

Appendix

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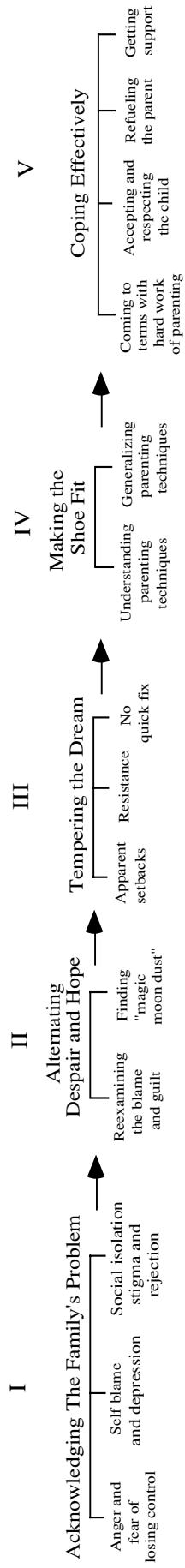
Ground Rules

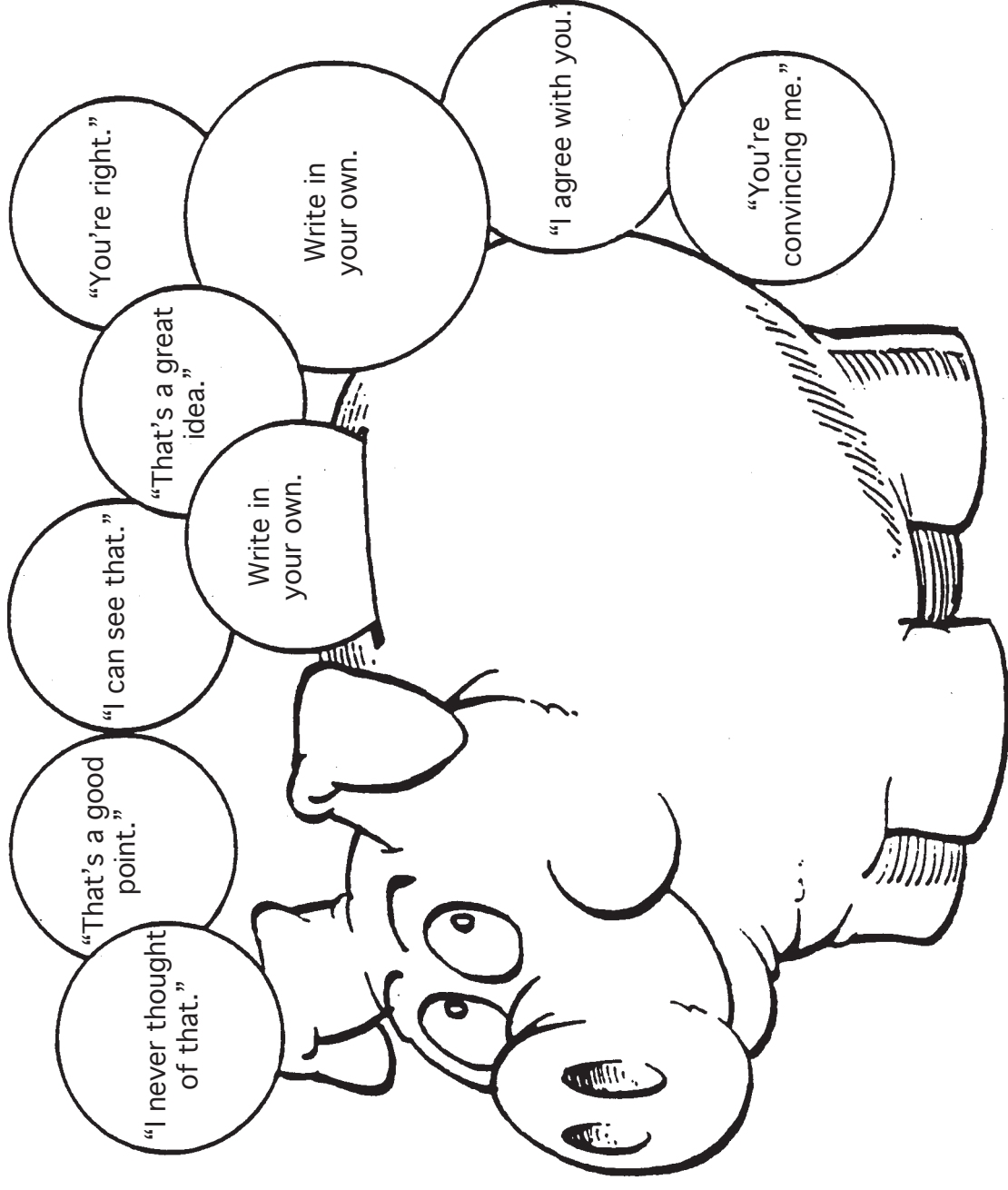
- 1. Everyone's ideas are respected.**
- 2. Anyone has a right to pass.**
- 3. One person talks at a time.**
- 4. No "put downs" allowed.**
- 5. Confidentiality**

