

# ***Appendix***

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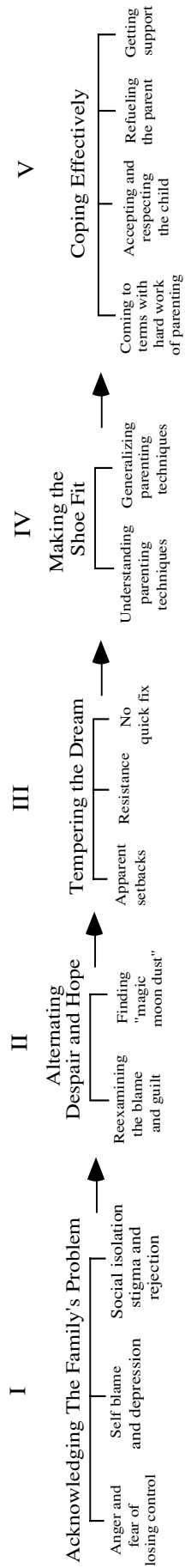
# *Ground Rules*

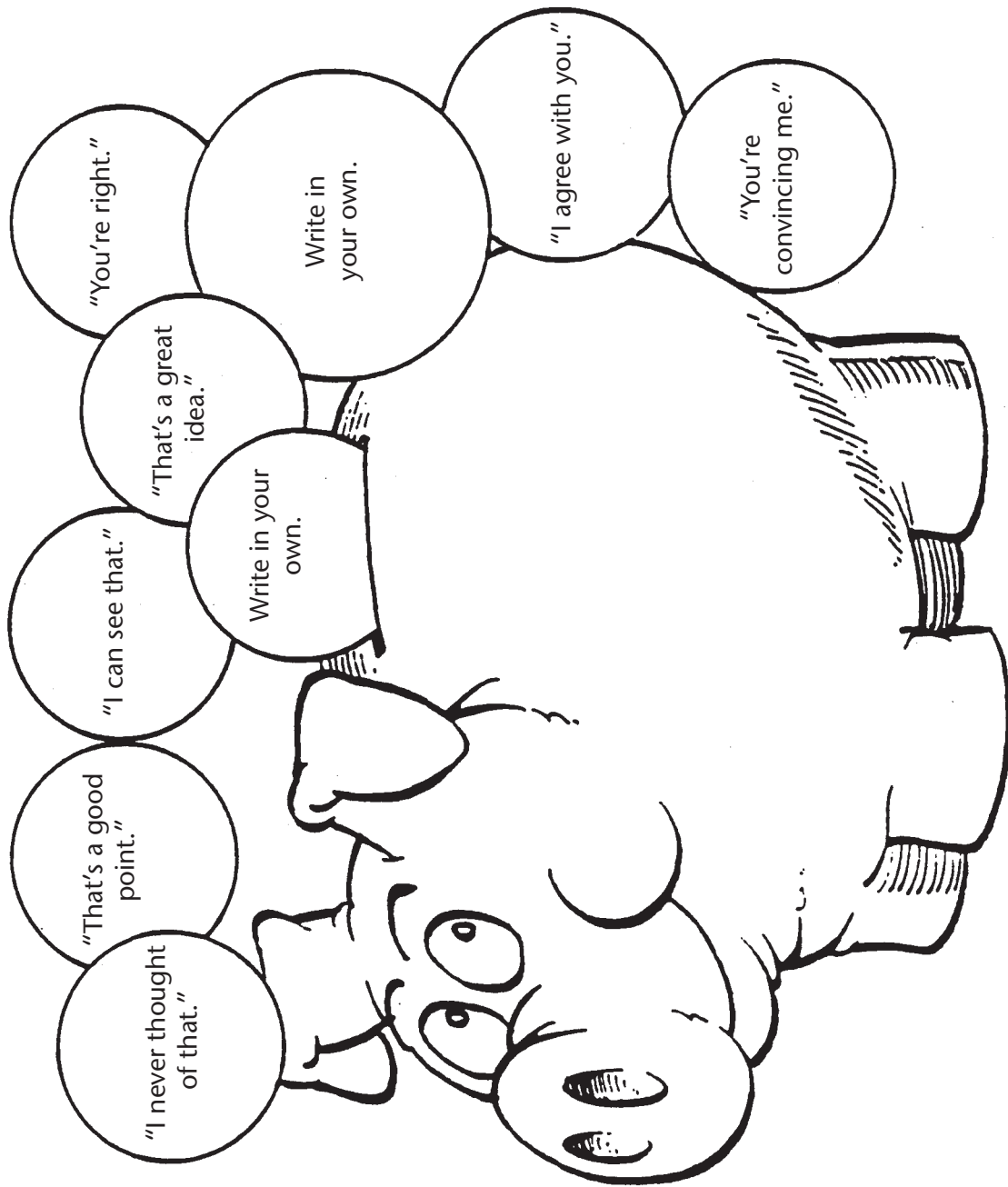
- 1. Everyone's ideas are respected.**
- 2. Anyone has a right to pass.**
- 3. One person talks at a time.**
- 4. No "put downs" allowed.**
- 5. Confidentiality**

**Table: Sources of Increased Self-Empowerment**

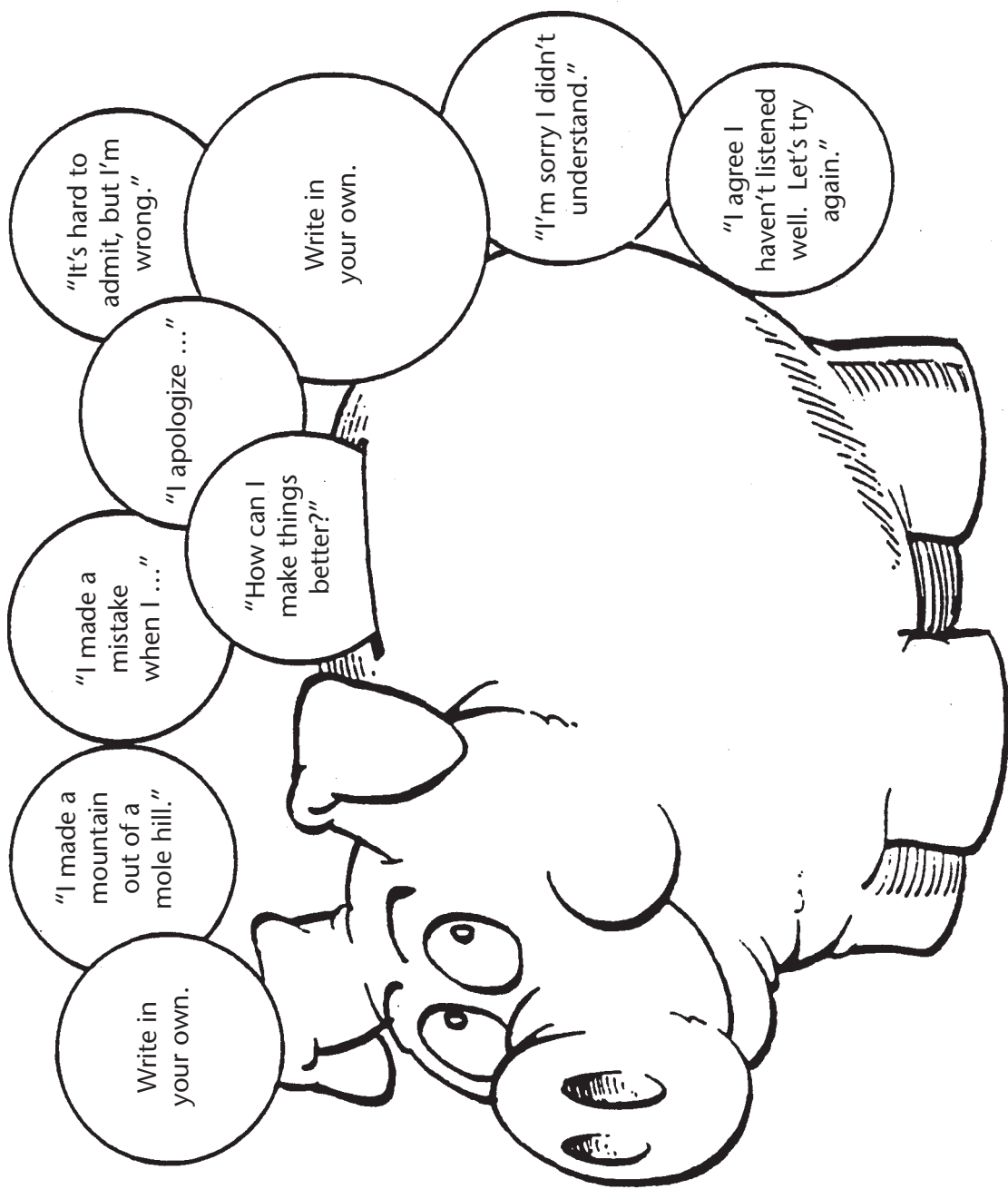
	<b>CONTENT</b>	<b>PROCESS</b>
<p><b>KNOWLEDGE</b>            Child development            Behavior management            Individual and temperamental differences</p>	<p>Developmental norms and tasks            Behavioral (learning) principles            Child management (disciplinary strategies)    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

Figure 1. The Therapeutic Change Process

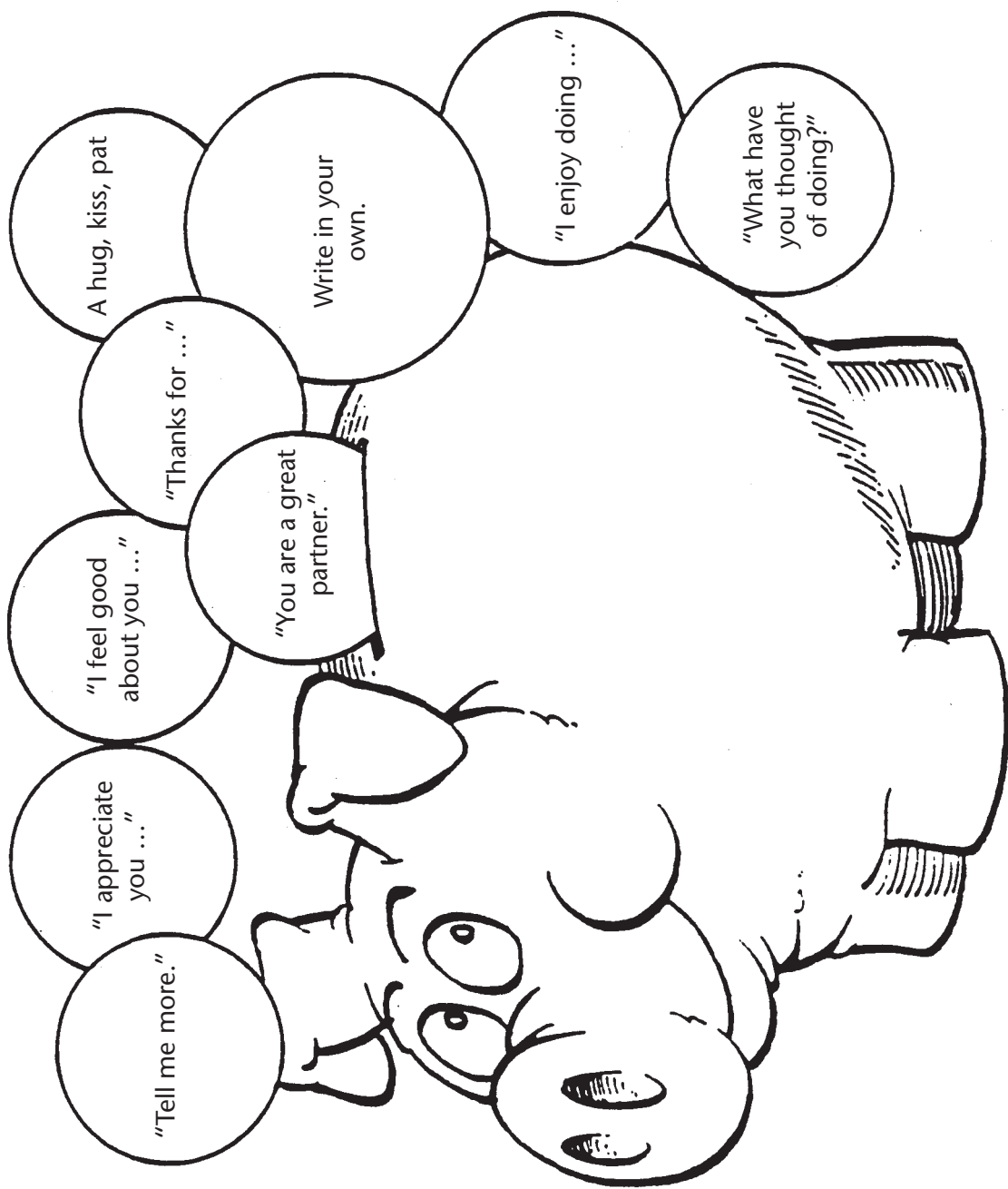




***Remember to Build Up Your Bank Account  
With Accepting and Respecting Statements***



***Remember to Build Up Your Bank Account  
With Repair Statements***



"Tell me more."

"I appreciate you ..."

"I feel good about you ..."

"Thanks for ..."

"You are a great partner."

A hug, kiss, pat

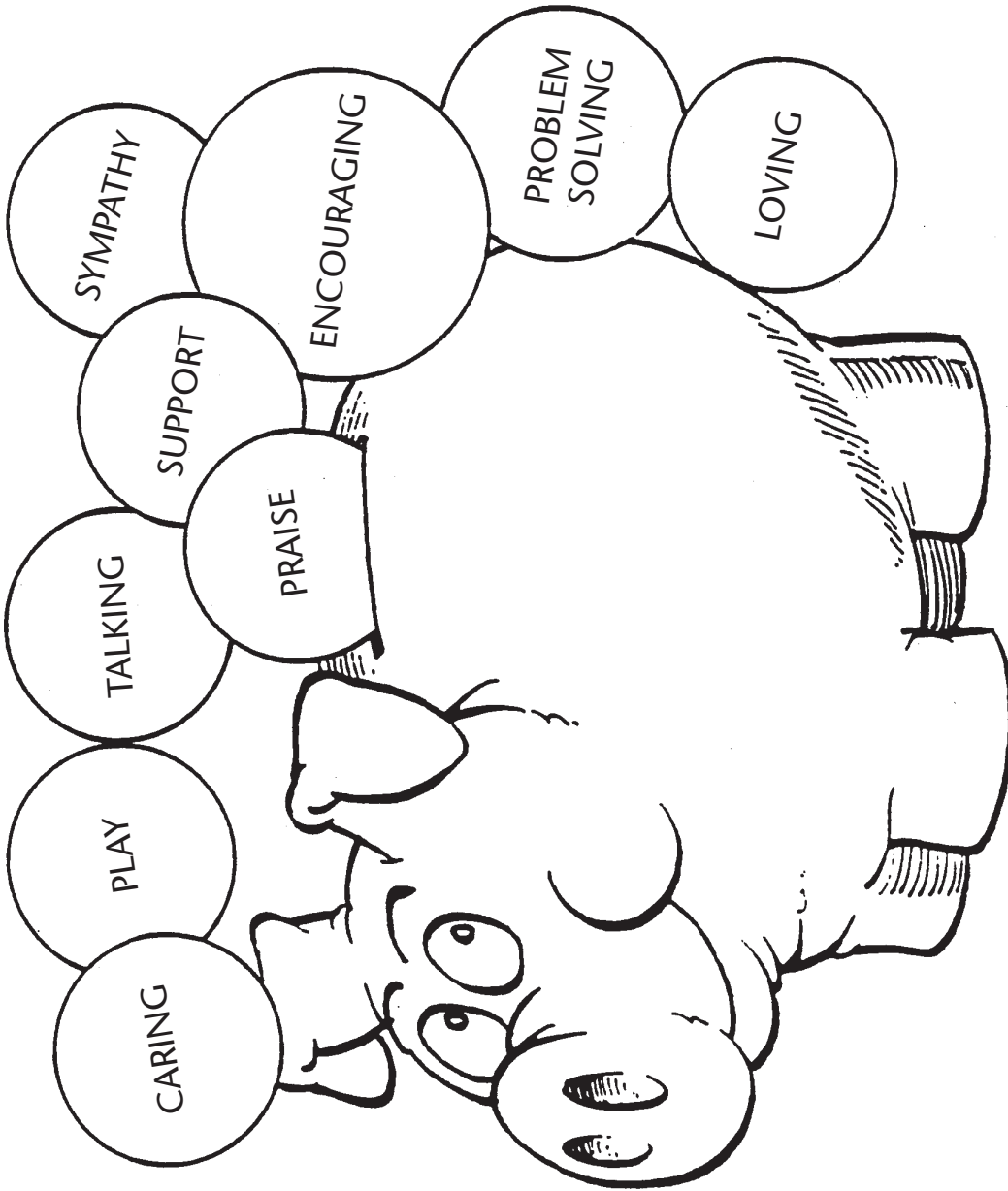
Write in your own.

"I enjoy doing ..."

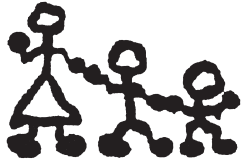
"What have you thought of doing?"

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





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



**Incredible Years®**  
**Self-Monitoring Checklist**  
**Children 3-6 Years**

Name: \_\_\_\_\_

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

**Session 1: Introductions, Goals, Child-Directed Play**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 (How to Play With Your Child).	___
___ Review my goals for myself and my child.	___
___ Play using child-directed approach	___

**Session 2: Child-Directed Play Promotes Positive Relationships**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Chapter 1 (How to Play With Your Child).	___
___ Do temperament questionnaire	___
___ Play this week with my child will include:	

**Session 3: Academic and Persistence Coaching**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Read Problem 15: Reading With Care.	___
___ Make buddy call	___
___ Play this week with my child will include:	

### ***Session 4: Academic and Persistence Coaching, continued***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Chapter 9 (Regulating Emotions)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

### ***Session 5: Social and Emotion Coaching***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Chapter 9 (Regulating Emotions)	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

### ***Session 6: Social and Emotion Coaching, continued***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Chapter 2 (Praise and Encouragement).	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week with my child will include:	

## ***Session 7: Effective Praise and Encouragement***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors:	_____
<input type="checkbox"/> Read Chapter 3 (Tangible Rewards).	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

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

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Part 3, Problem 3: (Tangible Rewards).	_____
<input type="checkbox"/> Practice increasing my praises with my child.	_____
<input type="checkbox"/> Set up a sticker chart this week	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week will include:	_____

## ***Session 9: Praise and Tangible Reward Programs, continued***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Part 3, Problem 1: (Taking Charge of Your Child's Screen Time).	_____
<input type="checkbox"/> Practice increasing my praises with my child.	_____
<input type="checkbox"/> Set up a sticker chart this week	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play times this week will include:	_____

## **Session 10: Positive Discipline—Rules, Responsibilities and Routines**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 4 (Limit Setting) & Part 3, Problem 1 (Screen Time)	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Send note or make phone call praising my child's teacher	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

## **Session 11: Positive Discipline—Effective Limit-Setting**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 4 (Limit Setting).	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

## **Session 12: Handling Misbehavior—Follow Through With Limits**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 5 (Ignore).	_____
<input type="checkbox"/> Use a sticker chart with my child.	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

### **Session 13: Ignoring Misbehavior**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 11 (Upsetting Thoughts) and Chapter 6 (Time Out).	_____
<input type="checkbox"/> Practice ignoring the following misbehaviors:	_____
<input type="checkbox"/> Continue using sticker chart with my child.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

### **Session 14: Timeout to Calm Down**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> If not read previously, read Chapter 6 (Time Out).	_____
<input type="checkbox"/> Read Chapter 12 (Time Out From Stress and Anger).	_____
<input type="checkbox"/> Use timeout this week if aggressive behavior occurs.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

### **Session 15: Time Out and Other Consequences**

*My goal for the coming week:*

	<b>Goals I met</b>
<input type="checkbox"/> Read Chapter 7 (Natural and Logical Consequences).	_____
<input type="checkbox"/> Use a consequence this week.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

## ***Session 16: Logical Consequences***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Chapter 8 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Impose a consequence if needed	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

## ***Session 17: Teaching Children to Problem Solve***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Chapter 8 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Practice problem-solving with puppets.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

## ***Session 18: Teaching Children to Problem Solve, continued***

*My goal for the coming week:*

	<b><i>Goals I met</i></b>
<input type="checkbox"/> Read Chapter 14 (Problem Solving Between Adults).	_____
<input type="checkbox"/> Practice problem solving with Wally book with my child.	_____
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Play this week will include:	_____

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

*My goal for the coming week:*

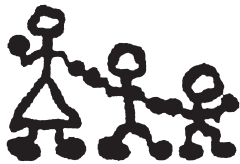
	<b>Goals I met</b>
___ Read Chapter 15 (Working With Teachers to Prevent Problems)	___
___ Model problem solving for my child	___
___ Make buddy call	___
___ Play this week will include:	

**Session 20: Reviewing Goals and Celebration**

*My goal for the coming week:*

	<b>Goals I met</b>
___ Make buddy call	___
___ Play this week will include:	





# **Advance Programs (5, 6 & 7)**

## **Self-Monitoring Checklist**

### ***Session 1 : Speaking Up and Active Listening***

\_\_\_ Read Chapter 13 (Effective Communication Skills).

