



PROJECT GOOD BUDDIES TRAINER WORKBOOK

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Spanish translation
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Based on:

Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and
Adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator)
and Project Good Buddies (Mary J. O'Connor, Principal Investigator)

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Training on an Evidence-Based Social Skills Intervention for Children with FASDs

Getting Started

Introductory Comments:

- Welcome attendees to the training
- Introduce yourself and your background in training with social skills and FASDs
- Offer housekeeping announcements (e.g., restrooms, water, other practical information to enhance their personal comfort during the training)
- Invite attendees to share some of their goals for the training
- Review broad learning objectives of the training

Workshop Schedule:

- Review schedule for training
- Invite any questions or suggestions regarding the agenda or schedule
- Point out the breaks in the schedule, including lunch and the morning and afternoon breaks

Workshop Materials:

- Explain that all attendees have been given training materials:
 - The original Children's Friendship Training Manual (CFTM) (Frankel & Myatt, 2003)
 - The Good Buddies Trainer Workbook, intended for those who are training other trainers, OR the Good Buddies Therapist Workbook, intended for those who are actually implementing the intervention

Pretests (Optional):

- Have attendees complete the pretest Knowledge of Social Skills Questionnaire, attached on pages ii-iv for your convenience
- Let them know that these pretests will allow them to monitor their own improvement following the training

Posttests (Optional):

- At the completion of the training, have attendees complete the posttest Knowledge of Social Skills Questionnaire
- Have attendees complete the Evaluation of Training Questionnaire, attached on page v-vi for your convenience

Knowledge of Social Skills Questionnaire Pre/Post Test

Please circle the correct answer:

1. Which of the following is NOT a category of peer acceptance among school-aged children?
 - a. Accepted children
 - b. Rejected children
 - c. Neglected children
 - d. Ignored children
2. Parents of friendless children typically possess adequate skills in most areas of social functioning.
 - a. True
 - b. False
3. Research indicates that mothers of rejected children are less likely to appropriately monitor play experiences.
 - a. True
 - b. False
4. Long term studies indicate that a child's later social adjustment will be better if he or she:
 - a. has a large group of acquaintances.
 - b. has 2-3 close friends.
 - c. regularly attends organized activities (e.g., scouts, team sports, clubs).
 - d. has a parent with good social skills.
5. Which of the following is NOT a goal of the social skills intervention?
 - a. Help children make and keep friends.
 - b. Help parents more effectively support their child's efforts at finding suitable friends.
 - c. Help children become more popular.
 - d. Help parents support their child's ability to make new acquaintances and develop close friendships.
6. Which one of the following should parents expect from the social skills intervention?
 - a. That the child will make lasting friendships with children in the group.
 - b. That the child's attitude and friendships will change immediately.
 - c. That the child's social skills will improve with parents' active encouragement and support.
 - d. That the goal of the sessions is to decrease oppositional behavioral problems.
7. Which of the following is NOT a method by which the social skills program operates?
 - a. Homework assignments
 - b. Behavioral rehearsal
 - c. Response cost (i.e., losing reinforcement for bad behavior)
 - d. Parental assistance
8. What is the primary goal in having children make in-group phone calls?
 - a. To create a larger social network.
 - b. To provide an opportunity to practice conversational skills.
 - c. To facilitate close friendships within the group.
 - d. To provide emotional support around shared problems of socialization.

9. When school-aged children are first getting to know a potential new friend, one effective way in which they can facilitate a closer friendship is to share personal information about themselves (e.g., secrets, private thoughts/feelings).
 - a. True
 - b. False
10. Which of the following is NOT an effective step of entering the play of other school-aged children?
 - a. Get the ball for the children at play when it goes out of bounds
 - b. Watch the game from the sidelines
 - c. Offer to join the losing team
 - d. Ask the children at play what they are playing
11. On average, what percentage of attempts by children to enter playgroups are turned down?
 - a. 15%
 - b. 25%
 - c. 50%
 - d. 70%
12. Research indicates that frequent use of praise is an essential component to being liked by other children.
 - a. True
 - b. False
13. Research shows that informal play interactions in the home are most helpful in promoting a child's social development.
 - a. True
 - b. False
14. Which of the following would be appropriate for a play activity?
 - a. Playing a video game
 - b. Watching a movie or television
 - c. Playing a board game
 - d. Swimming
15. Which of the following is the best method for handling teasing from other children?
 - a. Act like what the person said does not bother you.
 - b. Ignore the person doing the teasing.
 - c. Walk away from the person doing the teasing.
 - d. Tell an adult
16. Which of the following statements is TRUE about parental supervision during child social interactions?
 - a. Parents who join into play help promote their child's social development.
 - b. Parents who supervise peripherally during play help promote their child's social development.
 - c. Parents who intervene during negative peer interactions are least effective in promoting their child's social development.
 - d. Parents who supervise peripherally during play are less effective in promoting their child's social development.

17. What is the first thing a child should do when they are being bullied by a peer?
 - a. Get help from an adult.
 - b. Tell the person bullying them how they feel.
 - c. Be assertive and tell the bully to leave them alone.
 - d. Avoid the bully.
18. Studies show that the vast majority of children who have difficulty with peers and also get into physical fights will not suffer any long-term consequences.
 - a. True
 - b. False
19. Children who have friendship problems sometimes compound their problems by being disrespectful of supervising adults.
 - a. True
 - b. False
20. Which of the following sequence is appropriate for peer entry?
 - a. Ask what they are playing; wait for a pause in the game; ask to join the game
 - b. Ask what they are playing; ask to join the games; cheer on your teammates
 - c. Watch the game; wait for a pause in the game; ask to join the game
 - d. Watch the game; ask what they are playing; ask to join the game

Knowledge of Social Skills Questionnaire Pre/Post Test

Answer Key

(Correct answers highlighted in green.)

1. Which of the following is NOT a category of peer acceptance among school-aged children?
 - a. Accepted children
 - b. Rejected children
 - c. Neglected children
 - d. Ignored children**
2. Parents of friendless children typically possess adequate skills in most areas of social functioning.
 - a. True**
 - b. False
3. Research indicates that mothers of rejected children are less likely to appropriately monitor play experiences.
 - a. True**
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4. Long term studies indicate that a child's later social adjustment will be better if he or she:
 - a. has a large group of acquaintances.
 - b. has 2-3 close friends.**
 - c. regularly attends organized activities (e.g., scouts, team sports, clubs).
 - d. has a parent with good social skills.
5. Which of the following is NOT a goal of Best Buddies?
 - a. Help children make and keep friends.
 - b. Help parents more effectively support their child's efforts at finding suitable friends.
 - c. Help children become more popular.**
 - d. Help parents support their child's ability to make new acquaintances and develop close friendships.
6. Which one of the following should parents expect from the Best Buddies program?
 - a. That the child will make lasting friendships with children in the group.
 - b. That the child's attitude and friendships will change immediately.
 - c. That the child's social skills will improve with parents' active encouragement and support.**
 - d. That the goal of the sessions is to decrease oppositional behavioral problems.
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 - d. Parents who supervise peripherally during play are less effective in promoting their child's social development.
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 - d. Avoid the bully.**
18. Studies show that the vast majority of children who have difficulty with peers and also get into physical fights will not suffer any long-term consequences.
 - a. True**
 - b. False
19. Children who have friendship problems sometimes compound their problems by being disrespectful of supervising adults.
 - a. True**
 - b. False
20. Which of the following sequence is appropriate for peer entry?
 - a. Ask what they are playing; wait for a pause in the game; ask to join the game
 - b. Ask what they are playing; ask to join the games; cheer on your teammates
 - c. Watch the game; wait for a pause in the game; ask to join the game**
 - d. Watch the game; ask what they are playing; ask to join the game

Evaluation of Training Questionnaire

1. The manual provided during the training was helpful in learning about the social skills program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2. The videos used during the training were helpful in learning about the social skills program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
3. The trainer was clear and easy to understand.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4. The trainer provided a clear rationale for why the program focuses on specific social skills.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
5. The trainer provided a clear rationale for the different components of the program (e.g., didactics, coached play, homework).				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6. The trainer was responsive to our questions.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
7. The trainer was receptive to our input about the program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8. The trainer was flexible and helpful in thinking about how to make this program work best with our clients.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
9. There was enough time devoted to this training.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10. The training was well-organized.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11. This training provided me with the basic knowledge and skills I will need to lead the social skills group.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
12. Based on the training I've had so far, I think this social skills program could be helpful to our clients.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
13. Based on training I've had so far, I think our families will like this social skills program.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14. Overall, how satisfied are you with the training for this social skills program?				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Please indicate how much you agree with the following statements:

15. Please indicate what was most helpful about this training:

16. Please indicate how this training could be improved:

Suggestions for Role-Plays during the Training

It is recommended that the trainers ask for several volunteers to act as a mock child or parent group (e.g., 6-8 attendees for each group). They can sit around a table in front of the conference room in the typical configuration of a child or parent group. Then the trainers can demonstrate the role of the group leaders directly with the conference attendees.

The following are specific suggestions for what topics may be especially amenable to live role-plays:

Child Group Role-Plays:

- Trading information
 - The child trainer presents the rules of a good conversation and practices with the volunteers
 - For example, practice not sPAEking too softly or too loudly, not standing too close or too far away, etc. and asking for group feedback
- Slipping-in
 - The child trainer presents the slipping-in didactic
 - Have the volunteers inquire about what to do when they get turned down or rejected by their peers
- Tease the tease
 - The child trainer presents the tease the tease didactic to the volunteers
 - Have the volunteers practice examples of tease the tease with the child trainer

Parent Group Role Plays:

- Slipping-in
 - The parent trainer presents the slipping-in didactic
 - Have a volunteer give a bad example of a slipping-in attempt (e.g., slipping-in with siblings) or a failed attempt altogether (e.g., inability to find any parks for their child to practice slipping-in)
 - The parent trainer trouble-shoots with the volunteers and shows the workshop attendees how to address parents having difficulties with the assignments
- Play dates
 - The parent trainer presents the “gold standard” for play dates
 - Have the parent trainer address questions and concerns presented by the volunteers such as, “Does the other child have to be the same age or gender?”, and “Why can’t my child have a play date with a relative?”
 - Tease the Tease and/or Avoiding physical fights
 - Present the didactic to the volunteers
 - Have the parent trainer trouble-shoot and address questions from the volunteers as these are important concepts for the parents to understand

Overview of the Project Good Buddies Trainer Workbook

The Good Buddies Trainer Workbook is organized into two parts and five appendices:

PART I: Introductory Information

PART II: Session Content

Appendix A: Spanish translations of session content and weekly session materials

Appendix B: Weekly session materials, including homework sheets, phone assignment sheet, planned absence sheet, incentive program, in-group call roster, and child and parent kit setup sheets

Appendix C: Buzzwords

Appendix D: Alternative games

Appendix E: Corrections to the parent assignment sheets in the CFTM

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Trainer Workbook Introduction

Purpose of the Training

The steps presented in this workbook are intended to train practitioners to train others to carry out the important function of improving the social skills of children with prenatal alcohol exposure.

Overview of Fetal Alcohol Spectrum Disorders (FASDs)

- Prenatal Alcohol Exposure (PAE) is considered to be the leading known cause of developmental disabilities in the U.S.
- Fetal Alcohol Syndrome (FAS), the most severe consequence of such exposure, is defined by a characteristic pattern of facial anomalies, growth retardation, and central nervous system dysfunction.
- However, many exposed individuals may not exhibit all the features of FAS, and instead meet criteria for a related disorder, such as Partial FAS or Alcohol Related Neurodevelopmental Disorder (ARND). The entire continuum of effects, now referred to under the rubric of Fetal Alcohol Spectrum Disorders (FASDs), is estimated to impact at least 5 to 7% children, making it more common than other well-known developmental disabilities, such as autism or Down syndrome.
- Although PAE is the most common known cause of intellectual disability, many children with FASDs do not have an intellectual disability. The average IQ of children with FAS is 80, whereas the average IQ of children with ARND is 88.
- Clinicians who work with children with ADHD, ODD, Conduct Disorder, learning disorders, mood disorders, and/or adopted or foster children are likely to encounter children with FASDs, even if they have not been identified as such.
- Children with FASDs often present a wide variety of behavioral, cognitive, social, and emotional problems.
- Common characteristics seen in children with FASDs include:
 - Difficulty learning from experience
 - Difficulty anticipating consequences
 - Difficulty understanding cause and effect relationships
 - Poor judgment
 - Failure to perceive danger
 - Attention problems/hyperactivity
 - Impulsivity
 - Difficulty reading social cues
 - Academic problems
 - Deficits in executive functioning even in the presence of a normal IQ
 - Social skills deficits
- Long-term studies indicate that adolescents and adults with FASDs are at a greatly increased risk for:
 - Mental health problems
 - High-risk sexual behavior
 - Trouble with the law and legal confinement
 - Alcohol and other substance abuse problems
- Of particular concern for this program of intervention, children with PAE have problems in peer relationships and difficulty making and keeping friends. Peer friendships are important in that they can raise self-esteem and protect against negative life experiences such as the ones described above. Early identification and intervention are predictive of better prognostic outcomes of individuals with FASDs.

Learning Objectives

Intended Use of this Workbook

The Project Good Buddies Trainer Workbook is designed to be used in conjunction with the Children's Friendship Training Manual (CFTM), developed by Fred Frankel, Ph.D. and Robert Myatt, Ph.D. (Frankel & Myatt, 2003). The CFTM is published by Brunner-Routledge, an imprint of Taylor & Francis Books, Inc., New York, New York. Some adaptations and modifications to the original program are included in the Good Buddies Trainer Workbook and are based upon an efficacy and effectiveness study of children with Fetal Alcohol Spectrum Disorders (Frankel, Paley, Marquardt, & O'Connor, 2006; Laugeson, Paley, Schonfeld, Frankel, Carpenter, & O'Connor, 2007; O'Connor, Frankel, Paley et al., 2006; O'Connor, Laugeson, Mogil, Lowe, Welch-Torres, Keil, Paley, 2011), but are not intended to alter the basic content of the CFTM. The materials in this workbook are to be used only with the CFTM and are not intended to serve as replacements for the manual. The CFTM can be ordered at www.brunner.routledge.com.

Project Good Buddies has been adapted for use with children with PAE, but as with the original CFTM program, it is appropriate for use with children with a wide range of diagnoses. Training with the Good Buddies Trainer Workbook will include a thorough discussion of the material in the CFTM, but it is essential for individuals who are learning to provide this intervention to read the CFTM carefully as they are proceeding through the training. The CFTM provides a more detailed description of the session plans, as well as a theoretical rationale for each of the sessions and strategies for handling problematic situations. Additionally, the CFTM provides information about group composition and detailed instructions for conducting intakes for the groups.

Background

Project Bruin Buddies

Research has shown that children with PAE have problems in socialization and peer relationships. In a number of studies, prenatally exposed children have been shown to have poor social skills, such as failure to consider the consequences of their actions, difficulty understanding social cues, indiscriminant social behavior, and difficulty communicating in social contexts. The development of adequate social skills is important because children with poor skills acquire negative reputations among their peers and experience social rejection and a higher probability of engaging in delinquent acts. In recognition of the importance of early social skill development for children with PAE, Project Bruin Buddies was initiated as a randomized controlled efficacy study funded by the Centers for Disease Control and Prevention (CDC/U84-CCU920158: O'Connor, PI). Results of the study indicated that the children in the treatment group showed a greater knowledge regarding appropriate social behaviors, improved overall social skills, and a reduction in problem behaviors compared to children who did not receive the intervention. Furthermore, the children who received the treatment continued to show improvement at a 3-month follow-up assessment (O'Connor, Frankel, & Paley et al., 2006).

Project Best Buddies

The social skills deficits of children with PAE are often treated in community mental health settings. The purpose of Project Best Buddies was to test whether or not these children could be effectively treated using the Bruin Buddies Adaptation of the CFTM versus the standard of care treatment for children with and without PAE in a community mental health center. In this way, we hoped to bridge the transition between university-based research and community implementation. The study was funded by the Centers for Disease Control and Prevention (CDC/UDD000041: O'Connor, PI). Results of this effectiveness trial revealed that the Best Buddies treatment yielded greater gains than the community standard of care and was equally effective for children with PAE as for those without PAE. Results demonstrated that children with PAE benefit from treatments initiated in community settings in which

therapists are trained to understand their unique developmental needs, and that they can be successfully integrated into treatment protocols that include children without PAE (O'Connor, Laugeson, Mogil, Lowe, Welch-Torres, Keil, Paley, 2011).

Adaptations Made to Accommodate Children with FASDs

Meta-analyses of the literature suggest that previous social skills training programs do not produce large, socially important, long-term, or generalized changes in social competence among individuals with developmental disabilities (Gresham, Sugai, & Horner, 2001). The limited efficacy demonstrated by such programs may be due to several problems including: omitting parents as an integral part of the intervention; not teaching ecologically valid social skills; and not including homework assignments/homework review as part of the treatment sessions. The CFTM addresses all of these limitations with significant focus on parent assistance and socialization homework.

Another potential limitation of previous social skills programs for children with developmental disabilities is the lack of accommodation for particular learning difficulties and/or neurocognitive limitations of the patient population. In the current intervention, this limitation was addressed by implementing specific treatment adaptations that took into account the unique patterns of social, cognitive, and behavioral impairments common among children with FASDs. Specific adaptations were made that allowed the children with FASDs to learn, retain, and apply key skills more easily, such as breaking down skills into smaller and more manageable steps, presenting information in multiple formats, and using simple 'buzzwords' to cue their memory for more complicated concepts (Laugeson, Paley, Schonfeld et al., 2007).

Project Good Buddies

Project Good Buddies is devoted to the dissemination of the social skills treatment protocol for community use. Given the success of Project Bruin Buddies and Project Best Buddies, we hope that this workbook will provide the framework for training allied health professionals in the use of the protocol so that they can train others to implement the intervention with children with PAE. In this way, we hope to bridge the transition between university-based research and community implementation. The true test of intervention research success is the implementation of the core elements of the research into community programs as part of routine and standard practice, offering a low cost, effective alternative to current practices, and providing access to a large number of individuals. It is our goal that through widespread dissemination of intervention materials at the national level, this treatment approach will help to reduce the serious secondary disabilities associated with PAE.

Overview of the Training Approach

This intervention is a 12-week, parent-assisted children's social skills training program for 6-12 year old children who have a difficult time making and keeping friends. The goals of the program are to help children become more accepted by peers and to make one or two new close friends. Parents attend separate, concurrent sessions to learn how to help their children make and keep friends. Groups meet for approximately 1-1 ½ hours each week.

Targeted skills include:

- How to talk to other children in order to learn about common interests
- How to find peers who like to do the same activities
- How to join a group of children at play at school or in the neighborhood
- How to be a good sport or a good winner in games with peers
- How to behave when another child comes to play
- How to handle and resist teasing and bullying
- How to be respectful to adults

Structure of Groups

The parent and child groups meet concurrently and session content material is coordinated across groups so that the parents receive information that parallels the skills being taught to their children. Each child session (except Sessions 1 and 12) consists of four segments. During the first segment (10 minutes), children report on the results of the socialization homework assignment given in the previous session. The second segment (20 minutes) consists of a didactic presentation of a new social skill, related role modeling, and practicing or rehearsal of the skill. The third segment (30 minutes) consists of coached play during which the skill is practiced. In the fourth segment (15 minutes), the child's socialization homework assignment is formalized between parent and child, with the aid of the group leaders.

Each parent session (except for Sessions 1 and 12) consists of four segments. In the first segment (40 minutes), each parent reviews their own and their child's performance on the weekly homework assignment. During this time, problems in homework compliance are addressed. In the second segment (10 minutes), an informational handout on the content of the concurrent child session is briefly reviewed. In the third segment (10 minutes), the general homework assignment for the following week is presented and problems that the parents might experience in completing the homework (15 minutes) are addressed. The parent and child are reunited for the fourth segment and homework compliance is negotiated with the help of the group leaders.

Outline of Group Structure

Child Group

- Review of homework
- Short lesson on a new social skill
- Practice skill with other children in the group
- Coaching on play skills during outdoor or indoor activities
- Homework assignment to practice the new skill during the week in the neighborhood, at school, or in after school activities

Parent Group

- Review of homework
- Troubleshoot homework problems
- Review of the lesson covered in the children's group
- Handout assisting parents to help their child make and keep friends
- Homework assignment for the coming week to practice new skill
- Solve potential problems with homework compliance

Homework includes:

- Calling and talking to other children in the group on the telephone
- Calling and talking to children from school on the telephone
- Joining groups of children at play, at school, or in the neighborhood
- Inviting other children over to play and practice behaving appropriately
- Practicing handling and resisting teasing and bullying
- Bringing in appropriate indoor and outdoor toys/games

Participants in DVD Clips

Groups depicted in the DVD clips include children with and without prenatal alcohol exposure. Informed consents for filming were obtained from all parents and assents were obtained from children 7 years of age and older.

Guidelines for Using the CFTM

1. In order to provide the best possible treatment intervention, it is important to read the CFTM in its entirety (Frankel & Myatt, 2003).
2. The CFTM is organized into three parts:
 - a. PART I includes background information
 - Chapter 1: Reasons to treat peer relationship problems
 - Chapter 2: Types of outcome assessment
 - Chapter 3: Types of social skills treatment
 - Chapter 4: Common diagnoses of children obtaining training
 - Chapter 5: Research on the UCLA Children's Friendship Training Program
 - b. PART II includes information about preparing for treatment
 - Chapter 6: Screening procedures
 - Chapter 7: Intake procedures
 - Chapter 8: Program infrastructure
 - c. PART III includes information about specific session content
 - Chapter 9: Session 1: Introduction
 - Chapter 10: Session 2: Conversational skills
 - Chapter 11: Session 3: Slipping-in; reputation; community resources
 - Chapter 12: Session 4: Taking no for an answer; gender and age issues
 - Chapter 13: Session 5: Rules of a good sport; social goals
 - Chapter 14: Session 6: Rules of a good sport; positive statements
 - Chapter 15: Session 7: Making a best friend; play dates
 - Chapter 16: Session 8: Resisting teasing
 - Chapter 17: Session 9: Respect towards adults
 - Chapter 18: Session 10: Managing competition; gender differences
 - Chapter 19: Session 11: Avoiding physical fights
 - Chapter 20: Session 12: Graduation
3. Each chapter of the manual gives important information about:
 - a. The treatment rationale for the session
 - b. Relevant research for the skill being taught
 - c. How to conduct the parent session
 - i. Clinical examples
 - ii. Potential problems
 - iii. A session plan
 - 1) Homework review
 - 2) Didactic lesson
 - 3) Homework assignment
 - 4) End of session reunification of parents and children
 - iv. A description of the Parent Handout
 - d. How to conduct the child session
 - i. Clinical examples
 - ii. Potential problems
 - iii. A session plan
 - 1) Homework review
 - 2) Didactic lesson
 - 3) Homework assignment
 - 4) Real-play activity
 - 5) End of session reunification of parents and children
 - iv. A description of the real-play activity
 - v. End-of-session reunification
 - e. Copy of the Parent Handout
 - f. Rules for the real-play activity

From Frankel, F., & Myatt, R. (2003). Children's Friendship Training. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

Trainer Instructions

Getting Started

For each session presented in this workbook, a session overview is provided that covers both the child and the parent session. This overview briefly details the following for each session:

- Structure
- Rationale
- Materials needed
- How to set up the playdeck or indoor activity
- Relevant readings from the CFTM (Frankel & Myatt, 2003)
- Video clips of important aspects of the sessions

Before beginning the training, you should be familiar with the structure and the specific rationale for each session. A thorough reading of the CFTM will facilitate this process, and must be completed before beginning a therapist training. In addition, please view all video clips provided on the training DVDs before the training.

Therapists who participate in training are expected to read the appropriate chapters of the CFTM before coming to the training. During the training session, you will present selected video clips to illustrate various aspects of each week's activities (e.g., the didactic lessons or the real-play activities).

A trainer information page is also provided before each child and parent session. This information page gives specific instructions on how to conduct the training. It includes:

- How to introduce the rationale
- How to review the previous session's homework
- How to review the didactic
- How to assign homework
- Brief overviews of the real-play activities (child session only)
- How to review reunification

The information that is surrounded by quotation marks is intended to be read out loud in the training. Video clips presented in **bold letters** are to be shown during the training, and you should be prepared to answer questions regarding session content and rationale. Make sure to leave time for discussion and questions after each clip, and at the conclusion of each training session.

For your convenience, a table of contents for the training DVDs is provided in the introductory materials, as well as suggested viewing schedules for the child video clips and the parent video clips.

At the beginning of training, part of the first session will need to be devoted to discussing "General Guidelines for Leading the Child Group," "General Guidelines for Leading the Parent Group," and "General Guidelines for Coaching." These handouts are included in every workbook and should be read and discussed in the first training session.

In addition, an overview of the weekly session materials should be discussed in the first training session. These materials are in Appendix B and include:

- Therapist materials
 - Weekly Homework sheet
 - Phone Assignment list
 - Planned Absences sheet
 - Incentive Program
- Parent Materials
 - Phone Roster
 - In-Group Call Roster

Overview of Session Reading Assignments and Viewing Schedule for Video Clips

***NOTE:** PH = Parent Handout, PA = Parent Assignment, HW = Homework

Getting Started: Before beginning, read CFTM Parts I and II, Chapters 1-8, pgs. 1-44

Session Content:

Before Session 1, read CFTM Part III, Chapter 9 “Introductory Session/Setting the Stage”, pg. 45-59

Child Session 1

- Rules for group (4:18)
- Explanation of stars (3:49)
- Conversational didactic (17:53)
- Conversational rehearsal (2:30)
- Conversational role-play (5:19)
- Practice rehearsal (1:49)
- Steal the bacon game (2:32)
- Reunification: Buzzwords (4:49)
- In-group assignments (1:10)

Parent Session 1

- Telephone roster (:41)
- Positive comments (:35)
- PH Review: Goals and limitations (9:06)
- PA Review: In-group call (4:27)
- PA Review: Good toys (:57)
- PA Review: Inappropriate toys (2:15)
- Reunification: Buzzwords - Rules of session and rules of good communication (4:49)
- Announcement of in-group call assignments (1:10)

Before Session 2, Read CFTM Part III, Chapter 10 “Conversational Skills”, pg. 60-73

Child Session 2

- HW Review: In-group call (:36)
- Trading information didactic (20:19)
- Rules of wolf pack (:52)
- Wolf pack play (2:07)
- Wolf pack debriefing (1:20)
- Reunification (3:21)

Parent Session 2

- Rules: Turn off cell phones/pagers (:59)
- HW Review: Outdoor toy (:36)
- HW Review: In-group call (5:14)
- PA Review: Having a conversation (10:50)
- PA Review: Homework assignments (1:05)
- Reunification: Buzzwords - Rules for trading information (3:21)

Before Session 3, read CFTM Part III, Chapter 11 “Slipping-in/Reputation/Using Community Resources”, pg. 74-86

Child Session 3

- HW Review: In-group call (1:01)
- Beginning cover story (2:34)
- Ending cover story (:50)
- Phone call role-play (2:38)
- Slipping-in DOs (5:17)
- Slipping-in DON'Ts (1:12)
- Rules for prisoner (:55)
- Slipping-in rehearsal (1:36)
- Reunification (3:24)

Parent Session 3

- HW Review: Active listening 1 (3:36)
- HW Review: Active listening 2 (1:05)
- HW Review: In-group call 1 (4:30)
- HW Review: In-group call 2 (:50)
- HW Review: In-group call 3 (2:42)
- PH Review: How parents support children's friendships (9:56)
- Reunification: Buzz Words – Rules for slipping in (3:24)

Before Session 4, read CFTM Part III, Chapter 12 “Taking ‘No’ for an Answer/Gender and Age Issues”, pg. 87-99

Child Session 4

- HW Review: Out-of-group call (:42)
- Taking “no” for an answer didactic (7:01)
- Taking “no” for an answer rehearsal (2:10)
- Reunification (1:52)

Parent Session 4

- HW Review: Having a conversation (4:15)
- HW Review: Out-of-group call 1 (3:50)
- HW Review: Out-of-group call 2 (2:32)
- PA Review: How children make new acquaintances (6:42)
- Reunification: Announcement of in-group call assignments (1:52)

Before Session 5, read CFTM Part III, Chapter 13 “Rules of a Good Sport/Social Goals”, pg. 100-109

Child Session 5

- HW Review: Out-of-group call (:51)
- Rules of good sport didactic (9:10)

Parent Session 5

- PA Review: Slipping-in (6:08)

Before Session 6, read CFTM Part III, Chapter 14 “Rules of a Good Sport/Positive Statements”, pg. 110-118

Child Session 6

- HW Review: Out-of-group call (:48)
- HW Review: Slipping-in (:55)
- Tokens/good sportsmanship (:49)
- Reunification (3:52)

Parent Session 6

- HW Review: Slipping-in 1 (5:33)
- HW Review: Slipping-in 2 (4:31)
- HW Review: Slipping-in 3 (6:37)
- HW Review: Slipping-in 4 (4:08)
- PA Review: Selecting indoor toys (4:03)
- Reunification: Buzzwords – Rules of a good sport (3:52)

Before Session 7, read CFTM Part III, Chapter 15 “Making a Best Friend/Play Dates”, pg. 119-132

Child Session 7

- HW Review: Slipping-in (2:15)
- Rules of a good host didactic (21:32)
- Good host rehearsal (4:20)
- Reunification (1:51)

Parent Session 7

- HW Review: Unsuccessful slipping-in 1 (5:50)
- HW Review: Successful slipping-in (2:07)
- HW Review: Unsuccessful slipping-in 2 (5:54)
- HW Review: Out-of-group call (5:03)
- Gold standard play date (6:28)
- PA Review: Making play date (7:22)
- PA Review: Immediately before play date (4:27)
- PA Review: During play date (3:39)
- PA Review: Immediately after play date (1:23)
- Reunification (1:51)

Before Session 8, Read CFTM Part III, Chapter 16 “Resisting Teasing”, pg. 133-146

Child Session 8

- HW Review: Play dates (2:38)
- Tease the tease didactic (15:11)
- Tease the tease rehearsal (2:26)
- Reunification (3:06)

Parent Session 8

- HW Review: Out-of-group call 1/Play date (9:16)
- HW Review: Out-of-group call 2 (2:43)
- PH Review: Effective ways to resist being teased (10:38)
- Reunification: Buzzwords – Resisting teasing (3:06)

Before Session 9, read CFTM Part III, Chapter 17 “Respect Towards Adults”, pg. 147-154

Child Session 9

- HW Review: Good play date (1:52)
- HW Review: Bad play date (1:54)
- Unjust accusations didactic (15:34)
- Unjust accusations rehearsal 1 (1:47)
- Unjust accusations rehearsal 2 (:24)
- Reunification (3:09)

Parent Session 9

- HW Review: Tease the tease (1:37)
- HW Review: Play date (6:22)
- PH Review: Handling adults complaining about your child (7:10)
- Reunification: Buzzwords – Respect towards adults (3:09)

Before Session 10, read CFTM Part III, Chapter 18 “Managing Competition/Gender Differences”, pg. 155-163

Child Session 10

- HW Review: Play dates (:52)
- HW Review: Teasing (1:35)
- Rules of a good winner didactic (4:52)
- Tokens/good sportsmanship (1:14)
- Reunification (2:38)

Parent Session 10

- HW Review: Play date 1 (4:30)
- HW Review: True love (1:59)
- HW Review: Play date 2 (4:56)
- PH Review: Cultural differences between boys and girls (4:30)
- Reunification: Buzzwords – Rules for being a good winner (2:38)

Before Session 11, read CFTM Part III, Chapter 19 “Avoiding Physical Fights”, pg. 164-174

Child Session 11

- HW Review: Play date (1:05)
- Avoiding bullying didactic (22:12)
- Tokens/good sportsmanship (:32)
- Reunification (4:02)

Parent Session 11

- HW Review: Play date (5:53)
- Upcoming homework assignments/Graduation (3:40)
- PH Review: Decreasing physical fights (2:46)
- Reunification: Buzzwords – Avoiding physical fights (4:02)

Before Session 12, read CFTM Part III, Chapter 20 “Graduation”, pg. 175-180

Child Session 12

- Graduation ceremony (3:29)

Parent Session 12

- HW Review: Play date 1 (2:52)
- HW Review: Play date 2 (2:52)
- Assessment & PH Review: Where to go from here (6:32)
- Graduation ceremony (3:29)

Outline of Child and Parent Groups

Session	Topic	Homework Assignments	Child Activity	Materials Needed for Child Activity	Location of Child Activity
1	Rules of the group; elements of good communication	In-group phone call Bring outside play equipment	Capture the flag	Blackboard eraser, chalk outlined square with numbers	Play deck
2	Having a conversation	In-group phone call Bring outside play equipment	Wolf pack	Empty play deck	Play deck
3	Joining a group of children already at play: "Slipping-in"	In-group phone call Out-of-group phone call Bring outside play equipment	Prisoner	Volleyball net/volleyball	Play deck
4	Joining a group of children already at play: "Slipping-in"	In-group phone call Out-of-group phone call Bring outside play equipment	Soccer or Basketball	Soccer ball, goal lines, basketball, hoop, court markings	Play deck
5	How to be a good sport	In-group phone call Out-of-group phone call Practice slipping-in Bring outside play equipment	Soccer or Basketball	Basketball, hoop, court markings, tokens, fanny packs	Play deck
6	How to be a good sport	Out-of-group phone call Practice slipping-in Bring an inside game	Soccer or Basketball	Soccer ball, goal lines, basketball, hoop, court markings, tokens, fanny packs	Play deck
7	Rules of being a good host	Out-of-group phone call Practice slipping-in, Have a play-date in your home, Bring an inside game	Inside board and card games	Child's own toys / games; additional cards and board games	Child group room
8	How to handle teasing	Out-of-group phone call Practice slipping-in Have a play-date in your home, Practice handling teasing, Bring an inside game	Inside board and card games	Child's own toys / games; additional cards and board games	Child group room
9	Unjustified accusations	Out-of-group phone call Have a play-date in your home, Practice handling teasing, Bring outside play equipment, Practice handling unjust accusations	Inside board and card games	Child's own toys / games; additional cards and board games	Child group room
10	How to be a good winner	Out-of-group phone call Have a play-date in your home, Bring outside play equipment, Practice handling unjust accusations	Soccer or Basketball	Soccer ball, goal lines, basketball, hoop, court markings	Play deck
11	Bullies and conflict situations	Out-of-group phone call Have a play-date in your home	Soccer or Basketball	Soccer ball, goal lines, basketball, hoop, court markings	Play deck
12	Graduation	None	Graduation party and ceremony		Child group room

General Guidelines for Leading the Child Group

Within-Group Relationships

- This program is a skill-building intervention, not a friend-matching group. The goal of the group is not for children to make friends with each other. Friendships between group members should be discouraged because children with social deficits make poor playmates for other children with social deficits.
- Within-group friendships, or cliques, should be discouraged in the group as they may create a feeling of rejection for those not included in the clique.
- Adults should not engage in the children's play or conversations. Instead, encourage the children to play and talk with each other. Children who are socially rejected tend to gravitate toward adults. If a child is attempting to talk with the child group leader or coaches, encourage the child to talk to one of his/her classmates by saying, "That's interesting. Why don't you tell the other group members about that?"

Session Administration

- The child group leader should follow the lesson plan closely. Do not allow children to go into detailed examples of social interactions. This can derail the group and make it difficult for the children to focus on the topic of discussion.
- Establish a classroom environment.
 - Write the names of the children on the board with room for stars.
 - Write major rules and steps on the board.
 - Do not allow children to play with games or electronic devices during the group.
 - Have children put their indoor games and outside equipment up against the wall when they first enter the classroom.
 - Do not allow children to participate without raising their hand and being called on. The child group leader may have to say, "I can't call on you unless you raise your hand."
 - Some children will keep their hands up throughout the group, hoping to be called on. While frequent child participation is important to the group, the child group leader may occasionally have to say "hands down" in order to get through specific aspects of the lesson.
- Begin the homework review by asking for those who completed the assignment to raise their hands. After the children who completed their assignments are finished, BRIEFLY ask the children who did not complete the assignment what prevented them from getting their assignment done this week and what they can do to get it done next week. Do not allow children to get into a long discussion about why they could not complete the assignment.
- During the didactic presentation, use a simple question and answer format. This involves guiding the children to create appropriate rules and steps for appropriate social interactions with the child group leader's directions. For example:
 - The child group leader might say, "What is the first step for slipping-into a group of kids who are playing a game? It's something you do with your eyes."
 - Answer: "Watch"
 - "What are you watching for?"
 - Answer: "The rules of the game."
 - "Why is it important to know the rules of the game?"
 - Answer: "So that you know how to play when you join."

- Do not engage in a debate with children about the lesson plan. Some children will try to argue with the child group leader about specific aspects of the lesson. You do not need to provide a rationale for why they should follow the lesson outlined in the group. Instead, the child group leader could simply say, "Well that may be how you've done this before, but now we're going to try something a little different."
- If a child gives an incorrect answer to a question, gently guide them to think of the correct response.

Behavior Management

- Enforce appropriate body boundaries. There is a no touching rule that includes no hitting, kicking, pushing, and no hugging.
- The child group leader should give stars for:
 - Remembering and following the rules of the group
 - Completing homework assignments
 - Class participation
 - Being polite and respectful
- Provide much verbal praise throughout the session to encourage the children to listen and respond appropriately.
- When giving tokens on the play-deck, use specific praise to indicate what behavior the child has done correctly (e.g., "Good job praising your teammate!").
- The child group leader should use redirection, warnings, and time-outs as necessary in order to manage inappropriate behavior among group members.
 - As much as possible, you should attempt to use statements to redirect the children to do what you WANT them to do, rather than what you DON'T WANT them to do
 - Example: "Johnny, raise your hand."
 - Warnings should be given to children to let them know that if they continue a particular behavior, they will get a time-out.
 - Example: "Johnny, if you continue to poke Jimmy, you're going to get a one-minute time-out."
 - Time-outs should be one-minute in length.
 - Children should be told why they are going to time-out and how long they will be in time-out. Beyond this, do not engage in any further discussion about the time-out.
 - Example: "Johnny, because you continued to poke Jimmy, you're getting a time-out."
 - Children should be monitored by a coach who supervises the time-out, but does not engage the child.
 - Time-outs in the classroom are typically taken with the child just outside of the door of the group room, with the door ajar, so the child can still follow the lesson.
 - Time-outs on the play-deck are taken off to the side of the play area.
 - Once the time-out is complete, the child should be invited back into the group and the group leader should wipe-the-slate-clean. Do not engage in a lecture or discussion about the time-out or the misbehavior.
- If the child continues to be disruptive after multiple time-outs, he/she may need to be put on an Incentive Program to encourage more appropriate behavior in the group. (See Incentive Program on page ____ for a detailed description.)

General Guidelines for Leading the Parent Group

Goals

- The Good Buddies Program is based on the Children's Friendship Training program (Frankel & Myatt, 2003), which is a skill-building program, not a support group. Although it is important for the therapist to be supportive, empathic, and encouraging with parents when they are encountering obstacles or frustrations, the therapist's role is to help the parent problem-solve, rather than spending a lot of time allowing the parent to ruminate about what went wrong.
- Keep in mind that the main focus of Project Good Buddies is on improving children's social skills. Despite the intensive involvement of parents, it is not a parent-training group, and it is not the therapist's role to help the parent address all of the child's behavioral problems. Although there may be some improvements in the general behavior of children who participate in Project Good Buddies, this is by no means true for all children. It is important for parents to be clear that the goals of Project Good Buddies are focused on improving social skills, so that they do not develop unrealistic expectations of both the therapist and the groups. If a parent needs significant help with managing their child's behavior, it may be best to consider referring them for parent training.

Session Administration

- Keep in mind that each session has a specific agenda to be covered. Occasionally, there will be a parent who is derailing the group. The therapist should be assertive and proactive in keeping the session on track.
- The relationship between the therapist and the parents is intended to be collaborative. The therapist teaches the parent various strategies for helping their child learn how to make and keep friends, but the parent must play an active role in implementing and fine-tuning those strategies so that they work best with their individual child.
- Capitalize on the experience and expertise of other parents in the group if a parent is encountering a particular obstacle in helping their child (e.g., parent is having difficulty assisting their child in completing a homework assignment). Suggestions about how to solve a particular problem can sometimes be more effective when those suggestions are coming from other parents than when they are coming from the therapist.
- Although Project Good Buddies is a manualized treatment program, we also recognize that implementing manualized programs in community settings always requires some flexibility. We anticipate that there will be occasions when the program will need to be modified to suit the needs of particular families or particular populations. However, it is important that such modifications be made in such a way that the integrity of the intervention remains intact. Thus, it is especially important for therapists to be extremely familiar with both the rationale for and the "active ingredients" of the various components of the intervention, which are described in detail in the Children's Friendship Training Manual (Frankel & Myatt, 2003).

Group Rules

- Highlight the expectation of confidentiality within the group.
- Begin the groups promptly in order to make it clear that families are expected to arrive on time.
- Children (e.g., siblings) who are not officially enrolled in the group should not be permitted to sit in on either the parent or the child group.
- Do not permit side conversations between parents, as it will be distracting both to the group leader and to other parents.
- The therapist themselves should not engage in side conversations with a parent, as this may alienate other parents and detracts from the larger goals of the group.
- At the beginning of every session, ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group.

Homework

- When reviewing homework, always ask who had a successful homework assignment, and review with those parents first. This will highlight the expectations of the program, and avoid the group getting off track with parents who are not following through on the assignments.
- Some parents will be very compliant in assisting their child complete homework assignments, whereas others will not. Some parents in this latter group may want to spend a lot of the group's time discussing all the reasons why they could not complete the assignment. It is important not to let these parents dominate the group, as it can be frustrating for parents who are completing the assignments, and ultimately not that helpful to the parent who didn't complete the assignment. Convey understanding/ sympathy for the parent's predicament, but redirect the discussion towards problem solving (e.g., "Okay, what do you think you can do differently next time that will allow Joey to complete his phone call to another child?").

General Guidelines for Coaching the Parent and Child Groups

The leaders of the parent and child groups are assisted by coaches. Most group leaders have previously served as coaches, as this is the most effective way to learn the intervention in order to become a group leader. The coaches play a critical role in the groups, particularly in the child groups. Although the coaches provide assistance with many logistical tasks (e.g., escorting the children from the classroom to the playgroup, recording homework completion, monitoring treatment fidelity), they also play an important clinical role in the groups. Both the parent and child group coaches, along with the group leaders, work with the parents and children together at reunification in negotiating plans for completing the homework assignments. This period is often among the most challenging for group leaders and coaches, as parents and children often have different ideas regarding the best way to complete the homework (e.g., where to “slip in,” which child to invite over for a play date, etc.). Thus, parent and child group leaders and coaches need to be extremely familiar with the goal of each homework assignment in order to ensure that parents and children negotiate an appropriate plan for completing the assignments.

The child group coaches have additional clinical responsibilities. They will work with the child group leader in modeling appropriate and inappropriate social skills during roles plays, provide behavioral interventions for children who are off-task or non-compliant, and perhaps most importantly, provide performance feedback during the coached play periods. Again, it is essential for the coaches to be familiar with the goals of each session, and the rationale for the various skills being taught in order to carry out these clinical tasks effectively.

The following are general guidelines for both child and parent group coaches. However, we would emphasize that the most effective coaches are those who communicate with the group leaders regularly in order to ensure that expectations are clear regarding how the coaches can function most effectively during the groups.

CHILD SESSION COACHES:

Before the Group:

- Read the session plan in the CFTM and the Project Good Buddies Therapist Workbook.
- Discuss what your role should be in that particular session with the child group leader.
 - Be prepared to do role-plays with the child group leader to demonstrate skills.
 - Role-plays should be practiced with the child group leader during supervision.
- Pay particular attention to what you need to know for the Real Play section of the session when you are actively coaching.
 - Be prepared to provide performance feedback during coaching.
- Bring the supply kit to the child group room.
 - Make sure that all supplies needed for the session are in the kit.
- Put outdoor and indoor equipment in the child group room (i.e., board games, cards, basketball, soccer ball, handball, etc.) toward the back of the room.
 - Make sure that all equipment needed for the session is in the room.
- Make sure the play deck is set-up as needed:
 - Basketball hoop
 - Soccer goals
 - Volleyball net
 - Chalk drawing on the deck for game playing (as needed)

- Make sure the room is set up before group.
 - The chairs need to be stable (no wheels).
 - The table and chairs should be set-up with the board at the front of the room.
 - Make sure distracting objects are as “put away” as possible.
- Make sure there are chalk or dry erase markers and an eraser at the board in the child group room.
- Write the names of the children in a column on the board (if the child group leader requests it).
- On the evening of the graduation, assist the child group leader with decorating the room.

During the Didactic Lesson:

- Be prepared to enforce the rules of the group:
 - Raise your hand
 - Listen and follow directions
 - No touching (includes no hitting, no kicking, no shoving, no hugging)
 - Play with your toys only when the group leader says it's okay
 - Be serious
- When transitioning from one room to another, walk at the back of the line.
 - The group leader will be at the front of the line.
 - Monitor children's behavior and give warnings and time-outs for inappropriate behavior.
 - Be prepared to enforce the “no touching” rule.
- When the children enter the child group room, be prepared to enforce the seating assignment (if there is one).
- When entering the room, make sure children put toys against the wall.
- Transport the supply kit when needed.
 - Place the kit in the front of room during the session.
 - Return the kit to the child group leader at the end of the session.
- Carry the equipment when transitioning to the play deck.
- During the session, be seated in the child group room where you can monitor the children's behavior.
 - You may need to sit directly behind a child who tends to be more behaviorally disruptive.
- Throughout the session, complete the Weekly Homework Sheet (see Appendix B).
- Monitor the session by checking off items from the session checklist as the parent group leader covers it.
- Assist the child group leader with assigning the in-group phone calls.
- Do not engage in the children's play or conversations. Instead, encourage the children to play and talk with each other.
 - Children who are socially rejected tend to gravitate towards adults.
 - If a child is attempting to talk with the child group leader or coaches during transitional periods, encourage the child to talk to one of his/her classmates by saying, “That's interesting. Why don't you tell the other group members about that?”
 - You can briefly answer a question or respond to a comment, but then say, “Why don't you tell Jimmy about that?” Then casually turn away from the child.

- Try to capitalize on any opportunity to promote positive social skills.
 - For example, if a child says to another child, “My sister got expelled yesterday,” you say, “That’s too personal to share with a new friend.”
 - These opportunities can be as simple as reminding a girl to sit properly with a skirt on and as difficult as shrugging off a child’s attempt to hug you (e.g., “We don’t know each other well enough to hug.”).
 - If a child says, “excuse me,” “sorry,” “thank you,” or any other behavior representing good social skills, praise him or her.
 - Praise children for following the rules of the group.
- Assist the child group leader by giving redirection, warnings, and time-outs if disruptive behavior is seen.
 - The basic goal is for the children to be attending to the lesson.
 - If a child is playing with their name badge, a scrap of paper, etc., but is still paying attention and not disrupting others, then ignore this behavior.
 - Minor, brief transgressions can slide (e.g., a short giggle exchanged with another child), as long as it is not a pattern with a particular child.
 - If you question your judgment, make a note and discuss your concern with the group leader.
 - Assist the child group leader by giving redirection, warnings, and time-outs as necessary in order to manage inappropriate behavior among group members.
- As much as possible, you should attempt to use statements to redirect the children to do what you WANT them to do, rather than what you DON’T WANT them to do
- Example: “Johnny, raise your hand.”
 - Warnings should be given to children to let them know that if they continue a particular behavior, they will get a time-out.
- Example: “Johnny, if you continue to poke Jimmy, you’re going to get a time-out.”
- Time-outs should be one-minute in length.
 - Children should be told why they are going to time-out and how long they will be in time-out. Beyond this, do not engage in any further discussion about the time-out.
- Example: “Johnny, because you continued to poke Jimmy, you’re getting a time-out.”
 - You should monitor the child, but do not engage the child.
 - Time-outs in the classroom are typically taken with the child just outside of the door of the group room, with the door ajar, so the child can still follow the lesson.
 - Time-outs on the play-deck are taken off to the side of the play area.
 - Once the time-out is complete, the child should be invited back into the group and the coach and group leader should wipe-the-slate-clean. Do not engage in a lecture or discussion about the time-out or the misbehavior.
- If the child continues to be disruptive after multiple time-outs, he/she may need to be put on an incentive program to encourage more appropriate behavior in the group. (See section on the Incentive Program for a detailed description.)
 - Coaches should assist the child group leader in implementing all Incentive Programs.

Outdoor Real Play Activities:

- Stop children from immediately scattering when they hit the play-deck since they need to gather together to get instructions from the child group leader.
- Tell children to put unused outside toys away from the play-deck.
- Help the children put on their fanny-packs (during token sessions).
- Give performance feedback to children throughout the real play activity.
 - Be familiar with the steps and rules for each lesson so that you can easily provide feedback on the child's performance in following the rules.
- During certain sessions you will distribute tokens to children on the play deck when they are following the rules of good sportsmanship or the rules of being a good winner.
 - When giving tokens on the play-deck, use specific praise to indicate what the child has done correctly (e.g., "Good job praising your teammate!").
- Be prepared to coach children during sports activities.
 - Encourage children to solve disputes on their own. However, you may need to occasionally step in to solve a dispute.
 - It is important for coaches to be familiar with the rules for the various games.
- If you observe disruptive or aggressive behavior:
 - Give warnings and time-outs as necessary.
 - Time-outs on the play-deck are taken off to the side of the play area.
 - Aggressive behavior gets an immediate time-out.
- Praise good behavior.
 - Remember to also praise the ABSENCE of negative behavior (i.e., "Great job on the 'no refereeing' rule, guys!").
- You will likely be assigned to watch a particular play-dyad or play-group or to do a specific job.
 - As part of this, sometimes you might need to halt play to remind the children of the rules. Ask the child group leader if you are unsure.
 - You will also need to provide remedial sports help for the children (e.g., reminders to dribble the ball in basketball or not to use your hands in soccer).
- At the end of the session, help gather the children together for the final debriefing on the play deck.
- Collect the equipment being used in session.
- Collect fanny-packs.
- Assist the child group leader in gathering the tokens from the children for the final token count.
- Gather children around the child group leader to participate in the final token counting (rather than off somewhere counting their individual tokens).
- After the token counting is complete, put the tokens away in the supply kit.
- Return the supply kit and equipment to the appropriate location.

Indoor Real Play Activities:

- You will be given the job of monitoring particular dyads during indoor play sessions.
- Give performance feedback to children throughout the real play activity.
 - Be familiar with the steps and rules for each lesson so that you can easily provide feedback on the child's performance in following the rules.
 - You will need to specifically coach the Rules of a Good Host, so be very familiar with them.
- Children might need remedial help on the rules of the games or at the extreme, need to be taught a simple game (e.g., the card game "WAR" or checkers).
 - It is important for coaches to be familiar with the rules for the various games.
- If two children argue over the rules, remind them that the guest is always right.
- To demonstrate the rule "Be loyal to your guest," you or the child group leader will pretend to be another child knocking at the door asking the host to play (see session outline for a detailed explanation).
- If two children are not playing well together, separate the children and introduce them to different children.
- Be sure to switch the guest and host roles at least once in each dyad.
- The children can be a little louder during indoor play, but give warnings and time outs for excessive loudness and breaking the Rules of a Good Host.

Reunification

- Coordinate the timing of the end of the session reunification with the parent group leader and coach.
- Make sure children stand behind their parents or family members.
- Assist the child group leader in getting everyone's attention for the end of the session reunification.
- Assist the group leaders during reunification by negotiating the homework with the families.
- Coaches should assist the child group leader in implementing all Incentive Programs.
- Meet with parents to report on the status of Incentive Programs (i.e., how many stars each child earned during the session).
- Help to clean up the child and parent group rooms at the end of the session.
- Return all materials to their predetermined location.
- Sign and date the Fidelity Checklist and return it to the folder in the child kit.

PARENT SESSION COACHES:

Before the Group:

- Read the session plan in the CFTM and the Project Good Buddies Therapist Workbook.
- Bring the parent kit to the parent group room.
 - Make sure that all supplies needed for the session are in the kit:
 - Parent session outlines
 - Child session outlines
 - Parent handouts (make sure there is a sufficient number of handouts)
 - Parent buzzwords (make sure there is a sufficient number of handouts)
 - Child Weekly Homework Sheets
 - Parent Weekly Homework Sheets
 - Name badges / markers
 - Phone rosters (as needed)
 - Planned absence sheets (as needed)
 - Graduation flyers (for session 11)

- Make sure the parent room is set up before group.
 - Be sure there is a sufficient number of chairs set up at the table.
 - Remove any extraneous material from the table.
- On the evening of the graduation, assist the child group leader and child coaches with decorating the child group room.

During the Group:

- Assist the parent group leader in various administrative duties.
- Throughout the session, complete the Weekly Homework Sheet.
- Monitor the session by checking off items from the session checklist as the parent group leader covers it.
- Assist the parent group leader by distributing appropriate materials to the families.
- Monitor the appropriateness of toys as the children and parents are arriving.
 - Have parents keep any inappropriate items in the parent group room.
- As latecomers arrive, escort children to the child group room.
- Coordinate the timing of the end of the session reunification with the child group leader and coaches.

Reunification:

- Make sure children stand behind their parents or family members.
- Assist the group leaders in getting everyone's attention for the end of the session reunification.
- Assist the group leaders during reunification by negotiating the homework with the families.
- Help to clean up the child and parent group rooms at the end of the session.
- Return all materials to their predetermined location.
- Sign and date the session outline and return it to the folder in the parent kit.

Materials Needed

Child Groups

- CFTM
- A file box
- Written materials (in accordion binder)
 - Schedule of Sessions
 - Session Outlines
 - Weekly Homework Sheets
 - In-group call Phone Assignment Sheet
 - Reward tracking sheet (to record total of stars and tokens awarded to each child)
 - Materials for Incentive Program
 - Directions
 - Reward menu
 - Star chart
 - Pen / pencil
- Board
- Markers / chalk
- Eraser
- Table / desks
- Chairs
- Name tags
- First aid kit
- Play deck equipment
 - Play deck
 - Lights
 - Eraser (Steal the Bacon)
 - Net / dodge ball (Prisoner)
 - Basketball / Hoop
 - Soccer ball / 2 cones (for goals)
 - 100 tokens
 - Fanny packs (for tokens)
- Indoor games
 - Assortment of games, such as: deck of cards, Uno, Connect Four, Checkers, Jenga, Sorry
- Graduation
 - Television
 - DVD player
 - DVDs (G rated)
 - Diplomas
 - Goody bags (with prizes)
 - Decorations (balloons, streamers, banners, tablecloth)
 - Plates, utensils, cups, napkins

Parent Groups

- CFTM
- Accordion binder
- Written materials (in accordion binder)
 - Schedule of Sessions
 - Session Outlines
 - Parent Handouts
 - Buzzword Handouts
 - Weekly Homework Sheets
 - In-group call rosters
 - Planned absence sheets
- Name tags
- Markers
- Table / desks
- Chairs

INTRODUCTION TO SESSIONS

For each session, you will have:

1. Overview Page that provides the session's rationale, materials needed, the play deck or indoor game set-up, pages to read in the CFTM, and important video clips to present during the training.
 - Notes:
 - Clips in bold type are clips that are important to cover during the training – the remaining clips are to be viewed outside of the training sessions.
 - PA = Parent Assignment
 - PH = Parent Handout
 - HW = Homework
2. Trainer Information for the Child Session provides information on the rationale, review of homework assignment, didactic content of the lesson, homework assignment for the following week, review of real play, and reunification.
3. Fidelity Checklist for Child Session
4. Trainer Information for the Parent Session provides information on the rationale, review of homework assignment, parent handout, homework assignment for the following week, and reunification.
5. Fidelity Checklist for Parent Session
6. Parent Handouts/Parent Assignments
7. Buzzwords

Use of Fidelity Checklists:

- Fidelity Checklists are often used by group leaders to ensure that they cover all of the material in the manual. The information in the session outlines is organized by bullet points, allowing the group leader to cover the material in a sequential, organized fashion.
- If you would like to ensure treatment fidelity, coaches can follow along during the session and let the group leaders know if any content has not been covered.

