



TEACHER CLASSROOM MANAGEMENT PROGRAM GROUP LEADER TRAINING WORKSHOP

by Carolyn Webster-Stratton, Ph.D.

(3 days/21 hours)

revised April 20, 2022

Date of training _____

Location _____

Trainer or Mentor _____

Billing Information for per participant fee

Organization/Agency Name _____

Contact Name _____

Street Address _____

City _____ State/Province _____

Post Code _____ Country _____

Contact phone number _____

Contact email address _____

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years®
1411 8th Avenue West
Seattle, WA 98119

incredibleyears@incredibleyears.com

MENTOR PREPARATION FOR TEACHER CLASSROOM MANAGEMENT TRAINING

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***Workshop is for group leaders who will deliver the 6-session
Teacher Classroom Management program (IY-TCM)***

Qualifications for teacher group leader include:

1. Certification as parent group leader or child group leader, OR;
2. Educational background and experience in early childhood education, teaching, child or school psychology or counseling preferably Masters degree; and
3. Experience mentoring, supporting or training teachers.

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• • • • • CHECKLIST • • • • •

- Each participant should be given book: *Incredible Teachers: Nurturing Children’s Social, Emotional and Academic Competence*. These are required for group leaders to have access to and to read.
- Arrange room set up—chairs in semi circle (no tables), laptop computer/screen, flip chart, teaching pyramid poster displayed, tools poster
- 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!
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Agendas completed for each workshop day
- Evaluation forms for each day photocopied on different colors for each day (or QR code for online evaluation)

• • • • • ITEMS NEEDED • • • • •

- Laminated cards – Classroom Rules cards, Feelings Faces cards (revised 2021)
- Dina’s Greatest Hits* Songs for Dinosaur School (on CD or website: <https://incredibleyears.com/dinas-greatest-hits-songs-for-dinosaur-school/> password = Wally)
- Wally’s Big Book for Solving Problems at School
- Show Me Five* poster (revised 2021), *Calm Down Thermometer* poster with arrow, *Tool Kit* posters (set of 3, revised), *Teaching Pyramid* poster
- Toys, hand puppets, animals, blocks, Legos, puzzles, coloring markers
- At least one set of curriculum (manuals, videos - DVD or streaming, etc.)
- Materials for Small Group Activities (toys) (books with no words) (activities for 4-5 year olds as well as 6-8 years)
- Chocolate/candies and small prizes (magnets, stickers)



• • • • • **VIDEOS NEEDED** • • • • •



- Teacher Classroom Management Program DVDs (7 DVDs) or streaming
- Teacher Program Preview DVD (also available on website: <https://incredibleyears.com/about/incredible-years-series/program-previews/>)



• • • • • **SHOWING THE PROGRAM VIGNETTES** • • • • •

*GOOD VIGNETTES for PRESCHOOL AND KINDERGARTEN

** add these vignettes for teachers for older children

NOTE: You won't be able to show all of the vignettes in this protocol. Select the most appropriate ones for the teacher population you are working with depending on the age of their students, cultural diversity, and those that relate to teachers' specific goals for their learning.

• • • • • **SEND ARTICLE AHEAD OF TIME TO PARTICIPANTS** • • • • •

- [*The Incredible Years Teacher Classroom Management Training: The Methods and Principles that Support Fidelity of Training Delivery*](#)

DAY 1

Nurturing Positive Relationships with Children & The Proactive Teacher (workshop day 1)

revised April 20, 2022

I. Welcome, Introductions & Goals

- ___ Greet each teacher and introduce participants. Ask about their goals.
- ___ Review Agenda. Explain that participants must attend and participate in the entire 3 days of training to receive their certificate of attendance.



II. Overview

- ___ Family, child, and school risk factors for behavior problems
- ___ Program Content, Topics and Objectives. Show Preview DVD overview (also available on website: <https://incredibleyears.com/about/incredible-years-series/program-previews/>)



Logistics

- ___ Recruitment of teachers
- ___ Location (Group room, chairs, welcoming atmosphere, building easy to reach, parking)
- ___ Food (Healthy foods, attractive presentation)
- ___ Leader preparation
- ___ CE credits or clock hours
- ___ Research findings: Review research for this evidence-based program (articles on website <https://incredibleyears.com/for-researchers/research-library/>)
- ___ Explain the training process—why we use video vignettes, do role play practices, and practice being in teacher role or group leader role. Explain to participants that they will be “teachers” and trainer will be “group leader” at times to model the process of leading teacher groups. Other times they will be in group leader role for practices. Talk about how you will signal whether you are “in role” or “out of role” (with hat, scarf or some signal).



