

MY CERTIFICATION PORTFOLIO

Name: _____

Workplace: _____



Your Contact Information:

Name: _____

Agency: _____

E-mail: _____

Phone number: _____

Address: _____

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Introduction



“Become an Incredible Group Leader”

Receiving Incredible Years® (IY) Group Leader Training from a certified IY Mentor/Trainer is the first of eight steps toward becoming certified as an IY Group Leader.

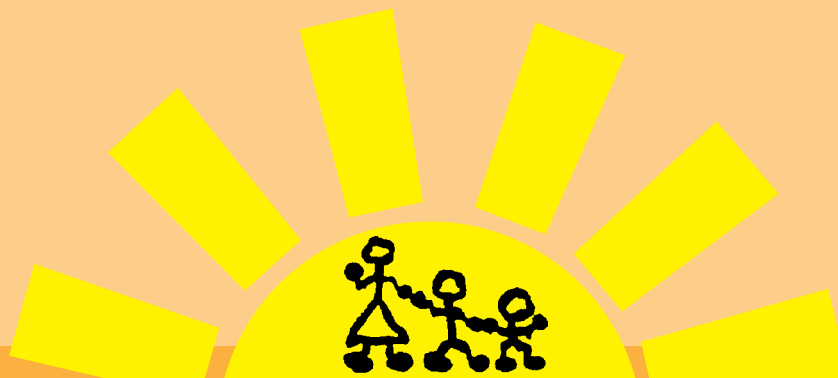
After attending the initial group leader training, it is highly recommended you engage in ongoing consultation, coaching, and peer review from certified Peer Coaches, Mentors, or Trainer.

Participating in this continued training and supervision process is not only helpful in assuring your clinical competence but also gives you the opportunity to continue on the path to becoming a certified Group Leader.

Becoming certified means you are offering the program with high quality and fidelity. Our research shows that certified group leaders have stronger, more sustainable outcomes (and lower dropout rates) than when programs are offered by non-certified group leaders.

This portfolio will help you keep track of each of your certification steps in one spot. You will find group checklists, fidelity measurements, evaluations, and more!

*The terms “Certified” and “Accredited” are used interchangeably



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VIDEO REVIEW & FEEDBACK

- Step #5: Implement first group/submit video for feedback
- Step #6: Consultation/Peer Review
- Step #7: Implement second group/submit video for feedback
- Tips for Submitting a video

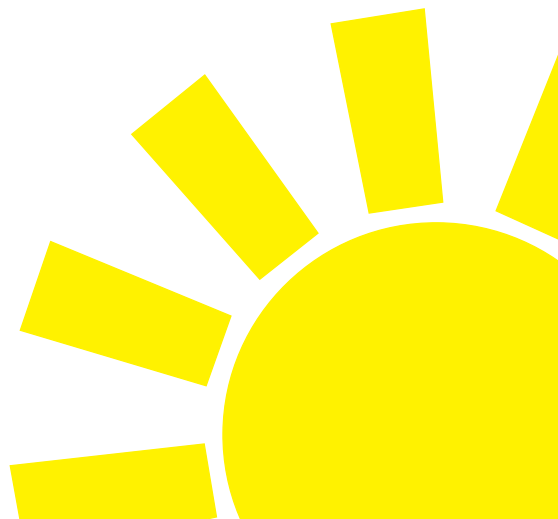
FIDELITY PAPERWORK

(Okay to photocopy)

- Step #8: Submit paperwork
- Certification Checklist
- Application for certification
- Background Questionnaire
- Weekly Checklists
- Participant Weekly Evaluation
- Participant Final Satisfaction Questionnaire
- Peer and Self Evaluation
- Group Leader Collaborative Process Checklist

HANDOUTS AND EXTRAS

(Not required for certification application)



“A Certified IY Group Leader is someone who has been certified/accredited after demonstrating competency in facilitating groups using the IY standard materials, methods, processes, and protocols.”

Why Become Certified?

The certification/accreditation process is considered to be of value for many reasons:

- + The process of certification is considered part of the *ongoing* training process (after the initial workshop) wherein the leader receives feedback and consultation from accredited coaches and mentors on his/her group leadership ability.
- + The certification process maximizes the quality of IY group leader performance and program delivery fidelity. Certified group leaders implementing the full program have been shown to produce results similar to those in the published literature*.
- + Group Leader certification will grant listing as a Certified IY Group Leader with our center. Incredible Years® may recommend Certified IY Group Leaders for potential employment as a leader of groups.
- + Certified leaders will be invited to Incredible Years® workshops that provide consultation, updates on our program materials and methods, as well as provide a forum for sharing ideas and developing a support network with other group leaders.
- + Certification grants eligibility for an invitation to continue training to become an Incredible Years® Certified Peer Coach and/or Mentor of group leaders in selected programs.

* Webster-Stratton, C., Reid M.J., and Marsenich, L. 2014. Improving Therapist Fidelity During Implementation of Evidence-based Practices: Incredible Years Program. *Psychiatric Services*, Vol. 65 No. 6. 65:789–795. Online: <http://ps.psychiatryonline.org/article.aspx?articleid=1857285>

Useful Contacts

Incredible Years®

- + Carolyn Webster-Stratton (*Program Founder & Developer*)
- + View list of IY Staff here: <http://incredibleyears.com/about/>
- + View list of IY Mentors here: <http://incredibleyears.com/workshop-info/ctm/>
- + View list of IY Trainers here: <http://incredibleyears.com/workshop-info/ctt/>

Incredible Years® Headquarters

1411 8th Avenue West
Seattle, WA 98119
United States

Contact

E-mail: incredibleyears@incredibleyears.com
Phone: 206-285-7565

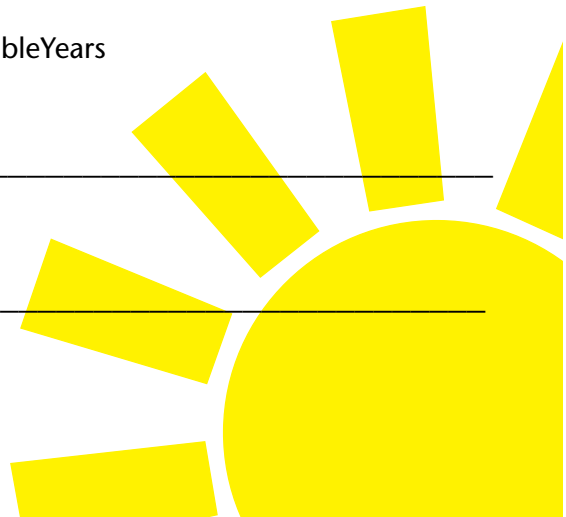
Further Information/Social Media

Website: www.incredibleyears.com
Group Leader Resources: <http://www.incredibleyears.com/resources/gl/>
Research Article Library: <http://www.incredibleyears.com/research-library/>

Blog: <https://incredibleyearsblog.wordpress.com/>
Facebook: <https://www.facebook.com/TheIncredibleYears>
Instagram: <https://www.instagram.com/incredibleyears/>
Newsletter: <http://www.incredibleyears.com/newsletter/>
Twitter: <https://twitter.com/IncredibleYrs>
YouTube: <https://www.youtube.com/user/TheIncredibleYears>

Peer Coach Name: _____

Mentor Name: _____



Map to Becoming Certified

Basic steps to become a certified IY Group Leader

START

©The
**Incredible
Years®**



1. Attend an IY training.



2. Acquire the appropriate program for your population.

(You may do this step prior to attending training.)



3. Self Study using Leader's Manual & DVDs (with coleader).

(You may begin self study prior to training if you have the program materials.)



4. Start recruitment and planning for your groups.



5. Implement first group & submit DVD of one session for feedback from IY mentor/trainer.

(If your agency has an IY Peer Coach, schedule video review meetings with them first.)



6. Obtain in-person, group, or phone consultation with Mentor/ Trainer and engage in weekly peer review.



7. Implement second group & submit DVD for feedback from IY mentor/trainer. Continue participating in consultation.



8. Once DVD review passes, send all paperwork to IY headquarters.



9. Application is reviewed. Congratulations on becoming a certified group leader!

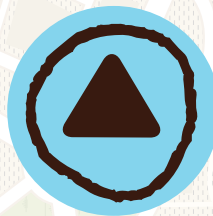
See next page for what comes next, once you are certified as a group leader.

CERTIFICATION MAP – THE CONTINUED JOURNEY

Next steps once you have been certified as a group leader
(Continued from “Map to Becoming Certified”)



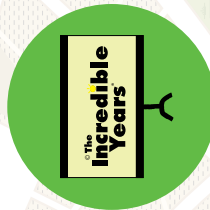
10. Continue group leader peer review every 2 weeks.



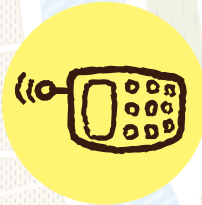
11. Group DVD consultations yearly with IY mentor/trainer.



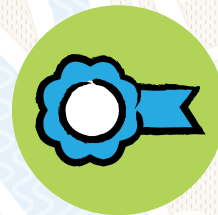
12. Support new group leaders by delivering groups with them.



14. Consider attending an adjunct IY training for a different population or age range.
(see www.incredibleyears.com for all training options)

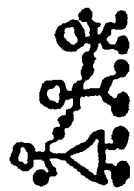


13. In-person or telephone consultations with IY mentor/trainer as needed.



15. Consider learning more about peer coach certification.

Contact the Incredible Years® office and consult our website (www.incredibleyears.com) for more details on further training you can receive, how to access consultation, and applying for peer coach certification.



Incredible Years® - Profiles of (IY) Group Leaders, Mentors & Trainers

<p>IY Group Leader</p> <p>A person who facilitates groups using the IY standard materials, methods, processes and protocols. Aims to become a certified/accredited Group Leader.</p> <p>IY Training Experience</p> <ul style="list-style-type: none"> Has attended an authorized three (3) day IY training workshop. Has studied therapist manuals, books and videotapes. Has on-going peer review, consultation and supervision. <p>Background</p> <p>Typically, a degree and experience in either teaching, nursing, social work, psychology or psychiatry. Has attended courses in child development.</p>	<p>IY Certified* Group Leader</p> <p>A Group Leader who has been certified/accredited after demonstrating competency in facilitating groups using the IY standard materials, methods, processes and protocols.</p> <p>IY Training Experience</p> <ul style="list-style-type: none"> Has led two or more complete IY groups using the recommended session protocols. Has participated in consultation workshops (at least one) with trainers, supervision with mentors and peer review. Has successfully completed the requirements for certification. <p><i>Certification is based on positive participant evaluations, positive trainer or mentor evaluations of videotape review, positive peer review and satisfactory completion of session protocols.</i></p> <p>Background</p> <p>A degree and experience in either teaching, nursing, social work, psychology or psychiatry. Has attended courses in child development.</p>	<p>IY Certified* Coach</p> <p>A Coach who has been certified/accredited after demonstrating competency as a peer coach using the IY coaching methods and processes.</p> <p>IY Training Experience</p> <ul style="list-style-type: none"> Is a certified Group Leader. Has led 6 complete IY groups using the recommended session protocols. Has participated in peer coaching workshops (at least 2 days) with trainers and has supervision from mentors or trainers. <p><i>Certification is based on positive evaluations of coaching received from group leaders and trainer or mentor evaluations of DVD reviews of coaching provided.</i></p> <p>Background</p> <p>A masters degree in counseling, psychology, social work or psychiatry. Extra courses and experiences would be considered as an alternate to a masters degree.</p>	<p>IY Certified* Mentor</p> <p><i>Nominated by a current mentor or trainer:</i> A certified IY Mentor provides authorized IY training workshops in his or her agency as well as ongoing mentoring & supervision to group leaders who s/he has trained.</p> <p>IY Training Experience</p> <ul style="list-style-type: none"> Is a certified Group Leader and Coach. Has led numerous (approx 8+) IY groups with fidelity & continues to deliver groups and participate in peer review. Has obtained ongoing consultation from IY trainers for groups and supervision from mentors, including additional video reviews. Has been trained to deliver authorized workshops using standard protocols. Has observed mentors & trainers giving supervision and conducting workshops. Has mentored new group leaders by co-leading groups with them and providing video feedback. <p><i>Certification based on positive trainer, mentor and group leader evaluations of workshop, positive evaluations by group leaders of mentoring received, and excellent group leadership skills.</i> (Follow complete process on Incredible Years website.)</p> <p>Background</p> <p>Generally, the same as the IY Group Leader & Coach categories. Graduate degree in teaching, nursing, social work, psychology or psychiatry.</p>	<p>IY Certified* Trainer</p> <p><i>By executive appointment:</i> A certified IY Trainer provides international training and consultation services.</p> <p>Possesses outstanding leadership skills based on consistent high workshop supervision and evaluations. Has a long-standing commitment towards evidence-based programs with fidelity and leadership skills.</p> <p>IY Training Experience</p> <ul style="list-style-type: none"> Is a certified IY Mentor. Possesses extensive experience with delivering the IY program and mentoring other therapists. Has broad supervision experience Has extensive knowledge of the IY research, and other research regarding evidence-based mental health programs for children. <p>Background</p> <p>A Masters, Ph.D. or MD degree - with extensive clinical & research experience.</p>
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*The terms "certified" and "accredited" are used interchangeably

Getting Started

STEP ONE: ATTEND A TRAINING

The very first step toward certification is to attend a certified Incredible Years® Training/Workshop (these terms are used interchangeably).

To achieve positive outcomes similar to those reported in the published studies, group leaders should attend an authorized training from one of our certified Incredible Years® mentors or trainers, as well as undergo the Incredible Years® certification process.

Trainings are offered regularly in Seattle. Also, our certified Incredible Years® trainers can provide on-site training in your community upon request. This is a small group training, no more than 25 participants, designed to give leaders a detailed introduction to the content and process of leading the IY groups, with role playing, practice mediating vignettes, and troubleshooting difficult issues. This is the first step in the training process.

We recommend your agency complete our Agency Readiness Questionnaire in planning for IY program(s) and leader training workshop selected. This questionnaire can be found on our website, here: <http://incredibleyears.com/for-administrators/>



BACKGROUND QUALIFICATIONS?

Group leaders come from many disciplines, including counseling, social work, psychology, psychiatry, nursing, and education. It is recommended that potential Group Leaders have prior training in child development, and cognitive social learning theory. They should have at least two years' experience with young children, as well as an understanding of parenting skills and family interactions. Group leaders should possess excellent interpersonal skills, leadership skills, and have had involvement with group activities and an awareness of group dynamics.

STEP TWO*: ACQUIRE APPROPRIATE PROGRAM FOR YOUR POPULATION

In order to implement the program, you will need to acquire the program materials. Your agency may already own the program set, or you may need to purchase it from The Incredible Years® office. The program(s) selected will depend on your agency's assessment of community risk factors, goals in regard to age group targeted or priority in regard to either a prevention or treatment focus with parents, teachers, or children. If you have questions about which program(s) you will use, take a look on our website: <http://www.incredibleyears.com/programs/>

You can also call or e-mail us if you have questions about what to order. We are happy to help make sure the program you select addresses your goals. You should also thoroughly read through the purchase section on our website, as there is important information regarding returns and payment options: <http://www.incredibleyears.com/order/>

**You may purchase the program prior to attending training (while this is marked as the second step, some group leaders may already own the materials prior to step 1)*



STEP THREE: SELF-STUDY USING LEADER'S MANUAL, DVD, AND WEBSITE

In addition to the initial workshop, it will be important to further your learning about the program by also doing your own self-study. Read through the introductory sections of your leader's manual and read through the full text book that comes with your program set (specific book will depend on which program you order). Watch through the DVD vignettes using your manual guide. It is most helpful if you do this study with your co-leader and ideally practice with a mock group.



Utilize the Implementation section of our website which has many useful resources and articles:

<http://www.incredibleyears.com/programs/implementation/starting-the-programs/>

The "Experts in Action" manual and DVD's can be purchased along with your full program set. These DVDs show certified IY Mentors and Trainers leading the groups and are intended to enhance group leader's understanding of implementation practices. There is an accompanying manual that provides questions and considerations to think through as you watch the DVDs.

NOTE: If you already have the program prior to training, you could begin this self-study at any time.



STEP FOUR: START RECRUITMENT AND PLANNING FOR YOUR GROUPS

1. Recruitment of families involves preparing a brochure, advertising programs, in-person meetings and presentations with administrators, teachers and parents in schools, child-welfare workers, and other referral sources. There are preview DVDs for each of the different types of programs (Parent, Child, or Teacher) which you can use to explain how the programs work. Contact us for your free preview DVD! (E-mail incredibleyears@incredibleyears.com)

2. Plan the location, date, and time for your groups. Send out questionnaires to participants ahead of time regarding their preference for meeting day/time, whether or not they will need childcare, if they require transportation assistance, needs for translators, or any other special needs. When offering child care, be sure to train these child care providers in advance.

3. Utilize the planning materials found in this portfolio and also in your leader's manual. Weekly agendas and checklists provide detailed information regarding the format of each session. Even though all of your paperwork will not be sent in until later, it is vital that you use all these forms from the start. Fill out the session checklists each week, have participants complete weekly and final evaluations, peer review, follow the process checklist, etc. Once your DVD review passes you will need to send paperwork from two complete groups.

Additionally, these forms are imperative in the planning and implementation process!

IMPORTANT NOTE!

Contact incredibleyears@incredibleyears.com for a Brand License Agreement. Once you read this document and sign it, you will be granted permission to use the IY logo (which we will send you). This agreement provides very important information on how you can legally advertise that your agency is using IY, both in print and online, while ensuring that you do not violate IY intellectual property rights.



Remember to give yourself a pat on the back for all the hard work you have put in so far!

Video Review & Feedback

STEP FIVE: IMPLEMENT FIRST GROUP & SUBMIT VIDEO RECORDING OF ONE SESSION FOR FEEDBACK FROM IY MENTOR/TRAINER

Begin implementing your groups! Start video recording yourself right away so that you can get used to being recorded and feel more natural in front of the camera.

*The camera only needs to be focused on you. Reassure parents that this is a confidential video only to be used for your further professional development and will be destroyed after your video review has been completed. Develop a consent form explaining this to participants. (Contact us for a sample consent form.)



