

## ***Part 5***

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

- 1. Sessions One through Twelve***
- 2. Toddler Version of Basic Program***
- 3. Checklist for Each Session***



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

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

The following outline is a suggested guideline for completing the entire program in 12, 2- to 2½-hour weekly sessions. We have listed the key vignettes to show in each session. We have omitted some vignettes, however, if you have adequate time you can show all the vignettes in a particular program. Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you might find it takes 13-14 weeks to complete the program.

If you are combining the BASIC program with the SCHOOL AGE PROGRAM in order to be able to include elementary school age children, the additional vignettes from that program can be integrated as well.

***Session One: Welcome & Introduction to Program Parents' Goals***

How to Play with Your Child

"Promoting Your Child's Self-esteem and Encouraging Cooperation"

Play Part 1: Vignettes 1-6

***Session Two: Play Part 1 continued***

Play Part 1: Vignettes 7-9, 15-19, 22-23

***Session Three: Helping Your Child Learn Through Play***

"Promoting Your Child's Thinking Skills"

Play Part 2: Vignettes 1,2,5-8,11,12 and 22

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

"Bringing out the Best in Your Child"

Praise Part I: Vignettes 1-6, 10-17

***Session Five: Praise Part 1 continued and Part 2 Using Reward Programs to Teach Your Child New Behaviors***

"Motivating Your Children"

Praise Part 1: Vignettes 19 -26 Review

Tangible Rewards Part 2: Vignettes 1-3

(School Age Series)

***Session Six: Reward Programs continued***

Tangible Rewards: 4-12

***Session Seven: Effective Limit Setting***

“The Importance of being Clear, Predictable, and Positive”

Limit Setting Part I: 3-12 (inappropriate commands)

19-20 (negative commands, if time)

21-29 (positive examples)

***Session Eight: Effective Limit Setting & Ignoring***

“Decreasing Annoying Misbehaviors”

Limit Setting Part 2: Vignettes 1-8, 12-14

Handling Misbehavior Part 1: Vignettes 5-9, 13-14

***Session Nine: Time Out***

“Discipline Strategies for Child Disobedience, Hitting or  
Destructive Behaviors”

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

Handling Misbehavior Part 2: Vignettes 2-8

(School Age Series)

***Session Ten: Time Out continued***

Handling Misbehavior Part II: Vignettes 14-16

Pros and Cons of Spanking vs. Time Out

***Session Eleven: Other Consequences/Problem-Solving***

Handling Misbehavior Part 2: 21-26, 29-31

***Session Twelve: Putting It All Together/Transition Plans/Celebration***

Review of Group List of Behaviors to Decrease & Strategies

Party

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## ***Toddler Version of Basic Program***

The following outline is a suggested guideline for doing parent groups with toddlers (2-3 years old). We have listed the key vignettes to show in each session. We have omitted some programs and vignettes which did not seem developmentally appropriate for this age group (e.g., Time Out). Do not omit any of the vignettes listed below. If you do not complete all the required vignettes in a session, you can continue showing them in the next session. It will usually take 10-12 weeks to complete the program.

***Session One: Welcome & Introduction to Program***

Parents' Goals  
How to Play with Your Child  
"Promoting Your Child's Self-esteem and Encouraging Cooperation"  
Play Part 1: Vignettes 1-6

***Session Two: Play Part 1 continued***

Play Part 1: Vignettes 7-16, 23

***Session Three: Helping Your Child Learn Through Play***

"Promoting Your Child's Thinking Skills"  
Play Part 2: Vignettes 1,2,5-8, 12 and 22

***Session Four: Effective Ways to Praise and Encourage***

Your Children  
"Bringing out the Best in Your Child"  
Praise Part I: Vignettes 2, 3, 5, 6, 7, 11-18

***Session Five: Praise & Rewards Part 2***

"Motivating Your Children"  
Tangible Rewards Part 2: Vignettes 2-12

***Session Six: Review and Catch Up***

Start Limit Setting if time.

