

***Attentive Parenting™
Promoting Children's Emotional Regulation,
Social Competence, Problem Solving, and School
Readiness (Ages 2-6)***

***Universal Program
Workshop Manual***



Carolyn Webster-Stratton, Ph.D.

Video-based instruction for child and family guidance

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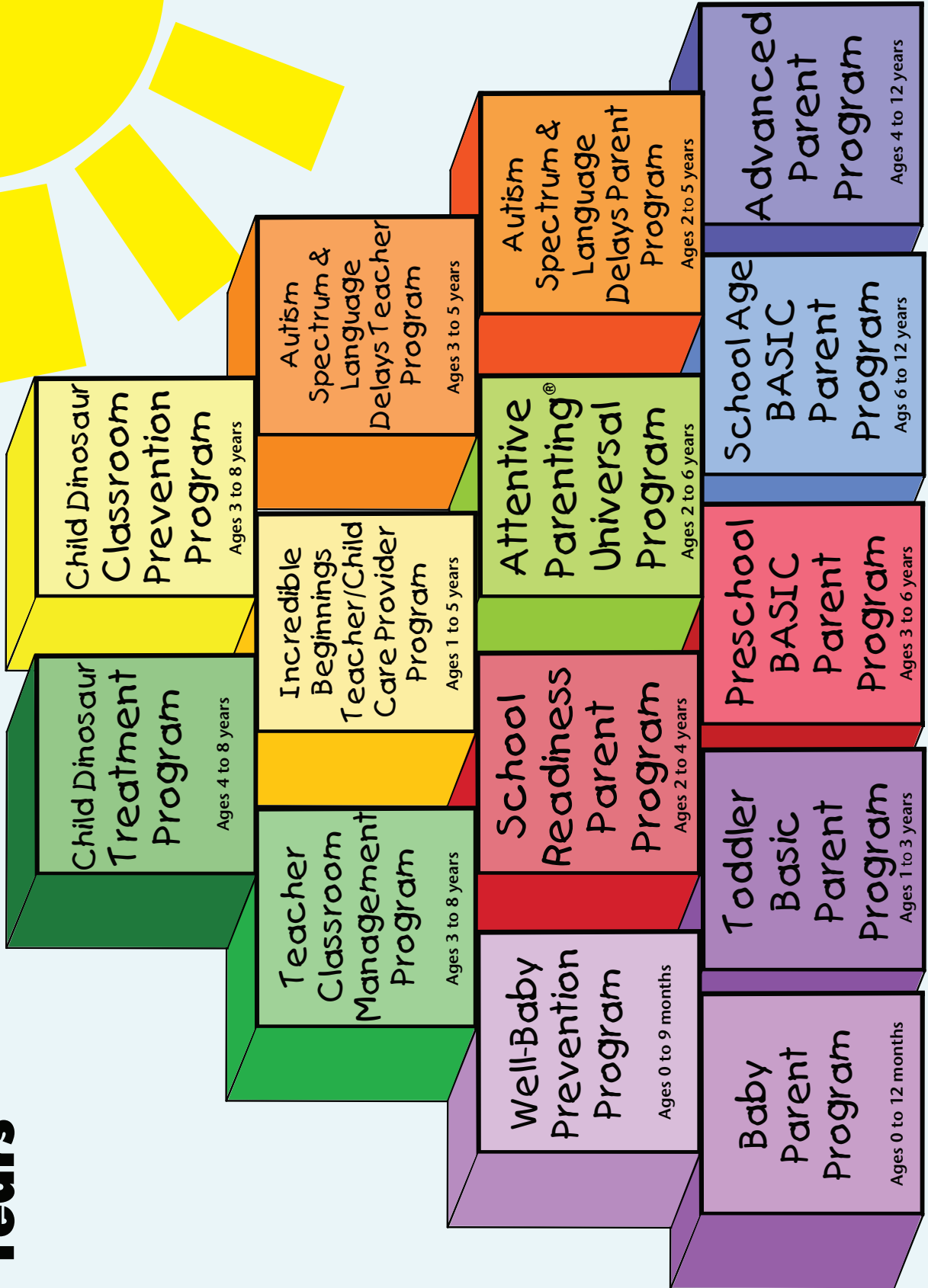
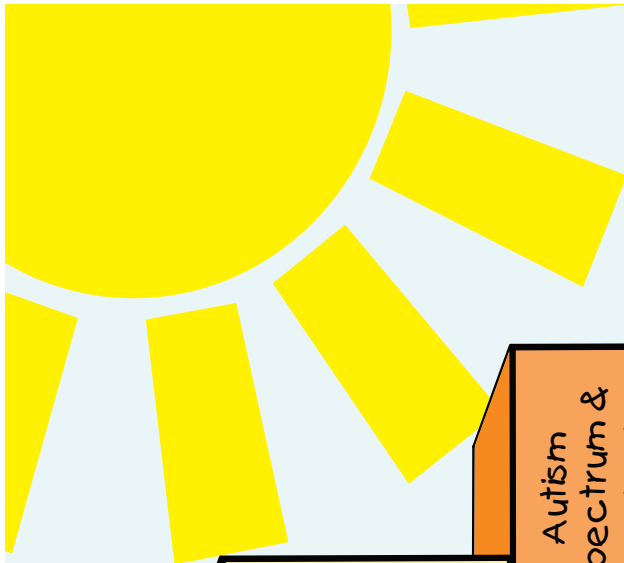
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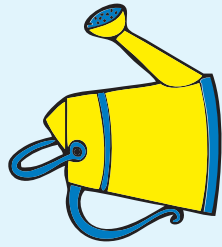
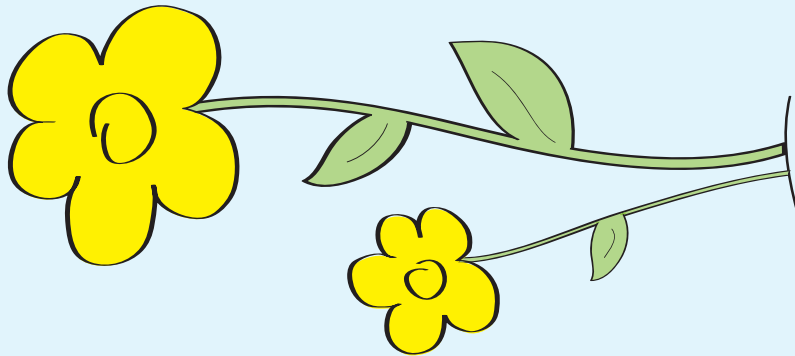
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Attentive Parenting™

Promoting Children's Emotional Regulation, Social Competence, Problem Solving, and School Readiness (ages 2-6)