WHEN TO SEND IN YOUR VIDEO FOR REVIEW

If your agency has a certified IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the *Group Leader Process Checklist* and the *Peer and Self-Evaluation* forms. By reviewing these recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an IY trainer or mentor to answer your questions and discuss the group process. Next send in a video of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards certification!

HOW MANY VIDEOS WILL YOU NEED TO SEND FOR REVIEW?

Send one session (2 hours) at a time. Then use the recommendations from the mentor/trainer's review of this session to make changes in your group leadership methods or processes. You can always contact the IY office if you have questions about the reviewer's report. Next, submit a 2nd video (from your second group) that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 (or occasionally more) sessions prior to certification. The goal of these reviews is to help you achieve high competency in IY program delivery and to give you support during this learning process. Group leaders find these reviews immensely useful.

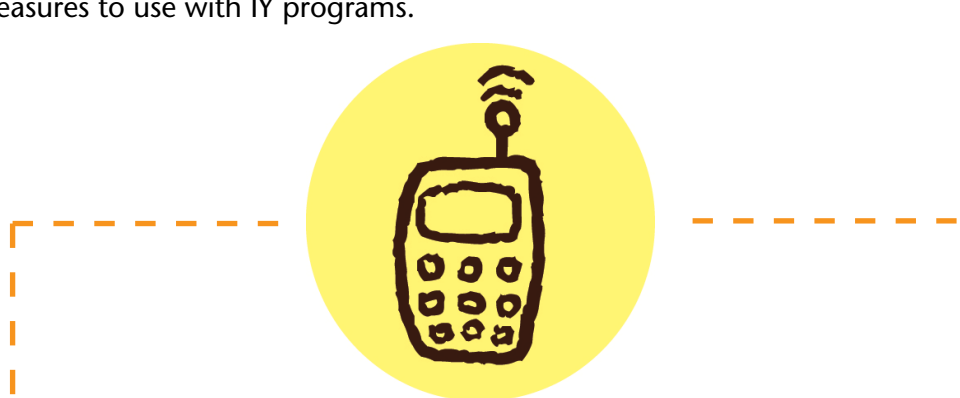
***NOTE: If your agency has a certified Peer Coach, you will review your recording with him/her first before submitting it to an IY Mentor/Trainer for review.**

STEP SIX: OBTAIN GROUP, IN-PERSON, SKYPE, OR TELEPHONE CONSULTATION AND RECEIVE PEER REVIEW.

Certified Incredible Years® mentors/trainers are available to provide consultation to administrators, researchers, group leaders, and therapists about a variety of topics related to the Incredible Years® programs.

These topics include:

- **Dissemination issues** such as assessing agency readiness for program, choosing the best program for your agency, obtaining training, recruiting families, assuring program fidelity, and assessing program outcomes.
- **Clinical issues** such as promoting attendance, managing resistive or neglectful parents or disruptive children, setting up practice role plays, and getting accredited or certified in the program.
- **Research issues** such as program evaluation, consultation regarding research design and best measures to use with IY programs.



Consultation Options Include:

In-person, Telephone or Skype Consultations for Group Leaders

For IY group leaders conducting their first group we highly recommend 1-hour telephone, skype, or in-person consultations with an IY mentor or trainer every 2 weeks. During these meetings, group leaders will receive support and help planning appropriate vignettes for particular groups, setting up practices, managing group dynamics and tailoring the program as appropriate for particular families or child development issues. Goals for these discussions will be developed by group leaders in collaboration with the mentor/trainer.

1-2 day Group Leader Consultation with Certified IY Mentor or Trainer

Group consultations are offered with groups of 10-12 group leaders at the agency site or in Seattle by a certified IY mentor/trainer. In this case, group leaders bring DVDs of group sessions where they share selected video group successes as well as more challenging sections in order to get feedback from other group leaders. The trainer/mentor facilitates group practices of alternative approaches. Typically 6 group leader dyads or videos can be presented and discussed in one day.

It is recommended that the first group consultation occur after the first group is delivered and before the 2nd group is started.

Peer Review

It is recommended that the leader and coleader for a group meet *weekly* to review segments of the video of their prior group session before starting their next group session. If your agency has a certified IY Peer Coach, schedule *monthly* coach meetings to review the videos of your group sessions together.

Reviewing these videos can help group leaders target leadership skills they want to strengthen and notice approaches that are particularly helpful to participants. After reviewing selected segments of their group sessions, group leaders also plan for the next session in terms of selected vignettes and practices to be carried out as well as goals and best learning strategies for each participant.

Consultation can be obtained by calling (206-285-7565) or e-mailing (incredibleyears@incredibleyears.com) the Incredible Years® office.

Let us know how we can help you and what your needs are!



STEP SEVEN: IMPLEMENT A SECOND GROUP AND SUBMIT VIDEO FOR FEEDBACK FROM IY MENTOR/TRAINER

Implement the feedback provided in your first review as you begin leading your second group. See below further tips for a successful video review.



TIPS FOR A SUCCESSFUL VIDEO REVIEW*:

- Review your video yourself with the Group Leader Collaborative Process Checklist (to make sure all aspects are covered) and the Group Leader Self Evaluation form. Please send these two forms along with the video for review.
- Send a 2-hour group session (with opening and closing session).
- Be sure your video shows you as the group leader (not just the group or your co-leader).
- Identify yourself clearly - indicate who you are in the video (i.e., "brown hair, red shirt") and label the tape accordingly.
- If you have a co-leader on your video, you must take responsibility for leading most parts of all the major session components, so we can see you "in action." (E.g., mediating vignettes, setting up practices, leading discussions, explaining key principles and reviewing homework.)
- Your video should be labeled with your name and also identify which program you are using (i.e., Helping Preschool Children with Autism Program).
- Do not send more than one video or send bits of different sessions.
- CHECK that your video file plays properly prior to sending it!
- Your DVD or USB will not be returned. DVD will be destroyed or video will be deleted once review is complete.



Keep in mind: sometimes a leader will need a 3rd review before their DVD passes.

*If your agency has an IY Peer Coach, ask them to review your video with you first to provide feedback and decide if it is ready to be sent to an IY Mentor/Trainer.

Paperwork

STEP EIGHT: ONCE VIDEO REVIEW PASSES, SEND ALL PAPERWORK TO IY HEADQUARTERS



The following documents can all be found in your Leader's Manual and also on our website. Included in this section is all of the paperwork you will be required to send in with your certification application. These documents are filled out for each group (you will be sending TWO group's worth of paperwork).

Some documents in this section are editable, so you can fill them out directly on your computer. Other documents must be photocopied and filled out by each of the teachers in your group. You have the option to e-mail us the paperwork (or send via Dropbox), OR send us hard copies in the mail. **Please do not send until after your video review has passed.**

Some tips regarding these forms:

- For any documents you mail to us, be sure to make photocopies of the originals to keep for your files.
- Follow the application checklist to make sure you have everything required.
- If you have an IY Peer Coach at your agency, schedule a meeting to go through your paperwork, in particular the Group Leader Collaborative Process Checklist.

Application Process

Checklist of Items Submitted for Group Leader Certification

- _____ Application form
- _____ Letter discussing your interest in becoming certified; your goals, plans, and philosophy of effective teaching and your clinical experience (one page)
- _____ Background Questionnaire
- _____ Two professional letters of reference (not co-leader)
- _____ Participants' weekly and final evaluations for two groups (Minimum 6 participants finishing)
- _____ Session checklists for all sessions from two groups
- _____ Two co-leader peer evaluations
- _____ Two self-evaluations
- _____ Passing video review report from Certified Mentor or Trainer



*All these forms can be found in this portfolio as well as in your leader's manual AND/OR for download on our website: <https://incredibleyears.com/certification-gl/teacher-classroom-management-certification/>

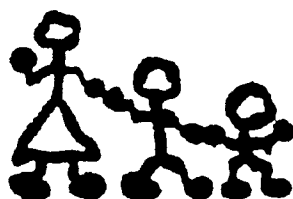
There is a certification fee which includes up to two video reviews and supervisory reports, registration process, and certificate of certification. Check our website/contact us for the current fee.

You can find additional helpful resources on our website:
www.incredibleyears.com/certification-gl/

Send to:

Incredible Years, Inc.
Certification Committee
1411 8th Avenue West
Seattle, WA 98119

Email: incredibleyears@incredibleyears.com





***Application for Certification
as an Incredible Years®
Group Leader of Teacher Classroom
Management Program***

Name: _____

Home Address: _____

_____ Zip/Postal Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____

Occupation: _____

Month/Year of IY TCM Leader Training: _____

Trainer: _____

APPLICATION BILLING INFORMATION (NAME & ADDRESS):

Organization/Name: _____

Address: _____

City/State/Province: _____ Postal Code: _____

Country: _____

E-mail for receipt: _____

This form must accompany your submission of video for review.

Please attach a 1-page letter describing:

- Your experience with teaching preschool/early school age children
- Your experience with parents
- Your experience with leading groups
- Your goals, plans, and philosophy of teaching

Please provide two professional letters of reference attesting to your teaching skills (preferably someone who is familiar with your work with Incredible Years programs).

Please see website www.incredibleyears.com/certification-gl/ for a complete list of application requirements. Contact IY office with any questions (incredibleyears@incredibleyears.com).

Send application materials to:

Incredible Years Certification Committee
1411 8th Avenue West
Seattle, WA 98119 USA



Name: _____ Date: _____

We are asking you to complete this questionnaire about your professional background training and your school/organization in order to improve the quality of our training workshops and materials. Thank you for taking the time to complete this confidential form. **Please completely fill the circles with a black pen.**

Teacher and Group Leader Background Characteristics

1. Please list educational degrees awarded, year and field of study.

Year awarded	Degree	Field of Study
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Associate	<input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Bachelor's	<input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Master's	<input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Ph.D.	<input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Other <input type="text"/>	<input type="text"/>

2. What is your professional educational background? *(mark all that apply)*

- | | |
|---|--|
| <input type="radio"/> Special needs education (special education) | <input type="radio"/> Teacher |
| <input type="radio"/> Clinical Psychologist | <input type="radio"/> School Psychologist/Counselor |
| <input type="radio"/> Social Work | <input type="radio"/> Psychiatrist |
| <input type="radio"/> Child educational therapist | <input type="radio"/> Teacher assistant |
| <input type="radio"/> Nurse | <input type="radio"/> Other (specify) <input type="text"/> |

3. In general, how much training have you had in the following areas?
(mark one for each item)

	None at all	Very little	Some	Extensive
a. special needs training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. child development	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. social learning theory	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. facilitating groups	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. classroom management skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
f. teaching young children (4-7 years)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
g. related areas <i>(list below and mark rating)</i>				
<input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

4. What is your professional title?

5. Number of years professional experience:

If you are a therapist, skip to #8.

6. How many children are in your class?

7. What age are the children in your class?

☐ 3-4 years (preschool)

☐ 5-6 years (kindergarten)

☐ 6-7 years (grade 1)

☐ 8 years (grade 2)

☐ Other (specify)

8. How many colleagues at your place of employment do the same type of work as you?

☐ None ☐ A few ☐ Quite a few ☐ Most

9. How supportive are your colleagues of your work? (*mark one*)

☐ Not at all ☐ A little ☐ Some ☐ Quite a bit ☐ Very much

If you are a teacher, skip to # 14.

10. Please rate how much you theoretically subscribe to each of the following in your practice.
(*mark one for each item below*)

Don't know or
don't subscribe
to this approach

Somewhat
subscribe

Strong
supporter

0 1 2 3 4 5 6

a. Behavioral approaches

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

b. Cognitive therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

c. Family therapy (e.g., structured, systemic, functional)

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

d. Humanistic/existential therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

e. Psychodynamic therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

f. Solution-focused therapy

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

g. Other (specify)

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

11. How much have you used the following types of interventions for children with behavior problems and their parents in the past?
(mark one for each item below)

None at all
Very little
Some
Extensive

- a. Individual intervention for child
- b. Family therapy
- c. Individual parent counseling
- d. Educational or small group therapy for children
- e. Educational or therapy groups for parents
- f. Combined groups for parents and children
- g. Consultation/supervision
- h. Teaching - Behavioral Plans
- i. Other (describe)

① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④

12. In general, how much experience do you have working with the specific populations/therapies below? (mark one for each item)

- a. Children and families
- b. Child-focused social skills groups
- c. Parent-focused therapies
- d. Parent training groups
- e. Family therapy
- f. Classroom teaching

① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④
① ② ③ ④

13. What is your typical caseload of children or families per week at the place where you work?
(mark one)

- ☐ Not applicable
- ☐ 1-5 cases per week
- ☐ 6-10 cases per week
- ☐ 11-20 cases per week
- ☐ 21-30 cases per week
- ☐ 31-40 cases per week
- ☐ 41-50 cases per week
- ☐ over 50 cases per week

This section asks you about your agency, organization or school characteristics.
(mark one for each question)

14. What kind of organization/agency do you work for?

- ☐ Mental health agency
- ☐ Public school
- ☐ Private elementary school
- ☐ Preschool or Head Start center
- ☐ Day care center
- ☐ Health maintenance organization/hospital
- ☐ University
- ☐ Other (please describe):

15. How many children does your organization/school serve?

- ☐ Fewer than 500
- ☐ 500-1000
- ☐ 1,000-5,000
- ☐ 5,000-10,000
- ☐ 10,000-50,000
- ☐ 50,000-100,000

16. How would you describe the community where you work?
- ☐ Very rural ☐ Urban
- ☐ Rural ☐ Very urban
- ☐ Somewhat urban
17. How many mental health professionals are there in your organization/school?
- ☐ 1-5 ☐ 21-50
- ☐ 6-10 ☐ 51-100
- ☐ 11-20 ☐ 100+
18. How are services financed in your organization/school? *(mark all that apply)*
- ☐ grants ☐ state
- ☐ fee for service ☐ federal
- ☐ insurance ☐ other (please describe)
19. Please indicate all age groups of children served at your organization/school *(mark all that apply)*
- ☐ not applicable ☐ 10-12 years of age
- ☐ 0-4 years of age ☐ 13-18 years of age
- ☐ 5-9 years of age
20. Please indicate the **largest** age group of children served at your organization/school. *(mark only one)*
- ☐ not applicable ☐ 10-12 years of age
- ☐ 0-4 years of age ☐ 13-18 years of age
- ☐ 5-9 years of age

Agency or organization support can make a difference in the quality and integrity of program delivery. For this reason we are asking you a few confidential questions about your organization and job satisfaction.

21. How supportive has your agency/school been in your efforts to deliver this program? *(mark one)*
- ☐ Not at all
- ☐ A little supportive
- ☐ Moderately supportive
- ☐ Supportive
- ☐ Extremely supportive
22. Has your organization/school offered any ongoing supervision or peer support for delivering the Incredible Years program?
- ☐ No ☐ Yes What did this involve?

23. What types of supervision do you currently receive? (*mark all that apply*)
- ☐ Not applicable; I do not work with families/children
 - ☐ I have no supervision and work independently
 - ☐ I have no supervision but use outside educational resources when needed
 - ☐ Computer email exchanges between my supervisor and me
 - ☐ Telephone calls with my supervisor
 - ☐ Direct meetings between my supervisor and me
 - ☐ Group meetings with several staff members and our supervisor
24. How satisfied are you with the **amount** of your current supervision? (*mark one*)
- ☐ Not at all satisfied ☐ Not very satisfied ☐ Neutral ☐ Somewhat satisfied ☐ Very satisfied
25. How satisfied are you with the **quality** of your current supervision? (*mark one*)
- ☐ Not at all satisfied ☐ Not very satisfied ☐ Neutral ☐ Somewhat satisfied ☐ Very satisfied
26. Which of the following best characterizes how decisions are made in your organization/school? (*mark all that apply*)
- ☐ One person generally makes decisions
 - ☐ A committee NOT REPRESENTING all employees from top to bottom makes decisions
 - ☐ A committee REPRESENTING all employees from top to bottom makes decisions
 - ☐ Each employee from top to bottom has input that influences decision-making
 - ☐ Each employee from top to bottom has decision-making authority
27. How much do you agree with Statement A compared to Statement B?

	Statement A We offer and adhere to <i>one</i> main mental health program for families	compared to	Statement B We offer and adhere to <i>many</i> diverse forms of mental health programs for families			
<u>Completely with A</u> ①	<u>Mostly with A</u> ②	<u>Somewhat more with A than with B</u> ③	<u>Equal amount with A and B</u> ④	<u>Somewhat more with B than with A</u> ⑤	<u>Mostly with B</u> ⑥	<u>Completely with B</u> ⑦

This next section asks about work in general (*mark one for each item below*)

- | | N/A | Not at all satisfied | Not very satisfied | Neutral | Somewhat satisfied | Very Satisfied |
|---|-----|----------------------|--------------------|---------|--------------------|----------------|
| 28. How satisfied are you with the level of autonomy you have as a teacher/therapist working with families? | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. How satisfied are you with your organization's mental health services for children with behavior problems? | 0 | 1 | 2 | 3 | 4 | 5 |
| 30. How happy or satisfied are you with your current salary or pay? | 0 | 1 | 2 | 3 | 4 | 5 |
| 31. How satisfied are you with the level of autonomy you have in your job generally? | 0 | 1 | 2 | 3 | 4 | 5 |
| 32. Overall, how happy or satisfied are you with your job? | 0 | 1 | 2 | 3 | 4 | 5 |
| 33. What is <i>your</i> current level of stress directly related to your job? (<i>mark one</i>) | | | | | | |
| <input type="radio"/> Not stressed at all | | | | | | |
| <input type="radio"/> A little stressed | | | | | | |
| <input type="radio"/> Somewhat stressed | | | | | | |
| <input type="radio"/> Quite a bit stressed | | | | | | |
| <input type="radio"/> Extremely stressed | | | | | | |
| 34. What percent of staff turnover is there in your organization/school each year? (<i>mark one</i>) | | | | | | |
| <input type="radio"/> <2% | | | | | | |
| <input type="radio"/> <5% | | | | | | |
| <input type="radio"/> <10% | | | | | | |
| <input type="radio"/> <15% | | | | | | |
| <input type="radio"/> <20% | | | | | | |
| <input type="radio"/> <30% | | | | | | |
| <input type="radio"/> <40% | | | | | | |
| <input type="radio"/> Other <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table> <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table> % | | | | | | |
| 35. What percent of student/client turnover is there is your classroom/organization each year? | | | | | | |
| <input type="radio"/> <2% | | | | | | |
| <input type="radio"/> <5% | | | | | | |
| <input type="radio"/> <10% | | | | | | |
| <input type="radio"/> <15% | | | | | | |
| <input type="radio"/> <20% | | | | | | |
| <input type="radio"/> <30% | | | | | | |
| <input type="radio"/> <40% | | | | | | |
| <input type="radio"/> Other <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table> <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table> % | | | | | | |

Thank you for taking the time to fill out this questionnaire. We appreciate your dedication and commitment to parents and we hope to better serve your needs in the future.

