

Core Vignettes for Children Ages 3-6 with ADHD

The following vignettes were used in our recent study with families of children with ADHD. Those vignettes with ** are considered mandatory core vignettes to show with this population. Those with * are highly recommended. Clinicians are encouraged to learn all the vignettes and to make additional selection of vignettes according to the needs of the families in the groups. For example, more vignettes of families representing different cultural backgrounds will be selected for multicultural groups or, more vignettes showing fathers will be shown when there are fathers in the group. Additionally more vignettes representing different topics are selected for families who find the topic area unfamiliar or difficult and need more time to discuss this topic.

Program 1

Play Part 1: Child-Directed Play Promotes Positive Relationships

Brainstorm the benefits of child-directed play (not barriers)

** **Introductory Narration**

- ** **Vignette 1:** Importance of Parental Play with Children/ Soleil and Mother Coloring (*Pull out Attention Principle*)
- ** **Vignette 2:** Promoting Child's Self-Confidence/Trilby and Dorian Playing
Buzz encouraging statements
- ** **Vignette 3:** Value of Attention/Reggie and Dad (*Review attention rule*)
- ** **Vignette 4:** Children's Need for Attention/"Look at It"
- ** **Vignette 5:** Attempts for Attention/"I love you"—bites her arm
- ** **Vignette 6:** Can we Make Them Talk to Each Other/"Can we etc.," (Contrast to Vignette 5)
- * **Vignette 7:** Being Too Parent Directed/Billy at Greenlake
Vignette 8: Being Too Parent Directed/ Mother and the dollhouse (optional)
- ** **Vignette 9:** Being Too Parent Directed/ Whitney and Dad—space ship
Practice being an "appreciative audience"
- ** **Vignette 10:** Being Child-Directed/Whitney—church near barn (Contrast to Vignette 9)
Practice (large group) being parent-directed in play, contrasted with child-directed
- * **Vignette 11:** Following the Child's Lead/Bolts are father and sister
- * **Vignette 12:** Father Attention/Just Your Style
Vignette 13: Special Time with Two Children/Toby (optional for parents of only one child)
Buzz child's interests and favorite play activities
- * **Vignette 14:** The Importance of Individual Time/Charlie wants to play without sister
- ** **Vignette 15:** Pacing Too Fast/Puzzle
- ** **Vignette 16:** Expecting Too Much/Tic Tac Toe
Brainstorm key learning principles
- ** **Vignette 17:** Tic Tac Toe (Contrast to Vignette 16)
Vignette 18: Being a Good Audience/T-Rex straw
Vignette 19: Giving Your Child Time/"Kind of hard to decide"
Vignette 20: Getting Your Child Started/Car building set
Vignette 21: Getting Started in Play/Maya drawing
Vignette 22: I need a sun!

Vignette 23: Giving a Child Time to Explore/Tinker toys

Vignette 24: Encouraging Helping Behavior/Robin play with soak in the sink
Buzz toys that don't cost anything

** **Vignette 25:** Outside Play/Frisbee

Vignette 26: Dance Routine Outside

Vignette 27: Promoting a Positive Cultural Identity/Piñatas (use with Hispanic families)
Buzz family traditions

Vignette 28: Grandmother's Special Time/Good big sister

* **Vignette 29:** Ending Play/Use of buzzer
Practice being an "appreciative audience."

Play Part 2: Academic and Persistence Coaching Promotes School Readiness

Brainstorm barriers to play time in past week. Introduce benefits of academic coaching for children.

