

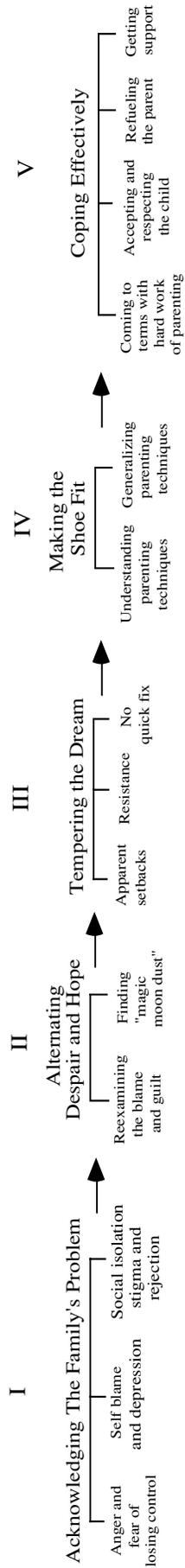
附录

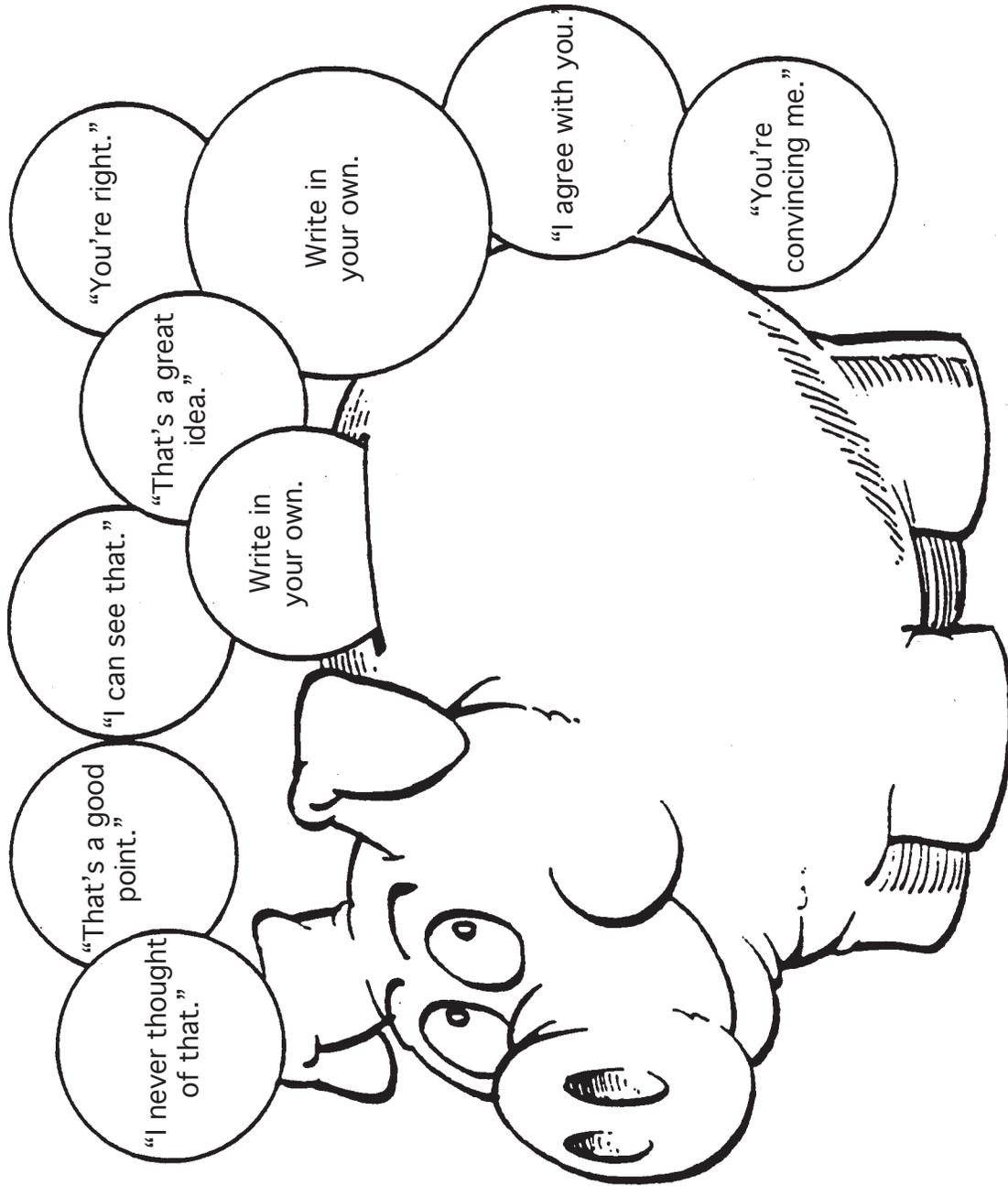
1. *Ground Rules*
2. *Self-Empowerment Table*
3. *Therapeutic Change Process Figure*
4. *Piggy Bank Posters (to be reproduced)*
5. *Self-monitoring checklist (to be reproduced)*
6. *Parent Weekly Evaluation Form*
7. *Parent Final Program Satisfaction Questionnaire (to be reproduced)*
8. *Parents Thinking Like Scientists*
9. *Tables of Program, Content & Objectives*
10. *Weekly Logs*

小組規則

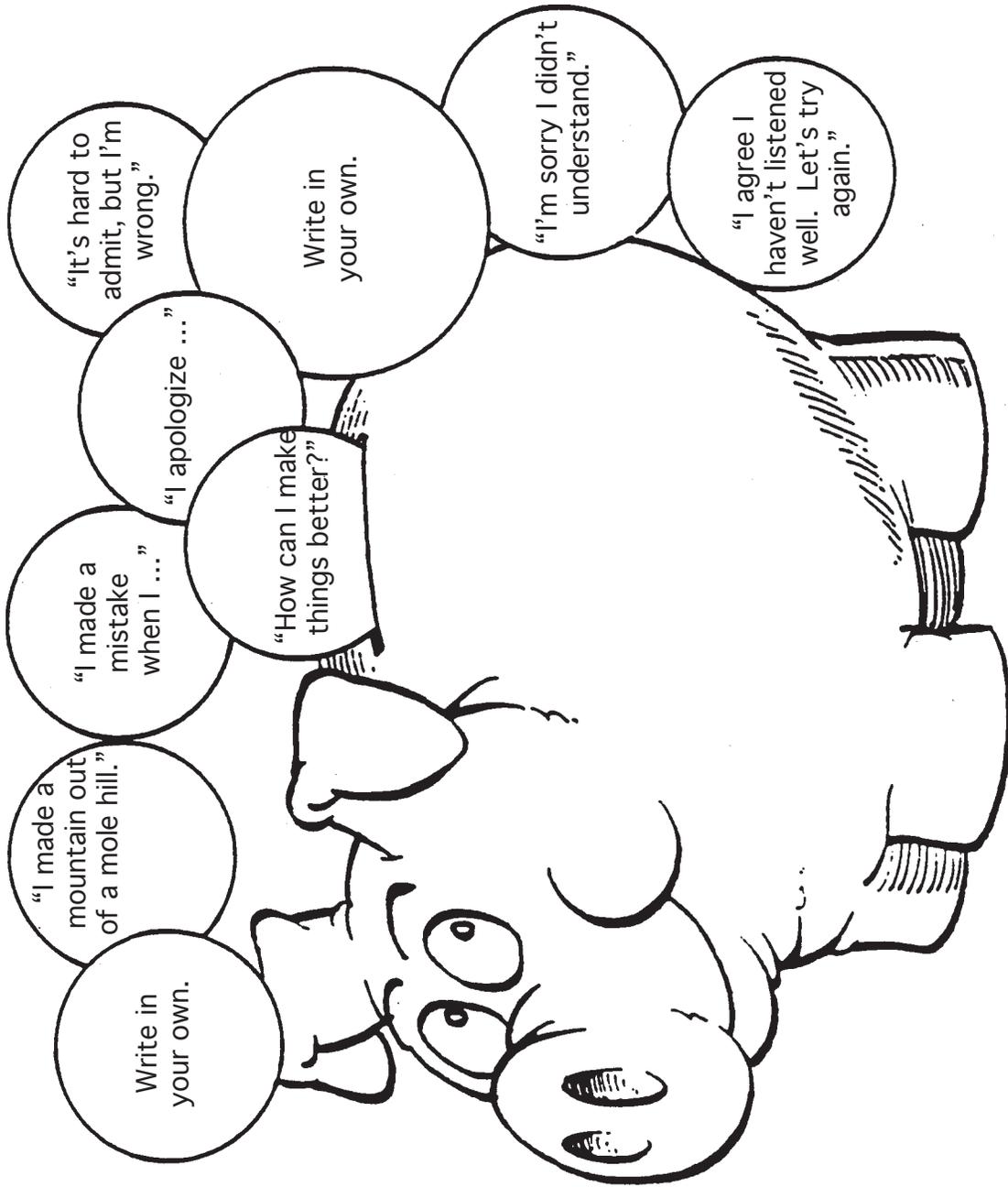
1. 尊重每個人的想法。
2. 任何人都有權利表達或不表達意見。
3. 每次一個人說話。
4. 不要貶低他人的評論。
5. 保持私隱。

Figure 1. The Therapeutic Change Process

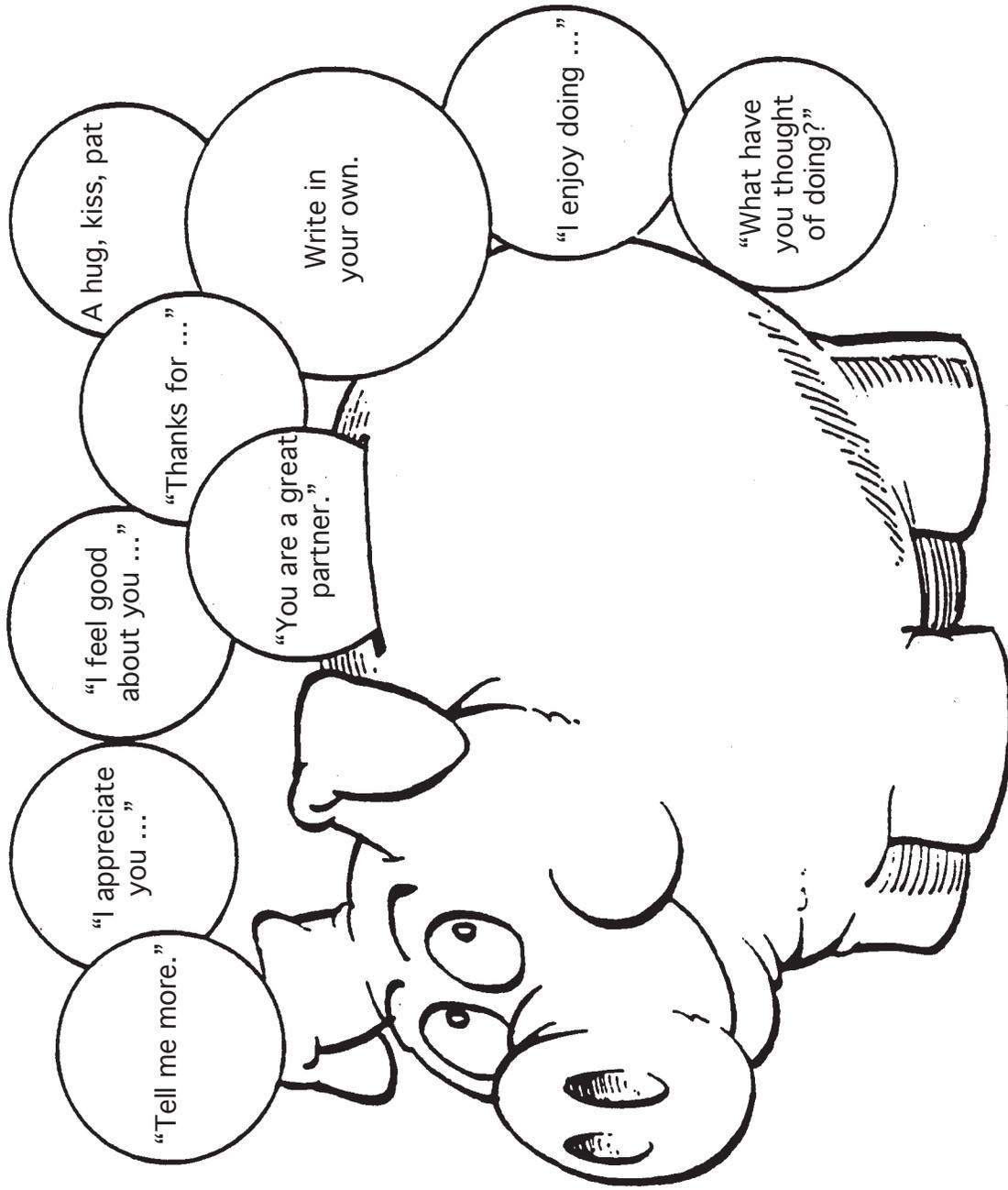




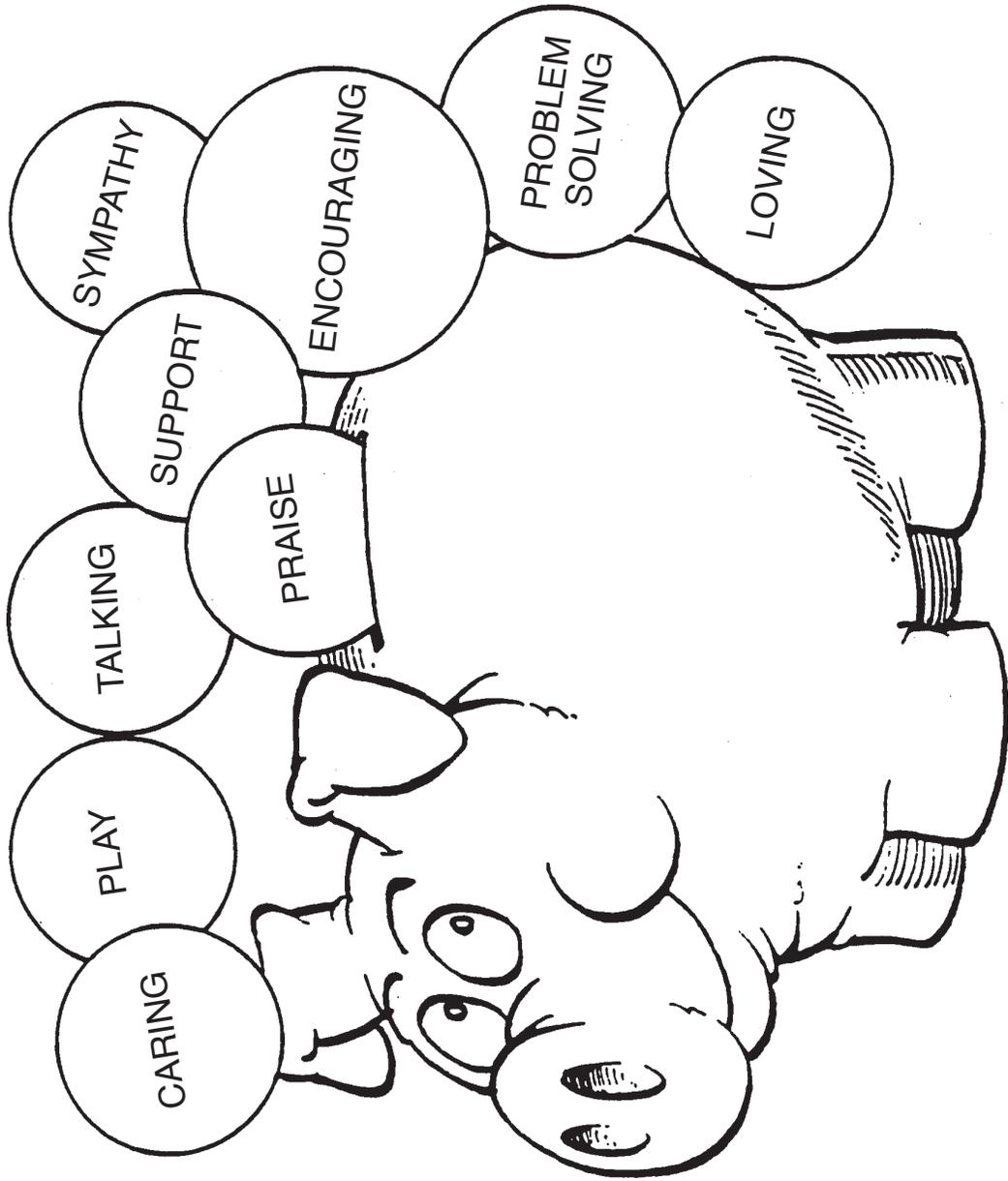
Remember to Build Up Your Bank Account
With Accepting and Respecting Statements



Remember to Build Up Your Bank Account
With Repair Statements

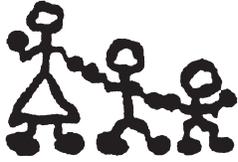


Remember to Build Up Your Bank Account
With Support and Encouragement



Remember to Build Up Your Bank Account

姓名：: _____



难以置信的岁月

自我监视对照检查表

6-12 岁儿童

请每星期填写此对照检查表，指出你希望达到的个人目标。在下星期检查你是否达到了你的个人目标并设立该星期的新目标。

第1课：简介、目标、特殊时间

我下个星期的目标:

	我达到的目标
___ 阅读第1章（怎样和孩子玩）	_____
___ 审查我对我自己和孩子的目标.	_____

第2课：父母关心与特殊时间的重要性

我下个星期的目标：

	我达到的目标
___ 阅读第10章（教给孩子交友技巧）	_____
___ 这个星期与孩子的特殊时间将包括:	_____

第3课：社交、情感和持之以恒的指导

我下个星期的目标:

	我达到的目标
___ 阅读第2章（表扬和鼓励）	_____
___ 与搭档联系	_____
___ 这个星期与孩子的特殊时间将包括:	_____

第4课：社交、情感和持之以恒的指导

我下个星期的目标:

	我达到的目标
____ 阅读第2章（表扬和鼓励）	_____
____ 与搭档联系	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第5课：有效的表扬和鼓励

我下个星期的目标:

	我达到的目标
____ 阅读第3章（切实的奖励）	_____
____ 与搭档联系	_____
____ 这星期练习对下列行为给予双倍的表扬:	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第6课：用切实的奖励计划来激励孩子

我下个星期的目标:

	我达到的目标
____ 阅读第3部分第15个问题：（仔细阅读）.	_____
____ 与搭档联系	_____
____ 练习增加我对孩子的表扬	_____
____ 这星期建立一个贴纸图	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第7课：规则、责任与常规活动

我下个星期的目标:

	我达到的目标
____ 阅读第4章（设定界限）和第3部分第1个问题（掌控孩子的屏幕时间）	_____
____ 与搭档联系	_____
____ 为孩子使用贴纸图。	_____
____ 写便条或打电话表扬孩子的老师	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第8课：明确和尊重对方的界限设定

我下个星期的目标:

	我达到的目标
____ 阅读第5章（忽视）	_____
____ 与搭档联系	_____
____ 为孩子使用贴纸图。	_____
____ 练习减少命令和提出有礼貌的请求	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第9课：忽视不良行为

我下个星期的目标:

	我达到的目标
____ 阅读第11章（控制扰乱的思绪）	_____
____ 与搭档联系	_____
____ 继续为孩子使用贴纸图。	_____
____ 练习忽视下列不良行为:	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第10课：面壁思过以冷静下来

我下个星期的目标:

	我达到的目标
____ 阅读第6章（面壁思过以冷静下来）	_____
____ 与搭档联系	_____
____ 如果以前没有读的话，则阅读第11章 （控制扰乱的思绪）	_____
____ 如果在这星期出现侵害性的行为，则使用面壁思过	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第11课：面壁思过以冷静下来

我下个星期的目标:

	我达到的目标
____ 阅读第6章（面壁思过以冷静下来）.	_____
____ 与搭档联系	_____
____ 如果以前没有读的话，则阅读第11章（控制扰乱的思绪）	_____
____ 如果在这星期出现侵害性的行为，则使用面壁思过	_____
____ 这个星期与孩子的特殊时间将包括:	_____

第12章：面壁思过和其它后果

我下个星期的目标:

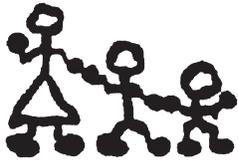
	我达到的目标
___ 阅读第7章（后果）	___
___ 与搭档联系	___
___ 这星期使用一个后果	___
___ 这个星期与孩子的特殊时间将包括:	___

第13章：复习和补课

在这里继续支持孩子的教育课程（第3-4课）或高级课程（8课）。

or

支持孩子的教育



支持孩子的教育

自我监督检查对照表

第1课：提高阅读技巧

_____ 发现孩子感兴趣的阅读内容

_____ 这星期与孩子一起阅读

_____ 这个星期的特殊时间将包括:

_____ 联系搭档

我下个星期的目标:

第2课：应对孩子的气馁

_____ 练习正面的预测陈述

_____ 表扬孩子的学习和付出的努力

_____ 针对具体的家庭作业或学校有关的行为建立奖励制度

_____ 这个星期的特殊时间将包括:

_____ 联系搭档

我下个星期的目标:

第3课：培养良好的学习习惯和例行活动

- _____ 阅读第15章（与老师合作以防止发生问题）。
- _____ 制定家庭作业例行时间和规则
- _____ 指导孩子完成家庭作业
- _____ 监督孩子的课后活动以及所去的地方（以及电脑使用情况）。
- _____ 这个星期的特殊时间将包括:

_____ 联系搭档

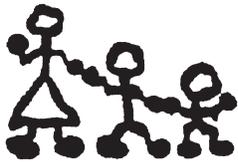
我下个星期的目标:

第4课：家长表现出对学校和家庭作业的兴趣

- _____ 了解孩子学习的课程
- _____ 参加学校会议或与孩子的老师联系
- _____ 鼓励孩子坚持完成家庭作业
- _____ 这个星期的特殊时间将包括:

_____ 联系搭档

我下个星期的目标:



家长课程
家长每星期评估

姓名 _____ 课 _____ 日期 _____

我发现本课内容:

没有帮助 中立 有帮助 很有帮助

我觉得视频示例:

没有帮助 中立 有帮助 很有帮助

我觉得小组负责人的讲解:

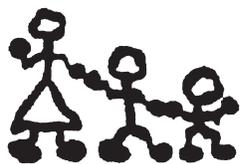
没有帮助 中立 有帮助 很有帮助

我认为小组讨论:

没有帮助 中立 有帮助 很有帮助

其它意见:

(接背面)



《难以置信的岁月》《（Incredible Years）

家长课程满意度调查问卷

基本家长课程（9、10和8）

(在课程结束时提供)

参加者姓名 _____ 日期 _____

以下调查问卷是我们对您参加的《难以置信的岁月》家长课程进行评估的一部分。您的回答应尽量诚实，这一点很重要。由此得到的信息将帮助我们评估和继续改进所提供的课程。非常感谢您对合作，所有回答将受到严格保密。