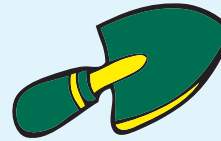
Support Daily
Social Growth



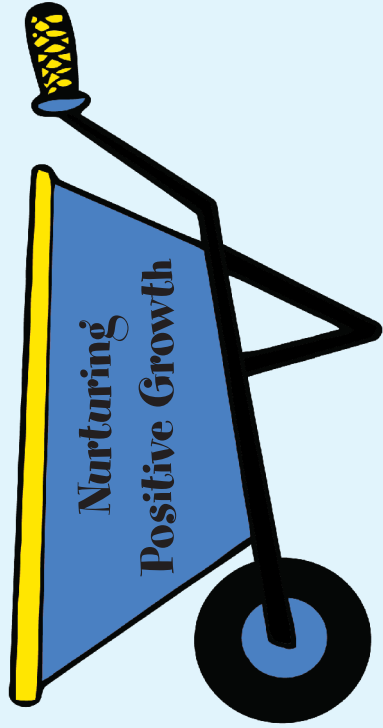
Cultivate
Emotional Regulation



Use Coaching
Methods

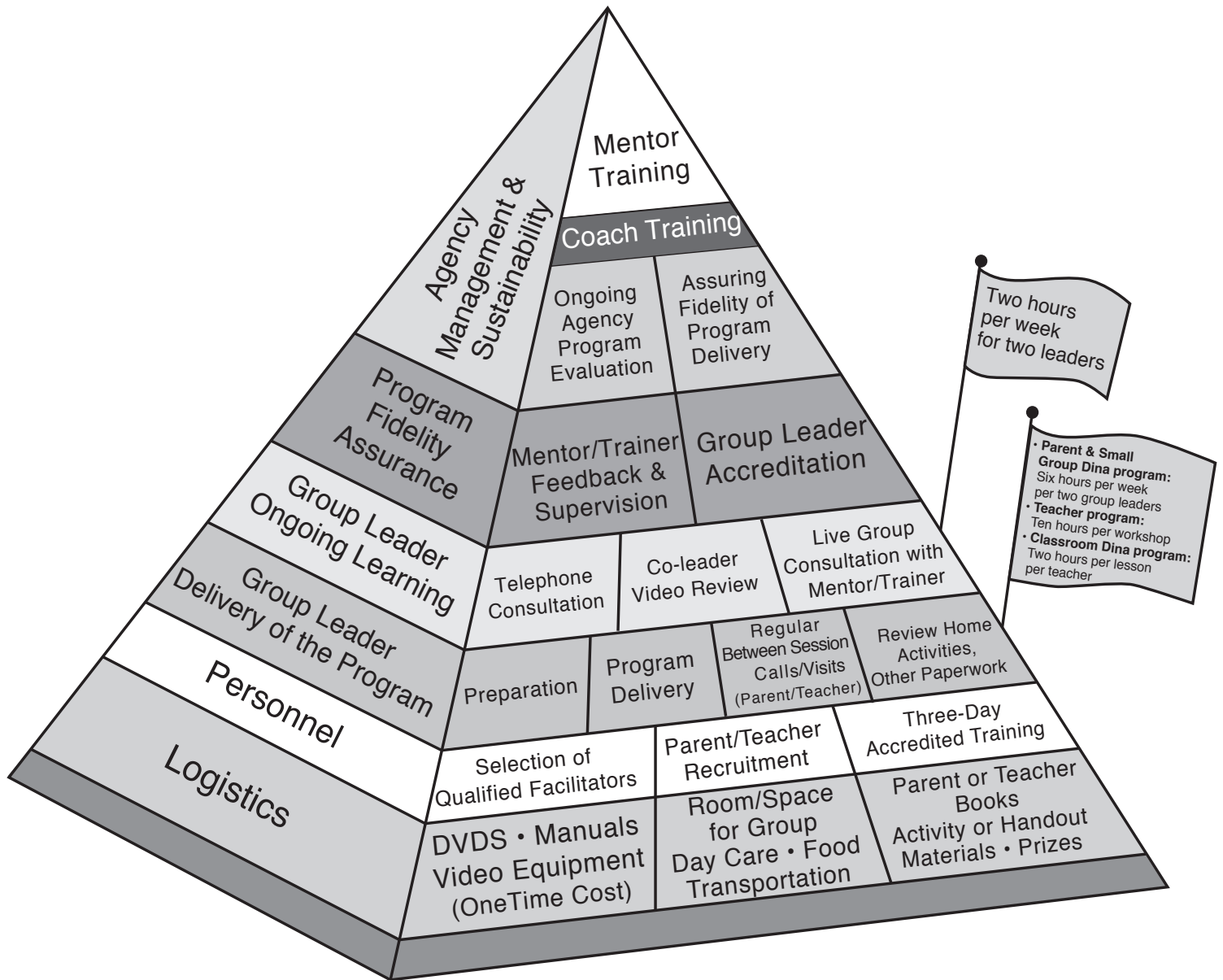


Encourage
Problem Solving



Tend Seeds
That Grow Love

The
**Incredible
Years®**



IY Implementation Pyramid: Assuring Fidelity of Program Delivery

Incredible Years® Programs
 Levels of Intervention Pyramid
 According to Population Risk
 (Ages 0-12 Years)

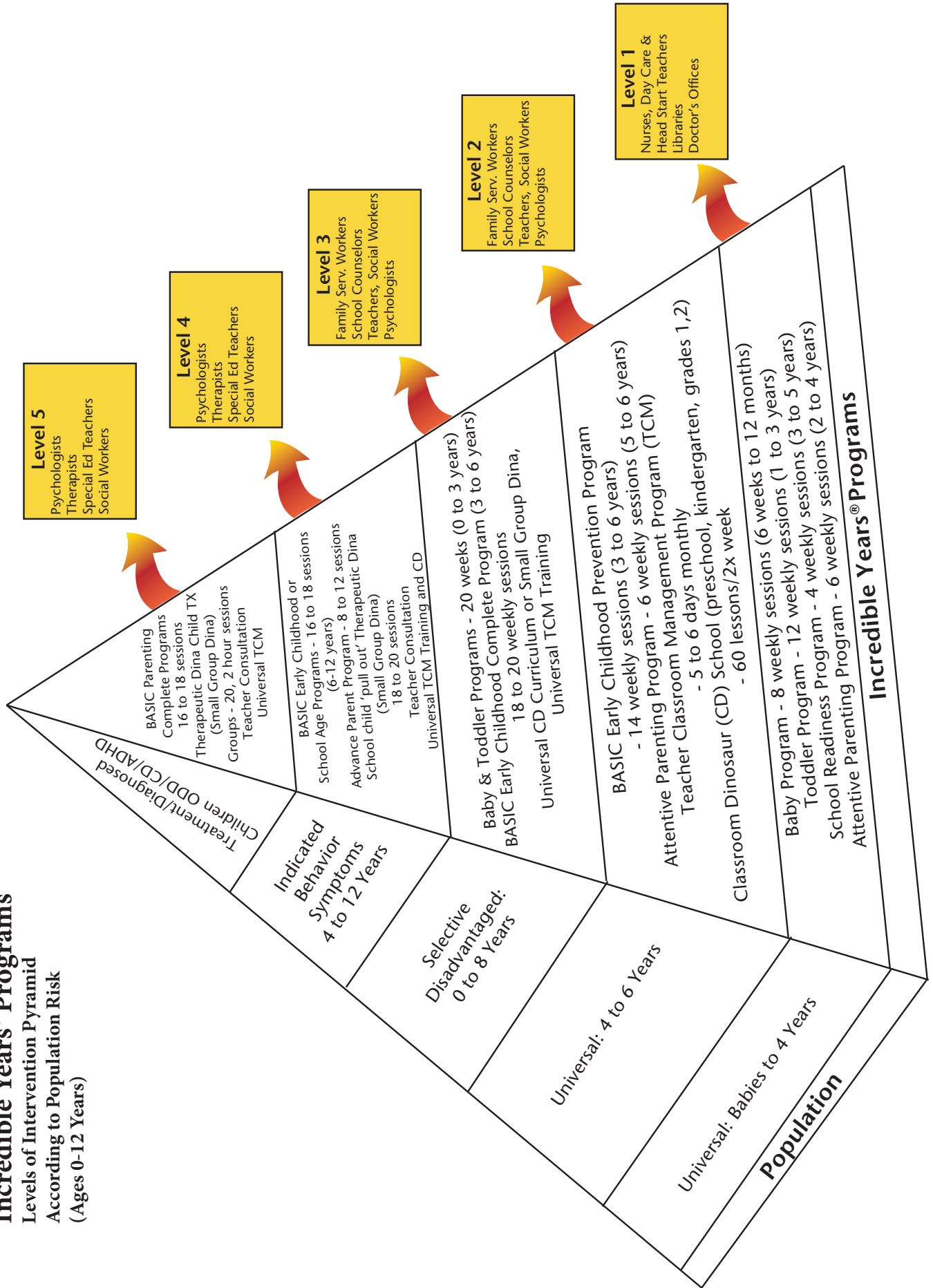


Table 1: Content and Objectives of the Attentive Parenting™ Programs (Ages 2-6)


| Content | Objectives |
|---|---|
|  | <p>Program One: Attentive Child-Directed Play Promotes Positive Relationships and Children’s Confidence</p> <ul style="list-style-type: none"> • Being Child-Directed and Attentive • Supporting Children’s Independence and Confidence • Understanding the Importance of Individual Time • Responding to Children’s Developmental Readiness • Giving Your Child Time • Importance of Pretend Play • Building a Supportive Relationship with Children • Understanding How To End Play |
|  | <p>Program Two: Attentive Academic and Persistence Coaching Promote Children’s Language Skills and School Readiness</p> <ul style="list-style-type: none"> • Using Descriptive Commenting with Toddlers to Build Language • Promoting School Readiness with Academic Coaching • Avoiding Too Many Questions • Using Persistence Coaching to Promote Children’s Attention • Using Coaching to Encourage School Age Children’s Homework • Coaching Pre-reading and Reading Readiness |
|  | <p>Program Three: Attentive Emotion Coaching Strengthens Children’s Emotional Literacy</p> <ul style="list-style-type: none"> • Learning How to Strengthen Children’s Emotional Literacy with Books • Encouraging Positive Expression of Emotions • Knowing How to Model Emotion Language • Combining Emotion with Persistence Coaching for Uncomfortable Emotions • Using Pretend Play to Strengthen Children’s Emotion Learning • Understanding How to Respond to Negative Emotions • Enhancing Children’s Beginning Empathy Skills • Using Pretend Play to Strengthen Children’s Empathy Learning |

