

Agendas and Checklists for ADHD Protocol

Tailoring the Incredible Years BASIC Parenting Programs for Parents of Children with ADHD (4-6 years)

If the group leader is offering the program as a treatment program to parents of diagnosed children with Attention Hyperactivity Deficit Disorder (ADHD), it will be important to include the added vignettes from the Child-Directed Play and Emotional Regulation programs. This will give more content covering social and emotional coaching and activities regarding school readiness.. For parents of these children, the BASIC program will take 13-14 sessions to complete. Additionally, it is recommended that the ADVANCE program be included for these parents to cover topics related to effective communication, anger management and problem solving. This will make the entire treatment approximately 20 sessions in total. For parents of children with conduct problems who are school age (6-8 years) or with ADHD it is recommended that the SCHOOL age version of the BASIC program be shown instead of this preschool version. The SCHOOL age version protocols are outlined in a different manual.

Agendas and Checklists for Each Session (Children ages 4-6 with ADHD)

The content covered in each session needs to be paced according to each parent groups' particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. In general, we suggest that you try to cover 10-15 vignettes per two-hour session. You do not want to try to complete one entire tape of a topic (e.g., play part 1) in one session. Rather, try to cover at least half of a particular topic in a session and give out the home practice activities. The subsequent session is used to troubleshoot any questions or problems and to show the remaining vignettes on that topic as a review.

The following outline is a suggested guideline for completing the ADHD protocol in 20, 2- to 2½-hour weekly sessions. We have listed the key vignettes to show in each session. We have omitted some vignettes. However, if you have adequate time you can show all the vignettes in a particular program. Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

***Session One: Introductions, Goals, Learning About ADHD
 How to Play With Your Child***

Learning About Children With ADHD
How to Play With Your Child
Play Part 1: Vignettes 1-15

Session Two: Helping Your Child Learn Through Play

Play Part 1: Vignettes 7-25

***Session Three: Play–Academic and Persistence Coaching and
 Homework***

Play Part 2: Vignettes 2-22
Child-Directed Play Program: Vignettes 21-22

Session Four: Play–Social and Emotional Coaching

Child-Directed Play Program: Vignettes 7-12 19, Summary

***Session Five: Effective Ways to Praise and Encourage Your
 Children***

“Bringing out the Best in Your Child”
Interactive Reading: Vignettes 8-14 + Summary
Praise Part I: Vignettes 1-18

Session Six: Praise cont'd and Using Tangible Rewards

“Motivating Your Children”
Praise Part 1: Vignettes 19-26 Review
Tangible Rewards Part 2: Vignettes 1-3

- Session Seven:** ***Reward Programs continued***
Tangible Rewards: 4-15
New Vignettes: Grocery Store
- Session Eight:** ***Routines and Effective Limit Setting***
New Vignettes: Routines
“The Importance of being Clear, Predictable, and Positive”
Limit Setting Part 1: 1,3, 5-7, 9-12 (inappropriate commands)
14-15, 17-30, 34
- Session Nine** ***Effective Limit Setting and Ignoring***
Decreasing Inappropriate Behaviors
Limit Setting Part 2: 1-8, 11-16.
Handling Misbehavior Part 1: 5-14 (ignoring)
- Session Ten** ***Following Through with Limits and Rules
“Time Out for Noncompliance”***
Limit Setting Part 3: Vignettes 2-8
- Session Eleven:** ***Time-Out for Aggressive Behavior***
New Vignettes: Trilby Explains Time-Out
Handling Misbehavior Part 2: Vignettes 2-8
Handling Misbehavior Part 2: Vignettes 14-16
Emotional Regulation Program: Vignette 12 (Kaylee)
- Session Twelve:** ***Other Consequences***
Handling Misbehavior Part 2: Vignettes 21-31
- Session Thirteen:** ***Review, Integration, and Catch Up***
- Session Fourteen:** ***How to Communicate Effectively With Adults and
Children (optional)***
- Session Fifteen:** ***Adult Problem Solving Meetings***

Session Sixteen: Collaborating With Teachers

Session Seventeen: Teaching Children to Problem Solve Through Stories and Games (preschool children)

Problem Solving With Children Part 1: Vignettes 1-12

Child Directed Play: Vignettes 15-18

Session Eighteen: Problem Solving in the Midst of Conflict

Program 7 Part 2: Vignettes 1-2 (preschool children)

Program 7 Part 2: Vignettes 1-10 (school-age children)

Emotional Regulation Program: Vignettes 14, 16 (preschool children)

Session Nineteen: Problems/Integration

Session Twenty: Problems/Integration/Celebration

Outline—Session One

Introductions, Goals, Learning About ADHD

How to Play With Your Child

- I. **Welcome**
 - Greet each parent.
 - Leaders introduce themselves.
 - Establish yourself as part of “team” collaborating with parents.
- II. **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. (A sample poster of rules is in appendix.)
- III. **Introductions and Learning about Impact of ADHD on Family**
 - Find out group members’ names, ages of children, and personal goals.
 - Have each parent describe what their child is like.
 - Write parents’ goals on board or poster so you and group can refer back to them. (parents write their goals in the “Parents Thinking Like Scientists” handout)
 - Leader draws out themes related to parents who have children with ADHD.
- IV. **Program Goals and Topics**
 - Talk about the needs of children with ADHD**
 - Give an overview of the program, its general goals, topics and format.
 - Refer to the pyramid poster and explain how topics address their goals.
 - Give one book (The Incredible Years) and a magnet to each family. Offer CD as option.
- V. **Topic of Day: How to Play with Your Child**
 - A. Brainstorm benefits and barriers to parent/child play
 - B. Vignettes: Play Part 1: 1-6

Key Concepts:

- Value of showing attention and appreciation as a way of increasing children’s self-esteem.
- Adjusting to children’s temperament and activity level
- Parents modeling compliance
- Balancing power between parents and children
- Appreciating difficulties of playing with inattentive and active children

C. 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.

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 CD.

