



© **The**  
**Incredible**  
**Years**<sup>®</sup>

*Parents and Toddlers Series*



**AGENDAS AND CHECKLISTS  
FOR EACH SESSION**

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## *Important Notes to Remember*



**NOTE:** These agendas and checklists are the minimum number of sessions to be provided.



**NOTE:** Use of these protocols is required for group leader certification/accreditation in this program. See more information on the Incredible Years® website, [www.incredible-years.com](http://www.incredible-years.com)



**NOTE:** Agendas and Checklists in this section may be kept as master copies and may be photocopied for reuse in Incredible Years® classes. You may only use these agendas/checklists for the Incredible Years® Toddler program parenting classes. You must maintain all copyright information on the agendas and checklists and you may not alter any of the content. These forms are also available on our website, [www.incredibleyears.com](http://www.incredibleyears.com) (in *Group Leader Resources* section).

## ***Tailoring the Incredible Years® Parenting Programs to the Parent Population (Toddler version)***

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

### ***Prevention Program***

For group leaders who are offering the Incredible Years® Toddler programs as a prevention program, it is recommended that you follow the protocols as outlined here. It will take 12–14, 2-hour sessions for the toddler program. The vignettes shown in these protocols are applicable for parents of children ages 0-3 years.

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

- Parents of typically developing children who readily grasp the parental attention and child-directed play concepts will be able to complete these programs as outlined in the session protocols.
- For parents for whom child-directed play, coaching, and play concepts are new and unfamiliar, it is recommended that group leaders spend additional sessions practicing these skills in small groups.
- For parents who have toddlers with some aggressive behavior problems the group leader will want to spend more time on the limit setting and handling misbehavior programs as well as the coaching programs. For parents who usually resort to spanking and hitting, it will be helpful to add several sessions to cover the discipline material adequately.
- For less experienced families and families referred for child abuse or neglect, more time will need to be spent on topics such as normal developmental milestones as well as on the child-directed play and coaching topics in order to promote positive parent-baby attachment and realistic expectations. In addition more emphases may be given to the baby and toddler-proofing safety topics.

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

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

The following outline is a suggested guideline for completing the entire program in 13–14, 2-to 2½-hour weekly sessions. If you do not complete all the vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you might find it takes longer to complete the program.

## ***Parents and Toddlers Series Outline***

The following outline is a suggested guideline for completing the entire program in 13, 2-hour weekly sessions. If you do not complete all the vignettes in a session, you can continue showing them in the next session. Be sure to pace the learning according to parents' background knowledge and experiences.

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

Vignettes: Part 1, 1–12

***Session Two: Promoting Toddlers' Language with Child-Directed Coaching***

Vignettes: Part 2, 1–9

***Session Three: Promoting Toddlers' Language with Child-Directed Coaching, cont'd.***

Vignettes: Part 2, 10–16

***Session Four: Social and Emotional Coaching***

Vignettes: Part 3, 1–8

***Session Five: Social and Emotional Coaching, cont'd.***

Vignettes: Part 3, 9–16

***Session Six: The Art of Praise and Encouragement***

Vignettes: Part 4, 1–15

***Session Seven: Spontaneous Incentives for Toddlers***

Vignettes: Part 5, 1–6

***Session Eight: Handling Separations and Reunions with Toddlers***

Vignettes: Part 6, 1–5

***Session Nine: Positive Discipline-Effective Limit Setting***

Vignettes: Part 7, 1–13

***Session Ten: Positive Discipline-Effective Limit Setting, cont'd.***

Vignettes: Part 7, 14–25

***Session Eleven: Positive Discipline-Handling Misbehavior***

Vignettes: Part 8, 1–7

***Session Twelve: Positive Discipline-Handling Misbehavior, cont'd.***

Vignettes: Part 8, 8–15

***Session Thirteen: Review and Celebration***





## Incredible Years® Toddlers' Program

# Outline—Session One

### *Child-Directed Play Promotes Positive Relationships*

#### **I. Welcome**

Greet each parent.

Leaders introduce themselves.

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

#### **II. Introductions**

Find out group members' names, ages of toddlers and personal goals.

Write parents' goals on board or poster so you and group can refer back to them. (Record in Parents Thinking Like Scientists goal sheet.)

