



©The
**Incredible
Years**[®]

Incredible Beginnings™ Program: Supporting Children's Early Development

**A Collaborative Guide for
Teachers and Child Care Providers**
(of children one to five years old)



Group Leader Training (3 Days)

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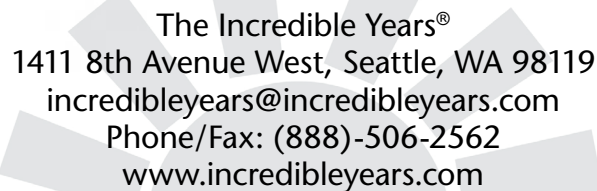
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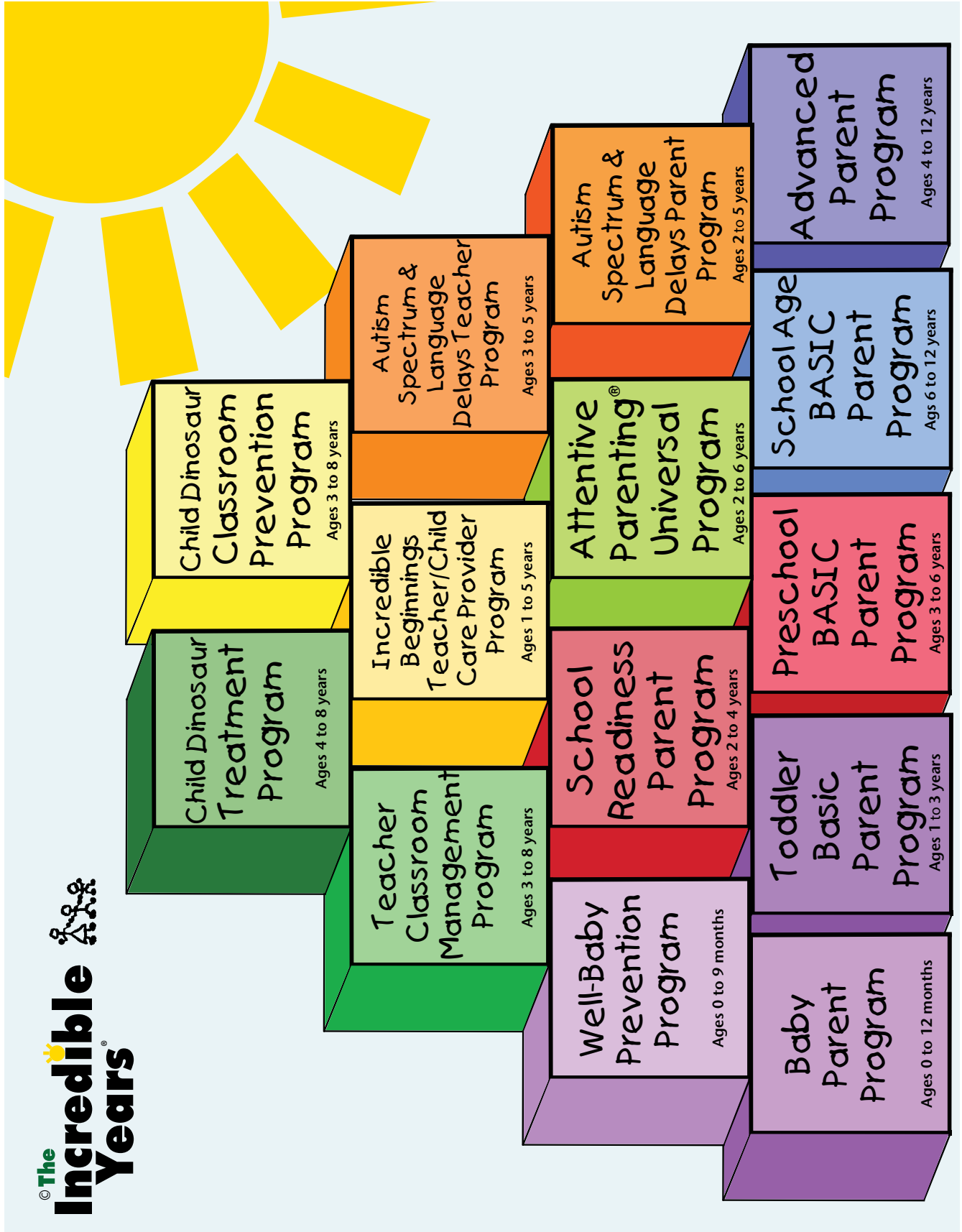
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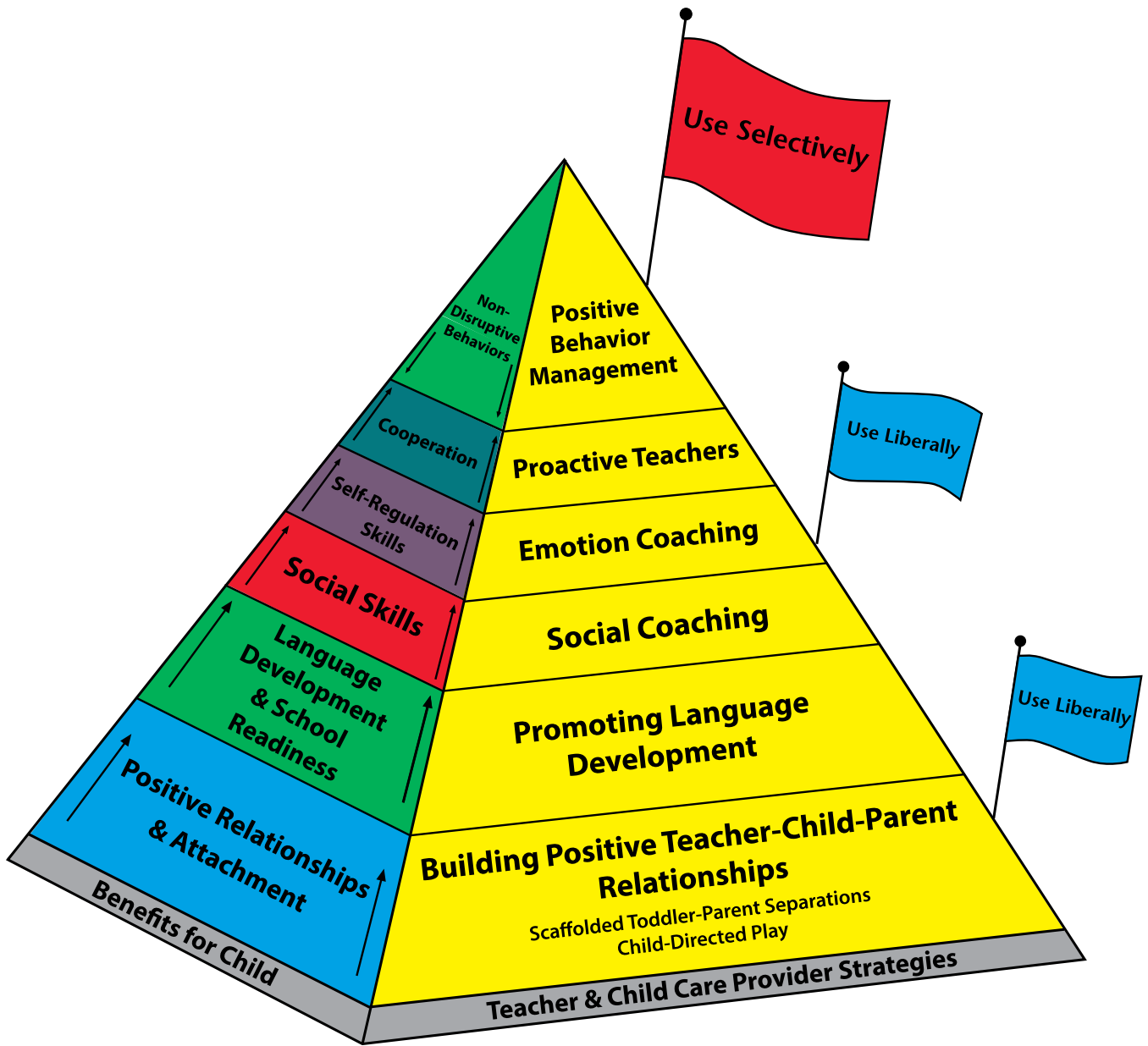
Some General Guidelines:

- If your agency plans to implement an Incredible Years® Program, they must purchase the program set from The Incredible Years® office. A program set includes all the main components to run your groups. A leader’s manual, DVD set with vignettes to show, and other “extra” items are included.
- In the leader’s manual, you MAY photocopy the handouts and different evaluation forms for parents to use and fill out. You may keep the master copies in your leader’s manual so that you can reuse them for each group.
- You may not make any alterations to these handouts, evaluations, or any of the other forms in the leader’s manual. This includes removing copyright information, recreating materials without permission from The Incredible Years® and/or translating any of the materials without permission.
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- The DVD set that comes with each program is copyright protected. Burning the dvd discs or making “back up” copies is not allowed. If a disc is lost or broken, replacements can be purchased from The Incredible Years® at a low cost. Full sets of the DVD are typically not sold separately from the full program set - if you require multiple DVD sets, we suggest purchasing multiple sets of the program, which qualifies you for discounting.
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Teaching Pyramid for Toddlers & Preschoolers

Incredible Beginnings

Group Leader Workshop Agenda

Day One

- Introductions, Goals & Agenda
- Overview of Incredible Beginnings Program
- Program 1: Building Positive Relationships with Toddlers and Managing Separation Anxiety
- Program 2, Part 1: Promoting Language Development with Toddlers
- Program 2, Part 2: Promoting Language Development with Preschoolers

Day Two

- Program 3, Part 1: Social Coaching with Toddlers
- Program 3, Part 2: Social Coaching with Preschoolers
- Program 4, Part 1: Emotion Coaching
- Program 4, Part 2: Teaching Emotion Regulation

Day Three

- Program 5: The Proactive Teacher
- Program 6, Part 1: Positive Limits and Proactive Behavior Management for Toddlers
- Program 6, Part 2: Positive Behavior Management for Preschoolers
- Plans for Certification
- Summary and Wrap Up



How IY-TCM Differs from Incredible Beginnings Program

<p><i>IY TCM Program</i> (3-8 years)</p>	<p><i>Incredible Beginnings Program</i> (1-5 years)</p>
<p>Topics:</p> <ol style="list-style-type: none"> 1. Building Positive Relationships with Students & Proactive Teacher 2. Teacher Attention, Coaching & Praise 3. Motivating Children through Incentives 4. Decreasing Inappropriate Behaviors: Ignoring and Redirecting 5. Follow through with Consequences 6. Emotional Regulation, Social Skills & Problem Solving Training 	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building Positive Relationships with Toddlers & Managing Separation Anxiety 2. Promoting Language Development in Toddlers & in Preschoolers 3. Social Coaching with Toddlers & with Preschoolers 4. Emotion Coaching & Emotional Regulation 5. Proactive Teachers 6. Positive Behavior Management for Toddlers and Preschoolers 7. Positive Behavior Management for Preschoolers and Teaching Problem Solving
<p>Protocols for Preschoolers & School Age</p>	<p>Protocols for Toddlers & Preschoolers</p> <p>New toddler vignettes depict children 12 months to 3 years. Additional vignettes for preschool age protocol that focus on children with developmental delays and autism</p>
<p>Program Dosage (6 full days)</p>	<p>Program Dosage (6 full days)</p>
<p>Group Size: 12-14 preschool and early school age teachers</p>	<p>12-14 day care providers and preschool teachers</p>
<p>Group Leader: Knowledgeable in child development</p>	<p>Group Leader: Knowledgeable in child development</p>
<p>Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, classroom activities, self-reflection inventory)</p>	<p>Increased teaching about language delays and ways to use visual supports including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children’s communication stage; imitation as a means to gain attention, more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.</p>

<p>Core model addresses collaboration with educators and other professionals for coordination of care</p>	<p>More vignettes provided that demonstrate how teachers can coordinate with other disciplines and parents for developing behavior plans with agreed upon goals for child’s target behaviors.</p>
<p>Consider using additional Incredible Beginnings Preschool Vignettes or Preschool Children with Autism: Teachers and Parents as Partners for preschool teachers who have children with developmental delays such as autism and language delays (e.g., use of visual cue cards and coaching peer social communication)</p>	<p>Consider using additional IY TCM Program vignettes for teaching Time Out for children with Oppositional Defiant Disorder and other Consequences.</p>

Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)		
Content	Objectives	Objectives
<p>Workshop #1 Building Positive Relationships With Toddlers and Managing Separation Anxiety</p> <ul style="list-style-type: none"> Understanding ways to build positive relationships and secure attachment with toddlers. Understanding the importance of welcoming greetings and predictable goodbye routines. Helping toddlers manage separation anxiety. Involving parents in supporting separation routines and reducing children's anxiety. Fostering predictable schedules to promote children's sense of security and safety. Encourage toddlers' play with peers. Engaging in toddler-directed play and promoting children's self-confidence and independence. Reassuring parents and debriefing children's experiences with them. Engaging in assessment of toddlers' progress. 	<p>Workshop #2 Promoting Language Development in Toddlers and Preschoolers</p> <ul style="list-style-type: none"> Using descriptive commenting. Understanding and importance of imitation, repetition, and nonverbal gestures for toddlers. Strategic modeling and prompting use of language. Being child-directed and responsive in play interactions to promote language. Using visual cues, songs, and menus to prompt social communication. Using interactive reading to promote reading readiness. Using pre-academic coaching with preschoolers. Setting up asking and telling practices to promote social communication between preschoolers. 	<ul style="list-style-type: none"> Using descriptive commenting. Understanding and importance of imitation, repetition, and nonverbal gestures for toddlers. Strategic modeling and prompting use of language. Being child-directed and responsive in play interactions to promote language. Using visual cues, songs, and menus to prompt social communication. Using interactive reading to promote reading readiness. Using pre-academic coaching with preschoolers. Setting up asking and telling practices to promote social communication between preschoolers.
<p>Workshop #3 Social Coaching with Toddlers and Preschoolers</p> <ul style="list-style-type: none"> Importance of modeling social skills and one-on-one social coaching. Strategies for prompting and coaching preschool children's sharing, asking, helping and turn taking. Using circle time to promote social skills with both toddlers and preschoolers. Using puppets and pretend play to practice social interactions. Using positive teacher attention, praise and encouraging words for strengthening social skills. Using of intentional commenting to facilitate preschool children's peer relationships. Engaging in interactive reading to promote social skills and practices. Promoting empathy and friendships through dramatic pretend play. Value of using picture play scripts to promote joint play for children with developmental delays. Using teacher-directed social training for children with developmental delays Determining appropriate developmental social goals for individual children. 	<p>Workshop #4 Emotion Coaching with Toddlers and Preschoolers</p> <ul style="list-style-type: none"> Building emotional literacy through interactive reading methods Using emotion coaching to model and prompt emotion language Encouraging positive expression of emotions Using pretend play and puppets to enhance beginning empathy learning Understanding how to respond to unpleasant feelings Helping children stay regulated by using their words Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing) Using books and puppets to teach to teach calm down skills Learning how to explain the Calm Down Thermometer to children Setting up calm down practices and finding teachable moments Sharing Tiny's secrets for self-regulation 	<ul style="list-style-type: none"> Building emotional literacy through interactive reading methods Using emotion coaching to model and prompt emotion language Encouraging positive expression of emotions Using pretend play and puppets to enhance beginning empathy learning Understanding how to respond to unpleasant feelings Helping children stay regulated by using their words Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing) Using books and puppets to teach to teach calm down skills Learning how to explain the Calm Down Thermometer to children Setting up calm down practices and finding teachable moments Sharing Tiny's secrets for self-regulation

Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)		
Content	Objectives	Content
<p>Workshop #5 The Proactive Teacher</p> <ul style="list-style-type: none"> • Using transition warnings effectively • Assuring consistent and predictable routines • Using songs to facilitate transitions • Setting up developmentally appropriate schedules • Opening circle times with consistent routines • Predictable routines for ending the day • Teaching children classroom rules • Giving children awards and celebrating success • Visual prompts and teaching for following child care or classroom rules 	<ul style="list-style-type: none"> • Reducing commands • Positive, clear limit setting • Importance of reminders, redirections, and distractions • Use of physical redirections • Effective and planned ignore strategies • Pairing ignore with distractions • Value of first-then commands • Using puppets to help children calm down • Using calm down strategies • Importance of positive attention and praise • Strategic use of incentives • Understanding use of differential attention • Teaching children Time Out to calm down • Learning how to teach and practice Time Out to calm down with children • Developing happy places imagery • Using the Calm Down Thermometer • Using teacher-directed play scripts for children with special needs 	<p>Workshop #6 Positive Behavior Management for Toddlers and Preschoolers</p>



Making use of the “Teacher’s Thinking Like Scientists” worksheet



The “Teacher’s Thinking Like Scientists” worksheet is used to help teachers formulate goals, generate strategies and solutions, and track progress towards achieving their goals. It can be used by group leaders running Incredible Years groups with teachers/child care providers.

During the first session with the teachers, the group leader can introduce this worksheet to participants and explain that this will help them to create or clarify their goals as teachers and their goals for their student’s behavior. Group Leaders can also explain to teachers that this worksheet will be helpful for them to track solutions and new ideas for teaching, as well as progress towards their goals.

There are two versions of this worksheet:

The first version includes child problems, child strengths, and goals.

The second version includes child problems, child strengths, goals, strategies, benefits, obstacles, and ongoing plans. This version can be used throughout the program as participants continue to develop strategies for their goals and solutions to teaching problems. They identify obstacles to achieving their goals and problem solve ways to overcome these obstacles.

Below is an example of each completed form. Group Leaders might consider using the shorter version of this form in session one and then as parents start learning strategies for achieving their goals they can use the more detailed form to track new ideas, solutions, and progress towards their goals.



Teachers Thinking Like Scientists



Child Problems

Hyperactivity
Not doing well in school



Child Strengths

Big imagination
Likes playing sports



Goals

I want the child to be able to stay focused and on task, particularly in the classroom

Teachers Thinking Like Scientists



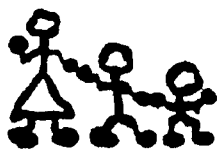
Child Problems
 Hyperactivity
 Not doing well in school

Goals
 I want the child to be able to stay focused and on task in the classroom

Strategies	Benefits	Obstacles <small>(thoughts, feelings, behavior in self & others)</small>
I am going to use persistence coaching in the classroom to help Billy stay on task with school work.	Persistence coaching is free and something I can do frequently.	I will need to do this kind of coaching consistently, even on tough days.
I am going to use a reward chart for days that Billy stays on task in class.	The reward chart will be extra motivating for Billy and stands a good chance of helping him improve his focus. I can reward him with extra time for recess.	I need to find rewards that are motivating I need to communicate with his parents about this.

Ongoing Plans
 I will use persistence coaching daily.
 I will explain the reward chart and system and give it two to three weeks and evaluate if it is working.
 I will share my plans with the child's parents.

Child Strengths
 Great imagination
 Likes to play sports



Workshop #1 Outline

Program 1: Building Positive Relationships With Toddlers and Managing Separation Anxiety (DVD 1)

Key Concepts: Building Relationships

- Understanding ways to build positive relationships and secure attachment with toddlers
- Understanding the importance of welcoming greetings and predictable goodbye routines
- Helping toddlers manage separation anxiety
- Involving parents in supporting separation routines and reducing children's anxiety
- Fostering predictable schedules to promote children's sense of security and safety
- Encourage toddlers' play with peers
- Engaging in toddler-directed play and promoting children's self-confidence and independence
- Reassuring parents and debriefing children's experiences at school or day care
- Engaging in assessment of toddlers' progress

9:00-10:15 AM

I. Welcome & Introductions

Greet each participant.

Introduce yourself and other participants (use name tags).

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

Complete Goals handout.

II. Overview of Training Program

Explain reason for teacher workshops.

Show Introductory Overview which covers the teacher pyramid and summarizes topics to be discussed at each workshop.

III. Rules for Workshop

Do a Brainstorm/Buzz about group rules and list on flip chart.

IV. Topic of Morning: Building Relationships With Toddlers and Parents (DVD 1)

A. Brainstorm/Buzz how toddlers feel about being left with another child care provider and how the parents feel.

B. Show Introductory Narration (Overview - DVD 1)

Break

10:30 AM–12:00 PM

C. Show Narration Introduction and Vignettes 1-4

D. Do Role Play/Practice greeting child and parent. Role Play/Practice separation when parent leaves.

- E. Talk about barriers to developing relationships with parents and children. Ask participants to brainstorm or buzz the things they do to develop positive relationships with children and their parents. List their ideas on the board (e.g., home visits, cards and letters, home calls, interest survey, sharing success).

V. Topic: Managing Separation Anxiety (DVD 1)

Vignettes 5–10

- A. Show Vignettes 5A, 5B.
- B. Role Play/Practice: Giving feedback to mother.
- C. Show Vignette 5C.
Brainstorm/Buzz: Ways to help parents help their children when they have separation anxiety.
- D. Show Vignettes 6A, 6B, 6C, & 7.
- E. Brainstorm/Buzz: Ways teachers build attachment with toddlers.
- F. Show Vignettes 8-10 and Teacher Reflections.