A. 整体课程情况

请圈选最能够表达您此时的真实感受的答案。

1. 最初促使我为了孩子而参加家长教育课程的问题已经得到

非常糟 更糟 有点更糟 相同 略微改善 改善 很大改善

2. 对于我一直试图改变的孩子的行为，在使用了本课程介绍的方法之后有

非常糟 更糟 有点更糟 相同 略微改善 改善 很大改善

3. 我对孩子的进步情况感到

非常不满意 不满意 略微不满意 中立 略微满意 满意 非常满意

4. 《难以置信的岁月》的家长课程在什么程度上对与孩子没有直接关系的其它个人或家庭问题有所帮助（例如您的婚姻关系、您的一般情感）？

阻碍远远大于帮助 有阻碍 略有阻碍 既没有帮助也没有阻碍 略有帮助 有帮助 非常有帮助

5. 对于从《难以置信的岁月》是否能够获得良好的结果，我的期望是

非常悲观 悲观 略微悲观 中立 略微乐观 乐观 非常乐观

6. 我感到在此课程中为了改进我孩子的行为而采用的方法是

非常不恰当 不恰当 略微不恰当 中立 略微恰当 恰当 极其恰当

7. 您愿意向朋友或亲戚推荐这个课程吗？

强烈不推荐 不推荐 略微不推荐 中立 略微推荐 推荐 强烈推荐

8. 您对于在家里自己处理当前的行为问题有多自信？

非常不自信 不自信 略微不自信 中立 略微自信 自信 非常自信

9. 您对于在家里用您在此课程中学到的方法来处理未来行为问题的能力有多自信？

非常不自信 不自信 略微不自信 中立 略微自信 自信 非常自信

10. 我对于我的孩子和家庭达到本课程目标的总体感觉是

非常负面 负面 略微负面 中立 略微正面 正面 非常正面

B. 教学方式

有用性

在本节中，我们希望您能够指出以下每种教学方式对于您目前来说有多有用。请圈选能够最明确说明您的观点的答案。

1. 所介绍的信息内容是

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

2. 通过使用视频来介绍家长的教育技能是

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

3. 家长教育技能的小组讨论

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

4. 在小组活动中采用练习/角色扮演是

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

5. 我发现“联系搭档”

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

6. 阅读《难以置信的岁月》书中的章节或听该书的 CD 是

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

7. 在家里与我的孩子练习使用这些方法是

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

8. 每星期讲义（例如冰箱贴条）

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

9. 小组负责人打来的电话

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

C. 具体的家长教育方法

有用性

在本节中，我们希望您能够指出以下每种技巧对于改进您与孩子之间的互动和减少他/她目前的“不当”行为来说有多有用。请圈选能够最准确地说明每种技巧的有用性的答案。

1. 有孩子主导的玩乐或特殊时间

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

2. 描述性评论/社交、情感和学习指导

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

3. 表扬和鼓励

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

4. 切实的奖励（图表）

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

5. 常规活动

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

6. 忽视

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

7. 正面的命令（例如“当...时，则...”）

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

8. 面壁思过以冷静下来

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

9. 丧失特权，逻辑后果

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

10. 互动读书

非常没用	没用	略微没用	中立	略微有用	有用	极其有用1
------	----	------	----	------	----	-------

11. 帮助孩子的家庭作业和学习技能

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

12. 与成年人一起解决问题

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

13. 与孩子的老师合作

非常没用	没用	略微没用	中立	略微有用	有用	极其有用
------	----	------	----	------	----	------

14. 帮助孩子学会解决问题

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

15. 家庭会议

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

16. 所有这些技巧总体而言

非常没用 没用 略微没用 中立 略微有用 有用 极其有用

D. 家长小组负责人的评估

在本节中，我们希望您能够表达对您的小组负责人的看法。请针对每个问题圈选一个最能说明您的感受的答案。

小组负责人 _____

(姓名)

1. 我觉得小组负责人的讲解

很差 差 低于平均水平 一般 高于平均水平 优异 极佳

2. 小组负责人的准备工作

很差 差 低于平均水平 一般 高于平均水平 优异 极佳

3. 关于小组负责人的兴趣以及对我和我与孩子的问题的关注程度而言，我

非常不满意 不满意 略微不满意 一般 略微满意 满意 极其满意

4. 此时，我觉得课程小组负责人

极其没有帮助 没有帮助 略微没有帮助 中立 略微有帮助 有帮助 极其有帮助

5. 关于我对小组负责人的个人感觉，我

非常不喜欢他/她 不喜欢他/她 略微不喜欢他/她 对他/她的态度中立 略微喜欢他/她 喜欢他/她 非常喜欢他/她

如果有一个以上小组负责人参加了您的课程，请填写以下内容。（如果只有一个小组负责人参加，请继续 E 部分。）

小组负责人 _____

(姓名)

1. 我觉得小组负责人的讲解

很差 差 低于平均水平 一般 高于平均水平 优异 极佳

2. 小组负责人的准备工作

很差 差 低于平均水平 一般 高于平均水平 优异 极佳

3. 关于小组负责人的兴趣以及对我和我与孩子的问题的关注程度而言，我

非常不满意 不满意 略微不满意 一般 略微满意 满意 极其满意

3. 关于小组负责人的兴趣以及对我和我与孩子的问题的关注程度而言，我

非常不满意 不满意 略微不满意 一般 略微满意 满意 极其满意

4. 此时，我觉得课程小组负责人

极其没有帮助 没有帮助 略微没有帮助 中立 略微有帮助 有帮助 极其有帮助

E. 课程总体评估

1. 本课程的哪个部分对您最有帮助？
2. 您最喜欢本课程的哪些内容？
3. 您最不喜欢本课程的哪些内容？
4. 怎样能够改进本课程，从而为您提供更多帮助？

Parents Thinking Like Scientists



Child Problems

Child Strengths

Goals

Strategies	Benefits	Obstacles [thoughts, feelings, behavior in self & others]
-------------------	-----------------	---

Ongoing Plans



Parents Thinking Like Scientists



Child Problems



Child Strengths



Goals

A large, empty rectangular box with a solid black border, intended for writing goals. It is positioned to the right of the 'Goals' label and below the 'Child Problems' and 'Child Strengths' boxes.

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

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

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

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

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

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

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

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

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

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

Table 3 Continued		
Content	Objectives	Objectives
Program Two: Using Praise and Incentives to Encourage Cooperative Behavior		
<p>Part 1: The Art of Effective Praise & Encouragement</p> <ul style="list-style-type: none"> • Labeling praise • Give to Get” principle—for adults and children • Modeling self-praise • Resistance to praise—the difficulties from self and others to accept praise • Promoting positive self-talk • Using specific encouraging statements versus nonspecific • Getting and giving support through praise • Avoiding praising only perfection • Recognizing social and academic behaviors that need praise • Building children’s self-esteem through praise and encouragement • Understanding “proximal praise” and “differential attention” 	<p>Part 2: Motivating Children Through Incentives</p>	<ul style="list-style-type: none"> • Understanding value of spontaneous rewards & celebrations • Understanding the difference between rewards and bribes • Recognizing when to use the “first-then” principle • Understanding how to “shape” behaviors • Providing ways to set up sticker and chart systems with children • Understanding how to develop incentive programs that are developmentally appropriate • Understanding ways to use tangible rewards for problems such as dawdling, not dressing, noncompliance, fighting with siblings, picky eating, messy rooms, not going to bed, and toilet training • Importance of reinforcing/refueling oneself and others
Program Three: Effective Limit Setting		
<p>Part 1: Rules, Responsibilities and Routines</p> <ul style="list-style-type: none"> • Importance of routines and predictable schedules for children • Clear and predictable household rules offer children safety and reduce misbehaviors • Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines • Starting children learning about family responsibilities • Helping children learn family household rules 	<p>Part 2: Effective Limit Setting</p>	<ul style="list-style-type: none"> • Identifying important household rules • Understanding ways to give more effective commands • Avoiding unnecessary commands • Avoiding unclear, vague and negative commands • Providing children with positive alternatives/choices • Understanding when to use the “when-then” command • Recognizing the importance of warnings, reminders and redirection • When possible, give children transition time • “Politeness Principle” • Praise children’s compliance to commands

Table 3 Continued

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

Table 4: Content and Objectives of the Incredible years ADVANCE Parent Training Programs (AGES 4–12)			
Content	Objectives	Content	Objectives
Program Five: How to Communicate Effectively With Adults and Children			
Part 1: Active Listening and Speaking Up	<ul style="list-style-type: none"> Understanding the importance of active listening skills Learning how to speak up effectively about problems Recognizing how to validate another's feelings Knowing how and when to express one's own feelings Avoiding communication blocks such as not listening, storing up grievances and angry explosions 	Part 2: Communicating More Positively to Oneself and to Others	<ul style="list-style-type: none"> Understanding the importance of recognizing self-talk Understanding how angry and depressive emotions and thought can affect behavior with others Learning coping strategies to stop negative self-talk Learning coping strategies to increase positive self-talk Increasing positive and polite communication with others Avoiding communication blocks such as put-downs, blaming, and denials Understanding the importance of seeing a problem from the other person's point of view
Part 3: Giving and Getting Support	<ul style="list-style-type: none"> Understanding the importance of support for a family or an individual Recognizing communication styles or beliefs that block support Fostering self-care and positive self-reinforcement strategies in adults and children Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages Knowing how to get feedback from others Understanding how to turn a complaint into a positive recommendation Promoting consistent verbal and nonverbal messages knowing how to make positive requests of adults and children Understanding why compliance to another's requests is essential in any relationship Learning how to be more supportive to others 		

Table 4 Continued

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

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

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

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

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

Table 6 Continued		
Content	Objectives	Objectives
Program Ten: Reducing Inappropriate Behaviors in School-Age Children		
Part 1: Rules, Responsibilities, and Routines	<ul style="list-style-type: none"> • Politeness Principle • Understanding how to establish clear and predictable routines. • Strategies for encouraging children to be responsible. • Understanding the importance of household chores. • Making sure household rules are clear. 	<ul style="list-style-type: none"> • The importance of household rules. • Guidelines for giving effective commands. • How to avoid using unnecessary commands. • Identifying unclear, vague, and negative commands. • Providing children with positive alternatives. • Using “when/then” commands effectively. • The importance of warnings, reminders, and giving choices.
Part 3: Ignoring Misbehavior	<ul style="list-style-type: none"> • Dealing effectively with children who test the limits. • Knowing when to divert and distract children. • Avoiding arguments and “why games.” • Understanding why it is important to ignore children’s inappropriate responses. • Following through with commands effectively. • Recognizing how to help children be more compliant. 	<ul style="list-style-type: none"> • Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors. • How to explain Time Out to children. • Avoiding power struggles. • Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out. • Teaching children how to calm down. • Understanding the importance of strengthening positive behaviors.
Part 5: Logical and Natural Consequences	<ul style="list-style-type: none"> • Guidelines for avoiding power struggles. • Recognizing when to use logical consequences, privilege removal, or start up commands. • Understanding what to do when discipline doesn’t seem to work. • Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles. • Understanding how natural and logical consequences increase children’s sense of responsibility. • Understanding when to use work chores with children. • Understanding the importance of parental monitoring at all ages. 	
Part 2: Clear and Respectful Limit Setting		
Part 4: Time Out Consequences		

Weekly Logs

Name _____

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

Codes

Content/Leader/Discussion:

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

Participation

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

Attitude

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

Homework Make-up Session

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

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 M Introduction							
Session 2 M Special Time	14						
Session 3 M Social, Emotion, & Persistence Coaching							
Session 4 M Praise	15						
Session 5 M Incentives	15A						
Session 6 M Rules, Responsibilities, and Routines							
Session 7 M Limit Setting	16						
Session 8 M Ignoring	17						
Session 9 M Time Out	18						
Session 10 M Consequences	19						
Session 11 M Make Up/Review							
Session 12 M Reading Skills	21						
Session 13 M Dealing with Discouragement	22						
Session 14 Fostering Good Learning Habits	23						
Session 15 Showing Interest in School	24						

Weekly Logs

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 F Introduction							
Session 2 F Special Time	14						
Session 3 F Social, Emotion, & Persistence Coaching							
Session 4 F Praise	15						
Session 5 F Incentives	15A						
Session 6 F Rules, Responsibilities, and Routines							
Session 7 F Limit Setting	16						
Session 8 F Ignoring	17						
Session 9 F Time Out	18						
Session 10 F Consequences	19						
Session 11 F Make Up/Review							
Session 12 F Reading Skills	21						
Session 13 F Dealing with Discouragement	22						
Session 14 F Fostering Good Learning Habits	23						
Session 15 F Showing Interest in School	24						

Codes

Content/Leader/Discussion:

- not helpful = 0 points
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Participation

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

Attitude

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

Homework

- incomplete, none = 0
- complete = 1

Make-up Session

- no = 0
- yes = 1

Weekly Logs

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 F Introduction							
Session 2 F Special Time	14						
Session 3 F Social, Emotion, & Persistence Coaching							
Session 4 F Praise	15						
Session 5 F Incentives	15A						
Session 6 F Rules, Responsibilities, and Routines							
Session 7 F Limit Setting	16						
Session 8 F Ignoring	17						
Session 9 F Time Out	18						
Session 10 F Consequences	19						
Session 11 F Make Up/Review							
Session 12 F Reading Skills	21						
Session 13 F Dealing with Discouragement	22						
Session 14 F Fostering Good Learning Habits	23						
Session 15 F Showing Interest in School	24						

Codes

Content/Leader/Discussion:

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

Participation

seldom = 0
 sometimes = 1
 frequent = 2

Attitude

negative = 0
 neutral = 1
 positive = 2

Homework

incomplete, none = 0
 complete = 1

Make-up Session

no = 0
 yes = 1

Handouts & Refrigerator Notes

Parental Attention and Special Time

第9课：家长专注的重要性第一部分



家庭活动

记录表：特殊时间

记录你和孩子一起渡过的时间，你们一起做的事情，以及你所注意到的你自己或孩子的任何反应。

日期	渡过的时间	活动内容	孩子的反应	家长的反应

水箱贴条

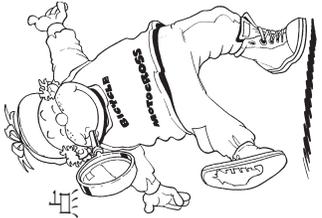
与孩子在一起度过特殊时间要记住的要点



- 遵循你孩子对活动的建议和兴趣。
- 不要提出过多的要求。
- 不要与孩子一起完成。
- 赞扬和鼓励你孩子的想法和创造力，不要批评。
- 成为一个细心专注并懂得欣赏的观众。
- 注意到你的孩子所取得的成就并帮助他们感受到其重要性。
- 注意节制你自己想提供过多帮助的愿望，鼓励孩子解决问题。
- 对孩子一起度过特殊时间表现出热情。
- 充满欢笑与乐趣。

水箱贴条

与孩子在一起度过特殊时间要记住的要点



- 遵循你孩子对活动的建议和兴趣。
- 不要提出过多的要求。
- 不要与孩子一起完成。
- 赞扬和鼓励你孩子的想法和创造力，不要批评。
- 成为一个细心专注并懂得欣赏的观众。
- 注意到你的孩子所取得的成就并帮助他们感受到其重要性。
- 注意节制你自己想提供过多帮助的愿望，鼓励孩子解决问题。
- 对孩子一起度过特殊时间表现出热情。
- 充满欢笑与乐趣。

本周的家庭活动



要做的事情

- 每天至少与孩子一起渡过 10 到 15 分钟的特殊时间（例如一起阅读、玩游戏、拼图游戏等）。在讲义“记录表：特殊时间”上记录这些时间。
- 阅读讲义。



要阅读的材料:

- 讲义和第 1 章 - 如何在难以置信的岁月（The Incredible Years）与你的孩子一起玩。

总体指导原则

有些成年人发现在每天同一时间进行特殊时间活动很有帮助，另一个有效的方法是关掉电话机，这样孩子们就知道你将和她们一起渡过重要的时间。

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.

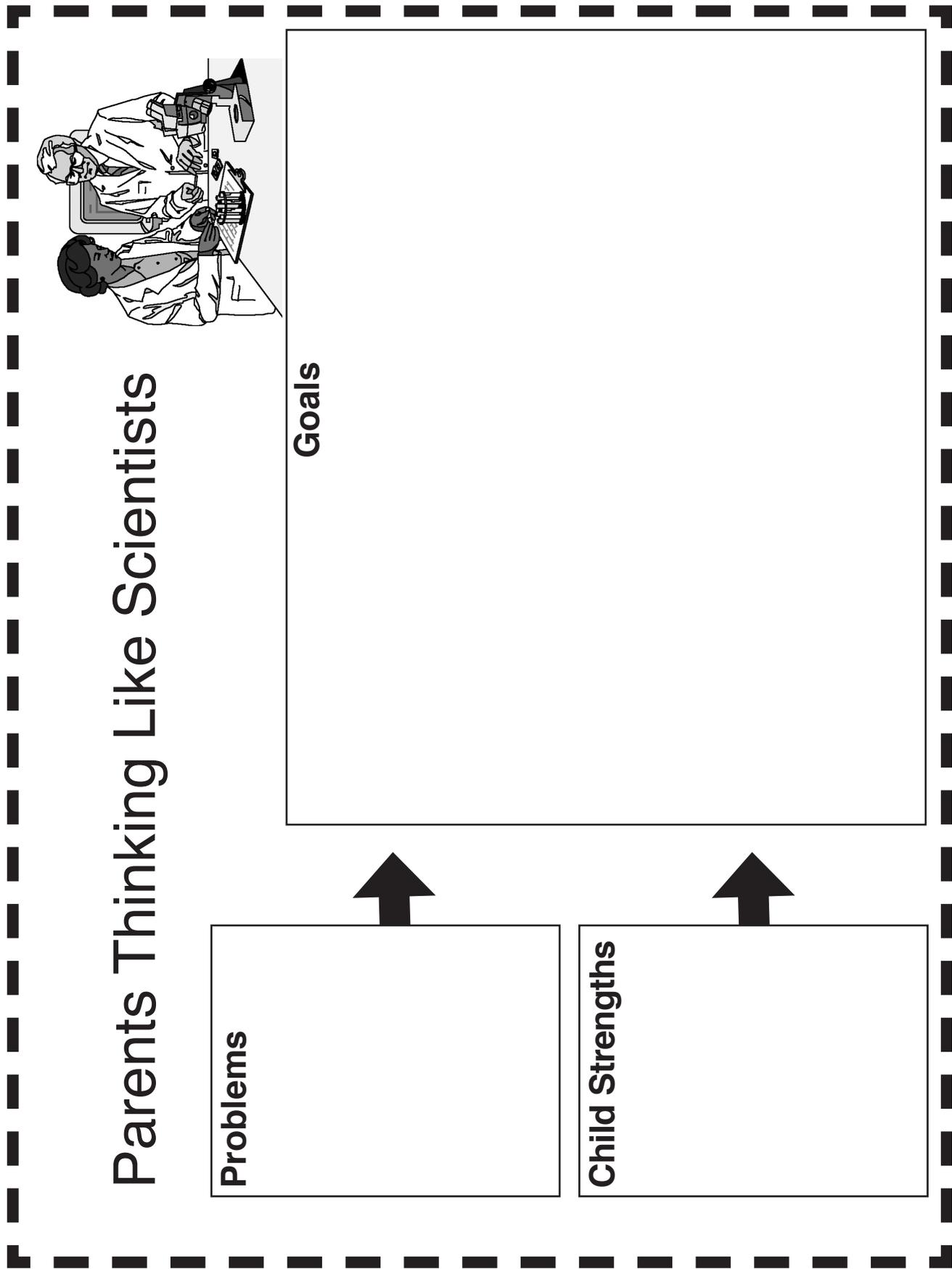


To Read:

- Handouts and Chapter 1 – *How to Play With Your Child* in *The Incredible Years*.

General Guidelines

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





CHECKLIST FOR EVALUATING SPECIAL TIME 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 the rules of the activity?	_____	_____	_____
3. Criticize and correct 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, Page 2

	Almost Always	Sometimes	Almost Never
8. Become engrossed with your own 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

第9课：社交、情感和持之以恒的指导

促进孩子的情感学习: 家长作为“情感教练”



描述孩子的感受是加强孩子情感素养的有效方式。孩子一旦有了情感语言，他们就能够更好地调节自己的情绪，因为他们能够告诉你他们的感受。下面是一个各种情感的列表，你可以在与孩子渡过特殊时间时进行讨论。用这个对照表来练习形容你孩子的情感以及你自己的情感。

感受/情感素养		例子
<input type="checkbox"/> 高兴 <input type="checkbox"/> 冷静 <input type="checkbox"/> 骄傲 <input type="checkbox"/> 激动 <input type="checkbox"/> 伤心 <input type="checkbox"/> 有帮助 <input type="checkbox"/> 嫉妒 <input type="checkbox"/> 无畏 <input type="checkbox"/> 有爱心 <input type="checkbox"/> 腼腆 <input type="checkbox"/> 害怕 <input type="checkbox"/> 焦虑 <input type="checkbox"/> 生气 <input type="checkbox"/> 愤怒	<input type="checkbox"/> 原谅 <input type="checkbox"/> 关心 <input type="checkbox"/> 好奇 <input type="checkbox"/> 感兴趣 <input type="checkbox"/> 尴尬 <input type="checkbox"/> 失望 <input type="checkbox"/> 勇敢 <input type="checkbox"/> 固执 <input type="checkbox"/> 开心 <input type="checkbox"/> 自信 <input type="checkbox"/> 沮丧 <input type="checkbox"/> 担心 <input type="checkbox"/> 耐心 <input type="checkbox"/> 愉快	<p>“这然人感到沮丧，你要保持冷静并再试一次看看是怎么回事。”</p> <p>“你好像对那幅画感到骄傲。”</p> <p>“你对那个故事的情节和人物有信心。”</p> <p>“你真有耐心，即使它总是支离破碎，你却一直在试图怎样能够使它变得更完善。你对自己如此耐心一定感到高兴。”</p> <p>“你与你的朋友在一起时似乎很开心，而且他好像也很喜欢和你一起做这件事。”</p> <p>“你真固执，你在尝试所有办法来解决这个问题。”</p> <p>“你原谅了你的朋友，因为你知道那是一个错误。”</p> <p>“你很有好奇心并提出了很好的问题。”</p>

模拟情感交谈并分享情感

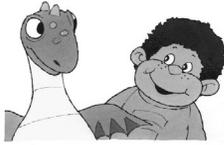
“我对你能够解决这个难题感到骄傲。”

“我真的很喜欢和你在一起。”

“你做演示的时候我很紧张，但是你很耐心和自信，而且你的演示做的很好。”

“我对那件事感到伤心，但是过一会儿就会好的。”

促进孩子的社交学习：家长作为“社交技能教练”



提倡和鼓励孩子的友好行为是加强孩子社交技能的有效方式。社交技能是建立长久友谊的第一步。下面是一个各种社交技能的列表，你可以在与你的孩子或几个孩子一起渡过特殊时间时进行评论。用这个对照表来练习你的社交技能指导。

社交/友谊技能	例子
<input type="checkbox"/> 帮助 <input type="checkbox"/> 分享 <input type="checkbox"/> 团队合作 <input type="checkbox"/> 使用友好的语气（安静、有礼貌）	<p>“你真好心，你和你的朋友分享那个，而且等到轮到你的时候再用。”</p> <p>“你们两人一起做并像一个团队那样互相帮助。”</p>
<input type="checkbox"/> 聆听朋友说的话 <input type="checkbox"/> 轮流 <input type="checkbox"/> 提问 <input type="checkbox"/> 交换 <input type="checkbox"/> 等待	<p>“你听取你朋友的请求并遵循他的建议，这很友好。”</p> <p>“您等待并先问你是否可以用那个东西，你的朋友听你说完并和你分享。”</p> <p>“你知道轮流，这是好朋友之间彼此应该做的。”</p>
<input type="checkbox"/> 赞同朋友的建议 <input type="checkbox"/> 提出建议 <input type="checkbox"/> 给予称赞 <input type="checkbox"/> 语气和蔼、温和 <input type="checkbox"/> 使用朋友的东西时先获得许可 <input type="checkbox"/> 解决问题 <input type="checkbox"/> 合作 <input type="checkbox"/> 慷慨 <input type="checkbox"/> 容纳他人 <input type="checkbox"/> 道歉	<p>“你做出一个友好的建议，你的朋友赞同你。这很友好。”</p> <p>“你在帮助你的朋友建造这个模型。”</p> <p>“你在分享并提供帮助，你知道合作。”</p> <p>“你们两人一起解决那个问题，那是个很好的解决方法。”</p> <p>“你真的考虑到你朋友的感受，而且很慷慨。”</p>

