



***Handouts
Preventing Behavior Problems -
The Proactive Teacher***



NOTE: Download these handouts on our website,
www.incredibleyears.com/resources/gi/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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Teacher Workshop One

Suggested Activities for the Month

TO DO:

- Try using three different nonverbal signals.
- Select a challenging student from your classroom and set up a behavior plan using proactive strategies.

Write down on the behavior plan worksheet your strategies and try them out. Report on your success at the next workshop.

- Practice using proactive strategies (e.g. when-then commands, transition strategies, nonverbal signals), or, using a strategy you have selected from the Proactive Teacher Strategies Self-Reflection Inventory.
- Record three ways you made a special connection with a student who is “invisible” and a student who is challenging. Record these on the special connection worksheet.
- Call your buddy and share a proactive strategy that works for you.

TO READ:



Chapter Three from *Incredible Teachers* book.





Blackboard Notes

Preventing Problems

- Develop clear classroom rules and discuss them with children ahead of time.
- Have predictable schedules and routines for handling transitions.
- Be sure to get children's attention before giving instructions.
- Place inattentive or easily distractible children close by teacher's desk or near the teacher.
- Strive for clear, specific commands expressed in positive terms.
- Redirect disengaged children by calling out their name in a question, standing next to them, making up interesting games, and nonverbal signals.
- Use positive warning reminders about the behavior expected rather than negative statements when children are exceeding the limits.
- Give frequent teacher attention, praise and encouragement to children who are engaged and following directions.
- Be creative in your use of redirecting strategies—avoid repeated commands. Instead, use nonverbal gestures and visual 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
- 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—give me five.” (ears open, eyes on me, feet on floor, hands to body, mouth closed)



Quiet Hands Up

Brainstorm–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• Why is your book still on your desk?• You look like a mess• Stop bugging your friend• You are never ready• You must stop touching her in circle time• Your desk is a mess• Don't whine• You are impossible• Stop dawdling• Hurry up• Be quiet• Why are you out of your seat when you've been told not to?• What are you doing bothering your friend?• Are you stupid?	



Brainstorm/Buzz—Classroom Schedule

Write out your classroom schedule here.



Goal:

Brainstorm/Buzz—Classroom Rules

Record your classroom rules here.



Goal:



Brainstorm/Buzz–Nonverbal Cues

Share with your buddy or group nonverbal cues you use with your students.



Goal:

Brainstorm/Buzz–Environment

Record how you have set up your environment to offer the best learning opportunities for students.



Goal:



Hands to Self



Quiet Hands Up



Listening Ears



Eyes on Teacher



Inside Voice

Dina's School Rules "Show Me Five"



Walking Feet



Working Hard

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Preventing Problems—The Proactive Teacher Workshop #1 Behavior Plan

Example of Behavior Plan: Jenny, Grade 1

Step #1	Step #2	Step #3	Step #4
Negative classroom behaviors	<i>Where & Why? (functional assessment)</i>	<i>Positive Opposite behaviors</i>	<i>Select Proactive and Relationship Building Strategies</i>
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		Listen quietly when directions are given	Give opportunities to move by helping teacher
Off-task, day dreaming		Pay attention and concentrate	Get eye contact before giving directions. Use positive redirects.
			Ignore blurting out and wiggling.

Behavior Plan For: _____

Step #1	Step #2	Step #3	Step #4
Negative classroom behaviors	<i>Where & Why?</i>	<i>Positive Opposite behaviors</i>	<i>Select Proactive and Relationship Building Strategies</i>
1.			
2.			



Workshop #1 Behavior Plan For: _____

Step #1: Targeted Negative Behaviors	Step #2: When & Why? (functional assessment)	Step #3: Positive Opposite behaviors	Step #4: Proactive & Relationship Building Strategies
1.			
2.			

Individual Functional Assessment Behavior Plan Checklist

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

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

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

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

Step #3: Target Desired Behaviors

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



Teachers Thinking Like Scientists



Child Problem

Child Strengths

Goals

Strategies

Benefits

Obstacles
[thoughts, feelings behavior in self & others]

Ongoing Plans

Teachers Thinking Like Scientists



Child Problems



Child Strengths



Goals

A decorative border made of interlocking puzzle pieces surrounds the text. The pieces are light gray with black outlines, and some pieces are filled with a solid black color.

