

Part 5

Agendas and Checklists for Each Workshop

1. Workshops One through Six
2. Checklist for Each Workshop



Agendas and Checklists for Each Workshop

This Incredible Beginnings training curriculum may be offered by trained IY teacher group leaders as 6 full-day workshops offered monthly or divided up into three-hour units offered every two weeks (12 half days) after school. The total group discussion program takes approximately 40-48 hours to complete. Credits may be offered for taking this course and completing the assignments.

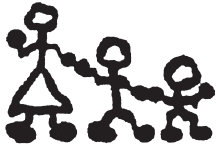
Trained IY group leaders start the first workshop by showing vignettes from DVD 1 in order to talk about building relationships with toddlers. Then they proceed with DVD 2 & 3, Promoting Language Development in Toddlers and Preschoolers, and follow the programs in the sequence outlined. It is important that the order of the programs be followed with DVD 4 & 5 (Social Coaching), and DVD 6 & 7 (Emotion Coaching), preceding DVD 8 (The Proactive Teacher). The final program is DVD 9 & 10 (Positive Behavior Management).

Recommendations

- IY group leaders delivering this curriculum to teachers and child care providers are encouraged to become certified/accredited as group leaders. Obtaining consultation and video feedback from accredited mentors/trainers regarding group leader workshop delivery is highly recommended because it leads to enhanced program fidelity and more successful outcomes.
- Workshops 1–6 are “core” and must be completed to obtain certification/accreditation.
- A list of core vignettes for participants of toddlers (1-3 years) and preschoolers (3-5 years) are marked with an asterix.
- Between workshop days, it is helpful if group leaders or coaches observe teachers and/or child care providers in their settings to provide support, coaching and consultation regarding coaching methods and classroom management strategies.



NOTE: A separate manual of supplementary vignettes and a separate DVD are provided from different classrooms that show more culturally diverse teachers and classrooms of preschool children (4-5 years). These are recommended when working with more culturally diverse children and teachers, and can be substituted for some of the other vignettes to provide more variety. These are shown with an “S” on each program protocol and descriptions of the supplementary vignettes and suggested discussion questions can be found in a separate manual.



Workshop #1 Outline

Program 1: Building Positive Relationships With Toddlers and Managing Separation Anxiety (DVD 1)

Key Concepts: Building Relationships

- Understanding ways to build positive relationships and secure attachment with toddlers
- Understanding the importance of welcoming greetings and predictable goodbye routines
- Helping toddlers manage separation anxiety
- Involving parents in supporting separation routines and reducing children's anxiety
- Fostering predictable schedules to promote children's sense of security and safety
- Encourage toddlers' play with peers
- Engaging in toddler-directed play and promoting children's self-confidence and independence
- Reassuring parents and debriefing children's experiences at school or day care
- Engaging in assessment of toddlers' progress

9:00-10:15 AM

I. Welcome & Introductions

Greet each participant.

Introduce yourself and other participants (use name tags).

Ask participants to share their goals for the workshop (list on board).

Complete Goals handout.

II. Overview of Training Program

Explain reason for teacher workshops.

Show Introductory Overview which covers the teacher pyramid and summarizes topics to be discussed at each workshop.

III. Rules for Workshop

Do a Brainstorm/Buzz about group rules and list on flip chart.

IV. Topic of Morning: Building Relationships With Toddlers and Parents (DVD 1)

A. Brainstorm/Buzz how toddlers feel about being left with another child care provider and how the parents feel.

B. Show Introductory Narration (Overview - DVD 1)

Break

10:30 AM-12:00 PM

C. Show Narration Introduction and Vignettes 1-4

D. Do Role Play/Practice greeting child and parent. Role Play/Practice separation when parent leaves.

- E. Talk about barriers to developing relationships with parents and children. Ask participants to brainstorm or buzz the things they do to develop positive relationships with children and their parents. List their ideas on the board (e.g., home visits, cards and letters, home calls, interest survey, sharing success).

V. Topic: Managing Separation Anxiety (DVD 1)

Vignettes 5–10

- A. Show Vignettes 5A, 5B.
- B. Role Play/Practice: Giving feedback to mother.
- C. Show Vignette 5C.
Brainstorm/Buzz: Ways to help parents help their children when they have separation anxiety.
- D. Show Vignettes 6A, 6B, 6C, & 7.
- E. Brainstorm/Buzz: Ways teachers build attachment with toddlers.
- F. Show Vignettes 8-10 and Teacher Reflections.

Lunch

Suggest that participants from different settings mingle at lunch.

1:00–4:00 PM

VI. Topic: Toddler-Directed Play

- A. Show Vignettes 11-13.
- B. Role Play/Practice: Toddler-Directed Play.

VII. Topic: Teacher-Child Care Provider-Parent Communication

- A. Show Vignettes 14-19.
- B. Debriefing Vignettes 19-20.
- C. Brainstorm/Buzz: Ways teachers build positive relationships with parents.

VIII. Complete Observation Self-Reflection Inventory & Set Personal Goals

IX. Review Practice Activities and Self-Monitoring Sheet

X. Evaluation



NOTE: If you are training teacher/child care providers focused on the toddler age group (1-2 years) you will need the full day for Program One. If you are training teacher/child care providers exclusively focused on preschoolers (3-5 years) select vignettes marked with “P” which cover building connections, checking in with parents, and debriefing at the end of the day. This material will take half of the day, allowing you to move on to Program Two.

