

Handouts & Refrigerator Notes

Parental Attention and Special Time



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



HOME ACTIVITIES FOR THE WEEK



To Do:

- **DO SPECIAL TIME** (e.g., read, play a game, cook together, do a puzzle etc.) with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **READ** the handouts.



To Read:

Handouts and Chapter 1 – *Child-Directed Play* and 2 – *Academic and Persistence Coaching* in **The Incredible Years** book

General Guidelines

Some adults find it helpful to do their special time at the same time every day. Another useful strategy is to turn your phone off so children know that the time you are spending together is important.



HOME ACTIVITIES FOR THE WEEK



To Do:

- **DO SPECIAL TIME** (e.g., read, play a game, cook together, do a puzzle etc.) with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **PLAN** a longer term project with your child
- **READ** the handouts.



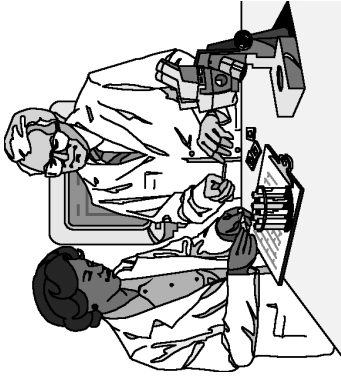
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Parents Thinking Like Scientists



Child Problems



Child Strengths



Goals



How I am Incredible!



Child's Name and Age: _____

Adults that Support My Growing and Learning:

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

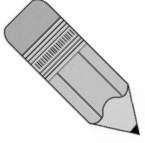
My Academic Level (e.g., reading or math difficulties or strengths, level of concentration and distraction, cooperative school projects easy or difficult, homework completed or not):

My Favorite Activities (e.g., reading, group sports, games, art activities, drama play, using puppets, individual sports, science projects, music):

Social, Emotional, & Language Level (e.g., withdrawn, anxious or confident & curious, level of aggression and/or impulsivity, problem solving easy or difficult, socially friendly or has few friends, ability to use calm down methods, communicates easily or with difficulty):

Goals for Me: (e.g., learning social skills, improving language communication, math or reading skills, making friends, learning to problem solve, being more confident, increasing cooperation with parents and teachers, reducing aggressive behavior, improving focus and concentration):

Home Activities



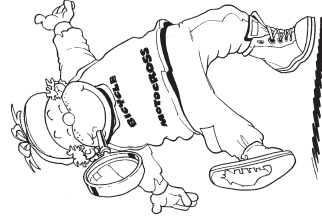
RECORD SHEET: SPECIAL TIMES

Record times you spent 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

POINTS TO REMEMBER ABOUT SPECIAL TIME WITH YOUR CHILD

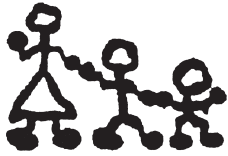
- Follow your child's suggestion and interests for activity.
- Don't make too many demands.
- Don't compete with your child.
- Praise and encourage your child's ideas and creativity; don't criticize.
- Be an attentive and appreciative audience.
- Notice your child's accomplishments and help them feel important.
- Curb your desire to give too much help; encourage your child's problem-solving.
- Show enthusiasm for the special time you spend with your child.
- Laugh and have fun.



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Checklist for Evaluating Special Time Interactions



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

A. When you interact with your child, how often do you encourage your child to:

	Almost Always	Sometimes	Almost Never
1. Attempt to solve problems?	_____	_____	_____
2. Think independently?	_____	_____	_____
3. Be creative and inventive?	_____	_____	_____
4. Express feelings and ideas?	_____	_____	_____
5. Persist with a frustrating task?	_____	_____	_____
6. Ask for help?	_____	_____	_____

B. When you do special time with your child, how often do you:

1. Direct or structure the activity?	_____	_____	_____
2. Create rules for the activity?	_____	_____	_____
3. Correct or criticize your child's mistake?	_____	_____	_____
4. Force your child to finish the project?	_____	_____	_____
5. Get frustrated with your child's inattention and impulsivity?	_____	_____	_____
6. Feel uncomfortable with your child's expression of fear or helplessness?	_____	_____	_____
7. Compete with your child?	_____	_____	_____

Checklist for Evaluating Special Time Interactions, continued

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

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

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your 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 in Part C 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 special time activities.



Brainstorm

Personal Thoughts About Play and Special Time



Before continuing, think about these two questions:

1. What are the potential benefits for your child when you play or have special time with him/her?
2. What gets in the way of doing special time with your child?

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

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

Handouts & Refrigerator Notes ***Social, Emotion and Persistence Coaching***



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Refrigerator Notes

Facilitating Children’s Emotion Learning: Parents as “Emotion Coaches”



Describing children’s feelings is a powerful way to strengthen a 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 spending special time with your child. Use this checklist to practice describing your child’s emotions as well as your own.

Feelings/Emotion Literacy		Examples
<input type="checkbox"/> happy <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> jealous <input type="checkbox"/> brave <input type="checkbox"/> loving <input type="checkbox"/> shy <input type="checkbox"/> afraid <input type="checkbox"/> anxious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> forgiving	<input type="checkbox"/> caring <input type="checkbox"/> curious <input type="checkbox"/> interested <input type="checkbox"/> embarrassed <input type="checkbox"/> disappointed <input type="checkbox"/> courageous <input type="checkbox"/> persistent <input type="checkbox"/> having fun <input type="checkbox"/> confident <input type="checkbox"/> frustrated <input type="checkbox"/> worried <input type="checkbox"/> patient <input type="checkbox"/> pleased	<ul style="list-style-type: none"> • “That is frustrating, and you are staying calm and trying again to figure it out.” • “You seem proud of that drawing.” • “You are confident of the plot and characters of that story.” • “You are so patient. Even though it keeps falling apart, you just keep trying to see how you can make it more complex. You must feel pleased with yourself for being so patient.” • “You look like you are having fun spending time with your friend, and he looks like he enjoys doing this with you.” • “You are so persistent. You are trying out every way you can to make it work out.” • “You are forgiving of your friend because you know it was a mistake.” • “You are so curious and asking good questions.”

Modeling Feeling Talk and Sharing Feelings

- “I am proud of you for solving that problem.”
- “I am really enjoying being with you.”
- “I was nervous for you when you presented, but you were patient and confident, and your presentation went well.”
- “I’m sad about that now, but I’ll feel better in a while.”

Facilitating Children's Social Learning: Parents as "Social Skills Coaches"



Prompting and encouraging 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 spending special times with your child or with several children. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
<ul style="list-style-type: none"> _____ helping _____ sharing _____ teamwork _____ using a friendly voice (quiet, polite) 	<p>"That's so kind. You shared that with your friend and waited your turn."</p> <p>"You are both working together and helping each other like a team."</p>
<ul style="list-style-type: none"> _____ listening to what a friend says _____ taking turns _____ asking _____ trading _____ waiting 	<p>"You listened to your friend's request and followed his suggestion. That is very friendly."</p> <p>"You waited and asked first if you could use that. Your friend listened to you and shared with you."</p> <p>"You are taking turns. That's what good friends do for each other."</p>
<ul style="list-style-type: none"> _____ agreeing with a friend's suggestion _____ making a suggestion _____ giving a compliment _____ using soft, gentle touch _____ asking permission to use something a friend has _____ problem solving _____ cooperating _____ being generous _____ including others _____ apologizing 	<p>"You made a friendly suggestion and your friend agreed with you. That is so friendly."</p> <p>"You are helping your friend build his model."</p> <p>"You are being cooperative by sharing and helping."</p> <p>"You both solved that problem together. That was a great solution."</p> <p>"You really thought about your friend's feelings and were generous."</p>

Note: Older children can sometimes be embarrassed by these comments when given in front of their friends. If this is the case, you can remind them of their friendly activities later, or praise their friend as well for friendly behavior as this will take the pressure off your own child.

Modeling Friendly Behavior

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

- "I'm going to be helpful and share the computer with you."
- "It's your turn to choose the TV program tonight because last night we watched my choice."

Facilitating Children's Academic Learning: Parents as "Academic and Persistence Coaches"



"Coaching" is a powerful way to strengthen children's academic skills and ability to stick with a difficult task. The following is a list of academic concepts and behaviors that can be commented upon when doing school-related activities with your child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
<ul style="list-style-type: none"> _____ working hard _____ concentrating, focusing _____ persistence, patience _____ planning 	<p>"You are working so hard on that project and thinking about how to organize it."</p> <p>"You are so patient and just keep trying all different ways to figure it out."</p> <p>"You are frustrated because it is difficult to assemble, but you are staying so calm"</p> <p>"You really planned well and thought of everything you needed for that project."</p>
<ul style="list-style-type: none"> _____ following teacher's directions _____ problem solving _____ trying again _____ thinking skills _____ listening _____ working hard/best work _____ independence 	<p>"You are thinking hard about how to solve the problem and coming up with a great solution to that problem."</p> <p>"You have figured that out all by yourself."</p> <p>"You are really working patiently with your friend so together you can figure out how that works."</p> <p>"You worked hard to have your best handwriting on that paper."</p> <p>"You didn't know that word so you looked it up in the dictionary."</p>



HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE SPECIAL TIME AND PRACTICE SOCIAL, EMOTION AND PERSISTENCE COACHING** with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **READ** the handouts.
- **KEEP TRACK** for two 30-minute periods during the week, observe your own use of praise. Write down the words you use when you praise and how often you praise on the Praise Record Sheet.
- **CALL** your buddy to ask about play and special times.
- **MAKE** a list of behaviors you want to see more of in your child on the Record Sheet and bring to next session.



To Read:

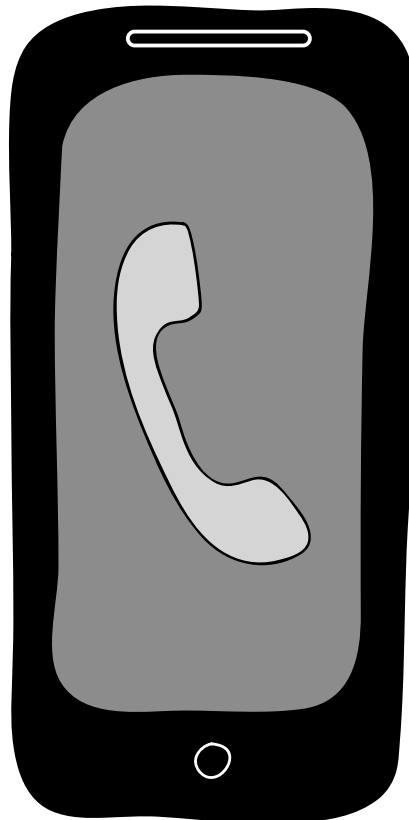
Handouts and Chapter 3 *Social Coaching* and Chapter 4 *Emotion Coaching* in **The Incredible Years** book and if time, Chapter 13 – Teaching Children Friendship Skills.

Calling Your Buddy

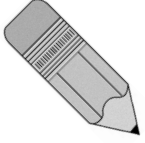
From now until the final week of the Parenting Course you will be asked to call a person from your group. You will have the same “buddy” for several weeks. The purpose of these calls is to share ideas and “hot tips” about the home activities, such as how one of your play times went, how you set up your 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!



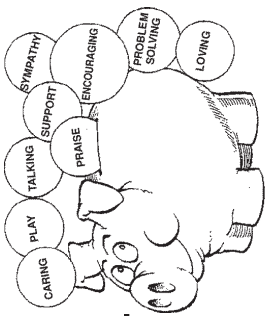
Home Activities



RECORD SHEET: SPECIAL TIMES

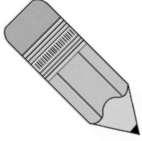
Record times you spent with your child, what you did, and any reaction you noticed in yourself or your child.

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



Remember to Build Up Your Bank Account

Home Activities



RECORD SHEET: PRAISE

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

BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Coaching Children in Cooperative Play With Peers

Join children and their friends and “coach” them in 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 polite to ask him if he wants to do that first.”

Complimenting: “What a great 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.”

Being Careful: “You are being very careful with his bike. That is very thoughtful.”

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 kind 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 respectful in the way you asked her to wait—that’s very friendly.”

Handouts & Refrigerator Notes

Effective Praise & Encouragement



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Brainstorm

Brainstorm words you use to praise your child. Write them below.



Praise words to use

I like it when you...

Wow! What a wonderful job you've done of cleaning up the family room!



Goal:

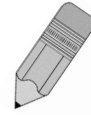
I will commit to increasing the number of praises I give my child to _____

per hour. The behaviors I will praise include: (e.g., sharing) _____



Brainstorm

Brainstorm possible positive self-statements you can use to encourage yourself as a parent. Write these statements on your notepad.



Positive Self-Statements

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.

REFRIGERATOR NOTES ABOUT PRAISING YOUR CHILD

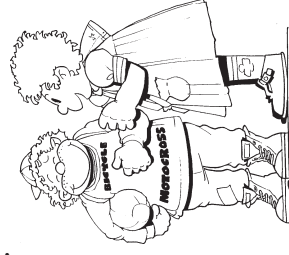
- Catch your child being good—don't save praise for perfect behavior.
- Don't worry about spoiling your children with praise.
- Increase praise for difficult children.
- Model self-praise.
- Give labeled and specific praise.
- Make praise contingent on behavior.
- Praise with smiles, eye contact, and 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 and encourage the "process" of children's learning, not just the finished product.
- Promote your child's recognition of change and progress.
- Label child's feelings about personal accomplishments.