Table 1 Continued

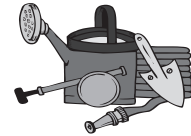
| Content | Objectives |
|---|--|
| <p>Program Four: Attentive Social Coaching Promotes Children’s Cooperative Friendships</p> | <ul style="list-style-type: none"> • Using Puppets to Practice Social Skills • Modeling, Prompting and Giving Attention to Toddler’s Social Skills • Know How to Link Social Actions to Emotions • Using One-On-One Modeling and Prompting to Encourage Social Skills • Using Social Coaching to Promote Sibling and Peer Cooperation • Using Pretend Play to Learn about Inclusion of Others • Learning How to Help Children to Make Friends • Combining Social and Emotion Coaching to Enhance Friendships • Using Social Coaching Beyond Play Times |
|  | |
| <p>Program Five: Attentive Imaginative Parenting Interactions Promote Children’s Emotional Regulation Skills</p> | <ul style="list-style-type: none"> • Teaching Children Self-Regulation Skills (e.g., positive self-talk, deep breathing, happy images) • Helping Children Stay Regulated by Using Words • Modeling, Prompting and Using Puppets to Practice Self-Regulation Skills • Learning How to Explain the Calm Down Thermometer to Children • Helping Children Practice Calm Down Strategies • Sharing Tiny’s Secrets for Self-Regulation |
|  | |
| <p>Program Six: Attentive Creative Parent Play Promotes Children’s Problem Solving and Empathy</p> | <ul style="list-style-type: none"> • Using Puppets and Pretend Play to Teach Children the Problem Solving Steps • Using Wally’s Problem Solving Books to Practice Positive Solutions • Understanding How to Combine Emotion, Social and Persistence Coaching during Problem Solving Interactions • Understanding How to Respond to Negative Emotions • Supporting Empathy Understanding and Learning • Know How to Link Social Actions to Emotions • Using One-On-One Modeling and Prompting to Encourage Social Skills • Using Social Coaching to Promote Sibling and Peer Cooperation • Using Pretend Play to Learn about Inclusion of Others • Learning How to Help Children to Make Friends • Combining Social and Emotion Coaching to Enhance Friendships • Using Social Coaching Beyond Play Times |
|  | |



Attentive Parenting™

Self-Monitoring Checklist

Children 2-6 Years



Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

Name: _____

Program 1: Introductions, Goals, Child-Directed Play Promotes



Positive Relationships

My goal for the coming week:

| | Goals I met |
|--|--------------------|
| ____ Read Chapter 1 in <i>Incredible Years</i> or <i>Incredible Toddlers</i> | _____ |
| ____ Review my goals for myself and my child. | _____ |
| ____ Play using attentive, child-directed approach. | _____ |



Program 2: Attentive Academic and Persistence Coaching Promote Children's Language and School Readiness

My goal for the coming week:

| | Goals I met |
|--|--------------------|
| ____ Read Chapter Part 3, Problem 15 (Reading with CARE) in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i> | _____ |
| ____ Play this week with my child will include: | _____ |



Program 3: Attentive Emotion Coaching Strengthens Children's Emotional Literacy and Empathy

My goal for the coming week:

| | Goals I met |
|---|--------------------|
| ____ Read Chapter 2 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i> | _____ |
| ____ Play this week with my child will include: | _____ |



Program 4: Attentive Social Coaching Promotes Children’s Cooperative Friendships

My goal for the coming week:

| | Goals I met |
|---|-------------|
| _____ Read Chapter 10 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i> | _____ |
| _____ Play this week with my child will include: | _____ |



Program 5: Attentive, Imaginative Parenting Promotes Children’s Emotional Regulation Skills

My goal for the coming week:

| | Goals I met |
|--|-------------|
| _____ Practice: | _____ |
| _____ Read Chapter 9 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i> | _____ |
| _____ Play this week will include: | _____ |



Program 6: Attentive, Creative Play Promotes Children’s Problem Solving

My goal for the coming week:

| | Goals I met |
|--|-------------|
| _____ Read Chapter 8 in <i>Incredible Years</i> or Chapter 7 in <i>Incredible Toddlers</i> | _____ |
| _____ Practice problem solving with my child using Wally book and puppet | _____ |
| _____ Play times this week will include: | _____ |



Agendas, Checklists and Handouts

Protocols for Universal Program



NOTE: These agendas and checklists are the minimum number of sessions to be provided, and **only** for prevention populations. Please refer to the Incredible Years BASIC parent programs for treatment populations or high risk populations due to child welfare involvement, child developmental delays or parent mental health difficulties.

Attentive Parenting™ Promoting Children's Emotional Regulation, Social Competence, Problem Solving, and School Readiness (Ages 2-6)

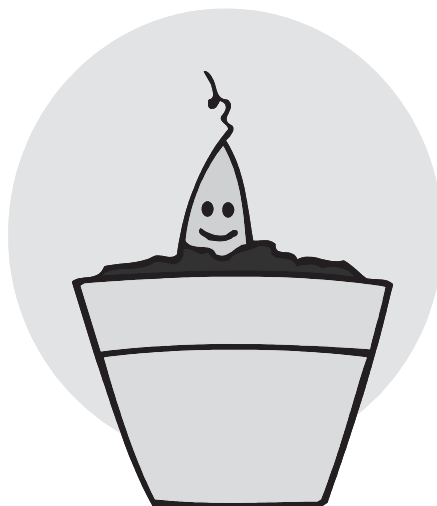


Prevention Protocol

This brief program is offered to promote children's emotional regulation, social competence, problem solving, and school readiness for parents of children without behavior problems, developmental problems or family mental health difficulties (e.g., depression, drug abuse, neglect and abuse). For high risk families and parents from socioeconomically disadvantaged backgrounds, it is highly recommended that leaders use the Incredible Years® evidence-based BASIC program protocol with the added emphasis on limit setting, rules, predictable routines, and proactive discipline strategies.

Selecting Vignettes to Discuss

Leaders will see an asterisk/symbol on the checklists. (*) refers to vignettes especially good for 2-4 year olds. (**) refers to vignettes especially good for 5-6 year olds. Those that are left blank are good for the full age range (2-6). Group leaders will show 7-9 vignettes during each 2-hour session that best matches the families in the group.



Attentive Parenting™ Promoting Children's Emotional Regulation, Social Competence, Problem Solving, and School Readiness (Ages 2-6)

Agendas, Checklists and Handouts for Each Program

The content covered in each program needs to be paced according to each parent group's 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 7–9 vignettes per two-hour program.

Program One: Attentive Child-Directed Play Promotes Positive



Relationships & Children's Confidence

Vignettes 1-15

***Program Two: Attentive Academic and Persistence Coaching Promote
Children's Language and School Readiness***



Vignettes 1-17

***Program Three: Attentive Emotion Coaching Strengthens Children's
Emotional Literacy and Empathy***



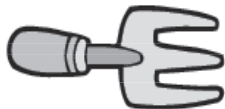
Vignettes 1-11

***Program Four: Attentive Social Coaching Promotes Children's
Cooperative Friendships***



Vignettes 1-14

***Program Five: Attentive, Imaginative Parenting Promotes Children's
Emotional Regulation Skills***



Vignettes 1- 10

***Program Six: Attentive, Creative Play Promotes Children's Problem
Solving and Empathy***



Vignettes 1-15



Outline—Program One

Attentive Child-Directed Play Promotes Positive Relationships & Children’s Confidence



I. Welcome

Leaders introduce themselves.

Review agenda for program.

II. Introductions

Parents introduce themselves and give names and ages of their children. Talk about their goals.

III. Ground Rules

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

Adopt rules for group.

IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format. (Show introductory narration.)

V. Topic of Day: Child-Directed Play—Building Positive Relationships

A. Brainstorm benefits to parent/child play.

B. Vignettes: 1-13 (Choose 6-7 vignettes as appropriate for the group).

C. Buzz—share play activities for toddlers and preschoolers.

D. Role Plays/Practice

Practice (leader [as child] and parent) that demonstrates first being parent directed contrasted with being child directed.

First give lots of direction, then replay being an “appreciative audience.”

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

E. Ending Play: Vignettes 14-15.

F. Summarize Key Points (Attentive Parenting Tips).

Key Concepts:

- Value of parents giving focused child-directed attention during play as a way of strengthening relationships and building children's self-confidence and independence.
- Understanding the "Attention Principle."
- Supporting children's discoveries and exploration of ideas.
- Understanding developmental milestones for children's cognitive level and having realistic expectations.
- Building family relationships.
- Knowing how to end play times.

VI. Review Home Activities and Handouts

Summarize key points or Attentive Parenting Tips.

Review suggested home activities.

VII. Parent Evaluation

Remind parents of the importance of their 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.

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 program.



LEADER CHECKLIST Program One



Topic: *Attentive Child-Directed Play*

Vignettes: *1- 15*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Child-directed Play:

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

* especially good for 2-4 years

** especially good for 5-6 years

Choose 7-9 vignettes that best match your families' needs. Circle vignettes shown.

| DID I | YES | NO |
|---|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Welcome and make introductions | _____ | _____ |
| 3. Brainstorm group ground rules | _____ | _____ |
| 4. Discuss parent goals and program goals | _____ | _____ |
| 5. Explain format for meetings | _____ | _____ |
| 6. Brainstorm benefits of parent/child play | _____ | _____ |
| 7. Buzz—play activities | _____ | _____ |
| 8. Role play/practice being “appreciative audience” in large group | _____ | _____ |
| 9. Break out for “practice” in dyads or triads | _____ | _____ |
| 10. Explain importance of home practice activities | _____ | _____ |
| 11. Highlight key principles from parents’ discussion | _____ | _____ |
| 12. Review this week’s practice activity and parents set personal goals (play record sheet) | _____ | _____ |

Xerox:

Home Activities for the Week

Record Sheet: Child Directed Play

Attentive Parenting Tips about Attentive Child-Directed Play

Self-Evaluation

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



Outline—Program Two

Attentive Academic and Persistence Coaching

Promote Children’s Language and School Readiness



I. Welcome

Greet families.

