The Incredible Years
Parents & Children Program

For Children Ages 8-12 Years
Agendas and Checklists for Each 2-Hour Session
1. Session Outlines 1-17
2. Checklist for Each Session

Carolyn Webster-Stratton, Ph.D.

Video-based instruction for child and family guidance

www.incredibleyears.com

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Leader Agenda Protocols and Checklists
16-18 Session 2-hour Group Format

The following outline is a suggested guideline for completing the entire program in 16-18, 2-hour weekly sessions. We have listed the key vignettes to show in each session. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

**Session One:** Welcome & Introduction to Program Parents’ Goals

- Importance of Parental Attention and Special Time
- Program 9: Vignettes 1-5

**Session Two:** Importance of Parental Attention and Special Time (continued)

- Program 9, Part 1: Vignettes 6-7

**Session Three:** Effective Praise and Encouragement

- Program 9, Part 2: Vignettes 8-16

**Session Four:** Using Tangible Reward Programs to Motivate Your Child

- Program 9, Part 3: Vignettes 17-21

**Session Five:** Supporting Your Child’s Education

- Program 8, Part 1: Vignette 5, Vignettes 8-12
- Program 8, Part 3: Vignettes 18-23

**Session Six:** Predictable Learning Routines and Clear Limit Setting

- Program 10, Part 1: Vignettes 1-11
- Program 8, Part 2: Vignettes 13-17

**Session Seven:** Ignoring Misbehavior

- Program 10, Part 2: Vignettes 12-16

**Session Eight:** Time Out and Other Consequences

- Program 10, Part 3: Vignettes 17-24

**Session Nine:** Other Consequences

- Program 10, Part 4: Vignettes 25-31

**Session Ten:** Communication - Listening and Speaking Up

- Program 5, Part 1: Vignettes 1-12

**Session Eleven:** Personal Self-Control and Depression Management

- Program 5, Part 2: Vignettes 13-28

**Session Twelve:** Giving and Getting Support

- Program 5, Part 3: Vignettes 29-42
- Program 10, Part 6: Vignettes 43 (first segment only) (optional)
**Session Thirteen:**  **Problem Solving for Adults**  
Program 6, Part 1: Vignettes 1-17

**Session Fourteen:**  **Problem Solving with Teachers**  
Program 8, Part 5: Vignette 29, Vignette 30

**Session Fifteen:**  **Problem Solving with Children**  
Program 10, Part 5: Vignettes 32-38

**Session Sixteen:**  **Problem Solving with Children & Family Meetings**  
Program 7, Part 2: Vignettes 8-9  
Program 10, Part 5: Vignettes 39-40

**Session Seventeen:**  
Program 5, Part 3: Vignettes 29-42  
Program 10, Part 6: Vignettes 41-43
Tailoring the Incredible Years BASIC Parenting Programs to the Parent Population (school-age version)

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

Prevention Program

For group leaders who are offering the Incredible Years BASIC parenting program as a prevention program, it is recommended that you follow the protocols as outlined here for a minimum of 16, 2-hour, weekly sessions. The vignettes shown in these protocols are applicable for parents of children ages 6-12 years. For parents of toddlers (2-3 years) and preschoolers (4-6 years) follow the protocols and recommended vignettes in the BASIC manual early childhood version.

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

- Parents of typically developing children who readily grasp the parental attention and relationship-building activities will be able to complete these programs as outlined in the 16-17 session protocols. If children do not have significant behavior problems more time may be spent on logical and natural consequences and problem-solving and less time on Time Out for noncompliance.

- For parents who have children with some oppositional defiant behavior problems the group leader will most certainly want to include the sessions on Time Out and other consequences for noncompliance and aggressive behavior. Highly oppositional children cannot be socialized unless the parents can get some compliance first and this is the cornerstone of many behavior problems. For parents who usually resort to yelling and hitting, or, who have difficulty with discipline, it may be necessary to add 1 or 2 sessions to cover the discipline material adequately.

Note: It is important to remember when making these adjustments in the protocol, parent groups should always end with the material on problem-solving.
Making Programs More Ethnically Diverse

We recommend that where possible group leaders represent the ethnicity of the parents in the group. However, most groups will be culturally diverse with parents of differing ethnicities, cultural and language backgrounds. Diversity can be enhanced by training translators from these groups to translate the groups so that parents of differing languages can communicate with each other in the same groups. The individual parent goal-setting and collaborative process will strengthen the cultural sensitivity of the program.

Working with a translator in your group will add to the time it takes to complete the sessions. It will take 2-3 more sessions to complete the content.
Program Nine: Promoting Positive Behavior

Outline—Session One
Introductions, Goals, & Importance of Parental Attention & Special Time

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 children, and personal goals.
   Write parents’ goals on board or poster so you and group can refer back to them.
   Complete “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).
   Adopt rules for group.
   Post rules each week.

IV. Program Goals and Topics
   Give an overview of the program, its general goals, topics and format.
   Refer to the pyramid poster or the parent handout.
   Give one book (The Incredible Years) and a magnet to each family. Offer CDs.

V. Topic of Day: Play—“The Importance of Parental Attention & Special Time”
   A. Brainstorm benefits to “special time” with younger children and with older children.
   B. Vignettes: Program 9 Part 1: 1—5

Key Concepts:
- Value of showing interest and spending time with children as a way of increasing positive relationships
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- The “attention rule”—the principles of attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- The “ignoring” skill—not giving eye contact or verbal attention to annoying behaviors, a deliberate action for certain misbehaviors
- The modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication and to be respectful
C. Brainstorm Activities Parents Can Do with Older Children (8-12 years)

D. Role Plays

Role play (leader [as child] and parent) that demonstrates parent following child’s lead. First do “everything wrong,” then replay using new principles.

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

E. Summarize Key Points (Refrigerator Notes).

VI. **Review Home Activities**

Pass out home practice forms.

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

Let them know that you will be asking about their experiences at the beginning of the next session.

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. You may need 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 One

Topic: Introduction, Goals, & Importance of Parental Attention & Special Time

Vignettes: Program 9, Part 1: 1–5

SITE: _________________________________ DATE: ________________
LEADER NAMES: _________________________________ TIME: ________________

VIGNETTES COVERED: Part 1:
1  2  (3)  4  5

Vignettes in parentheses are optional. Use if you have time.
(Circle vignettes shown.)

DID I

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write the agenda on the board</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Welcome and make introductions</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Review parents’ goals</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Brainstorm group ground rules</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Present program goals (pyramid)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Explain format for meetings</td>
<td></td>
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<tr>
<td>7.</td>
<td>Brainstorm benefits for spending time with children</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Role play the child-directed play skills</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Brainstorm activities parents can do with 8-12 year olds</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Explain importance of home activities and reading assignments</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Assign this week’s home activities (self-monitoring checklist)</td>
<td></td>
</tr>
</tbody>
</table>

Handout Pads:
- Home Activities for the Week – Special Time
- Refrigerator Notes about Special Time with Your Child

Xerox:
- Record Sheet: Special Time
- Parents Thinking Like Scientists

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Parental Attention and Special Time
REFRIGERATOR NOTES
POINTS TO REMEMBER ABOUT SPECIAL TIME WITH YOUR CHILD

• Follow your child’s suggestion for activity.
• Don’t make too many demands.
• Don’t compete with your child.
• Praise and encourage your child’s ideas and creativity; don’t criticize.
• Be an attentive and appreciative audience.
• Use descriptive comments and avoid asking too many questions.
• Curb your desire to give too much help; encourage your child’s problem-solving.
• Laugh and have fun.
Home Activities for the Week

To Do:

• DO SPECIAL TIME (e.g., read, play a game, cook together, do a puzzle etc.) with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.

• READ the handouts.

To Read:

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

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

Goals

Problems

Strengths
### CHECKLIST FOR EVALUATING SPECIAL TIME INTERACTIONS

**A. When you interact with your child, how often do you encourage your child to:**

<table>
<thead>
<tr>
<th></th>
<th>Almost</th>
<th>Always</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attempt to solve problems?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>2. Think independently?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>3. Be creative and inventive?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>4. Express feelings and ideas?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>5. Persist with a frustrating task?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>6. Ask for help?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>

**B. When you do special time with your child, how often do you:**

<table>
<thead>
<tr>
<th></th>
<th>Almost</th>
<th>Always</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direct or structure the activity?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>2. Create the rules of the activity?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>3. Criticize and correct your child’s mistake?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>4. Force your child to finish the project?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>5. Get frustrated with our child’s inattention and impulsivity?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>6. Feel uncomfortable with your child’s expression of fear or helplessness?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>7. Compete with your child?</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>
Almost  Always  Sometimes  Almost
Always  Sometimes  Never

8. Become engrossed with your own ideas, and ______ ________ ______ ignore your child’s ideas?

9. Ask a lot of questions? _____ ________ ______

10. Impose your own ideas? _____ ________ ______

11. Give too much help? _____ ________ ______

12. Prohibit creative ideas? _____ ________ ______

13. Demand perfection? _____ ________ ______

14. Place emphasis on the ultimate product _____ ________ ______ of play rather than effort?

C. What interferes with your ability to interact with your child?

How often do you talk with your child alone?
Do you feel this special time is valuable?

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your interactions with your child. For example, if you checked “Almost Never” on some of the items in Part A, you should make a deliberate effort to encourage these behaviors in the future. If you checked “Almost Always” or “Sometimes” on some of the items in Part B, you should try to eliminate these behaviors. Your responses in Part C may indicate that you need to schedule more play time with your child, or that you need to change some of the circumstances or attitudes that are interfering with your ability to participate in special time activities.

Program 9: The Importance of Parental Attention Part 1 © Carolyn Webster-Stratton
# Home Activities

**RECORD SHEET: SPECIAL TIMES**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Activity</th>
<th>Child’s Response</th>
<th>Parent’s Reaction</th>
</tr>
</thead>
</table>

*Program 9: The Importance of Parental Attention Part 1 © Carolyn Webster-Stratton*
Outline—Session Two
Importance of Parental Attention & Special Time

I. Welcome
   Greet each parent.

II. Review Ground Rules

III. “Buzz”
   Pair up parents to share with each other the special activity time they spent with their children during the week.

IV. Ask about reading and home activities

V. Topic of Day: Play—“The Importance of Parental Attention & Special Time”
   A. Brainstorm barriers to “special time” with children. Talk about ways to overcome barriers.
   B. Vignettes: Program 9 Part 1: 6—7
   C. Role Plays / Practice
      Practice any home experiences that were difficult after brainstorming strategies to handle situation in a different way.
   D. Summarize Key Points (Refrigerator Notes).

VI. Review Home Activities
   Pass out home practice forms.
   Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the CDs.

Key Concepts:
- Value of showing interest and spending time with children as a way of strengthening relationship with child
- Respecting children’s ideas
- Parents modeling compliance & following the child’s lead
- Balancing power between parents and children
- Appreciating children’s perspective and developmental abilities
- Value of “descriptive commenting” to promote language skills
- The “attention rule”—the principles of attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- The “ignoring” skill—not giving eye contact or verbal attention to annoying behaviors, a deliberate action for certain misbehaviors
- The modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
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. You may need 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: Importance of Parental Attention & Special Time

Vignettes: Program 9, Part 1: 5–7

SITE: ___________________________________________ DATE: __________________

LEADER NAMES: _________________________________ TIME: __________________

VIGNETTES COVERED: Part 1:

1 2 3 4 5 6 7

Vignettes in parentheses are optional. Use if you have time.

(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 special time home activities (Buzz)
   _____   _____

5. Brainstorm barriers to spending time with children
   _____   _____

6. Practice the special time skills
   _____   _____

7. Explain importance of home activities and reading assignments
   _____   _____

8. Explain buddy calls
   _____   _____

9. Assign this week’s home activities (self-monitoring checklist)
   _____   _____

Handout Pads:
   Home Activities of Week: Special Time

Xerox:
   Record Sheet: Praise
   Calling Your Buddy
   Parents as Coaches

Self-Evaluation
   “Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Parental Attention and Special Time
Home Activities for the Week

To Do:

• DO SPECIAL TIME (e.g., read, play a game, cook together, do a puzzle etc.) with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.

• READ the handouts.

• KEEP TRACK For two 30-minute periods during the week, observe your own use of praise. Write down the words you use when you praise and how often you praise.

• CALL your buddy to ask about play and special times.

To Read:

• Handouts and Chapter 2 – Praise in The Incredible Years.

General Guidelines

• Some adults find it helpful to do their special time at the same time every day. Another useful strategy is to take the phone off the hook so children know that the time you are spending together is important.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Number of Praises and Examples of Praise Statements</th>
<th>Types of Child Behaviors Praised</th>
<th>Child’s Response</th>
</tr>
</thead>
</table>
Calling Your Buddy

Several times during the Parenting Course you will be asked to call a person from your group—preferably a different person each time. The purpose of these calls is to share ideas and “hot tips” about the home activities, such as what you did for special time, how you set up your sticker system, what rewards you used, or consequences you found effective when handling a particular problem behavior.

These calls need last no more than 5 minutes and can be scheduled at your own and your buddy’s convenience.

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

## RECORD SHEET: SPECIAL TIMES

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

<table>
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<th>Child’s Response</th>
<th>Parent’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Facilitating Children’s Social Learning: Parents as “Social Skills Coaches”

Promoting and encouraging 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 spending special times with your child or with several children. Use this checklist to practice your social skills coaching.

<table>
<thead>
<tr>
<th>Social/Friendship Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ helping</td>
<td>• “That’s so kind. You shared that with your friend and waited your turn.”</td>
</tr>
<tr>
<td>_____ sharing</td>
<td>• “You are both working together and helping each other like a team.”</td>
</tr>
<tr>
<td>_____ teamwork</td>
<td>• “You listened to your friend’s request and followed his suggestion. That is very friendly.”</td>
</tr>
<tr>
<td>_____ using a friendly voice (quiet, polite)</td>
<td>• “You waited and asked first if you could use that. Your friend listened to you and shared with you.”</td>
</tr>
<tr>
<td>_____ listening to what a friend says</td>
<td>• “You are taking turns. That’s what good friends do for each other.”</td>
</tr>
<tr>
<td>_____ taking turns</td>
<td>• “You made a friendly suggestion and your friend agreed with you. That is so friendly.”</td>
</tr>
<tr>
<td>_____ asking</td>
<td>• “You are helping your friend build his model.”</td>
</tr>
<tr>
<td>_____ trading</td>
<td>• “You are being cooperative by sharing and helping.”</td>
</tr>
<tr>
<td>_____ waiting</td>
<td>• “You both solved that problem together. That was a great solution.”</td>
</tr>
<tr>
<td>_____ agreeing with a friend’s suggestion</td>
<td>• “You really thought about your friend’s feelings and were generous.”</td>
</tr>
<tr>
<td>_____ making a suggestion</td>
<td></td>
</tr>
<tr>
<td>_____ giving a compliment</td>
<td></td>
</tr>
<tr>
<td>_____ using soft, gentle touch</td>
<td></td>
</tr>
<tr>
<td>_____ asking permission to use something a friend has</td>
<td></td>
</tr>
<tr>
<td>_____ problem solving</td>
<td></td>
</tr>
<tr>
<td>_____ cooperating</td>
<td></td>
</tr>
<tr>
<td>_____ being generous</td>
<td></td>
</tr>
<tr>
<td>_____ including others</td>
<td></td>
</tr>
<tr>
<td>_____ apologizing</td>
<td></td>
</tr>
</tbody>
</table>

Note: Older children can sometimes be embarrassed by these comments when given in front of their friends. If this is the case, you can remind them of their friendly activities later, or praise their friend as well for friendly behavior as this will take the pressure off your own child.

