

**©The Incredible Years** **Incredible Beginnings® Training Program for Preschool Teachers and Day Care Providers of Children (1-5 years)**



**Incredible Beginnings Teacher/Child Care Provider Program**  
Ages 1 to 5 years

Program Developer: Carolyn Webster-Stratton, Ph.D.


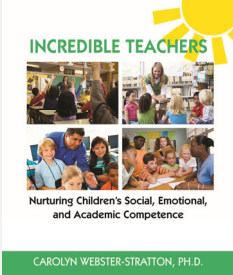


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**©The Incredible Years** **Incredible Beginnings Video Tele-Session Training Pre-Training Self-Study**

**Read article:** Webster-Stratton, C., Reinke, W., and Herman, K.C., (2011). *The Incredible Years Teacher Classroom Management Training: The Methods and Principles that Support Fidelity of Training Delivery*. School Psychology Review, V. 40.4. pp. 509-529.  
[http://www.incredibleyears.com/wp-content/uploads/the-incredible-years-teacher-training-methods\\_11.pdf](http://www.incredibleyears.com/wp-content/uploads/the-incredible-years-teacher-training-methods_11.pdf)

**Watch teacher program preview video**  
**Read chapters 1-3 Incredible Teachers Book**  
**Teacher Powerpoint on web; teacher program objectives pages**  
**Participants must have leader manual, DVDs, and Teacher book.**  
<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>




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**The Incredible Years** Incredible Years® Incredible Beginnings  
Video Tele-Session Training

**Session One: Workshop Day 1: Building Positive Relationships & Managing Separation Anxiety**




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**The Incredible Years** Introductions 



Introduce yourself. Share the following:

- Name, agency, role
- Any experience working with Incredible Years® programmes
- Experience working with younger children (ages 1-4 years)
- Implementation plan for your agency
- As a result of attending the training I would like to .....



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**The Incredible Years** Incredible Beginnings® Training Agenda ~  
5 3-hour Sessions

**Session One:**  
Overview of Program: logistics, program format  
Content: *Workshop Day 1: Ground Rules, Goals, Teaching Pyramid, Building Positive Relationships & Managing Separation Anxiety*  
Methods and Processes: Collaborative process, Mediating vignettes, Leader/Co-Leader Roles, Self-reflection Inventories



**Session Two:**  
Content: *Workshop Day 2 Toddler Directed Play; Promoting Language Development in Toddlers and Preschoolers*  
Methods and Processes: Mediating vignettes, Benefits-Barriers, Setting Up Practices



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**The Incredible Years** Incredible Beginnings Training Agenda ~  
5 3-hour Sessions

**Session Three:**  
Content: *Workshop Day 3: Social Coaching and Workshop Day 4: Emotion Coaching*  
Methods and Processes: Benefits/Barriers Exercise, Behavior Plans, Certification/Accreditation



**Session Four:**  
Content: *Workshop Day 5: Emotion Regulation; Proactive Teacher* ( transitions, routines, rules, schedules, limit setting)

**Session Five & Six:**  
Content: *Workshop Day 6: Positive Behavior Management* (differential attention, praise, incentives, ignoring, time out, problem solving, play scripts)



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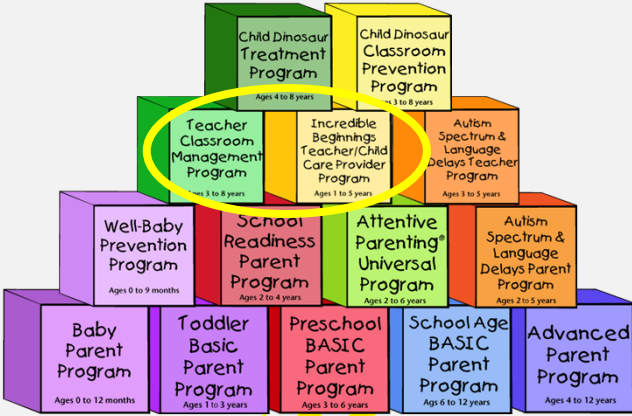
**The Incredible Years** Incredible Beginnings Training Agenda  
~ Day One

- Welcome, Introductions, Goals
- Overview of program
- Answer questions regarding self-study reading
- Program Structure and Logistics
- **Workshop Day 1:** Ground Rules, Goals, Teaching Pyramid, Benefits-Barriers, Building Positive Relationships Content
- Collaborative process
- Mediating vignettes,
- Leader/Co-Leader Roles
- Self-reflection Inventories



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**The Incredible Years** IY Parent, Teacher, and Child Programs



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**The Incredible Years**

## Research on Teacher Classroom Management (TCM) Program

2 randomized control group evaluations by developer  
(1 prevention, 1 treatment)  
6+ independent replications (USA, England, Norway, Ireland, Wales, Portugal)

- Decreases in teachers' harsh & critical discipline
- Increases in teachers' positive discipline and proactive classroom management skills
- Decreases in classroom conduct problems
- Increases in children's prosocial behavior
- Increases in parent-teacher bonding
- Improved school readiness skills



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## Selected References

Webster-Stratton, C., Reid, M. J. & Hammond, M. (2001) *Preventing Conduct Problems, Promoting Social Competence: A Parent and Teacher Training Partnership in Head Start*. Journal of Clinical Child Psychology.


Webster-Stratton, C., Reid, M.J., and Hammond, M. (2004) *Treating Children With Early-Onset Conduct Problems: Intervention Outcomes for Parent, Child, and Teacher Training* Journal of Clinical Child and Adolescent Psychology.

Chuang, C-C., Reinke, W.M., & Herman, K.C. (2020). *Effects of a Universal Classroom Management Teacher Training Program on Elementary Children With Aggressive Behaviors*. School Psychology

Reinke, W.M., Herman, K.C., & Dong, N. (2018). *The Incredible Years Teacher Classroom Management Program: Outcomes from a Group Randomized Trial*. *Prevention Science*, 19, 1043-1054.



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Ford, T., Hayes, R., Byford, S., Edwards, V., Fletcher, M., Logan, S., Norwich, B., Pritchard, W., Allen, K., Allwood, M., Ganguli, P., Grimes, K., Hansford, L., Longdon, B., Norman, S., Price, A., & Ukoumunne, O. (2018). The effectiveness and cost-effectiveness of the Incredible Years® Teacher Classroom Management programme in primary school children: results of the STARS cluster randomised controlled trial. *Psychological Medicine*, 1-15.

