



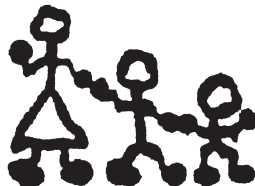
***Teacher Classroom Management
Program***

***Agendas and Checklists
for 18 2 1/2 - 3 hour sessions
for Each Workshop***

- 1. Agendas for Each Weekly Workshop Session***
- 2. Checklists (7) for Main Topics***



NOTE: The standard 6 monthly full day workshops have been divided into 18 shorter workshop sessions that can be offered weekly or mixed in with some full day workshops. Classroom assignments can be spread out over 3-4 weeks.



Agendas and Checklists for Weekly Workshops

The total teacher training classroom management group discussion program has been designed and researched by delivering it in 6 one-day workshops offered monthly and takes approximately 42-48 hours to complete. It is important that there is time between workshops so that participants can practice skills learned and complete classroom activity assignments. This experience is considered important to the teachers' learning and self-reflections.



These checklists have divided up the training into smaller training units so that the program can be offered as an after-school program on a 2 ½ - 3 hour weekly basis. Additionally, new supplemental vignettes have been added that can provide further teaching in concepts especially relevant for individual teachers managing more children with behavior problems. Showing these vignettes will lengthen the training time.

The trained IY group leaders use the DVDs in the following sequence:

- DVD 1 Building relationships with students (Sessions 1 & 2)
- DVD 2 The Proactive Teacher (Session 3)
- DVD 3 The Importance of Teacher Attention, Encouragement and Praise (Sessions 4-6)
- DVD 4 Motivating Students Through Incentives (Sessions 7-9)
- DVD 5 Decreasing Inappropriate Behavior - Ignoring & Redirecting (Sessions 10-12)
- DVD 6 Decreasing Inappropriate Behavior - Time Out & Consequences (Sessions 13-15)
- DVD 7 Social Skills, Empathy Training and Problem Solving (Sessions 16-18)

Recommendations

- IY group leaders delivering this curriculum should be first trained in an IY authorized 3-day training program 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.
- 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.
- Sessions 16-18 are optional if teachers are proceeding to be trained in Classroom Dinosaur Curriculum, but required if this is not the case.
- 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 working with 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.



Session #1 (DVD 1)
Part 1: Building Positive Relationships With Students

I. Welcome & Introductions

- A. Greet each teacher.
- B. Introduce self and other teachers (use name tags).
- C. Ask teachers to share their goals for the workshop (list on board).
- D. 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. Session Topic: Building Relationships With Students (DVD 1)

- A. Show Vignette S-30 on DVD #5. Do not show narration and pause as teacher starts to take away game. Ask teachers 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. Next have teachers brainstorm how the parents and then the teachers of these children feel. Reflect on the three lists.
- B. Transition into the next topic by talking about barriers to developing relationships with such children.
- 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).
- D. Show Teacher Part 1: Vignettes 1-4. (DVD 1)
 - Introduction Narration
 - Vignette 1 – Teacher commenting on child’s book
 - Vignette 2 – Bonnie squirting water bottle in circle time
 - Buzz: Being playful
 - Vignette 3 – Medicine for bear/addition rap
 - Vignette 4 – You have the train to yourself
- E. Role Play/Practice: Making a connection with child who is sad or withdrawn (after vignette 4)
- F. Summary of Learning

Key Concepts: Building Relationships (Sessions 1-2)

- 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

V. Complete Teacher Folder – Personal Goals for the Week

VI. Review Suggested Practice Activities for Workshop #1 – reading chapter

VII. Evaluation

Session #2 (DVD 1)
Part 1: Building Positive Relationships With
Students continued ~ Partnering with Parents

- I. **Welcome Back**
 - A. Feedback on teachers work towards their goals.
 - B. Discuss reading assignment and/or any new relationship building strategies teachers tried during the week.
- II. **Review Workshop Rules**
- III. **Continuation of Topic: Building Relationships With Students (DVD 1)**
 - A. Show Teacher Part 1: Vignettes 6-12 and S-1. (DVD 1)
Vignette S-1 – Special time with Carolyn and Nahom
Vignette 6 – Teacher draws metro bus for child
Vignette 7 – Individual greetings – Mr H greets students
Vignette 9 – “More we get together”
Buzz: Hello and good bye rituals; daily greetings
Vignette 11 – Discouraged child “see you were able to do this”
Vignette 12 – “kicked out of school” (optional)
 - B. Role Play/Practices: Responding to a discouraged child (after Vignette 11)
 - C. Show Vignette S-2 – Carolyn talks with parent
 - D. Role Play/Practice: Practice making a connection with a parent either in a phone call or personal meeting (after vignette S-2).
 - E. Summary of Learning
- IV. **Complete Teacher Self-Reflection Inventory**
- V. **Set Personal Goals for the Week**
- VI. **Review Classroom Suggested Practice Activities– reading chapter, contacting parents**
- VII. **Evaluation**

Session #1 & 2
Teacher Checklist: DVD 1
Developing Relationships With Students

Teacher DVD 1: Vignettes 1–11 Supplemental Vignettes S-1, S-2

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 †
 12 †

Supplemental Vignettes in DVD 1:

S-1 † S-2 †

† 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. Make a list of participant goals	_____	_____
4. Explain teaching pyramid	_____	_____
5. Brainstorm or buzz ideas for building relationships with students	_____	_____
6. Role Play/Practice – connecting with a withdrawn child and/or discouraged child	_____	_____
7. Role Play/Practice – greetings & rituals	_____	_____
8. Brainstorm or buzz ideas for building relationships with students' parents and involving them in their child's learning (review sample letter to parents)	_____	_____
9. Role Play/Practices – talking to parents	_____	_____
10. Complete and discuss teacher self-reflection inventory for building relationships	_____	_____
11. Encourage teachers to set personal goals	_____	_____
12. Explain importance of completing suggested activities and reading assignments	_____	_____

Session #1 & #2
Handouts—DVD 1 Developing Relationships

- Teachers Thinking Like Scientists (Goals)
- Suggested Activities (2) (Workshop #1)
- Building Positive Relationships (Suggested activities)
- Blackboard Notes about Building Positive Relationships
- Sample Survey Regarding Student's Interests
- Ideas for Building Positive Relationships With Students
- Teacher Pyramid
- Buzz—Building Relationships With Students
- Brainstorm—Record Sheet Special Connections
- Teacher Self-Reflection Inventory
- Evaluations for each session
- Book—*Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*. Teachers are recommended to have a copy of this book.

Other Items to Bring:

- Teacher Session Evaluation (in appendix)
- Bring Teaching Pyramid and Teaching Tool Kit

Session #3 (DVD 2)

The Proactive Teacher

I. Welcome Back

- A. Feedback on teachers' work towards their goals.
- B. Discuss reading assignment and/or any new relationship building strategies teachers tried with parents or children during the week; role play or practice any difficulties or successes.

II. Topic: Proactive Teacher – Preventive Approaches (DVD 2)

Rules

- A. Show Teacher DVD 2: Vignettes 1, S-3, S-4
Vignette Introduction & 1 – Talking about rules
Vignette S-3 – Talking about rules
- B. Buzz: Classroom rules
- C. Show Vignette S-4 – Dinosaur chip challenge
- D. Show the “Show Me Five” rules poster, or garden glove and rules cards. Model how to use one of them.
- E. Role Play/Practice: Explaining rules or show me five poster to students.

Physical Placement

- A. Buzz: Classroom environment. (Vignettes 2,3) (optional).
- B. Vignette 4 – Gold fish crackers

Transitions

- A. Show Vignettes 6-10
Vignette 6 – Narration and 2-minute warning
Vignette 7 – Count to ten, Mrs. B.
Vignette 8 – 3 minutes left to play, Bonnie
Vignette 9 – Bye-bye bubbles, Bonnie
Vignette 10 – Singing to start circle
- B. Role Play/Practice: Transition from work time to snack or circle time to center time.

Schedules

- A. Buzz: Schedules
- B. Show Vignettes S-5, S-6, S-7, S-8, S-9
Vignette S-5 – Narration, greetings, classroom jobs, sample schedule
Vignette S-6 – Transition to small groups
Vignette S-7 – Opening Dinosaur Circle Time (Jamila)
Vignette S-9 – Wiggle break Tony
- C. Role Play/Practice: Opening circle time
- D. Show sample schedule with pockets and how to use for students with transition problems.

Getting and Holding Children's Attention

- A. Show Vignettes 11-20

Clear Commands

- A. Show Vignettes 25 – Getting ready for recess; 26 – Negative Commands
- B. Buzz: Re-write negative commands in positive language (see handout); practice
- C. Show Vignettes 38 – Choice; 39 – Get a book
- D. Buzz: Choices that would work in classroom

Nonverbal Signals, Prompts and Reminders

- A. Introduce Dina cue cards (raised hand up, working hard) and Brainstorm their ideas of nonverbal signals.
- B. Show Vignettes 40, 42, 43
- C. Buzz: Nonverbal signals
- D. Buzz: Realistic developmental expectations
- E. Show Vignette 51 – Reminder

III. Small Group Activity: Behavior Plan.

Using the behavior plan sheet explain how to do the first section of the behavior plan. Break up into small groups or buddies to start to develop a behavior plan for a particular student. This should include specific plans for relationship and proactive strategies.

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
- Involving parents in understanding classroom rules and extending learning to home (Teacher-to-Parent Home Communication e-letters)

IV. Complete Teacher Self-Reflection Inventory (Proactive Teacher)

V. Set Personal Goals

VI. Review Classroom Suggested Practice Activities - Reading and Parent Involvement

VII. Evaluation

Session #3

Teacher Checklist: DVD 2 – Proactive Teacher

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 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. Review classroom activities and readings	_____	_____
3. Present rationale for proactive approaches	_____	_____
4. Role Play/Practices – classroom rules, nonverbal cues, environment, routines, schedules and transitions and making learning fun (handouts)	_____	_____
5. Role Play/Practice - opening circle time	_____	_____
6. Brainstorm or buzz teacher suggestions for holding students' attention (use handouts)	_____	_____
7. Brainstorm or buzz and practice positive commands–rewrite commands (use handout)	_____	_____
8. Buzz – developmental expectations	_____	_____
9. Break out groups to begin behavior plans	_____	_____
10. Set up buddies & explain rationale	_____	_____
11. Explain importance of completing suggested activities and reading assignments	_____	_____
12. Teachers complete teacher self-reflection inventory for proactive teaching and set personal goals	_____	_____

Session #3 (DVD 2)
Handouts– Proactive Teacher

- Suggested Activities (Workshop #1)
- Proactive Teacher (Suggested activities)
- Blackboard Notes about Preventing Problems
- 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
- Brainstorm—Rewriting Commands
- Teacher-to-Parent Communication Home Activity – Classroom and Family Rules
- Teacher Self-Reflection Inventory (to be used in every workshop)
- Evaluations for each session
- Book—*Incredible Teachers: Nurturing Children’s Social Emotional and Academic Competence*

