Parents and Toddlers Series Outline

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

Session One: ***Child-Directed Play Promotes Positive Relationships***
Vignettes: Part 1, 1–12

Session Two: ***Promoting Toddlers' Language with Child-Directed Coaching***
Vignettes: Part 2, 1–9

Session Three: ***Promoting Toddlers' Language with Child-Directed Coaching, cont'd.***
Vignettes: Part 2, 10–16

Session Four: ***Social and Emotional Coaching***
Vignettes: Part 3, 1–8

Session Five: ***Social and Emotional Coaching, cont'd.***
Vignettes: Part 3, 9–16

Session Six: ***The Art of Praise and Encouragement***
Vignettes: Part 4, 1–15

Session Seven: ***Spontaneous Incentives for Toddlers***
Vignettes: Part 5, 1–6

Session Eight: ***Handling Separations and Reunions with Toddlers***
Vignettes: Part 6, 1-5

Session Nine: ***Positive Discipline-Effective Limit Setting***
Vignettes: Part 7, 1–3

Session Ten: ***Positive Discipline-Effective Limit Setting, cont'd.***
Vignettes: Part 7, 4–25

Session Eleven: ***Positive Discipline-Handling Misbehavior***
Vignettes: Part 8, 1–7

Session Twelve: ***Positive Discipline-Handling Misbehavior, cont'd.***
Vignettes: Part 8, 8–15

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

Incredible Years Toddlers' Program

Outline–Session One

Child-Directed Play Promotes Positive Relationships

I. Welcome

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of "team" collaborating with parents.

II. Introductions

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

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

III. Ground Rules

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

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

IV. Program Goals and Topics

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

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

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

Key Concepts

- Value of showing attention and appreciation as a way of increasing positive child behaviors
- Importance of respecting children's ideas
- Parents modeling compliance
- Balancing power between parents and children
- Appreciating children's perspective and developmental abilities
- Building children's self-esteem and creativity through child-directed play
- The "attention rule"—attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- The modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
- Understanding how to express joy through games & songs with toddlers
- Learning how to be child-directed or child-centered in play interaction
- Understanding how to promote imaginary & pretend play
- Learning about toddler's developmental needs & milestones

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

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

VII. Parent Evaluation

Collect evaluation forms before parents leave.

VIII. Closing

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

Thank parents for coming; praise their willingness to participate.

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

LEADER CHECKLIST
Session One

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

Vignettes: Part 1: 1–12

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1:

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

(Circle vignettes shown.)

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

Handout Pads:

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

Xerox:

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

Self-Evaluation

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

Child-Directed Play Promotes Positive Relationships

Home Activities for the Week

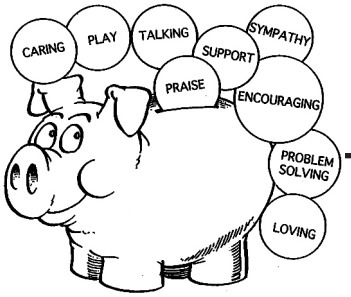
To Do:

- **PLAY** for 10 minutes each day with your child
  be child directed and follow your child's lead
  try some pretend play
  express your joy to your child when playing
  sing with your toddler

- **KEEP TRACK** of play periods on the "Record Sheet: Play Times" handout and bring to the next session.
- **RECORD** your child's developmental milestones on the "Things I Can Do" checklist.
- **COMPLETE** checklist for evaluating play.

To Read:

Chapter 1, *How to Play With Your Child*, in *The Incredible Years.*



Home Activities

RECORD SHEET: PLAY TIMES

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

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

Parents Thinking Like Scientists

Identified Problems

Child's Strengths

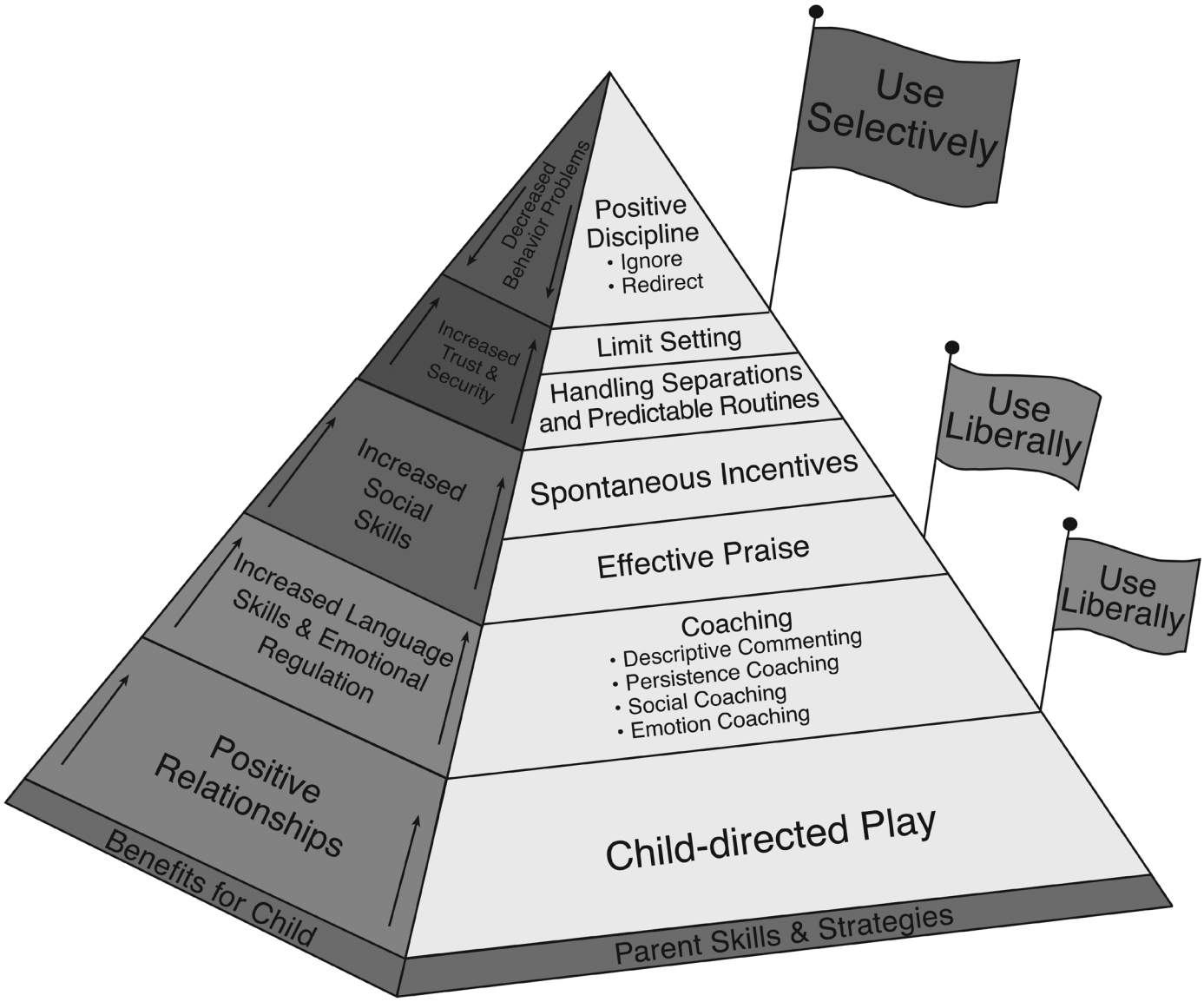
Goals

Parents and Children "Having Fun"

What is the value of play? Why is play important for children?

1. The most obvious benefit from play is that it aids physical development. When children run, jump, skip, yell, and laugh, it contributes to their good health and the development of gross motor skills as well as perceptual motor skills.
2. Play is a learning situation for children and parents. Play is an opportunity for children to learn who they are, what they can do, and how to relate to the world around them. Through play, children are able to discover and explore, use their imagination, solve problems, and test out new ideas. Through these experiences children gradually learn how to gain control over their environment, and they become more competent and self-confident. How often have you heard a child proudly say, "See what I did?" Play allows children to push the limits in a positive way, to extend what they've learned as far as they can. It gives children the freedom to fail and make mistakes, and the opportunity to explore the limits of their skills.
3. Play is a means of emotional expression. Children live in a world where they have little power and few legitimate opportunities to express emotions such as anger or dependency. Fantasy play can reduce feelings of fear, anger, and inadequacy, and provides experiences which enhance children's feelings of enjoyment, control, and success.
4. Through play, children can communicate thoughts, needs, satisfactions, problems, and feelings. An adult can learn a lot about a child's feelings of joy, hope, anger and fear by watching, listening to, and talking with a child at play.
5. Play is a place for children to try out roles such as mother, father, aunt, teacher, and doctor. Role playing gives children a chance to see the world from other points of view, and helps them become less egocentric.
6. When children play in a supportive environment, they can be creative. They are free to try out their imagination, explore the impossible and the absurd, and develop confidence in the value of their thoughts and ideas. During make-believe play, boxes, blocks, and articles of furniture can become houses, palaces, or entire kingdoms; doll figures can turn into mothers, children, and even monsters.
7. Play develops the basic skills for social interaction. Children learn how to cooperate, share, and be sensitive to the feelings of others during play.

For the child, play is not frivolous—it is an opportunity for growth and development in almost every area. But it takes practice for children to become competent, creative, and self-confident in their play. It is important for adults to actually participate in play activities with children, and to create a supportive environment so that children will engage in a variety of play experiences.



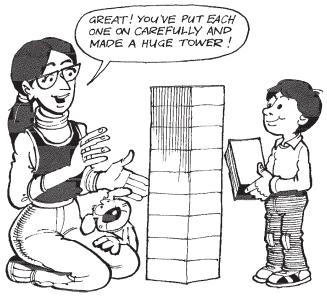
Parenting Pyramid
Toddlers (1 - 3 years)

Properties of Play Toys

Toys are an important part of fostering good play in children. However, it is not necessary to buy expensive, commercially approved, or "educational" toys. Children are marvelously inventive and, if their imaginations are not squelched by an overly restrictive atmosphere, they can turn almost any object such as a saucepan and spoon into an interesting plaything or dirt and water into a mud pie.

Basically, good play material and equipment should be:

1. Safe, without sharp edges or lead-based paint.
2. Unstructured and as free of detail as possible. Toys such as blocks, play dough, and paints elicit more imaginary play from children.
3. Responsive and versatile. Toys should stimulate children to do things for themselves. Equipment that makes the child a spectator, such as a mechanical duck which waddles and quacks after being wound up, may entertain for a moment but has no play value. The more things a toy does, the less the child does. If a toy renders the child passive, it is undesirable.
4. Large and easily manipulated. Toys that are too small can be a great source of frustration for young children, because the child's muscular coordination is not yet developed enough to handle the smaller forms and shapes.
5. Pleasurable to touch, durable and simple in construction. For example, maple hardwood is warm and pleasant to touch, as well as durable.
6. Something that encourages cooperative play. Household/kitchen equipment, such as a broom and a dustpan, pots and pans, old cereal boxes encourage imitation of social interaction.
7. Within the child's level of skill, and should fit in with the child's personality and present interests. However, also take into consideration your own likes and dislikes so that you will enjoy sharing the toys with your child (a loud toy drum may be great fun for a child, but annoying to adults).



REFRIGERATOR NOTES ABOUT CHILD-DIRECTED PLAY

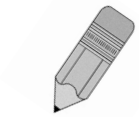
- Encourage your child to explore new objects, settings & people
- Follow your child's lead
- Pace at your child's level
- Don't expect too much—give your child time
- Don't compete with your child
- Praise and encourage your child's self-discovery and creativity; don't criticize
- Engage in pretend and make-believe with your child
- Be an attentive and appreciative audience
- Give your toddler choices when possible
- Allow your child to change her mind; be process oreinted 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 toddler's exploration
- Reward quiet play with your attention
- Laugh and have fun

THINGS I CAN DO! • 12–18 months

Activity	Date	Observations
I can point at things		
I can wave bye bye		
I can say two words		
I like looking at myself in the mirror		
I can imitate adults		
I can use a spoon		
I can make my needs known with sign language		
I like to play games such as hide and seek		
I like to push or pull a toy		
I respond to instructions		
I love to say "no"		
I am attached to _____ (blanket or stuffed animal)		
I am thinking about switching to one nap a day		
I can say 3-4 words now		
I love pretend games		
I like to dance to music		
I like to look at pictures in a book		
I can turn pages now by myself		
If you point at something I will follow		
I understand quite a bit of what is said		
I can scribble		
I am so curious		
I am cruising now		
I am learning how to run		
Wow I am starting to climb		
I can stack blocks –guess how many?		
I can throw a ball, try me!		

CHECKLIST FOR EVALUATING YOUR TODDLER'S PLAY

When you observe your child's play, how often does he or she:



	Almost Always	Sometimes	Almost Never
1. Seem joyful?	_____	_____	_____
2. Show curiosity?	_____	_____	_____
3. Cooperate with other children?	_____	_____	_____
4. Try out new ideas?	_____	_____	_____
5. Get frustrated easily?	_____	_____	_____
6. Seem passive?	_____	_____	_____
7. Display independence rather than dependence?	_____	_____	_____
8. Have short attention span and act impulsively?	_____	_____	_____
9. Show self-confidence?	_____	_____	_____
10. Rarely interact or seem interested in other children?	_____	_____	_____
11. Initiate interactions with peers?	_____	_____	_____
12. Initiate your actions and words?	_____	_____	_____

After you have completed this checklist, think about what you have observed.

REFRIGERATOR NOTES

Social & Emotional Developmental Landmarks
12–18 months

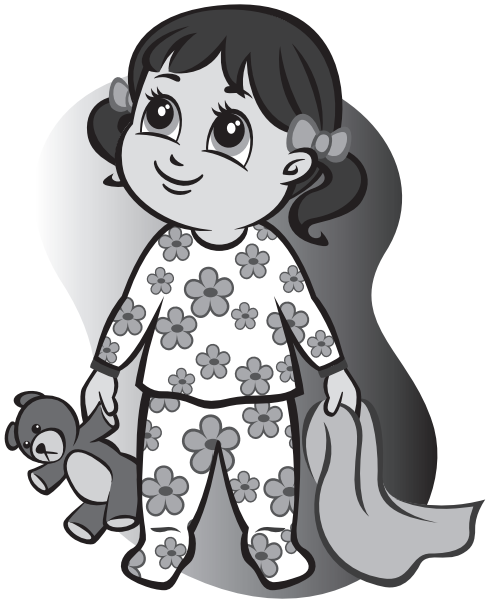
- Gesture, point and babble (12 months)
- Wave bye-bye (10–12 months)
- Use two words skillfully (13 months)
- Enjoys looking at self in mirror (13–14 months)
- Holds out arm or leg to help with dressing (13–14 months)
- Combines gestures with words to make needs known (14 months)
- Imitates others (14 months)
- Initiates games (14–15 months)
- Responds to instructions (14–15 months)
- Uses spoon (14–15 months)
- Drinks from a cup with assistance (14 months)
- Uses three words (15 months)
- Adopts "no" as favorite word (15–16 months)
- Becomes attached to object such as a blanket (16 months)
- Switches from one to two naps (16–17 months)
- Uses some common consonants (t, d, n, w) (16 months)
- Uses six words regularly (17 months)
- Enjoys pretend games (17 months)
- Enjoys music and dances to music (17 months)

- Says please and thank you (18 months)
- Will look at pictures in a book, point to pictures and can turn pages on own (18 months)
- Responds to questions with pointing and sounds to indicate some conversation (18 months)
- Looks at object that parent points to rather than parent's finger (18 months)
- Understands about 100–150 words but cannot say them (18 months)
- Is immensely curious to examine objects (12–18 months)

REFRIGERATOR NOTES

Physical Developmental Landmarks 12–18 months

- walk and cruise
- holds out arm or leg to help with dressing (13-14 months)
- toddles well (14 -15 months)
- runs (15-16 months)
- increased hand movements–can turn pages of a book (16 months)
- enjoys climbing (16-17 months)
- stacks blocks (16-17 months)
- throws a ball (18 months)
- scribbles (18 months)



Incredible Years Toddlers' Program

Outline–Session Two

Promoting Toddlers' Language with Child-Directed Coaching

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Ask about reading and home activities

Ask about experiences with child-directed play.

IV. Buzz

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

V. Topic of Day: Promoting Toddlers' Language Development

A. Brainstorm barriers to play time.

B. Vignettes: Part 2: 1–9

C. Buzz–reading readiness strategies.

D. Practice–reading a picture book and talking about pictures.

E. Practice–descriptive commenting and persistence coaching.

F. Buzz–child's temperament.

G. Practice–persistence coaching.

Key Concepts

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

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

Read aloud and make sure parents understand the home activities.

VII. Parent Evaluation

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

Collect evaluation forms before parents leave.

VIII. Closing

Take this time to recap the learning.

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

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

LEADER CHECKLIST
Session Two

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

Vignettes: Part 2: 1–9

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1:
1 2 3 4 5 6 7 8 9

(Circle vignettes shown.)

DID I	**YES**	**NO**
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review parents' goals	_____	_____
4. Review play time home activities (Buzz)	_____	_____
5. Brainstorm barriers to playing with children	_____	_____
6. Talk about developmental milestones	_____	_____
7. Buzz–reading readiness strategies	_____	_____
8. Practice interactive reading skills	_____	_____
9. Practice child-directed descriptive commenting	_____	_____
10. Explain importance of home activities and reading assignments	_____	_____
11. Assign this week's home activities (self-monitoring checklist)	_____	_____

Handout Pads:

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

Xerox:

Record Sheet: PlayTime–Brainstorm Personal Thoughts about Play

"Things I can Do" (19-24 months)

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

Refrigerator Notes: Reading With Your Toddler (2)

Refrigerator Notes: Building Blocks for Reading With CARE

Self-Evaluation

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

Promoting Toddlers' Language Development

Home Activities for the Week

To Do:

- **PLAY** with your child being child-directed and using descriptive commenting, modeling & repetition
- **READ** with your toddler or color using interactive reading
- **RECORD** your child's developmental landmarks (complete "Things I Can Do" checklist 19–24 months)

To Read:

Part 3, Problem 15 (Reading With CARE), in *The Incredible Years*

Handout 2A

Brainstorm

Personal Thoughts About Play

Before continuing, think about these two questions:

1. **What are the potential benefits for your toddler when you play with him/her?**
2. **What gets in the way of playing with your toddler?**

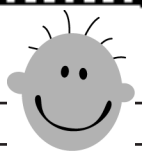
Write down the benefits of playing with your child and your difficulties in doing it. See if you can find any solutions to your barriers to playing with your child.

Benefits of My Playing and Spending Time With My Child	**Difficulties in Doing This**

Goal:

I will commit to playing with my child _____ times this week for _____ minutes.

