

Part 7

Appendix

- 1. *Ground Rules***
- 2. *Teaching Pyramid***
- 3. *Teaching Tool Kit Posters & Award Certificates***
- 4. *Buzz Form***
- 5. *Teacher Self-Monitoring Checklist***
- 6. *Teacher Workshop Session Evaluation***
- 7. *Teacher Program Final Satisfaction Questionnaire***
- 8. *Teachers Thinking Like Scientists (2)***
- 9. *“How I Am Incredible!” Form & Instructions***
- 10. *Content and Objectives Table***
- 11. *Workshop Completion Certificate***



NOTE: Download these handouts on our website,
www.incredibleyears.com/resources/gl/teacher-program/

Visit the website for updates to these handouts, and for editable versions that can be sent electronically and completed prior to the next workshop.

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The
Incredible
Years

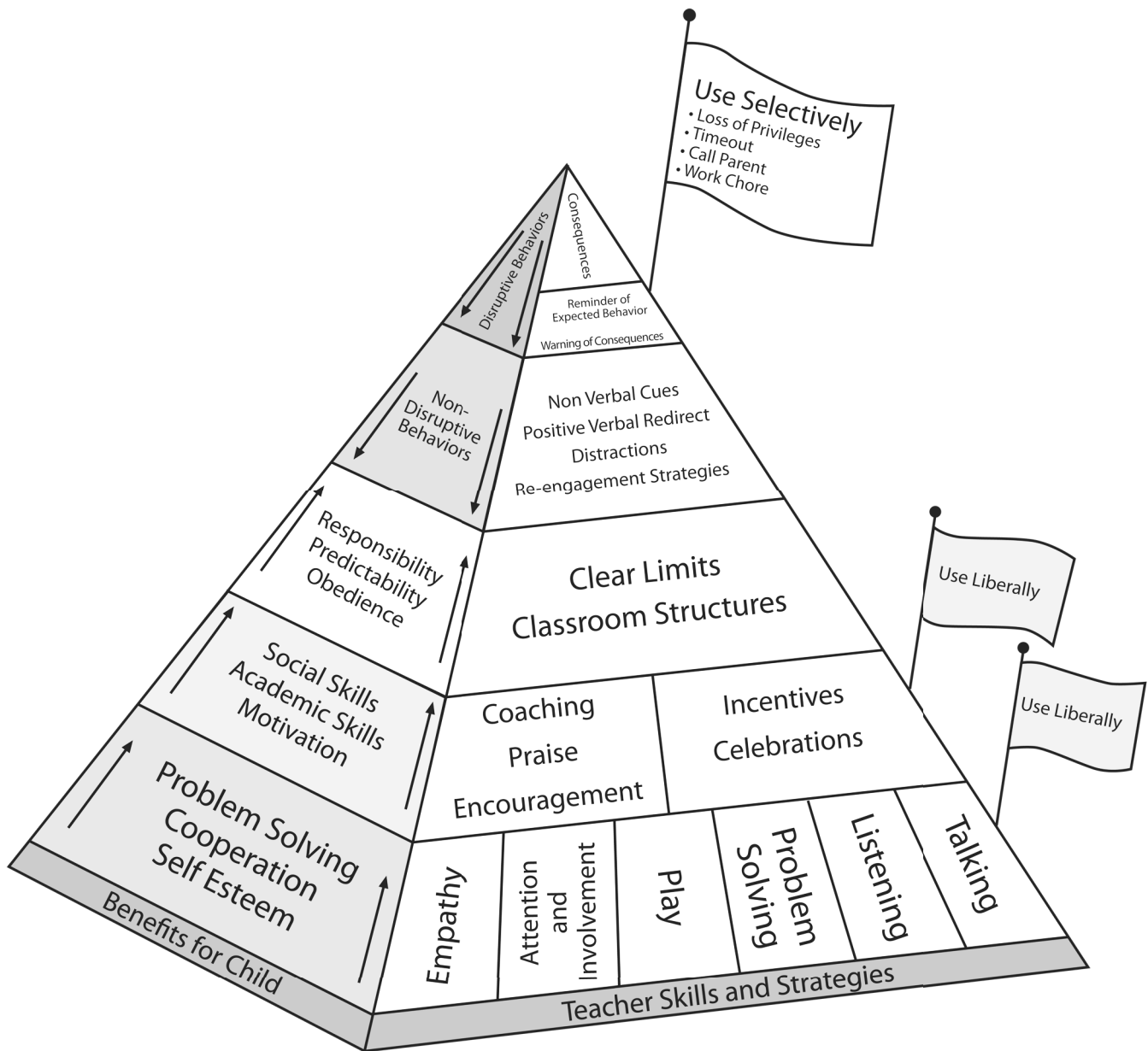
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by Carolyn Webster-Stratton, Ph.D.

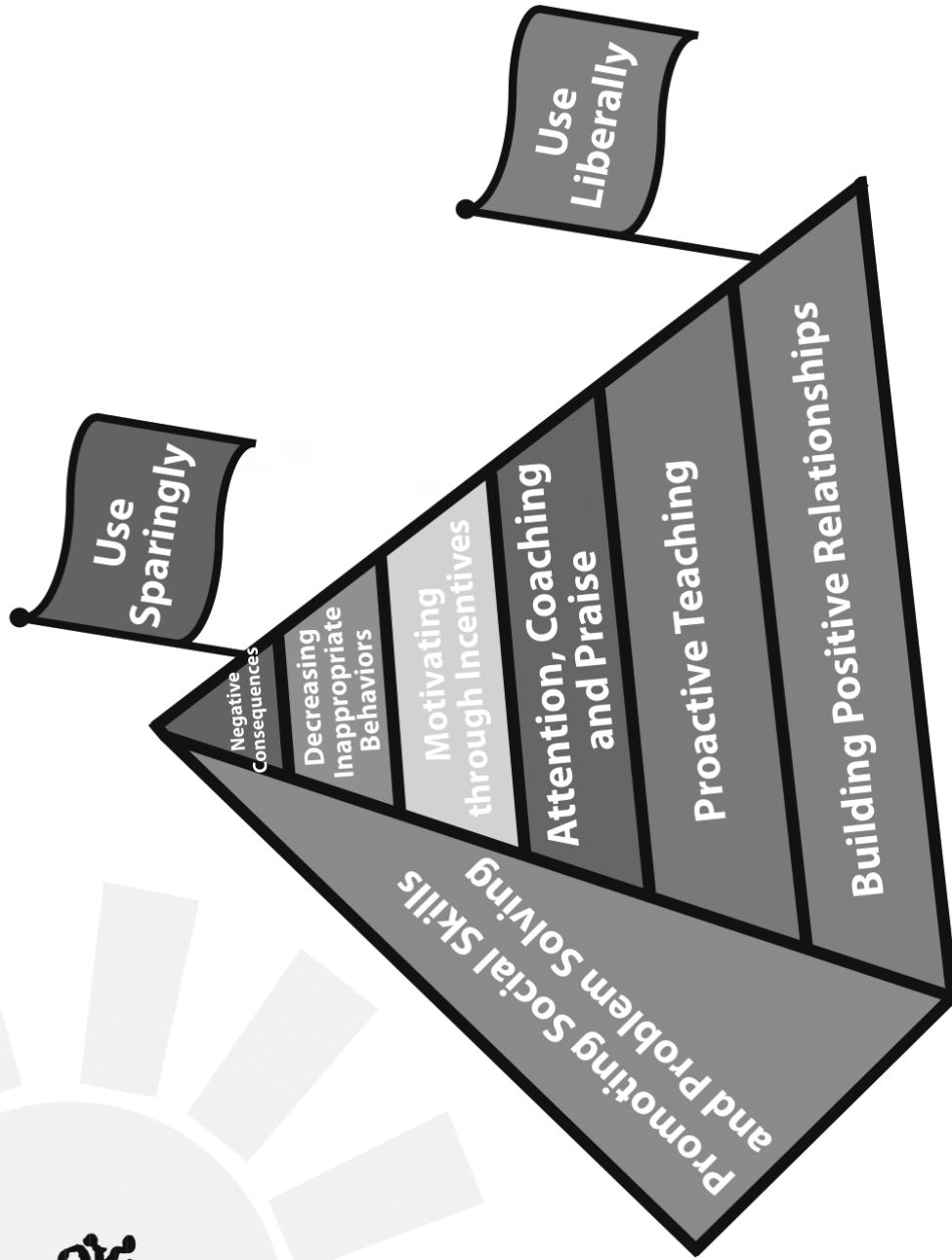
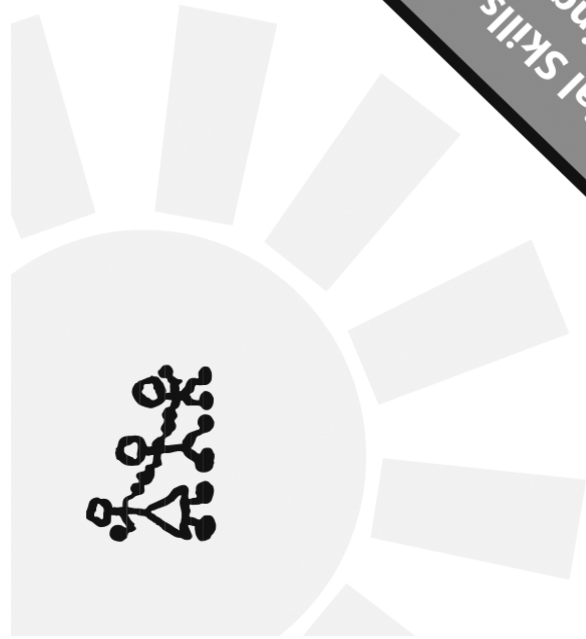
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Ground Rules

