

***Handouts  
Teacher Attention,  
Academic, Social, Persistence &  
Emotion Coaching and Praise***



NOTE: Download these handouts on our website,  
[www.incredibleyears.com/resources/gl/teacher-program/](http://www.incredibleyears.com/resources/gl/teacher-program/)

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**The  
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by Carolyn Webster-Stratton, Ph.D.

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# Teacher Workshop Two

## Suggested Activities for the Month

### TO DO:

- Practice coaching students and being an “appreciative audience.”  
Use “child directed play skills” and use descriptive commenting about the children’s play interactions which include: academic coaching (e.g., numbers, shapes, positions, objects etc.), persistence coaching (thinking hard, planning carefully, being patient, trying again), social coaching (e.g., helping, waiting, sharing, taking turns, asking for help, being friendly) and emotion coaching, (e.g., looking calm, staying patient, appearing pleased or proud, enjoying someone’s company).
- Select one or two students with more challenging behaviors and practice increasing your praises for positive social behaviors you have identified ahead of time. (e.g., sharing, using words, helping)  
Write down five ways you use praise and encouragement on the “Record Sheet: Praise.” Bring to next workshop.
- Select a challenging student from your classroom and set up a behavior plan increasing your coaching methods and language and praise for positive social behaviors you have identified.  
Write down on the behavior plan worksheet your strategies and try them out. Start a self-encouragement bubble for several students who are working hard to make some changes in their peer interactions. Bring an example to the next workshop.
- Call your buddy and share something that worked!

### TO READ



Chapters Four and Five from *Incredible Teachers* book.

Remember during circle time to praise those who are sitting quietly and to not say anything to those who are not yet in the circle. Use proximity praise frequently to bring an inattentive student back on task.

## *Blackboard Notes*

# *Attention, Coaching & Praise*

- Establish eye contact, move close, and smile at the child.
- Pinpoint what it is you like about the behavior and be specific in your coaching and praise.
- Coach and praise with sincerity and enthusiasm, and in a variety of ways. Make a big deal out of it.
- When a desired behavior occurs, praise it immediately.
- Combine verbal praise with physical affection.
- Don't wait for behavior to be perfect before praising.
- Praise individual children as well as the whole class or small groups.
- Use coaching consistently and frequently, especially when a child is first learning a new behavior. Remember, it is the most powerful form of positive recognition you can give a child.
- Children who are inattentive, highly distractible, and oppositional need frequent attention, coaching and praise whenever they are behaving appropriately.
- Praise and coach children according to your individual behavioral goals for them—including both academic and social behaviors.
- Don't stay behind your desk during independent work time; rather, circulate around the room coaching positive behaviors.
- If you are working with a small group of students or an individual student, look up every 3-4 minutes and monitor the students who are working independently. Take a moment to make a comment about their positive behavior.
- When you give a direction, look for at least two students who are following the direction—say their names and restate the direction as you coach the fact that they are following it.
- Develop a concrete plan for how you will remember to provide consistent praise such as a sticker on the clock or your watch, coins in your pocket, timer, etc.
- Focus on students' effort and learning, not just the end result.
- Focus on students' strengths and areas of improvement.
- Show your belief in your students' abilities.
- Express how you feel about the behavior and the positive effect of the action.
- Do not compare one student with another student (or sibling).
- Use written words of appreciation, "happygrams," i.e., telegram notes of approval to the child.



## Brainstorm/Buzz–Teacher Self Praise

Brainstorm possible self-praise you can use to encourage yourself as a teacher. Write these statements on your note pad.



### *Positive Self-Praise*

*I am doing a good job of staying calm and respectful...*

*I did well increasing the number of praises I give students.*



### **Goal:**

I will commit to stopping my self-criticism and looking at something I did well each day as a Teacher.

# Brainstorm/Buzz–Positive Forecasting

Brainstorm with your buddy positive forecasting statements. Remember to include praise for persistence and patience with the learning process.



