



## *Handouts*

### *Building Positive Relationships*



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# ***Building Positive Relationships With Children***

## ***Suggested Activities for the Month***

### ***TO DO:***

- Develop a behavior plan for changing a child's negative reputation in your classroom and strengthening your relationship.
- Pick some strategies to promote your positive relationships with your students.
- Set some goals to build your relationships with the parents of students in your classroom.
- Look for opportunities to promote your students' sense of responsibility in the classroom.

### ***To Read***



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



## **Sample Interest Survey Letter Regarding Student's Interests**

Dear Parents,

Welcome to First Grade! I am excited to get to know your child and looking forward to working with you over the next year to support your child's education. In order to get a "jump start" in developing a relationship with your child you can help me by filling out the following information and returning it to me as soon as possible. Knowing what activities and interests your child has helps me to develop curriculum that is exciting and meaningful for your child. Knowing areas you perceive as more difficult for your child helps me to stretch and encourage your child in new areas or places s/he might be tempted to avoid. Thanks for your help. Parents are the most important people in a child's life, and we need to work together for the benefit of your child. With home and school working together I know that each and every student can have the most successful year yet.

Child's Name:

Areas I see as strengths for my child: (academic or social)

Areas I see as more difficult for my child: (academic or social)

What I hope my child will learn this year:

My child's interests are: (include favorite magazines, toys, activities, outings, play acting, math, art, computer time, sports, etc.)

Things my child perceives as especially rewarding: (e.g., special privileges, leadership roles, special food, stickers, baseball cards, movies, etc.)

Things about my child that are special: (include pets, siblings, clubs, grandparents or other people involved closely with your child)

## **Looking forward to a great year!**

***Blackboard Notes***  
***Points to Remember about***  
***Building Positive Relationships with Students***

**Show students you care by:**

- Giving them a personal greeting each day when they arrive
- Asking about their feelings e.g., dialogue journals
- Asking about their life outside of school e.g., listening bear
- Listening to them
- Eating in the cafeteria occasionally with students
- Recognizing birthdays in some way
- Sending cards and positive messages home, e.g., happygrams
- Finding out about their hobbies and special talents, e.g., interest surveys
- Making home visits
- Sharing something personal about yourself
- Spending time playing with them — at recess or during free classroom time
- Establishing positive relationships with every child regardless of their academic or social abilities
- Getting to know their parents through home visits and classroom meetings
- Calling parents periodically to report their child's success or accomplishments

**Show students you believe in them by:**

- Identifying negative self-talk
- Promoting positive self-talk
- Communicating your belief they can succeed
- Making "I can" cans out of empty juice cans and drop strips of paper in them on which students have written skills they have learned, e.g., math facts, spelling words, sharing with others, helping. (This is also useful to show parents the child's progress.)
- Making phone calls to students to applaud their special efforts or accomplishments
- Helping every child in the classroom to appreciate other's special talents and needs
- Following their lead, listening carefully to their ideas and being an "appreciate audience" at times

**Show students you trust them by:**

- Inviting students to help with daily tasks and classroom responsibilities
- Offering curriculum choices
- Encouraging collaboration among students
- Encouraging students to help each other
- Sharing your thoughts and feelings with them

# ***Helping Your School Become “Bully Proof”***

*Carolyn Webster-Stratton, Ph.D.*

Carl, aged 8 years, is hyperactive, impulsive and inattentive. He fidgets constantly in class, rocking back and forth in his chair, his hands and feet always moving. He often mumbles to himself in an effort to focus on the teacher's directions. His teacher finds his body movements distracting and is critical of his failure to follow through on directions. He is regularly teased and jeered at because of his “odd” behaviors. Few of his peers will play with him. At recess, he is isolated, barred from participating in group games. A small group of older boys once made a game of taunting him, calling him names and pushing him around. Another time they attacked him on the way home from school and tied him up, calling him their “pet monkey.” Recently at school he has started to become verbally abusive with younger children.

Mary frequently comes to school smelling like feces, for at the age of 7, she still messes in her pants. She is ashamed about this problem and is always anxious lest it occur at school. At recess and lunch time, she is ridiculed by other children. They call her a “baby” and tell her she is stupid. She has never been invited to participate in group games with the other girls in her class, nor has she ever been invited to a classmate's birthday party. She is often found alone in a corner of the playground. In conflict situations, she cries easily and withdraws.

Robbie, aged 6 years, is sent to the principal's office by his teacher almost daily for inappropriate language and unruly behavior, both of which disrupt classroom work. On the playground he frequently starts fights with other children. Nevertheless, he seems to have a small cadre of peers who follow him around, are attracted to his self-confidence and excited by his bravado and bold language. Robbie has been sent home from school several times for aggressive behavior; each time he receives severe spankings from his father for his misbehavior. Robbie's father is an alcoholic and on several occasions when drunk he has verbally and physically abused Robbie's mother. Robbie has witnessed this violence. Robbie's mother is frequently depressed and withdrawn. Perhaps as a result, she seems unconcerned about Robbie's schoolwork and behavior and rarely communicates with his teacher. Frustrated with Robbie's behavior, Robbie's teacher is critical of his parents' apparent lack of concern.

## ***What is bullying and why does it occur?***

A person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons. (Olweus, 1993)

Bullying among children is one of those hidden areas of social interaction, like physical and sexual abuse, that has thrived because of secrecy on the part of those involved and neglect on the part of professionals. Most bullying occurs at school and most of it is hidden from school staff. Out of a combination of shame and fear of retaliation, victims will rarely report the bullying incident. They also may not want to admit to difficulties at school for fear of worrying their parents, especially if their family is under stress or has experienced some trauma.

Bullying is defined as repeated attacks-physical or verbal-upon someone who has less power by someone who has more power, either by virtue of physical strength, age, social status or sheer numbers. This definition distinguishes the bully both from the child who may occasionally hit or call another child names, but does not do this to the same person repeatedly and over time, and from the child who attacks another child of approximately the same psychological and physical strength. Bullying may be overt (direct, obvious) or covert (indirect, hidden). Covert bullying includes spreading rumors, social ostracism, and manipulation through friendships. It is a problem that may cause long-term damage to the victim and bully alike. In the scenarios described above, the children are victims of bullying at school-Carl experiences overt physical bullying, and both

experience overt verbal bullying as well as covert forms of bullying, including social rejection. Both types of bullying can be equally destructive to children's well being, though in different ways; moreover, they are interrelated and often occur together in the same relationships.

Surveys have indicated that as many as 15% of school children—1 out of 7 students—are occasionally involved in bully/victim problems; 3% of children report they are bullied once per week or more often (Olweus, 1993). The frequency is higher for children in elementary school (kindergarten to grade 5) than for children in middle school, especially for physical bullying. Boys are more likely to experience overt forms of bullying and girls more indirect forms of bullying. Evidence suggests that boys are more likely than girls to be either victims or bullies (Olweus, 1993). The most common situation is for a group of two or three students to repeatedly harass one individual.

Recent research (e.g., Boulton & Smith, in press; Farrington, in press; Olweus, 1978; Perry, Kusel, & Perry, 1988) suggests that certain personality characteristics may put children at increased risk for being bullied. Typical victims are often more anxious and insecure than their peers. They are likely to be more cautious, sensitive, and quiet; they may suffer from low self-esteem, and have a negative view of themselves and their situation. When attacked by other students, they usually will cry and withdraw rather than retaliate. They may perceive themselves as failures for being unable to handle their problems; they may feel stupid and ashamed of this, and may even come to think they deserve the bullying. Victims sometimes find when they report bullying to adults, they are ordered to "stand up for themselves," further reinforcing their guilt and self-concept of social incompetence. Although they may have a positive attitude toward schoolwork, they have a negative view of their ability to form friendships. It is typical for them to be without a good friend in class. Traits associated with victimization are, for boys, smaller than average size, less than average physical strength, perceived lack of physical attractiveness, and poor communication skills. There is a second category of victim, the so-called "provocative" victim. These children have both anxious and aggressive behavior patterns, and are sometimes hyperactive and impulsive. Their aggressive, disruptive behavior "provokes" other children into bullying behavior. It is important to realize, however, that this type of victim does not cause the bullying and is in no way responsible for it, although he or she can be made aware that bullying is a possible response to his or her aggression.

Typical bullies have a strong need to dominate others and to control social interactions (Olweus, 1978; Pulkkinen & Tremblay, 1992). They are often as aggressive toward adults as well as peers. Bullies may be impulsive as well. Physical strength and a confident appearance are associated traits, along with a positive self-image. They often have well-developed communication skills so that they are slick at talking their way out of trouble. Insensitive and lacking in empathy, they may even feel their victims deserve their treatment. If they have been reared in a home where the atmosphere is primarily negative, they may have a hostile attitude toward their surroundings, including school, and toward authority figures. Bullying may be only one aspect of a general pattern of antisocial behavior. Furthermore, bullying during the elementary years is a predictor of delinquency later in adolescence. There is a second category of bully, the more passive bully, the follower or "henchman." These children do not take the initiative in bullying but participate on the sidelines. They may support the bullying by jeering or laughing at the victim, cheering the bully on, or engaging in the name calling and exclusion, even though they may wish the bullying wasn't happening.

Research on bullying suggests that family factors are of considerable significance in the development of the personality of the child who bullies as well as the child who is at risk for being bullied (e.g., Loeber & Stouthamer-Loeber, 1986; Olweus, 1980). The victim often enjoys a secure home life and close relationships within the family. He or she may feel insecure about meeting parental expectations. Bullies, on the other hand, are likely to come from problematic homes characterized as lacking in warmth, with a low level of home supervision and monitoring. Studies have found that parents of bullies are likely to be overly punitive and use physical violence as their method

of discipline. There is an increased frequency of alcoholism and drug abuse in the family and a greater likelihood that such children have witnessed spouse abuse. They may have been rejected by a significant adult. Another commonly associated parenting style is the parent who is permissive towards his or her children's behavior, including aggression, and has failed to set appropriate limits or consequences when aggression occurs. Too little involvement, too much freedom, and violence in the home are key contributors to the low self-esteem, low empathy skills and escalating aggression that create a bully.

It must be emphasized that family factors, although important, cannot account for all cases of bullying. Bullies and victims do not always come from the types of families described above. The temperament of the child also plays a part in the development of what psychologists refer to as "aggressive reaction pattern" or bullying (Olweus, 1980). Aggressive children have been shown to be more likely to be impulsive, hyperactive, inattentive, distractible, and irritable-temperamental traits which make it more difficult for them to learn problem-solving and appropriate social skills. They turn to bullying because they lack the skills for dealing appropriately with social situations.

The conditions at school also have a role in accounting for bullying-specifically the degree of supervision during recess and other breaks (Olweus, 1993). Research has found a clear negative association between "teacher density" and the amount of bullying-that is, the greater the number of teachers supervising at recess or other breaks, the lower the incidence of bullying. Studies where students have been interviewed about teachers' responses to bullying have indicated that both the bully and the victim felt that teachers did little to stop the problem. This perception led them to conclude that teachers were unconcerned-that they would be allowed to continue their behavior.

### ***What to do?***

Every child has the right to an education free of aggression and humiliation. No child should be afraid to go to school for fear of being bullied, and no parents should have to worry about their child being bullied. This means that no child should be allowed to bully another child. If a child is prone to bullying, he or she should be provided with the kind of guidance and constraints that will teach him or her to be a responsible member of the school community, and he or she should be held accountable for any bullying by having to face consequences. What steps should be taken to ensure this?

**1. Establish school policy and programs.** School policy has a vital role in preventing bullying and helping children who become involved in bullying incidents. School policies should communicate a clear message to students, parents and teachers that bullying will not be tolerated and will be handled firmly. Policies should clearly set forth the rules and specify what will happen if the rules are broken. Since victims may be afraid to bring up their experiences with bullying for fear of retaliation from the bully, the school should set up a procedure enabling students to call the school counselor anonymously. The counselor can encourage the child who is victimized to also talk with his or her teacher and parents, and can involve relevant persons in providing help for the victim.



The school has an important role in educating families about the meaning of bullying—both for the bully and the victim. This educational effort can take place through the use of special workshops and through regular PTA meetings. Bullying is a multifaceted problem rooted in a variety of interrelated factors such as the child's temperament, social behavior, communication skills, level of self-esteem, and self-confidence, in addition to family, school and societal influences. Rather than blaming some single source such as society, the family or the child, schools can be proactive, focusing on preventing bullying regardless of the factors which may have contributed to the problem in the first place.

The school should provide comprehensive training to help prevent as well as treat the socialization difficulties that lead to bullying. This training needs to go beyond individual teachers' efforts with individual students; it should be part of an effort involving the entire school. Supportive education and training in social skills, problem solving, empathy training and esteem-building address the root causes of bullying and have long-term payoffs for the school.

- 2. Educate teachers and parents in the early signs of possible bullying.** Early detection of bullying is an important aspect of prevention. Everyone in the school community needs to be made aware of the indicators that a child may be falling into a victim role or developing into a bully. Here are some of the signs:

### ***Signs of Falling Into a Victim Role***

- Reported incidents of being the object of derogatory remarks
- Repeated experiences being made fun of, laughed at, degraded, belittled
- A pattern of being dominated by others
- Getting pushed, shoved, punched, hit, or kicked and being unable to defend oneself adequately
- Having books and/or money taken, damaged or scattered around
- Having bruises, cuts, torn clothing with no explanation
- Being excluded from peer group activities at recess or during breaks
- Being the last to be chosen for team activities
- Hovering near teachers during recess or breaks
- Difficulty speaking up in class
- Appearing anxious or insecure at school
- Reluctance to go to school
- Being a loner—having no close friends
- Never inviting classmates home after school, or never being invited over to others' homes or to parties



### ***Signs of Becoming a Bully***

- generally negative attitude and oppositional toward school authority figures and parents
- high frequency of antisocial behaviors such as lying, stealing, swearing, hitting
- having a tough “bravado” demeanor
- having a strong need to dominate others by threats or bragging about one’s physical prowess
- having difficulty following the rules and tolerating delays or refusals
- repeatedly taunting, teasing, name calling
- low empathy for others and a refusal to assume responsibility for one’s actions
- associating with other antisocial peers

**3. Establish conditions at recess and other breaks that discourage bullying.** Most bullying at school occurs during recess or other breaks. Schools and teachers need to be sure there is adequate supervision during recess and other breaks (lunch time, bathroom breaks) so that bullying cannot occur. Schools with higher teacher density during recess have lower levels of bully/victim problems. However, simply increasing the presence of teachers during these times is not enough; teachers must know how to intervene early, quickly and effectively in bullying situations and must be ready and willing to do so. Teachers and staff may need to cue themselves to identify bullying for what it is. Even if there is only a suspicion that bullying is taking place, it should be acted upon. Rather than thinking, “They’re just goofing around,” “It’s all in fun,” or, “He’s not trying to be mean,” the teacher’s guiding rule should be, “Better to intervene too early rather than too late.” A consistent response from teachers and playground supervisors gives students a clear message that bullying is not acceptable and that those in charge will always take the side of the victim or potential victim. Potential bullies need to know that power (i.e., the school authorities, teachers, parents) will always be used to protect the potential victim.

#### ***A teacher who observes bullying needs to intervene by:***

- imposing a consequence on the bully (whatever is specified by school policy).
- speaking on behalf of the victim and modeling an assertive response.
- reporting the incident to the classroom teacher and parents of the students involved.

The school schedule and the school environment can be set up in such a way as to discourage bullying. Since a good deal of bullying takes the form of older children being aggressive against younger and more vulnerable children, schools should try to schedule recess at separate times for older and younger students and for special education students. Furthermore, since bullying tends to occur more frequently in certain parts of the playground and in bathrooms, these areas should receive extra monitoring. A well-equipped and attractive outdoor environment can help reduce bullying by inviting more positive activities.

**4. Teachers need to have clear class rules about bullying and regular classroom discussions about these problems.** Along with school-wide policies and programs, individual classrooms can be a place for education about bullying. The school rules about bullying should be explained and posted for all to see. For example, the following three rules set clear standards regarding overt and more covert forms of bullying:

1. Bullying of other children is not permitted.
2. Students will try to help children who are bullied.
3. Students will include students who are often left out.

Students should be praised for following the rules; in particular, students who are easily influenced by others should receive appreciation for not reacting aggressively.

It is important for teachers to have regular discussions in class about bullying. These discussions should be held regularly (e.g., once a week), perhaps with students sitting in a circle on floor. In these class meetings teachers can clarify and reiterate the consequences of breaking the rules. They can read stories about bullies and victims where the bully is presented as anxious and insecure beneath a tough surface and where students learn to empathize with the victim. In addition to stories, role playing is an effective way of eliciting feelings and ideas. Concrete examples from the classroom and playground should be used to help students think of ways they can counteract social isolation and stop bullying. It is important to discuss verbal bullying and covert bullying so that students realize that even passively observing from the sidelines is being an accomplice to the bullying. Students can then be prompted to discuss how they can help a child who is being victimized, rather than standing on the sidelines.

Because students feel that if they tell the teacher about a bullying incident they will be perceived as tattlers, teachers need to counteract this attitude by telling students that reporting bullying is following the school's rules. Moreover, tattling on behalf of another child who needs help can be defined as being compassionate and sensitive to the feelings of the weaker child. The goal is to have students understand that both victims and bullies need help, and that only if incidents are reported will that help be forthcoming. For instance, suppose that a student is frequently ostracized by the other students at recess. The teacher could use puppets to act out the situation. One puppet, Bert, keeps telling the other puppet, Ernie, that he can't play with him and his friends. Sometimes he even calls Ernie nasty names. The teacher says to her students, "What should Ernie do when Bert tells him to go away and calls him names?" She encourages them to come up with many possible solutions. She then asks, "What would you do if you saw Bert telling Ernie to go away and calling him names?" They come up with a list of possible actions, and the teacher helps them think through (as a group) the consequences of each action. In order to address the issue of "tattling," she includes the question, "What would happen if you told the teacher that Bert bullied Ernie?" After exploring all the possible outcomes of reporting, she goes on to ask, "What else could you do besides tell the teacher?" In this way the teacher not only gives the students a repertoire of responses to bullying, she also develops their capacity for problem-solving and, by exploring the issue in a group, defuses students' fears of being perceived as "tattlers."

Cooperative learning activities in the classroom, where students work in small groups, also help prevent bullying. It is important that the teacher split up the more aggressive children and put them in different groups with assertive, socially skilled students (who will not accept bullying) and not with victims. Students who are isolated or who tend to be victimized should be placed with positive, friendly students. Carefully planned cooperative group activities, where the focus is on the performance of the entire group, create mutual positive dependence among group members and by extension a feeling of cohesiveness in the whole classroom.

When each member of the group is given responsibility for every other member's learning of the prescribed task, students begin to feel responsible for each other, an attitude which is contrary to that of the bully or the passive bystander.

- 5. Special intervention for victims.** The goals of intervention for victims are to build children's self-confidence, to rebuild their sense of security at school, and to establish a feeling of being accepted or, ideally, liked by at least one or two classmates. Teachers can pair up victimized children with more popular children and foster friendship opportunities. They can also give these children extra attention.

Another aspect of intervention with victims is teaching them the importance of letting their teacher and parents know about incidents of bullying. Often children will not want to tell adults for fear of getting the tormentor in trouble and then experiencing retaliation. They may even convince their parents not to tell the teacher. They need to be helped to understand that in the long run this secrecy is more harmful to them because it allows the bully's behavior to continue. Children who are victimized need to learn to report incidents. Teachers and other school authorities, for their part, need to give the victim the message that it is not his or her fault for being harassed. They need to assure children that they will get adequate protection against retaliation or continued harassment from bullies.

It is also important that the victim learn to avoid the aggressor when possible as well as to know how to stand up to bullying-with assertiveness, not aggression. Research has also shown that bullies don't continue bullying children who respond assertively to their efforts to control or isolate them. Teachers can model this assertive behavior for the child. For example, when an incident occurs on the playground the teacher might say to the child who has been bullied, "Tell Robbie that it feels scary to be hit, you don't like being hit and not to do it again." During class the teacher can also present role-play scenarios where one child is bullying another child and have the children practice assertive responses. During these role plays children can also be prompted to talk about the victim's feelings of humiliation, helplessness and worthlessness.

- 6. Special intervention for bullies.** The goal of intervention for bullies is to stop the bullying. This involves teaching social skills and nonviolent methods of expressing feelings and resolving conflict. It also involves increasing their empathy for others and their acceptance of children who are different.

