

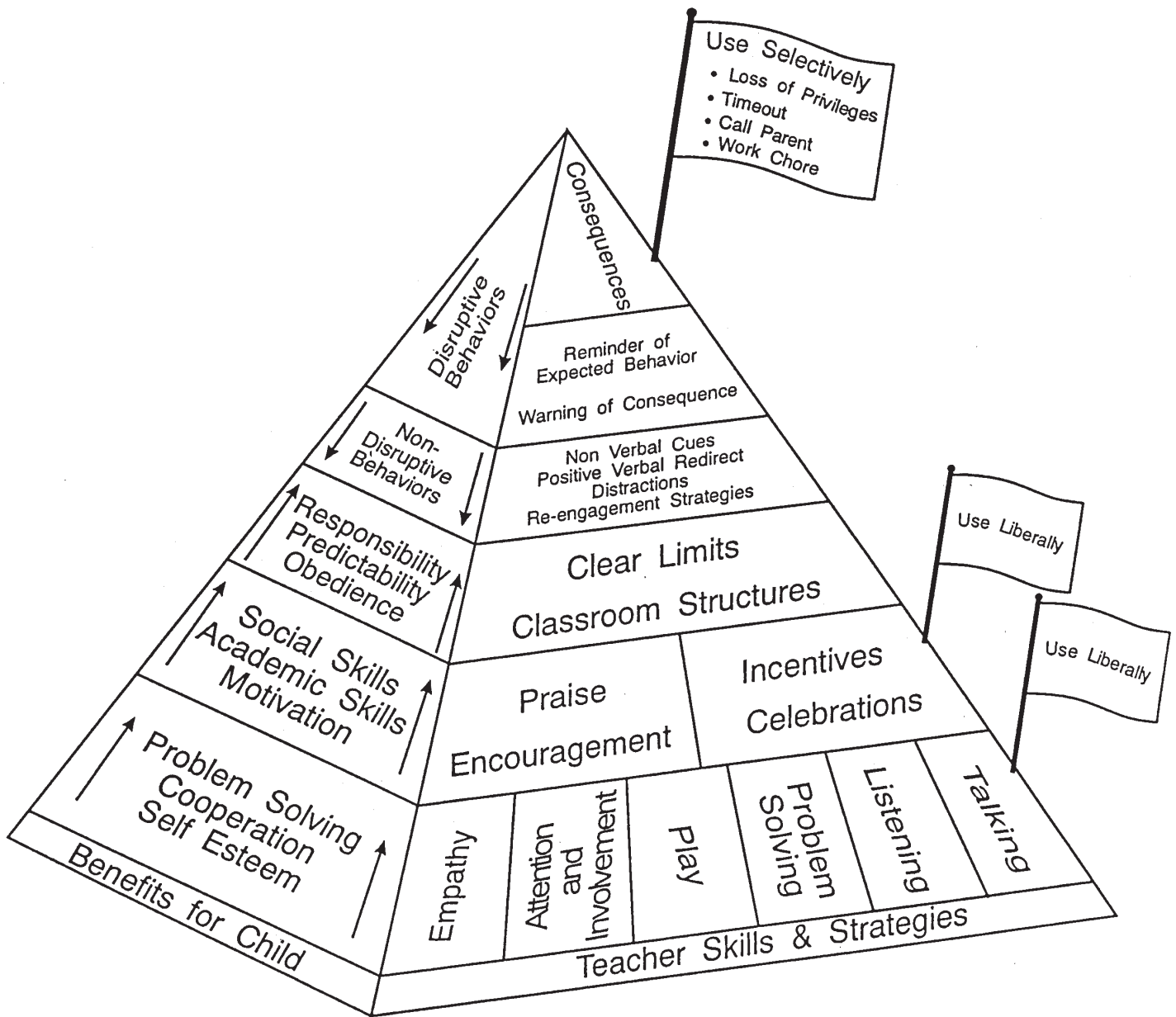
# ***Part 7***

## ***Appendix***

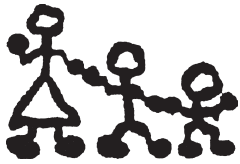
- 1. Ground Rules***
- 2. Teaching Pyramid***
- 3. Teacher Workshop Evaluations***
- 4. Teacher Self-Monitoring Checklist***
- 5. Teacher Workshop Satisfaction Questionnaire***
- 6. Workshop Completion Certificate***
- 7. Teachers Thinking Like Scientists (2)***
- 8. Content and Objectives Table***