Trainer Information

WEEKLY SESSION MATERIALS

- Read the following during the training: “Before getting started with the individual session content, let’s go over the weekly session materials, which can be found in Appendix B of the Trainer Workbook”
- Introduce the Weekly Homework Sheet (page 264):
 - “The Weekly Homework Sheet is used to keep track of attendance and homework compliance. You will use a new homework sheet for each session. All homework sheets are identical, so you should circle the appropriate session number and insert the date at the top of the page. Before each session, write in the child name and age, parent name, and the relationship between the parent and child. For example, it is important to know if it is a grandparent or aunt attending the session, rather than the biological mother. You will use this sheet to not only monitor attendance and homework compliance, but you should also feel free to use these sheets to make notes to yourself about weekly homework negotiation.”
 - “You will write “C” when homework is complete; “P” when homework is partially complete; and “I” when homework is incomplete.”
- Introduce the In-group Phone Assignment List (page 265):
 - “The In-group Phone Assignment List is used by the child therapist to assign in-group calls. It is helpful to keep track of who has called whom, to ensure that each child calls a number of different children in the group, rather than the same child several weeks in a row.”
 - “When making assignments, group leaders should attempt to match children roughly by age and gender.”
 - “You will also want to vary who you assign a ‘caller’ versus a ‘receiver’ each week.”
 - “You will only use one In-group Phone Assignment List per 12-week group. The in-group call is only assigned as homework during the first five weeks of the group.”
- Introduce the Planned Absences Sheet (page 266):
 - “The Planned Absences Sheet is used to keep track of who will be absent during the course of the 12-week group. In order to show improvement, the research has shown that participants must attend at least 9 sessions. Therefore, if parents already know that they must miss a number of sessions, they may wish to postpone their participation until a later time when they can attend consistently.”
- Introduce the Incentive Program (page 267):
 - Read the Incentive Program handout aloud with the therapists. Afterwards, explain:
 - “Basically, during each session the child earns stars for homework compliance, good behavior, and participation in the group each week. The Incentive Program sheet can be used to keep track of how many stars the child earns, and how many warnings and time-outs the child receives. This balance determines the prize at the end of the session. Make sure to negotiate the prize before each session so as to provide immediate reinforcement.”
 - “Coaches generally keep track of the incentive program each week.”
- Introduce the In-Group Call Roster (page 270):
 - “The In-Group Call Roster is to be passed out to parents at the first session. It includes the phone numbers of all of the other group members. The roster is used by the parent to keep track of the child’s in-group phone calls. Parents should use this sheet to note if their child is making or receiving a call, the date, and the time of the scheduled call. Group leaders will facilitate filling this sheet out during reunification.”
 - “Group leaders should fill out the roster for the parents before the first session, with parent and child first names, and preferred phone number. Often it is useful to pass out the roster in the first group and ask parents to make any changes or express a preference for what number others should use. For example, some parents may prefer that the in-group calls take place using the home number rather than the cell number.”

Session 1 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 9 – Session 1: Introductory Session/Setting the Stage (pp. 45-59)

Session Overview

Child Session

- Introduction
- Presentation of rules for the group
- Conversational skills

Parent Session

- Introduction
- Goals and limitations
- Conversational skills: Phone calls

Rationale

Session 1 is focused on orienting the families to the structure of the program and the expectations of the group. The purpose of this session is to begin to present the rules for appropriate conversational skills. Teaching appropriate conversational skills is important for children with Fetal Alcohol Spectrum Disorders (FASDs) because they commonly have language difficulties and executive functioning deficits that often contribute to poor conversational skills.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / marker
- In-group Phone Assignment List
- Incentive Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
- An eraser for "Capture the Flag"

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Goals and Limitations
 - Parent Assignment
 - Buzzwords
- Name tags / marker
- In-Group Phone Rosters
- Planned Absence Sheets
- Weekly Homework Sheet

Play Deck Setup

- None

Video Clips

Child Session 1

- **Rules of the group (4:18)****
- **Explanation of stars (3:49)**
- **Conversational didactic (17:52)**
- Conversational rehearsal (2:30)
- Conversational role-play (5:19)
- Practice rehearsal (1:49)
- **Reunification: Buzzwords (4:49)**
- **In-group assignments (1:10)**

Parent Session 1

- Telephone roster (0:41)
- Positive comments 2 (:35)
- **PH Review: Goals and Limitations 1 (9:06)****
- PA Review: In-group Call (4:26)
- PA Review: Good Toys (:57)
- **PA Review: Inappropriate Toys 1 (2:15)**
- Reunification (4:49)
- Announcement of In-Group Call Assignments (1:10)

** Clips presented in bold letters to be used in training

Session 1

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

Trainer Information: Child Session # 1

Introduce the Rationale for the Child Session:

- “Session 1 is focused on orienting the children to the structure of the program and the expectations of the group. The purpose of this session is to begin to present the rules for appropriate conversational skills, because children with Fetal Alcohol Spectrum Disorders commonly have language difficulties and executive functioning deficits that often contribute to poor conversational skills.”

Introduce Group Rules: “In the child session, you will begin the group by briefly reviewing the rules for the group:”

- Raise your hand
- Listen and follow directions
- No touching (this includes no hitting, no kicking, no shoving, no hugging)
- Only play with your toys when the group leader says it's okay
- Be serious

Show Video Clip: Rules of the Group (4:18): “This clip is a good example of how to review these group rules.”

Introduce the Use of Stars “You will also need to discuss how to earn stars.”

- Explain that stars are given for good sportsmanship, doing homework and good answers to the group leader's questions. Earning stars as a group will contribute to a better graduation party.
- Show Video Clip: Explanation of Stars (3:49): “This clip is a good example of how to explain the star system while also managing distracting and difficult child behaviors.”

Review the Didactic Portion of the Lesson:

- “The didactic lesson in Session 1 focuses on good conversational skills.”

Introduce Video Clip: Conversational didactic (17:52) “This video clip illustrates the way in which to teach the children the first steps for good conversational skills. In this lesson we want the children to learn both what they should and should not do when they have a conversation with a peer.”

Show Video Clip: Conversational Didactic (17:52)

- Following the video clip, conclude: “Notice how the group leader models using an incorrect voice, like whispering or shouting, and inappropriate body boundaries. This manner of role-playing keeps the lesson more interesting and interactive for the children and allows them to come up with the rules for having a good conversation using a question and answer method of teaching. By having the children generate the rules, they are more likely to understand and buy into the concepts.”
- **Discuss the homework assignment for Session 1:**
 - “In Session 1, the child group leader will assign each child another child in the group to call. You will need to tell the children that their job for this week is to find out what the other child did that day and find something the other child likes to do. Let them know that they will be reporting back to the group next week to share what they learned about the other person.”
 - “Children are also assigned to bring an outside toy for the next session. The purpose of this assignment is to make sure that the children have appropriate outdoor toys that they may use during future play dates.”
- **Review the Real Play for Session 1:**
 - “During the real play portion of the session, children will be playing Capture the Flag outside on the play deck, using an eraser as the flag. The purpose of this game is to have the children practice having fun without keeping score and playing well with different teammates.”
- **Review Reunification:**
 - “Then in the Session 1 reunification, the child group leader will briefly review what was learned in the session, review the buzzwords, remind the children to bring outside toys, and announce the in-group call assignments. Parents will be told to make a note of the in-group phone assignment and arrange a good time for the call to take place. Group leaders will go around to each dyad to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call.”
 - Show Video Clip: Reunification (4:49): “This clip is a good example of a reunification.”

Session 1

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Fidelity Checklist for Child Session #1

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Introduction

- ☐ After child group and parent group leader introduce themselves to the parents and children, the child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child group room

- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session

Didactic: Introduction

- ☐ Announce the rules of session:
 - ☐ DO raise your hand
 - ☐ DON'T try to make friends when any teacher is talking-children don't like to hang around someone who is disrespectful of adults.
 - ☐ DON'T try to be silly before you know someone-they might think you are making fun of them.
- ☐ Explain that stars are given for good sportsmanship, doing homework and good answers to the group leader's question. Announce that earning stars as a group will contribute to a better party for graduation (Session 12).
- ☐ Ask, "If [Name a child in the group] earns a star, is she helping herself or the group?" Answer: "Both. Stars help the whole group by improving our party."
- ☐ Say that the party will be during Session 12 when they will have treats, pizza, drinks, watch a videotape of their choosing, and 'graduate'.
- ☐ Tell the children they will spend about half the time of each session in this room, until all of the group discussion is done. The rest of the time they will spend playing.

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- ☐ Review the elements of good communication:
 - ☐ DO sPAEk loud enough to be heard and maintain appropriate physical distance.
 - ☐ DON'T brag about yourself, act silly, or tell things that are too personal.
- ☐ The group leader models incorrect voice model (whispering and shouting) and inappropriate body boundaries (getting too close or too far away) and ask children what the other person would think if someone does this.
- ☐ Teach the elements of good communication by having children turn to the child next to them and introduce themselves:
 - ☐ Say: "Tell the person sitting next to you your name, age, and where you go to school."
- ☐ Praise what was done correctly or instruct the child to, for example, "turn up the volume," as necessary. Correct children who violate the "don'ts".

Homework assignment

- ☐ Assign each child another child in the group (same gender preferably) to call.
 - ☐ Tell them that their job for this week is to find out what the other child did that day and/or something the other child likes to do and report back to the group next week.
- ☐ Instruct children to bring an outside toy to the session next week. Go over guidelines for selecting an outside toy:
 - ☐ It must be an outside game that can be shared by two or more children.
 - ☐ NO VIDEO GAMES
 - ☐ No violent games (e.g., guns) or provocative games (e.g., water pistols)
 - ☐ No solitary activities (books).
 - ☐ No favorite or expensive toys or a toy they really care about because it may be lost or damaged.
- ☐ Go around the room and ask each child what outside toy he or she will bring for next week. If they have picked an inappropriate toy or can't think of a toy, help them decide on an appropriate one, but don't spend too much time on this in the child group, as this can also be worked out when their parent is present at reunification.

Real Play: Capture the Flag

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one prompt and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Gather the children together and explain rules for "Capture the Flag" while the children are still in the classroom.
 - ☐ A blackboard eraser (or similar sized object) is the "flag" and placed in the middle of the field/playground.

Session 1

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- ☐ Divide the children into equal-sized teams (or approximately equal if not an even number of children). On each side of the playground, write consecutive numbers on the ground, one number for each team member (e.g., if there are five children on each team, write the numbers 1, 2, 3, 4, and 5 equally spaced on the ground).
- ☐ Each child should stand on the number assigned to him/her.
- ☐ If there are an uneven number of children, one child may need to cover two numbers (e.g., one child covers 4 and 5). Praise this child and give him/her a star if he/she handles the inequity well.
- ☐ The child group leader will call out a number. The two children (one from each team) who are assigned that number will approach the "flag." The goal is for one of them to take it and make it back to their side without being tagged by the child from the other team.
- ☐ The goals are for a child to take the flag and get back to the other side without being tagged by the child from the other team OR for one child to succeed in tagging the child who took the flag.
- ☐ The child group leader begins the game by calling out a number
 - ☐ On some turns, the child group leader may call out two or more numbers (e.g., 3 and 5) at a time so that the children can see the benefit of teamwork.
 - ☐ The group leader can sometimes call out a number that is not being used at all (e.g., 14) to make sure the children are paying attention.
 - ☐ To help children avoid the common error of simply grabbing the flag and then getting immediately tagged, the group leader may also instruct the children that they have to walk or go in "slow motion" so that they can see the benefit of being more thoughtful and "crafty."
- ☐ Core instruction
 - ☐ At the halfway point in the game, switch half the children between the two teams, bringing home the concept that having fun is important, not winning or keeping score.
- ☐ Debriefing at the end of the game: at the end of the game, gather the children together, and pose the following questions:
 - ☐ "Why wasn't I keeping score?"
Answer: The score isn't the most important thing. It's more important to have a good time.
 - ☐ "Why did I switch players between the two teams?"
Answer: So kids to get play with other kids. It's important to treat the other team well because sometimes they will be on your team or it might be up to them to pick you to be on their team.
- ☐ Have children line up at the end of the real play segment. When they are all in the line have them return to the parent room.

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End of Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on having a conversation with someone on the telephone. I saw a lot of good telephone behavior in this group. Let's all give the children a big round of applause for their effort."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reads aloud the in-group telephone-call assignments one by one.
 - ☐ If there are an uneven number of children, one child may have to have two phone calls.
 - ☐ Praise this child and tell him/her that because they are doing "double duty" they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call.

Session 1

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Trainer Information: Parent Session # 1

Introduce the rationale for the parent session:

- “Session 1 focuses on orienting the families to the structure of the program and the expectations of the group. The purpose of this session is to begin to present the rules for appropriate conversational skills.”
- You will need to inform therapists that in the first parent session, the therapist will do most of the talking. This can feel like an awkward session, especially if the therapist does not have adequate time to address the parents’ concerns. However, in the following sessions the parents will have plenty of time for questions and discussion with the therapist.

Review session structure:

- “After the children leave and introductions are made, the therapist should orient the parents to the background on the program.”
- “In this session, you will begin by discussing how there are different groups of children: Popular/accepted, neglected, and rejected. You will need to emphasize that most well-liked children are usually not the most popular children.”

Review the Parent Handout: Parent Handout Session 1: Goals and Limitations

- “The Session 1 didactic lesson focuses on the goals and limitations of the program.”
- **Introduce the Video Clip:** Goals and Limitations: “This video clip demonstrates how to review the goals and limitations of the group with the parents.”
- **Show Video Clip: PH Review: Goals and Limitations (9:06)**
 - Following the video clip, conclude: “You should note that parents are cautioned not to follow through on play dates that children may want to make with other children in the group until after the 12 sessions are over. You will need to mention that this includes any social contact between families currently in the class together. That also means no family dinners or playing together immediately after a session is over. Even though the children may want to do this, tell parents that it’s our policy that this contact does not happen until after session 12, even if children knew and played with each other before the group started. The reason is that we want to avoid the establishment of cliques and minimize the chances of peer conflict.”

Discuss the homework assignment for Session 1:

- “In Session 1, parents are assigned to help their child make a phone call with another group member. Using the Parent Assignment hand-out, you will set the stage for parents to set up the first in-group call that day before the group ends. “Parents are also assigned to help their child bring an outside toy to the next session.”
- **Introduce the Video Clip:** Inappropriate Toys: “This video clip demonstrates how to review the homework assignment with the parents and help them select appropriate toys with their child.”
- **Show Video Clip: PA Review: Inappropriate Toys (2:15)**
 - Following the clip, say: “Remember to have each parent think of a toy and tell you what it is. This is done in case their child hasn’t thought of an appropriate toy to bring by the end-of-session reunification.”

Review Reunification:

- “Finally, during the Session 1 reunification the child group leader will review what was learned in the session, and review the buzzwords. Therapists should be sure to review Buzz Words with the parents, emphasizing the fact that the children are using the same language to discuss these skills. Parents should use the Buzz Words to build a common language they can use to discuss social skills with their children.”
- “You will also need to remind the parents to help their child select an outside toy to bring to the group next week, and announce in-group call assignments. Parents will need to arrange a good time for the call to take place with each other. Group leaders will go around to each dyad to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call.”

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Fidelity Checklist for Parent Session #1

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ Before parents arrive, arrange chairs in a “horseshoe” shape around a table, if the room lends itself to this seating arrangement. The parent group leader sits at the open end of the “horseshoe”.
- ☐ Distribute the telephone roster and planned absence sheets.
- ☐ Say hello to participants as they arrive but avoid getting into extended conversations, saying that you will start when everyone arrives.
- ☐ Have each parent and child fill out a name tag in large print and have them put it on a visible place on their chests.
 - ☐ Group leaders should wear name tags as well.
 - ☐ Children should not use name tags humorously (i.e. writing made-up nicknames instead of their names).
- ☐ As participants are arriving, record attendance and lateness. Don’t wait longer than 10 minutes after the scheduled start of the 1st session to get under way. Subsequent sessions should begin within 5 minutes of the designated start time.
- ☐ The session begins formally when the parent group leader welcomes everyone and the parent and child group leaders introduce themselves.
- ☐ After the group leaders introduce themselves, the child group leader asks the children to come up and sit at the front of the room while he/she explains the rules of the group to the children (with parents listening). Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it’s okay
 - ☐ Be serious
- ☐ After reviewing the rules of the group, the child group leader should have the children line up in an orderly fashion and lead them out of the group to the child group room.
- ☐ Collect planned absence sheets. Check for holidays or other occasions in which many group members may miss a session.
 - If several families will miss one particular date, it is probably best to skip that week, and extend the group one week longer
- ☐ Check accuracy of telephone rosters with parents. Make corrections as they are needed.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Remind parents about the importance of confidentiality in the group, and that they should not share anything about someone else in the group that will identify them. However, caution parents on limits of confidentiality in a group situation.

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Initial Introductions

- ☐ Have the parents say their child's name, their name, their child's grade and age, and 3 qualities they like best about their child. If they say negative things, refocus them to identify what they like best.
- ☐ Briefly summarize (no more than a few words) what each parent likes best about their child after he or she says it.
- ☐ Introduce the program:
 - ☐ It's been given to over 1,000 children, starting in 1989.
 - ☐ 90% of parents report some benefits.
 - ☐ 70% of teachers report improvement.
 - ☐ 80% of children with low self-esteem have higher measured self-esteem after the group is over.
- ☐ Give the rationale for collecting pre-treatment and post-treatment data: to give parent feedback on their degree of improvement; to monitor quality control in the group; to assess changes in the program.
- ☐ Briefly summarize how children in popular/accepted, neglected, and rejected sociometric categories are assessed:
 - ☐ Popular/accepted children receive many "liked most" nominations and relatively few "liked least" nominations
 - ☐ Neglected children receive few "liked most" nominations and few "liked least" nominations
 - ☐ Rejected children receive few "liked most" and many "liked least" nominations
- ☐ Discuss that children who are labeled by peers as popular are not necessarily most liked.
 - ☐ Children who are most liked are viewed as kind and trustworthy, whereas children labeled as popular are viewed as dominant or "stuck up".
 - ☐ Children who remain withdrawn at Grade 2 and who were withdrawn in either kindergarten or first grade are at particular risk for self-esteem and friendship problems.
 - ☐ Children who are rejected by peers tend to remain rejected over time in the absence of treatment. They are rejected because of their behavior: They are no fun to play with and frequently have a negative reputation among their peers. When these children have best friends, the friendship tends to be of a poorer quality.
- ☐ Discuss that research shows that withdrawn and rejected children differ from popular/ accepted children in how they approach some key social situations. Child group leaders will be teaching the children how to behave in each of these key situations.
- ☐ If a child is rejected, he or she may have a negative reputation in school. Other children will hold onto this reputation for a few months, even if a child doesn't do anything to further damage his or her reputations. Parent group leaders will be teaching parents how to deal with this as the sessions progress.

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Parent Handout

Parent Handout – Session 1: Goals and Limitations

GOALS OF THE CHILDREN'S FRIENDSHIP CLASS

- ☐ To help your child make and keep friends
- ☐ To help you more effectively support your child's efforts at finding suitable friends
- ☐ To help you more effectively support your child's ability to make new acquaintances and develop close friendships

METHODS

- ☐ Your child will be asked to bring in games that he or she might want to play with friends. We will coach him or her in the appropriate use.
- ☐ At each session, brief instruction will be given to your child on how to handle a difficult situation.
- ☐ Your child will be encouraged to rehearse the skill being taught and will be coached during this practice.
- ☐ Your child will be given homework assignments every week in order to try out skills in situations that are likely to help.
Mention that you will go over the homework sheet and the specifics on the homework assignment for next session after this handout.
- ☐ We have developed a series of preplanned sessions. Our research shows that most children need all of these sessions in the order that we give them.
 - ☐ The purpose of the parent group is to give you suggestions as to how to best support your child's homework efforts. **This will be a "how do I get my child to do the homework class," not a "parent support group."**
Parents may find this group boring at first because handouts are read aloud. This is to ensure that parents absorb vital information.

LIMITATIONS OF THE CLASS: WHAT NOT TO EXPECT

- ☐ That all of your child's problems will be solved as a result of participation in this class.
- ☐ That your child's attitude and friendships will change immediately.
- ☐ That your child's social skills will improve without regular, prompt attendance and attempts to do homework assignments.
- ☐ Give the following account: If a child is 10 minutes late, he or she misses the homework review; 20 minutes late and he misses the teaching part of the session and enters the play portion of the session bewildered. Also, missing more than three sessions dramatically decreases the chance of the child's friendships improving. Mention that there is no opportunity to provide "make-up" discussions of material that was presented during their missed sessions. Parents must get this on the next session from other parents' reports of homework completion.
- ☐ That your child's social skills will improve without your active encouragement and support for his or her efforts to do assignments on his or her own. The parents' job is to make sure what is taught in the sessions gets used at home and in school. If parents don't attempt to get their child to do homework, the chance of the child's friendships improving decreases dramatically. Advise the parents that we won't be giving parents feedback on how their child did in sessions after the group is over. This is unimportant. Instead, the parents will be giving us feedback on how the child used the skills at home each week.
- ☐ That we will change the lesson plans. These sessions have been shown to help most children in the way that they are presented.

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- ☐ That their child will make lasting friendships from this class. The purpose of this class is to try out new things first before trying them out at school or at home.
- ☐ Tell parents that friendships within the group are strongly discouraged because this can lead other children in the group to feel excluded; it can also create problems if the two children who formed a friendship have a falling out while they are attending the group.

Parents are cautioned not to follow through on play dates that children may want to make with other children in the group until after the 12 sessions are over. Mention that this includes any social contact between families currently in the class together. NO family dinners or playing together outside immediately after a session is over. The children may want to do it. Tell parents it's our policy that this doesn't happen until after session 12, even if children knew and played with each other before the group started.

Parent Assignment - Given on Session 1

Due on Sessions 2-6

GOALS

- ☐ To provide an opportunity for your child to practice conversational skills learned in class.
- ☐ To assist your child in the appropriate social use of games he or she has within play groups.

At the end of each session:

- ☐ Your child has been assigned a phone call with another group member. Get together with the other child and his/her parents and set up a day and time for the call. [Tell parents this will happen before they leave the session].

At the time of the call:

- ☐ It is your job to get your child to the phone at the time you arranged with the other child's parents. It is your child's job to use what he/she has learned during the call.
- ☐ Set rules for acceptable behavior on telephone:
 - ☐ The child must be ready to make or receive the call
 - ☐ The child must understand what he or she is expected to do on the telephone. Ensure this by asking your child to recite what is to happen and how he or she is to treat the other child (no silly stuff on the phone, just say hello and ask about the other child's day and what they like to do).
 - ☐ Just prior to the call, agree with your child on the length of the call, if necessary.
- ☐ Make sure there are no distractions and no other people in the room. If your child is the one to call, then see that the call is made; if waiting for a call that is delayed, have your child make the call to the other child after 20 minutes of waiting.
- ☐ Others are not to listen while your child is on the phone. However, leave the room slowly enough to ensure that your child is taking the assignment seriously. Parents are to continue to listen in on the call until it is completed. We will ask you to report on it the following week.

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- ☐ Tell parents, “Your mission will be accomplished this week if the children simply connect and have a five-minute phone call, in which they behave appropriately. The expectations for these phone calls will increase each week.”
- ☐ Ask if any parent anticipates a problem with their child talking too long on the phone. If yes, then have them tell their child that the phone call should not be longer than 15 minutes (or any length the parents consider reasonable).
- ☐ Ask if any parent has any type of call blocking, answering service, or uses an answering machine to screen calls that would prevent the calling child from getting through.

Before each friendship class:

- ☐ Have your child select a toy to bring in next time that he or she can play well and that he or she would be likely to play with when meeting other children at playgrounds, etc. This must be a toy with which at least two children can play, that almost everyone will know how to play. We will be using this to help him or her learn how to play more appropriately with other children in group situations.
- ☐ Good toys: basketball, soccer ball, Nerf ball, Frisbee, handball, tennis ball.
- ☐ Have each parent think of a toy and tell you what it is. This is done in case their child hasn’t thought of an appropriate toy to bring by the end-of-session reunification.

Children are not to bring the following toys:

- ☐ Dangerous/aggressive toys: martial arts toys, super soakers, water balloons.
- ☐ Solitary/parallel play: books, skateboards, toy guns.
- ☐ Too good of a toy: an expensive toy that will upset the child if lost or damaged.
- ☐ Children are not to bring in anything else to share with the class--no candy, artwork, or other toys.

Homework Assignments:

Review with parents at the of the parent group session but before parent-child reunification:

- ☐ In-group call (child group leader will read off who's calling who at reunification)
- ☐ Bring outside toy to next week's session

End of Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on having a conversation with someone on the telephone. I saw a lot of good telephone behavior in this group. Let's all give the children a big round of applause for their effort."
- ☐ Child group leader reviews the buzzwords.
- ☐ Child group leader reminds the children to bring an outside toy to the session next week.
- ☐ Child group leader reads off the in-group telephone-call assignments one by one.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent group leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call.

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BUZZWORDS

Parent Handout

Child Session #1

Rules of Good Communication

(Buzzwords are underlined)

Introduction:

- Rules of the session
 - Raise your hand
 - **Be serious** (not silly)
 - Listen and follow directions
 - No playing with toys until it is play time
 - **No touching** (no hitting, kicking, pinching, hugging, etc.)

Rules of Good Communication:

- SPAEk loud enough to be heard (not too loud, not too quiet)
- Maintain appropriate distance when talking
- Don't be silly
- **Don't get too personal**

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Session 2 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 10 – Session 2: Conversation Skills (pp. 60-73)

Session Overview

Child Session

- Homework review: in-group call and appropriate outside toys
- Conversational skills: Trading information

Parent Session

- Homework review: in-group call and appropriate outside toys
- Conversational skills: Phone calls and trading information

Rationale

Session 2 is focused on learning the building blocks of successful two-way conversations with peers. The purpose of this session is to review the rules for appropriate conversational skills and practice these skills within the group. This lesson is particularly useful because children with Fetal Alcohol Spectrum Disorders (FASDs) commonly have language difficulties, executive functioning, and memory deficits which often contribute to poor conversational skills and difficulty communicating in social contexts.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags
- In-group Phone Assignment List
- Incentive Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Handout
 - Buzzwords
- Name tags / marker
- In-Group Phone Rosters
- Weekly Homework Sheet

Play Deck Setup

- None

Video Clips

Child Session 2

- **HW Review: In-group call (:36)****
- **Trading information didactic (20:19)**
- Rules for wolf pack (:52)
- Wolf pack play (2:07)
- Wolf pack debriefing (1:20)
- **Reunification (3:21)**

Parent Session 2

- Rules: Turn off cell phones/pagers (:59)
- HW Review: Outdoor Toy (:36)
- **HW Review: In-Group Call (5:14)****
- PA Review: Having a Conversation 1 (10:50)
- **PA Review: Homework Assignments (1:05)**
- Reunification (3:21)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 2

Introduce the rationale for the child session:

- “Session 2 focuses on the rules of conversational skills in greater detail. The back and forth exchange of information is an integral part of a two-way conversation. The goal for the children in this session is to find common interests when talking to peers.”

Review the homework assignment from Session 1:

- “Last session, the children were assigned to bring an outdoor toy and make an in-group call to practice having a conversation.”
 - “You will begin by reviewing the toy brought in by each child.”
 - “Then you will concentrate on the in-group call by having each child say who they called and what they found out about the other child.”
- Video Clip: Homework review – in group call
 - Introduce the video clip:
“This video clip is an example of a typical homework review, focusing on the in-group call”.
 - Show Video Clip: HW review: In-group call (:36)

Review the didactic portion of the lesson:

- “The didactic lesson in Session 2 focuses on exchanging information during conversations. This technique is referred to as trading information. Children are taught that a conversation is much like a game of ping pong where the players take turns conversing back and forth.”
- Video Clip: Trading Information didactic
 - Introduce the video clip:
“This video clip demonstrates how to present the trading information didactic. The goal of the lesson is to teach children how to have a conversation with a peer, find out information about a peer, and discover things they have in common.”
 - Show Video Clip: Trading information didactic (20:19).
 - Following the video clip, conclude:
“The skills demonstrated in this video clip will be useful when children are calling peers to set up play-dates later in the group. As you will see, the skills in the group build on one another. Each assignment should prepare the children for the next assignment.”

Discuss the homework assignment for Session 2:

- “The homework assignment in Session 2 is the same as the previous week. Therapists will instruct children to bring an outside toy to the session next week and will assign an in-group phone call to practice trading information. Therapists should tell the children that their job for this week is to find out what the other child did that day and/or something the other child likes to do and report back to the group next week.”

Review the Real Play for Session 2:

- “During the real play portion of the session, children will be playing Wolf Pack, a modified game of tag, to practice succeeding by working together as a team.”

Review Reunification:

- Video Clip: Reunification: Introduce the video clip: “Finally, in the Session 2 reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring outside toys, and announce in-group call assignments. Parents will arrange with each other a good time for the call to take place. Group leaders will go around to each dyad to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call. Here is an example of what reunification might look like.”
- Show Video Clip: Reunification (3:21)
 - Following the video clip, note:
“It is important to note that homework compliance increases when parents pre-arrange a time for the in-group call.”

Session 2

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Fidelity Checklist for Child Session #2

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Review the toy brought in by each child.
- ☐ Concentrate on the in-group call – go around and have each child say who they called and what they found out about the other child.

Session 2

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Didactic: Conversational Skills

- ☐ Say that friends are best made in certain places and times. Use a Socratic method to get the following:
 - ☐ Good places: on playground, in school lunch room, on the bus to school, in line waiting for lunch, in the schoolyard after school, before and after Scout meetings and team practice.
 - ☐ Bad places: in the classroom, when you're in the field during a baseball game, in crosswalks or bathrooms.
 - ☐ Good times: after school, before school, at lunch, after team practice, on telephone.
 - ☐ Bad times: when the teacher is talking, when the other child is trying to work.
- ☐ Tell them a conversation is when two people talk and learn how to enjoy each other.
- ☐ Ask, "What do detectives do?"
 - ☐ Answer: "They ask questions. They get clues."
- ☐ Ask, "How is a kid a mystery?"
 - ☐ Answer: "You don't know everything about them yet."
- ☐ Ask children what's wrong with this conversation:
"Hello. I just ate chicken. Then played Nintendo, then watched a movie. Oh, my 10 minutes is up. Okay, bye."
- ☐ Ask children if that was a conversation.
 - ☐ Answer: "No, only one person was talking – he was a conversation hog. It's just like a ball hog."
- ☐ Ask children what the other person is going to think.
 - ☐ Answer: "The sPAEker is selfish and only interested in himself."
- ☐ The next homework assignment is to trade information.
 - ☐ DO's: Trade information about each other. Trade means give an important fact and get an important fact. Important facts:
 - (a) What do they like to do? – you need to know this first to see what you will do when you get together.
 - (b) What they don't like to do? - so you can avoid this when you're around that person.
 - (c) When you answer a question, you may have to ask a question to keep the trade going.
 - ☐ DON'TS:
 - Don't be a conversation hog - let the other person talk too.
 - Give only the facts the person asks for.
 - Give enough so that they get the information they need.
 - DON'T be an interviewer - don't only ask questions and NOT tell about yourself.
 - DON'T get too personal - other children only need to know likes and dislikes when you first get to know them. If you tell them too much about yourself at first, it may make them feel less like talking to you.
- ☐ Model trading information with a coach.
- ☐ Have children practice by breaking them into dyads. Have them "trade information" with the child sitting next to them to see if they can figure out one thing that the other child likes to do and tell the other child one thing they like to do.

Session 2

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Homework Assignment

- ☐ Assign each child another child in the group (same gender preferably) to call and “trade information” with. Tell them that their job for this week is to find out what the other child did that day and/or something the other child likes to do and report back to the group next week.
- ☐ Instruct children to bring an outside toy to the session next week. Go over guidelines for selecting an outside toy.
 - ☐ It must be an outside game that can be shared by two or more children.
 - ☐ NO VIDEO GAMES.
 - ☐ No violent games (e.g., guns) or provocative games (e.g., water pistols).
 - ☐ No solitary activities (books).
 - ☐ No favorite or expensive toys or a toy they really care about because it may be lost or damaged.
- ☐ Go around the room and ask each child what outside toy he or she will bring for next week. If they have picked an inappropriate toy or can't think of a toy, help them decide on an appropriate one, but don't spend too much time on this in the child group, as this can also be worked out when their parent is present at reunification.

Real Play: Wolf Pack

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one prompt and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Gather the children together and explain the rules for Wolf Pack while the children are still in the classroom
 - ☐ The child group leader will choose a “wolf” at the beginning of the game.
The first wolf has to be fast enough to catch at least one deer.
 - ☐ The other children are “deer” and are instructed to run and hide in the forest.
 - ☐ The wolf huddles with the child group leader and names the deer that he/she will catch and the strategy that will be used.
 - ☐ The child group leader will count down from five and then yell “wolf pack” and the wolf will begin to chase the deer.
 - ☐ When the wolf tags the chosen deer, that deer also becomes a wolf.
 - ☐ The wolves return to the huddle and decide as a team who they will tag next and which strategy they will use.
 - ☐ This game of strategic tag continues until there are no deer left.
 - ☐ Except at the very beginning of each game, no “lone wolves” are allowed. Every wolf must work as part of the team.
 - ☐ Do not allow one wolf to dominate the huddle.
 - ☐ Make sure everyone is trying to tag the same deer.
 - ☐ If the children become excessively tired, you can have them walk quickly, rather than run.
 - ☐ Once the last deer remaining is tagged, he/she becomes the first wolf in the subsequent game (if there is time remaining).

Session 2

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- ☐ At the end of the game, have the children sit down in a semi-circle around the child group leader.
- ☐ Ask the children how they succeeded in this game.
 - ☐ Answer: “They joined forces and worked as a team.”
- ☐ Have children line up at the end of the real play segment. When they are all in the line, have them return to the parent room.

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today we worked on playing detective and trading information. We also worked on being serious when you are first meeting someone else. I saw a lot of polite and serious behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reads aloud the in-group telephone call assignments one by one.
 - ☐ If there are an uneven number of children, one child may have two phone calls.
 - ☐ Praise this child and tell him/her that because they are doing “double duty” they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call.

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Trainer Information: Parent Session # 2

Introduce the Rationale for the Parent Session:

- “Session 2 focuses on the rules of conversational skills in greater detail. The goal for the parents is to help their child find common interests when talking to peers.”

Review the Homework Assignment from Session 1:

- “Parents were assigned to bring an outdoor toy and make an in-group call. Therapists should:”
 - “First review with the parents the toy brought in by each child, briefly discussing its appropriateness.”
 - “Then inquire who had a successful in-group call and start with those parents. At this point, “successful” just means that the children connected. It does not mean that they had a great conversation.”
 - “You will want to ask parents whose children called each other how the phone call went from each of the two parent’s perspectives.”
- Video Clip: Homework Review: In-Group Call
 - Introduce the video clip:
“This video clip focuses on how to review the in-group call with parents whose children were successful or unsuccessful. It is worth noting that the therapist on the video clip uses a lot of praise for the things that the parent did correctly. The questions you ask and the information that you attend to will teach the parents what homework review will look like in each session and what is appropriate.”
 - Show Video Clip: HW Review: In-Group Call (5:14)
 - Following the video clip, say:
“You may have noticed that the therapist used the buzzwords when discussing the homework. By using the buzzwords as you review the homework, you will reinforce the concept that parents should also be using this common language.”

Review the Parent Handout: Parent Handout: Session 2 Having a Conversation

- “The Session 2 didactic lesson focuses on having a two-way conversation with a peer.”
- Video Clip: Having a Conversation
 - Introduce the video clip:
“This video clip focuses on helping parents learn how to help their children with the conversational content of a two-way conversation, rather than how to start and end the phone call.”
 - Show Video Clip: PA Review: Having a Conversation (10:50).
 - Following the video clip, conclude:
“This clip underscores the importance of having parents understand two-way conversations. As parents monitor conversations on the next few phone calls, they should be listening closely enough to determine if their child is asking questions and listening to the other child.”

Discuss the Homework Assignment for Session 2:

- “In Session 2, parents are assigned to practice listening skills with their children in the car ride home. Children are assigned to practice having a two-way conversation with another group member on the telephone and to bring an outside toy to the next session.”
- Video Clip: Homework Assignment
 - Introduce the video clip:
“This video clip demonstrates how to review the homework assignment.”
 - Show Video Clip: PA Review: Homework assignment (1:05).
 - Following the video clip, say:
“Notice how the therapist reinforces key points from the homework assignment.”

Review Reunification:

- “In the Session 2 reunification, the group leaders go to each parent and child to make sure they have decided on an appropriate toy to bring for the next session, and to address any questions about the in-group call.”

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Fidelity Checklist for Parent Session #2

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ Distribute telephone list and planned absence sheets for any parents that did not attend the first session or did not have that information available at the first session.
- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate outdoor toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ Review toys they brought in and counsel parents on any inappropriate toys.
- ☐ Inquire who had a successful in-group call (and "successful" at this point just means that the children connected, not that they had a great conversation) and start with those parents.
- ☐ Inquire how the phone call went from each of the two parent's perspectives (e.g., if Brandon and David were assigned to have an in-group call with one another, first ask Brandon's parent for an account of the call, then ask David's parent for their account since each of the parents will have heard different sides of the phone call).
- ☐ As you're reviewing the call with the parents, check that the telephone call guidelines were followed: no distractions, no TV or siblings in the room.
- ☐ For missed appointments on calls: Point out how disappointing it was to the other child and ask what the parent will do to ensure the phone call goes better next time.
- ☐ Go around asking the parents what outside game their child is going to bring next week.
- ☐ Emphasize the value of an outside toy assignment:
 - ☐ To identify something helpful that the child can bring to playgrounds in their area.
 - ☐ Playgrounds typically don't supply toys, and a good outside toy will act as a magnet to attract other children.
 - ☐ Some toys are better for this than others. A ball is easily shared by two or more children (and it's boring to play with it by yourself).
 - ☐ Other toys may initially offer a strong attraction for other children—for instance, a Nerf gun. However, after about 5 minutes the children will start arguing over who gets it next.

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Parent Handout – Session 2: Having a Conversation

- ☐ Tell parents that the children are working on conversation skills in the child session. For the next homework assignment, parents are to focus on the conversational content rather than how children start and end the phone call.
- ☐ Tell parents the first job in a new relationship is to search for shared interests so you know what you can do together. This is a two-way conversation, not an interview (an interview is not between equals).
- ☐ Review the session handout (Including Parent Assignment).

Goals:

- ☐ To help children develop two-way conversational skills
- ☐ To help parents and children communicate with each other
- ☐ A conversation is when two children talk and learn about each other. Let parents know that this is what the children are being taught in the child session.

DO's:

- ☐ Trade information about each other
 - ☐ Trade means give an important fact about yourself and get an important fact about the other child – play detective
 - ☐ When you answer a question, you may have to ask a question to keep the trade going
- ☐ Important facts to find out:
 - ☐ What you and the other child like to do – to see what you will do when you get together
 - ☐ What you and the other child don't like to do – so you can avoid this when you're around that person

DON'Ts:

- ☐ Don't be a conversation hog – let the other person talk too
 - ☐ Give only the facts the person asks for, and give the other person a chance to speak
- ☐ Don't get too personal – don't give information that will make you or others uncomfortable
- ☐ Don't be an interviewer – don't only ask questions and not tell about yourself. Given enough so that others get the information they need
- ☐ Pause here for parent questions – make sure they understand two-way conversations. Tell parents they will be monitoring the rules for two-way conversations on the next few phone calls. Parents should listen closely enough to the phone call to determine if there is asking and listening going on.
- ☐ Ways to encourage conversations with your child:

Encouraging:

- ☐ Praising your child (in private) when he or she attempts new skills he or she has learned in group or elsewhere.
- ☐ Involving your child in decisions about his or her play dates. Select them together.
- ☐ Talking about and acting respectfully toward other adults, teachers, and children in front of our child.
- ☐ Listening when your child wants to talk about his or her friendships.*

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Discouraging:

- ☐ Talking about your child's faults in front of others.
- ☐ Allowing your child to play with children that he or she doesn't like but who are convenient.
- ☐ Talking about another adult's or child's faults in front of your child.
- ☐ Prodding your child to talk when you want to talk.

Homework Assignments:

- ☐ *Turn off the car radio and practice listening skills with your child on the way home tonight. First try silence alone and wait to see if your child begins talking. If not, ask your child what happened in session. Parents should have regular listening sessions, going over what happened at school, and so on. Tell parents you will be asking them how this went next week.
- ☐ Child practices two-way conversation with another group member on the telephone.
 - ☐ Parent is to listen from afar to the call to see if their child is asking and answering questions.
 - ☐ If not, then remind them of the assignment.
 - ☐ They may not know how to start and end a phone call-this will come next week.
 - ☐ Tell parents to make a "big deal" about the phone call to increase its importance.
 - ☐ Because the second call deals more with conversation content, parents can help children think of things to say. The best time to do this is just before the call. But they should avoid writing things down, as this will decrease spontaneity. For example, during a call, one child taking notes was heard by his parent to say, "Slow down, I can't write that fast."
 - ☐ Bring an outside toy (unless it's raining, in which case, bring an indoor toy).

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on playing detective and trading information. We also worked on being serious when you are first meeting someone else. I saw a lot of polite and serious behavior in this group. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reads aloud the in-group telephone-call assignments one by one.
 - If there are an uneven number of children, one child may have two phone calls.
 - Praise this child and tell him/her that because they are doing "double duty" they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call.

BUZZWORDS

Parent Handout

Child Session #2

Conversational Skills:

Trading Information

(Buzzwords are underlined)

Rules for Trading Information:

- Find out what the other person likes
- Find out what the other person doesn't like
- Find things you have in common
- Don't be a conversation hog
- Don't be an interviewer
- Don't get too personal

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Session 3 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 11 – Types Slipping-in/Reputation/Using Community Resources (pp. 74-86)

Session Overview

Child Session

- Homework review: in-group call and appropriate outside toys
- Joining groups of children at play

Parent Session

- Homework review: in-group call and appropriate outside toys
- Supporting friendships

Rationale

Session 3 is focused on how to appropriately join a group of children at play. The purpose of this session is to teach children specific steps to maximize their chances of success when attempting to enter a group of children at play, and teach parents strategies to support their child's efforts at peer entry. Research has shown that children with prenatal alcohol exposure have problems in socialization and often experience rejection in peer relationships. The development of adequate social skills is important because children with poor social skills often acquire a negative reputation among peers concomitant with social rejection and a higher probability of engaging in delinquent acts.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- In-group Phone Assignment List
- Incentive Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
 - Volleyball net
 - Dodge ball

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Handout
 - Buzzwords
- Name tags / marker
- In-Group Phone Rosters
- Weekly Homework Sheet

Play Deck Setup

- Set up volleyball net before the session

Video Clips

Child Session 3

- HW Review: In-Group Call (1:01)
- Beginning cover story (2:34)
- Ending cover story (:50)
- Phone call role-play (2:38)
- **Slipping-in DOs (5:17)****
- **Slipping-in DON'Ts (1:12)**
- Rules for prisoner (:55)
- **Slipping-in rehearsal (1:36)**
- Reunification (3:24)

Parent Session 3

- HW Review: Active Listening 1 (3:36)
- HW Review: Active Listening 2 (1:05)
- **HW Review: In-Group Call 1 (4:30)****
- HW Review: In-Group Call 2 (:50)
- HW Review: In-Group Call 3 (2:42)
- **PH Review: How Parents Support Children's Friendships (9:56)**
- Reunification: Buzz Words - Rules for Slipping-in (3:24)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 3

Introduce the rationale for the child session:

- “Session 3 focuses on how to appropriately join a group of children at play. Rejected children tend to be intrusive when they make attempts to join other children at play, so we teach them very specific steps for peer entry to increase their likelihood of being accepted.”

Review the homework assignment from Session 2:

- “In the last session, children were assigned to bring an outdoor toy and make an in-group call.”
 - “You will begin by briefly reviewing the toy brought in by each child.”
 - “Then you will concentrate on the in-group call. Go around the room and have each child say who they called and what they found out about the other child. Check for trading information and try to find common interests.”

Review the didactic portion of the lesson:

- “The didactic lesson in Session 3 focuses on peer entry. We call this technique slipping-in to play with other children. The notion is that if you slip-in appropriately, you are more likely to be welcomed into the group.”
- Video Clips: Slipping-In Do's and Slipping-In Don'ts
 - Introduce the video clip:

“This video clip focuses on what to do when slipping-in to a group of children at play. The steps for slipping-in are very concrete and easy to remember. Children are told to first Watch the group to see what they are playing, Wait for a pause, and then Ask nicely if they may join.”
 - Show Video Clip Slipping-In Do's (5:17)
 - Introduce the next video clip: “The purpose of presenting do's about slipping-in is to teach children specific steps to maximize their chances of success when attempting to enter a group of children at play.”
 - Show Video Clip: Slipping-in Don'ts (1:12)
 - Following the video clip, conclude: “The next video clip focuses on what NOT to do when slipping-in. The children are told that they should not ask the other children questions, talk about themselves or their feelings, disagree or criticize, clown around and be silly, or argue if the other kids say “no” when they attempt to slip-in.”

Discuss the homework assignment for Session 3:

- “The homework assignment in Session 3 is again to bring an outside toy to the session, and have an in-group phone call. In addition, the children will also be having a two-way conversation on the phone with a child that is not in the group. This is referred to as an out-of-group call. Children should be told that they will need to negotiate who they will be calling with their parents.”

Review the Real Play for Session 3:

- “During the real play portion of this session, children will be playing Prisoner, which is a modified game of catch over a volleyball net. As children play Prisoner, they will be practicing slipping-in with the child group leader's assistance.”
- Video Clip: Slipping-in rehearsal
 - Introduce the Video Clip: “This video clip focuses on how to coach the children through the slipping-in rehearsal. Each child should have a chance to practice slipping-in during the real play activity.”
 - Show Video Clip: Slipping-In rehearsal (1:36).
 - Following the Video Clip, remind the therapists: “You will want to make sure that you tell the other children that they should allow the child to slip-in. Also, it's important to note that you may need to provide more coaching initially. As children have more opportunities to practice slipping-in, they will need less prompting.”

Review Reunification:

- “In the Session 3 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring an outside toy and make an out-of-group call, and announce in-group call assignments. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for the next session, an appropriate child to call for the out-of-group call, and to address any questions.”

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Fidelity Checklist for Child Session #3

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Review phone calls to other group members
 - ☐ Go around and have each child say who they called and what they found out about the other child.
- ☐ Check for trading information
 - ☐ Liken trading information to a game of Ping-Pong or tennis – get information and give information, back and forth.
- ☐ Check for outside equipment

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Homework Assignment

- ☐ Inform children that they will be having a two-way conversation on the phone with a child that is not in the group.
 - ☐ The out-of group call should be with someone that they haven't talked to in awhile, whom they would like to get to know better. But the first call should be to someone who they would feel comfortable talking with (someone who they have not spoken to and is easy to approach- e.g., an old school friend that they haven't seen for a couple of years). Have each child specify who this will be, but don't spend too much time on this in the child group, as this can also be worked out when their parent is present at reunification. Tell them that they will report an interest they shared with this child next week.
 - ☐ They need a cover story for the call. It's best to start the call with things like getting the homework, finding out what school the other child is going to in fall, are they on the soccer team – then launch into trading information. But make the call!
- ☐ Rules for beginning and ending phone calls:
 - ☐ Begin: say who you are and ask to sPAEk to the other child. If an answering machine takes the call, leave a message (who you are, whom you'd like to sPAEk to (name of child) and your telephone number.)
 - ☐ End: Transition statement (such as "I have got to get to my homework", "Time for me to eat", "I've got to clean up my room", or "I'll talk to you later", and add "See you soon, bye."
- ☐ Go around the room and ask each child to say how they would begin and end a call
- ☐ Make partner assignments for the in-group call
- ☐ Tell children to bring an outside toy again for next session

Didactic: Slipping-in

DO's for slipping-in should be written on the board to facilitate recall

- ☐ When to slip in:
Try to slip in when others are playing during:
 - ☐ Lunchtime
 - ☐ Before or after school
 - ☐ After school is over
- ☐ When not to slip in:
Don't try to play with children when:
 - ☐ They are working
 - ☐ They are listening to the teacher (or other adult)
- ☐ DO's for slipping-in:
 - ☐ WATCH
 - ☐ Watch the group nearby (show that you are interested without "butting in")
 - ☐ Watch what they are doing and what the rules are to participate (are they taking turns, lining up?)
 - ☐ Watch for which team is winning or losing
 - ☐ Watch for the number of players on each team

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- ☐ WAIT
 - ☐ Wait for a pause in the game
 - ☐ Wait for the ball to go out of bounds
 - ☐ Try another group if the group you are watching is playing too rough
 - ☐ Help them out if you can (offer to get the ball if it goes out of bounds, but don't do it without asking since it can mess up the game)
 - ☐ Praise from the sidelines
 - ☐ Don't be a referee
- ☐ ASK
 - ☐ Ask nicely if you can join
 - ☐ Join by helping them play their game
 - Offer to join the team with fewer players
 - Offer to join the losing team
 - ☐ Ask someone you know if you can play (if possible)
 - ☐ Ask the person who has the ball
- ☐ DON'Ts for slipping-in:
 - ☐ Don't ask questions (if you can't tell what's going on, don't bother the others).
 - ☐ Don't mention yourself or your feelings (no one's interested).
 - ☐ Don't disagree or criticize (you're the outsider and have no right to do so).
 - ☐ Don't clown around or be silly (this shows you're not serious about wanting to play and will be distracting).
 - ☐ Don't argue if they say "no" (instead, find someone else to play with or try again another day).

Real Play: Prisoner

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one prompt and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Gather the children together and explain rules for Prisoner while the children are still in the classroom
 - ☐ The child group leader will assign equal sides of two teams
 - ☐ The teams will be placed on either side of a volleyball net
 - ☐ One side will have possession of a dodge ball
 - ☐ The child with the ball will yell a child's name from the opposing team and then throw the ball over the net underhand

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- ☐ Any member of the opposing team should try to catch the ball without dropping it
 - If the opposing team drops the ball, the person whose name was called goes to “prison” (i.e., the sidelines)
 - If the opposing team catches the ball, no one is out and the person who caught the ball yells a name of someone from the opposing team and throws the ball over the net underhanded
- ☐ When there is only ONE team member left on a given team, he/she can yell “jailbreak” when throwing the ball
 - If the opposing team drops the ball, everyone on the team can come out of jail
 - If the opposing team catches the ball, no one is out and the game continues
- ☐ Once the final player on a team misses the ball, the game is over
- ☐ Tell the children in advance that the coaches and group leader will be pulling children aside to practice slipping-in
- ☐ While the children are playing Prisoner, have them practice slipping-in
 - ☐ Make sure every child has an opportunity to practice slipping-in
 - ☐ At first, you may choose from kids who are already in prison
 - ☐ You may also elect to pull children from the game to have them practice slipping-in
 - ☐ Begin by having the child go over the rules for slipping-in (watch, wait, ask)
 - ☐ Provide prompts when the children are unsure of the steps
 - “What are you watching for?”
 - “Who’s winning?”
 - “Which team has the most kids?”
 - “Are they playing nicely?”
 - “When should you ask to join?”
 - ☐ When there is an appropriate break, allow the child to slip-in to the group
 - ☐ Make sure the other children allow the child to slip-in
 - ☐ If the child tries to inappropriately slip-in, have them come back and try again
 - ☐ You may need to provide more performance coaching initially
- ☐ Have children line up at the end of the real play segment. When they are all in the line, have them return to the parent room.

Session 3

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End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today we worked on beginning and ending a call and slipping-into a game other children are playing. I saw a lot of patient children trying to learn these skills. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reminds everyone that they will be making an out-of-group phone call this week.
- ☐ The child group leader reads aloud the in-group telephone-call assignments one by one.
 - ☐ If there are an uneven number of children, one child may have two phone calls.
 - ☐ Praise this child and tell him/her that because they are doing “double duty,” they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for the next session, identified a person to call outside of the group, and addressed any questions about the in-group call or out-of-group call.
 - ☐ Negotiate for the “best deal” and for a “back-up” call in case the first choice isn’t home.
 - ☐ Negotiating the out-of-group call may take longer than usual for homework negotiations.
 - ☐ Some parents may not realize that their child dislikes the child they want him or her to call. Children may suggest someone who doesn’t like them (e.g., never returns their calls) or whom the parent thinks is poorly behaved. The parent should suggest an alternative without stating why.

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Trainer Information: Parent Session # 3

Introduce the Rationale for the Parent Session:

- “Session 3 focuses on helping parents support their child as he or she joins a group of children at play.”

Review the Homework Assignment from Session 2:

- “In the previous homework assignment, parents were assigned to practice active listening with their child, to bring an outdoor toy, and make an in-group call. Therapists should:
 - “First, review the active listening assignment.”
 - “Then briefly review with the parents the toy brought in by each child.”
 - “Finally, inquire who had a successful in-group call, checking for two-way conversation and common interests.”
- Video Clips: Homework Review: In Group Call
 - Introduce the video clips:
“The next two video clips focus on how to review the in-group call with parents whose children were successful or unsuccessful with their attempts.”
 - Show Video Clip: HW Review: In-Group Call 1 (4:30)
 - Following the video clip, note:
“Notice how the therapist troubleshoots what went right and what went wrong. She also sets up the expectation that the families will be doing play dates eventually and the conversational and phone skills their child learns now will assist them with this process.”

Review the Parent Handout: Parent Handout: Session 3: How Parents Support Their Child's Friendships

- “The Session 3 didactic lesson focuses on ways in which parents may help their child's friendships.”
- Video Clip: How Parents Support Children's Friendships
 - Introduce the clip:
“This video clip focuses on ways parents can help their children develop friendships, such as finding a suitable place in the house or apartment where the child can play with a friend, by minimizing intrusions from siblings, and by providing suitable interactive activities for the children to play.”
 - Show Video Clip: PH Review: How Parents Support Children's Friendships (9:56).
 - Following the video clip, note:
“You will need to remind parents that video games, computer games, and TV are not allowed as part of play dates in this program. The reason for this rule is that video games, computer games and TV often lead to parallel play, rather than interactive play. By eliminating electronics like these, we make it more likely that the children will engage with one another and get to know each other better.”

Discuss the Homework Assignment for Session 3:

- “The homework assignment for Session 3 is for parents to scout out possible locations for the upcoming slipping-in assignment, monitor the in-group call and an out-of-group call for two-way conversations and for proper endings to the conversations, and to bring an outside toy.”
- “You will need to help the parents have realistic expectations about who their child should call outside of the group. Ideally, the child should call a new friend. However, we want their first attempt to be a success, so they may want to call an old friend with whom they haven't spoken in a while.”

Review Reunification:

- “In the Session 3 Reunification, the group leaders should go around to each parent and child to make sure they have decided on an appropriate toy to bring for next session, identified an appropriate child for an out-of-group call, and to address any questions.”

Session 3

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Fidelity Checklist for Parent Session #3

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate outdoor toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ Review what happened on the way home last week (parent active listening assignment).
- ☐ Review toys they brought in and counsel parents on any inappropriate toys.
- ☐ Review phone calls to other group members.
 - ☐ Ask if there was two-way conversation – was the child asking and answering questions?
 - ☐ Keep in mind that there should be no distractions, no TV or siblings in room.
- ☐ For missed calls--point out how disappointing it was to the other child and ask the parent what they will do to ensure the phone call goes better next time.
- ☐ Children will sometimes end the inside-group call abruptly. Tell parents that we can only teach one skill at a time and the focus was on the two-way conversation rather than the beginning or the end.
- ☐ Review of the phone calls typically reveals that every child took the call seriously. The group leader should highlight this to the parents.

Parent Handout – Session 3: How Parents Support Their Child's Friendships

- ☐ Tell each parent that their child is learning how to join other children already at play. Next week, they will begin to help this happen at home and in school. If their child has a negative reputation at school, they should find other situations for their child to practice this skill.

Goals:

- ☐ To review ways in which parents may help their child's friendships
- ☐ To develop resources needed for future playmates
- ☐ Long-term studies show that your child's later adjustment will be better if he or she has two to three close friendships. It is best if these friendships are with children in your neighborhood. Your child's skills at making and keeping close friends improve most from informal one-on-one play dates, not through organized activities such as teams or Scouts.

- ☐ Tell parents that right now their children are learning how to join other children already at play. Next week, parents will help this happen at home and in school. Our goals are:
- ☐ To give their child the skills to join and maintain group play and
- ☐ To use the groups they join to generate leads for play dates.
- ☐ We are interested in having parents help their children meet well-behaved children. Studies show that having no friends at all may be better than having poorly behaved children as friends.

Ways Parents Can Help (You must have all of these):

- ☐ A suitable place in your house or apartment where your child can play with a friend, minimizing intrusions from siblings, if this is a problem.
- ☐ Your child will need interactive activities or games that he or she enjoys and that other children are also likely to enjoy. These include board games, but do not include video games or TV.
- ☐ Inform parents that video games, computer games, and TV are not allowed as part of play dates in this program.
- ☐ Video games, computer games, and TV often lead to parallel, rather than interactive play. Also if a child in the group has a great collection of video games, it may not be clear if another child wants to come over because he/she generally likes the child in the group, or because of the video games.
- ☐ Ask if they have board games, action figures, blocks.
- ☐ Sources of potential playmates (Scouts, teams, school) from which children can be invited—you will need to draw on one of these in future sessions.
- ☐ If parents say they don't have a park or other after-school resource, let them know that one of their assignments for the week is going to be to drive around their neighborhood this weekend to look for a park with children playing who are no more than 1 year younger than their child, with whom they would feel comfortable that their child played. Many parks change character with the time of day and the day of the week. They may go back to the same park on a different day with better luck. If their child has a negative reputation at school, they must find neighborhood places to practice this skill.
- ☐ Time availability for one-on-one play dates—your child will need to be available for potential play dates for at least 2 to 3 hours on a weekly basis.
- ☐ Long-term studies don't show any benefit of activities like Scouts, teams, classes, and such on social adjustment (they are good for meeting new acquaintances). It's more important to carve out at least 2 hours between Friday and Sunday afternoon when children can have a play date than to be involved in numerous scheduled activities.

Homework Assignments:

- ☐ In-group call: your child will either call or receive a call from another group member, as in previous sessions. Check for ending call properly: Children are told to listen for a pause in conversation, and then to say that they have to go.
 - ☐ Have parent check how the call ended. The ending of the call has two parts:
 - Notice a pause in conversation (everyone has run out of things to say)
 - And then say, "Well, I have to go now, see you in school (etc.)."

