

Please provide the following information:

Site Name: \_\_\_\_\_

Parent Group ID #: \_\_\_\_\_

Leader Names: \_\_\_\_\_

### LEADER CHECKLIST

#### Session One

Topic: Parent Goals, Child-Directed Play

Vignettes: Child-Direct Play Part I: Intro, 1-4, 7-9

Parent Group ID #: \_\_\_\_\_

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

#### A. VIGNETTES COVERED: Play Part 1:

Intro\* 1\* 2\* 3\* 4\* 5 6 7\* 8\* 9\* 10 11

\*Recommended minimum vignettes. (Circle each vignette that you covered)

#### B. DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Brainstorm group ground rules	_____	_____
4. Buzz-parents' goals (write in Scientist Handout)	_____	_____
5. Present program goals (pyramid)	_____	_____
6. Explain format for meetings	_____	_____
7. Talk about impact if children's temperament on parenting (session 2)	_____	_____
8. Brainstorm benefits of parent/child play	_____	_____
9. Buzz-encouraging statements (after vignette 2)	_____	_____
10. Role play/practice being "appreciative audience" in large group	_____	_____
11. Break out for "practice" in dyads or triads (if time)	_____	_____
12. Explain importance of home activities and reading assignments	_____	_____
13. Review this week's home assignment (play record sheet)	_____	_____
14. Explain Self-Monitoring Checklist	_____	_____
15. Highlight key principals from parent discussion	_____	_____

#### Handout Pads:

Home Activities for the Week – Child-Directed Play (Handout 1A)

#### Xerox:

Refrigerator Notes about Child-Directed Play  
Record Sheet: Play Times  
Parenting Pyramid  
Parents Thinking Like Scientists

Checklist for Evaluating Your Child's Play  
Brainstorming Benefits of Play  
Parents and Children Having Fun  
Properties of Play Toys

#### Self-Evaluation:

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

LEADER CHECKLIST

Session Two

Topic: Child-Directed Play Promotes Positive Relationships

Vignettes: Child-Directed Play Part I: 7, 9-10, 13, 24, 29

Parent Group ID #: \_\_\_\_\_

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

A. VIGNETTES COVERED: Play Part 1:

7*	8	9*	10*	11	12	13*	14	15	16	17	18	19
20	21 or 22		23	24*	25	26	27	28	29*			

\* Recommended minimum vignettes. (Circle vignettes shown.)

B. DID I

YES

NO

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to play homework activity) | _____ | _____ |
| 3. Review the concepts from last week's session (rules and principles)                           | _____ | _____ |
| 4. Review parents' goals   | _____ | _____ |
| 5. Practice child-detected play concepts (large group)   | _____ | _____ |
| 6. Break out for small group practice  | _____ | _____ |
| 7. Buzz- play activities children would enjoy  | _____ | _____ |
| 8. Role play/Practice-ending play times  | _____ | _____ |
| 9. Highlight key principles from parents' discussion   | _____ | _____ |
| 10. Explain this week's home assignment, and parents set goals                                   | _____ | _____ |

Handout Pads:

Home Activities for the Week – Play with Your Child (Handout 1B)

Xerox:

Record Sheet: Play Times

Temperament Questionnaires (2)

Self-Evaluation:

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

**LEADER CHECKLIST**  
**Session Three**

Topic: Play-Academic and Persistence Coaching Promotes School Readiness

Vignettes: Play Part 2: 1-2, 5, 10, 14-15, 18, 24-25, 28

Parent Group ID #: \_\_\_\_\_

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

**A. VIGNETTES COVERED: Play Part 2:**

Intro*	1*	2*	3	4	5*	6	7	8	9	10*	11	12
13	14*	15*	16	17*	18*	19	20	21	22	23	24*	25*
26	27	28*	Summary*									

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions	_____	_____
3. Buzz-temperament findings	_____	_____
4. Buzz-encouraging words to promote child's self-confidence	_____	_____
5. Buzz-list of things parents can describe (academic coaching) (objects, actions, behaviors)	_____	_____
6. Role play being an "academic coach"	_____	_____
7. Buzz-persistence coaching words	_____	_____
8. In triads, practice academic and persistence coaching	_____	_____
9. Practice interactive reading skills	_____	_____
10. Explain "teaching loop"	_____	_____
11. Highlight key principles from parents' discussion	_____	_____
12. Explain this week's home assignment, and parents set goals	_____	_____
13. Discuss and assign "buddies" (explain rationale)	_____	_____