# **Ground Rules**

- 1. Everyone's ideas are respected.**
- 2. Anyone has a right to pass.**
- 3. One person talks at a time.**
- 4. Confidentiality**
- 5. Cell Phones Turned Off**



# Teaching Pyramid



**INCREDIBLE YEARS TEACHER PROGRAM  
TEACHER WORKSHOP EVALUATIONS**

Name \_\_\_\_\_ Workshop \_\_\_\_\_ Date \_\_\_\_\_

I found the content of this session:

not helpful          neutral          helpful          very helpful

I feel the videotape examples were:

not helpful          neutral          helpful          very helpful

I feel the group leader's teaching was:

not helpful          neutral          helpful          very helpful

I found the group discussion to be:

not helpful          neutral          helpful          very helpful

Additional comments:

(continue on back)

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Name \_\_\_\_\_

## Teacher Self-Monitoring Checklist

Please fill out this checklist each month.

### Workshop #1 Building Relationships With Students and Proactive Teaching

\_\_\_\_\_ Read Chapters 1, 2 and 3.

\_\_\_\_\_ Start Behavior Plan on 2 students

My goal \_\_\_\_\_

### Workshop #2 Teacher Attention, Coaching, Encouragement and Praise

\_\_\_\_\_ Read Chapters 4 and 5.

\_\_\_\_\_ Practiced peer coaching concepts.

\_\_\_\_\_ Practiced proactive strategies.

\_\_\_\_\_ Follow through on Behavior Plan

My goal \_\_\_\_\_

### Workshop #3 Motivating Students Through Incentives

\_\_\_\_\_ Read Chapter 6.

\_\_\_\_\_ Practiced giving positive attention and praise to specific social behaviors.

\_\_\_\_\_ Set up an incentive program for 1-2 students.

\_\_\_\_\_ Start new Behavior Plan

My goal \_\_\_\_\_

### Workshop #4 Decreasing Inappropriate Behavior—Ignoring and Redirecting

\_\_\_\_\_ Read Chapters 7 and 8.

\_\_\_\_\_ Use Self-Encouragement Bubble.

\_\_\_\_\_ Implemented a behavior plan for a challenging student & share with parent.

My goal \_\_\_\_\_

### Workshop #5 Decreasing Inappropriate Behavior—Follow Through With Consequences

\_\_\_\_\_ Read Chapters 9 and 10.

\_\_\_\_\_ Use Time Out for Aggressive Behavior.

\_\_\_\_\_ Teach children how to calm down (use calm down thermometer)

My goal \_\_\_\_\_

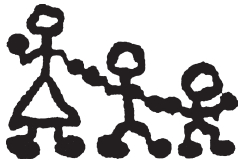
### Workshop #6 Emotional Regulation, Social Skills and Problem Solving

\_\_\_\_\_ Read Chapter 11.

\_\_\_\_\_ Implemented behavior plan with discipline plan.

\_\_\_\_\_ Share behavior plan with parent.

My goal \_\_\_\_\_



## *Incredible Years Teacher Workshop Satisfaction Questionnaire*

(Hand out at end of the entire curriculum)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

The following questionnaire is part of our evaluation of the workshop that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

### **A. The Overall Program**

Please circle the response that best expresses how you honestly feel at this point.