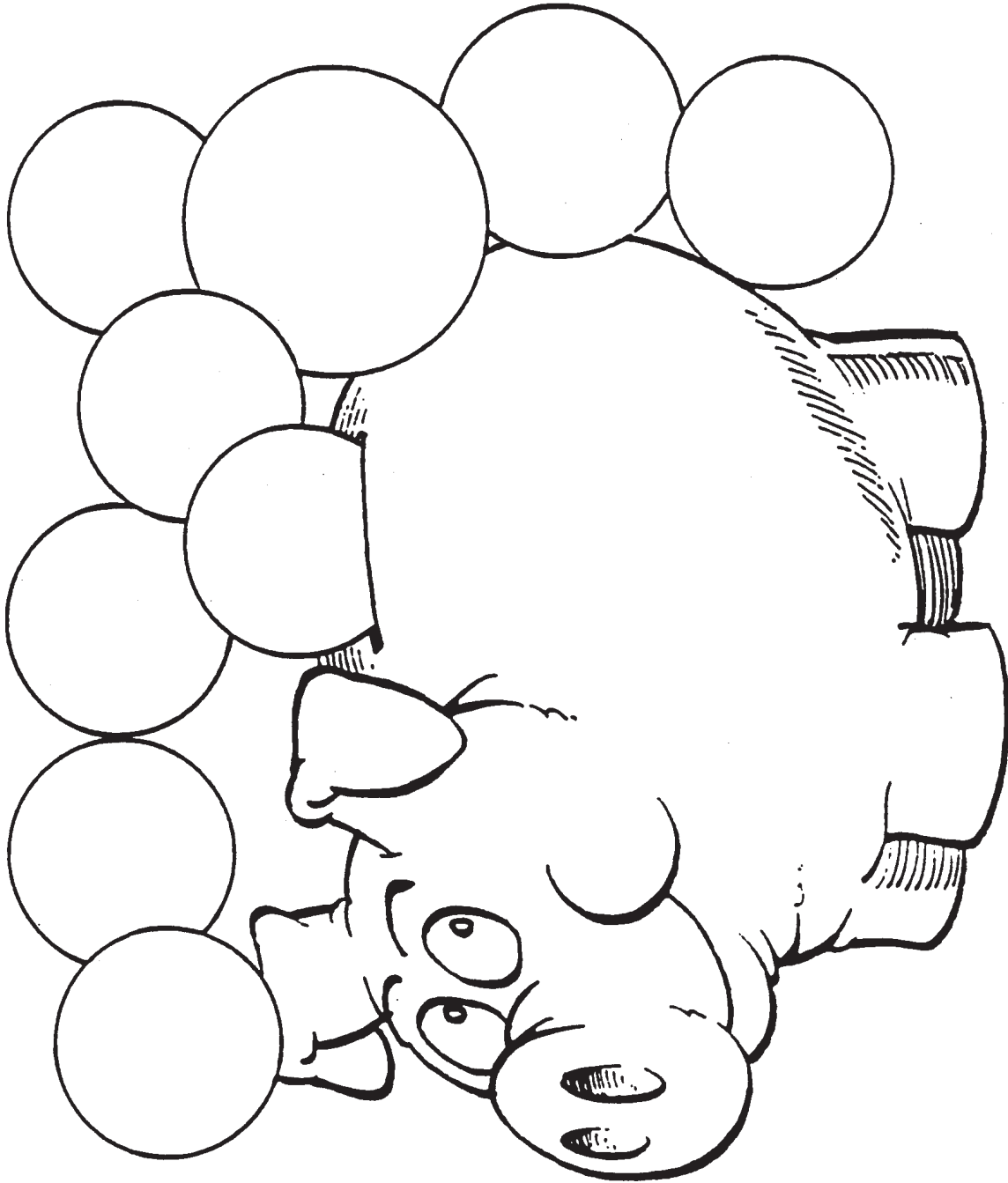
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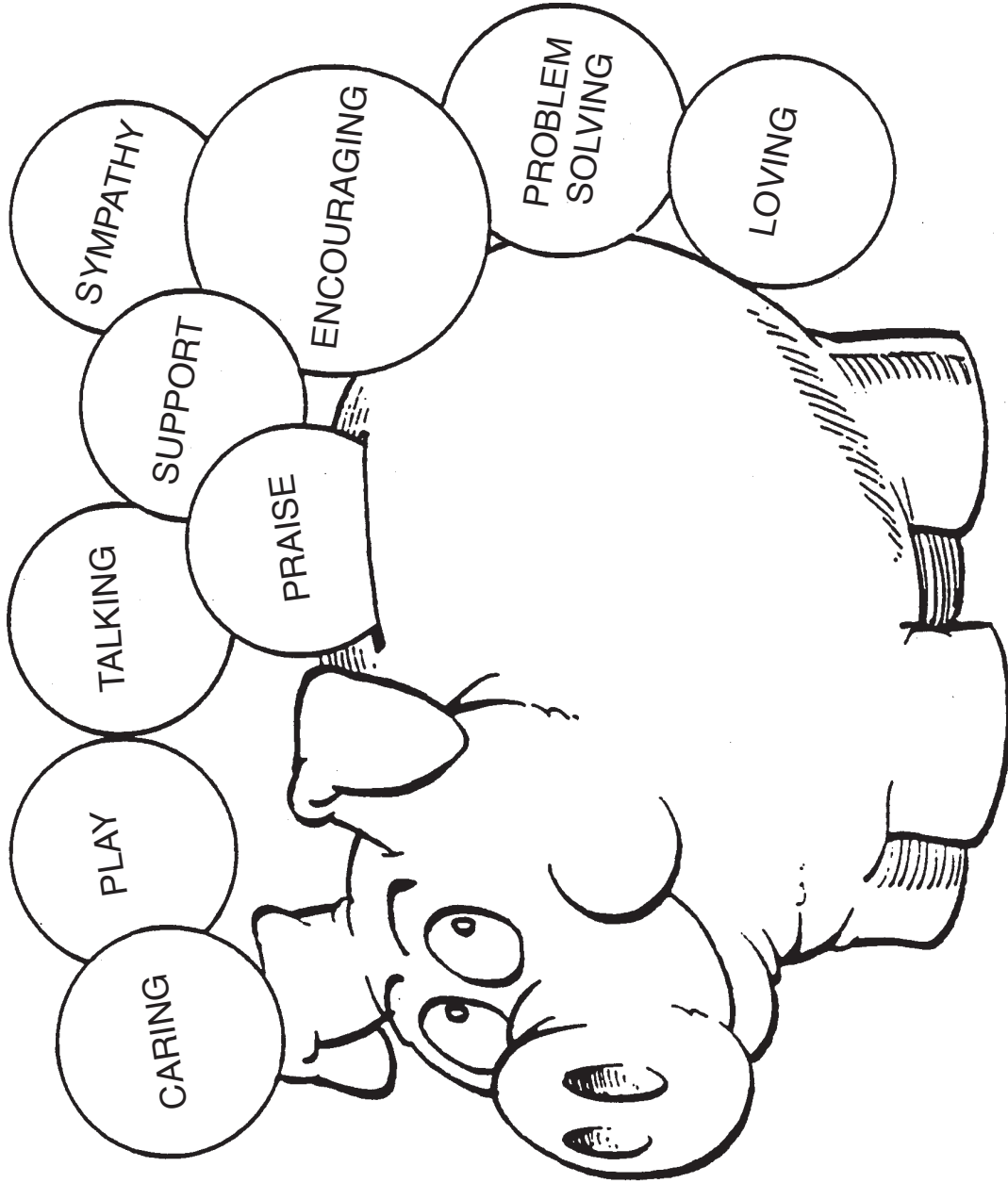
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- Promote your child's recognition of change and progress.
- Label child's feelings about personal accomplishments.



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Write in praise statements you can use with your child



Remember to Build Up Your Bank Account with Your Child



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



HOME ACTIVITIES FOR THE WEEK



To Do:

- **PLAY** or do some special time activity (e.g., read together, take a walk or bike ride, start a model or project) with your child every day for at least 10 minutes. Practice using effective praise and other social rewards during special 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, going to bed when requested, picking up toys, and sharing with others.
- **DOUBLE** the number of praises you usually give and observe what effect this has on the 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.
- **READ** the handouts on examples of praise, and behaviors to praise.
- **CALL** your buddy to ask about praise & special time.



To Read:

Handouts and Chapter 12 - *Emotional Regulation* and Chapter 5 ~ *Praise* in **The Incredible Years** book and if time, Chapter 13 – *Teaching Children Friendship Skills*.

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 did a brilliant job of..."
"Impressive effort on..."
"Thank you for..."
"What a nice job of..."
"Hey, you are really sharp; you..."
"That's great, it really looks like..."
"You did exactly what I asked you to do..."
"My, you listened so well."
"My! That was so thoughtful."
"I'm proud of you for..."
"I'm very proud of you for..."
"Beautiful! Fine! Great! Gorgeous! Tremendous!"
"How thoughtful of you to..."

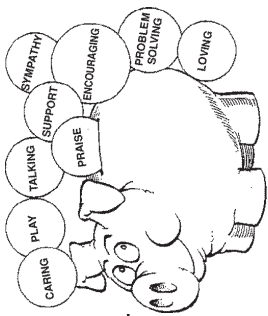
Some Physical Rewards

A pat on the arm or shoulder
A hug
High Five
Thumbs up



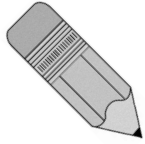
EXAMPLES OF BEHAVIORS TO PRAISE AND ENCOURAGE

- Sharing
- Talking politely or respectfully
- Complying with requests
- Good eating manners at dinner
- Going to bed at agreed upon time
- Doing homework before watching TV
- Solving a problem
- Turning down the television or music
- Doing chores
- Coming home from school on time
- Getting up promptly in the morning
- Putting bike away or wearing helmet
- Making the bed
- Picking up clothes or putting laundry in basket
- Limiting time on computer games
- Staying calm when frustrated
- Helping a younger sibling
- Helping with dishes after supper
- Being thoughtful
- Being patient
- Being kind to another child or adult
- Let parent know where they are when out of home
- Check in with parents when agreed upon plans change



Remember to Build Up Your Bank Account

Home Activities



RECORD SHEET: PRAISE

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

BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Handouts & Refrigerator Notes

Motivating Children Through Tangible Rewards



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Brainstorm

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:

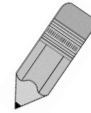
I will commit to giving a surprise reward for _____

behavior.



Brainstorm

Reward yourself!



Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks, 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

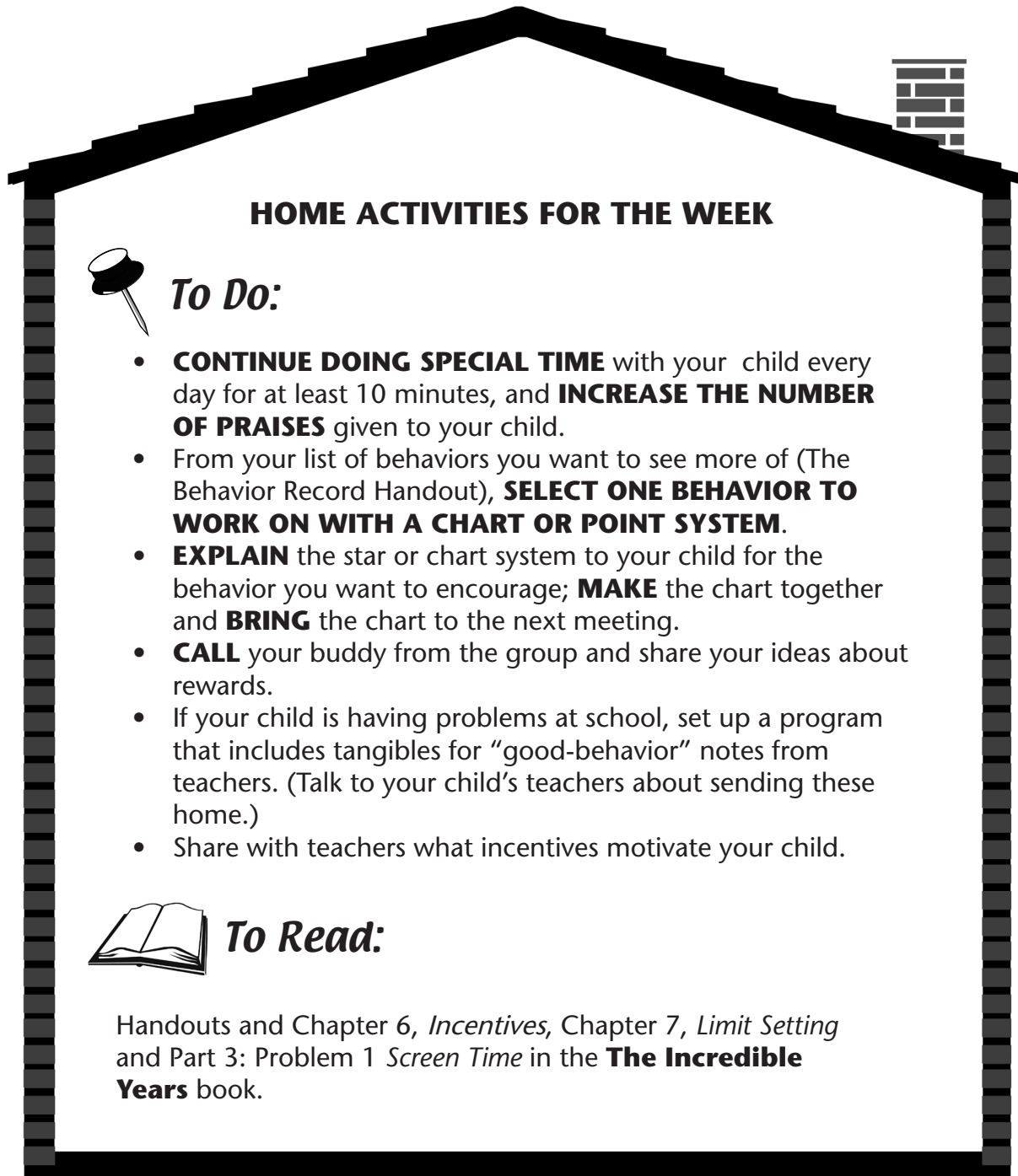
Buy myself a good book

Goal:

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

Using Tangible Reward Programs to Teach Your Child New Behaviors

"Motivating Your Children"



HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE DOING SPECIAL TIME** with your child every day for at least 10 minutes, and **INCREASE THE NUMBER OF PRAISES** given to your child.
- From your list of behaviors you want to see more of (The Behavior Record Handout), **SELECT ONE BEHAVIOR TO WORK ON WITH A CHART OR POINT SYSTEM.**
- **EXPLAIN** the star or chart 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 rewards.
- 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 incentives motivate your child.

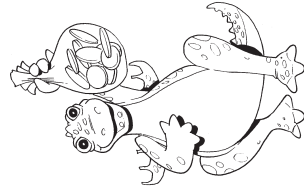


To Read:

Handouts and Chapter 6, *Incentives*, Chapter 7, *Limit Setting* and Part 3: Problem 1 *Screen Time* in the **The Incredible Years** book.

REFRIGERATOR NOTES ABOUT TANGIBLE REWARDS

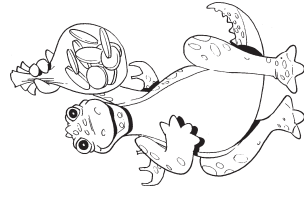
- Define appropriate child behavior clearly.
- Make the steps small.
- Gradually increase the challenge.
- Don't make programs too complex—choose one or two behaviors to start.
- Focus on positive behaviors.
- Choose inexpensive rewards.
- Give rewards every few days.
- Involve your child in choosing 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.



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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.
- Give rewards every few days.
- 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.



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***EXAMPLES OF BEHAVIORS TO REWARD WITH
POINTS AND STICKERS:***

- Getting ready on time for school
- Arriving at home from school on time
- Making the bed in the morning
- Be kind to sibling for one hour
- Going to bed pleasantly
- Complying with a request
- Sharing with others
- Doing homework before playing computer games
- Reading for 30 minutes
- Turning off the TV or computer after one hour
- Setting the table
- Helping clean up the family room
- Doing chores
- Phoning parent to let them know where they are when out of school

BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

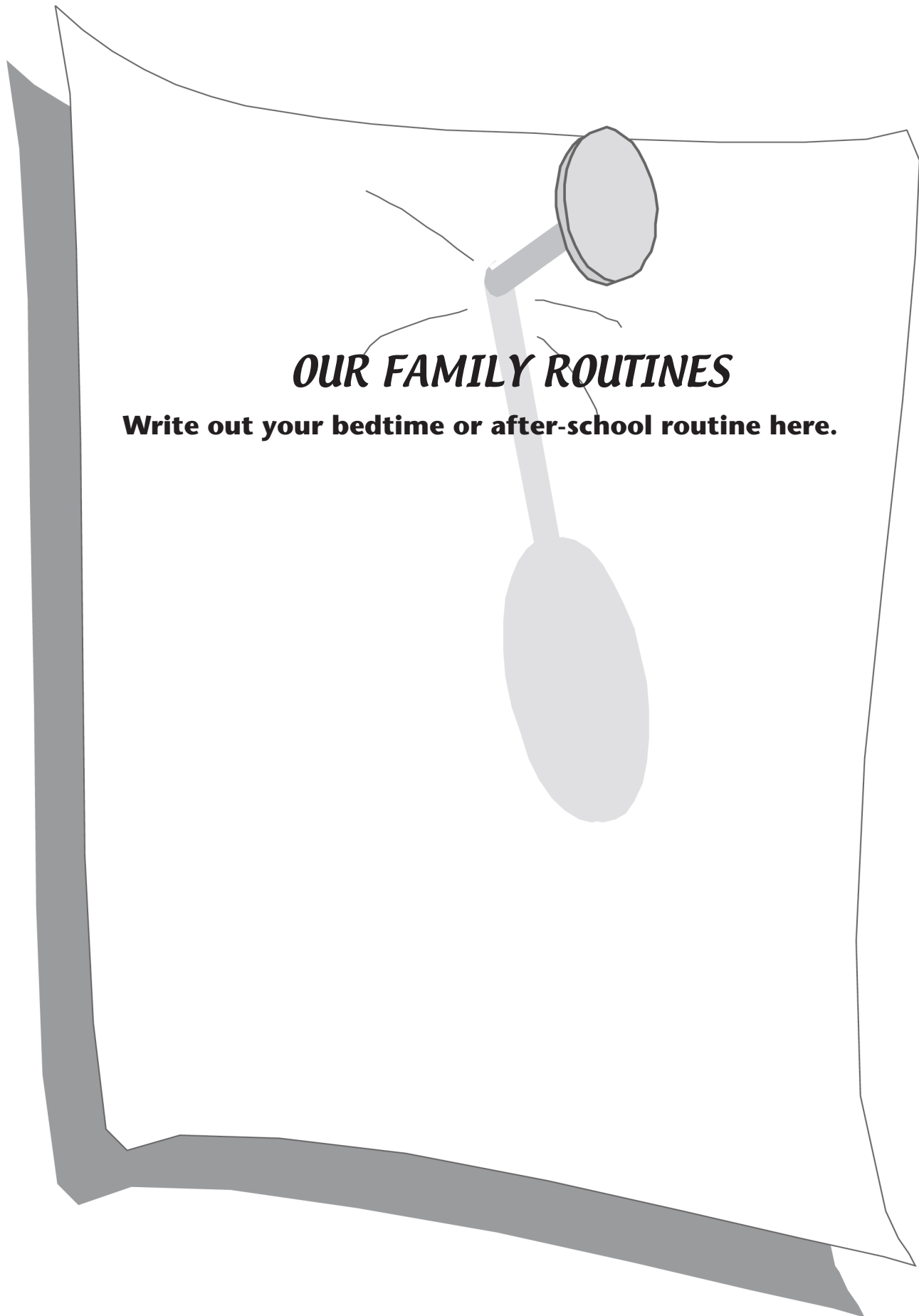
Handouts & Refrigerator Notes

Rules, Responsibilities, & Routines



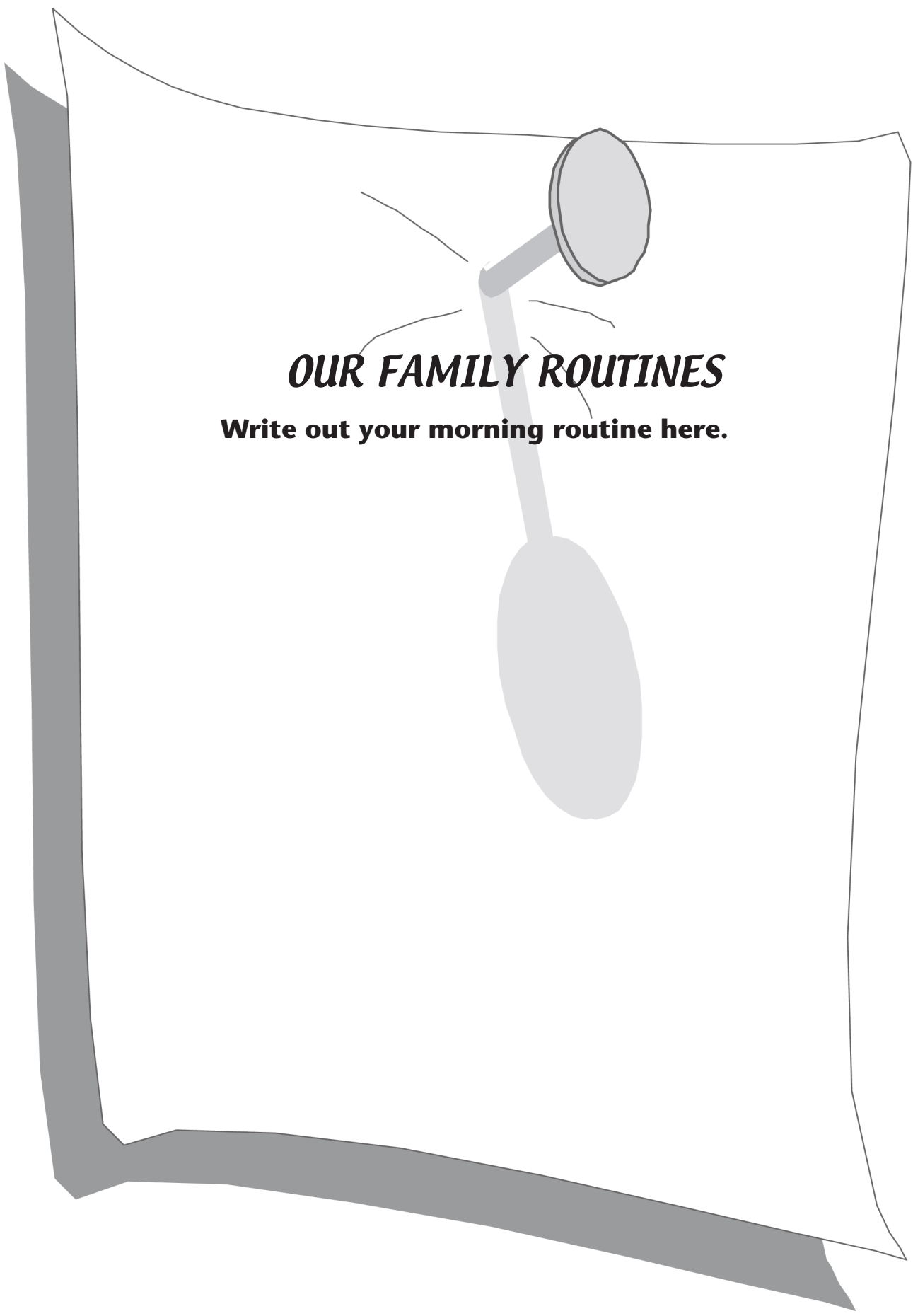
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These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).



OUR FAMILY ROUTINES

Write out your bedtime or after-school routine here.



OUR FAMILY ROUTINES

Write out your morning routine here.



REFRIGERATOR NOTES

Homework Brain Training

For Preadolescent Children (8-12 years)

- Communicate with your child's teacher (via phone, text, or email) to find out school expectations for homework. Work with the teacher to set realistic homework goals for your child if the school expectations do not match your child's needs.
- Have a family meeting with your child to plan a predictable homework schedule (see sample homework checklist). Establish when and where this homework will occur. Remember a daily predictable homework routine trains the brain to work and increases your child's attention focus.
- Help your child build up brain stamina for homework by starting with short periods of time and gradually increasing the workout time and level of difficulty. Use a timer.
- Keep the homework training environment free of distractions such as TV, I-phones, texts, games, siblings and chaos. Be nearby to help support or encourage your child.
- Help your child make a homework plan each day with goals for how long to work on each subject. Alternate harder and easier tasks, and set a manageable time limit for harder brain tasks. Provide extra encouragement and persistence coaching for harder tasks.
- Help your child develop an organizational habit of recording homework completed and plan for bigger projects by establishing a calendar planner with due dates and plan for completing the task. Help your child break large tasks into manageable parts. Reward the child's use of the planner with fun stamps or stickers. This also helps you track their progress.
- Set up daily incentive to reward your child's good study habits. Avoid a big incentive system for end of term grades, and instead give small daily rewards and praise. Do not remove points for negative behaviors during homework time.
- Ask your child to show you completed work and praise all efforts.
- Find out how you can track whether completed homework is turned in. Most schools have a way to check this on the web.
- Be sure to regulate your own emotions and be a positive role model. Use active listening to try to understand why doing homework is difficult or upsetting.
- Set limits and calmly enforce consequences for not doing homework (e.g., loss of screen time for evening)
- Be sure you are giving your child "special time" to build up positive feelings being together. This time should happen regardless of whether homework time is successful.
- Consult your child's teacher and build a partnership to help support your child's school performance. If homework is a continual struggle, work with the school to modify expectations or reduce barriers.

REFRIGERATOR NOTES

Promoting a Healthy Media Diet (6-12 years)



- Screen time including computer time, video games, I-pads, I-phones, Facebook, Twitter, YouTube and watching TV can become addictive. Research indicates that the average 8-10 year-old child spends nearly 8 hours a day outside of school with some form of screen time. Tweens and teens spend more than 11 hours a day using screens. Excessive screen time can interfere with children's friendships, impact their physical fitness, contribute to obesity and lack of sleep, and decrease interest in reading and motivation for school success. The American Academy of Pediatrics (AAP) recommends 1-2 hours of screen time per day. How can parents help children dial back screen use to meet these recommendations?
- Here are some tips for reducing screen time, making that time a positive experience, and minimizing the negative effects of screen time.
- Discuss with your children your household rules regarding the amount of screen time allowed each day. For children 6-12 years old, approximately 90 minutes per day, or less, is generally recommended.
- Plan when screen time will occur. Avoid screen time 1 hour before bed or during dinner.
- Don't put computers or TVs in your child's bedroom. Keep them in a public place where you can monitor their use. Have a rule that smartphones and handheld devices must also be used in public places, not in children's bedrooms.
- Help children understand that homework must be completed before screen time is allowed, unless screen time is related to research and homework assignments.
- Supervise and monitor the media content children are consuming. Know what type of computer games, videos, TV programs, and web sites they are using or watching. Decide which programs, games, or sites are healthy and which are off-limits. Websites such as Common Sense Media can be helpful to provide information about age appropriate media content: <https://www.commonsensemedia.org/>

REFRIGERATOR NOTES (continued)

Promoting a Healthy Media Diet (6-12 years)

- Set up passwords so that children cannot download games without a parent password, and consider whether you want to set restrictions on website browsing on computers that children are using.
- Limit the amount of data you allow your child to have on devices. Explain to your child what programs use data (YouTube, streaming movies, sending video files) and discuss consequences for using more than allowed.
- Make a decision about when and how you want your child to have access to wifi. In this age group, it is recommended that children do not have access to the internet except on family computers.
- Take an active role in your children's media education by watching TV programs, YouTube videos, and movies with them and participating in their computer games so you can mitigate their effects and enhance their use as a way to promote communication and connection. For example, for promoting your child's social skills and empathy you can talk about movie characters who are sensitive, caring, and who are making good friendship choices. Some TV and social media programs can be a catalyst for a discussion about the effects of drinking, drugs, sexual activity, violence, prejudice, managing conflict and death. Discussions about the use of advertisements can help children understand messages about consumerism, food choices, gender roles, and other social issues.
- Teach your children the importance of being polite and having good media etiquette in all forms of social media. Discuss what kinds of things are okay to post on social media platforms; set guideline around posting pictures, videos, and status updates.
- Have rules that children do not share personal information on social media with anyone that they don't know. Explain that once information or an image or video is posted on the internet, it is not possible to retrieve that image.
- Understand that children in this age range do not have good long term judgment and planning and will often not be able to think through the long-term consequences of impulsive social media decisions. Monitoring and limiting their screen use is the best prevention strategy for this age.
- Talk to your children about the consequences for breaking the family rules around screen use. Monitor or track your child's screen time use. Praise and reward your child's healthy viewing habits and following the screen time rules.
- If your child is a victim of cyberbullying, take action and attend to your child's mental health needs. Stop the use of media platforms where the bullying is occurring, and report the incident to teachers or school counselors.

REFRIGERATOR NOTES (continued)

Promoting a Healthy Media Diet (6-12 years)

- Model good screen use habits. Set some non-screen times for all family members, including parents. Dinner time, the hour prior to bedtime, and other times when family members are together are good times for this.
- Strive for balance between screen time activities and other activities involving social interactions, making friends, physical activity, reading, or other activities around the house. When children are “bored” and need to find other things to do, they often find creative ways to use their time. While screen devices have great benefits if used appropriately and as part of a healthy media diet, non-screen time is crucial for your child’s social, emotional, physical and learning development as well as relationships with family and friends.

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

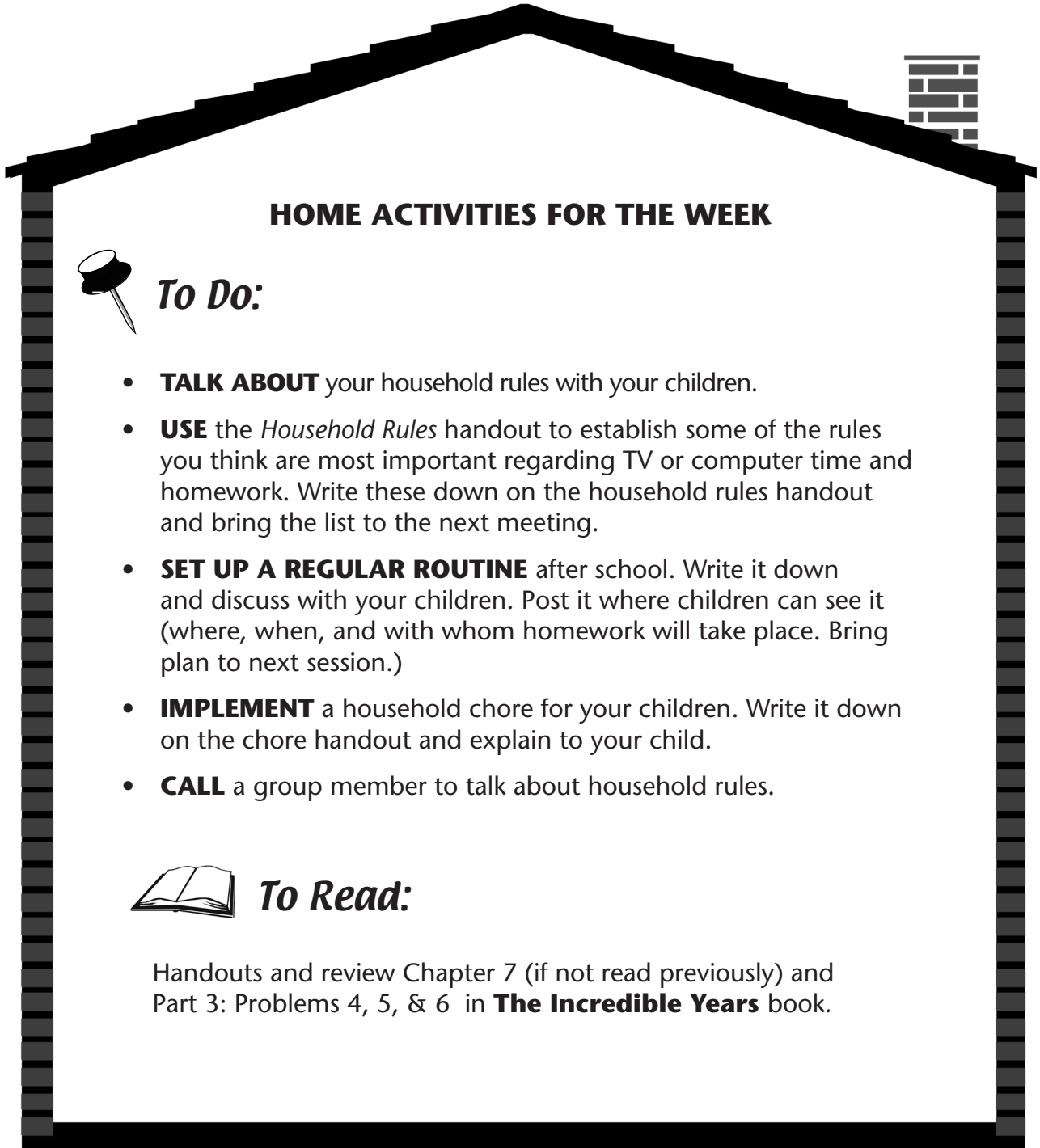
REFRIGERATOR NOTES

Promoting Children's Healthy Life Style and Well Being

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

Therefore, model being physically active, buy and eat healthy foods, express your enjoyment of food and family meals, and model positive talk about your family's healthy bodies.

Rules, Responsibilities, and Routines



Caution: Remember to continue special time!



Household Rules

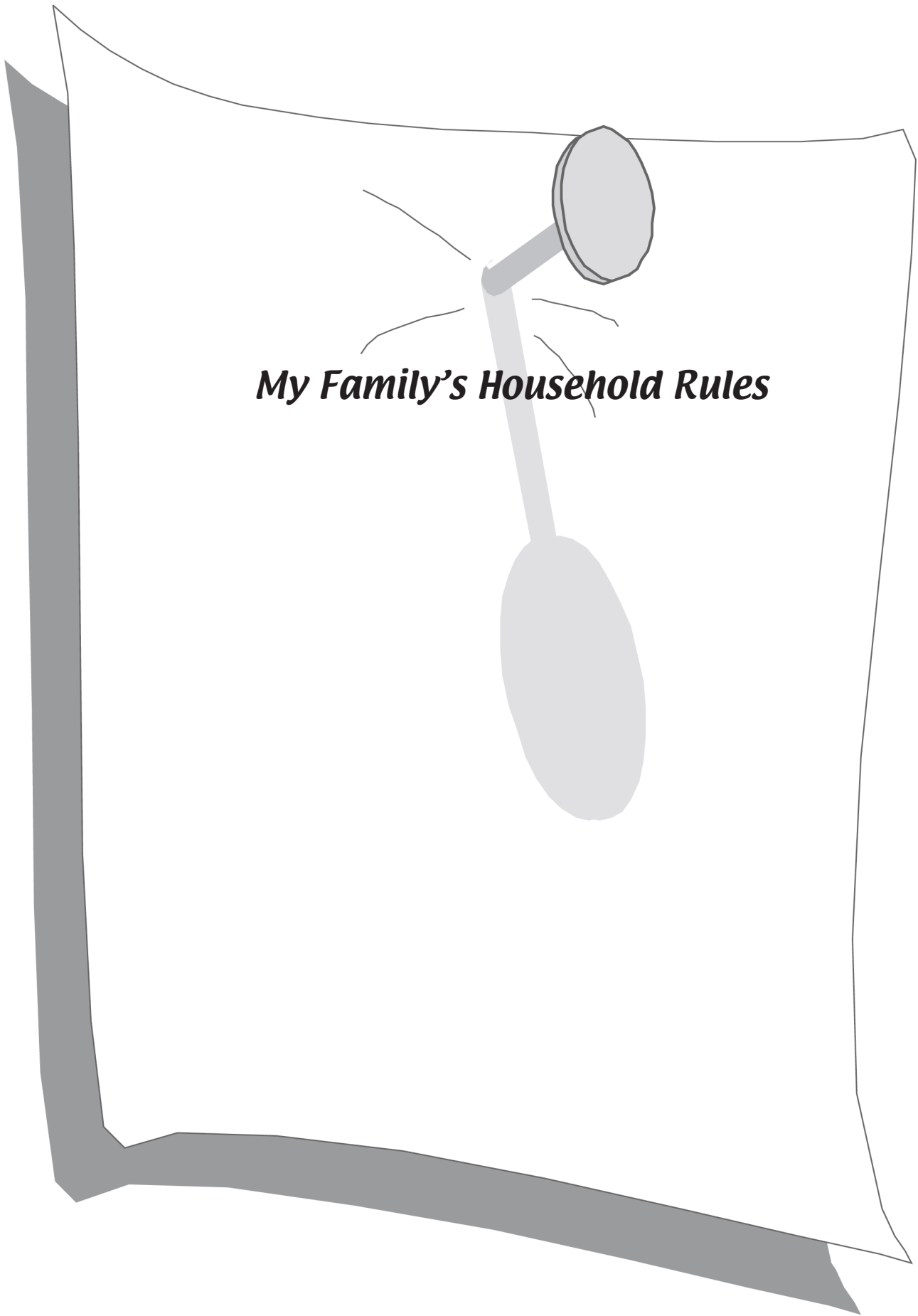
Examples:

1. Bedtime is at 9:00 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. Homework must be finished before watching TV or playing computer games.
6. One hour of TV or computer per day.
7. No smoking, alcohol, or drug use.
8. Child lets me know where s/he is outside of school time.
9. Tell parent where you are, with whom and what you are doing.

