

# INCREDIBLE BEGINNINGS TEACHER TRAINING WORKSHOP

(3 days/21 hours) October 2015

Workshop is for group leaders who are delivering the 6-day Incredible Beginnings™ Program (preschool teachers & day care providers 1-5 years)

Qualifications for teacher group leader include: Certification as parent group leader or child group leader, **OR**; educational background & experience in early childhood education, teaching, child or school psychology or counseling preferably Masters degree; & experience mentoring, supporting or training teachers.



## • • • • • CHECKLIST • • • • •

- Prior to the training, give each participant the book *Incredible Teachers: Nurturing Children's Social, Emotional & Academic Competence*
- Arrange room set up: chairs in semi circle (no tables), DVD Player, Teaching Pyramid for Toddlers & Preschoolers Poster displayed, agenda written on flip chart
- Snacks: table set up with coffee, tea, & am/pm snacks
- List of participants with space to sign in each day (VERY Important!)
- Clock/Credit Hours form for participants (if applicable)
- Name tags
- H&outs prepared, in binders
- Agenda completed for each workshop day
- Evaluation forms photocopied on different color paper for each day
- Send play article ahead of time to participants



## • • • • • ITEMS NEEDED • • • • •

- School Rules poster & rules cue cards, Show Me Five garden glove
- Calm Down Thermometer poster with arrow
- Large Wally books
- Materials for Small Group Activities (toys, books with no words, activities for 1-3 year olds as well as 3-5 year olds)
- Teaching Pyramid for Toddlers & Preschoolers
- IY stickers: I'm good at complimenting
- Toys, blocks, Legos, h& puppets, child books
- Small prizes: Chocolate/c&y, magnets, stickers, pencils, rulers



## • • • • • DVDs NEEDED • • • • •

DVD set

### **NOTE:**

More buzzes, vignettes, role plays, self-reflection inventories & behavior plans are suggested in this protocol than there will be time for. Scatter these methods throughout the training & use as you assess the group's needs for a different activity or for more help with a particular training methods.



## • • • • • HANDOUTS • • • • •

Contents & Objectives Table

### **Program 1**

- Brainstorm Buzz: Building Relationships with Parents
- Managing Separations
- Self-Reflection Inventory (Managing Separation Anxiety)
- Behavior Plan Record Sheet (2)
- Goals & Practice Activities

### **Program 2**

- Practice Activities
- Key Points
- Brainstorm & Buzz (2)
- Reading with Care Toddlers

### **Program 3**

- Practice Activities
- Key Points
- Tips for Using Puppets
- Brainstorm Social Coaching & Dramatic Play
- Record Sheet

### **Program 4**

- Practice Activities
- Brainstorm Self-Regulation
- Key Points
- Calm Down Script
- Record Sheet

### **Program 5**

- Practice Activities
- Examples of Nonverbal Signals
- Brainstorm Schedule & Rules
- Record Sheet

### **Program 6**

- Practice Activities
- Goals
- Understanding Problem Behaviors
- Positive Opposite Behaviors
- Brainstorm Staying Calm
- Behaviors to Ignore
- Praising Parent
- Teacher Self-Praise
- Behavior Planning part 1 & 2
- Circle Time Lesson on ignore
- Steps 1-4 & Steps 1-8
- Time Out Script

# Workshop Day 1

## Building Positive Relationships with Toddlers: Managing Separation Anxiety & Promoting Language Development

### I. Welcome & Introductions

- \_\_\_ Introductions of participants
- \_\_\_ Participant Goals for Workshop
- \_\_\_ Review agenda for workshop days

### II. Overview Incredible Beginnings Program

- \_\_\_ Content of the programs – *see objectives handout*
- \_\_\_ Review how program differs from TCM (*see handout*)
- \_\_\_ Recruitment of teachers & day care providers
- \_\_\_ Review training location, welcoming atmosphere, food, CE credits (if applicable)
- \_\_\_ **EXPLAIN** to participants that they will be “teachers” or “child care providers” & trainer will be “group leader” at times to model the process of group leading. Talk about how you will signal whether you are “in role” or “out of role”

### III. Review the outline/protocol for Day 1 with the group

- \_\_\_ **MODEL** ground rules & process the use of this in the teacher training (could do buzz to prepare for discussion)
- \_\_\_ **BRAINSTORM:** Have participants brainstorm ways to have teachers present their goals for the training.
  - “What are your goals for the children in your setting?”
  - “What are your strengths as a teacher?”
  - “What would you like to work on?”
  - “What is challenging for you?”
- \_\_\_ **MODEL** how use “teaching pyramid” to explain order of program content. Then process why the pyramid is a useful tool for presenting the program to teachers.

### IV. Program 1: Building Positive Relationships with Toddlers & Managing Separation Anxiety (DVD 1)

- \_\_\_ **BRAINSTORM/BUZZ** how toddlers feel about being left with provider & how parents feel about leaving their children
- \_\_\_ **SHOW INTRODUCTORY NARRATION (OVERVIEW) DVD #1:** Explain who teachers are on video & how DVDs are used to stimulate discussion.