\_\_\_ Special times this week will include:

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\_\_\_ Practice speaking up and listening

\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 2: Personal Self-Control and Depression Management***

\_\_\_ Review Chapter 11 (Controlling Upsetting Thoughts).

\_\_\_ Practice speaking up and listening

\_\_\_ Practice positive self-talk

\_\_\_ Special times this week will include:

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\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 3: Giving and Getting Support***

\_\_\_ Read Chapter 12 (Time Out from Stress and Anger).

\_\_\_ Practice positive self-talk

\_\_\_ Special times this week will include:

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\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 4: Problem-Solving For Adults***

\_\_\_ Read Chapter 14 (Problem Solving with Adults).

\_\_\_ Special times this week will include:

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\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 5: Problem-Solving With Teachers***

\_\_\_ Read Chapter 15 (Working with Teachers).

\_\_\_ Special times this week will include:

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\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 6: Problem-Solving With Children***

\_\_\_ Read Chapter 8 (Teaching Children to Problem Solve).

\_\_\_ Special times this week will include:

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\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 7: Problem-Solving with Children and Family Meetings***

\_\_\_ Read Chapter 9 (Helping Children Learn to Regulate their Emotions).

\_\_\_ Have a family meeting to plan a fun event

\_\_\_ Make buddy call

***My goal for the coming week:***

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### ***Session 8: Review and Catch Up***

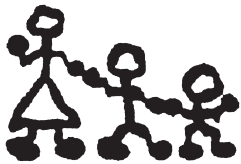
\_\_\_ Had a family meeting

\_\_\_ Make buddy call

***My goal for the coming week:***

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***Incredible Years® Parent Program***  
***Parent Weekly Evaluations***

Name \_\_\_\_\_ Session \_\_\_\_\_ Date \_\_\_\_\_

I found the content of this session:

not helpful          neutral          helpful          very helpful

I feel the video examples were:

not helpful          neutral          helpful          very helpful

I feel the group leader's teaching was:

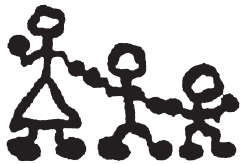
not helpful          neutral          helpful          very helpful

I found the group discussion to be:

not helpful          neutral          helpful          very helpful

Additional comments:

(continue on back)



**Incredible Years®**  
**Parent Program Satisfaction Questionnaire**  
**BASIC Parent Program**

(Hand out at end of the program)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

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

**A. The Overall Program**

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

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

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

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved
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3. My feelings about my child's social, emotional and academic developmental progress are that I am

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

hindered much more than helped	hindered	hindered slightly	neither helped nor hindered	helped slightly	helped	helped very much
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5. My expectation for good results from the Incredible Years program is

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

very inappropriate	inappropriate	slightly inappropriate	neutral	slightly appropriate	appropriate	greatly appropriate
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7. Would you recommend the program to a friend or relative?

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

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

very unconfident    unconfident    slightly unconfident    neutral    slightly confident    confident    very confident

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

very unconfident    unconfident    slightly unconfident    neutral    slightly confident    confident    very confident

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

very negative    negative    slightly negative    neutral    slightly positive    positive    very positive

## ***B. Teaching Format***

### ***Usefulness***

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

1. Content of information presented was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

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

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

3. Group discussion of parenting skills was

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

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

extremely useless    useless    slightly useless    neutral    somewhat useful    useful    extremely useful

5. I found the “buddy calls” to be

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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7. Practicing skills at home with my child was

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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9. Phone calls from the group leaders were

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

### ***C. Specific Parenting Techniques***

#### ***Usefulness***

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

1. Child-Directed Play

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

3. Praise and Encouragement

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 4. Tangible Rewards (charts)

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 5. Routines, Responsibilities, Rules

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 6. Ignoring

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 8. Time Out to Calm Down

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 9. Loss of Privileges, Logical Consequences

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 10. Helping My Children Learn to Problem Solve

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 11. Adult Problem-Solving Strategies

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

#### 12. This Overall Group of Techniques

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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### ***D. Evaluation of Parent Group Leader(s)***

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

Group Leader #1 \_\_\_\_\_

(name)

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

very poor	poor	below average	average	above average	superior	excellent
--------------	------	------------------	---------	------------------	----------	-----------

2. The group leader's preparation was

very poor	poor	below average	average	above average	superior	excellent
--------------	------	------------------	---------	------------------	----------	-----------

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

very dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	greatly satisfied
----------------------	--------------	--------------------------	---------	-----------------------	-----------	----------------------

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

5. Concerning my personal feelings toward the group leader, I

dislike him/her very much	dislike him/her	dislike him/her slightly	have a neutral attitude toward him/her	like him/her slightly	like him/her	like him/her very much
---------------------------------	--------------------	--------------------------------	--	-----------------------------	-----------------	------------------------------

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

Group Leader #2 \_\_\_\_\_

(name)

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

very poor	poor	below average	average	above average	superior	excellent
--------------	------	------------------	---------	------------------	----------	-----------

2. The group leader's preparation was

very poor	poor	below average	average	above average	superior	excellent
--------------	------	------------------	---------	------------------	----------	-----------

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

very dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	greatly satisfied
----------------------	--------------	--------------------------	---------	-----------------------	-----------	----------------------

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
------------------------	-----------	-----------------------	---------	---------------------	---------	----------------------

5. Concerning my personal feelings toward the group leader, I

dislike him/her very much	dislike him/her	dislike him/her slightly	have a neutral attitude toward him/her	like him/her slightly	like him/her	like him/her very much
---------------------------------	--------------------	--------------------------------	--	-----------------------------	-----------------	------------------------------

## ***E. Overall Program Evaluation***

1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

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

# Parents Thinking Like Scientists



**Child Problems**

**Child Strengths**

**Goals**

**Strategies**

**Benefits**

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

**Ongoing Plans**

# Parents Thinking Like Scientists



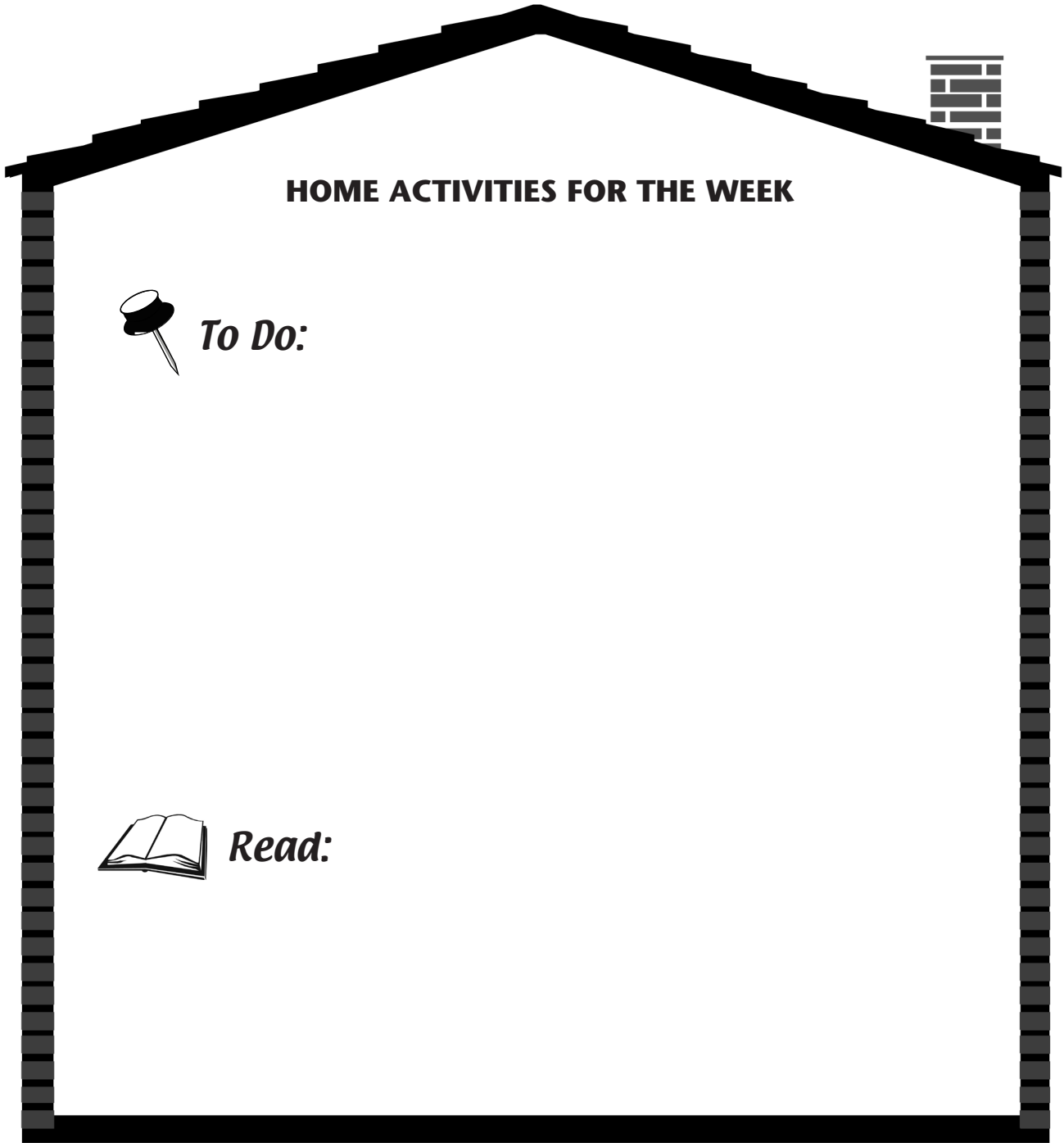
**Child Problems**



**Child Strengths**



**Goals**



**HOME ACTIVITIES FOR THE WEEK**



*To Do:*




*Read:*

# Brainstorm/Buzz Strategies for Reducing Stress During the Holidays



Think of two strategies to reduce your stress during the holidays.



 A cartoon snowman wearing a black top hat, having a carrot nose, and holding a broomstick in its right hand. It has two small black dots for eyes and a smiling mouth. The snowman is standing on a small patch of snow.	

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

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



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

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

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

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

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

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

**Table 3: Content and Objectives of the Incredible Years® Early Childhood BASIC Parent Training Programs (Ages 3–6)**

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

**Table 3 Continued**

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

**Table 3 Continued**

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

**Table 4: Content and Objectives of the Incredible Years® ADVANCE Parent Training Programs (AGES 4–12)**

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

**Table 4 Continued**

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



**Table 5: Content and Objectives of the Incredible Years® Supporting Your Child’s Education Parent Training Program**

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

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

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

**Table 6 Continued**

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

# Weekly Logs

Name \_\_\_\_\_

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

## Codes

Content/Leader/Discussion:

- not helpful = 0 points
- neutral = 1 point
- good = 2 points

Participation

- seldom = 0
- sometimes = 1
- frequent = 2

Attitude

- negative = 0
- neutral = 1
- positive = 2

Homework

- incomplete, none = 0
- complete = 1

Make-up Session

- no = 0
- yes = 1

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

# Weekly Logs

Name \_\_\_\_\_

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

## Codes

Content/Leader/Discussion:

- not helpful = 0 points
- neutral = 1 point
- good = 2 points

Participation Attitude

- seldom = 0 negative = 0
- sometimes = 1 neutral = 1
- frequent = 2 positive = 2

Homework Make-up Session

- incomplete, none = 0 no = 0
- complete = 1 yes = 1

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

# Parent Certificate



## of Participation and Successful Completion in

The Incredible Years<sup>®</sup>: Preschool BASIC Program  
Developed by Carolyn Webster-Stratton, Ph.D

\_\_\_\_\_ Name of Participant

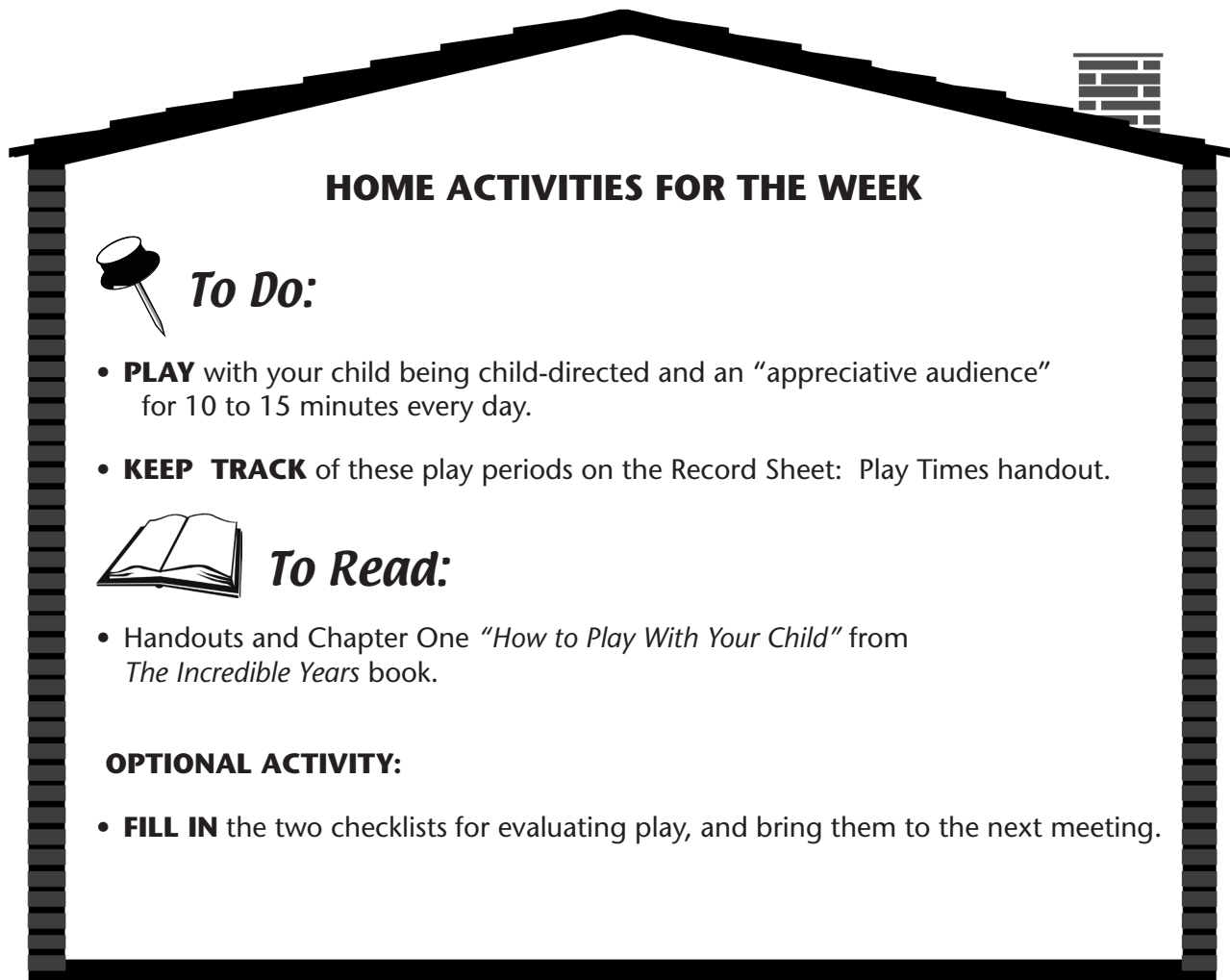
\_\_\_\_\_ Date

\_\_\_\_\_ Group Leader




***Refrigerator Notes and Handouts***  
***Child-Directed Play***


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 “How to Play With Your Child” 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 or LISTEN TO CD** Chapter 1, *How to Play With Your Child*, in *The Incredible Years*.

*Handout 1B*

# Parents Thinking Like Scientists



**Child Problems**



**Child Strengths**

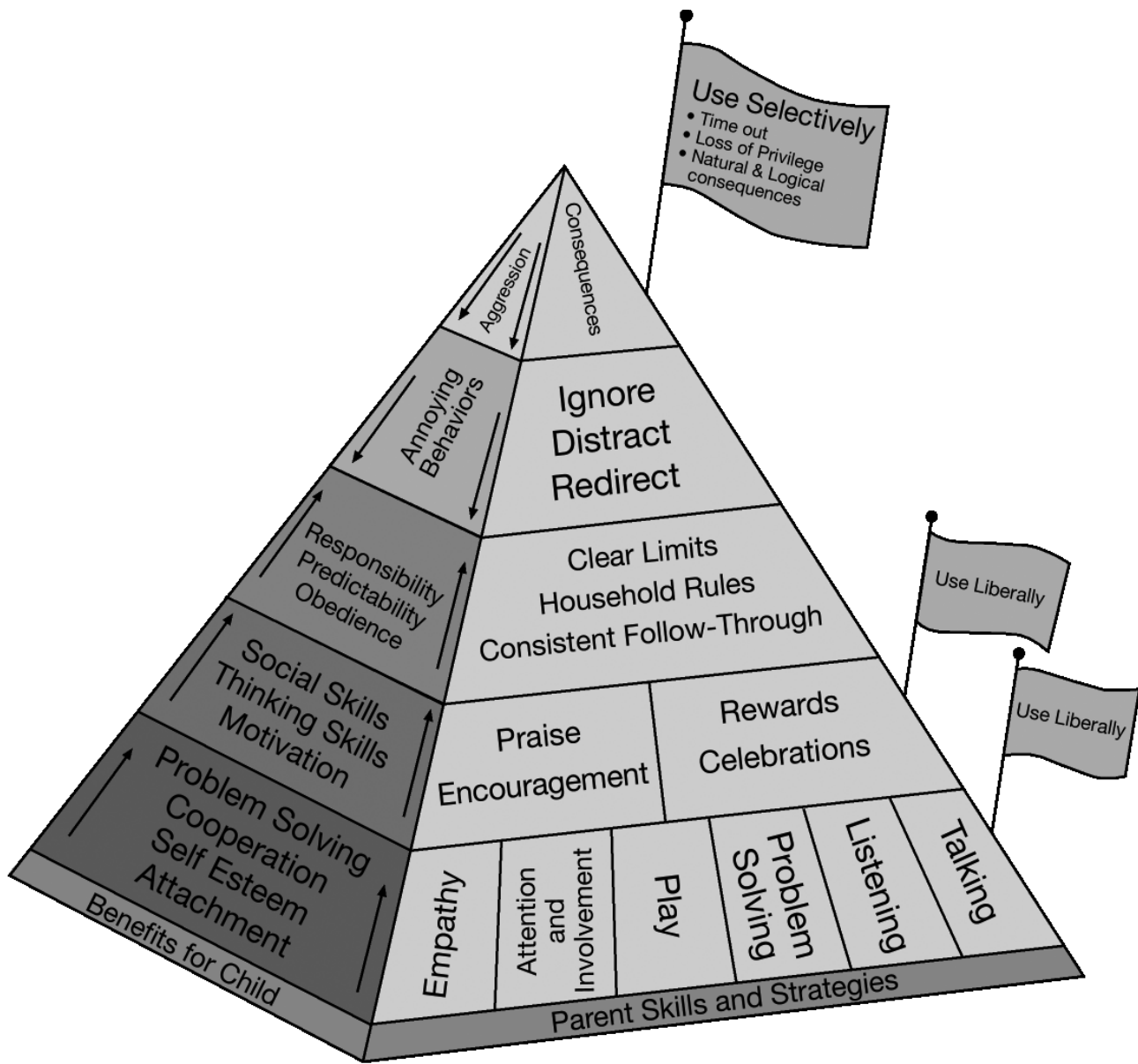


**Goals**

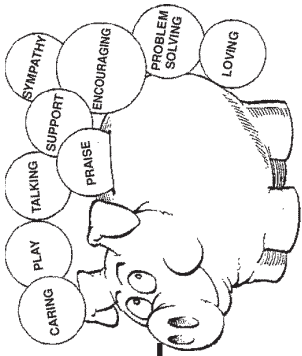
## **REFRIGERATOR NOTES ABOUT CHILD-DIRECTED PLAY**

- Follow your child's lead and interests
  - Pace at your child's level.
- Don't expect too much—give your child time.
  - Don't compete with your child.
- Praise and encourage your child's ideas and creativity; don't criticize.
  - Engage in role play and make-believe with your child.
    - Be an attentive and "appreciative audience."
  - Use descriptive comments instead of asking questions.
- Curb your desire to give too much help; encourage your child's problem-solving.
  - Reward quiet play with your attention.
    - Laugh and have fun.