- 1. Everyone's ideas are respected.**
- 2. Anyone has a right to pass.**
- 3. One person talks at a time.**
- 4. Confidentiality**
- 5. Cell Phones Turned Off**



Teaching Pyramid™



Teaching Pyramid

Incredible Years Tool Kit Posters

Use the Tool Metaphor for Building Teaching Tools

When helping teachers learn key principles it can be useful for teachers to see these as “building tools” they are learning to use from their teaching tool kit.

Using the Incredible Years Tool Kit Posters (set of 3)

First poster – “Building Positive Behaviors”

The first IY tool kit poster can be used to help teachers learn the key “building tools” for strengthening positive behaviors. When a new principle is identified in group discussions, group leaders can name it using the corresponding tool picture from the Incredible Years Tool Kit poster. Group leaders can expand on this building metaphor by explaining to teachers a hammer is not the best tool for fixing every problem; rather it may be better to use the capacity building, foundational scaffolding, and nurturing tools to support healthy social, emotional, and academic growth. Teachers will learn that the bottom level of the teaching pyramid focuses on foundational tools that they will use liberally such as attention, encouragement, praise, relationship building, shaping, and support. On the next layer of the teaching pyramid teachers learn how to use specific academic, persistence, social and emotional coaching to help their students identify and manage feelings, persist with learning despite obstacles and develop friendly social interactions and language. Once teachers have built a firm relationship foundation, they often find they have fewer child problems to manage and the child’s learning will thrive.

2nd poster – “Reducing Misbehavior”

As the group moves up the teaching pyramid, teachers learn new tools to reduce target negative behaviors. These are used more sparingly. Tools such as predictable routines, rules, and respectful limit setting provide a predictable structure for students. Next teachers are taught the least intrusive proactive discipline tools, such as ignoring, redirection and distractions. Finally, at the top level, discipline tools for managing highly aggressive, noncompliant and dysregulated behaviors are taught and used sparingly and strategically. Teachers learn how to choose the most appropriate teaching tool based on the student’s developmental needs, goals, and the underlying reason for the misbehavior.

3rd poster – “Staying Calm”

Integrated throughout the program are tools teachers can use for controlling upsetting thoughts, stepping back from stress and anger, and regaining focus on what is essential. Teachers learn the value of patience, modeling, self-care, getting support, using calming self-talk, and problem solving. Teachers first apply these tools to support their own emotion regulation, and then to learn how this modeling also benefits their students’ development and sense of security. The tool kit metaphor helps teachers realize all the different strategies they have in their tool kits.

See web site for full-color tool kit poster set for purchase and for tool award certificates for download: www.incredibleyears.com.

Physical Warmth

Emotion Coaching

Tangible Rewards

Shaping

Labeled Praise

Listening

Fun Principle

Use Patience

Scaffolding

Positive Modeling

Social Coaching

Persistence Coaching

Show Love

Self Praise

Child Directed Play

Academic Coaching

Positive Opposite

Tangible Rewards

IY Toolkit

Building Positive Behaviors

Teaching Positive Opposite Behavior

Follow Routine

Clear Command

Logical & Natural Consequences

Ignore

Monitor Child

Prompting

First ... Then

Shaping

Give Choices

Respect Rule

Time Out to Calm Down

Establish Routines & Class Rules

IY Teaching Toolkit

Reducing Misbehavior

© The Incredible Years

Problem Solving

Use Patience

Take Deep Breaths

Get Support

Self Praise

Modeling

Humor

Staying Calm

IY Toolkit

Forgive

Use Positive Imagery

Self Reward

Calming Thought

**Building Positive Behavior
Tool Award To:**



Child Directed Play

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Self Praise

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Attention Rule

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Emotion Coaching

The Incredible Years

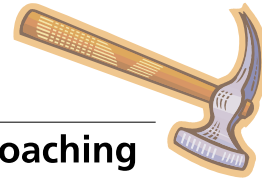
**Building Positive Behavior
Tool Award To:**



Shaping

The Incredible Years

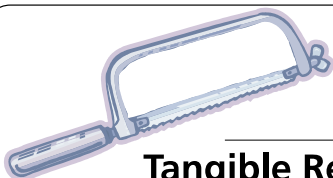
**Building Positive Behavior
Tool Award To:**



Social Coaching

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Tangible Rewards

The Incredible Years

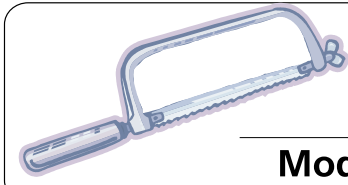
**Building Positive Behavior
Tool Award To:**



Academic Coaching

The Incredible Years

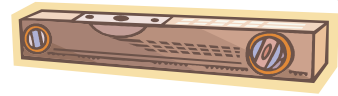
**Building Positive Behavior
Tool Award To:**



Modeling

The Incredible Years

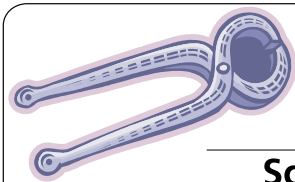
**Building Positive Behavior
Tool Award To:**



Labeled Praise

The Incredible Years

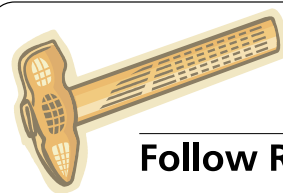
**Building Positive Behavior
Tool Award To:**



Scaffolding

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Follow Routine

The Incredible Years

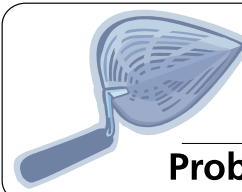
**Building Positive Behavior
Tool Award To:**



Fun Principle

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Problem Solving

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Prompting

The Incredible Years

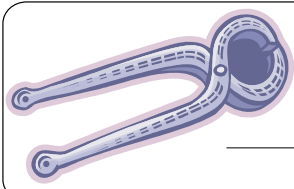
**Building Positive Behavior
Tool Award To:**



Redirect & Distract

The Incredible Years

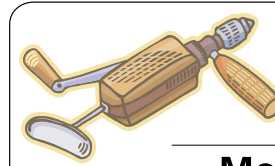
**Building Positive Behavior
Tool Award To:**