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- ☐ Your child is to have a two-way conversation (“play detective”) on the phone with a child NOT in the group: an easy child to reach and for whom you can arrange with parents (e.g., a cousin or child of a family friend). Determine who this will be before you leave today. Resist making a play date with this child.
- ☐ Tell parents the best approach is to have the child make the in-group call first, practicing beginning and ending the call, and then call the child who is not in the group. Criteria (“gold standard”) for selecting this child are:
 - ☐ The other child should be the same age and gender.
 - ☐ Their child’s reputation enters into the decision of whom to call.
 - Parents shouldn’t have their child call children from settings in which they have a negative reputation.
 - ☐ This first out-of-group call should be a guaranteed success--someone who likes the child and can talk on the phone.
 - ☐ Go after the “best deal” you can get with each parent.
 - ☐ Parents should think of an appropriate child and suggest him or her to their child at the end of the session. If their child has a better idea, they can use the child’s idea.
 - ☐ The “gold standard” for the out-of-group call is to be with a same-gender child, within 1 year of age, that they haven’t talked to in a while and would like to get to know better. If they haven’t done this before, they can try a relative who is the same age and they haven’t seen in a while.
 - ☐ The child needs to have two-way conversations. Discourage lists of questions, because this promotes interviewing and children lose spontaneity. Parents can prepare their child by going over possible questions to ask right before the call or actually rehearse a phone call with their child.
- ☐ Cover story for the call:
 - ☐ Start the call with questions like, “What was the homework we had assigned (if they are in the same class at school)?”, “What school are you going to in the fall?”, “Are you on the soccer team?”, and so on, and launch into trading information.
 - ☐ Some children say to the child they are calling that they’re making the phone call for a class. However, some children may not like being a “guinea pig”, and this also adds an artificial connotation to the call. However, the most important thing is to get the call done.
 - ☐ Tell parents what to listen for: Was the other child happy to receive the call (if not to a relative)? Could the children figure out things that they like to do together? If both answers were yes, then the child goes on the list as a potential play date.
- ☐ Bring outside games from home, as in previous session
- ☐ Look around neighborhood for a place for your child to join other children at play who are the same age as your child (or no more than one year younger)
- ☐ Add other needed resources-places to play, interactive toys, free up time in child’s schedule

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End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today we worked on beginning and ending a call and slipping-into a game that other children are playing. I saw a lot of patient children trying to learn these skills. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reminds everyone that they will be making an out-of-group phone call this week.
- ☐ The child group leader reads aloud the in-group telephone-call assignments one by one.
 - If there are an uneven number of children, one child may have two phone calls.
 - Praise this child and tell him/her that because they are doing “double duty,” they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for next session, identified a person to call outside of the group, and addressed any questions about the in-group call or out-of-group call.
 - ☐ Negotiate for the “best deal” and for a “back-up” call in case the first choice isn’t home.
 - ☐ Negotiating the out-of-group call may take longer than usual for homework negotiations.
 - ☐ Some parents may not realize that their child dislikes the child they want him or her to call. Children may suggest someone who doesn’t like them (e.g., never returns their calls) or whom the parent thinks is poorly behaved. The parent should suggest an alternative without stating why.

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BUZZWORDS

Parent Handout

Child Session #3

Slipping-in

(Buzzwords are underlined)

Rules for Slipping-in:

- **Watch**
 - What are they playing?
 - Do you know the rules?
 - Are they playing too rough?
 - How many people are on each team?
 - Who is winning?
- **Wait**
 - **Wait for a pause** in the game
 - If the ball goes out of bounds, offer to get it
 - **Don't be a referee** on the sidelines
 - **Praise** the players from the sidelines
- **Ask**
 - Ask nicely if you can play
 - If you know someone on the team, ask them
 - Ask the person who has the ball
 - Join the team with fewer players
 - Join the losing team
- If they say no:
 - Don't argue
 - Find someone else to play with
 - **Try again later** (another day)

Session 4 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 12 – Session 4: Taking “No” for an Answer/Gender and Age Issues (pp. 87-99))

Session Overview

Child Session

- Homework review: in-group call and appropriate outside toys
- Peer entry and handling rejection

Parent Session

- Homework review: in-group call and appropriate outside toys
- Meeting new people
- Joining groups

Rationale

Session 4 is focused on joining peers at play and how to handle rejection when entry attempts are unsuccessful. The purpose of this session is to learn strategies to handle peer rejection and practice these skills within the group. Children with FASDs are often socially indiscriminant and may have problems understanding social cues. These deficits in understanding social context may result in children with FASDs persisting in attempts to join a group of children at play, even after being unequivocally rejected. This behavior typically decreases the child's chances of being accepted into the group upon subsequent attempts to join the play.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- In-group Phone Assignment List
- Incentive Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
 - Soccer/basketball

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Handout
 - Buzzwords
- Name tags / marker
- In-Group Phone Rosters
- Weekly Homework Sheet

Play Deck Setup

- If playing soccer, set up cones to make a goal area

Video Clips

Child Session 4

- **HW Review – out-of-group call (:42)****
- **Taking “no” for an answer didactic (7:01)**
- **Taking “no” for an answer rehearsal (2:10)**
- Reunification (1:52)

Parent Session 4

- HW Review: Having a Conversation (4:15)
- **HW Review: Out-of-group Call 1 (3:50)**
- HW Review: Out-of-group Call 2 (2:32)
- **PA Review: How Children Make New Acquaintances (6:42)**
- Reunification (1:52)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 4

Introduce the rationale for the child session:

- “Session 4 focuses on peer entry and how to take no for an answer when entry attempts are unsuccessful. One of the things we teach children is that even if you do everything right when you attempt to slip-into play, you are still likely to be rejected 50% of the time. It is important to clarify this to the children in order to point out that it’s not a big deal and it happens to everyone. We also teach the children that if they act like it’s not a big deal, then they are more likely to be accepted the next time they try to join a group of children at play.”

Review the homework assignment from Session 3:

- “In the previous session, children were assigned to bring an outdoor toy, make an in-group call, and make an out-of-group call.”
 - “You should begin the homework review by briefly identifying the toy brought in by each child.”
 - “Next, concentrate on the in-group and out-of-group phone calls – go around the room and have each child say who they called and what they found out about the other child. You will want to check on how they began and ended the call.”
 - Video Clip: “This video clip focuses on how to review the out-of-group call.”
 - Show Video Clip: HW Review: Out-of-group call (:42)
 - Following the video clip, say:
“It’s important to note that we want the children to start thinking about children with whom they may want to have a play date, later in the group, so it is a good idea to ask the children if they think they might want to have a play date with the person they called.”

Review the didactic portion of the lesson:

- “The didactic lesson in session 4 focuses on slipping-in and how to take no for an answer when you are unsuccessful at being accepted into play.”
- Video Clip: Taking “no” for an answer didactic
 - Introduce the video clip:
“This video clip focuses on the reasons why children might not allow you to play with them, and what to do based on that information. This discussion is helpful in normalizing the likelihood that they will be rejected during peer entry attempts.”
 - Show Video Clip: Taking “no” for an answer didactic (7:01)
 - Following the clip, conclude:
“You should note how the therapist uses the Socratic method to elicit answers from the children, scaffolding their answers when appropriate. Using the Socratic method during instruction makes it more likely that the children will buy into these explanations, since they generated them on their own.”
 - Show Video Clip: Taking “no” for an answer rehearsal (2:10)
“This clip shows how to rehearse this didactic with the children effectively.”

Discuss the homework assignment for Session 4:

- “In Session 4, the homework assignment is for children to bring an outside toy to the session next week, make an in-group phone call, and an out-of-group phone call.”

Review the Real Play for Session 4:

- “During the real play activity, the children will be playing Soccer or Basketball in order to practice slipping-in. You will tell the children that they should pretend to get turned down the first time they try to slip-in in order to practice how to take no for an answer. You should set up two concurrent games to add more realism to practicing seeking other children to play with after being turned down. You should try to avoid having the children at play say no during entry attempts, because you want to teach them to invite others in, consistent with what well-liked children do in this situation. Instead, have the child attempting to slip-in pretend that they got turned down.”

Review Reunification:

- “During reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring outside toys and make an out-of-group call, and announce in-group call assignments. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session, an appropriate child to call for the out-of-group call, and to address any questions.”

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Fidelity Checklist for Child Session #4

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Review IN-GROUP phone calls
 - ☐ Go around and have each child say who they called and what they found out about the other child
 - ☐ Check for trading information
 - ☐ Check for how they began and ended the phone calls

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- ☐ Review OUT-OF-GROUP phone calls
 - ☐ Go around and have each child say who they called and what they found out about the other child
 - ☐ Check for trading information
 - ☐ Check for how they began and ended the phone calls
- ☐ Identify the outside equipment each child brought

Homework assignment

- ☐ In-group call
- ☐ Out-of-group call
 - ☐ Tell them it might be someone they might invite for a play date – but they're not to make a play date yet.
 - ☐ Have each child specify who it will be. They will be asked to present a shared interest next week.
 - ☐ Discuss the "cover story" for the call (e.g., getting the homework, "What school are you going to in the fall?" "What time is the soccer practice/game?") and then tell them to launch into trading information.
 - ☐ The most important thing is to get the call done.
 - ☐ Level of disclosure: Tell children, "When you are getting to know someone, you need to find things you both like and dislike. You also need to keep some secrets – getting too personal too fast will not be liked by children you barely know."
 - ☐ Have children discuss examples of getting too personal.
- ☐ Bring an outside toy

Didactic: Taking "no" for an answer

- ☐ Say that you are going to practice "slipping – in" this week and review the following with children.
 - ☐ DO:
 - ☐ Slip into an activity by making a relevant comment or begin to act in concert with others (get the ball for them when it goes out of bounds and throw it back).
 - ☐ Wait for a break in the activity or before it begins.
 - ☐ When asking to play, say something that shows you know the game ("Can I play capture the flag too?" "Do you need another guy on your team?")
 - ☐ DON'T
 - ☐ Tell them what to do or make suggestions until you're playing for a while
- ☐ Peers may not want to play just then but they may want to play later.
- ☐ Ask the group, "How many times will other kids usually say 'no' if you ask to join 10 different groups of kids playing?"
Answer: 5 out of 10 – about half the total number of requests
- ☐ Have children think of reasons for being turned down and what they can do next time.
 - ☐ Use a Socratic method
 - ☐ Make sure you cover all the reasons in the chart

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Reasons for being turned down	What to do next time
Something you did to them before (rejected them, got them in trouble with the teacher, etc.)	Treat others as you would have them treat you
Disobeyed one of the rules for “slipping-in”	Use the rules next time
Other child are too popular, too athletic, not interested in the same things as you are	Pick other children
Other child doesn’t want to meet new friends	Pick other children
They misunderstood what you wanted to do	Say it differently (e.g., they say “no” and you point out that they are short two people on their side)
You played too rough last time and hurt other kids	Watch for others and show concern when they are hurt
They didn’t feel like playing with you just then	Try again later (another day)

Real Play: Soccer / Basketball

This portion has the children attempt to “slip-in” and get turned down in order to practice the new idea presented during the didactic portion. Setting up two concurrent games adds more realism to practicing seeking other children playing after being turned down. Try to avoid having the children at play saying no, because you want to teach them to invite others in, consistent with what well-liked children do in this situation.

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one warning and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Before going to the play deck, tell the children that they are going to practice slipping-in and pretend to get turned down the first time they try to slip-in
 - ☐ Explain that they will be allowed to play after the second attempt to slip-in with a different group
- ☐ When you get to the play deck, assign teams for soccer and basketball as evenly as possible

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- ☐ Gather the children together and explain rules for soccer and basketball
- ☐ Overview of rules for SOCCER:
 - ☐ Rules for regular soccer are used with a few exceptions
 - ☐ Children have to pass the ball constantly between at least two children
 - ☐ Children are not allowed to bump, play with physical aggression, kick the ball directly at another child, or dive recklessly (give warnings for these rule violations)
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out
 - ☐ Assign a goalie if no one volunteers
 - ☐ Periodically change goalies throughout the game
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations)
 - ☐ Do not allow any children to dominate the play
 - ☐ Do not allow children to keep score
- ☐ Overview of rules for BASKETBALL:
 - ☐ Rules for regular basketball are used with a few exceptions
 - ☐ Children are not allowed to steal the ball
 - ☐ No aggressive physical contact is allowed (e.g., no fouling)
 - ☐ The ball must be passed at least once prior to a goal being scored
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations)
 - ☐ Do not allow any children to dominate the play
 - ☐ Do not allow children to keep score
- ☐ Immediately start coaching children to slip-in
 - ☐ Begin by having the child go over the rules for slipping-in (watch, wait, ask)
 - Provide prompts when the children are unsure of the steps
 - “What are you watching for?”
 - “Who’s winning?”
 - “Which team has the most kids?”
 - “Are they playing nicely?”
 - “When should you ask to join?”
 - ☐ When there is an appropriate break, allow the child to slip-in to the group
- ☐ If the child incorrectly attempts to slip-in, have him/her try again following the steps for slipping-in
- ☐ After the first correct attempt, tell the child to pretend he/she was turned down
- ☐ Ask the child why he/she might have been turned down and what he/she could do differently next time
- ☐ Have the child slip-in to a different group of children
 - ☐ Allow the child to join this group
 - ☐ Praise his/her efforts

Session 4

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- ☐ Choose another child to practice slipping-in and taking 'no' for an answer until all of the children have successfully rehearsed
- ☐ Debriefing at the end of the game: At the end of the game, gather the children together and ask them if they had a good time and why they had a good time
 - ☐ Answers: Because everyone got to play; everyone had an equal opportunity to score; no one was getting injured or intimidated by rough play
- ☐ Have children line up at the end of the real play segment. When they are all in the line have them return to the parent room

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on 'slipping-into' a game other children were playing. I saw a lot of children waiting patiently to slip-in. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reminds everyone that they will be making an out-of-group phone call this week.
- ☐ The child group leader reads aloud the in-group telephone call assignments one by one.
 - ☐ If there are an uneven number of children, one child may have two phone calls.
 - ☐ Praise this child and tell him/her that because they are doing "double duty," they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate toy to bring for the next session, identified a person to call outside of the group, and addressed any questions about the in-group call or out-of-group call.
 - ☐ Negotiate for the "best deal" and for a "back-up" call in case the first choice isn't home.
 - Check to make sure that the parent and child agree on whom to call.

Session 4

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Trainer Information: Parent Session # 4

Introduce the rationale for the parent session:

- “Session 4 focuses on how parents can help their child successfully make new acquaintances.”

Review the homework assignment from Session 3:

- “In the previous session, parents were assigned to scout out possible locations for slipping-in, to monitor the in-group and out-of-group phone calls for two-way conversations and for proper beginnings and endings to the conversations, and to help their child bring an appropriate outside toy.”
 - “Begin the homework review by briefly identifying the toy brought in by each child.”
 - “Next, briefly inquire as to who had a successful in-group call, checking for two-way conversations and cover stories. At this point in the group, you will focus only briefly on the in-group call review.”
 - “Then discuss how the out-of-group call went, and how to intervene if things aren’t going well.”
 - “Finally, ask about neighborhood parks they found for the upcoming ‘slipping-in’ homework assignment.”
- Video Clip: Homework Review: Out-of-Group Call
 - Introduce the video clip:
“This video clips focus on how to review the out-of-group call with parents.”
 - Show Title 50: HW Review: Out-of-group Call 1 (3:49).
 - Following the video clip, note:
 - “This clip is a good example of how to hold in mind the focus of future sessions when discussing the homework review. For example, later we’ll have the parents restrict computer access on play dates. It can be helpful to mention these facts when they come up during homework review to prepare the families.”

Review the Parent Handout: Parent Handout: Session 4: How Children Make New Acquaintances

- “The Session 4 didactic lesson addresses ways in which children make new friends.”
- Video Clip: How Children Make New Acquaintances
 - Introduce the clip:
“This video clip focuses on strategies that accepted children use to join new groups of children at play, and how these strategies apply to adults.”
 - Show Title 52: PA Review: How Children Make New Acquaintances (6:42).
 - Following the video clip, conclude:
“It is important to stress that everything being taught is leading up to the rehearsal of a newly learned skill. You should notice that in this session, we’re not assigning the slipping-in assignment yet. Rather, we’re asking the parents to identify a good place to slip-in. The rationale behind having children slip-in at a neighborhood park is that this is a good way for them to make new friends with children who presumably live close by, which could potentially lead to a play date.”
- Discuss the homework assignment for Session 4:
 - “The homework assignment for session 4 is for parents to continue to scout possible locations for slipping-in, monitor the in-group and out-of-group phone calls for two-way conversations and for proper beginnings and endings to the conversations, and to assist their child in selecting an appropriate outside toy.”
- Review Reunification:
 - “In the Session 4 Reunification, the group leaders go to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call. Parents and children should have identified an appropriate child for an out-of-group call and may negotiate for the ‘best deal’ and for a ‘back-up’ call in case the first choice isn’t home.”

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Fidelity Checklist for Parent Session #4

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments
- ☐ There are four homework assignments (not including outside toy) and not enough time to review all in depth.
- ☐ Ask the group as a whole, "Did anyone have a good conversation with their child on the way home from the last session that they would like to tell us about?" Review these, but don't ask everyone.
- ☐ Ask each parent to very briefly tell about the two-way conversation during the in-group call.
- ☐ Go into more detail with the out-of-group call.
 - ☐ Was it a two-way conversation – asking questions and answering questions?
 - ☐ Was the other child interested or excited by the call?
 - ☐ Did the children have things to talk about?
 - ☐ It's important to note the affect of the other child (as best they can discern from their child's end of the call). If the other child was known from school and rude to their child on the phone, it could be a sign of a bad reputation.
- ☐ On hearing a negative experience like this from a parent, state the following to the group:
 - ☐ "If a child has a bad reputation and he or she starts doing everything right, it will likely still take a couple of months for others to realize this and stop avoiding him or her. If he or she tries harder to be friendly and forces the issue, it will guarantee a failure experience. In this case, the best thing to do is 'lay low' and find some other place for your child to practice skills where the other children don't know him or her. It's better for him or her to have a chance to join rather than a guaranteed failure with other children he or she knows."

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- ☐ Ask about neighborhood parks they found for “slipping-in” homework. If the parent found none, then the parent should try again this week. Ask another parent in the group for help, if necessary, with locations of good parks. Tell parents their child will be ready to attempt to “slip into” other children at play in their neighborhood after next session.
- ☐ Next out-of-group call – have parents identify a child who has potential to be invited as a playmate for the next out-of-group call.
 - ☐ The “gold standard” – perhaps someone their child used to play with and hasn’t seen in a while.

Parent Handout – Session 4: How Children Make New Acquaintances

GOAL

- ☐ To inform parents about group entry strategies taught to their children
- ☐ Studies have identified the ways popular and accepted children successfully join groups of other children at play. The strategies they have are much different from those of children who are frequently rejected.
- ☐ Tell parents that we will teach their child to do what the accepted/popular children do.
- ☐ Demonstrate how competent adults meet new people, using a parent sitting near the group leader:
 - ☐ “Suppose you’re at a party, where you don’t know anyone and people are talking in groups of two and three. First you walk up close enough to show that you are interested and listen for how interesting and at what level the conversation is.”
 - ☐ Demonstrate a comfortable distance with the parent sitting near you and only look at the parent while you say the next lines.
 - ☐ “You are seeing if you would like to join and figuring out how you can contribute. How do you know you have been accepted?”
 - ☐ “The other people start looking at you when you talk, ask questions, or direct statements to you” [As you are talking look away from the parent and toward the rest of the group].
 - ☐ “If they don’t, then perhaps they don’t want outsiders in their conversation.”
 - ☐ “If you don’t like the conversation, can’t contribute, or they don’t look at you, then walk on to another group. No one’s feelings will be hurt.
 - ☐ “If you hang around, you wait for a pause in the conversation and say something that contributes.”
 - ☐ “Popular/accepted children do this: younger children through play and older children through conversation. Neglected children don’t get close enough to show that they are interested. Rejected children barge in, play keep-away with the ball, and get others upset.”

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Do's and Don'ts of Group Entry

DO's

1. When and where to join:

- ☐ Do try to join in when others are playing during lunchtime, or before or after school.
- ☐ Don't try to play with kids when they are working or listening to the teacher (or other adult).
- ☐ Tell parents that rejected children try to make friends at the wrong time and places. If your child is rejected at school, he or she probably has a bad reputation. For now, don't encourage him or her to make friends at school, but rather to practice skills with new children.

2. How to join:

- ☐ Do WATCH the group nearby
 - ☐ Show that you're interested in what they are doing without "butting in"
 - ☐ Show that you understand what they are doing (playing house, basketball)
 - ☐ Be sure that you know what the rules are to participate (are they taking turns, lining up?)
 - ☐ Do praise the other kids (e.g., "Great shot," "Nice try," etc.)
- ☐ Do WAIT before joining
 - ☐ Do join by helping them to play the game.
 - ☐ Wait for a break in the activity and say something that shows you know the game ("Do you need another guy on your team?")
 - ☐ Ask the parents: "Which side do you pick to try to join – the winning side or the losing side?"
 - Many parents and children will say you should try to join the winning side. Rejected children incorrectly pick the winning side—the side that needs the least help. They go into play with the strategy "win at all costs."
 - The accepted/popular children go in with idea that maintaining continuing relationships is more important than winning – they choose the side that needs help.
 - It is better to join the losing side or the side with fewer players.
- ☐ Do ASK someone you know if you can join, or the person who has the ball.

DON'Ts:

- ☐ Don't ask questions for information (if you can't tell what's going on, don't bother others).
- ☐ Don't mention yourself or your feelings (they're not interested at the moment).
- ☐ Be serious when meeting new children (clowning around tells them you're not really interested in playing).
- ☐ By watching on the sidelines, children should figure out the game structure without intruding on the game.
- ☐ Don't disagree, criticize, or tell them what to do (you're the outsider and have no right to do so).

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3. Take 'no' for an answer:

- ☐ On average, children are told "no" 50% of the time when trying to join other children at play.
- ☐ "This is not "rejection", it is being turned down. If they accept this gracefully, then they will be more likely to be allowed in the next time."
- ☐ Successful group entry can only be done by the child. Direct attempts by parents to help will generally be unsuccessful or counterproductive.
- ☐ Parents are to just watch from a distance.
- ☐ Your child will be asked to slip into a group of children after next session.

Homework Assignments:

- ☐ In-group calls to other group members as in previous sessions.
- ☐ Out-of-group call to a new person outside the group. Your child should be trading information ("playing detective") with that child.
- ☐ Bring outside toy from home as in previous session.
- ☐ Drive around your neighborhood looking for a playground with children the same age as your child or 1-year younger. Do not discuss this with your child until next session.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on 'slipping-into' a game other children were playing. I saw a lot of children waiting patiently to slip-in. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children to bring an outside toy to the session next week.
- ☐ The child group leader reminds everyone that they will be making an out-of-group phone call this week.
- ☐ The child group leader reads aloud the in-group telephone call assignments one by one.
 - ☐ If there are an uneven number of children, one child may have two phone calls.
 - ☐ Praise this child and tell him/her that because they are doing "double duty," they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure that they have decided on an appropriate toy to bring for next session, identified a person to call outside of the group, and addressed any questions about the in-group call or out-of-group call.
 - ☐ Negotiate for the "best deal" and for a "back-up" call in case the first choice isn't home.
 - Check to make sure that the parent and child agree on whom to call.

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BUZZWORDS

Parent Handout

Child Session #4

Slipping-in:

Getting Turned Down

(Buzzwords are underlined)

- When slipping – in, you will get turned down 50% of the time

Reasons for being turned down and what to do:

- Bad reputation / something you did to them before
 - Treat others as you would have them treat you
- Disobeyed rules for slipping-in
 - Use the rules next time
- Other kids are too popular, athletic
 - Pick other kids to play with
- Other kids don't want to make new friends
 - Pick other kids to play with
- They misunderstood what you wanted to do
 - Say it differently
- You played too rough before
 - Watch out for others and show concern when they're hurt
- They didn't feel like playing with you just then
 - Try again later (another day)

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Session 5 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 13 – Session 5: Rules of a Good Sport/Social Goals (pp. 100-109)

Session Overview

Child Session

- Homework review: in-group call and appropriate outside toys
- Rules of a good sport

Parent Session

- Homework review: in-group call and appropriate outside toys
- Helping your child successfully join a group of children at play
- Handling rejection

Rationale

Session 5 is focused on the rules for being a good sport. The purpose of this session is to begin to prepare children to have successful play interactions after joining a group of children at play. Children with prenatal exposure to alcohol are rated by both teachers and parents as having fewer social skills than unexposed children and may see winning during games and sports as the ultimate goal of play, rather than fostering solid peer relationships.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- In-group Phone Assignment List
- Weekly Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
 - Basketball

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Handout
 - Buzzwords
- Name tags / marker
- In-Group Phone Rosters
- Weekly Homework Sheet

Play Deck Setup

- Basketball Hoop

Video Clips

Child Session 5

- HW Review: Out-of-group call (:51)
- **Rules of good sport didactic (9:10)****

Parent Session 5

- **PA Review: Slipping – In 1(6:08)****

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 5

Introduce the rationale for the child session:

- “Session 5 focuses on the rules for being a good sport during games and sports. We want to make sure that after children successfully slip-in, they are well-behaved. This is a critical skill for elementary school-aged children, because most of their interactions are through play. If children are not well-behaved after joining other children at play, they are less likely to be invited back to play in the future.”

Review the homework assignment from Session 4:

- “In the previous session, children were assigned to bring an outdoor toy, make an in-group phone call, and make an out-of-group phone call.”
 - “You should begin the homework review by briefly identifying the toy brought in by each child.”
 - “Then concentrate on the two phone calls by going around the room and having each child say who they called and whether they found a shared interest. Be sure to also check for how they began and ended the call.”

Review the didactic portion of the lesson

- “The session 5 didactic lesson addresses how to be a good sport during games and sports.”
- Video Clip: Rules of a Good Sport didactic
 - Introduce the video clip:
“This video clip focuses on how children can be well-behaved after they have joined others at play.”
 - Show Video Clip: Rules of good sport didactic (9:10).
 - Following the video clip, say:
“After the didactic lesson on good sportsmanship, the children will actually practice what they just learned in the context of the real play activity. In order to promote the use of these skills, children will be earning tokens for being a good sport.”
“Also note that the therapist wrote the rules for being a good host on the board to facilitate memory of the rules.”

Discuss the homework assignment for Session 5:

- “The homework assignment in session 5 is for children to bring an outside toy to the next session, to make an in-group and out-of-group phone call, and to try to slip-in with a group of children at play. Children are encouraged to slip-in with a group of children that they don’t know very well.”

Review the Real Play for Session 5:

- “During the real play activity, children will be playing basketball and earning tokens for good sportsmanship. They will also practice slipping-into the game and will receive tokens for good entry attempts. Like before, the children already at play, should welcome the children slipping-into the game.”

Review Reunification

- “During the Session 5 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to practice slipping-in, bring an outside toy for the next session, make an out-of-group phone call, and announce the in-group phone call assignments. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session, an appropriate child to call for the out-of-group call, and to help the parent and child negotiate a place for the slipping-in assignment.”

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Fidelity Checklist for Child Session #5

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Review outside equipment.
- ☐ Review in-group and out-of-group calls – each child says who they called and what they found about the other child.
 - ☐ Check to see that the level of disclosure was not too deep and not too personal.
 - ☐ Check for trading information.
 - ☐ Check how they began and ended the phone call.
 - ☐ Have each child present a shared interest he or she found during a call.

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Didactic: Rules of a Good Sport

- ☐ Ask, "What happens if we are not well behaved after we join other children at play?"
- ☐ As an introduction to the rules of a good sport, have the children come up with things that they can say to praise others during play:
 - ☐ "Nice try!"
 - ☐ "Nice shot!"
 - ☐ "Good move!"
 - ☐ "Great job!"
 - ☐ (High-five)
 - ☐ (Thumbs-up)
- ☐ Have children practice giving praise
- ☐ Ask children how it makes them feel to get praise like this from others
- ☐ Rules of a Good Sport

Rules of a Good Sport

Rules of a good sport should be written on the board to facilitate recall

Introduce rules of a good sport using a Socratic method:

- ☐ 1) Praise another kid's behavior
 - ☐ For example, say nice try, good shot, or give a high-five
 - ☐ Kids who are really good at something often praise others, too
- ☐ 2) Say what you want others to do / no refereeing
 - ☐ Refereeing is telling others what not to do or calling excessive penalties such as "double dribble," "foul," "cheating," etc., like a referee
 - ☐ Instead of saying, "pass the ball!" you can say, "I'm open."
- ☐ 3) If bored, suggest a change in activity or suggest having a turn
- ☐ 4) Let others have fun too / no ball-hogging
 - ☐ Stay in your own area of the field
 - ☐ Don't try to jump in front of other kids and catch all balls everywhere
 - ☐ The most important goal is that everyone have fun
- ☐ 5) At the end of the game tell the kids on the other team that it was a good game

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- ☐ Tell children about the tokens they will get during the real play portion of the session
 - ☐ They will earn tokens for following the rules of a good sport:
 - Praising another child's behavior ("nice try," "good shot")
 - No refereeing
 - Suggesting a change in activity when bored
 - Letting others have fun
 - ☐ The tokens count the same as stars toward the final party

Homework Assignment

- ☐ Try to slip into a group of children with whom you are not familiar.
 - ☐ Children are to try to "slip-in" to a group of the same age or younger acquaintances.
 - ☐ They don't have to actually be invited into the game in order to complete the assignment.
 - ☐ "Slip-in" with kids they only know "so-so."
- ☐ Out-of-group phone call
- ☐ In-group phone call (child group leader makes assignments)
- ☐ Bring an outside toy

Real Play: "Magic Johnson Basketball"

Tokens make their debut this session. Just before the real play portion is the time to introduce tokens. Don't worry about explaining this too much, as the children won't grasp the change in procedure until the group leader and coaches actually start dispensing them.

At first, children might be surprised or puzzled when they receive an individual token. This is partly because they are overly focused on their initial social goal. After a few tokens are given, the coaches and group leaders begin to become "invisible" to the children. This is a sign they have oriented toward playing the game and are attending to the other children in the game.

The children are to briefly practice slipping-in, but mostly concentrate on being a good sport in the context of "Magic Johnson Basketball."

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one warning and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Before going to the play deck, tell the children that they are going to be playing basketball and practicing:
 - ☐ Being a good sport
 - ☐ Slipping-in (briefly)
- ☐ Remind children that they will earn tokens for being good sports
- ☐ Explain that the tokens are equivalent to stars, which they will be earning toward their graduation party
- ☐ When you get to the play deck, assign teams for basketball

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- ☐ If any children do not have pockets for their tokens, give them a “fanny pack” to hold their tokens
 - ☐ Coaches may need to assist children in putting on fanny packs
- ☐ Gather the children together and explain the rules for “Magic Johnson Basketball”
- ☐ Overview of rules for MAGIC JOHNSON BASKETBALL:
 - ☐ Rules for regular basketball are used with a few exceptions
 - ☐ Children are not allowed to steal the ball
 - ☐ No aggressive physical contact is allowed (e.g., no fouling)
 - ☐ The ball must be passed at least once prior to a basket being scored
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations)
 - ☐ Do not allow any children to dominate the play
 - ☐ Do not allow children to keep score
- ☐ Child group leader and coaches should immediately start giving children tokens for being good sports
 - ☐ When distributing tokens, also give each child verbal praise for what he/she has done correctly
 - Example: “Johnny gets a token for giving praise!”
- ☐ Briefly have children practice slipping-in
 - ☐ Begin by having the child go over the rules for slipping-in (watch, wait, ask)
 - Provide prompts when the children are unsure of the steps
 - “What are you watching for?”
 - “Who’s winning?”
 - “Which team has the most kids?”
 - “Are they playing nicely?”
 - “When should you ask to join?”
 - ☐ When there is an appropriate break, allow the child to slip-in to the group
- ☐ If the child incorrectly attempts to slip-in, have him/her try again following the steps for slipping-in
- ☐ Choose another child to practice slipping-in and taking ‘no’ for an answer until all of the children have successfully rehearsed
- ☐ Debriefing at the end of the game: At the end of the game, gather the children together and ask them if they had a good time and why they had a good time
 - ☐ Answers: Because everyone got to play; everyone had an equal chance to score; no one was getting injured or intimidated by rough play
- ☐ As a group, have the children put their tokens into a pile
 - ☐ Discourage children from individually counting their tokens
- ☐ As a group, have everyone count the number of tokens earned
 - ☐ The group leader should be the only person touching the tokens at this time
 - ☐ Have everyone applaud when you are finished counting the tokens
- ☐ Have children line up at the end of the real play segment. When they are all in the line, have them return to the parent room

Session 5

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End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to the parents and children, “Today we worked on “slipping-in” and being a good sport. I saw a lot of friendly and considerate behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children that for next week they will:
 - ☐ Bring an outside toy to the next session.
 - ☐ Make an in-group phone call.
 - ☐ Make an out-of-group phone call.
 - ☐ Practice slipping-in to a group of kids playing.
- ☐ The child group leader reads aloud the in-group telephone-call assignments one by one.
 - ☐ If there are an uneven number of children, one child may have two phone calls.
 - ☐ Praise this child and tell him/her that because they are doing “double duty,” they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate outside toy to bring for next session
 - ☐ Arranged a day and time for the in-group call with the other parent
 - ☐ Identified a person to call outside of the group.
 - Remember to negotiate for the “best deal” and for a “back-up” call in case the first choice isn’t home.
 - Some parents may not realize that their child dislikes the child they want him or her to call. Children may suggest someone who doesn’t like them (e.g., never returns their calls) or whom the parent thinks is poorly behaved. The parent should suggest an alternative without stating why.
 - ☐ Negotiated a place for the “slipping-in assignment”
 - Children in fourth grade and above can slip in without the parent present and then report back to the parent later

Session 5

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Trainer Information: Parent Session # 5

Introduce the rationale for the parent session:

- “Session 5 focuses on how parents can help their child successfully join a group of children at play and how to help them handle rejection when their attempts are unsuccessful.”

Review the homework assignment from Session 4:

- “In the previous session, parents were assigned to scout possible locations for the slipping-in assignment, monitor the in-group and out-of-group phone calls for two-way conversations and for proper beginnings and endings to the conversations, and to assist their child in choosing an appropriate outside toy.”
- “Therapists should know that they should prioritize what homework to review. For example, at this point in the groups, bringing an outside toy is the least important homework assignment, while finding a place to slip-in is the most important homework they were assigned last week.”
 - “Begin the homework review by briefly reviewing with the parents the toy brought in by each child.”
 - “Then inquire who had a successful in-group call, checking for two-way conversations and cover stories. But again, at this point in the groups, focus only briefly on the in-group call review.”
 - “Next, briefly discuss how the out-of-group call went, and who the child might call for the next assignment.”
 - “Finally, ask about neighborhood parks they found for the “slipping-in” homework assignment.”

Review the Parent Handout: Parent Handout: Session 5

- “The Session 5 didactic lesson focuses on helping parents increase their child’s ability to join play groups and helping their child make new friends.”
- Video Clip: Slipping-In
 - Introduce the video clip:
“This video clip reviews the parameters of the upcoming slipping-in assignment and demonstrates how parents can effectively help their child slip-into a group of children at play.”
 - Show Video Clip: PA Review: Slipping-In (6:08)
 - Following the video clip, remind the therapists:
“It’s important that the parent does not try to take care of everything for the child during the slipping-in assignment. Some parents will need to be reminded that they need to step back a bit in order to allow their child to attempt to slip-in independently. However, some children will require a bit of coaching from parents just prior to the slipping-in attempt.”

Discuss the homework assignment for Session 5:

- “The homework assignment in session 5 is for parents to help their child slip-in with a group of children with whom they are unfamiliar, monitor the in-group and out-of-group calls for two-way conversations and shared interests, and help their child select an appropriate outside toy for the next session.”

Review Reunification:

- “During the reunification, the group leaders go around the room to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to address any questions about the in-group call. Parents and children should have identified an appropriate child for an out-of-group call and have negotiated a place for the slipping-in assignment to occur.”

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Fidelity Checklist for Parent Session #5

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments
- ☐ There are three homework assignments (not including outside toy) and not enough time to review all in depth. Tell parents that you want them to focus on:
 - ☐ The out-of-group call
 - ☐ Two-way conversations during in-group and out-of-group calls
 - ☐ Neighborhood parks they found for "slipping-in" homework
- ☐ For the in-group call, very briefly inquire, "Was the in-group call done, did it go OK?" (no more detail than this)
- ☐ Questions for out-of-group call:
 - ☐ Were there pauses after your child spoke when he/she was listening to the other child's answer?
 - ☐ Was the other child interested or excited by the call?
 - ☐ Did the children have things to talk about?
 - ☐ Whom might your child call for this week's upcoming assignment?
- ☐ Neighborhood resources for "slipping-in" assignment: Ask each parent:
 - ☐ Did you go by a park last week and see children the same age or slightly younger than your child playing as a group in this location?

Homework Assignment

- ☐ Parents have been well prepared for the “slipping-in” assignment: scouting for a place over the past 2 weeks; decreasing the importance of their child being turned down; and today, learning the steps to supervise their children’s group entry.

Group Leader Guide to Parent Assignment

Goals

- ☐ To increase your child’s ability to join play groups
- ☐ To help your child make new friends
- ☐ Studies show that over 50% of attempts by children to enter playgroups are turned down. This is not rejection.
 - ☐ Accepted/popular children experience this and look for other children to play.
 - ☐ Rejected children try to coerce children to let them into their play.
 - ☐ Neglected children don’t get close enough to try.
- ☐ Tell parents you have been teaching their children how to behave when they get turned down in their attempt to join children at play
- ☐ The child should attempt to join a group of children the same sex as him or her, the same age or younger. Attempting to join a group of younger children (no more than 1 year younger) may be helpful:
 - ☐ Studies have shown that many children with peer problems may benefit in the long run from play with slightly younger children.
 - ☐ Children are more likely to be accepted by younger children.

At the End of this Session:

- ☐ Decide with your child where and when he or she will attempt to join a group of children at play.
 - ☐ Older children (fourth graders and above) may prefer this at school/camp.
 - ☐ During recess, before or after school, during after-school activities, or at a playground, are good choices for the place.
 - ☐ The time should be as soon as possible.
- ☐ Review bad places to attempt slipping-in:
 - ☐ The beach, or on vacation, because children come from all over and won’t live close enough to make sustainable friends
 - ☐ Children being supervised by an adult (e.g., birthday parties), because the adult may interfere and coerce the other children to accept the child’s attempt to slip-in when they in fact don’t really want their child to join their play
 - ☐ The library or bookstore because people expect silence

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- ☐ Review good places to attempt slipping-in:
 - ☐ Neighborhood park
 - ☐ Unstructured after-school program
 - ☐ Before or after team practice
 - ☐ Before or after scout meeting
 - ☐ Before or after church/temple if there are opportunities when children are playing
- ☐ Children don't have to play for long and don't have to be invited in, just go up to the edge of the group, watch, wait, and then make the attempt to slip-in at an appropriate opportunity.
- ☐ Have parents say where and when they will have their child try this.
- ☐ Bringing a toy may help break the ice. Only use an outside toy that your child has been bringing here.

At the time of the slipping-in assignment:

- ☐ Remind your child of the rules:
 - ☐ WATCH first before joining
 - To make sure they know what game is being played and what the rules are
 - Which side is losing/has the fewest players
 - If this is a nice group of kids they would want to play with (if the kids are playing too roughly, they should try another group to slip into)
 - ☐ WAIT until a break in the game (your child can praise the other children from the sidelines)
 - ☐ Once there is a pause, ASK to join
 - If the other children say no, your child should say nothing and go on to another group of children
 - ☐ Your child should act serious when joining.
 - ☐ For children who are shy/anxious, step 1 is all that is necessary on this week's homework assignment.
- ☐ Your child must try this by himself or herself.
 - ☐ Do not try to help in any way.
 - ☐ For younger children (first through third grade), you may watch from a distance, so that the other children do not see you (in which case, bring a magazine with you to pretend to read).
 - ☐ Older children might prefer to do this assignment when you are not present (but they have to join children with whom they don't ordinarily play).
 - ☐ Parents of older children should remind the child in the morning before school and later get all the details of how their attempt to slip-in went.
- ☐ Your child should not attempt to enter a group of older children or bring a friend or sibling with him or her.

After the child attempts the assignment:

- ☐ If your child begins to talk with you about it, praise any attempts to do the assignment or any discussion of what your child was supposed to do.
- ☐ If the group did not accept him or her, encourage your child with comments like, “That’s too bad, maybe it will work next time,” or, “It sounds like it was a hard thing for you to do.”
- ☐ Don’t criticize in any way or tell your child to try something different.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today we worked on “slipping-in” and being a good sport. I saw a lot of friendly and considerate behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children that for next week they will:
 - Bring an outdoor toy to the next session.
 - Make an in-group phone call.
 - Make an out-of-group phone call.
 - Practice slipping-in to a group of kids playing.
- ☐ The child group leader reads aloud the in-group telephone-call assignments one by one.
 - If there are an uneven number of children, one child may have two phone calls.
 - Praise this child and tell him/her that because they are doing “double duty,” they will earn extra stars.
- ☐ Parents and children who have been paired up for the in-group call should be making arrangements to schedule that call.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate toy to bring for next session
 - ☐ Arranged a day and time for the in-group call with the other parent
 - ☐ Identified a person to call outside of the group.
 - Remember to negotiate for the “best deal” and for a “back-up” call in case the first choice isn’t home.
 - Some parents may not realize that their child dislikes the child they want him or her to call. Children may suggest someone who doesn’t like them (e.g., never returns their calls) or whom the parent thinks is poorly behaved. The parent should suggest an alternative without stating why.
 - ☐ Negotiated a place for the “slipping-in assignment”
 - Children in fourth grade and above can slip-in without the parent present and then report back to the parent later

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BUZZWORDS

Parent Handout

Child Session #5

Rules of a Good Sport

(Buzzwords are underlined)

Rules of a Good Sport:

- **Praise** other kids behavior
- **No refereeing**
- **Don't be a ball hog**
- If you're bored, **suggest a change** in activity
- **Let others have fun too**
- At the end of the game, tell the other team it was a **good game**

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Session 6 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 14 – Session 6: Rules of a Good Sport/Positive Statements (pp. 110-118)

Session Overview

Child Session

- Homework review: in-group call and appropriate outside toys
- Rules of a good sport: Positive statements

Parent Session

- Homework review: in-group call and appropriate outside toys
- Rules for a play date
- Appropriate indoor toys

Rationale

Session 6 is focused on positive statements and the rules for being a good sport. The purpose of this session is to continue to prepare children to have successful play interactions after joining a group of children at play. Clinical reports have described children with prenatal alcohol exposure as showing poor social judgment and demonstrating a failure to learn from experience. Thus, frequent repetition regarding rules of good sportsmanship is essential to foster appropriate interpersonal behavior during play activities with peers, thereby decreasing the chances of rejection.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- In-group Phone Assignment List
- Weekly Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
 - Basketball or soccer ball

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Assignment
 - Buzzwords
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- If soccer is played, set up cones to represent a goal area
- Basketball Hoop

Video Clips

Child Session 6

- HW Review: Out-of-group call (:48)
- **HW Review: slipping-in (:55)****
- **Tokens/good sportsmanship (:49)**
- **Reunification (3:52)**

Parent Session 6

- **HW Review: Slipping-in 1 (5:33)****
- HW Review: Slipping-in 2 (4:31)
- **HW Review: Slipping-in 3 (6:37)**
- HW Review: Slipping-in 4 (4:08)
- PA Review: Selecting Indoor Toys (4:03)
- Reunification (3:52)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 6

Introduce the rationale for the child session:

- “Session 6 is somewhat of a review of the rules of good sportsmanship. The session focuses primarily on praise and positive statements as a mark of good sportsmanship. When considering the types of children likely to be in this group, it is helpful to remember that neglected children rarely join in play with peers, while rejected children are likely to be denied participation in group activities and to be poor sports when they are included. Thus, a review of the rules of good sportsmanship is often necessary and critical for the development of friendships among neglected and rejected children.”

Review the homework assignment from Session 5:

- “In the previous session, children were assigned to bring an outdoor toy, make an in-group call, make an out-of-group call, and practice slipping-in.”
 - “You will begin the homework review by briefly checking for outside toys, and quickly reviewing the in-group and out-of-group calls.”
 - “The majority of the homework review should concentrate on the slipping-in assignment.”
- Video Clip: Slipping-In
 - Introduce the video clip:

“The homework review in this session is the first time the children have had the opportunity to discuss attempts to slip-in outside of the group. This video clip is an example of a girl who slipped-in at school.”
 - Show Video Clip: HW Review: Slipping-in (:55)
 - Following the video clip, say:

“Note how the therapist reviews the rules of slipping-in while going over the homework assignment. This is another helpful method of providing repetition of instruction, which is extremely helpful for children with FASDs.”

Review the didactic portion of the lesson:

- “The session 6 didactic lesson focuses on positive statements and praise. The didactic lesson is essentially a review of the rules for good sportsmanship. The children should be given the opportunity to recall the rules on their own. The therapist should write the rules on the board to help facilitate recall. In the event that they are unable to recall all of the rules, it is helpful to use the Socratic method to prompt responses. For example, if the children forget the rule ‘Suggest a change when you are bored,’ the group leader might ask the question, ‘What should you do when you get bored?’ in order to elicit the correct response.”

Discuss the homework assignment for Session 6:

- “The homework assignment in Session 6 is to bring an INSIDE toy to the next session, make an out-of-group call, and practice slipping-in with a group of new children. The in-group call is no longer assigned. Children will use indoor games in the next session to practice being a good host during mock play dates. It is helpful for the group leader to make suggestions about appropriate games to bring and check in with each child about their chosen game. Children are not allowed to bring videogames or solitary play activities.”

Review the Real Play for Session 6:

- “During the real play activity, children will be playing soccer or basketball and earning tokens for good sportsmanship.”
- Video Clip: Slipping-In
 - Introduce the video clip:

“This video clip shows children practicing being good sports on the play deck, and earning tokens. It is important to note that the distribution of tokens should always be coupled with verbal praise that describes the targeted behavior. For example, if Johnny does a good job of praising another team member, the child group leader or coach should say, ‘Johnny, good job praising your friend!’ while handing him a token.”
 - Show Video Clip: Tokens/good sportsmanship (:49)
 - Following the clip, note:

“Again, note how the therapist specifies why each child has earned a token, while using the child’s name to gain his or her attention.”

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Trainer Information: Child Session # 6

Review Reunification:

- “In the Session 6 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to practice slipping-in, bring inside games and make an out-of-group call. Group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate game to bring for next session, an appropriate child to call for the out-of-group call, and help the parent and child negotiate a place for the slipping-in assignment.”
 - Video Clip: Reunification
 - Introduce the video clip:

“This video clip illustrates how to discuss the buzzwords, talk about what the children learned in group that day, and how to help each parent-child dyad negotiate homework during the reunification.”
 - Show Video Clip: Reunification (3:52)
 - Following the clip, conclude:

“This clip also underscores some of the adaptations that have been made for this treatment. For example, there is considerable repetition of instruction during the reunification, which is conducted by allowing the children to show their parents what they’ve learned. Not only is this helpful for improved memory of the skills, it also gives children the opportunity to ‘shine’ for their parents.”

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Fidelity Checklist for Child Session #6

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Check for outside equipment
- ☐ Briefly review in-group and out-of-group calls
 - ☐ Ask all children who they called
 - ☐ Briefly check for trading information
 - ☐ Check for how they began and ended the phone call
- ☐ Review attempts to “slip into” a group of children with whom they were not familiar.
 - ☐ Questions to ask:
 - ☐ “Where did you go try to slip-in?”
 - ☐ “What game were the other kids playing?”
 - ☐ “How did you ask to join?”
 - ☐ “Which side did you join?” (winning or losing / more or fewer players)
 - ☐ “What did the kids do?” (Let you in or turned you down)
 - ☐ [When entry was turned down, add] “What did you do next?”

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Didactic: Rules of a Good Sport – Positive Statements

Rules of a good sport should be written on the board to facilitate recall

- ☐ List things children can say to praise others during play
 - ☐ Have children practice what they came up with
- ☐ The group leader has children recall the rules of a good sport from the last session using a Socratic method. Keep in mind the template for the five rules here:
 - ☐ Praise another kid's behavior
 - ☐ For example, say "nice try," "great shot," give high-fives, give thumbs-up
 - ☐ Kids who are really good at something often praise others too
 - ☐ Say what you want others to do – no refereeing
 - ☐ Refereeing is telling what not to do or calling violations/penalties, etc.
 - ☐ Coaches prompt this and suppress group members pointing out rule violations during real play activities
 - ☐ If bored, suggest a change in activity or suggest having a turn
 - ☐ Let others have fun too
 - ☐ Stay in your own area when playing a game
 - ☐ Don't try to catch all the balls everywhere during a game
 - ☐ Ask "Who should have fun?" (Answer: Everybody)
 - ☐ At the end of the game, tell the kids on your team and the other team it was a good game

Homework Assignment

- ☐ Slip into a group of children with whom you are not familiar
 - ☐ Have each child say where he or she will do this
- ☐ Bring an inside game next time
 - ☐ Examples: a board game, Jenga, Mancala, Connect Four, Battleship, Sorry, Parcheesi, Uno
 - ☐ No video games, trading or Magic Cards, or anything that shoots something
 - ☐ Have each child say what he or she will bring
- ☐ Out-of-group phone call
- ☐ (Note: The in-group call is no longer assigned)

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Real Play: Soccer / Basketball

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one warning and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Before going to the play deck, tell the children that they are going to be playing soccer or basketball
 - ☐ Child group leader can either choose the game based on the number of players or children's ability, OR you can allow the children to vote on which game they would prefer to play
- ☐ Tell the children it will be a "friendly" game – no keeping score and everybody gets to play
- ☐ Remind children that they will earn tokens for being good sports
- ☐ If any children do not have pockets for their tokens, give them a "fanny pack" to hold their tokens
 - ☐ Coaches may need to assist children in putting on fanny packs
- ☐ When you get to the play deck, assign teams
- ☐ Group leaders should be ready to prompt rule violations – instances of playing referee and not allowing others to participate (e.g. ball hogging)
- ☐ Gather the children together and explain rules for soccer or basketball
- ☐ Overview of rules for SOCCER:
 - ☐ Rules for regular soccer are used with a few exceptions
 - ☐ Children have to pass the ball constantly between at least two children
 - ☐ Children are not allowed to bump, play with physical aggression, kick the ball directly at another child, or dive recklessly (give warnings for these rule violations)
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out
 - ☐ Assign a goalie if no one volunteers
 - ☐ Periodically change goalies throughout the game
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations)
 - ☐ Do not allow any children to dominate the play
 - ☐ Do not allow children to keep score
- ☐ Overview of rules for BASKETBALL:
 - ☐ Rules for regular basketball are used with a few exceptions
 - ☐ Children are not allowed to steal the ball
 - ☐ No aggressive physical contact is allowed (e.g., no fouling)
 - ☐ The ball must be passed at least once prior to a basket being scored
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations)
 - ☐ Do not allow any children to dominate the play
 - ☐ Do not allow children to keep score

Session 6

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

- ☐ Child group leader and coaches should immediately start giving children tokens for being good sports
 - ☐ When distributing tokens, also give each child verbal praise for what he/she has done correctly
 - ☐ Example: “Johnny gets a token for giving praise!”
- ☐ Debriefing at the end of the game: At the end of the game, gather the children together and ask them if they had a good time and ask why they had a good time
 - ☐ Answer: Because everyone got to play; everyone had an equal opportunity to score; no one was getting injured by rough play
- ☐ As a group, have the children put their tokens into a pile
 - ☐ Discourage children from individually counting their tokens
- ☐ As a group, have everyone count the number of tokens earned
 - ☐ The group leader should be the only person touching the tokens at this time
 - ☐ Have everyone applaud when you are finished counting the tokens
- ☐ Have children line up at the end of the real play segment. When they are all in the line, have them return to the parent room

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today, we worked on praising other children. I saw a lot of good sports in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children that for next week they will:
 - ☐ Bring an inside game to the next session.
 - ☐ Make an out-of-group phone call.
 - ☐ Practice slipping-in to a group of kids playing.
 - ☐ Note that there is no longer an in-group call assigned.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate inside game to bring for next session
 - ☐ Identified a person to call outside of the group.
 - ☐ Remember to negotiate for the “best deal” and for a “back-up” call in case the first choice isn’t home.
 - ☐ Some parents may not realize that their child dislikes the child they want him or her to call. Children may suggest someone who doesn’t like them (e.g., never returns their calls) or whom the parent thinks is poorly behaved. The parent should suggest an alternative without stating why.
 - ☐ Negotiate a place for the “slipping-in assignment”
 - ☐ Children in fourth grade and above can slip-in without the parent present and then report back to the parent later

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Trainer Information: Parent Session # 6

Introduce the Rationale for the Parent Session:

- “Session 6 focuses on appropriate indoor games for children to play during play dates. Parents are told that their children will be assigned to bring indoor games to the next session in order to practice having a play date. Parents will be instrumental in helping their child choose appropriate games.”

Review the Homework Assignment from Session 5:

- “The homework assignment from the previous week was for parents to help their child select an appropriate outside toy, monitor the in-group and out-of-group call, and to help their child slip-into a group of children at play.”
 - “Begin the homework review by briefly reviewing with the parents the outside toy brought in by each child.”
 - “Then, quickly ask about the in-group and out-of-group calls.”
 - “Spend the majority of the homework review on the slipping-in assignment.”
- Video Clip: Homework Review: Slipping-In 1
 - Introduce the video clip:
“This video clip focuses on how to review the slipping-in homework assignment with the parents.”
 - Show Video Clip: HW Review: Slipping-in 1 (5:33)
 - Following the video clip, say:
“It is important to notice how a successful slipping-in experience can be a positive experience for both the parent and the child. You will want to be sure to praise parents for successful slipping-in experiences and encourage appropriate attempts.”
- Video Clip: Slipping-In 3
 - Introduce the video clip:
“The next video clip is an example of how to review homework with a parent who may or may not have completed the slipping-in assignment appropriately.”
 - Show Video Clip: HW Review: Slipping-In 3 (6:37)
 - Following the video clip, say:
“Overall, this slipping-in assignment would not be considered a success for this family. You will find that it is often more difficult to review unsuccessful homework assignments with parents than successful assignments. However, try to use every unsuccessful attempt as an opportunity to teach the parents what to do differently next time.”

Review the Parent Handout: Parent Handout: Session 6

- “The Session 6 didactic lesson focuses on selecting appropriate toys to play on a play date.”

Discuss the Homework Assignment for Session 6:

- “The homework assignment in session 6 is for parents to help their child slip-in with a group of children with whom they are unfamiliar and to monitor the out-of-group call. Children are assigned to bring an inside toy, make an out-of-group call, and to practice slipping-in.”

Review Reunification:

- “In the Session 6 Reunification, the group leaders go to each parent and child to make sure they have decided on an appropriate toy to bring for next session. Parents and children should have identified an appropriate child for an out-of-group call and negotiate a place for the slipping-in assignment.”

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Fidelity Checklist for Parent Session #6

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ There are three homework assignments (not including outside toy) and not enough time to review all in depth. Tell parents you would like them to focus primarily on the "slipping-in" assignment.
- ☐ Ask first for success stories on the "slipping-in" assignment. Then ask other parents to report what happened and trouble shoot any problems to help them think of ways to ensure that the assignment is completed next time.
 - ☐ Solicit the following details from parents:
 - ☐ Where did the child attempt to slip-in?
 - ☐ Was the parent either able to observe the child's attempt to slip-in or hear the details from the child?
 - ☐ Ask for elaborated descriptions - have parents review the details so they know you are serious about getting parents to observe or debrief with their child.
- ☐ Review the in-group call and out-of-group calls very briefly only to ensure that these calls were completed and that there weren't any problems. Address any major problems parents had in completing these assignments.
- ☐ Go around to each parent and ask:
 - ☐ "How did the out-of-group call go?"
 - ☐ "Did the inside group call go OK?" (you're only looking for "yes/no" answers here)
- ☐ Have parents identify a child who can potentially be invited as a playmate for the next outside group call. A child that their child met in the "slipping-in" assignment might be appropriate. They can schedule a play date for no sooner than 2 weeks from now.

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Homework Assignment

Next week begins the instruction on good host behavior on play dates. This session begins instructing parents on good and poor toys and games for play dates. Reviewing this handout (inside toys to bring for next session) should take no more than 10 minutes and generally poses no problems.

As new indoor toys are constantly being developed, it is sometimes difficult to determine if a particular toy would be appropriate for a play date. If the parent group leader is unsure whether a particular toy would be appropriate, a good strategy is to allow the child to bring the toy into the next session (when the children will be playing with indoor toys in order to practice appropriate behavior for play dates) and have the child group leader assess whether it encourages interactive play with lots of cooperative verbal exchange and can easily be shared. If so, then the toy would be appropriate for a play date. If not, then the child should be directed to play with something else during the session, and the parent should be informed that the toy would not be appropriate to bring into the group again, nor would it be appropriate for a play date.

- ☐ Distribute the parent assignment for session 7-9

Parent Assignment – Given on Session 6 (Due on Sessions 7-9)

GOALS

- ☐ To help your child search for potential best friends.
- ☐ To assist your child in the appropriate social use of games he or she has during informal one-to-one play dates.

Right Now and at the End of Every Session

- ☐ Continue arranging the assigned telephone call to children who are not in the group as before [the “out-of-group” phone call].

