

# Incredible Years Teacher Training Workshop Checklist

(3 days/21 hours) 5-1-14

**Workshop is for group leaders who are delivering the 6-day teacher classroom management program.**

*Qualifications for teacher group leader include: 1. Certification as parent group leader or Child group leader, OR; 2. Educational background and experience in early childhood education, teaching, child or school psychology or counseling preferably Masters degree; and 3. Experience mentoring, supporting or training teachers.*

- Send to teachers ahead of time the book, *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* (one per teacher)
- Arrange room set up—chairs in semi circle (no tables), VCR-TV, teacher pyramid on board, 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 prepared and placed in binders
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

Rules poster and rules cue cards, show me five garden glove

Large thermometer with arrow

Large Wally books

Feelings cue cards and pocket chart

Teaching tool kit and tools

Materials for Small Group Activities (toys) (books with no words) (activities for 3-5 year olds as well as 6-8 years)

Books (*Incredible Teachers*)

Teacher Pyramid

IY stickers – compliment ones

Toys, blocks, Legos

Chocolate/candies – small prizes (magnets, stickers)

**Tapes Needed:**

**Chaptered Teacher Classroom DVD set**

**Preview DVD**

Send Play article ahead of time to participants

# Incredible Years Teacher Training Workshop Checklist

## (5/1/14)

\*GOOD VIGNETTES PRESCHOOL AND KINDERGARTEN

\*\* add these vignettes for teachers for older children

### Day 1 Nurturing Positive Relationships with Children & Proactive Teacher (workshop day 1)

- \_\_\_ Introductions and Teacher Goals for Workshop (write down)
- \_\_\_ Review agenda

#### Overview

- \_\_\_ Family, child & school risk factors for conduct problems
- \_\_\_ Content of the programs (Show preview DVD) & brief summary of research
- \_\_\_ **Logistics (discuss when showing preview DVD)**
- \_\_\_ Recruitment of teachers
- \_\_\_ Location
  - \_\_\_ Group room, chairs, welcoming atmosphere
  - \_\_\_ Building easy to reach, parking,
- \_\_\_ Food
  - \_\_\_ Healthy foods, attractive presentation
- \_\_\_ Leader preparation
- \_\_\_ CE credits or clock hours
- \_\_\_ Research findings (slides)
  
- \_\_\_ Explain to participants that they will be “teachers” and trainer will be “group leader” at times to model the process of teacher groups. Talk about how you will signal whether you are “in role” or “out of role”.

#### Day 1 of Teaching Training Workshop: Review the outline/protocol for day 1 with the group

- \_\_\_ Model ground rules and process the use of this in the teacher training
- \_\_\_ Have participants brainstorm ways to have teachers present their goals for the training. (“what are your goals for the children in your classroom?” “what are your strengths as a teacher?” “What would you like to work on?” “what is challenging for you this year?”)
- \_\_\_ Brainstorm: (Show Consequences S-30 (Two boys fighting) from disc 4. Start this vignette after the narration and abbreviate to show only the tantruming.
  - \_\_\_ What is it like to be a child with behavior problems?
  - \_\_\_ What is it like to be a parent of one of these children?
  - \_\_\_ What is it like to be a teacher of one of these children?

Based on above brainstorm exercise ask --What are the implications from this for how teachers (or parents) will want to be treated by professionals?

\_\_\_\_\_ Model how use “teaching pyramid” to explain order of program content. (p.79)

### **Topic: Proactive & Building Relationships with Children**

\_\_\_\_\_ “BRAINWRITE” – Write topics on 5-6 pieces of paper:

- (1) “handling transitions and schedules”
- (2) “teaching classroom rules,”
- (3) “physical environment,”
- (4) promoting teacher-child relationships,”
- (5) “promoting relationships with difficult children,”
- (6) “promoting relationships with parents”.

Note: these brainwrites may be integrated with the vignettes for each topic throughout the day.