#### Relationship Building with Toddlers & Parents

- \_\_\_ **INTRODUCTION:** Developmental Milestones
- \_\_\_ **\*\*VIGNETTE 1:** Welcoming Greetings
- \_\_\_ **\*VIGNETTE 2:** Predictable Goodbye Routines
- \_\_\_ **\*\*VIGNETTE 3:** Managing Separation Anxiety (*Nora*)
- \_\_\_ **\*VIGNETTE 4 (P):** Welcoming New Arrivals
- \_\_\_ **ROLE PLAY/PRACTICE** greeting child & parent & separation when parent leaves. Discuss how this is different for pre-schoolers
- \_\_\_ **BUZZ** Barriers to developing relationships & buzz ways to develop positive relationships & build attachment with children



## Managing Separation Anxiety

- \_\_\_ BUZZ ways to help parents separate from their children
- \_\_\_ \*\*VIGNETTE 5 A, B, C: Providing Support for Separation Anxiety  
(2 year old Hayden)
- \_\_\_ \*VIGNETTE 6 A, B, C: Fading Out Parent (*Emmadelle*)
- \_\_\_ VIGNETTE 7: Re-engage Emmadelle
- \_\_\_ SHOW TEACHER REFLECTIONS VIGNETTE
- \_\_\_ \*VIGNETTE 9 A, B (P): Managing Separations (*Kelin new problem*)
- \_\_\_ VIGNETTE 10: Re-engaging children after separation
- \_\_\_ BUZZ: Managing Separations (*see handout*)

## AND/OR

- \_\_\_ BUZZ: Managing Separations (*see handout*)



### Process: Buzz

- \_\_\_ After doing one or two buzzes suggested above, talk about the value of doing buzzes.

### Toddler-Directed Play

- \_\_\_ \*VIGNETTE 12 (P): Toddler-directed play
- \_\_\_ \*VIGNETTE 13 (P): Toddler-directed play
- \_\_\_ **ROLE PLAY/PRACTICE** Toddler-directed play



### Process: Beginning Steps of Role Play

- \_\_\_ Begin to discuss the steps to setting up a role play.
  1. Set the scene.
  2. **DEFINE** child roles & emphasize the importance of keeping child behavior under control.
  3. Script the teacher role—often with help from the whole group; make some notes on flip chart for more complicated role plays.
  4. Run role play & coach, if needed.
  5. **DEBRIEF:** get positive feedback from group, ask about child & teacher experiences.

### Teacher-Child Care Provider-Parent Communication

- \_\_\_ \*VIGNETTE 15: Teacher-parent communication
- \_\_\_ \*VIGNETTE 16 (P): Debriefing with parent (*Kelin*)
- \_\_\_ VIGNETTE 17: Reassuring children
- \_\_\_ \*VIGNETTE 18 (P): Debriefing with mother
- \_\_\_ \*VIGNETTE 19: Teachers debriefing
- \_\_\_ VIGNETTE 20: Assessing children's progress
- \_\_\_ **BUZZ** importance of debriefing with colleagues & assessing progress
- \_\_\_ Participants do Self-Reflection Inventory & Determine Personal Goals  
(*see handouts*)



### Process: Self-Reflection Inventories

- \_\_\_ **DISCUSS** the use of the self-reflection inventories as a teaching tool, & how to use them to set goals in trainings.
- \_\_\_ **REVIEW** Behavior Plan Record Sheet (*see handouts*)
- \_\_\_ **DISCUSS** how to shorten to half day if workshop is mainly preschoolers



## Other Training Process Methods

After (& during) training in the first program, review some of the group leadership skills you have modeled. For this first program try to cover the following:

- \_\_\_ Collaborative process of training based on discussion & reflection of vignettes
- \_\_\_ Aspects of role play practices (choosing participants, defining participant roles & scripts, pausing action for clarification, debriefing)
- \_\_\_ Self-reflective inventories & goal setting
- \_\_\_ Use of buzzes