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

Session One: **Parent Goals, Learning about ADHD, How to Play With Your Child**

Vignettes: **Play Part 1: 1- 15**

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Play Part 1:

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

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Brainstorm group ground rules	_____	_____
4. Identify parents' goals (write in Scientist Handout)	_____	_____
5. Present program goals and how fit for children with ADHD	_____	_____
6. Explain format for meetings	_____	_____
7. Talking about impact of ADHD on parents	_____	_____
8. Brainstorm benefits/barriers to parent/child play	_____	_____
9. Role play/demonstrate the play skills in large group	_____	_____
10. Break out for "practice" in dyads or triads	_____	_____
11. Explain importance of home activities and reading assignments	_____	_____
12. Review this week's home assignment (play record sheet)	_____	_____

Handout Pads:

Home Activities for the Week – How to Play with Your Child

Refrigerator Notes about Play with Your Child

Xerox:

Play Time Record Sheet

Parenting Pyramid

Parents Thinking Like Scientists

Self-Evaluation

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

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Outline—Session Two ***Helping Your Child Learn Through Play***

I. Welcome

Reengage families.

Introduce new group members and welcome them.

II. Ground Rules

Ask one or two people in group to review the ground rules and explain why they are helpful.

III. Report on Home Activities

Ask members to share their experiences with play (positive, difficult, and/or successful).

Summarize group learning and concepts.

Reinforce parent participation by acknowledgment and praise.

IV. Topic of Day: Learning Through Play—“Promoting Your Child’s Thinking Skills”

A. Discussion on how play promotes children’s attention span

B. Vignettes: Play Part 1: 7-25. (choose 10 of most relevant for your group)

Key Concepts:

- Adult play helps children learn to focus and learn school readiness skills
- Positive adult attention builds your child’s bank account and relationship
- 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 respect parents

C. Role Play—(Parent playing with one child)

Several parents act as children, and another parent gives attention to both children. Have props (toys) on hand.

D. Summarize key points (Refrigerator Notes).

V. Review Home Activities

Model how to do Dinosaur homework with children.

Also remind parents that CD chapters are available.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Two

Session Two: *Helping Your Child Learn Through Play*
“Promoting Your Child’s Thinking Skills”

Vignettes: *Play Part 1: 7-25*

SITE: DATE:

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Play Part 1:

7 8 9 10 11 12 13 14 15 16 17 18 19
 20 21 or 22 23 24 25

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (to play homework activity) | _____ | _____ |
| 3. Review the concepts from last week’s session (rules & principles) | _____ | _____ |
| 4. Review parents’ goals | _____ | _____ |
| 5. Role play child-directed play concepts | _____ | _____ |
| 6. Break out for small group practice | _____ | _____ |
| 7. Highlight key principles from parents’ discussion | _____ | _____ |
| 8. Explain this week’s home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week – Play with Your Child

Refrigerator Notes about Play with Your Child

Xerox:

Play Time Record Sheet

Refrigerator Notes about Academic Coaching

Self-Evaluation

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

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Outline—Session Three

Play—Academic and Persistence Coaching and Homework

I. Welcome

II. Ground Rules

Review

III. Report on Home Activities

Ask members to share their experiences with play (positive, difficult, and/or successful).

Discuss difficulties of using child-directed play concepts with inattentive children.

Review principles of behavior change.

Ask about difficulties of doing home activities.

IV. Topic of Day: Learning Through Play —“Promoting Your Child’s Thinking Skills”

A. Discussion on how play promotes thinking

B. Vignettes: Play Part 2: 1 through 12 , 16, 18, 21,22 + Child-directed Play Tape 21-22

Key Concepts:

- Descriptive language promotes children’s language skills
- Academic and persistence coaching to increase children’s ability to focus (thinking, planning, concentrating)
- The “attention rule”—the principle of paying attention to positive behavior and ignoring negative behavior results in increased positive social behaviors in the child
- The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

C. Role Play

Group role play being an “academic and persistence coach.” One parent turns chair around so cannot see action. One parent is the child playing alone with toys. All the other parents use descriptive commenting. Divide into groups of 3-4. Several parents act as children and other parent(s) model descriptive commenting in a play situation.

Have props (unstructured toys) on hand.

D. Summarize key points (Refrigerator Notes).

V. Review Home Activities

Discuss importance of continuing to play with their children.

Introduce and assign “buddies”—calling another parent to share a play experience.

Explain “field assignment.”

