



Part 5

Agendas and Checklists for Each Workshop

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



NOTE: These checklists include supplemental vignettes that can be used for added teaching in concepts especially for children with behavior problems. They will lengthen the training time.

**The
Incredible
Years**

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Agendas and Checklists for Each Workshop

This classroom management training curriculum may be offered by trained IY teacher group leaders as 6, one-day workshops offered every three to four weeks or divided up into three-hour units offered every 1-2 weeks (12 half days) after school. The total program takes approximately 42-48 hours to complete. Credits may be offered for taking this course and completing the assignments.



Session 1 covers two topics: Building Relationships with Students and The Proactive Teacher. Session 2 covers Teacher Attention, Encouragement, and Praise. Session 3 is on Motivating Students Through Incentives. Sessions 4 and 5 cover Decreasing Inappropriate behavior, and Session 6 focuses on Social Skills, Empathy Training, and Problem Solving. All topics should be taught in order and each session combines discussion, vignettes, active practice, and behavior plans.

Recommendations

- IY group leaders delivering this curriculum should first attend an authorized Incredible Years group leader training and be either certified/accredited or working towards certification in this program.
- Schools should identify teacher coaches who can receive further training to help support teachers' classroom management success and parent involvement.
- Classroom management training is a prerequisite for training in the small group dinosaur treatment curriculum and the classroom dinosaur curriculum.
- Workshops 1–6 must be completed to obtain certification/accreditation.
- A list of core vignettes for teachers of preschool (3-4 years) and school age (5-8 years) students by vignette name/topic covered can be found on the website: www.incredibleyears.com in the "Resources" section.
- Between teacher workshop days, group leaders or coaches observe teachers in classrooms to provide support, coaching and consultation regarding specific behavior plans and classroom management strategies.



NOTE: For preschool and kindergarten teachers we also recommend showing scenes from the "Teaching Emotional Regulation" DVD. This program is ordered separately and recommended vignettes are included on checklists.

For teachers working with young children and/or children on the autism spectrum or with language delays, please see our Hot Tips for using vignettes and topics from the *Incredible Beginnings Program* and the *Helping Preschool Children with Autism or Language Delays Program* to supplement the Teacher Classroom Management Program. These Hot Tips are available on the IY website: <https://incredibleyears.com/resources/gl/teacher-program/>

Workshop #1 (DVD 1 & 2)

Part 1: Building Positive Relationships With Students (DVD 1) and The Proactive Teacher (DVD 2)

9:00-10:15 AM

I. Welcome & Introductions

Greet each teacher.

Introduce self and other teachers (use name tags).

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

Complete "Teachers Thinking Like Scientists" worksheet.

II. Overview of Teacher Training Program

Explain reason for teacher workshops; show teacher pyramid and preview topics to be discussed at each workshop. Show preview teacher DVD (optional).

III. Rules for Workshop

Do a brainstorm about group rules and list on flip chart.

IV. Topic of Morning: Building Relationships With Students (DVD 1)

A. (Optional) Show Vignette S-30 on DVD #5. Do not show narration and pause as teacher starts to take away game. Ask them to think about how these children feel. After showing the vignette, brainstorm feelings of these children and think about why they might be feeling this way.

B. Ask teachers to brainstorm how parents feel about having difficult students and how the teachers feel. Transition into the next topic by talking about barriers to developing relationships with such children.



Break

10:30 AM–12:00 PM

C. Ask teachers to brainstorm or buzz the things they do to develop positive relationships with their students; list their ideas on board (e.g., home visits, cards and letters, home calls, interest survey, sharing success, family activity bags).

Show Teacher Part 1: Vignettes 1-11. (DVD 1)

Show Supplemental Vignettes S-1 to S-2.

D. Role Play/Practices - Making connection with child who is sad or withdrawn (after vignette 4); daily greetings and good bye rituals (vignettes 7-9); helping discouraged or angry child (vignette 11).



Key Concepts: Building Relationships

- Value of being playful as a teacher e.g., puppets to introduce rules
- Value of showing attention and appreciation as a way of increasing positive child behaviors
- Importance of getting to know parents in order to develop relationship with child
- Importance of extending teacher's contact beyond the classroom (i.e., calls, invitations to parents to visit classroom, etc.)
- Value of building caring environments by honoring the unique qualities of each child

Lunch

Suggest that teachers from different schools/classrooms mingle at lunch.

