



Incredible Years® Teacher Classroom Program



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



1



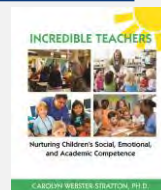
Incredible Years® Teacher Classroom Management Video Tele-Session Training

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

Watch teacher program preview video
Read chapters 1-3 Incredible Teachers Book
Teacher Powerpoint on web; teacher program objectives page



Participants must have leader manual, DVDs, and Teacher book.
<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>



2



Incredible Years® Training Agenda ~ 5 3-hour Sessions

Session One:

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

Session Two:

Content: *Workshop Day 1 Cont.: Proactive Teaching; Workshop Day 2: Praise and Academic, Persistence, Social, and Emotion Coaching*
Methods and Processes: Mediating vignettes, Benefits-Barriers
Setting Up Practices



3



Incredible Years® Training Agenda ~ 5 3-hour Sessions

Session Three:

Content: *Workshop Day 2 Social & Emotion Coaching cont'd Workshop Day 3: Incentives*
Methods and Processes: Benefits/Barriers Exercise, Behavior Plans, Certification/Accreditation



Session Four:

Content: *Workshop Day 4: Ignoring and Redirecting, Workshop Day 5: Natural and Logical Consequences*
Methods and Processes: Discipline Hierarchy, Setting Up Role Plays

Session Five:

Content: *Workshop Day 5: Methods and Processes: Time Out to Calm Down, Workshop Day 6: Emotion Regulation, Problem Solving, and Social Skills*

4



Incredible Years® Teacher Classroom Management Video Tele-Session Training

Session One: Overview, Workshop Day 1



5

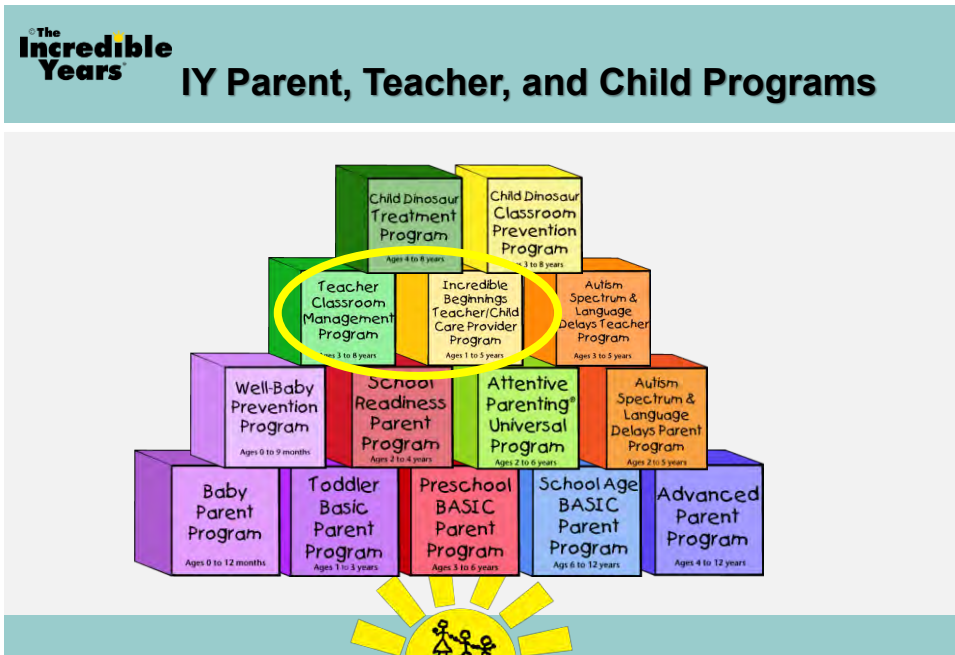


Incredible Years® Training Agenda ~ Day One

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





6



The Incredible Years
What is an Evidence-based Program?

A researched program with experimental studies that employ the following:

- At least two randomized control group trials (RCT)
- At least one RCT independent replication
- Outcome shows change in research-based risk factors
- Studies use reliable measures including reports, observations, assessments
- At least one-year follow-up



8



Research on Teacher Classroom Management Program

2 randomized control group evaluations by developer
(1 prevention, 1 treatment)

6+ independent replications (USA, England, Norway, Ireland, Wales)

- 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



9



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.



10

Selected References

Allen, K., Hansford, L., Hayes, R., Allwood, M., Byford, S., Longdon, B., Price, A., & Ford, T. (2019). Teachers' perceptions of the impact of the Incredible Years® Teacher Classroom Management programme on their practice and on the social and emotional development of their pupils. *British Journal of Educational Psychology*, 11 July 2019

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



Teacher Classroom Management (ages 3-8) Program Materials

- Comprehensive Leader's Manual
- DVD set (7 discs).
- Teaching Pyramid® Magnet
- Dina's Wheel of Fortune Poster
- Incredible Teachers* Book
- Teaching Pyramid® Poster
- Calm Down Thermometer Poster
- Teacher Stickers (6 rolls)
- School Rules Cards set
- "Show Me Five" Poster



The Incredible Years Teacher Classroom Management (ages 3-8) Program Topics

Program Topics Teacher Classroom Management

DVD 1: Building Positive Relationships with Students

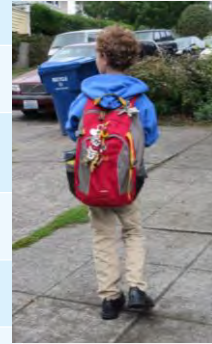
DVD 2: Preventing Behavior Problems – The Proactive Teacher

DVD 3: The Importance of Teacher Attention, Coaching and Praise

DVD 4: Motivating Children Through Incentives

DVD 5 & 6: Decreasing Inappropriate Behavior

DVD 7: Teaching Emotional Regulation, Social Skills & Problem Solving



13

The Incredible Years Teacher Classroom Management (ages 3-8) Program Objectives

Table 1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)



Content	Objectives	Content	Objectives
Workshop #1: Building Positive Relationships With Students	<ul style="list-style-type: none"> Building positive relationships with difficult students. Showing students you trust and believe in them. Fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own. Giving students choices when possible. Implementing strategies to counter students' negative attributions and reputations within classroom. Promoting positive relationships with students' parents. Sharing positive feelings with students. 	Workshop #1 (Part 2): Preventing Behavior Problems—The Proactive Teacher	<ul style="list-style-type: none"> Establishing clear, predictable classroom rules. Clear and consistent classroom structure and schedule. Optimal physical environment. Preparing children for transitions. Using guidelines for giving effective commands or instructions. Reducing unclear, vague, and negative commands. Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children. Engaging children's attention. Using nonverbal signals and cues for communication. Recognizing the need for ongoing monitoring and positive attention. Giving choices when possible.
Workshop #2: The Importance of Teacher Attention, Coaching, and Praise	<ul style="list-style-type: none"> Using praise and encouragement more effectively for targeted behaviors. Learning about academic, persistence, social and emotional coaching. Building children's self-esteem and self-confidence by teaching children how to praise themselves. Understanding the importance of general praise to the whole group as well as individual praise. Recognizing common traps. Using physical warmth as a reinforcer. Providing nonverbal cues of appreciation. Doubling the impact of praise by involving other school personnel and parents. Helping children learn how to compliment others and enjoy others' achievements. Encouraging students to praise themselves. Strengthening teacher praise for each other and for parents. 		<ul style="list-style-type: none"> Setting up individual incentive programs for particular children. Using group or classroom incentives. Designing programs that have variety and build on the positive relationship between the teacher, child, and parent. Using incentives in a way that fosters that child's internal motivation and focuses on the process of learning rather than the end product. Providing unexpected rewards and celebration. Involving parents in incentive programs and children's success. Using compliment charts for targeted positive opposite behaviors.

<http://www.incredibleyears.com/download/resources/teacher-prgm/tcm-content-objectives.pdf>

14

The Incredible Years **Incredible Beginnings (ages 1-5) Program Materials**

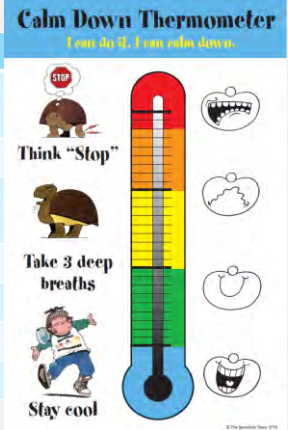

- Comprehensive Leader’s Manual
- DVD set (7 discs).
- Teaching Pyramid® Magnet
- Dina’s Wheel of Fortune Poster
- Incredible Teachers* Book
- Teaching Pyramid® Poster
- Calm Down Thermometer Poster
- Teacher Stickers (6 rolls)
- School Rules Cards set
- “Show Me Five” Poster

15

The Incredible Years **Incredible Beginnings (ages 1-5) Program Topics**

Incredible Beginnings Program Topics
Building Positive Relationships with Toddlers and Preschoolers
Managing Separation Anxiety
Promoting Language Development in Toddlers and Preschoolers
Social Coaching with Toddlers and Preschoolers
Emotion Coaching with Toddlers and Preschoolers
The Proactive Teacher
Positive Behavior Management


16

The Incredible Years **Incredible Beginnings (ages 1-5) Program Objectives**

Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)		Workshop Objectives	
Content	Objectives	Content	Objectives
Workshop #1 Building Positive Relationships With Toddlers and Managing Separation Anxiety	<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. 	Workshop #2 Promoting Language Development in Toddlers and 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.
Workshop #3 Social Coaching with Toddlers and Preschoolers	<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. 	Workshop #4 Emotion Coaching with Toddlers and Preschoolers	<ul style="list-style-type: none"> 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.

See web site teacher extras for how to supplement TCM with IB vignettes <http://www.incredibleyears.com/resources/gl/teacher-program/>

<http://www.incredibleyears.com/download/resources/teacher-pgrm/Incredible-Beginnings-Content-Objectives.pdf>



17

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



18



TCM Methods and Processes

Structure:

- 6 full days of training (36 contact hours) (12-15 3-hour sessions on-line)
- Trainings spaced 2-4 weeks apart

Training Methods and Processes:

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



19




School and Teacher Engagement

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



20



Workshop Day 1 Session Outline

Teacher Workshop Agendas and Checklists

Workshop #1 (DVD 1 & 2)

Part 1: Building Positive Relationships With Students (DVD 1) and The Proactive Teacher (DVD 2)

9:00-10:15 AM

I. Welcome & Introductions
Greet each teacher.

**Day 1:
Relationships with Students
Proactive Teaching**

Do a brainstorm about group rules and list on flip chart.


IV. Topic of Morning: Building Relationships With Students (DVD 1)


A. (Optional) Show Vignette 5-30 on DVD #5. Do not show narration and pause as teacher starts to take away game. Ask them to think about how these children feel. After showing the vignette, brainstorm feelings of these children and think about why they might be feeling this way.

B. Ask teachers to brainstorm how parents feel about having difficult students and how the teachers feel. Transition into the next topic by talking about barriers to developing relationships with such children.


Break
10:30 AM-12:00 PM

C. Ask teachers to brainstorm or buzz the things they do to develop positive relationships with their students; list their ideas on board (e.g., home visits, cards and letters, home calls, internet access, shared stories, family activities, parent).





21



Workshop #1

Teacher Checklist: DVD 1 & 2

Developing Relationships With Students & Proactive Teacher

Teacher DVD 1: Vignettes 1-11 Supplemental Vignettes S-1, S-2
Teacher DVD 2 Vignettes 1-57 Supplemental Vignettes S-3 to S-9

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 1:
Introduction † 1 † 2** 3† 4† 5 6† 7† 8† 9† 10 11


Supplemental Vignettes in DVD 1:
S-1† S-2†

Teacher DVD 2:
Introduction † 1 2 3 4† 5 6† 7† 8* 9† 10† 11†
12† 13† 14† 15† 16 17† 18* 19* 20† 21 22 23 24
25† 26† 27 28 29 30 31 32† 33 34 35 36 37
38† 39† 40† 41 42† 43† 44 45 46† 47 48 49 50
51† 52 53 54 55 56 57†

Supplemental Vignettes in DVD 2: (for students with behavior problems)
S-3† S-4 S-5† S-6 S-7† S-8 S-9†

† Recommended core vignettes for ages 3-8 years
* These vignettes are recommended for ages 3-4 years
** These vignettes are recommended for ages 5-8 years

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions/goals/pyramid	_____	_____
3. Brainstorm or buzz ideas for building relationships with students and parents	_____	_____
4. Role Play/Practices – connecting, greeting & rituals	_____	_____
5. Present rationale for proactive approaches	_____	_____
6. Brainstorm or buzz teacher suggestions for schedules, rules, nonverbal cues, making learning fun & classroom environment (use handouts)	_____	_____



22

Brainstorm Group Rules

Trainer in role as group leader models rules brainstorm (use whiteboard)

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?



23

Group Rules

Typical IY-TCM Group Rules

- Confidentiality: for students 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
- You have the right to pass
- Start and end on time



24

Additional Group Rules for On-Line Delivery

Additional On-Line Group Rules

- Turn cameras on (to promote relationships and engagement)
- Participate from a quiet space
- Raise hand to show you want to talk
- Unmute if you are in a quiet room (this makes it easier to talk)
- Mute if there is background noise
- Turn off camera and microphone during breaks



25

Teacher Goal Setting

Goal Setting: What questions could you as group leader ask to get to know your group of teachers and promote engagement?

- What is going well in your class this year?
- What are your strengths as a teacher?
- How many students do you have in your class? Age? Any behavior or developmental or language issues you would like to address?
- What successes have you had this year with students?
- What is a hope for this year for your students/class?
- What is a current challenge in your class?
- What would like help with?
- What teaching goals do you have for yourself?



26

The Incredible Years

Setting Goals for Individual Students

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



Worksheet: Assessments





27

The Incredible Years

Benefits and Barriers Exercise

Teachers Thinking Like Scientists

Child Problems

Hyperactivity
Not doing well in school

Child Strengths

Great imagination
Likes to play sports

Goals

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

Strategies

I am going to use persistence coaching in the classroom to help Billy stay on task with school work.

I am going to use a reward chart for days that Billy stays on task in class.

Benefits

Persistence coaching is free and something I can do frequently.

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.

Obstacles
(Thoughts, feelings, behavior in self & others)

I will need to do this kind of coaching consistently, even on tough days.

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.