Aasheim, M., Drugli, M.B., Reedtz, C., Handegård, B.H., Martinussen, M. (2018). Change in teacher–student relationships and parent involvement after implementation of the Incredible Years® Teacher Classroom Management programme in a regular Norwegian school setting. *British Educational Research Journal*, 44(6), 1064–1083

Tveit, H.H., Drugli, M.B., Fossum, S., Handegård, B.H., Stenseng, F. (2019). Does the Incredible Years® Teacher Classroom Management programme improve child-teacher relationships in childcare centres? A 1-year universal intervention in a Norwegian community sample. *European Child and Adolescent Psychiatry* Published Online: 08 August 2019



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 **Pilot Research with Incredible Beginnings Program** 

Incredible Beginnings is based on similar content and the same teacher training methods and processes as the Teacher Classroom Management Program. Two pre-post studies have been conducted and their presentations can be found on the blog pages of our web site. Other evaluations are in progress.

White, C. & Singleton, J. (2018) Incredible Beginnings  
<https://incredibleyearsblog.wordpress.com/2018/02/21/impressive-outcomes-from-incredible-beginnings-course-in-brinnington-england/>

Davidson, J. (2018) Incredible Beginnings in Dorset, United Kingdom Supporting Children's Early Development.  
<https://incredibleyearsblog.wordpress.com/2018/01/23/incredible-mentor-jane-davidson-supporting-early-years-teachers-with-the-incredible-beginnings-program/>

Evans, S., and Breese A. Incredible Beginnings in Wales  
<https://incredibleyearsblog.wordpress.com/2020/07/02/incredible-beginnings-implementation-and-evaluation-in-powys-wales/>



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**©The Incredible Years** **How is Incredible Beginnings Program Different from TCM Program?**

**New vignettes covering the 1-5 year-old age range.**  
**Two training protocols: toddler (ages 1-2 years) and (preschool 3-5 years)**

**New topics/increased focus on:**

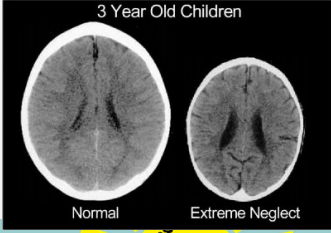
- Toddler separation anxiety
- Toddler and preschool: strategies for promoting language development including use of visual supports and nonverbal signals & gestures, and songs, imitation and repetition
- Toddler and preschools language and developmental delays
- Focus on early brain development
- Increased emphases on prompting, interactive reading, and promoting self-regulation skills
- Increased emphases on pretend play and use of puppets
- Focus on the ABCs of behavior change



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**©The Incredible Years** **What have we learned about young children's brain development?**

In the early years, children's brain and neuron connections in are still under construction –the architecture of the brain is being stimulated & sculpted by quality of their interactions and experiences with parents, teachers & day care providers. The effects of neglect, poor stimulation and poverty on children's brain development by age 3 are profound.



3 Year Old Children

Normal Extreme Neglect

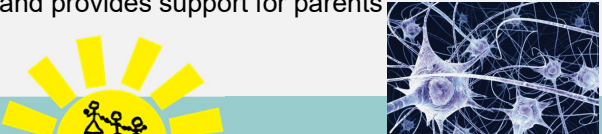


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**The Incredible Years** Why is training preschool teachers & day care providers caring for children ages 1-5 years important?

- Preschool teachers and day care providers report children's social and emotional developmental issues to be their greatest challenge.
- These teachers and caregivers have a unique opportunity to support children by strengthening their social, emotional, cognitive and language development.
- Neurophysiological brain connections are being both strengthened and pruned in first 3-4 years of a child's life. Child caregivers can capitalize on the neuroplasticity in early life and promote optimal development.
- A supportive child-teacher-parent relationship enhances the resiliency of disadvantaged children and provides support for parents and teachers.



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## Incredible Beginnings Program Package Materials

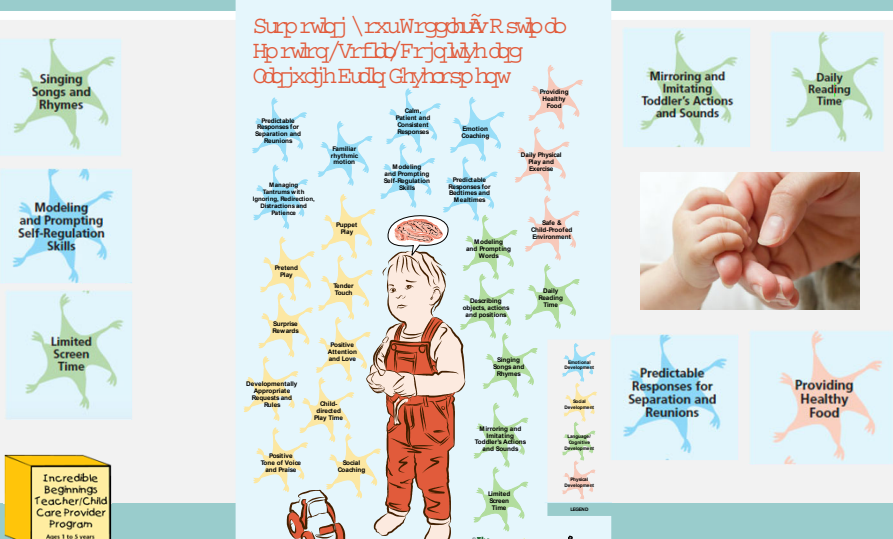
- Comprehensive Leader's Manual
- DVD set (10 discs).
- Teaching Pyramid® Magnet
- *Incredible Teachers Book*
- Teaching Pyramid® Poster
- Calm Down Thermometer Poster
- Teacher Stickers (6 rolls)
- School Rules Cards set
- "Show Me Five" & Neuron Poster (puppets ordered separately)

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## Promoting Optimal Emotion, Social, Cognitive Physical and Language Brain Connections



**Singing Songs and Rhymes**

**Modeling and Prompting Self-Regulation Skills**

**Limited Screen Time**

**Predictable Responses for Separation and Reunions**

**Providing Healthy Food**

**Mirroring and Imitating Toddler's Actions and Sounds**

**Daily Reading Time**

**Predictable Responses for Separation and Reunions**



**Providing Healthy Food**

**Incredible Beginnings Teacher/Child Care Provider Program**  
Ages 1 to 5 years

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**The Incredible Years** **Incredible Beginnings Program Workshop 6-7 Workshop Day Topics**