**** Introductory Narration**

Vignette 1: Encouraging Children's Independence/"I want to do this"

Vignette 2: "But I want to try"
Buzz about ways to encourage self-confidence

** **Vignette 3:** "I need to do it!"/Car building with bolts
Buzz encouraging self-confidence statements

** **Vignette 4:** "Promoting Independence" (Contrast to Vignette 3)

Vignette 5: Promoting Independence/Matias and both parents

Vignette 6: "I did it all by myself"/Giraffe is going in

** **Vignette 7:** Emotional Scaffolding/Scissors—"Can we do it together?"

** **Vignette 8:** Encouraging Problem Solving/"That's what a screwdriver is for"

Vignette 9: "We did it—you did it"
Buzz about helping children with frustration
Practice playing with child who is more frustrated with an activity

** **Vignette 10:** Avoid Asking Too Many Questions/Father and daughter with puppets

** **Vignette 11:** "What are you making?" (Focus on product not process)

* **Vignette 12:** "It doesn't have mustache" (Problem with question-asking with corrections)

Vignette 13: Asking Questions/Kalani

** **Vignette 14:** Descriptive Commenting/Puzzle—"His legs are stuck, here they come"

** **Vignette 15:** Descriptive Commenting/Coyote
Brainstorm list of things they can describe.
Practice descriptive commenting in large group.

** **Vignette 16:** Modeling and Prompting Language/Kalani rocks and water

** **Vignette 17:** Completing the Teaching Loop

** **Vignette 18:** Academic Coaching/Blocks and Two Children—Kalani: "You're solving your problem"
Brainstorm or Buzz academic coaching words

Vignette 19: Academic Coaching/Maya drawing

Vignette 20: Criticism Trap/Greenlake (*Avoid negative feedback*)

Buzz coaching words for helping children persist with activity

Vignette 21: “You missed something”/Michael with puzzle

Vignette 22: “You’re getting those all in”/Michael sings

Vignette 23: Ripple Effect/Brook and Brent

Introduce persistence coaching and buzz some expressions

** **Vignette 24:** Persistence Coaching/Kristen and Kalani (*After viewing, turn down volume, replay the vignette, and practice persistence coaching.*)

** **Vignette 25:** Persistence Coaching/Maya and both parents
Practice persistence coaching in dyads

* **Vignette 26:** Persistence Coaching/See you can do it! (two children)

Vignette 27: Reading/“Almost it’s a goat”

Vignette 28: Promoting Reading Readiness/Kristin (*Talk about how descriptive commenting and persistence coaching can be used when reading with children.*)

Practice coaching while reading with child.

Summary Vignette

Play Part 3: Strengthening Children’s Social Skills, Emotional Regulation, and School Readiness Skills

Introduce benefits of emotion coaching during play. Review or buzz temperament questionnaire findings.

** **Introductory Narration (omit Vignette 1)**

Brainstorm emotion words on flip chart

** **Vignette 2:** Emotion Coaching/Sticky tape

** **Vignette 3:** Linking Actions to Emotions/Jolie and Kayla

Practice emotion coaching with persistence and academic coaching

Introduce benefits social coaching

** **Vignette 4:** Modeling, Prompting and Praising Social Skills/Kayla and play dough

** **Vignette 5:** Modeling/Helping with tricycle

Brainstorm or Buzz list of child social skills to encourage

Vignette 6: Coaching Sibling Play/Kalani and Niki with puzzle

* **Vignette 7:** Encouraging Cooperative between Siblings/Daniel and Lia

** **Vignette 8:** Social and Persistence Coaching/Dorian and game boy

Practice with one child—parent as model; prompting in large group

Vignette 9: Coaching groups of children/Skittles

** **Vignette 10:** Teacher coaches social and emotional coaching in preschool/Kaylee

Buzz self-regulation skills

Practice emotional and social coaching

* **Vignette 11:** Value of pretend play/“I’m scared to be so high”

