

## *Refrigerator Notes and Handouts*

### *Child-Directed Play*



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# *Strengthening Children's Social Skills, Emotional Regulation, And School Readiness Skills Through Child-Directed Play*

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **PLAY** with your child being child-directed and an “appreciative audience” for 10 to 15 minutes every day.
- **KEEP TRACK** of these play periods on the Record Sheet: Play Times handout.



### *To Read:*

- Handouts and Chapter One *Child-directed Play* from **The Incredible Years** book.

### **OPTIONAL ACTIVITY:**

- **FILL IN** the two checklists for evaluating play, and bring them to the next meeting.

*Handout 1A*

### **General Guidelines For Play Sessions with Your Child**

1. Don't play a competitive game, especially with a younger child.
2. It is better to play with unstructured toys such as blocks, trucks, dolls, etc.
3. Some adults find it helpful to play at the same time every day. Another useful strategy is to take the phone off the hook so children know that the time you are spending together is important.
4. If there is more than one child in the family, try to play with each child separately if possible. It takes time to develop the skills necessary to go back and forth between two or more children effectively, so it is better not to attempt this until you have had some practice playing with each child individually.

# Play With Your Child

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

1. **PLAY** for 10 minutes each day with your child doing an activity such as:
  - coloring or painting together
  - playing with some unstructured toys (e.g., Legos, pots and pans, blocks, dress up)
  - playing with play dough
2. **KEEP TRACK** of play periods on the “Record Sheet: Play Times” handout.



### *To Read:*

3. **READ** Chapter 1, *Child-directed Play*, in **The Incredible Years book**.

Handout 1B



## 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*):

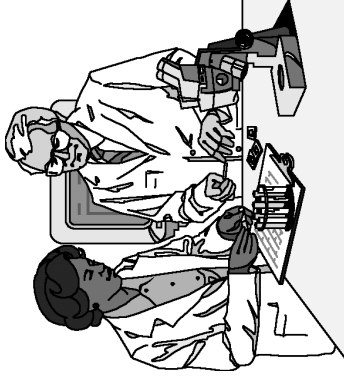
My Play and Language Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but my social interactions are inappropriate, very few words, lots of language, inappropriate language*):

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*):

# Parents Thinking Like Scientists



**Child Problems**



**Child Strengths**

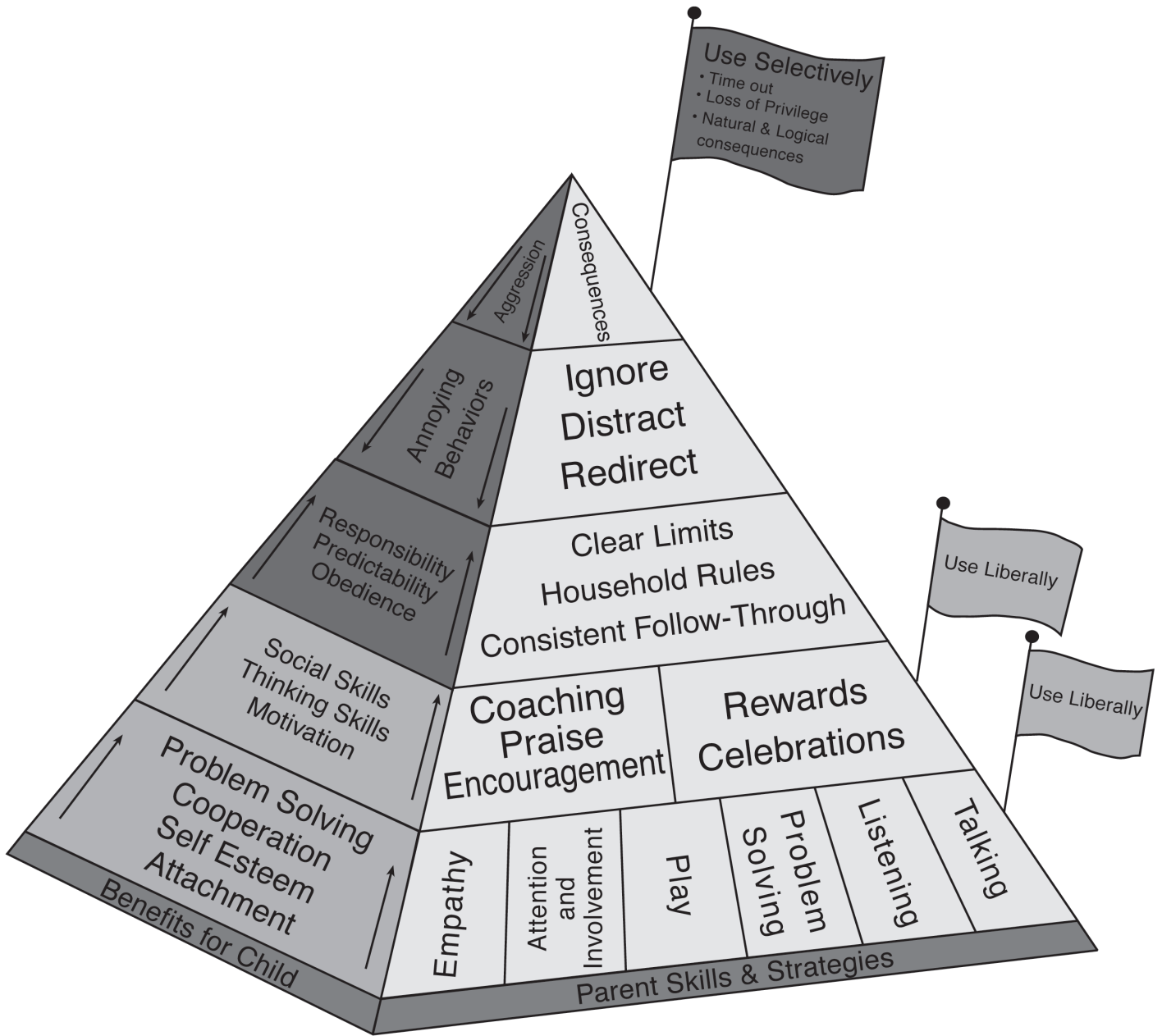


**Goals**

## REFRIGERATOR NOTES CHILD-DIRECTED PLAY

- Follow your child's lead and interests.
- Pace at your child's level —give your child time.
- Encourage your child's curiosity to explore new activities
- Avoid competing with your child.
- Don't focus on the "correct" way or specified rules for a game or an activity
- Be an attentive and appreciative audience.
- Model cooperation by doing what your child asks you to do.
- Praise and encourage your child's self-discovery and creativity; don't criticize.
- Engage in pretend play with your child (e.g., puppets, playing house, toy tele-phones).
- Use descriptive comments instead of asking questions.
- Curb your desire to give too much help; encourage your child's problem solving.
- Laugh, have fun and share your feelings of joy.
- Remember the attention principle, and focus on giving your attention to your child's positive rather than negative play behaviors.

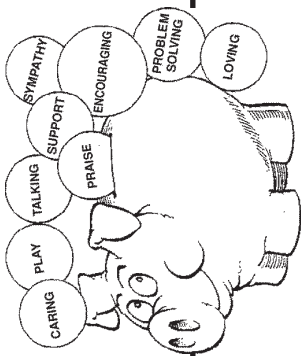




# Parenting Pyramid®

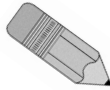






Remember to Build Up Your Bank Account

Home Activities



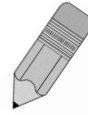
## RECORD SHEET: PLAY TIMES

Record times you spent playing with your child, what you did, and any reaction you noticed in yourself or your child.

Date	Time Spent	Activity	Child's Response	Parent's Reaction

# Brainstorm

## Personal Thoughts About Play



Before continuing, think about these two questions:

1. What are the potential benefits for your child when you play with him/her?
2. What gets in the way of playing with your child?

Write down the benefits of playing with your child and your difficulties in doing it.

<b>Benefits of My Playing and Spending Time With My Child</b>	
<p><b>Goal:</b> I will commit to playing with my child _____ times this week for _____ minutes.</p>	



## Supplemental Home Activity



Completing this self-evaluation may be helpful for you to think about you and your child's play interactions.

### CHECKLIST FOR EVALUATING YOUR CHILD'S PLAY

**When you observe your child's play, how often does he or she:**

	Almost Always	Sometimes	Almost Never
1. Solve problems?	_____	_____	_____
2. Show creativity?	_____	_____	_____
3. Cooperate rather than compete?	_____	_____	_____
4. Take risks and try out new ideas?	_____	_____	_____
5. Feel comfortable making mistakes?	_____	_____	_____
6. Show initiative rather than acting passive	_____	_____	_____
7. Display independence rather than dependence?	_____	_____	_____
8. Motivate him- or herself rather than show boredom?	_____	_____	_____
9. Show self-confidence rather than fear	_____	_____	_____

*After you have completed this checklist, think about what you have observed. Most of these behaviors are associated with school success. Complete the next checklist in order to discover what you can do to encourage these behaviors.*

## Checklist For Evaluating Parent/Child Play Interactions



**A. When you play with your child, how often do you encourage the child to:**

	Almost Always	Sometimes	Almost Never
1. Attempt to solve problems?	_____	_____	_____
2. Play independently?	_____	_____	_____
3. Be creative and inventive?	_____	_____	_____
4. Express feelings and ideas?	_____	_____	_____
5. Engage in pretend or make-believe play?	_____	_____	_____

**B. When you play with your child, how often do you:**

1. Direct or structure the activity?	_____	_____	_____
2. Create the rules of the game?	_____	_____	_____
3. Criticize and correct your child's mistake?	_____	_____	_____
4. Force your child to finish the project?	_____	_____	_____
5. Allow participation only in sex-appropriate activities	_____	_____	_____
6. Feel uncomfortable with your child's expression of fear or helplessness?	_____	_____	_____
7. Compete with your child	_____	_____	_____

## *Checklist For Evaluating Adult/Child Play Interactions, Page 2*

**B. When you play with your child, how often do you:**

	Almost Always	Sometimes	Almost Never
8. Become engrossed with your own play, and ignore your child's play?	_____	_____	_____
9. Ask a lot of questions?	_____	_____	_____
10. Impose your own ideas?	_____	_____	_____
11. Give too much help?	_____	_____	_____
12. Prohibit pretend play?	_____	_____	_____
13. Demand perfection?	_____	_____	_____
14. Place emphasis on the ultimate product of play rather than effort?	_____	_____	_____

**C. What interferes with your ability to play with your child?  
How often do you play with your child alone?  
Do you feel this play time is valuable?**

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your play interactions with your child. For example, if you checked "Almost Never" on some of the items in Part A, you should make a deliberate effort to encourage these behaviors in the future. If you checked "Almost Always" or "Sometimes" on some of the items in Part B, you should try to eliminate these behaviors. Your responses may indicate that you need to schedule more play time with your child, or that you need to change some of the circumstances or attitudes that are interfering with your ability to participate in play activities.

## ***Parents and Children “Having Fun”***

### **What is the value of play? Why is play important for children?**

1. The most obvious benefit from play is that it aids physical development. When children run, jump, skip, yell, and laugh, it contributes to their good health and the development of gross motor skills as well as perceptual motor skills.
2. Play is a learning situation for children and parents. Play is an opportunity for children to learn who they are, what they can do, and how to relate to the world around them. Through play, children are able to discover and explore, use their imagination, solve problems, and test out new ideas. Through these experiences children gradually learn how to gain control over their environment, and they become more competent and self-confident. How often have you heard a child proudly say, “See what I did?” Play allows children to push the limits in a positive way, to extend what they’ve learned as far as they can. It gives children the freedom to fail and make mistakes, and the opportunity to explore the limits of their skills.
3. Play is a means of emotional expression. Children live in a world where they have little power and few legitimate opportunities to express emotions such as anger or dependency. Fantasy play can reduce feelings of fear, anger, and inadequacy, and provides experiences which enhance children’s feelings of enjoyment, control, and success.
4. Through play, children can communicate thoughts, needs, satisfactions, problems, and feelings. An adult can learn a lot about a child’s feelings of joy, hope, anger and fear by watching, listening to, and talking with a child at play.
5. Play is a place for children to try out roles such as mother, father, aunt, teacher, and doctor. Role playing gives children a chance to see the world from other points of view, and helps them become less egocentric.
6. When children play in a supportive environment, they can be creative. They are free to try out their imagination, explore the impossible and the absurd, and develop confidence in the value of their thoughts and ideas. During make-believe play, boxes, blocks, and articles of furniture can become houses, palaces, or entire kingdoms; doll figures can turn into mothers, children, and even monsters.
7. Play develops the basic skills for social interaction. Children learn how to cooperate, share, and be sensitive to the feelings of others during play.

For the child, play is not frivolous—it is an opportunity for growth and development in almost every area. But it takes practice for children to become competent, creative, and self-confident in their play. It is important for adults to actually participate in play activities with children, and to create a supportive environment so that children will engage in a variety of play experiences.

## *Properties of Play Toys*

Toys are an important part of fostering good play in children. However, it is not always necessary to buy expensive, commercially approved, or “educational” toys. Children are marvelously inventive and, if their imaginations are not squelched by an overly restrictive atmosphere, they can turn almost any object such as a saucepan and spoon into an interesting plaything.

Basically, good play material and equipment should be:

1. Safe, without sharp edges or lead-based paint.
2. Unstructured and as free of detail as possible. Toys such as blocks, play dough, and paints elicit more imaginary play from children.
3. Responsive and versatile. Toys should stimulate children to do things for themselves. Equipment that makes the child a spectator, such as a mechanical duck which waddles and quacks after being wound up, may entertain for a moment but has no play value. The more things a toy does, the less the child does. If a toy renders the child passive, it is undesirable.
4. Large and easily manipulated. Toys that are too small can be a great source of frustration for young children, because the child’s muscular coordination is not yet developed enough to handle the smaller forms and shapes.
5. Pleasurable to touch, durable and simple in construction. For example, maple hardwood is warm and pleasant to touch, as well as durable.
6. Something that encourages cooperative play. Housekeeping equipment, such as a broom and a dustpan, encourages interactions with other children as well as sharing and cooperation.
7. Within the child’s level of skill, and should fit in with the child’s personality and present interests. However, also take into consideration your own likes and dislikes so that you will enjoy sharing the toys with your child (a loud toy drum may be great fun for a child, but annoying to adults).







### ***My child's distractibility:***

This is the degree to which s/he is distracted by sounds, sights, or things in the environment versus how much s/he can shut out external stimuli and pay attention.

**Very Distractible**

1

2

3

4

**Not Distractible**

5

### ***My child's mood:***

This is the degree to which s/he is happy or positive versus negative.

**Positive Mood**

1

2

3

4

**Negative Mood**

5

### ***My child's persistence:***

This is the degree to which s/he can persist or sustain his or her attention versus how easily s/he gives up in the face of obstacles.

**Long Attention Span**

1

2

3

4

**Short Attention Span**

5

### ***Easy and Flexible Temperament Child***

If your child is mostly regular, adaptable, positive, calm and has a moderate activity level you have an easy temperament child; about 40% of children fall into this category.

### ***Slow to Warm Up and Cautious Child***

If your child is slow to adapt, initially withdraws and has moderate activity and intensity, your child will have a slow to warm up temperament; about 15% of children fall into this category.

### ***Challenging Temperament Child***

If your child has a high activity level, is unpredictable, poor adaptability, and is intense and negative you have a more challenging temperament child; about 10% of children fall into this category.

About 35% of children are a combination of these patterns.



## ***Parenting Approaches: A Temperament Focus***

Since parents can't change their child's temperamental style, parenting approaches must be accepting and responsive to the unique temperament or cues of each child. It is important for parents to try to get a reasonable "fit" between their child's temperament and their parenting style. This can be done by parents observing and learning about their children's behavioral style and then altering or adapting their parenting expectations, encouragement and discipline to suit their child's unique needs.

Remember, it is important not to label your child as easy, shy or difficult. These labels can damage your child's self-esteem and perhaps set up a self-fulfilling prophecy that prevents your child from expanding his or her behavioral repertoire. On the other hand, knowing what kind of temperament your child has may make the difference between a happy or a troubled child and between an accepting or a frustrated parent. Understanding your child's temperament can improve your relationship with your child because you will learn how to bring out the best in your child. It is within your power as a parent to help your child cope with his temperament, to build his self-esteem and eventually come to understand himself better.

For example, parenting the easy or flexible temperament child will demand less parental time or attention, because the child will adapt easily to changes in routines, and may not express his or her individual wants. Because of this easy style, parents will need to make special efforts to find out about their child's frustrations, hurts and interests and assess what he or she is thinking and feeling. Otherwise, such a child may become invisible in the family, insecure and not be helped to develop her uniqueness.

On the other hand, the inflexible, hyperactive, inattentive, unpredictable, or easily frustrated child may seem to have an insatiable need for attention. Children with these challenging temperaments often leave their parents exhausted because of the amount of monitoring and attention that they require. These children will need predictable household routines, help in preparing for transitions, and outlets for their high level of energy. Parents can work to recognize cues and triggers for their child's intense emotions and be proactive by using humor to diffuse intensity, prompting a self-calming activity, or changing to a soothing activity such as a story or warm bath. Parents of intense children will strive to be tolerant, patient, and model appropriate responses. If the child is negative, they will need try to encourage positive responses. If the child is very distractible, parents should try to keep instructions clear and tasks simple. It is important to remove competing distractions when possible, provide frequent breaks, and redirect the child without shame or anger.

These children will need frequent praise and encouragement for completing small steps of a task. Likewise, parents of such children will need extra support for themselves so they can get rest or relief to refuel their energy.

On the other hand, the cautious slow to warm up child, will be relatively inactive and may withdraw or react negatively to new situations. These children will also need clear routines as well as encouragement to try new activities and ample warm up time to meet new people or enter new situations such as day care or preschool. These children will need discussions from parents to prepare them for change in routines and warnings a few minutes before transitions to new activities. They will need time to close one activity before going to the next. It is also helpful to keep the number of transitions to a minimum. They may need additional time to finish tasks. Avoid criticism for their slow pace or resistance.







## *Refrigerator Notes and Handouts Academic and Persistence Coaching*



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# *Academic and Persistence Coaching Promotes School Readiness*



## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **PLAY** daily being child-directed and using descriptive commenting. Comment on your child's actions, describe their position (on, under, in) as well as name the objects s/he is playing with. Avoid asking questions.
- **COMPLETE** the temperament questionnaire on your child and yourself. (see handout)
- **KEEP TRACK** of play periods on the "Record Sheet: Play Times" handout.



### *To Read:*

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

- **CALL YOUR BUDDY** from the group.

*Handout 2A*

# Academic and Persistence Coaching Promotes School Readiness



## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **PLAY** daily being child-directed and using academic and persistence coaching.
- **DESCRIBE** the colors, shapes, categories and numbers of objects your child plays with. Also describe your child's patience, calmness, persistence and focused attention.
- **READ** using descriptive commenting. When reading together you might consider trying a book that has no words in it at all—only pictures! It will be fun for you to make up stories about the pictures with your child. Practice the skills we have suggested in this program to foster your child's self-confidence. Notice how your child responds to your efforts.
- **KEEP TRACK** of play periods on the "Record Sheet: Play Times" handout.



### *To Read:*

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

- **CALL YOUR BUDDY** from the group.

Handout 2B





## Refrigerator Notes

# Facilitating Children’s Language & Pre-School Readiness Skills: Parents as “Academic & Persistence Coaches”

“Descriptive commenting” is a powerful way to strengthen children’s language 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 descriptive commenting concepts.

<b>Objects, Actions</b>	<b>Examples</b>
_____ 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.,)	“You have the red car and the yellow truck.” “There are one, two, three dinosaurs in a row.” “Now the square Lego is stuck to the round Lego.” “That train is longer than the track.” “You are putting the tiny bolt in the right circle.” “The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle.”
<b>Persistence</b>	
_____ working hard _____ concentrating, focusing _____ stay calm, patience _____ trying again _____ problem solving _____ thinking skills _____ reading	“You are working so hard on that puzzle and thinking about where that piece will go.” “You are so patient and just keep trying all different ways to make that piece fit together.” “You are staying calm and trying again.” “You are thinking hard about how to solve the problem and coming up with a great solution to make a ship.”
<b>Behaviors</b>	
_____ following parent’s directions _____ listening _____ independence _____ exploring	“You followed directions exactly like I asked you. You really listened.” “You have figured that out all by yourself.”

## REFRIGERATOR NOTES

### Building Blocks for Reading With CARE



- C** 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.
- A** Ask open-ended questions.  
“What do you see on this page?” (observing and reporting)  
“What’s happening here?” (storytelling)  
“What is that a picture of?” (promoting academic skills)  
“How is she feeling now?” (exploring feelings)  
“What is going to happen next?” (predicting)
- R** Respond with praise and encouragement to your child’s thinking and responses.  
“That’s right!”  
“You are really thinking about that.”  
“Wow, you know a lot about that.”
- E** 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?”

## **REFRIGERATOR NOTES**

### **Coaching Children's School Readiness Skills**

#### **Academic Coaching**

- Use academic coaching to promote your child's school readiness concepts, tailoring to your child's developmental level.
- Use many more descriptive comments than questions during play times as well as other times of the day.
- Describe the objects, shapes, numbers, letters, textures, and colors of objects your child is using as well as 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 him/her 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 expand your child's vocabulary even if you know your child won't understand the word at first.
- Talk about simple every day stories and events
- Read with your child often.

#### **Persistence Coaching**

- 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.
- Listen carefully ~ watch for times your child is open to talking ~ don't pressure her to talk if she doesn't want to; try to understand what your child is telling you about her thoughts, ideas, feelings and discoveries without corrections.
- Comment and praise your child for listening to peers or an adult and for his 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 and problem-solving

# Brainstorm/Buzz

## Personal Thoughts About Play



Before continuing, think about these two questions:

1. What are the potential benefits for your child when you play with him/her?
2. What gets in the way of playing with your child?

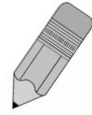
Write down the benefits of playing with your child and your difficulties in doing it. See if you can find any solutions to your barriers to playing with your child.

<b>Benefits of My Playing and Spending Time With My Child</b>	<b>Difficulties in Doing This</b>
<p><b>Goal:</b> I will commit to playing with my child _____ times this week for _____ minutes.</p>	



# Brainstorm/Buzz

## Encouraging Words



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

**e.g., You keep trying...**

--	--

### **Goal:**

I will commit to playing with my child \_\_\_\_\_ times this week for \_\_\_\_\_ minutes.

## REFRIGERATOR NOTES

### About Building Your Child's Self-Confidence



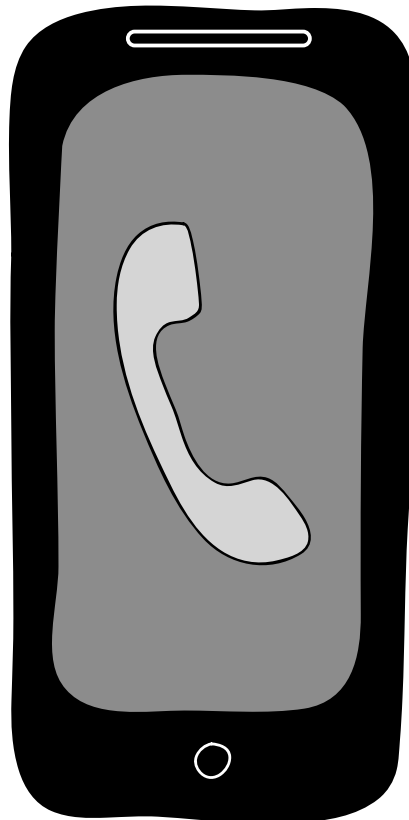
- Value and give your full attention to your children's play activities.
- Listen to your children — watch for times when your child is open to talking — don't pressure them to talk if they don't want to.
- Reinforce your children's learning efforts by describing what they are doing.
- Praise your children's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

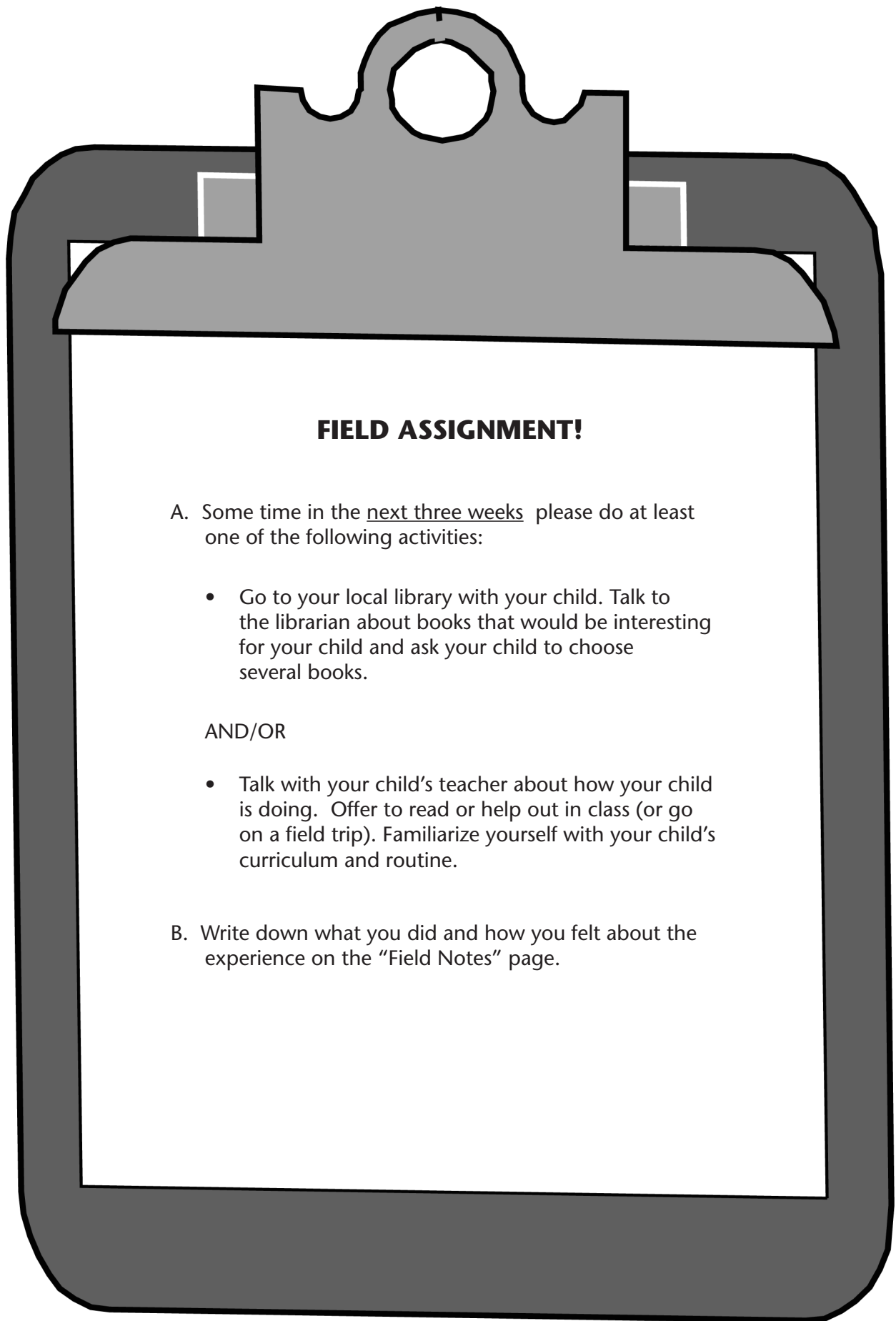
## *Calling Your Buddy*

From now until the final week of the Parenting Course you will be asked to call a person from your group. You will have the same “buddy” for several weeks. The purpose of these calls is to share ideas and “hot tips” about the home activities, such as how one of your play times went, how you set up your sticker system, what rewards you used, or consequences you found effective when handling a particular problem behavior.

These calls need last no more than 5-10 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 on one another!





## **FIELD ASSIGNMENT!**

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

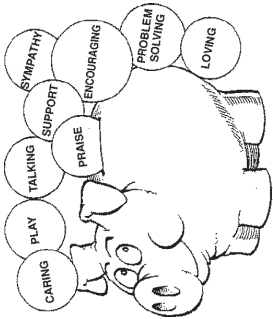
- Go to your local library with your child. Talk to the librarian about books that would be interesting for your child and ask your child to choose several books.

AND/OR

- Talk with your child's teacher 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 curriculum and routine.

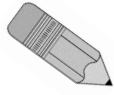
B. Write down what you did and how you felt about the experience on the "Field Notes" page.





Remember to Build Up Your Bank Account

Home Activities



## RECORD SHEET: PLAY TIMES

Record times you spent playing with your child, what you did, and any reaction you noticed in yourself or your child.

Date	Time Spent	Activity	Child's Response	Parent's Response



## ***Do's and Don'ts for Facilitating Learning Through Play***

### ***Don't:***

1. Structure, organize, impose your own ideas, do it “for the child,” or take over the child’s play.
2. Compete with the child.
3. Push the child into new activities that are too difficult for his or her developmental level.
4. Become involved in your own play and ignore the child’s play.
5. Provide play equipment that is too advanced for the child.
6. Judge, correct, contradict or punish the way in which the child plays. Remember, it’s the “doing” that is important, not the finished product!
7. Refuse to role play in the child’s make-believe world, or try to prohibit make-believe aggression and controlling behaviors during pretend play activities.
8. Ask too many questions or give commands during play.
9. Ignore a child who seems to be absorbed in playing by him- or herself.
10. Attempt to “teach” instead of play.

### ***Do:***

1. Follow the child’s lead—build on his or her ideas and imagination. If the child has difficulty getting started, choose an activity that matches his or her interests, or provide some gentle prompts to get the child going. Once he or she shows some initiative, stand back and give the child attention.
2. Provide lots of praise for the child’s ideas, creativity, and imagination.
3. Enthusiastically describe what the child is doing, rather than asking a stream of questions or focusing on what the child isn’t doing.
4. Encourage the child’s efforts instead of judging the merit of the endeavor. Remember, the important aspect of play is “doing” it, and the “doing” does not have to make adult sense. Play is an opportunity for children to experiment without having to worry about reality.
5. Imitate the child’s actions, and do what he or she asks you to do, as long as the behavior is appropriate.
6. When the child has problems, provide assistance after the child seems to have gone as far as possible on his or her own. Then suggest doing it together, and wait for the child to confirm that help would be appreciated.
7. If it is necessary to impose limits, point them out clearly and pleasantly; for example, “You may not color on the table. Here is some paper you can use instead.”
8. Ignore problem behaviors like whining, crying, sassy talk, negative remarks, and tantrums. Otherwise, you may inadvertently strengthen these behaviors.
9. Help the child make the transition from one type of play to another; for example, shifting from quiet to active play activities.
10. Provide unstructured play times and encourage the child to play with toys and materials that foster creativity. For example, blocks, play dough, and paints require more imagination than most commercially manufactured toys.
11. Role play with the child.
12. Be an attentive and appreciative audience. Show interest in the child’s learning discoveries.
13. Allow for some messes. Take precautions such as using a vinyl tablecloth that can be wiped off when you are setting up the play area for an art activity.
14. Take part in the play activity, but let the child be in charge.

## ***Refrigerator Notes***

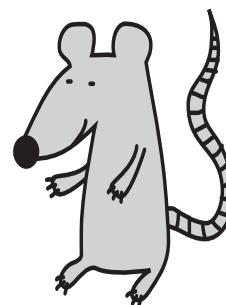
### ***Goodness of Fit—Managing Your Child's Temperament***

Even if parents have different temperaments than their children, they can still strive for a good fit with their child. A good fit is when parents' demands and expectations are compatible with their child's temperament, abilities and characteristics. The goal is always to manage rather than to squelch or change temperament.

Here are some tips for achieving a good fit and managing your child's temperament.

- Realize that your child's temperament style is not your "fault" because temperament is something biological and innate, not something that is learned from parents. Your child is probably not purposely trying to be difficult or irritating. Don't blame him or yourself.
- Respect your child's temperament without comparing to other siblings or trying to change his or her basic temperament.
- Consider your own basic temperament and behavior and tailor your parenting responses when they clash with your child's responses to encourage a better fit.
- Remember what you model for your children is what they learn from you.
- Try to consider and anticipate your child's adaptability, activity level, sensitivity, biological rhythms and ability to sustain attention when planning activities that are most suitable for your child.
- Try to focus on the issues of the moment. Do not project into the future.
- Review your expectations for your child, your preferences and your values. Are they realistic and appropriate?
- Anticipate high risk situations and try to avoid or minimize them.
- Enjoy the interactions and the differences in each of your children.
- Avoid labeling your child as bad or difficult as this may lead to negative self-image and further compound his difficulties.
- Try to distinguish between a tantrum that is temperamentally induced (reaction to disappointment) versus one that is manipulative (designed to get parent to give in).
- Help your child develop a positive self-esteem – that is, to have a fair sense of his strengths and weaknesses.
- Find a way to get relief for yourself and your child by scheduling some time apart.

Remember above all temperament qualities can be shaped to work to a child's advantage if they are sensibly managed.





## *Refrigerator Notes and Handouts Social and Emotion Coaching*



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# *Social and Emotional Coaching*



## **HOME ACTIVITIES FOR THE WEEK**



### *To Do:*

- **PLAY** with your child one-on-one using social, emotion and persistence coaching
- **ENGAGE** in some pretend imaginary play with your child
- **CALL** your buddy to share experiences with coaching play



### *To Read:*

Chapter 4, *Emotion Coaching*, in **The Incredible Years** book.

*Handout 3A*

# Social And Emotional Coaching



## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **PLAY** with your child and another child (sibling or peer) using social and emotion coaching
- **TRY** using coaching in other settings such as the grocery store or at a playground, or at mealtimes, or bath time
- **KEEP TRACK** of the way you praise your child (see Praise Record Sheet)
- **CALL** your buddy to share experiences with social coaching



### *To Read:*

Chapter 12, *Emotional Regulation*, in **The Incredible Years** book.



# Refrigerator Notes

## Facilitating Children's Emotion Learning: Parents as "Emotion Coaches"



Describing children's feelings is a powerful way to strengthen your child's 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.

Feelings/Emotional Literacy	Examples
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<ul style="list-style-type: none"> <li>• "That is frustrating, and you are staying calm and trying to do that again."</li> <li>• "You look proud of that drawing."</li> <li>• "You seem confident when reading that story."</li> <li>• "You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient."</li> <li>• "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you."</li> <li>• "You are so curious. You are trying out every way you think that can go together."</li> <li>• "You are forgiving of your friend because you know it was a mistake."</li> </ul>

### Modeling Feeling Talk and Sharing Feelings

- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."

# Refrigerator Notes

## 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 lasting friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend. Use this checklist to practice your social skills coaching.

<b>Feelings/Emotional Literacy</b>	<b>Examples</b>
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite)	<ul style="list-style-type: none"> <li>• "That's so friendly. You are sharing your blocks with your friend and waiting your turn."</li> <li>• "You are both working together and helping each other like a team."</li> </ul>
<input type="checkbox"/> listening to what a friends says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	<ul style="list-style-type: none"> <li>• "You listened to your friend's request and followed his suggestion. That is very friendly."</li> <li>• "You waited and asked first if you could use that. Your friend listened to you and shared."</li> <li>• "You are taking turns. That's what good friends do for each other."</li> </ul>
<input type="checkbox"/> agreeing with a friend's suggestion <input type="checkbox"/> making a suggestion <input type="checkbox"/> giving a compliment <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking permission to use something a friend has <input type="checkbox"/> problem solving <input type="checkbox"/> cooperating <input type="checkbox"/> being generous <input type="checkbox"/> including others <input type="checkbox"/> apologizing	<ul style="list-style-type: none"> <li>• "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly."</li> <li>• "You are helping your friend build his tower."</li> <li>• "You are being cooperative by sharing."</li> <li>• "You both solved the problem of how to put those blocks together. That was a great solution."</li> </ul>

### **Prompting**

- "Look at what your friend has made. Do you think you can give him a compliment?" (praise child if s/he tries to give a compliment)
- "You did that by accident. Do you think you can say you are sorry to your friend?"

### **Modeling Friendly Behavior**

- Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.

## REFRIGERATOR NOTES

### Promoting Your Child's Self-Regulations Skills



- Try to understand what your child is feeling and wanting
- Describe your child's feelings (don't ask him what he is feeling because he is unlikely to have the words to tell you)
- Label your child's positive feelings more often than his negative feelings
- Praise your child for self-regulation skills such as staying calm, trying again when frustrated, waiting a turn, and using words
- Support your child when he is frustrated
- Model and give your child the words to use to express his needs (e.g., "you can ask her for the truck")
- Help your child learn ways to self-regulate such as taking a deep breath
- Model feeling language yourself. For example, "I am proud of you," or "I'm having fun playing with you."

## **REFRIGERATOR NOTES**

### **PROMOTING YOUR CHILD'S SOCIAL COMPETENCE**

- During play model social skills for your child such as offering to share, wait, give a compliment and take turns, ask for help and agree to wait.
- Prompt your child to ask for help, or take a turn, or share something, or give a compliment and then praise if it occurs. Don't make an issue out of it if your child does not respond to your prompt.
- Praise your child any time s/he offers to share with you or help you.
- Participate in pretend play by taking your doll or action figure and using them to model skills such as asking to play, offering to help, taking a turn, giving a compliment, calming down with a deep breath and waiting.
- Model and prompt your child with a suggestion of the appropriate words to use.
- Help your child notice what another child is doing and to help them in some way.
- Help your child understand that when s/he shared the other person felt happy. (i.e., connect child's actions to another's feelings)



## **REFRIGERATOR NOTES**

### **COACHING YOUR CHILD'S SOCIAL SKILLS**

#### **One-on-One Parent-Child**

- During play, model social skills for your child such as offering to share, waiting, giving a compliment, taking turns, asking for help or saying sorry. Label or describe your own behavior so that your child notices.
- Prompt your child to ask for help, take a turn, share something, or give a compliment and then use labeled praise if your child responds. Let it go if your child does not respond to your prompt.
- Praise your child any time he offers to share with you, help you, take turns, or wait.
- Participate in pretend and make-believe play with your child by using a doll, action figure, or puppet to model skills such as asking to play, offering to help, taking a turn, giving a compliment, apologizing, calming down with a deep breath, waiting for a turn or making a polite suggestion.
- Model and prompt children with limited language by providing a suggestion of the appropriate words to use. Keep it simple.
- Try to give enough help so children are successful but not so much help that you take over.

#### **Peer Social Coaching**

- Occasionally prompt your child to notice what another child is doing or to help him or her in some way.
- Help your child understand that when she shared or helped or waited her turn, the other person felt pleased so she can see the connection between her social behavior and another's feelings and how this leads to friendship.
- Encourage play dates with friends. If playing with friends is hard for your child, start with short playtimes and support their play through coaching.
- Coach, encourage and praise children's friendly social behaviors; avoid criticism.
- Use descriptive comments and social coaching instead of asking questions.
- When coaching siblings, remember to balance the developmental needs of each child.
- Model, prompt, coach, and praise children's friendly behaviors yourself or with the use of puppets when playing with several children (e.g., sharing, helping, taking turns, being polite, waiting, complimenting, apologizing).
- If one child is having more social difficulty sharing or taking turns, give your attention to coaching the child who is more cooperative.
- Laugh and have fun.
- Use social coaching at other times than play such as mealtimes, cooking together, bath times, grocery store visits, or any family activities that require cooperation. Remember to be realistic about what is developmentally appropriate for you unique child

## **REFRIGERATOR NOTES**

### **COACHING YOUR CHILD'S EMOTIONAL LITERACY**

- Listen and try to understand what your child is feeling and wanting.
- Describe your child's feelings (young children may not have the words to tell you and older children will enjoy the validation that you noticed).
- Share the message that any feeling is okay, but some responses (like hurting someone) are not.
- Label your child's positive feelings more often than his uncomfortable or unhappy feelings.
- When naming uncomfortable feelings such as frustration, anger, sadness, or anxiety, point out or suggest a coping strategy: "You look frustrated, but you are staying calm and trying again."
- Praise your child's brain muscle self-regulation skills such as staying calm, being patient, trying again when frustrated, waiting a turn, and using words to express feelings.
- Support your child when he is unhappy, but recognize when he is too upset to listen and just needs space to calm down.
- Model and, as needed, give your child the words to use to express her feelings (e.g., "you can tell her you are unhappy she broke your tower").
- Link positive feelings to appropriate use of social skills.
- Use puppets to model and prompt feeling language.
- Praise and encourage your child when he stays calm in a frustrating situation.
- Cuddle and soothe your child when she is hurt or frightened. Stay calm yourself to provide extra reassurance.
- Model appropriate expression of feeling yourself

## **REFRIGERATOR NOTES MAKING MEALTIMES ENJOYABLE**

- Set up a predictable routine for mealtimes
- Try to make mealtimes a relaxed and a fun time for your child
- Don't expect your child to sit for a long time at the table
- Once your meal time has ended, avoid giving your child unhealthy snacks between meals
- Minimize distractions during mealtimes by turning off TV or taking the phone off the hook
- Provide your child with a choice of foods to allow for independent decision making
- Introduce one new food at a time in a small amount; for example, offer the new food along with your child's favorites
- Try to offer a meal with at least one food choice you know your child likes
- Offer child-size portions—which is much smaller than adult portions
- Resist the urge to offer sugary foods or your child will learn to prefer these foods over others
- Don't expect your child to like a whole lot of foods—let your child make his own decisions on the food he chooses to eat. Forcing your child to eat will only make your child more stubborn and less open to new foods in the future.
- Ignore complaints about food and refusals to eat and praise what your child does eat.
- Compliment others at the table who are eating and using polite manners.



## **Coaching Children in Cooperative Play With Peers**

Join children and their friends when they are playing and “coach” them in good play skills by noticing and commenting on their cooperative efforts. For example:

Making Suggestions: “Wow, that was a helpful suggestion to your friend.”

Expressing Positive Feelings: “That’s a friendly way to show how you are feeling.”

Waiting: “Super! You waited your turn and let him go first, even when you wanted to be first.”

Asking Permission: “That’s very friendly to ask him if he wants to do that first.”

Complimenting: “What a friendly compliment. I can see she feels good about that.”

Taking Turns: “You let her take a turn—how very helpful.”

Sharing: “You are both doing it together. I can see you are team players.”

Agreement: “You agreed with her suggestion—what a friendly thing to do.”

Using Soft Touch: “You are using gentle and soft touch with him. That is friendly.”

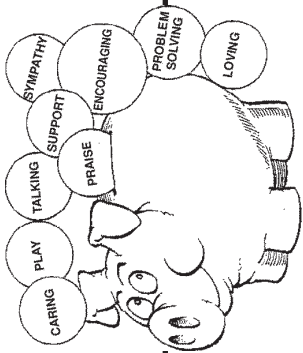
Asking for Help: “Wow! You asked him to help you—that is what good friends do for each other.”

Caring: “I can see you really care about her ideas and point of view. You’re a thoughtful person.”

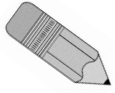
Problem-Solving: “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

Being Polite: “You were so polite in the way you asked her to wait—that’s very friendly.”





Home Activities

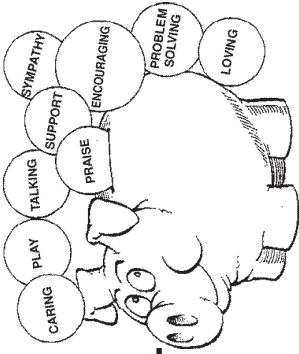


## RECORD SHEET: PLAY TIMES

Remember to Build Up Your Bank Account

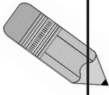
Record times you spent playing with your child, what you did, and any reaction you noticed in yourself or your child.

Date	Time Spent	Activity	Child's Response	Parent's Reaction



Home Activities

**RECORD SHEET: PRAISE**



Date	Time	Remember to Build Up Your Bank Account	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response

## Parents Promoting Emotional and Social Competence in Young Children



### Parent-Child Social Coaching: Child Developmental Level 1

**Parent-Child Play:** Parents can use social coaching in one-on-one interactions with their children to help them learn social skills and emotional language before they begin to play with peers. A great deal of your child's learning will occur by modeling and by descriptive commenting, which will enhance your child's language skills as well as help them recognize and learn social skills.

Social/Friendship Skills	Examples
<b>Parent Models:</b> Sharing Offering to Help Waiting Suggesting Complimenting Behavior-to-Feelings	"I'm going to be your friend and share my car with you." "If you want, I can help you with that by holding the bottom while you put another on top." "I can use my waiting muscles and wait until you're finished using that." "Could we build something together?" "You are so smart in figuring out how to put that together." "You shared with me. That is so friendly and makes me feel happy." "You helped me figure out how to do that. I feel proud that you could show me that."
<b>Parent Prompts:</b> Self-Talk Asking for help  <b>Parent Response:</b> Praise child when s/he shares or helps you Ignore or model acceptance when child does NOT share or help	"Hmm, I really wish I could find another piece to fit here." "Hmm, I'm not sure I know how to put this together." "Can you help me find another round piece?" "Can you share one of your cars with me?"  "That was so helpful and friendly to share with me." Continue to use descriptive commenting. "I can keep trying to find that round piece." (model persistence) "I can wait until you're finished playing with the cars." (model waiting) "I know it is hard to give up that car, so I will wait to have a turn later."
<b>Puppet or Action-Figure Models:</b> Entering Play  Being Socially Friendly Ignoring Aggression	"Can I play with you?" "That looks like fun. Can I do that with you?" "I'm being friendly. I'd like to play with you." "I want to play with a friendly person. I think I will find somebody else to play with."

## Parents Promoting Emotional and Social Competence in Young Children



### Parent-Child Social Coaching: Child Developmental Level 2

**Children in Parallel Play:** Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Parents can help promote peer play by prompting their children to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
<p><b>Parent Coaches:</b></p> <p>Asking for What They Want</p> <p>Asking for Help</p> <p>Asking a Friend to Wait</p>	<p>"You can ask your friend for what you want by saying, 'Please can I have the crayon?'"</p> <p>"You can ask your friend for help by saying 'Can you help me?'"</p> <p>"You can tell your friend you are not ready to share yet."</p> <p>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.</p>
<p><b>Parent Prompting:</b></p> <p>Noticing Other Child</p> <p>Initiate Interaction With Other Child</p> <p>To Give Child a Compliment</p> <p><b>Parent Praising:</b></p> <p>Behavior-to-Feelings</p> <p>Playing Together</p>	<p>"Wow, look what a big tower your friend is building."</p> <p>"You are both using green markers."</p> <p>"Your friend is looking for small green pieces. Can you find some for him?"</p> <p>"Your friend has not cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"</p> <p>"Wow! You can tell your friend his tower is cool."</p> <p>If you child does repeat this, you can praise him or her for a friendly compliment.</p> <p>If your child does not respond, continue descriptive commenting.</p> <p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You helped your friend figure out how to do that, she looks very pleased with your help."</p> <p>"Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."</p>
<p><b>Puppet or Action-Figure Models:</b></p> <p>Sharing or Helping</p>	<p>"Wow! Do you see the tower that Nancy is building?"</p> <p>"Can either of you help me find a red block to make this truck?"</p> <p>"Could I help you build that house?"</p> <p>"Do you think we could ask Freddy if he'll share his train?"</p>

## Parents Promoting Emotional and Social Competence in Young Children



### Child-Peer Social Coaching: Child Developmental Level 3

**Children Who Initiate Play:** Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflictual. Parents can help promote social skills during peer play by prompting and coaching them to use skills or by praising and giving attention to social skills.