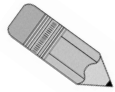




## Parenting Pyramid



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

# Brainstorm

## Personal Thoughts About Play

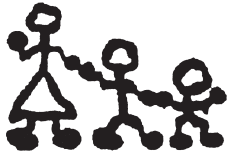


Before continuing, think about these two questions:

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:

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Almost Never</b>
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?	_____	_____	_____
6. Participate in both boys' and girls' play activities?	_____	_____	_____

### 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:**

	<b>Almost Always</b>	<b>Sometimes</b>	<b>Almost Never</b>
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.

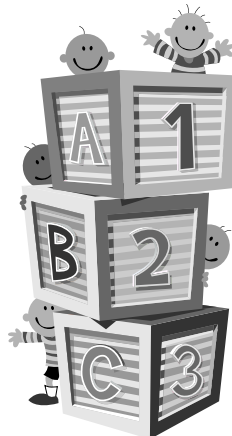
For the child, play is not frivolous—it is an opportunity for growth and development in almost every area. But it takes practice for children to become competent, creative, and self-confident in their play. It is important for adults to actually participate in play activities with children, and to create 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).





## Your Child's Temperament

Temperament is a behavioral style that refers to the natural way a person reacts or behaves in response to their environment. In the late 1950s, researchers Thomas, Chess, Birch, Hertzog and Korn identified nine traits or characteristics that are present at birth and are felt to influence development in important ways throughout life. While environment can modify these physical traits to some extent, the basic traits of a person are felt to be inborn and stable and do not result from the way a child is parented.

Here are nine traits proposed by Thomas *et al.* that describe a baby or child's reactivity to his or her environment. Think about where your child is on each of these traits. Each trait is a continuum so your child may be very much like one of the traits, but he or she may also be in the middle:

### ***My Child's Temperament***

#### ***My child's activity level:***

This is the amount s/he moves or wiggles or is on the go versus how much s/he relaxes or sits still or prefers quiet activities.

Very Active

Quiet and Relaxed

1                                  2                                  3                                  4                                  5

#### ***The regularity of my child's bodily functions:***

This is the predictability of his or her sleep times, appetite, and bowel movements.

Mostly Regular/Predictable

Mostly Irregular/Unpredictable

1                                  2                                  3                                  4                                  5

#### ***My child's adaptability:***

This is how s/he adapts to changes in routine, new food, new people, or new places.

Adapts Quickly

Slow to Adapt

1                                  2                                  3                                  4                                  5

#### ***My child's approach:***

This is how eager s/he is to try something new versus how fearful or shy s/he is when presented with a new situation or person.

Eager Initial Approach

Initial Withdrawal or Reluctance

1                                  2                                  3                                  4                                  5

#### ***My child's physical sensitivity:***

This is how sensitive s/he is to noise, tastes, textures, bright lights, touch or temperature.

Not Sensitive

Very sensitive

1                                  2                                  3                                  4                                  5

#### ***My child's intensity:***

This is how intensely he or she reacts emotionally to things, even minor events.

High Emotional Intensity

Mild Calm Reaction

1                                  2                                  3                                  4                                  5

### ***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.



## Parent's Temperament Fit with their Child's Temperament

Parents also have their own temperament and need to understand how their own temperament style meshes with their child's temperament. Sometimes parent-child temperaments are very similar; other times they are very different. Both similar and different parent-child temperaments may result in clashes.

Do the questionnaire you did earlier for your child now for yourself. See what you find out about your temperament fit.

### My Temperament

#### My activity level:

This is the amount I move versus how much I relax. I am:

<b>Very Active</b>			<b>Quiet and Relaxed</b>	
1	2	3	4	5

#### The regularity of my bodily functions:

This is the predictability of my sleep times, eating, and bowel movements. I am:

<b>Mostly Regular/Predictable</b>			<b>Mostly Irregular/Unpredictable</b>	
1	2	3	4	5

#### My adaptability:

This is how I adapt to changes in routine, new food, new people, or new places. I usually:

<b>Adapt Quickly</b>			<b>Slow to Adapt</b>	
1	2	3	4	5

#### My approach:

This is how eager I am to try something new versus how fearful or shy I am. Usually I am:

<b>Eager Initial Approach</b>			<b>Initial Withdrawal or Reluctance</b>	
1	2	3	4	5

#### My physical sensitivity:

This is my sensitivity to noise, textures, bright lights, temperature:

<b>Not Sensitive</b>			<b>Very sensitive</b>	
1	2	3	4	5

#### My intensity:

This is the intensity of my reactions or emotions:

<b>High Emotional Intensity</b>			<b>Mild Calm Reaction</b>	
1	2	3	4	5

***My distractibility:***

This is the degree to which I am distracted and notice everything around me versus how much I can shut out external stimuli. Usually I am:

**Very Distractible**

**Not Distractible**

1                          2                          3                          4                          5

***My mood:***

This is the degree to which I am happy or positive versus negative. Usually I have a:

**Positive Mood**

**Negative Mood**

1                          2                          3                          4                          5

***My persistence:***

This is degree to which I can persist or sustain my attention versus how easily I give up. Usually I have a:

**Long Attention Span**

**Short Attention Span**

1                          2                          3                          4                          5



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



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.

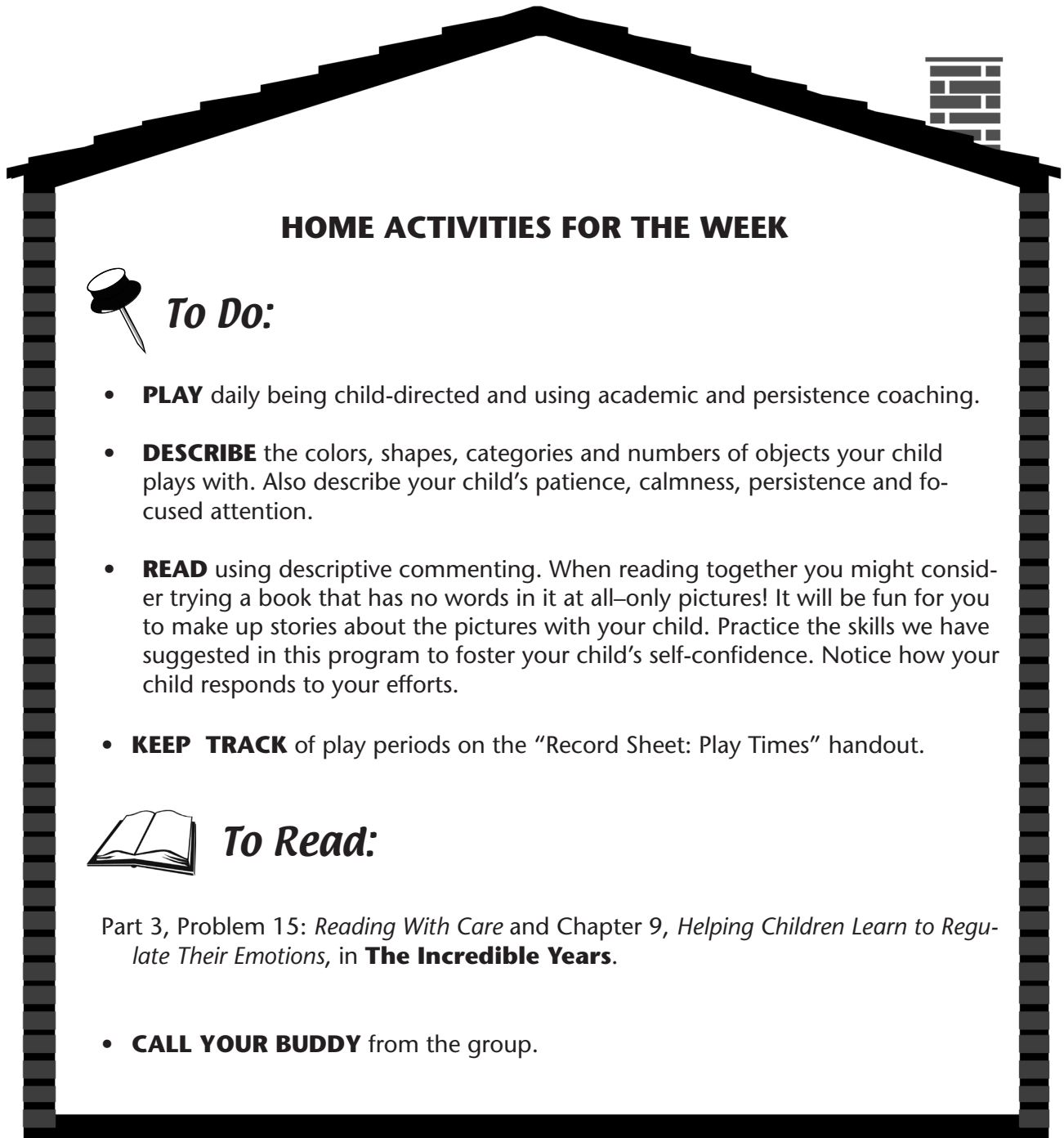


### *To Read:*

Chapter 1, *How to Play With Your Child* in **The Incredible Years**.

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

Handout 2A



## 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 9, *Helping Children Learn to Regulate Their Emotions*, in **The Incredible Years**.

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

Handout 2B



## Refrigerator Notes

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

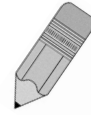
### Building Blocks for Reading With CARE



- 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?”

# 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



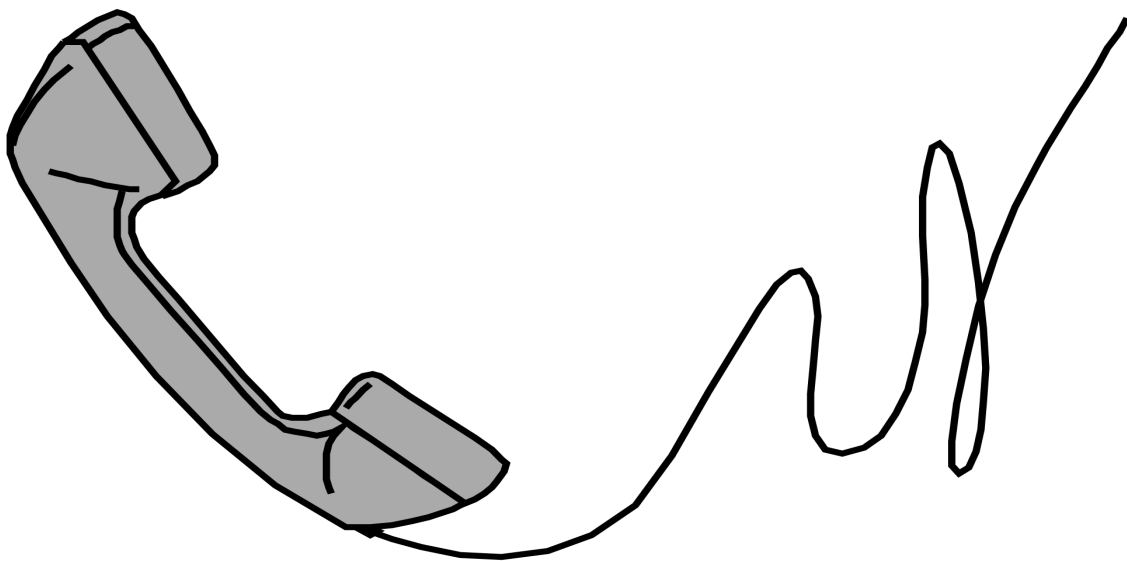
- Value and give your full attention to your children's play activities.
- Listen to your children — watch for times when your child is open to talking — don't pressure them to talk if they don't want to.
- Reinforce your children's learning efforts by describing what they are doing.
- Praise your children's 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.

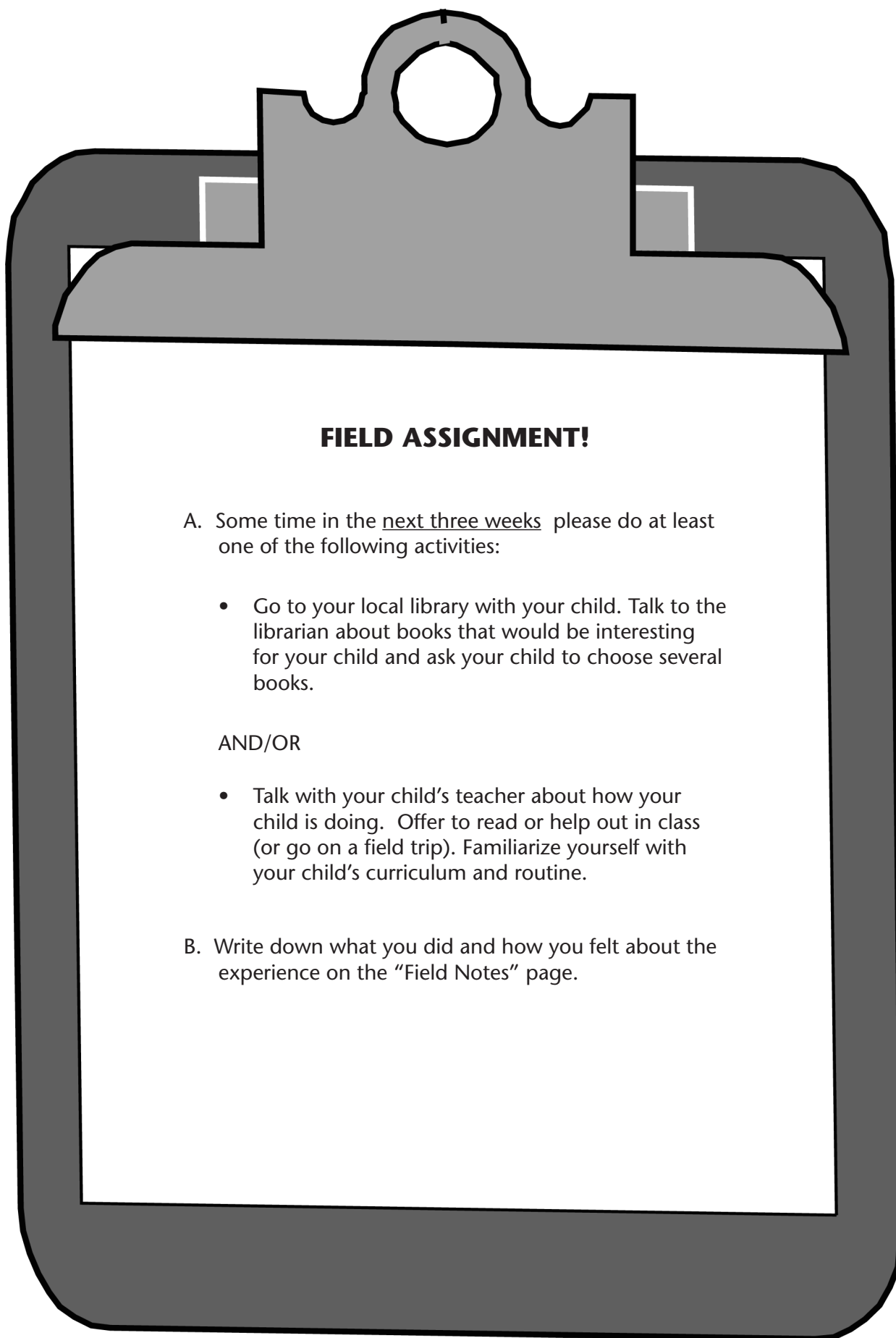
## *Calling Your Buddy*

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!**

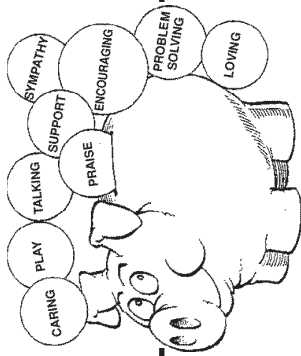
A. Some time in the next three weeks please do at least one of the following activities:

- 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 Reaction



## *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***

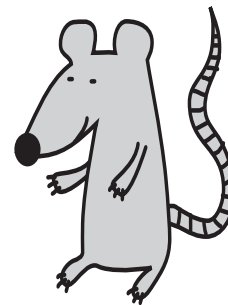
### ***Goodness of Fit—Managing Your Child’s Temperament***

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.

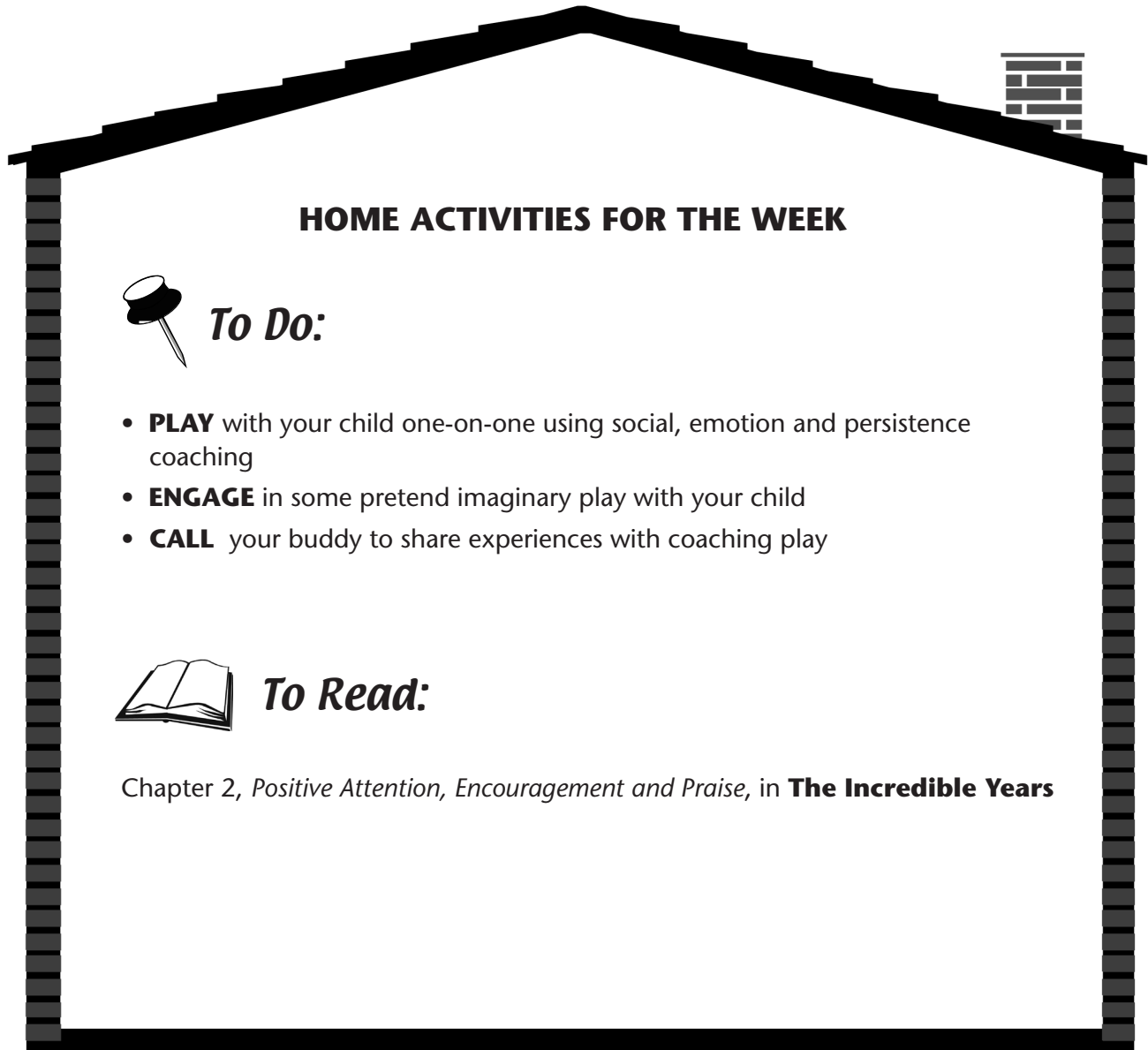


***Refrigerator Notes and Handouts***  
***Social and Emotion Coaching***





## Social and Emotional Coaching



*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 2, *Positive Attention, Encouragement and Praise*, in **The Incredible Years**

# 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.

Social/Friendship Skills	Examples
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite)	<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 friend 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 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.”

