

Part 6

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IY Parent and Child Programs
(How sessions match up/correspond)

Session One	Parent Training Child Training	Introductions, Goals, & Child-Directed Play Making New Friends & Learning School Rules
Session Two	Parent Training Child Training	Child-Directed Play Making New Friends & Learning School Rules
Session Three	Parent Training Child Training	Academic & Persistence Coaching How to Do Your Best in School
Session Four	Parent Training Child Training	Academic & Persistence Coaching How to Do Your Best in School
Session Five	Parent Training Child Training	Social & Emotional Coaching How to Do Your Best in School
Session Six	Parent Training Child Training	Social and Emotional Coaching Understanding Feelings
Session Seven	Parent Training Child Training	The Art of Effective Praise & Encouragement Understanding Feelings
Session Eight	Parent Training Child Training	Motivating Children Through Incentives Understanding Feelings
Session Nine	Parent Training Child Training	Motivating Children Through Incentives Problem-Solving
Session Ten	Parent Training Child Training	Establishing routines & Household Rules Problem-Solving
Session Eleven	Parent Training Child Training	Effective Limit Setting Problem-Solving
Session Twelve	Parent Training Child Training	Follow Through with Commands Anger Management
Session Thirteen	Parent Training Child Training	Ignoring Children's Inappropriate Behaviors Anger Management
Session Fourteen	Parent Training Child Training	Time Out to Calm Down Problem-Solving
Session Fifteen	Parent Training Child Training	Time Out for Aggression & Non-Compliance How to be Friendly
Session Sixteen	Parent Training Child Training	Natural & Logical Consequences How to be Friendly
Session Seventeen	Parent Training Child Training	Teaching Children to Problem-Solve How to be Friendly
Session Eighteen	Parent Training Child Training	Teaching Children to Problem-Solve How to Talk to Friends
Session Nineteen	Parent Training Child Training	Review/Adult Problem-Solving (option Advance Program) How to Talk to Friends
Session Twenty	Parent Training Child Training	Review and Graduation Review and Graduation

How to Use Black Line Drawings & Cue Cards to Facilitate Children's Pre-Reading, Writing, Language & Social Skills



Laminated Colored Cue Cards

Included in the Incredible Years® curriculum are a series of laminated, colored cue cards (or black line drawings) that show pictures of the major social and emotional concepts of the program (for example, pictures of Wally's 7 problem-solving steps, Molly sharing and helping, Tiny's 5 anger-management steps, Dina Dinosaur's rules, and a variety of solutions to problems). The cue card that represents the new skill being taught in a particular session is shown by the therapist during circle time to provide a visual reminder of the skill. These cards may also be posted on the board or walls in strategic areas so children can see them and therapists can refer to them during discussions.

Purpose of Black and White Line Drawings or Cue Cards

In addition to the laminated colored cue cards, there are also black line drawings of the same social skills pictures that may be Xeroxed for use with the children. The purpose of these black line drawings is as follows:

- to provide children with a visual cue, symbol, or picture that represents the social skill or feeling language being taught. This visual cue will help remind the children of this concept during sessions (e.g., trading, helping, sharing, calming down, problem solving).
- to provide pre-reading children with a visual cue or picture that, when associated with the written or spoken words for the concept, will facilitate pre-reading skills. Using the pictures in this way will help children see the connection between spoken language and print. The children will learn to read the picture and then the words.
- to provide children with a visual cue or picture that reminds them of a concept, feeling, or social skill they have been learning. As children are coloring or decorating the pictures, the therapist asks them to talk about the concept and transcribes their answers on the line drawing. This association between the children's verbal language and the therapist's transcription is a beginning pre-writing skill to help children see the connection between their verbal description and the therapist's written language. This transcription also enhances language development.
- to provide ESL children or children with limited or delayed language with a visual cue, symbol, or picture that represents the social skill or feeling being talked about. As the children are coloring or decorating the pictures, the therapist "describes" and labels the concept as well as the children's drawing. For example, the therapist might say, "Wally is thinking of the first step to solving his problem. He is thinking of a solution or choice he can make. Now you are coloring his solution a bright red color. Now you are putting yellow color on top of the red solution light bulb." This "descriptive commenting" has been shown in research to be an effective way to increase children's language development.
- to provide children with a picture to show their parents so that parents know what their child has been learning in school and can reinforce that behavior using similar language when they see the behavior occurring at home.

The Do's and Don'ts of Using Black Line Drawings To Teach Pre-Reading Skills, Foster Language Skills & Promote Social Competence



Do:

- Therapist looks at pictures with children and labels or describes the concept on the picture with words (promotes pre-reading skills).
- Therapist asks the child to “act out” or demonstrate the concept represented on the picture (promotes practice of prosocial behavior).
- Therapist asks the child to repeat or “talk about” the concept on the picture (promotes language skills).
- Therapist writes down the child’s ideas about the picture (promotes pre-writing skills), or helps the child to write about the concept represented on the picture with an example (promotes writing skills and concept integration).
- Therapist praises the child’s efforts in talking about the concept or drawing (patience, persistence, understanding of concept).
- Therapist provides opportunities for child to combine this learning with additional art projects. For example, line drawings are provided with a variety of materials to decorate such as big crayons, sequins, glitter, glue, etc.). Colorful and innovative posters may be made from these drawings for the walls or pictures put on popsicle sticks to make puppets.
- Therapist encourages the child to draw his/her own pictures of the concept after the idea or concept has been taught and understood.
- Therapist encourages older children to write and act out problem-solving stories or plays using the concepts, social skills, or problem-solving skills they have learned.
- Therapist labels child’s feelings (proud, happy, calm, excited) as children do art activities with these pictures.

Don't:

- Ask child to color in lines.
- Leave child on his/her own to color or complete activity without adult coaching.
- Give commands about the “right” way to color picture.
- Ask too many questions so that child is reluctant to talk.
- Be critical of the child’s scribbles or colors used.

Remember, the purpose of this activity is not an art project but rather a learning task designed to help children learn the specific social, emotional skill as well as to enhance pre-reading, reading, pre-writing or writing skills. Creative art supplies can be added to enhance the fun with this activity.

Individual Assessment Behavior Plan Checklist

Step #1: Identify Negative Behavior (choose 1 or 2 to start)

Step #2: Ask Why is the Misbehavior Occuring? (Functional Assessment):

Formulate a hypothesis about why the child is misbehaving. The following checklist will help you to understand the child by thinking about why the child may be behaving in a particular fashion:

Understanding the Misbehavior	Yes	No
<ul style="list-style-type: none"> • Child uses the misbehavior in order to get attention. • Child is venting frustration with the misbehavior. • Child does not have the developmental ability to do other behaviors. • Child uses the misbehavior to avoid stress or some unpleasant task. • Child finds the behavior fun in and of itself. • Child is unaware of doing the behavior. • Child uses the behavior to obtain power over others. • Child uses the behavior to gain revenge. • Child has not been taught other more appropriate prosocial behaviors. • Child’s home environment or past history has not taught the child predictability or the trustworthiness of adults. • Child’s community endorses the behavior. • Child’s behavior reflects child’s feelings of inadequacy. 		

Step #3: Target Desired Behaviors

Step #4: Select Proactive Strategies—Keep Records of Progress!



Encouraging Emotional Regulation Behavior Plan

Example of Behavior Plan: *Ida (Age 4 years)*

Step #1 Negative behaviors	Step #2 Occasion	Step #3 Desired behaviors	Step #4 Proactive Strategies & Reinforcers to Use	Step #5 Consequences of Misbehavior
Cries and throws tantrums	When adult stops her from doing something	Stays calm when disappointed or prohibited from doing something	Label Ida's positive emotions (happy, calm, relaxed)	Ignore tantrums and crying
Hits other children when doesn't get own way	When peer refuses to share	Uses a cooperative strategy (e.g., ask, share trade, wait a turn) Uses words to express feelings	Praise cooperative behaviors when she plays with peers Give hand stamp for waiting quietly Encourage her to ask for help when frustrated	Put in Time-Out or calm-down chair when hits another child Physically help her follow through with instructions Remove toy if used destructively
Refuses to follow adult directions	When adult gives directions	Follows adult directions	Praise Ida for following directions Help Ida practice sharing	
Plays alone but not with others		Plays more with peers	Praise peers for being friendly and playing with Ida	
Negative classroom reputation (rejected by peers)				

Behavior Plan For: _____

Step #1 Negative behaviors	Step #2 Occasion	Step #3 Desired behaviors	Step #4 Proactive Strategies & Reinforcers to Use	Step #5 Consequences of Misbehavior
1.				
2.				
3.				

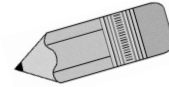


Sample IY Behavior Intervention Plan for Child With Attention Deficit Disorder and Conduct Problems

for _____

Developed by: _____

Date: _____



This behavior intervention plan has been created to support the goals and objectives in the IEP dated _____, and should be considered an addendum to the IEP.

I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

- Arrange for someone to meet him at the bus and escort him through the building to his classroom, so that he can enter the classroom more calmly.
- Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon.
- Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time.
- Modify activities/expectations (e.g., time on task, # of activities, criteria for completion, etc.) to reflect his needs and capabilities, providing for success and challenge. Team (OT/PT, Resource, Parents, etc.) input regarding these expectations is recommended.
- Use a picture sequence card/chart (large for class, small for himself) that outlines his daily schedule, to help him anticipate large transitions. Announcing upcoming transitions and counting down to them is also helpful.
- In lines give him a task or job (carry something, "give yourself a hug"), as well as place him in close proximity to the escorting adult.

II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

Intervention	Example
1. Frequent verbal cueing to help student understand positive expectations	"I play with kids who share." "I spend time with students who are working."
2. Give ample preparation for upcoming transitions and any changes in plans or routine. Timmy needs to know the routine each day. He likes to be reminded about what is happening next. Giving him helper roles assists in transitions.	"Time to clean up in 5 mins..., 2 mins..."
3. Praise other nearby children who are displaying appropriate behavior.	"_____ and _____ are cleaning quickly. Good job, you will be ready for snack."

4. Frequent descriptive praise of appropriate behavior. "Catch him being good," especially when he is not drawn into others' inappropriate behaviors.	"You're sitting quietly. Good job!" He responds positively to attention and material reinforcers, such as stickers.
5. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior.	"I see you working hard on your _____. When you are finished you can put a star on your chart!"
6. Redirecting student towards positive expectation.	"Timmy, what do we do next on your project?"

