

**Incredible Years Teacher and Children Series**  
**Core Vignettes for Teachers**  
**Workshop Day One**

\* 3-4 years  
\*\* 5-8 years  
† All ages

Goals  
Agenda  
Pyramid Explanation (preview DVD)  
Buzz: Workshop Rules  
Buzz/Brainstorm: Ways to Build Positive Relationships with Students

**Building Positive Relationships with Students (DVD 1)**

- \_\_\_ † Introduction Narration
- \_\_\_ \*\* #1 Teacher commenting on child's book/"do you know how to skate?"
- \_\_\_ #2 Bonnie squirting water bottle, circle time
- \_\_\_ Buzz: Being Playful
- \_\_\_ † #3 Medicine for bear/Addition wrap
- \_\_\_ † #4 You have the train to your self
- \_\_\_ Role Play/Practice: Connecting with withdrawn child
- \_\_\_ #5 Teacher and child reading/ "8 people"
- \_\_\_ † #6 Teacher draws metro bus for child
  
- \_\_\_ † #7 Narration: individual greetings – Mr. H greets kids
- \_\_\_ Buzz: What are your hello and goodbye rituals for each day?
- \_\_\_ Role Play/Practice: Daily greetings
- \_\_\_ #8 Tessa is here today (optional)
- \_\_\_ † #9 More we get together with names (optional)
- \_\_\_ #10 Giving hopeful messages
- \_\_\_ #11 Teacher is helping child, "see you are able to do this, you thought you could not"
- \_\_\_ Role Play/Practice: Responding to discouraged child
- \_\_\_ \* #12 "I might get kicked out of school", "humiliating to have my name on the board" (Optional, can do in Workshop #6)

**Building Positive Relationships with Parents**

Group Sharing: small groups share their poster brainstorms regarding building relationships with parents

- \_\_\_ † #S-1 Special time between Carolyn and Nahome
- \_\_\_ † #S-2 Carolyn talks with parent
- \_\_\_ Role Play/Practice: Calling a parent

**Complete Self-Reflection Inventory for relationships and set personal goals regarding relationship building**

## LUNCH

### **Preventing Problems - The Proactive Teacher (DVD 2)**

Brainstorm in groups: handling transitions, schedules and rules, classroom environment, getting and keeping children's attention

#### **Classroom Structure:**

##### **A. Rules and Schedules Poster**

Group Sharing: small groups share their poster brainstorms regarding building relationships with parents.

- \_\_\_ † Show Introductory Narration
- \_\_\_ #1 Teacher talking about rules
- \_\_\_ † # S-3 Talking about rules /small group talks about ignoring and demonstrating
- \_\_\_ Buzz: Classroom Rules p.221
- \_\_\_ # S-4 – Dinosaur chip challenge
- \_\_\_ Show teachers “show me five” rules poster, garden glove show me five, & rules cue cards.  
Use “I can listen” stickers.

##### **B. Physical Placement of Teachers and Students**

- \_\_\_ Group Sharing: environment poster
- \_\_\_ #2 Teacher at table reading with 4 students 2nd graders/Greg
- \_\_\_ #3 Teacher at head of table explaining instructions
- \_\_\_ †#4 - Mr. H get closer, uses goldfish crackers
- \_\_\_ Buzz: Classroom Environment p. 223

##### **C. Routines/Transitions**

###### **Share Transitions Poster**

- \_\_\_ #5 Stretching Time
- \_\_\_ †#6 - Narration – 2 minute warning, Mrs. B
- \_\_\_ †#7 - Count to ten, Mrs. B
- \_\_\_ †#8 - 3 minutes left to play, Bonnie
- \_\_\_ †#9 - Bye Bye bubbles, Bonnie
- \_\_\_ †#10 - Singing to start circle
- \_\_\_ Buzz: Schedules

###### **Buzz: Classroom Schedules p.220**

- \_\_\_ Group sharing poster
- \_\_\_ †#S-5 – Narration: greetings classroom jobs, share example schedule
- \_\_\_ #S-6 – Transition to small groups
- \_\_\_ †#S-7 -Opening Dinosaur Circle Time (Jamila)
- \_\_\_ Role Play/Practice: Opening Circle Time
- \_\_\_ # S-8 – Ending Circle Time
- \_\_\_ †#S- 9 Wiggle break (Tony)

###### **Getting and Holding Children's Attention**

- \_\_\_ †#11 – Teacher claps for attention- transition
- \_\_\_ †#12 - Magic line up, Mr. H
- \_\_\_ †#13 - narration, getting and holding children's attention, “Hipp I need you with me”
- \_\_\_ † 14 – “waiting on a couple of eyes”