## V. Program 2 Promoting Language Development in Toddlers (DVD 2)

- \_\_\_ **BRAINSTORM/BUZZ** ways child care providers promote language development
- \_\_\_ **\*\*INTRODUCTION**
- \_\_\_ **\*\*VIGNETTE 1:** Descriptive commenting (*snacktime, sticks, berries*)
- \_\_\_ **VIGNETTE 2:** Descriptive commenting & prompting (*Patrick*)
- \_\_\_ **\*VIGNETTE 3:** Descriptive commenting (*Chinese mother blocks*)
- \_\_\_ **\*VIGNETTE 4:** Imitation talk (*chalk*)
- \_\_\_ **\*\*VIGNETTE 5:** Pacing language & choices
- \_\_\_ **\*\*VIGNETTE 6:** Prompting, modeling, & praising, use of pointing gestures & word use (*berries snacktime*)
- \_\_\_ **VIGNETTE 7:** Descriptive commenting
- \_\_\_ **VIGNETTE 8:** Descriptive commenting
- \_\_\_ **\*VIGNETTE 9:** Descriptive commenting
- \_\_\_ **LARGE GROUP PRACTICE:** Teacher demonstrates descriptive commenting & imitation & follow with small group practice. Afterwards review process of setting up role plays in large group & small group.
- \_\_\_ **\*\*VIGNETTE 10:** Making language sounds fun (*blue barrel*)
- \_\_\_ **\*\*VIGNETTE 11:** Adjusting for toddler's language readiness (*frog, hippo*)
- \_\_\_ **\*VIGNETTE 12:** Avoiding too much question asking
- \_\_\_ **\*VIGNETTE 13:** Descriptive commenting (*Kalani boxes*)
- \_\_\_ **VIGNETTE 14:** Modeling & prompting words (*Kalani strainer*)
- \_\_\_ **VIGNETTE 15:** Pairing songs with physical actions
- \_\_\_ **ROLE PLAY/PRACTICE:** strategies to use with nonverbal children (modeling, gestures, commenting) Have a participant help to set up this role play.
- \_\_\_ **REVIEW** the steps of setting up a successful role play.
- \_\_\_ **BRAINSTORM/BUZZ:** Songs & nonverbal gestures (*see buzz handout*)
- \_\_\_ **\*\*VIGNETTE 16:** Use of visual cues & gestures to enhance language (*wheels on the bus*)
- \_\_\_ **\*\*VIGNETTE 17:** Snack menus to enhance language (*toddler classroom*)
- \_\_\_ **VIGNETTE 18:** Songs, visual cues & gestures (*Kalani*)
- \_\_\_ **BRAINSTORM/BUZZ:** Visual cards to use
- \_\_\_ **VIGNETTE 19:** Promoting language & pre-reading readiness (*Chinese mom*)
- \_\_\_ **\*\*VIGNETTE 20:** Promoting language & pre-reading readiness (*Kalani melon book*)
- \_\_\_ **VIGNETTE 21:** Face-to-face reading approach (*lady bug*)
- \_\_\_ **\*VIGNETTE 22:** Toddler-directed reading (*"all done"*)
- \_\_\_ **\*TEACHER REFLECTIONS:** Language development
- \_\_\_ **ROLE PLAY/PRACTICE:** Interactive reading, using gestures & descriptive commenting with self-care activities.
- \_\_\_ **VIGNETTE 23:** Scaffolding walking
- \_\_\_ **VIGNETTE 24:** Scaffolding walking

- \_\_\_ \*VIGNETTE 25: Supporting & praising motor skills
- \_\_\_ \***TEACHER SELF-REFLECTIONS:** Encouraging motor development
- \_\_\_ **PROCESS** how group leaders use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.

### Program 2 Promoting Language Development in Preschoolers DVD 3

- \_\_\_ \*\*VIGNETTE 26: Being too teacher-directed (*intro & Jamila*)
- \_\_\_ \*\*VIGNETTE 27: Teachers being child-directed
- \_\_\_ VIGNETTE 28: Promoting social communication
- \_\_\_ \*\*VIGNETTE 29: Using visuals to enhance language (*play dough "squeeze" intentional comment*)
- \_\_\_ \*\*VIGNETTE 30: Pre-academic coaching (*Amelia balls*)
- \_\_\_ \*\*VIGNETTE 31: Interactive reading (*blue dinosaurs*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Pre-academic coaching
- \_\_\_ \*\*VIGNETTE 32: Encouraging asking (*Amelia*)
- \_\_\_ VIGNETTE 33: Learning to ask & respond (*girl wants milkbox*)
- \_\_\_ \*\*VIGNETTE 34: Using snack talk cards to promote communication (*Amelia table*)
- \_\_\_ VIGNETTE 35: Using snack cards (*Hudson table*)
- \_\_\_ \*\*VIGNETTE 36: Setting up asking & telling practices (*Hudson apples, crackers*)
- \_\_\_ \***TEACHER REFLECTIONS:** Language development
- \_\_\_ \***PARENT REFLECTIONS:** Being child-directed
- \_\_\_ **vPROCESS** how group leaders use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.

### KEY CONCEPTS

- Using descriptive commenting
- Understanding the importance of imitation, repetition, & nonverbal gestures for toddlers
- Using strategic modeling & prompting use of language
- Being child-directed
- Using visual cues, songs, & menus to prompt social communication
- Using interactive reading to promote reading readiness
- Using pre-academic coaching with preschoolers
- Setting up asking & feeling practices

- \_\_\_ Participants do Self-Reflection Inventory (*see handout*) (*this is done here if not done earlier, make sure they understand there is one for each topic area*)
- \_\_\_ **REVIEW** Behavior Plan Record Sheet & Practice Activities (*see handouts*)
- \_\_\_ **Read chapters 1, 2 & 5**





**VI. Review Training Process Methods Modeled by Group Leaders on 1<sup>st</sup> Day Training**  
*(it is not expected that all of these are covered first day)*

Review training process methods not covered at end of Program One.