Intervention begins with clear limit-setting-the message that bullying will not be tolerated. If a teacher even suspects there is a problem, s/he needs to take action immediately by talking with the suspected bully and victim. The message should be given clearly: "We don't allow bullying in our class/school and it must stop." The teacher needs to impose a negative consequence for the bullying behavior. Whenever bullying occurs, immediately send the bully to Time Out for 5 minutes and give attention to the victim (so that the bully's behavior is not inadvertently reinforced with teacher attention). Afterward, have a serious talk with him individually away from the rest of his peers.

The bully will likely try to minimize his contribution to the problem and may even blame the victim, saying, "He started it" or, "It was her fault!" It is important for the teacher not to engage in an argument about who started the bullying. Bullies are often very good at talking themselves out of problem situations. If allowed to tell their version of the story, they may humiliate the victim. Don't waste time on "getting to the bottom of things"-it diverts the focus from the bullying behavior to the circumstances. If this child has been identified as a

bully, then it is advisable to adopt a policy that he will automatically be held accountable. Remember the message is that bullying will not be tolerated, under any circumstances. If you are in doubt about who did the bullying (a rare situation indeed) send both children to Time Out, saying, "It looks like both of you may have been doing some bullying, so both of you need to go cool down and think over how you could have behaved differently."

Loss of a privilege can also be an effective discipline approach for bullying, an alternative to Time Out. The privilege might be recess or some special privilege that the student values, like computer time. Teachers should set up a discipline hierarchy for their classrooms defining the consequences for bullying, with the severity increasing as the number of incidents increases. For example, the consequence for the first bullying incident might be specified as a Time Out; for the second, Time Out and loss of recess; for the third, loss of some other privilege and a call home to parents; for the fourth, a meeting between the child, parents, teacher and principal.

It will be easier for the bully to change his behavior if he feels accepted and liked. Teachers will need to be careful to praise and reward these children whenever they are behaving cooperatively with teachers and peers, being sensitive to others' requests, assuming responsibility for their behaviors, and-especially-reacting in non-aggressive ways in a conflict-provoking situation. Children who bully others are not easy children to develop relationships with; teachers will need to make an extra effort in this regard. It has been said that the children who most need love will ask for it in the most unloving ways; the same can be said for the children most in need of encouragement, praise and positive attention.

If bullying is going to be met swiftly with negative consequences, teachers will need to observe and closely monitor playground behavior, in particular extra supervision for children with a history of bullying (actual or suspected). This will mean that the lunch time or playground supervisor will need to position himself/herself close to the suspected bully-and to be visible to everyone. This will not only ensure safety of victims but will discourage others from becoming involved because they will not want to be the object of similar supervision. Sometimes teachers have a negative attitude toward recess supervision because they don't want to be seen as police officers; or they may stay inside at recess because they feel they need a break from the students. While teachers do need breaks, recess is not the appropriate time to take these breaks. Failure to adequately supervise recess, lunch time and the loading of buses means that the weaker students will be left to the mercy of bullies; without adequate supervision, intervention will not happen, and lack of intervention implies silent condoning of the bullying. Attentive supervision is effective not only for helping the bully realize his behavior is inappropriate, but also for assuring the safety of potential victims.

- 7. Close cooperation between home and school.** As noted above, schools have an important responsibility for informing families about the extent and causes of the problem. The message to families can be that because of the potential seriousness of bullying, the school is going to focus on even minor cases of bullying and social isolation; moreover, the school should advise parents that this monitoring may initially result in increased contact from administrators or teachers until the problem has been resolved. Conversely, schools need to ask parents to communicate openly with them, to stay involved, and to contact teachers if they suspect their own or another child of bullying.

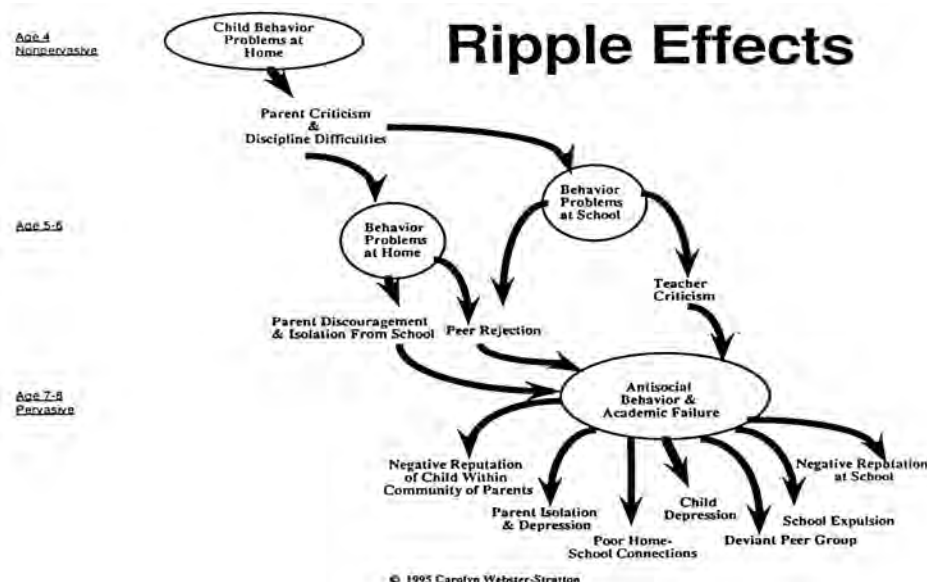
The school should let parents know that if it is discovered that students are bullying others or being bullied, the school will contact the parents concerned and ask for their cooperation in bringing about change. They should meet together to discuss the situation with them and collaboratively arrive at a plan for solving the problem. Parents who suspect their children are bullying can help by praising their children for cooperative behavior, setting up reward sys-

tems for good behavior, applying nonviolent or punitive consequences for misbehavior (e.g., loss of privileges, Time Out, work chores) and setting up rules that make it clear that they take the bullying seriously and will not tolerate the behavior. If both the school and parents are applying negative consequences, then it is less likely to reoccur. For the family who is chaotic and disorganized, teachers can help parents define a few family rules which are written down and displayed and plan a set of consequences for violations of those rules. They can encourage parents to praise their child when he or she follows the rules. Parents should be urged to spend time with their child and get to know their child's friends.

Parents who suspect that their child is being bullied should let their child's teacher know as soon as possible. They can also try to increase the self-confidence of the victimized child by helping him or her establish friendships and stand up for himself or herself assertively. Although it is understandable to want to protect a child who has been bullied, parents should avoid being overprotective, as this attitude on the part of parents can increase a child's sense of isolation from peers and thus exacerbate the problem.

- 8. Parents educate their children about the problem.** Parents need to make clear to their children that bullying is unacceptable. They can introduce the issue by talking to them about the problem and asking them if anyone in their class is often "picked on" or left out. Parents should increase their children's understanding of the problem by explaining the concepts of passive participation in bullying and of "covert" bullying (excluding the child). Parents might attempt to determine whether their child has sympathy for the victim and whether s/he would be willing to do anything to help the student. They should discuss the importance of their reporting the problem to teachers, explaining why "tattling" actually is not wrong but actually helps the bully (and potential victims) in the long run. They can strive to develop their child's empathy for the victim and involve their child in ending the victimization by inviting a "victim" to a picnic or home after school. Any of the classroom strategies discussed earlier for teachers could also be used by parents in the home.

**When parents and schools break the silence, share information with each other, and collaborate in finding solutions without blaming one another, they can make great strides towards reducing the problem. (Olweus, 1993)**



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## ***Ideas for Building Positive Relationships with Students***

**Dialogue Journals.** When the children first come into the classroom in the morning they are asked to spend 10 minutes writing anything they want in their “dialogue journals.” Students are encouraged to share this writing with the teacher by putting their diaries in his or her “in box” when they are ready for the teacher to read them. The students are given the choice of when or whether they want the teacher to read their dialogues. These diaries are referred to as “dialogue” journals because the students often will ask the teacher questions to which she or he can respond with comments, questions, stickers, or special notes to be taken home to parents. The dialogue journal approach allows teachers to have more personal discussions with each individual student as well as allowing for privacy.



While this dialogue approach requires that the student be able to read and write, it can be adapted for use with younger children. This could be accomplished by having the teacher write in the child’s journal describing something that happened that day at school, which the parent can then read to the child when he or she picks up the child at the end of the school day. The parents may be encouraged to write a response of their own in the journal or to write a response that the child dictates. This approach fosters close communication between parent, teacher and child.

**Listening Bear.** Another fun strategy for getting to know students is a “Listening Bear.” “Listening Bear” (an actual teddy bear) goes home each day with a student who has demonstrated exceptional listening in class that day. When Listening Bear is at a student’s home he is listening, watching and participating in all that goes on in the family (he may go to restaurants, baseball games, etc.). The family members are asked to write in the journal about the bear’s visit to the family—that is, what he saw and did while he was there. If the child cannot write, she or he may dictate to the parents. The next day the student brings Listening Bear back with his or her journal which is read aloud to the class. This is a very effective way to get to know students and their families, and it reduces some of the pressure on the child because the story is told from Listening Bear’s perspective. It also fosters a home experience between the parents and child which can be shared at school. While it is fun, it also reminds everyone of the importance of listening. (Teachers should be sure that all the students get to take Listening Bear home at some point.) The same idea could also be used for a shy child such as a “Sharing Bear.”



**Survey To Parents—Important Information About Child.** The teacher may choose to send a survey form home at the beginning of the year asking for some personal information such as whether there have been any recent divorces or illnesses in the family, what the current living arrangements are, what forms of discipline the parents use, the nature of the child’s temperament and special interests, what helps calm the child down, and any particular concerns the parents have regarding their child.

**Home Visits.** Home visits at the beginning of the year (even prior to school starting) are a powerful way to get to know students and their families and to learn a wealth of information about the child and family in a short period of time. While it may not be feasible to do home visits for all the students in your classroom, it could be invaluable for students who have some special social and/or academic problems. These visits can be initiated with a letter sent to the families ahead of time (perhaps in the summer) explaining the purpose of the home visit and asking the child to be the host or hostess for the visit. The child then has the task of deciding what to share with the teacher when he or she visits and showing the teacher through the home.





**Special visits with students.** Another way a teacher can get to know students outside of the classroom is to attend an event in which they are participating—baseball or soccer games, ballet or music recitals. Making this effort demonstrates the teacher’s caring and commitment to developing relationships with students. Other options include spending some individual time with the student at lunch or joining them in a play activity on the playground.



**Getting to know the parents.** One sure way to build closer relationships with students is to get to know the parents. Teachers can get to know parents through some of the means we discussed above such as home visits at the beginning of the year and surveys about family life. Through “dialogue journals” teachers can foster closer relationships with parents. Other strategies which foster supportive and collaborative relationships with parents might include phone calls, notes home about children’s successes, invitations to parents to attend informal brown bag lunches with teachers, invitations to participate in the classroom by sharing something (e.g., a trip or special skill), or reading to students in class or helping with some classroom activity, and so forth.



**Seeing with the heart.** The teacher places a big red heart on the board and explains that this heart has feelings. The teacher explains that when someone pushes you, takes a crayon or says something rude, the heart gets smaller and folds up. Then the teacher asks, “How can we make the heart unfold?” and the students will talk about apologizing, sharing, and helping others. When the teacher notices these things happening she can add to the heart and show it growing.

**Play box.** One idea to foster playfulness is for the teacher to keep a special box near his or her desk in which he or she keeps some items such as a wig, glasses with springing eyeballs, a microphone, funny t-shirts and so forth. The teacher can surprise students when they arrive by wearing something from this box, and can turn to it when students’ attention is wavering. For example, the teacher might put on the wig and pull out the microphone to announce a special instruction or transition to a new activity. This playfulness serves to keep children engaged so that they can be learning.

When teachers follow students’ lead, they show respect for their ideas and demonstrate compliance with their requests. This modeling of compliance to appropriate requests from students helps students become more compliant with teachers’ requests in other situations. Moreover, it contributes to reciprocity in the relationship—a power balance, so to speak. Such reciprocity leads to closer and more meaningful relationships.

Role-play between teachers and children is also important because role-plays encourage students to take another’s perspective. Fostering this ability to take another’s perspective is important in the development of empathy. Role-play also builds creativity in children.



**Happy Grams.** Giving out “Happy Grams” is another strategy for building positive relationships with students. A “Happy Gram” is a brief written statement given to the child announcing his or her success or accomplishment, or a description of something we have particularly enjoyed about the student’s participation in class. Students can be given a box on their desk for their Happy Grams and each day the teacher reads them with the students and sends them home to their parents. These Happy Grams may say things like, “Today I enjoyed hearing about Anna’s pet rabbits at home. She is good at sharing with others in class.” or, “Patrick was very friendly today. I noticed when he helped Robbie after he fell down on the sidewalk.” or, “Gregory controlled his anger and was able to talk about his feelings—he is building good self-control skills.”



## *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*):

# ***Brainstorm/Buzz—Promoting a Sense of Responsibility***

Break up into small groups or buzz pairs to share ways teachers promote responsibility in their students.



<b><i>Goal:</i></b>



## ***Brainstorm/Buzz—Changing Students’ Negative Reputations***



Break out into small groups or buzz pairs to share ways you, as a teacher, can change a student’s negative reputation into a more positive reputation

***Goal:***

# ***Brainstorm/Buzz—Building Relationships With Students***

In your group, share things you do to promote positive relationships with your students.



***Goal:***



## ***Brainstorm/Buzz—Building Relationships With Parents***



Share with your buddy or group strategies you use to build positive relationships with your students' parents.

<b><i>Goal:</i></b>

## Brainstorm/Buzz–Goal Setting

Think about possible barriers to building positive relationships with a difficult child and how you will overcome these barriers. Set goals for yourself.



<b>Barriers to Building Positive Relationships</b>	<b>Ways to Overcome these Barriers</b>
<b>Goal:</b>	





**The Incredible Years®**  
**Teacher Classroom Management Self-Reflection Inventory**  
**Building Positive Relationships With Students**

**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>Building Positive Relationships with Children</b>	
1. I greet my students upon arrival with personal and positive greeting (e.g., using child's name).	<b>1   2   3   4   5</b>
2. I interact with my students with warmth, caring and respect.	<b>1   2   3   4   5</b>
3. I speak calmly and patiently to my students.	<b>1   2   3   4   5</b>
4. I listen to my students and avoid judgmental or critical responses.	<b>1   2   3   4   5</b>
5. I provide sincere, enthusiastic, and positive feedback to my students about their ideas.	<b>1   2   3   4   5</b>
6. I personalize my communications with individual students (e.g., asks about life outside of school, their special interests, hobbies or favorite books, shares something personal about self to children, acknowledges birthdays).	<b>1   2   3   4   5</b>
7. I spend special time with each of my students (e.g., on playground, during meals, unstructured play time).	<b>1   2   3   4   5</b>
8. I send home positive message cards to parents to tell them about their children's' successes or accomplishments (e.g., happy grams).	<b>1   2   3   4   5</b>
9. I make positive calls to parents to tell them about their children's successes or positive behavior.	<b>1   2   3   4   5</b>

10. I communicate belief to my students that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I individualize each student's needs, interests and abilities (e.g., planning activities or stories based on special interests of children)	1 2 3 4 5
12. I help children in the classroom to appreciate each other's special talents and needs.	1 2 3 4 5
13. I am child-directed in my approach and behave as an "appreciative audience" to their play.	1 2 3 4 5
14. I avoid question-asking, directions and corrections when possible.	1 2 3 4 5
15. I share my positive feelings when interacting with my students.	1 2 3 4 5
16. I invite my students to help with classroom jobs and responsibilities.	1 2 3 4 5
17. I adjust activities to be developmentally appropriate for each child.	1 2 3 4 5
18. I play with children in ways that provide teacher modeling, prompting and guided practice.	1 2 3 4 5
19. I work convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	1 2 3 4 5
20. I participate in pretend and imaginary play with my students.	1 2 3 4 5
<b>Future Goals Regarding Ways I will Work to Build Relationships with Identified Students:</b>	

<b>Building Positive Relationships with Parents</b>	
1. I set up opportunities for parents to participate or observe in classroom.	<b>1    2    3    4    5</b>
2. I send home regular newsletters to parents and positive notes about their children.	<b>1    2    3    4    5</b>
3. I have a regular call schedule for calling parents to give them positive messages about their children.	<b>1    2    3    4    5</b>
4. I have regular posted telephone hours or times parents can reach me.	<b>1    2    3    4    5</b>
5. I schedule parent evenings/meetings to share classroom activities with parents and to present ideas for carrying over classroom activities at home.	<b>1    2    3    4    5</b>
6. I consider parents' for ideas, materials and support for classroom activities.	<b>1    2    3    4    5</b>
7. I recognize the importance of partnering with parents and collaborating in order to develop strong connections with children.	<b>1    2    3    4    5</b>
<b>Future Goals Regarding Involving Parents:</b>	

1. I set up opportunities for parents to participate or observe in classroom.

1	2	3	4	5
---	---	---	---	---

2. I send home regular newsletters to parents and positive notes about their children.

1	2	3	4	5
---	---	---	---	---

3. I have a regular call schedule for calling parents to give them positive messages about their children.

1	2	3	4	5
---	---	---	---	---

4. I have regular posted telephone hours or times parents can reach me.

1	2	3	4	5
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5. I schedule parent evenings/meetings to share classroom activities with parents and to present ideas for carrying over classroom activities at home.

1	2	3	4	5
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6. I consider parents' for ideas, materials and support for classroom activities.

1	2	3	4	5
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7. I recognize the importance of partnering with parents and collaborating in order to develop strong connections with children.

1	2	3	4	5
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### Future Goals Regarding Involving Parents:





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



NOTE: Download these handouts on our website,  
[www.incredibleyears.com/resources/gi/teacher-program/](http://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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Incredible  
Years**

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by Carolyn Webster-Stratton, Ph.D.

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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"><li>• Shut up</li><li>• Quit shouting</li><li>• Stop running</li><li>• Watch it</li><li>• Why don't you put that away?</li><li>• Let's clean up the blocks</li><li>• Cut it out</li><li>• What is your coat doing there?</li><li>• Why is your backpack there?</li><li>• Don't push him like a bull</li><li>• Why is your book still on your desk?</li><li>• You look like a mess</li><li>• Stop bugging your friend</li><li>• You are never ready</li><li>• You must stop touching her in circle time</li><li>• Your desk is a mess</li><li>• Don't whine</li><li>• You are impossible</li><li>• Stop dawdling</li><li>• Hurry up</li><li>• Be quiet</li><li>• Why are you out of your seat when you've been told not to?</li><li>• What are you doing bothering your friend?</li><li>• Are you stupid?</li></ul>	



# ***Brainstorm/Buzz—Classroom Schedule***

Write out your classroom schedule here.



<b><i>Goal:</i></b>

# ***Brainstorm/Buzz—Classroom Rules***

Record your classroom rules here.



<b><i>Goal:</i></b>



## ***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.



<p><b><i>Goal:</i></b></p>



# Dina's School Rules "Show Me Five"



The  
**Incredible  
Years**



# 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	Where & Why? (functional assessment)	Positive Opposite behaviors	Select Proactive and Relationship Building Strategies
Poking, touching	Child impulsive, inattentive temperament (during circle time)	Keep hands to own body	Use listening and quiet hand up rules cue cards and "give me five" signal
Speaks without raising hand	Misbehavior gets attention from teacher and peers (playground and free time)	Raise a quiet hand	Seat close to teacher, during circle time
Talks while directions are given		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	Where & Why?	Positive Opposite behaviors	Select Proactive and Relationship Building Strategies
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"><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!



# Teachers Thinking Like Scientists



<b>Child Problem</b>	<b>Goals</b>	<table border="1"> <tr> <td data-bbox="431 1020 1474 1268"> <b>Strategies</b> </td> <td data-bbox="431 760 1474 1020"> <b>Benefits</b> </td> <td data-bbox="431 491 1474 760"> <b>Obstacles</b>  <small>[thoughts, feelings behavior in self &amp; others]</small> </td> </tr> </table>	<b>Strategies</b>	<b>Benefits</b>	<b>Obstacles</b> <small>[thoughts, feelings behavior in self &amp; others]</small>	<b>Ongoing Plans</b>
<b>Strategies</b>	<b>Benefits</b>	<b>Obstacles</b> <small>[thoughts, feelings behavior in self &amp; others]</small>				

# Teachers Thinking Like Scientists



**Child Problems**



**Child Strengths**



**Goals**

A decorative border made of interlocking puzzle pieces in shades of gray and black surrounds the entire page content.

