

THE INCREDIBLE YEARS® ***Parents, Teachers*** ***and Children Series***



Teacher Classroom Management Program ***Workshop Manual***

3-day group leader workshop
(for group leaders of teacher skills workshops)

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www.incredibleyears.com

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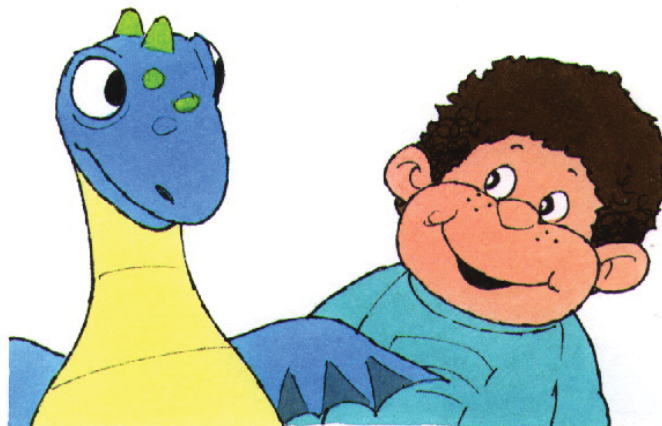
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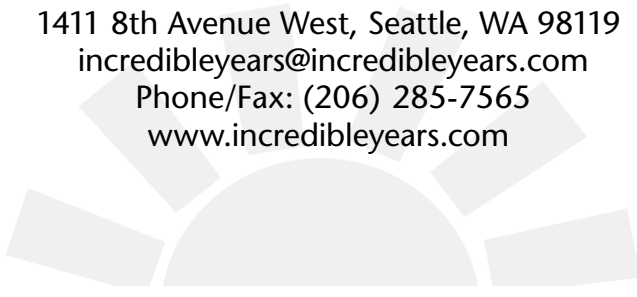
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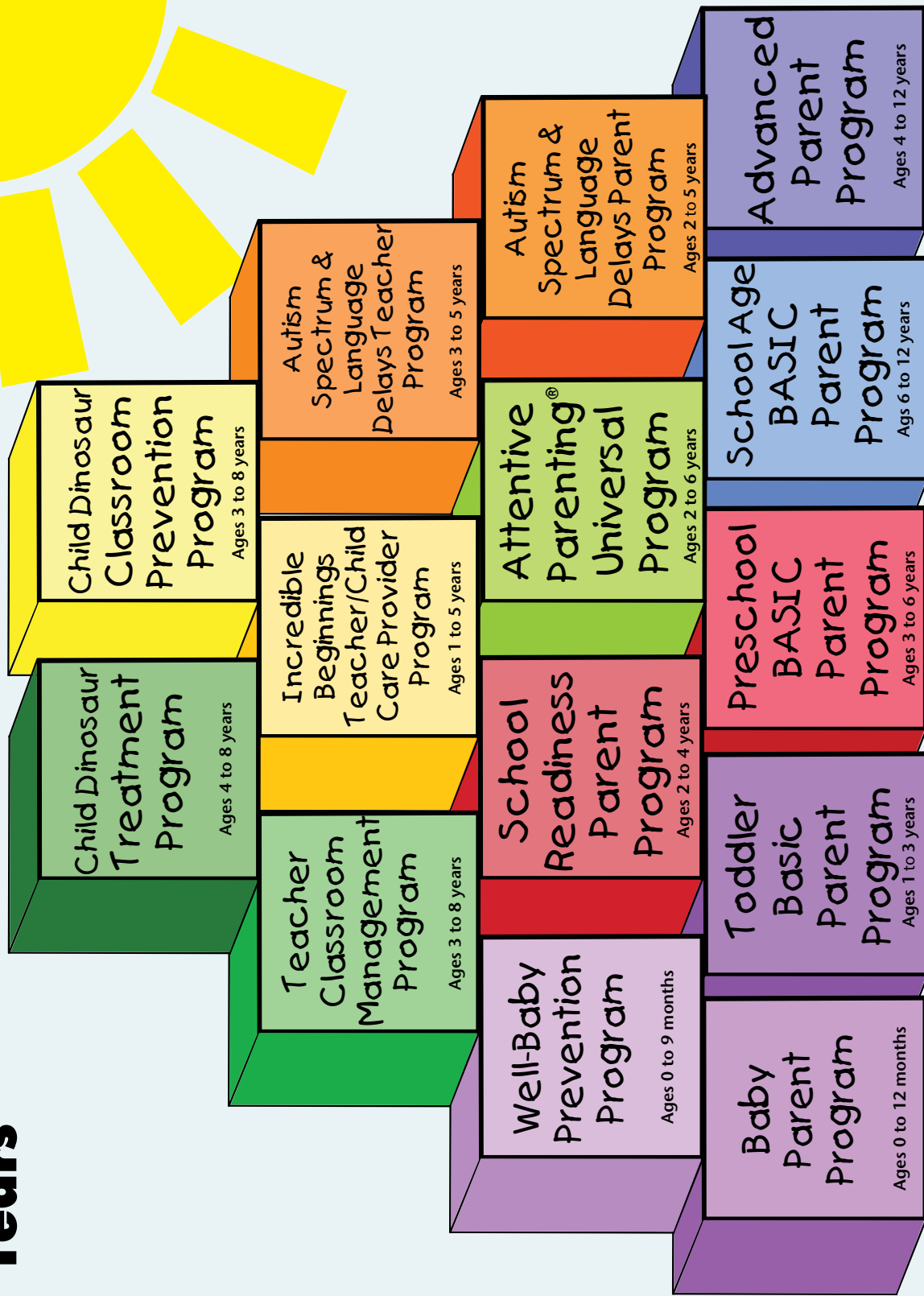