## Positive Forecasting Statements

**Example:**

“If you keep practicing your reading, I bet before long you will be able to read a whole page by yourself.”

**Goal:**

I will commit to using positive forecasting statements \_\_\_\_\_ times this week for \_\_\_\_\_ minutes, with the following students:



# Brainstorm/Buzz–Labeled Praise

Brainstorm words you use to praise your students to increase behavior you want to see more of. Write them below.



*Behaviors I want to see more of*

*Labeled Praise Statements*

*I like it when you...*

*Good for you! for...*

*Wow! What a wonderful job you've done reading that page!*



**Remember to Build Up Your Bank Account**

## **Goal:**

I will commit to increasing the number of praises I give my students to \_\_\_\_\_ per hour. The behaviors I will praise include: (e.g., sharing) \_\_\_\_\_

\_\_\_\_\_

# 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 students’ parents:



## ***Brainstorm/Buzz—More Encouraging Words***

Write down some encouraging words you can use with your students to help them keep trying—even though the task is difficult.



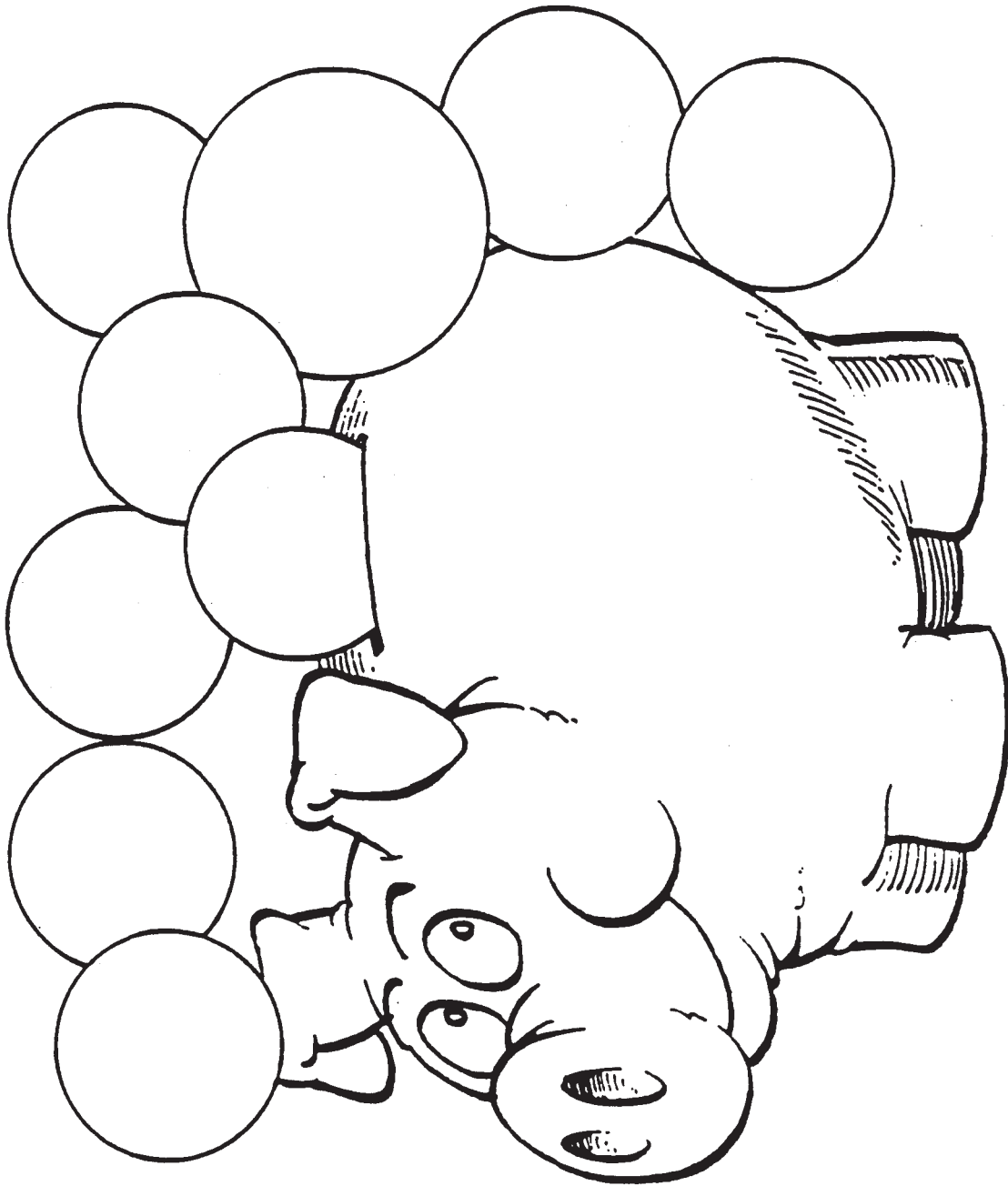
***Goal:***

I will commit to using more encouraging words \_\_\_\_\_ times this week with the following students:





*Remember to Build Up Your Bank Account*





Remember to Build Up Your Bank Account

Teacher Suggested Classroom Activities



## RECORD SHEET: PRAISE AND ENCOURAGEMENT

Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response

## ***EXAMPLES OF BEHAVIORS TO PRAISE AND ENCOURAGE***

- Sharing
- Talking politely
- Complying with teacher requests and following directions
- Cooperating on the playground
- Paying attention and listening to the teacher
- Raising a quiet hand to answer or ask a question
- Solving a difficult problem
- Listening to another child
- Persisting with a difficult academic task (working hard)
- Thinking hard before answering
- Noticing something positive about another class member  
(Giving a compliment)
- Keeping hands to own body
- Cooperating with others in a group activity
- Putting classroom materials away