Modeling Friendly Behavior: Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.
• “I’m going to be helpful and share the computer with you.”
• “It’s your turn to choose the TV program tonight because last night we watched my choice.”
Facilitating Children’s Emotion Learning: Parents as “Emotion Coaches”

Describing children’s feelings is a powerful way to strengthen a 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 spending special time with your child. Use this checklist to practice describing your child’s emotions as well as your own.

<table>
<thead>
<tr>
<th>Feelings/Emotional Literacy</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>“That is frustrating, and you are staying calm and trying again to figure it out.”</td>
</tr>
<tr>
<td>calm</td>
<td>“You seem proud of that drawing.”</td>
</tr>
<tr>
<td>proud</td>
<td>“You are confident of the plot and characters of that story.”</td>
</tr>
<tr>
<td>excited</td>
<td>“You are so patient. Even though it keeps falling apart, you just keep trying to see how you can make it more complex. You must feel pleased with yourself for being so patient.”</td>
</tr>
<tr>
<td>sad</td>
<td>“You look like you are having fun spending time with your friend, and he looks like he enjoys doing this with you.”</td>
</tr>
<tr>
<td>helpful</td>
<td>“You are so persistent. You are trying out every way you can to make it work out.”</td>
</tr>
<tr>
<td>jealous</td>
<td>“You are forgiving of your friend because you know it was a mistake.”</td>
</tr>
<tr>
<td>brave</td>
<td>“You are so curious and asking good questions.”</td>
</tr>
<tr>
<td>loving</td>
<td></td>
</tr>
<tr>
<td>shy</td>
<td></td>
</tr>
<tr>
<td>afraid</td>
<td></td>
</tr>
<tr>
<td>anxious</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td></td>
</tr>
</tbody>
</table>

Modeling Feeling Talk and Sharing Feelings

- “I am proud of you for solving that problem.”
- “I am really enjoying being with you.”
- “I was nervous for you when you presented, but you were patient and confident, and your presentation went well.”
- “I’m sad about that now, but I’ll feel better in a while.”
Outline—Session Three
Effective Praise and Encouragement

I. Welcome

II. Review Ground Rules (if needed)

III. Report on Home Activities
   • Ask parents about special time with their child.
   • 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.
      Brainstorm ways parents praise (what behaviors were focused on and what words were used).
   B. Vignettes: Program 9, Part 2: 8—16

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
   • Getting and feeling support through praise and encouragement
   • How to promote friendship skill
   • Avoiding praising only perfection
   • Recognizing social and academic behaviors that need praise
   • Building children’s self-esteem through praise and encouragement

C. “Buzz”
   Pair up with another parent and share favorite praise statements. Write these down on Piggy Bank hand out sheet.

D. Practice (parent coaching/praising friendship skills)
   Have one parent act as child and one as parent and practice praise to increase child’s self-esteem. Practice sharing positive feelings with child. (e.g., I enjoy spending time with you.)
   Parents practice praise in a special time activity in small groups. (e.g., football, basketball, baking, sewing)

V. Review Home Activities
   Ask them to identify positive behaviors they want increased. (make list)

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Three

Topic: Effective Praise and Encouragement
“Bringing out the Best in Your Child”

Vignettes: Program 9, Part 2: 8–16

SITE: _____________________________________ DATE: ________________________

LEADER NAMES: ___________________________ TIME: ________________________

VIGNETTES COVERED: Part 2
8 9 10 11 12 13 14 15 16

(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 special time activities)
3. Ask about buddy calls
4. Review the concepts from last week’s session (briefly)
5. Benefits and Barriers to Praise
6. Brainstorm praise words and behaviors praised (Buzz)
7. Role play coaching special time activity with praise
8. Review this week’s home assignment (increase praise)

Handout Pads:
Home Activities for the Week – Effective Praise
Refrigerator Notes About Praising Your Child

Xerox:
Record Sheet: Praise
Examples of Ways to Give Praise and Encouragement
Piggy Bank handouts
Behavior Record Sheet: Behaviors I Want to See More of!

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Praise and Encouragement
• 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.
• 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.
• Praise and encourage the “process” of children’s learning, not just the finished product.
• Promote your child’s recognition of change and progress.
• Label child’s feelings about personal accomplishments.
Write in your own supportive statements
Remember to Build Up Your Bank Account
Home Activities for the Week

**To Do:**

- **PLAY** or do some special time activity (e.g., read together, take a walk or bike ride, start a model or project) with your child every day for at least 10 minutes. Practice using effective praise and other social rewards during special 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.

- **DOUBLE** the number of praises you usually give and observe what effect this has on the 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.

- **READ** the handouts on examples of praise, and behaviors to praise.

- **CALL** your buddy to ask about praise & special time.

**To Read:**

- Handouts on examples of praise, and behaviors to praise and Chapter 3 – *Tangible Rewards* – in *The Incredible Years* book.
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 did a brilliant job of . . .”
“Impressive effort on . . .”
“Thank you for . . .”
“What a nice job of . . .”
“Hey, you are really sharp; you . . .”
“That’s great, it really looks like . . .”
“You did exactly what I asked you to do.”
“My, you listened so well.”
“My! That . . . was so thoughtful.”
“I’m proud of you for . . .”
“I’m 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
High Five
Thumbs up
Giving a kiss
EXAMPLES OF BEHAVIORS TO PRAISE AND ENCOURAGE

- Sharing
- Talking politely or respectfully
- Complying with requests
- Good eating manners at dinner
- Going to bed at agreed upon time
- Doing homework before watching TV
- Solving a problem
- Turning down the television or music
- Doing chores
- Coming home from school on time
- Getting up promptly in the morning
- Putting bike away or wearing helmet
- Making the bed
- Picking up clothes or putting laundry in basket
- Limiting time on computer games
- Staying calm when frustrated
- Helping a younger sibling
- Helping with dishes after supper
- Being thoughtful
- Being patient
- Being kind to another child or adult
- Let parent know where they are when out of home
- Check in with parents when agreed upon plans change
# RECORD SHEET: PRAISE

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Number of Praises and Examples of Praise Statements</th>
<th>Types of Child Behaviors Praised</th>
<th>Child’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Behaviors I want to see more of:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________

7. ________________________________________________________________
Coaching Children in Cooperative Play With Peers

Join children and their friends and “coach” them in their cooperative efforts. For example:

**Making Suggestions:** “Wow, that was a helpful suggestion to your friend.”

**Expressing Positive Feelings:** “That’s a friendly way to show how you are feeling.”

**Waiting:** “Super! You waited your turn and let him go first, even when you wanted to be first.”

**Asking Permission:** “That’s very polite to ask him if he wants to do that first.”

**Complimenting:** “What a great compliment. I can see she feels good about that.”

**Taking Turns:** “You let her take a turn—how very helpful.”

**Sharing:** “You are both doing it together. I can see you are team players.”

**Agreement:** “You agreed with her suggestion—what a friendly thing to do.”

**Being Careful:** “You are being very careful with his bike. That is very thoughtful.”

**Asking for Help:** “Wow! You asked him to help you—that is what good friends do for each other.”

**Caring:** “I can see you really care about her ideas and point of view. You’re a kind person.”

**Problem-Solving:** “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

**Being Polite:** “You were so respectful in the way you asked her to wait—that’s very friendly.”
Outline—Session Four
Using Tangible Reward Programs to Teach Your Child New Behaviors

I. Welcome

II. Ground Rules

III. Report on Home Activities
   Ask about any difficulties increasing praise statements during the week.
   Make a group list of behaviors they want to see more of.
   Discuss praising teachers, partners, in-laws.

IV. Topic of Day: Tangible Rewards—“Motivating Your Children”
   A. Discussion
   B. Vignettes: Program 9, Part 3: 17—21

   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 rewards and celebrations
   - Recognizing the “first-then” principle
   - Designing programs that are realistic and developmentally appropriate
   - Understanding how to set up programs for problems such as cleaning room, doing dishes, compliance, eating, coming home on time, doing chores etc.
   - Do not mix rewards with consequences (i.e., don’t take away stickers)

   C. Brainstorm no-cost and low-cost rewards.
   D. Role Play/Practice
      Spend time in group developing a sample chart. Practice parent explaining to a child how a chart system will work. (Show sample charts.)
      Role Play giving a point or sticker for a designated behavior and what happens when a child doesn’t earn a sticker.

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.
   Remind parents to bring in their chart next week.
   Be sure to give out charts and stickers to parents.
   Talk about buddy call assignments.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Four

Topic: Using Tangible Reward Programs to Teach Your Child New Behaviors

“Motivating Your Children”

Vignettes: Program 9, Part 3: 17–21

SITE: __________________________ DATE: __________________________

LEADER NAMES: __________________________ TIME: __________________________

VIGNETTES COVERED: Part 3
17 18 19 20 21

(Circle vignettes shown.)

DID I

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. List behaviors want to see more of (do on board or flip chart as a group activity) _______ _______
5. Review the concepts from last week’s session (briefly) _______ _______
6. Practice explaining about chart system/contract _______ _______
7. Review this week’s home assignment _______ _______
8. Give out stickers and charts (and remind parents to bring charts to next meeting) _______ _______

Handout Pads:
Home Activities for the Week – Using Tangible Rewards to Teach Your Child New Behaviors
Refrigerator Notes About Tangible Rewards

Xerox:
Examples of Behaviors to Praise and Reward
Behavior Record: Behaviors I Want to See Less Of
Buddy Calls Handout

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes

Using Tangible Rewards
Using Tangible Reward Programs to Teach Your Child New Behaviors

“Motivating Your Children”

**Home Activities for the Week**

**To Do:**

- CONTINUE DOING SPECIAL TIME with your child every day for at least 10 minutes, and INCREASE THE NUMBER OF PRAISES given to your child.
- From your list of behaviors you want to see more of (The Behavior Record Handout), SELECT ONE BEHAVIOR TO WORK ON WITH A CHART OR POINT SYSTEM.
- EXPLAIN the star or chart system to your child for the behavior you want to encourage; MAKE the chart together and BRING the chart to the next meeting.
- Call your buddy from the group and share your ideas about rewards.
- If your child is having problems at school, set up a program that includes tangibles for “good-behavior” notes from teachers. (Talk to your child’s teachers about sending these home.)
- Share with teachers what incentives motivate your child.

**To Read:**

Handouts and Part Three, Problem Fifteen: “Reading with Care” to Promote Your Child’s Reading Skills, in the Incredible Years book.
REFRIGERATOR NOTES
ABOUT TANGIBLE REWARDS

- Define appropriate child behavior clearly.
- Make the steps small.
- Gradually increase the challenge.
- Don’t make programs too complex—choose one or two behaviors to start.
- Focus on positive behaviors.
- Choose inexpensive rewards.
- Give rewards every few days.
- Involve your child in choosing rewards.
- Get the appropriate behavior first, then reward.
- Reward everyday achievements.
- Gradually replace rewards with social approval.
- Be clear and specific about rewards.
- Have a varied menu.
- Show your child you expect success.
- Don’t mix rewards with punishment.
- Consistently monitor the reward program.
EXAMPLES OF BEHAVIORS TO REWARD WITH POINTS AND STICKERS:

- Getting ready on time for school
- Arriving at home from school on time
- Making the bed in the morning
- Be kind to sibling for one hour
- Going to bed pleasantly
- Complying with a request
- Sharing with others
- Doing homework before playing computer games
- Reading for 30 minutes
- Turning off the TV or computer after one hour
- Setting the table
- Helping clean up the family room
- Doing chores
- Phoning parent to let them know where they are when out of school
Behaviors I want to see more of:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

• Value and give your full attention to your children’s play activities.
• Listen to your children — watch for times when your child is open to talking — don’t pressure them to talk if they don’t want to.
• Reinforce your children’s learning efforts by describing what they are doing.
• Offer advice only when your child asks for it.
• Follow your child’s lead when talking with them or participating in homework.
• Spend regular daily time with your children.
Program Eight: Supporting Your Child’s Education
Outline—Session Five
Promoting Children’s Self-Confidence & Academic Skills

I. Welcome

II. Review ground rules

III. Report on Home Activities
   Ask parents to share their charts and incentive programs.

IV. First Topic of Day: Promoting Children’s Reading Skills
   A. Brainstorm ways to build older children’s self-confidence.
   B. Discuss barriers to doing this and ways to overcome them.
   C. Brainstorm benefits and barriers to reading with children
   D. Vignettes Part 1: 5-12
      Vignette 5: Mother praises Michael’s reading
      Vignette 6: Father and daughter look at picture book (optional)
      Vignette 7: Claire “reads” *The Very Hungry Caterpillar*
      Vignette 8: Mom and Max read *Max Helps Out*
      Vignette 9: Mom and Seth read newspaper (optional)
      Vignette 10: Mom and Claire read *Little Red Riding Hood* (optional)
      Vignette 12: Mom and Claire write to Grandma and Grandpa

Key Concepts:
- Value of showing attention and appreciation as a way of increasing children’s self-confidence and independent work
- Interactive reading fosters child’s creativity and reading skills
- Talking about the author, pictures, possible alternative endings and feelings of the characters is part of “reading”
- Children enjoy reading and talking about the story plot
- Reading skills develop at different rates with each child
- Make reading fun

C. Practice/Role Playing Reading
   Review key concepts of dialogic reading, then choose one “parent” and one “child.”
   Give them a book to practice reading together.

   After processing the above role play, divide group into sets of 3 to practice dialogic reading skills. One person is the “parent” who reads, one is the “child,” and one is the observer. Have each person rotate into each role, pausing between role plays for the “observer” and “child” to give feedback to the “parent.”

D. Summarize Key Points (Refrigerator Notes).
The Incredible Years Parents and Children Programs

V. Second Topic of Day: Encouraging Homework and Academic Abilities

A. Brainstorm value of doing homework with children

B. Program 8: Part 3, Dealing with Children’s Discouragement, Vignettes 18–22
   Vignette 18: Reading a difficult book
   Vignette 19: Reading an easier book
   Vignette 20: Looking at homework card
   Vignette 21: Mother praises homework completion
   Vignette 22: Sticker program for completing homework

<table>
<thead>
<tr>
<th>Key Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Importance of praise and encouragement for homework activities</td>
</tr>
<tr>
<td>• Value of incentive programs to enhance motivation</td>
</tr>
<tr>
<td>• Decrease TV/video game time</td>
</tr>
<tr>
<td>• Make learning fun</td>
</tr>
<tr>
<td>• Importance of parent involvement and interest in children’s learning</td>
</tr>
<tr>
<td>• Importance of parents knowing what homework is required</td>
</tr>
</tbody>
</table>

C. Part 4: Participating in Homework
   Vignette 23: Showing interest
   Vignette 24: Math homework
   Vignette 25: Spelling
   Vignette 26: Math homework—make it a game.
   Vignette 27: Math and reading together
   Vignette 28: Solving problems together

D. Role Play
   Group role play. One parent plays “child” and one parent plays parent. Child is discouraged about not being able to read or do the homework. Parent participates in homework and provides encouragement to increase child’s self-confidence.
   Divide in to groups of 3-4. Several parents act as children and other parent(s) model encouragement for homework. Have props on hand.

E. Summarize key points (Refrigerator Notes).
VI. **Review Home Activities**
   Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading.
   Let them know that you will be asking about their experiences at the beginning of the next session.

VII. **Parent Evaluation and Closing**
   Remind parents of the importance of parent feedback for the group leader and the entire program.
   Collect evaluation forms before parents leave.