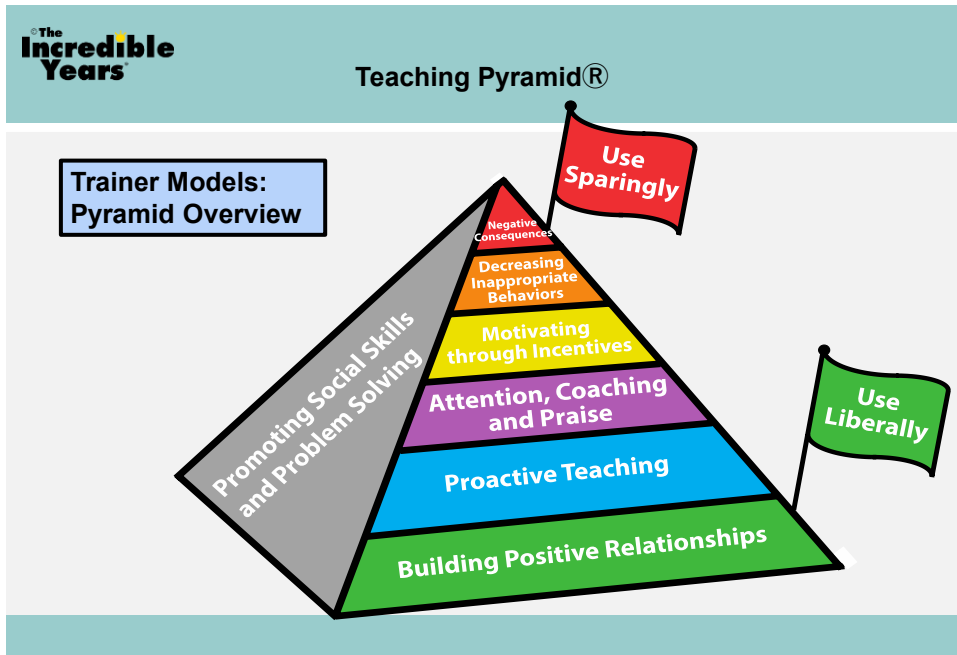


Worksheet: Assessments

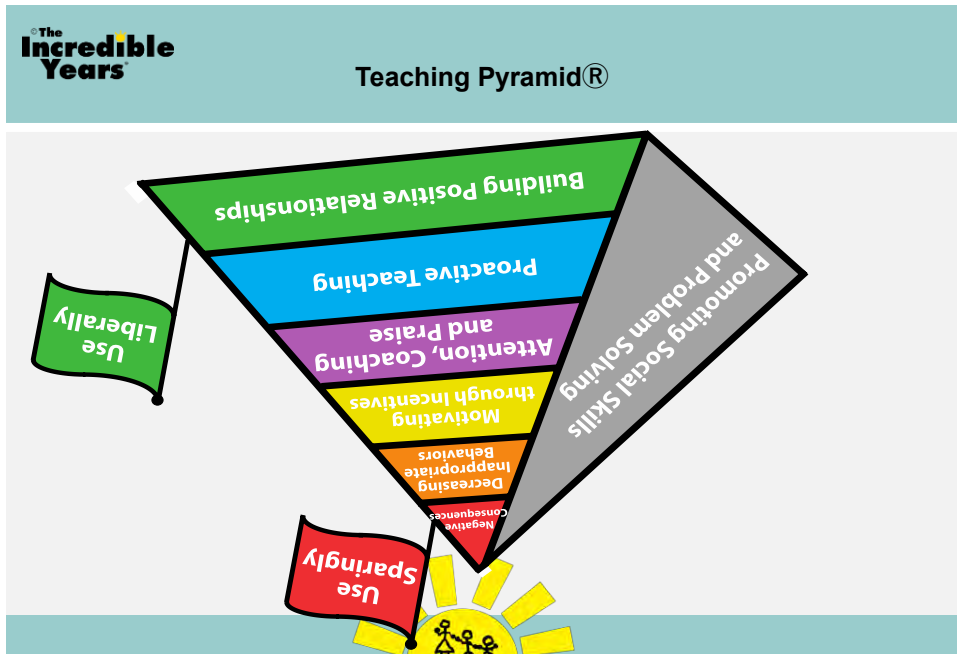




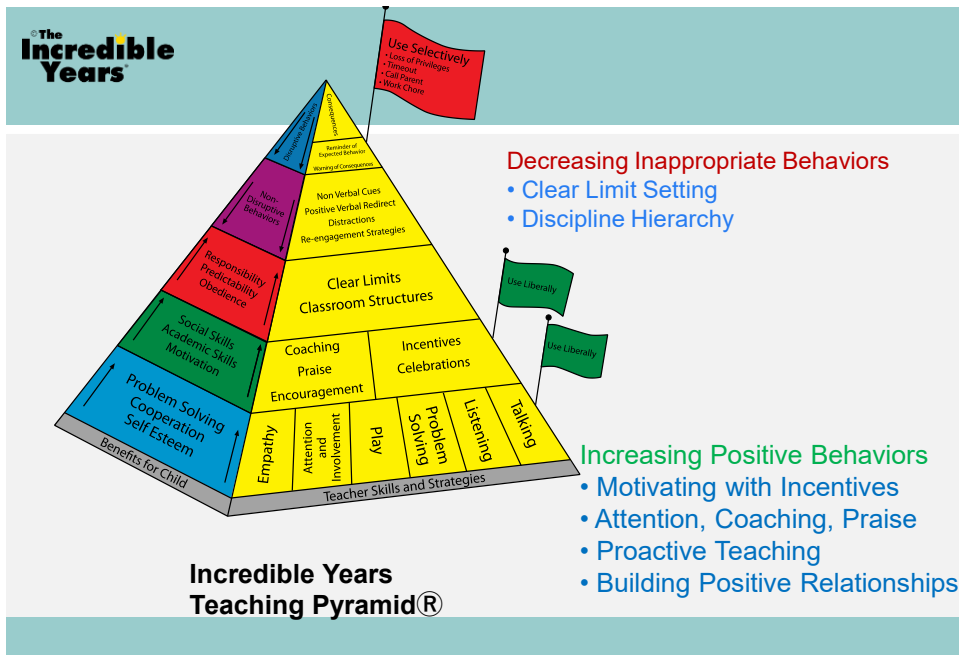
28



29



30



31

The Incredible Years


Child, Parent, Teacher Brainstorm/Buzz

- Show Vignette S-30 from Disc 6 (boys fighting, start after narration, pause at peak of yelling)
- Trainer models child, parent, teacher brainstorm (participants in teacher role share their perspectives)
- What are the boys feeling?
- What is the teacher feelings?
- What would the parents of these boys feel?

32

The Incredible Years

Vignette S-30




Experiencing Consequences


33

The Incredible Years

Child, Parent, Teacher Brainstorm/Buzz



Child	Parent	Teacher
Frustrated	Frustrated	Frustrated
Angry	Inadequate	Misunderstood
Insecure	Misunderstood	Angry
Misunderstood	Angry	Inadequate
Out of control	Judged	Judged
Scared	Sad	Helpless
Sad	Scared	Worried



34



What is the value of the child, parent, teacher brainstorm/buzz exercise?

Debrief Exercise with Group Leaders:

What is the value of this 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?

Group Leader Questions for Teachers:

What implications does this brainstorm have for how teachers work with children and parents?

What do you need as a teacher to do this work?

How do you build relationships with students in your class?

How do you connect with parents that are hard to reach?

35



Collaborative Process: IY Group Leader Skills

Summary of IY group leader skills used so far:

- Seek participant input
- 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 teachers
- Highlight key ideas
- Develop principles from teachers' insights with their names
- Do not try to change participants minds



36

Vignettes: Building Relationships with Students

Trainer models first introduction of the vignettes: context, how they will be used, how and when they were filmed, purpose of the vignettes.



Notice & Think About:

How did the group leader set the stage for showing vignettes?

How will the teachers feel about the teachers in the vignettes after hearing this introduction?

What did this introduction teach the group about how the vignettes will be used?

What potential barriers does this introduction address?



37

Vignettes: Building Relationships with Students

Trainer in group leader role: models how to show vignettes

- DVD 1 Vignette 1: Ms. B



Notice & Think About:

What questions does the group leader ask?

How does the group leader set up a teacher practice or could she?

What principles does the group leader identify or could there be a principle here?



38

**Trainer in group leader role:
models how to show vignettes**

- DVD 1 Vignette 2: It's raining



Notice & Think About:

What questions does the group leader ask?
How does the group leader encourage teachers to share
their teacher's own classroom experiences ?



39

Participants:

Think about what you would like teachers
notice when viewing this vignette.

- DVD 1 Vignette 27: Rather a different letter



Notice & Think About:

What would you like teachers to notice?
What are some key principles to draw from
this vignette?
What questions could you ask to generate
discussion?



40

Processing Vignettes

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 learned from discussion

Sample Questions:

Identify skill used in vignette: *How did that teacher effectively build a relationship with students?*

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?*



41

Buzz: Leading Groups in a Culturally Responsive Way

- If you don't represent the characteristics of your group (race, ethnicity, nationality, gender or other factors), how can you create an environment that is responsive to your diverse group?
- How do you invite discussions and sharing about cultural identity, beliefs, goals, and experiences of participants in your group?



42



Being a Culturally Responsive Group Leader

- Respect and affirm cultural differences
- Group determines its own rules
- Honor each participants' goals for themselves and the children
- Make culture visible and invite discussions and sharing of cultural identity & recognize its importance in relationship building
- When possible have one leader who represents the dominant culture of the group
- Select vignettes that represent diverse populations of teachers, children & parents



43



Being a Culturally Responsive Group Leader

- Explore & understand possible cultural, socioeconomic, and other barriers in the intervention content for participants and/or the children
- Use puppets, toy characters, books, songs and games that represent the different cultures of the children
- Use trained interpreters and work collaboratively with them so that the meaning of the program content is understood
- Promote a supportive and culturally sensitive group atmosphere
- Make adjustments in sessions according to language, learning styles & participant goals
- Encourage group participants to help children develop a healthy ethnic identity
- Promote a home-school partnership



44


The Incredible Years  **Buzz: Promoting Relationships with Parents**

Buzz for Teachers:

How are you involving parents in their children's learning and behavior plans?
 Why is developing relationships with parents helpful for students' learning & your relationship with them?



45

The Incredible Years  **Teacher Self Reflection Inventory**
 Building Positive Relationships With Students

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


1. I greet students with personal and positive comments upon arrival with personal and positive comments (including child's name).	1	2	3	4	5
2. I greet students with warmth, caring and respect.	1	2	3	4	5
3. I listen patiently to my students.	1	2	3	4	5
4. I praise students and avoid judgmental or critical comments.	1	2	3	4	5
5. I provide sincere, enthusiastic, and positive feedback to my students about their ideas.	1	2	3	4	5
6. I personalize my communications with individual students (e.g., asks about life outside of school, their special interests, hobbies or favorite books, shares something personal about self to children, acknowledges birthdays).	1	2	3	4	5
7. I spend special time with each of my students (e.g., on playground, during meals, unstructured play time).	1	2	3	4	5
8. I send home positive message cards to parents to tell them about their children's successes or accomplishments (e.g., happygrams).	1	2	3	4	5
9. I make positive calls to parents to tell them about their children's successes or positive behavior.	1	2	3	4	5

Reflect on your strengths and areas to improve and determine your goals.


Teacher Self Reflection Inventory



46



1 – Never 3 – Occasionally 5 - Consistently


Building Positive Relationships with Children	
1. I greet my students upon arrival with personal and positive greeting (e.g., using child's name).	1 2 3 4 5
2. I interact with my students with warmth, caring and respect.	1 2 3 4 5
3. I speak calmly and patiently to my students.	1 2 3 4 5
4. I listen to my students and avoid judgmental or critical responses.	1 2 3 4 5
5. I provide sincere, enthusiastic, and positive feedback to my students about their ideas.	1 2 3 4 5
6. I personalize my communications with individual students (e.g., asks about life outside of school, their special interests, hobbies or favorite books, shares something personal about self to children, acknowledges birthdays).	1 2 3 4 5
7. I spend special time with each of my students (e.g., on playground, during meals, unstructured play time).	
8. I send home positive message cards to parents to tell them about their children's successes or accomplishments (e.g., happy grams).	
9. I make positive calls to parents to tell them about their children's successes or positive behavior.	

Goal Setting:

Pick one item that is a strength.

Pick one item that you would like to work on as a goal in terms of building relationships with students.


47



Building Relationships with Parents Enhances Relationships with Students

Building Positive Relationships with Parents	
1. I set up opportunities for parents to participate or observe in classroom.	1 2 3 4 5
2. I send home regular newsletters to parents and positive notes about their children.	1 2 3 4 5
3. I have a regular call schedule for calling parents to give them positive messages about their children.	1 2 3 4 5
4. I have regular posted telephone hours or times parents can reach me.	1 2 3 4 5
5. 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
6. I consider parents' for ideas, materials and support for classroom activities.	1 2 3 4 5
7. I recognize the importance of partnering with parents and collaborating in order to develop strong connections with children.	1 2 3 4 5
<p>Future Goals Regarding Involving Parents:</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div>	

- Setting up opportunities for parent participation in classroom sharing family traditions and/or culture
- Sending up teacher and parent communication letters to share how to enhance learning at home
- Regular call or on-line calls with parents
- Partnering with parents on behavior plans & goals for child




48

Building Positive Relationships With Children

Suggested Activities for the Month

TO DO:


- Develop a behavior plan for changing a child's negative reputation in your classroom and strengthening your relationship.
- Pick some strategies to promote your positive relationships with your student.
- Set some goals to build your relationships with the parents of students in your classroom.
- Look for opportunities to promote your students' sense of responsibility in the classroom.

To Read 

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

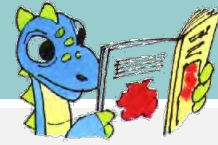
- Behavior plan for changing student's negative reputation & strengthening relationship
- Set goals to build relationships with parents
- Looks for ways to promote students' sense of responsibility

Classroom Activities Behavior Plan Workshop #1

Workshop #1 Behavior Plan For: _____ 

Step #1: Targeted Negative Behaviors	Step #2: When & Why? (functional assessment)	Step #3: Positive Opposite behaviors	Step #4: Proactive & Relationship Building Strategies
1.			
2.			
3.			





- **Manual Review:**

- Unit 1: Building Relationships with Students

- Unit 2: Proactive Teaching

Watch some vignettes from each unit and notice how the leader manual supports group leaders to mediate vignettes with suggested questions, key points, and suggestions for practices

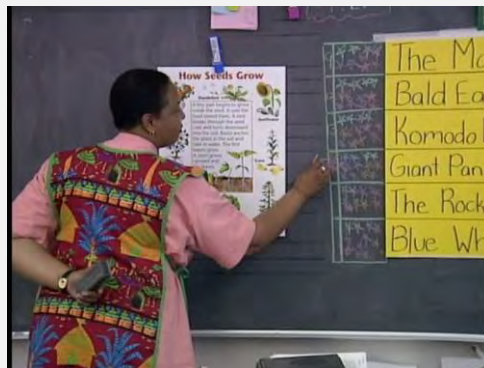
- **Incredible Teachers Book:**

- Read Chapters 4, 5 (Coaching and Praise)



51

Session Two: Proactive Teaching, Praise, and Coaching

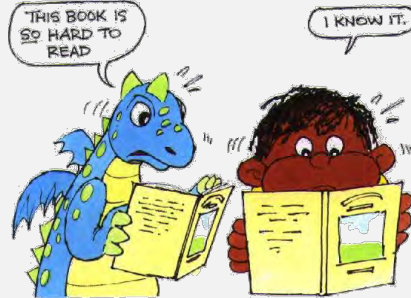


52

Homework Check in

Key Learning From Reading and Leader Manual & Vignette Review

- What did you learn?
- What questions do you have?