Divide participants into 5-6 groups and each group brainstorms their ideas for their topic and then comes back afterwards and presents them to larger group. Use these ideas when discussing vignettes. Groups that worked on relationships topics (#4, 5 & 6) present their lists before each group of vignettes (see below)

### **\_\_\_\_\_ Show Classroom Management Program DVD #1 BUILDING POSITIVE RELATIONSHIPS**

*Explain who teachers are on video and how tapes are used to stimulate discussion.*

### **\_\_\_\_\_ Relationship with Students and Difficult Students - Ideas presented by groups**

\_\_\_\_\_ Discuss the process of debriefing the brainstorm from the individual groups

\_\_\_\_\_ \*Show Introductory Narration and Vig 1: Mrs. B

\_\_\_\_\_ \*Vig 2: “it’s raining”

\_\_\_\_\_ \*Vig 3: teddy bear hospital and number rap (2 different vignettes)

\_\_\_\_\_ \*Vig 4: train play

\_\_\_\_\_ \*Vig 7: narration & individual greetings- Mr H greets students (*Buzz hello and good bye rituals each day*)

\_\_\_\_\_ Vig 8: “who’s hear today” song

\_\_\_\_\_ \*S-1 Individual time with students (Carolyn and Nahom after Vig 11)

### **\_\_\_\_\_ Building Relationship with Parents – Ideas presented by group**

\_\_\_\_\_ \*S-2 Partnering with parents (Trilby and Carolyn after Vig 13)

Narration

### **\_\_\_\_\_ Participants do Self-Reflection Page 157-159 handouts & Determine Personal Goals**

\_\_\_\_\_ \*\*Vig 12: “I might get kicked out of school” “humiliating to have name on board”

(Buzz page 114 )

\_\_\_ Vig 16: balloon helper

Narration

\_\_\_ Vig 19: and students help each other

\_\_\_ Vig 21: Help Jose (Mr H)

Narration

\_\_\_ Vig 25: Draw or not draw

\_\_\_ \*\*Vig 27: rather have a different letter (Mr H)

\_\_\_ Vig 30: drawing lines

\_\_\_ **Process how group leaders use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.**

*Key Concepts:*

- value of being playful as a teacher e.g., puppets to introduce rules
- value of showing attention and appreciation as a way of increasing positive child behaviors
- importance of getting to know parents in order to develop relationship with child
- importance of extending teacher's contact beyond the classroom (i.e., calls, invitations to parents to visit classroom, etc.)
- value of building caring environments by honoring the unique qualities of each child

**LUNCH**

\_\_\_ Groups that worked on transitions, schedules, rules and environment (#1,2,3) present:

\_\_\_ **Show Classroom Management Program 3 Vignettes Proactive Teacher DVD #2 PROACTIVE TEACHER**

**Vignettes**

**RULES & SCHEDULES**

\_\_\_ \*Ideas regarding rules and schedules presented by group from earlier brainwrite

\_\_\_ \*Show introductory narration

\_\_\_ \*Vig 1: Teacher talking about rules

\_\_\_ \*S-3 Talking about Rules (*Buzz for classroom rules – see handouts page 120-121*)

\_\_\_ Show “show me five” poster and cue cards & “I can listen” stickers

**INVOLVING PARENTS**

\_\_\_ Show the rules homework for children to do with their parents (p 145). Emphasize involvement of parents

**PHYSICAL PLACEMENT OF TEACHERS, STUDENTS & ENVIRONMENT**

- \_\_\_ Vig 2: teacher at table reading with 4 students 2<sup>nd</sup> graders/Greg
- \_\_\_ \*Vig 4: Mr. H gets closer, uses goldfish crackers

### **ROUTINES/TRANSITIONS**

- \_\_\_ \*Ideas regarding transitions and routines presented by group from earlier brainwrite

Narration preparing for transitions/Warnings

- \_\_\_ \*\*Vig 6: Two minute warning
- \_\_\_ \*\*Vig 7: Count to ten
- \_\_\_ \*Vig 8: 3 min left to play, Bonnie
- \_\_\_ \*\*Vig 12: Counting (Mr H)
- \_\_\_ \*S-5: Narration:greetings, classroom jobs, share sample schedule
  