***Session Seven: Effective Limit Setting***

"The Importance of being Clear, Predictable, and Positive"  
Limit Setting Part I: 3-16, 19-28, 32,33

***Session Eight: Effective Limit Setting & Ignoring***

"Decreasing Annoying Misbehaviors"  
Limit Setting Part 2: Vignettes 1-3, 6-15, 17-19

***Session Nine: Handling Misbehavior***

Handling Misbehavior Part 1: Vignettes 1-14

***Session Ten: Handling Misbehavior continued***

Handling Misbehavior Part II: Vignettes 1-9, 14-19,21

***Session Eleven: Other Consequences/Problem-Solving***

Handling Misbehavior Part III or Vignette 43 from  
School Age Program

***Session Twelve: Putting It All Together/Transition***

Plans/Celebration

Review of Group List of Behaviors to Decrease & Strategies

Party

## Outline—Session One

### *Introductions and How to Play With Your Child*

- 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)
  - 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.
  - Refer to the pyramid poster or the parent handout.
  - Give one book (*The Incredible Years*) and a magnet to each family. Offer audiotapes.
- V. **Topic of Day: Play—“Promoting Your Child’s Self Esteem and Encouraging Cooperation”**
  - A. Brainstorm benefits and barriers to parent/child play
  - B. Vignettes: Play Part 1: 1-6

**Key Concepts:**

    - value of showing attention and appreciation as a way of increasing positive child behaviors
    - respecting children’s ideas
    - parents modeling compliance
    - balancing power between parents and children
    - appreciating children’s perspective and developmental abilities
  - C. Role Plays
    - Role play (leader [as child] and parent) that demonstrates parent following child’s lead. First do “everything wrong” then replay using new principles.
    - Divide group into sets of 3. Within each small group, give each parent a 2-3 minute time to be the child, parent and the observer.
  - D. Summarize Key Points (Refrigerator Notes).

**VI. Review Home Activities**

Pass out home practice forms.

Read aloud and make sure parents understand the home activities. Encourage each parent to practice and do the reading or listen to the 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:** *How to Play with Your Child*

“Promoting Your Child’s Self-Esteem and Encouraging Cooperation”

**Vignettes:** *Play Part 1: 1- 6*

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

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

**VIGNETTES COVERED: Play Part 1:**

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

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

(Circle which vignette you finished with.)

### 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. Role play the play skills	_____	_____
9. Explain importance of home activities and reading assignments	_____	_____
10. Review this week’s home assignment	_____	_____

### Handout Pads:

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

Refrigerator Notes about Play with Your Child

### Xerox:

Play Time Record Sheet

Checklist for Evaluating Play

### Self-Evaluation

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



## ***Outline—Session Two***

### ***Helping Your Child Learn Through Play***

- I. **Welcome**  
Reengage families.  
Introduce new group members and welcome them.
- II. **Ground Rules**  
Ask one or two people in group to review the ground rules and 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: Learning Through Play—“Promoting Your Child’s Thinking Skills”**
  - A. Discussion on how play promotes thinking
  - B. Vignettes: Play Part 1: 7-9, 15-19, 22, 23.

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

- adult play helps children learn to problem-solve and be successful in school
- positive adult attention builds your child’s bank account
- the “attention rule”—the principles of attending to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
- the “ignoring” skill—not giving eye contact or verbal attention to annoying behaviors, a deliberate action for certain misbehaviors
- the modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication

- C. **Role Play—(Parent playing with one child)**  
Several parents act as children, and another parent gives attention to both children.  
Have props (toys) on hand.
  - D. Summarize key points (Refrigerator Notes).
- V. **Review Home Activities**  
Discuss importance of reading to children and monitoring their play with peers.  
Also remind parents that audiotaped chapters are available.
- VI. **Parent Evaluation**
- VII. **Closing**

## LEADER CHECKLIST

### Session Two

**Session Two:** *Helping Your Child Learn Through Play*

“Promoting Your Child’s Thinking Skills”

**Vignettes:** *Play Part 1: 7-9, 15-19, 22, 23*

Play Part 2: 1-12 (if time)

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

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

**VIGNETTES COVERED: Play Part 1:**

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

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

(Circle which vignette you finished with.)