1:00–4:00 PM

V. Topic of Afternoon: Proactive Teacher–Preventive Approaches (DVD 2)

Teacher Vignettes 1–57 (select according to age of students, principles taught and goals of teachers)



- A. Brainstorm proactive strategies teachers use
- B. Show Teacher Program 3: Vignettes 1–57
 1. Buzz: Classroom rules. (see handout) (Vignettes 1, S-3, S-4) & role play/practice rules.
 2. Show “show me five poster” and model how to use it.
 3. Buzz: Classroom environment. (Vignettes 2,3,4).
 4. Buzz: Classroom transition. (Vignettes 5,6,7,8,9,10) & transition practice.
 5. Buzz: Classroom schedules-show examples of schedule with pockets permitting students with transition problems to make the change. (S-5, S-6, S-7, S-8, S-9) & circle time opening practice.
 6. Getting and Holding Children’s Attention. (Vignettes 11-21).
 7. Clear Commands. Buzz to re-write negative commands in positive language (see handout). (Vignettes 22-39) & positive command practices.
 8. Nonverbal Signals, Prompts and Reminders–Introduce Dina cue cards (raised hand up, working hard) and Brainstorm their ideas of nonverbal signals. (Introduce around Vignette 40.) (Vignettes 40-52) & nonverbal signal practice.
 9. Buzz: Realistic developmental expectations.
 10. Positive Attention and Monitoring. (Vignettes 53-57)
- C. For preschool and kindergarten teachers, show Supplemental Vignettes S-7 (Opening Circle Time).

Key Concepts: Proactive Strategies

- Importance of classroom rules and organized environments
- Importance of teaching children to respect individual differences
- Fostering caring through the notion of classroom as community and as family
- Teacher as model–caring for and respecting all children
- Identifying preventive strategies (e.g., redirection, nonverbal cues and signals, warnings, proximity praise, classroom structure and seating plan, clear requests)
- Emphasizing the importance of predictable routines and schedules for difficult students (show schedule)
- Strategies to engage students
- Clear, respectful, positive commands/requests

- D. For classrooms with students with oppositional & aggressive behavior problems, show Supplemental Vignettes S-3 to S-9.
 - E. Small Group Activity: Behavior Plan.
Using the behavior plan sheet break up into small groups to develop a behavior plan for a particular student with some behavior difficulties, identifying proactive strategies which will be used. Use the functional assessment sheet and identify negative behavior, setting, desired behavior and proactive strategies.
 - F. Present Behavior Plans to whole group.
 - G. Complete Teacher Folders–Scientist Goals Handout & Self-Monitoring Sheet.
- VI. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals**
- VII. Review Classroom Suggested Practice Activities and Self-Monitoring Sheet**
- VIII. Evaluation**



Workshop #1

Teacher Checklist: DVD 1 & 2

Building Positive Relationships With Students & Proactive Teacher

Teacher DVD 1: Vignettes 1-11

Supplemental Vignettes S-1, S-2

Teacher DVD 2 Vignettes 1-57

Supplemental Vignettes S-3 to S-9

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

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 1:

Introduction † 1 † 2** 3 † 4 † 5 6 † 7 † 8 † 9 † 10 11

Supplemental Vignettes in DVD 1:

S-1 † S-2 †

Teacher DVD 2:

Introduction † 1 2 3 4 † 5 6 † 7 † 8* 9 † 10 † 11 †
12 † 13 † 14 † 15 † 16 17 † 18* 19* 20 † 21 22 23 24
25 † 26 † 27 28 29 30 31 32 † 33 34 35 36 37
38 † 39 † 40 † 41 42 † 43 † 44 45 46 † 47 48 49 50
51 † 52 53 54 55 56 57 †

Supplemental Vignettes in DVD 2: (for students with behavior problems)

S-3 † S-4 S-5 † S-6 S-7 † S-8 S-9 †

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions/goals/pyramid	_____	_____
3. Brainstorm or buzz ideas for building relationships with students and parents	_____	_____
4. Role Play/Practices – connecting, greeting & rituals	_____	_____
5. Present rationale for proactive approaches	_____	_____
6. Brainstorm or buzz teacher suggestions for schedules, rules, nonverbal cues, making learning fun & classroom environment (use handouts)	_____	_____
7. Role Play/Practices – rules, transitions, circle time & commands	_____	_____
8. Buzz – rewrite commands (use handout)	_____	_____
9. Buzz – developmental expectations	_____	_____

- | | | |
|---|-------|-------|
| 10. Break out groups to begin behavior plans | _____ | _____ |
| 11. Set up buddies & explain rationale | _____ | _____ |
| 12. Explain importance of completing suggested activities and reading assignments | _____ | _____ |
| 13. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #1