Weekly Session Checklists

These session checklists are to be completed after every group session. It is not unusual for group leaders to cover fewer of the vignettes or practices than they have planned for. This may occur due to group size or unfamiliarity with the content or the use of translators or other issues that may arise. *It is important to pace the participant's learning so there is time for practices, reflection, discussion, and problem-solving.* If you need to spread one session out over two sessions, you can make a photocopy of that session's checklist and fill one out for each session to show us you covered the topic over multiple dates.

Check your Leader's Manual for session agendas which accompany each session checklist (only session checklists need to be sent to us for Certification). When submitting the checklists, you may scan and send via e-mail or send to us through regular mail. If sending through mail, be sure to make photocopies in case items are damaged or lost.

NOTE: Each IY Program has a minimum number of sessions/lessons/workshops to be completed, which are outlined in your leader manual(s). Depending on the population you are serving, it may be necessary to implement more than the minimum number of sessions in order to pace the learning adequately.

See your leader's manual for more detailed guidelines and instructions.

Workshop #1

Teacher Checklist: DVD 1 & 2

Building Positive Relationships With Students & Proactive Teacher

Teacher DVD 1: Vignettes 1-11

Supplemental Vignettes S-1, S-2

Teacher DVD 2 Vignettes 1-57

Supplemental Vignettes S-3 to S-9

TRAINING SITE: _____ DATE: _____
LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 1:

Introduction † 1 † 2** 3† 4† 5 6 † 7 † 8† 9 † 10 11

Supplemental Vignettes in DVD 1:

S-1† S-2†

Teacher DVD 2:

Introduction † 1 2 3 4 † 5 6† 7† 8* 9 † 10 † 11 †
12† 13† 14 † 15 † 16 17† 18* 19* 20† 21 22 23 24
25† 26† 27 28 29 30 31 32 † 33 34 35 36 37
38 † 39† 40 † 41 42† 43† 44 45 46 † 47 48 49 50
51 † 52 53 54 55 56 57†

Supplemental Vignettes in DVD 2: (for students with behavior problems)

S-3† S-4 S-5 † S-6 S-7† S-8 S-9†

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

1. Write the agenda on the board _____
2. Welcome and make introductions/goals/pyramid _____
3. Brainstorm or buzz ideas for building relationships with students and parents _____
4. Role Play/Practices – connecting, greeting & rituals _____
5. Present rationale for proactive approaches _____
6. Brainstorm or buzz teacher suggestions for schedules, rules, nonverbal cues, making learning fun & classroom environment (use handouts) _____
7. Role Play/Practices – rules, transitions, circle time & commands _____
8. Buzz – rewrite commands (use handout) _____
9. Buzz – developmental expectations _____

- | | | |
|---|-------|-------|
| 10. Break out groups to begin behavior plans | _____ | _____ |
| 11. Set up buddies & explain rationale | _____ | _____ |
| 12. Explain importance of completing suggested activities and reading assignments | _____ | _____ |
| 13. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #1

Handouts – Building Positive Relationships & The Proactive Teacher

- _____ Agenda
- _____ Teachers Thinking Like Scientists (Goals)
- _____ Suggested Activities for Month (2)
- _____ Building Positive Relationships (Suggested activities)
- _____ Proactive Teacher (Suggested activities)
- _____ Blackboard Notes about Building Positive Relationships*
- _____ Sample Survey Regarding Student's Interests*
- _____ Ideas for Building Positive Relationships With Students*
- _____ Blackboard Notes about Preventing Problems
- _____ Teacher Pyramid
- _____ Show Me Five handout
- _____ Examples of Nonverbal Signals
- _____ Workshop #1 Behavior Plan Sheet
- _____ Functional Assessment Behavior Plan Checklist
- _____ Buzz—Classroom Schedule, Classroom Rules and Classroom Environment
- _____ Buzz—Promoting Responsibility, Changing Students' Negative Reputation
- _____ Buzz—Goal Setting and Nonverbal Cues
- _____ Buzz—Building Relationships With Students*, Building Relationships With Parents*
- _____ Brainstorm—Rewriting Commands
- _____ Brainstorm—Record Sheet Special Connections
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Observation Self-Reflection Inventory and Self-Monitoring Checklist (to be used in every workshop)
- _____ Book—*Incredible Teachers*. Teachers are recommended to have a copy of this book.
- _____ Appendix: Teacher Evaluation

*(Handout found in Program 1, the rest are found in Program 2.)

Workshop #2

Teacher Checklist: DVD 3

Teacher Attention, Encouragement, Academic, Social, Persistence and Emotion Coaching & Praise

Teacher Vignettes 1-56

Supplemental Vignettes: S-10 to S-13

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 3:

Introduction†	1†	2†	3†	4†	5†	6†	7†	8†	9†	10		
11	12†	13†	14	15**	16†	17*	18†	19†	20†	21	22†	23
24	25**	26	27	28†	29**	30	31†	32	33*	34	35†	36
37*	38	39	40**	41	42†	43	44†	45†	46†	47†	48	49†
50†	51	52†	53†	54	55†	56						

Supplemental Vignettes:

S-10*† S-11*† S-12† S-13†

Teacher DVD 1, Part 2:

Coaching S-41 S-42 S-43 (optional/show in workshop #6)

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

1. Write the agenda on the board
2. Go over the prior suggested practice activities (behavior plan, proactive strategies)
3. Explain the rationale for praise programs
4. Introduce compliment circle (S-12, S-13)
5. Role Play/Practice Academic & Persistence coaching (large + small groups)
6. Role Play/Practice Social & Emotion coaching (large + small groups)
7. Buzz-Labeled Praise & Encouraging Statements (use Buzz handout)
8. Buzz-Self-Encouragement Bubble for Students (use Buzz handout)
9. Role Play/Practice-Proximal Praise & Praising positive social behavior
10. Buzz-Positive Forecasting Statements
11. Buzz-"Positive Opposite" exercise

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- | | | |
|---|-------|-------|
| 12. Role Play/Practice ignore combined with praise for positive opposite | _____ | _____ |
| 13. Buzz (or Role Play/Practice)–Teaching Children to Compliment Each Other | _____ | _____ |
| 14. Discuss the importance of phone calls home to tell parents of child’s good days and happy grams home to parents | _____ | _____ |
| 15. Have small groups of teachers continue behavior plans | _____ | _____ |
| 16. Explain importance of completing suggested activities and reading assignments | _____ | _____ |
| 17. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #2

Handouts–Teacher Attention, Encouragement, Academic, Social, Persistence and Emotion Coaching & Praise Program

- _____ Agenda
- _____ Suggested Activities for Month
- _____ Workshop #2 Behavior Plan Assignment
- _____ Blackboard Notes about Attention, Praise and Encouragement
- _____ Examples of Behaviors to Praise & Encourage
- _____ Examples of Ways to Praise and Encourage
- _____ Coaching Children in Cooperative Play with Peers
- _____ Record Sheet: Praise & Encouragement
- _____ Self-encouragement Bubble (2)
- _____ Buzz–Teacher Praising Parents
- _____ Buzz–Encouraging Words
- _____ Buzz–Positive Forecasting
- _____ Buzz– Labeled Praise
- _____ Buzz–Teacher Self-Praise
- _____ Developing an Individual Behavior Plan
- _____ Teachers as Academic, Emotion and Social Coaches (3)
- _____ Pig Handouts (2)
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Self-Reflection–Attention, Coaching, Encouragement, and Praise
- _____ Evaluations

Other Things to Bring:

- Prizes for Teachers (Small books, incentives, self-care items)
- Feeling cue cards in pocket chart (if not doing workshop #6)
- “Compliment stickers”

Workshop #3

Teacher Checklist: DVD 4

Motivating Students Through Incentives

Teacher DVD 4: Vignettes 1-29

Supplemental Vignettes: S-14 to S-23

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 4:

Introduction †	1**	2**	3**	4**	5 †	6	7†	8†	9	10
11†	12†	13 †	14**	15	16	17	18*	19 †	20*	21†
24†	25†	26†	27†	28†	29†					

Supplemental Vignettes:

S-14* S-15† S-16† S-17** S-18 S-19 S-20 S-21 S-22 S-23

Optional Parent Program 8:

7 8 9 10 12

Optional Interactive Reading Program for Parents

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested activities
(praise and coaching programs) | _____ | _____ |
| 3. Buzz--possible advantages of incentive approaches | _____ | _____ |
| 4. Brainstorm/Buzz low-cost and no-cost incentives | _____ | _____ |
| 5. Role Play/Practice using incentives for transitions,
spontaneous rewards, and managing a student's
failure to earn a reward | _____ | _____ |
| 6. Buzz--how to get parents involved in incentive programs | _____ | _____ |
| 7. Role Play/Practice - explaining incentive system to parents | _____ | _____ |
| 8. Have small groups of teachers continue to refine
their behavior plans based on incentive programs | _____ | _____ |
| 9. Explain, model and practice "dialogic reading" (optional) | _____ | _____ |
| 10. Buzz--self-care and self reward (use Buzz--Reward Yourself
handout) | _____ | _____ |
| 11. Explain importance of completing suggested activities and
reading assignments | _____ | _____ |
| 12. Teachers complete folder with goals and self-monitoring
checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #3
Handouts–Incentives

- ___ Agenda
- ___ Suggested Activities for Month (Workshop 3)
- ___ Workshop #3 Behavior Plan Assignment
- ___ Blackboard Notes about Motivating Students
- ___ Making Learning Tangible
- ___ Examples of Classroom Rewards
- ___ Examples of Individual Positive Recognition
- ___ Sample Interest Survey (Handout in Program 5, 1st Workshop)
- ___ Blackboard Notes About Reading With CARE
- ___ Buzz–Reward Yourself
- ___ Buzz–Classroom Incentives
- ___ Sample Student of the Month
- ___ Daily Report Cards (Parents & Teachers as Partners)
- ___ Happy Grams for Xeroxing (16)
- ___ Dina’s Daily Behavior Charts
- ___ Wally’s Weekly Behavior Charts
- ___ Teacher-to-Parent Communication Form
- ___ Teacher Self-Reflection Inventory, Motivating Children Through Incentives
- ___ Evaluations

Other Things to Bring:

- Prizes & Incentives for Teachers
- Sample Behavior Charts
- Reward Spinning Wheel
- “Ask me how I shared” stickers

Workshop #4

Teacher Checklist: DVD 5

Decreasing Inappropriate Behavior—Ignoring and Redirecting

Teacher DVD 5, Part 1: Vignettes 1-32

Supplemental Vignettes: S-24 to S-29

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 5, Part 1:

Introduction†	1†	2†	3†	4†	5†	6†	7†	8	9†	10
11†	12†	13†	14†	15†	16†	17	18	19	20	21†
22	23**	24†	25†	26	27†	28†	29†	30†	31†	32†

Supplemental Vignettes:

S-24 S-25 S-26 S-27*† S-28*† S-29

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

1. Write the agenda on the board
2. Go over the prior suggested practice activities (incentive strategies which worked)
3. Buzz—Goals for Discipline
4. Explain the rationale for discipline hierarchies
5. Explained least intrusive strategies such as warning, distractions and redirects
6. Buzz—Behaviors to Ignore and Positive Opposites
7. Role Play/Practice—Teaching children how to ignore
8. Role Play/Practice—Disruptive behavior/tantrum in circle time and selective ignoring
9. Buzz—Positive Coping & Calming Thoughts
10. Buzz—Rewrite Negative Self-Talk
11. Role Play/Practice - How to explain ignoring to parents
12. Have small groups of teachers continue to develop behavior plans which include discipline plan
13. Explain importance of suggested activities and reading assignments
14. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory

YES

NO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Workshop #5

Teacher Checklist: DVD 5 & 6

Decreasing Inappropriate Behavior—Follow Through With Consequences

Teacher DVD 5, Part 1: Vignettes 32-42 (Decreasing Inappropriate Behavior)

Teacher DVD 6, Part 2: Vignettes 1-9 (Follow Through With Consequences)

Supplemental Vignettes S-30 to S-40

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 5, Part 1:

Introduction† 33* 34** 35† 36 37† 38† 39† 40 41 42

Teacher DVD 6, Part 2:

Introduction 1 2 3† 4 5 6 7 8† 9**

Supplemental Vignettes (DVD 6):

S-30† S-31† S-32† S-33† S-34† S-35† S-36† S-37
S-38† S-39 S-40†

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested practice activities (ignoring and redirects) | _____ | _____ |
| 3. Teach basic Time Out to Calm Down steps to teachers | _____ | _____ |
| 4. Role Play/Practice: Teaching Time Out to Calm Down | _____ | _____ |
| 5. Role Play/Practice Doing Calm Down Time and variations by age group and degree of difficulty. Identify key principles | _____ | _____ |
| 6. Buzz—Teachers share behaviors that result in Calm Down Time and where it is located in classroom | _____ | _____ |
| 7. Buzz— Positive Coping and Calming Self-Statements (use handout) | _____ | _____ |
| 8. Role Play/Practice: how to use the anger thermometer | _____ | _____ |
| 9. Buzz—Effective use of a color card system | _____ | _____ |
| 10. Buzz—Natural or Logical Consequences | _____ | _____ |
| 11. Role Play/Practice—Explaining logical consequences buzzed | _____ | _____ |
| 12. Have small groups of teachers continue to develop behavior plans which include discipline plan. | _____ | _____ |
| 13. Role Play Practice—How to explain behavior plan to parents | _____ | _____ |

14. Buzz—Teachers Working Like Scientists worksheets, complete _____
- in small groups _____
15. Discuss Discipline Hierarchies worksheet _____
16. Review Managing Children’s Challenging Behavior _____
- worksheet _____
17. Review Progress Made Toward Initial Goals _____
18. Explain suggested activities and reading assignments _____
19. Teachers complete folder with goals and self-monitoring _____
- checklist & teacher observation self-reflection inventory _____

Workshop #5

Handouts—Follow Through With Consequences

- _____ Agenda
- _____ Suggested Activities for Month (Workshop 5)
- _____ Workshop #5 Behavior Plan Assignment
- _____ Using Time Out to Calm Down in the Classroom for Aggressive Behavior—
4–6 and 6–8 years. (2)
- _____ Responding to Child Dysregulation and Teaching Self-Regulation
- _____ Record Sheet: Procedure for Compliance Training
- _____ Sample Behavior Plan for Child With ADHD/Conduct Problems & Sample Template
- _____ Calm Down Thermometer
- _____ Functional Behavior Plan
- _____ Discipline Hierarchy Steps
- _____ Teachers Working Like Detectives: See What You’ve Learned
- _____ Problem Solving Worksheet for Managing Challenging Behavior
- _____ Buzz—Logical & Natural Consequences
- _____ Buzz—Coping & Calming Self-Talk
- _____ Buzz—Staying Calm When Using Time Out to Calm Down
- _____ Circle Time Script—Calm Down Thermometer and Explaining Using the Calm Down
Space
- _____ Time Out To Calm Down Is One of Many Tools
- _____ Teacher-to-Parent Communication Forms
- _____ Teacher Self-Reflection Inventory
- _____ Evaluations

Other Things to Bring:

Tiny Turtle Puppet

Wally’s Solution Kit (optional) & Problem-Solving Cue Cards (optional)

Workshop #6

Teacher Checklist: DVD 1 & 7

Social Skills, Empathy Training, Emotion Regulation and Problem-Solving

Teacher DVD 1: Vignettes 12-30 (Building Positive Relationships)

Teacher DVD 7: Vignettes 7-18 (Emotional Regulation & Problem Solving)

Supplemental Vignettes: S-41 to S-55

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 1:

12 13† 14† 15 16† 17† 18 19† 20† 21† 22† 23 24
25† 26† 27† 28* 29* 30†

Teacher DVD 7:

Introduction† 7† 8† 9† 10† 11† 12 13 14 15 16 17
18

Supplemental Vignettes:

(S-41† S-42† S-43†) S-44† S-45† S-46† S-47** S-48 S-49 S-50** S-51** S-52*
S-53† S-54† S-55†

† Recommended core vignettes for ages 3-8 years (S-41, 42 and 43 may have been shown in Workshop #2.)

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior experience with Time Out & Negative Consequences | _____ | _____ |
| 3. Role Play/Practice–Calls to parents and setting up peer helpers | _____ | _____ |
| 4. Talk about ways to promote positive reputations | _____ | _____ |
| 5. Buzz–Emotion words & explain rationale for emotional literacy | _____ | _____ |
| 6. Buzz–Social Skills to Coach. Role Play/Practice social coaching | _____ | _____ |
| 7. Role Play/Practice–Emotion coaching | _____ | _____ |
| 8. Buzz–ways to coach children’s self-regulation | _____ | _____ |
| 9. Explain Levels of Play handouts & use of prompts | _____ | _____ |
| 10. Buzz & Practice (groups of five teachers)–typical problem scenarios to practice with students. Then pick one problem to practice problem solving using puppets (after Vignette 16) | _____ | _____ |

- | | | |
|--|-------|-------|
| 11. Brainstorm solutions to put in "Pass the Hat" | _____ | _____ |
| 12. Model and role play/practice using Wally Detective Problem-Solving book (after Vignette S-48) | _____ | _____ |
| 13. Have small groups of teachers continue to develop behavior plans by adding the targeted social, emotion and problem solving training plans | _____ | _____ |
| 14. Explain suggested activities and reading assignments | _____ | _____ |
| 15. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #6

Handouts—Social Skills, Empathy, Emotion Regulation and Problem-Solving

- _____ Agenda
- _____ Suggested Activities for Month
- _____ Blackboard Notes about Problem Solving
- _____ Solutions for Children
- _____ Buzz—Promoting a Sense of Responsibility
- _____ Buzz—Changing Students' Negative Reputations
- _____ Buzz—Promoting Children's Self Regulation
- _____ Buzz—Emotional Literacy
- _____ Buzz—Social Coaching
- _____ Wally's Problem Solving Steps
- _____ Circle Time Script—Problem Solving
- _____ Tiny Turtle's Anger Management Steps
- _____ Academic, Social & Emotion Coaching Checklists (3)
- _____ Workshop #6 Behavior Plan Assignment
- _____ Ripple Effects
- _____ Coaching Child Developmental Levels (3)
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Self-Reflection Inventory, Emotion Regulation, Social Skills & Problem Solving
- _____ Evaluations

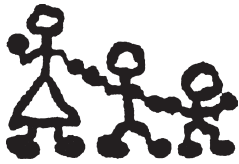
Other Things to Bring:

Certificates, Tiny Turtle Puppet/ Large and Small Wally Books/ Solution Kit (optional), Feelings Cue Cards

Weekly Evaluation Form

The Weekly Evaluation Form is photocopied and given to participants at the end of each session. End the group with enough time for participants to fill out the evaluation form and collect them before the session ends. These weekly evaluations help group leaders to know what aspects of the group sessions are more or less helpful to participants. When group leaders make their weekly calls to participants, they will discuss “not helpful” or “neutral” responses and ways they will work to make these methods more useful so they can achieve their goals.