- **Workshop #1:** Building Positive Relationships with Toddlers and Managing Separation Anxiety
- **Workshop #2:** Promoting Language Development in Toddlers and Preschoolers
- **Workshop #3:** Social Coaching with Toddlers and Preschoolers
- **Workshop #4:** Emotion Coaching with Toddlers and Preschoolers
- **Workshop #5:** The Proactive Teacher
- **Workshop #6:** Positive Behavior Management for Toddlers and Preschoolers
- **Ongoing Themes:**
  - Teachers working Collaboratively with Parents
  - Reducing Teacher Stress and Building Support Networks




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**The Incredible Years** **Incredible Beginnings: Program Structure**

- Protocol for Toddlers (12-30 months)
- Protocol for Preschoolers (3-5 years)
- Protocol for Mixed Ages (1-5 years)
- Some topics include children with developmental delays
- 6-7 monthly full day group workshops (12-14 teachers/day care providers)
- Assignments given between workshops
- Coaching between workshops







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 <b>Incredible Beginnings (ages 1-5) Program Objectives</b>	
Content	Objectives
<b>Workshop 1:</b> Relationships and Separation Anxiety	Building positive attachment, greetings and predictable routines, Involving parents, Child directed play
<b>Workshop 2:</b> Promoting Language Development	Descriptive commenting, Nonverbal signals, Repetition, Modeling and Prompting, Songs, Interactive reading, Pre-academic coaching, Play practices
<b>Workshop 3:</b> Social Coaching	Modeling social skills, Coaching skills like sharing, taking turns, and helping, Using puppets to promote social interactions, Praise, attention, and encouragement, Empathy through dramatic play, Play scripts, Developmental goals for different children
<b>Workshop 4:</b> Emotion Coaching	Emotional literacy through coaching, reading, and descriptive commenting, Noticing positive and negative feelings, Emotion regulation, Use of puppets to teach calm down skills



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 <b>Incredible Beginnings (ages 1-5) Program Objectives</b>	
Content	Objectives
<b>Workshop 5:</b> The Proactive Teacher	Transition warnings, Predictable Routines, Songs to facilitate transitions, Schedules, Opening and closing routines, Teaching classroom rules, Celebrating successes, Visual prompts to support classroom routines and rules
<b>Workshop 6:</b> Positive Behavior Management	Reducing commands, Clear commands, Clear positive limit settings, Physical redirection, Planned ignoring, Differential attention, First-then commands, Puppets to help children calm down, Positive attention and praise, Incentives, Time Out to Calm down, Happy Place imagery, Calm-Down thermometer, Play scripts for children with special needs.







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**The Incredible Years** **Incredible Beginnings Program Methods and Processes**

**Training Methods and Processes:**



- Focus on cognitive, behavior, & affect
- Developmentally based
- Collaborative training process
- Video modeling
- Role play practice & rehearsal
- Between session classroom assignments
- Group support
- Self-reflection strategies & ongoing goal setting



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**The Incredible Years** **Promoting Day care Provider & Teacher Engagement**

- Administrative/principal support
- Provide materials that can be used in classroom
- Use teacher/child-care evaluations, self-reflections & goals to tailor training sessions
- Promote positive relationships with teachers, day care providers and parents
- Train both teachers and their assistants
- Hands-on assignments & materials
- Visit classrooms or day care settings between sessions
- Certificates of completion
- Credits or clock hours
- Prizes and incentives
- Buddy Pairs



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## Brainstorm Group Rules

Trainer in role as group leader: models workshop rules brainstorm with teacher participants

Debrief:

- How did the group leader set up this brainstorm exercise?
- What group leader skills did the trainer use when brainstorming the group rules?
- How did the group leader respond to the teachers' ideas?
- What are the collaborative group leader principles that come from this exercise?





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## Examples of Workshop Group Rules

Typical IY-Incredible Beginning Group Rules

- Confidentiality: for children and other teachers
- Cell phones on silent. Leave the room to take an important call
- Focus on workshop (don't bring in outside work)
- Respect everyone's ideas
- Take turns talking and leave space for all to participate
- Start and end on time





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## Teacher/Day Care Provider Goal Setting

**Goal Setting:** What questions could you ask to get to know your group of teachers and day care providers and promote engagement?

- How many toddlers do you have in your setting? Preschoolers? What behavior or developmental or language issues would you like to address?
- How do you think the toddlers/preschoolers feel being in your setting?
- What is something that you are proud of in your teaching role?
- What is a current challenge in your setting?
- What is going well in your classroom right now?
- What would like help with?
- What teaching goals do you have for yourself?

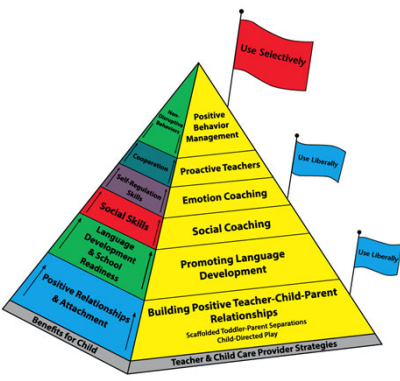



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## Teaching Pyramid for Toddlers and Preschoolers

Trainer models: Pyramid Overview



**Positive Behavior Management**

- Predictable Routines & Schedules
- Clear Limit Setting
- Distractions, redirection, ignoring, logical consequences



**Increasing Attachment & Positive Responsive Relationships**

- Child directed play
- Language, social, emotional, persistence coaching methods,
- Proactive Teaching



**Debrief**

Teaching Pyramid for Toddlers & Preschoolers

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**The Incredible Years**  **Buzz Possible Feelings of Child, Parent, Teacher** 

Child	Parent	Teacher
Insecure	Anxious/ inadequate	Helpless
Sad	Helpless	Worried
Insecure	Worried	Anxious
Scared	Reluctant to leave	Unsupported
Out of control	Weary/Depressed	Judged
	Tired	





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**The Incredible Years** **What is the value of the child, parent, teacher brainstorm/buzz exercise?**


**Debrief Exercise with Group Leaders:**  
 What is the value of this buzz exercise?  
 What are the implications from this exercise for the process of how you (group leaders) will conduct workshops?  
 What barriers does this exercise reveal?

**Sample Questions for Teachers:**  
*What implications does this brainstorm have for how you will work with children and parents?*  
*What do you need as a teacher to do this work?*  
*How do you build relationships with toddlers or preschoolers in your class?*  
*How do you connect with parents that are hard to reach?*





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**The Incredible Years**  **Buzz: How do you manage children who have problems with separation?**

**Group leader models buzz**

- How is separation anxiety manifested in children?
- How do you involve parents in helping toddlers feel secure at school?
- What strategy did this teacher use to support the child who was distressed and crying?
- Do you talk to parents ahead of time about how to leave or separate from their children?





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**The Incredible Years** **Beginning Steps of Setting Up Role Play Practices** 

- Set the scene
- Define roles of teacher/day care provider, parent or child
- Script teacher role with help from group (on flip chart)
- Run role play and coach
- Debrief and get positive feedback from group

Set up a role play





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## Debrief Collaborative Process: IY Group Leader Skills

**Summary of IY group leader skills discussed:**

- Seek participant input & suggestions
- Ask reflective and open-ended questions
- Listen and validate responses
- Show compassion and empathy
- Paraphrase participants' input
- Reflect back: *"It sounds like...." "I hear that you are saying/feeling..."*
- Draw on experience of other group leaders
- Highlight key ideas
- Develop principles from caregivers' insights with their names
- Do not try to change participants minds



**Dina's School Rules  
"Show Me Five"**

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**The Incredible Years** **Incredible Beginnings® Training Agenda ~ Day Two**


Check in on Trainee Homework  
Model and process how to do homework check in with teachers  
**Workshop Day 1: Program 1:** *Toddler Directed Play*  
**Workshop Day 2: Program 2:** *Promoting Language Development in Toddlers and Preschoolers*  
**Workshop Day 3: Program 3:** *Social Coaching*

- Setting up buzzes
- Mediating Vignettes
- Using visual cues
- Setting Up Practices for toddlers & preschoolers





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**The Incredible Years** **Homework Review**  
**Sample Group Leader Questions**





- *Share one thing that went well this past month in your classroom.*
- *Were you able to achieve your goal from your self-reflection inventory about building positive relationships with your children or with their parents?*
- *Did any of you talk to a parent about how to separate from their children when they left or how to manage separation anxiety?*
- *Share one difficulty (barrier) and what you would do differently next time?*
- *Do you have any questions about the chapter reading assignment?*



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**The Incredible Years** **Summary of Key Points for Review of Assignments** 

- Start workshops by reviewing monthly practice and reading assignments & refer to previous self-monitoring goals.
- Praise and reward teachers for sharing.
- Highlight successful experiences and set up a spontaneous practice to review a key skill from first session (talking with parent about separation, greeting child in the morning, being child-directed)
- Discuss and troubleshoot any barriers teachers had in being able to engage in conversations with parents or managing separation anxiety with a child
- Normalize challenges and predict success when struggling





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**The Incredible Years** **Summary of Group Leader Mediating Vignettes**

**Group Leader Skills:**

- Introduce vignette (context, age, what to look for)
- Pause vignette partway through
- Ask questions to stimulate discussion & reflection
- Set up buzzes or teacher practices
- List key ideas/principles from discussion



**Sample Group Leader Questions:**


**Identify skill used in vignette:** *How did that day care provider effectively build a relationship with the toddler? Or with the parents?*

**Rationale for strategy:** *What was the value of....? What was the benefit of? How do you think the toddler or parent felt?*


**Alternate responses:** *Is there anything you would do differently?*

**Generalize:** *How would you use that idea in your own setting?*


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**The Incredible Years** **Summary of Reading Principles for Toddlers** 


- Adapt reading to child's stage of communication
- Use physical hand signals, pointing gestures, sign language, animal sounds & songs when looking at pictures
- Respond immediately to child's verbalizations or gestures
- Prompt and imitate your child's word use
- Be animated, read slowly
- Choose interactive books with flaps, buttons to push, & textures
- Read with child so there is face to face contact



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**The Incredible Years** **Summary Language Coaching Principles for Toddlers** 


- Describe body parts, actions, objects (e.g., things child uses daily such as clothing or food items)
- Name child or teacher actions (e.g., walking, listening, putting, dressing, handwashing, brushing, toilet)
- Imitate child's sounds, words, gestures: use positive affect
- Prompt child to talk by modeling simple words for them to copy
- Chant, sing rhymes, and teach body movements with songs or words
- Use "teacher-ease" language spoken slowly, higher pitched exaggerated playful voice with repetition
- Pair objects
- Use visual supports & gestures
- Avoid questions
- Praise verbal and nonverbal responses or actions with simple words




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## Summary of Pre-Academic Coaching with Preschoolers

 **Brainstorm Pre-Academic Concepts teachers describe**




- 3-4 Year-Olds**
  - Colors
  - Shapes
  - Numbers
  - Positions
  - Sizes
  - Vocabulary
  - Trying again
- 4-6 Year-Olds**
  - Complex Shapes and Patterns
  - Spelling
  - Words and Sentences
  - Problem Solving
  - Connections Between Ideas
  - Math Concepts (adding, subtracting)
  - Being focused





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## Summary Promoting Pre-academic & Language Social Communication for Preschoolers



- Describe colors, numbers, shapes, 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
- Allow children to act out parts when reading
- Encourage children to practice telling peers what they want and to share their ideas and plans
- Use pretend play and puppets or toy telephones to encourage language interactions



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**©The Incredible Years** **Summary of Reading with Care for Preschoolers**

**C** Comment and describe objects, colors, numbers, sizes, letters, emotions and actions of pictures in books.

**A** Ask a few open-ended questions such as, “*I wonder what will happen next? Or, Do you think she is proud of doing that?*” and explore book together.


**R** Respond & listen attentively with smiles, encouragement, praise and delight for child’s thinking and responses.

**E** Expand on what your child says by adding a new word or similar word or reminding them of a personal experience or event in his life that is similar to the book.