- Walking slowly in the hallway
- Completing homework assignments on time
- Letting someone else go first
- Being thoughtful
- Being patient
- Helping another child
- Staying calm, cool, and in control in a conflict situation



## ***EXAMPLES OF WAYS TO GIVE PRAISE AND ENCOURAGEMENT***

"You do a super job of ..."

"You have learned how to ..."

"I like it when you ..."

"You must feel proud of yourself for ..."

"Good idea for ..."

"You've done a great job of ..."

"See how \_\_\_\_\_ has improved in ..."

"You have worked so hard ..."

"Look how well he/she did ..."

"That's a creative way of ..."

"Wow, what a wonderful job you've done of ..."

"That's correct, that's a cool way to ..."

"I'm so happy you ..."

"It really pleases me when you ..."

"You've grown up because you ..."

"You are a real problem-solver for ..."

"Great thinking ..."

"Thank you for ..."

"What a nice job of ..."

"Hey, you are really thinking; you ..."

"That's great, it really looks like ..."

"You're doing just what the teacher asked you to do."

"My! That ... was great teamwork."

"That's very nice (or good) for ..."

"Pat yourself on the back for..."

"Beautiful! Super! Great! Gorgeous! Tremendous! Cool! Fresh!"

"Give me five for ..."

# 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"> <li>• Child uses the misbehavior in order to get attention.</li> <li>• Child is venting frustration with the misbehavior.</li> <li>• Child does not have the developmental ability to do other behaviors.</li> <li>• Child uses the misbehavior to avoid stress or some unpleasant task.</li> <li>• Child finds the behavior fun in and of itself.</li> <li>• Child is unaware of doing the behavior.</li> <li>• Child uses the behavior to obtain power over others.</li> <li>• Child uses the behavior to gain revenge.</li> <li>• Child has not been taught other more appropriate prosocial behaviors.</li> <li>• Child's home environment or past history has not taught the child predictability or the trustworthiness of adults.</li> <li>• Child's community endorses the behavior.</li> <li>• Child's behavior reflects child's feelings of inadequacy.</li> </ul>		