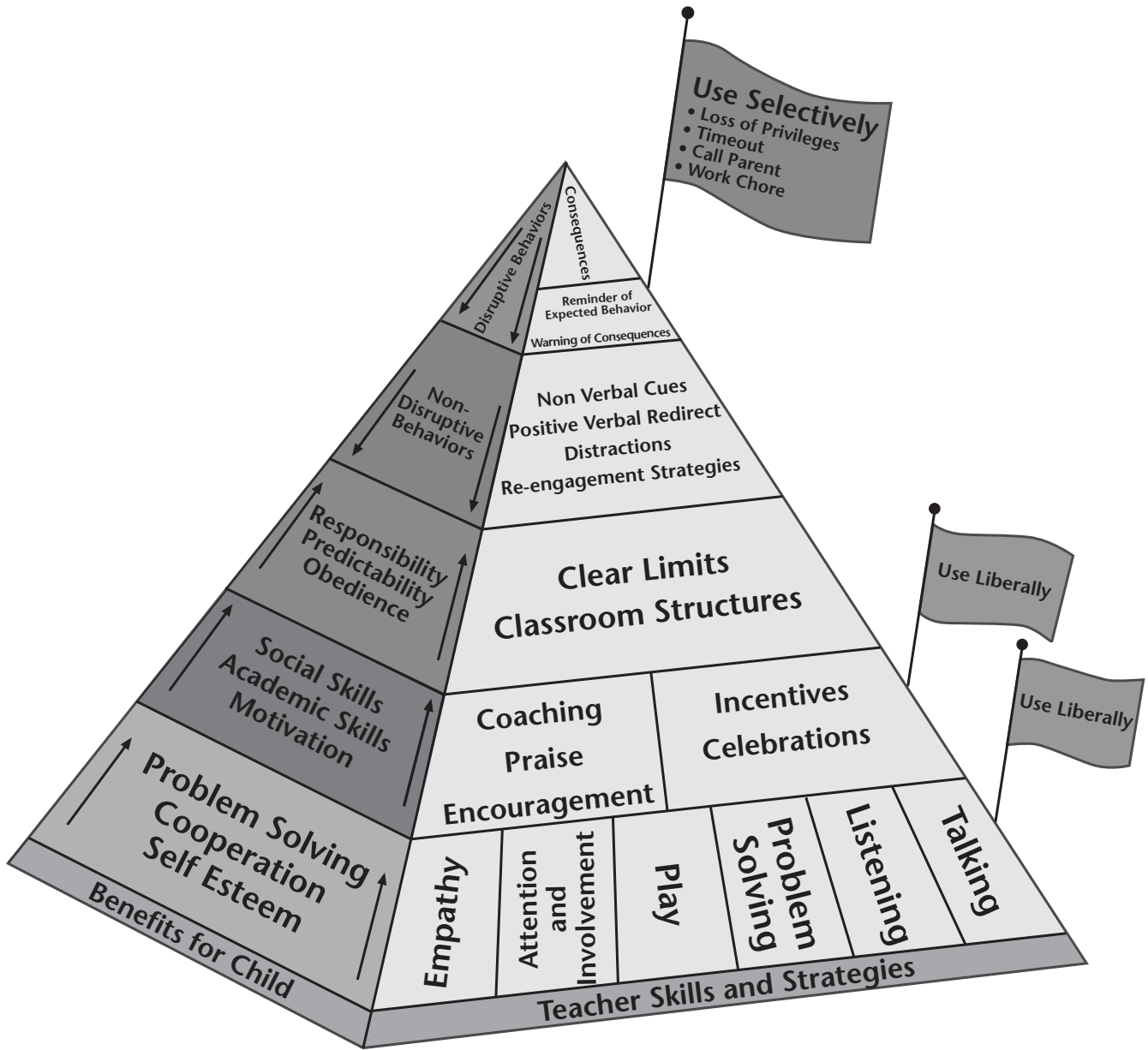
RECORD SHEET SPECIAL CONNECTIONS

Pick a student who is somewhat challenging (i.e., aggressive, oppositional) or “invisible” and record three ways you made a special connection with that student.

1.

2.

3.



Teaching Pyramid[®]



Teacher-to-Parent Communication Form

Classroom and Family Rules

At school your children are learning about how to do well in school and are practicing 5 classroom rules. You can help support your children's learning by commenting and praising them when you notice them following these rules at home.

Ask your child, "Show Me Five" (hold up your hand). See how rules many they remember! Ask them to show you how they follow these rules, one at a time.



The Show Me Five Rules are:



Listening Ears: (To remind children to quietly listen and pay attention to the speaker.) Praise them at home when they are using their listening ears when others are talking.



Eyes on Teacher: (To remind children to look at the teacher and pay attention.) Praise children at home when they are looking at you with their listening eyes.



Keep Hands to Self: (To remind children to keep their hands to themselves.) Praise your child when s/he keeps her hands to own body.



Use Walking Feet: (Reminds children about walking slowly – and saving running feet for outside!) Praise your children for using their walking feet inside the house.



Use Inside Voice: (To remind children to learn to talk quietly and not disturb others.) Praise your children for using polite and quiet inside voices.

Record on the *Parent-to-Teacher Communication Form* your experiences talking about your family rules with your child and send this form back to school with your child.



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Parent-to-Teacher Communication Form



Classroom and Family Rules

Child's Name: _____

Record on this form your experiences talking about your family rules with your child and send this form back to school with your child.

Your child may draw a picture of one of your household rules here too.



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The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Proactive Teacher Strategies

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. They are reviewed and practiced 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 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” commands.	1 2 3 4 5
6. I give students choices and redirections when possible.	1 2 3 4 5
7. I avoid negative commands, corrections, demands, and yelling at children.	1 2 3 4 5
8. I get children’s attention before giving instructions.	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 encouragement to children who are engaged and following directions.	1 2 3 4 5

11. I communicate with parents about classroom rules and schedules and send home the Teacher-to-Parent Communication forms.	1	2	3	4	5
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Future Goals About Rules:

Proactive Teacher - Schedules					
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	1	2	3	4	5
2. I post classroom schedules on the wall in a visible place for children, parents and visitors.	1	2	3	4	5
3. 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
4. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	1	2	3	4	5
5. I provide a balance between teacher-directed and child-directed activities.	1	2	3	4	5
6. 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

<p>7. My large group circle time is scheduled for no longer than 20 minutes.</p>	<p>1 2 3 4 5</p>
<p>8. 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.</p>	<p>1 2 3 4 5</p>
<p>9. Free play or center time in my classroom is the longest activity during play- allowing children time to choose materials, play and clean up.</p>	<p>1 2 3 4 5</p>
<p>Future Goals About Schedules:</p>	

Proactive Teacher - Transitions	
1. I avoid unnecessary transitions and keep waiting time minimal.	1 2 3 4 5
2. I systematically teach students the expectations for transitions.	1 2 3 4 5
3. I warn students 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:	
Proactive Teacher - Classroom Environment and Organization	
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 are on low shelves to help children find and return materials.	1 2 3 4 5

4. I have provided toys that promote social interaction 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, sheet covering sand 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 are planned 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:	

Coach Name: _____