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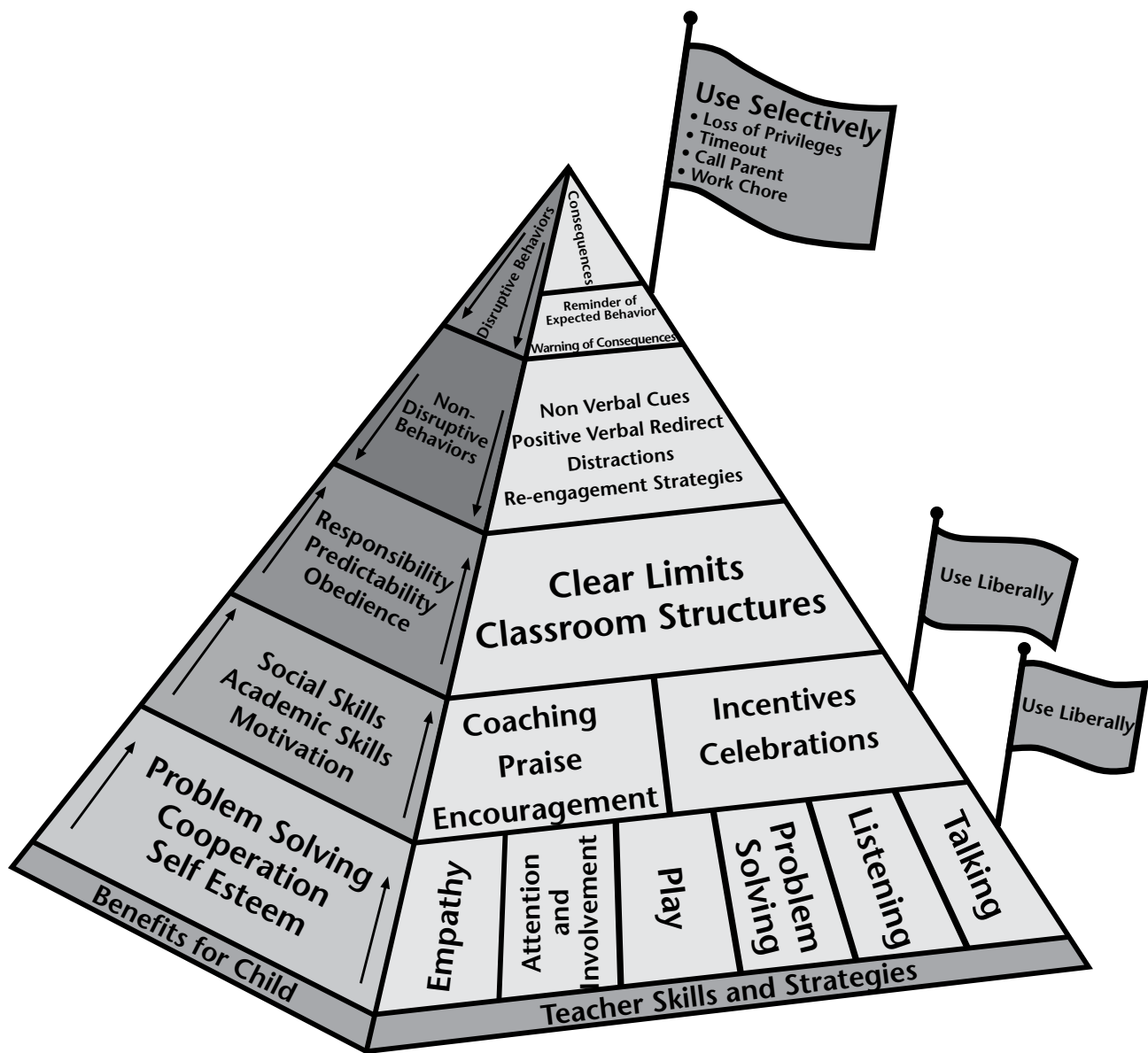
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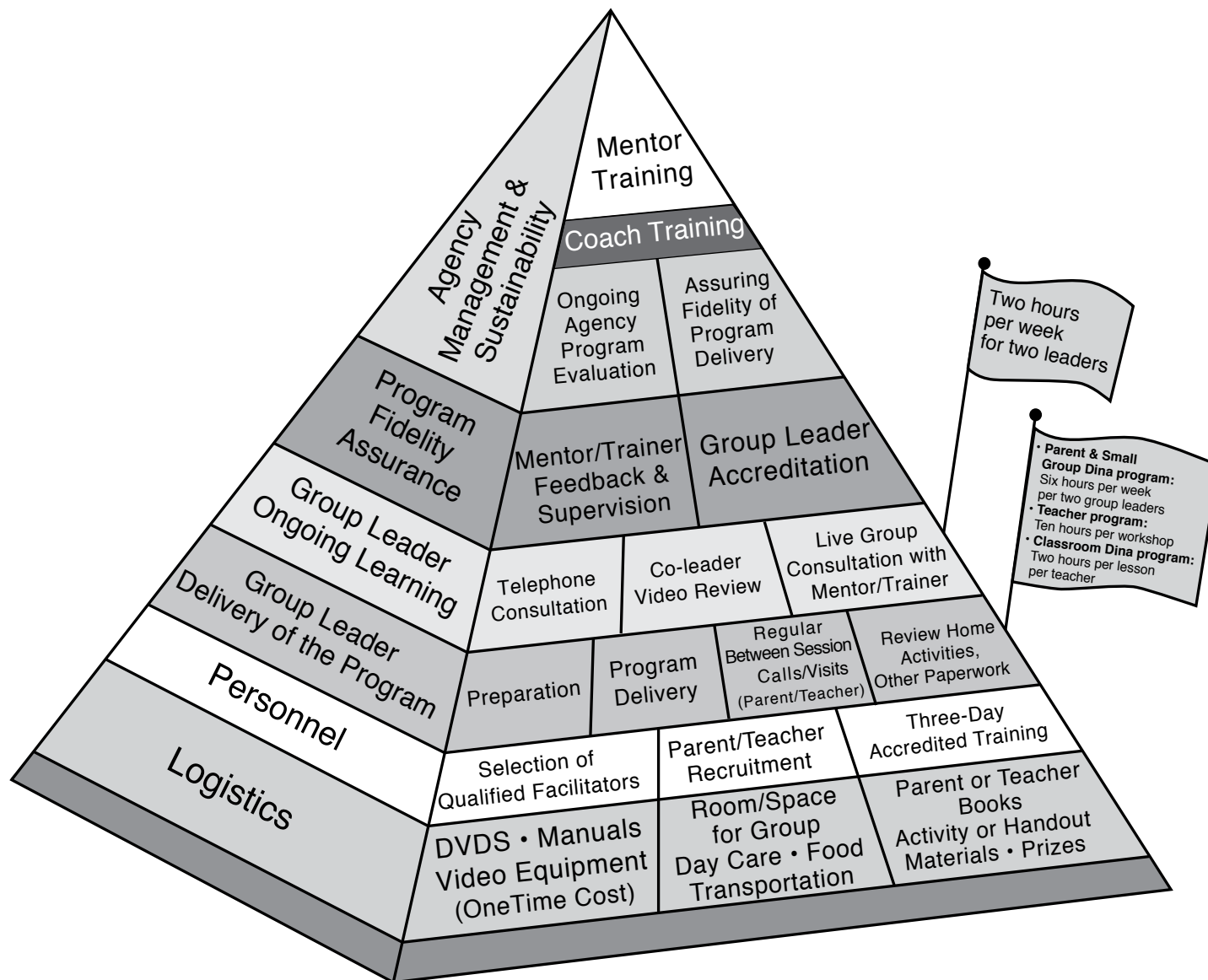
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Teaching Pyramid®