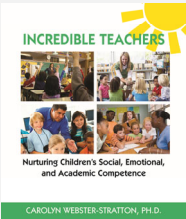


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**©The Incredible Years** **Participant Assignment Session 2**



- **Manual Review:**  
[Program 2: Promoting Language Development in Toddlers \(DVD 2\) and Preschoolers \(DVD 3\)](#)  
  
*Watch some vignettes from this program and notice how the manual supports group leaders to mediate vignettes with suggested questions, key points, and recommendations for practices*
- **Incredible Teachers Book:**  
• Read Incredible Teachers Chapters 1, 2, & 14



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**The Incredible Years** Incredible Years® Incredible Beginnings  
Video Tele-Session Training


**Session Three: Workshop Day 3: Social Coaching**  
**Workshop Day 4: Emotion Coaching**



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**The Incredible Years** Incredible Beginnings Training Agenda  
~ Day Three

- Welcome, Check In
- **Workshop Day 3:** Social Coaching
- **Workshop Day 4:** Emotion Coaching with toddlers and preschoolers
- Benefits/barriers exercise
- Behavior plans





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## Teacher Assignment Check In

- Workshops 2-6 begin with check-in on classroom assignments
- This should take 30 minutes
- Try to hear something from every teacher
- Teachers may “buzz” in pairs first
- Then share back with the whole group
- Ask 1-2 teachers to demonstrate a successful strategy as well as to replay a different approach to a barrier
- Things to check in about:
  - ✓ Follow up on individual goals
  - ✓ Behavior plans
  - ✓ Reading
  - ✓ Specific new strategies tried




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## Teacher Assignment Activities Check In


- **Remind teachers of the assignment:** *We talked about ways to use nonverbal cues, gestures, visuals & descriptive commenting to enhance language. How did that go?*
- **Refer back to their individual goals:** *Each of you picked one child to focus on or one goal...*
- **Ask a specific question with focus on the positive:** *Who can share a way that you promoted language development?*
- **Ask follow up questions to get more details:** *What did you say to her? How did she respond? What was the value of....?*
- **Then ask about barriers:** *What make it hard to....?*
- **Refer back to key principles:** *That's a great example of promoting your child's language development—that was one of our key language principles. How can you share that with parents?*
- **Ask for demonstration of success or to replay a difficult interaction with an alternative response.**





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 **Key Principles of Benefits/Barriers Discussion** 

- Benefits/barriers are used to find out what teachers already know/believe about a topic
- Structure the brainstorm with benefits first and barriers second
- Group leader listens, validates, and paraphrases benefits while co-leader records the ideas
- Group leader does not challenge ideas, problem-solve, or try to persuade teacher of different point of view
- Group leader can validate teacher's point of view without endorsing the teacher's opinions: e.g. "So, one barrier to coaching social skills is the belief that children should work out problems on their own, with out adult intervention."
- Benefits/barriers list will be used later during vignette discussion. Group will come up with principles to support the benefits and will come back to problem solve the barriers.




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 **Setting Up a Teacher Role Play Practice** 

**Set a scene (keep it simple):** *It can be useful to mimic a scene in prior vignette—so children might be playing in kitchen area with food. Plan ahead so that you have props.*

**Describe children's developmental level:** *e.g. One four-year-old boy with good social skills, playing with Amelia who has a harder time joining in play. Set up that both child will be well-behaved*


**Have teachers brainstorm ideas for things the teacher can say (specific phrases):**  
*I see that Joe is offering you an apple. He is sharing (label social behavior). You can tell him "thank you." (prompt social behavior). That was so kind—Joe shared and you said thanks! (praise).*



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## Setting Up a Teacher Role Play Practice: Continued



**Start the role play:** Stay near to coach. Whisper ideas to teacher or pause, if necessary.

**Debrief:**  
Get positive feedback from group: *“What did the teacher do well here?” “What principles did you see her using?”*  
Ask about the children’s experience: *“What was it like to be the child in that interaction?” “If you were Joe or Amelia, how would the coaching have made a difference in your play?”*  
Ask about the teacher’s experience: *“How did it feel to coach that social interaction?”*  
Ask the group about key learning: *“What do you think is the key learning from this practice?” “What could you take back to your classroom?”*



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## Summary of Social Coaching For Preschoolers

### Social Behaviors to Encourage in Preschoolers

- Helping
- Sharing
- Taking Turns
- Listening
- Making a Suggestion
- Giving a Compliment
- Accepting a Suggestion
- Waiting for a Turn
- Apologizing




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**The Incredible Years** **Benefits of Coaching with Puppets**



**Benefits of using puppets to coach children's social skills**

- Allows the teacher to enter the child's imaginary world
- Children may speak to a puppet more easily than to an adult
- Puppet can be a peer in the play (not an adult)
- Puppet can model and initiate social interactions
- Puppet can model self-regulation skills and emotion language
- Teacher can control the puppet's response to the child's behavior
- Puppet can elicit feelings of empathy from child
- Puppet can elicit prosocial behaviors from child
- Puppet can facilitate peer interactions between two children



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**The Incredible Years** **Model and Prompt Positive Social Behaviors**

**Puppet models friendly behaviors (sharing):**


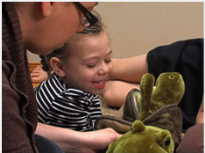
- Puppet: "I have two dolls. Would you like to play with one? I'll share with you."

**Puppet prompts child to share:**

- Puppet: "I'd really like to play with those cars too. Could you share one with me?"

**Puppet models prosocial response:**

- If child shares, puppet: "That was really generous. Thanks for sharing."
- If child doesn't share, puppet: "I'm disappointed, but I'm going to stay calm and find something else to play with."





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## Puppet Scenarios

**What social skills can your puppet model?**

- Greeting another child
- Showing interest in another child, “*what do you like to do?*”
- Asking for help or offering help
- Sharing his or her emotions
- Waiting for a turn
- Trading
- Giving an apology
- Making a friendly suggestions



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## Program 4 Part 1: Emotion Coaching (DVD 6) Toddlers and Preschoolers



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**The Incredible Years** **Emotion Coaching**

**Brainstorm Feeling Words**


- Mad
- Angry
- Scared
- Frustrated
- Embarrassed
- Confused
- Worried



- Happy
- Proud
- Excited
- Calm
- Relaxed
- Peaceful
- Loved
- Brave




Why is it easier to think of emotion words with a negative valence?  
What is the risk if these are the emotions that we notice more?




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**The Incredible Years** **Positive Emotion Coaching Scripts**


- **Positive Emotions: Notice, Describe, & Model**
- You look happy. I see your big smile.
- You must be so proud. You worked hard to finish that.
- You seem excited. Your whole body is jumping up and down.
- Your body is relaxed and peaceful.
- I bet you feel brave for taking that risk.
- You are really curious figuring out and problem solving all the ways that can go together.
- I am so proud you keep trying.
- I really enjoy watching you painting and am curious to see what you make



HAPPY



EXCITED




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## Emotion Coaching Scripts


- **Negative Emotions: Describe and Add Coping Statement**
- That looks frustrating, but you keep trying.
- It's sad when your mom leaves. You can wave goodbye to her.
- You look angry, but you are taking a deep breath.
- I can see that you are feeling annoyed, but you are ignoring and staying calm
- You seem afraid to try the swing, but I think you will enjoy it.
- I am frustrated sometimes when my computer doesn't work. I ask for help and sometimes I take a break and try again.
- You are sad your grandpa died and that is hard, what about we draw some pictures of the fun activities you did with your grandpa.