1. The target student's behavior that I developed a behavior plan for is (are):

considerably worse slightly the same slightly improved greatly  
worse worse improved improved

2. Other students' problems which I/we have tried to change using the methods presented in this workshop are

considerably worse slightly the same slightly improved greatly  
worse worse improved improved

3. My feelings about my current students' progress are that I am

very dissatisfied slightly neutral slightly satisfied satisfied greatly  
dissatisfied dissatisfied satisfied satisfied

4. My expectation for good results from this workshop is

very pessimistic slightly neutral slightly optimistic optimistic very  
pessimistic pessimistic optimistic optimistic

5. I feel that the approach used to change students' behavior problems in this workshop is

very inappropriate slightly neutral slightly appropriate appropriate greatly  
inappropriate inappropriate appropriate appropriate appropriate

6. Would you recommend this workshop to another teacher?

strongly not recommend slightly not neutral slightly recommend recommend strongly  
recommend recommend recommend recommend recommend recommend

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7. How confident are you that you will be able to manage current behavior problems in your classroom?

very unconfident      unconfident      slightly unconfident      neutral      slightly confident      confident      very confident

8. How confident are you that you will be able to manage future behavior problems in your classroom?

very unconfident      unconfident      slightly unconfident      neutral      slightly confident      confident      very confident

### Usefulness

In this section, we would like you to indicate how useful you find each of the following types of teaching strategies used in these workshops. Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader in lectures was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

2. Demonstration of skills through the use of videotape vignettes was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

3. Teachers' group discussion and sharing of ideas was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

4. Practicing skills in small groups during the workshop was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

5. Small group breakouts to work on behavior plans was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

6. Support from other teachers was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

7. Suggested classroom activity assignments were

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

8. Book – *How to Promote Children's Social and Emotional Competence* was

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

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## ***B Specific Teaching Techniques***

### **Usefulness**

In this section, we would like you to indicate how useful each of the following techniques is for teaching students. Please circle the response that most accurately describes the usefulness of the technique.

#### 1. Child-Directed Play

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 2. Descriptive Commenting/Interactive Reading

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 3. Praise/Encouragement

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 4. Incentives

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 5. Ignoring

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 6. Good Commands/Clear Limit Setting

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 7. Time Out/Calm Down Place

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 8. Loss of Privileges, Logical Consequences

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 9. Redirects/Distraction

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 10. Social and Emotional Coaching

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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#### 11. Problem-Solving Training

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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### **C. Evaluation of Workshop Group Leader**

In this section we would like you to express your opinions about your group facilitator. Please circle the response to each question that best describes how you feel.

Group Leader #1 (name) \_\_\_\_\_

1. I feel that the leaders's teaching was  
very poor                      below average                      above average                      superior                      excellent
2. The leaders's preparation was  
very poor                      below average                      above average                      superior                      excellent
3. Concerning the leader's interest and concern in me and my student, it was  
very poor                      below average                      above average                      superior                      excellent
4. At this point, I feel that the leader of the workshop was  
extremely not helpful                      slightly not helpful                      neutral                      slightly helpful                      helpful                      extremely helpful
5. Concerning my personal feelings toward the leader, I  
dislike him/her very much                      dislike him/her                      dislike him/her slightly                      have a neutral attitude toward him/her                      like him/her slightly                      like him/her                      like him/her very much

If more than one leader was involved in your program, please fill in the following. (Go to Section D if only one leader was involved.)

Group leader #2 (name) \_\_\_\_\_

1. I feel that the leaders's teaching was  
very poor                      below average                      above average                      superior                      excellent
2. The leaders's preparation was  
very poor                      below average                      above average                      superior                      excellent
3. Concerning the leader's interest and concern in me and my student, it was  
very poor                      below average                      above average                      superior                      excellent
4. At this point, I feel that the leader of the workshop was  
extremely not helpful                      slightly not helpful                      neutral                      slightly helpful                      helpful                      extremely helpful
5. Concerning my personal feelings toward the leader, I  
dislike him/her very much                      dislike him/her                      dislike him/her slightly                      have a neutral attitude toward him/her                      like him/her slightly                      like him/her                      like him/her very much



# CERTIFICATE

of

Participation and Successful Comple-

tion of the Incredible Years

## Teacher Classroom Management Training Series

Developed by Dr. Webster-Stratton  
And Sponsored by \_\_\_\_\_

Date

\_\_\_\_\_  
*Name of Participant*

\_\_\_\_\_  
*Signatures:*

# Teachers Thinking Like Scientists



Problem

Strengths

Goals

Strategies

Benefits

Obstacles  
[thoughts, feelings  
behavior in self &  
others]