注：对于年龄较大的孩子来说，当在他们的朋友面前做出这些评论时，他们有时会觉得尴尬。如果是这样，你可以在以后提醒他们的友好活动，或是也赞扬他们朋友的友好行为，因为这可以减轻你自己孩子的压力。

模拟友好行为

家长可以模拟等待、轮流、帮助和称赞，这也可以教给孩子这些社交技能。

- “我将愿意提供帮助并与你合用这台电脑。”
- “今天晚上该轮到你选择电视节目了，因为昨天晚上看的是我选的节日。”

促进孩子的学习：家长作为“学习和持之以恒的教练”



“指导”是一种行之有效的方式，能够加强孩子的学习技能和坚持完成困难工作的能力。下面是一个各种学习概念和行为的列表，你可以在与孩子一起做与学校有关的活动时进行评论。用这个对照表来练习形容各种学习概念。

学习技能	例子
<input type="checkbox"/> 用功 <input type="checkbox"/> 专注、集中注意力 <input type="checkbox"/> 坚持、耐心 <input type="checkbox"/> 计划	<p>“你在这个项目上很用功，而且在思考怎样才能井井有条。”</p> <p>“你很有耐心，并且尝试所有不同的方法来解决这个问题。”</p> <p>“因为整理在一起有困难，所以你感到沮丧，但是你能保持冷静。”</p> <p>“你真的计划得很好，而且考虑到你做这个项目所需要的一切。”</p>
<input type="checkbox"/> 遵循老师的指示 <input type="checkbox"/> 解决问题 <input type="checkbox"/> 再试 <input type="checkbox"/> 思维技能 <input type="checkbox"/> 聆听 <input type="checkbox"/> 用功/最佳工作 <input type="checkbox"/> 独立	<p>“你努力思考如何解决这个问题，而且想出了一个很好的解决方法。”</p> <p>“所有这一切都是你自己琢磨出来的。”</p> <p>“你和你的朋友一切工作时真的很耐心，这样你们就能够一起找出切实可行的方法。”</p> <p>“你非常用功地在纸上写出最好的手写文字。”</p> <p>“你不知道那个词，所以你去查字典。”</p>

本周的家庭活动



要做的事情：

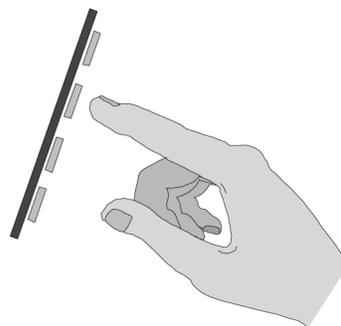
- 每天继续与孩子一起渡过至少 10 到 15 分钟的特殊时间并练习社交、情感和持之以恒的指导。在讲义“记录表：特殊时间”上记录这些时间。
- 阅读讲义。
- 保持记录。观察你自己对称赞的使用情况，每周两次，每次 30 分钟。在“称赞记录表”上写下你在称赞时使用的词汇，以及你使用称赞的经常程度。
- 让你的搭档提出有关游戏和特殊时间的问题。
- 在记录表上做出一个行为清单，在上面记录你希望更多地看到你孩子做出的行为并在下次活动时带上这个清单。



要阅读的材料：

讲义和第2章 - 难以置信的岁月中的称赞章节，如有时间还要阅读第10章 - 教给孩子如何建立友谊。

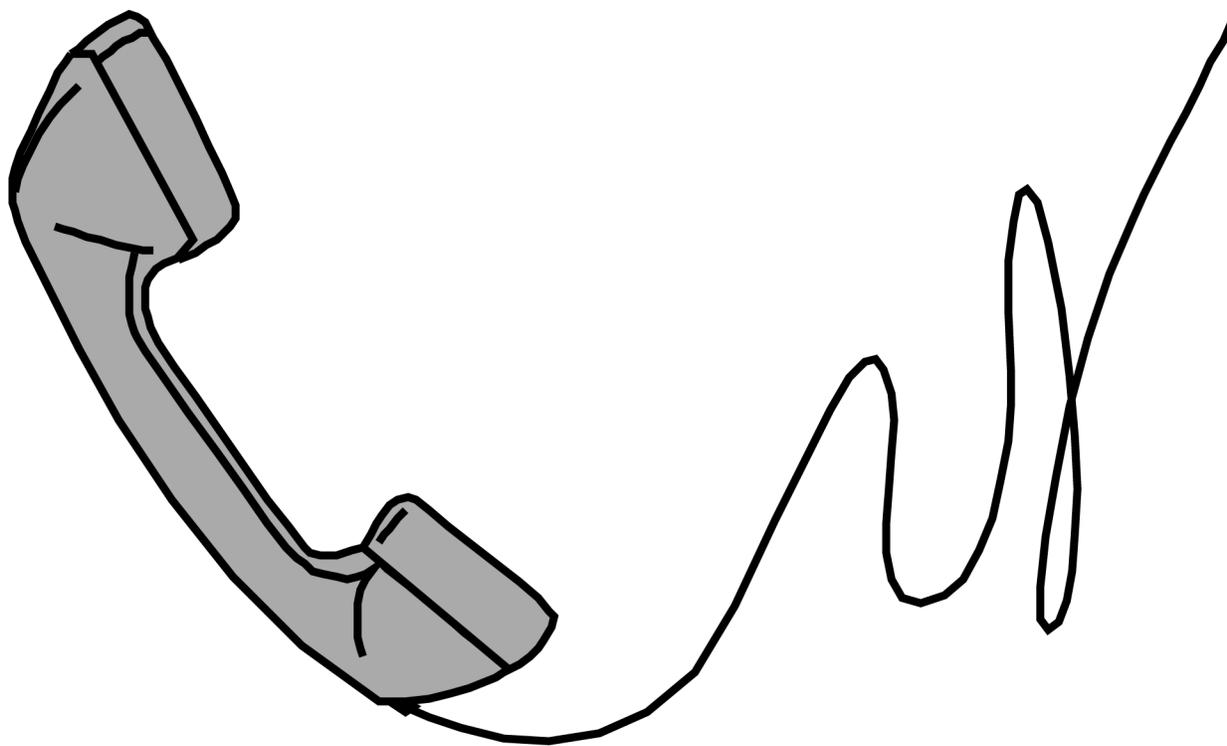
電話聯絡小組的朋友



從本週開始直到課程的最後一週，您將要電話聯絡小組的其中一位成員。接著的幾個星期內，您都會與同一“好友”聯絡。目的是彼此分享學習的心得和有關家庭活動的“重點提示”。例如，您跟孩子怎樣玩遊戲、您如何設計你的貼紙獎勵計劃、您的獎勵是甚麼、或有效的處理某一問題行為。

建議每次聯絡的時間不超過5-10分鐘，可自行與你的好友安排。

家長互相分享，不單可以豐富大家的創意，也可以互相支持！



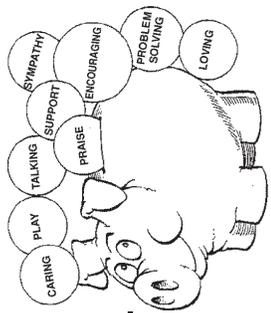


家庭活动

记录表：特殊时间

记录你和孩子一起渡过的时间，你们一起做的事情，以及你所注意到的你自己或孩子的任何反应。

日期	渡过的时间	活动内容	孩子的反应	家长的反应



Remember to Build Up Your Bank Account

家庭活动



记录表：称赞

日期	时间	称赞的次数和称赞语句的例子	受到称赞的孩子行为的种类	孩子的反应

Handout
BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

在与同学的合作游戏中引导孩子

加入孩子与他们的朋友当中，并在他们的合作过程中给予“指导”。例如：

提出建议：“哇，这对你的朋友来说真是有个帮助的建议。”

表达积极的感受：“这是一种友好的方式来表达你的感受。”

等待：“真棒！即使是你希望自己先做，你却让他先做，而自己等待轮到你时再做。”

请求许可：“问他是否愿意先做，这样很礼貌。”

称赞：“这是很好的称赞，我可以看出她对此感觉很好。”

轮流：“你让她轮流做，非常有帮助。”

分享：“你们两人在合作，我可以看出你有团队精神。”

同意：“你同意她的建议，这样做很友好。”

谨慎的态度：“你对他的自行车非常谨慎，想得很周到。”

请求帮助：“哇！你请求他帮助你，这是好朋友之间彼此应该做的。”

关心：“我可以看出你真的关心她的想法和看法，你是个善良的人。”

解决问题：“你们两人心平气和地解决了这个问题，看来你们两人感觉都很好。”

礼貌的态度：“你以尊重的方式请求她等待，这很友好。”

Handouts & Refrigerator Notes

第9课：第3部分，有效的表扬



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!



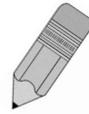
Goal:

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) _____

头脑风暴

对你能够用来作为家长鼓励你自己的所有可能的积极自我陈述来一次头脑风暴（激烈思考），把这些陈述写在你的笔记本上。



积极的自我陈述

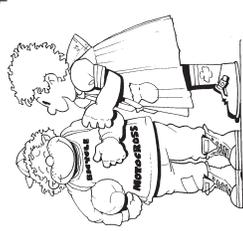
我可以保持心平气和... 他只是在考验

我在努力做好家长...



目标：

我将承诺停止自我批评并看到我作为家长每天做得好的地方。



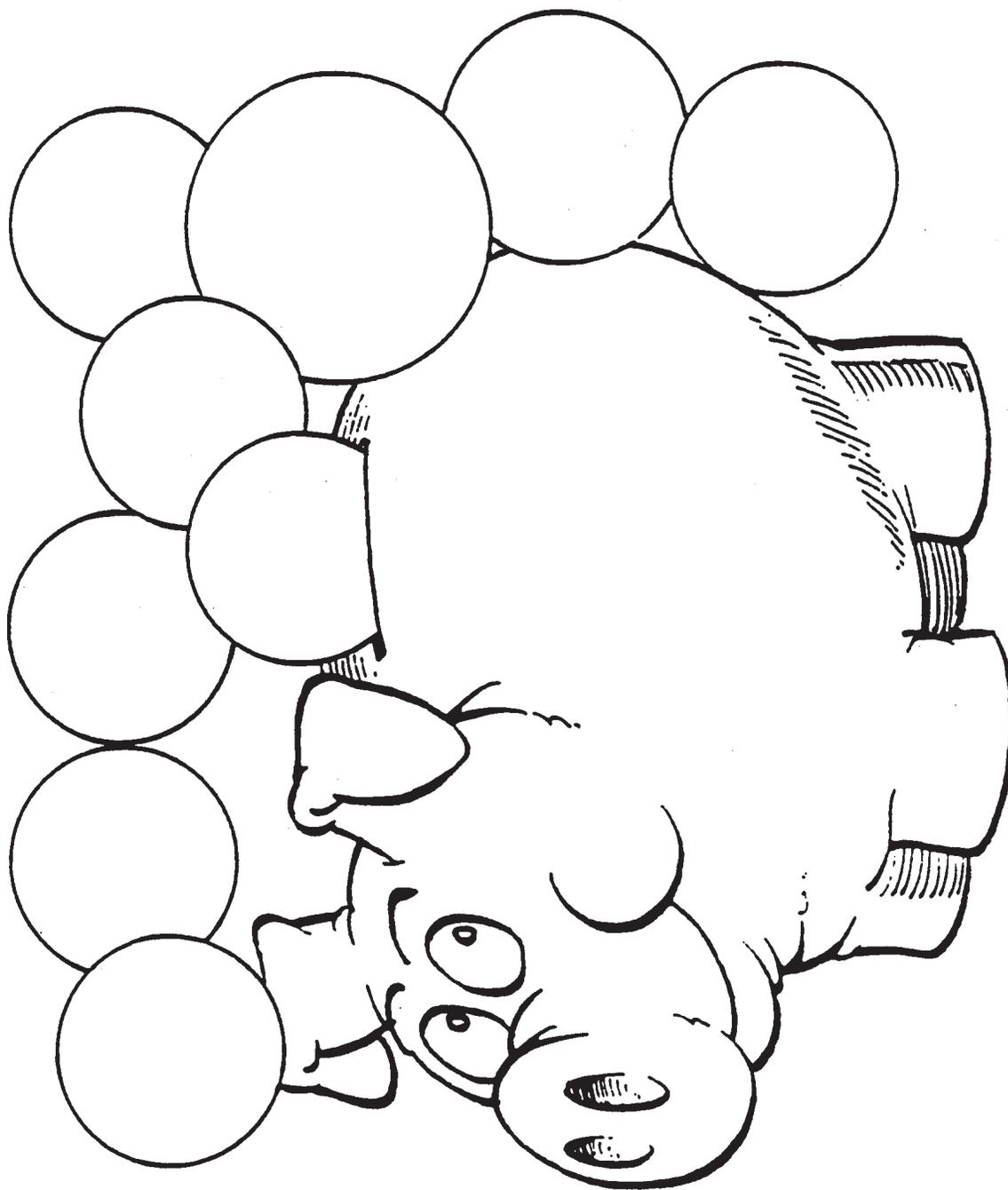
水箱贴条
关于表扬你的孩子

- 发现孩子表现好的地方，对于完美的行为不要吝啬表扬。
- 不要担心表扬会宠坏孩子。
- 对于困难的孩子要多给予表扬。
- 模拟自我表扬。
- 给予有针对性和具体的表扬。
- 使表扬取决于行为。
- 用微笑、目光接触和热情来表扬。
- 给予正面表扬。
- 立即表扬。
- 表扬时伴随拍肩膀、拥抱和亲吻。
- 使用前后一致的表扬。
- 在其他人的面前表扬。
- 表扬和鼓励孩子学习的“过程”，而不仅仅是最终成果。
- 促进孩子对变化和进步的认识。
- 标明孩子对个人成就的感受。

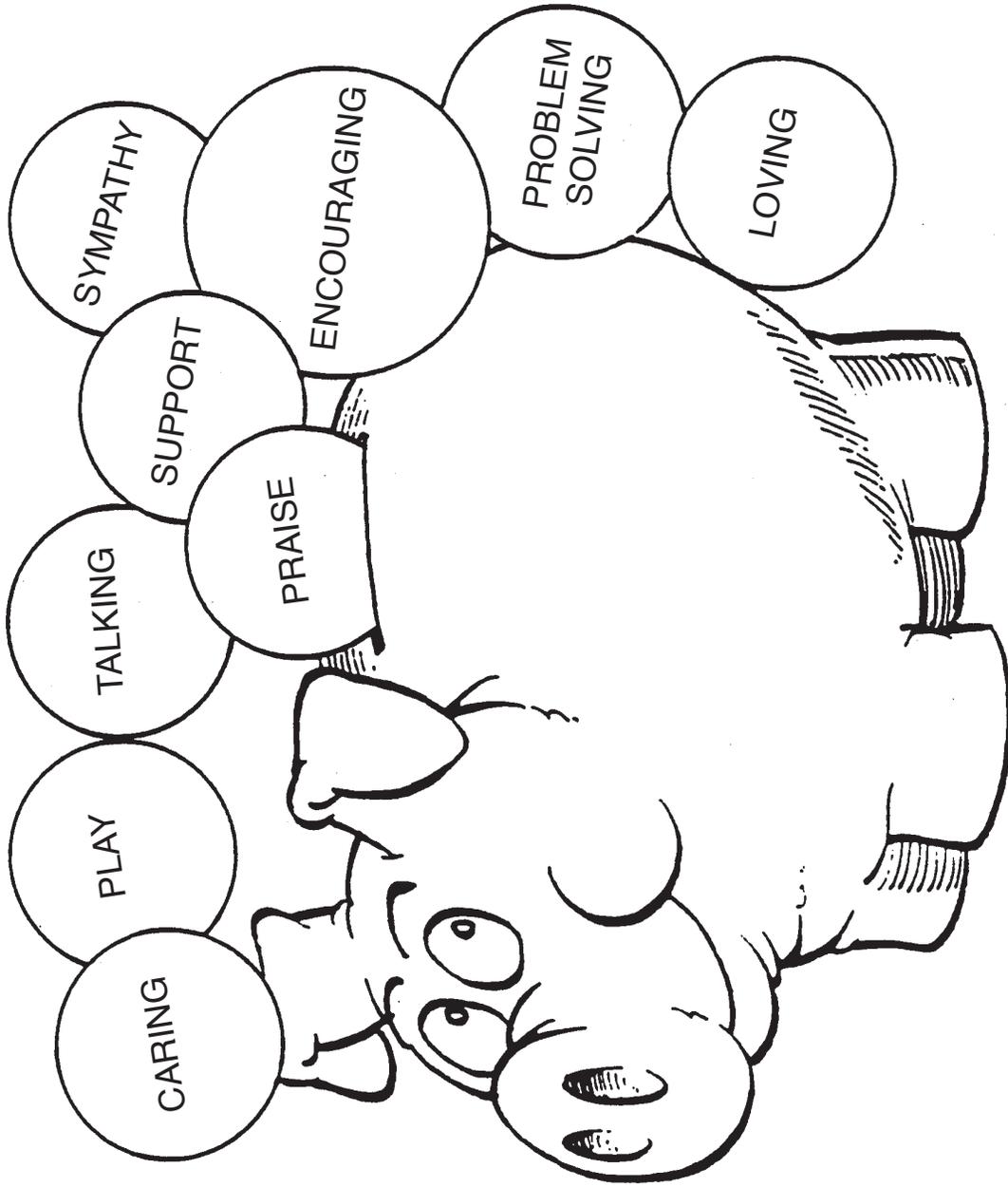


水箱贴条
关于表扬你的孩子

- 发现孩子表现好的地方，对于完美的行为不要吝啬表扬。
- 不要担心表扬会宠坏孩子。
- 对于困难的孩子要多给予表扬。
- 模拟自我表扬。
- 给予有针对性和具体的表扬。
- 使表扬取决于行为。
- 用微笑、目光接触和热情来表扬。
- 给予正面表扬。
- 立即表扬。
- 表扬时伴随拍肩膀、拥抱和亲吻。
- 使用前后一致的表扬。
- 在其他人的面前表扬。
- 表扬和鼓励孩子学习的“过程”，而不仅仅是最终成果。
- 促进孩子对变化和进步的认识。
- 标明孩子对个人成就的感受。



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

本周的家庭活动



要做的事情：

- 每天和孩子一起玩或某些特殊活动至少 10 分钟（例如一起阅读，行走或骑自行车，开始做一个模型或项目）。在特殊时间练习使用有效的表扬和其它社会性奖励。
- 选择一种你希望孩子更经常从事的行为，并在接下来一周里每次发生就给予系统性地表扬，例如：安静地玩，在要求时就去上床睡觉，拾起玩具，与其他人分享等。
- 给予比平时多一倍的表扬并观察对孩子的影响，在讲义“记录表：表扬”中跟踪记录结果。
- 在行为记录讲义上列出你希望更多地看到的行为。
- 阅读有关表扬的例子及要表扬的行为的讲义。
- 让你的搭档提出有关表扬和特殊时间的问题。



要阅读的材料：

- 关于表扬的例子和要表扬的行为的讲义，以及《难以置信的岁月》书中第3章“切实的奖励”。

给予表扬和鼓励的例子

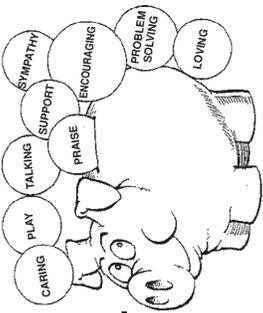
“你做得真好...”
“你已经有所改进...”
“当你...时我很高兴”
“你...真好”
“这是个好主意...”
“你在...方面做得真好”
“看看 _____ 是怎样在...改进的”
“你做得很出色。”
“看看他/她做得有多好...”
“那是做...的最好办法”
“哇，你在...方面做得有多好啊”
“对，那是做...的最好办法”
“我真为你高兴...”
“当你...时真让我高兴”
“你在...方面做得太好了”
“在...方面的努力令人印象深刻”
“谢谢你...”
“在...做得不错”
“嗨，你真聪明，你...”
“那真好，看上去真的像...”
“你是严格按照我告诉你的去做的。”
“你真听话。”
“哇，想的真周到。”
“我真为你...而骄傲”
“我为你...而感到非常骄傲”
“漂亮！不错！真棒！精彩！真好！”
“你...想到多周到啊”

一些实际奖励

- 拍胳膊或肩膀
- 拥抱
- 击掌庆祝
- 竖起大拇指
- 给一个亲吻

表扬和鼓励的行为例子

- 分享
- 有礼貌或表示尊重地交谈
- 遵照要求
- 吃饭时良好的就餐举止习惯
- 在同意的时间上床睡觉
- 在看电视之前做家庭作业
- 解决一个问题
- 关掉电视或音乐
- 做家务
- 放学后按时回家
- 早晨及时起床
- 骑自行车时要戴头盔，否则不要骑车
- 铺床叠被
- 拾起衣服或放在洗衣筐里
- 限制玩电脑游戏的时间
- 在沮丧时保持平静
- 帮助年龄较小的兄弟姐妹
- 饭后帮助洗碗碟
- 细心周到
- 耐心
- 对其它孩子或成年人和蔼友善
- 让家长知道什么时候不在家
- 在同意的计划有变化时与家长商量



Remember to Build Up Your Bank Account

Home Activities



RECORD SHEET: PRAISE

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

Handout
BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Handouts & Refrigerator Notes

第9课：第4部分，通过切实的奖励来鼓励孩子



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

头脑风暴

奖励你自己！



考虑将来你自己。在完成了困难的工作之后，例如完成了一个困难的项目或像家长那样努力工作之后，你是否使用过一套奖励制度来奖励你自己？对于你作为家长而付出的辛勤努力，想一想可能奖励你自己的方式。