Before Each Friendship Group Meeting

- ☐ Let the parents know that next time the children will be working on being good hosts on play dates so they will need to bring an indoor game/toy to group.
- ☐ Have your child select a game to bring in next time that he or she can play well and that he or she would be likely to play with at home with another child.
 - ☐ This must be a game that two children can play and that encourages interaction between children; for example, a board game, action figures, Jenga, Mancala, Connect Four, Battleship, Sorry, Parcheesi, or Uno.
 - ☐ We will be using this to help your child learn how to play more appropriately with other children in one-on-one situations.

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Indoor Games to Exclude

Games that are NOT advisable for a play date:

- ☐ Obsessions – Any game on which your child is so hooked that he or she no longer cares if he or she is playing with someone else. Video and computer games are always in this category. Video games and computer games are typically a small part of many boys' (and sometimes girls') play dates, but children in our group tend to have a lot of trouble changing activities once they start playing these.
- ☐ Trades – Pokemon cards. Children may trade them and later regret the trade as unfair. These activities make for hurt feelings all around.
- ☐ Provocative games – water pistols, anything that shoots projectiles, martial arts toys or objects.
- ☐ Solitary or parallel activities – books, drawing or arts and crafts, watching TV or videotapes
- ☐ Require more than two to play – Twister, Clue
 - ☐ Tell parents we will be focusing on play dates when only one playmate will be invited over at a time.

Games that are NOT suited to our sessions:

- ☐ Tell parents that the following toys/games may be appropriate for longer play dates, but there will not be enough time to play with them in our sessions.
 - ☐ Too specialized for most kids – Dungeons and Dragons, Magic Cards (these are not games that are known by everyone – they limit whom you can play with)
 - ☐ Too complicated for many kids – If your child wants to bring chess or Mastermind, he or she needs to first find out if anyone else in our group knows how to play them. If not, these games shouldn't be brought into our sessions. Teaching other kids how to play a game is not a good way to make closer friendships with others – the teacher tends to dominate.
 - ☐ Too much time to set up – Monopoly - your child may spend the whole time setting them up and not get to play it during the session.

Homework Assignments:

- ☐ Your child is to attempt to slip into a group of unfamiliar children at play. [Parent and child should decide on where they are going to do this at reunification, with the assistance of the parent/child group leader or coach].
- ☐ Your child is to bring in an indoor toy, such as a board game (e.g., Jenga, Mancala, Connect Four, Battleship, Sorry, Parcheesi, or Uno). [Parent and child should decide on what game/toy the child is going to bring in at reunification, with the assistance of the group leaders].
 - ☐ Remember, no video games, trading or Magic cards, or anything that shoots something.

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- ☐ Out-of-group call
 - ☐ Remember that on this out-of-group call, your child can set up a play date if he/she would like to and the other child appears to be receptive, but this play date must be at least two weeks away, and must occur at your house when you will be there and available to monitor it.
 - ☐ Parents should note, however, that the current assignment is only to make an out-of-group call, not to make a play date – the above instructions are only if the issue arises on the call.
- ☐ Note: the in-group call is no longer assigned.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today, we worked on praising other children. I saw a lot of good sports in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader reminds the children that for next week they will:
 - ☐ Bring an inside toy to the next session.
 - ☐ Make an out-of-group phone call.
 - ☐ Practice slipping-in to a group of kids playing.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate toy to bring for next session
 - ☐ Identified a person to call outside of the group.
 - ☐ Remember to negotiate for the “best deal” and for a “back-up” call in case the first choice isn’t home.
 - ☐ Some parents may not realize that their child dislikes the child they want him or her to call. Children may suggest someone who doesn’t like them (e.g., never returns their calls) or whom the parent thinks is poorly behaved. The parent should suggest an alternative without stating why.
 - ☐ Negotiate a place for the “slipping-in assignment”
 - ☐ Children in fourth grade and above can slip in without the parent present and then report back to the parent later

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BUZZWORDS

Parent Handout

Child Session #6

Rules of a Good Sport:

Praise Statements

(Buzzwords are underlined)

Rules of a Good Sport:

- Praise other kid's behavior (see praise statements below)
- No refereeing
- Don't be a ball hog
- If you're bored, suggest a change in activity
- Let others have fun too
- At the end of the game, tell the other team it was a good game

Praise Statements:

- "Good job"
- "Nice play"
- "Good catch"
- "Nice throw"
- "Good game"
- "Nice try"
- Give a high-five
- Thumbs up

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Session 7 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 15 – Session 7: Making a Best Friend/Play Dates (pp. 119-132)

Session Overview

Child Session

- Homework review: slipping-in, out-of-group call, and appropriate inside toys
- Rules for being a good host

Parent Session

- Homework review: slipping-in, out-of-group call, and appropriate inside toys
- Rules for a good host
- Preparing for and supervising a play date

Rationale

Session 7 is focused on the rules of being a good host. The purpose of this session is to continue to prepare children to have successful play interactions when they have invited a guest to their house. Due to their social skills deficits, children with FASDs often fail to form close, reciprocal, confiding relationships (best friendships). Having one or two best friends is of great importance to later adjustment, can buffer the impact of stressful life events, and correlates positively with self-esteem and negatively with anxious and depressive symptoms.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- Incentive Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Indoor games

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Assignment
 - Buzzwords
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- None (indoor games)

Video Clips

Child Session 7

- HW Review: Slipping-in (2:15)
- **Rules of a Good Host Didactic (21:32)**
- Good Host Rehearsal (4:20)
- Reunification (1:51)

Parent Session 7

- **HW Review: Unsuccessful Slipping-In 1 (5:50)**
- **HW Review: Successful Slipping-In (2:07)**
- HW Review: Unsuccessful Slipping-In 2 (5:54)
- HW Review: Out-of-Group Call (5:03)
- Gold Standard Play Date (6:28)
- **PA Review: Making Play Date (7:22)**
- PA Review: Immediately Before Play Date (4:27)
- PA Review: During Play Date (3:39)
- PA Review: Immediately After Play Date (1:23)
- Reunification (1:51)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 7

Introduce the rationale for the child session:

- “Session 7 is a critical session because play dates are discussed for the first time. It is important to remember that the goal of the program is to help children establish a few close friends. The best way to do that is through play dates. The idea is that the children in the group will be hosts during play dates so that their parents can supervise. However, be prepared to be flexible with regard to where the play date takes place. Some families are uncomfortable with having people in their homes, so you may need to be flexible about having a play date at the park or in the community. Also, the term ‘play date’ may not be a culturally appropriate term for some families. If this is the case, they may be called ‘get-togethers’ or whatever else may be appropriate.”

Review the homework assignment from Session 7:

- “In the previous session, children were assigned to bring an inside toy, make an out-of group-call, and practice slipping-in.”
 - “Begin the homework review by briefly checking for inside toys, and quickly reviewing the out-of-group calls.”
 - “Then, spend most of your time concentrating on the slipping-in assignment.”
 - “You can inquire about the slipping-in assignment by asking:”
 - “Where did you go try to slip-in?”
 - “What game were they playing?”
 - “How did you slip-in?”
 - “How did you ask to join?”
 - “Which side did you offer to join?”
 - “What did the kids do?”

Review the didactic portion of the lesson

- “The session 7 didactic lesson focuses on the rules of a good host.”
- Video Clip: Rules of a Good Host
 - Introduce the video clip:

“This video clip shows how to introduce the rules for being a good host.”
 - Show Video Clip: Rules of a good host didactic (21:32)
 - Following the clip, point out:

“It’s important to notice how the therapist writes the rules for being a good host on the board to aid retention of the material.”

Discuss the homework assignment for Session 7:

- “The homework assignment in Session 7 is for children to bring an inside toy to the next session, continuing practicing slipping-in, and have a play date. They are encouraged to set-up their play dates during their out-of-group call.”

Review the Real Play for Session 7:

- “During the real play activity, children will be broken up into same-gender dyads to practice having a play date. Children should play with the games they brought to the group. The group leader should assign one child as the guest and one as the host; if there is time, the children may switch roles. Have the children decide which game is played first and when to switch games. The group leader and coaches will need to make sure that the children follow the rules for being a good host, including letting their guest pick the games.”

Review Reunification

- “In the Session 7 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to practice slipping-in, bring an inside toy, schedule a play date using their out-of-group call, and have a play date. Remind children that they are not allowed to play video games or computer games on their play date. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session and help the parent and child negotiate a place for the slipping-in assignment. The group leaders will also make sure the parent and child have decided on an appropriate person to call and invite over for a play date.”

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Fidelity Checklist for Child Session #7

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: Earning stars as a group will contribute to a better party for graduation.
- ☐ Check for indoor games
- ☐ Briefly review the out-of-group calls: Ask each child who they called.
- ☐ Briefly check for trading information and how they began and ended a phone call.

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- ☐ Review attempts to “slip into” a group of children with whom they were not familiar. Ask:
 - ☐ “Where did you go try to slip-in?”
 - ☐ “What game was played?”
 - ☐ “How did you ask to join?”
 - ☐ “Which side did you join?” (winning or losing)
 - ☐ “What did the kids do?” (let you in)
 - ☐ (When entry was turned down, add) “What did you do next?”
 - ☐ Praise children who handled getting turned down by accepting it and finding another group of children to try to slip in with.
 - ☐ Prompt children who either persisted in trying to slip-in with the same group after getting turned down or tried to enlist the aid of an adult.

Homework Assignment

- ☐ Bring an inside toy again next time
- ☐ Play dates: Pick a child to invite over for an hour or two. Call this child as the out-of-group call. Have a two-way conversation on the phone to determine which games to play before asking the other child over.
- ☐ Children should continue practicing slipping-in

Didactic: Rules of a Good Host

Rules of a good host should be written on the board to facilitate recall

- ☐ Ask the children the difference between “host” and “guest.”
 - ☐ Answer: The host’s job is to make sure the guest has a good time, to listen to the guest. The most important thing is the guest has fun.
- ☐ Tell the children they are going to have a play date (use the term “get-together” for older children) as the homework assignment.
 - ☐ They will use the out-of-group call to find out about, and set up, what the guest wants to do (i.e., the games they want to play) and to have the guest bring games they don’t have that the guest wants to play.
 - ☐ NO video games, computer games, or TV will be allowed.
- ☐ When the guest first gets to the house, they should give a tour of the house showing where bathrooms and kitchen are and ask if the guest is thirsty, and so on.
- ☐ Present the “Rules for a Good Host,” using a Socratic method. Keep in mind this template for the six rules.

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☐ **Rules for Being a Good Host (when you invite someone over to play)**

- ☐ 1) The guest gets to pick the games you play
 - ☐ Put away games you don't want to play with before your guest arrives. Computer games/Nintendo/TV etc. are off limits. They are to concentrate on getting to know each other by talking.
- ☐ 2) Praise the guest's behavior
 - ☐ For example, say "nice try," "great shot," etc. when playing games
- ☐ 3) No refereeing
 - ☐ Don't criticize the guest. The guest is "always right" except when the guest wants to do something dangerous.
- ☐ 4) If you're bored, suggest a change in activity or having a turn
 - ☐ You may have to make a deal by saying, "How about if we play _____, and then we can _____."
- ☐ 5) Let the guest have fun too
 - ☐ Take turns, share toys, etc.
- ☐ 6) Be loyal to your guest
 - ☐ If another child you know stops by or calls, thank them for coming by (or calling), and tell them you are busy and will get back to them later.
 - ☐ Do not leave your guest alone.
- ☐ Say to the children, "To help you be a better host, it's always a good idea to think of toys that you don't want the guest to play with. For instance, you put together a Lego airplane and you don't want your guest to take it apart. What could you do?"
 - ☐ Answer: put it away
- ☐ "Who can think of other examples?"
 - ☐ Have children think of toys they wouldn't want to share. Then add, "These are games that you want to keep out of sight of the guest. Your parents will help you find some place to put them right before your guest comes over. After the guest has left, you can get them."

Real Play: Indoor Games

- ☐ Break up into same-gender dyads. One child is picked to be the guest, the other is the host.
 - ☐ If there are an odd number of children, have one of the children practice with a coach.
- ☐ Then they play games they brought in (the guests decide which game).
- ☐ Praise the host for deferring to the guest's choice, saying the host has the hardest job.
- ☐ Have them decide which game is played first and when to switch games (the guest always gets to choose).
- ☐ If there is enough time, host and guest can switch roles.
- ☐ Give a 2-minute announcement before the child session is over and play has to stop. At the two-minute mark, group leaders may say, "The guest's mom just came to pick him up, so the play date (get-together) is ending. In two minutes it will be time to stop playing and put away the toys."

Session 7

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- ☐ Follow up in 2 minutes with, “It’s time to put away all toys now.”
 - ☐ Be sure that both children participate in the cleaning up process.
 - ☐ Encourage children to practice saying goodbye to their playmate (e.g., “Thanks for coming over,” “I had a nice time,” “See you later.”).

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today we worked on being a good host. I saw a lot of good host behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, “The major job everyone has this week is to make a play date [the term ‘get-together’ can be used for older children] with someone you’ve met during the ‘slipping-in’ assignment or someone you’ve been wanting to play with but haven’t recently.”
 - ☐ Decide on this person with your parent. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you’re not allowed to play video games, or computer games, or watch TV during the play date.”
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring an inside game
 - ☐ Continue to practice slipping-in to a group of kids playing
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate indoor game/toy to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can’t agree, tell them you’ll come back to them after going around the room.

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Trainer Information: Parent Session # 7

Introduce the rationale for the parent session:

- “Session 7 will focus on how to set up a successful play date. When you consider that the goal of this intervention is to help children make and keep friends, then it naturally follows that the development of successful play dates is one of the most important skills learned in the intervention. This is because the act of having one-on-one play interactions with peers outside of school is how close friendships develop.”

Review the homework assignment from Session 6:

- “In the previous session, parents were asked to monitor the out-of-group call, as well as to help their child slip-in. The out-of-group call and the results of the slipping-in assignments represent two sources of potential friends to invite for the upcoming play date. Those two assignments should be the main focus of the homework review.”
 - “Begin the homework review by asking for success stories on the slipping-in homework assignment.”
 - “For parents whose child did not have a successful slipping-in experience, briefly review what went wrong, and troubleshoot with parents regarding how they might encourage more appropriate attempts at slipping-in in the future.”
 - “Next, ask each parent to briefly review how the out-of-group call went.”
 - “Then very briefly have parents report which indoor game their child brought to the group. For any parents whose child did not bring in an appropriate indoor game, review with them what might be some more appropriate options for the next session.”
- Video Clip: Homework Review: Slipping-In 1
 - Introduce the video clip:
“This video clip focuses on how to review a successful slipping-in experience.”
 - Show Video Clip: HW Review: Successful Slipping-In (2:07)
 - Following the video clip, say:
“This video clip shows that as a therapist, you can be creative and flexible in what is defined as successful.”
- Video Clip: Homework Review: Slipping-In 2
 - Introduce the video clips:
“The next two video clips focus on unsuccessful slipping-in experiences.”
 - Show Video Clip: HW Review: Unsuccessful Slipping-In 1 (5:50)
 - Following the video clips, say:
“Let’s discuss the problems with these slipping-in attempts. First of all, the site was not close to home. Second of all, the child was not joining two children already at play. Third, the child joined with a sibling.”

Review the Parent Handout: Parent Handout: Session 7

- “The Session 7 didactic lesson focuses on how parents can appropriately supervise their child’s play date.”
- Video Clip: Making a Play Date
 - Introduce the video clip:
“This video clip illustrates how to talk about setting up appropriate play dates.”
 - Show Video Clip: PA Review: Making Play Date (7:22)
 - Following the video clip, note:
“It is important to note that the play date should not last more than an hour or two. Children will often ask to extend the play date if it is going well, but that it not recommended during the course of this group. The reason is that if the play dates goes too long, the children may become bored with each other. Instead, you should end the play date with the children wanting to spend more time with each other. It is also important to note that the parent is responsible for confirming the play date with the friend’s parent.”

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Trainer Information: Parent Session # 7

Discuss the homework assignment for Session 7:

- “The homework assignment in Session 7 is for parents to help their child slip-in with a group of children with whom they are unfamiliar, choose an appropriate indoor game for next week, monitor the out-of-group call as their child sets up a play date, and monitor the play date as it occurs.”

Review Reunification

- “In the Session 7 Reunification, the group leaders go around to each parent and child to make sure they have decided on an appropriate toy to bring for next session, and to make sure that they have identified an appropriate child for a play date, and negotiated a place for the slipping-in assignment.”

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Fidelity Checklist for Parent Session #7

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate indoor game/toy. Have parents hold on to any toys that are not appropriate.
- ☐ Games such as Chess or Mastermind are allowed only if the child checked with the group last week to see if anyone else knows how to play these games.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments

The out-of-group call and the results of "slipping-in" assignments represent two sources of children to invite for the upcoming play date. These assignments are the focus of the homework review.

- ☐ There are two homework assignments (not including inside toy) and not enough time to review all in depth. Tell parents that you want them to focus on the "slipping-in" homework and the out-of-group call.
- ☐ Ask first for success stories on the "slipping-in" homework assignment. Ask:
 - ☐ Where did the children attempt to slip-in?
 - ☐ Were parents either able to observe it or hear the details from the child?
 - ☐ For parents of children with bad reputations at school: Did the child with a bad reputation try to meet children in a new setting so that the child would be more successful and "take the heat off" making friends where the reputation was negative?
 - ☐ Did the child get a possible play date phone number from a child he or she slipped-in with?
- ☐ For parents whose child did not have a successful "slipping-in," briefly review what went wrong, and troubleshoot with parents regarding how they might encourage more appropriate attempts at "slipping-in" in the future.
- ☐ Ask each parent to briefly review how the out-of-group call went.
- ☐ For any parents whose child did not bring in an appropriate indoor game, review with them what might be some more appropriate options for the next session.

Parent Handout

Note that there is only one session in which children practice “good host” behavior before they are assigned a play date for homework – this is because parents’ supervision of the play is the major active treatment component. Parent should also get the idea that the guidelines for play dates should apply to all future play dates for the child, not just the ones completed for homework.

Ideally, the child will select someone he or she really likes AND that the parents believe to be well-behaved (poorly behaved children should be gently vetoed by the parents). The child calls the potential play mate (out-of-group call) to determine whether they have common interests and whether the other child seems receptive to having a play date. If so, then a play date can be arranged.

Parent Assignment (Due on Sessions 8-12)

Goal:

- ☐ To increase your child's ability to become better friends with acquaintances
- ☐ Studies show:
 - ☐ Informal play dates are most beneficial to development.
 - ☐ One or two such play dates per week is sufficient for these benefits
 - ☐ Parents and children who plan play dates together maximize these benefits
- ☐ Tell parents, “In this session, we are teaching your child how to be a good host. Your part of the next homework is to make sure your child uses these skills in your home during a play date that you will supervise using the guidelines that we’ll review today.”

At the End of This Session:

- ☐ Decide with your child on a new child to invite over. Your child must want to play with this child and this child should be well behaved for you
- ☐ Tell parents the “gold standard” for the child to be invited over is someone who:
 - ☐ Their child would like to play with
 - ☐ The parent believes would like to play with their child (i.e., was happy to receive the inviting call)
 - ☐ Is well behaved
 - ☐ Is not family or extended family
 - ☐ Is within 1 ½ years of age of their child, or in the same grade
 - ☐ Is within a 10-20 minute (or a reasonable amount of time) drive from their house (to encourage reciprocation)
 - ☐ Is the same gender as their child
- ☐ Have parents think of back-up playmates, in case their child suggests an inappropriate child or no child.
 - ☐ The best option is a new playmate never played with individually before (perhaps someone the child has known for awhile, but never invited over).
 - ☐ The next best choice is someone they haven’t invited over in a long while that used to be friends.
 - ☐ The third best option is someone they invite over rarely.
 - ☐ The fourth best choice is a current good friend.

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- ☐ Decide on possible times when you can supervise the activity for about 1-2 hours. (Future play dates with the same child may be longer if the initial play dates go well).
- ☐ Ask, “Who has other children in their household?” Parents who have other children at home will need to come up with a plan for what to do with siblings. Stress how important it is for a parent to be present during the entire play date in order to guide the child on the rules for a good host and to be ready to support the play date. The parent who supervises the play date should be the parent who has been attending the social skills group.

Making the Play Date:

- ☐ Your child is to have a two-way phone conversation with the other child first (to determine if they like each other, have mutual interests, and have something to do on the play date). Then your child is to make the invitation to the other child.
 - ☐ Stress that this telephone call doesn’t have to result in a play date, and shouldn’t if the children don’t hit it off or can’t think of anything they both like doing together. This is the only out-of-group call this week.
 - ☐ Have parents think of a good rationale to tell the guest for why there will be no video games or TV. A good example is, “My mom doesn’t allow me to play video games or watch TV on play dates.”
 - ☐ The parent should monitor this call within earshot to make sure that the child handles it appropriately and arranges to play games other than video and computer games.
 - ☐ Tell the parents that the children already have been made aware that they are not allowed to play video or computer games on their play dates. It has been presented to them as a necessary part of their homework.
- ☐ You (the parent) are then to check with the other child’s parent to finalize the date and time of the play date.
- ☐ This play date should be no longer than 2 hours [but may be slightly extended (e.g., 15-30 minutes) if going well].
- ☐ The parent should offer to pick up the guest before the play date, and if necessary, drop him or her off after the play date.
- ☐ Parents should not allow their child to accept invitations to the other child’s house until after they are confident that their child will act appropriately. This can only be assured through 3 or 4 successful play dates supervised by the parent at their own home.
- ☐ Furthermore, a play date at another child’s house will not qualify as completing the homework, because it puts the child in the “guest” role rather than the “host” role on the play date.

Immediately Before the Play Date:

- ☐ Have your child decide what to play with his or her guest—this should be something that will keep them busy for the play date. Ask what they decided on during the telephone call. Choose interactive games. Prohibit Nintendo, watching TV/videos and computer games.
- ☐ Have your child hide any games or toys that he or she does not wish to share or play with, or that are non-interactive.
 - ☐ Tell parents that once hidden, the games cannot be retrieved until the guest leaves. The child may choose not to hide them on the next play date.

- ☐ Ask your child to rePAEt the six rules of being a good host:
 - ☐ **The guest gets to pick the games you play.** Put away games you don't want to play with before the guest arrives.
 - ☐ **Praise the guest's behavior.** ("nice try," "great shot").
 - ☐ **No refereeing** (don't criticize the guest).
 - ☐ **If you're bored, suggest a change in activity or having a turn** (make a deal).
 - ☐ **Let the guest have fun too** (take turns, share toys).
 - ☐ **Be loyal to your guest.** If another child stops by or calls, thank them for coming by (or calling), and tell them you are busy now and will get back to them later. Do not leave the guest alone.

During the Play Date

- ☐ You are to monitor within hearing range but not so the children can see you.
 - ☐ Stress how important it is for the parent to be present during the entire play date in order to train the child on the rules for a good host and to be ready to support the play date.
- ☐ If your child breaks a rule, you should step in and remind her or him about the corresponding good host rule.
 - ☐ Tell parents: "At this time of the play date, parents have to be available to immediately reinforce good host rules."
- ☐ If the parent hears an argument, their child criticizing the guest, TV or video games on, or another child at the door, they are to intervene by:
 - ☐ Telling their child to step outside the room where he or she is playing for a moment.
 - ☐ After the child steps out, the parent is to ask, "Remember the rules for a good host?"
 - ☐ If the child can rePAEt the rule (don't criticize the guest...) then the parent asks if the child can do that now. If the answer is "yes", then they can send the child back.
 - ☐ If not, keep the child out until he or she agrees to follow the rule. Children are usually compliant in this context. If the child isn't able to rePAEt the relevant good host rule, then the parent states it simply (as is done immediately before the play date).
- ☐ A successful initial play date may involve several parent interventions when the child breaks good host rules. The number of times parents have to intervene should decrease over successive play dates. This is the teaching function of this play date.
- ☐ If a child wanders off in the middle of a play date, one of the following may have happened:
- ☐ The child didn't hit it off with the guest and wishes to disengage from an unpleasant experience.
 - ☐ The parent should ask if the child likes playing with the guest. If the answer is "no", then it's time for snacks and waiting for the end of the (short) play date. This is why the first play date is short.
- ☐ The child couldn't resolve a decision with the guest to switch to a new game.
 - ☐ The parent should enforce the good host rule. (The guest gets to pick the game).
- ☐ The play date went beyond the attention span of a child with ADHD (or other condition).
 - ☐ Consider a medication dose before the play date or consider shorter play dates, but for now remind the child of the good host rule.

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Immediately After the Play Date:

- ☐ If the play date was a success, try to get to know the other child's parents. Try to talk with them when they pick up their child or when you drop off their child.
 - ☐ Encourage parents to get to know the guest's parents if they want the child as a friend for their child. Saying something nice about the other child is a good icebreaker.
 - ☐ Remember, parents should defer accepting invitations to a new child's house to a future time when they are more confident that their child will act appropriately.
- ☐ After the other child has left, praise your child for something he or she did well during the play date. Ask your child if he or she would like to invite the playmate over again.

Homework Assignments:

- ☐ Your child is to bring in an indoor toy, such as a board game (e.g., Jenga, Mancala, Connect Four, Uno). [Parent and child should decide on what game/toy the child is going to bring in at reunification].
 - ☐ Remember, no video games, trading or Magic cards, or anything that shoots something.
- ☐ Play date and out-of-group call
 - ☐ You and your child together should select another child to invite over for a play date of an hour or two. Your child should call this child to have a two-way conversation to decide on which games to play before asking the other child over.
- ☐ Continue to practice slipping-in.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on being a good host. I saw a lot of good host behavior in this group. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, "The major job everyone has this week is to make a play date with someone you've met during the "slipping-in" assignment or someone you've been wanting to play with but haven't recently."
 - ☐ Decide on this person with your parent. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you're not allowed to play video games, or computer games, or watch TV during the play date."
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring an inside game.
 - ☐ Continue to practice slipping-in to a group of kids playing.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate indoor game/toy to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can't agree, tell them you'll come back to them after going around the room.

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BUZZWORDS

Parent Handout

Child Session #7

Rules of a Good Host:

Play Dates

(Buzzwords are underlined)

Rules of a Good Host:

- **The guest gets to pick the games** or activity
 - If you don't have the games or toys they like, invite them to bring their favorite games or toys over
 - Put away games and toys that you don't want the guest to play before they get there
- **Praise** the guest's behavior
- **No refereeing**
- **If you're bored, suggest a change** in activity
- **Let the guest have fun too**
- **Be loyal to your guest**
 - Don't leave your guest alone
 - If someone else stops by, tell them you're busy and will call them later
 - Don't invite someone else into your play date

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Session 8 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 16 – Session 8: Resisting Teasing (pp. 133-146)

Session Overview

Child Session

- Homework review: in-group call and appropriate outside toys
- Handling and resisting teasing

Parent Session

- Homework review: slipping-in, out-of-group call to set-up play date, play date, and appropriate inside toys
- Ways to help your child resist being teased

Rationale

Session 8 is focused on helping children handle and resist teasing. The purpose of this session is to teach children how to identify reasons why children should not tease, understand the reasons why children tease one another, and teach children how to successfully manage their feelings and actions when they are teased in order to decrease their chances of being teased in the future. Children with FASDs often have problems with impulse control and low frustration tolerance, which make it difficult for them to ignore teasing and avoid conflict situations. In addition, they may exhibit inappropriate behaviors (e.g., excessive touching, bad body boundaries, interrupting others, etc.) that further alienate peers and may lead to teasing. Appropriate intervention, facilitated by parents, is especially important for children with Prenatal alcohol exposure to reduce peer rejection, isolation, and demoralization.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- Incentive Program Materials
- Weekly Homework Sheet

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Assignment
 - Buzzwords
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- None (indoor games)

Video Clips

Child Session 8

- HW Review: Play Dates (2:38)
- **Tease the Tease Didactic (15:11)****
- **Tease the Tease Didactic (2:26)**
- Reunification (3:09)

Parent Session 8

- **HW Review: Out-of-group Call 1/Play Date (9:16)****
- **HW Review: Out-of-group Call 2 (2:43)**
- PH Review: Effective Ways to Resist Being Teased (10:38)
- Reunification (3:06)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 8

Introduce the rationale for the child session:

- “Session 8 focuses on how to handle and resist teasing. Research indicates that rejected children are generally teased more than neglected or accepted children. Not surprisingly, the majority of children in Good Buddies typically fall into the rejected category. One of the reasons that rejected children often continue to remain rejected is because they often react in exactly the wrong way when being teased. They get upset, angry, and put on a show for the other kids, which is exactly what the teasers want. So instead of doing exactly what the teasers want, we teach the children why other children tease, and give them new ways to react to teasing. We call this technique, ‘tease the tease’.”
- “It’s important to note that ‘tease the tease’ does not mean that we want the children to make fun of others; rather, we want them to make fun of what the teasers have said.”

Review the homework assignment from Session 7:

- “In the previous session, children were assigned to bring an inside toy, practice slipping-in, to make a play date using their out-of-group call, and have a play date.”
 - “You will begin the homework review by briefly checking for inside toys and slipping-in.”
 - “Then, you will spend the majority of the homework review discussing the play date. You can review the play date by asking questions such as:”
 - “Who did you play with?” and “Did you call first to figure out what to do?”
 - “Tell me one or two things you decided to do?”
 - “Did you actually do what you decided you were going to do?”
 - “Who got to pick the games?” and “Did your guest have a good time?”
 - “Is this someone you might want to have another play date with?”

Review the didactic portion of the lesson

- “The session 8 didactic lesson focuses on handling and resisting teasing.”
- Video Clip: Tease the Tease Didactic
 - Introduce the video clip:

“This video clip shows how to discuss the use of Tease the Tease.”
 - Show Video Clip: Tease the Tease Didactic (15:11)
 - Following the video clip, point out:

“Notice that the therapists draws a ‘button-box’ on the board, but describes it as a video game controller. This concept is somewhat different from the CFTM, but seems to make more sense to the children.”

“Also note that the therapist wrote various comeback responses on the board.”
- Video Clip: Tease the Tease Rehearsal
 - Introduce the video clip:

“This next video clip illustrates how to rehearse and practice ‘Tease the Tease’ with the children and how to provide appropriate performance feedback.”
 - Show Video Clip: Tease the tease rehearsal (2:26)
 - Following the clip, remind the therapists:

“It is important that the child group leader choose something to tease about that is fairly innocuous. For example, you will want to say something like, “Your dog is ugly” or “Your shoes are ugly.” It is critical to use a fairly benign insult in order to avoid hurt feelings in the rehearsal.”

Discuss the homework assignment for Session 8:

- “The homework assignment in Session 8 is for children to bring an inside toy to the session, and continue practicing slipping-in. Children are also assigned to have a play date, which they should schedule during their out-of-group call. Finally, children should practice ‘Tease the Tease’ if the occasion arises during the week, but they should not practice ‘Tease the Tease’ on the out-of-group call.”

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Trainer Information: Child Session # 8

Review the Real Play for Session 8:

- “During the real play activity, children will be broken up into same-gender dyads to practice having a play date while playing with the games they brought to group. One child should be assigned to be the guest and the other should be the host. If there is time, the children may switch roles. You should have the children decide which game is played first and when to switch games.”

Review Reunification

- “In the Session 8 Reunification, the group leaders will review what was learned in the session, review the buzzwords, remind the children to practice slipping-in, bring an inside toy, make a play date using their out-of-group call, have a play date, and practice ‘tease the tease’ if the occasion arises. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for the next session and help the parent and child negotiate a place for the slipping-in assignment. The group leaders will also make sure the parent and child have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Child Session #8

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Check for indoor games.
- ☐ Ask if any child had a chance to “slip-in” and call on children who raise their hands to volunteer reports of homework compliance.

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- ☐ Review play date
 - ☐ Ask who did the play date homework and pick only children who did.
 - ☐ Allow them to tell about their play date only if they followed the rules. If the child gives an example of a play date in or just outside the home, then allow the child to continue. If it was anywhere else or the child talked about playing video games, then it wasn't a play date according to the assignment.
- ☐ Questions to ask:
 - ☐ "Who did you play with?"
 - ☐ "Did you call first to figure out what to do?"
 - ☐ "Tell me one or two things you decided to do."
 - ☐ "Did you actually do what you had previously decided for the play date?"
 - ☐ "Who got to pick the games?"
 - ☐ "Did your guest have a good time?"
 - ☐ "Did you have a good time?"
 - ☐ "Is this someone you might want to have another play date (get-together) with?"

Didactic: Tease the Tease

- ☐ Draw a box with a person inside on the board and two lines connecting it to a Nintendo controller with buttons ("button box").
 - ☐ Ask, "Why do kids tease?"
 - ☐ After two or three children give answers (if none are correct), the group leader says, "Kids tease because they want to get you upset and 'lose your cool.' So that maybe you'll cry, yell, hit, get in trouble or look foolish. They are also doing it to show off in front of other kids. They may even say to the other kids, 'watch what I'm going to do.'"
 - ☐ "Do we want to provide the entertainment for kids who are teasing us?" (Answer: "No.")
- ☐ Discuss the "button box" by saying:
 - ☐ "Like a videogame, kids try to 'push our buttons' and make us do what they want. Everyone has different buttons that makes them upset. Children who tease figure out which 'button' to press to make us upset, and then they press that 'button.' If we cry and get upset, they will come back and press that button again and again. Everyone has different 'buttons.'"
- ☐ Have the children think of at least one "button" that children (not necessarily them) get upset with.
- ☐ Erase the line drawn from the controller to the box and say:
 - ☐ "What we need to do is break the cord so that other children can't control us. We have to disconnect these buttons. Don't give the teaser an easier job."

- ☐ “We want children to be able to have something to say back to the teaser without doing to them what they are doing to you. If you tease back, you will get in trouble, too. If we give the teaser a comeback that’s funny and we don’t get upset, they’ll look for someone else who will put on a better show for them and is easier to tease.”
- ☐ “We call these comebacks tease the tease and they give the attitude, ‘I don’t care.’ It’s called tease the tease because you are making fun of what the person said – you are NOT making fun of the actual person.”
- ☐ “Good tease the tease comebacks are short, don’t make you look silly, and make it seem like what the teaser is saying doesn’t bother you. They don’t even have to have words. For instance, a shoulder shrug can also give the attitude that you don’t care.”
 - ☐ Demonstrate shaking head and shrugging shoulders
 - ☐ Say the tease the tease comebacks below and list them on the board:
 - ☐ And your point is. . .
 - ☐ Talk to the hand...
 - ☐ Whatever . . .
 - ☐ Can’t you think of anything else to say?
 - ☐ So what?
 - ☐ Big deal!
 - ☐ Who cares?
 - ☐ Tell me when you get to the funny part.
 - ☐ Thanks for sharing.
 - ☐ [Exaggerated yawn, covering mouth, stretching motions]
 - ☐ Huh? Huh? Huh? [Exaggerated pretending not to hear the teasing.]
 - ☐ Boo Hoo Hoo. [said flatly while hand is rubbing eye in exaggerated pretend crying.]
 - ☐ Yeah, and...
- ☐ Ask each child to pick a comeback to use and go around room and “tease” each child by saying something fairly benign like, “Your dog is funny looking.” Some children will try to formulate their own comebacks. If they fit the criteria of making fun of the tease without teasing back, then accept them.
- ☐ Praise them when they sound confident and use a good comeback. Correct them when they attempt to tease back. Discourage talking about specific teases.

Homework Assignment

- ☐ Have each child name a likely perpetrator, if the child wants to. Have them practice the tease the tease technique on the perpetrator next week or with a parent. Do not practice this during telephone calls.
- ☐ Bring an inside toy again next time.
- ☐ Play dates: Pick a child to invite over for an hour or two. Call this child as the out-of-group call. Have a two-way conversation on the phone to determine which games to play before asking the other child over.
- ☐ Children should continue practicing slipping-in.

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Real Play: Indoor Games

- ☐ Assign children to guest and host dyads as in Session 7 to practice good host rules, making sure that each child gets a turn at being the guest and host across Sessions 7 and 8.
- ☐ The group leader may go around to each dyad and ask whose idea it was to play the game they are playing. Verify that the child assigned as the guest picked the game.
 - ☐ Praise hosts who followed the guest's suggestion.
- ☐ The child group leader may go around the room and have the children practice being loyal to their guest.
 - ☐ The child group leader pretends to knock on the door of the host and asks if he/she can come out and play.
 - ☐ The host should respond by saying that they're busy but will call the child later.
 - ☐ Praise children for successful attempts to be loyal to their guest.
 - ☐ Coach children who are not loyal to their guest and have them practice again following the rules.

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today we worked on being a good host. I saw a lot of good host behavior in this group. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, "The major job everyone has this week is to make a play date with someone you've met during the slipping-in assignment or someone you've been wanting to play with but haven't recently."
- ☐ Decide on this person with your parent. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you're not allowed to play video games, or computer games, or watch TV during the play date."
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring an inside game.
 - ☐ Practice tease the tease if it comes up.
 - ☐ Continue to practice slipping-in to a group of kids playing.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate indoor game/toy to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can't agree, tell them you'll come back to them after going around the room.

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Trainer Information: Child Session # 8

Introduce the rationale for the parent session:

- “Session 8 focuses on how to help children handle and resist teasing. Parents will be taught about the reasons why children tease and how we want their children to handle teasing. Parents will be instructed that their children need to give the appearance that the teasing did not work, by acting like what the other child said didn’t bother them. Many parents and adults give children the advice to either ignore the teasing or tell an adult. However, we know that this advice rarely works and often increases teasing.”

Review the homework assignment from Session 7:

- “In the previous session, parents were asked to help their child slip-in with a group of children with whom they are unfamiliar and monitor the out-of-group call as their child sets up a play date. More importantly, parents were also asked to monitor their child’s play date. At the beginning of the homework review, tell parents that you want them to focus on the play date and the out-of-group call to set up the play date.”
- “Parents typically need reminding that the out-of-group call is specifically for the purpose of organizing the play date and that they should also be monitoring this.”
 - Video Clip: Homework Review: Out-of-group Call/Play Date
Introduce the video clip:
“This video clip focuses on reviewing the out-of-group call and the play date.”
 - Show Video Clip: HW Review: Out-of-group Call 1/Play Date (9:16)
 - Following the video clip, say:
“This video clip is a good example of how the therapist uses a successful play date as an example for the rest of the parents.”
 - Show Video Clip: Out-of-group Call 2 (2:43)
“This clip is an example of how phone calls don’t always work out and how to address these setbacks with parents.”

Review the Parent Handout: Session 8: Effective Ways to Resist Being Teased

- “The Session 8 didactic lesson focuses on ways to help your child resist and handle teasing. There are two main points to this handout:”
 - “Parents can reduce teasing by ‘backing off’ on having their child defend the ‘family honor.’”
 - “Parents can give booster sessions, practicing tease the tease with their child.”

Discuss the homework assignment for Session 8:

- “In Session 8, parents are given the homework assignment to monitor their child’s play date and phone call with a new child. The parent and child may practice tease the tease if the child agrees.”
 - “With regard to the tease the tease assignment, tell parents they should not use an actual tease when practicing with their child to avoid teaching their child to tease back. They should use benign or nonsense teases, like ‘your dog is ugly.’ The purpose of the assignment is to get children to practice a variety of comebacks.”
- “Children are also assigned to bring an indoor game for next week and to continue to practice slipping-in.”

Review Reunification

- “In the Session 8 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to practice slipping-in, bring an inside toy, make a play date over the phone, and practice ‘tease the tease’. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session and help the parent and child negotiate a place for the slipping-in assignment. The group leaders will also make sure the parent and child have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Parent Session #8

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate indoor game/toy. Have parents hold on to any toys that are not appropriate.
- ☐ Games such as Chess or Mastermind are allowed only if the child checked with the group last week to see if anyone else knows how to play these games.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ There are two homework assignments (not including inside toy) and not enough time to review all in depth. Tell parents that you want them to focus on:
 - ☐ The out-of-group call to set up the play date
 - ☐ The play date.
- ☐ Parents typically need reminding that the out-of-group call is specifically for the purpose of organizing the play date and that they should also be monitoring this.
- ☐ Ask about the out-of-group call:
 - ☐ Was the other child interested or excited by the call?
 - ☐ Did the children have things to talk about (in a two-way conversation)?
 - ☐ Did the children come up with things to do together on the play date?

If **YES** to all of those questions, then parents should have arranged the play date.

If **NO** to all, then they should have helped their child select another playmate.

- ☐ Ask the parents whose child had a successful play date experience and have those parents report first.
- ☐ Ask parents to give an account of their child's play date:
 - ☐ Was a parent there to supervise?
 - ☐ Did the parent have to intervene to enforce the good host rules?
 - ☐ Did the child comply with the rule? [Note to group leader: This is the teaching function of this play date - having to enforce rules helps the children where and when they need it the most]
 - ☐ What were the different activities that the children played?
 - ☐ How did the exclusion of video games and TV work?

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- ☐ Did the child want to invite his or her playmate back?
- ☐ Elicit details to demonstrate how this was a better quality play date than the child's previous play dates.
- ☐ Did the parent get to know the other child's parent a little bit?
- ☐ For parents whose child did not have a successful play date or did not have a play date at all, briefly review what went wrong, and troubleshoot with parents regarding how they might facilitate a more successful play date for the next homework assignment.
- ☐ Tell the parents that:
 - ☐ a play date should be easier on the parent than supervising their children alone.
 - ☐ having a successful play date is a self-esteem booster, especially if their child found another child with similar interests and entertained him or her on his or her own.
 - ☐ their child should know that another child came over just to play with him or her, not just to play with apPAElng video games.

Homework Assignments:

- ☐ Next play date: Parents should help their child select another playmate with whom the parent is comfortable (not a child with behavior problems) and with whom their child would like to have a play date.
- ☐ Parents should encourage their child to have play dates with a few different children before the group is over, so their child will have a choice of whom they want to play with based on actual experience.
- ☐ Reiterate two things for the parent to look for when monitoring the out-of-group call:
 - ☐ Did the children come up with things to do together on play date?
 - ☐ Did the other child seem to be enthusiastic about the prospect of a play date?
 - ☐ If the answer is YES to both of these questions, then the parent should get on the phone to arrange a play date with the other child's parent.
 - ☐ Remember, however, an out-of-group call does not have to end in a play-date being set up. If the other child did not apPAEr to be interested or receptive, then the parents should encourage their child to move on and call someone else.
- ☐ Remind parents that the first play date should only be 1 to 2 hours. It's easier to extend a short play date going well than to cut a play date disaster short. It's better to end the first play date on a good note than to have a long play date end poorly.

Parent Handout – Session 8: Effective Ways to Resist Being Teased

- ☐ There are two main points to this handout: (a) Parents can reduce teasing by “backing off” on having their child defend the “family honor.” (b) Parents can give booster sessions, practicing “tease the tease” with their child.
- ☐ Children will pick on others to tease chronically because they find it fun to watch their victim's reactions. Reactions that spur on perpetrators usually involve “losing one's cool” or not knowing what to do.
- ☐ More effective strategies against perpetrators involve making teasing less fun for them but not getting angry.
 - ☐ Walking away may sometimes work.
 - ☐ Telling the teacher or other authority figure tends not to work for children past first grade, because peers will tease them about this (“tattletale”).

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- ☐ An effective strategy we are teaching your children is to “tease the tease.” What they will do is make fun of the perpetrator’s inability to tease well. This is different from teasing back: The child does not sink to the level of the perpetrator, and may gain support from onlookers for this.
- ☐ Tell parents that the idea is to show that the teasing doesn’t bother the child (even if it does) and that the child has a competent comeback for any tease the perpetrator might have.
 - ☐ Children can do this with short, snappy comebacks (they shouldn’t get tangled up in an overly wordy or complicated comeback) or with voice tone or actions indicating disdain.
 - ☐ They need enough different comebacks so that the perpetrator will think: “There’s plenty more where that came from. This is no fun for me.”
 - ☐ Having an effective comeback will make the children feel much better and more in control.
 - ☐ Treating teasing in a matter-of-fact way rather than as onerous and intolerable also helps take the “punch” out of it.
 - ☐ Review the distinction between teasing back (which provokes more teasing, injures the child’s reputation, and potentially escalates into a physical altercation) and tease the tease (which can’t be used as a tease itself, but results in a sense of mastery and often gains support from onlookers).
- ☐ Examples of “tease the tease”:
 - ☐ And your point is. . . “
 - ☐ Talk to the hand ‘cause the face ain’t listening.”
 - ☐ “Whatever . . .”
 - ☐ “Can’t you think of anything else to say?”
 - ☐ “So what?”
 - ☐ “Big deal!”
 - ☐ “Tell me when you get to the funny part.”
 - ☐ “Thanks for sharing.”
 - ☐ [Exaggerated yawn, covering mouth, stretching motions]
 - ☐ “Huh? Huh? Huh?” [Exaggerated pretending not to hear the teasing.]
 - ☐ “Boo hoo hoo.” [said flatly while hand is rubbing eye in exaggerated pretend crying.]
 - ☐ “Yeah, and. . . “
- ☐ The essential elements are:
 - ☐ Showing the tease does not bother the child (demonstrating an unconcerned attitude).
 - ☐ Having a series of short, humorous responses to successive teases.
 - ☐ Not sinking to the perpetrator’s level by making personal attacks on him or her.
- ☐ Encourage parents to take turns teasing the group leader, using a benign tease (e.g., “your dog is funny looking”) while the group leader models comebacks. At the end of this demonstration, add that the child can use this in response to teasing from a sibling.

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Parent Assignment

- ☐ Play date and phone call with a new child
- ☐ Indoor game
- ☐ Continue to practice slipping-in
- ☐ (Optional) You and your child may practice “tease the tease,” if your child agrees.
 - ☐ Tell parents they should not use an actual tease in practice to avoid teaching their child to tease back. They should use benign or nonsense tease, like “your dog is funny looking.” The idea is to get children to practice a variety of comebacks.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today, we worked on how to tease the tease. We also worked on being a good host on a play date. I saw a lot of good host behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, “The major job everyone has this week is to make a play date with someone you’ve met during the “slipping-in” assignment or someone you’ve been wanting to play with but haven’t recently.”
 - ☐ Decide on this person with your parent. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you’re not allowed to play video games, or computer games, or watch TV during the play date.”
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate indoor game/toy to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can’t agree, tell them you’ll come back to them after going around the room.

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BUZZWORDS

Parent Handout

Child Session #8

Resisting Teasing:

Tease the Tease

(Buzzwords are underlined)

Reasons why kids tease:

- They're trying to upset you
- They're trying to get you to lose your cool
- They're trying to push your buttons
 - Button Box (bullies try to figure out which button to push to upset you)

Rules for Tease the Tease:

- Don't tease or make fun of the other kid
- Make fun of what they said (tease the tease)
- Act like what they said does not bother you
- Tease the tease statements:
 - "So what"
 - "Big deal"
 - "Whatever"
 - "Yeah, and..."
 - "Who cares"
 - "What.....what.....what...?"
 - Exaggerated yawn

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Session 9 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 17 – Session 9: Respect Toward Adults (pp. 147-154)

Session Overview

Child Session

- Homework review: play date, out-of-group phone call to set-up play date, slipping-in, handling teasing, and appropriate inside toys
- How to handle unfair accusations by adults

Parent Session

- Homework review: play date, out-of-group phone call to set-up play date, slipping-in, handling teasing, and appropriate inside toys
- How to handle a situation when an adult complains about your child

Rationale

Session 9 is focused on how to handle unjust accusations by adults. The purpose of this session is to help the children understand children sometimes get accused of doing things they have not done. It is important to explain why adults might naturally think a child with a bad reputation has done something bad (e.g., past behavior predicts future behavior), normalize the experience by explaining that this kind of misunderstanding happens to most children at some time or another, and teach them strategies for handling the situation when it does occur. Children with Fetal Alcohol Spectrum Disorders (FASDs) frequently have poor reputations with adults and may often be accused of doing things they did not do, so this lesson may be particularly relevant for children with prenatal alcohol exposure.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- Incentive Program Materials
- Weekly Homework Sheet

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Assignment
 - Buzzwords
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- None (indoor games)

Video Clips

Child Session 9

- HW Review – Good Play Date (1:52)
- HW Review – Bad Play Date (1:54)
- **Unjust Accusations Didactic (15:34)****
- **Unjust Accusations Rehearsal (1:47)**
- Unjust Accusations Rehearsal (:24)
- Reunification (3:09)

Parent Session 9

- Review: Tease the Tease (1:37)
- **Review: Play Date (6:22)****
- **Review: Handling Adults Complaining About Your Child (7:10)**
- Reunification (3:09)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 9

Introduce the Rationale for the Child Session:

- “Session 9 focuses on how to handle unjust accusations from adults. Children with bad reputations are often accused of doing things that they haven’t done. Obviously, this can be very upsetting to children and cause them to get upset and argue with the adult accusing them. Instead of feeding this bad reputation by arguing, we give children specific strategies to handle situation. We begin with a discussion of how children acquire a bad reputation, and how often a bad reputation gets you unfairly accused of doing things you did not do. We try to normalize the situation for the children by explaining that everyone is accused of doing something they didn’t do at some point, but by appropriately handling the situation, you can minimize the negative impact.”

Review the Homework Assignment from Session 8:

- “In the previous session, children were assigned to bring an inside toy to the session, continuing practicing slipping-in, and use tease the tease if it was relevant that week. Children were also assigned to have a play date and schedule that play date on their out-of-group call.”
 - “Begin the homework review by briefly checking for inside toys and slipping-in.”
 - “Then review the play date.”
 - “Finally, check to see if anyone had a chance to practice ‘tease the tease’.”

Review the Didactic Portion of the Lesson

- “The session 9 didactic lesson focuses on respect towards adults.”
- Video Clip: Unjust Accusations didactic
 - Introduce the video clip:
“This video clip shows how to teach the children strategies to handle unjust accusations from adults.”
 - Show Video Clip: Unjust accusations didactic (15:34)
 - Following the clip, recap the strategies used:
 - “So again, the strategies used included:
“Don’t lose your cool, answer back, give dirty looks, ignore, or roll your eyes at the adult and
“Do try to explain the situation to the adult ONLY ONCE, and say ‘If it will keep me out of trouble then I will’ and essentially fill-in the blank”
- Video Clip: Unjust accusations rehearsal
 - Introduce the video clip:
“This video clip illustrates how to rehearse strategies for handling unjust accusations with the children while using performance feedback.”
- Show Video Clip: Unjust accusations rehearsal 1 (1:47)
 - Following the clip, note for the therapists:
“Remember to always give stars for participation, as well as verbal praise as immediate reinforcement of the skills the children are learning. This type of reinforcement goes a long way in keeping the children engaged in the process of learning this material.”

Discuss the homework assignment for Session 9:

- “In Session 9, the homework assignment is for children to bring an OUTSIDE toy to the next session, have a play date, and schedule that play date on their out-of-group call. Children should also practice ‘tease the tease’ and handling unjust accusations if the occasion arises during the week.”

Review the Real Play for Session 9:

- “During the real play activity, children will be broken up into same-gender dyads to practice having play dates and should play with the games they brought to group. The child group leader should walk among the dyads, staying next to each pair long enough to get a sense of the interaction and then make a reasonably related but unjust accusation of one of the children. Before this exercise begins, it is important to notify the children that you will be surprising them with unfair accusations while they are playing.”

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Trainer Information: Child Session # 9

Review Reunification

- “In the Session 9 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring an OUTSIDE toy next week, make a play date using their out-of-group phone call, have a play date, and practice ‘tease the tease’ and handling unjust accusations if the situation arises during the week . The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session and make sure the parent and child have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Child Session #9

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Check for indoor games
- ☐ Briefly review the “slipping-in” assignment
- ☐ Review the play date
 - ☐ Ask who did the play date homework and pick only children who did.
 - ☐ Allow them to describe their play date only if they followed the rules. If not, cut them off and ask who did the homework assignment.

Session 9

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- ☐ Ask:
 - ☐ “Did you call first to figure out what to do?”
 - ☐ “What were things you decided to do?”
 - ☐ “Did you do what you decided on the play date?”
 - ☐ “Who got to pick the games?”
 - ☐ “Did your guest have a good time?”
 - ☐ “Did you have a good time?”

Tease the Tease Examples:

- And your point is. . .
- Talk to the hand ‘cause the face ain’t listening.
- Whatever . . .
- So what?
- Big deal!
- Tell me when you get to the funny part.
- Thanks for sharing.
- [Exaggerated yawn, covering mouth, stretching motions]
- Huh? Huh? Huh? [Exaggerated pretending not to hear the teasing.]
- Boo Hoo Hoo. [said flatly while hand is rubbing eye in exaggerated pretend crying.]
- Yeah, and...

- ☐ Check to see if anyone used tease the tease
 - ☐ Ask:
 - ☐ “Did anyone get a chance to tease the tease?”
 - ☐ Ask for details and correct children who applied it incorrectly by asking the group, “What would be a good way to tease the tease?”
 - ☐ Don’t allow any child to say what particular tease was used against them.
 - ☐ Continue practicing this technique by having each child come up with one way to tease the tease and correcting errors.

Didactic: Respect Toward Adults

- ☐ Ask “Why do adults sometimes accuse children of doing things they didn’t do?” And quickly state, “The child has a bad reputation.”
- ☐ Have children say what a child can do to other kids that gives him or her a bad reputation (use these points as a template):
 - ☐ Trying to get others in trouble
 - ☐ Accusing kids of doing things they didn’t do

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- ☐ Not following the rules of a game
- ☐ Taking other kids' things
- ☐ Bossing other kids around
- ☐ Laughing when someone makes a mistake
- ☐ Ask "What can a kid do to an adult that gives him a bad reputation?"
 - ☐ Rolling your eyes at an adult
 - ☐ Smiling or ignoring adults when they accuse you of something
 - ☐ Calling an adult names, cursing, telling them you won't listen
- ☐ Demonstrate these all in one example and ask what will happen if children do this
 - ☐ Answer: They will go to principal's office or get into more trouble
- ☐ Explain the rules of how to handle adults who accuse you of doing things you didn't do:
 - ☐ **Don't**
 - ☐ Lose your cool
 - ☐ Answer back
 - ☐ Give dirty looks
 - ☐ Smile at
 - ☐ Ignore
 - ☐ Roll your eyes at the adult
 - ☐ An adult won't listen as readily, even if you're right, if you are disrespectful
 - ☐ **Do**
 - ☐ Try to explain the situation to the adult ONLY ONCE.
 - ☐ If this doesn't work, stop talking and be quiet, even if the adult is wrong.
 - ☐ If you do this, the adult might listen to your explanation the next time.
 - ☐ You might say "If it will keep me out of trouble then I will . . . (cooperate with adult)."
- ☐ Practice how to respond to an unjust accusation with each child.
 - ☐ Remind them to answer only once and then listen quietly.
 - ☐ Go around the room and accuse each child of doing something they didn't do (e.g., making a mess, breaking something, spilling food).
 - ☐ Each child should explain him/her self ONLY ONCE.
 - ☐ Praise children for not arguing.
 - ☐ Praise children for responding with statements like, "I'll do it if it keeps me out of trouble."
 - ☐ Coach children who continue to argue and have them try again by explaining themselves ONLY ONCE.
- ☐ Alert the children that you will be unjustly accusing them during the real play activities.

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Homework Assignment

- ☐ Practice tease the tease with child perpetrators if it comes up (but not during the out-of-group call)
- ☐ Invite a new child over for a play date – make an out-of-group call to set up the play date
- ☐ Practice handling unjust accusations if they come up
- ☐ Bring a game that can be used in an outside team sport: basketball, soccer ball, Nerf ball, Frisbee, handball, volleyball, tennis ball, etc.

Real Play: Indoor Games

- ☐ Break up into guest and host same-gender dyads and practice being a good host (as in sessions 7 and 8).
 - ☐ Be sure that children who did not have a chance to practice being the host in the last session have a chance to practice this session.
- ☐ The child group leader may go around to each dyad and ask whose idea it was to play the game they are playing.
 - ☐ Praise hosts who followed the guest's suggestion.
- ☐ The child group leader should walk among the playing dyads, staying next to each pair long enough to get a sense of the action and then make a reasonably related but unjust accusation of one of the children.
 - ☐ Younger children: Exaggerate the first two times you accuse, sound as insincere as possible, so they understand what's going on.
 - ☐ Older children: Launch directly into an unjust accusation, because you will stun them with the first accusation and they will naturally be quiet. Praise them for doing this.
 - ☐ Make sure that the child knows that each accusation was a "test" after their response.
 - ☐ If the child is silent, praise him/her for not arguing but remind them that they are allowed to explain themselves once.
- ☐ If there is time, the child group leader may go around the room and have the children practice being loyal to their guest.
 - ☐ The child group leader pretends to knock on the door of the host and asks if he/she can come out and play.
 - ☐ The host should respond by saying that they're busy but will call the child later.
 - ☐ Praise children for successful attempts to be loyal to their guest.
 - ☐ Coach children who are not loyal to their guest and have them practice again following the rules.

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End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today, we worked on being respectful toward adults. We also worked on being a good host on a play date. I saw a lot of good host and respectful behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, “The major job everyone has this week is to make a play date with someone you’ve met during the “slipping-in” assignment or someone you’ve been wanting to play with but haven’t recently.”
 - ☐ Decide on this person with your parent. “Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you’re not allowed to play video games, or computer games, or watch TV during the play date.”
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring outside team sports equipment
 - ☐ Practice tease the tease if it comes up
 - ☐ Practice handling an unjust accusation from an adult if it comes up
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on appropriate outside equipment to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can’t agree, tell them you’ll come back to them after going around the room.

