



*Handouts for Incredible Beginnings: Supporting Children's
Early Development*



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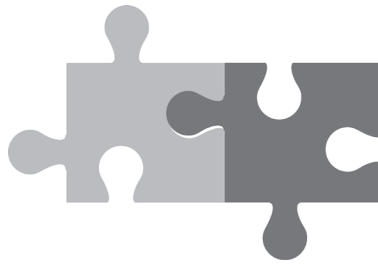
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Handouts
Building Positive Relationships with Toddlers -
Managing Separation Anxiety



Building Positive Relationships With Toddlers - Managing Separation Anxiety

Practice Activities

To Do:

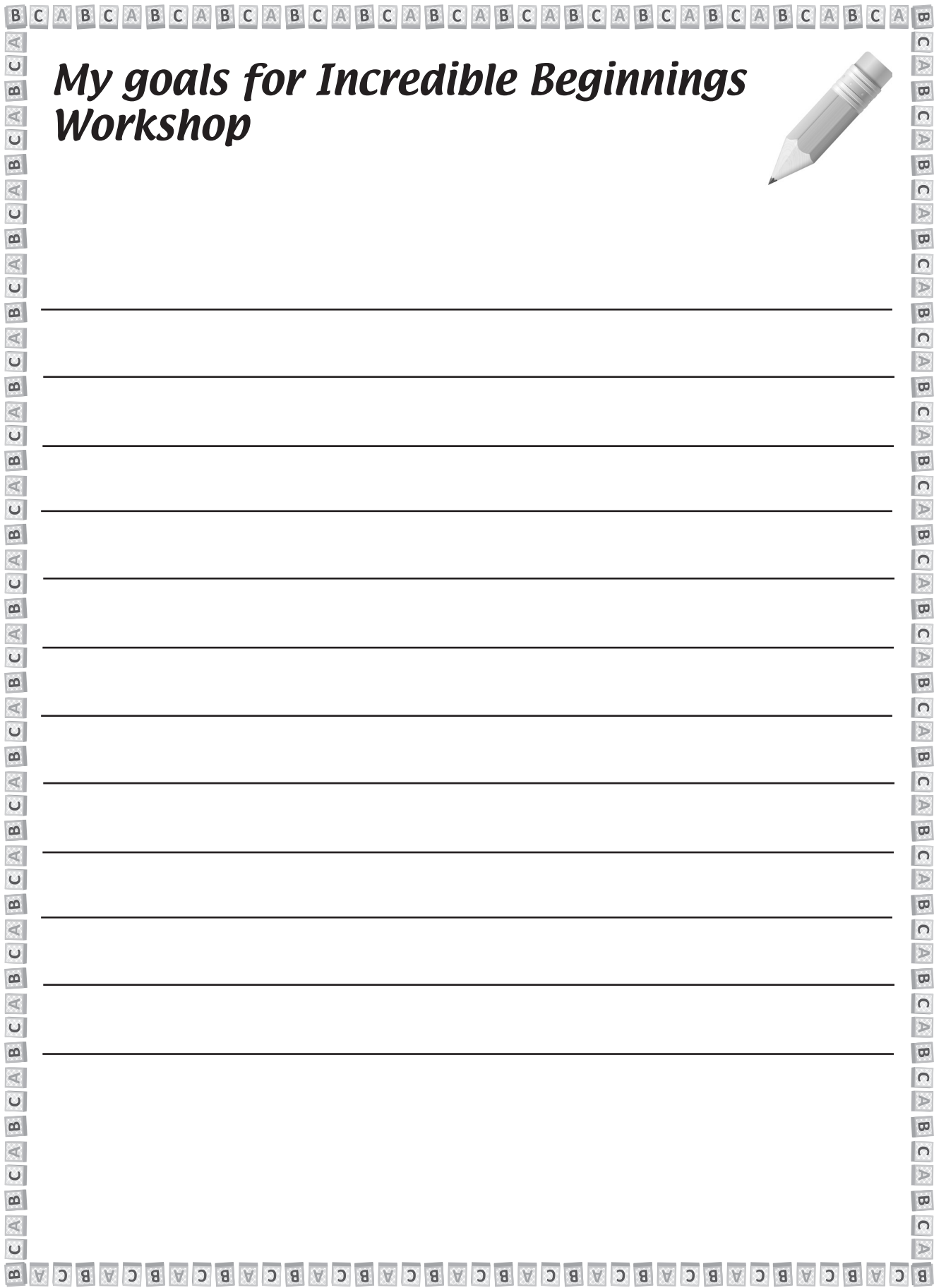
- **TALK** to parents about how to separate from their toddler with predictable goodbye routines.
- **HELP** parents engage in a gradual fade out routine for children who need extra support.
- **PLAN** your routine for ending the day with children and debriefing with parents.
- **ENGAGE** in “Toddler-Directed” play to promote teacher-toddler attachment

To Read:



Chapters One, Two and Fourteen from the book,
Incredible Teachers.

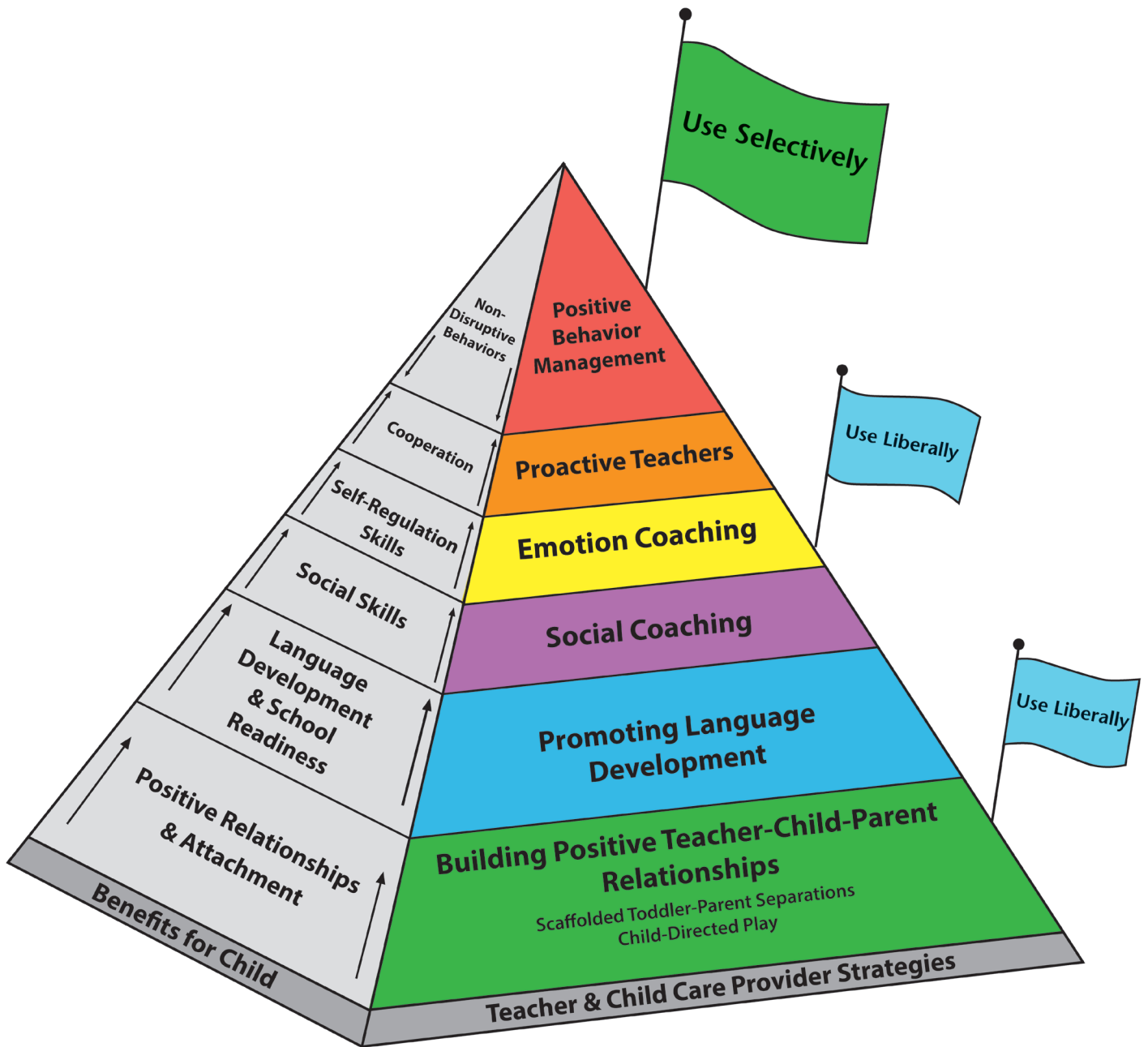




My goals for Incredible Beginnings Workshop



Handwriting lines for writing goals, consisting of 11 horizontal lines.



Teaching Pyramid for Toddlers & Preschoolers

Brainstorm/Buzz

Managing Separations



Share how you support and plan to manage difficult separations with parents.



Share how you support children to manage difficult separations.

Goal:

Key Points

Building Relationships through Toddler-Directed Play

- Be an attentive, responsive, and loving audience.
- Use physical affection.
- Pace at the child's level—give children time to respond.
- Give children choices and follow their lead.
- Praise and encourage toddlers' curiosity to explore new objects and activities.
- Model cooperation by doing what the child is interested in.
- Use gestures and imitate a child's gestures with pleasure.
- Engage in pretend and make-believe play.
- Allow a child to change his/her mind and do something else.
- Curb your desire to give too much help—give just enough support to avoid frustration but not so much you take over the child's exploration.
- Laugh, sing, and have fun.
- Greet children with enthusiastic welcomes using their names.

Examples

"Good morning, I'm happy to see you!"

"Look Emmedelle, here's our friend Mac."

"Yeah, you put it in, you did it!"

"Bye bye, see you later Nora!"

"You found it!"

"Come and play with us!"

"This is your favorite pig."

"No, you don't want to? You will watch, good idea."

"It's okay, I'm right here."

"Do you want a hug?"

"Wow you know how to do it!"

"Wow, you are doing it all by yourself!"

"Mommy will be back after circle."



Brainstorm/Buzz
Building Attachment With Children



In your group, share things you do to promote positive relationships and attachment with children in your setting.



A large rectangular area with a solid border, containing 15 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

Goal:

A rectangular area with a solid border, intended for writing a goal. It is currently blank.



BEHAVIOR PLAN RECORD SHEET

Managing Separation Anxiety



Date: _____

<p>For child with separation anxiety, I will:</p> <p><i>Example: Engage in a predictable drop off routine with parent and share with parents. (Write example of what you do below.)</i></p> <p>Goal:</p>	<p>For building relationships with parents I will:</p> <p><i>Example: Establish a strategy for debriefing with parents on a regular basis.</i></p> <p>Goal:</p>	<p>Outcomes – The results of my plan:</p>
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BEHAVIOR PLAN RECORD SHEET

Building Positive Relationships

Date: _____

Target Child Problem:

Example: Seth is 3 1/2 years old and is reluctant to initiate interactions with peers and teachers. He plays alone with the same toy. Single parent, only child with no previous experience with other children or preschool

Target Child (nature of problem):

Relationship Building Goal:

Example: Seth begins to notice the play of peers and starts to play in their area. Trusts and enjoys playing with teacher.

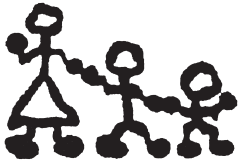
Developmentally appropriate relationship goal for child:

Relationship Building Strategy

I will use:

Example: Sit near Seth when he is playing and be an appreciative audience. Notice his interests and bring high interest activities to him. Show warmth and appreciation. Let him know what a peer is doing and an activity might interest him.

Relationship Building Strategies:



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

**Building Positive Relationships with Toddlers and
 Managing Separation Anxiety**

Date: _____ Teacher Name: _____

Teachers and child care providers learn extensively from self-reflection regarding their classroom management and the child care 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

<i>Building Positive Relationships with Children</i>	
1. I greet children upon arrival with personal and enthusiastic greetings (e.g., using child’s name).	1 2 3 4 5
2. I interact with the children with warmth and loving care.	1 2 3 4 5
3. I use “teacher-ese” language, which includes words spoken slowly in a higher pitched, exaggerated, playful voice with positive enthusiasm and lots of repetition.	1 2 3 4 5
4. I combine non-verbal hand gestures with my verbal communication.	1 2 3 4 5
5. I pace my communication and give children a chance to respond non-verbally and verbally.	1 2 3 4 5
6. I personalize my communications with individual children (e.g., favorite books, activities, food, acknowledge birthdays, etc.)	1 2 3 4 5
7. I spend child-directed play time with every child (e.g., on playground, during meals, unstructured play time).	1 2 3 4 5
8. I often provide physical affection with verbal affection and praise with children.	1 2 3 4 5
9. I am clear with children about when their parent(s) will return.	1 2 3 4 5

10. I individualize each child’s developmental needs, interests and abilities. (e.g., planning activities or stories based on special interests of children)	1 2 3 4 5
11. I help children to appreciate each other’s special talents and needs.	1 2 3 4 5
12. I am child-directed in my approach and behave as an “appreciative audience” to their play.	1 2 3 4 5
13. I avoid too much question-asking and corrections when possible.	1 2 3 4 5
14. I share my positive feelings when interacting with children.	1 2 3 4 5
15. I invite children to help with classroom jobs (e.g., putting away toys).	1 2 3 4 5
16. I adjust activities to be developmentally appropriate for each child.	1 2 3 4 5
17. I use teacher modeling, prompting and guided practice during play interactions.	1 2 3 4 5
18. I work to convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	1 2 3 4 5
19. I participate in pretend and imaginary play with children.	1 2 3 4 5
Future Goals regarding ways I will work to build relationships with identified students:	

<i>Building Positive Relationships with Parents</i>	
1. I set up opportunities for parents to participate or observe in classroom or home day care setting.	1 2 3 4 5
2. I help parents develop predictable routines for separating from their children and saying goodbye.	1 2 3 4 5
3. I meet with parents to make a plan when a child's separation anxiety is more difficult.	1 2 3 4 5
4. I send home regular newsletters/e-mails to parents and positive notes about their children.	1 2 3 4 5
5. I check in regularly with parents to tell them about their children's successes or difficulties and goals.	1 2 3 4 5
6. I have regular posted telephone hours or times parents can reach me.	1 2 3 4 5
7. I schedule parent evenings/meetings to share classroom activities with parents and to present ideas for carrying over classroom activities at home.	1 2 3 4 5
8. I welcome parents' for ideas, materials and support for classroom activities.	1 2 3 4 5
9. I recognize the importance of partnering with parents and collaborating in order to develop strong attachments with children.	1 2 3 4 5
Future Goals regarding involving parents:	

Handouts
Promoting Language Development in Toddlers and Preschoolers



Promoting Language Development in Toddlers and Preschoolers

Practice Activities

To Do:

- **ENGAGE** in child-directed play interactions and interactive reading using descriptive commenting, imitation, and repetition to enhance language.
- **MODEL** using two different non-verbal signals or gestures with your verbal communication.
- **PROMPT** children's nonverbal and verbal responses and praise their responses.
- **FOR PRESCHOOLERS: TRY** using visual cues and gestures to prompt verbal responses from children with language delays. Set up play practices to promote verbal social communication interactions.

To Read:

Chapter Five from *Incredible Teachers* book.



Key Points

Promoting Language Development in Toddlers and Preschoolers



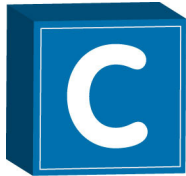
Toddlers and Preschoolers

- Be child-directed.
- Use many more descriptive comments than questions.
- Describe body parts, actions & objects; use the “one up rule” of adding one word longer than the child’s current word production.
- Listen to the child and imitate his/her sounds and words with positive affect.
- Talk about positions of objects (e.g., inside, under, beside, next to, behind).
- Prompt the child to talk by modeling words for him/her to copy.
- Chant, sing rhymes and teach child body movements that go with songs and words.
- Describe your own actions.
- Use pretend play and puppets or toy telephones to encourage language interactions.
- Use “teacher-ese” language which is words spoken slowly, in a higher pitched, exaggerated playful voice with positive enthusiasm and lots of repetition.
- Combine nonverbal hand gestures with verbal communication.
- Pace language slowly so children have a chance to respond verbally or nonverbally.
- Use visual picture supports for children with expressive language delays.
- Praise children’s nonverbal and verbal responses.
- Read to children using interactive approaches.

