



**Overview of School Readiness Training  
Protocol for Training Teachers  
2-day (1/15/10)**

**Preparation Before Each Training**

**Checklist**

- Teachers should have the book, *How to Promote Social and Emotional Competence*
- Arrange room set up—chairs in semi circle (no tables), VCR-TV, agenda, flip chart
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register  
\*\*\* (very important) **Check in each day!**
- Clock hours forms for teachers/credit hours
- Name tags
- Handouts for parents prepared and placed in binders
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

**Need:**

Materials for Small Group Activities (e.g., crayons, markers, art supplies, blocks, Legos, hand puppets, books with and without words  
Chocolate/candies – small prizes for teachers (magnets, stickers)

**Tapes Needed:**

**School Readiness DVDs (Day #1 #2)**

**Handouts (see web site)**

Agendas and checklists for the 4 parent sessions  
Samples of parent blackboard notes  
Coaching handouts (social, emotional and academic)

TRAINING SITE: \_\_\_\_\_

DATE: \_\_\_\_\_

TRAINER NAME: \_\_\_\_\_

TIME: \_\_\_\_\_

CONTACT PERSON AT SITE: \_\_\_\_\_

**School Readiness Workshop Day #1**  
**Introduction, Parent Goals and Training Methods, Child-Directed Play and**  
**Coaching Skills**

**I. Welcome and Introductions and Rules**

- \_\_\_\_\_ Greet each teacher and introduce participants.  
 Ask about their goals for workshop and record on flip chart.

**II. IY Program Content and Methods**

- \_\_\_\_\_ Overview IY parent program (basic) with pyramid and how school readiness program fits into training package. Summarize the *content* of the school readiness program sessions.
- \_\_\_\_\_ Discuss the teacher training process with a brainstorm of parents' feelings and goals for their children and how they might feel about working with teachers. Explain the *collaborative process* of program delivery and rationale for role plays, and practice being in parent or child roles.
- \_\_\_\_\_ Overview Usual Agenda for 2-hour parent session
- \_\_\_\_\_ Home work review and check-in, new learning with vignettes, break, practice activities, home activities assignments, reading.

**III. Model Session #1**

- \_\_\_\_\_ Brainstorm benefits of parent play with children
- \_\_\_\_\_ Brainstorm barriers to parents play with children
- \_\_\_\_\_ Brainstorm **Academic** skills children need to learn; record on flip chart.
- \_\_\_\_\_ **Model as Group leader** how teachers will deliver and mediate vignettes with parents and pull out principles of child-directed play and academic and persistence coaching:  
 \_\_\_ Introduction & Vig 1: Encouraging Academic Skills/2 mothers & 2 children with dinosaurs/colors/shapes  
 \_\_\_ Vig 5: Appreciating Children's Play/children building a road and 2 mothers praising  
 \_\_\_ Vig 6: Descriptive Commenting/colors, shapes, body parts, feelings/Vietnamese mother and interpreter

\_\_\_\_\_ Brainstorm **Persistence Coaching**

\_\_\_\_\_ **Role Play Academic and Persistence Coaching in Large Group** by showing Vig 6 again *without sound* and practicing what to say.

\_\_\_\_\_ Break out into dyadic groups of 3 with one parent and child and one observer. Parent practices academic and persistence coaching methods and observer/teacher gives parent feedback. Observer uses academic handouts for feedback and suggestions.

\_\_\_\_\_ Brainstorm Social Skills children need to learn; record on flip chart.

\_\_\_\_\_ **Model as Group Leader** how teachers will deliver and mediate with parents **social coaching** vignettes

\_\_\_\_\_ Vig 2: Prompting and Encouraging Social Skills/sharing and saying thank you

\_\_\_\_\_ Vig 3: Coaching Positive Peer Play/turn taking/helping/sharing

\_\_\_\_\_ BUZZ play activities parents could set up for play dates

#### IV. Session #2

\_\_\_\_\_ Brainstorm feelings literacy children need to learn: record on flip chart.

\_\_\_\_\_ Model as Group Leader how teachers will deliver and mediate with parents the feelings coaching vignettes.