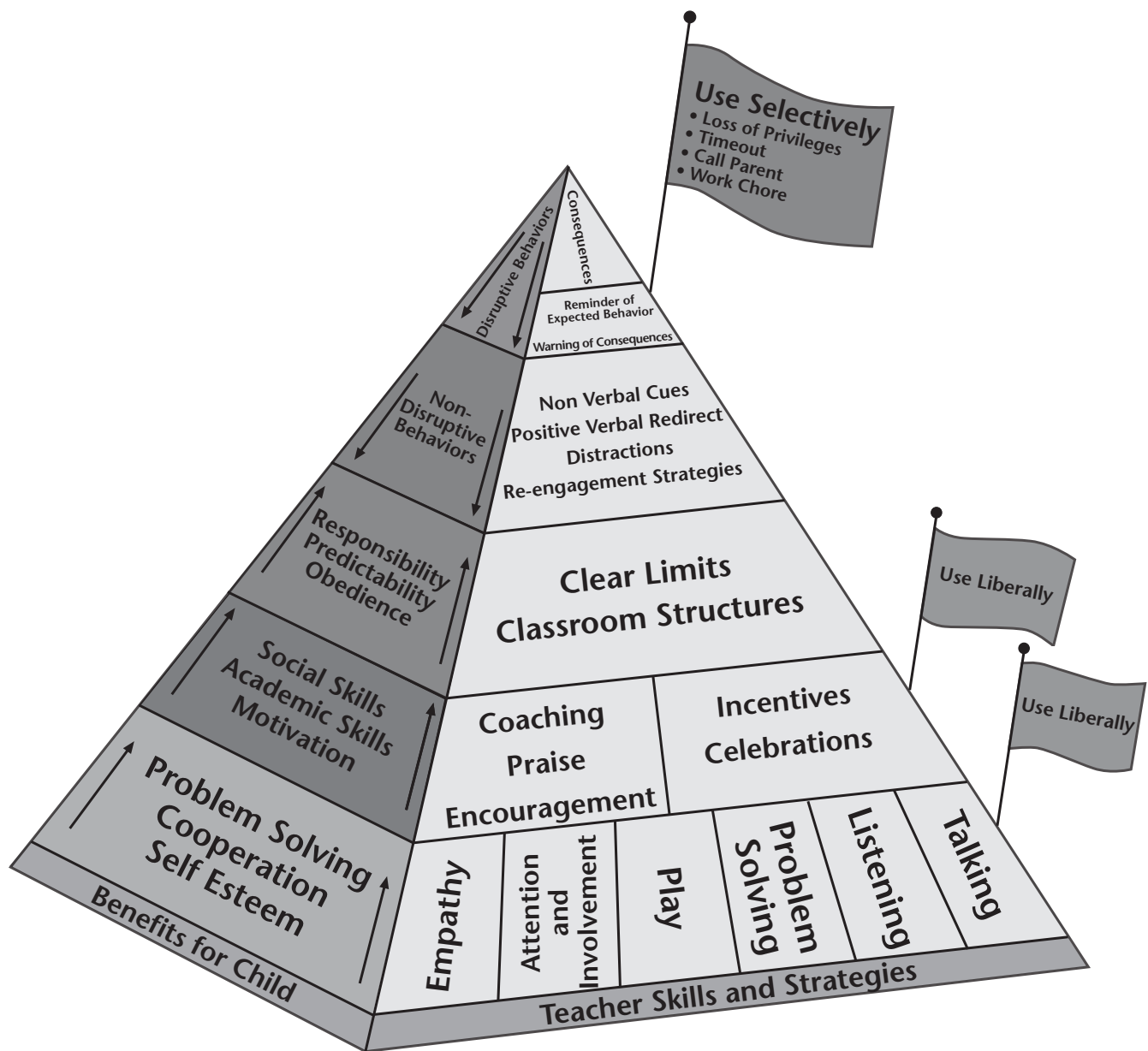
## ***RECORD SHEET SPECIAL CONNECTIONS***

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.



**Incredible Children!**

**The  
Incredible  
Years**



# 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.*

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



**Incredible Children!**

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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**

<b>Proactive Teacher – Rules</b>	
1. I state rules positively and clearly and they are posted on the wall. They are reviewed and practiced as needed.	<b>1   2   3   4   5</b>
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)	<b>1   2   3   4   5</b>
3. I have taught children the “show me five” signal and use it.	<b>1   2   3   4   5</b>
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”) .	<b>1   2   3   4   5</b>
5. I use “when-then” commands.	<b>1   2   3   4   5</b>
6. I give students choices and redirections when possible.	<b>1   2   3   4   5</b>
7. I avoid negative commands, corrections, demands, and yelling at children.	<b>1   2   3   4   5</b>
8. I get children’s attention before giving instructions.	<b>1   2   3   4   5</b>
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	<b>1   2   3   4   5</b>
10. I give frequent attention, praise and encouragement to children who are engaged and following directions.	<b>1   2   3   4   5</b>

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

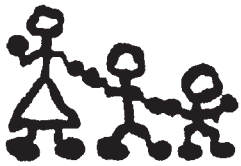
<b>Proactive Teacher - Schedules</b>	
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	<b>1 2 3 4 5</b>
2. I post classroom schedules on the wall in a visible place for children, parents and visitors.	<b>1 2 3 4 5</b>
3. Visual pictures/cues are used to indicate different activities on schedule (e.g., small group circle time, unstructured play time, teeth brushing or hand washing, outside play, lunch).	<b>1 2 3 4 5</b>
4. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	<b>1 2 3 4 5</b>
5. I provide a balance between teacher-directed and child-directed activities.	<b>1 2 3 4 5</b>
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).	<b>1 2 3 4 5</b>

7. My large group circle time is scheduled for no longer than 20 minutes.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5
<b>Future Goals About Schedules:</b>	

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 <b>before</b> 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
<b>Future Goals for Environmental Structure and Planning:</b>	

Coach Name: \_\_\_\_\_



# *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/)

*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 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.



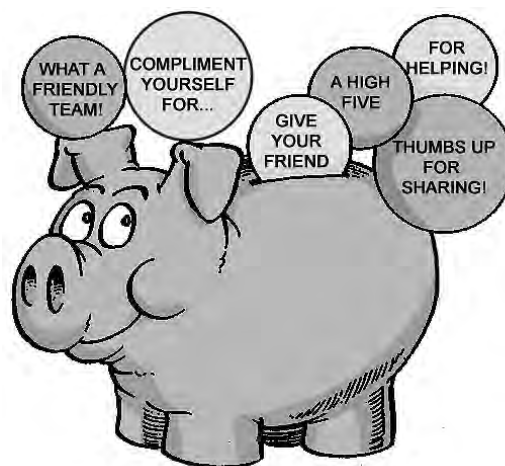
*Behaviors I want to see more of*

*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:



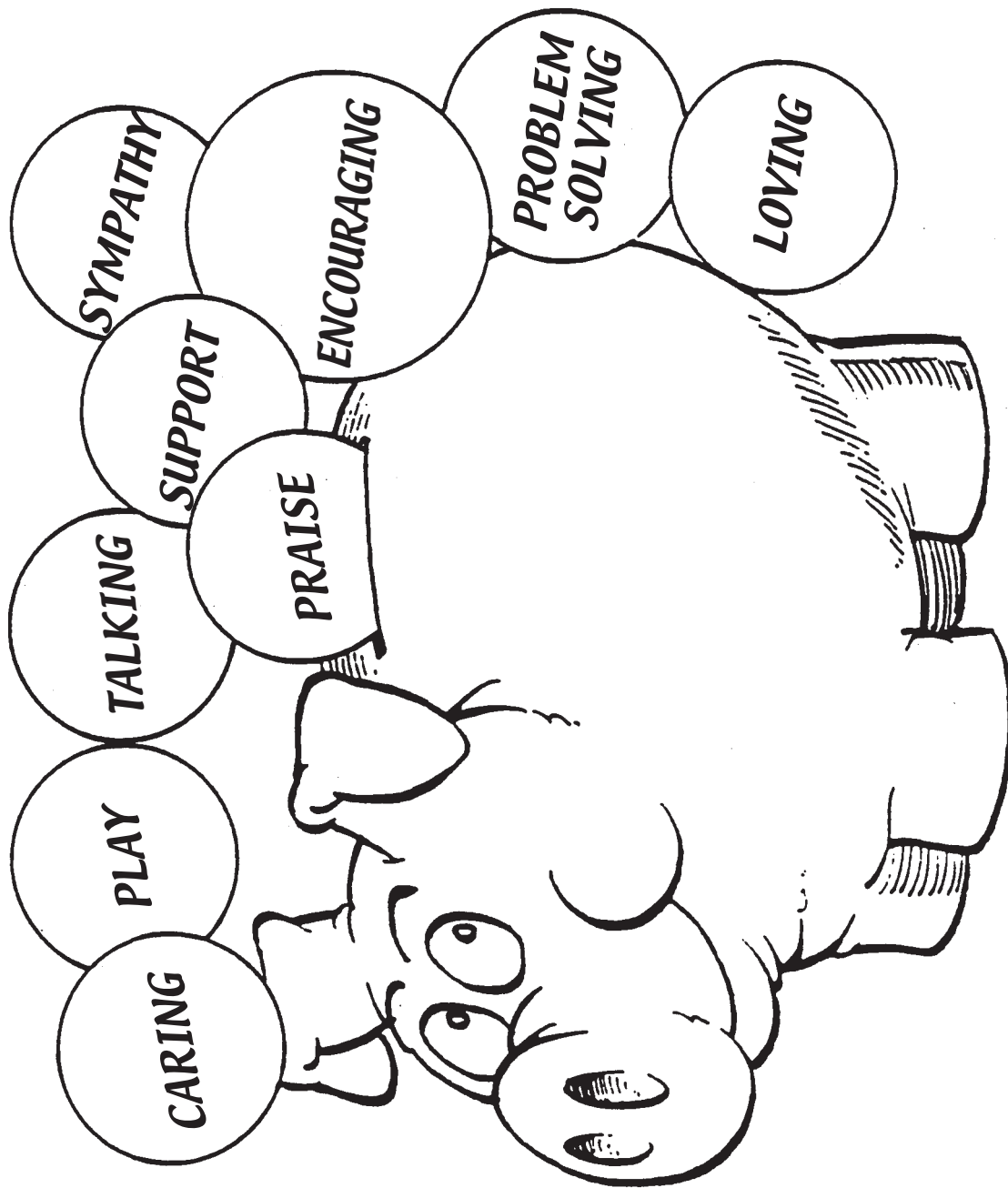
## ***Brainstorm/Buzz—More Encouraging Words***

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

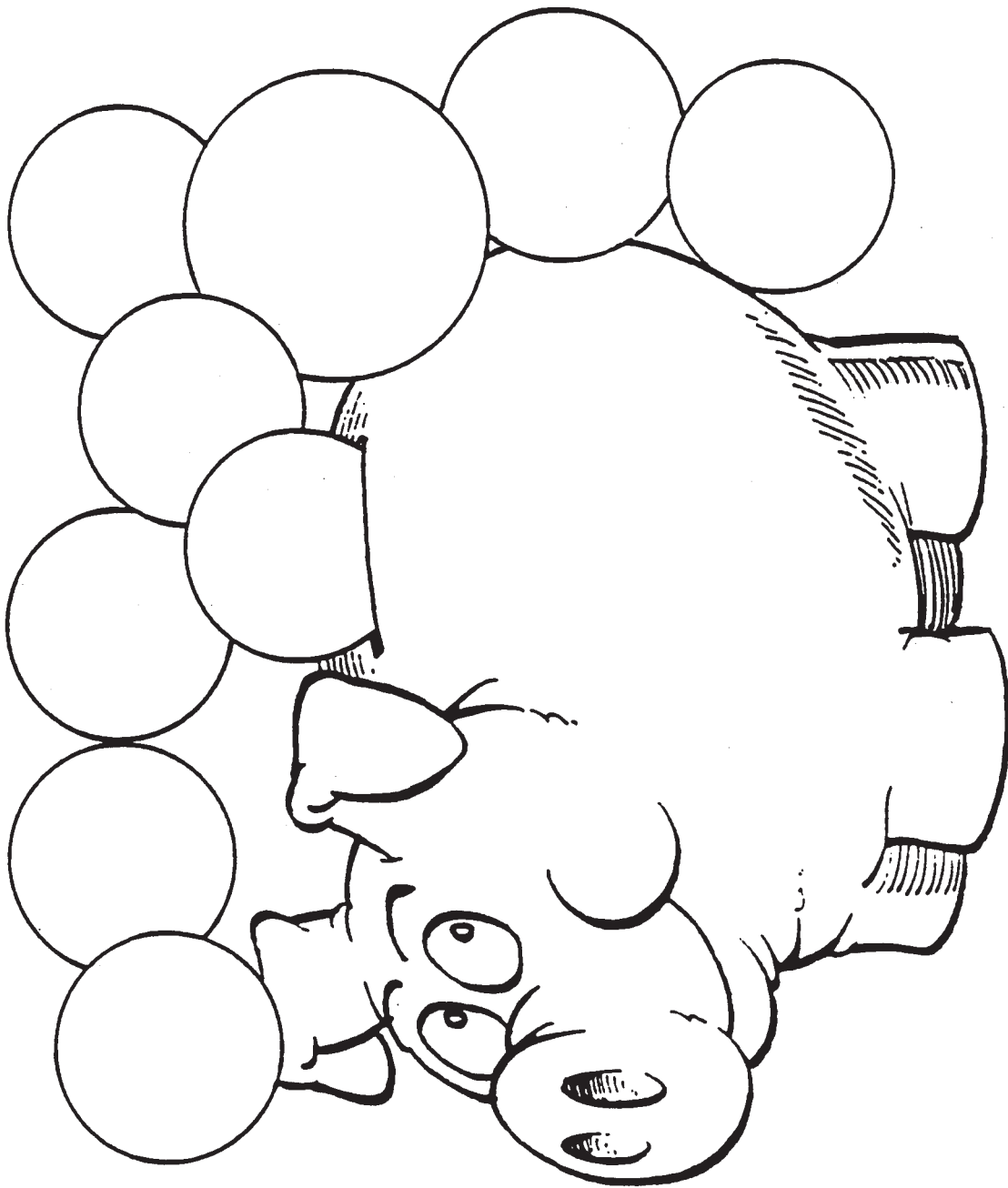


### ***Goal:***

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:

<b>Understanding the Misbehavior</b>	<b>Yes</b>	<b>No</b>
<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

Step #1	Step #3	Step #4	Step #5
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: \_\_\_\_\_

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

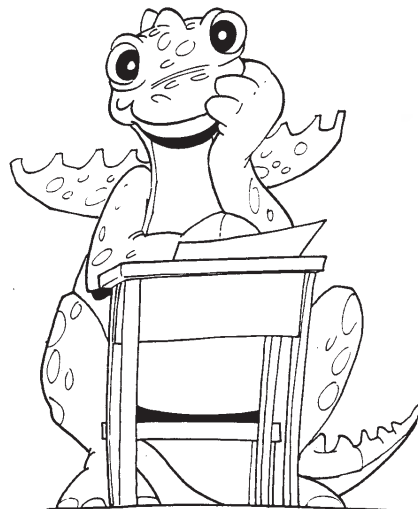
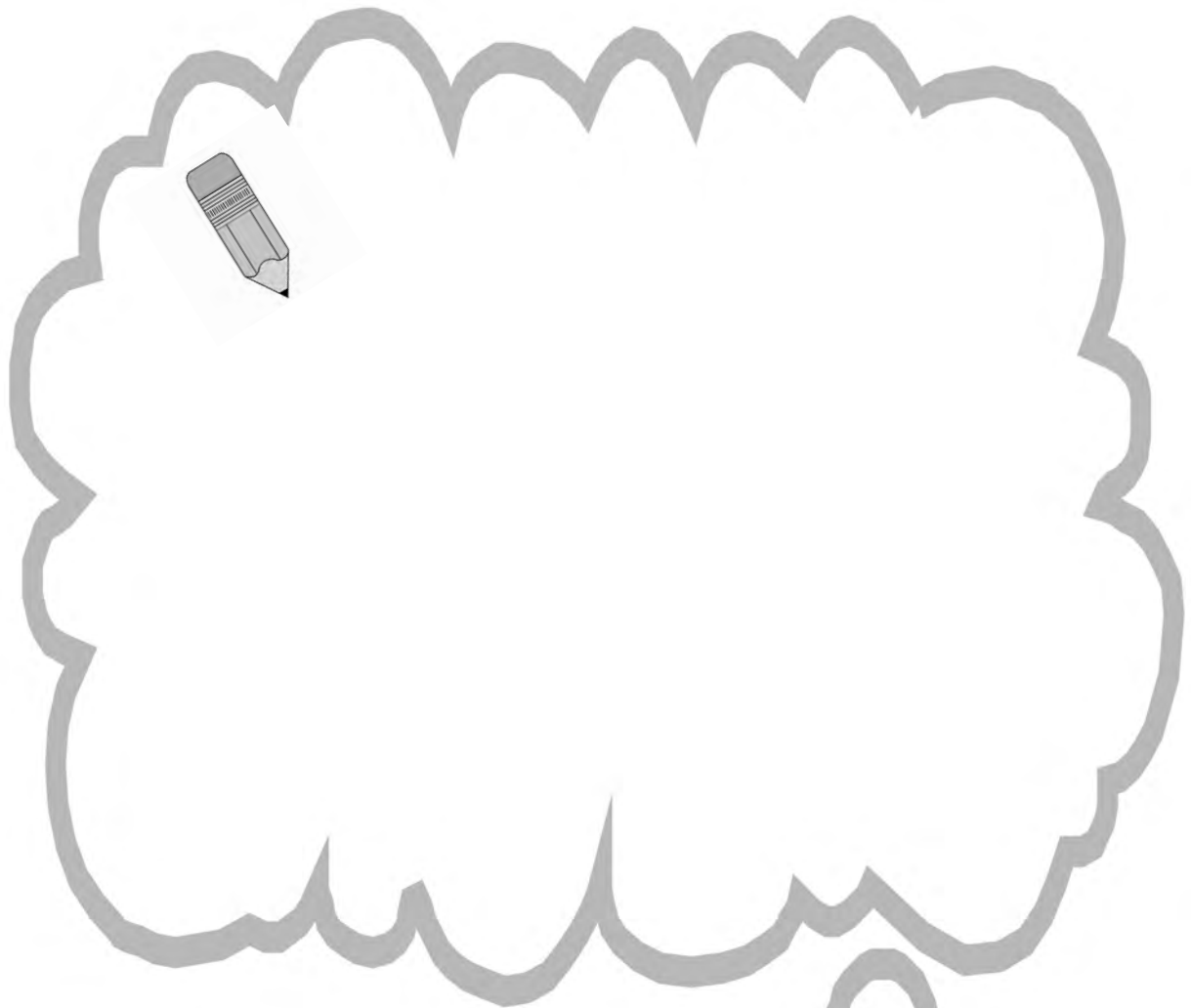
See Behavior Plan Workshop #1 (Program 3) for Step #2.



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

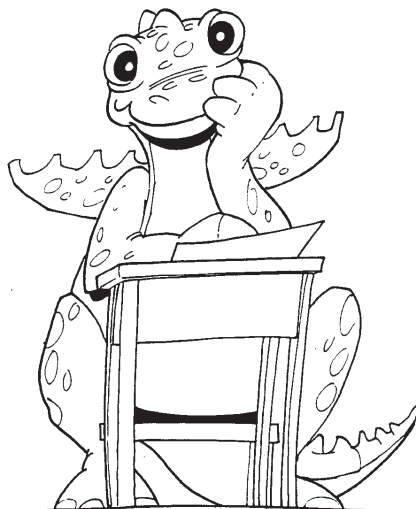
Step #1: Targeted Negative Behaviors	Step #3: Desired Behaviors (Positive Opposite)	Step #4: Select Proactive Strategy & Relationship Strategy	Step #5 Coaching and Praise
1.			
2.			
3.			

# ***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
<input type="checkbox"/> colors <input type="checkbox"/> number counting <input type="checkbox"/> shapes	<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>
<input type="checkbox"/> sizes (long, short, tall, smaller than, bigger than, etc.) <input type="checkbox"/> positions (up, down, beside, next to, on top, behind, etc.)	<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>
<input type="checkbox"/> working hard <input type="checkbox"/> concentrating, focusing <input type="checkbox"/> persistence, patience	<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>
<input type="checkbox"/> following parent's directions <input type="checkbox"/> problem solving <input type="checkbox"/> trying again <input type="checkbox"/> reading <input type="checkbox"/> thinking skills <input type="checkbox"/> listening <input type="checkbox"/> working hard/ best work <input type="checkbox"/> independence	<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
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<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**

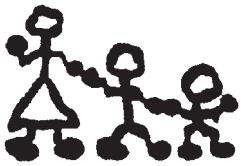
Attention, praise, & encouragement	
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when behavior occurs.	1 2 3 4 5
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1 2 3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

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









## *Handouts Motivating Children Through Incentives*



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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# Teacher Workshop Three

## Suggested Activities for the Month

### TO DO

- Choose three ways to use small privileges or incentives to help motivate a student to learn a particularly difficult new behavior. Write your plan on your behavior plan worksheet.
- Let the student's parent know what you are doing and suggest how they might add to the impact by praising their child's successes at home. Bring your plan to the next workshop.
- Identify a student with challenging behavior and continue your behavior plan worksheet using proactive strategies, praise and incentives.  
Write the plan out on the Behavior Plan Worksheet and describe how it worked.  
Bring the plan to share at the next session.
- Practice using the "dialogic reading" strategies
- Call your buddy and share a success.