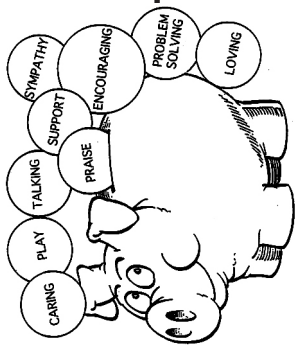
Asking for Help: “Wow! You asked him to help you—that is what good friends do for each other.”

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

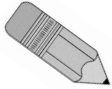
Problem-Solving: “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

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





Home Activities

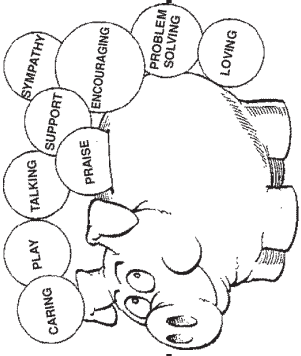


## RECORD SHEET: PLAY TIMES

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

Remember to Build Up Your Bank Account

Date	Time	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
<p><b>Parent Models:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Sharing</b></li> <li>❖ <b>Offering to Help</b></li> <li>❖ <b>Waiting</b></li> <li>❖ <b>Suggesting</b></li> <li>❖ <b>Complimenting</b></li> <li>❖ <b>Behavior-to-Feelings</b></li> </ul>	<p>“I’m going to be your friend and share my car with you.”</p> <p>“If you want, I can help you with that by holding the bottom while you put another on top.”</p> <p>“I can use my waiting muscles and wait until you’re finished using that.”</p> <p>“Could we build something together?”</p> <p>“You are so smart in figuring out how to put that together.”</p> <p>“You shared with me. That is so friendly and makes me feel happy.”</p> <p>“You helped me figure out how to do that. I feel proud that you could show me that.”</p>
<p><b>Parent Prompts:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Self-Talk</b></li> <li>❖ <b>Asking for help</b></li> </ul> <p><b>Parent Response:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Praise child when s/he shares or helps you</b></li> <li>❖ <b>Ignore or model acceptance when child does NOT share or help</b></li> </ul>	<p>“Hmm, I really wish I could find another piece to fit here.”</p> <p>“Hmm, I’m not sure I know how to put this together.”</p> <p>“Can you help me find another round piece?”</p> <p>“Can you share one of your cars with me?”</p> <p>“That was so helpful and friendly to share with me.”</p> <p>Continue to use descriptive commenting.</p> <p>“I can keep trying to find that round piece.” (model persistence)</p> <p>“I can wait until you’re finished playing with the cars.” (model waiting)</p> <p>“I know it is hard to give up that car, so I will wait to have a turn later.”</p>
<p><b>Puppet or Action-Figure Models:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Entering Play</b></li> <li>❖ <b>Being Socially Friendly</b></li> <li>❖ <b>Ignoring Aggression</b></li> </ul>	<p>“Can I play with you?”</p> <p>“That looks like fun. Can I do that with you?”</p> <p>“I’m being friendly. I’d like to play with you.”</p> <p>“I want to play with a friendly person. I think I will find somebody else to play with.”</p>

## 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
<b>Parent Coaches:</b> <ul style="list-style-type: none"> <li>❖ Asking for What They Want</li> <li>❖ Asking for Help</li> <li>❖ Asking a Friend to Wait</li> </ul>	<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>
<b>Parent Prompting:</b> <ul style="list-style-type: none"> <li>❖ Noticing Other Child</li> <li>❖ Initiate Interaction With Other Child</li> <li>❖ To Give Child a Compliment</li> </ul>	<p>"Wow, look what a big tower your friend is building." "You are both using green markers."</p> <p>"Your friend is looking for small green pieces. Can you find some for him?" "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." If you child does repeat this, you can praise him or her for a friendly compliment. If your child does not respond, continue descriptive commenting.</p>
<b>Parent Praising:</b> <ul style="list-style-type: none"> <li>❖ Behavior-to-Feelings</li> <li>❖ Playing Together</li> </ul>	<p>"You shared with your friend, that is so friendly and makes her feel happy." "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>
<b>Puppet or Action-Figure Models:</b> <ul style="list-style-type: none"> <li>❖ Sharing or Helping</li> </ul>	<p>"Wow! Do you see the tower that Nancy is building?" "Can either of you help me find a red block to make this truck?" "Could I help you build that house?" 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> <ul style="list-style-type: none"> <li>❖ Asking in a Friendly Voice (polite, quiet)</li> <li>❖ Giving Help to Friend</li> <li>❖ Sharing or Trading</li> <li>❖ Asking to Enter Play</li> <li>❖ Giving a Compliment</li> <li>❖ Agreeing with or giving a Suggestion</li> </ul>	<p>"You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends."</p> <p>"You helped your friend find what s/he was looking for. You are both working together and helping each other like a team."</p> <p>"That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. "</p> <p>"You asked kindly to play and they seemed happy to have you join in?"</p> <p>"You gave a compliment to her, that is very friendly."</p> <p>"You accepted your friend's suggestion. That is so cooperative."</p>
<b>Self-Regulatory Skills:</b> <ul style="list-style-type: none"> <li>❖ Listening to What a Peer Says</li> <li>❖ Waiting Patiently</li> <li>❖ Taking Turns</li> <li>❖ Staying Calm</li> <li>❖ Problem Solving</li> </ul>	<p>"Wow you really listened to your friend's request and followed his suggestion. That is really friendly."</p> <p>"You waited and asked first if you could use that. That shows you have really strong waiting muscles. "</p> <p>"You are taking turns. That's what good friends do for each other"</p> <p>"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."</p> <p>"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."</p>
<b>Empathy:</b> <ul style="list-style-type: none"> <li>❖ Behavior-to-Feelings</li> <li>❖ Apology/Forgiveness</li> </ul>	<p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings"</p> <p>"You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork."</p> <p>"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."</p> <p>"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?"</p>



***Refrigerator Notes & Handouts***  
***Effective Praise and Encouragement***





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.



### *To Read:*

- Handouts and Chapter Three, *Tangible Rewards*, in **The Incredible Years**.
- **REMEMBER** to praise someone who is important to you!

## REFRIGERATOR NOTES ABOUT PRAISING YOUR CHILD



- Catch your child being good—don't save praise for perfect behavior.
- Don't worry about spoiling your children with praise.
- Increase praise for difficult children.
- Model self-praise.
- Give labeled and specific praise.
- Make praise contingent on behavior.
- Praise with smiles, eye contact, and enthusiasm.
- Give positive praise.
- Praise immediately.
- Give pats and hugs and kisses along with praise.
- Use praise consistently.
- Praise in front of other people.

## 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 . . ."

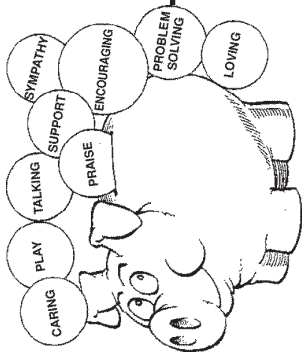
#### **Some Physical Rewards**

- 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



Home Activities



## RECORD SHEET: PRAISE

Remember to Build Up Your Bank Account

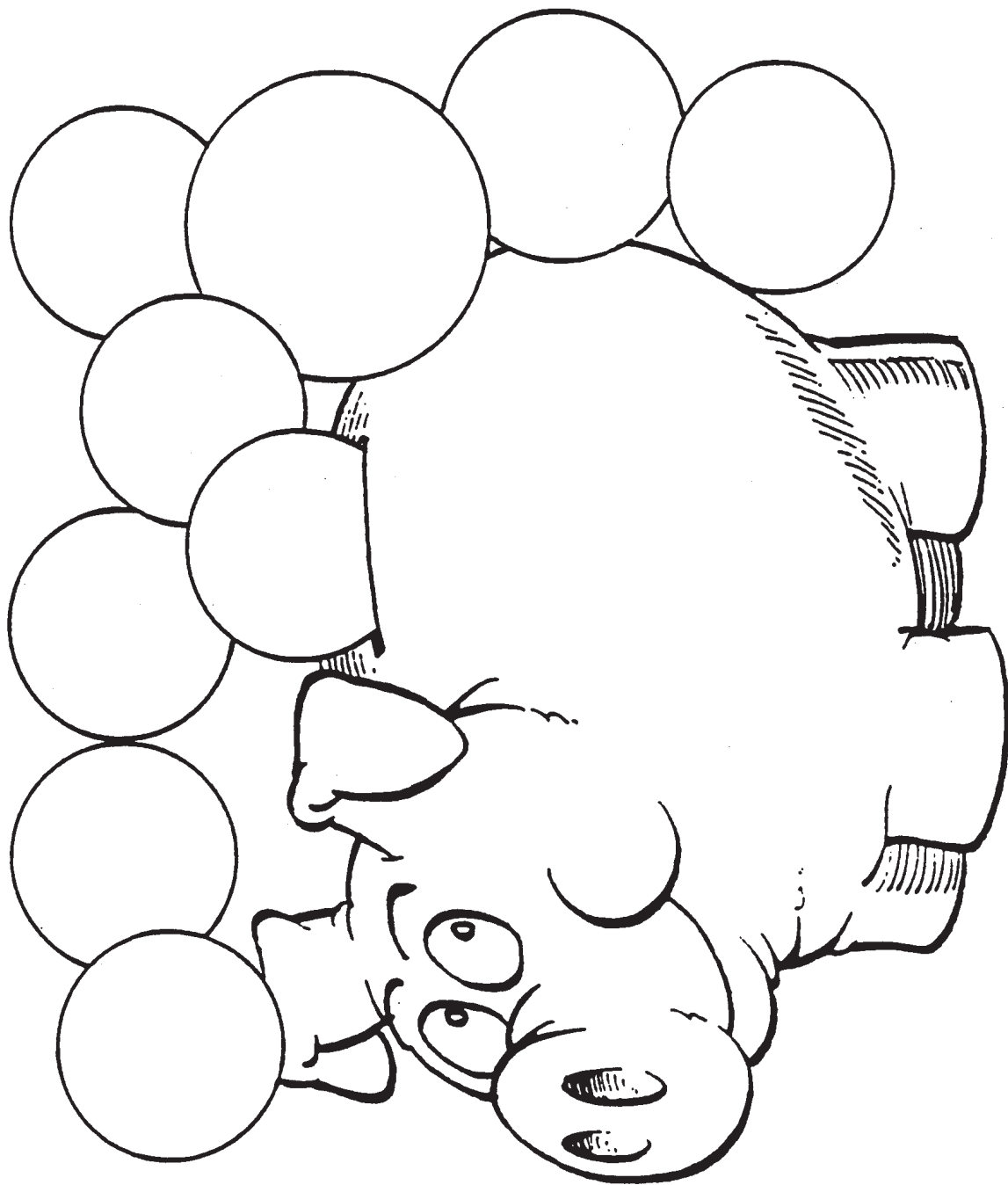
Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response



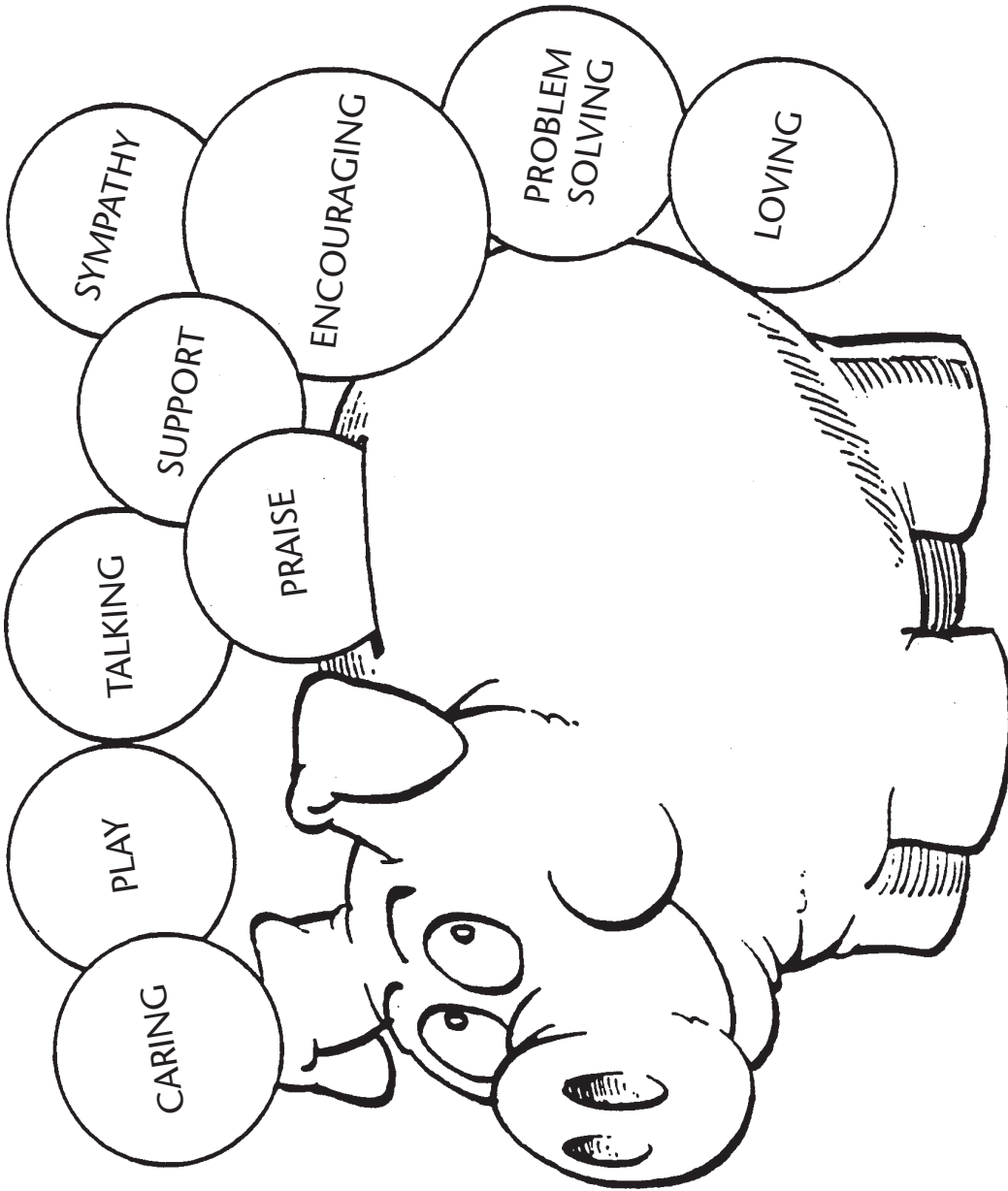
**Handout**  
**BEHAVIOR RECORD**

Behaviors I want to see more of:

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

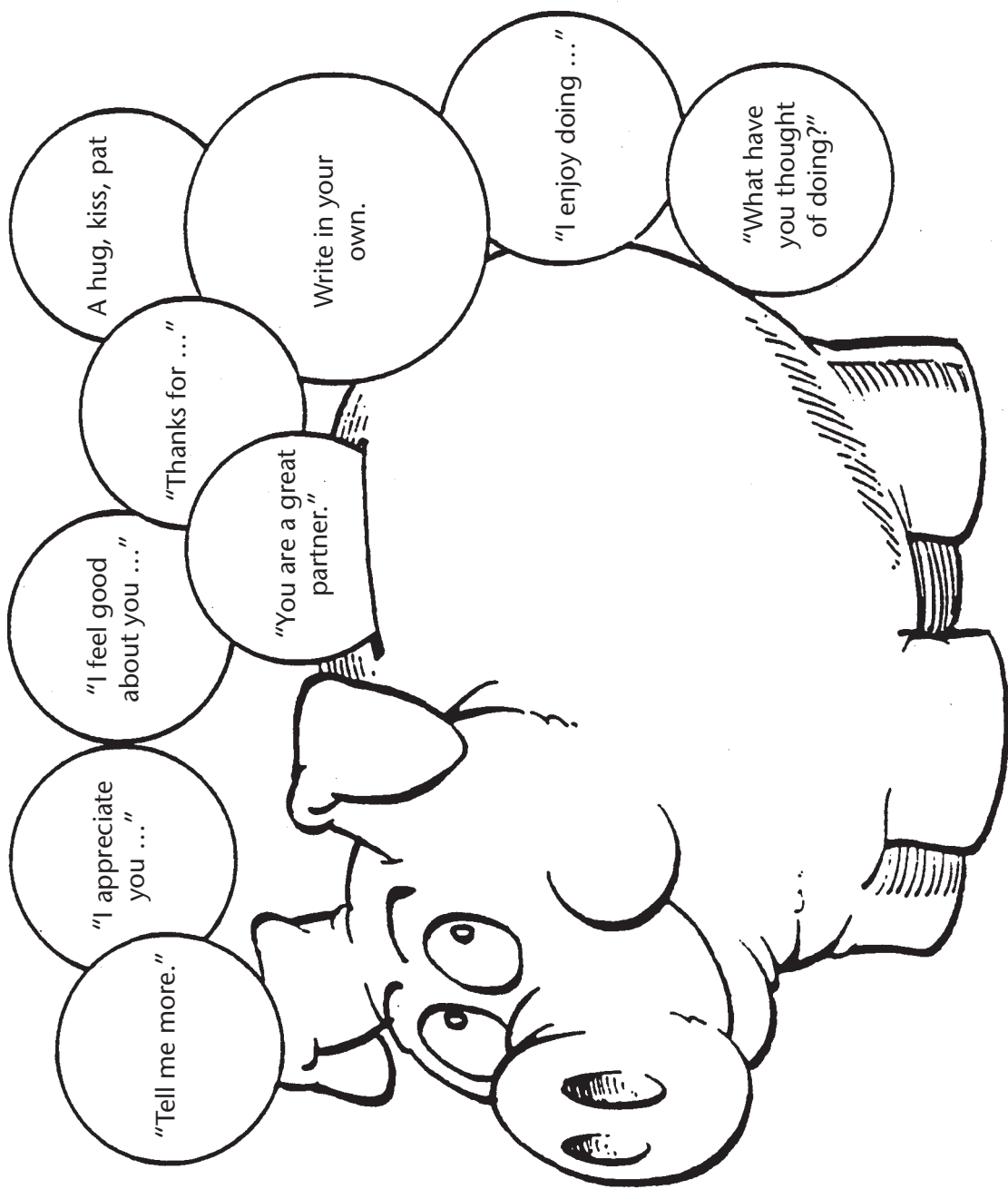


*Write Your Own Personal Praise Statements*



***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.



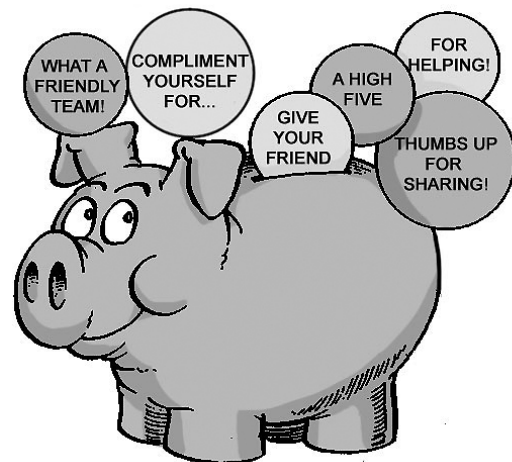
*Behaviors I want to see more of*

*Labeled Praise Statements*

*I like it when you...*

*Good for you! for...*

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

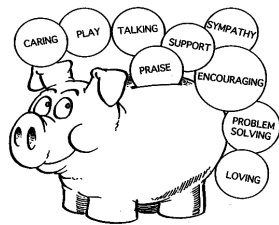


**Remember to Build Up Your Bank Account**

## **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.



## **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***





## 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 Three, *Tangible Rewards*, in **The Incredible Years**

## 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, Problem 1, *Taking Charge of Your Child’s Screen Time*, in **The Incredible Years**

## 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.

## ***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***

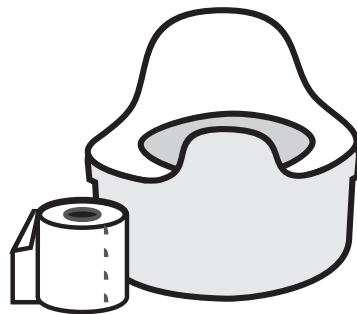
- your child can stay dry for 3 hours or more
- your child recognizes the signs that she has to go
- your child can pull down her pants down and up by herself
- your child seems interested or motivated to become potty trained
- your child is imitating others going to the bathroom
- your child can follow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