Other Things to Bring:

- Laminated Rules Cue Cards & “Show Me Five” poster and/or School Rules garden glove
- Prizes (e.g. “I can listen” stickers, hand stamps, bubbles, hand lotion, etc.)
- DVDs
- Pocket Schedule

*See Teacher-to-Parent Communication Letters (Family Classroom Rules & Encouraging Your Child’s Social Skills) on website

 <http://www.incredibleyears.com/Resources/TP.asp>

Session #4 (DVD 3) Teacher Attention, Academic Coaching, Encouragement & Praise

- I. **Welcome Back**
 - A. Discuss experiences with suggested activities and goals from prior session (proactive strategies and behavior plan).
 - B. Ask about buddy calls.
- II. **Review and Catch Up Proactive Teacher Session – complete if not finished prior session.**
- III. **New Topic: Teacher Attention, Coaching, Encouragement & Praise**
 - A. Brainstorm: Advantages of using praise. Then brainstorm barriers to being able to praise students.
 - B. Begin DVD 3: Introduction Narration
 - C. Show Vignettes 1-4 – Identify target behaviors

Academic Coaching

- A. Brainstorm/Buzz: Academic Coaching scripts and concepts
- B. Role Play/Practice: Academic coaching in large and small groups
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.

Value of Specific Labeled Praise

- A. Identify target behavior for labeled praise and value of academic coaching
- B. Show Vignettes 5, 6, 7 – Labeling praise
- C. Buzz: Encouraging words
- D. Show Vignettes 8, 9 – Improving praise
- E. Buzz/Brainstorm: Statements teachers use to praise
- F. Show vignette 10 and replay vignette with academic coaching and praise

Key Concepts: Teacher Attention, Coaching & Praise (Sessions 4-6)

- 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
- Identifying positive opposite behaviors
- Involving parents in persistence and social coaching at home

- IV. **Goal setting – make list of academic behaviors to coach**
- V. **Review Classroom Suggested Practice Activities**
- VI. **Evaluation**

Session #5 (DVD 3)
Teacher Attention, Social Coaching, Encouragement & Praise
Continued

- I. **Welcome Back**
 - A. Discuss experiences with academic coaching and praise goals from prior session.
 - B. Ask about buddy calls.

- II. **Topic: Promoting Social Competence with Praise**
 - A. Show Vignettes 12 and 13
 - B. Buzz: Social behaviors to praise
 - C. Show Vignettes 15, 16
 - D. Role Play/Practice: Praising social behaviors
 - Vignette Narration before Vignette 18 – All students
 - Vignette 19 – Bonnie

- III. **Topic: Social Coaching**
 - A. Show Vignettes 12-24 (select)
 - Vignette S-10 – Teacher as coach social skills/Juanu waiting
 - Vignette S-11 – Praising social skills, problem solving/Juanu sharing/Frankie
 - B. Buzz: Social Coaching scripts
 - C. Role Play/Practice: Social coaching in large group and then small groups

- IV. **Proximal Praise**
 - A. Vignette 20 – Asian teacher, team compliments
Vignette 22 – Bonnie, sharing, waiting
 - B. Role Play/Practice: Proximal praise

- V. **Topic: Involving Parents in Coaching and Praising Targeted Behaviors**
 - A. Discuss IY letters to parents from teachers (see handout)
 - B. Role Play/Practice: Discussion with parents about targeted social, emotional and academic behaviors to coach and praise

- VI. **Goal Setting – Make list of social behaviors to praise**
- VII. **Complete Teacher Self-Reflection Inventory – Praise**

Teachers complete this checklist and determine goals
- VIII. **Set Personal Goals**
- IX. **Review Classroom Suggested Practice Activities**
- X. **Evaluation**

Session #6 (DVD 3 & 7)
Teacher Attention, Persistence Coaching, Encouragement & Praise Continued

- I. **Welcome Back**
 - A. Discuss experiences with social coaching and praise goals from prior session.
 - B. Ask about buddy calls.

- II. **Topic: Promoting Self-Esteem and Persistence Coaching**
 - A. Show Narration before Vignette 25 – Intrinsic vs extrinsic praise
Vignette 25 – Good thinking, persistence coaching
 - B. Buzz: Persistence coaching words and scripts
 - C. Show Vignette 28, 29
 - D. Role Play/Practice: Persistence coaching
 - E. Show Vignette 31 – Positive forecasting
 - F. Buzz: Positive forecasting

- III. **General Praise to Others**
 - A. Vignettes 33, 35 – Teaching responsibility
 - B. Vignette 37 – Friendship skills Bonnie
 - C. Vignette 40 – Hard stuff
 - D. Buzz: “Positive opposites”
 - E. Vignette 41 – Doubling the impact
 - F. Practice praising another teacher in group and discuss importance of praising parent and positive messages home (after Vignette 41)

- IV. **Children Learning Self-Praise & to Compliment Others**
 - A. Vignettes 42-47
 - B. Practice prompting children to praise (after vignette 44 – Ben chooses a friend)
 - C. Compliment Circle S-12 – Peter
Vignette S-13 – Compliment song
Vignette 49 – Applause self

- V. **Physical Warmth**
 - A. Vignettes 52, 53

- VI. **Topic: Emotion Coaching DVD 7 (optional, more coaching will be covered in last problem solving unit)**
 - A. Vignettes S-42 – Social and Emotion Coaching – 4 boys & Jamila, Puzzle
 - B. Buzz: Words and emotion coaching scripts to promote emotional literacy

- VII. **Small Group Activity Behavior Plan**

Using the behavior plan sheet for this unit, continue working on behavior plan where emphasis is now on adding various coaching methods and targeted positive opposite behaviors to praise for individual students. Break up into small groups or buddies to work on these behavior plans.

