Incredible Beginnings Group Leader Training
On-Line Workshop Protocol
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Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. Topics such as: the benefits and barriers brainstorm/buzzes, classroom suggested activities, blackboard, record sheets, self-monitoring checklists, agendas, checklists and evaluations must be discussed once in detail during the training. After that, participants can be reminded that these are covered in every unit, but they don't have to be again discussed in detail again when the slide comes up.

The overall goal is to focus more on the Incredible Years methods and processes than content, as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. During the first 2-3 3-hour sessions the trainer focuses on modeling the group leader skills of leading discussion of classroom activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms, and setting up developmentally appropriate role play practices. Here the participants may be in role as children or teachers and think of their perspectives and watch how you handle their responses. By the 3rd training session, the trainer begins to put the participants in role of IY group leader to practice new skills. These role plays are done both in the large group where the trainer can coach and in smaller groups (Zoom rooms) where they plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the classroom culture, goals, and the child's development, how to respond to teacher resistance, and how to plan developmentally appropriate practices. You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for. If your participants are teachers varied age groups from 1-5 years, you will want to choose vignettes from both the "tweenie and toddler" DVDs and from the preschool DVDs.

This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As in the "in person" training, you select vignettes partially by nature of the teacher group and the population they address and partially based on whether you think they have adequately understood the key principles in the topic area. In addition, you have some flexibility about when to do break out in to Zoom rooms to reflect on or practice key group leader skills. It is helpful to do 2-3 (or more) Zoom room discussion/practices in each session. Short Zoom room sharing involves and engages everyone quickly and keeps them active and awake on Zoom!

You can ask participants to help with recording key points in the Zoom chats and send them out in a summary post training. Please return this completed checklist to us after your training

Session One: Intro, Overview, Methods and Processes (Sessions 1 & 2)
- _____ Introductions and past experiences with IY programs
- _____ Overview of sessions, studies, preworkshop reading and review on web site, agenda (remind participants of web site summary slides of training)
- _____ Research background with TCM; pilot work with IB & how IB is different or the same as TCM
- _____ Rationale for working with day care providers and preschool children (brain development)
- _____ Overview of Program Workshop Structure and DVDs and Objectives

Part 1 Building Positive Relationships & Managing Separation Anxiety
- _____ **Show Introductory Vignette** (Model mediating) & Zoom Rooms to debrief how to mediate Introductory Narrations.
- _____ Review IB Program Methods and Processes
- _____ Session Outline and Checklist
- _____ **Model Rules**
- _____ **Zoom Rooms to debrief**: (i) strategies modeled (ii) important rules
- _____ **Zoom Rooms** to get to know teachers (i) questions to ask (ii) promoting engagement
- _____ Model Goal Setting and how Teaching Pyramid addresses goals
- _____ Model showing Introductory Narration Part 1 (milestones). Debrief what was modeled
- _____ **Zoom Rooms**: how children, parents & teachers feel and implications for group climate (each room teachers, or children, or parents)
- _____ Model leading *Vig 1: Welcoming Greetings & Debrief
- _____ Break out Room with leader questions
- _____ Model leading Vig 2: Goodbye Routines & Debrief
- _____ Model leading *Vig 3: Managing Separation Anxiety (grandmother)
- _____ **Zoom Rooms**: (i) how anxiety is manifested; (ii) how teachers manage separation; (iii) how teachers involve parents
- _____ **Zoom Rooms**: Break out room - managing separations / share how greet parents and talking to parents about plans for leaving anxious child (possible role plays)
- _____ Model leading Vignettes 6 A, B, C: (fading out) & debrief (due to time might need to summarize)
- _____ **Show Vignette** Teacher Reflections
- _____ **Buzz/Zoom Room**: Ways to promote relationships with parents
- _____ **Show Vignette 18**: Debriefing with Mother
- _____ **Review IY group leader skills modeled and discussed**
- _____ Self-reflection inventory, record sheets, and teacher assignments
- _____ Between IB workshop assignments (reading and video reviews)

Note: email self-refection inventory for Building Positive Relationships as part of homework

Part 2: Promoting Language Development in Tweenies, Toddlers and Preschoolers (Sessions 2 & 3)
- _____ Review of assignments and reading from prior workshop
- _____ Overview Agenda
- _____ **Model** group leader skills reviewing prior teacher assignments
- _____ **Debrief in Zoom Rooms** what was modeled
- _____ Model leading vignette*Vig 12: Toddler Directed Play (think about questions to ask)
- _____ Summarize the group leader skills mediating vignettes