These evaluations are to be collected from participants *each* week. For certification, we ask that you send all the weekly evaluations for two full groups. You may scan and e-mail the forms to us or send hard copies in the mail. If you send via mail, be sure to make copies of the set in case items are lost or damaged.



***INCREDIBLE YEARS® TEACHER PROGRAM
TEACHER WORKSHOP EVALUATION***

Name _____ Workshop _____ Date _____

I found the content of this session:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching was:

not helpful neutral helpful very helpful

I found the group discussion to be:

not helpful neutral helpful very helpful

Additional comments:

Final Satisfaction Questionnaire

The Final Satisfaction Questionnaire is photocopied and given to participants to complete either at the last session or the follow-up debrief interview. Participants should be given the option to complete this questionnaire anonymously and are not required to fill in their names. It is important to stress participant honesty on their responses.

For certification:

1. Send ALL the final satisfaction questionnaires for those completing the group.
2. There must be a minimum of 6 final satisfaction questionnaires

You may scan and e-mail the forms to us or send hard copies in the mail. If you send via mail, be sure to make copies of the set in case items are lost or damaged.



Incredible Years® **Teacher Workshop Satisfaction Questionnaire**

(Hand out at end of the entire curriculum)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the workshop that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point.

1. The target student's behavior that I developed a behavior plan for is (are):

Considerably worse	Worse	Slightly worse	The same	Slightly improved	Improved	Greatly improved
-----------------------	-------	----------------	----------	----------------------	----------	---------------------

2. Other students' problems which I/we have tried to change using the methods presented in this workshop are

Considerably worse	Worse	Slightly worse	The same	Slightly improved	Improved	Greatly improved
-----------------------	-------	----------------	----------	----------------------	----------	---------------------

3. My feelings about my current students' progress are that I am

Very dissatisfied	Dissatisfied	Slightly dissatisfied	Neutral	Slightly satisfied	Satisfied	Greatly Satisfied
----------------------	--------------	--------------------------	---------	-----------------------	-----------	-------------------

4. My expectation for good results from this workshop is

Very pessimistic	Pessimistic	Slightly pessimistic	Neutral	Slightly optimistic	Optimistic	Very optimistic
---------------------	-------------	-------------------------	---------	------------------------	------------	-----------------

5. I feel that the approach used to change students' behavior problems in this workshop is

Very inappropriate	Inappropriate	Slightly inappropriate	Neutral	Slightly appropriate	Appropriate	Greatly appropriate
-----------------------	---------------	---------------------------	---------	-------------------------	-------------	------------------------

6. Would you recommend this workshop to another teacher?

Strongly not recommend	Not recommend	Slightly not recommend	Neutral	Slightly Recommend	Recommend	Strongly recommend
---------------------------	------------------	---------------------------	---------	-----------------------	-----------	-----------------------

7. How confident are you that you will be able to manage current behavior problems in your classroom?

Very Unconfident	Unconfident	Slightly useless	Neutral	Slightly Confident	Confident	Very Confident
---------------------	-------------	---------------------	---------	-----------------------	-----------	-------------------

8. How confident are you that you will be able to manage future behavior problems in your classroom?

Very Unconfident Unconfident Slightly useless Neutral Slightly Confident Confident Very Confident

Usefulness

In this section, we would like you to indicate how useful you find each of the following types of group leader strategies used in these workshops. Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

2. Demonstration of skills through the use of video vignettes and modeling was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

3. Teachers' promotion of collaborative problem solving and sharing of ideas was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

4. Practicing skills in small groups during the workshop was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

5. Small group breakouts to work on behavior plans was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

6. Support from other teachers was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

7. Suggested classroom activity assignments were

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

8. Book – *Incredible Teachers* was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

B Specific Teaching Techniques

Usefulness

In this section, we would like you to indicate how useful each of the following techniques is for teaching students. Please circle the response that most accurately describes the usefulness of the technique.

1. Child-Directed Play

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

2. Academic and Persistence Coaching

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

3. Social and Emotional Coaching

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

4. Praise/Encouragement

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

5. Incentives to motivate children

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

6. Ignoring

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

7. Good Commands/Clear and respective limit setting

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

8. Time Out/Calm Down Place

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

9. Loss of Privileges, Logical Consequences

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

10. Redirects/Distraction/Prompting alternative responses

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

11. Problem-Solving Training

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
----------------------	---------	---------------------	---------	--------------------	--------	---------------------

C. Evaluation of Workshop Group Leader

In this section we would like you to express your opinions about your group facilitator. Please circle the response to each question that best describes how you feel.

Group Leader #1 (name) _____

1. I feel that the leader's facilitation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
-----------	------	------------------	---------	------------------	----------	-----------

2. The leaders's preparation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
-----------	------	------------------	---------	------------------	----------	-----------

3. Concerning the leader's interest and concern in me and my students, it was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
-----------	------	------------------	---------	------------------	----------	-----------

4. At this point, I feel that the leader of the workshop was

Extremely not helpful	Not helpful	Slightly not helpful	Neutral	Slightly helpful	Helpful	Extremely Helpful
--------------------------	-------------	-------------------------	---------	---------------------	---------	----------------------

If more than one leader was involved in your program, please fill in the following. (Go to Section D if only one leader was involved.)

Group leader #2 (name) _____

1. I feel that the leader's facilitation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
-----------	------	------------------	---------	------------------	----------	-----------

2. The leaders's preparation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
-----------	------	------------------	---------	------------------	----------	-----------

3. Concerning the leader's interest and concern in me and my student, it was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
-----------	------	------------------	---------	------------------	----------	-----------

4. At this point, I feel that the leader of the workshop was

Extremely not helpful	Not helpful	Slightly not helpful	Neutral	Slightly helpful	Helpful	Extremely Helpful
--------------------------	-------------	-------------------------	---------	---------------------	---------	----------------------

D. Overall Program Evaluation

1. What part of the program was most helpful to you?
2. What did you like most about the program?
3. What did you like least about the program?
4. How could the program have been improved to help you more?

Thank you!

Peer and Self Evaluation

This form is used for both your Peer and Self Evaluations. Have your co-leader, Peer Coach, or another colleague fill out the Peer Evaluation for you after they have watched you lead a session.

For your Self Evaluation, fill the form out upon completing a session or after reviewing your video of a session. Reflect on your strengths and weaknesses for each of the different questions.

For Certification, we require one peer and one self evaluation from EACH of the two groups you are submitting, but of course you may do this more than just once per group, as it is a very useful way to share feedback with your coleader and plan your goals for future sessions.

This form may be sent to us via e-mail/Dropbox or send hard copies in the mail. If sending in the mail be sure to make photocopies of the originals in the event items are lost or damaged.



Incredible Years® Group Leader Peer and Self Evaluation Form

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Reviewing video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

Leader's Name _____

Please comment on the group leader's session(s) based on the following criteria:

<i>I. Leader Group Process Skills</i>	<i>Comments</i>
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces participants' ideas and fosters participants' self-learning	
Encourages participants to problem-solve when possible	
Fosters idea that participant will learn from each others' experiences	
Helps participants learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each teacher's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount	

<i>II. Leader Leadership Skills</i>	<i>Comments</i>
Establishes round rules for group	
Started and ended meeting on time	
Explained agenda for session	
Emphasizes the importance of homework and practice	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages teachers to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

III. Leader Relationship Building Skills	Comments
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports participants' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies participants' negative attributions	
Strategically confronts, challenges and teaches participants when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for participants	

IV. Leader Knowledge	Comments
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates participants' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

V. Leader Methods	Comments
Uses video examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

VI. Participants' Responses	Comments
Participants appear comfortable and involved in session	
Participants complete homework, ask questions and are active participants	
Participants complete positive evaluations of sessions	

Summary Comments:

.....

Check:

Name of Evaluator _____

_____ Leader (Self-Evaluation)

_____ Co-Leader

_____ Peer Coach

_____ Mentor/Trainer

Date: _____

Group Leader Collaborative Process Checklist

This form is also used along with your Peer and Self Evaluation form. When you are watching the video of your session go through this checklist to identify your strengths, gaps, and goals for future sessions.

When you send a video for mentor/trainer review, please include the completed form for the session.

If you are reviewing your video with a peer coach in your agency, use this checklist to keep track of what you discuss.



Teacher Group Leader Collaborative Process Checklist (rev. 2019)

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a video of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop. This checklist is also used by IY Trainers/Mentors when reviewing video for accreditation.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

Did the Leaders:

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts and practice activities ready for the teachers to pick up. | _____ | _____ | _____ |

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | _____ | _____ | _____ |
| 6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans and achieving short-term goals, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. Highlight key "principles" that their examples illustrate? (e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?") | _____ | _____ | _____ |

	YES	NO	N/A
9. Select teachers strategically to demonstrate and role play successful strategies or to refine their approach?	_____	_____	_____
10. Explore with individuals who didn't complete the practice assignments what made it difficult (barriers) and discuss how practice assignments can be made more meaningful to meet their goals? (e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")	_____	_____	_____
11. If a teacher's description of how they applied the skills makes it clear that s/he misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher feeling responsible for the failure? (e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." or "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")	_____	_____	_____
12. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.)	_____	_____	_____
13. Explore ways to make teaching strategy developmentally appropriate for each student?	_____	_____	_____
14. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

15. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)	_____	_____	_____
16. Paraphrase and highlight the points made by teachers - writing key points or principles on the board?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leaders:

17. Before showing vignette, focus teachers by telling them what they will see (e.g., age and developmental status of child, situation) and what you want them to watch for (e.g., "In the next vignette, we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom")?	_____	_____	_____
--	-------	-------	-------

	YES	NO	N/A
18. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom?	_____	_____	_____
19. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)	_____	_____	_____
20. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.)	_____	_____	_____
21. Paraphrase and highlight the points made by teachers - writing key points or "principles" on the board?	_____	_____	_____
22. Help teachers see how principles learned from vignettes apply to their classroom or specific students?	_____	_____	_____
23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?	_____	_____	_____
24. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) IF group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on.	_____	_____	_____
25. Use vignettes to promote alternative ideas for responding to situations and to relay practice role plays using their ideas?	_____	_____	_____
26. Use vignettes to trigger practices designed to address students at different developmental levels?	_____	_____	_____
27. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child or older school-age child?	_____	_____	_____
28. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students?	_____	_____	_____

PRACTICE AND ROLE PLAYS

Did the Leaders:

29. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.)	_____	_____	_____
---	-------	-------	-------

	YES	NO	N/A
30. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.")	_____	_____	_____
31. Do frequent planned role plays, practices or buzzes over the course of the workshop day?	_____	_____	_____
32. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? Groups should be organized by child's developmental ability.	_____	_____	_____
33. Use all of the following skills when directing role plays:			
a. Select teachers strategically to be teacher or student?	_____	_____	_____
b. Skillfully get teachers engaged in role plays which address their goals and questions?	_____	_____	_____
c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior, and developmental level)?	_____	_____	_____
d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)?	_____	_____	_____
e. Invite other workshop members to be "coaches" (to call out ideas if the actor is stuck)?	_____	_____	_____
f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants?	_____	_____	_____
g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?	_____	_____	_____
34. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")?	_____	_____	_____
35. Solicit feedback from group about strengths of teacher in role?	_____	_____	_____
36. Re-run role play, changing roles, involving different teachers, or with child of different language/cognitive/play developmental level or temperament (being in role as student is helpful for teachers to experience their students' perspective and a different way of responding)?	_____	_____	_____

COMPLETE INDIVIDUAL BEHAVIOR PLANS

Did the Leaders:

37. Break up into groups (6-7) to do behavior plans - based on the principles and content discussed in that workshop? (See teacher buzz forms on website: www.incredibleyears.com/gl/teacher-program)	_____	_____	_____
38. Review, refine and share behavior plans for students?	_____	_____	_____

PARENT INVOLVEMENT

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 39. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual and website: www.incredibleyears.com/resources/gl/teacher-program/) | _____ | _____ | _____ |
| 40. Discuss methods to teach or partner with parents (e.g. telephone calls, parent meetings) around students' learning needs? | _____ | _____ | _____ |

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 41. Begin the ending process with about 15 minutes remaining? | _____ | _____ | _____ |
| 42. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website www.incredibleyears.com/gl/teacher-program/)? | _____ | _____ | _____ |
| 43. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? | _____ | _____ | _____ |
| 44. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? | _____ | _____ | _____ |
| 45. Have teachers complete the workshop evaluation form? | _____ | _____ | _____ |
| 46. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? | _____ | _____ | _____ |
| 47. Call, e-mail, or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See teacher buzz forms on website: www.incredibleyears.com/gl/teacher-program/) | _____ | _____ | _____ |
| 48. Set up classroom observations and personal feedback in schools by group leaders or IY coach? | _____ | _____ | _____ |

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach and learn from each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Remember teachers are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years practices.

Summary Comments:

Extras

This section includes some additional planning aids you can use. These forms are not required to be sent in with your certification application, but are meant to be helpful resources for your short and long term planning purposes!



Tips for Preparing Your Video for Review Teacher Classroom Management

Accreditation/Certification

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

When to send in your video for review

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Collaborative Process Checklist and the Peer and Self-Evaluation forms. By reviewing these video recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a video recording of one of your sessions for a detailed review by an authorized mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

How many session recordings will I need to send for review?

Send one edited section of a workshop day at a time – 2 hours per video submission (see information later in this document regarding editing). Then use the recommendations from your review to make changes in your group leadership methods or processes and submit a 2nd video that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 or more videos prior to accreditation.

Camera Set Up

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.

Working with a co-leader and essential components for accreditation

You may send a video showing how you and your coleader working together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. This is part of the session leadership assessment. However, the person whose video



is being reviewed should show their group leadership skills specifically in regard to the following methods:

- mediating program vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review classroom suggested activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- promoting teacher self-reflection on their management approaches & goal setting
- instigating buzzes
- small group breakouts for behavior plans
- strategies for including parents in partnership with teachers
- pulling out key concepts and/or principles learned from participants
- amount of praise, encouragement and incentives given to participants
- coordination with co-leader
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

Can my co-leader and I use the same session for accreditation?

We need to see each applicant demonstrating all of the skills listed above. Since the teacher program is typically offered in 6-7 hour sessions, it is possible that you and your co-leader can both submit portions of the same training day for review, but each leader should submit a separate edited video from that day. See below for tips on editing your session.

Editing a video for Review

Leaders submitting video for the teacher program will need to edit their video submission to provide the reviewer with examples of all the different aspects of the day. Please do not send a 6 hour tape, or send two consecutive hours out of your 6-hour day. We would like to see two hours of edited video. These two hours should include (times are approximate) 15-20 minutes homework review, 15 minutes introducing new topic of the session through discussion and a benefits/barriers brainstorm, 20-30 minutes of vignettes, 15-20 minutes of setting up, running, and debriefing a large group role play, 10 minutes of setting up behavior plans for teachers and then processing afterwards, 10 minutes of reviewing concepts from the day and assigning the classroom homework assignments.

Number of Sessions

To qualify for accreditation, 6 full days must be offered (covering workshop days 1-6). The sessions can be offered as full day trainings (spaced 3-4 weeks apart) or as half days (the total workshop time must still be completed). The 6 days should not be offered sequentially in one week because the practice assignments between workshops are a valuable part of the experiential learning process.

Number of Teachers in Group

To qualify towards certification, teacher workshops must have at least 10 participants.



Number of Vignettes Shown in a Session

For each day-long session, there are 30-60 vignettes to choose from. Core vignettes are indicated on the protocol and it is highly recommended that leaders show these vignettes. In general leaders are expected to show 15-20 vignettes in a full day session. The protocol indicates vignettes that are more appropriate for preschool versus grade school classrooms. In addition, there are vignettes from several special education classrooms. When choosing vignettes for the session, the leader should begin with the core vignettes and then make selections for additional vignettes based on the age and special needs of the children in the classrooms. The trainer reviewing the video takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a video submission. It is important to have a good balance of all these components but 2/3 of the session should emphasize modeling (either video or live) and practice of skills compared with cognitive discussion approaches.

How can I use a certified Incredible Years coach or mentor to assist me in achieving certification?

If your agency has a certified IY coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing recorded sessions with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, which vignettes you will lead and who will identify principles or give out rewards.

What do I need to send in along with my video recording for review?

When you send in a video for review, please send in the application form, a brief letter summarizing the session or lesson topic covered and the nature of the population served, and your own self-evaluation of the session using the Collaborative Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the recording is you – hair color, what you're wearing. Please write your name and the session number on your video and/or notes accompanying the video.

Enhancing your video submission

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also, you may indicate sections of the video recording that you have questions about or any particulars you would like feedback on.



Once your video review has been passed, you may then submit your application paperwork with the remaining required items:

- background questionnaire
- letter of intent
- letters of recommendation (2, professional)
- weekly and final evaluations by participants (2 sets)
- session protocols/workshop checklists (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

Please Ask!

This process can be complicated and there are many steps. When in doubt, please contact us prior to sending in your video or materials. A well-prepared video will get you to your certification goal much faster!

The Incredible Years, Inc.
1411 8th Ave West
Seattle, WA 98119
www.incredibleyears.com
incredibleyears@incredibleyears.com


Using the Incredible Years® Copyrighted Materials and Trademarked Brand

All Incredible Years® programs and materials are copyright protected. Additionally “The Incredible Years®” Brand is trademark protected.