THINGS I CAN DO! • 19–24 months

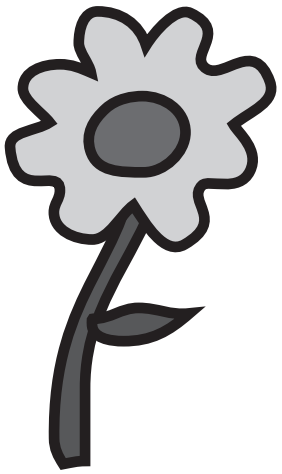


Activity	Date	Observations
Ask me to help, I love it		
I understand most of what you say		
I love songs and rhyming		
I know when you are upset		
I love to look at pictures in a book		
If you point to a picture I can name it		
I am good at imitating expressions		
I like to do pretend play		
My fantasy play doesn't involve others		
I know some parts of my body		
I am beginning to form a question		
I can sing a simple tune		
I can make 2-3 word phrases		
I can use a fork now		
I can take off my clothes		
I can walk up but not down stairs		
I can try a simple puzzle		
I can try to dress myself		
I am very active		
I can throw a ball		
I can jump		
I love to read with you		

REFRIGERATOR NOTES

Social & Emotional Developmental Landmarks
19–24 months

- Enjoys helping around the house (19 months)
- Understand most of what you say–about 200 words (19–20 months)
- Still loves rhymes and songs repeated (all months)
- Recognizes when something is wrong (19–20 months)
- Captivated by visual illustrations in books (20 months)
- Points to picture when you name it (20 months)
- Can say 50-100 or more words–learns at a rate of 10 or more per day! (20–24 months)
- Imitates expressions (even swear words!)
- Imitates what you do (clean table, wash dishes) (20 months)
- Does pretend play such as feed baby doll (20 months)
- Can identify and name several body parts (20 months)
- Learns how to form a question–"why" (21–22 months)
- Starts using action words (e.g., more, eat)
- Name simple picture in book (22 months)
- Sings simple tunes (23–24 months)
- Begins to be interested in playing with other children (24 months)
- Half of speech can be understood (24 months)
- Can make 2–3 word phrases ("me go") (24 months)



REFRIGERATOR NOTES

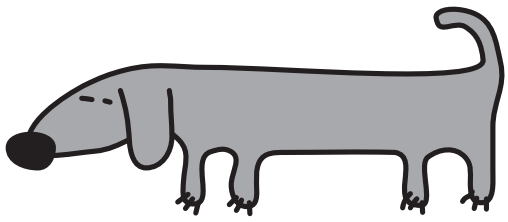
Physical Developmental Landmarks 19–24 months

- Uses fork and spoon (19 months)
- Can take off clothes (20 months)
- Can walk up but not down stairs (20–21 months)
- Stacks 6 blocks (21–22 months)
- Does simple puzzles (22–23 months)
- Puts on loose clothing (23–24 months)

REFRIGERATOR NOTES

Reading with Your Toddler

- Read at a quiet time when you are relaxed and comfortable–with TV and music turned off (this prevents over stimulation)
- Hold your toddler in comfortable position on your lap when reading
- Read for a few minutes each day when your toddler seems calm and alert. (Reading at bedtime is a great routine to have established because it helps your toddler calm down.)
- If you have other children, read to them as well
- Use "parent-ese" language when reading, because this is preferred by toddlers over regular communication. Parent-ese sounds like this:
  - singsong, higher pitched, slower voice
  - clear articulation (not baby talk)
  - pause longer after speaking to wait for response
  - words repeated often
  - reader uses an exaggerated facial expression (big smiles) when responding
  - expressive voice using sound effects (for animals, cars, actions)
- Point to pictures in the book and talk about them or make up stories
- Re-read books your toddler likes many times
- Chant and sing rhymes
- Use hand movements with words
- 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 toddler to turn the pages
- Read the names of the author and illustrator to your toddler as you begin reading
- Go to the library together for story time or just to browse. Let your child pick several books to take home



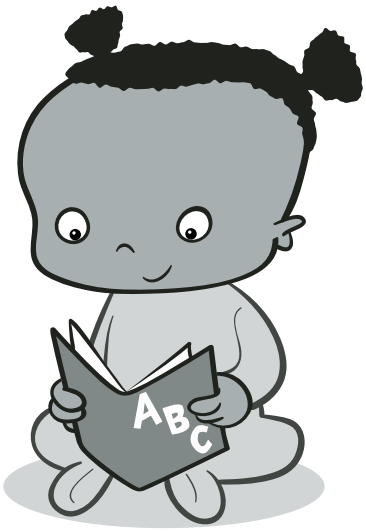
REFRIGERATOR NOTES

Reading with Your Toddler

- For 12-18-month-old toddlers–read books that encourage your toddler to chime in and repeat words; books that label objects and parts of the body; books that illustrate action words such as walking or running; and books with flaps or noises.
- For 18-24 month old toddlers–read books about your toddler's interests (boats, trucks); books that include hand movements; books with numbers, colors, shapes; books with stories that show feelings.
- Read books that reflect your toddler's experience such as having a bath, putting on boots for the rain; books that use phrases such as good-bye, thank you; books that ask questions; books with rhymes and songs with hand movements;
- Keep reading each day.

Remember, toddlers have a wide range in attention span, that will vary daily. Don't worry if your toddler seems restless and gets off your lap. Keep reading and ask him questions about the story to see if he is still interested. If he responds keep reading, if he seems more interested in another activity, wait and try to read again later.

Most toddlers will want to have the same book read over and over again–this is important to them because it provides security and allows them to memorize the book so they get a feeling of mastery over the book. Then they may even read the book back to you! It is an important pre-reading skill.



REFRIGERATOR NOTES

Building Blocks for Reading With CARE

C **Comment, use descriptive commenting to describe pictures.**
Take turns interacting, and let your child be the storyteller by encouraging him/her to talk about the pictures.

A **Ask open-ended questions.**
"What do you see on this page?" (observing and reporting)
"What's happening here?" (storytelling)
"What is that a picture of?" (promoting academic skills)
"How is she feeling now?" (exploring feelings)
"What is going to happen next?" (predicting)

R **Respond with praise and encouragement to your child's thinking and responses.**
"That's right!"
"You are really thinking about that."
"Wow, you know a lot about that."

E **Expand on what your child says.**
"Yes, I think he's feeling excited, too, and he might be a little scared as well."
"Yes, it is a horse; it's also called a mare."
"Yes, that boy is going to the park. Do you remember going to the park?"

Incredible Years Toddlers' Program

Outline–Session Three

Promoting Toddlers' Language with Child-Directed Coaching

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Ask about reading and home activities

Ask about experiences with play.

IV. Buzz

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

V. Topic of Day: Promoting Toddlers' Language Development

A. Brainstorm barriers to play time.

B. Vignettes: Part 2: 10–16

C. Practice–descriptive commenting and persistence coaching.

D Buzz–child's temperament.

E. Practice–persistence coaching.

F. Buzz–encouraging words.

Key Concepts

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

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

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

VII. Parent Evaluation

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

Collect evaluation forms before parents leave.

VIII. Closing

Take this time to recap the learning.

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

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

LEADER CHECKLIST
Session Three

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

Vignettes: Part 2: 10-16

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1:
10 11 12 13 14 15 16 (Circle vignettes shown.)

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

Handout Pads:

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

Xerox:

Calling Your Buddy

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

Child and Parent Temperament Handouts (5 pages)

Refrigerator Notes: Goodness of Fit

Self-Evaluation

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

Promoting Toddler's Language Development

Home Activities for the Week

To Do:

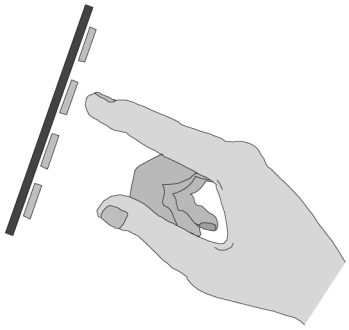
- **PLAY** with your child being child-directed and using persistence coaching (avoid question-asking)
- **READ** with your toddler or color using child-directed coaching
- **RECORD** your child's developmental landmarks (complete "Things I Can Do" checklist)
- **COMPLETE** temperament questionnaire on yourself and your child and bring to next meeting
- **CALL YOUR BUDDY**

To Read:

Chapter 9, *Helping Children Learn to Regulate Their Emotions*, in *The Incredible Years.*

Handout 2B

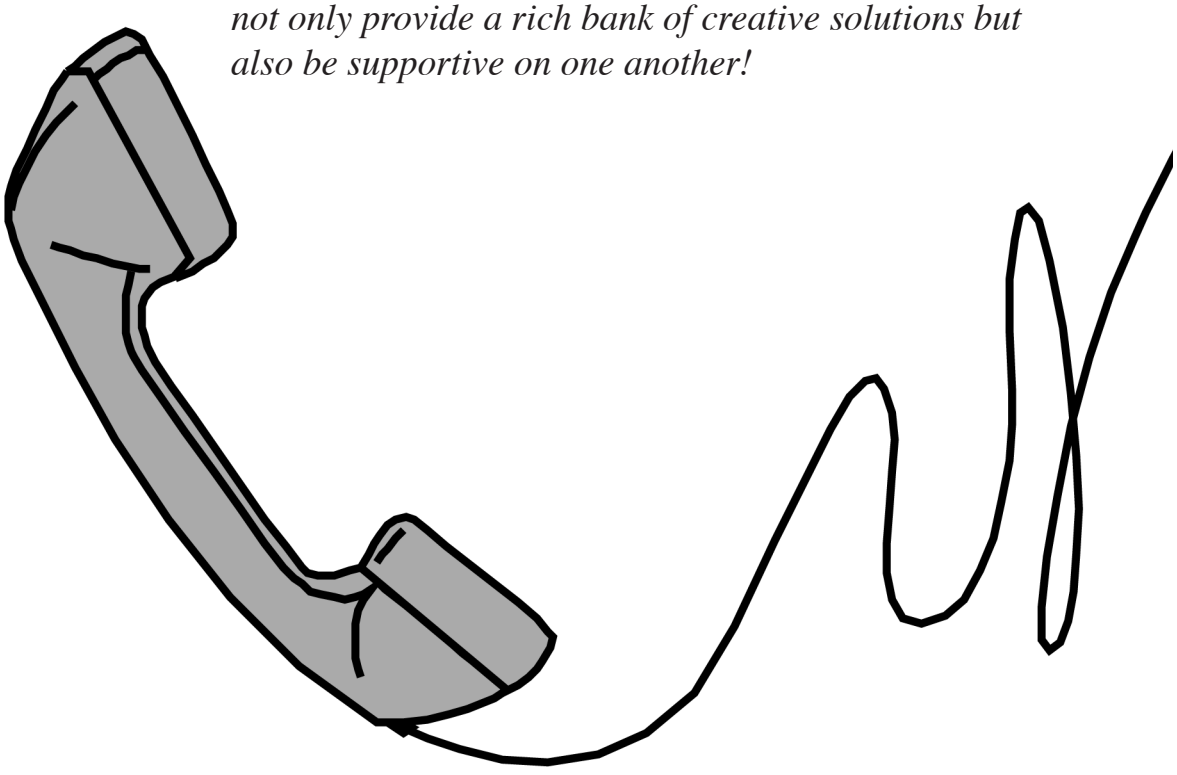
Calling Your Buddy



From now until the final week of the Parenting Course you will be asked to call a person from your group. You will have the same "buddy" for several weeks. The purpose of these calls is to share ideas and "hot tips" about how the home activities are going.

These calls need last no more than 5 minutes and can be scheduled at your own and your buddy's convenience. Or, you may prefer e-mail to do your buddy calls.

Parents sharing with each other can not only provide a rich bank of creative solutions but also be supportive on one another!



Refrigerator Notes
Facilitating Children's Language & Pre-School Readiness Skills: Parents as "Coaches"

"Descriptive commenting" is a powerful way to strengthen children's language skills. The following is a list of actions, behaviors and objects that can be commented upon when playing with your child. Use this checklist to practice descriptive commenting concepts.

Objects, Actions	Examples
_____ colors _____ number counting _____ shapes _____ names of objects _____ sizes (long, short, tall, smaller than, bigger than, etc.,) _____ positions (up, down, beside, next to, on top, behind, etc.,)	"You have the red car and the yellow truck." "There are one, two, three dinosaurs in a row." "Now the square Lego is stuck to the round Lego." "That train is longer than the track." "You are putting the tiny bolt in the right circle." "The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."
Persistence	
_____ working hard _____ concentrating, focusing _____ stay calm, patience _____ trying again _____ problem solving _____ thinking skills _____ reading	"You are working so hard on that puzzle and thinking about where that piece will go." "You are so patient and just keep trying all different ways to make that piece fit together." "You are staying calm and trying again." "You are thinking hard about how to solve the problem and coming up with a great solution to make a ship."
Behaviors	
_____ following parent's directions _____ listening _____ independence _____ exploring	"You followed directions exactly like I asked you. You really listened." "You have figured that out all by yourself."

Your Child's Temperament

Temperament is a behavioral style that refers to the natural way a person reacts or behaves in response to their environment. In the late 1950s, researchers Thomas, Chess, Birch, Hertizig and Korn identified nine traits or characteristics that are present at birth and are felt to influence development in important ways throughout life. While environment can modify these physical traits to some extent, the basic traits of a person are felt to be inborn and stable and do not result from the way a child is parented.

Here are nine traits proposed by Thomas *et al.* that describe a baby or child's reactivity to his or her environment. Think about where your child is on each of these traits. Each trait is a continuum so your child may be very much like one of the traits, but he or she may also be in the middle:

My Child's Temperament

My child's activity level:

This is the amount s/he moves or wiggles or is on the go versus how much s/he relaxes or sits still or prefers quiet activities.

Very Active **Quiet and Relaxed**

1 2 3 4 5

The regularity of my child's bodily functions:

This is the predictability of his or her sleep times, appetite, and bowel movements.

Mostly Regular/Predictable **Mostly Irregular/Unpredictable**

1 2 3 4 5

My child's adaptability:

This is how s/he adapts to changes in routine, new food, new people, or new places.

Adapts Quickly **Slow to Adapt**

1 2 3 4 5

My child's approach:

This is how eager s/he is to try something new versus how fearful or shy s/he is when presented with a new situation or person.

Eager Initial Approach **Initial Withdrawal or Reluctance**

1 2 3 4 5

My child's physical sensitivity:

This is how sensitive s/he is to noise, tastes, textures, bright lights, touch or temperature.

Not Sensitive **Very sensitive**

1 2 3 4 5

My child's intensity:

This is how intensely he or she reacts emotionally to things, even minor events.

High Emotional Intensity **Mild Calm Reaction**

1 2 3 4 5

My child's distractibility:

This is the degree to which s/he is distracted by sounds, sights, or things in the environment versus how much s/he can shut out external stimuli and pay attention.

Very Distractible				**Not Distractible**
1	**2**	**3**	**4**	**5**

My child's mood:

This is the degree to which s/he is happy or positive versus negative.

Positive Mood				**Negative Mood**
1	**2**	**3**	**4**	**5**

My child's persistence:

This is the degree to which s/he can persist or sustain his or her attention versus how easily s/he gives up in the face of obstacles.

Long Attention Span				**Short Attention Span**
1	**2**	**3**	**4**	**5**

Easy and Flexible Temperament Child

If your child is mostly regular, adaptable, positive, calm and has a moderate activity level you have an easy temperament child; about 40% of children fall into this category.

Slow to Warm Up and Cautious Child

If your child is slow to adapt, initially withdraws and has moderate activity and intensity, your child will have a slow to warm up temperament; about 15% of children fall into this category.

Challenging Temperament Child

If your child has a high activity level, is unpredictable, poor adaptability, and is intense and negative you have a more challenging temperament child; about 10% of children fall into this category.

About 35% of children are a combination of these patterns.

Parenting Approaches: A Temperament Focus

Since parents can't change their child's temperamental style, parenting approaches must be accepting and responsive to the unique temperament or cues of each child. It is important for parents to try to get a reasonable "fit" between their child's temperament and their parenting style. This can be done by parents observing and learning about their children's behavioral style and then altering or adapting their parenting expectations, encouragement and discipline to suit their child's unique needs.

Remember, it is important not to label your child as easy, shy or difficult. These labels can damage your child's self-esteem and perhaps set up a self-fulfilling prophecy that prevents your child from expanding his or her behavioral repertoire. On the other hand, knowing what kind of temperament your child has may make the difference between a happy or a troubled child and between an accepting or a frustrated parent. Understanding your child's temperament can improve your relationship with your child because you will learn how to bring out the best in your child. It is within your power as a parent to help your child cope with his temperament, to build his self-esteem and eventually come to understand himself better.

For example, parenting the easy or flexible temperament child will demand less parental time or attention because the child will adapt easily to changes in routines, and may not express his or her individual wants. Because of this easy style, parents will need to make special efforts to find out about their child's frustrations and hurts and interests and assess what he or she is thinking and feeling. Otherwise, such a child may become invisible in the family, insecure and not be helped to develop her uniqueness.

On the other hand, the inflexible, hyperactive, inattentive, unpredictable, or easily frustrated child may seem to have an insatiable need for attention. Children with these challenging temperaments often leave their parents exhausted because of the amount of monitoring and attention that they require. These children will need predictable household routines, help in preparing for transitions, and outlets for their high level of energy. Parents can work to recognize cues and triggers for their child's intense emotions and be proactive by using humor to diffuse intensity, prompting a self-calming activity, or changing to a soothing activity such as a story or warm bath. Parents of intense children will strive to be tolerant, patient, and model appropriate responses. If the child is negative, they will need try to encourage positive responses. If the child is very distractible, parents should try to keep instructions clear and tasks simple. It is important to remove competing distractions when possible, provide frequent breaks, and redirect the child without shame or anger. These children will need frequent praise and encouragement for completing small steps of a task. Likewise, parents of such energetic children will need to get support for themselves so they can rest and refuel their energy.

On the other hand, the cautious, slow to warm up child, will be relatively inactive and may withdraw or react negatively to new situations. These children will also need clear routines as well as encouragement to try new activities and ample warm up time to meet new people or enter new situations such as day care or preschool. These children will need discussions to prepare them for change in routines and warnings a few minutes before transitions to new activities. They will need time to close one activity before going to the next. It is also helpful to keep the number of transitions to a minimum. They may need additional time to finish tasks. Avoid criticism for their slow pace or resistance.

Parent's Temperament Fit with their Child's Temperament

Parents also have their own temperament and need to understand how their own temperament style meshes with their child's temperament. Sometimes parent-child temperaments are very similar; other times they are very different. Both similar and different parent-child temperaments may result in clashes.

Do the questionnaire you did earlier for your child now for yourself. See what you find out about your temperament fit with your child.

My Temperament

My activity level:

This is the amount I move versus how much I relax. I am:

Very Active				**Quiet and Relaxed**
1	**2**	**3**	**4**	**5**

The regularity of my bodily functions:

This is the predictability of my sleep times, eating, and bowel movements. I am:

Mostly Regular/Predictable				**Mostly Irregular/Unpredictable**
1	**2**	**3**	**4**	**5**

My adaptability:

This is how I adapt to changes in routine, new food, new people, or new places. I usually:

Adapts Quickly				**Slow to Adapt**
1	**2**	**3**	**4**	**5**

My approach:

This is how eager I am to try something new versus how fearful or shy I am. Usually I am:

Eager Initial Approach				**Initial Withdrawal or Reluctance**
1	**2**	**3**	**4**	**5**

My physical sensitivity:

This is my sensitivity to noise, textures, bright lights, temperature is:

Not Sensitive				**Very sensitive**
1	**2**	**3**	**4**	**5**

My intensity:

This is the intensity of my reactions or emotions:

High Emotional Intensity				**Mild Calm Reaction**
1	**2**	**3**	**4**	**5**

My distractibility:

This is the degree to which I am distracted and notice everything around me versus how much I can shut out external stimuli. Usually I am:

Very Distractible **Not Distractible**

1 2 3 4 5

My mood:

This is the degree to which I am happy or positive versus negative. Usually I have a:

Positive Mood **Negative Mood**

1 2 3 4 5

My persistence:

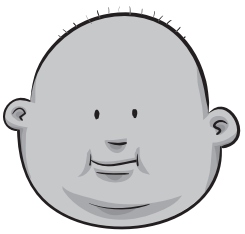
This is degree to which I can persist or sustain my attention versus how easily I give up. Usually I have a:

Long Attention Span **Short Attention Span**

1 2 3 4 5

Refrigerator Notes

Goodness of Fit—Managing Your Child's Temperament



Even if parents have different temperaments than their children, they can still strive for a good fit with their child. A good fit is when parent's demands and expectations are compatible with their child's temperament, abilities and characteristics. The goal is always to manage rather than to squelch or change temperament.

Here are some tips for achieving a good fit and managing your child's temperament.

- Realize that your child's temperament style is not your "fault" because temperament is something biological and innate, not something that is learned from parents. Your child is probably not purposely trying to be difficult or irritating. Don't blame him or yourself.
- Respect your child's temperament without comparing to other siblings or trying to change his or her basic temperament.
- Consider your own basic temperament and behavior and tailor your parenting responses when they clash with your child's responses to encourage a better fit.
- Remember what you model for your children is what they learn from you.
- Try to consider and anticipate your child's adaptability, activity level, sensitivity, biological rhythms and ability to sustain attention when planning activities that are most suitable for your child.
- Try to focus on the issues of the moment. Do not project into the future.
- Review your expectations for your child, your preferences and your values. Are they realistic and appropriate?
- Anticipate high risk situations and try to avoid or minimize them.
- Enjoy the interactions and the differences in each of your children.
- Avoid labeling your child as bad or difficult as this may lead to negative self-image and further compound his difficulties.
- Try to distinguish between a tantrum that is temperamentally induced (reaction to disappointment) versus one that is manipulative (designed to get parent to give in).
- Help your child develop a positive self-esteem – that is, to have a fair sense of his strengths and weaknesses.
- Find a way to get relief for yourself and your child by scheduling some time apart.

Remember above all temperament qualities can be shaped to work to a child's advantage if they are sensibly managed.

Incredible Years Toddlers' Program

Outline–Session Four

Social and Emotion Coaching

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Ask about reading and home activities

Explore experiences with academic and persistence coaching.

IV. Buzz

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

V. Topic of Day: Social and Emotional Coaching

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

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

B. Vignettes: Part 3: 1–8

C. Buzz–behavior parents can model or prompt.

D. Buzz–emotion words.

E. Review toddler self-regulation handout.

F. Practice social and emotion coaching.

Key Concepts

- Understand how to use emotion coaching to build children's emotional vocabulary and encourage their expression of feelings.
- Understand how to do social coaching to encourage children's social skills such as sharing, being respectful, waiting, asking, taking turns, etc.
- The "modeling principle"—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
- Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

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

VII. Parent Evaluation

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

Collect evaluation forms before parents leave.

VIII. Closing

Take this time to formally close the group. Recap the learning.
Remind them of any details they need to know for the next session.

LEADER CHECKLIST
Session Four

Topic: ***Social and Emotion Coaching***

Vignettes: Part 3: 1–8

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

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

DID I	**YES**	**NO**
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Buzz–playtime home activities	_____	_____
4. Brainstorm barriers to play or descriptive commenting	_____	_____
5. Buzz–behaviors parents can model or prompt	_____	_____
6. Buzz–emotion words		
7. Practice/role play social coaching	_____	_____
8. Talk about toddlers beginning development of self-regulation skills	_____	_____
9. Explain importance of home activities and reading assignments	_____	_____
10. Assign this week's home activities (self-monitoring checklist)	_____	_____

Handout Pads:

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

Xerox:

Record Sheet: Play Time

Brainstorm–Personal Thoughts About Play

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

"Things I Can Do" (25–30 months)

Refrigerator Notes about Emotion Coaching

Refrigerator Notes about Social Coaching

Self-Evaluation

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

Social and Emotion Coaching

Home Activities for the Week

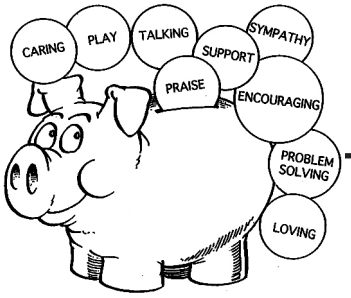
To Do:

- **CONTINUE** playing with your toddler one-on-one using social, emotion and persistence coaching
- **RECORD** your child's developmental landmarks ("Things I Can Do" checklist)
- **CALL** your buddy to share play activities

To Read:

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

Handout 3A



Home Activities

RECORD SHEET: PLAY TIMES

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

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

Brainstorm

Personal Thoughts About Play

Before continuing, think about these two questions:

1. **What are the potential benefits for your toddler when you play with him/her?**
2. **What gets in the way of playing with your toddler?**

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

Benefits of My Playing and Spending Time With My Child	**Difficulties in Doing This**

Goal:

I will commit to playing with my child _____ times this week for _____ minutes.

REFRIGERATOR NOTES

Promoting Your Toddler's Self-regulation Skills

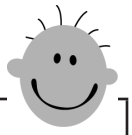
- Try to understand what your toddler is feeling and wanting
- Describe your toddler's feelings (don't ask him what he is feeling because he is unlikely to have the words to tell you)
- Label your toddler's positive feelings more often than his negative feelings
- Praise your child's self-regulation skills such as staying calm, trying again when frustrated, waiting a turn, and using their words
- Support your toddler when he is frustrated
- Model and give your toddler the words to use to express his needs (e.g., "you can ask her for the truck")
- Help your toddler learn ways to self-soothe such as using a pacifier or blanket
- Praise and encourage your toddler when he stays calm in a frustrating situation
- Cuddle and soothe your toddler when she is hurt or frightened. Stay calm yourself to provide extra reassurance.

REFRIGERATOR NOTES

Promoting Your Toddler's Social Competence

- During play model social skills for your toddler such as offering to share, wait, give a compliment and take turns, ask for help and agree to wait.
- Prompt your toddler to ask for help, or take a turn, or share something, or give a compliment and then praise if it occurs. Don't make an issue out of it if your toddler does not respond to your prompt.
- Praise your toddler any time s/he offers to share with you or help you.
- Participate in pretend play by taking your doll or action figure and using them 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 use.
- Help your child occasionally notice what another child is doing and to help them in some way.
- Help your toddler understand that when s/he shared, the other person felt happy.

THINGS I CAN DO! • 25–30 months



Activity	Date	Observations
I can talk about myself		
I speak pretty well		
I am starting to recognize ABCs		
I can brush my teeth with help		
I am aware when I need to pee or poop		
I can name a color		
I can walk downstairs		
I am learning to jump		
I like to run		
I love to act out songs and do finger plays		
I love sandboxes with water		
I love things that can be taken apart and put back together		
I can wash and dry my own hands		
I can draw a circle		
I can put on a shirt by myself		
My attention span is short		
I am beginning to involve others in pretend play		
I love play with dolls, dress-up clothes, toy phones		
I have trouble knowing what is real and what is pretend		
I can express my feelings		
I love painting, crayons, and chalk		
I can sing simple songs		
I like to be given choices		

Refrigerator Notes
Facilitating Children's Emotion Learning: Parents as "Emotion Coaches"

Describing children's feelings is a powerful way to strengthen your child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing your child's emotions.

Feelings/Emotional Literacy	Examples
_____ happy _____ frustrated _____ calm _____ proud _____ excited _____ pleased _____ sad _____ helpful _____ worried _____ confident _____ patient _____ having fun _____ jealous _____ forgiving _____ caring _____ curious _____ angry _____ mad _____ interested _____ embarrassed	● "That is frustrating, and you are staying calm and trying to do that again." ● "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 patient." ● "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you." ● "You are so curious. You are trying out every way you think that can go together." ● "You are forgiving of your friend because you know it was a mistake."

Modeling Feeling Talk and Sharing Feelings

- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."

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

Describing and prompting children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
_____ helping _____ sharing _____ teamwork _____ using a friendly voice (quiet, polite)	● "That's so friendly. You are sharing your blocks with your friend and waiting your turn." ● "You are both working together and helping each other like a team."
_____ listening to what a friend says _____ taking turns _____ asking _____ trading _____ waiting	● "You listened to your friend's request and followed his suggestion. That is very friendly." ● "You waited and asked first if you could use that. Your friend listened to you and shared." ● "You are taking turns. That's what good friends do for each other."
_____ agreeing with a friend's suggestion _____ making a suggestion _____ giving a compliment _____ using soft, gentle touch _____ asking permission to use something a friend has _____ problem solving _____ cooperating _____ being generous _____ including others _____ apologizing	● "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly." ● "You are helping your friend build his tower. ● "You are being cooperative by sharing." ● "You both solved the problem of how to put those blocks together. That was a great solution."

Prompting

- "Look at what your friend has made. Do you think you can give him a compliment?" (praise child if s/he tries to give a compliment)
- "You did that by accident. Do you think you can say you are sorry to your friend?"

Modeling Friendly Behavior

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

Incredible Years Toddlers' Program

Outline–Session Five

Social and Emotion Coaching, continued

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Ask about reading and home activities

Ask about experiences with social and emotional coaching.

IV. Buzz

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

V. Topic of Day: Social and Emotional Coaching

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

B. Vignettes: Part 3: 9–16

C. Buzz–social behavior coaching.

D. Practice social and emotion coaching using imaginary play.

E. Explain child developmental levels (2nd handout).

E. Talk about ways to extend coaching to other settings such as meal times & dressing.

Key Concepts

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

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

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

VII. Parent Evaluation

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

Collect evaluation forms before parents leave.

VIII. Closing

Take this time to formally close the group. Recap the learning.
Remind them of any details they need to know for the next session.

LEADER CHECKLIST
Session Five

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

Vignettes: Part 3: 9–16

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 3:
9 10 11 12 13 14 15 16 (Circle vignettes shown.)

DID I	**YES**	**NO**
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Ask about buddy calls	_____	_____
4. Buzz–playtime home activities	_____	_____
5. Buzz–social behaviors	_____	_____
6. Talk about toddlers beginning development of self-regulation skills	_____	_____
7. Practice emotional and social coaching in different settings (e.g., mealtimes, dressing)	_____	_____
8. Explain importance of home activities and reading assignments	_____	_____
9. Assign this week's home activities (self-monitoring checklist)	_____	_____

Handout Pads:

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

Xerox:

Record Sheet: Praise

Record Sheet: Play Time

Refrigerator Notes about picky eating

Child Developmental levels (2)

Behaviors I Want to See More of

Refrigerator Notes about Child-Directed Peer Play

Refrigerator Notes about Social, Emotional & Physical Landmarks

Self-Evaluation

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

Social and Emotion Coaching

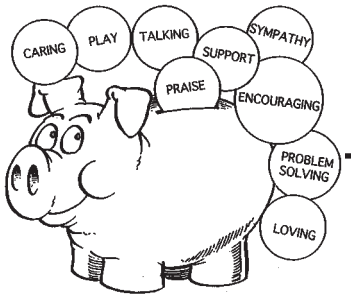
Home Activities for the Week

To Do:

- **PLAY** with your toddler and another child using social, emotion and persistence coaching during play
- **ENGAGE** in some pretend or imaginary play with your child
- **TRY** using coaching in other settings such as the grocery store, or at a playground, or at mealtimes or bath time
- **KEEP TRACK** on the praise record sheet the way you praised
- **CALL** your buddy to share play activities done

To Read:

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

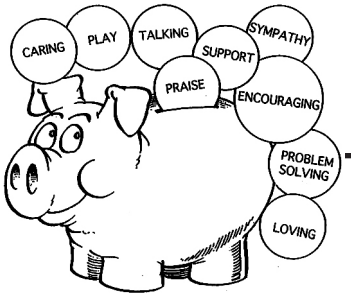


Remember to Build Up Your Bank Account

Home Activities

RECORD SHEET: PRAISE

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



Home Activities

RECORD SHEET: PLAY TIMES

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

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

REFRIGERATOR NOTES

Picky Eating

Eating solids is a new learning experience for your toddler. Your child will need time to explore the tastes, textures and smell of each new food. Remember repeated learning trials will be needed before your toddler will come to like a new food.

- Try to make mealtimes a relaxed and a fun time for your toddler
- Minimize distractions during mealtimes by turning off TV or taking the phone off the hook
- Provide your toddler with a choice of foods to allow for independent decision making
- Introduce one new food at a time in a small amount; for example, offer the new food along with your toddler's favorites
- Try to offer a meal with at least one food choice you know your toddler likes
- Offer toddler-size portions–which are much smaller than adult portions
- Resist the urge to offer sugary foods, or your toddler will learn to prefer these foods over others
- Don't expect your toddler to like a whole lot of foods–let your toddler make his own decisions on the food he chooses to eat. Forcing your child to eat will only make your toddler more stubborn and less open to new foods in the future.
- You don't need to become a short-order cook. If you provide some choices of foods your toddler often likes, you don't need to cook an entire new dinner to meet his demands.

Parents Promoting Emotional and Social Competence in Young Children

Parent-Child Social Coaching: Child Developmental Level 1

Parent-Child Play: Parents can use social coaching in one-on-one interactions with their children to help them learn social skills and emotional language before they begin to play with peers. A great deal of the child's learning will occur by modeling and by your descriptive commenting, which will enhance your child's language skills as well as help them recognize their social skills.

Social/Friendship Skills	Examples
Parent Models:	
❖ **Sharing**	"I'm going to be your friend and share my car with you."
❖ **Offering to Help**	"If you want, I can help you with that by holding the bottom while you put another on top."
❖ **Waiting**	"I can use my waiting muscles and wait until you're finished using that."
❖ **Suggesting**	"Could we build something together?"
❖ **Complimenting**	"You are so smart in figuring out how to put that together."
❖ **Behavior-to-Feelings**	"You shared with me. That is so friendly and makes me feel happy."
	"You helped me figure out how to do that. I feel proud that you could show me that."
Parent Prompts:	
❖ **Self-Talk**	"Hmm, I really wish I could find another piece to fit here."
	"Hmm, I'm not sure I know how to put this together."
❖ **Asking for help**	"Can you help me find another round piece?"
	"Can you share one of your cars with me?"
Parent Response:	
❖ **Praise child when s/he shares or helps you**	"That was so helpful and friendly to share with me."
❖ **Ignore or model acceptance when child does NOT share or help**	Continue to use descriptive commenting.
	"I can keep trying to find that round piece." (model persistence)
	"I can wait until you're finished playing with the cars." (model waiting)
	"I know it is hard to give up that car, so I will wait to have a turn later."
Puppet or Action-Figure Models:	
❖ **Entering Play**	"Can I play with you?"
	"That looks like fun. Can I do that with you?"
❖ **Being Socially Friendly**	"I'm being friendly. I'd like to play with you."
❖ **Ignoring Aggression**	"I want to play with a friendly person. I think I will find somebody else to play with."

Parent-Child Social Coaching: Child Developmental Level 2

Children in Parallel Play: Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Parents can help promote peer play by prompting their children to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
Parent Coaches:	
❖ **Asking for What They Want**	"You can ask your friend for what you want by saying, 'Please can I have the crayon?'"
❖ **Asking for Help**	"You can ask your friend for help by saying 'Can you help me?'"
❖ **Asking a Friend to Wait**	"You can tell your friend you are not ready to share yet." If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.
Parent Prompting:	
❖ **Noticing Other Child**	"Wow, look what a big tower your friend is building." "You are both using green markers."
❖ **Initiate Interaction With Other Child**	"Your friend is looking for small green pieces. Can you find some for him?" "Your friend has not cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"
❖ **To Give Child a Compliment**	"Wow! You can tell your friend his tower is cool." If you child does repeat this, you can praise him or her for a friendly compliment. If your child does not respond, continue descriptive commenting.
Parent Praising:	
❖ **Behavior-to-Feelings**	"You shared with your friend, that is so friendly and makes her feel happy." "You helped your friend figure out how to do that, she looks very pleased with your help."
❖ **Playing Together**	"Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."
Puppet or Action-Figure Models:	
❖ **Sharing or Helping**	"Wow! Do you see the tower that Nancy is building?" "Can either of you help me find a red block to make this truck?" "Could I help you build that house?" "Do you think we could ask Freddy if he'll share his train?"

Brainstorm

Brainstorm words you use to praise your child to increase behavior you want to see more of. Write them below.

Behaviors I want to see more of	Praise words to use
	I like it when you... ***Good for you!*** ***Wow! What a wonderful job you've done!***

Goal:

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

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

_____

REFRIGERATOR NOTES
CHILD-DIRECTED PEER PLAY

- Encourage play dates with friends.
- Describe children's play activities (e.g., colors, shapes, numbers, position of objects).
- Praise and encourage children's ideas and creativity; avoid criticism.
- Engage in role play and make-believe with children (e.g., puppets, pretend phone calls).
- Prompt children to notice each other's activities.
- Use descriptive comments instead of asking questions.
- Try to give enough help; so children are successful but not so much help that you take over
- Prompt, coach, and praise children's friendly behaviors (e.g., sharing, helping, taking turns, being polite).
- Provide positive support for children's emotional regulation skills (e.g., being patient or calm, waiting, using words).
- Encourage and describe children's expressions of emotion (e.g., being excited, frustrated, curious, calm).
- Laugh and have fun.

Remember to be realistic about what is developmentally appropriate to expect for toddlers!