## Step #3: Target Desired Behaviors

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





## *Strengthening Prosocial Skills-Attention, Coaching and Praise Workshop #2 Behavior Plan*

### **Example of Behavior Plan: Jenny, Grade 1**

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

### **Behavior Plan For:** \_\_\_\_\_

<b>Step #1</b>	<b>Step #3</b>	<b>Step #4</b>	<b>Step #5</b>
Negative classroom behaviors 1.	Positive Opposite desired behaviors	Select Proactive Strategies	Coaching and Praise
2.			

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

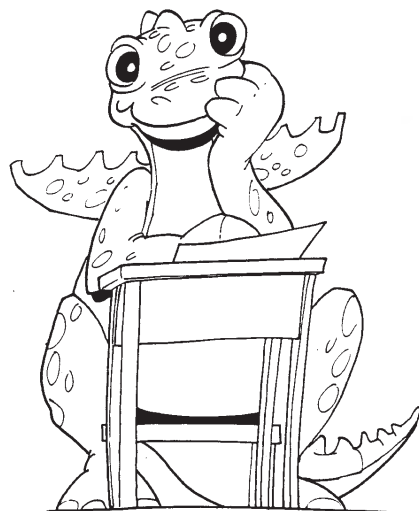
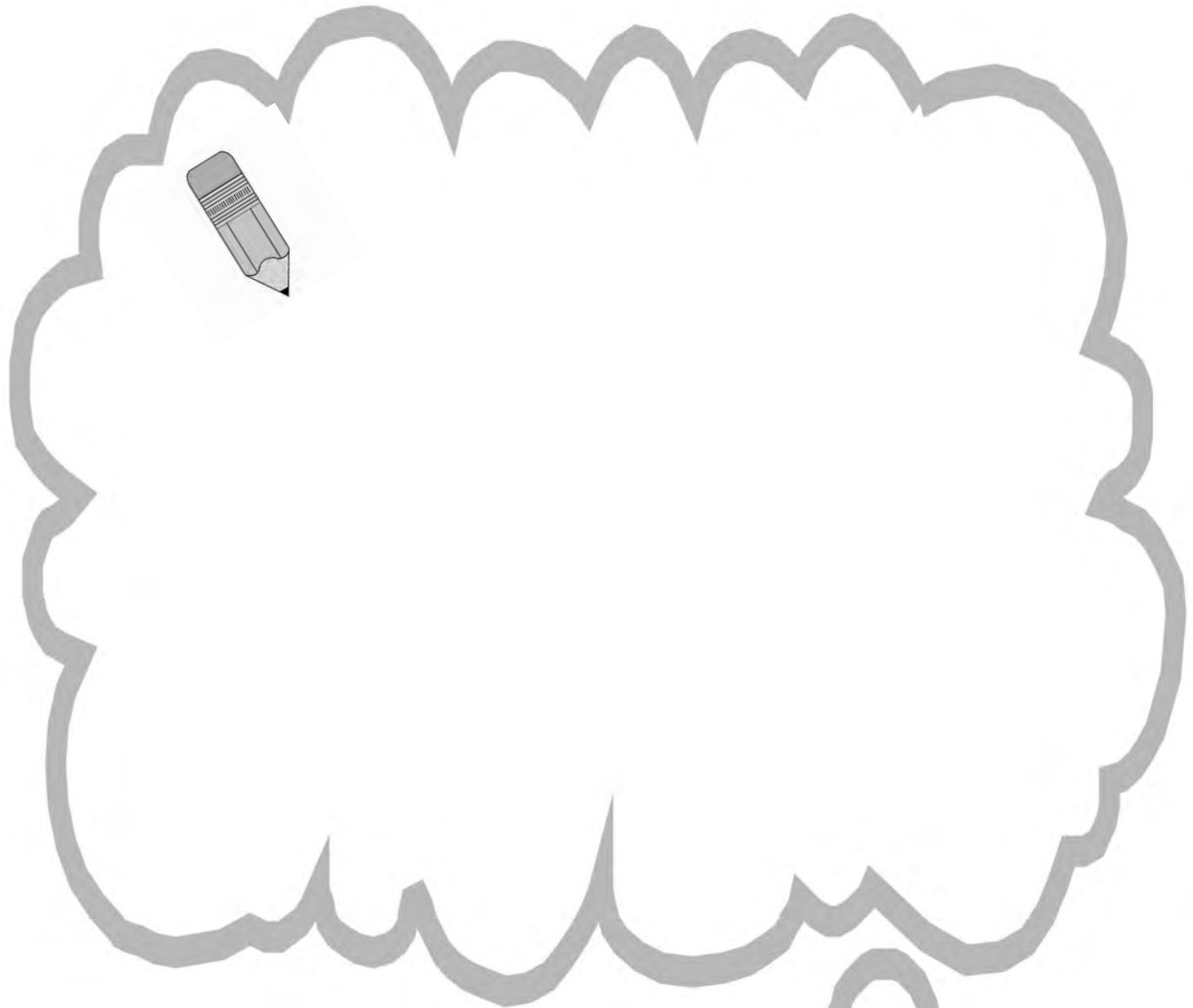