Additional for Preschoolers

- Increase language word complexity.
- Engage in pre-academic coaching: describe colors, shapes, numbers, textures & letters and increase the variety of words by providing more detailed descriptions of objects, people or animals.
- Help children pay attention to the language of peers and make sense of their information by repeating what another child says (intentional commenting).
- Combine descriptive commenting with social interaction experiences.
- Use interactive reading approaches by allowing children to act out parts and share experiences.
- Encourage children to practice telling their peers what they want and to share their ideas and plans.
- Encourage parents to use descriptive commenting, interactive reading and pre-academic coaching at home.

Building Blocks for Reading With CARE with Toddlers



Comment and describe objects, colors, body parts, emotions, and actions of pictures in books. Talk about the pictures while you point to the pictures and/or make up stories. Take turns interacting and let your child turn the pages and point to pictures while you name them. If the child doesn't have much language yet, remember toddlers understand much more than they can speak. Mirror and imitate the sounds the child makes and use simple words to describe objects. Read for a few minutes at times when your toddler seems calm and alert.



Ask a few open-ended questions and explore the book together.

You might try asking a few open-ended questions to see if the child will talk. For example, you might say, "I wonder what will happen next?" Or, "Do you think he is proud of doing that?" However, avoid asking too many questions or the child will think you are testing her/him and will close up if she/he doesn't know how to answer the question.

Rather ask questions that show you are genuinely interested in the child's thoughts and intersperse them with more descriptive commenting than questions.

Example Questions:

Teacher: "What do you see on this page?" (Toddler points to a truck)

Teacher: "Yes that is a big, blue truck."

Teacher: "What's happening here?" (Teacher points to a picture)

Teacher: "That is a yellow bus."

Teacher: "I wonder if there are two trucks?" (Prompting a pre-academic skill & child points to another truck)

Teacher: "You are right, there is a blue and a black truck."

Teacher: "I wonder if she is feeling sad now?" (Exploring the name of feelings)

Teacher: "What is going to happen next?" (Creating a feeling of excitement and discovery)





Respond with smiles, encouragement, praise and expressive delight to your toddler's efforts to respond. Follow your child's lead and empower his or her discovery and exploration of the book. Use hand movements with your words. Slide your finger under the words or letters on the page and show left to right movement.

Read using "parentese" language which sounds like this:

- sing-song, higher pitched, slower voice
- clear articulation
- pauses after reading some words to wait for a response
- repeat words often

Examples:

"Wow that is a tall giraffe."

"You are really thinking hard about that."

"Wow, you know a lot about trains."

"That's awesome. You are learning about the names of so many animals and what they eat."



Expand on what your toddler says. You can expand by adding a new word or similar word to what he or she is saying or by reminding them of a personal experience or event in their life that is similar to the story in the book.

Examples:

"Yes, I think he's feeling excited too, and he might be a little scared as well."

"Yes, it is horse; it's also called a mare."

"Yes, that boy is going to the park. Do you remember going to the park with grandma?"

Remember:

- Read in a quiet place.
- Allow children to select the book. Read books that reflect children's experiences.
- Allow children to sit in a comfortable position while reading the book.
- Allow children to re-read the same books as often as they wish. This is a pre-reading skill and leads to memorization of the story.
- Read to children every day and allow them to see you reading.
- Offer a variety of books such as folk tales, poems, informational books, fantasy, fables and adventure stories.

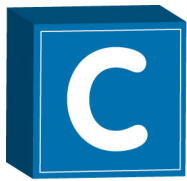
Promoting Young Children’s School Readiness Teachers as “Pre-Academic Coaches”

“Descriptive commenting” is a powerful way to strengthen preschool children’s academic readiness. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Modulate the length and complexity of your language according to the child’s language development.



<i>Academic Concepts</i>	<i>Examples</i>
_____ colors _____ number counting _____ shapes _____ letters	<ul style="list-style-type: none"> • “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.”
_____ sizes (long, short, tall, smaller than, bigger than, etc.) _____ positions (up, down, beside, next to, on top, behind, etc..)	<ul style="list-style-type: none"> • “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.”
<i>Persistence Skills (Preschoolers)</i>	
_____ working hard _____ concentrating, focusing _____ persistence, patience	<ul style="list-style-type: none"> • “You are working so hard on that puzzle and thinking about where that piece will go.” • “You are so patient and just keep trying all different ways to make the piece fit together.”
_____ following teacher’s directions _____ problem solving _____ trying again _____ reading _____ thinking skills _____ listening _____ working hard/best work _____ independence	<ul style="list-style-type: none"> • “You followed directions exactly like I asked you. You really listened.” • “You are thinking hard about how to solve the problem, and coming up with a great solution to make a ship.” • “You have figured that out all by yourself.”

Building Blocks for Reading With CARE with Preschoolers



Comment and describe objects, colors, numbers, sizes, letters, emotions, and actions of pictures in books. Talk about the pictures in your native language while you point to the pictures, or run your finger under the lines of the words as you read them. Take turns interacting and let the child turn the pages and be the story teller by encouraging and listening to him/her talk about the pictures or retell memorized stories



Ask open-ended questions and explore book together. Ask questions that show you are interested in the child's thoughts and ideas. E.g. "What do you think will happen next?" "What's interesting about this page?" Avoid asking too many questions or your child will think you are testing him. To keep a balance you can intersperse open-ended questions with descriptive comments. E.g. "I see a red car and one, two, three, four trees. Oh, there's a little mouse. What do you see?" When you do ask questions, don't "test" your child about facts (e.g., "what color is this?" "what shape is this?"). Questions with right or wrong answers put the child on the spot and may cause anxiety or resistance.

Examples of open ended questions:

"What do you see on this page?" (observing and reporting)

"What's happening here?" (story telling)

"What is that a picture of?" (promoting academic skills)

"I wonder how she is feeling now?" (exploring feelings)

"What is going to happen next?" (predicting)





Respond and listen attentively with smiles, encouragement, praise and delight for the child's thinking and responses. Follow the child's lead and empower his or her confidence.

"Good thinking, that is a tall giraffe."

"You really thinking hard about that."

"Wow, you know a lot about trains."



Expand on your what the child says. You can expand by adding a new word or similar word to what the child says or by reminding her of a personal experience or event in her life that is similar to the story in the book.

"Yes, I agree he is feeling excited, and he might be a little scared as well."

"Yes, it is horse; it's also called a mare because it's female."

"Yes, that boy is going to the park. Do you remember going to the park with grandma?"

You can also expand by encouraging the child to write his own stories, or dictate stories to you and write them down.

"That's awesome. You are learning your letters and are learning to read and are going to be ready for school."

You can expand by encouraging the child to problem solve solutions to the story plot and act out their ideas with puppets.

Remember:

- Read in a quiet place.
- Avoid commands and criticisms when children are reading.
- Allow children to reread stories as often as they wish. This is a pre-reading skill and leads to mastery and confidence.
- Read to children often.
- Offer a variety of books such as folk tales, poems, informational books, fantasy, fables and adventure stories. Let children choose what to read.
- Encourage parents in reading to their children in their native language.



BEHAVIOR PLAN RECORD SHEET

Promoting Language Development

Date: _____

<p>Child Behavior I want to see less of:</p> <p><i>Examples: Seth engages in solitary play, no response to peers, no peer social communication. (Does have language skills but doesn't use them to interact with others.)</i></p> <p>Target Child (nature of language problem):</p>	<p>Positive Opposite Language Behavior I want to see more of:</p> <p><i>Example: Seth plays sitting next to 1-2 children, notices what another peer is doing, initiates social communication to ask for help.</i></p> <p>Developmentally Appropriate Language Goal for Child:</p>	<p>Language Scripts:</p> <p><i>Example: When sitting next to Seth use intentional commenting to help him listen to a peer's request or notice what another child is doing. Model and prompt social communication he can imitate and use with peers. Praise social language.</i></p> <p>Language Building Strategies:</p>
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**The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory**

Promoting Language Development in Toddlers and Preschoolers

Date: _____ Teacher Name: _____

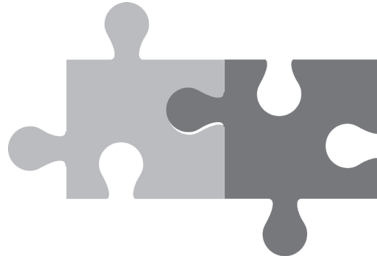
Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

<i>Proactive Teacher</i>	
1. I use “teacher-ese” language which includes words spoken slowly, in a higher pitched, exaggerated playful voice with positive enthusiasm and lots of repetition.	1 2 3 4 5
2. I combine non verbal hand gestures with my verbal communication.	1 2 3 4 5
3. I pace my language slowly, give children a chance to respond non verbally and/or verbally and listen before speaking again.	1 2 3 4 5
4. I personalize my communication with individual children (e.g., favorite books or activities or food, birthdays, family members and pets etc.)	1 2 3 4 5
5. I avoid too much question-asking and corrections when possible.	1 2 3 4 5
6. I use descriptive commenting during my play interactions with children (e.g., describing objects, positions, colors).	1 2 3 4 5
7. I use visual supports for children with language delays to prompt their nonverbal responses.	1 2 3 4 5
8. I use nonverbal signals and gestures along with my descriptive commenting.	1 2 3 4 5
9. I imitate children’s syllables, words, sounds, and gestures with positive affect.	1 2 3 4 5
10. I modulate my language complexity according to each child’s receptive and expressive language development.	1 2 3 4 5
11. For children with language, I use the “one up rule” of adding one word longer than the child’s spontaneous word production.	1 2 3 4 5

12. I help children pay attention to the speech of others and to make sense of their information by repeating what another child says. (E.g., intentional communication)	1	2	3	4	5
13. I help children understand the meaning of language by combining language with social interaction experiences.	1	2	3	4	5
14. I immediately praise children’s use of nonverbal and verbal responses (e..g, good pointing, nice talking).	1	2	3	4	5
15. I help parents know how they can use descriptive commenting, imitation and child-directed approaches to enhance language development.	1	2	3	4	5
16. I use interactive reading approaches with children allowing them to act out parts and share experiences.	1	2	3	4	5
17. I create opportunities for children to communicate with others by setting up practices and using intentional communication.	1	2	3	4	5
18. I am “child-directed” in my communication interactions and avoid corrections and too many instructions.	1	2	3	4	5
19. I pace my descriptive commenting and choices I give children so they have time to respond.	1	2	3	4	5
20. I frequently sing to children in my classroom or home during play times or transitions to another activity or during circle time.	1	2	3	4	5
21. I pair songs with physical actions.	1	2	3	4	5
22. I use picture snack menus or talks to encourage communication at snack time.	1	2	3	4	5
23. For preschoolers I engage in pre-academic coaching (describing numbers, letters, shapes, textures) and increase the variety of words I use by providing more detailed descriptions of objects, people or animals.	1	2	3	4	5
24. For preschoolers I encourage children to practice telling each other what they want and to share their ideas or plans.	1	2	3	4	5

Handouts
Social Coaching with Toddlers and Preschoolers



Social Coaching with Toddlers and Preschoolers

Practice Activities

To Do:

- **USE** Social Coaching during child-directed play with **toddlers and preschoolers** by modeling and describing children's social behaviors such as turn taking, sharing, waiting and asking.
- **ENGAGE** in pretend play using puppets and/or books with **toddlers** to practice modeling appropriate social skills. With **preschoolers** also include prompts and intentional commenting to promote practice of social skills and awareness of peer's intentions.
- **SET UP** dramatic play experiences with three selected **preschool** children to promote social communication interactions and cooperative play.
- **TRY** using a teacher directed play script to enhance play choices and joint play for preschool children with developmental delays.

To Read:

Chapters Four and Thirteen from
Incredible Teachers book.



Key Points

Social Coaching for Toddlers and Preschoolers



One-On-One With Toddlers and Preschoolers

- During child-directed play model social skills such as offering to share, wait, take turns, asking for help, pointing/gesturing, eye contact and praise.
- Prompt child to ask for help, to share, or take a turn; let it go if child does not respond to prompt.
- Imitate and praise child's social responses.
- Encourage pretend and make-believe play with puppets or action figures, to model social skills such as asking to play, offering to help, taking a turn, giving a compliment and sharing.
- Model the words and nonverbal gestures for the child to say and copy (ex. "my turn" and patting chest to indicate your turn).

Peer Coaching (Teachers with 2-3 preschool children)

- Occasionally prompt child to notice what another child is doing or to help him or her understand what another child said. (Intentional Commenting)
- Avoid questions and corrections and praise children's friendly interactions.
- Prompt, coach and praise social behaviors whenever you see them (e.g., sharing, helping, asking, taking turns, being polite, giving a compliment).
- Help children accept peer's refusals to share by reinforcing their waiting and patience and by distracting them to other interesting activities.
- Coach dramatic play with 3-4 children to encourage joint social play.
- Use books in interactive ways to talk about social skills and set up practices.
- Use visual prompts and play scripts for children with language delays.
- Give more attention to positive social behaviors than to inappropriate behaviors.
- Help the child understand that when she/he shares or helps, the other child feels happy. This helps the child see connection between social behavior and peer's feelings.
- Teach specific social skills in circle time.
- Use teacher-directed play scripts with children who have developmental delays.
- Encourage and train parents to use social coaching and child-directed play with their children at home.

Tips for Using Puppets to Promote Preschool Children's Social and Emotional Development

Preschool children are working to accomplish the important developmental milestones of learning social and friendship skills including beginning to share, help others, initiate social interactions, listen, and cooperate with peers. They are also working on emotional regulation skills including emotional literacy, self-control over aggressive behaviors, ability to wait and accept limits, and beginning problem solving skills.

One of the ways to promote a preschool child's social and emotional skills is through the use of puppet play. Puppet play is effective because it helps the teacher/child care provider enter the child's imaginary world and allows children to experience the feelings of other characters (early empathy development) and learn important social behaviors and conversation skills.

With puppets, dolls, or action figures you can act out stories you are reading with children, make up fantasies, and explore solutions to pretend problems. You may be nervous at first using puppets, but try it out and before long you will experience the joy of entering into a child's thoughts, feelings and imagination, one of the most intimate places you can be with a child at this age.

Puppet Scenarios for puppet time with children:

- **Puppet models greeting child.** For example, "Hi I am Tiny Turtle. What is your name?" When child tells your puppet his/her name, puppet thanks him/her for being so friendly. (Modeling friendly social greetings.)
- **Puppet models interest in child.** For example, "What do you like to do?" When the child tells your puppet his/her interests, puppet also shares his/her interests. (Learning how to get to know someone.) You can also prompt the child to ask the puppet what s/he likes to do? (Learning how to show interest in someone else.)
- **Puppet asks for help.** For example, "I can't get this block to go together, can you help me?" When the child helps your puppet, your puppet compliments his/her helping behavior. (Learning to ask for help as well as how to help a friend.)
- **Puppet shares his/her emotion.** For example, "I am embarrassed because I can't ride my bike. Do you know how to ride a bike?" Ask the child what your puppet is feeling. Encourage or prompt the child to say something to make the puppet feel better. (Learning to express emotions and think about another person's emotions.)
- **Puppet shares something with child.** For example, "I see you looking for green blocks, would you like my green block." (Modeling sharing.) If child takes your puppet's block, say "I'm happy to help you." (Connecting sharing action with emotion.)
- **Puppet waits for his turn.** For example, "I am going to wait until you finish that game, then can I have a turn?" If child gives your puppet a turn, puppet thanks him and tells him it makes him feel happy to have such a friend.

Note: If the child does not have the language skills to respond verbally to the puppet, it is still good for the puppet to model the words involved in the social interaction. You can also structure interactions that involve nonverbal responses from the child. “Would you share that with me?” “Would you like to shake the puppet’s hand?” “Can you help me build this tower?” This way, the focus is on the child’s friendly behavioral response to the puppet. You and the puppet can provide the verbal structure. This will support the child’s eventual language development in these social situations.

Teacher/Child Care Provider Praise: Teachers can use a silly/different voice for the puppet character and then go out of role as teacher to praise the child for his or her social skills. Teachers can look for opportunities to comment and praise the child when she/he waits, takes turns, helps, offers a friendly suggestion, asks for help, shows interest or empathy, is gentle and listens well with your puppet.

Teacher/Child Care Provider Prompts: In these puppet plays teachers can prompt their children’s appropriate social responses by whispering in their ear some ideas for what to say to the puppet. For example, “you can tell the puppet you like to play with trucks.” Or, “you can say please can I have that book?” Don’t worry if the child doesn’t use your suggestion, just move on to something else as compliance is not required. Often times children will copy your suggestion and then you can praise them for such nice asking or sharing.

Remember: Keep it simple, have fun, and do not have your puppet model negative behaviors. Try using puppets when reading stories to act out the character’s feelings and communication.



Brainstorm/Buzz

Social Coaching



Write out the scripts you will use for social coaching. Think about the social behavior you want to describe and then how you will say it.



Lined writing area for brainstorming social coaching scripts.

Goal:

I will commit to using social coaching _____ times this week for _____ minutes, with the following children:

Brainstorm/Buzz

Dramatic Play



Think about a dramatic play experience you could set up either one-on-one with a child using a puppet or with a group of three children to help coaching their social skills. Write down your ideas.



One-On-One Puppet

Scenarios:

Dramatic Play Plan for 3-4 Children:

Goal:

Facilitating Children’s Social Learning: Teachers and Child Care Providers 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 lasting friendships. The following is a list of social skills 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
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite)	<ul style="list-style-type: none"> • “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.”
<input type="checkbox"/> listening to what a friend says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	<ul style="list-style-type: none"> • “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.”
<input type="checkbox"/> agreeing with a friend’s suggestion <input type="checkbox"/> making a suggestion <input type="checkbox"/> giving a compliment <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking permission to use something a friend has <input type="checkbox"/> problem solving <input type="checkbox"/> cooperating <input type="checkbox"/> being generous <input type="checkbox"/> including others <input type="checkbox"/> apologizing	<ul style="list-style-type: none"> • “You made a friendly suggestion and your friend is doing what you suggested – that is so friendly.” • “You are helping your friend build her tower.” • “You are being cooperative by sharing.” • “You both solved the problem of how to put those blocks together – that was a great solution!”

Prompting

- “Look at what your friend has made. Do you think you can give him a compliment?” (praise child if s/he tries to give a compliment)
- “You did that by accident. Do you think you can say you are sorry to your friend?”
- “Your friend asked for a turn with the roller. Can you answer them?”

Modeling Friendly Behavior

- Teachers can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.



Teacher-Child Social Coaching: Child Developmental Level 1

Teacher-Child Play: Teachers can use social coaching in one-on-one interactions with the children to help them learn social skills and emotional language before they begin to play with peers. A great deal of the child’s learning will occur by modeling and by your descriptive commenting, which will enhance children’s language skills as well as help them recognize and learn social skills.

Social/Friendship Skills	Examples
Teacher Models: ❖ Sharing ❖ Offering to Help ❖ Waiting ❖ Suggesting ❖ Complimenting ❖ Behavior-to-Feelings	“I’m going to be your friend and share my car with you.” “If you want, I can help you with that by holding the bottom while you put another on top.” “I can use my waiting muscles and wait until you’re finished using that.” “Could we build something together?” “You are so smart in figuring out how to put that together.” “You shared with me. That is so friendly and makes me feel happy.” “You helped me figure out how to do that. I feel proud that you could show me that.”
Teacher Prompts: ❖ Self-Talk ❖ Asking for help Teacher Response: ❖ Praise child when s/he shares or helps you ❖ Ignore or model acceptance when child does NOT share or help	“Hmm, I really wish I could find another piece to fit here.” “Hmm, I’m not sure I know how to put this together.” “Can you help me find another round piece?” “Can you share one of your cars with me?” “That was so helpful and friendly to share with me.” Continue to use descriptive commenting. “I can keep trying to find that round piece.” (model persistence) “I can wait until you’re finished playing with the cars.” (model waiting) “I know it is hard to give up that car, so I will wait to have a turn later.”
Puppet or Action-Figure Models: ❖ Entering Play ❖ Being Socially Friendly ❖ Ignoring Aggression	“Can I play with you?” “That looks like fun. Can I do that with you?” “I’m being friendly. I’d like to play with you.” “I want to play with a friendly person. I think I will find somebody else to play with.”



Teacher-Child Social Coaching: Child Developmental Level 2

Children in Parallel Play: Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Teachers can help promote peer play by prompting their students to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
<p>Teacher Coaches:</p> <ul style="list-style-type: none"> ❖ Asking for What They Want ❖ Asking for Help ❖ Asking a Friend to Wait 	<p>"You can ask your friend for what you want by saying, 'Please can I have the crayon?'"</p> <p>"You can ask your friend for help by saying 'Can you help me?'"</p> <p>"You can tell your friend you are not ready to share yet."</p> <p>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.</p>
<p>Teacher Prompting:</p> <ul style="list-style-type: none"> ❖ Noticing Other Child ❖ Initiate Interaction With Other Child ❖ To Give Child a Compliment <p>Teacher Praising:</p> <ul style="list-style-type: none"> ❖ Behavior-to-Feelings ❖ Playing Together 	<p>"Wow, look what a big tower your friend is building." "You are both using green markers."</p> <p>"Your friend is looking for small green pieces. Can you find some for him?" "Your friend has no cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"</p> <p>"Wow! You can tell your friend his tower is cool." If the child does repeat this, you can praise him or her for a friendly compliment. If the child does not respond, continue descriptive commenting.</p> <p>"You shared with your friend, that is so friendly and makes her feel happy." "You helped your friend figure out how to do that, she looks very pleased with your help."</p> <p>"Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."</p>
<p>Puppet or Action-Figure Models:</p> <ul style="list-style-type: none"> ❖ Sharing or Helping 	<p>"Wow! Do you see the tower that Nancy is building?" "Can either of you help me find a red block to make this truck?" "Could I help you build that house?" "Do you think we could ask Freddy if he'll share his train?"</p>



Child-Peer Social Coaching: Child Developmental Level 3

Children Who Initiate Play: Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflictual. Teachers can help promote social skills during peer play by prompting and coaching them to use skills or by praising and giving attention to social skills.

Teacher-Coached Skills	Examples
Social/Friendship Skills: <ul style="list-style-type: none"> ❖ Asking in a Friendly Voice (polite, quiet) ❖ Giving Help to Friend ❖ Sharing or Trading ❖ Asking to Enter Play ❖ Giving a Compliment ❖ Agreeing with or giving a Suggestion 	<p>"You asked your friend so politely for what you wanted and s/he gave it to you; you are good friends."</p> <p>"You helped your friend find what s/he was looking for. You are both working together and helping each other like a team."</p> <p>"That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. "</p> <p>"You asked kindly to play and they seemed happy to have you join in."</p> <p>"You gave a compliment to her, that is very friendly."</p> <p>"You accepted your friend's suggestion. That is so cooperative."</p>
Self-Regulatory Skills: <ul style="list-style-type: none"> ❖ Listening to What a Peer Says ❖ Waiting Patiently ❖ Taking Turns ❖ Staying Calm ❖ Problem Solving 	<p>"Wow you really listened to your friend's request and followed his suggestion. That is really friendly."</p> <p>"You waited and asked first if you could use that. That shows you have really strong waiting muscles. "</p> <p>"You are taking turns. That's what good friends do for each other."</p> <p>"You were disappointed when s/he would let you play with them but you stayed calm and asked someone else to play. That is really brave."</p> <p>"You both weren't sure how to make that fit together, but you worked together and figured that out—you are both good problem solvers."</p>
Empathy: <ul style="list-style-type: none"> ❖ Behavior-to-Feelings ❖ Apology/Forgiveness 	<p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings."</p> <p>"You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork."</p> <p>"You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did."</p> <p>"That was an accident. Do you think you can say you're sorry?" Or, "Your friend seems really sorry he did that. Can you forgive him?"</p>



BEHAVIOR PLAN RECORD SHEET

Social Coaching

Date: _____

Child behavior I want to see less of:	Positive Opposite Social Behavior I want to see more of:	Social Coaching Scripts:
<p><i>Examples: Anna ignores other children's requests to play or to share a toy, grabs desired toy from others.</i></p> <p>Target Child (nature of problem):</p>	<p><i>Example: Asks verbally or nonverbally for a turn, willing to share in play with one other child, begin to make a friend.</i></p> <p>Developmentally Appropriate Social Goal for Child:</p>	<p><i>Example: "You are sharing (or asking for a turn), that is so friendly." "When you used your words to ask, you solved your problem."</i></p> <p>Social Coaching Scripts:</p>



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

Social Coaching

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.

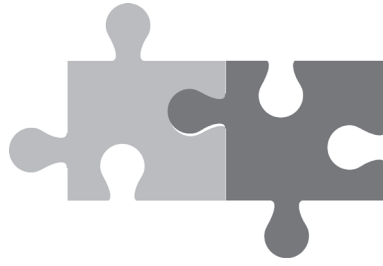
1 – Never 3 – Occasionally 5 - Consistently

<i>Social Coaching</i>					
1. I use social coaching language with all the children when I am engaged in play with them.	1	2	3	4	5
2. I use social coaching with children during lunch and recess times.	1	2	3	4	5
3. I model social skills such as asking for a turn, sharing, helping and waiting and name the social behavior when I model it.	1	2	3	4	5
4. I prompt children to use the social behavior with a request or by helping them understand what another child needs.	1	2	3	4	5
5. I avoid using too many questions or making corrections when coaching and don't demand that prompts be followed.	1	2	3	4	5
6. I enthusiastically praise children for appropriate social behaviors such as helping, sharing, waiting, and turn taking.	1	2	3	4	5
7. I help children accept their peer's refusals to share or take turns by distracting them with another activity or reinforcing their waiting behavior or suggesting a timer.	1	2	3	4	5
8. I encourage pretend play using dramatic scenarios with 3-4 children to encourage social communication and joint play.	1	2	3	4	5
9. I use puppets with children to model appropriate social behaviors, help children understand the perspective of another and to set up practices of social behavior.	1	2	3	4	5
10. I read books to children in interactive ways to promote practice of social skills.	1	2	3	4	5
11. For children with developmental delays I use visual play scripts to enhance their choices and options for different ways to play.	1	2	3	4	5

12. I use intentional commenting to help children be aware of what their peers are asking for, sharing, or feeling.	1	2	3	4	5
13. I use visual prompts to encourage verbal discussions of favorite superheros, sports, and foods.	1	2	3	4	5
14. In addition to coaching, I use labeled praise statements with positive affect – to reinforce social behaviors immediately.	1	2	3	4	5
15. I give more attention to positive social behaviors than to inappropriate behaviors (5:1).	1	2	3	4	5
16. I identify target positive social behaviors goals for each child that I want them to work on.	1	2	3	4	5
17. I work hard to give special time to children who are withdrawn, isolated, or anxious to promote more positive peer interactions.	1	2	3	4	5
18. I help children learn how to compliment each other and have compliment circle times.	1	2	3	4	5
19. I work with parents and teach them how to use social coaching at home with their children in order to enhance their social skills.	1	2	3	4	5
20. I recommend to parents peers that would be good play dates.	1	2	3	4	5
21. I invite parents to participate in play times in the classroom providing them with opportunities for practice, feedback, and modeling in social coaching.	1	2	3	4	5

Handouts

Emotion Coaching



Emotion Coaching with Toddlers and Preschoolers

Practice Activities

To Do:

- **USE** Emotion Coaching during child-directed play by modeling and describing children's emotions. Describe more positive emotions than negative. Share your own positive emotions with children.
- **ENGAGE** in pretend play using puppets and/or books to practice emotion language. Help children develop empathy by explaining the character's different feelings.
- **USE** visual feeling cards to teach children emotion vocabulary.
- **TEACH** children some emotional regulation strategies (e.g., breathing, counting, using Calm Down Thermometer poster, positive visualization, etc.) by modeling with puppets or discussing with books.

To Read:

Chapter Four & Eleven from *Incredible Teachers* book.



Key Points

Emotion Coaching



Toddler and Preschoolers

- Try to understand what the child is feeling and wanting.
- Describe the child's feelings (don't ask him what he is feeling because s/he is unlikely to have the words to tell you); build emotion vocabulary by naming child's feelings.
- Label more of children's positive feelings than uncomfortable feelings.
- Model your own positive feelings and calm down strategies.
- Provide physical cuddling when child is frightened, sad or hurt. Stay calm yourself to provide extra reassurance.
- Model the emotion words for the child to use to express his or her uncomfortable feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise the coping strategy the child is using such as staying calm, trying again.
- Promote identification of feelings through use of pictures, games and books.
- Use puppets and make-believe play to model emotion language and show how emotions can change and prompt empathic response.

Preschoolers

- Model self-regulation strategies by taking deep breaths, using positive self-talk, using anger thermometer and using Tiny Turtle's calm down steps.
- Help children learn ways to self-regulate such as by using special stuffed animal or blanket, taking deep breaths, waiting and thinking of happy place.
- Praise children's self-regulation skills such as staying calm, patient, and trying again when frustrated, or waiting a turn and using words to ask.
- Prompt children to take deep breaths, count down or use self talk such as "I can do it, I can calm down."
- Help children understand how other children feel by pointing out facial expressions, voice tone, or words.
- When children use a social skill such as sharing or trading, help them see the connection of their behaviors to the other child's feeling of happiness or excitement.
- Encourage parents to use Emotion Coaching and puppets to enhance emotion coaching at home.

Brainstorm/Buzz
Promoting Children's Self-Regulation



Think about ways you could promote children's learning of self-regulation skills. Write down your plan.



Goal:

Brainstorm/Buzz

Emotional Literacy



Write out all the emotion words you want to encourage with children. Try to have three positive or calming emotion words for every uncomfortable feeling. Combine a coping thought with a negative feeling.



Goal:

Facilitating Children’s Social Learning: Teachers as “Emotion Coaches”

Describing children’s feelings is a powerful way to strengthen a child’s 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.

Feelings/Emotional Literacy	Examples
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> proud <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<ul style="list-style-type: none"> • “That is frustrating, and you are staying calm and trying to do that again.” • “You look proud of that drawing.” • “You seem confident when reading that story.” • “You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient.” • “You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you.” • “You are so curious. You are trying out every way you think that can go together.” • “You are forgiving of your friend because you know it was a mistake.”

Modeling Feeling Talk and Sharing Feelings

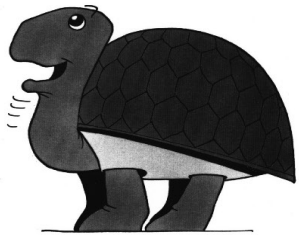
- “I am proud of you for solving that problem.”
- “I am really having fun playing with you.”
- “I was nervous it would fall down, but you were careful and patient, and your plan worked.”
- “Your friend is so happy that you shared with him.”

Calm Down Thermometer

I can do it. I can calm down.



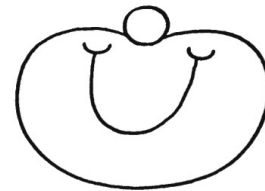
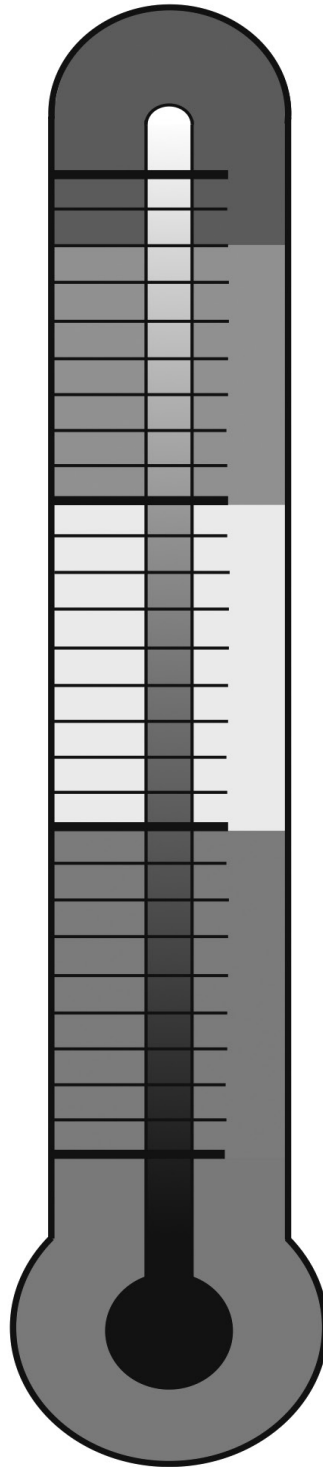
Think "Stop"



Take 3 deep breaths



Stay cool



Sample Circle Time Lesson Script: Calm Down Thermometer

Teacher: Wally has a problem he wants to share with you today. Wally, can you let us know what happened?

Wally: Well, someone knocked down my block tower when I was building and I was soooooooooo mad.

Teacher: Kids, how do you feel when that happens to you?

Child: Mad. That happened to me I was mad!

Teacher: That is so frustrating. You felt just like Wally did. I think Wally has a trick to share that can help you feel better. Wally, what did you do to stop your anger?

Wally: I have a special trick and it helps me to calm down. I take three deep breaths and then try to change my mad feelings. My mom showed me this thermometer that helps me remember how to do it. (Puppet models three deep breaths and how to say "I can calm down.")

Teacher: Thanks Wally. Now lets take those breaths with Wally as he does it. (Lead children in taking deep breaths and saying "I can do it, I can calm down") Take a look at this thermometer, what do you notice?

(Children will answer with varied ideas, the colors, the pictures on it. Use this brainstorm to validate their ideas and teach them why thermometer looks how it does and how they can use it.)

Wally: Yeah it has lots of different colors on it. When I am mad I feel red hot! That's when I am mad or frustrated. At the bottom the thermometer is blue. It reminds me of cool water.

Teacher: And as you move down the thermometer, you can change your feelings back into happy ones trying Wally's trick. Okay, let's try it. Pretend your ice cream just fell off your cone and now you can't eat it. Show me on your faces how you might feel?

I see lots of angry faces. Your mouths are tight, you don't have any smiles at all.

Teacher: Francis, will you come up and show me where the arrow is on the thermometer when you feel mad. Like if your ice cream fell on the ground? Yes! Right at the top, mad and frustrated! Class, let's take three deep breaths and see if we can change our feelings just like Wally did in the block area.

(Encourage children to take three deep breaths along with you.)

Teacher: Oh – I see some calm faces. How are you feeling now?

Child: Happy. Can I move the arrow?

Teacher: Sure!

(Continue practicing with new scenarios allowing kids to move arrow and then move to small group practice.)

Calm Down Thermometer

I can do it. I can calm down.



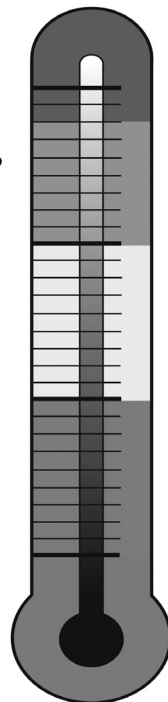
Think "Stop"



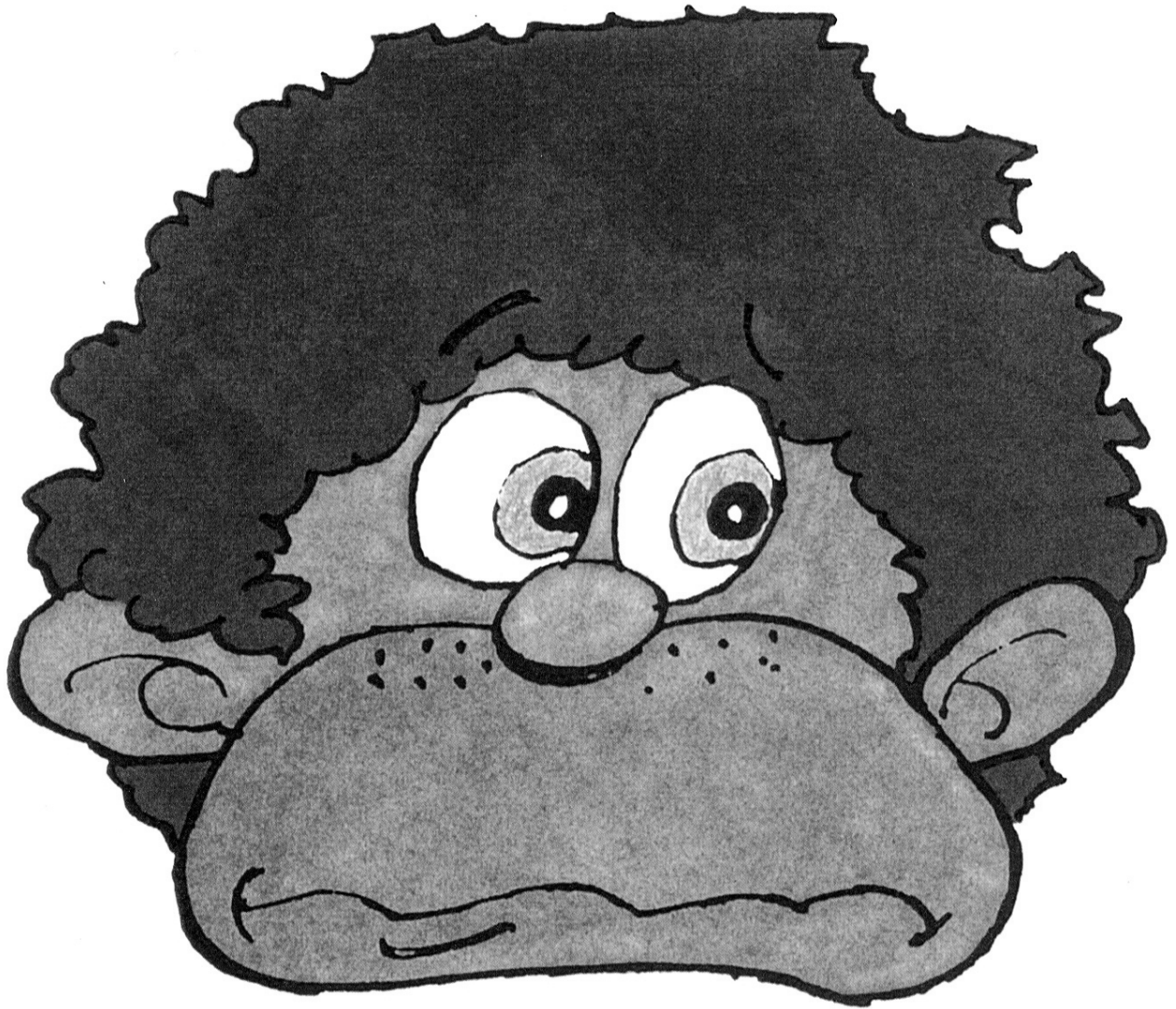
Take 3 deep breaths



Stay cool



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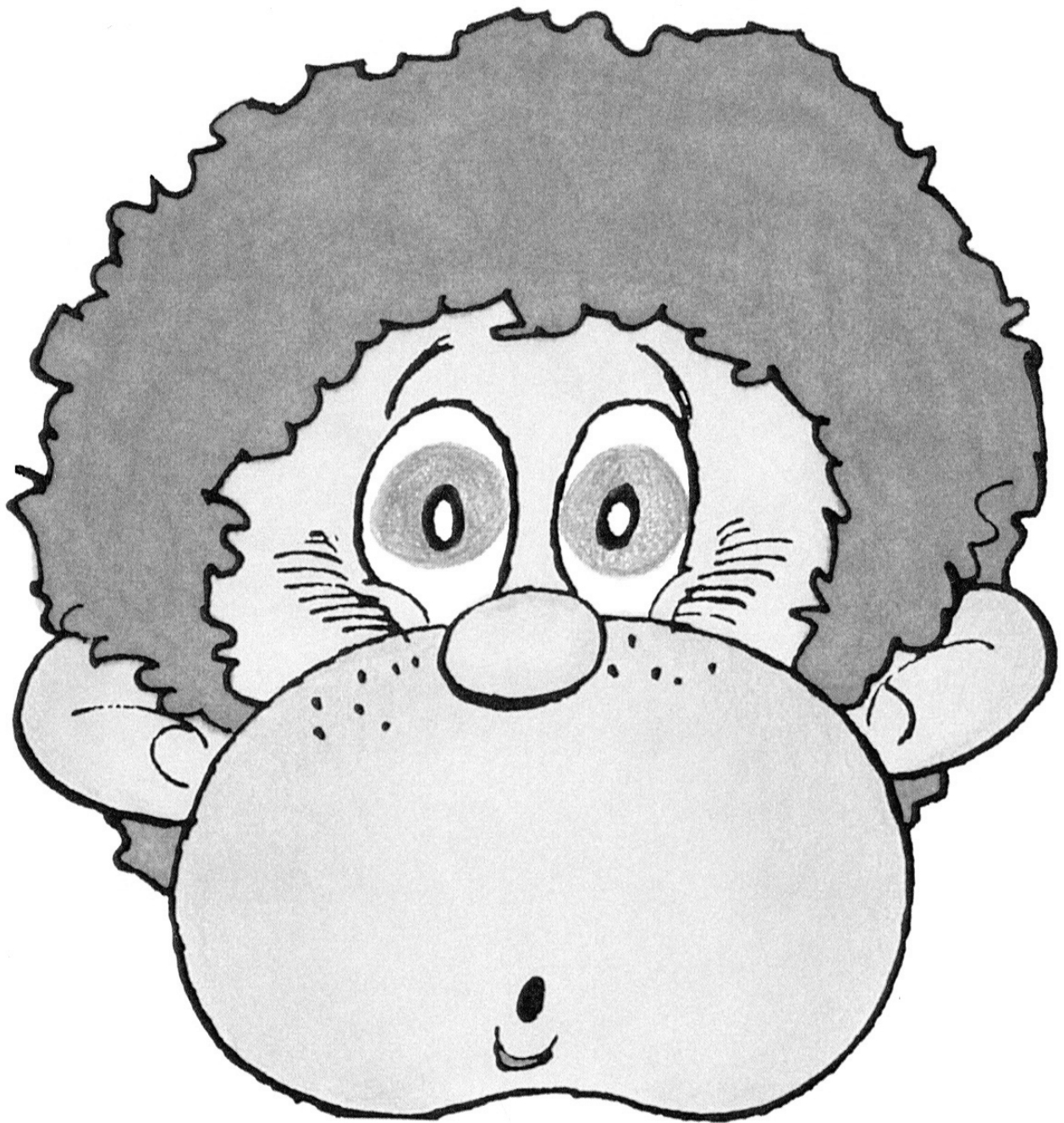


AFRAID



ANGRY





EMBARRASSED



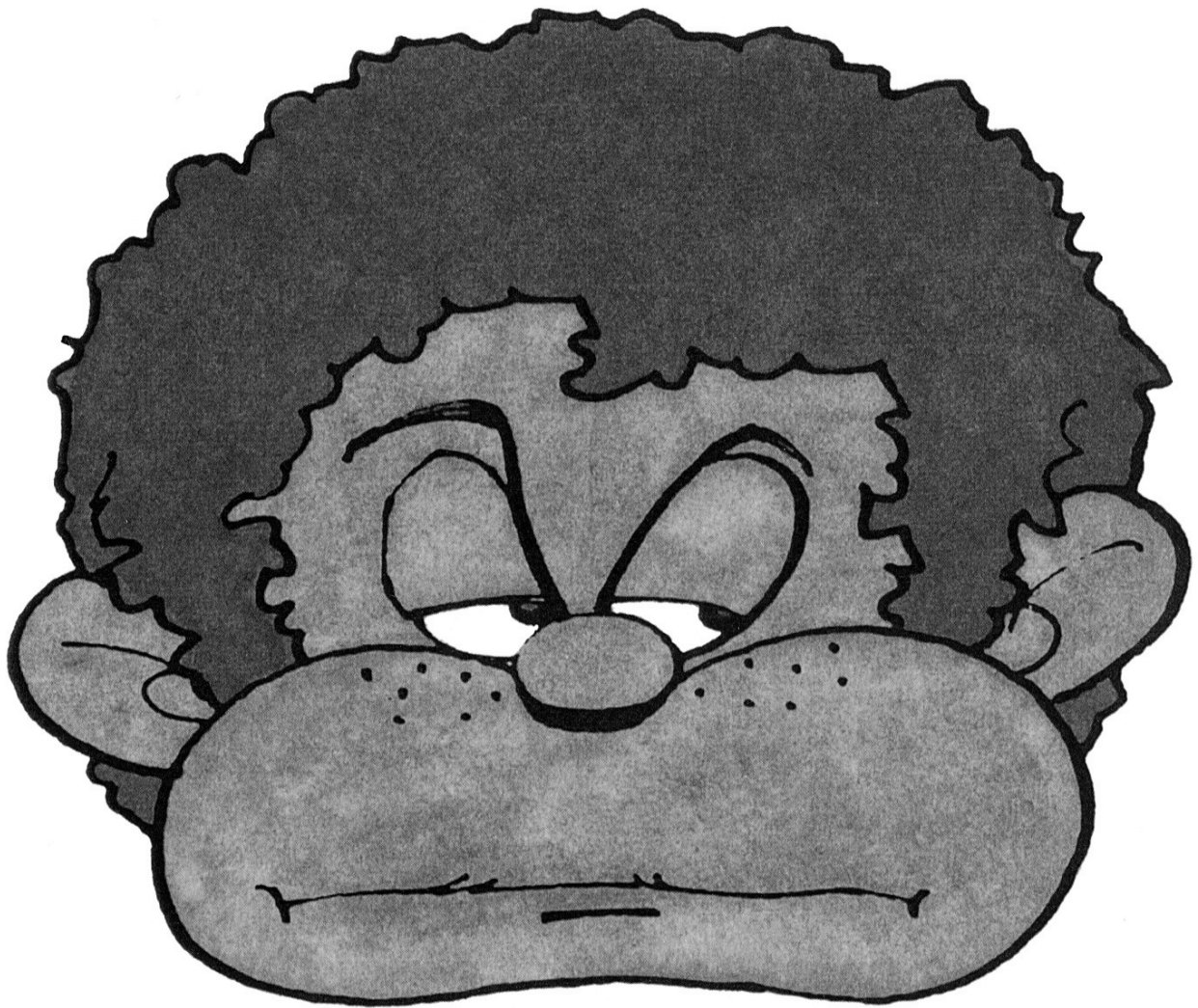
EXCITED



FRUSTRATED



HAPPY



JEALOUS



LOVE



MEAN



NERVOUS



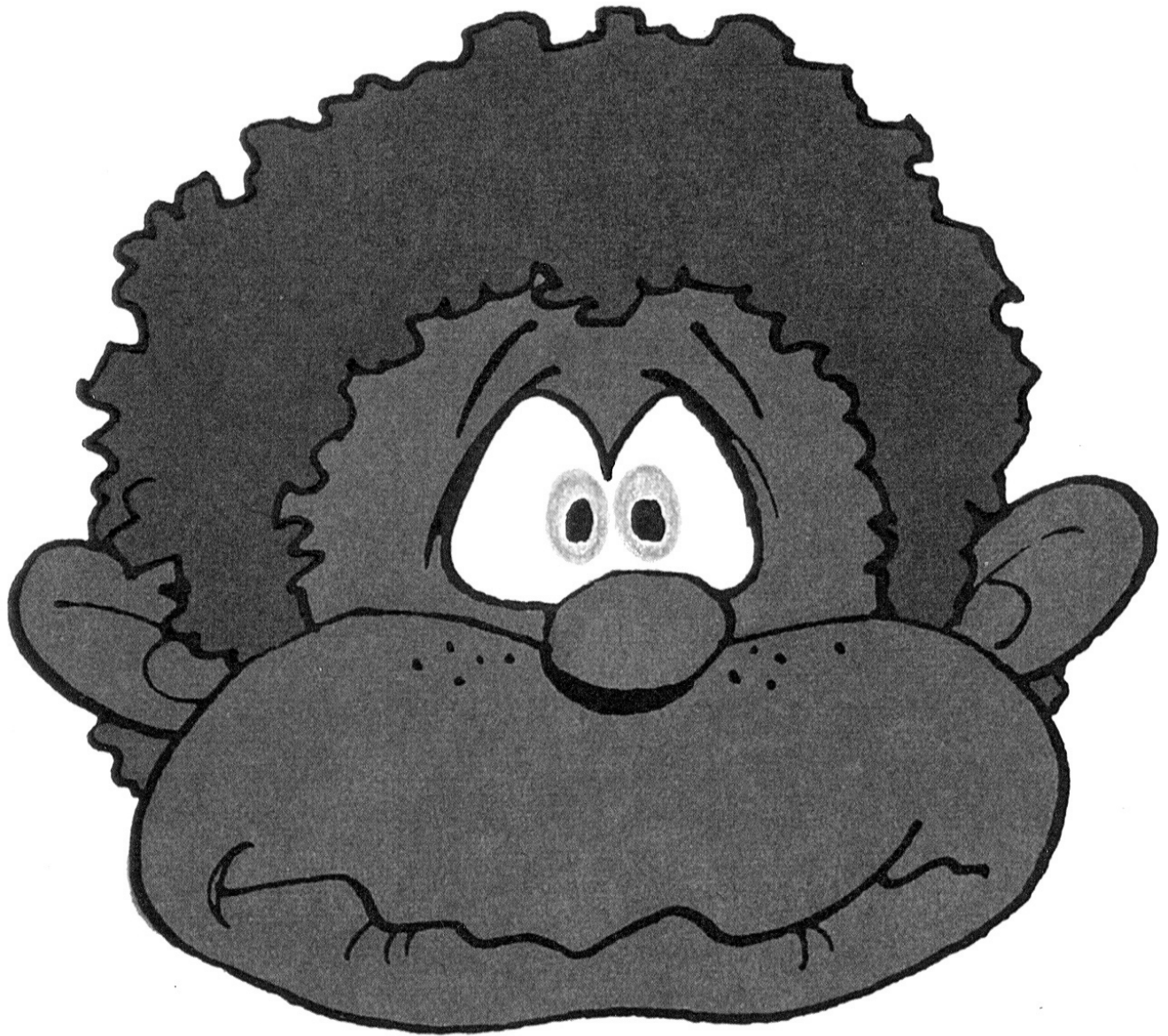
PROUD



CALM



SAD



SCARED



SHY



SURPRISED



TIRED



BEHAVIOR PLAN RECORD SHEET

Emotion Coaching



Date: _____

<p>Child behaviors I want to see less of:</p> <p><i>Examples: Joshua has angry outbursts, is easily frustrated, impatient, often sad.</i></p> <p>Target Child (nature of problem):</p>	<p>Positive Opposite Emotion Behavior I want to see more of:</p> <p><i>Example: Learning to take deep breaths, count, or use the thermometer or feeling picture to express feelings. Recognizing when he is calm, happy and patient.</i></p> <p>Developmentally Appropriate Emotion Goal for Child:</p>	<p>Emotion Coaching Scripts:</p> <p><i>Example: "I see you are frustrated but you are staying calm." Or, "Your friend is happy you shared the truck." Or, "You took deep breaths to calm down, that is so strong. I am proud of you."</i></p> <p>Emotion Coaching Strategies (your examples):</p>
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*The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory*