III. Decreasing Inappropriate Behaviors

A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

Intervention	Example
1. Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.	Hand signal, facial expression and/or eye contact. Use for positives as often as possible. "We are quietly putting blocks away."
2. Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice. (Precision Requests are helpful here.)	"You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again in a few minutes." Counting is also sometimes effective. "You have until 4 to make a choice."
3. Clear limits are set by clarifying positive and negative consequences, in firm voice. (Give space and time to comply.)	"Timmy, sit with us quietly or take a quiet minute. Show me what you are going to do."

B. Time Out (level 3)

The child has become very escalated, and is very angry and disruptive to classroom work. Tends to display more noncompliant, aggressive, and loud voice tone. At this time, the child is unable to respond effectively to redirection and choices. It may be necessary to send the child to Time Out to assist him in regaining control of his feelings and behaviors.

Intervention	Example
1. Clear limits are set regarding when Time Out will be used. Avoid giving too much attention when he is angry. (Give him a minute to comply.)	"You need to calm down and quiet down or you will need to take a Time Out. Can you take a quiet minute now or do you need to go to Time Out?" "That's great, you will earn extra stars for that."
2. A clear warning is given to comply or he will need to take a Time Out. Give clear but concise + and - choices. (Give him a minute to comply.)	"That is your second warning. You have made the choice to go to Time Out now for 5 minutes."

Redirect attention of class and reinforce other children for appropriate behaviors during this time.

3. If Timmy is unable or unwilling to take a 5-minute Time Out in the class, the teacher will call the office and ask for assistance in taking him to the next class to do his Time Out there. An "on call" team has been set up to help a teacher in need.

Staff will be neutral and give minimal attention to Timmy. He can return to class after 5 minutes of calm and quiet sitting. He will be welcomed back to class.

4. Once Timmy returns to the classroom, we consider it a "clean slate" and do not rub his nose in his mistake.

"I can see that you are calm now. Let's try again. I know you can do it! What do you need to do now to earn a star?" "Good for you. You are really learning to help others and control yourself."

Child will return to class and resume activities as long as he is in control and responsive to adult redirection.

IV. Plan for Involving Parents

1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day. For example, 4 stars = extra reading time with Mom; 8 stars = friend over after school; 8 stars = small prize; etc.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.
4. Parents will be encouraged to support Timmy's successes and to avoid focusing on and talking about his mistakes (Time Outs) at school. Misbehavior at school will be handled at school and it will not be necessary for parents to enforce additional punishment.
5. Meetings with parents will be set up to foster positive collaboration and a consistent plan from home to school.
6. Parents will be invited to participate in planning incentives, participating in field trips, and so forth.



Incredible Years® Behavior Plan

for _____

Developed by: _____

Date: _____



This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

I. Preventive Strategies

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

II. Encouragement of Appropriate Behaviors

Targeted Positive Behaviors to Increase. The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

Effective Motivators and Incentives. The following teaching strategies are effective in motivating this student and increasing his/her prosocial behaviors and academic success:

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children when he/she is off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever he/she earns 25; “happy gram” coupons are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

III. Decreasing Inappropriate Behaviors

Targeted Negative Behaviors to Decrease. The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

Effective Strategies for Handling Misbehavior. The following teaching management strategies are helpful with this student:

For example: clear nonverbal cues and reminders were helpful in redirecting him/her back on task for non disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Out consisted of chair in corner of room for 5 minutes; if he/she couldn't sit in chair, office was called and he/she went to classroom next door for 5-minute Time Out; loss of computer privileges if he/she had 2 or more Time Outs in one day.

IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

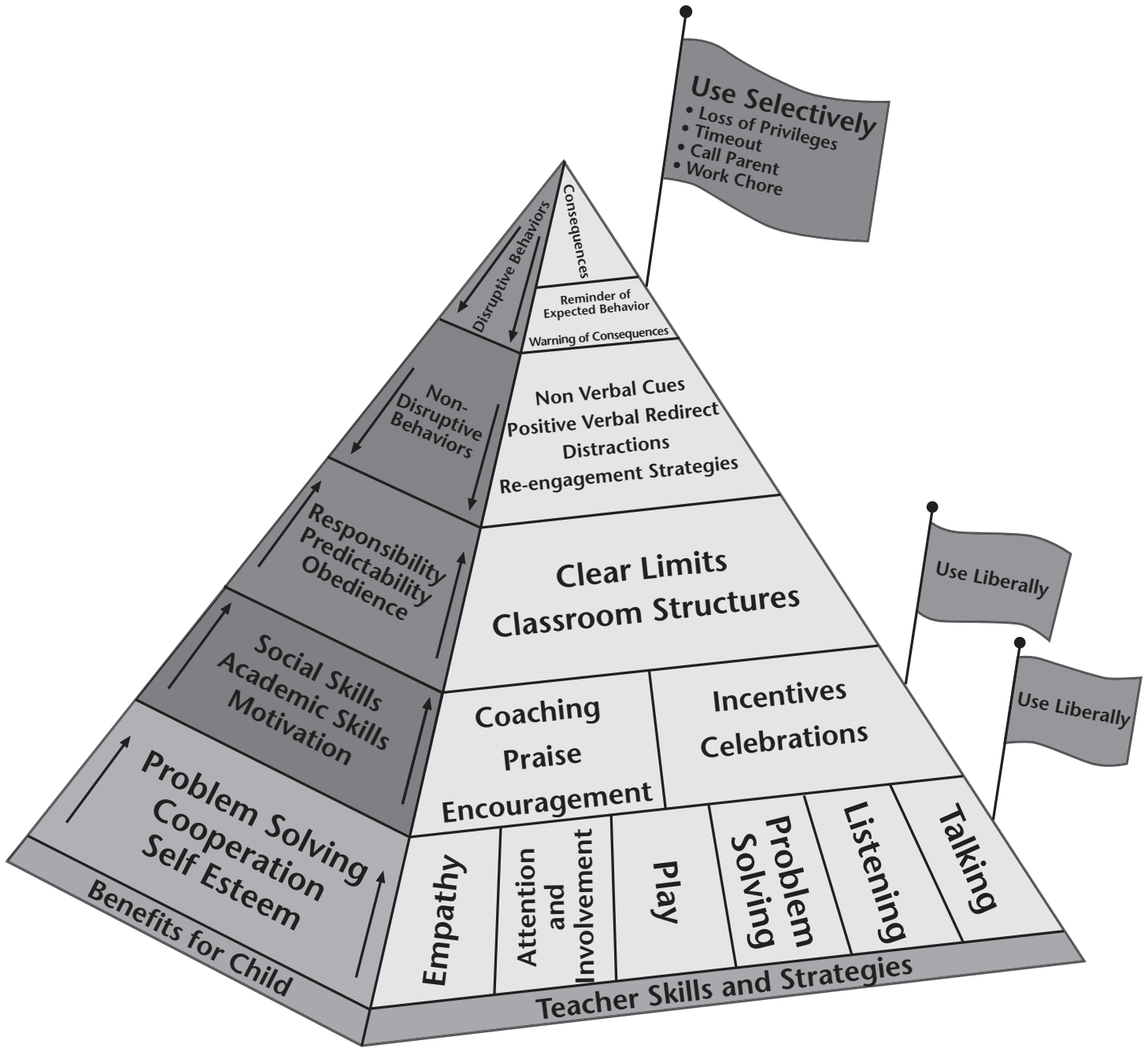
V. Plan for Collaborating with Parents:

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail.

Plan discussed and agreed upon (date): _____

Plan to be re-evaluated (date): _____



Teaching Pyramid®

Therapists Thinking Like Scientists



Child Problems

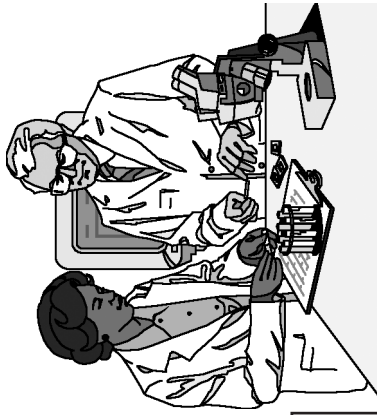


Child Strengths



Goals

Therapists Thinking Like Scientists



Child Problem

Child Strengths

Goals

Strategies	Benefits	Obstacles <small>[thoughts, feelings, behavior in self & others]</small>
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Ongoing Plans

CHILD TREATMENT

Attendance/Homework

Session	Date	Content	Attendance/Homework						Parent letter sent	Teacher letter sent	Parent Book
			Subject Number and Child Name in columns below								
										Chapters for Parents**	
1		Apatosaurus Unit: Dina New Friends and Dina Rules							#1	#1	Intro & Ch. 1
2		Iguanodon Unit: School Part 1							#2	#2	Ch. 2
3		Iguanodon Unit: School Part 2							#3		Ch. 3
4		Triceratops Unit: Feelings, Part 1							#4	#3	Ch. 4
5		Triceratops Unit: Feelings, Part 2							#5	#4	Ch. 5
6		Stegosaurus Unit: Problem Solving Solutions, Part 1							#6	#5	Ch. 11
7		Stegosaurus Unit: More Solutions, Part 2							#7		Ch. 12
8		Stegosaurus Unit: Consequences, Part 3							#8	#6	Ch. 7
9		Tyrannosaurus Rex: Controlling Anger, Part 4							#9	#7	Ch. 8
10		Tyrannosaurus Rex: Controlling Anger, Part 5							#10		Ch. 6
11		Problem-Solving: Review, Part 6							#11		Ch. 9
12		Allosaurus Unit: Helping, Part 1							#12	#8	Ch. 10
13		Allosaurus Unit: Sharing, Part 2							#13		Ch. 10
14		Allosaurus Unit: Team- work at School, Part 3							#14		Ch. 12
15		Allosaurus Unit: Team- work at Home, Part 4							#15		Ch. 13
16		Brachiosaurus Unit: Tell, Listen, Ask, Part 1							#16	#9	Ch. 14
17		Brachiosaurus Unit: Tell, Listen, Ask, Part 2							#17		Ch. 15
18		Graduation/Party									

*Copies of parent and teachers letters in Home Activities Manual

***Incredible Years* book, Chapters for parents not in IY Parent Group

Facilitating Children’s Language & Pre-School Readiness Skills: Therapists as “Academic and Persistence Coaches”

Using academic and persistence coaching to narrate children’s behavior and activities is a powerful way to strengthen children’s language and school readiness skills. The following is a list of actions, behaviors and objects that can be commented upon when playing with a child. Use this checklist to practice these coaching methods.