IY Implementation Pyramid: Assuring Fidelity of Program Delivery

The Incredible Years®
Teacher Classroom Management Group Leader Training

Day 1

Overview of the Incredible Years® Teacher Classroom Management program

Content of program

Research findings

The Proactive Teacher

Building Positive Relationships With Students

Day 2

Content & Methods of Leading Groups

Child Directed Play, Persistence, Social & Emotion Coaching

Praise and Encouragement—Practice Experiences

Behavior Plans, Assignments

Six Day Protocols

Logistics

Day 3

Using Incentives to Motivate Children

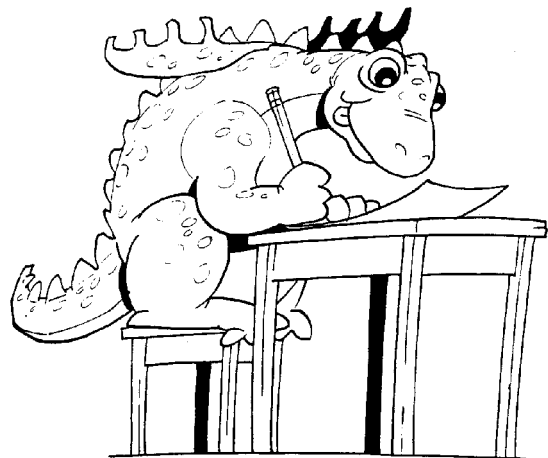
Handling Misbehavior

Time Out

Other Discipline Approaches

Compliment Circle

Certification of Group Leaders



How IY-TCM Differs from Incredible Beginnings Program

<i>IY TCM Program (3-8 years)</i>	<i>Incredible Beginnings Program (1-5 years)</i>
Topics: 1. Building Positive Relationships with Students & Proactive Teacher 2. Teacher Attention, Coaching & Praise 3. Motivating Children through Incentives 4. Decreasing Inappropriate Behaviors: Ignoring and Redirecting 5. Follow through with Consequences 6. Emotional Regulation, Social Skills & Problem Solving Training	Topics: 1. Building Positive Relationships with Toddlers & Managing Separation Anxiety 2. Promoting Language Development in Toddlers & in Preschoolers 3. Social Coaching with Toddlers & with Preschoolers 4. Emotion Coaching & Emotional Regulation 5. Proactive Teachers 6. Positive Behavior Management for Toddlers and Preschoolers 7. Positive Behavior Management for Preschoolers and Teaching Problem Solving
Protocols for Preschoolers & School Age	Protocols for Toddlers & Preschoolers New toddler vignettes depict children 12 months to 3 years. Additional vignettes for preschool age protocol that focus on children with developmental delays and autism
Program Dosage (6 full days)	Program Dosage (6 full days)
Group Size: 12-14 preschool and early school age teachers	12-14 day care providers and preschool teachers
Group Leader: Knowledgeable in child development	Group Leader: Knowledgeable in child development
Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, classroom activities, self-reflection inventory)	Increased teaching about language delays and ways to use visual supports including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children's communication stage; imitation as a means to gain attention, more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.