Table: Sources of Increased Self-Empowerment

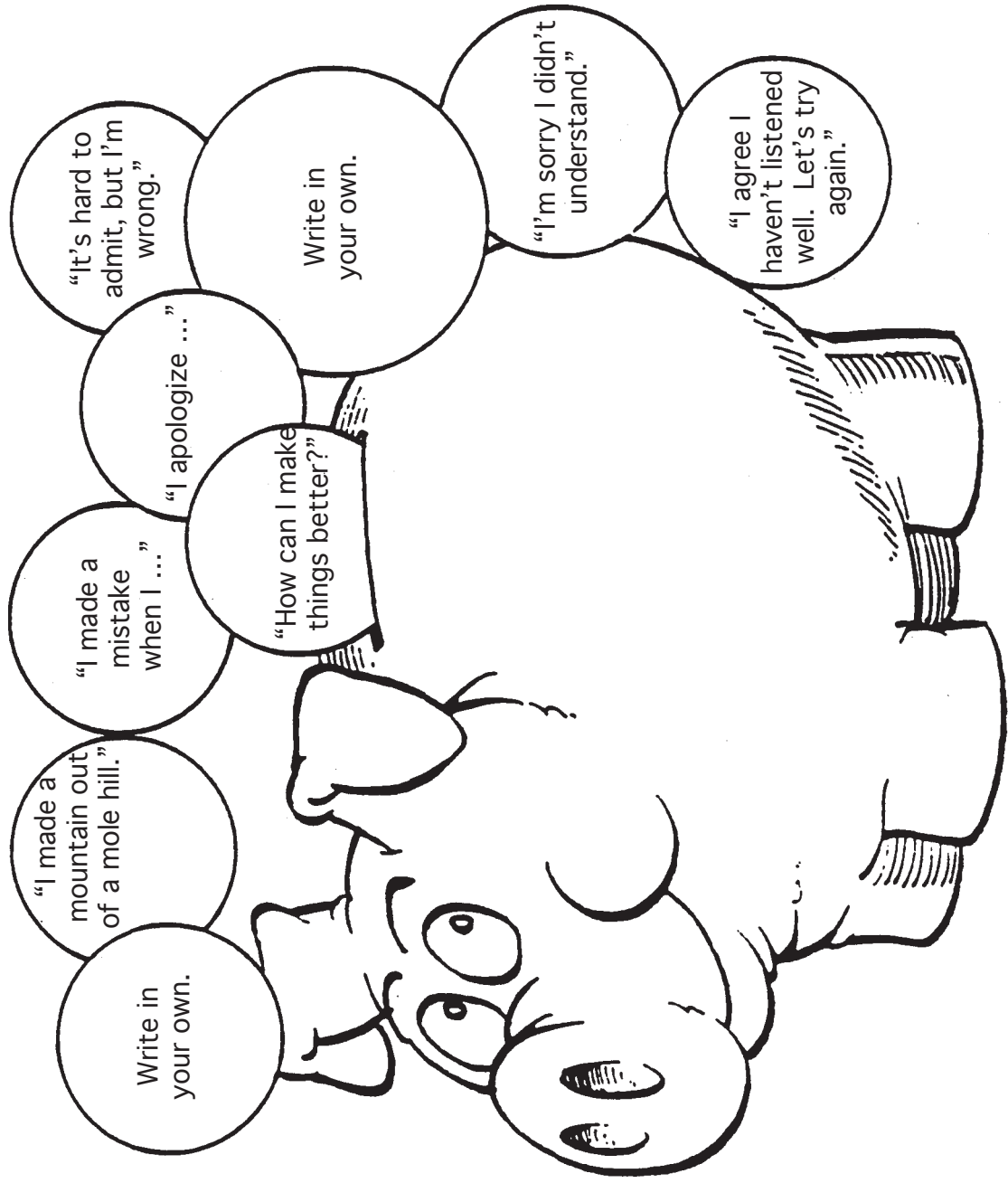
	CONTENT	PROCESS
<p>KNOWLEDGE Child development Behavior management Individual and temperamental differences</p>	<p>Developmental norms and tasks Behavioral (learning) principles Child management (disciplinary strategies) Relationships (feelings) Self-awareness (self-talk, schema, attributions) Interactions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