III. Day 1 of Teaching Training Workshop

- ___ Review the outline/protocol for day 1 with the group
- ___ Model ground rules
- ___ Process importance of ground rules and debrief what trainer modeled (write down key ideas on flip chart)
- ___ Have participants brainstorm ways to have teachers present their goals for the training. (“what are your goals for the children in your classroom?” “what are your strengths as a teacher?” “What would you like to work on?” “what is challenging for you this year?”)





___ Show vignette S-30: Consequences (Two boys fighting) from disc 4. Start this vignette after the narration and abbreviate to show only the tantruming.



___ **Brainstorm:**

What is it like to be a child with behavior problems?

What is it like to be a parent of one of these children?

What is it like to be a teacher of one of these children?

Based on above brainstorm exercise ask: "What are the implications from this for how teachers (or parents) will want to be treated by professionals?" (could go in small groups for brief discussion of this & present key ideas afterwards)

___ Model how to use the Teaching Pyramid to explain the order of program content. When modeling refer to participant goals and debrief afterwards what was modeled.

IV. **Topic: Proactive Teacher & Building Relationships with Students**



___ "BRAINWRITE" – Write topics on 5-6 pieces of paper:

(1) "handling transitions and schedules"

(2) "teaching classroom rules,"

(3) "physical environment,"

(4) "promoting teacher-child relationships,"

(5) "promoting relationships with student with challenging behaviors,"

(6) "promoting relationships with parents".

Note: these brainwrites may be integrated with the vignettes for each topic throughout the day.

Divide participants into 5-6 groups and each group brainstorms their ideas for their topic, then comes back afterwards and presents them to larger group. Use these ideas when discussing vignettes. Groups that worked on relationships topics (#4, 5 & 6) present their lists before each group of vignettes (see below)

___ **Promoting Relationships with Students - Ideas presented by groups**

___ Discuss the process of debriefing the brainstorm from the individual groups

Show Teacher Classroom Management Program Vignettes: Building Positive Relationships (DVD #1 or streaming)

Explain who teachers are on video and how vignettes are used to stimulate discussion.

Show 2-3 of these relationship vignettes: trainer models, then process group leader vignette mediation skills.

___ *Introductory Narration and Vig 1: Mrs. B

___ *Vig 2: "it's raining"

___ *Vig 3: teddy bear hospital and number rap (2 different vignettes)

___ *Vig 4: train play

___ *Vig 7: narration & individual greetings- Mr H greets students

___ **Buzz** hello and good bye rituals each day

___ Vig 8: "who's here today" song

___ *S-1: Individual time with students (Carolyn and Nahom after Vig 11)



___ **Promoting Relationships with Parents - Ideas presented by group**

___ *S-2: Partnering with parents (Trilby and Carolyn after Vig 13)

___ Narration

___ **Participants do Self-Reflection handouts & Determine Personal Goals**

___ **Vig 12: "I might get kicked out of school" "humiliating to have name on board"

___ Vig 16: Balloon helper

___ Narration

___ Vig 19: Students help each other

___ Vig 21: Help Jose (Mr H)

___ Narration

___ Vig 25: Draw or not draw

___ **Vig 27: Rather have a different letter (Mr H)

___ Vig 30: Drawing lines

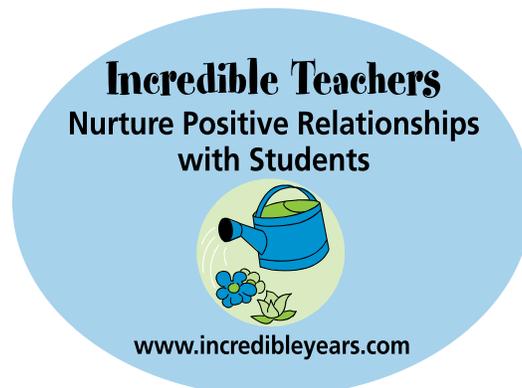
___ **Process how group leaders strategically select appropriate vignettes to represent the population addressed and use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.**



Key Concepts to Spotlight:

- value of being playful as a teacher e.g., puppets to introduce rules
- value of showing attention and appreciation as a way of increasing positive child behaviors
- importance of getting to know parents in order to develop relationship with child
- importance of extending teacher's contact beyond the classroom (i.e., calls, invitations to parents to visit classroom, etc.)
- value of building caring environments by honoring the unique qualities of each child

Lunch



Groups that worked on transitions, schedules, rules and environment (#1,2,3) present.