**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 the play skills with two children and one parent using descriptive commenting            | _____ | _____ |
| 5. Review this week’s home assignment   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Play with Your Child

Refrigerator Notes about Play with Your Child

**Xerox:**

Play Time Record Sheet

**Self-Evaluation**

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

## Outline—Session Three

### Play Continued

- I. **Welcome**
- II. **Ground Rules**  
Review
- III. **Report on Home Activities**  
Ask members to share their experiences with play (positive, difficult, and/or successful).  
Discuss awkwardness of learning to use descriptive comments.  
Review principles of behavior change.  
Ask about difficulties of doing home activities.
- IV. **Topic of Day: Learning Through Play —“Promoting Your Child’s Thinking Skills”**
  - A. Discussion on how play promotes thinking
  - B. Vignettes: Play Part 2: 1, 2, 5-8, 11, 12, 22

**Key Concepts:**

  - descriptive language promotes children’s language skills
  - positive adult attention builds your child’s bank account
  - the “attention rule”—the principles of paying attention to positive behavior and ignoring negative behavior results in increased positive social behaviors in child
  - the modeling principle—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication
  - extend the idea to help parents understand how they can use play skills with several children

  - C. Role Play  
Group role play “radio listener.” One parent turns chair around so cannot see action. One parent is the child playing alone with toys. All the other parents use descriptive commenting. Divide in to groups of 3-4. Several parents act as children and other parent(s) model descriptive commenting in a play situation. Have props (unstructured toys) on hand.
  - D. Summarize key points (Refrigerator Notes).
- V. **Review Home Activities**  
Discuss importance of continuing to play with their children.  
Also remind parents that audiotaped chapters are available.  
Introduce and assign “buddies”—calling another parent to share a play experience.  
Explain “field assignment.”
- VI. **Parent Evaluation**
- VII. **Closing**

# LEADER CHECKLIST

## Session Three

### Session Three: *Helping Your Child Learn Through Play*

“Promoting Your Child’s Thinking Skills”

#### Vignettes: *Play Part 2: Vignettes 1,2, 5-8, 11, 12, and 22*

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

#### VIGNETTES COVERED: **Play Part 2**

1    2    (3   4)    5    6    7    8    (9    10)    11    12    22

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

(Circle which vignette you finished with.)

#### 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. Role play the play skills using descriptive commenting	_____	_____
5. Role play the reading skills	_____	_____
6. Review this week’s home assignment	_____	_____
7. Discussed and assigned “buddies” (explained rationale)	_____	_____
8. Explain “field assignment”	_____	_____

#### **Handout Pads:**

Home Activities for the Week – Helping Your Child Learn Through Play  
Refrigerator Notes about Encouraging Your Child’s Learning  
Refrigerator Notes about Building Your Child’s Self-Confidence

#### **Xerox:**

Calling Your Buddy Handout Field Assignment

#### **Self-Evaluation**

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

## Outline—Session Four

### Praise

- 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: Effective Praise—“Bringing Out the Best in Your Child”**
  - A. Discussion—Talk about what parents discovered from their praise records (what behaviors were focused on and what words were used).  
 Do benefits and barriers exercise regarding praise.
  - B. Vignettes: Praise Part 1: 1-6, 10-17

**Key Concepts:**

  - labeling praise
  - “give to get” principle—for adults and children
  - attending to learning “process,” not only end results
  - modeling self-praise
  - resistance to praise—the difficulties from self and others to accept praise
  - promoting positive self-talk
  - using specific encouraging statements versus nonspecific
  - getting and feeling support through praise
  - how to promote friendship skills and set up “play dates”
  - avoiding praising only perfection
  - recognizing social and academic behaviors that need praise
  - building children’s self-esteem through praise and encouragement