Lunch

Suggest that participants from different settings mingle at lunch.

1:00–4:00 PM

VI. Topic: Toddler-Directed Play

- A. Show Vignettes 11-13.
- B. Role Play/Practice: Toddler-Directed Play.

VII. Topic: Teacher-Child Care Provider-Parent Communication

- A. Show Vignettes 14-19.
- B. Debriefing Vignettes 19-20.
- C. Brainstorm/Buzz: Ways teachers build positive relationships with parents.

VIII. Complete Observation Self-Reflection Inventory & Set Personal Goals

IX. Review Practice Activities and Self-Monitoring Sheet

X. Evaluation



NOTE: If you are training teacher/child care providers focused on the toddler age group (1-2 years) you will need the full day for Program One. If you are training teacher/child care providers exclusively focused on preschoolers (3-5 years) select vignettes marked with "P" which cover building connections, checking in with parents, and debriefing at the end of the day. This material will take half of the day, allowing you to move on to Program Two.

Workshop #1 Group Leader Checklist Building Positive Relationships With Toddlers & Managing Separation Anxiety

Teacher DVD 1: Vignettes 1-20

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

VIGNETTES COVERED: (Circle vignettes shown.)

DVD 1:

Introduction*	1*	2*	3*	4*P	5	6*	7	Teacher Reflections*			
8	9A*P	9B*P	10	11	12*P	13*P	14	15*	16*P	17	18*P
19*	20										

* Recommended core vignettes for mixed age groups

P = These vignettes are good for use with Preschool only groups

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions/goals/pyramid	_____	_____
3. Role Play/Practices: connecting, greeting & rituals	_____	_____
4. Brainstorm or buzz ideas for building attachment with children	_____	_____
5. Present rationale for managing separation anxiety	_____	_____
6. Brainstorm/Buzz: Ways to help parents separate from their children	_____	_____
7. Brainstorm/Buzz: Ways to build positive relationships with parents	_____	_____
8. Brainstorm/Buzz: Importance of debriefing with parents	_____	_____
9. Discuss rationale for child-directed play	_____	_____
10. Role Play/Practice: Being an appreciative audience	_____	_____
11. Brainstorm/Buzz: Benefits of teacher debriefing & assessing progress	_____	_____
12. Explain importance of completing suggested activities and reading assignments	_____	_____
13. Participants complete folder with goals and self-monitoring checklist & observation self-reflection inventory	_____	_____

Workshop #1
Handouts—DVD 1 Developing Relationships
& DVD 2 Proactive Teacher

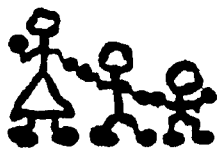
- _____ Agenda
- _____ Goals handout
- _____ Practice Activities
- _____ Key Points about Building Relationships through Toddler-Directed Play
- _____ Teacher Pyramid for Toddlers and Preschoolers
- _____ Brainstorm/Buzz: Building Relationships With Parents
- _____ Brainstorm/Buzz: Building Attachment with Children
- _____ Brainstorm/Buzz: Managing Separations
- _____ Behavior Record Sheet
- _____ Observation Self-Reflection Inventory for Building Positive Relationships 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 Workshop Evaluation

Other Things to Bring:

Teaching Pyramid

DVDs





Workshop #2 Outline

Promoting Language Development in Toddlers and Preschoolers (DVD 2)

Key Concepts:

- Using descriptive commenting
- Understanding importance of imitation, repetition, and nonverbal gestures for toddlers
- Using strategic modeling and prompting use of language
- Being child-directed and responsive in play interactions to promote language
- Using visual cues, songs, and menus to prompt social communication
- Using interactive reading to promote reading readiness
- Using pre-academic coaching with preschoolers
- Setting up asking and feeling practices to promote social communication between preschoolers

9:00 AM-12:00 PM

I. **Topic of Morning: Promoting Language Development in Toddlers**

- A. Discuss experiences with managing separation anxiety and building relationships with parents/readings since last workshop (review behavior record sheet).
- B. Brainstorm/Buzz: Ways child care providers and teachers promote language development in toddlers.
- C. Show Program 2: Vignettes 1–9.
- D. Whole Group Role Play: Ask one participant to be child and one to be a teacher/child care provider. While the “child” plays, ask “teacher” to demonstrate descriptive commenting and imitation. Audience can also offer coaching comments. Follow by small group role play of academic coaching.
- E. Show Program 2: Vignettes 10–15.
- F. Role Play/Practice: In dyads, come up with strategies to use with nonverbal children (e.g., modeling, gestures, commenting).
- G. Brainstorm/Buzz: Songs and nonverbal gestures they have used.
- H. Show Program 2: Vignettes 16–18.
- I. Brainstorm/Buzz: Visual cards to use with selected children.
- J. Show Program 2: Vignettes 19–22 and Teacher Reflections.
- K. Role Play/Practice: In dyads, practice interactive reading, using gestures and descriptive commenting with self-care activities.
- L. Show Program 2: Vignettes 23–25 and Teacher Reflections.

Lunch

1:00-4:00 PM

II. **Topic of Afternoon: Promoting Language in Preschoolers**

- A. Brainstorm/Buzz: How teacher/child care provider language strategies with

- preschoolers.
- B. Show Program 2: Vignettes 26-27.
 - C. Brainstorm/Buzz: Benefits to being child-directed for promoting language development.
 - D. Promoting Social Communication (Show Program 2: Vignettes 28-29).
 - E. Pre-Academic Coaching Language (Show Program 2: Vignettes 30-31).
 - F. Role Play/Practice: Pre-Academic Coaching with preschoolers.
 - G. Show Program 2: Vignettes 32–36 and Teacher Reflections.
 - H. Brainstorm/Buzz: Using visual prompts and snack cards with children.
 - I. Brainstorm/Buzz: Social practices to encourage social communication.

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

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

V. Evaluation.



NOTE: If you have entirely toddler or entirely preschool age groups, stick to Part One or Part Two. If teachers have mixed age groups use core vignettes with asterisks from both Parts One and Two.

Workshop #2 Group Leader Checklist

Promoting Language Development in Toddlers and Preschoolers

DVD 2, Vignettes 1-25 (Toddler), 26-36 (Preschool)

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD 2 (Toddler):

Introduction*	1*	2	3*	4*	5*	6	7	8	9*	10*	11*
12*	13	14	15	16*	17*	18	19	20*	21	22*	
Teacher Reflections*	23	24	25*	Teacher Reflections*							

DVD 3 (Preschooler):

26*	27*	28	29	30*	31*	32*	33	34*	35	36*	Teacher &
Parent Reflections*											

* Recommended core vignettes for mixed age groups

DID I

YES

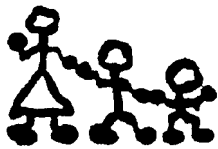
NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested practice activities and reading | _____ | _____ |
| 3. Explain the rationale for descriptive commenting and imitation | _____ | _____ |
| 4. Role Play/Practice: Descriptive Commenting (toddlers)
(large + small groups) | _____ | _____ |
| 5. Role Play/Practice: Prompting and visual cards (preschoolers)
(large + small groups) | _____ | _____ |
| 6. Brainstorm/Buzz: Benefit of being child-directed | _____ | _____ |
| 7. Brainstorm/Buzz: Pre-academic coaching words (preschoolers) | _____ | _____ |
| 8. Role Play/Practice: Pre-Academic Coaching | _____ | _____ |
| 9. Role Play/Practice: Interactive Reading | _____ | _____ |
| 10. Role Play/Practice: Social Communicating, Intentional
Commenting, Use of gestures | _____ | _____ |
| 11. Discuss the importance of phone calls home to tell parents
about ways to promote language development | _____ | _____ |
| 12. Explain importance of completing suggested activities and
reading assignments | _____ | _____ |
| 13. Participants complete folder with goals and self-monitoring
checklist & observation self-reflection inventory | _____ | _____ |

Workshop #2
Handouts—Promoting Language Development in
Toddlers and Preschoolers (DVD 2)

- _____ Agenda
- _____ Practice Activities
- _____ Key Tips about Promoting Language Development
- _____ Key Tips about Building Blocks for Reading with CARE (Toddler and Preschooler versions)
- _____ Brainstorm/Buzz: Nonverbal Cues
- _____ Brainstorm/Buzz: Encouraging Words
- _____ Teachers/Child Care Providers as Pre-Academic Coaches
- _____ Behavior Plan Record Sheet
- _____ Evaluations
- _____ Self-Reflection Inventory: Promoting Language Development





Workshop #3 Outline

Social Coaching (DVD 3 & 4)

Key Concepts:

- Importance of modeling social skills and one-on-one social coaching
- Strategies for prompting and coaching preschool children's sharing, asking, helping and turn taking
- Using circle time to promote social skills with both toddlers and preschoolers
- Using puppets and pretend play to practice social interactions
- Using positive teacher attention, praise and encouraging words for strengthening social skills
- Using intentional commenting to facilitate preschooler's peer relationships
- Engaging in interactive reading to promote social skills and practices
- Promoting empathy and friendships through dramatic pretend play
- Value of using picture play scripts to promote joint play for children with developmental delays
- Using teacher-directed social training for children with developmental delays
- Determining appropriate developmental social goals for individual children

9:00 AM–12:00 PM

I. **Topic of Morning: Social Coaching with Toddlers (Part One)**

- A. Discuss experiences with suggested activities from prior workshop (descriptive commenting, pre-academic coaching, and use of visuals).
- B. Ask participants to brainstorm or buzz social behaviors they want to encourage in toddlers.
- C. Show DVD 3: Vignettes 1– 6.
- D. Role Play/Practice: In large group, choose 1 teacher to demonstrate social coaching with toddler (in role) using modeling, prompting and praising (one-on-one).
- E. Show DVD 3: Vignettes 7–11.
- F. Brainstorm/Buzz: Vignette coaching at circle time.
- G. Brainstorm/Buzz: Ways pretend play is promoted.
- H. Role Play/Practice: Using puppets to model social skills.
- I. Show DVD 3: Vignettes 12–15 and teacher reflections.
- J. Role Play/Practice: In small groups (3 people), practice coaching 2 toddlers and promoting beginning turn taking and awareness of other child.
- K. Brainstorm/Buzz: Specific labeled praise statements.

Lunch

1:00–4:00 PM

II. **Topic of Afternoon: Social Coaching with Preschoolers (Part Two)**

- A. Brainstorm/Buzz: Social behaviors to encourage in preschoolers.
- B. Brainstorm/Buzz: Advantages of dramatic play for promoting social skills.

- C. Show Program 3: DVD 4, Vignettes 16–21.
- D. Role Play/Practice: Dramatic Play – Small Group Coaching.
- E. Show Program 3: DVD 4, Vignette 22–24B.
- F. Role Play/Practice: Social Coaching with four children using play dough.
- G. Show Program 3: DVD 4, Vignettes 25–26.
- H. Role Play/Practice: Reading with CARE to promote social skills and empathy.
- I. Show Program 3: DVD 4, Vignette 27.
- J. Role Play/Practice: In groups of four, teacher models, prompts, and praises target social behaviors.
- K. Brainstorm/Buzz: How to teach parents social coaching.
- L. Show Program 3: DVD 4, Vignettes 28–33.
- M. Role Play/Practice: In triads, practice using puppets to practice friendship skills.
- N. Brainstorm/Buzz: How to use visual cards with selected children.

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

IV. Review Practice Activities & Self-Monitoring Sheet

V. Evaluation



NOTE: If you have entirely toddler or entirely preschool age groups, stick to Part One or Part Two. If teachers have mixed age groups use core vignettes with asterisks from both Parts One and Two.

Workshop #3 Group Leader Checklist

Social Coaching with Toddlers and Preschoolers

DVD 3 & 4: Vignettes 1-15 (Toddler), 16-33 (Preschooler)

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 4 (Toddler):

Introduction* 1* 2* 3* 4 5 6 7* 8* 9 10
 11* 12* 13* 14 15 Teacher Reflections*

DVD 5 (Preschooler):

16* 17* 18 19* 20 21* 22* 23 24A* 24B* 24C* 25*
 26* 27 28* 29* 30* 31* 32* 33* Teacher & Parent Reflections*

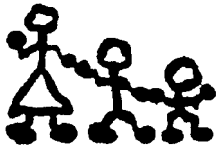
* Recommended core vignettes for mixed ages

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Go over the prior workshop's practice activities	_____	_____
3. Brainstorm/Buzz: Social skills to encourage in toddlers	_____	_____
4. Role Play/Practice: Large group one-on-one social coaching with toddlers (modeling, describing and praising)	_____	_____
5. Role Play/Practice: Using puppets to coach social behavior	_____	_____
6. Brainstorm/Buzz: Social skills to encourage in preschoolers	_____	_____
7. Role Play/Practice: Social coaching at circle time	_____	_____
8. Role Play/Practice: Social coaching with 2-3 children (dramatic play and/or play dough)	_____	_____
9. Brainstorm/buzz: Specific labeled praise	_____	_____
10. Brainstorm/Buzz: Ways pretend play is promoted	_____	_____
11. Role Play/Practice: Reading with CARE	_____	_____
12. Brainstorm/Buzz: Ways to teach parents social coaching	_____	_____
13. Brainstorm/Buzz: How to use visual cards with selected children	_____	_____
14. Explain importance of completing suggested activities and reading assignments	_____	_____
15. Role Play/Practice: Reading to promote social skills and empathy	_____	_____
16. Participants complete folder with goals and self-monitoring checklist and self-reflection inventory	_____	_____

Workshop #3
Handouts—Social Coaching (DVD 3 & 4)

- ___ Agenda
- ___ Practice Activities
- ___ Key Points about Social Coaching
- ___ Tips for Using Puppets to Promote Social and Emotional Development
- ___ Child Care Providers and Teachers as Social Skills Coaches
- ___ Brainstorm/Buzz: Social Coaching
- ___ Brainstorm/Buzz: Dramatic Play
- ___ Teacher-Child Social Coaching (Child Development Levels 1, 2, 3)
- ___ Behavior Plan Record Sheet
- ___ Evaluations
- ___ Self-Reflection Inventory, Social Coaching





Workshop #4 Outline

Emotion Coaching with Toddlers and Preschoolers (DVD 6 & 7)

9:00 AM–12:00 PM

I. Topic of Morning: Emotion Coaching (DVD 6)

- A. Discuss social coaching experiences since last workshop and ask about reading assignments.
- B. Brainstorm/Buzz: Advantages of teaching emotion language (See handout)
- C. Reading to Build Emotional Literacy
Show DVD 6 Vignettes 1-3
- D. Role Play/Practice: Buddies practice reading using emotion coaching interactive reading methods.
- E. Emotion Coaching during Child-directed Play
Show DVD 6 Vignettes 4-7
- F. Brainstorm/Buzz: Use of feeling cards
- G. Role Play/Practice: (large group) Choose participants to demonstrate emotion coaching one-on-one with toddler. Break out into small dyads for individual practice – specify toddler or preschooler.
- H. Using Puppets
Show DVD 6 Vignettes 8-12
- I. Role Play/Practice: (large group) Choose participants to demonstrate using puppets to promote empathy and feeling language. Break out into dyads for individual practice. Specify developmental level of child and target goals for child.
- J. Using words to manage frustration
Show DVD 6 Vignettes 13-16

Key Concepts:

- Building emotional literacy through interactive reading methods
- Using emotion coaching to model and prompt emotion language
- Encouraging positive expression of emotions
- Using pretend play and puppets to enhance beginning empathy learning
- Understanding how to respond to unpleasant feelings
- Helping children stay regulated by using their words
- Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing)
- Using books and puppets to teach calm down skills
- Learning how to explain the calm down thermometer to children
- Setting up calm down practices and finding teachable moments
- Sharing Tiny's secrets for self-regulation

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Emotional Regulation (DVD 7)

- A. Continue showing Vignettes 17-20.
- B. Role Play/Practice: Deep breathing practice with puppets (turtle).
- C. Using Books to Teach Calm Down Strategies
Show DVD 7 Vignettes 21-23
- D. Using the Calm Down Thermometer
Show DVD 7 Vignettes 24-28
- E. Role Play/Practice: In large group ask two participants to model using the calm down thermometer and turtle puppet to teach children about calm down strategies. Break out into small groups to practice (See script in handouts)
- F. Brainstorm/Buzz: In small groups ask teachers to share ways they will teach parents to use some of the calm down strategies at home.

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

IV. Review Practice Activities & Self-Monitoring Sheet

V. Evaluation



NOTE: See vignettes marked as core vignettes for all ages (*), Toddler vignettes (T), and Preschool vignettes (P) - these are included in both program parts, rather than being divided in to two parts by Toddler/Preschool (as per previous programs)

Workshop #4 Group Leader Checklist

Emotion Coaching

DVD 6 & 7: Vignettes 1-16 (Emotion Coaching), 17-30 (Emotion Regulation)

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 6 (Emotion Coaching)

Introduction* 1* 2* 3P 4T 5* 6T 7* 8T 9* 10P
 11T 12P 13P 14P 15* 16*

DVD 7 (Emotion Regulation)

17* 18P 19* 20* 21* 22T 23* 24P 25P 26* 27* 28*
 29P 30T Teacher and Parent Reflections*

* Recommended core vignettes for mixed age groups

(T) Vignettes for Toddlers

(P) Vignettes for Preschoolers

DID I

YES

NO

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. Write the agenda on the board 2. Go over the prior suggested practice activities (social coaching) 3. Brainstorm/Buzz: Emotion words 4. Role Play/Practice: Using books to teach emotion language 5. Role Play/Practice: Emotion coaching 6. Role Play/Practice: Using puppets to promote feeling language and empathy 7. Role Play/Practice: Managing frustration (using feeling cards) 8. Brainstorm/Buzz: Strategies to teach children self-regulation 9. Role Play/Practice: Using the Calm Down Thermometer and turtle puppet with children 10. Brainstorm/Buzz: Ways to teach parents calm down strategies 11. Have small groups of teachers continue to develop behavior plans 12. Explain importance of suggested activities and reading assignments 14. Complete folder with goals and self-monitoring checklist & self-reflection inventory | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|--|

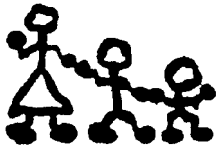
Workshop #4
Handouts—Emotion Coaching (DVD 6 & 7)

- _____ Agenda
- _____ Practice Activities
- _____ Key Points about Emotion Coaching
- _____ Key Tips about Emotion Regulation
- _____ Brainstorm/Buzz: Promoting Children’s Self-Regulation
- _____ Brainstorm/Buzz: Emotion Literacy
- _____ Teachers as Emotion Coaches Handout
- _____ Calm Down Thermometer Handout
- _____ Sample Circle Time Lesson Script: Calm Down Thermometer
- _____ Feeling Pictures
- _____ Smell Flower and Blow Out Candle
- _____ Behavior Plan Record Sheet
- _____ Evaluations
- _____ Self-Reflection Inventory, Emotion Coaching and Self-Regulation

Other Things to Bring:

- Calm Down Thermometer
- “I can control my anger” stickers
- Tiny Turtle Puppet
- Laminated Feeling Face Cards (on key ring)





Workshop #5 Outline

The Proactive Teacher (Program Five) Positive Behavior Management (Program Six)

9:00 AM–12:00 PM

I. Topic of Morning: Proactive Teacher (DVD 8)

- A. Discuss emotion coaching experiences and ask about reading assignments.
- B. Show DVD 8: Introduction and Vignettes 1-2.
- C. Brainstorm/Buzz: Signals child care providers use to prepare children for transitions.
- D. Show DVD 8: Vignettes 3-4.
- E. Brainstorm/Buzz: Routines
- F. Role Play/Practice: Giving children warnings and helping them transition to circle time from free play.
- G. Show DVD 8: Selected Vignettes 5-7.
- H. Role Play/Practice: Practice ending play.
- I. Show DVD 8: Selected Vignettes 8-15.
- J. Brainstorm/Buzz: Share rules for circle time.
- K. Show DVD 8: Selected Vignettes 16.
- L. Role Play/Practice: Teaching Children Rules
- M. Show DVD 8: Vignettes 17-20.
- N. Brainstorm/Buzz & Role Play/Practice: Practice explaining to children how they will give awards for specific behaviors.
- O. Show DVD 8: Vignettes 21-23.
- P. Brainstorm/Buzz: Plans for ending day and debriefing with parents.