Parent-Coached Skills	Examples
<b>Social/Friendship Skills:</b> Asking in a Friendly Voice (polite, quiet) Giving Help to Friend Sharing or Trading Asking to Enter Play Giving a Compliment Agreeing with or giving a Suggestion	"You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends." "You helped your friend find what s/he was looking for. You are both working together and helping each other like a team." "That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. " "You asked kindly to play and they seemed happy to have you join in?" "You gave a compliment to her, that is very friendly." "You accepted your friend's suggestion. That is so cooperative."
<b>Self-Regulatory Skills:</b> Listening to What a Peer Says Waiting Patiently Taking Turns Staying Calm Problem Solving	"Wow you really listened to your friend's request and followed his suggestion. That is really friendly." "You waited and asked first if you could use that. That shows you have really strong waiting muscles. " "You are taking turns. That's what good friends do for each other" "You were disappointed when s/he would let you play with them but you stayed calm and asked someone else to play. That is really brave." "You both weren't sure how to make that fit together, but you worked together and figured that out—you are both good problem solvers."
<b>Empathy:</b> Behavior-to-Feelings Apology/Forgiveness	"You shared with your friend, that is so friendly and makes her feel happy." "You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings" "You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork." "You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did." "That was an accident. Do you think you can say you're sorry?" Or, "Your friend seems really sorry he did that. Can you forgive him?"



## *Refrigerator Notes & Handouts*

### *Effective Praise and Encouragement*



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# *Effective Ways to Praise and Encourage Your Child*

## *“Bringing out the Best in Your Child”*



### HOME ACTIVITIES FOR THE WEEK



#### *To Do:*

- **CONTINUE PLAYING** with your child every day for at least 10 minutes
- **PRACTICE** increasing your praise during play time.
- **CHOOSE ONE BEHAVIOR** you would like to see your child engage in more frequently, and systematically PRAISE it every time it occurs during the following week; for example: playing quietly, following your directions, picking up toys, and sharing with others.
- **DOUBLE THE NUMBER OF PRAISES** you give and observe what effect this has on your child.
- **KEEP TRACK** of the results on the “Record Sheet: Praises” handout.
- **LIST** the behaviors you want to see more of on the Behavior Record handout.
- **CALL YOUR BUDDY** from the group.
- **REMEMBER** to praise someone who is important to you!



#### *To Read:*

- Handouts and Chapter 5, *Positive Attention, Praise and Encouragement*, in **The Incredible Years** book.

## REFRIGERATOR NOTES

### EFFECTIVE PRAISE AND ENCOURAGEMENT



- Catch your child being good: look for something positive!
- Praise small steps: don't save praise for perfect behavior.
- Don't worry about spoiling your children with praise.
- Increase praise for children with more challenging behaviors.
- Model self-praise.
- Give labeled and specific praise.
- Make praise contingent on positive behavior.
- Set goals for positive behaviors you want to prompt and encourage.
- Praise with smiles, eye contact, and enthusiasm.
- Praise immediately.
- Give pats and hugs and kisses along with praise.
- Use praise consistently.
- Praise in front of other people.
- Prompt your child to praise others.
- Express your belief in your children.
- Patience
- Teamwork

## **Praise Handout**

### **EXAMPLES OF WAYS TO GIVE PRAISE AND ENCOURAGEMENT**

- "You do a good job of . . ."
- "You have improved in . . ."
- "I like it when you . . ."
- "Good for you for . . ."
- "Good idea for . . ."
- "You've done a good job of . . ."
- "See how \_\_\_\_\_ has improved in . . ."
- "You're doing very well."
- "Look how well he/she did . . ."
- "That's a perfect way of . . ."
- "Wow, what a wonderful job you've done of . . ."
- "That's correct, that's the perfect way to . . ."
- "I'm so happy you . . ."
- "It really pleases me when you . . ."
- "You're such a big girl for . . ."
- "Good boy for . . ."
- "Thank you for . . ."
- "What a nice job of . . ."
- "Hey, you are really sharp; you . . ."
- "That's great, it really looks like . . ."
- "You're doing just what Mommy wants you to do."
- "My, you are minding Daddy so well."
- "My! That . . . was so nice."
- "That's very nice (or good) for . . ."
- "Mommy's very proud of you for . . ."
- "Beautiful! Fine! Great! Gorgeous! Tremendous!"
- "How thoughtful of you to . . ."

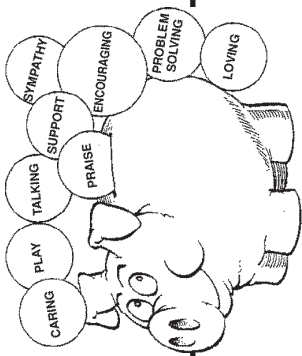
#### **Some Physical Rewards**

- A pat on the arm or shoulder
- A hug
- Head rubbing
- Squeezing the arm or waist
- Giving a kiss



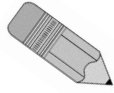
## **EXAMPLES OF BEHAVIORS TO PRAISE AND ENCOURAGE**

- Sharing
- Talking nicely
- Complying with requests
- Good eating behavior at dinner
- Going to bed after the first request
- Playing quietly
- Solving a problem
- Turning down the television
- Doing chores
- Coming home from school on time
- Getting up promptly in the morning
- Making it through the night without wetting the bed
- Making the bed
- Picking up clothes
- Putting toys away
- Walking slowly
- Doing homework
- Getting dressed
- Being thoughtful
- Being patient
- Being kind to another child or adult



Remember to Build Up Your Bank Account

Home Activities



## RECORD SHEET: PRAISE

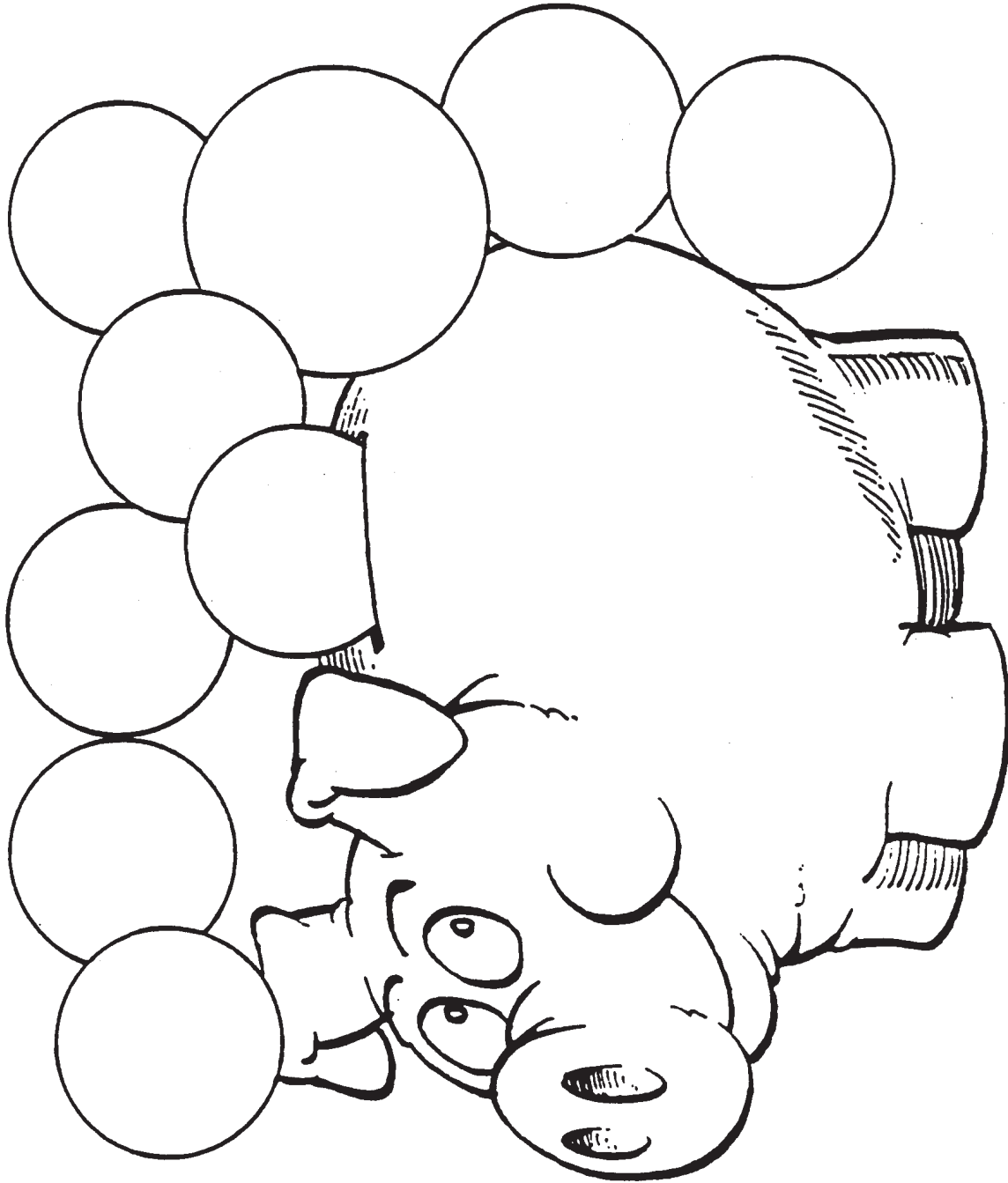
Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response



**Handout**  
**BEHAVIOR RECORD**

Behaviors I want to see more of:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_



Write Your Own Personal Praise Statements



***Remember to Build Up Your Bank Account with Your Child***



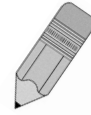


***Remember to Build Up Your Bank Account  
With Other Family Members***



## Brainstorm/Buzz

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



### *Positive Self-Praise*

*I can stay calm...he's just testing*

*I am working hard as a parent...*



### **Goal:**

I will commit to stopping my self-criticism and looking at something I did well each day as a parent.

# Brainstorm/Buzz

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



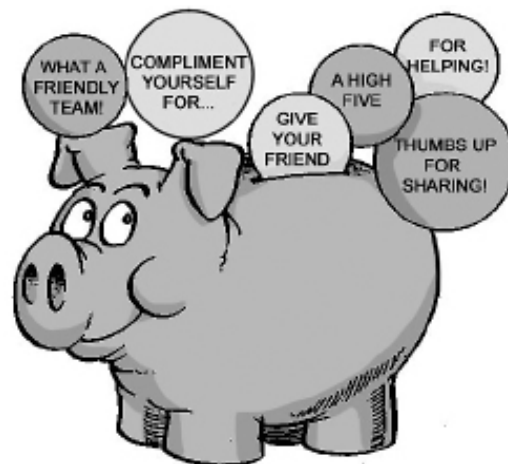
*Behaviors I want to see more of*

*Labeled Praise Statements*

*I like it when you...*

*Good for you! for...*

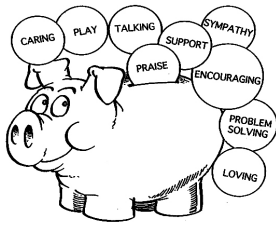
*Wow! What a wonderful job you've done setting the table!*



**Remember to Build Up Your Bank Account**

## **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) \_\_\_\_\_



**Handout**  
**BEHAVIOR RECORD**  
*Praise "Positive Opposites"*

Behaviors I want to see less of: (e.g., yelling)	Positive opposite behavior I want to see more of: (e.g., polite voice)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.



## **EXAMPLES OF TEACHER BEHAVIORS TO PRAISE**

- Being kind to my child
- Being kind to me, especially when I've had a bad day
- Helping me get my child into or out of the classroom when I'm running late
- Sending a note home saying that my child had a good day
- Helping my child learn new things
- Helping my child get along with other children
- Giving me suggestions about how to help my child learn
- Making the classroom a friendly place to come to
- Proudly putting my child's pictures up on the wall
- Helping my child feel good about himself or herself
- Teaching my child social skills
- Setting up an incentive program for my child
- Calling me at home to tell me about my child's progress
- Inviting me to participate in the class
- Keeping me informed about the curriculum



## *Refrigerator Notes & Handouts Motivating Through Incentives*



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# Motivating Children Through Incentives

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **CONTINUE PLAYING** with your child every day for at least 10 minutes, and **INCREASE THE NUMBER OF PRAISES** given to your child.
- **TRY** giving a spontaneous sticker or special treat for a social behavior you want to encourage.
- From your list of behaviors you want to see more of (The Behavior Record handout) **SELECT ONE BEHAVIOR TO WORK ON WITH A STICKER CHART OR REWARD SYSTEM.**
- **EXPLAIN** the sticker system to your child for the behavior you want to encourage; **MAKE** the chart together and **BRING** the chart to the next meeting.
- **CALL** your buddy from the group and share your ideas about incentives.



### *To Read:*

- Handouts and review Chapter 6, *Incentives and Celebrations*, in **The Incredible Years** book.

# Motivating Children Through Incentives



## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **CONTINUE PLAYING** with your child every day for at least 10 minutes, and **INCREASE THE NUMBER OF PRAISES** given to your child.
- **KEEP WORKING** on your chart or sticker program.
- If your child is having problems at school, set up a program that includes tangibles for “good-behavior” notes from teachers. (Talk to your child’s teachers about sending these home.)
- **SHARE** with teachers what activities motivate your child. (And praise her efforts to work with your child.)



### *To Read:*

- Handouts and Part 3, Problems 3 & 10, *Dawdling and Mealtime Problems*, in **The Incredible Years** book.

## REFRIGERATOR NOTES ABOUT TANGIBLE REWARDS



- Define appropriate child behavior clearly.
- Make the steps small.
- Gradually increase the challenge.
- Don't make programs too complex—choose one or two behaviors to start.
- Focus on positive behaviors.
- Choose inexpensive rewards.
- Have daily rewards.
- Involve your child in choosing rewards.
- Get the appropriate behavior first, then reward.
- Reward everyday achievements.
- Gradually replace rewards with social approval.
- Be clear and specific about rewards.
- Have a varied menu.
- Show your child you expect success.
- Don't mix rewards with punishment.
- Consistently monitor the reward program.
- Co-ordinate your program with your child's teacher.

## ***Refrigerator Notes***

### ***Toilet Training***

Some children are trained by three years but don't worry if your 3-year-old isn't trained; many children aren't ready until they are four years old. If your child shows signs of readiness you can begin toilet training about 2½ years. Avoid rushing or getting into power struggles over this. Do this training when you have the time and patience and don't have too many other family pressures.

#### ***Signs of Readiness***

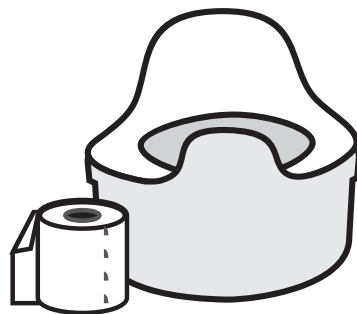
- your child can stay dry for 3 hours or more
- your child recognizes the signs that she has to go
- your child can pull down her pants down and up by herself
- your child seems interested or motivated to become potty trained
- your child is imitating others going to the bathroom
- your child can follow simple instructions

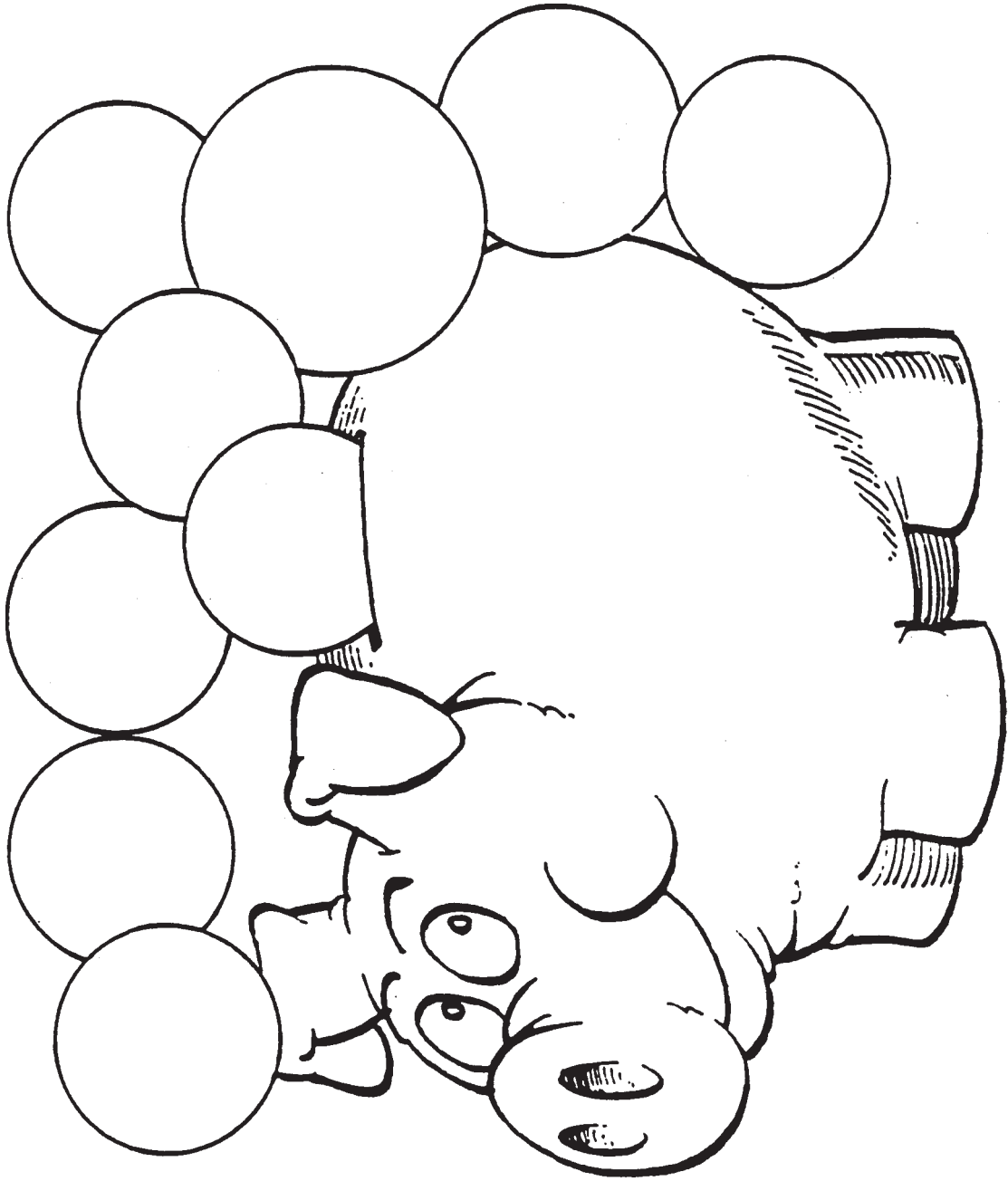


## ***Refrigerator Notes***

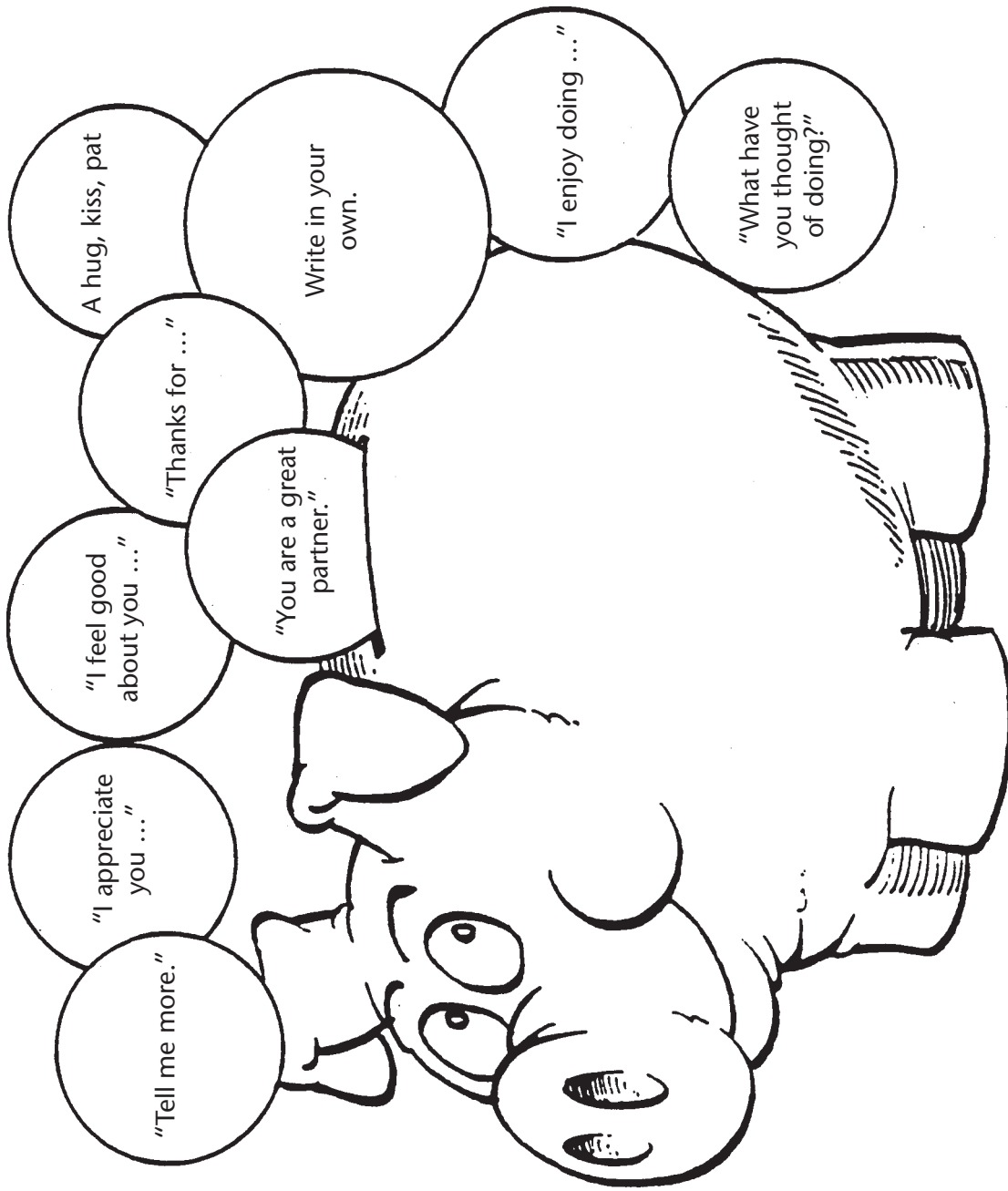
### ***Starting Toilet Training***

- Dress your child in clothes that are easy to get undone such as elastic-wasted pants
- Use a child-sized potty chair or special adaptor seat with a stool
- Create a routine for sitting on potty—start by seating your child fully clothed once day, whenever s/he is most likely to have a bowel movement
- Progress to sitting your child on the potty bare-bottomed. Don't restrain or force your child to sit there
- Let your child watch you or older siblings go to the bathroom
- Show your child how you use the toilet paper, flush the toilet and wash your hands
- Praise your child every time she uses the potty seat, or you check and she has dry pants
- Set up a schedule for going to the bathroom
- Make sure your child knows it's okay to ask for help to go to the potty *anytime*
- Teach your child how to clean and wash hands after going to the potty
- Expect set backs; don't make a big deal out of mistakes such as wet beds or accidents—stay calm and positive, "it's okay, next time I bet you will use the potty chair"
- Once training is established, consider using training pants as this allows toddler to undress by himself; introduce them gradually maybe for a few hours at a time
- Keep using diapers at night; even though your child is dry during the day, it can take months or years before children are dry at night





*Write in your favorite no cost/low cost incentives*



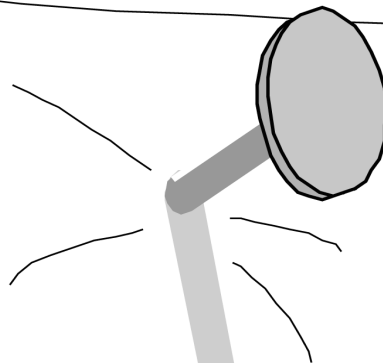
***Remember to Build Up Your Bank Account  
With Support and Encouragement***



***Examples Of Behaviors To Reward  
With Stars And Stickers:***

- Getting dressed by him/herself before the timer goes off
- Eating politely with spoon
- Making it through the night without wetting the bed
- Making the bed in the morning
- Not teasing siblings for 30 minutes
- Going to bed when asked
- Complying with a parent's request
- Sharing with sibling
- Doing homework
- Reading a book quietly
- Turning off the TV
- Watching only 1 hour of TV
- Helping set the table
- Staying calm when frustrated
- Putting dirty clothes in hamper
- Use friendly words
- Using toilet
- Washing hands before dinner
- Brushing teeth
- Staying by side of grocery cart
- Using words to state needs
- Sleeping in own bed all night



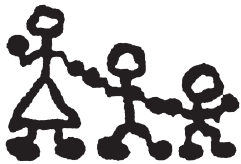


***Practice***  
***Praising Yourself and Others!***

- Send a note to your child's teacher telling what you like about your child's classroom and learning experiences.