  - C. Role Play (parent coaching/praising friendship skills)  
 Have two parents act as children and one parent monitor and coach peer play to promote friendship skills (i.e., reinforce friendship skills such as asking, waiting, sharing, taking turns, complimenting, suggesting an idea, etc.).  
 Parents model praise in a play session.
- V. **Review Home Activities**  
 Ask them to begin thinking about behaviors they want increased.
- VI. **Parent Evaluation**
- VII. **Closing**

## **LEADER CHECKLIST**

### **Session Four**

**Session Four:**     **Effective Ways to Praise and Encourage Your Child**  
                          "Bringing out the Best in Your Child"

**Vignettes:**        **Praise Part 1: 1-6, 10-17**

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

**VIGNETTES COVERED: Praise Part 1**

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

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

(Circle which vignette you finished with.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to reading chapter and play activities)	_____	_____
3. Review the concepts from last week's session (briefly)	_____	_____
4. Benefits and Barriers to Praise	_____	_____
5. Ask about praise record sheet and field assignment	_____	_____
6. Ask about "buddy calls"	_____	_____
7. Role play coaching peer play	_____	_____
8. Review this week's home assignment (remind them about "field assignment")	_____	_____

**Handout Pads:**

Home Activities for the Week – Effective Ways to Praise and Encourage Your Child

Refrigerator Notes About Praising Your Child

**Xerox:**

Praise Record Sheet

Examples of Ways to Give Praise and Encouragement

**Self-Evaluation**

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

## ***Outline-Session Five***

### ***Praise and Reward Programs***

**I. Welcome**

**II. Ground Rules**

**III. Report on Home Activities**

Ask about any difficulties increasing praise statements during the week.

Find out about the buddy calls regarding praise.

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

Discuss praising teachers, partners, in-laws.

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

A. Discussion

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

Vignettes: Tangible Rewards Part 2: 1- 3

**Key Concepts:**

- shaping behaviors in the direction you want—“small steps”
- clearly identifying positive behavior
- rewards are a temporary measure leading to child’s competence
- what will reinforce one child will not necessarily reinforce another
- importance of reinforcing yourself, teachers, and others

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

D. Role Play

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

**V. Review Home Activities**

In addition to explaining the handouts, encourage parents to praise themselves and others by providing an opportunity for them to do it in class

(e.g., a note to teacher could be written in group)

or each member could offer praise to another group member

or leader could model praising group and/or self.

Remind parents to bring in their sticker chart next week.

Be sure to give out charts and stickers to parents.

Assign new “buddies.”

**VI. Parent Evaluation**

**VII. Closing**

# **LEADER CHECKLIST**

## **Session Five**

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

“Motivating Your Children”

**Vignettes:**       **Praise Part 1: Vignettes 19 - 26 Review**

Tangible Rewards Part 2: 1- 3

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

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

**VIGNETTES COVERED: Praise part 1**

19    20    21    22    23    24    25    26

**Tangible Rewards:**

1    2    3    (4    5)

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

(Circle which vignette you finished with.)

**DID I**

**YES**

**NO**

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board  | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (to increasing praises and reading chapters) | _____ | _____ |
| 3. List behaviors want to see more of (do on board or flip chart as a group activity)                             | _____ | _____ |
| 4. Review the concepts from last week’s session (briefly)   | _____ | _____ |
| 5. Role play explaining about chart system  | _____ | _____ |
| 6. Assign new buddies and ask about buddy calls   | _____ | _____ |
| 7. Review this week’s home assignment   | _____ | _____ |
| 8. Gave out stickers and charts (and remind parents to bring charts to next meeting)                              | _____ | _____ |

**Handout Pads:**

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

**Xerox:**

Praise Record Sheet  
Examples of Behaviors to Praise and Encourage  
Behavior Record: Behaviors I want to See More of!  
Piggy Bank Handouts (3)