REFRIGERATOR NOTES

Social & Emotional Developmental Landmarks 25–30 months

- Talks about self ("me") (25 months)
- Uses pronouns (e.g., I, me, you) (26 months)
- Uses 3-word sentences (25 months)
- Speaks clearly (27 months)
- Can answer some questions (26 months)
- Vocabulary increases to 300 words (30 months)
- Understands descriptions (28 months)
- Starts to recognize ABCs
- Brushes teeth with help (29-30 months)
- Aware of need to pee or poop (25-30 months)
- Names a color (30 months)

REFRIGERATOR NOTES

Physical Developmental Landmarks 25–30 months

- Can walk downstairs (25 months)
- Learns to jump (25 months)
- Washes and dries own hands (26 months)
- Draws a circle (30 months)
- Puts on shirt (30-32 months)

Incredible Years Toddlers' Program

Outline–Session Six

The Art of Praise and Encouragement

I. Welcome

II. Review Ground Rules (if needed)/Announcements

III. Report on Home Activities

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

Ask about buddy calls

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

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

A. Do benefits and barriers exercise regarding praise.

B. Vignettes: Part 4: 1–15

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

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

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

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

E. Buzz–"Positive Opposite" exercise (if time).

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

Key Concepts

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

V. Review Home Activities

Summarize key points.

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

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST
Session Six

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

Vignettes: Part 4: 1–15

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 4

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

(Circle vignettes shown.)

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

Handout Pads:

Home Activities for the Week–Effective Praise

Xerox:

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

Self-Evaluation

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

Effective Ways to Praise and Encourage Your Toddler

"Bringing out the Best in Your Child"

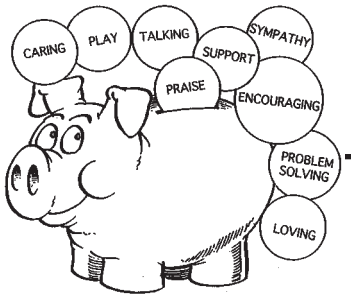
HOME ACTIVITIES FOR THE WEEK

To Do:

- **CONTINUE PLAYING** (and reading) with your child every day for at least 10 minutes.
- **PRACTICE** using praise during play time.
- **CHOOSE** one behavior you would like to see your child engage in more frequently, and systematically **PRAISE** it every time it occurs during the following week; for example: playing quietly, going to bed when requested, picking up toys, and sharing with others. (See handout)
- **INCREASE THE NUMBER OF PRAISES** you give and observe what effect this has on your child.
- **KEEP TRACK** of the results on the "Record Sheet: Praises" handout.
- **LIST** the behaviors you want to see more of on the Behavior Record handout.
- **PRACTICE** praising yourself for your parenting efforts (see handout)

To Read:

Chapter Three, *Tangible Rewards,* in *The Incredible Years*.



Remember to Build Up Your Bank Account

Home Activities

RECORD SHEET: PRAISE

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

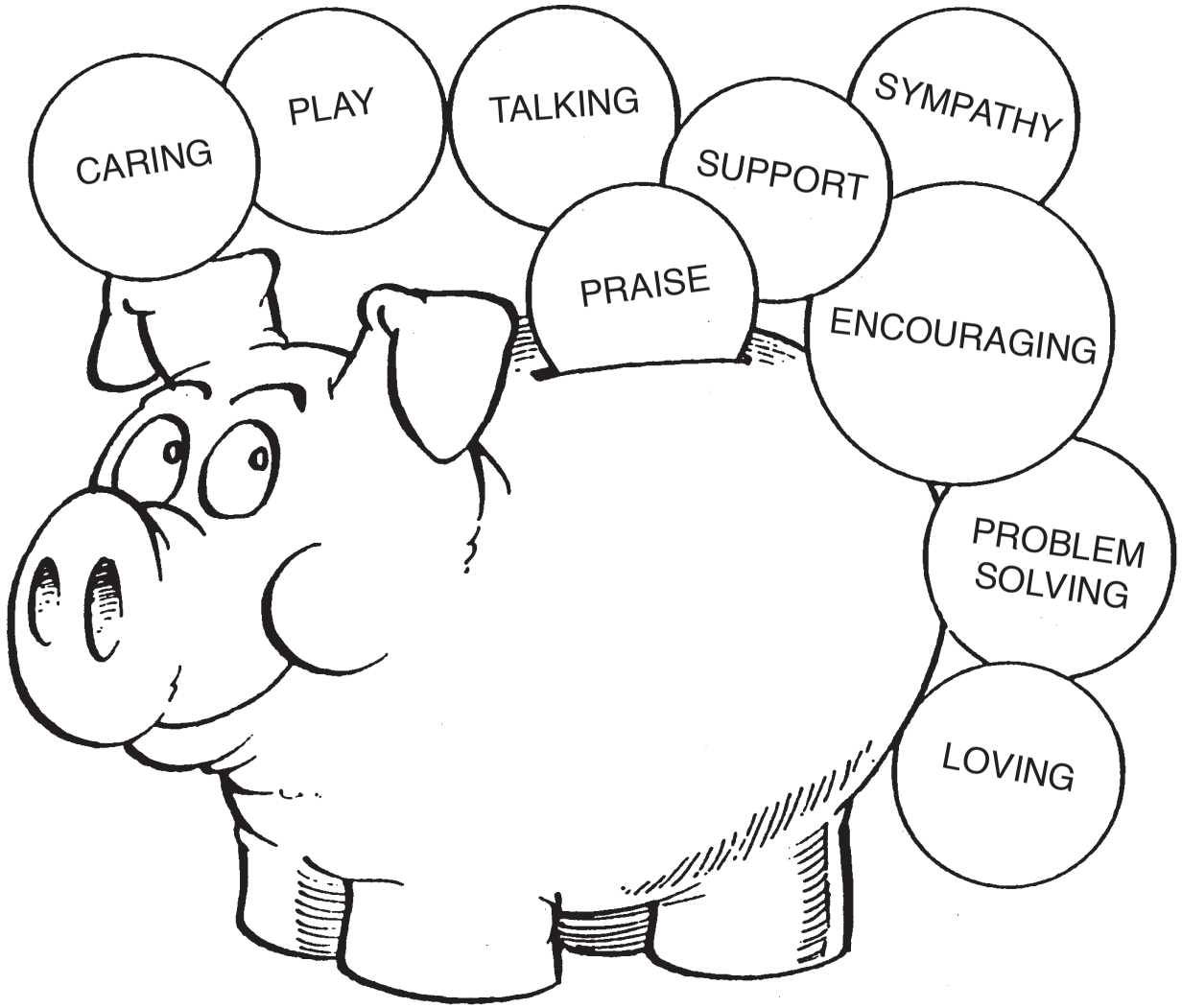
EXAMPLES OF WAYS TO GIVE PRAISE AND ENCOURAGEMENT

"You do a good job of . . ."
"You have improved in . . ."
"I like it when you . . ."
"Good for you for . . ."
"Good idea for . . ."
"You've done a good job of . . ."
"See how _____ has improved in . . ."
"You're doing very well."
"Look how well he/she did . . ."
"That's a perfect way of . . ."
"Wow, what a wonderful job you've done of . . ."
"That's correct, that's the perfect way to . . ."
"I'm so happy you . . ."
"It really pleases me when you . . ."
"You're such a big girl for . . ."
"Good boy for . . ."
"Thank you for . . ."
"What a nice job of . . ."
"Hey, you are really sharp; you . . ."
"That's great, it really looks like . . ."
"You're doing just what Mommy wants you to do."
"My, you are minding Daddy so well."
"My! That . . . was so nice."
"That's very nice (or good) for . . ."
"Mommy's very proud of you for . . ."
"Beautiful! Fine! Great! Gorgeous! Tremendous!"
"How thoughtful of you to . . ."

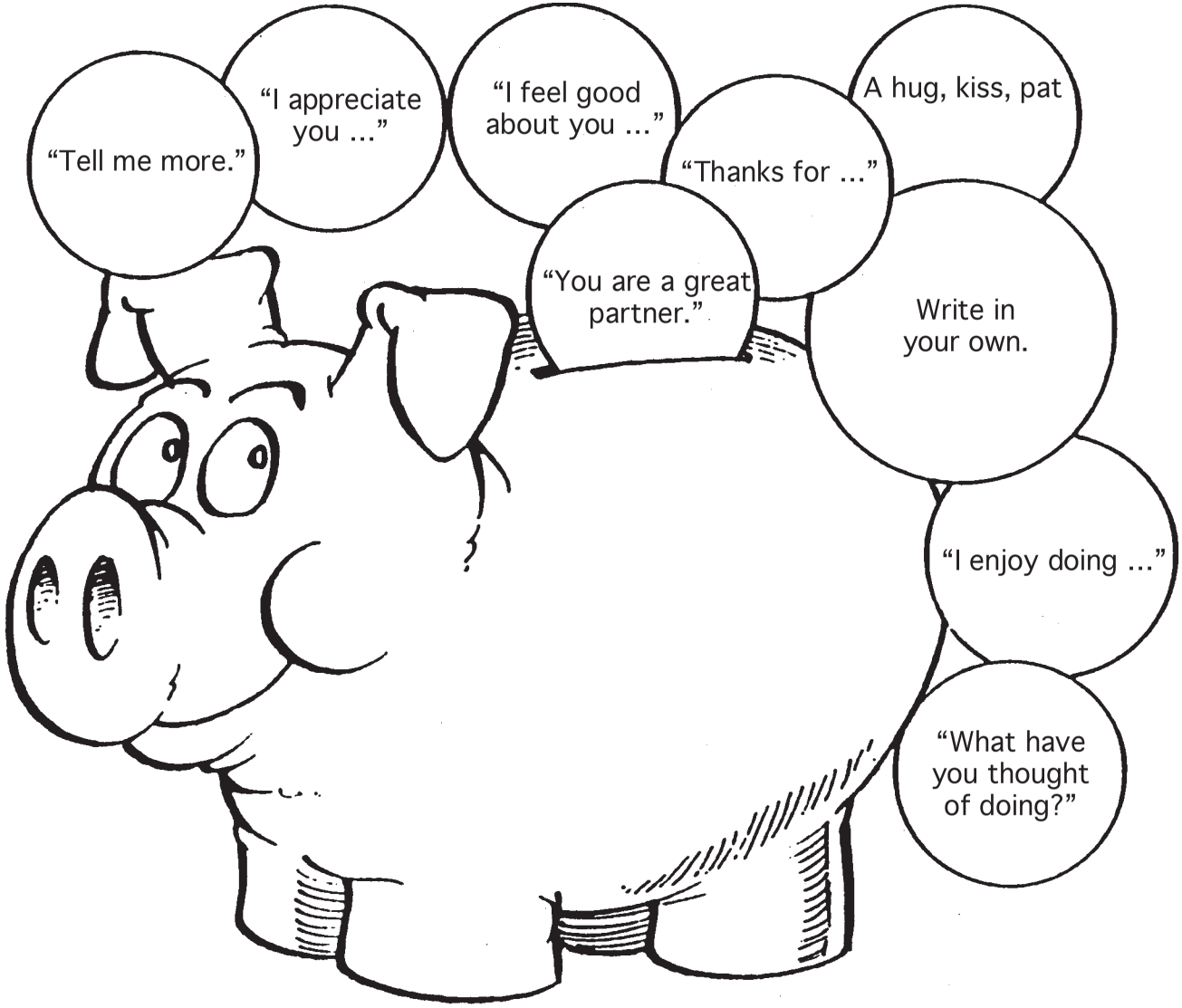
Some Physical Rewards
A pat on the arm or shoulder
A hug
Head rubbing
Squeezing the arm or waist
Giving a kiss

EXAMPLES OF BEHAVIORS TO PRAISE AND ENCOURAGE

- Sharing
- Talking with a friendly voice
- Complying with requests
- Good eating behavior at dinner
- Going to bed after the first request
- Playing quietly
- Solving a problem
- Putting things in garbage
- Doing a chore (e.g. cleaning up toys)
- Sponging the table
- Getting up promptly in the morning
- Making it through the night without wetting the bed
- Help make the bed
- Picking up clothes
- Putting toys away
- Walking slowly
- Reading or looking at a book
- Getting dressed
- Being friendly
- Being patient or staying calm
- Being kind to another child or adult

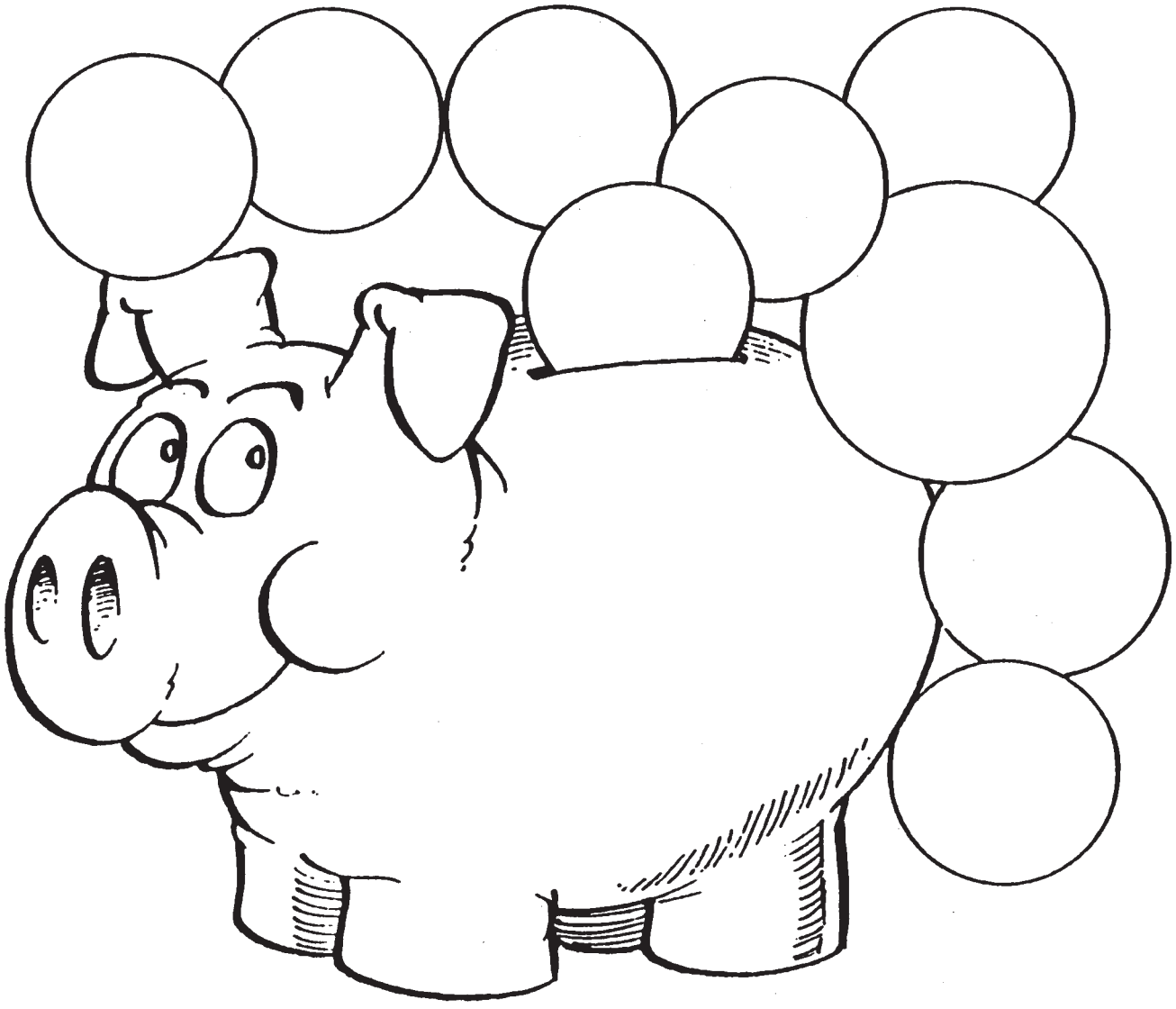


Remember to Build Up Your Bank Account
With Your Child



Remember to Build Up Your Bank Account With Other Family Members

Write in your own personal praise statements.



Remember to Build Up Your Bank Account

Brainstorm

Brainstorm words you use to praise your child to increase behavior you want to see more of. Write them below.

Behaviors I want to see more of

Praise words to use

I like it when you...
Good for you!
Wow! What a wonderful job you've done!

Goal:

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

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

_____

Brainstorm

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

Positive Self-Praise

I can do it...
I am working hard as a parent...
I can stay calm...

Goal:

I will commit to thinking about what I am doing well as a parent each day and using two of the above examples.

_____

REFRIGERATOR NOTES ABOUT PRAISING YOUR CHILD

- Catch your child being good—don't save praise for perfect behavior.
- Don't worry about spoiling your children with praise.
- Increase praise for difficult children.
- Model self-praise.
- Give labeled and specific praise for behavior you want to see more of
- Make praise contingent on behavior.
- Praise with smiles, eye contact, and enthusiasm.
- Give positive praise.
- Praise immediately.
- Give pats and hugs and kisses along with praise.
- Use praise consistently.
- Praise in front of other people.

Handout

"POSITIVE OPPOSITES" BEHAVIOR RECORD

Behaviors I want to see less of: e.g., hitting	**For each negative behavior, put its positive opposite behavior below: e.g., staying calm and using words**
1. _____	*1.* _____
2. _____	*2.* _____
3. _____	*3.* _____
4. _____	*4.* _____
5. _____	*5.* _____
6. _____	*6.* _____
7. _____	*7.* _____
8. _____	*8.* _____
9. _____	*9.* _____
10. _____	*10.* _____
11. _____	*11.* _____
12 _____	*12* _____
13. _____	*13.* _____
14. _____	*14.* _____
15. _____	*15.* _____
16. _____	*16.* _____
17. _____	*17.* _____
18. _____	*18.* _____
19. _____	*19.* _____
20. _____	*20.* _____

Incredible Years Toddlers Program

Outline–Session Seven

Spontaneous Incentives for Toddlers

I. Welcome

II. Announcements

III. Report on Home Activities

Ask about any difficulties increasing praise statements during the week.

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

Discuss praising teachers, partners, in-laws.

Buzz–positive self-praise (see handout).

IV. Topic of Day: Spontaneous Rewards–"Motivating Your Children"

A. Buzz spontaneous rewards for toddlers.

B. Vignettes: Part 5: 1–6

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

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

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

Key Concepts

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

V. Review Home Activities

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

Talk about buddy call assignments.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST
Session Seven

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

Vignettes: Part 5: 1–6

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 5

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

(Circle vignettes shown.)

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

Handout Pads:

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

Xerox:

Examples of Behaviors to Praise and Reward

Examples of Teacher Behaviors to Praise

Brainstorm Sheets–Encouraging Positive Self-Statements

Brainstorm Sheet–Reward Yourself

Handout Caring Days Record Sheet: Praise

Refrigerator Notes About Tangible Rewards

Refrigerator Notes About Toilet Training (2)

Self-Evaluation

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

Using Tangible Reward Programs to Teach Your Child New Behaviors

"Motivating Your Children"

Home Activities For The Week

To Do:

- **CONTINUE PLAYING** with your child every day for at least 10 minutes, and **INCREASE THE NUMBER OF PRAISES** given to your child.
- **TRY** giving a spontaneous sticker or hand stamp for a social behavior you want to encourage.
- **PRAISE** another family member or child care provider for something you appreciate.
- **GIVE** yourself a special treat for your parenting work (see handout).