Figure 1. The Therapeutic Change Process

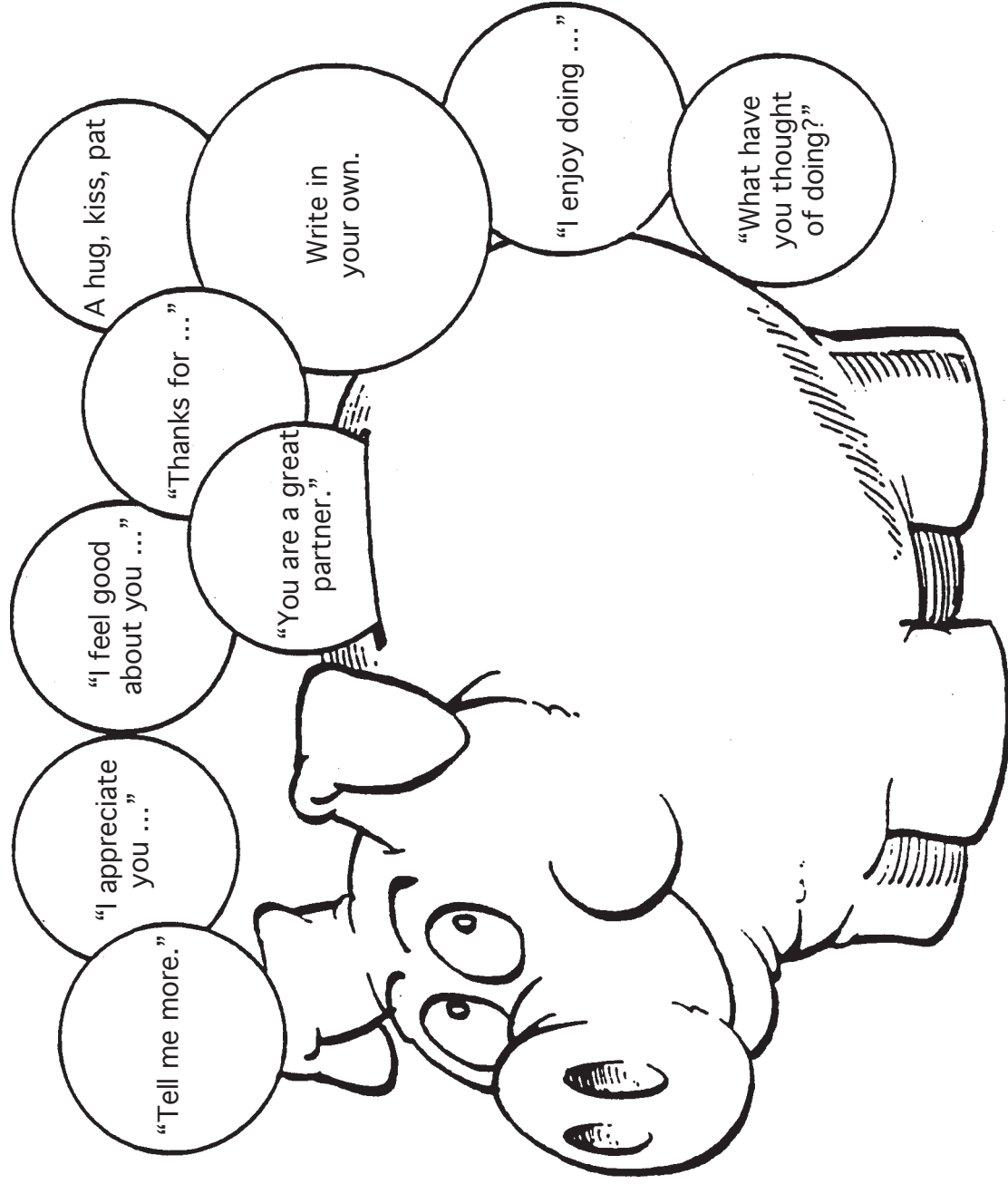




