

## ***Part 5***

### ***Agendas and Checklists for Each Session***

- 1. Sessions One through Four***
- 2. Checklist for Each Session***



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## ***Integrate School Readiness Series with BASIC Incredible Years Parent Program (early childhood version)***

These two school readiness programs dovetail with the BASIC parent program (early childhood version) and may be offered as a supplement for the following populations.

- \* **For parents of young children (ages 3–6 years) where there is a history of poor attachment, prior abuse, social, emotional deprivation or environmental neglect.**
- \* **For multi-ethnic families or families who speak English as a second language.**
- \* **For families who want to focus on promoting pre-literacy and language skills.**
- \* **For families with children who have emotional regulation and peer relationship difficulties.**



These programs will provide parents with more experience and practice with child-directed interactions designed to promote children’s social, emotional and academic competence.

Some schools are using this brief 4-6 week program as a way to attract parents into the longer BASIC program which covers other concepts such as limit setting, proactive discipline and problem solving.

## ***Agenda and Checklists for School Readiness Series***

The School Readiness Series may be offered as a 4–6 week prevention program for parents of preschool or kindergarten children (ages 3–6 years). Teachers may be trained to offer the program to parents enrolled in their day care centers or preschool.

The content covered in each session needs to be paced according to each parent group's needs for discussion, level of participation and prior familiarity with the concepts. The following outline is a suggested guideline for completing the entire program in 4, 2-hour weekly sessions.

***Session One: Academic and Social Skills Coaching***

Child-directed Play: Vignettes 1–8

***Session Two: Emotion Coaching***

Child-directed Play: Vignettes 9–14, 19–22

***Session Three: Reading with CARE Building Blocks***

Interactive Reading: Vignettes 1–7, 8–14

***Session Four: Using Books to Promote Social Skills and Emotional Understanding***

Interactive Reading: Vignettes 15–29

## ***Outline—Session One***

### ***Academic and Social Skills Coaching***

#### **I. Welcome**

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

#### **II. Introductions**

Find out group members’ names, ages of children, and personal goals.

Write parents’ goals on board or poster so you and group can refer back to them.

#### **III. Ground Rules**

Ask for parent ideas on group rules and why they think they are important.

(confidentiality, respect for others, being positive, right to pass, equal time to talk, cell phones off)

Adopt rules for group.

Post rules each week. (A sample poster of rules is in appendix.)

#### **IV. Program Goals and Topics**

Give an overview of the program, its general goals, topics and format.

Give one book (*The Incredible Years*) and a magnet to each family. Offer audio CDs.

#### **V. Topic of Day: “Academic and Social Skills Coaching”**

A. Brainstorm benefits and barriers to parent/child play

B. Vignettes: Child-directed play: Vignettes 1–8

##### ***Key Concepts:***

- value of parent’s coaching children’s academic skills
- understanding how to do social coaching
- building children’s language skills through descriptive commenting
- parents coaching and practicing positive peer play
- building children’s self-esteem and creativity through child-directed play

C. Role Play: Academic Coaching

In large group two parents take roles of children and one parent takes role of academic coach. Parent practices “academic coaching.” Parents give feedback. Group breaks up to practice in groups of three using the Academic Coaching handout. Use blocks or legos.

D. Role Play: Social Coaching

In large group two parents take roles of children and one parent takes role of social coach. Parent practices “social coaching.” Parents give feedback. Group breaks up to practice in groups of three using Social Coaching handout.

E. Summarize Key Points (Refrigerator Notes)

**VI. Review Home Activities**

Pass out home practice forms.

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

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: Academic and Social Coaching****Vignettes: Child-directed Play: 1-8**

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Child-directed Play:**

1    2    3    4    5    6    7    8

(Circle which vignettes shown.)