对我来说好的奖励

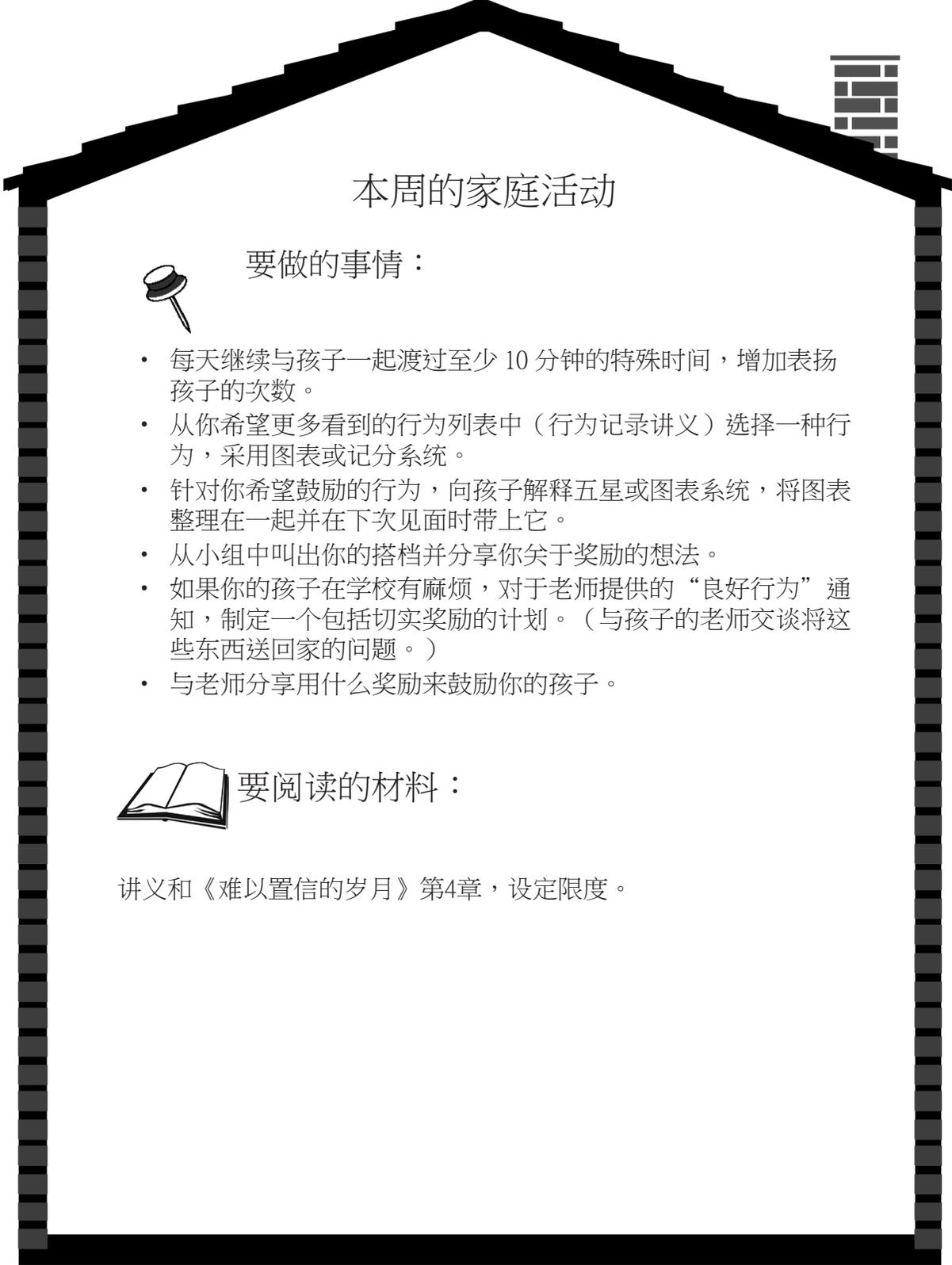
在公园里散步

与朋友一起喝茶/咖啡

洗个泡泡浴

给自己买本书

使用切实奖励课程来教导孩子新行为
“鼓励你的孩子”



本周的家庭活动



要做的事情：

- 每天继续与孩子一起渡过至少 10 分钟的特殊时间，增加表扬孩子的次数。
- 从你希望更多看到的行为列表中（行为记录讲义）选择一种行为，采用图表或记分系统。
- 针对你希望鼓励的行为，向孩子解释五星或图表系统，将图表整理在一起并在下次见面时带上它。
- 从小组中叫出你的搭档并分享你关于奖励的想法。
- 如果你的孩子在学校有麻烦，对于老师提供的“良好行为”通知，制定一个包括切实奖励的计划。（与孩子的老师交谈将这些东西送回家的问题。）
- 与老师分享用什么奖励来鼓励你的孩子。

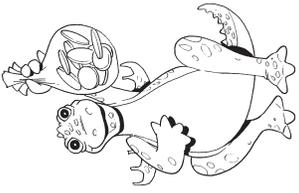


要阅读的材料：

讲义和《难以置信的岁月》第4章，设定限度。

冰箱贴条

关于切实的奖励



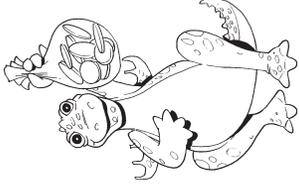
- 明确定义适当的孩子的行为。
- 循序渐进。
- 逐渐增加挑战。
- 不要使计划过于复杂，开始时选择一种或两种行为。
- 侧重正面的行为。
- 选择不太昂贵的奖励。
- 每隔几天给予一次奖励。
- 在选择奖励时让孩子参与。
- 先表现出适当的行为，然后再奖励。
- 奖励每天取得的进展。
- 逐渐用社会认可来取代奖励。
- 对于奖励要明确和具体。
- 要有一个多样化的菜单。
- 向孩子证明你希望成功。
- 不要奖惩并用。
- 前后一致地监督奖励计划。

第9课：切实的奖励第4部分

© Carolyn Webster-Stratton

冰箱贴条

关于切实的奖励



- 明确定义适当的孩子的行为。
- 循序渐进。
- 逐渐增加挑战。
- 不要使计划过于复杂，开始时选择一种或两种行为。
- 侧重正面的行为。
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- 在选择奖励时让孩子参与。
- 先表现出适当的行为，然后再奖励。
- 奖励每天取得的进展。
- 逐渐用社会认可来取代奖励。
- 对于奖励要明确和具体。
- 要有一个多样化的菜单。
- 向孩子证明你希望成功。
- 不要奖惩并用。
- 前后一致地监督奖励计划。

第9课：切实的奖励第4部分

© Carolyn Webster-Stratton

用点数和贴纸奖励的行为例子：

- 按时做好上学准备
- 下学后准时到家
- 造成叠被整理床铺
- 对兄弟姐妹态度和蔼一小时
- 高兴地上床睡觉
- 遵守要求
- 与他人分享
- 在玩电脑游戏之前做家庭作业
- 读 30 分钟的书
- 一小时后关闭电视或电脑
- 摆好餐具准备吃饭
- 帮助清扫家庭活动室
- 做家务
- 离开学校时给家长打电话让他们知道自己在什么地方

Handout

BEHAVIOR RECORD

Behaviors I want to see more of:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Handouts & Refrigerator Notes

Rules, Responsibilities, & Routines

第10课：第1部分，规则、责任与常规活动

我们的家庭常规活动



在这里写下你的睡觉时间或下学后的常规活动

我们的家庭常规活动



在这里写下你在早晨的常规活动

规则、责任与常规活动

本周的家庭活动



要做的事情：

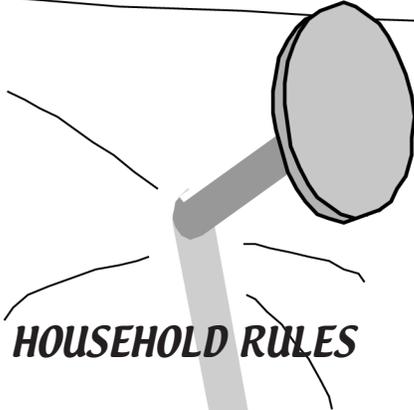
- 与你的孩子们一起谈论家庭规则。
- 使用家庭规则讲义来建立一些关于电视或电脑时间及家庭作业方面你认为最重要的规则。将这些规则写在家庭规则讲义上并将在下次会面时带上该列表。
- 确定下学后的日常活动。与你的孩子们一起将这些活动写下来并讨论，把它张贴在孩子们能看到的地方（在什么地方、什么时间及与谁一起做家庭作业，在下次会面时带上计划。）
- 与你的孩子们一起做家务。写在家务讲义上并向孩子们解释。
- 与一位小组成员一起谈论家庭规则。



要阅读的材料：

讲义并复习《难以置信的岁月》第四章“设定界限”和第九章“帮助孩子学会调节情感”

注意：记着继续保持特殊时间！



HOUSEHOLD RULES

Some Examples:

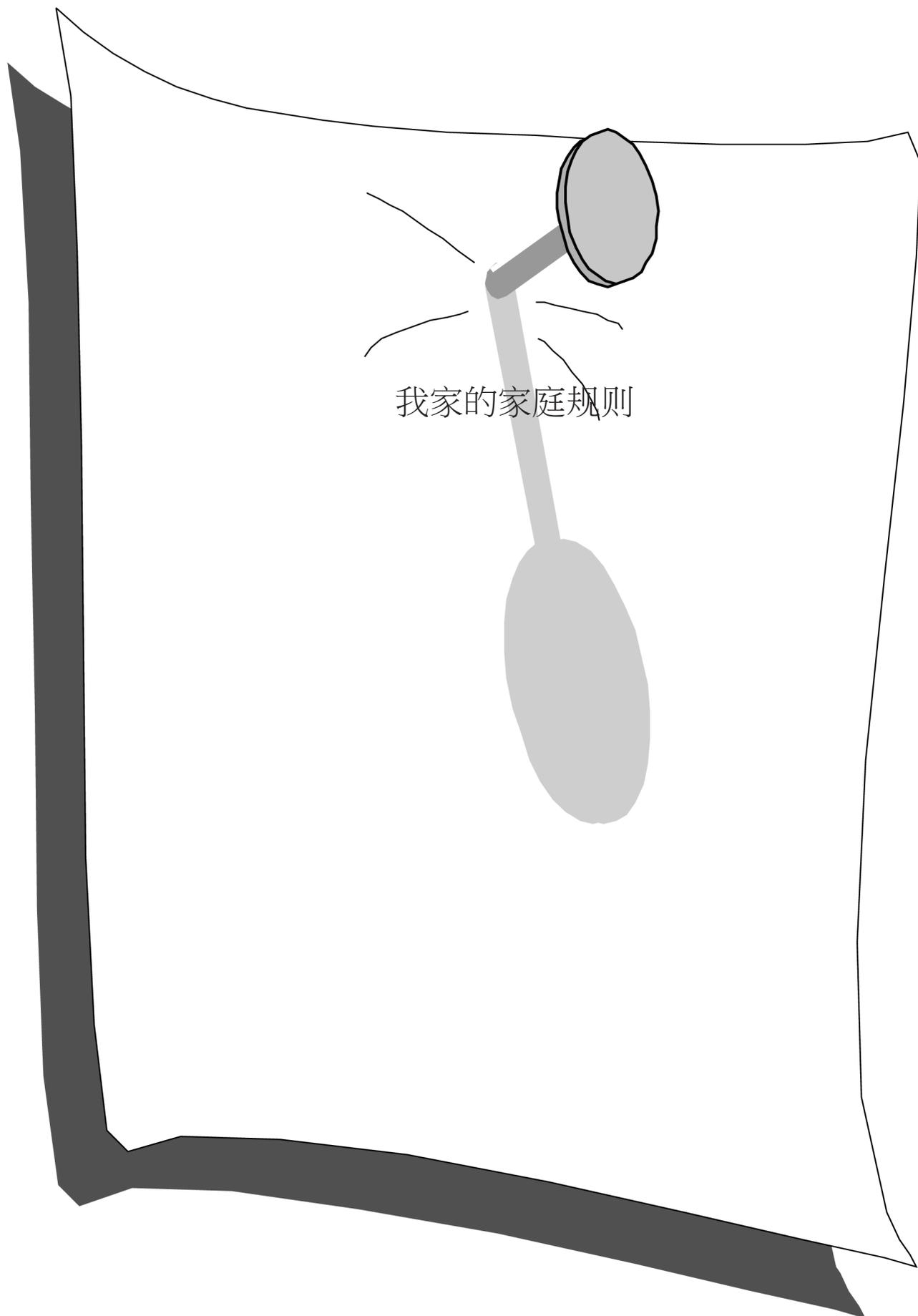
1. Bedtime is at 9:00 p.m.
2. No hitting allowed.
3. A seat belt must always be worn in the car.
4. Bicycle helmet must be worn when riding bike.
5. Homework must be finished before watching TV or playing computer games.
6. One hour of TV or computer per day.
7. No smoking, alcohol, or drug use.
8. Child lets me know where s/he is outside of school time.
9. Tell parent where you are, with whom and what you are doing.

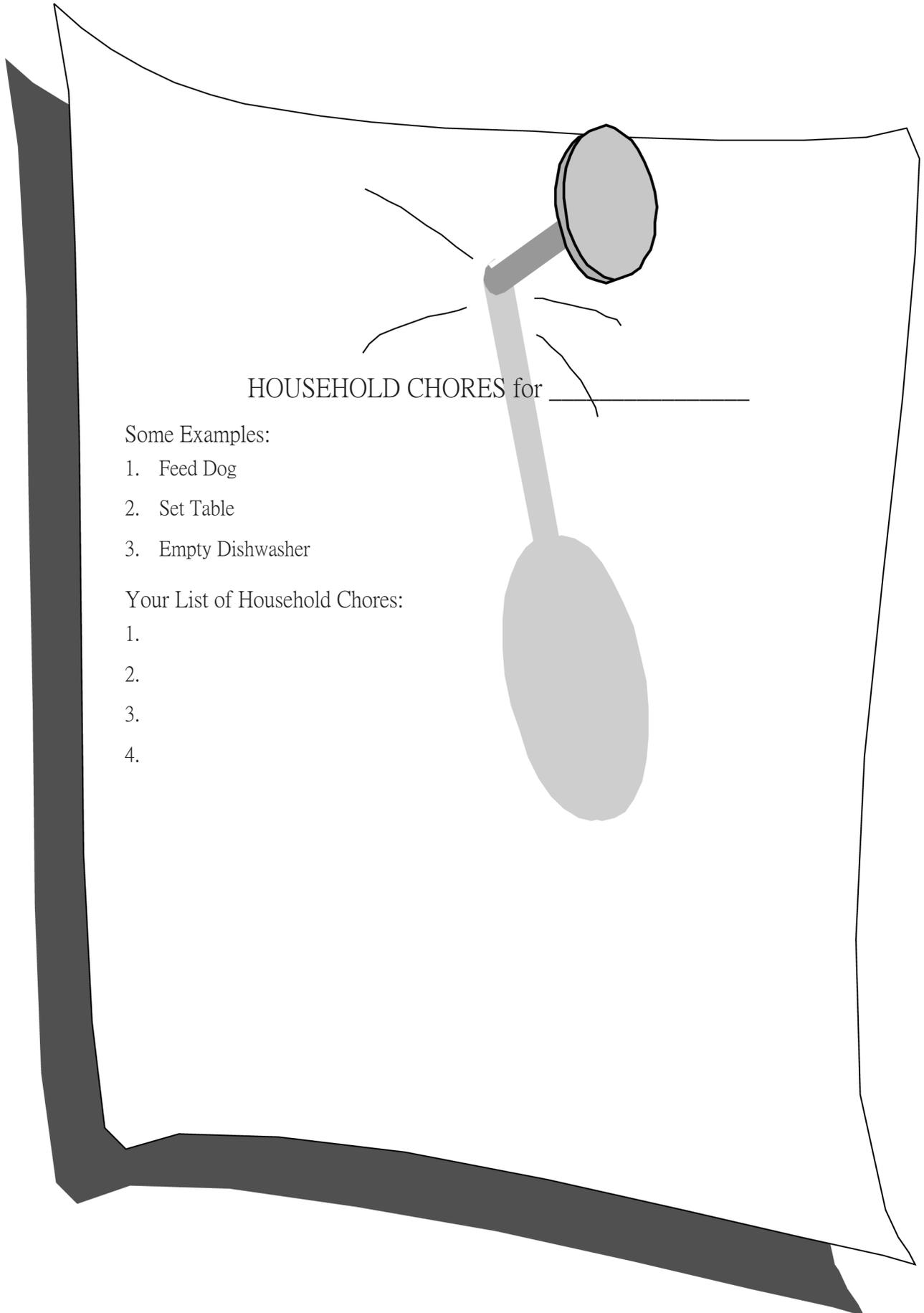
Your List of Household Rules:

- 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.





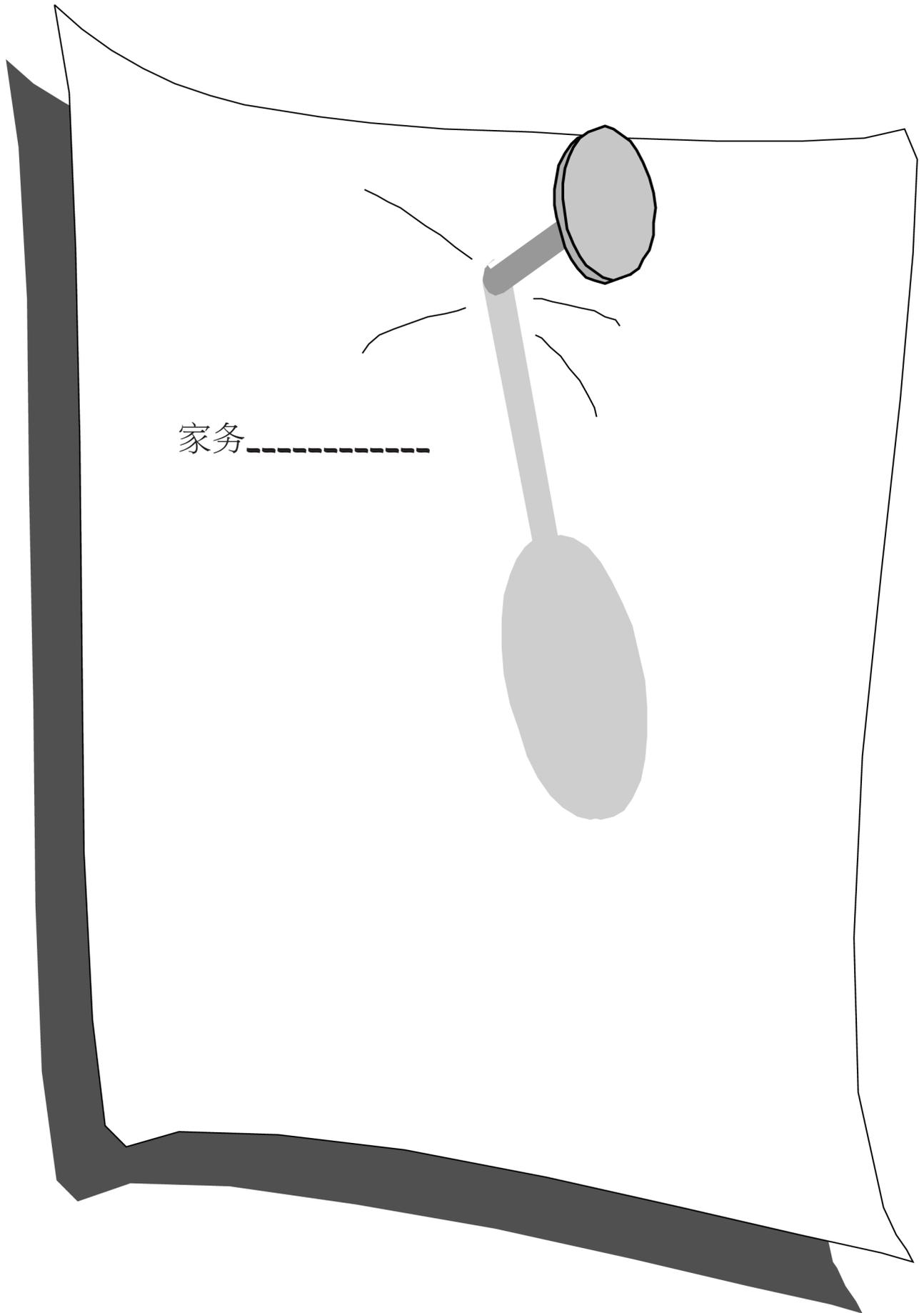
HOUSEHOLD CHORES for _____

Some Examples:

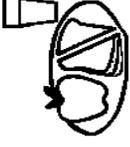
1. Feed Dog
2. Set Table
3. Empty Dishwasher

Your List of Household Chores:

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

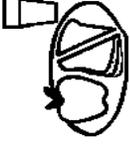


After School Routine

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

ChoreCards

After School Routine

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

ChoreCards

Cleaning My Room



Put dirty clothes in the laundry basket.



Put books on the shelf.

Put games in the cupboard.



Make the bed.

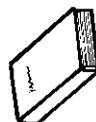


Chore Cards

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

Chore Cards

© Parents and Children Videotape Series

Chore Cards

© Parents and Children Videotape Series

Handouts & Refrigerator Notes

Clear and Respectful Limit Setting

第10课：第2部分，明确和尊重对方的界限设定



头脑风暴

1. 让你的孩子在家里有明确界限的潜在好处是什么？
2. 在设定界限时有什么困难？



写出具有明确界限的好处以及在落实时遇到的困难。看看是否能够找到任何解决方法来克服设定明确界限时所遇到的障碍。

设定界限的好处	落实过程中所遇到的困难
<p>目标：</p> <p>我将承诺将命令或要求的次数减少到那些最重要的事情上，侧重于在可能的情况下采用分散注意力和“当...时，则...”语句来提供选择。</p>	

头脑风暴

将下列无效的命令改写成正面、明确、尊重对方的命令。



无效命令	改写
<ul style="list-style-type: none"> • 住嘴 • 别喊 • 别跑 • 当心 • 我们为什么不去睡觉？ • 让我们清理起居室 • 别说了 • 你把外衣放在这干吗？ • 你的鞋子怎么会在起居室？ • 别像猪一样往你的嘴里塞沙拉 • 你的自行车怎么还在路上？ • 你看上去像个糊涂虫 • 别偷听你妹妹 • 你早上从来都准备不好 • 你为什么要到最后一分钟才做家庭作业？ • 你的衣服太脏了 • 你从来都不去到垃圾 • 你的房间太乱 • 别这么跟我说话 • 你为什么不能穿得好一点呢？ • 你回家又晚了 • 你是不可能的 	

冰箱贴条 关于设定界限



- 不要给予不必要的命令。
- 一次只提一个要求。
- 你的期望要符合实际。
- 使用“做”要求。
- 要求要正面和有礼貌。
- 不要使用“别”命令。
- 给孩子足够的机会来达到要求。
- 给予警告和有益的提醒。
- 不要威胁孩子，使用“当...时，则...”命令。
- 在可能的情况下给孩子选择。
- 要求要简短扼要。
- 支持你的配偶的要求。
- 达到要求则给予表扬。
- 在家长与孩子管制之间力求取得平衡。
- 鼓励孩子解决问题。

冰箱贴条 关于设定界限



- 不要给予不必要的命令。
- 一次只提一个要求。
- 你的期望要符合实际。
- 使用“做”要求。
- 要求要正面和有礼貌。
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- 给予警告和有益的提醒。
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- 在可能的情况下给孩子选择。
- 要求要简短扼要。
- 支持你的配偶的要求。
- 达到要求则给予表扬。
- 在家长与孩子管制之间力求取得平衡。
- 鼓励孩子解决问题。

有效的界限设定

“保持明确、可预知和正面的重要性”