- \_\_\_ †#15 – Sewing project instructions
- \_\_\_ #16 - “I need all of you thinking please”
- \_\_\_ †#17 - Mr. H freeze
- \_\_\_ †#18 - Count to 5 – Mr. H
- \_\_\_ †#19
- \_\_\_ †#20 - Mr. H, eye check
- \_\_\_ Buzz: Making Learning Fun/How do you make learning fun or humorous?
- \_\_\_ # 21- Getting Children’s Attention/clap once if you can hear me/signals

### **Clear Commands and Instructions**

- \_\_\_ #22 Teacher finishing spelling assignment/put book in folder
- \_\_\_ #23- Clap 6 times
- \_\_\_ #24- Folding owls/that’s what book will look like when finished
- \_\_\_ †# 25- Getting ready for recess, stand by your desk when you are ready
- \_\_\_ Role Play/Practice: Positive Commands for Transitions
- \_\_\_ †#26 - negative commands/ Mrs. B negative on sewing
- \_\_\_ Buzz: re-write negative commands in positive language
- \_\_\_ #27 – “no way I will ask you to help me”
- \_\_\_ #28 – “were you listening when we gave directions?”
- \_\_\_ #29 – “you’re not listening, I forgot to mention to your mom.”
- \_\_\_ Role Play/Practice: Replay Respectful Commands
- \_\_\_ #30 – Losing patience
- \_\_\_ #31 – “can you please work quietly?”
- \_\_\_ †#32 – Child trying to talk to teacher/ “I’m listening to Tessa”
- \_\_\_ #33 – Children talking out with no hand up
- \_\_\_ # 34 – Child comes up to teacher/Greg out of seat
- \_\_\_ #35 – Teacher getting everyone’s attention/use your eyes
- \_\_\_ #36 – Teacher reading to students/ rule #1 I should talk when others are talking
- \_\_\_ #37 – Losing patience

### **Giving Choices**

- \_\_\_ †#38- Narration, Choices, do you want to share? Ok you don’t have to
- \_\_\_ † #39 - If you don’t want to listen, you can get a book, Spec Ed. Class
- \_\_\_ Buzz: What choices might work in your classroom?

### **Nonverbal Signals and Prompts**

- \_\_\_ †#40- Non verbal cues, teacher covers mouth with hand
- \_\_\_ Buzz: what non-verbal cues do you use with children? p.222
- \_\_\_ #41 – Teacher at story table with 5 students/”what do you think you should be doing?”
- \_\_\_ †#42 – Physical Redirecting Narration, engaging all, Mr. H sleepy child
- \_\_\_ †#43 – Teacher uses communication cards with student
- \_\_\_ #44 - Circle game/Hanook outside
- \_\_\_ #45 – Finger paints/expanding children

## **Reminders**

\_\_\_ \*#46 – quiet hand up

## **Brainstorm: What are realistic expectations for young children?**

\_\_\_ #47 – Teacher helping with homework

\_\_\_ #48 – Teacher with 3 boys checking on lessons

\_\_\_ #49 – Spelling name on test

\_\_\_ #50 – “you can’t do a good job if chattering”

\_\_\_ †#51 – Reminding students of rule/ rule is hand up, Bonnie guides child back to table

\_\_\_ Buzz: Realistic Expectations

\_\_\_ #52 – Teacher demonstrating sewing project

## **Positive Attention and Monitoring**

\_\_\_ #53 – “Griffin is listening, Alex, Sarah ...”

\_\_\_ #54 – Are you coloring

\_\_\_ #55 – Getting ready/receiving tickets for compliance to instructions

\_\_\_ #56 – Teacher checking work

\_\_\_ †#57 – Predicting success with sharing rulers Mr. H

## **•Teacher Interview**

## **Break out for Behavior Plans**

## **Homework Review for the month**

## **Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals**

## **Evaluations and Goodbyes**

**Incredible Years Teacher and Children Series**  
**Core Vignettes for Teachers**  
**Praise Day Two**

\* 3-4 years  
\*\* 5-8 years  
† All ages

**The Importance of Teacher Attention, Coaching and Praise (DVD 2)**

- \_\_\_ † Introductory Narration
- \_\_\_ † Buzz: Benefits and Barriers of Praise
- \_\_\_ † Introduction Narration

**Identify Target Behaviors**

- \_\_\_ † Introductory Narration
- \_\_\_ †#1 Mrs. B reading book to Greg at desk
- \_\_\_ †#2 Hundred letters with praise after each letter
- \_\_\_ †#3 Mrs. B./ “museum is a good word”
- \_\_\_ †#4 Teacher praises/ “delicate is a very nice word”
  
- \_\_\_ Brainstorm Academic Coaching
- \_\_\_ Practice/role play Academic Coaching in large and small groups

**Value of Specific Labeled Praise**

- \_\_\_ †#5 Teacher walking around classroom and praising working and printing
- \_\_\_ †#6 Teacher praising enthusiastically while walking around room
- \_\_\_ Buzz: Encouraging words
- \_\_\_ †#7 Teacher praising Odessa

**Improving Praise (8-11)**

- \_\_\_ †#8 – Improving Praise/ “good job” & no enthusiasm
- \_\_\_ Role Play/Practice: Replay Vignette #8
- \_\_\_ †#9 – Andy putting away garage/ making praise more specific/spec ed
- \_\_\_ Buzz/Brainstorm: statements teachers use to praise
  
- \_\_\_ #10 – “your pictures are really full!”
- \_\_\_ Role Play/Practice: Replay Vignette #10
- \_\_\_ #11 – “don’t forget this line”

**Promoting Social Competence with Praise and Encouragement- Social Coaching**

- \_\_\_ †#12: Mrs. B doing it together
- \_\_\_ †#13: Spec. Ed. “you are paying attention”
  
- \_\_\_ \*Buzz: Social behaviors to praise
- \_\_\_ #14 – “I saw Kyle’s hand go up”
- \_\_\_ \*\*#15 – “think the answer”/Mr. Hanson
- \_\_\_ †#16 - Bonnie, really listening, sharing
- \_\_\_ #17 – “TJ hands to his own body”
- \_\_\_ Role Play/Practice: Praising social behaviors

## Catch Children Being Good

- \_\_\_ †Narration before # 18 – praise all kids including quiet ones
- \_\_\_ †#19 - Bonnie, Tyrone is choosing a color... Morgan is watching
- \_\_\_ †#S-10 – Teacher as Coach/ Jim, Juanu waiting
- \_\_\_ †#S-11 – Praising Social Skills and Problem Solving/Juanu sharing  
Good problem solving/ Frankie is a great builder
- \_\_\_ Role-play Social Coaching (large and small groups)
- \_\_\_ Narration, proximal praise
- \_\_\_ †#20 - Asian teacher, team compliments
- \_\_\_ Role Play/Practice: Proximal praise
- \_\_\_ # 21 U words
- \_\_\_ †#22 - Bonnie, Christopher is sharing, waiting

## Attention Rule

- \_\_\_ #23 Spell mad
- \_\_\_ #24 “I’m to take someone who raised their hand”

## Promoting Children’s Self-Esteem & Persistence Coaching

- \_\_\_ †Narration before # 25, re intrinsic vs. extrinsic praise
- \_\_\_ \*\*#25 - good thinking, persistence coaching
- \_\_\_ Buzz: Persistence Coaching
- \_\_\_ #26 nice hair cut
- \_\_\_ #27 Ida you have really improved
- \_\_\_ †# 28 - Mr. H “you are trying really hard”
- \_\_\_ Role Play/Practice: Persistence coaching
- \_\_\_ \*\* #29 – Nice job Corraine – I heard you say you did it
- \_\_\_ #30 Sewing projects
  
- \_\_\_ Narration before 31: positive expectations
- \_\_\_ \*#31 - Asian teacher, “see you can do this”
- \_\_\_ Buzz: positive forecasting, add this on to persistence coaching poster
- \_\_\_ #32 – teacher showing off work from prior day

## Using Praise and Encouragement to Teach Children Responsibility

- \_\_\_ \*#33 - Bonnie praises kids for following directions & sitting down
- \_\_\_ #34 – Clean up bell... teacher gives out beans for cleaning up right away
- \_\_\_ †#35 - Mr. H kids going back to seats, non-verbal hand to mouth
- \_\_\_ #36 - Teacher praising those who are ready
- \_\_\_ †#37 - Bonnie, that was helpful, you are helping, you are a good friend
- \_\_\_ Buzz: praising friendship skills

## Value of General Praise to Groups of Children

- \_\_\_ #38 – “team two has a good start”
- \_\_\_ # 39 – Jose’s table is working really well.
- \_\_\_ \*\*#40 – “this is pretty hard stuff and you worked really hard”
- \_\_\_ #41 - Doubling the Impact/ Mr. Robb told me...
- \_\_\_ Buzz: Positive Opposites

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

- \_\_\_ †#42 - Narration before 42, praise self and others/ “thumbs up or down”
- \_\_\_ #43 – spelling SEARCH – class claps
- \_\_\_ †#44 – Ben can choose a friend –someone sitting quietly/ Bruce is having a good circle day
- \_\_\_ Role Play/Practice: Teacher prompts child to praise peer
- \_\_\_ †#45: Mr. H getting kids to notice group across room
- \_\_\_ †#46 – “give yourself a pat on the back”
- \_\_\_ †#47 – “give yourselves a hug”
- \_\_\_ Buzz/brainstorm Self encouragement bubble
- \_\_\_ †#S-12: Peter compliment circle
  
- \_\_\_ Buzz: Getting kids to compliment others
- \_\_\_ †#S-13: small group compliment song
- \_\_\_ #48 “give me a signal if you think you can do a really good job”
- \_\_\_ †#49: Mr. H clapping leads to –give yourself a big round of applause

## **Shaping New Behavior**

- \_\_\_ Narration: re praise small steps
- \_\_\_ †#50 - reading word grey
- \_\_\_ #51 – “thanks for waiting Anthony”
- \_\_\_ Narration: hard to praise tough kids

## **Physical Warmth**

- \_\_\_ †#52 - Mr. H rubs Corraine’s back
- \_\_\_ †#53 - Greg, multiple praises- ripple effect
- \_\_\_ #54 – What else might teacher do?
  
- \_\_\_ Narration: working the room
- \_\_\_ †# 55 - Mrs. B circulates, how do you do this in pre-school?
- \_\_\_ #56 – Mr. H circulating
  
- \_\_\_ Brainstorm: Emotion coaching
- \_\_\_ Role-play Emotion coaching
  
- \_\_\_ Brainstorm: Positive Opposites
  
- \_\_\_ Break up into small groups to work on Behavior Plans
  
- \_\_\_ Buzz: Praising others, praising ourselves, praising parents

## **Review Monthly Activities**

## **Complete Teacher Classroom Management Self Reflection Inventory and Set Goals**

## **Evaluations and Goodbye**

**Incredible Years Teacher and Children Series**  
**Core Vignettes for Teachers**  
**Incentives Workshop Day Three**

\* 3-4 years  
\*\* 5-8 years  
† All ages

\_\_\_ Brainstorm advantages and disadvantages to incentives

**Motivating Children Through Incentives (DVD 3)**

\_\_\_ † Introduction narration

**Individual Incentives**

- \_\_\_ \*\* #1 Teacher hands out tickets (which are traded in for candy)
- \_\_\_ Brainstorm/Buzz: low and no cost incentives
- \_\_\_ \*\* #2 Counting tickets for M & Ms
- \_\_\_ \*\* #3 Group incentives
- \_\_\_ Role Play/Practice: Transition incentive
- \_\_\_ \*\* #4 Stars for academic work
- \_\_\_ \* #S-14 Green patrol/ earning chips for walking feet, washing hands
- \_\_\_ Role Play/Practice: Replay S-14 to make more developmentally effective
- \_\_\_ Brainstorm/Buzz: group incentives
- \_\_\_ \* #S-15 Motivating children to do homework/dinosaur books
- \_\_\_ † #S-16 Spontaneous incentives

**Bean Systems**

- \_\_\_ † #5 Bean systems
- \_\_\_ #6 Beans for quiet work
- \_\_\_ † #7 Beans for remembering quiet signal
- \_\_\_ † #8 Beans for body to self
- \_\_\_ #9 Trading in beans for special activity area
- \_\_\_ Role Play/Practice: Not earning a reward
- \_\_\_ #10 Trading beans for pretzels or cookies & Teachers evaluating day interview
- \_\_\_ † #11 Unexpected rewards –fisher cracker thrown
- \_\_\_ † #12 Counting to get children up close (fish crackers)
- \_\_\_ † #13 Shaking fish cracker jar & Teacher interview

**Team and Group Incentives**

- \_\_\_ \*\* #14 Dragons get stars
- \_\_\_ #15 Teams earn stars/Giant pandas win Carolyn talks with parent
- \_\_\_ #16 Compliment charts
- \_\_\_ #17 Compliment & teacher interview
- \_\_\_ \*\* #S-17 Rulers for reaching goal (2nd grade)
- \_\_\_ Role Play/Practice: Replay vignette with enthusiasm
- \_\_\_ #S-18 Individual and classroom incentives/dinosaur buttons
- \_\_\_ † #S-19 continues/rules won