**Workshop #2 Behavior Plan For:** \_\_\_\_\_

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

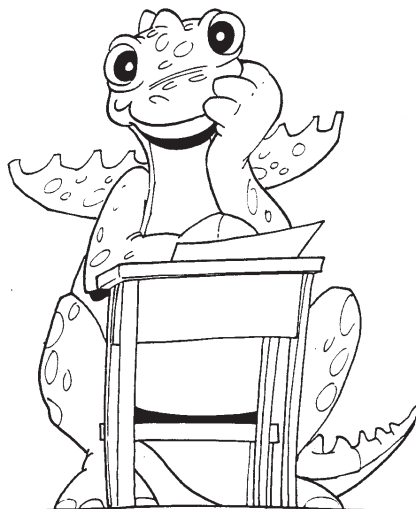


# *My Self-Encouragement Bubble*



# *My Self-Encouragement Bubble*

I'm a good problem-solver.  
I'm good at math.  
I can face up to the problem and solve it.  
I'm not a quitter.  
I can cope with this.  
I can calm my body down.  
I'm good at sharing.  
I can wait.  
I am very helpful.  
I am a friendly person.  
I am good with words.  
I ignore noises around me.  
I can go to my seat without being asked.  
I do what's best for myself.  
I am incredibly brave.  
I love to share my things.  
I'm a good leader.



## Coaching Children in Cooperative Play With Peers

Join children and their friends when they are playing and “coach” them in good play skills by noticing and commenting on their cooperative efforts. For example:

**Making Suggestions:** “Wow, that was a helpful suggestion to your friend.”

**Expressing Positive Feelings:** “That’s a friendly way to show how you are feeling.”

**Waiting:** “Super! You waited your turn and let him go first, even when you wanted to be first.”

**Asking Permission:** “That’s very friendly to ask him if he wants to do that first.”

**Complimenting:** “What a friendly compliment. I can see she feels good about that.”

**Taking Turns:** “You let her take a turn—how very helpful.”

**Sharing:** “You are both doing it together. I can see you are team players.”

**Agreement:** “You agreed with her suggestion—what a friendly thing to do.”

**Using Soft Touch:** “You are using gentle and soft touch with him. That is friendly.”

**Asking for Help:** “Wow! You asked him to help you—that is what good friends do for each other.”

**Caring:** “I can see you really care about her ideas and point of view. You’re a thoughtful person.”

**Problem-Solving:** “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

**Being Polite:** “You were so polite in the way you asked her to wait—that’s very friendly.”

# Facilitating Children's Academic Learning: Teachers as "Academic Coaches"



"Descriptive commenting" is a powerful way to strengthen children's social skills, emotional literacy, and academic skills. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
<ul style="list-style-type: none"> <li>_____ colors</li> <li>_____ number counting</li> <li>_____ shapes</li> </ul>	<ul style="list-style-type: none"> <li>● "You have the red car and the yellow truck."</li> <li>● "There are one, two, three dinosaurs in a row."</li> <li>● "Now the square Lego is stuck to the round Lego."</li> </ul>
<ul style="list-style-type: none"> <li>_____ sizes (long, short, tall, smaller than, bigger than, etc.)</li> <li>_____ positions (up, down, beside, next to, on top, behind, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● "That train is longer than the track."</li> <li>● "You are putting the tiny bolt in the right circle."</li> <li>● "The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."</li> </ul>
<ul style="list-style-type: none"> <li>_____ working hard</li> <li>_____ concentrating, focusing</li> <li>_____ persistence, patience</li> </ul>	<ul style="list-style-type: none"> <li>● "You are working so hard on that puzzle and thinking about where that piece will go."</li> <li>● "You are so patient and just keep trying all different ways to make that piece fit together."</li> </ul>
<ul style="list-style-type: none"> <li>_____ following parent's directions</li> <li>_____ problem solving</li> <li>_____ trying again</li> <li>_____ reading</li> <li>_____ thinking skills</li> <li>_____ listening</li> <li>_____ working hard/ best work</li> <li>_____ independence</li> </ul>	<ul style="list-style-type: none"> <li>● "You followed directions exactly like I asked you. You really listened."</li> <li>● "You are thinking hard about how to solve the problem and coming up with a great solution to make a ship."</li> <li>● "You have figured that out all by yourself."</li> </ul>

# Facilitating Children's Emotion 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
<p>_____ happy</p> <p>_____ frustrated</p> <p>_____ calm</p> <p>_____ proud</p> <p>_____ excited</p> <p>_____ pleased</p> <p>_____ sad</p> <p>_____ helpful</p> <p>_____ worried</p> <p>_____ confident</p> <p>_____ patient</p> <p>_____ having fun</p> <p>_____ jealous</p> <p>_____ forgiving</p> <p>_____ caring</p> <p>_____ curious</p> <p>_____ angry</p> <p>_____ mad</p> <p>_____ interested</p> <p>_____ embarrassed</p>	<ul style="list-style-type: none"> <li>● "That is frustrating, and you are staying calm and trying to do that again."</li> <li>● "You look proud of that drawing."</li> <li>● "You seem confident when reading that story."</li> <li>● "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."</li> <li>● "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you."</li> <li>● "You are so curious. You are trying out every way you think that can go together."</li> <li>● "You are forgiving of your friend because you know it was a mistake."</li> </ul>

## 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."

## Facilitating Children's Social Learning: Teachers 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 that 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"> <li>● "That's so friendly. You are sharing your blocks with your friend and waiting your turn."</li> <li>● "You are both working together and helping each other like a team."</li> </ul>
<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"> <li>● "You listened to your friend's request and followed his suggestion. That is very friendly."</li> <li>● "You waited and asked first if you could use that. Your friend listened to you and shared."</li> <li>● "You are taking turns. That's what good friends do for each other."</li> </ul>
<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"> <li>● "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly."</li> <li>● "You are helping your friend build his tower."</li> <li>● "You are being cooperative by sharing."</li> <li>● "You both solved the problem of how to put those blocks together. That was a great solution."</li> </ul>

### 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?"

### Modeling Friendly Behavior

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

# Teacher-to-Parent Communication Form

## *Encouraging Your Child's Persistence and Patience*

All young children have short attention spans and are easily distractible. Once they get to school there are more demands on them to listen, be focused and work for longer times on school related tasks. You can help support your child's attentiveness and increase his or her persistence with a difficult task by commenting, describing and coaching your child when you notice him or her doing any of the following behaviors:

**Staying Focused:** Describe and praise your child's behavior whenever you notice him or her concentrating, paying attention, or staying focused when trying to solve a problem (e.g. completing a difficult puzzle, trying to write or read, or learn something new). For example, "You are really looking at all those letters and staying focused." Or, "You keep trying different ways to solve that problem. You are really working hard."