53

Incredible Years® Training Agenda ~ Day Two

- Check in on Participant Homework
- **Workshop Day 1 Continued:** Proactive Teaching
- **Workshop Day 2:** Praise
Benefits/Barriers
Academic and Persistence Coaching,
Social and Emotion Coaching
- Mediating Vignettes
- Setting Up Practices



54

The Incredible Years

Proactive Teaching is usually covered in the afternoon on Workshop Day 1

V. **Topic of Afternoon: Proactive Teacher–Preventive Approaches (DVD 2)**
 Teacher Vignettes 1–57 (select according to age of students, principles taught and goals of teachers)

A. Brainstorm proactive strategies teachers use

B. Show Teacher Program 3: Vignettes 1–57

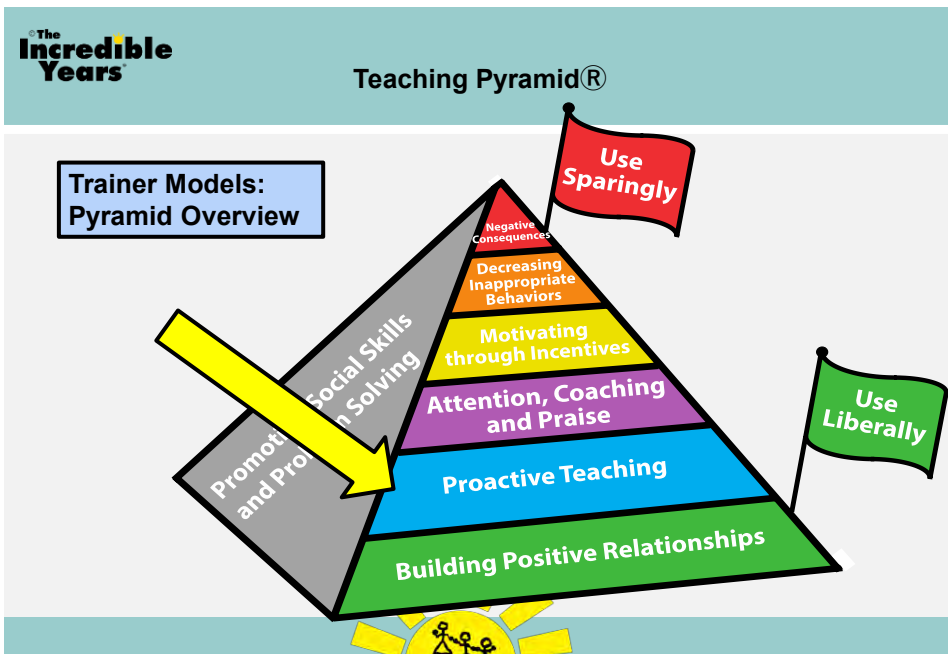
1. Buzz: Classroom rules. (see handout) (Vignettes 1, 5-3, 5-4) & role play/practice rules.
2. Show “show me five poster” and model how to use it.
3. Buzz: Classroom environment. (Vignettes 2, 3, 4).
4. Buzz: Classroom transition. (Vignettes 5, 6, 7, 8, 9, 10) & transition practice.
5. Buzz: Classroom schedules—show examples of schedule with pockets permitting students with transition problems to make the change. (5-5, 5-6, 5-7, 5-8, 5-9) & circle time opening practice.
6. Getting and Holding Children’s Attention. (Vignettes 11–21).
7. Clear Commands. Buzz to re-write negative commands in positive language (see handout). (Vignettes 22–39) & positive command practices.
8. Nonverbal Signals, Prompts and Reminders—Introduce Dina cue cards (raised hand up, working hard) and Brainstorm their ideas of nonverbal signals. (Introduce around Vignette 40.) (Vignettes 40–52) & nonverbal signal practice.
9. Buzz: Realistic developmental expectations.
10. Positive Attention and Monitoring. (Vignettes 53–57)

C. For preschool and kindergarten teachers, show Supplemental Vignettes S-7 (Opening Circle Time).

Key Concepts: Proactive Strategies

- Importance of classroom rules and organized environments
- Importance of teaching children to respect individual differences
- Fostering caring through the notion of classroom as community and as family
- Teacher as model—caring for and respecting all children
- Identifying preventive strategies (e.g., redirection, nonverbal cues and signals, warnings, proximity praise, classroom structure and seating plan, clear requests)
- Emphasizing the importance of predictable routines and schedules for difficult students (show schedule)
- Strategies to engage students
- Clear, respectful, positive commands/requests

55



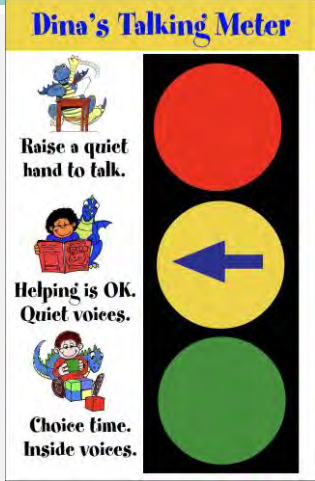
56

The Incredible Years Unit 2: Proactive Teaching

Topics

- Rules and Schedules
- Physical Environment
- Routines and Transitions
- Getting Children’s Attention
- Clear Commands
- Warnings
- Choices
- Cooperating with the teacher

Dina’s Talking Meter



The graphic shows three colored circles in a vertical column. The top circle is red and is accompanied by the text "Raise a quiet hand to talk." and an illustration of a child raising their hand. The middle circle is yellow and contains a blue arrow pointing to the left, accompanied by the text "Helping is OK. Quiet voices." and an illustration of a child helping another. The bottom circle is green and is accompanied by the text "Choice time. Inside voices." and an illustration of a child with a choice board.

57

The Incredible Years Vignettes: Proactive Teaching
Helping Students Understand Classroom Rules

Trainer in group leader role: models how to show vignettes to teachers

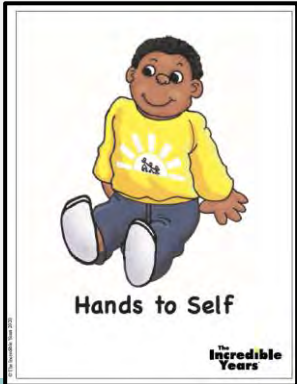

- DVD 2 Vignette S-3: Rules

Notice & Think About:

How does the group leader help the teachers understand the methods involved in student learning classroom rules?

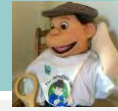
What learning principles does the group leader help the teachers identify?

What are the leader and coleader roles?



The vignette shows a cartoon illustration of a young boy with glasses, wearing a yellow long-sleeved shirt with a sun-like logo and blue pants, sitting on the floor. Below the illustration, the text "Hands to Self" is written. In the bottom right corner of the vignette frame, the logo "The Incredible Years" is visible.

58



Wally's Listening Ears

What learning principles does the group leader help the teachers identify for teaching rules?

- Involve the students in the discussion.
What are some of the rules in this class? Can you teach Wally?
- Help students to provide rationale: *Why is that rule important?*
- Use visual reminders: Cue cards, physical prompts/reminders
- Set up behavioral practice: role play each rule;
- Use puppets to enhance engagement and model behaviors

59

How could you practice each rule?

Quiet hand up (ask a question and praise all children who raise quiet hand)

Listening ears (whisper and have children signal if they can hear you, play “Wally Says” and praise children who are listening and following directions)

Eyes on teacher (move around the room and see if children can follow you with their eyes, play silent Follow the Leader—they watch and copy your actions)



60

The Incredible Years

Visual Prompts for Teaching Rules

Four individual visual prompts are displayed in a row. Each prompt consists of a cartoon illustration and a text label below it. The first prompt shows a blue dragon sitting on a red chair with its hands up, labeled 'Quiet Hands Up'. The second shows a child walking, labeled 'Walking Feet'. The third shows a blue dragon looking at a book, labeled 'Eyes on Teacher'. The fourth shows a girl with her hand to her ear, labeled 'Listening Ears'. Each prompt has a small 'The Incredible Years' logo at the bottom.

61

The Incredible Years

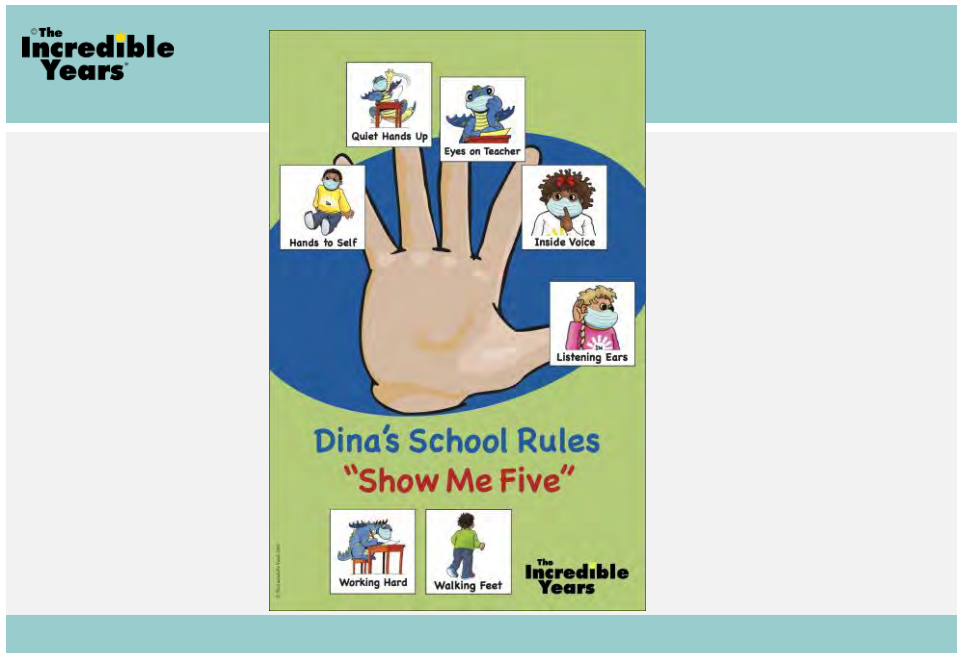
Dina's School Rules "Show Me Five"

A large hand graphic is shown with five fingers. Each finger points to a small icon representing a school rule: 'Walking Feet' (child walking), 'Eyes on Teacher' (dragon reading), 'Hands to Self' (child sitting), 'Inside Voice' (child speaking), and 'Listening Ears' (girl listening). Below the hand, the text reads 'Dina's School Rules "Show Me Five"'. At the bottom, there are two more icons: 'Working Hard' (child at a desk) and 'Quiet Hands Up' (child at a desk).

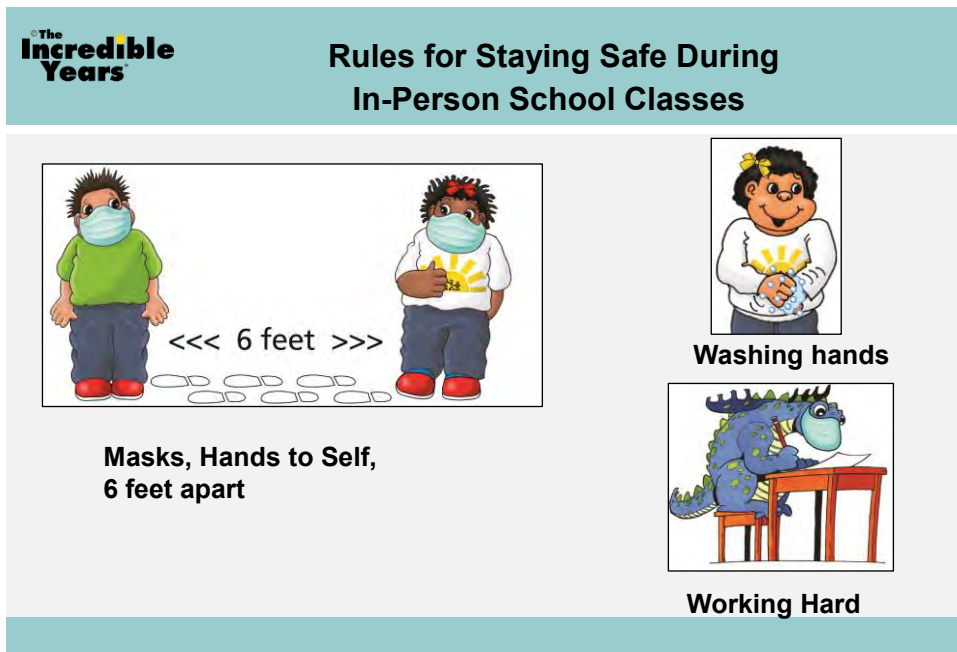
Dina's Talking Meter

A vertical meter with three colored circles: red at the top, yellow in the middle, and green at the bottom. A blue arrow points to the left, indicating the 'quiet' level. To the left of the meter, there are three text prompts with corresponding icons: 'Raise a quiet hand to talk.' (dragon at desk), 'Helping is OK. Quiet voices.' (child reading), and 'Choice time. Inside voices.' (child with blocks).

62




63




64

The Incredible Years


Rules for On-line School Classes



Listening, taking turns to speak, how to use the chat



when to mute?




65

The Incredible Years

Vignettes: Proactive Teaching Transitions

Participants: think about what key points you want teachers to understand from the vignette




- DVD 2 Vignette 6: 2 minute warning
Vignette 7: count to 10

Notice and Think About:

What key points/principles would you like pull out from discussion?

What questions would you ask to accomplish this?

What could teachers buzz/share/practice?



66

Debrief Group Leader Strategies

How does the group leader mediate the vignette to help the teachers understand the principles of managing transitions?



67

Group Leader Processing Video Vignettes

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?*

68

Summary Key Points/Principles of Proactive Teaching

Rules:

- Involve students in creating rules
- Have students practice rules
- Use visual reminders/pictures
- State rules positively
- Limit number of rules

Transitions:

- Give a warning before a transition
- Use developmentally appropriate signal
- Give clear instructions
- Praise students who are following directions



69

Vignettes: Proactive Teaching Negative Commands

Participants: think about what key points you want to get from the vignette

- DVD 2 Vignette 29: I forgot to mention to your mom



Debrief:

- What key points would you like pull out?
- What questions would you ask?
- What teacher practice could you set up?