### TO READ



Chapter Six from *Incredible Teachers* book.





Using Incentives to Motivate Students  
Workshop #3 Behavior Plan

Behavior Plan For: \_\_\_\_\_

Step #1 & 3	Step #4	Step #5	Step #6
Classroom behaviors	Proactive Strategies & Relationship Strategies	Coaching & Praise	Specific Reinforcers
1. Negative			
2. Positive Opposite Behaviors & Location			
1. Negative			
2. Positive Opposite Behaviors & Location			



## Using Incentives to Motivate Students Workshop #3 Behavior Plan

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

Step #1 & 3	Step #4	Step #5	Step#6
Negative classroom behaviors Positive Opposites	Proactive strategies & Relationship Strategies	Coaching and Praise	
1. Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming 2. Keep hands to own body Raise a quiet hand (circle time) Listen quietly when directions are given (large classroom) Pay attention & concentrate (independent work time)	Seat close to teacher Give opportunities to move by helping teacher Get eye contact before giving directions Use positive redirect when distracted Use listening and quiet hand up rules cue cards to signal behavior	Praise hands to self & quiet hand up & listening during circle time Continue persistence coaching during circle time Encourage child to ask permission to hug Call on child when quiet hand is raised	Responds well to praise Hand stamps for quiet hand. 6 stamps = choose book for story hour Help distribute handouts Use "I can listen" sticker for listening behaviors

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

Step #1 & 3	Step #4	Step #5
Negative classroom behaviors Positive Opposites	Praise & Encouragement	Specific Reinforcers to Use

## *Blackboard Notes*

### *About Motivating Children*

- Identify one to two positive behaviors you want to increase first. These may be contracted with the whole class or set up as individual goals according to children's particular needs and goals.
- Explain to the class or individual child which behaviors will result in a reward.
- Select the incentives. Stars, stickers, hand or bracelet stamps can be good motivators for young preschool children. School-age children like to earn points, tickets or beans and trade them in for something they have chosen on a reinforcement menu.
- The reinforcement menu should be planned in advance with children — it should not be vague.
- Allow young children to earn rewards daily. Older school-age children should earn something every few days.
- Don't reward "almost" performances.
- Be sure to fulfill your end of the agreements.
- Always combine tangible rewards with social rewards, such as positive attention, labeled praise and encouragement.
- Remember, what is a meaningful reinforcer for one child may not be reinforcing for another child. Individualize the incentives as much as possible.
- If you use charts to keep track of progress, review the charts every day with your class.
- Set a goal to increase the number of positive notes and phone calls you make home to parents and children each week.
- Write on the board the names of children who make a special achievement — either academic or social. This reinforces good behavior and is a reminder to all the class of the expected behavior.



## ***Making Learning Tangible***

Learning is hard to see or touch and a hard concept for children to understand. Many students, particularly those with learning difficulties or behavior problems, will need precise feedback to realize learning has occurred. You can make learning tangible by:

- Putting “I can” notes in a can
- Having children make accomplishment albums
- Using checklists of things learned (e.g. problems solved, books read, skills demonstrated)
- Teaching students to applaud each others’ accomplishments
- Using stickers, stars, beans, snack food or markers for specified behaviors
- Having award assemblies
- Using positive time out
- Teaching students to express self-approval

## ***Some Do’s and Don’ts***

### **Do:**

1. Clearly define the desired academic, social or emotion behaviors.
2. Identify small steps towards the goals.
3. Gradually increase the criteria for the reward (make it challenging).
4. Begin by choosing only one or two behaviors to work on.
5. Focus on positive behaviors.
6. Choose inexpensive rewards.
7. Offer rewards that can be earned on a daily basis.
8. Involve students in choosing the incentives.
9. Give the reward after the behavior occurs (first/then).
10. Reward everyday achievements and successes.

### **Don’t:**

1. Be vague about the desired behaviors.
2. Make the steps too big for the child.
3. Make the steps too easy for the child.
4. Create complex programs involving too many behaviors.
5. Focus on negative behaviors.
6. Offer expensive rewards, or rewards that cannot be furnished immediately.
7. Use rewards that take too long to earn.
8. Choose rewards that are not motivating to the child.
9. Offer rewards as bribes.
10. Be stingy with social rewards.



## Examples of Classroom Rewards

- Special video
- Extra free time in class
- Popcorn or ice cream party
- Field trip
- Extra PE time
- Invite special visitor to class
- Share special talent or hobby with class (e.g., magic tricks, pets)
- Positive behavior bulletin board
- Team score board
- CARE reading time with teacher



## Prizes Children Enjoy (Under \$1)

- |   |   |
|---|---|
| • Pencils, erasers, markers, scissors   | • Bubble bath, oil, small soap                      |
| • Small note pads   | • art supplies — special paper, sequins, glue stick |
| • “Cool” stickers   | • post card, special note paper                     |
| • Baseball cards  | • puzzle, mazes, “brain teaser”                     |
| • Bubbles   | • Stamp pad, stamp                                  |
| • Holiday pins  | • Marbles   |
| • Small cars & animals  | • Glow-in-dark decals                               |
| • Pretzels, crackers, sugarless gum   | • Play Dough  |
| • Surprise notes (e.g., lunch with teacher, your choice of reading book for class, team leader) | • Beads (for necklace making)                       |
|   | • Pennies   |



## *Examples of Individual Positive Recognition*

- Praise, attention, physical touch
- Notes home to child
- Notes to parent about child's positive successes
- Phone calls to parents and/or child
- Special privileges such as eating lunch with teacher, reading favorite book, working on favorite activity
- Special recognition — Behavior awards
- Tangible reward systems — points, stickers, beans, snacks

Sample  
**Student of the Month**

Dear (Parents),

The staff at (school's name) is very proud of all students who strive to do their very best every day. These students work hard academically, demonstrate positive behaviors, and provide services to other students and/or teachers.

This year our grade level teachers are recognizing student efforts each month. Students can be nominated for a "Student of the Month" award throughout the school year. More than one child from each class may be nominated. The purpose of this endeavor is to acknowledge as many students as possible for the positive contribution they make here at (name of school). Each student will receive a certificate awarded by the principal.

We are pleased to nominate your child, (name of child) to be Student of the Month for (name of month). To be nominated for "Student of the Month," a student must demonstrate one or more of the following qualities:

1. Working hard to excel academically.
2. Supporting other students in a number of ways.
3. Providing a service to the staff or school.
4. Making good decisions regarding personal behavior.
5. Volunteering time or talent both here and outside of school.

(Name of child) was specifically nominated because she is caring and considerate of others.

It is so exciting to see young people mature and excel, both academically and socially. (Name of child)'s accomplishments reflect consistent and caring parenting. We trust that you'll share in this commendation.

Sincerely,

(Name of Principal)

## ***Parents And Teachers As Partners Keys to Success Regarding Daily Report Cards***

Daily report cards, also called home-school contracts, are often extremely helpful for improving children's social and academic behaviors. They do not need to be complicated! The form the teacher uses should be as simple as possible.

1. Work out all the details in advance with the parent.
2. Everyone's roles and responsibilities should be carefully spelled out. For example, it is the teacher's responsibility to remember to complete the form each day. The child is responsible for remembering to bring it home. Determine what will happen if the child doesn't bring it home.
3. List what the teacher will do—e.g., praise, points, notes home, healthy snacks, trade points in for extra time on the computer, etc. Initially start with daily rewards, and eventually this can be extended to earn rewards over several days.
4. Be sure to list the times of day the contract will be in effect, so if the child doesn't earn it for the first quarter of the day, s/he has a chance to earn it in the next period.
5. List what the parent will do—e.g., praise, one point for each good day and trade in 10 points for special activity (e.g., extra 1/2 hour of TV; 15-minute activity with parent; prize). Choose more than one reward before implementing the contract!
6. Specify consequences for breaking rules at school (e.g., loss of TV, phone or bike for that evening, etc.).
7. Adjust criteria as necessary. Remember: flexibility is the key to success. Build expectations gradually.

### Sample Daily Report Card (Child's Name)

	9 a.m. to 10 a.m.	Coming in From Recess	2 p.m. to 3 p.m.
Completed work	_____	_____	_____
Kept hands to self	_____	_____	_____
Worked quietly	_____	_____	_____

Bonus for:

\*Independent Work Period and Transition Times

Date:

Signatures:



7 How did I do ?

Name \_\_\_\_\_ Date: \_\_\_\_\_

## Dina's Daily Behavior Chart

Green = Outstanding for \_\_\_\_\_

Blue = Good for \_\_\_\_\_

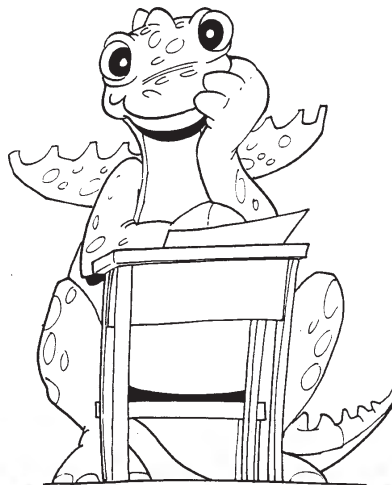
PM

Bonus For:

Lunch

AM

Recess

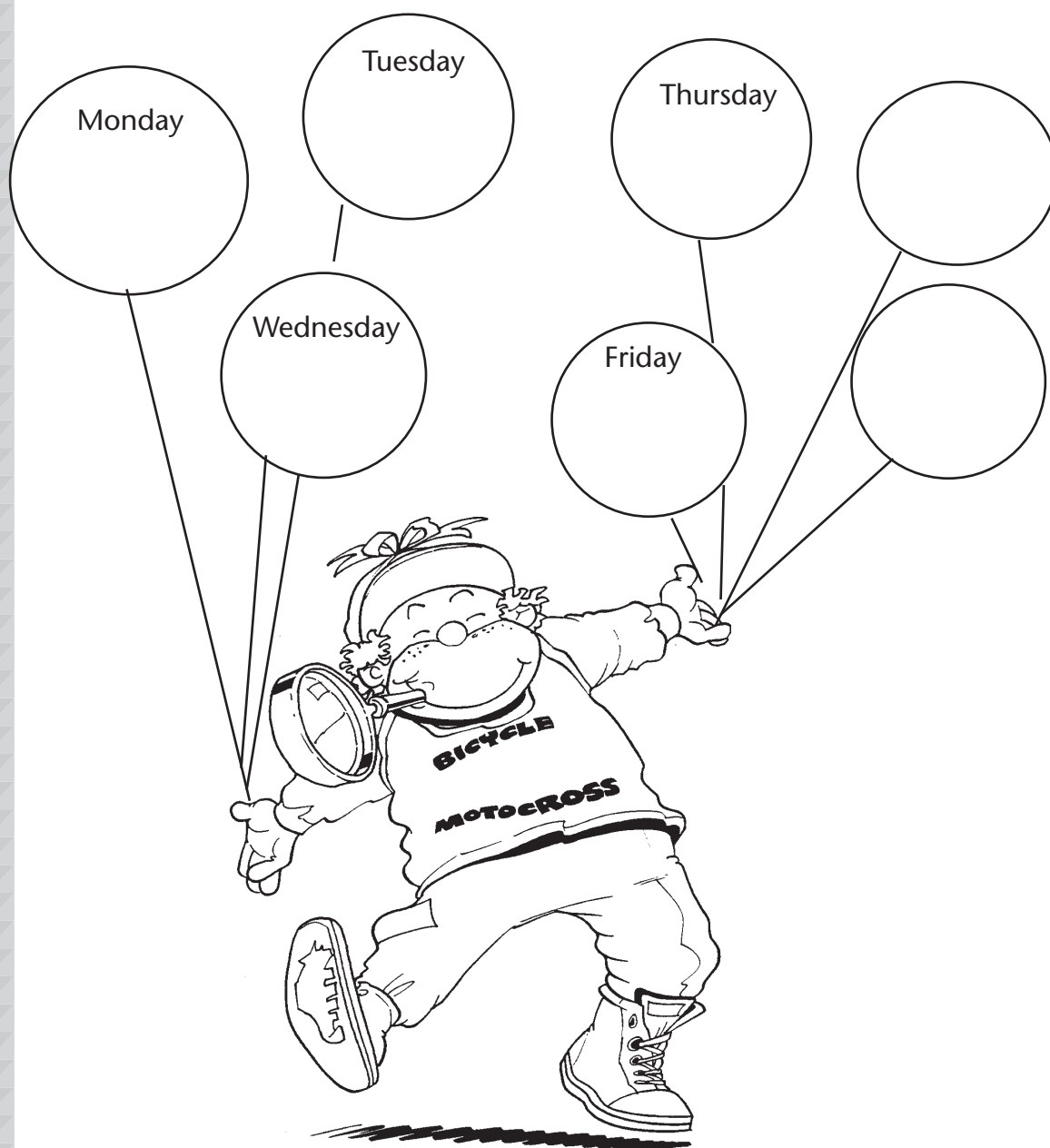


Name \_\_\_\_\_ Date: \_\_\_\_\_

## Wally's Weekly Behavior Chart

Green = Outstanding for \_\_\_\_\_

Blue = Good for \_\_\_\_\_





# Super Star Award

presented to

---

because

---

---

---

Signed

Date



© Incredible Years®

# Super Star Award

presented to

---

because

---

---

---

Signed

Date



© Incredible Years®

**Attention:**

\_\_\_\_\_  
Parent's Name

**I'm very proud to announce that**

\_\_\_\_\_  
Student's Name

**has made an AWESOME IMPROVEMENT  
in our classroom because**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

© Incredible Years®

**Attention:**

\_\_\_\_\_  
Parent's Name

**I'm very proud to announce that**

\_\_\_\_\_  
Student's Name

**has made an AWESOME IMPROVEMENT  
in our classroom because**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

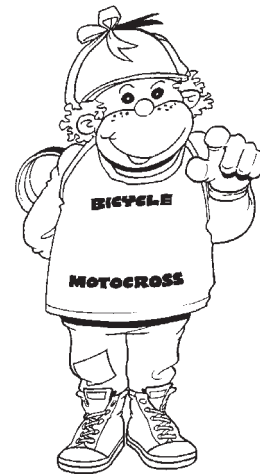
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# Parent-to-Teacher Communication Form

To:

Comments:



From:

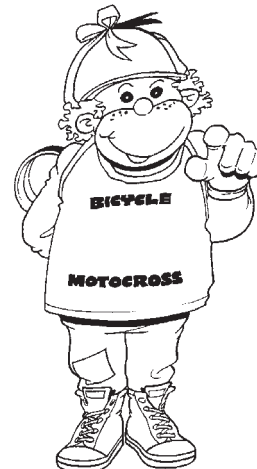
Date:

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# Parent-to-Teacher Communication Form

To:

Comments:



From:

Date:

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# COOL DUDE AWARD

Presented to

\_\_\_\_\_ for

- \_\_\_\_\_ being strong enough to control anger
- \_\_\_\_\_ staying “cool” when faced with a problem
- \_\_\_\_\_ finding problem-solving solutions
- \_\_\_\_\_ helping and supporting another child
- \_\_\_\_\_ teamwork in the classroom



\_\_\_\_\_ Signed

\_\_\_\_\_ Date

© Incredible Years®

# COOL DUDE AWARD

Presented to

\_\_\_\_\_ for

- \_\_\_\_\_ being strong enough to control anger
- \_\_\_\_\_ staying “cool” when faced with a problem
- \_\_\_\_\_ finding problem-solving solutions
- \_\_\_\_\_ helping and supporting another child
- \_\_\_\_\_ teamwork in the classroom



\_\_\_\_\_ Signed

\_\_\_\_\_ Date

© Incredible Years®

# Happy Gram!

It gives me great pleasure to report to you  
that \_\_\_\_\_

Student's Name

has



**Thanks for your support!**

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Date

© Incredible Years®

# Happy Gram!

It gives me great pleasure to report to you  
that \_\_\_\_\_

Student's Name

has



**Thanks for your support!**

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Date

© Incredible Years®

# A Word from Wally

To:

Comments:



From:

Date:

© Incredible Years®

# A Word from Wally

To:

Comments:



From:

Date:

© Incredible Years®

# A Word from Dina

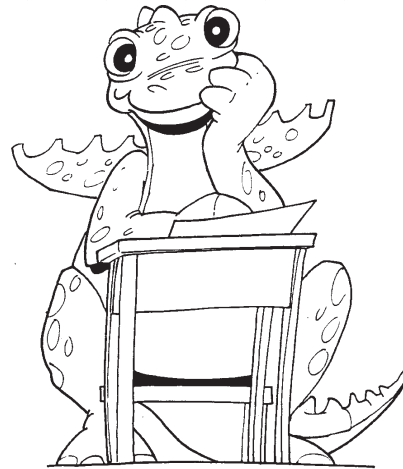
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Comments:

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From:

Date:



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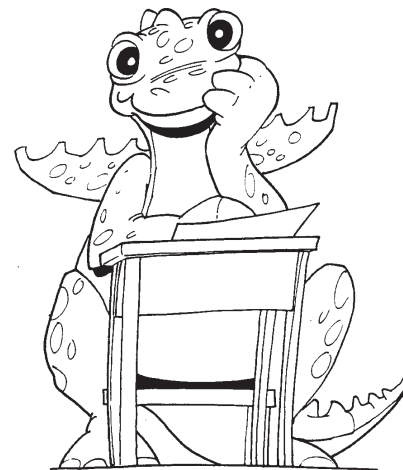
# A Word from Dina

To:

Comments:

From:

Date:



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Friendship Award  
to



For using the skill of

Signed

Date

© Incredible Years®

Friendship Award  
to



For using the skill of

Signed

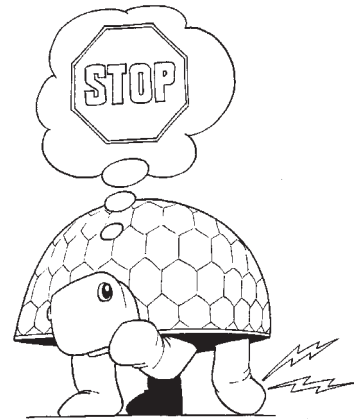
Date

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# Self Control Award

to

For using the skill of



Signed

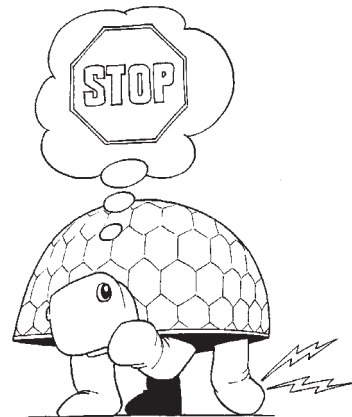
Date

© Incredible Years®

# Self Control Award

to

For using the skill of



Signed

Date

© Incredible Years®

# Feelings Award to



For using the skill of

Signed

Date

© Incredible Years®

# Feelings Award to



For using the skill of

Signed

Date

© Incredible Years®



Dear \_\_\_\_\_,

Your child, \_\_\_\_\_,  
has done a SUPER job  
in my classroom.

I'm so pleased because

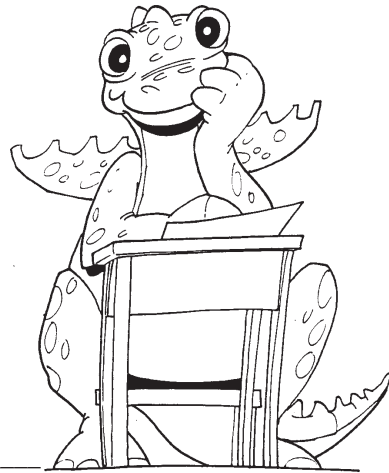
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Signed

Date



© Incredible Years®

Dear \_\_\_\_\_,

Your child, \_\_\_\_\_,  
has done a SUPER job  
in my classroom.