Show Teacher Classroom Management Program Vignettes: Proactive Teacher (DVD #2 or streaming)

Proactive Teacher vignettes: show at least 1 vignette from each category. Trainer models, then process group leader vignette mediation skills, participants may begin to think of questions to ask the teachers.

Rules and Schedules

- ___ *Ideas regarding rules and schedules presented by group from earlier brainwrite
- ___ *Show introductory narration
- ___ *Vig 1: Teacher talking about rules
- ___ *S-3 Talking about Rules
- ___ **Buzz** for classroom rules – see handouts
- ___ Show “Show Me Five” poster, Classroom Rules cue cards & “I Am Good at Listening” stickers

Involving Parents

- ___ Show the rules homework activities for children to do with their parents. Emphasize involvement of parents, and importance of explaining to parents this home activity should be a fun interaction that is child-directed, and not to worry if children resist but to stay positive.

Physical Placement of Teachers, Students and Environment

- ___ Vig 2: teacher at table reading with 4 students 2nd graders/Greg
- ___ *Vig 4: Mr. H gets closer, uses goldfish crackers

Routines/Transitions

- ___ *Ideas regarding transitions and routines presented by group from earlier brainwrite
- ___ Narration preparing for transitions/Warnings
- ___ **Vig 6: Two minute warning
- ___ **Vig 7: Count to ten
- ___ *Vig 8: 3 min left to play, Bonnie
- ___ **Vig 12: Counting (Mr H)
- ___ *S-5: Narration:greetings, classroom jobs, share sample schedule
- ___ *S-7:Opening Dinosaur Circle Time (Jamila)
- ___ * S-9: Wiggle break (Toni) (share stretch and brain breaks in group)
- ___ Model setting up a transition role play after showing 1-2 transition vignettes.
- ___ Debrief group leader skills used in setting up role play

Getting and Holding Attention

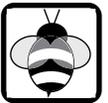
- ___ Narration
- ___ *Vig 13: Names of kids paying attention/waiting (Mr H)
- ___ *Vig 17: Freeze (Mr H)

- ___ *Vig 20: Eye check (Mr H)
- ___ **Buzz:** fun things teachers do to get students attention



Give Clear Commands and Instructions

- ___ *Vig 25: Stand by your desk
- ___ Narration: Negative Commands
- ___ **Vig 26: "You're not going to sew today"
- ___ Vig 29: "I forgot to mention to mom "
- ___ Set up role play to replay vignette 29, giving a clear, positive command.
- ___ Debrief group leaders skill used to set up the role play.
- ___ **BUZZ** rewriting negative commands – break up into pairs and give buzz handout on rewriting negative commands. Share in large group afterwards.



Warnings

- ___ **Vig 36: Listening behaviors (Mr H gold fish)
- ___ **Vig 37: "I'm losing my patience"



Giving Choices

- ___ Vig 38: "Do you want to share? You don't have to"
- ___ *Vig 39: "If you don't want to listen, you can get a book"
- ___ **Buzz** what choices work in the classroom



Nonverbal Signals and Prompts

- ___ *Narration
- ___ *Vig 40: Nonverbal cues, teacher covers mouth with hand
- ___ **Buzz** nonverbal cues
- ___ *Vig 42: Refocus (Mr H)
- ___ *Narration: Physical redirect
- ___ *Vig 52: Model Self-talk
- ___ *Vig 57: Predict success – share rulers



Process selection of vignettes and methods of using them.

- ___ **Participants do Self-Reflection handouts & Determine Personal Goals** (ideally these are done post-lunch but before the end of the day.)