Key Concepts:

- Using transition warnings effectively
- Assuring consistent and predictable routines
- Using songs to facilitate transitions
- Setting up developmentally appropriate schedules
- Opening circle times with consistent routines
- Predictable routines for ending the day
- Teaching children classroom rules
- Giving children awards and celebrating success
- Visual prompts and teaching for following child care or classroom rules

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Positive Limits and Proactive Behavior Management for Toddlers and Preschoolers (DVD 9, Program 6, Part 1)

- A. Show DVD 9: Vignettes 1-3
- B. Brainstorm/Buzz: Redirections
- C. Brainstorm/Buzz: Rules
- D. Show DVD 9: Vignettes 4-6
- E. Brainstorm/Buzz: Warnings & Reminders
- F. Role Play/Practice: Transition Warnings, Commands and Praise
- G. Brainstorm/Buzz: Benefits/Barriers to Praise
- H. Show DVD 9: Vignette 8
- I. Brainstorm/Buzz: Rewriting Commands (use handout)
- J. Show DVD 9: Vignette 9
- K. Brainstorm/Buzz: Distractions

III. Complete Self-Reflection Inventory & Set Personal Goals

IV. Review Practice Activities & Self-Monitoring Sheet

V. Evaluation

Workshop #5 Group Leader Checklist

The Proactive Teacher (Program 5) and Positive Behavior Management (Program 6, Part One)

DVD 8: Vignettes 1-23, DVD 9: 1-9

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

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

DVD 8:

Introduction*	1*	2*	3T	4*	5T	6T	7*	8T	9T	10*	11*
12P	13*	14*	15*	16*	17*	18P	19*	20T	21T	22*	23*

DVD 9:

Introduction*	1T	2*	3*	4T	5T	6*	7*	8T	9PT
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* Recommended core vignettes for mixed age groups

(T) Vignettes for Toddlers

(P) Vignettes for Preschoolers

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested practice activities (emotion coaching) | _____ | _____ |
| 3. Brainstorm/Buzz: Transition signals/warnings | _____ | _____ |
| 4. Brainstorm/Buzz: Routines | _____ | _____ |
| 5. Role Play/Practice: Transitions to new activities | _____ | _____ |
| 6. Role Play/Practice: Ending Play | _____ | _____ |
| 7. Brainstorm/Buzz: Rules for circle time | _____ | _____ |
| 8. Role Play/Practice: Teaching children rules | _____ | _____ |
| 9. Brainstorm/Buzz: Awards | _____ | _____ |
| 10. Role Play/Practice: Explaining award program | _____ | _____ |
| 11. Benefits/Barriers to Praise | _____ | _____ |
| 12. Rewrite Commands | _____ | _____ |
| 13. Brainstorm/Buzz: Distractions | _____ | _____ |
| 14. Explain practice activities and reading assignments | _____ | _____ |
| 15. Participants complete folder with goals and self-monitoring checklist & self-reflection inventory | _____ | _____ |

NOTE: For teachers and day care providers with mixed age groups (1-5) or preschool age only (3-5) it will be helpful to start Program 6 in the afternoon of Workshop 5 (if possible) in order to complete both parts of Program 6. See Checklist for Program 6 for afternoon topic.

Workshop #5

Handouts—The Proactive Teacher and Positive Behavior Management

- _____ Agenda
- _____ Practice Activities (Workshop 5)
- _____ Key Points about Proactive Teachers/Child Care Providers
- _____ School Rules – Show me five poster
- _____ School Rules (7)
- _____ Examples of nonverbal signals
- _____ Brainstorm/Buzz: Classroom/child care schedule
- _____ Brainstorm/Buzz: Classroom/child care rules
- _____ Behavior Record Sheet: Proactive Teaching
- _____ Behavior Plan sheets (4)
- _____ Self-Reflection Inventory (Proactive Teacher)
- _____ Evaluations

NOTE: See handouts in Program 6 for Part 1.





Workshop #6 Outline

Positive Behavior Management for Toddlers and Preschoolers (Program Six, Parts One and Two)

9:00 AM–12:00 PM

I. Review

- A. Discuss proactive experiences since last workshop and ask about reading assignments. (schedules, classroom rules, positive limit setting)
- B. NOTE: DVD 9 Vignettes 1-9 were included in Workshop #5 agenda. If not started in that workshop, then begin with these vignettes and do the school rules buzz and rewriting ineffective commands exercises.

Topic of Morning: Positive Behavior Management for Toddlers and Preschoolers (DVD 9, Part One):

I. Differential Attention and Planned Ignoring

- A. Show DVD 9: Vignettes 10-19 and intersperse the following Brainstorms B-G
- B. Brainstorm/Buzz: Distractions
- C. Brainstorm/Buzz: Redirections
- D. Brainstorm/Buzz: Warnings
- E. Brainstorm/Buzz: Benefits/Barriers to Praising Children
- F. Brainstorm/Buzz: Rewrite Commands
- G. Brainstorm/Buzz: Ways to stay calm when ignoring (see handout)
- H. Role Play/Practice: Ignoring misbehaviors paired with proximal praise and followed with distraction and redirection.
- I. Brainstorm/Buzz: Behaviors to be ignored and their positive opposite behaviors to coach and praise (See handout)
- J. Show DVD 9: Vignettes 20-26
- K. Understanding Problem Behavior and Behavior Planning: Demonstrate using Handouts on understanding problem behavior and beginning steps of behavior planning including targeted negative and positive opposite behaviors, prosocial strategies to coach and praise and negative behaviors to ignore.
- L. Brainstorm/Buzz: Break out with buddy to record labeled praise statements that will be used and write on handout sheet. Share afterwards in large group.

II. Using Incentives

- A. Show Vignette 27
- B. Brainstorm/Buzz: With buddy share behaviors you might use a spontaneous incentives for. List possible incentives. (See handout)
- C. Show Vignettes 28-29
- D. Self-Praise and Rewards
Brainstorm/Buzz: Break up into pairs or small groups to work on ways for teachers to self-praise and reward themselves. (See handouts) Also buzz strategies for giving parents praise about their children.
- E. Teacher Reflections

Key Concepts:

Part 1

- Reducing commands
- Positive, clear limit setting
- Importance of reminders, redirections and distractions
- Use of physical redirections
- Effective and planned ignore strategies
- Pairing ignore with distractions
- Value of first-then commands
- Using puppets to help children calm down
- Using calm down strategies
- Importance of positive attention and praise
- Strategic use of incentives
- Understanding use of differential attention

Part 2

- Teaching children time out to calm down
- Learning how to teach and practice Time Out to calm down with children
- Using the calm down thermometer
- Teaching self regulation strategies
- Encouraging children to solve problems with words
- Teaching children problem solving steps using Wally's Problem Solving book
- Using games, art and writing skills to teach problem-solving steps
- Coaching problem-solving in "real life" problem situations
- Developing happy places imagery
- Using teacher-directed play scripts for children with special needs

Note: It will take the full workshop #6 day to cover Part 1 if it was not started in Workshop #5. Part 2 is to be shown only if teachers have preschool age children and want more specific information about managing misbehavior and teaching children to use time out to calm down. Additionally Part 2 also shows how to teach children beginning problem solving steps, and how to use teacher-directed scripts and incentives for children with special needs.

The teacher and parent reflections and series summary at the end of Part 2 should be shown even to teachers or child care providers who have only received Part 1.

Lunch**1:00-4:00 PM****Topic of Afternoon: Positive Behavior Management for Preschoolers (DVD 10, Part 2)****I. Differential Attention and Planned Ignoring**

- A. Continue showing Vignettes 30-32
- B. Role Play/Practice: ABC's of learning based on Vignette 30
- C. Ignoring followed with redirect and praise
- D. Brainstorm/Buzz: Ignorable behaviors
- E. Review ways to stay calm
- F. When Not to Give Attention
Show DVD 10: Vignettes: 33, 34
- G. Using Logical Consequences
Brainstorm/Buzz: With buddy share use of logical consequences in teacher or child care provider's setting.

II. Teaching Children Time Out to Calm down

- A. Show DVD 10: Vignette 35, then model explaining Time Out and pass out script of scenario.
- B. Brainstorm/Buzz: Break into pairs so teachers can practice explaining Time Out to children. (see Handout of script with puppet)
- C. Continue Vignettes 36-43
- D. Brainstorm/Buzz: Happy Places Imagery
- E. Role Play/Practice: Basic Time Out (with handout) & then where child is more resistive.

III. Teaching Problem Solving

- A. Show DVD 10: Vignettes: 43-50
- B. Role Play/Practice: Encouraging words
- C. Role Play/Practice: Using Wally Problem Solving Book
- D. Role Play/Practice: Problem Solving in the midst of conflict

IV. Teacher-Directed Play Scripts

- A. Show Vignettes 51-52
- B. Brainstorm/Buzz: Refine behavior plans in small groups
- C. Teacher and Parent Reflections

V. Summary Narration**VI. Explain suggested activities and reading assignments****VII. Teachers complete folder with goals and self-monitoring checklist and teacher observation self-reflection inventory.**

Workshop #6 Group Leader Checklist

Positive Limits and Proactive Behavior Management (DVD 9 & 10)

DVD 9: Vignettes 1-29, DVD 10: Vignettes 30-52

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

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

DVD 9:

(Introduction* 1T	2*	3*	4T	5T	6*	7*	8T	9PT)	10T	11T
12T	13*	Teacher Reflections*		14*	15T	16*	17T	18T	19*	20T
21P	22*	23*	24*	25*	26P	27T	28T	29T		

DVD 10:

30*	31P	32*	33P	34*	35*	36P	37*	38P	39P	40*	41*
42*	43P	44P	45P	46P	47P	48P	49P	50P	51P	52P	Teacher
Reflections	Parent Reflections		Series Summary*								

* Recommended core vignettes

(T) Vignettes for Toddlers

(P) Vignettes for Preschoolers

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior experiences with coaching methods & setting schedules/rules | _____ | _____ |
| 3. Brainstorm/Buzz: Warnings, Redirections, Clear Commands | _____ | _____ |
| 4. Role Play/Practice: Limit Setting and Distraction | _____ | _____ |
| 5. Brainstorm/Buzz: Ways to stay calm when Ignoring | _____ | _____ |
| 6. Role Play/Practice: Teacher Ignoring misbehavior | _____ | _____ |
| 7. Brainstorm/Buzz: Behavior to ignore with positive opposite behavior to coach | _____ | _____ |
| 8. Understanding Problem Behavior: Behavior planning | _____ | _____ |
| 9. Brainstorm/Buzz: Labeled praise | _____ | _____ |
| 10. Brainstorm/Buzz: Use of incentives | _____ | _____ |
| 11. Brainstorm/Buzz: Self praise and Rewards | _____ | _____ |
| 12. Brainstorm/Buzz: Clean up | _____ | _____ |
| 13. Brainstorm/Buzz: Redirect | _____ | _____ |
| 14. Brainstorm/Buzz: When/Then | _____ | _____ |
| 15. Role Play/Practice: Ignoring and giving attention (ABC's) | _____ | _____ |

- 16. Brainstorm/Buzz: Logical consequences _____
- 17. Role Play/Practice: Use of Logical Consequences _____
- 18. Role Play/Practice: Explaining Time Out to calm down to children _____
- 19. Role Play/Practice: Time Out (practice several scenarios) _____
- 20. Brainstorm/Buzz: Happy place imagery _____
- 21. Brainstorm/Buzz: Positive Self-Talk _____
- 22. Role Play/Practice: Teaching children to use words to manage conflict _____
- 23. Role Play/Practice: Teaching children to ignore using puppets _____
- 24. Role Play/Practice: Using Wally's Problem Solving Book _____
- 25. Brainstorm/Buzz: Activities to promote children's problem solving _____
- 26. Role Play/Practice: Helping children problem solve _____
- 27. Role Play/Practice: Teacher-directed play scripts _____
- 28. Refine behavior plans in small groups _____
- 29. Explain practice activities and reading assignments _____
- 30. Teachers complete folder with goals and self-monitoring checklist & self-reflection inventory _____

Workshop #6 **Handouts—Positive Behavior Management**

PART ONE HANDOUTS

- _____ Agenda
- _____ Practice activities
- _____ Key Points about positive behavior management strategies
- _____ Understanding problem behaviors checklist
- _____ Brainstorm/Buzz: Goals for behavior management
- _____ Ignoring misbehavior and praising positive opposite behaviors handout
- _____ Brainstorm/Buzz: Rewriting commands
- _____ Brainstorm/Buzz: Ways to stay calm while ignoring
- _____ Brainstorm/Buzz: Behaviors to ignore
- _____ Steps 1-4 of Discipline Hierarchy
- _____ Brainstorm/Buzz: Teachers praising parents
- _____ Brainstorm/Buzz: Labeled praise
- _____ Brainstorm/Buzz: Teacher Self-Praise
- _____ Brainstorm/Buzz: Incentives
- _____ Piggy bank handout
- _____ Behavior Plan sheets (for preschoolers) (6)
- _____ Self-Reflection Inventory, positive behavior management (Part One)
- _____ Evaluations

Other Things to Bring:

- Certificates
- Tiny Turtle Puppet
- Large and Small Wally Books

PART TWO HANDOUTS

- _____ Practice activities for month
- _____ Key Points about positive behavior management for preschoolers
- _____ Sample circle time lesson script: Ignore
- _____ Discipline Hierarchy steps 1-8 (for preschoolers)
- _____ Time out for aggression (children ages 3-6 years)
- _____ Sample circle time role play script for explaining time out using puppet
- _____ Young child resists going to time out
- _____ Brainstorm/Buzz: Staying calm when using time out
- _____ Brainstorm/Buzz: Coping and calming self-talk
- _____ Brainstorm/Buzz: Natural and logical consequences
- _____ Sample behavior plan template
- _____ Incredible Years problem solving worksheet for managing children’s challenging behaviors
- _____ Thinking like detectives: See what you’ve learned
- _____ Self-Reflection Inventory, positive behavior management (Part Two)
- _____ Evaluations



Incredible Years®: Incredible Beginnings™ Teacher & Child Care Provider Program

Benefits of Certification as a Group Leader of Incredible Beginnings Program

We consider this certification process to be of value for the following reasons:

- 1. The certification process maximizes the quality of the performance of the group leader.** We believe certified leaders implementing the full program will achieve results similar to those in the published literature. The process of certification is considered part of the training process in that the leader will get feedback from teachers, child care providers and peers on his/her leadership ability.
- 2. Certification allows the individual to be listed as a certified group leader with the Incredible Years center.** This certification permits us to give out your name for possible employment as a leader of teacher groups.
- 3. Certified leaders will be invited to workshops updating our programs and sharing ideas with other group leaders throughout the country.**
- 4. Certification permits the individual to be eligible to take the advanced course in teacher group leadership and to take the course to be a certified coach of other group leaders using this program.**

Certification is required for this program to be used as part of a research project.

Background Requirements to be Eligible for Certification

- 1. Extensive experience with young children (this may include working with children as a health care provider, child care provider, teacher, or parent educator). Two years experience minimum requirement.**
- 2. Education and accreditation as a teacher, psychologist, school counselor, social worker, early learning specialist OR completion of certification as an Incredible Years Parent Group Leader.**



Requirements for Group Leader Certification

Training

- Attend Approved Group Leader Training Workshop

Only those candidates who have successfully completed the approved training qualify to submit a certification application. Approved training consists of a three-day workshop offered by a certified mentor or trainer of group leaders for this specific program (Incredible Beginnings).

Experience Requirements

- Conduct Two Training Workshops

Conduct two series of teacher training workshops utilizing the complete DVD series (each lasting a minimum of six full days, or 42 hours spread out in weekly sessions). A minimum of 10 participants per series is required. A list of dates, locations, and number of attendees will need to be submitted.

- Submit to the Certification Committee workshop evaluations by each participant who attends each of the training days for both workshops. (These are available in the appendix.) Final evaluation is the Final Satisfaction Questionnaire.
- Submit training checklists/protocols for each of the training days.

Feedback and Evaluation

- Satisfactory completion of leader self-evaluations for each workshop. (See Peer and Self-Evaluation form in Appendix.)
- Satisfactory completion of co-leader peer evaluations for each group. (See Peer and Self-evaluation Form in Appendix.)
- Feedback from certified mentor or trainer. (See Collaborative Process Checklist.)

Receive a satisfactory supervisory report for workshops. This feedback may be done on-site by a certified mentor or by submitting a video to the Certification Committee. There is a fee for each type of review because it involves three to four hours to review one tape and prepare a report.

- Two letters of professional reference.

- See: <http://incredibleyears.com/certification-gl/>



Application Process

Checklist of Items Submitted for Certification as an Incredible Beginnings™ Group Leader

- _____ Letter discussing your interest in becoming certified; your goals, plans, and philosophy of effective teaching and your teaching experience (one page).
- _____ Application form. (See attached form.)
- _____ Two letters of reference.
- _____ Background Questionnaire.
- _____ Attendance lists (minimum 10 teachers).
- _____ Teacher/Child Care Provider workshop evaluations.
- _____ Two co-leader peer evaluations and self-evaluations.
- _____ Checklist or protocols for each workshop.
- _____ Passing DVD Review/Report by Certified Mentor or Trainer.

There is a certification fee which includes DVD review and supervisory report, registration process, and certificate of certification. Contact Incredible Years for more information.

Send to:

Incredible Years, Inc.
Certification Committee
1411 8th Avenue West
Seattle, WA 98119
Email: incredibleyears@incredibleyears.com



**Application Form for Certification
as a Group Leader
Incredible Beginnings™ Program**

NAME: _____

HOME ADDRESS: _____

Zip: _____

HOME PHONE: _____ WORK: _____

Email: _____

OCCUPATION _____

Month/Year of Training: _____

Trainer: _____

COURSE(S) TAKEN IN CHILD DEVELOPMENT _____

Please attach a 1-page letter describing:

- Your experience with toddler and preschool children:
- Your experience with teaching.
- Your experience with groups.
- Your goals, plans, philosophy of teaching.

Please provide two letters of reference attesting to your teaching skills in working with large groups of children.





Group Leader Collaborative Process Checklist for Incredible Beginnings™ Workshops

This checklist is designed for group leaders to complete together following an Incredible Beginnings workshop, or for a group leader to complete for him/herself when reviewing a DVD of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (No tables.) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts/practice activities ready for the participants to pick up. | _____ | _____ | _____ |

REVIEW PARTICIPANTS' PRACTICE ACTIVITIES

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 5. Begin the discussion by asking participants to share their experiences doing the assigned activities since the last training workshop? | _____ | _____ | _____ |
| 6. Give every participant the chance to talk about practice activities, success with implementing behavior plans, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts participants made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. Highlight key principles that their examples illustrate?
<i>(e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?")</i> | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

REVIEW PARTICIPANTS' PRACTICE ACTIVITIES, Continued

Did the Leaders:

- | | | | |
|--|--------------|--------------|--------------|
| <p>9. Explore with participants who didn't complete the practice activities what made it difficult, and learn how practice activities can be made more meaningful or practical?
<i>(e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>10. If a participant's description of how they applied the skills makes it clear that he/she misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the participant feeling responsible for the failure?
<i>(e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." or, "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>11. Allow for some discussion of issues beyond the immediate topic at hand?
<i>(e.g., other concerns with children not related to today's topic, or non-teaching issues that are of concern such as time constraints, how to deal with other participants' responses, personal stressors.)</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>12. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |

WHEN BEGINNING THE TOPIC FOR THE DAY

YES NO N/A

Did the Leaders:

- | | | | |
|--|--------------|--------------|--------------|
| <p>13. Begin the discussion of the topic with open-ended questions to get participants to think about the importance of the topic?
<i>(Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>14. Paraphrase and highlight the points made by participants – writing key points or principles on the board?</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |

WHEN SHOWING THE VIGNETTES

YES NO N/A

Did the Leaders:

- | | | | |
|--|--------------|--------------|--------------|
| <p>15. Before showing vignette, focus participants by telling them what they will see (e.g., age of child, situation) and what you want them to watch for?
<i>(e.g., "In the next vignette we will see a little boy has been anxious and crying since his mother left. Think about how you</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
|--|--------------|--------------|--------------|

Leader Collaborative Process Checklist, Continued**WHEN SHOWING THE VIGNETTES, Continued**

YES NO N/A

Did the Leaders:*would respond to this situation in your setting.”)*

- | | | | |
|---|-------|-------|-------|
| 16. When showing vignette, pause scene periodically to discuss skills used by teacher/child care provider, or how child or teacher is feeling, or predict what teachers would do next? | _____ | _____ | _____ |
| 17. When vignette ends, ask open-ended questions to participants about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) | _____ | _____ | _____ |
| 18. Acknowledge responses one or more participants have to a vignette?
<i>(For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, “Sue, you laughed at that one.” Then pause and let the teacher share her impressions.)</i> | _____ | _____ | _____ |
| 19. Paraphrase and highlight the points made by participants – writing key points or “principles” on the board? | _____ | _____ | _____ |
| 20. Help participants see how principles learned from vignettes apply to their setting or specific children? | _____ | _____ | _____ |
| 21. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? | _____ | _____ | _____ |
| 22. Allow for discussion following every vignette? (If vignettes are played one after another, participants may not catch the key points illustrated. Additionally, they won’t have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) IF group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two participants to highlight key points and moving on. | _____ | _____ | _____ |
| 23. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas? | _____ | _____ | _____ |
| 24. Help group see “principles” from a developmental perspective (i.e., how the teacher’s strategy on the vignette would be adapted for a toddler or preschool child, or a child with developmental delays)? | _____ | _____ | _____ |
| 25. Help participants understand how the concepts/principles they are learning are related to their own goals for themselves and their children? | _____ | _____ | _____ |

PRACTICE AND DIRECTING ROLE PLAYS

YES NO N/A

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 26. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and | _____ | _____ | _____ |
|--|-------|-------|-------|

Leader Collaborative Process Checklist, Continued

- act out ideas? (This ensures the likelihood of success.)
27. Do several spontaneous role play practices that are derived from participants' descriptions of what happened in their setting? ("Show me what that looks like.") _____
28. Do frequent planned role plays, practices or buzzes over the course of the workshop day? _____
29. Do one or more role plays in pairs or small groups that allow multiple participants to practice simultaneously? _____
30. Use all of the following skills when directing role plays: _____
- a. Select participants strategically to be teacher or student? _____
 - b. Skillfully get participants engaged in role plays which address their goals and questions? _____
 - c. Provide each teacher or child (in role) with a script of his/her role (age of child, teacher skill to be practiced, child level of misbehavior)? _____
 - d. Provide enough "scaffolding" so that participants are successful in role as "teacher" (e.g., get other participants to generate ideas for how to handle the situation before practice begins)? _____
 - e. Invite other participants to be "coaches," (to call out ideas if the actor is stuck)? _____
 - f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants? _____
 - g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? _____
31. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as child?")? _____
32. Solicit feedback from group about strengths of participants in role? _____
33. Re-run role play, changing roles or involving different teachers (not always needed, but helpful to do for participants who need modeling by someone else first because they find the skill difficult)? _____

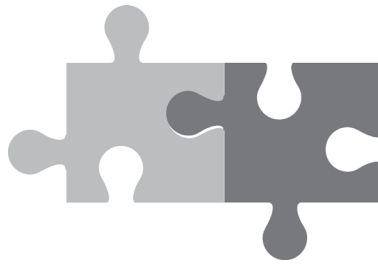
COMPLETE INDIVIDUAL BEHAVIOR PLANS YES NO N/A

Did the Leaders:

34. Break up into groups (6-7) to do behavior plans – based on the principles and content discussed in that workshop? _____
35. Review, refine and share behavior plans for students? _____

PARENT INVOLVEMENT	YES	NO	N/A
Did the Leaders:			
36. Review letter to be sent to parents to describe and enhance children's learning at home? (See Teacher-to-Parent Communication letters in manual and on website.)	_____	_____	_____
37. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around children's learning needs?	_____	_____	_____
REVIEW KEY TIPS, PRACTICE ACTIVITIES AND WRAP UP			
Did the Leaders:			
38. Begin the ending process with about 15 minutes remaining?	_____	_____	_____
39. Ask participants to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual or website)?	_____	_____	_____
40. Review or have participants review each point on Key Tips out loud, commenting on why this point is important?	_____	_____	_____
41. Review or have participants review the practice activity sheet, including why it is important, and how they will try to do it?	_____	_____	_____
42. Have participants complete the workshop evaluation form?	_____	_____	_____
43. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned?	_____	_____	_____
44. Call, e-mail or text participants between workshops to check in about goals, strategies tried, behavior plans and any barriers? Encourage and praise participant efforts? (See Teacher buzz forms on website)	_____	_____	_____
45. Set up classroom observations and personal feedback in schools by group leaders or IY coach?	_____	_____	_____

REMEMBER: Your goal in the workshops should be to draw from the participants the information and ideas to teach each other. Participants should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Participants are far more likely to put into practice what they talk about and practice with support than what they hear about.