Practice social coaching two children in parallel play

- Vignette 12:** Making a fort
Buzz pretend play ideas
- ** **Vignette 13:** Scaffolding games between siblings/Charlie and Sophie—skater game
Practice coaching two children with some language skills and interest in each other—level 3
- ** **Vignette 14:** Child-directed Play/Breakfast Preparations—Danielle and Lia
- Vignette 15:** Social Coaching During Breakfast/Mealtime
Buzz mealtime behaviors they can coach
- * **Vignette 16:** Child-directed Bath Time Coaching
- Vignette 17:** Child-centered grocery shopping
- ** **Vignette 18:** Coaching Siblings to Work Together/Charlie cooking with Sophie
- Vignette 19:** Family teamwork/Whipped cream with Robin and Dorian
- Vignette 20:** Learning a Game/Charlie four-square
- * **Vignette Summary**
Practice social and emotion coaching with two children

Program 2

Praise Part 1: The Art of Effective Praise and Encouragement

Discuss with parents the benefits and barriers to praising their children. Talk about the concept of building up a bank account in their relationships with children. (*Show piggy bank handout and talk about pyramid*).

- ** **Introductory Narration**
- * **Vignette 1:** Effective Praise/Robin going to bathroom
- * **Vignette 2:** Praising Behaviors you want to see more of/Kisses for your brain
- ** **Vignette 3:** Labeled Praise/Daniel and father (*List meal time behaviors to praise*)
Do a practice role-play for meal times.
- ** **Vignette 4:** Praising Self-Care/Daniel in bath
Buzz independent behavior
- ** **Vignette 5:** Praise for Washing Hands/Robin and Dorian
- * **Vignette 6:** Praising Cooperation/Thank you for cleaning up so good
- * **Vignette 7:** Flossing Teeth/“You’re so cooperative”
- Vignette 8:** Tailoring Praise/Daniel and Lia
- ** **Vignette 9:** Training for Phone Calls/Kayla
- ** **Vignette 10:** Training for Self-Regulation/Dorian Stays Calm
Buzz self-regulation skills to praise
Buzz behaviors you want to see more of and write out praise statements
- Vignette 11:** Making Cookies/Taking turns

Praise Traps

After viewing the next four vignettes, ask parents to state more effective ways of giving the praise (i.e., labeled, positive praise).

- ** **Vignette 12:** Less Effective Praise
- ** **Vignette 13:** “Why can’t you do it every morning?”/Ryan
- ** **Vignette 14:** Avoid Praising Only Perfection
- ** **Vignette 15:** Sarcastic Praise

Review ways to give positive labeled praise before showing the next vignettes.

Vignette 16: Common Traps/Whitney “speed it up”

Vignette 17: Catch Your Child Being Good/Mother watching TV

- ** **Vignette 18A, B, C:** The Effect of Praise/Brent
 - ** **Vignette 19:** Rejecting Praise/I could have done better
 - ** **Vignette 20:** Rejecting Praise/“It’s about time you said something nice”
 - Vignette 21:** Proximal Praise/Put away toys
 - ** **Vignette 22:** “I’m not going to eat peas. I hate peas!”
 - Vignette 23:** Dinner Preparations Proximal Praise/Corn husking
Practice proximal praise
 - ** **Vignette 24:** Differential Attention/Use your spoon please
Buzz positive opposites
Practice differential praise such as picking up coat with an attitude
 - Vignette 25:** Rewarding Steps in the Right Direction-wooden peg board
 - Vignette 26:** Shaping Gentle Behaviors/Charlie and cat
 - Vignette 27:** Doubling the Impact/Book and crocodile
 - Vignette 28:** Physical warmth/Peg board and shapes
 - Vignette 29:** You were obedient
 - Vignette 30:** Promoting Responsibility/Robin dishwashing
 - Vignette 31:** Setting the Table/Dorian
 - Vignette 32:** Doing Homework
 - Vignette 33:** Ripple Effect/Chris sharing bristle blocks
Buzz encouraging positive sibling interactions
- Summary of Program**
- ** *Practice praising self and others*

Praise Part 2: Motivating Children Through Incentives

Discuss barriers to praise

- ** **Introductory Narration**
- ** **Vignette 1:** Surprise Rewards/Ryan gets in bed
- ** **Vignette 2:** Ryan picks up his room and gets a story
Buzz spontaneous or surprise rewards they could use with their child
- ** **Vignette 3:** Bribes and Rewards
- * **Vignette 4:** “Can you play nicely?”