70

The Incredible Years

Buzz Rewriting Negative Commands

Brainstorm—Rewriting Commands
Rewrite the following ineffective commands into positive, clear, respectful commands.

Ineffective Commands	Rewrite
<ul style="list-style-type: none">• Shut up• Quit shouting• Stop running• Watch it• Why don't you put that away?• Let's clean up the blocks• Cut it out• What is your coat doing there?• Why is your backpack there?• Don't push him like a bull• Why is your book still on your desk?• You look like a mess• Stop bugging your friend• You are never ready	


Think about your commands/requests & rewrite into a positive verbal and non-verbal command

71

The Incredible Years

Planning a Role Play Practice

- **Set the scene based on video:** End of day, children leaving, teacher wants to make sure child has homework
- **Describe child:** 6 years old, has inattentive ADHD, forgets things
- In your zoom rooms plan/brainstorm how you would help teachers set up a practice based on this scenario and incorporating what they have learned about transitions and clear positive commands.



72



Principles of Setting Up Role Play Practice

- **Set the scene:** End of day, children leaving, teacher wants to make sure child has homework
- **Describe child:** 6 years old, has inattentive ADHD, forgets things
- **Brainstorm teacher's script with group:** What proactive strategies could the teacher use? What clear positive command could she give him?
- **Select 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 after practice**
 - What did the teacher do well?
 - Ask children and teacher about their experiences
 - Ask group about key learning



73



Other Tips to Successful Role Play Practice Steps

- **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



74

The Incredible Years

Workshop Day 2 Session Outline

Teacher Workshop Agendas and Checklists

Workshop #2 (DVD 3)

Teacher Attention, Coaching, Encouragement & Praise

9:00 AM-12:00 PM

I. **Topic of Morning: Teacher Attention, Coaching, Encouragement & Praise**

A. Discuss experiences with suggested activities from prior workshop (proactive strategies and behavior plan).


B. Ask about buddy calls.

C. Complete Proactive Teacher Program if not completed Workshop #1.

Key Concepts:

- Value of praise and encouragement being used by teachers to increase children's positive self-talk, to help them learn to self-evaluate and to promote prosocial behaviors
- Help teachers understand the perspective of children who have conduct problems & ADHD (negative self-talk, difficulty receiving praise, need for scaffolding, inability to self-evaluate, difficulty reading social cues, mistrust of adults, etc.)
- Help teachers to understand the importance of using academic, persistence, social and emotion coaching with students
- Model ways to promote positive self-praise
- Setting up regular compliment circle times

**Workshop Day 2:
Praise, Attention,
Encouragement,
and Coaching**





75

The Incredible Years

Summary Homework Check In

- Workshops 2-6 begin with check-in on home assignments
- This should take 30-40 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



76

Workshop Day 2 Homework Check In

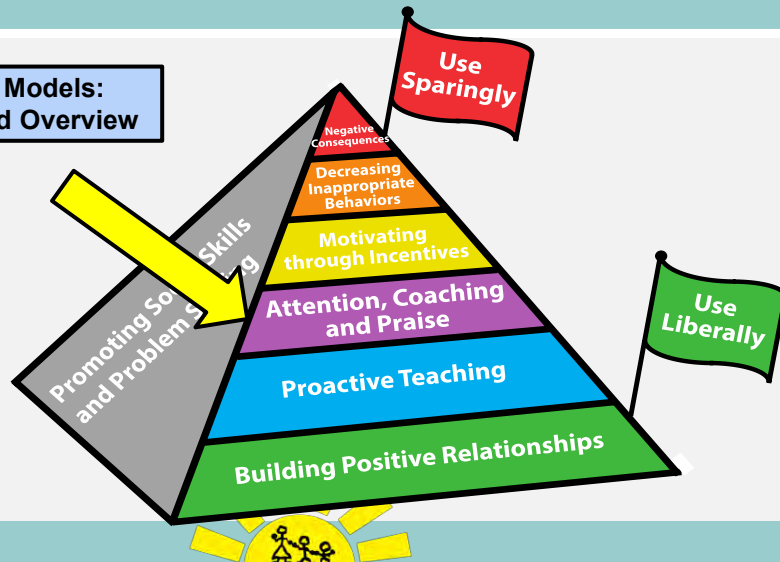
- **Remind teachers of the assignment:** *We talked about ways to connect with your students...*
- **Refer back to their individual goals:** *Each of you picked one student to focus on making a connection with...*
- **Ask a specific question with focus on the positive:** *Who can share a way that you made a positive connection with a child?*
- **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 taking the time to connect with the parent to understand the student—that was one of our key principles.*
- **Ask for demonstration of success or to replay a difficult interaction with an alternative response.**



77

Teaching Pyramid®

Trainer Models:
Pyramid Overview



78

Vignettes: Praise

Participants take turns mediating some of the following praise vignettes & think about possible teacher practices or buzzes:



- Vignette 1: Boy reading with teacher
- Vignette 4: Delicate
- *Vignette 8: "Good job"
- Vignette 16: Sharing
- Vignette 18: Listening "like a team"
- Vignette 44: Choose someone who is sitting quietly
- Vignette 46: Mr. H. pat on the back



79

Sample Questions to Ask After Praise Vignettes

Sample Questions:

- What praise did you hear?
- What behavior did the teacher praise?
- What was effective about the praise?
- What is the value of teaching children to praise each other and themselves?
- Why do you think the teacher choose to.....?
- What was the value of.....?
- What would you do if.....?
- What do you think is the key principle there?
- What words would you use to praise?
- What behaviors do you praise in your classroom?
- What is the attention principle?




80

The Incredible Years

Key Principles of Praise


- Label/describe the specific behavior
- Praise immediately
- Praise small steps, don't wait for perfection
- Praise the process of learning or trying
- Praise should be warm, genuine & personal
- Tailor the praise to the child's needs/goals
- *Attention principle*—give more attention to behaviors you want to see more of



81


The Incredible Years

Sample Buzz for Scripting Praise Statements



Brainstorm/Buzz—Labeled Praise
Brainstorm words you use to praise your students to increase behavior you want to see more of. Write them below.

Behaviors I want to see more of	Labeled Praise Statements I like it when you... Good for you! For... Wow! What a wonderful job you've done reading that page!
--	---



Remember to Build Up Your Bank Account

Goal:
I will commit to increasing the number of praises I give my students to _____ per hour. The behaviors I will praise include: (e.g., sharing) _____

For target student identify behaviors you will praise & script them here.

82



Buzz: Descriptive Commenting & Academic Coaching

What is descriptive commenting?
Why would you use it?
Why does it help to limit questions?



What is academic coaching?

4-6 Year-Olds

- Colors
- Shapes
- Numbers
- Positions
- Sizes
- Vocabulary

6-8 Year-Olds

- Complex Shapes and Patterns
- Spelling
- Words and Sentences
- Problem Solving
- Connections Between Ideas
- Math Concepts (adding, subtracting)

83



Practice Descriptive Commenting

Group leader models being teacher using descriptive commenting with a younger 4-year-old student. (legos)

- Participants practice descriptive commenting



84


The Incredible Years  **Buzz Persistence Coaching**

- What is persistence coaching?
- Why and when would you use it with students?
- What are the benefits of this persistence coaching approach for students?

Brainstorm/Buzz some persistence coaching words/scripts



85

The Incredible Years **Persistence Coaching** 

Persistence Behaviors	Coaching Statements
<ul style="list-style-type: none">• Concentration• Trying Hard• Trying Again• Sticking With It• Being Persistent• Figuring It Out• Working Hard• Thinking• Being Focused	<ul style="list-style-type: none">• You are concentrating and thinking hard about what to write next• You are trying so hard to make that fit• That looks frustrating, but you are really sticking with it• You are being so persistent—you keep trying to figure it out ~ I think you can do it• I can see that you are thinking hard about what to do next• You just figured it out all by yourself


86

The Incredible Years **Practice Persistence Coaching**

Group leader models being teacher using persistence coaching with a 6-year-old student doing an addition problem in classroom.



- Participants practice persistence coaching?

Think about how the principles apply to reading skills?





87

The Incredible Years **Sample Handouts for Workshop 2**

 **Brainstorm/Buzz–Labeled Praise** 



Brainstorm words you use to praise your students to increase behavior you want to see more of. Write them below.


 <i>Behaviors I want to see more of</i>	<i>Labeled Praise Statements</i> <i>I like it when you...</i> <i>Good for you! for...</i> <i>Wow! What a wonderful job you've done reading that page!</i>
---	--



88

The Incredible Years **Sample Handouts for Workshop 2**

 **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 students.

89

The Incredible Years **Sample Buzz Handout Workshop 2**


 **Brainstorm/Buzz—Positive Forecasting** 
Brainstorm with your buddy positive forecasting statements. Remember to include praise for persistence and patience with the learning process.

 **Positive Forecasting Statements**

Example:
"If you keep practicing your reading, I bet before long you will be able to read a whole page by yourself."

Goal:
I will commit to using positive forecasting statements _____ times this week for _____ minutes, with the following students: _____

Write down this type of persistence coaching you can use with your student who is frustrated with his/her learning.



90


The Incredible Years **Teacher-to-Parent Communication Forms**


Each workshop day includes a letter to parents to encourage home-school communication


Teacher-to-Parent Communication Form

Classroom and Family Rules

At school your children are learning about how to do well in school and are practicing 5 classroom rules. You can help support your children's learning by commenting and praising them when you notice them following these rules at home. Ask your child, "Show Me Five" (hold up your hand). See how rules many they remember! Ask them to show you how they follow these rules, one at a time.

 **The Show Me Five Rules are:**

 **Listening Ears:** (To remind children to quietly listen and pay attention to the speaker.) Praise them at home when they are using their listening ears when others are talking.

 **Eyes on Teacher:** (To remind children to look at the teacher and pay attention.) Praise children at home when they are looking at you with their listening eyes.

91

The Incredible Years **Parent-to-Teacher Communication Forms**



Parent-to-Teacher Communication Form

Classroom and Family Rules

Child's Name: _____

Record on this form your experiences talking about your family rules with your child and send this form back to school with your child.

Your child may draw a picture of one of your household rules here too.

 Incredible Children! 

- Report your experiences talking to your child about your family rules
- Ask your child to draw a picture of his household rules to share in class.

92

The Incredible Years

Teacher Workshop Two

Teacher Home Assignment for Workshop 2

Suggested Activities for the Month

TO DO:

- Practice coaching students and being an “appreciative audience.” Use “child directed play skills” and use descriptive commenting about the children’s play interactions which include: academic skills (e.g., thinking hard, planning carefully, numbers, shapes etc.), friendship skills (e.g., helping, waiting, sharing, taking turns, being friendly, asking for help) and feelings (e.g., looking calm, staying patient, appearing pleased or proud, enjoying someone’s company).
- Select one or two students with more challenging behaviors and practice increasing your praises for positive social behaviors you have identified ahead of time. (e.g., sharing, using words, helping)
Write down five ways you use praise and encouragement on the “Record Sheet Praise.” Bring to next workshop.


93

The Incredible Years

Classroom Assignment Behavior Plan Workshop #2


Workshop #2 Behavior Plan 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.			
4.			



5 steps

- Target negative behavior
- Positive Opposite behavior
- Proactive Strategy & Relationship Building
- Coaching method (narrated, academic, social, emotion, persistence)
- Praise for specific behavior



94

Homework Assignment Session 2

- **Manual Review:**

Unit 3: Praise, Encouragement, Attention, and Coaching
Unit 4: Incentives

Watch some vignettes from each unit and notice how the manual supports group leaders to mediate vignettes with suggested questions, key points, and suggestions for practices

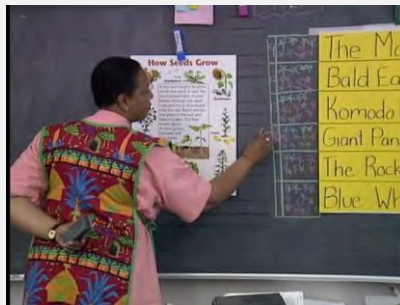
- **Incredible Teachers Book:**
- Read Chapter 6 (Incentives)



95

Incredible Years® Teacher Classroom Management Video Tele-Session Training

Session Three: Social and Emotion Coaching, Incentives & Behavior Plans



- **Teacher Assignment Check-In**
- **New Topic .. benefits & barriers**
- **Mediate Vignettes**
- **Set up Practices**
- **Summarize Learning**



96



Incredible Years® Training Agenda ~ Day Three

- Check in on participant homework
- Social and Emotional Coaching
- **Workshop Day 3:**
Incentives
- Benefits/Barriers Exercise
- Behavior Plans,
- Certification/Accreditation



97




Homework Check in

Key Learning From Reading and Group Leader Manual Review

- What did you learn?
- What questions do you have?




98

The Incredible Years  **Emotion Coaching**


- How many feeling words do you think most 4-year-olds know?
- What is the benefit of knowing and understanding feelings?

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 valance?
What is the risk if these are the emotions that we notice more?


99

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 reading 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& trying something new.
- 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



100



©The Incredible Years® Workshop Handouts


Facilitating Children's Emotion Learning: Therapists as "Emotion Coaches"

Describing children's feelings is a powerful way to strengthen a child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. Use this checklist to practice describing a child's emotions while (s) he is working on a project. Be sure to describe more positive emotions than uncomfortable ones and be sure to combine a coping statement with a negative emotion.


Feelings/Emotional Literacy	Examples
<input type="checkbox"/> Happy	• "That is frustrating, and you are staying calm and trying to do that again."
<input type="checkbox"/> Frustrated	
<input type="checkbox"/> Calm	• "You look proud of that drawing."
<input type="checkbox"/> Proud	
<input type="checkbox"/> Excited	• "You seem confident when reading that story."
<input type="checkbox"/> Pleased	
<input type="checkbox"/> Sad	• "You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient."
<input type="checkbox"/> Helpful	
<input type="checkbox"/> Worried	
<input type="checkbox"/> Confident	
<input type="checkbox"/> Patient	• "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you."
<input type="checkbox"/> Having fun	
<input type="checkbox"/> Jealous	• "You are so curious. You are trying out every way you can think that can go together."
<input type="checkbox"/> Forgiving	
<input type="checkbox"/> Caring	• "You are forgiving of your friend because you know it was a mistake."
<input type="checkbox"/> Curious	
<input type="checkbox"/> Angry	
<input type="checkbox"/> Mad	
<input type="checkbox"/> Interested	
<input type="checkbox"/> Embarrassed	

Modeling Feeling Talk and Sharing Feelings


- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."




HAPPY




EXCITED




PROUD



SAD




FRUSTRATED




AFRAID

101




When to Combine Emotion Coaching with Persistence 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

102

The Incredible Years  **Social Coaching**

- What is social coaching?
- Why and when would you use it with students?
- What are the benefits of this social coaching for helping children's learning?