II. Report on Home Activities

Buzz experiences with attentive child-directed play (positive, difficult, and/or successful).

III. First Topic of Day: Academic Coaching

- A. Vignettes: 1-6 (choose according to age of children).
- B. Brainstorm/Buzz: academic concepts/words to describe.
- C. Practice/Role Play: (large group) One parent acts as child, and another parent demonstrates descriptive commenting and academic coaching.

IV. 2nd Topic of Day: Persistence Coaching

- A. Vignettes: 7-13 (primarily for children ages 4-6 years old).
- B. Brainstorm persistence words.
- C. In large group, demonstrate “persistence coaching.”
- D. Break up into triads to practice persistence coaching (use puzzles or mazes). One parent is child, one is parent and one “observer.” Practice using persistence and academic coaching. Have props (unstructured toys) on hand.

V. 3rd Topic of Day: Promoting Reading Readiness

- A. Vignettes: 14-17 (choose according to age of children).
- B. Practice/Role Play: Reading to children.

VI. Review Home Activities & Handouts

Summarize key points (Attentive Parenting Tips).

Key Concepts:

- Learning about normal developmental milestones for toddlers and for pre-schoolers and having realistic expectations.
- Understanding the value of persistence coaching for promoting children's attention span, managing their frustration and staying focused while learning some thing new.
- The modeling principle—by parents avoiding the use of critical statements, corrections, questions and demands and substituting positive polite language, children learn more positive communication and feel support.
- Understanding how to pace play at child's developmental level.
- Understanding the value of academic coaching for building children's language skills and school readiness.
- Understanding how to coach pre-reading and writing readiness.

VII. Parent Evaluation**VIII. Closing**



LEADER CHECKLIST

Program Two



Topic: *Attentive Academic and Persistence Coaching Promote Children’s Language and School Readiness*

Vignettes: *1-17*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: 1* 2* 3* 4 5 6** 7 8** 9**
 10** 11** 12** 13** 14* 15* 16* 17

* especially good for 2-4 years

** especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. Circle vignettes shown.

| DID I | YES | NO |
|---|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (to play home activity) | _____ | _____ |
| 3. Buzz—list of things parents can describe (academic coaching) (objects, actions, behaviors) | _____ | _____ |
| 4. Practice academic coaching methods (large group) | _____ | _____ |
| 5. Break out for small group practice | _____ | _____ |
| 6. Buzz—persistence coaching words/scripts | _____ | _____ |
| 7. In triads, practice academic and persistence coaching (use handouts) | _____ | _____ |
| 8. Practice interactive reading skills | _____ | _____ |
| 9. Highlight key principles from parents’ discussion | _____ | _____ |
| 10. Explain this week’s home activity & parents set personal goals | _____ | _____ |

Xerox:

Home Activities for the Week

Record Sheet: Academic and Persistence Coaching

Attentive Parenting Tips about Reading Readiness, Academic Coaching, and Persistence Coaching (3)

Self-Evaluation

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



Outline—Program Three

Attentive Emotion Coaching Strengthens Children’s Emotional Literacy and Empathy



I. Welcome

II. Report on Home Activities

Buzz experiences with academic and persistence coaching (positive, difficult, and/or successful).

III. Topic of Day: Emotion Coaching

- A. Introduce topic and how it promotes emotional literacy and why this is important.
- B. Vignettes: 1-11.
- C. Buzz—emotion words.
- D. Practice/Role Play (large group).
- E. Break out into triads to practice.

Key Concepts:

- Emotion coaching promotes children’s emotion language skills and empathy.
- Emotion language is a precursor to self-regulation.
- The “attention rule”—the principle of paying attention to positive emotions and modeling positive expression of emotions.
- Understanding how to respond effectively to negative emotions.
- Combining emotion coaching with persistence coaching.
- Learning about opportunities for empathy training.
- Understanding how puppets can enhance children’s learning of feelings language and empathy.

IV. Review Home Activities & Handouts

Summarize key points (Attentive Parenting Tips).

V. Parent Evaluation

VI. Closing



LEADER CHECKLIST

Program Three



Topic: *Attentive Emotion Coaching Strengthens Children’s Emotional Literacy and Empathy*

Vignettes: 1-11

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

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

* especially good for 2-4 years

** especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. Circle vignettes shown.

| DID I | YES | NO |
|---|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions | _____ | _____ |
| 3. Buzz—emotion words to promote emotion literacy | _____ | _____ |
| 4. Role play/practice being an emotion coach (large group) | _____ | _____ |
| 5. In triads, practice persistence and emotion coaching | _____ | _____ |
| 6. Practice using puppets to model emotion language | _____ | _____ |
| 7. Highlight key principles from parents’ discussion | _____ | _____ |
| 8. Explain this week’s home activity & parents set personal goals | _____ | _____ |

Xerox:

- Home Activities for the Week
- Record Sheet: Emotion Coaching
- Attentive Parenting Tips: Attentive Emotion Coaching Scripts

Self-Evaluation

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



Outline—Program Four

Attentive Social Coaching Promotes Children’s Cooperative Friendships



I. Welcome

II. Report on Home Activities

Buzz—experiences with emotion coaching.

III. Topic of Day: Social Coaching

- A. Buzz or brainstorm social behaviors to encourage.
- B. Vignettes: 1-14.
- C. Buzz—“positive opposites” (use handout).
- D. Practice social coaching (large group).
- E. Practice in triads social and emotional coaching (use puppets for modeling and prompting social behaviors).

Key Concepts:

- Social coaching, one-on-one, builds child’s social skills and friendships.
- Understanding how to model, prompt, and praise social skills with several children.
- Learning how to use puppets and pretend play to practice social skills.
- Understanding how to link positive social actions to emotions.
- Combining emotion and social coaching methods.
- Understanding the “attention principle” and value of differential attention.

IV. Review Home Activities & Handouts

Summarize key points.

V. Parent Evaluation

VI. Closing



LEADER CHECKLIST

Program Four



Topic: *Attentive Social Coaching Promotes Children’s Cooperative Friendships*

Vignettes: *1-14*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

| | | | | | | | | | | |
|--------|-----|----|----|---|---|---|---|---|---|----|
| Intro* | 1 | 2* | 3* | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11** | 12* | 13 | 14 | | | | | | | |

* especially good for 2-4 years

** especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. Circle vignettes shown.

| DID I | YES | NO |
|--|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences to emotion coaching | _____ | _____ |
| 3. Practice social and emotion coaching (one-on-one) | _____ | _____ |
| 4. Practice social and emotion coaching (with 2-3 children differing ages) | _____ | _____ |
| 5. Practice behaviors to ignore and those to give attention to and prompt (differential attention) | _____ | _____ |
| 6. Talk about modeling positive social behaviors through imaginary play | _____ | _____ |
| 7. Buzz places where social coaching could be used | _____ | _____ |
| 8. Highlight key principles from discussion | _____ | _____ |
| 9. Explain this week’s home activity & parents set personal goals | _____ | _____ |

Xerox:

- Home Activities for the Week
- Attentive Parenting Tips: Attentive Social Coaching Scripts
- Attentive Parenting Tips: About Social Coaching
- Record Sheet: Praise Positive Opposite

Self-Evaluation

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



Outline-Program Five

Attentive, Imaginative Parenting

Promotes Children's Emotional Regulation Skills



I. Welcome

II. Report on Home Activities

Buzz experiences with social coaching during play time.

III. Topic of Day: Emotional Regulation Skills

- A. Define emotional regulation and discuss children's temperament variation and developmental milestones for age and cognitive stage.
- B. Buzz: strategies for helping children regulate their emotions.
- C. Discuss barriers.
- D. Vignettes: 1-11.
- E. Practice/Role play: explaining Calm Down Thermometer to a child.
- F. Practice/Role Play: using Tiny Turtle to teach anger management skills.
- G. Practice/Role Play: using books to practice calming down solution.

Key Concepts:

- Determining when children are receptive to learning about calm down teaching or self-regulation prompts.
- Parents modeling self-control and calm-down strategies.
- Using ignore technique when child is too dysregulated.
- Understanding how to use pretend and puppet play to do self-regulation teaching and practice.
- Use ignore for selected behaviors such as whining, tantrums, and arguing.
- Understanding concept of "selective attention."