Workshop #1 Group Leader Checklist

Building Positive Relationships With Toddlers & Managing Separation Anxiety

Teacher DVD 1: Vignettes 1-20

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

VIGNETTES COVERED: (Circle vignettes shown.)

DVD 1:

Introduction* 1* 2* 3* 4*P 5 6* 7 Teacher Reflections*
 8 9A*P 9B*P 10 11 12*P 13*P 14 15* 16*P 17 18*P 19*
 20

* Recommended core vignettes for mixed age groups
 P = These vignettes are good for use with preschool only groups

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions/goals/pyramid	_____	_____
3. Role Play/Practices: connecting, greeting & rituals	_____	_____
4. Brainstorm or buzz ideas for building attachment with children	_____	_____
5. Present rationale for managing separation anxiety	_____	_____
6. Brainstorm/Buzz: Ways to help parents separate from their children	_____	_____
7. Brainstorm/Buzz: Ways to build positive relationships with parents	_____	_____
8. Brainstorm/Buzz: Importance of debriefing with parents	_____	_____
9. Discuss rationale for child-directed play	_____	_____
10. Role Play/Practice: Being an appreciative audience	_____	_____
11. Brainstorm/Buzz: Benefits of teacher debriefing & assessing progress	_____	_____
12. Explain importance of completing suggested activities and reading assignments	_____	_____
13. Participants complete folder with goals and self-monitoring checklist & observation self-reflection inventory	_____	_____

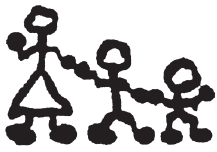
Workshop #1
Handouts—DVD 1 Developing Relationships
& DVD 2 Proactive Teacher

- _____ Agenda
- _____ Goals handout
- _____ Practice Activities
- _____ Key Points about Building Relationships through Toddler-Directed Play
- _____ Teacher Pyramid for Toddlers and Preschoolers
- _____ Brainstorm/Buzz: Building Relationships With Parents
- _____ Brainstorm/Buzz: Building Attachment with Children
- _____ Brainstorm/Buzz: Managing Separations
- _____ Behavior Record Sheet
- _____ Observation Self-Reflection Inventory for Building Positive Relationships and Self-Monitoring Checklist (to be used in every workshop)
- _____ Book—*Incredible Teachers* (Teachers are recommended to have a copy of this book)
- _____ Appendix: Teacher Workshop Evaluation

Other Things to Bring:

Teaching Pyramid
DVDs





Workshop #2 Outline

Promoting Language Development in Toddlers and Preschoolers (DVD 2)

Key Concepts:

- Using descriptive commenting
- Understanding importance of imitation, repetition, and nonverbal gestures for toddlers
- Using strategic modeling and prompting use of language
- Being child-directed and responsive in play interactions to promote language
- Using visual cues, songs, and menus to prompt social communication
- Using interactive reading to promote reading readiness
- Using pre-academic coaching with preschoolers
- Setting up asking and feeling practices to promote social communication between preschoolers

9:00 AM-12:00 PM

I. Topic of Morning: Promoting Language Development in Toddlers

- A. Discuss experiences with managing separation anxiety and building relationships with parents/readings since last workshop (review behavior record sheet).
- B. Brainstorm/Buzz: Ways child care providers and teachers promote language development in toddlers.
- C. Show Program 2: Vignettes 1–9.
- D. Whole Group Role Play: Ask one participant to be child and one to be a teacher/child care provider. While the “child” plays, ask “teacher” to demonstrate descriptive commenting and imitation. Audience can also offer coaching comments. Follow by small group role play of academic coaching.
- E. Show Program 2: Vignettes 10–15.
- F. Role Play/Practice: In dyads, come up with strategies to use with nonverbal children children (e.g., modeling, gestures, commenting).
- G. Brainstorm/Buzz: Songs and nonverbal gestures they have used.
- H. Show Program 2: Vignettes 16–18.
- I. Brainstorm/Buzz: Visual cards to use with selected children.
- J. Show Program 2: Vignettes 19–22 and Teacher Reflections.
- K. Role Play/Practice: In dyads, practice interactive reading, using gestures and descriptive commenting with self-care activities.
- L. Show Program 2: Vignettes 23–25 and Teacher Reflections.

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Promoting Language in Preschoolers

- A. Brainstorm/Buzz: How teacher/child care provider language strategies with preschoolers.

- B. Show Program 2: Vignettes 26-27.
- C. Brainstorm/Buzz: Benefits to being child-directed for promoting language development.
- D. Promoting Social Communication (Show Program 2: Vignettes 28-29).
- E. Pre-Academic Coaching Language (Show Program 2: Vignettes 30-31, Supplemental Vignettes S1, S2).
- F. Role Play/Practice: Pre-Academic Coaching with preschoolers.
- G. Show Program 2: Vignettes 32-36 and Teacher Reflections.
- H. Brainstorm/Buzz: Using visual prompts and snack cards with children.
- I. Brainstorm/Buzz: Social practices to encourage social communication.