Ignore

The Incredible Years

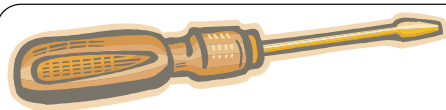
**Building Positive Behavior
Tool Award To:**



Monitor Child

The Incredible Years

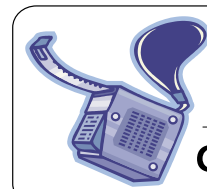
**Building Positive Behavior
Tool Award To:**



Attend to Positive Opposite

The Incredible Years

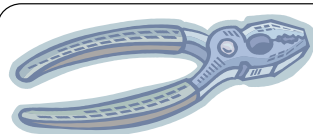
**Building Positive Behavior
Tool Award To:**



Clear Command

The Incredible Years

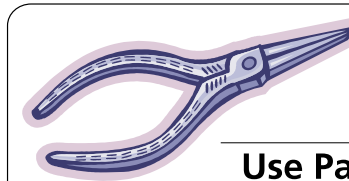
**Building Positive Behavior
Tool Award To:**



Calming Thought

The Incredible Years

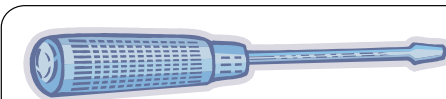
**Building Positive Behavior
Tool Award To:**



Use Patience

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Get Support

The Incredible Years

**Building Positive Behavior
Tool Award To:**



Forgive

The Incredible Years



Incredible Years® Buzz!



Leader's Name:

E-mail:

Date:

Check what we've accomplished!

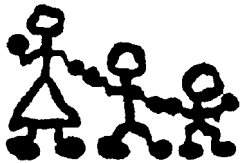
- Child-Directed Play**
- Academic Coaching**
- Persistence Coaching**
- Social Coaching**
- Emotion Coaching**
- Encouragement & Praise**
- Self-Praise**
- Incentives**
- Self-Care**
- Classroom Rules**
- Predictable Routines**
- Limit Setting**
- Ignore, Redirect, & Distract**
- Logical Consequences**
- Time Out to Calm Down**
- Teach Children to Calm Down**
- Problem Solving**

Reminders



Principles

Personal Goals and Planned Practices



Incredible Years®

Name: _____

Teacher Self-Monitoring Checklist

Please fill out this checklist each workshop indicating your personal goals for what you would like to achieve. The following session check if you have achieved your personal goals and make your new goals.

Workshop 1: Building Relationships with Students and Proactive Teaching

My goal:

	Goals I Met
<input type="checkbox"/> Read <i>Incredible Teachers</i> Chapters 1, 2, 3, & 14.	_____
<input type="checkbox"/> Start Behavior Plan on 2 students.	_____

Workshop 2: Teacher Attention, Coaching, Encouragement and Praise

My goal:

	Goals I Met
<input type="checkbox"/> Read <i>Incredible Teachers</i> Chapters 4 & 5.	_____
<input type="checkbox"/> Practice peer coaching concepts.	_____
<input type="checkbox"/> Practice proactive strategies.	_____
<input type="checkbox"/> Follow through on Behavior Plan.	_____

Workshop 3: Motivating Students Through Incentives

My goal:

	Goals I Met
<input type="checkbox"/> Read <i>Incredible Teachers</i> Chapter 6	_____
<input type="checkbox"/> Practice giving positive attention and praise to specific behaviors.	_____
<input type="checkbox"/> Set up an incentive program for 1-2 students.	_____
<input type="checkbox"/> Start new Behavior Plan.	_____

Workshop 4: Decreasing Inappropriate Behavior - Ignoring & Redirecting

My goal:

	Goals I Met
<input type="checkbox"/> Read <i>Incredible Teachers</i> Chapters 7 & 15.	_____
<input type="checkbox"/> Practice planned ignoring of an annoying behavior. Praise positive opposite behaviors!	_____
<input type="checkbox"/> Use Self-Encouragement Bubble.	_____
<input type="checkbox"/> Implement Behavior Plan for a challenging student & share with parent.	_____

Workshop 5: Decreasing Inappropriate Behavior - Follow Through with Consequences

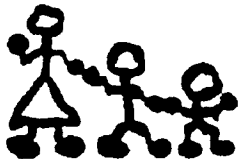
My goal:

	Goals I Met
<input type="checkbox"/> Read <i>Incredible Teachers</i> Chapters 8, 9, & 10.	_____
<input type="checkbox"/> Teach children how to take a Time Out to Calm Down.	_____
<input type="checkbox"/> Teach children calm down strategy (use Calm Down Thermometer or Turtle Puppet).	_____

Workshop 6: Emotion Regulation, Social Skills, and Problem Solving

My goal:

	Goals I Met
<input type="checkbox"/> Read <i>Incredible Teachers</i> Chapters 11, 12, & 13.	_____
<input type="checkbox"/> Implement Behavior Plan with discipline plan.	_____
<input type="checkbox"/> Share Behavior Plan with parent.	_____



**INCREDIBLE YEARS® TEACHER PROGRAM
TEACHER WORKSHOP EVALUATIONS**

Name _____ Workshop _____ Date _____

I found the content of this session:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching was:

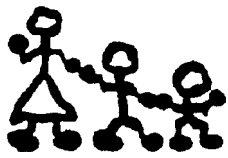
not helpful neutral helpful very helpful

I found the group discussion to be:

not helpful neutral helpful very helpful

Additional comments:

(continue on back)



Incredible Years®
Teacher Workshop Satisfaction Questionnaire

(Hand out at end of the entire curriculum)

Participant's Name _____ Date _____

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

A. The Overall Program

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

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

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

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

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

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

Very dissatisfied Dissatisfied Slightly dissatisfied Neutral Slightly satisfied Satisfied Greatly Satisfied

4. My expectation for good results from this workshop is

Very pessimistic Pessimistic Slightly pessimistic Neutral Slightly optimistic Optimistic Very optimistic

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

Very inappropriate Inappropriate Slightly inappropriate Neutral Slightly appropriate Appropriate Greatly appropriate

6. Would you recommend this workshop to another teacher?

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

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

Very Unconfident Unconfident Slightly useless Neutral Slightly Confident Confident Very Confident

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

Very Unconfident	Unconfident	Slightly useless	Neutral	Slightly Confident	Confident	Very Confident
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Usefulness

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

1. Information presented by the group leader was

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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2. Demonstration of skills through the use of video vignettes and modeling was

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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3. Teachers' promotion of collaborative problem solving and sharing of ideas was

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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4. Practicing skills in small groups during the workshop was

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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5. Small group breakouts to work on behavior plans was

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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6. Support from other teachers was

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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7. Suggested classroom activity assignments were

Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
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8. Book – *Incredible Teachers* was

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

B Specific Teaching Techniques

Usefulness

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

1. Child-Directed Play

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

2. Academic and Persistence Coaching

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

3. Social and Emotional Coaching

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

4. Praise/Encouragement

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

5. Incentives to motivate children

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

6. Ignoring

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

7. Good Commands/Clear and respective limit setting

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

8. Time Out/Calm Down Place

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

9. Loss of Privileges, Logical Consequences

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

10. Redirects/Distraction/Prompting alternative responses

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

11. Problem-Solving Training

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

C. Evaluation of Workshop Group Leader

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

Group Leader #1 (name) _____

1. I feel that the leader's facilitation was

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

2. The leaders's preparation was

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

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

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

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

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

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

Group leader #2 (name) _____

1. I feel that the leader's facilitation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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2. The leaders's preparation was

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

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

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

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

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

D. Overall Program Evaluation

1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. How could the program have been improved to help you more?

Teachers Thinking Like Scientists



Child Problem

Child Strengths

Goals

Strategies	Benefits	Obstacles (Thoughts, feelings behavior in self & others)
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Ongoing Plans

Teachers Thinking Like Scientists



Child Problems



Child Strengths



Goals

How I am Incredible!

