



**Handouts**  
***The Proactive Teacher***



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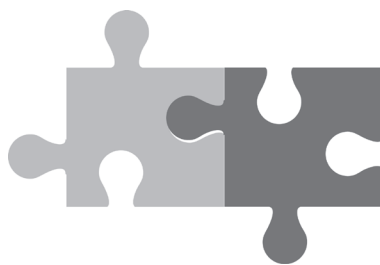
by Carolyn Webster-Stratton, Ph.D.

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## *The Proactive Teacher*

### **Practice Activities**

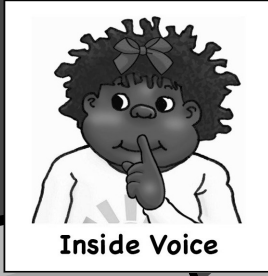
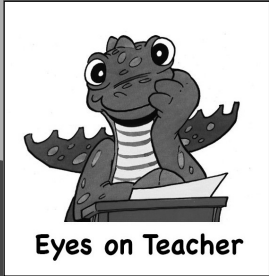
#### ***To Do:***

- **PRACTICE** using predictable proactive strategies for children's transitions.
- **ESTABLISH** and **TEACH** children your classroom rules using visual cues/signals. For preschoolers, give children some responsibilities.
- **MAKE** your daily schedule predictable and clear. Post the daily schedule and rules.
- **IDENTIFY** a child with some behavior difficulties and develop a behavior plan utilizing coaching, relationship and proactive strategies focused on "positive opposite" behaviors. Use the "Behavior Plan" Record Sheet and bring to next meeting.

#### ***To Read:***

Chapters Three, Six and Fifteen from  
*Incredible Teachers* book.



