

Role Plays for Teacher Classroom Management

Collaboration, Workshop 1

After Vignette #4

Role Play/Practice: Making connection with quiet child

Practice making a connection with a child who is quiet, shy, or sad. Think about how to be close to that child without overwhelming him/her.

After Vignette #7

Role Play/Practice: Daily greeting students individually

Set up practice where teacher greets students individually in the morning. Instruct students to represent different personalities (happy, exuberant, shy, angry/difficult). Greetings may change with developmental level ___ for younger students, ___ check in for older students.

After Vignette #9

Role Play/Practice: Daily goodbye ritual

Ask teacher to demonstrate his/her regular daily goodbye ritual (may change with developmental level - songs for younger students, verbal or signals such as thumbs up for older students).

After Vignette #11

Role Play/Practice: Helping discouraged child

Practice how to respond to child who is discouraged and frustrated about assignment.

After Vignette S-2

Role Play/Practice: Phone call to parents

Practice phone call to parents to establish a positive relationship. Focus of the call should be to get to know parent, open lines of communication, and convey enthusiasm about child (Nothing negative!). After doing one practice in large group, have teachers practice in pairs.

After Vignette 22

Role Play/Practice: Encouraging peer relationships

Practice setting up a situation where a more competent student helps a peer who is struggling. Think of ways to do this so that all students feel valued.

Preventing Behavior Problems, Workshop 1, Part 2

After Vignette S-3

Role Play/Practice: Teaching children rules

Break teachers into groups of 4-5 people. Assign each group one rule and ask the group to brainstorm developmentally appropriate ways of helping students understand the rule (e.g. role plays or games students might do, visual cues). Then have the group pick a teacher to demonstrate how to teach to his/her students, using their brainstorm ideas.

After Vignette #5

Role Play/Practice: Sharing stretch games

Ask teachers to share stretch break games or songs they use in their classes. Have at least one teacher teach his/her song/game to the whole group.

After Vignette #9

Role Play/Practice: Transitions

Have a teacher practice leading a transition including a warning and then directions for the actual transition. Coach him/her to praise students who are ready. Use developmental principles to suit age group of students.

After Vignette S-7

Role Play/Practice: Opening circle time

Practice a transition to circle time. Emphasize beginning a song or other interesting activity that will capture student attention and minimize waiting. Have students join circle at various points. Have teacher focus on students who are engaged; ignore those who are not.

After Vignette 25

Role Play/Practice: Commands

Have a teacher give clear, positive commands for a transition (make situation developmentally appropriate to age group).

After Vignette 26

Role Play/Practice: Positive commands

Replay the above vignette, having a teacher restate the commands in a clear and positive way.

After Vignette 29

Role Play/Practice: Respectful commands

Replay this vignette using clear, respectful commands.

After Vignette 41

Role Play/Practice: Nonverbal signals

Have a teacher practice using a nonverbal signal while conducting circle time (e.g. finger to mouth/quiet hand up).

The Importance of Teacher Attention, Coaching and Praise; Workshop 2

After Vignette #4 (2)

Role Play/Practice: Academic Coaching (large group)

Have a “child” play in front of room with large legos, blocks, or some other unstructured toy. Have each teacher take a turn to come up and give 2-3 descriptive academic comments (colors, shapes, numbers, positions, objects, actions). Pause this role play several times to process the kinds of comments being made. Ask teachers to try to limit questions . Instruct child to be well behaved.

Role Play/Practice: Academic Coaching (small groups)

Break up group into triads to practice academic coaching. One teacher is “child,” one is “teacher,” and one is an observer. After the practice, the observer summarizes and praises the type of academic coaching done. The “child” gives feedback about his/her feelings during the role play. Specify that the child should be well behaved.

After Vignette #5

Role Play/Practice

Ask a teacher to circulate among several students who are working on academic tasks. Challenge him/her to give each student a descriptive praise, using the list of academic persistence coaching statements.

After Vignette #8

Role Play/Practice:

Re-do the above sequence, using specific labeled praise and positive affect.

After Vignette #10

Role Play/Practice:

Re-do this praise, focusing on the positive.

After Vignette #17

Role Play/Practice: Praising positive social behaviors

Set up a situation where children are following directions, listening, or attending (e.g. lining up, circle time, transitioning). Have teacher focus on praising positive behaviors (listening, hands to self, calm bodies). Ignore minor off-task behavior.

After Vignette S-10 (2)

Role Play/Practice: Social Coaching (large group)

Choose two teachers to be students and have them play cooperatively with toys. Have a teacher use social coaching (use hand out) to reinforce helping, sharing, waiting, taking turns, etc.

