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Important Notes to Remember



NOTE: The evaluations, forms, and parent certificate in this section may be kept as master copies and photocopied for reuse with your parent groups. All copyright information must be maintained and you may not alter any of the content on these materials.

These forms are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section). It is recommended you check web site resources section of updated measures and handouts.

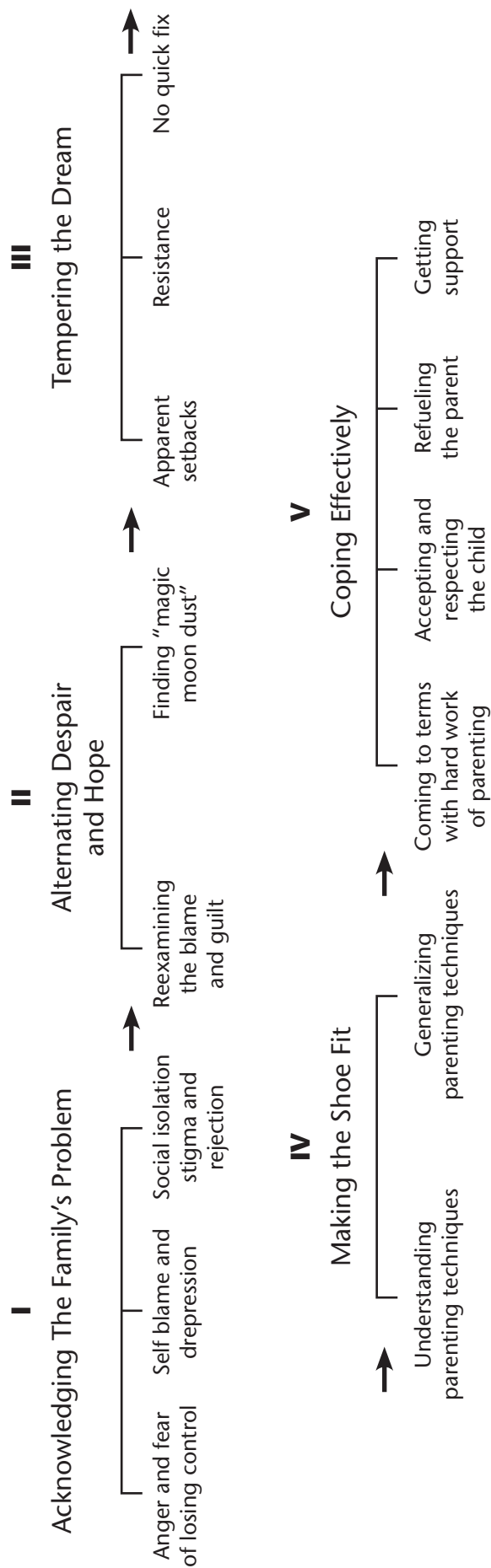
Ground Rules

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

Table: Sources of Increased Self-Empowerment

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

Figure 1. The Therapeutic Change Process

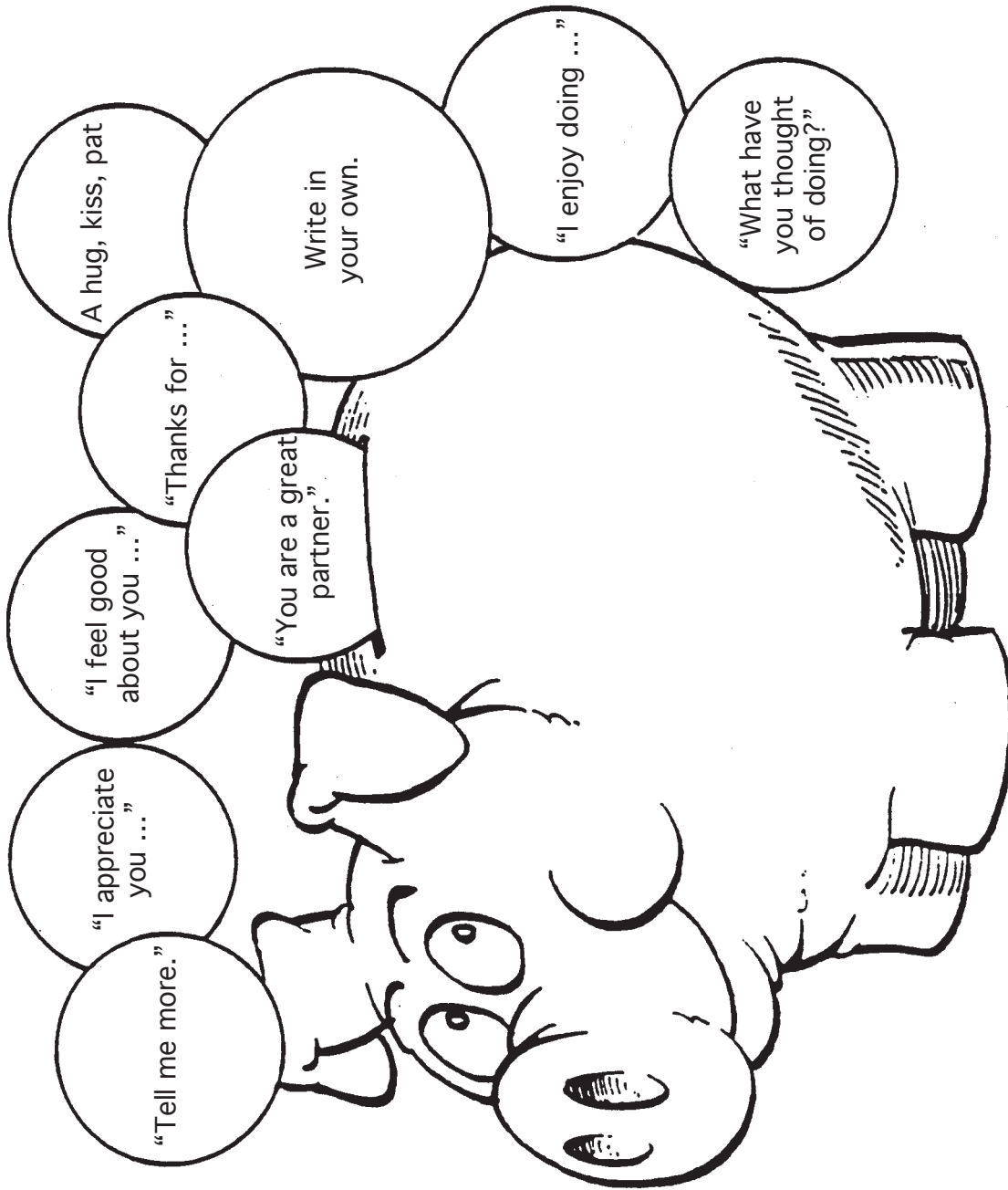




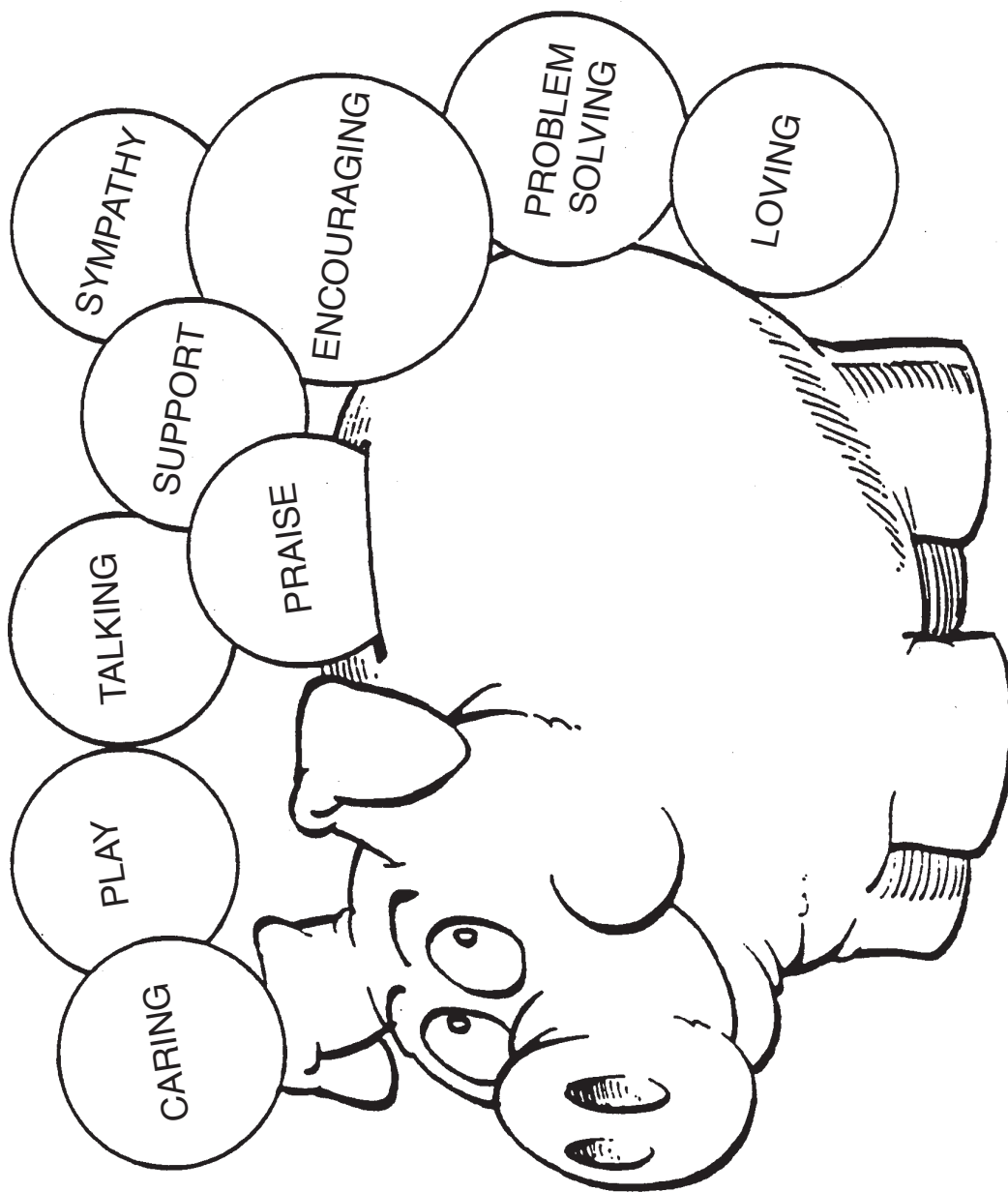
***Remember to Build Up Your Bank Account
With Accepting and Respecting Statements***



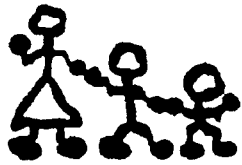
***Remember to Build Up Your Bank Account
With Repair Statements***



***Remember to Build Up Your Bank Account
With Support and Encouragement***



Remember to Build Up Your Bank Account



Incredible Years®

Name: _____

Self-Monitoring Checklist

Children 6-12 Years

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

Session 1: Introductions, Goals, Special Time

My goal for the coming week:

	Goals I met
____ Read Chapter 1 (Child-Directed Play)	____
____ Review my goals for myself and my child	____

Session 2: Importance of Parental Attention and Special Time

My goal for the coming week:

	Goals I met
____ Read Chapter 2 (Academic and Persistence Coaching)	____
____ Special times this week with my child will include:	____

Session 3: Social, Emotion and Persistence Coaching

My goal for the coming week:

	Goals I met
____ Read Chapter 3 (Social Coaching) and 4 (Emotion Coaching)	____
____ Make buddy call	____
____ Special times this week with my child will include:	____

Session 4: Social, Emotion and Persistence Coaching