**Handout Pads:**

Home Activities for the Week - Academic and Persistence Coaching (Handout 2A)

Home Activities for the Week – Academic and Persistence Coaching (Handout 2B)

**Xerox:**

Refrigerator Notes about Building Your Child's Self-Confidence

Refrigerator Notes about Goodness of Fit-Managing Your Child's Temperament

Record Sheet: Play Times

Calling Your Buddy Handout  
Field Assignment  
Brainstorm Thoughts about Play  
Buzz-Encouraging Words  
Refrigerator Notes about Facilitating Children's Language and School Readiness  
Building Blocks for Reading with Care  
Dos and Don'ts of Facilitating Learning through Play

**Self-Evaluation:**

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

**LEADER CHECKLIST**  
**Session Four**

Topic: Play-Social and Emotion Coaching

Vignettes: Play Part 3: Vignettes Intro, 2-4, 8, 15-16, 18, summary

Parent Group ID #: \_\_\_\_\_

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

**A. VIGNETTES COVERED: Praise Part 3**

Intro*	1	2*	3*	4*	5	6	7	8*	9	10	11	12
13	14	15*	16*	17	18*	19	20	Summary*				

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Buzz-favorite play activity   | _____ | _____ |
| 3. Review parents' home activities; elicit reactions                             | _____ | _____ |
| 4. Talk about buddy experiences  | _____ | _____ |
| 5. Buzz-emotion words  | _____ | _____ |
| 6. Role play/practice emotion coaching in large group                            | _____ | _____ |
| 7. Buzz-social behaviors "want to see more of"                                   | _____ | _____ |
| 8. Role play social coaching, parent with one child (level 1),<br>in large group | _____ | _____ |
| 9. Practice social & emotion coaching one-on-one in triads                       | _____ | _____ |
| 10. Role play social coaching, one parent plus 2 children in<br>large group      | _____ | _____ |
| 11. Practice social coaching with 2 children (levels 2 and 3)                    | _____ | _____ |
| 12. Buzz-social coaching during mealtimes  | _____ | _____ |
| 13. Explain this week's home assignment, and parent set goals                    | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Social and Emotion Coaching (Handout 3A)

Home Activities for the Week – Social and Emotion Coaching (Handout 3B)

**Xerox:**

- Refrigerator Notes- Parents as Emotion Coaches
- Refrigerator Notes- Promoting your Child's Self-Regulation Skills
- Record Sheet: Play Times
- Refrigerator Notes- Parents as Social Coaches
- Refrigerator Notes- Promoting Social Competence
- Coaching Children in Cooperative Play
- Parent-Child Social Coaching Levels 1,2,3

Record Sheet-Praise and Play (2)  
Refrigerator Notes- Making Mealtimes Enjoyable

**Self-Evaluation:**

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

LEADER CHECKLIST

Session Five

Topic: The Art of Effective Praise and Encouragement

Vignettes: Praise Part I: 1-18

Parent Group ID #: \_\_\_\_\_

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

A. VIGNETTES COVERED: Praise Part 1:

Tangible Rewards:

Intro\* 1 2 3 4 5\* 6 7\* 8\* 9\* 10\* 11 12\*
13\* 14\* 15\* 16 17 18ABC\*

\* Recommended minimum vignettes. (Circle vignettes shown.)

B. DID I

YES NO

- 1. Write the agenda on the board
2. Review parents' home activities; elicit reactions and experiences to coaching
3. Benefits and Barriers to Praise
4. Buzz-mealtime behaviors to praise (Vignette 3)
5. Practice praise (replay Vignettes 12,13,14)
6. Buzz-independent or self-regulation behaviors to praise (Vignette 7)
7. Buzz-behaviors "to see more of" and write labeled praise words (See brainstorm handouts)
8. Talk about modeling self-praise
9. Explain this week's home assignment (Remind them about "field assignment")
10. Parents set goals on Self-Monitoring Checklist
11. Highlight key principles from parents' discussion

Handout Pads:

Home Activities for the Week – Effective ways to praise and encourage your child

Xerox:

- Refrigerator notes about praising your child
Record Sheet- Praise
Behavior Record: Behaviors I want to see more of!
Example of ways to give praise and encouragement
Piggy Bank Handouts (3)
Brainstorm/Buzz-Praise words to use