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Three

Session Three: Helping Your Child Learn Through Play
“Academic and Persistence Coaching and Homework”

Vignettes: Play Part 2: Vignettes 1-12, 16, 18, 21- 22

Vignettes: Child-Directed Play: Vignettes 21, 22

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Play Part 2

1 2 3 4 5 6 7 8 9 10 11 12 16
 18 21 22

VIGNETTES COVERED: Child-Directed Play Tape

21 22

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions	_____	_____
3. Review the concepts from last week's session (principles)	_____	_____
4. Practice the play skills using academic and persistence coaching	_____	_____
5. Role play doing homework with child (e.g., dinosaur homework)	_____	_____
6. Highlight key principles from parents' discussion	_____	_____
7. Explain this week's home assignment	_____	_____
7. Discussed and assigned "buddies" (explained rationale)	_____	_____
8. Explain "field assignment"	_____	_____

Handout Pads:

Home Activities for the Week – Helping Your Child Learn Through Play

Refrigerator Notes about Encouraging Your Child's Learning

Refrigerator Notes about Building Your Child's Self-Confidence (optional, save for Session 5)

Xerox:

Handout about Academic Coaching

Play Time Record Sheet

Calling Your Buddy Handout Field Assignment

Self-Evaluation

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

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Outline—Session Four **Play—Social and Emotional Coaching**

I. Welcome

II. Ground Rules

Review

III. Report on Home Activities

Ask members to share their experiences with play (positive, difficult, and/or successful).

Discuss awkwardness of learning to use academic comments or doing homework.

Review principles of behavior change.

Ask about difficulties of doing home activities.

IV. Topic of Day: Learning Through Play —“Social and Emotional Coaching”

A. Discussion on how adult coaching can promote social and emotional competence

B. Vignettes: Child-directed Play Tape: 7-12, 19, Summary

Key Concepts:

- Emotion language promotes children’s emotional literacy
- Social coaching with two or more children builds social skills and self-regulation skills
- Positive adult attention builds your child’s bank account
- Extend the idea to help parents understand how they can use play skills with several children

C. Role Play

Group role play: Practice in front of group emotion coaching after brainstorming emotion words. Divide into groups of 1-3 to practice. Several parents act as children and other parent(s) model emotion commenting in a play situation. Have props (unstructured toys) on hand.

Role Play: Practice in front of group with two parents playing children and one parent coaching social skills after social behaviors have been brainstormed. Divide into groups of 3-4 to practice.

D. Summarize key points (Refrigerator Notes).

V. Review Home Activities

Discuss importance of continuing to play with their children.

Also remind parents that CDs or audiotapes of chapters are available.

Remind them to call their “buddies”—calling another parent to share a play experience

VI. Parent Evaluation

VII. Closing.

LEADER CHECKLIST

Session Four

Session Four: Social and Emotional Coaching

**Vignettes: Child-Directed Play Tape: Vignettes 7-12, 19,
Summary at end**

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Child-directed Play

7 8 9 10 11 12 19 Summary Vignette

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions	_____	_____
3. Talk about buddy experiences	_____	_____
4. Review behaviors "want to see more of"	_____	_____
5. Role play peer social coaching in large group	_____	_____
6. Role play emotion coaching in large group	_____	_____
7. Practice coaching in small groups	_____	_____
8. Explain this week's home assignment	_____	_____

Handout Pads:

Home Activities for the Week

Xerox:

Handouts about social and emotional coaching
Coaching Children in Cooperative Play
Playtime Record Sheet
Praise Record Sheet

Self-Evaluation

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

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Outline—Session Five

Effective Ways to Praise and Encourage Your Child

- I. Welcome
- II. Ground Rules (review if needed)
- III. Report on Home Activities

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

Ask how “buddy calls” went.

Ask what they decided to do for “field assignment.”
- IV. Topic of Day: Effective Praise—“Bringing Out the Best in Your Child”
 - A. Discussion—Talk about what parents discovered from their social and emotion coaching (and praise record sheet, if given out).

Do benefits and barriers exercise regarding praise.
 - B. Vignettes: Interactive Reading Program: Vignettes 8-14 + Summary
 - C. Role Play: (parent reading to another parent playing child in dyads)
 - D. Vignettes: Praise Part 1: 1-18

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 from self and others to accept praise
- Promoting positive self-talk
- Using specific encouraging statements versus nonspecific
- Getting and feeling support through praise
- How to promote friendship skills and set up “play dates”
- Avoiding praising only perfection
- Recognizing social and academic behaviors that need praise
- Building children’s self-esteem through praise and encouragement
- Building children’s reading skills through the CARE steps

- C. Role Play (parent coaching/praising friendship skills)

Have two parents act as children and one parent monitor and coach peer play to promote friendship skills (i.e., reinforce friendship skills such as asking, waiting, sharing, taking turns, complimenting, suggesting an idea, etc.). Parents model praise in a play session.

V. Review Home Activities

Ask them to begin thinking about behaviors they want increased.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Five

Session Five: *Effective Ways to Praise and Encourage Your Child*
 “Motivating Children”

Vignettes: **Praise Part 1: 1-18**

SITE: _____ **DATE:** _____
LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Interactive Reading Program

8 9 10 11 12 13 14 Summary

VIGNETTES COVERED: Praise Part 1

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

(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 play activities)	_____	_____
3. Review the concepts from last week’s session (briefly)	_____	_____
4. Show how skills apply to reading interactively	_____	_____
5. Role Play interactive reading	_____	_____
6. Benefits and Barriers to Praise	_____	_____
7. Ask about praise record sheet and field assignment	_____	_____
8. Ask about “buddy calls”	_____	_____
9. Practice praise coaching peer play in small groups	_____	_____
10. Talk about modeling self-praise	_____	_____
11. Explain this week’s home assignment (remind them about “field assignment”)	_____	_____

Handout Pads:

Home Activities for the Week—Effective Ways to Praise and Encourage Your Child
Refrigerator Notes About Praising Your Child
Refrigerator Notes About Building Your Child’s Self-Confidence
Refrigerator Notes About Reading With CARE

Xerox:

Praise Record Sheet/Examples of Ways to Give Praise and Encouragement
Behavior Record: Behaviors I Want to See More of!