## **Special Privileges**

- \_\_\_ \*#18 Choosing weather person
- \_\_\_ †# 19 Passing out papers
- \_\_\_ \*# 20 Passing out plates at snack
- \_\_\_ †# 21 Angie does a job/goes to office
- \_\_\_ Brainstorm/Buzz: Special privileges
- \_\_\_ †# 22 “I’d love to call on you but you are not in your chair”
- \_\_\_ †# 23 Children reward other children
- \_\_\_ Role Play/Practice: Getting students to reward another student
- \_\_\_ †#24 Computer use as a reward
- \_\_\_ †# 25 “first/then rule” –earning computer time & teacher interview
- \_\_\_ Role Play/Practice: First/Then Strategy

## **Special Recognition**

- \_\_\_ †# 26 Citizens of the day & teacher interview
- \_\_\_ \*#S-16 Clanging cymbals/spontaneous celebrations

## **Sharing Successes with Parents**

- \_\_\_ †# 27 Explaining accomplishment chart
- \_\_\_ †# 28 Accomplish chart cont’d
- \_\_\_ Brainstorm/Buzz: Ways to involve parents at home with reward programs
- \_\_\_ †# 29 Teacher and parent collaborate on a chart
- \_\_\_ # S-19 Explaining how to earn chips/review dinosaur school rules/showing prizes
- \_\_\_ # S-20 Team challenge/party at 250 chips
- \_\_\_ # S-21 Counting chips
- \_\_\_ # S-22 Praise for accomplishments
- \_\_\_ # S-23 Special challenges/pretzel in bag
- \_\_\_ Dialogic Reading (optional)
- \_\_\_ † Buzz: Self-care and Self-rewards

## **Break out for Behavior Plans**

## **Homework Review for the month**

## **Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals**

## **Evaluations and Goodbyes**

**Incredible Years Teacher and Children Series**  
**Core Vignettes for Teachers**  
**Handling Misbehavior Workshop Day Four**

\* 3-4 years  
\*\* 5-8 years  
† All ages

**Brainstorm/Buzz: Discipline Goals**

**Decreasing Inappropriate Behavior (DVD 4)**

\_\_\_ † Introduction narration

**Ignoring**

- \_\_\_ †#1 Teacher checking a student's work
- \_\_\_ Brainstorm/Buzz: behaviors to ignore
- \_\_\_ †#2 Teacher reading and ignoring child sitting backwards and shaking head
- \_\_\_ †#3 Teacher at table helping two boys/ "kitty got a whooping"
- \_\_\_ Role Play/Practice: Ignoring off task behavior
- \_\_\_ †#4 Teacher praises Odessa and ignores child saying, "I hate Robert"
- \_\_\_ †#5 Teacher ignoring 2 boys and helping another child
- \_\_\_ †#6 Teacher uses praise in combination with ignoring child who is patting her
- \_\_\_ Interview
- \_\_\_ †S-24 Ignoring strategy/ Jeremiah crying on floor/ vignette continues- 2 breaks
- \_\_\_ S-25 Ignoring a tantrum/Emani on floor/helping peers ignore him
- \_\_\_ S-26 Ignoring off-task behavior/Emani off seat
- \_\_\_ † S-27 Ignoring and redirecting/Kaylee tantrums
- \_\_\_ Role Play/Practice: Ignoring tantrum in circle time
- \_\_\_ Buzz: behaviors to ignore and positive opposites to praise
- \_\_\_ †S-28 Teaching children to ignore/teacher praises children for ignoring
- \_\_\_ S-29 Learning about ignoring/Emani crying and children praised for ignoring
- \_\_\_ Buzz: Teachers share strategies they use to stay calm (See handout ways to stay calm)
- \_\_\_ Role Play/Practice: Teaching students how to ignore in circle time

**Redirecting**

**A. Nonverbal Cues**

- \_\_\_ †#7 Spelling lesson/and teacher redirects by removing object
- \_\_\_ #8 The "stare"
- \_\_\_ †#9 Redirect strategies/nonverbal cues

**B. Wait/Silence**

- \_\_\_ #10 Thinking?
- \_\_\_ †#11 Teacher shakes head at Greg

**C. Positive Verbal Redirect**

- \_\_\_ †#12 Waiting for Greg (using child's name)
- \_\_\_ †#13 "We lost someone" (not using name too much)
- \_\_\_ †#14 Redirecting without being confrontational/teasing motions
- \_\_\_ †#15 Verbalizing another child's perspective/Hanook
- \_\_\_ †#16 Random checks/math paper

### **D. Negative Verbal Redirect (practice rewriting 17-20)**

- \_\_\_ #17 “Listen to me, why is it taking so long?”/ Rewrite redirect to more positive approach
- \_\_\_ Role Play/Practice: Replay Vignette #17
- \_\_\_ #18 “You weren’t listening”
- \_\_\_ #19 “You gotta watch”
- \_\_\_ #20 “You’re daydreaming”
- \_\_\_ Role Play/Practice: Replay Vignette #20 with positive redirect
- \_\_\_ †#21 Drawing/nonverbal cues to quiet down