Role Play/Practice: Social Coaching (small group)

Break up into small groups. Ask several teachers to role play being children while one “teacher” practices social coaching and one is an “observer.” After the practice, the observer gives feedback on the types of social behaviors coached. The “children” give feedback about their feelings. (Use the Teacher as Social Coach handout.) Reiterate instructions for children to be cooperative.

After Vignette #20

Role Play/Practice—Proximal Praise

Pick several participants to be students and ask a teacher to model/demonstrate proximity praise.

After Vignette #24

Role Play/Practice: Ignoring

Set up a practice with a student calling out answers. Coach teacher to ignore calling out, and praise prompt and quiet hands.

After Vignette #28

Role Play/Practice: Persistence coaching

Practice persistence coaching using the academic/persistence coaching handout. Have teachers praise persistence, trying hard, keeping at it, trying again, sticking with it.

After Vignette #41

Role Play/Practice

Ask a teacher to demonstrate giving praise about a child or group to another adult (another teacher or parent).

After Vignette #44

Role Play/Practice:

Set up a scenario where teacher has a child praise peer or select a peer based on appropriate behaviors.

After Vignette #56

Role Play: Emotion Coaching (Optional, or do in Workshop #6)

Whole Group Role-Play

Ask two or three teachers to be students and one to be a teacher. While the “children” play, ask teachers to practice emotion coaching by focusing on the children’s feelings and how they are managing their behaviors. For example, “That is really frustrating, but you are keeping your body really calm.” (See emotion coaching handout.)

Small Group Practice:

Break teachers into sets of five and practice with three people playing the role of children, one as teachers, and one observer. Practice coaching and praise using persistence, social and emotion coaching. (Bring blocks, crayons and puzzles to training.)

Motivating Children Through Incentives; Workshop 3

After Vignette #3

Role Play/Practice: Transition incentive

Set up a role play using incentives for a transition time. Have the teacher use a transition warning, clearly give instructions for the transition, and then use a developmentally appropriate system to reward child who follows directions (hand stamp, getting to line up first, ticket, or points). Make sure to combine incentive with coaching and descriptive praise. Instruct a group of children to get ready at different rates, so teacher can practice giving incentives as children are ready, but make sure all children do comply with directions.

After Vignette S-14

Role Play/Practice:

Re-run the prior vignette using strategies to make the green patrol even more developmentally effective. For example, set up a situation where children earn a chip immediately after walking quietly to circle time.

After Vignette #9

Role Play/Practice: Not earning reward

Set up a scenario where a child does not earn a specified reward. Have teacher give this information to the student in a way that focuses on future chances for success.

After Vignette #13

Role Play/Practice: Spontaneous rewards

Set up a circle time and have teacher use a spontaneous reward to highlight children who are paying attention.

After Vignette #17

Role Play/Practice: Enthusiasm

Re-run the vignettes above with a focus on giving the stars with enthusiasm.

After Vignette #23

Role Play/Practice: Students rewarding peers

Set up a role play where one student gets to reward a privilege to another student who is following directions. Coach the teacher to be specific about the expected behavior and to follow up with praise for the student's choice.

After Vignette #25

Role Play/Practice: First/Then

Set up a practice using the "first/then" rule (e.g. first you finish cleaning up, then you can have a snack).

After Vignette #28

Role Play/Practice: Sharing with parents

Practice sharing a success with parents with at the end of day pick up or in a phone call.

Decreasing Inappropriate Behavior; Workshop 4 and Workshop 5, Part 1

After Vignette #3

Role Play:

Teacher working with two students at table. One student is off task with minor disruptive behavior and the other student is mildly distracted but is working. Teacher ignores disruptive behavior, focuses on positive. Looks for chance to engage disruptive student.

Note: for all role plays with misbehavior, it is important to specify the level of misbehavior so that role play does not get out of hand. Misbehavior can get worse over the course of the session, but make sure that the teacher has an effective strategy to handle the misbehavior prior to starting the role play.

After Vignette S-27

Role Play:

Practice ignoring a tantrum during circle time. Instruct child to be loud, but not destructive. Brain storm with teachers ideas for keeping the class engaged while ignoring.

After Vignette S-29

Role Play/Practice: Ignore Circle Time Lesson Practice Activity

Have one person be teacher and share the problem your puppet Wally has about too much noise at circle time. You might explain when something like this happened to you when you were little.

Practice showing the children how to turn their bodies away and look at a specific spot while ignoring.

Ask them to practice this.

Praise them for their great ignore muscles. You can even touch their arms and say how strong they are when they ignore.

Switch roles so every teacher gets a chance to practice this lesson.