**Handouts – Building Positive Relationships
& The Proactive Teacher**

- _____ Agenda
- _____ Teachers Thinking Like Scientists (Goals)
- _____ Suggested Activities for Month (2)
- _____ Building Positive Relationships (Suggested activities)
- _____ Proactive Teacher (Suggested activities)
- _____ Blackboard Notes about Building Positive Relationships*
- _____ Sample Survey Regarding Student’s Interests*
- _____ Ideas for Building Positive Relationships With Students*
- _____ Blackboard Notes about Preventing Problems
- _____ Teacher Pyramid
- _____ Show Me Five handout
- _____ Examples of Nonverbal Signals
- _____ Workshop #1 Behavior Plan Sheet
- _____ Functional Assessment Behavior Plan Checklist
- _____ Buzz—Classroom Schedule, Classroom Rules and Classroom Environment
- _____ Buzz—Promoting Responsibility, Changing Students’ Negative Reputation
- _____ Buzz—Goal Setting and Nonverbal Cues
- _____ Buzz—Building Relationships With Students*, Building Relationships With Parents*
- _____ Brainstorm—Rewriting Commands
- _____ Brainstorm—Record Sheet Special Connections
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Observation Self-Reflection Inventory and Self-Monitoring Checklist (to be used in every workshop)
- _____ Book—*Incredible Teachers*. Teachers are recommended to have a copy of this book.
- _____ Appendix: Teacher Evaluation

*(Handout found in Program 1, the rest are found in Program 2.)

Other Things to Bring:

Teaching Pyramid & teaching tool kit

Laminated Rules Cue Cards & "Show Me Five" poster

Prizes (e.g., "I can listen" stickers, hand stamps, bubbles, hand lotion, etc.,)

DVDs

Pocket Schedule

Workshop #2 (DVD 3)

Teacher Attention, Academic, Social, Persistence and Emotion Coaching, Encouragement & Praise

9:00 AM-12:00 PM

- I. **Topic of Morning: Teacher Attention, Academic, Social, Persistence and Emotion Coaching, Encouragement & Praise**
 - A. Discuss experiences with suggested activities from prior workshop (proactive strategies and behavior plan).
 - B. Ask about buddy calls.
 - C. Complete Proactive Teacher Program if not completed Workshop #1.

Key Concepts:

- Value of praise and encouragement being used by teachers to increase children's positive self-talk, to help them learn to self-evaluate and to promote prosocial behaviors
- Help teachers understand the perspective of children who have conduct problems & ADHD (negative self-talk, difficulty receiving praise, need for scaffolding, inability to self-evaluate, difficulty reading social cues, mistrust of adults, etc.,)
- Help teachers to understand the importance of using academic, persistence, social and emotion coaching with students
- Model ways to promote positive self-praise
- Setting up regular compliment circle times

- D. Brainstorm advantages of using praise. Then brainstorm barriers to being able to praise students.
- E. Begin Teacher Program 1: Vignettes 1-56 and Supplemental Vignettes S-10 to S-13.
- F. Identify target behavior for labeled praise and value of academic coaching (Vignettes 1–11).
- G. Whole Group Role Play: Ask 2–3 teachers to be students and one to be a teacher. While the “children” play, ask teachers to demonstrate academic coaching. Audience can also offer coaching comments. Follow by small group role play of academic coaching.
- H. Social coaching and encouragement (Vignettes 12–24, S-10 and S-11).
- I. Role play social coaching in large group and then small groups.
- J. Promoting self-esteem and persistence coaching (Vignette 25–37).
- K. Role Play/Practice persistence coaching (after Vignette 28).
- L. General praise (Vignettes 38–41).
- M. Role Play/Pracitce: praising parent or another teacher (after Vignette 41).
- N. Children learn self-praise and how to compliment peers (Vignettes 42–49).
- O. Emotion coaching “Buzzes” as recommended in manual.



Lunch

1:00-4:00 PM

II. Topic of Afternoon: Teacher Attention, Academic, Social, Persistence and Emotion Coaching, Encouragement & Praise, cont'd.

- A. Continue DVD 3 Vignettes.
- B. Small Group Break Out: Continue behavior plan and decide which behaviors will be praised and how these praise statements will be given.
- C. (Optional–this is covered in Workshop #6 and may be saved until that session.) For preschool and kindergarten teachers, show DVD 1: Part 2, Supplementals S-41 (Coaching Social Skills); S-42 (Social & Emotion Coaching Puzzle); S-43 (Coaching Kaylee).

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

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

V. Evaluation



Workshop #2

Teacher Checklist: DVD 3

Teacher Attention, Encouragement, Academic, Social, Persistence and Emotion Coaching & Praise

Teacher Vignettes 1-56

Supplemental Vignettes: S-10 to S-13

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 3:

Introduction†	1†	2†	3†	4†	5†	6†	7†	8†	9†	10		
11	12†	13†	14	15**	16†	17*	18†	19†	20†	21	22†	23
24	25**	26	27	28†	29**	30	31†	32	33*	34	35†	36
37*	38	39	40**	41	42†	43	44†	45†	46†	47†	48	49†
50†	51	52†	53†	54	55†	56						

Supplemental Vignettes:

S-10*† S-11*† S-12† S-13†

Teacher DVD 1, Part 2:

Coaching S-41 S-42 S-43 (optional/show in workshop #6)

- † Recommended core vignettes for ages 3-8 years
- * These vignettes are recommended for ages 3-4 years
- ** These vignettes are recommended for ages 5-8 years

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior suggested practice activities (behavior plan, proactive strategies)	_____	_____
3. Explain the rationale for praise programs	_____	_____
4. Introduce compliment circle (S-12, S-13)	_____	_____
5. Role Play/Practice Academic & Persistence coaching (large + small groups)	_____	_____
6. Role Play/Practice Social & Emotion coaching (large + small groups)	_____	_____
7. Buzz-Labeled Praise & Encouraging Statements (use Buzz handout)	_____	_____
8. Buzz-Self-Encouragement Bubble for Students (use Buzz handout)	_____	_____
9. Role Play/Practice-Proximal Praise & Praising positive social behavior	_____	_____
10. Buzz-Positive Forecasting Statements	_____	_____
11. Buzz-“Positive Opposite” exercise	_____	_____

Teacher Workshop Agendas and Checklists

- | | | |
|---|-------|-------|
| 12. Role Play/Practice ignore combined with praise for positive opposite | _____ | _____ |
| 13. Buzz (or Role Play/Practice)–Teaching Children to Compliment Each Other | _____ | _____ |
| 14. Discuss the importance of phone calls home to tell parents of child’s good days and happy grams home to parents | _____ | _____ |
| 15. Have small groups of teachers continue behavior plans | _____ | _____ |
| 16. Explain importance of completing suggested activities and reading assignments | _____ | _____ |
| 17. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #2

Handouts–Teacher Attention, Encouragement, Academic, Social, Persistence and Emotion Coaching & Praise Program

- _____ Agenda
- _____ Suggested Activities for Month
- _____ Workshop #2 Behavior Plan Assignment
- _____ Blackboard Notes about Attention, Praise and Encouragement
- _____ Examples of Behaviors to Praise & Encourage
- _____ Examples of Ways to Praise and Encourage
- _____ Coaching Children in Cooperative Play with Peers
- _____ Record Sheet: Praise & Encouragement
- _____ Self-encouragement Bubble (2)
- _____ Buzz–Teacher Praising Parents
- _____ Buzz–Encouraging Words
- _____ Buzz–Positive Forecasting
- _____ Buzz– Labeled Praise
- _____ Buzz–Teacher Self-Praise
- _____ Developing an Individual Behavior Plan
- _____ Teachers as Academic, Emotion and Social Coaches (3)
- _____ Pig Handouts (2)
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Self-Reflection–Attention, Coaching, Encouragement, and Praise
- _____ Evaluations

Other Things to Bring:

- Prizes for Teachers (Small books, incentives, self-care items)
- Feeling cue cards in pocket chart (if not doing workshop #6)
- “Compliment stickers”

Workshop #3 (DVD 4) Motivating Students Through Incentives

9:00 AM–12:00 PM

I. Topic of Morning: Motivating Students Through Incentives

- A. Discuss experiences with suggested activities from prior workshop (coaching & praise).
- B. Ask teachers to brainstorm or buzz appropriate behaviors for which they might use incentive programs. Talk about how they have used them.
- C. Brainstorm/Buzz advantages and disadvantages of incentives.
- D. Discuss why we need to use incentive programs for some students or for particular behavior problems.
- E. Brainstorm/Buzz low-cost and no-cost incentives.
- F. Show Teacher DVD 4 Vignettes and do recommended role plays. Practice using transition incentives and spontaneous rewards.



Key Concepts:

- Hard wax analogy
- Dispel the notion that praise & tangibles are bad for children-explain why such programs are important for behavior-problem children in particular
- Explain pitfalls of negative messages and negative notes to parents
- Importance of positive messages going home to parents
- How to set up incentive programs for some children and not everyone in the classroom
- Discuss different incentive systems (e.g. color card system)
- Brainstorm ideas for incentives for students
- Importance of involving parents in incentive programs
- Discuss teachers reinforcing themselves and other teachers

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Motivating Students continued

- A. Complete Teacher DVD 4 and show Supplemental Vignettes S-14 to S-23 for extra focus and role play practice for giving incentives and managing failure to get incentive.
- B. Small Group Activity: Using DVD 4, continue working on a behavior plan for a student who has a behavior difficulty.
Use the Assignment protocol (i.e., identify negative behaviors-where and when they occur, describe alternative desired behaviors, and plan specific reinforcement to use). Also plan how to involve the parent in the positive incentive program.
- C. Buzz-ways to involve parents in reward program and practice explaining incentive system to parent.
- D. Buzz-Reward Yourself. (use Buzz handout)

III. Topic: Dialogic Reading (optional depending on teachers' prior training in this)

- A. Demonstrate dialogic reading—introduce dialogic reading as “something teachers do but parents don’t know. How can teachers teach parents to do this?” Trainer models two very different styles of “reading”. (1) Reads with no interaction with child; (2) Dialogic reading approach.
- B. Practice small groups reading books with no words in groups of three: “child,” “parent,” and “teacher” roles.
- C. Optional—Show Parent Program 8: Vignettes 7–10, 12 or Interactive Reading program.