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

- \_\_\_ #22 “leave journals in desk”/ tries redirecting, checking work, reminders, nonverbal stare.
- \_\_\_ Buzz: Selective Ignoring – what teacher can ignore while praising another part of behavior (See handout)
- \_\_\_ \*\*#23 Jeannette continued/ walking around and distracting others
- \_\_\_ Interview
- \_\_\_ Role Play/Practice: Contrasting styles

### **Reminders and Warnings**

- \_\_\_ †#24 Teacher tries to get child back in seat/Andy
- \_\_\_ †#25 Robert and counting to five
- \_\_\_ #26 Children getting ready/Tony, Tim & Hanook
- \_\_\_ †#27 Setting timer/Andy
- \_\_\_ †#28 Warning of consequence/Robert and circle time

### **Helping the Impulsive Child**

- \_\_\_ †#29 Verbal and non verbal reminders/lesson begins in circle time
- \_\_\_ †#30 Identify strategies used/ Hanook out of seat
- \_\_\_ †#31 Teacher getting ready for snack/encouraging verbal skills

### **Coping with Tantrums**

- \_\_\_ †#32 Bubble table/ Hanook
- \_\_\_ Brainstorm/Buzz: Sharing ways to stay calm (use Buzz handout)
- \_\_\_ Rewrite Negative Self-Talk (see handout)

### **Break out for Behavior Plans**

### **Homework Review for the month**

### **Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals**

### **Evaluations and Goodbyes**

**Incredible Years Teacher and Children Series**  
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**Decreasing Inappropriate Behavior Workshop Day Five**

**Decreasing Inappropriate Behavior (DVD 5 & 6)**

\* 3-4 years  
\*\* 5-8 years  
† All ages

**Negative Consequences**

\_\_\_ † Introductory narration

**Natural and Logical Consequences**

\_\_\_ \*#33 Snack time/you can have water  
\_\_\_ \*\*#34 Teacher removes child from desk  
\_\_\_ †#35 Go to the end of the line  
\_\_\_ #36 End of the line  
\_\_\_ Brainstorm/Buzz: consequences used and developmental appropriateness  
\_\_\_ Role Play/Practice: Stating logical consequences  
\_\_\_ †#37 Explanation of what happens if water is in kitchen  
\_\_\_ †#38 Being held responsible at recess time/child leaves room  
\_\_\_ Role Play/Practice: Differential attention

**Practice/Role Play – ignoring and praising**

\_\_\_ †S-30 Experiencing Consequences/ game is removed

**Moving the Child**

\_\_\_ †#39 Signaling Jamaal quiet, giving warning, away from group at table  
\_\_\_ #40 Bring puzzle to me/Jeanette

**Loss of Privileges**

\_\_\_ #41 Katie is moved back to her seat  
\_\_\_ #42 Teacher compromises  
\_\_\_ Teacher interview

**Decreasing Inappropriate Behavior- Follow Through with Consequences (DVD 6)**

\_\_\_ Introductory Narration  
\_\_\_ Teach basic Time Out steps using first handout of simple time out

**Teaching Time Out to Students**

\_\_\_ †# S-31 Explaining Time Out  
\_\_\_ Role Play/Practice: Explaining Time Out to students  
\_\_\_ †# S-32 Practicing Time Out  
\_\_\_ †# S-33 Children teach Wally  
\_\_\_ Role Play/Practice: Small groups practice explaining time out and use anger thermometer

**Effective Practicing and Use of Time Out**

\_\_\_ †S-36 Time Out/Emani practices/Emani refuses to come back/ Emani back and kicks and returns to Time Out  
\_\_\_ S-37 Happy Place/ Emani goes to Time Out on his own

- \_\_\_ †S-38 Learning to Self-Regulate/Emani does Time Out & is reengaged/group using turtle shell and anger thermometer
- \_\_\_ Role Play/Practice: Child resists Time Out (4-6 years)
- \_\_\_ †S-34 Time Out for Two Children/Emani and Tony
- \_\_\_ †S-35 End of Time Out/ return to circle
- \_\_\_ S-39 Resisting Time Out/ Jeremiah
- \_\_\_ Role Play/Practice: Child resists Time out (6-8 years)
- \_\_\_ Buzz: Positive Self-Talk
- \_\_\_ †S-40 Teaching Self-Regulation/Kaylee in Time Out
- \_\_\_ Role Play/Practice: Teaching Self-Regulation with thermometer in circle time

### **Improving Time Out**

- \_\_\_ †#3 Time Out for swearing/whooping
- \_\_\_ #4 Child returned to Time Out for swearing (optional)

### **Teacher Interview**

- \_\_\_ Buzz: Teachers share what behaviors result in Time Out, when they have it
- \_\_\_ #5 Teacher trading beans for privileges/Jamaal stays at table

### **Tracking Misbehavior**

- \_\_\_ †#1 Time Out/ Child gets off chair and goes in hallway (optional)
- \_\_\_ †#2 Teacher implements time out (optional)
- \_\_\_ #6 Teacher trying to teach/Greg disruptive/warning
- \_\_\_ #7 “you’re going to obey me”? teacher losing patience
- \_\_\_ Buzz: calming self-statements

### **Clip Board and Time System**

- \_\_\_ \*#8 Bubble play and child hits by mistake/ Jamaal throws toy on floor/noncompliant
- \_\_\_ Teacher Interview & Tracking Misbehavior

### **Card System**

- \_\_\_ \*\*#9 Corraine turn over card to yellow
- \_\_\_ Buzz: Logical Consequences
- \_\_\_ Teacher Interview & Recess Talk (with Corraine)
- \_\_\_ Buzz: Do Teachers Working Like Detective Sheets (see handouts)
- \_\_\_ Review: Problem Solving Worksheet (see handouts)

### **Break out for Behavior Plans**

### **Homework Review for the month**

### **Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals**

### **Evaluations and Goodbyes**

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**Social, Emotional and Problem Solving Workshop Day Six**

\* 3-4 years

\*\* 5-8 years

† All ages

**Building Positive Relationships (DVD 1 continued)**

**Changing Negative Reputations and Negative Self-Image**

- \_\_\_ #12 Patrick talks about his last chance in dinosaur school
- \_\_\_ Buzz: Share strategies for changing a child's negative reputation in a more positive reputation in classroom/school
- \_\_\_ †#13 Teacher talking to Corraine at recess (fresh start)
- \_\_\_ S-2 Partnering with Parents/Dorian's mother (may have been shown in workshop #1)
- \_\_\_ Buzz: Ways to develop positive relationships with parents (workshop #1)
- \_\_\_ Role Play/Practice: Phone call to parent

**Showing Students you Trust Them**

**A. Responsibility in the Classroom**

- \_\_\_ †#14 Weekly responsibilities in classroom –(preschool – daily responsibilities)
- \_\_\_ Buzz: Ways to Promote Responsibility
- \_\_\_ #15 Praising children for doing their jobs
- \_\_\_ †#16 Choosing jobs/mixing up names – (special responsibilities)
- \_\_\_ †#17 Cleaning table
- \_\_\_ #18 Asking children to help problem solve/ problem with talking

**B. Encouraging Students to Help Each Other**

- \_\_\_ †#19 Children helping each other/sewing project
- \_\_\_ †#20 Whisper in your neighbor's ear
- \_\_\_ †#21 Peek on Jose and help him out
- \_\_\_ †#22 I get kind of lonesome when you are alone/Corraine
- \_\_\_ Role Play/Practice: Encouraging peer helping behavior
- \_\_\_ #23 Vowel lesson/Alician will you whisper in his ear
- \_\_\_ #24 continues

**C. Giving Children Choices whenever Possible**

- \_\_\_ †#25 You don't have to..
- \_\_\_ †#26 "I want to start all over again"
- \_\_\_ †#27 I thought it was a "D" – would rather it was a "B"

**D. Teacher as Model**

- \_\_\_ \*#28 Teacher acknowledges difficulty/Mr. H.
- \_\_\_ †#29 & \*30 Giving encouragement/scaffolding

**Emotional Regulation, Social Skills and Problem Solving (DVD 7)**

- \_\_\_ †Introductory narration

## Teaching Social Skills

### A. Teaching about Relationships

- \_\_\_ #1 Teacher talks about being team players
- \_\_\_ #2 Teacher continues discussion of team players
- \_\_\_ #3 Teacher reads story about friends
- \_\_\_ †#S-41 Coaching Social Skills /Wally, Carolyn, 2 girls playing detective game and Emani joins in/ recording friendly behaviors – (focused practice of skills, how could you use in classroom?)
- \_\_\_ †#S-42 Social and Emotional Coaching/ 4 boys and Jamila with puzzle – (value of labeling teamwork)
- \_\_\_ Buzz: Emotional Literacy Words and Social Behaviors
- \_\_\_ Practice/Role Play: Social and Emotion Coaching – (Tracking sheet for social/emotional coaching in small groups)

### B. Encouraging Feeling Talk & Use of Feeling Cards

- \_\_\_ Explain feeling cue cards and how these can be used in classroom with examples of games they can play with them (e.g., music freeze, turn over one card and mix up)
- \_\_\_ #4 Teacher journal writing about friendships
- \_\_\_ #5 Continuation
- \_\_\_ Buzz/Brainstorm: Promoting Feelings Literacy (start feeling book, compliment circle time)
- \_\_\_ #6 Boy talks about a time he felt angry/teachable moment]

### C. Coaching Self-Regulation Skills

- \_\_\_ †#S-43 Jamila at table, matching game, Valerian waiting
- \_\_\_ Buzz: Connecting frustrating emotions with ability to stay calm
- \_\_\_ Role Play/Practice: Emotion self regulation coaching
- \_\_\_ †#S-44 Patience muscles
- \_\_\_ †# S-45 Using puppets to Promote feeling talk
- \_\_\_ †Model using books and puppets to teach Calm Down Strategies
- \_\_\_ †Practice with puppets/Tiny Turtle/ Feeling books

## Teaching Problem Solving

### A. Using Words to Solve Problems

- \_\_\_ †#7 Teacher prompts words to ask
- \_\_\_ †#8 Sharing oatmeal/Bonnie and Hannook
- \_\_\_ Review levels of play & when to use “prompts” (use handouts)
- \_\_\_ †#9 Prompting word use
- \_\_\_ †#10 Teacher helps children learn to trade and wait
- \_\_\_ Role Play/Practice in groups of 4: words to use that promote feeling language and social skills
- \_\_\_ †#11 Teacher preparing snacks/fish crackers
- \_\_\_ #12 Teacher leads song/language board
- \_\_\_ #13 Using communication card “I want yogurt”
- \_\_\_ #14 Tell me in words
- \_\_\_ #15 Teacher shows Hanook at bubble table how to ask for what he wants

### B. Role-Plays as a Teaching Strategy

- \_\_\_ #16 Teacher sets up a role play/Wally/ Nicholas/
- \_\_\_ Buzz: problem solving scenarios for circle time (e.g., using computer, sharing ball, needing help, being teased etc.)
- \_\_\_ Role Play/Practice: Using puppets to teach problem solving /break into small groups

**NOTE: Two practice groups: 1 group review/practice using puppets to teach calm down/label feelings, 2nd group practices using Wally's Problem Solving book in circle, after trainer models**

\_\_\_ #17 Teaching about ignoring and practicing

### **C. Coaching Problem Solving**

- \_\_\_ †Model how to use Wally books in circle time or individually
- \_\_\_ †#S-46 Using Wally books and puppets to teach Calm Down Strategies
- \_\_\_ Practice using the Wally books with puppets
- \_\_\_ \*\*#S-47 Using Books to Teach Problem Solving Skills/ bully story
- \_\_\_ #S-48 Teacher sets up role play related to story
- \_\_\_ Role Play/Practice: Using Wally books
- \_\_\_ #S-49 Using Games to Teach Problem Solving/Adriana and Dorian
- \_\_\_ \*\*#S-50 Pass the Hat/sing song and pull out question
- \_\_\_ Brainstorm/Buzz: Suggestions of solutions for hat game – (1 page of solution cards handouts)
- \_\_\_ \*\*#S-51 Problem solving in the midst of conflict/Gregory won't share and Simran is mad
- \_\_\_ \*#S-52 Turtle Shell/ Gregory upset because Ramadan tries to take his airplane
- \_\_\_ †#S-53 Promoting/ playground & teachers helps to come up with solutions
- \_\_\_ \*\*#S-54 Being Hit/ Girls says Gregory hit her
- \_\_\_ †#S-55 Reinforcing use of words/Sergio's cars

### **Teacher as Learner**

#### **A. Daily Reflection**

- \_\_\_ #18a, b Teachers reflect on and evaluate day

#### **B. Problem Solving with Parents**

- \_\_\_ #19 Narration
- \_\_\_ Brainstorm/ Buzz: Involving parents (using Wally books)

### **Break out for Behavior Plans**

#### **Homework Review for the month**

- Practice calm down and identify solutions sequence**
- Light bulb posters for tracking solutions in class**
- Teamwork at home homework – (handout, Susan)**
- Using puppet or book to practice social skill**

### **Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals for Future**

### **Compliment Circle Time - Teachers share what one thing they have learned and successfully tried in their classrooms**

### **Evaluations**

### **Certificates of Completion and Goodbyes**