- \_\_\_ \*S-7:Opening Dinosaur Circle Time (Jamila)
- \_\_\_ \* S-9: Wiggle break (Toni) (share stretch and brain breaks in group)

### **NARRATION –GETTING AND HOLDING ATTENTION**

- \_\_\_ \*Vig 13: Names of kids paying attention/waiting (Mr H)
- \_\_\_ \*Vig 17: Freeze (Mr H)
- \_\_\_ \*Vig 20: Eye check (Mr H)
- \_\_\_ *Buzz: fun things teachers do to get students attention*

### **GIVE CLEAR COMMANDS AND INSTRUCTIONS**

- \_\_\_ \*Vig 25: Stand by your desk

### **Narration Negative Commands**

- \_\_\_ \*\*Vig 26: “you’r not going to sew today”
- \_\_\_ Vig 29: “I forgot to mention to mom “

\_\_\_ ***Do BUZZ –rewriting negative commands page 119– break up into pairs and give section of buzz handout on rewriting negative commands to work on. Share in large group afterwards.***

### **WARNINGS**

- \_\_\_ \*\*Vig 36: Listening behaviors (Mr H gold fish)
- \_\_\_ \*\*Vig 37: “I’m losing my patience”

### **GIVING CHOICES**

- \_\_\_ Vig 38: “do you want to share,? you don’t have to”
- \_\_\_ \*Vig 39: “if you don’t want to listen, you can get a book” (*Buzz what choices work in the classroom*)

### **NONVERBAL SIGNALS AND PROMPTS**

- \_\_\_ \*Narration
- \_\_\_ \*Vig 40: nonverbal cues, teacher covers mouth with hand (*Buzz nonverbal cues page 122*)
- \_\_\_ \*Vig 42: Refocus (Mr H)
- \_\_\_ \*Narration Physical redirect
- \_\_\_ \*Vig 52: Model Self-talk
- \_\_\_ \*Vig 57: Predict success –share rulers

\_\_\_ **Process selection of vignettes and methods of using them.**

\_\_\_ **Participants do Self-Reflection Page 160-164 handouts & Determine Personal Goals**

*Key Concepts:*

- **importance of classroom rules**
- **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 for difficult students (show schedule)**

**SUMMARY and Wrap UP**

\_\_\_ Summarize key points of the day.

\_\_\_ Collaborative leader roles

Leading, reframing, teaching, encouraging, praising, supporting, using role plays, use of videotapes, humor, optimism, empowering, persuading, explaining, summarizing, interpreting, setting limits, pacing, predicting

\_\_\_ Review handouts of blackboard notes, activities and read in Chapters 2 & 3 *Book Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence.*

\_\_\_ Evaluations

NOTES:

## **Day 2 Academic, Persistence, Social and Emotional Coaching & Importance of Teacher Attention, Encouragement and Praise (workshop day 2)**

**Day 2 of Teaching Training Workshop:** Review the outline/protocol for day 2 with the group

### **Feedback on Evaluations**

Give participants feedback on the prior day's evaluations. Then process the importance of doing this in their own training days. Often the issue of not having tables will come up here. Help the group understand the importance of the room set up.

### **Home activities review**

\_\_\_\_\_ Have participants brainstorm ways to review the home activities that teachers have done between sessions. (see gems notes on website that can be used by teachers)

\_\_\_\_\_ Leader can model how to review teacher homework and /or divide into triads to practice reviewing homework.

### **Topic: Praise and Encouragement**

\_\_\_\_\_ Introduce new topic (children with misbehavior get 3 times as much negative feedback as typically developing children.)

\_\_\_\_\_ Brainstorm advantages and barriers to praise (process why we do the benefit and barriers exercises).

