<ul style="list-style-type: none"> Understanding "observational learning" or, mirroring and how babies learn Learning about how to talk "parent-ese" to babies Learning songs to sing to babies Understanding the importance of parental communication for babies' brain development Understanding normal developmental landmarks ages 3-6 months Learning ways to keep babies safe
Part 3: Providing Physical, Tactile and Visual Stimulation	<ul style="list-style-type: none"> Learning about ways to provide physical and tactile stimulation for babies' and its importance for brain development Understanding the importance of visual and auditory stimulation Modulating the amount of stimulation babies receive Understanding the importance of reading to babies Providing opportunities for babies to explore safely Involving siblings and other family members in baby play times Learning games to play with babies Learning to keep babies safe during bath times and other activities 	Part 4: Parents Learning to Read Babies' Minds	<ul style="list-style-type: none"> Learning how to read babies' cues and developmental needs Understanding how to respond to babies' crying and fussy periods Strategies to set up predictable routines and bedtime rituals Learning how to help babies feel secure and loved Understanding how babies can be over or under stimulated Learning strategies to help babies' calm down Knowing how to get support Being aware of baby's temperament and working to achieve a good temperament fit

Table 1 Continued: Content and Objectives of the Incredible Years® Parents and Babies Program

Content	Objectives	Content	Objectives
<p>Babies Program: 0—12 Months</p>			
<p>Part 5: Gaining Support</p>	<ul style="list-style-type: none"> • Understanding the importance of finding time for oneself to renew energy for parenting • Understanding the importance of involving other family members and friends in baby's life • Learning how to get support from others • Knowing how to inform other infant care providers or baby sitters of baby's needs and interests • Knowing how to baby-proof house and review checklist • Learning developmental infant landmarks (6-12 months) 	<p>Part 6: Babies Emerging Sense of Self (6—12 months)</p>	<ul style="list-style-type: none"> • Understanding how babies learn - “observational learning” and modeling • Learning how to provide predictable routines or schedules for babies • Learning how to introduce solid foods in child-directed ways • Learning about successful ways to wean babies when the time is right • Knowing how to allow for babies’ exploration and discovery • Knowing how to talk to babies in ways that enhance language development • Understanding how to make enjoyment of baby a priority • Learning about visual and nonverbal communication signals • Understanding about babies’ development of object and person permanence • Understanding how to baby-proof a home and completion of checklist

Table 2: Content and Objectives of the Incredible Years® Parents and Toddlers Program

Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
<p>Part 1: Child-Directed Play Promotes Positive Relationships</p>	<ul style="list-style-type: none"> Understanding the value of showing attention and appreciation as a way of increasing positive child behaviors Understanding the importance of showing joy with toddlers through songs and games Understanding how to promote imaginary and pretend play Learning how to be child-directed and understanding its value for children Learning how to end play successfully with toddlers Learning about toddlers’ developmental needs and milestones Learning about the “modeling” principle Balancing power between parents and children Building children’s self-esteem and creativity through child-directed play Understanding the “attention rule” 	<p>Part 2: Promoting Toddler’s Language with Child-Directed Coaching</p>	<ul style="list-style-type: none"> Understanding how to model and prompt language development Learning how to coach preschool readiness skills Learning about “descriptive commenting” and child-directed coaching Learning about “persistence coaching” to build children’s ability to be focused, calm and to persist with an activity Learning about the “modeling principle” Understanding how to promote pre-reading and pre-writing readiness skills Appreciating normal differences in children’s developmental abilities and temperament — completing temperament checklist
<p>Part 3: Social and Emotion Coaching</p>	<ul style="list-style-type: none"> Understanding how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings. Understanding how to prompt social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc. Learning the “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills Understanding developmental stages of play Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips 	<p>Part 4: The Art of Praise and Encouragement</p>	<ul style="list-style-type: none"> Labeling praise “Give to get” principle—for adults and children Attending to learning “process,” not only end results Modeling self-praise Resistance to praise—the difficulties giving and accepting praise Promoting positive self-talk Using specific encouraging statements versus nonspecific Gaining and giving support through praise Avoiding praising only perfection Recognizing social and self-regulation skills that need praise Building children’s self-esteem through praise and encouragement

Table 2 Continued: Content and Objectives of the Incredible Years® Parents and Toddlers Program		
Content	Objectives	Objectives
Toddler Program: 1—3 Years		
Part 5: Spontaneous Incentives for Toddlers	<ul style="list-style-type: none"> Shaping behaviors in the direction you want—“small steps” Clearly identifying positive behavior Rewards are a temporary measure leading to child’s learning a new behavior What will reinforce one child will not necessarily reinforce another Value of unexpected and spontaneous rewards Recognizing the “first-then” principle Designing programs that are realistic and developmentally appropriate Understanding how to set up programs for problems such as not dressing, non-compliance, picky eating, difficulty going to bed, toilet training and rough animal care Importance of reinforcing oneself, teachers, and others 	<ul style="list-style-type: none"> Establishing clear and predictable routines for separating from children Establishing routines for greeting children after being away from them Understanding object and person permanence Providing adequate monitoring at all times Understanding how peek-a-boo games help children Understanding how predictable routines for bedtime and schedules help children feel secure and safe Completing the toddler-proofing home safety checklist
Part 7: Positive Discipline—Effective Limit Setting	<ul style="list-style-type: none"> Reduce number of commands to only necessary commands Learning about the importance of distractions and redirections Understanding the value of giving children some choice Politeness principle and modeling respect Clear and predictable household rules offer children safety and reduce misbehaviors “Monitoring Principle”: Understanding the importance of constant monitoring & supervision for toddlers All children will test rules—don’t take it personally Commands should be clear, brief, respectful, and action oriented “When-then” commands can be effective Distractible children need warnings and reminders 	<ul style="list-style-type: none"> Understanding how to use distractions and redirections coupled with ignore Parents maintaining self-control using calm-down strategies and positive self-talk Repeated learning trials—negative behavior is a signal child needs some new learning Using the ignore technique consistently and appropriately for selected behaviors such as whining, tantrums Knowing how to help toddlers practice calming down Know how to handle children who hit or bite Understanding the importance of parents finding support
Part 6: Handling Separations and Reunions		
Part 8: Positive Discipline—Handling Misbehavior		

Table 3: Content and Objectives of the Incredible Years® Preschool Basic Parent Training Program (Ages 3–6)

Content	Objectives	Content	Objectives
Strengthening Children’s Social Skills, Emotional Regulation and School Readiness Skills (Program One)			
Part 1: Child-Directed Play Promotes Positive Relationships	<ul style="list-style-type: none"> Recognizing children’s capabilities and needs Adjusting to children’s temperament and activity level Building children’s self-esteem and self-concept Learning about normal developmental milestones Avoiding the criticism trap Understanding the importance of adult attention to promote positive child behaviors - “Attention Principle” Learning about child-directed play and understanding its importance for children 	Part 2: Academic and Persistence Coaching	<ul style="list-style-type: none"> Learning how “Descriptive Commenting” promotes children’s language skills and builds children’s self-confidence and frustration tolerance Learning how “Academic Coaching” increases children’s school readiness Using “Persistence Coaching” to strengthen children’s ability to be focused, calm and persist with an activity Learning how to coach preschool reading skills Understanding the “Modeling Principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children model and learn more positive communication and to be respectful Understanding children’s developmental drive for independence
Part 3: Social and Emotion Coaching	<ul style="list-style-type: none"> Using emotion coaching to promote children’s emotional literacy Combining persistence coaching with emotion coaching to strengthen child’s self-regulation skills Learning how to prompt and model emotion language Understanding how social coaching, one-on-one, builds child’s social skills (e.g., sharing, taking turns) Knowing how to engage in fantasy play to promote social skills and perspective taking Understanding how to coach sibling and peer play using modeling, prompting, and praise to encourage social skills Understanding developmental stages of play Learning how to apply coaching principles in other settings (e.g., meal times, grocery store trips, bath times, etc.,) 		

Table 3 Continued (3–6 years)

Content	Objectives	Content	Objectives
Using Praise and Incentives to Encourage Cooperative Behavior (Program Two)			
Part 1: The Art of Effective Praise & Encouragement	<ul style="list-style-type: none"> • Labeling praise • “Give to Get” principle—for adults and children • Modeling self-praise • Understanding resistance to praise—the difficulties of self and others to accept praise • Promoting positive self-talk • Using specific encouraging statements versus nonspecific • Gaining and giving support through praise • Avoiding praising only perfection • Recognizing social and self-regulation behaviors that need praise • Building children’s self-esteem through praise and encouragement • Understanding “Proximal Praise” and “Differential Attention” 	Part 2: Motivating Children Through Incentives	<ul style="list-style-type: none"> • Understanding value of spontaneous rewards & celebrations • Understanding the difference between rewards and bribes • Recognizing when to use the “first-then” principle • Understanding how to “shape” behaviors • Providing ways to set up sticker and chart systems with children • Understanding how to develop incentive programs that are developmentally appropriate • Understanding ways to use tangible rewards for problems such as dawdling, not dressing, noncompliance, fighting with siblings, picky eating, messy rooms, not going to bed, and toilet training issues • Importance of reinforcing/refueling oneself and others
Positive Discipline– Rules, Routines and Effective Limit Setting (Program Three)			
Part 1: Establishing Routines and Household Rules	<ul style="list-style-type: none"> • Understanding the importance of routines and predictable schedules for children • Understanding how clear and predictable household rules offer children safety and reduce misbehaviors • Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines • Learning how to start children learning about family responsibilities • Helping children learn family household rules 	Part 2: Effective Limit Setting	<ul style="list-style-type: none"> • Identifying important household rules • Understanding ways to give more effective commands • Avoiding unnecessary commands • Avoiding unclear, vague and negative commands • Providing children with positive alternatives/choices • Understanding when to use the “when-then” command • Recognizing the importance of warnings, reminders and redirection • When possible, give children transition time • “Politeness Principle” • Praise children’s compliance to commands

Table 3 Continued (3–6 years)

Content	Objectives	Content	Objectives
Positive Discipline—Handling Misbehavior (Program Four)			
Part 1: Follow Through With Limits	<ul style="list-style-type: none"> Understanding the importance of distractions coupled with ignore Understanding the importance of consistency and follow through by parents Maintaining self-control and use calm down strategies Understanding that testing is normal behavior Using ignore technique consistently and avoid arguing about limits 	Part 2: Ignoring Children’s Inappropriate Behaviors	<ul style="list-style-type: none"> Understanding how to effectively ignore Understanding concept of “Selective Attention” and “Attention Principle” Learning about repeated learning trials—negative behavior is a sign child needs some new learning opportunities Identifying appropriate behavior to ignore Keep filling up child’s bank account with play, coaching, praise and incentives Practicing self-control and calm down strategies
Part 3: Time Out to Calm Down	<ul style="list-style-type: none"> Learning how to teach children calm down strategies Explaining Time Out to a preschool-age child Using Time Out respectfully and selectively for destructive behavior or severely oppositional children Following through when a child resists Time Out Learning how to help victim of aggressive act Continuing to strengthen prosocial behaviors (positive opposite) Practicing positive self-talk and anger management strategies 	Part 4: Natural and Logical Consequences	<ul style="list-style-type: none"> Learning about developmentally appropriate natural and logical consequences Understanding the importance of brief, immediate consequences Understanding the importance of new learning trials Avoiding power struggles that reinforce misbehavior
Part 5: Teaching Children to Problem Solve and Self-Regulate	<ul style="list-style-type: none"> Understanding how games and stories can be used to help children learn beginning problem-solving skills Appreciating the developmental nature of each child’s ability to problem solve Strengthening a child’s beginning empathy skills or ability to understand a problem from another person’s point of view Recognizing why aggressive and shy children need to learn these skills Learning how to help children think about the emotional and behavioral consequences to proposed solutions Understanding the importance of validating children’s feelings Learning to model problem solving for children 		

Table 4: Content and Objectives of the Incredible Years® Advanced Parent Training Program (Ages 4–12)

Content	Objectives	Content	Objectives
How to Communicate Effectively With Adults and Children (Program 5)			
Part 1: Active Listening and Speaking Up	<ul style="list-style-type: none"> Understanding the importance of active listening skills Learning how to speak up effectively about problems Recognizing how to validate another's feelings Knowing how and when to express one's own feelings Avoiding communication blocks such as not listening, storing up grievances and angry explosions 	Part 2: Communicating More Positively to Oneself and to Others	<ul style="list-style-type: none"> Understanding the importance of recognizing self-talk Understanding how angry and depressive emotions and thought can affect behavior with others Learning coping strategies to stop negative self-talk Learning coping strategies to increase positive self-talk Increasing positive and polite communication with others Avoiding communication blocks such as put-downs, blaming, and denials Understanding the importance of seeing a problem from the other person's point of view
Part 3: Giving and Getting Support	<ul style="list-style-type: none"> Understanding the importance of support for a family or an individual Recognizing communication styles or beliefs that block support Fostering self-care and positive self-reinforcement strategies in adults and children Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages Knowing how to get feedback from others Understanding how to turn a complaint into a positive recommendation Promoting consistent verbal and nonverbal messages knowing how to make positive requests of adults and children Understanding why compliance to another's requests is essential in any relationship Learning how to be more supportive to others 		

Table 4 Continued			
Content	Objectives	Content	Objectives
Problem Solving for Parents (Program 6)			
Part 1: Problem Solving About Children's Problems	<ul style="list-style-type: none"> Recognizing when to use spontaneous problem-solving skills Understanding the important steps to problem solving 	Part 2: Problem Solving About Interpersonal Issues	<ul style="list-style-type: none"> Avoiding blocks to effective problem solving such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps, and criticizing solutions Recognizing how to use problem-solving strategies to get more support Learning how to express feelings about a problem without blaming
Part 3: Problem Solving With Teachers	<ul style="list-style-type: none"> Understanding how to collaborate with teachers Implementing behavior plans at home and at school Learning how to have a successful parent/teacher conference 		
Problem Solving With Children (Program 7)			
Part 1: Teaching Children to Problem Solve in the Midst of Conflict	<ul style="list-style-type: none"> Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire Discovering the value of obtaining the child's feelings and view of the problem before attempting to problem solve Learning how to foster children's skills to empathize and perceive another's point of view Recognizing when children may be ready to problem solve on their own Avoiding blocks to effective problem solving with children, such as lectures, quick judgments, exclusive focus on the right "answer," and failure to validate a child's feelings 	Part 2: Family Problem-Solving Meetings	<ul style="list-style-type: none"> Understanding how to use the problem-solving steps with school-age children Recognizing the importance of evaluating plans during each problem-solving session Understanding the importance of rotating the leader for each family meeting Learning how to help children express their feelings about an issue Reinforcing the problem-solving process

Table 5: Content and Objectives of the Incredible Years® School Age Basic Parent Training Programs (Ages 6-12)