**Self-Evaluation**

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

## **Outline-Session Six**

### **Reward Programs**

- I. **Welcome**
- II. **Ground Rules**
- III. **Report on Home Activities**
  - Ask about praise and play during the week.
  - Ask about reward programs—review those brought in.
  - Ask about buddy calls.
  - Ask about involving teachers for special problems.
  - Ask about “Caring Days” handout.
- IV. **Topic of Day: Tangible Rewards “Motivating Your Children”**
  - A. Discussion
  - B. Vignettes: Tangible Rewards Part 2: 4-12

#### **Key Concepts:**

- clearly identifying positive behaviors
- incentives are a temporary measure designed to help a child with a particularly difficult behavior
- what will reinforce one child will not necessarily reinforce another child
- value of unexpected rewards and celebrations
- recognizing the “first-then” principle
- shaping the behaviors in the direction you want –“small steps”
- designing programs that are realistic and developmentally appropriate
- understanding how to set up programs for problems such as dawdling, dressing, compliance, sharing, eating, going to bed, toilet training etc.
- importance of reinforcing yourself, teachers and others
- Do not mix rewards with consequences (i.e., don’t take away stickers)

- C. Role Play Suggestions
    1. Giving a sticker for a designated behavior
    2. What happens when a child doesn’t earn a sticker
    3. Use of portable sticker chart (i.e., grocery store for staying with parent)
- V. **Review Home Activities**

If not discussed in prior session, encourage parents to praise themselves and others by providing an opportunity for them to do it in class (e.g., a note to teacher could be written in group) or each member could offer praise to another group member or leader could model praising group and/or self.

Remind parents to bring in their sticker charts again next week—sticker charts need to be reviewed and tailored over a three-week period in terms of number of behaviors on chart, time period monitored, and follow through.
- VI. **Parent Evaluation**
- VII. **Closing**

## **LEADER CHECKLIST**

### **Session Six**

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

“Motivating Your Children”

**Vignettes:**      **Tangible Rewards Part 2: 4- 12**

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

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

**VIGNETTES COVERED: Tangible Rewards**

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

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

(Circle which vignette you finished with.)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review and refine parents’ charts; elicit reactions and experiences (to increasing praises and reading chapters)	_____	_____
3. Review list of behaviors parents want to see more of to see which ones might be amenable to a chart or incentive program (on board or flip chart)	_____	_____
4. Review the concepts from last week’s session (briefly)	_____	_____
5. Role play use of sticker charts	_____	_____
6. Review this week’s home assignment	_____	_____

**Handout Pads:**

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

**Xerox:**

Practicing Praising Self and Others  
Examples of Behaviors to Reward with Stars and Stickers  
Caring Days  
Examples of Teacher Behaviors to Praise

**Self-Evaluation**

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

## **Outline-Session Seven**

### **Effective Limit Setting**

**I. Welcome**

**II. Ground Rules/Announcements**

**III. Report on Home Activities**

Discuss sticker chart systems and personal experiences.

Ask parents to share any experiences with praise (of others and self or calling teacher).

Ask about field assignments (class visit or library visit).

**IV. Topic of Day: Effective Limit Setting—“The Importance of Being Clear, Predictable and Positive”**

A. Explain that at this meeting the focus of the class shifts to learning how to decrease inappropriate behaviors while continuing to attend to the positive, appropriate behaviors. (Show pyramid to explain progression.)

Brainstorm barriers to limit setting and possible advantages.

B. Vignettes: Limit Setting Part 1: 3-12, 19-20 ( if time), 21-29

**Key Concepts:**

- reduce number of commands to only necessary commands
- politeness principle
- clear and predictable household rules offer children safety and reduce misbehaviors
- normal, healthy children will test rules—don't take it personally
- commands should be clear, brief, positive, and action oriented
- “when-then” commands can be effective
- distractible children need warnings and reminders

**V. Review Home Activities**

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

**VI. Parent Evaluation**

**VII. Closing**

## LEADER CHECKLIST

### Session Seven

**Session Seven: Effective Limit Setting**

“The Importance of Being Clear, Predictable, and Positive”

**Vignettes: Limit Setting Part I: 3-12 (inappropriate commands)  
21-29 (positive examples)**

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

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

**VIGNETTES COVERED: Limit Setting Part 1**

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

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

(Circle which vignette you finished with.)