Self-Evaluation

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

Outline-Session Six

Effective Ways to Praise and Using Tangible Rewards 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.

Find out about the buddy calls regarding praise.

Make a group list of behaviors they want to see more of.

Discuss praising self, teachers, partners, in-laws.

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

A. Discussion

B. Vignettes: Praise Part 1: Vignettes 19-26 (review)

Vignettes: Tangible Rewards Part 2: 1- 5

Key Concepts:

- Shaping behaviors in the direction you want—“small steps”
- Clearly identifying positive behavior
- Rewards are a tangible marker to help children with ADHD see their progress
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing/refueling yourself, teachers, and others

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

D. Role Play

Role play parent explaining to a child how a chart system will work.

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. Or, share with buddy one self-care or pleasurable activity each parent could do for themselves in the next week)

Remind parents to bring in their sticker chart next week.

Be sure to give out charts and stickers to parents.

Assign new “buddies.”

VI. **Parent Evaluation**

VII. **Closing**

LEADER CHECKLIST

Session Six

Session Six: *Using Tangible Reward Programs to Teach Your Child New Behaviors*
“Motivating Your Children”

Vignettes: *Praise Part 1: Vignettes 19 - 26 Review*
Tangible Rewards Part 2: 1- 3

SITE: _____ **DATE:** _____
LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Praise Part 1
19 20 21 22 23 24 25 26

Tangible Rewards:
1 2 3 4 5

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 parents’ home activities; elicit reactions and experiences (to increasing praises and reading chapters)	_____	_____
3. List behaviors want to see more of (do on board or flip chart as a group activity)	_____	_____
4. Talk about self-praise, and importance of praise in all relationships	_____	_____
5. Role play explaining about chart in large group	_____	_____
6. Practice explaining sticker system in small groups	_____	_____
7. Assign new buddies and ask about buddy calls	_____	_____
8. Review this week’s home assignment	_____	_____
9. Use spontaneous rewards (and remind parents to bring charts to next meeting)	_____	_____
10. Role play/practice giving incentives	_____	_____

Handout Pads:

Home Activities for the Week—Using Praise and Rewards to Teach Your Child New Behaviors
Refrigerator Notes About Tangible Rewards

Xerox:

- | | |
|---|---|
| Praise Record Sheet | Handout about Caring Days |
| Examples of Behaviors to Praise and Encourage | Examples of Teacher Behaviors to Praise |
| Behavior Record: Behaviors I want to See More of! | Handout about Practicing Self-Praise |
| Piggy Bank Handouts (3) | |

Self-Evaluation

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

Outline-Session Seven

Reward Programs cont'd

I. Welcome

II. Ground Rules

III. Report on Home Activities

Ask about any difficulties with sticker charts during the week.

Parents present their charts and get feedback (might be done in small groups).

Find out about the buddy calls regarding praise

IV. Topic of Day: Tangible Rewards—"Motivating Your Children"

A. Discussion

B. Vignettes: Tangible Rewards Part 2: 4-15

New Vignettes: Grocery Store

Key Concepts:

- Shaping behaviors in the direction you want—"small steps"
- Clearly identifying positive behavior
- Rewards are a tangible marker to help children with ADHD see their progress
- What will reinforce one child will not necessarily reinforce another
- Importance of reinforcing/refueling yourself, teachers, and others

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.

Piggy bank might be used to ask parents to put in a coin which reflects a self-care activity.

Remind parents to bring in their sticker chart again next week.

Be sure to give out charts and stickers to parents.

Assign new "buddies."

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST

Session Seven

Session Seven: *Using Tangible Reward Programs to Teach Your Child New Behaviors*

“Motivating Your Children”

Vignettes: *New Vignettes and Tangible Rewards Part 2: 4-15*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Tangible Rewards

4 5 6 7 8 9 10 11 12 13 14 15

New Vignettes (Grocery Store)

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 and refine parents’ incentives and spontaneous rewards; elicit reactions and experiences (to increasing praises and reading chapters) | _____ | _____ |
| 3. Ask about buddy calls and notes to teacher | _____ | _____ |
| 4. Review list of behaviors parents want to see more of to see which ones might be amenable to a chart or incentive program (on board or flip chart) | _____ | _____ |
| 5. Brainstorm low cost or no cost rewards) | _____ | _____ |
| 6. Highlight key principles form parents’ discussion | _____ | _____ |
| 7. Role play use of sticker charts | _____ | _____ |
| 8. Brainstorm concept of refueling for parents or self-care activities | _____ | _____ |
| 9. Review this week’s home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week Using Tangible Reward Programs to Teach Your Child New Behaviors

Refrigerator Notes

Xerox:

Practicing Praising Self and Others

Examples of Behaviors to Reward With Stars and Stickers

Caring Days

Examples of Teacher Behaviors to Praise

Self-Evaluation

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

Outline-Session Eight

Routines and Effective Limit Setting

- I. **Welcome**
- II. **Ground Rules/Announcements**
- III. **Report on Home Activities**
 Discuss sticker chart systems and personal experiences.
 Ask parents to share any experiences with praise (of other and self or calling teacher).
 Ask about field assignments (class visit or library visit).
- IV. **Topic of Day: Effective 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 and barriers to limit setting.
 - B. Do a “buzz” to introduce value of routines, especially for children with ADHD.
 - C. Show New Vignettes: Routines.
 - D. Vignettes: Limit Setting Part 1: 1-34 (choose 15 most relevant for group)