AND/OR

- Praise another parent or family member.
- Give yourself a compliment.



## ***Handout Caring Days***

### ***Strengthening Support Between Partners***

Marital discord can make it very difficult for parents to be effective in managing their children's behavior. The following exercise is designed to strengthen your relationship.

Identify 10 to 20 "caring" behaviors that your spouse could do that you would enjoy. Ask your spouse to do this also. List these behaviors on a piece of paper and post them. Each day you and your spouse should try to select one or two items from the list and do them for one another. These caring behaviors should be (a) positive, (b) specific, (c) small, and (d) something that is not the subject of a recent conflict.

Examples:

- Ask how I spent the day and listen.
- Offer to get the cream or sugar for me.
- Listen to "mood music" when we set the clock radio to go to sleep.
- Hold my hand when we go for walks.
- Massage my back.
- Arrange for a baby-sitter and go out.
- Let me work late one night without a hassle.
- Have a quiet dinner without the children.
- Offer to watch the children while I make dinner, read the newspaper, etc.
- Allow me to sleep in one morning on the weekend.

By doing this exercise, you will obtain a record of each other's efforts and become more observant of how the other person tries to please. We have noticed that parents are often quite willing to please their partner if they understand precisely what their partner wants and know that their efforts will be recognized.

### ***Support for Single Parents***

If you do not have a partner, it is important to arrange some "caring days" for yourself. You could do this by developing a list of pleasurable things you would like to do for yourself. Each week pick some of the items from your list to give yourself.

Examples:

- Have dinner with a friend.
- Go to a movie.
- Arrange for a back rub.
- Take a piano lesson.
- Walk to the park.
- Have a bubble bath.
- Buy and read a fun magazine.

It is also important for single parents to set up a support system. This might be done by meeting regularly with other parents, close friends, or family members. Organizations such as Parents Without Partners, church groups, recreational groups, and political groups can be sources of support and stimulation.

# Brainstorm/Buzz

Write down in the space below some no-cost or surprise rewards to use with your child.



## *No-cost or Spontaneous Tangible Rewards to Use With My Child*

*Playing soccer with my child*

*Child has a friend over to play*

*Child decides what to have for dessert*

*Parent has extra reading time with child*

*Child has extra half hour of TV time*

### **Goal:**

I will commit to giving a surprise reward for \_\_\_\_\_

\_\_\_\_\_

behavior.



## ***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.

### ***Good Incentives for Me***

*A walk in the park*

*Tea/coffee with a friend*

*Warm bubble bath*

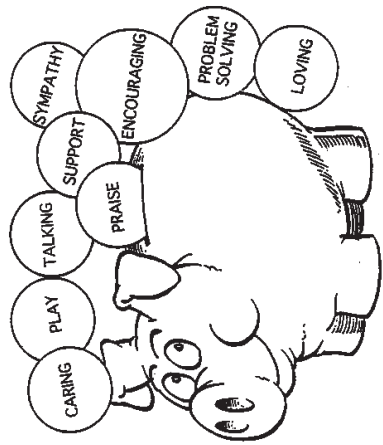
*Buy myself a good book*

### ***Goal:***

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

---

---



# My Sticker Chart

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



## *Handouts & Refrigerator Notes Establishing Routines and Rules*



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# *Rules, Responsibilities, And Routines*



## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **USE** the Household Rules handout to establish some of the important rules in your household. Explain these to your children and post.
- **SET UP A REGULAR ROUTINE.** Write out your morning or evening routine. (Bring plan to next session.)
- **ESTABLISH** a household chore for your child. (see handout)
- **CALL** a group member to talk about your bedtime or morning routine.



### *To Read:*

Handouts and review *Chapter 7 (Limit Setting) & Part 3, Problem 1 (Screen Time)*, in **The Incredible Years** book.

***Caution: Remember to continue playing!***



## ***Household Rules***

### ***Some Examples:***

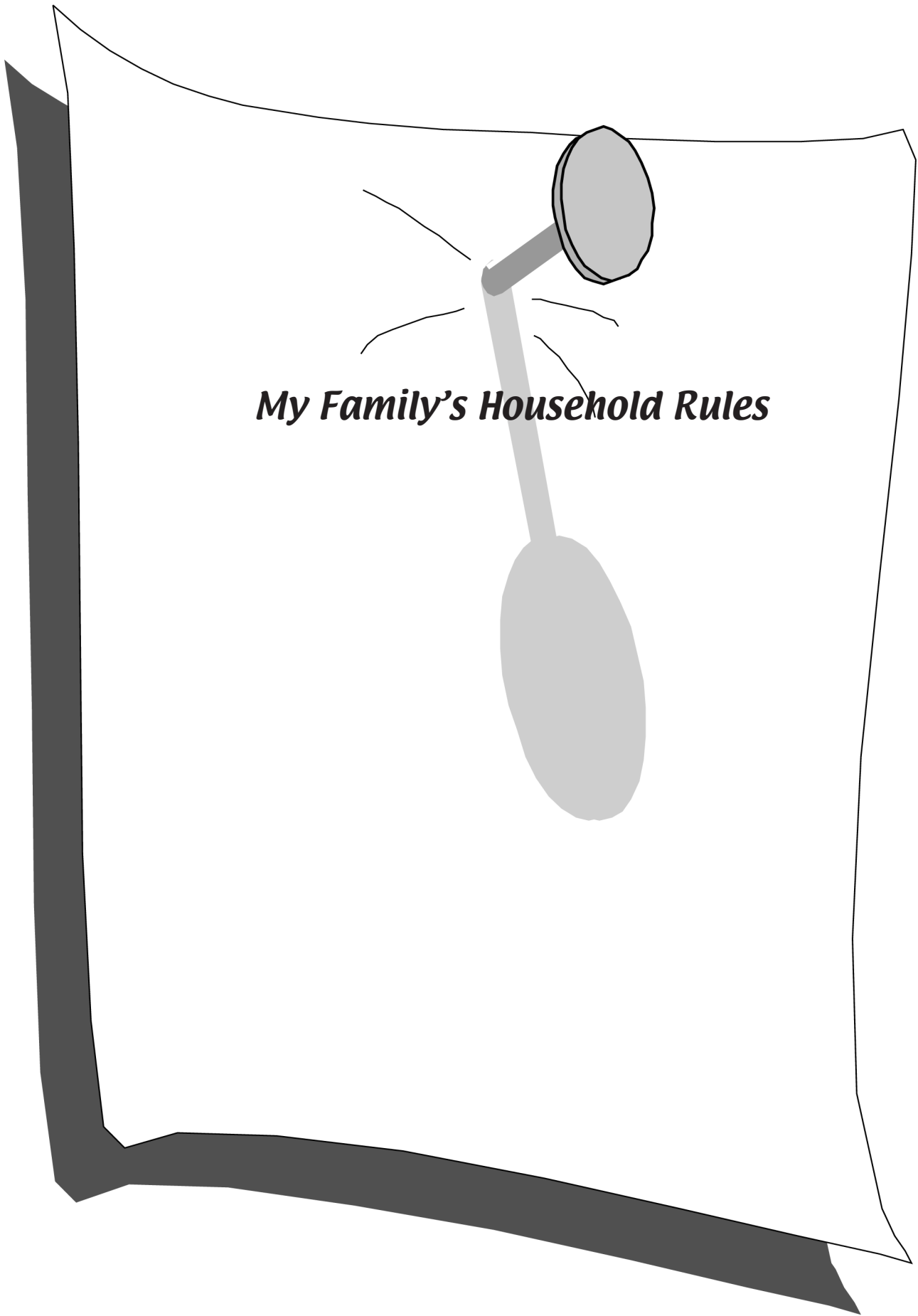
1. Bedtime is at 8:00 p.m.
2. No hitting allowed.
3. A seat belt must always be worn in the car.
4. Bicycle helmet must be worn when riding bike.
5. One hour of TV or computer per day.

### ***Your List of Household Rules:***

- 1.
- 2.
- 3.
- 4.
- 5.

***Every home needs a limited number of “house rules.”***

***If the list gets too long, no one will remember the rules.***



***My Family's Household Rules***



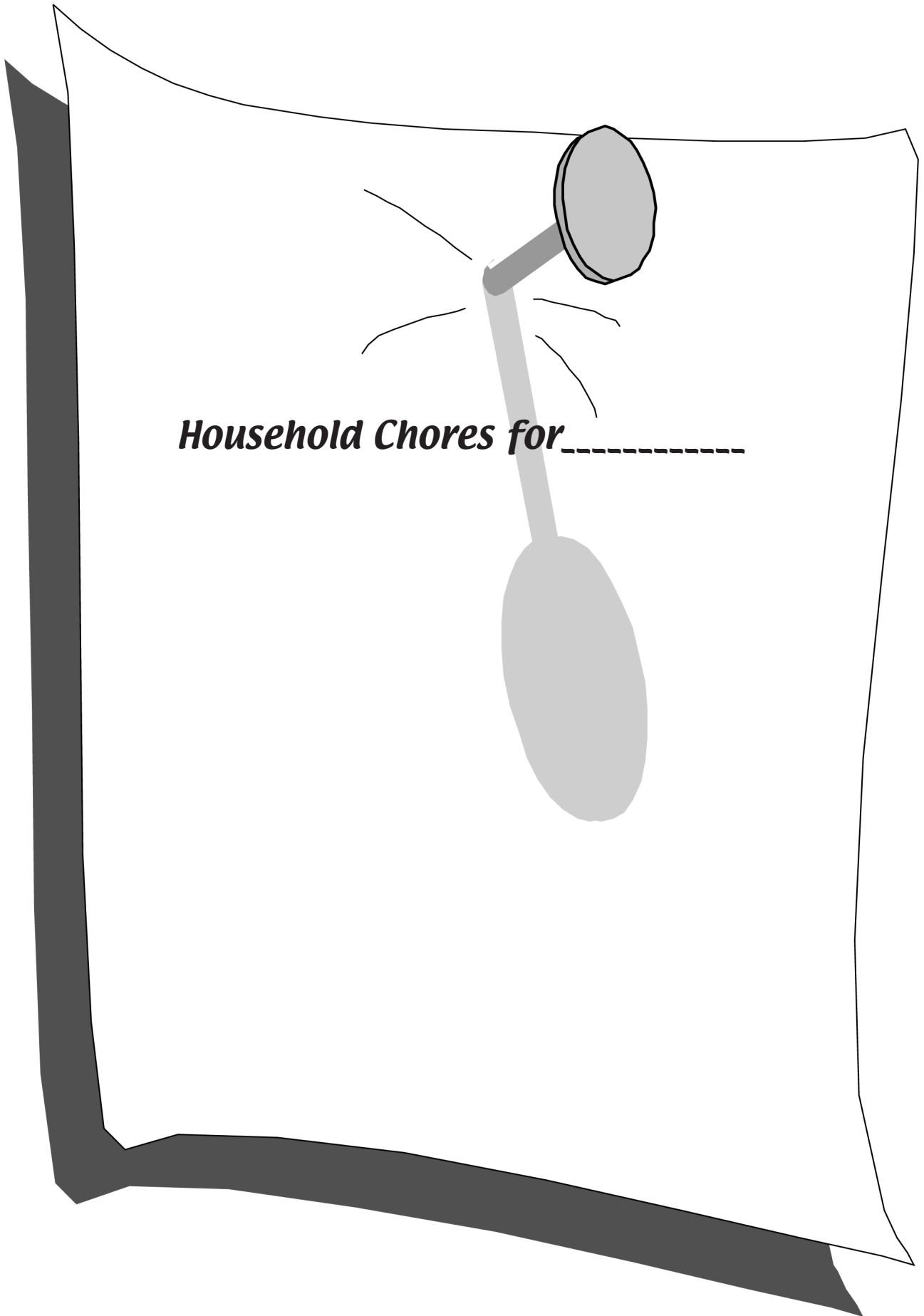
**Household Chores for \_\_\_\_\_**

***Some Examples:***

1. Feed Dog
2. Set Table
3. Empty Dishwasher



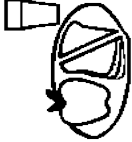

***Your List of Household Chores:***

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





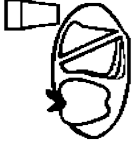

**Household Chores for \_\_\_\_\_**

## After School Routine

- Hang up coat. 
- Change into home clothes. 
- Snack!!! 
- Check book bag  \_\_\_\_\_
- Do homework
- \_\_\_\_\_

**Routine Chart**

## After School Routine

- Hang up coat. 
- Change into home clothes. 
- Snack!!! 
- Check book bag  \_\_\_\_\_
- Do homework
- \_\_\_\_\_

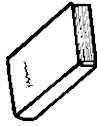
**Routine Chart**

## Cleaning My Room

Put dirty clothes in the laundry basket.



Put books on the shelf.



Put games in the cupboard.



Make the bed.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

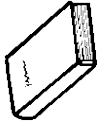
**Routine Chart**

## Cleaning My Room

Put dirty clothes in the laundry basket.



Put books on the shelf.



Put games in the cupboard.



Make the bed.



\_\_\_\_\_

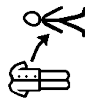
\_\_\_\_\_

\_\_\_\_\_

**Routine Chart**

# Morning Routine

Put on clothes.



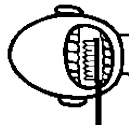
Make the bed.



Eat breakfast.



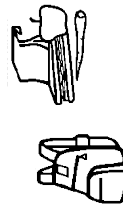
Brush teeth.



Wash face and hands.



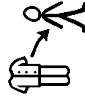
Get school bag and lunch.



**Routine Chart**

# Morning Routine

Put on clothes.



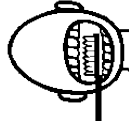
Make the bed.



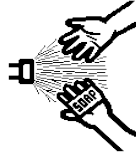
Eat breakfast.



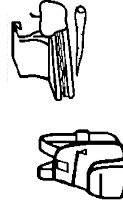
Brush teeth.



Wash face and hands.



Get school bag and lunch.



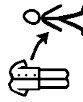
**Routine Chart**



## Bedtime Routine



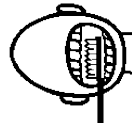
Put toys away.



Put PJ's on.



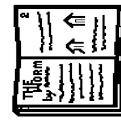
Snack.



Brush teeth.



Wash hands and face.



Story!!!



Staying in bed.

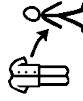
Bedtime is at \_\_\_\_\_ p.m.

**Routine Chart**

## Bedtime Routine



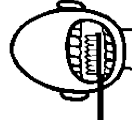
Put toys away.



Put PJ's on.



Snack.



Brush teeth.



Wash hands and face.



Story!!!



Staying in bed.

Bedtime is at \_\_\_\_\_ p.m.

**Routine Chart**



## REFRIGERATOR NOTES

### Handling Separations and Reunions

Most children will have mastered separation anxiety by three years; but temporary episodes of separation anxiety are normal. Children vacillate between wanting to be independent and needing the security of a parent. Especially if your preschooler is shy or timid, you will find that helping your child cope with separations will result in a more secure and confident preschooler. But don't worry, there are still many years left before independence is fully achieved.



- Let your child know you are leaving in a predictable, routine way—don't sneak away to avoid a tantrum or lie about where you are going, as this will only increase your child's insecurity.
- Say good-bye briefly with a hug and say something positive about your expectations for your child's time away from you. Reassure him in a positive way that he will have a good time when you are gone and that he's safe.
- Encourage your child's growing independence.
- If you are leaving your child at preschool, let him know when you will see him again and when he will be picked up and by whom.
- If you are leaving him at home and going out for the evening, let him know who will be taking care of him and when you will be back. For example, "Grandma is coming to play with you tonight while I go out for dinner. I'll be home after you are in bed, but I'll come in and kiss you good night."
- Leave and avoid giving too much attention to the child's normal protests.
- When you return greet your child with love and joy—let him know you are happy to see him.
- Give your child some transition time to move from his current play experience to leaving with you.
- Some children enjoy having a transitional object that reminds them of their parents. This might be a special piece of jewelry or a trinket that belongs to mom or dad, a picture, or some other object that has special associations.

# *Our Family Routines*



*Write out your morning routine, or  
your routine for leaving your child at day care.*

# *Our Family Routines*



*Write out your bedtime or after-school routine here.*



## **REFRIGERATOR NOTES**

### ***Promoting Your Child's Healthy Media Diet (2 to 6 years)***

Excessive screen time can interfere with children's development of friendships, impact their physical fitness, contribute to obesity and lack of sleep, and decrease their interest in reading and their motivation for school success. Violent screen time content has been shown to increase children's aggressive behavior and hostility. Here are some tips for helping your child develop healthy screen time habits, while minimizing their negative effects.

Set household rules regarding how much screen time your child is allowed. The American Academy of Pediatrics (AAP) recommends the following:

- For children under 2 years, discourage all screen time.
- For children 2-5 years, limit to one hour/day of high quality programming
- For children 6-12 limit to 90 minutes/day

Supervise and monitor the content children are consuming. Decide which program, games, or sites are healthy as well as those that cannot be viewed or played. Websites such as Common Sense Media <https://www.commonsensemedia.org/> can provide a guidance on media content that is appropriate for children of different ages.

Take an active role in your children's media education by watching TV programs with them and participating in their computer games so you can mitigate their negative effects and enhance their use as a way to promote interaction, connection and creativity. For example you can promote your child's social skills and empathy by talking about movie characters who are sensitive and caring, or in other cases, you can discuss a bad decision or disrespectful behavior of a character. When watching commercials, have discussions about the purpose of commercials and the messages that they send about unhealthy food or consumerism.

Keep all screens in common rooms of your house so that you can monitor or track your child's screen time use. Help your child turn off the screen when he or she has reached the daily limit. Praise and reward your child for healthy viewing habits and following the screen time rules.

Set a bedtime that is not altered by screen time activities and avoid screen time 1 hour prior to bedtime. Don't put computers, smartphones or TVs in your child's bedroom.

Strive for balance between screen time activities and other activities involving social interactions, making friends, physical activity, reading or some other special play time. Have some designated time periods or days that are "screen time-out" times for all family members. Promote a healthy media diet that encourages social, emotional and physical health.

Set a good example by modeling healthy screen time habits.

See <https://www.healthychildren.org/English/media/Pages/default.aspx> for a tool developed by American Academy of Pediatrics to develop your own family media plan.

## ***REFRIGERATOR NOTES***

### ***Promoting Children's Healthy Life Style and Well Being***

- Help your children understand the health benefits of being physically active every day. During child directed play, offer options of playing tag or Frisbee, jumping rope, swimming, dancing, playing soccer or taking a walk to the park with you.
- Avoid making comments about weight (your own or your child's). Instead, use language that focuses on healthy choices and strong bodies that allow you to be active (walk, play, climb, dance, etc.).
- Limit your child's total screen time to no more than 1 hour a day. Avoid screen time for children under 2 years of age.
- Provide healthy snacks: for example fruit or vegetables to dip in yogurt or hummus. Avoid continuous snacking, and instead, offer food at predictable meal and snack times. Limit high-fat, high-sugar, or salty snacks.
- In the context of otherwise healthy eating, offer moderate amounts of "treat" foods to help children learn to regulate their intake of sweets.
- At mealtimes provide a variety of health foods; fruits and vegetables, whole grains, lean meats; avoid foods high in trans fats and/or saturated fats.
- Allow your child to serve him/herself. Do not require children to clean their plates and do allow them to have more of anything healthy that is being served. This will help them learn to pay attention to their own hunger signals.
- Do not put your child on a weight reduction diet unless your physician supervises. For most young children, the focus is maintaining current weight, while growing in height.
- Offer children water or low/non-fat milk. Limit soda and juice intake.
- Have predictable family meals together where you have time to talk and enjoy the meal together. Establish dinner as a "no screen" time.
- Involve children in food planning, shopping, and meals preparation.
- Check that your child care providers are encouraging healthy eating and limiting junk food.
- One of the most powerful ways your children learn to be healthy is by observing you. Therefore, model being physically active, buy and eat healthy foods, express your enjoyment of food and family meals, and model positive talk about your family's healthy bodies.





## *Refrigerator Notes & Handouts*

### *Effective Limit Setting*



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# *Effective Limit Setting*

## *“The Importance of being Clear, Predictable, and Positive”*



### HOME ACTIVITIES FOR THE WEEK



#### *To Do:*

- **DECREASE** the number of commands you give to those that are most important.
- When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS**. Avoid using question commands, “let’s” commands, negative commands, vague commands, and chain commands.
- **MONITOR** and record the frequency and type of commands you give at home for a 30-minute period on the “Record Sheet: Commands” handout, and record your child’s response to these commands.
- **PRAISE** your child every time he or she complies with an instruction.
- **CALL YOUR BUDDY** from the group and talk about how you limit TV watching.



#### *To Read:*

- Handouts and review Chapter 7, *Limit Setting*, & Part 3: *Problem 6 (Resistance to Going to Bed)*, in **The Incredible Years** book.

***Caution: Remember to continue playing!***

# *Effective Limit Setting*

## *“The Importance of being Clear, Predictable, and Positive”*



### HOME ACTIVITIES FOR THE WEEK



#### *To Do:*

- **DECREASE** the number of commands you give to those that are most important.
- When necessary, **GIVE POSITIVE AND SPECIFIC COMMANDS.**
- **PRAISE** your child every time he or she complies with a command.



#### *To Read:*

- Handouts and review Chapter Seven, Limit Setting, in **The Incredible Years** book.

***Caution: Remember to continue playing!***



## Brainstorm/Buzz—Benefits of Setting Limits

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.

# Brainstorm–Rewriting Commands

Rewrite the following ineffective commands into positive, clear, respectful commands.

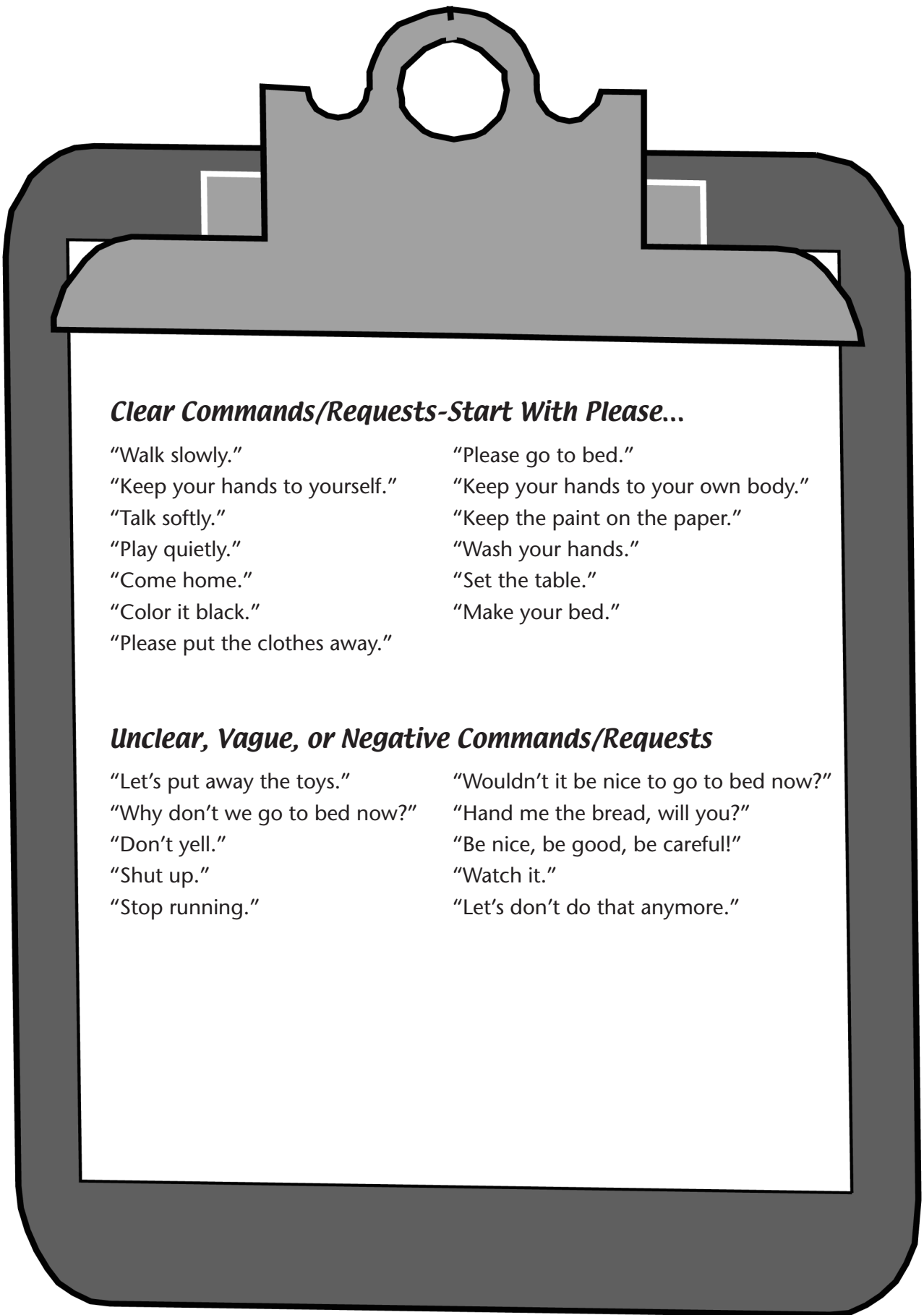


Ineffective Commands	Rewrite
<ul style="list-style-type: none"><li>• Shut up</li><li>• Quit shouting</li><li>• Stop running</li><li>• Watch it</li><li>• Why don't we go to bed?</li><li>• Let's clean up the living room</li><li>• Cut it out</li><li>• What is your coat doing there?</li><li>• Why are your shoes in the living room?</li><li>• Don't shove salad in your mouth like a pig</li><li>• Why is your bike still in the driveway?</li><li>• You look like a mess</li><li>• Stop bugging your sister</li><li>• You are never ready</li><li>• Your clothes are filthy</li><li>• This room is a mess</li><li>• Don't whine</li><li>• You are impossible</li><li>• Stop dawdling</li><li>• Hurry up</li><li>• Be quiet</li><li>• Why are you riding on the road when you've been told not to?</li><li>• I'll hit you if you do that again</li></ul>	

## REFRIGERATOR NOTES EFFECTIVE LIMIT SETTING



- Don't give unnecessary commands.
- Get physically close with eye contact, get your child's attention, and give one command at a time.
- Be realistic in your expectations and use age-appropriate commands.
- Use commands that clearly detail behaviors required.
- Use "do" commands instead of what not to do.
- Use your child's name.
- Make commands positive, polite, and respectful. Use the word "please."
- Don't use "stop" commands.
- Make a statement—don't ask.
- Give children ample opportunity to comply (ten seconds).
- Give warnings and helpful reminders.
- Don't threaten children.
- Use "when-then" commands.
- Give children options whenever possible.
- Make commands short and to the point.
- Support your partner's commands.
- Praise compliance or provide consequences for noncompliance.
- Strike a balance between parent and child control.
- Encourage problem solving with children.
- Make commands positive and respectful or children will learn to ignore you



***Clear Commands/Requests-Start With Please...***

- |                                |                                     |
|--------------------------------|-------------------------------------|
| "Walk slowly."                 | "Please go to bed."                 |
| "Keep your hands to yourself." | "Keep your hands to your own body." |
| "Talk softly."                 | "Keep the paint on the paper."      |
| "Play quietly."                | "Wash your hands."                  |
| "Come home."                   | "Set the table."                    |
| "Color it black."              | "Make your bed."                    |
| "Please put the clothes away." |                                     |

***Unclear, Vague, or Negative Commands/Requests***

- |                               |   |
|-------------------------------|---|
| "Let's put away the toys."    | "Wouldn't it be nice to go to bed now?" |
| "Why don't we go to bed now?" | "Hand me the bread, will you?"          |
| "Don't yell."                 | "Be nice, be good, be careful!"         |
| "Shut up."                    | "Watch it."                             |
| "Stop running."               | "Let's don't do that anymore."          |





Piira oma korralduste arv kõige olulisemateni.

Home Activities

RECORD SHEET: COMMANDS/REQUESTS

Date	Time	Commands Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Put the toys away"	Child puts toys away	"Thank you for putting the toys away"
1st day				
2nd day				
		Example of When/Then Command		

1. How many play sessions did you have this week? \_\_\_\_\_

2. What positive behaviors are you working on praising? \_\_\_\_\_

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## *Refrigerator Notes and Handouts Follow Through With Commands*



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# Follow Through With Limit Setting

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

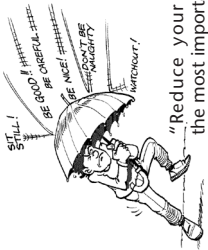
- **GIVE** a command only when you are prepared to follow through with it.
- **IGNORE** inappropriate responses to commands.
- **AVOID ARGUING** with your child about rules and commands.
- **USE A DISTRACTION** or a diversion after you tell your child that he or she cannot do something.
- **PRAISE** your child for complying with commands.
- Make a list of behaviors you would like to see less of on the Behavior Record handout.
- **CALL YOUR BUDDY** from the group and share ideas about Limit Setting.



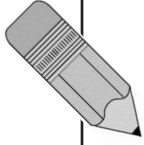
### *To Read:*

- Handouts and Chapter 8, *Ignore* & Chapter 13, *Teaching Friendship Skills*, in **The Incredible Years** book.

***Caution: Remember to continue playing!***



"Reduce your commands to the most important ones."



Home Activities

**RECORD SHEET: COMMANDS**

Date	Time	Commands Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Put the toys away."	Child puts toys away	"Thank you for putting the toys away."
1st Day				
2nd Day				
		Example of When/Then Command		

1. How many play sessions did you have this week? \_\_\_\_\_
2. What positive behaviors are you working on praising? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## **REFRIGERATOR NOTES**

### **WHEN YOU HAVE TO TELL YOUR CHILD “NO”**

- Clearly set the limit calmly and briefly
- Ignore protests or tantrums which result because of the limit set
- When child is calm again, redirect or distract him with something else interesting
- Remove the object (e.g., food item or toy) that is not allowed so it is not tempting (disconnect computer)
- Tell your child yes when you can
- Give a direction that tells your child what he CAN do as an alternative to what he can't do
- Offer limited choices when possible
- Respond with humor or a song
- Turn tasks into games, for example, “fly” to the bathroom, or make a “train” to the bedroom.
- Don't give a lot of attention to your child's protests or “no” –ignore, redirect, or change the subject so it is not reinforced with attention
- Monitor how many “nos” you give and see if they are necessary.





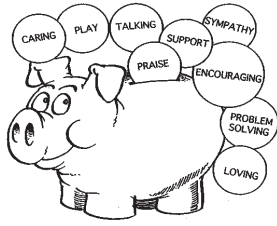
## ***Buzz—Goals for Discipline***

Think about what you want to accomplish with your discipline and what you want to avoid.



<b>What you want to accomplish</b>	<b>What you want to avoid</b>





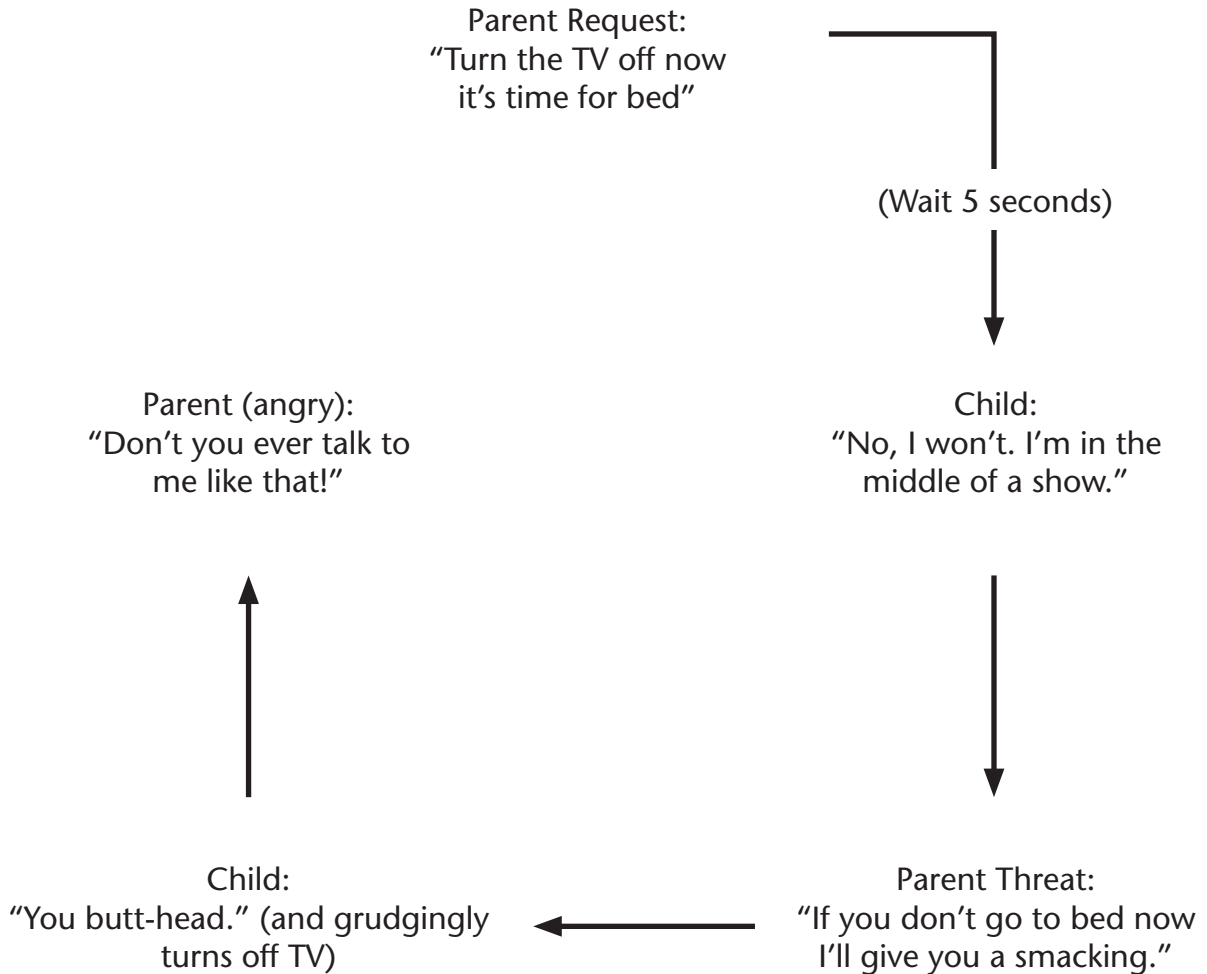
# Handout BEHAVIOR RECORD

*Praise "Positive Opposites"*

<b>Behaviors I want to see less of: (e.g., yelling)</b>	<b>Positive opposite behavior I want to see more of: (e.g., polite voice)</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

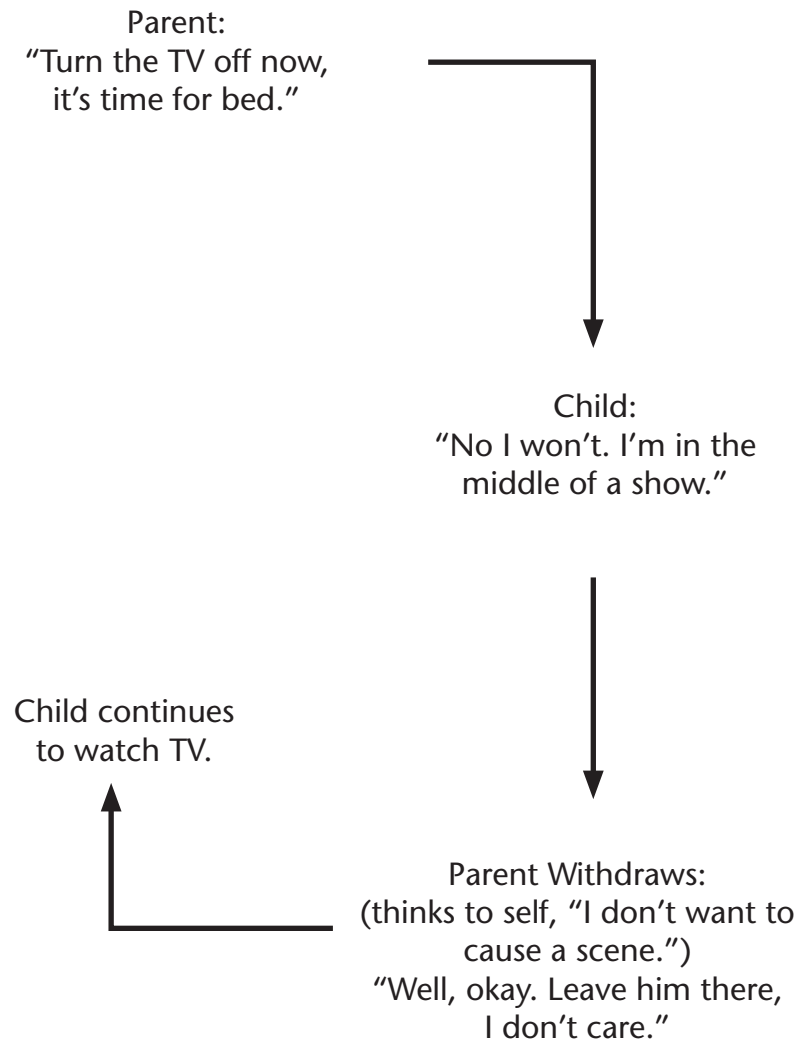
*Scenario # 1*

***Anger Trap:  
Who is Reinforced for What Behavior?***



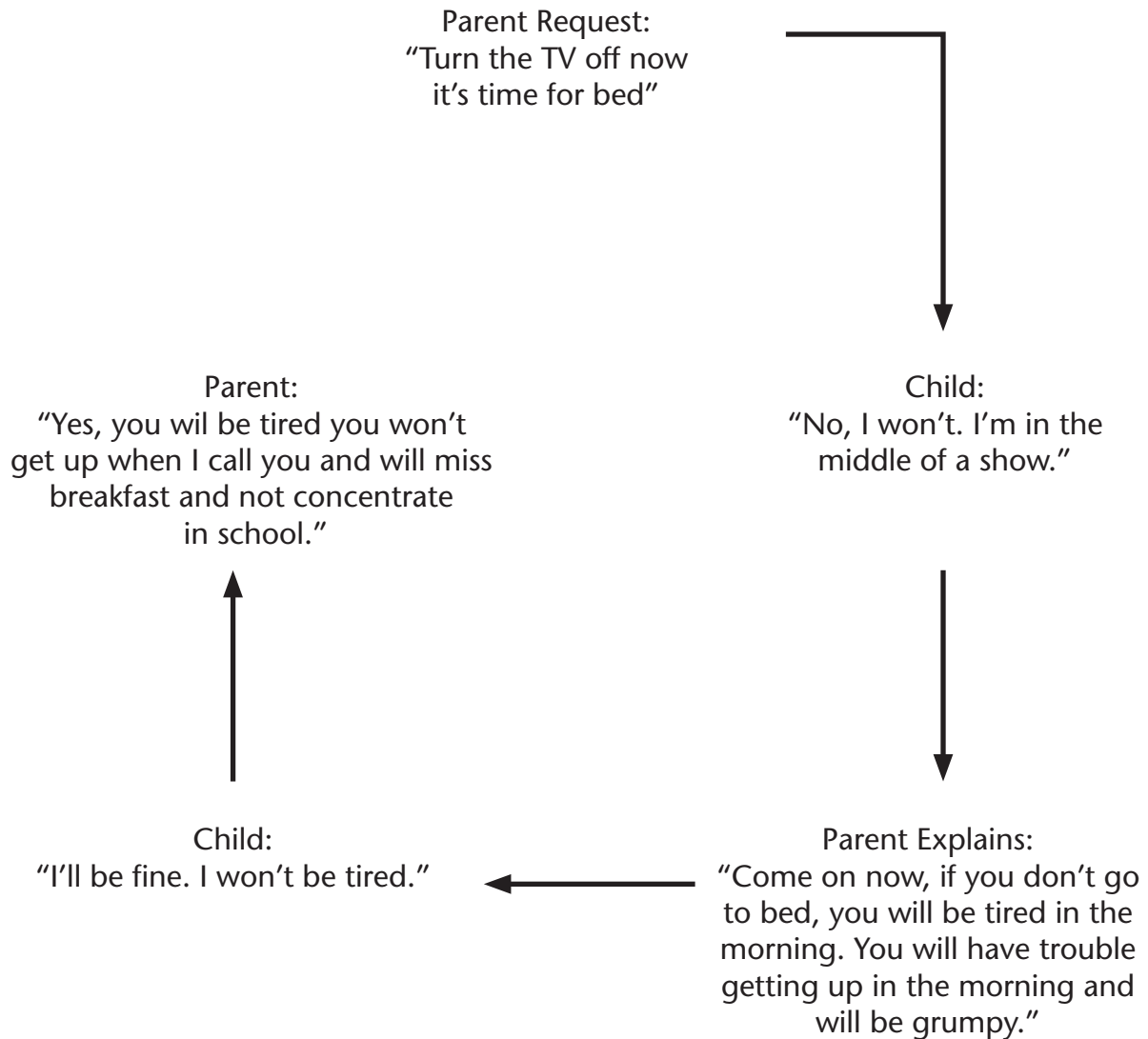
## Scenario #2

### **Avoidance Trap: Who is Reinforced for What Behavior?**



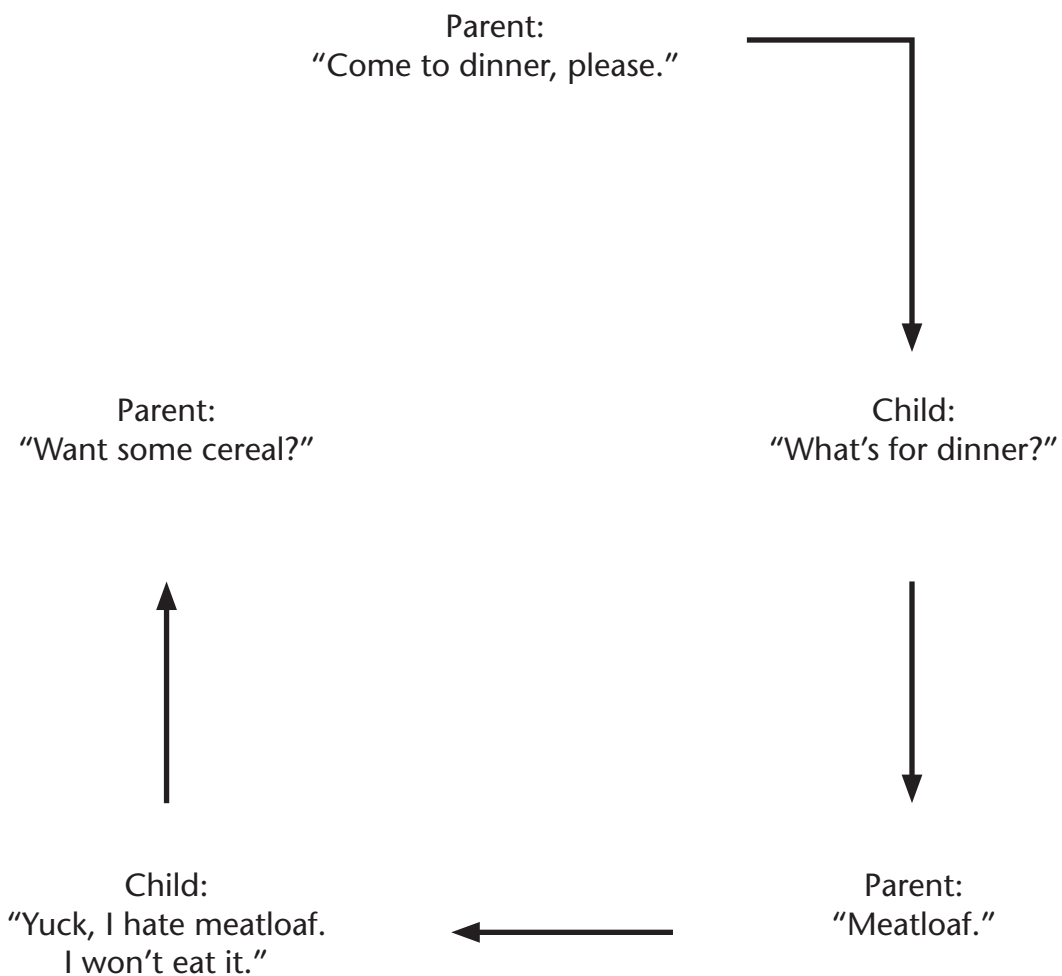
*Scenario #3*

***Justification Trap:  
Who is Reinforced for What Behavior?***



*Scenario #4*

***Giving In Trap:  
Who is Reinforced for What Behavior?***





## *Refrigerator Notes and Handouts Ignoring Misbehavior*



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# Ignoring Misbehavior

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **ON THE BEHAVIOR RECORD HANDOUT**, write a list of the behaviors you want to see more of and less of.
- **SELECT** one negative behavior from the list of behaviors you want to see less of (for example, whining or swearing), and practice ignoring the behavior every time it occurs during the week.
- **FOR THE NEGATIVE BEHAVIOR** you listed in step #2 above, think of its positive opposite. For example, the opposite of yelling is talking politely, and the opposite of grabbing toys from others is sharing. Then systematically praise this positive behavior every time it occurs during the week.
- **ON THE RECORD SHEET:** Praise and Ignore, write down the behavior you ignored, the behavior your praised, and the child's response
- **READ** and complete the handouts on self-control, self-talk and positive coping statements.
- **USE** the Self-Talk in Problem Situations handout to record the upsetting thoughts you have in problem situations, and write down some alternate calming thoughts. Bring this handout to the next meeting.



### *To Read:*

- Read Chapter 14, *Controlling Upsetting Thoughts*, and Chapter 9, *Time Out to Calm Down* in **The Incredible Years** book.

***Caution: Remember to continue playing!***



## ***Brainstorm/Buzz: Ways to Stay Calm***

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 negative period. If you give into the oppositional behavior, this behavior will be reinforced and your child will learn that by protesting 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***

*deep breaths*

*relaxation techniques*

*positive thoughts*

*walk away*

*turn on some music*

*Remember, all young children argue and protest to get what they want. This is not personal but a reflection of their strive to be independent and to test the rules.*

***Goal:*** I will commit to tell myself the following \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

when my child protests.

## ***Brainstorm/Buzz: Behaviors to Ignore***

Behaviors such as pouting, sulking, screaming, swearing, and arguing 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, property damage, or intolerable disruption of an ongoing activity.



Parents often have trouble controlling their anger when dealing with misbehavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use.

### ***Child Behaviors I Will Ignore***

*e.g., whining  
tantrums*

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

## Using Selective Ignoring

Sometimes, children will show positive and negative behaviors during the same activity. For example, a child might follow directions (positive behavior) while whining or rolling their eyes (negative attitude). *Selective ignoring* is the technique where a parent praises or rewards the part of the behavior that is positive while ignoring the negative behavior. For example, a parent might praise the child for following directions, and pay no attention to the whining or negative attitude. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., arguing).



### Brainstorm/Buzz

Think about some situations where this kind of selective ignoring could be effective.



### When Would Selective Ignoring be Effective?

*e.g., when child is following directions but giving me "attitude" at the same time, I will praise his compliance and ignore his attitude.*

**Goal:** I will commit to praising \_\_\_\_\_  
behavior while ignoring \_\_\_\_\_  
behavior.

## Handout

### LEARNING SELF-CONTROL

Many family members find that in stressful situations they cannot maintain their self-control. Others report they suffer from chronic anger, anxiety or depression, and they are easily set off by the slightest event. However, when parents allow themselves to become so overwhelmed that they overreact, the consequences can be unfortunate. Parents may say or do something they will regret. After they calm down, they may feel guilty and avoid dealing with the child for fear of repeating the episode. It is frightening and anxiety-provoking for a child to see a parent lose control. Also, the child learns to imitate these aggressive behaviors in other situations. These cycles of parental overreaction and avoidance make it difficult to deal with the child in a consistent manner. The best approach is to achieve a middle ground—not be so overwhelmed that you can't respond or so upset that you overreact.

#### Upsetting Thoughts

"That child is a monster. This is getting ridiculous. He'll never change."

"I'm sick of being his maid. Things are going to change or else!"

"He's just like his father."

I can't handle it when he's angry."

#### Calming Thoughts

"This child is testing to see if he can have his own way. My job is to stay calm and help him learn better ways to behave."

"I need to talk to Michael about his clothes lying around. If we discuss this calmly, we should reach a good solution."

"I can handle this. I am in control. He has just learned some powerful ways to get control. I will teach him more appropriate ways to behave."

### THOUGHT CONTROL

Researchers have demonstrated that there is a relationship between how we think and how we behave. For example, if you view the child in hostile terms ("He is misbehaving because he hates me—he likes to get me upset"), you are likely to become very angry. On the other hand, if your thoughts emphasize your ability to cope ("I'm going to have to help him learn to control himself"), this will help to bring about rational and effective responses. One of the first steps for improving the way you think about your child is to replace upsetting thoughts and negative self-statements with calming thoughts.

# Handout

## Putting It All Together

1. Identify and label your emotions when they first occur. Pay attention to how your body feels (for example, tenseness, fidgeting, anger, headaches).
2. Decide what events make you feel frustrated.
3. Choose the most effective way to control yourself, and do it.

### ***Non-Constructive Thoughts***

"John never helps. All I get is work, work, work. I fix the food, take care of the house, the kids, everything. Boy, would I like to throw this at him!"

"After working 10 hours, I'm tired and frustrated. When I get home, all I get are hassles. The kids interrupt and yell, and Joan criticizes me. This place is a mess. What does she do all day? I feel like screaming or walking out of here."

### ***Constructive Thoughts***

"I'd better watch it and calm down before I do something I'll regret. What I need is help. Maybe if I ask John in a nice way, he'll give me some help. That's the best way. Then maybe I can have a relaxing bath."

"Take it easy now. Take a few breaths. What I really need is a few minutes of peace to relax and read the paper. Maybe if I ask Joan nicely to play with the kids while I read, then I could give her a break and play with the kids later. She needs a rest too. That's the most helpful way. I can already feel myself relaxing."

"I can handle this. I can stay in control. She's just testing the limits. My job is to stay calm and help her learn better ways."

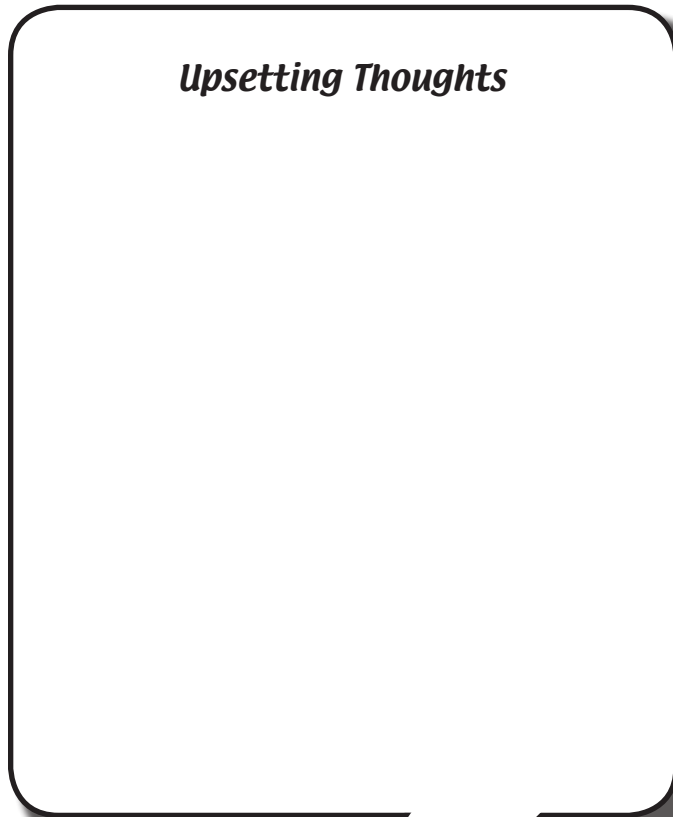
# ***Handout***

## ***Self-Talk in Problem Situations***

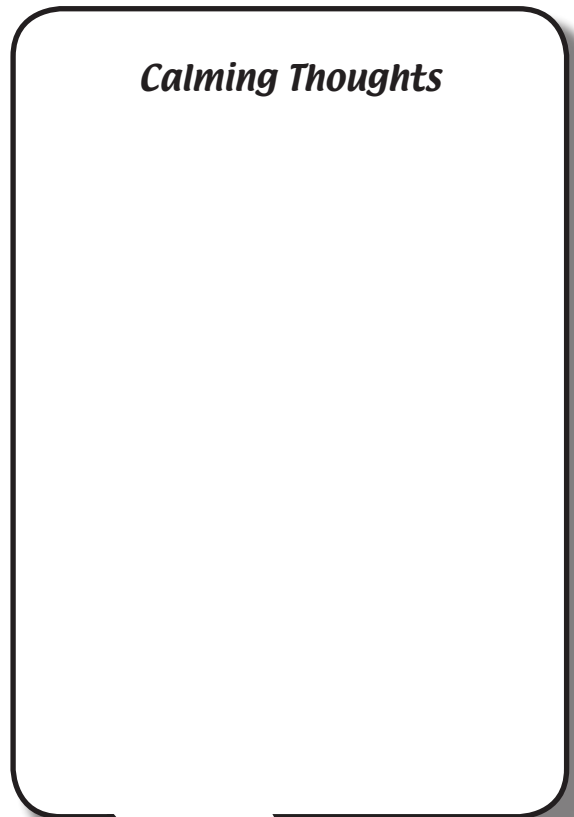
Identify a problem situation and the upsetting thoughts you have at the time. Write down some alternative calming thoughts that you might use to redefine the situation. Next time you find yourself using negative self-talk, give yourself some time to think positively and consider the alternatives available to you for dealing with the situation.

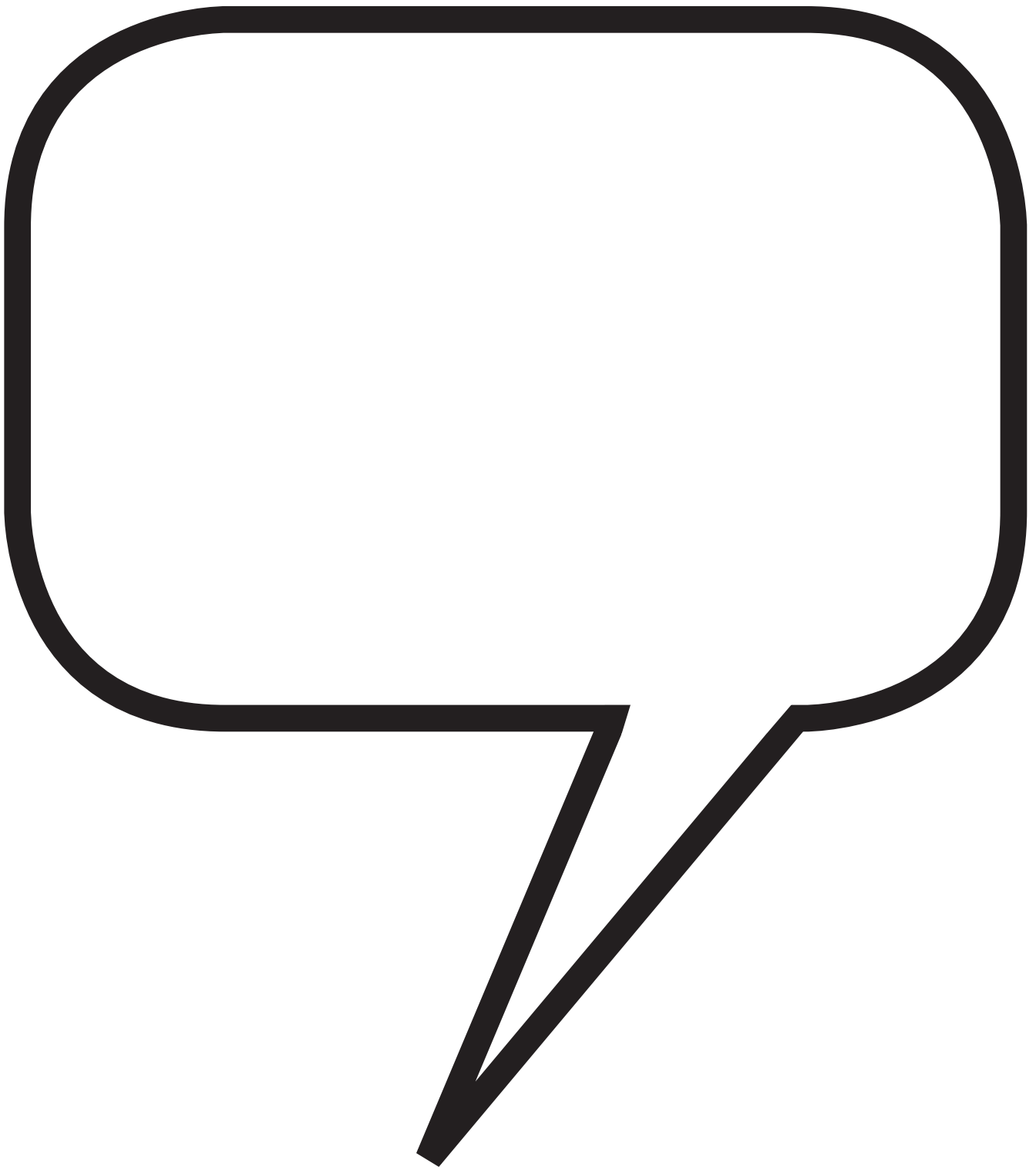
Problem Situation: \_\_\_\_\_

***Upsetting Thoughts***



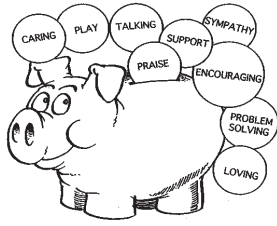
***Calming Thoughts***





***Write your own positive coping statements and practice them during the week.***





# Handout BEHAVIOR RECORD

*Praise "Positive Opposites"*

**Behaviors I want to see less of:  
(e.g., yelling)**

**Positive opposite behavior I want to see more of:  
(e.g., polite voice)**

1.

1.

2.

2.

3.

3.

4.

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7.

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8.

8.

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9.

10.

10.

# Handout

## Record Sheet: Ignore and Praise



---

### **Behavior Ignored**

### **Child's Response**

---

*e.g.* Yelling

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_

---

### **Behavior Praised**

### **Child's Response**

---

*e.g.* Talking Nicely

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

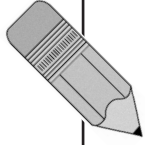
Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_



Home Activities

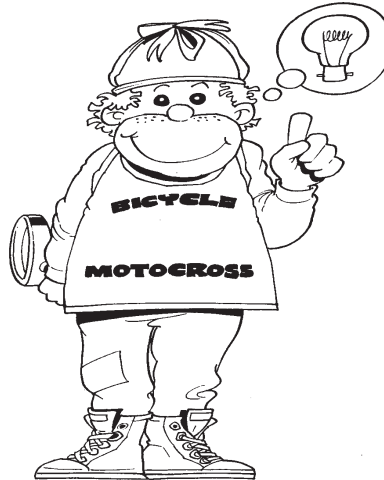
"Reduce your commands to the most important ones."

### RECORD SHEET: COMMANDS

Date	Time	Commands Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Put the toys away."	Child puts toys away	"Thank you for putting the toys away."
1st Day				
2nd Day				
		Example of When/Then Command		

1. How many play sessions did you have this week? \_\_\_\_\_
2. What positive behaviors are you working on praising? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## REFRIGERATOR NOTES ABOUT IGNORING



- Avoid eye contact and discussion while ignoring.
- Physically move away from your child but stay in the room if possible.
- Be subtle in the way you ignore.
- Be prepared for testing.
- Be consistent and patient.
- Return your attention as soon as misbehavior stops.
- Combine distractions and redirections with ignoring.
- Choose specific child behaviors to ignore and make sure they are ones you can ignore.
- Limit the number of behaviors to systematically ignore.
- Give attention to your child's positive behaviors.
- Try to regulate your own mood and stay calm when ignoring.

## *Handouts & Refrigerator Notes*

### *Time Out to Calm Down*



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# Time Out To Calm Down

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **CHOOSE A SPECIFIC MISBEHAVIOR** to work on by USING Time Out; for example, fighting or hitting. Write the results on the “Record Sheet: Commands and Time Out” handout.
- **CHOOSE** a positive behavior (the opposite of the behavior which will be timed-out) to systematically give attention to through the use of praise, reinforcement and comments.
- **DESCRIBE** a situation in which the child continues to misbehave, and try to analyze why this is happening. Bring this to the next session.
- **READ** the handouts on caring days, losing control, and new problems.
- **PRACTICE** using positive self-talk and coping thoughts.



### *To Read:*

- Review Chapter 15 *Time Out from Stress and Anger* and Complete Chapter 9 *Time Out to Calm Down* in **The Incredible Years** book.

***Caution: Remember to continue playing!***

# Time Out

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **PRAISE** your child for complying with commands (or set up a reinforcement program for compliance).
- **PRACTICE** using coping and positive self-talk.
- On the “Record Sheet: Commands and Time Out” handout, write down an example of a situation when you used Time Out.
- **REVIEW** list of behaviors you would like to see less of (e.g., whining) and **PRACTICE IGNORING** every time it occurs during the week. Instead, **PRACTICE PRAISING** the “positive opposite” behaviors.
- **CALL YOUR BUDDY** from the group and share your calm down strategies.



### *To Read:*

- Handouts and Chapter 10 *Natural and Logical Consequences* in **The Incredible Years** book.

***Caution: Remember to continue playing!***

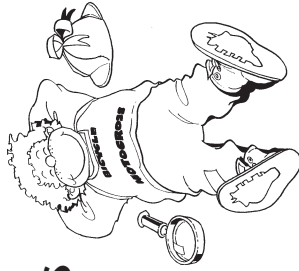


## **REFRIGERATOR NOTES EVIDENCE-BASED TIME OUT FOR AGGRESSIVE AND HIGHLY OPPOSITIONAL BEHAVIOR**

- Teach children how to go to Time Out to calm down and practice this when children are not misbehaving.
- Be prepared for testing.
- Monitor and control personal anger and stay respectful.
- Give 3-5-minute Time Outs with 2-minute calm at the end.
- Carefully select the type of behaviors for which Time Out will be used consistently and sparingly.
- Don't threaten Time Outs unless you're prepared to follow through.
- Ignore child's protests but monitor their safety while in Time Out.
- Use Time Out for aggressive behavior regardless of setting.
- Support a partner's use of Time Out.
- Don't rely exclusively on Time Out—combine with other discipline techniques, such as ignoring, distract and redirection, logical consequences and problem solving.
- Expect repeated learning trials.
- Plan backup loss of privileges for older children who refuse to go to Time Out.
- Build up your child's bank account with child-directed play, coaching, praise, love and support.
- Model using personal Time Out to relax, calm down and refuel energy.



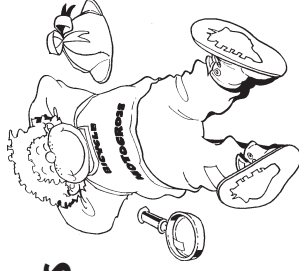
## REFRIGERATOR NOTES ABOUT STRESS AND ANGER



Relax

- Scan your body for tension, and breathe and relax or do the exercises.
- Notice any negative self-statements and replace them with soothing self-encouragement.
- Ask yourself if what is making you feel tense is really that important? Will it make a difference a week from now? A year? When you are 70?
- Visualize some marvelous past event or dream of the future.
- In the middle of conflict, breathe, cool off, get playful, or get away for a few minutes.
- Take a break (go for a walk, take a bath, read a magazine).

## REFRIGERATOR NOTES ABOUT STRESS AND ANGER



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# ***Responding to Child Dysregulation and Teaching Self-Regulation***

*Carolyn Webster-Stratton, Ph.D.*

***My child is upset, angry, defiant & beginning to dysregulate***

## **Parent Self-Talk**

“My child is upset because... and needs help to self-regulate and problem solve.”

“I can stay calm. This will help my child to stay calm.”

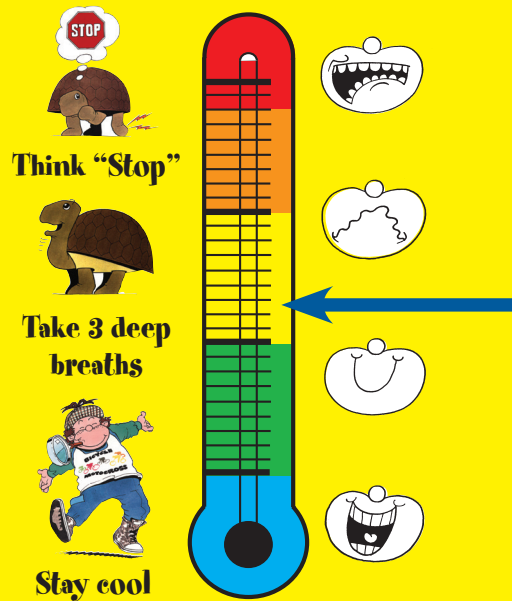
“I can ignore this behavior as long as he is not hurting someone or breaking something.”

“I can be supportive without giving too much attention to disruptive behavior.”

“If my child is responsive and cooperative to my coaching, then it’s a good time to coach.  
If my coaching makes her angrier, then she needs space and privacy to calm down.”

## **Parent Response**

- Model deep breathing, patience and being sympathetic to child
- Help child use calm down thermometer and take deep breaths
- Redirect child to another activity
- Ignore child’s dysregulated behavior as long as behavior is not unsafe
- Label child’s emotion and coping strategy: “You look angry, but you are trying hard to stay calm with breathing and remembering your happy place.”
- Stay nearby and be supportive.
- Give attention and coaching to behaviors that encourage your child’s coping and emotion regulation.



## Slow Down

When children are angry and dysregulated, parents may also feel angry and out-of-control and may respond by yelling, criticizing, or spanking. At these times, Time Out can provide time and space for the parent, as well as the child, to self-regulate. Here are some tips for parent self-regulation:

- STOP and challenge negative thoughts and use positive self-talk such as: *"All children misbehave at times. My child is testing the limits of his independence to learn that our household rules are predictable and safe. This is normal for children this age and not the end of the world."*
- Do some deep breathing and repeat a calming word: "relax," "be patient," "take it easy."
- Think of relaxing imagery or of fun times you have had with your child.
- Take a brief break by washing your face, having a cup of tea, putting on some music, or patting the dog. Make sure your child is safe and monitored.
- Focus on coping thoughts such as: *"I can help my child best by staying in control."*
- Forgive yourself and be sure you are building in some "personal time" for relaxation.
- Ask for support from someone else.
- Reconnect with your child as soon as you are both calm.

**Like your child you can get yourself into a "green" calm state and try again.**



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## *My child continues to dysregulate and becomes aggressive*

### **Parent Self-Talk**

"My child is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."

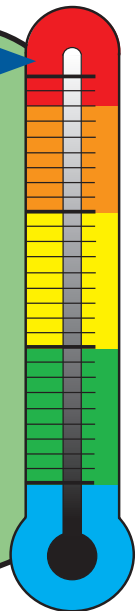
"I need to give my child time away from attention to calm down so he doesn't hurt someone."

"I have taught my child how to use the Time Out or Tiny Turtle chair to calm down so I can do that now. "

"Time Out is a safe and respectful way for my child to learn to reflect and self-regulate."

### **Parent Response**

- I say, "Hitting is not allowed, you need to go to Time Out to calm down. " (This place has a calm down thermometer to remind my child of what to do in Time Out to calm down.)
- I wait patiently nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during this calm down time.
- When he is calm (3-5 minutes), I praise him for calming down.
- I support my child to re-enter an activity or routine.



## *My Child Is Calm Now*

### **Parent Self-Talk**

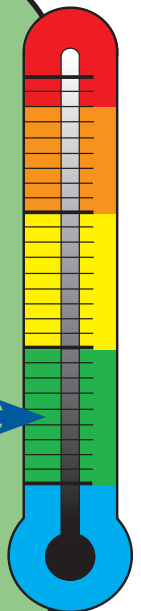
"Now I can reconnect with my child and help her learn an alternative way to solve her problem."

"She is learning she gets more attention for positive behavior than inappropriate behavior."

"I can help her learn to express her frustration and anger in more appropriate ways."

### **Parent Response**

- I praise my child for calming down
- I distract my child to a new learning opportunity.
- I do not force my child to apologize because insincere apologies do not teach empathy
- I engage her in something else so that we have positive Time In together and she feels loved.
- I start using social coaching as my child plays
- I also look for times when she is calm, patient, happy, or friendly.
- I use emotion coaching to help her understand these self-regulated feelings get my attention.
- If she starts to dysregulate again, I name her uncomfortable feelings, help her express these verbally, and prompt her to remember her coping strategies.
- During times when my child is calm, I use puppets, games, and stories to help her learn alternative solutions to common childhood problem situations.

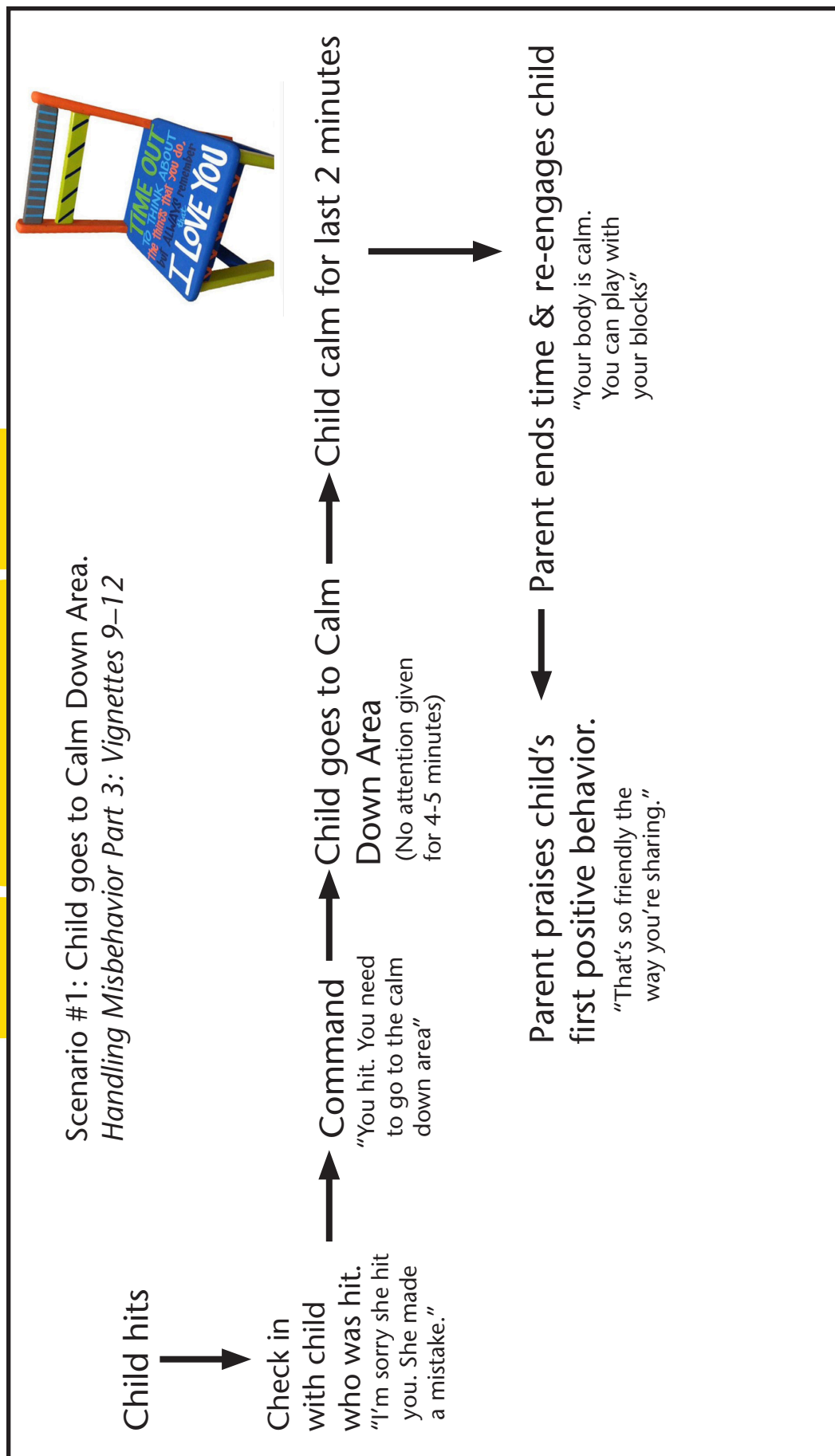


### **Bottom Line**

My child learns that taking a Time Out feels like a safe and secure place to calm down; it is not punitive or harsh and isolating; my child understands that when he has calmed down, he can join in family or peer activities without blame and has a new opportunity to try again with another solution to his problem. He feels loved when this strategy has been used and has sometimes seen his parents or teachers use this same strategy when they are angry. My child gets far more Time In attention from me for positive behaviors than negative behaviors. He feels loved and secure when using Time Out because it gives him time to re-regulate and try again in a loving environment. Time Out provides me with a chance to take a deep breath and calm down so I can respond to my child in a calm, firm, consistent, nurturing or caring manner.

# Calm Down Procedure for Aggression

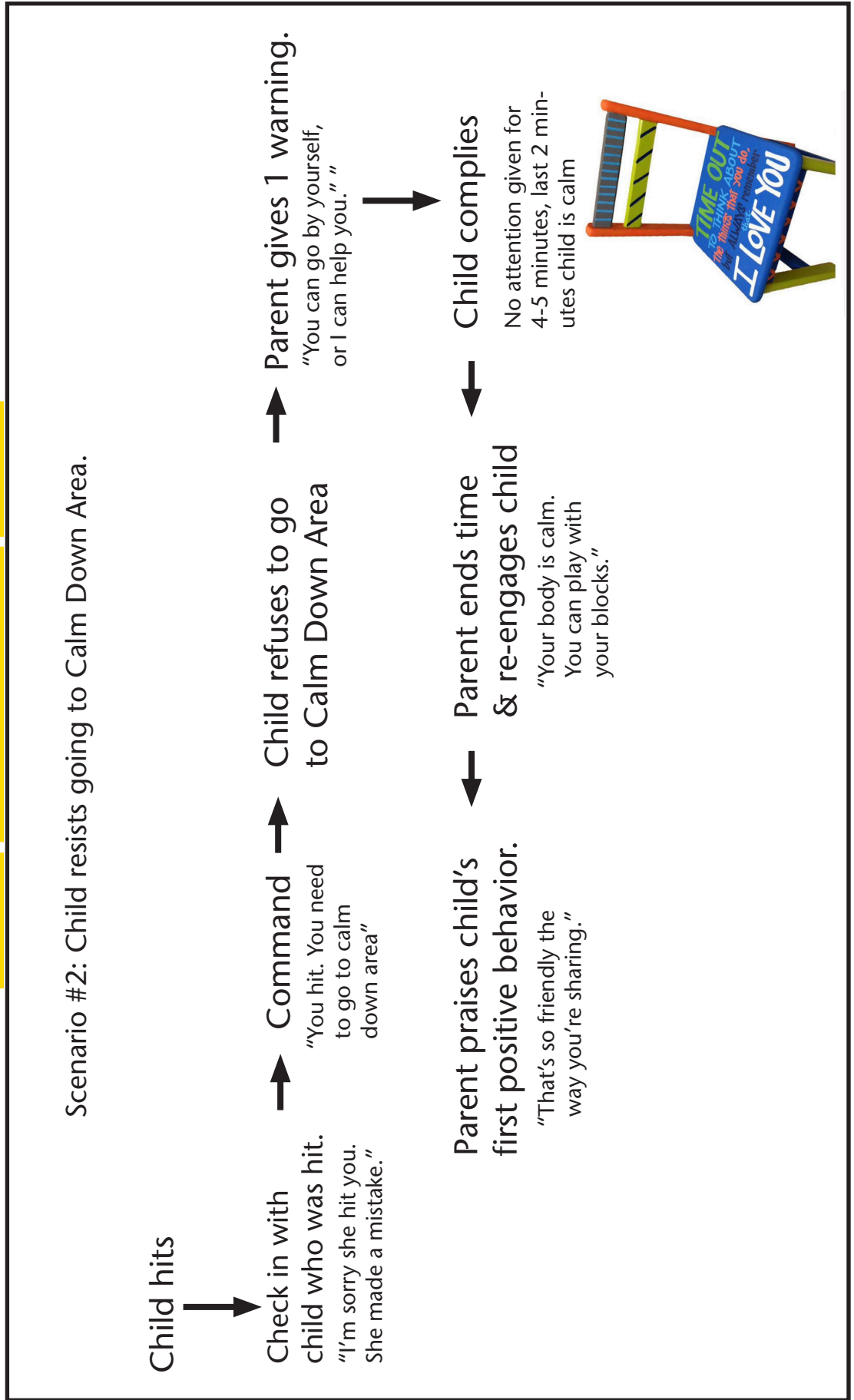
Children Ages 3–6 Years



Scenario #1: Child goes to Calm Down Area.  
Handling Misbehavior Part 3: Vignettes 9–12

# Young Child Resists Going to Calm Down Area

Children Ages 3-6 Years





# Child Refuses to Stay in Calm Down Area

Scenario #3  
Handling Misbehavior Part 3: Vignettes 17-18

“Go to Calm Down Area”

*Safe, no attention from anyone 1 minute per year of age up to 5 minutes*

Child leaves Calm Down Area before time is over

Parent gives 1 warning.

“If you can’t stay in the calm down area, you’ll go to the calm down room.”

Child stays in Calm Down Area 4-5 minutes, last 2 minutes child is calm

Parent ends time & Re-engages child  
“you are calm and can come play now”

Parent praises child’s first positive behavior.  
“That’s so friendly the way you’re sharing.”

Child leaves Calm Down Area

Parent takes child to backup room.  
“You need to go the room to calm down.”

Child stays in Calm Down room.

No attention given for 4-5 minutes, last 2 minutes child is calm

Parent ends time & Re-engages child  
“you are calm and can come play now”

Parent praises child’s first positive behavior.  
“That’s so friendly the way you’re sharing.”

# School Age Child Resists Going to Calm Down Area

Children Ages 6-10



Scenario #2B: Child initially resists going to Calm Down Area.  
Handling Misbehavior Part 3: Vignette 20

Child hits



Check in with child who was hit.  
"I'm sorry she hit you. She made a mistake."



Command  
"You hit. You need to go to calm down area"



Child refuses to go to Calm Down Area



Parent gives warning.  
"That is one extra minute now. That's 6 minutes." (Add time up to 9 min. if child continues to refuse)



Parent praises child's first positive behavior.

"That's so friendly the way you're sharing."

Parent ends time & re-engages child

"Your body is calm. Would you like to make cookies?"

Child complies

No attention given for 4-5 minutes, + extra time earned for delaying, last 2 minutes child is calm

# School Age Child Continues to Resist Going to Calm Down Area

Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Calm Down Area.  
Handling Misbehavior Part 3: Vignette 21

Child hits



Check in with child who was hit.  
"I'm sorry he hit you. She made a mistake."



Command  
"You hit. You need to go to calm down area."



Child refuses to go to Calm Down Area



Parent gives warning.  
"That is one extra minute now." (Add time up to 9 min. if child continues to refuse and give warning)



Parent explains consequence.

Note: if child does not go when consequence is explained, parent follows through with consequence, Calm Down time is dropped.

"That 's 10 minutes now, if you don't go now you will lose screen time tonight."



Parent praises child's first positive behavior.

"That's so friendly the way you're sharing."



Parent ends time & re-engages child

"Your body is calm. Come see what I've made for dessert."



Child goes to Calm Down Area

No attention given for 4-5 minutes, + extra time up to 10 min., last 2 minutes child is calm

# School Age Child Continues to Resist Going to Calm Down Area

Children Ages 6-10

Scenario #2D: Child continues to refuse to go to calm down area.

Child hits

→ Check in with child who was hit.  
"I'm sorry he hit you. She made a mistake."

→ Command  
"You hit. You need to go to calm down area."

→ Child refuses to go to Calm Down Area.

→ Parent gives warning.  
"That is one extra minute now."  
(Add time up to 9 min. if child continues to refuse and give warning)

↓ Parent explains consequence.

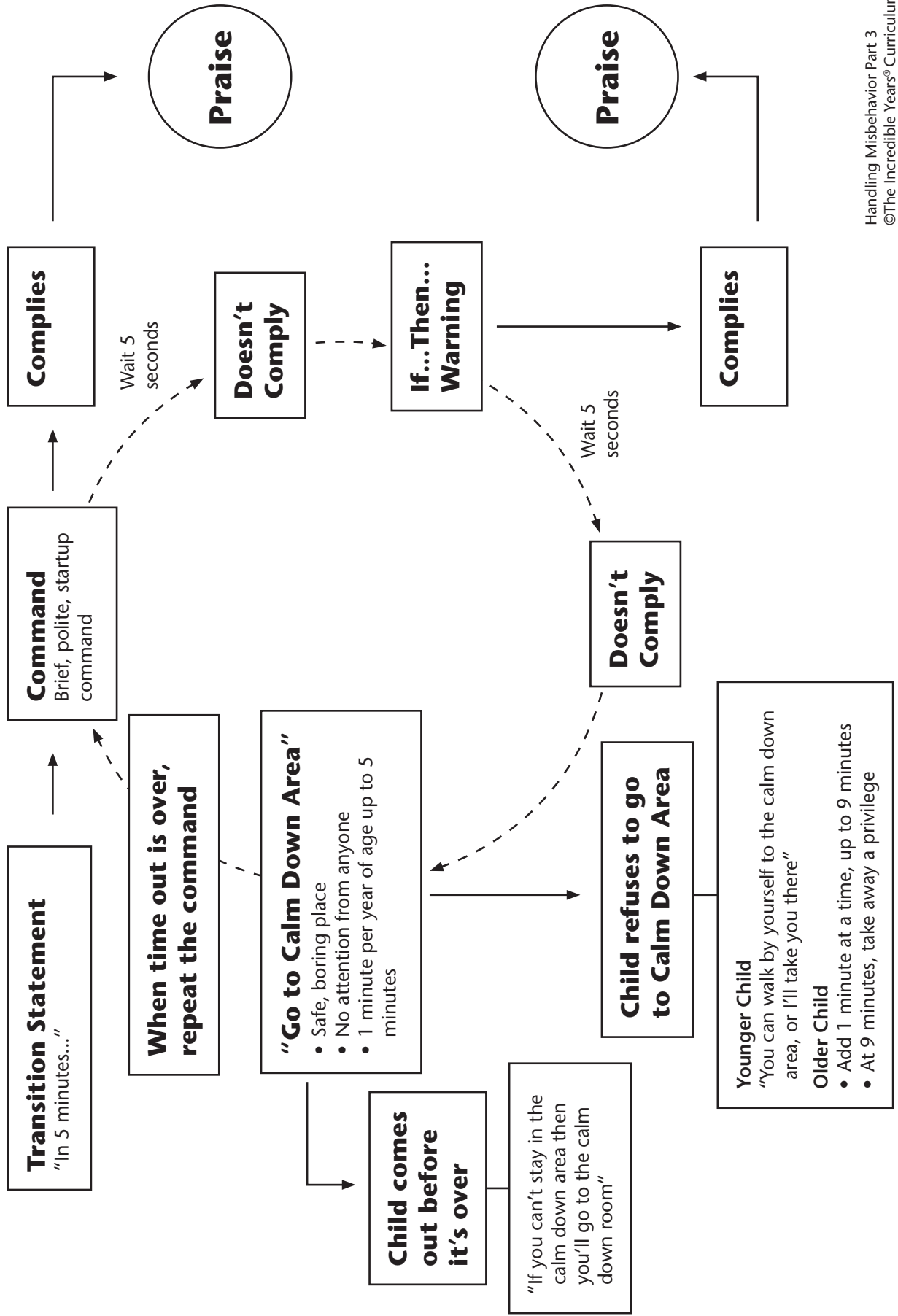
"That's 10 minutes now, if you don't go to the calm down area now you will lose screen time tonight."

→ Parent follows through with consequence & ignores protests.  
Note: consequence should be carried out same day.

← Parent ends power struggle  
"You've lost your screen time."  
(Going to Calm Down Area is dropped)

← Child refuses to go to Calm Down Area.

# Calm Down Procedure for Compliance Training



## Handout

# WHAT TO DO WHEN YOU FEEL LIKE YOU ARE LOSING CONTROL

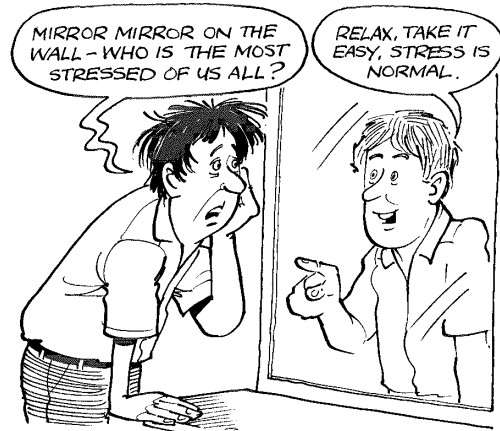
1. Step back from the situation for a moment and ask yourself:

- What is my goal?
- What am I doing now?
- Is what I am doing helping me to reach my goal?
- What do I need to do differently?

2. Practice the relaxation technique:

- Slow down your breathing.
- Count from one to ten as far as you are able to in a single breath.
- Repeat deep, slow inhaling and exhaling while counting until you feel relaxed.

3. Recognize your upsetting thoughts. Rephrase these thoughts into alternative, calming thoughts. For example:



### Upsetting Thoughts

"That child is a monster. That is ridiculous. He'll never change."

"I'm sick of being this mad. Things are going to change around here, or else."

### Calming Thoughts

"This is a child who is testing to see if he can get his own way. My job is to stay calm and help him learn better ways to behave."

"I need to talk to Michael about leaving his clothes lying around. If we discuss this constructively and calmly we should be able to reach a good solution."

## Handout

### WHAT TO DO WHEN NEW PROBLEMS ARISE

“Relapses” of misbehaviors are *normal*, so be prepared for them! Often a relapse is triggered by some type of crisis or change in family life (illness, death, vacation, new job, financial stress). This generally results in an increase in children’s inappropriate behaviors. The following are some ways to reinstate the program and get yourself on track again.

1. Set up a time when you are not upset to talk about the problem with your partner, a friend, or to think quietly on your own.
2. Clarify what child behaviors you want and don’t want.
3. List the problems from most to least important. Concentrate on dealing with only the most pressing problem.
4. Brainstorm as many solutions as possible (review handouts):

Reinforcements

(praise, tangible rewards, play sessions)

Discipline

(ignore, Time Out, loss of privileges, work chores, logical consequences, problem solving)

Techniques that help parents maintain self-control

(self-talk, relaxation)

5. Monitor weekly progress, and revise the program when necessary.
6. Reinforce your efforts.

*Remember:* There is a tendency for parents to use strategies with short-term benefits (for example, obtaining immediate compliance by yelling, hitting or criticizing the child) that have long-term negative consequences (the child learns to yell and hit instead of using nonviolent approaches to solving problems). Parents need to use skills such as praising and ignoring literally hundreds of times in order to change children’s behavior, and this takes a lot of work. Over the long run, however, this approach teaches children how to behave appropriately, builds essential skills for getting along with others, and fosters children’s positive self-image. This is a little like flossing your teeth—you need to keep doing it to realize the long-term benefits!

## Handout

### MAINTAINING OBJECTIVITY

Another approach to maintaining self-control is to ask yourself during moments of conflict whether what you are doing is helping you reach your goal.

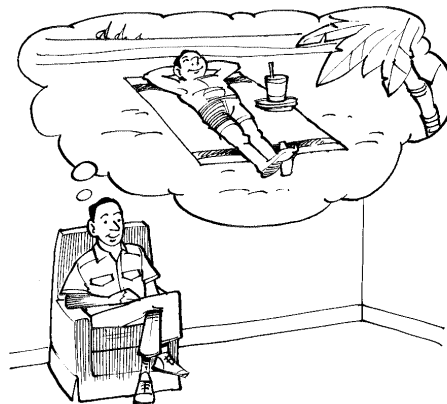
- What is my goal? (for my child to improve his behavior)
- What am I doing now? (getting angry)
- Is what I'm doing helping me reach my goal? (no, we're arguing)
- If it isn't, what do I need to do differently? (relax, take some time to think about what is going on, and clearly state what I want)

### RELAXATION PROCEDURES

Many people must learn to relax before they can control their self-statements. The following is a relaxation procedure that can be learned without extensive training.

1. Get comfortable in your chair. Close your eyes.
2. Become aware of your breathing.
3. As you breathe in and out, slow your breathing down.
4. As you slow down your breathing, with your next deep breath slowly count from 1 to 10 as far as you are able to in that single breath.
5. Now exhale slowly, and count from 1 to 10 again until you are out of breath.
6. Visualize yourself calm and in control.
7. Tell yourself that you are doing a good job and making progress.
8. Repeat this deep, slow inhaling and exhaling while counting, until you feel relaxed.

Remember, there will be times when it is difficult to use these self-control techniques. Relapses are to be expected. With practice, however, you will find it much easier to relax.







## Home Activities

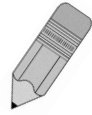
### RECORD SHEET: CALM DOWN AREA FOR AGGRESSION

Date	Time	Command	Child's Response	Calm Down Area (Duration)	Warning Given if Child Does Not Go/Stay in Calm Down Area	Use of Backup Room (Duration)



## ***Brainstorm/Buzz***

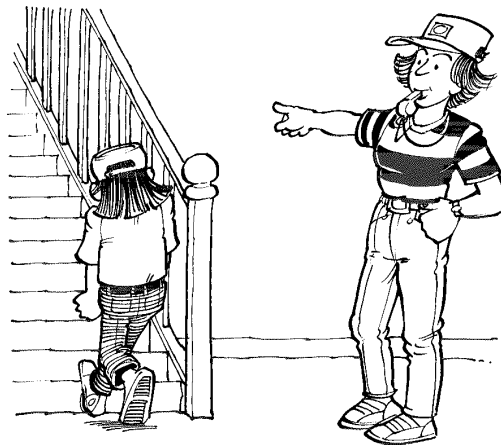
It is important to think about what behaviors will result in Time Out ahead of time. That way, when the behavior occurs, you are prepared to follow through with the Time Out. It is also important for children to know which behaviors will result in Time Out. Try brainstorming some of these:



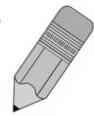
### ***Behaviors Appropriate for Time Out to Calm Down***

*e.g., hitting others*

Be sure to define what you mean by hitting. Redirection and distractions usually work to separate children and get them focused on something else. However, violent and hurtful hitting should have immediate removal of child to a Time Out spot where s/he cannot hurt another child. Remember to practice in advance how to calm down in Time Out by taking deep breaths and telling yourself, "I can do it, I can calm down."



