

## ***Part 5***

### ***Agendas and Checklists for Each Session***



**NOTE:** For groups of parents with children with behavior problems it will take 12–13 sessions to complete Programs 9 & 10. Sessions #3, 5, 9 and 10 will likely need additional time to complete.



**NOTE:** Vignettes marked with \* are especially relevant for 9–12-year-olds. However, vignettes without \* also have important principles for 9–12-year-olds and many of these should be shown. For children 6–8 years, you may want to omit the older age vignettes. (We recommend splitting your groups up for parents of children 6-8 and parents of children 9-12, so they receive the most developmentally appropriate information)



## ***Tailoring the Incredible Years® School Age Parenting Program to the Parent Population***

The nature of the parent population will determine the length of the program and number of vignettes shown.

### ***Prevention Program***

For group leaders who are offering the Incredible Years® School Age Basic parenting program as a prevention program, it is recommended that you follow the protocols as outlined here for a minimum of 12, 2-hour, weekly sessions. The vignettes shown in these protocols are applicable for parents of children ages 6-12 years. We do recommend, if possible, you further divide your groups so that you offer the program to parents of children 6-8 and a separate group for parents of children 9-12.

Depending on whether the group leader is offering the program as a “universal” program to all parents regardless of risk status, or, as a “selected prevention” program, (that is, parents who are at higher risk for having children with problems either due to socio-economic disadvantage or other family risk factors), minor adjustments in the vignettes shown will need to be made according to the following criteria:

- Parents of typically developing children who readily grasp the parental attention and child-directed play concepts will be able to complete these programs as outlined in the session protocols. If children do not have significant behavior problems more time may be spent on logical and natural consequences and less time on Time Out for noncompliance.
- For parents whom child-directed play, coaching, and play concepts are new and unfamiliar, it is recommended that group leaders spend 2-3 additional sessions practicing these skills in small groups.
- For parents who have children with some oppositional defiant behavior problems the group leader will most certainly want to include the session on Time Out for noncompliance. Highly oppositional children cannot be socialized unless the parents can get some compliance first and this is the cornerstone of many behavior problems. For parents who usually resort to spanking and hitting, or, who have difficulty with the notion of Time Out, it may be necessary to add 1 or 2 sessions to cover the discipline material adequately.

**Note: Tailor the number of sessions you offer according to the needs of your parent groups. A minimum of 12 sessions is required but more sessions may be added for groups with translators or with limited baseline knowledge level of child development and parenting principles. There are a total of 16 checklists, but we note that you may run up to 20 sessions in order to cover all the material and ensure parent understanding.**



## ***Treatment Program***

If the group leader is offering the program as a treatment program to parents of diagnosed children with Oppositional Defiant Disorder (ODD), Conduct Disorder or Attention Hyperactivity Deficit Disorder (ADHD), it is recommended that more time be spent on the relationship-building, child-directed play, coaching, praise, and incentive programs. Additionally the SCHOOL program (Program 8) should be offered as well as the ADVANCE program . Program 8 adds content related to reading, setting up a homework routine and working collaboratively with teachers. This will add an additional 4-6 sessions to the total number of sessions offered to parents.

For parents who are experiencing anger management problems, depression or marital conflict it will be beneficial to offer the ADVANCE program in addition to the BASIC program. This will make the entire treatment for BASIC and ADVANCE 20-22 sessions in total. Please see the protocols for the order of presenting these programs.

## ***Making Programs More Ethnically Diverse***

We recommend that where possible group leaders represent the ethnicity of the parents in the group. However, most groups will be culturally diverse with parents of differing ethnicities, cultural and language backgrounds. Diversity can be enhanced by training translators from these groups to translate the groups so that parents of differing languages can communicate with each other in the same groups. The individual parent goal-setting and collaborative process will strengthen the cultural sensitivity of the program.

Working with a translator in your group will add to the time it takes to complete the sessions. It will take 4-6 more sessions to complete the content.

## ***Agendas and Checklists for Each Session***

The content covered in each session needs to be paced according to each parent groups' particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. In general we suggest that you try to cover 8-10 vignettes per two-hour session. You do not need to complete one entire tape of a topic in one session. Rather, pace yourself according to questions and interest in group. The subsequent session is used to troubleshoot any questions or problems and show the remaining vignettes on that topic as a review.

The following outline is a suggested guideline for completing the entire program in 12, 2-to 2<sup>1</sup>/<sub>2</sub>-hour weekly sessions. Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you will find it takes longer to complete the program.

If you are combining the Program 8 with Basic Series, show it after Program 9 and 10 (or Basic Program 1 through 4). Show Advance Programs after Program 8.



**REMEMBER:** The curriculum topics have a program number written after in parentheses. When the programs were originally developed, these program numbers were associated with them. We keep them there now for clarity (for those who have been using the programs for many years) and also for labeling the DVDs.

In general, the main focus should be on the actual topic name rather than the program numbers (for instance, in this manual, program 8 comes after programs 9 and 10).

## *Leader Agenda Protocols and Checklists*

### *12-20 Session 2-hour Group Format*

The following outline is a suggested guideline for completing the entire program in 12–20, 2-hour weekly sessions. You may select vignettes according to whether your group consists of primarily 6–8 year olds or 9–12 year olds. Session protocols with an asterisk indicate vignettes that pertain to children ages 9–12 and are not relevant for 6–8 year olds. However, many of the scenes of 6–8 year olds will also be appropriate for 9–12 year olds because of the principles being covered. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

### ***Promoting Positive Behavior (Program 9) and Reducing Inappropriate Behavior (Program 10)***

- Session One:**      **Welcome & Introduction to Program Parents' Goals**  
Importance of Parental Attention and Special Time  
Program 9: Part 1: Vignettes 1-9
- Session Two:**      **Importance of Parental Attention and Special Time**  
(continued)  
Program 9, Part 1: Vignettes 10-19
- Session Three:**    **Social, Emotion and Persistence Coaching**  
Program 9, Part 2: Vignettes 20-27
- Session Four:**     **Social, Emotion and Persistence Coaching**  
Program 9, Part 2: Vignettes 28-41
- Session Five:**     **Effective Praise and Encouragement**  
Program 9, Part 3: Vignettes 42-58
- Session Six:**      **Using Tangible Reward Programs to Motivate Your Child**  
Program 9, Part 4: Vignettes 59-67
- Session Seven:**    **Rules, Responsibilities and Routines**  
Program 10, Part 1: Vignette 1-12
- Session Eight:**    **Predictable Learning Routines and Clear Limit Setting**  
Program 10, Part 2: Vignettes 13-33
- Session Nine:**     **Ignoring Misbehavior**  
Program 10, Part 3: Vignettes 34-43
- Session Ten:**      **Time Out To Calm Down**  
Program 10, Part 4: Vignettes 44-55E
- Session Eleven:**   **Time Out to Calm Down**  
Program 10, Part 4: Vignettes 44-55E
- Session Twelve:**   **Other Consequences**  
Program 10, Part 5: Vignettes 56-70
- Session Thirteen:** **Review and Celebration**

**Note:** Supporting Your Child's Education (Program 8) is optional. It should be considered for children with reading and academic difficulties and offered after session 12, prior to the final review.