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

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board                                  | _____ | _____ |
| 2. Welcome and make introductions                                 | _____ | _____ |
| 3. Review parents' goals  | _____ | _____ |
| 4. Brainstorm group ground rules                                  | _____ | _____ |
| 5. Present program goals  | _____ | _____ |
| 6. Explain format for meetings                                    | _____ | _____ |
| 7. Brainstorm benefits and barriers to parent/child play          | _____ | _____ |
| 8. Highlight key principles from parents' discussion              | _____ | _____ |
| 9. Role play academic coaching                                    | _____ | _____ |
| 10. Role play social coaching                                     | _____ | _____ |
| 11. Explain importance of home activities and reading assignments | _____ | _____ |
| 12. Review this week's home assignment                            | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Academic and Social Coaching  
 Refrigerator Note about Child-directed Play  
 Refrigerator Note about Academic and Persistence Coaching  
 Refrigerator Note about Social Coaching

**Xerox:**

Facilitating Academic and Social Learning Examples (2)  
 Coaching Children in Cooperative Play with Peers  
 Play Time Record Sheet  
 Checklist for Evaluating Your Child's Play

**Self-Evaluation**

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

## ***Outline—Session Two***

### ***Emotion Coaching***

#### **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 say 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: “Emotion Coaching”**

A. Discussion on how play promotes emotional regulation and feelings literacy.

B. Vignettes: 9–14, 19–22

##### **Key Concepts:**

- adult emotion coaching helps children learn feelings vocabulary
- parent support for emotional regulation and problem solving
- the “attention rule”—the principles of attending to positive social behaviors and emotional expression
- importance of parents encouraging positive emotional expression
- the modeling principle—modeling emotional sharing by parents
- using fantasy play to promote emotional understanding

C. Role Play: Emotion Coaching

In large group, one parent practices emotion coaching with two parents in role as children. Parents give feedback. Group breaks up into triads to practice emotion coaching with Emotion Coaching handout. (Use play dough or art project.)

D. Role Play: Academic, Social and Emotion Coaching

In triads, practicing and integrating all three types of coaching with handout. Also, practice playing with puppets to engage in fantasy play and story telling.

E. Summarize key points (Refrigerator Notes).

#### **V. Review Home Activities**

#### **VI. Parent Evaluation**

#### **VII. Closing**



**LEADER CHECKLIST****Session Two****Session Two:** *Emotion Coaching***Vignettes:** *Child-directed Play: 9-14, 19-22*

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED: Child-directed Play:**

9    10    11    12    13    14

19    20    21    22

(Circle which vignettes shown.)

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

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board  | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to play and to reading chapter) | _____ | _____ |
| 3. Review the concepts from last week's session (briefly)   | _____ | _____ |
| 4. Role play child-directed play skills using emotion coaching  | _____ | _____ |
| 5. Role play with puppets   | _____ | _____ |
| 6. Role play integrating social, academic and emotion coaching  | _____ | _____ |
| 7. Discussed and assigned "buddies" (explain rationale)   | _____ | _____ |
| 8. Review this week's home assignment   | _____ | _____ |
| 9. Review this week's home assignment   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week

Refrigerator Notes about Promoting Your Child's Emotion Self-Regulation Skills

Refrigerator Notes about Encouraging Your Child's Learning

Refrigerator Notes about Praising Your Child

**Xerox:**

Emotion Coaching Examples

Calling Your Buddy Assignment

Record Sheets: Play Times and Praise (2)

**Self-Evaluation**

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

## ***Outline—Session Three***

### ***CARE Reading With Building Blocks***

#### **I. Welcome**

#### **II. Ground Rules**

Review

#### **III. Report on Home Activities**

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

Discuss awkwardness of learning to use coaching techniques.

Review principles of behavior change.

Ask about difficulties of doing home activities.