IV. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals

V. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet

VI. Evaluation

Workshop #3

Teacher Checklist: DVD 4

Motivating Students Through Incentives

Teacher DVD 4: Vignettes 1-29

Supplemental Vignettes: S-14 to S-23

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

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

Teacher DVD 4:

Introduction †	1**	2**	3**	4**	5 †	6	7†	8†	9	10		
11†	12†	13 †	14**	15	16	17	18*	19 †	20*	21†	22†	23†
24†	25†	26†	27†	28†	29†							

Supplemental Vignettes:

S-14* S-15† S-16† S-17** S-18 S-19 S-20 S-21 S-22 S-23

Optional Parent Program 8:

7 8 9 10 12

Optional Interactive Reading Program for Parents

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior suggested activities (praise and coaching programs)	_____	_____
3. Buzz–possible advantages of incentive approaches	_____	_____
4. Brainstorm/Buzz low-cost and no-cost incentives	_____	_____
5. Role Play/Practice using incentives for transitions, spontaneous rewards, and managing a student’s failure to earn a reward	_____	_____
6. Buzz–how to get parents involved in incentive programs	_____	_____
7. Role Play/Practice - explaining incentive system to parents	_____	_____
8. Have small groups of teachers continue to refine their behavior plans based on incentive programs	_____	_____
9. Explain, model and practice “dialogic reading” (optional)	_____	_____
10. Buzz–self-care and self reward (use Buzz–Reward Yourself handout)	_____	_____
11. Explain importance of completing suggested activities and reading assignments	_____	_____
12. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory	_____	_____

Workshop #3
Handouts–Incentives

- ___ Agenda
- ___ Suggested Activities for Month (Workshop 3)
- ___ Workshop #3 Behavior Plan Assignment
- ___ Blackboard Notes about Motivating Students
- ___ Making Learning Tangible
- ___ Examples of Classroom Rewards
- ___ Examples of Individual Positive Recognition
- ___ Sample Interest Survey (Handout in Program 5, 1st Workshop)
- ___ Blackboard Notes About Reading With CARE
- ___ Buzz–Reward Yourself
- ___ Buzz–Classroom Incentives
- ___ Sample Student of the Month
- ___ Daily Report Cards (Parents & Teachers as Partners)
- ___ Happy Grams for Xeroxing (16)
- ___ Dina’s Daily Behavior Charts
- ___ Wally’s Weekly Behavior Charts
- ___ Teacher-to-Parent Communication Form
- ___ Teacher Self-Reflection Inventory, Motivating Children Through Incentives
- ___ Evaluations

Other Things to Bring:

- Prizes & Incentives for Teachers
- Sample Behavior Charts
- Reward Spinning Wheel
- “Ask me how I shared” stickers

Workshop #4 (DVD 5)

Decreasing Inappropriate Behavior— Ignoring and Redirecting

9:00 AM–12:00 PM

I. Topic of Morning: Decreasing Inappropriate Behavior, DVD 5

- A. Discuss incentives and behavior plans which were implemented and ask for comments about reading assignments. Ask about dialogic reading approach.
- B. Buzz–discipline goals teachers want to accomplish and what they want to avoid.
- C. Buzz–Behaviors to Ignore
- D. Brainstorm-Ignoring Benefits/Barriers
- E. Show Teacher DVD 5: Part 1: Vignettes 1-32 with recommended role plays/practice for disruptive behaviors (Vignettes 3 & S-27)
- F. For preschool and kindergarten teachers, show S-27, S-28
- G. Show Supplemental Vignettes S-24 to S-29 for more focus on ignoring.

Key Concepts:

- Discipline hierarchies
- How to give effective instructions, and use distractions and redirections
- Understanding the importance of starting with the least intrusive approach
- Teaching children how to ignore other children’s misbehavior
- Understanding how to ignore effectively

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Decreasing Inappropriate Behavior, continued

- A. Continue showing vignettes.
- B. Role Play/Practice: Teaching students to ignore (see script).
- C. Role Play/Practice: Break into threes or model in front of whole group with two people playing children (misbehaving somewhat) so that the teacher can practice selective ignoring, when-then commands, and redirecting. (Vignettes 17, 19 & 23)
- D. Role Play/Practice: Teaching children how to ignore (see script).
- E. Buzz–strategies teachers use to stay calm.
- F. Role Play/Practice: Selective Ignoring.
- G. Buzz–Rewrite Negative Self-Talk (use handout).
- H. Role Play/Practice how to explain to parents behavior to ignore.
- I. Explain Transition Plan & show sample.
- J. Small Group Activity: Ask small groups of teachers to work on Workshop #4 Behavior Plan to include a discipline strategy for a student with a specific behavior problem.