Objects, Actions	Examples
_____ colors _____ number counting _____ shapes _____ names of objects _____ sizes (long, short, tall, smaller than, bigger than, etc.,) _____ positions (up, down, beside, next to, on top, behind, etc.,)	“You have the red car and the yellow truck.” “There are one, two, three dinosaurs in a row.” “Now the square Lego is stuck to the round Lego.” “That train is longer than the track.” “You are putting the tiny bolt in the right circle.” “The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle.”
Persistence	
_____ working hard _____ concentrating, focusing _____ stay calm, patience _____ trying again _____ problem solving _____ thinking skills _____ reading	“You are working so hard on that puzzle with your friend and thinking about where that piece will go.” “You are so patient and just keep trying all different ways to make that piece fit together.” “You are staying calm and trying again.” “You are thinking hard about how to solve the problem and coming up with a great solution to make a ship.”
Behaviors	
_____ following parent’s directions _____ listening _____ independence _____ exploring _____ waiting	“You followed directions exactly like I asked you. You really listened.” “You have put your shoes on all by yourself.” “You asked for a turn and now you are waiting for a turn on the computer. You show you are ready for school.”

Facilitating Children’s Emotion Learning: Therapists as “Emotion Coaches”

Describing children’s feelings is a powerful way to strengthen their emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing a child’s emotions. You can also use the feeling cards to ask children to show you the picture of their feelings.

Feelings/Emotional Literacy	Examples
_____ happy	“That is frustrating, and you are staying calm and trying to do that again.”
_____ frustrated	
_____ calm	“You look proud of putting that together.”
_____ proud	“You seem excited about playing in the bath.”
_____ excited	
_____ pleased	“You are so patient. You keep trying to figure out where the puzzle piece goes. You got it! You look happy.”
_____ sad	
_____ helpful	“You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you.”
_____ worried	
_____ confident	“You are so curious. You are trying out every way you think that can go together.”
_____ patient	
_____ having fun	“You are embarrassed you spilled paint on your shirt, but you look pleased with your painting.”
_____ jealous	
_____ forgiving	“Your friend is happy you shared with her.”
_____ caring	
_____ curious	
_____ angry	
_____ mad	
_____ interested	
_____ embarrassed	

Remember to Model Feeling Talk and Sharing Feelings

- “I am proud of you for sharing with your friend.”
- “I am really happy playing with you.”
- “I was nervous it would fall down, but you were careful and patient, and your plan worked.”



Facilitating Children’s Social Learning: Therapists as “Social Skills Coaches”

Describing and prompting children’s friendly behaviors is a powerful way to strengthen children’s social skills. Social skills are the first steps to making close friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend. Use this checklist to practice your social skills coaching.

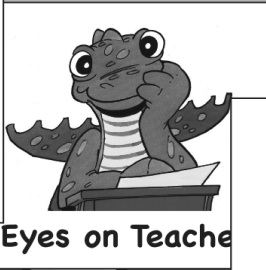
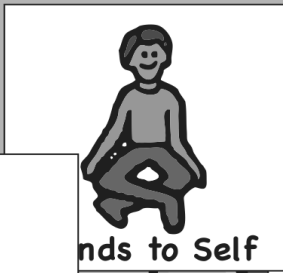
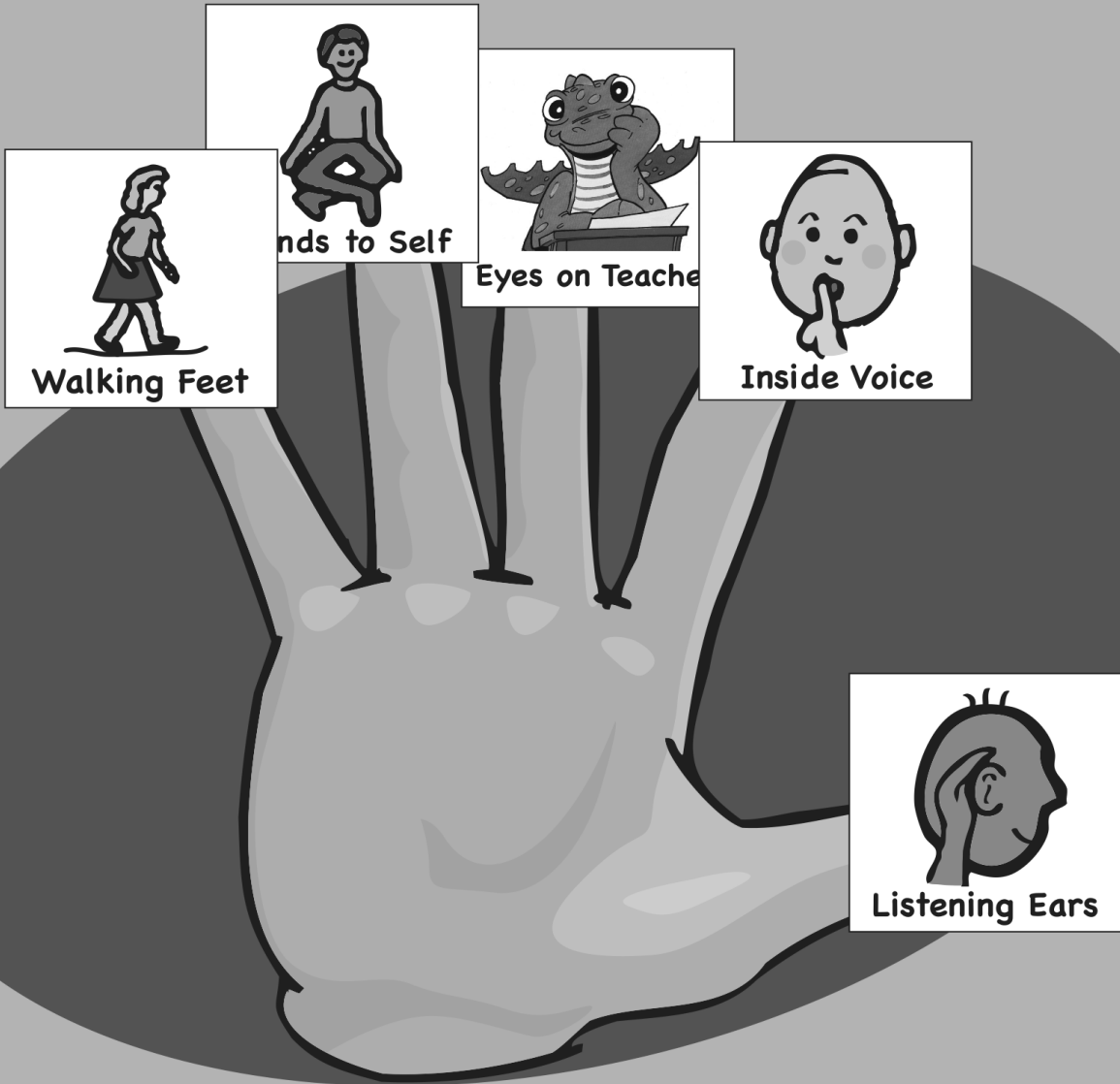
Social/Friendship Skills	Examples
_____ helping _____ sharing _____ teamwork _____ using a friendly voice (quiet, polite) _____ eye contact	“That’s so friendly. You are sharing your blocks with your friend and waiting your turn.” “You are both working together and helping each other like a team.” “That is friendly to look at your friend.”
_____ listening to what a friend says _____ taking turns _____ asking _____ trading _____ waiting	“You listened to your friend’s request and followed his suggestion. That is very friendly.” “You waited and asked first if you could use that. Your friend listened to you and shared.” “You are taking turns. That’s what good friends do for each other.”
_____ responding to a friend’s suggestion _____ gesturing (e.g., pointing) _____ smiling at peer _____ using soft, gentle touch _____ asking or gesturing to use something a friend has _____ cooperating _____ including another in play	“You made a friendly suggestion and your friend is doing what you wanted. That is so friendly.” “You pointed to where the red block is to help your friend.” “You are helping your friend build his tower.” “You are being cooperative by sharing.” “You worked together to figure out how to put those blocks together. You are good friends.”