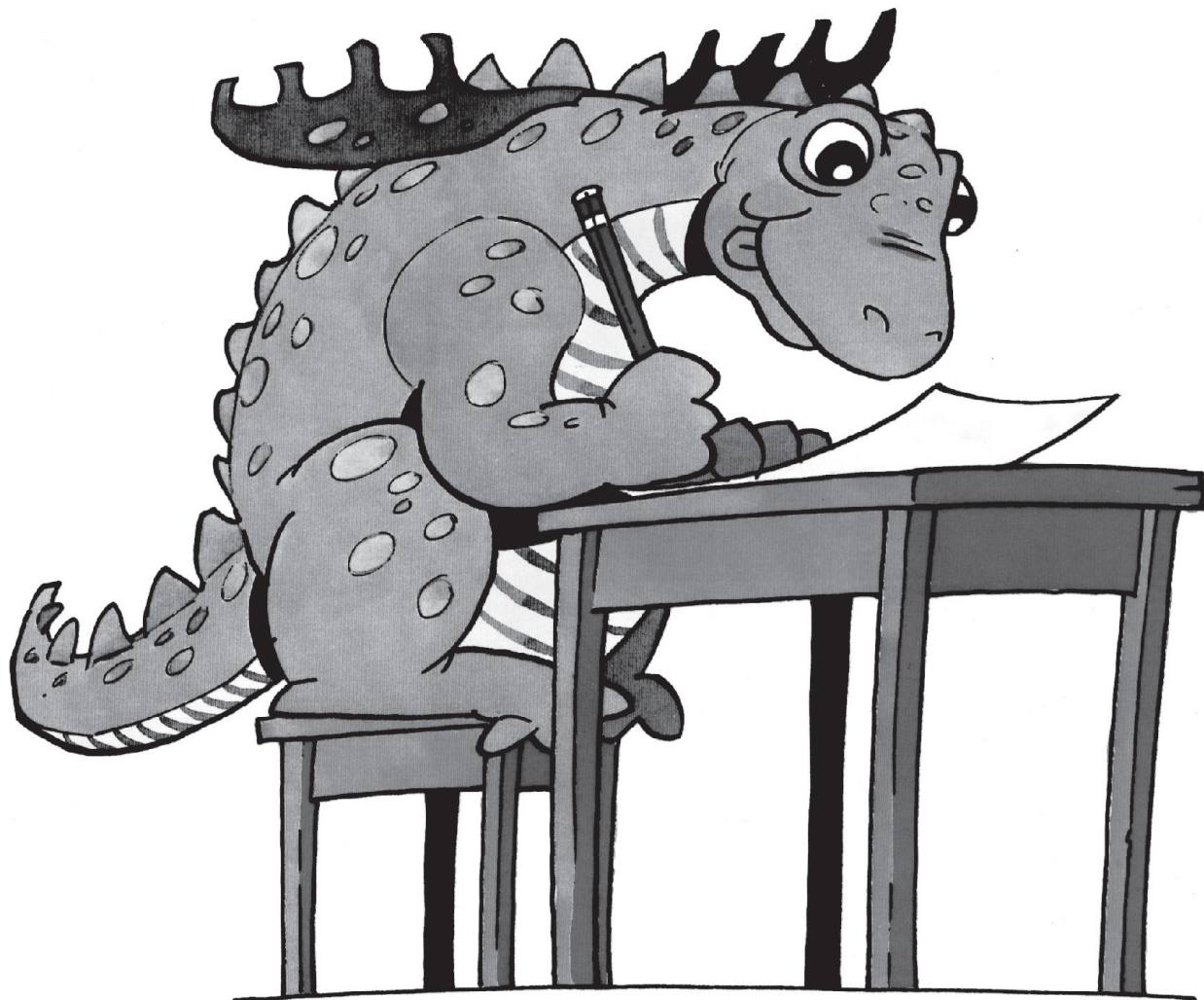


# Dina's School Rules "Show Me Five"



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# Working Hard



# Quiet Hands Up



# Walking Feet

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# Hands to Self

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# Eyes on Teacher



# Inside Voice

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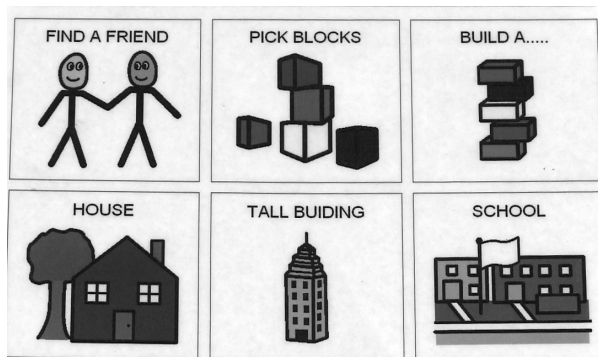
# Listening Ears

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## Key Points

### *Proactive Teacher/Child Care Provider*

- Have predictable, clear schedules and routines for managing transitions.
- Develop clear group rules, discuss and practice them with children frequently.
- Be sure to get children's attention before giving instructions.
- Use visual cues and signals for rules and schedules.
- Use positive warning reminders about the positive behavior expected.
- Give frequent teacher attention, specific praise and encouragement to children who are engaged, following directions, and being friendly.
- Be creative in your use of redirecting strategies—avoid repeated commands and criticisms. Instead, use nonverbal cues and engaging activities.





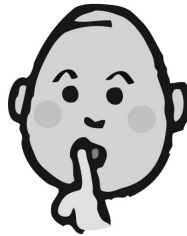
# Examples of Nonverbal Signals



Walking Feet



Listening Ears



Inside Voice

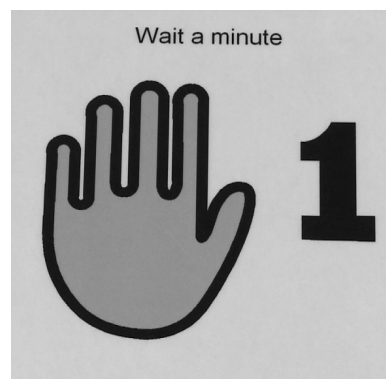
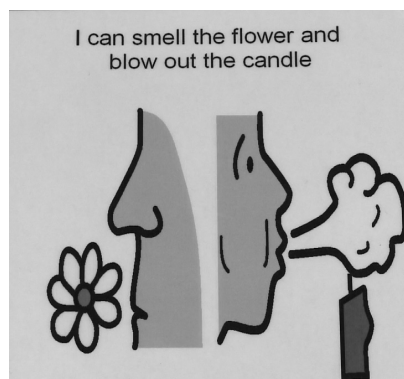


Eyes on Teacher



Hands to Self

- Squeeze imaginary ball (get it together)
- Raise hand with two fingers apart (for quiet down)
- Dark room (lights off and on)
- Thumbs up (good job)
- Wink (working hard)
- Musical sound for transition (whistle, drums, music)
- Picture cue – such as red light for absolute quiet, yellow stop light for quiet talk while working, green light for free play or picture of quiet hand up, working hard
- “Freeze – show me five.” (ears open, eyes on me, feet on floor, hands to body, mouthclosed)



**Brainstorm/Buzz**  
**Classroom/Child Care Schedule**



Write out your schedule here.