Brainstorm/Buzz some social behaviors you would target in 4-5 year olds vs 7-8 year olds.



103

The Incredible Years **Social Coaching** 

- **Social Behaviors**
- Helping
- Sharing
- Taking Turns
- Listening
- Making a Suggestion
- Giving a Compliment
- Accepting a Suggestion
- Waiting for a Turn

Show DVD 3, Vignette S-10 

Jim: (Sharing, Problem Solving, Building)

What examples of social coaching do you hear?
How do the teacher's comments help facilitate friendships?
What examples of prompting and modeling do you see?

104

Vignette: Academic, Social, Persistence, & Emotion Coaching

Show DVD 7: S-42 Floor Puzzle (start at 2:35 mins)



- What examples of academic, persistence, social and emotion coaching do you hear?
- What social behaviors does the group leader comment on?
- In addition to commenting, what other ways does she support the boys (modeling, prompting)



105

Vignette: Academic, Social, Persistence, & Emotion Coaching (older children)

Show Video of girls at table Vignette S-42 (first 5 min)



- What examples of social coaching do you see or hear?
- Why can it be helpful to use a puppet when doing social or emotion coaching?
- What other strategies does the teacher use (modeling, prompting)?



106



Teacher Modeling Social Skills and Emotion Language

Teacher can model for child or can use puppet to model:

- **Social:**
 - I'll be your friend and share a block with you.*
 - I'd like a turn, but I'll wait.*
 - I'm going to give you a compliment. You are trying so hard!*
- **Emotion:**
 - I'm feeling happy that you have learned so many words to read*
 - I'm feeling worried that it will fall over, but I'm going to keep trying.*
 - I'm proud of you for trying so hard.*



107



Teacher Modeling & Prompting Social Skills and Emotion Language

Teacher can prompt child with words to say:

- **Child with Less Language:**
 - You can tell her: "I don't like that."*
 - You can say: "Please stop." Or, "I am sorry."*
 - You can offer to share by saying, "we can read together."*
 - Your friend offered you a turn. You can say, "thank you."*
(intentional communication)
- **Child with More language:**
 - You could give her a compliment.*
 - You could ask him for what you want.*



108

Tailoring Coaching

Tailor Coaching to Meet Each Child's Social and Emotion Goals

- **Think of coaching statement/focus for child who is:**
- Fearful and anxious
- Angry and aggressive
- Has trouble waiting for a turn
- Wiggly and impulsive in circle time
- Grabs toys from others
- Says mean things to peers
- Shy
- Sad, depressed



- **Brainstorm and practice how to use the puppet when playing and coaching children**


109

Incredible Years® Teacher Classroom Management Video Tele-Session Training


Workshop Day 3 Incentives



110

 Sample Workshop Schedule 7.5 hours	
Review ground rules and agenda	5 minutes
Feedback on evaluations	5 minutes
Homework review	40 minutes
Introduction to new topic: benefits/barriers	20 minutes
New content: Vignettes, discussion, pair-share, role plays	40 minutes
Morning Break	15 minutes
New content continued: Vignettes, discussion, pair-share, role plays	90 minutes
Lunch	60 minutes
New content	95 minutes
Afternoon Break	15 minutes
Behavior plans	45 minutes
Self-reflection inventory, goal setting, review key concepts, homework, evaluations	20 minutes

111



Workshop Day 3 Session Outline

Teacher Workshop Agendas and Checklists

Workshop #3 (DVD 4)
Motivating Students Through Incentives

9:00 AM–12:00 PM

I. Topic of Morning: Motivating Students Through Incentives

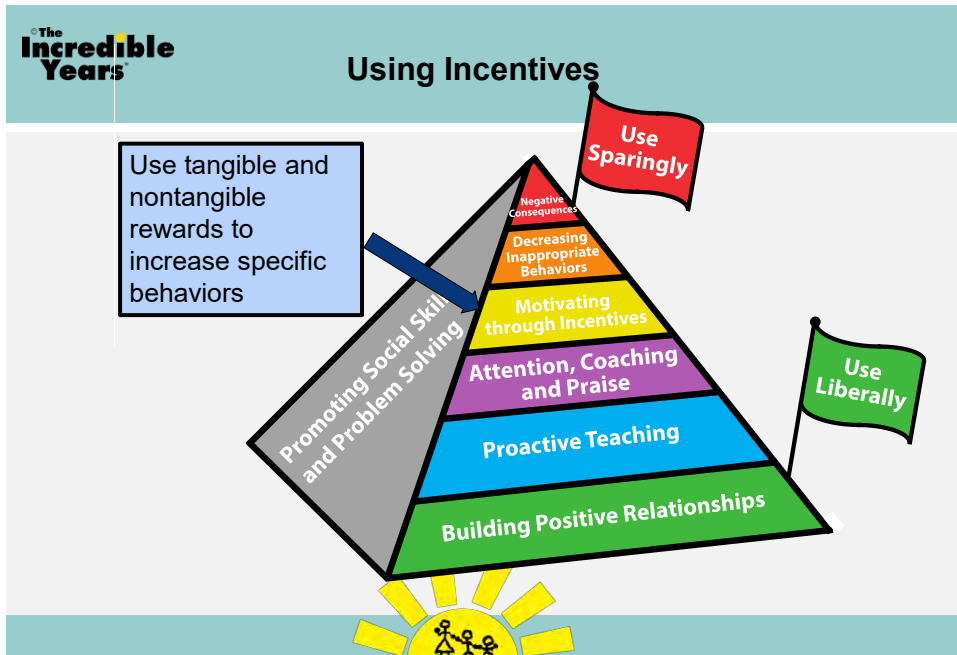
- A. Discuss experiences with suggested activities from prior workshop (coaching & praise).
- B. Ask teachers to brainstorm or buzz appropriate behaviors for which they might use incentive programs. Talk about how they have used them.
- C. Brainstorm/Buzz advantages and disadvantages of incentives.
- D. Discuss why we need to use incentive programs for some students or for particular behavior problems.
- E. Brainstorm/Buzz low-cost and no-cost incentives.
- F. Show Teacher DVD 4 Vignettes and do recommended role plays. Practice using transition incentives and spontaneous rewards.

**Workshop Day 3:
Incentives**

Key Concepts:

- Hard wax analogy
- Dispel the notion that praise & tangibles are bad for children-explain why such programs are important for behavior-problem children in particular
- Explain pitfalls of negative messages and negative notes to parents
- Importance of positive messages going home to parents
- How to set up incentive programs for some children and not everyone in the classroom
- Discuss different incentive systems (e.g., color card system)
- Brainstorm ideas for incentives for students
- Importance of involving parents in incentive programs
- Discuss teachers reinforcing themselves and other teachers

112



113

The Incredible Years

Benefits/Barriers to Incentives


Trainer models benefits/barriers exercise:
(Below are common teacher responses to this exercise)

Benefits to Incentives:

- Motivates positive behaviors and learning
- Can be useful for increasing harder positive behaviors
- Can help with classroom-wide transitions
- May motivate children who do not respond to praise

Barriers to Incentives:

- Decreases intrinsic motivation
- Not fair to give incentives to some children and not others
- Children are insatiable and want more and more rewards
- Too hard to manage and too expensive to buy prizes



114

Benefits/Barriers: Rationale

What is the rationale for doing a benefits/barriers exercise? What is the value of this exercise?

- Involves the teachers in the new topic
- Provides information on what the group believes
- Sets up a structure for having teachers share their ideas
- Illustrates both positive aspects and challenges of a strategy
- Invites teachers to share barriers, which decreases resistance
- Understanding barriers helps group leaders know how to focus their questions and discussions when showing vignettes.



115


Benefits/Barriers: Group Leader Skills



What collaborative group leader skills did the trainer use to lead benefits/barriers exercise?


- Listen, validate, and paraphrase teachers' responses
- Ask follow up questions for clarification
- Work with co-leader to record responses
- Validate and restate barriers without problem solving, fixing, or trying to convince



116

The Incredible Years **Incentives Brainstorm/Buzz** 

 **Brainstorm/Buzz—Classroom Incentives**
Make a list of possible individual or group incentives you can use in your classroom to encourage specific behaviors. 

 **Classroom Incentives**


Lunch with teacher
Hand stamps
Stickers

Why would it be useful to have teachers brainstorm both tangible and non-tangible incentives?

117


The Incredible Years **Vignettes: Incentives**

- Watch some of the following vignettes.
- Think about which key principles that you will prompt teachers to come up.
- Think about how these vignettes can link back to benefits and barriers of incentives.



DVD 4: Incentives

- Vignette 1: Tickets
- Vignette 4: Stickers on assignment
- Vignette 8: Beans for keeping body to self
- Vignette 9: Counting and choosing activity
- Vignette 18: Weather person
- Vignette 20: Pass out plates



118



Set Up Incentives Practice with Teachers

- **Set the scene: Keep it simple**

Child didn't earn incentive on this particular day. Will not get to choose where to play. Teacher will pick area.

- **Pick child age, developmental level, and describe behavior**

Child is 7 and is capable of achieving the goal, but has ADHD and has to work hard to succeed (5 stars for listening and quiet mouth during 10 minute circle time)

- **Brainstorm teacher's script with group**

*What is important about how the teacher talks to the child?
What should she say? What should she not say?*



119



Set Up Incentives Practice Continued

- **Write script on board—what will teacher do and say. Be specific (group helps with this).**

You earned 3 stars for listening and having a quiet mouth. You need 5 to choose your own area, so today I will choose. That is a little disappointing, isn't it. You are really staying calm. You'll have another chance in the afternoon circle, and I bet you will earn 5 stars. Do you think you can do that?

- **Invite teachers to help you (don't ask for volunteers)**

Martha, would you be the child, and Marcus, would you be the teacher?



120

Set Up Incentives Practice Continued

- **Coach during role play**

Can whisper an idea: "remind him he can try again in the afternoon circle."

- **Pause, if needed**

Wow, what's Marcus doing well so far? When we start again, how can he use positive forecasting?

- **Debrief**

What are all the strategies that you saw Marcus using there?

What did it feel like to be the child and to hear your teacher say those things?

What did it feel like to be the teacher?

What key learning would you take from this practice?



121

Buzz: Promoting Children's Resilience & Coping

- What strategies have you have learned so far to promote your studentss resilience and coping when they are faced with difficult experiences?




122

The Incredible Years **Behavior Plans**

All teachers are aware of the need to individualize academic goals and teaching approach for each child. Social, emotional, language 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 each workshop 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




123

The Incredible Years **Behavior Plans**


Trainer models working on sample plan with teachers

Workshop #1 Behavior Plan For: _____ LULU _____

Step 1: <i>Targeted Negative Behavior</i>	Step 2: <i>When and Why (functional assessment)</i>	Step 3: <i>Positive Opposite Behavior</i>	Step 4: <i>Proactive and Relationship Building Strategies</i>
Lulu is 6. Impulsive. Calls out answers and makes noises in circle time.			



124




When/Why: Functional Assessment

When, Why and Where is the behavior occurring?


Is the behavior happening because:

- It provides the child with reinforcing attention?
- It allows child to avoid unpleasant task or situation?
- The child doesn't have developmental ability for situation?
- Child has not been taught appropriate behavior?
- The behavior is fun in and of itself?




1 What is my problem? ©2010 Incredible Years

There are other possible functions of behavior, and behaviors may have more than one function, but the above list are common functions. Understanding the function of the behavior will help guide the appropriate response.




125



Behavior Plans

Trainer models working on sample plan with teachers

Workshop #1 Behavior Plan For: <u>LULU</u>			
Step 1: <i>Targeted Negative Behavior</i>	Step 2: <i>When and Why (functional assessment)</i>	Step 3: <i>Positive Opposite Behavior</i>	Step 4: <i>Proactive and Relationship Building Strategies</i>
Lulu is 6. Impulsive. Calls out answers and makes noises in circle time.	Circle time: impulsive, may have ADHD. Doesn't have developmental ability to follow circle time rules.	Raise hand to talk (with prompts). Quiet mouth.	Relationship: connect with her prior to circle time Proactive: Seat near teacher, prompt quiet hand before asking question, call on her often, non-verbal signal



126


The Incredible Years

Behavior Plans

Trainer models working on sample plan with teachers

Workshops 2-6 Behavior Plan For: LULU

Step 5: <i>Praise and Encouragement</i>	Step 6: <i>Incentives, Specific Reinforcers</i>	Step 7: Positive Discipline
<p>Coaching statements: <i>You are waiting so patiently. Your body is calm. You are in control!</i></p> <p>Praise: <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 her 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></p> <p><i>“when you are sitting, you can have a turn.”</i></p>





127

The Incredible Years

Behavior Plans: Group Leader Skills

What group leader skills are important for structuring behavior plans?

- Do sample plan in large group
- Keep each step well defined and small
- Encourage teachers to pick a middle-of-the road child, or a small program for a more challenging child
- Make sure that teachers have thought about the “why” and the positive opposite behavior
- Encourage teachers to be very specific with their plans (what words will they say? what will that look like?)
- Set reasonable expectations—won’t fix all problems with one month of a plan

128

The Incredible Years

Teacher Workshop Three Suggested Activities

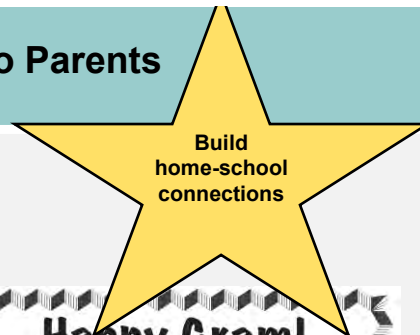
- Choose 3 ways to use small privileges or incentives to help motivate a child to learn a particularly difficult new behavior. Write plan on behavior plan worksheet.



129

The Incredible Years

Super Star Notes to Parents



130

- **Buzz Sheets: Classroom Incentives**
- **Teacher Reward Yourself**
- **Edible Behavior Plan Sheets**



131



- **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



132

The Incredible Years

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/>



133

The Incredible Years

Map to Becoming Certified


Basic steps to become a certified IF Group Leader



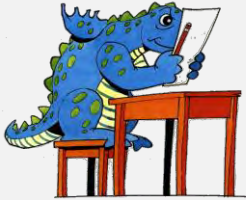
1. Attend an IF training.
2. Acquire the appropriate program for your population. (You may do this step prior to attending training.)
3. Self Study using Leader's Manual & DVDs (with cocoder). (You may begin self study prior to training if you have the program materials.)
4. Start recruitment and planning for your groups.
5. Implement first group & submit DVD of one session for feedback from IF mentor/trainer. (If your group has an IF Peer-Grade, schedule video review meetings with them first.)
6. Obtain in-person, group, or phone consultation with Mentor/Trainer and engage in weekly peer review.
7. Implement second group & submit DVD for feedback from IF mentor/trainer. Continue participating in consultation.
8. Once DVD review passes, send all paperwork to IT headquarters.
9. Application is reviewed. Congratulations on becoming a certified group leader!