#### **III. Ground Rules**

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

Agree on rules for group, and post rules each week.

#### **IV. Program Goals and Topics**

Give an overview of the program, its general goals, topics and format. (show pyramid)

#### **V. Topic of Day: Child-directed Play Promotes Positive Relationships**

- A. Buzz or brainstorm benefits of parent play with toddlers.
- B. Vignettes: Part 1: 1–12
- C. Buzz activities—share songs and games to play with toddlers.
- D. Buzz ways to promote imaginary play.
- E. Practice—child-directed play (in large group and in triads).
- F. Buzz—how to set up play times at home.

#### **Key Concepts**

- Value of showing attention and appreciation as a way of increasing positive child behaviors
- Importance of respecting children's ideas
- Parents modeling compliance
- Balancing power between parents and children
- Appreciating children's perspective and developmental abilities
- Building children's self-esteem and creativity through child-directed play
- The “attention rule”—attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- 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 express joy through games & songs with toddlers
- Learning how to be child-directed or child-centered in play interaction
- Understanding how to promote imaginary & pretend play
- Learning about toddler's developmental needs & milestones

**VI. Review Home Activities**

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Let them know that you will be asking about their experiences at the beginning of the next session.

**VII. Parent Evaluation**

Collect evaluation forms before parents leave.

**VIII. Closing**

Take this time to formally close the group. Summarize the learning.

Thank parents for coming; praise their willingness to participate.

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





# LEADER CHECKLIST

## Session One

**Topic:** *Child-directed Play Promotes Positive Relationships*

**Vignettes: Part 1: 1–12**

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

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

**VIGNETTES COVERED: Part 1:**

1      2      3      4      5      6      7      8      9      10      11      12

(Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Review parents' goals (show pyramid & complete goal sheet)	_____	_____
4. Brainstorm group ground rules	_____	_____
5. Present program goals	_____	_____
6. Explain format for meetings	_____	_____
7. Buzz—benefits of child-directed play with toddlers	_____	_____
8. Buzz—songs and games to play with toddlers	_____	_____
9. Practice—child-directed play	_____	_____
10. Explain importance of home activities and reading assignments	_____	_____
11. Assign this week's home activities (self-monitoring checklist)	_____	_____

**Handout Pads:**

Home Activities for the Week – Child-Directed Play Promotes Positive Relationships

**Xerox:**

- |   |  |
|---|--|
| Record Sheet: Play Times  | Parents Thinking Like Scientists             |
| Parents and Children Having Fun   | Parenting Pyramid                            |
| Properties of Play Toys   | Refrigerator Notes about Child-Directed Play |
| Things I Can Do! (12-18 months)   | Checklist for Evaluating Play                |
| Refrigerator Notes about Social and Emotional Development and Physical Development (12-18 months) (2) |  |

**Self-Evaluation**

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





## Incredible Years® Toddlers' Program

# Outline—Session Two

### *Promoting Toddlers' Language with Child-Directed Coaching*

#### **I. Welcome**

Greet each parent.

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

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

Ask about experiences with child-directed play.

#### **IV. Buzz**

Pair up parents to share “Things I Can Do” with each other. Review developmental milestones with handouts for 12–18 months.

#### **V. Topic of Day: Promoting Toddlers' Language Development**

- A. Brainstorm barriers to play time.
- B. Vignettes: Part 2: 1–9
- C. Buzz–reading readiness strategies.
- D. Practice–reading a picture book and talking about pictures.
- E. Practice–descriptive commenting and persistence coaching.
- F. Buzz–child’s temperament.
- G. Practice–persistence coaching.

#### **Key Concepts**

- Understanding how to model and prompt language development
- Learning and practicing child-directed coaching
- Promoting pre-reading skills
- Learning how to use “descriptive commenting”

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

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

Read aloud and make sure parents understand the home activities.

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

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

Collect evaluation forms before parents leave.

#### **VIII. Closing**

Take this time to recap the learning.