Because our materials are sold in such a way that some items may be photocopied and others may not, please review the following information to ensure proper use of materials. Please contact The Incredible Years® office with your questions - we are here to help!

Some General Guidelines:

- If your agency plans to implement an Incredible Years® Program, they must purchase the program set from The Incredible Years® office. A program set includes all the main components to run your groups. A leader’s manual, DVD set with vignettes to show, and other “extra” items are included.
- In the leader’s manual, you MAY photocopy the handouts and different evaluation forms for parents to use and fill out. You may keep the master copies in your leader’s manual so that you can reuse them for each group.
- You may not make any alterations to these handouts, evaluations, or any of the other forms in the leader’s manual. This includes removing copyright information, recreating materials without permission from The Incredible Years® and/or translating any of the materials without permission.
- You may not photocopy the entire leader’s manual to create new manuals. If you need additional manuals, they can be purchased from The Incredible Years® office.
- You may access select materials from our website, in the “Group Leader Resources” section.
- The DVD set that comes with each program is copyright protected. Burning the dvd discs or making “back up” copies is not allowed. If a disc is lost or broken, replacements can be purchased from The Incredible Years® at a low cost. Full sets of the DVD are typically not sold separately from the full program set - if you require multiple DVD sets, we suggest purchasing multiple sets of the program, which qualifies you for discounting.
- Please refer to our website Terms and Conditions, here: <http://incredibleyears.com/policy/>
- If you or your agency would like to use any portion of The Incredible Years® Brand (i.e., logo for flyers, any information about your Incredible Years classes that will be posted on your website, etc.), contact The Incredible Years® office for information on our brand agreement.



The Incredible Years®
1411 8th Avenue West, Seattle, WA 98119
incredibleyears@incredibleyears.com
Phone: (206)-285-7565
www.incredibleyears.com

Do's and Don'ts to be in compliance with Incredible Years® Copyright, Trademark, Brand Law*

*This is intended to be a helpful guide – for full regulations see Brand License Agreement

DO

- Attend an Incredible Years® Certified/Accredited training (or make sure someone within your agency has done so).
- Read and sign the Incredible Years® Brand License Agreement, then send it back to the Incredible Years®. (See contacts below.)
- Read the Terms and Conditions that are posted on the Incredible Years® website (www.incredibleyears.com) for further clarification regarding copyright works that are available for your use.
- Include registered trademark symbol “®” with all registered trademarks: The Incredible Years®, Parenting Pyramid®, Teaching Pyramid®, and Attentive Parenting®.
- Use the Incredible Years® approved logo on your website or marketing materials for individual services:
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 - Make sure the Incredible Years® logo is *smaller* than your company logo.
 - Make it clear that your company is independent from The Incredible Years®.
- Ask us before using the brand, trademark, or copyrighted works in any way other than what is specified in the brand agreement.
- CONTACT US with your questions or concerns!
 - E-mail: incredibleyears@incredibleyears.com
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DON'T

- Use the Incredible Years® brand on your company letterhead stationery, forms or other documents, or to identify/describe any product besides Incredible Years® products.
- Use the Incredible Years® brand in any way that suggests your agency is an affiliate or owned by the Incredible Years®.
For example:
 - In business name, domain name, product/service name, trade dress, design, slogan, etc.
 - Imitation of brand design in your company's logos or brands is not allowed as this may cause confusion between your company and The Incredible Years®.
 - You may not combine the brand with any other images, words, photos, etc.
- Resize or alter the brand/logo in any way.
- “Scrape” images from the Incredible Years® website: you may only use approved images and must contact the Incredible Years® office prior to use.
- Edit or alter any of the materials found on the Incredible Years® website in any way:
 - With the exception of measures and forms that are intended to be filled out, you may not make any changes to the copyrighted works available on the website. You may make copies of handouts for groups, and you may make copies of administrative information. You may not alter the appearance, remove copyright information, or make any changes to content whatsoever without expressed approval from the Incredible Years®.





How I am Incredible!

Child's Name and Age: _____

Adults that Support My Growing and Learning:

My Temperament (*e.g., activity level, adaptability, physical sensitivity, intensity, distractibility, persistence, predictability, quiet, anxious, angry*):

My Social, Language and Academic Level (*e.g., plays alone, anxious or withdrawn, wants to initiate play with others but doesn't know how, social interactions are inappropriate, very few words, lots of language, inappropriate language, limited or strong academic skills such as reading or math level*):

My Favorite Activities/Things I Am Good At (*e.g., reading, soccer, games, music, cooking, building activities, drawing, pretend play, doing science projects*):

Social, Emotional, Persistence, Language and Academic Skills I am Learning (*e.g., helping others, calm down methods, speaking politely, taking turns, listening*):

My Teacher's Goals for Me (*e.g., helping child follow directions, make a friend, improve child's academic success, reduce my own anger and stress*):

How I Am Incredible!

The “**How I Am Incredible**” handout is used to help teachers participating in the Incredible Years TCM program workshops to share information about their students’ developmental levels, including language, social, emotional, and play levels, academic skills, likes and dislikes. In addition, teachers share their target student’s family support and specific goals for them. This form is completed in the first Incredible Years TCM teacher workshop (in-person and on-line) and helps the group leader and other teachers learn about others’ students in the group. During the first workshop, teachers share with other teachers what they know about their goals for their students at that time. At subsequent workshops, teachers add details about the students’ specific developmental needs and make notes of any new discoveries they are making as they build relationships with their students, are engaged in child-directed social, emotional and academic coaching methods, and develop strategies that they find helpful in supporting their student’s goals. This form is also referred to by IY group leaders when tailoring role-play practices geared towards each student’s unique developmental, academic, and language level. For in-person workshops, it is recommended that the template for this form be copied onto a large flip chart page (one for each teacher) and then placed on the wall so that it can be easily referred to at to each workshop and in behavior planning. For on-line workshops, the editable form can be shared with others and expanded on in junction with developing students’ incredible behavior plans. Editable form available at <https://incredibleyears.com/resources/gl/teacher-program/>



***Group Leaders' Hot Coaching Tips for Doing Successful Incredible Years®
Teacher Classroom Management Groups***

Carolyn Webster-Stratton

11/19/2020

Overview

As an Incredible Years® group leader you are an essential element in bringing about teachers' ability to make changes in their teaching interactions and classroom environment. Group leaders use a collaborative approach, encourage teacher self-reflection, problem-solving, practice exercises, experiential learning, individual behavior planning and form positive relationships with the teachers in their workshops. Group leaders guide their teacher groups through the steps in the Teaching Pyramid®, helping teachers to share their knowledge and experience and to apply the IY teaching principles to their own classroom settings to meet the developmental needs of the students they are teaching. This accepting and supportive group environment strengthens teachers' hope, confidence and ability to try new teaching approaches.

The following tips are provided to cover some of the main questions that I hear from group leaders or difficulties I see when reviewing videos of group sessions.

Also we hope you are aware there is new book for teachers to use now as part of this training.

Webster-Stratton, C., *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*. 2012, Seattle: Incredible Years Inc.



CAROLYN WEBSTER-STRATTON, PH.D.

I hope you are finding joy in delivering these programs. Consultation and support from IY mentors and trainers can be obtained by emailing us at incredibleyears@incredibleyears.com, calling us at 206-285-7565, or check out the web site for other resources, www.incredibleyears.com.

Wishing you incredible teacher workshops, Carolyn



Keep Yourself on a Schedule for Each Group Session—Effective Time Management

Keeping yourself on a predictable schedule and managing your time well during each group session will assure that you cover the content adequately and will also be reassuring for teachers and help them feel safe in the group. If too much time is spent on exploring in depth an individual's personal problems, other teachers lose interest and feel they are being ignored and not as valued.

Schedule a 7-hour day: This allows you to have the equivalent of two 15 minute breaks and a 30 minute lunch period and still fit in the required hours of curriculum scheduled for each session. There is also a protocol for breaking the training down into half day, or even three hour weekly evening sessions, but the total time of 42 contact hours (including breaks) must be provided to meet fidelity standards. In general, when possible, we recommend the full day workshops because teachers are free from classroom demands during this time and more relaxed, less tired, and less distracted than in workshops offered in conjunction with a classroom teaching schedule.



Tips for Review of Classroom Activities

Start the workshop on time and after the first workshop take the first 30-45 minutes for a classroom activities review. During this review, you may ask teachers to report on a variety of things: for example, they will share specific classroom management strategies that they tried based on the content covered in the prior session, as well as gems learned from the reading that they did in the *Incredible Teachers* book, and progress with their behavior plans.

As group leader it is important that you are specific about what you want teachers to share. Questions such as: *"how have things gone since the last session?"* will lead to unfocused and off-topic reports. Instead ask them to report on particular aspects of their assigned experiences.

Teachers will have completed self-monitoring checklists in previous workshop and have set individual goals around these activities, so you may ask them to focus on how they implemented their goals. For example, *"last session we asked you to look at the self-reflection checklists about building relationships with your students and to pick one relationship-building strategy to use on a child in your classroom. As we go around the room, I'd like each of you to share what your goal was and how you achieved it."* This exercise might be first done in a buzz format followed by group sharing after the individual sharing.

Group leader role: As teachers share their experiences the group leader role is to validate and support teachers' efforts, and to help the teacher and group reflect on the experience. The group leader may first paraphrase what the teacher has done and link the experience to a principle from prior session. *"What a great example of the principle of joining in the child's imaginary world as a way to build relationships! The importance of imaginary play was one of our principles last time."* Group leaders will also probe for more details. If a teacher shares that he tried to connect with a student, the group leader might say: *"It sounds like you were really working hard to make a connection with him—do you remember what you said to him?"* Group leaders can also ask questions that help teachers to reflect on the rationale for and/or the outcome of using a strategy: *"what are the benefits for the student of doing that?"* or, *"What did you notice about how he responded?"* *"How did that feel to you?"* It is important for teachers to understand the rationale underlying a strategy and how it is helpful for a particular student's goals.

Managing time: In a large group you will not be able to have every teacher share a response to every question that you ask. Some sharing can be done in pairs in "buzzes" and then some teachers can share back in the large group. However, do not spend more than 5 minutes with paired sharing; the group members will benefit from hearing the experiences of their colleagues and from the observations and summaries that you as the group leader introduce. Group leaders may need to call on specific teachers by name for some responses, so that quieter members are also heard.



Tips for Introducing the New Topic

This will take 20-30 minutes. First the group leader provides an overview of the topic—this should be brief and will involve showing where the new content fits into the teaching pyramid and providing a brief definition or explanation of the topic to be discussed. The introductory narration to the topic can also be used for this overview.

Next the group leader engages the group in an exploratory discussion about the topic. The manual has suggested questions that may be asked to stimulate discussion. Pick one or two of these questions for this introduction. Other questions may be saved and introduced later in the day as teachers watch vignettes. This introductory discussion should be brief (5-10 minutes).

Benefits/Barriers: The most important part of the introduction to the new topic is the benefits/barriers discussion. This should be done for most topics including play, praise, incentives, and ignoring. A benefits/barriers exercise is NOT done for the Time Out topic until that topic has been fully explained.

Benefits/barriers discussions should always be done as a large group discussion. This is a place where you as the leader want a chance to reinforce the ideas that come up and to process and respond to the contributions. Always start with benefits. In this part of the discussion just listen to teachers, validate their ideas, expand on the idea, or perhaps ask a question: *“what’s the value of that for the student?”* Give time and space for a long list of benefits. Perhaps ask an additional question: e.g. *“We have some good benefits for the child here. Are there any benefits to you as a teacher when you do emotion coaching?”* These benefits are written down on a large flip chart.

For the barriers discussion, the goal is to brainstorm a list of the barriers (without evaluation), and not to try to fix, persuade otherwise or problem solve the barriers at this time. You don’t need to convince the group of the usefulness of the strategy during this exercise. If you do try, and if the teacher is resistant, then you will come across as not listening to her, and also may further push her into her resistance. Instead, you only need to validate, make sure you understand the barrier, and get it written down. This lets teachers know that you hear them. It also lets you know what issues you’ll need to deal with later in the program when you are showing the vignettes and will help you know how to tailor practices according to individual teachers concerns. It will be helpful in reducing resistance later because you’ve invited it out in the open. You can validate without agreeing with the barrier—e.g. *“So, it sounds like one worry about using incentives is that they may reduce children’s intrinsic motivation. That’s certainly a barrier. We want to foster children’s motivation and the worry that incentives may interfere with this may make us reluctant to use them.”*

At the end, you can summarize: *“So we can see that there are many ways that praise can benefit children—there are also some barriers—things that keep us from praising, or ways that praise can backfire and become ineffective. As we go through the material today, let’s work together to come up with a list of principles of things that we think make praise work—what makes effective praise. And also we’ll will explore these barriers further and see if we can come to some agreement with a group about ways to avoid the barriers.”*

This summary provides a smooth transition into the vignettes and gives some purpose to the discussions you’re going to have and to the list of principles that you’re going to build. In addition, when summarizing the list of benefits and barriers it can be useful to ask, who are benefits to in the short run and long run and who are the barriers to? It can be a an important insight when teachers realize that some of the barriers to limit setting for example are to the teacher in the short run because she may have to deal with oppositional behavior and defiance. However, in the long run the teacher may see the eventual benefits for the student (and the teacher) by consistently following through with clear limits. On the other hand in the short run it might be tempting for a teacher not to limit set resulting in some long-term difficulties.



Tips for Using the Vignettes

Selecting Vignettes: You will not have time to show all vignettes. In general we find that leaders can show approximately 20 vignettes per 6-7 hour session. The workshop protocols provide some recommended core vignettes to be shown for each session (these are marked with a cross †). We feel that these are good vignettes to show for any age because they illustrate key principles. Suggestions are also made about vignettes that are more relevant for preschool versus primary grades. It is important to eventually learn all the vignettes so that you can make choices of vignettes that are particularly relevant for particular classrooms and students.

When choosing additional or alternative vignettes consider the following:

- Teachers’ understanding and prior familiarity of the content and principles being taught
- Vignettes that represent the developmental level of children in their classrooms
- Vignettes that have children with temperaments and development similar to those of children in their classroom.

For teachers who find the topic material new, unfamiliar or confusing, group leaders will want to show more vignettes to help them understand the key concepts, to see how to use a particular teacher management strategy and to appreciate how the children respond to this approach.

Setting up Vignettes: Before showing a vignette focus the teachers on what you will show and what you want them to look for. This should be brief, but will give them a context and keep them focused on what to look for. E.g. *“In this next vignette you’ll see how a teacher is using the ignoring strategy with a boy who is out of his seat. Think about what makes her approach effective.”*

Starting the Discussion: To start the discussion after the vignette, you will ask a question that allows teachers to share their reactions. For example: *“What was effective about her ignoring?”* or *“Do you think that the student’s strategy for getting attention worked?”* *“What did you see the teacher doing?”* Based on teachers’ responses you will ask other questions that explore different aspects of the vignette. The manual provides sample questions for you to use, but you can also use your own questions to tailor the discussion to the group. There are spaces in the manual for you to record your favorite questions that work well for you in drawing out the key principles.

Going Deeper: Often teachers will comment on what they see in the vignette. For example, *“Well, the teacher is trying to redirect him at the same time she’s ignoring his tantrum.”* It can be useful to follow up with questions that explore the rationale for the strategy: *“What’s the benefit of that for the student?”* *“What is the student learning?”* *“What do you think the teacher’s goal is?”* *“Why do you think she made that choice?”*

Process Each Vignette and Pause Longer Vignettes: Rich discussions often happen based on small moments in the vignettes. Always pause after every vignette to have a discussion and allow for reflection and questions. If the vignette is worth showing, it’s worth discussion. (Discussions don’t always have to be long.) Some vignettes have built-in pauses—always take advantage of those and stop the video to discuss what has just happened. Pause longer vignettes once or twice through the vignette and ask teachers to discuss what they just saw. It is also useful to pause at a critical moment and ask: *“what would you do next?”* Sometimes these responses can lead to a practice for how they would handle the situation before actually seeing how the vignette plays out.

Identification of principles: Throughout the program you will be helping teachers to identify key principles. These may be ideas that apply to almost all classroom interactions (e.g., the attention principle or the modeling principle) or they may be ideas that apply to a specific topic (e.g. use labeled praise). The goal is to listen to the teachers’ ideas and discussions and to hear when they have talked about a key principle. The vignettes will almost always bring out these key ideas, and you can phrase questions to help this happen. For example, *“What do you notice about what she is paying attention to in that interaction?”* Once you hear the principle, you will highlight it, label it as a principle or key concept, and have your co-leader record it using the teacher’s name for the principle. This should be a deliberate process. *“Oh, Katherine you got one of our key principles. Let’s get that written down.”* Then you and the group can think of how to word it. *“So, what shall we say—it’s the principle of ignoring a behavior without ignoring the child completely.”* By drawing attention to the key concept/principles, you are helping to make this an idea that is overarching—and can apply to a lot of different situations.