V. Review Home Activities & Handouts

Summarize key points (Attentive Parenting Tips).

VI. Parent Evaluation

VII. Closing



LEADER CHECKLIST

Program Five



Topic: *Attentive, Imaginative Parenting Interactions Promote Children’s Emotional Regulation Skills*

Vignettes: **1-11**

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

Intro* 1* 2 3 4 5 6 7 8 9**
 10 11**

* especially good for 2-4 years

** especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. Circle vignettes shown.

| DID I | YES | NO |
|---|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (to social coaching) | _____ | _____ |
| 3. Buzz—skills involved in self-regulation | _____ | _____ |
| 4. Practice—teaching toddlers how to calm down (with puppet) | _____ | _____ |
| 5. Practice—using puppets and books to practice calm down language (with preschoolers) | _____ | _____ |
| 6. Highlight key principles from parents’ discussion | _____ | _____ |
| 7. Explain this week’s home activity and parents set goals | _____ | _____ |

Xerox:

Home Activities for the Week
 Attentive Parenting Tips: Building Children’s Self-Regulation Skills
 Record Sheet: Emotional Regulation

Self-Evaluation

“Gems” of Program—Reminder of things to pursue next program



Outline—Program Six

Attentive, Creative Play Promotes Children’s Problem Solving



I. Welcome

II. Report on Home Activities

Buzz: experiences with practicing self-regulation skills during play time.

III. Topic of Day: Teaching Children to Problem Solve Through Stories and Games

- A. Introduce Problem Solving and Steps.
- B. Brainstorm benefits to teaching problem solving.
- C. Vignettes: 1-17.
- D. Role Play/Practice (large group).
Demonstrate how to use Wally books to teach problem solving.
- E. Practice in dyads using Wally books to problem solve. Practice solutions with puppets.

Key Concepts:

- Understanding a variety of games and stories that can be used to help children begin to learn problem-solving skills.
- Appreciating the developmental nature of children’s ability to learn problem-solving skills.
- Understanding the importance of validating children’s feelings.
- Understanding ways to encourage children’s generation of solutions to problems.
- Learning how to help children think about the “feeling” associated with the problem and with the consequences to solutions proposed.
- Avoiding “blocks” to effective problem-solving with children such as lectures, quick solutions, criticism, too many questions, or focus on “correct” solutions rather than the “process” of problem solving.
- Recognizing the value of modeling solutions and problem solving for children.
- Strengthening children’s empathy skills by reversing roles and talking about another’s feelings.

IV. Topic: Celebratory Group (Optional for subsequent group session)

- A. Discuss feelings about group and how to carry on.
- B. Celebration: special gifts, food & certificates.
- C. Final evaluation form.

V. Review Home Activities

Explain handouts.

VI. Parent Evaluation

VI. Closing



NOTE: It is advisable to have one whole session or two on this topic and to do the celebration/graduation at a subsequent time.



LEADER CHECKLIST

Program Six



Topic:

**Attentive, Creative Play Promotes
Children’s Problem Solving**

Vignettes: 1-17

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

| | | | | | |
|---------------------------|-------|-----|----|-----|------|
| VIGNETTES COVERED: | Intro | 1 | 2 | 3 | 4 |
| 5 | 6** | 7** | 8 | 9** | 10** |
| 12 | 13** | 14 | 15 | 16 | 17 |

* especially good for 2-4 years

** especially good for 5-6 years

Choose 7-9 vignettes that best match your families’ needs. Circle vignettes shown.

DID I

| | YES | NO |
|---|------------|-----------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (emotion, barriers, self-regulation) | _____ | _____ |
| 3. Brainstorm/buzz benefits of problem-solving | _____ | _____ |
| 4. Practice (large group) using Wally books | _____ | _____ |
| 5. Practice (dyads) using Wally books to teach problem solving | _____ | _____ |
| 6. Highlight key principles | _____ | _____ |
| 7. Discuss ending group (feelings about group) | _____ | _____ |
| 8. Make reunion plan | _____ | _____ |
| 9. Present certificates and gifts | _____ | _____ |
| 10. Parent final evaluation | _____ | _____ |
| 11. Review home assignment and goal setting plans | _____ | _____ |

Xerox:

- Home Activities for the Week
- Attentive Parenting Tips About Promoting Children’s Problem Solving
- Problem Solving Checklist
- Record Sheet: Problem Solving

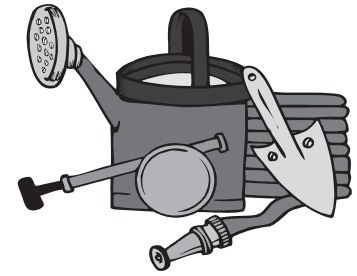
Self-Evaluation

“Gems” of Program—Reminder of things to pursue



Outline—Session Seven (Optional)

Review and Celebration



I. Welcome

II. Report on Home Activities

Discuss any experiences with Problem Solving.

III. Topic of Day: Review and Catch Up

- A. Complete any unfinished vignettes.
- B. Role play problems raised by group members.

IV. Celebrating Group

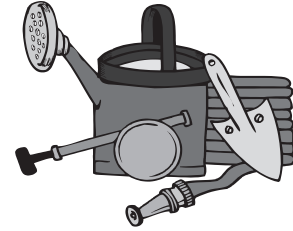
- A. What has it been like to participate in this parent group?
How can it carry on?
*Leaders and parents share what it has meant to be in the group.
- B. Review progress toward goals set.
- C. Celebration.
Certificates are given out to each parent.
Special food (planned the prior week by parents).

V. Parent Final Program Evaluation (See Appendix for Evaluation Form)



LEADER CHECKLIST

Last Session



Program Seven:

Review and Celebration

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Complete any unfinished

DID I

YES

NO

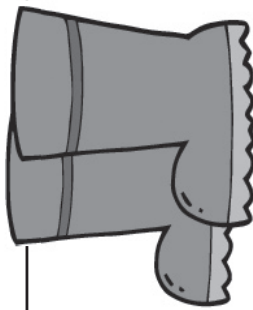
- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to problem solving) | _____ | _____ |
| 3. Role play with Wally books | _____ | _____ |
| 4. Discuss ending program (feelings about group, continuing group on own, providing support) | _____ | _____ |
| 5. Make a reunion plan or plan ongoing meetings | _____ | _____ |
| 6. Present certificates | _____ | _____ |
| 7. Parent Final Program Evaluation (long form) | _____ | _____ |

Xerox:

Parent Satisfaction Handout

Self-Evaluation

"Gems" of Program



Handout
RECORD SHEET
Parent Child-Directed Play



Date: _____

| Parent Play Behaviors I want to do less of: | Play Behaviors I want to do more of: | Scripts: |
|---|---|---|
| 1. Example: Giving instructions 2. 3. | 1. Example: Spending more time focusing on my child's ideas and discoveries 2. 3. | 1. Example: "I love watching what you discover in your play." 2. 3. |

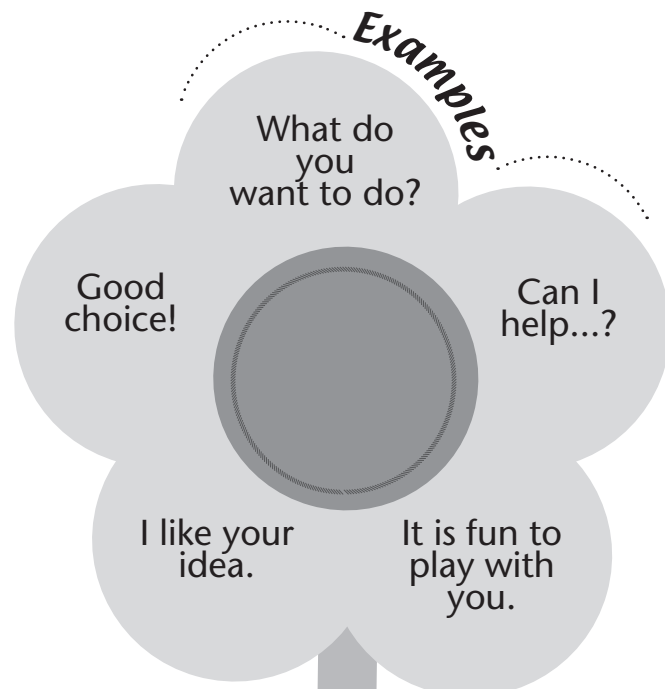
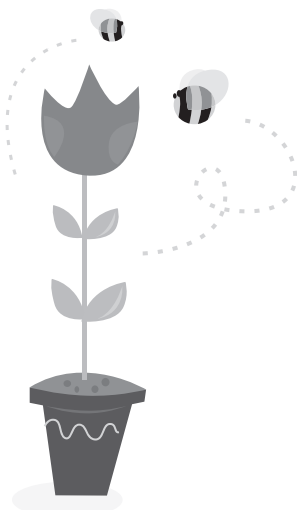
"Like any successful garden, children's positive growth must be tended with the right parenting attention and tools."