本周的家庭活动



要做的事情

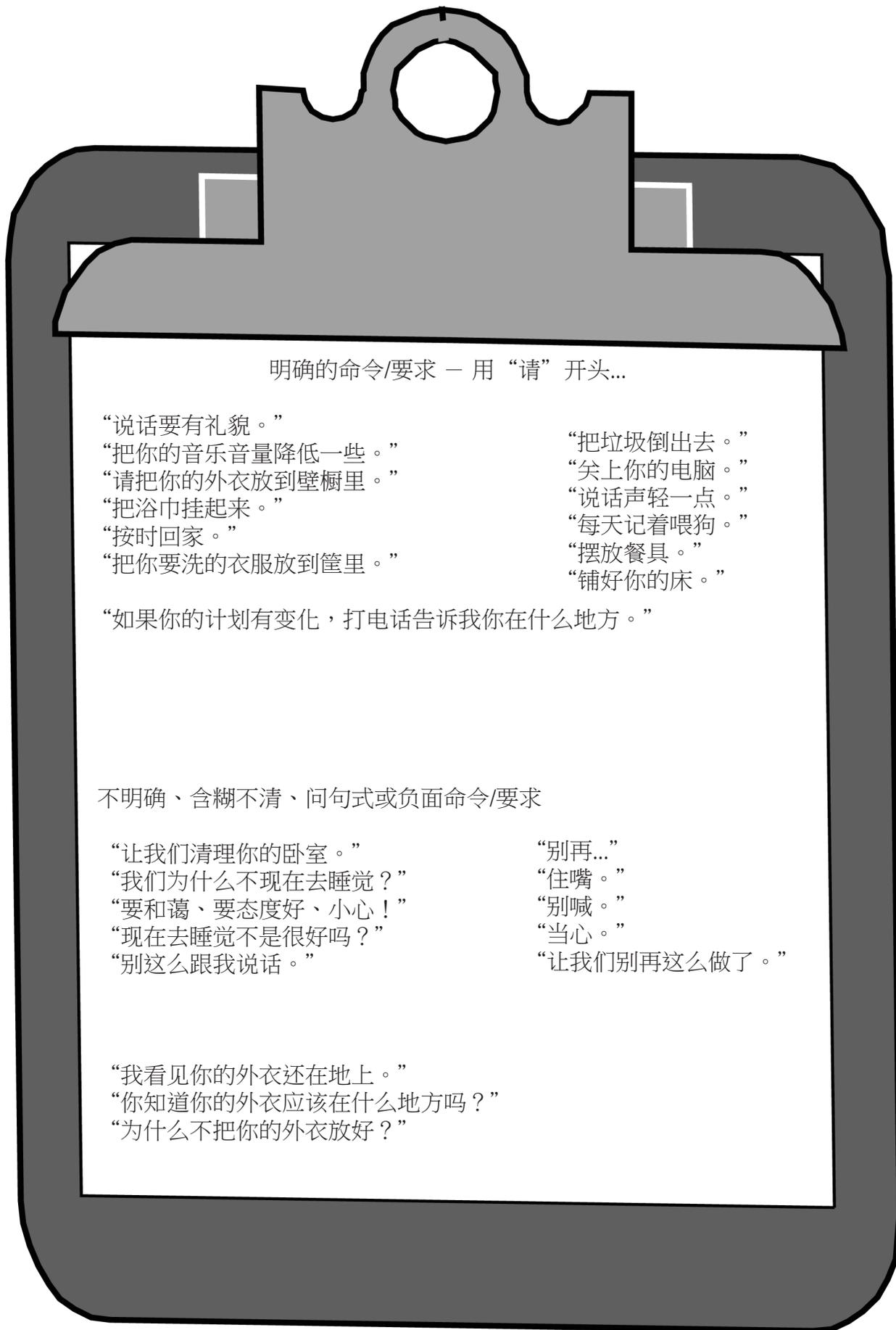
- 把你的命令或要求的次数减少到那些最重要的事情上。
- 在必要时，提出正面和具体的要求。避免使用疑问句命令、“让我们”句式的命令、负面的命令、含糊不清的命令和连锁式命令。
- 监视并在“记录表：命令”讲义中记录你在家在一段30分钟的时间内提出要求的次数和类型，并记录孩子对这些命令的反应。
- 每当孩子遵守你的要求时要给予表扬。
- 与一位小组成员一起谈论有关命令的问题。



要阅读的材料：

讲义并复习《难以置信的岁月》第五章“忽视”和第九章“帮助孩子学会调节情感”

注意：记着继续保持特殊时间！





家庭活动



记录表：命令/要求

“把你的命令减少到最重要的事情上。”

日期	时间	发出的命令或要求	孩子的反应	家长的反应
例子	下午5时 至5:30时	“把你的外衣挂到壁橱里。”	孩子挂衣服。	“谢谢你挂好你的衣服。”
第一天				
第二天				
		“当...时，则...” 的要求例子，或给予选择命令。		

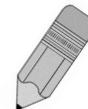
Handouts & Refrigerator Notes

Ignoring Misbehavior

第10课：第3部分，忽视不良行为



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

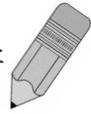
Goal: I will commit to ignoring _____

behavior whenever it occurs. I will praise _____

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

头脑风暴

当你一开始忽视不良行为时，这种行为在开始好转之前会变得更糟糕。重要的是要准备好等待渡过这一负面时期。如果你采取对立的行为，这种行为将会加强，而且你的孩子将学会通过大声抗议就可以为所欲为。



重要的是在忽视过程中保持冷静，试着往远处想，并且采用头脑风暴法来想出一些在忽视不良行为时让你保持冷静的方式。

在忽视不良行为时保持冷静的方式

深呼吸

放松技巧

正面思考

离开

听音乐

记住，所有年幼的孩子都会争辩和抗议来得到他们想要的。这不是个人问题，而是反映出他们在争取独立并考验这些规则。

目标：当孩子抗议时，我将承诺告诉我自己 _____ 。

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.

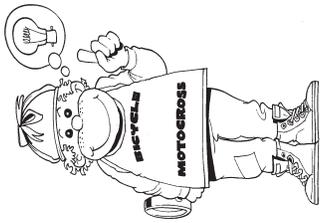


When Would Selective Attention be Effective?

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

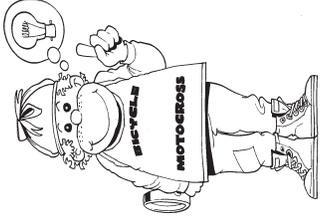
Goal: I will commit to praising _____
behavior while ignoring _____
behavior.

冰箱贴条



- 在忽视过程中避免目光接触和讨论问题。
- 移到离孩子远一点的地方但是如有可能仍留在屋里。
- 采取微妙的忽视方式。
- 准备好接受考验。
- 保持始终如一。
- 只要不良行为停止则立刻恢复你的注意力。
- 分散注意力与忽视相结合。
- 选择你要忽视的具体行为并确定你能够忽视它们。
- 将行为的数量限制在系统性忽视上。
- 关注孩子的正面行为。

冰箱贴条



- 在忽视过程中避免目光接触和讨论问题。
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- 将行为的数量限制在系统性忽视上。
- 关注孩子的正面行为。

本周的家庭活动



要做的事情：

- 在行为记录讲义上列出你希望更多地看到和更少地看到的行为清单。
- S从行为列表选择一个你希望更少地看到的负面行为（例如吵闹或忽视），并在该星期每当出现这种行为时练习予以忽视。
- 对于你在上面第2步中列出的负面行为，想一想与其相对的正面行为。例如，喊叫的对立面是有礼貌地交谈，抢玩具的对立面是与其他人分享。然后在该星期每当出现这种正面行为时给予系统性的表扬。
- 在“记录表：表扬与忽视”上，写出你忽视的行为，你表扬的行为，以及孩子的反应。
- 阅读并填写有关自我控制、自我对话及正面因应句型的讲义。
- 使用问题情形中的自我对话讲义来记录你在问题情形下出现的扰乱思绪，并写出一些其它使人能够心平气和的想法。在下次见面时带上这份讲义。



要阅读的材料：

阅读《难以置信的岁月》的第11章“控制扰乱的思绪”。

Handout

LEARNING SELF-CONTROL

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

Upsetting Thoughts

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

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

"He's just like his father."

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

Calming Thoughts

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

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

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

THOUGHT CONTROL

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

Handout

PUTTING IT ALL TOGETHER

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

Non-Constructive Thoughts

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

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

Constructive Thoughts

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

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

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

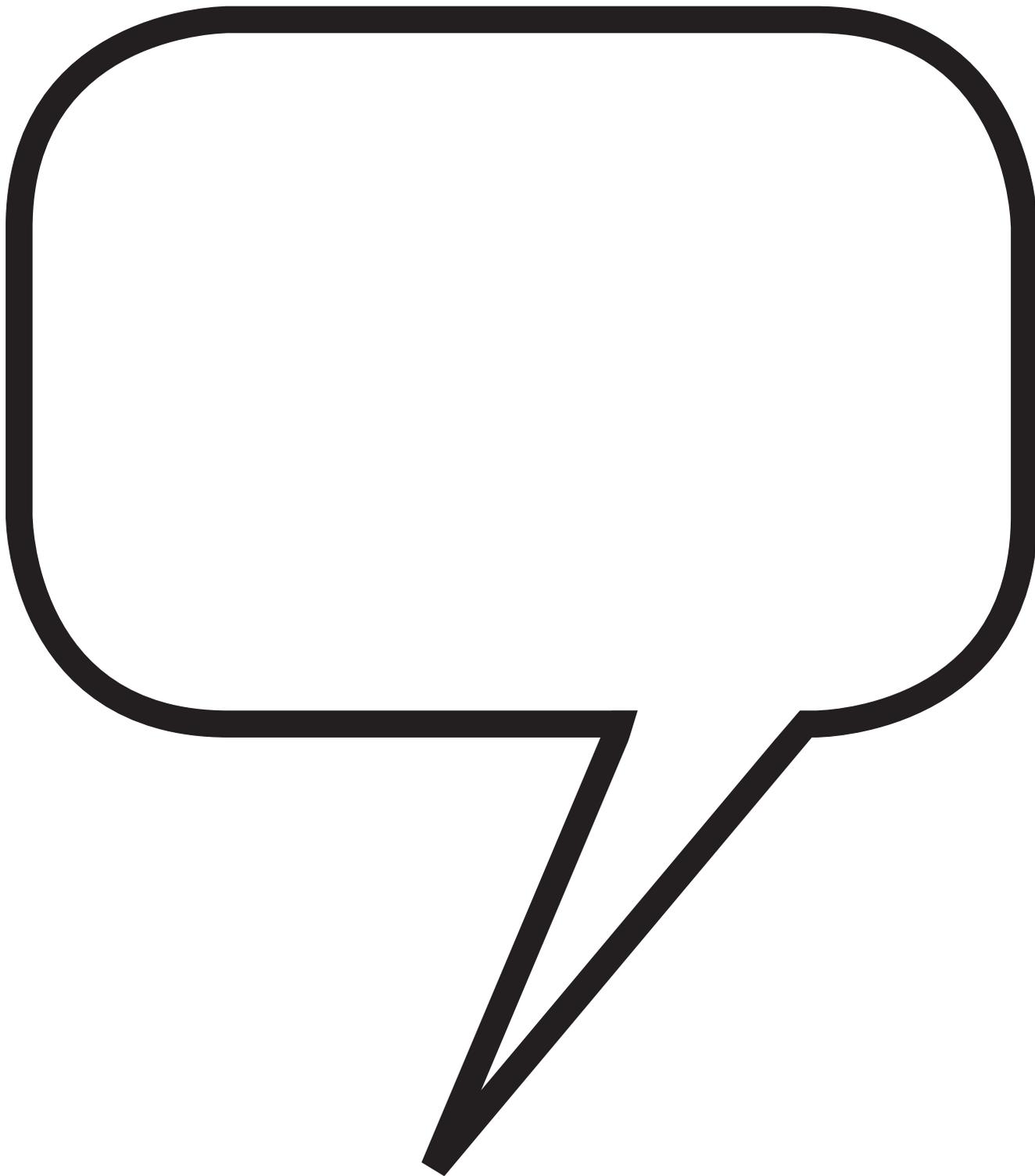
Handout

SELF-TALK IN PROBLEM SITUATIONS

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

Problem Situation: _____

The form consists of two large, rounded rectangular boxes with a drop shadow, designed to look like speech bubbles. The left box is labeled ***Upsetting Thoughts*** and the right box is labeled ***Calming Thoughts***. Both boxes have a pointed tail at the bottom, which is currently empty. The boxes are intended for the user to write their responses to the problem situation.



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

應用資料
行為記錄
表揚“正面的行為”

我想少看到的行為：

(例如，叫喊)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

我想較多看到的正面行為：

(例如，說話有禮貌)

- 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

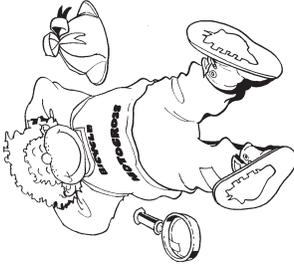
第10课：第4部分，面壁思过的后果

冰箱贴条 关于面壁思过 (TIME OUT)



- 要有礼貌。
- 准备好接受考验。
- 期望重复的学习试验。
- 在面壁思过时忽视孩子。
- 支持配偶采用面壁思过的方法。
- 跟踪完成面壁思过。
- 用个人化面壁思过来放松和补充能量。
- 对所选择的不良行为一致地采用面壁思过法。
- 监视愤怒的程度以避免突然爆发，提出警告。
- 在2分钟的安静时间结束后进行5分钟的面壁思过。
- 仔细限制使用面壁思过的行为数目并一致地使用。
- 不要威胁使用面壁思过，除非你已准备好这样做。
- 使用非暴力方法，例如丧失特权来作为面壁思过的备选方法。
- 让孩子负责清理面壁思过时的烂摊子。
- 不要完全依赖于面壁思过，对于不太严重的不良行为采用其它的纪律方法，例如忽视、逻辑后果和解决问题等。
- 以表扬、关爱和支持来建立银行账户。
- 对于破坏性行为和屡犯，当孩子的不良行为无法被忽视时，采用面壁思过法。从选择一种行为开始。当这种行为不再是问题时，选择另一个行为。
- 对于打击和破坏性行为，立即进行面壁思过，但是，对于不符合要求者可给予一次警告。
- 忽视不当行为，例如在孩子面壁思过时尖叫、吵闹、争吵、发誓和发脾气等。
- 尽可能经常地表扬正面行为。

冰箱贴条 关于紧张和愤怒

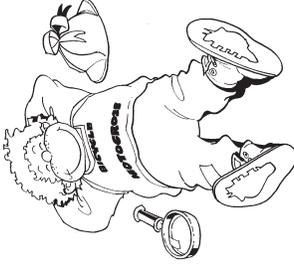


- 检查你的身体是否有紧张情绪，深呼吸并放松或进行锻炼活动。
- 注意任何负面的自我陈述并代之以令人安慰的自我鼓励。
- 问问你自己让你感到紧张的东西真的有那么重要吗？从现在起一个星期之后是否还感觉一样？一年以后呢？当你70岁时呢？
- 想像那些美好的过去事件，或是梦想未来。
- 在冲突当中，深呼吸、冷静下来、开个玩笑或是走开几分钟。
- 休息一下（去走路、洗澡、阅读杂志等）。

第10课：第4部分，面壁思过的后果

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冰箱贴条 关于紧张和愤怒



- 检查你的身体是否有紧张情绪，深呼吸并放松或进行锻炼活动。
- 注意任何负面的自我陈述并代之以令人安慰的自我鼓励。
- 问问你自己让你感到紧张的东西真的有那么重要吗？从现在起一个星期之后是否还感觉一样？一年以后呢？当你70岁时呢？
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- 休息一下（去走路、洗澡、阅读杂志等）。

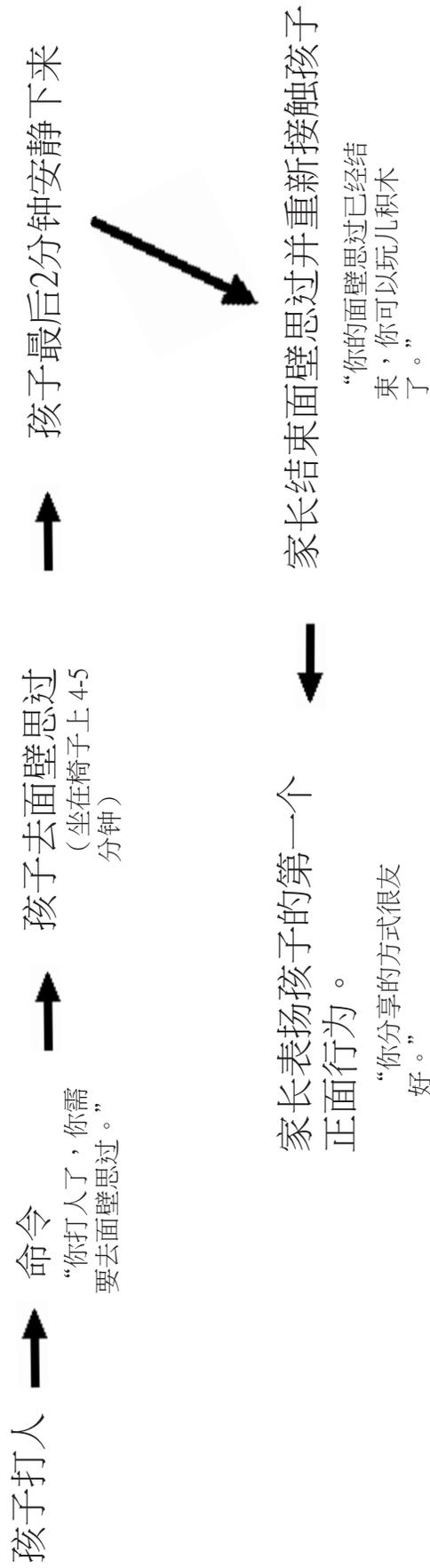
第10课：第4部分，面壁思过的后果

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侵害行为的面壁思过

年龄6-10岁的儿童

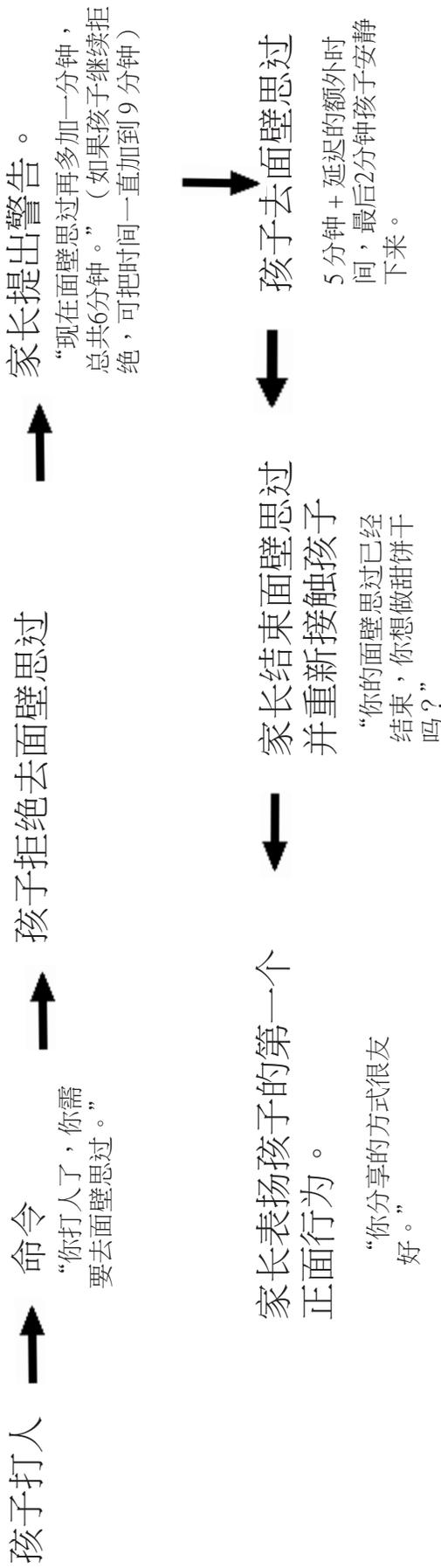
情形 #1：孩子去面壁思过



学龄儿童抗拒面壁思过

年龄6-10岁的儿童

情形 #2：孩子最初抗拒面壁思过



学龄儿童继续抗拒面壁思过

年龄6-10岁的儿童

情形 #2C：继续抗拒面壁思过

孩子打人

命令

“你打人了，你需要去面壁思过。”

孩子拒绝去面壁思过

家长提出警告。

“现在面壁思过再加一分钟。”（如果孩子继续拒绝，可把时间一直加到9分钟并给予警告）

家长解释后果。

“现在有10分钟了，如果你现在不去面壁思过，今天晚上就不能看电视。”

家长表扬孩子的第一个正面行为。

“你分享的方式很好。”

家长结束面壁思过并重新接触孩子

“你的面壁思过已经结束，来看看我给你做了什么甜食。”