Child's Name and Age: _____

Adults that Support My Growing and Learning:

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

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

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

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

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

How I Am Incredible!

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

Table 1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)

Content	Objectives	Content	Objectives
<p>Workshop #1 Building Positive Relationships With Students</p>	<ul style="list-style-type: none"> • Building positive relationships with difficult students. • Showing students you trust and believe in them. • Fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own. • Giving students choices when possible. • Implementing strategies to counter students' negative attributions and reputations within classroom. • Promoting positive relationships with students' parents. • Sharing positive feelings with students. 	<p>Workshop #1 (Part 2): Preventing Behavior Problems—The Proactive Teacher</p>	<ul style="list-style-type: none"> • Establishing clear, predictable classroom rules. • Clear and consistent classroom structure and schedule. • Optimal physical environment. • Preparing children for transitions. • Using guidelines for giving effective commands or instructions. • Reducing unclear, vague, and negative commands. • Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children. • Engaging children's attention. • Using nonverbal signals and cues for communication. • Recognizing the need for ongoing monitoring and positive attention. • Giving choices when possible. • Communicating with teachers about school rules to reinforce at home.
<p>Workshop #2: The Importance of Teacher Attention, Coaching, and Praise</p>	<ul style="list-style-type: none"> • Using praise and encouragement more effectively for targeted behaviors. • Learning about academic, persistence, social and emotional coaching. • Building children's self-esteem and self-confidence by teaching children how to praise themselves. • Understanding the importance of general praise to the whole group as well as individual praise. • Recognizing common traps. • Using physical warmth as a reinforcer. • Providing nonverbal cues of appreciation. • Doubling the impact of praise by involving other school personnel and parents. • Helping children learn how to compliment others and enjoy others' achievements. • Encouraging students to praise themselves. • Strengthening teacher praise for each other and for parents. 	<p>Workshop #3: Motivating Children Through Incentives</p>	<ul style="list-style-type: none"> • Understanding why incentives are valuable teaching strategies for children with behavior problems. • Understanding ways to use an incentive program for social problems such as noncompliance, inattentiveness, uncooperativeness, and hyperactivity as well as for academic problems. • Setting up individual incentive programs for particular children. • Using group or classroom incentives. • Designing programs that have variety and build on the positive relationship between the teacher, child, and parent. • Using incentives in a way that fosters that child's internal motivation and focuses on the process of learning rather than the end product. • Providing unexpected rewards and celebration. • Involving parents in incentive programs and children's success. • Using compliment charts for targeted positive opposite behaviors.

Table 1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)		
Content	Objectives	Objectives
<p>Workshop #4: Ignoring & Redirecting</p> <ul style="list-style-type: none"> • Knowing how to redirect and engage children. • Knowing how and when to ignore inappropriate responses from children. • Using verbal and nonverbal cues to reengage off-task children. • Understanding the importance of reminders and warnings. • Teacher learning how to stay calm. • Teaching students how to ignore their peers when they are misbehaving 	<p>Workshop #5: Follow Through With Consequences</p>	<ul style="list-style-type: none"> • Using guidelines for setting up Time Out in the classroom. • Avoiding common mistakes in using Time Out. • Learning how to teach and practice Time Out with students. • Handling common misbehaviors such as impulsivity, disengagement, noncompliance, tantrums, and disruptive behaviors. • Using the color cards system. • Recognizing when to use logical consequences or removal of privileges as discipline. • Learning how to use the anger thermometer to help students calm down.
<p>Workshop #6: Emotional Regulation, Social Skills & Problem-Solving</p> <ul style="list-style-type: none"> • Teaching students how to ask for what they want in appropriate ways. • Fostering listening and speaking skills between students. • Teaching students how to problem solve through books, games, and puppets. • Promoting positive self-talk. • Promoting feelings literacy. • Involving parents in encouraging their children's social competence and problem solving. • Determine students' developmental level of play and adapt coaching accordingly. • Learning social and emotion coaching. 		

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