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Trainer Information: Parent Session # 9

Introduce the rationale for the parent session:

- “Session 9 is focused on how to handle unjust accusations by adults. The purpose of this session is to help the children understand that children with bad reputations may be more likely to be accused of doing things they have not done. This experience will be normalized by explaining that this occurrence happens to everyone from time to time, and children will be given strategies for handling the situation if it occurs.”

Review the homework assignment from Session 8:

- “In the previous session, parents were assigned to practice ‘tease the tease’ with their child if necessary, monitor slipping-in, and assist their child in selecting an appropriate indoor game. More importantly, parents were assigned to monitor the phone call and play date.”
- Video Clip: Homework Review: Out-of-group Call/Play Date
 - Introduce the video clip:
“This video clip illustrates how to appropriately review the play date.”
 - Show Video Clip: HW Review: Play Date (6:22)
 - Following the video clip, say:
“You should note that the child who sang for his friend may not have been demonstrating appropriate play date behavior. You could argue that the guest may not have actually chosen that activity. However, the therapist in the clip focused on the successes in order to encourage the parent.”

Review the Parent Handout: Session 9

- “The Session 9 didactic lesson focuses on providing those parents who take counterproductive approaches to adults complaining about their children with an alternative method of handling these situations.
- Video Clip: Homework Review: Out-of-group Call/Play Date
 - Introduce the video clip:
“This video clip illustrates how to review the handout about how to handle adults who complain about your child.”
 - Show Video Clip: PH Review: Handling Adults Complaining About Your Child (7:10)
 - Following the video clip, say:
“The main point of this handout is that sometimes parents will ‘automatically’ take the child’s side, regardless of whether this reaction is justified or not. The problem with this approach is that it may exacerbate the situation, make the complaining adult feel less supported, and may cause the adult to go to greater extremes to punish and negatively label your child.”

Discuss the homework assignment for Session 9:

- “In Session 9, the homework assignment for parents is to monitor the play date and phone call with a new child, assist their children in bringing an appropriate OUTDOOR toy to the next session, and encourage their children to appropriately handle unjust accusations from adults and use tease the tease when relevant.”

Review Reunification

- “In the Session 9 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring an OUTSIDE toy next week, make a play date over the phone, have a play date, and practice ‘tease the tease’ and handling unjust accusations if the situation arises during the week. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session and make sure the parent and child have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Parent Session #9

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate indoor game/toy. Have parents hold on to any toys that are not appropriate.
- ☐ Games such as Chess or Mastermind are allowed only if the child checked with the group last week to see if anyone else knows how to play these games.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ There are three homework assignments (not including inside toy) and not enough time to review all in depth.
- ☐ Tease the tease:
- ☐ Ask if any child used tease the tease on a perpetrator, brother or sister, or practiced it with a parent (either success or failure at tease the tease)?
 - ☐ Sometimes parents will begin a discussion of their child's feelings about being teased. Cut this off, saying that this is counterproductive because it validates the teaser and focuses the child on the feelings rather than on responding effectively to the teaser.
- ☐ The out-of-group call:
 - ☐ Ask:
 - ☐ "Was the other child interested or excited by the call?"
 - ☐ "Did the children have things to talk about (in a two-way conversation)?"
 - ☐ If this call went well, it should have resulted in a play date.
- ☐ Ask parents whose child had a successful play date and solicit those accounts first:
 - ☐ Ask:
 - ☐ "Was the parent there to supervise?"
 - ☐ "Did the parent have to intervene to enforce the good host rules?"
 - ☐ "Did the child comply with the good host rules?"
 - ☐ "Did the child mind not having TV/video games?" (Typically, children become more willing to accept this)
 - ☐ "Did parents try to get to know the other child's parents?"
 - ☐ Compare the quality of the play with the last play date:
 - ☐ "Did both play dates go well, or did one go better than the other?"

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- ☐ “What was the child’s assessment of how the play date went?”
- ☐ For parents whose children did not have a successful play date or did not have a play date at all, briefly review what went wrong, and troubleshoot with parents regarding how they might facilitate a more successful play date for the next homework assignment.

Homework Assignments:

- ☐ Parents are to continue to schedule play dates at their home and not let their child accept an invitation to another child’s home unless they have had no “good host” rule infractions for at least three play dates in a row.
- ☐ Have each parent think of a new child for next week. They are to try a few different playmates before the class is over so their child will have a choice of who they want to develop friendships with based on actual experience.
- ☐ Next week the children are to bring an outside toy that can be used in a team sport. Guidelines for appropriate outside toys (e.g., basketball, handball, Nerfball) and inappropriate outside toys (e.g., toy guns, Super-soakers, skateboards, etc.) continue to apply.

Parent Handout

The handout for this session is to provide those parents who take counterproductive approaches to adult complaints about their child with an alternative frame of reference. The main point to the handout is that sometimes parents will “automatically” take the child’s side (whether justified or not). This may exacerbate the situation, make the complaining adult feel less supported, and provide the adult to go to greater extremes.

- ☐ Read parent handout.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today, we worked on being respectful towards adults. We also worked on being a good host on a play date. I saw a lot of good host and respectful behavior in this group. Let’s all give the children a big round of applause.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, “The major job everyone has this week is to make a play date. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you’re not allowed to play video games, or computer games, or watch TV during the play date.”
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring outside team sports equipment
 - ☐ Practice tease the tease if it comes up
 - ☐ Practice handling an unjust accusation from an adult if it comes up
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate outside game/toy to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can’t agree, tell them you’ll come back to them after going around the room.

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BUZZWORDS

Parent Handout

Child Session #9

Respect Toward Adults:

Being Unjustly Accused

(Buzzwords are underlined)

What to do when you get blamed for something you didn't do by an adult:

- **Don't talk back**
- Don't roll your eyes or make dirty looks
- **Explain your side only once**
- If this doesn't work, **don't argue** (even if the adult is wrong)
- You might say something like; "**If it will keep me out of trouble then**...I'll clean up the mess."

Session 10 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 18 – Session 10: Managing Competition/Gender Differences (pp. 155-163)

Session Overview

Child Session

- Homework review: play date, out-of-group phone call to set-up play date, appropriate outside toys, and tease the tease and handling unjust accusations when relevant
- Rules for being a good winner

Parent Session

- Homework review: play date, out-of-group phone call to set-up play date, appropriate outside toys, and tease the tease when relevant
- Benefits of best friendships
- Cultural differences between girls and boys

Rationale

Session 10 is focused on somewhat different subject material for the parent versus child session. The purpose of the parent session is to help parents understand the importance of best friendships and how girls and boys approach friendship differently. Research suggests that parents who facilitate contact between their children and other peers have children with a larger range of playmates and more consistent play partners. The purpose of the child session is to review the rules of good sportsmanship and discuss the rules for being a good winner. Due to memory deficits common among children with FASDs, multiple repetitions of material can be helpful in order to retain and generalize what they have already learned.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- Star Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
 - Outdoor toys

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Assignment
 - Buzzwords
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- If playing volleyball, set up the nets before the session. If playing soccer, place cones to form a goal area.

Video Clips

Child Session 10

- HW Review: Play Date (:52)
- HW Review: Teasing (1:35)
- **Rules of a Good Winner Didactic (4:52)****
- Tokens/Good Sportsmanship (1:14)
- Reunification (2:38)

Parent Session 10

- **HW Review: Play Date 1 (4:30)****
- HW Review: True Love (1:59)
- **HW Review: Play Date 2 (4:56)**
- **PH Review: Cultural Differences between Boys and Girls (4:30)**
- Reunification (2:38)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 10

Introduce the Rationale for the Child Session:

- “Session 10 focuses on the rules of being a good winner. These rules are very similar to the rules of good sportsmanship. The intervention focuses so much on good sportsmanship because it is such a critical skill for developing friendships in school-aged children. You will instruct the children to praise other team members, say “good game” at the end of the game, and act like winning is not a big deal. The goal of being a good winner is to make sure that everyone is having a good time.”

Review the Homework Assignment from Session 9:

- “In the previous session, children were assigned to bring an outside toy to the session, to make a play date on their out-of-group call, and to have a play date. In addition, children were told to practice ‘tease the tease’ and handling unjust accusations if the occasion arose during the week.”
 - “You should begin the homework review by briefly checking for appropriate outside toys.”
 - “Then review the play date and phone call.”
 - “Next, check to see if anyone had a chance to practice ‘tease the tease’.”
 - “Finally, ask if anyone was unjustly accused by an adult and review with the child how he or she handled that situation.”

Review the Didactic Portion of the Lesson

- “The Session 10 didactic lesson focuses on the rules of being a good winner.”
- Video Clip: Rules of a Good Winner didactic
 - Introduce the video clip:
“This video clip illustrates how to teach the children the rules of being a good winner.”
 - Show Video Clip: Rules of a good winner didactic (4:52)
 - Following the clip, say:
“Notice how the therapist writes the rules of a good winner on the board to reinforce learning through multiple formats.”

Discuss the Homework Assignment for Session 10:

- “The homework assignment in Session 10 is for children to bring an outside toy to the next session, make a play date with a new child on their out-of-group call, have a play date, and practice handling an unjust accusation from an adult if it comes up during the week.”

Review the Real Play for Session 10:

- “During the real play activity, children will be voting on which game they will play, while earning tokens for following the rules of being a good sport or a good winner. This is a good time to remind the children what they are earning tokens for the graduation party in two weeks.”

Review Reunification

- “In the Session 10 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring an outside toy for the next session, make a play date using their out-of-group phone call, have a play date, and practice handling unjust accusations. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session and make sure the parent and child have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Child Session #10

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Check for outside sports equipment
- ☐ Review the play date
 - ☐ Ask who did the play date homework and pick only children who did.
 - ☐ Allow them to describe their play date only if they followed the rules. If not, cut them off and ask who did the homework assignment.
 - ☐ Questions to ask:

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- ☐ Name one thing you did.
- ☐ What was your favorite part?
- ☐ Did you call first to figure out what to do?
- ☐ Who got to pick the games?
- ☐ Did your guest have a good time?
- ☐ Did you have a good time?
- ☐ To the group as a whole, ask if anyone had the chance to use tease the tease.
 - ☐ Don't allow any child to say what particular tease was used against them.
 - ☐ Correct children who didn't use tease the tease properly by asking the group, "What would be a good way to tease the tease?"
 - ☐ Briefly practice this technique by having each child come up with one way to tease the tease.
 - ☐ Correct errors if necessary.
 - ☐ Ask if anyone was unjustly accused by an adult and review with the child how he or she handled it.
 - ☐ Correct errors that the child made, if necessary.

Didactic: Rules for Being a Good Winner

Rules for being a good winner should be written on board to facilitate recall

- ☐ Quickly present the rules for being a good winner:
 - ☐ Praise or "high five" your teammates
 - ☐ Examples of praise:
 - ☐ "Nice try."
 - ☐ "Good shot!"
 - ☐ "Nice pass."
 - ☐ "Great job!"
 - ☐ Praise the other team for a good game or really trying at the end of the game
 - ☐ You can even say, "Good game!"
 - ☐ This is important because the children on the other team:
 - ☐ May be on your team next time
 - ☐ May be deciding if you can join their game next time
- ☐ Pretend that winning was not important to you

- ☐ Don't laugh or tease the other team members
 - ☐ In the future you may be asking them to play with you
- ☐ Tell children that you will be using tokens again in the real play portion for good sportsmanship and for being a good winner
 - ☐ Remind the children that tokens count as stars toward the graduation party

Homework Assignment

- ☐ Invite a new child over for a play date – make an out-of-group phone call to set up the play date
- ☐ Bring outdoor team sports equipment
- ☐ Practice handling an unjust accusation from an adult

Real Play: Outdoor Sports

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one warning and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Before going to the play deck, tell the children that they are going to be allowed to pick their own games.
- ☐ While still in the classroom, have the children vote on the game they will play before heading out to the play deck.
 - ☐ All of the children don't have to play the same game, although no one is allowed to play by him/herself.
 - ☐ Girls can choose a different game than boys.
 - ☐ Advise children that games that involve a significant risk of embarrassing or injuring a peer will not be helpful in developing new friendships.
 - ☐ Help the children pick games which control the flow of activities without adult intervention (e.g., basketball, soccer, volleyball, handball).
 - ☐ Avoid waiting games like Capture the Flag and Prisoner, where children are called out, as they offer less opportunity for giving praise.
- ☐ Tell the children it will be a "friendly" game – no keeping score and everybody gets to play.
- ☐ Remind children that they will earn tokens for being good sports.
- ☐ If any children do not have pockets for their tokens, give them a "fanny pack" to hold their tokens.
 - ☐ Coaches may need to assist children in putting on fanny packs.
- ☐ When you get to the play deck, assign teams.
- ☐ Group leaders should be ready to prompt rule violations – instances of playing referee and not allowing others to participate (e.g. ball hogging).
- ☐ Gather the children together and explain the rules of whatever games they chose.
 - ☐ Rules for soccer and "Magic Johnson Basketball" are provided in case the children picked these games.

Session 10

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☐ Overview of rules for SOCCER:

- ☐ Rules for regular soccer are used with a few exceptions.
- ☐ Children have to pass the ball constantly between at least two children.
- ☐ Children are not allowed to bump, play with physical aggression, kick the ball directly at another child, or dive recklessly (give warnings for these rule violations).
- ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out.
- ☐ Assign a goalie if no one volunteers.
- ☐ Periodically change goalies throughout the game.
- ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations).
- ☐ Do not allow any children to dominate the play.
- ☐ Do not allow children to keep score.

☐ Overview of rules for BASKETBALL:

- ☐ Rules for regular basketball are used with a few exceptions.
- ☐ Children are not allowed to steal the ball.
- ☐ No aggressive physical contact is allowed (e.g., no fouling).
- ☐ The ball must be passed at least once prior to a basket being scored.
- ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out.
- ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations).
- ☐ Do not allow any children to dominate the play.
- ☐ Do not allow children to keep score.

☐ The child group leader and coaches should immediately start giving children tokens for being good sports and good winners .

- ☐ When distributing tokens, also give each child verbal praise for what he/she has done correctly.
 - ☐ Example: “Johnny gets a token for giving praise!”

☐ Allow children to spontaneously join different groups by using the techniques for slipping-in.

- ☐ Do not allow children to leave in the middle of a game, as this is poor sportsmanship.

☐ If the children get bored, remind them that they can suggest a change.

☐ If the play starts to get too rough, give a “cool down” time to everyone, while explaining to the group that things were getting too rough and that they need to cool down and think about the rules.

☐ Debriefing at the end of the game: At the end of the game, gather the children together and ask them if they had a good time and ask why they had a good time.

- ☐ Answers: Because everyone got to play; everyone had an equal opportunity to score; no one was getting injured or intimidated by rough play.

☐ As a group, have the children put their tokens into a pile.

- ☐ Discourage children from individually counting their tokens.

☐ As a group, have everyone count the number of tokens earned.

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- ☐ The group leader should be the only person touching the tokens at this time.
- ☐ Have everyone applaud when you are finished counting the tokens.
- ☐ Have children line up at the end of the real play segment. When they are all in the line, have them return to the parent room.

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today, we worked on being a good sport. I saw a lot of good sports in this group. Let's all give the children a big round of applause for their effort."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, "The major job everyone has this week is to make a play date with someone you've met during the "slipping-in" assignment or someone you've been wanting to play with but haven't recently."
 - ☐ "Decide on this person with your parent. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you're not allowed to play video games, or computer games, or watch TV during the play date."
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring outside team sports equipment
 - ☐ Practice handling an unjust accusation from an adult if it comes up
- ☐ Parent group leader reminds families that the session for week 12 (the week after next) will be ½ hour longer than usual (so session 12 will be 90 minutes total) to allow time for the graduation ceremony and for post-treatment assessment.
 - ☐ Remind parents what the starting and ending time of the group for session 12 will be so that they can arrange their schedules accordingly.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on appropriate outside equipment to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can't agree, tell them you'll come back to them after going around the room.

Session 10

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Trainer Information: Parent Session # 10

Introduce the rationale for the parent session:

- “Session 10 focuses on cultural differences between boys and girls in the development of friendships and introduces the idea that finding a best friend is like finding true love.”

Review the homework assignment from Session 9:

- “In the previous session, parents were assigned to help their child choose an appropriate outside toy, to encourage their child to use tease the tease and handle unjust accusations from adults appropriately when necessary, and to monitor the play date and the out-of-group phone call to set-up a play date.
- During the homework review, you will want to primarily focus on the assignments for an out-of-group call and the play date, while very briefly reviewing the other assignments.”
- Video Clip: Homework Review: Out-of-group Call/Play Date
 - Introduce the video clip:
“This video clip illustrates how to appropriately review the play date.”
 - Show Video Clip: HW Review: Play Date 1 (4:30)
 - Following the video clip, say:
“This is a good example of a successful play date in that it followed the rules for being a good host.”
 - Video Clip: Homework Review: True Love
 - Introduce the video clip:
“This next video clip illustrates how to discuss with parents the idea that the development of a best friend is like ‘true love.’ This lesson should be presented within the context of the homework review.”
 - Show Video Clip: HW True Love (1:59)
 - Following the video clip, say:
“So this is how you might demonstrate how best friendship is like true love.”

Review the Parent Handout: Session 10

- “The Session 10 didactic lesson focuses on gender differences between boys and girls in play and in friendships. It is important for parents to understand these differences in order to adjust their expectations of what might happen in their child’s friendships. The parent handout for this week only contains essential information about these issues, so parent group leaders should make sure that they are familiar with the literature review from chapter 18 in the CFTM and from Chapters 4 and 7 as well, in order to be able to provide answers to typical parent questions.”
- Video Clip: Homework Review: Cultural Differences Between Boys and Girls
 - Introduce the video clip:
“This video clip illustrates how to review the handout about how boys and girls play and make friendships differently.”
 - Show Video Clip: PH Review: Cultural Differences Between Boys and Girls (4:30)
 - Following the video clip, point out:
“Notice that for this handout, there is no group leader guide. The handout is read without further explanation, so parent group leaders need to be familiar with the literature review in the CFTM, in order to answer parent questions.”

Discuss the homework assignment for Session 10:

- “In Session 10, parents are given the homework assignment to monitor the play date and out-of-group call with a new child, assist their children with bringing an appropriate outdoor toy, and to encourage their child to practice handling unjust accusations as needed.”

Review Reunification

- “In the Session 10 Reunification, the child group leader will review what was learned in the session, review the buzzwords, remind the children to bring an outside toy next week, schedule a play date using their out-of-group call, have a play date, and practice handling unjust accusations. The group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate toy to bring for next session, and make sure the parent and child have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Parent Session #10

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate outdoor game/toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ There are two homework assignments (not including outside toy) and not enough time to review all in depth.
- ☐ Tell parents you want them to focus on:
 - ☐ The out-of-group call to set up the play date
 - ☐ The play date
- ☐ Ask if any child used "tease the tease" on a perpetrator, brother or sister, or practiced it with a parent.
- ☐ The out-of-group call:
 - ☐ Ask:
 - ☐ "Was the other child interested or excited by the call?"
 - ☐ "Did the children have things to talk about (in a two-way conversation)?"
 - ☐ If this call went well, it should have resulted in a play date.
- ☐ Ask parents whose children had a successful play date and solicit those accounts first:
 - ☐ Ask:
 - ☐ "Was the parent there to supervise?"
 - ☐ "Did the parent have to intervene to enforce the good host rules?"
 - ☐ "Did the child comply with the good host rules?"
 - ☐ "Did the parent try to get to know the other child's parents?"

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- ☐ Have parents compare the quality of play with the last play date.
 - ☐ Ask:
 - ☐ “What was the child’s assessment of how the play date went?”
 - ☐ You might find that play dates go well with one child and less well with another child. One of the play dates may have involved more bickering and perhaps the guest was harder to control.
 - ☐ If this were the child’s only play date, then the child might have to choose to have the poorly behaved child over again out of desperation. However, because the child is ideally having multiple play dates, he or she should have a choice of playmates. Chances are the child won’t pick this guest again, and parents should not encourage him or her to do so.
- ☐ For parents whose children did not have a successful play date or did not have a play date at all, briefly review what went wrong, and troubleshoot with parents regarding how they might facilitate a more successful play date for the next homework assignment.
- ☐ Tell the parents that the development of a best friend is like “true love.”
 - ☐ This also occurs with adult friendships:
 - ☐ Everyone has his/her faults -- good friends overlook each other’s faults and smooth things over quickly.
 - ☐ If there are too many faults to overlook, then people don’t become best friends.
 - ☐ A harmonious play date is a good example of how when children like each other, they are more likely to work out problems rather than argue over trivial matters.

Homework Assignments:

- ☐ The goal over the remaining sessions is to continue to have at least one play date per week.
 - ☐ This is to help parents give children “tune ups” on good host behavior.
 - ☐ If their child has trouble with play dates, then these should take place only in their home.
 - ☐ Parents should be reminded again that when they supervise the play dates, they may have to step in one or two times to correct infractions of a rule of a good host. This should continue until there are no “good host” rule infractions for three play dates in a row.
 - ☐ This may have to continue until after session 12, if necessary.
- ☐ Parents should also try to set up play dates with as many different children as possible across these play dates. This is because children have different “chemistry” with each other.
- ☐ Have parents think of a new child for a play date for next week.

Parent Handout

As the children have begun to make new friends, and have started to have successful play dates, now is a good time for parents to learn about gender differences in play and in friendships in order to adjust their expectations of what might happen. The parent handout for this week only contains essential information about these issues, so parent group leaders should make sure that they are familiar with the literature review from this chapter (Ch. 18) and from chapters 4 and 7 as well, in order to be able to provide answers to typical parent questions.

- ☐ Tell parents that the children are being taught how to be good winners.
 - ☐ Many children with social skills problems have inappropriate social goals -- to win at all costs.
 - ☐ Accepted children, on the other hand, value continuing relationships over winning, and that's what we teach children in these groups.
- ☐ Read parent handout, "Cultural Differences between Girls and Boys."

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today, we worked on being a good sport. I saw a lot of good sports in this group. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, "The major job everyone has this week is to make a play date. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you're not allowed to play video games, or computer games, or watch TV during the play date."
- ☐ The child group leader also reminds the children that for next week:
 - ☐ Bring an outside toy (e.g., team sports equipment)
 - ☐ Practice handling an unjust accusation from an adult if it comes up
- ☐ Parent group leader alerts families that the session for week 12 (the week after next) will be ½ hour longer than usual (so session 12 will be 90 minutes total) to allow time for the graduation ceremony.
 - ☐ Let parents know what the starting and ending time of the group for session 12 will be so that they can arrange their schedules accordingly.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate outside game/toy to bring for next session.
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can't agree, tell them you'll come back to them after going around the room.

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BUZZWORDS

Parent Handout

Child Session #10

Rules of a Good Winner

(Buzzwords are underlined)

Rules of a Good Winner:

- Praise your teammates
- Give a high-five to your teammates
- Praise the other team for a good game
- Pretend that winning is not important
- Don't laugh or make fun of the other team
 - You may be playing with them in the future

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Session 11 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 19 – Session 11: Avoiding Physical Fights (pp. 164-174)

Session Overview

Child Session

- Homework review: play date, out-of-group phone call to schedule play date, unjust accusations, and appropriate outside toys
- Avoiding physical fights
- Graduation information

Parent Session

- Homework review: play date, out-of-group phone call to schedule play date, unjust accusations, and appropriate outside toys
- Decreasing physical fights between your child and others
- Graduation information

Rationale

Session 11 is focused on helping children avoiding physical fights. The purpose of this session is to learn strategies to decrease physical aggression between children by understanding the problems associated with bullying and identifying ways in which to handle and resist bullying. Children with FASDs may exhibit antisocial behavior, lack of consideration for the rights and feelings of others, and resistance to limits and requests of authority figures. Thus, they are more likely to engage in bullying or to be the victims of bullying than children without prenatal alcohol exposure.

Materials Needed

Child Session

- Classroom with tables, chairs, a white/blackboard, markers/chalk, and eraser
- Therapist Workbook
- Name tags / markers
- Incentive Program Materials
- Weekly Homework Sheet
- Play deck equipment:
 - Lights (as needed)
 - Outdoor toys

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Assignment
 - Buzzwords
 - Graduation Flyer
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- If playing volleyball, set up the nets before the session. If playing soccer, place cones to form a goal area.

Video Clips

Child Session 11

- HW Review: Play Date (1:05)
- **Avoiding Bullying Didactic (22:12)**
- Tokens /Good Sportsmanship (:32)
- Reunification (4:02)

Parent Session 11

- HW Review: Play Date (5:53)
- Upcoming Homework Assignments/Graduation (3:40)
- **PH Review: Decreasing Physical Fights (2:46)****
- Reunification (4:02)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 11

Introduce the rationale for the child session:

- “Session 11 focuses how to handle and resist bullying and how to avoid physical fights. The concept of bullying differs from teasing in that bullying typically involves physical aggression as the differential factor. Our goal is to give children a variety of strategies to handle these types of physical situations. Typically, parents will tell children to immediately tell an adult when someone is bullying; however, unless there is real physical danger, telling an adult may not be the first or the best strategy because it often leads to later retaliation by the bully when adults are not present. Instead, children need a variety of strategies for handling bullying.”

Review the homework assignment from Session 10:

- “In the previous session, children were assigned to bring an outside toy, make a play date on their out-of-group call, have a play date, and practice handling unjust accusations if the occasion arose during the week.”
 - “You should begin the homework review by briefly checking for outside toys.”
 - “Then review the play date and phone call.”
 - “Finally, ask if anyone was unjustly accused by an adult and review with the child how he or she handled it.”

Review the didactic portion of the lesson

- “The Session 11 didactic lesson addresses how to handle physical aggression.”
- Video Clip: Avoiding Bullying didactic
 - Introduce the video clip:
“In the session, you will discuss why it is bad to be a bully and what to do if a child finds himself or herself being bullied. While some of the children in the group may be bullies, most of the children that end up in our groups tend to be the victims of bullying. Either way, you will need to address both sides of the problem.”
 - Show Video Clip: Avoiding bullying didactic (22:12)
 - Following the clip, say:
“You will want to make sure that the children understand that if they are in physical danger, they should tell an adult. Also, notice that the therapist doesn’t let the children tell stories about when they have been victims of bullying as this is usually emotionally charged material for the children and makes it difficult for them to focus on the lesson. Consequently, it is helpful to begin this lesson by explaining that we will not be talking about the specific ways in which we have experienced bullying. This group is not the appropriate context in which to process these stories. That type of processing is more appropriate for individual psychotherapy or support groups. Once again, this program is focused on skill building.”
- Review graduation information:
 - “Before assigning the homework for the next session, you will want to tell the children that next week is the last week of the group.”
 - “You will want to explain how the graduation party and ceremony will work.”
“The children will spend the majority of their party watching part of a video. It is helpful to have an assortment of G-rated videos that the children can vote to watch. It is also nice to have the room decorated for the children and have pizza and various refreshments available. At the end of the party, the children will be joined by their parents for the graduation ceremony.”
“During the graduation ceremony, the child group leader will call each child’s name, he/she will come to the front of the room and collect his/her diploma, and shake hands with group leaders and coaches, while everyone applauds.”

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Trainer Information: Child Session # 11

Discuss the homework assignment for Session 11:

- “In Session 11, the homework assignment is for children to invite a new child over for a play date, and make an out-of-group call to schedule the play date. Note that no toy is assigned for the next session since the children will be enjoying their graduation party.”

Review the Real Play for Session 11:

- “During the real play activity, children will be voting on what they will play. Typically, children play soccer or basketball, while earning tokens for good sportsmanship.”

Review Reunification

- “In the Session 11 Reunification, the child group leader will review what was learned in the session, review the buzzwords, and remind the children to have a play date and schedule that play date using their out-of-group call. The group leaders will remind families that next week is graduation and that they should be thinking about what treats they want to bring for the group, and remind families that there is no outdoor/indoor equipment for next week. Group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Child Session #11

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Rule review

- ☐ The child group leader calls the children up to the front of the room for review of the group rules. Parents should listen while the child group leader is reviewing these rules. Rules of the group are:
 - ☐ Raise your hand
 - ☐ Listen and follow directions
 - ☐ No touching (includes no hitting, no kicking, no shoving, no hugging)
 - ☐ Only play with your toys when the group leader says it's okay
 - ☐ Be serious

On the way to the child session room

- ☐ The rules of the group start to be enforced by group leaders when the children are lined up to go to the child session room.
- ☐ The parent group leader handles inappropriate toys as a parent problem.
- ☐ Praise children for following rules on the way to the child session room:
 - ☐ Walk together quietly
 - ☐ No running
 - ☐ No bouncing balls indoors
 - ☐ No touching others
- ☐ As the children seat themselves:
 - ☐ Write their names in columns on the board with room for stars to be added throughout the session
 - ☐ Have them put their toys up against the wall

Homework review

- ☐ Remind the children why they are earning stars: earning stars as a group will contribute to a better party for graduation.
- ☐ Check for outside sports equipment.
- ☐ Review the play date.
 - ☐ Ask who did the play date homework and pick only children who did.
 - ☐ Allow them to describe their play date only if they followed the rules. If not, cut them off and ask who did the homework assignment.

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- ☐ Questions to ask:
 - ☐ "Name one thing you did."
 - ☐ "What was your favorite part?"
 - ☐ "Did you call first to figure out what to do?"
 - ☐ "What did you decide to do?"
 - ☐ "Did you do what you decided on the phone?"
 - ☐ "Who got to pick the games?"
 - ☐ "Did your guest have a good time?"
 - ☐ "Did you have a good time?"
- ☐ Ask if anyone was unjustly accused by an adult and review with the child how he or she handled it.
 - ☐ Correct errors that the child made, if necessary.

Didactic: Avoiding Physical Fights

- ☐ Ask the children:
 - ☐ "What is a bully?"
 - ☐ Answer: A person who teases kids; beats them up; makes fun of kids, etc.
 - ☐ "What is the problem with being a bully?"
 - ☐ Answer: Nobody likes them; they get in trouble, etc.
 - ☐ "What happens when they are caught?"
 - ☐ Answer: They get in trouble; they get a bad reputation, etc.
 - ☐ "What happens when they get older?"
 - ☐ Answer: They don't have friends; they might go to jail
 - ☐ "Do bullies usually get good grades?" [shake your head 'no' while asking the question]
 - ☐ Answer: Not usually
 - ☐ "Some kids aren't bullies, but they like to dress and act like they are tough. What's wrong with that?"
 - ☐ Answer: People might think they are a bully; they might get into trouble; they might get a bad reputation, etc.

Present the following without using a Socratic method:

- ☐ Ways to stay out of a fight:
 - ☐ Avoid the bully
 - ☐ Play somewhere else away from the bully
 - ☐ Don't talk to the bully
 - ☐ Get involved with other children who are playing
 - ☐ Bullies like to pick on kids when they are by themselves
 - ☐ Play near an adult supervisor

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- ☐ Don't do anything to provoke the bully
 - ☐ Don't tease, make faces, or tattle on the bully for silly things
 - ☐ However, if the bully is doing something dangerous, tell an adult
- ☐ Don't watch other children fighting or try to break it up
 - ☐ It might look like you're in the fight
 - ☐ You might get in trouble
 - ☐ You might get hurt

Homework Assignment

- ☐ Invite a new child over for a play date – make an out-of-group call to schedule the play date
- ☐ Note: No toy for next session

Graduation Information

- ☐ Tell the children that next week is the last week of the group
- ☐ Notify the children that the last group will be 90 minutes in length
 - ☐ oThey will either arrive 30 minutes earlier or depart 30 minutes later, depending on the scheduling
- ☐ Explain how the graduation party will work:
 - ☐ Parents will be providing food, beverages, deserts, and fun snacks for the party
 - ☐ The children will watch part of a video, which the program will provide (G-rated movies)
 - ☐ The children will vote on which movie they watch
 - ☐ Some children may ask to bring their own choice of movies. The group leader should discourage this, as there may be inappropriate scenes (even in PG-rated movies)
 - ☐ At the end of the party, the children will be joined by their parents for the graduation ceremony
- ☐ Briefly explain how the graduation ceremony will work:
 - ☐ The child group leader will call each child's name, he/she will come to the front of the room and collect his/her diploma, and everyone will applaud

Real Play: Outdoor Sports

- ☐ State the rules for getting to and from the play deck (no bouncing balls in the building, walk quietly, and stay together).
- ☐ Keep in mind: Misbehavior gets one warning and then a time-out on the play deck (missing play time for 1 minute).
- ☐ Before going to the play deck, tell the children that they are going to be allowed to pick their own games.
- ☐ While still in the classroom, have the children vote on the game they will play before heading out to the play deck.
 - ☐ All of the children don't have to play the same game, although no one is allowed to play by him/herself.
 - ☐ Girls can choose a different game than boys.

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- ☐ Advise children that games that involve a significant risk of embarrassing or injuring a peer will not be helpful in developing new friendships.
- ☐ Help the children pick games which control the flow of activities without adult intervention (e.g., basketball, soccer, volleyball, handball).
- ☐ Avoid waiting games like Capture the Flag and Prisoner, where children are called out, as they offer less opportunity for giving praise.
- ☐ Tell the children it will be a “friendly” game – no keeping score and everybody gets to play.
- ☐ Remind children that they will earn tokens for being good sports.
- ☐ If any children do not have pockets for their tokens, give them a “fanny pack” to hold their tokens.
 - ☐ Coaches may need to assist children in putting on fanny packs.
- ☐ When you get to the play deck, assign teams.
- ☐ Group leaders should be ready to prompt rule violations – instances of playing referee and not allowing others to participate (e.g. ball hogging).
- ☐ Gather the children together and explain the rules of whatever games they chose.
 - ☐ Rules for soccer and “Magic Johnson Basketball” are provided in case the children picked these games.
- ☐ Overview of rules for SOCCER:
 - ☐ Rules for regular soccer are used with a few exceptions.
 - ☐ Children have to pass the ball constantly between at least two children.
 - ☐ Children are not allowed to bump, play with physical aggression, kick the ball directly at another child, or dive recklessly (give warnings for these rule violations).
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out.
 - ☐ Assign a goalie if no one volunteers.
 - ☐ Periodically change goalies throughout the game.
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations).
 - ☐ Do not allow any children to dominate the play.
 - ☐ Do not allow children to keep score.
- ☐ Overview of rules for BASKETBALL:
 - ☐ Rules for regular basketball are used with a few exceptions.
 - ☐ Children are not allowed to steal the ball.
 - ☐ No aggressive physical contact is allowed (e.g., no fouling).
 - ☐ The ball must be passed at least once prior to a basket being scored.
 - ☐ Excessive and inappropriate celebration after scoring receives a warning and possibly a time-out.
 - ☐ Monitor the game to make sure everyone is playing fairly (give warnings for rule violations).
 - ☐ Do not allow any children to dominate the play.
 - ☐ Do not allow children to keep score.

Session 11

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- ☐ The child group leader and coaches should immediately start giving children tokens for being good sports and good winners.
 - ☐ When distributing tokens, also give each child verbal praise for what he/she has done correctly.
 - ☐ Example: “Johnny gets a token for giving praise!”
- ☐ Allow children to spontaneously join different groups by using the techniques for slipping-in.
 - ☐ Do not allow children to leave in the middle of a game, as this is poor sportsmanship.
- ☐ If the children get bored, remind them that they can suggest a change.
- ☐ If the play starts to get too rough, give a “cool down” time to everyone, while explaining to the group that things were getting too rough and that they need to cool down and think about the rules.
- ☐ Debriefing at the end of the game: At the end of the game, gather the children together and ask them if they had a good time and ask why they had a good time.
 - ☐ Answers: Because everyone got to play; everyone had an equal opportunity to score; no one was getting injured or intimidated by rough play.
- ☐ As a group, have the children put their tokens into a pile.
 - ☐ Discourage children from individually counting their tokens.
- ☐ As a group, have everyone count the number of tokens earned.
 - ☐ The group leader should be the only person touching the tokens at this time.
 - ☐ Have everyone applaud when you are finished counting the tokens.
- ☐ Have children line up at the end of the real play segment. When they are all in the line, have them return to the parent room.

End-of-Session Reunification

- ☐ Ask children when they enter the room to stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, “Today, we worked on being a good sport. I saw a lot of good sports in this group. Let’s all give the children a big round of applause for their effort.”
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, “The major job everyone has this week is to make a play date with someone you’ve met during the “slipping-in” assignment or someone you’ve been wanting to play with but haven’t recently.”
 - ☐ “Decide on this person with your parent. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you’re not allowed to play video games, or computer games, or watch TV during the play date.”
- ☐ Remind families that next week is graduation and that they should be thinking about what treats they want to bring for the group.

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- ☐ Parent group leader reminds families that the session for week 12 (next week) will be ½ hour longer than usual (so session 12 will be 90 minutes total) to allow time for the graduation ceremony.
 - ☐ Remind parents what the starting and ending time of the group for session 12 will be so that they can arrange their schedules accordingly.
- ☐ Remind families that there is no outdoor/ indoor equipment for next week.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have decided on an appropriate person to call and invite over for a play date. If parent and child can't agree, tell them you'll come back to them after going around the room.

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Trainer Information: Parent Session # 11

Introduce the Rationale for the Parent Session:

- “Session 11 focuses on how parents can help their child avoid physical fights with other children.”

Review the Homework Assignment from Session 10:

- “For the homework review, focus on the assignments for the out-of-group call and the play date. Remind parents that play dates are an important step to having a best friend and best friends are like a child’s first exposure to true love.”
- “If you have time, briefly review the outdoor toy brought in by each child and whether the child practiced handling an unjust accusation.”

Review the Parent Handout: Session 11: Decreasing Physical Fights between Your Child and Others

- “The Session 11 didactic lesson focuses on decreasing physical fights between children. The first handout is a script parents can use if their child gets into trouble at school for aggressive behavior. The child will often give a justification for his or her behavior. For example, children will often claim that they were provoked or they will deny that they have done anything wrong, claiming that they have been wrongly accused.”
- “Long-term studies show that children who have difficulty with peers and also get into physical fights have much worse outcomes. The evidence suggests that physical fights must be discouraged, even in self-defense.”
- “Parents can give conflicting messages of unconditional acceptance of physical altercations. The parent handout addresses how parents can best respond to these incidents.”
- Show Video Clip: Decreasing Physical Fights (2:46)
“This video clip stresses the importance of discouraging physical fights. This is an important message to convey to parents, as some will condone aggressive behavior.”

Review the Parent Handout: Session 11: Graduation Party Assignment

- “Next week is Session 12. It is the final session of the intervention and includes the children’s graduation party and the graduation ceremony. Parents are encouraged to supply food, beverages, desserts, and snack food to make the children’s graduation party more festive. Parents are welcome to either buy or make food, but should be encouraged to provide enough for everyone to have a taste. While reviewing graduation plans, the parents should discuss and plan for any dietary restrictions that any of the children might have.”
- “Parents should be notified that siblings and family members may attend the graduation ceremony at the end of the evening, but will have to remain in the waiting room until the ceremony begins.”
- “Finally, let the parents know that photographs and videotaping are not permitted during the graduation party or ceremony due to issues of confidentiality.”

Discuss the homework assignment for Session 11:

- “In Session 11, parents are given the final homework assignment to continue with play dates. If at least three play dates have gone well without any reminders by the parents to follow a good host rule, then parents can begin accepting invitations for their child to attend a play date at another child’s house.”

Review Reunification

- “In the Session 11 Reunification, the child group leader will review what was learned in the session, review the buzzwords, and remind the children to have a play date and schedule this play date using the out-of-group call. The group leaders will remind families that next week is graduation and that they should be thinking about what treats they want to bring for the group. Parents and children should also be reminded that there is no outdoor or indoor equipment for next week. Group leaders will go around to each parent-child dyad to make sure they have decided on an appropriate person to call to invite over for a play date.”

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Fidelity Checklist for Parent Session #11

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ As parents and children come in, check off on the weekly homework sheet whether they brought in an appropriate outdoor game/toy. Have parents hold on to any toys that are not appropriate.
- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside of the room.
- ☐ Record attendance and lateness.

Homework Review

- ☐ As you're conducting the homework review, check off who did and did not complete the homework assignments.
- ☐ There are two homework assignments (not including outside toy) and not enough time to review all in depth.
- ☐ Tell parents you want them to focus on:
 - ☐ The out-of-group call to set up the play date
 - ☐ The play date
- ☐ For the out-of-group call:
 - ☐ "Was the other child interested or excited by the call?"
 - ☐ "Did the children have things to talk about (in a two-way conversation)?"
- ☐ Ask parents whose children had a successful play date and solicit those accounts first:
 - ☐ Was the parent there to supervise?
 - ☐ Did the parent have to intervene to enforce the good host rules? Did the child comply with the good host rules?
 - ☐ Inquire as to whether the child is improving in his or her ability to follow the good host rules and whether the parent is having to intervene less and less.
 - ☐ Did the parent try to get to know the other child's parents?
 - ☐ Compare the four play dates with each other.
 - ☐ What was the parent's assessment of how the play date went?
 - ☐ What was the child's assessment of how the play date went?
- ☐ For parents whose children did not have a successful play date or did not have a play date at all, briefly review what went wrong, and troubleshoot with parents regarding how they might facilitate a more successful play date for the next homework assignment.

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- ☐ Remind parents that play dates are an important step to having a best friend.
 - ☐ Best friends are the child's first exposure to "true love."
 - ☐ Good friends like each other enough to patch over minor differences and to be considerate of each other. They value being with each other more than playing video games.
 - ☐ They have little trouble coming up with things they both like to do and are autonomous in this respect during play dates.

Homework Assignment

- ☐ Continue to schedule play dates. Think of a new child for next week.
- ☐ Tell parents:
 - ☐ "If parents let their child accept an invitation to another child's house before they are ready, they may misbehave."
 - ☐ "Other parents will usually not tell you about this, they will just get busy the next time you want to invite their child over to your house and never invite you back."
- ☐ If at least three play dates have gone well without any reminders to follow a good host rule, then parents can begin accepting invitations for their child to another child's house.
 - ☐ When they get the call, parents should check with their child (out of range of phone).
 - ☐ They should accept only if their child wants to have a play date with that child.
 - ☐ If their child doesn't want to have a play date with that child, the parent should make up an excuse for not arranging a play date ("We're busy, we'll get back to you...").
 - ☐ Sometimes children will change their minds about a playmate, so keep options open.
- ☐ At the time of the play date at another child's house:
 - ☐ Parents should not just drop off and pick up their child.
 - ☐ They should go into the child's house and chat with the other parent (especially at pick up time).
 - ☐ Out of the corner of their eye, they can watch their child playing and get to know the other parent a little bit to see how comfortable they are sending their child over to this home.
- ☐ Next week is graduation.
 - ☐ Parents supply food, beverages, desserts, and snack food to make it more festive. Parents may either buy or make food — enough for everyone to have a taste.
 - ☐ Siblings and family members may attend the graduation ceremony at the end of the evening, but will have to remain in the waiting room until then.
 - ☐ They may not sit in on either the parent group or the child group.
 - ☐ No photographs are permitted during the graduation party or ceremony due to issues of confidentiality.
- ☐ Why a graduation party?
 - ☐ Finality and sense of accomplishment for the children. Cite the "Wizard of Oz" effect, that the three characters did lots of difficult tasks but didn't feel any better about themselves until they got a token of appreciation at the end.

Parent Handout – Session 11: Decreasing Physical Fights between Your Child and Others

This first handout is a script parents can use if their child gets into trouble at school for aggressive behavior. The child will often give a justification for his/ her behavior (he or she was provoked) or a denial (he or she has been wrongly accused). This may apply when the child attacked without provocation, has physically attacked another after a verbal provocation, or was finally caught by a teacher after a continuing pattern of attacks.

Parents can give conflicting messages of unconditional acceptance of the child's story. The handout addresses how parents can best respond to the child's version of the negative report from the teacher.

- ☐ Review parent handout
 - ☐ Some parents may take issue with the approach advocated in the handout and will advocate their child responding in an aggressive fashion.
 - ☐ The group leader can raise issues such as:
 - ☐ "How do you know your child's account is accurate?"
 - ☐ "What's the message you give when you encourage fighting back?"
 - ☐ "How might hitting a bully backfire?"

Parent Handout – Session 11: Graduation Party Flyer

- ☐ Review graduation party flyer, which provides reminders regarding the graduation party.
 - ☐ The parents should discuss and plan for any food restrictions that any of the children might have.
 - ☐ For example, if any of the children have dietary requirements due to religious reasons or because of allergies, those parents should:
 - ☐ Make sure they bring some treats that their children can eat.
 - ☐ Notify the child treatment team prior to the party.

End-of-Session Reunification

- ☐ Alert parents that when children enter the room, they have been asked to go stand behind their parents and to stay quiet as the group will not be over yet.
- ☐ Child group leader announces to parents and children, "Today, we worked on being a good sport. I saw a lot of good sports in this group. Let's all give the children a big round of applause."
- ☐ The child group leader reviews the buzzwords for everyone.
- ☐ The child group leader announces, "The major job everyone has this week is to make a play date. Remember you are to call this person for your out-of-group call and have a two-way conversation in order to come up with games to play. This will be your only required out-of-group call. Remember, you're not allowed to play video games, or computer games, or watch TV during the play date."
- ☐ The child group leader also reminds the parents that for next week:
 - ☐ Bring treats for the graduation party

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- ☐ Parent group leader reminds families that the session for week 12 (next week) will be ½ hour longer than usual (so session 12 will be 90 minutes total) to allow time for the graduation ceremony.
 - ☐ Remind parents what the starting and ending time of the group for session 12 will be so that they can arrange their schedules accordingly.
- ☐ The child and parent leaders and coaches go to each parent and child to make sure they have:
 - ☐ Decided on an appropriate person to call and invite over for a play date. If parent and child can't agree, tell them you'll come back to them after going around the room.

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BUZZWORDS

Parent Handout

Child Session #11

Avoiding Physical Fights:

Bullying

(Buzzwords are underlined)

Ways to stay out of a fight:

- Stay away from the bully
 - Play somewhere else
 - Don't talk to the bully
- Don't play alone
 - Bullies usually pick on kids when they are alone
- Play near a grown up
- Don't upset or make the bully mad
 - Don't tease the bully
 - Don't make faces at the bully
 - Don't tattletale on the bully
- Don't watch other kids fighting or try to break a fight up
 - You might get into trouble

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GRADUATION!!



Insert Date Here

Insert meeting times here

Please Note the Time Change

(Insert Date Here) is the last meeting of Project Good Buddies.

Please plan to arrive 30 minutes early.

Our parent group leader will wrap-up our 12th meeting with the parents, while the children attend their graduation party with our child group leader and coaches. At the end of the meeting, we will all assemble for a brief graduation ceremony.

Families should feel free to bring snacks to the party.

Patient confidentiality prohibits photography.

Session 12 Overview

Children's Friendship Training Manual (Frankel & Myatt, 2003): Relevant Readings

- Chapter 20 – Session 12: Graduation (pp. 175-180)

Session Overview

Child Session

- Graduation Party
 - Videos
 - Snacks
- Graduation Ceremony

Parent Session

- Homework review: play date and out-of-group phone call to schedule play date
- Review of key concepts
- What techniques to continue to use and why
- Graduation ceremony

Rationale

Session 12 is focused on reviewing key techniques and concepts. The purpose of this session is to maintain and expand upon gains realized by the group and to assist parents in identifying where to go from here.

Materials Needed

Child Session

- Classroom with tables and chairs
- Therapist Workbook
- Name tags / markers
- Graduation Supplies:
 - Graduation Certificates
 - Balloons
 - Streamers
 - Banners
 - Paper tablecloths
 - Paper plates, cups, utensils
 - Paper napkins
 - Snacks, drinks
 - Goody bags

Parent Session

- Classroom with tables and chairs
- Therapist Workbook
- Parent Handouts:
 - Parent Handout
 - Graduation Certificates
- Name tags / marker
- Weekly Homework Sheet

Play Deck Setup

- In the days prior to the final session, print graduation certificates and fill goody bags. Just before the graduation, the room can be decorated with balloons, streamers, and banners. The table cloths should be spread, and paper plates/cups/napkins/silverware set out. Children, parents, and staff will provide snacks and drinks.

Video Clips

Child Session 12

- **Graduation Ceremony (3:29)****

Parent Session 12

- HW Review: Play Date 1 (2:52)
- HW Review: Play Date 2 (2:52)
- **Assessment & PH Review: Where to Go From Here (6:32)****
- Graduation Ceremony (3:29)

** Clips presented in bold letters to be used in training

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Trainer Information: Child Session # 12

Introduce the Rationale for the Child Session:

- “Session 12 is the graduation party and ceremony. It is important to recall that the children have been earning stars and tokens for this graduation party throughout the intervention by completing homework assignments, participating in the sessions, and following the rules of the group. It is useful to remind the children that by earning these stars and tokens, they not only helped themselves, but they helped the group. The child group leader and coaches encourage their success through much praise for their efforts.”

Graduation Party

- “Therapists will decorate the room and have a party for the children, and the parents may bring treats for the group. A selection of G-rated videos should be available for children to vote on. The children will be told that they will only have time to watch part of a video, and then the actual graduation ceremony will begin. While watching the video, children should be able to enjoy the snacks provided by their parents.”
- “The graduation ceremony will occur in the last 15 minutes of the session. Depending on the size of the room, the ceremony may occur in the child room with the parents and family members present.”

End of Session Reunification: Graduation Party Video Clip: Rules of a Good Winner Didactic

- Introduce the video clip:
 - “This video clip illustrates what the graduation ceremony typically looks like.”
- Show Video Clip: Graduation ceremony (3:29)
- Following the clip, say:
 - “Typically during the graduation ceremony, the parent group leader begins the ceremony by making a few closing remarks, praising how supportive the parents were. Then the child leader makes additional closing remarks, praising the children on all of their hard work. Then children are informed that when their name is called, they should come to the front of the room to collect their certificate and shake hands with the group leaders and coaches. Parents and family members are encouraged to applaud for each child as he or she collects his or her certificate.”
 - “Goody bags are handed out at the door as the children leave.”

Fidelity Checklist for Child Session #12

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Graduation Party

- ☐ The room should be decorated in a party atmosphere with balloons, streamers, banners, festive tablecloths, etc.
- ☐ A television and VCR or DVD player should be set-up to play a video or DVD
- ☐ Have a selection of G-rated videos for children to choose from
- ☐ When all of the children have completed their post-treatment assessments:
 - ☐ Remind the children that they tried so hard during the past 11 weeks to earn stars for this graduation party.
 - ☐ Allow children to vote on which movie they are going to watch
 - ☐ In the event that you have latecomers, do not wait for the other children to arrive to vote and play the video.
- ☐ Put the food and beverages that the parents brought on a separate table from the table the children are gathered around
- ☐ Have the children individually pick out what they want to eat and have them bring their plate back to their table
 - ☐ The child group leader should monitor food choices
 - ☐ You should check with parents beforehand to identify if any children have dietary restrictions
 - ☐ Children will often want to load up on desserts: tell them they can only have one dessert at a time
 - ☐ The child group leader and coaches should provide assistance with the beverages (pour the drinks for the children rather than allowing them to pour drinks themselves)
- ☐ While the children are eating, play the video of their choosing
 - ☐ If the children get bored with a video, allow them to suggest a change in their movie choice
 - ☐ Be sure to take a vote before changing videos

End of Session Reunification: Graduation Party

- ☐ Have one of the co-leaders in the parent group check with the child group leader to make sure the child group leader is ready to begin the graduation ceremony.
- ☐ Parent group leader escorts parents from the parent group room to the child group room.
- ☐ One of the parent group co-leaders can escort visiting family members from the waiting room to the child group room when the graduation ceremony is about to begin.
- ☐ The ceremony should take approximately 10-15 minutes.

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- ☐ Typically, the parent group leader and the child group leader each spend a couple of minutes:
 - ☐ Praising the parents and children, respectively, for all their hard work and taking the groups seriously.
 - ☐ Remark how much they enjoyed working with the parents and children, etc.
 - ☐ These comments should be made about the group in general, not about any specific parents or children.
- ☐ Before beginning the graduation ceremony, the child group leader should instruct the children as to how to receive their diplomas.
 - ☐ Tell the children that they will be shaking hands with the treatment team with their RIGHT hand and will receive their diploma in their LEFT hand.
- ☐ The child group leader calls up each child, saying, “Our first good friend award goes to ...,” then “Our next good friend award goes to...” etc.
- ☐ Group leaders and coaches shake each child’s hand as they receive their diploma, and applaud.
 - ☐ Hint: The child group leader should shake hands with the child FIRST before handing his/her diploma to ensure the correct hands are used.
- ☐ Parents and families always join the applause.
- ☐ After the last child is awarded his or her diploma, the group leaders and coaches should give parents a final round of applause for their part in the process.
- ☐ If goody bags are being provided, distribute them (and balloons) to the children as they are leaving.

Trainer Information: Parent Session # 12

Introduce the rationale for the parent session:

- “Session 12 focuses on reviewing key techniques and concepts from the intervention. The purpose of this session is to maintain and expand upon gains realized by the group and to assist parents in identifying where to go from here.”
- Review the homework assignment from Session 11:
 - “During the homework review, discuss the out-of-group call to set up the play date and the play date itself.”
 - “Also, emphasize that parents are to continue having and monitoring play dates.”
- Post-Treatment Debriefing
 - “In the event that you decide to conduct post-treatment assessment, you may remind parents that the best results for treatment typically occur with families who attended a minimum of nine sessions and attempted to do the majority of the homework assignments.”
 - “This is also a good time to encourage continued practice of the skills learned in the intervention by pointing out that continued improvement in friendship skills is dependent on the continued use of the techniques outlined in the intervention.”
- Review the Parent Handout: Session 12: Where to go from here
 - “The Session 12 didactic lesson focuses on what to continue and why it is important to continue to support these skills.”
 - Video Clip: Assessment and PH Review: Where to Go From Here
 - Introduce the video clip:
“This next video clip illustrates the discussion with the parents regarding extending skills and maintaining gains from the group.”
 - Show Video Clip: Assessment & PH Review: Where to Go From Here (6:32)
 - Following the video clip, say:
- “Note that the therapist emphasizes again that the goal of the program is to help children develop best friendships, and parents should continue to support activities that will help their children realize this goal even after the cessation of the program.”
- Review Reunification: Graduation Party
 - “Following the parent session, parents will attend the graduation ceremony with the children. Parent graduation certificates may be handed out if therapists deem it appropriate or parents request them.”

Session 12

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Fidelity Checklist for Parent Session #12

Please indicate that the following topics were covered by placing a check in the box that precedes it.

Initial Gathering

- ☐ Have each parent and child fill out a name tag in large print and put it on a visible place on their chest.
- ☐ Ask parents to turn their cell phones and pagers to silent mode so they do not disrupt the group. Let parents know that if they need to take a phone call, to please step outside the room.
- ☐ If parents have brought any family members who will be observing the graduation ceremony into the parent group room, remind them that all family members will need to remain in the waiting room until the time of the graduation ceremony at the end of the session.
- ☐ Take attendance.

Homework Review

- ☐ There are two homework assignments:
 - ☐ The out-of-group call to set up the play date
 - ☐ The play date
- ☐ For the out-of-group call (briefly review):
 - ☐ “Was the other child interested or excited by the call?”
 - ☐ “Did the children have things to talk about (in a two-way conversation)?”
- ☐ Ask parents, “Whose child had a successful play date?” and solicit those accounts first:
 - ☐ Was the parent there to supervise?
 - ☐ Did the parent have to intervene to enforce the good host rules? Did the child comply with the good host rules?
 - ☐ Inquire as to whether the child is improving in his or her ability to follow the good host rules and whether the parent is having to intervene less and less
 - ☐ Did the parent try to get to know the other child’s parents?
- ☐ Ask if there were any play dates at another child’s house:
 - ☐ Did parents check if their child wanted the play date before arranging it?
 - ☐ Did parents stop by to chat with the host’s parents?
- ☐ Emphasize that parents are to continue having and monitoring play dates.
 - ☐ These groups were designed to teach them the skills needed to monitor their children’s play dates with the goal of continuing the progress indefinitely.

- ☐ Many children will now be ready for:
 - ☐ play dates considerably longer than 1½ hours (as long as a shorter play date went well with that particular child; the first play date with a new child should be on the shorter side to make sure the children can get along).
 - ☐ rePAEted play dates with the same child.
- ☐ For developing best friends, children should concentrate on two to four other children, seeing each of them for one-on-one play dates at least two or three times each month.

Parent Handout – Session 12: Where to Go From Here

- ☐ Review parent handout, “Where to Go From Here”

End of Session Reunification: Graduation Party

- ☐ Have one of the parent group co-leaders check with the child group leader to make sure that the child group leader is ready to begin the graduation ceremony.
- ☐ Parent group leader escorts parents from the parent group room to the child group room.
- ☐ One of the parent group co-leaders can escort visiting family members from the waiting room to the child group room when the graduation ceremony is about to begin.
- ☐ The ceremony should take approximately 10-15 minutes.
- ☐ Typically, the parent group leader and the child group leader each spend a couple of minutes:
 - ☐ Praising the parents and children, respectively, for all their hard work and taking the groups seriously.
 - ☐ Remark how much they enjoyed working with the parents and children, etc.
 - ☐ These comments should be made about the group in general, not about any specific parents or children.
- ☐ Before beginning the graduation ceremony, the child group leader should instruct the children as to how to receive their diplomas.
 - ☐ Tell the children that they will be shaking hands with the treatment team with their RIGHT hand and will receive their diploma in their LEFT hand.
- ☐ The child group leader calls up each child, saying, “Our first good friend award goes to ...,” then “Our next good friend award goes to...” etc.
- ☐ Group leaders and coaches shake each child’s hand as they receive their diploma, and applaud.
 - ☐ The child group leader should shake hands with the child FIRST before handing his/her diploma to ensure the correct hands are used.
- ☐ Parents and families always join the applause.
- ☐ After the last child is awarded his or her diploma, the group leaders and coaches should give parents a final round of applause for their part in the process.
- ☐ If goody bags are being provided, distribute them (and balloons) to the children as they are leaving.