To Read:

Handouts and Part 3, problem 1 (Taking Charge of Your Child's Screen Time), in *The Incredible Years*

EXAMPLES OF BEHAVIORS TO REWARD WITH STARS AND STICKERS:

- Getting dressed before the timer goes off
- Eating food on the plate before the timer goes off
- Making it through the night without wetting the bed
- Staying calm when frustrated
- Putting dirty clothes in hamper
- Using polite & friendly words
- Going to bed when asked
- Complying with a parents' request
- Sharing with sibling
- Looking at a book quietly
- Using the toilet
- Turning off the TV
- Brushing teeth
- Staying by the side of the grocery cart
- Sleeping in own bed all night
- Being gentle with animals

EXAMPLES OF TEACHER BEHAVIORS TO PRAISE

- Being kind to my child
- Being kind to me, especially when I've had a bad day
- Helping me get my child into or out of the classroom when I'm running late
- Sending a note home saying that my child had a good day
- Helping my child learn new things
- Helping my child get along with other children
- Giving me suggestions about how to help my child learn
- Making the classroom a friendly place to come to
- Proudly putting my child's pictures up on the wall
- Helping my child feel good about himself or herself
- Teaching my child social skills
- Setting up an incentive program for my child
- Calling me at home to tell me about my child's progress
- Inviting me to participate in the class
- Keeping me informed about the curriculum

Brainstorm

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

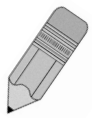
Encouraging Positive Self-Statements

I can do it...
I am working hard as a parent...

Goal:

I will commit to thinking about something positive I have done each day as a parent. (e.g., layed with my child, talked to my child's teacher, made a fun meal, praised my child)

Brainstorm



Reward yourself!

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing a difficult project, or working hard as a parent? Think about ways you could reward yourself for your hard work as a parent.

Good Incentives for Me

A walk in the park

Tea/coffee with a friend

Warm bubble bath

Buy myself a good book

Goal:

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

_____

_____

Handout
Caring Days

Strengthening Support Between Partners

Marital conflict can make it very difficult for parents to be effective in managing their children's behavior. The following exercise is designed to strengthen your relationship.

Identify 10 to 20 "caring" behaviors that your spouse could do that you would enjoy. Ask your spouse to do this also. List these behaviors on a piece of paper and post them. Each day you and your spouse should try to select one or two items from the list and do them for one another. These caring behaviors should be (a) positive, (b) specific, (c) small, and (d) something that is not the subject of a recent conflict.

Examples: Ask how I spent the day and listen.
Offer to get the cream or sugar for me.
Listen to "mood music" when we set the clock radio to go to sleep.
Hold my hand when we go for walks.
Massage my back.
Arrange for a babysitter and go out.
Let me work late one night without a hassle.
Have a quiet dinner without the children.
Offer to watch the children while I make dinner, read the newspaper, etc.
Allow me to sleep in one morning on the weekend.

By doing this exercise, you will obtain a record of each other's efforts and become more observant of how the other person tries to please. We have noticed that parents are often quite willing to please their partner if they understand precisely what their partner wants and know that their efforts will be recognized.

Support for Single Parents

If you do not have a partner, it is important to arrange some "caring days" for yourself. You could do this by developing a list of pleasurable things you would like to do for yourself. Each week pick some of the items from your list to give yourself.

Examples: Have dinner with a friend.
Go to a movie.
Arrange for a back rub.
Take a piano lesson.
Walk to the park.
Have a bubble bath.
Buy and read a fun magazine.

It is also important for single parents to set up a support system. This might be done by meeting regularly with other parents, close friends, or family members. Organizations such as Parents Without Partners, church groups, recreational groups, and political groups can be sources of support and stimulation.

REFRIGERATOR NOTES ABOUT TANGIBLE REWARDS

- Define positive child behavior you want to see more of.
- Make the steps small–be realistic.
- Choose no- or low-cost rewards.
- Get the appropriate behavior first, then reward.
- Give the reward immediately after the behavior.
- Reward everyday achievements.
- Gradually replace rewards with social approval.
- Predict success for your child.
- Don't mix rewards with punishment.

NOTE: For young children (2–3 years) surprise or spontaneous rewards such as a hand stamp or special sticker is all that is needed. More complex sticker charts can wait until 5–6 years of age.

REFRIGERATOR NOTES

Toilet Training

Most children are trained by three years but don't worry if your 3-year-old isn't trained; some children aren't ready until they are four years old. If your child shows signs of readiness you can begin toilet training about 2-½ years. Avoid rushing or getting into power struggles over this. Do this training when you have the time and patience and don't have too many other family pressures.

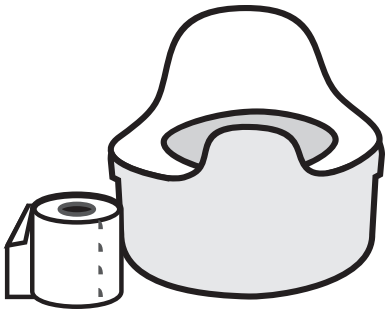
Signs of Readiness

- your child can stay dry for 3 hours or more
- your child recognizes the signs that she has to go
- your child can pull down her pants down and up by herself
- your child seems interested or motivated to become potty trained
- your child is imitating others going to the bathroom
- your child can follow simple instructions

REFRIGERATOR NOTES

Starting Toilet Training

- Dress your child in clothes that are easy to get undone such as elastic-wasted pants
- Use a child-sized potty chair or special adaptor seat with a stool
- Create a routine for sitting on potty–start by seating your child fully clothed once day, whenever s/he is most likely to have a bowel movement
- Progress to sitting your child on the potty bare-bottomed. Don't restrain or force your child to sit there
- Let your child watch you or older sibling go to the bathroom
- Show your toddler how you use the toilet paper, flush the toilet and wash your hands
- Praise your child every time she uses the potty seat, or you check and she has dry pants
- Set up a schedule for going to the bathroom
- Make sure your child knows it's okay to ask for help to go to the potty anytime
- Teach your child how to clean and wash hands after going to the potty
- Expect set backs; don't make a big deal out of mistakes such as wet beds or accidents–stay calm and positive, "it's okay, next time I bet you will use the potty chair"
- Once training is established, consider using training pants as this allows a toddler to undress by himself; introduce them gradually maybe for a few hours at a time
- Keep using diapers at night; even though your toddler is dry during the day, it can take months or years before children are dry at night



Incredible Years Toddlers Program
Outline–Session Eight
Handling Separations and Reunions with Toddlers

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities

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

IV. First Topic of Day: Handling Separations and Reunions

A. Brainstorm benefits of routines and possible barriers.

B. Part 6: Vignettes 1–5

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

VI. Second Topic of Day: Establishing Bedtime Routines

A. Explain about value of predictable routines.

B. Vignettes 6–9

C. Buzz–routine for putting toddler to bed.

Key Concepts

- Establishing clear and predictable routines for separating from children
- Establishing routines for greeting children after being away from them
- Understanding object and person permanence
- Providing adequate monitoring at all times
- Understanding how peek-a-boo games help children
- Establishing predictable routines for bedtime
- Understanding how to help children feel safe and secure in their relationship with parents

VII. Review Home Activities

Summarize key points (Refrigerator Notes).

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

VIII. Parent Evaluation

IX. Closing

LEADER CHECKLIST
Session Eight

Topic: ***Handling Separations and Reunions***
Vignettes: Part 6: 1–9

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 6
1 2 3 4 5 6 7 8 9

(Circle vignettes shown.)

DID I	**YES**	**NO**
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to incentive systems, homework, and reading)	_____	_____
3. Ask about positive note to teacher (if not done, do in group)	_____	_____
4. Brainstorm benefits and barriers to routines (do on board or flip chart)	_____	_____
5. Practice predictable routine for saying good bye to toddler at day care	_____	_____
6. Practice routine for greeting children	_____	_____
7. Buzz bed time routine	_____	_____
8. Ask about buddy calls	_____	_____
9. Talk about toddler safety proofing homework	_____	_____
10. Review this week's home assignment	_____	_____

Handout Pads:

Home Activities for the Week—Handling Separations and Reunions

Xerox:

Family Routines (3)

Refrigerator Notes: Handling Separations and Reunions

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

Refrigerator Notes: Establishing Healthy Sleep Habits

Self-Evaluation

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

Handling Separations & Reunions

Home Activities For The Week

To Do:

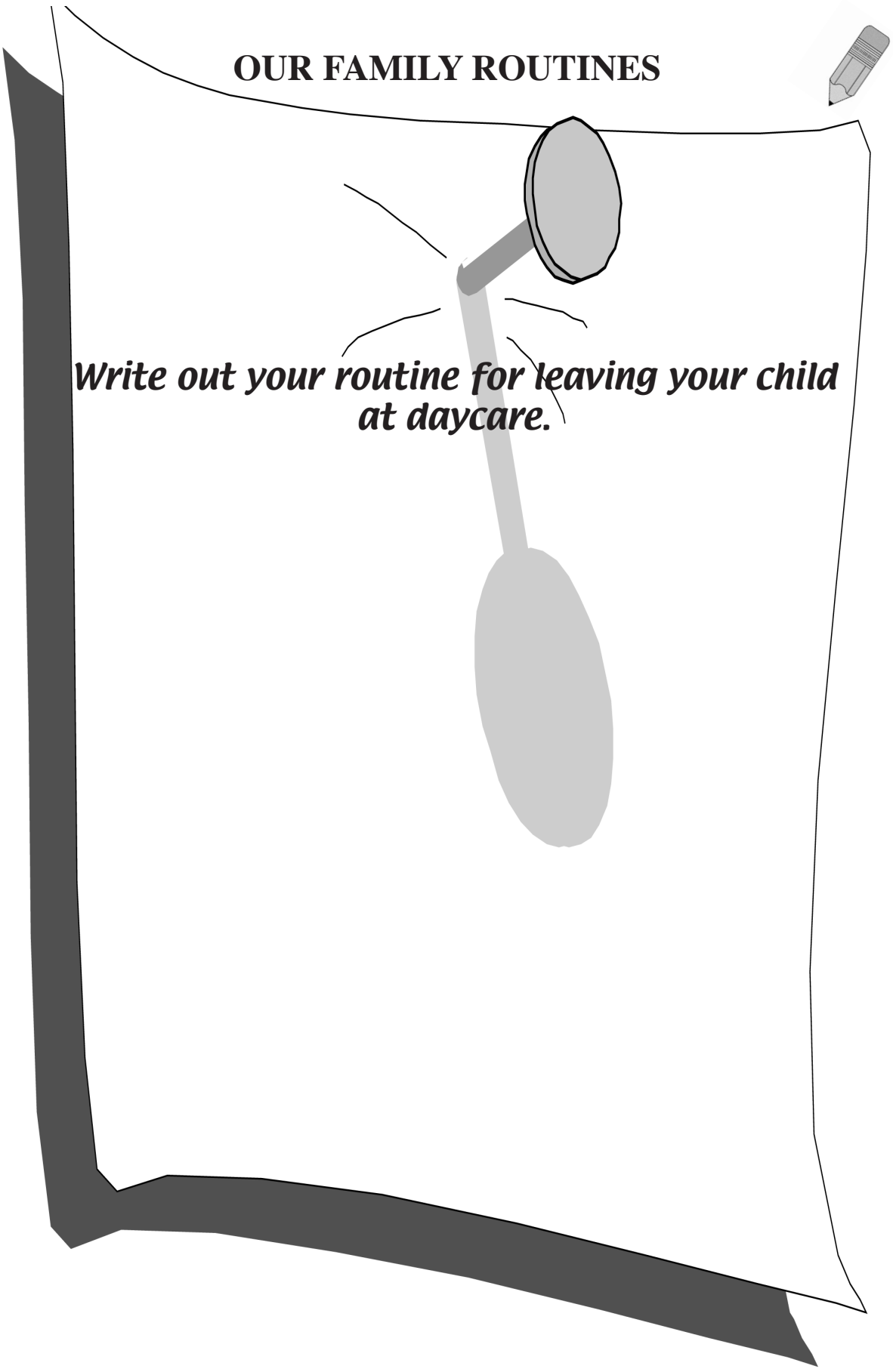
- **ESTABLISH** your routine for saying good-bye when you leave your child
- **WRITE** out your routine for going to bed at night (bring it to next session)
- **REVIEW** toddler-proofing safety checklist (and bring to next session)
- **CALL** your buddy to share your routine for bedtime

To Read:

Read Chapter 4, *Limit Setting* in *The Incredible Years*.

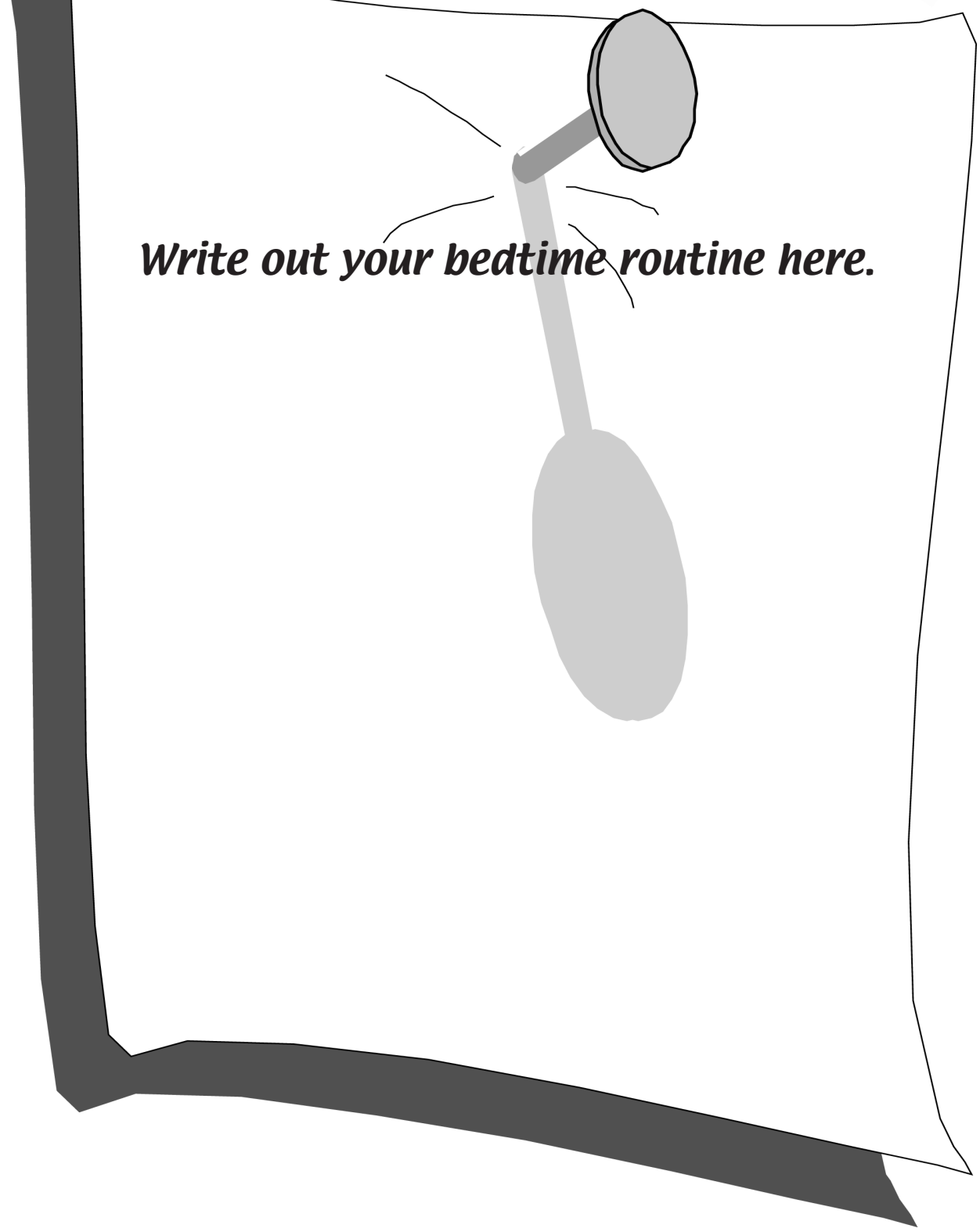
Remember to keep playing every day!

OUR FAMILY ROUTINES



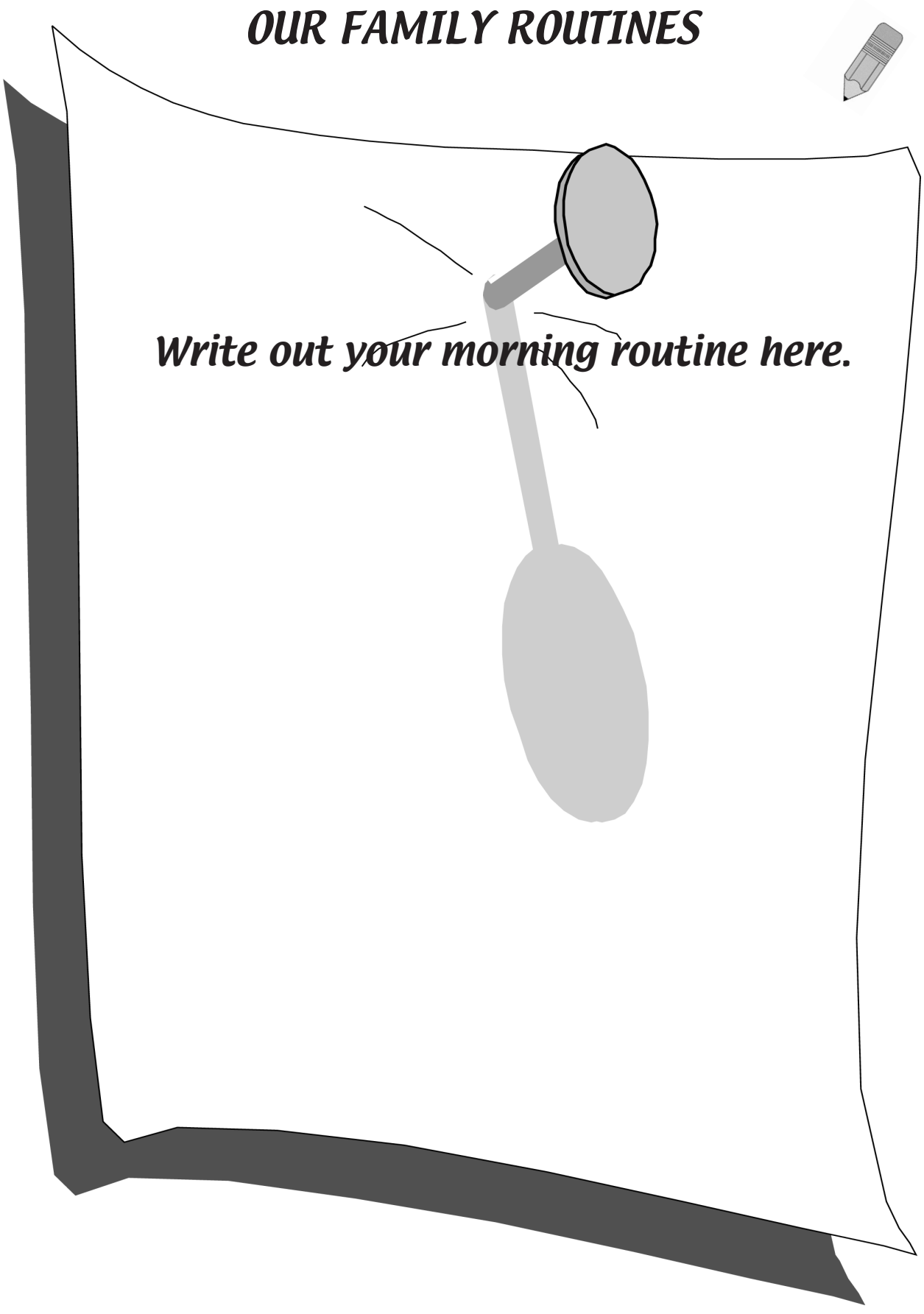
Write out your routine for leaving your child at daycare.