- ** **Vignette 5:** First-Then Rule
Buzz or brainstorm low cost rewards
- Vignette 6:** Stickers/Daniel incentive for bath (optional)
- ** **Vignette 7:** Stickers for being patient
- ** **Vignette 8:** Small Treats/Daniel gets raisins for getting clean
- Vignette 9:** Flossing Teeth
- ** **Vignette 10:** Explaining Reward Systems/Ryan gets dressed faster with stickers
- ** **Vignette 11:** Grab bag
- Vignette 12:** Explaining a Sticker Program/Two children playing checkers
Buzz explaining a sticker system for older children
- Vignette 13:** Points for Cooperation/Shane and Abby
- Vignette 14:** Developing a Reward Menu
- Vignette 15:** Strike System for Compliance/Sophie and Charlie
Buzz list of incentives by age group
- ** **Vignette 16:** Take away points
- ** **Vignette 17A, B, C:** Training for Grocery Store
- * **Vignette 18:** Incentives to Encourage Toilet Training
Show for parents of children not toilet trained
- ** **Vignette 19:** Coaching Homework/Charlie
Show for parents of children with homework
- Vignette:** Summary Narration
Brainstorm or buzz list of behaviors to use incentive system for
Buzz incentives for parents and achieving a personal goal

Program 3

Limit Setting Part 1: Establishing Rules, Routines and Household Rules

Discuss benefits of predictable routines and rules and barriers to this.

- ** **Introductory Narration**
- ** **Vignette 1:** Separation and Reunion Routines/Daniel
Practice how to say good bye to child at preschool
- ** **Vignette 2:** Bedtime Routines/Robin
- ** **Vignette 3:** Encouraging Children to Sleep
- ** **Vignette 4:** Bedtime Routine/Robin
- ** **Vignette 5:** Morning Routine
Buzz morning or evening routines
- * **Vignette 6:** Morning Routine/Daniel
- Vignette 7:** Household Routines/Setting table
Buzz chores
- Vignette 8:** Testing the Routine/Cleaning up table
- * **Vignette 9:** Bed time/Reggie
Buzz household rules

Limit Setting Part 2: Effective Limit Setting

Discuss benefits and barriers to limit setting

Vignette 1: Distractions and Redirections

* **Vignette 2:** Avoiding Unnecessary Commands/Farm scene—magnets

** **Vignette 3:** Coloring in the Lines

** **Vignette 4:** Play dough cookies

** **Vignette 5:** Avoid Unnecessary Commands/Cottage cheese
(Replay vignette with sound off to praise praising)

Vignette 6: Positive Reminders/Kalani and rocks

** **Vignette 7:** Giving Choices/Wash cloth for face

** **Vignette 8:** Giving Choices- dinner table/"I don't like it"

* * **Vignette 9:** Setting Necessary Limits/"I need you to sit at table a few more minutes"

Vignette 10: Giving Children Transition Time/Brent

Vignette 11: Transition Warnings/Kalani
Buzz how parents help children with transitions