After Vignette #17

Role Play:

Replay the prior scene, using positive direct commands, praise for compliance, and minimizing attention to negative behavior.

After Vignette #20

Role Play:

Practice using a positive verbal redirection to replay the prior scene.

After Vignette #23

Role Play: Contrasting styles

Set up a role play where child engages in disruptive and disrespectful behavior (name calling, back talk) during circle time. First, have teacher try to stop student with commands, threats, warnings. In other words - DO NOT ignore, but try to make child stop. Freeze role play and “re-do”, first brain storming with the group about how to ignore this kind of extremely disruptive behavior (praise others for ignoring, make activity more fun, pull other children closer). Instruct teacher to look for a chance to praise or draw in disruptive child. In both role plays, child should be instructed to be very disruptive but NOT touch or hurt people or property. Other children in group should not join in disruptions. After both role plays are complete, ask teacher and student which role play gave each more power. Ask other students how they felt when teacher attended to disruptions versus ignored. Usually it will be clear that student has power in 1st role play and teacher is in control of 2nd role play.

After Vignette #36

Role Play/Practice

Have teachers practice stating the logical consequences that they buzzed. Emphasize stating the warning in a calm, clear way and then following through when necessary.

After Vignette #38

Role Play/Practice

Do a role-play of ignoring a student who is crying and whining while giving praise to a student seated nearby. Demonstrate the “hit and run” strategy of giving attention as soon as you see appropriate behavior and withdrawing it when the negative behavior resumes.

Decreasing Inappropriate Behavior, Workshop #5 Part 2

After Vignette S-31

Role Play/Practice

Break up into small groups of six or seven. Two people are teachers and the rest are students. The teachers practice explaining Time Out to the children in terms of what it is for and how the children can practice calming down.

After S-33

Role Play/Practice - Model Explaining Time Out or Calm Down to Students

Group leader models how s/he explains Time Out to students at the beginning of the year. Ask the teachers to imagine they are students. Model explaining Time Out to them. Use Handout A on page 517 to help explain.

“You all did a great job of getting ready to listen today! Today I want to talk about something serious. I’m going to tell you what happens if you forget and break the rule about keeping your hands to yourself. This is a very friendly class, but sometimes kids forget and hit or hurt other people. If I see someone

hitting, I will ask him/her to go to Time Out (or another name, e.g., calm down chair, turtle chair). That is the Time Out chair, right over there. If I tell you to go to T.O., you should use your walking feet to walk to that chair. When you are in T.O., you should sit in the chair quietly and take deep breaths to calm down. No one will talk to you when you are in T.O. so that you can calm down in private. When I see that you are calm, I will tell you to walk back to the group. You can come and join the group and try again.

I am also going to keep track on this chart of any times I notice students staying calm in frustrating situations and talking about their feelings in an acceptable way. When your class earns 35 points we will plan a party.”

Role Play/Practice - What Happens When Someone Breaks the Rule

Next demonstrate Time Out by asking another adult to play the part of a student. Tell the class, “We’re going to pretend that Ms. Jones is a kid named Sally and that she broke the rules and hurt another child (do NOT model the actual hitting). I am going to tell her to go to Time Out and we’ll watch how calm she stays in Time Out.”

“Sally, you broke the rule, you need to go to Time Out.” (As Ms. Jones models walking calmly back to the T.O. chair, narrate her actions: “See how Sally is walking calmly. Look, she’s sitting in the chair quietly and she is taking three deep breaths to calm down. I bet she is saying, ‘I can do it, I can calm down.’ Can you all take three deep breaths with me to practice? Good! Now, while Sally is in Time Out, do you know how we can help her? We can help by not looking at her and not talking to her—if we ignore her, she will be able to calm down in private. Okay, Sally’s Time Out is over. Sally, you can come back to the circle.

When Sally comes back, she can say, “I’m embarrassed that I had to go to Time Out. DO you kids still like me? I feel like you might think I’m a bad kid.” The teacher responds, “Everyone makes mistakes, Time Out is just a way to calm down and then try again. We still like you a lot!”

This discussion of the student’s feelings who went to Time Out only occurs when the teacher is first teaching Time Out. After that when Time Out is over the student is engaged as quickly as possible into the classroom activities and the teacher looks for the first cooperative behavior to praise and give attention to. No warnings or reminders of why the student was sent to Time Out are necessary—remember it is a new learning trial now!

Role Play/Practice—Calm Down Thermometer

Explain Time Out. Now that teachers have seen you demonstrate how to teach Time Out to students, demonstrate how to use the Anger Thermometer with students to teach them how to calm down. Use the laminated thermometer with the arrow card and use the self-talk, “I can do it,” “I can calm down,” “I can try again,” and taking three deep breaths. Discuss art activities that can be done with the anger thermometer. Ask teachers to practice explaining anger thermometer in small groups.

After S-37

Role Play/Practice Basic Time Out:

Have the basic TO flow chart written on the flip chart. Pick a “teacher” and a “student” for the role play of this basic scenario. Before starting the role play, review the TO steps with the whole group. Have the child to pretend to hit another teacher and coach the teacher through giving the TO command, monitoring the TO, and having the child return to this group. Instruct the child to be compliant and cooperative with the TO procedure.

Next, re-do the same TO, but this time ask the child to be slightly disruptive during the TO, but to go and

stay in the TO chair. This time, coach the teacher to ignore the child's fussing, and to listen for calm quiet behavior. You might have another teacher coach this teacher to use positive self-talk while ignoring the child.

After Vignette S-38

Role Play/Practice Time Out where child resists (4-6 years old)

Put the second TO scenario on the flip chart (4-6 year old resists going to TO) and review the steps. Set up a role play where the child initially resists when the teacher tells him/her to go to TO. Coach the teacher to use the command "you can go by yourself or I'll take you..." Practice one scenario where the child goes after this warning and another scenario where the child does not go, and the teacher needs to walk him/her to TO. Complete the TO sequence by waiting until the child is calm and then inviting him/her back.

After Vignette S-39

Role Play/Practice Time Out where child resists (6-8 years old):

Put the third TO scenario on the flip chart (6-8 year old resists going to TO) and review the steps. Discuss the relative merits of adding time or taking away a consequence. Set up a role play where an older child resists TO and the teacher issues a warning "If you don't go to TO now, then you will owe me 5 minutes of your computer time." If the child chooses to go to TO, then the TO is carried out. If the child does **not go to TO, then the teacher issues the consequence and drops the TO.**

After Vignette S-40

Role Play/Practice: Thermometer lesson practice

Have one person be teacher and share the problem Wally had with his block tower being broken. Introduce the thermometer and have children move it up and down as they practice making mad faces, and calming themselves down with three deep breaths.

Lead the children in taking three deep breaths. Do it with them. Also have them say, "I can do it. I can calm down."

Some sample ideas to practice:

Your sister stole your toy.

You lost a soccer game.

You accidentally ripped your favorite book.

Your favorite TV show wasn't on.

Emotional Regulation, Social Skills and Problem Solving; Workshop 6

After Vignette #3

Role Play/Practice:

Put teachers in small groups and give each a children's book containing a social problem. Have one teacher read the book and discuss with "students"

After Vignette S-42

Role Play/Practice—Social & Emotion Coaching

Pair up four or five teachers per group. Two or three are students; one is a teacher and one is an observer. Practice social and emotion coaching, and the observer will give feedback. (Use Coaching handouts.)

After Vignette S-43

Role Play/Practice:

Have teacher coach two “students” who want to play with the same toys. Focus on waiting, patience, sharing, trading, and taking turns.

After Vignette #10

Role Play/Practice Strategies That Promote Feeling Language and Social Skills

Break up group into fours with each group having some unstructured toys. Two teachers act the role of students and one teacher is the “teacher” and one is the observer. First the teacher practices labeling children’s feelings (happy, excited, pleased, content, calm, frustrated) with a focus on more calm and happy feelings. The observer gives feedback on the process. Next the teacher practices labeling social skills (e.g., you are good friend because you helped him with that, or, Jimmy is pleased because you shared that toy, that is very friendly to do that). Use the peer coaching handout during this practice exercise.

After Vignette#16

Role Play—Using Puppets to Teach Problem Solving

Break up into small groups, with a teacher and a group of students. Practice using puppets to demonstrate problem situations and ways to problem-solve.

After Vignette S-48

Role Play/Practice—Using the Wally Book

In large groups using the “Wally Detective Book” (for solving problems at school), ask one teacher to read one of the problems to the students. Then, ask the students to generate solutions for the problem. After that, act out the solutions with puppets.

After debriefing this demonstration, divide group into groups of four or five and give everyone a chance to use the books to teach problem solving. (These books may be obtained from the Incredible Years office.)

Problem Solving Circle Time lesson practice activity:

After sharing the problem ask the children how the person may be feeling.

Next, have the children restate the problem. Then, ask them to think of solutions. When they come up with one, role play/practice it.

At every opportunity ROLEPLAY!! Remember you may need to provide the exact words for your students. Have small props to make role-plays more realistic.

Switch roles so everyone gets a chance to be teacher.