#### **IV. Topic of Day: “Reading With CARE”**

A. Discussion on how parents read with children

B. Vignettes: Interactive Reading: 1–7, 8–14

##### **Key Concepts:**

- descriptive language promotes children’s language and reading skills, providing positive support for pre-reading skills
- parents building children’s self confidence in reading and motivation to read
- the modeling principle—by parents reading, children learn to value reading
- helping children be “active” participants in reading interactions
- parents understanding the CARE building blocks

C. Role Play: Open-ended Questions

In large group first model interactive reading skills with one parent and one child using a picture book with no words. Demonstrate open-ended and predictive questions. Break up into dyads for everyone to practice.

D. Role Play: Commenting, Expanding and Praising

Break up into dyads with a book with a few words and practice connecting, expanding and praising. Reverse roles.

E. Role Play: Talking About Feelings

Break up into dyads with books with words. This time, combine question-asking with feedback which expands the child’s response. Practice discussing feelings or entering the child’s imaginary world with the story.

F. 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 or reading experience.

Explain “field assignment.”

#### **VI. Parent Evaluation**

#### **VII. Closing**

# LEADER CHECKLIST

## Session Three

**Session Three:** *Helping Your Child Learn Through Reading With CARE Building Blocks*

**Vignettes:** *Interactive Reading: 1-7, 8-14*

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

**VIGNETTES COVERED:** Interactive Reading

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

(Circle which 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 (briefly)	_____	_____
4. Ask about "buddy calls"	_____	_____
5. Model the CARE reading skills	_____	_____
6. Role play open-ended questions	_____	_____
7. Role play commenting, expanding and praising	_____	_____
8. Role play feeling talk	_____	_____
9. Highlight key principles from parents' discussion	_____	_____
10. Review this week's home assignment	_____	_____
11. Explain "field assignment"	_____	_____

### Handout Pads:

Home Activities for the Week

Refrigerator Notes about reading with CARE (2)

### Xerox:

Handout Field Assignment

Record Sheet: Reading Times

### Self-Evaluation

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

## Outline—Session Four

### *Using Books to Promote Social Skills and Emotional Understanding*

**I. Welcome**

**II. Ground Rules (review if needed)**

**III. Report on Home Activities**

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

Ask how “buddy calls” went.

Ask what they decided to do for “field assignment.”

**IV. Topic of Day: Using Books to Promote Social Skills and Emotional Understanding**

A. Discussion—Talk about what parents discovered from their reading experiences at home.

Ask about any difficulties.

B. Vignettes: Interactive Reading, 15–29

***Key Concepts:***

- helping children become “story tellers”
- encouraging child’s imagination
- explaining the feelings of story characters
- using the story to trigger problem solving discussions
- promoting emotional understanding and meaning of the story
- promoting connection between story and child’s real world events

C. Role Play: Expanding and Connecting Events

Model and practice skills parents use to connect story characters or problems to outside real world events. Practice exploring with children the feelings of characters in the book to promote emotional understanding.

D. Role Play

Break into dyads and give each parent Wally Problem Solving book and puppets to practice story telling and solving problems.

**V. Review Home Activities**

Ask them to begin thinking about behaviors they want increased.

**VI. Parent Evaluation**

**VII. Closing**

# LEADER CHECKLIST

## Session Four

**Session Four:**     *Using Books to Promote Social Skills and Emotional Understanding*

**Vignettes:**        *Interactive Reading: 15-29*

SITE: \_\_\_\_\_ DATE: \_\_\_\_\_  
LEADER NAMES: \_\_\_\_\_ TIME: \_\_\_\_\_

### VIGNETTES COVERED: Praise Part 1

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29

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

(Circle which 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. Benefits and Barriers to Interactive Reading	_____	_____
5. Ask about "buddy calls"	_____	_____
6. Highlight key principles from parents' discussion	_____	_____
7. Role play connecting reading strategy	_____	_____
8. Role play problem solving with stories using Wally book	_____	_____
9. Discuss ending group, future assistance and perhaps refer to Basic Preschool Program	_____	_____
10. Review this week's home assignment (remind them about "field assignment")	_____	_____

### *Self-Evaluation*

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