Your List of Household Rules:

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

*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



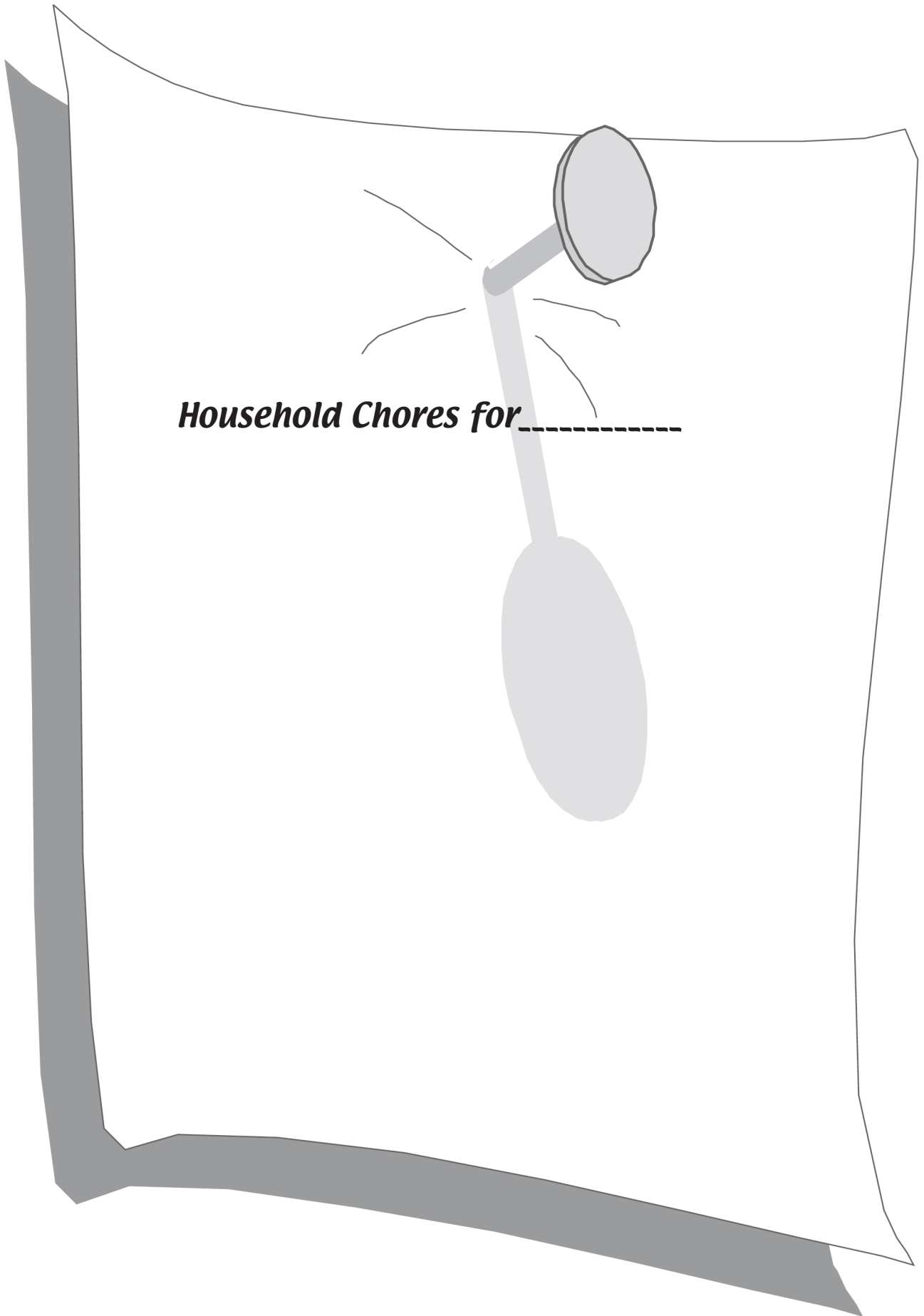
***Household Chores for* _____**

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.
- _____
- _____

Chore Cards

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After School Routine

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

Chore Cards

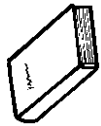
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Cleaning my room

Put dirty clothes in the laundry basket.



Put books on the shelf.



Put games in the cupboard.



Make the bed.



Chore Cards

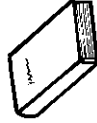
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Chore Cards

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Handouts & Refrigerator Notes

Clear and Respectful Limit Setting



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Brainstorm



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>Goal:</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

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



Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't we go to bed?• Let's clean up the living room• Cut it out• What is your coat doing there?• Why are your shoes in the living room?• Don't shove salad in your mouth like a pig• Why is your bike still in the driveway?• You look like a slob• Stop bugging your sister• You are never ready in the morning• Why do you leave homework until the last minute?• Your clothes are filthy• You never put the garbage out• Your room is a mess• Don't speak to me like that• Why can't you wear something better than that?• You are late getting home again You are impossible	



Refrigerator Notes About Limit Setting

- Don't give unnecessary commands.
- Make one request at a time.
- Be realistic in your expectations
- Use "do" requests.
- Make requests 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 whenever possible.
- Make requests short and to the point.
- Support your partner's requests.
- Praise compliance.
- Strike a balance between parent and child control.
- Encourage problem-solving with children.

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Refrigerator Notes About Limit Setting

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Effective Limit Setting

"The Importance of being Clear, Predictable, and Positive"



HOME ACTIVITIES FOR THE WEEK



To Do:

- **DECREASE** the number of requests/commands you give to those that are most important.
- When necessary, **GIVE POSITIVE AND SPECIFIC REQUESTS**. Avoid using question commands, "let's" commands, negative commands, vague commands, and chain commands.
- **MONITOR** and record the frequency and type of requests you give at home for a 30-minute period on the "Record Sheet: Commands" handout, and record the child's response to these requests.
- **PRAISE** your child every time he or she complies with a request.
- **CALL** a group member to talk about giving commands.



To Read:

Handouts and review Chapter 8 *Ignore*, and Chapter 12 *Helping Children Learn to Regulate their Emotions* (if not read previously), in **The Incredible Years** book.

Caution: Remember to continue special time!



Clear Commands/Requests—Start with a Please...

"Speak politely."

"Keep the noise low on your music."

"Please put your coat in the closet."

"Hang up the bathroom towels."

"Come home at the agreed time."

"Put your laundry in the basket."

"Phone to let me know where you are if your agreed upon plans change."

"Put out the garbage."

"Turn your computer off."

"Talk quietly."

"Feed the dog each day."

"Set the table."

"Make your bed."

Unclear, Vague, Question or Negative Commands/Requests

"Let's clean your bedroom."

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

"Be nice, be good, be careful!"

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

"Don't talk to me like that."

"I see your coat is still on the floor."

"Why isn't your coat put away?"

"Do you know where your coat is supposed to be?"

"Quit that.."

"Shut up."

"Don't yell."

"Watch it."

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



Home Activities



RECORD SHEET: COMMANDS/REQUEST

"Reduce your commands to the most important ones."

Date	Time	Commands or Request Given	Child's Response	Parent's Response
Example	5-5:30 p.m.	"Hang your coat in the closet."	Child hangs up coat.	"Thank you for hanging up your coat."
1st Day				
2nd Day				
		Example of When... Then request, or giving a choice command.		

Handouts & Refrigerator Notes

Ignoring Misbehavior



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Brainstorm



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., eye rolling

sarcastic remarks

Goal: I will commit to ignoring _____

behavior whenever it occurs. I will praise _____

behavior, the positive opposite of the behavior I am ignoring.



Brainstorm

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



Examples:

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.

Using Selective Attention

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 attention* 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

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



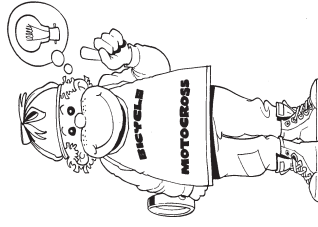
When Would Selective Attention be Effective?

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.

Points to Remember About Ignoring

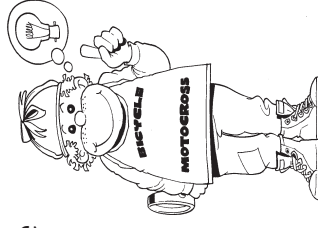
- Avoid eye contact and discussion while ignoring.
- Physically move away from your child but stay in the room if possible.
- Be subtle in the way you ignore.
- Be prepared for testing.
- Be consistent.
- Return your attention as soon as misbehavior stops.
- Combine distractions with ignoring.
- Choose 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.



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Points to Remember About Ignoring

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

Caution: Remember to continue special time!

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 her maid. Things are going to change or else!"
- "He's just like his father."
- "I can't handle it when she's angry."

Calming Thoughts

- "This child is testing to see if she can have her own way. My job is to stay calm and help her 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. She has just learned some powerful ways to get control. I will teach her 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.

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."

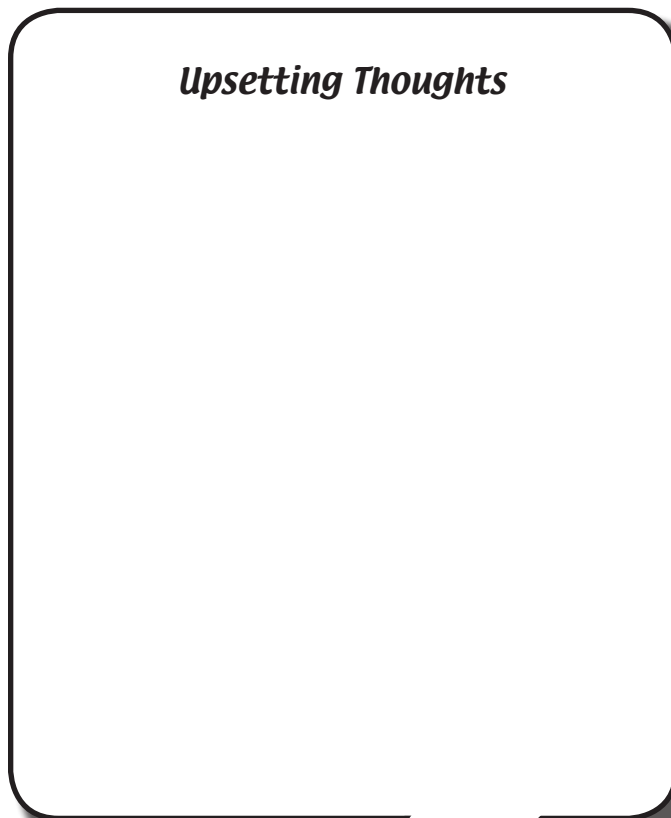
"I can handle this. I can stay in control. "She's just testing the limits. My job is to stay calm and help her learn better ways."

Self-Talk in Problem Situations

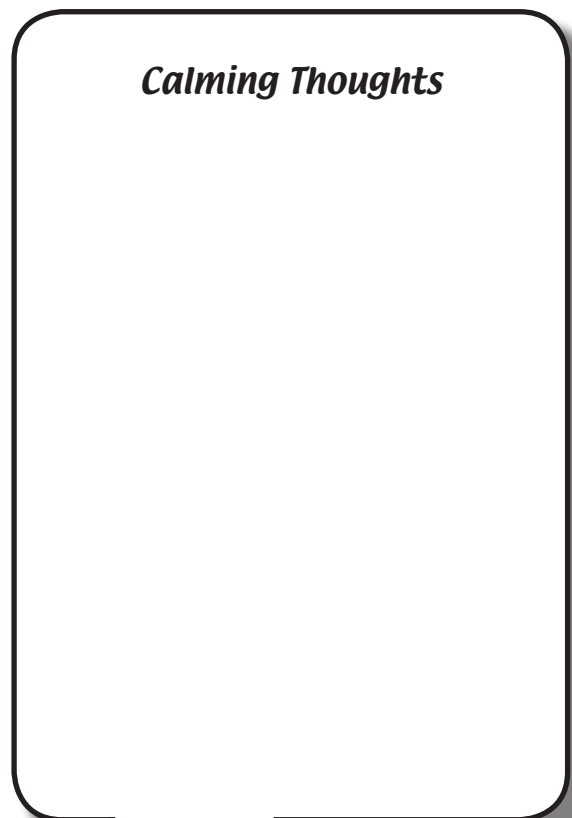
Identify a problem situation and the upsetting thoughts you have at the time. Write down some alternative calming thoughts that you might use to redefine the situation. Next time you find yourself using negative self-talk, give yourself some time to think positively and consider the alternatives available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

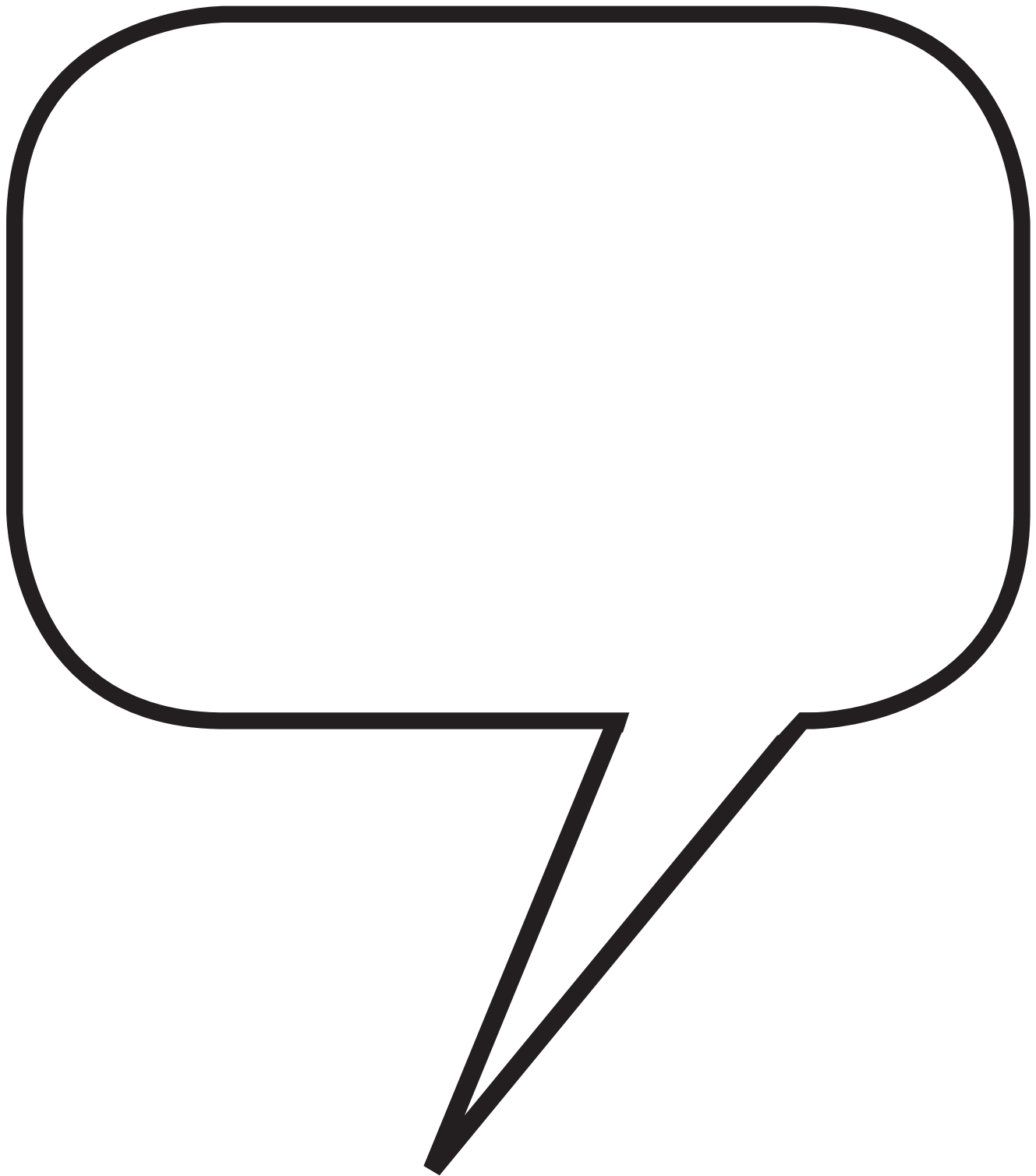
Problem Situation: _____

Upsetting Thoughts



Calming Thoughts





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



Handout
Behavior Record

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.
- 10.