### **\_\_\_\_\_ Show *Teacher Classroom Management Program 1: Praise DVD #3 IMPORTANCE OF TEACHER ATTENTION, ENCOURAGEMENT AND PRAISE***

For these vignettes, you might have the participants discuss what questions they would ask if they were doing the training with a group of teachers. Ask what key points they'd want to draw out about praise.

### **Academic Coaching**

#### **Narration**

\_\_\_\_\_ Show Introductory Narration

\_\_\_\_\_ \*Vig 1: boy reading with teacher

\_\_\_\_\_ \*Vig 4: "I like your words- delicate"

\_\_\_\_\_ \*Vig 5: Teacher walking around the classroom and praising working and printing

*Refer to academic coaching buzz and practice here as outlined in workshop #2.*

### **Social Coaching**

#### **Narration**

\_\_\_\_\_ \*Vig 8: "good job"

\_\_\_\_\_ \*Vig 12: "doing it together"

\_\_\_\_\_ \*Vig 13: "paying attention"

\_\_\_\_\_ *Buzz social behaviors*

\_\_\_\_\_ Vig 14: "I saw Kyle's hand go up..."

\_\_\_\_\_ \*Vig 16: Sharing

\_\_\_\_\_ Vig 17: "Tyrone has his hands to his own body."

- \_\_\_ \*Narration Catch Children Being Good
- \_\_\_ \*Vig 18: Listening “like a team”
- \_\_\_ \*Vig 19: Morgan watching, Bonnie, Tyrone choosing color
- \_\_\_ Vig 25: good thinking
- \_\_\_ *Buzz persistence coaching if not done earlier or point out here if done earlier*

### **Using Praise and Encouragement to Teach Children Responsibility**

- \_\_\_ \*Vig 33: Proximal praise
- \_\_\_ \*Vig 35: Proximal praise (Mr. H)
- \_\_\_ \* Vig 37: Bonnie, that was helpful, you are helping, you are a good friend
- \_\_\_ *Buzz social coaching if not done earlier or point out here if done earlier*
- \_\_\_ \*S-10 Teacher as Coach/ Jim, Juanu waiting
- \_\_\_ \*S-11 Praising Social Skills
- \_\_\_ **Practice Social Coaching if not done earlier**

### **Getting Children to Praise Themselves and Others**

- \_\_\_ \*Vig 44: Choose someone who is sitting quietly
- \_\_\_ \*Vig 45: Praise quiet working
- \_\_\_ \*Vig 46: Give yourself a pat on the back
- \_\_\_ \*Vig 47: Give yourselves a hug
- \_\_\_ \*S-12 Compliment Circle Peter
- \_\_\_ \*S-13 Compliment Song
- \_\_\_ *Brainstorm self-encouragement bubble*

#### **Narration**

- \_\_\_ Vig 52: Physical reinforcement
- \_\_\_ Vig 53: High 5

### **Involving Parents in Helping Children understand Compliments**

Share the compliment homework which students take to their parents.

- \_\_\_ Participants do *self-reflection* page165-167)

**Practice Note: For later vignettes participants can role play in small groups** (have each group pick a leader, show the vignette and have the leader lead a discussion of the vignette. Debrief after each vignette, asking what questions the leader asked and what principles the group came up with.)

#### ***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**
- **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.)
- explain the value of labeled praise to teach social skills

## ACADEMIC, PERSISTENCE, SOCIAL AND EMOTIONAL COACHING – AND CHILD DIRECTED INTERACTIONS AS A WAY OF BUILDING RELATIONSHIP

(Note: in 6 day workshops – academic and persistence coaching introduced in workshop #2 as well as social and emotion coaching. However, much more on social and emotional coaching is covered in workshop #6. Because this is frequently a new skill for many teachers we suggest you cover this in workshop #2 and review again in workshop #6. There are significantly more vignettes on this in workshop #6.)

Note: You may start day #2 with descriptive commenting and coaching or integrate throughout the day so as to avoid this coming up at the end of the day.