**Being Patient:** Label your child's emotions whenever you notice him or her staying calm or patient. "That is really frustrating to do and you keep trying again. You are really being patient and staying calm. I think you are going to be able to do that."

Record on your *Parent-to-Teacher Communication Form* your experiences coaching your child persisting with a difficult task and staying calm and send this form back to school with your child.



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# Parent-to-Teacher Communication Form

## *Encouraging Your Child's Persistence and Patience*

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

*Record on this form your experiences coaching your child persisting with a difficult task and staying calm and send this form back to school with your child.*

**Example:** Frederick stays calm and keeps trying and thinking about ways to complete the puzzle.

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**The Incredible Years®**  
**Teacher Classroom Management Self-Reflection Inventory**  
**Teacher Attention, Academic, Social, Persistence and Emotion Coaching,**  
**Encouragement and Praise**

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

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

<b>Attention, praise, &amp; encouragement</b>	
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when behavior occurs.	<b>1 2 3 4 5</b>
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	<b>1 2 3 4 5</b>
3. My praise is sincere and enthusiastic with the more difficult students when they are appropriate.	<b>1 2 3 4 5</b>
4. I have identified positive behaviors I want to praise immediately and give attention to with all students.	<b>1 2 3 4 5</b>
5. I have identified “positive opposite” behaviors I want to praise in targeted children with behavioral difficulties.	<b>1 2 3 4 5</b>
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	<b>1 2 3 4 5</b>
7. I work hard to give special time to children who are withdrawn or isolated to promote more positive peer interactions.	<b>1 2 3 4 5</b>
8. I model positive self-talk as well as praise to other teachers or adults in the classroom.	<b>1 2 3 4 5</b>
9. I make positive calls to parents to compliment them about their children’s successes or positive behavior.	<b>1 2 3 4 5</b>

10. I communicate my belief to students that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I help children learn how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt children in the classroom to notice another child's special talent or accomplishment.	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success when s/he is frustrated with a learning activity.	1 2 3 4 5
14. I share my positive feelings (proud, happiness, joy, courage) when interacting with my students.	1 2 3 4 5
15. I use <i>descriptive and academic</i> commenting during play interactions with my students (e.g., describing objects, positions, colors). I target language delayed students for this coaching.	1 2 3 4 5
16. I use <i>persistence coaching</i> with all my students – and I especially target students with attention difficulties for this coaching.	1 2 3 4 5
17. I use <i>social coaching</i> with all my students when they are playing with peers and I target socially inappropriate children especially for this coaching.	1 2 3 4 5
18. I use <i>emotion coaching</i> with all my students – and I use more positive emotion words than negative. I target positive emotion coaching for aggressive children.	1 2 3 4 5
19. When I use negative emotion coaching I qualify the negative emotion with recognition of positive coping or calming behavior the student is using to continue to problem solve.	1 2 3 4 5
20. I avoid use of questions, corrections, criticisms and demands when coaching children.	1 2 3 4 5
21. I use self-encouragement bubbles for my students so they can learn how to self-praise.	1 2 3 4 5

22. I provide physical affection with verbal affection and praise with my students.	1 2 3 4 5
23. I praise individual children as well as whole class or small groups.	1 2 3 4 5
24. I focus on children's efforts and learning-- not just end result.	1 2 3 4 5

**Future Goals Regarding Attention, Praise and Coaching Strategies**