Key Concepts:

 - Reduce number of commands to only necessary commands
 - Politeness principle
 - Clear and predictable household rules offer children safety and reduce misbehaviors
 - Normal, healthy children will test rules—don’t take it personally
 - Command should be clear, brief, positive, and action oriented
 - “When-Then” commands can be effective
 - Distractible children need warnings and reminders and help with transitions

 - E. **Give out a list of ineffective commands and pair up buddies to write more effective command statements.**
- IV. **Review Home Activities**
 In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.
- VI. **Parent Evaluation**
- VII. **Closing**

LEADER CHECKLIST

Session Eight

Session Eight: *Routines and Effective Limit Setting*
“The Importance of Being Clear, Predictable, and Positive”

Vignettes: *New Vignettes: Routines; Limit Setting Part I: 1-34*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: New Vignettes

Routines

Limit Setting Part 1

1 3 (4) 5 6 7 (8) 9 10 11 12 (13) 14 15 (16) 17 18 19 20 21
22 23 24 25 26 27 28 29 30 (31) 34 new vignettes

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 parents' home activities; elicit reactions and experiences (to sticker systems and reading chapter) | _____ | _____ |
| 3. Ask about note to teacher (if not done, do in group) | _____ | _____ |
| 4. Ask about buddy calls (could assign new buddies) | _____ | _____ |
| 5. Discuss benefits of routines | _____ | _____ |
| 6. Brainstorm barriers and advantages to limit setting (do on board or flip chart) | _____ | _____ |
| 7. Break into dyads and rewrite effective commands | _____ | _____ |
| 8. Highlight key principles from discussion | _____ | _____ |
| 9. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week—Effective Limit Setting
Refrigerator Notes About Limit Setting

Xerox:

Command Record Sheet
Examples of Commands
Household Rules (2)

Self-Evaluation

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

Outline-Session Nine

Effective Limit Setting and Ignoring

I. Welcome

II. Ground Rules

III. Report on Home Activities

Ask parents to report on examples of reducing and giving commands and child reactions.

Discuss parents' lists of household rules.

Make a 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: Limit Setting Part 2: Vignettes 1 - 8, 11-16

Handling Misbehavior Vignettes Part 1: 5-9 (Ignoring), 10-14

Key Concepts:

- Talk about importance of learning routines/schedules
- 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, tantrums, arguing

C. Role Play

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 Nine

**Session Nine: How to Decrease Your Child's Inappropriate Behaviors
"Ignoring"**

Vignettes: Limit Setting Part 2: 1-8, 11-16

Handling Misbehavior Part 1: 5-9 (Ignoring), 10-14

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Limit Setting Part 2

1 2 3 4 5 6 7 8 (9 10) 11 12 13 14 15 16

Limit Setting Part 1: 21-31 (if not covered last week)

Handling Misbehavior Part 1:

5 6 7 8 9 10 11 12 13 14

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to reducing commands) | _____ | _____ |
| 3. Ask about reading, play times | _____ | _____ |
| 4. Ask about buddy calls | _____ | _____ |
| 5. Review group list of behaviors want to see less of (do on board or flip chart) | _____ | _____ |
| 5. Review the concepts from last week's session (briefly) | _____ | _____ |
| 6. Review parents' use of house rules/homework and TV rules | _____ | _____ |
| 7. Role play Ignore (back talk, arguments) | _____ | _____ |
| 8. Ask about buddy calls | _____ | _____ |
| 9. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week – Effective Limit Setting & Ignoring
Refrigerator Notes About Ignoring

Xerox:

Command and Ignore Record Sheet
Morning Chores, After School, Homework and Bedtime Check Lists
Household Rules (2)

Self-Evaluation

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

Outline-Session Ten

Time-Out for Noncompliance

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, non-compliant and destructive behaviors. It is not the only strategy (will cover more in future sessions).
- B. Diagram on board (or flip chart) the Time-Out procedures.
- C. Vignettes: Limit Setting Part 3: 2-8 (for noncompliance)
- D. New Vignettes: Explaining Time-Out and Calm-Down to Children
- E. Do role play explaining to children how Time-Out works and where it will be
- F. Do a role play using Time-Out for non-compliance.
- G. Vignettes: Handling Misbehavior Part 2: 2-8 (for aggression, if time)
- H. Role play series of Time-Out for aggression (Scenarios #1, 2, and 3)

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
- How to use Time Out selectively for noncompliance
- How to manage when a child refuses Time Out
- Recognizing when to use logical consequences or privilege removal
- Continuing to strengthen prosocial behaviors

V. Review Home Activities

In addition to reviewing home assignment handouts, remind parents to think of behaviors they want to see less of.

Ask them to think about a place they could use for Time-Out

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

Encourage continuing mutual support with their buddies.