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

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

V. Evaluation

Workshop #4

Teacher Checklist: DVD 5

Decreasing Inappropriate Behavior—Ignoring and Redirecting

Teacher DVD 5, Part 1: Vignettes 1-32

Supplemental Vignettes: S-24 to S-29

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

Teacher DVD 5, Part 1:

Introduction†	1†	2†	3†	4†	5†	6†	7†	8	9†	10		
11†	12†	13†	14†	15†	16†	17	18	19	20	21†	22	23**
24†	25†	26	27†	28†	29†	30†	31†	32†				

Supplemental Vignettes:

S-24 S-25 S-26 S-27*† S-28*† S-29

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior suggested practice activities (incentive strategies which worked)	_____	_____
3. Buzz—Goals for Discipline	_____	_____
4. Explain the rationale for discipline hierarchies	_____	_____
5. Explained least intrusive strategies such as warning, distractions and redirects	_____	_____
6. Buzz—Behaviors to Ignore and Positive Opposites	_____	_____
7. Role Play/Practice—Teaching children how to ignore	_____	_____
8. Role Play/Practice—Disruptive behavior/tantrum in circle time and selective ignoring	_____	_____
9. Buzz—Positive Coping & Calming Thoughts	_____	_____
10. Buzz—Rewrite Negative Self-Talk	_____	_____
11. Role Play/Practice - How to explain ignoring to parents	_____	_____
12. Have small groups of teachers continue to develop behavior plans which include discipline plan	_____	_____
13. Explain importance of suggested activities and reading assignments	_____	_____
14. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory	_____	_____

Workshop #4

Handouts—Ignoring & Redirecting

- _____ Agenda
- _____ Suggested Activities for Month (Workshop 4, Part 1)
- _____ Workshop #4 Behavior Plan Assignment (2)
- _____ Individual Behavior Plan
- _____ Blackboard Notes about Decreasing Inappropriate Behaviors
- _____ Sample Discipline Hierarchies (2)
- _____ Record Sheet: Commands
- _____ Buzz—Goals for Classroom Discipline
- _____ Praise “Positive Opposites”
- _____ Buzz—Natural and Logical Consequences
- _____ Buzz—Rewriting Negative Thoughts
- _____ Buzz—Ways to Stay Calm When Ignoring
- _____ Buzz—Behaviors to Ignore
- _____ Buzz—Selective Ignoring
- _____ Circle time Script—Ignore
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Self-Reflection Inventory, Proactive Discipline
- _____ Evaluations

Other Things to Bring:

- Calm Down Thermometer
- “I can control my anger” stickers

Workshop #5 (DVD 5 & 6)

Decreasing Inappropriate Behavior Part 1 & 2

–Follow Through With Consequences

9:00 AM–12:00 PM

- I. **Topic of Morning: Decreasing Inappropriate Behavior, DVD 5 Part 1**
 - A. Discuss behavior plans which were implemented and ask for comments about reading assignments. Ask about ignoring and redirecting strategies.
 - B. Continue showing Teacher DVD 5: Part 1: Vignettes 33–42 (Logical Consequences).
 - C. Buzz - Other consequences.
 - D. Role Play/Practice explaining consequences to children.
 - E. Role play and Practice teaching children to calm down with Calm Down Thermometer.
 - F. **Teacher DVD 6: Part 2:** Show introduction vignette.
Start by teaching basic time out to calm down steps using scenario 1.
 - G. Explain & model how to teach students to take a time out to calm down by showing vignettes S- 31, S-32, S-33.
 - H. Role play and Practice explanation and Time Out in small groups (see sample script).

Key Concepts:

- Helping children learn to self-regulate
- How to do Time Out/Calm Down in classroom
- How to explain Time Out to Calm Down to children–role play with puppets
- How to use color card systems (green patrol)
- How to use loss of privileges or work chores
- The importance of the ignoring technique as a strength
- How to use logical and/or natural consequences (not loss of privileges or work chores)

Lunch

1:00-4:00 PM

- II. **Topic of Afternoon: Decreasing Inappropriate Behavior**
 - A. Show Supplemental Vignettes S-34 to S-40 (consequences, time out and self regulation).
 - B. Role Play/Practice: Follow manual suggestions for role playing progressively from simple to more difficult Time Outs, interspersed with vignettes S-34 – S-40.
 - C. (Optional) Show vignettes 1–7 and discuss how to improve on the Time Out in these vignettes.