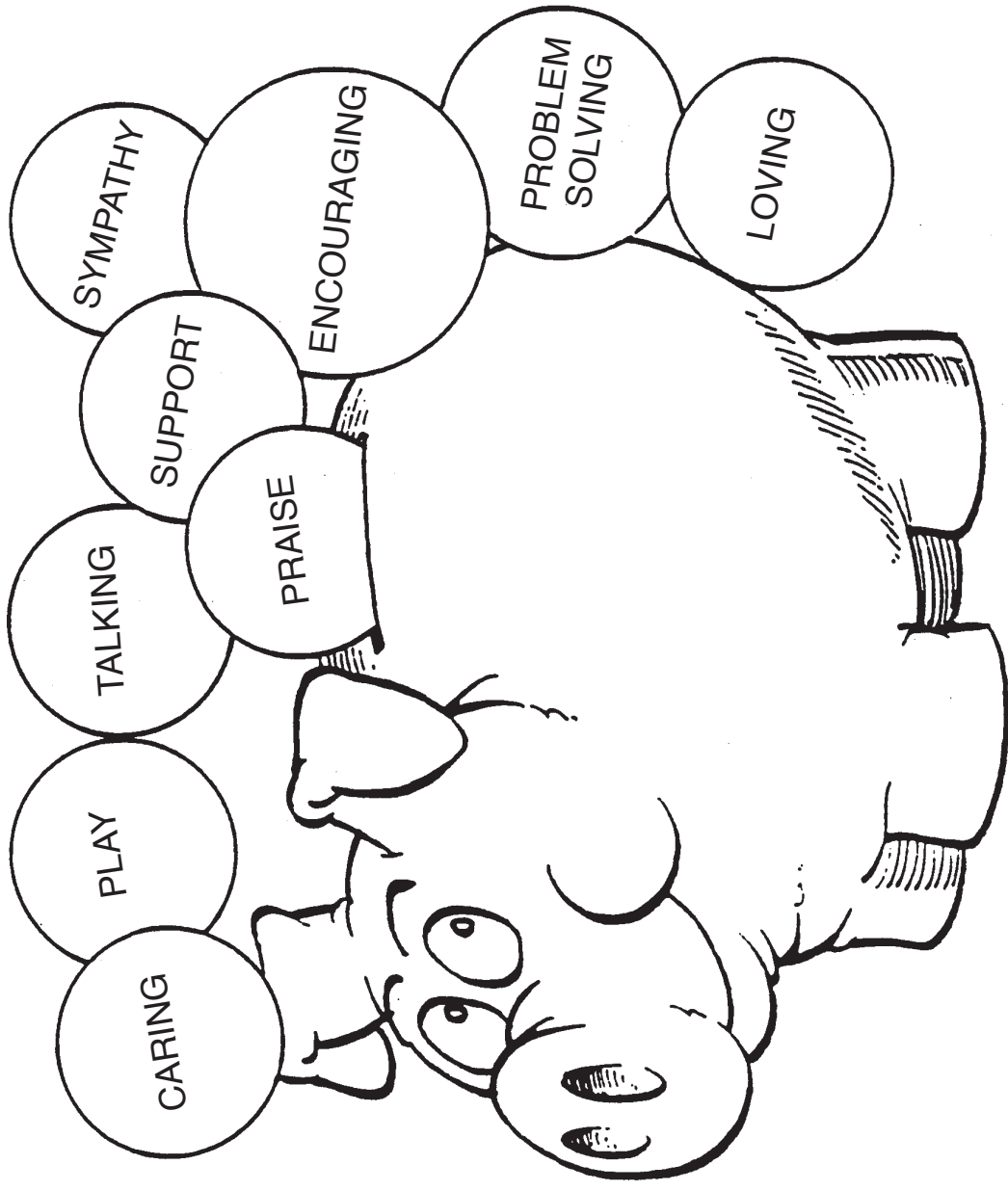
Remember to Build Up Your Bank Account
With Accepting and Respecting Statements