OUR FAMILY ROUTINES



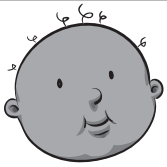
Write out your bedtime routine here.

OUR FAMILY ROUTINES



Write out your morning routine here.

REFRIGERATOR NOTES



Handling Separations and Reunions

Most children will have mastered separation anxiety by three years; but temporary episodes of separation anxiety are normal. Toddlers vacillate between wanting to be independent and needing the security of a parent. Especially if your toddler is shy or timid, you will find that helping your toddler cope with separations will result in a more secure and confident preschooler. But don't worry, there are still many years left before independence is fully achieved.

- Let your child know you are leaving in a predictable, routine way–don't sneak away to avoid a tantrum or lie about where you are going, as this will only increase your toddler's insecurity.
- Say good-bye briefly with a hug and say something positive about your expectations for your child's time away from you. Reassure him in a positive way that he will have a good time when you are gone and that he's safe.
- Encourage your child's growing independence.
- If you are leaving your child at day care, let him know when you will see him again and when he will be picked him up and by whom.
- If you are leaving him at home and going out for the evening, let him know who will be taking care of him and when you will be back. For example, "Grandma is coming to play with you tonight while I go out for dinner. I'll be home after you are in bed, but I'll come in and kiss you good night."
- Leave and avoid giving too much attention to the child's normal protests.
- When you return greet your child with love and joy–let him know you are happy to see him.
- Give your child some transition time to move from his current play experience to leaving with you.

Refrigerator Notes
Ensuring Your Toddler's Safety: Part 1

Toddlers are driven to explore and are curious about everything–they have no inhibitions and don't understand danger! Therefore one of the biggest challenges for parents is doing as much as possible to keep your child safe. Do this checklist and see how toddler-proof you are.

Action	yes	no
Monitor and supervise my toddler at all times; am vigilant about this.		
Toddler-proofed every room in my house		
Keep emergency numbers next to the phone (including a poison control number)		
Keep curtain and blind cords out of reach		
Ensured all my windows are lockable and use window guards		
Put plastic covers on electrical outlets		
Unplug electrical appliances when not in use		
Put latches on cupboard doors and drawers		
Keep chairs and cribs away from windows		
Keep small objects such as coins, marbles, batteries and purses out of reach of my toddler		
Keep toilet seat closed at all times. If my toddler is attracted to water, keep the bathroom door closed/locked or use a toilet seat lock		
When bathing child, I do not leave a filling/filled tub unattended. I keep my toddler with me while tub is filling. Once my child is in tub, I do not leave, even for a second. I drain water as soon as my child is out of bath		
Do not leave my toddler alone with my pet and keep litter box in walled off area		
Made sure my plants are not dangerous (called poison control center)		
Installed baby gates at the top and bottom of stairs		
Use fire-retardant sleepwear		
Turned down the temperature on my hot water heater		
Locked all medications (including vitamins) in lockable medicine cabinet or cash box that can be stashed on a top shelf		
Keep all products such as shampoo, cosmetics, nail polish remover, household cleaners, scissors, razors out of my toddler's reach		
Keep electrical hair dryers out of my toddler's reach		
Keep stuffed animals away from cooking area		
Turn pot handles toward back of stove & secure oven door		

Refrigerator Notes
Ensuring Your Toddler's Safety: Part 2

Toddlers are driven to explore and are curious about everything–they have no inhibitions and don't understand danger! Therefore one of the biggest challenges for parents is doing as much as possible to keep your child safe. Do this checklist and see how toddler-proof you are.

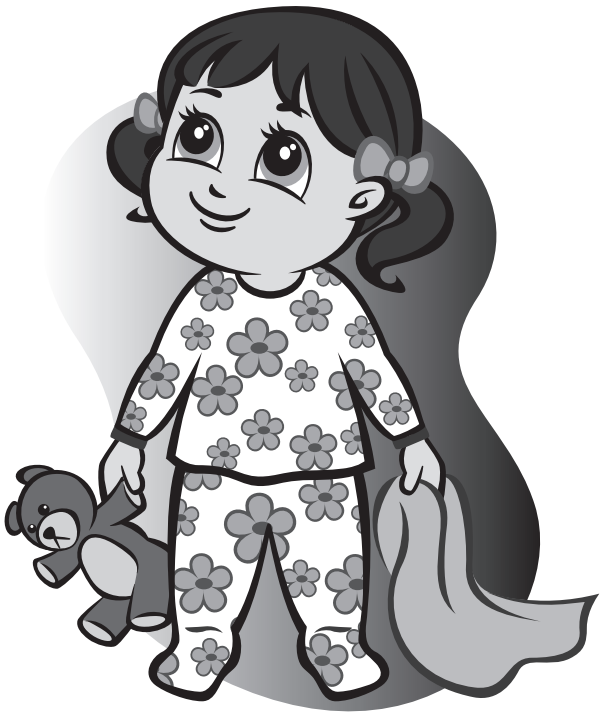
Action	yes	no
Never leave my toddler unattended while eating; do not give them popcorn or peanuts		
Have a play area in kitchen–give him his own cupboard with plastic containers, wooden spoons etc.		
Avoid latex balloons–stick to Mylar		
Put fireplace guards around fireplaces or heaters		
Supervise my toddler when he's using a riding toy		
Use a helmet when my child is riding a tricycle (to get in habit)		
Keep my toddler in a car seat and strapped in facing the rear. (Children should be rear facing until they weigh at least 20 lbs AND are one year of age.)		
Use a government-approved car seat. I never ride in the car with my toddler in my arms. I will keep my toddler in a car seat until he is at least 40 lbs and then in a booster seat until he is 4'9".		
Never leave my child unattended in car, even if dashing to the store for a minute.		
Put sunscreen on and sun hats on my children when in the sun		
I have taken a first aid and infant/toddler CPR class		
I stay within arm's reach of my toddler near traffic, water, or other dangerous situations.		
I am teaching my toddler to "stop" for traffic and to hold my hand as we cross the street		
In very dangerous or crowded situations (near water, near traffic, in a busy airport) I keep my toddler safe in a backpack, stroller or harness.		
When I buy toys I will check their safety rating.		

REFRIGERATOR NOTES

Tips to Establishing Your Toddler's Healthy Sleep Habits

- Set bedtime and regular nap times to regulate sleep patterns.
- Choose a bedtime that fits your family schedule and stick to it as much as possible.
- Establish a bedtime routine such as:

  playtime, bath, pajamas, tooth brushing, story, song and kiss good night.
- Praise your child for staying in his own bed all night.



Incredible Years Toddlers Program

Outline–Session Nine

Positive Discipline-Effective Limit Setting

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities

Buzz bedtime or morning routines.

Ask about buddy calls.

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

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

B. Brainstorm benefits of limit setting and possible barriers.

C. Vignettes: Part 7: 1–13

D. Buzz "first-then" and "when-then" commands.

Key Concepts

- Understanding how to toddler-proof a home
- Reduce number of commands to only necessary commands
- Learning about the importance of distractions and redirections
- Understanding the value of giving children some choice
- Politeness principle and modeling respect
- Commands should be clear, brief, respectful, and action oriented
- "When-then" commands offer child a choice
- Distractible children need warnings and reminders

V. Review Home Activities

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

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST
Session Nine

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

Vignettes: Part 7: 1-13

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 7

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

(Circle vignettes shown.)

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

Handout Pads:

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

Xerox:

Record Sheet: Commands

Brainstorm Sheet–Benefits and Barriers

Refrigerator Notes About Limit Setting

Self-Evaluation

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

Positive Discipline: Effective Limit Setting

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

Home Activites for the Week

To Do:

- **DECREASE** the number of commands you give to those that are most important.
- When necessary, **GIVE RESPECTFUL AND SPECIFIC COMMANDS**.
- **PRACTICE** giving "first-then" and "when-then" commands.
- **USE** distractions & redirection and give choices when possible.
- **MONITOR** and record the frequency and type of commands you give at home for a 10-minute period on the "Record Sheet: Commands" handout, and record your child's response to these commands.
- **PRAISE** your child every time he or she complies with an instruction.
- **CALL** your buddy to talk about your household rules, effective distractions & redirections and how you limit TV watching.

READ

Chapter Five, *Ignoring,* in *The Incredible Years*.

Remember to keep playing every day!

"Reduce your comands to the most important ones."

Home Activities

RECORD SHEET: COMMANDS

Date	Time	Example of Commands Given	# of Commands	Child's Response	Parent's Response
Example	5–5:30 p.m.	"Put the toys away."	𝍸 𝍸 𝍸	Child puts toys away	"Thank you for putting the toys away."
1st Day					
2nd Day					
		Example of First/Then Command or Distraction			

Brainstorm

1. **What are the possible benefits for your children having clear limits in your home?**
2. **What gets in the way of setting limits?**

Write down the benefits of having clear limits and your difficulties in doing it. See if you can find any solutions to your barriers to setting clear limits.

Benefits of Setting Limits	Difficulties in Doing This

Goal:

I will commit to reducing the number of commands or requests to those that are most important. Instead, I will focus on giving choices when possible, using distractions and when-then commands.

REFRIGERATOR NOTES ABOUT LIMIT SETTING

- Don't give unnecessary commands.
- Give one command at a time.
- Be realistic in your expectations and use age-appropriate commands.
- Use "do" commands.
- Make commands positive and polite.
- Limit use of "stop" or "no" commands.
- Give children ample opportunity to comply.
- Give warnings and helpful reminders.
- Don't threaten children; use "when-then" commands.
- Give children choices whenever possible.
- Make commands short and to the point.
- Support your partner's commands.
- Praise compliance or provide consequences for noncompliance.
- Strike a balance between parent and child control.
- Use distractions and redirection when possible.

Incredible Years Toddlers Program

Outline–Session Ten

Positive Discipline-Effective Limit Setting, continued

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities

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

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

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

A. Vignettes: Part 7: 14–25

B. Buzz–household rules (e.g., wash hands before dinner).

C. Buzz–rewriting unclear and negative commands (see handout).

D. Buzz–how to give fewer "no's."

E. Brainstorm how parents monitor where children are, with whom and what they are doing (monitoring principle).

F. Buzz–share toddler safety proofing checklist and brainstorm difficulties.

Key Concepts

- Reduce number of commands to only necessary commands
- Actions speak louder than words
- Avoiding negative and question commands
- Politeness principle and modeling respect
- Clear and predictable household rules offer children safety and reduce misbehaviors
- "Monitoring Principle": Understanding the importance of constant monitoring & supervision for toddlers
- All children will test rules—don't take it personally
- Commands should be clear, brief, respectful, and action oriented
- Children need transition time when possible
- Learning to set limits around amount of TV watched

V. Review Home Activities

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

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST
Session Ten

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

Vignettes: Part 7: 14-25

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 7

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

(Circle vignettes shown.)

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

Handout Pads:

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

Xerox:

Record Sheet: Commands/Requests

Brainstorm Rewrite Ineffective Commands

Household Rules (2)

Self-Evaluation

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

Positive Discipline: Effective Limit Setting

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

Home Activites for the Week

To Do:

- **DECREASE** the number of "nos" you give–try redirecting and distractions when possible.
- **DECREASE** the number of commands you give to those that are most important.
- When necessary, **GIVE RESPECTFUL AND SPECIFIC COMMANDS**. Avoid using question commands, "let's" commands, negative commands, vague commands, and chain commands.
- Give children transition time when possible.
- **PRAISE** your child every time he or she complies with an instruction.
- **CALL** your buddy to talk about your household rules, effective distractions & redirections and how you limit TV watching.

READ

Chapter Eleven, *Controlling Upsetting Thoughts,* in *The Incredible Years*.

Remember to keep playing every day!

Handout 7B

"Reduce your comands to the most important ones."

Home Activities

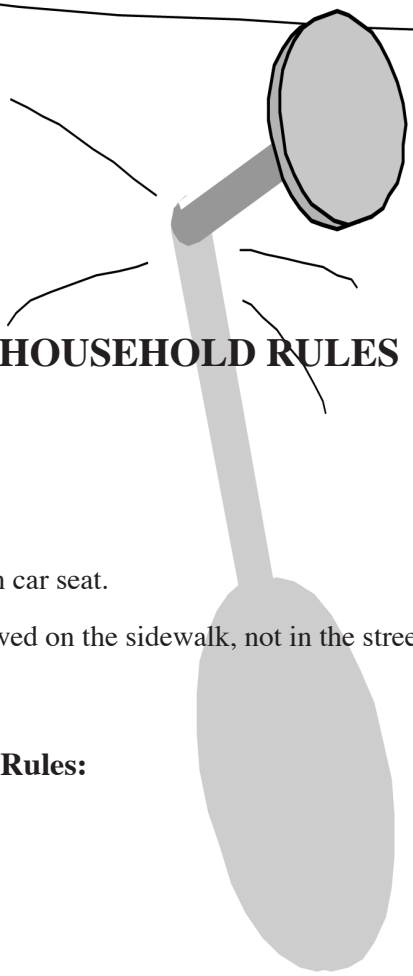
RECORD SHEET: COMMANDS

Date	Time	Example of Commands Given # of Commands	Child's Response	Parent's Response
Example	5–5:30 p.m.	"Put the toys away." 𝍸 𝍸 𝍸	Child puts toys away	"Thank you for putting the toys away."
1st Day				
2nd Day				
		Example of First/Then Command or Distraction		

Brainstorm

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

Ineffective Commands	Rewrite
• Shut up • Quit shouting • Stop running • Watch it • Why don't we go to bed? • Let's clean up the living room • Cut it out • What is your coat doing there? • Why are your shoes in the living room? • Don't shove salad in your mouth like a pig • Why is your bike still in the driveway? • You look like a mess • Stop bugging your sister • You are never ready • Your clothes are filthy • This room is a mess • Don't whine • You are impossible • Stop dawdling • Hurry up • Be quiet • Why are you riding on the road when you've been told not to? • I'll hit you if you do that again	



HOUSEHOLD RULES

Some Examples:

1. Bedtime is at 7:30 p.m.
2. No hitting allowed.
3. Must sit in back of car in car seat.
4. Trike riding is only allowed on the sidewalk, not in the street.

Your List of Household Rules:

1.

2.

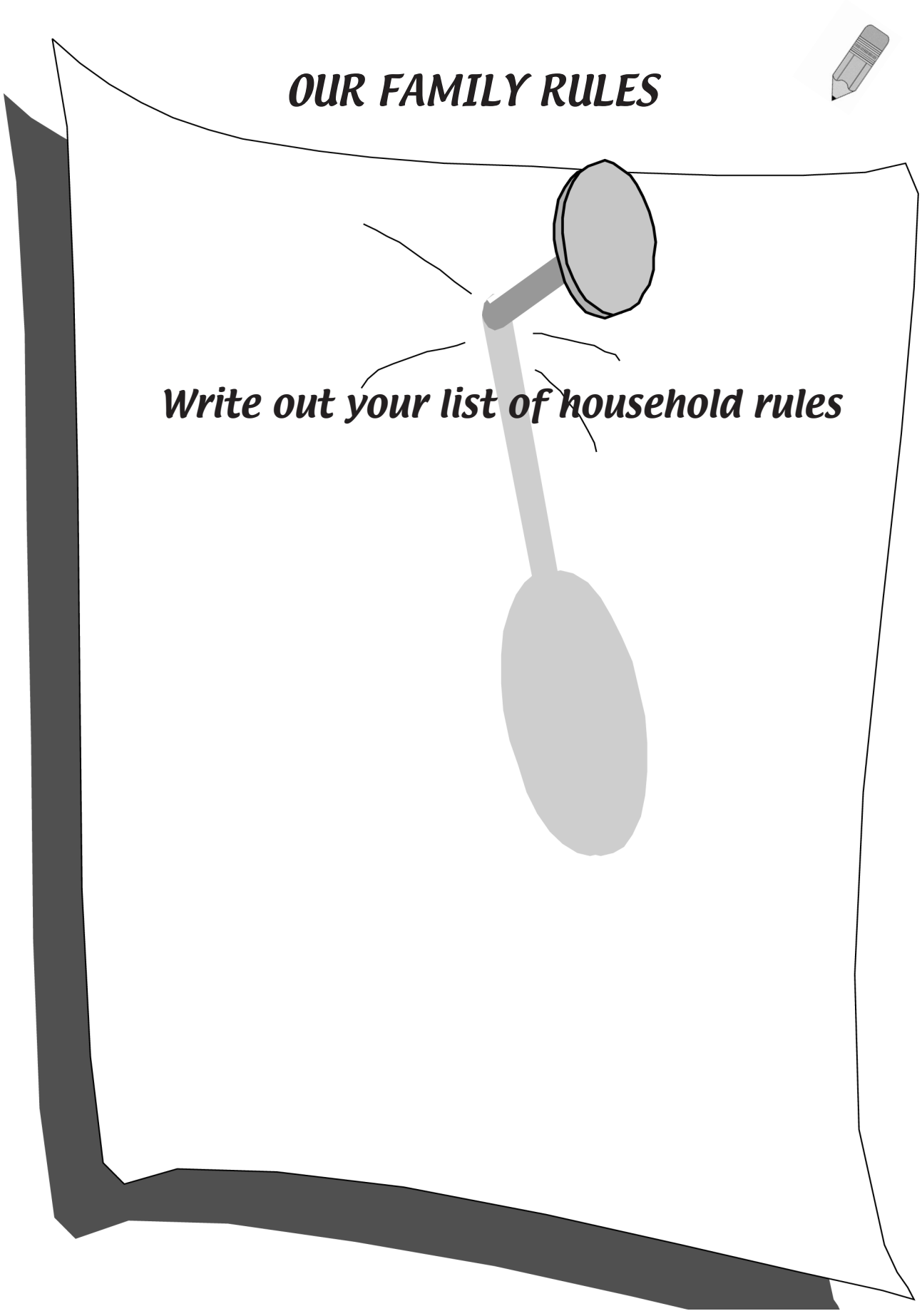
3.