## ***Supporting Your Child's Success in School (Program 8)***

- Session One (13):**            **Promoting Reading Skills**  
Program 8, Part 1: Vignettes 1-9
- Session Two (14):**        **Dealing with Children's Discouragement**  
Program 8, Part 2: Vignettes 10-15
- Session Three (15):**      **Fostering Good Learning Habits and Routines**  
Program 8, Part 3: Vignettes 16-22
- Session Four (16):**       **Parents Showing Interest in School**  
Program 8, Part 4: Vignettes 23-33



**Note: Continue with the Advanced Parenting Program (purchased separately) for higher risk families with more interpersonal problems or children with conduct problems.**



## Promoting Positive Behavior (Program 9)

# Outline—Session One

### Introductions, Goals, & Importance of Parental Attention & Special Time

#### I. Welcome

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

#### II. Introductions

Find out group members’ names, ages of children, and personal goals.

Write parents’ goals on board or poster so you and group can refer back to them.

Complete “Parents Thinking Like Scientists” goal sheet.

#### III. Ground Rules

Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).

Adopt rules for group.

Post rules each week.

#### IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format.

Refer to the pyramid poster or the parent handout.

Give one book (*The Incredible Years*) and a magnet to each family. Offer CDs.

#### V. Topic of Day: The Importance of Parental Attention & Special Time

A. Brainstorm benefits to “special time” with younger children and with older children.

B. Vignettes: Program 9 Part 1: 1—9

#### Key Concepts

- Value of showing interest and spending time with children as a way of increasing positive relationships
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- The “attention rule”—the principles of attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- The “ignoring” skill—not giving eye contact or verbal attention to annoying behaviors, a deliberate action for certain misbehaviors
- The modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication and to be respectful

C. Brainstorm or “Buzz” Activities Parents Can Do with Children (6-12 years)

D. Role Plays

Role play (leader [as child] and parent) that demonstrates parent following child’s lead. First do “everything wrong,” then replay using new principles.

Divide group into sets of 3. Within each small group, give each parent a 2-3 minute time to be the child, parent and the observer.

E. Summarize Key Points (Refrigerator Notes).

**VI. Review Home Activities**

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the CDs.

Let them know that you will be asking about their experiences at the beginning of the next session.

**VII. Parent Evaluation**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

**VIII. Closing**

Take this time to formally close the group. You may need to recap the learning.

Thank parents for coming; praise their willingness to explore and try new ways of parenting.

Remind them of any details they need to know for the next session.





## LEADER CHECKLIST

### Session One

**Topic:** Introduction, Goals, & Importance of Parental Attention  
& Special Time

**Vignettes:** Program 9, Part 1: 1—9

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 1:**

Intro Narration<sup>†</sup>    1<sup>†</sup>    2\*<sup>†</sup>    3    4\*<sup>†</sup>    5\*    6\*    (7)\*    8<sup>†</sup>    9

(Circle vignettes shown.) \* = Vignettes for children ages 9–12. † = Core vignettes all ages.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Review parents' goals	_____	_____
4. Brainstorm group ground rules	_____	_____
5. Present program goals (pyramid)	_____	_____
6. Explain format for meetings	_____	_____
7. Brainstorm benefits for spending time with children	_____	_____
8. Role play/practice the child-directed play skills	_____	_____
9. Buzz/Brainstorm activities parents can do with 8-12-year-olds	_____	_____
10. Explain importance of home activities and reading assignments	_____	_____
11. Assign this week's home activities (self-monitoring checklist)	_____	_____

**Handout Pads:**

Home Activities for the Week – Special Time  
Refrigerator Notes about Special Time with Your Child

**Xerox:**

Record Sheet: Special Time  
Parents Thinking Like Scientists  
Brainstorm Personal Thoughts About Play and Special Time  
Checklist for Evaluating Special Time

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





## Outline—Session Two

### Importance of Parental Attention & Special Time

#### I. Welcome

Greet each parent.

#### II. Review Ground Rules

#### III. “Buzz”

Pair up parents to share with each other the special activity time they spent with their children during the week.

#### IV. Ask about reading and home activities

#### V. Topic of Day: The Importance of Parental Attention & Special Time

A. Brainstorm barriers to “special time” with children. Talk about ways to overcome barriers.

B. Vignettes: Program 9 Part 1: 10—19

C. Role Plays / Practice

Practice any home experiences that were difficult after brainstorming strategies to handle situation in a different way.

D. Summarize Key Points (Refrigerator Notes).

#### VI. Review Home Activities

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the audio book version.

#### Key Concepts

- Value of showing interest and spending time with children as a way of strengthening relationship with child
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- The “attention rule”—the principles of attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- The “ignoring” skill—not giving eye contact or verbal attention to annoying behaviors, a deliberate action for certain misbehaviors
- The modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

**VII. Parent Evaluation**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

**VIII. Closing**

Take this time to formally close the group. You may need to recap the learning.

Thank parents for coming; praise their willingness to explore and try new ways of parenting.

Remind them of any details they need to know for the next session.



## LEADER CHECKLIST

### Session Two

**Topic:**        **Importance of Parental Attention & Special Time**

**Vignettes: Program 9, Part 1: 10—19**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 1:**

(1    2    3    4\*    5\*    6\*    7\*    8    9)

10\*    11†    12    13\*†    14\*    15\*†    16†    17    18†    19†

(Circle vignettes shown.) \*= Vignettes for children ages 9–12. †=Core vignettes all ages.