Once a principle has been identified, you can refer back to it with other vignettes, use it in your end of the day summary, and notice when teachers are using examples of the principles in their own practice. Moreover by using the teacher’s name with the principle, you are highlighting the teacher’s insights and expertise. The workshop outlines provide ideas for some key principles and workshop blackboard notes provide other examples of some of the key principles that you might listen for. *Don’t get too caught up in worrying about whether something is a principle. If it seems important to you, call it a principle!* A principle does not have to use psychological jargon but can be worded exactly as the teacher states it. For example, a teacher might say when that teacher (on the vignette) ignored his tantruming she

was like a Buddha, incredibly calm. Then the group leader can say, *"Oh you get the Buddha principle, the importance of staying calm when ignoring."*

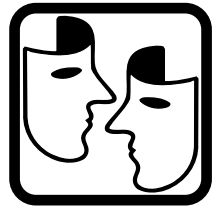
Managing Resistance to Vignettes: Often when teachers first see the vignettes, they may respond with complaints about the teacher's clothing or hairstyles, classroom setting, cultural context, or particular teaching styles that they see. Newer group leaders can feel discouraged by this and feel tempted not to show vignettes, or to try hard to convince the teachers that the vignettes are good. As group leaders become more comfortable with showing the vignettes, resistance from the group usually disappears. Vignettes are meant to stimulate discussion, so even when teachers do not like a particular teacher's style, the group can learn from watching the vignette. Remember that the goal is to identify key principles of teaching. So if a teacher says: *"I don't agree with that—she shouldn't be standing over that child like that—she's smothering her."* You might respond with: *"So, I hear an important principle here—you're really tuned into how your body position might affect the child-teacher relationship. Let's look at this a bit more and write down your principle. Could you show us how you would place yourself if you were that teacher?"* This approach identifies the key idea and then focuses the teacher on how to make the interaction more effective. So, rather than trying to make the teacher like what she sees on the vignette, the group leader facilitates a discussion about a key teaching principle. If teachers are bothered by the cultural context or by the classroom setting, you can acknowledge the differences. If you can then identify a principle, teachers can be asked to think how the principle would apply in their own settings. For example, *"So, this doesn't look much like your classroom. I agree that this setting is different. Let's first think about what this teacher's goal is. What is she trying to do in her setting?"* Once you've gotten a principle from that you can then say: *"So, this teacher is trying to pay more attention to the children in her group that are listening to her and she's trying not to give that wiggly boy any attention. She's using the attention principle to try to increase the positive behavior and reduce the negative behavior. How would that apply to your circle times? What behaviors could you attend to and what could you ignore?"*

Frequently at consultation days, more experienced group leaders will reflect that as they become more familiar and comfortable with the vignettes, they notice that they are no longer hearing teacher complaints about vignettes! The objective is not for teachers to necessarily copy what the teachers in the vignettes are doing, rather to discern the key principle of behavior management or child development and how to apply it in their situation. Having said that, we have heard teachers talk about doing something just like one of the teachers.



Role Plays or Practices

Setting up numerous role plays or practices for teachers is critical to the learning processes. You may think from discussion that teachers understand the principle or topic but when you see them practice "in action" you will have a better idea of their ability to put their ideas into real-life behaviors. There can be a discrepancy between how teachers cognitively would ideally like to behave and how they actually behave. It can be very difficult to think of the right words to use with children, manage angry thoughts and stressful feelings when children argue or disagree, or to follow through with consistent responses.



Role play practices help teachers to rehearse their behavior strategies, practice staying calm and using positive self-talk, and to get feedback from group leaders and other teachers about their skills. Here are some tips for successful role plays.

Setting up a Large Group: Most of the time practice should first be done in the large group so that you can scaffold and support the practice. Then teachers can move to small groups to copy what they saw modeled in the large group practice.

Remember you are the "director" of the role play and get to choose the actors, set the stage, and determine the script and roles for the things you want practiced. Always make sure that you have

covered the content prior to doing the role play. Then start with a simple role play that will illustrate the concept and achieve your learning objective for the practice.

Use positive forecasting! Present role plays as a valuable chance to practice or try out a strategy. Don't apologize for doing role plays and don't assume that teachers won't want to do them. If you are confident and positive about the practice, teachers will be too. Think about the difference between these two statements:

"So, I know that everyone hates role plays, but we need to do them. So we'll try to get through this as well as we can."

"So, now we have a chance to practice and see what this looks like. I love doing these practices because it makes these strategies really come to life, and it gives us a chance to explore how children might respond in the classroom."

Rather than ask for volunteers, select a teacher you think understands the behavioral concept and can successfully play the role of the teacher. Invite the teacher to help you, e.g., *"John, would you come up and help me by being the teacher in this next role play."* Then choose a teacher to be child. *"Sally will you be that child in your class who is always bothering the child sitting next to her."* (If you do this, remember to carefully set limits on what the bothering will look like and make sure that the teacher role player is equipped to handle the misbehavior.) Teachers, rather than group leaders, should be the role play participants. Teachers will learn more from being in the practices and if you are in the role play you will not be able to effectively scaffold or debrief the process.

Set the scene and build a script: Set up the role play by letting participants know the age of the child, developmental level and temperament of child, and what the child and teacher will do. First, ask the group for ideas for how the teacher should respond to the particular situation being set up. For example, *"So, in this practice, our teacher is going to be leading a circle time and Mark is going to be a 6 year-old child who is mildly wiggly and off task. Our other students will be listening. Our teacher is going to try to ignore him. What else can she do while she's ignoring to make the ignoring more effective?"* Get several ideas from the group. Record these on the flip chart as a rough script for the teacher. Using their suggestions, walk the teacher through her/her part in the role play before the practice starts. Give instructions to the child, letting him/her know whether they should be cooperative or noncompliant. If the child will be noncompliant, let them know if there are any limits (e.g., you should fuss and whine, but please don't throw things or hit). This is very important because you don't want the role play to require management techniques that haven't been taught yet.

Supporting the practice: Both the leader and co-leader can serve as coaches for the role play. Often one leader supports the role of the teacher and the other supports the role of the child. As the role play proceeds, freeze the scene at any time to give the teacher feedback for her effective skills, or to redirect, or to clarify something you didn't explain well. Provide the teacher role with plenty of scaffolding so s/he can be successful. Group members can also be asked to suggest ideas if the actor participant is stuck.

Debriefing the practice: Always debrief each role play. It can be helpful to start by asking for positive feedback from the group about the teacher's role: *"What did you see Maria doing well?"* Or *"What principles of ignoring did Bob use?"* Also debrief with the person playing child and playing teacher afterwards to find out how they felt during the practice. When applicable, rerun the role play with a different response using the ideas of another teacher. Sometimes you may want the person playing "child" to try the scene being in role as "teacher" so they can experience practice with this different approach.

Ideas for spontaneous role plays: There are many role plays or practices suggested in the leader's manual. However, try also to use spontaneous role plays that emerge out of a discussion of a difficulty a particular teacher is having and is asking for help with. When teachers feel you are directing these practices at their own real issues with their children at home they are very grateful for this support and understanding. Spontaneous role plays should be as well-scaffolded as planned role plays. Sometimes

a teacher will begin to enthusiastically describe a success she had with a particular student. These are perfect opportunities for the group leader to ask, *“Could you show us what you did? It would be so helpful to see it in action and help us learn from your experience.”*

Caution: Never set up a spontaneous role play that deals with a topic that the teachers have not yet covered in the program. So, in session 2, if a teacher brings up a high level misbehavior, you would not set up a role play that involved discipline. You might set up a role play that helped the teacher to think how he could praise a positive opposite behavior in that child or use social coaching for appropriate behaviors. It would be important to coach the child in the role play to be responsive to the praise and not to misbehave.



Behavior Plans

Behavior plans are an integral part of the TCM program. Teachers will work on plans during each session. For session one, it's necessary to allow at least an hour for behavior plans. In future sessions 45 minutes may be sufficient.

In the first session group leaders will walk teachers through a process of identifying one negative behavior for a target child and then using the strategies learned in each session to develop an intervention for that child. In subsequent sessions, teachers will add strategies from each day's content. It can be helpful to encourage teachers not to pick their hardest child, or to pick a less difficult behavior to start with.

It will be useful first to go through a sample behavior plan with the whole group. This may be done using a real example from one of the teachers in the group. It is often good to preselect a teacher who you think will be able to clearly present the details of the target child, and who will be able to select a clear target behavior. It's important that this example not be too complicated and that the teacher be on board with the process. Walk the whole group through the teacher's example, recording each step on the board so that all can see the plan unfolding. When you come to the intervention column, have the whole group brainstorm strategies from the day's learning that might be helpful in meeting the teacher's goal for the child. At the end of the brainstorm process, ask the teacher to choose which ideas she would like to try.

Next, break out teachers in small groups and have each teacher (or teacher team) work on a plan for a selected target child. Teachers bring back these plans every session and add to them. It is okay for teachers to begin a new plan in a later session, but then it's important to fill out all prior steps (e.g., if starting a new plan in session 3, it's important to complete proactive strategies, relationship building, praise and coaching, and incentives). Extra behavior plan forms can be found on the web site at www.incredibleyears.com/resources/gl/teacher-program/ in the extras for teacher group leaders.



Incorporating Parent Involvement in Every Workshop

Involving parents is a theme that should be covered in every workshop. For example, in workshop one where teachers are talking about building relationships with students, group leaders will lead discussions about why developing a relationship with their students' parents is also important for their student relationships. You may even do role plays of how to make friendly calls to parents to show support of their child. In workshop 2, group leaders will help teachers understand the importance of positive notes home to parents about their children's school progress.

Similarly in the remaining workshops consistently encourage teachers to consider parent involvement in determining incentives for students and sharing strategies about positive opposite behaviors to give attention to as well as planning ignoring for inappropriate behaviors. There are **teacher to parent communication letters** for every workshop topic. These letters include suggested home activities and tips such as reviewing classroom and or family rules with children, us-

ing academic and persistence coaching, ways to encourage social coaching, calm down strategies and how to problem solve with children. These letters provide parents with some tips that support their children's learning in the classroom and also provide **parent to teacher communication letters** for return messages. See your leader's manual or website for downloadable versions: www.incredibleyears.com/resources/gl/teacher-program/.



Review of Key Concepts, End of Day, Self-Reflection Checklists

In ending the day, it is important to do several things. First, the group leader should provide a review of the key learning from the day. Second, the recommended classroom activities to be done prior to the next workshop must be explained, and teachers should be encouraged to set a realistic goal for how he or she will implement some of the strategies in the classroom. One idea is to use the self-reflection inventories for principles review and goal setting. For example, have teachers look at the self-reflection inventory and say: *"Take about 5 minutes to do this self-evaluation. As you do, I'd like you to think about which of these concepts are strengths for you—star one or two that you feel you are really good at. Also, think about which of these are ideas that you'd like to do more of. Then I'll ask you to share one of your strengths and to pick one thing to share with the group that you want to do more of before next session."* Next have each teacher share a strength and a goal, and record these on a flip chart. You can use these goals to structure your check in during the next session and the exercise will also provide a review of some key concepts because many of the items on the inventory will tie into your key concepts. When you review specific classroom assignments, you can remind them of their goal (it will almost always fit into the classroom assignment).



Praise Teachers Often

Sometimes when new group leaders start leading groups, they are so preoccupied with the videos, new content schedule and group process methods that they forget to praise teachers for their input and ideas. It is important to listen carefully to what teachers have tried to do in their classrooms and praise their small steps towards behavior change. Remember that the teachers are professionals with many years of classroom experience and their ideas will add richness to the training. Ask your co-leader to help praise teachers' ideas, principles and insights. Give out stickers, small candies and awards to those who completed classroom activities, read chapters, or tried something new. Be excited about their learning process and successes! Remember that you are modeling the praise and encouragement you want teachers to use in their classrooms. Take a look at the teacher tool awards on our web site as these can be copied and given to teachers to acknowledge their successes.

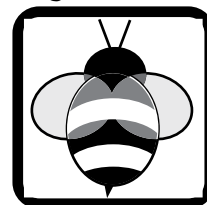
www.incredibleyears.com/resources/gl/teacher-program/

Building Positive Behavior Tool Award To:



Do Short Buddy Buzzes

Buzzes are when you ask teachers to "buzz" with another teacher to share and write down their ideas for a particular topic (e.g., recording "positive opposite" behaviors of negative behaviors, rewriting negative thoughts, or negative commands, or sharing calming strategies). The benefit of doing a paired buzz instead of a group brainstorm is that every teacher is immediately engaged in a task and involved in coming up with solutions. In large group brainstorms, perhaps only half the group contributes ideas and the other half is disengaged, or quiet, or distracted. After the buzz (3-5 minutes) is completed, each buddy can report on their buddy's ideas and these can be recorded by the co-leader on the flip chart. These are fun for everyone—try them out! Be sure to check out the buzz handouts in your manual for these exercises.



Review Self-Monitoring Checklists

It is important that each teacher has a class activities notebook that she can take home with workshop notes and handouts. Teachers also need a personal folder that is kept at the school/center/agency by

the group leader. In this folder you put the teachers' goals and their self-monitoring checklists. Each workshop teachers make a commitment on their self-monitoring checklist regarding their goals for the upcoming weeks in terms of reading, classroom practice activities and buddy calls. The following session they record on this checklist whether they met their goals and what they will work for the next workshop. Teachers also place their written classroom assignments in these folders so the group leader can review it between workshops. Your job as group leader is to be a kind of "coach" – to praise teachers for their successes with class activities and problem solve with them solutions to overcome their barriers to achieving their goals and to provide support so that they can set up achievable goals. This folder is a personal way for group leaders to provide individual and private feedback to each teacher in the group.



Call and Visit Teachers Between Sessions

It is highly recommended that group leaders make visits to teachers' classrooms. In an ideal situation, teachers would be visited at least once between each workshop. These school observations and meetings follow the same collaborative approach as the IY group workshops. Group leaders ask teachers what they would like to get out of your visit to their classroom. The group leader may observe part of a lesson, focusing on a goal that the teacher has specified. Often these are taken from the self-reflection inventories or are related to the behavior plan and target students that teachers are working on. Additionally, the group leader may model particular teaching skills such as how to use the Wally Problem Solving books, or use of puppets, or use of spontaneous rewards such as stickers or hand stamps, and support the teacher in the classroom as needed. These visits should not be framed as an assessment or test of their skill level, rather a way to understand their classroom demands and help support their efforts and tailor their behavior plans. After the classroom visit, teachers and the group leader meet to review the teacher's goals and behavior plans. The group leader gives positive feedback to the teacher about his or her strengths. Together the group leader and teacher collaborate and problem solve about additional goals or solutions to classroom issues. If an in-person visit is not possible, these meetings may be done using a video clip that the classroom teacher has filmed of something they did in their classroom.

Group leaders will find that some teachers will need more support between workshops than others either because of the number of children with behavior problems or because of the amount of experience the teacher has had previously. Ideally, group leaders will assess which teachers could benefit from more support and coaching between workshops. Teachers may also be directed to resources and articles on the web site that they might find helpful. See www.incredibleyears.com/resources/gl/teacher-program/



Keeping Contact and Supporting Teachers Between Workshops

In addition to making a school visit between workshops, group leaders can also keep contact with teachers by sending them emails to ask how they are doing or by setting up telephone calls to touch bases in regard to their success with their behavior plans. There is also a set of teacher editable buzz letters that go with each workshop that can be sent out by group leaders shortly after the workshop that summarize the key principles covered in the workshop and remind teachers of the classroom assignments and goals. These can found in Extras for Teacher Group Leaders ~ Teacher buzz forms www.incredibleyears.com/resources/gl/teacher-program/



Work Collaboratively with Your Co-Leader

It is important that the two leaders work together to plan their workshops. Leaders should decide who is showing particular vignettes, who is looking for "principles" from teacher comments, handing out prizes, and writing down key principles on the flip chart. It is very helpful for teachers to see the leaders collaborating and working together to lead the groups. When you break out for small group practices each leader can coach a different dyad or triad and give individual feedback. Leaders should respect each other and praise each other's ideas. It is generally a good idea for one leader to be the "content leader" and the other the "process leader." Group leaders usually take turns in these roles,

leading different sections throughout the day. The content leader takes responsibility for the new content being presented by leading the discussions, showing vignettes, and setting up. The process leader watches group dynamics and identifies teachers who want to speak, praising their ideas, pulling out principles, writing key points on the flip chart, and summarizing new concepts. The process leader can expand on a point that a leader is making but in general is following the lead of the primary leader in terms of content being learned. The process leader is always the note taker for the discussions.

If a group leader is working with a brand new group leader, then they can decide together when the new leader feels ready to try out leading some vignettes. It is not uncommon for new leaders to start by observing groups and helping with writing down key points and supporting the leaders during practice sessions.



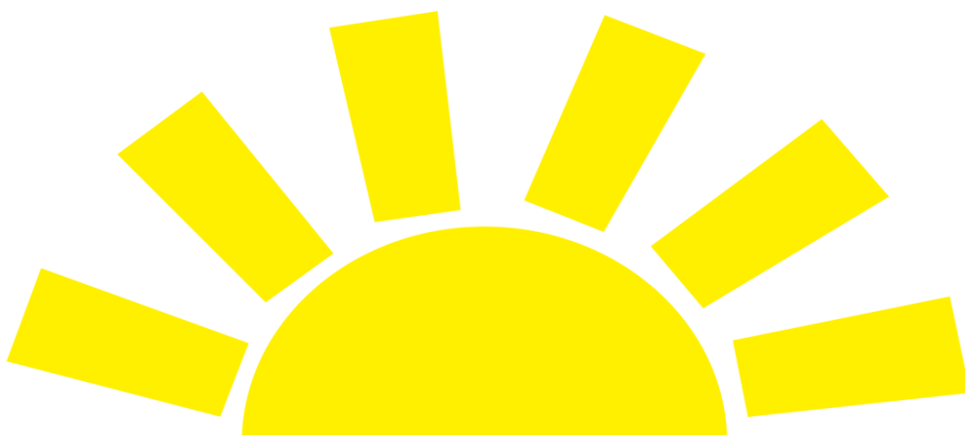
Be Sure to Videotape Your Sessions and Schedule Peer Review

Start videotaping your group workshops as soon as possible so that you and the teachers get used to this procedure. It is normal to be anxious about this at first. Explain to teachers that the purpose of this taping is for you to learn and get feedback on your process of leading this program. Reassure them that no one else will see the tape except your co-leader and the IY consultant. To desensitize yourself to the process of being videotaped – just video everything and look at the tape with your co-leader alone for some planning and peer feedback. Once you are used to this process, send a video of a session to IY as soon as possible. Include your self-evaluation with the tape or DVD. This process of self-reflection on your own work and determining your future goals with your co-leader is a key and supportive learning process. This is the way group leaders continue to learn throughout their lives and serves as encouragement for this work. Furthermore the feedback you get from certified IY peer coaches and mentors will help you with improving your group workshops and give you suggestions for leadership strategies to try. In addition, you will get feedback on the things you are doing very well and this will be reassuring and validating! Watching your group leadership approach on video is a powerful way of learning and sharing ideas with colleagues. Once you have learned this process and become certified then you can help support new group leaders by providing feedback on their group workshops. This creates a climate of mutual support among IY group leaders.