\_\_\_\_\_ **Brainstorm ideas for “descriptive, academic and persistence coaching” and put in categories**

- academic coaching (size, color, shape)
- persistence coaching (concentrate, try again)

\_\_\_\_\_ **Two Large Group Role Plays:** Have 2 participants be “children” playing or working on a classroom activity. Trainer asks a teacher to do everything wrong—ask questions, give corrections, teach and commands, etc. Trainer prompts the “children” to be friendly in their play. Next, trainer asks the teacher to model doing **academic and persistence coaching**.

\_\_\_\_\_ **Brainstorm ideas for emotion coaching (happy, frustrated etc).**

\_\_\_\_\_ **Large Group Role Play:** This time with 2 participants as students, teacher demonstrates how to do emotion coaching. Emphasis is on positive emotion language or combining negative emotion language with coping statement or persistence coaching.

\_\_\_\_\_ **Brainstorm ideas for social coaching (sharing, helping, waiting, take turns, compliments etc).**

\_\_\_\_\_ **Large Group Role Play:** This time with 2 participants as students, teacher demonstrates how to do social coaching.

\_\_\_\_\_ **Small Group Practice:**

Break up teachers into small groups of 5-6 and practice coaching, friendship skills, and descriptive commenting—2 teachers role playing the children, one person being the teacher, and 1-2 being observers. Then switch roles. **Note: Use the coaching handouts for this! Page 81-83**

\_\_\_ **Talk about Developmental Stages of Play (page 84-86)\_**

**Preschool & Kindergarten Teachers – COACHING EXAMPLES DVD #7-  
TEACHING ABOUT RELATIONSHIPS**

\_\_\_ Vig S-10 (Eann waiting)

\_\_\_ \*Vig S-41 (Carolyn coaching)

\_\_\_ \*Vig S-42 (Jamila puzzle)

\_\_\_ Vig S-43 (Kaylee coaching)

\_\_\_ **Process teaching methods –explain, modeling through video, large group role play, small group practice and videotape review.**

\_\_\_ **Model doing Behavior Plan in Large Group** (use a real child that someone in the group is currently working with and model how to walk the whole group through the behavior plan for day 1.)

\_\_\_ **Small Group Break Out/Behavior Plan.** In each small group have one participant take the role of the group leader. The rest of the participants are in the teacher role. The group leader practices supporting the teachers to develop one behavior plan for a “teacher” in the group. This is done copying how the trainer has modeled the process in the large group. In this way, the participants can think about and practice how to help teachers set up the plans, stay focused at each step, and not get bogged down in details.

\_\_\_ Debrief process of doing this with teachers.

\_\_\_ **BUZZ – using buzz handout praise something about other teacher and/or share something feel successful with (self-praise); Debrief afterwards difficulty and usefulness of praising others and self-praise.**

\_\_\_ **Summarize Key Points of Day**

\_\_\_ **Assignments or readings for evening (handouts) See chapter 4 & 5 in *Incredible Teachers book***

\_\_\_ **Evaluation**

**Handouts** – pyramid, proactive strategies, blackboard notes about building positive relationships, blackboard notes about praise, attention and encouragement, examples of behaviors to praise, yellow book, peer coaching list, behavior plan worksheets, assignments, protocols for first 2 days workshop

## **Day 3 Motivating Students & Managing Misbehavior & Problem Solving (workshops days 3-6)**

\_\_\_ Review agenda

**Day 3 of Teaching Training:** Review the outline/protocol for day 3 with the group

### **Topic: Using Incentives to Motivate Students**

\_\_\_ Brainstorm strategies teachers have used to motivate students or, do BUZZ. (use incentives with teachers) (Ask how parents involved –happy grams, phone calls etc.)

\_\_\_ Ask teachers to brainstorm behaviors which may be amenable to an incentive program.

\_\_\_ Discuss why we need to use incentive programs for some students or for particular behavior problems.

\_\_\_ BUZZ low cost (or free) incentives and make group list.

\_\_\_ Talk about the controversies around using incentives and brainstorm ways that group leaders can handle these issues with teachers.