Session 12

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Good Buddies Friendship Program

Good Friend Award

Presented to

CHILD'S NAME

For Successful Completion of the Making and Keeping Friends Course

Date Here

Insert therapist name here

Insert therapist name here

Insert coach name here

Insert coach name here

APPENDIX A:

SPANISH TRANSLATIONS OF SESSION CONTENT AND WEEKLY SESSION MATERIALS

Lista de Fidelidad para Sesión de Padres #1

Reunión Inicial (Initial Gathering)

- ☐ Antes de que lleguen los padres, arreglen las sillas en forma de una U alrededor de la mesa, si es que permite el cuarto para hacer esto.
- ☐ Distribuye la lista de números de teléfono y la hoja de ausencias planeadas.
- ☐ Salude a los participantes al entrar pero trate de no tener conversaciones muy largas y diga que va a empezar en cuanto lleguen todos.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
 - ☐ Los líderes del grupo también deberían de usar las etiquetas con su nombre.
 - ☐ Los niños no deberían de hacer chiste de las etiquetas (por ejemplo, inventar un nombre falso)
- ☐ Mientras están llegando los participantes, tome lista y anote quien llegó tarde. No espere más de 10 minutos después de que tiene que empezar la clase. Las siguientes sesiones deberían de empezar a los 5 minutos de la hora que esta designada.
- ☐ La sesión empieza formalmente cuando el líder del grupo de padres le da la bienvenida a todos y los líderes del grupo de padre y de niños se introducen.
- ☐ Después de que los líderes de grupo se introducen, el líder del grupo de niños le pide a los niños que se sienten en frente del cuarto mientras que ella les explica las reglas del grupo (con los padres escuchando). Las reglas son:
 - ☐ Levante la mano
 - ☐ Escuchar y seguir las instrucciones
 - ☐ No tocar (incluye no pegar, no patear, no empujar, no abrazar)
 - ☐ Juega con tus juguetes solamente cuando el líder del grupo dice que esta bien
 - ☐ Ser serio
- ☐ Después de repasar las reglas del grupo, el líder del grupo de niños debería de instruir a los niños que se forman en línea y llevarlos al cuarto de los niños.
- ☐ Colecte las hojas de ausencias planeadas. Revise si hay días festivos o otras ocasiones en donde muchos de los miembros planean perder una sesión. [Si muchas familias planean perder una fecha, quizás es mejor no tener sesión esa semana y extender el grupo una semana más]
- ☐ Revise la lista de teléfonos con los padres. Haga revisiones si son necesarias.

- ☐ Pídeles a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dícales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Recuérdeles a los padres de la importancia de confidencialidad en el grupo, y que no deberían de compartir algo de otra persona del grupo que los identificara. También recuérdale a los padres que hay límites en la confidencialidad en el grupo.

Introducciones Iniciales

- ☐ Haga que los padres digan el nombre de su hijo/a, el grado, la edad, y 3 cualidades que más les gusta de su hijo/a. Si dicen cosas negativas re-enfoquen la atención a que identifiquen lo que mas les gusta.
- ☐ Brevemente repita (en pocas palabras) lo que cada padre digo que le gustaba mejor de su hijo/a después de que ellos lo digan.
- ☐ Introduzca el programa:
- ☐ Se ha dado a más de 1,000 niños, empezando en 1989.
 - ☐ 90% de los padres reportan algunos beneficios.
 - ☐ 70% de los maestros reportan mejoramiento.
 - ☐ 80% de niños con bajo autoestima tienen un autoestima medido más alto después de que se termina el grupo.
- ☐ Explica a los padres la razón por coleccionar medidos del tratamiento antes y después de la sesión: para darles a los padres realimentación (feedback) sobre su aumento de mejoramiento; para observar la calidad de control en el grupo; y para asesar los cambios en el grupo.
- ☐ Brevemente explique como los niños populares/aceptados, negados, y rechazados son asesados socialmente:
 - ☐ Niños populares/aceptados reciben más nominaciones de “mas gustado por los demás” y muy pocas nominaciones de “menos gustado por los demás”.
 - ☐ Niños negados reciben pocas nominaciones de “más gustado por los demás” y pocas nominaciones de “menos gustado por los demás”.
 - ☐ Niños rechazados reciben pocas nominaciones de “más gustado por los demás” y muchas nominaciones de “menos gustado por los demás”.
- ☐ Explique que los niños quien son marcados por los demás como más populares no necesariamente son los más gustados.
 - ☐ Los niños más gustados son vistos como buenos y confiables, mientras que los niños marcados populares son vistos como dominantes y “creídos”.
 - ☐ Los niños quien permanecen reservados en el 2 grado y quien fueron reservados en el kinder o 1 grado están en mayor riesgo de problemas en relaciones entre amigos y en el autoestima.
 - ☐ Los niños que son rechazados por compañeros tienden permanecer rechazados sobre tiempo en la ausencia del tratamiento. Están rechazados a causa de su comportamiento: No es divertido jugar con ellos y muy frecuentemente tienen mala reputación con sus compañeros. Cuando estos niños tienen mejores amigos, la amistad tiende de ser de mala calidad.
- ☐ Explique que investigaciones indican que los niños distantes y rechazados son diferentes que los niños populares/aceptados en la manera de que se acercan a situaciones sociales. Los líderes del grupo de niño estarán enseñándoles a los niños como comportarse en estas situaciones tan importantes.

Session 1

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- ☐ Si un niño es rechazado, el o ella puede tener una mala reputación en la escuela. Otros niños se acordarán de esto por unos meses aunque el niño ya no haga nada más para dañar su reputación. Los líderes de los grupos de padres estarán enseñándoles a los padres como enfrentar este problema en las sesiones que siguen.

Hoja Informativa para Padres (Parent Handout) – Sesión 1

LOS OBJETIVOS DE LA CLASE DE AMISTAD ENTRE NIÑOS:

- ☐ Ayudar a su niño a hacer y mantener amigos.
- ☐ Ayudarle a ser más eficiente en poder apoyar los esfuerzos de su niño al buscar amigos apropiados.
- ☐ Ayudarle a ser más eficiente en poder apoyar las habilidades de su niño al hacer nuevas amistades y desarrollar amistades cercanas.

MÉTODOS:

- ☐ Se le pedirá a su hijo que traiga juegos con los que quiera jugar con sus amigos. Nosotros los entrenaremos en su uso apropiado.
- ☐ En cada sesión de niños, habrá instrucciones breves sobre como manejar una situación social difícil.
- ☐ Su hijo será animado a practicar la habilidad enseñada y será entrenado durante la práctica.
- ☐ Se le dará tarea cada semana para poder practicar las habilidades en situaciones que le puedan ayudar.
- ☐ Hemos desarrollado una serie de sesiones pre-planeadas. Nuestras investigaciones nos indican que los niños necesitan estas sesiones en la orden que las proveemos.
 - ☐ El propósito del grupo de padres es de darle sugerencias de cómo mejor apoyar a que su hijo en sus esfuerzos de hacer la tarea. Esto será una clase de “como ayudo a mi hijo a que haga la tarea” y no una clase de “grupo de apoyo para los padres”.

LIMITACIONES DE LA CLASE: QUE NO ESPERAR

- ☐ Que todos los problemas de su hijo serán resueltos como resultado de su participación en esta clase.
- ☐ Que la actitud de su niño y que sus amistades cambiaran inmediatamente
- ☐ Que las habilidades sociales de su niño mejoraran sin su asistencia continua, puntual, y sin intentar hacer las tareas asignadas.
- ☐ Que las habilidades sociales de su niño mejoraran sin su ánimo y soporte para sus esfuerzos al hacer sus tareas por si solo.
- ☐ Que cambiaremos los planes de cada sesión. Estas sesiones han demostrado poder ayudar a la mayoría de niños a quien se les ha presentado este entrenamiento.
- ☐ Que su niño hará amistades duraderas en esta clase. El propósito de esta clase se de practicar cosas nuevas antes de intentarlas en la casa y en la escuela.

Aviso: Se les pide a los padres que no hagan citas para jugar con otros niños en la clase hasta después de que se terminen las 12 sesiones.

Tarea para los padres-Para dar en Sesión 1

METAS

- ☐ Proveer una oportunidad para que su hijo practique las habilidades de conversación aprendidas en la clase.
- ☐ Asistir a su hijo en el uso propio de los juegos usados en los grupos de juego.

Al final de cada sesión:

- ☐ Se le ha asignado la tarea de una llamada por teléfono con un miembro de la clase. Reúnase con el otro niño y sus padres para fijar la fecha y la hora para la llamada.

Al la hora de la llamada:

- ☐ Es su responsabilidad de que su hijo este cerca de un teléfono a la hora acordada con el otro padre. Es la responsabilidad de su hijo de usar las habilidades aprendidas en la clase durante la llamada.
- ☐ Fije las reglas sobre el comportamiento apropiado al usar el teléfono.
 - ☐ El niño tiene que estar listo para hacer o recibir la llamada.
 - ☐ El niño tiene que entender lo que se espera de él en la llamada- asegúrese de esto al preguntarle a su hijo que le diga lo que va a decir por teléfono y como él va a tratar al otro niño. (nada de juegos por teléfono, solo salude y pregunte como fue el día del otro niño).
 - ☐ Antes de la llamada, este de acuerdo con su hijo de que tanto va a durar la llamada por teléfono, solo si es necesario.
- ☐ Asegúrese de que no haya distracciones u otras personas en el cuarto. Si su hijo es el que tiene que llamar, fíjese que haga la llamada, si está esperando una llamada que se ha tardado, pídale a su hijo que haga la llamada después de esperar 20 minutos.
- ☐ Nadie más debe escuchar la conversación de su hijo en el teléfono. Sin embargo, salga del cuarto después de asegurarse de que su hijo está tomando la tarea seriamente. Los padres pueden continuar a escuchar la llamada hasta que se complete. Le pediremos que nos de un resumen la próxima semana.
- ☐ "Dígale a los padres, "Su misión será realizada esta semana si sus hijos simplemente se conectan y tienen una llamada de cinco minutos en la cual se comportan apropiadamente. Las expectativas para estas llamadas aumentarán cada semana".
- ☐ Pregunte si algunos padres anticipan tener un problema con su hijo hablando mucho por teléfono. Si dicen que sí, entonces hagan que le digan a su hijo/a que la llamada no debería de durar más de 15 minutos (o cualquier cantidad que el padre considere razonable).
- ☐ Pregunte si alguno de los padres tienen algún tipo de bloqueador de llamadas, o usa alguna máquina para ver quien está llamando que quizás podría intervenir en las llamadas de sus hijos.

Sesión 1

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Antes de cada clase de amistad:

- ☐ Pídale a su hijo que traiga un juguete para la próxima sesión. Este juguete deberá ser uno cual le guste jugar y uno cual le gustaría jugar al tratar de hacer amistades en un parque o lugar de juego, etc. Este juguete tiene que ser algo con que pueda jugar con al menos 2 niños, y que casi todos sabrán como jugarlo. Estaremos usando esto para enseñarle a su niño como jugar apropiadamente con otros niños en situaciones de grupo.
- ☐ Buenos juguetes—pelota de baloncesto, pelota de fútbol, pelota “Nerfball”, disco volador “frisbee”, balonmano, pelota de tenis.

Los niños no deben traer ninguno de los siguientes juegos:

- ☐ Peligrosos/juegos agresivos- juguetes de artes marciales, pistolas de agua “supersoakers”, globos de agua
- ☐ Juegos solitarios- libros, patinetas, pistolas de juego
- ☐ Un juguete muy caro- un juguete que se pueda romper o dañar y ser caro.
- ☐ Los niños no deben traer nada más para compartir con la clase- nada de dulces, dibujos o cualquier otro juguete.

- ☐ Haga que cada padre piense en un juguete y que te diga que es. Esto es hecho por si acaso su hijo/a no ha pensado en un juego apropiado para traer al fin de la reunificación.

Tarea para padres:

Repase con los padres al fin de la sesión de padres, pero antes de la reunificación con los niños.

- ☐ Llamada en grupo
- ☐ Traer juego para jugar afuera (la próxima semana)

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en como tener una conversación por teléfono. Yo note mucha cortesía y comportamiento serio en este grupo. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El Líder del grupo de niños le recuerda a los niños de traer un juguete para jugar afuera en la sesión de la próxima semana.
- ☐ El Líder del grupo de niños lee la tarea de llamada dentro del grupo una por una.
- ☐ Padres y niños quien han sido aparejados para llamadas dentro del grupo deberían de hacer arreglos para hacer esa cita.
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que hayan decidido en un juguete apropiado para traer a la próxima sesión, y para contestar cualquier pregunta que tengan sobre la llamada dentro del grupo.

Hoja informativa para Padres- Sesión #1

Limitaciones y Objetivos

Los objetivos de la clase de amistad entre niños:

- (1) Ayudar a su niño a hacer y mantener amigos.
- (2) Ayudarle a ser más eficiente en poder apoyar los esfuerzos de su niño al buscar amigos apropiados.
- (3) Ayudarle a ser mas eficiente en poder apoyar las habilidades de su niño al hacer nuevas amistades y desarrollar amistades cercanas.

Métodos:

- (1) Se le pedirá a su hijo que traiga juegos con los que quiera jugar con sus amigos. Nosotros los entrenaremos en su uso apropiado.
- (2) En cada sesión de niños, habrá instrucciones breves sobre como manejar una situación social difícil.
- (3) Su hijo será animado a practicar la habilidad enseñada y será entrenado durante la práctica.
- (4) Se le dará tarea cada semana para poder practicar las habilidades en situaciones que le podan ayudar.
- (5) Hemos desarrollado una serie de sesiones pres planeadas. Nuestras investigaciones nos indican que los niños necesitan estas sesiones en la orden que las proveemos.
- (6) Cada sesión de padre empezara con una sesión de 15 min. De apoyo para padres. Nosotros compartiremos información sobre la exposición al alcohol prenatal y usted podrá compartir sus experiencias y ofrecer sus comentarios al grupo.
- (7) El propósito de los 45 minutos restantes de cada sesión es de darle sugerencias de cómo mejor apoyar a que su hijo haga la tarea. Esto será, la "como ayudo a mi hijo a que haga la tarea" porción de la sesión, y no seguirá el formato de la porción de apoyo. Le pediremos que nos de ejemplos específicos y pertinentes. El líder del grupo podrá remitir la conversación para asegurarse de cubrir todo el material necesario esa tarde.

Limitaciones de clase: Que **NO** esperar de estas sesiones

- (1) Que todos los problemas de su hijo serán resueltos como resultado de su participación en esta clase.
- (2) Que la actitud de su niño y que sus amistades cambiaran inmediatamente
- (3) Que las habilidades sociales de su niño mejoraran sin su asistencia continua, puntual, y sin intentar hacer las tareas asignadas.
- (4) Que las habilidades sociales de su niño mejoraran sin su animo y soporte para sus esfuerzos al hacer sus tareas por si solo.
- (5) Que cambiaremos los planes de cada sesión. Estas sesiones han demostrado poder ayudar a la mayoría de niños a quien se les ha presentado este entrenamiento.
- (6) Que su niño hará amistades duraderas en esta clase. El propósito de esta clase se de practicar cosas nuevas antes de intentarlas en la casa y en la escuela.

Aviso: Se les pide a los padres que no hagan citas con otros niños en la clase hasta después de que se terminen las 12 sesiones.

Session 1

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Entrenamiento de Amistad de Niños

Tarea para padres- Dar en Sesión #1

La tarea se entregara en las Sesiones 2-6

METAS:

1. Proveer una oportunidad para que su hijo practique las habilidades de conversación aprendidas en la clase.
2. Asistir a su hijo en el uso propio de los juegos usados en los grupos de juego.

Al final de cada sesión:

Se le ha asignado la tarea de una llamada por teléfono con un miembro de la clase. Reúnase con el otro niño y sus padres para fijar la fecha y la hora para la llamada.

Al la hora de la llamada:

1. Es su responsabilidad de que su hijo este cerca de un teléfono a la hora acordada con el otro padre. Es la responsabilidad de su hijo de usar las habilidades aprendidas en la clase durante la llamada.
2. Fije las reglas sobre el comportamiento apropiado al usar el teléfono.
 - (a) El niño tiene que estar listo para hacer o recibir la llamada.
 - (b) El niño tiene que entender lo que se espera de el en la llamada- asegúrese de esto al preguntarle a su hijo que le diga lo que va a decir por teléfono y como el va a tratar al otro niño. (nada de juegos por teléfono, solo salude y pregunte como fue el día del otro niño).
 - (c) Antes de la llamada, este de acuerdo con su hijo de que tanto va a durar la llamada por teléfono, solo si es necesario.
3. Asegúrese de que no haya distracciones o otras personas en el cuarto. Si su hijo es el que tiene que llamar, fíjese que haga la llamada, si esta esperando una llamada que se ha tardado, pídale a su hijo que haga la llamada después de esperar 20 minutos.
4. Nadie más debe escuchar la conversación de su hijo en el teléfono. Sin embargo, salga del cuarto después de asegurarse de que su hijo esta tomando la tarea seriamente. Los padres pueden continuar a escuchar la llamada hasta que se complete. Le pediremos que nos de un resumen la próxima semana.

Antes de cada clase de amistad:

Pídale a su hijo que traiga un juguete para la próxima sesión. Este juguete deberá ser uno cual le guste jugar y uno cual le gustaría jugar al tratar de hacer amistades en un parque o lugar de juego, etc. Este juguete tienes que ser algo con que pueda jugar con al menos 2 niños, y que casi todos sabrán como jugarlo. Estaremos usando esto para enseñarle a su niño como jugar apropiadamente con otros niños en situaciones de grupo.

Buenos juguetes—pelota de baloncesto, pelota de fútbol, pelota “Nerfball”, disco volador “frisbee”, balonmano, pelota de tenis.

Los niños no deben traer ninguno de los siguientes juegos:

Peligrosos/juegos agresivos- juguetes de artes marciales, pistolas de agua “supersoakers”, globos de agua

Juegos solitarios- libros, patinetas, pistolas de juego

Un juguete muy caro- un juguete que se pueda romper o dañar y ser caro.

Los niños no deben traer nada mas para compartir con la clase- nada de dulces, dibujos o cualquier otro juguete.

Tarea para padres:

1. Llamada en grupo
2. Traer juego para jugar afuera (la próxima semana)

Session 1

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #1

Reglas para una buena comunicación

(Las palabras “buzz” han sido subrayadas)

Introducción:

- Reglas de la sesión
 - Levantar la mano
 - **Estar serio “Be serious”** (no ridículo)
 - Oír y seguir las direcciones
 - No jugar con los juguetes hasta la hora de jugar
 - **No tocar “No touching”** (no pegar, patear, pellizcar, abrazar, etc.)

Reglas para una buena comunicación:

- Hablar para que otros puedan oír. (no muy recio, no muy callado)
- Mantener distancia apropiada al hablar
- No ser payaso
- **No meterse mucho con otros “Don’t get too personal”**

Session 1

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Lista de Fidelidad para Sesión de Padres #2

Reunión Inicial (Initial Gathering)

- ☐ Antes de que lleguen los padres, arreglen las sillas
- ☐ Distribuye lista de teléfono y ausencias planeadas para los padres que no asistieron la primera sesión o no tenían esa información lista el primer día.
- ☐ Mientras que los padres y niños entran, en la página de 'homework compliace' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Revise los juguetes y aconseje a los padres sobre los juguetes inapropiados.
- ☐ Pregunte quien tuvo éxito con el 'in-group call', la llamada dentro del grupo (y exitoso en este momento simplemente significa que el niño se conectó, no que tuvo una muy buena conversación) y empiece con esos padres.
- ☐ Pregúntele a los dos padres como estuvo la llamada (por ejemplo, si Brandon y David fueron asignados a tener una llamada con cada quien, primero pregúntele al padre de Brandon sobre la llamada, y luego pregúntele a los padres de David sobre la llamada porque los dos padres escucharon algo diferente de la misma llamada). Marque en la pagina de cumplimiento con la tarea si completaron o no completaron la llamada dentro del grupo.
- ☐ Mientras que esta revisando la llamada con los padres, revise que la reglas de llamadas telefónicas se hayan seguido: no distracciones, no televisión o hermanos/ hermanas en el cuarto.
- ☐ Para citas telefónicas que no se hayan cumplido: trate de enseñarles que desilusionado estuvo el otro niño/a porque no se realizó la llamada y pregúntale al padre que se puede hacer para que la próxima llamada sea completada.
- ☐ Vaya alrededor de la mesa y pregúntele a los padres que juego planean traer la próxima semana. Este juego debería de ser para jugar afuera.
- ☐ Enfoque el valor de la tarea de traer un juego para jugar afuera.
 - ☐ Para identificar algo que el niño/a pueda traer al jardín de jugar en su área.
 - ☐ Jardines de jugar normalmente no dan juguetes, y un juguete para jugar afuera actuara como un imán para atraer otros niños.
 - ☐ Algunos juguetes son mejores para esto que otros. Una pelota es fácilmente compartido con dos o mas niños (y es aburrido jugar solo).
 - ☐ Otros juguetes pueden inicialmente ofrecer una atracción fuerte a otros niños, por ejemplo, una pistola Nerf. Sin embargo, después de 5 minutos los niños empezaran a discutir sobre a quien le toca el juguete después.

Session 2

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Hoja Informativa para Padres (Parent Handout)-Sesión #2

- ☐ Dígales a los padres que los niños están trabajando en habilidades de conversación en la sesión de niños. Para la próxima tarea, los padres tienen que enfocar el contenido de la conversación en lugar de cómo los niños empiezan y terminan la llamada.
- ☐ Dígales a los padres que lo primero en establecer una nueva relación es buscar interés en común para saber que pueden hacer juntos. Esto es una conversación entre dos personas, no una entrevista (una entrevista no es entre iguales).
- ☐ Repase la hoja informativa (incluyendo la tarea de padres).

Metas:

- ☐ Ayudar a los niños a desarrollar habilidades de conversación entre dos personas.
- ☐ Ayudar a los padres e hijos a comunicarse entre ellos mismos.
- ☐ 1. Una conversación es cuando dos niños hablan y aprenden sobre uno al otro. Avise a los padres sobre lo que los niños están aprendiendo en la sesión de niños.

QUE HACER:

- ☐ Intercambiar información sobre uno al otro
 - ☐ Intercambiar es decir una verdad y recibir una verdad (jugar al detective)
 - ☐ Cuando responde a una pregunta, puede que tenga que hacer una pregunta para seguir intercambiando.
- ☐ Verdades importantes para averiguar:
 - ☐ Que te gusta hacer (y al otro/a niño/a)- para saber que van hacer cuando se junten
 - ☐ Que no te gusta hacer (y al otro/a niño/a)- para evitar esto cuando estas con esta persona.

QUE NO HACER:

- ☐ No domines la conversación- deja que la otra persona hable también
- ☐ Da solamente las verdades que la persona te esta preguntando, no seas muy personal.
- ☐ No seas muy personal- no des información que te hará sentir mal o que hará sentir a otros mal.
- ☐ No seas un entrevistador- no solo hagas preguntas y no hables de ti mismo. Tienes que platicar bastante para que la otra persona tenga la información que necesita.
- ☐ 2. Maneras de animar conversaciones con su hijo:

Animar:

- ☐ Alagar a su hijo (en privado) cuando el/ella intenta nuevas habilidades que ha aprendido en el grupo o en otro lugar.
- ☐ Involucrar a su hijo en las decisiones sobre sus citas de juego. Escójanlas juntos.
- ☐ Hablar sobre y actuar respetuosamente hacia otros adultos, maestros, y niños enfrente de su hijo/a.
- ☐ Escuchar cuando su hijo/a quiere hablar sobre sus amistades. *

Desanimar:

- ☐ Hablar sobre las faltas de su hijo/a enfrente de otros.
- ☐ Permitiendo que su hijo/a juegue con niños que no le caen bien pero son convenientes.
- ☐ Hablando sobre otros adultos o niños y sus fallas enfrente de su hijo/a.
- ☐ Usando a su hijo/a para que hable cuando usted es el que quiere hablar.

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Tarea para los padres

- ☐ 1. * Apague el radio del carro y practique las habilidades de oír con su hijo/a rumbo a la casa esta noche. Primero intente el silencio solo y espere ver si su hijo/a empieza a platicar. Si no, pregúntele a su hijo/a sobre lo que paso en el grupo. Los padres deben de tener sesiones de oír regularmente, repasar lo que paso en la escuela, etc.
- ☐ 2. Los niños practicarán conversaciones con otro miembro del grupo por teléfono. El padre debe oír de lejos para saber si su hijo/a esta preguntando y contestando las preguntas. Si no es así, entonces recuérdale a su hijo/a sobre la tarea. Puede ser que no sepan como empezar y terminar una llamada por teléfono- esto vendrá la próxima semana.
- ☐ 3. Traer un juguete para jugar afuera (excepto si esta lloviendo- entonces traer un juguete para jugar adentro)

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en jugar a detectives y intercambiando información. Nosotros también trabajamos en como mantenerse serio al conocer a otra persona por primera vez. Yo note mucha cortesía y comportamiento serio en este grupo. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El Líder del grupo de niños le recuerda a los niños de traer un juguete para jugar afuera en la sesión de la próxima semana.
- ☐ El Líder del grupo de niños lee en voz alta la tarea de la llamada dentro del grupo uno por uno.
 - Si hay un numero de niños que no este balanceado, el niño podría tener dos llamadas en lugar de solamente una.
 - Felicite al niño y dígame que porque están haciendo ‘doble el trabajo’ haciendo dos llamadas, ellos ganaran estrellas extras.
- ☐ Padres y niños quien han sido aparejados para llamadas dentro del grupo deberían de hacer arreglos para hacer esa cita.
- ☐ Los lideres de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que hayan decidido en un juguete apropiado para traer a la próxima sesión, y para contestar cualquier pregunta que tengan sobre la llamada dentro del grupo.

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Hoja Informativa para Padres- Sesión #2

Tener una conversación

Metas: (1) Para poder ayudar a los niños a desarrollar habilidades de conversación entre dos. (2) Ayudar a los padres y niños a comunicar con uno al otro.

1. Una conversación es cuando dos niños hablan y aprenden como pasársela bien con cada uno.

Que hacer

- Intercambiar información sobre uno al otro
 - Intercambiar es decir una verdad y recibir una verdad (jugar al detective)
 - Cuando responde a una pregunta, puede que tenga que hacer una pregunta para seguir intercambiando.
- Verdades importantes;
 - Que te gusta hacer- para saber que van hacer cuando se junten
 - Que no te gusta hacer- para evitar esto cuando estas con esta persona.

Que NO hacer

- No domines la conversación- deja que la otra persona hable también
 - Da solamente las verdades que la persona te esta preguntando, no seas muy personal.
- No seas muy personal- no des información que te hará sentir mal o que hará sentir a otros mal.
- No seas un entrevistador- no solo hagas preguntas y no hables de ti mismo.
 - Da bastante para que la otra persona tenga la información que necesita.

2. Maneras de animar conversaciones con su hijo:

Animar

- ☐ Alagar a su hijo (en privado) cuando el/ella atenta nuevas habilidades que ha aprendido en el grupo o en otro lugar.
- ☐ Involucrar a su hijo en las decisiones sobre sus citas de juego. Escójanlas juntos.
- ☐ Hablar sobre y actuar respetuosamente hacia otros adultos, maestros, y niños en frente de su hijo/a.
- ☐ Escuchar cuando su hijo/a quiere hablar sobre sus amistades. *
- ☐ Desanimar
- ☐ Hablar sobre las faltas de su hijo/a enfrente de otros.
- ☐ Permitiendo que su hijo/a juegue con niños que no le caen bien pero son convenientes.
- ☐ Hablando sobre otros adultos o niños y sus fallas enfrente de su hijo/a.
- ☐ Usando a su hijo/a para que hable cuando usted es el que quiere hablar.

Tarea para los padres

- ☐ 1. * Apague el radio del carro y practique las habilidades de oír con su hijo/a rumbo a la casa esta noche. Primero intente el silencio solo y espere a ver si su hijo/a empieza a platicar. Si no, pregúntele a su hijo/a sobre lo que paso en el grupo. Los padres deben de tener sesiones de oír regularmente, repasar lo que paso en la escuela, etc.
- ☐ 2. Los niños practicarán conversaciones con otro miembro del grupo por teléfono. El padre debe oír de lejos para saber si su hijo/a está preguntando y contestando las preguntas. Si no es así, entonces reacuérdele a su hijo/a sobre la tarea. Puede ser que no sepan como empezar y terminar una llamada por teléfono- esto vendrá la próxima semana.
- ☐ 3. Traer un juguete para jugar afuera (excepto si está lloviendo- entonces traer un juguete para jugar adentro)

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #2

Habilidades de comunicación

Intercambiando información

(Las palabras “buzz” han sido subrayadas)

Reglas para Intercambiar Información “Trading Information”:

- Enterarse de lo que le gusta a la otra persona
- Enterarse de lo que no le gusta a la otra persona
- Buscar que cosas tienen en común
- **No dominar la conversación “Don’t be a conversation hog”**
- **No ser un entrevistador “Don’t be an interviewer”**
- **No ser muy personal (intimo) “Don’t get too personal”**

Lista Fidelidad para Sesión de Padres #3

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Pregúnteles a los padres sobre lo que paso en camino a la casa la semana pasada (la tarea de 'active listening')
- ☐ Revise los juguetes y aconseje a los padres sobre los juguetes inapropiados.
- ☐ Repase la tarea de llamadas dentro del grupo. Pregunte si hubo conversaciones de parte de las dos personas. ¿Estaba haciendo preguntas el niño/a? Tome en cuenta que no debe haber distracciones, no televisión o hermanas/hermanos en el cuarto durante la llamada.
- ☐ Para citas telefónicas que no se hayan cumplido: trate de enseñarles que desilusionado estuvo el otro niño/a porque no se realizó la llamada y pregúntale al padre que se puede hacer para que la próxima llamada sea completada.
- ☐ Los niños a veces terminan la llamada dentro del grupo precipitadamente. Dígales a los padres que solamente podemos enseñar una habilidad a tiempo y que el enfoque era en la conversación entre dos y no en el comienzo o final de una llamada.
- ☐ El repaso de las llamadas normalmente revela que todos los niños tomaron la llamada seriamente. El Líder del Grupo debería enfocar esto a los padres.

Hoja Informativa para Padres (Parent Handout)-Sesión #3

- ☐ Dígle a cada padre que su hijo/a esta aprendiendo como acercarse a otros niños que ya están jugando un juego. La próxima semana, ellos empezaran a ayudar que esto suceda en la casa y en la escuela. Si su hijo/a tiene una mala reputación en la escuela, deberían encontrar otras situaciones al cual su hijo/a pueda practicar esta habilidad.

Metas:

- ☐ Repasar las maneras en que los padres pueden ayudar a las amistades de sus hijos.
- ☐ Desarrollar los recursos necesarios para citas de juego en el futuro.
- ☐ Estudios indican que la adaptación de su hijo/a en el futuro será mejor si el o ella tiene 2-3 amistades cercanas. Estas son mejor de tener en su vecindario. Las habilidades de su hijo de hacer y mantener amistades cercanas mejoraran más al formar citas de juego informales de uno a uno, no al organizar actividades como equipos o algo similar.
- ☐ Dígales a los padres que en este momento su hijo/a esta aprendiendo como juntarse con otros niños que ya están jugando un juego. La próxima semana, los padres ayudaran que esto se realice en la casa y en la escuela.

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- ☐ Nuestras metas son:
 - ☐ (a) darles a sus hijos las habilidades para acercarse y mantener un juego entre un grupo y
 - ☐ (b) usar los grupos a cuales se acercaron para generar pistas para citas de jugar.
 - ☐ Estamos interesados en que los padres ayuden a sus hijos conocer niños buenos comportados. Estudios enseñan que no teniendo amigos puede ser mejor que tener amigos que son malos comportados.

Formas en las cual pueden ayudar los padres (Tiene que tener todas las siguientes):

- ☐ Un lugar en la casa en donde su hijo/a puede jugar con su amigo/a, sin disturbios o interrupciones de sus hermanos/as, si esto es un problema.
- ☐ Su hijo necesitara actividades interactivos o juegos que el/ella disfrutan y que otros niños también disfrutaran. Estos incluyen juegos de mesa pero no incluyen juegos de video o la televisión.
- ☐ Infórmales a los padres que juegos de video, juegos de computadoras, y televisión no están permitidos como parte de las citas de juego en este programa.
- ☐ Pregúntales a los padres si tienen juegos de mesa, muñecos/muñecas, etc. A veces los juegos de mesa se deshacen por el des-uso y son abandonados por juegos de video o computadora. Se tienen que remplazar con juegos que se puedan usar.
- ☐ Recursos de donde encontrar compañeros de juego (equipos, escuela) para invitarles a jugar—en las sesiones futuras tendrá que buscar uno.
- ☐ Si los padres dicen que no tienen un parque u otro recurso después de la escuela, dígame que una de sus tareas de la semana será manejar alrededor de su vecindario en el fin de semana para buscar un parque con niños jugando que no sean mas de un año menor que su hijo/a, con cual ellos se sientan cómodos que jueguen. Los padres pueden regresar al parque otro día con mas suerte. Si su hijo/a tiene mala reputación en la escuela, ellos deben de encontrar sitios en la vecindad en donde practicar esta habilidad.
- ☐ Tiempo para jugar con un compañero de juego uno a uno- su hijo/a tendrá que estar disponible para citas de juego durante 2 o 3 horas cada semana.
- ☐ Estudios sobre tiempo largo no enseñan ningún beneficio de actividades como Girl Scouts/Boy Scouts, equipos, clases, y lo similar en el ajuste social de niños (son buenos para conocer nuevas personas). Es mas importante apartar por lo menos 2 horas entre el viernes y el domingo por la tarde para que los niños tengan una cita de juego en lugar de estar involucrados en varias actividades.

Tarea para los padres

- ☐ Llamadas a otros miembros del grupo, como en sesiones previas. Revise que se termine la llamada apropiadamente: después de una pausa en la conversación, diga que se tiene que retirar. Haga que los padres revisen como termino la llamada. El final de esta llamada tiene dos partes (1) note una pausa en la conversación (a todos se les acaban las cosas que decir), y luego diga, (2) “Bueno, ya me tengo que ir, nos vemos en la escuela (etc.)”.
- ☐ Su hijo tiene que “jugar al detective” en el teléfono con un niño/a no el grupo- un niño quien sea fácil de contactar y que lo pueda organizar con sus padres. (Ej. un primo, o un niño/a de un amigo de la familia). Determine quien es antes de que se valla hoy. Resista el hacer una cita de juego con este niño/a.

- ☐ Dígle a los padres que la mejor manera es de tener a su hijo/a hacer la llamada dentro del grupo primero, practicando los comienzos y finales de llamadas, y que luego llamen a alguien que no este en el grupo. El criterio para seleccionar este niño es:
 - ☐ (a) El otro niño debería de ser la misma edad y sexo.
 - ☐ (b) la reputación del niño afecta la decisión de quien llamar. Padres no deberían dejar que sus hijos llamen niños que sean de lugares donde su hijo/a tiene una mala reputación. Esta primer llamada afuera del grupo debería de ser una éxito garantizado con alguien que le caiga bien al niño/a y que pueda hablar por teléfono.
 - ☐ (c) Siga la “mejor propuesta” que pueda conseguir con cada padre. Padres deberían de pensar de un niño apropiado y sugerírselos a sus hijos al final de la sesión. Si su hijo tiene una mejor idea, ellos pueden usar la idea de su hijo. El estándar es que la llamada afuera del grupo sea con un niño del mismo sexo, dentro de un año de edad, alguien con cual no hayan hablado en un tiempo y con cual quieran conocer mejor. Si no han hecho esto antes, pueden hacer esta tarea con un familiar de la misma edad que no han visto en mucho tiempo.
 - ☐ (d) El niño tiene que tener conversaciones entre dos. No anime listas de preguntas, porque esto promueve entrevistas y los niños pierden espontaneidad. Padres pueden preparar la llamada del niño en repasar preguntas que posiblemente pueda preguntar o ensayar la llamada antes de que sea realizada.
 - ☐ (e) La portada de la llamada: Empiece con preguntas como, ¿“Que era la tarea que nos dejaron (si están en la misma clase)?”, “Que escuela vas a asistir en el otoño?”, “Estas en el equipo de fútbol?”, y similar para que empiecen a intercambiar información. Algunos niños dicen que la llamada es para una clase. Sin embargo. Algunos niños no les gusta ser alguien que sea estudiado (guinea pig), y esto le agrega un connotación negativa a la llamada. Sin embargo, lo más importante es que se realice la llamada.
 - ☐ (f) Dígle al padre que escuche por: Estaba el otro niño/a contenta al recibir la llamada (si no era un familiar)? Pudo el niño/a averiguar cosas que les gustaría hacer juntos? Si estas dos preguntas fueron si, entonces el niño/a puede ir en la lista como una posible cita de jugar.
- ☐ Traer un juego para jugar afuera, como en la sesión previa.
- ☐ Busque alrededor de su vecindario por un lugar donde su hijo se puede reunir con otros niños que estén jugando y que tengan la misma edad que su niño/a (o no mas de un año mas chico).
- ☐ Agregue otros recursos necesarios- un lugar donde jugar, juegos interactivos, haga tiempo en el calendario de su hijo/a.

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Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en comenzar y terminar una llamada y en acercarse a un juego mientras que otros niños ya están jugando. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El Líder del grupo de niños le recuerda a los niños de traer un juguete para jugar afuera en la sesión de la próxima semana.
- ☐ El Líder del grupo de niños recuerda a todos que estarán haciendo una llamada afuera del grupo esta semana.
- ☐ El Líder del grupo de niños lee en voz alta la tarea de la llamada dentro del grupo uno por uno.
 - Si hay un numero de niños que no este balanceado, el niño podría tener dos llamadas en lugar de solamente una.
 - Felicite al niño y dígame que porque están haciendo ‘doble el trabajo’ haciendo dos llamadas, ellos ganaran estrellas extras.
- ☐ Padres y niños quien han sido aparejados para llamadas dentro del grupo deberían de hacer arreglos para hacer esa cita.
- ☐ Los lideres de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que hayan decidido en un juguete apropiado para traer a la próxima sesión, y para contestar cualquier pregunta que tengan sobre la llamada dentro del grupo.
 - Arreglen un plan por si acaso la primera persona que escogieron para la llamada no se encuentra en casa.
 - Arreglando la llamada afuera del grupo puede tomar más de lo normal por negociaciones de tarea.
 - Algunos padres quizás no realicen que su hijo/a no le guste el niño/a que ellos quieren que llamen. Los hijos pueden sugerir a alguien a cual no le caiga bien su hijo/a (por ejemplo, alguien que nunca regresa la llamada de su hijo/a) o alguien que el padre piense que se comporta mal. El padre debería de sugerir un alternativo sin decir porque.

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Hoja informativa para padres- Sesión #3

Como los padres apoyan las amistades de sus hijos

Metas: 1. Repasar las maneras en que los padres pueden ayudar a las amistades de sus hijos.

1. Desarrollar los recursos necesarios para citas de juego en el futuro.

Estudios indican que la adaptación de su hijo/a en el futuro será mejor si el o ella tiene 2-3 amistades cercanas. Estas son mejor de tener en su vecindario. Las habilidades de su hijo de hacer y mantener amistades cercanas mejorarán más al formar citas de juego informales de uno a uno, no al organizar actividades como equipos o algo similar.

Formas en las cual pueden ayudar los padres (Tiene que tener todas las siguientes):

1. Un lugar en la casa en donde su hijo/a puede jugar con su amigo/a, sin disturbios o interrupciones de sus hermanos/as, si esto es un problema.
2. Su hijo necesitara actividades interactivas o juegos que el/ella disfrutan y que otros niños también disfrutaran. Estos incluyen juegos de mesa pero no incluyen juegos de video o la televisión.
3. Recursos de donde encontrar compañeros de juego (equipos, escuela) para invitarles a jugar—en las sesiones futuras tendrá que buscar uno.
4. Tiempo para jugar con un compañero de juego uno a uno- su hijo/a tendrá que estar disponible para citas de juego durante 2 o 3 horas cada semana.

Tarea para los Padres

1. Llamadas a otros miembros del grupo, como en sesiones previas. Revise que se termine la llamada apropiadamente: después de una pausa en la conversación, diga que se tiene que retirar.
2. Su hijo tiene que “jugar al detective” en el teléfono con un niño/a no el grupo- un niño quien sea fácil de contactar y que lo pueda organizar con sus padres. (Ej. un primo, o un niño/a de un amigo de la familia). Determine quien es antes de que se valla hoy. Resista el hacer una cita de juego con este niño/a.
3. Traer un juego para jugar afuera, como en la sesión previa.
4. Busque alrededor de su vecindario por un lugar donde su hijo se puede reunir con otros niños que estén jugando y que tengan la misma edad que su niño/a (o no mas de un año mas chico).
5. Agregue otros recursos necesarios- un lugar donde jugar, juegos interactivos, haga tiempo en el calendario de su hijo/a.

Session 3

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #2

Sesión Para Niños #3 Entrando desapercibido

(Las palabras “buzz” han sido subrayadas)

Reglas para Entrar desapercibido “Slipping – In”:

- **Mirar “Watch”**
 - ¿Que están jugando?
 - ¿Sabes las reglas?
 - ¿Están jugando muy Tosco?
 - ¿Cuántos hay en cada equipo?
 - ¿Quien esta ganando?
- **Esperar “Wait”**
 - **Esperar una pausa “Wait for a pause”** en el juego.
 - Si la pelota se sale de la línea, ofrécete a agarrarla
 - **No seas un arbitro “Don’t be a referee”** en la línea lateral
 - **Elogia “Praise”** a los jugadores desde la línea lateral
- **Preguntar “Ask”**
 - Preguntar de buena gana si puedes jugar
 - Si conoces a alguien en el equipo, pregúntale
 - Pregúntale a la persona que tiene la pelota
 - Únete al equipo con menos jugadores
 - Únete al equipo que esta perdiendo
- Si dicen que no:
 - No discutas
 - Busca a alguien mas con quien jugar
 - **Inténtalo otra vez “Try again later”** (otro día)

Session 3

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Lista Fidelidad para Sesión de Padres #4

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídeles a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay 4 tareas (no incluyendo el juguete) y no suficiente tiempo para repasar todas. Pregúntele a todo el grupo, "Alguien tuvo una buena conversación con su hijo/a después de la sesión de la semana pasada que gustaría compartirla con nosotros?" Repase estas, pero no les pregunte a todos.
- ☐ Pregúntale a cada padre que muy brevemente hablen sobre la conversación entre dos durante la llamada dentro del grupo.
- ☐ Explique en más detalle la llamada fuera del grupo.
 - ☐ ¿Fue una conversación entre dos en la manera de que se preguntaron y contestaron preguntas?
 - ☐ ¿Estaba interesado o excitado el otro niño con la llamada?
 - ☐ ¿Tuvieron cosas de que hablar?
- ☐ Dígale a los padres que es importante notar el afecto del otro niño (lo mas que puedan en la manera de que se termine la llamada cuando su hijo/a cuelgue el teléfono). Si el otro niño es compañero de la escuela y se comporta grosero por teléfono, puede ser señal de mala reputación de su hijo/a.
- ☐ Al oír de una experiencia negativa como esta de los padres, dígale lo siguiente al grupo: "Si un niño tiene una mala reputación y el o ella empieza a hacer todo bien, probablemente va a tomar unos meses para que otros reconozcan esto y parar de ignorar lo/la. Si el o ella trata de ser mas amigable y trata de esforzar el tema, se garantizara un fracaso. En este caso es mejor que su hijo/a "pase desapercibido" y que se encuentre otro lado donde los niños no los conozcan para practicar sus habilidades. Es mejor para el o ella de tener una oportunidad de acercarse con éxito que tener un fracaso garantizado con otros niños que el o ella conoce.
- ☐ Pregunte si encontraron parques en la vecindad para la tarea de 'entrar desapercibido' (slipping-in). Si el padre no encontró una, entonces el padre debería de intentar otra vez esta semana. Si es necesario, pregúntales a otros padres en el grupo sobre locaciones de un buen parque. Dígale a los padres que sus hijos estarán listos para intentar 'entrar desapercibido' con otros niños que ya están jugando en su vecindad después de la próxima sesión.

Session 4

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- ☐ Para la próxima llamada fuera del grupo-haga que los padres identifiquen un niño que tenga el potencial de ser invitado como alguien con quien su hijo/a pueda jugar para la próxima llamada fuera del grupo.
- ☐ La 'ley estándar de oro' (gold standard)- quizás sería un niño con cual su hijo/a antes jugaba y no se han visto en mucho tiempo.

Hoja Informativa para Padres (Parent Handout)-Sesión #4

- ☐ META DE LA SESION: Informar a los padres sobre estrategias de entrada en grupo que serán enseñadas a sus niños.
 - ☐ Estudios han identificado las maneras mas populares y aceptadas por niños al entrar en grupos y ser exitosos al jugar con otros niños. Las estrategias que tienen son muy diferentes a las de los niños que son rechazados frecuentemente.
- ☐ Dígale a los padres que les vamos a enseñar a sus hijos que hagan lo que los niños aceptados hacen.
- ☐ Demuestre como adultos competentes conocen a nuevas personas, usando un padre que este sentado cerca de usted, el líder del grupo.
 - ☐ "Haga de cuenta que estas en una fiesta, donde no conoces a nadie y la gente esta hablando en grupos de dos y tres. Primero se acerca suficientemente para enseñar que esta interesado y escuche para ver a que nivel esta la conversación."
 - ☐ Demuestre una distancia cómoda con el padre que esta sentado junto a usted y solamente vea al padre cuando diga las próximas líneas.
 - ☐ "Usted esta viendo a ver si le gustaría acompañarlos y averiguando como puede contribuir. Como se sabe que ha sido aceptado?"
 - ☐ Los demás lo empiezan a verlo cuando habla, preguntan cosas dirigidas hacia usted (mientras esta hablando mire hacia el resto del grupo)
 - ☐ Si no hacen esto, quizás ellos no quieren que los demás entren a su conversación.
 - ☐ Si no le gusta la conversación o no puede contribuir, o el grupo no lo esta viendo, entonces camine hacia otro grupo. No se van a lastimar los demás si se acercan hacia otro grupo.
 - ☐ Si se queda mas tiempo, espere por una pausa en la conversación y diga algo que contribuye a la conversación."
 - ☐ "Niños populares y aceptados hacen esto: los niños mas chicos lo hacen en el juego, y los niños mas grandes lo hacen en conversaciones. Niños que son ignorados no se acercan suficientemente para enseñar que están interesados. Niños rechazados entran sin preguntar, a veces forzosamente, y juegan en una manera que molesta a los otros niños, como no pasando la pelota a los demas."

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Que hacer y que no hacer al intentar ser parte de un grupo:

QUE HACER

1. Cuando y donde ser parte de un grupo:

- ☐ Trata de entrar a un grupo cuando otros están jugando, durante la hora de la comida, antes o después de la escuela.
- ☐ NO trates de jugar con otros niños cuando están trabajando o escuchando a la maestra (u otro adulto).

2. Como acercarse y ser parte de un grupo:

- ☐ Observa el grupo cercano
 - ☐ Demuestra que estas interesado en lo que están haciendo sin ser entrometido)
 - ☐ Enseña que entiende lo que están haciendo (jugando a la casita, o baloncesto)
 - ☐ Asegure que entiende cuales son las reglas para participar (¿Están tomando turnos, formando una línea?)
 - ☐ Elogia a los demás niños (buen tiro, que bien...)
- ☐ Espere antes de juntarse al grupo
 - ☐ Ayúdales a jugar el juego.
 - ☐ Espera una pausa en la actividad y di algo que enseña que conoces el juego. ("Ocupas otra persona en tu equipo?")
- ☐ Pregunte a los padres: "¿Cual lado que se escoge para entrar--el lado que esta ganando o el lado que esta perdiendo?"
 - Muchos padres y niños dirán que uno se debería de juntar con el grupo que esta ganando. Niños rechazados incorrectamente escogen el lado que esta ganando--el lado que menos necesita ayuda. Ellos entran al juego con la estrategia "ganar a todo costo".
 - Los niños aceptados/populares entran al juego con la idea de que mantener relaciones continuas es mas importante que ganar--ellos escogen el lado que ocupa ayuda.
 - Es mejor juntarse al lado que esta perdiendo o el lado con menos jugadores.
- ☐ Pregúntale a alguien que conoces si puedes jugar con ellos, o pregúntale a la persona que tiene la pelota.

QUE NO HACER

- ☐ NO hagas preguntas para obtener información (si no entiendes lo que esta pasando, no interrumpas a los demás)
- ☐ NO te menciones y no menciones tus sentimientos (en este momento no están interesados)
- ☐ Tienes que ser serio al conocer a niños nuevos (haciendo se el/la payaso/a les indica que no estas interesado en jugar).
- ☐ Los niños pueden averiguar la estructura del juego y no interferir en el juego al observar desde las líneas laterales (sidelines)
- ☐ NO entres en desacuerdo o critiques o diles que hacer (tu eres el intruso y no tienes derecho hacer eso)

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- ☐ 3. Acepta la respuesta de “no”
 - ☐ Un promedio de 50% del tiempo le dicen “no” a los niños al tratar de ser parte de un grupo.
 - ☐ Esto no es “rechazo”, es ser dicho que no. Si aceptan esto gracia, es mas probable que para la próxima vez sean aceptados a jugar.
 - ☐ Entrar al grupo con éxito solo puede ser hecho por el/la niño/a, intentos de parte de los padres serán contra-productivos.
 - ☐ Los Padres deberían de observar de una distancia.
 - ☐ Se le pedirá a su hijo/a que entre desapercibido a un grupo después de la próxima sesión.

Tarea para los padres

- ☐ Llamar a otros miembros del grupo como en las sesiones previas.
- ☐ Llamada fuera del grupo a una nueva persona fuera del grupo. Su hijo debería de estar intercambiando información (Jugando al detective con una persona nueva fuera del grupo).
- ☐ Traer un juego de su casa para jugar afuera como en la sesión previa.
- ☐ Manejar alrededor de su comunidad buscando un lugar donde jugar con niños de la misma edad que su hijo/a o un año mas chico. No discuta esto con su hijo/a hasta después de la próxima sesión.

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en comenzar y terminar una llamada y en acercarse a un juego mientras que otros niños ya están jugando. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El Líder del grupo de niños le recuerda a los niños de traer un juguete para jugar afuera en la sesión de la próxima semana.
- ☐ El Líder del grupo de niños recuerda a todos que estarán haciendo una llamada afuera del grupo esta semana.
- ☐ El Líder del grupo de niños lee en voz alta la tarea de la llamada dentro del grupo uno por uno.
 - Si hay un numero de niños que no este balanceado, el niño podría tener dos llamadas en lugar de solamente una.
 - Felicite al niño y dígame que porque están haciendo ‘doble el trabajo’ haciendo dos llamadas, ellos ganaran estrellas extras.
- ☐ Padres y niños quien han sido aparejados para llamadas dentro del grupo deberían de hacer arreglos para hacer esa cita.
- ☐ Los lideres de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que hayan decidido en un juguete apropiado para traer a la próxima sesión, y para contestar cualquier pregunta que tengan sobre la llamada dentro del grupo o preguntas de la llamada fuera del grupo.
 - Arreglen un plan por si acaso la primera persona que escogieron para la llamada no se encuentra en casa.
 - Asegure que el padre e niño estén de acuerdo en quien llamar.

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Hoja informativa para padres- Sesión #4

Como los niños hacen nuevos conocidos

Metas: Informar a los padres sobre estrategias de entrada en grupo que serán enseñadas a sus niños.

Estudios han identificado las maneras mas populares y aceptadas por niños al entrar en grupos y ser exitosos al jugar con otros niños. Las estrategias que tienen son muy diferentes a las de los niños que son rechazados frecuentemente.

Que hacer y que no hacer al intentar ser parte de un grupo

1. Cuando y donde:
Trata de entrar a un grupo cuando otros están jugando, durante la hora de la comida, antes o después de la escuela. NO trates de jugar con otros niños cuando están trabajando o escuchando a la maestra (u otro adulto).
2. Como:
Observa el grupo cercano (demuestra que estas interesado in lo que están haciendo sin ser entrometido) y entiende lo que están haciendo (jugando a la casita, o baloncesto) y cuales son las reglas para participar (¿Están tomando turnos, formando una línea?)
Elogia a los demás niños (buen tiro, que bien...)
Forma parte del grupo al tratar de ayudarlos a jugar. Espera un descanso en la actividad y diles algo que les indica que sabes el juego (¿Necesitan a otra persona en su grupo?)

NO hagas preguntas para obtener información (si no entiendes lo que esta pasando no interrumpas a los demás); no te menciones y no menciones tus sentimientos (en este momento no están interesados); tienes que ser serio al conocer a niños nuevos (haciendo se el/la payaso/a les indica que no estas interesado en jugar).

NO entres en desacuerdo o critiques o diles que hacer (tu eres el intruso y no tienes derecho hacer eso)

3. Acepta la respuesta de "no"- El 50% del tiempo le dicen esto a los niños.
4. Entrar al grupo con éxito solo puede ser hecho por el/la niño/a, intentos de parte de los padres serán contra-productos.
5. Se le pedirá a su hijo/a que entre desapercibido a un grupo después de la próxima sesión.

Tarea para los padres

1. Llamar a otros miembros del grupo como en las sesiones previas.
2. Jugar al detective con una persona nueva fuera del grupo.
3. Traer un juego de su casa para jugar afuera como en la sesión previa.
4. Manejar alrededor de su comunidad buscando un lugar donde jugar con niños de la misma edad que su hijo/a o un ano mas chico. No discuta esto con su hijo/a hasta después de la próxima sesión.

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #4 El rechazo

(Las palabras “buzz” han sido subrayadas)

- Cuando intentes entrar desapercibido “slipping-in”, te van a rechazar el 50% del tiempo.

Razones por que te rechazan y que hacer:

- Mala reputación / algo que les hiciste anteriormente
 - Trata a los demás como quieras que te traten a ti.
- Desobedeciste las reglas de entrar desapercibido
 - Para la próxima, usa las reglas
- Los otros niños son muy popular, atléticos
 - Escoge otros niños con quien jugar
- Los otros niños no quieren hacer nuevos amigos
 - Escoge otros niños con quien jugar
- Malentendieron lo que tu querías hacer
 - Dilo en diferente modo
- Jugaste muy tosco en el pasado
 - Ten cuidado y muestra preocupación cuando otro se lastima.
- Ellos no quieren jugar contigo horita
 - Inténtalo otra vez “Try again later” (otro día)

Lista Fidelidad para Sesión de Padres #5

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Díales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Díales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llego tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay tres tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo.
- ☐ Díales a los padres que se enfoquen en:
 - ☐ Llamada dentro del grupo
 - ☐ Conversaciones entre dos durante las llamadas dentro del grupo y llamadas fuera del grupo.
 - ☐ Parques en la vecindad que encontraron para la tarea de 'entrar desapercibido' (slipping-in).
- ☐ Para la llamada dentro del grupo, muy brevemente pregunte, "¿Se completo la llamada dentro del grupo, salió bien la llamada?" (No mas detalles)
- ☐ Preguntas para llamadas fuera del grupo:
 - ☐ ¿Hubo pausas después de que su hijo/a hablo cuando estaba escuchando a la respuesta del otro niño/a?
 - ☐ ¿Estaba interesado o excitado el otro niño sobre la llamada?
 - ☐ ¿Tenía cosas de que hablar el niño?
 - ☐ ¿Quién llamaría su hijo/a para la llamada esta semana?
- ☐ Recursos dentro de la vecindad para 'entrar desapercibido': Pregúntele a cada padre:
 - ☐ ¿Pasaron por un parque la semana pasada y encontraron niños de la misma edad o un poco más chicos que su hijo/a, cuales estaban jugando como un grupo en este lugar?

Tarea para los padres

Los padres han sido preparados para la tarea de 'entrar desapercibido': buscando un sitio por las últimas 2 semanas; disminuyendo la importancia de que su hijo sea rechazado; y ahora, aprendiendo los pasos para supervisar la entrada a un grupo de su hijo/a.

Guía para el Lider del Grupo sobre la tarea de los padres

Metas

- ☐ Para aumentar las habilidades de su hijo de juntarse con grupos que están jugando.
- ☐ Para ayudar a su hijo hacer nuevos amigos.

Session 5

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- ☐ Estudios enseñan que más de 50% de los intentos de niños a entrar a grupos son rechazados. Esto no es rechazo.
 - ☐ Niños aceptados/populares también tienen estas experiencias y buscan a otros niños con quien jugar.
 - ☐ Niños rechazados tratan de forzar a otros niños que jueguen con ellos.
 - ☐ Niños rechazados no se acercan suficientemente para tratar.
- ☐ Dígales a los padres que el programa ha estado enseñándole a sus hijos como comportarse cuando son rechazados en sus intentos de jugar con niños que están jugando.
- ☐ El niño debería de intentar de juntarse con un grupo de niños del mismo sexo que el o ella, de la misma edad o mas chico. Intentando de juntarse con un grupo de niños más pequeños (no más de un año) podría ayudar:
 - ☐ Estudios enseñan que muchos niños con problemas entre compañeros podrían beneficiar después al jugar con niños que sean un poco más pequeños.
 - ☐ Niños son mas aceptados por niños menores que ellos.

Al final de esta sesión:

- ☐ Decida con su hijo/a donde y cuando el o ella va a intentar a juntarse con un grupo de niños jugando.
 - ☐ Niños más grandes pueden preferir esto en la escuela.
 - ☐ Durante el recreo, antes o después de la escuela, durante actividades después de la escuela, o en un jardín de recreo son buenas opciones para un lugar.
 - ☐ Esto debería de ser lo más pronto posible.
- ☐ Repase sitios no muy buenos para 'entrar desapercibido':
 - ☐ La playa, o en vacaciones, porque niños vienen de todos lados y no vivirán suficientemente cerca para hacer amigos sostenibles.
 - ☐ Niños siendo supervisados por un adulto (por ejemplo, fiestas de cumpleaños), porque el adulto puede interferir y forzar los otros niños a aceptar intentar 'entrar desapercibido' cuando en realidad no quieren que su hijo juegue.
- ☐ Repase buenos sitios para intentar 'entrar desapercibido':
 - ☐ Parque de la vecindad
 - ☐ Programas después de la escuela-no estructurados
 - ☐ Antes o después de practica del equipo
 - ☐ Antes o después de junta de 'boy scouts' o 'girl scouts'
 - ☐ Antes o después de misa/templo si hay oportunidades cuando los niños están jugando
- ☐ Los niños no tienen que jugar por mucho tiempo y no tienen que ser invitados, simplemente vayan al grupo, observen, esperen, y luego hagan un intento a 'entrar desapercibido' en un tiempo apropiado.
- ☐ Haga que los padres digan donde y cuando harán que su hijo trate esto.
- ☐ Trayendo un juguete podría ayudar que se sientan mas cómodos. Usen un juguete para jugar afuera que su hijo ha estado trayendo aquí.

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En el tiempo de ‘entrar desapercibido’:

- ☐ Recuérdale a su niño/a las reglas:
 - ☐ OBSERVA el grupo antes de entrar
 - ☐ Para asegurar que sepan que juego se esta jugando y cuales son las reglas.
 - ☐ Que lado esta perdiendo y tiene menos jugadores
 - ☐ Si los niños a cual se quieren acercar son un buen grupo de niños (si los niños están jugando muy fuerte, deberían de tratar otro grupo para ‘entrar desapercibido’)
 - ☐ ESPERA hasta un descanso en el juego (su hijo/a puede alagar a los otros niños desde lejos)
 - ☐ Cuando haya una pausa, PREGUNTA si se puede jugar
 - ☐ Si dicen que no, su hijo/a no debería de decir nada y intentar con otro grupo de niños.
 - ☐ Portarse serio al entrar.
 - ☐ Para niños que son tímidos ansiosos, el paso 1 es todo lo que es necesario para la tarea de esta semana.
- ☐ Su hijo/a tiene que intentar esto el o ella misma.
 - ☐ No trate de ayudarlo en ninguna manera.
 - ☐ Para los niños menores (primer a tercer grado), usted puede mirarlo/la de lejos, para que los demás niños no vean (en dado caso, traiga una revista y pretender leerla).
 - ☐ Los niños grandes quizás prefieran hacer esto cuando el padre no esta presente (pero tienen que juntarse con niños con cual normalmente no juegan).
 - ☐ Padres de niños mayores debieran de recordarle al niño en la mañana antes de la escuela y después preguntar sobre los detalles de cómo salió el intento de ‘entrar desapercibido’.
- ☐ Su hijo/a no debería intentar a entrar a un grupo de niños mayores ni debería de traer un amigo o hermana/o.

Después de que el niño intente la tarea:

- ☐ Si su hijo/a empieza hablar con usted sobre la cita, halague cualquier intento de hacer la tarea o cualquier discusión de lo que debería haber hecho.
- ☐ Si el grupo no lo/la acepto, anime a su hijo/a con comentarios como “lo siento, para la próxima, o parece que fue algo un poco difícil para ti.”
- ☐ NO critique en ninguna manera ni le diga a su hijo/a que intente algo diferente.

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en comenzar y terminar una llamada y en acercarse a un juego mientras que otros niños ya están jugando. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.

Session 5

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

- ☐ El Líder del grupo de niños les recuerda a los niños que para la próxima semana:
 - ☐ Traigan un juguete para jugar afuera la próxima sesión.
 - ☐ Hagan una llamada dentro del grupo.
 - ☐ Hagan una llamada fuera del grupo.
 - ☐ Practiquen 'entrar desapercibidos' con un grupo de niños que estén jugando.
- ☐ El Líder del grupo de niños lee en voz alta la tarea de la llamada dentro del grupo uno por uno.
 - ☐ Si hay un numero de niños que no este balanceado, el niño podría tener dos llamadas en lugar de solamente una.
 - ☐ Felicite al niño y dígle que porque están haciendo 'doble el trabajo' haciendo dos llamadas, ellos ganaran estrellas extras.
- ☐ Padres y niños quien han sido aparejados para llamadas dentro del grupo deberían de hacer arreglos para hacer esa cita.
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
 - ☐ Hayan decidido en un juguete apropiado para traer a la próxima sesión.
 - ☐ Hayan arreglado un día y una hora con el otro padre para la tarea de la llamada dentro del grupo.
 - ☐ Identifiquen una persona fuera del grupo para llamar.
 - ☐ Arreglen un plan por si acaso la primera persona que escogieron para la llamada no se encuentra en casa.
 - ☐ Algunos padres quizás no sepan que su hijo/a no les gusta el niño/a cual ellos escogen llamar. Los hijos alo mejor sugieren alguien que no les cae bien su hijo/a (por ejemplo, alguien que nunca regresa sus llamadas) o quien el padre piensa que esta mal comportado. El padre debería de sugerir un alternativo sin decir porque.
- ☐ Negociar un sitio para la tarea de 'entrar desapercibido'
 - ☐ Niños en el cuarto grado en adelante pueden entrar desapercibidos sin el padre presente y reportar al padre después.

Tarea para los padres- Dar en Sesión #5

Tarea se entregara en Sesiones #6-9

Metas:

- (1) Para mejorar la habilidad de que su hijo/a sea parte de grupos de juego.
- (2) Para ayudar a su hijo/a a hacer nuevos amigos.

Los estudios demuestran que mas del 50% de los niños que intentan entrar a grupos de juego no son bien recibidos. Esto no es un rechazo. Niños que son aceptados/populares pasan por esto y buscan a otros con quien jugar. Niños rechazados tratan de obligar a otros niños a que les dejen jugar. Niños descuidados no se acercan a grupos de juego y mucho menos intentan.

Su hijo/a deberá intentar ser parte de un grupo de niños del mismo sexo que el/ella, la misma edad o mas chicos. Intentar ser parte de un grupo de niños menores (no mas de un año menor) puede ser una buena idea:

1. Los estudios demuestran que muchos niños con problemas con otros niños pueden beneficiarse a largo plazo si juegan con niños menores.
2. Niños son más propensos a ser aceptados por niños menores.

Al final de esta sesión:

1. Decida con su hijo/a donde y cuando el/ella va intentar hacerse parte de un grupo de niños jugando. Niños mayores (de cuarto año y más) pueden preferir hacer esto en la escuela o en campamento. Durante receso, antes o después de la escuela, durante las actividades después de escuela o en el patio de la escuela son buenos lugares. La hora debería de ser lo más pronto posible. (mañana, o este fin de semana son mejor).
2. Traer un juguete puede ayudar a la cita de juego. Solo use un juego para jugar afuera que ya ha traído a las sesiones.

Al tiempo de “entrar desapercibido”:

1. Recuérdele a su niño/a las reglas: (1) observar el grupo antes de entrar (2) alagar a los otros niños o esperar un descanso en el juego y luego tratar de entrar. (3) si dicen que no, no decir nada y intentar con otro grupo de niños. (4) portarse serio al entrar.
2. Su hijo debe intentar esto solo. No trate de ayudarlo de ningún modo. Para los niños menores (primer a tercer grado), usted puede mirarlo/la de lejos, para que los demás niños no vean (en dado caso, traiga una revista y pretender leerla). Niños mas grandes pueden preferir hacer esta tarea cuando usted no este presente (pero tienen que hacerse parte de un grupo de niños con los cuales no juega normalmente).
3. Su hijo/a no debe intentar entrar a un grupo de niños mayores o de traer a un hermano/a u otro amigo a la cita.

Después de que el/la niño/niña intente la tarea:

1. Si su hijo/a empieza hablar con usted sobre la cita, halague cualquier intento de hacer la tarea o cualquier discusión de lo que debería haber hecho.
2. Si el grupo no lo/la acepto, anime a su hijo/a con comentarios como “lo siento, para la próxima, o parece que fue algo un poco difícil para ti.”

Session 5

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De ninguna manera critique o dígame a su hijo/a que intente algo diferente.

Tarea para los padres:

1. Intentar entrar desapercibido a un grupo de niños con quien su niño/a no conoce.
2. Hacer una llamada fuera del grupo
3. Hacer una llamada dentro del grupo
4. Traer un juego para jugar afuera.

Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #5 **Reglas para mostrar buena deportividad**

(Las palabras “buzz” han sido subrayadas)

Reglas para tener buen espíritu deportivo “Good Sport”:

- Elogia “Praise” el comportamiento de los otros niños
- No seas un arbitro “No refereeing”
- No domines la pelota “Don’t be a ball hog”
- Si estas aburrido, sugiere un cambio “suggest a change” en la actividad
- Deja que los demas tambien disfruten “Let others have fun too”
- Al final del juego, dile al otro equipo que fue un buen juego “good game”

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Lista Fidelidad para Sesión de Padres #6

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llevo tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay tres tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo.
- ☐ Dígales a los padres que se enfoquen en la tarea de 'entrar desapercibido'.
- ☐ Pregunte por historias de exito en la tarea de entrar desapercibidos. Y luego preguntele a otros padres que reporten que paso y resuelva problemas para ayudarles a encontrar maneras de asegurar que la tarea se complete para la proxima vez.
 - ☐ Pregunte los siguientes detalles de los padres:
 - ☐ ¿Donde intento entrar desapercibido el niño?
 - ☐ ¿ Pudo el padre observar el intento de entrar desapercibido o pudo escuchar los detalles sobre el intento?
 - ☐ Pida descripciones elaboradas- haga que los padres repasen los detalles para que sepan que es importante que ellos observan el intento.
- ☐ Repase las llamadas dentro y fuera del grupo muy brevemente para asegurar que estas llamadas fueron completadas y que no hubo problemas. Si los padres tuvieron algun problema completando esta tarea, discutan como solucionar este problema.
- ☐ Vaya a cada padre y pregunte:
 - ☐ "¿Como salio la llamada fuera del grupo?"
 - ☐ "¿Salio bien la llamada dentro del grupo?" (solamente respuestas con 'si/no' se estan buscando)
- ☐ Haga que los padres identifiquen un niño quien podria ser invitado como compañero para jugar en la proxima llamada fuera del grupo. Un niño/a que hayan conocido mientras jugaban al 'entrar decapercibido', podria ser apropiado. Pueden hacer una cita para jugar en 2 semanas no mas antes.

Tarea para los padres

La instrucción de buen comportamiento en citas de jugar empezará la próxima semana. Esta sesión comienza a enseñar a los padres sobre juguetes buenos y malos para las citas de juego. Repasando esta hoja (juguetes para traer para la próxima semana) debería de tomar no más de 10 minutos y normalmente no hay problemas.

Nuevos juguetes constantemente se están desarrollando y a veces es difícil de determinar si un juguete en particular sería apropiado para una cita de juego. Si el líder del grupo de padres no está seguro si un juguete en particular es apropiado, una buena estrategia es permitir que el niño/a traiga el juguete a la próxima sesión (cuando los niños van a estar usando juguetes para jugar adentro y practicando comportamiento apropiado para citas de juego) y que el líder del grupo de niños evalúe si el juguete invita a los demás y si fácilmente se puede compartir con los demás. Si es el caso, entonces el juguete sí podría ser apropiado para una cita de juego. Si no es el caso, entonces el niño/a debería de ser instruido a jugar con otro juguete durante la sesión, y el padre debería de ser notificado que el juguete no es apropiado para volver a traer al grupo, ni sería apropiado para una cita de juego.

- ☐ Distribuye la tarea para padres para sesión 7-9

Tarea para los Padres- Repartida durante sesión 6 (para completar en sesiones 7-9)

METAS

- ☐ Para ayudar a su hijo/a buscar alguien quien posiblemente podría ser su mejor amigo/a
- ☐ Para asistir a su hijo en el uso apropiado de juegos que el o ella tiene durante citas de juego informales donde juegan uno a uno.

Ahorita y después de cada sesión

- ☐ Continúe arreglando la llamada telefónica a niños que no están en el grupo, igual como antes (la llamada 'fuera del grupo').

Antes de cada junta de Amigos

- ☐ Avisele a los padres que la próxima vez los niños estarán jugando a ser buenos huéspedes en citas de juego, entonces tendrán que traer al grupo un juego para jugar adentro.
- ☐ Para la próxima semana, haga que su hijo escoja un juguete con cual juega bien y que el/ella probablemente usa en casa con otros niños.
- ☐ Esto tiene que ser un juguete con cual dos niños puedan jugar y que anime la interacción entre niños; por ejemplo, un juego de mesa, figuras de acción, Jenga, Mancala, Connect Four, Battleship, Sorry, Parcheesi, o Uno.
- ☐ Usaremos esto para ayudar a su hijo aprender como jugar más apropiadamente con otros niños en situaciones con otro niño/a.

Session 6

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Juegos para jugar adentro que deberían excluir

Juegos que no son recomendados para una cita de juego:

- ☐ Obsesiones- Cualquier juego en cual su hijo esta tan adicto que a el o ella no le importa si está jugando con otra persona. Juegos de video y de computadora siempre están en esta categoría. Juegos de video y de computadora típicamente son una pequeña parte de las citas de niños, pero niños en nuestro grupo tienen muchos problemas cambiando de actividades al empezar a jugar estos juegos.
- ☐ Intercambios- Cartas Pokemon. Niños las intercambian y luego se arrepienten y consideran el intercambio injusto. Estas actividades lastiman los sentimientos fácilmente.
- ☐ Juegos Provocativos- Pistolas de agua, cualquier cosa que dispare, o juegos de artes marciales.
- ☐ Actividades Solitarias- Libros, dibujar o diseñar cosas creativas, viendo televisión o videos.
- ☐ Requiere que más de dos jueguen- Twister, Clue
 - ☐ Dígle a los padres que enfocaremos en citas donde solamente un compañero será invitado a la vez.

Juegos que no son apropiados para nuestra sesión:

- ☐ Dígle a los padres que los siguientes juegos pueden ser apropiados para citas de juego mas largas, pero no habrá suficientemente tiempo de jugar con estos juegos en nuestras sesiones.
- ☐ Muy especializado para la mayoría de los niños-Dungeons and Dragons, Cartas Mágicas (estos no son muy conocidos-limitan a los que pueden jugar).
- ☐ Muy complicado para muchos niños- Si su hijo quiere traer chess o mastermind, el o ella tiene que primero investigar si alguien en el grupo sabe como jugar estos juegos. Si no, estos juegos no se deberían de traer a nuestras sesiones. Enseñándoles a otros niños como jugar un juego no es una buena manera de crear relaciones cercanas con otros---el maestro tiende a dominar.
- ☐ Demasiado tiempo para empezar el juego- Monopoly- su hijo/a puede tomar mucho tiempo empezando el juego porque lo tienen que acomodar y quizás no alcance el tiempo para jugar.

Tareas:

- ☐ Su hijo debería de intentar entrar desapercibido a un grupo de niños que no conoce. [El padre y el niño deberían de decidir donde van a hacer esta reunificación con la asistencia de los lideres de padres y lideres de niños].
- ☐ Su hijo/a debería de traer un juguete para jugar adentro (por ejemplo, Jenga, Mancala, Connect Four, Battleship, Sorry, Parcheesi, o Uno). [Padre e hijo deberían de decidir en que juego/juguete el niño va a traer a la reunificación con la asistencia de los líderes de padres y lideres de niños].
 - ☐ Recuerde, no juegos de videos, intercambiando cartas de mágicas, o algo que dispare.
- ☐ Llamada fuera del grupo
 - ☐ Recuerde que en esta llamada fuera del grupo, su hijo puede arreglar una cita si a el/ella le gustaría hacerlo y si el otro niño parece receptivo, pero esta cita debería de ser en dos semanas y debería de ocurrir en su casa cuando vaya a estar ahí y disponible para supervisar.
 - ☐ [Padres deberían de notar, sin embargo, que la tarea es para hacer llamadas fuera del grupo, no para hacer una cita de juego—las instrucciones arriba son solamente si la ocasión sucedería durante una llamada]
- ☐ Nota: la llamada dentro del grupo ya no es asignada.

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en alabar a los demás durante el juego. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El Líder del grupo de niños les recuerda a los niños que para la próxima semana:
 - ☐ Traigan un juguete para jugar adentro a la próxima sesión.
 - ☐ Hagan una llamada fuera del grupo.
 - ☐ Practiquen ‘entrar desapercibidos’ con un grupo de niños que estén jugando.
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
 - ☐ Hayan decidido en un juguete apropiado para traer a la próxima sesión.
 - ☐ Identifiquen a una persona fuera del grupo para llamar.
 - ☐ Arreglen un plan por si acaso la primera persona que escogieron para la llamada no se encuentra en casa.
 - ☐ Algunos padres quizás no sepan que su hijo/a no les gusta el niño/a cual ellos escogen llamar. Su hijo/a puede sugerir a alguien a quien no quiera platicar con su hijo/a (por ejemplo, alguien que nunca le regresa sus llamadas) o quien el padre piensa que está mal comportado. El padre debería de sugerir una alternativa sin decir porque.
- ☐ Negociar un sitio para la tarea de ‘entrar desapercibido’
 - ☐ Niños en el cuarto grado en adelante pueden entrar desapercibidos sin el padre presente y reportar al padre después.

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Tarea para los padres- Dar en Sesión #6

Tarea se entregara en Sesiones #7-9

Metas:

1. Ayudar a su hijo/a a buscar posibles mejores amigos.
2. Asistir a su hijo/a en el uso apropiado de juegos que el/ella tiene durante citas de juego informales de uno a uno.

Ahorita y al final de cada sesión:

1. Continué organizando las llamadas a los niños que no están en los grupos, como antes.

Antes de cada junta de entrenamiento de amistad:

2. Dígle a su hijo que escoja un juego para traer la próxima vez. Este juego debe ser algo que el/ella pueda jugar bien y de que el/ella pueda jugar en la casa con otro niño/a. Este debe ser un juego que los dos niños puedan jugar y que promueva la interacción entre los niños: por ejemplo, un juego de mesa, figuras de acción, Jenga, Mancala, Connect four, Battleship, Sorry, Parcheesi, o Uno. Estaremos usando esto para ayudar a su hijo/a que aprenda como jugar apropiadamente con otros niños en situaciones de uno a uno.

Juegos para jugar Adentro que debe excluir

Juegos que no son aconsejables para una cita de juego:

Obsesiones Cualquier juego en cual su hijo/a esta tan obsesionado que el o ella no le importa si el o ella esta jugando con alguien mas. Juegos de video o de computadora siempre están en esta categoría. Juegos de video o de computadora son típicamente parte de los juegos de cita de niños, pero los niños en nuestro grupo tienden a tener dificultad al tratar de cambiar actividades después de haber empezado a jugar estos juegos.

Intercambiar Cartas de Pokemon. Los niños pueden intercambiarlas y luego arrepentirse de haberlo hecho. Estas actividades pueden dañar los sentimientos de los niños.

Juegos provocativos Pistolas de agua, cualquier cosa que dispare proyectiles, objetos o juguetes de artes marciales.

Actividades solitarias o paralelas Libros, dibujar o artes y oficios, ver la televisión o videos.

Requieren mas de uno para jugar. Twister, clue.

Juegos que no son adecuados para las sesiones:

Juegos muy especializados para los niños Cartas Mágicas, Dungeons and Dragons, estos juegos no son conocidos por todos y limitan a quien los pueden jugar.

Muy complicados para niños Si su niño/a quiere traer ajedrez, o Mastermind, el o ella tiene que primero preguntar si hay alguien mas en el grupo que pueda jugarlo. Si no es así, no los traiga. Enseñar a otros niños como jugar el juego no es un buen modo de hacer amistades cercanas con otros- el maestro tiende a dominar.

Mucho tiempo para preparar Su hijo/a puede pasarse todo el tiempo tratando de preparar el juego y no tendrá tiempo de jugar durante la sesión, como Monopoly.

Tarea para los padres

1. Trate de practicar el entrar desapercibido en un grupo de niños con quien su hijo/a no conoce muy bien.
2. Haga una llamada fuera del grupo
3. Traer un juguete de adentro la próxima semana.

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Reglas para demostrar buena deportividad:

Frases de elogio

(Las palabras “buzz” han sido subrayadas)

Reglas para demostrar buen espíritu deportivo “Good Sport”:

- Elogia “Praise” el comportamiento de los otros niños (frases de elogio sugeridas al final de esta pagina)
- No seas un arbitro “No refereeing”
- No domines la pelota “Don’t be a ball hog”
- Si estas aburrido, sugiere un cambio “suggest a change” en la actividad
- Deja que los demas tambien disfruten “Let others have fun too”
- Al final del juego, dile al otro equipo que fue un buen juego “good game”

Frases de Elogio “Praise”:

- Buen Trabajo “Good job”
- Buena jugada “Nice play”
- Buena captura “Good catch”
- Buen tiro “Nice throw”
- Buen juego “Good game”
- Buen intento “Nice try”
- Chócala , Give a high-five
- Muy bien (usando el dedo pulgar), Thumbs up

Lista Fidelidad para Sesión de Padres #7

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Juegos como Chess o Mastermind estan permitidos solamente si el niño/a reviso con el grupo la semana pasada para ver si alguien mas sabe como jugar estos juegos.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llego tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ La llamada fuera del grupo y los resultados de 'entrar desapercibido' representan dos formas para que los niños inviten a alguien para una cita de jugar. Estas tareas son el enfoque del repaso de la tarea.
- ☐ Hay tres tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo. Digale a los padres que quiere que se enfoquen en la tarea de 'entrar desapercibido' y la llamada fuera del grupo.
- ☐ Pregunte por historias de exito en la tarea de entrar desapercibidos. Y luego preguntele a otros padres que reporten que paso y resuelva problemas para ayudarles a encontrar maneras de asegurar que la tarea se complete para la proxima vez.
- ☐ Pregunte los siguientes detalles de los padres:
 - ☐ ¿Donde intento entrar desapercibido el niño?
 - ☐ ¿Pudo el padre observar el intento de entrar desapercibido o pudo escuchar los detalles sobre el intento?
 - ☐ Pida descripciones elaboradas- haga que los padres repasen los detalles para que sepan que es importante que ellos observan el intento.
- ☐ Para los padres que no tuvieron una exitosa tarea de 'entrar desapercibido', brevemente repase que ocurrió mal, y como pueden animar a su hijo/a para que en el futuro sea un éxito.
- ☐ Pregunte a cada padre que brevemente repasen como salió la llamada fuera del grupo.
- ☐ Para los padres que no trajeron juguetes apropiados para jugar adentro, repase con ellos que juegos podrían ser mas apropiados para la próxima sesión.

Session 7

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Tarea para los Padres

Haga nota de que solo hay una sesión en cual los niños practican comportamiento de un 'buen huésped' antes de que sean asignados una cita de juego como tarea- esto es porque la supervisión de los padres es un componente muy grande del tratamiento. Los padres deberían de agarrar la idea de que las reglas aplican para todas las citas de juego en el futuro, y no solamente para las que están completando en estas tareas.

Tarea para los Padres (para entregar en sesiones 8-12)

Metas:

- ☐ Incrementar la habilidad de su hijo al hacer mejores amistades con sus conocidos.
- ☐ Los estudios demuestran que
 - ☐ Citas de juego informales son beneficiosas para el desarrollo social
 - ☐ Una o dos citas por semana son beneficiosas para el desarrollo del niño
 - ☐ Padres y sus niños que planean jugar en citas de juego juntos maximizan estos ☐ beneficios.
- ☐ Dígale a los padres, "En esta sesión, le estamos enseñando a su hijo/a como ser un buen huésped. Su parte para la próxima tarea es de asegurarse de que su hijo/a use estas habilidades en su casa durante una cita de juego que supervisara usando las reglas que vamos a repasar ahora".

Al final de esta sesión:

- ☐ Decida con su hijo a quien van a invitar a su casa. Su hijo tendrá que querer jugar con este niño/a y este niño/a debe ser bien comportado/a.
- ☐ Dígale a los padres que la 'ley de oro' para alguien que sea invitado por su hijo/a es:
 - ☐ Alguien con quien su hijo/a le guste jugar
 - ☐ Alguien que el padre piense que le gustaria jugar con su hijo (por ejemplo, estaba contento recibiendo la llamada de su hijo/a)
 - ☐ Es buen comportado.
 - ☐ No es familia
- ☐ Es entre 1 año de edad de su hijo, o en el mismo grado.
- ☐ Vive entre 10-20 minutos (o distancia razonable) de la casa (para promover que jueguen juntos mas seguidos)
- ☐ Es del mismo sexo que su hijo/a
- ☐ Haga que los padres piensen en una segunda opción con cual su hijo/a pueda jugar en caso de que su hijo/a escoja alguien quien no sea apropiado.
- ☐ La mejor opción es un compañero nuevo con cual nunca haya jugado anteriormente (quizás alguien que el niño haya conocido anteriormente, pero nunca invitado).
- ☐ La mejor opción es alguien que no hayan invitado en mucho tiempo.

- ☐ La tercera opción es alguien que casi no invitan
- ☐ La cuarta opción es un buen amigo
- ☐ Decida en unos horarios cuando usted pueda supervisar esta actividad por lo menos unas dos horas. (Citas de juego en el futuro con los mismos niños podrán ser mas largas).
- ☐ Pregunte, “¿Quien tiene mas niños en su casa?” Padres que tienen otros niños en casa tendrán que pensar en un plan de que hacer con los hermanos y hermanas durante la cita de juego. Enfoque la importancia de que el padre este presente durante la cita de juego para guiar el niño en las reglas de un buen huésped, y que apoyen a si hijo/a. El padre que supervise la cita debería de ser el padre quien ha estado atendiendo las clases de habilidades sociales.

Fijando la cita de juego:

- ☐ Su hijo/a tiene que tener una conversación con el niño/a (para determinar si se van a llevar bien, tienen intereses mutuos, y si tienen algo que hacer en la cita de juego). Entonces su hijo tiene que hacer la invitación al otro niño.
 - ☐ Enfoque que esta llamada no tiene que resultar en una cita de juego, y no debería de resultar en cita si no se caen bien o si no pueden pensar en algo que les gustaria hacer juntos. Esto es solamente una llamada fuera del grupo para la semana.
 - ☐ Haga que padres piensen en un buena razón por cual no se permite juegos de videos o televisión. Por ejemplo, se le puede decir al invitado, “Mi mama no me permite jugar juegos de video o ver televisión durante citas de juego.”
 - ☐ El padre debería de supervisar esta llamada para asegurar que estén arreglando jugar otros juegos y no juegos de videos o juegos de computadora.
 - ☐ Dígales a los padres que ya se les aviso a los niños que no están permitidos jugar con juegos de video o computadoras durante las citas de juego. Se les presento como una parte necesaria de su tarea.
- ☐ Entonces usted tiene que revisar con el otro padre para finalizar la fecha y el día y la hora de la cita de juego.
 - ☐ Esta cita no deberia ser mas de 2 horas [pero quizas podria ser extendido (por ejemplo 15-30 minutos) si el grupo esta saliendo bien].
 - ☐ El padre deberia de ofrecer de recoger el invitado antes de la cita, y si es necesario, dejarlo después de la cita.
 - ☐ Los padres no deberían de permitir que sus hijos acepten invitaciones para ir a casas de otros niños hasta que estén seguros de que su hijo va actuar en una manera apropiada. Esto solamente podrá ser asegurado en el curso de 3 o 4 citas de juego exitosas que hayan sido supervisadas por un padre.
 - ☐ Entonces, una cita en casa de otro niño NO calificara como haber completado la tarea, porque pone el niño/a en el role de un ‘invitado’y no de un ‘huésped’.

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Inmediatamente antes de la cita de juego:

- ☐ Haga que su hijo decida que es lo que va a jugar con su visitante. Algo que los mantendrá ocupados durante la cita de juego. Pregúntele lo que decidieron en la llamada por teléfono. Escoja juegos interactivos. Prohíba el Nintendo, mirando la televisión, o los juegos de computadoras.
- ☐ Haga que su hijo esconda cualquier juego o juguete que el/ella no quiera compartir o jugar, o que no sea interactivo.
 - ☐ Dígale al padre que al haber escondido los juguetes, no deberían de ser recuperados hasta que se vaya el invitado. El niño quizás escoja no esconderlos para la próxima cita.
- ☐ Pregúntele a su hijo/a que repita las seis reglas de un buen anfitrión:
 - ☐ La visita decide que juegos van a jugar. Guarde juegos con los que no van a jugar antes de que llegue la visita.
 - ☐ Halagué el comportamiento de la visita (Buen intento, buen tiro)
 - ☐ No seas el árbitro (no critique a la visita).
 - ☐ Si estás aburrido/a, sugiere un cambio en actividad o en turno. (hacer un trato)
 - ☐ Dejar que la visita también disfrute (tomar turnos, compartir juguetes)
 - ☐ Ser leal con su visita. Si otro niño/a lo/a visita o llama, darles las gracias por venir (o llamar), decirle que estás ocupado/a y que luego le llamas. No deje solo/a a su visita.

Durante la cita de juego:

- ☐ Tiene que observar a los niños sin que lo/la vean.
 - ☐ Estrésate la importancia de que el padre esté presente durante toda la cita para que entrenen a los niños en las reglas para ser un buen huésped y que estén listos para apoyar la cita de juego.
- ☐ Si su hijo/a rompe una regla, debe de recordarle la regla de ser un buen anfitrión.
 - ☐ Dígale a los padres, “Durante este tiempo de la cita, los padres tienen que estar disponibles para inmediatamente reenfocar reglas de un buen huésped.”
 - ☐ Si el padre escucha un argumento, o el niño criticando al invitado, televisión o juegos de video, u otro niño en la puerta, ellos deberían de intervenir así:
 - ☐ Diciéndole a su hijo/a que salga afuera del cuarto donde el o ella está jugando.
 - ☐ Después de que el niño salga afuera, el padre debería de preguntar, “¿Te acuerdas de las reglas de un buen huésped?”
 - ☐ Si el niño puede repetir la regla (no critiques al invitado..) entonces el padre pregunta si el niño puede hacerlo en ese momento. Si la respuesta es “sí”, entonces ellos pueden regresar a el niño a jugar.
 - ☐ Si no, mantenga al niño afuera hasta que el o ella esté de acuerdo de seguir la regla. Si el niño no está dispuesto a repetir la regla de buen huésped, entonces el padre lo dice simplemente (como se hace inmediatamente antes de la cita de juego).

- ☐ Una cita de juego exitosa involucra muchas intervenciones de parte del padre cuando el niño rompe las reglas de buen huésped. El número de veces que padres tengan que intervenir debería de disminuir. Esta es la parte para enseñar a los niños.
- ☐ Si el niño se desaparece en medio del patio, algo de lo siguiente puede haber pasado:
 - ☐ El huésped y el invitado no se cayeron bien, y el huésped esta huyendo de una mala experiencia con el invitado.
 - ☐ El padre debería de preguntar al niño si le gusta jugar con el invitado. Si la respuesta es 'no', entonces es tiempo para snacks y esperar a que se termine la (muy corta) cita de juego. Esta es la razón por cual la primer cita tiende ser corta.
 - ☐ El niño no pudo resolver una decisión con el invitado de cambiar a un juego nuevo.
 - ☐ El padre debería de esforzar la regla del buen huésped. (El invitado tiene que escoger el juego que van a jugar).
- ☐ La cita de juego se paso de lo que puede entender un niño con ADHD (o condición similar).
 - ☐ Considere una dosis de medicación antes de jugar, o considerar citas de juego mas cortas, pero por lo pronto, recuérdale al niño de las reglas de buen huésped.

Inmediatamente después de la cita de juego:

- ☐ Si la cita de juego fue un éxito, trate de conocer a los padres del otro niño/a. Hable con ellos cuando vengán a recoger a su niño/a.
 - ☐ Anime a los padres que traten de conocer a los padres del otro niño si quieren que los niños sean amigos. Diciendo algo positivo del otro niño es una buena manera de que empiece la conversación.
- ☐ Después de que el otro/a niño/a se haya ido, halague a su hijo por algo que halla hecho durante la cita de juego. Pregúntele a su hijo si le gustaría que invite al niño/a otra vez.

Tarea para padres:

- ☐ Su hijo/a debería de traer un juego para jugar adentro, así como un juego de mesa (por ejemplo, Jenga, Mancala, Connect Four, Battleship, Sorry, Parcheesi, o Uno). [Padre e hijo deberían de decidir en cual juego van a traer a la reunificación, con la asistencia de los líderes del grupo de padres y líderes del grupo de niños].
 - ☐ Recuerde, no juegos de video, cartas mágicas, o juguetes que disparan.
 - ☐ Cita de Juego y llamada fuera-del-grupo
 - ☐ Usted y su hijo/a juntos deberían de seleccionar otro niño para invitar para una cita de juego que dure una o dos horas. Su hijo debería de llamar a este niño para que tengan una conversación entre dos y decidan que juegos van a jugar antes de que lo invite a jugar a su casa.
- ☐ Continué practicando 'entrar desapercibido'

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Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en ser un buen huésped. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El líder del grupo de niños anuncia, “El trabajo mas importante de esta semana es hacer una cita de juego con alguien que hayan conocido durante el ejercicio de ‘entrar desapercibido’ o alguien con cual han querido jugar recientemente pero no han podido. Decidan en esta persona con su padre. Recuerde que tiene que llamar a esta persona y tener una conversación entre dos para poder decidir en juegos que jugar. Esta será la única llamada fuera del grupo que tendra que hacer. . Recuerde, no esta permitido jugar juegos de video, o juegos de computadora, o ver la televisión durante la cita de juego.
- ☐ El líder del grupo de niños le recuerda a los niños que para la próxima semana:
 - ☐ Traigan un juguete para jugar adentro a la próxima sesión.
 - ☐ Continúen practicando entrar desapercibidos.
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
 - ☐ Hayan decidido en un juguete apropiado para traer a la próxima sesión.
 - ☐ Hayan decidido en una persona apropiada para llamar e invitar para una cita de juego. Si el padre e hijo/a no pueden llegar a una solución, dígales que regresara después de haber hablado con los demás de los padres en el cuarto.

Tarea para los padres- Dar en Sesión #7

Tarea se entregara en Sesiones #8-12

Metas:

Incrementar la habilidad de su hijo al hacer mejores amistades con sus conocidos.

Los estudios demuestran que (1) citas de juego informales son beneficiosas para el desarrollo social, (2) padres y sus niños que planean jugar en citas de juego juntos maximizan estos beneficios.

Al final de esta sesión:

1. Decida con su hijo a quien van a invitar a su casa. Su hijo tendrá que querer jugar con este niño/a y este niño/a debe ser bien comportado/a.
2. Decida en unos horarios cuando usted pueda supervisar esta actividad por lo menos unas dos horas. (citas de juego en el futuro con los mismos niños podrán ser mas largas).

Fijando la cita de juego:

1. Su hijo/a tiene que tener una conversación con el niño/a (para determinar si se van a llevar bien, tienen intereses mutuos, y si tienen algo que hacer en la cita de juego). Entonces su hijo tiene que hacer la invitación al otro niño.
2. Entonces usted tiene que revisar con el otro padre para finalizar la fecha y el día y la hora de la cita de juego.

Inmediatamente antes de la cita de juego:

1. Haga que su hijo decida que es lo que va a jugar con su visitante. Algo que los mantendrán ocupados durante la cita de juego. Pregúntele lo que decidieron en la llamada por teléfono. Escoja juegos interactivos. Prohíba el Nintendo, mirando la televisión, o los juegos de computadoras.
2. Haga que su hijo esconda cualquier juego o juguete que el/ella no quiera compartir o jugar, o que no sea interactivo.
3. Pregúntele a su hijo/a que repita las seis reglas de un buen anfitrión:
 - (1) La visita decide que juegos van a jugar. Guarde juegos con los que no van a jugar antes de que llegue la visita.
 - (2) Halagué el comportamiento de la visita (Buen intento, buen tiro)
 - (3) No seas el arbitro (no critique a la visita).
 - (4) Si estas aburrido/a, sugiere un cambio en actividad o en turno. (hacer un trato)
 - (5) Dejar que la visita también disfrute (tomar turnos, compartir juguetes)
 - (6) Ser leal con su visita. Si otro niño/a lo/a visita o llama, darles las gracias por venir (o llamar), decirle que estas ocupado/a y que luego le llamas.

No deje solo/a a su visita.

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Durante la cita de juego:

1. Tiene que observar a los niños sin que lo/la vean.
2. Si su hijo/a rompe una regla, debe de recordarle la regla de ser un buen anfitrión.

Inmediatamente después de la cita de juego:

1. Si la cita de juego fue un éxito, trate de conocer a los padres del otro niño/a. Hable con ellos cuando vengan a recoger a su niño/a.
2. Después de que el otro/a niño/a se haya ido, halague a su hijo por algo que halla hecho durante la cita de juego. Pregúntele a su hijo si le gustaría que invite al niño/a otra vez.

Tarea para padres:

- Hacer una llamada fuera del grupo para fijar una cita de juego.
- Participar en una cita de juego
- Continuar a entrar desapercibido
- Traer un juguete para jugar adentro la próxima semana.

Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #7

Reglas para ser un buen anfitrión:

Citas de juego

(Las palabras “buzz” han sido subrayadas)

Reglas para ser un buen anfitrión “Good Host”:

- **La visita elige los juegos** “**The guest gets to pick the games**” o la actividad
 - Si no tienes juegos o juguetes que le gusten, invítalo a traer sus propios juguetes o juegos favoritos.
 - Guarda juegos y juguetes que no quieras que tu visita juegue antes de que llegue.
- **Elogia** “**Praise**” comportamiento de tu visita
- **No seas un arbitro** “**No refereeing**”
- **Si estas aburrido, sugiere un cambio** “If you’re bored, suggest a change” en actividad
- **Deja que tu visita disfrute tambien** “**Let the guest have fun too**”
- **Serle fiel a tu visita** “**Be loyal to your guest**”
 - No dejes solo a tu visita
 - Si alguien viene por tu casa, diles que estas ocupado/a y que les llamas después.
 - No invites a alguien más a tu cita de juego.

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La Lista Fidelidad para Sesión de Padres #8

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Juegos como Chess o Mastermind están permitidos solamente si el niño/a reviso con el grupo la semana pasada para ver si alguien más sabe como jugar estos juegos.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídeles a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dícales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llego tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay dos tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo. Digale a los padres que quiere que se enfoquen en:
 - ☐ La llamada fuera del grupo para arreglar la cita de juego
 - ☐ La cita de juego
- ☐ A los padres normalmente se les ocupa recordar que la llamada fuera del grupo es específicamente para el propósito de organizar la cita de juego, y también recordarles que deberían de estar supervisando esto también.
- ☐ Pregunte lo siguiente de la llamada fuera del grupo:
 - ☐ ¿Estaba el otro niño interesado o excitado por la llamada?
 - ☐ ¿Tenían algo de qué hablar? (conversación entre dos)
 - ☐ ¿Los niños llegaron a un acuerdo de que iban a jugar en la cita de juego?

Si la respuesta es SI a todas estas preguntas, entonces padres deberían de haber arreglado la cita de juego.

Si la respuesta es NO a todas estas preguntas, entonces los padres deberían de haber ayudado a su hijo/a escoger otra persona con cual jugar.
- ☐ Pregúntele a los padres cuales niños tuvieron una exitosa experiencia con la cita de juego, y haga que esos padres reporten primero.
- ☐ Pregúnteles a los padres que den una cuenta de la cita de jugar:
 - ☐ ¿Estaba el padre ahí supervisando?
 - ☐ ¿Tuvo que intervenir el padre para esforzar reglas de buen huésped?
 - ☐ Obedeció la regla el niño? [Nota al líder del grupo: Esto es el componente de la cita de juego utilizado para enseñarle a los niños-- inponer las reglas ayuda a los niños donde y cuando lo ocupen mas.]
 - ☐ ¿Cuáles fueron las diferentes actividades que hizo el niño/a?
 - ☐ ¿Cómo resulto excluir juegos de video y televisión?
 - ☐ ¿Volvió a invitar al compañero de juego?

- ☐ Describa los detalles de esta cita demostrando que esta cita fue de mejor calidad que las otras citas de juego previas que haya tenido el niño/a.
- ☐ ¿Pudo el padre conocer a los padres del otro niño?
- ☐ Para padres que no tuvieron una exitosa cita de juego o que ni si quiera tuvieron una cita de juego, brevemente revise que salio mal, y resuelva como pueden facilitar una cita de juego mas exitosamente para la próxima tarea.
- ☐ Dígales a los padres que:
 - ☐ una cita de juego debería de ser más fácil de supervisar que simplemente supervisar al niño jugar solo.
 - ☐ teniendo una exitosa cita de juego es bueno para el autoestima, especialmente si el niño/a encontró u otro niño con gustos similares y si lo pudo entretener el/ella mismo.
 - ☐ Su hijo/a debería de reconocer que el niño/a vino a jugar con el/ella, no solamente a jugar con juegos de video que atraigan la atención.

Tarea para los Padres

- ☐ Para la próxima cita: Los padres deberían de ayudar a los niños seleccionar otro compañero con quien el padre se siente cómodo (no un niño con problemas de comportamiento) y con cual su hijo/a les gustaría tener una cita de juego.
- ☐ Antes de que se acaben las clases, los padres deberían de animar a su hijo/a a tener citas de juego con diferentes personas, para que su hijo/a tenga la opción de con quien quiere jugar basado en experiencia.
- ☐ Repita dos cosas que el padre tiene que buscar al supervisar la llamada fuera del grupo:
 - ☐ Los niños llegaron a la conclusión de que jugar ellos mismos?
 - ☐ ¿Parecía que los otros niños estaban entusiasmados de la posibilidad de una cita de juego?
 - ☐ Si la respuesta es 'sí' a estas dos preguntas, entonces el padre debería de ponerse en contacto con el padre del otro niño para arreglar una cita de juego.
 - ☐ Sin embargo, recuerde que una llamada fuera del grupo no tiene que terminar en una cita de juego. Si el otro niño no pareció ser interesado o receptivo, entonces el padre debería de sugerirle a su hijo/a que busque otra persona a quien llamar.
- ☐ Recuerde a los padres que la primera cita de juego debería de durar entre 1-2 horas. Es mas fácil extender una cita corta que esta saliendo bien, que tener una larga cita de juego que esta terminando mal.

Hoja Informativa para padres-Sesión 8: Maneras efectivas para resistir ser provocado/a

Hay 2 puntos importantes en esta hoja informativa: (a) Padres pueden disminuir la burla al decirle a su hijo/a que se alejen de la idea de 'defender el honor de la familia'. (b) Padres pueden animar a su hijo/a dando sesiones donde puedan practicar 'burlándose del provocador'.

- ☐ Los niños provocan a otros seguido porque les agrada ver las reacciones de sus victimas. Las reacciones que estimulan a los niños que provocan usualmente involucran "el perder la calma" o el no saber que hacer.

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- ☐ Las estrategias mas efectivas en contra de los niños que provocan involucran haciendo la provocación (burla) menos agradable para ellos, pero sin enojarlos.
 - ☐ El removerse de la situación a veces funciona
 - ☐ Decirle a la maestra u otra autoridad no funciona para niños después del primer grado, porque entonces los niños se burlaran de esto (chismoso).
- ☐ Una estrategia efectiva que le hemos enseñado a su hijo/a es “burlarse de la provocación. Lo que harán es burlarse de la inhabilidad del otro niño de provocar. Esto es diferente al provocarse uno al otro. El/la niño/a no se rebaja al nivel del provocador, y puede obtener simpatía de los otros niños que observen esta situación.
- ☐ Dígle a los padres que la idea es de enseñar que la burla no le molesta al niño/a (aunque si lo moleste) y que el niño/a tiene una respuesta disponible para cualquier cosa que el provocador diga.
 - ☐ Los niños pueden hacer esto con respuestas breves (no deberían de tratar de responder con algo que sea muy largo o complicado) o con tono de voz que indica que esta molesto.
 - ☐ Ocupan diferentes respuestas para que el provocador piense: “Esto no es divertido para mi, hay mas respuestas aparte de las que me están contestando”
 - ☐ Teniendo una respuesta efectiva hará que el niño/a se sienta mejor y con más control.
 - ☐ Tratando la burla en una manera que enseña que el niño/a no lo esta tomando seriamente y que no le molesta, ayuda a quitarle el chiste de la burla.
 - ☐ Repase la distinción entre burlarse del provocador (cual provoca más burla, daña la reputación del niño y posiblemente escala a una alteración física y quizás una pelea) y de ‘burlarse de la provocación’ (que no se puede usar como una burla, pero resulta en una que el niño/a tenga más control sobre la situación y muchas veces gana el apoyo de los demás niños que están viendo).
 - ☐ Ejemplos de ‘burlarse del provocador’:
 - ☐ “Y tu punto es...”
 - ☐ “Háblale a la mano porque la cara no te escucha.”
 - ☐ “Lo que sea...”
 - ☐ ¿No puedes pensar en otra cosa que decir?”
 - ☐ “¿Y que?”
 - ☐ “Me avisas cuando llegues a la parte chistosa.”
 - ☐ “Gracias por compartir.”
 - ☐ “Bostezar exageradamente, cubrirse la boca, y estirarse exageradamente.”
 - ☐ “¿Que? ¿Que? ¿Que?” [Exagerado y pretender el no oír las burlas]
 - ☐ “Boo.hoo.hoo” (dicho en tono monótono y tallándose los ojos como si fuese a llorar)
 - ☐ “Si, y...”
- ☐ Los elementos esenciales son:
- ☐ Enseñar que la provocación no le molesta al/la niño/a. (demostrar despreocupación)
- ☐ Tener una serie de respuestas cortas, y chistosas a las burlas.
- ☐ No rebajarse al nivel del niño/a al tratar de burlarse al igual que el/ella.

Session 8

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Tarea para padres:

- ☐ Cita de juego y llamar a un niño/a nuevo.
- ☐ Juego para jugar adentro
- ☐ Continuar el entrar desapercibido
- ☐ (Opcional) Usted y su niño pueden practicar “burlándose del provocador”, si su hijo/a esta de acuerdo.
- ☐ Dígales a los padres que no deberían de usar una burla de verdad para practicar. Deberían de usar burlas que no dañan a nadie y que no tienen razon, por ejemplo “tu perro se ve chistoso”. La idea es que los niños practiquen una variedad de respuestas.

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en como burlarse del provocador. También trabajamos en ser un buen huésped en una cita de juego. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El líder del grupo de niños anuncia, “El trabajo mas importante de esta semana es hacer una cita de juego con alguien que hayan conocido durante el ejercicio de ‘entrar desapercibido’ o alguien con cual han querido jugar recientemente pero no han podido. Decidan en esta persona con su padre. Recuerde que tiene que llamar a esta persona y tener una conversación entre dos para poder decidir en juegos que jugar. Esta será la única llamada fuera del grupo que tendrá que hacer. . Recuerde, no esta permitido jugar juegos de video, o juegos de computadora, o ver la televisión durante la cita de juego.
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
 - ☐ Hayan decidido en un juguete apropiado para traer a la próxima sesión.
 - ☐ Hayan decidido en una persona apropiada para llamar e invitar para una cita de juego. Si el padre e hijo/a no pueden llegar a una solución, dígales que regresara después de haber hablado con los demás de los padres en el cuarto.

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Hoja informativa para padres- Sesión #8

Maneras efectivas para resistir ser provocado/a

1. Los niños provocan a otros seguido porque les agrada ver las reacciones de sus victimas. Las reacciones que estimulan a los niños que provocan usualmente involucra “el perder la calma” o el no saber que hacer.
2. Las estrategias mas efectivas en contra de los niños que provocan involucran haciendo la provocación (burla) menos agradable para ellos, pero sin enojarlos.
 - (1) El removerse de la situación a veces funciona
 - (2) Decirle a la maestra u otra autoridad no funciona para niños después del primer grado, porque entonces los niños se burlaran de esto (chismoso).
3. Una estrategia efectiva que le hemos enseñado a su hijo/a es “burlarse de la provocación. Lo que harán es burlarse de la inhabilidad del otro niño de probar. Esto es diferente al provocarse uno al otro. El/la niño/a no se rebaja al nivel del provocador, y puede obtener simpatía de los otros niños que observen esta situación.

Ejemplos:

(Respuesta del niño): “Eso es tan viejo que hasta tiene polvo.”

(Respuesta del niño): “Y tu punto es...”

(Respuesta del niño): “Háblale a la mano porque la cara no te escucha.”

(Respuesta del niño): “Lo que sea...”

(Respuesta del niño): “Me caí de mi dinosaurio la primer vez que escuche eso.”

(Respuesta del niño): “¿No puedes pensar en otra cosa que decir?”

(Respuesta del niño): “¿Y que?”

(Respuesta del niño): “Me avisas cuando llegues a la parte chistosa.”

(Respuesta del niño): “Gracias por compartir.”

(Respuesta del niño): “Bostezar exageradamente, cubrirse la boca, y estirarse exageradamente.”

(Respuesta del niño): “¿Que? ¿Que? ¿Que?” Exagerado y pretender el no oír las burlas.

(Respuesta del niño): “Boo.hoo.hoo” (dicho en tono monótono y tallándose los ojos como si fuese a llorar)

(Respuesta del niño): “No entiendo”

(Respuesta del niño): “Si, y...”

Los elementos esenciales son:

Enseñar que la provocación no le molesta al/la niño/a. (demostrar despreocupación)

Tener una serie de respuestas cortas, y chistosas a las burlas.

No rebajarse al nivel del niño/a al tratar de burlarse al igual que el/ella.

Tarea para padres:

1. Cita de juego y llamar a un niño/a nuevo.
2. (Opcional) Usted y su niño pueden practicar “burlándose del provocador”, si su hijo/a esta de acuerdo.
3. Continuar el entrar desapercibido
4. Traer un juguete para jugar adentro la próxima semana.

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #8

**Resistir la provocación:
Búrlate de la provocación**

(Las palabras “buzz” han sido subrayadas)

Razones por las cual los niños se burlan (provocan):

- Quieren que te disgustes
- Quieren que pierdas la calma
- **Quieren tentar tu paciencia “They’re trying to push your buttons”**
 - **Caja de botones “Button Box”** (el/ la abusador/a trata de averiguar que botón presionar para que te enojés)

Reglas para Burlarse de la provocación “Tease the Tease”:

- No te burles o te rías de otro/a niño/a.
- Has burla de lo que dijeron (burlarse de la provocación)
- Actúa como que lo que dijeron no te molesta
- Frases para **Burlarse de la provocación “Tease the tease”**:
 - ¿Y qué?, “So what”
 - No importa, “Big deal”
 - Me da lo mismo, “Whatever”
 - Si, y que, “Yeah, and...”
 - A quien le importa, “Who cares”
 - Que, que, que, “What.....what.....what...?”
 - Un bostezo exagerado, Exaggerated yawn

Lista Fidelidad para Sesión de Padres #9

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Juegos como Chess o Mastermind estan permitidos solamente si el niño/a reviso con el grupo la semana pasada para ver si alguien mas sabe como jugar estos juegos.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llego tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay tres tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo.
- ☐ Burlarse del provocador:
 - ☐ Pregunte si los niños usaron 'burlarse del provocador' con hermanos, hermanas, o si lo practicaron con los padres (¿fue un éxito o fue un fracaso en burlarse del provocador)?
 - ☐ A veces padres empezaran una discusión en como burlarse lastima los sentimientos de los niños. Dígales que eso es lo contrario de lo que están tratando de obtener en 'burlarse del provocador' porque valida el burlador y enfoca el niño/a en sentimientos en lugar de responder efectivamente al provocador.
- ☐ La llamada fuera del grupo:
 - ☐ Pregunte:
 - ☐ "¿Estaba el otro niño interesado o excitado por la llamada?"
 - ☐ "¿Los niños tuvieron algo de que hablar? (en una conversación entre dos)?"
 - ☐ Si esta llamada salió bien, debería de haber resultado en una cita de juego.
- ☐ Pregunte:
 - ☐ "¿Estaba el padre allí para supervisar?"
 - ☐ "¿Tuvo que intervenir el padre para esforzar las reglas de buen huésped?"
 - ☐ "¿Siguió el niño/a las reglas de cómo ser un buen huésped?" [Esto es el componente de aprendizaje]
 - ☐ "¿Le molesto al niño no tener televisión/juegos de video?" (normalmente el niño/a esta mas dispuesto a aceptarlo)
 - ☐ "¿Los padres intentaron de conocer a los padres de los otros niños?"
 - ☐ Compare la calidad de juego con la ultima cita de juego:
 - ☐ "¿Resultaron bien las dos citas de juego, o salió una mejor que la otra?"
 - ☐ "¿Que dijo el niño sobre la cita de juego y como resultado?"

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- ☐ Para padres cuales niños no tuvieron una exitosa cita de juego, o que ni siquiera tuvieron una cita de juego, brevemente repase que paso, y resuelva con los padres como se podrá facilitar el problema para que tengan una cita exitosa para la próxima tarea.

Tarea para los Padres

- ☐ Padres deberían de continuar de asignar citas de juego en su casa y no dejar que su hijo/a acepte una invitación para ir a la casa de otro niño al menos de que no hayan tenido ninguna infracción en las reglas de 'buen huésped' por lo menos de tres citas de juego consecutivas.
- ☐ Haga que cada padre piense en un nuevo niño para la próxima semana. Antes de que se acaben las clases, los padres deberían de animar a su hijo/a a tener citas de juego con diferentes personas, para que su hijo/a tenga la opción de con quien quiere jugar basado en experiencia.
- ☐ Para la próxima semana los niños deberían de traer un juego para jugar afuera que se puede usar en un deporte que consiste de equipos. Las reglas de juegos apropiados para jugar afuera (por ejemplo, básquetbol, handball, nerfball) y juegos no apropiados para jugar afuera (por ejemplo, pistolas de mano, super-soakers, patines, etc.) siguen aplicando.

Hoja Informativa para padres

La hoja informativa de esta sesión es para los padres que toman una estrategia contra productiva a las quejas de adultos, para darles un modo alternativo en cómo confrontar la situación. El punto mas importante es que muchas veces los padres automáticamente toman el lado del niño (aunque no sea justificado). Esto puede hacer la situación peor, puede hacer que el adulto se sienta menos apoyado, y puede hacer que el adulto se vaya a extremos más grandes.

- ☐ Repase la hoja informativa. [no hay mas instrucciones o notas adicionales para el líder del grupo de padres acerca de esto, la hoja informativa se lee sin mas explicaciones].

Reunificación al final de la sesión

- ☐ Alerta a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños "Ahora trabajamos en como respetar a los adultos. También trabajamos en ser un buen huésped en una cita de juego. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso".
- ☐ El Líder del grupo de niños repasa las palabras "buzz" con todos.
- ☐ El líder del grupo de niños anuncia, "El trabajo mas importante de esta semana es hacer una cita de juego. Recuerden que tienen que llamar a esta persona para la llamada fuera del grupo y tener una conversación entre dos personas para averiguar que juegos vana jugar. Esta será la única llamada fuera del grupo que tendrá que hacer. Recuerde, no esta permitido jugar juegos de video, o juegos de computadora, o ver la televisión durante la cita de juego.

- ☐ El líder del grupo de niños les recuerda a los niños que para la próxima semana:
 - ☐ Traigan equipo para deportes que se juegan afuera en grupos.
 - ☐ Practiquen 'burlarse del provocador' si es que hay una oportunidad de practicar
 - ☐ Practiquen como confrontar una injusta acusación de un adulto (si es que sucede)
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
 - ☐ Hayan decidido en un juguete apropiado de jugar afuera para traer a la próxima sesión.
 - ☐ Hayan decidido en una persona apropiada para llamar e invitar para una cita de juego. Si el padre e hijo/a no pueden llegar a una solución, dígales que regresara después de haber hablado con los demás de los padres en el cuarto.

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Hoja informativa para padres- Sesión #9

Como manejar a los adultos que se quejan de su hijo/a

Niños que tienen problemas con amistades a veces demuestran sus problemas al ser irrespetuosos de los adultos que los supervisan. Ejemplos son el discutir con el adulto, mover los ojos, reírse o dejar al adulto hablando envés de escuchar al adulto. Esto también puede perjudicar a la reputación de sus compañeros. Le estamos enseñando a su hijo/a a actuar respetuosamente cuando has sido acusado injustamente por un adulto. Los niños serán más capaz de poder lidiar con el ser acusado injustamente.

Reglas que los niños deben seguir cuando son acusados por un adulto (no importa si es justificado o no):

1. No ignores al adulto, le contestes, te rías, ni darle una mirada grosera. Un adulto no te escuchara, aun que tengas la razón si eres irrespetuoso.
2. Trata de explicarle la situación al adulto solo una vez. Si esto no funciona la primera vez que le expliques, no va a funcionar. Quédate callado.

Reglas que los padres deben seguir para desactivar esta situación:

1. Trate de informarse lo mejor posible sobre el incidente. Pregúntele a su hijo sobre lo que paso antes de determinar si se necesita una intervención. Siempre déle el beneficio de la duda al adulto. No le diga nada irrespetuoso sobre el adulto (quiere demostrar un comportamiento respetuoso hacia el adulto aunque ellos estén en error).

Si decides hablar con el adulto, entonces considera lo siguiente al hacer contacto con el adulto:

2. Ser educado- asegurarse que es un buen tiempo para hablar con el adulto.
3. Mantenerse calmado/a, preguntarle al adulto lo que el/ella piensa que ocurrió, aunque piense o no que su hijo/a tuvo la culpa. Frecuentemente, el otro adulto tendrá información importante.
4. Exprese su preocupación sobre el tema y su habilidad de poder discutirlo con el adulto. Esto podrá desactivar el problema, pero si su hijo/a actuó mal y continua su comportamiento, esto no durara.
5. Haga que el otro adulto sugiera algo que hacer. Si es razonable, intente lo. Si resulta, bien! (si no resulta, solo fue la sugerencia del otro adulto).

Tarea de padres para la próxima sesión

1. Fije una cita de juego con un niño/a nuevo en su casa como en ocasiones pasadas.
2. Deje que su hijo escoja un juguete para jugar afuera que pueda ser usado en deportes de grupo.
Juegos Buenos- baloncesto, fútbol, nerfball, handball, vortex, etc.
Juegos Malos- juguetes de artes marciales, super soakers, libros, patines, pistolas de juego, juguetes caros que enojarían a su hijo/a si se pierden.
3. Continué practicando “burlarse de la provocación”
4. Practicar como hacerse cargo de acusaciones injustas.

Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #9

**Respeto hacia los adultos:
Ser acusado injustamente**

(Las palabras “buzz” han sido subrayadas)

Que hacer cuando un adulto te culpa de algo que no hiciste:

- No les contestes “Don’t talk back”
- No hagas caras o muevas los ojos
- Explica tu verdad solo una vez “Explain your side only once”
- Si esto no funciona, no discutas “don’t argue” (incluso si el adulto esta mal)
- Podrías decir algo como; “Si me saca de problemas....If it will keep me out of trouble then....yo limpiare el tiradero.”

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Lista Fidelidad para Sesión de Padres #10

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídale a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llevo tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay dos tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo.
- ☐ Dígle a los padres que enfoquen en:
 - ☐ La llamada fuera del grupo para arreglar la cita de juego
 - ☐ La cita de juego
- ☐ Pregunte si los niños usaron 'burlarse del provocador' con el burlador, un hermano o hermana, o si lo practico con un padre.
- ☐ La llamada fuera del grupo:
 - ☐ Pregunte:
 - ☐ "¿Estaba interesado o excitado el otro niño con la llamada?"
 - ☐ "¿Tenían cosas de que hablar (conversación entre dos)?"
 - ☐ Si la llamada salió bien, debería de haber resultado en una cita de juego.
- ☐ Pregúnteles a los padres que tuvieron una cita de juego exitosa que cuenten como sucedió:
 - ☐ "¿Estaba el padre ahí para supervisar?"
 - ☐ "¿Tuvo que intervenir el padre para esforzar las reglas de buen huésped?"
 - ☐ "¿Siguió el niño las reglas de buen huésped?"
 - ☐ "¿El padre trato de conocer los padres de el otro niño?"
- ☐ Haga que los padres comparen la calidad de esta cita de juego con la cita anterior.
 - ☐ Pregunte:
 - ☐ "Cual fue la respuesta del niño en como salió la cita de juego?"
 - ☐ Es posible que las citas salgan mejor con un niño y no con otro. Una de las citas quizás haya tenido más disgustos y quizás el invitado era difícil de controlar.

- ☐ Si esta fuera la única cita del niño, entonces el niño al mejor se sienta obligado a escoger a la misma persona con mal comportamiento otra vez por desesperación. Sin embargo, es ideal que el niño este teniendo diferentes compañeros con quien jugar, y más opciones para citas. Los padres no deberían de sugerir que el niño escoja el mismo compañero con quien jugar.
- ☐ Para padres cuales niños no tuvieron una exitosa cita de juego, o que ni siquiera tuvieron una cita de juego, brevemente repase que paso, y resuelva con los padres como se podrá facilitar el problema para que tengan una cita exitosa para la próxima tarea.
- ☐ Dígales a los padres que el desarrollo de un mejor amigo es como el “amor verdadero”.
 - ☐ Esto también ocurre en las amistades de adultos:
 - ☐ Todos tienen sus faltas—los buenos amigos no ven las faltas de otros y se reconcilian pronto.
 - ☐ Si hay demasiadas faltas entonces las personas no se hacen mejores amigos
 - ☐ Una cita de juego armoniosa es un buen ejemplo de que cuando los niños se llevan bien, es mas probable que puedan resolver sus problemas en vez de discutir sobre cosas insignificantes.

Tarea para los Padres

- ☐ Padres deberían de continuar de asignar citas de juego en su casa y no dejar que su hijo/a acepte una invitación para ir a la casa de otro niño al menos de que no hayan tenido ninguna infracción en las reglas de ‘buen huésped’ por lo menos de tres citas de juego consecutivas.
- ☐ Haga que cada padre piense en un nuevo niño para la próxima semana. Antes de que se acaben las clases, los padres deberían de animar a su hijo/a a tener citas de juego con diferentes personas, para que su hijo/a tenga la opción de con quien quiere jugar basado en experiencia.
- ☐ Para la próxima semana los niños deberían de traer un juego para jugar afuera que se puede usar en un deporte que consiste de equipos. Las reglas de juegos apropiados para jugar afuera (por ejemplo, básquetbol, handball, nerfball) y juegos no apropiados para jugar afuera (por ejemplo, pistolas de mano, super-soakers, patines, etc.) siguen aplicando.

Hoja Informativa para padres

La hoja informativa de esta sesión es para los padres que toman una estrategia contra productiva a las quejas de adultos, para darles un modo alternativo en cómo confrontar la situación. El punto mas importante es que muchas veces los padres automáticamente toman el lado del niño (aunque no sea justificado). Esto puede hacer la situación peor, puede hacer que el adulto se sienta menos apoyado, y puede hacer que el adulto se vaya a extremos más grandes.

- ☐ Repase la hoja informativa. [no hay mas instrucciones o notas adicionales para el líder del grupo de padres acerca de esto, la hoja informativa se lee sin mas explicaciones].

Session 10

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Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en como respetar a los adultos. También trabajamos en ser un buen huésped en una cita de juego. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.
- ☐ El líder del grupo de niños anuncia, “El trabajo mas importante de esta semana es hacer una cita de juego . Recuerden que tienen que llamar a esta persona para la llamada fuera del grupo y tener una conversación entre dos personas para averiguar que juegos vana jugar. Esta será la única llamada fuera del grupo que tendrá que hacer. Recuerde, no esta permitido jugar juegos de video, o juegos de computadora, o ver la televisión durante la cita de juego.
- ☐ El líder del grupo de niños les recuerda a los niños que para la próxima semana:
 - ☐ Traigan equipo para deportes que se juegan afuera en grupos.
 - ☐ Practiquen ‘burlarse del provocador’ si es que hay una oportunidad de practicar
 - ☐ Practiquen como confrontar una injusta acusación de un adulto (si es que sucede)
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
 - ☐ Hayan decidido en un juguete apropiado de jugar afuera para traer a la próxima sesión.
 - ☐ Hayan decidido en una persona apropiada para llamar e invitar para una cita de juego. Si el padre e hijo/a no pueden llegar a una solución, dígales que regresara después de haber hablado con los demás de los padres en el cuarto.

Hoja informativa para padres- Sesión #10

Diferencias culturales entre niños y niñas

Meta:

Dejar que los padres reconozcan los diferentes comportamientos de las amistades entre niños y niñas.

Empezando en el segundo grado, los niños y niñas tienden a segregarse por si mismos y desarrollan culturas diferentes.

1. Algunas niñas pueden cruzar este limite al ser competentes en los intereses de los niños (ej. Béisbol, futbol americano).
2. Algunos niños y niñas pueden mantener amistades del sexo opuesto en privado pero resisten a jugar consigo mismos en público.
3. Amistades del sexo opuesto (al igual que amistades del mismo sexo) son más beneficiosas cuando los amigos se tratan como iguales.

Los estudios que investigan como los niños juegan sugieren que lo siguiente son las cosas mas importantes para los padres.

Entre conocidos:

1. Las niñas tienden a establecer estatus de niveles entre ellas, sin embargo, los grupos de niños son más propensos a tener un líder designado.
2. Las niñas tienden a jugar en grupos más chicos (usualmente dos o tres) que los niños.
3. Las niñas que son proficientes en actividades masculinas (Ej. Béisbol) pueden continuar a ser aceptadas por ambos sexos. Niños que son bien recibidos tienden a ser aceptados por ambos sexos.

Entre buenos amigos:

1. Algunas niñas (pero no todas) forman “grupos” con otras niñas, y los niños tienen dos niveles de amigos cercanos, “unos amigos cercanos” y “sus mejores amigos”.
2. Las amistades de las niñas tienden a ser más exclusivas. Nuevas amistades remplazan envés de agregar a las amistades anteriores.
3. Amistades cercanas entre niños tienden a compartir interés en actividades y habilidades físicas, y las amistades cercanas de las niñas tienden a compartir sus conversaciones.

Tarea para padres

1. Fijar una cita de juego con una llamada por teléfono antes de la cita de juego.
2. Practicar como reaccionar a acusaciones injustas.
3. Traer un juguete para jugar afuera la próxima semana.

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #10

Reglas para un buen ganador

(Las palabras “buzz” han sido subrayadas)

Reglas para un buen ganador “Good Winner”:

- **Elogia “Praise”** a tus compañeros
- Chócala “**high-five**” con tus compañeros
- **Elogia “Praise”** al otro equipo por un buen juego
- **Pretende que el ganar no es importante “Pretend that winning is not important”**
- No te rías o burles del otro equipo
 - Podrías jugar con ellos en el futuro

Lista Fidelidad para Sesión de Padres #11

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llevo tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Mientras esta conduciendo el sobrepaso de la tarea, marque quien hizo y no hizo las tareas.
- ☐ Hay dos tareas (no incluyendo el juguete) y no suficiente tiempo para repasarlo todo.
- ☐ Dígale a los padres que enfoquen en:
 - ☐ La llamada fuera del grupo para arreglar la cita de juego
 - ☐ La cita de juego
- ☐ Pregunte si los niños usaron 'burlarse del provocador' con el burlador, un hermano o hermana, o si lo practico con un padre.
- ☐ La llamada fuera del grupo:
 - ☐ Pregunte:
 - ☐ "¿Estaba interesado o excitado el otro niño con la llamada?"
 - ☐ "¿Tenían cosas de que hablar (conversación entre dos)?"
- ☐ Pregúnteles a los padres que tuvieron una cita de juego exitosa que cuenten como sucedió:
 - ☐ "¿Estaba el padre ahí para supervisar?"
 - ☐ "¿Tuvo que intervenir el padre para esforzar las reglas de buen huésped?"
 - ☐ Pregúntele a los padres si el niño esta mejorando en su habilidad de seguir las reglas de buen huésped y si el padre esta teniendo que intervenir menos y meno [esto es lo que debería de estar pasando]
 - ☐ "¿El padre trato de conocer los padres de el otro niño?"
- ☐ Comparen las cuatro citas de juego.
 - "¿Cual fue la respuesta del padre en como salió la cita de juego?"
 - "¿Cual fue la respuesta del niño en como salió la cita de juego?"
- ☐ Para padres cuales niños no tuvieron una exitosa cita de juego, o que ni siquiera tuvieron una cita de juego, brevemente repase que paso, y resuelva con los padres como se podrá facilitar el problema para que tengan una cita exitosa para la próxima tarea.

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- ☐ Dígales a los padres que citas de juego son un paso importante para tener un mejor amigo.
 - ☐ Mejores amigos son como un “amor verdadero” para los niños.
 - ☐ Buenos amigos pueden resolver diferencias pequeñas y ser considerados de la otra persona. Valorar estar juntos más que tener que jugar juegos de video.
 - ☐ No tienen dificultad en pensar en cosas que les guste a los dos y en las citas de juego ellos pueden jugar algo que les guste a los dos.

Tarea para los Padres

- ☐ Deberían de continuar de asignar citas de juego. Haga que cada padre piense en un nuevo niño para la próxima semana
- ☐ Dígales a los padres:
 - ☐ “Si los padres dejan que sus hijos acepten una invitación a la casa de otro niño, ellos se pueden comportar mal.
 - ☐ “Otros padres normalmente no dicen lo que sucedió, y simplemente dicen que están ocupados la próxima vez que quieras invitar su hijo/a a tu casa y nunca volverán a invitarte” [Padres pueden hacer esto cuando no resulte un invitado para su hijo/a]
- ☐ Si aunque sea tres citas han resultado bien sin que tenga que recordarle a su hijo/a de las reglas de un buen huésped, entonces los padres deberían de empezar a aceptar invitaciones para su hijo/a a otra casa.
 - ☐ Cuando reciban la llamada, padres deberían de aceptar solamente si su hijo/a quiere tener una cita con ese niño.
 - ☐ Si su hijo no quiere tener una cita con ese niño, el padre debería de hacer una excusa para no arreglar esa cita de juego (“lo sentimos, pero estamos ocupados, nosotros les llamaremos en otra fecha.....”).
 - ☐ A veces los niños cambiarían de opinión sobre los compañeros con quien quieren jugar, entonces permanezca las opciones libres.
- ☐ Durante la cita de juego en la casa de otro niño:
 - ☐ Padres no deberían de solamente dejar y recoger a sus hijos.
 - ☐ Deberían de entrar a la casa y platicar con los otros padres (especialmente en la hora de recoger al niño).
 - ☐ Desde lejos pueden observar como se esta comportando su hijo/a al jugar y pueden conocer al padre un poco mas para ver si se sienten cómodos con su hijo/a en esta casa.
- ☐ La próxima semana es graduación.
 - ☐ We will provide the pizza, napkins, plates, and cups. Parents are welcome to supply food, beverages, deserts, and snack food to make it more festive. Parents may either buy or make food.
 - ☐ Los hermanos y miembros de familia pueden asistir la graduación al final de la tarde, pero tendrán que permanecer en la sala de espera hasta entonces.
 - ☐ No se podrán sentar en el lado del grupo de padres ni en el lado del grupo de niños.
 - ☐ Fotografías no están permitidas en durante la fiesta de graduación o durante la ceremonia por razones de confidencialidad para los niños.

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- ☐ Porque una fiesta de graduación?
 - ☐ Un sentir de realización y finalización para los niños. Explique que es como el efecto en el cuento “El Mago de Oz” (Wizard of Oz), donde los tres personajes hicieron muchos trabajos difíciles pero no se sintieron mejor de ellos mismos hasta que recibieron algo para reconocer sus esfuerzos.

Hoja Informativa para padres-Sesión 11: Disminuir las peleas físicas entre su hijo/a y otros niños

Esta primera hoja informativa es un guión que los padres pueden usar si castigan a el niño en la escuela por comportarse agresivamente. Muchas veces le darán una justificación por su comportamiento (el o ella fue provocado) o lo negaran (el o ella fue acusado injustamente). Esto puede aplicar cuando el niño fue atacado sin provocación, ataco físicamente a otro después de una provocación de palabras, o cuando un maestro lo castigo por seguir una repetición de ataques.

Los padres pueden dar mensajes conflictos al aceptar las historias del niño. La hoja informativa explica como padres pueden mejor responder a la versión que explica el niño del reporte negativo del maestro.

- ☐ Repase la hoja informativa.
 - ☐ Algunos padres van a tener problemas con lo que dice la hoja informativa y van a abogar que su hijo/a responda en una manera agresiva.
 - ☐ El lider del grupo puede hablar sobre estos puntos:
 - ☐ “¿Como sabe que la cuenta de su hijo/a es exacta y la verdad?”
 - ☐ “¿Cual es el mensaje que da al apoyar a su hijo/a que responda con violencia al pelar?”
 - ☐ “¿Como es que pelear con un provocador resulte mal?”
- ☐ Repase la segunda hoja informativa, cual incluye instrucciones para la fiesta de graduación.
 - ☐ Los padres deberían de discutir y planear en restricciones de comida que tengan los niños.
 - ☐ Por ejemplo, si algunos de los niños tienen requisitos dietarios por cause de religión o por cause de alergias, esos padres deberían de:
 - ☐ Asegurar que traigan cosas que su hijo/a pueda comer.
 - ☐ Notificarle al grupo de niños antes de la fiesta de estas restricciones.

Reunificación al final de la sesión

- ☐ Alerte a los padres que al entrar al cuarto, los niños han sido instruidos a pararse atrás de su padre y de mantener callados, ya que el grupo todavía no se ha terminado.
- ☐ El Líder del grupo de niños anuncia a los padres y niños “Ahora trabajamos en como ser un buen miembro de equipo. Yo vi a muchos niños con paciencia tratando de aprender estas habilidades. Hay que darles a los niños un gran aplauso”.
- ☐ El Líder del grupo de niños repasa las palabras “buzz” con todos.

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- ☐ El líder del grupo de niños anuncia, “El trabajo mas importante de esta semana es hacer una cita de juego. Recuerden que tienen que llamar a esta persona para la llamada fuera del grupo y tener una conversación entre dos personas para averiguar que juegos vana jugar. Esta será la única llamada fuera del grupo que tendrá que hacer. Recuerde, no esta permitido jugar juegos de video, o juegos de computadora, o ver la televisión durante la cita de juego.
- ☐ El líder del grupo de niños les recuerda a los niños que para la próxima semana:
 - ☐ Traigan comida para la graduación (opcional)
- ☐ Los líderes del grupo de padres les recuerdan a las familias que la sesión para la semana 12 (la próxima semana) será ½ hora mas larga que lo normal (entonces sesión 12 será 90 minutos en total) para permitir tiempo para la ceremonia de graduación y para la evaluación del tratamiento al fin de las clases.
 - ☐ Recuérdele a los padres que el horario del principio y fin de la sesión 12 para que los padres planeen con anticipación.
- ☐ Los líderes de los grupos de padres y niños y los entrenadores van a cada padre e hijo para asegurar que:
- ☐ Hayan decidido en una persona apropiada para llamar e invitar para una cita de juego. Si el padre e hijo/a no pueden llegar a una solución, dígaes que regresara después de haber hablado con los demás de los padres en el cuarto.

Hoja informativa para padres- Sesión #11

Disminuir las peleas físicas entre su hijo/a y otros niños

Estudios de término largo han determinado que niños que tienen dificultades con sus compañeros y también se pelean físicamente, tienen peores resultados. La evidencia esta clara en que las peleas físicas tienen que ser desanimadas.

1. No apoye las peleas: aunque sean en defensa propia (usted nunca sabe que en verdad es defensa propia).
2. Obtenga un reporte verbal o escrito de el/la maestro/a cada día. (en formato si/no).
3. Su hijo/a puede ser más agresivo cuando esta socializando con compañeros agresivos. Le recomendamos lo siguiente:
 - (a). que su hijo/a haga una lista de los individuos quienes la/lo están provocando.
 - (b). que su hijo/a le prometa que va permanecer retirado de estos niños.
 - (c). que su hijo/a haga una lista de sus compañeros con quien el/ella prefiera jugar.
 - (d). el final de cada día, revise con quien jugaron y con quien platicaron en ese día (pregunte por cada niño por nombre).
 - (e.) recompense a su hijo/a con halagos o regalos chicos por no pelearse (un reporte de no peleas que le mande la maestra).
4. Provee una consecuencia breve pero inmediata por cada vez que su hijo/a se pelee.
 - Elija una consecuencia que pueda en forzar.
 - La consecuencia debe ser inmediata- debe empezar cuando su hijo llegue a la casa.
 - La consecuencia debe ser breve (castigarlo/a por un par de horas el día de la pelea es mejor que castigar por un periodo mas largo).
 - La consecuencia no debe ser algo agradable: no juegos, TV, conversación agradable, un deporte de grupo, o una junta de boy scouts, etc.
 - Se claro/a con la consecuencia antes de empezarla, “su maestra me dijo que usted estuvo en una pelea ahora. Te voy a tener que castigar hasta las 4pm. No puedes jugar o ver televisión hasta entonces.”
5. Después de que la consecuencia termine, no lo discuta mas- “borrón y cuenta nueva”.
6. Si esto no es eficiente- busque ayuda profesional.

El método más efectivo para este entrenamiento de padres en cual usted trabaja uno a uno o en grupo con el consejero, usualmente sobre no mas de 6 a 12 sesiones, diseñando tratando diferentes enfoques.

Tarea de padres

1. Organice su ultima cita de juego con una llamada antes de la cita de juego
2. ¡Traer una delicia para la graduación!

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Palabras “BUZZ” (buzzwords)

Notas para Padres

Sesión Para Niños #11

Evitando peleas físicas:

Provocaciones

(Las palabras “buzz” han sido subrayadas)

Maneras de prevenir una pelea:

- **Mantente lejos del provocador “Stay away from the bully”**
 - Juega en otro lugar
 - No le hables al provocador
- No juegues solo/a
 - Los provocadores usualmente se burlan de los niños cuando están solos.
- Juega cerca de un adulto
- No hagas que se enoje el provocador
 - No provoques al provocador
 - No le hagas caras al provocador
 - No vallas con el chisme
- No veas a otros pelear y no trates de parar una pelea
 - Te podrías meter en problemas

Lista Fidelidad para Sesión de Padres #12

Reunión Inicial (Initial Gathering)

- ☐ Mientras que los padres y niños entran, en la página de 'homework compliance' indique si los padres trajeron un juguete apropiado para jugar afuera. Haga que los padres se queden con los juguetes que no sean apropiados.
- ☐ Haga que cada padre e hijo llenen su nombre en la etiqueta con letras grandes y que coloquen esta etiqueta en un lugar visible.
- ☐ Pídales a los padres que apaguen sus celulares y pagers para que no sea disruptivo para el grupo. Dígales a los padres que si necesitan tomar una llamada que por favor pasen afuera.
- ☐ Toma lista de quien vino a la clase y quien llego tarde.

Sobrepaso de la Tarea (Homework Review)

- ☐ Hay dos tareas:
 - ☐ La llamada fuera del grupo para arreglar la cita de juego
 - ☐ La cita de juego
- ☐ Para la llamada fuera del grupo (brevemente repase):
 - ☐ Pregunte:
 - ☐ “¿Estaba interesado o excitado el otro niño con la llamada?”
 - ☐ “¿Tenían cosas de que hablar (conversación entre dos)?”
- ☐ Pregúnteles a los padres que tuvieron una cita de juego exitosa que cuenten como sucedió:
 - ☐ “¿Estaba el padre ahí para supervisar?”
 - ☐ “¿Tuvo que intervenir el padre para esforzar las reglas de buen huésped?”
 - ☐ Pregúntele a los padres si el niño esta mejorando en su habilidad de seguir las reglas de buen huésped y si el padre esta teniendo que intervenir menos y meno [esto es lo que debería de estar pasando]
 - ☐ “¿El padre trato de conocer los padres de el otro niño?”
- ☐ Pregunte si hubo citas de juego en casa de otros niños:
 - ☐ ¿Revisaron los padres con el niño primero a ver si ellos querían la cita de juego antes de que se arreglara?
 - ☐ ¿Los padres tomaron el tiempo de brevemente platicar con los otros padres?
- ☐ Enfoque que los padres tienen que continuar teniendo y observar citas de juego.
 - ☐ Estos grupos fueron diseñados para enseñarles las habilidades de observa las citas de sus hijos con la meta de continuar el proceso indefinidamente.
- ☐ Muchos niños ahora están listos para:
 - ☐ Citas de juego que duren más de 1 ½ horas
 - ☐ Citas de juego con el mismo niño repetidas
- ☐ Para empezar a tener mejores amigos, los niños deberían de concentrarse en dos o cuatro otros niños, viendo cada uno de ellos por lo menos dos o tres veces al mes para que tengan citas de juego.

Session 12

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Hoja Informativa para padres-Sesión 12: “Que es lo que sigue”

- ☐ Repase la hoja informativa, “Que es lo que sigue”
- ☐ Reunificación al final de la session: Fiesta de Graduacion
- ☐ Pidale al co- lider del grupo de padres que revise con el grupo de niños para asegurar que el líder del grupo de niños este listo para empezar la ceremonia.
- ☐ Los líderes del grupo de padres llevan a los padres al cuarto de los niños.
- ☐ La persona asistiendo con fieldad en el grupo de padres puede llevar los familiares que hayan venido a la graduación de la sala de espera al cuarto de niños donde comenzara la ceremonia de graduación.
- ☐ La ceremonia tomara aproximadamente 10-15 minutos.
- ☐ Típicamente, el líder del grupo de padres toma unos minutos para:
 - ☐ Alabar a los padres y niños por todos sus esfuerzos y por tomar los grupos seriamente.
 - ☐ Hablar un poco sobre como les gusto trabajar con los padres y niños, etc.
 - ☐ Estos comentarios deberían de ser hechos sobre el grupo en general y no únicamente sobre los padres o los niños.
- ☐ Antes de empezar la ceremonia, el líder del grupo de niños debería de dar instrucciones a los niños de cómo recibir los diplomas.
- ☐ Dígale a los niños que estarán saludando con su mano DERECHA y recibirán su diploma con su mano IZQUIERDA.
- ☐ El lider del grupo de niños llama a cada uno de los niños diciendo, “Nuestro primer premio de buen amigo va a”, después “Nuestro segundo premio de buen amigo va a”, etc.
- ☐ Los lideres de grupo y los entrenadores saludan a los niños con la mano mientras reciben sus diplomas y luego aplauden.
 - ☐ Los líderes del grupo de niño saludan a los niños PRIMERO para asegurar que están usando la mano correcta.
- ☐ Padres y familias también aplauden.
- ☐ Después de que el último diploma se haya dado, los lideres de grupos y entrenadores dan un gran aplauso a los padres por su parte en el proceso.
- ☐ Si hay bolsas de regalo, ahora es cuando de distribuyen (junto con globos) a los niños mientras van saliendo.

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Hoja informativa para padres- Sesión #12

Que es lo que sigue...

Meta: Mantener y expandir sobre las ganancias realizadas en este grupo. Haciendo y manteniendo amigos es algo que su niño/a necesita hacer por si mismo, pero usted debe apoyar sus esfuerzos.

1. La contribución más importante que usted puede hacer para el desarrollo social de su hijo/a es apoyar sus citas de juego informales de uno a uno con dos o tres niños diferentes (mas de esto no es mejor).
 - (a). Usted debe continuar haciendo citas de juego cada semana y observar estas citas con su hijo/a en la manera en que se hizo durante las tareas.
 - (b). Usted y su hijo/a deben elegir a los niños/as juntos. Deben de ser convenientes para que su hijo/a juegue con el/ella en la casa al igual de conveniente para que usted los cuide en su casa.
 - (c.) Evite fijar citas de juego con niños con quien su niño/a no se lleva bien.
 - (d). Siempre trate de buscar razones para alagar el comportamiento de su niño/a después de que termine la cita de juego.
 - (e). Fije la duración de la cita de juego para que sea un éxito. Siempre escoja un horario mas corto del que usted piensa que su hijo/a puede tolerar. Siempre escoja un horario corto para la primera cita de juego. (Ej. Una hora)
 - (f). Trate de conocer a los padres de los niños con quien su hijo juega. Asegúrese de hablar con ellos cuando recojan a su hijo/a. Usted podrá fijar citas de juego regulares después de varias citas de juego exitosas con un/a niño/a.
2. Su hijo/a no necesita ser amigo de los niños más populares:
 - (a). “Popular” no necesariamente quiere decir que son “buenos”.
 - (b.) Tener expectativas muy altas aumenta la posibilidad de rechazo.
 - (c.) Muy seguido los niños menos populares son mas fáciles de acercar, tienen mas tiempo disponible y será mas fácil fijar una cita, y son mejores amigos.
3. Actividades que son estructuradas por adultos (Scouts, deportes, clases) tienen beneficios importantes para niños, cuando:
 - (a.) Resaltan la buena deportividad envés de el ganar o perder.
 - (b.) Ayudan a los niños a desarrollar habilidades atléticas o exponerlos a nuevas experiencias.
 - (c.) Facilitan que los niños hagan nuevos amigos (durante periodos informales- antes o después de cada actividad)
 - (d.) No son tan exigentes con el tiempo del niño/a que no le dejen tiempo para amistades cercanas.
4. Continué a proveer consecuencias cada vez que su niño/a se involucre en una pelea física. La frecuencia de las peleas físicas disminuirá. Si no, y continúa siendo un problema, busque ayuda profesional.

Session 12

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

Forma de Ausencia Planeada

Es muy importante que usted y su hijo/a asistan a cada sesión. Sin embargo, si usted sabe que va estar ausente durante una sesión, por favor marque las fechas que usted sabe que no va poder asistir.

Nombre del Niño/a: _____

Semana	Fecha	Ausencia Planeada
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		Graduación

La información recibida en avanzado sobre ausencias planeadas será usada para determinar si ciertas sesiones serán cambiadas basado en el número de ausencias anticipadas.

Por favor regrese esta forma durante la SEGUNDA junta si va tener ausencias planeadas.

Lista de Llamadas

Esta lista de llamadas es para usarse al completar las LLAMADAS ADENTRO DEL GRUPO. Por favor mantenga esta lista hasta el fin de las 12 semanas. Si le gustaría que otro número sea usado aparte del que esta escrito abajo, por favor háganos saber.

Nombre del Niño/a	Nombre del Padre/ Guardian	Numero de Teléfono

Lista de Números para Llamadas Dentro del Grupo

Esta lista es para usarse para mantener orden de las Llamadas dentro del Grupo. Por favor use esta página para anotar si su hijo/a está haciendo o recibiendo sus llamadas, también indique la fecha y la hora de la llamada.

Nombre de Niño/a	Nombre de Padre	Numero de Teléfono

Semana 1

Fecha

Hora

- ☐ Mi hijo/a va a llamar a _____ el _____ a las _____
- ☐ Mi hijo/a va a recibir una llamada de _____ el _____ a las _____

Semana 2

- ☐ Mi hijo/a va a llamar a _____ el _____ a las _____
- ☐ Mi hijo/a va a recibir una llamada de _____ el _____ a las _____

Semana 3

- ☐ Mi hijo/a va a llamar a _____ el _____ a las _____
- ☐ Mi hijo/a va a recibir una llamada de _____ el _____ a las _____

Semana 4

- ☐ Mi hijo/a va a llamar a _____ el _____ a las _____
- ☐ Mi hijo/a va a recibir una llamada de _____ el _____ a las _____

Semana 5

- ☐ Mi hijo/a va a llamar a _____ el _____ a las _____
- ☐ Mi hijo/a va a recibir una llamada de _____ el _____ a las _____

APPENDIX B:

**WEEKLY SESSION MATERIALS, INCLUDING
WEEKLY HOMEWORK SHEETS, IN-GROUP PHONE
ASSIGNMENT SHEET, PLANNED ABSENCE SHEET,
INCENTIVE PROGRAM, IN-GROUP CALL ROSTER,
AND GOOD BUDDIES CHILD AND PARENT
KIT SETUP SHEETS**

Weekly Homework Sheet

Session #	1	2	3	4	5	6	7	8	9	10	11	12
Date												

C = Complete P = Partial I = Incomplete

CHILD / PARENT	Parent present	Child present	Minutes late	1 Toy	2 In-group call	3 Out-of-group call	4 Slipping-in	5 Play date	6 Teasing	7 Unjust accusation	Comments

IN-GROUP PHONE ASSIGNMENT LIST

Week 1

Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____

Week 2

Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____

Week 3

Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____

Week 4

Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____

Week 5

Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____
Caller _____	Receiver _____

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PLANNED ABSENCE SHEET

It is very important for you and your child to attend EVERY SESSION. However, if you know that you have to be absent for a session, please mark those dates that you know you will not be able to attend below.

Child's Name: _____

WEEK	DATE	PLANNED ABSENCE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		Graduation

Advanced information about planned absences will be used to determine if a particular session needs to be rescheduled based on the anticipated number of absences.

Please return this memo at the SECOND group meeting if you have any planned absences.

INCENTIVE PROGRAM

Purpose:

- The purpose of the Incentive Program is to give children who have been having difficulty behaving appropriately in the group the chance to receive positive reinforcement (i.e., rewards) for good behavior.
- The Incentive Program should be established when redirection, warnings, and time-outs are consistently unsuccessful at improving the child's behavior in the group.
- The Incentive program should be a confidential program set-up between the child group leader, parent, and child and should not be advertised to the other group members.

Directions:

- Stars are awarded for homework compliance and good behavior in the group and during play time.
- Deduct one star from the total for each warning given.
- Deduct one star from the total for each time-out given.
- Tokens do not count toward stars for this program.
- 10 stars are needed for the reward at the end of each session.

Rewards:

- Rewards should ONLY be given when the child meets the goal.
- The reward should be negotiated with the parent and child prior to the session.
- The reward must be something the child wants.
- Meet with each parent and child PRIVATELY at the end of the session to go over the number of stars.
- Praise child when he/she successfully meets the goal.
- Encourage the child to work harder next week if the goal is not met.
- The reward should be given IMMEDIATELY after the session when possible.
- During the first week of the program, try to arrange it so that the child meets the goal.

Trainers: Here is an example of the Incentive Program. Review with therapists.

INCENTIVE PROGRAM

Name: _____

Agreement:

10 stars must be earned to receive a reward. One star will be lost for each warning and each time-out.

Non-monetary incentives

- Extra television watching time (30 minutes is appropriate)
- Extra videogame time (30 minutes is appropriate)
- Extra computer time (30 minutes is appropriate)
- Extra phone privileges (better for older kids)
- Game time with mom and/or dad (e.g., Jenga, Trouble, Connect Four, Battleship, etc.)
- Stay up late after bedtime (30 minutes is appropriate)
- Go to the park with mom and/or dad
- Go to the beach with mom and/or dad

Moderate-priced incentives

- Toy
- Videogame
- Computer game
- Board game
- DVD
- CD
- Movie ticket
- Baskin Robbins ice cream

Inexpensive incentives

- Dinner at favorite restaurant
- Spending money
- Dessert or snack – something that would be a special treat for the child (e.g., ice cream, cookies, chips, milkshake, candy)
- Bake cookies with mom and/or dad
- McDonald's milkshake or ice cream cone
- A toy/prize from the dollar store
- \$1 spending money
- Rent a video or videogame

INCENTIVE PROGRAM

Name: _____

Date	Stars	Warnings	Timeouts	Total	Reward

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

IN-GROUP CALL ROSTER

This roster is to be used to keep track of your child's IN-GROUP PHONE CALLS. Please use this sheet to note if your child is making or receiving a call, the date, and the time of the scheduled call.

Child Name	Parent/Guardian Name	Phone Number

Week 1

Date

Time

☐ My child calls _____ on _____ at _____

☐ My child receives a call from _____ on _____ at _____

Week 2

☐ My child calls _____ on _____ at _____

☐ My child receives a call from _____ on _____ at _____

Week 3

☐ My child calls _____ on _____ at _____

☐ My child receives a call from _____ on _____ at _____

Week 4

☐ My child calls _____ on _____ at _____

☐ My child receives a call from _____ on _____ at _____

Week 5

☐ My child calls _____ on _____ at _____

☐ My child receives a call from _____ on _____ at _____

Good Buddies Child Kit



Kit Folders (as shown):

- (A) "Overview of Sessions" Section
 - a. "Overview of Sessions" Folder with 1 copy
- (B) "Weekly Session Materials" Section
 - a. "Weekly Checklist" Folder with 1 copy
 - b. "Weekly Homework Sheets" Folder with 20 copies
 - c. "Completed Weekly Sheets" Folder (Empty)
 - d. "In Group Phone Assignment List" Folder with 1 copy
 - e. "Alternative Games for Children" Folder with 1 copy
- (C) "Graduation Materials" Section
 - a. "SAMPLE Graduation Certificate" Folder with 1 copy
 - b. "MATERIALS Graduation Certificates" Folder with 20 blank certificates and 20 seals.
- (D) Section called "Star Program" (refers to "Incentive Program")
 - a. "Star Program" (aka, Incentive Program) folder with 5 copies



Kit Items (as shown):

- (A) Name tags (3 packets)
- (B) Permanent marker (1)
- (C) Dry erase markers (4)
- (D) Pens (6)
- (E) Post-it notes
- (F) Notepad
- (G) Box of chalk
- (H) Deck of cards
- (I) First aid kit
- (J) Chalkboard Eraser
- (K) Tokens (100)
- (L) Cups for tokens (3)
- (M) Tape
- (N) Fanny packs (12)

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

Good Buddies Parent Kits



Kit Items (as shown):

- Name tags (3 packets)
- Pens (6)
- Post-it notes
- Notepad

From Frankel, F., & Myatt, R. (2003). *Children's Friendship Training*. New York: Brunner-Routledge, and adaptations from Project Bruin Buddies (Mary J. O'Connor, Principal Investigator) and Project Best Buddies (Mary J. O'Connor, Principal Investigator)

Parent Kit Folders:

“Overview of Sessions” Section

- “Overview of Sessions” Folder with 1 copy

“Weekly Session Materials” Section

- “Weekly Homework Sheets” Folder with 20 copies
- “Completed Weekly Homework Sheets” Folder (Empty)
- “In Group Call Roster” Folder with 20 copies
- “Planned Absences ” with 20 copies

“Session 1” Section

- “Goals & Limitations” Folder with 20 copies
- “Parent Handout 1” Folder with 20 copies
- “Buzzwords 1” Folder with 20 copies

“Session 2” Section

- “Parent Handout 2” Folder with 20 copies
- “Buzzwords 2” Folder with 20 copies

“Session 3” Section

- “Parent Handout 3” Folder with 20 copies
- “Buzzwords 3” Folder with 20 copies

“Session 4” Section

- “Parent Handout 4” Folder with 20 copies
- “Buzzwords 4” Folder with 20 copies

“Session 5” Section

- “Parent Handout 5” Folder with 20 copies
- “Buzzwords 5” Folder with 20 copies

“Session 6” Section

- “Parent Handout 6” Folder with 20 copies
- “Buzzwords 6” Folder with 20 copies

“Session 7” Section

- “Parent Handout 7” Folder with 20 copies
- “Buzzwords 7” Folder with 20 copies

“Session 8” Section

- “Parent Handout 8” Folder with 20 copies
- “Buzzwords 8” Folder with 20 copies

“Session 9” Section

- “Parent Handout 9” Folder with 20 copies
- “Buzzwords 9” Folder with 20 copies

“Session 10” Section

- “Parent Handout 10” Folder with 20 copies
- “Buzzwords 10” Folder with 20 copies

“Session 11” Section

- “Parent Handout 11” Folder with 20 copies
- “Buzzwords 11” Folder with 20 copies
- “Graduation Flyers” Folder with 1 copy

“Session 12” Section

- “Parent Handout 12” Folder with 20 copies

Note: When creating Spanish Parent Kits, include Spanish copies of the Weekly Session Materials, Parent Handouts, and Buzzwords. For each session, you should also include a folder with 20 copies of the Buzzwords in English.

APPENDIX C:

BUZZWORDS

BUZZWORDS

Parent Handout

Child Session #1

Rules of Good Communication

(Buzzwords are underlined)

Introduction:

- Rules of the session
 - Raise your hand
 - **Be serious** (not silly)
 - Listen and follow directions
 - No playing with toys until it is play time
 - **No touching** (no hitting, kicking, pinching, hugging, etc.)

Rules of Good Communication:

- SPAEk loud enough to be heard (not too loud, not too quiet)
- Maintain appropriate distance when talking
- Don't be silly
- **Don't get too personal**

BUZZWORDS

Parent Handout

Child Session #2

Conversational Skills:

Trading Information

(Buzzwords are underlined)

Rules for Trading Information:

- Find out what the other person likes
- Find out what the other person doesn't like
- Find things you have in common
- Don't be a conversation hog
- Don't be an interviewer
- Don't get too personal

BUZZWORDS

Parent Handout

Child Session #3

Slipping – In

(Buzzwords are underlined)

Rules for Slipping – In:

- **Watch**
 - What are they playing?
 - Do you know the rules?
 - Are they playing too rough?
 - How many people are on each team?
 - Who is winning?
- **Wait**
 - **Wait for a pause** in the game
 - If the ball goes out of bounds, offer to get it
 - **Don't be a referee** on the sidelines
 - **Praise** the players from the sidelines
- **Ask**
 - Ask nicely if you can play
 - If you know someone on the team, ask them
 - Ask the person who has the ball
 - Join the team with fewer players
 - Join the losing team
- If they say no:
 - Don't argue
 - Find someone else to play with
 - **Try again later** (another day)

BUZZWORDS

Parent Handout

Child Session #4

Slipping – In:

Getting Turned Down

(Buzzwords are underlined)

- When slipping-in, you will get turned down 50% of the time

Reasons for being turned down and what to do:

- Bad reputation / something you did to them before
 - Treat others as you would have them treat you
- Disobeyed rules for slipping-in
 - Use the rules next time
- Other kids are too popular, athletic
 - Pick other kids to play with
- Other kids don't want to make new friends
 - Pick other kids to play with
- They misunderstood what you wanted to do
 - Say it differently
- You played too rough before
 - Watch out for others and show concern when they're hurt
- They didn't feel like playing with you just then
 - Try again later (another day)

BUZZWORDS

Parent Handout

Child Session #5

Rules of a Good Sport

(Buzzwords are underlined)

Rules of a Good Sport:

- **Praise** other kids behavior
- **No refereeing**
- **Don't be a ball hog**
- If you're bored, **suggest a change** in activity
- **Let others have fun too**
- At the end of the game, tell the other team it was a **good game**

BUZZWORDS

Parent Handout

Child Session #6

Rules of a Good Sport:

Praise Statements

(Buzzwords are underlined)

Rules of a Good Sport:

- Praise other kid's behavior (see praise statements below)
- No refereeing
- Don't be a ball hog
- If you're bored, suggest a change in activity
- Let others have fun too
- At the end of the game, tell the other team it was a good game

Praise Statements:

- "Good job"
- "Nice play"
- "Good catch"
- "Nice throw"
- "Good game"
- "Nice try"
- Give a high-five
- Thumbs up

BUZZWORDS

Parent Handout

Child Session #7

Rules of a Good Host:

Play Dates

(Buzzwords are underlined)

Rules of a Good Host:

- **The guest gets to pick the games** or activity
 - If you don't have the games or toys they like, invite them to bring their favorite games or toys over
 - Put away games and toys that you don't want the guest to play before they get there
- **Praise** the guest's behavior
- **No refereeing**
- **If you're bored, suggest a change** in activity
- **Let the guest have fun too**
- **Be loyal to your guest**
 - Don't leave your guest alone
 - If someone else stops by, tell them you're busy and will call them later
 - Don't invite someone else into your play date

BUZZWORDS

Parent Handout

Child Session #8

Resisting Teasing:

Tease the Tease

(Buzzwords are underlined)

Reasons why kids tease:

- They're trying to upset you
- They're trying to get you to lose your cool
- **They're trying to push your buttons**
 - **Button Box** (bullies try to figure out which button to push to upset you)

Rules for Tease the Tease:

- Don't tease or make fun of the other kid
- Make fun of what they said (tease the tease)
- Act like what they said does not bother you
- **Tease the tease** statements:
 - "So what"
 - "Big deal"
 - "Whatever"
 - "Yeah, and..."
 - "Who cares"
 - "What.....what.....what...?"
 - Exaggerated yawn

BUZZWORDS

Parent Handout

Child Session #9

Respect Toward Adults:

Being Unjustly Accused

(Buzzwords are underlined)

What to do when you get blamed for something you didn't do by an adult:

- **Don't talk back**
- Don't roll your eyes or make dirty looks
- **Explain your side only once**
- If this doesn't work, **don't argue** (even if the adult is wrong)
- You might say something like; "**If it will keep me out of trouble then**...I'll clean up the mess."

BUZZWORDS

Parent Handout

Child Session #10

Rules of a Good Winner

(Buzzwords are underlined)

Rules of a Good Winner:

- Praise your teammates
- Give a high-five to your teammates
- Praise the other team for a good game
- Pretend that winning is not important
- Don't laugh or make fun of the other team
 - You may be playing with them in the future

BUZZWORDS

Parent Handout

Child Session #11

Avoiding Physical Fights:

Bullying

(Buzzwords are underlined)

Ways to stay out of a fight:

- Stay away from the bully
 - Play somewhere else
 - Don't talk to the bully
- Don't play alone
 - Bullies usually pick on kids when they are alone
- Play near a grown up
- Don't upset or make the bully mad
 - Don't tease the bully
 - Don't make faces at the bully
 - Don't tattle on the bully
- Don't watch other kids fighting or try to break a fight up
 - You might get into trouble

APPENDIX D:

Alternative Games

Alternative Games for Younger Children and for Rainy Days

SESSION 1

Alternative Game for Younger Children: “Steal the Bacon”

The originally scheduled game is appropriate for younger children (see Session 1 Fidelity Checklist)

Rainy Day Activity: “Over & Under”

Rationale: This game teaches teamwork and paying attention to directions.

Supplies: A ball or a balloon

Set up: Divide group into two teams, having each team stand in a line.

Play:

- Give the first child in each team a ball, which they are to pass over their head to the person standing directly behind them.
- The next person then passes the ball between their legs to the person standing directly behind them.
- The ball is alternated between going over the head and between the legs.
- The last player in the line moves to the front of the line once they have received the ball and begin play all over by passing the ball over their head.
- Play continues until the original head of the line is at the end of the line, and has successfully received the ball.
- Once the relay has been completed, reconfigure the teams and begin play again.
- You may have to demonstrate the play in slow motion at first, until everybody understands the rules.
- To spice it up: Instruct the last player to get to the front of the line in a variety of different ways (e.g., by hopping on their left foot)

SESSION 2

Alternative Game for Younger Children: “Wolf Pack”

The originally scheduled game is appropriate for younger children (see Session 2 Fidelity Checklist)

Rainy Day Activity: “Telephone”

Rationale: The game is played in a way in which the children are taught to listen carefully to what others are saying and ask for clarification.

Supplies: None

Set up: Children are seated in a circle. The group leader picks one child to start the telephone chain.

Play:

- The group leader has one child think of an appropriate four-six word phrase.
- Group leader checks for appropriateness. Then allows the chain to begin.
- A child being whispered to can say “operator” one time if they didn’t understand what was being said and have it rePAEted.
- The last child rePAEts the message out loud.
- The group leader praises the accuracy of the message when the last child rePAEts it out loud.
- Each child gets 2 turns at making up a message.
- Variation: The group leader can increase or decrease the number of words in the message.

SESSION 3

Alternative Game for Younger Children: “Prisoner”

The originally scheduled game is appropriate for younger children (see Session 3 Fidelity Checklist)

Rainy Day Activity: “Detectives”

Rationale: This is a game that teaches the children how to ask appropriate questions of peers. Two children are sent outside, and when they return, they must guess the object that the other peers have chosen by asking them questions about it.

Supplies: None

Set up: Send two children out of the room – these children will be the detectives for this round.

Play:

- Have the other children choose on an object in the room that the detectives will try to discover (e.g., book, piece of furniture, backpack).
- The object must be something visible.
- Invite the detectives back into the room.
- The detectives attempt to solve the “mystery” by asking the players questions – each player can only be asked three questions.
- The detectives must work together to solve the mystery.
- Once the detectives correctly identify the object, select two new detectives and begin play again.
- To make this task simpler, you might suggest that the detectives first ask about the location of the object in the room, and then go about identifying the object.
- Variation: detectives can ask the other players as many questions as it takes, BUT the detectives must give each child a turn to answer a question so that all children are involved.

SESSION 4

Alternative Game for Younger Children: “Chain Soccer”

Rationale: This game focuses on teamwork and coping with frustration. The children are teamed up and have to work together against the other team to get the soccer ball into their goal. The faster and easier they work together, the more points they score against the other team.

Supplies: A soccer ball.

Set up: Divide the group into two equal teams, and line them up in the center of a play area. Have the children face one another, standing about 2 feet apart. Have each team hook arms with their teammates, forming a chain. Establish a goal line for each team on opposite ends of the play area.

Play:

- Start the game by rolling a soccer ball between the two teams.
- A point is scored when a team successfully kicks the soccer ball into their goal line without breaking the chain.
- After each point is scored, establish new teams and begin play again.

Rainy Day Activity: “Balloon Volleyball”

Rationale: This is a game that works on increasing attention and cooperation.

Supplies: One chair for each participant and an inflated balloon (2 more for spares).

Set up: Have two equal rows of chairs back to back and all children seated in chairs. The group leader gives the balloon to a child to “serve.”

Play:

- The server hits the ball gently to other children who keep hitting the ball.
- Everyone counts out loud each time the balloon is hit to see how many times they can hit it before it is missed.
- No one can get out of his or her chair to get the ball.
- When the ball is out, the children rotate and a new server starts the action.

SESSION 5

Alternative Game for Younger Children: “Mr. Fox Tag”

Rationale: This is a game that teaches leadership and following instructions from peers.

Supplies: None

Set up: Demonstrate to children what will be accepted as a “soft tag.” Select one child as “Mr. Fox.” Line up all in a straight line 30 feet behind Mr. Fox, who has his back towards all other children.

Play:

- One child will ask, “What time is it Mr. Fox? (group leader can point to a child to say this)
- Mr. Fox will say a time between 1 PM and 12 midnight.
- If Mr. Fox says a time between 1 and 11, the children take that many steps towards Mr. Fox (Group leader can specify short steps, e.g., “toe to toe” steps, meaning one foot is right in front of the other).
- If Mr. Fox says “12 midnight,” he/she then turns around and says, “I’m going to catch some chickens!” and tries to tag one of the other children. The child tagged becomes Mr. Fox.
- If any of the children are able to step in front of Mr. Fox before 12 midnight, they are free and can’t be tagged.
- If the child tagged has already been a leader, he/she can ask another child to do it instead.

Rainy Day Activity: “Circle Pass”

Rationale: This is a game that teaches leadership, attention, and following directions.

Supplies: A large Nerf ball

Set up: Arrange all children in a circle and choose one child to be the “caller.” The caller faces away from the other children. Give the Nerf ball to a child in the group.

Play:

- The group has to follow the caller’s instructions, but can only hand, not throw the ball to each other.
- The caller calls out instructions on how to pass the ball. He/she can use the following commands: Start, faster, super-fast, slow, super-slow, reverse, or stop.
- When the caller says stop, whoever has the ball becomes the caller.

SESSION 6

Alternative Game for Younger Children: “Handball”

Rationale: This game teaches children how to wait for their turn and play by the rules.

Supplies: A handball and a wall (window free)

Set-up: Arrange children in a line facing the wall. Avoid having more than 5 players in a game at a time to decrease boredom. You may need to arrange more than one game at a time.

Play:

- Children take turns consecutively hitting the ball against the wall.
- The ball must bounce on the ground once before hitting the wall.
- Once the ball hits the wall, the next child in line must hit the ball.
- If the ball bounces more than once before the next child hits the ball, he/she is out of the game.
- Play continues until there is only one child left.
- Once there is only one player left, reconfigure the line and begin again.

Rainy Day Activity: “Over & Under”

Rationale: This game teaches teamwork and paying attention to directions.

Supplies: A ball or a balloon

Set up: Divide group into two teams, having each team stand in a line.

Play:

- Give the first child in each team a ball, which they are to pass over their head to the person standing directly behind them.
- The next person then passes the ball between their legs to the person standing directly behind them.
- The ball is alternated between going over the head and between the legs.
- The last player in the line moves to the front of the line once they have received the ball and begin play all over by passing the ball over their head.
- Play continues until the original head of the line is at the end of the line, and has successfully received the ball.
- Once the relay has been completed, reconfigure the teams and begin play again.
- You may have to demonstrate the play in slow motion at first, until everybody understands the rules.
- To spice it up: Instruct the last player to get to the front of the line in a variety of different ways (e.g., by hopping on their left foot).

SESSION 7

Alternative Game for Younger Children: “Indoor Games”

The originally scheduled indoor games are appropriate for younger children (see Session 7 Fidelity Checklist)

SESSION 8

Alternative Game for Younger Children: “Indoor Games”

The originally scheduled indoor games are appropriate for younger children (see Session 8 Fidelity Checklist)

SESSION 9

Alternative Game for Younger Children: “Indoor Games”

The originally scheduled indoor games are appropriate for younger children (see Session 9 Fidelity Checklist)

SESSION 10

Alternative Game for Younger Children: “Wolf Pack”

Rationale: This game teaches children to work together on creating strategies.

Supplies: None

Set up: Pick one child to be the “wolf.” The rest of the children are “deer.”

Play:

- The first wolf has to be fast enough to catch the other deer.
- Have the deer go out into the forest (run away within the boundaries of the playing field). The wolf (wolves) count backwards from 5 to allow the deer to get away.
- The group leader huddles with the wolf (wolves) and helps them decide which deer to catch next and which strategy to use.
- When a deer is tagged by the wolf, he/she becomes another wolf (only accept the targeted deer). Now all of the wolves work together to catch another deer.
- No “lone wolves” – if all wolves don’t work together, stop the game. Wolves can only catch the designated deer, so they can’t get distracted by other deer.
- Constantly monitor and make sure all children focus on the targeted deer, and that they are following the plan/strategy developed in the huddle. If a child gets distracted, ask, “Who are you supposed to catch next?”

Rainy Day Activity: “Balloon Volleyball”

Rationale: This is a game that works on increasing attention and cooperation.

Supplies: One chair for each participant and an inflated balloon (2 more for spares).

Set up: Have two equal rows of chairs back to back and all children seated in chairs. The group leader gives the balloon to a child to “serve.”

Play:

- The server hits the ball gently to other children who keep hitting the ball.
- Everyone counts out loud each time the balloon is hit to see how many times they can hit it before it is missed.
- No one can get out of his or her chair to get the ball.
- When the ball is out, the children rotate and a new server starts the action.

SESSION 11

Alternative Game for Younger Children: “Prisoner”

Rationale: Teammates are taken out of play when the team is unsuccessful at catching the ball. Once the team is down to one player, they can release the teammates so that they can join back in the play. When a child releases his teammates from prison he learns that helping others join in games can make the game more fun and can make his teammates feel better.

Supplies: A volleyball and a rope or a net.

Set up: Divide children into two equal teams, having them stand on either side of a net facing one another, with one volleyball.

Play:

- The child with the volleyball calls the name of a child on the other side, and then throws the ball underhanded over the net, giving the other child a chance to catch the ball.
- If the child whose name was called or one of his/her teammates catches the ball, he/she remains in the game. If not, then he/she is to stand on the sidelines (a “prisoner”).
- If there is only one person left on one of the teams, he can call “jailbreak.” If the opposing team members catch the ball, then all of the prisoners are released on his team.
- If the final player misses a catch, then his side loses.
- The game can continue until one team has lost or the time runs out.
- If a team loses, restructure new teams before beginning another game.

Rainy Day Activity: “Circle Pass”

Rationale: This is a game that teaches leadership, attention, and following directions.

Supplies: A large Nerf ball

Set up: Arrange all children in a circle and choose one child to be the “caller.” The caller faces away from the other children. Give the Nerf ball to a child in the group.

Play:

- The group has to follow the caller’s instructions, but can only hand, not throw the ball to each other.
- The caller calls out instructions on how to pass the ball. He/she can use the following commands: Start, faster, super-fast, slow, super-slow, reverse, or stop.
- When the caller says stop, whoever has the ball becomes the caller.

APPENDIX E:

CORRECTIONS TO THE PARENT ASSIGNMENT SHEETS IN THE CFTM

Corrections to Parent Assignments

Since the publication of the original CFTM (Frankel & Myatt, 2003), corrections have been made to the Parent Assignment sheets. Please make the following corrections to the assignments:

On pg. 58 of the CFTM, the Parent Assignment given on Session 1 should be:

- 1) Make an in-group call
- 2) Bring an outside toy

On pg. 108 of the CFTM, the Parent Assignment given on Session 5 should be:

- 1) Make an in-group call
- 2) Try slipping-into a group of kids with whom your child is not familiar
- 3) Make an out-of-group call
- 4) Bring an outside toy

On pg. 117 of the CFTM, the Parent Assignment given on Session 6 should be:

- 1) Try slipping-into a group of kids with whom your child is not familiar
- 2) Make an out-of-group call
- 3) Bring an inside toy

On pg. 132 of the CFTM, the Parent Assignment given on Session 7 should be:

- 1) Make an out-of-group call to arrange a play date
- 2) Carry out a play date
- 3) Continue to slip-in
- 4) Bring an inside toy

On pg. 146 of the CFTM, please add the following 2 assignments for Session 8:

- 1) Continue to slip-in
- 2) Bring an inside toy

On pg. 154 of the CFTM, please add the following 2 assignments for Session 9:

- 1) Continue to practice tease the tease
- 2) Practice how to handle unjust accusations

On pg. 161 of the CFTM, the Parent Assignment given on Session 10 should be:

- 1) Arrange a play date with a phone call prior to the play date
- 2) Practice how to handle unjust accusations
- 3) Bring an outside toy

On pg. 172 of the CFTM, the Parent Assignment given on Session 11 should be:

- 1) Arrange a play date with a phone call prior to the play date
- 2) Bring a treat for graduation!