Language Development Program 2

_____ *Introducing New Topic

_____ Show and mediate Introductory Narration

Tweenie Toddler Vignettes

_____ Model leading *Vignette 1: Descriptive Commenting (snack time) Model

_____ **Zoom Rooms:** what is descriptive commenting and what are children's first words? (i) tweenies; (ii) toddlers; (iii) preschoolers; Discuss why it is important to limit question asking

_____ Vig 10: Making language songs fun (1.4 min) (could be modeled by TCM trained person)

_____ Vig 11: Adjusting Toddler's language readiness (participants think of questions to ask)

_____ **Set up 2-3 Practices of Descriptive Commenting** (use a ball with child with 1-word sentences and sounds)

_____ *Vig 17: Snack Menus to enhance language (toddlers) (Zoom room for questions or principles to draw out of what they saw)

_____ **Zoom Room/Buzz**: Songs, nonverbal gestures, visual cards

_____ Vig 20: Pre-reading readiness (Kilani) Buzz effective strategies used

_____ Summary of Reading Readiness Principles

_____ Summary of Language Coaching Principles of Toddlers

Preschool Language Development Vignettes

_____ Model or Explore: Vig 26: Being Too Teacher Directed (what questions to ask)

_____ Model Vig 27: Being Child-Directed & Debrief

_____ Summary of Pre-Academic Coaching with Preschoolers

_____ **Setting up a Practice** (Legos with one person as child with 3-4 word sentences; then add a 2nd child with Legos to model intentional communication)

_____ Model *Vig 29: Using Visuals (squeeze)

_____ **Zoom Rooms** to share type of questions modeled and/or visuals used in classrooms.

_____ Summary of Reading with CARE

_____ *Teacher Reflections shows using snack talk cards in reflection (Vig 34 snack talk cards)

_____ Practice Assignments to teachers and childcare providers

_____ Behavior Play Record Sheet (review)

Session Three/Four
Social Coaching (bring in puppet)

_____ Introducing New Topic

_____ **Zoom Rooms/Buzz:** 4 Zoom Rooms: social behaviors to encourage 1–2-year-olds 3–4-year olds;

_____ **Model** Benefits Barriers social skills

_____ **Show** Introductory Narration

_____ **Zoom Room**s to debrief principles of this exercise

Select 2 toddler vignettes to show with pauses for participants to plan questions to lead discussion

Toddler

_____ Vig 1 Modeling Social Skills

_____ Vig 2 2 one-on-one coaching

_____   *Vig 3 (on playground) Modeling "my turn"
_____   *Vig 13: Social coaching on playground (pull out principle from vignette)
_____   **Zoom Rooms:** Groups pull out key principles learned from viewing entire vignette.
_____   *Vig 11 (using puppets to teach social coaching- turtle)

Select 2 preschool vignettes to show with pauses for participants to plan questions to lead discussion Part 2

_____   *Show Program Introduction
_____   *S-11 Teacher as Coach – talk about questions to ask
_____   *Vig 19 drama play (discuss role play) - (model or select participant to lead if ready; start midway at 1:30)
_____   *Vig 22 Setting up Asking and Sharing practice experiences for children (play dough)
_____   Buzz & Set up: Role Play Practice
_____   Summary of Social Coaching for Preschoolers

Using Puppets to Promote Empathy
_____   **Zoom Rooms: Benefits Barriers (Zoom rooms one benefits and one barriers)**
_____   Vig 28 Puppets (Amelia)
_____   Model and Prompt Social Behaviors/ Puppet Scenarios

Helping Children with Developmental Delays
_____   Vig 29 Block Play
_____   Teacher Reflections on Social Coaching
_____   Assignments & Record Sheets

Program 4: Emotion Coaching
_____   Introducing New Topic
_____   Benefits and Barriers ~ Zoom Rooms 3 groups, # words and type, benefits, barriers- debrief (if not done previously)
_____   Buzz Feeling words (put in chat)
_____   Show *Introductory Narration

From Vignettes below Trainees mediate vignettes, plan questions, identify principles & set up practices
_____   *Vig 1 Reading to build emotional literacy (3 monkeys)
_____   **Zoom Rooms** (i) what questions to ask/principles (ii) what practice to set up regarding reading designed to focus on emotions (iii) how to select appropriate books
_____   Vig 7: Soleil Using Emotion Coaching to Help Children Stay Calm
_____   Vig S-20 Toni Promoting Feeling Talk During Play (dinosaurs)
_____   Vig S-22: Feeling Chart
_____   Scripts for Positive Emotion and Negative/Uncomfortable Scripts
_____   Feeling Wheels, Games
_____   Benefits and Barriers of Emotion coaching if not done previously.
_____   *Vig 10: Using Puppets to Promote Emotion Understanding (Takishia)

