

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.

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<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 	<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. 		