# Brainstorm/Buzz Staying Calm & Managing Anger



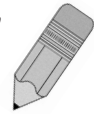
Rewrite the following negative self-talk with positive coping thoughts.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none"><li>• I can't stand this—it's too hard!</li><li>• I don't know what to do.</li><li>• Ignoring will never work.</li><li>• I am losing control and will explode soon.</li><li>• I am going to hit her just like my mom did to me.</li><li>• It's awful to let him disrespect me. It's not good to look weak in front of my child.</li><li>• I hate being disrespected.</li><li>• She will never change.</li><li>• I can't let him challenge my authority.</li><li>• He hurt me so I should hurt him.</li><li>• I don't like him when he's like this.</li></ul>	



# Brainstorm/Buzz Staying Calm & Managing Anger



Continued, from previous page.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none"> <li>• The neighbors will complain if I don't get this stopped.</li> <li>• She will never stop whining.</li> <li>• A little more force on my part will stop her.</li> <li>• That brat knows how much this bugs me—he's doing it on purpose.</li> <li>• I'm an inept parent—should never have had children.</li> <li>• I can't let her get away with that.</li> <li>• It's all his dad's (or mom's) fault.</li> </ul>	

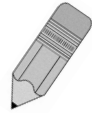
**Goal:** I will commit to stopping and challenging my negative self-talk and working on practicing using coping and positive self-talk as well as giving myself time to calm down.





## **Brainstorm/Buzz Coping and Calming Self-Talk**

Think about ways to stay calm, assertive and patient when using Time Out.



Practice challenging negative self-talk and substituting positive self-talk and coping statements. On your notepad, write down some self-talk that you can use when you feel anger mounting.

### **Positive Self-Talk**

*I can handle this...*

*I can control my anger...*

*I will take a brief Time Out myself...*



Challenge irrational thoughts

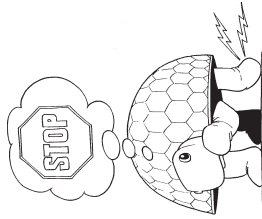
## Brainstorm/Buzz Staying Calm

What emotional responses do you experience when using Time Out? Parents often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. What strategies could you use to stay calm? Write them on your notepad.



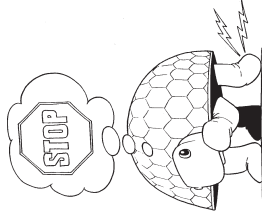
<b>My emotional responses when giving Time Out</b>	<b>Strategies to stay calm</b>





### REFRIGERATOR NOTES FOR TEACHING CHILDREN TO MANAGE THEIR ANGER

- Notice when your child is starting to get frustrated and angry.
- Encourage your child to talk about his or her feelings.
- Cue your child by saying, "Tell yourself to STOP, calm down, and take three big breaths."
- Encourage your child to use positive self-talk by saying, "**Tell yourself, 'I can calm down; I can handle this,'**" or "**'Everyone makes mistakes; with practice I can do it.'**"
- Praise your child's self-control and appropriate expression of feelings whenever you notice it.
- Model self-control and appropriate feeling talk.



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## Feelings

Furious  
Contemptuous  
Angry

Defensive  
Guilt  
Withdrawn  
Frustrated  
Depression

Irritated  
Anxious  
Worried

Alert/Interested  
Receptive/Open to  
Influence/Flexible  
Calm  
Happy  
Confident  
Content  
Loving/Affectionate

## Physiological Signs

Heart racing  
Neck muscles tight  
Chest Tight  
Clenched fists  
Teeth clenched  
Headache

Shallow rapid breathing  
Increased perspiration  
Muscles tense

Pacing  
Headache developing

## Behaviors

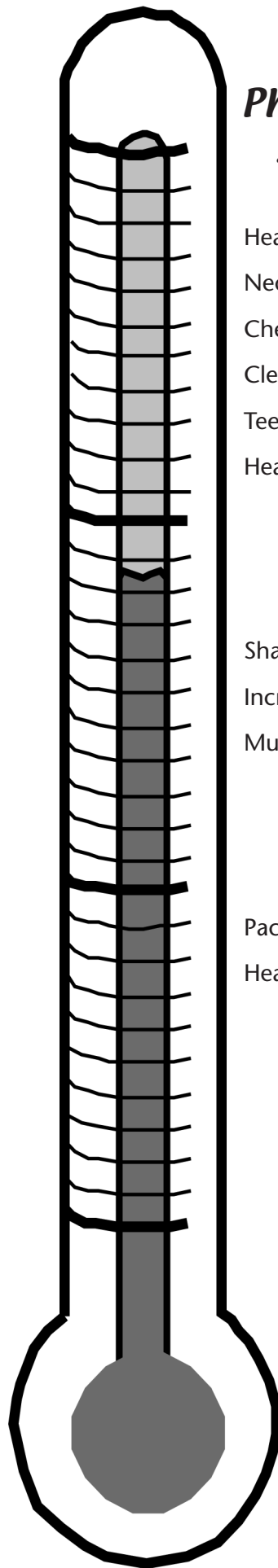
Yelling  
Hitting

Threatening  
Withdrawing  
Stonewalling

Criticizing

Difficulty listening  
Thinking narrow  
Less open to new ideas

Calm  
Pleasant  
Able to problem-solve  
Able to listen



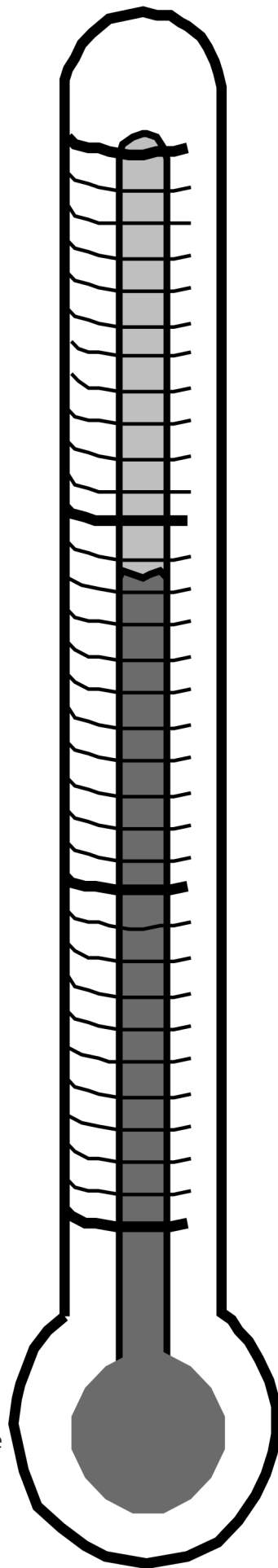
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Receptive/Open to  
Influence/Flexible  
Calm  
Happy  
Confident  
Content  
Loving/Affectionate



## Self-Talk

I'm so mad I could hurt...  
S/he deserves to be...  
S/he is no good/rotten.  
What did I do to deserve...  
It's not my fault; it's his/hers.  
S/he's just like...  
I was never like this.  
I think s/he'll end up in jail.  
I don't have time to deal with this.  
I'm a bad parent (partner). I'm hopeless  
Why me? This is too stressful.

It's not working to stay calm.  
It's useless...  
There's no point in doing anything for him/her.  
It never helps.  
No matter what I do, nothing changes.  
S/he just throws it back at me.  
I deserve this for what I did when...

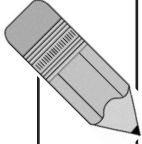
My parents told me I was...(a criticism)  
What's going to happen when s/he's a teenager?  
I'm getting stressed; I need to take a personal Time Out.  
Maybe this is too much for me to handle.  
Maybe I'm not a good parent/spouse.  
I'm not sure I can do this.

When change occurs, it's supposed to get worse  
before it gets better.  
I can make a difference to our future.  
Stress is a normal part of any relationship.  
This stage won't last forever. Things will get better.  
I can handle this; I can control my anger.  
I can teach him to...  
Problems occur so we can all learn to manage conflict.  
I can talk to him about...and come up with some  
solutions.  
We'll manage; we all need learning trials.  
Everyone makes mistakes.  
I can help by...  
His/her positive qualities are...  
I'm a caring parent/partner because I'm trying by...  
I stay calm most of the time.  
I enjoy being with him/her, especially when we...  
I love (appreciate)...



"Reduce your commands to the most important ones."

## Home Activities



### RECORD SHEET: CALM DOWN PROCEDURE FOR COMPLIANCE TRAINING

Date	Time	Command Given (Warning if Non-compliance)	Child's Response	Reward/Attend for Compliance	Calm Down Area for Noncompliance (Duration)	If Child Does Not Go To Calm Down Area, Use of Backup Room (Duration)

## ***Refrigerator Notes***

### ***Handling Tantrum Storms***

Daily tantrums are a normal part of childhood. They occur because developmentally children lack the verbal skills to communicate their feelings or wants, and have an immature emotional self-regulation system. This coupled with a strong drive to be independent is a recipe for frustration for your child.

- Stay calm in the face of your child's storm—including kicking, screaming, throwing things or hitting.
- Don't try to reason or use a distraction with your child in the middle of a storm- the more you reason or yell, the worse the storm will rage.
- Stay in the room with your child while the storm occurs, but ignore the tantrum; do something else.
- Wait for the storm to subside and then return your attention immediately; praise your child's calm behavior and distract him to some other activity.
- No matter how long the storm lasts, don't give in or negotiate—even when you are in public. This short-term solution will lead to longer-term consequences of escalating tantrums and using these to get what he wants.
- Stay calm and in control—a tantruming child is feeling out of control and needs to feel that his parent is in control.
- If your child's tantrum escalates to hitting people or pets, or breaking objects, pick him up and carry him to a safe place. Then stay with him but ignore the tantrum.

#### **Think about why your child might be tantruming.**

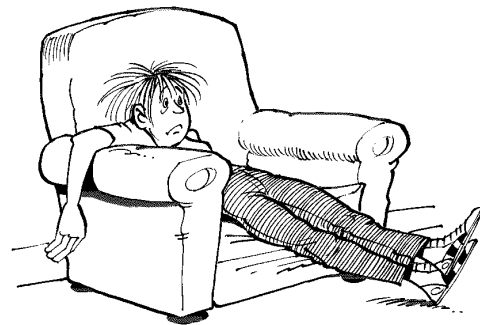
- Try to pre-empt storms when possible.

Think about why and when your child's tantrums occur—is it when your child is hungry? Or, tired? Or, involved in a transition to some other activity? Or, can't have something s/he wants?

This might mean keeping snacks on hand, or, setting an earlier nap time, or preparing your child for a transition in advance which will give him a chance to adjust. If your child is grappling with control or independence issues, try offering choices when possible.

Monitor how often you are saying "no"—are your limits necessary? Keep your battles for the important issues.

***Remember—even with all your prevention strategies—children will still tantrum and need to develop the self-regulation skills to calm down.***



Timeout hangover

## *Refrigerator Notes*

### *Teach Calm Down Strategies*

- When your child is calm practice taking deep breaths and praise your child by telling him he is very strong at calming down.
- Notice times when your child stays calm in a frustrating situation and praise her for her patience and calmness.
- Use emotion coaching and comment on times your child is happy, excited, curious, calm, angry or frustrated. Try to comment on more happy feelings than angry or sad ones.
- Model staying calm yourself in frustrating situations –take a deep breath–say, “I can calm down” in front of your child.

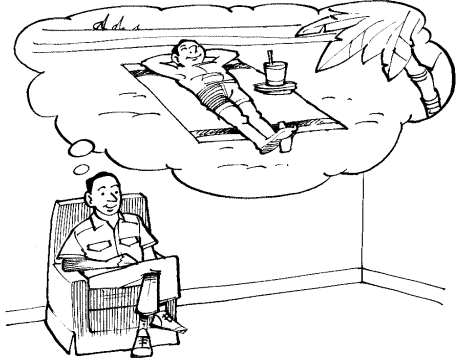




# Brainstorm/Buzz Strategies for Reducing Stress

Think of two strategies to reduce your stress.



# *Handouts & Refrigerator Notes*

## *Natural and Logical Consequences*



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## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **CONTINUE** using Time Out for aggressive or highly oppositional behaviors.
- **USE** the principle of “logical consequences” for a misbehavior that occurs during the week and write the results on the Record Sheet: Logical Consequences handout.
- **CHOOSE** a positive behavior to systematically give attention to through the use of praise, reinforcement, and comments.
- **DESCRIBE** a situation in which the child continues to misbehave, and try to analyze why this is happening.
- **COMPLETE** the “Parents Thinking Like Detectives” discipline assignment.



### *To Read:*

Chapter 11, *Teaching Children to Problem Solve*, in **The Incredible Years** book.

## Moving on!

- Think about ways you can continue to get support for your parenting efforts.
- Bring your ideas to your next meeting.

***Caution: Remember to continue playing!***

## REFRIGERATOR NOTES ABOUT NATURAL AND LOGICAL CONSEQUENCES



- Make consequences developmentally appropriate.
- Be sure you can live with consequences you set up.
- Make consequences immediate.
- Clearly state consequences ahead of time.
- Make consequence natural and non-punitive.
- Involve child whenever possible.
- When possible, give a warning before giving consequence.  
"if... then".
- Be friendly and positive.
- Use consequences that are immediate, short, and to the point.
- Establish a list of possible loss of privileges and disciplinary chores.
- Once consequence is completed, quickly offer the child new learning opportunity to be successful.

**REFRIGERATOR NOTES**  
**POSITIVE DISCIPLINE HELPS MY CHILD**  
**FEEL LOVED AND SECURE**

- Play frequently and provide social and emotional coaching
- Label and reflect your child's feelings—even negative feelings
- Structure your child's day with a predictable routine for mornings, naps, meals and bedtime
- Set clear limits when needed to keep your child safe
- Help your child prepare for transitions or changes in routine
- Have a predictable routine for leaving your child and reuniting
- Give your child choices when possible
- Share your love and praise and tell your child how special he is
- Give your child attention and praise for positive behavior
- Redirect your child's negative behavior
- Allow your child independence when possible
- Help your child explore while giving appropriate support
- Ignore tantrums and give back attention as soon as tantrum stops
- Take care of yourself by getting support from others and doing things for yourself







## ***Incredible Years® Problem Solving Worksheet For Managing Preschoolers' Challenging Behaviors!***

### ***Problem Definition:***

1. My child's challenging behavior: \_\_\_\_\_  
\_\_\_\_\_
2. What are the triggers/precipitants of my child's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.)  
\_\_\_\_\_  
\_\_\_\_\_
3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)  
\_\_\_\_\_  
\_\_\_\_\_

### ***Goals:***

4. What is my goal? What positive opposite behavior do I want to see instead? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***Solutions:***

5. What skills/strategies can I use from the bottom of the Pyramid to support this positive behavior?  
Play/Special Time: What kind of play or special time might best help my child here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) \_\_\_\_\_  
\_\_\_\_\_  
Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) \_\_\_\_\_  
\_\_\_\_\_  
Stickers and Rewards: How can I reward this good behavior? What incentives will motivate my child? \_\_\_\_\_
6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.  
Routines: Do I have a predictable routine for this problem? \_\_\_\_\_  
\_\_\_\_\_  
Distraction/Redirection: How can I distract or redirect my child before misbehavior escalates? \_\_\_\_\_  
\_\_\_\_\_

Ignore: What part of this behavior could I ignore? \_\_\_\_\_  
\_\_\_\_\_

What will I say to myself while I ignore it? \_\_\_\_\_  
\_\_\_\_\_

Consequence: What natural or logical consequence can I use to teach my child to change this behavior? \_\_\_\_\_

Calm Down Strategies: What calm down strategies can I teach my child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) \_\_\_\_\_

### ***Carrying Out my Plan:***

7. To whom should I communicate this plan? (teachers, grandparents, partners, etc.) \_\_\_\_\_  
\_\_\_\_\_

8. Who can I call for support and to check in? \_\_\_\_\_  
\_\_\_\_\_

9. How will I take care of myself while this is going on? \_\_\_\_\_  
\_\_\_\_\_

### ***Evaluating the Success of Solutions***

10. How will I know I am making progress? What will be different? \_\_\_\_\_  
\_\_\_\_\_

11. How will I celebrate my child's success? As well as my own? \_\_\_\_\_  
\_\_\_\_\_

***Congratulations! You have a plan to change your child's behavior!  
Remember, it can take three weeks or more to see changes,  
so don't give up!***





## *Handouts & Refrigerator Notes*

### *Teaching Children to Problem Solve*



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# Teaching Your Child to Problem Solve



## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

- **USING PUPPETS** or a book such as Wally's Problem Solving Book, practice talking and "acting out" solutions to common problems.
- **MODEL** problem solving yourself when faced with a problem (e.g., what TV program to watch, difficulty finding parking, what dessert to choose, etc.,)



### *To Read:*

Chapter 11, *Teaching Children to Problem Solve*, in **The Incredible Years** book.

### **REMEMBER**

One problem solving session will not teach your child all these skills; it will take hundreds of learning trials and much patience. There may even be times when the child is so upset or angry that he/she first needs to go to Time Out in order to cool down before a discussion can be helpful. Remember the first step is to get your children to generate solutions.

***Caution: Remember to continue playing!***

## *Teaching Your Child to Problem Solve*



### HOME ACTIVITIES FOR THE WEEK



#### *To Do:*

- **CHOOSE** a problem situation where your child seems distressed about something and try to use the problem-solving strategies discussed in this program. Keep track of your results on the Parent Record Sheet



#### *To Read:*

Chapter 11, *Teaching Children to Problem Solve*, in **The Incredible Years** book. Also read Chapters 16, 17 and 18 to work on your own problem solving.

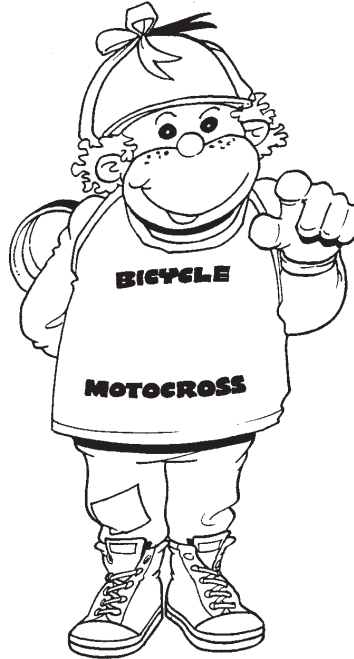
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***Caution: Remember to continue playing!***

## REFRIGERATOR NOTES

### TEACHING CHILDREN TO PROBLEM SOLVE



**What is the best solution ?**

- Use games, books and puppets to present hypothetical problem situations for children to practice the problem solving steps.
- Help children clearly define the problem and to recognize the feelings involved.
- For preschool children, focus on generating many solutions.
- For primary age children, add steps to help them think through to the various consequences of different solutions and make the best choice.
- Be positive, creative and humorous.
- Model effective problem solving yourself.
- Help children anticipate what to do next when a solution doesn't work.
- Remember it is the process of learning how to think about conflict that is critical, rather than getting correct answers.
- Avoid problem-solving if your child is highly dysregulated.

## **HANDOUT**

### **PARENT RECORD SHEET: PROBLEM SOLVING**

Write down where you attempted to problem solve with your child. To the best of your recollection, try to reconstruct the discussion: what was said and how you felt. Remember to do this problem solving when you and your child are reasonably calm.

Step 1: Identify the problem through feelings (sad, angry, frustrated, disappointed, worried, fearful).

Step 2: Define the Problem

Step 3: State the Goals

Step 4: Brainstorm Solutions

Step 5: Evaluate Solutions and Make a Good Choice

Step 6: Evaluate the Success of the Solution

## HANDOUT

### PROBLEM SOLVING CHECKLIST

	<b>Yes</b>	<b>No</b>
Step 1: Identify the problem through feelings	_____	_____
Step 2: Define the Problem	_____	_____
Step 3: State the Goals	_____	_____
Step 4: Brainstorm Solutions	_____	_____
1. Remain open, noncritical	_____	_____
2. Be wild, innovative, humorous	_____	_____
3. Increase quantity	_____	_____
4. Postpone details	_____	_____
Step 5: Evaluate Solutions and Make a Good Choice	_____	_____
1. Evaluate each solution	_____	_____
2. Choose best solution	_____	_____
Step 6: Evaluate the Success of the Solution	_____	_____
1. Reinforce progress	_____	_____
2. Refine problem solving plan	_____	_____

Preschoolers will be at the stage of Steps 1, 2, 3 and 4. It will be more difficult for them to evaluate solutions.



## **POSSIBLE SOLUTIONS FOR CHILDREN TO USE**

Yell at him.\*

Wait awhile.

Laugh at him.

Look sad or cry.

Ignore him;  
walk away

Play somewhere else

Take it.\*

Hit him.\*

Tell her not to be mad.

Ask him.

Say please.

Do something fun.

Trade something.

Apologize.

Get help from your  
parent or teacher.

Talk about your feelings

Beg him.

Offer to share.

Get another one.

Take turns.

Flip a coin.

Admit mistake.

Calm down first.

Tell the truth.

Give compliment.

Be a good sport.

Say "no."

Stop your anger.

Be brave.

Forgive.

\*These are inappropriate solutions. Encourage children to think of consequences and to make another choice with a better consequence.





## HANDOUT

### PARENT RECORD SHEET: PROBLEM SOLVING WITH YOUR CHILD

<u>Problem Situation</u>	<u>What is the problem?</u>	<u>What are some solutions?</u>	<u>What is a good choice?</u>
e.g. two children fighting over a bike	"I'm angry because Jessie won't share the bike."	Ask to ride the bike. Offer to take turns. Wait until he's finished.	Is it safe? fair? lead to good feelings?

Describe a problem you tried to problem solve with your child: what was said and how you felt.

(1)

(2)

# Evaluating Solutions



Is my solution safe?

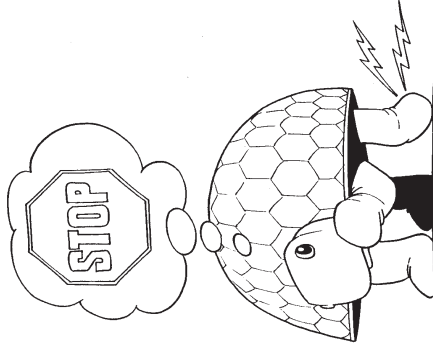


Is my solution fair?

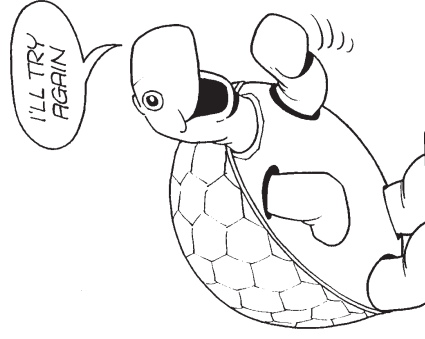


Does my solution lead to good feelings?

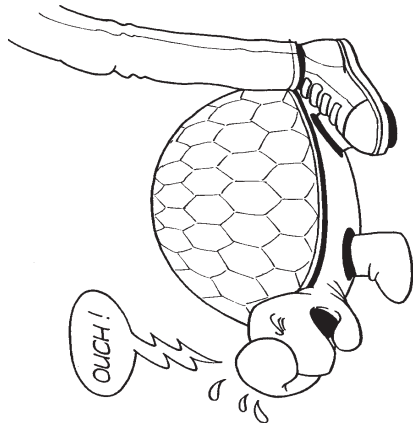
# Tiny's Anger Management Steps



2 Think STOP



4 Withdrawing into shell



3 Take a slow breath