See next page for what comes next, once you are certified as a group leader.


134



Process Checklist



Stop-look-think-check




Teacher Group Leader Collaborative Process Checklist for Workshops

This checklist is designed for group leaders to complete together following a teacher 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.


Teacher Self-Evaluation (name): _____
 Co-teacher 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? (avoid 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 and practice activities ready for the teachers to pickup.	_____	_____	_____
REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS			
Did the Leaders:			
5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last training workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)	_____	_____	_____
6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans, parent involvement plans, and assigned chapter readings?	_____	_____	_____


135



Homework Assignment Session 3



- **Manual Review:**
Unit 5: Ignoring and Redirecting
Watch some vignettes from the unit and notice how the manual supports group leaders to mediate vignettes with suggested questions, key points, and suggestions for practices
- **Incredible Teachers Book:**
- Read Chapter 7 and 8 (Ignoring, Redirecting, Consequences)



136



Incredible Years® Teacher Classroom Management Video Tele-Session Training

Session Four: Ignoring and Redirecting, Consequences



137



Incredible Years® Training Agenda ~ Day Four

- Check in on Participant Homework
- **Workshop Day 4:**
 - Discipline Hierarchy
 - Ignoring and Redirecting
- **Workshop Day 5:**
 - Natural and Logical Consequences
- Setting Up Role Plays




138

The Incredible Years

Homework Check in

Key Learning From Reading Chapters and Group Leader Manual Review

- What did you learn?
- What questions do you have?



139

The Incredible Years

Workshop Day 4 Session Outline

*Workshop #4 (DVD 5)
Decreasing Inappropriate Behavior—
Ignoring and Redirecting*

**Workshop Day 4:
Ignoring and
Redirecting**

9:00 AM–12:00 PM

I. **Topic of Morning: Decreasing Inappropriate Behavior, DVD 5**

- A. Discuss incentives and behavior plans which were implemented and ask for comments about reading assignments. Ask about dialogic reading approach.
- B. Buzz—discipline goals teachers want to accomplish and what they want to avoid.
- C. Buzz—Behaviors to Ignore
- D. Show Teacher DVD 5: Part 1: Vignettes 1-32 with recommended role plays/practice for disruptive behaviors (Vignettes 3 & 5-27)
- E. For preschool and kindergarten teachers, show S-27, S-28
- F. Show Supplemental Vignettes S-24 to S-29 for more focus on ignoring.

Key Concepts:

- Discipline hierarchies
- How to give effective instructions, and use distractions and redirections
- Understanding the importance of starting with the least intrusive approach
- Teaching children how to ignore other children’s misbehavior
- Understanding how to ignore effectively

Lunch
1:00–4:00 PM

140

The Incredible Years

Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior

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

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 #2
Positive Verbal Redirection
Distraction & Re-engagement

Step #1
Nonverbal Cues
Clear Rules
Predictable Schedules
Clear Transitions

2. Think STOP

141

The Incredible Years

Managing Disruptive Behaviors

Redirection
Ignoring
When/Then
Consequences
Time Out to Calm Down

Promoting Social Skills and Problem Solving

Negative Consequences *Use Sparingly*

Decreasing Inappropriate Behaviors

Motivating through Incentives

Attention, Coaching and Praise

Proactive Teaching

Building Positive Relationships *Use Liberally*

142

Introducing Ignoring

Benefits/Barriers to Ignoring

- *How would you set this up?*
- *What are the group leader principles of doing benefits/barriers?*
- *What are a few key barriers that will come up?*

Brainstorm questions for teachers

- *What behaviors could you ignore in your classroom?*
- *What behaviors can't be ignored?*



143

Vignettes: Ignoring

- **Watch some of the following vignettes.**
- **Think about which key ignoring principles you will prompt with your questions and discussions of the vignettes**
- **Think about how these principles can link back to benefits and barriers of ignoring.**

DVD 5: Ignoring

Vignette 1: "I can help when you're in your seat."

Vignette 3: Kitty got a whooping

Vignette 6: Ignore and praise

Vignette S-24: Jeremiah

Vignette S-27: Ignore Kaylee



144

The Incredible Years

Buzz: Selective Ignoring

Brainstorm/Buzz—Using Selective Ignoring

Sometimes, children will show positive and negative behaviors during the same activity. For example, a student might follow directions (positive behavior) while whining or rolling their eyes (negative attitude). Selective ignoring is the technique where a teacher praises or rewards the part of the behavior that is positive while ignoring the negative behavior. For example, a teacher might praise the student for following directions, and pay no attention to the whining or negative attitude. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., arguing).

Think about some situations where this kind of selective ignoring could be effective.

When Would Selective Ignoring be Effective?

e.g., when child is following directions but giving me "attitude" at the same time, I will praise his compliance and ignore his attitude.

Goal: I will commit to praising _____ behavior while ignoring _____ behavior.

Brainstorm/Buzz—Behaviors to Ignore

Behaviors such as pouting, sulking, screaming, swearing, and arguing are good candidates for ignoring and for helping other students 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.

Sometimes teachers find it hard to control their anger when dealing with misbehavior, and find it tempting to criticize the child. This emotional involvement can make it difficult to ignore your student's arguments or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use, especially if you can teach other students to ignore it as well.

Student 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.

145

The Incredible Years

Principles of Ignoring

- Can ignore most attention-seeking behaviors that aren't dangerous or too disruptive
- Ignoring is often paired with a redirection
- You can ignore a behavior without ignoring the child completely
- Ignoring is not over until you give attention back for a positive behavior
- When ignoring 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



146

The Incredible Years

Teaching Children to Ignore

Trainer Models Teaching Children to Ignore

Sample Circle Time Lesson Script: Ignore

Teacher: Well, Wally has a problem he wants to share with you to- day. 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?

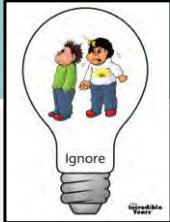
Puppet: Ignore?

147

The Incredible Years

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 5 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?



148

Script Ignoring Practice Continued

- **Write script on board—what will teacher do and say. Be specific (group helps with this).**

Max and Latishia, 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 flip chart or you can improvise your own words.

149

Set Up Ignoring Practice Continued



- **Coach during role play**

*Can whisper an idea: "praise Latishia 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?*

150

The Incredible Years **Teacher Self-Regulation**



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 student 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.

Discuss teacher self-talk and buzz emotion regulation strategies

Ways to Stay Calm While Ignoring

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

151


The Incredible Years **Teachers Staying Calm & Managing Negative-Self Talk**

Brainstorm/Buzz—Coping and Calming Self-Talk
 Think about ways to stay calm, assertive and patient when children misbehave.

Practice challenging negative self-talk and substituting positive self-talk and coping statements. On this notepad, write down some self-talk that you can use when you feel your anger mounting.

Positive Self-Talk

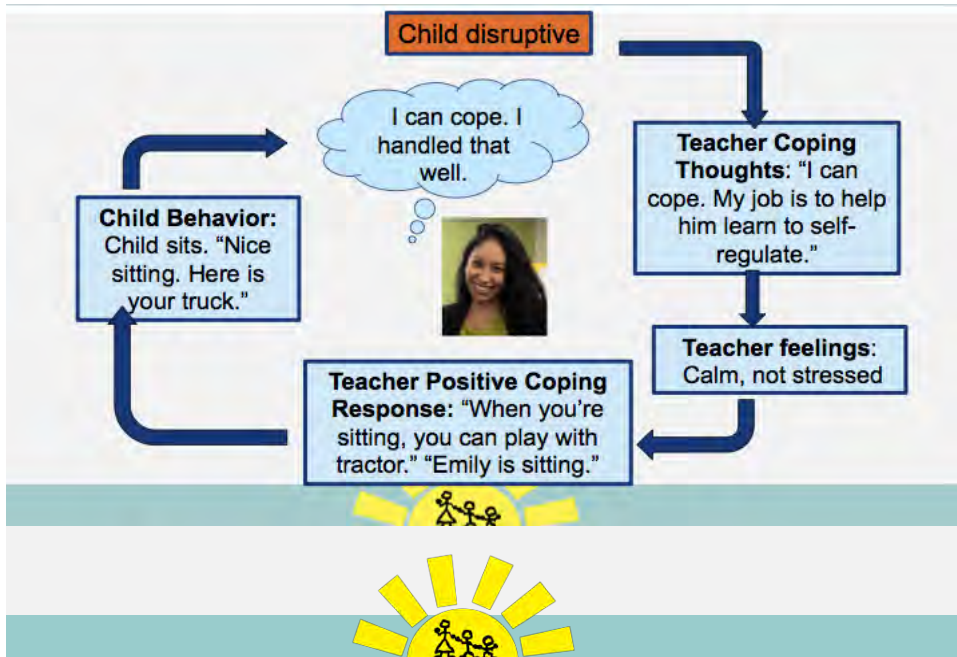
I can handle this...
I can control my anger...
I will take a brief Time Out myself...



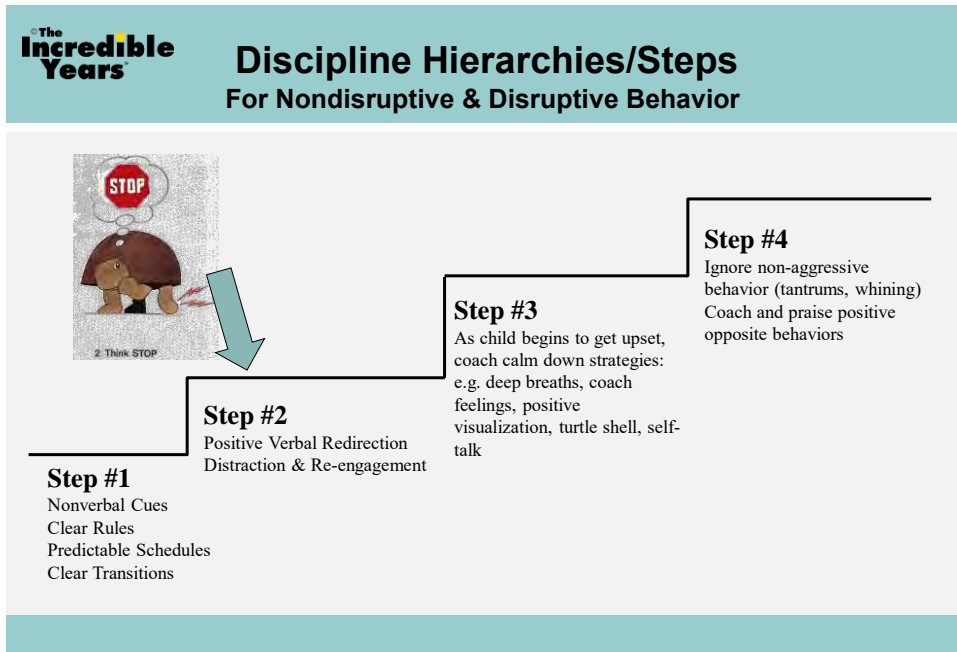
Brainstorm/Buzz—Rewriting Negative Thoughts
 Rewrite the following negative self-talk with positive coping thoughts.

Negative Self Talk	Positive Coping Thoughts
• I can't stand this—it's too hard!	
• I don't know what to do.	
• Ignoring will never work.	
• I am losing control and will explode soon.	
• I am going to hit her—it's the only way to get her to stop.	
• It's awful to let him disrespect me. It's not good to look weak in front of my students.	
• I hate being disrespected.	
• I'm a terrible teacher.	
• She will never change.	
• It's just not fair, this child should not be in my classroom.	
• I can't let him challenge my authority.	
• This is ridiculous, I have too many students.	
• He hurt me so I should hurt him.	
• I don't like him when he's like this.	
• His parents don't care, so why should I?	

152



153



154

Benefits/Barriers to Redirecting Students

- *What are a few key barriers that will come up?*

Brainstorm/Buzz questions for teachers

- *What are some examples of redirecting statements & how you redirect and re-engage your students?*
- *How do you use warnings or reminders?*
- *How do you stay calm and patient with a disruptive student?*



155

- **Watch some of the following vignettes.**
- **Think about which key principles group leader will prompt.**
- **Think about how these vignettes & discussion can link back to benefits and barriers of effective limit setting & redirection**



DVD 5: Positive Verbal Redirection

Vignette 14: boy pinches ears

Vignette 15: “you could find another”

Helping the Distractible, Disengaged Child

Vignette 25: count to 5

Vignette 30: redirect, ignore, prox praise

Vignette 32: redirect/ignore/redirect bubble wand



156


The Incredible Years

Workshop Day 4 or 5 Session Outline

Teacher Workshop Agendas and Checklists


Workshop #5 (DVD 5 & 6) Decreasing Inappropriate Behavior Part 1 & 2 –Follow Through With Consequences

9:00 AM–12:00 PM

 I. **Topic of Morning: Decreasing Inappropriate Behavior, DVD 5 Part 1**

- A. Discuss behavior plans which were implemented and ask reading assignments. Ask about ignoring and redirecting.
- B. Continue showing Teacher DVD 5: Part 1: Vignettes 33–4.
- C. Buzz - Other consequences.
- D. Role Play/Practice explaining consequences to children.
- E. **Teacher DVD 6: Part 2:** Show introduction vignette. Start by teaching basic time out to calm down steps using
- F. Explain & model how to teach students to take a time out to calm down by showing vignettes S- 31, S-32, S-33.
- G. Role play and Practice explanation and Time Out in small groups (see sample script).

**Workshop Days 4 & 5:
Start consequences in
Workshop 4. Continue in
Workshop 5**



157

The Incredible Years


Vignettes: Natural and Logical Consequences


Questions for teachers

- Difference between natural and logical consequences
- What logical consequences do you use in your classroom?
- Benefits/Barriers
- What principles are important when using a logical consequence (these will come up during vignette discussion).

DVD 5: Natural and Logical Consequences


- Vignette 33: “Teacher pours the milk”
- Vignette 35: End of the line
- Vignette 36: Back in room/end of line
- Vignette S-30: Fighting, game removed






158

The Incredible Years **Buzz Exercise**

 **Brainstorm/Buzz—Natural & Logical Consequences**
What consequences do you use for misbehavior in the classroom? Discuss these with your teacher buddy and write them down. Think about when you would use these on your discipline hierarchy.



Find and record three natural & logical consequences and record how you used them.

1.


2.

Record 3 natural or logical consequences & share with your buddy

159

The Incredible Years **Principles of Using Consequences**

- Best consequences are linked logically to *misbehavior* (e.g., *make a mess, help clean it up*).
- Consequence given close in time to misbehavior
- All consequences should be relatively brief so that there is a new learning trial
- Young children need even shorter and more immediate consequences
- Follow through with consequence
- When possible, give warning so child has a choice: “if you leave your seat again, you will need to work at the table.”