III. Complete Observation Self-Reflection Inventory & Set Personal Goals.

IV. Review Suggested Practice Activities & Self-Monitoring Sheet.

V. Evaluation.



NOTE: If you have entirely toddler or entirely preschool age groups, stick to Part One or Part Two. If teachers have mixed age groups use core vignettes with asterisks from both Parts One and Two.

Workshop #2 Group Leader Checklist

Promoting Language Development in Toddlers and Preschoolers

DVD 2, Vignettes 1-25 (Toddler), 26-36 (Preschool)

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD 2 (Toddler):

Introduction*	1*	2	3*	4*	5*	6	7	8	9*	10*	11*
12*	13	14	15	16*	17*	18	19	20*	21	22*	
Teacher Reflections*	23	24	25*	Teacher Reflections*							

DVD 3 (Preschool):

26*	27*	28	29	30*	31*	32*	33	34*	35	36*
Teacher & Parent Reflections*										

Supplementary DVD (Preschool): S1 S2

* Recommended core vignettes for mixed age groups

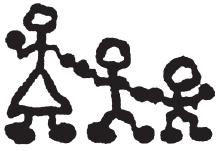
DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior suggested practice activities and reading	_____	_____
3. Explain the rationale for descriptive commenting and imitation	_____	_____
4. Role Play/Practice: Descriptive Commenting (toddlers) (large + small groups)	_____	_____
5. Role Play/Practice: Prompting and visual cards (preschoolers) (large + small groups)	_____	_____
6. Brainstrom/Buzz: Benefit of being child-directed	_____	_____
7. Brainstorm/Buzz: Pre-academic coaching words (preschoolers)	_____	_____
8. Role Play/Practic: Pre-Academic Coaching	_____	_____
9. Role Play/Practice: Interactive Reading	_____	_____
10. Role Play/Practice: Social Communicating, Intentional Commenting, Use of gestures	_____	_____
11. Discuss the importance of phone calls home to tell parents about ways to promote language development	_____	_____
12. Explain importance of completing suggested activities and reading assignments	_____	_____
13. Participants complete folder with goals and self-monitoring checklist & observation self-reflection inventory	_____	_____

Workshop #2

***Handouts—Promoting Language Development in
Toddlers and Preschools (DVD 2)***

- _____ Agenda
- _____ Practice Activities
- _____ Key Tips about Promoting Language Development
- _____ Key Tips about Building Blocks for Reading with CARE (Toddler and Preschooler versions)
- _____ Brainstorm/Buzz: Nonverbal Cues
- _____ Brainstorm/Buzz: Encouraging Words
- _____ Teachers/Child Care Providers as Pre-Academic Coaches
- _____ Behavior Plan Record Sheet
- _____ Evaluations
- _____ Self-Reflection Inventory: Promoting Language Development





Workshop #3 Outline

Social Coaching (DVD 4 & 5)

Key Concepts:

- Importance of modeling social skills and one-on-one social coaching
- Strategies for prompting and coaching preschool children's sharing, asking, helping and turn taking
- Using circle time to promote social skills with both toddlers and preschoolers
- Using puppets and pretend play to practice social interactions
- Using positive teacher attention, praise and encouraging words for strengthening social skills
- Using intentional commenting to facilitate preschooler's peer relationships
- Engaging in interactive reading to promote social skills and practices
- Promoting empathy and friendships through dramatic pretend play
- Value of using picture play scripts to promote joint play for children with developmental delays
- Using teacher-directed social training for children with developmental delays
- Determining appropriate developmental social goals for individual children

9:00 AM–12:00 PM

I. Topic of Morning: Social Coaching with Toddlers (Part One)

- A. Discuss experiences with suggested activities from prior workshop (descriptive commenting, pre-academic coaching, and use of visuals).
- B. Ask participants to brainstorm or buzz social behaviors they want to encourage in toddlers.
- C. Show DVD 4: Vignettes 1– 6.
- D. Role Play/Practice: In large group, choose 1 teacher to demonstrate social coaching with toddler (in role) using modeling, prompting and praising (one-on-one).
- E. Show DVD 4: Vignettes 7–11.
- F. Brainstorm/Buzz: Vignette coaching at circle time.
- G. Brainstorm/Buzz: Ways pretend play is promoted.
- H. Role Play/Practice: Using puppets to model social skills.
- I. Show DVD 4: Vignettes 12–15 and teacher reflections.
- J. Role Play/Practice: In small groups (3 people), practice coaching 2 toddlers and promoting beginning turn taking and awareness of other child.
- K. Brainstorm/Buzz: Specific labeled praise statements.

Lunch

1:00–4:00 PM

II. Topic of Afternoon: Social Coaching with Preschoolers (Part Two)

- A. Brainstorm/Buzz: Social behaviors to encourage in preschoolers.
- B. Brainstorm/Buzz: Advantages of dramatic play for promoting social skills.

- C. Show Program 3: DVD 5, Vignettes 16–21.
- D. Role Play/Practice: Dramatic Play – Small Group Coaching. Supplemental Vignettes S-9, S-10, S-11
- E. Show Program 3: DVD 5, Vignette 22–24B.
- F. Role Play/Practice: Social Coaching with four children using play dough.
- G. Show Program 3: DVD 5, Vignettes 25–26.
- H. Role Play/Practice: Reading with CARE to promote social skills and empathy.
- I. Show Program 3: DVD 5, Vignette 27.
- J. Role Play/Practice: In groups of four, teacher models, prompts, and praises target social behaviors.
- K. Brainstorm/Buzz: How to teach parents social coaching.
- L. Show Program 3: DVD 5, Vignettes 28–33.
- M. Role Play/Practice: In triads, practice using puppets to practice friendship skills. Supplemental Vignettes S-3, S-4, S-5, S-6, S-7, S-8, S-12, S-13, S-14, S-15, S-16, S-17
- N. Brainstorm/Buzz: How to use visual cards with selected children.

III. Complete Observation Self-Reflection Inventory & Set Personal Goals

IV. Review Practice Activities & Self-Monitoring Sheet

V. Evaluation



NOTE: If you have entirely toddler or entirely preschool age groups, stick to Part One or Part Two. If teachers have mixed age groups use core vignettes with asterisks from both Parts One and Two.

Workshop #3 Group Leader Checklist

Social Coaching with Toddlers and Preschool

DVD 4 & 5: Vignettes 1-15 (Toddler), 16-33 (Preschool)

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 4 (Toddler):

Introduction* 1* 2* 3* 4 5 6 7* 8* 9 10
 11* 12* 13* 14 15 Teacher Reflections*

DVD 5 (Preschool):

16* 17* 18 19* 20 21* 22* 23 24A* 24B* 24C* 25* 26*
 27 28* 29* 30* 31* 32* 33* Teacher & Parent Reflections*

Supplementary DVD (Preschool): S-3 S-4 S-5 S-6 S-7 S-8 S-9 S-10
 S-11 S-12 S-13 S-14 S-15 S-16 S-17

* Recommended core vignettes for mixed ages

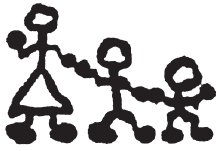
DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior workshop's practice activities	_____	_____
3. Brainstorm/Buzz: Social skills to encourage in toddlers	_____	_____
4. Role Play/Practice: Large group one-on-one social coaching with toddlers (modeling, describing and praising)	_____	_____
5. Role Play/Practice: Using puppets to coach social behavior	_____	_____
6. Brainstorm/Buzz: Social skills to encourage in preschoolers	_____	_____
7. Role Play/Practice: Social coaching at circle time	_____	_____
8. Role Play/Practice: Social coaching with 2-3 children (dramatic play and/or play dough)	_____	_____
9. Brainstorm/buzz: Specific labeled praise	_____	_____
10. Brainstorm/Buzz: Ways pretend play is promoted	_____	_____
11. Role Play/Practice: Reading with CARE	_____	_____
12. Brainstorm/Buzz: Ways to teach parents social coaching	_____	_____
13. Brainstorm/Buzz: How to use visual cards with selected children	_____	_____
14. Explain importance of completing suggested activities and reading assignments	_____	_____
15. Role Play/Practice: Reading to promote social skills and empathy	_____	_____
16. Participants complete folder with goals and self-monitoring checklist and self-reflection inventory	_____	_____

Workshop #3

Handouts—Social Coaching (DVD 3 & 4)

- ___ Agenda
- ___ Practice Activities
- ___ Key Points about Social Coaching
- ___ Tips for Using Puppets to Promote Social and Emotional Development
- ___ Child Care Providers and Teachers as Social Skills Coaches
- ___ Brainstorm/Buzz: Social Coaching
- ___ Brainstorm/Buzz: Dramatic Play
- ___ Teacher-Child Social Coaching (Child Development Levels 1, 2, 3)
- ___ Behavior Plan Record Sheet
- ___ Evaluations
- ___ Self-Reflection Inventory, Social Coaching





Workshop #4 Outline

Emotion Coaching with Toddlers and Preschoolers (DVD 6 & 7)

9:00 AM–12:00 PM

I. Topic of Morning: Emotion Coaching (DVD 6)

- A. Discuss social coaching experiences since last workshop and ask about reading assignments.
- B. Brainstorm/Buzz: Advantages of teaching emotion language (See handout)
- C. Reading to Build Emotional Literacy
Show DVD 6 Vignettes 1-3
- D. Role Play/Practice: Buddies practice reading using emotion coaching interactive reading methods.
- E. Emotion Coaching during Child-directed Play
Show DVD 6 Vignettes 4-7, Supplemental Vignettes S-18, S-19, S-20, S-21, S-22
- F. Brainstorm/Buzz: Use of feeling cards
- G. Role Play/Practice: (large group) Choose participants to demonstrate emotion coaching one-on-one with toddler. Break out into small dyads for individual practice – specify toddler or preschooler.
- H. Using Puppets
Show DVD 6 Vignettes 8-12
- I. Role Play/Practice: (large group) Choose participants to demonstrate using puppets to promote empathy and feeling language. Break out into dyads for individual practice. Specify developmental level of child and target goals for child.
- J. Using words to manage frustration
Show DVD 6 Vignettes 13-16

Key Concepts:

- Building emotional literacy through interactive reading methods
- Using emotion coaching to model and prompt emotion language
- Encouraging positive expression of emotions
- Using pretend play and puppets to enhance beginning empathy learning
- Understanding how to respond to unpleasant feelings
- Helping children stay regulated by using their words
- Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing)
- Using books and puppets to teach calm down skills
- Learning how to explain the calm down thermometer to children
- Setting up calm down practices and finding teachable moments
- Sharing Tiny's secrets for self-regulation

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Emotional Regulation (DVD 7)

- A. Continue showing Vignettes 17-20, Supplemental Vignettes S-23, S-24, S-25
- B. Role Play/Practice: Deep breathing practice with puppets (turtle).
- C. Using Books to Teach Calm Down Strategies
Show DVD 7 Vignettes 21-23
- D. Using the Calm Down Thermometer
Show DVD 7 Vignettes 24-28
- E. Role Play/Practice: In large group ask two participants to model using the calm down thermometer and turtle puppet to teach children about calm down strategies. Break out into small groups to practice (See script in handouts)
- F. Brainstorm/Buzz: In small groups ask teachers to share ways they will teach parents to use some of the calm down strategies at home.

III. Complete Observation Self-Reflection Inventory & Set Personal Goals

IV. Review Practice Activities & Self-Monitoring Sheet

V. Evaluation



NOTE: See vignettes marked as core vignettes for all ages (*), Toddler vignettes (T), and Preschool vignettes (P) - these are included in both program parts, rather than being divided in to two parts by Toddler/Preschool (as per previous programs)

Workshop #4 Group Leader Checklist

Emotion Coaching

DVD 6 & 7: Vignettes 1-16 (Emotion Coaching), 17-30 (Emotion Regulation)

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 6 (Emotion Coaching)

Introduction* 1* 2* 3P 4T 5* 6T 7* 8T 9* 10P
 11T 12P 13P 14P 15* 16*

DVD 7 (Emotion Regulation)

17* 18P 19* 20* 21* 22T 23* 24P 25P 26* 27* 28*
 29P 30T Teacher and Parent Reflections*

Supplementary DVD (Preschool): S-18 S-19 S-20 S-21 S-22 S-23
 S-24 S-25

* Recommended core vignettes for mixed age groups

(T) Vignettes for Toddlers

(P) Vignettes for Preschoolers

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior suggested practice activities (social coaching)	_____	_____
3. Brainstorm/Buzz: Emotion words	_____	_____
4. Role Play/Practice: Using books to teach emotion language	_____	_____
5. Role Play/Practice: Emotion coaching	_____	_____
6. Role Play/Practice: Using puppets to promote feeling language and empathy	_____	_____
7. Role Play/Practice: Managing frustration (using feeling cards)	_____	_____
8. Brainstorm/Buzz: Strategies to teach children self-regulation	_____	_____
9. Role Play/Practice: Using the Calm Down Thermometer and turtle puppet with children	_____	_____
10. Brainstorm/Buzz: Ways to teach parents calm down strategies	_____	_____
11. Have small groups of teachers continue to develop behavior plans	_____	_____
12. Explain importance of suggested activities and reading assignments	_____	_____
14. Complete folder with goals and self-monitoring checklist & self-reflection inventory	_____	_____

Workshop #4

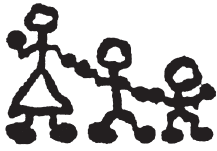
Handouts—Emotion Coaching (DVD 6 & 7)

- _____ Agenda
- _____ Practice Activities
- _____ Key Points about Emotion Coaching
- _____ Key Tips about Emotion Regulation
- _____ Brainstorm/Buzz: Promoting Children’s Self-Regulation
- _____ Brainstorm/Buzz: Emotion Literacy
- _____ Teachers as Emotion Coaches Handout
- _____ Calm Down Thermometer Handout
- _____ Sample Circle Time Lesson Script: Calm Down Thermometer
- _____ Feeling Pictures
- _____ Smell Flower and Blow Out Candle
- _____ Behavior Plan Record Sheet
- _____ Evaluations
- _____ Self-Reflection Inventory, Emotion Coaching and Self-Regulation

Other Things to Bring:

- Calm Down Thermometer
- “I can control my anger” stickers
- Tiny Turtle Puppet
- Laminated Feeling Face Cards (on key ring)





Workshop #5 Outline

The Proactive Teacher (Program Five) Positive Behavior Management (Program Six)

9:00 AM–12:00 PM

I. Topic of Morning: Proactive Teacher (DVD 8)

- A. Discuss emotion coaching experiences and ask about reading assignments.
- B. Show DVD 8: Introduction and Vignettes 1-2.
- C. Brainstorm/Buzz: Signals child care providers use to prepare children for transitions.
- D. Show DVD 8: Vignettes 3-4, Supplemental Vignettes S-26, S-27
- E. Brainstorm/Buzz: Routines
- F. Role Play/Practice: Giving children warnings and helping them transition to circle time from free play.
- G. Show DVD 8: Selected Vignettes 5-7.
- H. Role Play/Practice: Practice ending play.
- I. Show DVD 8: Selected Vignettes 8-15, Supplemental Vignettes S-28, S-29, S-30, S-31
- J. Brainstorm/Buzz: Share rules for circle time.
- K. Show DVD 8: Selected Vignettes 16.
- L. Role Play/Practice: Teaching Children Rules
- M. Show DVD 8: Vignettes 17-20.
- N. Brainstorm/Buzz & Role Play/Practice: Practice explaining to children how they will give awards for specific behaviors.
- O. Show DVD 8: Vignettes 21-23.
- P. Brainstorm/Buzz: Plans for ending day and debriefing with parents.