Self-Evaluation:

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

**LEADER CHECKLIST**  
**Session Six**

Topic: Using Tangible Rewards to Teach Your Child New Behaviors

Vignettes: Praise Part I: Vignettes 29, 31-32, summary  
Tangible Rewards Part 2: Intro, 1-3. 5. 8. 10-11, 17ABC, 19, 18, summary

Parent Group ID #: \_\_\_\_\_

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

**A. VIGNETTES COVERED: Praise Part 1**

19	20	21	22	23	24	25	26	27	28	29*	30	31*
32*	33	Summary*										

**VIGNETTES COVERED: Tangible Rewards Part 2**

Intro*	1*	2*	3*	4	5*	6	7	8*	9	10*	11*	12
	13	14	15	16	17ABC*	18*	19*	Summary*				

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to increase praise and reading chapters) | _____ | _____ |
| 3. Review behaviors "want to see more of" to see which ones are amenable to a chart or incentive               | _____ | _____ |
| 4. Buzz-praise buddy   | _____ | _____ |
| 5. Buzz-praise self (use handout)  | _____ | _____ |
| 6. Buzz-positive "opposites" (optional)  | _____ | _____ |
| 7. Brainstorm benefits of incentives   | _____ | _____ |
| 8. Buzz-surprise and low-cost/no-cost rewards  | _____ | _____ |
| 9. Practice explaining about chart in large group or small group with buddy                                    | _____ | _____ |
| 10. Practice responding to a child who fails to earn a reward  | _____ | _____ |
| 11. Buzz-refueling for parents or self-care  | _____ | _____ |
| 12. Assign new buddies and ask about buddy calls   | _____ | _____ |

13. Review this week's home assignment and parents set goals \_\_\_\_\_

14. Use spontaneous rewards with parents (and remind parents to bring charts to next meeting) \_\_\_\_\_

15. Highlight key principles from discussion \_\_\_\_\_

**Handout Pads:**

Home Activities for the Week – Motivating children through incentives (2A)

Home Activities for the Week – Motivating children through incentives (2B)

**Xerox:**

Refrigerator Notes about Tangible Rewards

Brainstorm/buzz positive self-praise

Handout- Caring Days handout- "Positive Opposites"

Behavior Record- "Positive Opposites"

Examples of teacher behaviors to praise

Practice praising yourself and others

Brainstorm/buzz- No-cost rewards

Sticker Chart

Refrigerator Notes about Toilet Training (2) (if needed)

Examples of behaviors to reward with stars and stickers

Brainstorm/Buzz- Reward yourself

**Self-Evaluation:**

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

**LEADER CHECKLIST  
Session Seven**

Topic: Positive Discipline

Vignettes: Establishing Routines and Household Rules Part I: Intro, 1-5, 7

**Parent Group ID #:** \_\_\_\_\_

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

**A. VIGNETTES COVERED: Establishing Routines and Household Rules Part 1**

Intro\* 1\* 2\* 3\* 4\* 5\* 6 7\* 8 9

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. 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 chapters) | _____ | _____ |
| 3. Ask about note to teacher (if not done, do in group)  | _____ | _____ |
| 4. Ask about buddy calls   | _____ | _____ |
| 5. Buzz- benefits of routines  | _____ | _____ |
| 6. Brainstorm barriers to routines (do on flip chart)  | _____ | _____ |
| 7. Practice- steps for saying good-bye   | _____ | _____ |
| 8. Buzz- bedtime or morning routines   | _____ | _____ |
| 9. Buzz- household rules and chores  | _____ | _____ |
| 10. Highlight key principles from parents' discussion  | _____ | _____ |
| 11. Help parents to reward themselves for achieving their goals  | _____ | _____ |
| 12. Review this week's home assignment and parents set goals   | _____ | _____ |

**Handout Pads:**

Home Activities for the Week – Rules, Responsibilities, and Routines

**Xerox:**

Refrigerator Notes about Separations and Reunions

Household Rules (2)

Routines (2)

Household chores (2)

Routine charts/cards (5)

**Self-Evaluation:**

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

**LEADER CHECKLIST  
Session Eight**

Topic: Positive Discipline

Vignettes: Effective Limit Setting Part 2: 1-3, 5, 9-11, 13-14

Parent Group ID #: \_\_\_\_\_

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

**A. VIGNETTES COVERED: Limit Setting Part 2**

1\*    2\*    3\*    4    5\*    6    7    8    9\*    10\*    11\*    12    13\*    14\*  
15