#### **DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review parents' goals	_____	_____
4. Review special time home activities (Buzz)	_____	_____
5. Brainstorm barriers to spending time with children	_____	_____
6. Practice the special time skills	_____	_____
7. Explain importance of home activities and reading assignments	_____	_____
8. Assign this week's home activities (self-monitoring checklist)	_____	_____

#### **Handout Pads:**

Home Activities of Week: Special Time

#### **Xerox:**

Record Sheet: Special Time

#### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





## *Outline—Session Three*

### **Social, Emotion and Persistence Coaching**

#### **I. Welcome**

Greet each parent.

#### **II. Review Ground Rules**

#### **III. “Buzz”**

Pair up parents to share with each other the special activity time they spent with their children during the week.

#### **IV. Ask about reading and home activities**

#### **V. Topic of Day: Social, Emotion, and Persistence Coaching**

- A. Brainstorm ways they overcame barriers to special time.  
Practice any home experiences that were difficult after brainstorming strategies to handle situation in a different way.
- B. Vignettes: Program 9 Part 2: 20—27
- C. Role Plays / Practice academic, persistence and social coaching
- D. Summarize Key Points (Refrigerator Notes).

#### **VI. Review Home Activities**

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the audio book version.

#### **Key Concepts**

- Understanding how to use academic & persistence coaching to build children’s ability to be focused, calm and to persist with an activity.
- Understand how to do social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

#### **VII. Parent Evaluation**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

#### **VIII. Closing**

Take this time to formally close the group. You may need to recap the learning.

Thank parents for coming; praise their willingness to explore and try new ways of parenting.

Remind them of any details they need to know for the next session.







## LEADER CHECKLIST

### Session Three

**Topic:** Social, Emotion and Persistence Coaching (Part 1)

**Vignettes:** Program 9, Part 2: 20—27

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 2:**

20<sup>†</sup> 21 22<sup>†</sup> 23<sup>†</sup> 24<sup>†</sup> 25<sup>†</sup> 26<sup>†</sup> 27<sup>†</sup>

(Circle vignettes shown.) \* = Vignettes for children ages 9–12. † = Core vignettes all ages.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review special time home activities (Buzz)	_____	_____
4. Brainstorm encouraging words for difficult tasks	_____	_____
5. Practice / roleplay persistence coaching (adult to child)	_____	_____
6. Practice / roleplay social coaching	_____	_____
7. Buzz list of targeted social behaviors	_____	_____
8. Explain importance of home activities and reading assignments	_____	_____
9. Explain buddy calls	_____	_____
10. Assign this week's home activities (self-monitoring checklist)	_____	_____

#### **Handout Pads:**

Home Activities of Week: Special Time

#### **Xerox:**

Record Sheet: Special Time

Calling Your Buddy

Parents as Coaches Handouts (2) - social and persistence coaches

Behaviors I Want to See More of

#### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





## Outline—Session Four

### Social, Emotion and Persistence Coaching

#### I. Welcome

Greet each parent.

#### II. Review Ground Rules

#### III. “Buzz”

Pair up parents to share with each other experiences with academic, persistence and social coaching during the week.

#### IV. Ask about reading and home activities

#### V. Topic of Day: Social, Emotion, and Persistence Coaching

- A. Brainstorm Buzz - emotion words to describe and model.
- B. Vignettes: Program 9 Part 2: 28-41
- C. Role Plays / Practice academic, persistence and social coaching
- D. Summarize Key Points (Refrigerator Notes).

#### VI. Review Home Activities

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the CDs.

#### Key Concepts

- Understand how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings.
- Understand how to do social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- Understand how to tie social and emotion coaching together and how to use persistence coaching with negative emotions.

#### VII. Parent Evaluation

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

#### VIII. Closing

Take this time to formally close the group. You may need to recap the learning.

Thank parents for coming; praise their willingness to explore and try new ways of parenting. Remind them of any details they need to know for the next session.



# LEADER CHECKLIST

## Session Four

**Topic:** Social, Emotion and Persistence Coaching (Part 2)

**Vignettes:** Program 9, Part 2: 28—41

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 2:**

28    29    (30)    31\*    32\*†    33    34    35    36\*†    37† (37 or 39)    38    39†  
 40\*    41\*

(Circle vignettes shown.) \* = Vignettes for children ages 9–12. † = Core vignettes all ages.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review special time persistence and social coaching (Buzz)	_____	_____
4. Buzz list of emotion words to describe and model	_____	_____
5. Practice / roleplay emotion coaching (adult to child)	_____	_____
6. Practice / roleplay emotional, social and persistence coaching (multiple children)	_____	_____
7. Explain importance of home activities and reading assignments	_____	_____
8. Assign this week’s home activities (self-monitoring checklist)	_____	_____

**Handout Pads:**

Home Activities of Week: Special Time

**Xerox:**

Record Sheet: Praise

Parents as Coaches Handout (1) - Emotion Coaches

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session



# Outline—Session Five

## Effective Praise and Encouragement

### I. Welcome

### II. Review Ground Rules (if needed)

### III. Report on Home Activities

- Ask parents about social, emotion and persistence coaching with their child.
- Reinforce parent participation in reading chapters or listening to audio book, practicing, sharing.

### IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”

- A. Do benefits and barriers exercise regarding praise.  
Brainstorm ways parents praise (what behaviors were focused on and what words were used).
- B. Vignettes: Program 9, Part 3: 42—58

#### Key Concepts

- Labeling praise
- “Give to get” principle—for adults and children
- Attending to learning “process,” not only end results
- Modeling self-praise
- Resistance to praise—the difficulties giving and accepting praise
- Promoting positive self-talk
- Using specific encouraging statements versus nonspecific
- Getting and feeling support through praise and encouragement
- How to promote friendship skill
- Avoiding praising only perfection
- Recognizing social and academic behaviors that need praise
- Building children’s self-esteem through praise and encouragement

- C. “Buzz” – Pair up with another parent and share favorite praise statements. Write these down on Piggy Bank handout sheet.
- D. Practice (parent coaching/praising friendship skills)  
Have one parent act as child and one as parent and practice praise to increase child’s self-confidence. Practice sharing positive feelings with child. (e.g., I enjoy spending time with you.)  
Parents practice praise in a special time activity in small groups. (e.g., football, basketball, baking, sewing)
- E. Do “buzz” on self-praise.