Attentive Parenting Tips

About Attentive Child-Directed Play

- Encourage your child's curiosity to explore new objects and activities.
- Follow your child's lead.
- Pace at your child's level—give your child time.
- Be an attentive and appreciative audience.
- Avoid competing with your child.
- Don't focus on the "correct" way or specified rules for a game.
- Model cooperation by doing what your child asks you to do.
- Observe and respond to your child's initiations and try not to ask questions.
- Praise and encourage your child's self-discovery and creativity; don't criticize.
- Engage in pretend and make-believe with your child.
- Allow your child to change his/her mind; be process oriented vs. product oriented.
- Curb your desire to give too much help—give just enough support to avoid frustration but not so much you take over your child's exploration.
- Laugh and have fun.





Home Activities for the Week

Attentive Academic & Persistence Coaching Promote Children's Language & School Readiness



To Do:

- **PLAY** with your child being child-directed and using descriptive commenting, academic and persistence coaching
- **RECORD** your experiences on the "Academic & Persistence Coaching" Record Sheet and bring to next session




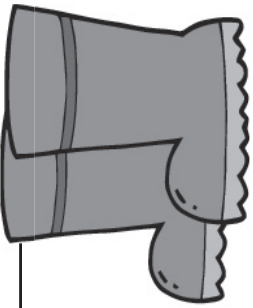
To Read:

Chapter 2, *Promoting Toddlers' Preschool Readiness with Academic and Persistence Coaching*, in *Incredible Toddlers* book

OR

Part 3, Problem 15 (*Reading with CARE*) in *Incredible Years* book



|  Handout RECORD SHEET Academic & Persistence Coaching | | | Date: _____ |
|--|--|--|-------------|
|  Parent Play Language I want to do less of: | Play Language I want to do more of: | Coaching Scripts: | |
| 1. Example: asking questions 2. 3. | 1. Example: describing my child's thoughts and actions 2. 3. | 1. Example: "You are working hard and are really focused on that." 2. 3. | |

"The attentive gardener knows when to prop and support the plant."

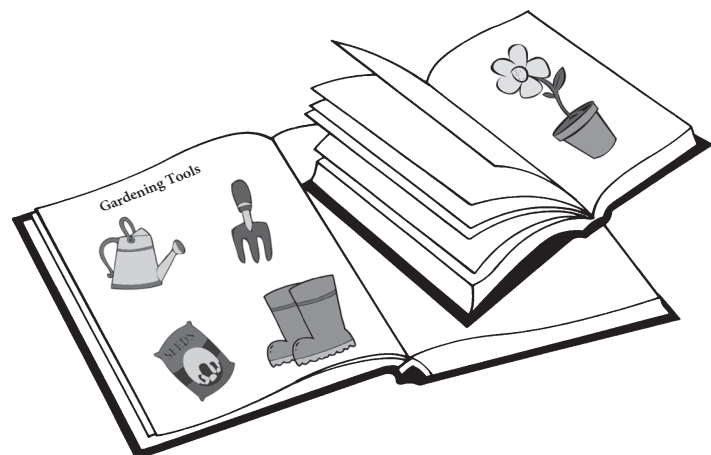
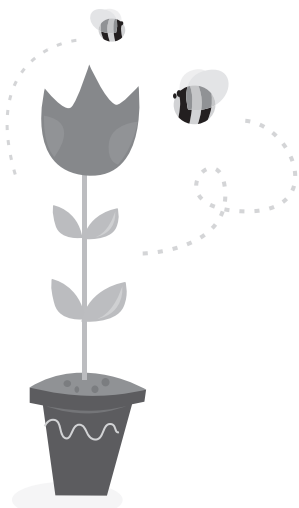


Attentive Parenting Tips

Coaching Children's Reading Readiness



- Go to the library together for story time or just to browse. Let your child pick several books to take home.
- Read at a quiet time when you are relaxed and comfortable—with TV and music turned off (this prevents over stimulation).
- Hold your child in a comfortable position when reading.
- Read for a few minutes each day when your child seems calm and alert. (Reading at bedtime is a great routine to have established because it helps your child calm down.)
- If you have other children, read to them as well.
- Read the names of the author and illustrator to your child as you begin reading.
- Point to pictures in the book and talk about them or make up stories.
- Re-read books your child likes many times.
- Praise and give positive feedback (that's right!).
- Slide your finger under the words or letters on the page and show left to right movement.
- Encourage your child to turn the pages.





Attentive Parenting Tips

Academic Coaching Promotes Children's Language Skills

- Use many more descriptive comments than questions.
- Describe your child's actions and body parts.
- Listen to your child and imitate, or mirror, your child's words.
- Notice what your child is interested in and talk about it.
- Describe the objects, shapes, numbers, letters and colors of things your child plays with.
- Talk about positions of objects (e.g., inside, under, beside, next to, behind).
- Prompt your child to communicate by modeling words for him/her to copy.
- Use new and more complex words to expand your child's vocabulary even if you know (s)he won't understand at first.
- Chant, sing rhymes and teach your child body movements that go with the words.
- Describe your own actions to your child (e.g., "I'm folding three shirts and two pairs of red socks now).
- Talk about simple everyday stories and events.
- Use make believe games such as toy telephones or hand puppets to encourage language interactions and make up stories.

"The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."

"You are exploring how the long piece connects to the short square piece."





Attentive Parenting Tips

Persistence Coaching Promotes Children's School Readiness Skills

- Coach with comments when your child is working hard, concentrating, being calm, or staying patient when doing an activity.
- Describe your child's persistence with a frustrating activity by trying again, sticking with it, thinking of a new way to do it, staying focused.
- Listen carefully and try to understand what your child is telling you about his/her thoughts, ideas and discoveries.
- Comment and praise your child for listening to peers or an adult.
- Encourage your child to discover, explore, experiment and provide support when mistakes are made.
- Try not to give too much help; encourage your child's curiosity.

"You are working so hard on that puzzle and thinking about where the piece will go."

"You are so patient and just keep trying all different ways to make that piece fit together."

"You have figured that out all by yourself."

"You are staying calm and trying again."





Home Activities for the Week

Attentive Emotion Coaching Strengthens Children's Emotional Literacy & Empathy



- **CONTINUE** playing with your child one-on-one combining emotion coaching with academic and persistence coaching
- **RECORD** your experiences on the "Emotion Coaching" Record Sheet and bring to next session

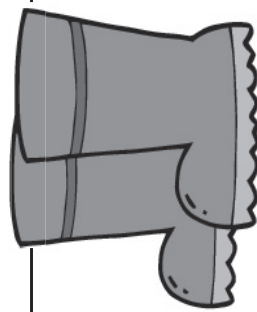


Chapter 3, *Coaching Toddlers' Social and Emotional Competence*, in *Incredible Toddlers* book

OR

Chapter 2, *Positive Attention, Encouragement and Praise* in *The Incredible Years* book





Handout
RECORD SHEET
Emotion Coaching



Date: _____

| Parent Play Behaviors I want to do less of: | Play Behaviors I want to do more of: | Emotion Coaching Scripts: |
|---|--|--|
| 1. Example: <i>attending to negative behavior</i> 2. 3. | 1. Example: <i>describing positive emotion</i> 2. 3. | 1. Example: <i>"You are so calm and patient as you figure that out."</i> 2. 3. |

"The attentive gardener plants and tends the seeds that grow love."



Attentive Parenting Tips

Emotion coaching

- Try to understand what your child is feeling and wanting.
- Describe your child's feelings (don't ask him/her what (s)he is feeling because (s) he is unlikely to have the words to tell you).
- Label your child's positive feelings more often than his/her negative feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise the coping strategy your child is using: "You look frustrated, but you are staying calm and trying again."
- Cuddle and soothe your child when (s)he is hurt or frightened. Stay calm yourself to provide extra reassurance.

"You look proud of that drawing."

"You seem confident when reading that story."

"You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so calm and trying hard."

"You are forgiving of your friend because you know it was a mistake."

"I am having fun with you and am excited about your discoveries."





Home Activities for the Week

Attentive Social Coaching Promotes Children's Cooperative Friendships



To Do:

- **PLAY** with your child using social coaching with emotion and persistence coaching
- **ENGAGE** in some pretend or imaginary play with your child
- **TRY** using social coaching in other settings such as the grocery store, or at a playground, or at mealtimes or bath time
- **RECORD** your experiences on the "Social Coaching" Record Sheet and bring it to the next session



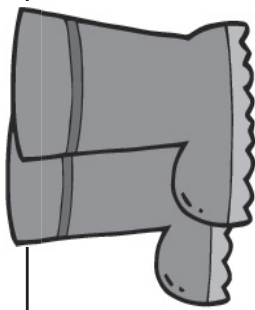
To Read:

Chapter 3, *Coaching Toddlers' Social and Emotional Competence*, in *Incredible Toddlers* book

OR

Chapter 10, *Teaching Children Friendship Skills* in *Incredible Years* book





Handout
SOCIAL COACHING RECORD SHEET
Coach & Praise “Positive Opposites”



Date: _____

| Child Behaviors I want to see less of: | Positive Opposite Child Behaviors I want to see more of: | Social Coaching Scripts: |
|--|--|--|
| 1. Example: yelling | 1. Example: polite voice | 1. Example: “You are sharing and that is so friendly.” |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

“Children can best thrive and bloom when parents attend to and nurture them daily.”