** **Vignette 12:** Warnings for Transitions/"Three more minutes, then teeth time"

** **Vignette 13:** When-Then Commands/Narration

** **Vignette 14:** When-Then Commands
Buzz "when-then" commands

** **Vignette 15:** "First-then" Commands/"Coat then snack"

** **Vignette 16:** Avoid Unclear Commands/Be Careful
Practice restating commands 16–20

** **Vignette 17:** Avoid Unclear Commands/"Just a minute"

** **Vignette 18:** Unclear Commands/Spilled Milk
Practice restating commands

** **Vignette 19:** Avoid "Let's" Commands

** **Vignette 20:** Unclear Commands

** **Vignette 21:** Avoid Question Commands

** **Vignette 22:** Avoid Asking Permission for a Command/"Is that okay?"

** **Vignette 23:** Positive, Clear Commands/Washing Hands
Buzz and rewrite commands

** **Vignette 24:** Clear Commands/"Clear your plate"

** **Vignette 25:** Avoid Chain Commands
Practice restating commands and praise for compliance

Vignette 26: Importance of Follow Through/Charlie on table

Vignette 27: Clear Limits/Riding bike on sidewalk

Vignette 28: Put away bike

Vignette 29: No TV
Buzz TV time

Vignette 30: "You cannot .. but you can..
Buzz and Rewrite Commands

Vignette 31: Showing Disapproval/Darren and Conner bubbles

Vignette 32: Positive Commands/"Inside voice"

Vignette 33: Positive Command/"Sand in bucket"

Vignette 34: Praising Compliance/Picks up clothes off floor when asked

Vignette 35: Praising Compliance/Dorian praised for washing hands

Vignette 36: Striking a Balance of Power/Cleaning up table after art project

Summary Narration

Program 4

Handling Misbehavior Part 1: Follow Through With Commands

Buzz goals of discipline

**** Introductory Narration**

**** Vignette 1:** Introduction and "I want to eat!"

**** Vignette 2:** "Look at me"

**** Vignette 3:** Follow through/Libby

**** Vignette 4:** Testing Commands/Carl "can I finish this paper box?"

**** Vignette 5:** "Snap to it!" (Follow-up to Vignette 4)

Vignette 6: Child Testing/Brie throws block

Vignette 7: Divert and Distract/Bristle blocks stick here

Buzz distractions

Vignette 8: "Why?"/Why do I have to turn the TV off?

Vignette 9: Avoid Arguments about Rules/Cupcakes

Practice role play not engaging in arguments about rules

Vignette 10: Why Games/Trina and Lisa

Vignette 11: Allison doesn't want to put away toys

Vignette 12: Allie, continued, and mother follows through

Vignette 13: Remember to praise/Allie, that's terrific

Handling Misbehavior Part 2: Ignoring Children's Inappropriate Responses

Introduce Ignore Principle: Discuss with parents the benefits of ignoring misbehavior and barriers to ignoring. Review the "attention principle."

**** Vignette 1:** Ignoring/"Put the book away"

**** Vignette 2:** Continued from Vignette 1

**** Vignette 3,4:** Ignoring Misbehavior/"TVs are not for children to play with"

Buzz ignorable behaviors

**** Vignette 5:** Ignoring Tantrums/Hanook

Buzz ways to stay calm

**** Vignette 6:** Ignore and Distract/"I want a cookie"—Boy tantrums

**** Vignette 7:** Teachers Ignoring/Kaylee

**** Vignette 8:** "Why can't I have a candy?" (*Whining role-play*)

- ** **Vignette 9:** Dorian rocking at dinner table
- Vignette 10:** Swedish pancakes/Luke
- ** **Vignette 11 & 12:** “I want a cookie”
Practice child whining for cookie and ignoring child arguing a lot
- Vignette 13:** “I won’t do it again”/Sand on carpet
- Vignette 14:** “I don’t want him to play with my toys!”/Christopher and airplane
- Vignette 15:** “Be nice to your brother”/No, Chris no!
- * **Vignette 16:** Daniel doesn’t want to clean up
Practice selective ignoring
- * **Vignette 17:** “Dad I cleaned up my room”
- Vignette 18:** TV syndrome/Dominic protests
- Vignette 19:** Dominic is praised for compliance
- Summary Narration**
Buzz list of behaviors want to see less of
Buzz strategies for staying calm—rewrite negative self-talk

Handling Misbehavior Part 3: Time Out to Calm Down

Brainstorm difficulties ignoring misbehavior and strategies parents used to cope with angry thoughts in order to stay calm.