### **\_\_\_ Show Teacher Classroom Management Program 2: Incentives DVD # 4 MOTIVATING CHILDREN THROUGH INCENTIVES**

For these vignettes, have participants think about how they could use a vignette to address a particular barrier or controversy listed above. Have them think about key principles that they will pull from the vignettes.

#### **Vignettes**

##### **\*Introductory Narration**

#### **Individual Incentives**

\_\_\_ \*Vig 1” tickets

\_\_\_ Vig 3: tickets

Narration

\_\_\_ Vig 4: Stickers on assignment

\_\_\_ \*Vig 8: beans for keeping body to self

Narration

\_\_\_ Vig 9: counting beans/choose activity

Narration and unexpected rewards

\_\_\_ \*Vig 11: Mr H gold fish

#### **Narration- Group Incentives**

\_\_\_ Vig 14 team incentives

\_\_\_ Vig 16: Stars for compliments

Narration

\_\_\_ \*Vig 18: weather person

- \_\_\_ \*Vig 19: Tuan, pass these out
- \_\_\_ \*Vig 20: Pass out the plates
- \_\_\_ \*Vig 21: Mr. Hanson: “Angie take these to the office.”
  
- \_\_\_ \*Vig 22: “I’d love to call on you”  
Narration
- \_\_\_ \*Vig 26: Citizen of the day  
Teacher discuss reinforcing social behavior
- \_\_\_ \*S-14 Green Patrol
- \_\_\_ \*S-15 Motivating children to do homework
- \_\_\_ \*S-16 Spontaneous Incentives

**Practice Note: For later vignettes participants can role play in small groups** (have each group pick a leader, show the vignette and have the leader lead a discussion of the vignette. Debrief after each vignette, asking what questions the leader asked and what principles the group came up with. By day #3 every participant should have had a chance to practice leading a group)

### Sharing Successes with Parents

- \_\_\_ Vig 27: Explaining accomplishment chart
- \_\_\_ Vig 28: Chart cont’d
- \_\_\_ *Brainstorm ways to involve parents at home with reward charts*
- \_\_\_ Vig 29: teacher and parent collaborate on chart
  
- \_\_\_ Participants do *self-reflections* page 168-170
- \_\_\_ *Buss self-care and self-rewards*

#### **Key Concepts:**

- **hard wax analogy (repeated learning trials)**
- **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)**
- **discuss ideas for incentives for students**

**Day 4 of Teaching Training:** Review the outline/protocol for day 4 with the group

## **Topic: Managing Misbehavior – Ignoring**

### **\_\_\_\_\_ Show Teacher Classroom management program 4 DVD # 5 DECREASING INAPPROPRIATE BEHAVIORS**

\_\_\_\_\_ Show the pyramid and explain that this is the point where the focus of the training shifts from increasing positive behaviors to decreasing negative behaviors. Show discipline hierarchy. Process the important leader strategies for introducing this material.

#### **Vignettes:**

##### **Narration Ignoring**

Have the group discuss how they will use each vignette, what questions they will ask, what principles they will cover.

\_\_\_\_\_ \*Vig 1: “I can help you when you are in your seat”

\_\_\_\_\_ \*Vig 2: Teacher reading and ignoring child sitting backwards and shaking head

\_\_\_\_\_ \*Vig 3: Teacher ignores silliness/”kitty got a whooping”

\_\_\_\_\_ \*Vig 6: Ignore and praise

Teachers talk about ignoring

\_\_\_\_\_ Vig 5: Ignore other kids at table

\_\_\_\_\_ \*S-24 Ignoring (jamal upset) 2 breaks in vignette

\_\_\_\_\_ S-25 Ignoring tantrum (Emani)

\_\_\_\_\_ S-26 Ignoring Off task behavior

\_\_\_\_\_ \*S-27 Ignoring kaylee tantrums

\_\_\_\_\_ *Buzz behaviors to ignore*

\_\_\_\_\_ \*S-28 Teaching children to ignore (ignoring Emani)