- VIII. Review Teacher Self-Reflection Inventory - and Set Personal Goals
- IX. Review Classroom Suggested Practice Activities
- X. Evaluation

Sessions #4,5,6

Teacher Checklist: DVD 3 – Teacher Attention, Encouragement, Coaching Methods & Praise

Teacher DVD 3: 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†

† 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 coaching methods	_____	_____
4. Role Play/Practice Academic coaching (large + small groups)	_____	_____
5. Buzz: Social coaching statements/scripts	_____	_____
6. Target behaviors to praise	_____	_____
7. Role Play/Practice Social coaching (large + small groups)	_____	_____
8. Introduce compliment circle (S-12, S-13)	_____	_____
9. Buzz - Persistence Coaching scripts	_____	_____
10. Role Play/Practice Persistence coaching	_____	_____
11. Buzz–Labeled Praise & Encouraging & Persistence Statements (use Buzz handout)	_____	_____
12. Buzz–Self-Encouragement Bubble for Students (use Buzz handout)	_____	_____
13. Role Play/Practice–Proximal Praise & Praising positive social behavior	_____	_____
14. Buzz–Positive Forecasting Statements	_____	_____

Workshop Agendas and Checklists

DID I	YES	NO
15. Buzz–“Positive Opposite” exercise	_____	_____
16. Role Play/Practice ignore combined with praise for positive opposite	_____	_____
17. Buzz (or Role Play/Practice)–Teaching Children to compliment each other	_____	_____
18. Buzz: Emotion Coaching Scripts	_____	_____
19. Role play/Practice: Emotion coaching	_____	_____
18. Discuss the importance of phone calls home to tell parents of child’s days and happy grams home to parents	_____	_____
19. Have small groups of teachers continue working on behavior plans	_____	_____
20. Explain importance of completing suggested activities and reading assignments	_____	_____
21. Teachers complete self-reflection inventory	_____	_____

Sessions 4,5,6
Handouts–Teacher Attention, Encouragement, Coaching & Praise Program (See DVD 3)

___ Suggested Activities (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 (Workshop #2)

___ Teachers as Academic, Emotion and Social Coaches (3)

___ Teacher-to-Parent Communication Home Activity - Encouraging your child’s persistence and patience

___ Pig Handouts (2)

___ Evaluations for each session

___ Teacher Self-Reflection Inventory–Attention, Coaching, Encouragement, and Praise

Other Things to Bring:

___ Prizes for Teachers (Small books, incentives, self-care items) “Compliment stickers”

*See Teacher-to-Parent Communication Letters (Encouraging your child’s persistence & patience) on website

Session #7 (DVD 4)

Motivating Students Through Incentives

- I. **Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (social and persistence coaching & labeled praise).
 - B. Discuss reading chapter.
- II. **Review and Catch up Coaching & Praise Session -- Complete if not finished in prior session**
- III. **New Topic: Using Incentives**
 - A. Brainstorm/Buzz: Advantages and disadvantages of incentives.
 - B. Ask teachers to brainstorm or buzz appropriate behaviors for which they might use incentive programs. Talk about how they have used them.
 - C. Discuss why we need to use incentive programs for some students or for particular behavior problems.
 - D. Show DVD 3 – Introduction narration
Vignette 1 – Tickets handed out
 - E. Brainstorm/Buzz: Low-cost and no-cost incentives
 - F. Vignettes 2 – Counting Tickets; 3 – Group Incentives
 - G. Role play/Practice: Using transition incentives
 - H. Vignettes 4 – Stars
 - I. Show and replay S-14 –green patrol; replay to make more developmentally effective
 - J. Brainstorm/Buzz: Group incentives
 - K. Show S-15 homework & S-16 spontaneous incentives

Key Concepts: Motivating Students (Sessions 7-9)

- 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
- Involving parents in incentive planning and extending child learning to home setting

- IV. **Talk about Teacher-to-Parent Communication Home Activities - Encouraging your child's social skills**
- V. **Complete Teacher Self-Reflection Inventory for Incentives & Set Personal Goals**
- VI. **Review Classroom Suggested Practice Activities**
- VII. **Evaluation**

Session #8 (DVD 4)
Motivating Students Through Incentives continued

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (incentives for individuals).
 - B. Discuss reading chapter.

- II. Topic: Using Incentives continued**
 - A. Bean System
Show Vignette 5 – Bean system; 7 & 8 – Beans
 - B. Role Play/Practice: Responding to a student who doesn't earn a reward
 - C. Spontaneous Incentives
Show Vignettes 11,12, 13 – Fish crackers
 - D. Team and Group Incentives
Show Vignettes 14, S-17, S-19

- III. Special Privileges**
 - A. Show Vignettes 19, 20, 21
 - B. Brainstorm/Buzz: Special privileges
 - C. Show Vignettes 22, 23
 - D. Role Play/Practice: Getting a student to reward another student (after Vig 23)
 - E. Show Vignettes 24, 25, 26, S-16

- IV. Small Group Activity Behavior Plan (optional - could do in Session #9)**

Using the behavior plan sheet for this topic continue working on behavior plan where emphasis is now on adding incentives for targeted behaviors for individual students or groups. Break up into small groups or buddies to work on these behavior plans.