- ** **Introductory Narration**
- ** **Vignette 1:** Explaining Time Out for Hitting/Father and Keela
- ** **Vignette 2:** Explaining Time Out for Hitting/Mother and two children with checkers
- ** **Vignette 3:** Explaining Time Out to Abby
Practice explaining time out
- Vignette 4:** Time Out to Stop Sibling Fights/Derek, Nicole discussion
- Vignette 5:** Time Out for Noncompliance/Explanation to Shane and Abby
Buzz locations in home for time out
- * **Vignette 6:** Practicing Calm Down Sequence/Kaylee shows baby Dina
- * **Vignette 7:** Practicing Calm down Sequence/Daniel and sister
- ** **Vignette 8:** Practicing Calm Down/Dorian
Practice explaining and rehearsing time out
- ** **Vignette 9-12:** Time Out/Ryan in Chair
Do role play—simple Scenario 1
- Vignette 13:** Time Out Warning/“Use kind words or ..”
- * **Vignette 14:** Helping the Victim to Speak Up/“I don’t like that”
- ** **Vignette 15:** Time Out for Hitting/Dorian
Do role play—refusing to go to Time Out –warning Scenario 2
Do role play—getting off chair
Do role play –going to room
- ** **Vignette 16:** Time Out in School/Kaylee
- Vignette 17:** Practice Staying Calm/Abby’s mother gets angry

Vignette 18: Parents Staying Calm/Abby continued

Vignette 19: Abby continued

* **Vignette 20, 21:** Resisting Time Out (*Show for parents of children 6–8 years*)

* **Vignette 21:** When a Child Refuses Time Out (6–8 years)

* **Vignette 22-26:** Time Out for Noncompliance/Shane
Practice Time Out for noncompliance

Vignette 27-28: Common Traps/Libby spits on floor

Vignette 29: Threats/Libby throws sand

Buzz managing anger strategies—coping and calming self- thoughts

Brainstorm pros and cons of Time Out vs. spanking/hitting

Handling Misbehavior Part 4: Natural and Logical Consequences

Practice responses for Time Out difficulties and positive self-talk to use to stay calm.

** **Vignette 1:** Introduction and Warning/Frisbee

* **Vignette 2:** Logical Consequences/Sand on rug

* **Vignette 3:** “I will have to take the bubble stuff away”

* **Vignette 4:** Logical consequence/Take away marker

** **Vignette 5:** Logical consequences/Take away bike
Buzz possible logical consequences that are developmentally appropriate

** **Vignette 6:** Impose Consequence and Redirect/Game Boy

** **Summary Narration**

Buzz principles of effective discipline

Buzz possible logical consequences

Handling Misbehavior Part 5: Teaching Children to Problem Solve and Self Regulate

Brainstorm benefits of teaching children to problem solve.

** **Introductory Narration**

* **Vignette 1:** Social Coaching/Sharing Libby

* **Vignette 2:** Encouraging Cooperation/Brent and Brooke bristle blocks

* **Vignette 3:** Baby and 3 year old/Singing and taking turns

* **Vignette 4:** Providing Adequate Scaffolding/Charlie and Sophie/skater
Practice social and emotion coaching (review)