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

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





# LEADER CHECKLIST

## Session Two

**Topic:** Promoting Toddlers' Language with Child-Directed Coaching

**Vignettes: Part 2: 1–9**

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

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

**VIGNETTES COVERED: Part 1:**

1    2    3    4    5    6    7    8    9

(Circle vignettes shown.)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board                                   | _____ | _____ |
| 2. Review group ground rules                                       | _____ | _____ |
| 3. Review parents' goals   | _____ | _____ |
| 4. Review play time home activities (Buzz)                         | _____ | _____ |
| 5. Brainstorm barriers to playing with children                    | _____ | _____ |
| 6. Talk about developmental milestones                             | _____ | _____ |
| 7. Buzz–reading readiness strategies                               | _____ | _____ |
| 8. Practice interactive reading skills                             | _____ | _____ |
| 9. Practice child-directed descriptive commenting                  | _____ | _____ |
| 10. Explain importance of home activities and reading assignments  | _____ | _____ |
| 11. Assign this week's home activities (self-monitoring checklist) | _____ | _____ |

**Handout Pads:**

Home Activities of Week: Descriptive Commenting (handout 2A)

**Xerox:**

Record Sheet: PlayTime–Brainstorm Personal Thoughts about Play  
"Things I can Do" (19-24 months)

Refrigerator Notes: Social and Emotional Development and Physical Development (19–24 months)

Refrigerator Notes: Reading With Your Toddler (2)

Refrigerator Notes: Building Blocks for Reading With CARE

**Self-Evaluation**

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





## Incredible Years® Toddlers' Program

# Outline—Session Three

### *Promoting Toddlers' Language with Child-Directed Coaching*

#### **I. Welcome**

Greet each parent.

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

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

Ask about experiences with play.

#### **IV. Buzz**

Pair up parents to share “Things I Can Do” with each other. Review developmental milestones with handouts for different ages.

#### **V. Topic of Day: Promoting Toddlers' Language Development**

- A. Brainstorm barriers to play time.
- B. Vignettes: Part 2: 10–16
- C. Practice—descriptive commenting and persistence coaching.
- D. Buzz—child's temperament.
- E. Practice—persistence coaching.
- F. Buzz—encouraging words.

#### **Key Concepts**

- Understanding how to model and prompt language development
- Learning how to coach preschool readiness skills
- Promoting pre-writing readiness skills
- Learning about “persistence coaching” to help toddlers manage their frustration and persist with an activity
- Appreciating differences in children's developmental abilities and temperament

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

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Explain buddy calls.

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

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

Collect evaluation forms before parents leave.

#### **VIII. Closing**

Take this time to recap the learning.

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

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







# LEADER CHECKLIST

## Session Three

**Topic:** *Promoting Toddlers' Language with Child-Directed Coaching*

**Vignettes:** *Part 2: 10-16*

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

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

**VIGNETTES COVERED: Part 1:**

10 11 12 13 14 15 16 (Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review parents' goals	_____	_____
4. Review play time home activities (Buzz)	_____	_____
5. Practice persistence coaching	_____	_____
6. Buzz-child's temperament characteristics	_____	_____
7. Buzz-encouraging statements	_____	_____
8. Explain importance of home activities and reading assignments	_____	_____
9. Assign this week's home activities (self-monitoring checklist)	_____	_____
10. Explain buddy calls	_____	_____

**Handout Pads:**

Home Activities of Week: Persistence Coaching (handout 2b)

**Xerox:**

Calling Your Buddy

Refrigerator Notes: Facilitating Children's Language Development and Pre-School Readiness Skills

Child and Parent Temperament Handouts (5 pages)

Refrigerator Notes: Goodness of Fit

**Self-Evaluation**

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





## Incredible Years® Toddlers' Program

# Outline—Session Four

## Social and Emotion Coaching

### I. Welcome

Greet each parent.

### II. Review Ground Rules

### III. Ask about reading and home activities

Explore experiences with academic and persistence coaching.

### IV. Buzz

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

### V. Topic of Day: Social and Emotional Coaching

A. Brainstorm ways they overcame barriers to child-directed play or descriptive commenting.

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

B. Vignettes: Part 3: 1–8

C. Buzz—behavior parents can model or prompt.

D. Buzz—emotion words.

E. Review toddler self-regulation handout.

F. Practice social and emotion coaching.

#### Key Concepts

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

### VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

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

**VII. Parent Evaluation**

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

Collect evaluation forms before parents leave.

**VIII. Closing**

Take this time to formally close the group. Recap the learning.