孩子去面壁思过

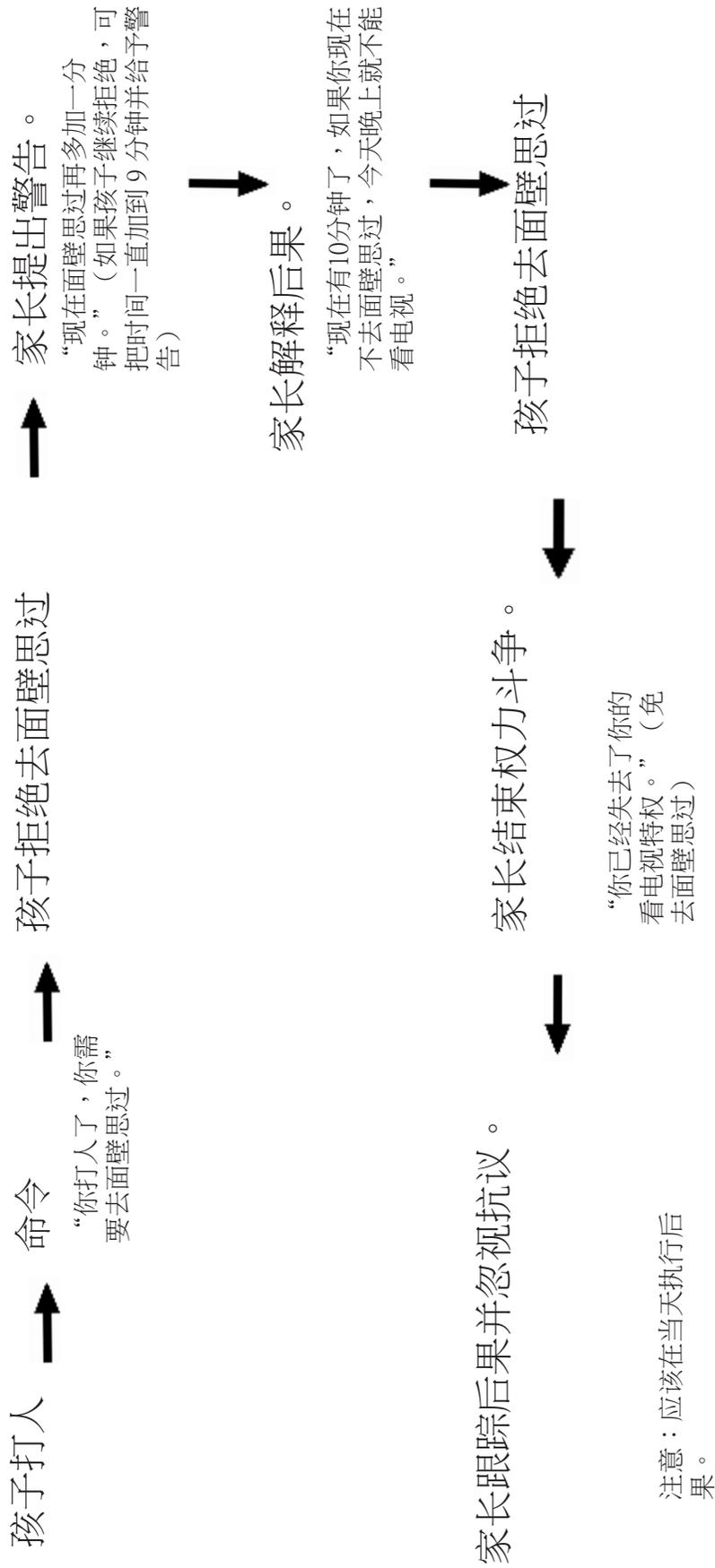
5分钟 + 额外时间，最多10分钟，最后2分钟孩子安静下来。

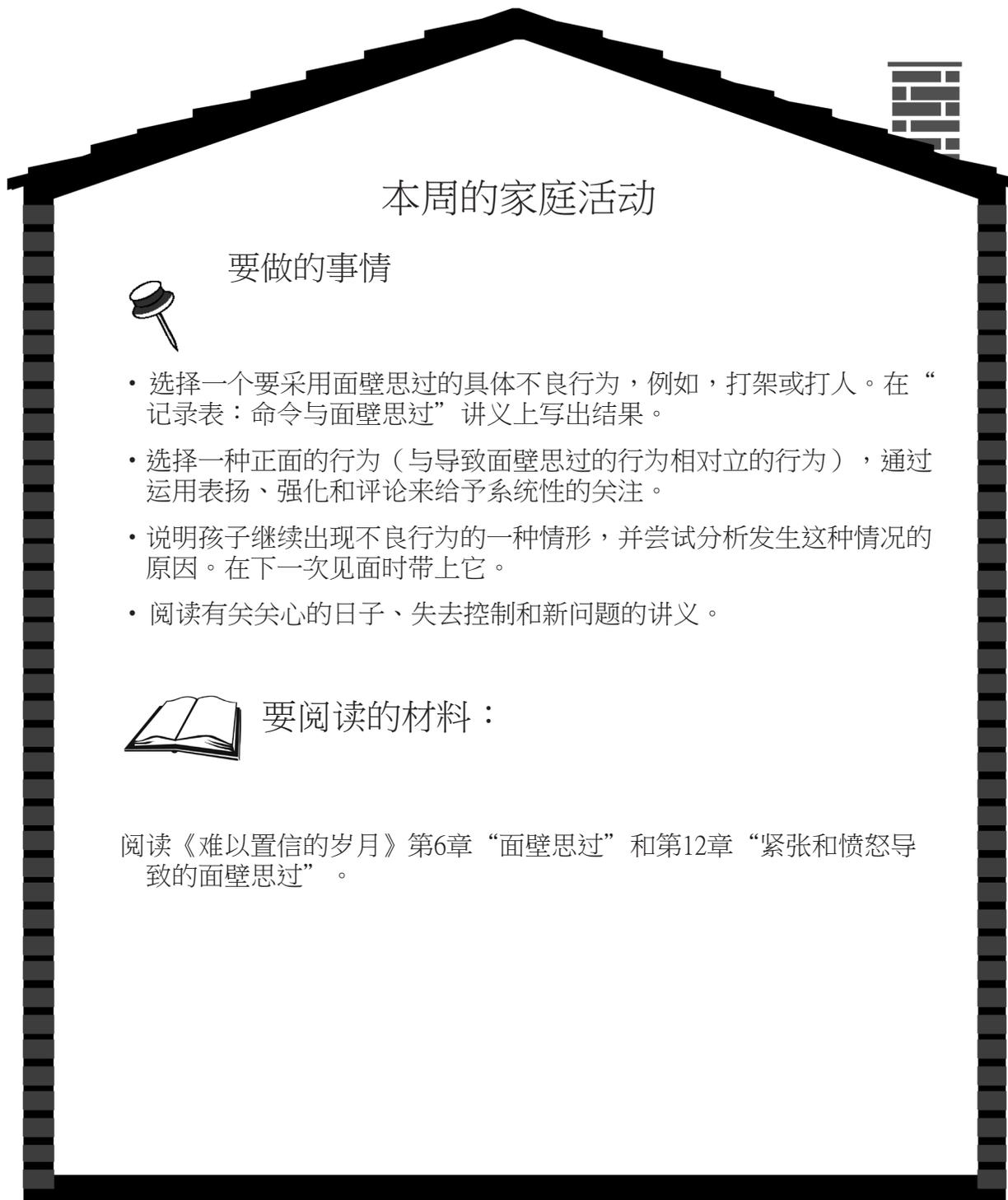
注意：在解释了后果之后，如果孩子不去，家长则可以用后果跟踪，免去面壁思过。

学龄儿童抗拒面壁思过

年龄6-10岁的儿童

情形 #2D：孩子继续拒绝去面壁思过。





注意：记着继续保持特殊时间！

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.



Handout

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

1. Step back from the situation for a moment and ask yourself:
 - What is my goal?
 - What am I doing now?
 - Is what I am doing helping me to reach my goal?
 - What do I need to do differently?

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

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

Upsetting Thoughts

“That child is a monster. That is ridiculous. He’ll never change.”

“I’m sick of being this mad. Things are going to change around here, or else.”

Calming Thoughts

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

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

Handout

WHAT TO DO WHEN NEW PROBLEMS ARISE

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

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

Reinforcements

(praise, tangible rewards, play sessions)

Discipline

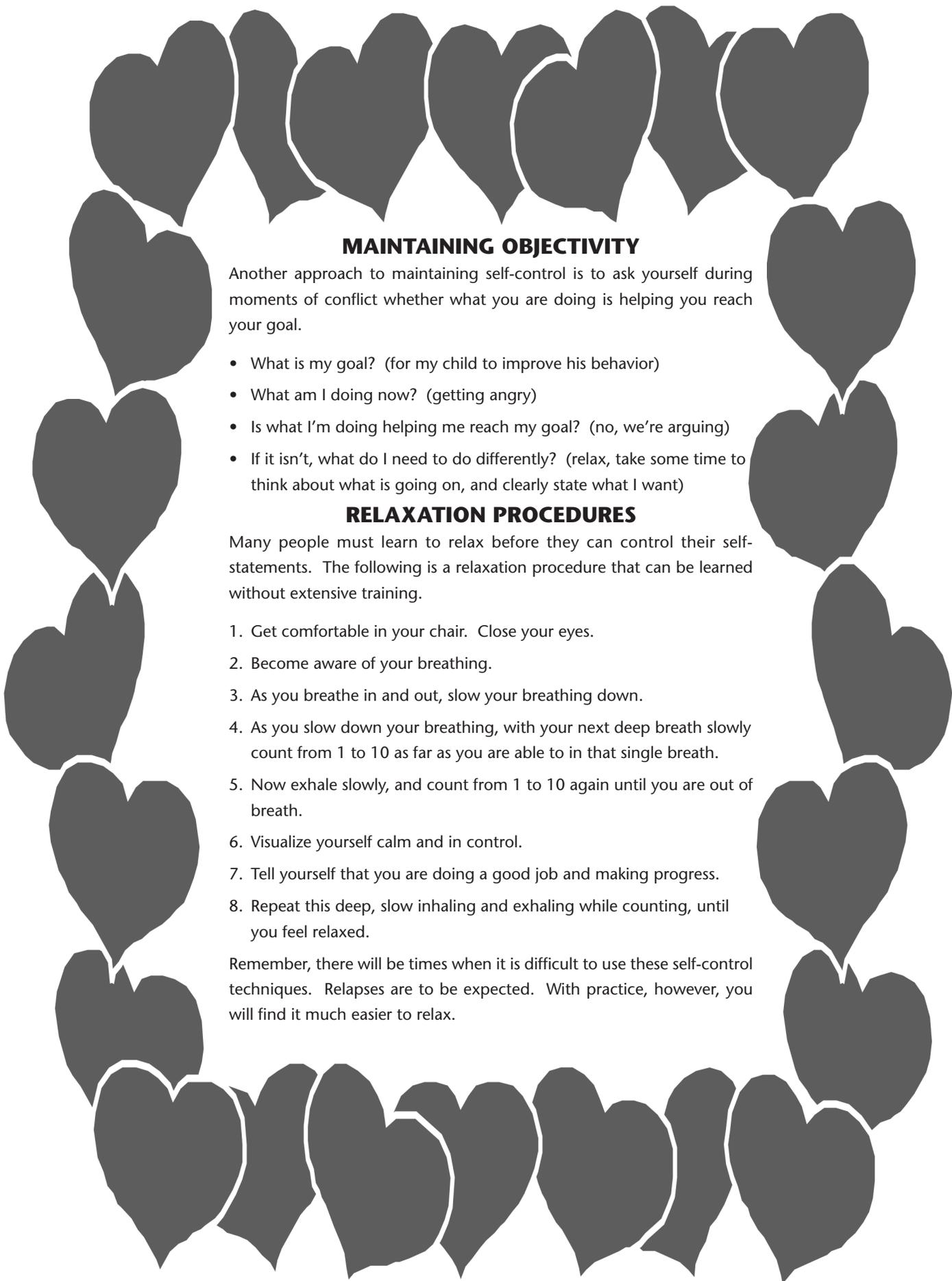
(ignore, Time Out, loss of privileges, work chores, logical consequences, problem solving)

Techniques that help parents maintain self-control

(self-talk, relaxation)

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

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



MAINTAINING OBJECTIVITY

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

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

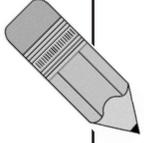
RELAXATION PROCEDURES

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

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

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

Home Activities

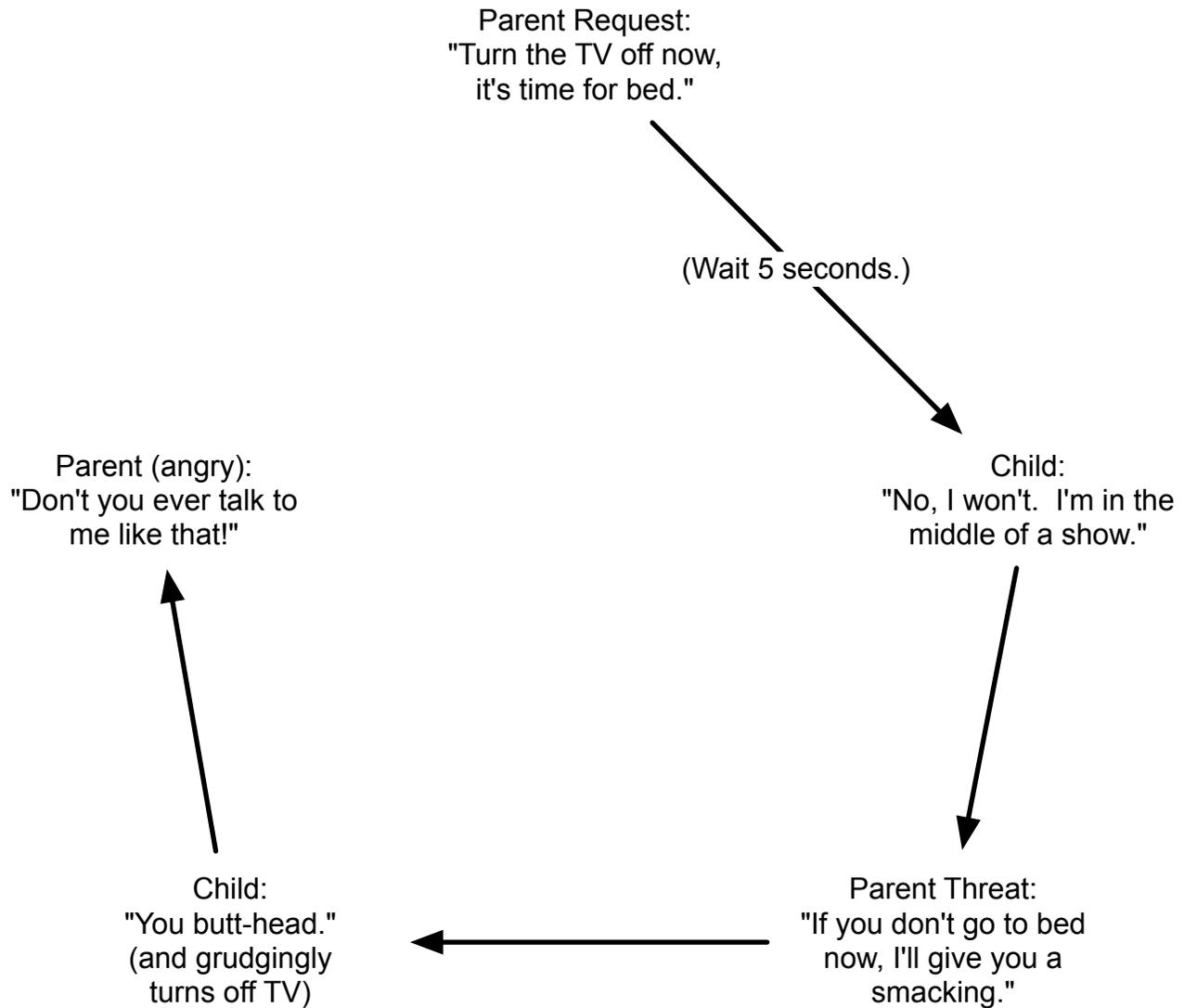


RECORD SHEET: COMMANDS AND Time Out

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

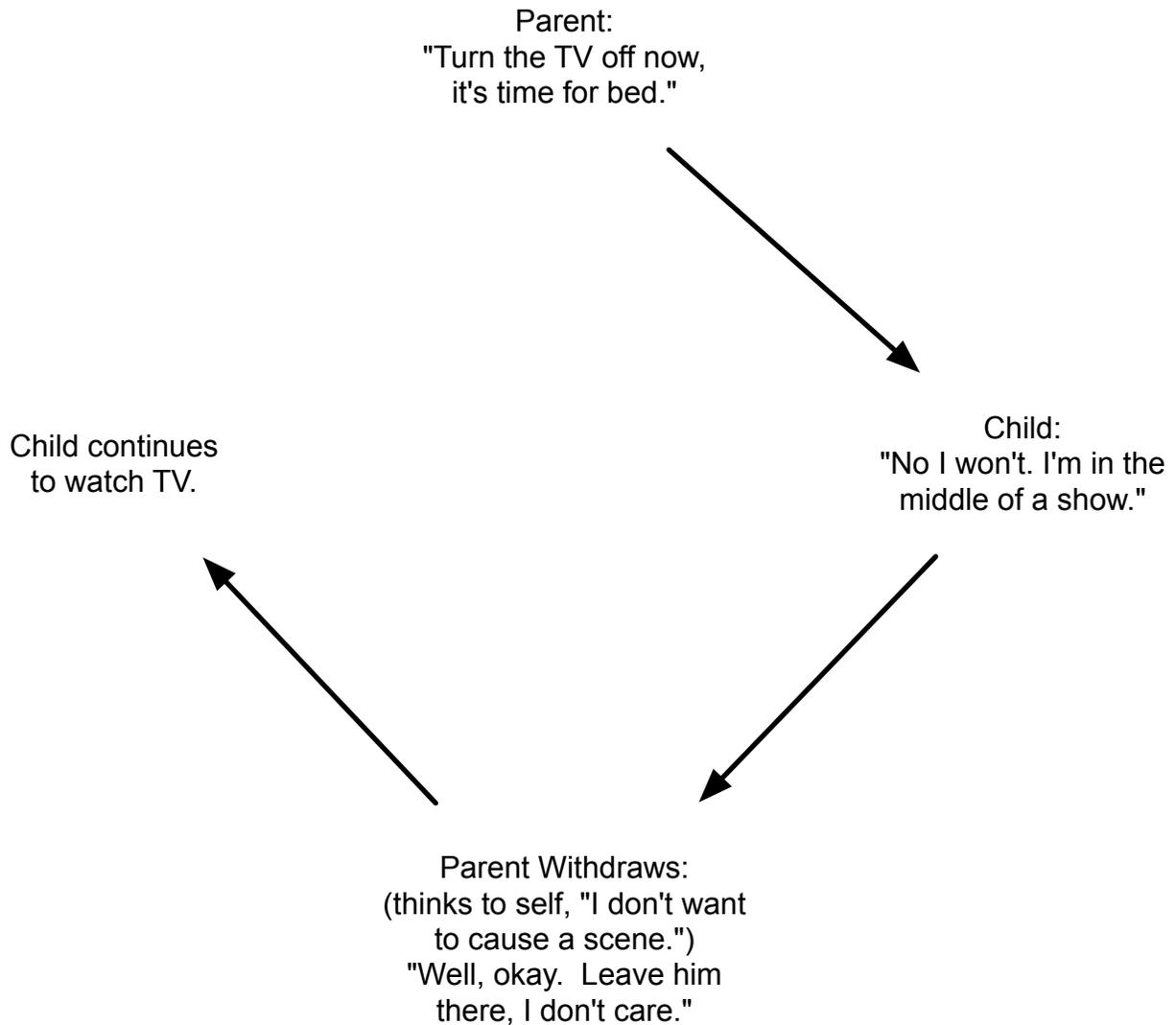
Scenario #1

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



Scenario #2

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





Brainstorm

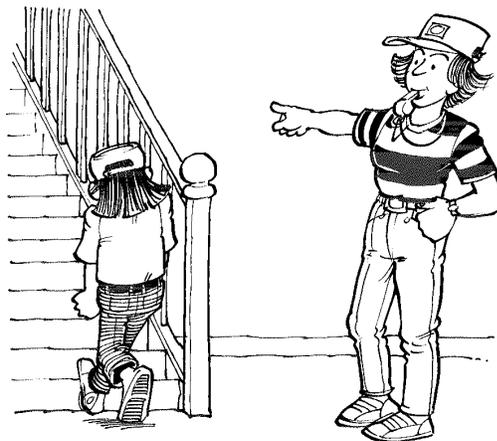
It is important to think about what behaviors will result in Time Out ahead of time. That way, when the behavior occurs, you are prepared to follow through with the Time Out. It is also important for children to know which behaviors will result in Time Out. Try brainstorming some of these here:



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

advantages

disadvantages

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...



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.