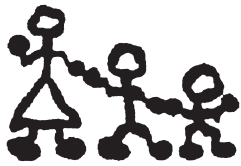
Remember to Build Up Your Bank Account
With Repair Statements



Remember to Build Up Your Bank Account
With Support and Encouragement



Remember to Build Up Your Bank Account



Incredible Years[®]
Parents and Toddlers Program (1-3 years)
Self-Monitoring Checklist for Parents

Session 1: Introductions, Goals, Child-Directed Play

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 1, <i>Toddler-directed Play</i> .	_____
<input type="checkbox"/> Review goals for myself and my toddler.	_____
<input type="checkbox"/> Complete "Things I Can Do" handout (pg. 72-75).	_____
<input type="checkbox"/> Do toddler-proofing checklist (pg. 61-66).	_____
<input type="checkbox"/> Play times this week will include:	_____

Session 2: Promoting Toddler's Language With child-Directed Coaching

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 2, <i>Promoting Toddlers' Preschool Readiness with Academic and Persistence Coaching</i> .	_____
<input type="checkbox"/> Complete "Things I Can Do" handout (pg. 121-124).	_____
<input type="checkbox"/> Practice descriptive commenting during play.	_____
<input type="checkbox"/> Complete checklist for reflecting on my toddler's play (pg. 114-115).	_____

Session 3: Promoting Toddler's Language With child-Directed Coaching, cont'd.

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Complete Chapter 2, <i>Promoting Toddlers' Preschool Readiness with Academic and Persistence Coaching</i> .	_____
<input type="checkbox"/> Record academic coaching in journal (pg. 120).	_____

- ___ Practice descriptive commenting & coaching during play. _____
- ___ Complete checklist for reflecting on my parent-toddler play (pg. 116-118) _____
- ___ Make buddy call. _____

Session 4: Social and Emotional Coaching

My goal for the coming week:

	Goals I met
___ Read Chapter 3, <i>Coaching Toddlers' Social and Emotional Competence</i> .	_____
___ Complete "Things I Can Do" handout (pg. 170-173).	_____
___ Practice social and emotion coaching.	_____
___ Make buddy call to share coaching experiences.	_____
___ Play times this week will include:	_____

Session 5: "Catch Up" – Social & Emotion Coaching

My goal for the coming week:

	Goals I met
___ Complete Chapter 3, <i>Coaching Toddlers' Social and Emotional Competence</i> .	_____
___ Record your social and emotional coaching practice in your journal (pg. 169)	_____
___ Make buddy call.	_____
___ Play times this week will include:	_____

Session 6: The Art of Effective Praise and Encouragement

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 4, <i>Positive Attention, Encouragement and Praise</i> .	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call.	<input type="checkbox"/>
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors (and record in journal):	
<hr/>	
<hr/>	
<input type="checkbox"/> Play times this week will include:	
<hr/>	
<hr/>	

Session 7: Spontaneous Incentives for Toddlers

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read Chapter 5, <i>Separations, Reunions, Bedtime and Routines</i> .	<input type="checkbox"/>
<input type="checkbox"/> Give myself a special treat for completing my goal (pg. 228).	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call.	<input type="checkbox"/>
<input type="checkbox"/> Play times this week will include praise for the following positive opposite behaviors (pg. 226-227):	
<hr/>	
<hr/>	