FRUSTRATED



SAD




AFRAID





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## Summary Emotion Coaching Preschoolers and Toddlers




- Describe children's feelings and build emotion vocabulary
- Label more 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 words for child to use to express uncomfortable feelings
- When naming uncomfortable feelings such as frustration or anger or, sadness, point and praise the coping strategy the child is using such as staying calm or trying again
- Use pictures, games and books to promote identification of feelings
- Use puppets and make-believe play to model emotion language




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## Behavior Plans



- Behavior plans are an important part of each session
- Reserve 30 minutes towards the end of the session to work on plans
- Model a sample social/emotional behavior plan in the large group with teachers brainstorming together to work on a specific behavioral goal for a sample child (record this on flip chart). Use the behavior plan template for the workshop topic of the day.
- Send teachers to small groups of 2-3 teacher and have each teacher work on a sample plan for a target child
- Help teachers pick a specific, manageable goal for that child (one behavior at a time!)
- Check in with teacher about behavior plan between sessions



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## Participant Assignment Session 3



- **Manual Review:**
  - Program 3: Social Coaching with Toddlers (DVD 4) and Preschoolers (DVD 5)
  - Program 4: Emotion Coaching Part 1: (DVD 6)

*Watch some vignettes from this program and notice how the manual supports group leaders to mediate vignettes with suggested questions, key points, and recommendations for practices*
- **Incredible Teachers Book:**
- Read Incredible Teachers Chapters 4, 11 & 13



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**The Incredible Years** Incredible Years® Incredible Beginnings  
Video Tele-Session Training


**Session Four: Workshop Day 5: Emotion Regulation and Proactive Teaching**



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**The Incredible Years** Summary  
Teaching Children Emotional Regulation Skills


- Model self-regulation strategies such as deep breathing, tense-relax muscles, positive self-talk, calm down thermometer and Tiny Turtle's calm down steps.
- Help children learn ways to self-regulate such as using special stuffed animal or blanket or thinking of their happy place
- Praise children's self-regulation skills such as staying calm, being patient, trying again when frustrated, waiting a turn, and using words to ask or to express feelings
- 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 are feeling
- When children use a social skill such as sharing, help them see connection between their behavior and the other child's feeling
- Encourage parents to use emotion coaching and puppets to enhance emotion coaching at home





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RMG-H0078

## Incredible Years Review: Setting Up Role Play Practices End of Day Scenario





- **Set the scene:** End of day, children leaving, teacher wants to make sure child has backpack and coat
- **Describe child:** 4 years old, is inattentive, forgets things
- **Brainstorm teacher's script with group:** What proactive strategies could the teacher use? What clear positive command could she give him? Or, visual or gesture?
- **Ask teachers to be in the role play:** Would you be the child? Would you be the teacher?
- **Check to make sure that the role players are ready**
- **Debrief**
  - What did the teacher do well?
  - Ask children and teacher about their experiences
  - Ask group about key learning



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## The Incredible Years Examples of Nonverbal Auditory, Gesture or Visual Signals for Rules or Instructions

- Raise hand with two fingers apart (for quiet down)
- Dark room (lights off and on)
- Thumbs up or High Five (good job)
- Wink (working hard)
- Musical sound fo transition (whistle, drums, music)
- Picture cards –red light for quiet etc,
- Freeze... “show me five”
- Calm down thermometer
- Squeeze imaginary ball (get it together)




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RMG-H0079

**Incredible Years**

## Summary Key Principles of Praise



- Label/describe the specific behavior
- Praise immediately
- Praise small steps, don't wait for perfection
- Praise the process of learning
- Praise should be warm and genuine
- Tailor the praise to the child's needs/goals
- Attention principle—give more attention to behaviors you want to see more of
- Use gestures, enthusiastic sounds and visuals when praising children with less language



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## Key Points/Principles of Proactive Teaching

**Rules:**

- Involve preschool students in creating rules
- Have students and puppets practice rules
- Use visual reminders/pictures to signal rule
- State rules positively
- Limit number of rules



**Transitions:**

- Give a warning before a transition
- Use developmentally appropriate signal –sound, visual
- Give clear, simple instructions
- Praise students who are following directions

**Predictable Schedules:**


- Use pictures and words
- Visual marker to point out current activity
- Involve children in moving marker to next activity

**Positive Attention, Praise and Celebrations**



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**The Incredible Years** **Summary Review of Group Leader Processing Vignettes for Optimal Teacher Learning**



**Group Leader Skills:**

- Introduce vignette (context, age, what to look for)
- Pause vignette partway through
- Ask questions to stimulate discussion
- Have teachers practice skills
- List key ideas/principles from discussion


**Sample Questions:**

**Identify skill used in vignette:** *How did that teacher effectively prepare for that transition? How did..... effectively teach rules?*

**Rationale for strategy:** *What was the value of....? What was the benefit of? How do you think the child felt?*


**Alternate responses:** *Is there anything you would do differently?*

**Generalize:** *How would you use that in your own classroom or setting?*





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**The Incredible Years** **Review: Setting Up Role Play Practices**




- **Set the scene:** End of day, children leaving, teacher wants to make sure child has back pack
- **Describe child:** 4 years old, is inattentive, forgets things
- **Brainstorm teacher's script with group:** What proactive strategies could the teacher use? What clear positive command could she give him? Or, visual or gesture?
- **Ask teachers to be in the role play:** Would you be the child? Would you be the teacher?
- **Check to make sure that the role players are ready**
- **Debrief**
  - What did the teacher do well?
  - Ask children and teacher about their experiences
  - Ask group about key learning



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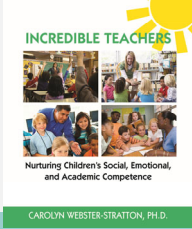
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## Participant Assignment Session 4



- **Manual Review:**
  - Program 4: Emotion Regulation Part 2: (DVD 7)
  - Program 5: Proactive Teacher (DVD 8)

*Watch some vignettes from this program and notice how the manual supports group leaders to mediate vignettes with suggested questions, key points, and recommendations for practices*
- **Incredible Teachers Book:**
- Read Incredible Teachers Chapters 3, 5 & 7

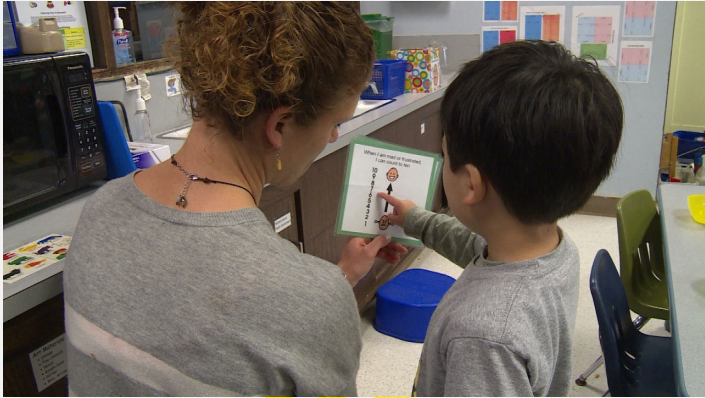



INCREIBLE TEACHERS  
Nurturing Children's Social, Emotional, and Academic Competence  
CAROLYN WEBSTER-STRATTON, PH.D.