\_\_\_\_\_ **Model how to teach children to ignore (without puppets) and then have participants break into small groups to practice this.**

\_\_\_\_\_ S-29 Learning about ignoring (Emani cries)

\_\_\_\_\_ *Buzz ways to stay calm (see handout)*

\_\_\_\_\_ **Model practice of ignore:** set up a small group of students, one mildly off task and the other compliant. Model how to define the children’s roles. Model how to help develop the teacher’s script, getting ideas from the group (“so, what will it look like when she is ignoring? What can she do to support the other students?”) Run the role play, coaching and supporting the teachers. Model the debrief.

\_\_\_\_\_ **Debrief the key elements of setting up a role play** (assigning roles to teacher and child, giving a “script”, if necessary, planning what strategy the teacher will use, describing how far a child will go with negative behavior, freezing role play, debriefing afterwards).

\_\_\_\_\_ **Small Group:** Have participants repeat this role play in small groups. Each group should pick a group leader who will practice setting up the role play, directing it, and leading the debrief afterwards.

\_\_\_\_\_ **Additional ignoring role play(s):** Model how to support a role play that has a higher level of misbehavior. You may also set up a contrast role play where the teacher first does the opposite of

ignoring and then shows how to ignore. E.g. Set up a small group of students, one very disruptive and off task, the others on task. First give the teacher instructions to attend to the child and make him be quiet, using warning, and threats, if necessary. Then redo the vignette using ignoring and proximal praise. Debrief the contrast between the two strategies.

\_\_\_ Debrief the leader strategies needed to support participants in a role play with a high level of misbehavior.

### **Narration Positive verbal redirect**

\_\_\_ \*Vig 14: boy pinches ears

\_\_\_ \*Vig 15: “ you could find another”

Narration redirects

\_\_\_ Vig 17: “did you hear what I asked you to do?”

### **Helping the Highly Distractible and Disengaged Child**

#### **Narration**

\_\_\_ Vig 22: Var of redirects

\_\_\_ Vig 23: cont with Jeannette –redirect

Narration Teacher talking about plan

Narration warning

\_\_\_ \*Vig 24: “go back to your seat”

\_\_\_ \*Vig 25: count to 5

\_\_\_ \*Vig 30: Redirect/ignore/prox praise

\_\_\_ \*Vig 32: Redirect/ignore/redirect bubble wand

\_\_\_ *Rewrite Negative Self-Talk (see handout page 133-134)*

#### **Natural and Logical Consequences**

\_\_\_ Vig 33: Narration & vignette

\_\_\_ \*Vig 35: “he’s my partner”- go to end of line

\_\_\_ \*Vig 37: Explain what happens if water is in kitchen

\_\_\_ \*Vig 38: being held responsible at recess time and child leaves room

\_\_\_ *Buzz: consequences used and developmental appropriateness*

\_\_\_ \*S-30 Experiencing consequences/game is removed

#### **Moving the Child**

\_\_\_ \*Vig 39: Signaling Jamaal quiet, giving a warning away from group at table

### **Topic: Handling Misbehavior –Time Out DVD # 6 FOLLOWING THROUGH WITH NEGATIVE CONSEQUENCES**

**Day 5 of Teaching Training:** Review the outline/protocol for day 5 with the group

#### ***Key Concepts:***

- **Ignoring**
- **Teaching children how to ignore other children's misbehavior**

- **Setting up individual behavior plans**
- **Parent Collaboration**
- **How to use color card system (green patrol)**
- **How to use loss of privileges**
- **Changing negative reputations**

### **Time Out to Calm Down**

- \_\_\_ Ask how many teachers have a place in their classroom for a child who is dysregulated? Define purpose of time out and terminology issues. Define aggression.
- \_\_\_ Explain and “Walk-through” the scenarios (in handouts p 180 ) for time out going from simple to more complex.
- \_\_\_ Role play each Time Out sequence, modeling how to set up the role play and go from simple to more complex child behavior.
- \_\_\_ Model how to teach students about Time Out. **Show Vig S-31 here**
- \_\_\_ Discuss process of teaching time out and areas of resistance.
- \_\_\_ Explain to the group that they will not show the vignettes from this unit in order. Talk about the supplemental vignettes and the rationale for focusing on these instead of the older vignettes.