Prepare for Certification/Accreditation

Be sure to go for certification or accreditation as a group leader. This process validates your skills and competency to deliver this program with high fidelity. Not only that the self-reflection and coaching you receive is empowering and gratifying. Information about certification can be found at the following link: www.incredibleyears.com/certification-gl/teacher-classroom-management-certification/





***Hot Tips for Successfully Mediating Video Vignettes
Teacher Classroom Management Program***
Carolyn Webster-Stratton

Overview

The purpose of showing Incredible Years (IY) vignettes in the teacher training groups is to model key interaction skills and to promote teacher self-reflection, group discussion, problem solving and role play practice experiences. Many of the vignettes represent positive examples of teacher-student interactions while others show interactions that could be improved upon. It is a guiding principle of the IY Teacher Classroom Management (TCM) program that there are many ways of teaching effectively, so vignettes are meant to stimulate lively discussions rather than to be a prescriptive recipe for teaching. The underlying theory of the video methods in training workshops is based on the work of Bandura's modeling, social learning and self-efficacy theories (Bandura, 1977; 1982). Research shows that watching video models of others in common situations is a powerful teaching tool.

Based on my own research evaluating the effects of video modeling in conjunction with trained leader-led group discussion and practices we found in randomized control group trials that this method of training was superior to self-administered video (with no group discussion) and to group discussion alone (without video modeling) (Webster-Stratton et. al., 1988;1989; 1990). Video modeling plus a collaborative group discussion and experiential practice approach produced higher program outcome effects and more sustainable results at 1-year follow-up. While teachers are usually verbally oriented, it seems clear that participants learn a great deal more from observational and performance-based training methods than from didactic teaching or lectures. Participants watching and modeling how others interact and IY group leaders using these video instructions to trigger participant reflection, problem solving, and practices is a key learning process to the success of the IY teacher program.

Showing the vignettes is an active and reflective process. As teachers view vignettes, group leaders will lead discussions that help them to make sense of what they see in the vignettes, pick out key points what will become "take home" messages for the content area, and help teachers think about how these key ideas apply to their own interactions with their students at school. These conversations will include ways to that strategies are adjusted to meet children's developmental levels, the cultural context of the classroom, individual teacher styles or preferences, and the goals that teachers have for the children. There are a number of video mediating strategies that will enhance the group leader's effectiveness in using these vignettes.



Tip One: Select core vignettes and pace the number of vignettes you show strategically

Group leaders will not have time to show all vignettes listed in a workshop protocol. For teacher one-day 7 hour workshops, group leaders will show approximately 15-20 vignettes. The workshop protocols indicate some core vignettes that are selected to be shown to all groups because they illustrate key principles that apply across age and developmental level. Other vignettes may be more relevant for a particular age group (preschool, or primary grades). Depending on the program, core and specific age group vignettes are indicated with an Asterix or a † symbol. Newer group leaders begin by showing core vignettes. As group leaders become more familiar with the programs, they should become familiar with all vignettes, to that they can select vignettes that are particularly relevant for particular teachers or children. In groups where participants find the topic material new, unfamiliar, or confusing, group leaders will want to show

more vignettes to help them understand the key concepts, to see how to use a particular strategy, and to appreciate how the children respond to this approach.

When choosing additional or alternative vignettes consider the following:

- participants' goals and difficulties
- participants' understanding, knowledge, and prior familiarity of the content and principles being taught
- vignettes that represent the developmental level of children that the participants are interacting with
- vignettes that have children with temperaments and development similar to those of the participants' students
- vignettes that represent the culture of the children and teachers

It is important to realize that the participants' verbal and cognitive understanding of the strategy being discussed does not necessarily translate into actual behavioral change. When participants do the practices, group leaders will be able to see how much behavioral learning is actually occurring. Every group is different, and the pacing and number of vignettes shown will be influenced by each person's background education, knowledge, and teaching experiences as well as the student's developmental and behavioral problems. This "tailoring" of video vignettes, discussion and practices to the teacher's goals and needs is a key element of the Incredible Years training approach.



Tip Two: Mediating vignettes & narrations with pauses to assure participant focus and engagement

The video vignettes are not used by group leaders in a passive way like showing a movie, rather group leaders pause both the narration and the actual vignette several times. For example, for each new topic in an IY program there is an introductory video narration that summarizes the key interaction strategies and child developmental milestones that will be explored in the teacher workshop day. It is important that the group leader pause these introductory narrations at various points to ask questions about the content and word definitions used, to explore what participants are understanding, and to see if they have questions about the information provided. For example, they might ask, *"What does the narrator mean by the word self-regulation or school readiness?"* or, in order to be sure the participants see the relevance of the concept for their students they might ask, *"Do you agree with the rationale the narrator makes? How does this approach to emotional coaching address your goals for your student?"* Group leaders can also use this discussion to explore whether participants have concerns about how the content fits with their philosophy of teaching. A lot of content is covered in these introductory narrations and pausing for discussion allows the participants to digest the information, stay engaged, and not tune out if it doesn't make sense or conflicts with their pre-existing ideas.

After the introductory video narration is finished, the video is paused again so that the group leader can introduce the vignette to be shown and to focus the participants' attention on what they will see and what the leader wants them to look for. It is a group leader principle that each vignette should have a brief introduction. Sometimes the leader sets the context by sharing something about the child in the vignette, for example, his/her age, temperament, developmental level, or behavioral challenges. Other times, the group leader may share something about the classroom situation, or the interaction that is going to be shown. Or, the group leader may challenge the group to look for a particular strategy to be used. This orientation to the vignette should be brief, but will give group participants a context and keep them focused on what to look for. For example, a group leader says, *"In this next vignette you'll see how a teacher is using the ignoring strategy with a boy who is argumentative and defiant. Think about what makes her approach effective. Think about what the child is learning from this approach."*

When Mediating Vignettes ~

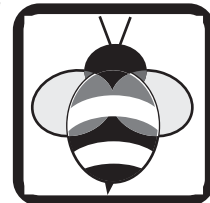
- **Pause introductory narrations** for discussion of key ideas or word definition
- **Set up each video vignette** with classroom context and suggestions for the leaders to focus on.
- **Pause longer vignettes several times** and always when there are built in pauses. This pause allows for discussion of a particular moment or interaction and promotes teacher self-reflection. If the vignette is not paused the teacher's thoughts, questions or insights may be lost by the end of the vignette.

- **Always discuss every vignette**—don't show 2 vignettes in a row.
- **Ask open-ended questions.** Always start with what the teachers observed in the vignette—What did they see? Was it effective?
- **Ask follow-up questions** to go deeper with teacher reflections: like “what’s the value of that?” “what’s the child learning?” “what do you think the teacher’s goal is?” “why do you think she made that choice?” “how is the child feeling?”
- **Work on identification of principles**—This should be a deliberate process. *“Oh, that’s one of our key behavior management principles. Let’s get that written down.”* Then the group leader and the group can think of how to word it. *“So, what shall we say—it’s the principle of combining ignoring with redirection—you are ignoring a behavior without ignoring the child completely.”* By drawing attention to this as a key concept/principle, you are helping to make this an idea that is overarching—and can apply to a lot of different situations. Then once it’s identified, you can refer back to it with other vignettes, use it in your end of the day summary, notice when teachers are using examples of the principles in their own practice. You can look at the list of blackboard notes for examples of some of the key principles that you might listen for. It can be empowering for teachers when their name is attached to the principle. For example, *“we are going to call this Trilby’s fun principle because this playful activity is building student’s relationships with their teacher and each other as well as promoting their learning.”*
- **Co-leader is recording key ideas and principles.** Do not write everything that is said.
- **Co-leader may summarize key ideas at strategic points**—after a long discussion or after a couple of vignettes have been shown, the leader may ask the co-leader to summarize the key learning from the discussion.
- **When teachers don’t like something in the vignette**, paraphrase their objection and then ask them how they would change the interaction to be more effective: e.g. *“So, you felt that throwing the goldfish crackers was demeaning to the children—how would you change this to make it feel more respectful.”* This moves from criticism of the teacher in the vignette to what the teacher would do instead.
- **When teachers don’t like something in the vignette**, highlight their rationale for this: *“so you’re saying that this praise wasn’t specific enough—I think that is a key principle....”*
- **Normalize less effective teaching moments in the vignettes:** *“I wonder how that teacher is feeling right now?” “How many of us have felt that way?” “How many of us have said something like that?” “What do you think her goal was for this student?”*
- **Rerun a vignette scenario** by using an idea from a teacher in the group (spontaneous practice)
- **Once key ideas have been pulled out of a vignette**, ask teachers to consider how they can apply these ideas or principles to their own classrooms and to particular students’ and teacher’s goals. It is important to refer frequently to how the behavior management strategy addresses the teacher’s long-term goals.



Tip Three: Facilitating Discussion About the Vignettes

During and after vignettes, group leaders ask questions to encourage participants to share what they have noticed so far, what makes the model teacher’s approach effective, or how they might handle the situation differently or more effectively. For example, the group leader asks, *“What was effective about this teacher’s ignoring? Why was it important she not give eye contact or respond to this boy’s defiant attitude?”* Help participants think about the benefits of this approach for the child behavior learning. For example, *“Do you think that the student’s strategy for getting attention from the teacher worked? What does the child learn from this teacher’s response and modeling?”* Based on participants’ responses, group leaders will ask other questions that explore different aspects of the vignette. The manual provides sample questions for group leaders to use, however group leaders will also develop their own questions to tailor the discussion to the participants’ particular goals. There are spaces in the manual for group leaders to record their favorite questions.



Rich discussions often happen based on small moments in the vignettes. Always pause during and after every vignette to have a discussion and allow for reflection and questions. If the vignette is worth showing, it’s worth discussion. (Discussions don’t always have to be long.) Some vignettes have built-in pauses—always take advantage of those and stop the video to discuss what has just happened. Pause longer vignettes

two to three times through the vignette and ask participants to discuss what they saw or are thinking or feeling. It is also useful to pause at a critical moment in the middle of a vignette and ask, *“what would you do next?”* Sometimes these responses to a paused vignette can lead to a role play practice for how the participant would handle the situation before actually seeing how the vignette plays out. Then when the vignette is continued teachers are watching for the things that were practiced and are more reflective and aware of the strengths in the teacher-child interactions being modeled. It is important to continue to show the whole vignette as the longer vignettes provide modeling of a teaching style and relationship building as well as specific management skills.



Tip Four: Identification of key principles

Throughout the program, group leaders will be helping participants to identify key interaction and behavior management principles. These may be ideas that apply to almost all interactions (e.g., the differential attention principle, or modeling principle, or calm down principle) or they may be ideas that apply to a specific topic (e.g. use labeled praise). The goal is to listen carefully to the participants’ reflections and discussions and to pull out a key principle. With strategic group leader questions, the vignettes will almost always elicit key ideas. For example, a group leader may ask, *“What do you notice about what this teacher is paying attention to in that interaction?”* Once the group leader hears the principle, s/he will highlight it, label it as a principle or key concept, and have the co-leader record it on the flip chart using the participant’s name for the principle. This should be a deliberate process. *“Oh, Katherine you got one of our key principles. Let’s write that down.”* Then you and the group can think of how to word it. *“So, what shall we call it—it’s Katherine’s principle of ignoring a behavior without ignoring the child completely.”* By drawing attention to the key concept/principles, group leaders are helping to make this an idea that is overarching—and can apply to a lot of different situations. Once a principle has been identified, the group leader can refer back to it with other vignettes, use it at the end of the session summary, and notice when participants are using examples of the principles in their own interactions. Moreover, by using the participant’s name with the principle, the participant’s insights and expertise are highlighted, thereby increasing their confidence and self-efficacy. The group leader workshop protocols provide ideas for some key principles and the blackboard notes also provide other examples of some of the key principles that group leaders might listen for.

Don’t get too caught up in worrying about whether something is a principle. If it seems important, call it a principle! A principle does not need to use psychological jargon but can be worded exactly as the participant states it. For example, a participant commented in one group that when he saw the person on the vignette ignoring her child’s tantrum she looked like a Buddha, she was so incredibly calm. The group leader replied, “Oh Peter you get the Buddha principle, the importance of staying calm when ignoring.” Later this group leader began to give out Buddha awards for parents that reported their ability to stay calm in a difficult situation.



Tip Five: Apply the principles to real life interactions

Once group leaders have helped participants discover a key relationship or behavior management principle, then the leader helps them think about how they can use this strategy to address their goals for themselves or their children or classrooms. For example, the group leader says, *“So you have seen the importance of staying calm when the student is oppositional. What calm down strategies do you use when a student misbehaves?”* At this point the leader may help the group to break out into dyad buddies or a group brainstorm to come up with a list of calm down strategies.

Examples of other questions that explore participant reflection on how they will use the strategy in the classroom with a particular child include: *“How do you see yourself using this approach to address your goal of reducing this child’s anxiety or his lack of social skills?”* or, *“What do you see the barriers to being able to use this approach with this student or in your classroom?”* Often these reflections and discussions will lead to spontaneous practices based on the participants’ ideas or suggestions, or to address potential barriers or resistance. This encouragement of participant self-reflection, problem solving along with practice exercises is an important element of the strength of the IY participant learning process.



Tip Six: Avoid repetitive questions and answers; instead, probe deeper to explore a participant's responses to group leader questions

Often participants will comment on a positive strategy they see in the vignette. For example, a participant might say, *"The teacher on the vignette is trying to redirect the boy at the same time she's ignoring his tantrum."* The group leader responds by being enthusiastic about this observation and pursues this idea. The group leader responds, *"Nice observation, do you think this is still giving the child too much attention? How does the attention principle work here ~ how long do you ignore before you use a distraction?"* These questions and discussions help to clarify the rationale for the ignoring strategy. Helping participants understand the rationale for a strategy is important to helping them develop confidence in using an alternative behavior change strategy to what they typically would do. Some good questions that get at helping participants understand the rationale for chosen strategy are, *"What's the benefit of that approach for this child? Why does it work?"* *"What do you think the teacher's goal is?"* *"Why do you think the teacher made that choice?"*



Tip Seven: Manage resistance to vignettes with understanding and provide rationale for their use

Sometimes when group participants first see the video vignettes, they respond with complaints that some of the vignettes seem outdated in terms of person's clothing or hairstyles or classroom set up. In some cases participants may feel that the people in the vignettes don't represent their reality in terms of classroom setting, cultural context, particular interaction styles, or diagnosis of the child, or developmental levels. Newer group leaders can feel discouraged by this and be tempted not to show these vignettes, may try hard to convince the participants that the vignettes are good, or may undermine the vignettes by agreeing with the participants that they are not useful. Although the vignettes can be a challenging part of the program to implement, they are a core part of the training and showing them is important to maintaining fidelity to the program.

As group leaders learn how to mediate the vignettes, resistance from the group usually disappears. Group leaders can respond to this feedback by acknowledging that some of the vignettes are indeed old, show American families, and may not look like their children, or classroom. The group leader explains the rationale for using vignettes, reminding the group that the vignettes are for them to think about, analyze, and react to, and not necessarily to copy.

As group leaders gain experience with participant reactions to vignettes, it is common for resistance to the vignettes to diminish. It takes skill, practice and consultation for the group leader to learn to how draw out principles from the vignettes and tailor them to the individual needs of teachers and children. Below are suggestions for responding to resistance to the vignettes.

When group participants do not like a particular vignette of a teacher's style or classroom, the group can still learn from watching the vignette. Remember that the goal is to be collaborative and to identify key interaction principles. So if a teacher participant says, *"I don't agree with that—she shouldn't be standing over that student like that—she's smothering her."* The group leader can respond with, *"So, I hear an important principle here—you're really tuned into how your body position might affect the child-teacher relationship. Let's look at this a bit more and write down your principle. Could you show us how you would place yourself you were that teacher?"* This approach identifies the key idea and then focuses the teacher on how to make the interaction more effective. So, rather than trying to make the participant like what she sees on the vignette, the group leader facilitates a discussion about a key interaction principle.

If group participants are bothered by the cultural context, language or by the classroom setting, the group leader can acknowledge these differences. Once the principle has been identified, participants can be asked to think how the principle would apply in their own settings. For example, a teacher group leader might first say, *"So, this doesn't look much like your classroom."* Then the group leader might say: *"I agree that this setting is different from yours. Let's first think about what this teacher's goal is. What is she trying to accomplish?"* Or *"I hear you saying that these activities are not something you would use? What activities do you use?"* Once the group leader has gotten a principle then s/he says, *"So, this teacher is trying to pay more attention to the*

children in her group that are listening to her and she's trying not to give that wiggly boy any attention. She's using the attention principle to try to increase the positive behavior and reduce the negative behavior. How would that apply to your circle times or with your children? What behaviors could you attend to and what could you ignore?"

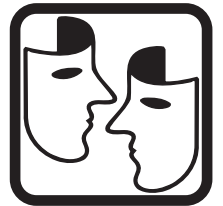


Tip Eight: Use vignettes to trigger role play practices

Sometimes a discussion about a vignette can lead to a spontaneous role play practice. For example, in the scenario above with the teacher who said she did not use activities like those shown on the video vignette the leader can reply, "so how can you bring about this kind of parent-child interaction with other activities in your classroom?" After discussion, the leader can set up a practice by saying, "lets practice using that reading activity to see if we can use this child-directed and narrative language principle."

It is also useful for a group leader to pause a vignette and ask teachers to think about and then role play what they would do next in that situation. Afterwards, the group can watch the rest of the vignette and discuss any differences in their role play versus the one on the vignette. Sometimes the participants do a better job!

When teachers feel a vignette is not effective, it can be effective to have them replay the vignette in a live role play using what they feel to be a more effective response. Role plays or practices that are set up to demonstrate participants' ideas, suggestions and experiences help participants resolve different viewpoints in regard to a vignette and build their confidence.



Tip Nine: Use Live Modeling as well as Video Modeling

Both of these modeling methods are key to participant learning and behavior change. I recommend that vignettes shown and discussed are followed by live modeling of a related scenario in the large group. Group participants are chosen to demonstrate first the teaching skill that has been modeled on the vignette. Suggestions for improvements derived from the group discussion can be incorporated into these practices. Next these practices are tailored to show how the behavior management or coaching principle used would be different for a for a child with limited language, or difficult temperament, or delayed play level. Following these large group role play practices, participants break up into dyads or triads to practice the modeled skills that are most appropriate for the target child on their behavior plan they are concerned about. During this time the group leaders can give personal feedback to dyads and help make sure that the strategy is tailored appropriately.

Another advantage of the live modeling approach is that if the group leader does not have a video vignette that reflects the particular participant's issue with a student, s/he can ask the parent to model either the child's behavior or response or their own response and other participants in the group can try out possible solutions based on their learning of the behavior management and relationship principles. These live modeling practices are mediated in the same way as the video vignettes with pause of actions for reflection and suggestions followed by replays according to the feedback. I even use a Ready-Set-Action clapboard to signal the start of the practice and adds fun to the practice.