\_\_\_\_\_ Vig 9: Encouraging Positive Emotional Expression/ 2 girls/compliments

\_\_\_\_\_ Vig 11: Emotion coaching/ happy

\_\_\_\_\_ Vig 12:Emotional Sharing

\_\_\_\_\_ **Role Play Social and Emotion Coaching in Large Group** choosing a teacher to be child and one to be parent. See page 91 for role play/Encourage parents modeling their own emotions as well as coaching children's language

\_\_\_\_\_ Break out into dyadic groups of 3 with one parent and child and one observer. Parent practices coaching methods and observer/teacher gives parent feedback. Observer uses social and feelings handouts for feedback and suggestions.

#### *Review Key Concepts:*

- **academic and persistence coaching statements**
- **social coaching statements**
- **feeling coaching statements**
- **methods of teachers mediating vignettes to pull out key principles from parents**

- **methods of setting up practice role plays in large group and in one-on-one practice**
- **how to do brainstorm, buzzes**
- **how to use skills in classroom and at home to address goals for students**

#### **V. Teachers Practice Leading Groups**

\_\_\_\_\_ **Break out into groups of 6 with one teacher as group leader and the rest of the group as parents. Show vignettes and group leaders in each group practice leading discussions.**

\_\_\_\_\_.

- \_\_\_\_\_ Vig: 13A: pretend play with phone
- \_\_\_\_\_ Vig: 13B: puppet play/ puppet wants to bite
- \_\_\_\_\_ Vig: 14: puppet play
- \_\_\_\_\_ Vig: 15: Wally book/praising solution

\_\_\_\_\_ Set up role play practice page 94 and page 102.

**VI. Summarize key learning from day and homework practice and reading activity.**

**VII. Evaluations Day #1**

## School Readiness Workshop Day #2 Interactive Reading

### I. Debrief reading homework and experiences with play

### II. Session #3

- \_\_\_\_\_ Overview IY Reading Program
- \_\_\_\_\_ Review Session #3 Protocol and questions page 126
- \_\_\_\_\_ Break out into small groups of 6 again with different leaders and practice leading vignettes
  - \_\_\_ Vig: 1 Discovering Books Together/son chooses book to read, mother reads and asks him what will be on next page –C-commenting; A-asking questions to predict language
  - \_\_\_ Vig: 2 Praising Children’s Language Skills/ “you are so smart”/ R- responding
  - \_\_\_ Vig: 3 Encouraging Academic Skills/colors, counting, size
- \_\_\_\_\_ Set up role play practice with books with no words –in dyads pg 129 Practicing open-ended questions and praise
  - \_\_\_ Vig: 6 with summary narration/ descriptive commenting and expanding/avocado/following child’s lead/pacing
- \_\_\_\_\_ Set up role plays 2 with books with words; practice commenting, expanding without questions/mirroring responses; then role play 3 combine all CARE strategies.

### III. Session #4

- \_\_\_\_\_ Review Session #4 Protocol and questions \_\_\_\_\_ Break out into small groups of 6 again with different leaders and practice leading vignettes
  - \_\_\_ Vig: 21 Encouraging problem solving/ Oscar & Tilly not friendly
  - \_\_\_ Vig: 22 Asking “what do you see”/mother shares
  - \_\_\_ Vig: 23 Promoting Connections/to another character in another book
  - \_\_\_ Vig: 24 Expanding/encouraging child’s solutions & story telling
  - \_\_\_ Vig: 25 Asking about Feelings
- \_\_\_\_\_ Set up role play practice 5 page 154 Focus on connecting and expanding statements or feelings
  - \_\_\_ Vig: 26 Wally books
  - \_\_\_ Vig: 27 Encourages Dorian to act out solutions
  - \_\_\_ Vig: 28 Expanding the concept/mother suggests
  - \_\_\_ Vig: 29 Looking at back of Wally book

- \_\_\_ Set up role play practice 6 pg 157/ Use Wally books or other social and emotional books

#### **IV. Wrap Up**

- \_\_\_ Explain certification.
- \_\_\_ Give each person who attended both days of training a certificate.

#### **\_\_\_ Participant Evaluation Day #2**