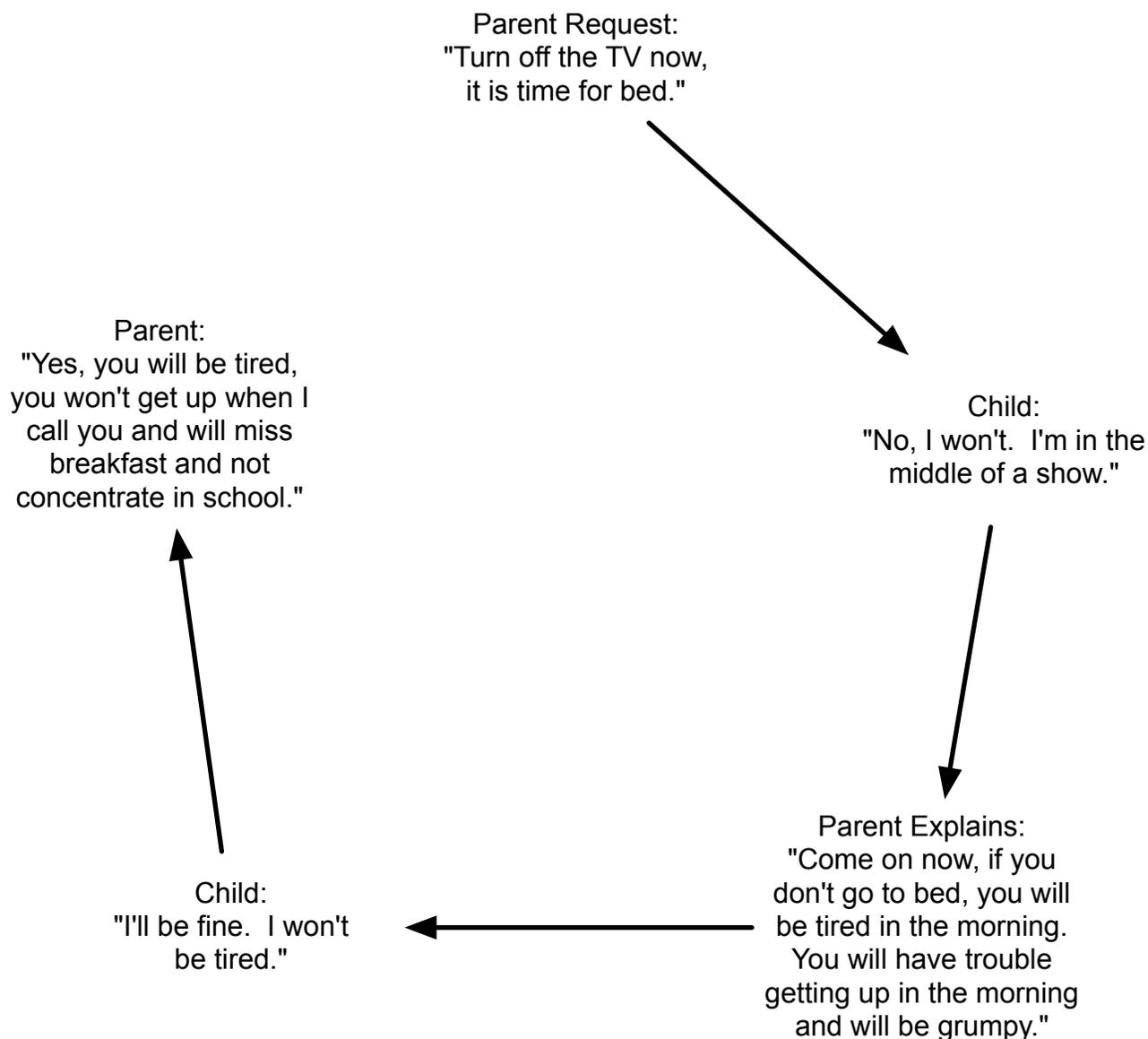


My emotional responses when giving Time Out	Strategies to stay calm



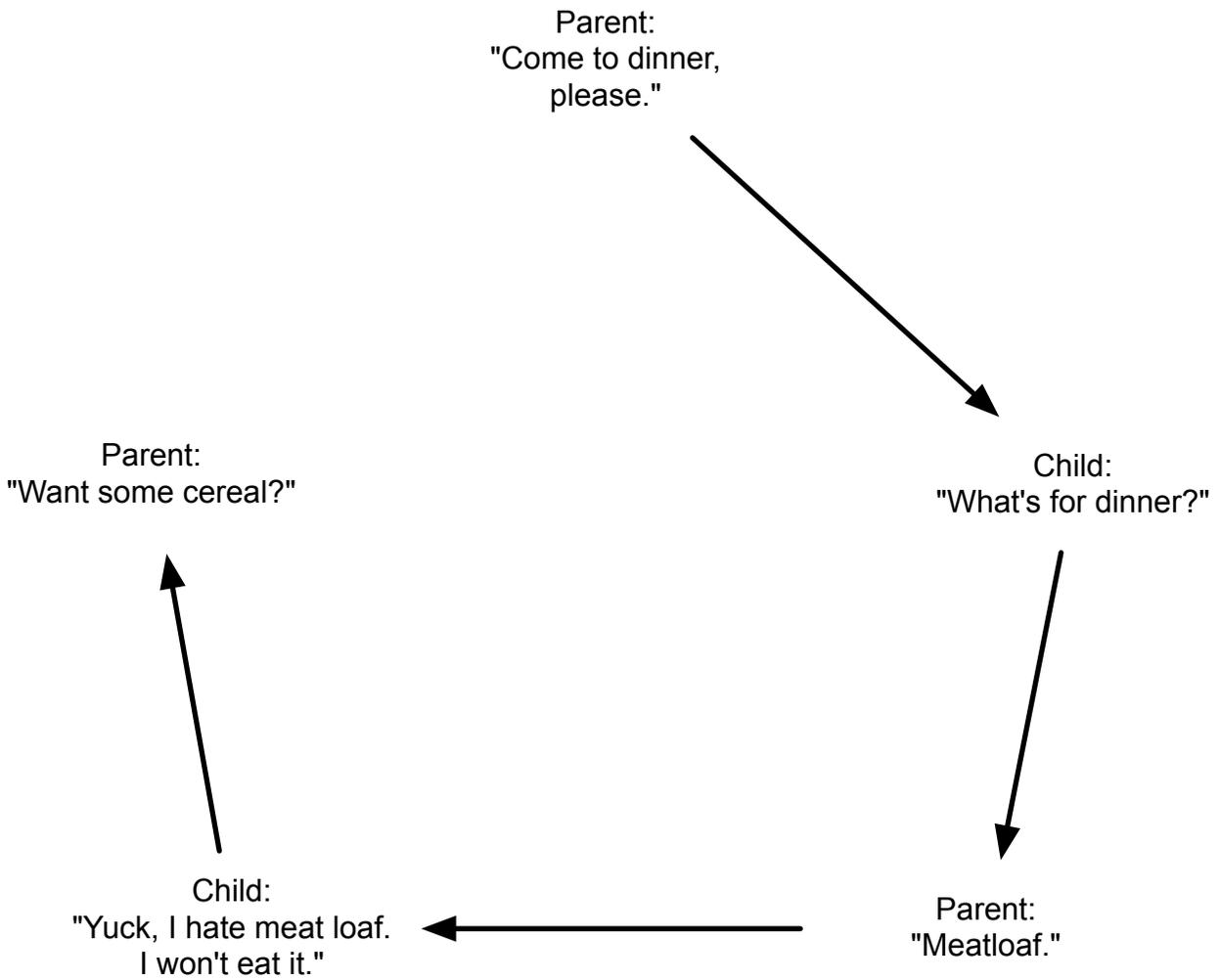
Scenario #3

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

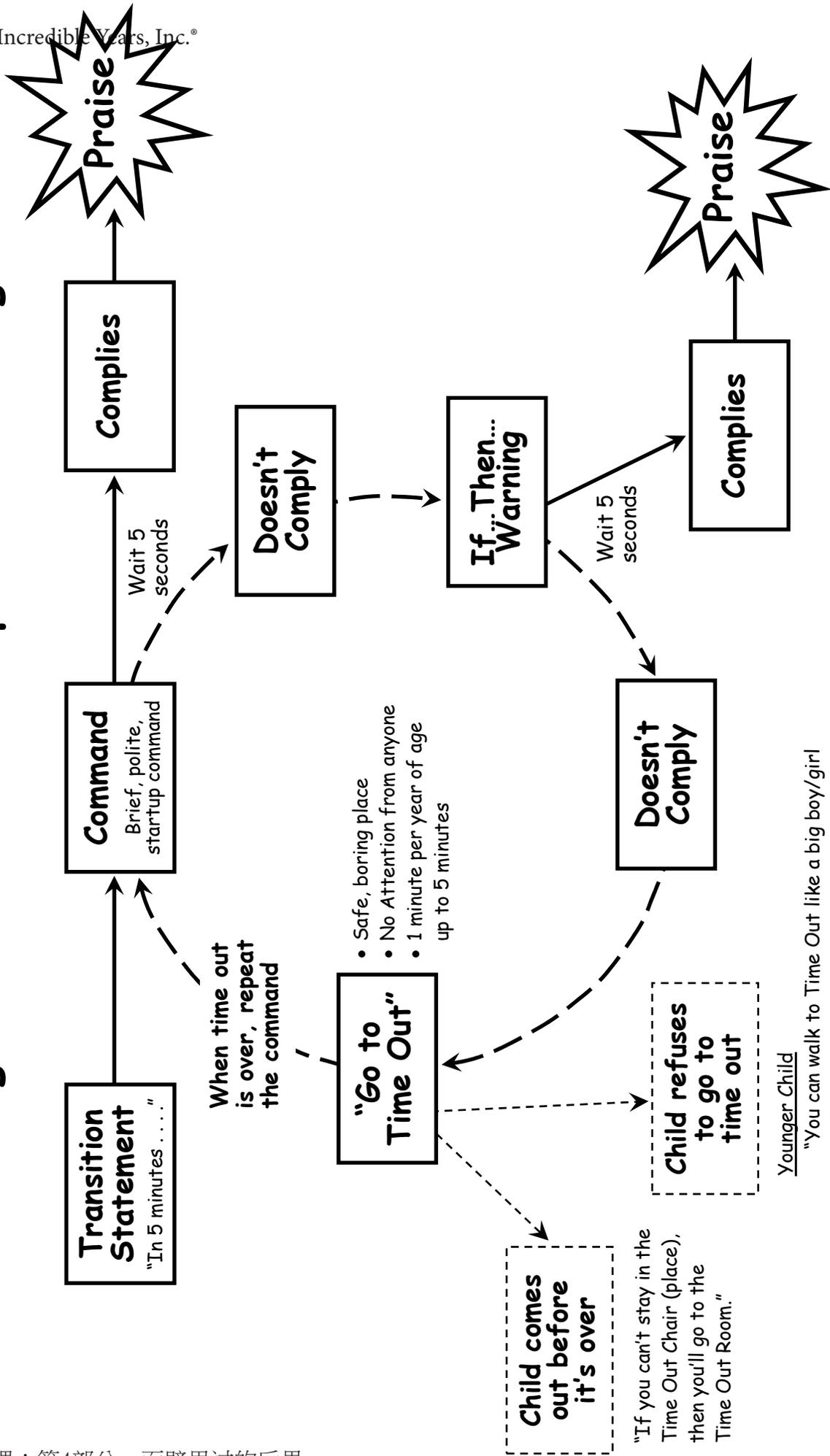


Scenario #4

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

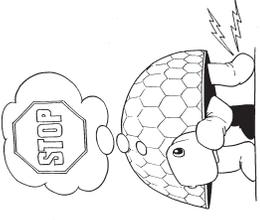


Using Time Out for Compliance Training



冰箱贴条

教给孩子学会控制愤怒情绪



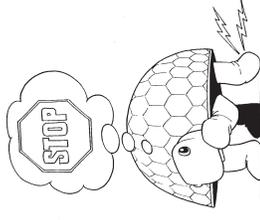
- 注意孩子开始变得沮丧和愤怒的时刻。
- 鼓励孩子倾诉他或她的感受。
- 示意孩子说：“告诉你自己停止，冷静下来，并做三个深呼吸。”
- 鼓励孩子使用正面的自我对话，说：“告诉你自己，我正在冷静下来，我可以处理这种情况”，或者“每个人都会犯错误，我只要练习就能做到。”
- 每当你注意到孩子能够自我控制和适当表达感受时，就给予表扬。
- Model self-control and appropriate feeling talk.

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第10课：第4部分，面壁思过的后果

冰箱贴条

教给孩子学会控制愤怒情绪

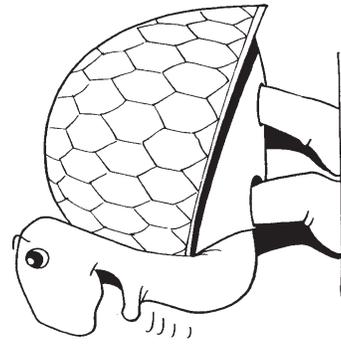
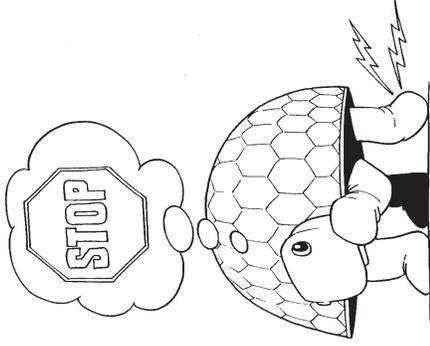
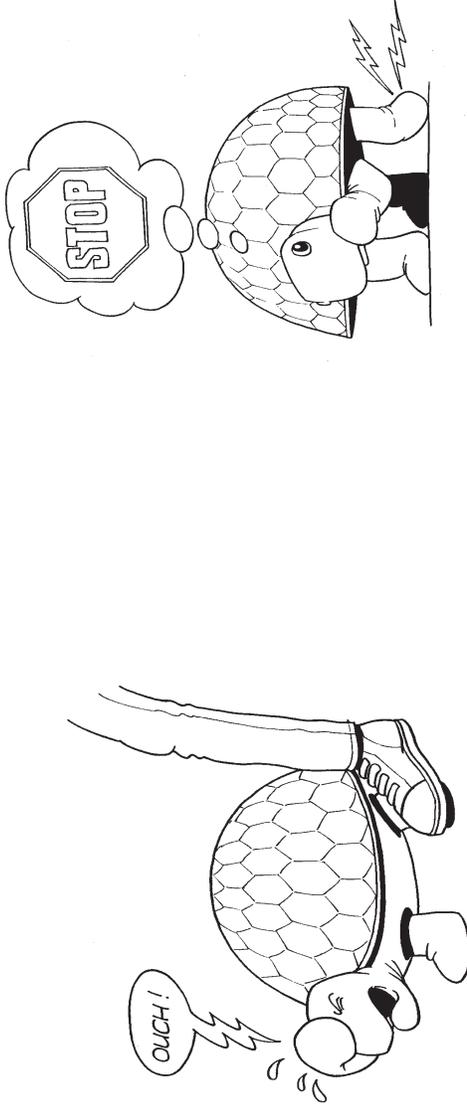


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- 示意孩子说：“告诉你自己停止，冷静下来，并做三个深呼吸。”
- 鼓励孩子使用正面的自我对话，说：“告诉你自己，我正在冷静下来，我可以处理这种情况”，或者“每个人都会犯错误，我只要练习就能做到。”
- 每当你注意到孩子能够自我控制和适当表达感受时，就给予表扬。
- Model self-control and appropriate feeling talk.

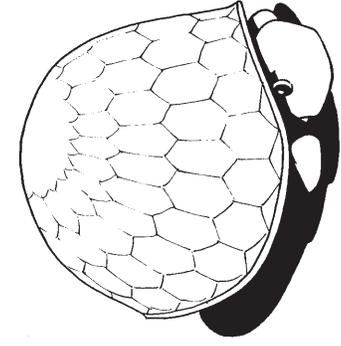
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第10课：第4部分，面壁思过的后果

Tiny's Anger Management Steps

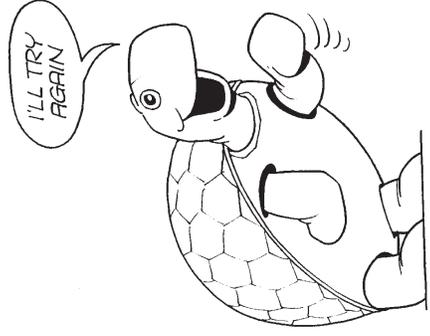


3 Take a slow breath



4 Withdrawing into shell

2 Think STOP



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

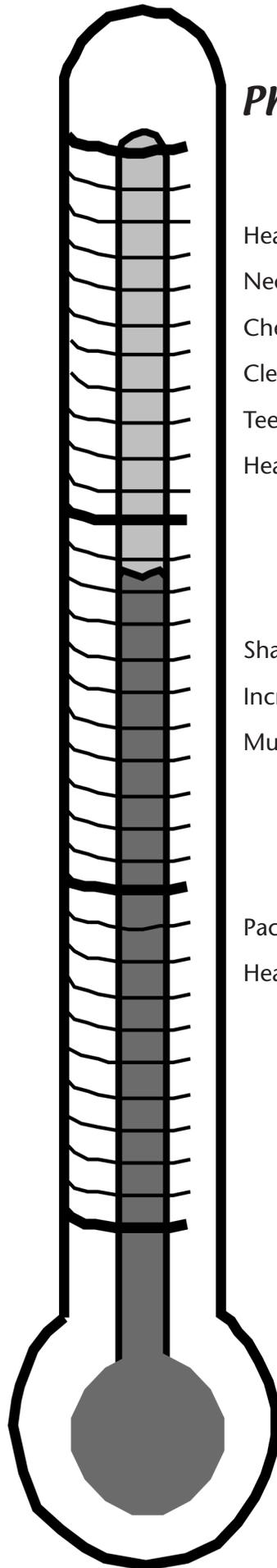
Yelling
Hitting

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

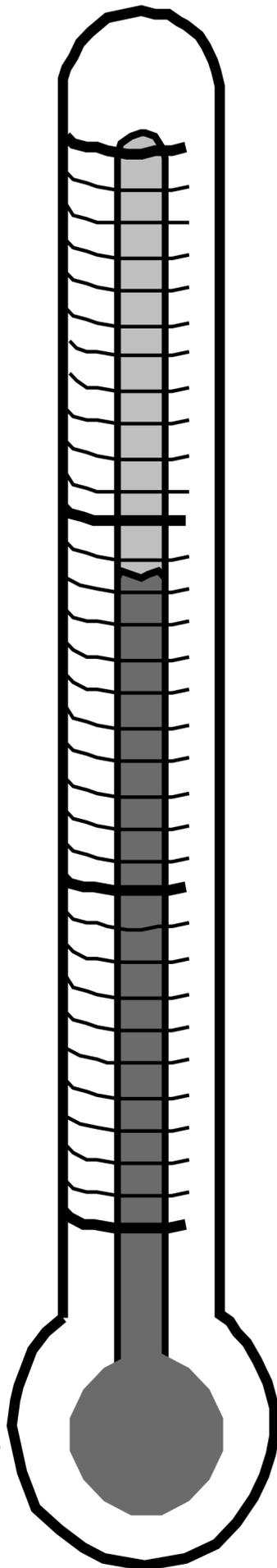
Calm

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.

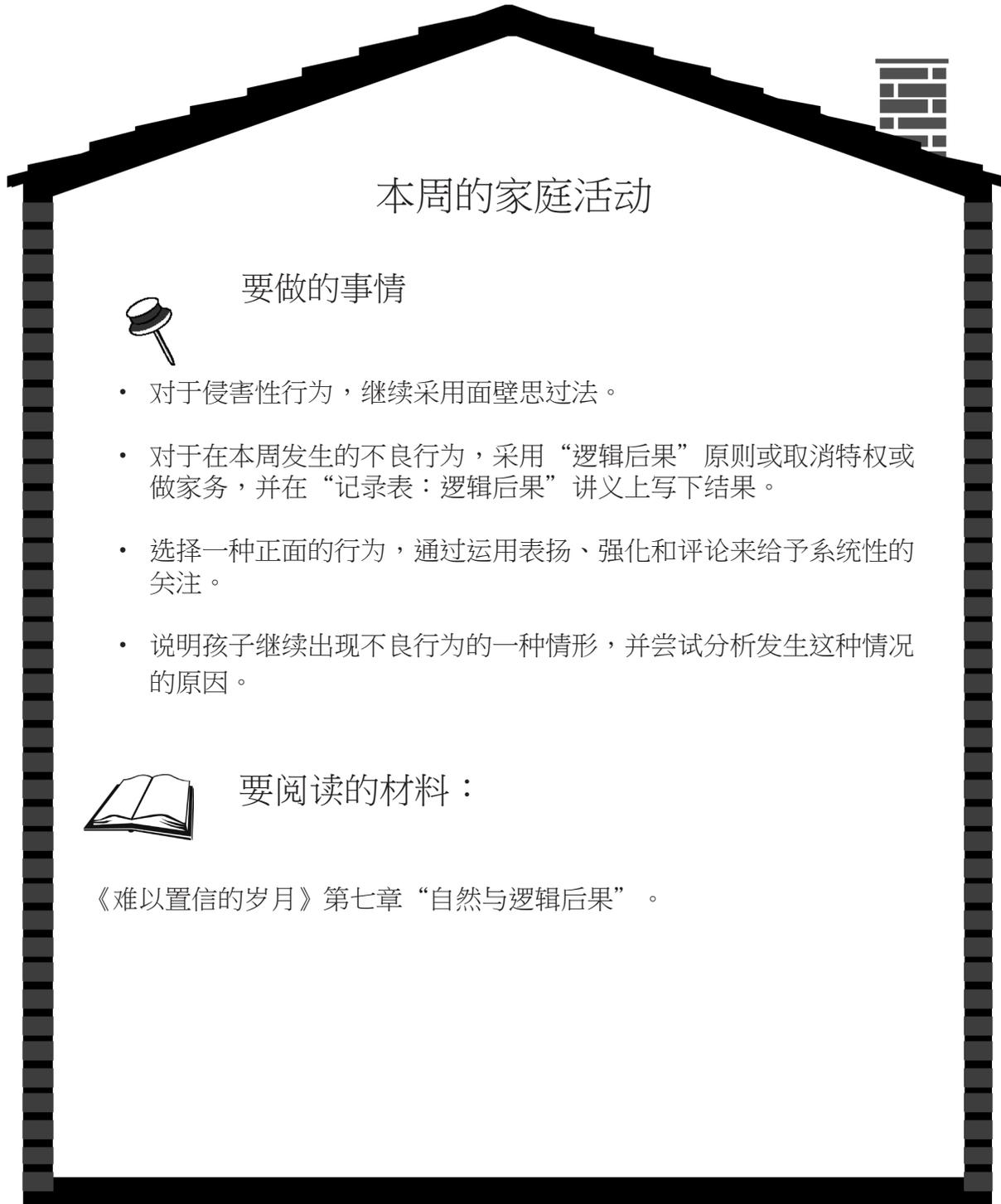
It's not working to stay calm.
It's useless...
There's no point in doing anything for him/her.
It never helps.
No matter what I do, nothing changes.
S/he just throws it back at me.
I deserve this for what I did when...

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

第10课：第5部分，逻辑后果



注意：记着继续保持特殊时间！

像侦探那样工作的家长：看看你学到了什么！

本周的家庭活动



要做的事情:

针对下列不良行为你希望使用的策略列出一个清单，添加你希望管理的其它不良行为。

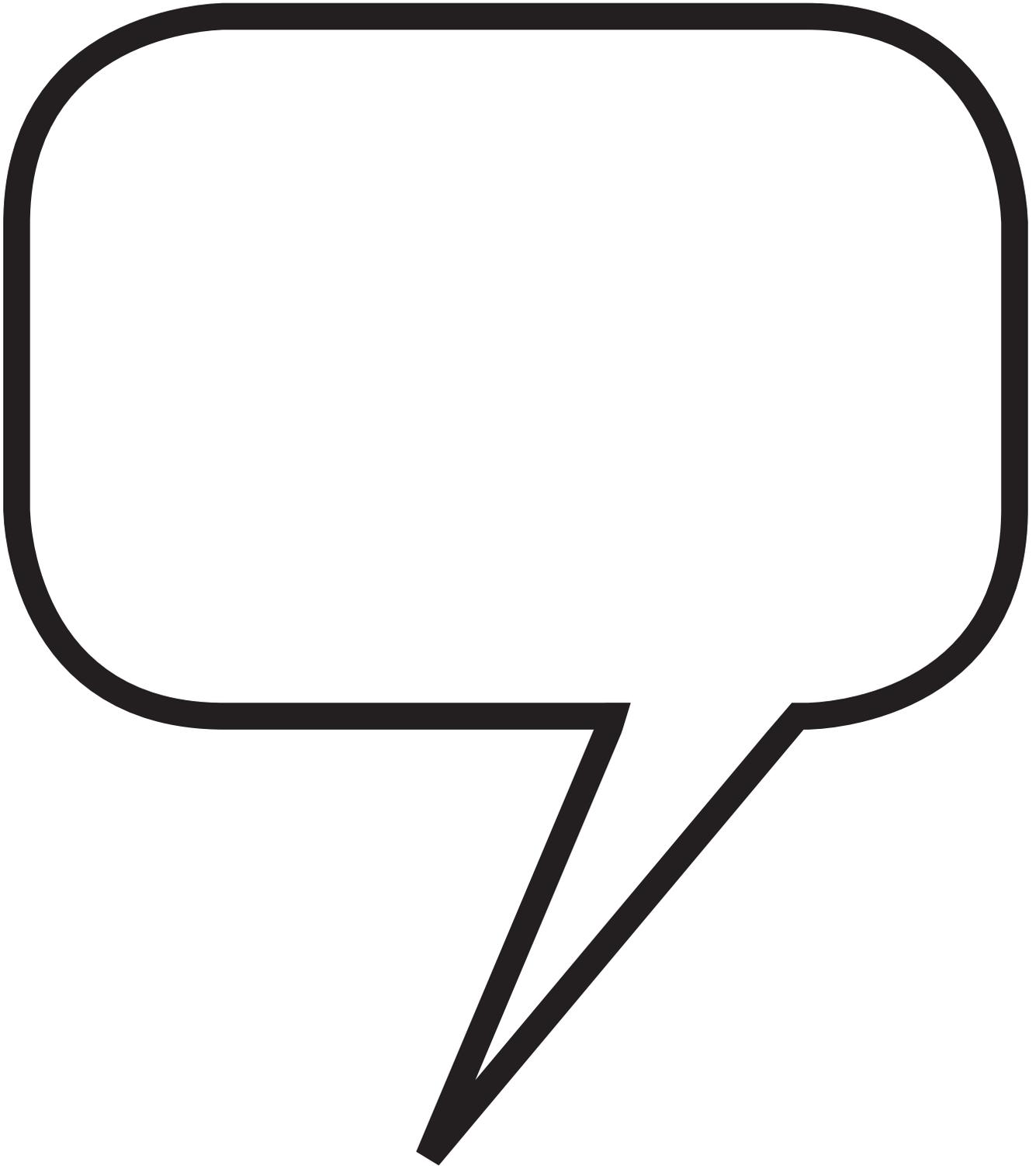
不良行为

1. 打人和推搡
2. 拒绝做家长要求做的事
3. 偷窃
4. 撒谎
5. 拒绝做家庭作业
6. 下学后不按时回家
7. 花言巧语/争辩
8. 抗拒做功课
9. 肚子痛和头疼
10. 不专心和冲动
11. 把家庭活动室弄得太乱

纪律策略

像侦探那样工作的家长：看看你学到了什么！

本周的家庭活动	
 要做的事情:	
针对下列不良行为你希望使用的策略列出一个清单，添加你希望管理的其它不良行为。	
不良行为	纪律策略
12. 批评/与兄弟姐妹打架	_____
13. 没有做家务	_____
14. 错过校车	_____
15. 将自行车、 其它玩具和其它体育设备留在室外	_____
16. 泄怒/尖叫	_____
17. 看电视或玩电脑游戏过多	_____
18. 把老师的通知条藏起来	_____
19. 像年龄更小的小孩一样的行为	_____
20. 拒绝在睡觉时间上床	_____
21. 在没有完成家庭作业/家务之前给 朋友打电话或接听电话	_____
22. 发誓	_____



Handout

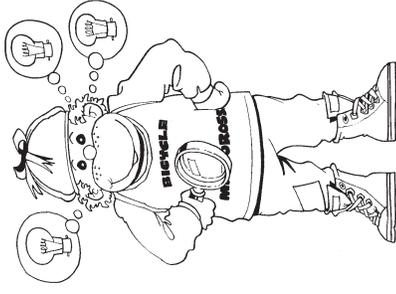
SELF-TALK IN PROBLEM SITUATIONS

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

Problem Situation: _____

The form consists of two large, rounded rectangular boxes with a drop shadow, designed to look like speech bubbles. The left box is labeled ***Upsetting Thoughts*** and the right box is labeled ***Calming Thoughts***. Both boxes have a pointed tail at the bottom, pointing downwards and outwards. The boxes are intended for the user to write their responses to the problem situation.