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



# LEADER CHECKLIST

## Session Four

**Topic:** Social and Emotion Coaching

**Vignettes:** Part 3: 1–8

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

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

**VIGNETTES COVERED: Part 3:**

1    2    3A    3B    4    5    6    7    8    (Circle vignettes shown.)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board                                       | _____ | _____ |
| 2. Review group ground rules   | _____ | _____ |
| 3. Buzz–playtime home activities                                       | _____ | _____ |
| 4. Brainstorm barriers to play or descriptive commenting               | _____ | _____ |
| 5. Buzz–behaviors parents can model or prompt                          | _____ | _____ |
| 6. Buzz–emotion words  | _____ | _____ |
| 7. Practice/role play social coaching                                  | _____ | _____ |
| 8. Talk about toddlers beginning development of self-regulation skills | _____ | _____ |
| 9. Explain importance of home activities and reading assignments       | _____ | _____ |
| 10. Assign this week’s home activities (self-monitoring checklist)     | _____ | _____ |

**Handout Pads:**

Home Activities of Week: Social and Emotion Coaching (handout A)

**Xerox:**

Record Sheet: Play Time

Brainstorm–Personal Thoughts About Play

Refrigerator Notes about Toddler’s Self-Regulation Skills, Social Competence (2)

“Things I Can Do” (25–30 months)

Refrigerator Notes about Emotion Coaching

Refrigerator Notes about Social Coaching

**Self-Evaluation**

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





## Incredible Years® Toddlers' Program

# Outline—Session Five

### *Social and Emotion Coaching, continued*

#### **I. Welcome**

Greet each parent.

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

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

Ask about experiences with social and emotional coaching.

#### **IV. Buzz**

Pair up parents to share with each other “Things I Can Do” developmental landmarks.

#### **V. Topic of Day: Social and Emotional Coaching**

- A. Practice any home experiences that were difficult, after brainstorming strategies to handle the situation in a different way.
- B. Vignettes: Part 3: 9–16
- C. Buzz—social behavior coaching.
- D. Practice social and emotion coaching using imaginary play.
- E. Explain child developmental levels (2nd handout).
- E. Talk about ways to extend coaching to other settings such as meal times & dressing.

#### **Key Concepts**

- Understand how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings.
- Understand how to do social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills
- Learning how to apply coaching principles in other settings such as meal-times, bath time, and grocery store trips

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

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

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

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

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

Collect evaluation forms before parents leave.

#### **VIII. Closing**

Take this time to formally close the group. Recap the learning.

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







# LEADER CHECKLIST

## Session Five

**Topic:** *Social and Emotion Coaching, continued*

**Vignettes:** *Part 3: 9–16*

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

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

**VIGNETTES COVERED: Part 3:**

9    10    11    12    13    14    15    16 (Circle vignettes shown.)

**DID I**

**YES**

**NO**

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board  | _____ | _____ |
| 2. Review group ground rules  | _____ | _____ |
| 3. Ask about buddy calls  | _____ | _____ |
| 4. Buzz–playtime home activities  | _____ | _____ |
| 5. Buzz–social behaviors  | _____ | _____ |
| 6. Talk about toddlers beginning development of self-regulation skills                      | _____ | _____ |
| 7. Practice emotional and social coaching in different settings (e.g., mealtimes, dressing) | _____ | _____ |
| 8. Explain importance of home activities and reading assignments                            | _____ | _____ |
| 9. Assign this week’s home activities (self-monitoring checklist)                           | _____ | _____ |

**Handout Pads:**

Home Activities of Week: Social and Emotion Coaching (handout B)

**Xerox:**

- Record Sheet: Praise
- Record Sheet: Play Time
- Refrigerator Notes about picky eating
- Child Developmental levels (2)
- Behaviors I Want to See More of
- Refrigerator Notes about Child-Directed Peer Play
- Refrigerator Notes about Social, Emotional & Physical Landmarks

**Self-Evaluation**

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





*Incredible Years® Toddlers' Program*  
**Outline—Session Six**  
*The Art of Praise and Encouragement*

**I. Welcome**

**II. Review Ground Rules (if needed)/Announcements**

**III. Report on Home Activities**

Ask parents about social, emotion and persistence coaching with their child.