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (routines, separations, rules)	_____	_____
3. Discuss benefits and barriers to limit setting	_____	_____
4. Practice- dinner table scene (reducing commands, giving choices, ignoring) (Vignette 8)	_____	_____
5. Buzz- strategies for helping with transitions (Vignette 11)	_____	_____
6. Brainstorm- "when-then" commands (Vignette 13-14)	_____	_____
7. Review this week's home assignment and parents' set goals	_____	_____
8. Highlight key principles from parents' discussion	_____	_____

**Handout Pads:**

- Home Activities for the Week – Effective Limit Setting (2A)
- Home Activities for the Week – Effective Limit Setting (2B)

**Xerox:**

- Refrigerator Notes about Limit Setting
- Record Sheet: Commands
- Examples of Commands
- Brainstorm/Buzz- Benefits of Setting Limits

**Self-Evaluation:**

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

# LEADER CHECKLIST

## Session Nine

Topic: Effective Limit Setting and Follow Through

Vignettes: Limit Setting Program 3, Part 2: 16, 18-22, 23, 25, 27  
Handling Misbehavior Program 4, Part I, 1-3, 5, 7, 11-12

Parent Group ID #: \_\_\_\_\_

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

### A. VIGNETTES COVERED: Limit Setting Part 2

16\* 17 18\* 19\* 20\* 21\* 22 23\* 24 25\* 26 27\* 28  
29 30 31 32 33 34 35 36

### VIGNETTES COVERED: Handling Misbehavior Part 1

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

\* Recommended minimum vignettes. (Circle vignettes shown.)

### B. DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences (to reducing commands)	_____	_____
3. Generate groups list of behaviors want to see less of and establish positive opposite	_____	_____
4. Review parents' use of house rules/homework and TV rules	_____	_____
5. Practice restating commands (Vignettes 16, 18-20)	_____	_____
6. Buzz- rewrite negative commands	_____	_____
7. Buzz- goals for discipline	_____	_____
8. Buzz- times to use distractions	_____	_____
9. Role play/practice- ignoring arguments about limit setting	_____	_____
10. Highlight key concepts from parents' discussion	_____	_____
11. Review this week's home assignment and parents' set goals	_____	_____

### Handout Pads:

Home Activities for the Week – Follow through with Limit Setting

### Xerox:

Refrigerator Notes about When You Have to Tell Your Child "No" (Part 1- Follow Through)

Brainstorm/Buzz- Rewriting Commands (Part 2- Effective Limit Setting)

Record Sheet: Commands

Common Traps (4)

Behavior Record- "Positive Opposites"

Brainstorm/Buzz- Goals for Discipline

### Self-Evaluation:

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

LEADER CHECKLIST

Session Ten

Topic: Ignoring Children’s Inappropriate Behavior

Vignettes: Handling Misbehavior Part 2: 1-2, 5, 7, 11-12, 16, 17

Parent Group ID #: \_\_\_\_\_

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

A. VIGNETTES COVERED: Ignoring Part 2

1\* 2\* 3 4 5\* 6 7\* 8 9 10 11\* 12\* 13  
14 15 16\*\* 17\* 18 19

\* Recommended minimum vignettes. (Circle vignettes shown.) \*\* Vignette 16 would be shown after Time Out training

B. DID I

YES

NO

- 1. Write the agenda on the board \_\_\_\_\_
- 2. Review parents’ home activities; elicit reactions and experiences (to follow through with commands) \_\_\_\_\_
- 3. Brainstorm benefits and barriers to ignoring \_\_\_\_\_
- 4. Buzz- behaviors to ignore \_\_\_\_\_
- 5. Practice ignoring in role play \_\_\_\_\_
- 6. Buzz- ways to stay calm \_\_\_\_\_
- 7. Buzz- calming thoughts \_\_\_\_\_
- 8. Replay Vignette 12 (“I want it”) \_\_\_\_\_
- 9. Role play/practice- selective ignoring/selective attention \_\_\_\_\_
- 10. Highlight key principles from parents’ discussion \_\_\_\_\_
- 11. Review this week’s home assignment and parents’ set goals \_\_\_\_\_

Handout Pads:

Home Activities for the week: Ignoring Misbehavior

Xerox:

- Refrigerator Notes about Ignoring
- Record Sheet: Ignore and Praise
- Brainstorm/Buzz- Ways to Stay Calm
- Brainstorm Behaviors I Will Ignore
- Brainstorm Using Selective Ignoring
- Handout: Learning Self-Control
- Handout: Putting it all together
- Handout: Self-talk in problem situations
- Handout: Write coping statements
- Behaviors I want to see less of and Positive Opposites

Self-Evaluation:

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

**LEADER CHECKLIST  
Session Eleven**

Topic: Time-Out to Calm Down

Vignettes: Handling Misbehavior Program 4, Part 3: Intro, 1-2, 6, 8-12, 14-16

Parent Group ID #: \_\_\_\_\_

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

**A. VIGNETTES COVERED: Time to Calm Down (for aggression)**

Intro\* 1\* 2\* 3 4 5 6\* 7 8\* 9\* 10\* 11\* 12\*  
13 14\* 15\* 16\* 17 18 19

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to ignoring) | _____ | _____ |
| 3. Teach behaviors basic Time-Out using Scenarios # 1 and 2                        | _____ | _____ |
| 4. Buzz- locations for Time-Out  | _____ | _____ |
| 5. Teach how to explain Time-Out to children                                       | _____ | _____ |
| 6. Teach how to help children calm down in Time-Out                                | _____ | _____ |
| 7. Practice how you will explain Time-Out to your children                         | _____ | _____ |
| 8. Teach Time-Out for aggression   | _____ | _____ |
| 9. Role play/practice Time-Out   |       |       |
| A. Child goes willingly to Time-Out (Scenario 1)                                   |       |       |
| B. Preschooler needs parents' help (Scenario 2)                                    |       |       |
| C. Child won't stay in chair (Scenario 3)  | _____ | _____ |
| 10. Talk about personal Time-Out and stress management                             | _____ | _____ |
| 11. Review this week's home assignment and parents' set goals                      | _____ | _____ |
| 12. Highlight key principles from parents' discussion                              | _____ | _____ |

**Handout Pads:**

Home Activities for the Week: Time-Out to Calm Down

**Xerox:**

- Refrigerator Notes about Time-Out
- Refrigerator Notes for Teaching Children to Manage Anger
- Refrigerator Notes: Teach Calm-Down Strategies
- Record Sheet: Commands and Time-Out
- Time-Out for Aggression (Scenarios #1, 2, 3) (3-6 year olds)

Brainstorm behaviors for Time-Out  
Brainstorm Staying Calm and Managing Anger (2)

**Self-Evaluation:**

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

# LEADER CHECKLIST

## Session Twelve

Topic: Time-Out for Aggression and Noncompliance

Vignettes: Time-Out to Calm Down 3, Part 3: Vignettes 20-21 Summary

Parent Group ID #: \_\_\_\_\_

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

### VIGNETTES COVERED: Part 3 Time-Out to Calm Down

20\* 21\* 22 23 24 25 26 27 28 29 Summary\*

\* Recommended minimum vignettes. (Circle vignettes shown.)

#### A. 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 & anger, and maintaining objectivity   | _____ | _____ |
| 4. Brainstorm advantages versus disadvantages of spanking versus Time-Out                      | _____ | _____ |
| 5. Practice Time-Out steps for 6-8 year olds (Optional)  | _____ | _____ |
| 6. Practice Compliance Training Scenario (Optional)  | _____ | _____ |
| 7. Practice challenging negative self-talk   | _____ | _____ |
| 8. Highlight key principles from parents' discussion   | _____ | _____ |

#### Handout Pads:

Home Activities: Time-Out (3B)

#### Xerox:

- |  |  |
|--|--|
| Refrigerator Notes about Stress and Anger                          | Compliance Training Handout            |
| Refrigerator Notes – Handling Tantrum Storms                       | Brainstorm/Buzz-Behaviors for Time-Out |
| Record Sheet: Commands and Time-Out                                | Brainstorm/Buzz-Staying Calm Time-Out  |
| Brainstorm/Buzz-Staying Calm and Managing Anger                    | Scenarios for 6-8 yr olds (2B, 2C, 2D) |
| Feelings Thermometer (2)   |  |
| Brainstorm/Buzz- Coping and Calming Self-Talk                      |  |
| Pros and Cons of Time-Out  |  |
| Maintaining Objectivity  |  |
| What to do when you are losing control and when new problems arise |  |