冰箱贴条 关于自然与逻辑后果

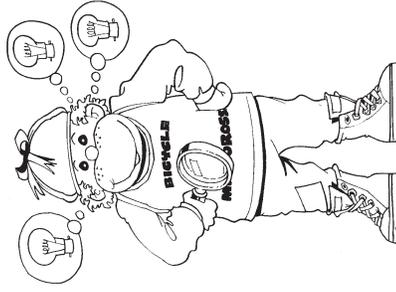


- 使后果与年龄相当并且公平。
 - 确定你可以承受你设定和后果。
 - 立即执行后果。
 - 让孩子提前选择后果。
 - 使后果成为自然结果而不是惩罚。
 - 在可能的情况下让孩子参与。
 - 友好与正面。
 - 采用简短扼要的后果。
 - 迅速提供新的学习机会以取得成功。
- 记住，一旦后果执行结束，立即完全重新开始。

第10课：第5部分，逻辑后果

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冰箱贴条 关于自然与逻辑后果

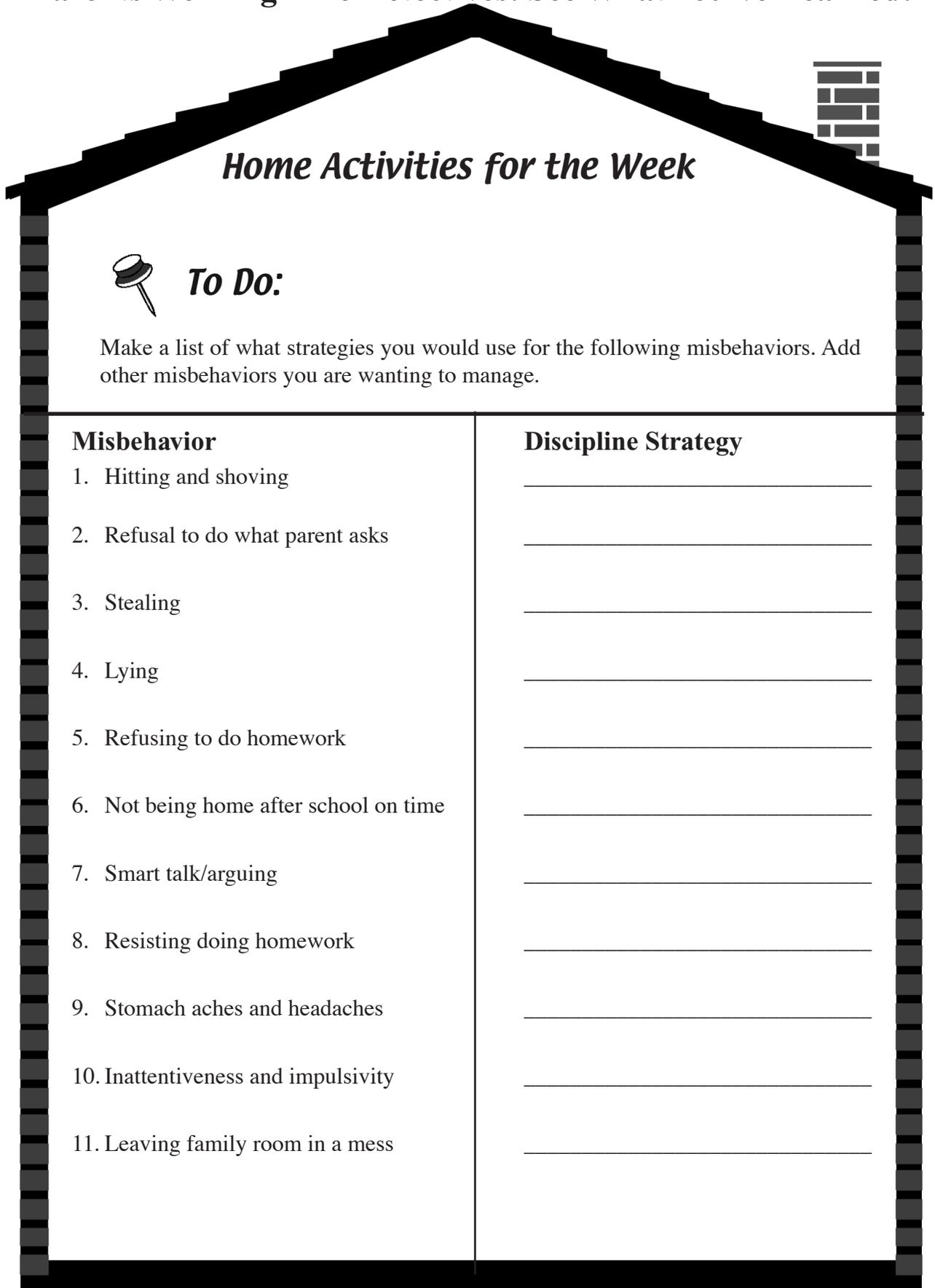


- 使后果与年龄相当并且公平。
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- 记住，一旦后果执行结束，立即完全重新开始。

第10课：第5部分，逻辑后果

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



Home Activities for the Week

 **To Do:**

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

Misbehavior	Discipline Strategy
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	_____

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	_____

Handouts & Refrigerator Notes

第8课：第1部分，提高阅读技巧

冰箱贴条 关于阅读



- 提问开放式问题 — 让孩子预测“下一步会发生什么？”之类的问题。
- 当孩子阅读时，避免命令和纠正。
- 为孩子创造机会来复述那些他们已经记住的故事。
- 让孩子尽可能经常地重读这些故事。
- 鼓励孩子写出他们自己的故事或给你听写这些故事。
- 经常给孩子阅读并让他们看到你在阅读。
- 鼓励孩子自编自演故事。
- 与孩子分享有关你自己在儿童时代学习的正面记忆。
- 当他们还是幼儿的时候就开始给他们读书。
- 提供各种类型的书 — 例如民间故事、诗词、信息类书籍、幻想、语言和探险故事。
- 将故事中的情节与个人经历相联系。
- 给他们讲你自己小时候的故事。

冰箱贴条 关于阅读

- 提问开放式问题 — 让孩子预测“下一步会发生什么？”之类的问题。
- 当孩子阅读时，避免命令和纠正。
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- 将故事中的情节与个人经历相联系。
- 给他们讲你自己小时候的故事。

本周的家庭活动



要做的事情

- 继续与孩子一起渡过“特殊时间”。
- 每天给孩子至少阅读10分钟。与孩子交谈他/她喜欢哪类书籍，选择一本一起阅读。
- 在下个月中至少参与一项学校活动 — 例如：
 - 校外参观，
 - 参加一次学校会议，
 - 为班级读书或提供其它帮助，或是
 - 让你自己熟悉孩子的课程和日常活动。

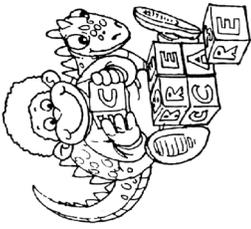


要阅读的材料：

讲义和《难以置信的岁月》第3部分第15题“认真读书以提高你的孩子的阅读技巧”。

冰箱贴条

认真 (CARE) 读书的结构元素



代表评论 (Comment), 用描述性评论来描述图片。轮流交互评论, 鼓励孩子谈论图片, 让他/她成为讲故事的人。

C

“A”代表提问 (Ask), 提问开放式问题。

“你在这一页上看到了什么?”

(观察并报告)

“这里正在发生什么?” (讲故事)

“那是一幅什么图片?”

(提高学习技能)

“她现在感觉如何?” (探索感觉)

“下一步会发生什么?” (预测)

A

代表反应 (Respond), 对孩子的思考和反应做出表扬和鼓励的反应。

“那是正确的!”

“你真的在思考这个问题。”

“哇, 你对这个懂得很多。”

R

代表展开 (Expand), 展开孩子说的话。

“是的, 我想他也感觉很高兴, 而且他可能还有一点害怕。”

“是的, 它是一匹马, 也叫做母马。”

“是的, 那个男孩要去公园, 你记得要去公园吗?”

E

冰箱贴条

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E

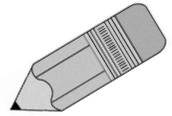
Handouts & Refrigerator Notes

第8课：应对孩子的气馁，第2部分



Brainstorm

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



Positive Forecasting Statements

Example:

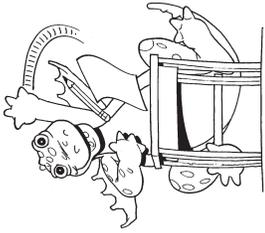
"If you keep practicing your reading with me each night, I bet before long you will be able to read a whole page by yourself."

Goal:

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

冰箱贴条

鼓励孩子学习要记住的要点



- 对孩子的功课保持浓厚的兴趣。
- 表扬并鼓励孩子沿着正确的方向所做出的努力（而不仅仅是只看最终结果）。
- 对于学习新东西而付出的努力设立切实的奖励计划。
- 热情关心孩子的学校项目。
- 与老师合作并参加学校的活动。
- 从容易的学习活动入手并在孩子感到适应之后逐渐增加挑战。
- 你的期望要符合实际 — 跟踪孩子的发展情况，了解他/她已经在哪些方面做好准备
- 注重孩子的强项儿不是他/她的弱项。
- 分享那些你在过去很难了解的东西。
- 为孩子未来的能力树立一个正面的形象。

第8课：应对孩子的气馁，第2部分

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冰箱贴条

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- 为孩子未来的能力树立一个正面的形象。

第8课：应对孩子的气馁，第2部分

©Carolyn Webster-Stratton

本周的家庭活动



要做的事情

- 继续与孩子一起渡过“特殊时间”。
- 每天至少花10分钟时间与孩子讨论他或她在学校的作业和项目，或是一起做家庭作业、阅读或做一项学习活动（例如画画、计划学校项目等）。
- 在下个月中至少参与一项学校活动 — 例如：
 - 校外参观，
 - 参加一次学校会议，
 - 为班级读书或提供其它帮助，或是
 - 让你自己熟悉孩子的课程和日常活动。
- 与你的搭档分享有关学校家庭作业的想法。



要阅读的材料：

讲义和《难以置信的岁月》中的第二章“正面关心、鼓励和表扬”。

用五星和贴纸奖励的行为例子：

下课后及时回家

与他人分享

读 10 分钟的书

只看 1 小时的电视

写信或写日记

给年龄较小的兄弟姐妹读书

让家长知道你在什么地方

遵守要求

在晚餐之前做家庭作业

关闭电视

摆好餐具准备吃饭

听故事或 CD

得到老师的好评

促进孩子的学习：家长作为“学习和持之以恒的教练”



“指导”是一种行之有效的方式，能够加强孩子的学习技能和坚持完成困难工作的能力。下面是一个各种学习概念和行为的列表，你可以在与孩子一起做与学校有关的活动时进行评论。用这个对照表来练习形容各种学习概念。

学习技能	例子
<input type="checkbox"/> 按时做家庭作业 <input type="checkbox"/> 安排阅读时间	<p>“你每天都在规定的时间做家庭作业。”</p> <p>“你安排的很好并且每星期都读一章，这样你就能按时读完这本书。”</p>
<input type="checkbox"/> 组织能力 <input type="checkbox"/> 爱护东西 <input type="checkbox"/> 寻求帮助	<p>“我喜欢你组织笔记本的方式，这很便于查看笔记。”</p> <p>“你桌上的所有东西（笔、尺、笔记本）都整理的很用心，这样就便于你工作。”</p> <p>“你善于在需要的时候请求帮助。”</p>
<input type="checkbox"/> 用功 <input type="checkbox"/> 专注、集中注意力 <input type="checkbox"/> 坚持、耐心	<p>“你在这个项目上很用功，而且在思考怎样才能井井有条。”</p> <p>“你很有耐心，并且尝试所有不同的方法来解决问 题。”</p>
<input type="checkbox"/> 遵循老师的指示 <input type="checkbox"/> 解决问题 <input type="checkbox"/> 再试 <input type="checkbox"/> 阅读 <input type="checkbox"/> 思维技能 <input type="checkbox"/> 聆听 <input type="checkbox"/> 用功/最佳工作 <input type="checkbox"/> 独立	<p>“你严格按照老师告诉的去做，你真听话。”</p> <p>“你努力思考如何解决这个问题，而且想出了一个很好的解决方法。”</p> <p>“所有这一切都是你自己琢磨出来的。”</p> <p>“你认真阅读并努力思考这个计划。”</p> <p>“你非常用功地在纸上写出最好的手写文字。”</p> <p>“你不知道那个词，所以你去查字典。”</p>

Handouts & Refrigerator Notes

Fostering Learning Habits and Routines

第8课：第3部分，培养孩子的学习习惯

冰箱贴条

关于培养孩子的学习习惯



- 制定一个下学后可预知的例行安排（例如零食、家庭作业或阅读、30分钟电视、玩）。
- 决定在什么时间、什么地方、什么方式及与谁一起做家庭作业。
- 监视你下学后的例行安排。
- 如果孩子拒绝服从有关电视或家庭作业的例行安排，则需要承担后果。
- 限制看电视的时间并鼓励每天花时间读书。
- 表扬孩子做家庭作业、关掉电视和阅读。
- 每天花一些正常的时间与孩子一起进行安静的学习活动。
- 使用“当...时，则...”命令来鼓励孩子读书和做家庭作业。
- 与孩子交谈当天学到了什么。
- 限制你自己花在电视、视频游戏和电脑游戏上的时间，做出花在这些活动上的适当时间的榜样。

注：对于没有家庭作业的孩子，考虑用这些时间进行一些安静的活动，例如读书、玩游戏、画画或玩橡皮泥等。

冰箱贴条

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- 使用“当...时，则...”命令来鼓励孩子读书和做家庭作业。
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注：对于没有家庭作业的孩子，考虑用这些时间进行一些安静的活动，例如读书、玩游戏、画画或玩橡皮泥等。

冰箱贴条 关于设定界限



- 不要给予不必要的命令。
- 一次只提一个要求。
- 你的期望要符合实际。
- 使用“做”要求。
- 要求要正面和有礼貌。
- 不要使用“别”命令。
- 给孩子足够的机会来达到要求。
- 给予警告和有益的提醒。
- 不要威胁孩子，使用“当...时，则...”命令。
- 在可能的情况下给孩子选择。
- 要求要简短扼要。
- 支持你的配偶的要求。
- 达到要求则给予表扬。
- 在家长与孩子管制之间力求取得平衡。
- 鼓励孩子解决问题。

第8课：培养孩子的学习习惯第3部分

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冰箱贴条 关于设定界限



- 不要给予不必要的命令。
- 一次只提一个要求。
- 你的期望要符合实际。
- 使用“做”要求。
- 要求要正面和有礼貌。
- 不要使用“别”命令。
- 给孩子足够的机会来达到要求。
- 给予警告和有益的提醒。
- 不要威胁孩子，使用“当...时，则...”命令。
- 在可能的情况下给孩子选择。
- 要求要简短扼要。
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第8课：培养孩子的学习习惯第3部分

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培养良好的学习习惯和例行活动

“可预知例行活动的重要性”

本周的家庭活动



要做的事情

- 继续与孩子一起渡过“特殊时间”。
- 设定下学后的正常家庭作业例行时间。与你的孩子们一起将这些活动写下来并讨论，把它张贴在孩子们能看到的地方（在什么地方、什么时间及与谁一起做家庭作业，在下次会面时带上计划。）
- 计划你将如何监视这种例行活动。
- 表扬孩子遵守例行安排和/或设立一个便于落实的奖励计划。
- 使用家庭规则讲义来建立一些关于电视或电脑时间及家庭作业方面你认为最重要的规则。将这些规则写在家庭规则讲义上并将在下次会面时带上该列表。



要阅读的材料：

- 讲义和《难以置信的岁月》第3部分第一个难题“掌握孩子的屏幕时间”。

用五星和贴纸奖励的行为例子：

下学后及时回家

与他人分享

读 10 分钟的书

只看 1 小时的电视

写信或写日记

给年龄较小的兄弟姐妹读书

让家长知道你在什么地方

遵守要求

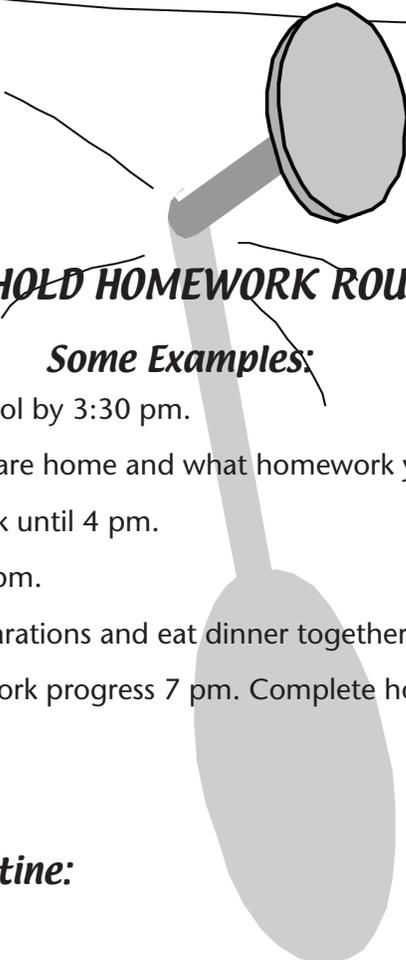
在晚餐之前做家庭作业

关闭电视

摆好餐具准备吃饭

听故事或 CD

得到老师的好评



HOUSEHOLD HOMEWORK ROUTINE

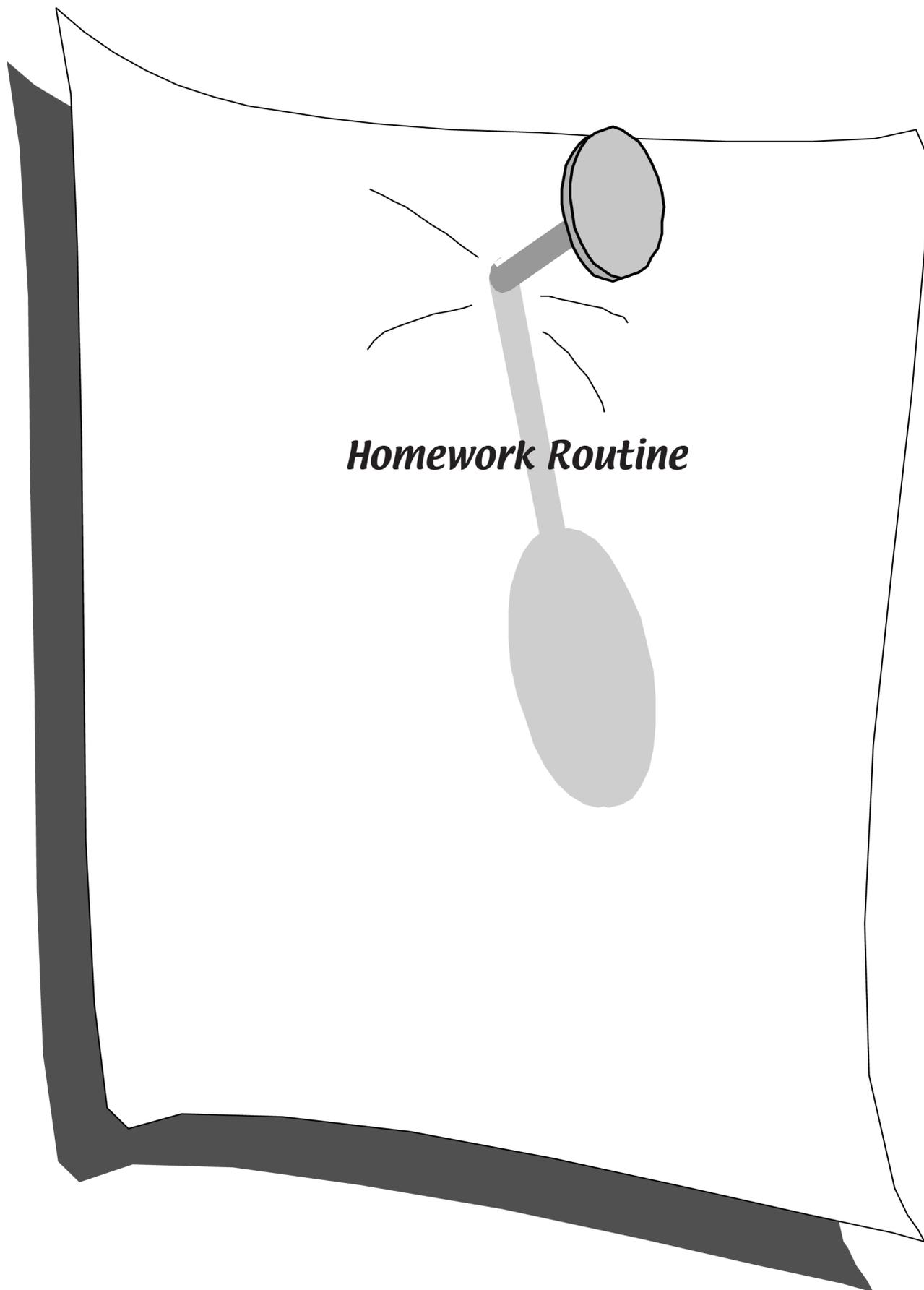
Some Examples:

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.

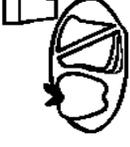


After School Routine

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

ChoreCards

After School Routine

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- Check book bag  _____
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- _____

ChoreCards

家庭作业

把书包拿到桌子旁 

把铅笔/纸盒拿到桌上  

拼写 

算术 

写作 

如果没有家庭作业则读书或做艺术项目30分钟

ChoreCards

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ChoreCards

Handouts & Refrigerator Notes

第8课：第4部分，家长表现出对学校的兴趣

表现出对学校的兴趣



注意：记着继续保持特殊时间！

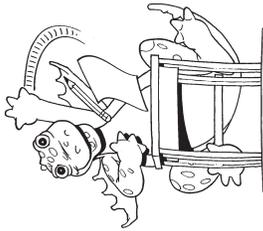
冰箱小貼

增強孩子的語言能力，為入學前的閱讀技能做好準備： 家長作為“學術和持久能力培訓”的教練



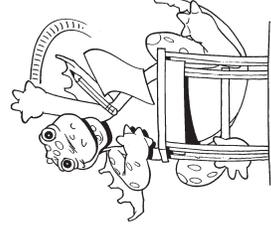
“描述性評語”是一種增強孩子語言能力的有效方法。以下列表中的動作、行為和物件都可以與孩子遊戲時加以描述。用以下列表練習描述性評語的概念。

物件和行動	實例
_____ 顏色 _____ 數量 _____ 形狀 _____ 物件的名稱 _____ 尺寸（長、短、高、 比較……小、比較……大 等等） _____ 位置（在……的上面、 下面、旁邊、跟著、 頂部、後面等等）	“你有紅色小車和黃色卡車。” “這裡有一隻、兩隻和三隻恐龍形成一排。” “現在，方形的樂高拼合在圓形樂高上。” “這個火車比軌道長。” “你把小螺絲放到正確的圈洞中。” “藍色的積木在黃色四方形的旁邊，紫色的三角形在那個長長的紅色長方形頂部。”
持久性	
_____ 努力工作 _____ 集中、專注 _____ 保持冷靜和耐心 _____ 再試一次 _____ 解決問題 _____ 思維技巧 _____ 閱讀	“你在努力拼圖，想一想這一塊應該放在哪兒。” “你真有耐性，嘗試各種不同的方法，把那一塊放入正確位置。” “你正保持冷靜，再試一次。” “你一直努力思考如何解決這個問題，並想出一個很好的辦法造一隻船。”
行為	
_____ 遵從家長的指示 _____ 聆聽 _____ 獨立 _____ 探索	“你完全照我所說的去做，你真的學會聆聽別人。” “你完全靠自己解決了那個問題。”



REFRIGERATOR NOTES 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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