Record Sheet
Ignore and Praise

Behavior Ignored	Child's Response
<i>e.g. Yelling</i>	
Monday _____	
Tuesday _____	
Wednesday _____	
Thursday _____	
Friday _____	
Saturday _____	
Sunday _____	
Behavior Praised	Child's Response
<i>e.g. Talking Nicely</i>	
Monday _____	
Tuesday _____	
Wednesday _____	
Thursday _____	
Friday _____	
Saturday _____	
Sunday _____	

Handouts & Refrigerator Notes

Time Out and Consequences



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

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



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.



To Read:

Read Chapter 9 (if not previously read) *Time Out* and Chapter 15 *Time Out from Stress and Anger* in **The Incredible Years** book.

Caution: Remember to continue special time!

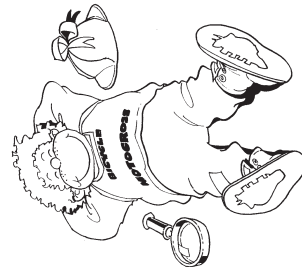
Points to Remember About Time Out

- 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.



Point to Remember about Stress and Anger

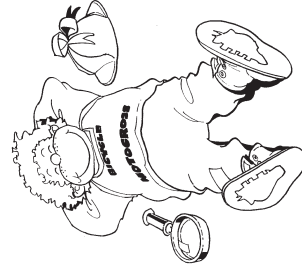
- Scan your body for tension, and breathe and relax or do the exercises.
- Notice any negative self-statements and replace them with soothing self-encouragement.
- Ask yourself if what is making you feel tense is really that important? Will it make a difference a week from now? A year? When you are 70?
- 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).



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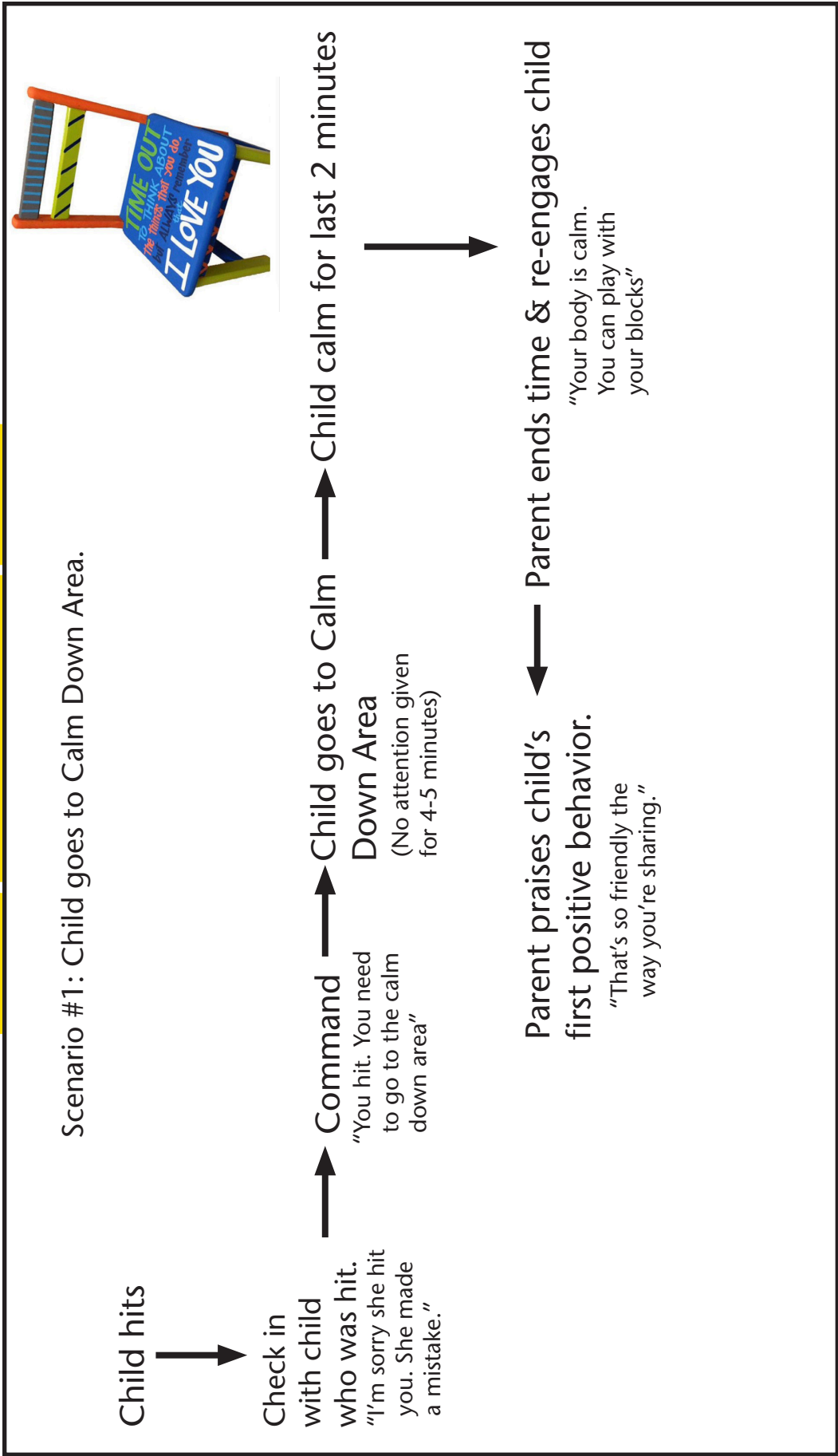


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Calm Down Procedure for Aggression

Children Ages 6-10 Years

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Responding to Child Dysregulation and Teaching Self-Regulation

Carolyn Webster-Stratton, Ph.D.

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

Parent Self-Talk

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

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

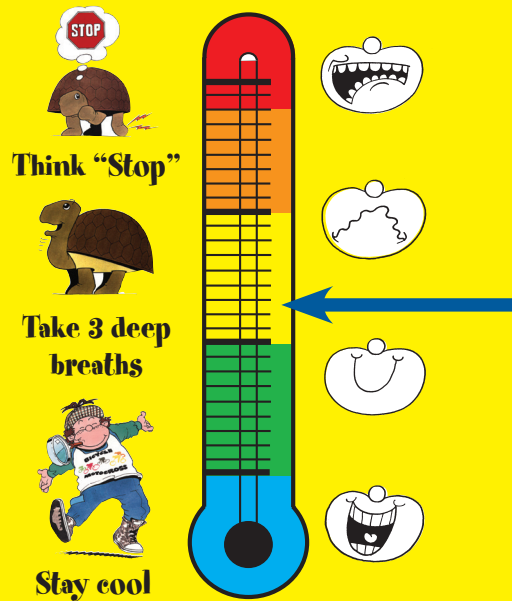
“I can ignore this behavior as long as he is not hurting someone or breaking something.”

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

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

Parent Response

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



Slow Down

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

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

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



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My child continues to dysregulate and becomes aggressive

Parent Self-Talk

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

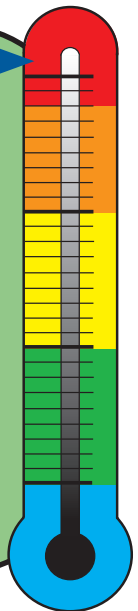
"I need to give my child time away from attention to calm down so he doesn't hurt someone."

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

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

Parent Response

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



My Child Is Calm Now

Parent Self-Talk

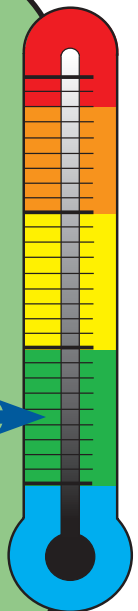
"Now I can reconnect with my child and help her learn an alternative way to solve her problem."

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

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

Parent Response

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



Bottom Line

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

School Age Child Resists Going to Calm Down Area

Children Ages 6-10



Scenario #2B: Child initially resists going to Calm Down Area.

Child hits



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



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



Child refuses to go to Calm Down Area



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



Parent praises child's first positive behavior.

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

Parent ends time & re-engages child

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

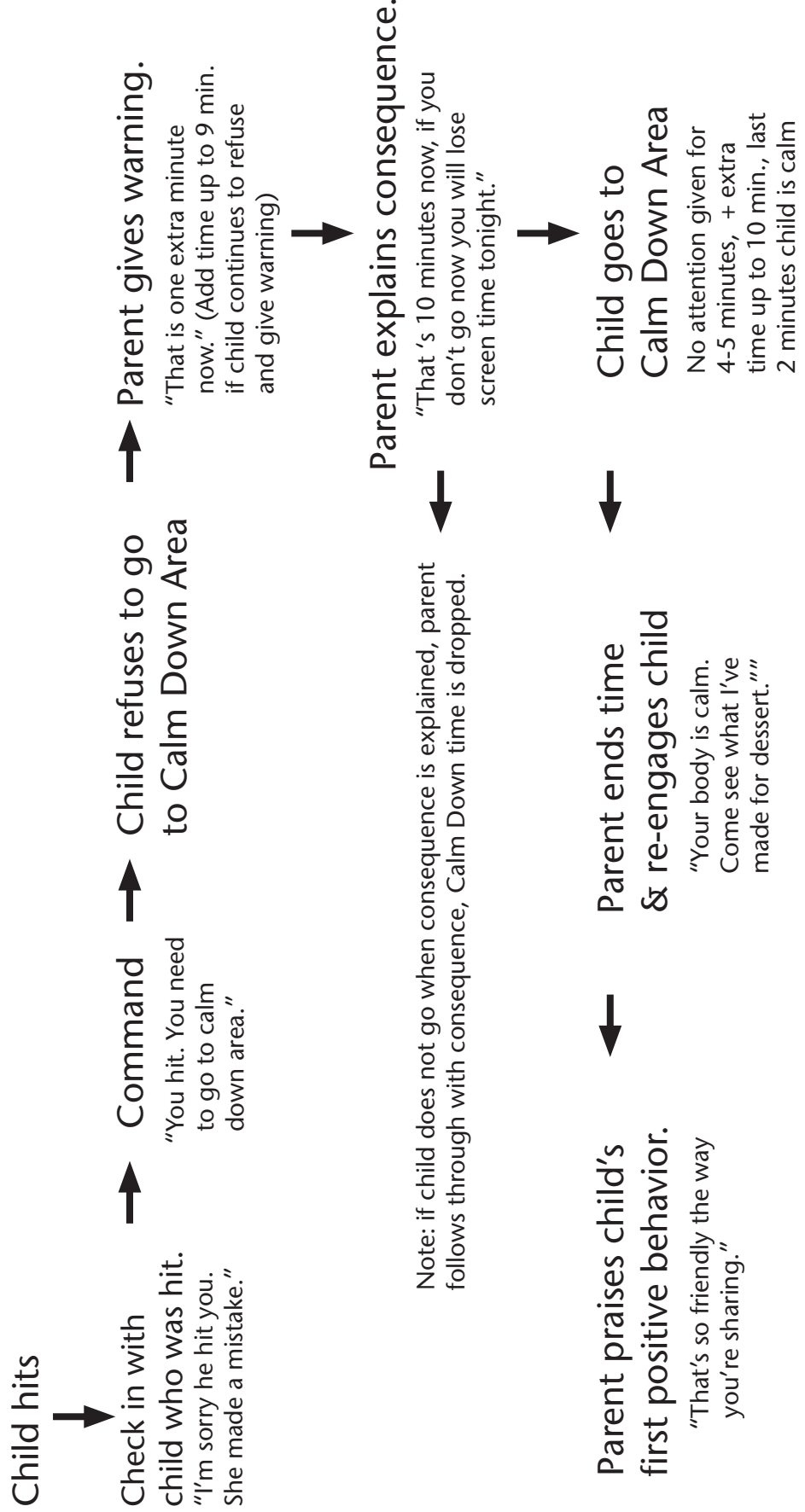
Child complies

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

School Age Child Continues to Resist Going to Calm Down Area

Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Calm Down Area.



School Age Child Continues to Resist Going to Calm Down Area

Children Ages 6-10

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

Child hits

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

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

→ Child refuses to go to Calm Down Area.

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

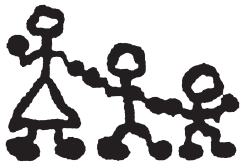
↓ Parent explains consequence.

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

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

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

← Child refuses to go to Calm Down Area.



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.

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 she can get her own way. My job is to stay calm and help her 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!

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? (*ex. for my child to improve his behavior*)
- What am I doing now? (*ex. getting angry*)
- Is what I'm doing helping me reach my goal? (*ex. no, we're arguing*)
- If it isn't, what do I need to do differently? (*ex. 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.

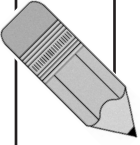
1. Get comfortable in your chair. Close your eyes.
2. Become aware of your breathing.
3. As you breathe in and out, slow your breathing down.
4. As you slow down your breathing, with your next deep breath slowly count from 1 to 10 as far as you are able to in that single breath.
5. Now exhale slowly, 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

"...deep breaths... I can calm down and try again."