Session 8: Handling Separation and Reunions

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Complete Chapter 5, <i>Separations, Reunions, Bedtime and Routines</i> .	<input type="checkbox"/>
<input type="checkbox"/> Review toddler safety checklist (pg. 61-66).	<input type="checkbox"/>
<input type="checkbox"/> Establish a routine for bedtime and record in journal (pg. 275).	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call to share routine.	<input type="checkbox"/>
<input type="checkbox"/> Play times this week will include:	
<hr/>	

Session 9: Positive Discipline—Effective Limit Setting

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 6, <i>Positive Discipline and Effective Limit Setting</i> .	_____
<input type="checkbox"/> Practice reducing negative commands and making polite requests and record in journal (pg. 321-323).	_____
<input type="checkbox"/> Make buddy call.	_____
<input type="checkbox"/> Play times this week will include:	_____

Session 10: Positive Discipline—Effective Limit Setting, cont'd.

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 6, <i>Positive Discipline and Effective Limit Setting</i> .	_____
<input type="checkbox"/> Practice reducing commands and making polite requests.	_____
<input type="checkbox"/> Record some positive coping thoughts I will use to stay calm (pg. 318)	_____
<input type="checkbox"/> Make buddy call to share household rules.	_____
<input type="checkbox"/> Play times this week will include:	_____

Session 11: Positive Discipline—Handling Misbehavior

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 7, <i>Positive Discipline - Handling Misbehavior</i> .	_____
<input type="checkbox"/> Make buddy call.	_____
<input type="checkbox"/> Practice ignoring the following misbehaviors and record in journal (pg. 372-373)	_____
<input type="checkbox"/> Practice using positive coping thoughts (pg. 375)	_____
<input type="checkbox"/> Play times this week will include:	_____

Session 12: Positive Discipline—Handling Misbehavior

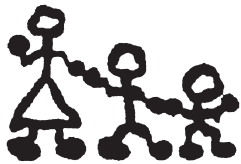
My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Complete Parents Thinking Like Detectives Handout & Problem Solving Worksheet (pg. 381-388).	<input type="checkbox"/>
<input type="checkbox"/> Practice praising “positive opposites” to the behavior I am ignoring.	<input type="checkbox"/>
<input type="checkbox"/> Practice positive self-talk	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call.	<input type="checkbox"/>
<input type="checkbox"/> Play times this week will include:	<input type="checkbox"/>

Session 13: Review and Catch Up

My goal for the coming week:

	<i>Goals I met</i>
<input type="checkbox"/> Read.	<input type="checkbox"/>
<input type="checkbox"/> Reward myself for my parenting efforts.	<input type="checkbox"/>
<input type="checkbox"/> Plan how to keep parenting approaches supported.	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call.	<input type="checkbox"/>
<input type="checkbox"/> Determine future goals.	<input type="checkbox"/>



INCREDIBLE YEARS® PARENT PROGRAM
PARENT WEEKLY EVALUATIONS

Name _____ Session _____ Date _____

I found the content of this session was:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching and leadership skill was:

not helpful neutral helpful very helpful

I found the group discussion and interaction to be:

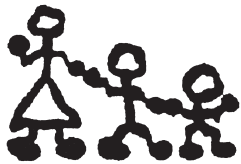
not helpful neutral helpful very helpful

The use of role play/practices was:

not helpful neutral helpful very helpful

Additional comments:

(continue on back)



Incredible Years[®]
Parent Program Satisfaction Questionnaire
Toddlers Program

(Hand out at end of the program)

Participant's Name _____ Date _____

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

A. The Overall Program

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

1. The bonding that I feel with my baby/toddler since I took this program is

considerably worse	worse	slightly worse	the same	slightly improved	improved	greatly improved
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2. My baby/toddler's bonding with me using the methods presented in this program is

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

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

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

very pessimistic	pessimistic	slightly pessimistic	neutral	slightly optimistic	optimistic	very optimistic
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6. I feel that the approach used to enhance my baby's/toddler's development in this program is

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

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

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

very unconfident unconfident slightly unconfident neutral slightly confident confident very confident

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

very unconfident unconfident slightly unconfident neutral slightly confident confident very confident