Ongoing Plans

# Teachers Thinking Like Scientists



Problems

Strengths

Goals

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

Content	Objectives
<p><b>Program One: The Importance of Teacher Attention, Encouragement, and Praise</b></p>	<ul style="list-style-type: none"> <li>• Using praise and encouragement more effectively.</li> <li>• Building children’s self-esteem and self-confidence by teaching children how to praise themselves.</li> <li>• Understanding the importance of general praise to the whole group as well as individual praise.</li> <li>• Knowing the importance of praising social and academic behaviors.</li> <li>• Recognizing common traps.</li> <li>• Using physical warmth as a reinforcer.</li> <li>• Providing nonverbal cues of appreciation.</li> <li>• Doubling the impact of praise by involving other school personnel and parents.</li> <li>• Helping children learn how to praise others and enjoy others’ achievements.</li> </ul>
<p><b>Program Two: Motivating Children Through Incentives</b></p>	<ul style="list-style-type: none"> <li>• Understanding why incentives are valuable teaching strategies for children with behavior problems.</li> <li>• Understanding ways to use an incentive program for social problems such as noncompliance, inattentiveness, uncooperativeness, and hyperactivity as well as for academic problems.</li> <li>• Setting up individual incentive programs for particular children.</li> <li>• Using group or classroom incentives.</li> <li>• Designing programs that have variety and build on the positive relationship between the teacher, child, and parent.</li> <li>• Using incentives in a way that fosters the child’s internal motivation and focuses on the process of learning rather than the end product.</li> <li>• Providing unexpected rewards.</li> <li>• Appreciating the importance of involving parents in incentive programs.</li> </ul>
<p><b>Program Three: Preventing Behavior Problems—The Proactive Teacher</b></p>	<ul style="list-style-type: none"> <li>• Preparing children for transitions.</li> <li>• Establishing clear, predictable classroom rules.</li> <li>• Using guidelines for giving effective commands or instructions.</li> <li>• Identifying unclear, vague, and negative commands.</li> <li>• Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children.</li> <li>• Engaging children’s attention.</li> <li>• Using nonverbal signals and cues for communication.</li> <li>• Recognizing the need for ongoing monitoring and positive attention.</li> </ul>

**Table 1 Continued**

Content	Objectives
<p><b>Program Four:</b> <b>Decreasing Students' Inappropriate Behavior—</b> <b>Ignoring &amp; Redirecting (Part 1)</b> <b>Follow Through With Commands (Part 2)</b></p>	<ul style="list-style-type: none"><li>• Knowing how to redirect and engage children.</li><li>• Knowing how and when to ignore inappropriate responses from children.</li><li>• Using verbal and nonverbal cues to reengage off-task children.</li><li>• Understanding the importance of reminders and warnings.</li><li>• Using guidelines for setting up Time Out in the classroom.</li><li>• Avoiding common mistakes in using Time Out.</li><li>• Learning how to teach and practice Time Out with students.</li><li>• Handling common misbehaviors such as impulsivity, disengagement, noncompliance, tantrums, and disruptive behaviors.</li><li>• Using the color cards system.</li><li>• Recognizing when to use logical consequences or removal of privileges as discipline.</li><li>• Learning how to use the anger thermometer to help students calm down.</li><li>• Teacher learning how to stay calm.</li></ul>
<p><b>Program Five:</b> <b>Building Positive Relationships With Students (Part 1)</b> <b>Emotional Regulation, Social Skills &amp;</b> <b>Problem-Solving (Part 2)</b></p>	<ul style="list-style-type: none"><li>• Building positive relationships with difficult students.</li><li>• Showing students you trust and believe in them.</li><li>• Fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own.</li><li>• Giving students choices when possible.</li><li>• Teaching students how to ask for what they want in appropriate ways.</li><li>• Fostering listening and speaking skills between students.</li><li>• Teaching students how to problem solve through books, games and puppets.</li><li>• Promoting positive self-talk.</li><li>• Implementing strategies to counter students' negative attributions and reputations within classroom.</li><li>• Promoting positive relationships with students' parents.</li><li>• Promoting feelings literacy.</li><li>• Involving parents in encouraging their children's social competence and problem solving.</li><li>• Determine students' developmental level of play and adapt coaching accordingly.</li><li>• Learning social and emotional coaching.</li></ul>