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 12 (Emotion Regulation) & 13 (Teaching Children Friendship Skills)	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Special times this week with my child will include:	<input type="checkbox"/>

Session 5: Effective Praise and Encouragement

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 5 (Praise)	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors:	<input type="checkbox"/>
<input type="checkbox"/> Special times this week with my child will include:	<input type="checkbox"/>

Session 6: Using Tangible Reward Programs to Motivate My Child

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 6 (Incentives & Celebrations), Chapter 7 (Limit Setting) & Part 3, Problem 1 (Health Media Screen Diet)	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Practice increasing my praises with my child	<input type="checkbox"/>
<input type="checkbox"/> Set up a sticker chart this week	<input type="checkbox"/>
<input type="checkbox"/> Special times this week with my child will include:	<input type="checkbox"/>

Session 7: Rules, Responsibilities and Routines

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 7 (if not read previously) and Part 3, Problem 4, 5, or 6	
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Use a sticker chart with my child	_____
<input type="checkbox"/> Send note or make phone call praising my child's teacher	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 8: Clear and Respectful Limit-Setting

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 8 (Ignore) and Chapter 12 (if not read previously)	
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Use a sticker chart with my child	_____
<input type="checkbox"/> Practice reducing commands and making polite requests	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 9: Ignoring Misbehavior