Building Positive Relationships With Toddlers - Managing Separation Anxiety

Practice Activities

To Do:

- **TALK** to parents about how to separate from their toddler with predictable goodbye routines.
- **HELP** parents engage in a gradual fade out routine for children who need extra support.
- **PLAN** your routine for ending the day with children and debriefing with parents.
- **ENGAGE** in “Toddler-Directed” play to promote teacher-toddler attachment

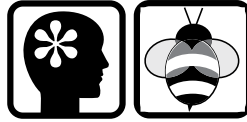
To Read:

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



Brainstorm/Buzz

Managing Separations



Share how you support and plan to manage difficult separations with parents.



Share how you support children to manage difficult separations.

Goal:



BEHAVIOR PLAN RECORD SHEET

Managing Separation Anxiety

Date: _____

For child with separation anxiety, I will:

*Example: Engage in a predictable drop off routine with parent and share with parents.
(Write example of what you do below.)*

Goal:

For building relationships with parents I will:

Example: Establish a strategy for debriefing with parents on a regular basis.

Goal:

Outcomes – The results of my plan:

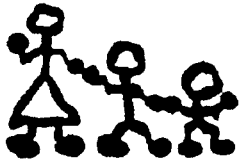


BEHAVIOR PLAN RECORD SHEET

Building Positive Relationships

Date: _____

<p>Target Child Problem:</p> <p><i>Example: Seth is 3 1/2 years old and is reluctant to initiate interactions with peers and teachers. He plays alone with the same toy. Single parent, only child with no previous experience with other children or preschool</i></p> <p>Target Child (nature of problem):</p>	<p>Relationship Building Goal:</p> <p><i>Example: Seth begins to notice the play of peers and starts to play in their area. Trusts and enjoys playing with teacher.</i></p> <p>Developmentally appropriate relationship goal for child:</p>	<p>Relationship Building Strategy I will use:</p> <p><i>Example: Sit near Seth when he is playing and be an appreciative audience. Notice his interests and bring high interest activities to him. Show warmth and appreciation. Let him know what a peer is doing and an activity might interest him.</i></p> <p>Relationship Building Strategies:</p>
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**The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory**

**Building Positive Relationships with Toddlers and
Managing Separation Anxiety**

Date: _____ Teacher Name: _____

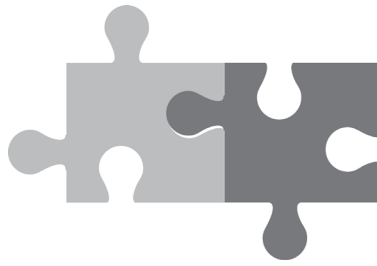
Teachers and child care providers learn extensively from self-reflection regarding their classroom management and the child care strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the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

1 – Never 3 – Occasionally 5 - Consistently

<i>Building Positive Relationships with Children</i>	
1. I greet children upon arrival with personal and enthusiastic greetings (e.g., using child's name).	1 2 3 4 5
2. I interact with the children with warmth and loving care.	1 2 3 4 5
3. I use "teacher-ese" language, which includes words spoken slowly in a higher pitched, exaggerated, playful voice with positive enthusiasm and lots of repetition.	1 2 3 4 5
4. I combine non-verbal hand gestures with my verbal communication.	1 2 3 4 5
5. I pace my communication and give children a chance to respond non-verbally and verbally.	1 2 3 4 5
6. I personalize my communications with individual children (e.g., favorite books, activities, food, acknowledge birthdays, etc.)	1 2 3 4 5
7. I spend child-directed play time with every child (e.g., on playground, during meals, unstructured play time).	1 2 3 4 5
8. I often provide physical affection with verbal affection and praise with children.	1 2 3 4 5
9. I am clear with children about when their parent(s) will return.	1 2 3 4 5

<p>10. I individualize each child’s developmental needs, interests and abilities. (e.g., planning activities or stories based on special interests of children)</p>	<p>1 2 3 4 5</p>
<p>11. I help children to appreciate each other’s special talents and needs.</p>	<p>1 2 3 4 5</p>
<p>12. I am child-directed in my approach and behave as an “appreciative audience” to their play.</p>	<p>1 2 3 4 5</p>
<p>13. I avoid too much question-asking and corrections when possible.</p>	<p>1 2 3 4 5</p>
<p>14. I share my positive feelings when interacting with children.</p>	<p>1 2 3 4 5</p>
<p>15. I invite children to help with classroom jobs (e.g., putting away toys).</p>	<p>1 2 3 4 5</p>
<p>16. I adjust activities to be developmentally appropriate for each child.</p>	<p>1 2 3 4 5</p>
<p>17. I use teacher modeling, prompting and guided practice during play interactions.</p>	<p>1 2 3 4 5</p>
<p>18. I work to convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.</p>	<p>1 2 3 4 5</p>
<p>19. I participate in pretend and imaginary play with children.</p>	<p>1 2 3 4 5</p>
<p>Future Goals regarding ways I will work to build relationships with identified students:</p>	

<i>Building Positive Relationships with Parents</i>	
1. I set up opportunities for parents to participate or observe in classroom or home day care setting.	1 2 3 4 5
2. I help parents develop predictable routines for separating from their children and saying goodbye.	1 2 3 4 5
3. I meet with parents to make a plan when a child's separation anxiety is more difficult.	1 2 3 4 5
4. I send home regular newsletters/e-mails to parents and positive notes about their children.	1 2 3 4 5
5. I check in regularly with parents to tell them about their children's successes or difficulties and goals.	1 2 3 4 5
6. I have regular posted telephone hours or times parents can reach me.	1 2 3 4 5
7. I schedule parent evenings/meetings to share classroom activities with parents and to present ideas for carrying over classroom activities at home.	1 2 3 4 5
8. I welcome parents' for ideas, materials and support for classroom activities.	1 2 3 4 5
9. I recognize the importance of partnering with parents and collaborating in order to develop strong attachments with children.	1 2 3 4 5
Future Goals regarding involving parents:	



Promoting Language Development in Toddlers and Preschoolers

Practice Activities

To Do:

- **ENGAGE** in child-directed play interactions and interactive reading using descriptive commenting, imitation, and repetition to enhance language.
- **MODEL** using two different non-verbal signals or gestures with your verbal communication.
- **PROMPT** children's nonverbal and verbal responses and praise their responses.
- **FOR PRESCHOOLERS: TRY** using visual cues and gestures to prompt verbal responses from children with language delays. Set up play practices to promote verbal social communication interactions.

To Read:

Chapter Five from *Incredible Teachers* book.



Key Points

Promoting Language Development in Toddlers and Preschoolers



Toddlers and Preschoolers

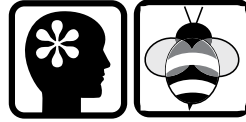
- Be child-directed.
- Use many more descriptive comments than questions.
- Describe body parts, actions & objects; use the “one up rule” of adding one word longer than the child’s current word production.
- Listen to the child and imitate his/her sounds and words with positive affect.
- Talk about positions of objects (e.g., inside, under, beside, next to, behind).
- Prompt the child to talk by modeling words for him/her to copy.
- Chant, sing rhymes and teach child body movements that go with songs and words.
- Describe your own actions.
- Use pretend play and puppets or toy telephones to encourage language interactions.
- Use “teacher-ese” language which is words spoken slowly, in a higher pitched, exaggerated playful voice with positive enthusiasm and lots of repetition.
- Combine nonverbal hand gestures with verbal communication.
- Pace language slowly so children have a chance to respond verbally or nonverbally.
- Use visual picture supports for children with expressive language delays.
- Praise children’s nonverbal and verbal responses.
- Read to children using interactive approaches.

Additional for Preschoolers

- Increase language word complexity.
- Engage in pre-academic coaching: describe colors, shapes, numbers, textures & letters and increase the variety of words by providing more detailed descriptions of objects, people or animals.
- Help children pay attention to the language of peers and make sense of their information by repeating what another child says (intentional commenting).
- Combine descriptive commenting with social interaction experiences.
- Use interactive reading approaches by allowing children to act out parts and share experiences.
- Encourage children to practice telling their peers what they want and to share their ideas and plans.
- Encourage parents to use descriptive commenting, interactive reading and pre-academic coaching at home.

Brainstorm/Buzz

More Encouraging Words



Write down some encouraging words and some visual prompts you can use with children to facilitate their ongoing language and social communication.

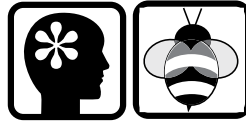


Goal:

I will commit to using more encouraging words/visual prompts _____ times this week with the following children:

Brainstorm/Buzz

Nonverbal Cues



Write down some nonverbal cues and gestures you can use with children to promote communication.



A large rectangular area with horizontal lines for writing, intended for brainstorming nonverbal cues and gestures.

Goal:

A rectangular area for writing the goal, located below the main brainstorming section.

Building Blocks for Reading With CARE with Toddlers



Comment and describe objects, colors, body parts, emotions, and actions of pictures in books. Talk about the pictures while you point to the pictures and/or make up stories. Take turns interacting and let your child turn the pages and point to pictures while you name them. If the child doesn't have much language yet, remember toddlers understand much more than they can speak. Mirror and imitate the sounds the child makes and use simple words to describe objects. Read for a few minutes at times when your toddler seems calm and alert.



Ask a few open-ended questions and explore the book together.

You might try asking a few open-ended questions to see if the child will talk. For example, you might say, "I wonder what will happen next?" Or, "Do you think he is proud of doing that?" However, avoid asking too many questions or the child will think you are testing her/him and will close up if she/he doesn't know how to answer the question.

Rather ask questions that show you are genuinely interested in the child's thoughts and intersperse them with more descriptive commenting than questions.

Example Questions:

Teacher: "What do you see on this page?" (Toddler points to a truck)

Teacher: "Yes that is a big, blue truck."

Teacher: "What's happening here?" (Teacher points to a picture)

Teacher: "That is a yellow bus."

Teacher: "I wonder if there are two trucks?" (Prompting a pre-academic skill & child points to another truck)

Teacher: "You are right, there is a blue and a black truck."

Teacher: "I wonder if she is feeling sad now?" (Exploring the name of feelings)

Teacher: "What is going to happen next?" (Creating a feeling of excitement and discovery)





Respond with smiles, encouragement, praise and expressive delight to your toddler's efforts to respond. Follow your child's lead and empower his or her discovery and exploration of the book. Use hand movements with your words. Slide your finger under the words or letters on the page and show left to right movement.

Read using "parentese" language which sounds like this:

- sing-song, higher pitched, slower voice
- clear articulation
- pauses after reading some words to wait for a response
- repeat words often

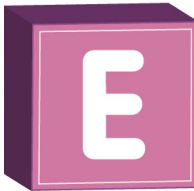
Examples:

"Wow that is a tall giraffe."

"You are really thinking hard about that."

"Wow, you know a lot about trains."

"That's awesome. You are learning about the names of so many animals and what they eat."



Expand on what your toddler says. You can expand by adding a new word or similar word to what he or she is saying or by reminding them of a personal experience or event in their life that is similar to the story in the book.

Examples:

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

"Yes, it is horse; it's also called a mare."

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

Remember:

- Read in a quiet place.
- Allow children to select the book. Read books that reflect children's experiences.
- Allow children to sit in a comfortable position while reading the book.
- Allow children to re-read the same books as often as they wish. This is a pre-reading skill and leads to memorization of the story.
- Read to children every day and allow them to see you reading.
- Offer a variety of books such as folk tales, poems, informational books, fantasy, fables and adventure stories.

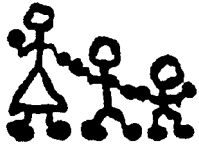


BEHAVIOR PLAN RECORD SHEET

Promoting Language Development

Date: _____

<p>Child Behavior I want to see less of:</p> <p><i>Examples: Seth engages in solitary play, no response to peers, no peer social communication. (Does have language skills but doesn't use them to interact with others.)</i></p> <p>Target Child (nature of language problem):</p>	<p>Positive Opposite Language Behavior I want to see more of:</p> <p><i>Example: Seth plays sitting next to 1-2 children, notices what another peer is doing, initiates social communication to ask for help.</i></p> <p>Developmentally Appropriate Language Goal for Child:</p>	<p>Language Scripts:</p> <p><i>Example: When sitting next to Seth use intentional commenting to help him listen to a peer's request or notice what another child is doing. Model and prompt social communication he can imitate and use with peers. Praise social language.</i></p> <p>Language Building Strategies:</p>
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**The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory**

Promoting Language Development in Toddlers and Preschoolers

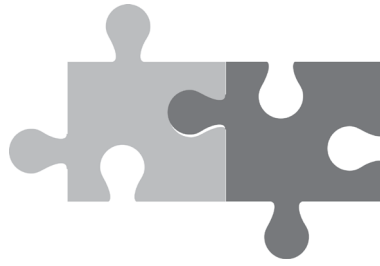
Date: _____ Teacher Name: _____

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

1 – Never 3 – Occasionally 5 - Consistently

<i>Proactive Teacher</i>	
1. I use “teacher-ese” language which includes words spoken slowly, in a higher pitched, exaggerated playful voice with positive enthusiasm and lots of repetition.	1 2 3 4 5
2. I combine non verbal hand gestures with my verbal communication.	1 2 3 4 5
3. I pace my language slowly, give children a chance to respond non verbally and/or verbally and listen before speaking again.	1 2 3 4 5
4. I personalize my communication with individual children (e.g., favorite books or activities or food, birthdays, family members and pets etc.)	1 2 3 4 5
5. I avoid too much question-asking and corrections when possible.	1 2 3 4 5
6. I use descriptive commenting during my play interactions with children (e.g., describing objects, positions, colors).	1 2 3 4 5
7. I use visual supports for children with language delays to prompt their nonverbal responses.	1 2 3 4 5
8. I use nonverbal signals and gestures along with my descriptive commenting.	1 2 3 4 5
9. I imitate children’s syllables, words, sounds, and gestures with positive affect.	1 2 3 4 5
10. I modulate my language complexity according to each child’s receptive and expressive language development.	1 2 3 4 5
11. For children with language, I use the “one up rule” of adding one word longer than the child’s spontaneous word production.	1 2 3 4 5

12. I help children pay attention to the speech of others and to make sense of their information by repeating what another child says. (E.g., intentional communication)	1	2	3	4	5
13. I help children understand the meaning of language by combining language with social interaction experiences.	1	2	3	4	5
14. I immediately praise children's use of nonverbal and verbal responses (e.g., good pointing, nice talking).	1	2	3	4	5
15. I help parents know how they can use descriptive commenting, imitation and child-directed approaches to enhance language development.	1	2	3	4	5
16. I use interactive reading approaches with children allowing them to act out parts and share experiences.	1	2	3	4	5
17. I create opportunities for children to communicate with others by setting up practices and using intentional communication.	1	2	3	4	5
18. I am "child-directed" in my communication interactions and avoid corrections and too many instructions.	1	2	3	4	5
19. I pace my descriptive commenting and choices I give children so they have time to respond.	1	2	3	4	5
20. I frequently sing to children in my classroom or home during play times or transitions to another activity or during circle time.	1	2	3	4	5
21. I pair songs with physical actions.	1	2	3	4	5
22. I use picture snack menus or talks to encourage communication at snack time.	1	2	3	4	5
23. For preschoolers I engage in pre-academic coaching (describing numbers, letters, shapes, textures) and increase the variety of words I use by providing more detailed descriptions of objects, people or animals.	1	2	3	4	5
24. For preschoolers I encourage children to practice telling each other what they want and to share their ideas or plans.	1	2	3	4	5



Social Coaching with Toddlers and Preschoolers

Practice Activities

To Do:

- **USE** Social Coaching during child-directed play with **toddlers and preschoolers** by modeling and describing children's social behaviors such as turn taking, sharing, waiting and asking.
- **ENGAGE** in pretend play using puppets and/or books with **toddlers** to practice modeling appropriate social skills. With **preschoolers** also include prompts and intentional commenting to promote practice of social skills and awareness of peer's intentions.
- **SET UP** dramatic play experiences with three selected **preschool** children to promote social communication interactions and cooperative play.
- **TRY** using a teacher directed play script to enhance play choices and joint play for preschool children with developmental delays.

To Read:

Chapters Four and Thirteen from
Incredible Teachers book.



Key Points

Social Coaching for Toddlers and Preschoolers



One-On-One With Toddlers and Preschoolers

- During child-directed play model social skills such as offering to share, wait, take turns, asking for help, pointing/gesturing, eye contact and praise.
- Prompt child to ask for help, to share, or take a turn; let it go if child does not respond to prompt.
- Imitate and praise child's social responses.
- Encourage pretend and make-believe play with puppets or action figures, to model social skills such as asking to play, offering to help, taking a turn, giving a compliment and sharing.
- Model the words and nonverbal gestures for the child to say and copy (ex. "my turn" and patting chest to indicate your turn).

Peer Coaching (Teachers with 2-3 preschool children)

- Occasionally prompt child to notice what another child is doing or to help him or her understand what another child said. (Intentional Commenting)
- Avoid questions and corrections and praise children's friendly interactions.
- Prompt, coach and praise social behaviors whenever you see them (e.g., sharing, helping, asking, taking turns, being polite, giving a compliment).
- Help children accept peer's refusals to share by reinforcing their waiting and patience and by distracting them to other interesting activities.
- Coach dramatic play with 3-4 children to encourage joint social play.
- Use books in interactive ways to talk about social skills and set up practices.
- Use visual prompts and play scripts for children with language delays.
- Give more attention to positive social behaviors than to inappropriate behaviors.
- Help the child understand that when she/he shares or helps, the other child feels happy. This helps the child see connection between social behavior and peer's feelings.
- Teach specific social skills in circle time.
- Use teacher-directed play scripts with children who have developmental delays.
- Encourage and train parents to use social coaching and child-directed play with their children at home.

Tips for Using Puppets to Promote Preschool Children's Social and Emotional Development

Preschool children are working to accomplish the important developmental milestones of learning social and friendship skills including beginning to share, help others, initiate social interactions, listen, and cooperate with peers. They are also working on emotional regulation skills including emotional literacy, self-control over aggressive behaviors, ability to wait and accept limits, and beginning problem solving skills.