**DID I**

**YES**

**NO**

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board  | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to sticker systems and reading chapter) | _____ | _____ |
| 3. Ask about note to teacher (if not done, do in group)   | _____ | _____ |
| 4. Brainstorm barriers and advantages to limit setting (do on board or flip chart)                            | _____ | _____ |
| 5. Review parents' charts and programs  | _____ | _____ |
| 6. Assign new buddies and ask about buddy calls   | _____ | _____ |
| 7. Review this week's home assignment   | _____ | _____ |

**Handout Pads:**

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

**Xerox:**

Command Record Sheet  
Examples of Commands  
Household Rules (2)

**Self-Evaluation**

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

## ***Outline-Session Eight***

### ***Effective Limit Setting and Ignoring***

- I. **Welcome**
- II. **Ground Rules**
- III. **Report on Home Activities**
  - Ask parents to report on examples of reducing and giving commands and child reactions.
  - Discuss parents' lists of household rules.
  - Make a list of behaviors they want to see less of.
  - Ask about buddy calls.
- IV. **Topic of Day: Ignoring**
  - A. Discussion—From the list of behaviors they want to see less of, establish the opposite positive behavior they can reinforce with attention and praise.
  - B. Vignettes:     Limit Setting Part 2: Vignettes 1 - 8, 12-14  
                          Handling Misbehavior Vignettes Part 1: 5-9 (Ignoring), 13-14

**Key Concepts:**

  - understand the importance of distractions coupled with ignore
  - maintain self-control
  - repeated learning trials—negative behavior is a signal child needs some new learning
  - use ignore technique consistently
  - explain vending machine example of behavior which continues if there is some “pay off”
  - use ignore for selected behaviors such as whining, tantrums, arguing

  - C. Role Play
    - Do role play in which parent ignores child's inappropriate behavior.
    - Do some problem-solving to select a behavior to ignore.
- V. **Review Home Activities**
  - Explain handouts.
- VI. **Parent Evaluation**
- VII. **Closing**

## LEADER CHECKLIST

### Session Eight

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

**Vignettes:** *Limit Setting Part 2: 1-8, 12-14*  
*Handling Misbehavior Part 1: 5-9 (Ignoring), 13-14*

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

**VIGNETTES COVERED: Limit Setting Part 2**

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

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

**Handling Misbehavior Part 1:**

5 6 7 8 9 (10) 13 14

(Circle which vignette you finished with.)

**DID I**

**YES**

**NO**

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

**Handout Pads:**

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

**Xerox:**

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

**Self-Evaluation**

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

## **Outline-Session Nine**

### **Time Out**

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

Find out group experiences in ignoring misbehavior.

Review list of behaviors they want to see less of.

Ask about buddy calls.
  - IV. **Topic of Day: How to Follow Through with Limits and Rules—“Time Out”**
    - A. Discussion—Time Out is an “extended ignore” that withdraws parental attention and does not reinforce negative behavior. It is to be used for oppositional, non-compliant and destructive behaviors. It is not the only strategy (will cover more in future sessions).
    - B. Diagram on board (or flip chart) the Time Out procedures.
 

Vignettes:     Limit Setting Part 3: 2-8  
                  Handling Misbehavior Part 2: 2-8
- Key Concepts:**

  - importance of following up on commands with a consequence
  - avoiding power struggles that reinforce misbehavior
  - do the positive first — praise compliance
  - maintain self-control
  - administer Time Out respectfully —keep your cool
  - how to explain Time Out to children
  - how to use Time Out selectively for destructive behaviors
  - how to manage when a child refuses Time Out
  - recognizing when to use logical consequences or privilege removal
  - continuing to strengthen prosocial behaviors
- C. Role Play
 

Do role play explaining to children how Time Out works and where it will be.