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 14 (Controlling Upsetting Thoughts) & Chapter 9	
<input type="checkbox"/> Make buddy call	_____
<input type="checkbox"/> Continue using sticker chart with my child	_____
<input type="checkbox"/> Practice ignoring the following misbehaviors:	_____
<input type="checkbox"/> Special times this week with my child will include:	_____

Session 10: Timeout to Calm Down

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 9 (if not read previously) & Chapter 15 (Time Out from Stress and Anger).	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> If not read previously, Read Chapter 14 (Controlling Upsetting Thoughts)	<input type="checkbox"/>
<input type="checkbox"/> Use time out this week if aggressive behavior occurs	<input type="checkbox"/>
<input type="checkbox"/> Special times this week with my child will include:	<input type="checkbox"/>

Session 11: Timeout to Calm Down

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 9 (Time Out to Calm Down) if not read previously Chapter 12 (Emotion Regulation) if not read previously Chapter 11 (Teaching Problem Solving)	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> If not read previously, Read Chapter 14 (Controlling Upsetting Thoughts)	<input type="checkbox"/>
<input type="checkbox"/> Use time out this week if aggressive behavior occurs	<input type="checkbox"/>
<input type="checkbox"/> Special times this week with my child will include:	<input type="checkbox"/>

Session 12: Time Out and Other Consequences

My goal for the coming week:

	Goals I met
___ Read Chapter 10 (Consequences) & Chapter 11 (Teaching Children to Problem Solve)	___
___ Make buddy call	___
___ Use a consequence this week	___
___ Special times this week with my child will include:	___

Session 13: Review and Catch Up

Add sessions as needed to cover material on how to teach children to problem solve and to integrate all the parenting tools used to address common behavior problems, such as those listed in Part 3. It may take 14-16 sessions to complete program depending on group goals and needs.

Continue here with Supporting Your Child's Education Program (3-4 sessions).

Or,

Advance Program to include Teaching Communication Skills, Adult Problem Solving, and Family Meetings for children 8-12 years. Encourage parents to read Chapters 16, 17 & 18. (8 sessions).

School Age Program

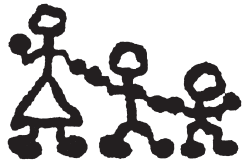
The School Age Basic Parenting program is sequenced such that if the program is started at the beginning of the school year, all units will be completed during the fall and winter. If groups are started later in the school year, group leaders will want to integrate the last program, called Supporting Your Child's Education, earlier in the programs. Otherwise the units on how to do homework with children will occur late during the school year or in the summer. To be most effective these topics should be covered at a time when parents can actually practice these strategies with their children. Here is what we suggest if starting the program later in the school year:

After Session 2 (Parental Attention and Special Time) add another session using the vignettes from Program 8, Part 1 called Promoting Reading Skills. (save vignette 13 & 14 from session 2 to be shown in reading session)

After Session 5 (Effective Praise and Encouragement) add another session using the vignettes from Program 8, Part 4 called *Parents Showing Interest in School and Homework*.

After Session 6 (Using Tangible Reward Programs to Motivate Your Child) add another session using vignettes from Program 8, Part 2 called *Dealing with Children's Discouragement*.

After Session 8 (Predictable Learning Routines and Clear Limit Setting) add another session using vignettes from Program 8, Part 3 called *Fostering Good Learning Habits*.



Supporting Your Child's Education

Self-Monitoring Checklist

Session 13: Promoting Reading Skills

_____ Find out what my child is interested in reading about

_____ Read with my child this week

_____ Special times this week will include:

_____ Buddy call

My goal for the coming week:

Session 14: Dealing with Children's Discouragement

_____ Practice positive forecasting statements

_____ Praise my child's academic and learning efforts

_____ Set up incentive system for specific homework or school-related behavior

_____ Special times this week will include:

_____ Buddy call

My goal for the coming week:

Session 15: Fostering Good Learning Habits and Routines

- Read Chapter 18 (Working with Teachers to Prevent Problems).
- Establish homework routines and rules
- Follow through with limits regarding homework
- Monitor my child's after school activities and whereabouts (and computer use)
- Special times this week will include:

- Buddy call

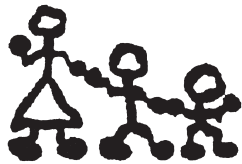
My goal for the coming week:

Session 16: Parents Showing Interest in School and Homework

- Find out about my child's classes and curriculum
- Attend a school meeting or, contact my child's teacher
- Encourage my child's persistence with homework
- Special times this week will include:

- Buddy call

My goal for the coming week:



ADVANCE PROGRAM

Self-Monitoring Checklist

Session 1 : Speaking Up and Active Listening

___ Read Chapter 16 (Effective Communication Skills).

___ Special times this week will include:

___ Practice speaking up and listening

___ Make buddy call

My goal for the coming week:

Session 2: Personal Self-Control and Depression Management

___ Review Chapter 14 (Controlling Upsetting Thoughts).

___ Practice speaking up and listening

___ Practice positive self-talk

___ Special times this week will include:

___ Make buddy call

My goal for the coming week:

Session 3: Giving and Getting Support

___ Read Chapter 15 (Time Out from Stress and Anger).

___ Practice positive self-talk

___ Special times this week will include:

___ Make buddy call

My goal for the coming week:

Session 4: Problem-Solving For Adults

___ Read Chapter 17 (Problem Solving with Adults).

___ Special times this week will include:

___ Make buddy call

My goal for the coming week:

Session 5: Problem-Solving With Teachers

___ Read Chapter 18 (Working with Teachers).

___ Special times this week will include:

___ Make buddy call

My goal for the coming week:

Session 6: Problem-Solving With Children

___ Read Chapter 11 & 13 (Teaching Children to Problem Solve).

___ Special times this week will include:

___ Make buddy call

My goal for the coming week:

Session 7: Problem-Solving with Children and Family Meetings

___ Read Chapter 12 & 13 if not read previously

___ Have a family meeting to plan a fun event

___ Make buddy call

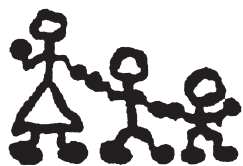
My goal for the coming week:

Session 8: Review and Catch Up

___ Had a family meeting

___ Make buddy call

My goal for the coming week:



INCREDIBLE YEARS® PARENT PROGRAM
PARENT WEEKLY EVALUATIONS

Name _____ Session _____ Date _____

I found the content of this session was:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