### V. Review Home Activities

Ask them to identify positive behaviors they want increased. (make list)

### VI. Parent Evaluation

### VII. Closing





## LEADER CHECKLIST

### Session Five

**Topic: Effective Praise and Encouragement**  
**“Bringing out the Best in Your Child”**

**Vignettes: Program 9, Part 3: 42—56**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

#### VIGNETTES COVERED: Part 3

Intro Narration<sup>†</sup>    42<sup>†</sup>    43\*    44\*    45\*<sup>†</sup>    46<sup>†</sup>    47\*<sup>†</sup>    48\*<sup>†</sup>    49<sup>†</sup>    50<sup>†</sup>    51\*<sup>†</sup>  
 52\*    53<sup>†</sup>    54\*<sup>†</sup>    55\*    56\*<sup>†</sup>    57<sup>†</sup>    58\*

(Circle vignettes shown.) \*=Vignettes for children ages 9–12. †=Core vignettes all ages.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to reading chapter and coaching experiences)	_____	_____
3. Ask about buddy calls	_____	_____
4. Review the concepts from last week’s session (briefly)	_____	_____
5. Benefits and Barriers to Praise	_____	_____
6. Brainstorm praise words and behaviors praised (Buzz) (use brainstorm handout)	_____	_____
7. Role play coaching special time activity with praise	_____	_____
8. Brainstorm self-praise (use handout)	_____	_____
9. Review this week’s home assignment (increase praise)	_____	_____

#### **Handout Pads:**

Home Activities for the Week – Effective Praise  
 Refrigerator Notes About Praising Your Child

#### **Xerox:**

Record Sheet: Praise  
 Examples of Ways to Give Praise and Encouragement & Behaviors to Praise  
 Piggy Bank handouts (3)  
 Behavior Record Sheet: Behaviors I Want to See More of!  
 Brainstorm Sheets (2)

#### **Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session







## Outline—Session Six

### Motivating Children through Incentives and Rewards

#### I. Welcome

#### II. Ground Rules

#### III. Report on Home Activities

Ask about any difficulties increasing praise statements during the week.

Make a group list of behaviors they want to see more of.

Discuss praising teachers, partners, in-laws.

#### IV. Topic of Day: Tangible Rewards—“Motivating Your Children”

A. Discussion

B. Vignettes: Program 9, Part 4: 59—63

##### Key Concepts

- Shaping behaviors in the direction you want—“small steps”
- Clearly identifying positive behavior
- Rewards are a temporary measure leading to child’s competence
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing yourself, teachers, and others
- Value of unexpected rewards and celebrations
- Recognizing the “first-then” principle
- Designing programs that are realistic and developmentally appropriate
- Understanding how to set up programs for problems such as cleaning room, doing dishes, compliance, eating, coming home on time, doing chores etc.
- Do not mix rewards with consequences (i.e., don’t take away stickers)

C. Brainstorm no-cost and low-cost rewards.

D. Role Play/Practice

Spend time in group developing a sample chart. Practice parent explaining to a child how a chart system will work. (Show sample charts.)

Role Play giving a point or sticker for a designated behavior and what happens when a child doesn’t earn a sticker.

E. Do “buzz” on setting up rewards or pleasure times for parents.

#### V. Review Home Activities

In addition to explaining the handouts, encourage parents to praise themselves and others by providing an opportunity for them to do it in class (e.g., a note to teacher could be written in group); or each member could offer praise to another group member; or leader could model praising group and/or self.

Remind parents to bring in their chart next week.

Be sure to give out charts and stickers to parents.

Talk about buddy call assignments.

#### VI. Parent Evaluation

#### VII. Closing





## LEADER CHECKLIST

### Session Six

**Topic: Motivating Children through Incentives and Rewards**  
**“Motivating Your Children”**

**Vignettes: Program 9, Part 4: 59—67**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 4**

59\*† 60† 61† 62\*† 63† 64† 65\* 66\* 67\* Summary Narration

(Circle vignettes shown.) \*=Vignettes for children ages 9–12. †=Core vignettes all ages.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to increasing praises and reading chapters)	_____	_____
3. Ask about buddy calls (possibly re-assign)	_____	_____
4. List behaviors want to see more of (do on board or flip chart as a group activity)	_____	_____
5. Review the concepts from last week’s session (briefly)	_____	_____
6. Practice explaining about chart system/contract	_____	_____
7. Do “buzz” about spontaneous or no cost rewards. (see handout)	_____	_____
8. Do “buzz” about rewarding oneself (see handout)	_____	_____
9. Review this week’s home assignment	_____	_____
10. Give out stickers and charts (and remind parents to bring charts to next meeting)	_____	_____

***Handout Pads:***

Home Activities for the Week – Motivating Children through Incentives and Rewards  
 Refrigerator Notes About Tangible Rewards

***Xerox:***

Examples of Behaviors to Praise and Reward  
 Behavior Record: Behaviors I Want to See Less Of  
 Brainstorm Sheets (2)

***Self-Evaluation***

“Gems” of Session—Reminder of things to pursue next session





## Reducing Inappropriate Behavior (Program 10)

# Outline—Session Seven

### Rules, Responsibilities, and Routines

#### I. Welcome

#### II. Ground Rules/Announcements

#### III. Report on Home Activities

Discuss sticker chart systems and experiences with homework and reading.  
Ask parents to share any experiences with praise (of others and self or calling teacher).  
Ask about buddy calls.

#### IV. Review

Review reading and homework experiences and any vignettes not shown last session.

#### V. First Topic of Day: Establishing Rules and Responsibilities

- A. Program 10, Part 1: Vignette 1, Rules about Computer Time  
Vignette 2, Rules about Drugs and Alcohol
- B. “Buzz” about Household Rules
- C. Vignette 3, Chores and Responsibilities  
Vignette 4, Responsibilities and Privileges
- D. “Buzz” about household chores
- E. Vignettes 5 and 6, Refining Chart  
Vignette 7, Family Meeting about Household Chores

#### Key Concepts

- Establishing clear and predictable routines
- Strategies for encouraging children to be responsible
- Understanding the importance of household chores
- Providing adequate monitoring at all times
- Politeness principle

- F. Role Play—(Parent playing with one child)  
Practice talking to children about household rules.
- G. Summarize key points (Refrigerator Notes).