Content	Objectives	Content	Objectives
Promoting Positive Behaviors in School-Age Children (Program 9)			
Part 1: The Importance of Parental Attention and Special Time	<ul style="list-style-type: none"> Understanding how to build a positive relationship with children. Helping children develop imaginative and creative play. Building children's self-esteem and self-confidence through supportive parental attention. Understanding the importance of adult attention for promoting positive child behaviors. Understanding how lack of attention and interest can lead to child misbehaviors. 	Part 2: Social, Emotion, and Persistence Coaching	<ul style="list-style-type: none"> Understanding how to use academic and persistence coaching to encourage children's persistence and focus Learning to use emotion coaching to build emotional literacy Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member.
Part 3: Effective Praise and Encouragement	<ul style="list-style-type: none"> Knowing how to use praise more effectively. Avoiding praising only perfection. Recognizing common traps. Knowing how to deal with children who reject praise. Recognizing child behaviors that need praise. Understanding the effects of social rewards on children. Doubling the impact of praise. Building children's self-esteem and self-concept. 	Part 4: Tangible Rewards	<ul style="list-style-type: none"> Understanding the difference between rewards and bribes. Recognizing when to use the "first-then" rule. Understanding how to set up star and point systems to motivate children. Understanding how to design programs that are age-appropriate. Understanding ways to use tangible rewards for problems such as dawdling, noncompliance, sibling fighting, messy room, not going to bed, and being home on time.

Table 5 Continued		
Content	Objectives	Objectives
Reducing Inappropriate Behaviors in School-Age Children (Program 10)		
Part 1: Rules, Responsibilities, and Routines	<ul style="list-style-type: none"> • Politeness Principle • Understanding how to establish clear and predictable routines. • Strategies for encouraging children to be responsible. • Understanding the importance of household chores. • Making sure household rules are clear. 	<ul style="list-style-type: none"> • The importance of household rules. • Guidelines for giving effective commands. • How to avoid using unnecessary commands. • Identifying unclear, vague, and negative commands. • Providing children with positive alternatives. • Using “when/then” commands effectively. • The importance of warnings, reminders, and giving choices.
Part 3: Ignoring Misbehavior	<ul style="list-style-type: none"> • Dealing effectively with children who test the limits. • Knowing when to divert and distract children. • Avoiding arguments and “why games.” • Understanding why it is important to ignore children’s inappropriate responses. • Following through with commands effectively. • Recognizing how to help children be more compliant. 	<ul style="list-style-type: none"> • Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors. • How to explain Time Out to children. • Avoiding power struggles. • Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out. • Teaching children how to calm down. • Understanding the importance of strengthening positive behaviors.
Part 5: Logical and Natural Consequences	<ul style="list-style-type: none"> • Guidelines for avoiding power struggles. • Recognizing when to use logical consequences, privilege removal, or start up commands. • Understanding what to do when discipline doesn’t seem to work. • Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles. • Understanding how natural and logical consequences increase children’s sense of responsibility. • Understanding when to use work chores with children. • Understanding the importance of parental monitoring at all ages. 	
Part 2: Clear and Respectful Limit Setting		
Part 4: Time Out Consequences		

Table 5 Continued			
Content	Objectives	Content	Objectives
How to Support Your Child's Education (Program 8)			
Part 1: Promoting Reading Skills	<ul style="list-style-type: none"> • Providing positive support for children's reading. • Building children's self-esteem and self-confidence in their learning ability. • Making reading enjoyable. • Fostering children's reading skills and story telling through "interactive dialogue," praise, and open-ended questions. 	Part 2: Dealing with Children's Discouragement	<ul style="list-style-type: none"> • Helping children avoid a sense of failure when they can't do something. • Recognizing the importance of children learning according to their developmental ability and learning style. • Understanding how to build on children's strengths. • Knowing how to set up tangible reward programs to help motivate children in difficult areas. • Understanding how to motivate children through praise and encouragement.
Part 3: Fostering Good Learning Habits and Routines	<ul style="list-style-type: none"> • Setting up a predictable daily learning routine for academic activities. • Understanding how television and computer games interfere with learning. • Incorporating effective limit-setting regarding homework. • Understanding how to follow through with limits. • Understanding the importance of parental monitoring. • Avoiding the criticism trap. 	Part 4: Parents Showing Interest in School	<ul style="list-style-type: none"> • Understanding the importance of parental attention, praise, and encouragement for what children learn in school. • Recognizing that every child learns different skills at different rates according to their developmental ability. • Understanding how to build on children's strengths. • Understanding how to show "active interest" in children's learning at home and at school. • Understanding the importance of working with your child's teacher. • Understanding the importance of parental advocacy for their children in school.