VI. Parent Evaluation

LEADER CHECKLIST

Session Ten

Session Ten: How to Follow Through with Limits and Rules Time-Out for Noncompliance

Vignettes: Limit Setting Part 3: 2-8 (Time-Out for Noncompliance)

New Vignettes and Handling Misbehavior Part 2: 2-8

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Limit Setting Part 3 (for noncompliance)

2 3 4 5 6 7 8 9

New Vignettes

Explaining Time-Out and Calm Down to Children

Handling Misbehavior Part 2: (for aggression, if time)

2 3 4 5 6 7 8

(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. Leader explains Time Out using Scenarios 1,2,3 | _____ | _____ |
| 6. Highlight key principles from discussion | _____ | _____ |
| 7. Role play how you will explain Time-Out to your children | _____ | _____ |
| 8. Role Play Time-Out | _____ | _____ |
| Child goes willingly to Time-Out | _____ | _____ |
| Preschooler needs parents help | _____ | _____ |
| Child won't stay in chair | _____ | _____ |
| 9. Talk about personal Time-Out and stress management | _____ | _____ |
| 10. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week – Time-Out

Refrigerator Notes About Time-Out

Xerox:

Command and Time-Out Record Sheet

Time-Out for Aggression (Scenarios #1, 2, 3)

Behavior Record: Behaviors I Want to See Less of

Self-Evaluation

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

Session 11

Time-Out for Aggressive Behavior

- I. **Welcome**
- II. **Report on Home Activities**

Ask parents to report on their thoughts about Time-Out.
Discuss any experiences with Time-Out.
Ask about buddy calls.
- III. **Topic of Day: Time-Out for Aggressive Behavior**
 - A. Discussion—Troubleshoot any experiences parents had with Time-Out
 - B. Vignettes: Handling Misbehavior Part 2 continued: 2-8, 14-16 (refusing Time-Out)
 - C. Vignettes: Emotional Regulation Program: 12
 - D. Brainstorm advantages and disadvantages (barriers) to spanking versus Time-Out.

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

 - E. Role Play Scenarios #2 and 3
Role Play Time-Out for hitting and the child who refuses to go.
 - F. Role Play Scenarios #2B, 2C, and 2D for older children (6-8 years)
- IV. **Review Home Activities**

Explain handouts
- V. **Parent Evaluation**
- VI. **Closing**

LEADER CHECKLIST

Session Eleven

Session Eleven: *Time-Out for Aggressive Behavior*

Vignettes: *Handling Misbehavior Part 2: Vignettes 2-8, 14-16*

Emotional Regulation: Vignette 12

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Handling Misbehavior Part 2

2 3 4 5 6 7 8 14 15 16

Emotional Regulation Program 12

(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 reading on losing control, handling stress and anger, and maintaining objectivity	_____	_____
4. Brainstorm advantages versus disadvantages of spanking versus Time-Out	_____	_____
5. Review the concepts from last week's session (briefly)	_____	_____
6. Role play Time-Out	_____	_____
7. Discuss and practice positive self-talk	_____	_____

Handout Pads:

Home Activities: Time-Out continued
Refrigerator Notes about Stress and Anger
Refrigerator Notes about Upsetting Thoughts

Xerox:

Time-Out Scenarios for 6–8 Year Olds
Feelings Thermometer
Self-Talk in Problem Situations
Personal Coping Self-Talk
Learning Self-Control
Maintaining Objectivity

Self-Evaluation

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

Outline-Session 12

Other Consequences

- I. **Welcome**
- II. **Report on Home Activities**

Discuss any experiences with Time-Out.
Make group list of behaviors they want to see less of.
Find out reactions to thought control handout.
Ask about using calming self-talk exercise.
- III. **Topic of Day: Consequences and Problem-Solving**
 - A. Brainstorm list of possible logical and natural consequences
 - B. Vignettes: Handling Misbehavior Part 2: 21-31

Key Concepts:

- Repeated learning trials—negative behavior is a signal child needs some new learning
- Remember to continue building positive opposite behaviors
- Learning about logical and natural consequences
- Promoting open communication between parents and children
- Knowing how to make consequences immediate and developmentally appropriate

- C. **Role Play**

Role Play consequences
- IV. **Review Home Activities**

Explain handouts.
- VI. **Parent Evaluation**
- VII. **Closing**

LEADER CHECKLIST

Session Twelve

Session Twelve: Other Consequences

Vignettes: Handling Misbehavior Part 2: 21-31

SITE: _____ DATE: _____
LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Handling Misbehavior Part 2

Handling Misbehavior Part 2: 21 22 23 24 25 26 27 28 29
30 31

Handling Misbehavior Part 3: (6 7)

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time-Out) | _____ | _____ |
| 3. Ask about reading and child directed play sessions | _____ | _____ |
| 4. Make a group list of behaviors they want to see less of | _____ | _____ |
| 5. Brainstorm consequences for different ages (preschool vs school age) | _____ | _____ |
| 6. Role play consequences | _____ | _____ |
| 7. Highlight key principles from parents discussion | _____ | _____ |
| 8. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities—Putting it All Together

Refrigerator Notes About Natural and Logical Consequences

Xerox:

Behavior Record: Behaviors I Want to See More of and Less of

Self-Evaluation

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

LEADER CHECKLIST

Session Thirteen “Catch Up”

Session Thirteen: Review, Integration and Catch Up

SITE: _____ DATE: _____
 LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED:
 (write in list of vignettes covered)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents’ home activities; elicit reactions and experiences (to Consequences)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of behaviors they want to see less of	_____	_____
5. Brainstorm appropriate strategies for misbehaviors on list	_____	_____
6. Review Buddy Calls	_____	_____
7. Review progress towards goals and barriers to overcome	_____	_____

Handout Pads:

Home Activities – Putting it All Together

Refrigerator Notes:

Xerox:

What to Do When New Problems Arise

Review

Self-Evaluation

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

14

Program Five: How to Communicate Effectively With Adults and Children

Outline—Session Fourteen

“Listening Attentively and Speaking Up”

I. Welcome

II. Program Goals and Topics

Give an overview of the topic.