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

not helpful neutral helpful very helpful

I found the group discussion and interaction to be:

not helpful neutral helpful very helpful

The use of role play/practices was:

not helpful neutral helpful very helpful

Additional comments:

(continue on back)



Incredible Years®
Parent Program Satisfaction Questionnaire
School Age BASIC Parent Program

(Hand out at end of the program)

Participant's Name _____ Date _____

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

A. The Overall Program

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

1. The bonding/attachment that I feel with my child since I took this program is

considerably worse slightly the same slightly improved greatly
worse worse worse improved improved improved

2. My child's behavior problems which I/we have tried to change using the methods presented in this program are

considerably worse slightly the same slightly improved greatly
worse worse worse improved improved improved

3. My feelings about my child's social, emotional and academic developmental progress are that I am

very dissatisfied slightly neutral slightly satisfied greatly
dissatisfied dissatisfied dissatisfied satisfied satisfied satisfied

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

hindered hindered hindered neither helped helped helped
much more hindered slightly helped slightly helped
than helped nor hindered very much

5. My expectation for good results from the Incredible Years program is

very pessimistic slightly neutral slightly optimistic very
pessimistic pessimistic pessimistic optimistic optimistic optimistic

6. I feel that the approach used to enhance my child's social behavior in this program is

very inappropriate slightly neutral slightly appropriate greatly
inappropriate inappropriate inappropriate appropriate appropriate appropriate

7. Would you recommend the program to a friend or relative?

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

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

very unconfident unconfident slightly unconfident neutral slightly confident confident very confident

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

very unconfident unconfident slightly unconfident neutral slightly confident confident very confident

10. My overall feeling about achieving my goal in this program for my child and family is

very negative negative slightly negative neutral slightly positive positive very positive

B. Teaching Format

Usefulness

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

1. Content of information presented was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

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

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

3. Group discussion of parenting skills was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

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

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. I found the “buddy calls” to be

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

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

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

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

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

Usefulness

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

1. Child-Directed Play or Special Time

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

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

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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4. Tangible Rewards (charts)

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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5. Routines, Responsibilities, Rules

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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6. Ignoring

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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7. Positive Commands (e.g., “when-thens”)

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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8. Time Out to Calm Down and Helping Child Control Anger

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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9. Loss of Privileges, Logical Consequences

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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10. Helping My Children Learn to Problem Solve

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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11. Helping With My Child’s Homework & Academic Skills

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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12. Adult Anger Management Strategies

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

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

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

Group Leader #1 _____

(name)

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

very poor poor below average average above average superior excellent

2. Concerning the group leader's interest and concern in me and my problems with my child, I was

very dissatisfied dissatisfied slightly dissatisfied neutral slightly satisfied satisfied greatly satisfied

3. At this point, I feel that the group leader in the program was

extremely unhelpful unhelpful slightly unhelpful neutral slightly helpful helpful extremely helpful

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 _____

(name)

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

very poor poor below average average above average superior excellent

2. Concerning the group leader's interest and concern in me and my problems with my child, I was

very dissatisfied dissatisfied slightly dissatisfied neutral slightly satisfied satisfied greatly satisfied

3. At this point, I feel that the group leader in the program was

extremely unhelpful unhelpful slightly unhelpful neutral slightly helpful helpful extremely helpful

E. Parent Group

In this section we'd like to get your ideas about your group. Please circle the response that describes how you feel.

1. I feel the group was

very unsupportive	unsupportive	somewhat unsupportive	neutral	somewhat supportive	supportive	very supportive
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2. Concerning the other group members' interest in me and my child, I felt they were

very uninterested	uninterested	somewhat uninterested	neutral	somewhat interested	interested	very interested
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3. I would like to keep meeting as a group

YES	NO
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4. How likely is it that you will continue meeting with one or more of the parents in your group?

highly unlikely	unlikely	somewhat unlikely	neutral	somewhat likely	likely	very likely
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F. Your Opinion

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

2. At this time do you feel the need for additional parenting assistance? Please elaborate.

3. What did you see as the main benefit of the Incredible Years Program?

Parents Thinking Like Scientists



Child Problems

Child Strengths

Goals

Strategies

Benefits

Obstacles
(thoughts, feelings, behavior in self & others)

Ongoing Plans

Parents Thinking Like Scientists



Goals

Child Problems



Child Strengths





Parent Support Network

Who can lend a helping hand?

Think about people in your support network. Each hand represents a different group of people. Write in each hand specific people from that network who can help provide support to you and your child! You can draw or paste of picture of people from your family in the "My Support Network" circle!