_____ **Zoom Rooms** how puppets are used with (i) todders; (ii) preschoolers and what is the difference?

_____ Songs, books, games

_____ *Vig 15 & 16 when not to continue emotion coaching/Jamila with 2 boys

_____ Summary Emotion Coaching

_____ Behavior Plans

_____ Self-Reflective Inventory (review if not discussed yet)

_____ Assignments, Record Sheets

Emotion Regulation

_____ **Zoom Rooms/Buzz:** how to promote children's self-regulation

_____ Vig 17: Taking Deep Breaths

_____ Vig 20: Tiny Turtle Helps (Amelia and brother)

_____ *Vig S-23: Toni vest circle time (debrief strategies in Zoom room)

_____ *Vig 26A: Hudson with thermometer (Zoom room: how to set up practice with different age groups)

_____ Vig 26B: Hudson smell roses, blow candle with visual

_____ Summary Teaching Emotion Regulation Skills/Tailoring to Each Child

_____ Teacher Reflections – Emotion Coaching

NOTE: Before session 6 send self-regulation handout.

Program 5: Proactive Teacher

_____ Introducing New Topic- Buzz, benefits/barriers

Managing Transitions

_____ *Vig 1: Transition Warning for Tweenies (whistle)

_____ *Vig 10: Calm down snack routine (toddlers cleaning table)

_____ Vig 11: Transition warning for preschoolers

_____ Vig 23: Ending day (practice script for role play)

_____ Show summary slide of role plays

Teaching Children Classroom Rules

_____ Zoom room buzz: nonverbal auditory, gestures or visual signals for rules or instructions

_____ *Vig 16: Teaching Children Classroom Rules (Jamila 5 min)

_____ Zoom room: (i) what questions to ask about principles of explaining rules; (ii) how to set up teacher practice of different rules

_____ Zoom room buzz: predictable schedules

_____ **Zoom Room/Buzz:** using praise and rewards

_____ Review strategies for selecting vignettes according to teacher population being trained

_____ S-26 Importance of Praise

_____ S-33 Superfriend award

_____ S-34 Celebrating Achievements

_____ Key Principles of Praise & Proactive Teaching

_____ Discuss Process Checklists (if not done earlier)

Positive Behavior Management Part 1
_____ Show pyramid and discipline hierarchies on slides
_____ *Show Introductory Narration (2 min)
_____ **Zoom Rooms/Buzz:** how use distractions and redirections?
_____ Vig 2: Setting the Limit and Redirection (sticks)
_____ Vig 10: Positive Limits, Physical Redirects and Ignore
_____ *Vig 14: Positive Limits, Physical Redirections (Hanook)

Ignoring
_____ **Zoom Room/Buzz:** Barriers & list behaviors can ignore and can't ignore; debrief
_____ Vig 19: Planned Ignoring (Kaylee) (unpack by pausing 3-4 times to address questions to ask)
_____ *Vig 22: Behavior Management (tantrum in classroom)
_____ **Zoom Room/Buzz:** Ways teachers can stay self-regulated, calm and patient
_____ Review principles of Ignore
_____ Review how to set up practices for ignoring
_____ Vig 29: Celebrating Success
_____ Summary and Practice

Positive Behavior Management Preschoolers Part 2
_____ Discipline Hierarchies Steps 5-8
_____ Vig 33: When not to give attention (Jamila) (if not shown earlier)
_____ ***Vig 35: Teaching children calm down procedure
_____ *Vig 36: Practicing Time Out to Calm Down
_____ *Vig 37: Child Helps Wally
_____ Practice and script for teaching children to calm down
_____ *Vig 42: Teaching Self-regulation (Kaylee in chair) Explain context for setting up this self-regulation teaching; and be sure self-regulation article has been given out
_____ Scenario Slides for Time Out to Calm Down
_____ Time Out Principles
_____ Teaching children how to Ignore (see slide & model teaching if time)
_____ *Vig 45: Using Wally Problem Solving Books (Toni)
_____ Vig S-36: Being Left Out (problem solving)
_____ Using Visuals to teach solutions
_____ *Vig 50: Coaching real-life problems
_____ Behavior Plans & Functional Assessment
_____ *Involving Parents (show Vig S-34: parent group, if time)
_____ *Teacher Reflections (show some of this to end workshop)
_____ Certification
_____ Next Steps
_____ Evaluations