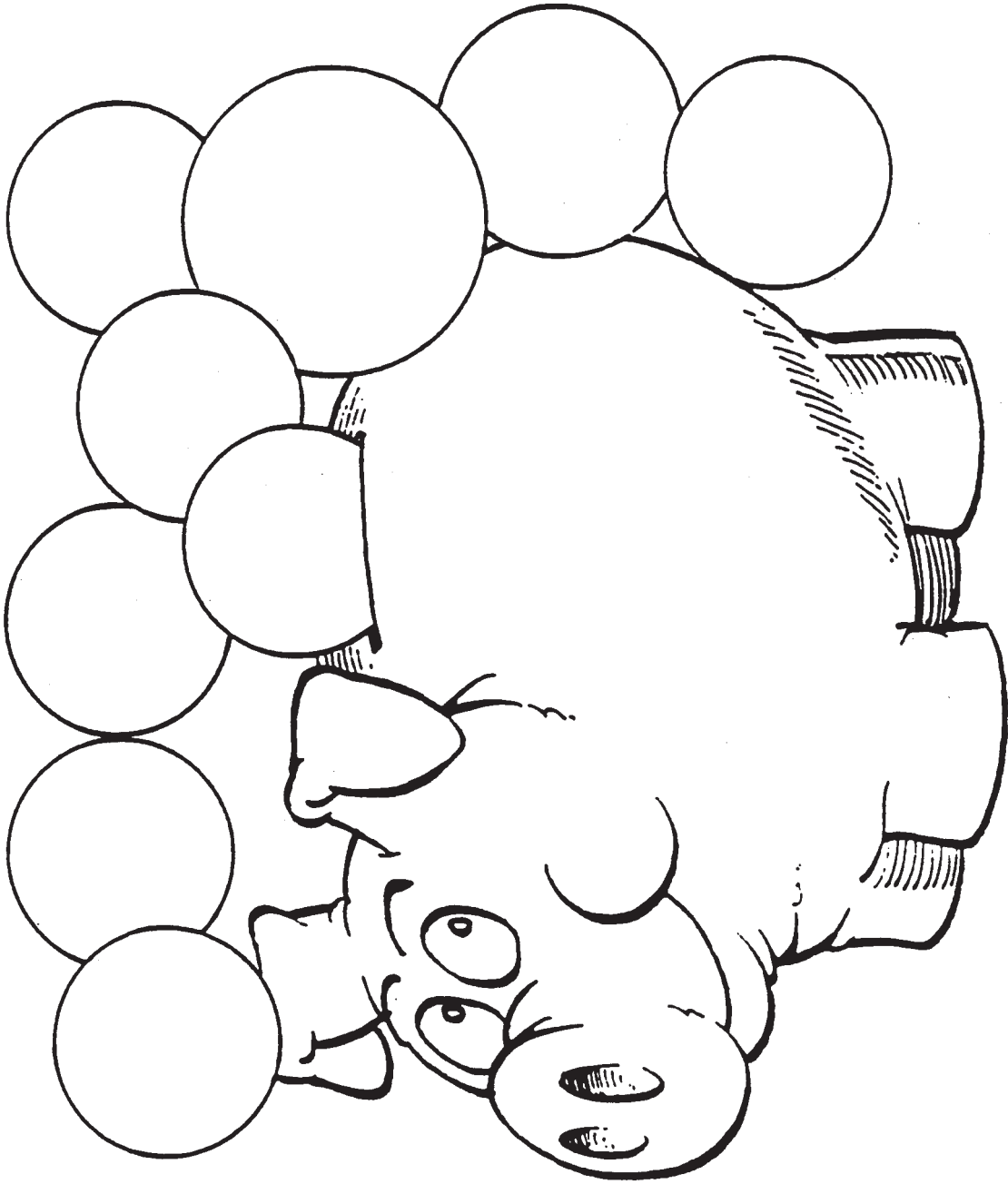


## ***Refrigerator Notes***

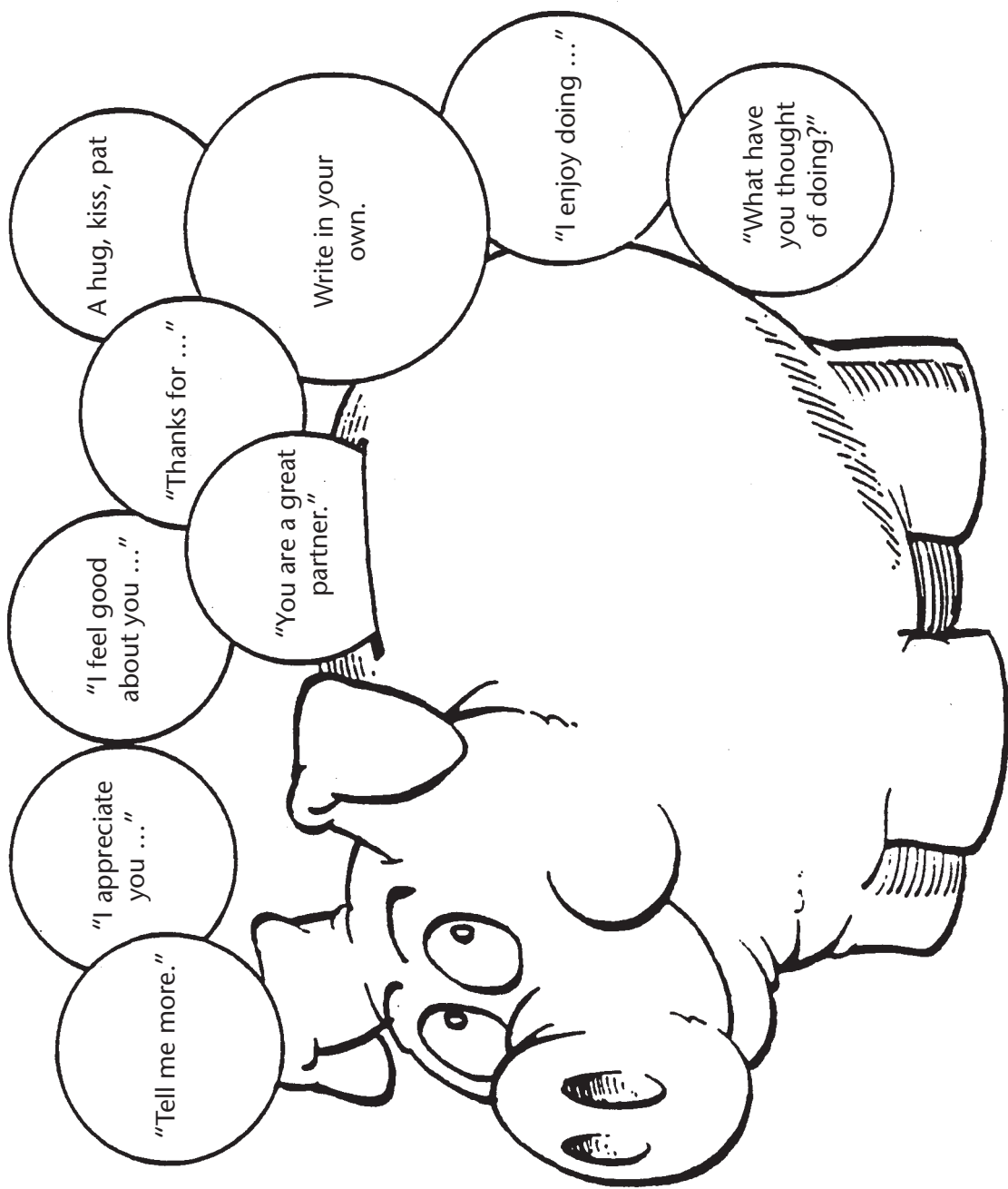
### ***Starting Toilet Training***

- 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*



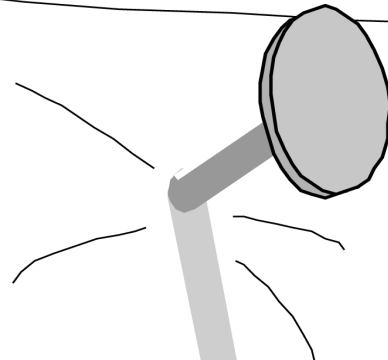
***Remember to Build Up Your Bank Account  
With Support and Encouragement***



***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



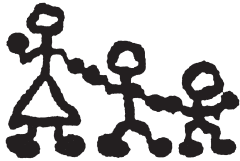


***PRACTICE  
PRAISING YOURSELF AND OTHERS!***

- 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

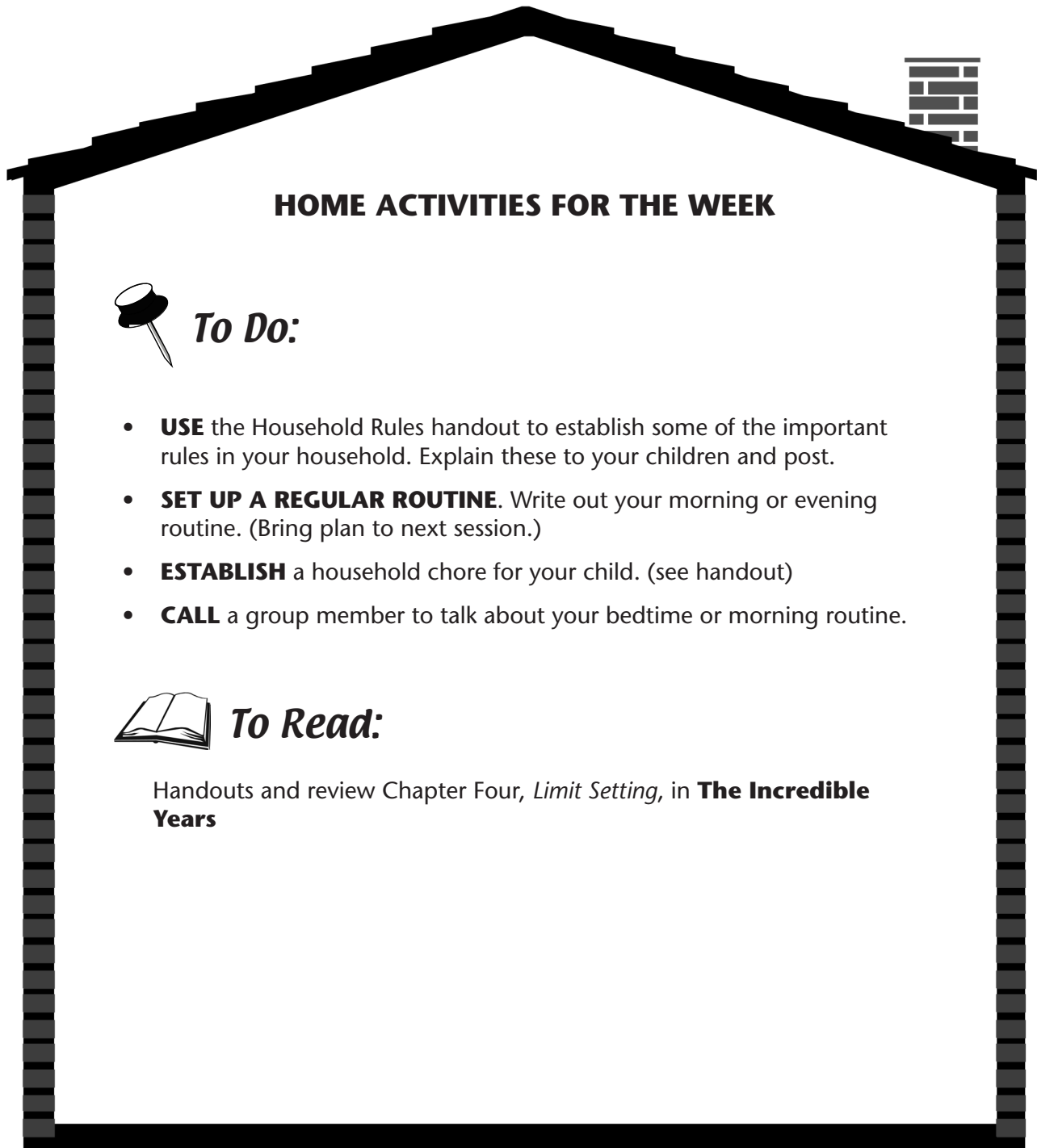
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



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







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



## ***Household Rules***

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

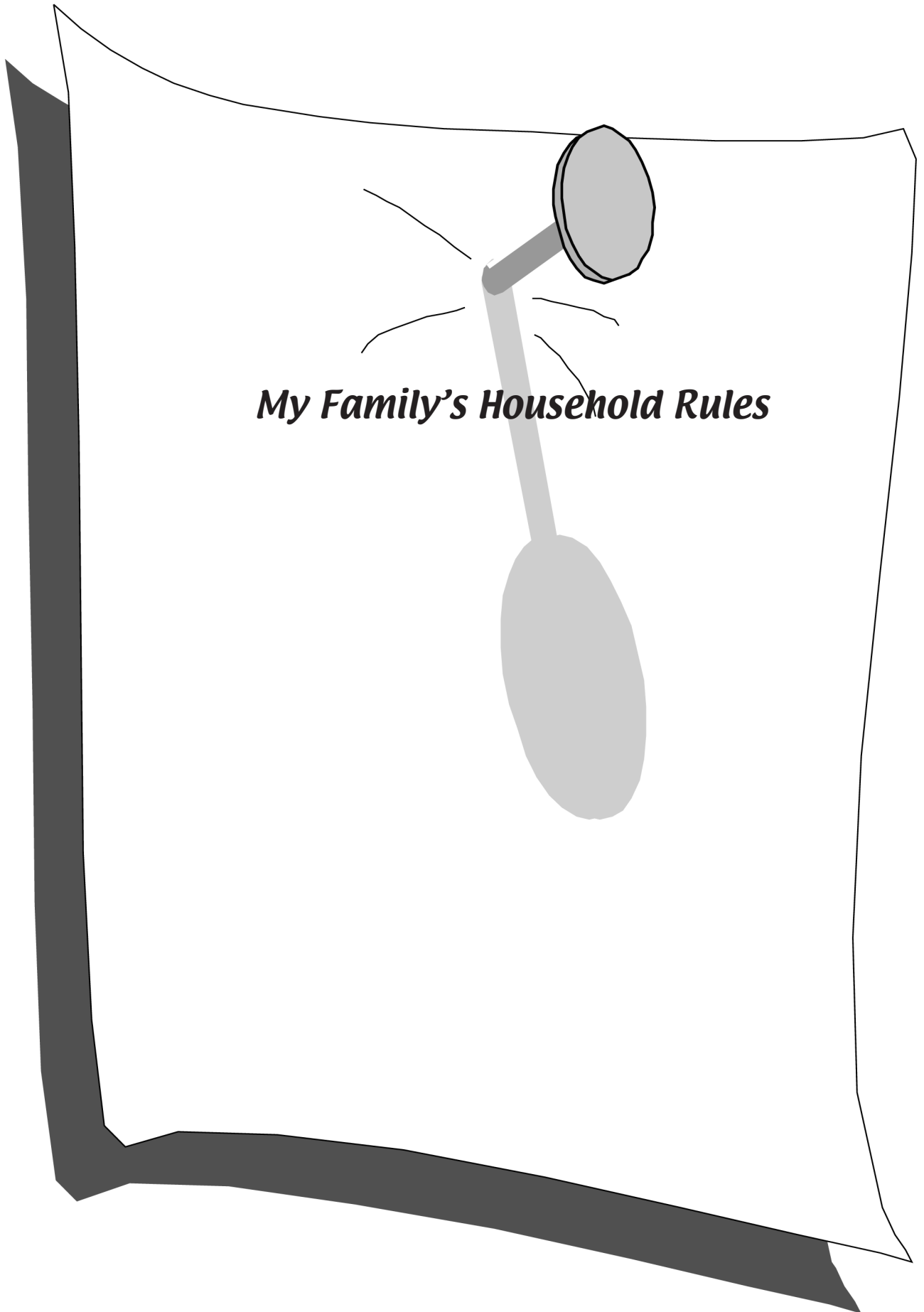
1. Bedtime is at 8:00 p.m.
2. No hitting allowed.
3. A seat belt must always be worn in the car.
4. Bicycle helmet must be worn when riding bike.
5. One hour of TV or computer per day.

### ***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***



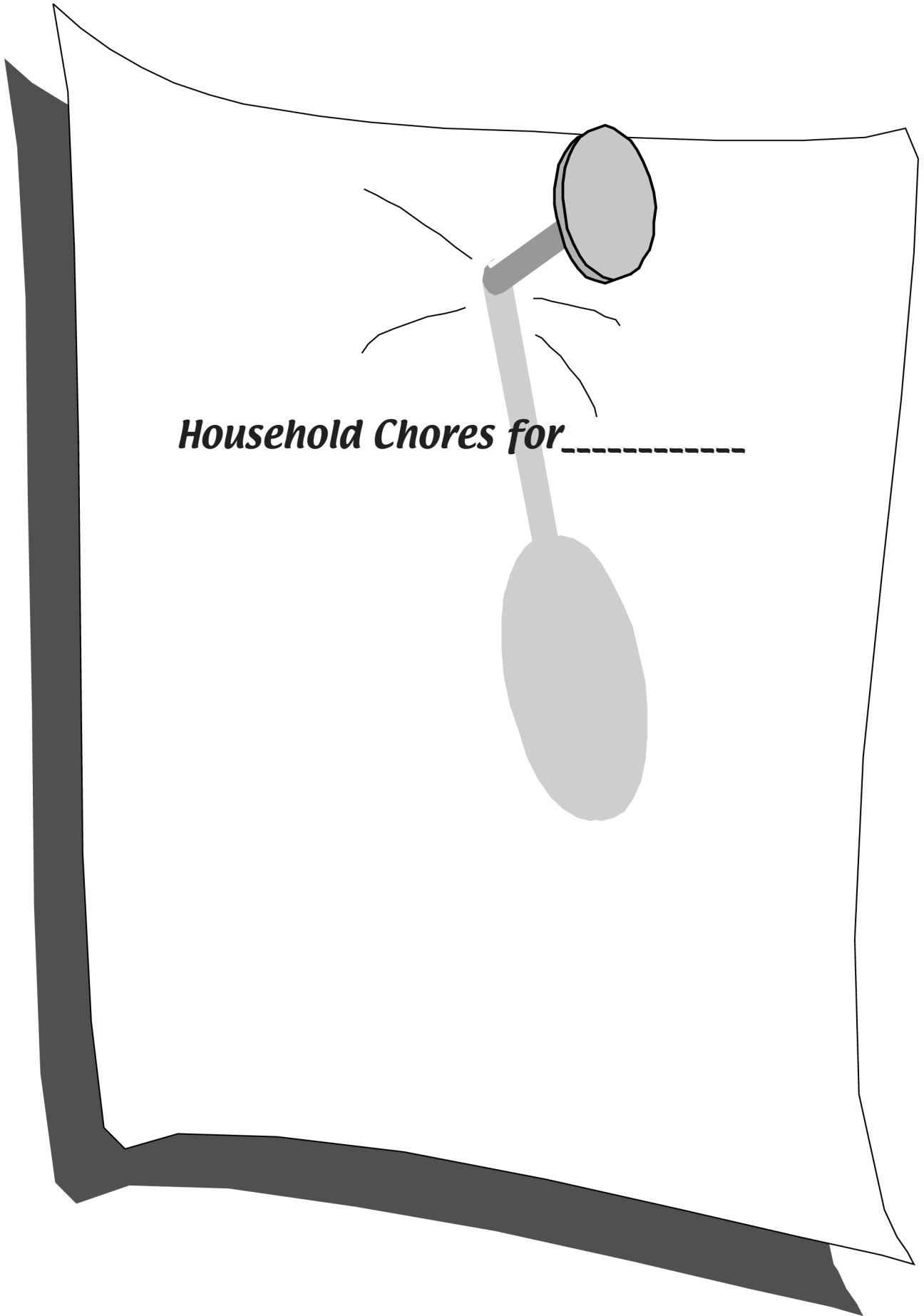
**HOUSEHOLD CHORES for \_\_\_\_\_**

***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
- \_\_\_\_\_

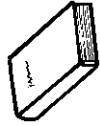
**Routine Chart**

## Cleaning My Room

Put dirty clothes in the laundry basket.




Put books on the shelf.



Put games in the cupboard.



Make the bed. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

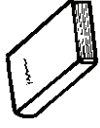
**Routine Chart**

## 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





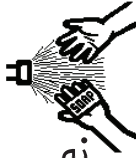


## Morning Routine

- Put on clothes. 
- Make the bed. 
- Eat breakfast. 
- Brush teeth. 
- Wash face and hands. 
- Get school bag and lunch. 