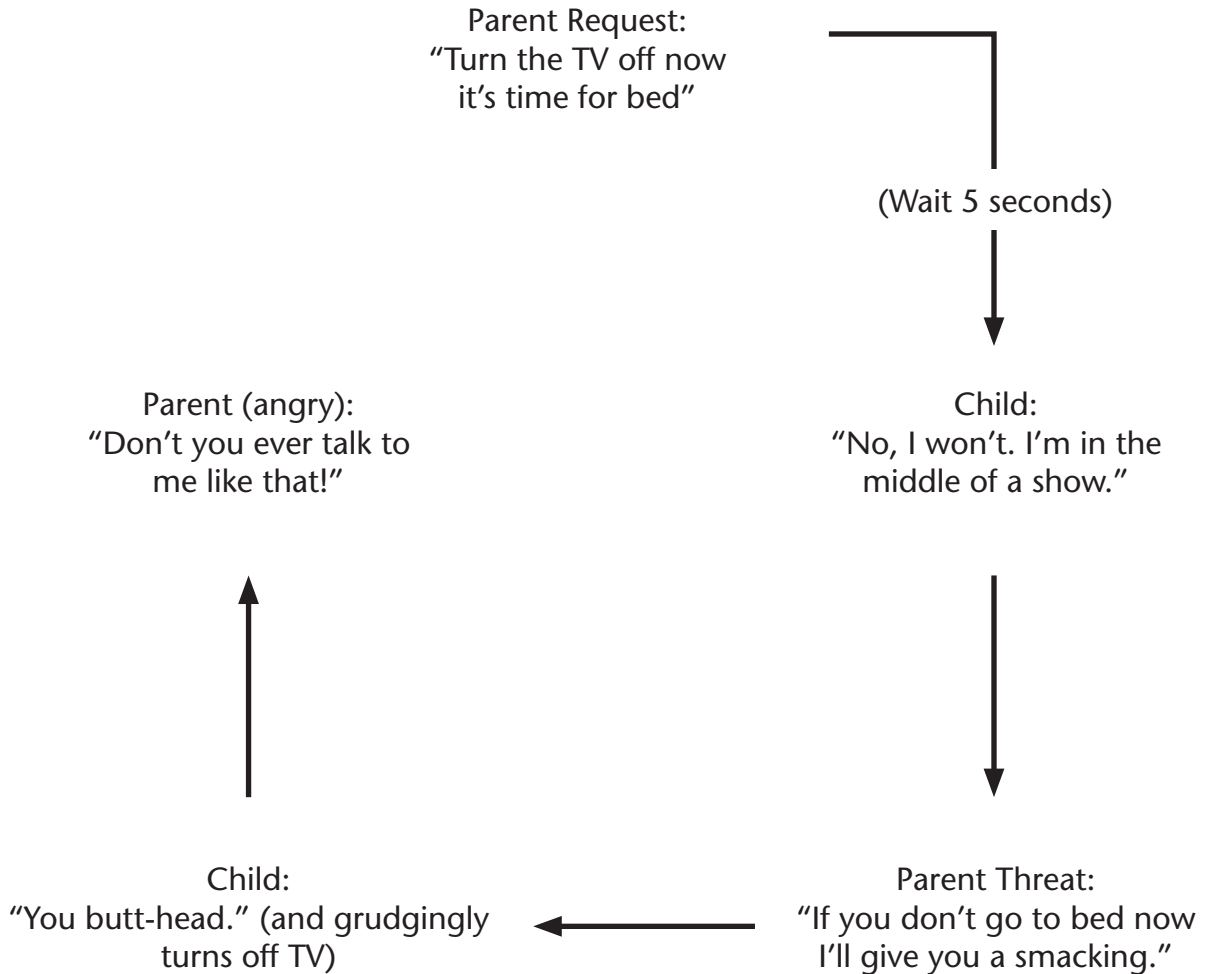


RECORD SHEET: CALM DOWN AREA FOR AGGRESSION

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

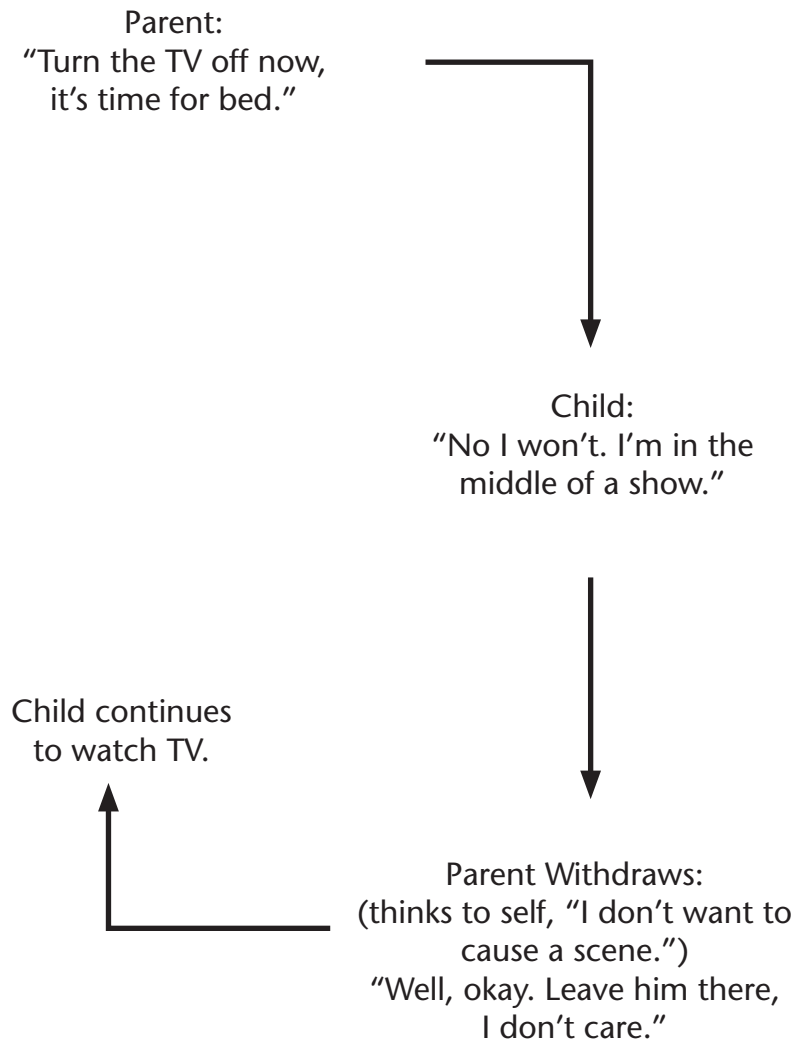
Scenario # 1

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



Scenario #2

Avoidance Trap: Who is Reinforced for What Behavior?



Brainstorm

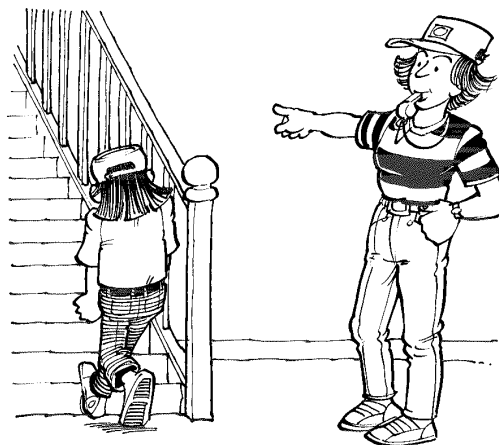
It is important to think about what behaviors will result in Time Out ahead of time. That way, when the behavior occurs, you are prepared to follow through with the Time Out. It is also important for children to know which behaviors will result in Time Out. Try brainstorming some of these here:



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

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



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

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

Positive Self-Talk



I can handle this...

I can control my anger...

I will take a brief Time Out myself...



Challenge irrational thoughts



Brainstorm

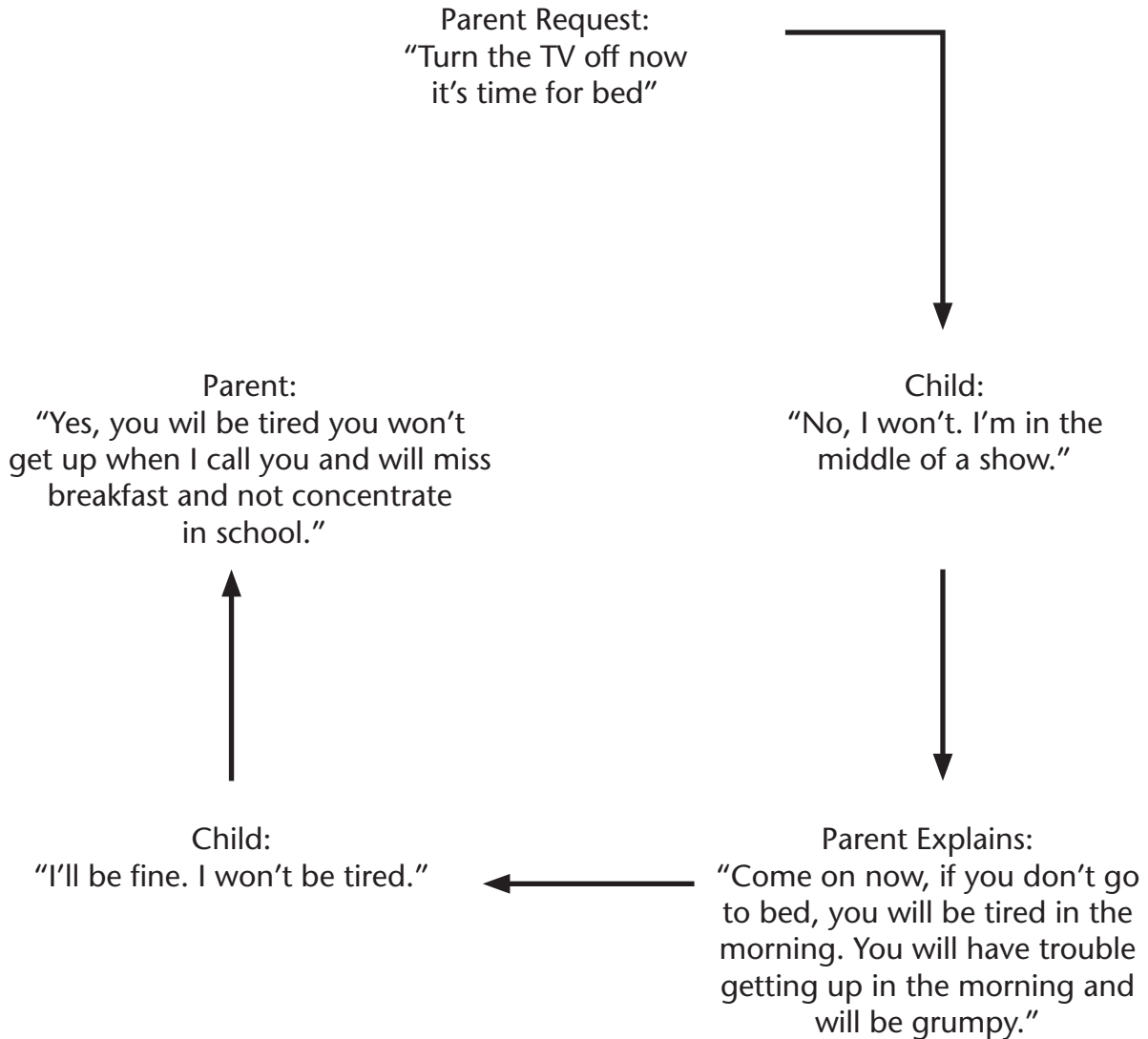
What emotional responses do you experience when using Time Out? Parents often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments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

My emotional responses when giving Time Out	Strategies to stay calm



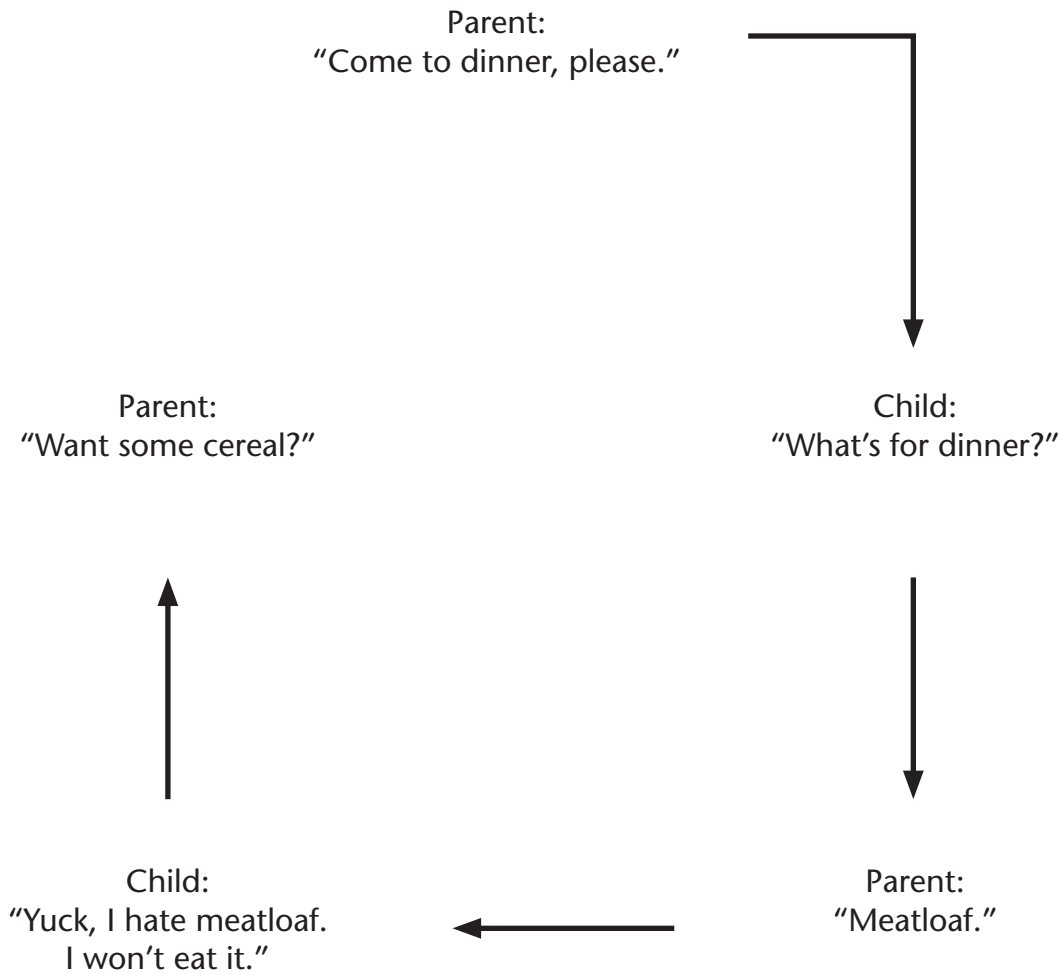
Scenario #3

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

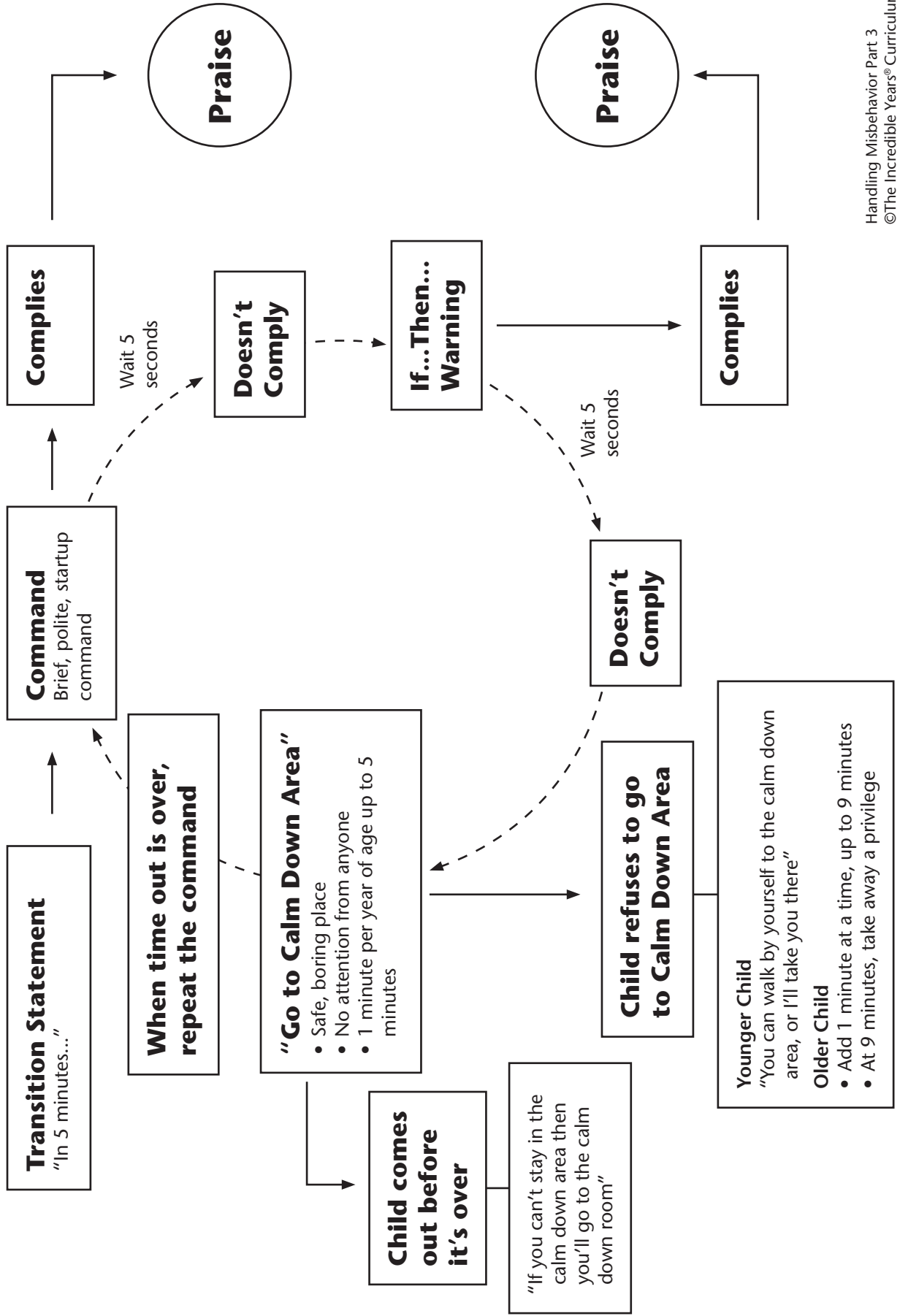


Scenario #4

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



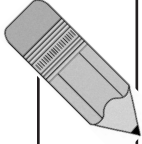
Calm Down Procedure for Compliance Training





"Reduce your commands to the most important ones."