**Handouts**
Home Activity for the Week: Do Homework with Your Child
Refrigerator Notes: About Building Your Child’s Self-Confidence
Refrigerator Notes: About Reading
Handout, Reading Assignment
LEADER CHECKLIST
Session Five

Topic: Promoting Children’s Self-Confidence & Academic Abilities
Vignettes: Parent Program 8, Part 1: 8-12
          Parent Program 8, Part 3: 18-23

SITE: _____________________________________ DATE: ________________________
LEADER NAMES: ___________________________ TIME: ________________________

VIGNETTES COVERED: Parent Program 8, Part 1:
(4) 5 (6) 7 8 (9) (10) 12
Part 3:
18 19 20 21 22 23 24 25 26 27 28
(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board  _________  _________
2. Welcome and review special activities and praise  _________  _________
3. Review sticker charts or point systems  _________  _________
4. Brainstorm ways to build children’s self-confidence  _________  _________
5. Brainstorm value of parents’ involvement in homework  _________  _________
6. Brainstorm benefits & barriers to reading with children  _________  _________
7. Practice interactive reading approach  _________  _________
8. Practice encouraging a discouraged child doing homework  _________  _________
9. Explain importance of home activities  _________  _________
10. Re-assign buddies and explain objective for call  _________  _________
11. Review this week’s home assignment  _________  _________

Handout Pads
Home Activities for the Week: Encouraging Academic Abilities
Refrigerator Notes: Building Your Child’s Self-Confidence
Refrigerator Notes: About Reading

Xerox:
Parents as Academic and Persistence Coaches
Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
• Ask open-ended questions — questions that ask children to predict “what comes next?”
• Avoid commands and corrections when children are reading.
• Create opportunities for children to retell stories that they have memorized.
• Allow children to reread stories as often as they wish.
• Encourage children to write their own stories or to dictate them to you.
• Read to children often and allow them to see you reading.
• Encourage children to make up stories and act them out.
• Share your own positive memories about learning to read as a child.
• Start reading books to children when they are toddlers.
• Offer a variety of types of books — such as folk tales, poems, informational books, fantasy, fables and adventure stories.
• Relate aspects of stories to personal experiences.
• Tell them stories about your childhood experiences.
REFRIGERATOR NOTES
POINTS TO REMEMBER ABOUT ENCOURAGING YOUR CHILD’S LEARNING

• Take an active interest in your child’s work.
• Praise and encourage your child’s efforts in the right direction (not just the end product).
• Set up tangible reward programs for doing the small steps it takes to learn something new.
• Be enthusiastic about your child’s school projects.
• Collaborate with the teacher and attend school functions.
• Start with easy learning activities and gradually increase the challenge as the child seems ready.
• Be realistic about your expectations — follow your child’s lead in terms of what he/she is developmentally ready for.
• Focus on your child’s strengths not his/her weaknesses.
• Share something that was hard for you to learn.
• Project a positive image of your child’s ability in the future.

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• Praise and encourage your child’s efforts in the right direction (not just the end product).
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• Be realistic about your expectations — follow your child’s lead in terms of what he/she is developmentally ready for.
• Focus on your child’s strengths not his/her weaknesses.
• Share something that was hard for you to learn.
• Project a positive image of your child’s ability in the future.
To Do:

- **CONTINUE** “Special Time” with your child.
- **SPEND AT LEAST** 10 minutes each day either discussing your child’s assignments and projects he or she is working on at school, doing homework, reading, or doing a learning activity together (e.g., painting, planning school project, etc.).
- **DURING THE NEXT MONTH** get involved in at least one school activity — such as:
  - going on a field trip,
  - talking with your child’s teacher,
  - offering to read or help out in class, or
  - familiarizing yourself with your child’s curriculum and routine.
- **SEND A NOTE** to your child’s teacher telling what you like about your child’s classroom or learning experiences.
- **CREATE A LIST** of after-school behaviors or activities you want to see more of by filling out the Behavior Record handout; then select one to work on.

To Read:


**EXAMPLES OF BEHAVIORS TO REWARD WITH STARS AND STICKERS:**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arriving at home promptly after school</td>
<td>Complying with a request</td>
</tr>
<tr>
<td>Sharing with others</td>
<td>Doing homework before dinner</td>
</tr>
<tr>
<td>Reading for 10 minutes</td>
<td>Turning off the TV</td>
</tr>
<tr>
<td>Watching only 1 hour of TV</td>
<td>Setting the table</td>
</tr>
<tr>
<td>Writing a letter or in a journal</td>
<td>Listening to a story or a CD</td>
</tr>
<tr>
<td>Reading to a younger sibling</td>
<td>Getting a good teacher report</td>
</tr>
<tr>
<td>Letting parents know where you are</td>
<td></td>
</tr>
</tbody>
</table>
Facilitating Children’s Academic Learning: Parents as “Academic and Persistence Coaches”

“Coaching” is a powerful way to strengthen children’s academic skills and ability to stick with a difficult task. The following is a list of academic concepts and behaviors that can be commented upon when doing school-related activities with your child. Use this checklist to practice describing academic concepts.

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ following schedule for homework</td>
<td>• “You have followed through with doing your homework each day at the agreed upon time.”</td>
</tr>
<tr>
<td>_____ planning time for reading</td>
<td>• “You have planned well and are reading one chapter a week so you will complete the book.”</td>
</tr>
<tr>
<td>_____ organization skills</td>
<td>• “I like the way you have organized your notebook to keep track of your notes.”</td>
</tr>
<tr>
<td>_____ care of materials</td>
<td>• “You have all your materials (pens, rulers, notebooks) carefully sorted on your desk so you can do your work.”</td>
</tr>
<tr>
<td>_____ asking for help</td>
<td>• “You are good at asking for help when you need it.”</td>
</tr>
<tr>
<td>_____ working hard</td>
<td>• “You are working so hard on that project and thinking about how to organize it.”</td>
</tr>
<tr>
<td>_____ concentrating, focusing</td>
<td>• “You are so patient and just keep trying all different ways to figure it out.”</td>
</tr>
<tr>
<td>_____ persistence, patience</td>
<td>• “You followed directions exactly like the teacher asked you. You really listened.”</td>
</tr>
<tr>
<td>_____ following teacher’s directions</td>
<td>• “You are thinking hard about how to solve the problem and coming up with a great solution to that problem.”</td>
</tr>
<tr>
<td>_____ problem solving</td>
<td>• “You have figured that out all by yourself.”</td>
</tr>
<tr>
<td>_____ trying again</td>
<td>• “You are reading carefully and thinking hard about the plot.”</td>
</tr>
<tr>
<td>_____ reading</td>
<td>• “You worked hard to have your best handwriting on that paper.”</td>
</tr>
<tr>
<td>_____ thinking skills</td>
<td>• “You didn’t know that word so you looked it up in the dictionary.”</td>
</tr>
<tr>
<td>_____ listening</td>
<td></td>
</tr>
<tr>
<td>_____ working hard/best work</td>
<td></td>
</tr>
<tr>
<td>_____ independence</td>
<td></td>
</tr>
</tbody>
</table>
Program Ten: Reducing Inappropriate Behavior
Outline—Session Six
Predictable Learning Routines and Clear Limit Setting

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities
Discuss sticker chart systems and experiences with homework and reading.
Ask parents to share any experiences with praise (of others and self or calling teacher).
Ask about buddy calls.

IV. Review
Review reading and homework experiences and any vignettes not shown last session.

V. First Topic of Day: Setting Up a Predictable Learning Routine
A. Program 8: Part 2, Fostering Good Learning Habits, Vignettes: 13—17
   Vignette 13: Mother turns off TV, time for homework
   Vignette 14: Mother sets limits—time for homework
   Vignette 15: Lose TV—didn’t do homework
   Vignette 16: When you’ve finished homework then . . .
   Vignette 17: Time for homework—2 minutes

   Key Concepts:
   • Importance of children having a routine time and place for reading and other “academic” activities
   • Value of turning off TV/video games and other distractions during homework
   • Decrease TV/video game time
   • Make learning fun
   • Use praise and incentives to encourage learning activities

B. Role Play—(Parent playing with one child)
   Practice setting limits regarding TV or computer use and planning what the schedule will be at home after school. Set up rules regarding TV watching.

C. Summarize key points (Refrigerator Notes).

VI. Second Topic of Day: Clear Limit Setting—“The Importance of Being Clear, Predictable and Positive”
A. Explain that at this meeting the focus of the class shifts to learning how to decrease inappropriate behaviors while continuing to attend to the positive, appropriate behaviors. (Show pyramid to explain progression.)
   Brainstorm benefits of limit setting and possible barriers.

B. Brainstorm household rules and children’s responsibilities and household chores.

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

**Key Concepts:**
- Reduce number of commands to only necessary commands
- Politeness principle
- Clear and predictable household rules offer children safety and reduce misbehaviors
- “Monitoring Principle”: Rules should be set up regarding how children will let parents know where they are, who they are with, and what they are doing.
- All children will test rules—don’t take it personally
- Commands should be clear, brief, respectful, and action oriented
- “When-then” commands can be effective
- Distractible children need warnings and reminders

VII. **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.

VIII. **Parent Evaluation**

IX. **Closing**
LEADER CHECKLIST
Session Six

Topic: Predictable Learning Routines and Clear Limit Setting
“The Importance of Being Clear, Predictable, and Positive”

Vignettes: Program 8, Part 2: 13-17
Program 10, Part I: 1–11

SITE: ___________________________ DATE: ___________________________
LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Parent Program 8, Part 2
13 14 15 16 17

Parent Program 10, Part 1
1 2 3 4 5 6 7 8 9 (10) 11
(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 note to teacher (if not done, do in group)
4. Brainstorm benefits and barriers to limit setting (do on board or flip chart)
5. Brainstorm household rules and age appropriate responsibilities/chores for children
6. Practice setting up home learning routine
7. Discuss TV watching and limits
8. Discuss how parents monitor where children are and with whom
9. Practice giving positive commands/requests
10. Ask about buddy calls
11. Review this week’s home assignment

Handout Pads:
Home Activities for the Week – Fostering Good Learning Habits (Program 8, Part 2)
Home Activities for the Week - Effective Limit Setting (Program 10, Part 1)
Refrigerator Notes About Fostering Children’s Learning Habits
Refrigerator Notes About Limit Setting
**Xerox:**
- Record Sheet: Commands/Requests
- Examples of Commands/Requests
- Household Rules (2)
- Homework Chore Card

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Effective Limit Setting & Fostering Learning Routines
REFRIGERATOR NOTES ABOUT FOSTERING CHILDREN’S LEARNING HABITS

- Set up a predictable routine after school (e.g., snack, homework or reading, 30-min. TV, play).
- Decide when, where, how, and with whom homework will take place.
- Monitor your after school routine.
- Follow through with consequences if your child refuses to comply with specified routine about TV or homework.
- Limit TV watching and encourage daily reading time.
- Praise your child for doing homework, for turning off the TV, and for reading.
- Spend regular time with your child each day doing a quiet learning activity.
- Use a “when-then” command to encourage your child to do reading and homework.
- Talk to your child about what you learned that day.
- Model appropriate amounts of TV, video games and computer game time by limiting your own time with these activities.

Note: for children who do not have homework, think about using this time for a quiet activity such a reading, playing a game, playing with paint or playdough and so forth.

Program 8: Fostering Good Learning Habits, Part 2 ©Carolyn Webster-Stratton
• Don’t give unnecessary commands.
• Make one request at a time.
• Be realistic in your expectations
• Use “do” requests.
• Make requests positive and polite.
• Don’t use “stop” commands.
• Give children ample opportunity to comply.
• Give warnings and helpful reminders.
• Don’t threaten children; use “when…then” commands.
• Give children options whenever possible.
• Make requests short and to the point.
• Support your partner’s requests.
• Praise compliance.
• Strike a balance between parent and child control.
• Encourage problem-solving with children.
Effective Limit Setting
“The Importance of being Clear, Predictable, and Positive”

Home Activities for the Week

To Do:

- **DECREASE** the number of requests/commands you give to those that are most important.
- When necessary, **GIVE POSITIVE AND SPECIFIC REQUESTS.** Avoid using question commands, “let’s” commands, negative commands, vague commands, and chain commands.
- Monitor and record the frequency and type of requests you give at home for a 30-minute period on the “Record Sheet: Commands” handout, and record the child’s response to these requests.
- **SET UP A REGULAR ROUTINE** after school. Write it down and discuss with your children. Post it where children can see it (where, when, and with whom homework will take place. Bring plan to next session.)
- **PRAISE** your child every time he or she complies with a request.
- Use the Household Rules handout to establish some of the rules you think are most important regarding TV or computer time and homework. Write these down on the household rules handout and bring the list to the next meeting.
- Call a group member to talk about household rules.

To Read:

Handouts and review Chapter Five, *Ignore*, in *The Incredible Years*.

Caution: Remember to continue special time!
Clear Commands/Requests - Start with a Please...

“Speak politely.” “Put out the garbage.”
“Keep the noise low on your music.” “Turn your computer off.”
“Please put your coat in the closet.” “Talk quietly.”
“Hang up the bathroom towels.” “Feed the dog each day.”
“Come home at the agreed time.” “Set the table.”
“Put your laundry in the basket.” “Make your bed.”
“Phone to let me know where you are if your agreed upon plans change.”

Unclear, Vague, or Negative Commands/Requests

“Let’s clean your bedroom.” “Quit that..”
“Why don’t we go to bed now?” “Shut up.”
“Be nice, be good, be careful!” “Don’t yell.”
“Wouldn’t it be nice to go to bed now?” “Watch it.”
“Don’t talk to me like that.” “Let’s don’t do that anymore.”
**HOUSEHOLD RULES**

*Some Examples:*

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

*Your List of Household Rules:*

1. 
2. 
3. 
4. 

*Every home needs a limited number of “house rules."
*If the list gets too long, no one will remember the rules.*
My Family’s Household Rules
HOUSEHOLD CHORES for ____________

Some Examples:
1. Feed Dog
2. Set Table
3. Empty Dishwasher

Your List of Household Chores:
1.
2.
3.
4.
Household Chores for _____
**RECORD SHEET: COMMANDS/REQUEST**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Commands or Request Given</th>
<th>Child’s Response</th>
<th>Parent’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Day</td>
<td>5:30 p.m.</td>
<td>“Hang your coat in the closet.”</td>
<td>Child hangs up coat.</td>
<td>“Thank you for hanging up your coat.”</td>
</tr>
</tbody>
</table>

**Example of When...Then request, or giving a choice command.**

---

**Program 10: Clear Limit Setting Part 1**

© Carolyn Webster-Stratton
After School Routine

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

© Parents and Children Videotape Series
Homework

- Bring book bag to table.
- Bring pencil/paper supply box to the table.
- Spelling
- Math
- Writing

Homework

- Bring book bag to table.
- Bring pencil/paper supply box to the table.
- Spelling
- Math
- Writing

Read or do art project for 30 minutes if no homework.
Cleaning My Room

- Put dirty clothes in the laundry basket.
- Put books on the shelf.
- Put games in the cupboard.
- Make the bed.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Outline—Session Seven
Ignoring Misbehavior

I. Welcome
II. Ground Rules
III. Report on Home Activities
   - Ask parents to report on examples of homework learning routine and reducing and giving commands and child reactions.
   - Discuss parents’ lists of household rules.
   - Brainstorm list of behaviors they want to see less of.
   - Ask about buddy calls.