- V. Review Teacher Self-Reflection Inventory for Incentives & Set Personal Goals**
- VI. Review Classroom Suggested Practice Activities**
- VII. Evaluation**

Session #9 (DVD 4)
Motivating Students Through Incentives continued ~
Involving Parents

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (use of incentives in behavior plans).
 - B. Success with reaching goals – barriers.
 - C. Discuss reading chapter.

- II. Topic: Involving parents in incentive planning**
 - A. Show Vignettes 27, 28
 - B. Brainstorm/Buzz: Ways to involve parents in incentive programs
 - C. Show Vignette 29 – Teacher and parent collaboration
 - D. Role Play/Practice: Talking to a parent about an incentive system that extends learning in the classroom to the home
 - E. Discuss letters to parents

- III. Topic: Teacher self-care and self-rewards**
 - A. Brainstorm/Buzz: Ways teachers can refuel themselves and get support from others (use buzz handout)

- IV. Topic: Dialogic Reading (optional)**
 - A. Demonstrate dialogic reading
 - B. Practice small groups reading with no words in groups of 3; child/parent and teacher roles
 - C. Optional - Show parent program 8: vignettes 7-12, or, interactive reading program

- V. Small Group Activity Behavior Plan**

Using the behavior plan sheet for this topic continue working on behavior plan and refining use of coaching, praise and incentives for targeted behaviors for individual students or groups. Write up ways parents will be involved. Break up into small groups or buddies to work on these behavior plans.

- VI. Review Teacher Self-Reflection Inventory for Incentives & Set Personal Goals**
- VII. Review Classroom Suggested Practice Activities**
- VIII. Evaluation**

SESSIONS #7,8,9
**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 vignettes shown.)

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

† 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 (praise and coaching methods)	_____	_____
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. Discuss Teacher-to-Parent Communication Home Activity Letter	_____	_____
9. Have small groups of teachers continue to refine their behavior plans based on incentive programs	_____	_____
10. Explain, model and practice “dialogic reading” (optional)	_____	_____
11. Buzz: Self-care and self reward (use Buzz–Reward Yourself handout)	_____	_____
12. Explain importance of completing suggested activities and reading assignments	_____	_____

DID I

YES

NO

13. Teachers complete self-reflection inventory (incentives) and set goals

Sessions #7,8,9 Handouts–Incentives (See DVD 4)

- ___ Agenda
- ___ Suggested Activities for Incentive Topic (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 Home Activities - Encouraging your child’s social skills
- ___ Evaluations for each session
- ___ Teacher Self-Reflection Inventory, Motivating Children Through Incentives

Other Things to Bring:

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

*See Teacher-to-Parent Communication Letters (Compliment Time) on website

 <http://www.incredibleyears.com/Resources/TP.asp>

Sessions #10 (DVD 5)

Decreasing Inappropriate Behavior– Ignoring and Redirecting

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (use of incentives in behavior plans and parent involvement).
 - B. Success with reaching goals – barriers.
 - C. Discuss reading chapter.

- II. Topic: Discipline Goals**
 - A. Brainstorm/Buzz: Discipline Goals teachers want to accomplish and what they want to avoid
 - B. Discuss/explain first steps on the Discipline Hierarchy

- III. Topic Ignoring Technique**
 - A. Show Introductory Narration
Vignette 1 – Checking student’s work
 - B. Brainstorm/Buzz: Behaviors to ignore
 - C. Show Teacher DVD 5 Vignettes 2 & 3
 - D. Role Play/Practice: Ignoring off task behavior
 - E. Show Vignettes 4,5,6, S-24, S-25, S-26, S-27 (disruptive behaviors Jeremiah, Kaylee, Emani)
 - F. Role Play/Practice: Ignoring tantrum in circle time
 - G. Buzz: Behaviors to ignore and positive opposites to praise (use handout)

- IV. Staying Calm**
 - A. Buzz: Strategies teachers use to stay calm (see handout)

Key Concepts: Decreasing Inappropriate Behaviors (Sessions 10-12)

- 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
- Involving parents in the behavior plan and ignore technique

- V. Review Teacher Self-Reflection Inventory for Incentives & Set Personal Goals**
- VI. Review Classroom Suggested Practice Activities**
- VII. Evaluation**

Session #11 (DVD 5)

Decreasing Inappropriate Behavior– Ignoring and Redirecting

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (use of ignoring and calm down strategies tried).
 - B. Success with reaching goals – barriers.
 - C. Discuss reading chapter.

- II. Topic: Teaching Students to Ignore**
 - A. Show Vignette S-28 – Teaching children to ignore
Vignette S-29 – Children praised for ignoring
 - B. Role Play/Practice: Teaching students about ignoring in circle time (see script)

- III. Topic: Nonverbal Redirecting**
 - A. Vignette 7 & 9 & 11– Nonverbal cues and wait (11)

- IV. Topic: Positive Verbal Redirecting**
 - A. Vignettes 12-16
 - B. Show Vignette 17 and rewrite to more positive approach
 - C. Role Play/Practice: Replay Vignette 17
 - D. Show Vignette 20 – Replay with positive redirect

- V. Topic: Helping the Highly Distractible and Disengaging Student**
 - A. Vignette 22– Jeannette
 - B. Buzz: Selective ignoring (see handout)
 - C. Vignette 23 – Jeannette continued and interview
 - D. Role Play/Practice: Contrasting style. 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.

- VI. Staying Calm**
 - A. Buzz: Self-talk strategies teachers use to stay calm (see handout)
 - B. Rewrite Negative Self-talk (use handout)

- VII. Complete Teacher Self-Reflection Inventory for this topic and identify goals**
- VIII. Review Classroom Suggested Practice Activities**
- IX. Evaluation**

Session #12 (DVD 5)

Decreasing Inappropriate Behavior– Ignoring and Redirecting

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (teaching children to ignore, self-talk calm down strategies tried and parent involvement).
 - B. Success with reaching goals - barriers.
 - C. Discuss reading chapter.