10. My overall feeling about achieving my goals in this program for my child and family are

very negative negative slightly negative neutral slightly positive positive very positive

B. Teaching Format

Usefulness

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

1. Content of information presented was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

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

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

3. Group discussion of parenting skills was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

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

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. I found the “buddy calls” to be

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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6. Reading chapters from the Incredible Years book or listening to the CD was

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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8. Weekly handouts (e.g., refrigerator notes) were

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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C. Specific Parenting Techniques

Usefulness

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

1. Information about infant/toddler development and developmental milestones

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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2. Providing Physical, Tactile and Visual Stimulation

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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3. Promoting Infant and Toddler Language Development

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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4. Child-Directed Play

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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5. Descriptive Commenting/Social, Emotion and Academic Coaching

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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6. Praise and Encouragement

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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7. Spontaneous Rewards

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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8. Routines, Separation & Reunions

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

9. Ignoring

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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10. Positive Discipline

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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11. Information about baby- and toddler-proofing at home

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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12. This Overall Group of Techniques

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

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

Group Leader #1 _____

(name)

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

very poor	poor	below average	average	above average	superior	excellent
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2. The group leader's preparation was

very poor	poor	below average	average	above average	superior	excellent
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3. Concerning the group leader's interest and concern in me and my child, I was

very dissatisfied	dissatisfied	slightly dissatisfied	average	slightly satisfied	satisfied	extremely satisfied
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4. At this point, I feel that the group leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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5. Concerning my personal feelings toward the group leader, I

dislike him/her very much	dislike him/her	dislike him/her slightly	have a neutral attitude toward him/her	like him/her slightly	like him/her	like him/her very much
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If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 _____

(name)

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

very poor	poor	below average	average	above average	superior	excellent
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2. The group leader's preparation was

very poor	poor	below average	average	above average	superior	excellent
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3. Concerning the group leader's interest and concern in me and my child, I was

very dissatisfied	dissatisfied	slightly dissatisfied	average	slightly satisfied	satisfied	extremely satisfied
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4. At this point, I feel that the group leader in the program was

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

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

dislike
him/her
very much

dislike
him/her

dislike
him/her
slightly

have a
neutral attitude
toward him/her

like
him/her
slightly

like
him/her

like
him/her
very much

E. Overall Program Evaluation

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

2. What did you like most about the program?

3. What did you like least about the program?

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

Parents Thinking Like Scientists



Child Problems

Child Strengths

Goals

Strategies

Benefits

Obstacles
[thoughts, feelings,
behavior in self &
others]

Ongoing Plans



Parents Thinking Like Scientists



Child Problems



Child Strengths



Goals

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

Content	Objectives	Content	Objectives
<p>Babies Program: 0—12 Months</p>			
<p>Part 1: Getting to Know Your Baby (0—3 months)</p>	<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 	<p>Part 2: Babies as Intelligent Learners (3—6 months)</p>	<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
<p>Part 3: Providing Physical, Tactile and Visual Stimulation</p>	<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 	<p>Part 4: Parents Learning to Read Babies’ Minds</p>	<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
Babies Program: 0—12 Months			
Part 5: Gaining Support	<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) 	Part 6: Babies Emerging Sense of Self (6—12 months)	<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			
<p>Part 1: Child-Directed Play Promotes Positive Relationships</p>	<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” 	<p>Part 2: Promoting Toddler’s Language with Child-Directed Coaching</p>	<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
<p>Part 3: Social and Emotion Coaching</p>	<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 	<p>Part 4: The Art of Praise and Encouragement</p>	<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
Toddler Program: 1—3 Years			
Part 5: Spontaneous Incentives for Toddlers	<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 	Part 6: Handling Separations and Reunions	<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
Part 7: Positive Discipline— Effective Limit Setting	<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 	Part 8: Positive Discipline— Handling Misbehavior	<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 Promotes Positive Relationships	<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” • Learning about child-directed play and understanding its importance for children 	Part 2: Academic and Persistence Coaching	<ul style="list-style-type: none"> • Learning how “Descriptive Commenting” promotes children’s language skills and builds children’s self-confidence and frustration tolerance • Learning how “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 • Understanding 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 • Understanding how 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 • 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 (e.g., meal times, grocery store trips, bath times, etc.) 		

Table 3 Continued (3–6 years)

Content	Objectives	Content	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 Understanding resistance to praise—the difficulties of self and others to accept 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 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 issues Importance of reinforcing/refueling oneself and others
Program Three: Positive Discipline– Rules, Routines and Effective Limit Setting			
<p>Part 1: Establishing Routines and Household Rules</p>	<ul style="list-style-type: none"> Understanding the importance of routines and predictable schedules for children Understanding how 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 Learning how to start 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 (3–6 years)

Content	Objectives	Content	Objectives
<p>Program Four: Positive Discipline—Handling Misbehavior</p> <p>Part 1: Follow Through With Limits</p>	<ul style="list-style-type: none"> Understanding the importance of distractions coupled with ignore Understanding the importance of consistency and follow through by parents Maintaining self-control and use calm down strategies Understanding that testing is normal behavior Using ignore technique consistently and avoid arguing about limits 	<p>Part 2: Ignoring Children’s Inappropriate Behaviors</p>	<ul style="list-style-type: none"> Understanding how to effectively ignore Understanding concept of “Selective Attention” and “Attention Principle” Learning about repeated learning trials—negative behavior is a sign child needs some new learning opportunities Identifying appropriate behavior to ignore Keep filling up child’s bank account with play, coaching, praise and incentives Practicing self-control and calm down strategies
<p>Part 3: Time Out to Calm Down</p>	<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 Learning how to help victim of aggressive act Continuing to strengthen prosocial behaviors (positive opposite) Practicing positive self-talk and anger management strategies 	<p>Part 4: Natural and Logical Consequences</p>	<ul style="list-style-type: none"> Learning about developmentally appropriate natural and logical consequences Understanding the importance of brief, immediate consequences Understanding the importance of new learning trials Avoiding power struggles that reinforce misbehavior
<p>Part 5: Teaching Children to Problem Solve and Self-Regulate</p>	<ul style="list-style-type: none"> Understanding how games and stories can be used to help children learn beginning problem-solving skills Appreciating the developmental nature of each child’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 		

Weekly Log: Toddler

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 ____ M Child-Directed Play							
Session ____ M Promoting Language Development							
Session ____ M Promoting Language Development, cont'd.							
Session ____ M Social & Emotional Coaching							
Session ____ M Social & Emotional Coaching, cont'd.							
Session ____ M Praise							
Session ____ M Spontaneous Incentives							
Session ____ M Separations & Reunions							
Session ____ M Effective Limit Setting							
Session ____ M Effective Limit Setting, cont'd.							
Session ____ M Handling Misbehavior							
Session ____ M Handling Misbehavior							
Session ____ M Catch Up/Review							

Weekly Log: Toddler

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 _____
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- 9 Leader (A) Child Group _____
- 10 Leader (B) Child Group _____
- 11 Homework not completed Mother _____
- 12 Homework not completed Father _____
- 13 Homework not completed Child _____

Codes

Content/Leader/Discussion:

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

Participation

seldom = 0
 sometimes = 1
 frequent = 2

Attitude

negative = 0
 neutral = 1
 positive = 2

Homework

incomplete, none = 0
 complete = 1

Make-up Session

no = 0
 yes = 1

M = Mother F = Father		Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session ____	F Child-Directed Play							
Session ____	F Promoting Language Development							
Session ____	F Promoting Language Development, cont'd.							
Session ____	F Social & Emotional Coaching							
Session ____	F Social & Emotional Coaching, cont'd.							
Session ____	F Praise							
Session ____	F Spontaneous Incentives							
Session ____	F Separations & Reunions							
Session ____	F Effective Limit Setting							
Session ____	F Effective Limit Setting, cont'd.							
Session ____	F Handling Misbehavior							
Session ____	F Handling Misbehavior							
Session ____	F Catch Up/Review							

Parent Certificate

of Participation and Successful Completion in

The Incredible Years : Parents and Toddlers Training Series
Developed by Carolyn Webster-Stratton, Ph.D

_____ Name of Participant

_____ Date

_____ Group Leader

_____ Group Leader