#### VI. Second Topic of Day: Establishing Routines

- A. Explain about value of predictable routines.  
Brainstorm benefits of routines and possible barriers.
- B. Vignette 8: Household Routines  
Vignette 9: Testing the Routines
- C. Brainstorm how parents monitor where children are, with whom and what they are doing (monitoring principle.)
- D. Vignettes: Program 10, Part 1: Vignette 10–12

#### VII. Review Home Activities

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

#### VIII. Parent Evaluation

#### IX. Closing





# LEADER CHECKLIST

## Session Seven

**Topic: Rules, Responsibilities, and Routines**

**Vignettes: Program 10, Part I: 1—12**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Parent Program 10, Part 1**

Intro Narration<sup>†</sup>    1\*<sup>†</sup>    2\*    (3)\*    4<sup>†</sup>    5\*    6\*    7\*<sup>†</sup>    8\*    9<sup>†</sup>    10<sup>†</sup>  
(11\*)    (12\*)

Vignettes in parentheses are optional. Vignette 3 shown in Advanced Program, vignettes 11 and 12 shown in Supporting your Child's Education (Program 8). (Circle vignettes shown.) \* =Vignettes added for children ages 9–12. <sup>†</sup>=Core vignettes all ages.

### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to incentive systems, homework, and reading)	_____	_____
3. Ask about positive note to teacher (if not done, do in group)	_____	_____
4. Brainstorm benefits and barriers to rules (do on board or flip chart)	_____	_____
5. Brainstorm/Buzz household rules	_____	_____
6. Brainstorm/Buzz age-appropriate responsibilities/chores for children	_____	_____
7. Discuss TV watching and limits	_____	_____
8. Discuss how parents monitor where children are and with whom	_____	_____
9. Practice giving positive commands/requests	_____	_____
10. Ask about buddy calls	_____	_____
11. Review this week's home assignment	_____	_____

### **Handout Pads:**

Home Activities for the Week – Rules, Responsibilities, and Routines

### **Xerox:**

Family Routine (2)

Household Rules (2)

Homework Chore Sheets (5)

### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session







## Outline—Session Eight

### Predictable Learning Routines and Clear Limit Setting

#### I. Welcome

#### II. Ground Rules/Announcements

#### III. Report on Home Activities

Discuss sticker chart systems and experiences with homework and reading.

Ask parents to share any experiences with praise (of others and self or calling teacher).

Ask about buddy calls.

#### IV. Review

Review reading and homework experiences and any vignettes not shown last session.

#### V. First Topic of Day: Clear Limit Setting—“The Importance of Being Clear, Predictable and Positive”

A. Explain that with clear rules and routines, fewer commands will be needed. Talk about using commands and praising compliance.

Brainstorm benefits of limit setting and possible barriers.

B. Brainstorm how parents monitor where children are, with whom and what they are doing (monitoring principle.)

C. Vignettes: Program 10, Clear Limit Setting Part 2: 13–33

#### Key Concepts

- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- “Monitoring Principle”: Rules should be set up regarding how children will let parents know where they are, who they are with, and what they are doing.
- All children will test rules—don’t take it personally
- Commands should be clear, brief, respectful, and action oriented
- “When-then” commands can be effective
- Distractible children need warnings and reminders

#### VII. Review Home Activities

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

#### VIII. Parent Evaluation

#### IX. Closing





## LEADER CHECKLIST

### Session Eight

**Topic:** Clear and Respectful Limit Setting  
 “The Importance of Being Clear, Predictable, and Positive”

**Vignettes:** Program 10, Part 2: 13–33

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

#### VIGNETTES COVERED: Parent Program 10, Part 1

Intro Narration <sup>†</sup>	13* <sup>†</sup>	14	15 <sup>†</sup>	16 <sup>†</sup>	17	18* <sup>†</sup>	19 <sup>†</sup>	20 <sup>†</sup>	21* <sup>†</sup>	(22)	
23	24 <sup>†</sup>	25 <sup>†</sup>	26 <sup>†</sup>	27	28	29A* <sup>†</sup>	29B* <sup>†</sup>	30 <sup>†</sup>	31	32* <sup>†</sup>	33*
Summary <sup>†</sup>											

Vignettes in parentheses are optional. Vignette 22 shown in Program 10, Part 3.  
 (Circle vignettes shown.) \*=Vignettes for children ages 9–12. †=Core vignettes all ages.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to rules, routines, chores)	_____	_____
3. Ask about note to teacher (if not done, do in group)	_____	_____
4. Brainstorm benefits and barriers to limit setting (do on board or flip chart)	_____	_____
5. Discuss TV watching and limits	_____	_____
6. Discuss how parents monitor where children are and with whom	_____	_____
7. Use “buzz” to practice giving positive commands/requests	_____	_____
8. Ask about buddy calls	_____	_____
9. Review this week’s home assignment	_____	_____

#### **Handout Pads:**

Home Activities for the Week – Effective Limit Setting

Refrigerator Notes About Limit Setting

#### **Xerox:**

Record Sheet: Commands/Requests

Examples of Commands/Requests

Brainstorm Sheets (2)

#### **Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session





## Outline—Session Nine

### Ignoring Misbehavior

#### I. Welcome

#### II. Ground Rules

#### III. Report on Home Activities

Ask parents to report on examples of limit setting as well as reducing and giving commands, including child reactions.

Brainstorm list of behaviors they want to see less of.

Ask about buddy calls.

#### IV. Topic of Day: Ignoring

A. Discussion—From the list of behaviors they want to see less of, establish the opposite positive behavior they can reinforce with attention and praise.

B. Vignettes: Program 10, Part 3: 34–43

#### Key Concepts

- Understand the importance of distractions coupled with ignore
- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Use ignore technique consistently
- Explain vending machine example of behavior which continues if there is some “pay off”
- Use ignore for selected behaviors such as whining, eyerolling, arguing, “attitude”

C. Brainstorm list of behaviors to ignore

D. Role Play/Practice

Do role play in which parent ignores child’s inappropriate behavior.

Do some problem-solving to select a behavior to ignore.

#### V. Review Home Activities

Explain handouts.

#### VI. Parent Evaluation

#### VII. Closing





## LEADER CHECKLIST

### Session Nine

**Topic:** Ignoring Misbehavior “Decreasing Annoying Misbehavior”

**Vignettes:** Program 10, Part 3: 34—43

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 3**

Intro Narration<sup>†</sup> 34<sup>†</sup> 35<sup>†</sup> 36<sup>†</sup> 37\* (38) 39\* 40\*<sup>†</sup> 41\*<sup>†</sup> 42\*<sup>†</sup> 43\*

(Circle vignettes shown.) \* =Vignettes for children ages 9–12. †=Core vignettes all ages.