IV. Topic of Day: Ignoring
   A. Discussion—From the list of behaviors they want to see less of, establish the opposite positive behavior they can reinforce with attention and praise.
   B. Vignettes: Program 10, Part 2: 12—16

Key Concepts:
- Understand the importance of distractions coupled with ignore
- Maintain self-control
- Repeated learning trials—negative behavior is a signal child needs some new learning
- Use ignore technique consistently
- Explain vending machine example of behavior which continues if there is some “pay off”
- Use ignore for selected behaviors such as whining, eyerolling, arguing, “attitude”

C. Brainstorm list of behaviors to ignore
D. 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 Seven**

**Topic:** Ignoring Misbehavior

“Decreasing Annoying Misbehavior”

**Vignettes:** Program 10, Part 2: 12–16

---

**SITE:** _____________________________________ **DATE:** ________________________

**LEADER NAMES:** ___________________________ **TIME:** ________________________

**VIGNETTES COVERED:** Part 2

12  13  14  15  16

(Circle vignettes shown.)

<table>
<thead>
<tr>
<th>DID I</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write the agenda on the board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review parents’ home activities; elicit reactions and experiences (to reducing commands)</td>
<td></td>
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<tr>
<td>3. Brainstorm group list of behaviors want to see less of (do on board or flip chart)</td>
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<tr>
<td>4. Review parents’ use of rules</td>
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<tr>
<td>5. Brainstorm list of behaviors to ignore</td>
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<tr>
<td>6. Role play Ignore</td>
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<tr>
<td>7. Ask about buddy calls</td>
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<tr>
<td>8. Review this week’s home assignment</td>
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</table>

**Handout Pads:**

Home Activities for the Week – Ignoring Misbehavior Part 2

Refrigerator Notes About Ignoring

**Xerox:**

Record Sheet: Ignore and Praise

Learning Self-Control (2)

Self Talk in Problem Situations (2)

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes

Ignoring Misbehavior
REFRIGERATOR NOTES ABOUT IGNORING

- Avoid eye contact and discussion while ignoring.
- Physically move away from your child but stay in the room if possible.
- Be subtle in the way you ignore.
- Be prepared for testing.
- Be consistent.
- Return your attention as soon as misbehavior stops.
- Combine distractions 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 attention to your child’s positive behaviors.
Home Activities for the Week

To Do:

• On the Behavior Record handout, write a list of the behaviors you want to see more of and less of.

• Select one negative behavior from the list of behaviors you want to see less of (for example, whining or swearing), and practice ignoring the behavior every time it occurs during the week.

• For the negative behavior you listed in step #2 above, think of its opposite. For example, the opposite of yelling is talking politely, and the opposite of grabbing toys from others is sharing. Then systematically praise this positive behavior every time it occurs during the week.

• On the Record Sheet: Praise and Ignore, write down the behavior you ignored, the behavior your praised, and the child’s response

• Read and complete the handouts on self-control, self-talk and positive coping statements.

• Use the Self-Talk in Problem Situations handout to record the upsetting thoughts you have in problem situations, and write down some alternate calming thoughts. Bring this handout to the next meeting.

To Read:

Read Chapter 11, Controlling Upsetting Thoughts, in The Incredible Years book.

Caution: Remember to continue special time!
Handout

LEARNING SELF-CONTROL

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

Upsetting Thoughts

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

“I’m sick of being his maid. Things are going to change or else!”

“He’s just like his father. I can’t handle it when he’s angry.”

Calming Thoughts

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

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

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

THOUGHT CONTROL

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

**Constructive Thoughts**

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

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

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

**Non-constructive Thoughts**

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

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

*Program 10: Ignoring Misbehavior Part 2 © Carolyn Webster-Stratton*
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: ________________________________
Write your own positive coping statements and practice them during the week.
<table>
<thead>
<tr>
<th>Behaviors I want to see less of: (e.g., yelling)</th>
<th>Positive opposite behavior I want to see more of: (e.g., polite voice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>10.</td>
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</tbody>
</table>
# Record Sheet: Ignore and Praise

<table>
<thead>
<tr>
<th>Behavior Praised</th>
<th>Child’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e.g. Yelling</strong></td>
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<td>Monday</td>
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<td>Sunday</td>
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</table>

<table>
<thead>
<tr>
<th>Behavior Praised</th>
<th>Child’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e.g. Talking Nicely</strong></td>
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<td>Monday</td>
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<td>Saturday</td>
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<td>Sunday</td>
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</tbody>
</table>
Outline—Session Eight
"Time Out" to Calm Down

I. Welcome

II. Ground Rules

III. Report on Home Activities

Find out group experiences in ignoring misbehavior.
Review list of behaviors they want to see less of.
Ask about buddy calls.

IV. Topic of Day: How to Follow Through with Limits and Rules—“Time Out”

A. Discussion—Time Out is an “extended ignore” that withdraws parental attention and does not reinforce negative behavior. It is to be used for oppositional, noncompliant and destructive behaviors. It is not the only consequence (will cover more in future sessions).

B. Diagram on board (or flip chart) the Time Out procedures.

V. 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
- Administer Time Out respectfully — keep your cool
- How to explain Time Out to children
- Parents learn how to teach their children calm down skills
- How to use Time Out selectively for destructive behaviors
- How to manage when a child refuses Time Out
- Continuing to strengthen prosocial behaviors

C. Role Play / Practice

Practice explaining to children how Time Out works and where it will be. As part of this practice, help child practice how to calm down in Time Out.

Practice using Time Out for extreme noncompliance.

Practice using Time Out for aggression.

V. Review Home Activities

In addition to reviewing home assignment handouts, remind parents to think of behaviors they want to see more of, which are the positive opposite of those they want to see less of.

Ask them to think about a place they could use for Time Out and for what behaviors they’d use Time Out as a consequence.

Offer the CDs as a good way to hear about Time Out.

Assign buddies.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Eight

Topic: Time Out to Calm Down
“Discipline Strategies for Excessive Child Disobedience and Hitting or Destructive Behaviors”

Vignettes: Program 10, Part 3: 17–24

SITE: _______________________________ DATE: _______________________________

LEADER NAMES: _________________________ TIME: ______________________________

VIGNETTES COVERED: Part 3

17 18 19 20 21 22 23 24
(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. Assign new buddies and ask about buddy calls ________ ________
4. Review the concepts from last week’s session (briefly) ________ ________
5. Practice how to explain Time Out to your children ________ ________
6. Practice teaching child how to calm down (deep breaths, muscle tense/relax, think coping thoughts) ________ ________
7. Role Play(s) of Time Out ________ ________
8. Practice parents using calm down strategies ________ ________
9. Review this week’s home assignment ________ ________

Handout Pads:
Home Activities for the Week – Time Out
Refrigerator Notes About Time Out
Refrigerator Notes About Stress and Anger

Xerox:
Record Sheet: Command and Time Out
Positive and Negative Reinforcement Traps (4 scenarios)
Avoiding Traps and Power Struggles
School Age Child Resists Going to Time Out
School Age Child Continues to Resist Going to Time Out
School Age Child Refuses Time Out
The Incredible Years Parents and Children Programs

Caring Days
What to Do When You Are Losing Control (2)
Maintaining Objectivity

**Self-Evaluation**
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
- Be polite.
- Be prepared for testing.
- Expect repeated learning trials.
- Ignore child while in time-out.
- Support a partner’s use of time-out.
- Follow through with completing time-out.
- Use personal time-out to relax and refuel energy.
- Use time-out consistently for chosen misbehaviors.
- Monitor anger in order to avoid exploding suddenly; give warnings.
- Give 5-minute time-outs with 2 minutes of quiet at the end.
- Carefully limit the number of behaviors for which time-out is used and use consistently.
- Don’t threaten time-out unless you’re prepared to follow through.
- Use nonviolent approaches such as loss of privileges as a back-up to time-out.
- Hold children responsible for cleaning messes in time-out.
- Don’t rely exclusively on time-out—use other discipline techniques, such as, ignoring, logical consequences and problem-solving for less severe misbehaviors.
- Build up bank account with praise, love and support.
- Use time-out for destructive behaviors and times when your child’s misbehavior cannot be ignored. Start by choosing just one behavior to work on. When that behavior is no longer a problem, choose another behavior to work on.
- Give immediate time-out for hitting and destructive acts, however for non-compliance one warning may be given.
- Ignore inappropriate behaviors such as screaming, whining teasing, arguing, swearing and tantrums while the child is in time-out.
- Praise positive behavior as often as possible.
REFRIGERATOR NOTES
ABOUT STRESS AND ANGER

• Scan your body for tension, and breathe and relax or do the exercises.
• Notice any negative self-statements and replace them with soothing self-encouragement.
• Ask yourself if what is making you feel tense is really that important? Will it make a difference a week from now? A year? When you are 70?
• Visualize some marvelous past event or dream of the future.
• In the middle of conflict, breathe, cool off, get playful, or get away for a few minutes.
• Take a break (go for a walk, take a bath, read a magazine).

Program 10: Time-Out Consequences, Part 3 © Carolyn Webster-Stratton
School Age Child Resists Going to Time Out

Children Ages 6-10

Scenario #2B: Child initially resists going to Time Out.
Handling Misbehavior Part 2: Vignettes 14-15

Child hits Command
“Child hits. You need to go to T.O.”

Child refuses to go to T.O.

Parent gives warning.
“That is one extra minute in Time out now. That’s 6 minutes. (Add time up to 9 min if child continues to refuse)

Parent praises child’s first positive behavior.
“That’s so friendly the way you’re sharing.”

Parent ends T.O. & re-engages child
“Your T.O. is finished. Would you like to make cookies?”

Child goes to T.O.
5 minutes + extra time earned for delaying, last 2 minutes child is calm
School Age Child Continues to Resist Going to Time Out

Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Time Out.

Child hits Command

“Child refuses to go to T.O.

Parent gives warning.

“That is one extra minute in Time out now.” (Add time up to 9 min if child continues to refuse and give warning)

Parent explains consequence.

“That’s 10 minutes now, if you don’t go to Time Out now you will lose TV tonight.”

Parent praises child’s first positive behavior.

“Child goes to T.O.

5 minutes + extra time up to 10 min, last 2 minutes child is calm

Note: if child does not go when consequence is explained, parent follows through with consequence, Time Out dropped.

Program 10: Time-Out Consequences, Part 3 © Carolyn Webster-Stratton
School Age Child Refuses Time Out
Children Ages 6-10

Scenario #2D: Child continues to refuse to go to Time Out.

Child hits Command
="You hit. You need to go to T.O."

Child refuses to go to T.O.

Parent gives warning.
="That is one extra minute in Time out now." (Add time up to 9 min if child continues to refuse and give warning)

Parent explains consequence.
="That’s 10 minutes now, if you don’t go to Time Out now you will lose TV tonight."

Parent follows through with consequence & ignores protests.

Parent ends power struggle
="You’ve lost your TV privileges.” (Time Out is dropped)

Child refuses to go to T.O.

Note: consequence should be carried out same day.
To Do:

- CHOOSE A SPECIFIC MISBEHAVIOR to work on by USING TIME-OUT; for example, fighting or hitting. Write the results on the “Record Sheet: Commands and Time-Out” handout.
- Choose a positive behavior (the opposite of the behavior which will be timed-out) to systematically give attention to through the use of praise, reinforcement and comments.
- Describe a situation in which the child continues to misbehave, and try to analyze why this is happening. Bring this to the next session.
- Read the handouts on caring days, losing control, and new problems.

To Read:

Read Chapter 6, *Time-Out*, in *The Incredible Years* book.

Caution: Remember to continue special time!
CARING DAYS

Strengthening Support Between Partners
Marital discord can make it very difficult for parents to be effective in managing their children’s behavior. The following exercise is designed to strengthen your relationship.

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

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

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

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

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

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

WHAT TO DO WHEN YOU FEEL LIKE YOU ARE LOSING CONTROL

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

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

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

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

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

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

   “I need to talk to Micael about leaving his clothes lying around. If we discuss this constructively and calmly we should be able to reach a good solution.”
WHAT TO DO WHEN NEW PROBLEMS ARISE

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

1. Set up a time when you are not upset to talk about the problem with your partner, a friend, or to think quietly on your own.
2. Clarify what child behaviors you want and don’t want.
3. List the problems from most to least important. Concentrate on dealing with only the most pressing problem.
4. Brainstorm as many solutions as possible (review handouts):
   Reinforcements
   (praise, tangible rewards, play sessions)
   Discipline
   (ignore, Time-Out, loss of privileges, work chores, logical consequences, problem solving)
   Techniques that help parents maintain self-control
   (self-talk, relaxation)
5. Monitor weekly progress, and revise the program when necessary.
6. Reinforce your efforts.

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

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

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

RELAXATION PROCEDURES

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

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

Remember, there will be times when it is difficult to use these self-control techniques. Relapses are to be expected. With practice, however, you will find it much easier to relax.
# RECORD SHEET: COMMANDS AND TIME-OUT

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Command/Warning</th>
<th>Child’s Response</th>
<th>Reward/Attend for Compliance</th>
<th>Time-Out Chair</th>
<th>Use of Room Duration</th>
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Scenario #1

Anger Trap:
Who Is Reinforced for What Behavior?

Parent Request: "Turn the TV off now, it's time for bed."

(Wait 5 seconds.)

Child: "No, I won't. I'm in the middle of a show."

Parent (angry): "Don't you ever talk to me like that!"

Child: "You butt-head." (and grudgingly turns off TV)

Parent Threat: "If you don't go to bed now, I'll give you a smacking."

Program 10: Time-Out Consequences, Part 3 © Carolyn Webster-Stratton
Scenario #2

Avoidance Trap: Who Is Reinforced for What Behavior?

Parent: "Turn the TV off now, it's time for bed."

Child: "No I won't. I'm in the middle of a show."

Parent Withdraws: (thinks to self, "I don't want to cause a scene.") "Well, okay. Leave him there, I don't care."

Child continues to watch TV.
Scenario #3

Justification Trap: Who Gets Reinforced for What Behavior?

Parent Request: "Turn off the TV now, it is time for bed."

Parent: "Yes, you will be tired, you won't get up when I call you and will miss breakfast and not concentrate in school."

Child: "I'll be fine. I won't be tired."

Parent Explains: "Come on now, if you don't go to bed, you will be tired in the morning. You will have trouble getting up in the morning and will be grumpy."

Child: "No, I won't. I'm in the middle of a show."
**Scenario #4**

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

Parent: "Come to dinner, please."

Child: "What's for dinner?"

Parent: "Meatloaf."

Child: "Yuck, I hate meat loaf. I won't eat it."

Parent: "Want some cereal?"

Child: "What's for dinner?"
Parent Repeats Request

Child Refuses

Parent Warning: “If you don’t..., then you’ll go to Time Out.”

Child Continues to Refuse

Parent Follow-Through: “Please go to Time Out.”

Child Completes Time Out (5 minutes)

Child Refuses to Go to Time Out

Parent Adds on Time: “That’s 6 minutes.”

Child Goes to Time Out

Child Continues to Stall, Argue, Refuse

Parent: “That’s 9 minutes. If you don’t go to Time Out, you will lose TV tonight.”

Parent adds one minute per refusal.

Child Refuses and Loses TV

Child Goes to Time Out

Child Completes Time Out

Parent Praises:

“Good choice.”

“You made a great choice.”

“Time Out is over.”

Avoiding Traps and Ending Power Struggles

Ending Power Struggles

Avoiding Traps and
• Notice when your child is starting to get frustrated and angry.

• Encourage your child to talk about his or her feelings.