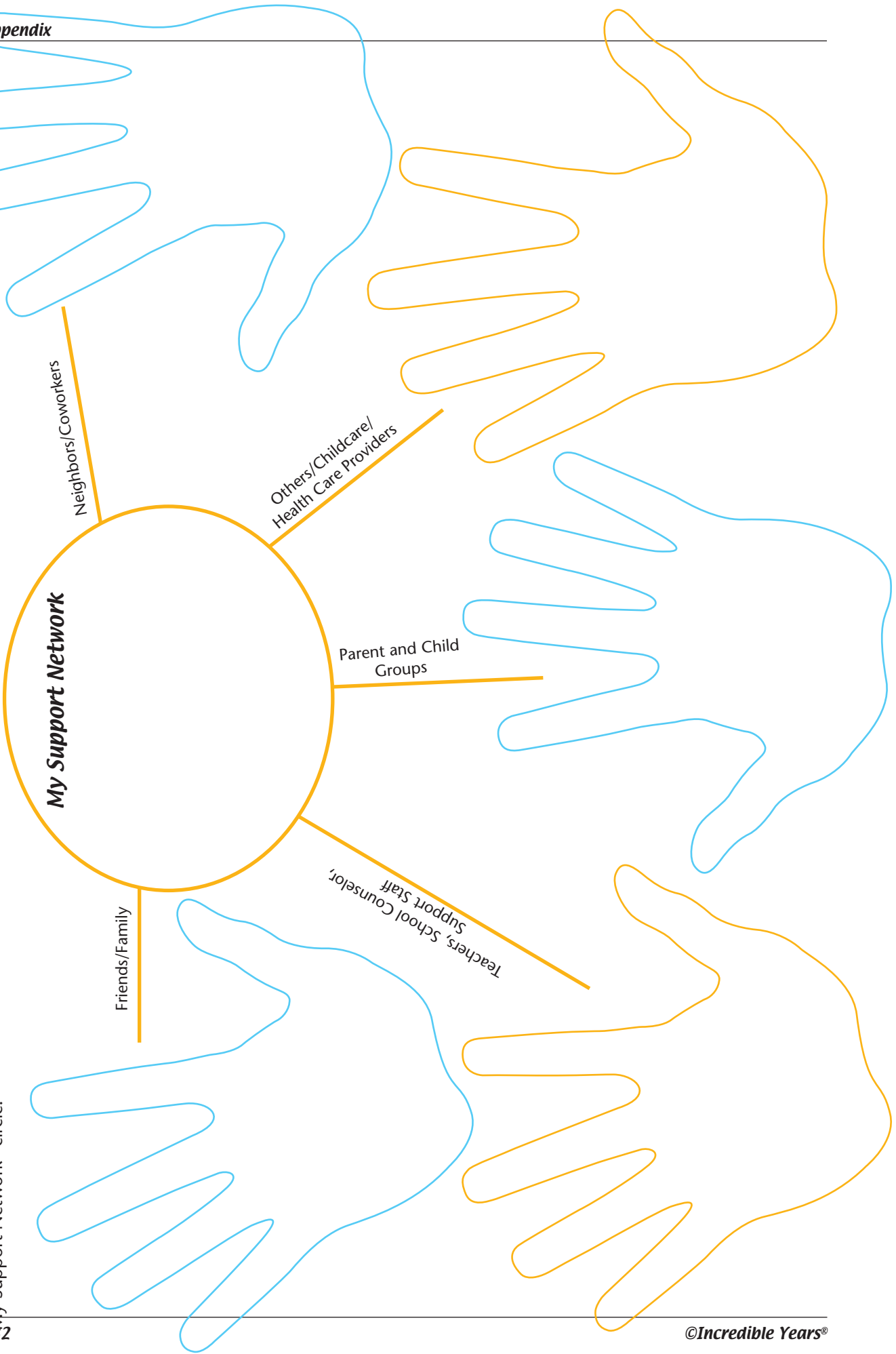


Table 1: Content and Objectives of the Incredible Years® Parents and Babies Program

Content		Objectives	Content	Objectives
Babies Program: 0—12 Months				
Part 1: Getting to Know Your Baby (0—3 months)	<ul style="list-style-type: none"> Learning how to observe and read babies' cues and signals Understanding how to cope with babies' crying and fussy periods Learning about feeding and burping Understanding the importance of communication with babies Learning about babies' fevers and recognizing when to call the doctor Providing babies with visual, auditory and physical stimulation Learning about soft spots, baby acne, sleep habits, spitting, normal bowel movements and diapering Learning how to baby-proof a home Learning about babies' developmental milestones in the first 3 months Understanding the importance of getting rest and support and shifting priorities 	<ul style="list-style-type: none"> Understanding "observational learning" or, mirroring and how babies learn Learning about how to talk "parent-ese" to babies Learning songs to sing to babies Understanding the importance of parental communication for babies' brain development Understanding normal developmental landmarks ages 3-6 months Learning ways to keep babies safe 	Part 2: Babies as Intelligent Learners (3—6 months)	<ul style="list-style-type: none"> Learning how to read babies' cues and developmental needs Understanding how to respond to babies' crying and fussy periods Strategies to set up predictable routines and bedtime rituals Learning how to help babies feel secure and loved Understanding how babies can be over or under stimulated Learning strategies to help babies' calm down Knowing how to get support Being aware of baby's temperament and working to achieve a good temperament fit
Part 3: Providing Physical, Tactile and Visual Stimulation	<ul style="list-style-type: none"> Learning about ways to provide physical and tactile stimulation for babies' and its importance for brain development Understanding the importance of visual and auditory stimulation Modulating the amount of stimulation babies receive Understanding the importance of reading to babies Providing opportunities for babies to explore safely Involving siblings and other family members in baby play times Learning games to play with babies Learning to keep babies safe during bath times and other activities 		Part 4: Parents Learning to Read Babies' Minds	

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

Content	Objectives	Content	Objectives
Babies Program: 0—12 Months			
Part 5: Gaining Support	<ul style="list-style-type: none"> • Understanding the importance of finding time for oneself to renew energy for parenting • Understanding the importance of involving other family members and friends in baby's life • Learning how to get support from others • Knowing how to inform other infant care providers or baby sitters of baby's needs and interests • Knowing how to baby-proof house and review checklist • Learning developmental infant landmarks (6-12 months) 	Part 6: Babies Emerging Sense of Self (6—12 months)	<ul style="list-style-type: none"> • Understanding how babies learn - “observational learning” and modeling • Learning how to provide predictable routines or schedules for babies • Learning how to introduce solid foods in child-directed ways • Learning about successful ways to wean babies when the time is right • Knowing how to allow for babies’ exploration and discovery • Knowing how to talk to babies in ways that enhance language development • Understanding how to make enjoyment of baby a priority • Learning about visual and nonverbal communication signals • Understanding about babies’ development of object and person permanence • Understanding how to baby-proof a home and completion of checklist

Table 2: Content and Objectives of the Incredible Years® Parents and Toddlers Program

Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
Part 1: Child-Directed Play Promotes Positive Relationships	<ul style="list-style-type: none"> Understanding the value of showing attention and appreciation as a way of increasing positive child behaviors Understanding the importance of showing joy with toddlers through songs and games Understanding how to promote imaginary and pretend play Learning how to be child-directed and understanding its value for children Learning how to end play successfully with toddlers Learning about toddlers' developmental needs and milestones Learning about the "modeling" principle Balancing power between parents and children Building children's self-esteem and creativity through child-directed play Understanding the "attention rule" 	Part 2: Promoting Toddler's Language with Child-Directed Coaching	<ul style="list-style-type: none"> Understanding how to model and prompt language development Learning how to coach preschool readiness skills Learning about "descriptive commenting" and child-directed coaching Learning about "persistence coaching" to build children's ability to be focused, calm and to persist with an activity Learning about the "modeling principle" Understanding how to promote pre-reading and pre-writing readiness skills Appreciating normal differences in children's developmental abilities and temperament — completing temperament checklist
Part 3: Social and Emotion Coaching	<ul style="list-style-type: none"> Understanding how to use emotion coaching to build children's emotional vocabulary and encourage their expression of feelings. Understanding how to prompt social coaching to encourage children's social skills such as sharing, being respectful, waiting, asking, taking turns, etc. Learning the "modeling principle"—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills Understanding developmental stages of play Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips 	Part 4: The Art of Praise and Encouragement	<ul style="list-style-type: none"> Labeling praise "Give to get" principle—for adults and children Attending to learning "process," not only end results Modeling self-praise Resistance to praise—the difficulties giving and accepting praise Promoting positive self-talk Using specific encouraging statements versus nonspecific Gaining and giving support through praise Avoiding praising only perfection Recognizing social and self-regulation skills that need praise Building children's self-esteem through praise and encouragement

Table 2 Continued: Content and Objectives of the Incredible Years® Parents and Toddlers Program			
Content	Objectives	Content	Objectives
Toddler Program: 1—3 Years			
Part 5: Spontaneous Incentives for Toddlers	<ul style="list-style-type: none"> Shaping behaviors in the direction you want—"small steps" Clearly identifying positive behavior Rewards are a temporary measure leading to child's learning a new behavior What will reinforce one child will not necessarily reinforce another Value of unexpected and spontaneous rewards Recognizing the "first-then" principle Designing programs that are realistic and developmentally appropriate Understanding how to set up programs for problems such as not dressing, non-compliance, picky eating, difficulty going to bed, toilet training and rough animal care Importance of reinforcing oneself, teachers, and others 	Part 6: Handling Separations and Reunions	<ul style="list-style-type: none"> Establishing clear and predictable routines for separating from children Establishing routines for greeting children after being away from them Understanding object and person permanence Providing adequate monitoring at all times Understanding how peek-a-boo games help children Understanding how predictable routines for bedtime and schedules help children feel secure and safe Completing the toddler-proofing home safety checklist
Part 7: Positive Discipline—Effective Limit Setting	<ul style="list-style-type: none"> Reduce number of commands to only necessary commands Learning about the importance of distractions and redirections Understanding the value of giving children some choice Politeness principle and modeling respect Clear and predictable household rules offer children safety and reduce misbehaviors "Monitoring Principle": Understanding the importance of constant monitoring & supervision for toddlers All children will test rules—don't take it personally Commands should be clear, brief, respectful, and action oriented "When-then" commands can be effective Distraction children need warnings and reminders 	Part 8: Positive Discipline—Handling Misbehavior	<ul style="list-style-type: none"> Understanding how to use distractions and redirections coupled with ignore Parents maintaining self-control using calm-down strategies and positive self-talk Repeated learning trials—negative behavior is a signal child needs some new learning Using the ignore technique consistently and appropriately for selected behaviors such as whining, tantrums Knowing how to help toddlers practice calming down Know how to handle children who hit or bite Understanding the importance of parents finding support

Table 3: Content and Objectives of the Incredible Years® Preschool Basic Parent Training Program (Ages 3–6)

Content	Objectives	Content	Objectives
Strengthening Children’s Social Skills, Emotional Regulation and School Readiness Skills (Program 1)			
Part 1: Child-Directed Play	<ul style="list-style-type: none"> Recognizing children’s capabilities and needs Adjusting to children’s temperament and activity level Building children’s self-esteem and self-concept Learning about normal developmental milestones Avoiding the criticism trap Understanding the importance of adult attention to promote positive child behaviors - “Attention Principle” Building a positive relationship through child-directed play 	Part 2: Academic and Persistence Coaching	<ul style="list-style-type: none"> Descriptive commenting promotes children’s language skills and builds children’s self-confidence and frustration tolerance Academic coaching increases children’s school readiness Using “persistence coaching” to strengthen children’s ability to be focused, calm and persist with an activity Learning how to coach preschool reading skills The “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children model and learn more positive communication and to be respectful Understanding children’s developmental drive for independence
Part 3: Social and Emotion Coaching	<ul style="list-style-type: none"> Using emotion coaching to promote children’s emotional literacy Combining persistence coaching with emotion coaching to strengthen child’s self-regulation skills Learning how to prompt and model emotion language Social coaching, one-on-one, builds child’s social skills (e.g., sharing, taking turns) Knowing how to engage in fantasy play to promote social skills and perspective taking Helping parents understand how they can coach several children in positive peer interactions Understanding how to model, prompt, and praise social skills Understanding developmental stages of play Learning how to apply coaching principles in other settings (e.g., meal times, grocery store trips, bath times, etc.,) 		

Table 3 Continued		
Content	Objectives	Objectives
Using Praise and Incentives to Encourage Cooperative Behavior (Program 2)		
<p>Part 1: The Art of Effective Praise & Encouragement</p> <ul style="list-style-type: none"> • Labeling praise • Give to Get” principle—for adults and children • Modeling self-praise • Resistance to praise—the difficulties from self and others to accept praise • Promoting positive self-talk • Using specific encouraging statements versus nonspecific • Getting and giving support through praise • Avoiding praising only perfection • Recognizing social and academic behaviors that need praise • Building children’s self-esteem through praise and encouragement • Understanding “proximal praise” and “differential attention” 	<p>Part 2: Motivating Children Through Incentives</p>	<ul style="list-style-type: none"> • Understanding value of spontaneous rewards & celebrations • Understanding the difference between rewards and bribes • Recognizing when to use the “first-then” principle • Understanding how to “shape” behaviors • Providing ways to set up sticker and chart systems with children • Understanding how to develop incentive programs that are developmentally appropriate • Understanding ways to use tangible rewards for problems such as dawdling, not dressing, noncompliance, fighting with siblings, picky eating, messy rooms, not going to bed, and toilet training • Importance of reinforcing/refueling oneself and others
Effective Limit Setting (Program 3)		
<p>Part 1: Rules, Responsibilities and Routines</p> <ul style="list-style-type: none"> • Importance of routines and predictable schedules for children • Clear and predictable household rules offer children safety and reduce misbehaviors • Establishing clear and predictable routines for separating from children and greeting them, going to bed and morning routines • Starting children learning about family responsibilities • Helping children learn family household rules 	<p>Part 2: Effective Limit Setting</p>	<ul style="list-style-type: none"> • Identifying important household rules • Understanding ways to give more effective commands • Avoiding unnecessary commands • Avoiding unclear, vague and negative commands • Providing children with positive alternatives/Choices • Understanding when to use the “when-then” command • Recognizing the importance of warnings, reminders and redirection • When possible, give children transition time • “Politeness Principle” • Praise children’s compliance to commands