Routine Chart



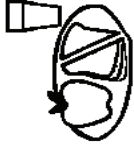

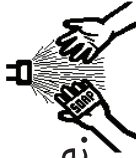




## Bedtime Routine

- 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


**Routine Chart**


**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 him 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 & Handouts***  
***Effective Limit Setting***





## 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 Four, *Limit Setting*, in **The Incredible Years**.

***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 Four, Limit Setting, in **The Incredible Years.**

***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
<p><b>Goal:</b></p> <p>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.</p>	



# 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 ABOUT LIMIT SETTING



- Don't give unnecessary commands.
- Give one command at a time.
- Be realistic in your expectations and use age-appropriate commands.
- Use "do" commands.
- Make commands positive and polite.
- Don't use "stop" commands.
- Give children ample opportunity to comply.
- Give warnings and helpful reminders.
- Don't threaten children; use "when-then" commands.
- Give children options or choices 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.



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

"Walk slowly."

"Keep your hands to yourself."

"Talk softly."

"Play quietly."

"Come home."

"Color it black."

"Please put the clothes away."

"Please go to bed."

"Keep your hands to your own body."

"Keep the paint on the paper."

"Wash your hands."

"Set the table."

"Make your bed."

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

"Let's put away the toys."

"Why don't we go to bed now?"

"Don't yell."

"Shut up."

"Stop running."

"Wouldn't it be nice to go to bed now?"

"Hand me the bread, will you?"

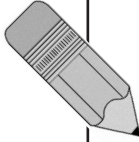
"Be nice, be good, be careful!"

"Watch it."

"Let's don't do that anymore."



Home Activities



"Reduce your commands to the most important ones."

**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***



## 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.



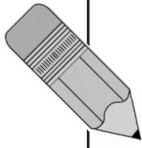
#### *To Read:*

- Handouts and Chapter Five, *Ignore*, in *The Incredible Years*.

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



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**

### **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.



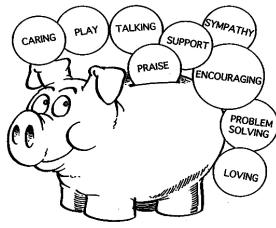


## ***Buzz—Goals for Discipline***

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"*

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

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

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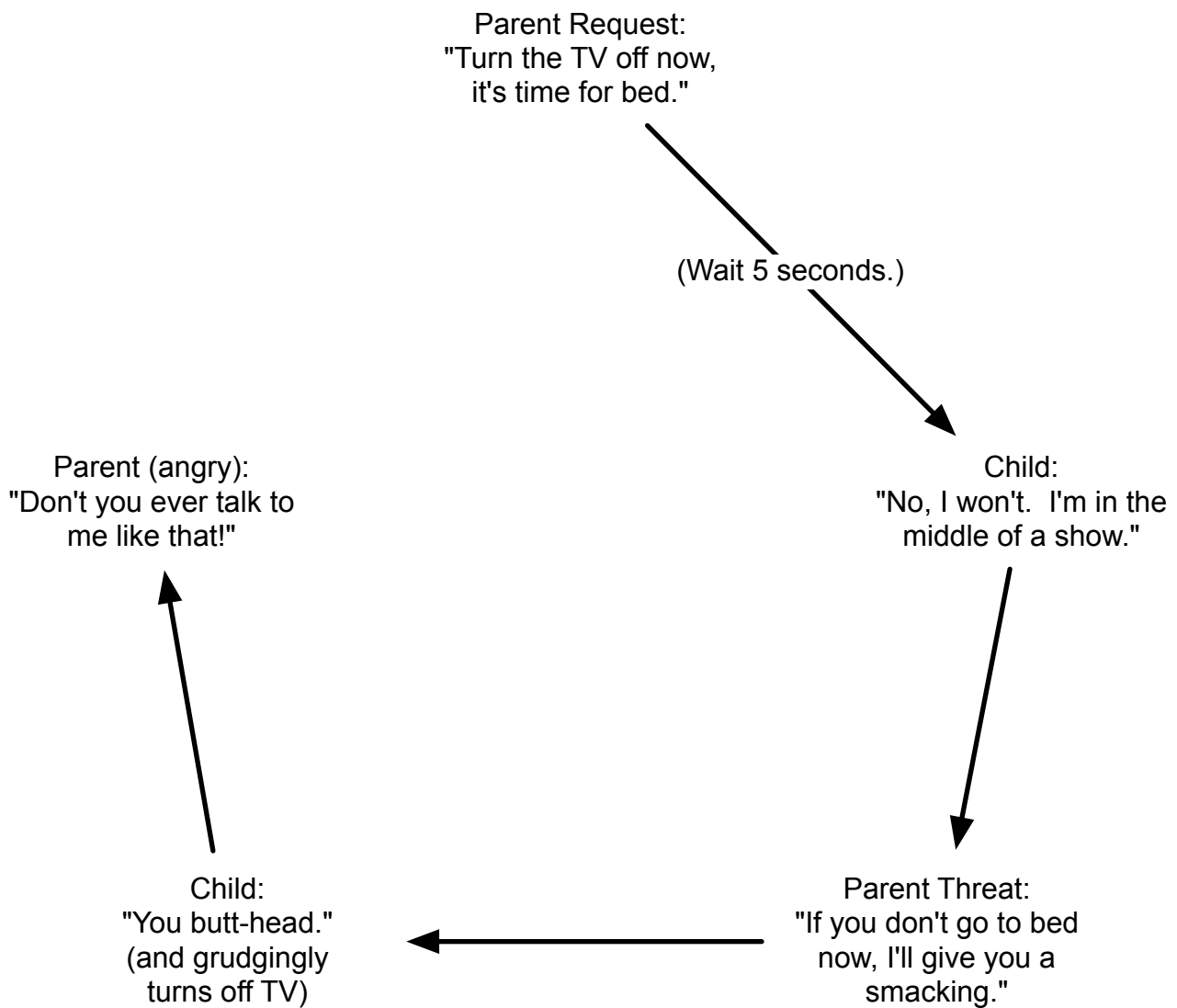
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*Scenario #1*

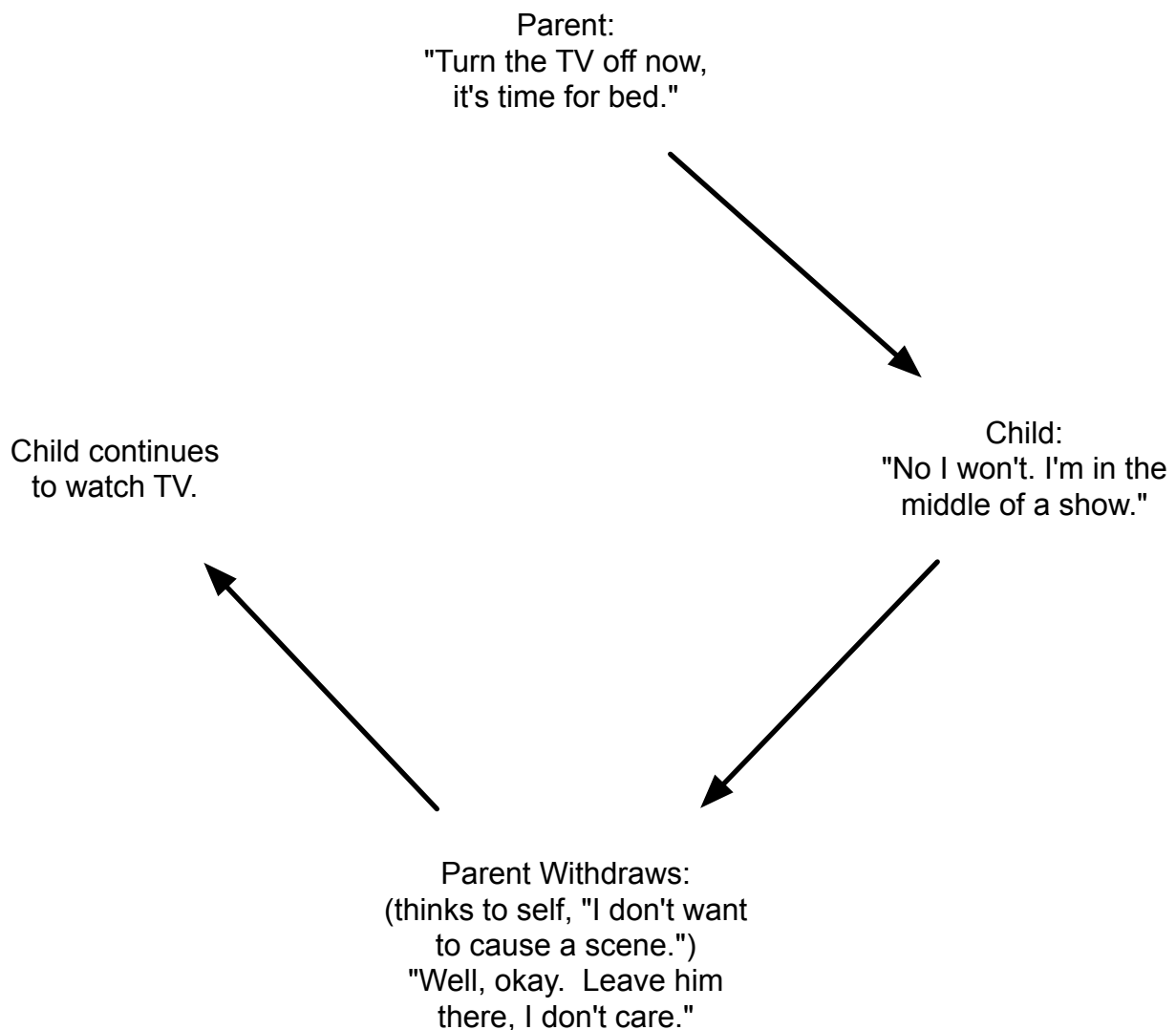
***Anger Trap:  
Who Is Reinforced for What Behavior?***





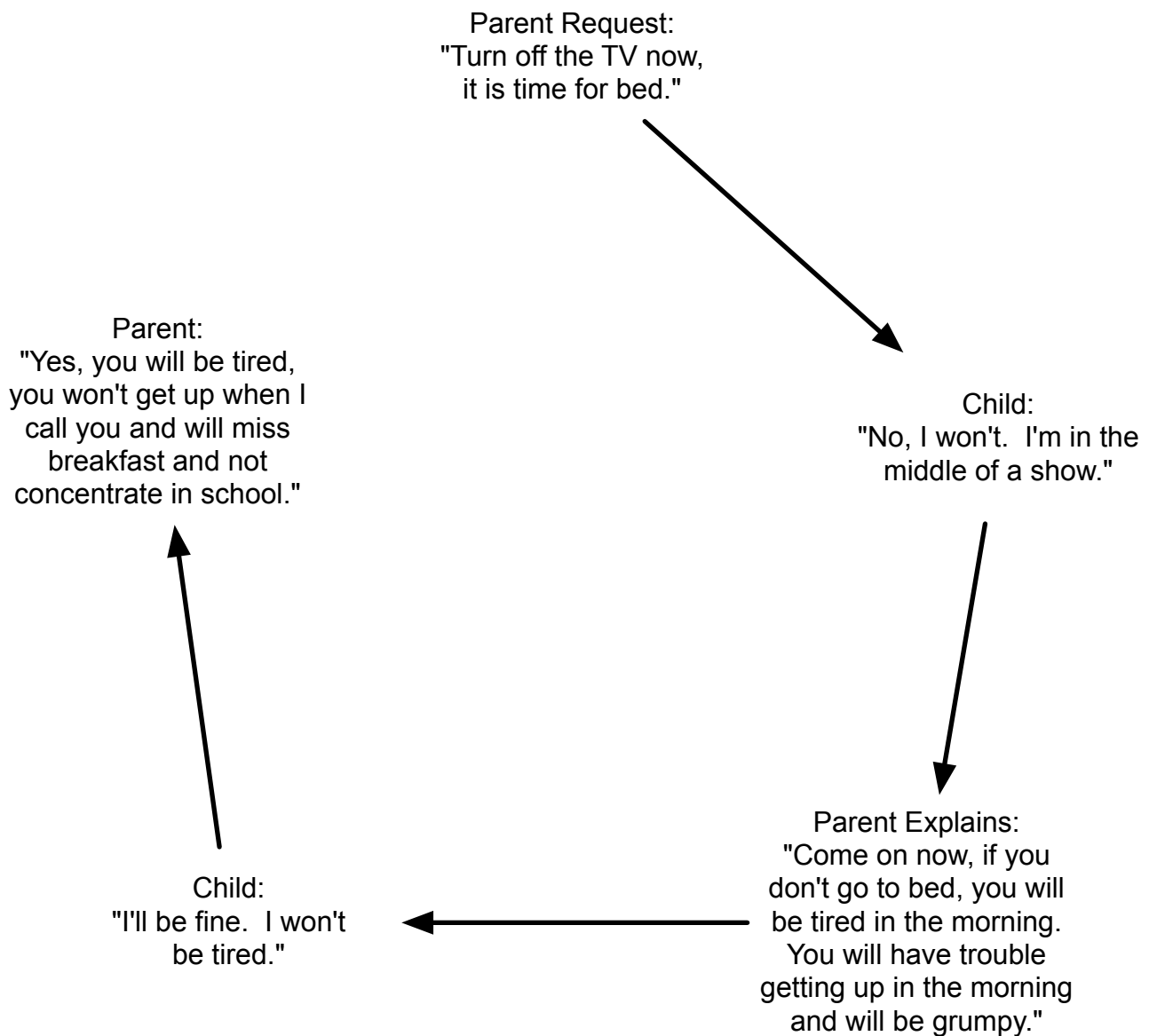
*Scenario #2*

***Avoidance Trap:  
Who Is Reinforced for What Behavior?***



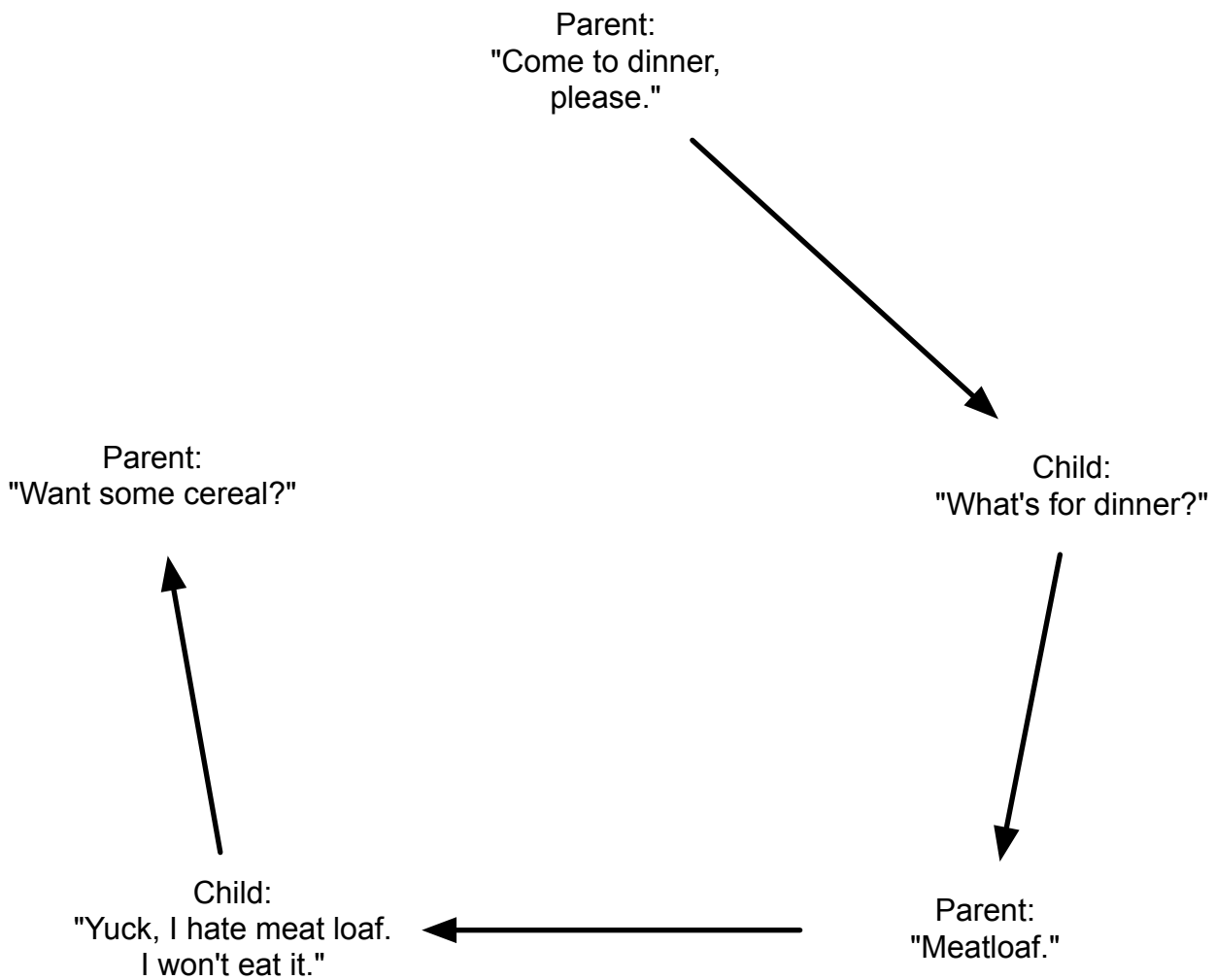
*Scenario #3*

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



*Scenario #4*

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





***Refrigerator Notes and Handouts***  
***Ignoring Misbehavior***



## 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 you 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 11, *Controlling Upsetting Thoughts*, and Chapter 6, *Time Out* 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***

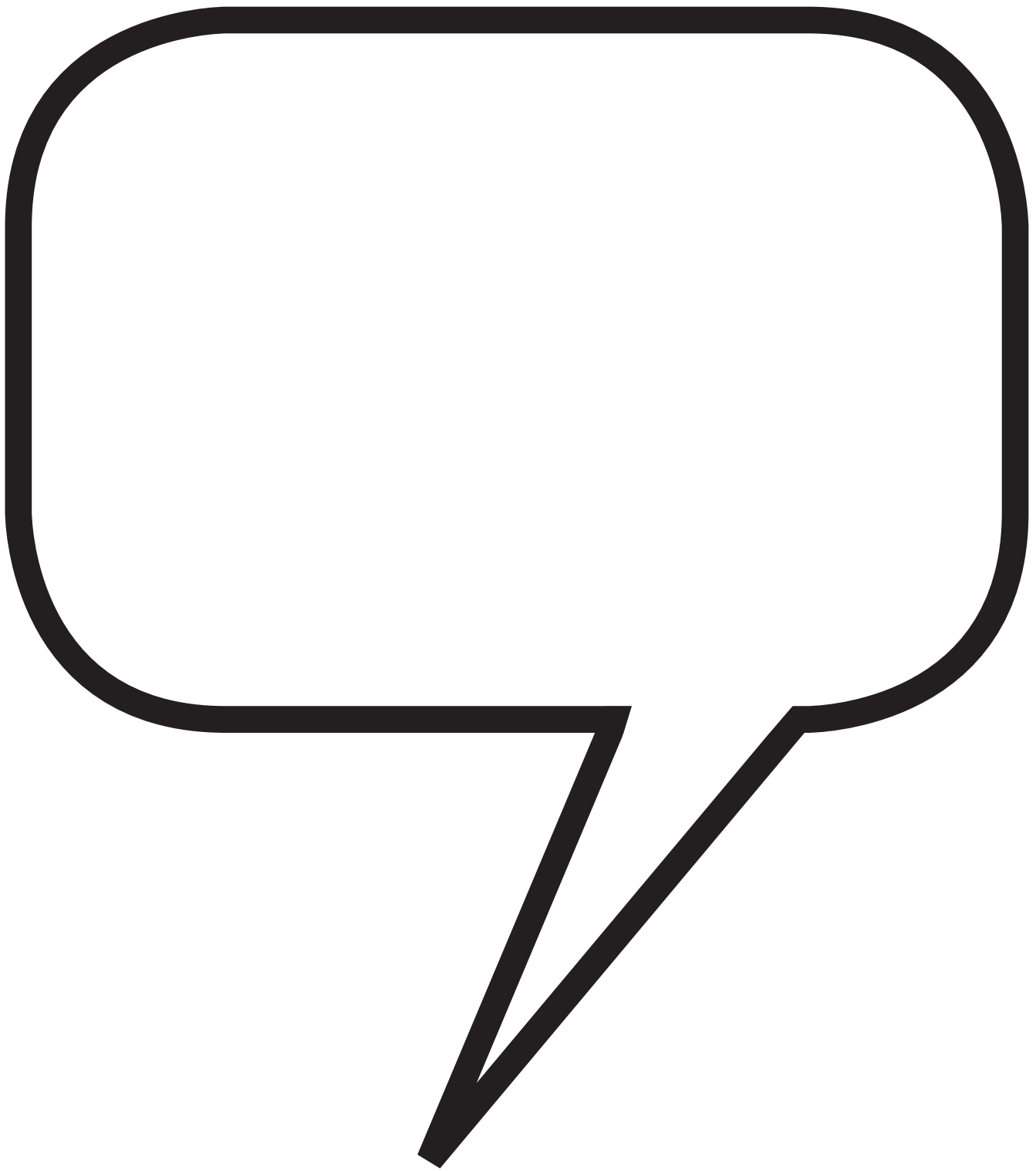
## ***Self-Talk In Problem Situations***

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.