4.

Every home needs a limited number of "house rules."

If the list gets too long, no one will remember the rules.

OUR FAMILY RULES



Write out your list of household rules

Incredible Years Toddlers Program

Outline–Session Eleven

Positive Discipline-Handling Misbehavior

I. Welcome

II. Ground Rules

III. Report on Home Activities

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

Review parents' lists of household rules.

Ask about buddy calls.

IV. Topic of Day: Ignoring

A. Buzz–Make a list of behaviors they want to see less of. From the list, establish the "positive opposite" behavior they can reinforce with attention and praise. (see handout)

B. Vignettes: Positive Discipline Part 8: Vignettes 1–7

C. Buzz–Behaviors from list want to "see less of" they can ignore.

D. Practice–One parent plays whining child and one parent demonstrates ignoring.

E. Practice–Positive, coping thoughts to use when ignoring misbehavior.

Key Concepts:

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

F. Role Play/Practice

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

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

V. Review Home Activities

Explain handouts.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST
Session Eleven

Topic: ***Positive Discipline-Handling Misbehavior***

Vignettes: Part 8: 1-7

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 8

1 2 3 4 5 6 7

(Circle vignettes shown.)

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

Handout Pads:

Home Activities for the Week–Avoiding and Ignoring Misbehavior

Xerox:

Record Sheet: Ignore and Praise

Brainstorm–Behaviors I will Ignore

Brainstorm–Ways to Stay Calm

Using Differential Attention

Refrigerator Notes About Ignoring

Refrigerator Notes About Helping Toddlers Feel Loved and Secure

"Positive Opposite" handout

Learning Self-Control handouts (6)

Self-Evaluation

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

Handling Misbehavior: Ignoring

Home Activities for the Week

To Do:

- **CONTINUE PLAYING** with your child every day for at least 10 minutes
- **USE A DISTRACTION** or a diversion when possible to pre-empt a problem (Or divert yourself!)
- **IGNORE** one misbehavior you want to decrease (see handout)
- **PRAISE** your child for the "positive-opposite" behavior you want to decrease. (use Ignore & Praise handout)
- **Practice** using self-praise and challenging negative thoughts with positive, coping thoughts

READ

Handouts and Chapter Twelve, *Time Out From Stress and Anger,* in *The Incredible Years*.

Handout 8A

Record Sheet: Ignore and Praise

Behavior Ignored	Child's Response
e.g. Yelling	
Monday _____	_____
Tuesday _____	_____
Wednesday _____	_____
Thursday _____	_____
Friday _____	_____
Saturday _____	_____
Sunday _____	_____

Behavior Praised	Child's Response
e.g. Talking Nicely	
Monday _____	_____
Tuesday _____	_____
Wednesday _____	_____
Thursday _____	_____
Friday _____	_____
Saturday _____	_____
Sunday _____	_____

Brainstorm

Behaviors such as throwing tantrums, whining, pouting, sulking, and screaming, are good candidates for ignoring. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury or property damage, or intolerable disruption of an ongoing activity.

Parents often have trouble controlling their anger when dealing with misbehavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use.

Child Behaviors I will Ignore

e.g., whining

Goal: I will commit to ignoring _____

behavior whenever it occurs. I will praise_____

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

Brainstorm

When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this screaming period. If you give in to the tantrum, this behavior will be reinforced and your child will learn that by crying and screaming loudly, he or she can get his/her own way.

It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.

Ways to Stay Calm While Ignoring

deep breaths
relaxation techniques
positive thoughts
walk away
turn on some music
put angry thoughts in parking lot!

Remember, all young children cry, bite and hit to get what they want. This is not personal but a reflection of their lack of verbal skills and inability to use social skills to get what they want.

Goal: I will commit to tell myself the following_____

_____

_____

Using Differential Attention

Sometimes, children will show positive and negative behaviors during the same activity. For example, a child might follow directions (positive behavior) while whining or fussing (negative behavior). *Differential attention* is the technique where a parent praises the positive behavior while ignoring the negative behavior. For example, a parent might praise the child for following directions, and pay no attention to the whining or fussing behavior. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., whining).

Brainstorm

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

When Would Differential Attention be Effective?

e.g., when child is following directions and fussing at the same time I will praise his cooperation and ignore his fussing.

Goal: I will commit to praising _____

behavior while ignoring _____

behavior.

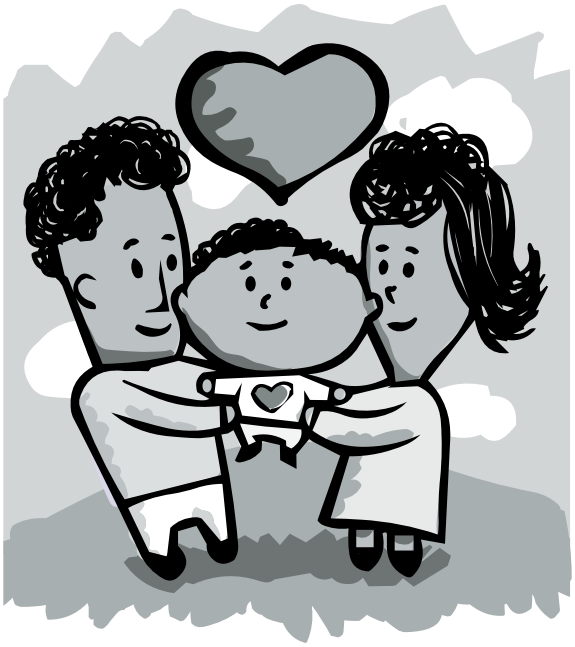
REFRIGERATOR NOTES ABOUT IGNORING

- Avoid eye contact and discussion while ignoring
- Physically move away from your child but stay in the room
- Be prepared for testing
- Be consistent
- Return your attention as soon as misbehavior stops
- Combine distractions and redirections with ignoring
- Choose specific child behaviors to ignore and make sure they are ones you can ignore
- Limit the number of behaviors to systematically ignore
- Give more attention to the positive opposite behaviors you want to encourage

REFRIGERATOR NOTES

Positive Discipline Helps My Toddler Feel Loved and Secure

- Play frequently and provide social and emotional coaching
- Label and reflect your toddler's feelings–even negative feelings
- Structure your toddler's day with a predictable routine for mornings, naps, meals and bedtime
- Set clear limits when needed to keep your toddler safe
- Help your toddler prepare for transitions or changes in routine
- Have a predictable routine for leaving your child and reuniting
- Give your toddler choices when possible
- Share your love and praise and tell your toddler how special he is
- Give your toddler attention and praise for positive behavior
- Redirect your toddler's negative behavior
- Allow your toddler independence when possible
- Help your toddler explore while giving appropriate support
- Ignore tantrums and give back attention as soon as tantrum stops
- Take care of yourself by getting support from others and doing things for yourself



Handout

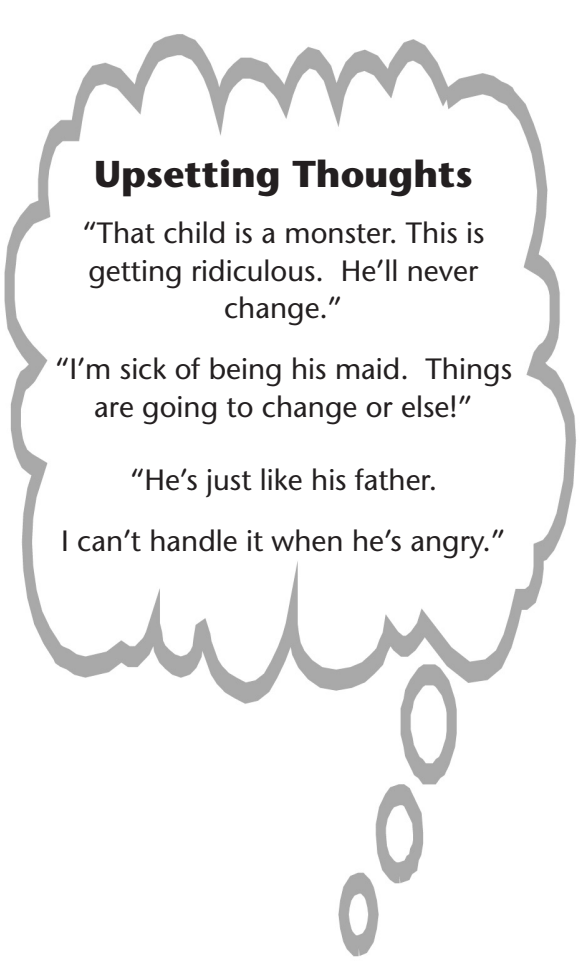
"POSITIVE OPPOSITES" BEHAVIOR RECORD

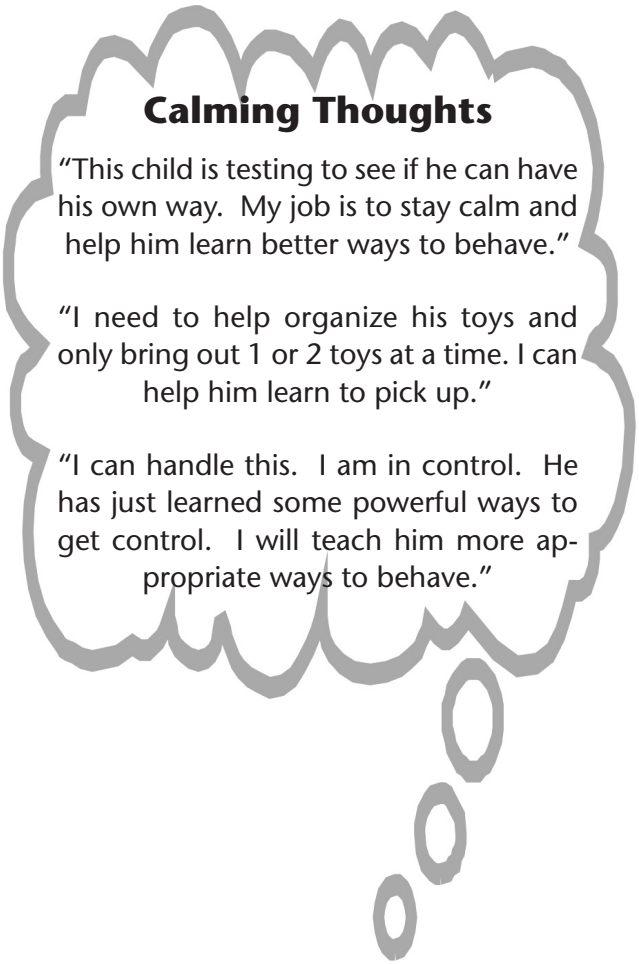
Behaviors I want to see less of: e.g., hitting	**For each negative behavior, put its positive opposite behavior below: e.g., staying calm and using words**
1. _____	*1.* _____
2. _____	*2.* _____
3. _____	*3.* _____
4. _____	*4.* _____
5. _____	*5.* _____
6. _____	*6.* _____
7. _____	*7.* _____
8. _____	*8.* _____
9. _____	*9.* _____
10. _____	*10.* _____
11. _____	*11.* _____
12 _____	*12* _____
13. _____	*13.* _____
14. _____	*14.* _____
15. _____	*15.* _____
16. _____	*16.* _____
17. _____	*17.* _____
18. _____	*18.* _____
19. _____	*19.* _____
20. _____	*20.* _____

Handout

LEARNING SELF-CONTROL

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





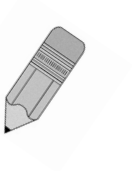
THOUGHT CONTROL

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

Handout

SELF-TALK IN PROBLEM SITUATIONS

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



Problem Situation: _____

Upsetting Thoughts

Calming Thoughts

Self-Talk in Problem Situations

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

Problem Situation	Upsetting Thoughts	Calming Thoughts

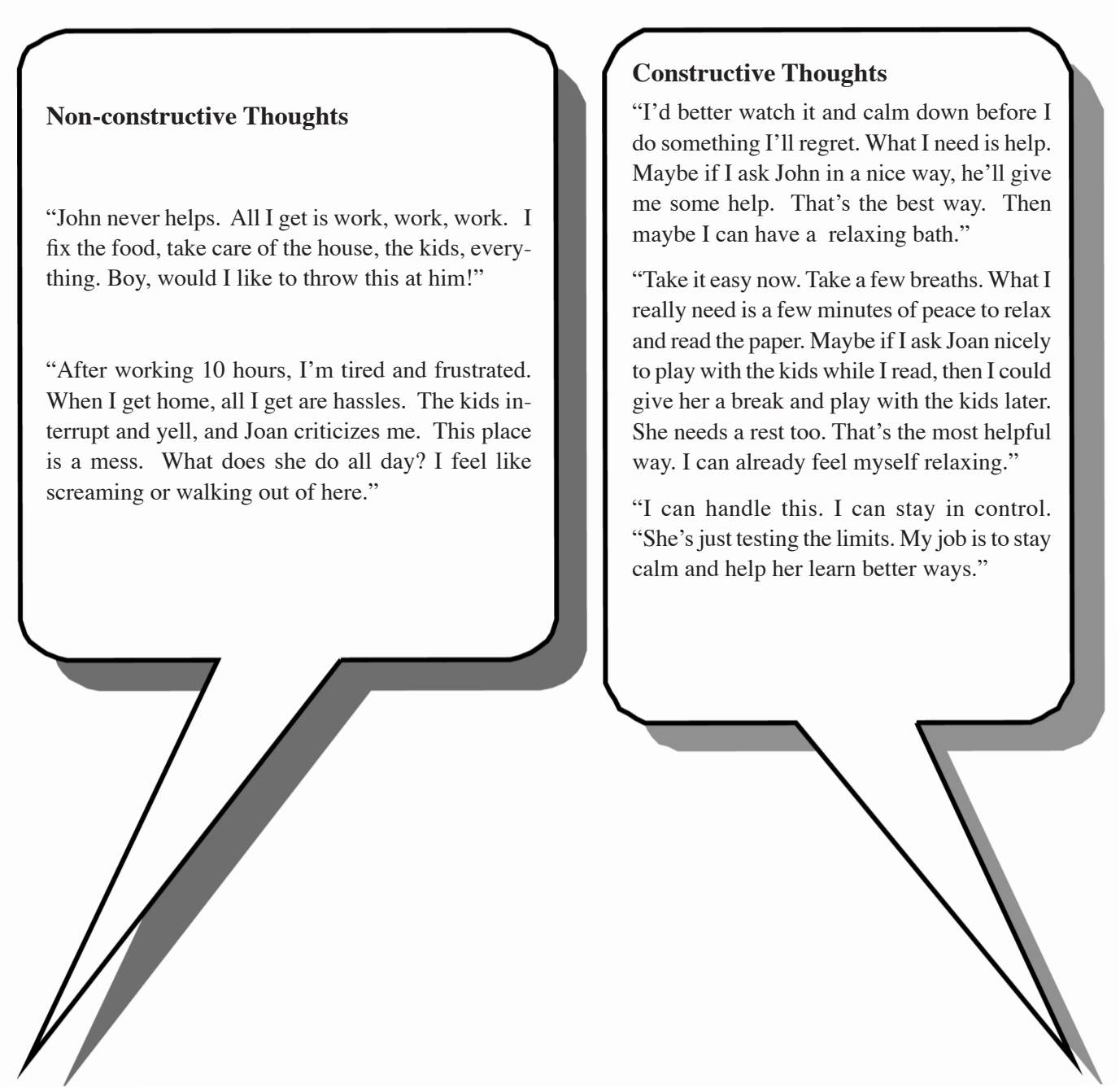
Handout

PUTTING IT ALL TOGETHER

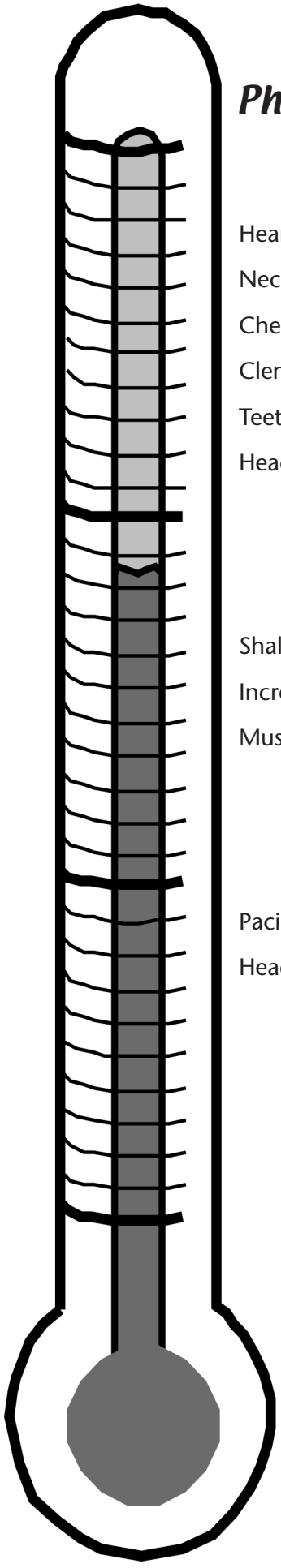
1. Identify and label your emotions when they first occur. Pay attention to how your body feels (for example, tenseness, fidgeting, anger, headaches).