Emotion Coaching & self-Regulation

Date: _____ Name: _____

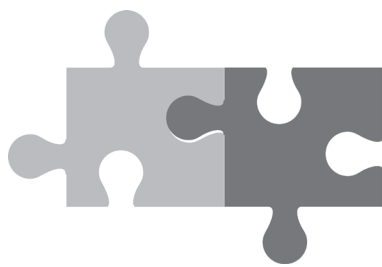
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1 – Never 3 – Occasionally 5 - Consistently

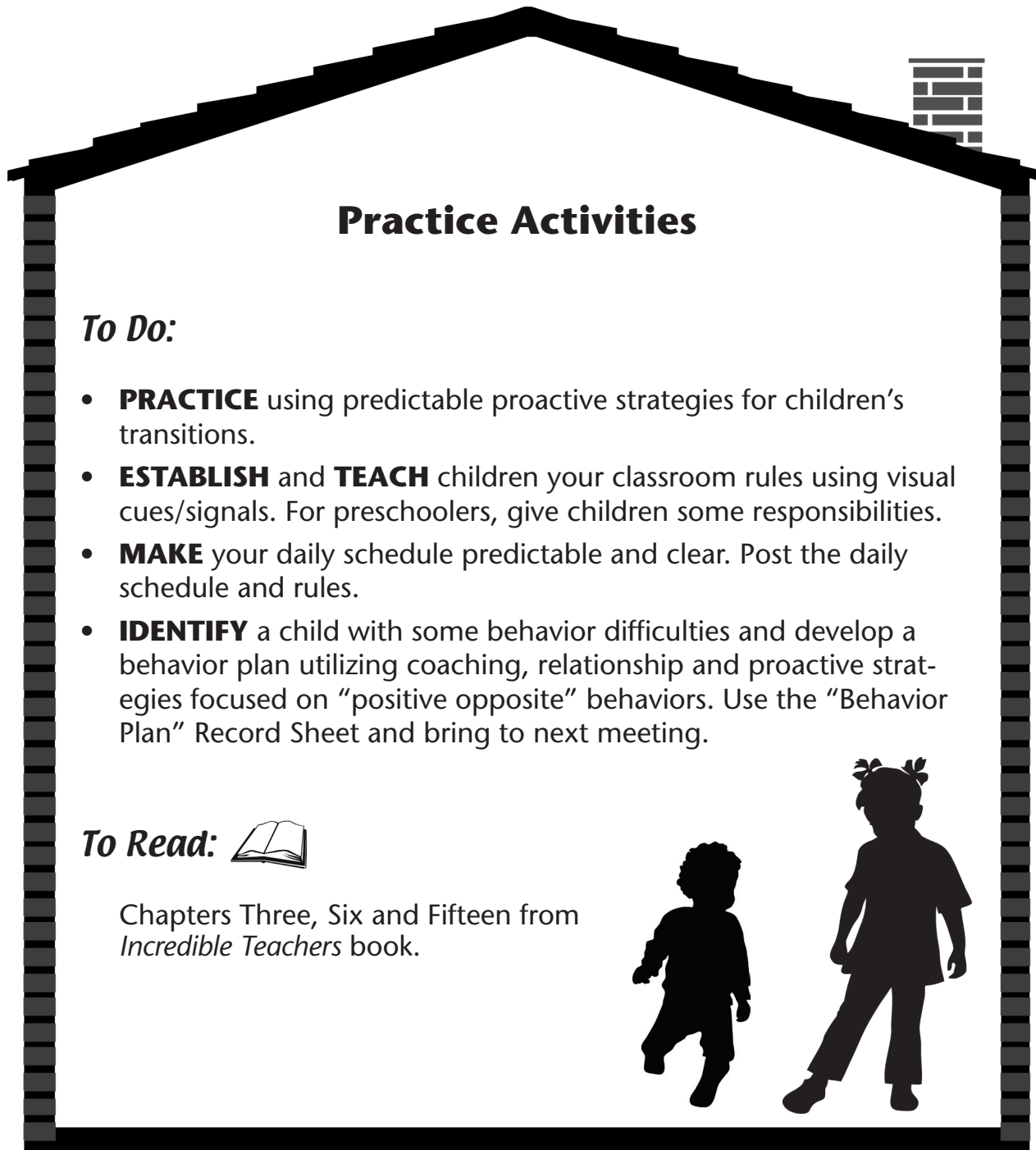
<i>Social Coaching</i>	
1. I use emotion coaching language with all the children when I interact with them.	1 2 3 4 5
2. When I coach a child's uncomfortable emotions (e.g., anger, frustration, fears) I qualify the negative emotion with recognition of the positive coping or calming behavior the child is using (e.g., continues to try, keeps hands to self, works hard).	1 2 3 4 5
3. I give more attention to and name more positive emotions in children than uncomfortable emotions.	1 2 3 4 5
4. I model my own positive emotions for how I feel during the day, including how I calm down when frustrated.	1 2 3 4 5
5. I provide physical affection to help children calm down and self-regulate.	1 2 3 4 5
6. I teach preschool children self-regulation techniques such as breathing, counting, positive visualization methods and positive self-talk.	1 2 3 4 5
7. I teach preschool children the calm down thermometer and help them practice this when they are angry, sad, fearful or lonely.	1 2 3 4 5
8. I use puppets with children to model emotion language, help children understand the perspective of another and to set up practices of emotion sharing.	1 2 3 4 5
9. I teach children Tiny Turtle's anger management steps.	1 2 3 4 5

10. I read books to children in interactive ways to promote modeling and sharing of different feelings.	1 2 3 4 5
11. For children with developmental or language delays I use visual pictures to enhance their ability to tell someone how they are feeling.	1 2 3 4 5
12. I use visual feeling prompts to encourage communication of different feelings.	1 2 3 4 5
13. I identify “positive opposite” emotions to the negative emotions to pay attention to (e.g., for angry child I focus on times when s/he is calm, patient).	1 2 3 4 5
14. I praise children for sharing their feelings with other children or with me.	1 2 3 4 5
15. I work with parents so they know how to use emotion coaching at home with their children to enhance their emotional vocabulary.	1 2 3 4 5
16. I work with parents to teach them how to use emotional self-regulation strategies at home with their children. (E.g., breathing, counting, use of Calm Down Thermometer.)	1 2 3 4 5

Handouts
The Proactive Teacher



The Proactive Teacher



Practice Activities

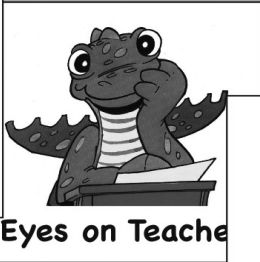
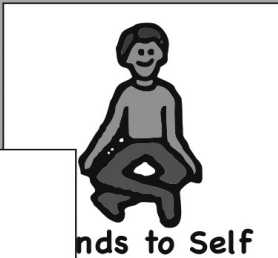
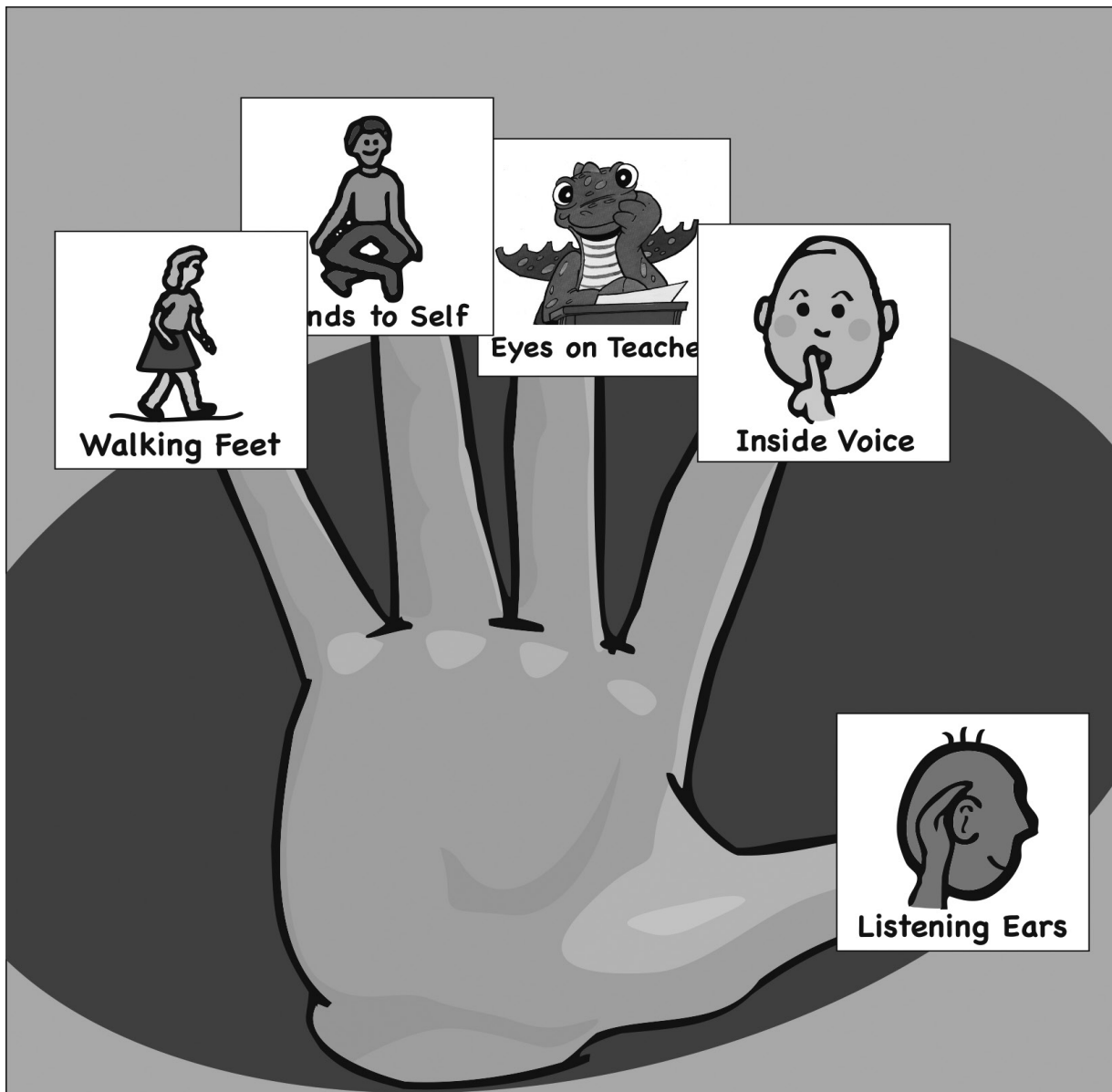
To Do:

- **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"



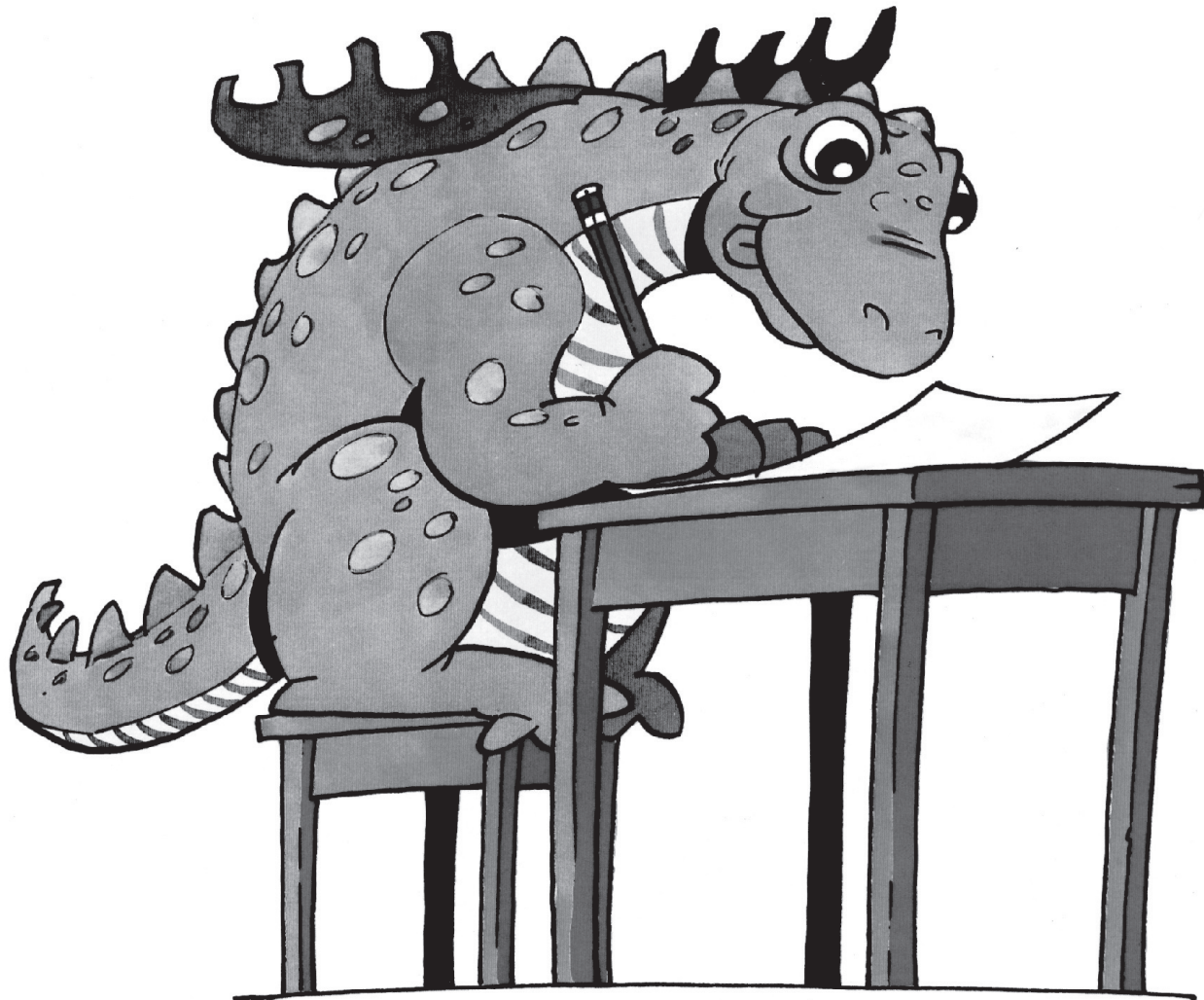
The
**Incredible
Years**

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Incredible Beginnings™ Program Handouts