• Cue your child by saying, “Tell yourself to STOP, calm down, and take three big breaths.”

• Encourage your child to use positive self-talk by saying, “Tell yourself, ‘I can calm down; I can handle this,’” or “Everyone makes mistakes; with practice I can do it.”

• Praise your child’s self-control and appropriate expression of feelings whenever you notice it.

• Model self-control and appropriate feeling talk.

• Notice when your child is starting to get frustrated and angry.

• Encourage your child to talk about his or her feelings.

• Cue your child by saying, “Tell yourself to STOP, calm down, and take three big breaths.”

• Encourage your child to use positive self-talk by saying, “Tell yourself, ‘I can calm down; I can handle this,’” or “Everyone makes mistakes; with practice I can do it.”

• Praise your child’s self-control and appropriate expression of feelings whenever you notice it.

• Model self-control and appropriate feeling talk.
Tiny’s Anger Management Steps

1. Think STOP

2. Take a slow breath

3. Withdrawing into shell

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Session Nine
Time Out continued and Logical Consequences

I. Welcome

II. Report on Home Activities
Ask parents to report on their thoughts and feelings concerning Time Out.
Discuss any experiences with Time Out.
Find out reactions to thought control handouts.
Ask about buddy calls.

III. Topic of Day: Time Out Continued
A. Discussion—Troubleshoot and role play any experiences parents had with Time Out.
B. Brainstorm advantages and disadvantages (barriers) of Time Out vs. smacking/hitting.

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
• Children learn to calm down and self-regulate
• Recognizing when to use logical consequences or privilege removal

C. Role Play
Role play situations where there is resistance to Time Out.

D. Brainstorm ways to stay calm and respectful when implementing Time Out.

IV. Topic of Day: Logical Consequences
A. Discussion — Brainstorm possible logical (loss of privileges) or natural consequences, including work chores
B. Vignettes: Program 10 Part 4: 25—31

V. Review Home Activities
Explain handouts.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST
Session Nine

Topic: Time Out Continued and Logical Consequences
Vignettes: Program 10, Part 4: 25–31

SITE: _______________________________ DATE: _______________________________

LEADER NAMES: _________________________ TIME: _______________________________

VIGNETTES COVERED: Part 4
25 26 27 28 29 30 31
(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to Ignore and Time Out)
3. Ask about efforts to cope with stress and anger, and maintaining objectivity
4. Ask about buddy calls
5. Review the concepts from last week’s session (briefly)
6. Practice using Time Out
7. Brainstorm advantages versus disadvantages of Time Out vs. hitting
8. Brainstorm Consequences (including loss of privileges and work chores)
9. Practice implementing consequences
10. Practice calm down strategies

Handout Pads:
Home Activities: Logical Consequences
Refrigerator Notes about Natural and Logical Consequences

Xerox:
Record Sheet: Logical Consequences
Thermometers (2)
Self-talk in Problem Situations
Personal Coping Self-Talk (write your own)

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Home Activities for the Week

To Do:

- Continue using Time-Out for aggressive behaviors.
- Use the principle of “logical consequences” or privilege removal or work chore for a misbehavior that occurs during the week and write the results on the Record Sheet: Logical Consequences handout.
- Choose a positive behavior to systematically give attention to through the use of praise, reinforcement, and comments.
- Describe a situation in which the child continues to misbehave, and try to analyze why this is happening.

To Read:

Chapter Seven, Natural and Logical Consequences, in The Incredible Years book.

Caution: Remember to continue special time!
<table>
<thead>
<tr>
<th>Example of Logical Consequences</th>
<th>Child’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- loss of computer privilege for evening</td>
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<td>(TV or telephone also options)</td>
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</table>
## RECORD SHEET: WORK CHORES

<table>
<thead>
<tr>
<th>Example of Work Chores</th>
<th>Child’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 30 minutes of work (e.g., vacuum downstairs, sort laundry, wash windows, rake leaves)</td>
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</tbody>
</table>
**Feelings**
- Furious
- Contemptuous
- Angry
- Defensive
- Guilt
- Withdrawn
- Frustrated
- Depression
- Irritated
- Anxious
- Worried
- Alert/Interested
- Receptive/Open to Influence/Flexible
- Calm
- Happy
- Confident
- Content
- Loving/Affectionate

**Physiological Signs**
- Heart racing
- Neck muscles tight
- Chest Tight
- Clenched fists
- Teeth clenched
- Headache
- Shallow rapid breathing
- Increased perspiration
- Muscles tense
- Pacing
- Headache developing

**Behaviors**
- Yelling
- Hitting
- Threatening
- Withdrawing
- Stonewalling
- Criticizing
- Difficulty listening
- Thinking narrow
- Less open to new ideas
- Calm
- Pleasant
- Able to problem-solve
- Able to listen

*Program 10: Logical Consequences, Part 4 © Carolyn Webster-Stratton*
**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)...

*Program 10: Logical Consequences, Part 4 © Carolyn Webster-Stratton*
Write your own positive coping statements and practice them during the week.
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
REFRIGERATOR NOTES
ABOUT NATURAL AND LOGICAL CONSEQUENCES

• Make consequences age-appropriate and fair.
• Be sure you can live with consequences you set up.
• Make consequences immediate.
• Give child choice of consequence ahead of time.
• Make consequence natural and nonpunitive.
• Involve child whenever possible.
• Be friendly and positive.
• Use consequences that are short and to the point.
• Quickly offer new learning opportunities to be successful.

Remember once the consequence is completed to start over fresh with a clean slate.

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Program Five: How to Communicate Effectively With Adults and Children

Outline—Session Ten
“Listening Attentively” and “Speaking Up”

I. Welcome
Greet each parent.

II. Refer to the advance pyramid poster or the parent handout.

III. Topic of Day: “Listening Attentively”
A. Brainstorm benefits and barriers to being able to listen.
B. Vignettes: Program 5, Part 1: 1—5

Key Concepts:
- Understanding importance of effective listening skills.
- Recognizing ways to show you are listening (e.g., ask questions, paraphrase or summarize, reflect feelings.)
- Avoiding blocks to listening skills.

C. Role Plays
   Divide group into sets of 3. (See Vignette 5 Role Play in Manual)
   Group role play: Listening to daughter (Vignette 1).
   Group role play: Listening to wife (Vignette 2). (optional)
   Group role play: Listening when someone is angry. (Vignette 5).
D. Summarize Key Points (Refrigerator Notes).

IV. Topic of Day: “Speaking Up”
A. Do benefits and barriers exercise regarding speaking up.
   Brainstorm advantages of speaking up and effective skills needed to speak up.
B. Vignettes: Program 5, Part 1: 5—12

Key Concepts:
- Understanding the importance of effective listening skills
- Recognizing ways to show you are listening (e.g., ask questions, paraphrase or summarize, reflect speaker’s feelings, eye contact)
- Learning how to speak up effectively about problems
- Recognizing how to validate another’s feelings
- Knowing how and when to express your own feelings
- Avoiding communication “blocks” such as not listening, storing up grievances and angry explosions
C. Role Play/Practice
   Leader do a live role play (see Vignette 7 Role Play in Manual).
   Divide group into triads to practice speaking up and listening.
   Group role play Vignette 8 & 12.

V. Review Home Activities
   Pass out home practice forms for listening and speaking up sessions.
   Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading.
   Let them know that you will be asking about their experiences at the beginning of the next session.
   Ask them to complete their self-monitoring checklist.

VI. Parent Weekly Evaluation
   Remind parents of the importance of parent feedback for the group leader and the entire program. Collect evaluation forms before parents leave.

VII. Closing
   Take this time to formally close the group. You may need to recap the learning.
   Thank parents for coming; praise their willingness to explore and try new ways of communicating.
   Remind them of any details they need to know for the next session.
LEADER CHECKLIST
Session Ten

Topic: Parent Goals and “Listening Attentively”
Vignettes: Program 5, 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. Review progress towards goals
3. Present program goals (advanced pyramid)
4. Brainstorm benefits and barriers to being able to listen
5. Role play not listening and listening
6. Role play alternative responses to Vignettes 1 & 2
7. Brainstorm benefits and barriers to speaking up
8. Leader does live role play
9. Practice replay vignettes 8 & 12
10. Explain importance of home activities and reading assignments
11. Assign this week’s home activities (self-monitoring checklist)
12. Weekly evaluation

Handout Pads:
Home Activities for the Week – Active Listening and Speaking Up
Refrigerator Notes about Active Listening and Speaking Up (2)

Xerox
Parent Record Sheet: Listening and Speaking Up

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Communication Skills
• Try to put yourself in the other person’s shoes and think about their point of view.

• Maintain eye contact.

• Allow the speaker to finish.

• Listen for the content and feelings of the speaker.

• Summarize and validate the speaker’s feelings.

• Encourage the speaker to continue talking.

• Avoid “why” questions.
Choose timing for speaking up—ask if listener has time.

Be positive.

Use “I” messages to explain feelings.

Be clear and specific.

Be “present” oriented (edit old complaints).

Ask for feedback.

Avoid too much negative speaking up—be brief and selective.

Express positive feelings as well.

Choose timing for speaking up—ask if listener has time.

Be positive.

Use “I” messages to explain feelings.

Be clear and specific.

Be “present” oriented (edit old complaints).

Ask for feedback.

Avoid too much negative speaking up—be brief and selective.

Express positive feelings as well.
HOME ACTIVITIES FOR THE WEEK

TO DO:

• PRACTICE “ACTIVE LISTENING”
  One time during the next week, practice “active listening” for five minutes, either with your partner, your child, a friend, or a colleague. Remember to allow the speaker to finish, listen for the content and feelings of the speaker, and validate those feelings.

• PRACTICE “SPEAKING UP”
  Once during the next week, practice speaking up about an issue or problem that has been worrying you. Remember to be positive, be clear and brief, be selective, communicate your feelings, and ask for feedback.

READ/REVIEW:

• Handouts and Chapter Thirteen, “Effective Communication Skills” in The Incredible Years book.

Caution: Remember to continue special time!
HANDOUT

PARENT RECORD SHEET: LISTENING AND SPEAKING UP

Describe your responses and your understanding of the speaker’s response to the two exercises.

1. Active Listening
   Example

2. Speaking Up
   Example
Welcome

I. Welcome

II. Ground Rules

III. Report on Home Activities

   Ask about any difficulties with speaking up and listening.

IV. Topic of Day: Communicating More Positively With Oneself and Others

   A. Discussion
   B. Vignettes: Program 5, Part 2: 13—28

   Key Concepts:
   - Recognizing negative self-talk
   - Understanding how angry and depressive emotions and thoughts can affect behaviors with others
   - Learning coping strategies to stop negative self-talk
   - Learning coping strategies to increase positive self-talk
   - Increasing polite and positive communication skills with others
   - Avoiding communication “blocks” such as put-downs, blaming, and denials
   - Understanding the importance of seeing the problem from the other person’s point of view

   C. Brainstorm negative thoughts with scenario. (See Vignette 14 Brainstorm)
   D. Role Play

      Role play and practice changing negative thoughts into positive, coping thoughts. (Vignette 15)
      Role play alternatives to Vignettes 17 & 19.
      Role play speaking up politely. (See Vignette 22 in Manual)

V. Review Home Activities

   In addition to explaining the handouts, encourage parents to praise themselves for their efforts.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST
Session Eleven

Topic: Communicating More Positively With Oneself and Others

Vignettes: Program 5, Part 2: 13–28

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Part 2
13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

(Circle vignettes shown.)

DID I YES NO

1. Write the agenda on the board
   _________   _________

2. Review parents’ home activities; elicit reactions and experiences
   _________   _________

3. Brainstorm negative self-talk and discuss its effects on behavior
   _________   _________

4. Practice changing negative self-talk
   _________   _________

5. Role play alternatives to Vignettes 17 & 19
   _________   _________

6. Role play speaking up politely
   _________   _________

7. Review this week’s home assignment
   _________   _________

8. Weekly evaluation
   _________   _________

Handout Pads:
Home Activities for the Week – Communicating More Positively to Oneself and Others
Refrigerator Notes for Teaching Children to Manage Anger
Refrigerator Notes about Self Talk

Xerox:
Behavior Record Sheet: Polite Statements
Tips to Being Polite
Tiny’s Anger Management Steps
Learning Self-Control
Self-talk in Problem Situations
Thermometer (2)
Time Out for Parents
Record Sheet: Practice Coping Thoughts

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Communicating More Positively to Oneself and Others

Home Activities for the Week

To Do:

- THINK ABOUT a problem that causes you to get emotionally upset. Listen to your upsetting thoughts and describe what you would say or do to change your negative self-talk. Use the “Self-Talk in Problem Situations” worksheet to change some of your negative thoughts into constructive thoughts. Bring worksheet to next session.

- PRACTICE turning negative gripes into positive suggestions. Describe what you would say to stop or change your negative self-talk. Record on the homework handout sheet.

- NOTICE when your child is getting upset and encourage him/her to use Tiny’s secrets.

To Read:

Handouts and Chapter Eleven, “Controlling Upsetting Thoughts” in The Incredible Years book (if not completed in prior sessions).

Caution: Remember to continue special time!
REFRIGERATOR NOTES
ABOUT UPSETTING THOUGHTS

• Refute negative labels that may come to mind.
• Avoid speculating about intentions.
• Paint a *positive* future.
• Use thought-stopping when tempted to catastrophize and substitute coping thoughts.
• Normalize behavior and use flexible standards.
• Get control of your anger.
• Don’t be self-critical; instead objectify and use self-praise.
• Support your partner or others involved in caring for your child and seek their support.
• Focus on coping.
• Be positive and use humor.
• Reschedule anger or worry times.
• Model positive, coping self-talk.
**REFRIGERATOR NOTES ABOUT STRESS AND ANGER**

- Scan your body for tension, and breathe and relax or do the exercises.
- Notice any negative self-statements and replace them with soothing self-encouragement.
- Ask yourself if what is making you feel tense is really that important? Will it make a difference a week from now? A year? When you are 70?
- Visualize some marvelous past event or dream of the future.
- In the middle of conflict, breathe, cool off, get playful, or get away for a few minutes.
- Take a break (go for a walk, take a bath, read a magazine).

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REFRIGERATOR NOTES
ABOUT SELF-TALK

• Avoid griping, criticisms and “put downs”.
• Use a “stop action” when personal anger seems to be escalating out of control or getting nowhere.
• Stop and dispute negative thoughts. Substitute coping or calming thoughts.
• Be polite with others by focusing on the positive, on what you can do rather then what you can’t do.
• Think about the other person’s needs and point of view. Recognize that everyone’s problem is legitimate.
• Focus on fixing the problem, not the blame.
Tips to Being Polite

1. **Say what you can do and what you want to do.** When possible, avoid statements referring to what you can’t do.

2. **Focus on the positive.** Stop complaints. Imagine a situation where your child tries to clean up the dishes but gets water all over the floor. Or think about a father who makes dinner but leaves the kitchen in a mess. In these situations, the adult has a choice: to complain and criticize or to edit out the complaint and give an honest statement of appreciation for the effort made. “Gee, it’s great to have the dishes all cleaned up. Thanks for taking the time to do that.” (If a messy kitchen is an important issue for a parent, s/he can always decide to discuss it at a later time.)