**Self-Evaluation:**

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

Leader Checklist  
**Session Thirteen**

Topic: Natural and Logical Consequences

Vignettes: Handling Misbehavior Program 4, Part 4: 1-6

Parent Group ID #: \_\_\_\_\_

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

**VIGNETTES COVERED: Logical and Consequences Part 4:**

Intro\* 1\* 2\* 3\* 4\* 5\* 6\*

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. 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 thought control and calming exercises)	_____	_____
3. Review list of behaviors you want to see less of and those amenable to logical consequences	_____	_____
4. Brainstorm consequences for different ages (preschool vs. school age)	_____	_____
5. Discuss advantages and disadvantages of logical consequences	_____	_____
6. Role play consequences (Vignette 5)	_____	_____
7. Highlight key principles from the parents' discussion	_____	_____
8. Plan final celebration	_____	_____
9. Review this week's home assignment and parents' goals	_____	_____

**Handout Pads:**

Home Activities- Natural and Logical Consequences

**Xerox:**

Refrigerator Notes about natural and Logical Consequences

Refrigerator Notes about positive discipline

Parents Working like Detectives (2)

Record Sheet: Logical Consequences

Problem Solving Worksheet (2)

**Self-Evaluation**

"Gems" of session- Reminder of things to pursue next session

Leader Checklist  
**Session Fourteen**

Topic: Teaching Children to Problem Solve through Stories and Games

Vignettes: Problem Solving Part 5: Intro, 1, 12-14, 19-20, Summary

Parent Group ID #: \_\_\_\_\_

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

**VIGNETTES COVERED: Problem Solving Part 5: 1-18**

Intro*	1*	2	3	4	5	6	7	8	9	10	11	12*
13*	14*	15	16	17	18	19*	20*	Summary*				

\* Recommended minimum vignettes. (Circle vignettes shown.)

**B. DID I**

**YES**                      **NO**

- |   |       |       |
|---|-------|-------|
| 1. Write the agenda on the board  | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences (to problem solving) | _____ | _____ |
| 3. Brainstorm advantages vs. disadvantages of problem solving                             | _____ | _____ |
| 4. Practice social and emotional coaching (optional)                                      | _____ | _____ |
| 5. Buzz- 2-3 problem situations   | _____ | _____ |
| 6. Role play/practice (large group) using Wally books                                     | _____ | _____ |
| 7. Role play/practice (dyads) using Wally books to teach problem solving                  | _____ | _____ |
| 8. Discuss termination (feelings about group, planning party, continuing group on own)    | _____ | _____ |
| 9. Make reunion plan  | _____ | _____ |
| 10. Resent certificates and gifts   | _____ | _____ |
| 11. Final parent evaluation   | _____ | _____ |
| 12. Review home assignments   | _____ | _____ |
| 13. Highlight key principles of parent discussion   | _____ | _____ |

**Handout Pads:**

Home Activities- Teaching your child to problem solve (5A and 5B)

**Xerox:**

- Refrigerator Notes about Problem Solving with Children
- Parent Record Sheet: Problem Solving
- Problem Solving Checklist
- Possible Solutions for Children
- Evaluating Solutions
- Record Sheet: Problem Solving with your Children

Tiny's Anger Management Steps  
 Behavior Record: Problem Solving  
 with Children

**\*If possible, give parents Wally books to take home and use with their children**

**Self-Evaluation**

"Gems" of session- Reminder of things to pursue next session

**LEADER CHECKLIST  
Last Session  
Review and Celebration**

**Parent Group ID #:** \_\_\_\_\_

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

**A. VIGNETTES COVERED: Complete any unfinished**

\*Recommended minimum vignettes. (Circle each vignette that you covered)

**B. DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences to problem solving	_____	_____
3. Ask about the reading	_____	_____
4. Review group list of problems for problem solving	_____	_____
5. Role play with Wally books	_____	_____
6. Discuss termination (feelings about group continuing on own)	_____	_____
7. Make a reunion plan or plan on going to meetings	_____	_____
8. Present certificates, flowers, gifts	_____	_____
9. Parent final program evaluation (long form)	_____	_____

**Xerox:**

Parent Satisfaction Handout

**Self-Evaluation:**

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