### **Show Vignettes:**

#### **Narration –remove from area**

- \_\_\_ \*Vig S-31: explaining time out
- \_\_\_ *Practice/RolePlay explaining time out in small groups*
- \_\_\_ \*S-32 Practicing Time Out\*
- \_\_\_ \*S-33 Children teach Wally about time out\*
- \_\_\_ *Role Play Practice – Anger Thermometer*
- \_\_\_ \*S-34 Time Out for 2 children
- \_\_\_ \*S-35 Ending time Out
- \_\_\_ \*\*S-36 Time Out
- \_\_\_ S-37 Happy Place
- \_\_\_ S-38 Learning to Self- Regulate
- \_\_\_ S-39 Resisting Time out
- \_\_\_ \*S-40 Kaylee in Time Out\*

### **Involving Parents**

- \_\_\_ Share homework students will show their parents to practice calming down.

### **Topic: Emotional Regulation, Problem Solving, and Social Skills Training. DVD 7**

**Day 6 of Teaching Training:** Review the outline/protocol for day 6 with the group

- \_\_\_ \*S-41 Coaching social skills/Wally, Carolyn, 2 girls and Emani joins (may be shown earlier)
- \_\_\_ \*S-42 Social and Emotion Coaching/4 boys and Jamila (may be done earlier)

*Buzz emotional literacy words, social behaviors (if not done earlier)*

- \_\_\_ \*S-43 Jamila at table, matching game, Valerian waiting
- \_\_\_ \*S-44 patience muscles
- \_\_\_ \*S-45 using puppets to promote feeling talk
- \_\_\_ \*S-46 Using books and puppets to teach calm down strategies
- \_\_\_ *Practice with puppets/tiny turtle/ feeling books*
  
- \_\_\_ S-44 patience muscles (watermelon)
- \_\_\_ S-45 Using puppets to promote feeling talk (Greg with Jamila)
- \_\_\_ Model how to use Wally big books
- \_\_\_ \*S-46 using story books to review problem solving
- \_\_\_ S-50 Pass the Hat and choosing solutions
- \_\_\_ *Buzz suggestions for solutions for hat game*
- \_\_\_ *Practice using Wally books to teach problem solving*
  
- \_\_\_ S-51 Gregory won't share his airplane\*
- \_\_\_ \*S-52 Gregory goes in his turtle shell to calm down\_\*
- \_\_\_ \*S-53 Boy on playground feels no one wants to play with him\*
- \_\_\_ \*S-55 Sergio with cars –using words reinforced by Jamila\*

### **Certification of group leaders**

- \_\_\_ Process of group leader certification
- \_\_\_ Refer all participants to the web site: [www.incredibleyears.com](http://www.incredibleyears.com)
- \_\_\_ **Summarize Key Points of Day ~ refer them to *Incredible Years Teacher book* chapters 7-10 and importance of Time Out to Calm Down chapter.**
- \_\_\_ **Suggested Activities for teachers to practice**
- \_\_\_ Give each participant their certificate of participation

### \_\_\_ **Evaluation**

**Handouts** – blackboard notes about incentives, examples of incentives, happy grams, behavior plan worksheets, Time Out cycle, blackboard notes about decreasing inappropriate behaviors, sample hierarchies, functional analyses checklist, protocols for second 2 days workshop, suggested assignment

- \_\_\_ 6 day training protocols for teachers
- 

Date of training\_\_\_\_\_

Location\_\_\_\_\_

Trainer or mentor\_\_\_\_\_

Comments:



Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations within TWO WEEKS to:

Incredible Years, Inc.  
1411 8<sup>th</sup> Avenue West  
Seattle, WA 98119 USA