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—12 + Narration

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. Vignettes: 5-12 (Speaking Up)

Role Play speaking up about a problem (see manual).

Key Concepts:

- 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

E. Summarize Key Points (Refrigerator Notes).

IV. 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.

V. Parent Evaluation

VI. Closing

LEADER CHECKLIST

Session Fourteen

Session Fourteen: How to Communicate Effectively With Adults and Children

Vignettes: Program , Part 1: 1–12

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2

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 parents' home activities | _____ | _____ |
| 3. Brainstorm effective ways to listen | _____ | _____ |
| 4. Role Play Listening skills | _____ | _____ |
| 4. Brainstorm effective ways to speak up | _____ | _____ |
| 5. Benefits and Barriers to speaking up | _____ | _____ |
| 6. Large group role play of speaking up | _____ | _____ |
| 7. Small group role play vignettes 1, (2), 5, 8, 12 | _____ | _____ |
| 8. Review this week's home assignment | _____ | _____ |
| 9. Weekly evaluation | _____ | _____ |

Handout Pads:

Home Activities for the Week – Speaking Up

Refrigerator Notes About Speaking Up

Xerox:

Parent Record Sheet: Listening & Speaking Up

Parents thinking Like Scientists (two handouts)

Self-Evaluation

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

15

Program Six: Problem Solving for Parents Outline—Session Fifteen Adult Problem-Solving Meetings

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 stresses, which will be used to practice problem solving.

B. Vignettes: Program 6, Part 1: 1–14; Program 10, Part 6: 43

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 bocks 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 Evaluation

VII. Closing

LEADER CHECKLIST**Session Fifteen****Session Fifteen: Adult Problem-Solving Meetings****Vignettes: Program 6, Part 1: 1–14**

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 1

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

(Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to communication skills) | _____ | _____ |
| 3. Ask about listening and speaking up homework | _____ | _____ |
| 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 (how to give and get support) | _____ | _____ |
| 8. Role play evaluation process | _____ | _____ |
| 9. Role play alternatives to vignettes 8, 9 & 11 | _____ | _____ |
| 10. Review this weeks home assignment | _____ | _____ |
| 11. Weekly Evaluation | _____ | _____ |

Handout Pads:

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

Xerox:

Record Sheet: Problem Solving With Your Child
Sources of Stress Record Sheet
Problem-Solving Checklist
Use the Problem-Solving Approach to Help Your Child

Self-Evaluation

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

16

Outline—Session Sixteen **Collaborating With Teachers**

- I. **Welcome**
 - II. **Ground Rules**
 - III. **Report on Home Activities**
 - 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
- Key Concepts:**

 - Getting to know your child’s teacher
 - Understanding ways to support teachers
 - Effective problem solving with teachers
 - Planning a successful conference with teachers
 - Reinforcing teacher’s objectives at home with your child
 - Advocating for your child’s special needs
- 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.
Assign buddies.
 - VI. **Parent Evaluation**
 - VII. **Closing**

LEADER CHECKLIST**Session Sixteen****Session Sixteen: Collaborating With Teachers****Vignettes: Program 8, Part 5**

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 5

29

(Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences | _____ | _____ |
| 3. Ask about reading | _____ | _____ |
| 4. Brainstorm advantages versus difficulties of meeting with teachers | _____ | _____ |
| 5. Review the concepts from last week's session (briefly) | _____ | _____ |
| 6. Role play #1 (large group) | _____ | _____ |
| 7. Role play #2 & #3 (small group) | _____ | _____ |
| 8. Begin to discuss group ending | _____ | _____ |
| 9. Review home assignment | _____ | _____ |

Handout Pads:

Home Activities: Problem Solving

Refrigerator Notes About Teaching Problem Solving to Children

Xerox:

"The Suppose Game" or Give Out Wally Books

Possible Solutions

Wally Problem-Solving Steps

Evaluating Solutions

Record Sheet: Problem Solving With Your Child

Self-Evaluation

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

17

Program Seven: Problem Solving With Young Children Outline—Session Seventeen

Teaching Children to Problem Solve Through Stories and Games

- I. **Welcome**
- II. **Report on Home Activities**
Discuss their experiences with family problem solving.
Find out reactions to readings
- III. **Topic of Day: Teaching Children to Problem Solve Through Stories and Games**
 - A. Brainstorm advantages and disadvantages (barriers) to problem solving.