- \_\_\_ Collaborative Process
- \_\_\_ Tailoring to teachers' goals
- \_\_\_ Mediating Vignettes
- \_\_\_ Principles Training
- \_\_\_ Rewarding & praising participation, principles & participation in role plays
- \_\_\_ Setting up Simple Role Plays
- \_\_\_ Buzz/Brainstorms (value of this method)
- \_\_\_ Benefits/Barriers Exercise
- \_\_\_ Summarizing, Pacing
- \_\_\_ Setting up Behavior Plans/Record Sheets/Break out Groups
- \_\_\_ Self-reflection inventories & goal setting
- \_\_\_ Session Evaluations
- \_\_\_ Summary & Wrap Up

# Workshop Day 2

## Social Coaching & Emotion Coaching

### Program 3: Social Coaching



#### I. Part 1: Social Coaching with Toddlers DVD 4

- \_\_\_ BRAINSTORM/BUZZ social behaviors they want to encourage in toddlers
- \_\_\_ \*\*SHOW DVD 3 INTRODUCTION



#### PROCESS EXPLANATION

During this section, have participants begin to think about what questions they would ask the teachers in this group. Then break teachers into small groups & have them practice leading vignette discussion with each other.

- \_\_\_ \*\*VIGNETTE 1: Modeling social skills (*good intro, Bella arrives*)
- \_\_\_ \*\*VIGNETTE 2: One-on-one social coaching (*dots, my turn, trade*)
- \_\_\_ \*\*VIGNETTE 3: Modeling “my turn” (*painting, Mac & Leighton*)
- \_\_\_ \*VIGNETTE 4: Modeling & prompting sharing (*my turn, share, Nora*)
- \_\_\_ \*VIGNETTE 5: Social coaching (*playdough, 2 mothers & 2 girls*)
- \_\_\_ \*VIGNETTE 6: Social coaching (*play dough continued*)
- \_\_\_ **ROLE PLAY/PRACTICE:** large group demonstrate social coaching with toddler using modeling, prompting & praising (*one-on-one*)
- \_\_\_ \*\*VIGNETTE 7: Coaching turn taking & asking (*saying help, blue barrel*)
- \_\_\_ \*VIGNETTE 8: Teaching turn taking & waiting (*circle time, ball rolling*)
- \_\_\_ VIGNETTE 9: Circle time promotes social skills (*toddler circle time*)
- \_\_\_ VIGNETTE 10: Using pretend play to promote social interactions
- \_\_\_ \*\*VIGNETTE 11: Using puppets to teach social skills (*Tiny asks for help*)
- \_\_\_ **BRAINSTORM/BUZZ:** Ways pretend play is promoted
- \_\_\_ **ROLE PLAY/PRACTICE:** Using puppets to model social skills
- \_\_\_ \*\*VIGNETTE 12: Encouraging social interactions (*trampoline, turn taking*)
- \_\_\_ \*\*VIGNETTE 13: Helping toddlers learn turn taking (*throwing ball*)
- \_\_\_ VIGNETTE 14: Encouraging helping behavior
- \_\_\_ \*VIGNETTE 15: Labeled praise
- \_\_\_ \***TEACHER REFLECTIONS:** Social coaching
- \_\_\_ **ROLE PLAY/PRACTICE:** In triads coach 2 toddlers & promote beginning turn taking & awareness of other child
- \_\_\_ **BRAINSTORM/BUZZ:** Labeled praise



#### II. Part 2: Social Coaching with Preschoolers DVD 5

- \_\_\_ **BRAINSTORM/BUZZ:** Social behaviors to encourage in preschoolers
- \_\_\_ **BENEFITS/BARRIERS** of dramatic play for preschoolers (afterwards review the benefits/barriers exercise)
- \_\_\_ \***PROGRAM INTRODUCTION**
- \_\_\_ \*\*VIGNETTE 16: Giving attention to preschoolers’ social skills (*Dorian, Simone*)
- \_\_\_ \*\*VIGNETTE 17: Prompting verbal social interactions (*Amelia lying in bed*)
- \_\_\_ VIGNETTE 18: Promoting expression of ideas in joint play
- \_\_\_ \*\*VIGNETTE 19: Modeling & intentional commenting to promote sharing (*drama intentional commenting to promote sharing*)



- \_\_\_ VIGNETTE 20: Promoting peer communication
- \_\_\_ \*\*VIGNETTE 21: Promoting peers sharing ideas (*I feel happy Amelia*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Dramatic play: small group coaching
- \_\_\_ \*\*VIGNETTE 22: Asking & sharing (*three children play dough*)
- \_\_\_ **BUZZ:** Dramatic Play (*see handout*)
- \_\_\_ VIGNETTE 23: Asking & Waiting for a turn
- \_\_\_ \*\*VIGNETTE 24 A, B: Encouraging cooperative play (*play dough*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Social Coaching with 4 Children – using play dough
- \_\_\_ \*\*VIGNETTE 25: Helping behavior (*Amelia helps another girl*)
- \_\_\_ \*VIGNETTE 26: Using books to teach social skills (*Amelia - Oscar*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Reading with CARE to promote social skills & empathy
- \_\_\_ VIGNETTE 27: Prompting waiting, asking & turn taking (*Amelia board game*)
- \_\_\_ **ROLE PLAY/PRACTICE:** groups of four teacher models, prompts, & praises target social behaviors
- \_\_\_ **BUZZ:** How to teach parents to use social coaching
- \_\_\_ \*VIGNETTE 28: Using puppets to promote empathy & friendship skills (*Amelia turtle, Truman*)
- \_\_\_ \*\*VIGNETTE 29: Child-directed block play (*Hudson*)
- \_\_\_ \*VIGNETTE 30: Using picture play scripts to promote joint play (*Hudson*)
- \_\_\_ \*VIGNETTE 31: Coaching on the play ground (*Hudson*)
- \_\_\_ \*VIGNETTE 32: Teacher-directed social training (*Hudson*)
- \_\_\_ \*VIGNETTE 33: Using pretend play to encourage social learning (*Takesha two girls*)
- \_\_\_ **ROLE PLAY/PRACTICE:** In triads, practice using puppets to practice friendship skills
- \_\_\_ **BRAINSTORM/BUZZ:** How to use visual cards with selected children
- \_\_\_ \***TEACHER & PARENT REFLECTIONS**
- \_\_\_ Participants do Self-Reflection Inventory
- \_\_\_ **REVIEW** Behavior Record Sheet (*see handout*) & Practice Activities

