

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

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

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