Home Activities

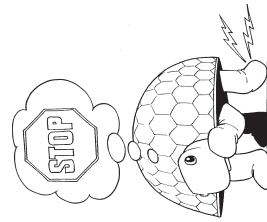


RECORD SHEET: CALM DOWN PROCEDURE FOR COMPLIANCE TRAINING

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

Points to Remember about Teaching Children to Manage Their Anger

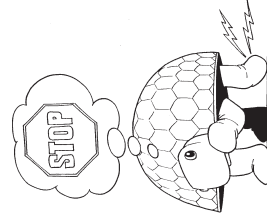
- Notice when your child is starting to get frustrated and angry.
- Encourage your child to talk about his or her feelings.
- Cue your child by saying, "Tell yourself to STOP, calm down, and take three big breaths."
- Encourage your child to use positive self-talk by saying, "Tell yourself, 'I can calm 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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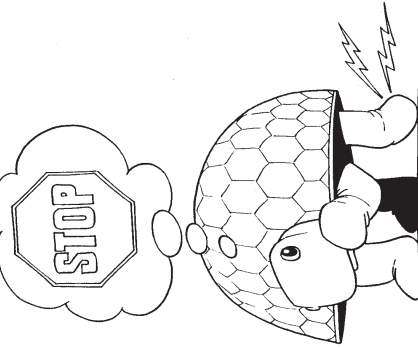
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- Model self-control and appropriate feeling talk.

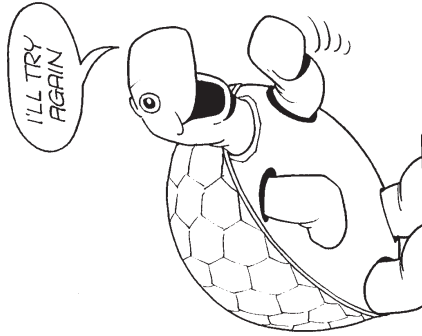


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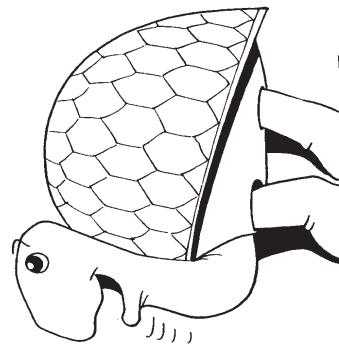
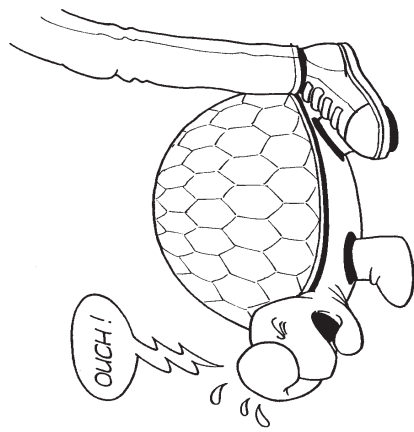
Tiny's Anger Management Steps



2 Think STOP



4 Withdrawing into shell



3 Take a slow breath

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

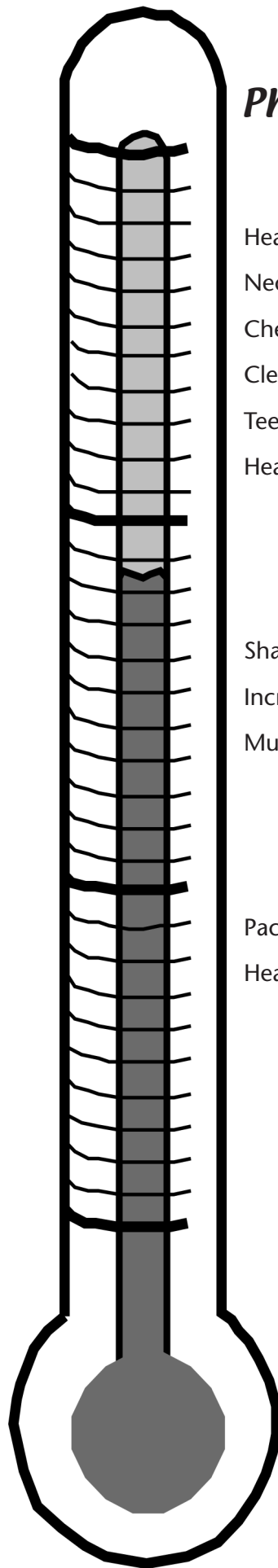
Yelling
Hitting

Threatening
Withdrawing
Stonewalling

Criticizing

Difficulty listening
Thinking narrow
Less open to new ideas

Calm
Pleasant
Able to problem-solve
Able to listen



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

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)...

Handouts & Refrigerator Notes

Logical Consequences



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HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE** using Time Out for aggressive behaviors.
- **USE** the principle of “logical consequences” or privilege removal or work chore for a misbehavior that occurs during the week and write the results on the Record Sheet: Logical Consequences hand-out.
- **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.

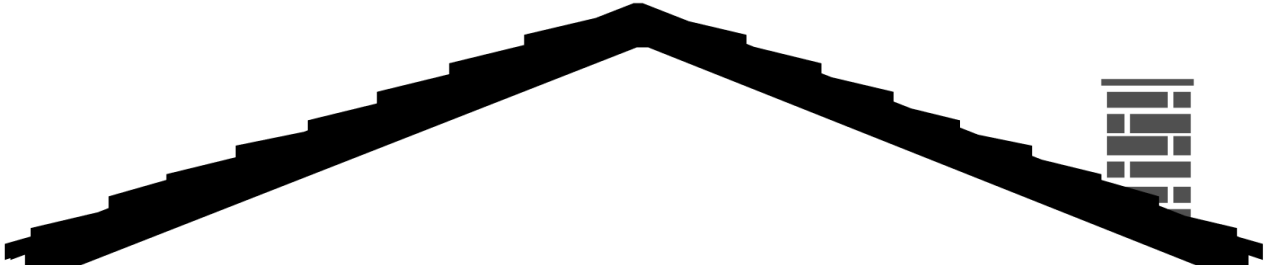


To Read:

Chapter 10, *Natural and Logical Consequences*, and Chapter 11, *Teaching Children to Problem Solve*, in **The Incredible Years** book.

Caution: Remember to continue special time!

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
2. Refusal to do what parent asks
3. Stealing
4. Lying
5. Refusing to do homework
6. Not being home after school on time
7. Smart talk/arguing
8. Resisting doing homework
9. Stomach aches and headaches
10. Inattentiveness and impulsivity
11. Leaving family room in a mess

Discipline Strategy

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.

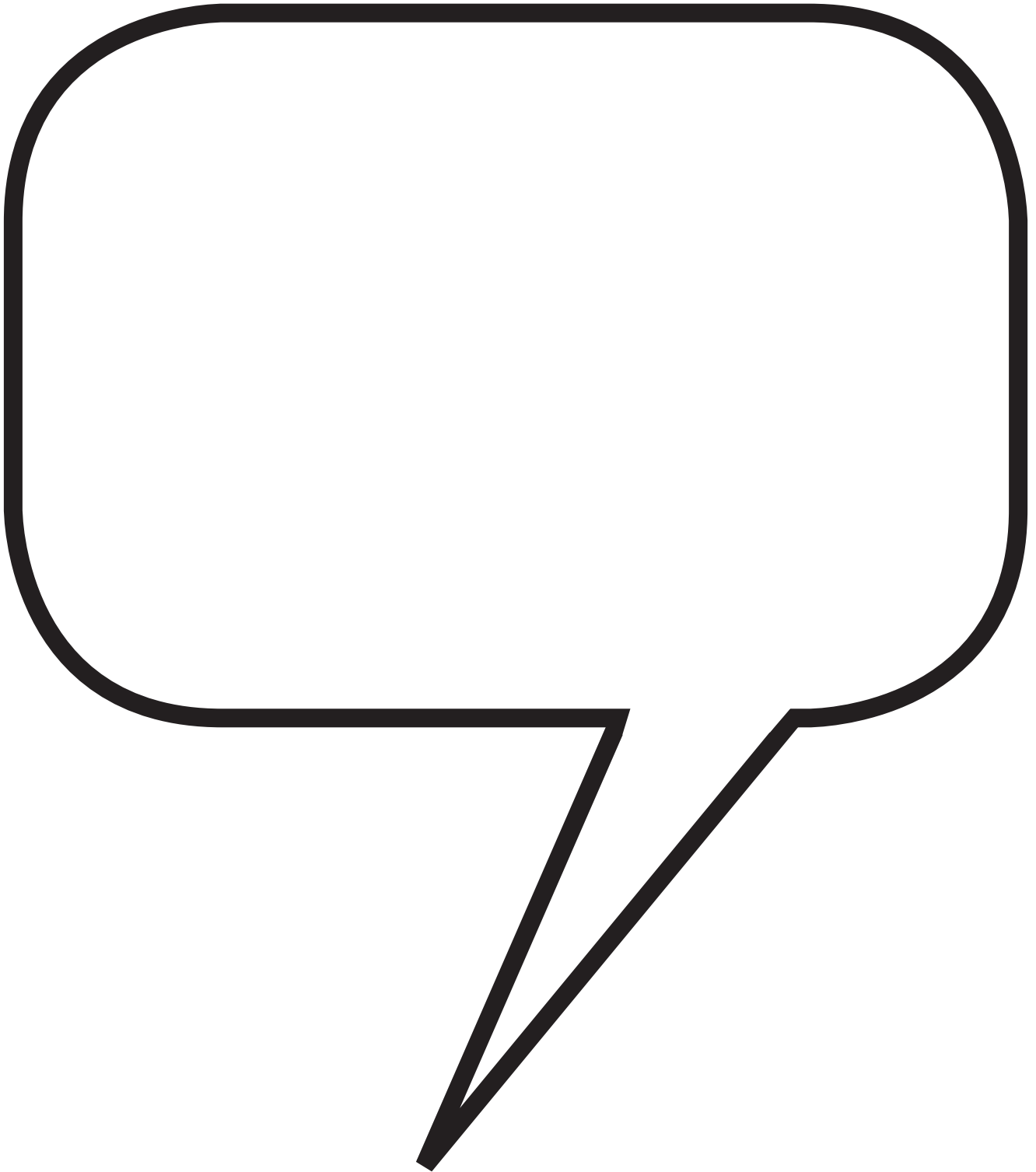
Misbehavior	Discipline Strategy
12. Criticizing / fighting with a sibling	_____
13. Chores not done	_____
14. Missing school bus	_____
15. Leaving bike, other toys, and other sports equipment outside	_____
16. Exploding in anger / screaming	_____
17. Watching too much TV or computer games	_____
18. Hiding notes from the teacher	_____
19. Acting like a younger child	_____
20. Refusing to go to bed at bedtime	_____
21. Phone calls to/from friends when homework/chores not finished	_____
22. Swearing	_____

Record sheet: Logical Consequences

Example of Logical Consequences	Child's Response
<i>Example: loss of computer privilege for evening (or TV/telephone)</i>	

Record sheet: Work Chores

Example of Work Chores	Child's Response
<i>Example: 30 minutes of work (e.g., vacuum downstairs, sort laundry, wash windows, rake leaves)</i>	



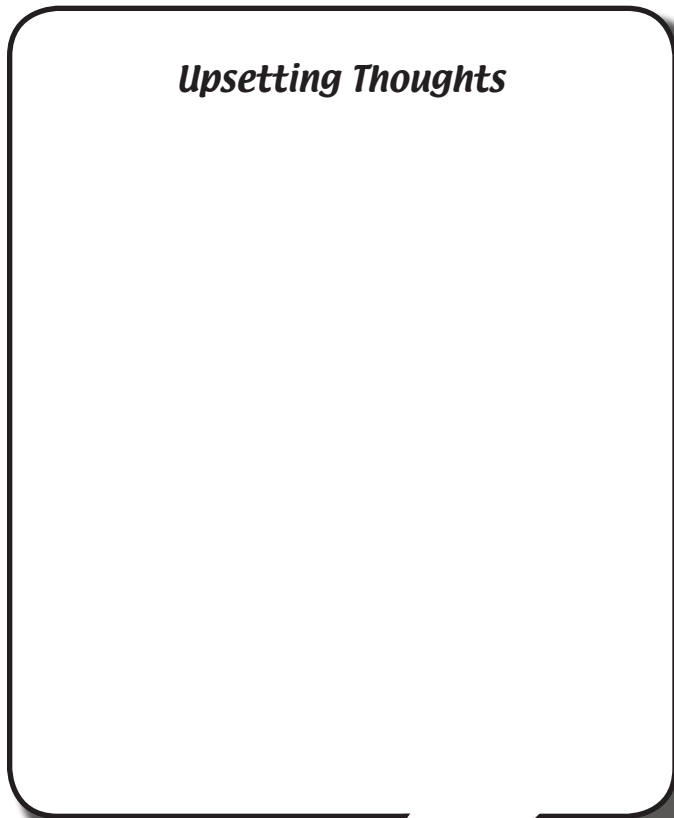
***Write your own positive coping statements and
practice them during the week.***

Self-Talk in Problem Situations

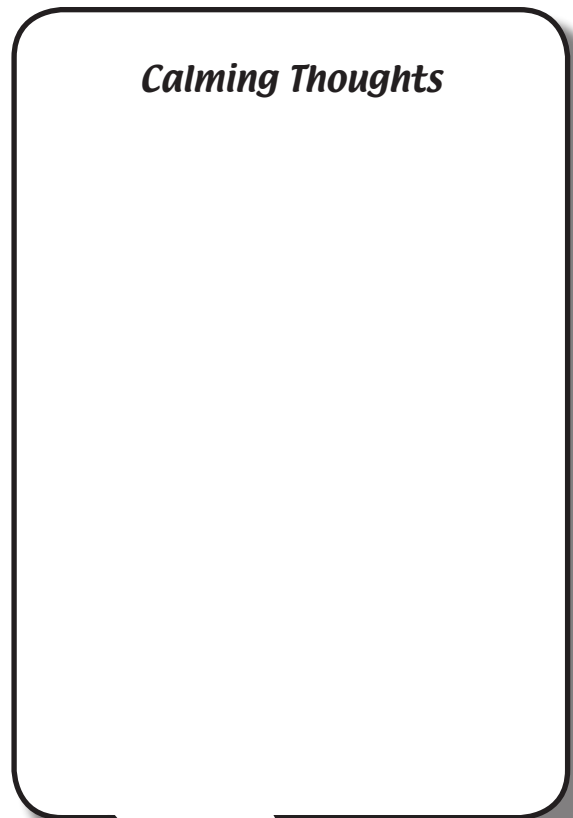
Identify a problem situation and the upsetting thoughts you have at the time. Write down some alternative calming thoughts that you might use to redefine the situation. Next time you find yourself using negative self-talk, give yourself some time to think positively and consider the alternatives available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

Problem Situation: _____

Upsetting Thoughts



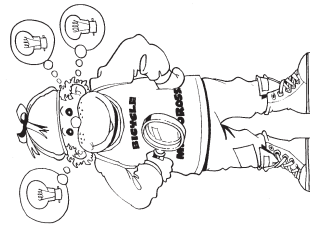
Calming Thoughts



Points to Remember about Natural and Logical Consequences

- Make consequences age-appropriate and fair.
- 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 nonpunitive.
- 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.

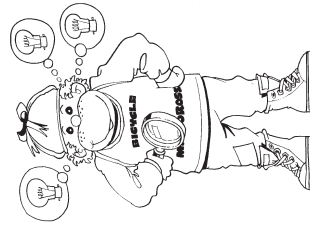
Remember once the consequence is completed to start over fresh with a clean slate.



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Handouts & Refrigerator Notes

Promoting Reading Skills



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Points to Remember About Reading



- Ask open-ended questions — questions that ask children to predict “what comes next?”
- Avoid commands and corrections when children are reading.
- Create opportunities for children to retell stories that they have memorized.
- Allow children to reread stories as often as they wish.
- 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.
- Share your own positive memories about learning to read as a child.
- Start reading books to children when they are toddlers.
- Offer a variety of types of books — such as folk tales, poems, informational books, fantasy, fables and adventure stories.
- Relate aspects of stories to personal experiences.
- Tell them stories about your childhood experiences.

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Points to Remember About Reading



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- Relate aspects of stories to personal experiences.
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HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE** “Special Time” with your child.
- **SPEND AT LEAST** 10 minutes each day reading with your child. Talk with your child about what kinds of books s/he likes to read. Choose one to read together.
- **DURING THE NEXT MONTH** get involved in at least one school activity — such as:
going on a field trip, attending a school meeting, offering to read or help out in class, or familiarizing yourself with your child’s curriculum and routine.



To Read:

Handouts and read Part 3, Problem 15, *Reading with Care to Promote Your Child’s Reading Skills* and Review Chapter 1 *Child-Directed Play* in **The Incredible Years** book.

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?"

Building Blocks for Reading With CARE



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Handouts & Refrigerator Notes Dealing with Children's Discouragement



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Brainstorm

Brainstorm with your buddy positive forecasting statements. Remember to include praise for persistence and patience with the learning process.