Weekly Logs

- Name _____
- 1 Treatment Groups _____
 - 2 F Number of Sessions Attended _____
 - 3 M Number of Sessions Attended _____
 - 4 C Number of Sessions Attended _____
 - 5 BF/F Number of Hours of Therapy _____
 - 6 Who Attended Therapy _____
 - 7 Leader (A) Parent Group _____
 - 8 Leader (B) Parent Group _____
 - 9 Leader (A) Child Group _____
 - 10 Leader (B) Child Group _____
 - 11 Homework not completed Mother _____
 - 12 Homework not completed Father _____
 - 13 Homework not completed Child _____

Codes

- Content/Leader/Discussion:
- not helpful = 0 points
 - neutral = 1 point
 - good = 2 points
- Participation
- seldom = 0 points
 - sometimes = 1 point
 - frequent = 2 points
- Attitude
- negative = 0
 - neutral = 1
 - positive = 2
- Homework
- incomplete, none = 0 points
 - complete = 1 point
- Make-up Session
- no = 0
 - yes = 1

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 M	Introduction						
Session 2 M	Child-Directed Play						14
Session 3 M	Descriptive Commenting & Persistence Coaching						
Session 4 M	Descriptive Commenting & Persistence Coaching						15
Session 5 M	Social & Emotion Coaching						15A
Session 6 M	Social & Emotion Coaching						
Session 7 M	Praise						16
Session 8 M	Praise & Rewards						17
Session 9 M	Incentives						18
Session 10 M	Rules, Responsibilities & Routines						19
Session 11 M	Limit Setting						
Session 12 M	Limit Setting						21
Session 13 M	Ignoring						22
Session 14	Time Out						23
Session 15	Time Out						24
Session 16	Consequences						
Session 17	Teaching Children to Problem Solve						
Session 18	Reading Skills						
Session 19							

Weekly Logs

Name _____

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- 12 Homework not completed Father _____
- 13 Homework not completed Child _____

Codes

Content/Leader/Discussion:

not helpful = 0 points

neutral = 1 point

good = 2 points

Participation Attitude

seldom = 0 points negative = 0

sometimes = 1 point neutral = 1

frequent = 2 points positive = 2

Homework Make-up Session

incomplete, none = 0 points no = 0

complete = 1 point yes = 1

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 F Introduction							
Session 2 F Child-Directed Play	14						
Session 3 F Descriptive Commenting & Persistence Coaching							
Session 4 F Descriptive Commenting & Persistence Coaching	15						
Session 5 F Social & Emotion Coaching	15A						
Session 6 F Social & Emotion Coaching							
Session 7 F Praise	16						
Session 8 F Praise & Rewards	17						
Session 9 F Incentives	18						
Session 10 F Rules, Responsibilities & Routines	19						
Session 11 F Limit Setting							
Session 12 F Limit Setting	21						
Session 13 F Ignoring	22						
Session 14 F Time Out	23						
Session 15 F Time Out	24						
Session 16 F Consequences							
Session 17 F Teaching Children to Problem Solve							
Session 18 F Reading Skills							
Session 19 F							

Parent Certificate



of Participation and Successful Completion in

The Incredible Years[®]: Preschool Basic Program
Developed by Carolyn Webster-Stratton, Ph.D

Name of Participant

Date

Group Leader

Group Leader