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Video Tele-Session Training


**Session Five & Six: Workshop Day 6:  
Positive Behavior Management**





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**The Incredible Years** Discipline Hierarchies/Steps  
For Nondisruptive & Disruptive Behavior




2 Think STOP

**Step #1**  
Nonverbal Cues  
Clear Rules  
Predictable Schedules  
Clear Transitions

**Step #2**  
Positive Verbal Redirection  
Distraction & Re-engagement

**Step #3**  
As child begins to get upset,  
coach calm down strategies:  
e.g. deep breaths, coach  
feelings, positive  
visualization, turtle shell, self  
talk


**Step #4**  
Ignore non-aggressive  
behavior (tantrums, whining)  
Coach and praise positive  
opposite behaviors





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## Summary Principles of Ignoring




- Can ignore most attention-seeking behaviors that aren't dangerous or too disruptive
- Ignoring is often paired with an rewarding redirection
- You can ignore a behavior without ignoring the child completely
- Ignoring is not over until you give attention back for a positive behavior
- Behaviors will usually get worse before they get better
- Use self-calming strategies when ignoring
- Use proximal praise for on-task children
- Teach other children to ignore misbehaving child




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## Group Leaders Set Up Ignoring Practice with Teachers




- **Set the scene: Keep it simple**  
*Child (Josh) is mildly disruptive at circle time. Teacher is reading book to class.*
- **Pick child age and describe behavior**  
*Child is 4 and is trying to get attention by making silly sounds and rolling around on floor. Child is NOT touching other children and noise level is low to moderate. After a few minutes, the child sits quietly.*
- **Brainstorm teacher's script with group**  
*The goal is for the teacher to ignore. What will that look like? What else can the teacher do/say to support the ignoring? What will she say to the other children? What will she be teaching? What will she say when child is calm and quiet?*



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**The Incredible Years** **Set Up Ignoring Practice Continued**



- **Write script on board—what will teacher do and say. Be specific (group helps with this).**  
*Max and Lakesha, thank you for listening! Rafe is sitting in his spot. Today's story is about how frogs change to tadpoles. Raise your quiet hand if you know what a tadpole is. Thanks for your quiet hand Maria. So many of you are ready to listen! Josh, you have a quiet mouth—can you show me the frog in this picture!*
- **Invite teachers to help you (don't ask for volunteers)**  
*Ben, would you be the child, and Amanda, would you be the teacher? I have a book here that you can use as a prop to read to the class. You can also use that script on the flipchart or you can improvise your own words.*



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**The Incredible Years** **Set Up Ignoring Practice Continued**

- **Coach during role play**  
*Can whisper an idea: "Praise Lakesha for having a quiet mouth." "Look! Josh is quiet now Catch him and praise!"*
- **Pause, if needed**  
*Wow, what's Amanda doing well so far? When we start again, what could she praise in the other children who are on-task?*
- **Debrief**  
*What are all the strategies that you saw Amanda using there?  
What did it feel like to be the child, Ben, and not to get attention?  
What about when she praised you at the end? What did it feel like to be the teacher?  
What key learning would you take from this practice?*




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**©The Incredible Years** **Program Six: Positive Behavior Management for Preschoolers Part 2**

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**©The Incredible Years** **Discipline Hierarchies Steps 5-8**



**Step # 5**  
Logical Consequences

- 2 minutes lost recess
- No computer time
- 2 minutes lost free time
- Activity removed for a few minutes

**Step # 6**


- For aggressive or destructive behavior
- 3-5 minutes Time Out/Time Away to Calm Down

**Step # 7**


- Review Behavior Plan
- Increase positive attention for positive behavior
- Use incentive to motivate positive behavior
- Check that no attention is given to negative behavior
- Conference with parent to coordinate home/school plan
- IEP referral

**Steps # 8**

- Repeated opportunities for new learning trial
- Model coach and practice positive alternate behaviors
- Reconnect with child after discipline encounter
- Circle time lessons to teach positive opposite behaviors



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**The Incredible Years** Possible Script for Teachers to Explain to Children about Time Out to Calm Down 

**Teacher:** If you hurt someone or your body is not safe, you will need To take a TO to calm down. Wally, could you show us how to do that?

**Wally:** Sure, I could help.


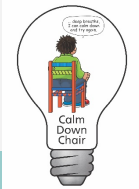
**Teacher:** This is just pretend... Wally your body is not safe, you need to go To the TO chair.

**While Wally is in TO:**

- Model deep breaths (children practice)
- Model self-talk, “*I can do it, I can calm down.*” (children practice)
- Teacher tells children they can help their friend by ignoring him in TO And giving him privacy.

**After TO**

- Explain the child is welcome back to group
- Children will still be friendly.



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**The Incredible Years** Time Out To Calm Down Steps for Teachers

**Scenario 1: Child Goes to TO to Calm Down**

```

    graph TD
      A[Child Hits] --> B[Check in with child who was hit: "I'm sorry he hit you. She made a mistake."]
      B --> C[Command: "You hit. You need to go to TO to calm down." (wait 5 seconds)]
      C --> D[Child goes to TO: In TO area for 3-5 minutes]
      D --> E[Child calm for last 1-2 minutes:]
      E --> F[Teacher ends TO and re-engages child "Your body is calm. You can join the group."]
      F --> G[Teacher coaches and praises child's first positive behavior. "Thank you for raising a quiet hand!"]
  