I'm so pleased because

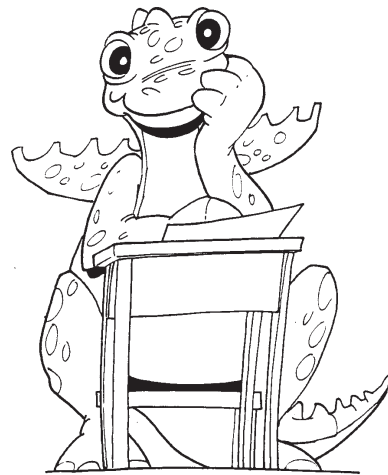
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Signed

Date



© Incredible Years®

To: \_\_\_\_\_  
Parent's Name

**CONGRATULATIONS!**  
I'm pleased to announce that

\_\_\_\_\_  
Student's Name

had a GREAT DAY because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_



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To: \_\_\_\_\_  
Parent's Name

**CONGRATULATIONS!**  
I'm pleased to announce that

\_\_\_\_\_  
Student's Name

had a GREAT DAY because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_



© Incredible Years®

# Teacher-to-Parent Reply

To: \_\_\_\_\_

Comments:



From: \_\_\_\_\_ Date: \_\_\_\_\_

© Incredible Years®

# Teacher-to-Parent Reply

To: \_\_\_\_\_

Comments:



From: \_\_\_\_\_ Date: \_\_\_\_\_

© Incredible Years®

# PLAYGROUND POWER AWARD

Presented to

\_\_\_\_\_ for

- \_\_\_\_\_ sharing
- \_\_\_\_\_ taking turns
- \_\_\_\_\_ helping a friend
- \_\_\_\_\_ waiting a turn
- \_\_\_\_\_ including someone left out



Signed \_\_\_\_\_

Date \_\_\_\_\_

© Incredible Years®

# PLAYGROUND POWER AWARD

Presented to

\_\_\_\_\_ for

- \_\_\_\_\_ sharing
- \_\_\_\_\_ taking turns
- \_\_\_\_\_ helping a friend
- \_\_\_\_\_ waiting a turn
- \_\_\_\_\_ including someone left out



Signed \_\_\_\_\_

Date \_\_\_\_\_

© Incredible Years®

# Happy Gram!

Dear \_\_\_\_\_ ,  
Parent's Name

Thought you'd like to know that \_\_\_\_\_  
Student's Name  
is doing a **SUPER** job on homework because

---

---

---

**Thanks for your support!**

\_\_\_\_\_  
Teacher's Name Date

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# Happy Gram!

Dear \_\_\_\_\_ ,  
Parent's Name

Thought you'd like to know that \_\_\_\_\_  
Student's Name  
is doing a **SUPER** job on homework because

---

---

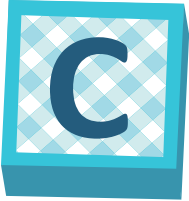
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**Thanks for your support!**

\_\_\_\_\_  
Teacher's Name Date

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## Building Blocks for Reading With



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



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

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

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

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

"How is she feeling now?" (exploring feelings)

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



**Respond with praise and encouragement to the child's thinking and responses.** Follow the child's lead and empower their confidence.

"That's right!"

"You are really thinking about that."

"Wow, you know a lot about that."



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

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

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

## ***Brainstorm/Buzz–Reward Yourself!***

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing lesson plans, or working hard as a teacher? Think about ways you could reward yourself for your hard work as a teacher.



### ***Good Incentives for Me***

*A walk in the park*

*Tea/coffee with a teacher colleague*

*Buy myself a good book*

### ***Goal:***

I will commit to doing something positive for myself this week. This will include:

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## ***Brainstorm/Buzz—Classroom Incentives***

Make a list of possible individual or group incentives you can use in your classroom to encourage specific behaviors.



### ***Classroom Incentives***

*Lunch with teacher*

*Hand stamps*

*Stickers*

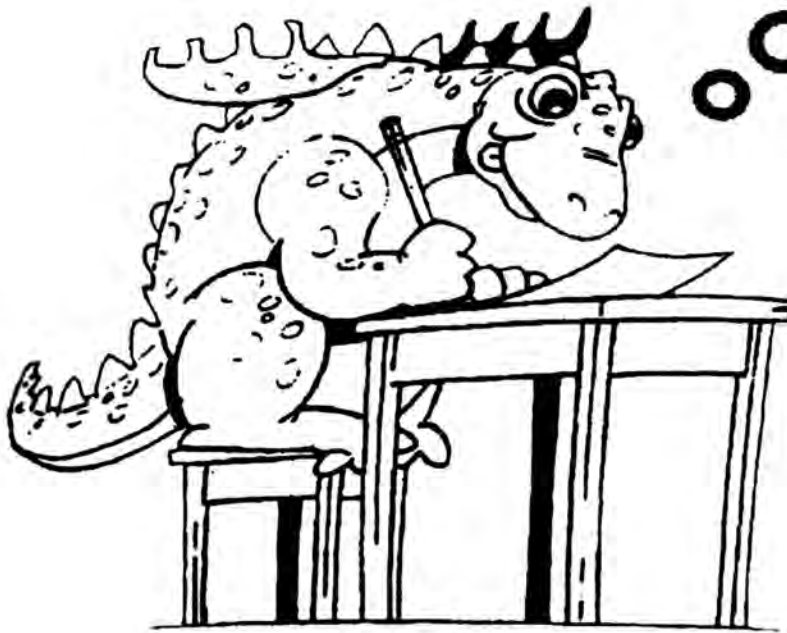
### ***Goal:***

I will set up an incentive program for \_\_\_\_\_.

This will include \_\_\_\_\_ for  
\_\_\_\_\_ behavior.



I can work quietly at  
my seat and stay in  
my seat.



**Student Name**

Student Name				
Monday	Tuesday	Wednesday	Thursday	Friday

I can listen when others speak. I can pay attention to the teacher.



<b>Student Name</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

I can put up my quiet  
hand without calling out.



**Student Name**

Monday	Tuesday	Wednesday	Thursday	Friday

# Teacher-to-Parent Communication Form

## *Encouraging Your Child's Social Skills*

At school the children are learning about how to make good friends. You can help support your child's learning by commenting and praising when you notice him or her doing any of the following behaviors:

**Sharing:** Praise your child whenever you notice him or her sharing toys with another child or with you. "Thank you for sharing your toys with me and for letting me play with you."

**Helping:** Praise your child whenever you notice him or her helping someone else. "You are really helping your sister with picking up her things. That is so helpful and your sister looks happy about getting your help."

**Taking Turns:** Praise your child whenever you notice him or her waiting her turn and being patient while waiting. "You are so strong at waiting your turn. You found something else to do while your friend finished her turn on the computer."

Record on the *Parent-to-Teacher Communication Form* a time when you see your child doing one of the three behaviors and send this form back to school with your child.



*Incredible Children!*

**The  
Incredible  
Years**

# Parent-to-Teacher Communication Form

## Encouraging Your Child's Social Skills

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

*Record on this form a time when you see your child doing one of the three behaviors and send this form back to school with your child.*

**Example:** Susie was sharing with her sister and taking turns.

---

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**Incredible Children!**

**The  
Incredible  
Years**



**The Incredible Years®**  
**Teacher Classroom Management Self-Reflection Inventory**  
**Teacher Motivating Children Through Incentives**

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

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using, which 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, coaching, praise, &amp; incentives</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 prosocial 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 coaching and 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 academic and social behaviors I want to coach and 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 reward with stickers or hand stamps in targeted children with behavioral difficulties. This has been developed on my behavior plans.	<b>1 2 3 4 5</b>
6. I am using proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	<b>1 2 3 4 5</b>
7. I use group incentives to promote teamwork. (e.g., when the jar is full of chips the whole class can have a pizza party).	<b>1 2 3 4 5</b>
8. I have talked with parents about possible incentives they can use at home to reinforce behavior goals set for my students' behavior plans or to reinforce their learning 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 and positive behavior.	<b>1 2 3 4 5</b>

10. I communicate my belief to children that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I continue to teach children how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt other children in the classroom to reward another child's special accomplishment (e.g., gets to give out the friendship cape or bear).	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success in earning a prize.	1 2 3 4 5
14. I set up incentive programs for individual children as well as whole class.	1 2 3 4 5
15. I combine enthusiastic and labeled praise along with incentives given to students for targeted behaviors.	1 2 3 4 5
16. The behavior plans for incentive systems that I have developed are developmentally appropriate and individualized for each student.	1 2 3 4 5
17. I send home positive report cards, happy grams, and special awards with children (super star award, awesome improvement, self-control award, feelings award, helping award, etc.)	1 2 3 4 5
18. I have identified special privileges that students might work toward earning.	1 2 3 4 5
19. I encourage my students to applaud and reward each other's accomplishments.	1 2 3 4 5
20. I combine persistence, social and emotional coaching along side my use of praise and incentives.	1 2 3 4 5
21. I use the Teacher-to-Parent Communication Home Activity letters and encourage parents to praise and/or use incentives for positive social behaviors.	1 2 3 4 5

**Future Goals Regarding Incentive Strategies**





## *Handouts* *Decreasing Inappropriate Behavior*



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

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## Teacher Workshop Four

### Suggested Activities for the Month

#### TO DO

- Identify a student with some behavior difficulties and develop a behavior plan utilizing proactive and positive approaches and a discipline plan. Write the plan out on the “Behavior Plan Worksheet” and evaluate how it worked. Bring the plan to share at the next session.
- Teach your students how to ignore behavior from others that is bothersome and praise them for using their “ignore muscles.”
- Record and monitor any use of teacher ignoring—what occurred, and how the student reacted.
- Practice praising and reconnecting after the child has calmed down.
- Call your buddy and share your success with your discipline strategy.

#### TO READ



Chapters Seven and Fifteen from *Incredible Teachers* book.



# Decreasing Inappropriate Behaviors

## Workshop #4 Behavior Plan A (primary grades)



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

<i>Negative classroom behaviors Focus on one behavior at a time</i>	<i>Occasion / Location</i>	<i>Positive Discipline Hierarchy</i>
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	In line and playground Small Group discussion Large classroom Independent work time	Positive redirect for off-task behavior Ignore blurting out Nonverbal cue/warning for inappropriate touching Repeat positive directions & praise compliance

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

<i>Negative classroom behaviors</i>	<i>Occasion / Location</i>	<i>Positive Discipline Hierarchy</i>

Discipline Hierarchy for: \_\_\_\_\_ (identify misbehavior, e.g. noncompliance)

First time: \_\_\_\_\_

Second time: \_\_\_\_\_

Third time: \_\_\_\_\_

Fourth time: \_\_\_\_\_

Fifth time: \_\_\_\_\_

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



## Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #4 Behavior Plan B (preschool, kindergarten)

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

Step #1:	Step #3:	Step #4, 5, & 6:	
Negative Classroom Behaviors Poking, Touching Speaks without raising hand Talks while directions are given Off-task, daydreaming	Desired Behaviors Keep hands to own body (in line) Raise a quiet hand (circle time) Listen quietly when directions are given (large classroom) Pay attention & concentrate	Proactive Strategies, Praise & Reinforcers Responds well to praise - does not like to be hugged Hand stamp for quiet hand up 20 hand stamps = choose book for story hour Help distribute handouts Use visual rules cue cards (inside voice)	Positive Discipline Hierarchy Positive redirect when distracted and off task Ignore blurting out Nonverbal cue for touching others with "hands to self" signal Get eye contact & repeat positive direction

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

Step #1:	Step #3:	Step #4, 5, & 6:	
Negative classroom behaviors	Desired Behaviors	Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy
1.			
2.			

# Strengthening Prosocial Skills & Decreasing Inappropriate Behavior

## Workshop #4 Behavior Plan B (preschool, kindergarten)



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

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5, & 6: Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy

# Individual Behavior Plan

The first task to decreasing inappropriate behavior is to pinpoint and describe for yourself the undesirable behaviors as specifically as possible. Then pick one behavior to focus on. Note the frequency of the behavior and the time of day that it is most likely to occur. It can be helpful to track the behavior for several days to get an accurate picture. Then specify the appropriate behavior you would like to see instead, make sure that you are using proactive and positive strategies to increase the positive target behavior, and define consequences for the misbehavior.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Problem Behavior-Be Specific

When and Why the Behavior Occurs?

Positive Opposite Behavior

Proactive and Positive Reinforcement Strategies

Discipline Hierarchy Steps

Sought Input and Shared Ideas with Parent:

Date for Re-evaluation: \_\_\_\_\_

## *Blackboard Notes*

### *About Decreasing Children's Inappropriate Behaviors*

- Preparation is the key — carefully plan a discipline hierarchy of responses to misbehaviors.
- Consequences do not have to be severe to be effective
- Follow the “law of least disruptive intervention” ignoring, redirecting, and warnings or reminders before more intrusive consequences.
- Ideally consequences should be tailored to the particular circumstances — (for example, the loss of a valued privilege) or a natural or logical consequence that is that is inherently connected to the misbehavior.
- Consequences should never be physically or psychologically harmful to the child, nor should they ever humiliate or embarrass a child.
- Whenever possible, present consequences as a choice the child has made.
- Be friendly but firm — control your negative emotions.





### ***Some Consequences***

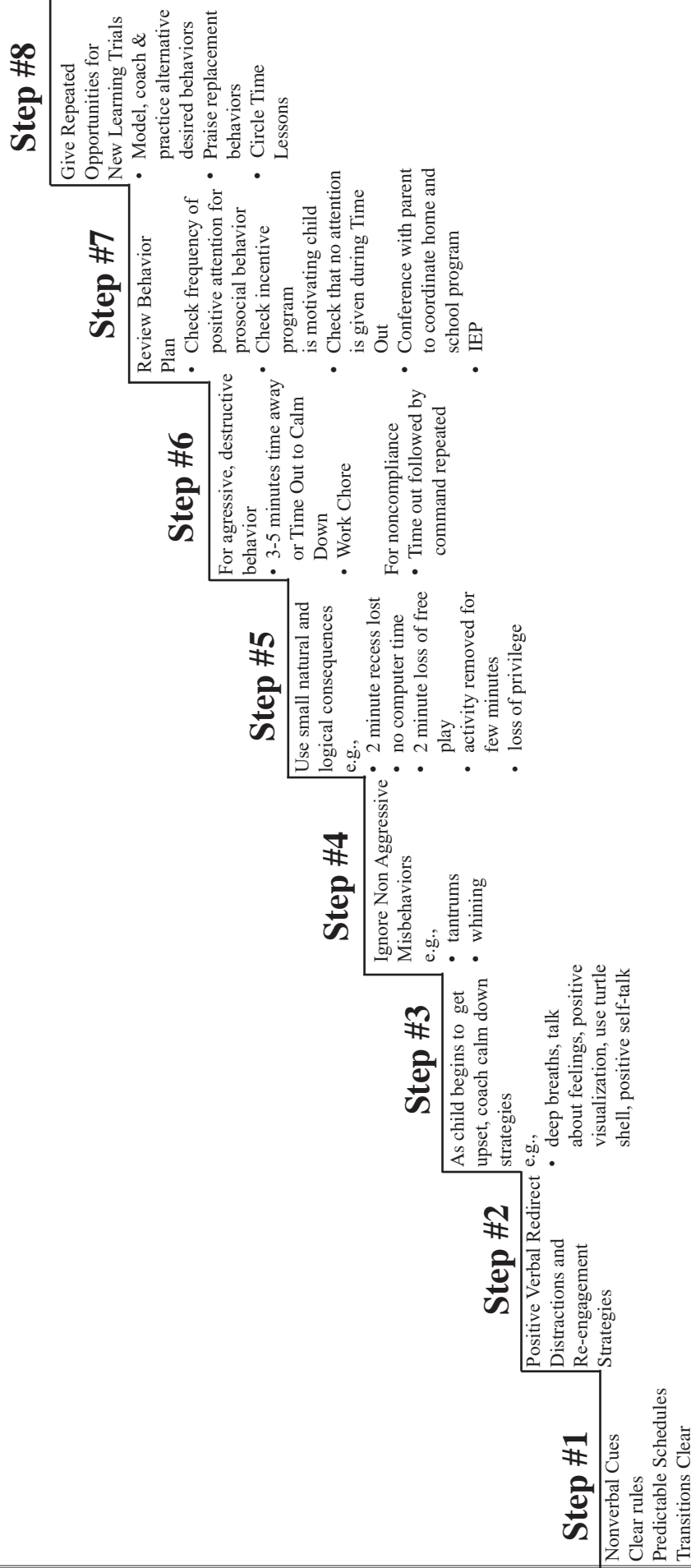
- sitting in teacher designated area, rather than having free choice
- playing or working on a teacher-choice activity, rather than child-choice
- loss of 2 minutes of recess, computer time or some other activity (e.g., field trip)
- activity removed
- loss of time with other students
- repair damaged object
- replace object
- clean up area—work chore
- write, or discuss with an adult, a plan to fix or change a problem behavior or situation

**BUT REMEMBER THE “LAW OF LEAST DISRUPTIVE INTERVENTION”—ALWAYS FIRST TRY COACHING AND PRAISE FOR APPROPRIATE BEHAVIOR, REDIRECTING, AND/OR IGNORING.**



# Discipline Hierarchies/Steps

## For Nondisruptive & Disruptive Behavior



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

“Always choose the lowest, least intrusive first.”

# Steps 1-4 of Discipline Hierarchy

## Steps #5-8

See full Discipline  
Hierarchy Handout

### Step #4

Ignore Non Aggressive  
Misbehaviors

- e.g.,
- Tantrums
  - Whining

Coach and praise  
positive opposite behaviors

### Step #3

As child begins to get upset,  
coach calm down strategies

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

### Step #2

Positive Verbal Redirect  
Distractions and  
Re-engagement Strategies

### Step #1

Nonverbal Cues  
Clear rules  
Predictable Schedules  
Transitions Clear

“Always choose the lowest, least intrusive first.”



## Teacher Suggested Activities

### RECORD SHEET: COMMANDS

Date	Time	Command/Warning	Child's Response	Reward/Attend for Compliance



## ***Brainstorm/Buzz–Natural & Logical Consequences***

Share and record three natural or logical consequences and record an example of how you used them.



1.

2.

3

# Buzz—Goals for Classroom Discipline

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



What you want to accomplish	What you want to avoid



# Handout

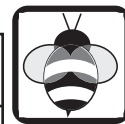
## BEHAVIOR RECORD

*Praise "Positive Opposites"*

Behaviors I want to see less of: (e.g., yelling)	Positive opposite behavior I want to see more of: (e.g., polite voice)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

# Brainstorm/Buzz–Rewriting Negative Thoughts

Rewrite the following negative self-talk with positive coping thoughts.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none"><li>• I can't stand this—it's too hard!</li><li>• I don't know what to do.</li><li>• Ignoring will never work.</li><li>• I am losing control and will explode soon.</li><li>• I'm losing it. This child is out of control.</li><li>• It's awful to let him disrespect me. It's not good to look weak in front of my students.</li><li>• I hate being disrespected.</li><li>• I'm a terrible teacher.</li><li>• She will never change.</li><li>• It's just not fair, this child should not be in my classroom.</li><li>• I can't let him challenge my authority.</li><li>• This is ridiculous, I have too many students.</li><li>• He hurt me so I should hurt him.</li><li>• I don't like him when he's like this.</li><li>• His parents don't care, so why should I?</li></ul>	



## Brainstorm/Buzz–Rewriting Negative Thoughts

Continued, from previous page.



Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none"><li>• The principal will complain if I don't get this stopped.</li><li>• She will never stop hitting. It's her fault.</li><li>• A little more force on my part will stop her.</li><li>• That brat knows how much this bugs me—he's doing it on purpose.</li><li>• I'm an inept teacher—should never have done this job.</li><li>• I can't let her get away with that.</li><li>• It's all the principal's fault for giving me a class with this many problems.</li><li>• It's all his parents' fault for not teaching their children how to behave.</li></ul>	
<p><b>Goal:</b> I will commit to stopping and challenging my negative self-talk and working on practicing using coping and positive self- talk as well as giving myself time to calm down.</p>	



## ***Brainstorm/Buzz–Ways to Stay Calm When Ignoring***

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



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

### ***Ways to Stay Calm While Ignoring***

*deep breaths*

*relaxation techniques*

*positive thoughts*

*positive imagery*

*walk away*

*turn on some music*

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

***Goal:*** I will commit to tell myself the following \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

when my child protests.



## ***Brainstorm/Buzz–Behaviors to Ignore***



Behaviors such as pouting, sulking, screaming, swearing, and arguing are good candidates for ignoring and for helping other students ignore. These behaviors are annoying, but they are not physically harmful, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury, property damage, or intolerable disruption of an ongoing activity.