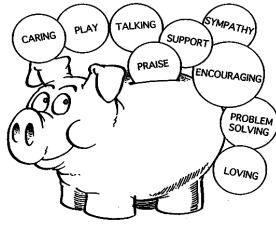
Problem Situation: \_\_\_\_\_

***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.

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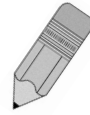
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# Handout

## Record Sheet: Ignore And Praise



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

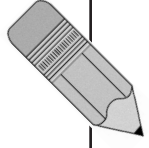
**Saturday** \_\_\_\_\_

**Sunday** \_\_\_\_\_





Home Activities



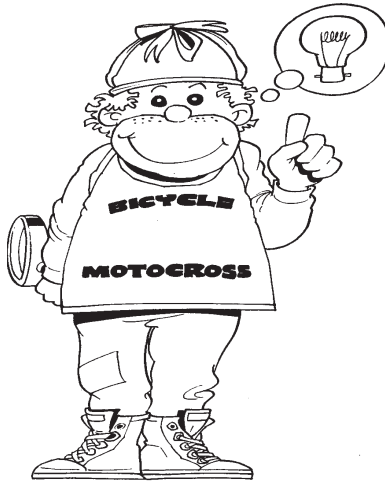
"Reduce your commands to the most important ones."

**RECORD SHEET: COMMANDS**

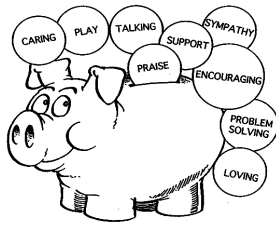
Date	Time	Commands Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Put the toys away."	Child puts toys away	"Thank you for putting the toys away."
1st Day				
2nd Day				
		Example of When/Then Command		

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.
- Return your attention as soon as misbehavior stops.
- Combine distractions 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.



# 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.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



***Handouts & Refrigerator Notes***  
***Time Out to Calm Down***



## 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 12 *Time Out from Stress and Anger* and Chapter 7 *Natural and Logical Consequences* 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 7 *Natural and Logical Consequences* in **The Incredible Years** book.

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

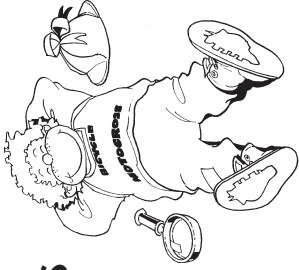


## REFRIGERATOR NOTES ABOUT TIME OUT



- Be polite.
- Be prepared for testing.
- Expect repeated learning trials.
- Ignore child while in Time Out.
- Support a partner's use of Time Out.
- Follow through with completing Time Out.
- Use personal Time Out to relax and refuel energy.
- Use Time Out consistently for chosen misbehaviors.
- Monitor anger in order to avoid exploding suddenly; give warnings.
- Give 5-minute Time Outs with 2 minutes of quiet at the end.
- Carefully limit the number of behaviors for which Time Out is used and use consistently.
- Don't threaten Time Out unless you're prepared to follow through.
- Use nonviolent approaches such as loss of privileges as a back-up to Time Out.
- Hold children responsible for cleaning messes in Time Out.
- Don't rely exclusively on Time Out—use other discipline techniques, such as, ignoring, logical consequences and problem-solving for less severe misbehaviors.
- Build up bank account with praise, love and support.
- Use Time Out for destructive behaviors and times when your child's misbehavior cannot be ignored. Start by choosing just one behavior to work on. When that behavior is no longer a problem, choose another behavior to work on.
- Give immediate Time Out for hitting and destructive acts, however for noncompliance one warning may be given.
- Ignore inappropriate behaviors such as screaming, whining teasing, arguing, swearing and tantrums while the child is in Time Out.
- Praise positive behavior as often as possible.

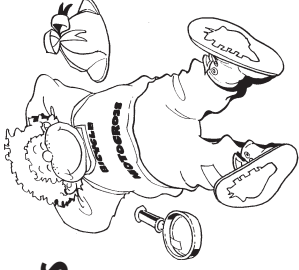
## REFRIGERATOR NOTES ABOUT STRESS AND ANGER



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



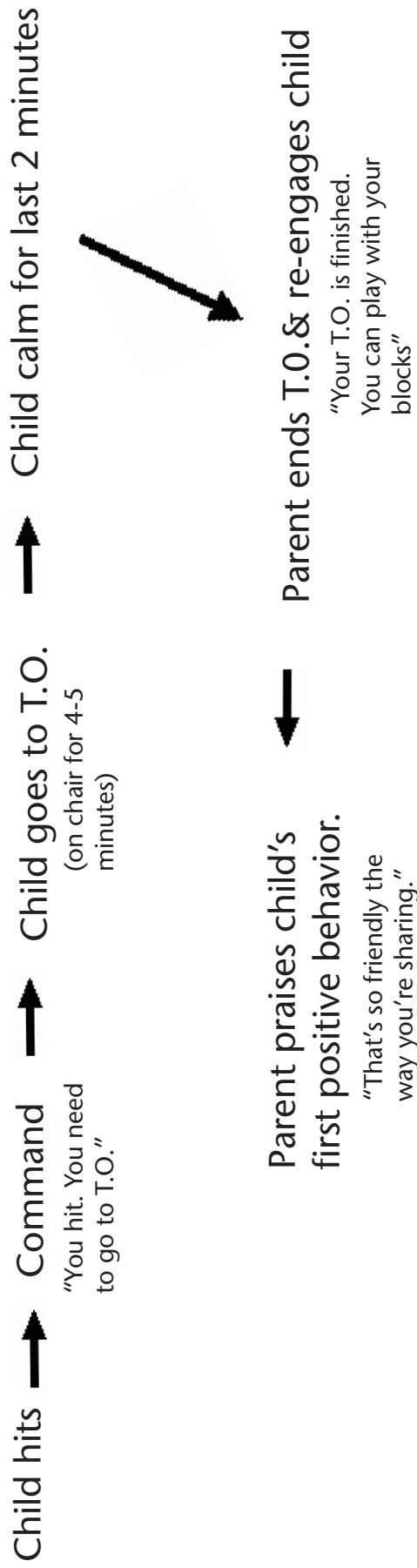
Relax

- 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).

# Time Out for Aggression

Children Ages 3–6 Years

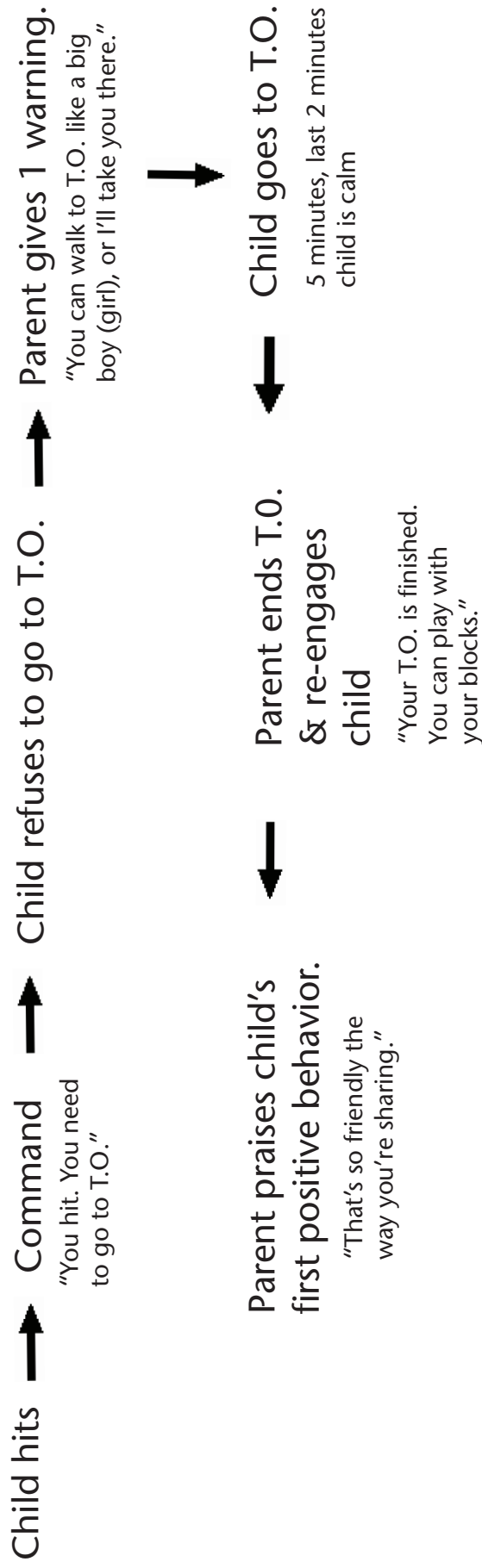
Scenario #1: Child goes to Time Out.  
*Handling Misbehavior Part 3: Vignettes 9–12*



# Young Child Resists Going to Time Out

Children Ages 3–6 Years

Scenario #2: Child resists going to Time Out.



**"Go to T.O."**

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

# Child Refuses to Stay in Time Out

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

Child comes out of T.O.  
before T.O. is over

Parent gives 1 warning.  
"If you can't stay in the T.O.  
chair (place), you'll go to  
the T.O. room."

Child stays in T.O.  
4-5 minutes, last 2  
minutes child is calm

Child comes out of T.O.

Parent takes child  
to backup room.

"You didn't stay on the chair. You  
need to go to the room."

Parent ends T.O. &  
Re-engages child  
"Your T.O. is finished."

Parent praises child's  
first positive behavior.  
"That's so friendly the  
way you're sharing."

Child stays in  
T.O. room.  
5 minutes, last 2  
minutes child is calm

Parent ends T.O.  
& Re-engages  
child

"Your T.O. is fin-  
ished."

Parent praises child's  
first positive behavior.  
"That's so  
friendly the way  
you're sharing."

# School Age Child Resists Going to Time Out

Children Ages 6-10

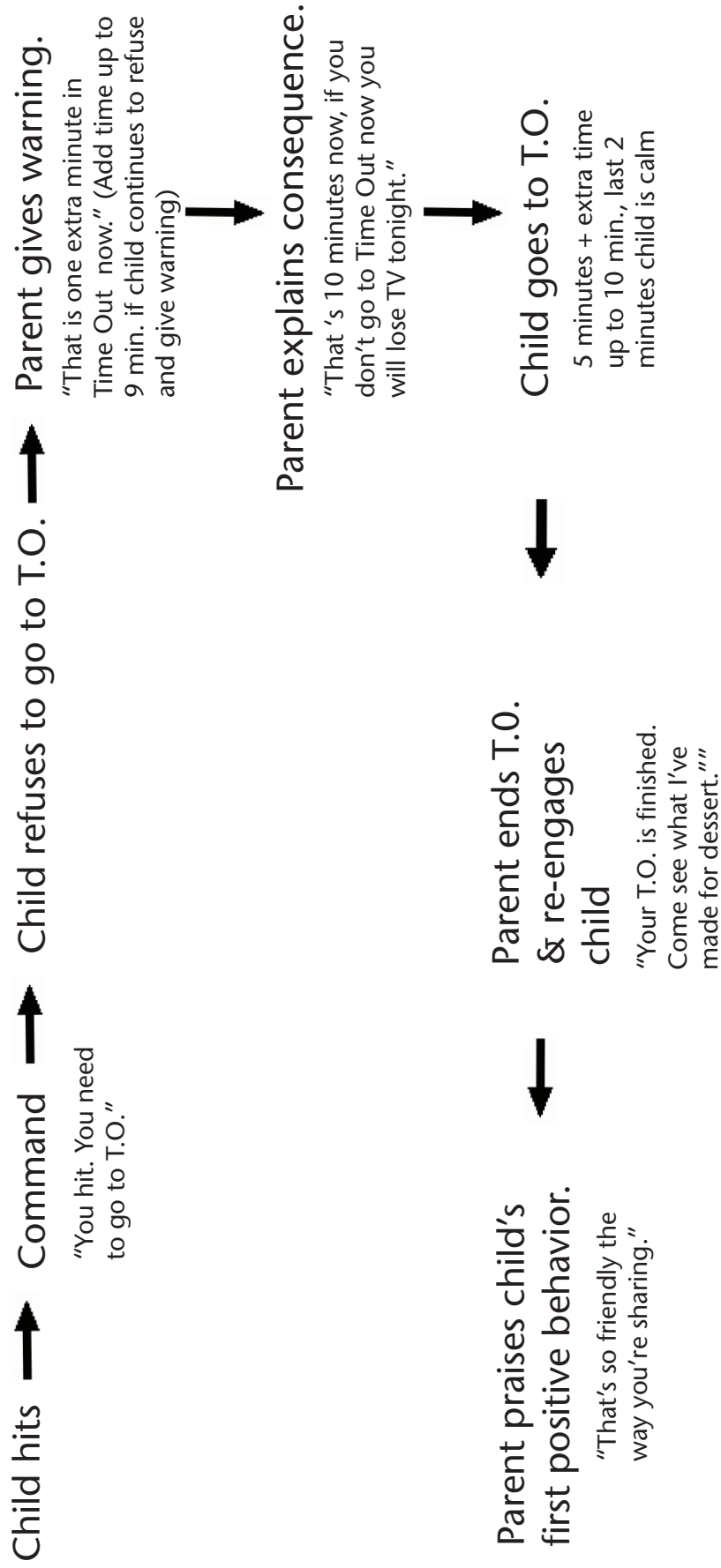
Scenario #2B: Child initially resists going to Time Out.  
Handling Misbehavior Part 3: Vignette 20



# School Age Child Continues to Resist Going to Time Out

## Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Time Out.  
Handling Misbehavior Part 3: Vignette 21

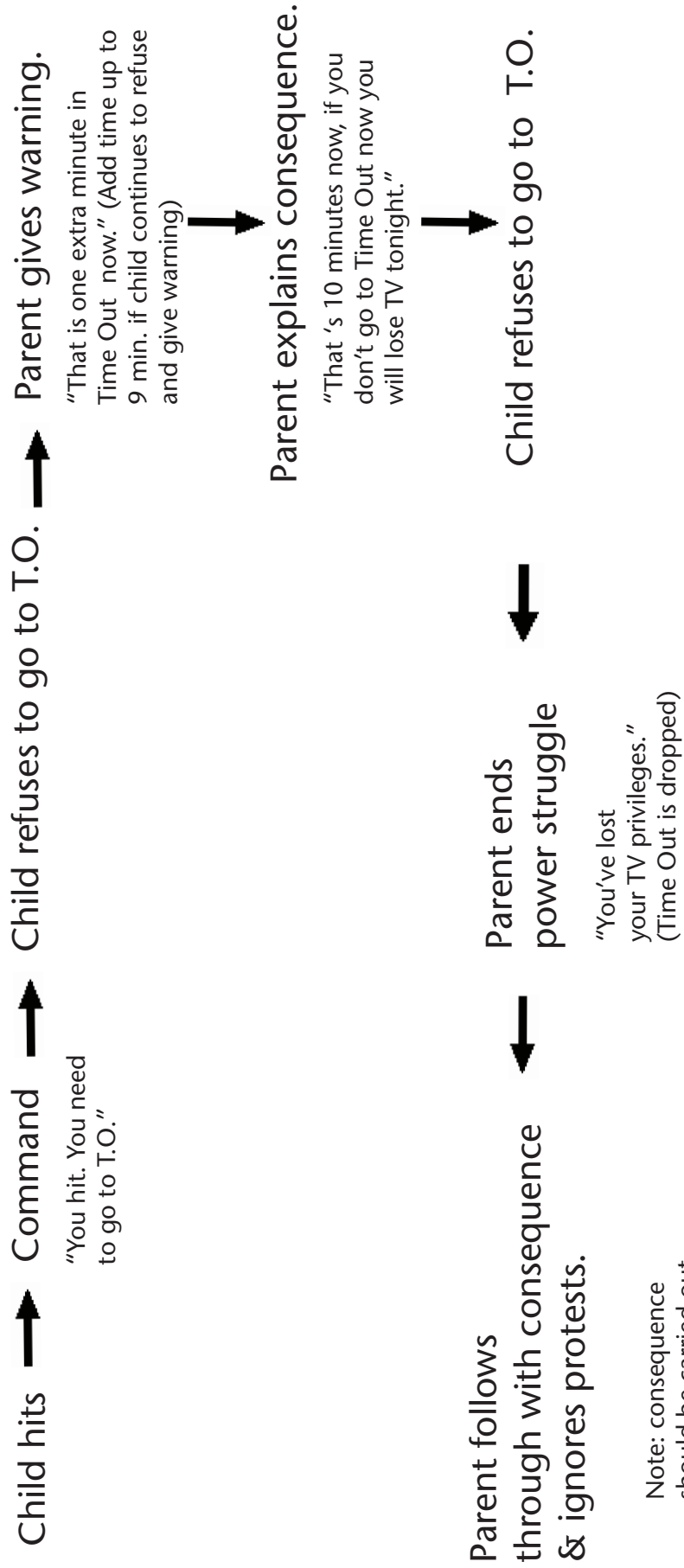


Note: if child does not go when consequence is explained, parent follows through with consequence, Time Out dropped.

# School Age Child Refuses Time Out

## Children Ages 6-10

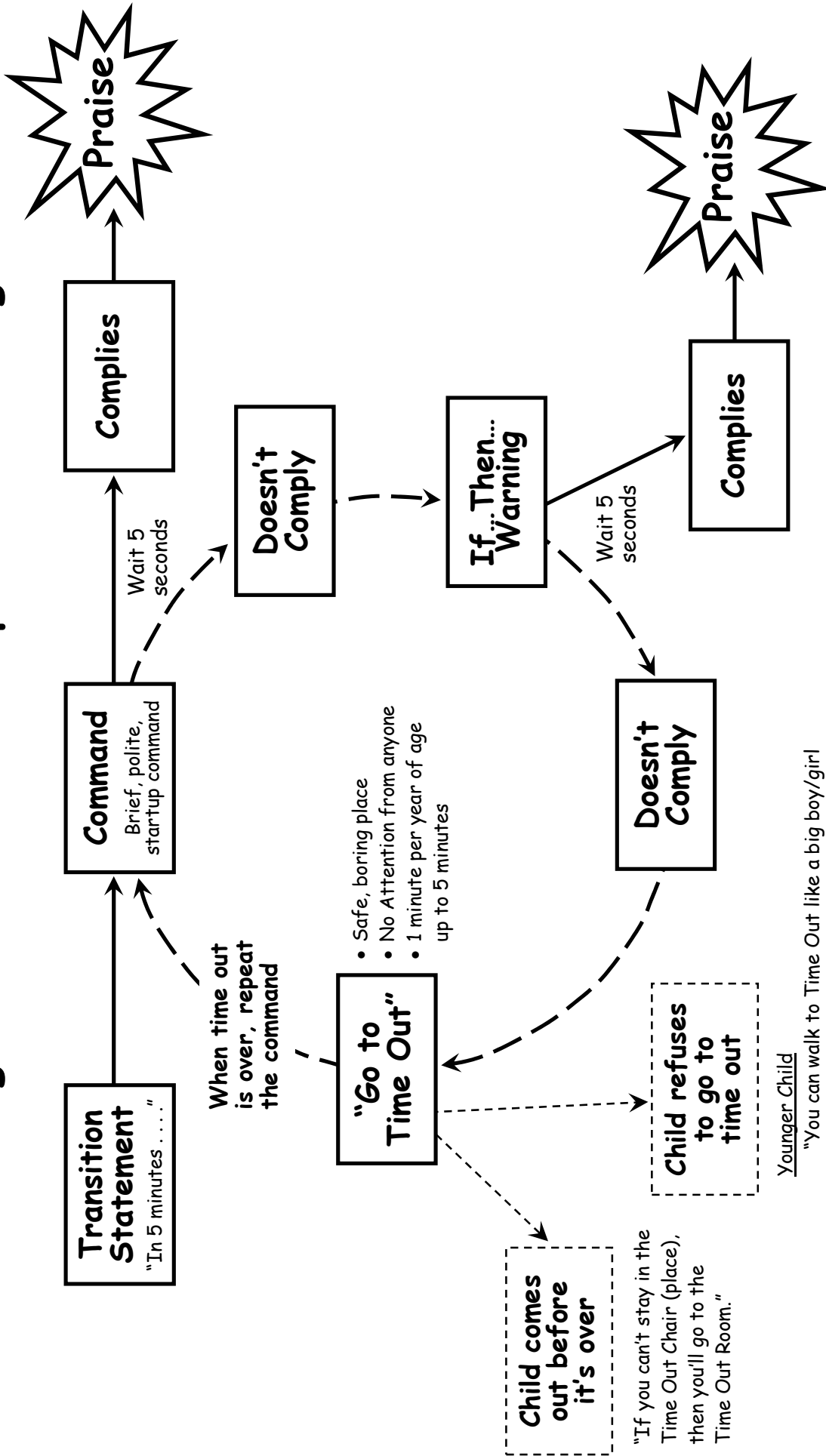
Scenario #2D: Child continues to refuse to go to Time Out.