- II. Topic: Reminders and Warnings**
 - A. Show Vignettes – 24, 25, 27, 28
 - B. Buzz: Other ways teachers use reminders or warnings

- III. Topic: Helping the Impulsive Student**
 - A. Vignette 29,30,31– Reminders, physical redirect with Hanook, and encouraging verbal skills

- IV. Topic: Coping with Tantrums**
 - A. Vignette 32 – Bubble table/Hanook
 - B. Role Play/Practice: Ignoring and Redirect

- V. Explaining to Parents about Ignoring**
 - A. Brainstorm: Ways to involve parents in understanding the ignore strategy and partnering with them on target behaviors to ignore
 - B. Discuss Compliment Time Home Activity

- VI. Small Group Activity Behavior Plan & Transition Plan**

Using the behavior plan sheet for this topic continue working on behavior plan and refining use of ignoring, redirections, positive redirects for targeted behaviors for individual students or groups. Write up ways parents will be involved. Break up into small groups or buddies to work on these behavior plans. Explain transition plan and show sample.

- VII. Review Teacher Self-Reflection Inventory for this topic and identify goals**
- VIII. Review Classroom Suggested Practice Activities**
- IX. Evaluation**

SESSIONS #10, 11, 12
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 vignettes shown.)

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 ignoring, 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 and ways to involve parents	_____	_____
13. Explain importance of suggested activities and reading assignments	_____	_____
14. Teachers complete folder with goals and teacher self-reflection inventory	_____	_____

Sessions #10, 11, 12 Handouts (DVD 5)

- Agenda
- Suggested Activities for Month
- Behavior Plan Assignment
- 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 Evaluations
- Teacher-to-Parent Communication Home Activities – Compliment Time
- Teacher Self-Reflection Inventory
- Proactive Discipline
- Evaluations for each session

Other Things to Bring:

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

*See Teacher-to-Parent Communication Letters (Calm Down) on website



<http://www.incredibleyears.com/Resources/TP.asp>

Session #13 (DVD 5)
**Decreasing Inappropriate Behavior Part 1 & 2 –Follow
Through With Consequences**

- I. **Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (teaching children to ignore, self-talk calm down strategies tried & parent involvement efforts).
 - B. Success with reaching goals and follow through with behavior plans.
 - C. Share some behavior plans.
 - D. Discuss reading chapter.

- II. **New Topic: Negative Consequences**
 - A. Review the next steps in the Discipline Hierarchy
 - B. Show Introductory Narration and discuss

- III. **Topic: Natural and Logical Consequences**
 - A. Vignettes 33, 34, 35
 - B. Brainstorm/Buzz: Consequences teachers use and developmental appropriateness
 - C. Vignettes 37, 38
 - D. Role Play/Practice: Differential attention
 - E. Vignette S-30 – Game removed

- IV. **Topic: Moving the Child**
 - A. Vignette 39 – Jamaal

- V. **Topic: Loss of Privileges**
 - A. Vignette 41, 42

Key Concepts: Consequences (Sessions 13-15)

- Helping children learn to self-regulate
- How to do Time Out/Calm Down in classroom
- How to explain Time Out to children–role play with puppets
- How to use color card systems (green patrol)
- How to use loss of privileges or work chore
- The importance of the ignoring technique as a strength
- How to use logical and/or natural consequences (loss of privileges or work chores)
- Involving parents in understanding the discipline hierarchy

- VI. **Small Group Activity Behavior Plan & Transition Plan**

Using the behavior plan sheet for this topic continue working on behavior plan and refining use of discipline strategies for targeted misbehaviors for individual students or groups as well as positive opposites for teacher attention. Break up into small groups or buddies to work on these behavior plans. Explain transition plan and show sample.

- VII. **Review Classroom Suggested Practice Activities**
- VIII. **Evaluation**

Session #14 (DVD 5 & 6)
Decreasing Inappropriate Behavior - Time Out

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (discipline approaches and consequences).
 - B. Success with reaching goals and follow through with behavior plans.
 - C. Share some behavior plans.
 - D. Discuss reading chapter.

 - II. New Topic: Teaching Time Out**
 - A. Show Introductory Narration DVD 6
 - B. Teach basic Time Out steps using first handout of simple Time Out

 - III. Topic: Teaching Time Out to Students**
 - A. Vignette S-31 – Explaining Time Out
 - B. Role Play/Practice: Explaining Time Out (see script for teachers)
 - C. Vignette S-32 – Practicing Time Out
 - D. Vignette S-33 – Children teach Wally
 - E. Role play/Practice: In small groups – explaining Time Out using the anger thermometer

 - IV. Topic: Practice and Use of Time Out**
 - A. Vignette S-36 – Emani practices and refuses to come back
 - B. Vignette S-37 – Happy Place/Emani goes on own
 - C. Vignette S-38 – Learning to self-regulate/Emani using shell and thermometer
 - D. Role Play/Practice: Child resists going to Time Out (4-6 years)
 - E. Vignette S-34 – Two in Time Out; Vignette S-35 –ending Time Out
- NOTE:** Role Play/Practice: Follow manual suggestions for role playing progressively from simple to more difficult Time Outs, interspersed with vignettes S-34 – S-40.
- V. Explaining to Parents about Time Out**
 - A. Discuss how parents will be involved in understanding discipline hierarchy
 - B. Discuss Calm Down Home Activity for parents and children

 - VI. Review Teacher Self-Reflection Inventory for this topic and identify goals**
 - VII. Review Classroom Suggested Practice Activities**
 - VIII. Evaluation**

Session #15 (DVD 6)
Decreasing Inappropriate Behavior - Time Out

- I. **Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (discipline approaches and consequences).
 - B. Success with reaching goals and follow through with behavior plans.
 - C. Share some behavior plans.
 - D. Discuss reading chapter on Time Out.