Sometimes teachers find it hard to control their own anger when dealing with misbehavior, and find it tempting to criticize the child. This emotional involvement can make it difficult to ignore your student's arguments or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use, especially if you can teach other students to ignore it as well.

### ***Student Behaviors I Will Ignore***

*e.g., whining  
tantrums*

***Goal:*** I will commit to ignoring \_\_\_\_\_  
behavior whenever it occurs. I will praise \_\_\_\_\_  
behavior, the positive opposite of the behavior I am ignoring.

## Brainstorm/Buzz–Using Selective Ignoring

Sometimes, children will show positive and negative behaviors during the same activity. For example, a student might follow directions (positive behavior) while whining or rolling their eyes (negative attitude). *Selective ignoring* is the technique where a teacher praises or rewards the part of the behavior that is positive while ignoring the negative behavior. For example, a teacher might praise the student for following directions, and pay no attention to the whining or negative attitude. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., arguing).



Think about some situations where this kind of selective ignoring could be effective.

### ***When Would Selective Ignoring be Effective?***

*e.g., when child is following directions but giving me “attitude” at the same time, I will praise his compliance and ignore his attitude.*

***Goal:*** I will commit to praising \_\_\_\_\_  
behavior while ignoring \_\_\_\_\_  
behavior.

## ***Sample Circle Time Lesson Script: Ignore***

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

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

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

**Puppet:** I was really frustrated.

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

**Puppet:** Ignore?

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

**Wally turns his body away and looks straight at Kendra.**

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

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

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

**Wally:** I'm going to try this, but I think I will also let my friend know that I am only going to ignore them during circle time. I still like them, and I'm not going to ignore them at play time. I'm ignoring so that we can both pay attention to the teacher!

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

# Teacher-to-Parent Communication Form

## Compliment Time

At school the children are learning about how to give compliments to their friends. This is important to learn because it will help your child make good friends.

**MODELING:** You can help support your child's learning by modeling giving compliments yourself. For example, you might say, "I am going to give you a compliment about what a good job you did listening to my request and putting away your coat."

**PRAISE:** You can also teach your child how to compliment by praising your child when he or she says kind things. For example, "Seth you just gave your friend a compliment when you told him you liked how he built his castle. And your friend looks really pleased by that."

You might even have a daily compliment time at meal time or bedtime when family members take turns giving compliments to each other.

Record on the *Parent-to-Teacher Communication Form* what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!



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**The  
Incredible  
Years**

# Parent-to-Teacher Communication Form

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

*Record on this form what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!*

**Child:** Gives a compliment (says nice things) to an adult or friend.

---

---

**Family:** Give examples of three compliments you give to your child!

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

3. \_\_\_\_\_

---



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**The Incredible Years®**  
**Teacher Classroom Management Self-Reflection Inventory**  
**Decreasing Inappropriate Behavior – Proactive Discipline**

**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**

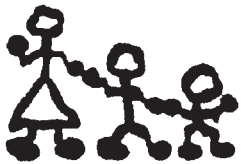
<b>Setting Limits</b>	
1. Rules in my classroom are stated positively and clearly and are posted on the wall. I review and practice them as needed.	<b>1 2 3 4 5</b>
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice,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

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



14. I have shared the classroom discipline hierarchy with the parents of my students.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letters to encourage parent meeting and teaching children how to compliment.	1 2 3 4 5
<b>Future Goals Regarding Ignoring and Redirecting Strategies</b>	





## *Handouts Decreasing Inappropriate Behavior Part 2*



NOTE: Download these handouts on our website,  
[www.incredibleyears.com/resources/gl/teacher-program/](http://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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### *Suggested Activities for the Month*

#### **TO DO**

- Identify a student with some behavior difficulties and develop a behavior plan utilizing proactive and positive approaches and a discipline plan.  
Write the plan out on the “Behavior Plan Worksheet” and evaluate how it worked.
- Find and record three logical consequences.
- Teach students one self-regulation strategy (deep breathing, thermometer, positive imagery, muscle tense & relax).
- Use a puppet to teach students how to go to the calm down place (use script from handouts).
- Record and monitor any use of Time Out to Calm Down—what occurred, how long it lasted, and how the child reacted.
- Call your buddy and share your success with your discipline strategy.

#### **TO READ**

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

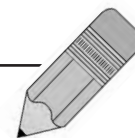




**Behavior Plan for:** \_\_\_\_\_

<b>Step #1:</b> <i>Negative Classroom Behaviors</i>	<b>Step #3:</b> <i>Desired Behaviors</i>	<b>Step #4, 5, &amp; 6:</b> <i>Proactive Strategies, Praise &amp; Reinforcers</i>	<i>Positive Discipline Hierarchy</i>

## Sample Behavior Intervention Plan for Child With Attention Deficit Disorder and Conduct Problems



for _____
Developed by: _____
Date: _____

This behavior intervention plan has been created to support the goals and objectives in the IEP dated \_\_\_\_\_, and should be considered an addendum to the IEP.

### I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

- Arrange for someone to meet him at the bus and escort him through the building to his classroom, so that he can enter the classroom more calmly.
- Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon.
- Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time.
- Modify activities/expectations (e.g., time on task, # of activities, criteria for completion, etc.) to reflect his needs and capabilities, providing for success and challenge. Team (OT/PT, Resource, Parents, etc.) input regarding these expectations is recommended.
- Use a picture sequence card/chart (large for class, small for himself) that outlines his daily schedule, to help him anticipate large transitions. Announcing upcoming transitions and counting down to them is also helpful.
- In lines give him a task or job (carry something, "give yourself a hug"), as well as place him in close proximity to the escorting adult.

### II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

Intervention	Example
1. Frequent verbal cueing to help student understand positive expectations	"I play with kids who share." "I spend time with students who are working."
2. Give ample preparation for upcoming transitions and any changes in plans or routine. Timmy needs to know the routine each day. He likes to be reminded about what is happening next. Giving him helper roles assists in transitions.	"Time to clean up in 5 mins..., 2 mins..."
3. Praise other nearby children who are displaying appropriate behavior.	"_____ and _____ are cleaning quickly. Good job, you will be ready for snack."

4. Frequent descriptive praise of appropriate behavior. "Catch him being good," especially when he is not drawn into others' inappropriate behaviors.	"You're sitting quietly. Good job!" He responds positively to attention and material reinforcers, such as stickers.
5. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior.	"I see you working hard on your _____. When you are finished you can put a star on your chart!"
6. Redirecting student towards positive expectation.	"Timmy, what do we do next on your project?"

### III. Decreasing Inappropriate Behaviors

#### A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

Intervention	Example
1. Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.	Hand signal, facial expression and/or eye contact. Use for positives as often as possible. "We are quietly putting blocks away."
2. Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice. (Precision Requests are helpful here.)	"You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again in a few minutes." Counting is also sometimes effective. "You have until 4 to make a choice."
3. Clear limits are set by clarifying positive and negative consequences, in firm voice. (Give space and time to comply.)	"Timmy, sit with us quietly or take a quiet minute. Show me what you are going to do."

#### B. Time Out to Calm Down/Time to Calm Down (level 3)

The child has become very escalated, and is very angry and disruptive to classroom work. Tends to display more noncompliant, aggressive, and loud voice tone. At this time, the child is unable to respond effectively to redirection and choices. It may be necessary to send the child to the Calm Down Space to assist him in regaining control of his feelings and behaviors.

Intervention	Example
1. Clear limits are set regarding when the Calm Down strategy will be used. Avoid giving too much attention when he is angry. (Give him a minute to comply.)	"You need to calm down and quiet down or you will need to take a Time Away. Can you take a quiet minute now or do you need to go to the Calm Down space?" "That's great, you will earn extra stars for that."
2. A clear warning is given to comply or he will need to go to the Calm Down space. Give clear but concise + and - choices. (Give him a minute to comply.)	"That is your second warning. You have made the choice to go to Time Out to Calm Down now for 5 minutes."

Redirect attention of class and reinforce other children for appropriate behaviors during this time.

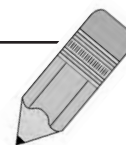
- |   |   |
|---|---|
| 3. If Timmy is unable or unwilling to take a 5-minute Time Out in the class, the teacher will call the office and ask for assistance in taking him to the next class to do his Time Out there. An "on call" team has been set up to help a teacher in need. | Staff will be neutral and give minimal attention to Timmy. He can return to class after 5 minutes of calm and quiet sitting. He will be welcomed back to class.                                   |
| 4. Once Timmy returns to the classroom, we consider it a "clean slate" and do not rub his nose in his mistake.  | "I can see that you are calm now. Let's try again. I know you can do it! What do you need to do now to earn a star?" "Good for you. You are really learning to help others and control yourself." |

Child will return to class and resume activities as long as he is in control and responsive to adult redirection.

## IV. Plan for Involving Parents

1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day. For example, 4 stars = extra reading time with Mom; 8 stars = friend over after school; 8 stars = small prize; etc.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.
4. Parents will be encouraged to support Timmy's successes and to avoid focusing on and talking about his mistakes (Time Outs) at school. Misbehavior at school will be handled at school and it will not be necessary for parents to enforce additional punishment.
5. Meetings with parents will be set up to foster positive collaboration and a consistent plan from home to school.
6. Parents will be invited to participate in planning incentives, participating in field trips, and so forth.





for \_\_\_\_\_

Developed by: \_\_\_\_\_

Date: \_\_\_\_\_

This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

## **I. Preventive Strategies**

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

## **II. Encouragement of Appropriate Behaviors**

**Targeted Positive Behaviors to Increase.** The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

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

For example: frequent verbal praise which clearly describes the positive behaviors they have accomplished; praising nearby children when they are off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever they earn 25; “happy grams” are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

### **III. Decreasing Inappropriate Behaviors**

**Targeted Negative Behaviors to Decrease.** The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

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

For example: clear nonverbal cues and reminders were helpful in redirecting child back on task for non-disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out to Calm Down for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Away consisted of chair in corner of room for 5 minutes; if child couldn't sit in chair, office was called and child went to classroom next door for 5-minute Time Out; loss of computer privileges if child had 2 or more Time Outs in one day.

#### **IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting**

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

## **V. Plan for Collaborating with Parents:**

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail. Teacher will support and praise parents' efforts at home.

Plan discussed and agreed upon (date): \_\_\_\_\_

Plan to be re-evaluated (date): \_\_\_\_\_

# Calm Down Thermometer

I can do it. I can calm down.



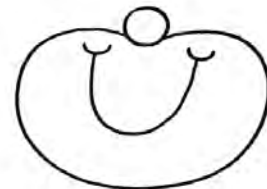
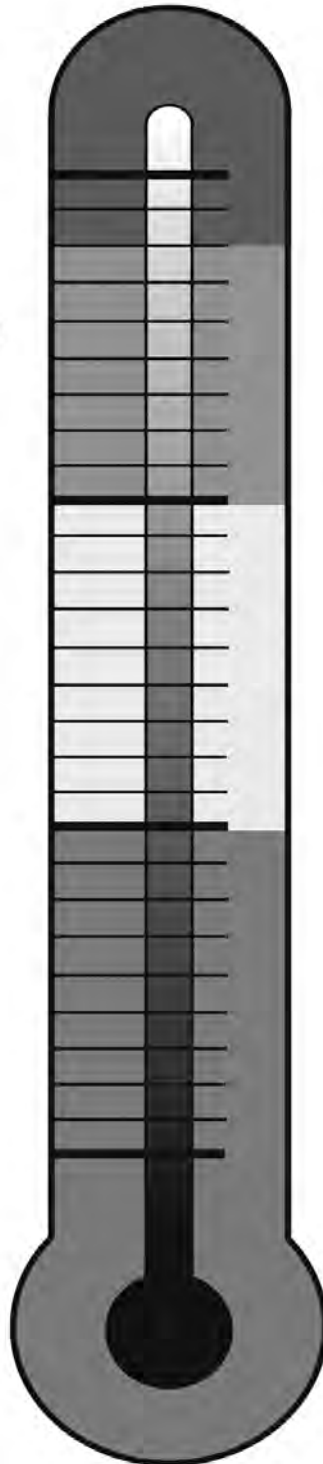
**Think "Stop"**



**Take 3 deep  
breaths**



**Stay cool**





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

## Step #2: Ask Why is the Misbehavior Occurring? (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 (select the 2-3 most likely reasons):

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!



# ***Responding to Child Dysregulation and Teaching Self-Regulation***

*Carolyn Webster-Stratton, Ph.D.*

***My student is upset, angry, defiant & beginning to dysregulate***

## **Teacher Self-Talk**

"This child is upset because... and needs help to self-regulate and problem solve."

"I can stay calm. This will help all my students to stay calm."

"I can ignore this behavior as long as he is not hurting someone or interfering with others' learning."

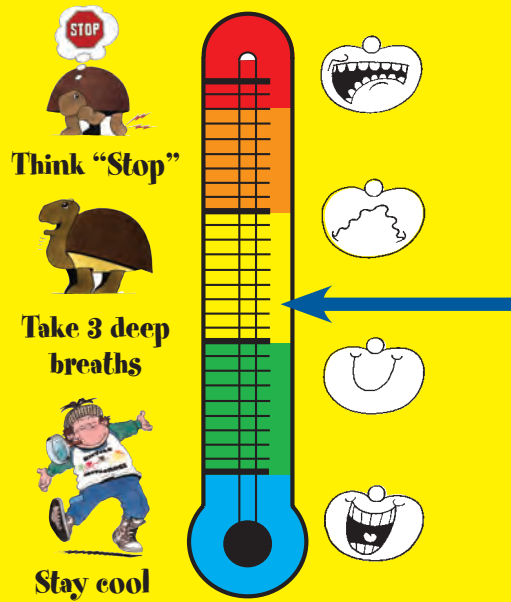
"I can be supportive without giving too much attention to disruptive behavior."

"If my student is responsive and cooperative to my emotional coaching, then it's a good time to continue coaching. If my coaching attention makes her angrier, then she needs space and privacy to calm down."

## **Teacher Response**

- Model deep breathing, patience and being sympathetic to student.
- Help student use calm down thermometer and take deep breaths.
- Redirect student to another activity.
- Ignore student's dysregulated behavior as long as behavior is not unsafe.
- Label student's emotion and coping strategy: "You look angry, but you are trying hard to stay calm with breathing and remembering your happy place."
- Stay nearby and be supportive.
- Give attention and coaching to behaviors and thoughts that encourage the student's coping and emotion regulation.





## Slow Down

When students are angry and dysregulated, teachers may also feel angry, frustrated, and out-of-control and may respond by yelling, scolding, or criticizing. At these times, Time Out can provide time and space for the teacher, as well as the child, to self-regulate. Here are some tips for teacher self-regulation:

- STOP and challenge negative thoughts and use positive self-talk such as: *"All children misbehave at times. My student is testing the limits of his independence to learn that our classroom rules are predictable, consistent and safe. This is normal for children this age and not the end of the world."*
- Do some deep breathing and repeat a calming word: "relax," "be patient," "take it easy."
- Think of relaxing imagery or of fun times you have had with the student.
- Take a brief break by drinking some water, feeding the fish, or talking to another teacher or child. Make sure your student is safe and monitored.
- Focus on coping thoughts such as: *"I can help my student best by staying in control."*
- Forgive yourself and be sure you are building in some "personal time" for relaxing and refueling.
- Ask for support from someone else.
- Reconnect with your student as soon as you are both calm.

**Like your student you can get yourself into a "green" calm state and try again.**





## ***My student continues to dysregulate and becomes aggressive***

### **Teacher Self-Talk**

"My student is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."

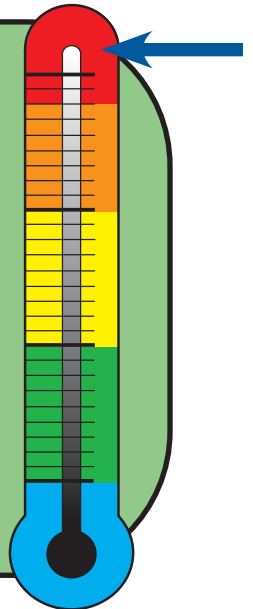
"I need to give my student time away from attention to calm down so he doesn't hurt someone."

"I have taught my student how to use the Time Out or Tiny Turtle chair to calm down so I can do that now."

"Time Out is a safe and respectful way for my student to learn to reflect and self-regulate."

### **Teacher Response**

- I say, "Hitting is not allowed, you need to go to Time Out to calm down. " (This place has a calm down thermometer to remind my student of what to do in Time Out to calm down.)
- I wait patiently nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during this calm down time. I help other students to give him privacy.
- When he is calm (3-5 minutes), I praise him for calming down.



## My Student Is Calm Now

### Teacher Self-Talk

"Now I can reconnect with my student and help her learn an alternative way to solve her problem."

"She is learning she gets more attention from me for positive behavior than inappropriate behavior."

"I can help her learn to express her frustration and anger in more appropriate ways."

### Teacher Response

- I praise my student for calming down.
- I redirect my student to a new learning opportunity.
- I do not force my student to apologize because insincere apologies do not teach empathy.
- I engage her in something else so that we have positive Time In together and she feels supported.
- I start using social coaching in my interactions with my student.
- I look for times when she is calm, patient, happy, or friendly to give my positive attention to.
- I use emotion coaching to help my student understand these self-regulated feelings get my attention.
- If she starts to dysregulate again, I name her uncomfortable feelings, help her express these verbally, and prompt her to remember her coping strategies.
- During times when my student is calm, I use puppets, games, and stories to help her learn alternative solutions to common childhood problem situations.



### Bottom Line

My student learns that taking a Time Out feels like a safe and secure place to calm down; it is not punitive or harsh and isolating; my student understands that when he has calmed down, he can join in peer activities without blame and has a new opportunity to try again with another solution to his problem. He feels supported when this strategy has been used and has sometimes seen his peers or teachers use this same strategy when they are angry. My student gets far more Time In attention from me for positive behaviors than negative behaviors. He feels secure when using Time Out because it gives him time to re-regulate and try again in a caring environment. Time Out provides me with a chance to take a deep breath and calm down so I can respond to my student in a calm, firm, consistent, nurturing and caring manner.

# Calm Down Procedure for Aggression (in the Classroom)

Children Ages 3–6 Years

## Scenario #1: Child goes to Calm Down Area



Child hits

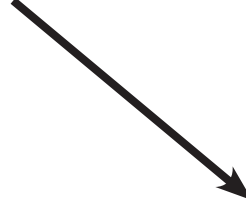


Check in with child who was hit  
"I'm sorry she hit you. She made a mistake"

Command  
"You hit. You need to go to the calm down area."  
(wait 5 seconds)

Child goes to Calm Down Area  
(No attention given for 3-5 minutes)

Child calm for last 1–2 minutes



Teacher coaches and praises child's first positive behavior.  
"Thank you for raising a quiet hand"

Teacher ends time & re-engages child

"Your body is calm. You can join the group."

# Young Child Resists Going to Calm Down Area (in the Classroom)

Children Ages 3–6 Years

## Scenario #2: Child resists going to Calm Down Area



Child hits



Check in with child who was hit  
"I'm sorry she hit you. She made a mistake"



Command  
"You hit. You need to go to calm down area."  
(wait 5 seconds)



Child refuses to go to Calm Down Area



Teacher gives one warning  
"You can go by yourself, or I can help you."  
(wait 5 seconds)



Teacher coaches and praises child's first positive behavior.  
"Thank you for raising a quiet hand"



Teacher ends time and re-engages child  
"Your body is calm. You can join the group."



Child complies

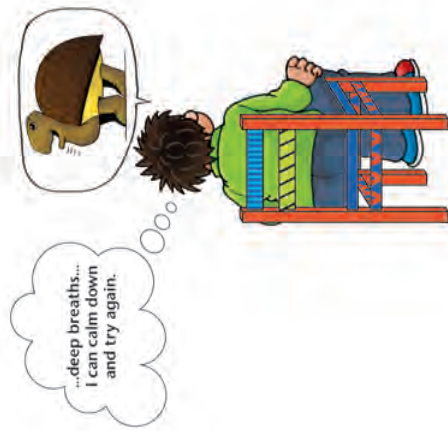
No attention given for 3–5 minutes, last 1–2 minutes child is calm.

Note: If child refuses, teacher calmly walks child to calm down area with no talking.

# School Age Child Resists Going to Calm Down Area (in the Classroom)

Children Ages 6–10 Years

## Scenario #2B: Child initially resists going to Calm Down Area



Child hits



Check in with child who was hit  
"I'm sorry she hit you. She made a mistake"

Command  
"You hit. You need to go to calm down area."  
(wait 5 seconds)

Child refuses to go to Calm Down Area

Teacher gives warning  
"If you don't go now, you will have a consequence of: loss of computer time, choice time, 5 minutes of recess, or classroom chore."  
(wait 5 seconds)



Teacher coaches and praises child's first positive behavior.  
"Thank you for raising a quiet hand"

Teacher ends time and re-engages child  
"Your body is calm. You can join the group."