160



Homework Assignment Session 4

- **Manual Review:**

Unit 6: Calm Down Area (Time Out)

Unit 7: Emotion regulation, Social Skills, Problem Solving

Watch some vignettes from the unit and notice how the manual supports group leaders to mediate vignettes with suggested questions, key points, and suggestions for practices

- **Incredible Teachers Book:**

- Read Chapter 9 and 10 (Time Out and Developing a Behavior Plan)



161



Incredible Years® Teacher Classroom Management Video Tele-Session Training

Session Five: Unit 6: Calm Down Area, Unit 7 Emotion Regulation, Social Skills, Problem Solving



162



Incredible Years® Training Agenda ~ Day Five

- Check in on Participant Homework
- [Workshop Day 5](#): Calm Down Area,
- [Workshop Day 6](#): Emotion Regulation, Problem Solving, and Social Skills
- Problem Solving in the Midst of Conflict



163



Homework Check in

- **Key Learning From Reading Chapters and Group Leader Manual Review**
- What did you learn?
- What questions do you have?
- What did you learn from the chapter on Time Out



Praising

©1990 C. Walker-Stein

164

The Incredible Years

Workshop Day 5 Session Outline

E. **Teacher DVD 6: Part 2:** Show introduction vignette.
Start by teaching basic time out to calm down steps using scenario 1.

F. Explain & model how to teach students to take a time out to calm down by showing vignettes S- 31, S-32, S-33.


G. Role play and Practice explanation and Time Out in small groups (see sample script).

H. Role play and Practice teaching children to calm down with Thermometer.

**Workshop Days 4 & 5:
Finish consequences in
Begin Calm Down
Procedures**

Key Concepts:


- Helping children learn to self-regulate
- How to do Time Out/Calm Down in classroom
- How to explain Time Out to children—role play with puppets
- How to use color card systems (green patrol)
- How to use loss of privileges or work chores
- The importance of the ignoring technique as a strength
- How to use logical and/or natural consequences (not loss of privileges or work chores)



165

The Incredible Years

Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior



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

166

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
- Loss of privilege

Step # 6

- For aggressive or destructive behavior
- 3-5 minutes in Calm Down Area
- Work Chore

Step # 7

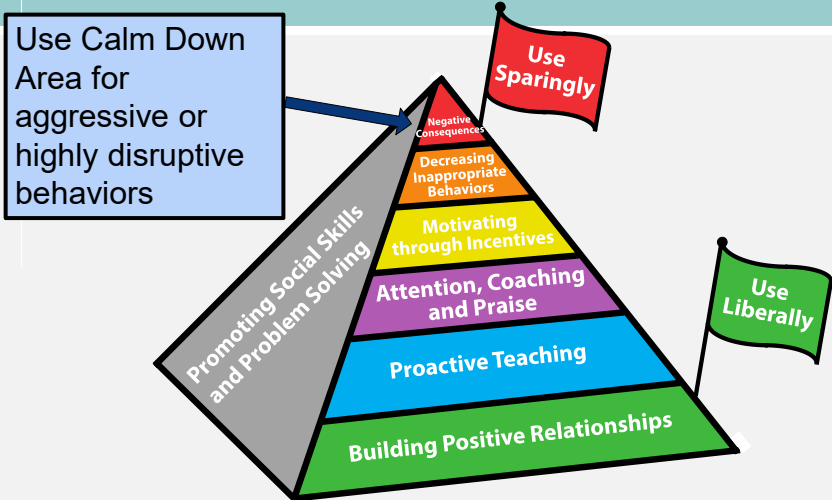
- Review Behavior Plan
- Increase positive attention for positive behavior
- Use incentive to motivate positive behavior
- Check that no attention is given to negative behavior
- Conference with parent to coordinate home/school plan
- IEP referral

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

167

The Incredible Years **Managing Disruptive Behaviors**



Use Calm Down Area for aggressive or highly disruptive behaviors

Promoting Social Skills and Problem Solving

Negative Consequences (Use Sparingly)

Decreasing Inappropriate Behaviors

Motivating through Incentives

Attention, Coaching and Praise

Proactive Teaching

Building Positive Relationships (Use Liberally)

168

The Incredible Years

Calm Down Area: used for aggressive behaviors and extreme non-compliance.

http://www.incredibleyears.com/download/resources/teacher-pgrm/Responding-to-Dysregulation-Teaching-Children-to-Self-Regulate_teacher_v1.pdf

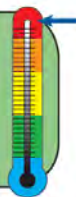

My student continues to dysregulate and becomes aggressive

Teacher Self-talk

"My student is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."
 "I need to give my student time away from attention to calm down so he doesn't hurt someone."
 "I have taught my student how to use the Time Out or Tiny Turtle chair to calm down so I can do that now."
 "Time Out is a safe and respectful way for my student to learn to reflect and self-regulate."

Teacher Response

- I say, "Hitting is not allowed, you need to go to Time Out to calm down." (This place has a calm-down thermometer to remind my student of what to do in Time Out to calm down.)
- I wait patiently ready to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during the calm down time. I help other students to give him privacy.
- When he is calm (3-5 minutes), I praise him for calming down.

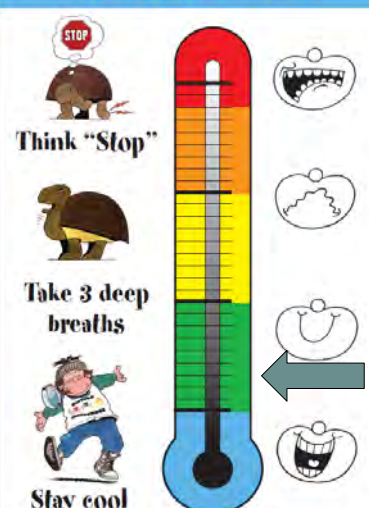
Responding to Child Dysregulation and Teaching Self-Regulation

The Incredible Years

169

The Incredible Years

Calm Down Thermometer
 I can do it. I can calm down.



Think "Stop"

Take 3 deep breaths

Stay cool

While teachers are learning to ignore, students are learning strategies to calm down

© The Incredible Years, 2014

170

The Incredible Years Unit 5 Tyrannosaurus Rex Unit: Anger Management

4 Withdrawing into shell

5

171

The Incredible Years Teacher-to-Parent Communication Form

Calm Down

At school the children are learning about ways to calm down when they are angry. They can make the best choice. Children need support and help to stay patient when trying when learning difficult tasks, because most people are not successful the first time they try something new. You can help your child learn some self-calming strategies.

PRACTICE: At a time when your child is calm ask your child to show you how they can calm down "like a turtle."

<p>Step One: Stop</p>	<p>Step Two: Go, inside your "shell" (It helps to turn away from the child calming down and give them privacy to calm down)</p>
<p>Step Three: Take some deep breaths</p>	<p>Step Four: Say to yourself, "I can calm down, I can follow the rules." Or, "I can keep trying."</p>

Calm down strategies are shared with parents in home-school communication letters

172

Time Out To Calm Down Explaining to Children

Show Vignette from Sample Small Group Videos:

Vignette 13: Wally goes to Calm Down Area

Vignette 14: Children Practice Going to Calm Down Area

Vignette 15: Simone talks to Wally



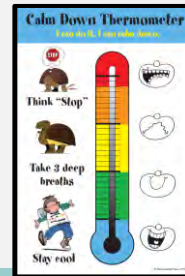
What message do children get about going to Calm Down Area?

How are puppets used to help explain?

What is the benefit of teaching this sequence when children are calm?

What do children learn about what to do if they are sent to calm down?

What do peers learn about how to help someone who is Calm Down Area?



173

Script for Explaining Calm Down Area to Children

- **Teacher:** *If you hurt someone or your body is not safe, you will need to go to the Calm Down Area. 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 Calm Down Area.*
- **While Wally is in Calm Down Area:**
 - Model Deep Breaths (Children Practice)
 - Model Self Talk "I can do it. I can calm down" (Children Practice)
 - Teacher tells children that they can help by ignoring and giving privacy to the child in Calm Down Area
- **After Calming Down**
 - Explain that child is welcome back to the group.
 - Children will still be friendly



Telling and listening



174



Steps for Group Leaders Presenting Calm Down Procedures in TCM Training

Teaching Calm Down Procedures is more didactic than other topics

- Show where Calm Down Area fits on the pyramid and hierarchy (top)
- Discuss what behaviors lead to Calm Down Area (aggressive, highly disruptive)
- Show vignettes on teaching children to go to Calm Down Area
- Review Calm Down steps for teachers to follow
- Role play Calm Down scenarios (start very simple)
- Avoid getting bogged down in discussions of the hardest behaviors
- Reinforce positive re-entry after Calm Down

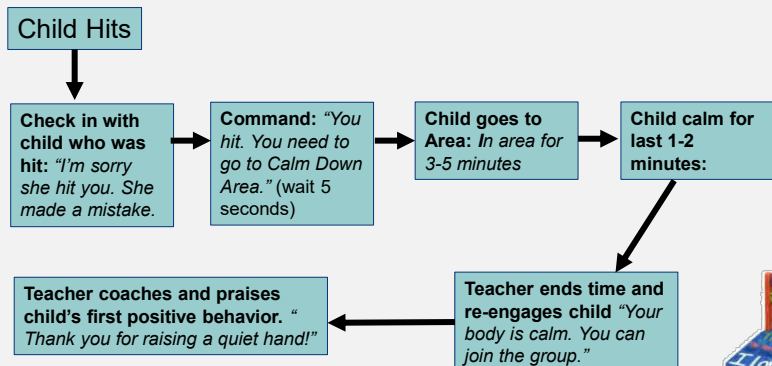


175



Calm Down Area Steps for Teachers

Scenario 1: Child Goes to Calm Down Area



176

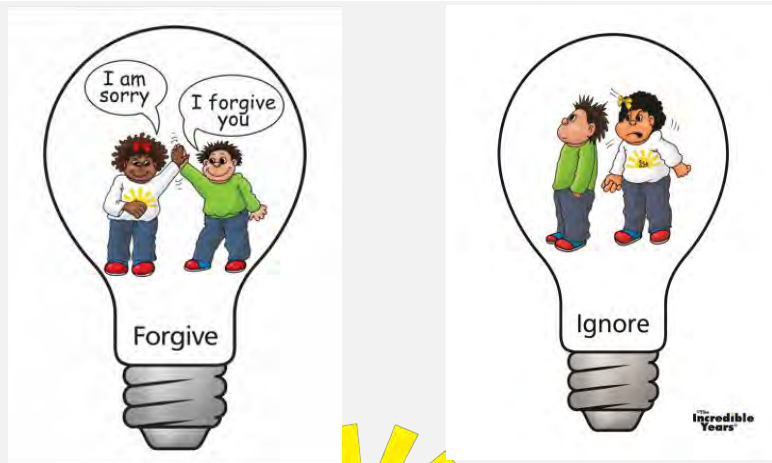
Calm Down Principles

- Start lower on the pyramid: use distraction, redirection, ignoring, or a when/then before using Calm Down Time.
- Use Calm Down Area sparingly, for aggressive, destructive, or highly-noncompliant behavior (that is unsafe or disruptive to other children).
- Using Calm Down Area 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 behavior will require a team approach.
- If a child needs to use the Calm Down Area frequently, this is a signal that teachers and team need to develop a positive behavior plan to help child get back on track.



177

Using Visual Prompts



178

Calm Down Area 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 calm down area."*
- **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

179

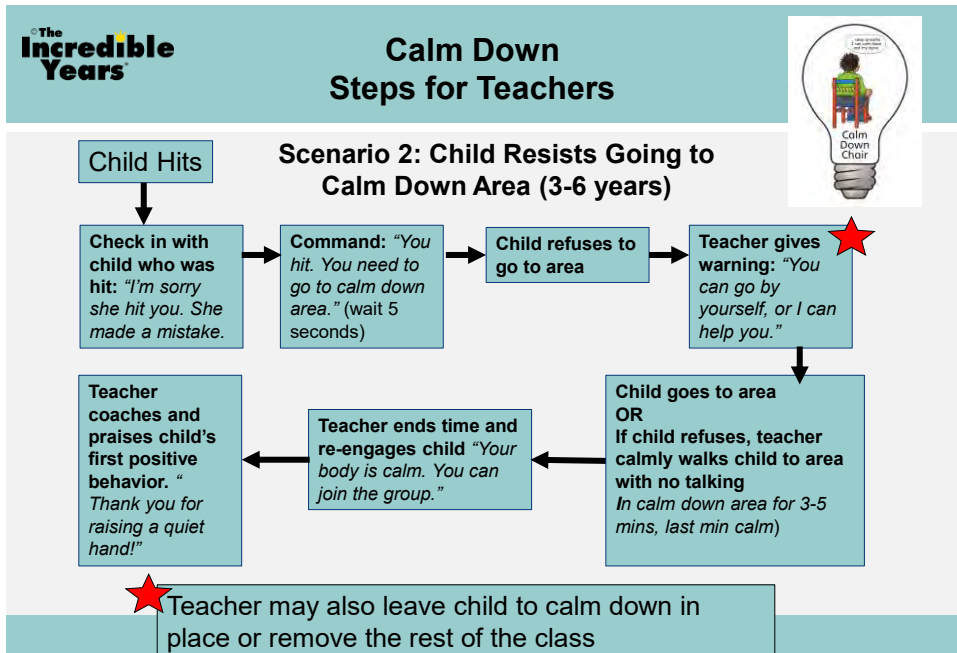
Calm Down Principles

- **During Calm Down Time**
 - Give as little attention as possible
 - Give child time to process your commands
 - Don't engage in power struggles
 - End time when child is calm and can follow directions again
- **After Calm Down Time**
 - Focus on child's calm body
 - Praise first positive steps to re-engage
 - Do not require apology
 - If needed, use when/then to have child help clean up
 - If needed, problem solving can happen at a later time



5


180



181

The Incredible Years

Calm Down Area Dealing with Resistance



Options When Child Resists Calming Down


- Give time for child to process your commands
- If appropriate, leave child to calm down where they are (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 area
- If child is very disruptive and can be safely moved, give choice: "you need to stay in your chair, or you will need to go to calm down room."
- If child is too disruptive and you cannot move them safely, then the other children can be taken out to work in hall or separate room

When a child has repeated disruptive behaviors, teachers need to look at whole plan with goal of preventing behavior escalation.

182

The Incredible Years **Teaching Your Students Self-Regulation Skills**

Brainstorm/Buzz—Promoting Children's Self-Regulation
 Pair up with your buddy to share ways to promote children's learning of self-regulation skills.



