

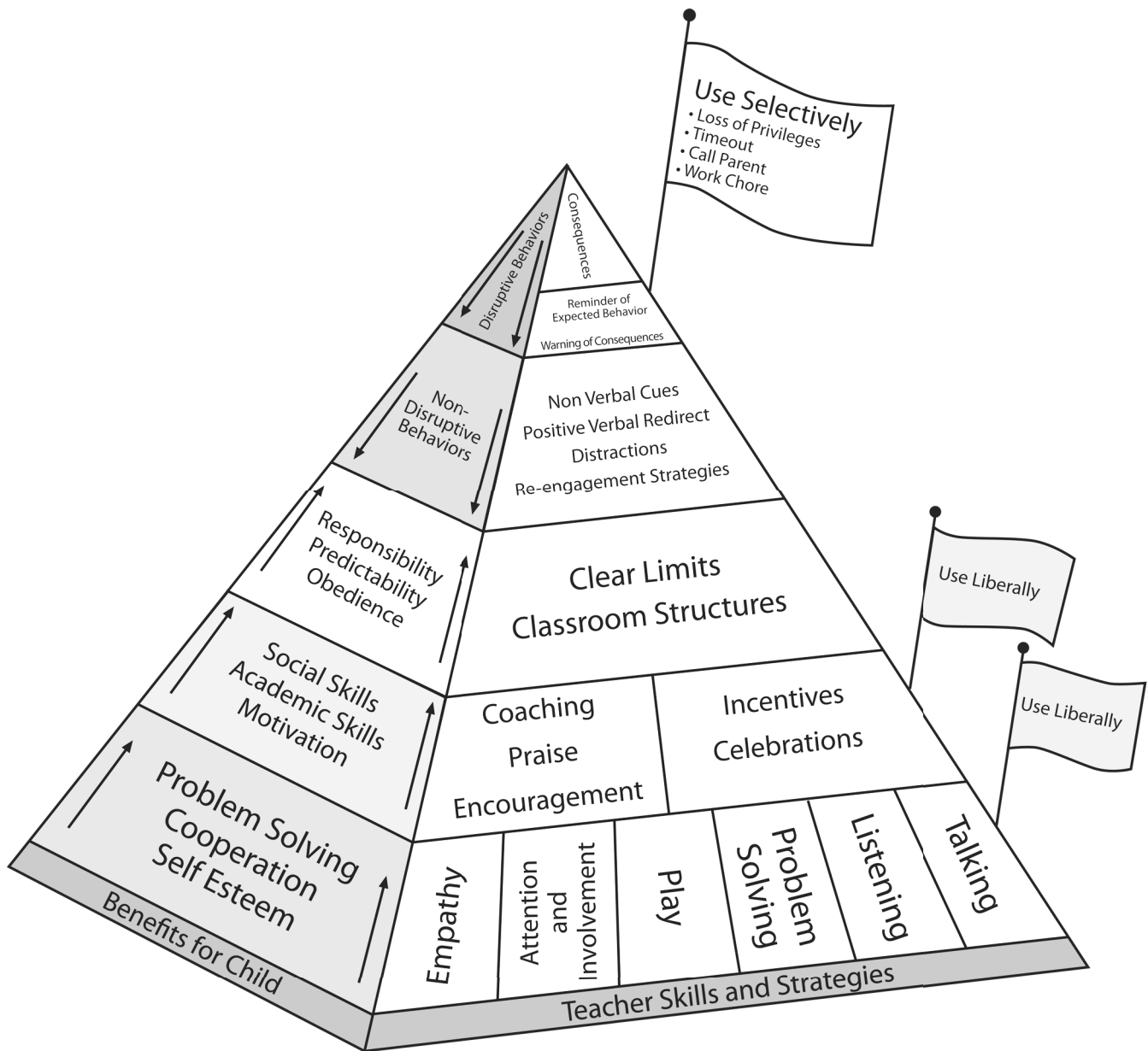
Part 7

Appendix

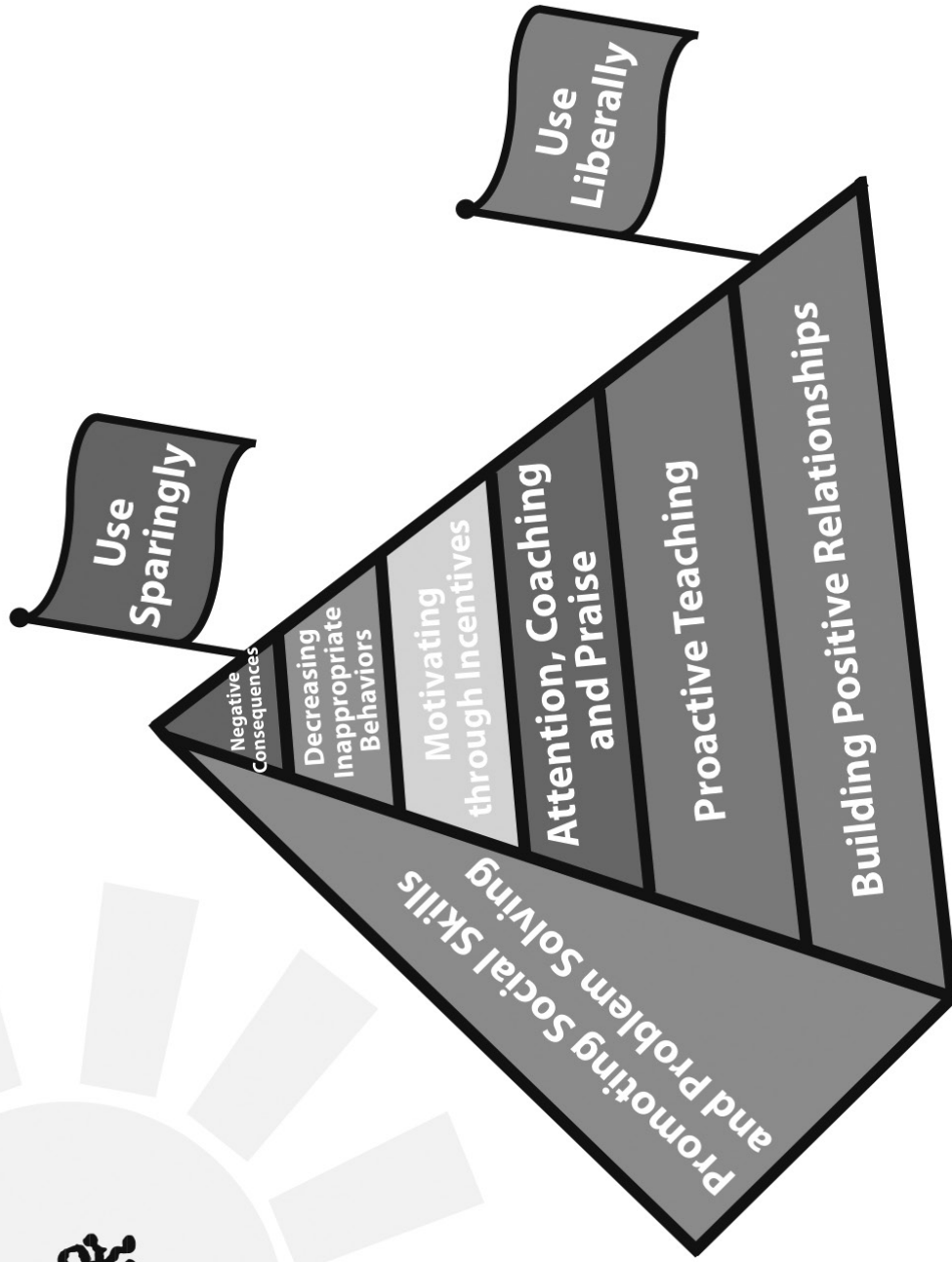
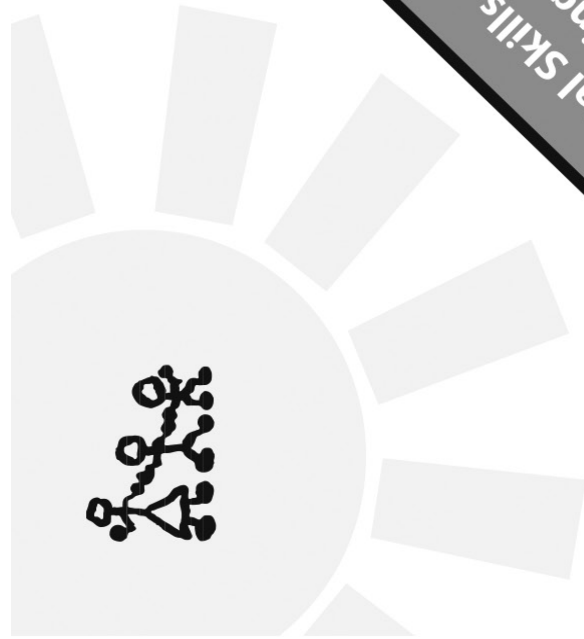
- 1. Ground Rules***
- 2. Teaching Pyramid***
- 3. Teacher Workshop Evaluations***
- 4. Teacher Self-Monitoring Checklist***
- 5. Teacher Workshop Satisfaction Questionnaire***
- 6. Workshop Completion Certificate***
- 7. Teachers Thinking Like Scientists (2)***
- 8. Content and Objectives Table***

Ground Rules

- 1. Everyone's ideas are respected.**
- 2. Anyone has a right to pass.**
- 3. One person talks at a time.**
- 4. Confidentiality**
- 5. Cell Phones Turned Off**



Teaching Pyramid™



Teaching Pyramid



**INCREDIBLE YEARS® TEACHER PROGRAM
TEACHER WORKSHOP EVALUATIONS**

Name _____ Workshop _____ Date _____

I found the content of this session:

not helpful neutral helpful very helpful

I feel the video examples were:

not helpful neutral helpful very helpful

I feel the group leader's teaching was:

not helpful neutral helpful very helpful

I found the group discussion to be:

not helpful neutral helpful very helpful

Additional comments:

(continue on back)

Name _____

Teacher Self-Monitoring Checklist

Please fill out this checklist each month.

Workshop #1 Building Relationships With Students and Proactive Teaching

_____ Read Chapters 1, 2, 3 and 14.

_____ Start Behavior Plan on 2 students

My goal _____

Workshop #2 Teacher Attention, Coaching, Encouragement and Praise

_____ Read Chapters 4 and 5.

_____ Practiced peer coaching concepts.

_____ Practiced proactive strategies.

_____ Follow through on Behavior Plan

My goal _____

Workshop #3 Motivating Students Through Incentives

_____ Read Chapter 6.

_____ Practiced giving positive attention and praise to specific social behaviors.

_____ Set up an incentive program for 1-2 students.

_____ Start new Behavior Plan

My goal _____

Workshop #4 Decreasing Inappropriate Behavior—Ignoring and Redirecting

_____ Read Chapters 7 and 15.

_____ Use Self-Encouragement Bubble.

_____ Implemented a behavior plan for a challenging student & share with parent.

My goal _____

Workshop #5 Decreasing Inappropriate Behavior—Follow Through With Consequences

_____ Read Chapters 8, 9 and 10.

_____ Use Time Out for Aggressive Behavior.

_____ Teach children how to calm down (use calm down thermometer)

My goal _____

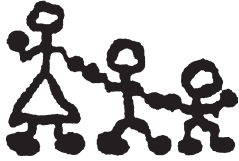
Workshop #6 Emotional Regulation, Social Skills and Problem Solving

_____ Read Chapter 11, 12, and 13.

_____ Implemented behavior plan with discipline plan.

_____ Share behavior plan with parent.

My goal _____



Incredible Years® *Teacher Workshop Satisfaction Questionnaire*

(Hand out at end of the entire curriculum)

Participant's Name _____ Date _____

The following questionnaire is part of our evaluation of the workshop that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point.

1. The target student's behavior that I developed a behavior plan for is (are):

Considerably worse Worse Slightly worse The same Slightly improved Improved Greatly improved

2. Other students' problems which I/we have tried to change using the methods presented in this workshop are

Considerably worse Worse Slightly worse The same Slightly improved Improved Greatly improved

3. My feelings about my current students' progress are that I am

Very dissatisfied Dissatisfied Slightly dissatisfied Neutral Slightly satisfied Satisfied Greatly Satisfied

4. My expectation for good results from this workshop is

Very pessimistic Pessimistic Slightly pessimistic Neutral Slightly optimistic Optimistic Very optimistic

5. I feel that the approach used to change students' behavior problems in this workshop is

Very inappropriate Inappropriate Slightly inappropriate Neutral Slightly appropriate Appropriate Greatly appropriate

6. Would you recommend this workshop to another teacher?

Strongly not recommend Not recommend Slightly not recommend Neutral Slightly Recommend Recommend Strongly recommend

7. How confident are you that you will be able to manage current behavior problems in your classroom?

Very Unconfident Unconfident Slightly useless Neutral Slightly Confident Confident Very Confident

Appendix

8. How confident are you that you will be able to manage future behavior problems in your classroom?

Very Unconfident Unconfident Slightly useless Neutral Slightly Confident Confident Very Confident

Usefulness

In this section, we would like you to indicate how useful you find each of the following types of group leader strategies used in these workshops. Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

2. Demonstration of skills through the use of video vignettes and modeling was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

3. Teachers' promotion of collaborative problem solving and sharing of ideas was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

4. Practicing skills in small groups during the workshop was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

5. Small group breakouts to work on behavior plans was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

6. Support from other teachers was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

7. Suggested classroom activity assignments were

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

8. Book – *Incredible Teachers* was

Extremely useless Useless Slightly useless Neutral Somewhat useful Useful Extremely useful

B Specific Teaching Techniques

Usefulness

In this section, we would like you to indicate how useful each of the following techniques is for teaching students. Please circle the response that most accurately describes the usefulness of the technique.

1. Child-Directed Play

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

2. Academic and Persistence Coaching

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

3. Social and Emotional Coaching

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

4. Praise/Encouragement

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

5. Incentives to motivate children

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

6. Ignoring

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

7. Good Commands/Clear and respective limit setting

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

8. Time Out/Calm Down Place

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

9. Loss of Privileges, Logical Consequences

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

10. Redirects/Distraction/Prompting alternative responses

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

11. Problem-Solving Training

Extremely
useless Useless Slightly
useless Neutral Somewhat
useful Useful Extremely
useful

C. Evaluation of Workshop Group Leader

In this section we would like you to express your opinions about your group facilitator. Please circle the response to each question that best describes how you feel.

Group Leader #1 (name) _____

1. I feel that the leader's facilitation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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2. The leaders's preparation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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3. Concerning the leader's interest and concern in me and my students, it was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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4. At this point, I feel that the leader of the workshop was

Extremely not helpful	Not helpful	Slightly not helpful	Neutral	Slightly helpful	Helpful	Extremely Helpful
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If more than one leader was involved in your program, please fill in the following. (Go to Section D if only one leader was involved.)

Group leader #2 (name) _____

1. I feel that the leader's facilitation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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2. The leaders's preparation was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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3. Concerning the leader's interest and concern in me and my student, it was

Very poor	Poor	Below Average	Average	Above Average	Superior	Excellent
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4. At this point, I feel that the leader of the workshop was

Extremely not helpful	Not helpful	Slightly not helpful	Neutral	Slightly helpful	Helpful	Extremely Helpful
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D. Overall Program Evaluation

1. What part of the program was most helpful to you?

2. What did you like most about the program?

3. What did you like least about the program?

4. How could the program have been improved to help you more?

Certificate

of participation and successful completion of

The Incredible Years

Teacher Classroom Management Training Series

Developed by Dr. Webster-Stratton
and Sponsored by:

Name of Leader

Date

Participant Name

Signatures:

Teachers Thinking Like Scientists



Child Problem



Goals



Strategies

Benefits

Obstacles
[thoughts, feelings
behavior in self &
others]



Ongoing Plans

Teachers Thinking Like Scientists



Child Problems

Child Strengths

Goals

Table 1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)

Content	Objectives	Content	Objectives
<p>Workshop #1 Building Positive Relationships With Students</p>	<ul style="list-style-type: none"> • Building positive relationships with difficult students. • Showing students you trust and believe in them. • Fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own. • Giving students choices when possible. • Implementing strategies to counter students' negative attributions and reputations within classroom. • Promoting positive relationships with students' parents. • Sharing positive feelings with students. 	<p>Workshop #1 (Part 2): Preventing Behavior Problems—The Proactive Teacher</p>	<ul style="list-style-type: none"> • Establishing clear, predictable classroom rules. • Clear and consistent classroom structure and schedule. • Optimal physical environment. • Preparing children for transitions. • Using guidelines for giving effective commands or instructions. • Reducing unclear, vague, and negative commands. • Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children. • Engaging children's attention. • Using nonverbal signals and cues for communication. • Recognizing the need for ongoing monitoring and positive attention. • Giving choices when possible. • Communicating with teachers about school rules to reinforce at home.
<p>Workshop #2: The Importance of Teacher Attention, Coaching, and Praise</p>	<ul style="list-style-type: none"> • Using praise and encouragement more effectively for targeted behaviors. • Learning about academic, persistence, social and emotional coaching. • Building children's self-esteem and self-confidence by teaching children how to praise themselves. • Understanding the importance of general praise to the whole group as well as individual praise. • Recognizing common traps. • Using physical warmth as a reinforcer. • Providing nonverbal cues of appreciation. • Doubling the impact of praise by involving other school personnel and parents. • Helping children learn how to compliment others and enjoy others' achievements. • Encouraging students to praise themselves. • Strengthening teacher praise for each other and for parents. 	<p>Workshop #3: Motivating Children Through Incentives</p>	<ul style="list-style-type: none"> • Understanding why incentives are valuable teaching strategies for children with behavior problems. • Understanding ways to use an incentive program for social problems such as noncompliance, inattentiveness, uncooperativeness, and hyperactivity as well as for academic problems. • Setting up individual incentive programs for particular children. • Using group or classroom incentives. • Designing programs that have variety and build on the positive relationship between the teacher, child, and parent. • Using incentives in a way that fosters that child's internal motivation and focuses on the process of learning rather than the end product. • Providing unexpected rewards and celebration. • Involving parents in incentive programs and children's success. • Using compliment charts for targeted positive opposite behaviors.

Table 1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)			
Content	Objectives	Content	Objectives
<p>Workshop #4: Ignoring & Redirecting</p> <ul style="list-style-type: none"> Knowing how to redirect and engage children. Knowing how and when to ignore inappropriate responses from children. Using verbal and nonverbal cues to reengage off-task children. Understanding the importance of reminders and warnings. Teacher learning how to stay calm. Teaching students how to ignore their peers when they are misbehaving 	<ul style="list-style-type: none"> Knowing how to redirect and engage children. Knowing how and when to ignore inappropriate responses from children. Using verbal and nonverbal cues to reengage off-task children. Understanding the importance of reminders and warnings. Teacher learning how to stay calm. Teaching students how to ignore their peers when they are misbehaving 	<p>Workshop #5: Follow Through With Consequences</p>	<ul style="list-style-type: none"> Using guidelines for setting up Time Out in the classroom. Avoiding common mistakes in using Time Out. Learning how to teach and practice Time Out with students. Handling common misbehaviors such as impulsivity, disengagement, noncompliance, tantrums, and disruptive behaviors. Using the color cards system. Recognizing when to use logical consequences or removal of privileges as discipline. Learning how to use the anger thermometer to help students calm down.
<p>Workshop #6: Emotional Regulation, Social Skills & Problem-Solving</p> <ul style="list-style-type: none"> Teaching students how to ask for what they want in appropriate ways. Fostering listening and speaking skills between students. Teaching students how to problem solve through books, games, and puppets. Promoting positive self-talk. Promoting feelings literacy. Involving parents in encouraging their children's social competence and problem solving. Determine students' developmental level of play and adapt coaching accordingly. Learning social and emotion coaching. 	<ul style="list-style-type: none"> Teaching students how to ask for what they want in appropriate ways. Fostering listening and speaking skills between students. Teaching students how to problem solve through books, games, and puppets. Promoting positive self-talk. Promoting feelings literacy. Involving parents in encouraging their children's social competence and problem solving. Determine students' developmental level of play and adapt coaching accordingly. Learning social and emotion coaching. 		