**DID I**

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to reducing commands)	_____	_____
3. Brainstorm group list of behaviors want to see less of (do on board or flip chart)	_____	_____
4. Review parents’ use of rules and routines	_____	_____
5. Brainstorm list of behaviors to ignore	_____	_____
6. Role play Ignore	_____	_____
7. Ask about buddy calls	_____	_____
8. Review this week’s home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week – Ignoring Misbehavior Part 2

Refrigerator Notes About Ignoring

**Xerox:**

Record Sheet: Ignore and Praise

Learning Self-Control (2)

Self Talk in Problem Situations (2)

Brainstorm Sheets (3)

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session







# Outline—Session Ten

## “Time Out” to Calm Down

### I. Welcome

### II. Ground Rules

### III. Report on Home Activities

Find out group experiences in ignoring misbehavior.  
Review list of behaviors they want to see less of.  
Ask about buddy calls.

### IV. Topic of Day: How to Follow Through with Limits and Rules—“Time Out”

- A. Discussion—Time Out is an “extended ignore” that withdraws parental attention and does not reinforce negative behavior. It is to be used for oppositional, noncompliant and destructive behaviors. It is not the only consequence (will cover more in future sessions).
- B. Diagram on board (or flip chart) the basic Time Out procedures.  
Vignettes: Program 10, Part 4: 44–50

#### Key Concepts

- Importance of following up on commands with a consequence
- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- Maintain self-control
- Administer Time Out respectfully — keep your cool
- How to explain Time Out to children
- Parents learn how to teach their children calm down skills
- How to use Time Out selectively for destructive behaviors
- Continuing to strengthen prosocial behaviors

- C. Role Play / Practice

Practice explaining to children how Time Out works and where it will be. As part of this practice, help child practice how to calm down in Time Out.  
Practice using Time Out for aggression. (Simple, uncomplicated Time Out, Scenario #1)

### V. Review Home Activities

In addition to reviewing home assignment handouts, remind parents to think of behaviors they want to see more of, which are the positive opposite of those they want to see less of. Ask them to think about a place they could use for Time Out and for what behaviors they’d use Time Out as a consequence.  
Offer the CDs as a good way to hear about Time Out.  
Assign buddies.

### VI. Parent Evaluation

### VII. Closing





## LEADER CHECKLIST

### Session Ten

**Topic: Time Out to Calm Down**  
**“Discipline Strategies for Excessive Child Disobedience and Hitting or Destructive Behaviors”**

**Vignettes: Program 10, Part 4: 44—50**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 4**

Intro Narration<sup>†</sup>    44    45<sup>†</sup>    46<sup>\*†</sup>    47<sup>†</sup>    48<sup>†</sup>    49<sup>†</sup>    50<sup>†</sup>

(Circle vignettes shown.) \* =Vignettes for children ages 9–12. †=Core vignettes all ages. (Use vignette 50 only for parents with children with conduct problems.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to ignoring)	_____	_____
3. Assign new buddies and ask about buddy calls	_____	_____
4. Review the concepts from last week's session (briefly)	_____	_____
5. Practice how to explain Time Out to your children	_____	_____
6. Practice teaching child how to calm down (deep breaths, muscle tense/basic relax, think coping thoughts)	_____	_____
7. Role Play (s) of basic Time Out	_____	_____
8. Practice parents using calm down strategies	_____	_____
9. Review this week's home assignment	_____	_____

### ***Handout Pads:***

Home Activities for the Week – Time Out  
 Refrigerator Notes About Time Out  
 Refrigerator Notes About Stress and Anger

### ***Xerox:***

Record Sheet: Command and Time Out  
 Positive and Negative Reinforcement Traps (4 scenarios)  
 Avoiding Traps and Power Struggles  
 Tiny's Anger Management Steps  
 Brainstorm Sheets (4)  
 Refrigerator Notes for Teaching Children to Manage Their Anger





## Outline—Session Eleven

### “Time Out” to Calm Down

#### I. Welcome

#### II. Ground Rules

#### III. Report on Home Activities

Find out group experiences in explaining and setting up Time Out at home.  
Review list of behaviors used for Time Out.  
Ask about buddy calls.

#### IV. Topic of Day: How to Follow Through with Limits and Rules—“Time Out”

- A. Discussion—Time Out is to be used for oppositional, noncompliant and destructive behaviors. For typical children it may not be needed.
- B. Diagram on board (or flip chart) the basic Time Out procedures.  
Vignettes: Program 10, Part 4: 51-55E

#### Key Concepts

- Importance of following up on commands with a consequence
- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- Maintain self-control
- Administer Time Out respectfully — keep your cool
- How to use Time Out selectively for destructive behaviors
- Continuing to strengthen prosocial behaviors

- C. Role Play / Practice

Practice using Time Out when children resist or refuse. (Scenarios 2B, C, D)  
Practice using Time Out for extreme noncompliance.  
Practice using Time Out for aggression. (Simple, uncomplicated Time Out)

#### V. Review Home Activities

In addition to reviewing home assignment handouts, remind parents to think of behaviors they want to see more of, which are the positive opposite of those they want to see less of.

#### VI. Parent Evaluation

#### VII. Closing



# LEADER CHECKLIST

## Session Eleven

**Topic: Time Out to Calm Down**

**“Discipline Strategies for Excessive Child Disobedience & Hitting or Destructive Behaviors”**

**Vignettes: Program 10, Part 4: 51—55E**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Part 4**

51A 51B 51C 52<sup>†</sup> 53<sup>†</sup> 54<sup>†</sup> Summary<sup>†</sup> 55A 55B 55C 55D 55E

(Circle vignettes shown.) \* Vignettes for children ages 9–12. <sup>†</sup>Core vignettes all ages. (Use vignette 55 only for parents with children with conduct problems.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to explaining or using Time Out)	_____	_____
3. Review the concepts from last week’s session (briefly)	_____	_____
4. Role play common traps	_____	_____
5. Buzz strategies for parents staying calm	_____	_____
6. Review teaching child how to calm down (deep breaths, muscle tense/relax, think coping thoughts)	_____	_____
7. Role Play(s) of Time Out when child is resistive	_____	_____
8. Practice parents using calm down thought strategies	_____	_____
9. Brainstorm pros and cons of Time Out vs. hitting	_____	_____
10. Review this week’s home assignment	_____	_____

**Handout Pads:**

- Home Activities for the Week – Time Out
- Refrigerator Notes About Time Out
- Refrigerator Notes About Stress and Anger

**Xerox:**

- Record Sheet: Command and Time Out
- Using Time Out for Compliance Training
- School Age Child Refuses Time Out
- School Age Child Resists Going to Time Out
- School Age Child Continues to Resist Going to Time Out
- What to do When You Feel You Are Losing Control
- What to do When New Problems Arise



## Session Twelve

### Time Out continued and Logical Consequences\*

#### I. Welcome

#### II. Report on Home Activities

Ask parents to report on their thoughts and feelings concerning Time Out.  
 Discuss any experiences with Time Out and use practice to refine approach.  
 Find out reactions to thought control handouts.  
 Ask about buddy calls.