**Goal:**

# **Brainstorm/Buzz**

## **Classroom/Child Care Rules**



Write out your classroom or child care rules here.



Write out ways to teach these rules to your students (include visual prompts and behavioral practice).

**Goal:**







# BEHAVIOR PLAN RECORD SHEET

## Proactive Teaching



Date: \_\_\_\_\_

<p>Child behaviors I want to see less of:</p> <p><i>Examples: Joshua refuses to go in from play court to circle time. Resists any transition to a new activity. Often oppositional.</i></p> <p><b>Target Child (nature of problem):</b></p>	<p>Child Behaviors I want to see more of:</p> <p><i>Example: Child recognizes transition and learns routine. Child listens and is more compliant with teacher directions.</i></p> <p><b>Developmentally Appropriate Goal for Child:</b></p>	<p>Proactive Teaching Strategies I used and their effects:</p> <p><i>Example: Child rings bell for transition, is praised for listening and following instructions. Use visual picture to remind Joshua of next activity.</i></p> <p><b>Proactive Teaching Strategies:</b></p>
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# Teacher-to-Parent Communication Letter

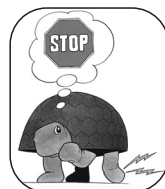
## Calm Down

At child care or preschool the children are learning about ways to calm down when they are upset, so they can make the best choice. Children need support and help to stay patient and keep trying when learning difficult tasks, because most people are not successful the first time they try something new. You can help your child learn some self-calming skills.

**PRACTICE:** At a time when your child is calm ask your child to show you how they can calm down “like a turtle.”



**Step #1:**  
Name the feeling



**Step #2:**  
Say “STOP”



**Step #3:**  
Take three deep breaths  
and say, “I can calm  
down,” “I can keep trying.”



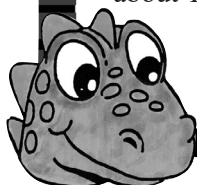
**Step #4:**  
Go inside “shell” to calm  
down (It helps to turn away  
from the child and give  
them privacy to calm down)



**Step #5:**  
When calm, try again

**MODEL:** It will help your child if you model ways that you calm down when you are angry or frustrated. You might tell them about how you coped, “*You know, I was really angry this morning because I had worked hard on making breakfast and then I dropped the plate on the way to the table. I had to really go in my shell and take a deep breath to calm down so that I could clean up the mess and start again.*” For toddlers: “*My cup broke. I’m mad. Help me go in my turtle shell to calm down. Help me take 3 deep breaths.... 1.....2.....3.... Now I feel better.*”

Record on your *Parent-to-Teacher Communication Form* your experiences talking to your child about Tiny Turtle’s calm down steps and send this form back to school with your child.



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# Parent-to-Teacher Communication Letter



## Calm Down

Child's Name: \_\_\_\_\_

*Record on this form your experiences talking to your child about Tiny Turtle's calm down steps and send this form back to your child care setting or preschool with your child. If you see your child using the turtle deep breathing strategy to stay calm, let us know and he will get a special calm down sticker.*

*Remember when your child is angry, he or she will probably have trouble calming down. Give one reminder about the turtle technique. If your child responds, give a lot of praise. If your child is too upset to listen, turn away and give some privacy to calm down. Later when your child is calm, you can practice again. It takes a long time for a child to learn to self-regulate. Your patience is important!*

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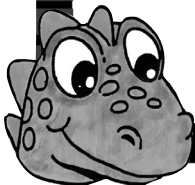
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**The Incredible Years®  
Teacher and Child Care Provider  
Self-Reflection Inventory**

**Proactive Teaching**

Date: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals. **1 – Never 3 – Occasionally 5 - Consistently**

<b>Proactive Teacher - Rules</b>	
1. I state rules positively and clearly and they are posted on the wall for children, parents, and visitors (using pictures/words).	<b>1 2 3 4 5</b>
2. Rules are reviewed and practiced with children regularly.	<b>1 2 3 4 5</b>
3. I use nonverbal picture cues and signals to teach rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	<b>1 2 3 4 5</b>
4. I give children choices and redirections when possible.	<b>1 2 3 4 5</b>
5. I get children's attention before giving instructions.	<b>1 2 3 4 5</b>
6. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	<b>1 2 3 4 5</b>
7. I give frequent attention, praise and encouragement to children who are engaged and following directions.	<b>1 2 3 4 5</b>
8. I communicate with parents about classroom rules and schedules and help parents know how they can support similar rules at home (e.g., walking feet, inside voice, listening ears, hands to self).	<b>1 2 3 4 5</b>