- II. **Topic: Teaching Children Self-regulation**
 - A. Role Play/Practice: Child resists Time Out (6-8 years)
Practice positive self-talk with this.
 - B. Vignette S-40 – Teaching self-regulation/Kaylee in Time Out
 - C. Role Play/Practice: Teaching children self-regulation with thermometer in circle time (see script for teachers)
 - D. Vignette 3 – Time out for swearing

- III. **Topic: Refining Time Out**

Discuss how to improve Time Out in vignettes 1-7.

 - A. Vignette 1 – Child off chair
 - B. Vignette 2 – Teacher implements Time Out
 - C. Vignette 8 – Hit by mistake/noncompliance
 - D. Vignette 9 – Card System
 - E. Review Problem Solving worksheet (see handouts)

- IV. **Small Group Activity Behavior Plan & Transition Plan**

Using the behavior plan sheet for this topic continue working on behavior plan and refining use of discipline strategies for targeted misbehaviors for individual students or groups as well as positive opposites for teacher attention. Discuss how to explain behavior plan to parents and involve them in the planning. Break up into small groups or buddies to work on these behavior plans.

- V. **Explaining Discipline Hierarchy and Behavior Plan to Parents**
 - A. Discuss how to explain Time Out and discipline hierarchy to parents and practice this with buddy or in a small group.

- VI. **Review Teacher Self-Reflection Inventory for this topic and identify goals**
- VII. **Discuss Challenging Behavior Worksheets**
- VIII. **Review Classroom Suggested Practice Activities**
- IX. **Evaluation**

SESSIONS #13, 14, & 15
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 vignettes shown.)

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:

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 Students	_____	_____
5. Role Play/Practice Doing Time Out and variations by age group and degree of difficulty. Identify key principles	_____	_____
6. Buzz—Teachers share behaviors that result in Time Out 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	_____	_____

Workshop Agendas and Checklists

	YES	NO
12. Have small groups of teachers continue to develop behavior plans that 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. Discuss ways to help parents teach children to calm down and discipline hierarchy	_____	_____
17. Review Managing Children's Challenging Behavior worksheet	_____	_____
18. Review Progress Made Toward Initial Goals	_____	_____
19. Explain suggested activities and reading assignments	_____	_____
20. Teachers complete folder with goals and teacher self-reflection inventory	_____	_____

Sessions #13, 14, 15 Handouts (DVD 5 & 6)

- ___ Agenda
- ___ Suggested Activities for Month
- ___ Behavior Plan Assignment
- ___ Using Time Out or Calm Down in the Classroom for Destructive Behavior— 4–6 and 6–8 years (2)
- ___ Record Sheet: Commands & Time Out
- ___ Sample Behavior Plan for Child With ADHD & Sample Template
- ___ Anger Thermometer Worksheet
- ___ 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
- ___ Circle Time Script—Anger thermometer
- ___ Teacher-to-Parent Communication Home Activity – Calm Down
- ___ Teacher Self-Reflection Inventory
- ___ Evaluations for each session
- ___ Tiny Turtle Puppet Wally's Solution Kit (optional)
- ___ Problem-Solving Cue Cards (optional)

*See Teacher-to-Parent Communication Letters (Problem Solving) on website



<http://www.incredibleyears.com/Resources/TP.asp>

Session #16 (DVD 1 & 7)
Emotional Regulation and Social Skills Training

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (teaching Time Out, Ignoring, using Time Out or loss of privileges, and involving parents).
 - B. Success with reaching goals and follow through with behavior plans.
 - C. Review successes with behavior plans.
- II. New Topic: Changing Negative Reputations and Negative Self-Image DVD 1**
 - A. Show Vignettes 12 and 13 and brainstorm ways to promote positive reputations for children at school (Brainstorm on blackboard)
 - B. Review ways teachers have been successful developing positive relationships with parents
 - C. Vignettes 14, 16, 17 and Buzz: Promoting Student Responsibility in the Classroom (use handout)
 - D. Vignettes 19,20, 21,22 – Encourage students to help each other
 - E. Role Play/Practice: Encouraging peer helping behavior
 - F. Vignettes 25, 26, 27 – Giving students choices
 - G. Vignettes 29, 30 – Teacher as model
- III. Topic: Social Skills Training DVD 7**
 - A. Vignette 3 – Using books to teach about friendships
 - B. Vignette S-41 – Coaching and practicing social skills – Wally, Carolyn, 2 girls practicing
 - C. Vignette S-42 – Social and Emotion Coaching – 4 boys and Jamila, puzzle
 - D. Role Play/Practice: Social and Emotion coaching (well behaved children)
- IV. Topic: Building Emotional Literacy**
 - A. Explain feeling cue cards and examples of feeling games and activities (feeling journals, music freeze, mix up cards)
 - B. Vignette 6 – Teachable moments
- V. Topic: Coaching Self-Regulation Skills**
 - A. Vignette S-43 – Jamila matching game, Valerian waiting
 - B. Buzz: Connecting frustrating emotions with ability to stay calm/persistence
 - C. Role Play/Practice: Emotion self regulation coaching (inattentive, easily frustrated children)
 - D. Vignette S-44 – Patience muscles
 - E. Vignette S-45 – Using puppets to promote feeling talk
 - F. Model using books and puppets to teach calm down strategies (thermometer)
 - G. Role Play/Practice: With puppets, Tiny turtle, feelings books

Key Concepts: Emotional Regulation & Social Skills Training (Session 16)

- Children need lots of practice to learn social skills
- Teacher can encourage students' 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
- Involving parents in coaching and teaching problem solving enhances the impact

VI. Review Behavior Plan & Additional Training needed

- A. Using the behavior plan sheet for this topic continue working on behavior plan and refine specific teaching and coaching individual children need. Break up into small groups or buddies to work on these behavior plans.

