

_____ Mentor/Trainer name

_____ Training Dates

Session One: Intro & Child Directed Play

- _____ Introductions, research background for program, overview of 3 parent programs (toddler, preschool, early school age), agenda, evidence-based definition, goals
- _____ Zoom Room/Buzz: Show DVD #2 Vig 1 (understanding perspectives) (2:15 min) (Zoom Room 1 feelings of children, Zoom Room 2 feelings of teacher, Zoom Room 3 feelings of parent). Debrief.
- _____ Zoom Room/Buzz to discuss implications for leaders for creating a parent group atmosphere and what are the important group leadership skills. Debrief
- _____ Review collaborative process slides of IY programs (Briefly)
- _____ Review group leadership tools
- _____ Review weekly session topics, session structure, first session
- _____ Model Setting group rules or show DVD # 2 Vig 7 demonstrated (Zoom Rooms to discuss what leadership skills noticed)
- _____ Explain *How I am incredible* document
- _____ Model goal setting
- _____ Explaining the pyramid or DVD #5 Vig 5 (Zoom rooms to discuss strategies modeled for explaining pyramid)
- _____ If time, start benefits/barriers of child-directed play.
- _____ Review trainee assignments

Session 2 PPT: Child directed Play *(could start second on-line session)*

- _____ Model leading discussion of home activities
- _____ Benefits and Barriers (Zoom room one benefits; Zoom room two barriers)
- _____ *Introductory Narration: Part 1 (mediated how to show introductions) (Zoom rooms what was noticed in group leadership skills)
- _____ *Vignette 1 (Soleil)
- _____ Vignette 9 (farm pieces)
- _____ Vignette 10: (child directed)
- _____ *DVD #4 Vig 6: Carolyn modeling mediating vignette 10 (start 1:27 principle, goals)
- _____ Zoom Room/Buzz: Strategies group leader used for mediating vignette
- _____ DVD #4 Vig 7: Modeling Vignette Mediation (dress up) (first 4 min if time)
- _____ *DVD #4 Vig 8: Co-leader and Leader roles

Note: if toddler-oriented participants show Vig 3 or 5 and discuss descriptive commenting.

- _____ Vignette 3 (Patrick 13 months)
- _____ Vignette 5 (Chinese girl ABC)
- _____ Review Assigned Home Activities for Parents and Record Sheets
- _____ Explain refrigerator notes, self-monitoring goal setting, Buzz forms, Buddy calls (some may be explained in next training session)
- _____ Explain agenda checklists
- _____ Give trainees assignments to practice child-directed play and to read Chapter 1.

Academic and Persistence Coaching *(3rd on-line session frequently starts here)*

- _____ Model Reviewing Home Activities/Homework (regarding child directed play experiences)
- _____ Buzz/Zoom Room Questions to ask in debriefing home activities.

Part 2: Academic Coaching

- _____ *Vignette 13 (Kilani boxes) Pause vignette for participants to write down questions. Zoom Rooms to share questions to ask and principles to pull out. (optional) DVD #5 Vig 3 (mediating Vig 13)
- _____ *Vignette 18 (academic coaching Kilani boxes). Chat or Zoom Room key principles

- _____ Role play with stacking boxes (trainer is Kilani and participant chosen to do developmentally appropriate descriptive commenting)
- _____ Vignette 28 (promoting reading readiness)
- _____ 3 child typologies/buzzes into 3 rooms coaching practice ideas by language level
- _____ Role play (with Legos) (participant is Dorian typical language using academic coaching)
- _____ Review setting up practices and layering by child's developmental language level for language coaching

Persistence Coaching

- _____ *Introductory Narration: Vignette 25 (Erin)
- _____ Buzz/3 Rooms for persistence coaching words for different age groups (3 vs 5 vs 7 years)
- _____ Role play persistence coaching (white board math problem or Legos)

- _____ *DVD #5: Vig 7 (setting up parent practices)
- _____ DVD #5: Vig 8 (debriefing coaching)
- _____ Review planned small group practices
- _____ Home Activities & Goal Setting
- _____ Calling Buddies
- _____ Handouts (those not discussed earlier e.g., session checklists, buddy forms)
- _____ Participant Assignments

Session Three PPT: Social and Emotional Coaching & Praise and Rewards

Emotion Coaching

- _____ Model homework activities (if not done previously)
- _____ Introducing new topic – emotion coaching
- _____ Buzz emotion words in Rooms, vary rooms by child’s age
- _____ * Introductory Narration
- _____ *Vignette 2 (sticky tape) (pause vignette for leaders to think about principles)
- _____ Zoom Rooms for sharing principles
- _____ Setting up practice emotion coaching (anxious child) Chat emotion words
- _____ Role Play Practice: Choose trainee to be anxious Dorian and another to be parent using emotion coaching for positive emotions. Debrief practice steps.
- _____ Benefits/Barriers using Puppets
- _____ Practice in Zoom rooms using puppets for emotion coaching and modeling (if time) or, Model.

Social Coaching

- _____ Introduce topic. Zoom Room social skills by age and developmental levels
- _____ *Vignette 4 (play dough with younger kids)
- _____ Role Play practice with social coaching (Legos)
- _____ Set up practice with puppet
- _____ Vignette 10 (Kaylee for older children)
- _____ Adjusting Role Plays to Child’s Development
- _____ Parent Assignments and Handouts (not yet discussed)

Praise (Note on-line session 4 starts with praise which can be brief.)