Table 3 Continued

Content	Objectives	Content	Objectives
Handling Misbehavior (Program 4)			
<p>Part 1: Limit Setting and Follow Through</p>	<ul style="list-style-type: none"> Understand the importance of distractions coupled with ignore Understand the importance of consistency and follow through by parents Maintain self-control and use calm down strategies Understanding that testing is normal behavior Use ignore technique consistently and avoid arguing about limits 	<p>Part 2: Avoiding and Ignoring Misbehavior</p>	<ul style="list-style-type: none"> Understanding how to effectively ignore Understanding concept of “Selective Attention” and “Attention Principle” Repeated learning trials—negative behavior is a sign child needs some new learning opportunities Identifying appropriate behavior to ignore Keep filling up bank account with play, coaching, praise and incentives Practicing self-control and calm down strategies
<p>Part 3: Time Out to Calm Down</p>	<ul style="list-style-type: none"> Learning how to teach children calm down strategies Explaining Time Out to a preschool-age child Using Time Out respectfully and selectively for destructive behavior or severely oppositional children Following through when a child resists Time Out Helping victim of aggressive act Continuing to strengthen prosocial behaviors (positive opposite) Parents practicing positive self-talk and anger management strategies 	<p>Part 4: Other Consequences</p>	<ul style="list-style-type: none"> Learning about developmentally appropriate logical consequences Understanding the importance of new learning trials Understanding the importance of brief, immediate consequences Avoiding power struggles that reinforce misbehavior through lack of follow through Determining age appropriate natural and logical consequences
<p>Part 5: Teaching Children to Problems Solve Through Stories and Games</p>	<ul style="list-style-type: none"> Understanding that games and stories can be used to help children begin to learn problem-solving skills Appreciating the developmental nature of children’s ability to problem solve Strengthening a child’s beginning empathy skills or ability to understand a problem from another person’s point of view Recognizing why aggressive and shy children need to learn these skills Learning how to help children think about the emotional and behavioral consequences to proposed solutions Understanding the importance of validating children’s feelings Learning to model problem solving for children 		

Table 4: Content and Objectives of the Incredible Years® Advanced Parent Training Program (Ages 4–12)

Content	Objectives	Content	Objectives
How to Communicate Effectively With Adults and Children (Program 5)			
<p>Part 1: Active Listening and Speaking Up</p>	<ul style="list-style-type: none"> Understanding the importance of active listening skills Learning how to speak up effectively about problems Recognizing how to validate another's feelings Knowing how and when to express one's own feelings Avoiding communication blocks such as not listening, storing up grievances and angry explosions 	<p>Part 2: Communicating More Positively to Oneself and to Others</p>	<ul style="list-style-type: none"> Understanding the importance of recognizing self-talk Understanding how angry and depressive emotions and thought can affect behavior with others Learning coping strategies to stop negative self-talk Learning coping strategies to increase positive self-talk Increasing positive and polite communication with others Avoiding communication blocks such as put-downs, blaming, and denials Understanding the importance of seeing a problem from the other person's point of view
<p>Part 3: Giving and Getting Support</p>	<ul style="list-style-type: none"> Understanding the importance of support for a family or an individual Recognizing communication styles or beliefs that block support Fostering self-care and positive self-reinforcement strategies in adults and children Avoiding communication blocks such as defensiveness, denials, cross complaints and inconsistent or mixed messages Knowing how to get feedback from others Understanding how to turn a complaint into a positive recommendation Promoting consistent verbal and nonverbal messages knowing how to make positive requests of adults and children Understanding why compliance to another's requests is essential in any relationship Learning how to be more supportive to others 		

Table 4 Continued			
Content	Objectives	Content	Objectives
Problem Solving for Parents (Program 6)			
Part 1: Problem Solving About Children's Problems	<ul style="list-style-type: none"> Recognizing when to use spontaneous problem-solving skills Understanding the important steps to problem solving 	Part 2: Problem Solving About Interpersonal Issues	<ul style="list-style-type: none"> 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
Part 3: Problem Solving With Teachers	<ul style="list-style-type: none"> Understanding how to collaborate with teachers Implementing behavior plans at home and at school Learning how to have a successful parent/teacher conference 		
Problem Solving With Children (Program 7)			
Part 1: Teaching Children to Problem Solve in the Midst of Conflict	<ul style="list-style-type: none"> Understanding the importance of not imposing solutions upon children but of fostering a thinking process about conflict Recognizing how and when to use guided solutions for very young children or for children who have no positive solutions in their repertoire Discovering the value of obtaining the child's feelings and view of the problem before attempting to problem solve Learning how to foster children's skills to empathize and perceive another's point of view Recognizing when children may be ready to problem solve on their own Avoiding blocks to effective problem solving with children, such as lectures, quick judgments, exclusive focus on the right "answer," and failure to validate a child's feelings 	Part 2: Family Problem-Solving Meetings	<ul style="list-style-type: none"> Understanding how to use the problem-solving steps with school-age children Recognizing the importance of evaluating plans during each problem-solving session Understanding the importance of rotating the leader for each family meeting Learning how to help children express their feelings about an issue Reinforcing the problem-solving process

Table 5: Content and Objectives of the Incredible Years® School Age Basic Parent Training Programs (Ages 6-12)

Content	Objectives	Content	Objectives
Promoting Positive Behaviors in School-Age Children (Program 9)			
Part 1: The Importance of Parental Attention and Special Time	<ul style="list-style-type: none"> Understanding how to build a positive relationship with children. Helping children develop imaginative and creative play. Building children's self-esteem and self-confidence through supportive parental attention. Understanding the importance of adult attention for promoting positive child behaviors. Understanding how lack of attention and interest can lead to child misbehaviors. 	Part 2: Social, Emotion, and Persistence Coaching	<ul style="list-style-type: none"> Understanding how to use academic and persistence coaching to encourage children's persistence and focus Learning to use emotion coaching to build emotional literacy Learning to use social coaching to encourage social skills such as being respectful, sharing, cooperating, and being a good team member.
Part 3: Effective Praise and Encouragement	<ul style="list-style-type: none"> Knowing how to use praise more effectively. Avoiding praising only perfection. Recognizing common traps. Knowing how to deal with children who reject praise. Recognizing child behaviors that need praise. Understanding the effects of social rewards on children. Doubling the impact of praise. Building children's self-esteem and self-concept. 	Part 4: Tangible Rewards	<ul style="list-style-type: none"> Understanding the difference between rewards and bribes. Recognizing when to use the "first-then" rule. Understanding how to set up star and point systems to motivate children. Understanding how to design programs that are age-appropriate. Understanding ways to use tangible rewards for problems such as dawdling, noncompliance, sibling fighting, messy room, not going to bed, and being home on time.