3. **Edit self-criticisms.** An adult has a fight or loses his temper and then realizes that s/he was wrong. S/he might say, “I’m a rotten parent. Why do I always lose control and get angry?” Instead, s/he could edit these put-downs and say, “I was wrong for saying that. I’m sorry. What can I do to make things better?” “That wasn’t a good idea. Let’s think of a better idea,” would also be constructive self-statements. The point is to focus on the mistaken ideas or actions, to accept responsibility for error but not to devalue oneself as a person. Everyone makes mistakes. It is important to model this attitude for children in an appropriate manner and provide positive alternatives for future behavior. For example, a parent might say, “Next time I’ll try to stay calm” or “Another time I’ll go outside for few minutes rather than get so angry.”

4. **Focus on the present and edit out “old business.”** Avoid digging up old events and unloading old conflicts. These tactics only complicate the problem and raise the anger level of everyone involved. Remember, “unloading” tends to occur most for people who don’t communicate about problems as they arise.

5. **Think about the other person’s needs and point of view.** If a person finds s/he is thinking only of him/herself those thoughts should be edited. It would be useful to decide, instead, to think about what one’s spouse/partner or child needs. For example, “I wonder if he is feeling left out because the new baby is taking so much of my attention. Perhaps we should get a sitter for the baby and go out.” One of the most powerful responses a parent can make to a complaining child or spouse/partner is, “Gee, I see your point. What can we do to make things better?”
### RECORD SHEET: PRACTICE COPING THOUGHTS

<table>
<thead>
<tr>
<th>Negative Thoughts</th>
<th>Examples of Coping Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My child is a monster. This is ridiculous. He’ll never change.”</td>
<td>“My child is testing the limits, he’s had a bad day. I can help him calm down.”</td>
</tr>
<tr>
<td>(negative labeling)</td>
<td></td>
</tr>
<tr>
<td>“He just married me to have a maid. Things are going to change or else!”</td>
<td></td>
</tr>
<tr>
<td>(threats)</td>
<td></td>
</tr>
<tr>
<td>“He’s just like his father. I can’t handle it when he’s angry.”</td>
<td></td>
</tr>
<tr>
<td>(blame spouse)</td>
<td></td>
</tr>
<tr>
<td>“She does it on purpose.” (mind-reading)</td>
<td></td>
</tr>
<tr>
<td>“He’ll never outgrow it.” (prophesize gloom)</td>
<td></td>
</tr>
<tr>
<td>“She’s driving me crazy, I can’t stand it.” (catastrophizing)</td>
<td></td>
</tr>
<tr>
<td>(shoulds and musts)</td>
<td></td>
</tr>
<tr>
<td>“They should respect me.” (shoulds and musts)</td>
<td></td>
</tr>
<tr>
<td>“He deserves to be spanked.” (desire for revenge)</td>
<td></td>
</tr>
<tr>
<td>“I can’t, it’s my fault.” (self-criticism)</td>
<td></td>
</tr>
<tr>
<td>“Forget it!” (give up, walk away)</td>
<td></td>
</tr>
</tbody>
</table>
Handout
Learning Self-Control

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

2. Use one of the following constructive thoughts to replace the negative thought.
   • STOP the negative thought—“think STOP.”
   • Dispute the negative thought;
   • Substitute a positive thought or self-praise;
   • Substitute a coping or calming thought;
   • Use humor;
   • Think about a future time when this will not be a problem.

Non-constructive Thoughts

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

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

Constructive Thoughts

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

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

“I can handle this. I can stay in control. ‘She’s just testing the limits. My job is to stay calm and help her learn better ways’.”
Handout
SELF-TALK IN PROBLEM SITUATIONS

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

Problem Situation: ____________________________________

Upsetting Thoughts

Calming Thoughts
### HANDOUT

**BEHAVIOR RECORD SHEET: POSITIVE STATEMENTS**

Practice turning the following negative gripes into positive suggestions:

<table>
<thead>
<tr>
<th>Negative Gripe</th>
<th>Positive Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You rarely pay me a compliment.</td>
<td>I would like you to compliment me once a day.</td>
</tr>
<tr>
<td>2. You spend money without figuring out the balance.</td>
<td></td>
</tr>
<tr>
<td>3. You haven’t cleaned the living room in 3 months.</td>
<td></td>
</tr>
<tr>
<td>4. You haven’t taken the children to daycare in a year.</td>
<td></td>
</tr>
<tr>
<td>5. You don’t ask for my opinion in parenting.</td>
<td></td>
</tr>
<tr>
<td>6. You don’t help me prepare any meals.</td>
<td></td>
</tr>
<tr>
<td>7. At breakfast you bury your head in the newspaper.</td>
<td></td>
</tr>
<tr>
<td>8. You never throw out your beer cans (newspaper).</td>
<td></td>
</tr>
<tr>
<td>9. On Friday you didn’t say anything about dinner, after I spent three hours preparing it.</td>
<td></td>
</tr>
<tr>
<td>10. You don’t help the children with homework.</td>
<td></td>
</tr>
<tr>
<td>11. You make fun of Billy’s opinions.</td>
<td></td>
</tr>
<tr>
<td>12. You keep saying “that’s dumb” if you disagree with the children.</td>
<td></td>
</tr>
<tr>
<td>13. You don’t do what I ask you to do.</td>
<td></td>
</tr>
<tr>
<td>14. You throw your food on the floor.</td>
<td></td>
</tr>
<tr>
<td>15. You eat with your fingers instead of your utensils.</td>
<td></td>
</tr>
<tr>
<td>16. You keep yelling at your brother.</td>
<td></td>
</tr>
</tbody>
</table>
Feelings

- Furious
- Contemptuous
- Angry
- Defensive
- Guilt
- Withdrawn
- Frustrated
- Depression

Physiological Signs

- Heart racing
- Neck muscles tight
- Chest Tight
- Clenched fists
- Teeth clenched
- Headache

- Shallow rapid breathing
- Increased perspiration
- Muscles tense

- Pacing
- Headache developing

Behaviors

- Yelling
- Hitting
- Threatening
- Withdrawing
- Stonewalling
- Criticizing

- Difficulty listening
- Thinking narrow
- Less open to new ideas

- Calm
- Pleasant
- Able to problem solve
- Able to listen

**Program 5: How to Communicate Part 2**

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**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

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**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)…

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Program 5: How to Communicate Part 2 © Carolyn Webster-Stratton
TIME OUT FOR PARENTS WHO ARE ANGRY

All parents and couples when stressed find themselves losing control of their anger from time to time. Therefore, it is important to establish a Time Out procedure for yourself just as it was important to set one up for the children. The following are some steps to interrupt the anger cycle:

1. Be aware of cues that signal increasing anger.

Anger increases progressively rather than appearing full-blown, therefore it is important to be aware of signals you are getting that tells you your anger is increasing. For example, such signals can include physiological changes (rapid breathing, increased pulse rate); or cognitive thinking such as self-statements that involve blaming (“that jerk or bitch”); or catastrophizing, “I can’t stand it,” or mind-reading “she’s doing it on purpose”; or specific behaviors such as pacing, shouting, clenching fists.

2. Establish a Time Out signal.

Let your family know what your Time Out signal is that will alert them to your anger rising. This should be a neutral and nonblaming signal such as a T-signal with your hands or saying Time Out.

3. Decide where you will go.

Choose a location where you will go and that everyone else knows you will be. This should be agreed upon by both parents and children, otherwise it will be seen as abandonment and efforts will be made to restrain you.

4. Decide on duration of Time Out.

A time limit should be decided upon by the person who calls the Time Out. This person is responsible for signaling readiness to resume discussion. It should be understood that the discussion will always be resumed so Time Out does not become an avoidance tactic. (30 minutes or less)

5. Rules about Time Out

Rules about Time Out should be agreed upon such as whether the person can leave the house, go to a friend’s or call home. Drinking should not be allowed.

Problems with “Blowing off Steam” or “Getting it Out of Your System.”

It was once felt that blowing off steam by shouting and swearing would tend to drain off violent energy and reduce aggression. People were thought of as tea kettles which could only contain a fixed amount of aggressive energy and therefore it was necessary to open the kettle pot every so often. It is now well understood that rather than having a cathartic or beneficial effect, blowing off steam actually “inflames” aggression and violence. Studies have shown that couples who yell at each other do not feel less angry afterwards but more angry. Actually expressing anger will make you angrier! Fuming and criticizing legitimizes rage and increases anger. The reason for this is that often the anger is reinforced by giving the person a false sense of power, control over others (vs. defeat), making others pay attention or take us seriously, getting others to reply, or obtaining revenge. However, these are short-term effects. It is important to look at the long-term effects of anger as well. In the long term, because anger is frequently reinforced it is likely you will develop a “habit” of dealing with frustration by lashing out. Moreover, in the long term, parents who model angry outbursts make other people in the family angrier, defensive and fearful.
Program Five: How to Communicate Effectively With Adults and Children

Outline—Session Twelve
Giving and Getting Support

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities
Discuss personal experiences with self-talk methods.
Ask parents to share any experiences.
Ask about buddy calls.

IV. Topic of Day: Giving and Getting Support
A. Explain that at this meeting the focus of the class shifts to learning how to be supportive to others and ask for support when it is needed. (Show pyramid to explain progression.)
   Brainstorm benefits and barriers to asking for support.

Key Concepts:
- Understanding the importance of support for a family or individual
- Recognizing communication styles or beliefs that block support
- Fostering self-care or positive self-reinforcement strategies in adults and children
- The importance of getting feedback from others
- Knowing how to turn a complaint into a positive recommendation
- Striving for consistent verbal and nonverbal messages
- Making positive requests of others
- Understanding why compliance to others’ requests is essential in a relationship
- Knowing how to be supportive to others
- Avoiding “blocks” to getting support such as defensiveness, denials, cross-complaints, inconsistent or mixed messages

V. Review Home Activities
Assign buddies. Ask them to try doing one of the home activities with their buddy.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST
Session Twelve

Topic: Giving and Getting Support

Vignettes: Program 5, Part 3: 29–42

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Part 3

29 30 31 32 33 34 35 36 37 38 39

40 41 42

(Circle vignettes shown.)

DID I

1. Write the agenda on the board  YES  NO
2. Review parents’ home activities (self-talk); elicit reactions and experiences (to reading chapter)  YES  NO
3. Brainstorm benefits and barriers to asking for support (do on board or flip chart)  YES  NO
4. Role play Vignette 32  YES  NO
5. Role play Vignette 35  YES  NO
6. Do role play/practice  YES  NO
7. Assign new buddies  YES  NO
8. Review this week’s home assignment  YES  NO
9. Weekly evaluation  YES  NO

Handout Pads:
Home Activities for the Week – Polite Requests and Positive Feedback
Refrigerator Notes About Effective Communication

Xerox:
Behavior Record Sheet: Giving and Getting Support
Behavior Record Sheet: Sources of Stress
Piggy Banks (5)

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
REFRIGERATOR NOTES
ABOUT EFFECTIVE COMMUNICATION

- Use “active” listening and encourage others to express their ideas and feelings.
- **Speak up clearly with “I” messages** (avoid “you” messages which tend to blame or criticize).
- **Express your feelings about issues** rather than storing up grievances, but remember to be considerate about when and where you speak up.
- Think about the other person’s needs and then **validate their feelings and point of view** (try to put yourself in their shoes).
- Avoid criticisms, gripes and put downs. **Focus on being polite and positive.**
- **Stop discussion or take a short Timeout when confused, angry or when communication is breaking down.**
- **Focus on fixing the problem, not fixing the blame.**
- **Recognize that another person’s problem or feeling is always legitimate.** Avoid denials and defensiveness.
- **Ask for feedback** in order to be sure you understand correctly. (Recognize your own as well as other “mood filters” and how they may distort communication.)
- Give clear and consistent verbal and nonverbal messages.
- Make positive requests and comply to other’s requests.
- Express positive feedback and feelings.

Program 5: How to Communicate Part 3 © Carolyn Webster-Stratton
Describe your responses and the listener’s responses to the two exercises.

1. **Making a Request**
   
   Example

2. **Giving Support or Positive Feedback**
   
   Example

3. **Getting Feedback or Clarification**
   
   Example
# PARENT RECORD SHEET: SOURCES OF STRESS

<table>
<thead>
<tr>
<th>Daily Stressors</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

If you have a partner compare your lists to see if there is any way you can help each other with daily hassles.

## WHAT HAPPENED?

<table>
<thead>
<tr>
<th>STRESSOR</th>
<th>STRATEGY</th>
<th>EFFECTIVENESS</th>
<th>OBSTACLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>5.</td>
<td></td>
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</tr>
</tbody>
</table>
Remember to Build Up Your Bank Account
With Support and Encouragement
Remember to Build Up Your Bank Account With Repair Statements

“I made a mountain out of a mole hill.”
“I made a mistake when I…”
“I apologize…”
“It’s hard to admit, but I’m wrong.”
“How can I make things better?”
“I’m sorry I didn’t understand.”
“I agree I haven’t listened well. Let’s try again.”
Write in your own.
Remember to Build Up Your Bank Account With Accepting and Respecting Statements
Home Activities for the Week

To Do:

- **PRACTICE** expressing positive feedback or giving support to another adult during the next week.

  OR

- **PRACTICE** asking for feedback when you are feeling defensive or when unsure what the other person is saying or how they are reacting to what you have said or done.

- **PRACTICE** making a request of another adult during the next week. Remember to be positive, specific, use “I” messages and to give clarification or feedback.

  Keep track of the results of the first three exercises on Record Sheet Handout: Giving and Getting Support.

- **RECORD**: (on the Parent Record Sheet: Sources of Stress) your daily stressors and plan a strategy to give yourself more support for these stressful times. Then try out your strategy and record what happens.

- **CALL** your buddy this week. (You could do your practice with your buddy!)

To Read:

Handouts and Chapter Twelve - *Timeout From Stress and Anger* in *The Incredible Years*.

Caution: Remember to continue special time!
Program Six: Problem Solving for Parents
Outline—Session Thirteen
Problem Solving for Adults

I. Welcome
II. Ground Rules
III. Report on Home Activities
   Ask parents to report on experiences with “making a request” and trying to support
   another person.
   Did anyone try to give feedback or ask for clarification?
   Discuss sources of stress.
   Ask about buddy calls.
IV. Topic of Day: Problem Solving for Adults
   A. Discussion—Make a list of stressful issues, which will be used to practice problem solving.
   B. Vignettes: Program 6, Part 1: 1—14

   Key Concepts:
   • Recognizing when to use spontaneous problem-solving skills
   • Understanding the six important steps of problem-solving
   • Learning how and when to collaborate effectively
   • Communicating effectively while problem-solving
   • Avoiding blocks to effective problem-solving, such as blaming, attacks, anger, side-tracking, lengthy problem definition, missed steps and criticizing solutions
   • Recognizing how to use problem-solving strategies to get more support
   • Learning how to express feelings about a problem without blaming

C. Role Play
   Introduce brainstorming with “brick” analogy and how to make friends.
   Break up into triads to practice steps of defining problem, summarizing, identifying goal, and brainstorming.
   Break up into triads to practice evaluating solutions.
   Role play alternatives to Vignettes 8, 9 & 11

V. Review Home Activities
   Explain handouts.

VI. Parent Weekly Evaluation

VII. Closing
LEADER CHECKLIST
Session Thirteen

Topic: Adult Problem Solving Meetings
Vignettes: Program 6, Part 1: 1–17

SITE: _____________________________________ DATE: ________________________

LEADER NAMES: ___________________________ TIME: ________________________

VIGNETTES COVERED: Part 1
1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17
(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences (to communication skills and self-control strategies)
3. Ask about reading
4. Review group list of stressors (do on board or flip chart)
5. Review the concepts from last week’s session (briefly)
6. Teach and model brainstorming
7. Role play problem definition, goals and brainstorming
8. Role play evaluation process
9. Role play alternatives to vignettes 8, 9 & 11
10. Review this week’s home assignment
11. Weekly Evaluation

Handout Pads:
Home Activities for the Week – Problem solving for adults
Refrigerator Notes About Family Problem Solving

Xerox:
Sources of Stress Record Sheet
Problem-Solving Checklist
Parents Thinking Like Scientists
Use the Problem-Solving Approach to Help Your Child

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Parents Thinking Like Scientists

- Identified Problems
- Individual’s Strengths
- Goals
- Strategies
- Benefits
- Obstacles
- Ongoing Plans

[thoughts, feelings behavior in self & others]
Parents Thinking Like Scientists

Identified Problems

Individual’s Strengths

Goals
REFRIGERATOR NOTES
ABOUT FAMILY PROBLEM SOLVING

- Schedule a meeting to problem solve.
- Focus on one problem at a time.
- Collaborate, discussing problems mutually.
- State problem clearly.
- Express feelings but don’t criticize or blame.
- Admit role in problem.
- Be future-oriented.
- Be brief.
- State desired behavior.
- Make “I” statements.