Tip Ten: Take advantage of consultations from accredited IY mentors or trainers

It is not possible to cover everything about IY program delivery in one IY group leader training workshop. Mediating video vignettes and setting up role play practices is tricky. For new group leaders this training can continue via consultations via Zoom calls, or in-person workshops, or video reviews. During in-person consultation days, group leaders share videos of their group or workshop sessions. More experienced group leaders often reflect that as they have become more familiar and comfortable with the vignettes and they notice that they are no longer hearing participant complaints about vignettes! The objective is to use the vignettes to help participants discern the key principles of child-directed play and coaching interactions, using praise and incentives, effective proactive behavior

management, or key child development milestones and how to apply these principles in their unique situation or setting with their particular child.

Having said that, it's not uncommon for teachers to talk about trying something just like one of the people on the video. We also hear teachers watch a vignette and say: *"That's me. I do that."*

Using these tips for mediating video vignettes will not only enhance your enjoyment of using them as a collaborative teaching tool but also increase their effectiveness at bringing about cognitive, emotional, and behavioral change in participants. Moreover, using this collaborative group-based problem-solving approach enhances teachers' confidence, reduces their stress and promotes a supportive network of teachers.



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Some examples of mediating some specific vignettes

Below are some ideas about ways to mediate a few specific video vignettes. Some of these vignettes are ones that are commonly shown, and others are vignettes that often bring strong reactions from teachers. These can be some of the most effective vignettes if they are mediated well by the group leader.

Motivating Children Through Incentives DVD 4 Vignettes 11-13: Unexpected Rewards (Goldfish crackers)



This vignette always brings on a strong teacher reaction, so it's good to think about how you'll set it up. Before showing it, you might bring up the issue of the fish crackers being used by a teacher as a spontaneous reward. You might clarify: *"so in the other vignettes, students knew there was a reward system in place—for example, if I do this, then I will get this.... In this vignette, the teacher decides that someone has done a good job and gives an unexpected reward. Watch and see how this feels different. There may be some reactions to the way he's giving the crackers—don't let that get you so sidetracked that you miss thinking about how a spontaneous reward would be useful to your class."*

Right after the vignette, pause and allow them to laugh, react, etc.... Unpack their feelings about the use of fish crackers first (if there are reactions), and then get to the other point—if you weren't using fish crackers what would you use instead: (a hand stamp, a sticker, or a star to do the same thing). You

might also ask them: *“why do you think this teacher chose crackers?” “seeing this teacher in the other vignettes, what do you think his overall teaching style is in his classroom?” “what do you think his relationship is with his students?”* Those questions will humanize him and make teachers think about his goals and choices. It’s nice if you can get teachers to see that this teacher is being playful—they can still disagree with the crackers and throwing crackers, but it’s nice to think of it in the context of his relationship with his students. You don’t have to defend this teacher—but ask some questions that will get them to be thoughtful about him, rather than just shocked.

Make sure to also get back to the benefits of the spontaneous reward: *“what’s the benefit of doing this?” “how is this different than a system where students always know what to expect?” “what kinds of spontaneous rewards would you use in your classrooms?” “when might you use a spontaneous reward like this?”*

It is also important to show the Teacher Interview vignette with this teacher explaining why/how he uses the goldfish crackers. Don’t leave this out! When teachers hear his decision making, they can still disagree with how he does it, but will hear that he is thoughtful about it and that he has a reason/purpose for doing it.

Motivating Children Through Incentives DVD 4 Vignette 5-14: Green Patrol



Start as usual with open-ended questions about what teachers observe in the vignette and ask them what they like about the vignette. Teachers often comment that the students are involved and are evaluating their own behavior. While a student is putting in the chips, the whole class is working towards a goal. You could ask: *“how is this system likely to benefit the children?”* (giving a sense of accomplishment, ending day on good note, building cohesion in the class, etc....). It’s easy to end there with just a few positive things about the system. However, there is more to get out of this vignette.

Ask if there are any things that they would change or do differently to strengthen the strategy? Or, ask: *“If you had a class that was having difficulty with the transition of coming in from the playground after lunch, do you think that this is the most effective system?”* This question can start to pull out the idea that this system is probably too far removed from the specific earlier behaviors to make a difference during the transition behavior. If this class had trouble with a lunch time transition, then chips at the end of the day are too late. Teachers would want to put in a chip immediately, during the lunch time transition—So, depending on the goal of the teachers, this system may be working well (if they want to increase class cohesion and good feelings) or this system may not work well at all (if they want to change specific earlier behaviors during other parts of the day). Ask follow-up questions that get teachers to think about a specific aspect of the vignette interaction and encourage teachers to discover key points that have not yet come up in the discussion.

Motivating Children Through Incentives DVD 4 Vignettes 5-9: Bean Systems

Make sure to set the stage for what to watch in the vignettes—for this vignette remind teachers that this is a special education classroom with a lot of varied levels of child development and a lot of more extreme behaviors.

For example, you might say, *“there is a lot happening in the first few minutes of vignette when the teacher is counting the beans. Let’s pause a moment.”* Then ask: *“what do you think of the way that she figures out what the children have earned?”* There are a lot of possible issues or disadvantages to her approach. Many teachers will come up with barriers such as 1st—this is time consuming for the teacher, 2nd

this reward is too far removed from children and 3rd—whether this is developmentally appropriate? They might comment that many of these children can't count high enough to understand how many beans they need. Teachers may point out any of these things and then you can highlight their principle—e.g. *"Yes, so you're bringing up a great principle of reward systems and it's something that came up on the barriers list—we can't make systems that are too complex or time consuming for us as teachers."* Then the group leader can ask: *"what ideas do you have to make the management of the system easier?"* Or another principle: *"so you're noticing that the children are not involved in this system, and also that it may not be developmentally appropriate for some of them—that's really two principles, isn't it—let's get those down and then think of other ways that this might look..."*

In the next part of this vignette where the teacher is passing out the reward tickets, pause several times. For example, stop after the first two children get their rewards—the first children are pretty happy and seem to understand the reward. This part of the system is working pretty well for these children. The teacher has tied the reward to something that the children will be doing anyway (not expensive, etc...). The group leader could ask: *"what do you notice so far about how the system is working?"* Since this system does have a number of issues, it's nice to be able to highlight some things that are working well—teachers might be encouraged to notice that children are happy, that the reward is clear to them, that it's a logical and easy reward for teacher to give (getting to choose an area to play).

After the teacher gives the reward to the boy with Down's Syndrome, pause the vignette again and ask: *"what do you notice about her attention when she's giving these rewards?"* She is pretty tied to the tickets and getting through them, so she's missing an individual connection with each child—this is understandable—she has a lot going on! (And also, be sure to ask them to think about how the teacher is feeling/managing this tough class.). But it could still lead to a discussion about the principle that the warmth, relationship and social aspect of the reward is as important, or more important than the actual tangible reward itself!

At the end, teachers will always be sorry for Jamal—they will identify with his disappointment and that this is a public disappointment. Allow time for them to think through all these aspects. *What ways is this system possibly failing him? When a child doesn't get a reward, what message does the teacher want to convey?* Another question can be, *"Is it okay for a child to sometimes not earn the reward?"* *"What would you want to know about Jamal and this system to know whether it's a system that could work for him?"* (I'd want to know whether he fails every day—or just today). If he's mostly successful and wasn't following rules today—then system might be okay (with a few adjustments about how she presents the outcome). If this boy never earns his reward, then it's not working and needs to be adjusted. Lastly this is a great vignette to role play—have teachers brainstorm what message they would like to give to a child who hasn't earned a reward and then set up a practice.

Decreasing Inappropriate Behaviors DVD 5 Introductory Narration & Vignette 1: Ignoring

The ignoring introductory narration is separate from the first vignette. Be sure to pause after the narration and ask, *"so what is the idea here?"* *"why is the narrator saying that ignoring is powerful?"* *"How does it work?"* *"What is the 'attention principle'?"* After this discussion introduce the first vignette: *"here is a 1st grade teacher who is ignoring a behavior in her class. Think about what she is doing and why?"*

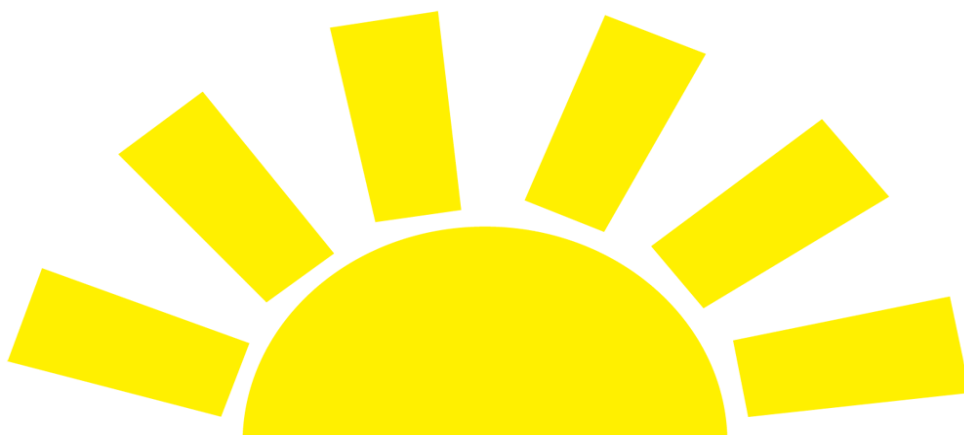
When the vignette finishes start with asking the teachers what they saw. *"What do you notice here? What behavior is she ignoring?"* *"Did she ignore right away?"* (No! She gave a warning first). When showing the vignette, you might even pause after the warning. This will highlight that ignoring is paired with a redirection—she gives him information about



what he needs to do to get her attention. You can ask why this is important. Then it might be a principle: *"Make sure that the child knows what behavior will get your attention back."* *"Often it can be helpful to start with a redirection and then switch to ignoring."* Then ask what the ignoring looked like. This defines ignoring: *"She turned away."* *"She didn't talk to him,"* Another good question is: *"how would you like to see this interaction end?"* *"So, the principle is that ignoring is not over until you have been able to give attention back to the child for a positive behavior."*

Note:

Every video vignette can elicit different reactions, thoughts, and feelings from different groups of teachers. The important aspect of this group-led discussion is not there is a right or wrong answer to the questions but rather that the group leader is using the vignettes to trigger teacher self-reflection, problem solving and discovery of ideas with each other. From this discussion the group leader and co-leader attempt to pull out the key teacher behavior management principles. Once this has occurred the next important strategy is to talk about how these principles can be used in their own classrooms and tailored to the unique goals for each student or teacher. It is more important to help the teachers understand the benefits of the principles for their own students and address the specific obstacles in their own classroom situations than the details of the teachers and students on the videos.





Incredible Years

Group Leaders Setting Up Role Play Practices

SCENARIO GOAL

Example: to promote target child social skill

DESCRIBE CHILD'S LANGUAGE AND PLAY LEVEL AND TEMPERAMENT

Example: functional play, typical language for 4 year old, anxious, withdraws from peer interactions

GROUP BRAINSTORMS DETAILS OF SCRIPT FOR TEACHER OR PARENT AND CHILD

Example: specific language words or social behaviors for child to learn; what parent or teacher will model, prompt with words, gestures, or visuals or coach and what will get positive attention or praise or a reward; Be precise about language to be used.

SELECT PARTICIPANTS FOR ROLE PLAYS AND CLARIFY ROLE OF ADULT, CHILD AND OBSERVERS

“Ready, Set, Action”

***PAUSE AS NEEDED FOR POSITIVE FEEDBACK OR OTHER SUGGESTIONS FROM AUDIENCE
REPLAY for new ideas or CONTINUE SCENARIO***

DEBRIEF SCENARIO

Example: ask what teacher or parent did well; how child felt and how person in role as parent or teacher felt

SUMMARIZE KEY LEARNING

REPLAY WITH CHILD OF DIFFERENT DEVELOPMENTAL STATUS

BREAK OUT INTO TAILORED SMALL GROUPS FOR PRACTICE

Example: break out groups by developmental level or language of child



Hot Tips for Leading the Benefits and Barriers Exercise

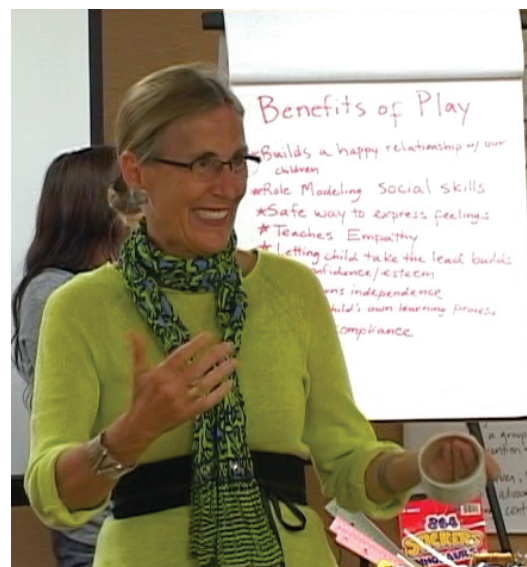
Carolyn Webster-Stratton, Ph.D.

15 March 2023

Overview

The purpose of the Incredible Years Benefits and Barriers exercise is for group leaders to explore with workshop participants the benefits of the skill being taught in the particular workshop session (such as, child directed play, social, emotion, academic or persistent coaching, descriptive commenting, praise, incentives, self-regulation skills, proactive discipline, and problem solving).

Exploring Benefits: After reviewing the previous session home or classroom assignments, the group leader introduces the new topic by asking participants what they think the benefits are of doing the particular parenting or teaching method being discussed in the session. You can start this discussion by dividing the group up into buddy dyads or small groups to discuss the benefits. After that the groups report their reflections back to the larger group and their key points are briefly summarized on a flip chart using the participants' words. As you validate their ideas, you can explore with them the rationale for the approach. Highlight how the benefit helps children achieve their developmental milestones or their particular goals. For example, you might say, *"one benefit you are saying of emotion coaching is that it builds a child's emotion literacy, which in turn will help children learn to self-regulate."*



Exploring Barriers: Once the benefits are discussed the same groups break out again in dyads or small groups to discuss possible barriers to using the particular coaching or relationship building method or behavior management strategy. Afterwards these barriers are summarized with the entire group and the key points are put on the flip chart next to the benefits list. For example, some barriers often discussed are: not enough time to do this because of number of children, not understanding the rationale for its use, difficulty managing the children's behavioral responses when using the particular approach, not believing in the particular approach, and not having the patience or motivation to carry it out due to home or school context stressors.




NOTE: During the barriers exercise discussion be sure you do not evaluate the barriers, or try to solve the problem obstacles but simply write down the obstacle as participants state them. Also remember not to mix up talking about benefits and barriers at the same discussion. Do each discussion separately.

Promote Reflections: Next ask the participants to look at the two lists and think about the short-term advantages and disadvantages of the approach and for whom there are benefits or barriers, such as parent, teacher or child. Frequently group participants will see that the barriers are mostly problems for the parent or teacher, especially in the short term, while the long term benefits are for the child and their future relationship with their teacher and/or parent. Keep these discussions fairly short and succinct because you will have time to unpack them and problem solve ways to overcome some of the obstacles as participants discuss the separate video vignettes.

After the lists have been created and summarized remind the participants that they will have chances to think more about the benefits and barriers as the session progress. A statement such as, *“we can see that there are many potential benefits to [topic], and there are also some barriers. As we go through the material today we can work together to build a list of principles that will help make [topic] effective and lead to these benefits and address your goals. Also we will note ways to try and reduce the barriers or avoid them.”*


Example:



Benefits/Barriers Discussion

Trainer models leading a benefits/barriers discussion about the value of teaching and supporting young children as they learn social skills

• Benefits	Barriers
<ul style="list-style-type: none"> • Important friendship skills • Children with these skills are more successful with peers • Children learn empathy • These are school readiness skills • Prevents conflict and melt-downs • Children feel better about themselves • More enjoyable interactions with adults and peers 	<ul style="list-style-type: none"> • Tantrums • Disagreements • Children too dysregulated to listen to coaching • Children should work problems out on their own • Too hard to coach social skills in a large classroom • Not enough teacher time to work with children in small groups



Rationale for Benefits and Barriers Exercise: The reason for doing this exercise is not just for the participants to think about their own particular teaching or parenting goals and obstacles but for the group leader to understand each individual participant’s viewpoint. During this discussion you will become aware of any possible misunderstandings about some aspect of normal child development, the nature of their goals for themselves or the children, or what family or school factors or philosophy may interfere with a participant’s motivation to use the approach. This information will help you as group leader know what questions to ask when mediating the vignettes and facilitating discussions. For example, when talking about a particular coaching method shown on the video vignette the group leader might address ways to use the method in large classrooms with limited time available or multiple children. Or, if there is a lack of understanding of typical child development, the group leader can talk about normal developmental differences in children’s language development, emotional regulation, ability to share, or wait, and temperament as well as what strategy might be most useful to meet a particular goal for the teacher or parent. Or, help the participants tailor the particular strategy being discussed to a particular child’s social, emotional or language level. For example, when discussing descriptive commenting, tailoring for a child with language delays by engaging in more modeling, prompting, limiting number of words, and using repetition and imitation.

Group leaders will address every new topic with this collaborative Benefits and Barriers exercise. This is an important opportunity for you to understand where your workshop participants are coming from before introducing the content details of the strategy being learned. Participants will benefit greatly from sharing important insights, knowledge, and their experiences with each other. This will build group support and trust which in turn will allow you explore in more depth the discussions of the vignettes and set up of the role play practices.



Key Principles of Benefits/Barriers Discussion



- Benefits/barriers are used to find out what teachers already know/believe about a topic
- Structure the brainstorm with benefits first and barriers second
- Group leader listens, validates, and paraphrases benefits while co-leader records the ideas
- Group leader does not challenge ideas, problem-solve, or try to persuade teacher of different point of view
- Group leader can validate teacher's point of view without endorsing the teacher's opinions: e.g. "So, one barrier to coaching social skills is the belief that children should work out problems on their own, without adult intervention."
- Benefits/barriers list will be used later during vignette discussion. Group will come up with principles to support the benefits and will come back to problem solve the barriers.