Child complies  
No attention given for 3–5 minutes, last 1–2 minutes child is calm.

# School Age Child Continues to Resist Going to Calm Down Area (in the Classroom)

Children Ages 6–10 Years

## Scenario #2C: Child continues to refuse to go to Calm Down Area

Child hits



Check in  
with child  
who was hit  
"I'm sorry she  
hit you. She made  
a mistake"

Command  
"You hit. You need to  
go to calm down area."  
(wait 5 seconds)

Child refuses  
to go to Calm  
Down Area



Teacher gives warning  
"If you don't go now, you will have  
a consequence of: loss of computer  
time, choice time, 5 minutes of  
recess, or classroom chore."



Teacher coaches  
and praises child's  
first positive  
behavior.  
"Nice job getting started on  
your reading assignment."

Teacher follows through  
with consequence  
and ignores protests  
Note: consequence should be  
carried out same day.



Teacher ends  
power struggle  
"You made the choice not  
to go, so you have lost the  
privilege of \_\_\_\_"  
(Going to Calm Down  
area is dropped)

Child still  
refuses to  
go to  
Calm  
Down Area



## *Time Out to Calm Down is One of Many Tools in the Incredible Years® Tool Kit*

*Carolyn Webster-Stratton, PhD*

### **Is Time Out used in the Incredible Years® Programs?**

Yes, *Time Out to Calm Down* is a non-punitive discipline strategy used strategically and sparingly in IY programs for parents, teachers, and children to promote and build children's emotional self-regulation skills. This building tool is reserved for times when a child is too physically angry or emotionally dysregulated to be able to respond rationally to other evidence-based behavior management approaches.

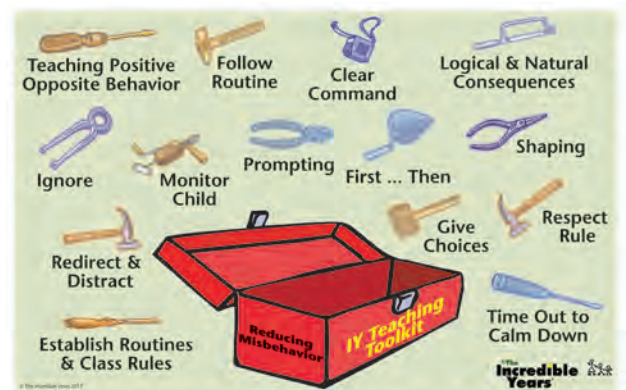
### **Are there alternatives to Time Out to Calm Down?**

In the Incredible Years® programs parent and teachers are taught a wide variety of relationship and behavior management tools. The training begins with a focus on relationship-building, child-directed play, social-emotional and persistence coaching, praise and encouragement, and incentives. These approaches build positive attachment and teach children replacement behaviors or "positive opposites" to inappropriate behaviors that adults want to reduce.

Next parents and teachers learn appropriate proactive behavior management tools such as clear rules, predictable routines, planned distraction, redirection, ignoring, logical and natural consequences, Time Out to Calm Down, and problem solving skills. Parents and teachers learn to choose strategies from this toolkit to set up environments that support children's social-emotional development and result in positive peer and adult relationships and optimal academic and language learning.

**When is Time Out to Calm Down recommended?** When children misbehave, parents and teachers may redirect, ignore, problem solve, set a limit, use a when/then, or give a brief consequence. For most misbehaviors, these tools work well. Time Out to Calm Down is reserved and used sparingly for targeted negative behaviors such as times when children are highly emotionally dysregulated and aggressive, destructive, or hurtful to others and are not able to cognitively process or respond rationally to other supportive management strategies or problem solving.

**Won't children feel abandoned if parents and teachers use Time Out to Calm Down when children are upset?** Time Out to Calm Down is not used in a vacuum! Children are taught about Time Out to Calm Down in a neutral context, when they are calm. They practice with puppets such as Tiny Turtle who teaches them how to go to Time Out, take rocket ship breaths to calm down, to go in their turtle shells, and think about their happy place. They learn about using a Calm Down thermometer to regulate their emotions from upset to calm. They are taught self-talk ("I can do it." "I can calm down."). They discuss with parents, teachers, and the puppets why Time Out to Calm Down is helpful. They learn what behaviors will result in their parents or teachers asking them to go to the Time Out space to calm down. They learn that parents and teachers also take Time Outs to calm down.



### What does Time Out to Calm Down look like?

Parents and teachers are taught that they need to be calm, patient, and caring when giving a Time Out to Calm Down. Calm Down time is brief, 3-5 minutes, or until the child is calm. Time Out to Calm Down is given in the same room as the parent or teacher so that the child can be monitored and will know that an adult is near. Support materials are available for children to use to calm down during Time Out (Calm Down Thermometer, Tiny Turtle puppet, or other calming objects). During Time Out to Calm Down, parents or teachers do not give attention, but at the end of Time Out to Calm Down, they reconnect with the child and the child is given a new opportunity to be successful. The focus is on the fact that the child calmed down and on ways for the child to positively re-engage in the environment. Children are not scolded or reminded about the reasons for the Time Out to Calm Down. When appropriate, parents and teachers may engage in positive problem solving with the child later when the child is calm and receptive.



**Why do some people think Time Out to Calm Down is harmful?** In some contexts, Time Out has been used in a punitive or isolating way. When the Time Out tool is misused, it can be harmful to children and to their relationships with adults. In some cases, misuse of this tool has led to school or agency policies against Time Out. It is always important that Time Out to Calm Down is used thoughtfully, caringly, with patience and as one small part of a positive, consistent, loving approach and a full toolkit with a strong relationship foundation.

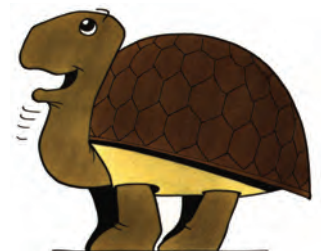
**Is there any evidence that Time Out To Calm Down works?** Four decades of research has shown that, when done effectively, Time Out to Calm Down produces positive child outcomes in terms of reducing misbehavior and increasing children's sense of security in their relationships as well as preventing child maltreatment. Many parents have told us that it helps them to stay calm themselves because they have a predictable blueprint to follow that helps them maintain their positive, respectful, and trusting relationship. When adults use this tool appropriately, they are modeling a nonviolent response to conflict that stops the conflict and frustration, and provides a cooling off period for both children and parents. It gives children a chance to reflect on what they have done, to consider better solutions, and fosters a sense of responsibility.

**What do children say about Time Out to Calm Down?** The children who have experienced Time Out to Calm down in the Incredible Years® programs often recognize that it is helpful. Some learn to take a Time Out to Calm Down on their own, without an adult prompting the Time Out. Below are quotes from discussions with children about Time Out to Calm Down:

**Child to Wally Puppet after practicing Time Out to Calm Down:** *"Wally, it's okay if you have to go to Time Out. People will still like you. You can just say 'teacher, I've calmed down now.'"*

**Child about Time Out to Calm Down and breathing:** *"It calms you down. You breathe and you let it all out."*

**Child about Time Out to Calm Down as time for self-reflection:** *"You think about 'oh what have I done. I've made a bad mistake, and I can't do it again the next day.' Then you're feeling a little bit happy."*



**Child about what he learned from Tiny Turtle:** *"You go in your shell when you are angry and you take 3 deep breaths.....you have to calm down when you are angry or sad."*



# Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior

## Step #8

Give Repeated Opportunities for New Learning Trials

## Step #7

Review Behavior Plan

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

## Step #6

For aggressive, destructive behavior

- 3-5 minutes time away to Calm Down
- Work Chore

## Step #5

Use small natural and logical consequences e.g.,

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

## Step #4

Ignore Non Aggressive Misbehaviors e.g.,

- tantrums
- whining

## Step #3

As child begins to get upset, coach calm down strategies

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

## Step #2

Positive Verbal Redirect

Distractions and Re-engagement Strategies

## Step #1

Nonverbal Cues

Clear rules

Predictable Schedules

Transitions Clear

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

“Always choose the lowest, least intrusive first.”



## Teacher Suggested Activities

## RECORD SHEET: PROCEDURE FOR COMPLIANCE TRAINING

Date	Time	Command Given (Warning if Non-compliance)	Child's Response	Reward/Attend for Compliance	Calm Down Area for Noncompliance (Duration)	Repeat original command and praise compliance (if not compliant repeat warning and sequence )



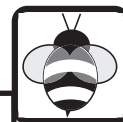
## Teacher Suggested Activities

### RECORD SHEET: USING TIME OUT TO CALM DOWN FOR CHILD AGGRESSION

Date	Time	Command	Child's Response	Calm Down Area (Duration)	Warning Given if Child Does Not Go/Stay in Calm Down Area	Praise Child for Calm Body

## ***Brainstorm/Buzz–Natural & Logical Consequences***

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



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

**1.**

**2.**

**3.**



## ***Brainstorm/Buzz—Coping and Calming Self-Talk***

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



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

### ***Positive Self-Talk***

*I can handle this...*

*I can control my anger...*

*I will take a brief Time Out myself...*



Challenge irrational thoughts

## Brainstorm/Buzz–Staying Calm When Using the Calm Down Space

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



My emotional responses when sending a child to the Calm Down space	Strategies to stay calm



# Teachers Working Like Detectives: See What You've Learned!



## ***To Do:***

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

### ***Misbehavior***

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

### ***Discipline Strategy***

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# Teachers Working Like Detectives: See What You've Learned!



## ***To Do:***

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

### ***Misbehavior***

- 13. Destroying property
- 14. Not sharing toys with friends
- 15. Not cleaning up
- 16. Exploding in anger / screaming when doesn't get own way
- 17. Not sharing the computer with peers
- 18. Hiding notes from the teacher
- 19. Difficulty taking turns with peers
- 20. Refusing to go line up for recess
- 21. Bossy with peers
- 22. Bad language
- 23. Refusing to wash hands before lunch
- 24. Constantly tattling on others

### ***Discipline Strategy***

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## ***Incredible Years® Problem Solving Worksheet for Managing Children's Challenging Behaviors!***

### ***Problem Definition:***

1. Student's challenging behavior: \_\_\_\_\_  
\_\_\_\_\_
2. What are the triggers/precipitants of my student's misbehavior? (developmental problem, not enough sleep, not getting what they want, a family transition or stress, low frustration tolerance, etc.)  
\_\_\_\_\_  
\_\_\_\_\_
3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)  
\_\_\_\_\_  
\_\_\_\_\_

### ***Goals:***

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

### ***Solutions:***

5. What skills/strategies can I use from the bottom of the Teaching Pyramid to support this positive behavior?

Play/Special Time: What kind of play or special time might best help my student here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) \_\_\_\_\_  
\_\_\_\_\_

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

Stickers and Rewards: How can I reward this good behavior? What incentives will motivate this student? \_\_\_\_\_  
\_\_\_\_\_

6. Choose from the list below those responses from the top of the pyramid that can be used to reduce this misbehavior.

Routines: Do I have a predictable routine for this problem? \_\_\_\_\_  
\_\_\_\_\_

Distraction/Redirection: How can I distract or redirect this student before misbehavior escalates? \_\_\_\_\_  
\_\_\_\_\_

Ignore: What part of this behavior could I ignore? \_\_\_\_\_

What will I say to myself while I ignore it? \_\_\_\_\_

Consequence: What natural or logical consequence can I use to teach this student to change this behavior? \_\_\_\_\_

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

What problem solving strategies do I need to teach this student? \_\_\_\_\_

### ***Carrying Out my Plan:***

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

8. Who can I call for support and to check in? \_\_\_\_\_

9. How will I take care of myself while this is going on? \_\_\_\_\_

### ***Evaluating the Success of Solutions***

10. How will I know I am making progress? What will be different? What assessments will I use? \_\_\_\_\_

11. How will I celebrate this student's success? As well as my own? \_\_\_\_\_

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

## ***Sample Circle Time Lesson Script: Calm Down Thermometer***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

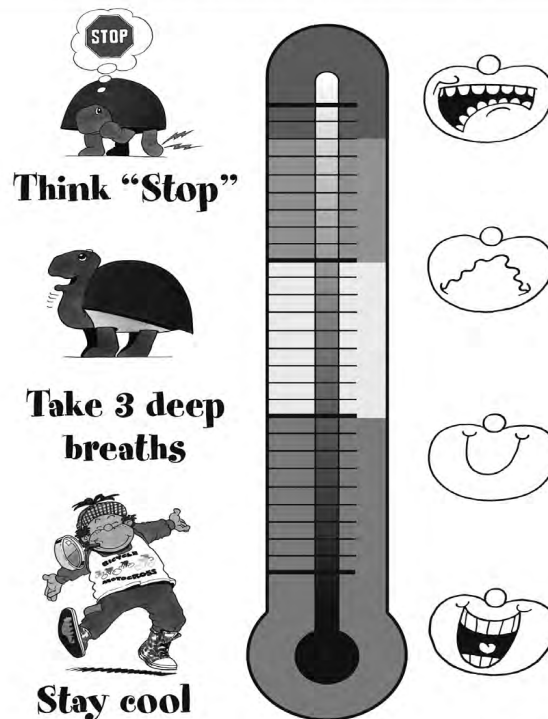
**Child:** Happy. Can I move the arrow?

**Teacher:** Sure!

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

## Calm Down Thermometer

I can do it. I can calm down.



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## ***Sample Circle Time Role Play Script for Teachers to Explain Use of the Calm Down Space using a Puppet***

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

**Child:** To keep us safe!

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

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

**Teacher:** Wally, would you help the children by showing them how to go calmly to the Calm Down space?

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

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

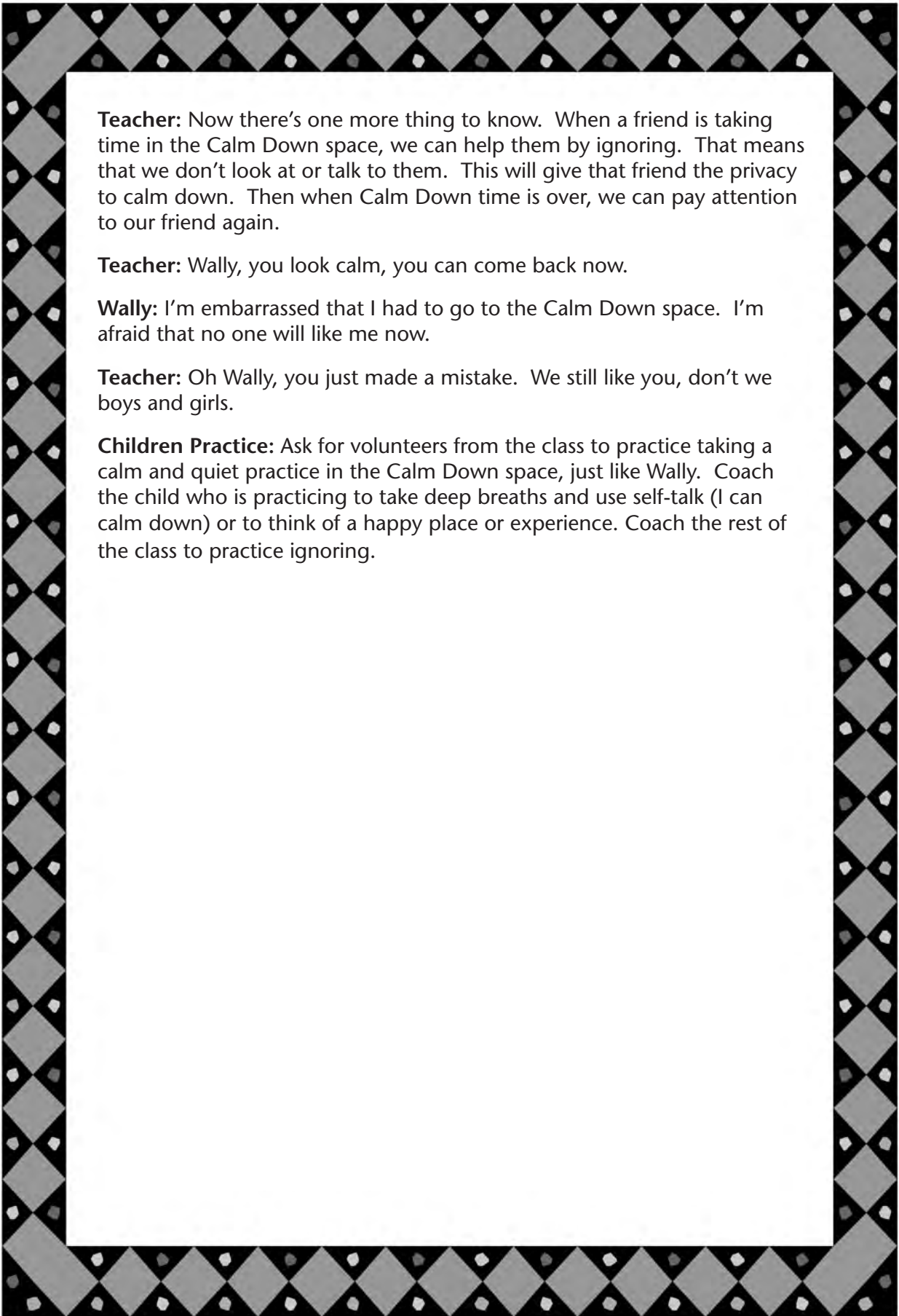
(Wally walks calmly to the Calm Down chair and teacher narrates his actions).

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

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

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





**Teacher:** Now there's one more thing to know. When a friend is taking time in the Calm Down space, we can help them by ignoring. That means that we don't look at or talk to them. This will give that friend the privacy to calm down. Then when Calm Down time is over, we can pay attention to our friend again.

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

**Wally:** I'm embarrassed that I had to go to the Calm Down space. I'm afraid that no one will like me now.

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

**Children Practice:** Ask for volunteers from the class to practice taking a calm and quiet practice in the Calm Down space, just like Wally. Coach the child who is practicing to take deep breaths and use self-talk (I can calm down) or to think of a happy place or experience. Coach the rest of the class to practice ignoring.

# Teacher-to-Parent Communication Form

## Calm Down

At school the children are learning about ways to calm down when they are upset, so they can make the best choice. Children need support and help to stay patient and keep trying when learning difficult tasks, because most people are not successful the first time they try something new. You can help your child learn some self-calming skills.

**PRACTICE:** At a time when your child is calm ask your child to show you how he or she can calm down “like a turtle.”



### Step One: Stop



**Step Two: Go, inside your “shell”** (It helps to turn away from the child calming down and give them privacy to calm down)



### Step Three: Take some deep breaths



**Step Four: Say to yourself,** “I can calm down, I can follow the rules.” Or, “I can keep trying.”

**MODEL:** It will help your child if you model ways that you calm down when you are angry or frustrated. You might tell them about how you coped, “You know, I was really angry this morning because I had worked hard on making breakfast and then I dropped the plate on the way to the table. I had to really go in my shell and take a deep breath to calm down so that I could clean up the mess and start again.”

Record on your *Parent-to-Teacher Communication Form* your experiences talking to your child about Tiny Turtle’s calm down steps and send this form back to school with your child.



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# Parent-to-Teacher Communication Form

## Calm Down

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

*Record on this form your experiences talking to your child about Tiny Turtle's calm down steps and send this form back to school with your child. If you see your child using the turtle deep breathing strategy to stay calm, let us know and he will get a special calm down sticker.*

*Remember when your child is angry, they will probably have trouble calming down. Give one reminder about using "turtle power" to calm down. If your child responds, give a lot of praise. If your child is too upset to listen, turn away and give some privacy to calm down. Later when your child is calm, you can practice again. It takes a long time for a child to learn to self-regulate. Your patience is important!*

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**The Incredible Years®**  
**Teacher Classroom Management Self-Reflection Inventory**  
**Decreasing Inappropriate Behavior - Proactive Discipline Part 2**  
**Managing Misbehavior: Time Out to Calm Down**

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

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

**1 – Not Helpful 3 – Neutral 5 – Very Helpful**

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

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



# *Handouts Emotional Regulation, Social Skills and Problem Solving*



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

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by Carolyn Webster-Stratton, Ph.D.