Positive Forecasting Statements

Example:

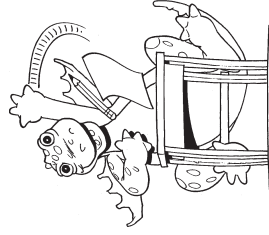
"If you keep practicing your reading with me each night, I bet before long you will be able to read a whole page by yourself."

Goal:

I will commit to playing or having special time with my child _____ times this week for _____ minutes.

Points to Remember About Encouraging Your Child's Learning

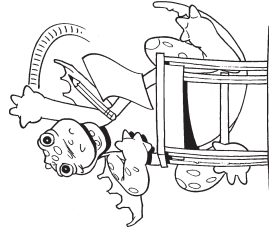
- Take an active interest in your child's work.
- Praise and encourage your child's efforts in the right direction (not just the end product).
- Set up tangible reward programs for doing the small steps it takes to learn something new.
- Be enthusiastic about your child's school projects.
- Collaborate with the teacher and attend school functions.
- Start with easy learning activities and gradually increase the challenge as the child seems ready.
- Be realistic about your expectations — follow your child's lead in terms of what he/she is developmentally ready for.
- Focus on your child's strengths, not his/her weaknesses.
- Share something that was hard for you to learn.
- Project a positive image of your child's ability in the future.



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HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE** “Special Time” with your child.
- **SPEND AT LEAST** 10 minutes each day either discussing your child’s assignments and projects he or she is working on at school, doing homework, reading, or doing a learning activity together (e.g., painting, planning school project, etc.).
- **DURING THE NEXT MONTH** get involved in at least one school activity — such as: going on a field trip, attending a school meeting, offering to read or help out in class, or familiarizing yourself with your child’s curriculum and routine.
- **CALL** your buddy to share ideas about school homework routines.



To Read:

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

Examples of behaviors to reward with stars and stickers:

Arriving at home promptly after school

Sharing with others

Reading for 10 minutes

Watching only 1 hour of TV

Writing a letter or in a journal

Reading to a younger sibling

Letting parents know where you are

Complying with a request

Doing homework before dinner

Turning off the TV

Setting the table

Listening to a story or a CD

Getting a good teacher report

Refrigerator Notes

Facilitating Children's Academic Learning

Parents as "Academic and Persistence Coaches"



"Coaching" is a powerful way to strengthen children's academic skills and ability to stick with a difficult task. The following is a list of academic concepts and behaviors that can be commented upon when doing school-related activities with your child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
<p>_____ following schedule for homework</p> <p>_____ planning time for reading</p>	<p>"You have followed through with doing your homework each day at the agreed upon time."</p> <p>"You have planned well and are reading one chapter a week so you will complete the book."</p>
<p>_____ organization skills</p> <p>_____ care of materials</p> <p>_____ asking for help</p>	<p>"I like the way you have organized your notebook to keep track of your notes."</p> <p>"You have all your materials (pens, rulers, notebooks) carefully sorted on your desk so you can do your work."</p> <p>"You are good at asking for help when you need it."</p>
<p>_____ working hard</p> <p>_____ concentrating, focusing</p> <p>_____ persistence, patience</p>	<p>"You are working so hard on that project and thinking about how to organize it."</p> <p>"You are so patient and just keep trying all different ways to figure it out."</p>
<p>_____ following teacher's directions</p> <p>_____ problem solving</p> <p>_____ trying again</p> <p>_____ reading</p> <p>_____ thinking skills</p> <p>_____ listening</p> <p>_____ working hard/best work</p> <p>_____ independence</p>	<p>"You followed directions exactly like the teacher asked you. You really listened."</p> <p>"You are thinking hard about how to solve the problem and coming up with a great solution to that problem."</p> <p>"You have figured that out all by yourself."</p> <p>"You are reading carefully and thinking hard about the plot."</p> <p>"You worked hard to have your best handwriting on that paper."</p> <p>"You didn't know that word so you looked it up in the dictionary."</p>

Handouts & Refrigerator Notes

Fostering Learning Habits and Routines



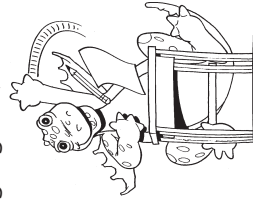
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Fostering Children's Learning Habits

- Set up a predictable routine after school (e.g., snack, homework or reading, 30-min. TV, play).
- Decide when, where, how, and with whom homework will take place.
- Monitor your after school routine.
- Follow through with consequences if your child refuses to comply with specified routine about TV or homework.
- Limit TV watching and encourage daily reading time.
- Praise your child for doing homework, for turning off the TV, and for reading.
- Spend regular time with your child each day doing a quiet learning activity.
- Use a "when-then" command to encourage your child to do reading and homework.
- Talk to your child about what you learned that day.
- Model appropriate amounts of TV, video games and computer game time by limiting your own time with these activities.

Note: for children who do not have homework, think about using this time for a quiet activity such as reading, playing a game, playing with paint or playdough and so forth.

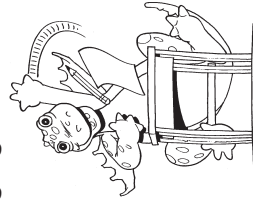


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REFRIGERATOR NOTES

Homework Brain Training

For Preadolescent Children (8-12 years)

- Communicate with your child's teacher (via phone, text, or email) to find out school expectations for homework. Work with the teacher to set realistic homework goals for your child if the school expectations do not match your child's needs.
- Have a family meeting with your child to plan a predictable homework schedule (see sample homework checklist). Establish when and where this homework will occur. Remember a daily predictable homework routine trains the brain to work and increases your child's attention focus.
- Help your child build up brain stamina for homework by starting with short periods of time and gradually increasing the workout time and level of difficulty. Use a timer.
- Keep the homework training environment free of distractions such as TV, I-phones, texts, games, siblings and chaos. Be nearby to help support or encourage your child.
- Help your child make a homework plan each day with goals for how long to work on each subject. Alternate harder and easier tasks, and set a manageable time limit for harder brain tasks. Provide extra encouragement and persistence coaching for harder tasks.
- Help your child develop an organizational habit of recording homework completed and plan for bigger projects by establishing a calendar planner with due dates and plan for completing the task. Help your child break large tasks into manageable parts. Reward the child's use of the planner with fun stamps or stickers. This also helps you track their progress.
- Set up daily incentive to reward your child's good study habits. Avoid a big incentive system for end of term grades, and instead give small daily rewards and praise. Do not remove points for negative behaviors during homework time.
- Ask your child to show you completed work and praise all efforts.
- Find out how you can track whether completed homework is turned in. Most schools have a way to check this on the web.
- Be sure to regulate your own emotions and be a positive role model. Use active listening to try to understand why doing homework is difficult or upsetting.
- Set limits and calmly enforce consequences for not doing homework (e.g., loss of screen time for evening)
- Be sure you are giving your child "special time" to build up positive feelings being together. This time should happen regardless of whether homework time is successful.
- Consult your child's teacher and build a partnership to help support your child's school performance. If homework is a continual struggle, work with the school to modify expectations or reduce barriers.

Points to Remember About Limit Setting

- Don't give unnecessary commands.
- Make one request at a time.
- Be realistic in your expectations
- Use "do" requests.
- Make requests 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 whenever possible.
- Make requests short and to the point.
- Support your partner's requests.
- Praise compliance.
- Strike a balance between parent and child control.
- Encourage problem-solving with children.



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Fostering Good Learning Habits and Routines

“The importance of predictable routines”

HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE** “Special Time” with your child.
- **SET UP A REGULAR HOMEWORK ROUTINE** after school. Write it down and discuss with your children. Post it where children can see it (where, when, and with whom homework will take place. Bring plan to next session.)
- **PLAN** how you will monitor this routine.
- **PRAISE** your child for following the routine and/or set up an incentive system for following through.
- **USE** the Household Rules handout to establish some of the rules you think are most important regarding TV or computer time and homework. Write these down on the household rules handout and bring the list to the next meeting.



To Read:

Handouts and review Chapter 6, *Incentives and Celebrations* and Part 3, Problem One, *Taking Charge of Your Child’s Screen Time*, in **The Incredible Years** book.

EXAMPLES OF BEHAVIORS TO REWARD WITH STARS AND STICKERS:

Arriving at home promptly after school
Sharing with others
Reading for 10 minutes
Watching only 1 hour of TV
Writing a letter or in a journal
Reading to a younger sibling
Letting parents know where you are

Complying with a request
Doing homework before dinner
Turning off the TV
Setting the table
Listening to a story or a CD
Getting a good teacher report

Caution: Remember to continue special time!



Household Homework Routine

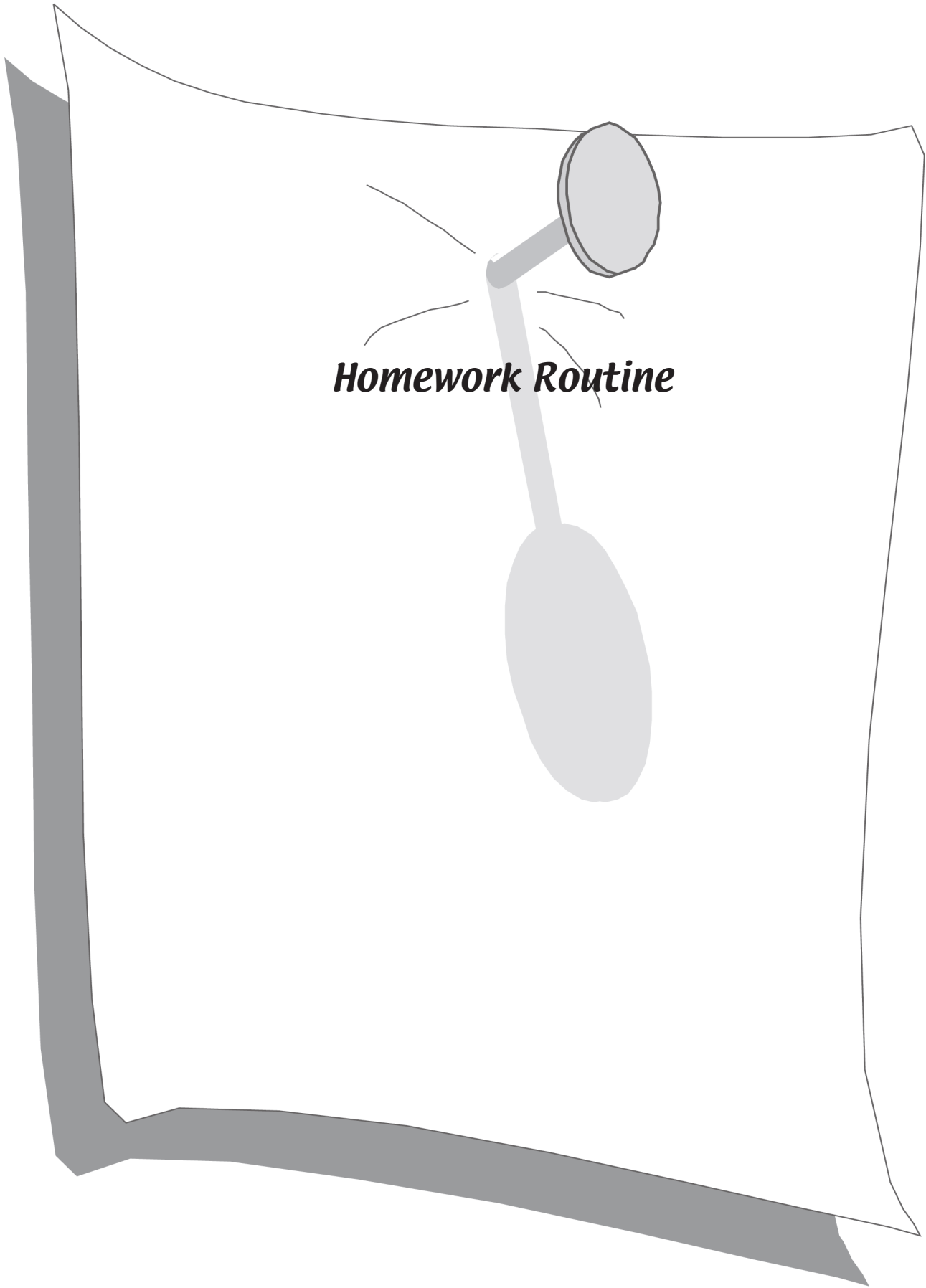
Some Examples:

1. *Arrive home from school by 3:30 pm.*
2. *Call parent to say you are home and what homework you have.*
3. *Have a snack and break until 4 pm.*
4. *Parents home at 5:30 pm.*
5. *Help with dinner preparations and eat dinner together.*
6. *Parent reviews homework progress 7 pm. Complete homework.*
7. *TV or computer time.*
8. *Bedtime at 9 pm.*

Your Homework Routine:

- 1.
- 2.
- 3.

Homework rules: Homework must be finished before watching TV or playing computer games and TV and computer games limited to 1 hour per day.



Homework Routine

After School Routine

Hang up coat.



Change into home clothes.



Snack!



Check book bag.



Do homework.

Chore Cards

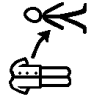
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After School Routine

Hang up coat.



Change into home clothes.



Snack!



Check book bag.



Do homework.

Chore Cards

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Homework

Bring book bag to table 

Bring paper/pencil supply box to table 

Spelling 

Math 

Writing 

Read or do art project for 30 minutes if no homework  

Chore Cards

Homework

Bring book bag to table 

Bring paper/pencil supply box to table 

Spelling 

Math 

Writing 

Read or do art project for 30 minutes if no homework  

Chore Cards

Chore Cards

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Chore Cards

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Handouts & Refrigerator Notes

Parents Showing Interest in School and Homework



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Showing Interest in School



HOME ACTIVITIES FOR THE WEEK



To Do:

- **CONTINUE** “Special Time” with your child.
- **TALK** to your child’s teacher (either in person or by phone or email) and get information about the daily curriculum and ways you can help support your child’s learning.
- **PRAISE** your child for following the routine and/or set up an incentive system for following through.
- **SEND A NOTE** to your child’s teacher saying what you like about your child’s classroom or learning experiences.



To Read:

Handouts and Review Chapter 7, *Limit Setting* and read Chapter 18, *Working with Teacher to Prevent Problems*, in *The Incredible Years*.

Caution: Remember to continue special time!

Refrigerator Notes

Facilitating Children's Academic Learning

Parents as "Academic and Persistence Coaches"

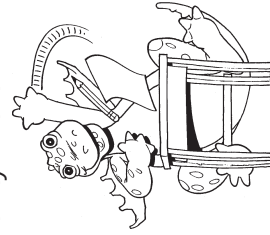


"Coaching" is a powerful way to strengthen children's academic skills and ability to stick with a difficult task. The following is a list of academic concepts and behaviors that can be commented upon when doing school-related activities with your child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
_____ following schedule for homework _____ planning time for reading	<p>"You have followed through with doing your homework each day at the agreed upon time."</p> <p>"You have planned well and are reading one chapter a week so you will complete the book."</p>
_____ organization skills _____ care of materials _____ asking for help	<p>"I like the way you have organized your notebook to keep track of your notes."</p> <p>"You have all your materials (pens, rulers, notebooks) carefully sorted on your desk so you can do your work."</p> <p>"You are good at asking for help when you need it."</p>
_____ working hard _____ concentrating, focusing _____ persistence, patience	<p>"You are working so hard on that project and thinking about how to organize it."</p> <p>"You are so patient and just keep trying all different ways to figure it out."</p>
_____ following teacher's directions _____ problem solving _____ trying again _____ reading _____ thinking skills _____ listening _____ working hard/best work _____ independence	<p>"You followed directions exactly like the teacher asked you. You really listened."</p> <p>"You are thinking hard about how to solve the problem and coming up with a great solution to that problem."</p> <p>"You have figured that out all by yourself."</p> <p>"You are reading carefully and thinking hard about the plot."</p> <p>"You worked hard to have your best handwriting on that paper."</p> <p>"You didn't know that word so you looked it up in the dictionary."</p>

Points to Remember About Encouraging your Child's Learning

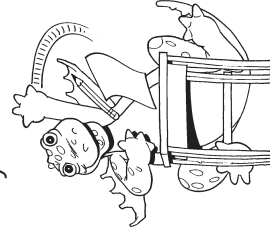
- Take an active interest in your child's work.
- Praise and encourage your child's efforts in the right direction (not just the end product).
- Set up tangible reward programs for doing the small steps it takes to learn something new.
- Be enthusiastic about your child's school projects.
- Collaborate with the teacher and attend school functions.
- Start with easy learning activities and gradually increase the challenge as the child seems ready.
- Be realistic about your expectations — follow your child's lead in terms of what he/she is developmentally ready for.
- Focus on your child's strengths not his/her weaknesses.
- Share something that was hard for you to learn.
- Project a positive image of your child's ability in the future.



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