### III. Program 4: Emotion Coaching Part 1: Emotion Coaching (DVD 6)

\_\_\_ **BRAINSTORM/BUZZ OR BENEFITS/BARRIERS** Teaching emotion language

\_\_\_ \*\*SHOW DVD 3 INTRODUCTION

#### **Reading to Build Emotional Literacy**

\_\_\_ \*\*VIGNETTE 1: Reading to build emotional literacy (*reading monkeys jumping*)

\_\_\_ \*VIGNETTE 2: Reading to build emotional literacy (*dinosaurs*)

\_\_\_ VIGNETTE 3 (P): Reading to build emotional literacy (*Hudson*)

\_\_\_ **ROLE PLAY/PRACTICE:** reading using emotion coaching interactive reading

#### **Emotion Coaching During Child-Directed Play**

\_\_\_ VIGNETTE 4: Emotion coaching (*Emmadelle*)

\_\_\_ \*\*VIGNETTE 5: Modeling, naming, & prompting positive emotion language (*Hudson*)

\_\_\_ VIGNETTE 6: Responding to children's unpleasant feelings (*Kalani water*)

\_\_\_ \*\*VIGNETTE 7: Using emotion coaching to help children stay calm (*sticky tape*)

\_\_\_ **BRAINSTORM/BUZZ:** Use of feeling cards

\_\_\_ **ROLE PLAY/PRACTICE:** large group demonstrate emotion coaching one on one with toddler; Break out into small dyads for individual practice, specify age. (combine emotion coaching with descriptive commenting)



## Using Puppets

- \_\_\_ \*VIGNETTE 8 (T): Using puppets with toddlers (*Emmadelle & frog*)
- \_\_\_ \*\*VIGNETTE 9: Using puppets to promote empathy (*Amelia turtle*)
- \_\_\_ \*VIGNETTE 10 (P): Using puppets to promote emotion understanding (*baby dina & Takesha*)
- \_\_\_ VIGNETTE 11(T): Using puppets to teach emotion language (*turtle boy cries*)
- \_\_\_ \*VIGNETTE 12 (P): Using puppets to practice feeling words (*Takesha say stop*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Demonstrate using puppets to promote empathy & feeling language & break out in to dyads to practice. Specify age & developmental level of child & target goals

## Using Words to Manage Frustration

- \_\_\_ \*VIGNETTE 13 (P): Using words to manage emotions (*Jamila & Sergio*)
- \_\_\_ VIGNETTE 14 (P): Using words to manage frustration (*play dough table Amelia*)
- \_\_\_ \*\*VIGNETTE 15: When to use emotion coaching (*Jamila kids arguing*)
- \_\_\_ \*VIGNETTE 16: Link actions to emotions (*Hudson gives ball*)

## Part 2: Emotional Regulation (DVD 7)

- \_\_\_ **BUZZ:** Promoting children's self-regulation (*see handout*)
- \_\_\_ \*\*VIGNETTE 17: Taking deep breaths (*good intro*)
- \_\_\_ \*VIGNETTE 18 (P): Modeling & reinforcing calm down strategies (*schedule change*)
- \_\_\_ \*VIGNETTE 19: Teaching calm down breathing (*Hudson*)
- \_\_\_ \*\*VIGNETTE 20: Tiny turtle helps model calm down skills (*Amelia shy turtle*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Deep breathing practice with puppets (*turtle*)

## Using Books to Teach Calm Down Strategies

- \_\_\_ \*VIGNETTE 21: Using books to teach calm down strategies
- \_\_\_ \*VIGNETTE 22: (T) Tiny turtle teaches how to manage scared feelings (*anxious boy*)
- \_\_\_ \*VIGNETTE 23: Encouraging practice when reading books about emotions (*boy goes in shell*)