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## Teacher Workshop Six

### Suggested Activities for the Month

#### TO DO

- Continue to refine behavior plans. Do Transition Plans for five of your students who are the most aggressive, inattentive, or impulsive. See transition plan forms and start filling these in.
- Practice social skills and problem solving teaching with students in a small group circle time, or, use Wally Detective Book with students.
- Look for opportunities to label children's feelings (e.g., happy, excited, sad, calm, etc.) and connect them to their behavior.
- Call your buddy and share your approach to teaching children problem solving.

#### TO READ

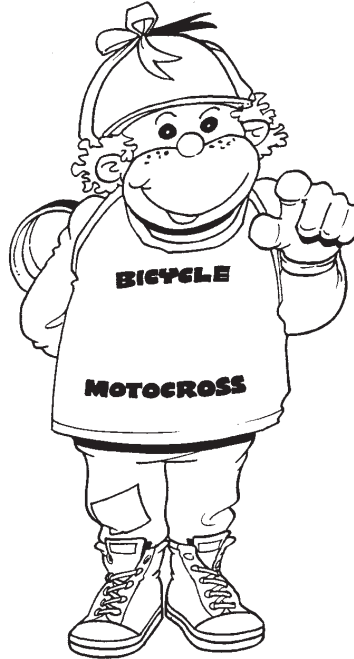
Chapters Eleven, Twelve and Thirteen from *Incredible Teachers* book.

Have the puppets introduce a problem for the students to solve (e.g., being teased, being left out, feeling afraid, wanting to play with someone, etc.).



## **BLACKBOARD NOTES**

### **TEACHING CHILDREN TO PROBLEM SOLVE**



#### **What is the best solution ?**

- Use games, puppets, and stories to present hypothetical problem situations for students to practice the problem solving steps.
- Help children clearly define the problem and to recognize the feelings involved.
- For preschool children, focus on generating many solutions.
- For primary grade students, focus on helping them think through the consequences of different solutions or choices made.
- Be positive, creative and humorous when thinking of possible solutions.
- Help children anticipate what they will do next when a solution doesn't work.
- Model effective problem solving in your interactions with students.
- Put visual pictures of solutions on the classroom walls.
- Remember it is the process of learning how to think about conflict that is critical, rather than getting the correct answers.

## POSSIBLE SOLUTIONS FOR CHILDREN TO USE

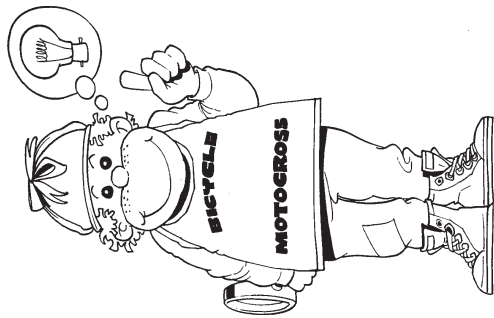
Yell at him.*	Wait awhile.	Laugh at him.*
Look sad or cry.	Ignore him; walk away	Play somewhere else
Take it.*	Hit him.*	Tell her not to be mad.
Ask him.	Say please.	Do something fun.
Trade something.	Apologize.	Get help from your parent or teacher.
Talk about your feelings	Beg him.	Offer to share.
Get another one.	Take turns.	Flip a coin.
Admit mistake.	Calm down first.	Tell the truth.
Give compliment.	Be a good sport.	Say "no."
Stop your anger.	Be brave.	Forgive.

\*These are inappropriate solutions. Encourage children to think of consequences and to make another choice with a better consequence.

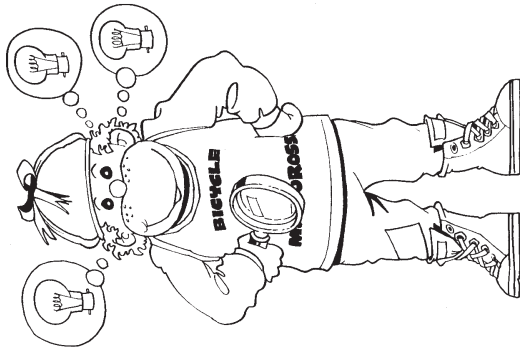
# Wally's Problem-Solving Steps



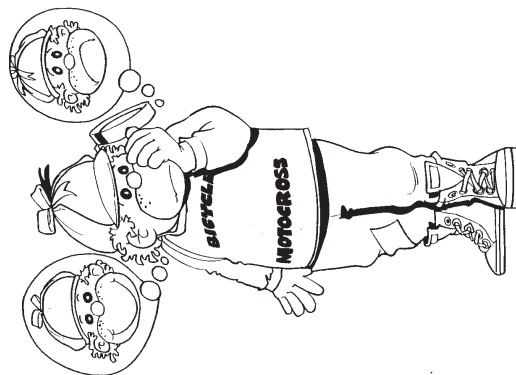
1 What is my problem ?



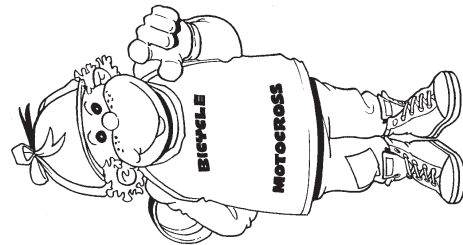
2 What is a solution ?



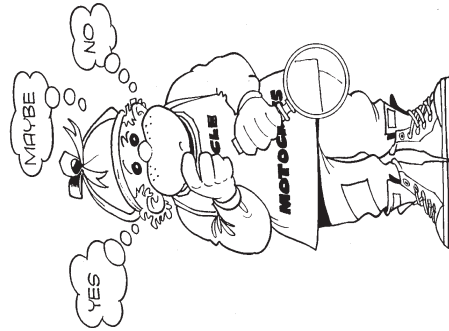
3 What are some other solutions ?



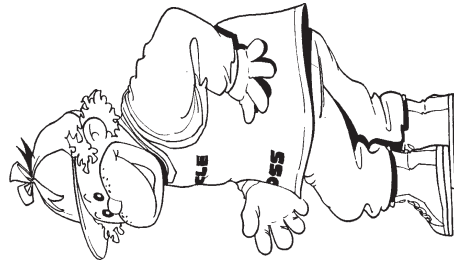
4 What happens next ? (consequences)



5 What is the best solution ?

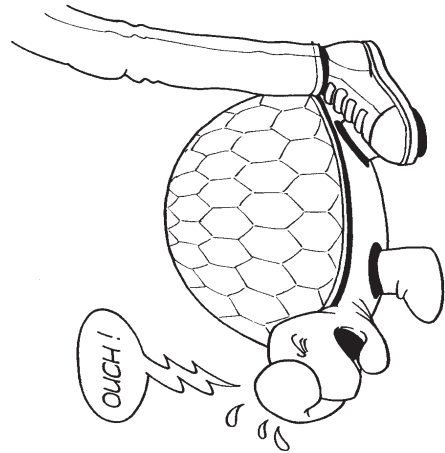


6 Can I use the plan ?

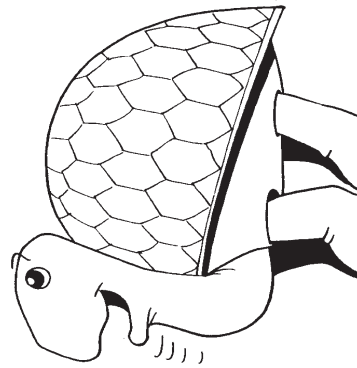


7 How did I do ?

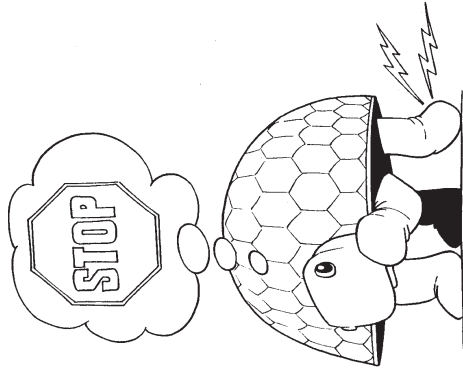
# Tiny's Anger Management Steps



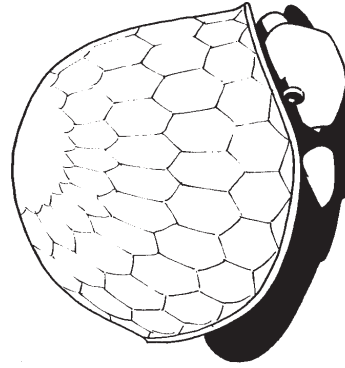
1



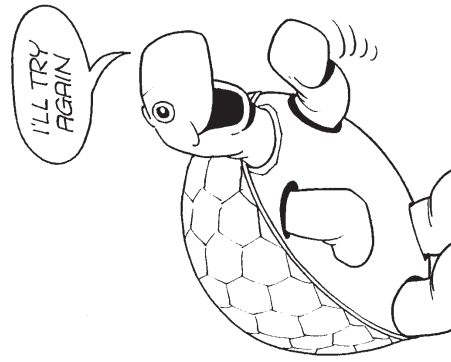
3 Take a slow breath



2 Think STOP



4 Withdrawing into shell



5



# Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



## Example of Behavior Plan: Jenny, Grade 1

Step #1:	Step #3:	Step #8:	Step #9:
Negative Classroom Behaviors Poking, Touching Speaks without raising hand Talks while directions are given Off-task, daydreaming	Desired Positive Opposite Behaviors Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention & concentrate	Individual Teaching Practice quiet hand up and sitting with hands to self Use cue cards to signal listening skill Praising child when focusing on task & listening & persistence coaching Use persistence coaching during small group work times	Circle Time Teaching Wally talks about his difficulty remembering to put up quiet hand & listening Children talk about solutions and practice them

Behavior Plan For: \_\_\_\_\_

Step #1:	Step #3:	Step #8:	Step #9:
Negative classroom behaviors	Desired Behaviors	Individual Teaching	Circle Time Teaching
1.			
2.			

See Behavior Plan Workshop #3 for Steps #4–7.

# Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



## Example of Behavior Plan: Mark, Grade 1

Step #1:	Step #3:	Step #8:	Step #9:
<p><i>Negative Classroom Behaviors</i></p> <p>Pushing, hitting peers</p> <p>Easily frustrated &amp; angry</p> <p>Doesn't follow teacher directions</p> <p>Rejected by other children</p>	<p><i>Desired Positive Opposite Behaviors</i></p> <p>Use words to express feelings</p> <p>Use a calm down strategy</p> <p>Complies with teacher directions</p> <p>Uses friendly behavior (help, share)</p>	<p><i>Individual Teaching</i></p> <p>Praise for staying calm when frustrated</p> <p>Rehearsal of calm down strategies</p> <p>Hand stamp for following directions</p> <p>Praises children who play with him</p> <p>Promote his reputation as friendly</p> <p>Emotion and social coaching</p> <p>Use "I can help" and "I'm good at sharing" stickers for this behavior when it occurs</p>	<p><i>Circle Time Teaching</i></p> <p>Calm down strategies (deep breaths, use Tiny Turtle shell, think happy thoughts)</p> <p>Practice role plays for sharing, helping and teamwork skills</p> <p>Teacher and practice problem-solving steps (Wally)</p> <p>Teach and practice problem-solving steps (Wally) using problem-solving cue cards</p>

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

Step #1:	Step #3:	Step #8:	Step #9:
<p><i>Negative classroom behaviors</i></p>	<p><i>Desired Positive Opposite Behaviors</i></p>	<p><i>Individual Teaching</i></p>	<p><i>Circle Time Teaching</i></p>
1.			
2.			

See Behavior Plan Workshop #3 for Steps #4–7.

# Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



Behavior Plan for: \_\_\_\_\_

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #8: Individual Teaching	Step #9: Circle Time Teaching

See Behavior Plan Workshop #3 for Steps #4–7.



## ***Brainstorm/Buzz—Promoting a Sense of Responsibility***



Break up into small groups or buzz pairs to share ways teachers promote responsibility in their students.

***Goal:***

# ***Brainstorm/Buzz—Changing Students’ Negative Reputations***

Break out into small groups or buzz pairs to share ways you, as a teacher, can change a student’s negative reputation into a more positive reputation



***Goal:***



## ***Brainstorm/Buzz—Promoting Children’s Self-Regulation***



Pair up with your buddy to share ways to promote children’s learning of self-regulation skills.

***Goal:***

## ***Brainstorm/Buzz—Emotional Literacy***

Write out all the emotional words you want to encourage with your students. Try to have three positive or calming emotions words for every negative one. Combine a coping thought with a negative feeling.



<b><i>Goal:</i></b>



## ***Brainstorm/Buzz–Social Coaching***

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



<b><i>Goal:</i></b>





## **Teacher-Child Social Coaching: Child Developmental Level 1**

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

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



## **Teacher-Child Social Coaching: Child Developmental Level 2**

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

<b>Social/Friendship Skills</b>	<b>Examples</b>
<b>Teacher Coaches:</b> ❖ <b>Asking for What They Want</b> ❖ <b>Asking for Help</b> ❖ <b>Asking a Friend to Wait</b>	<p>"You can ask your friend for what you want by saying, 'Please can I have the crayon?'"</p> <p>"You can ask your friend for help by saying 'Can you help me?'"</p> <p>"You can tell your friend you are not ready to share yet."</p> <p>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.</p>
<b>Teacher Prompting:</b> ❖ <b>Noticing Other Child</b> ❖ <b>Initiate Interaction With Other Child</b> ❖ <b>To Give Child a Compliment</b>  <b>Teacher Praising:</b> ❖ <b>Behavior-to-Feelings</b>  ❖ <b>Playing Together</b>	<p>"Wow, look what a big tower your friend is building."  "You are both using green markers."</p> <p>"Your friend is looking for small green pieces. Can you find some for him?"  "Your friend has not cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"</p> <p>"Wow! You can tell your friend his tower is cool."  If you child does repeat this, you can praise him or her for a friendly compliment.  If your child does not respond, continue descriptive commenting.</p> <p>"You shared with your friend, that is so friendly and makes her feel happy."  "You helped your friend figure out how to do that, she looks very pleased with your help."</p> <p>"Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."</p>
<b>Puppet or Action-Figure Models:</b> ❖ <b>Sharing or Helping</b>	<p>"Wow! Do you see the tower that Nancy is building?"  "Can either of you help me find a red block to make this truck?"  "Could I help you build that house?"  Do you think we could ask Freddy if he'll share his train?"</p>



## ***Child-Peer Social Coaching: Child Developmental Level 3***

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

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

# 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
<input type="checkbox"/> colors <input type="checkbox"/> number counting <input type="checkbox"/> shapes	<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>
<input type="checkbox"/> sizes (long, short, tall, smaller than, bigger than, etc.) <input type="checkbox"/> positions (up, down, beside, next to, on top, behind, etc.)	<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>
<input type="checkbox"/> working hard <input type="checkbox"/> concentrating, focusing <input type="checkbox"/> persistence, patience	<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>
<input type="checkbox"/> following parent's directions <input type="checkbox"/> problem solving <input type="checkbox"/> trying again <input type="checkbox"/> reading <input type="checkbox"/> thinking skills <input type="checkbox"/> listening <input type="checkbox"/> working hard/ best work <input type="checkbox"/> independence	<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
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<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.



## ***Sample Circle Time Lesson Script: Problem Solving Using the Wally Book***

**Teacher:** Boys and girls, today I have a special book that can help us learn to solve problems we may have at school. I am going to share a picture and I want you to look for clues that Wally and his friend are having a problem. Can you see anything on their faces that tells you they are having trouble?



(Picture from *Wally's Detective Book for Solving Problems at School*)

**Child:** He looks mad.

**Teacher:** Wow! You are really looking carefully. Does anyone notice something on his face that tells you the boy with the red hair looks mad?

**Child:** His mouth looks mean. His eyebrows are pointy.

**Teacher:** Put your thumbs up if you agree. How about Wally? How is he feeling?

**Child:** He looks sad. He has no smile.

**Teacher:** Sounds like Wally and his friend are mad and sad. Those are feelings that let you know you are having a problem. Let me tell you what is going on in this picture. Bid Red here has been using the computer for a long, long time. Wally really wants a turn. What can Wally do?

**Child:** He can ask him for a turn.

**Child:** He can wait.

**Child:** He can find another toy.

**Teacher:** Okay, let's act that out. Charles and Tanisha I'd like you to show the class what that looks like. Charles, Tanisha is holding this car and you'd like to play with it. When we say ready, set, action you are going to ask for it. Tanisha, when Charles asks, you are going to share the car with him.

**Teacher acting as Charles:** Can I have the toy?

**Teacher acting as Tanisha:** Okay. (She hands toy to Charles.)

**Teacher:** Solutions that are fair and safe are thumbs up solutions! Put your thumbs up if you think asking is a fair solution. Looks like you all agree. Let's act out another one of your great ideas. Gina, you said wait. Let's see what that looks like.

(Children continue to act out solutions, such as wait, do something else, ask again, do together.)



# Teacher-to-Parent Communication Form

## Problem Solving

At school the children are learning about how to problem solve when they are upset, so they can make the best choice. You can help your child learn to problem solve with books, puppets and by talking with them before they get too dysregulated. Here are 3 steps your children are learning.



**Step One:** How do I feel?

**Step Two:** What is the problem?

**Step Three:** What are some solutions?

**PRACTICE:** You can practice these at home by talking about a problem and thinking about possible solutions (e.g., waiting, sharing, taking turns, helping, taking a deep breath, doing something else). Then it can be fun to practice these solutions with puppets.

**MODEL:** It will help your child if you model ways that you calm down when you have a problem in order to think about solutions to your problems. For example, you might tell them “I am feeling frustrated right now because I can’t find my keys. I’m going to take a deep breath, and think about solutions. One solution is to look in my car. Another solution is to ask for help.”



Ask your child to show you how s/he can be a “detective” and solve a problem.

Record on the *Parent-to-Teacher Communication Form* your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution!



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# Parent-to-Teacher Communication Form

## Problem Solving

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

*Record on this form your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution! Here is an example of a problem, or you can choose your own. "Let's pretend that your friend is on the swing and you want a turn."*

*How would you feel?*

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*What solution could you use?*

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**The Incredible Years®**  
**Teacher Classroom Management Self-Reflection Inventory**  
**Emotional Regulation, Social Skills and Problem-Solving Training**

**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>Emotional Regulation, Social and Problem Solving Skills</b>	
1. I use emotional coaching and specifically self-regulation emotions such as patience, persistence, trying hard, sticking with it, concentrating, staying calm, waiting for a turn, and using words to express feelings.	<b>1 2 3 4 5</b>
2. I model self-regulation strategies such as taking deep breaths, using positive self-talk, using anger thermometer, thinking of happy place, positive forecasting, and Tiny's calm down strategies.	<b>1 2 3 4 5</b>
3. I prompt children to take deep breaths and use self talk such as "I can do it, I can calm down."	<b>1 2 3 4 5</b>
4. I promote identification of feelings in self and others through the use of photographs, posters and games (bingo) that portray people in various emotional states.	
5. I help children understand how peers feel by pointing out facial expressions, voice tone, body language or words.	<b>1 2 3 4 5</b>
6. I teach specific emotional literacy words by labeling feelings or positive feelings responses of others when children share, trade, wait or help them (i.e., help children see the connection between their social skills and others feelings).	<b>1 2 3 4 5</b>
7. I model appropriate feelings language by modeling emotional expression throughout the day (e.g., "I am getting frustrated now, but I can calm myself down by taking a deep breath or using my turtle technique.").	<b>1 2 3 4 5</b>
8. I provide opportunities for children to practice social skills and ways to solve problems.	<b>1 2 3 4 5</b>

9. I teach specific social skills in circle time or individually with children such as practicing asking, apologizing, taking turns, waiting, helping, sharing, using words, and teamwork.	1 2 3 4 5
10. I praise and give attention to social skills with social coaching language throughout the day.	1 2 3 4 5
11. I teach specific problem solving steps by helping them follow the sequence of : 1) Identify the problem feeling, 2) define the problem, 3) think of solutions, 4) ask what would happen next? 5) evaluate the best choice, and 6) choose the best solution to try out.	1 2 3 4 5
12. I use books and stories of problem solving scenarios to practice the problem solving steps and solutions.	1 2 3 4 5
13. I encourage children's cooperative behavior by giving them classroom jobs, encouraging them to help each other and giving them choices.	1 2 3 4 5
14. I use puppets, pretend games, imaginary stories and drama activities to set up problem scenarios and children practice solving the problems by acting out their solutions.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letter to encourage parents to help their children problem solve when they are upset at home.	1 2 3 4 5
16. For parents of children with emotional regulation difficulties I meet with them to share the problem solving strategies and how to use emotion coaching methods.	1 2 3 4 5
<b>Future Goals Regarding Emotional, Social, and Problem-Solving Strategies I Will Use</b>	