Goal:

Buzz with your buddy all the ways you teach students self-regulation skills (e.g., deep breathing, positive imagery, relaxation exercises, positive self talk)

183

The Incredible Years **Examples of Teacher-Parent Communication**


Teachers-to-Parent Communication
Home Activity with your Child

Calm Down


"At school the children are learning about ways to calm down when they are upset, so they can make the best choice. Children need support and help to stay patient and keep trying when learning difficult tasks, because most people are not successful the first time they try something new. You can help your child learn some self-soothing skills."

PRACTICE: As a team when your child is calm ask your child to show you how to or allow you to calm down "like a turtle."


Step One: Stop




Step Two: Go inside your "shell" (It helps to get away from the child calming down and give them privacy to calm down)



Step Three: Take some deep breaths



Step Four: Say to yourself, "I can calm down. I can follow the rules." Or, "I can keep trying."



NOTE: It will help your child if you model ways that you calm down when you are angry or frustrated. You might tell them about how you cooled. "This time, I was really angry this morning because I had worked hard on making breakfast and then I dropped the plate on the top of the table. I had to really go in my shell and take a deep breath to calm down so that I could clean up the mess and start again."

Record on your Parents-to-Teacher Communication Form your experience talking to your child about Tiny Turtle's calm down steps and send this form back to school with your child.

Incredible Children! **The Incredible Years**

Parent-to-Teacher Communication Form

Calm Down


Child's Name: _____

Record on this form your experience talking to your child about Tiny Turtle's calm down steps and send this form back to school with your child. If you see your child using the turtle deep breathing strategy to stay calm, let us know, and he will get a special calm down sticker!

Remember when your child is angry, he or she will probably have trouble calming down. Give one reminder about the turtle technique. If your child responds, give a lot of praise. If your child is not open to listen, then away and give some privacy to calm down. Later when your child is calm, you can practice again. It takes a long time for a child to learn to self-regulate. Your patience is important!

Incredible Children! **The Incredible Years**

184



Complete Teacher Self-Reflection Inventory for Topic (see text)

The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior – Proactive Discipline

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.

Setting Limits	1 – Never	3 – Occasionally	5 – Consistently
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 students respectively 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 students. 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 coaching to students who are engaged and compliant following my directions.	1	2	3 4 5


The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior – Proactive Discipline Part 2
Managing Misbehavior: Time Out to Calm Down

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.

Time Out to Calm Down and Other Consequences	1 – Not Helpful	3 – Neutral	5 – Very Helpful
1. I have taught my students what Time Out is used for and my students have practiced how to go to Time Out to calm down.	1	2	3 4 5
2. I only use Time Out for aggressive or destructive behavior.	1	2	3 4 5
3. When I use Time Out I am - calm, clear, patient, give very little attention to child in Time Out and set a timer until 2 minutes of calm is achieved.	1	2	3 4 5
4. When my student is calm and Time Out is over, I immediately re-engage my student to another activity.	1	2	3 4 5
5. I assist other children to learn how to ignore a child in Time Out and to give him or her privacy to calm down.	1	2	3 4 5
6. I have identified a safe place for Time Out that is away from other children and relatively boring.	1	2	3 4 5
7. I help children to practice the words they will use to help themselves calm down in Time Out. (e.g., “I can do it, I can calm down”).	1	2	3 4 5
8. I use emotion coaching to focus on times when students are staying calm, trying again, and being patient even though it is frustrating.	1	2	3 4 5
9. After Time Out is over I re-engage the student by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in Time Out or force an apology.	1	2	3 4 5
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning goal as soon as possible to help students be successful.	1	2	3 4 5


185



Workshop Day 6 Session Outline



Workshop #6 (DVD 1 & 7)
Emotional Regulation, Social Skills and Problem-Solving Training



9:00 AM–12:00 PM

I. Topic of Morning: Teaching Children to be Socially Competent, Teacher DVD 1

- A. Discuss how behavior plans worked over past month; follow-up Discipline Hierarchies—use break out groups for this discussion.
- B. Show Teacher DVD 1, Part 1: Vignettes 12 and 13 and discuss ways to promote positive reputations for children at school. (brainstorm on blackboard)
- C. Teaching students to be responsible. Buzz—Promoting Student Responsibility in the Classroom (use handout).
- D. Show Teacher DVD 1: Part 1: Vignettes 14-30, with accompanying role play (Vignettes 5-2, 22)
- E. Coaching social skills and emotional self-regulation. Show Supplemental Vignettes S-41 to S-46. (S-41, S-42, or S-43 may have been shown in Workshop #2, Coaching)


Listening to teacher

Key Concepts:

- Children need lots of practice to learn social skills
- Teacher can encourage student’s responsibility and cooperative classroom by giving them classroom jobs, by encouraging them other and by giving them choices

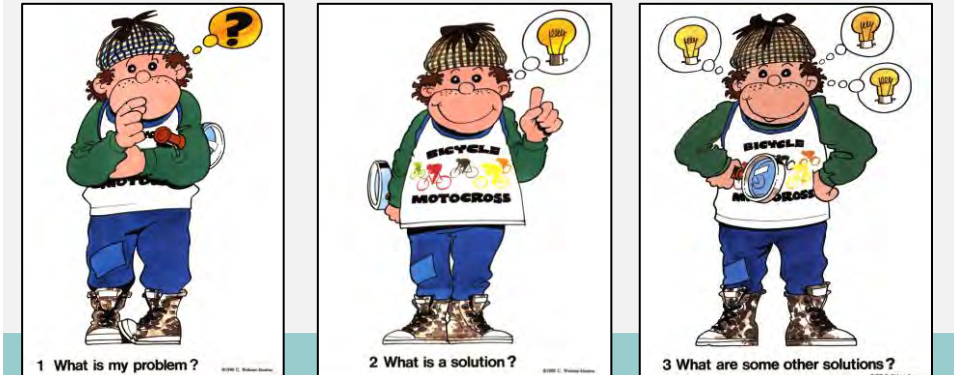
Workshop Days 6:
Emotion regulation, social skills, problem solving

186

The Incredible Years Unit 4 Stegosaurus Unit: Problem Solving 

Problem Solving Steps

How do you know you have a problem? Check your feelings?



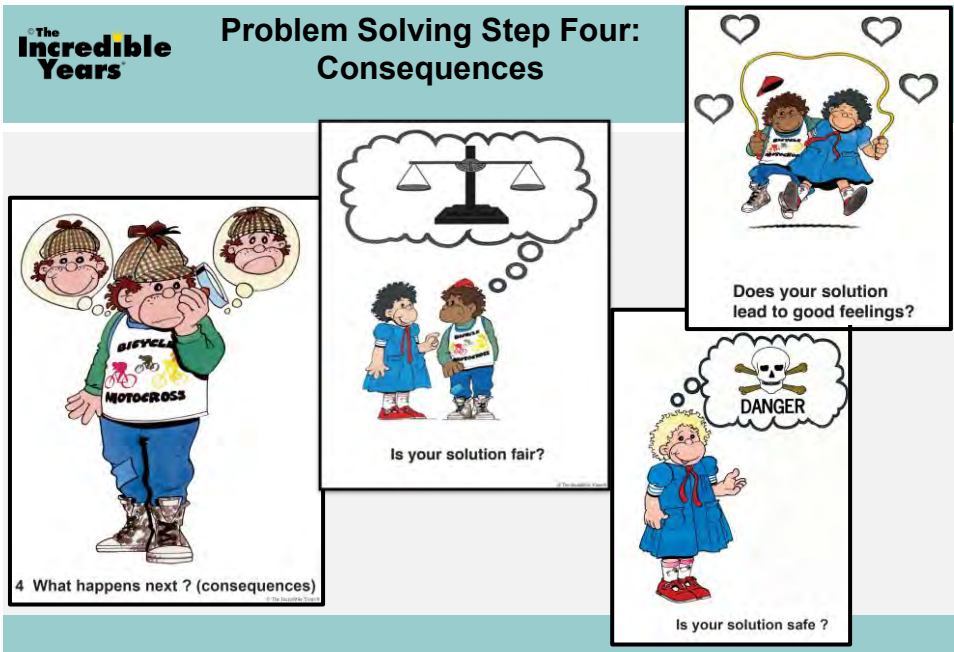
1 What is my problem?

2 What is a solution?

3 What are some other solutions?

187

The Incredible Years Problem Solving Step Four: Consequences



4 What happens next? (consequences)

Is your solution fair?

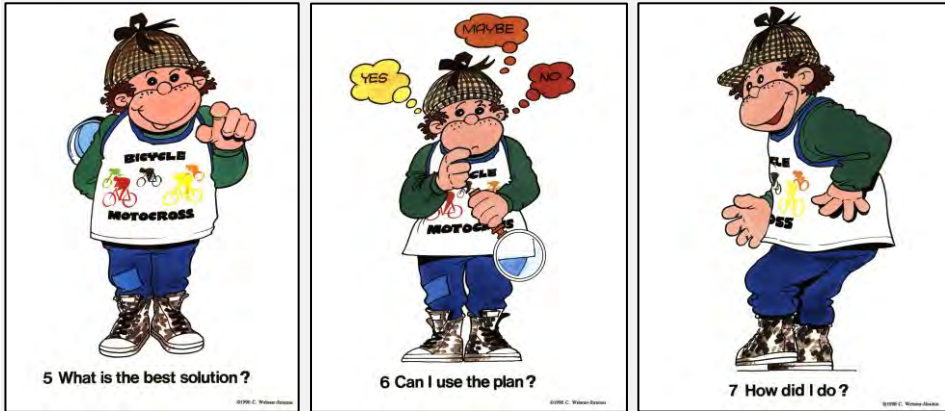
Does your solution lead to good feelings?

DANGER

Is your solution safe?

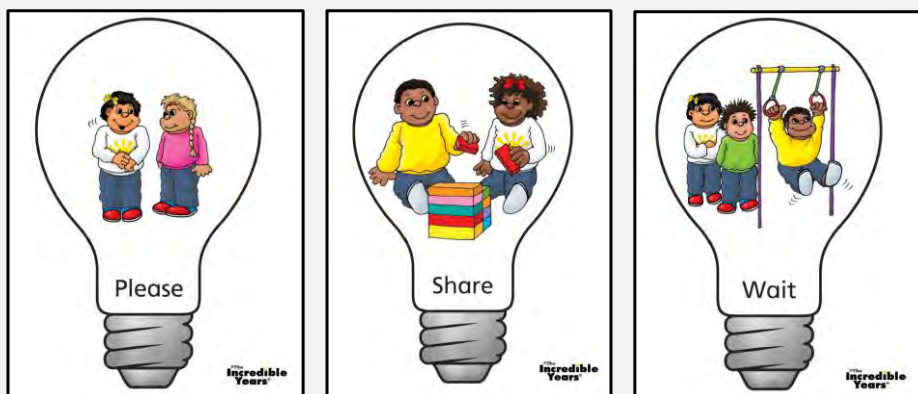
188

The Incredible Years Problem Solving Steps 5-7 (early school age)



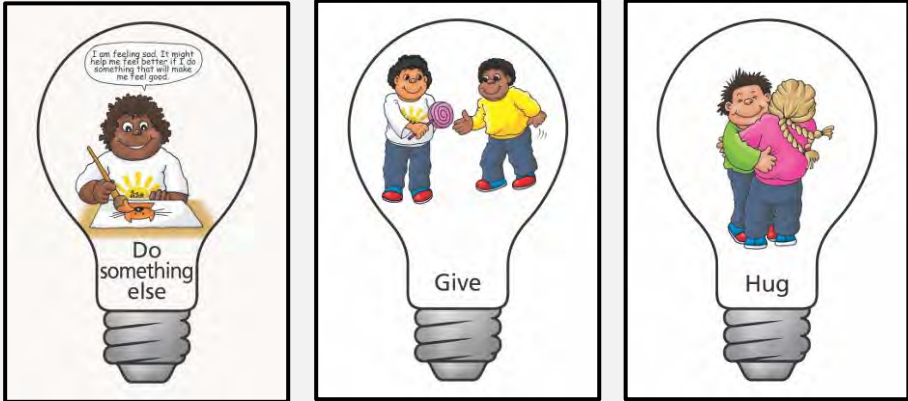
189

The Incredible Years Teaching Solutions




190

The Incredible Years Teaching Solutions for uncomfortable feelings such as anger, sadness, anxiety, loneliness




191

The Incredible Years Using Books to Practice Problem Solving and Emotion Regulation

DVD 7: Vignette S-46 (Toni with Wally books) 

What key ideas do you want teachers to think about?
What questions will you ask?
How will you help teachers make this vignette relevant to their own classrooms?
How do the puppets enhance the learning?



192

Coaching with Puppets



Benefits of using puppets to coach children's social skills

- Allows the adult 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
- Adult 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



193

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."



194

The Incredible Years

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.



Plan your script for social coaching.

Goal:


195

The Incredible Years **Problem Solving in the Midst of Conflict**

What key ideas do you want teachers to think about? What questions will you ask? How will you help teachers make these vignettes relevant to their own classrooms?

DVD 7:

- S-43: Matching game Kaylee
- S-45: Puppets to promote feeling talk
- S-55: Sergio with Cars



Remember! Coaching works when children are just beginning to become dysregulated. Once a child has “flipped their lid” they are no longer able to listen to reason or to use a calm down strategy or a solution. At that point, it is better to separate children, ignore, and try again later.

196


197

See article (2014) by Webster-Stratton & Bywater on web site <http://www.incredibleyears.com/for-researchers/research-library/>

198

The Incredible Years

Next Steps




Read	Read remaining chapters of <i>Incredible Teachers</i> book
Continue	Continue studying group leader manual
Watch	Watch vignettes and practice leading with your co-leader
Plan	Plan logistics: venue, food, incentives, clock or CEUs credits.
Collaborate	Be collaborative and listen to the goals for the school and teachers
Build	Build relationships with administration, teachers, and other staff at the schools where you will be delivering
Start	Start your group!

199

The Incredible Years

On-going

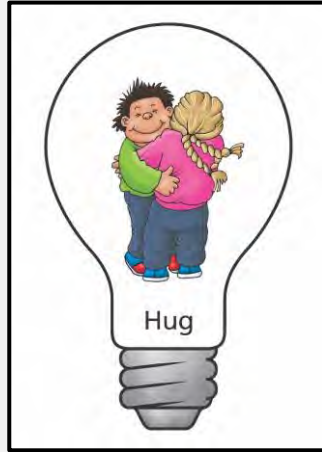


- Video your groups
- Do on-going peer review with co-teacher (review your lessons and plan together)
- Obtain consultation from Incredible Years® (share video clips, participate in Zoom consultation)
- Keep paperwork (session checklists, final evaluations, attendance, process checklists)
- Send in a video for review half-way through your first year (start accreditation process early!)
- Have fun!

200



Give yourself a hug and your colleagues a hug for completing this on-line training.



Thank you for your commitment to supporting teachers.