#### III. Topic of Day: Time Out Continued

- A. Discussion—Troubleshoot and role play any experiences parents had with Time Out.
- B. Brainstorm advantages and disadvantages (barriers) of Time Out vs. smacking/hitting.

#### Key Concepts

- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- “Priming the pump” with positive self-talk
- Children learn to calm down and self-regulate
- Recognizing when to use logical consequences or privilege removal

- C. Role Play

Role play situations where there is resistance to Time Out.

- D. Brainstorm ways to stay calm and respectful when implementing Time Out.

#### IV. Topic of Day: Logical Consequences

- A. Discussion — Brainstorm possible logical (loss of privileges) or natural consequences, including work chores
- B. Vignettes: Program 10, Part 5: 56–70

#### V. Review Home Activities

Explain handouts.

#### VI. Parent Evaluation

#### VII. Closing

**\*NOTE: When offering the program to parents of older children with behavior problems, it may take an extra session to complete the consequences material.**







## LEADER CHECKLIST

### Session Twelve

**Topic:** Time Out Continued and Logical Consequences

**Vignettes:** Program 10, Part 5: 56—70

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 5**

56<sup>†</sup> 57<sup>†</sup> 58\* 59\* 60<sup>†</sup> 61<sup>†</sup> 62\* 63\* 64\* 65\* 66\*<sup>†</sup> 67\* 68\*  
69\*<sup>†</sup> 70\*<sup>†</sup> Summary<sup>†</sup>

(Circle vignettes shown.) \*=Vignettes for children ages 9–12. †=Core vignettes all ages.

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time Out)	_____	_____
3. Ask about efforts to cope with stress and anger, and maintaining objectivity	_____	_____
4. Ask about buddy calls	_____	_____
5. Review the concepts from last week's session (briefly)	_____	_____
6. Practice using Time Out	_____	_____
7. Brainstorm advantages versus disadvantages of Time Out vs. hitting	_____	_____
8. Brainstorm Consequences (including loss of privileges and work chores)	_____	_____
9. Practice implementing consequences	_____	_____
10. Practice calm down strategies	_____	_____

**Handout Pads:**

Home Activities: Logical Consequences and Work Chores  
Refrigerator Notes about Natural and Logical Consequences

**Xerox:**

Record Sheet: Logical Consequences  
Record Sheet: Work Chores  
Thermometers (2)  
Self-talk in Problem Situations  
Personal Coping Self-Talk (write your own)  
Maintaining Objectivity Handout

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





## Supporting Your Child's Education (Program 8) Session One (or Thirteen)

### Promoting Reading Skills

#### I. Welcome

Do I–IV if this program does not follow Basic 9 & 10 or 1–4 programs. Otherwise, start with V as review.

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

#### II. Introductions

Find out group members’ names, ages of children, and personal goals.

Write parents’ goals on board or poster so you and group can refer back to them.

#### III. Ground Rules

Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).

Adopt rules for group.

Post rules each week. (A sample poster of rules is in appendix.)

#### IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format.

Give one book (*The Incredible Years*) and a magnet to each family. Offer audiotapes.

#### V. Topic of Day: Promoting Children's Reading Skills

A. Brainstorm benefits and barriers to reading with children

B. Vignettes: Program 8, Part 1: 1—9

Vignette 1, Retelling Stories

Vignette 2, Children Reading Aloud

Vignette 3, Parents Reading to Children

Vignette 4, Avoiding Power Struggles

Vignette 5, “Active Reading”

Vignette 6, Using Books to Promote Problem Solving

Vignette 7, Write Stories with Children

Vignette 8, Parents Listening to Children Read

Vignette 9, Motivating Children's Reading

#### Key Concepts

- Interactive reading fosters child's creativity and reading skills
- Talking about the author, pictures, possible alternative endings and feelings of the characters is part of “reading”
- Young children learn and find comfort in reading and talking about the same story many times
- Reading skills develop at different rates with each child
- Make reading fun

C. Practice/Role Playing Reading

Review key concepts of dialogic reading, then choose one “parent” and one “child.” Give them a book without words and have them read together.

After processing the above role play, divide group into sets of 3 to practice dialogic reading skills. One person is the “parent” who reads, one is the “child,” and one is the observer. Have each person rotate into each role, pausing between role plays for the “observer” and “child” to give feedback to the “parent.” Use the Reading with CARE handout.

D. Summarize Key Points (Refrigerator Notes).

**VI. Review Home Activities**

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading.

Let them know that you will be asking about their experiences at the beginning of the next session.

**VII. Parent Evaluation and Closing**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

***Handouts***

Home Activity for the Week

Refrigerator Notes: When Reading Picture Books With Your Child Remember to...

Refrigerator Notes: Building Your Child’s Reading Skills

Handout, Reading Assignment



## LEADER CHECKLIST

### Session One (or Thirteen)

**Topic:** Promoting Reading Skills

**Vignettes:** Parent Program 8, Part 1: 1—9

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Parent Program 8, Part 1**

1    2    3    4    5    6    7    8\*    9\*

(Circle vignettes shown.) \*=Vignettes for children ages 9–12.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' goals for school	_____	_____
3. Review ground rules	_____	_____
4. Brainstorm the value of reading with children	_____	_____
5. Role play / practice interactive reading approach	_____	_____
6. Explain importance of home activities	_____	_____
7. Review this week's home assignment	_____	_____

#### ***Handout Pads***

Home Activities for the Week

Refrigerator Notes about Reading and Reading with CARE

#### ***Self-Evaluation***

"Gems" of Session—Reminder of things to pursue next session





## ***Session Two (or Fourteen)***

### **Dealing with Children's Discouragement**

#### **I. Welcome**

#### **II. Ground Rules**

Review

#### **III. Report on Home Activities**

Ask members to share their reading experiences.

Review key points from last session.