One of the ways to promote a preschool child's social and emotional skills is through the use of puppet play. Puppet play is effective because it helps the teacher/child care provider enter the child's imaginary world and allows children to experience the feelings of other characters (early empathy development) and learn important social behaviors and conversation skills.

With puppets, dolls, or action figures you can act out stories you are reading with children, make up fantasies, and explore solutions to pretend problems. You may be nervous at first using puppets, but try it out and before long you will experience the joy of entering into a child's thoughts, feelings and imagination, one of the most intimate places you can be with a child at this age.

Puppet Scenarios for puppet time with children:

- **Puppet models greeting child.** For example, "Hi I am Tiny Turtle. What is your name?" When child tells your puppet his/her name, puppet thanks him/her for being so friendly. (Modeling friendly social greetings.)
- **Puppet models interest in child.** For example, "What do you like to do?" When the child tells your puppet his/her interests, puppet also shares his/her interests. (Learning how to get to know someone.) You can also prompt the child to ask the puppet what s/he likes to do? (Learning how to show interest in someone else.)
- **Puppet asks for help.** For example, "I can't get this block to go together, can you help me?" When the child helps your puppet, your puppet compliments his/her helping behavior. (Learning to ask for help as well as how to help a friend.)
- **Puppet shares his/her emotion.** For example, "I am embarrassed because I can't ride my bike. Do you know how to ride a bike?" Ask the child what your puppet is feeling. Encourage or prompt the child to say something to make the puppet feel better. (Learning to express emotions and think about another person's emotions.)
- **Puppet shares something with child.** For example, "I see you looking for green blocks, would you like my green block." (Modeling sharing.) If child takes your puppet's block, say "I'm happy to help you." (Connecting sharing action with emotion.)
- **Puppet waits for his turn.** For example, "I am going to wait until you finish that game, then can I have a turn?" If child gives your puppet a turn, puppet thanks him and tells him it makes him feel happy to have such a friend.

Note: If the child does not have the language skills to respond verbally to the puppet, it is still good for the puppet to model the words involved in the social interaction. You can also structure interactions that involve nonverbal responses from the child. “Would you share that with me?” “Would you like to shake the puppet’s hand?” “Can you help me build this tower?” This way, the focus is on the child’s friendly behavioral response to the puppet. You and the puppet can provide the verbal structure. This will support the child’s eventual language development in these social situations.

Teacher/Child Care Provider Praise: Teachers can use a silly/different voice for the puppet character and then go out of role as teacher to praise the child for his or her social skills. Teachers can look for opportunities to comment and praise the child when she/he waits, takes turns, helps, offers a friendly suggestion, asks for help, shows interest or empathy, is gentle and listens well with your puppet.

Teacher/Child Care Provider Prompts: In these puppet plays teachers can prompt their children’s appropriate social responses by whispering in their ear some ideas for what to say to the puppet. For example, “you can tell the puppet you like to play with trucks.” Or, “you can say please can I have that book?” Don’t worry if the child doesn’t use your suggestion, just move on to something else as compliance is not required. Often times children will copy your suggestion and then you can praise them for such nice asking or sharing.

Remember: Keep it simple, have fun, and do not have your puppet model negative behaviors. Try using puppets when reading stories to act out the character’s feelings and communication.



Brainstorm/Buzz

Social Coaching



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



Goal:

I will commit to using social coaching _____ times this week for _____ minutes, with the following children:

Brainstorm/Buzz

Dramatic Play



Think about a dramatic play experience you could set up either one-on-one with a child using a puppet or with a group of three children to help coaching their social skills. Write down your ideas.



One-On-One Puppet Scenarios:

Dramatic Play Plan for 3-4 Children:

Goal:

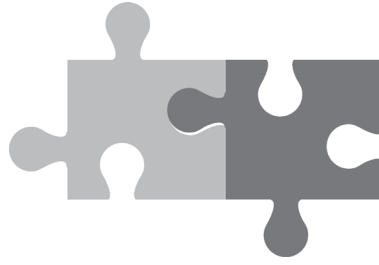


BEHAVIOR PLAN RECORD SHEET

Social Coaching

Date: _____

<p style="text-align: center;">Child behavior I want to see less of:</p> <p><i>Examples: Anna ignores other children's requests to play or to share a toy, grabs desired toy from others.</i></p> <p>Target Child (nature of problem):</p>	<p style="text-align: center;">Positive Opposite Social Behavior I want to see more of:</p> <p><i>Example: Asks verbally or nonverbally for a turn, willing to share in play with one other child, begin to make a friend.</i></p> <p>Developmentally Appropriate Social Goal for Child:</p>	<p style="text-align: center;">Social Coaching Scripts:</p> <p><i>Example: "You are sharing (or asking for a turn), that is so friendly." "When you used your words to ask, you solved your problem."</i></p> <p>Social Coaching Scripts:</p>
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Emotion Coaching with Toddlers and Preschoolers

Practice Activities

To Do:

- **USE** Emotion Coaching during child-directed play by modeling and describing children's emotions. Describe more positive emotions than negative. Share your own positive emotions with children.
- **ENGAGE** in pretend play using puppets and/or books to practice emotion language. Help children develop empathy by explaining the character's different feelings.
- **USE** visual feeling cards to teach children emotion vocabulary.
- **TEACH** children some emotional regulation strategies (e.g., breathing, counting, using Calm Down Thermometer poster, positive visualization, etc.) by modeling with puppets or discussing with books.

To Read:

Chapter Four & Eleven from *Incredible Teachers* book.



Brainstorm/Buzz

Promoting Children's Self-Regulation



Think about ways you could promote children's learning of self-regulation skills. Write down your plan.



Goal:

Key Points

Emotion Coaching



Toddler and Preschoolers

- Try to understand what the child is feeling and wanting.
- Describe the child's feelings (don't ask him what he is feeling because s/he is unlikely to have the words to tell you); build emotion vocabulary by naming child's feelings.
- Label more of children's positive feelings than uncomfortable feelings.
- Model your own positive feelings and calm down strategies.
- Provide physical cuddling when child is frightened, sad or hurt. Stay calm yourself to provide extra reassurance.
- Model the emotion words for the child to use to express his or her uncomfortable feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise the coping strategy the child is using such as staying calm, trying again.
- Promote identification of feelings through use of pictures, games and books.
- Use puppets and make-believe play to model emotion language and show how emotions can change and prompt empathic response.

Preschoolers

- Model self-regulation strategies by taking deep breaths, using positive self-talk, using anger thermometer and using Tiny Turtle's calm down steps.
- Help children learn ways to self-regulate such as by using special stuffed animal or blanket, taking deep breaths, waiting and thinking of happy place.
- Praise children's self-regulation skills such as staying calm, patient, and trying again when frustrated, or waiting a turn and using words to ask.
- Prompt children to take deep breaths, count down or use self talk such as "I can do it, I can calm down."
- Help children understand how other children feel by pointing out facial expressions, voice tone, or words.
- When children use a social skill such as sharing or trading, help them see the connection of their behaviors to the other child's feeling of happiness or excitement.
- Encourage parents to use Emotion Coaching and puppets to enhance emotion coaching at home.

Brainstorm/Buzz Emotional Literacy



Write out all the emotion words you want to encourage with children. Try to have three positive or calming emotion words for every uncomfortable feeling. Combine a coping thought with a negative feeling.



Goal:

Sample Circle Time Lesson Script: Calm Down Thermometer

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

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

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

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

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

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

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

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

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

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

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

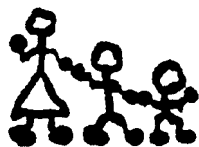


BEHAVIOR PLAN RECORD SHEET

Emotion Coaching

Date: _____

<p>Child behaviors I want to see less of:</p> <p><i>Examples: Joshua has angry outbursts, is easily frustrated, impatient, often sad.</i></p> <p>Target Child (nature of problem):</p>	<p>Positive Opposite Emotion Behavior I want to see more of:</p> <p><i>Example: Learning to take deep breaths, count, or use the thermometer or feeling picture to express feelings. Recognizing when he is calm, happy and patient.</i></p> <p>Developmentally Appropriate Emotion Goal for Child:</p>	<p>Emotion Coaching Scripts:</p> <p><i>Example: "I see you are frustrated but you are staying calm." Or, "Your friend is happy you shared the truck." Or, "You took deep breaths to calm down, that is so strong. I am proud of you."</i></p> <p>Emotion Coaching Strategies (your examples):</p>
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**The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory**

Emotion Coaching & self-Regulation

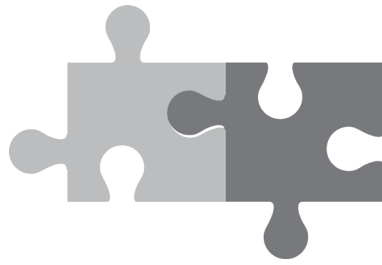
Date: _____ Name: _____

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

1 – Never 3 – Occasionally 5 - Consistently

<i>Social Coaching</i>	
1. I use emotion coaching language with all the children when I interact with them.	1 2 3 4 5
2. When I coach a child's uncomfortable emotions (e.g., anger, frustration, fears) I qualify the negative emotion with recognition of the positive coping or calming behavior the child is using (e.g., continues to try, keeps hands to self, works hard).	1 2 3 4 5
3. I give more attention to and name more positive emotions in children than uncomfortable emotions.	1 2 3 4 5
4. I model my own positive emotions for how I feel during the day, including how I calm down when frustrated.	1 2 3 4 5
5. I provide physical affection to help children calm down and self-regulate.	1 2 3 4 5
6. I teach preschool children self-regulation techniques such as breathing, counting, positive visualization methods and positive self-talk.	1 2 3 4 5
7. I teach preschool children the calm down thermometer and help them practice this when they are angry, sad, fearful or lonely.	1 2 3 4 5
8. I use puppets with children to model emotion language, help children understand the perspective of another and to set up practices of emotion sharing.	1 2 3 4 5
9. I teach children Tiny Turtle's anger management steps.	1 2 3 4 5

10. I read books to children in interactive ways to promote modeling and sharing of different feelings.	1 2 3 4 5
11. For children with developmental or language delays I use visual pictures to enhance their ability to tell someone how they are feeling.	1 2 3 4 5
12. I use visual feeling prompts to encourage communication of different feelings.	1 2 3 4 5
13. I identify “positive opposite” emotions to the negative emotions to pay attention to (e.g., for angry child I focus on times when s/he is calm, patient).	1 2 3 4 5
14. I praise children for sharing their feelings with other children or with me.	1 2 3 4 5
15. I work with parents so they know how to use emotion coaching at home with their children to enhance their emotional vocabulary.	1 2 3 4 5
16. I work with parents to teach them how to use emotional self-regulation strategies at home with their children. (E.g., breathing, counting, use of Calm Down Thermometer.)	1 2 3 4 5



The Proactive Teacher

Practice Activities

To Do:

- **PRACTICE** using predictable proactive strategies for children's transitions.
- **ESTABLISH** and **TEACH** children your classroom rules using visual cues/signals. For preschoolers, give children some responsibilities.
- **MAKE** your daily schedule predictable and clear. Post the daily schedule and rules.
- **IDENTIFY** a child with some behavior difficulties and develop a behavior plan utilizing coaching, relationship and proactive strategies focused on "positive opposite" behaviors. Use the "Behavior Plan" Record Sheet and bring to next meeting.

To Read:

Chapters Three, Six and Fifteen from *Incredible Teachers* book.



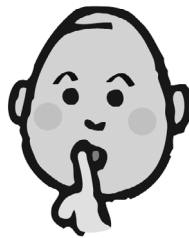
Examples of Nonverbal Signals



Walking Feet



Listening Ears



Inside Voice

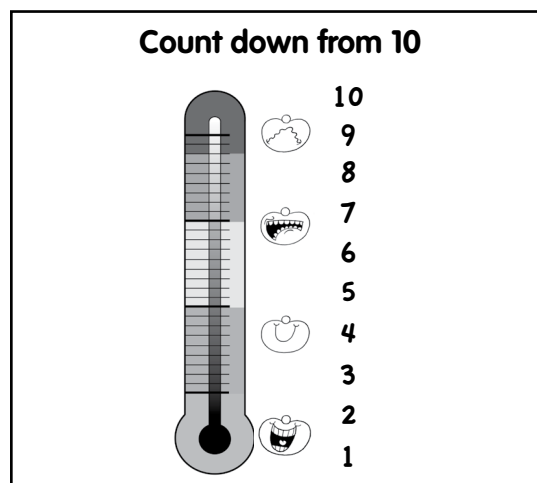
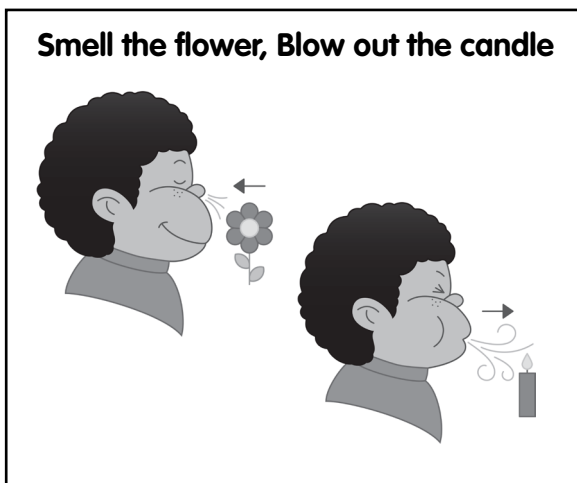


Eyes on Teacher



Hands to Self

- Squeeze imaginary ball (get it together)
- Raise hand with two fingers apart (for quiet down)
- Dark room (lights off and on)
- Thumbs up (good job)
- Wink (working hard)
- Musical sound for transition (whistle, drums, music)
- Picture cue – such as red light for absolute quiet, yellow stop light for quiet talk while working, green light for free play or picture of quiet hand up, working hard
- “Freeze – show me five.” (ears open, eyes on me, feet on floor, hands to body, mouthclosed)



Brainstorm/Buzz

Classroom/Child Care Schedule



Write out your schedule here.



Goal:

Brainstorm/Buzz

Classroom/Child Care Rules

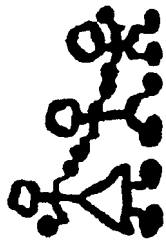


Write out your classroom or child care rules here.



Write out ways to teach these rules to your students (include visual prompts and behavioral practice).

Goal:

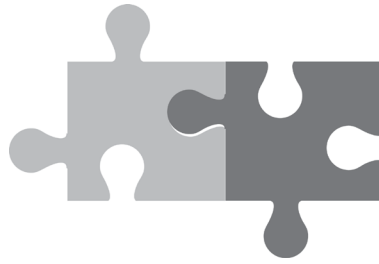


BEHAVIOR PLAN RECORD SHEET

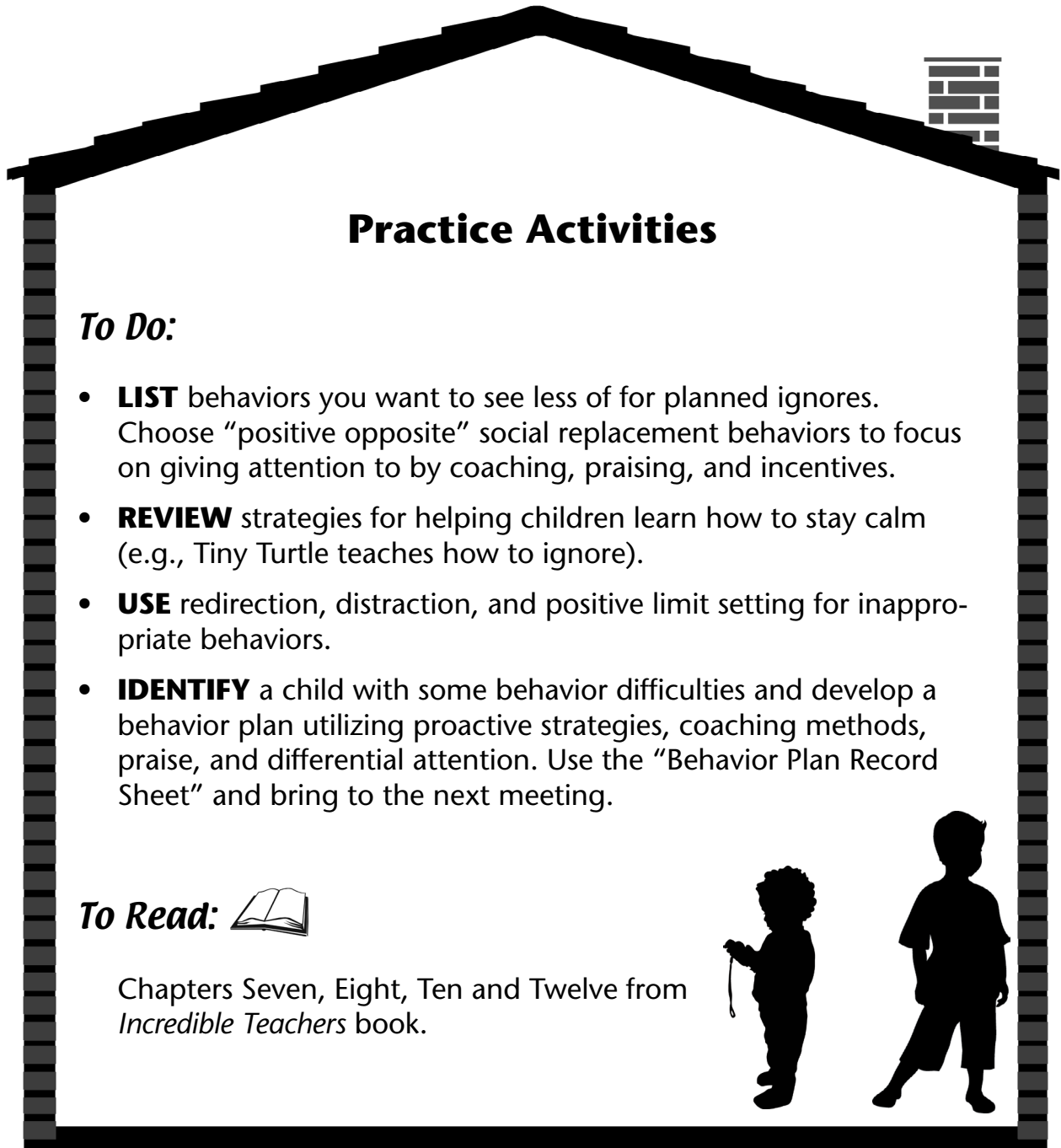
Proactive Teaching

Date: _____

<p>Child behaviors I want to see less of:</p> <p><i>Examples: Joshua refuses to go in from play court to circle time. Resists any transition to a new activity. Often oppositional.</i></p> <p>Target Child (nature of problem):</p>	<p>Child Behaviors I want to see more of:</p> <p><i>Example: Child recognizes transition and learns routine. Child listens and is more compliant with teacher directions.</i></p> <p>Developmentally Appropriate Goal for Child:</p>	<p>Proactive Teaching Strategies I used and their effects:</p> <p><i>Example: Child rings bell for transition, is praised for listening and following instructions. Use visual picture to remind Joshua of next activity.</i></p> <p>Proactive Teaching Strategies:</p>
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Positive Behavior Management for Toddlers and Preschoolers (Part One)



Practice Activities

To Do:

- **LIST** behaviors you want to see less of for planned ignores. Choose “positive opposite” social replacement behaviors to focus on giving attention to by coaching, praising, and incentives.
- **REVIEW** strategies for helping children learn how to stay calm (e.g., Tiny Turtle teaches how to ignore).
- **USE** redirection, distraction, and positive limit setting for inappropriate behaviors.
- **IDENTIFY** a child with some behavior difficulties and develop a behavior plan utilizing proactive strategies, coaching methods, praise, and differential attention. Use the “Behavior Plan Record Sheet” and bring to the next meeting.

To Read:

Chapters Seven, Eight, Ten and Twelve from *Incredible Teachers* book.



Understanding Problem Behaviors

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

Plan #2: Ask Why is the Misbehavior Occurring?

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

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

Step #3: Target Desired Positive Opposite Behaviors

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





Handout

Ignoring Misbehavior

Praising "Positive Opposite" Behaviors

Behaviors I want to see less of and will ignore (e.g., yelling):	Positive opposite behavior I want to strengthen with positive attention, coaching, and praise (e.g., polite voice):

Brainstorm/Buzz

Ways to Stay Calm When Ignoring



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

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

Ways to Stay Calm While Ignoring

- deep breaths*
- relaxation techniques*
- positive thoughts*
- walk away*
- turn on some music*



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

Goal: I will commit to tell myself the following _____

 when a child protests.

Brainstorm/Buzz Behaviors to Ignore



Behaviors such as pouting, crying, screaming, tantruming, and arguing are good candidates for ignoring and for helping other children ignore. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury, property damage, or intolerable disruption of an ongoing activity.

Child Behaviors I Will Ignore

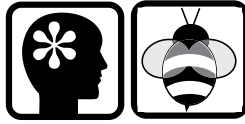
*e.g., whining
tantrums*



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

Brainstorm/Buzz

Teachers Praising Parents



Think about ways you can give parents praise about their children's successes at school. Write down your plan.