Ask about buddy calls

Reinforce parent participation in reading chapters or listening to CD, practicing, sharing.

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

A. Do benefits and barriers exercise regarding praise.

B. Vignettes: Part 4: 1–15

C. Buzz—Pair up with another parent and talk about list of behaviors they want to see more of during mealtimes. (see handout) Then write out favorite praise statements.

D. Practice (social coaching/praising friendship skills):

Have one parent act as child and one as parent and practice praise to increase child's positive social behaviors. Practice sharing positive feelings with child. (e.g., I enjoy spending time with you.)

Parents practice using encouraging words to help toddlers who are struggling to learn difficult behaviors (e.g., getting dressed by themselves, eating, trying to ride a tricycle).

E. Buzz—“Positive Opposite” exercise (if time).

F. Do “buzz” on self-praise and positive coping thoughts (see brainstorm handout).

**Key Concepts**

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

**V. Review Home Activities**

Summarize key points.

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

**VI. Parent Evaluation**

**VII. Closing**



# LEADER CHECKLIST

## Session Six

**Topic:** *Effective Praise and Encouragement*

**Vignettes:** *Part 4: 1–15*

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

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

**VIGNETTES COVERED: Part 4**

1      2      3      4      5      6      7      8      9      10    11    12    13    14  
 15    Summary

(Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to reading chapter and coaching experiences)	_____	_____
3. Ask about buddy calls	_____	_____
4. Benefits and Barriers to Praise	_____	_____
5. Buzz/Brainstorm behaviors want to see more of and praise statements (use brainstorm handout)	_____	_____
6. Practice social coaching with praise	_____	_____
7. Buzz–difficult toddler behaviors and encouraging statements	_____	_____
8. Buzz–“Positive Opposite” exercise	_____	_____
9. Buzz–self-praise (use handout)	_____	_____
10. Review this week’s home assignment (increase praise)	_____	_____

**Handout Pads:**

Home Activities for the Week–Effective Praise

**Xerox:**

- Record Sheet: Praise
- Examples of Ways to Give Praise and Encouragement & Behaviors to Praise
- Piggy Bank handouts (3)
- Behavior Record Sheet: Behaviors I Want to See More of!
- Brainstorm Sheets - Positive Self Praise
- Refrigerator Notes About Praising Your Child
- “Positive Opposite” handout

**Self-Evaluation**

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





## **Incredible Years® Toddlers Program**

# **Outline—Session Seven**

### **Spontaneous Incentives for Toddlers**

#### **I. Welcome**

#### **II. Announcements**

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

Ask about any difficulties increasing praise statements during the week.

Review group list of behaviors they want to see more of & how they did at praising these behaviors.

Discuss praising teachers, partners, in-laws.

Buzz—positive self-praise (see handout).

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

A. Buzz spontaneous rewards for toddlers.

B. Vignettes: Part 5: 1–6

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

D. Role Play/Practice—giving a hand stamp for a positive behavior. Talk about toilet training.

E. Do “buzz” on setting up rewards or pleasure times for parents. (see handout)

#### **Key Concepts**

- Shaping behaviors in the direction you want—“small steps”
- Clearly identifying positive behavior
- Rewards are a temporary measure leading to child’s competence
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing yourself, teachers, and others
- Value of unexpected and spontaneous rewards
- Recognizing the “first-then” principle
- Designing programs that are realistic and developmentally appropriate
- Encouraging toilet training success

#### **V. Review Home Activities**

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

Talk about buddy call assignments.

#### **VI. Parent Evaluation**

#### **VII. Closing**







# LEADER CHECKLIST

## Session Seven

**Topic:** *Spontaneous Incentives for Toddlers*

**Vignettes:** *Part 5: 1–6*

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

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

**VIGNETTES COVERED: Part 5**

1A    1B    1C    2    3A    4    5    6

(Circle vignettes shown.)