Key Concepts:

- Using transition warnings effectively
- Assuring consistent and predictable routines
- Using songs to facilitate transitions
- Setting up developmentally appropriate schedules
- Opening circle times with consistent routines
- Predictable routines for ending the day
- Teaching children classroom rules
- Giving children awards and celebrating success
- Visual prompts and teaching for following child care or classroom rules

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Positive Limits and Proactive Behavior Management for Toddlers and Preschoolers (DVD 9, Program 6, Part 1)

- A. Show DVD 9: Vignettes 1-3
- B. Brainstorm/Buzz: Redirections
- C. Brainstorm/Buzz: Rules
- D. Show DVD 9: Vignettes 4-6
- E. Brainstorm/Buzz: Warnings & Reminders
- F. Role Play/Practice: Transition Warnings, Commands and Praise
- G. Brainstorm/Buzz: Benefits/Barriers to Praise
- H. Show DVD 9: Vignette 8
- I. Brainstorm/Buzz: Rewriting Commands (use handout)
- J. Show DVD 9: Vignette 9
- K. Brainstorm/Buzz: Distractions

III. Complete Self-Reflection Inventory & Set Personal Goals

IV. Review Practice Activities & Self-Monitoring Sheet

V. Evaluation

Workshop #5 Group Leader Checklist

The Proactive Teacher (Program 5) and Positive Behavior Management (Program 6, Part One)

DVD 8: Vignettes 1-23, DVD 9: Vignettes 1-9

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 8:

Introduction* 1* 2* 3T 4* 5T 6T 7* 8T 9T 10* 11*
12P 13* 14* 15* 16* 17* 18P 19* 20T 21T 22* 23*

DVD 9:

Introduction* 1T 2* 3* 4T 5T 6* 7* 8T 9PT

Supplementary DVD (Preschool): S-26 S-27 S-28 S-29 S-30 S-31

- * Recommended core vignettes for mixed age groups
- (T) Vignettes for Toddlers
- (P) Vignettes for Preschool

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested practice activities (emotion coaching) | _____ | _____ |
| 3. Brainstorm/Buzz: Transition signals/warnings | _____ | _____ |
| 4. Brainstorm/Buzz: Routines | _____ | _____ |
| 5. Role Play/Practice: Transitions to new activities | _____ | _____ |
| 6. Role Play/Practice: Ending Play | _____ | _____ |
| 7. Brainstorm/Buzz: Rules for circle time | _____ | _____ |
| 8. Role Play/Practice: Teaching children rules | _____ | _____ |
| 9. Brainstorm/Buzz: Awards | _____ | _____ |
| 10. Role Play/Practice: Explaining award program | _____ | _____ |
| 11. Benefits/Barriers to Praise | _____ | _____ |
| 12. Rewrite Commands | _____ | _____ |
| 13. Brainstorm/Buzz: Distractions | _____ | _____ |
| 14. Explain practice activities and reading assignments | _____ | _____ |
| 15. Participants complete folder with goals and self-monitoring checklist & self-reflection inventory | _____ | _____ |

NOTE: For teachers and day care providers with mixed age groups (1-5) or preschool age only (3-5) it will be helpful to start Program 6 in the afternoon of Workshop 5 (if possible) in order to complete both parts of Program 6. See Checklist for Program 6 for afternoon topic.

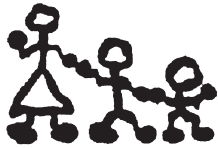
Workshop #5

Handouts—The Proactive Teacher and Positive Behavior Management

- _____ Agenda
- _____ Practice Activities (Workshop 5)
- _____ Key Points about Proactive Teachers/Child Care Providers
- _____ School Rules – Show me five poster
- _____ School Rules (7)
- _____ Examples of nonverbal signals
- _____ Brainstorm/Buzz: Classroom/child care schedule
- _____ Brainstorm/Buzz: Classroom/child care rules
- _____ Behavior Record Sheet: Proactive Teaching
- _____ Behavior Plan sheets (4)
- _____ Self-Reflection Inventory (Proactive Teacher)
- _____ Evaluations

NOTE: See handouts in Program 6 for Part 1.





Workshop #6 Outline

Positive Behavior Management for Toddlers and Preschoolers

(Program Six, Parts One and Two)

9:00 AM–12:00 PM

I. Review

- A. Discuss proactive experiences since last workshop and ask about reading assignments. (schedules, classroom rules, positive limit setting)
- B. NOTE: DVD 9 Vignettes 1-9 were included in Workshop #5 agenda. If not started in that workshop, then begin with these vignettes and do the school rules buzz and rewriting ineffective commands exercises.