Key Concepts to Spotlight:

- importance of classroom rules
- importance of teaching children to respect individual differences
- fostering caring through the notion of classroom as community and as family
- teacher as model—caring for and respecting all children
- identifying preventive strategies (e.g., redirection, nonverbal cues and signals, warnings, proximity praise, classroom structure and seating plan, clear requests)
- emphasizing the importance of predictable routines for students with challenging behaviors

V. *Summary & Wrap Up*

- ___ Summarize key points of the day.
- ___ Collaborative group leader roles:
Leading, reframing, teaching, encouraging, praising, supporting, using role plays, mediating video vignettes, humor, optimism, empowering, persuading, explaining, summarizing, interpreting, setting limits, pacing, predicting
- ___ Review handouts, blackboard notes, and activities
- ___ Participant Evaluation of Workshop Day #1

Assignment

- ___ Read *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* Chapter 2 and Chapter 3

Notes:



DAY 2

Academic, Persistence, Social and Emotional Coaching & Importance of Teacher Attention, Encouragement and Praise (workshop day 2)

I. Day 2 of Teacher Training Workshop

___ Review the outline/protocol for day 2 with the group

II. Feedback on Evaluations

___ Give participants feedback on the prior day's evaluations. Then process the importance of doing this in their own teacher training days. Often the issue of not having tables will come up here. Help the group understand the importance of the room set up to be a place for discussions and sharing and that notes are not needed because they are in handouts and manuals.



III. Home Activities Review

___ Have participants brainstorm ways to review the home activities that teachers have done between sessions.

___ Leader can model how to review teacher homework and /or divide into triads to practice reviewing homework.



IV. Topic: Praise and Encouragement

___ Introduce new topic (children with misbehavior get 3 times as much negative feedback as typically developing children.)

___ **Brainstorm** advantages and barriers to praise (process why we do the benefit and barriers exercises).

Show Teacher Classroom Management Program Vignettes: Importance of Teacher Attention, Encouragement, & Praise (DVD #3 or streaming)

___ Put participants into small groups to practice leading vignettes. Scaffold this practice gradually. For first vignette shown, pause vignette so they can discuss key principle to draw out and questions they could ask to achieve this understanding. For next vignettes, first have them think of questions and principles and then have a participant act as group leader to mediate a short discussion. Co-leader can be selected to record important concepts discovered. Debrief after each group leader and coleader practice.



Academic Praise

___ Introductory Narration

___ *Vig 1: boy reading with teacher

___ *Vig 4: "I like your words- delicate"





- ___ *Vig 5: Teacher walking around the classroom and praising working and printing
- ___ **Buzz:** Refer to academic coaching buzz and practice here as outlined in workshop #2.

Social Praise



- ___ Narration
- ___ *Vig 8: "good job"
- ___ *Vig 12: "doing it together"
- ___ *Vig 13: "paying attention"
- ___ **Buzz** social behaviors
- ___ Vig 14: "I saw Kyle's hand go up..."
- ___ *Vig 16: Sharing
- ___ Vig 17: "Tyrone has his hands to his own body."
- ___ *Narration: Catch Children Being Good
- ___ *Vig 18: Listening "like a team"



- ___ *Vig 19: Morgan watching, Bonnie, Tyrone choosing color
- ___ Vig 25: good thinking
- ___ **Buzz** persistence coaching if not done earlier or point out here if done earlier

Using Praise and Encouragement to Teach Children Responsibility



- ___ *Vig 33: Proximal praise
- ___ *Vig 35: Proximal praise (Mr. H)
- ___ *Vig 37: Bonnie, that was helpful, you are helping, you are a good friend
- ___ **Buzz** social coaching if not done earlier or point out here if done earlier
- ___ *S-10 Teacher as Coach/ Jim, Juanu waiting
- ___ *S-11 Praising Social Skills



Getting Children to Praise Themselves and Others



- ___ *Vig 44: Choose someone who is sitting quietly
- ___ *Vig 45: Praise quiet working
- ___ *Vig 46: Give yourself a pat on the back
- ___ *Vig 47: Give yourselves a hug
- ___ *S-12 Compliment Circle Peter
- ___ *S-13 Compliment Song



- ___ **Brainstorm** self-encouragement bubble
- ___ Narration
- ___ Vig 52: Physical reinforcement
- ___ Vig 53: High 5

Involving Parents in Helping Children understand Compliments

- ___ Share the compliment homework which students take to their parents.

Participants do Self-Reflection handouts



Key Concepts to Spotlight:

- value of praise and encouragement being used by teachers to increase children’s positive self-talk & to help them learn to self-evaluate
- help teachers understand the perspective of children who have conduct problems & ADHD (negative self-talk, difficulty receiving praise, need for scaffolding, inability to self-evaluate, difficulty reading social cues, mistrust of adults, etc.)
- explain the value of labeled praise to teach social skills

V. Academic, Persistence, Social, & Emotional Coaching, and Child Directed Interactions As a Way of Building Relationships

Note: in 6 day workshops – academic and persistence coaching introduced in workshop #2 as well as social and emotion coaching. Mentor/trainer can let participants know that social emotional coaching is also covered in workshop day 6.



____ **Brainstorm ideas for “descriptive commenting” and coaching academic concepts** (size, color, shape) and academic behaviors (persistence, concentration, trying again, following directions). Script coaching language on flip chart.



____ Show Vig S-42 to identify persistence coaching

____ **Role play/practice** for academic and persistence coaching (Have 1-2 students play in front of large group. Set up “round robin” role play where teachers take turns coming up and giving 2-3 descriptive comments and then passing the “microphone” on to the next teacher.



____ **Brainstorm social behaviors to coach** (listening, turn taking, waiting, compliments, etc.)



____ Show Vignette S-10, S-41 or S-43 and ask participants to identify social coaching language or suggest other language (Script on flip chart).

____ **Large Group Role play/practice** for social coaching (may continue round robin format from above, this time with descriptive commenting of social behaviors. Instruct children to be well behaved.



____ **Brainstorm emotion words** (happy, frustrated, proud). If list has more negative emotions than positive emotions, challenge group to think of more positive words. Discuss and script on flip chart examples of how to coach emotions (provide coping statement when coaching a “negative” emotion).



____ **Large Group Role play/practice** for emotion and persistence coaching (continue round robin with remaining teachers in the group).



____ Show Vig S-41 (Carolyn coaching) and ask participants to identify social coaching goals and how it is tailored for individual children. Discuss how language differs for children at different language levels.





- **Small Group Role Play/Practice:** Break up teachers into small groups of 4. Practice descriptive commenting and different coaching methods. Use coaching handouts. Each teacher takes a turn commenting—this teacher decides ahead of time what kind of coaching s/he wants to use (academic/persistence, social, or emotion). Two children play (make sure to instruct children to be well behaved). One participant acts as observer with the goal to prompt teacher if necessary and provide positive feedback after the practice. This role play should last long enough for each teacher to have a chance in each role.



- **Brainstorm** ways that coaching and descriptive commenting may be extended to other parts of the day (lunch, hallways, work time, circle time). Set up several small role plays to illustrate these ideas. This is particularly important in cases where teachers report that children do not have much time for unstructured play during the school day.
- Discuss ways to tailor coaching language according to children’s goals such as for child who is anxious, or hyperactive, angry or sad.

VI. Behavior Plans

- **Model** doing Behavior Plan in Large Group (use a real child that someone in the group is currently working with and model how to walk the whole group through the behavior plan for day 1.)
- **Small Group Break Out/Behavior Plan.** In each small group have one participant take the role of the group leader. The rest of the participants are in the teacher role. The group leader practices supporting the teachers to develop one behavior plan for a “teacher” in the group. This is done copying how the trainer has modeled the process in the large group. In this way, the participants can think about and practice how to help teachers set up the plans, stay focused at each step, and not get bogged down in details.
- Debrief process of doing this with teachers.
- **BUZZ** – using buzz handout praise something about other teacher and/or share something feel successful with (self-praise); Debrief afterwards difficulty and usefulness of praising others and self-praise.