**Stating the Goal**
- Summarize the problem.
- State the goal in realistic terms.

**Brainstorming**
- Remain open—don’t judge or criticize suggestions.
- Encourage imaginative suggestions as many as possible.
- Be future-oriented.
- Postpone details.

**Making Plans**
- Review your list.
- Evaluate each solution realistically.
- Write down plan.
- Schedule next meeting.
- Praise your efforts.
PROBLEM-SOLVING CHECKLIST

Step 1: Schedule a meeting  

Step 2: Define the problem  
1. Focus on one problem at a time  
2. Collaborate and be positive  
3. State and be positive  
4. Express feelings  
5. Be future oriented  
6. Make “I” statements  

Step 3: Summarize the problem and goal in order to be sure everyone understands the problem  
Write down the problem.  
__________________________________________  
__________________________________________  
__________________________________________  
__________________________________________  

Step 4: Brainstorm solutions  
1. Remain open  
2. Be wild, innovative, humorous  
3. Increase quantity  
4. Postpone details  

Step 5: Evaluate solutions and make plans  
1. Review the entire list  
2. Evaluate each solution  
3. Make realistic plans  
4. Write down the plan  
5. Schedule next meeting  
6. Praise all efforts  

Step 6: Schedule a follow up meeting  
1. Reinforce progress  
2. Refine problem solving plan  

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your problem-solving meetings.
Home Activities for the Week

To Do:

• WRITE DOWN a situation you attempt to problem solve, either by yourself or with a partner.

• KEEP TRACK of the result on the Problem-Solving Checklist handout.

Note: Start with a relatively easy issue or a manageable problem (e.g., what movie to watch), before going into the more complex issues (e.g., dissatisfaction with life). After problem solving is completed, use the checklist to review your strengths and weaknesses.

To Read:

Handouts and Chapter Fourteen, “Problem Solving With Adults” in The Incredible Years book

Caution: Remember to continue special time!
Outline—Session Fourteen
Collaborating with Teachers

I. Welcome

II. Ground Rules (review if needed)

III. Report on Home Activities
   Ask about home experiences with problem solving.

IV. Topic of Day: Collaborating with Teachers
   A. Brainstorm the advantages of collaborating with teachers and possible barriers to being able to do so.
   B. Program 8, Part 5: Parent-Teacher Conferences
      Vignette 29: Parent-Teacher Conference
      Part 6: Discussing a School Problem With Your Child
      Vignette 30: Discussing a School Problem

Key Concepts:
- Getting to know your child’s teacher
- Understanding ways to support teachers
- Effective communication and problem-solving strategies for talking with teachers
- Reinforcing teacher’s classroom objectives with your child at home
- Advocating for your child’s specific learning needs
- Importance of parent involvement in children’s school learning activities
- Building children’s self-esteem through praise and encouragement

C. Practice/ Role Play
   A. “Getting Acquainted” Role Play
      Choose a “parent” and a “teacher.” Use “scripted” role play, pausing as indicated for entire group to process.
      Have two parents read this script.
LEADER CHECKLIST
Session Fourteen

Topic: Collaborating with Teachers
Vignettes: Program 8, Part 5: 29 and 30

SITE: _____________________________________ DATE: ________________________

LEADER NAMES: ___________________________ TIME: ________________________

VIGNETTES COVERED:
Program 8, Part 5: 29 30

(Circle vignettes shown.)

DID I YES NO
1. Write the agenda on the board
2. Review parents’ home activities; elicit reactions and experiences with buddy calls.
3. Review the concepts from last week’s session (briefly)
4. Practice changing negative thoughts into coping thoughts
5. Role play meeting with teacher (using script)
6. Small group role play: meeting with teacher
7. Review this week’s homework assignment

Handouts
Home Activities for the Week: Parent-Teacher Conferences
Refrigerator Notes: Things to Talk about with Teachers
Refrigerator Notes: Communication with Teachers
Refrigerator Notes: Talking to Teachers When There is a Problem

Xerox:
Scripted Role Plays #1 and #2
Examples of teacher behaviors to praise

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
Handouts & Refrigerator Notes
Scripted Role Play #1

Parent Has Called and Requested a Meeting With the Teacher to Get Acquainted (September)

Teacher: Hello Ms Jones, I’m Ms Parks. Thank you for contacting me to set up a meeting time. I have enjoyed working with Sophie these first few weeks.

Parent: It’s nice to meet you, and thank you for taking part of your planning period to meet with me. I feel that it’s important to discuss Sophie’s particular learning style early in the year so that she can be successful all year. I noticed that you recommended to the students that they arrange their binder in a particular way, and Sophie is having some trouble with that. She is very stubborn, and she always wants to do things her own way. Is there any reason she should have to change and do it your way?

Teacher: Thank you for asking about that. What we have found is that at the 4th – 6th grade level, students begin to be highly distractible, and they start to lose things much more than we saw when they were younger. We teachers at this level want to work hard to help the children stay organized before they move on to middle school or junior high school and they have to deal with using a locker for their personal items. I am asking my students to transfer their homework from their binders to special files I have in the classroom, right away upon getting to school. I feel this will help them in the future to keep the homework from different teachers separate from each other and have it organized to turn in.

Parent: I think that’s an excellent strategy, but my daughter feels like she has a good system already, and doesn’t want to do it the way you suggest.

Teacher: well, then I’m glad to know that you and she have talked about it at home, and that she is aware of what her responsibilities are with respect to her homework. I am happy to remain flexible and see if she manages fine with her own system. If there is a problem, however, then I might need to ask that she try my method.

Parent: that sounds very reasonable. Thank you for being flexible, and thank you for your time.
Scripted Role Play #2
Parent Requests a Meeting With the Teacher To Talk About a Problem (December)

**Parent:** Thank you for your time today, Ms. Parks. I feel the need to meet with you early in the year so I can help my daughter be happy and successful this school year.

**Teacher:** I appreciate your time coming in to meet with me. I’ve been having some difficulties with Sophie, and I hope that between the two of us we can work out a plan to help her.
The problem I’ve been noticing is that Sophie talks a lot in class when I’m talking, and when I ask her to stop, she turns around and smiles very sweetly, which I find to be very insincere. It’s very disruptive to have all the extra talking, and also I never know what her smile means, and I am hoping you can give me more information about her personality.

**Parent:** Sophie is a very social child, and her friendships are very important to her. She also really respects teachers, so she probably recognizes that she’s done something wrong and smiles to show that she wants to be on your good side. Or, perhaps she is forcing a smile out of nervousness about her misbehavior.

**Teacher:** You’re right, she’s entering the age where children’s social relationships are more important to them than almost anything. I think that I just wasn’t expecting an early-bloomer this early in the school year.

**Parent:** Yes, I know the beginning of the school year is very hectic for teachers, and getting to know all the children takes a while. I hope you’ll be patient with Sophie. We’ll talk to her at home about keeping her conversations with her friends only to free time and recess or lunch. Will you let me know if it continues to be a problem. If that happens perhaps she might have to sit away from her closest friends but I’d like to give her chance to learn from this feedback first. She is really a very conscientious student and wants to do well.
Scripted Role Play #3

Parent Requests a Meeting With the Teacher To Talk About a Problem (December)

Parent: Hello Ms. Parks, this is Ms Jones. I’m contacting you because we are very frustrated about the homework that Darren is having to do at home.

Teacher: Hello Ms Jones – thank you very much for getting in touch. I am always happy to talk to parents about any of the school work I assign to be done at home.

Parent: We are very frustrated because Darren comes home, and when he does his homework he complains that he doesn’t know what he’s supposed to do. Then when we try to help him it seems to take hours to figure out what he’s supposed to do. We don’t have time to help him that much, and also we have other children in the family to give our attention to.

Teacher: Yes, I’m sure it is a lot to deal with after working all day; I understand you and your husband both have full time jobs. I need to know more about the issue to be able to help you. When I give the students an assignment, I always have the expectations typed on a sheet, and that also gives the due date. Have you seen the written assignments at the time you’re trying to help him?

Parent: No, I had no idea there was a written sheet. He won’t let us anywhere near his binder, so we can’t check for those things.

Teacher: Middle school is certainly a frustrating time to be a parent, that’s for sure. It’s very important to respect your child’s privacy, but obviously you have to know about the schoolwork. Perhaps you can let Darren know that you’ve spoken to me, and that you know there’s a written assignment, and ask him to give you the copy. If he’s lost it, you can always email me to request a copy, and I’d be happy to send it to you by email. I am actually thinking of putting it up on a web page each week so parents can more easily access it –as well as students.

Parent: Thank you for that suggestion, I am happy to do that.

Pause

Parent: Another issue is that it takes a really long time for him to do the assignment. Why do you give so much work to do at home?

Teacher: The students are given slightly half of the class period each day Tuesday – Friday to work on their long-term assignments. I do this so they may ask me questions about the assignment, and use the classroom resources.
If Darren seems to have a lot of work at home, then perhaps he’s not working on it during class. I’m very glad you’ve brought this to my attention. It can be difficult to monitor this many students, and if I see him working on something, I usually assume it’s his assignment from my class. Now that I’m aware of the load at home, I will check in with him more often during class time to see if he needs more help from me for our project.

For his age, I would expect him to do about 60-90 minutes of homework each night, which includes reading time. How long does he usually spend?

**Parent:** Sometimes he is working on it all evening. But he is easily distracted and has the TV on and gets up to call his friends while he is doing homework. He says he needs to talk to them to understand what he needs to do. That makes the homework time seem to last about 4 hours!

**Teacher:** That is interesting. I know he is easily distractible and has trouble focusing. I wonder if you set up a routine for him each day? For example, set a defined period of time for him to work either before or after dinner without TV or computer games. Set a timer so he knows how long he needs to work before he can take a break or call a friend. Perhaps you could help him organize how much time he will work on each subject or homework assignment. Students this age need help with time management and Darren in particular because he is so easily off task.

**Parent:** That is a good idea. I’m not home after school so he usually comes in and gets a snack and starts watching TV or playing computer games. Then when I get home and have dinner, he starts homework at 7 pm and works the rest of the evening. Perhaps I need a better routine after school so he can get started and then I can review it when I get home. Hmm … this is very helpful. I will try to set out a plan for him.

**Teacher:** Yes if I can help him in a similar way during free class periods maybe he can get more of the homework done in class. As I think about it I think he spends quite a bit of that time chatting with his friend who sits next to him. Perhaps I should help him organize his time better and how he can proceed with his homework by breaking it down into smaller chunks. Let’s talk again in a few weeks to see how it is working out. Perhaps we can think about an incentive that would work to motivate him as well – what do you think?
REFRIGERATOR NOTES
THINGS TO TALK ABOUT WITH TEACHERS

• Why is this objective important for my child?
• How can I help at home in order to support classroom goals and objectives?
• What can the school do to support my child since life is stressful at home? (Ask for support when experiencing family difficulties, e.g., divorce, death, a move, new sibling.)
• What other staff work with my child? (Involve all staff who work with your child.)
• How can I be sure I know what the homework is? How much time should he spend on homework each day?
• How can I help my child read more? Write? Do math? etc.
• How is my child getting along with other children? What are his areas of difficulty? Strengths? Who are his best friends?
• How can I be more involved supporting his education? Or be supportive to you?
• What books can be read at home that would support classroom goals?
REFRIGERATOR NOTES
POINTS TO REMEMBER ABOUT COMMUNICATION WITH TEACHERS

• Don’t interrupt, argue, give advice; listen attentively and validate.
• Don’t store up grievances; speak up clearly with “I” messages.
• Express feelings (positive and negative).
• Stick to the point and avoid unloading multiple gripes.
• Edit: be polite and positive.
• Focus on fixing the problem and avoid blaming.
• Recognize the teacher’s problem.
• Take one step at a time.
• Don’t mind-read.
• Get and give feedback.
• Don’t attack angrily.
• Make positive recommendations.
• Encourage conversation.
• Give consistent verbal and nonverbal messages.
• Give positive rather than negative commands.

Note: When was the last time you praised your child’s teacher for his/her efforts?
ABOUT TALKING WITH
TEACHERS WHEN YOUR
CHILD HAS A PROBLEM

• Clarify the teacher’s view of the problem.
• Listen attentively and validate her point of view. (Don’t argue or interrupt.)
• Ask how the teacher is planning to address the problem.
• Brainstorm solutions—share strategies that work at home with your child.
• Share incentives and privileges that are motivating for your child.
• Express your support and appreciation for the teacher’s efforts.
• Make a home/school plan that is coordinated (e.g., regular positive notes home from the teacher about your child’s successes are reinforced by parents on a sticker chart).
• Give positive rather than negative comments and requests to teacher.
• Review with your child’s teacher what you will do at home to support her efforts and clarify what she will do at school.
• Arrange a follow-up meeting to assess progress.
• Tell your teacher how and where it is easiest to contact you and ask when it is the optimal time to call your teacher.

Remember when talking with your child’s teacher:
• Edit: be polite and positive.
• Stick to the point and avoid unloading multiple gripes.
• Focus on fixing the problem and not blaming.
• Take one step at a time—be realistic.
• Remain calm.
• Make positive recommendations.
• Express your confidence in your teacher’s abilities.

Note: When was the last time you praised your child’s teacher for his/her efforts?
EXAMPLES OF TEACHER BEHAVIORS TO PRAISE

- Being kind to my child
- Taking time to talk with me
- Helping my child catch up to the day’s lesson when we’re running late to school
- Sending a note home telling me something about my child’s program and school
- Helping my child learn to problem solve
- 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 work 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 help with a field trip
- Keeping me informed about the curriculum
- Teaching and promoting anti-bullying
- Helping my child learn to take notes and how to manage multiple assignments
Home Activities for the Week

To Do:

• During the next week, talk to your child’s teacher about some aspect of his/her learning or behavior. Remember to be positive, specific, use “I” messages and to give clarification or feedback.

• Practice expressing positive feedback or giving support to your child’s teacher during the next week.

• Practice asking for feedback when you are feeling defensive or when unsure what the other person is saying or how they are reacting to what you have said or done.

To Read:

Chapter 15, Working With Teachers to Prevent Problems in The Incredible Years.

Caution: Remember to continue special time!
Outline—Session Fifteen
Problem Solving With Children

I. Welcome

II. Report on Home Activities
   Discuss any experiences with problem solving with adults or teachers.
   Find out experiences with thought control.
   Ask about using calming exercise.
   Ask for ideas about continuing to get support.
   Talk about final celebration/graduation.