Do a role play using Time Out for extreme non-compliance.
  - V. **Review Home Activities**

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

Ask them to think about a place they could use for Time Out and for what behaviors they’d use Time Out as a consequence.

Offer the audiotapes as a good way to hear about Time Out.

Encourage continuing mutual support with their buddies.
  - VI. **Parent Evaluation**
  - VII. **Closing**

# LEADER CHECKLIST

## Session Nine

### Session Nine: *How to Follow Through with Limits and Rules*

“Discipline Strategies for Child Disobedience  
and Hitting or Destructive Behaviors”

### Vignettes: *Limit Setting Part 3: 2-8 (Time Out for Noncompliance)* *Handling Misbehavior Part 2: 2-8*

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

#### VIGNETTES COVERED: *Limit Setting Part 3*

2    3    4    5    6    7    8    (9)

#### *Handling Misbehavior Part 2:*

2    3    4    5    6    7    8    (9)

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

(Circle which vignette you finished with.)

#### DID I

YES

NO

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents’ home activities; elicit reactions and experiences (to ignoring) | _____ | _____ |
| 3. Assign new buddies and ask about buddy calls                                    | _____ | _____ |
| 4. Review the concepts from last week’s session (briefly)                          | _____ | _____ |
| 5. Role play how you will explain Time Out to your children                        | _____ | _____ |
| 6. Role Play Time Out  | _____ | _____ |
| 7. Review this week’s home assignment  | _____ | _____ |

#### **Handout Pads:**

Home Activities for the Week – Time Out  
Refrigerator Notes About Time Out

#### **Xerox:**

Command and Time Out Record Sheet  
Positive and Negative Reinforcement Traps (4 scenarios)  
Avoiding Traps and Power Struggles

#### **Self-Evaluation**

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

## Session 10

### Time Out continued

**I. Welcome**

**II. Report on Home Activities**

Ask parents to report on their thoughts about Time Out.

Discuss any experiences with Time Out.

Find out reactions to thought control handouts.

Ask about buddy calls.

**III. Topic of Day: Time Out Continued**

A. Discussion—Troubleshoot any experiences parents had with Time Out

B. Vignettes: Handling Misbehavior Part 2: 14-16 (refusing Time Out)

C. Brainstorm advantages and disadvantages (barriers) to spanking versus Time Out.

**Key Concepts:**

- maintain self-control
- repeated learning trials—negative behavior is a signal child needs some new learning
- “priming the pump” with positive self-talk
- children learn to calm down and self-regulate

D. Role Play

Role Play Time Out for hitting and the child who refuses to go.

**IV. Review Home Activities**

Explain handouts.

Talk about how the group wants a final celebration and have them start thinking about continuing to get support.

**V. Parent Evaluation**

**VI. Closing**

# LEADER CHECKLIST

## Session Ten

**Session Ten:** *Time Out Continued*

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

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

### VIGNETTES COVERED: Handling Misbehavior Part 2

14 15 16

(Circle which vignette you finished with.)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time Out)	_____	_____
3. Ask about reading on losing control, handling stress and anger, and maintaining objectivity	_____	_____
4. Brainstorm advantages versus disadvantages of spanking versus Time Out	_____	_____
5. Review the concepts from last week's session (briefly)	_____	_____
6. Role play Time Out	_____	_____
7. Discuss termination (feelings about group)	_____	_____

### **Handout Pads:**

Home Activities: Time Out continued  
Home Activities: Other Consequences and Problem Solving  
Refrigerator Notes about Stress and Anger  
Refrigerator Notes about Upsetting Thoughts

### **Xerox:**

Feelings Thermometer  
Self-talk in Problem Situations  
Personal Coping Self-Talk  
Learning Self Control  
Maintaining Objectivity