- D. Small Group Activity: Ask small groups of teachers to continue to work on Workshop #4 Behavior Plan to refine a discipline strategy for a student who is aggressive and/or noncompliant.
- E. Role Play/Practice how to explain to parents.
- F. Review Problem-Solving Worksheet.

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

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

V. Evaluation



Workshop #5

Teacher Checklist: DVD 5 & 6

Decreasing Inappropriate Behavior—Follow Through With Consequences

Teacher DVD 5, Part 1: Vignettes 32-42 (Decreasing Inappropriate Behavior)

Teacher DVD 6, Part 2: Vignettes 1-9 (Follow Through With Consequences)

Supplemental Vignettes S-30 to S-40

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

Teacher DVD 5, Part 1:

Introduction † 33* 34** 35 † 36 37 † 38 † 39 † 40 41 42

Teacher DVD 6, Part 2:

Introduction 1 2 3 † 4 5 6 7 8 † 9**

Supplemental Vignettes (DVD 6):

S-30 † S-31 † S-32 † S-33 † S-34 † S-35 † S-36 † S-37
S-38 † S-39 S-40 †

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior suggested practice activities (ignoring and redirects)	_____	_____
3. Teach basic Time Out to Calm Down steps to teachers	_____	_____
4. Role Play/Practice: Teaching Time Out to Calm Down	_____	_____
5. Role Play/Practice Doing Calm Down Time and variations by age group and degree of difficulty. Identify key principles	_____	_____
6. Buzz—Teachers share behaviors that result in Calm Down Time and where it is located in classroom	_____	_____
7. Buzz— Positive Coping and Calming Self-Statements (use handout)	_____	_____
8. Role Play/Practice: how to use the anger thermometer	_____	_____
9. Buzz—Effective use of a color card system	_____	_____
10. Buzz—Natural or Logical Consequences	_____	_____
11. Role Play/Practice—Explaining logical consequences buzzed	_____	_____
12. Have small groups of teachers continue to develop behavior plans which include discipline plan.	_____	_____
13. Role Play Practice—How to explain behavior plan to parents	_____	_____

- 14. Buzz—Teachers Working Like Scientists worksheets, complete _____
in small groups _____
- 15. Discuss Discipline Hierarchies worksheet _____
- 16. Review Managing Children’s Challenging Behavior
worksheet _____
- 17. Review Progress Made Toward Initial Goals _____
- 18. Explain suggested activities and reading assignments _____
- 19. Teachers complete folder with goals and self-monitoring
checklist & teacher observation self-reflection inventory _____

Workshop #5

Handouts—Follow Through With Consequences

- _____ Agenda
- _____ Suggested Activities for Month (Workshop 5)
- _____ Workshop #5 Behavior Plan Assignment
- _____ Using Time Out to Calm Down in the Classroom for Aggressive Behavior—
4–6 and 6–8 years. (2)
- _____ Responding to Child Dysregulation and Teaching Self-Regulation
- _____ Record Sheet: Procedure for Compliance Training
- _____ Sample Behavior Plan for Child With ADHD/Conduct Problems & Sample Template
- _____ Calm Down Thermometer
- _____ Functional Behavior Plan
- _____ Discipline Hierarchy Steps
- _____ Teachers Working Like Detectives: See What You’ve Learned
- _____ Problem Solving Worksheet for Managing Challenging Behavior
- _____ Buzz—Logical & Natural Consequences
- _____ Buzz—Coping & Calming Self-Talk
- _____ Buzz—Staying Calm When Using Time Out to Calm Down
- _____ Circle Time Script—Calm Down Thermometer and Explaining Using the Calm Down
Space
- _____ Time Out To Calm Down Is One of Many Tools
- _____ Teacher-to-Parent Communication Forms
- _____ Teacher Self-Reflection Inventory
- _____ Evaluations

Other Things to Bring:

- Tiny Turtle Puppet
- Wally’s Solution Kit (optional) & Problem-Solving Cue Cards (optional)

Workshop #6 (DVD 1 & 7)

Emotional Regulation, Social Skills and Problem-Solving Training

9:00 AM–12:00 PM

I. Topic of Morning: Teaching Children to be Socially Competent, Teacher DVD 1

- A. Discuss how behavior plans worked over past month; follow-up Discipline Hierarchies—use break out groups for this discussion.
- B. Show Teacher DVD 1, Part 1: Vignettes 12 and 13 and discuss ways to promote positive reputations for children at school. (brainstorm on blackboard)
- C. Teaching students to be responsible. Buzz—Promoting Student Responsibility in the Classroom (use handout).
- D. Show Teacher DVD 1: Part 1: Vignettes 14-30, with accompanying role play (Vignettes S-2, 22)
- E. Coaching social skills and emotional self-regulation. Show Supplemental Vignettes S-41 to S-46. (S-41, S-42, or S-43 may have been shown in Workshop #2, Coaching)