VII. Review Classroom Suggested Practice Activities

VIII. Evaluation

Session #17 (DVD 7) Problem Solving Training

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (teaching self-regulation, emotion literacy, social skills coaching).
 - B. Success with reaching goals and follow through with behavior plans.
 - C. Review successes with behavior plans.

- II. New Topic: Teaching Problem Solving Language**
 - A. Vignettes 7, 8, 9, 10
 - B. Role Play/Practice: In groups of 4 words to use to prompt children's use of feeling language and social skills

- III. Topic: Problem Solving Coaching**
 - A. Buzz: Problem solving scenarios for circle time (e.g., using computer, sharing ball, being teased, needing help)
 - B. Role Play/Practice: In small groups using puppets to teach problem solving (e.g., teaching calm down strategies)
 - C. Model using the Wally Book to teach Problem Solving in circle time or individually
 - D. Show Vignette S-46 – Wally books (Vignettes S-47, S-48 other books)
 - E. Role Play/Practice: Using the Wally books with puppets
 - F. Vignette S-50 – Using games to teach problem solving – pass the hat game
 - G. Brainstorm/Buzz: Suggestions for hat game

Key Concepts: Problem Solving Training (Sessions 17-18)

- Using books, games, and puppets to teach problem-solving skills
- Continue to use social and emotion coaching to build children's self-regulation skills
- Learning how to help children use self-regulation and problem-solving skills in the midst of conflict
- Teachers using daily self-regulation to problem solve new strategies and refine behavior plans
- How to involve parents in teaching children to problem solve

- IV. Review Behavior Plans**

Review the behavior plan sheet for this topic and refine specific teaching and coaching individual children need.
- V. Complete Teacher Self-Reflection Inventory for this topic and identify goals**
- VI. Review Classroom Suggested Practice Activities**
- VII. Evaluation**

Session #18 (DVD 7)
Problem Solving Training & Wrap Up

- I. Welcome Back**
 - A. Share experiences with suggested activities from prior workshop (teaching problem solving, using Wally books).
 - B. Success with reaching goals and follow through with behavior plans.
 - C. Review successes with behavior plans.

- II. Topic: Problem Solving in the heat of conflict**
 - A. Vignette S-51 – Gregory won't share. Pause vignette and practice possible responses
 - B. Vignette S-52 – Turtle shell
 - C. Vignette S-53 – Problem solving on the playground
 - D. Brainstorm/Buzz: Ways to promote problem solving on the play ground and reinforce good detectives
 - E. Vignette S-54 – Being hit
 - F. Vignette S-55 – Reinforce use of words

- III. Topic: Teaching Parents how to help their children problem solve**
 - A. Showing the parents how to use the Wally books or other books
 - B. Use the School Readiness Program DVDs to teach parents child directed play, coaching methods and reading readiness (if available)
 - C. Weekly letters to parents (see Teacher-to-Parent Communication Home Activity e-letter – Problem Solving)

- IV. Topic: Daily Reflection**
 - A. Vignette 18 – Teachers reflect

- V. Reflection Circle**
 - A. Brief summary of how teachers reflected on their behavior plans and progress made for students
 - B. Teachers share something they have learned or tried successfully in their classroom since the program began
 - C. Plans for ongoing support and sharing

- VI. Certificates of Completion/Celebration/Food**
- VII. Evaluation**

SESSIONS #16, 17, & 18
Teacher Checklist: DVD 1 & 7
Social Skills, Empathy Training 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 vignettes shown.)

Teacher DVD 1:

12 13† 14† 25† 26 † 27†

Teacher DVD 7:

Introduction† 7† 8† 9† 10† 11† 12 13 14 15 16†
 17 † 18 19 † 20† 21† 22† 23 24 28* 29* 30†

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
 * 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 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”	_____	_____

Workshop Agendas and Checklists

	YES	NO
12. Model and role play/practice using Wally Detective Problem Solving book (after Vignette S-48)	_____	_____
13. Brainstorm ways to help parents teach their children to problem solve (see e-newsletter)	_____	_____
14. Have small groups of teachers continue to develop behavior plans by adding the targeted social, emotion and problem solving training plans and parent involvement	_____	_____
15. Explain suggested activities and reading assignments	_____	_____
16. Teachers complete goals and teacher self-reflection inventory	_____	_____

Sessions #16, 17, 18 Handouts (DVD 1 & 7)

- ___ 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 (3)
- ___ 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) Evaluations
- ___ Teacher-to-Parent Communication Home Activity – Problem Solving (e-letter)
- ___ Teacher Self-Reflection Inventory, Emotion Regulation, Social Skills & Problem Solving Certificates
- ___ Tiny Turtle Puppet/ Large and Small Wally Books/Solution Kit (optional)
- ___ Feelings Cue Cards
- ___ Evaluations for each session