Prompting

- “Your friend is looking for yellow blocks. Do you think you can find her a yellow block?”
(praise child if s/he tries to give a compliment)
- “You did that by accident. You can say ‘I am sorry’ to your friend.”

Modeling Friendly Behavior

- Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills. For example, “I’m going to be your friend and share my block with you.”

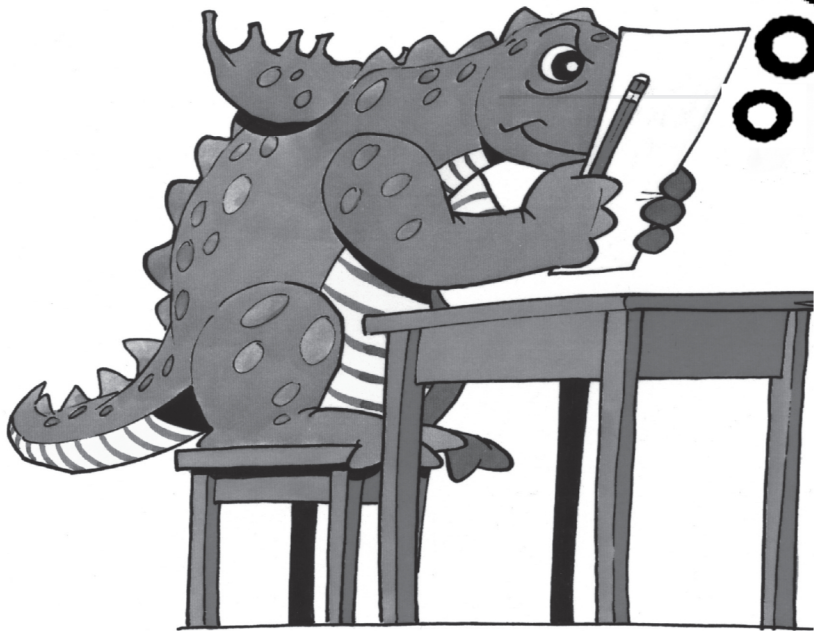


Dina's School Rules "Show Me Five"



The Incredible Years®

I can work quietly at my seat and stay in my seat.



Child Name				

I can listen when others speak. I can pay attention to the teacher.



Child Name

I can put up my quiet hand without calling out.