Goal:

I will commit to using praising parents _____ times this week for _____ minutes, with the following children's parents:

Brainstorm/Buzz Teacher Self Praise



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



Positive Self-Praise

- I am doing a good job of staying calm and respectful...*
- I did well increasing the number of praises I give children.*



Goal:

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

Preschool Behavior Planning (Part I)

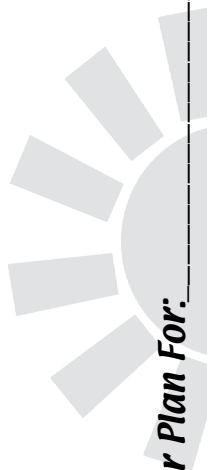


Example of Behavior Plan: Jenny, Preschool

#1 Negative classroom behaviors	#2 Where & Why? (Understanding Problem Behaviors)	#3 Positive Opposite behaviors	#4 Proactive & Relationship Building Strategies
Poking, touching	Child impulsive, inattentive temperament (during circle time)	Keep hands to own body	Use listening and quiet hand up rules cue cards and "give me five" signal
Speaks without raising hand	Misbehavior gets attention from teacher and peers (playground and free time)	Raise a quiet hand	Seat close to teacher, during circle time
Talks while directions are given	Child impulsive, inattentive temperament (during circle time)	Listen quietly when directions are given	Give opportunities to move by helping teacher
Off-task, day dreaming	Lost in own world, may not process verbal information well (during transition)	Pay attention and concentrate	Get eye contact before giving directions. Use positive redirects.

Behavior Plan For: _____

Negative classroom behaviors	Where & Why?	Positive Opposite behaviors	Proactive & Relationship Building Strategies
1.			
2.			



Preschool Behavior Plan For: _____ (Part 1)

#1 Targeted Negative Behaviors	#2 When and Why? (Understanding Problem Behaviors)	#3 Positive Opposite Behaviors	#4 Proactive & Relationship Building Strategies
1.			
2.			

Preschool Behavior Planning (Part 2)



Example of Behavior Plan: Jenny, Preschool

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

Behavior Plan For: _____

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

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



Behavior Planning (Part 2) For: _____



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

Sample Circle Time Lesson Script: Ignore

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

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

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

Puppet: I was really frustrated.

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

Puppet: Ignore?

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

Wally turns his body away and looks straight at Kendra.

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

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

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

Practice some more or break your teachers into small groups so they can try the lesson.

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

Steps 1-4 of Behavior Management Hierarchy (Toddlers)

Steps #5-8

See full Discipline Hierarchy Handout for preschoolers

Step #4

Ignore Non-Aggressive Misbehaviors e.g.,

- Tantrums
- Whining

Coach and praise positive opposite behaviors

Step #3

As child begins to get upset, coach and prompt calm down strategies

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

Step #2

- Positive Verbal Redirect
- Distractions and Re-engagement Strategies
- Social Emotional Coaching

Step #1

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Transitions Clear

“Always choose the lowest, least intrusive step first.”

Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior (Preschoolers)

Step #1

Give Repeated Opportunities for New Learning Trials

- Model, coach & practice alternative desired behaviors
- Praise replacement behaviors
- Circle Time Lessons

Step #2

Review Behavior Plan

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

Step #3

For aggressive, destructive behavior

- 3-5 minutes time away or Time Out to Calm Down

Step #4

Use small natural and logical consequences

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

Step #5

Ignore Non Aggressive Misbehaviors

- e.g.,
- tantrums
- whining

Step #6

As child begins to get upset, coach calm down strategies

- e.g.,
- deep breaths
- use feeling words
- positive visualization
- use turtle shell
- positive self-talk

Step #7

- Positive Verbal Redirect
- Distractions and Strategies
- Re-engagement
- Social-Emotion Coaching

Step #8

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Clear Transitions
- Teach Time Out to Calm Down

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

“Always choose the lowest, least intrusive step first.”



**The Incredible Years®
Teacher and Child Care Provider
Self-Reflection Inventory**

Positive Behavior Management (Part One)

Date: _____ Teacher Name: _____

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

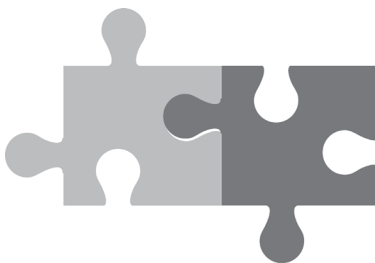
1 – Never 3 – Occasionally 5 - Consistently

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

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

<p>14. I have shared the classroom or home child care discipline hierarchy with the parents of the children.</p>	<p>1 2 3 4 5</p>
<p>15. I work with parents so they know behaviors to ignore and those to praise or reward.</p>	<p>1 2 3 4 5</p>
<p>16. I call parents to share successes their children are having learning new behaviors.</p>	<p>1 2 3 4 5</p>
<p>17. I teach parents some of the self-regulation strategies I am using with their children so they can use them at home. (E.g., Tiny Turtle’s secret, Calm Down Thermometer, breathing strategies)</p>	<p>1 2 3 4 5</p>

Future Goals Regarding Ignoring and Redirecting Strategies



Positive Behavior Management for Preschoolers (Part 2)

Practice Activities

To Do:

- **TEACH** and **PRACTICE** Time Out to Calm Down with children. Explain when, where, and why Time Out to Calm Down will happen. Help children understand how to use their “ignore” muscles.
- **CONTINUE** adding to behavior plan(s) for children with behavior difficulties, utilizing logical consequences, scripted coached play with visual prompts, incentives, and teaching problem solving.
- **TEACH** children to problem solve using books, hypothetical problem scenarios, puppets and games. When “real life” problems occur encourage children to use solutions (if too dysregulated ignore).

To Read:

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

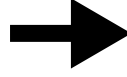


Time Out for Aggression

Children Ages 3–6 Years

Scenario #1: Child goes to Time Out.

Child hits → **Command** → **Child goes to T.O.** → **Child calm for last 1–2 minutes**
"You hit. You need to go to T.O."
(on chair for 3-5 minutes)



Teacher praises child's first positive behavior.

"That is very friendly sharing, your friend seems happy."

Teacher ends T.O. & re-engages child

"Your T.O. is finished. You can join the group."

Sample Circle Time Role Play Script for Explaining Time Out using a Puppet

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

Child: To keep us safe!

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

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

Teacher: Wally, would you help the children by showing them how to go calmly to Time Out?

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

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

(Wally walks calmly to the Time Out chair and teacher narrates his actions).

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

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

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

Teacher: Now there's one more thing to know. When a friend is in Time Out, we can help him or her by ignoring. That means that we don't look at or talk to him/her. This will give that friend the privacy to calm down. Then when Time Out is over, we can pay attention to our friend again.

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

Wally: I'm embarrassed that I had to go to Time Out. I'm afraid that no one will like me now.

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

Children Practice: Ask for volunteers from the class to practice taking a calm and quiet Time Out, just like Wally. Coach the child who is practicing to take deep breaths and use self talk (I can calm down). Coach the rest of the class to practice ignoring.

Child Care Providers and Teachers Working Like Detectives: See What You've Learned!

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

<i>Misbehavior</i>	<i>Discipline Strategy</i>
1. Hitting and shoving peers	_____
2. Refusal to do what teacher or child care provider asks	_____
3. Whining	_____
4. Tantrums	_____
5. Dawdling while coming inside from recess	_____
6. Not following teacher's direction	_____
7. Smart talk/arguing with teacher	_____
8. Difficulty sitting at snack time	_____
9. Stomach aches and headaches	_____
10. Inattentiveness and impulsivity	_____
11. Leaving table in a mess	_____
12. Criticizing / fighting with a peer	_____

Child Care Providers and Teachers Working Like Detectives: See What You've Learned!

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

<i>Misbehavior</i>	<i>Discipline Strategy</i>
13. Hitting pets	_____
14. Not sharing toys with friends	_____
15. Not helping at clean up time	_____
16. Exploding in anger / screaming when doesn't get own way	_____
17. Not sharing the computer with peers	_____
19. Difficulty taking turns with peers	_____
20. Refusing to go line up for recess	_____
21. Bossy with peers	_____
22. Bad language	_____
23. Refusing to wash hands before lunch	_____
24. Constantly tattling on others	_____
25. Refusing to use toilet	_____

Incredible partnerships: parents and teachers working together to enhance outcomes for children through a multi-modal evidence based programme

Carolyn Webster-Stratton and Tracey Bywater

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Conflicts of interest: Carolyn Webster-Stratton has disclosed a potential financial conflict of interest because she disseminates these programmes and stands to gain from favourable reports. Because of this, she has voluntarily agreed to distance herself from certain critical research activities, including recruitment, consenting, primary data handling and data analysis. The University of Washington has approved these arrangements.

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Abstract

Purpose – *The purpose of this paper is to explore the utility of an evidence-based suite of programmes, The Incredible Years (IY), to enhance outcomes for children using a parent-teacher partnership model.*

Design/methodology/approach – *A review of the broad evidence base for the IY parent, teacher and child programmes, uniquely focusing on the inter-relationships between home and school contexts.*

Findings – *Evidence suggests that it is beneficial to parents, teachers and children to deliver IY programmes applying a multi-modal approach.*

Originality/value – *This paper, read in conjunction with other contributions in this volume, demonstrates the growing viability of partnership strategies that support children, their families and teachers to enhance school readiness, and promote positive child outcomes.*

Keywords *Child behaviour, Home learning environment, Incredible Years programmes, Parent-teacher partnership, School readiness, Social-emotional wellbeing*

Paper type *General review*

Introduction

This paper introduces the initial importance of the home learning environment for promoting children's readiness to learn prior to attending school. When children enter nursery, and then primary school, supportive parent-teacher partnerships become important as they can impact on children's social and emotional development and wellbeing, academic readiness, learning and academic outcomes. These partnerships optimally begin in the pre-school years and continue in primary schools. Parents play a major role in developing children's school readiness (Lau *et al.*, 2011), and in forming children's good relationships with peers and teachers (Howes *et al.*, 2008). These relationships help children to settle into school, reduce conduct problems and lead to good academic attainment (Fantuzzo and McWayne, 2002).

The Incredible Years (IY) programmes are outlined and evidence is presented demonstrating how parents and teachers can work in partnership to enhance or improve child outcomes through delivery of the programmes in a multi-modal format. The main emphasis of the paper is on children in toddlerhood through to primary age, and the associated, age-appropriate, IY programmes.

Home learning environment

There is convincing evidence that children's early home experiences contribute to school readiness and school achievement, especially in language development (Sylva *et al.*, 2010). Children who grow up in homes with a nurturing, language-rich environment and positive parent-child interactions show more school readiness with regards to social competence, emotional literacy, conflict management skills, language development, as well as later reading success and school attainment scores (Sylva *et al.*, 2008, 2010). Once children start nursery or primary school, positive parent-teacher relationships that support parental involvement in children's academic and social-emotional learning have further effects in promoting children's school engagement and academic achievement (Stormont *et al.*, 2013; Herman and Reinke, 2014).

In the UK the longitudinal Effective Provision of Pre-School Education (EPPE) project (Sylva *et al.*, 2008) demonstrated the importance of the home learning environment. A quality home learning environment, where parents are actively engaged in activities with children, promoted child intellectual and social development. Although parents' social class and levels of education were related to child outcomes, the quality of the home learning environment was found to be more important. One of the project's conclusions was that "what parents do (with their children) is more important than who they are".

Conversely, a stressful or non-nurturing home environment puts a child at risk for poor outcomes such as delayed language and academic readiness, delayed social development, conduct disorder (CD) and other unwanted behaviour such as school drop-out and drug abuse (Jaffee and Maikovich-Fong, 2011). Other family risk factors include poor parental supervision, inconsistent, neglectful or harsh discipline and a failure to set clear expectations for children's behaviour, poor parental mental health, parental conflict, social isolation, lack of support and family disruption (Farrington and Welsh, 2007).

Protective factors attenuate children's exposure to risk and include not only a strong bond of affection with a parent, but also their growing sense of feeling valued in school and the wider community (Farrington *et al.*, 2012). Reviews have concluded that association with parents, teachers and other adults who model healthy, pro-social standards of behaviour is protective (Anderson *et al.*, 2005).

Academic readiness

The quality of the home learning environment has the biggest impact on cognitive development, and has three times the impact on literacy than quality of pre-school attended (Sylva *et al.*, 2008). Although the EPPE project found that the home learning environment was more important than the social class of parents to promote positive child outcomes, there are distinct differences between high- and low-income families' language use in the home, which impact on child literacy. Ferguson (2005) found that parents with low income encourage their children less, adopt harsher parenting styles and are less engaged with their child's schoolwork. Similarly, Hart and Risley's (1992) study found parents with lower income said fewer different words in their cumulative monthly vocabularies to their children at age three years compared to the most economically advantaged families (500 vs 1,100), with higher income children hearing approximately three times the number of words per hour than their less advantaged counterparts, equating to a three vs 11 million words per year. The type of words and quality of interactions used in each income level showed startling differences with low-income children hearing a ratio of 5:11 positive to negative words and high-income children hearing 32:5.

More recently a US study by Fernald *et al.* (2013) demonstrated similar results showing by age three years low income children have heard 30 million fewer words than higher income children. If this language exposure gap continues through pre-school, by age five years children from lower income families are already two years behind their peers in vocabulary and school readiness skills. Since early vocabulary is connected to later success in reading comprehension, this language gap presents a barrier to these children's future academic learning achievement.

School influences

Outside of the home environment other factors such as geographical location and community factors, such as levels of disadvantage, can impact on child wellbeing. However, schools can

positively influence wellbeing through their ethos, organisation, teaching and disciplinary practices and pastoral care, thereby encouraging motivation to learn (Farrington and Welsh, 2007). Underachievement emerging during junior school is an important factor for negative life outcomes, with children who perform poorly more likely to truant, and be at risk of negative outcomes such as unemployment (Anderson *et al.*, 2005). Furthermore, language and reading delays contribute to the development of friendship problems, academic failure, school drop-out and conduct problems (Bennett *et al.*, 2003). Conversely conduct problems can contribute to poor academic readiness and a multitude of other negative outcomes as outlined below.

Conduct problems

The combination of the home and wider context that a child grows up in contributes to a child's mental health and behaviour. Negative experiences may result in a child displaying problematic behaviour. Conduct problems are the most common reason for referral for psychological and psychiatric treatment in childhood, and if left unchecked up to 40 per cent of children with early behavioural difficulties will develop CD (Coid, 2003). The prevalence of CD is reported to be 10 per cent in the USA and UK general population (Burke *et al.*, 2002; National Institute for Health and Clinical Excellence (NICE), Social Care Institute for Excellence, 2006).

Conduct problems include defiant, disruptive and aggressive antisocial behaviour, and if severe and persistent, a diagnosis of "early onset" (under ten years) CD may be given (based on ICD-10 or DSM-V criteria). Environmental, family, school and child risk factors contribute to the development of early onset CD, with higher rates found in disadvantaged areas (20 per cent) (Attride-Stirling *et al.*, 2000), among "looked-after" children (37 per cent) (Tapsfield and Collier, 2005), and in boys (2:1 boy to girl ratio) (Green *et al.*, 2004). Early onset conduct problems can lead to negative life outcomes including lack of academic success, criminal behaviour and psychiatric disorders, with increased costs to the education, health, social and criminal justice services (Bywater, 2012).

A recent Cochrane review (Furlong *et al.*, 2012) demonstrated that parenting programmes for three- to 12-year olds at risk of developing CD can promote positive parenting skills, reduce parental depression and stress and enhance child social and emotional wellbeing. Enhancing social and emotional wellbeing enables children to be more self-aware, to problem solve, to recognise their feelings, to be able to calm down more easily, to cooperate with peers and adult directions and therefore be more "ready" and able to learn at school (Webster-Stratton and Reid, 2004). Preventing and treating conduct problems in young children is a matter of public health importance and should begin as early as possible in the home learning environment, followed by home and education settings working in partnerships (Bywater, 2012).

Although parenting programmes are implemented nationally in the UK, it is sometimes difficult for parents to identify where to access this local support. A report by the Centre for Mental Health found parents frequently request advice from their child's teacher about managing their child's behaviour. However, the survey found that UK schools lack information around referral routes to support parents (Khan, 2014). Schools can be important pathway or "referral" routes for families to get additional parenting support delivered locally, or even to parent programmes delivered within the school. It is important that parents who need them receive evidence-based programmes as early as possible, although unfortunately there can be misunderstandings around what constitutes rigorous "evidence".

Recent moves in the UK, for instance the formation of the Early Intervention Foundation (EIF) (www.eif.org.uk/), the Education Endowment Foundation (<http://educationendowmentfoundation.org.uk/>) and the UK Implementation Network (www.uk-in.org.uk/) seek to promote high-quality implementation of evidence-based programmes, which generally have defined logic models, structured training models and quality materials to enable faithful delivery and replicability of outcomes across contexts. The EIF recently published a rapid review (Axford *et al.*, 2015) of the evidence of several parent programmes across a variety of outcomes, rated on standards of evidence (results forthcoming), which should make it easier for commissioners to establish which programme is most effective for their local needs.

Appropriate interventions with proven logic models and robust evidence to reduce child risk factors and enhance protective factors are needed. One such intervention is the suite of IY® programmes for parents, teachers and children, as presented in the logic model (Figure 1), building blocks diagram (Figure 2) and detailed in the following sections.

The logic model indicates “school readiness” and “parent/home – teacher/school partnerships” as short-term outcomes with “academic attainment” as a distal outcome. IY has theoretical underpinnings from social learning theory, and the programmes incorporate identified effective components for behaviour change (NICE, Social Care Institute for Excellence, 2006; Hutchings *et al.*, 2004), including a collaborative model of participant engagement, behaviour modelling and practice (making full use of rewards and praise), with the emphasis on building positive relationships.

Incredible Years®

The core parent programmes

The IY BASIC (core) parent training consists of four different curriculum designed to fit the developmental stage of the child: Baby programme (one to nine months), Toddler Programme (one to three years), Pre-school programme (three to five years) and School-Age programme (six to 12 years) (see bottom row of Figure 2). Each of these programmes emphasises developmentally appropriate parenting skills and include age-appropriate video examples of culturally diverse families and children with varying temperaments and developmental issues. The programmes run from ten to 22 weeks, for two hours per week depending on the specific programme selected and the risk level of the population. For example, recommended programme delivery length is longer for higher risk and child welfare referred families as well as for parents whose children have conduct problems, Attention Deficit Disorder (ADHD) and/or developmental delays.

For each IY parent programme, trained IY group facilitators show short one to three minute selected DVD vignettes of modelled parenting skills to groups of ten to 12 parents. The vignettes

Figure 1 Incredible Years® logic model

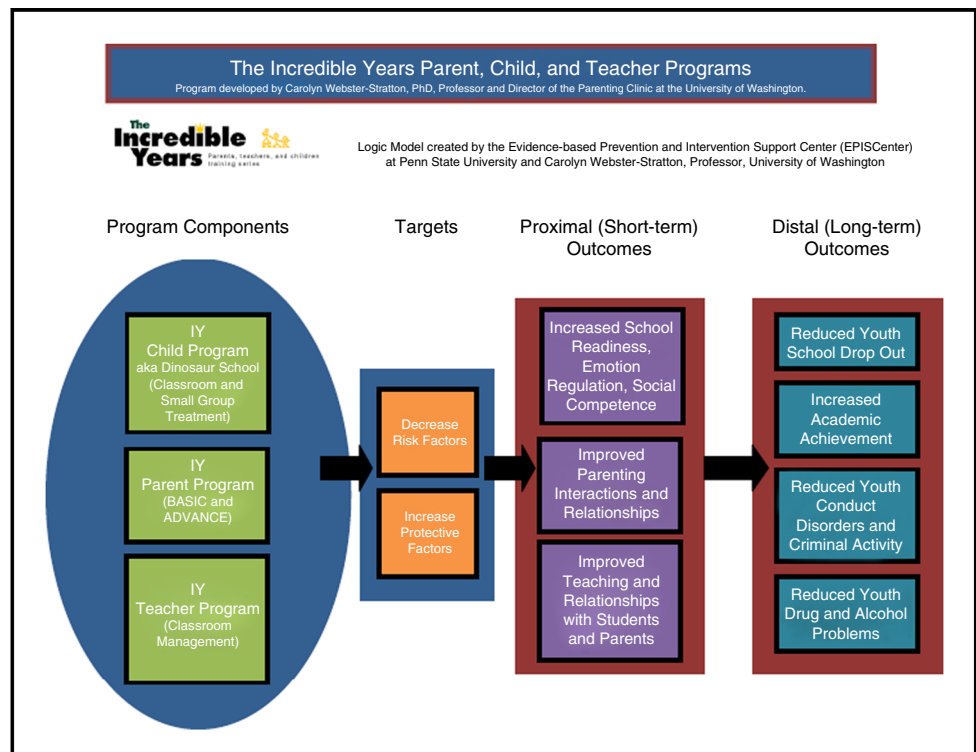
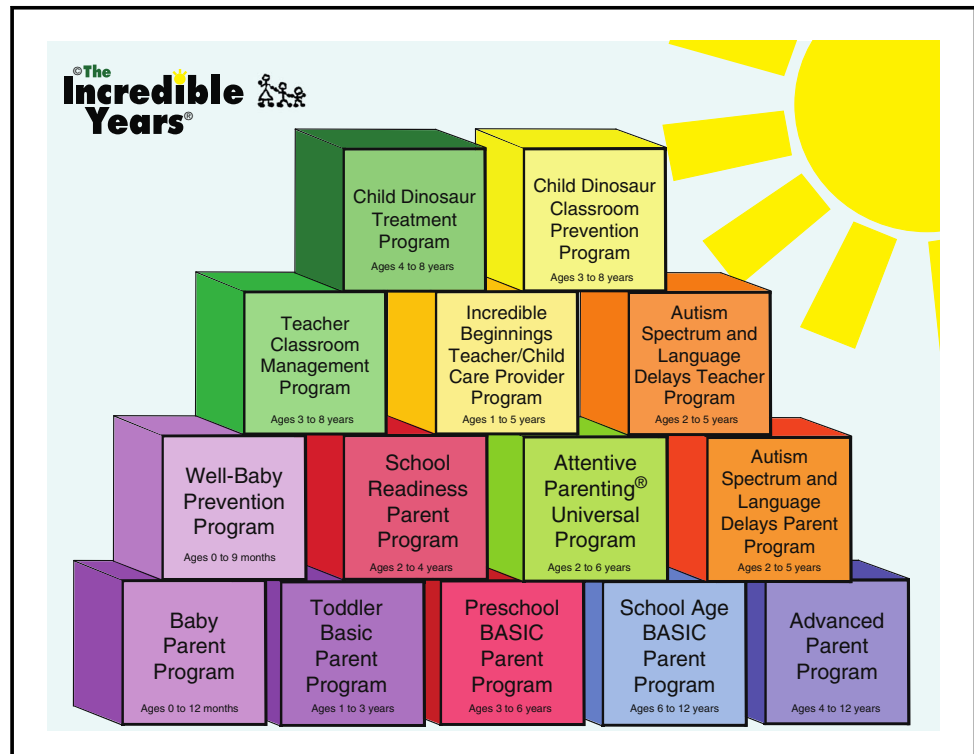


Figure 2 The suite of Incredible Years® programmes



demonstrate child development and parenting principles, and serve as the stimulus for focused discussions, self-reflection, problem solving, practice exercises and collaborative learning. The programmes are designed to help parents understand typical child developmental milestones, child safety-proofing and adequate monitoring, as well as age-appropriate child management skills.