#### **IV. Topic of Day: Encouraging Children's Self-Confidence and Persistence**

A. Brainstorm value of supporting children with reading or learning problems

B. Program 8, Part 2: Vignettes 10–15

Vignette 10, Difficulty Reading

Vignette 11, Reading for Success

Vignette 12, Responding to Children's Discouragement

Vignette 13, Motivating Children through Praise and Encouragement

Vignette 14, Tangible Rewards

#### **Key Concepts**

- Importance of praise and encouragement for homework activities
- Value of incentive programs to enhance motivation
- Decrease TV/video game time
- Make learning fun
- Importance of parent involvement and interest in children's learning

C. Participating in Homework

Vignette 15, Coaching Homework

D. Role Play

Group role play. One parent plays "child" and one parent plays parent. Child is discouraged about not being able to read, write or do the homework. Parent participates in homework and provides encouragement. Divide in to groups of 3-4. Several parents act as children and other parent(s) model encouragement for homework. Have props on hand. Practice "persistence coaching."

E. Summarize key points (Refrigerator Notes).

#### **V. Assign Home Activities**

#### **VI. Closing and Parent Evaluation**







## **LEADER CHECKLIST**

### **Session Two (or Fourteen)**

**Topic:**        **Dealing with Children's Discouragement**

**Vignettes:**   **Program 8, Part 2: 10—15**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:**   **Parent Program 8, Part 2**

10\*   11\*   12\*   13\*   14   15

(Circle vignettes shown.) \*=Vignettes for children 9–12.

#### **DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Practice reading skills	_____	_____
4. Brainstorm value of parents' involvement in children's homework	_____	_____
5. Role play encouraging a discouraged child to do homework	_____	_____
6. Review "persistence coaching"	_____	_____
7. Review this week's home assignment	_____	_____

#### **Handouts**

Home Activities for the Week

Refrigerator Notes: Encourage Your Child's Learning

#### **Xerox**

Parents as Academic and Persistence Coaches

#### **Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





## *Session Three (or Fifteen)*

### **Fostering Good Learning Habits and Routines**

#### **I. Welcome**

#### **II. Report on Home Activities**

Ask members to share their experiences with encouraging and coaching their children to learn something new.

#### **III. Topic of the Day: Setting up a Predictable Learning Routine**

- A. Program 8, Part 3: Vignettes 16–22  
 Vignette 16, Predictable Homework Routine  
 Vignette 17, Setting Limits  
 Vignette 18, Follow through with Limits  
 Vignette 19, When You've Finished Your Homework Then...  
 Vignette 20, Imposing Consequences

#### **Key Concepts**

- Importance of children having an afterschool routine time and place for reading and other “academic” activities
- Value of turning off TV/video games and other distractions during homework
- Decrease TV/video game time
- Follow through with homework rules
- Using effective commands

- B. Role Play—(Parent playing with one child)

Practice setting limits regarding TV or computer use and planning what the schedule will be at home after school. Set up rules regarding TV watching.

- C. Vignette 21, After School Routine  
 Vignette 22, Rules about Computer Time

- D. Summarize key points (Refrigerator Notes).

#### **IV. Review Home Activities**

#### **V. Closing and Parent Evaluation**





## LEADER CHECKLIST

### Session Three (or Fifteen)

**Topic:** Fostering Good Learning Habits and Routines

**Vignettes:** Program 8, Part 3: 16–22

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:** Parent Program 8, Part 3

16\* 17\* 18\* 19 20 21\* 22\*

(Circle vignettes shown.) \*Vignettes for children ages 9–12.

#### DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to play and to reading chapter)	_____	_____
3. Review the concepts from last week's session (briefly)	_____	_____
4. Role play / practice setting up home routine	_____	_____
5. Discuss TV watching and limits	_____	_____
6. Review this week's home assignment	_____	_____

#### *Handouts*

Home Activities for the Week

Refrigerator Notes: Fostering Children's Learning Habits

Refrigerator Notes about Limit Setting

#### *Xerox*

Homework Routine (4)

#### *Self-Evaluation*

"Gems" of Session—Reminder of things to pursue next session





## Session Four (or Sixteen)

### Parents Showing Interest in School

#### I. Welcome

#### II. Ground Rules (review if needed)

#### III. Report on Home Activities

Ask members to share their experiences with predictable learning routines.

Review key points from last session.

#### IV. Topic of Day: Showing Interest in School

A. Brainstorm value of supporting your child's school experiences

B. Program 8, Part 4: Vignettes 23–33

Vignette 23, Showing Interest in School

Vignette 24, Talking about School Activities

Vignette 25, Asking about School Experiences

#### Key Concepts

- Importance of praise and encouragement for homework activities
- Value of incentive programs to enhance motivation
- Decrease TV/video game time
- Make learning fun
- Importance of parent involvement and interest in children's learning

C. Part 4: Participating in Homework

Vignette 26, Showing Interest

Vignette 27, Math Homework

Vignette 28, Spelling Homework

Vignette 29, Math Homework—make it a game

Vignette 30, Promoting Thinking Skills

Vignette 31, Solving Problems Together

Vignette 32, Doing Math Homework

Vignette 33, More Difficult Math Problem

Summary Narration

D. Role Play

Group role play. One parent plays "child" and one parent plays parent. Child is discouraged about not being able to read or do the homework. Parent participates in homework and provides encouragement. Divide into groups of 3-4. Several parents act as children and other parent(s) model encouragement for homework. Have props on hand.

E. Summarize key points (Refrigerator Notes).

#### V. Assign Home Activities

#### VI. Closing and Parent Evaluation



# LEADER CHECKLIST

## Session Four (or Sixteen)

**Topic: Parents Showing Interest in School**

**Vignettes: Program 8, Part 4: 23—33**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Parent Program 8, Part 4**

23 24\* 25 26\* 27\* 28 29 30 31 32 33

(Circle vignettes shown.) \* Vignettes for children ages 9–12.

### DID I

YES

NO

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences           | _____ | _____ |
| 3. Brainstorm value of parents' involvement in children's homework.            | _____ | _____ |
| 4. Role play / practice encouraging a discouraged child with math and spelling | _____ | _____ |
| 5. Role play / practice talking about school activities                        | _____ | _____ |
| 6. Review this week's home assignment  | _____ | _____ |

### Handouts

Refrigerator Notes: Encourage Your Child's Learning  
Home Activities for Week

### Xerox

Academic and Persistence Coaching

### Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session