Table 5 Continued		
Content	Objectives	Objectives
Reducing Inappropriate Behaviors in School-Age Children (Program 10)		
Part 1: Rules, Responsibilities, and Routines	<ul style="list-style-type: none"> • Politeness Principle • Understanding how to establish clear and predictable routines. • Strategies for encouraging children to be responsible. • Understanding the importance of household chores. • Making sure household rules are clear. 	<ul style="list-style-type: none"> • The importance of household rules. • Guidelines for giving effective commands. • How to avoid using unnecessary commands. • Identifying unclear, vague, and negative commands. • Providing children with positive alternatives. • Using “when/then” commands effectively. • The importance of warnings, reminders, and giving choices.
Part 3: Ignoring Misbehavior	<ul style="list-style-type: none"> • Dealing effectively with children who test the limits. • Knowing when to divert and distract children. • Avoiding arguments and “why games.” • Understanding why it is important to ignore children’s inappropriate responses. • Following through with commands effectively. • Recognizing how to help children be more compliant. 	<ul style="list-style-type: none"> • Guidelines for implementing Time Out for noncompliance, hitting and destructive behaviors. • How to explain Time Out to children. • Avoiding power struggles. • Techniques for dealing with children who refuse to go to Time Out or won’t stay in Time Out. • Teaching children how to calm down. • Understanding the importance of strengthening positive behaviors.
Part 5: Logical and Natural Consequences	<ul style="list-style-type: none"> • Guidelines for avoiding power struggles. • Recognizing when to use logical consequences, privilege removal, or start up commands. • Understanding what to do when discipline doesn’t seem to work. • Recognizing when to ignore children’s inappropriate responses and how to avoid power struggles. • Understanding how natural and logical consequences increase children’s sense of responsibility. • Understanding when to use work chores with children. • Understanding the importance of parental monitoring at all ages. 	
Part 2: Clear and Respectful Limit Setting		
Part 4: Time Out Consequences		

Table 5 Continued			
Content	Objectives	Content	Objectives
How to Support Your Child's Education (Program 8)			
Part 1: Promoting Reading Skills	<ul style="list-style-type: none"> • Providing positive support for children's reading. • Building children's self-esteem and self-confidence in their learning ability. • Making reading enjoyable. • Fostering children's reading skills and story telling through "interactive dialogue," praise, and open-ended questions. 	Part 2: Dealing with Children's Discouragement	<ul style="list-style-type: none"> • Helping children avoid a sense of failure when they can't do something. • Recognizing the importance of children learning according to their developmental ability and learning style. • Understanding how to build on children's strengths. • Knowing how to set up tangible reward programs to help motivate children in difficult areas. • Understanding how to motivate children through praise and encouragement.
Part 3: Fostering Good Learning Habits and Routines	<ul style="list-style-type: none"> • Setting up a predictable daily learning routine for academic activities. • Understanding how television and computer games interfere with learning. • Incorporating effective limit-setting regarding homework. • Understanding how to follow through with limits. • Understanding the importance of parental monitoring. • Avoiding the criticism trap. 	Part 4: Parents Showing Interest in School	<ul style="list-style-type: none"> • Understanding the importance of parental attention, praise, and encouragement for what children learn in school. • Recognizing that every child learns different skills at different rates according to their developmental ability. • Understanding how to build on children's strengths. • Understanding how to show "active interest" in children's learning at home and at school. • Understanding the importance of working with your child's teacher. • Understanding the importance of parental advocacy for their children in school.

Weekly Logs

Name _____

- 1 Treatment Groups _____
- 2 F Number of Sessions Attended _____
- 3 M Number of Sessions Attended _____
- 4 C Number of Sessions Attended _____
- 5 BF/F Number of Hours of Therapy _____
- 6 Who Attended Therapy _____
- 7 Leader (A) Parent Group _____
- 8 Leader (B) Parent Group _____
- 9 Leader (A) Child Group _____
- 10 Leader (B) Child Group _____
- 11 Homework not completed Mother _____
- 12 Homework not completed Father _____
- 13 Homework not completed Child _____

Codes

Content/Leader/Discussion:

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

Participation

- seldom = 0
- sometimes = 1
- frequent = 2

Attitude

- negative = 0
- neutral = 1
- positive = 2

Homework

- incomplete, none = 0
- complete = 1

Make-up Session

- no = 0
- yes = 1

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 M Introduction							
Session 2 M Child-Directed Play	14						
Session 3 M Descriptive Commenting & Persistence Coaching							
Session 4 M Descriptive Commenting & Persistence Coaching	15						
Session 5 M Social & Emotion Coaching	15A						
Session 6 M Social & Emotion Coaching							
Session 7 M Praise	16						
Session 8 M Praise & Rewards	17						
Session 9 M Incentives	18						
Session 10 M Rules, Responsibilities & Routines	19						
Session 11 M Limit Setting							
Session 12 M Limit Setting	21						
Session 13 M Ignoring	22						
Session 14 Time Out	23						
Session 15 Time Out	24						
Session 16 Consequences							
Session 17 Teaching Children to Problem Solve							
Session 18 Reading Skills							
Session 19							Appendix

Weekly Logs

Name _____

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Homework Make-up Session

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- complete = 1 yes = 1

M = Mother F = Father	Content	Therapist	Disc.	Partic.	Attitude	Homework	M-U Session
Session 1 F Introduction							Appendix
Session 2 F Child-Directed Play	14						
Session 3 F Descriptive Commenting & Persistence Coaching							
Session 4 F Descriptive Commenting & Persistence Coaching	15						
Session 5 F Social & Emotion Coaching	15A						
Session 6 F Social & Emotion Coaching							
Session 7 F Praise	16						
Session 8 F Praise & Rewards	17						
Session 9 F Incentives	18						
Session 10 F Rules, Responsibilities & Routines	19						
Session 11 F Limit Setting							
Session 12 F Limit Setting	21						
Session 13 F Ignoring	22						
Session 14 F Time Out	23						
Session 15 F Time Out	24						
Session 16 F Consequences							
Session 17 F Teaching Children to Problem Solve							
Session 18 F Reading Skills							
Session 19 F							



Incredible Years Buzz!



Leader's Name:

E-mail:

Date:

Check what we've accomplished!

Child Directed Play

Academic Coaching

Persistence

Coaching

Social Coaching

Emotion Coaching

Encouragement &

Praise

Self-Praise

Incentives

Self-Care

Household Rules

Predictable Routines

Limit Setting

Ignore, Redirect &

Distract

Logical

Consequences

Time Out to Calm

Down

Teach Children to

Calm Down

Problem Solving

Reminders



Principles

Personal Goals and Planned Practices

Parent Certificate



of Participation and Successful Completion in

The Incredible Years[®]: School Age Basic Parenting Program
Developed by Carolyn Webster-Stratton, Ph.D

Name of Participant

Date

Group Leader