Attentive Parenting Tips

About One-on-One Parent-Child Social Coaching

- During play, model social skills for your child such as offering to share, waiting, giving a compliment, taking turns, asking for help.
- Prompt your child to ask for help, take a turn, share something, or give a compliment and then praise him/her if it occurs. Let it go if your child does not respond to your prompt.
- Praise your child any time s/he offers to share with you or help you.
- Participate in pretend and make-believe play with your child by using a doll, action figure, or puppet to model skills such as asking to play, offering to help, taking a turn, giving a compliment, calming down with a deep breath and waiting.
- Model and prompt your child with a suggestion of the appropriate words to say.
- Try to give enough help so children are successful, but not so much help that you take over.

"I will be your friend and share this with you."

"Thank you for giving me a turn, that's a good friend."

"Can you help me find a blue one?"

"You are a good friend for helping me."





Attentive Parenting Tips

About Peer Social Coaching

- Occasionally prompt your child to notice what another child is doing or to help him or her in some way.
- Help your child understand that when (s)he shared, the other person felt happy so (s)he can see the connection between his/her behavior and another's feelings.
- Encourage play dates with friends.
- Praise children's cooperative ideas and creativity; avoid criticism.
- Use social coaching instead of asking questions.
- Prompt, coach, and praise children's friendly behaviors whenever you see them (e.g., sharing, helping, taking turns, being polite, apologizing, compliments).

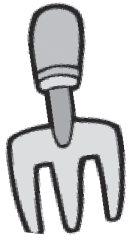
"That's so friendly. You are sharing your cars and waiting your turn. Your friend looks happy."

"You are both helping each other like a team."

"You waited and asked first if you could use that. Your friend listened to you and shared."

"You both worked together to put those blocks together. That was great cooperation."





Home Activities for the Week



To Do:

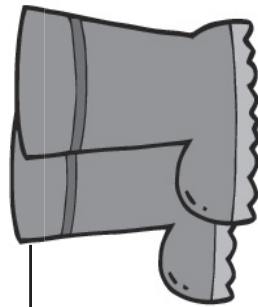
- **CONTINUE** to play with your child using coaching methods
- **MODEL** positive self-regulation and calm down strategies
- **SET UP** calm down practices for your child using thermometer or tiny turtle book
- **RECORD** your experiences on the “Emotional Regulation” Record Sheet and bring to next session



To Read:

Chapter 4, *Positive Attention, Encouragement, and Praise* in *Incredible Toddlers* book
 OR
 Chapter 9, *Helping Child to Regulate their Emotions* in *Incredible Years* book





Handout
RECORD SHEET
Emotional Regulation

Date: _____

| Child Behaviors I want to see less of: | Positive Opposite Behaviors I want to see more of: | Coaching Scripts: |
|--|---|--|
| 1. Example: Tantrums 2. 3. | 1. Example: Taking a deep breath and trying again 2. 3. | 1. Example: "You are frustrated but are patient and keep trying. I think you can do it." 2. 3. |

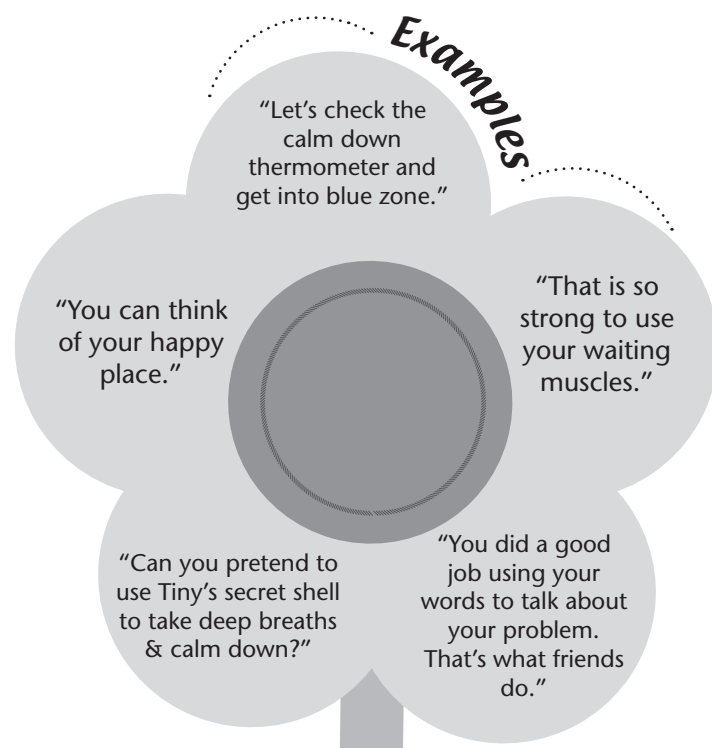
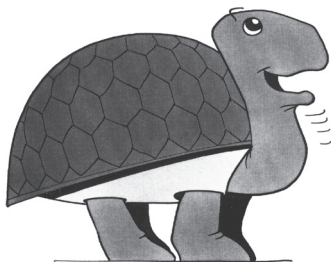
"Growing a thriving garden means giving attention and cultivating."



Attentive Parenting Tips

Imaginative parenting promotes children's Self-regulation Skills

- Coach and praise your child's self-regulation skills such as staying calm, being patient, trying again when frustrated, waiting a turn, and using words.
- Support your child when (s)he is frustrated, but recognize when (s)he is too upset to listen and just needs space to calm down.
- Encourage your child's practice of calm down steps with puppets, books, and games.
- Model and give your child the words to use to express his/her needs and feelings (e.g., "you can calmly ask her for the truck").
- Help your child learn ways to self-regulate such as using a special stuffed animal or blanket, taking deep breaths, telling himself/herself (s)he can calm down, waiting, solving a problem.

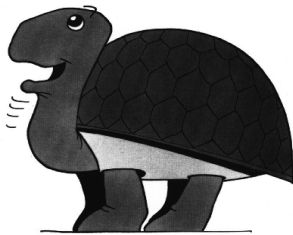


Calm Down Thermometer

I can do it. I can calm down.



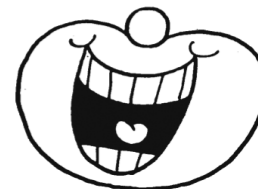
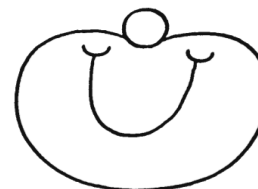
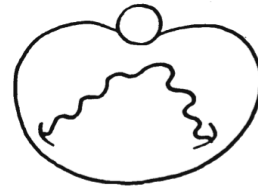
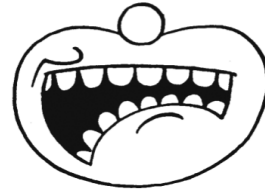
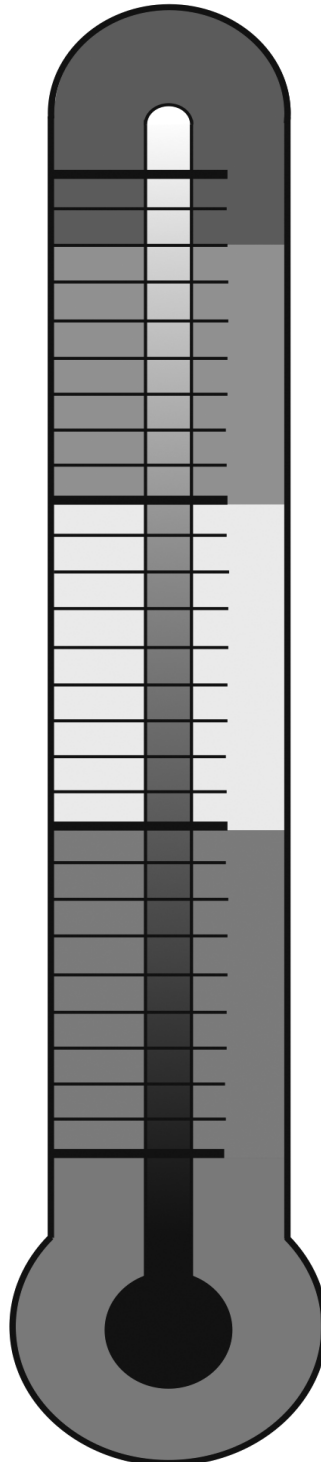
Think "Stop"



Take 3 deep breaths



Stay cool





Home Activities for the Week

Attentive, Creative Play Promotes Children's Problem Solving



To Do:

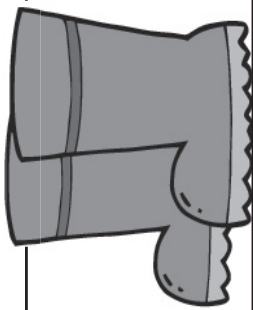
- **CONTINUE** to play with your child being child-directed and using coaching methods (avoid question-asking)
- **READ** books and set up problem solving practice scenarios (e.g., use Wally books/puppets)
- **PRAISE** children's positive solutions to problem situations
- **RECORD** your experiences on the "Problem Solving" Record Sheet and bring to the next session



To Read:

Chapter 7, *Positive Discipline - Handling Misbehavior* in *Incredible Toddlers* book
 OR
 Chapter 8, *Teaching Children to Problem Solve* in *Incredible Years* book





Handout
RECORD SHEET
Problem Solving



Date: _____

| Problems I want to help my child with: | Positive Opposite Behaviors I want to see more of: | Problem Solving Scenarios: |
|---|--|---|
| 1. Example: <i>grabbing</i> 2. 3. | 1. Example: <i>sharing</i> 2. 3. | 1. Example: <i>Child wants to use computer but leaves to ask and wait his turn.</i> 2. 3. |

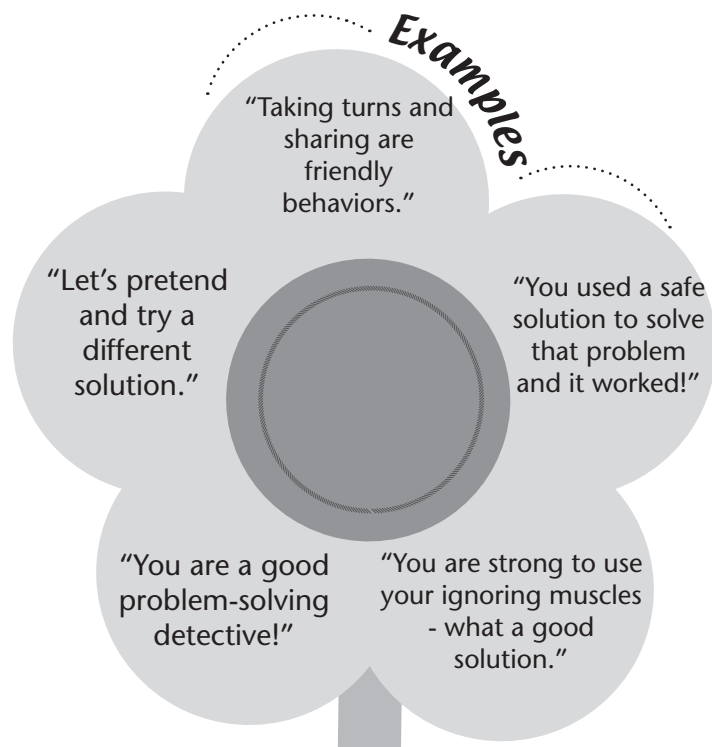
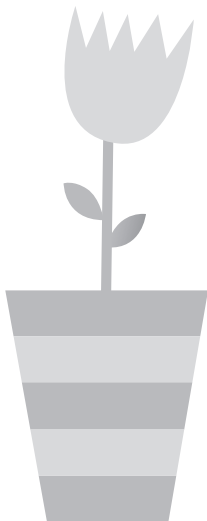
“The attentive gardener does not demand a plant to bloom, but waits patiently for it to unfold.”

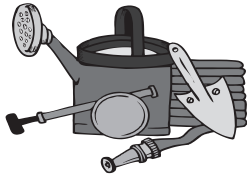


Attentive Parenting Tips

Creative Play Promotes Children's Problem Solving

- Talk about feelings and help children define the problem.
- Involve children in brainstorming possible solutions.
- Be positive and imaginative.
- Model prosocial solutions yourself.
- Encourage children to practice different solutions.
- Help children think about whether the solution is safe, fair, and will lead to good feelings.
- Remember it is the process of learning how to think about conflict that is critical, rather than getting correct answers.





Handout Problem-Solving Checklist

| | Yes | No |
|---|-------|-------|
| Step 1: Identify the problem through feelings | _____ | _____ |
| Step 2: Define the Problem | _____ | _____ |
| Step 3: State the Goals | _____ | _____ |
| Step 4: Brainstorm Solutions | | |
| 1. Remain open, noncritical | _____ | _____ |
| 2. Be wild, innovative, humorous | _____ | _____ |
| 3. Increase quantity | _____ | _____ |
| 4. Postpone details | _____ | _____ |
| Step 5: Evaluate Solutions and Make a Good Choice | | |
| 1. Evaluate each solution | _____ | _____ |
| 2. Choose best solution | _____ | _____ |
| Step 6: Evaluate the Success of the Solution | | |
| 1. Reinforce progress | _____ | _____ |
| 2. Refine problem solving plan | _____ | _____ |

Preschoolers will be at the stage of Steps 1, 2, 3 and 4. It will be more difficult for them to evaluate solutions.



Tips for Using Puppets to Promote Preschool Children's Social and Emotional Development

Carolyn Webster-Stratton Ph.D.



Preschool children are working to accomplish the important developmental milestones of learning social and friendship skills including beginning to share, help others, initiate social interactions, listen, and cooperate with peers. They are also working on emotional regulation skills including emotional literacy, self-control over aggressive behaviors, ability to wait and accept limits, and beginning problem solving skills.

One of the ways to promote your preschool child's social and emotional skills is through the use of puppet play. Puppet play is effective because it helps the parent/teacher enter into the child's imaginary world and allows children to experience the feelings of other characters (early empathy development) and learn important social behaviors and conversation skills.

With puppets, dolls, or action figures you can act out stories you are reading with children, make up fantasies, and explore solutions to pretend problems. You may be nervous at first using puppets, but try it out and before long you will experience the joy of entering into your child's thoughts, feelings and imagination, one of the most intimate places you can be at this age.



Here are a few things to have your puppet do when playing with your child:

Puppet Scenarios:

- **Puppet models greeting your child.** For example, “Hi I am Tiny Turtle. What is your name?” When your child tells your puppet his/her name, puppet thanks him/her for being so friendly. (Modeling friendly social greetings.)



- **Puppet models interest in your child.** For example, “What do you like to do?” When your child tells your puppet his/her interests, puppet also shares his/her interests. (Learning how to get to know someone.) You can also prompt your child to ask the puppet what s/he likes to do? (Learning how to show interest in someone else.)



- **Puppet asks for help.** For example, “I can’t get this block to go together, can you help me?” When your child helps your puppet, your puppet compliments his/her helping behavior. (Learning to ask for help as well as how to help a friend.)



• **Puppet shares his/her emotion.** For example, “I am embarrassed because I can’t ride my bike. Do you know how to ride a bike?” Ask your child what your puppet is feeling. Encourage or prompt your child to say something to make the puppet feel better. (Learning to express emotions and think about another person’s emotions.)



• **Puppet shares something with your child.** For example, “I see you looking for green blocks, would you like my green block.” (Modeling sharing.) If child takes your puppet’s block, say “I’m happy to help you”. (Connecting sharing action with emotion.)



• **Puppet waits for his turn.** For example, “I am going to wait until you finish that game, then can I have a turn?” If child gives your puppet a turn, puppet thanks him and tells him it makes him feel happy to have such a friend.



Note: If your child does not have the language skills to respond verbally to the puppet, it is still good for the puppet to model the words involved in the social interaction. You can also structure interactions that involve nonverbal responses from your child. “Would you share that with me?” “Would you like to shake the puppet’s hand?” “Can you help me build this tower?” This way, the focus is on your child’s friendly behavioral response to the puppet. You and the puppet can provide the verbal structure. This will support your child’s eventual language development in these social situations.

Parent/Teacher Praise: Parents/teachers can use a silly/different voice for the puppet character and then go out of role as parent/teacher to praise the child for his or her social skills. Parents/teachers can look for opportunities to comment and praise their child when she/he waits, takes turns, helps, offers a friendly suggestion, asks for help, shows interest or empathy, is gentle and listens well with your puppet.



Parent/Teacher Prompts: In these puppet plays parents/teachers can prompt their children's appropriate social responses by whispering in their ear some ideas for what to say to the puppet. For example, "you can tell the puppet you like to play with trucks." Or, "you can say please can I have that book?" Don't worry if your child doesn't use your suggestion, just move on to something else as compliance is not required. Often times children will copy your suggestion and then you can praise them for such nice asking or sharing.



Remember: Keep it simple, have fun, and do not have your puppet model negative behaviors. Try using puppets when reading stories to act out the character's feelings and communication.

For more information, please visit: www.incredibleyears.com, and see "Wally's Detective Books for Solving Problems" (set of 4). To order materials, visit www.incredibleyears.com/order/

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