VII. Summary & Wrap Up

- **Summarize Key Points of Day**

Assignments

- **Handouts** – pyramid, proactive strategies, blackboard notes about building positive relationships, blackboard notes about praise, attention and encouragement, examples of behaviors to praise, yellow book, peer coaching list, behavior plan worksheets, assignments, protocols for first 2 days workshop
- Read Chapters 4 (coaching previously assigned) and 5 in *Incredible Teachers* book
- Participant Evaluation of Workshop Day #2

WORKSHOP DAY 3
*Motivating Students, Managing Misbehavior,
 & Problem Solving*
(WORKSHOPS DAYS 3-6)

I. Day 3 of Teacher Training Workshop

- ___ Review agenda
- ___ Review the outline/protocol for day 3 with the group

II. Topic: Using Incentives to Motivate Students

- ___ **Brainstorm** strategies teachers have used to motivate students or, do **BUZZ**. (use incentives with teachers) (Ask how parents involved –happy grams, phone calls etc.) 
- ___ **Brainstorm:** Ask teachers to brainstorm behaviors which may be amenable to an incentive program.
- ___ Discuss why we need to use incentive programs for some students or for particular behavior problems. 
- ___ **BUZZ** low cost (or free) incentives and make group list.
- ___ **Brainstorm:** Talk about the controversies around using incentives and brainstorm ways that group leaders can handle these issues with teachers. 

Show Teacher Classroom Management Program Vignettes: Motivating Children Through Incentives (DVD #4 or streaming)

For these vignettes, have participants think about how they could use a vignette to address a particular barrier or controversy listed above. Have them think about key principles that they will pull from the vignettes. Depending on what has already been practiced, participants might be asked to think of key principles or questions for the vignettes, OR they might be broken into small groups to mediate a discussion or play a role play.

Individual Incentives vignettes

- ___ ***Introductory Narration**
- ___ *Vig 1: Tickets
- ___ Vig 3: Tickets
- ___ Narration
- ___ Vig 4: Stickers on assignment
- ___ Vig 8: Beans for keeping body to self
- ___ Narration
- ___ Vig 9: Counting beans/choose activity





- ___ Narration and unexpected rewards
- ___ Vig 11: Mr H goldfish
- ___ Narration: Group Incentives
- ___ Vig 14: Team incentives
- ___ Vig 16: Stars for compliments
- ___ Narration
- ___ *Vig 18: Weather person
- ___ *Vig 19: Tuan, pass these out
- ___ *Vig 20: Pass out the plates
- ___ *Vig 21: Mr. Hanson: "Angie take these to the office."
- ___ *Vig 22: "I'd love to call on you"
- ___ Narration
- ___ *Vig 26: Citizen of the day
- ___ Teacher interview: Reinforcing social behavior
- ___ *S-14: Green Patrol
- ___ *S-15: Motivating children to do homework
- ___ *S-16: Spontaneous Incentives
- ___ *S-22: Praise for accomplishments



Sharing Successes with Parents

- ___ Vig 27: Explaining accomplishment chart
- ___ Vig 28: Chart cont'd
- ___ **Brainstorm** ways to involve parents at home with reward charts
- ___ Vig 29: Teacher and parent collaborate on chart



Participants do Self-Reflection handouts

- ___ **Buzz** self-care and self-rewards



Key Concepts to Spotlight:

- hard wax analogy (repeated learning trials)
- dispel the notion that praise & tangibles are bad for children—explain why such programs are important for children with behavior problems in particular
- explain pitfalls of negative messages and negative notes to parents
- importance of positive messages going home to parents
- how to set up incentive programs for some children and not everyone in the classroom
- discuss different incentive systems and pros and cons (e.g. color card system)
- discuss ideas for incentives for students

III. Day 4 of Teacher Training

_____ Review the outline/protocol for workshop day 4 with the group

IV. Topic: Managing Misbehavior - Ignoring

_____ Show the pyramid and explain that this is the point where the focus of the training shifts from increasing positive behaviors to decreasing negative behaviors. Show discipline hierarchy. Process the important leader strategies for introducing this material.

Show Teacher Classroom Management Program Vignettes: Decreasing Inappropriate Behaviors (DVD #5 or streaming)

Have the group discuss how they will use each vignette, what questions they will ask, what principles they will cover.

Vignettes: Ignoring

_____ Introductory Narration: Ignoring

_____ *Vig 1: "I can help you when you are in your seat"

_____ *Vig 2: Teacher reading and ignoring child sitting backwards and shaking head

_____ *Vig 3: Teacher ignores silliness/"kitty got a whooping"

_____ *Vig 6: Ignore and praise

_____ Teacher Interview: Teachers talk about ignore

_____ Vig 5: Ignore other kids at table

_____ *S-24: Ignoring (Jamal upset) 2 breaks in vignette

_____ S-25: Ignoring tantrum (Emani)

_____ S-26: Ignoring Off task behavior

_____ *S-27: Ignoring tantrums (Kaylee)

_____ **Buzz** behaviors to ignore

_____ *S-28: Teaching children to ignore (Emani)

_____ **Model how to teach children to ignore (without puppets) and then have participants break into small groups to practice this.**

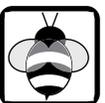
_____ S-29 Learning about ignoring (Emani cries)

_____ **Buzz** ways to stay calm (see handout)

_____ **Model practice of ignore:** set up a small group of students, one mildly off task and the other compliant. Model how to define the children's roles. Model how to help develop the teacher's script, getting ideas from the group ("so, what will it look like when she is ignoring? What can she do to support the other students?") Run the role play, coaching and supporting the teachers. Model the debrief.

_____ **Debrief the key elements of setting up a role play** (assigning roles to teacher and child, giving a "script", if necessary, planning what strategy the teacher will use, describing how far a child will go with negative behavior, freezing role play, debriefing afterwards).

_____ **Small Group Role Play/Practice:** Have participants repeat this role play in small groups. Each group should pick a group leader who will practice setting up the role play, directing it, and leading the debrief afterwards.





___ **Additional ignoring role play(s):** Model how to support a role play that has a higher level of misbehavior. You may also set up a contrast role play where the teacher first does the opposite of ignoring and then shows how to ignore. E.g. Set up a small group of students, one very disruptive and off task, the others on task. First give the teacher instructions to attend to the child and make him be quiet, using warning, and threats, if necessary. Then redo the vignette using ignoring and proximal praise. Debrief the contrast between the two strategies.

___ Debrief the leader strategies needed to support participants in a role play with a high level of misbehavior.



Positive Verbal Redirects

- ___ Narration: Positive verbal redirect
- ___ *Vig 14: Boy pinches ears
- ___ *Vig 15: "You could find another"
- ___ Narration: Redirects
- ___ Vig 17: "Did you hear what I asked you to do?"



Helping the Highly Distractible and Disengaged Child

- ___ Introductory Narration
- ___ Vig 22: Var of redirects
- ___ Vig 23: cont with Jeannette –redirect
- ___ Interview: Teacher talking about plan
- ___ Narration: Warnings
- ___ *Vig 24: "Go back to your seat"
- ___ *Vig 25: Count to 5
- ___ *Vig 30: Redirect/ignore/prox praise
- ___ *Vig 32: Redirect/ignore/redirect bubble wand
- ___ Rewrite Negative Self-Talk (see handout)



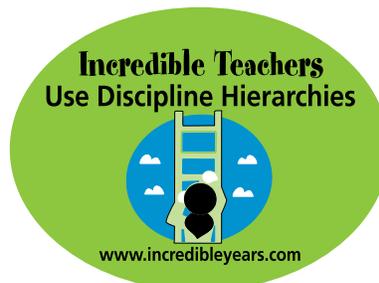
Natural and Logical Consequences

- ___ Vig 33: Narration & vignette
- ___ *Vig 35: "He's my partner"- go to end of line
- ___ *Vig 37: Explain what happens if water is in kitchen
- ___ *Vig 38: being held responsible at recess time and child leaves room
- ___ **Buzz:** Consequences used and developmental appropriateness
- ___ *S-30 Experiencing consequences/game is removed



Moving the Child

- ___ *Vig 39: Signaling Jamaal quiet, giving a warning away from group at table





Key Concepts to Spotlight:

- Ignoring
- Teaching children how to ignore other children’s misbehavior
- Setting up individual behavior plans
- Parent Collaboration
- How to use color card system (green patrol)
- How to use loss of privileges
- Changing negative reputations

V. Day 5 of Teacher Training

___ Review the outline/protocol for workshop day 5 with the group

VI. Topic: Handling Misbehavior - Time Out to Calm Down

Note: Ask participants to read the handouts [Responding To Dysregulation & Teaching Children To Self Regulate](#) and [Time Out to Calm Down is One of Many Tools in the Incredible Years® Tool Kit](#) after session 2. Discuss this reading before showing these vignettes and scenarios.