Topic of Morning: Positive Behavior Management for Toddlers and Preschoolers (DVD 9, Part One):

I. Differential Attention and Planned Ignoring

- A. Show DVD 9: Vignettes 10-19 and intersperse the following Brainstorms B-G
- B. Brainstorm/Buzz: Distractions
- C. Brainstorm/Buzz: Redirections
- D. Brainstorm/Buzz: Warnings
- E. Brainstorm/Buzz: Benefits/Barriers to Praising Children
- F. Brainstorm/Buzz: Rewrite Commands
- G. Brainstorm/Buzz: Ways to stay calm when ignoring (see handout)
- H. Role Play/Practice: Ignoring misbehaviors paired with proximal praise and followed with distraction and redirection.
- I. Brainstorm/Buzz: Behaviors to be ignored and their positive opposite behaviors to coach and praise (See handout)
- J. Show DVD 9: Vignettes 20-26
- K. Understanding Problem Behavior and Behavior Planning: Demonstrate using Handouts on understanding problem behavior and beginning steps of behavior planning including targeted negative and positive opposite behaviors, prosocial strategies to coach and praise and negative behaviors to ignore.
- L. Brainstorm/Buzz: Break out with buddy to record labeled praise statements that will be used and write on handout sheet. Share afterwards in large group.

II. Using Incentives

- A. Show Vignette 27, Supplemental Vignettes S-32, S-33, S-34
- B. Brainstorm/Buzz: With buddy share behaviors you might use a spontaneous incentives for. List possible incentives. (See handout)
- C. Show Vignettes 28-29
- D. Self-Praise and Rewards
Brainstorm/Buzz: Break up into pairs or small groups to work on ways for teachers to self-praise and reward themselves. (See handouts) Also buzz strategies for giving parents praise about their children.
- E. Teacher Reflections

Key Concepts:

Part 1

- Reducing commands
- Positive, clear limit setting
- Importance of reminders, redirections and distractions
- Use of physical redirections
- Effective and planned ignore strategies
- Pairing ignore with distractions
- Value of first-then commands
- Using puppets to help children calm down
- Using calm down strategies
- Importance of positive attention and praise
- Strategic use of incentives
- Understanding use of differential attention

Part 2

- Teaching children time out to calm down
- Learning how to teach and practice Time Out to calm down with children
- Using the calm down thermometer
- Teaching self regulation strategies
- Encouraging children to solve problems with words
- Teaching children problem solving steps using Wally's Problem Solving book
- Using games, art and writing skills to teach problem-solving steps
- Coaching problem-solving in "real life" problem situations
- Developing happy places imagery
- Using teacher-directed play scripts for children with special needs

Note: It will take the full workshop #6 day to cover Part 1 if it was not started in Workshop #5. Part 2 is to be shown only if teachers have preschool age children and want more specific information about managing misbehavior and teaching children to use time out to calm down. Additionally Part 2 also shows how to teach children beginning problem solving steps, and how to use teacher-directed scripts and incentives for children with special needs.

The teacher and parent reflections and series summary at the end of Part 2 should be shown even to teachers or child care providers who have only received Part 1.

Lunch

1:00-4:00 PM

Topic of Afternoon: Positive Behavior Management for Preschoolers (DVD 10, Part 2)

I. Differential Attention and Planned Ignoring

- A. Continue showing Vignettes 30-32
- B. Role Play/Practice: ABC's of learning based on Vignette 30
- C. Ignoring followed with redirect and praise
- D. Brainstorm/Buzz: Ignorable behaviors
- E. Review ways to stay calm
- F. When Not to Give Attention
Show DVD 10: Vignettes: 33, 34
- G. Using Logical Consequences
Brainstorm/Buzz: With buddy share use of logical consequences in teacher or child care provider's setting.

II. Teaching Children Time Out to Calm down

- A. Show DVD 10: Vignette 35, then model explaining Time Out and pass out script of scenario.
- B. Brainstorm/Buzz: Break into pairs so teachers can practice explaining Time Out to children. (see Handout of script with puppet)
- C. Continue Vignettes 36-43, Supplemental Vignettes S-35
- D. Brainstorm/Buzz: Happy Places Imagery
- E. Role Play/Practice: Basic Time Out (with handout) & then where child is more resistive.

III. Teaching Problem Solving

- A. Show DVD 10: Vignettes: 43-50, Supplemental Vignettes S-36, S-37, s-38, S-40, S-41
- B. Role Play/Practice: Encouraging words
- C. Role Play/Practice: Using Wally Problem Solving Book
- D. Role Play/Practice: Problem Solving in the midst of conflict

IV. Teacher-Directed Play Scripts

- A. Show Vignettes 51-52
- B. Brainstorm/Buzz: Refine behavior plans in small groups
- C. Teacher and Parent Reflections

V. Parent Involvement Supplementary Vignette

- A. Show Supplemental Vignettes S-42

VI. Summary Narration

VII. Explain suggested activities and reading assignments

VIII. Teachers complete folder with goals and self-monitoriing checklist and teacher observation self-reflection inventory.