**DID I**

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to increasing praises and reading chapters)	_____	_____
3. Ask about buddy calls (possibly re-assign)	_____	_____
4. Review behaviors I want to see more of	_____	_____
5. Buzz–positive self-praise (see handout)	_____	_____
6. Buzz–spontaneous or no cost rewards. (see handout)	_____	_____
7. Talk about toilet training	_____	_____
8. Buzz–about rewarding oneself (see handout)	_____	_____
9. Review this week's home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week – Motivating Children through Incentives and Rewards

**Xerox:**

- Examples of Behaviors to Praise and Reward
- Examples of Teacher Behaviors to Praise
- Brainstorm Sheets–Encouraging Positive Self-Statements
- Brainstorm Sheet–Reward Yourself
- Handout Caring Days Record Sheet: Praise
- Refrigerator Notes About Tangible Rewards
- Refrigerator Notes About Toilet Training (2)

**Self-Evaluation**

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





**Incredible Years® Toddlers Program**  
**Outline—Session Eight**  
**Handling Separations and Reunions with Toddlers**

**I. Welcome**

**II. Ground Rules/Announcements**

**III. Report on Home Activities**

Ask parents to share any experiences with praise (of others and self or calling teacher) and of rewarding self for achieving a goal.

Ask about buddy calls.

**IV. First Topic of Day: Handling Separations and Reunions**

A. Brainstorm benefits of routines and possible barriers.

B. Part 6: Vignettes 1–5

B. Practice routine for saying good bye to toddler at day care when toddler is resisting parent leaving.

**VI. Second Topic of Day: Establishing Bedtime Routines**

A. Explain about value of predictable routines.

B. Vignettes 6–9

C. Buzz–routine for putting toddler to bed.

**Key Concepts**

- 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
- Establishing predictable routines for bedtime
- Understanding how to help children feel safe and secure in their relationship with parents

**VII. Review Home Activities**

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back the routines handout as well as the toddler-proofing handout.

**VIII. Parent Evaluation**

**IX. Closing**





# LEADER CHECKLIST

## Session Eight

**Topic:** *Handling Separations and Reunions*

**Vignettes:** *Part 6: 1–9*

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

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

**VIGNETTES COVERED: Part 6**

1    2    3    4    5    6    7    8    9

(Circle vignettes shown.)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (to incentive systems, homework, and reading) | _____ | _____ |
| 3. Ask about positive note to teacher (if not done, do in group)   | _____ | _____ |
| 4. Brainstorm benefits and barriers to routines (do on board or flip chart)  | _____ | _____ |
| 5. Practice predictable routine for saying good bye to toddler at day care   | _____ | _____ |
| 6. Practice routine for greeting children  | _____ | _____ |
| 7. Buzz bed time routine   | _____ | _____ |
| 8. Ask about buddy calls   | _____ | _____ |
| 9. Talk about toddler safety proofing homework   | _____ | _____ |
| 10. Review this week’s home assignment   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week—Handling Separations and Reunions

**Xerox:**

Family Routines (3)

Refrigerator Notes: Handling Separations and Reunions

Refrigerator Notes: Ensuring Toddler’s Safety Checklist (2)

Refrigerator Notes: Establishing Healthy Sleep Habits

**Self-Evaluation**

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





## Incredible Years® Toddlers Program

# Outline—Session Nine

## Positive Discipline-Effective Limit Setting

### I. Welcome

### II. Ground Rules/Announcements

### III. Report on Home Activities

Buzz bedtime or morning routines.

Ask about buddy calls.

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

A. Buzz–toddler-proofing checklist and brainstorm difficulties.

B. Brainstorm benefits of limit setting and possible barriers.

C. Vignettes: Part 7: 1–13

D. Buzz “first-then” and “when-then” commands.

#### Key Concepts

- Understanding how to toddler-proof a home
- 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
- Commands should be clear, brief, respectful, and action oriented
- “When-then” commands offer child a choice
- Distractible children need warnings and reminders

### V. Review Home Activities

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

### VI. Parent Evaluation

### VII. Closing







# LEADER CHECKLIST

## Session Nine

**Topic:** Positive Discipline-Effective Limit Setting

**Vignettes:** Part 7: 1-13

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

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

**VIGNETTES COVERED: Part 7**

1    2    3    4    5    6    7    8    9    10    11    12    13

(Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to routines)	_____	_____
3. Buzz—morning or bedtime routines	_____	_____
4. Brainstorm benefits and barriers to limit setting (do on board or flip chart)	_____	_____
5. Buzz—toddler-proofing checklist	_____	_____
6. Buzz—"First-Then" and "When-Then" commands	_____	_____
7. Buzz—Times parents could use distractions or redirections	_____	_____
8. Ask about buddy calls	_____	_____
9. Review this week's home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week – Effective Limit Setting (handout A)

**Xerox:**

- Record Sheet: Commands
- Brainstorm Sheet—Benefits and Barriers
- Refrigerator Notes About Limit Setting

**Self-Evaluation**

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





## Incredible Years® Toddlers Program Outline—Session Ten

### *Positive Discipline-Effective Limit Setting, continued*

#### **I. Welcome**

#### **II. Ground Rules/Announcements**

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

Buzz—ways parents used distractions, redirections and choices in prior week.

Buzz—toddler-proofing checklist, following up on actions taken.

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

- A. Vignettes: Part 7: 14–25
- B. Buzz—household rules (e.g., wash hands before dinner).
- C. Buzz—rewriting unclear and negative commands (see handout).
- D. Buzz—how to give fewer “no’s.”
- E. Brainstorm how parents monitor where children are, with whom and what they are doing (monitoring principle).
- F. Buzz—share toddler safety proofing checklist and brainstorm difficulties.

#### **Key Concepts**

- Reduce number of commands to only necessary commands
- Actions speak louder than words
- Avoiding negative and question commands
- 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
- Children need transition time when possible
- Learning to set limits around amount of TV watched

#### **V. Review Home Activities**

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

#### **VI. Parent Evaluation**

#### **VII. Closing**





## LEADER CHECKLIST

### Session Ten

**Topic:** *Positive Discipline-Effective Limit Setting, continued*

**Vignettes:** *Part 7: 14-25*

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

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

**VIGNETTES COVERED: Part 7**

14   15   16   17   18   19   20   21   22   23   24   25

(Circle vignettes shown.)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to use of redirection, distractions and limiting commands) | _____ | _____ |
| 3. Buzz—household rules and limits for TV watching   | _____ | _____ |
| 4. Buzz—to practice rewriting negative commands/requests   | _____ | _____ |
| 5. Buzz—how to give fewer “no’s”   | _____ | _____ |
| 6. Buzz—monitoring exercise  | _____ | _____ |
| 7. Review this week’s home assignment  | _____ | _____ |

**Handout Pads:**

Home Activities for the Week—Effective Limit Setting (handout B)

**Xerox:**

- Record Sheet: Commands/Requests
- Brainstorm Rewrite Ineffective Commands
- Household Rules (2)

**Self-Evaluation**

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





## Incredible Years® Toddlers Program Outline—Session Eleven

### Positive Discipline-Handling Misbehavior

#### I. Welcome

#### II. Ground Rules

#### III. Report on Home Activities

Ask parents to report on examples of giving positive, clear commands and reducing negative commands.

Review parents' lists of household rules.

Ask about buddy calls.

#### IV. Topic of Day: Ignoring

- A. Buzz—Make a list of behaviors they want to see less of. From the list, establish the “positive opposite” behavior they can reinforce with attention and praise. (see handout)
- B. Vignettes: Positive Discipline Part 8: Vignettes 1–7
- C. Buzz—Behaviors from list want to “see less of” they can ignore.
- D. Practice—One parent plays whining child and one parent demonstrates ignoring.
- E. Practice—Positive, coping thoughts to use when ignoring misbehavior.

#### Key Concepts:

- Understanding the importance of distractions and redirections coupled with ignore
- Maintaining self-control and using calm-down strategies
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Using ignore technique consistently and appropriately
- Explain vending machine example of behavior which continues if there is some “pay off”
- Using ignore for selected behaviors such as whining, tantrums, arguing

#### F. Role Play/Practice

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

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

#### V. Review Home Activities

Explain handouts.

#### VI. Parent Evaluation

#### VII. Closing







# LEADER CHECKLIST

## Session Eleven

**Topic:** Positive Discipline-Handling Misbehavior

**Vignettes:** Part 8: 1-7

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

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

**VIGNETTES COVERED: Part 8**

1 2 3 4 5 6 7

(Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Discuss goals for discipline	_____	_____
4. Buzz—"positive opposite" exercise	_____	_____
5. Buzz—behaviors from list they want to see less of and which ones can be ignored	_____	_____
6. Practice ignoring whining	_____	_____
7. Practice using positive coping thoughts	_____	_____
8. Ask about buddy calls	_____	_____
9. Review this week's home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week—Avoiding and Ignoring Misbehavior

**Xerox:**

Record Sheet: Ignore and Praise

Brainstorm—Behaviors I will Ignore

Brainstorm—Ways to Stay Calm

Using Differential Attention

Refrigerator Notes About Ignoring

Refrigerator Notes About Helping Toddlers Feel Loved and Secure

"Positive Opposite" handout

Learning Self-Control handouts (6)

**Self-Evaluation**

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





## Incredible Years® Toddlers Program Outline—Session Twelve

### Positive Discipline—Handling Misbehavior, Continued

#### I. Welcome

#### II. Ground Rules

#### III. Report on Home Activities

Find out group experiences with ignoring misbehavior.

#### IV. Topic of Day: Teaching Children to Calm Down

- A. Discussion—Helping children learn to self-regulate.
- B. Vignettes: Handling Misbehavior 8–14
- C. Practice using puppets to teach children to calm down.
- D. Buzz—Strategies to cope with biting behavior.
- E. Buzz—Using differential attention for reducing behavior.
- F. Buzz—Review strategies for decreasing misbehavior (see handout).
- G. Buzz—Ways to find support.

#### Key Concepts:

- Importance of following up on commands with a consequence
- Avoiding power struggles that reinforce misbehavior
- Do the positive first — praise compliance
- Maintain self-control
- Knowing how to help toddlers learn to calm down
- Knowing how to respond when toddlers bite or hit
- Understanding the importance of finding parent support
- Continuing to strengthen prosocial behaviors

#### V. Review Home Activities

Encourage continuing mutual support with their buddies.

#### VI. Parent Evaluation

#### VII. Closing





# LEADER CHECKLIST

## Session Twelve

**Topic:** Positive Discipline-Handling Misbehavior

**Vignettes:** Part 8: 8-14

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

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

**VIGNETTES COVERED: Part 8**

8    9    10    11    12    13    14

(Circle vignettes shown.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to ignoring)	_____	_____
3. Practice using puppets to teach children about calming down	_____	_____
4. Buzz-strategies to use when children bite or hit	_____	_____
5. Buzz-responding to children who resist getting dressed	_____	_____
6. Buzz-review strategies to reduce misbehavior (see handout)	_____	_____
9. Review this week's home assignment	_____	_____
10. Plan Celebration	_____	_____

**Handout Pads:**

Home Activities for the Week-Helping Children to Calm Down

**Xerox:**

- Tiny Turtle's Anger Steps
- Teaching Calm Down Strategies
- Brainstorm Positive Self Talk
- Refrigerator Notes About Biting and Hitting
- Refrigerator Notes About Handling Tantrum Storms
- Parents Working Like Detectives: See What You've Learned (2)
- Problem-Solving Worksheet (2)

**Self-Evaluation**

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





*Incredible Years® Toddlers Program*  
**Outline—Session Thirteen**  
*Review and Celebration*

**I. Welcome**

**II. Report on Home Activities**

**III. Topic of Day: Review**

- A. Review—Parents Thinking Like Detectives handout.
- B. Talk about what parents have learned.
- C. Brainstorm how they can continue to get support.

**Key Concepts:**

- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- “Priming the pump” with positive self-talk
- Getting support from others
- Problem-solving steps when misbehavior occurs

**IV. Celebration**

Special food.

Certificates are given out.

Each parent is acknowledged in some unique way for their contribution to the group’s learning.

**V. Parent Evaluation**

**VI. Closing**







# LEADER CHECKLIST

## Session Thirteen

**Topic:** *Review and Celebration*

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

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

**VIGNETTES COVERED:**

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Review—Parents Thinking Like Detectives checklist	_____	_____
4. Brainstorm ways to continue getting support	_____	_____
5. Review problem solving steps to future problems	_____	_____
6. Discuss group ending (feelings about group)	_____	_____
7. Give out certificates	_____	_____

**Xerox:**

- Congratulations handout
- Certificate of Completion (See Appendix)

**Self-Evaluation**

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