Key Concepts:

- Understanding a variety of games and stories that can be used to help children begin to learn problem-solving skills
- Appreciating the developmental nature of children’s ability to learn problem-solving skills
- Strengthening a child’s beginning empathy skills by reversing roles or talking about another person’s feelings
- Recognizing why both aggressive and shy or withdrawn children need to learn problem-solving skills
- Learning how to help children think about the “feeling” as well as the “behavioral” consequences to solutions proposed
- Knowing how to help older children evaluate their proposed solutions
- Understanding the importance of validating children’s feelings
- Avoiding “blocks” to effective problem-solving with children such as lectures, quick solutions, judgments about solutions, criticism, too many questions, or focus on “correct” solutions rather than the “process” of problem-solving
- Learning how to help children make more positive attributions about another person’s intentions
- Recognizing the value of modeling solutions and problem-solving for children

- B. Vignettes: Program 7 Part 1: 1–12
Vignettes: Child-Directed Play Tape: 15-18
 - C. Role Play
Role play (see Vignette 5 in manual)
Role play #2 (see Vignettes 11 & 12 in manual)
Use Wally manual to practice
- IV. **Review Home Activities**
Explain handouts.
Talk about how the group wants a final celebration and have them start thinking about continuing to get support
- VI. **Parent Evaluation**
- VII. **Closing**

LEADER CHECKLIST**Session Seventeen**

Session Seventeen: Teaching Children to Problem Solve Through Stories and Games

Vignettes: Program 7, Part 1: 1-12
Child-directed Play Tape: 15-18

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Program 7, Part 1

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

Child-directed Play Program;

15 16 17 18

(Circle vignettes shown.)

DID I**YES****NO**

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences | _____ | _____ |
| 3. Review the concepts from last week's session (briefly) | _____ | _____ |
| 4. Brainstorm advantages versus disadvantages of problem solving | _____ | _____ |
| 5. Role play in large group using Wally books | _____ | _____ |
| 6. Practice in small groups using Wally books | _____ | _____ |
| 7. Discuss group ending & ways to continue support | _____ | _____ |
| 8. Review home assignment | _____ | _____ |

Handout Pads:

Home Activities: Problem Solving

Refrigerator Notes About Teaching Problem Solving to Children

Xerox:

"The Suppose Game" or, Give Out Wally Books

Possible Solutions

Wally Problem-Solving Steps

Evaluating Solutions

Record Sheet: Problem Solving With Your Child

Self-Evaluation

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

18

Program Seven: Problem Solving With Young Children Outline—Session Eighteen

Teaching Children to Problem Solve in the Midst of Conflict

I. Welcome

II. Report on Home Activities

Discuss any experiences with problem-solving games, stress, role plays.

Ask for ideas about continuing to get support and celebration ideas.

III. Topic of Day: Problem-Solving in the Midst of Conflict

A. Vignettes: Program 7, Part 2: 1–10 (school-age children)

Key Concepts:

- Understanding the importance of adults not imposing solutions on children, but rather fostering a “thinking process” about conflict
- Recognizing how and when to use “guided solutions: for very young children or for children who do not have positive solutions in their repertoire
- Discovering the value of first understanding the child’s feelings and view of the problem before attempting problem-solving
- Learning how to foster children’s empathy skills and ability to perceive another’s point of view
- Understanding ways to encourage children’s generation of solutions to problems
- Learning how to help children think about and evaluate consequences to proposed solutions
- Recognizing when children may be ready to problem-solve on their own
- Avoiding “blocks” to effective problem-solving with children such as lectures, negative or quick judgments about solutions, excessive focus on the “right” answer, and the failure to validate a child’s feelings

B. Role Play

Role play responding to sibling fight (Vignette 1).

Role play problem solving Vignettes 5 and 10 (see manual).

C. Emotional Regulation Vignettes: 14, 16 (preschool children)

IV. Review Home Activities

Explain handouts.

Finalize celebration and discuss how group members can continue to get support.

VI. Parent Evaluation

VII. Closing

LEADER CHECKLIST**Session Eighteen****Session Eighteen: Teaching Children to Problem Solve
in the Midst of Conflict****Vignettes: Program 7, Part 2: 1-10**
Emotional Regulation Program: 14, 16

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: Part 2 (school-age children)

1 2 3 4 5 6 7 8 9 10

Emotional Regulation Program (preschool children): 14 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 problem-solving games) | _____ | _____ |
| 3. Make a group list of child problems they want to problem-solve _____ | _____ | _____ |
| 4. Role play Problem-Solving Vignette 1 | _____ | _____ |
| 5. Role play Problem-Solving Vignettes 5 & 10 | _____ | _____ |
| 6. Discuss termination (feelings about group,
planning party, continuing group on own) | _____ | _____ |
| 7. Review this week's home assignment | _____ | _____ |

Handout Pads:Home Activities – Parents Teaching Children to Problem Solve
Refrigerator Notes about Problem-Solving With Children**Xerox:**

Behavior Record: Problem Solving With Children

Self-Evaluation

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

19/20

Outline—Session Nineteen/Twenty Problems/Integration

- I. **Welcome**
- II. **Report on Home Activities**
Discuss any experiences with Problem-Solving
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. What has it been like to participate in this parent group?
How can it carry on?
*Leaders and parents share what it has meant to be in the group.
 - B. Review progress toward goals set
(Look at “Parents Thinking Like Scientists” sheet done in first session.)
 - 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: This may take two sessions. One session may be needed to catch up on content or review strategies for existing child problems and a 2nd session may be needed to talk about the group experience and to celebrate the ending.

LEADER CHECKLIST

Session Nineteen/Twenty

Session Nineteen/Twenty: Problems/Integration

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Complete any unfinished

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Problem-Solving)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of problems for problem-solving	_____	_____
5. Role play	_____	_____
6. Discuss termination (feelings about group, continuing group on own, providing support)	_____	_____
7. Make a reunion plan or plan on going meetings	_____	_____
8. Present certificates, flowers, gifts	_____	_____
9. Parent Final Program Evaluation (long form)	_____	_____

Self-Evaluation

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