III. Topic of Day: Problem Solving
   A. Discussion
   B. Vignettes: Program 10, Part 5: 32—58

   Key Concepts:
   - Repeated learning trials—negative behavior is a signal child needs some new learning
   - Encouraging sharing and cooperation through problem solving
   - Teaching children the problem solving steps
   - Promoting open communication between parents and children
   - Using puppets and books to teach prosocial behaviors
   - Knowing when to problem solve and when discipline is needed

   C.Role-Play
      Role-Play Problem Solving

IV. Review Home Activities
   Explain handouts.
   Plan a final celebration and discuss how group members can continue to get support.

VI. Parent Evaluation

VII. Closing
LEADER CHECKLIST

Session Fifteen

Topic: Problem-Solving With Children

Vignettes: Program 10, Part 5: 32–40

SITE: ___________________________ DATE: ___________________________

LEADER NAMES: ___________________________ TIME: ___________________________

VIGNETTES COVERED: Part 5

32 33 34 35 36 37 38

(Circle vignettes shown.)

DID I YES NO

1. Write the agenda on the board
   YES  NO

2. Review parents' home activities; elicit reactions and experiences (to problem solving)
   YES  NO

3. Ask about reading
   YES  NO

4. Make a group list of behaviors they want to see less of
   YES  NO

5. Role play Problem Solving
   YES  NO

6. Discuss termination (feelings about group, planning party, continuing group on own)
   YES  NO

7. Brainstorm ways group can continue to get support (on board or flip chart)
   YES  NO

8. Ask about buddy calls
   YES  NO

9. Review this week's home assignment
   YES  NO

Handout Pads:

Home Activities – Teaching Your Child to Problem Solve (2)
Refrigerator Notes about Problem Solving

Xerox:

Record Sheet: Problem Solving
Problem-Solving Checklist
Possible Solutions
Parents Working Like Detectives: See What You’ve Learned

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session
REFRIGERATOR NOTES
ABOUT PROBLEM-SOLVING

• Talk about feelings.
• Help children define problem.
• Involve children in brainstorming possible solutions.
• Be positive and imaginative.
• Model creative solutions yourself.
• Encourage children to think through various consequences of different solutions.
• Remember it is the process of learning how to think about conflict that is critical, rather than getting correct answers.

Program 10: Problem Solving, Part 5 © Carolyn Webster-Stratton
HANDOUT
PARENT RECORD SHEET: PROBLEM-SOLVING

Write down a situation you will attempt to problem-solve either with your child alone or in a family meeting. To the best of your recollection, try to reconstruct the discussion: what was said and how you felt. If your child is a preschooler your goal will be to define the problem and generate some possible solutions. If your children are school aged, they will be able to think about consequences to various solutions and determine which solutions might have better results.

Step 1: Scheduling a Meeting (if you chose the family meeting assignment)

Step 2: Defining the Problem

Step 3: Problem Summarization and Goals

Step 4: Brainstorming Solutions

Step 5: Evaluating Solutions and Making a Plan

Step 6: Evaluation of Plan
### HANDOUT
**PROBLEM-SOLVING CHECKLIST**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1:</td>
<td>Schedule a meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2:</td>
<td>Define the problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Focus on one problem at a time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Collaborate and be positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>State and be positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Express feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Be future oriented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Make “I” statements</td>
<td></td>
<td></td>
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<tr>
<td>Step 3:</td>
<td>Summarize the problem and goal in order to be sure everyone understands the problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4:</td>
<td>Brainstorm solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Remain open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Be wild, innovative, humorous</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Increase quantity</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Postpone details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 5:</td>
<td>Evaluate solutions and make plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Review the entire list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate each solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Make realistic plans</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Write down the plan</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Schedule next meeting</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Praise all efforts</td>
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<td></td>
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<tr>
<td>Step 6:</td>
<td>Schedule a follow up meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Reinforce progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Refine problem solving plan</td>
<td></td>
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</tr>
</tbody>
</table>

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your problem-solving meetings.
Teaching Your Child to Problem-Solve

Home Activities for the Week

To Do:

Choose a problem situation where your child seems distressed about something and try to use the problem-solving strategies discussed in this program. Keep track of your results on the Parent Record Sheet.

To Read:

Chapter Eight, Teaching Children to Problem-Solve, in The Incredible Years book.

Remember

One problem-solving session will not teach your child all these skills; it will take hundreds of learning trials and much patience. There may even be times when the child is so upset or angry that he/she first needs to go to Time Out in order to cool down before a discussion can be helpful. Remember the first step is to get your children to generate solutions.

Caution: Remember to continue special time!
Parents Working Like Detectives: See What You’ve Learned!

**Home Activities for the Week**

**To Do:**

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

<table>
<thead>
<tr>
<th>Misbehavior</th>
<th>Discipline Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hitting and shoving</td>
<td></td>
</tr>
<tr>
<td>2. Refusal to do what parent asks</td>
<td></td>
</tr>
<tr>
<td>3. Stealing</td>
<td></td>
</tr>
<tr>
<td>4. Lying</td>
<td></td>
</tr>
<tr>
<td>5. Refusing to do homework</td>
<td></td>
</tr>
<tr>
<td>6. Not being home after school on time</td>
<td></td>
</tr>
<tr>
<td>7. Smart talk/arguing</td>
<td></td>
</tr>
<tr>
<td>8. Resisting doing homework</td>
<td></td>
</tr>
<tr>
<td>9. Stomach aches and headaches</td>
<td></td>
</tr>
<tr>
<td>10. Inattentiveness and impulsivity</td>
<td></td>
</tr>
<tr>
<td>11. Leaving family room in a mess</td>
<td></td>
</tr>
<tr>
<td>12. Criticizing / fighting with a sibling</td>
<td></td>
</tr>
<tr>
<td>13. Chores not done</td>
<td></td>
</tr>
<tr>
<td>14. Missing school bus</td>
<td></td>
</tr>
<tr>
<td>15. Leaving bike, other toys, and other sports equipment outside</td>
<td></td>
</tr>
<tr>
<td>16. Exploding in anger / screaming</td>
<td></td>
</tr>
<tr>
<td>17. Watching too much TV or computer games</td>
<td></td>
</tr>
<tr>
<td>18. Hiding notes from the teacher</td>
<td></td>
</tr>
<tr>
<td>19. Acting like a younger child</td>
<td></td>
</tr>
<tr>
<td>20. Refusing to go to bed at bedtime</td>
<td></td>
</tr>
<tr>
<td>21. Phone calls to/from friends when homework/chores not finished</td>
<td></td>
</tr>
<tr>
<td>22. Swearing</td>
<td></td>
</tr>
</tbody>
</table>
**POSSIBLE SOLUTIONS FOR CHILDREN TO USE**

<table>
<thead>
<tr>
<th>Yell at him.*</th>
<th>Wait awhile.</th>
<th>Laugh at him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look sad or cry.</td>
<td>Ignore him; walk away.</td>
<td>Play somewhere else.</td>
</tr>
<tr>
<td>Take it.*</td>
<td>Hit him.*</td>
<td>Tell her not to be mad.</td>
</tr>
<tr>
<td>Ask him.</td>
<td>Say please.</td>
<td>Do something fun.</td>
</tr>
<tr>
<td>Trade something.</td>
<td>Apologize.</td>
<td>Get help from your parent or teacher.</td>
</tr>
<tr>
<td>Talk about your feelings.</td>
<td>Beg him.</td>
<td>Offer to share.</td>
</tr>
<tr>
<td>Get another one.</td>
<td>Take turns.</td>
<td>Flip a coin.</td>
</tr>
<tr>
<td>Admit mistake.</td>
<td>Calm down first.</td>
<td>Tell the truth.</td>
</tr>
<tr>
<td>Give compliment.</td>
<td>Be a good sport.</td>
<td>Say “no.”</td>
</tr>
<tr>
<td>Stop your anger.</td>
<td>Be brave.</td>
<td>Forgive.</td>
</tr>
</tbody>
</table>

*These are inappropriate solutions. Encourage children to think of consequences and to make another choice with a better consequence.
**Problem Situation**  |  **What is the problem?**  |  **What are some solutions?**  |  **What is a good choice?**  
---|---|---|---
 e.g. two children fighting over a bike | “I’m angry because Jessie won’t share the bike.” | Ask to ride the bike. Offer to take turns. Wait until he’s finished. | Is it safe? fair? lead to good feelings?  

Describe a problem you tried to problem solve with your child: what was said and how you felt.

(1)  

(2)
Handout
Use the Problem-Solving Approach to Help Your Child

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

1. Set up a time when you are not upset to talk about the problem with your partner, a friend, or to think quietly on your own.

2. Clarify what child behaviors you want and don’t want.

3. List the problems from most to least important. Concentrate on dealing with only the most pressing problem.

4. Brainstorm as many solutions as possible (review handouts):
   - Reinforcements (praise, tangible rewards, play sessions)
   - Discipline (ignore, Time-Out, loss of privileges, work chores, logical consequences, problem solving)
   - Techniques that help parents maintain self-control (self-talk, relaxation)

5. Evaluate 1–2 solutions you can implement, and make a plan.

6. Monitor weekly progress, and revise the program when necessary.

7. Reinforce your efforts.

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

I. Welcome
II. Ground Rules
III. Report on Home Activities
    Find out group experiences with problem solving checklists.
    Review some problems for problem solving.
IV. Topic of Day: Family Problem Solving
    A. Vignettes: Program 7, Part 2: 8—9 (review steps)
    B. Vignettes: Program 10, Part 5: 39—40

Key Concepts:
- Understanding how to use the six problem-solving steps
- Recognizing the importance of evaluating plans during each problem-solving session
- Understanding the importance of rotating the leader for family meetings
- Learning how to help children express their feelings about an issue
- Reinforcing the problem-solving process

C. Role Play
    Follow sequence of role plays in manual
V. Review Home Activities
    Continue with problem solving one or two issues during the week.
VI. Parent Weekly Evaluation
VII. Closing
LEADER CHECKLIST
Session Sixteen

Topic: Family Problem Solving Meetings

Vignettes: Program 7, Part 2: 8–9
Program 10, Part 5: 39–40

SITE: _____________________________________ DATE: ________________________
LEADER NAMES: ___________________________ TIME: ________________________

VIGNETTES COVERED: Program 7, Part 2
8 9

VIGNETTES COVERED: Program 10, Part 5
39 40

(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 barriers to problem-solving
4. Review the concepts from last week’s session (briefly)
5. Role plays (in manual)
6. Brainstorm list of problems suitable for family meetings
7. Review this week’s home assignment
8. Weekly evaluation

Handout Pads:
Home Activities for the Week – Problem Solving for Adults
Refrigerator Notes About Family Problem Solving

Xerox:
Parent Record Sheet: Problem Solving with Your Child

Self-Evaluation
“Gems” of Session—Reminder of things to pursue next session
**HANDOUT**  
**PROBLEM-SOLVING CHECKLIST**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Schedule a meeting</td>
<td></td>
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<tr>
<td><strong>Step 2:</strong></td>
<td>Define the problem</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>Focus on one problem at a time</td>
<td></td>
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<tr>
<td>2.</td>
<td>Collaborate and be positive</td>
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<tr>
<td>3.</td>
<td>State and be positive</td>
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<tr>
<td>4.</td>
<td>Express feelings</td>
<td></td>
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<tr>
<td>5.</td>
<td>Be future oriented</td>
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<tr>
<td>6.</td>
<td>Make “I” statements</td>
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<tr>
<td><strong>Step 3:</strong></td>
<td>Summarize the problem and goal in order to be sure everyone understands the problem</td>
<td></td>
<td></td>
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<tr>
<td><strong>Step 4:</strong></td>
<td>Brainstorm solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Remain open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Be wild, innovative, humorous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Increase quantity</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Postpone details</td>
<td></td>
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<tr>
<td><strong>Step 5:</strong></td>
<td>Evaluate solutions and make plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Review the entire list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate each solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Make realistic plans</td>
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<tr>
<td>4.</td>
<td>Write down the plan</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Schedule next meeting</td>
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<td></td>
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<tr>
<td>6.</td>
<td>Praise all efforts</td>
<td></td>
<td></td>
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<tr>
<td><strong>Step 6:</strong></td>
<td>Schedule a follow up meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Reinforce progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Refine problem solving plan</td>
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</tbody>
</table>

Evaluating your responses to the items on this checklist will highlight some of the ways you can improve your problem-solving meetings.
REFRIGERATOR NOTES
ABOUT FAMILY PROBLEM SOLVING

• Schedule a meeting to problem-solve.
• Focus on one problem at a time.
• Collaborate, discussing problems mutually.
• State problem clearly.
• Express feelings but don’t criticize or blame.
• Admit role in problem.
• Be future-oriented.
• Be brief.
• State desired behavior.
• Make “I” statements.

**Stating the Goal**
• Summarize the problem.
• State the goal in realistic terms.

**Brainstorming**
• Remain open—don’t judge or criticize suggestions.
• Encourage imaginative suggestions—as many as possible.
• Be future-oriented.
• Postpone details.

**Making Plans**
• Review your list.
• Evaluate each solution realistically.
• Write down plan.
• Schedule next meeting.
• Praise your efforts.
Home Activities for the Week

To Do:

Have a family meeting where you plan something fun to do as a family. Use the problem-solving steps. Keep track of the results in the Record Sheet Handout.

To Read:

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

Caution: Remember to continue special time!
HANDOUT

PARENT RECORD SHEET: PROBLEM-SOLVING

Write down a situation you attempt to problem-solve either by yourself or with a partner (if possible audio tape).

Step 1: Scheduling a Meeting

Step 2: Defining the Problem

Step 3: Problem Summarization and Goals

Step 4: Brainstorming Solutions

Step 5: Evaluating Solutions and Making a Plan

Step 6: Evaluation of Plan
Outline—Session Seventeen
Special Problems & Celebration

I. Welcome

II. Report on Home Activities
Discuss any experiences with the family problem-solving meetings to plan fun.
Review group list of problems they would like to problem solve

III. Topic of Day: Review and Catch Up
A. Complete any unfinished vignettes
B. Role play problems raised by group members

IV. Celebrating Group
A. Review progress towards goals
B. What has it been like to participate in this parent group?
   How can it carry on?
   *Leaders and parents share what it has meant to be in the group.
C. Celebration
   Certificates and flowers are given out to each parent.
   Special gift for parents (e.g., picture of group, certificate in frame, care package with
   bubble bath, candy, little bear, tea etc.)
   Special food (planned the prior week by parents)

V. Parent Final Program Evaluation (Long form in appendix)

Note: It is possible it will be necessary to have 18 sessions to complete all the content in these protocols. Group size and the nature of the family’s and children’s difficulties will affect the pacing of the material.
LEADER CHECKLIST
Session Seventeen

Topic: Special Problems & Celebration

SITE: _________________________________ DATE: ____________________________

LEADER NAMES: _________________________ TIME: __________________________

VIGNETTES COVERED: Program 10, Part 6: 41-43
41  42  43

DID I

1. Write the agenda on the board ___________________ __________________

2. Review parents’ home activities; elicit reactions and experiences (to Problem-Solving) ___________________ __________________

3. Review group list of problems for problem solving ___________________ __________________

4. Review program toward goals ___________________ __________________

5. Discuss termination (feelings about group, continuing group on own, providing support) ___________________ __________________

6. Present certificates, flowers, gifts ___________________ __________________

7. Parent Final Program Evaluation (long form) ___________________ __________________

Self-Evaluation
8–12 years old
8–12 years old