### **Self-Evaluation**

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

## ***Outline-Session 11***

### ***Other Consequences and Problem-Solving***

- I. **Welcome**
- II. **Report on Home Activities**  
 Discuss any experiences with Time Out.  
 Make group list of behaviors they want to see less of.  
 Find out reactions to thought control handout.  
 Ask about using calming self-talk exercise.  
 Ask for ideas about continuing to get support and celebration ideas.
- III. **Topic of Day: Consequences and Problem-Solving**
  - A. Discussion
  - B. Vignettes: Handling Misbehavior Part 2: 22-26, 29-31  
 Handling Misbehavior Part 3: 6-7 (if time)

#### **Key Concepts:**

- repeated learning trials—negative behavior is a signal child needs some new learning
- encouraging sharing and cooperation through problem solving
- teaching children the problem solving steps
- promoting open communication between parents and children
- using puppets and books to teach prosocial behaviors
- knowing when to problem solve and when discipline is needed

- C. Role-Play  
 Role-Play Consequences & Problem-Solving
- IV. **Review Home Activities**  
 Explain handouts.  
 Plan a final celebration and discuss how group members can continue to get support.
- VI. **Parent Evaluation**
- VII. **Closing**

# LEADER CHECKLIST

## Session Eleven

**Session Eleven: Other Consequences & Problem-solving**

“Ignoring, Consequences, and Problem-Solving”

**Vignettes: Handling Misbehavior Part 2: 22-26, 29-31**

**Handling Misbehavior Part 3: 6-7**

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

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

### VIGNETTES COVERED: Handling Misbehavior Part 2

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

Handling Misbehavior Part 3: (6    7)

(Circle which vignette you finished with.)

#### DID I

**YES**

**NO**

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board  | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to Ignore and Time Out) | _____ | _____ |
| 3. Ask about reading  | _____ | _____ |
| 4. Make a group list of behaviors they want to see less of                                    | _____ | _____ |
| 5. Role play Consequences   | _____ | _____ |
| 6. Discuss termination (feelings about group, planning party, continuing group on own)        | _____ | _____ |
| 7. Brainstorm ways group can continue to get support (on board or flip chart)                 | _____ | _____ |
| 8. Review this week's home assignment   | _____ | _____ |

#### **Handout Pads:**

Home Activities – Putting it All Together

Refrigerator Notes about Natural and Logical Consequence

#### **Xerox:**

Behavior Record: Behaviors I want to see more of and less of

#### **Self-Evaluation**

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

## ***Outline-Session 12***

### ***Planning for Next Grade & Celebration***

**I. Welcome**

**II. Report on Home Activities**

Discuss any experiences with Problem-Solving, Consequences, or Discipline Approaches.

Review group list of behaviors they want to see less of and strategies parents will use.

**III. Topic of Day: Planning for Next Year**

- A. Why is it important to know the next year's teacher?
- B. How can you get to know the next year's teacher—brainstorm ideas.
- C. What do I need to tell my child's next teacher?

**Key Concepts:**

- notes and calls to teacher
- visit classroom
- ask about curriculum
- field trips
- attend parent meetings
- importance of support

**IV. Celebrating Group**

- A. What has it been like to participate in this parent group?  
How can it carry on?  
\*Leaders and parents share what it has meant to be in the group.

- B. Celebration

Certificates and flowers are given out to each parent.

Special gift for parents (e.g., picture of group, certificate in frame, care package with bubble bath, candy, little bear, tea etc.)

Special food (planned the prior week by parents)

**V. Parent Evaluation**

# **LEADER CHECKLIST**

## **Session Twelve**

**Session Twelve: Review, Preparing for Next School Year**  
"Celebration"

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

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to Consequences and Problem-Solving)	_____	_____
3. Ask about reading	_____	_____
4. Review group list of behaviors they want to see less of	_____	_____
5. Ask about buddy calls	_____	_____
6. Discuss how to be involved in child's school and get to know the teacher in the fall	_____	_____
7. Discuss termination (feelings about group, continuing group on own, providing support)	_____	_____
8. Presented certificates, flowers, gift	_____	_____

### **Handout Pads:**

Home Activities – Putting it All Together

Refrigerator Notes: Problem-Solving

### **Xerox:**

What to Do When New Problems Arise

Review

### **Self-Evaluation**

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