All four parent programmes focus on ways to strengthen parent-child relationships and attachment and encourage children's language, social and emotional development and self-regulation skills. The Pre-school and School-Age programmes additionally focus on ways parents can collaborate and problem solve with child care providers and teachers regarding their children's academic goals and behaviour plans. Parent home activities include ways to promote children's reading skills, set up predictable, daily homework routines, persist with learning despite academic discouragement, motivate children with tangible reward systems, help children problem solve and show active interest in their children's learning at home and at school. See Table I for component content for the Toddler, Pre-school and School-Age parent programmes which, after the programme descriptions, will form the main focus of this paper along with the child Dinosaur training programmes (second row from the top of Figure 2), and the Teacher programme (top row of Figure 2).

Incredible Years® adjuncts to parent programmes

Supplemental or adjunct parenting programmes can be used in combination with the core IY BASIC programmes. The ADVANCE parenting programme, offered after completion of the BASIC Pre-school or School-Age programmes, was designed for selective high risk and indicated populations and focuses on parents' interpersonal risk factors such as anger and depression management, effective communication, ways to give and get support, problem solving between adults and ways to teach children problem-solving skills. A second optional adjunct training to the Pre-school programme is the School Readiness Programme for children ages three to four years designed to help parents support their children's preliteracy and interactive reading readiness skills. A third optional adjunct for the Toddler, Pre-school and early School-Age programmes is the

Table I IY summary of content

Content components for IY BASIC parent programmes (Toddler, Pre-school, School-age), the Teacher Classroom Management Programme (TCM) and the Child Dinosaur Programme (Dino)	Toddler	Pre-school	School-age	TCM	Dino
Promoting language development and academic readiness	X	X			
Child-directed play, positive attention, special time – positive relationships	X	X	X		
Building parent support networks	X	X	X		
Social and emotional coaching	X	X	X		
Promoting reading skills and school involvement	X	X	X		
Art of praise and encouragement	X	X	X		
Spontaneous and planned incentives	X	X	X		
Rules and predictable routines	X	X	X		
Responsibilities and monitoring		X	X		
Teaching children and parents self-regulation and calm down skills		X	X		
Teaching children and parents problem solving		X	X		
Parents partnering with teachers		X	X		
Academic and persistence coaching		X	X		
Teachers' classroom management skills, proactive teaching, effective discipline					X
Academic, persistence, social and emotional coaching with students					X
Strengthening teacher-student bond					X
Teaching social skills, anger management and problem-solving skills in class					X
Home-school collaboration, individual behaviour planning					X
Building teachers' support networks					X
Learning about school rules					X
Understanding and detecting feelings					X
How to problem solve					X
Anger control					X
How to be friendly – including teamwork at home and school					X
How to talk with friends – positive peer interaction					X
How to do your best in School – concentrating and good classroom skills					X

Note: X, signifies which programme includes this content

Attentive Parenting Programme for children ages two to six years. This universal group prevention programme is designed to teach all parents social, emotional and persistence coaching, reading skills and how to promote their children's self-regulation and problem-solving skills.

Incredible Years® Teacher Classroom Management (IY-TCM) programme

IY-TCM training programme is a six-day group-based programme delivered monthly by accredited group leaders in small workshops to 14-16 primary school teachers. Like the parent programme the training approach is based on teachers' collaborative, interactive learning, role play practices and shared problem-solving discussions of DVD vignettes of teaching skills. For example, teachers are encouraged to involve parents in developing a home and school incentive programme to help a child achieve a targeted goal. Or, teachers practice setting up a behaviour plan and problem solving with a difficult or resistive parent. Every workshop includes information and discussions about the importance of teachers promoting parent involvement in their child's social, emotional and academic learning. Teachers' assignments between workshops include building a positive connection with a challenging child or parent, practising coaching methods, developing a behaviour plan in partnership with parents and forming positive collaborative parent-teacher-child relationships and a consistent discipline hierarchy, and forming positive relationships with parents. Teachers are given parent home communication letters at every workshop that can be tailored and delivered to parents. The letters include home tips on how parents can support their child's learning in the classroom. Every workshop includes information and discussions about how teachers can continue to promote parent involvement in their child's social, emotional and academic learning.

See Table I for component content for this programme and the teachers' course book *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* (Webster-Stratton, 2012a).

Incredible Years® child programmes (Dinosaur curricula)

There are two versions of the IY child programme. In the universal prevention classroom version, teachers deliver 60+ social-emotional lessons and small group activities twice a week, with separate lesson plans and curricula for three different developmental age levels (four to five, six to seven and seven to eight years) teacher curriculum includes 20-30 minute circle time lessons, followed by small group practice activities and promotion of the skills throughout the day. The programme includes letters for teachers to send home which provide suggested activities parents can do with their children to reinforce dinosaur classroom learning and promote parent involvement.

The second version of the programme is a small group therapeutic treatment group where accredited IY group leaders work with groups of four to six children in two-hour weekly sessions. The therapeutic version can be delivered as a pull-out programme during the school day for children who require additional support around behaviour or wellbeing. Programme content is delivered using a series of DVD selected vignettes that teach children feelings literacy, social skills, emotional self-regulation skills, importance of following school rules and problem solving. Large puppets are used to bring the material to life and children are actively engaged in the material through role play, games, play and practice activities. Organised to dovetail with the content of the parent training programme, the programme consists of seven main components (see Table I; Webster-Stratton and Reid, 2003, 2004). This programme also includes letters to parents outlining goals for session topics and ways to reinforce this learning at home. Additionally, group leaders call parents weekly to support their efforts in reading and supporting their children's school learning at home as well as calling and/or meeting with teachers monthly to co-ordinate goals and behaviour plans for the child.

Table I highlights IY component content in three parent programmes from toddlerhood in to primary school age, the teacher programme and the child programme – both delivered in primary school. Several objectives, or goals, are included under each of these content areas (for detailed objectives please see www.incredibleyears.com).

Content has been summarised in this simple table to facilitate the readers' understanding of the cross-fertilisation between programme components to enable generalisation of child skills and learning across contexts and the importance of parent-teacher partnerships in this multi-modal system.

The IY programmes can be applied using a systematic approach to building parent-teacher partnerships and can be embedded holistically within schools to enhance child wellbeing, motivation to learn and reduce disruptive conduct problems. Table I highlights that the Toddler parent programme builds strong school readiness indicators such as language development, while the toddler and the pre-school and school-age all include promoting reading skills and school involvement, social-emotional coaching, rules and routines, positive interactions and use of praise. The pre-school and school-age additionally include content around parent-teacher engagement and self-regulation and problem solving. The TCM and Dina programmes reflect the parent programme content with a continued strong emphasis on partnership working to include teacher-child, child-child, parent-child, teacher-parent and teacher-child-parent.

The logic model (Figure 1) and the content table (Table I) strongly suggest that a multi-modal approach may yield stronger effects, i.e. better behavioural, social emotional and academic (particularly language) outcomes in the short and long-term for children, by building on an early improved home learning environment and early parent relationships with teachers.

The aim of this paper is to explore whether the programmes are effective in enhancing school readiness at home, parent-teacher partnerships and school practices to enhance child learning outcomes.

We will now present the evidence for the IY parent programme as a standalone programme and when delivered in combination with either, or both, the IY teacher and child programmes. The parent and child evidence is presented for both selective populations (high risk), indicated populations (children with symptoms) and treatment populations (children with DSM diagnoses).

Evidence supporting the Incredible Years® parent programmes

Numerous studies have shown that IY parent programmes, delivered as standalone programmes, result in improvements in parents' positive relationships and coaching language with children, and parent-school involvement, as well as children's social and emotional literacy, problem-solving skills, behaviour problems and academic readiness.

Treatment populations

The efficacy of the IY BASIC parent treatment programme for children (ages two to eight years) diagnosed with Oppositional Defiance Disorder (ODD) or CD has been demonstrated in eight randomised control group trials (RCTs) by the programme developer plus numerous effectiveness trials by independent investigators. The results were consistent for Toddler, Pre-school and School-Age versions of the programmes (IY publications are available at <http://incredibleyears.com/research-library/> and an IY book of 30 years research synthesis (Webster-Stratton, 2011) is accessible at <http://incredibleyears.com/books/iy-training-series-book/>. Combining the ADVANCE programme with the BASIC programme results in greater improvements in terms of children's pro-social solution generation in comparison to the BASIC only (Webster-Stratton, 1994).

A recent meta-analytic review (Menting *et al.*, 2013) examined 50 studies where the IY parent programme intervention was compared with control or a comparison group. This review included studies from various locations including the USA, UK and Norway. Results were presented for treatment populations as well as indicated and selective prevention populations and the programme was effective in improving child disruptive and pro-social behaviour in a diverse range of families, especially for children with the most severe problems; the programme was also considered "well-established". These findings are important as children with ODD or CD generally have poor academic outcomes; reducing these difficulties may enable children to be more ready to learn.

Two recent long-term follow-up studies from the USA and the UK evaluated families whose children were diagnosed with conduct problems and had received treatment with the IY parent programme eight- to 12-years earlier. The US study indicated that 75 per cent of the teenagers were typically adjusted with minimal behavioural and emotional problems (Webster-Stratton *et al.*, 2010). The UK study, conducted by an independent investigator, reported that parents in the IY BASIC parent condition expressed greater emotional warmth and supervised or monitored their adolescents more closely than parents in the control condition that had received individualised "typical" psychotherapy offered at that time. Moreover, their children's reading ability was substantially improved in a standardised assessment, suggesting that an improved home learning environment and more positive parent-child relationships had resulted in increased academic outcomes in relation to reading (Scott *et al.*, 2014a). This is one of the first studies to evaluate long-term academic outcomes as follow-up studies to date have mostly focused on social, emotional and behavioural outcomes.

This section suggests that the parent programmes, delivered as a standalone programme, improve the home learning environment by enhancing parenting skills, child behaviour and emotional regulation, which in turn leads to increased academic outcomes (reading skills) in treatment populations.

Selective and indicated prevention populations

Additionally, four RCTs conducted by the developer used the prevention version of the BASIC programme with multiethnic, socio-economically disadvantaged families delivered in schools (Reid *et al.*, 2001; Webster-Stratton, 1998; Webster-Stratton *et al.*, 2001). Results showed that children whose mothers received the BASIC programme showed fewer externalising problems, better emotion regulation and stronger parent-child bonding than control children. Intervention mothers showed more supportive and less coercive parenting than mothers in the control condition (Reid *et al.*, 2007). As part of the programme parents are encouraged to talk to the teacher to promote early relationship building around the child, delivering the programmes in school facilitates this process at the earliest opportunity.

At least six RCTs by independent investigators with high risk prevention populations have found that the BASIC parenting programme increases parents' use of positive and responsive attention with their children (praise, coaching, descriptive commenting) and positive discipline strategies, and reduces harsh, critical and coercive discipline strategies (see review by Webster-Stratton and Reid, 2010). The social learning, modelling and self-efficacy theories (Bandura, 1986) that underpin the IY programmes suggest that children who receive positive attention by role models such as parents and teachers, display more positive child behaviour and a motivation to learn.

In addition the BASIC programme has been found to improve child reading outcomes. Recently the BASIC parent programme with and without the SPOKES literacy supplemental programme was compared to a control condition (Scott *et al.*, 2014b). Significantly improved outcomes with BASIC alone programme compared with the combined programme and control conditions in terms of reading literacy at one-year and two-year follow-up assessments were reported. This evidence, combined with evidence of reading improvements in a treatment population outlined in the previous section strongly implies that the IY content components including language, academic coaching and reading skills, combined with behaviour change principles based on social learning theory are effective.

The programme is transportable and effective with diverse populations and cultures, including Latino, Asian, African-American, Native American and Caucasian background in the USA (Reid *et al.*, 2001), and in England, Ireland, Wales, Norway, Sweden, Holland, New Zealand (including the Maori population), Portugal and Russia (e.g. Azevedo *et al.*, 2013; Bywater *et al.*, 2009; Gardner *et al.*, 2006, 2015; Hutchings *et al.*, 2007; Larsson *et al.*, 2009; Little *et al.*, 2013; McGilloway *et al.*, 2012; Raaijmakers *et al.*, 2008; Scott *et al.*, 2001, 2010; see also Knerr *et al.*, 2013).

In addition to being effective, there is a growing complementary body of qualitative evidence exploring parents'/carers' perceptions of IY parent programme acceptability (McGilloway *et al.*, 2012; Furlong and McGilloway, 2014; Bywater *et al.*, 2010; Hutchings and Bywater, 2013; Oriana Linares *et al.*, 2006). The IY BASIC programme is also cost-effective, or good value for money (Edwards *et al.*, 2007; O'Neill *et al.*, 2011).

A limitation of delivering standalone parenting programmes is that child behavioural or social improvements in the home may not transfer to school settings (Durlak *et al.*, 2011). Schools are excellent settings for the delivery of parent programmes as they can enhance parent-teacher partnership working and break down perceived barriers. Schools are increasingly dealing with significant numbers of children with behavioural and self-regulatory difficulties, particularly in disadvantaged areas where levels of CD reach 20 per cent (Attride-Stirling *et al.*, 2000). These difficulties make it hard for the individual and for children around them in class to concentrate.

A multi-modal delivery model may therefore be more appropriate, for example adding the child and teacher programmes to the parent programme to improve child behaviour in school, and increase positive TCM and parent-teacher partnerships (Webster-Stratton and Hammond, 1997; Webster-Stratton *et al.*, 2004). The following two sections explore in more detail the evidence of this approach.

Evidence supporting IY-TCM programme as an adjunct to IY parent programmes

The IY-TCM programme has been evaluated by the developer in one treatment (Webster-Stratton *et al.*, 2004), and two selective prevention RCTs (Webster-Stratton *et al.*, 2001, 2008), plus five RCTs by independent investigators (Webster-Stratton, 2012b). Research findings have shown that teachers who participated in the IY-TCM training used more proactive classroom management strategies, praised their students more, used fewer coercive or critical discipline strategies and placed more focus on helping students to problem solve and made more efforts to involve parents in their child's school learning – these are all core IY content components (see Table I). Intervention classrooms were rated as having a more positive classroom atmosphere, increases in child social competence and school readiness skills, and lower levels of aggressive behaviour, thus demonstrating impact as a standalone programme.

However, one study where indicated children were randomly assigned to receive the combined IY-TCM with IY-Dina, plus the BASIC parent programme or only the IY-TCM, indicated that the combined intervention group showed more, supportive and less coercive parenting and teachers reported that parents were more involved in their child's school learning and communicated more with them than mothers in the classroom only and control conditions (Reid *et al.*, 2007). The teacher classroom involvement measure asked teachers to rate parents' comfort in the classroom environment, how much parents valued education, how much time they spent in the classroom or with homework and how comfortable the teachers feel with parents. These results suggest that parent training brings about improved partnerships between parents and teachers which did not occur in the classroom only intervention condition. Research has suggested that parent-school bonding in the early grades is an important predictor of later academic success (Hawkins *et al.*, 1998). Scott's recent studies support this hypothesis (Scott *et al.*, 2014a); again these promising results suggest improved academic outcomes with parent-teacher partnerships.

A recent US study with primary grade teachers has evaluated the benefits of the IY-TCM programme for targeting teacher awareness of the importance of enhancing parent involvement in their children's education (Reinke *et al.*, 2014b) and for improving student academic competence (Reinke *et al.*, 2014a). Preliminary results suggest that improving teacher-parent bonding and parent involvement holds promise for improving child performance at school. In this group randomised clinical trial with 105 teachers and 1,818 students, Herman and Reinke (2014) found that IY-TCM led to significant improvements in parent educational involvement according to teacher reports. Specifically, IY-TCM classroom parents were more likely to transition to adaptive teacher-rated parenting profiles after the intervention compared to control classroom parents. Moreover, patterns of parent involvement were strongly related to student academic and behaviour outcomes.

This section highlights the positive effects of IY-TCM on children's learning outcomes, parent-teacher partnership and continued attention to enhancing children's social emotional and behavioural competencies through applying praise and acknowledgement of achievements. It shows that combining the IY-TCM and BASIC/child training programmes leads to increased improved classroom behaviour and more involvement of parents in their child's education. In addition IY-TCM has qualitative evidence of acceptability from Ireland (Hyland *et al.*, 2014), and is cost-effective (O'Neill *et al.*, 2011). Furthermore Foster *et al.*'s (2007) study indicates that combined programme delivery is cost-effective.

Evidence supporting the IY child programmes as an adjunct to IY parent programmes

Treatment populations

Three RCTs have evaluated the effectiveness of combining the IY small group child-training (Dinosaur Curricula) programme to parent training for reducing conduct problems and promoting social and emotional competence in children diagnosed with ODD/CD (Webster-Stratton and Hammond, 1997; Webster-Stratton *et al.*, 2004). Results indicated that the combined child and parent training condition produced the most sustained improvements in child behaviour at the one-year follow-up. For this reason the child training programme was combined with the parent training programme in a recent study for children diagnosed with ADHD. Results replicated the earlier ODD studies (Webster-Stratton *et al.*, 2011, 2013).

Selective and indicated prevention populations

One RCT in the USA has evaluated the classroom prevention version of the child programme with families enrolled in Head Start (a Pre-school programme for socio-economically disadvantaged children) and primary grade classrooms in schools addressing economically disadvantaged populations. Intervention teachers offered the curriculum in biweekly classroom sessions throughout the school year. Results from multi-level models of reports and observations of 153 teachers and 1,768 students indicated that teachers used more positive management strategies and their students showed significant improvements in school readiness skills, emotional self-regulation and social skills and reductions in behaviour problems in the classroom. Intervention teachers showed more positive involvement with parents than control teachers, and satisfaction with the programme was high (Webster-Stratton *et al.*, 2008).

The study by Reid *et al.* (2007), outlined in the IY-TCM section above, indicates the added value of combining the IY-Dina in the classroom with the IY parent programme in schools.

The previous two sections highlight the added benefit of offering IY programmes in school settings for enhancing parent-teacher partnerships and for improving children's behaviours and academic learning across parent-teacher settings. It is important to recognise the benefits of parent-teacher partnerships not only for enhancing children's academic outcomes but also for providing a mutually supportive infrastructure.

Conclusions

IY has a clear logic model (Figure 1), effective core components to promote behaviour change, such as behaviour modelling and use of praise and rewards, and role play/practice, in addition to detailed programme content components with several specific objectives (Table I).

This paper has presented evidence demonstrating that IY programmes promote child learning at home, and in school, particularly through parent-teacher partnership working. The parent programmes support parents to interact positively with their children, which promotes better child behaviour and social and emotional wellbeing – which are pre-requisites for being a good learner. The school-based programmes promote positive peer, parent and teacher relationships and also impact on child behaviour, wellbeing and academic performance. It is vital that evidence-based parent and school-based programmes use similar strategies and techniques and shared goals or objectives to ensure that a child has a consistent approach to enhancing positive behaviour, wellbeing and learning. The evidence presented in this review suggests that IY is such a programme. The programmes help parents and teachers work together to achieve common goals and, as a multi-modal approach, can tackle multiple problems in children's lives and acknowledge the increasingly varied influences on their life trajectories (Utting, 2003).