## Using Calm Down Thermometer

- \_\_\_ \*VIGNETTE 24 (P): Tiny teaches how to manage worries (*Hudson & dad*)
- \_\_\_ \*VIGNETTE 25 (P): Using the calm-down thermometer (*Hudson & dad*)
- \_\_\_ \*\*VIGNETTE 26 A, B: Using the calm down thermometer with tiny turtle
- \_\_\_ \*VIGNETTE 27: Helping Tiny feel better
- \_\_\_ \*\*VIGNETTE 28 A, B, C: Explaining the calm down thermometer (*Jamila & boys*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Ask 2 participants to model using the calm down thermometer & turtle puppet to teach children calm down strategies. Break in to small groups for practice.
- \_\_\_ **BUZZ:** Ways teachers will share ways they will teach parents to use some of the calm down strategies at home.
- \_\_\_ \*\*VIGNETTE 29 (P): Finding the teachable moments (*Gregory*)
- \_\_\_ VIGNETTE 30 (T): Classroom as family
- \_\_\_ \***TEACHER REFLECTIONS:** Emotion coaching
- \_\_\_ \***PARENT REFLECTIONS:** Emotion coaching
- \_\_\_ Participants do Self-Reflection Inventory
- \_\_\_ **REVIEW** Behavior Record Sheet, Practice Activities





#### IV. Review Training Process Methods Modeled by Group Leaders on 2<sup>ND</sup> Day

Review training process methods demonstrated at various times throughout the day. If you think group leaders are ready by the afternoon you could ask them to mediate some vignettes. First have them think about questions to ask in pairs & then lead small groups of 6-8 people with leader & coleader.

- \_\_\_ Collaborative Process
- \_\_\_ Mediating Vignettes
- \_\_\_ Principles Training
- \_\_\_ Rewarding Participants
- \_\_\_ Setting up more complex Role Plays
- \_\_\_ Buzz/Brainstorms (value of this training method)
- \_\_\_ Benefits/Barriers Exercise
- \_\_\_ Setting up Behavior Plans/Record Sheets
- \_\_\_ Managing resistance from teachers/day care providers
- \_\_\_ Talk about using self-reflection inventory for goal setting

#### Summary & Wrap Up

- \_\_\_ **SUMMARIZE** key points of the day.
- \_\_\_ **REVIEW** handouts of practice activities & read in Chapters in Book *Incredible Teachers: Nurturing Children's Social, Emotional & Academic Competence*.  
**Chapters 4, 11, 14**
- \_\_\_ Evaluations

#### NOTE:

If possible it would be great to show Program 5 on the 2<sup>nd</sup> day so that you have one whole day for managing misbehavior, that is Program 6.

# Workshop Day 3

## Program 5: Proactive Teacher DVD 8



### I. Program 5: Proactive Teacher DVD 8

- \_\_\_ \*INTRODUCTION
- \_\_\_ \*\*VIGNETTE 1: Transition warning (*five minute, whistle*)
- \_\_\_ \*VIGNETTE 2: Transition warning (*two months later*)
- \_\_\_ **BRAINSTORM/BUZZ:** Signals providers use to prepare children for transitions
- \_\_\_ VIGNETTE 3 (T): Making transitions predictable (*outside play ends*)
- \_\_\_ \*VIGNETTE 4: Predictable transitions (*older toddlers*)
- \_\_\_ **BRAINSTORM/BUZZ:** Routines (*see child care schedule handout*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Giving children warnings & helping them transition to circle time
- \_\_\_ VIGNETTE 5 (T): Songs facilitate transitions (*older toddlers*)
- \_\_\_ \*VIGNETTE 6 (T): Ending play time with toddlers (*Takesha timer*)
- \_\_\_ \*VIGNETTE 7: Helping children manage change of activity (*anxious boy*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Ending play
- \_\_\_ VIGNETTE 8 (T): Washing h&s routine
- \_\_\_ VIGNETTE 9 (T): Beginning snack seating (*toddlers*)
- \_\_\_ \*\*VIGNETTE 10 (P): Calm snack routine (*towels*)
- \_\_\_ \*\*VIGNETTE 11 (T): Transition warning for preschoolers (*bell lights off*)
- \_\_\_ \*VIGNETTE 12 (P): Transitions to new small group activity (*small group*)
- \_\_\_ \*\*VIGNETTE 13 (P): Washing h&s routine (*preschoolers, pictures*)
- \_\_\_ \*VIGNETTE 14 (P): Opening circle time with preschoolers
- \_\_\_ \*VIGNETTE 15: Establishing circle time rules
- \_\_\_ **BRAINSTORM/BUZZ:** Share rules for circle time &/or classroom (*see handout buzz*)
- \_\_\_ \*\*VIGNETTE 16: Teaching children classroom rules (*Jamila & Carolyn visuals*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Teaching children rules: Give groups a rule card (eyes on teacher, quiet h& up, listening ears) & ask group to think of ways to teach this to class.
- \_\_\_ \*\*VIGNETTE 17: Circle time proactive activities (*polar bear*)
- \_\_\_ VIGNETTE 18 (P): Teaching group conversation sharing (*quiet hand, circle*)
- \_\_\_ \*VIGNETTE 19: Giving jobs & manage preschool transitions (*eyes on me*)
- \_\_\_ VIGNETTE 20 (T): Celebrating success (*superstar*)
- \_\_\_ **BRAINSTORM/BUZZ:** Practice how to explain to children how they will give rewards
- \_\_\_ \*\*VIGNETTE 21: Ending day with toddlers (*puppets*)
- \_\_\_ \*VIGNETTE 22: Ending day with fun (*water spray*)
- \_\_\_ **BRAINSTORM/BUZZ:** Plans for ending day & debriefing with parents
- \_\_\_ \*VIGNETTE 23: Ending day with preschoolers (*deep breaths, goodbye friend with puppet*)
- \_\_\_ **REVIEW** Record Sheet (*see handout*)



## II. Program 6: Positive Behavior Management DVD 9 For Toddlers & Preschoolers (Part 1)

- \_\_\_ \*\*INTRODUCTION
- \_\_\_ VIGNETTE 1: Avoid comm&s & use redirections (*egg carton*)
- \_\_\_ \*\*VIGNETTE 2: Setting the limit & redirection (*snack bars gone*)
- \_\_\_ \*\*VIGNETTE 3: Clear limits & instructions (*yellow cup for Mac*)
- \_\_\_ \*VIGNETTE 4 (T): Clear limit setting (*bicycle sidewalk*)
- \_\_\_ VIGNETTE 5 (T): Toddler positive reminders (*Kalani water*)
- \_\_\_ \*\*VIGNETTE 6 (T): Transition warnings (*Kalani water*)
- \_\_\_ \*\*VIGNETTE 7: Follow through with instructions (*one min? drama play ends*)
- \_\_\_ \*VIGNETTE 8 (T): Positive limits (*gentle hands*)
- \_\_\_ VIGNETTE 9 (PT): Using older children to provide distractions (*sandbox*)
- \_\_\_ \*VIGNETTE 10 (T): Positive limits, physical redirects & ignore (*rolling ball circle time*)
- \_\_\_ \*VIGNETTE 11 (T): Pair ignore with distractions (*Nora at table*)
- \_\_\_ VIGNETTE 12 (T): Offer choice, ignore & distract (*Nora choice*)
- \_\_\_ \*\*VIGNETTE 13: Clear limit setting & physical action (*Robin washing hands*)
- \_\_\_ \*\*VIGNETTE 14: Strategic attention (*Hanook seated*)
- \_\_\_ VIGNETTE 15 (T): First/then commands (*Nana & Lia*)
- \_\_\_ \*VIGNETTE 16: Ignoring tantrums (*Hanook bubble word*)
- \_\_\_ VIGNETTE 17 (T): Differential action (*father dressing Lia*)
- \_\_\_ VIGNETTE 18 (T): Managing toddler hitting behavior (*Lia & brother stroller*)
- \_\_\_ \*VIGNETTE 19: Planned ignoring (*Kaylee tantrum, circle time*)
- \_\_\_ **BRAINSTORM BUZZ:** Behaviors to ignore (*see handout*)

### INTERPERSE THE FOLLOWING WITH VIGNETTES LISTED ABOVE:

- \_\_\_ **BRAINSTORM/BUZZ:** Distractions, Redirections, Warnings,
- \_\_\_ **BRAINSTORM/BUZZ:** Benefits/Barriers to Praising Children. Process the use of benefits/barriers exercises as a way to reduce resistance topics that are controversial.
- \_\_\_ **BRAINSTORM/BUZZ:** Rewrite Commands
- \_\_\_ **BRAINSTORM/BUZZ:** Ways to stay calm when ignoring (*see handout*)
- \_\_\_ VIGNETTE 20 (T): Using turtle puppet to help children calm down (*Tiny & Hayden*)
- \_\_\_ VIGNETTE 21 (P): Prompting calm down strategy (*Valena girl car?*)
- \_\_\_ \*\*VIGNETTE 22: Ignore first & then use calm down strategy (*boy on floor*)
- \_\_\_ **ROLE PLAY/PRACTICE:** Ignoring misbehaviors paired with proximal praise followed by distraction & redirection
- \_\_\_ \*VIGNETTE 23: Praise & support
- \_\_\_ **BRAINSTORM/BUZZ:** Positive Opposite (*see handout*)
- \_\_\_ \*VIGNETTE 24: Praising children who follow directions (*toddler mats*)
- \_\_\_ \*VIGNETTE 25: Praise compliance with instructions (*Hudson, cleaning up*)
- \_\_\_ **BRAINSTORM/BUZZ:** Labeled praise & use handout
- \_\_\_ VIGNETTE 26 (P): Encouraging cooperation
- \_\_\_ **BRAINSTORM/BUZZ:** Teacher self praise & praising parents (*see handouts*)

### **Using Incentives**

- \_\_\_ VIGNETTE 27 (T): Incentives for toilet training (*Ryan*)
- \_\_\_ **BRAINSTORM/BUZZ:** share with buddy when might use spontaneous incentive.
- \_\_\_ \*VIGNETTE 28 (T): Incentives for cooperative behavior (*Liah diaper*)
- \_\_\_ \*VIGNETTE 29 (T): Celebrating success (*hand stamp*)

- \_\_\_ **SELF-PRAISE & REWARDS BRAINSTORM/BUZZ:** on ways to reward selves  
(see handout)
- \_\_\_ **\*TEACHER REFLECTIONS:** Managing misbehavior



### III. **Program 6: Positive Behavior Management DVD 10 For Preschoolers (Part 2)**

#### **Differential Attention & Planned Ignoring**

- \_\_\_ \*PROGRAM INTRODUCTION
- \_\_\_ \*\*VIGNETTE 30: Differential Attention (*Ameila my turn*)
- \_\_\_ **ROLE PLAY/PRACTICE:** ABC's of learning based on vignette 30
- \_\_\_ VIGNETTE 31 (P): Differential Attention (*Amelia grabbing Tina*)
- \_\_\_ \*\*VIGNETTE 32: Ignoring & taking a break (*Amelia tantrum*)

### IV. **Process: Role Play Scaffolding**

Review the steps to scaffolding a role play—talk about the importance of managing misbehavior during the role play so that the teacher is prepared & successful. Discuss ways to coach, pause, & redirect if role play is not going well.

- \_\_\_ **BRAINSTORM/BUZZ:** Ignorable Behaviors
- \_\_\_ **REVIEW** ways to stay calm
- \_\_\_ \*VIGNETTE 33 (P): When not to give attention (*Jamila boys fighting*)
- \_\_\_ \*VIGNETTE 34: Logical Consequences (*water no milk*)
- \_\_\_ **BRAINSTORM/BUZZ:** Using Logical Consequences

#### **Teaching Children Time Out to Calm Down**

- \_\_\_ \*VIGNETTE 35: Teaching children time out to calm down (*Jamila & Carolyn*)
- \_\_\_ **MODEL** explaining Time Out & pass out script
- \_\_\_ **BRAINSTORM/BUZZ:** In pairs practice explaining Time Out
- \_\_\_ \*VIGNETTE 36 (P): Practicing time out (*Jeremiah*)
- \_\_\_ \*VIGNETTE 37: A child helps Wally (*Nicole*)
- \_\_\_ VIGNETTE 38 (P): Reviewing & practicing Time Out to calm down  
(*Dorian & mom*)
- \_\_\_ \*VIGNETTE 39 (P): The importance of calm down practice (*Emani practices*)
- \_\_\_ \*\*VIGNETTE 40: Developing happy places (*Jamila & Carolyn*)
- \_\_\_ \*VIGNETTE 41: Learning to self-regulate (*in turtle shell, Emani TO*)
- \_\_\_ \*VIGNETTE 42: Teaching self-regulation (*Kaylee timeout*)
- \_\_\_ **BRAINSTORM/BUZZ:** Happy Places Imagery
- \_\_\_ **ROLE PLAY/PRACTICE:** Basic Time Out (*with handout*)

#### **Teaching Problem Solving**

- \_\_\_ \*\*VIGNETTE 43 (P): Encouraging children to solve problems with words  
(*Amelia play dough*)
- \_\_\_ \*VIGNETTE 44 (P): Solving problems with words (*Jamila cars, boys*)
- \_\_\_ \*VIGNETTE 45 (P): Using Wally's problem solving book, "I'm losing" (*Toni*)
- \_\_\_ \*\*VIGNETTE 46: Using Wally's problem solving book, "I'm being teased" (*Jamila*)
- \_\_\_ \*VIGNETTE 47: Problem Solving practice game (*Toni mazes*)
- \_\_\_ \*VIGNETTE 48: Using Humpty Dumpty to teach problem solving (*Jamila*)
- \_\_\_ \*VIGNETTE 49: Combining problem solving learning with reading & writing  
skills (*Carolyn*)
- \_\_\_ \*VIGNETTE 50: Coaching problem solving in "real life" problem situations  
(*Toni & boys*)



## Teacher-Directed Play Scripts

- \_\_\_ \*VIGNETTE 51: Incentives for teacher-directed play scripts (*Hudson*)
- \_\_\_ \*\*VIGNETTE 52: Teacher-directed play scripts (*pizza*)
- \_\_\_ **BRAINSTORM/BUZZ:** Refine behavior plans in small groups
- \_\_\_ **TEACHER REFLECTIONS:** Managing misbehavior
- \_\_\_ **PARENT REFLECTIONS:** Managing misbehavior
- \_\_\_ **\*SERIES SUMMARY**
- \_\_\_ Participants do self-reflection inventory (*see handouts*)
- \_\_\_ **REVIEW** behavior record sheet
- \_\_\_ See what you've learned (*see handout*)

## V. Review Training Process Methods Modeled by Group Leaders on 3<sup>rd</sup> Day

Review training process methods demonstrated at various times throughout the day. On this day you can ask participants to lead small groups of 6-8 people including leader who mediates vignettes & coleader who rewards participants & pulls out principles.

- \_\_\_ Collaborative Process
- \_\_\_ Mediating Vignettes
- \_\_\_ Principles Training
- \_\_\_ Setting up more complex Role Plays
- \_\_\_ Buzz/Brainstorms (value of this training method)
- \_\_\_ Benefits/Barriers Exercise
- \_\_\_ Setting up Behavior Plans/Record Sheets
- \_\_\_ Managing resistance from teachers/day care providers

## VI. Summary & Wrap Up

- \_\_\_ **SUMMARIZE** key points of the day
- \_\_\_ **REVIEW** handouts of practice activities & read in Chapters in Book *Incredible Teachers: Nurturing Children's Social, Emotional & Academic Competence*.
- \_\_\_ Chapters
- \_\_\_ Evaluations



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

Location \_\_\_\_\_

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

Comments:

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

Incredible Years, Inc.  
1411 8th Avenue West  
Seattle, WA 98119 USA