

PARENTAL ASSESSMENT OF THE CHILD'S BEHAVIOR

Session

Name:

You will use the following checklist to assess your child's ordinary behavior at the present time. You will fill out the checklist three times: After session 1, session 4, and session 10.

My child...	Never	Seldom	Sometimes	Frequently
is happy/laughs/smiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is calm and quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
entertains him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dresses him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps out at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
follows instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finishes tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is able to interrupt an ongoing activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays with siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gets along well in preschool/school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lets others decide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiates play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
can lose games without getting angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goes to bed on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nags and whines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses unacceptable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interrupts others when they are talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
blames things on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has outbursts of rage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses profanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is contrary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
destroys things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
steals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
does not keep agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is quarrelsome at mealtimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teases other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hits others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KOMET



KOMET COLLABORATION

What is Komet?

In the Komet program, people work to improve their parenting skills and reduce nagging and unnecessary conflicts. Cooperation with the child's preschool, school, or other significant adults in the child's life is a key element of Komet.

Two important principles

Komet has two important principles for understanding how children and adults interact. *The Imitation Principle* tells us that children learn by imitating (modeling) adults. In this way, children learn what to say and do in various situations. This also applies to how they manage conflict, an area where we adults are important role models. *An example of how you can work with the Imitation Principle is for you to remain calm when you are involved in a conflict.*

In a nutshell, the *Attention Principle* tells us that children will keep doing what they get attention for. For some children, negative attention like reprimands and yelling may be better than no attention at all. Increasing attention for positive behavior is the best way to break negative behavior patterns.

One practical way to test the Attention Principle is to focus for an entire day and as far as possible only on what works and to encourage the child.



CHILDREN WILL
KEEP DOING
WHAT THEY GET
ATTENTION FOR

PIP

PIP is an important element of Komet. It stands for Preparation - Instruction - Praise. PIP is helpful in situations when the child is having a hard time dealing with change. An example would be when the child is supposed to stop doing something fun like playing a game. When PIP is applied, the child is prepared for the change of activity and is given clear instruction as to when it is time to stop. If the child follows the instruction, it is important to give him/her a lot of positive attention through praise and confirmation.

Preparation. Tell the child 5 or 10 minutes beforehand that it is time for a change of activity. It can sometimes be a good idea to remind the child once or twice before it is time to stop.

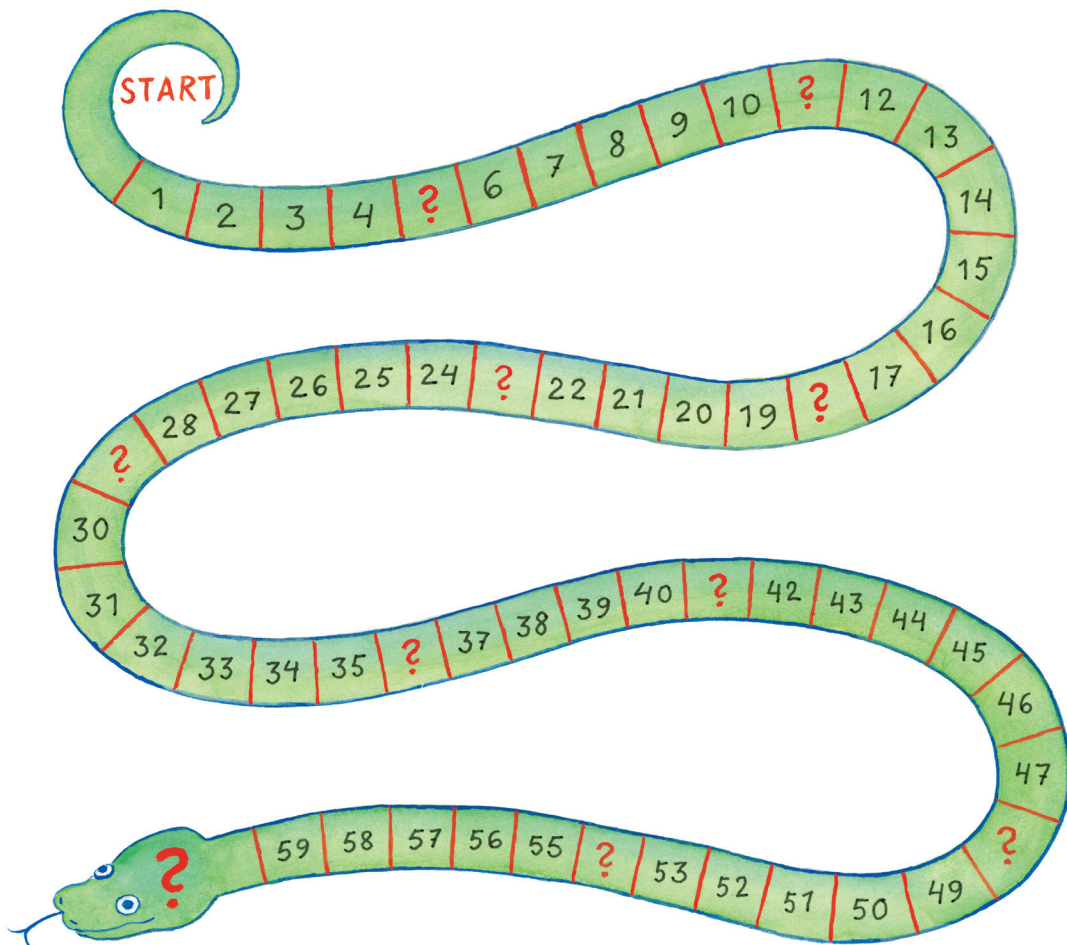
Instruction. Make sure you have the child's attention, use a pleasant tone of voice, and tell the child what you want him/her to do. Children often hear only what they are *not* supposed to do and negative instructions are harder to follow. Try not to argue if your child does not follow the instruction. Instead, calmly repeat the instruction once or twice. Break down the instruction into smaller steps the next time.

