

Part Four Appendix

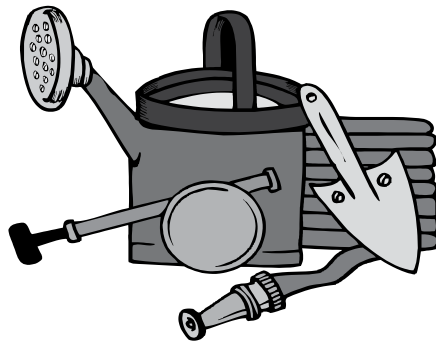
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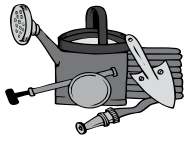


Important Notes to Remember



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).



Attentive Parenting®

Self-Monitoring Checklist

Children 2-6 Years

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

Name: _____

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



Positive Relationships

My goal for the coming week:

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

Program 2: Attentive Academic and Persistence Coaching Promote



Children's Language and School Readiness

My goal for the coming week:

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

Program 3: Attentive Emotion Coaching Strengthens Children's



Emotional Literacy and Empathy

My goal for the coming week:

	Goals I met
___ Read Chapters 3 and 4 in <i>Incredible Years</i> or Chapter 2 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___



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

My goal for the coming week:

	Goals I met
___ Read Chapter 13 in <i>Incredible Years</i> or Chapter 3 in <i>Incredible Toddlers</i>	___
___ Play this week with my child will include:	___



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

My goal for the coming week:

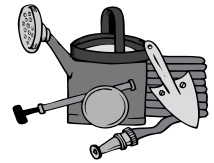
	Goals I met
___ Practice:	
___ Read Chapters 5 and 12 in <i>Incredible Years</i> or Chapter 4 in <i>Incredible Toddlers</i>	___
___ Play this week will include:	___



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

My goal for the coming week:

	Goals I met
___ Read Chapter 11 in <i>Incredible Years</i> or Chapter 7 in <i>Incredible Toddlers</i>	___
___ Practice problem solving with my child using Wally book and puppet	___
___ Play times this week will include:	___



*Attentive Parenting® Program
Parent Weekly Evaluations*

Name _____ Session _____ Date _____

1. The video vignettes and content of this session was

not helpful neutral helpful very helpful

2. The group leader's teaching and leadership skill was

not helpful neutral helpful very helpful

3. The group discussion and interaction was

not helpful neutral helpful very helpful

4. The use of practice exercises was

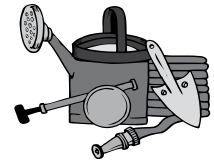
not helpful neutral helpful very helpful

5. The home activities and reading were

not helpful neutral helpful very helpful

Additional comments:

Parent Program Satisfaction Questionnaire
Attentive Parenting® Program



(Hand out at end of the program)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the Attentive Parenting Program that you have participated in. 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 as a result of participating in this program.

1. My child's social and emotional skills are

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

2. My child's pre-academic skills for language, reading, and persistence at a task are

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

3. My child's self-regulation and problem solving skills are

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

4. My overall feelings about my personal progress at using the attentive and coaching parent skills are that I am

very pessimistic pessimistic slightly pessimistic neutral slightly optimistic optimistic very optimistic

5. I feel that the approach used to strengthen my child's social and emotional behaviors in this program is

very inappropriate inappropriate slightly inappropriate neutral slightly appropriate appropriate greatly appropriate

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

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

7. 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. Practice of play and coaching skills at home with your child was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

5. Reading chapters from the *Incredible Years* or *Incredible Toddlers* book was

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

6. Weekly handouts (e.g., tips & others) were

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

7. Use of practice or role plays during group sessions were

extremely useless useless slightly useless neutral somewhat useful useful extremely useful

D. Evaluation of Parent Group Leaders

In this section we would like you to express your opinions about your parent 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 leader’s teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
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2. The leader’s preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
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3. Concerning the leader’s interest and concern in me and my child, it was

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
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4. At this point, I feel that the leader in the program was

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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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 leader’s teaching was

very poor	poor	slightly below average	average	slightly above average	high	superior
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2. The leader’s preparation was

very poor	poor	slightly below average	average	slightly above average	high	superior
--------------	------	------------------------------	---------	------------------------------	------	----------

3. Concerning the leader’s interest and concern in me and my child, it was

extremely dissatisfied	dissatisfied	slightly dissatisfied	neutral	slightly satisfied	satisfied	extremely satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

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

extremely unhelpful	unhelpful	slightly unhelpful	neutral	slightly helpful	helpful	extremely helpful
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Table 1: Content and Objectives of the Attentive Parenting® Programs (Ages 2-6)






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

Table 1 Continued

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