* **Vignette 5:** Learning a Game/Four-square ball

* **Vignette 6:** Coaching Siblings to Work Together/Charlie and Sophie cooking

* **Vignette 7:** Family Teamwork/Whipped cream

Vignette 8: Social Coaching/Skittles

* **Vignette 9:** Talking About Problems/Whitney pushes a girl

** **Vignette 10,11:** Colleen’s teasing me (*Use Wally’s cue card steps for Problem Solving*)

** **Vignette 12:** Using Words/Armani and Sergio

** **Vignette 13:** When Not to Problem Solve

- * **Vignette 14:** Introduction and Using Books to Teach Problem Solving/Mathew
- * **Vignette 15:** The Reluctant Child/Seth “You do it”
Practice problem solving with puppets and action figures
- Vignette 16:** “Give it to me or I’ll hit you”/Shawn and Carolyn with puppets
- Vignette 17:** “he hit me”/Dolls and trucks and mother
- Vignette 18:** Reverse Roles/Dolls and trucks and father
- ** **Vignette 19:** Using Wally Books/Dorian
- ** **Vignette 20:** Using Wally Books/Acting Out Solutions
Practice using the Wally books
- Vignette 21:** Consequences of solutions/Puppet role play with Mathew
- * **Vignette 22:** “What if” game/A neat story
- Vignette 23:** Problem Solving/Burt bunny and mother
- Vignette 24-25 :** Dad and bunnies/Practice ignoring being teased
- * **Vignette 26:** Problem-Solving/Making friends—puppet play
Practice problem solving with puppets
- * **Vignette 27:** Puppet Play/Problem solving story with 8-year-old—Making new friend
- ** **Summary Narration** *Show this for final review of what has been learned*
Reflect on Goals
Evaluations

Adult Problem Solving Meetings

Part 1: Problem Solving for Child Problems

- ** **Introductory Narration**
- * **Vignette 1:** Spontaneous Problem Solving/“Extra hour sleep”
- ** **Vignette 2:** Step #1 Schedule time and agenda
- ** **Vignette 3A:** Step #2 Define problem
- ** **Vignette 3B:** Step #3 Summarize problem and goals
- ** **Vignette 3C:** Step #4 Brainstorm solutions
- ** **Vignette 3D:** Step # 5 Evaluating Solutions and Making a Plan
Practice problem solving steps for a child behavior problem using the behavior planning handout
- * **Vignette 3E:** Step # 6 Refining the Plan
- * **Vignette 3F:** Ending Meeting
- * **Vignette 4A–G:** Problem Solving/Lisa and Doug
- * **Vignette 5A–F:** Brother and Sister Problem Solving
Practice parents discussing a child problem they want to solve using the behavior plan handout

Part 2: Problem Solving about Interpersonal Matters

- * **Vignette 6 A–G:** Mother lack of support
- * **Vignette 7A–C:** Hester and Leonard/New baby (*Show if new baby*)
- * **Vignette 8 A:** Girlfriend helps (*Show if single parents*)

- * **Vignette 8 B:** Defining Problem
- * **Vignette 8 C:** Finding Solutions
- ** **Vignette 8D:** Single parent problem solving/“Me time”
- ** **Vignette 9A:** Trilby speaks up (Show if partners in group)
- ** **Vignette 9B:** Solutions
- ** **Vignette 9C:** Replay mother speaking up
- ** **Vignette 9D:** Dad’s point of view/Listening
- ** **Vignette 9E:** Summary of Problem and Goals
- ** **Vignette 9F:** Brainstorming
- ** **Vignette 9G:** Clarifying Plan
Practice role playing with parents, working on how they are going to support each other; give out calendar to make plan

Part 3: Problem Solving with Teachers

Use scripted role plays in manual

- Vignettes 10A–E:** Problem solving with Teacher/Lexi
- Vignettes 11A–C:** Parent-Teacher Conference
- ** **Vignette 12A:** Ann and Cody and listening to irritated teacher
- ** **Vignette 12 B:** Determining Goals
- Vignette 12 C–F:** Solutions and Planning

Communication Part 2 (ADVANCE Curriculum)

- ** **Vignette 25:** Self talk in preparation for teacher meeting
Role-play practice talking to a teacher about ways to solve a problem.

Final Session

Review Parenting Tool Kit with the *Parents Working Like Detectives: See what you’ve learned* handout.

Give out tools for their ideas.

Give out a yearly calendar to plan parenting goals and plans.

Brainstorm ways they are going to support each others parenting efforts and their own work.

Review progress made with goals.

Use the Incredible Years parenting tool kit poster to review all the parenting tools they have learned in the program.