**Future Goals about Rules:**

<b><i>Proactive Teacher - Schedules</i></b>	
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	<b>1 2 3 4 5</b>
2. Visual pictures/cues are used to indicate different activities on schedule (e.g., small group circle time, unstructured play time, teeth brushing or hand washing, outside play, lunch).	<b>1 2 3 4 5</b>
3. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	<b>1 2 3 4 5</b>
4. I provide a balance between teacher-directed and child-directed activities.	<b>1 2 3 4 5</b>
5. I have a system in place for students to choose between play areas during unstructured times (center cards for activity areas such as block center, dress up and kitchen pretend play area, book area).	<b>1 2 3 4 5</b>
6. My large group circle time is scheduled for no longer than 20 minutes.	<b>1 2 3 4 5</b>
7. My large group circle time includes many active responses from children (e.g., singing and movement, stretch breaks, holding cue cards, acting out responses, answering verbally as group, puppet play) to encourage high rates of engagement.	<b>1 2 3 4 5</b>
8. Free play or center time in my classroom is the longest activity during play – allowing children time to choose materials, play and clean up.	<b>1 2 3 4 5</b>
9. I communicate with parents about classroom schedules and welcome parents.	<b>1 2 3 4 5</b>

**Future Goals about Schedules:**

<b><i>Proactive Teacher - Transitions</i></b>	
1. I avoid unnecessary transitions and keep waiting time minimal.	<b>1 2 3 4 5</b>
2. I systematically teach children the expectations for transitions.	<b>1 2 3 4 5</b>
3. I warn children before a transition begins and transitions are not rushed.	<b>1 2 3 4 5</b>
4. I use a consistent cue to signal a transition (e.g., bells, song, clap, lights turned on and off).	<b>1 2 3 4 5</b>
5. I use visual pictures/cues and auditory sounds to note schedule, transition cards, tape on floor for line up, quiet area, pictures for daily jobs).	<b>1 2 3 4 5</b>
6. I start circle time activity when a few children are ready to begin and do not wait for everyone.	<b>1 2 3 4 5</b>
<b>Future Goals about Transitions:</b>	

<b><i>Proactive Teacher - Classroom Environment and Organization</i></b>	
1. My classroom is well equipped with a variety of toys and materials so that children of all skill levels have something to play with.	<b>1 2 3 4 5</b>
2. My classroom is organized by learning centers and number of children allowed in a center is limited with visual reminders of how many children are allowed (e.g., hooks with names, clothespins etc.).	<b>1 2 3 4 5</b>
3. I have put picture labels are on low shelves to help children find and return materials.	<b>1 2 3 4 5</b>
4. I have provided toys that promote social interaction and they are present in all learning centers (e.g., puppets, wagons, large floor puzzles, turn-taking games etc.).	<b>1 2 3 4 5</b>
5. I have a systematic rotation plan in effect to increase novelty and curiosity (e.g., sand or bubble table open at certain times).	<b>1 2 3 4 5</b>



6. My classroom provides visual cues to children to signal whether an area or activity is open or closed (e.g., stop sign, cover for sand/water table or computer).	<b>1 2 3 4 5</b>
7. Materials are enlarged in my classroom for children with visible motor impairments (e.g., larger crayons, paper, etc.) and stabilized for better manipulation (taped to table, Velcro board, trays).	<b>1 2 3 4 5</b>
8. I provide visual cues throughout classroom to remind child of target skill (e.g., sharing, helping, teamwork).	<b>1 2 3 4 5</b>
9. A large physical structure is provided in my classroom for circle time and children sit on carpet squares or mats.	<b>1 2 3 4 5</b>
10. I prepare materials for small group activities so they are ready to go before children arrive for the day.	<b>1 2 3 4 5</b>
11. I plan cooperative activities on a daily basis (e.g., large collages, class books, cooking activities etc.).	<b>1 2 3 4 5</b>
12. Children are visible at all times. Shelving is no higher than 4 feet tall.	<b>1 2 3 4 5</b>
13. I place inattentive or easily distractible children close by me.	<b>1 2 3 4 5</b>

**Future Goals for Environmental Structure and Planning:**

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