- _____ Benefits/Barriers (if not modeled previously)
- _____ *Vignette 3 (good eaters)
- _____ Zoom Room for generating group leader questions
- _____ Vignette 5 (washing hands)
- _____ Vignette 9 (talking on phone)
- _____ Buzz behaviors see more of for different children
- _____ Praising Self DVD #6: Vignette 6
- _____ Praising others & thought cards & positive opposites
- _____ Ending Sessions (Review briefly)

Tangibles

- _____ Zoom Rooms: 3 groups to share incentives for different age groups -toddler, preschool and school age incentives.
- _____ Vignette 4: Flossing Teeth
- _____ *Vignette 8: (super bath stickers) (Zoom Rooms to discuss principles to draw out and questions to ask.)
- _____ Vignette 10: (star chart)
- _____ *Vignette 12: (explaining sticker chart)
- _____ Zoom Room to review what else to explain for sticker chart
- _____ Role Play practice
- _____ DVD #6: Vig 7 (leader using stickers)
- _____ Buzz supporting children's resilience and coping (Zoom Rooms)
- _____ Rewarding parents
- _____ DVD #7: Vignette 2 (using the tool kit)
- _____ Handouts
- _____ Participant Assignments

Session Four PPT: Positive Discipline—Rules, Routines, Effective Limit Setting Positive Discipline—Ignore, Distractions

- _____ Review home activities: what questions to ask (if not done yet)
- _____ Introducing new topic
- _____ Buzz Benefits/Barriers Routines
- _____ DVD #7: Vignette 3 (benefits and buzz)
- _____ DVD #7: Vignette 4 (barriers and comparison)
- _____ *Vignette 2 & 3 (Robin bedtime routine)
- _____ Zoom Rooms to share questions to ask
- _____ Vignette Separations and Reunions
- _____ Vignette 5 (Dorian's morning chart)
- _____ Handouts

Effective Limit Setting

- _____ *Vignette 12: 3 min for bed (show 12 for narration and for identifying limit setting principles; go into Zoom rooms to discuss)
- _____ *Vignette 15: first-then rule
- _____ *Vignette 20: unclear commands (make command more effective)
- _____ Vignette 23: count to 3 for soap
- _____ Vignette 25: chain commands
- _____ Vignette 27: Ride on sidewalk

- _____ Rooms to determine principles of vignettes shown to enhance & practice to set up

- _____ Brainstorm Rewriting Commands (in chat or Rooms)
- _____ DVD 8: Vignette #2 (rewriting commands)

_____ Handouts – discuss promoting healthy media diet

Note: sometimes on-line session 4 ends here Encourage reading Time Out to Calm Down chapter in book & Time Out works because of Time In document. Some trainings are able to get through to Vignette 5 and start session 5 with negative thoughts exercise.

Handling Misbehavior

- _____ Goals for discipline
- _____ *Introductory Narration
- _____ *Vignette 1, 2 (Libby putting away puppets)
- _____ Discipline Hierarchies
- _____ Ignore
- _____ Benefits/Barriers to Ignoring
- _____ Zoom Rooms or chat behaviors can ignore by age level
- _____ Vignette 3 (don't touch TV)
- _____ *Vignette 5 (Hanook in classroom) (Zoom Rooms what principles want parents to get)
- _____ Planning role play/practice for ignore (could be in Zoom room)
- _____ DVD #8: Vignette 5 (coping with negative thoughts)
- _____ Buzz rewriting negative thoughts
- _____ Thought cards
- _____ Handouts

Session Five PPT Time Out to Calm Down, Consequences, Problem Solving

- _____ New topic... hierarchy
- _____ Explain time out to calm down with slides
- _____ *Vignette 2 (explaining time out to 2 children)
- _____ Debrief/Rooms what went well and what to add
- _____ *Vignette 8: (explaining time out to Dorian) (In Zoom rooms pull out key principles of explaining Time out to calm down & discuss how to set up practice)
- _____ Setting up Role play
- _____ Vignette 9 (optional) practicing calm down sequence
- _____ Using puppets to teach calm down strategies/ Zoom rooms
- _____ Vignette 6: practicing calming down
- _____ *DVD #8: Vignette 7 (time out practice)
- _____ Review time out scenarios
- _____ DVD #8 Scenarios 2 & 3
- _____ Vignette 13: Time Out warning (Dorian)
- _____ Vignette 14: coaching Victim
- _____ Vignette 15: sending child to Time Out
- _____ *Vignette 16: Implementing Time Out to calm down in classroom (Kaylee) (Zoom rooms to pull out key principles)
- _____ Zoom rooms to discuss mediating vignettes and principles to derive
- _____ Handouts

Consequences

- _____ new topic; benefits/barriers
- _____ Zoom Rooms: 3 rooms to talk about consequences for 1-2 year olds, 3-4 and 5-7 year olds; debrief afterwards
- _____ Vignette 5 (bike in driveway)
- _____ *Vignette 6 (game boy)
- _____ Handouts

Problem Solving

- _____ Wally problem solving books
- _____ *Vignette 19 (Wally books)
- _____ *Vignette 20 (Wally books)
- _____ Zoom Rooms: plan practice if books are available set up practice with parent and child
- _____ Handouts
- _____ Tool kit review & summary

- _____ Accreditation Handouts
- _____ Next Steps

On-line trainer comments about training: