



**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