Child Name				

Dina's Daily Behavior Chart

Name _____ Date: _____

Green = Outstanding for _____

Blue = Good for _____

Circle Time

Bonus For:

Snack

Small Group Activity

Break



Super Star Award

presented to

because

Signed

Date



©The Incredible Years®

Super Star Award

presented to

because

Signed

Date



©The Incredible Years®

Attention:

_____ Parent's Name

I'm very proud to announce that

_____ Student's Name

**has made an AWESOME IMPROVEMENT
in our classroom because**



Signed

Date

©The Incredible Years®

Attention:

_____ Parent's Name

I'm very proud to announce that

_____ Student's Name

**has made an AWESOME IMPROVEMENT
in our classroom because**



Signed

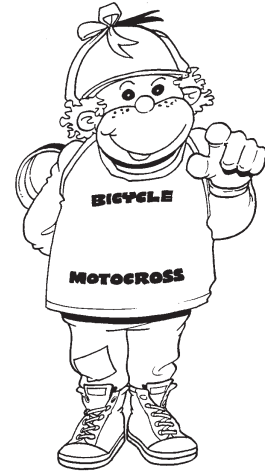
Date

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Parent-to-Teacher Communication Form

To:

Comments:



From:

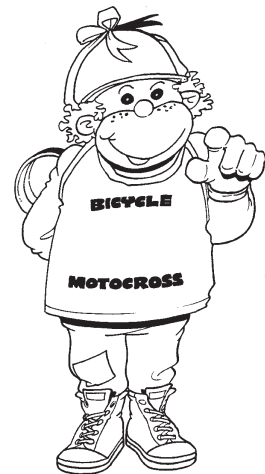
Date:

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Parent-to-Teacher Communication Form

To:

Comments:



From:

Date:

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COOL DUDE AWARD

Presented to

for

- ___ being strong enough to control anger
- ___ staying “cool” when faced with a problem
- ___ finding problem-solving solutions
- ___ helping and supporting another child
- ___ teamwork in the classroom

Signed

Date



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COOL DUDE AWARD

Presented to

for

- ___ being strong enough to control anger
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- ___ finding problem-solving solutions
- ___ helping and supporting another child
- ___ teamwork in the classroom

Signed

Date



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©The Incredible Years®

Happy Gram!

It gives me great pleasure to report to you
that _____

has

Student's Name



Thanks for your support!

Teacher's Name

Date

©The Incredible Years®

Happy Gram!

It gives me great pleasure to report to you
that _____

has

Student's Name



Thanks for your support!

Teacher's Name

Date

©The Incredible Years®

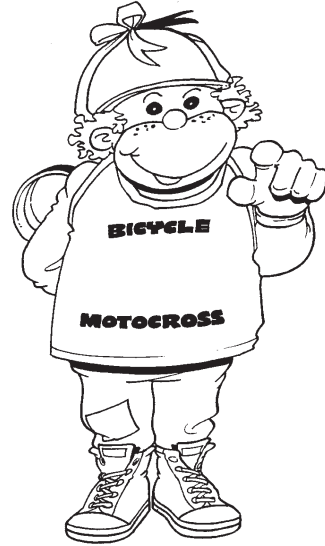
A Word from Wally

To:

Comments:

From:

Date:



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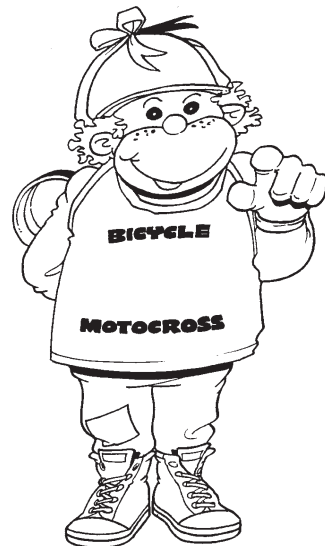
A Word from Wally

To:

Comments:

From:

Date:

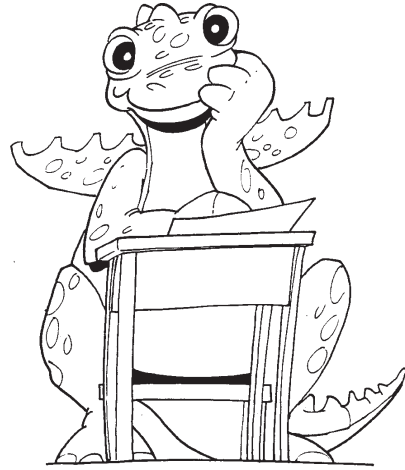


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A Word from Dina

To:

Comments:



From:

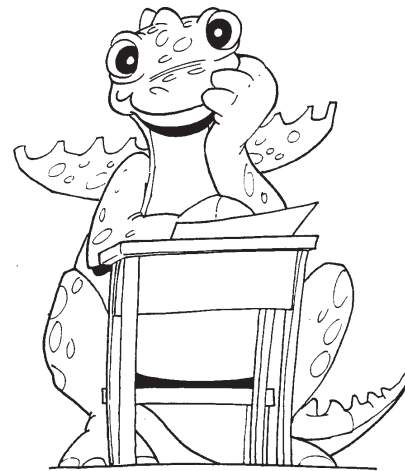
Date:

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A Word from Dina

To:

Comments:



From:

Date:

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Friendship Award
to



For using the skill of

Signed

Date

©The Incredible Years®

Friendship Award
to



For using the skill of

Signed

Date

©The Incredible Years®

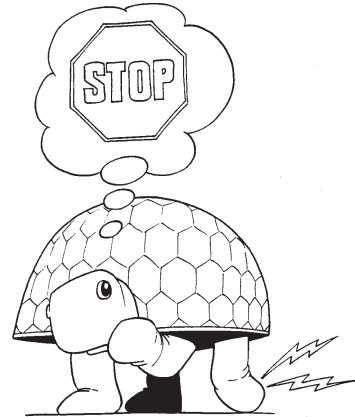
Self Control Award

to

For using the skill of

Signed

Date



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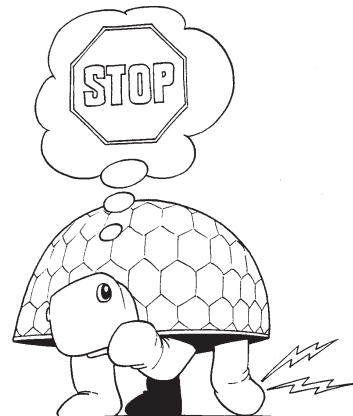
Self Control Award

to

For using the skill of

Signed

Date



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Feelings Award

to



For using the skill of

Signed

Date

©The Incredible Years®

Feelings Award

to



For using the skill of

Signed

Date

©The Incredible Years®

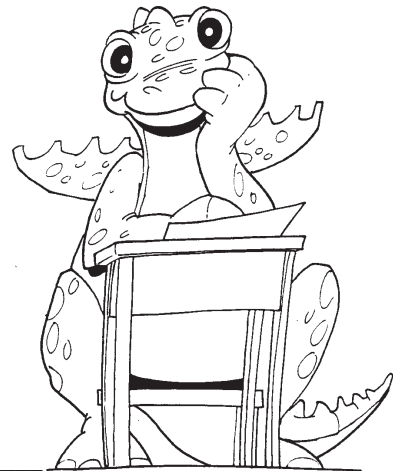
Dear _____,

Your child, _____,
has done a SUPER job
in my classroom.

I'm so pleased because

Signed

Date



©The Incredible Years®

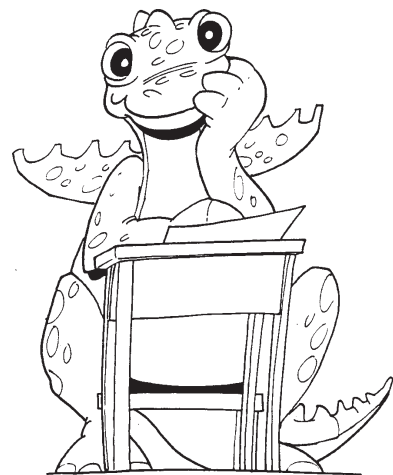
Dear _____,

Your child, _____,
has done a SUPER job
in my classroom.

I'm so pleased because

Signed

Date



©The Incredible Years®

To: _____

Parent's Name

CONGRATULATIONS!
I'm pleased to announce that

Student's Name

had a GREAT DAY because

Signed

Date



©The Incredible Years®

To: _____

Parent's Name

CONGRATULATIONS!
I'm pleased to announce that

Student's Name

had a GREAT DAY because

Signed

Date



©The Incredible Years®

Teacher-to-Parent Reply

To: _____

Comments:



From: _____ Date: _____

©The Incredible Years®

Teacher-to-Parent Reply

To: _____

Comments:



From: _____ Date: _____

©The Incredible Years®

PLAYGROUND POWER AWARD

Presented to

for

- _____ sharing
 - _____ taking turns
 - _____ helping a friend
 - _____ waiting a turn
 - _____ including someone left out
- _____



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PLAYGROUND POWER AWARD

Presented to

for

- _____ sharing
 - _____ taking turns
 - _____ helping a friend
 - _____ waiting a turn
 - _____ including someone left out
- _____



©The Incredible Years®

Happy Gram!

Dear _____,
Parent's Name

Thought you'd like to know that _____
Student's Name
is doing a **SUPER** job on homework because

Thanks for your support!

Teacher's Name Date



©The Incredible Years®

Happy Gram!

Dear _____,
Parent's Name

Thought you'd like to know that _____
Student's Name
is doing a **SUPER** job on homework because

Thanks for your support!

Teacher's Name Date



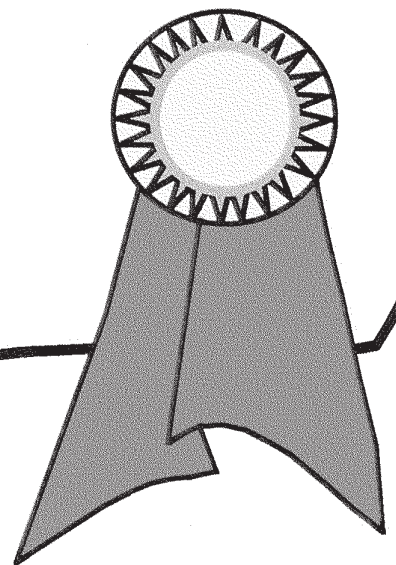
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You are invited to your child's
Dinosaur School Graduation!

Where:

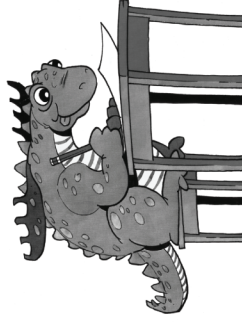
Date:

Time:





The Dinosaur School



We proudly present this diploma to



For learning to think aloud,
share feelings and to
share problems at home
and at school.

Date _____