```





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## Time Out To Calm Down Principles


- Start lower on the pyramid: use distraction, redirection, ignoring, or a when/then before using TO.
- Use TO sparingly, for aggressive, destructive, or highly-noncompliant behavior (that is unsafe or disruptive to other children).
- TO to Calm Down will help a child regulate and will stop a dangerous or disruptive behavior—it does not teach the positive replacement behavior.
- The goal is for classroom teachers to be able to manage moderate levels of disruptive behavior in the classroom. Highly disruptive TO behavior will require a team approach.
- If a child needs frequent TOs, this is a signal that teachers and team need to develop a positive behavior plan to help child get back on track.





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## Time Out To Calm Down Practice Sequence



- **Child hits**
- **Teacher:** Check the victim: *“I’m sorry he hit you, you stayed so calm. You can tell him: ‘I don’t like it when you hit me.’”*
- **Teacher:** *“You hit, you need to go to TO.”*
- **Teacher:** Pause and give time for child to respond
- **Child goes:** 3-5 minutes, last minute calm
- **Teacher:** *“Your body is calm. You can come back to the group.”*
- **Teacher:** Praise first positive behavior: *“Thank you for raising your quiet hand!”*




3 Take a slow breath

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**The Incredible Years** Options When Child Resists TO

- Give time for child to process your commands (5 secs)
- If appropriate, leave child where they are for TO (ignore and walk away)
- Or, offer choice: “you can walk by yourself or I’ll help you.”
- If child refuses to go, take child by hand and walk them to TO
- If child is very disruptive and you cannot move them safely, then other children can be taken out to work in another area of room or a separate room.




When child has repeated disruptive TOs, teachers need to look at whole behavior plan with goal of preventing behavior escalation & increasing attention and praise for positive opposite behaviors.



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**The Incredible Years** Time Out To Calm Down Steps for Teachers

**Scenario 2: Child Resists Going to TO (3-6 years)**



```

    graph TD
      A[Child Hits] --> B[Check in with child who was hit: "I'm sorry he hit you. She made a mistake."]
      B --> C[Command: "You hit. You need to go to TO to calm down." (wait 5 seconds)]
      C --> D[Child refuses to go to TO]
      D --> E[Teacher gives warning: "You can go by yourself, or I can help you."]
      E --> F[Child goes to TO OR If child refuses, teacher calmly walks child to TO with no talking In TO area for 3-5 mins, last min calm]
      F --> G[Teacher ends TO and re-engages child "Your body is calm. You can join the group."]
      G --> H[Teacher coaches and praises child's first positive behavior. "Thank you for raising a quiet hand!"]
  
```


★ Teacher may also leave child to do TO in place or remove the rest of the class

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## Using Wally's Problem Solving Book to Teach Problem Solving

**Show Vignette 45 (Toni)** 

Think of the different solutions to this problem that the children are learning.





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## Setting Up Role Play Practice

- Set the scene: Keep it simple
- Pick child age, developmental level, and describe behavior
- Brainstorm teacher's script with group
- Write script on board—what will teacher do and say? Be specific
- Invite teachers to help you (don't ask for volunteers)
- Coach during role play
- Pause role play, if needed for group suggestions
- Replay with new suggestions
- Debrief
  - Ask group to praise teacher for specific strategies used
  - Ask children and teacher about their experiences
  - Ask group about key learning





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**The Incredible Years** **Developing Behavior Plans** 

**All teachers are aware of the need to individualize academic goals and teaching approach for each child. Social, emotional, and behavioral interventions also need to be tailored.**

- Behavior plans help teachers to support children’s social, emotional, behavioral, and academic goals.
- Teachers work on plans in each session, adding new strategies
- Teachers solicit parent input
- Teachers use behavior plan templates to record strategies
- At end of the year the behavior plan can be used to support the child’s transition to a new teacher and classroom
- These plans are teacher led. They are not a substitute for a more comprehensive evaluation and specialized help for a high-needs child





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**The Incredible Years** **Behavior Plans**

**Group leader models working on sample plan with teachers**

*Preventing Behavior Problems*

*Workshop #1 Behavior Plan For:* \_\_\_\_\_ 

<b>Step #1:</b> <i>Targeted Negative Behaviors</i>	<b>Step #2:</b> <i>When &amp; Why? (functional assessment)</i>	<b>Step #3:</b> <i>Positive Opposite behaviors</i>	<b>Step #4:</b> <i>Proactive &amp; Relationship Building Strategies</i>
Charlie is 4. Impulsive. Calls out answers in circle time. Wiggles.	<b>Circle time:</b> impulsive, may have ADHD, hard to remember to raise hand and sit still. Wants to please.	Raise hand to talk.  Quiet mouth.	<b>Relationship:</b> connect with Charlie prior to circle time <b>Proactive:</b> Seat near teacher, prompt quiet hand before asking question, call on her often, non-verbal signal



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**The Incredible Years** **Behavior Plans**

*Strengthening Prosocial Skills - Praise, Incentives and Positive Discipline*  
Behavior Plan for \_\_\_\_\_

Step #5 <i>Praise and Encouragement</i>	Step #6 <i>Specific Reinforcers</i>	Step #7 <i>Positive Discipline</i>
<p><b>Coaching statements:</b> <i>You are waiting so patiently. Your body is calm. You are in control!</i></p> <p><b>Praise:</b> <i>Thank you for your quiet hand. You are sitting in your own bubble so well! I love how you are waiting.</i></p>	<p>Small reinforcers for quiet hand up: hand stamp, sticker, gold-fish cracker, thumbs-up</p> <p>Special privilege for raising hand—have him come up to help</p>	<p>Ignore calling out and wiggling.</p> <p>Use redirection and proximal praise.</p> <p>When/then commands: <i>“when you are raising your hand, I will call on you.”</i> <i>“when you are sitting, you can have a turn.”</i></p>

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**The Incredible Years** **Certification/Accreditation**

- **What is certification/accreditation and why should I do it?**
- Certification/accreditation is a process to ensure group leaders do the program with fidelity
- This will help agencies obtain outcomes similar to those found in the research
- The certification process provides group leaders with support and advice in how to do the program in the best possible way
- Leaders who go through the process find it takes time but is rewarding
- Leaders get detailed feedback on their leading and ideas for how to address barriers
- Agencies that would like to have Peer Coaches and Mentors must start with having accredited group leaders

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## Certification/Accreditation

- **What do I need to do to be certification/accreditation?**
- See the website for detailed steps
- Lead at least two full 6-day TCM programs
- Minimum of 6 full day workshops (or 12 half days)
- Collect final teacher satisfaction forms
- Complete leader and peer self-evaluations
- Complete teacher workshop checklists
- Submit videos for review (final video must pass accreditation standards)

• <http://www.incredibleyears.com/certification-gl/>



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