___ Ask how many teachers have a place in their classroom for a child who is dysregulated? Define purpose of time out to calm down and terminology issues. Define aggression.

___ Show pyramid and Discipline Hierarchies steps 5-8

___ Model how to teach students about Time Out to Calm Down, use puppet. OR **Show Vig S-31:** Explaining Time Out



___ In small groups have participants practice explaining TO using a puppet.

___ **Teach principles of Time-Out to Calm Down and Role Play Steps** (Use handouts [Calm-Down Area Scenarios](#) for each age group, revised 2021.) Explain how we teach children the purpose of Time Out to Calm Down and what to do in the calm down space. Explain and “walk-through” the scenarios for time out to calm down, going from simple to more complex.

___ **Discuss Calm Down principles** (breathing, self talk, positive imagery, tense & relax muscles)

___ **Role Play/Practice** – Anger Thermometer

___ **Do several Time-Out to Calm Down Role Plays.** Begin with simplest role play and then proceed to more complex role plays. Carefully structure each role play to control the amount of misbehavior that occurs.



___ Model how to teach students about Time Out to Calm Down.

___ Explain to the group that they will not show the vignettes from this unit in order. Talk about the supplemental vignettes and the rationale for focusing on these instead of the older vignettes.



Show Teacher Classroom Management Program Vignettes: Following Through with Negative Consequences (DVD #6 or streaming)

- ___ *S-34: Time Out for 2 children
- ___ *S-35: Ending Time Out
- ___ **S-36: Time Out
- ___ S-37: Happy Place
- ___ S-38: Learning to Self-Regulate
- ___ S-39: Resisting Time out
- ___ *S-40: Kaylee in Time Out*

Involving Parents

- ___ Share homework students will show their parents to practice calming down.

VII. Day 6 of Teaching Training

- ___ Review the outline/protocol for workshop day 6 with the group

VIII. Topic: Emotional Regulation, Problem Solving, and Social Skills Training



Show Teacher Classroom Management Program Vignettes: Emotional Regulation, Social Skills, and Problem-Solving (DVD #7 or streaming)

- ___ *S-41: Coaching social skills/Wally, Carolyn, 2 girls and Emani joins (may be shown earlier)
- ___ *S-42: Social and Emotion Coaching/4 boys and Jamila (may be done earlier)
Buzz emotional literacy words, social behaviors (if not done earlier)
- ___ *S-43: Jamila at table, matching game, Valerian waiting
- ___ *S-44: Patience muscles
- ___ *S-45: Using puppets to promote feeling talk
- ___ *S-46: Using books and puppets to teach calm down strategies
- ___ **Role Play/Practice** with puppets/tiny turtle/ feeling books
- ___ S-44: patience muscles (watermelon)
- ___ S-45: Using puppets to promote feeling talk (Greg with Jamila)
- ___ Model how to use Wally’s Big Book for Solving Problems at School
- ___ *S-46: Using story books to review problem solving
- ___ S-50: Pass the Hat and choosing solutions
- ___ **Buzz** suggestions for solutions for hat game
- ___ **Role Play/Practice** using Wally books to teach problem solving
- ___ S-51: Gregory won’t share his airplane*
- ___ *S-52: Gregory goes in his turtle shell to calm down*



- ___ *S-53: Boy on playground feels no one wants to play with him*
- ___ *S-55: Sergio with cars – using words reinforced by Jamila*



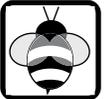
IX. Summary & Wrap Up

- ___ Summarize Key Points of Day

X. Certification/Accreditation of group leaders

- ___ Process of group leader certification
- ___ Refer all participants to the web site: www.incredibleyears.com
- ___ Discuss: Steps to Implementation of new program, self-study and preparation needed.
- ___ Discuss importance of continued coaching from certified or accredited mentors and trainers and why this is important. Discuss how to set up peer coaching within their agency.
- ___ **Buzz:** ask participants to share with buddy their future goals
- ___ Give each participant their certificate of participation
- ___ Evaluations

Note: This discussion may occur earlier in the day because likely at the end of the 3rd day the group may be too tired to process.



Date of training (day(s)/month/year): _____ / _____ / _____

Location: _____

Trainer or mentor: _____

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years, Inc.
1411 8th Avenue West
Seattle, WA 98119 USA
incredibleyears@incredibleyears.com