2. Decide what events make you feel frustrated.

3. Choose the most effective way to control yourself, and do it.



Feelings	Physiological Signs	Behaviors
Furious	Heart racing	Yelling
Contemptuous	Neck muscles tight	Hitting
Angry	Chest Tight	
	Clenched fists	
	Teeth clenched	
Defensive	Headache	
Guilt		Threatening
Withdrawn		Withdrawing
Frustrated		Stonewalling
Depression	Shallow rapid breathing	
	Increased perspiration	
	Muscles tense	
		Criticizing
Irritated		
Anxious		
Worried	Pacing	
	Headache developing	
		Difficulty listening
		Thinking narrow
		Less open to new ideas
Alert/Interested		
Receptive/Open to Influence/Flexible		
Calm		Calm
Happy		Pleasant
Confident		Able to problem-solve
Content		Able to listen
Loving/Affectionate		



Feelings

Furious

Contemptuous

Angry

Defensive

Guilt

Withdrawn

Frustrated

Depression

Irritated

Anxious

Worried

Alert/Interested

Receptive/Open to
Influence/Flexible

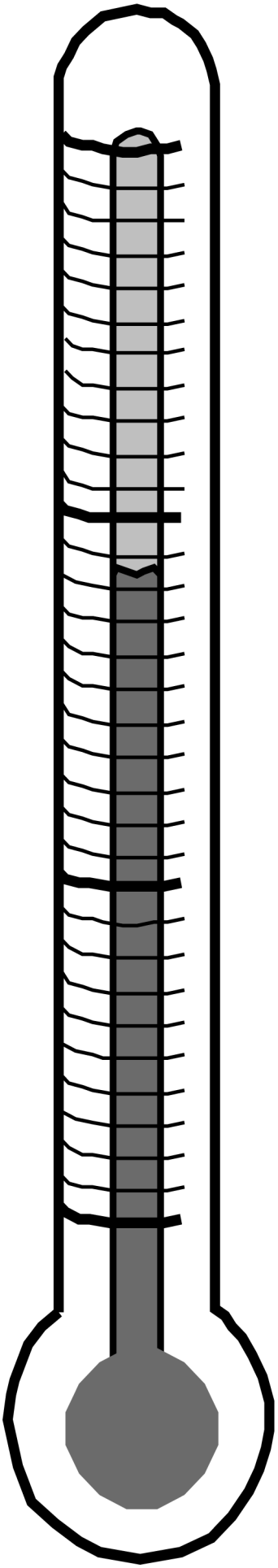
Calm

Happy

Confident

Content

Loving/Affectionate



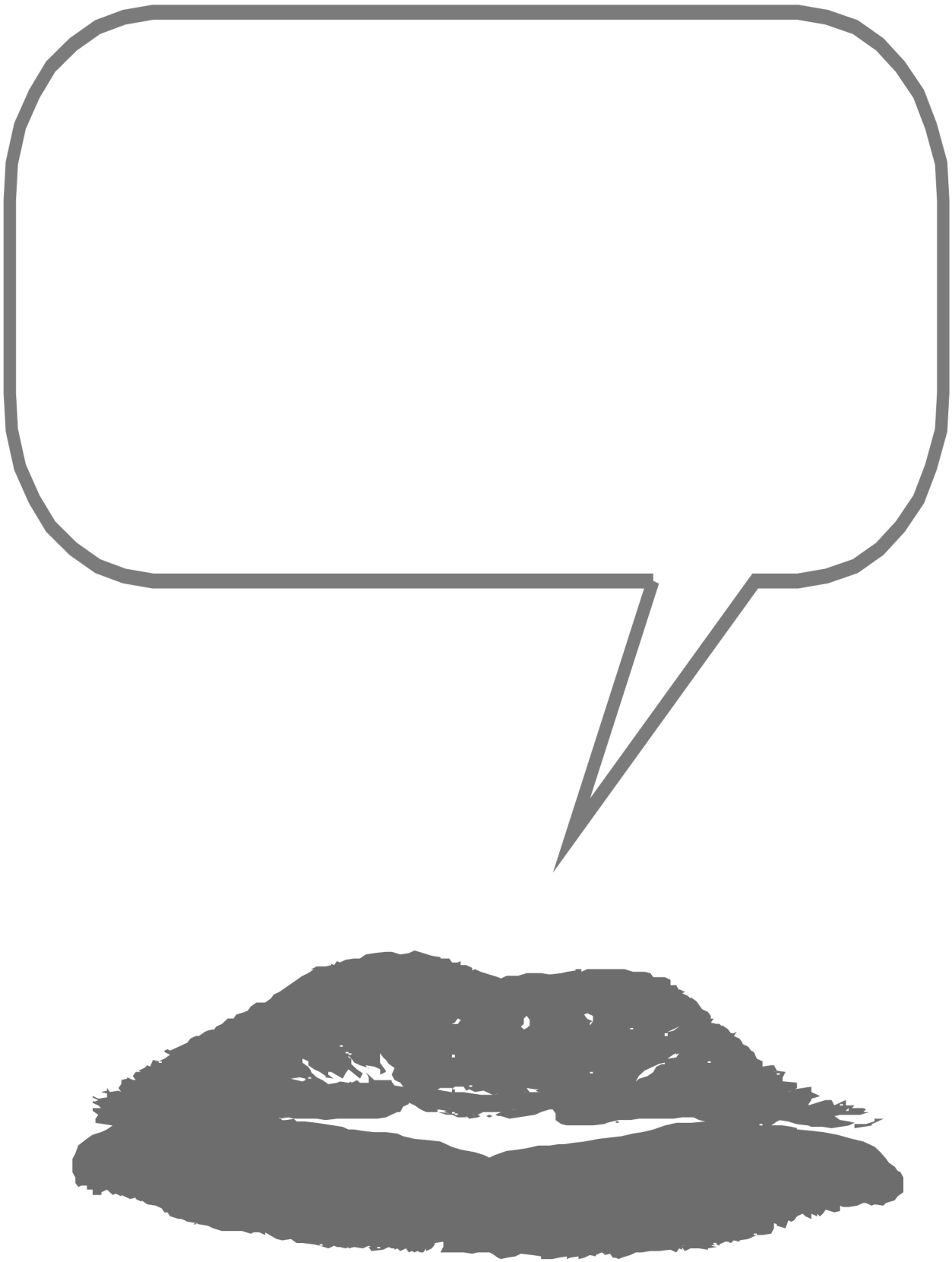
Self-Talk

I'm so mad I could hurt…
S/he deserves to be…
S/he is no good/rotten.
What did I do to deserve…
It's not my fault; it's his/hers.
S/he's just like…
I was never like this.
I think s/he'll end up in jail.
I don't have time to deal with this.
I'm a bad parent (partner). I'm hopeless
Why me? This is too stressful.

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

My parents told me I was…(a criticism)
What's going to happen when s/he's a teenager?
I'm getting stressed; I need to take a personal Time Out.
Maybe this is too much for me to handle.
Maybe I'm not a good parent/spouse.
I'm not sure I can do this.

When change occurs, it's supposed to get worse
before it gets better.
I can make a difference to our future.
Stress is a normal part of any relationship.
This stage won't last forever. Things will get better.
I can handle this; I can control my anger.
I can teach him to…
Problems occur so we can all learn to manage conflict.
I can talk to him about…and come up with some solutions.
We'll manage; we all need learning trials.
Everyone makes mistakes.
I can help by…
His/her positive qualities are…
I'm a caring parent/partner because I'm trying by…
I stay calm most of the time.
I enjoy being with him/her, especially when we…
I love (appreciate)…



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

Incredible Years Toddlers Program

Outline–Session Twelve

Positive Discipline-Handling Misbehavior, Continued

I. Welcome

II. Ground Rules

III. Report on Home Activities

Find out group experiences with ignoring misbehavior.

IV. Topic of Day: Teaching Children to Calm Down

A. Discussion–Helping children learn to self-regulate.

B. Vignettes: Handling Misbehavior 8–14

C. Practice using puppets to teach children to calm down.

D. Buzz–Strategies to cope with biting behavior.

E. Buzz–Using differential attention for reducing behavior.

F. Buzz–Review strategies for decreasing misbehavior (see handout).

G. Buzz–Ways to find support.

Key Concepts:

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

V. Review Home Activities

Encourage continuing mutual support with their buddies.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST
Session Twelve

Topic: ***Positive Discipline-Handling Misbehavior***

Vignettes: Part 8: 8-14

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 8
8 9 10 11 12 13 14

(Circle vignettes shown.)

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

Handout Pads:

Home Activities for the Week–Helping Children to Calm Down

Xerox:

Tiny Turtle's Anger Steps

Teaching Calm Down Strategies

Brainstorm Positive Self Talk

Refrigerator Notes About Biting and Hitting

Refrigerator Notes About Handling Tantrum Storms

Parents Working Like Detectives: See What You've Learned (2)

Problem-Solving Worksheet (2)

Self-Evaluation

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

Helping Children Learn to Calm Down

Home Activities for the Week

To Do:

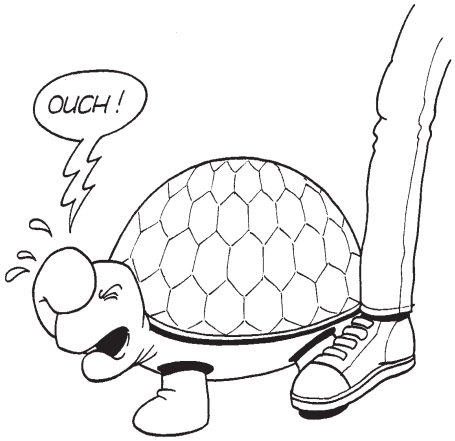
- **DO** emotion coaching during play times and focus on times your child is calm, patient and peaceful
- **USING** puppets or books, talk about ways to calm down by taking a deep breath and going into your shell or using a thermometer picture
- **MODEL** using calm down strategies yourself for you child to see.
- **REVIEW** Parents Working Like Detectives handout and Problem Solving Worksheet.

READ

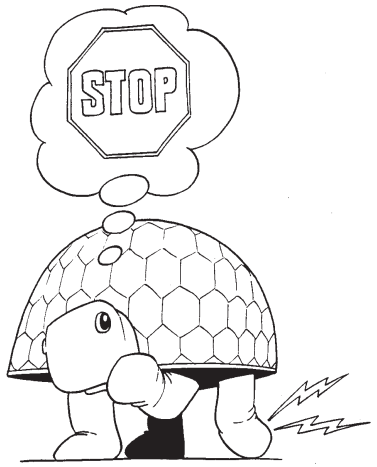
Handouts and Chapter 12, *Time Out From Stress and Anger,* in *The Incredible Years*.

Handout 8B

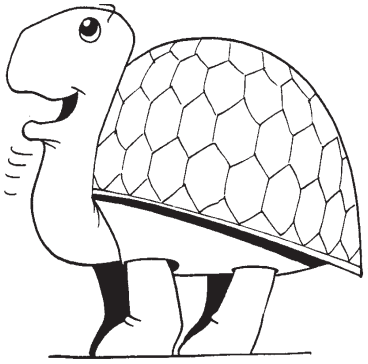
Tiny's Anger Management Steps



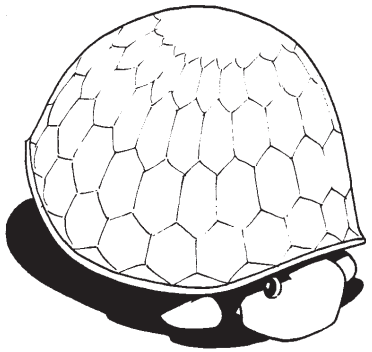
1



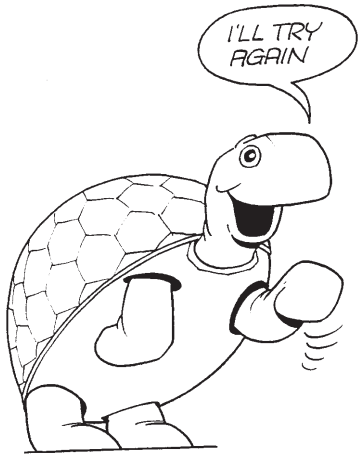
2 Think STOP



3 Take a slow breath



4 Withdrawing into shell

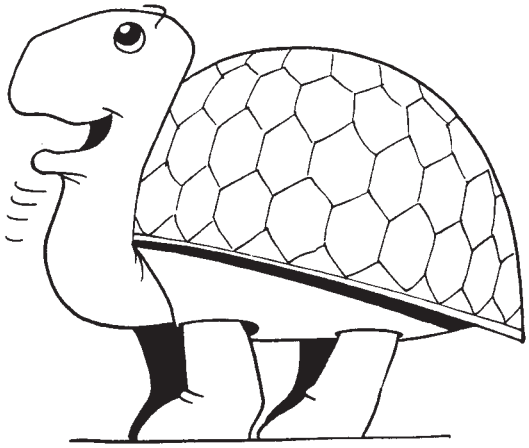


5

REFRIGERATOR NOTES

Teach Calm Down Strategies

- When your child is calm practice taking deep breaths and praise your child by telling him he is very strong at calming down
- Notice times when your child stays calm in a frustrating situation and praise her for her patience and calmness
- Use emotion coaching and comment on times your toddler is happy, excited, curious, calm, angry or frustrated. Try to comment on more happy feelings than angry or sad ones
- Model staying calm yourself in frustrating situations–take a deep breath –say, "I can calm down" in front of your child



Take a slow breath

Brainstorm

Think about ways to stay calm, assertive and patient when frustrated with your child.

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

Positive Self-Talk

I can handle this...
I can control my anger...
I will take a brief Time Out myself...

Challenge irrational thoughts

REFRIGERATOR NOTES

Managing Biting and Hitting

If your child bites or hits another child:

- Separate the children immediately
- Use kind but firm limit setting "no biting," "no hitting"
- Stay calm
- Help child who was bitten or hit to say "I don't like that"
- If possible, provide your child with words to resolve the conflict that led to the biting or hitting; "e.g., looks like you want a truck too, you can say, "I want a truck, please." (even if your child can't say these words, you have still modeled a better coping strategy).

If your child bites or hits you:

- Do your best to stay calm, even though the bite or hit may startle you and hurt
- Use kind but firm limit setting "no biting" and briefly put your child down or move away just a foot or two
- Tell your child that the biting hurt
- Ignore child for 1–2 minutes
- Redirect and reengage your child in a new activity, or provide her with words to communicate the reason for the bite.

REFRIGERATOR NOTES

Handling Tantrum Storms

Daily tantrums are a normal part of the toddler years. They occur because developmentally toddlers lack the verbal skills to communicate their feelings or wants, and have an immature emotional self-regulation system. This coupled with a strong drive to explore and be independent is a recipe for frustration for your toddler.

- Stay calm in the face of your toddler's storm–including kicking, screaming, throwing things or hitting.
- Don't try to reason or use a distraction with your toddler in the middle of a storm- the more you reason or yell, the worse the storm will rage.
- Stay in the room with your toddler while the storm occurs, but ignore the tantrum; do something else.
- Wait for the storm to subside and then return your attention immediately; praise your child's calm behavior and distract him to some other activity.
- No matter how long the storm lasts, don't give in or negotiate–even when you are in public. This short-term solution will lead to longer-term consequences of escalating tantrums and using these to get what he wants.
- Stay calm and in control–a tantruming child is feeling out of control and needs to feel that his parent is in control.
- If your toddler's tantrum escalates to hitting people or pets, or breaking objects, pick him up and carry him to a safe place. Then stay with him but ignore the tantrum.
- Think about why your child might be tantruming.
- Try to pre-empt storms when possible.

Think about why and when your child's tantrums occur–is it when your child is hungry? Or, tired? Or, involved in a transition to some other activity? Or, can't have something s/he wants? This might mean keeping snacks on hand, or, setting an earlier nap time, or preparing your child for a transition in advance which will give him a chance to adjust. If your child is grappling with control or independence issues, try offering choices when possible. Monitor how often you are saying "no" –are your limits necessary? Keep your battles for the important issues.

Remember–even with all your prevention strategies–toddlers will still tantrum and need to develop the self-regulation skills to calm down.

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

Home Activities for the Week

To Do:

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

Problem Behavior	Discipline Strategy
1. Hitting peers	_____
2. Refusing to do what parent asks	_____
3. Biting others	_____
4. Dawdling	_____
5. Picky eating	_____
6. Aggressive with animals	_____
7. Throwing tantrums	_____
8. Soiling pants	_____
9. Stomach aches and headaches	_____
10. Inattentiveness and impulsivity	_____
11. Wetting bed at night	_____

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

Home Activities for the Week

To Do:

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

Problem Behavior	Discipline Strategy
12. Running away in grocery store	_____
13. Refusing to sit in car seat	_____
14. Crying when left in child care	_____
15. Refusing to share toy with peer	_____
16. Not sitting at dinner table	_____
17. Watching too much TV	_____
18. Getting into parents' bed at night	_____
19. Refusing to go to bed at bedtime	_____
20. Taking a toy from a peer	_____
21. Throwing food on the floor	_____
22. Crying, whining	_____

Incredible Years Problem Solving Worksheet For Managing Toddlers' Challenging Behaviors!

Problem Definition:

1. My child's challenging behavior: _____

   _____

2. What are the triggers/precipitants of my child's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.)

   _____

   _____

3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)

   _____

   _____

Goals:

4. What is my goal? What positive opposite behavior do I want to see instead? _____

   _____

   _____

Solutions:

5. What skills/strategies can I use from the bottom of the Pyramid to support this positive behavior?

   Play/Special Time: What kind of play or special time might best help my child here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) _____

   _____

   Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) _____

   _____

   Stickers and Rewards: How can I reward this good behavior? What incentives will motivate my child? _____

6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.

   Routines: Do I have a predictable routine for this problem? _____

   _____

   Distraction/Redirection: How can I distract or redirect my child before misbehavior escalates? _____

   _____

Ignore: What part of this behavior could I ignore? _____

_____

What will I say to myself while I ignore it? _____

_____

Consequence: What natural or logical consequence can I use to teach my child to change this behavior? _____

Calm Down Strategies: What calm down strategies can I teach my child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) _____

Carrying Out my Plan:

7. To whom should I communicate this plan? (teachers, grandparents, partners, etc.) _____

   _____

8. Who can I call for support and to check in? _____

   _____

9. How will I take care of myself while this is going on? _____

   _____

Evaluating the Success of Solutions

10. How will I know I am making progress? What will be different? _____

    _____

11. How will I celebrate my child's success? As well as my own? _____

    _____

Congratulations! You have a plan to change your child's behavior!
Remember, it can take three weeks or more to see changes,
so don't give up!

Incredible Years Toddlers Program

Outline–Session Thirteen

Review and Celebration

I. Welcome

II. Report on Home Activities

III. Topic of Day: Review

A. Review–Parents Thinking Like Detectives handout.

B. Talk about what parents have learned.

C. Brainstorm how they can continue to get support.

Key Concepts:

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

IV. Celebration

Special food.

Certificates are given out.

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

V. Parent Evaluation

VI. Closing

LEADER CHECKLIST
Session Thirteen

Topic: ***Review and Celebration***

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED:

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

Xerox:

Congratulations handout

Certificate of Completion (See Appendix)

Self-Evaluation

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

Congratulations!

You have finished the Parent Program! Take a moment to congratulate yourself and reward yourself for all of your hard work.

We also recommend that you read the other chapters in the *Incredible Years* book to prepare yourself for the next phase of your child's growth and development.

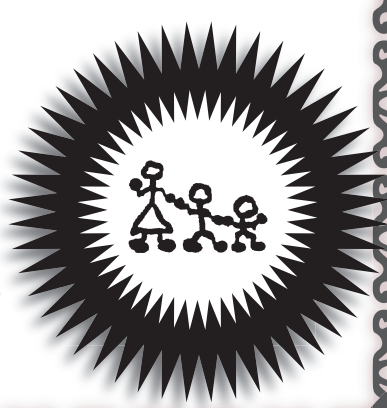
Parent Certificate

of Participation and
Successful Completion in

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

_____
Name of Participant

_____
Date



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Group Leader

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Group Leader