Association with parents, teachers and other adults who model healthy, pro-social standards of behaviour is protective against school failure (Anderson *et al.*, 2005). There is a growing shared responsibility for the prevention of CD and enhancement of children's social emotional and academic competence, suggesting that evidence-based training should be considered as an inclusion in initial training for professionals who are in regular contact with families and children, including nursery workers and school staff.

Implications for policy and practice

- The home environment, particularly parenting practices, and parent partnerships with teachers, impact on children's social, emotional and language development, and academic readiness or achievement.
- The school context offers a unique opportunity to apply a multi-modal approach to increase parent-teacher partnerships, reduce behaviour problems, increase social and emotional competence and bring out academic success.
- IY parent, child and teacher programmes:
 - share common content and objectives, with partnership working as a main aim;
 - can be delivered as a multi-modal intervention;
 - are effective in enhancing child social and emotional wellbeing and school readiness;
 - reduce conduct problems and internalising problems;
 - are transportable to different countries, cultures and contexts; and
 - are acceptable to those participating in or delivering a programme.

Note

1. Defined here as anyone with the responsibility for caring for a child in a parenting role.

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About the authors

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Incredible Years® Time Out Works Because of Quality of Time In

Carolyn Webster-Stratton Ph.D.



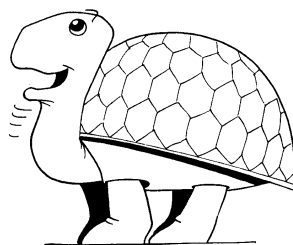
The use of Time Out as a self-regulation calm down strategy for children between the ages of 3 and 9 years old is part of a comprehensive positive behavior management plan in 77% of empirically validated parent programs for young children (Everett, Hupp, & Olmi, 2010; Fabiano et al., 2004; Graziano et al., 2014; Kazdin, 2008). Time Out has been researched for three decades and shown to be effective in producing positive outcomes in terms of reducing children's aggressive behavior as well as preventing parental child maltreatment. However, despite abundant empirical literature, the use of Time Out is still a controversial topic, with many people feeling uncomfortable about its use. Much of this controversy stems from anecdotal evidence about the negative impact of Time Out on children's attachment, or inaccurate information in non-peer reviewed magazines (e.g. Time magazine) that Time Out negatively affects children's neuroplasticity (Siegel & Bryson, 2014). In some cases, this discomfort about Time Out is so great that individuals or agencies choose not to use an evidence-based curriculum that incorporates Time Out.

Before it is possible to discuss the use of Time Out, it is important to define what is meant by an effective evidence-based Time Out procedure. There are some versions of Time Out delivery that are not evidence-based and are, indeed, reactive, punitive, harsh, non-supportive, developmentally inappropriate, unpredictable or delivered in a non-respectful way that shames

and marginalizes the child. Such inappropriate approaches can lead to further child misbehavior and a break down in the parent-child or teacher-child relationship and attachment. It is not supportive of children's development of emotional skills or closeness to the parent or teacher and is a missed learning opportunity for the child. The evidence-based and appropriate use of Time Out is brief, infrequent, thoughtful and delivered calmly in an effort to help a child self-regulate followed by a new learning opportunity and positive connection. When professionals, parents and teachers are disagreeing about whether Time Out is a recommended strategy, it may be that they are actually talking about very different procedures. Unfortunately, the use of the term "Time Out" can be used both for appropriate and inappropriate approaches.

In Incredible Years® (and in most other empirically validated parent programs), Time Out is taught as way for children to learn to calm down and re-regulate in the midst of strong emotions and to give children time to reflect on a better solution to the problem situation. It works because it is Time Out from a reinforcing environment established through positive parent teacher-child interactions. In the Incredible Years® programs parents, teachers, *and* children are taught to see the Time Out as taking a break in order to calm down. This helps children learn a strategy to calm down and also helps adults to self-regulate and model an appropriate response to a conflict situation. Research has shown that when this predictable and respectful strategy is used appropriately, reductions in children's aggressive behavior and increases in their feelings of safety and security in their relationships with caregivers are seen. Parents who use Time Out to calm down as one tool in their positive parenting repertoire show reductions in their use of critical or abusive parenting responses (Everett et al., 2010; Fabiano et al., 2004; Kennedy et al., 1990). We will first briefly outline how the evidence-based Incredible Years (IY) Time Out is taught to therapists, parents, teachers, and children in the IY programs.

The Incredible Years® Time Out Strategy (aka Tiny Turtle Technique)



3 Take a slow breath

First teach the child how to calm down: Prior to using Time Out, children are encouraged to discuss with their parents and teachers (often with the aid of a puppet) times when they are having strong and unpleasant emotions. They are helped to realize these negative feelings (anger, frustration, anxiety, loneliness) are a signal they have a problem that needs solving. Adults help them understand that any feeling is normal and okay, but that there are some behaviors and words that are not okay to use when they are angry, disappointed, or sad such as hitting or hurting someone else, or breaking something. Adults help children understand that sometimes it's hard to think about a solution when they are very upset and that this means they first need time to calm down. *This discussion is geared towards the developmental age of the child—3 year olds participate in a very simple discussion, 8-9 year olds engage at a more complex level.* Using the puppet as a model, children learn how to take a Time Out to calm down. For example, the Tiny Turtle puppet explains how he withdraws into his shell, takes some deep breaths and thinks of his happy place when he is having trouble and then comes out to try again with a different solution. Children learn that they can do this on their own as a strategy for calming down, or that an adult can tell them that they need a Time Out if they have hurt someone else, broken a rule, or if they are too upset to think clearly. At times when children are calm and not in a conflict situation, adults help them practice and rehearse how to go to Time Out, and how to calm down in Time Out by taking deep breaths, using positive self-talk and thinking of their happy place. One way to teach the children this strategy is to have a puppet such as Tiny Turtle make a mistake and then ask the children to help him follow the Time Out steps. Afterwards the adult and the children help the turtle puppet to understand that Time Out is not a punishment, but rather a way to calm down. The children learn that everyone, including adults, sometimes need time away to calm down. Parents and teachers model using this strategy themselves when they are becoming angry. They may also use *Wally Problem Solving Books* which are a series of problem situations the puppet Wally Problem Solver has at home and at school (Webster-Stratton, 1998). The children are asked to be detectives and to come up with solutions for Wally's problem. After talking about these possible solutions they act out the ways to solve the problem using hand puppets. Sometimes one of the solutions involves using a calm down strategy to self-regulate before coming up with other more proactive solutions.

Teaching parents, teachers, and therapists to use Time Out to calm down: In the Incredible Years programs group leaders have parallel group discussions in their trainings with parents,

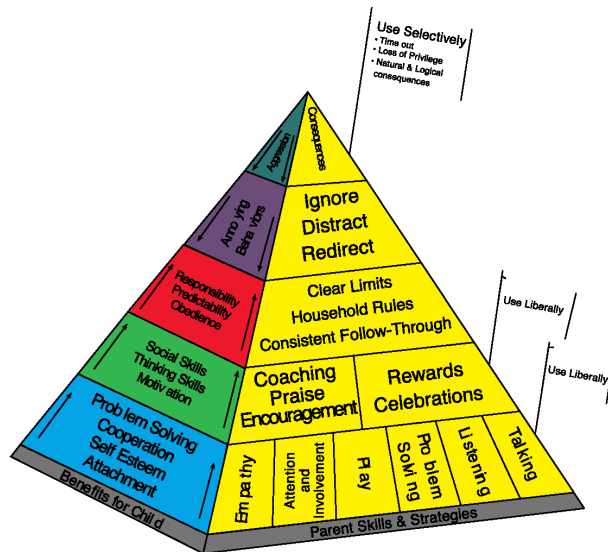
teachers and therapists. Group leaders help them understand this kind of Time Out is *not* a punishment but a self-regulation strategy for children (and for adults). They learn that these Time Outs are brief (3-5 minutes) and that their own behavior when implementing the Time Out is critical to their success with this technique. They learn to give Time Outs in a calm, respectful, predictable and controlled way, not to give negative messages to children. When Time Out is taking place, they also learn how to be nearby to monitor the Time Out. Their physical presence can reassure the child *without* giving direct attention during the Time Out.

The parents and teachers are also taught the importance of reconnecting with the child immediately after the Time Out is completed. The child's circle of security is resumed by focusing on positive messages and warm touches rather than rehearsing or discussing the negative behavior or forcing an apology. This approach helps the child maintain emotional control and feel reassured about his relationship with his parent or teacher.

A positive relationship Incredible Years Pyramid foundation is necessary for effective Time Out teaching

The first half of the Incredible Years® Parent and Teacher programs focus on strategies for building positive relationships with children by being responsive, warm, nurturing and giving more attention to positive behaviors than negative behaviors. During this time parents and teachers learn social, emotional and persistence coaching methods: to encourage children's persistence, frustration tolerance, social skills, problem solving, emotional literacy, empathy, language development and self-regulation skills. Research has shown that children with more social and emotional awareness and language skills are better able to self-regulate and solve problems. These skills, as well as the parent-child relationship, form the foundation that supports children to respond to frustrating or upsetting situations in ways that are not violent, out-of-control, or destructive. For Time Out to work this foundation must be in place, and when this foundation is firmly in place, the need for Time Out is greatly reduced.

Below are some of the common questions that come up when discussing the use of Time Out. All the answers here reflect the assumption that the Time Out used is similar to the Incredible Years Time Out procedures described above.



Parenting Pyramid™

© The Incredible Years



Why is the bottom (positive parenting) of the Incredible Years pyramid not enough? Why do reasoning, holding, and hugs sometimes cause more child misbehavior and insecurity? Why does yelling, scolding, and adding consequences make misbehaviors worse? Why is it important for parents to learn some evidence-based disciplinary methods?

Positive, responsive parenting and teaching is core to parent-teacher-child relationships. Without a strong and secure parent- or teacher-child relationship, adult-child interactions are disrupted and are often not functional. This does not mean, however, that all child behaviors can be responded to all the time with reasoning, holding, and continued interactions. Positive relationships are necessary but not sufficient to obtain improvements in child's behavior problems (Cavell, 2001). At times when children have strong negative emotions and are dysregulated, it is often the case that they are so emotionally and physically out of control that they are beyond reasoning. At these times, adult attempts to comfort, reason, control, or argue with the child are likely to increase the intensity of the child's emotion and actually to reinforce it. Parents and teachers are also likely to be feeling strong emotions themselves and are vulnerable to exploding in appropriate ways or giving in to the child's demands in such a way that they are actually teaching the child that aggression, violence, or arguing are effective ways to manage conflict. This is called the "coercive process"—that is, a cycle described by Patterson (Patterson, Reid, & Dishion, 1992) in which parents, teachers and children each

escalate their unpleasant, aggressive, and dysregulated responses to each other. The process usually ends when the child's behavior becomes so aversive that the parent or teacher either gives in to the child, or becomes so punitive that the child's capitulation is controlled by fear. This coercive process has been carefully researched for decades by Patterson and others and Time Out was designed to stop this aversive cycle.

When is it developmentally appropriate to use the IY evidence-based Time Out discipline approach with children? Time Out is a respectful and calm way to disrupt or interrupt the coercive process. Instead of escalating the negative interaction, the adult calmly uses the planned strategy of helping the child take a break to calm down. Even if the child continues to escalate, the adult's commitment to staying calm and not retaliating, engaging or arguing provides the opportunity for the interaction to de-escalate because the misbehavior is not rewarded with adult attention. Without the adult's strong emotions to react to, the child can more easily regulate his/her own emotions. The adult is also providing a model for self-calming. Moreover, when parents or teachers are trained in this predictable routine and understand the underlying theory, they feel confident in their ability to stay calm and understand that, in the long term, this leads to better outcomes for the child's emotional and social development and the parent-child relationship.

What is this the best age for this method? For what misbehaviors? What is the theory underlying why Time Out works? Time Out is recommended only for higher level behaviors such as aggression, destructive behaviors, and highly conflictual noncompliance. It is not meant to be used to address a child's essential needs for support when in pain, or in fearful or distressful situations. Many other proactive strategies are recommended in the Incredible Years programs for managing milder challenging behaviors. Time Out is only used for children who are cognitively developmentally ready and old enough to learn to self-regulate and to have a sense of time and place. Typically, Time Out works for children who are between the ages of 3-9 years old. Some three year olds will be too young for Time Out, and some 9 year olds will be too old for Time Out. Rather than using the child's chronological age as the cue for when to start using Time Out, it is better to use the child's developmental age as the criteria. In the Incredible Years programs, Time Out variations are introduced for older and younger children, for children with ADHD and developmental delays, and alternative procedures for children on the Autism Spectrum are discussed. One size does not fit all when using Time Out.

Why are the Incredible Years Programs really all about “Time-In”?

Time Out only works if the majority of time with children is spent with children in “time in”, that is, engaged in child-directed play, social and emotional coaching, responsive and nurturing parenting, focused attention on positive behaviors, praise, predictable routines and schedules.

IY Time Out is only one tool in an IY tool box of many different parenting tools, all of which are taught in the 8-12 sessions prior to introducing Time Out (*e.g., child-directed play, social and emotional coaching, differential attention, descriptive commenting, praising, rewarding, loving, being responsive, using predictable routines, consistent separation and reunion plans, redirections, refocusing, ignoring, logical consequences, and teaching children self-regulation skills and how to problem solve.*) Time Out can only be used when the adult-child relationship foundation has been well established with positive “time in” methods.

How is IY use of Time Out tailored or individualized for different children? What is “core” and what is flexible? As with every other parenting or teaching strategy, the use of Time Out requires clinical sensitivity, flexibility and adjustments according to the child’s developmental level and family or classroom context. IY group leaders who are training parents, teachers, and therapists in the use of Time Out must take many factors into consideration. These factors include: the child’s developmental level, the parent-child relationship and attachment history, and the parent’s mental health and self-control skills. Time Out procedures are adapted to different situations. In some cases, a parent or child may not be ready for Time Out and need to work longer on the praise and coaching methods as well as other relationship building skills and other disciplinary strategies such as distractions, setting clear rules and ignoring first. The length and location of Time Outs may be modified to fit a family’s needs. Parents are also taught ways to support a child during Time Out keeping them safe, while still following the principle that Time Out is a low-attention response to a child’s high negative affect.

How does Time Out help children learn to self-regulate and support their emotional development? Prior to adults using Time Out, children are taught and practice how to use Time Out to regulate their emotions. During Time Out parents model staying calm using the self-regulation strategies that their children have been taught (breathing, self-talk). Time Out stops the parent and child from engaging in the stressful interaction and gives them space to regain control. During Time Out, out-of-control child misbehavior is not reinforced with attention.

Does Time Out teach children anything? Yes, children learn that out-of-control behavior is not an effective way to manage strong emotions because it is not reinforced. But Time Out alone is not enough. The majority of children’s time is spent out of Time Out in meaningful and positive

interactions with parents and teachers consisting of child-directed play, social, persistence and emotional coaching, praise and nurturing scaffolding. During these times, children learn positive ways to regulate their emotions, navigate interpersonal relationships, and ask for what they need or want. It is important that these positive replacement behaviors have been taught and practiced prior to instigating Time Out. When this is in place and children have been sent to Time Out to calm down, they are eager to get into parents or teachers positive spot light where they have learned there are more benefits.

Why is Time Out an important strategy for parents and teachers to learn? Are there some parents who should not be taught to use Time Out?

The fear that some parents or teachers may misuse the Time Out procedure due to lack of emotional ability to express nurturing care, stress or psychopathology prevents some professionals from teaching this strategy to parents or teachers. Although it is possible that Time Out may be misused, it is important to consider what happens if such parents or teachers are not given an evidence based discipline method they can use. Without the ability to enforce predictable limits or to prevent children responding aggressively to other children, adults may become too permissive, which can also lead to children becoming more aggressive as they learn that aggressive and out-of-control responses work. The inability to establish boundaries and enforce predictable limits has been shown to lead to poor mental health outcomes for children (Fite, Stoppelbein, & Greening, 2009). Kazdin (Kazdin, 2002) argues that parent failure to use appropriate discipline to protect a child who is acting out may itself meet the definition of abuse. Conversely, the opposite can also be true—without a nonviolent and predictable way to respond to high intensity negative behaviors, parents or teachers may become overly controlling, respond with critical or physical discipline, giving children the message that aggressive responses are an acceptable way to manage negative affect and conflict.

In addition to assuring that parents and teachers have worked for 8-12 weeks intensively in the Incredible Years Program on positive social and emotional coaching methods, child-directed play, praise, rewards and relationship building before being introduced to Time Out, the Incredible Years programs also spend considerable time in teaching the correct method of using Time Out and on strategies for adults to use to stay calm and regulated. Participants learn to self-praise and self-reward, how to challenge negative thoughts and replace them with positive self-talk and coping statements, and stress management strategies. Group sessions include adults practicing simple Time Outs with guidance and gradually increasing their complexity focusing on the behavioral, cognitive and emotional components. Therapists make weekly calls to check in on their experiences and make themselves available as parents or teachers first take on this procedure with a child.

Can Time Out cause traumatic reactions or re-traumatize children? Does it lead to physical abuse or brain imaging patterns similar to those who are traumatized?

Teaching parents to use Time Out has been shown to reduce child physical abuse (Chaffin et al., 2004). While some may argue that use of Time Out with children who have experienced abuse will retraumatize them and trigger a fear response there is no evidence to support this claim when Time Out is delivered appropriately. Time Out is not a trauma event if done respectfully and predictably, as outlined above. Time Out is not a trauma event if the parent is primarily working on responsive nurturing parenting using Time In. When working with parents and children who have experienced trauma, therapists use clinical judgement as to when, how, and if it is appropriate to use Time Out. As with any other parenting strategy or decision, Time Out can be used incorrectly or abusively. This does not mean that Time Out should be abandoned as a strategy, but that parents, teachers, and therapists should be taught to use Time Out in respectful, effective and evidence-based ways.

Is Time Out beneficial to the child? When Time Out is done in a predictable, systematic, structured and calm way embedded in a normally positive nurturing relationship, it actually helps children feel safe and have a sense of control rather than being afraid of yelling and unpredictable adult responses. It leads to a relationship where children know they can safely go to their parents or teachers for help with solving their problems. Research has shown it is a critical factor in helping children gain emotion regulation capabilities and self-control and reduce adult physical abuse & traumatic child symptoms (Chaffin et al., 2004).

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Note: Description of these studies and those of IY parent programs may be found in the following book, which is also available on www.incredibleyears.com. Webster-Stratton, C. (2012). *The Incredible Years - Parent, Teacher, and Children's Training Series*. Seattle, WA Incredible Years Press.

Articles may be downloaded from web site:

<http://www.incredibleyears.com/Library/Searchlist.asp>

Clinical and Review Articles and Books Relevant for Therapists/Group Leaders Using IY Teacher and Child Programs

Set of Books for Use with Children:

Webster-Stratton, C. (1998). *Wally's Detective Book for Solving Problems at School*. Seattle, WA: Incredible Years, Inc.

Webster-Stratton, C. (1998). *Wally's Detective Book for Solving Problems at Home*. Seattle, WA: Incredible Years, Inc.

Webster-Stratton, C. (1998). *Wally Learns a Lesson from Tiny Turtle*. Seattle, WA Incredible Years, Inc.

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Clinical and Review Articles:

Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children—The foundation for early school readiness and success: Incredible Years Classroom Social Skills and Problem-Solving Curriculum. *Journal of Infants and Young Children*, 17(2).

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Webster-Stratton, C., & Reid, M. J. (2010). The Incredible Years Program for children from infancy to pre-adolescence: Prevention and treatment of behavior problems. In R. Murray, A. Kidman & T. Ollendick (Eds.), *Clinician's handbook for the assessment and treatment of conduct problems in youth* (pp. 117-138): Springer Press.

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Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. (2011). The Incredible

Years Teacher Classroom Management Training: The Methods and Principles that Support Fidelity of Training Delivery. *School Psychology Review*, 40, 509-529.

Webster-Stratton, C., & Reid, M. J. (2011). The Incredible Years: Evidence-based parenting and child programs for families involved in the child welfare system. In A. Rubin (Ed.), *Programs and interventions for maltreated children and families* (pp. 10-32). Hoboken, NJ: John Wiley & Sons.

Webster-Stratton, C. (2016). The Incredible Years Series: A Developmental Approach. In VanRyzin, M.J., Kumpfer, K., Fosco, G. & Greenberg, M. (Eds.), *Family-Centered Prevention Programs for Children and Adolescents: Theory, Research, and Large-Scale Dissemination*.

Webster-Stratton, C. and Bywater, T. (2015). Incredible partnerships: parents and teachers working together to enhance outcomes for children through a multi-modal evidence based programme. *Journal of Children's Services*, 2015. 10(3): p. 202-217.

Incredible Years Teacher and Child Therapist/Group Leader Book

Webster-Stratton, C. (2012). *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*. Incredible Years Inc. Seattle.