Praise. When your child follows an instruction, it is important to show your appreciation immediately. The faster you give praise, the clearer this becomes to the child. Confirm your child by describing what he/she did. Remember to also give positive attention when your child tries - not only when he/she succeeds.

The Snake

The Snake is a game aimed at creating more clarity for the child and reminding adults to give the child positive attention. Here we describe how the Snake can be extended to the school or preschool, but the Snake can also be extended to other settings outside the home where conflicts related to the child occur.

- 1 The first thing that happens is that you and the child's parents agree on one or two tasks that the child should do at preschool or school.
- 2 The child is given praise and a little certificate for every task he/she completes.
- 3 The child takes the certificate home and trades it for stickers on the Snake. At regular intervals, the stickers lead to fun things or activities that the parent provides. The game usually lasts for about a month. It is a good idea to decide from the start how long you will play the game. If the game works well, you can decide to keep going for a while.



State the tasks

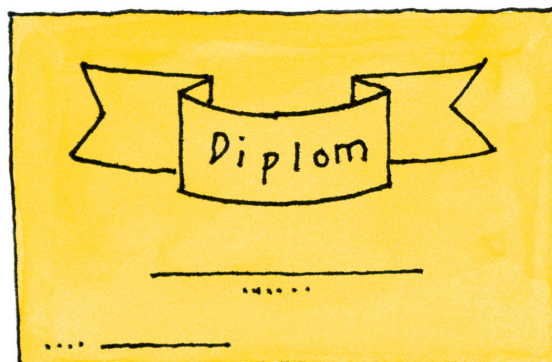
- The tasks should be stated in clear, practical terms and should describe what the child is supposed to do, and not what he/she is not supposed to do. For example: "Raise your hand when you want to ask or answer a question."
- If the child has difficulty concentrating and working, one way to state a task might be to specify a certain amount of work that he/she is supposed to complete. For example, you can draw a line in the child's workbook and explain that he/she must finish all the work up to that point to earn a certificate.
- It may be difficult for the child to stay on-task for an entire day. If so, you can divide the day into time periods and link the tasks to the periods. For example, a task might be for the child to raise his/her hand when he/she wants to ask or answer a question during the entire first lesson of the school day.
- You should make sure the child has a good chance of completing the tasks often and from the very start.
- It is important that the tasks are reasonable and they should be the kinds of things that apply to all pupils.

Examples of tasks at preschool

- Stay quiet during nap time
- Wash your hands before eating
- Stay in your seat during meals

Examples of tasks at school

- Raise your hand when you want to ask or answer a question during a particular period
- Get started with your work as soon as your teacher tells you the first time
- Stay in your seat during the entire lesson/period



Certificate

How to use the certificates during the school day

- Write the date on the certificate and sign it. Do this before you give the certificate to the child.
- Tell the child what he/she has done to earn the certificate.
- Praise the child and give him/her a certificate as soon as possible after the child has completed the task.
- It is a good idea to remind the child once in a while what he/she has to do to earn a certificate. And remember to tell the child what he/she is supposed to do, rather than what he/she is not supposed to do.
- What should I tell the other children? In our experience, it usually suffices to tell the other children that this is something you have agreed on with the parents of the child involved.
- Schools often use some kind of contact book in which the teacher passes on information to the parents. The certificates can be part of this information.



RULE PLAN

RULE:

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If follows the rule:

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If breaks the rule:

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SOLVE PROBLEMS TOGETHER

- 1 Describe the problem. Try to come up with a joint problem statement.
If it helps - state the problem as a goal. What do you want to achieve?

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- 2 Ask for suggestions for solutions to the problem. Accept all suggestions without making value judgments. Let everyone make suggestions.

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- 3 Decide to try one or more solutions. Evaluate the suggestions. Decide what you want to try. You can also combine different solutions.

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- 4 Follow-up. Decide how long you want to try the solution and when you will evaluate how well it has worked.

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EVALUATION OF KOMET

Which exercises were most useful to you?

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How has your relationship with your child been affected by what you have learned in the group sessions?

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What did the group leaders do well?

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Could the group leaders have done anything differently?

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Other remarks

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Thanks for your help!

FOLLOW-UP SESSION



THE KOMET WORK CONTINUES

Even after we learn new ways of parenting, we can still sometimes fall back into old patterns of behavior. And parenting can be easier or harder at various phases of life. As your child grows up, there are bound to be new challenges. And even if you feel like you have experienced major setbacks, that does not mean that what you have learned is wrong or that the changes you have made have done no good. This follow-up session is meant to help you keep your knowledge alive and to remind you of the most important things about Komet.



Remember:

You can always review the Komet material and try to figure out whether there is something you can do more or less of.

EXERCISES TO CONTINUE WITH

To get a picture of how often you are currently doing the exercises, you can fill in the following overview. Also check the exercises you think are important to continue with.

	Frequently	Sometimes	Never	Want to continue with
One-on-one time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Snake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pick your battles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confirm the child's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency brake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve problems together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Remember: Do not try to reduce conflicts by setting boundaries right away. Always start by building up the base of the pyramid.

PLAN FOR THE FUTURE

These are the parts of Komet I want to prioritize in the near future

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Good luck!