Note: consequence should be carried out same day.



# Using Time Out 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:

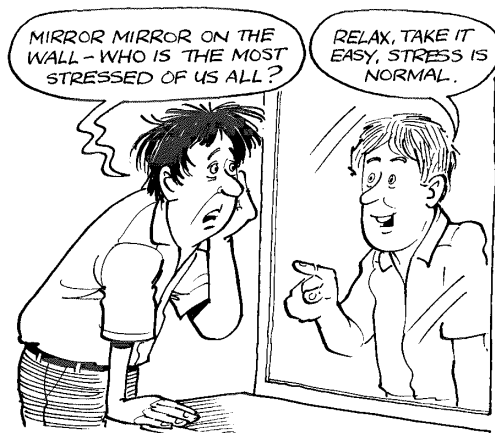
- Slow down your breathing.
- Count from one to ten as far as you are able to in a single breath.
- Repeat deep, slow inhaling and exhaling while counting until you feel relaxed.

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.

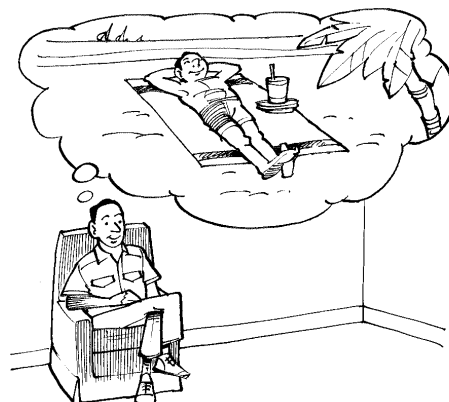
- What is my goal? (for my child to improve his behavior)
- What am I doing now? (getting angry)
- Is what I'm doing helping me reach my goal? (no, we're arguing)
- If it isn't, what do I need to do differently? (relax, take some time to think about what is going on, and clearly state what I want)

### RELAXATION PROCEDURES

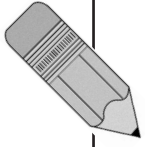
Many people must learn to relax before they can control their self-statements. The following is a relaxation procedure that can be learned without extensive training.

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: COMMANDS AND Time Out**

Date	Time	Command/Warning	Child's Response	Reward/Attend for Compliance	Time Out Chair	Use of Room Duration



## Brainstorm/Buzz

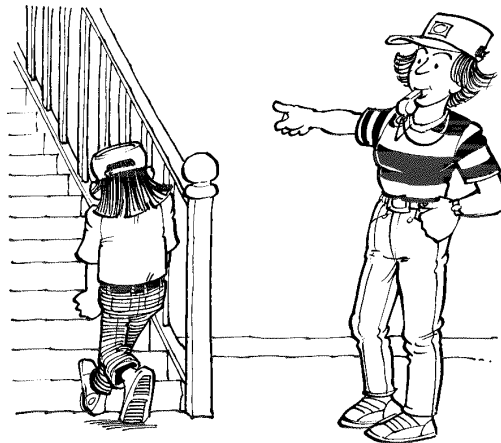
It is important to think about what behaviors will result in Time Out ahead of time. That way, when the behavior occurs, you are prepared to follow through with the Time Out. It is also important for children to know which behaviors will result in Time Out. Try brainstorming some of these:



### ***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



## *Pros and Cons of Time Out to Calm Down*

Think about the advantages to Time Out and write them down on your notepad.  
List the disadvantages.

### Time Out to Calm Down

<p>advantages</p>
<p>disadvantages</p>

## *Considerations*

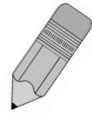
### *Thinking About Time Out Advantages and Disadvantages*

Look at the lists and notice who the advantages are to and who experiences the disadvantages (child or parent). Also look at whether the disadvantages are short term or long term for you or your child.



## ***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...*



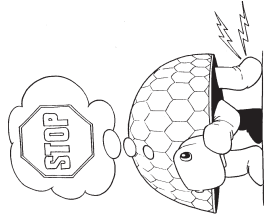
## Brainstorm/Buzz Staying Calm



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.

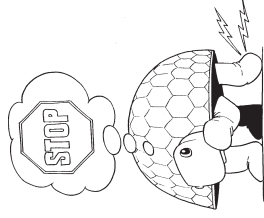
<b>My emotional responses when giving Time Out</b>	<b>Strategies to stay calm</b>





### 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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- Model self-control and appropriate feeling talk.

## *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*

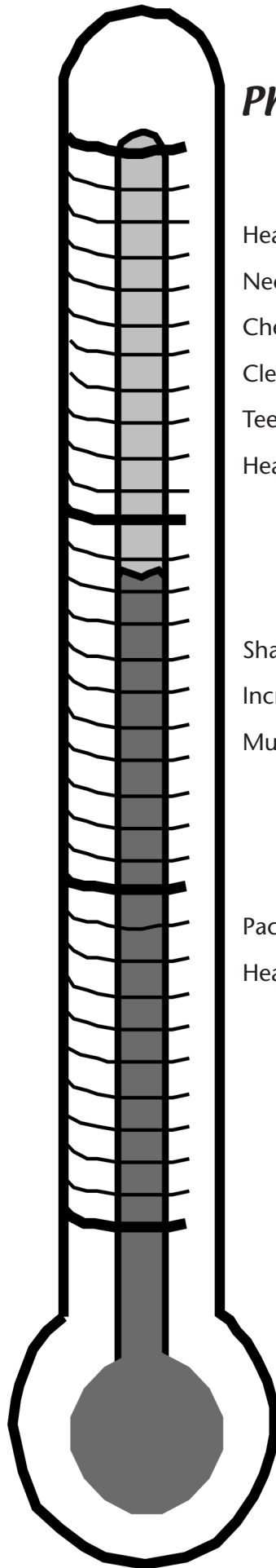
Yelling  
Hitting

Threatening  
Withdrawing  
Stonewalling

Criticizing

Difficulty listening  
Thinking narrow  
Less open to new ideas

Calm  
Pleasant  
Able to problem-solve  
Able to listen



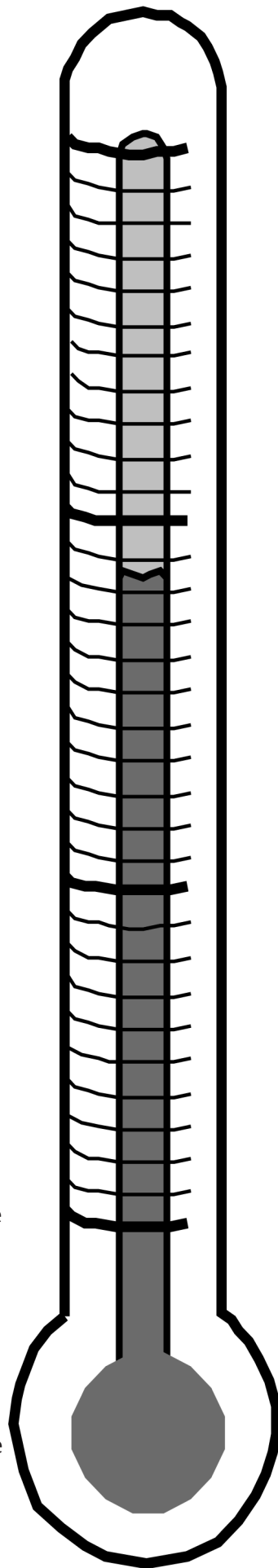
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Alert/Interested  
Receptive/Open to  
Influence/Flexible  
Calm  
Happy  
Confident  
Content  
Loving/Affectionate



## 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.

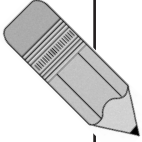
It's not working to stay calm.  
It's useless...  
There's no point in doing anything for him/her.  
It never helps.  
No matter what I do, nothing changes.  
S/he just throws it back at me.  
I deserve this for what I did when...

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)...



Home Activities



"Reduce your commands to the most important ones."

**RECORD SHEET: COMMANDS AND TIME OUT**

Date	Time	Command/Warning	Child's Response	Reward/Attend for Compliance	Duration Chair	Use of 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.**

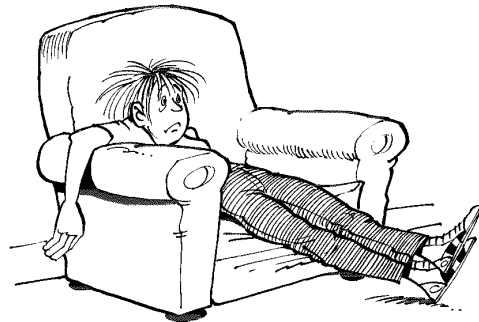
- Try to pre-empt storms when possible.

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.



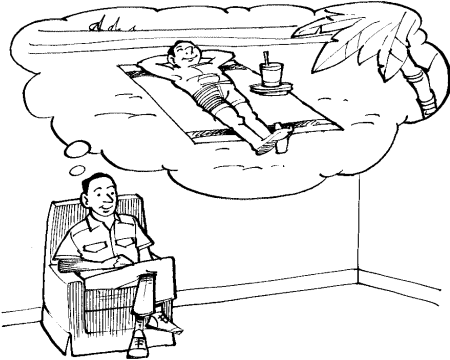


# Brainstorm/Buzz Strategies for Reducing Stress



Think of two strategies to reduce your stress.



***Handouts & Refrigerator Notes  
Natural and Logical Consequences***





## 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 Eight, *Teaching Children to Problem Solve*, in **The Incredible Years**.

## 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 age-appropriate.
- Be sure you can live with consequences you set up.
- Make consequences immediate.
- Give child choice of consequence ahead of time.
- Make consequence natural and non-punitive.
- Involve child whenever possible.
- Be friendly and positive.
- Use consequences that are short and to the point.
- Quickly offer new learning opportunities 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

# Parents Working Like Detectives: See What You've Learned!

## HOME ACTIVITIES FOR THE WEEK



### *To Do:*

Make a list of what strategies you would use for the following misbehaviors. Add other misbehaviors you are wanting to manage.

#### Misbehavior

1. Hitting and shoving peers
2. Refusal to do what parent asks
3. Whining
4. Tantrums
5. Dawdling while dressing
6. Not eating certain foods at meals
7. Smart talk/arguing with parent
8. Difficulty sitting at dinner table
9. Stomach aches and headaches
10. Inattentiveness and impulsivity
11. Leaving family room in a mess
12. Criticizing / fighting with a sibling

#### Discipline Strategy

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Parents Working Like Detectives: See What You've Learned!

**HOME ACTIVITIES FOR THE WEEK**



***To Do:***

Make a list of what strategies you would use for the following misbehaviors. Add other misbehaviors you are wanting to manage.

<b>Misbehavior</b>	<b>Discipline Strategy</b>
13. Hitting pets	<hr/>
14. Not sharing toys with friends	<hr/>
15. Leaving bike, other toys, and other sports equipment outside	<hr/>
16. Exploding in anger / screaming when doesn't get own way	<hr/>
17. Watching too much TV or computer games	<hr/>
18. Hiding notes from the teacher	<hr/>
19. Difficulty taking turns with siblings or peers	<hr/>
20. Refusing to go to bed at bedtime	<hr/>
21. Bossy with peers	<hr/>
22. Bad language	<hr/>
23. Refusing to use car seat	<hr/>
24. Getting in parents bed at night	<hr/>



## ***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!***



## Handout

### RECORD SHEET: LOGICAL CONSEQUENCES

**Example of Logical Consequences**

**Child's Response**

loss of TV privilege for evening

favorite toy removed for day

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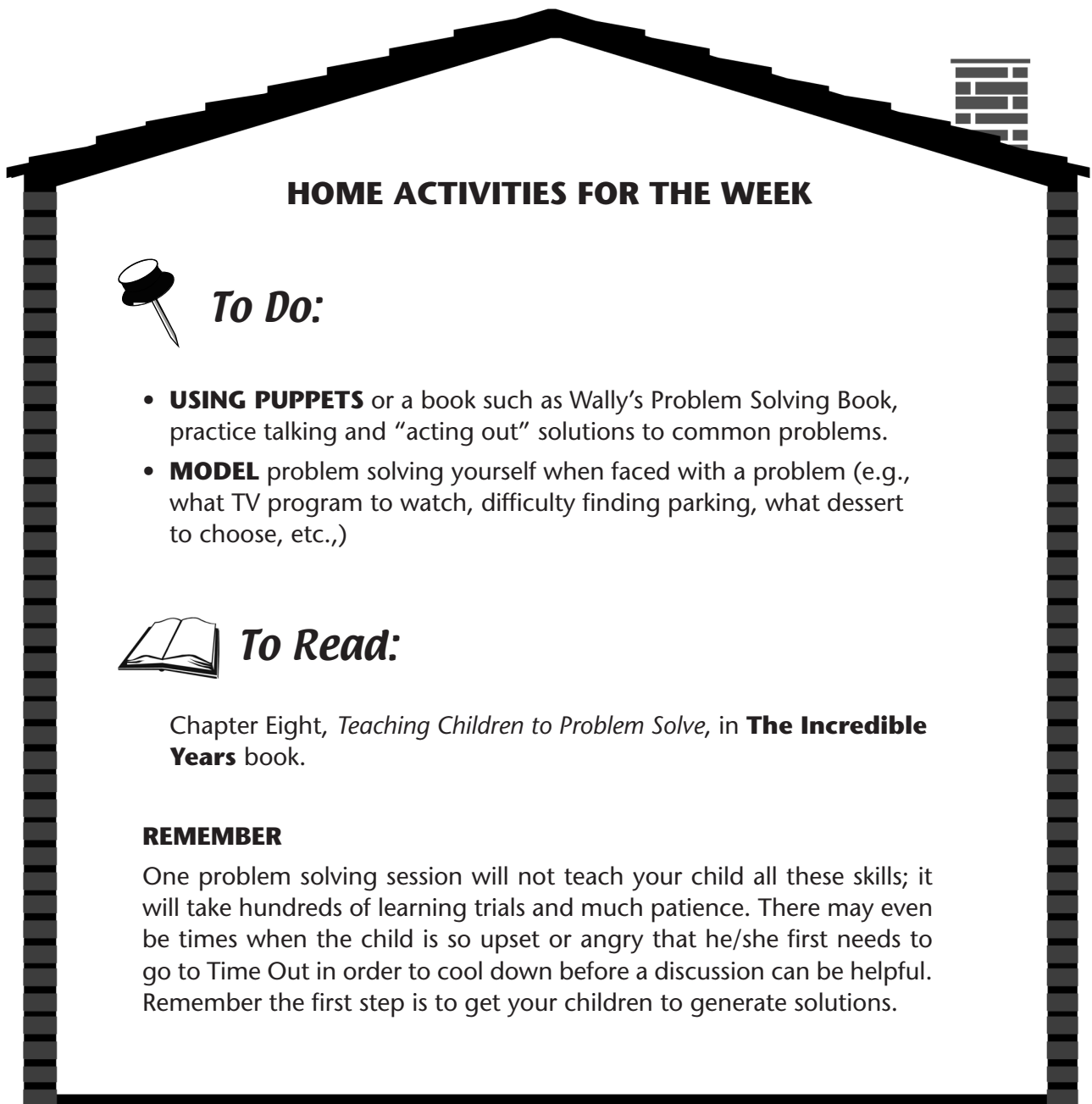
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***Handouts & Refrigerator Notes***  
***Teaching Children to Problem Solve***



## 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 Eight, *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 Eight, *Teaching Children to Problem Solve*, in **The Incredible Years** book.

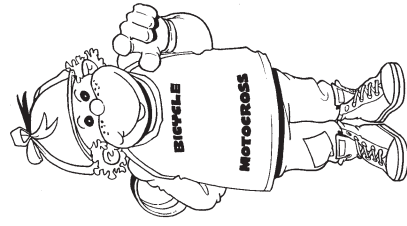
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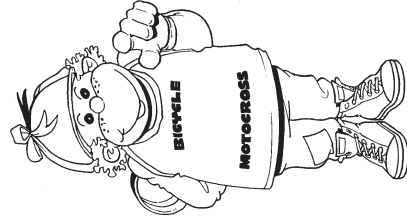
## REFRIGERATOR NOTES ABOUT PROBLEM SOLVING



- Talk about feelings.
- Help children define problem.
- Involve children in brainstorming possible solutions.
- Be positive and imaginative.
- Model creative solutions yourself.
- Encourage children to think through various consequences of different solutions.
- Remember it is the process of learning how to think about conflict that is critical, rather than getting correct answers.

What is the best solution?

## REFRIGERATOR NOTES ABOUT PROBLEM SOLVING



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What is the best solution?

## **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	_____	_____

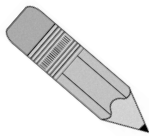
Preschoolers will be at the stage of Steps 1, 2, 3 and 4. It will be more difficult for them to evaluate solutions.



## 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?

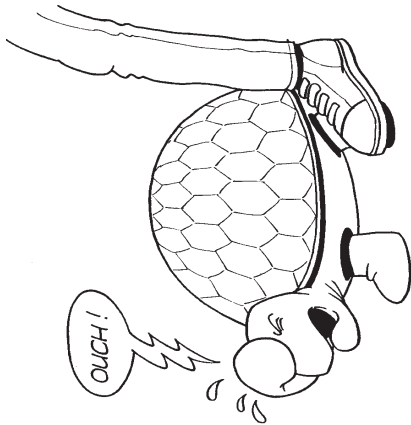
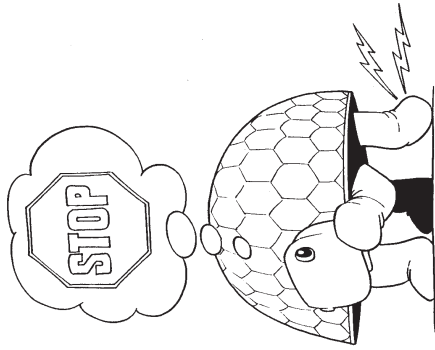


Is my solution fair?

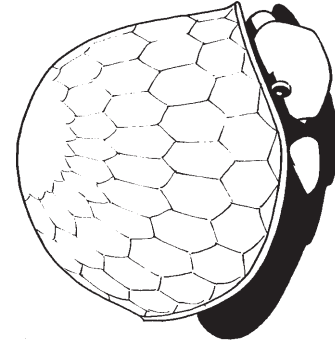
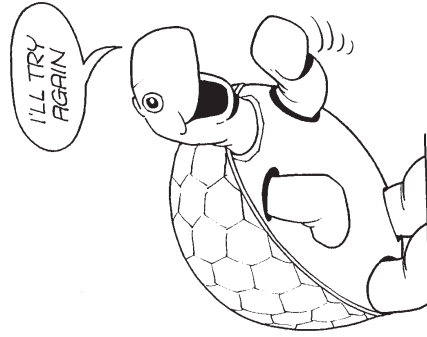


Does my solution lead to good feelings?

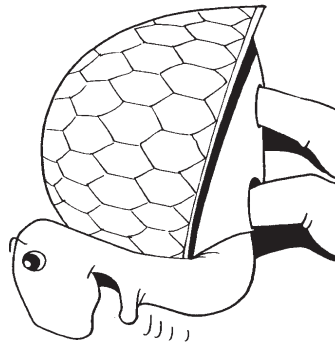
# Tiny's Anger Management Steps



2 Think STOP



4 Withdrawing into shell



3 Take a slow breath