Working Hard



Quiet Hands Up



Walking Feet

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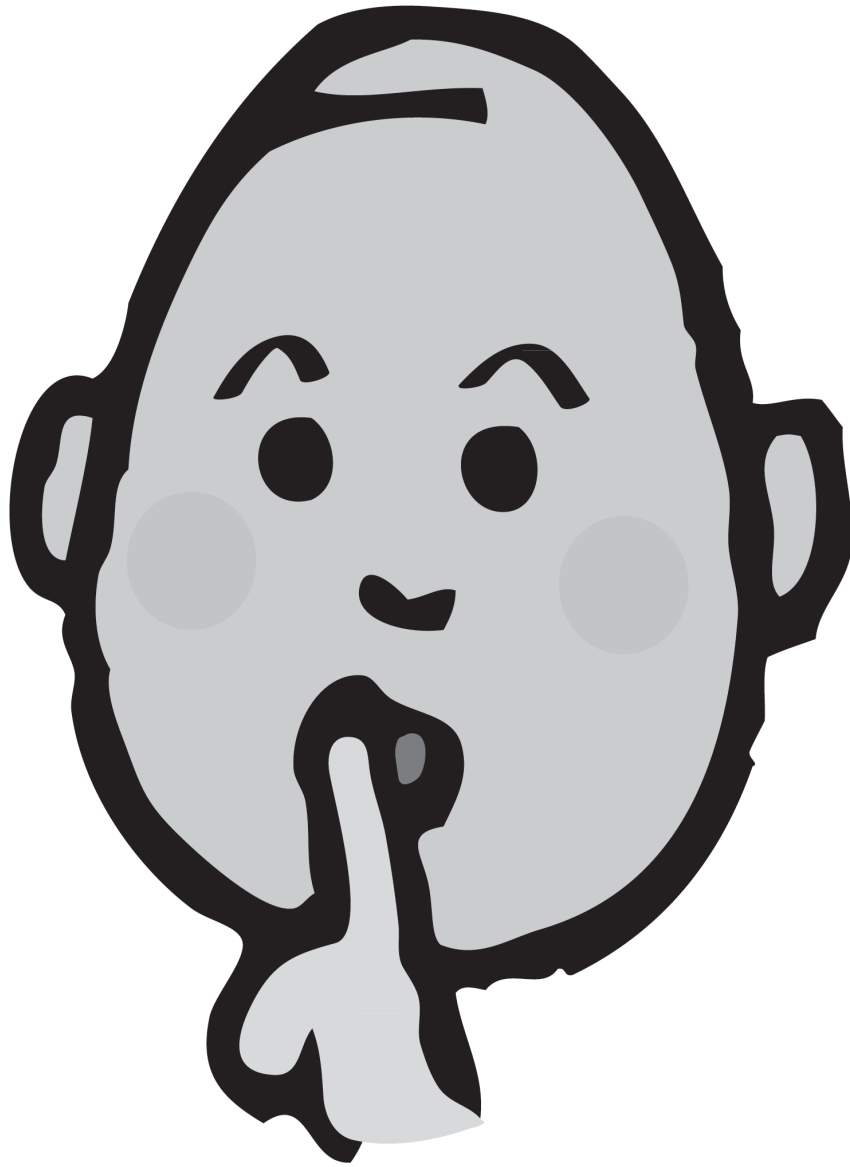


Hands to Self

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Eyes on Teacher



Inside Voice

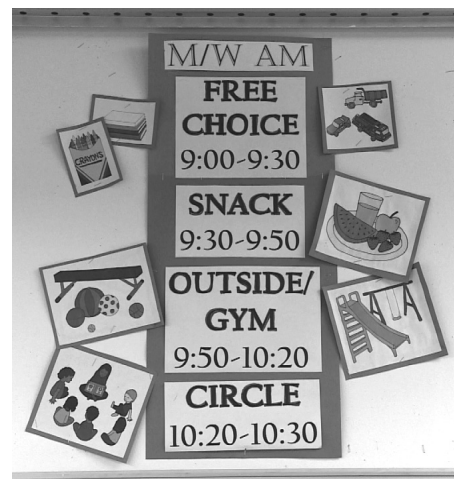
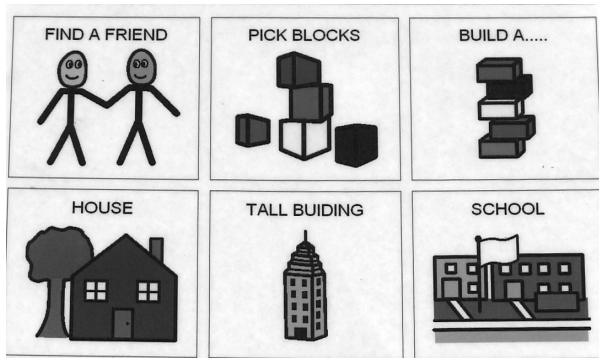


Listening Ears

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.



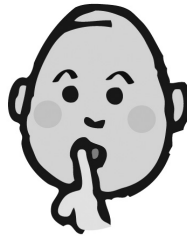
Examples of Nonverbal Signals



Walking Feet



Listening Ears



Inside Voice

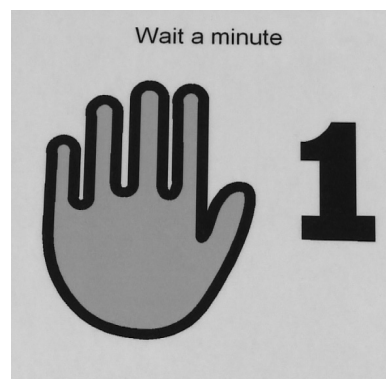
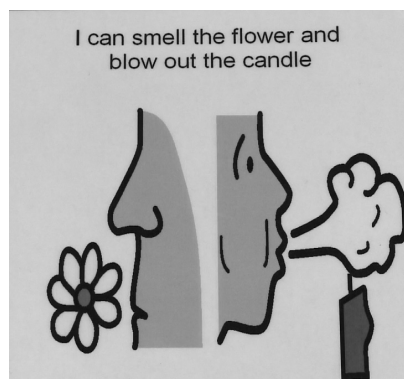


Eyes on Teacher



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:



Handout **BEHAVIOR RECORD**

Praising "Positive Opposite" Behaviors

Behaviors I want to see less of (e.g., yelling):	Positive opposite behavior I want to see more of (e.g., polite voice):



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>Target Child (nature of problem):</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>Developmentally Appropriate Goal for Child:</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>Proactive Teaching Strategies:</p>
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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

Proactive Teacher - Rules					
1. I state rules positively and clearly and they are posted on the wall for children, parents, and visitors (using pictures/words).	1	2	3	4	5
2. Rules are reviewed and practiced with children regularly.	1	2	3	4	5
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).	1	2	3	4	5
4. I give children choices and redirections when possible.	1	2	3	4	5
5. I get children's attention before giving instructions.	1	2	3	4	5
6. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1	2	3	4	5
7. I give frequent attention, praise and encouragement to children who are engaged and following directions.	1	2	3	4	5
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).	1	2	3	4	5

Future Goals about Rules:

<i>Proactive Teacher - Schedules</i>	
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	1 2 3 4 5
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).	1 2 3 4 5
3. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	1 2 3 4 5
4. I provide a balance between teacher-directed and child-directed activities.	1 2 3 4 5
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).	1 2 3 4 5
6. My large group circle time is scheduled for no longer than 20 minutes.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5
9. I communicate with parents about classroom schedules and welcome parents.	1 2 3 4 5

Future Goals about Schedules:

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

<i>Proactive Teacher - Classroom Environment and Organization</i>	
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.	1 2 3 4 5
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.).	1 2 3 4 5
3. I have put picture labels on low shelves to help children find and return materials.	1 2 3 4 5
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.).	1 2 3 4 5
5. I have a systematic rotation plan in effect to increase novelty and curiosity (e.g., sand or bubble table open at certain times).	1 2 3 4 5

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).	1 2 3 4 5
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).	1 2 3 4 5
8. I provide visual cues throughout classroom to remind child of target skill (e.g., sharing, helping, teamwork).	1 2 3 4 5
9. A large physical structure is provided in my classroom for circle time and children sit on carpet squares or mats.	1 2 3 4 5
10. I prepare materials for small group activities so they are ready to go before children arrive for the day.	1 2 3 4 5
11. I plan cooperative activities on a daily basis (e.g., large collages, class books, cooking activities etc.).	1 2 3 4 5
12. Children are visible at all times. Shelving is no higher than 4 feet tall.	1 2 3 4 5
13. I place inattentive or easily distractible children close by me.	1 2 3 4 5

Future Goals for Environmental Structure and Planning:

Name: _____

Handouts
Positive Behavior Management for Toddlers and Preschoolers



Positive Behavior Management for Toddlers and Preschoolers (Part One)

Practice Activities

To Do:

- **LIST** behaviors you want to see less of for planned ignores. Choose “positive opposite” social replacement behaviors to focus on giving attention to by coaching, praising, and incentives.
- **REVIEW** strategies for helping children learn how to stay calm (e.g., Tiny Turtle teaches how to ignore).
- **USE** redirection, distraction, and positive limit setting for inappropriate behaviors.
- **IDENTIFY** a child with some behavior difficulties and develop a behavior plan utilizing proactive strategies, coaching methods, praise, and differential attention. Use the “Behavior Plan Record Sheet” and bring to the next meeting.

To Read:

Chapters Seven, Eight, Ten and Twelve from
Incredible Teachers book.



Key Points

Positive Behavior Management Strategies (for Toddlers and Preschoolers)

- Give one clear, short command at a time, expressed in positive terms.
- Be realistic in your expectations and use age-appropriate commands.
- Use “do” commands and limit use of “stop” or “no” commands.
- Don’t give unnecessary commands.
- Give children ample opportunity to comply.
- Use warnings and helpful reminders, including songs and visual pictures.
- Give children choices whenever possible.
- Praise children who follow directions. Use surprise rewards and celebrations.
- Use distractions, physical redirection and “first-then” commands when possible.
- Give more attention to positive behavior than negative behavior!



Understanding Problem Behaviors

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

Plan #2: Ask Why is the Misbehavior Occurring?

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 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 behavior reflects child's feelings of inadequacy/anxiety/stress 		

Step #3: Target Desired Positive Opposite Behaviors

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



Brainstorm/Buzz

My Goals for Behavior Management



Think about what you want to accomplish with your discipline and what you want to avoid.



What you want to accomplish	What you want to avoid



Handout

Ignoring Misbehavior

Praising “Positive Opposite” Behaviors

Behaviors I want to see less of and will ignore (e.g., yelling):	Positive opposite behavior I want to strengthen with positive attention, coaching, and praise (e.g., polite voice):

Brainstorm/Buzz

Rewriting Commands



Rewrite the following ineffective commands into positive, clear, respectful commands.

Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't you put that away?• Let's clean up the blocks• Cut it out• What is your coat doing there?• Why is your backpack there?• Don't push him like a bull• You look like a mess• Stop bugging your friend• You are never ready• You must stop touching her in circle time• Don't whine• You are impossible• Stop dawdling• Hurry up• Be quiet• What are you doing bothering your friend?• Are you stupid?	

Brainstorm/Buzz

Ways to Stay Calm When Ignoring



When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this negative period. If you give into the oppositional behavior, this behavior will be reinforced and the child will learn that by protesting loudly, he or she can get his/her own way.

It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.

Ways to Stay Calm While Ignoring

deep breaths

relaxation techniques

positive thoughts

walk away

turn on some music



*Remember, all young children argue and protest to get what they want. This is not personal but a reflection of their strive to be independent and to test the rules.

Goal: I will commit to tell myself the following _____

when a child protests.

Brainstorm/Buzz

Behaviors to Ignore



Behaviors such as pouting, crying, screaming, tantruming, and arguing are good candidates for ignoring and for helping other children ignore. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury, property damage, or intolerable disruption of an ongoing activity.

Child Behaviors I Will Ignore

e.g., whining

tantrums



Goal: I will commit to ignoring _____

behavior whenever it occurs. I will praise _____

behavior, the positive opposite of the behavior I am ignoring.

Brainstorm/Buzz

Teachers Praising Parents



Think about ways you can give parents praise about their children's successes at school. Write down your plan.



Goal:

I will commit to using praising parents _____ times this week for _____ minutes, with the following children's parents:

Brainstorm/Buzz

Incentives



Make a list of possible individual or group incentives or celebrations you can use with your children to encourage specific behaviors.



Incentives

Lunch with teacher

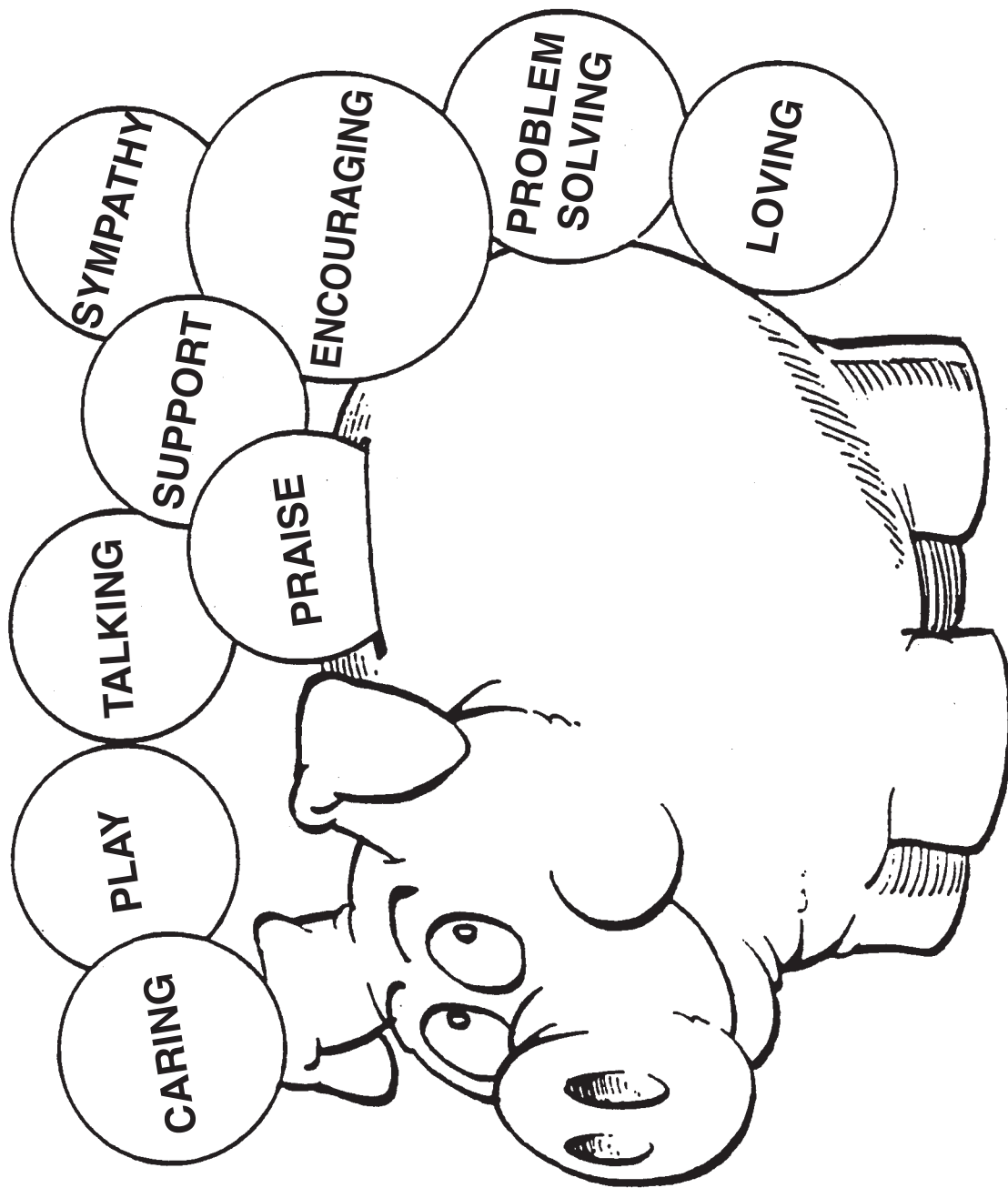
Hand stamps

Special book

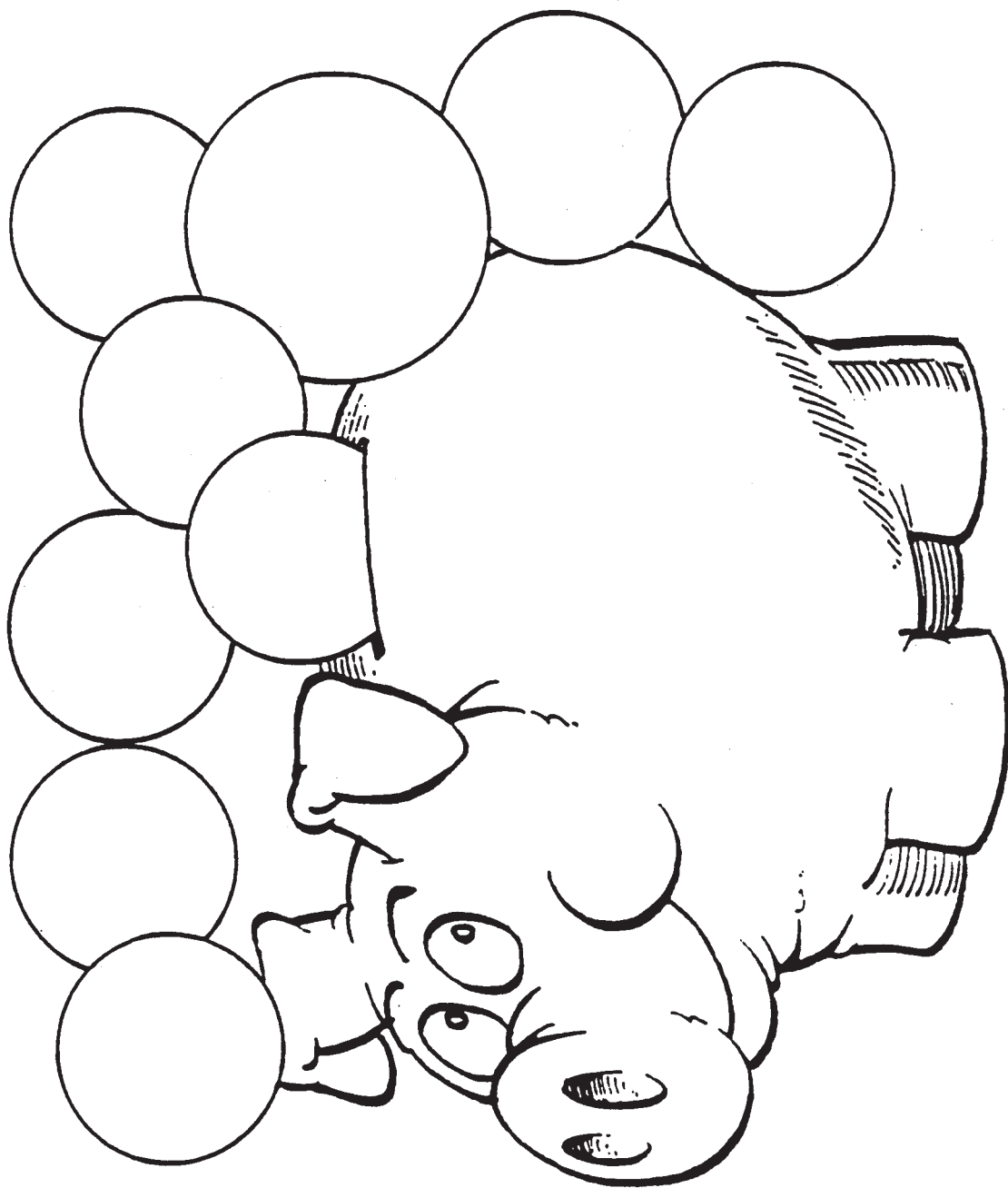
Goal:

I will set up an incentive program for _____.

This will include _____ for
_____ behavior.



Remember to Build Up Your Bank Account



Steps 1-4 of Behavior Management Hierarchy (Toddlers)

Steps #5-8

See full Discipline Hierarchy Handout for preschoolers

Step #4

Ignore Non-Aggressive Misbehaviors
e.g.,

- Tantrums
- Whining

Coach and praise positive opposite behaviors

Step #3

As child begins to get upset, coach and prompt calm down strategies

- e.g.,
- deep breaths
 - feelings words
 - positive visualization
 - use turtle shell
 - positive self-talk

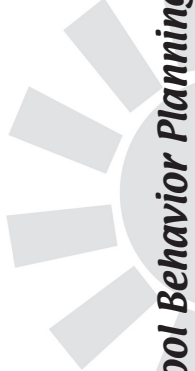
Step #2

- Positive Verbal Redirect
- Distractions and Re-engagement Strategies
- Social Emotional Coaching

Step #1

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Transitions Clear

“Always choose the lowest, least intrusive step first.”



Preschool Behavior Planning (Part 1)

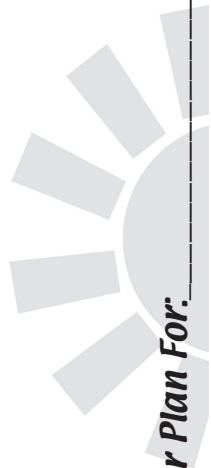


Example of Behavior Plan: Jenny, Preschool

#1 Negative classroom behaviors	#2 Where & Why? (Understanding Problem Behaviors)	#3 Positive Opposite behaviors	#4 Proactive & Relationship Building Strategies
Poking, touching	Child impulsive, inattentive temperament (during circle time)	Keep hands to own body	Use listening and quiet hand up rules cue cards and "give me five" signal
Speaks without raising hand	Misbehavior gets attention from teacher and peers (playground and free time)	Raise a quiet hand	Seat close to teacher, during circle time
Talks while directions are given	Child impulsive, inattentive temperament (during circle time)	Listen quietly when directions are given	Give opportunities to move by helping teacher
Off-task, day dreaming	Lost in own world, may not process verbal information well (during transition)	Pay attention and concentrate	Get eye contact before giving directions. Use positive redirects.

Behavior Plan For: _____

Negative classroom behaviors	Where & Why?	Positive Opposite behaviors	Proactive & Relationship Building Strategies
1.			
2.			



Preschool Behavior Plan For: _____ (Part 1)

#1 Targeted Negative Behaviors	#2 When and Why? (Understanding Problem Behaviors)	#3 Positive Opposite Behaviors	#4 Proactive & Relationship Building Strategies
1.			
2.			



Preschool Behavior Planning (Part 2)



Example of Behavior Plan: Jenny, Preschool


#1	#3	#4	#5
Negative classroom behaviors	Positive Opposite Desired Behaviors	Select Proactive and Relationship Building Strategies	Coaching and Praise
Poking, touching	Keep hands to own body	<i>Seat close to teacher.</i> Give opportunities to move by helping teacher	<i>Call on child & praise</i> used social coaching when gentle with peers and waiting her turn
Speaks without raising hand	Raise a quiet hand	Get eye contact before giving directions.	Coach & praise child for focusing on task, raising quiet hand and listening
Talks while directions are given	Listen quietly when directions are given	Use positive redirects when distracted.	Call parents about positive behavior Praise following directions
Off-task, day dreaming	Pay attention & concentrate	Use listening and quiet hand up rules cue cards and "give me five" signal	Use persistence coaching during small group times

Behavior Plan For: _____

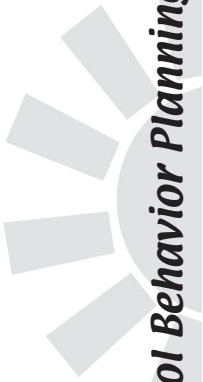
#1	#3	#4	#5
Negative classroom behaviors	Positive Opposite desired behaviors	Select Proactive Strategies	Coaching and Praise
1.			
2.			

See Behavior Plan Workshop #1 (Program 3) for Step #2.

Behavior Planning (Part 2) For: _____



Step #1: Targeted Negative Behaviors	Step #3: Desired Behaviors (Positive Opposite)	Step #4: Select Proactive Strategy & Relationship Strategy	Step #5: Coaching and Praise
1.			
2.			
3.			



Preschool Behavior Planning (Part 3)



Behavior Plan for: _____

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy



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

Positive Behavior Management (Part One)

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

<i>Setting Limits & Rules</i>					
1. Rules in my classroom are stated positively and clearly and are posted on the wall. I review and practice them as needed.	1	2	3	4	5
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	1	2	3	4	5
3. I have taught children the “show me five” signal and use it.	1	2	3	4	5
4. I state requests or give directions to children respectfully using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”).	1	2	3	4	5
5. I use “when-then” or “first-then” commands.	1	2	3	4	5
6. I give children choices and redirections when possible.	1	2	3	4	5
7. I avoid negative commands, corrections, demands, and yelling at children. Instead, I use “do” and “start” positive commands.	1	2	3	4	5
8. I get children’s attention before giving instructions (e.g., eye contact).	1	2	3	4	5
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1	2	3	4	5
10. I give frequent attention, praise and social/emotional coaching to children who are engaged and compliant following my directions.	1	2	3	4	5
11. I communicate with parents about classroom rules and help parents know how they can support similar rules at home. (E.g., walking feet, inside voice, listening ears, hands to self, etc.)	1	2	3	4	5

<i>Differential Attention, Ignoring and Redirecting</i>	
1. I give more attention, coaching and praise to positive behaviors than to inappropriate child behaviors.	1 2 3 4 5
2. I have identified negative behaviors in children I want to decrease and the “positive opposite” of each negative behavior that I will praise, reward and coach.	1 2 3 4 5
3. I have identified those behaviors I can ignore while keeping the children safe.	1 2 3 4 5
4. I have worked hard teaching children in circle time to ignore their peers when they are laughed at, poked or made fun of.	1 2 3 4 5
5. My ignoring is strategically planned and is done by avoiding eye contact, verbal comments, and physical touch and by keeping a neutral affect.	1 2 3 4 5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want to encourage) while ignoring the child who is inappropriate.	1 2 3 4 5
7. I use positive self-talk as an approach to staying calm when children misbehave. (write example)	1 2 3 4 5
8. I start with using the least intrusive discipline strategy when children misbehave. I review my hierarchy of discipline.	1 2 3 4 5
9. When a child is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the child.	1 2 3 4 5
10. I have developed behavior plans that include identifying those inappropriate behaviors to ignore and the positive opposite behaviors to praise and reward.	1 2 3 4 5
11. I help children learn how to self-regulate through specific techniques (e.g., deep breathing, positive self-talk, positive imagery, anger or relaxation thermometer, Tiny Turtle puppet).	1 2 3 4 5
12. I use “positive forecasting” statements to predict a child’s success in earning his prize.	1 2 3 4 5
13. I work hard to redirect children to other activities when they are frustrated.	1 2 3 4 5

14. I have shared the classroom or home child care discipline hierarchy with the parents of the children.	1 2 3 4 5
15. I work with parents so they know behaviors to ignore and those to praise or reward.	1 2 3 4 5
16. I call parents to share successes their children are having learning new behaviors.	1 2 3 4 5
17. I teach parents some of the self-regulation strategies I am using with their children so they can use them at home. (E.g., Tiny Turtle's secret, Calm Down Thermometer, breathing strategies)	1 2 3 4 5

Future Goals Regarding Ignoring and Redirecting Strategies



Positive Behavior Management for Preschoolers (Part 2)

Practice Activities

To Do:

- **TEACH** and **PRACTICE** Time Out to Calm Down with children. Explain when, where, and why Time Out to Calm Down will happen. Help children understand how to use their “ignore” muscles.
- **CONTINUE** adding to behavior plan(s) for children with behavior difficulties, utilizing logical consequences, scripted coached play with visual prompts, incentives, and teaching problem solving.
- **TEACH** children to problem solve using books, hypothetical problem scenarios, puppets and games. When “real life” problems occur encourage children to use solutions (if too dysregulated ignore).

To Read:

Chapters Nine, Ten and Sixteen from *Incredible Teachers* book.



Key Points

Positive Behavior Management (for Preschoolers)

- Preparation is the key – with a plan of target behaviors to encourage and those to ignore.
- Consequences do not have to be severe to be effective.
- Follow the “law of least disruptive intervention” – use steps 1-4 in hierarchy ignoring, redirecting and warnings or reminders before more intrusive consequences.
- Ideally consequences (step 5) should be tailored to the particular circumstances – something that will be effective with that particular child because it deprives that child of something he or she particularly likes (loss of privilege) or something that is inherently connected to the misbehavior (logical and natural consequences).
- Consequences should never be physically or psychologically harmful to the child, nor should they ever humiliate or embarrass a child.
- Whenever possible, present consequences as a choice the child has made.
- Be friendly but firm – control your negative emotions.
- Review behavior plan and be sure attention is being given to “positive opposite” replacement behaviors by teacher’s social and emotion coaching, praise and incentives.



Sample Circle Time Lesson Script: Ignore

Teacher: Well, Wally has a problem he wants to share with you today. Wally, can you let us know what happened?

Puppet: Well, I was sitting at circle at my school and it was so noisy. One of my friends kept talking to me and I couldn't hear the teacher. I asked him to stop but he kept talking.

Teacher: Wally, that sounds hard. How were you feeling when that happened?

Puppet: I was really frustrated.

Teacher: You know, Wally, I do have an idea for you for this problem. When someone is distracting me I do something called ignore. Can you all say that word for me?

Puppet: Ignore?

Teacher: Yes, Wally ignoring is when you pretend that you can't hear or see someone. You can even turn your body away and focus on the teacher. Try it. Pretend I am the boy in circle time, and you are ignoring me. Pretend Kendra over there is your teacher. You can look at her while you ignore me. Ready?

Wally turns his body away and looks straight at Kendra.

Teacher: Wow! I see Wally turning his whole body away. His eyes are focused right on his teacher and he isn't listening to anything I say! Wally has big ignore muscles! Who thinks they can try this too?

Next call a child to come up and act out the same scenario.

Teacher: Okay, Kendra, Wally is going to talk to you during circle time. You are going to ignore him. You are going to keep your eyes on me and turn your body away. Class, do you see how Kendra is so strong (feel her muscles!) She is ignoring. She turns her body away. She keeps her eyes on the action. I don't even think she heard Wally! Now who else wants a turn?

Practice some more or break your teachers into small groups so they can try the lesson.

Important note: Always have Wally act out the distracting behavior (do not put a child in this role). It is important that the children only act out positive behavior.

Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior (Preschoolers)

Step #8

Give Repeated Opportunities for New Learning Trials

- Model, coach & practice alternative desired behaviors
- Praise replacement behaviors
- Circle Time Lessons

Step #7

Review Behavior Plan

- Check frequency of positive attention for prosocial behavior
- Check incentive program is motivating child
- Check that no attention is given during Time Out
- Conference with parent to coordinate home and school program
- IEP

Step #6

For aggressive, destructive behavior

- 3-5 minutes time away or Time Out to Calm Down

Step #5

Use small natural and logical consequences

- e.g.,
- 2 minute recess lost
- no computer time
- 2 minute loss of free play
- activity removed for few minutes
- loss of privilege

Step #4

Ignore Non Aggressive Misbehaviors

- e.g.,
- tantrums
- whining

Step #3

As child begins to get upset, coach calm down strategies

- e.g.,
- deep breaths
- use feeling words
- positive visualization
- use turtle shell
- positive self-talk

Step #2

- Positive Verbal Redirect
- Distractions and Strategies
- Re-engagement
- Social-Emotion Coaching

Step #1

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Clear Transitions
- Teach Time Out to Calm Down

Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior

“Always choose the lowest, least intrusive step first.”

Time Out for Aggression

Children Ages 3–6 Years

Scenario #1: Child goes to Time Out.

Child hits → Command → Child goes to T.O. → Child calm for last 1–2 minutes
"You hit. You need to go to T.O." (on chair for 3-5 minutes)



Teacher praises child's first positive behavior. → Teacher ends T.O. & re-engages child

"That is very friendly sharing, your friend seems happy."

"Your T.O. is finished. You can join the group."

Sample Circle Time Role Play Script for Explaining Time Out using a Puppet

Teacher: Today we're going to talk about one of the important rules in this class. Do you remember the rule about "keeping hands and bodies to ourselves"? Does anyone know why this rule is important?

Child: To keep us safe!

Teacher: That's right! This is an important safety rule. We're going to talk about what happens when someone breaks this rule and hurts or hits someone else. You are all doing such a good job of being safe and gentle with each other, but sometimes children forget or get angry and hit someone else. When that happens, you'll need to take a Time Out until your body is calm and safe again. I'm going to use my puppet friend here to help show what that looks like. His name is Wally.

Wally: Hi boys and girls, I'm glad to be here.

Teacher: Wally, would you help the children by showing them how to go calmly to Time Out?

Wally: Sure, but this is just pretend because I didn't really hit anyone.

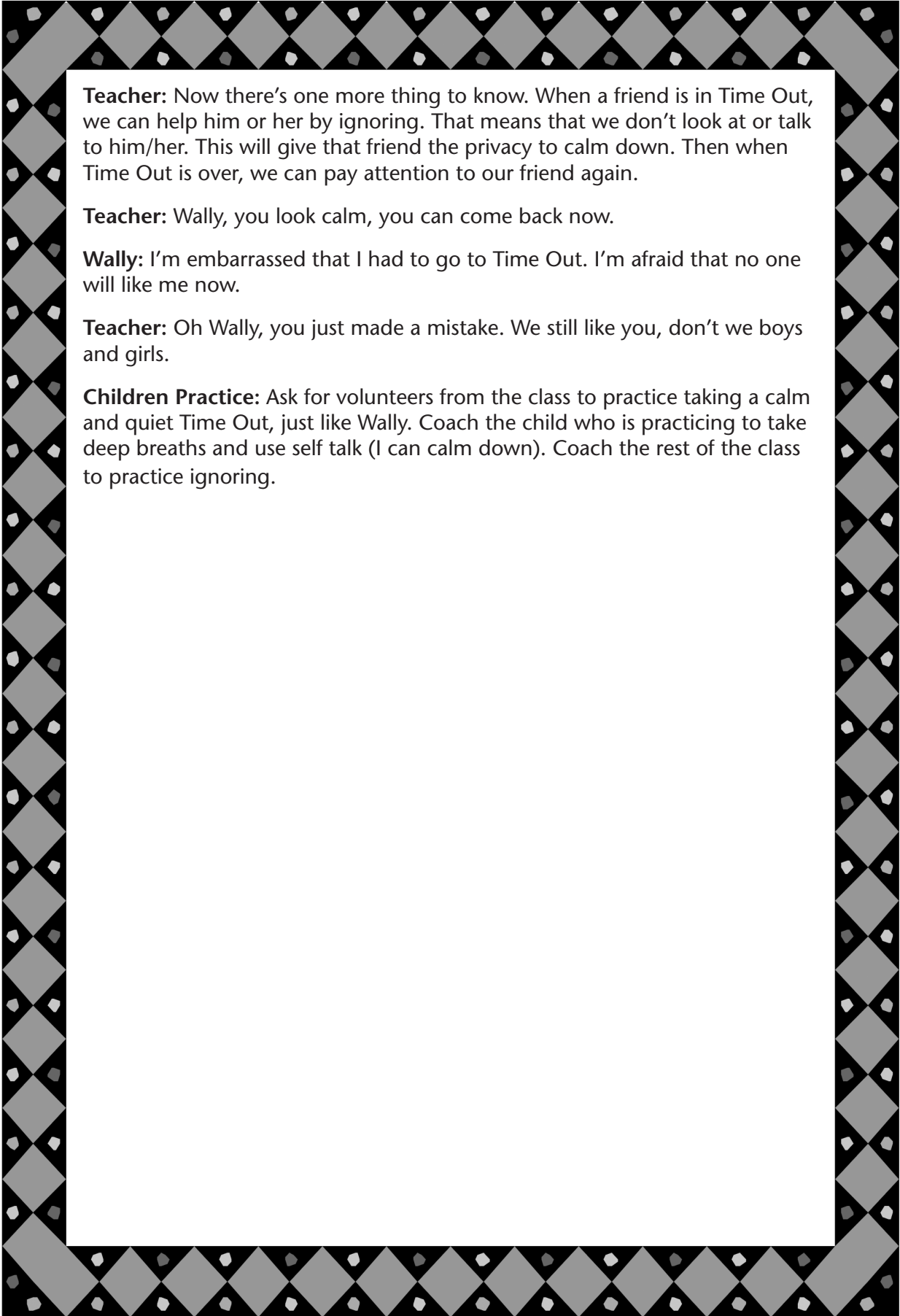
Teacher: That's right—this is just pretend. I'm going to tell Wally to go to Time Out and we'll see what he does. "Wally, you hit someone, you need to go to Time Out."

(Wally walks calmly to the Time Out chair and teacher narrates his actions).

Teacher: Do you see how calmly he is walking. Now his job is to calm down in the Time Out chair for 3 minutes (vary this depending on age). Let's see if he says anything to himself while he is in Time Out.

Wally: I can do it. I can calm down (also takes deep breaths).

Teacher: Let's say the same thing that Wally is saying and let's take some deep breaths. (children demonstrate). These things can help you calm down if you are in Time Out.



Teacher: Now there's one more thing to know. When a friend is in Time Out, we can help him or her by ignoring. That means that we don't look at or talk to him/her. This will give that friend the privacy to calm down. Then when Time Out is over, we can pay attention to our friend again.

Teacher: Wally, you look calm, you can come back now.

Wally: I'm embarrassed that I had to go to Time Out. I'm afraid that no one will like me now.

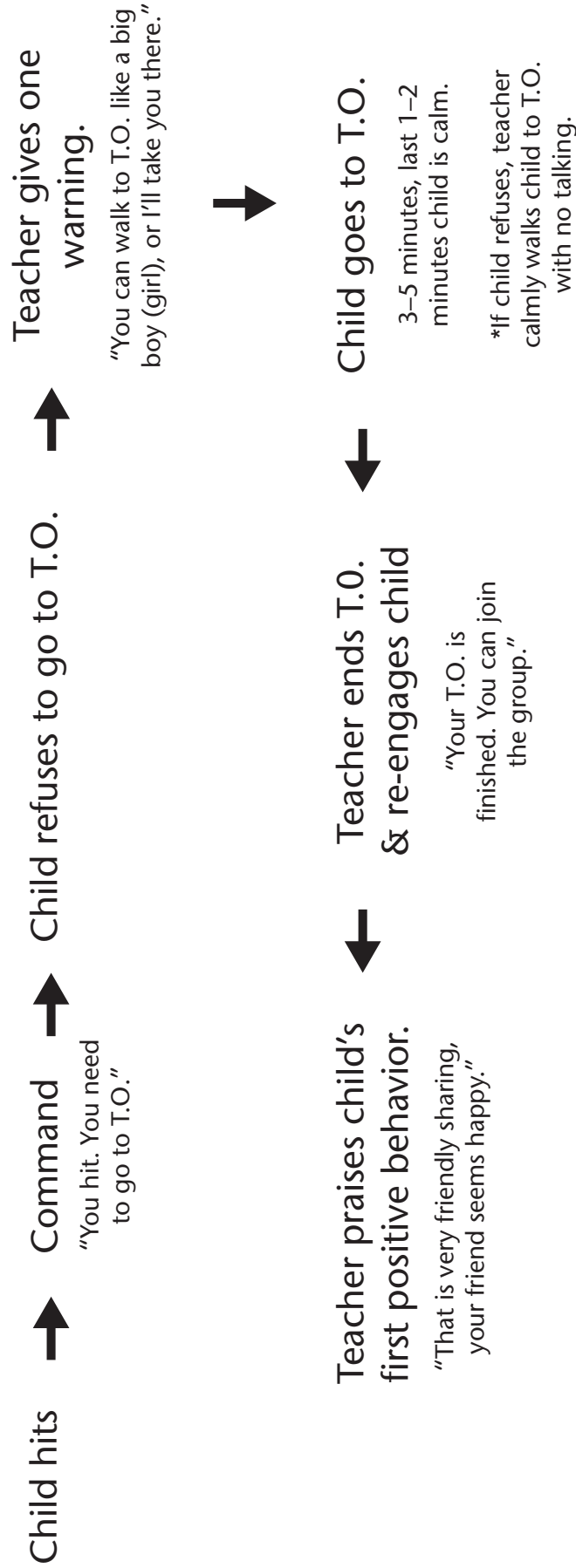
Teacher: Oh Wally, you just made a mistake. We still like you, don't we boys and girls.

Children Practice: Ask for volunteers from the class to practice taking a calm and quiet Time Out, just like Wally. Coach the child who is practicing to take deep breaths and use self talk (I can calm down). Coach the rest of the class to practice ignoring.

Young Child Resists Going to Time Out

Children Ages 3-6 Years

Scenario #2: Child resists going to Time Out.



Brainstorm/Buzz

Staying Calm When Using Time Out



What emotional responses do you experience when ignoring misbehavior or using Time Out? Teachers often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. What strategies could you use to stay calm? Write them down below. Be specific!

My emotional responses when giving Time Out	Strategies to stay calm
e.g., stressful feelings	e.g., think of happy, calm place



Brainstorm/Buzz

Coping and Calming Self-Talk



Think about ways to stay calm, assertive and patient when children misbehave.

Practice challenging negative self-talk and substituting positive self-talk and coping statements. On this notepad, write down some self-talk that you can use when you feel your anger mounting.



Positive Self-Talk

I can handle this...

I can control my anger...

I will take a brief Time Out myself...



Challenge irrational thoughts

Brainstorm/Buzz

Natural & Logical Consequences



What consequences do you use for misbehavior in the classroom? Discuss these with your teacher buddy and write them down. Think about when you would use these on your behavior plan.

Find and record three natural & logical consequences and record how you used them.



1.

2.

3.

Understanding Problem Behaviors

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

Plan #2: Ask Why is the Misbehavior Occurring?


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 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 behavior reflects child's feelings of inadequacy/anxiety/stress 		

Step #3: Target Desired Positive Opposite Behaviors

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





Preschool Behavior Planning



Use this form to make a behavior plan for a target child you are working with.

Example of Behavior Plan: Jimmy, Preschool

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy
<p>Poking, Touching</p> <p>Speaks without raising hand</p> <p>Talks while directions are given</p> <p>Off-task, daydreaming</p>	<p>Keep hands to own body (in line)</p> <p>Raise a quiet hand (circle time)</p> <p>Listen quietly when directions are given (large classroom)</p> <p>Pay attention & concentrate</p>	<p>Responds well to praise – does not like to be hugged</p> <p>Hand stamp for quiet hand up</p> <p>20 hand stamps = choose book for story hour</p> <p>Help distribute handouts</p> <p>Use visual rules cue cards (inside voice)</p>	<p>Positive redirect when distracted and off task</p> <p>Ignore blurting out</p> <p>Nonverbal cue for touching others with “hands to self” signal</p> <p>Get eye contact & repeat positive direction</p>

Behavior Plan For: _____

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy
1.			
2.			

Preschool Sample Behavior Plan Template



for _____

Developed by: _____

Date: _____

This plan is to be created by teachers or child care providers working directly with a child 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 child:

For example: seating child next to teacher at circle time; use picture sequence chart that outlines play options; 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, following teacher's directions, initiating play with another child, asking or gesturing for a turn, sharing.

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

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children for desired behaviors; 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 5; “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: hitting other children, not sitting at circle time, playing with same toy repetitively alone.

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

For example: clear nonverbal cues and reminders were helpful in redirecting him/her for non disruptive behaviors; 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.

IV. Parent and Teacher Insights about the Child'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 play 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): _____



Incredible Years® Problem Solving Worksheet For Managing Children's Challenging Behaviors!

Problem Definition:

1. Child's challenging behavior: _____

2. What are the triggers/precipitants of the child's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.) (See Functional Assessment – Understanding the Problem Behavior.)

3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)

Goals:

4. What is my goal? What positive opposite behavior do I want to see instead? _____

Solutions:

5. What skills/strategies can I use from the bottom of the Teaching Pyramid to support the child's positive behavior?
Coach Play/Special Time: What kind of play or special time might best help the child here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching)

Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) _____

Stickers and Rewards: How can I reward this good behavior? What incentives will motivate this child? _____
6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.
Routines: Do I have a predictable routine for this problem? _____

Distraction/Redirection: How can I distract or redirect this child before misbehavior escalates? _____

Ignore: What part of this behavior could I ignore? _____

What will I say to myself while I ignore it? _____

Consequence: What natural or logical consequence can I use to teach this child to change this behavior? _____

Calm Down Strategies: What calm down strategies can I teach this child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) _____

What problem solving strategies do I need to teach this child (e.g., share, wait, take turns, help)? _____

Carrying Out my Plan:

7. To whom should I communicate this plan? (other teachers, parents, principal etc.) _____

8. How can I involve parents in the plan? _____

9. Who can I call for support and to check in? _____

10. How will I take care of myself while this is going on? _____

Evaluating the Success of Solutions

11. How will I know I am making progress? What will be different? What assessments will I use?

12. How will I celebrate this child's success? As well as my own? _____

***Congratulations! You have a plan to change your child's behavior!
Remember, it can take three weeks or more to see changes,
so don't give up!***



Child Care Providers and Teachers Working Like Detectives: See What You've Learned!

Make a list of what strategies you would use for the following misbehaviors. Add other misbehaviors you are wanting to manage.

Misbehavior

1. Hitting and shoving peers
2. Refusal to do what teacher or child care provider asks
3. Whining
4. Tantrums
5. Dawdling while coming inside from recess
6. Not following teacher's direction
7. Smart talk/arguing with teacher
8. Difficulty sitting at snack time
9. Stomach aches and headaches
10. Inattentiveness and impulsivity
11. Leaving table in a mess
12. Criticizing / fighting with a peer

Discipline Strategy

***Child Care Providers and Teachers Working Like Detectives:
See What You've Learned!***

Make a list of what strategies you would use for the following misbehaviors. Add other misbehaviors you are wanting to manage.

<i>Misbehavior</i>	<i>Discipline Strategy</i>
13. Hitting pets	_____
14. Not sharing toys with friends	_____
15. Not helping at clean up time	_____
16. Exploding in anger / screaming when doesn't get own way	_____
17. Not sharing the computer with peers	_____
19. Difficulty taking turns with peers	_____
20. Refusing to go line up for recess	_____
21. Bossy with peers	_____
22. Bad language	_____
23. Refusing to wash hands before lunch	_____
24. Constantly tattling on others	_____
25. Refusing to use toilet	_____



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

Positive Behavior Management (Part Two – Preschool)

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 – Not Helpful 3 – Neutral 5 – Very Helpful

<i>Time Out to Calm Down and Other Consequences</i>	
1. I have taught children what Time Out is used for and we have practiced how to go to Time Out to calm down.	1 2 3 4 5
2. I only use Time Out for aggressive or destructive behavior.	1 2 3 4 5
3. When I use Time Out I am calm, clear, patient, give very little attention to child in Time Out and set a timer until 2 minutes of calm is achieved.	1 2 3 4 5
4. When the child is calm and Time Out is over, I immediately re-engage them with another activity.	1 2 3 4 5
5. I assist other children to learn how to ignore a child in Time Out and to give him or her privacy to calm down.	1 2 3 4 5
6. I have identified a safe place for Time Out to calm down that is away from other children and relatively boring.	1 2 3 4 5
7. I help children to practice the words they will use to help themselves calm down in Time Out. (e.g., "I can do it, I can calm down")	1 2 3 4 5
8. I use emotion coaching to focus on times when children are staying calm, trying again, and being patient even though it is frustrating.	1 2 3 4 5
9. After Time Out is over I re-engage the child by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in Time Out or force an apology.	1 2 3 4 5
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning trial as soon as possible to help children be successful.	1 2 3 4 5

11. I am firm, respectful and control my negative emotions when engaged in a discipline strategy.	1 2 3 4 5
12. I have explained the hierarchy of discipline plan to parents of children in my setting.	1 2 3 4 5
13. I have developed behavior plans, which include behaviors to coach, praise and reward and those to ignore or use a consequence. These are reviewed regularly by staff and parents.	1 2 3 4 5
14. I have a few logical consequences that I use appropriately. (describe here)	1 2 3 4 5
15. I send home only positive notes and if I want to discuss a behavior issue I set up an appointment time to discuss in person with the parent.	1 2 3 4 5
16. I use the Teacher-to-Parent Communication Home Activities letter to help parents understand how they can help their children learn some self-calming strategies.	1 2 3 4 5
Future Goals Regarding My Discipline Strategies	