Workshop #6 Group Leader Checklist

Positive Limits and Proactive Behavior Management (DVD 9 & 10)

DVD 9: Vignettes 1-29, DVD 10: Vignettes 30-52

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 9:

(Introduction* 1T 2* 3* 4T 5T 6* 7* 8T 9PT) 10T 11T
 12T 13* Teacher Reflections* 14* 15T 16* 17T 18T 19* 20T 21P
 22* 23* 24* 25* 26P 27T 28T 29T

DVD 10:

30* 31P 32* 33P 34* 35* 36P 37* 38P 39P 40* 41* 42*
 43P 44P 45P 46P 47P 48P 49P 50P 51P 52P Teacher Reflections
 Parent Reflections Series Summary*

Supplementary DVD (Preschool): S-32 S-33 S-34 S-35 S-36 S-37 S-38
 S-39 S-40 S-41 S-42

- * Recommended core vignettes
- (T) Vignettes for Toddlers
- (P) Vignettes for Preschoolers

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior experiences with coaching methods & setting schedules/rules | _____ | _____ |
| 3. Brainstorm/Buzz: Warnings, Redirections, Clear Commands | _____ | _____ |
| 4. Role Play/Practice: Limit Setting and Distraction | _____ | _____ |
| 5. Brainstorm/Buzz: Ways to stay calm when Ignoring | _____ | _____ |
| 6. Role Play/Practice: Teacher Ignoring misbehavior | _____ | _____ |
| 7. Brainstorm/Buzz: Behavior to ignore with positive opposite behavior to coach | _____ | _____ |
| 8. Understanding Problem Behavior: Behavior planning | _____ | _____ |
| 9. Brainstorm/Buzz: Labeled praise | _____ | _____ |
| 10. Brainstorm/Buzz: Use of incentives | _____ | _____ |
| 11. Brainstorm/Buzz: Self praise and Rewards | _____ | _____ |
| 12. Brainstorm/Buzz: Clean up | _____ | _____ |
| 13. Brainstorm/Buzz: Redirect | _____ | _____ |

Teacher Workshop Agendas and Checklists

- 14. Brainstorm/Buzz: When/Then _____
- 15. Role Play/Practice: Ignoring and giving attention (ABC's) _____
- 16. Brainstorm/Buzz: Logical consequences _____
- 17. Role Play/Practice: Use of Logical Consequences _____
- 18. Role Play/Practice: Explaining Time Out to calm down to children _____
- 19. Role Play/Practice: Time Out (practice several scenarios) _____
- 20. Brainstorm/Buzz: Happy place imagery _____
- 21. Brainstorm/Buzz: Positive Self-Talk _____
- 22. Role Play/Practice: Teaching children to use words to manage conflict _____
- 23. Role Play/Practice: Teaching children to ignore using puppets _____
- 24. Role Play/Practice: Using Wally's Problem Solving Book _____
- 25. Brainstorm/Buzz: Activities to promote children's problem solving _____
- 26. Role Play/Practice: Helping children problem solve _____
- 27. Role Play/Practice: Teacher-directed play scripts _____
- 28. Refine behavior plans in small groups _____
- 29. Explain practice activities and reading assignments _____
- 30. Teachers complete folder with goals and self-monitoring checklist & self-reflection inventory _____

Workshop #6

Handouts—Positive Behavior Management

PART ONE HANDOUTS

- _____ Agenda
- _____ Practice activities
- _____ Key Points about positive behavior management strategies
- _____ Understanding problem behaviors checklist
- _____ Brainstorm/Buzz: Goals for behavior management
- _____ Ignoring misbehavior and praising positive opposite behaviors handout
- _____ Brainstorm/Buzz: Rewriting commands
- _____ Brainstorm/Buzz: Ways to stay calm while ignoring
- _____ Brainstorm/Buzz: Behaviors to ignore
- _____ Steps 1-4 of Discipline Hierarchy
- _____ Brainstorm/Buzz: Teachers praising parents
- _____ Brainstorm/Buzz: Labeled praise
- _____ Brainstorm/Buzz: Teacher Self-Praise
- _____ Brainstorm/Buzz: Incentives
- _____ Piggy bank handout
- _____ Behavior Plan sheets (for preschoolers) (6)
- _____ Self-Reflection Inventory, positive behavior management (Part One)
- _____ Evaluations

Other Things to Bring:

- Certificates
- Tiny Turtle Puppet
- Large and Small Wally Books

PART TWO HANDOUTS

- _____ Practice activities for month
- _____ Key Points about positive behavior management for preschoolers
- _____ Sample circle time lesson script: Ignore
- _____ Discipline Hierarchy steps 1-8 (for preschoolers)
- _____ Time out for aggression (children ages 3-6 years)
- _____ Sample circle time role play script for explaining time out using puppet
- _____ Young child resists going to time out
- _____ Brainstorm/Buzz: Staying calm when using time out
- _____ Brainstorm/Buzz: Coping and calming self-talk
- _____ Brainstorm/Buzz: Natural and logical consequences
- _____ Sample behavior plan template
- _____ Incredible Years problem solving worksheet for managing children's challenging behaviors
- _____ Thinking like detectives: See what you've learned
- _____ Self-Reflection Inventory, positive behavior management (Part Two)
- _____ Evaluations