Key Concepts:

- Children need lots of practice to learn social skills
- Teacher can encourage student's responsibility and cooperative behavior in classroom by giving them classroom jobs, by encouraging them to help each other and by giving them choices
- Social coaching helps children master the components of social competence
- Emotion coaching (happy, sad, angry, frustrated, excited, worried) helps children gain control over their emotions and learn emotional literacy
- Persistence coaching helps children learn self-regulation and stay focused longer on a difficult task
- Negative reputations undermine children's social development

Lunch 1:00-4:00 PM

II. Topic of Afternoon: Teacher DVD 7

- A. Coaching problem-solving. Show Teacher DVD 7, Part 2: Vignettes 7-18.
- B. Show Supplemental Vignettes S-47 to S-55 (Problem-Solving Strategies).
- C. Role Play/Practice social, emotion & persistence coaching.
- D. Model using Wally Problem-Solving books (after Vignette S-48).
- E. Role Play/Practice—in small groups, practice using Wally books and puppets to teach problem solving (see circle time script).
- F. Buzz—problem solving scenarios for circle time & practice in small groups (after Vignette 16).
- G. Small Group Activity: Continue with the development of the behavior plan for a student with some behavior difficulties, identifying specific social skills which will be taught and how this will be accomplished.
- H. Ask groups to share their plans with each other.



- III. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals**
- IV. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet**
- V. Evaluation**
- IV. Celebration**
 - Give out Incredible Years certificate and celebrate with food!

Workshop #6

Teacher Checklist: DVD 1 & 7

Social Skills, Empathy Training, Emotion Regulation and Problem-Solving

Teacher DVD 1: Vignettes 12-30 (Building Positive Relationships)

Teacher DVD 7: Vignettes 7-18 (Emotional Regulation & Problem Solving)

Supplemental Vignettes: S-41 to S-55

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

Teacher DVD 1:

12 13† 14† 15 16† 17 † 18 19 † 20 † 21† 22† 23 24
 25† 26 † 27† 28* 29* 30†

Teacher DVD 7:

Introduction† 7† 8† 9† 10† 11† 12 13 14 15 16 17
 18

Supplemental Vignettes:

(S-41† S-42† S-43†) S-44† S-45† S-46† S-47** S-48 S-49 S-50** S-51** S-52*
 S-53† S-54 † S-55†

† Recommended core vignettes for ages 3-8 years (S-41, 42 and 43 may have been shown in Workshop #2.)

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior experience with Time Out & Negative Consequences	_____	_____
3. Role Play/Practice–Calls to parents and setting up peer helpers	_____	_____
4. Talk about ways to promote positive reputations	_____	_____
5. Buzz–Emotion words & explain rationale for emotional literacy	_____	_____
6. Buzz–Social Skills to Coach. Role Play/Practice social coaching	_____	_____
7. Role Play/Practice–Emotion coaching	_____	_____
8. Buzz–ways to coach children’s self-regulation	_____	_____
9. Explain Levels of Play handouts & use of prompts	_____	_____
10. Buzz & Practice (groups of five teachers)–typical problem scenarios to practice with students. Then pick one problem to practice problem solving using puppets (after Vignette 16)	_____	_____

- 11. Brainstorm solutions to put in "Pass the Hat" _____
- 12. Model and role play/practice using Wally Detective Problem-Solving book (after Vignette S-48) _____
- 13. Have small groups of teachers continue to develop behavior plans by adding the targeted social, emotion and problem solving training plans _____
- 14. Explain suggested activities and reading assignments _____
- 15. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory _____

Workshop #6

Handouts—Social Skills, Empathy, Emotion Regulation and Problem-Solving

- _____ Agenda
- _____ Suggested Activities for Month
- _____ Blackboard Notes about Problem Solving
- _____ Solutions for Children
- _____ Buzz—Promoting a Sense of Responsibility
- _____ Buzz—Changing Students’ Negative Reputations
- _____ Buzz—Promoting Children’s Self Regulation
- _____ Buzz—Emotional Literacy
- _____ Buzz—Social Coaching
- _____ Wally’s Problem Solving Steps
- _____ Circle Time Script—Problem Solving
- _____ Tiny Turtle’s Anger Management Steps
- _____ Academic, Social & Emotion Coaching Checklists (3)
- _____ Workshop #6 Behavior Plan Assignment
- _____ Ripple Effects
- _____ Coaching Child Developmental Levels (3)
- _____ Teacher-to-Parent Communication Form
- _____ Teacher Self-Reflection Inventory, Emotion Regulation, Social Skills & Problem Solving
- _____ Evaluations

Other Things to Bring:

Certificates, Tiny Turtle Puppet/ Large and Small Wally Books/ Solution Kit (optional), Feelings Cue Cards