Core model addresses collaboration with educators and other professionals for coordination of care	More vignettes provided that demonstrate how teachers can coordinate with other disciplines and parents for developing behavior plans with agreed upon goals for child's target behaviors.
Consider using additional Incredible Beginnings Preschool Vignettes or Preschool Children with Autism: Teachers and Parents as Partners for preschool teachers who have children with developmental delays such as autism and language delays (e.g., use of visual cue cards and coaching peer social communication)	Consider using additional IY TCM Program vignettes for teaching Time Out for children with Oppositional Defiant Disorder and other Consequences.

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

Content	Objectives	Content	Objectives
Workshop #1 Building Positive Relationships With Students	• 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.	Workshop #1 (Part 2): Preventing Behavior Problems—The Proactive Teacher	• 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.
Workshop #2: The Importance of Teacher Attention, Coaching, and Praise	• 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.	Workshop #3: Motivating Children Through Incentives	• 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
Workshop #4: Ignoring & Redirecting	• 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	Workshop #5: Follow Through With Consequences	• 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.
Workshop #6: Emotional Regulation, Social Skills & Problem-Solving	• 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.		

Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)			
Content	Objectives	Content	Objectives
Workshop #1 Building Positive Relationships With Toddlers and Managing Separation Anxiety	- Understanding ways to build positive relationships and secure attachment with toddlers. - Understanding the importance of welcoming greetings and predictable goodbye routines. - Helping toddlers manage separation anxiety. - Involving parents in supporting separation routines and reducing children's anxiety. - Fostering predictable schedules to promote children's sense of security and safety. - Encourage toddlers' play with peers. - Engaging in toddler-directed play and promoting children's self-confidence and independence. - Reassuring parents and debriefing children's experiences with them. - Engaging in assessment of toddlers' progress.	Workshop #2 Promoting Language Development in Toddlers and Preschoolers	- Using descriptive commenting. - Understanding and importance of imitation, repetition, and nonverbal gestures for toddlers. - Strategic modeling and prompting use of language. - Being child-directed and responsive in play interactions to promote language. - Using visual cues, songs, and menus to prompt social communication. - Using interactive reading to promote reading readiness. - Using pre-academic coaching with preschoolers. - Setting up asking and telling practices to promote social communication between preschoolers.
Workshop #3 Social Coaching with Toddlers and Preschoolers	- Importance of modeling social skills and one-on-one social coaching. - Strategies for prompting and coaching preschool children's sharing, asking, helping and turn taking. - Using circle time to promote social skills with both toddlers and preschoolers. - Using puppets and pretend play to practice social interactions. - Using positive teacher attention, praise and encouraging words for strengthening social skills. - Using of intentional commenting to facilitate preschool children's peer relationships. - Engaging in interactive reading to promote social skills and practices. - Promoting empathy and friendships through dramatic pretend play. - Value of using picture play scripts to promote joint play for children with developmental delays. - Using teacher-directed social training for children with developmental delays - Determining appropriate developmental social goals for individual children.	Workshop #4 Emotion Coaching with Toddlers and Preschoolers	- Building emotional literacy through interactive reading methods - Using emotion coaching to model and prompt emotion language - Encouraging positive expression of emotions - Using pretend play and puppets to enhance beginning empathy learning - Understanding how to respond to unpleasant feelings - Helping children stay regulated by using their words - Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing) - Using books and puppets to teach to teach calm down skills - Learning how to explain the Calm Down Thermometer to children - Setting up calm down practices and finding teachable moments - Sharing Tiny's secrets for self-regulation

Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)			
Content	Objectives	Content	Objectives
Workshop #5 The Proactive Teacher	- Using transition warnings effectively - Assuring consistent and predictable routines - Using songs to facilitate transitions - Setting up developmentally appropriate schedules - Opening circle times with consistent routines - Predictable routines for ending the day - Teaching children classroom rules - Giving children awards and celebrating success - Visual prompts and teaching for following child care or classroom rules	Workshop #6 Positive Behavior Management for Toddlers and Preschoolers	- Reducing commands - Positive, clear limit setting - Importance of reminders, redirections, and distractions - Use of physical redirections - Effective and planned ignore strategies - Pairing ignore with distractions - Value of first-then commands - Using puppets to help children calm down - Using calm down strategies - Importance of positive attention and praise - Strategic use of incentives - Understanding use of differential attention - Teaching children Time Out to calm down - Learning how to teach and practice Time Out to calm down with children - Developing happy places imagery - Using the Calm Down Thermometer - Using teacher-directed play scripts for children with special needs

Part 1

Planning an Incredible Years® Teacher Training Workshop

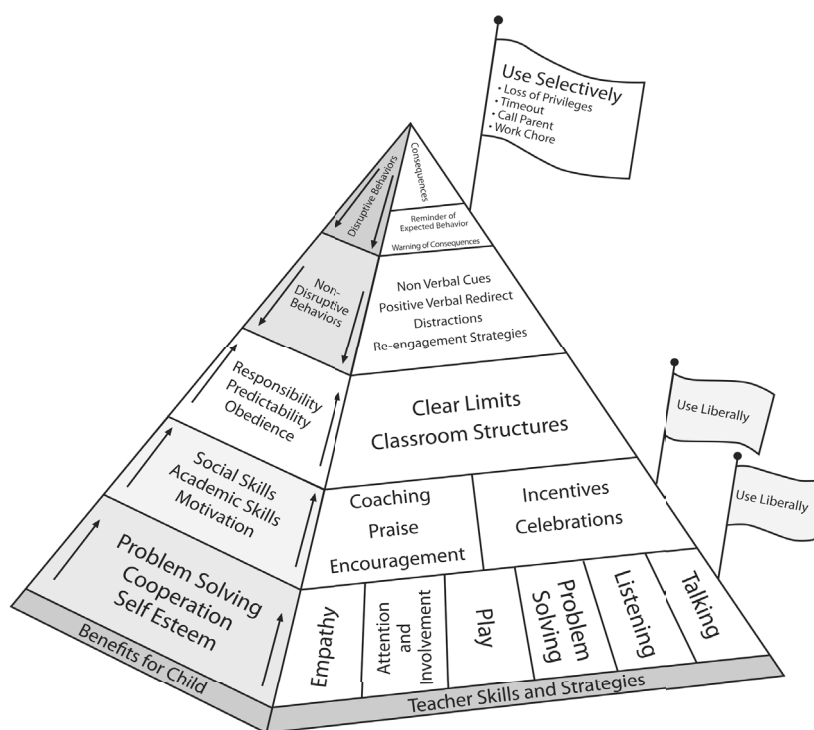
- 1. Overview***
- 2. Theoretical Assumptions***
- 3. Outcomes and Objectives***
- 4. Targeted Populations***
- 5. Training Methods***
- 6. Program Materials***
- 7. Program History and Rationale***
- 8. Working With Parents***

Planning an Incredible Years® Teacher Training Workshop

Overview

Teachers find themselves spending increasing amounts of time attending to students' aggressive, hyperactive and uncooperative behaviors in the classroom. If these behaviors are ignored or if teachers give them negative attention they will continue to increase leading to increased classroom aggression and eventual school failure and antisocial behavior for the child. Moreover, it is known that classroom level of aggression is in itself a risk factor leading to increased aggression in later years. This teacher training curriculum focuses on promoting the teacher's self-confidence and competence in using positive and proactive classroom management strategies and discipline approaches. It also helps teachers understand how effective classroom management strategies can strengthen students' social competence as well as their academic competence.

The program is useful for teachers, teacher assistants, psychologists, school counselors and any school personnel working with young children. Our research with children with diagnosed Oppositional Defiant Disorder and/or Conduct Disorder indicates that this teacher training program significantly reduces aggression in the classroom, increases cooperation and school readiness and promotes a more positive classroom atmosphere compared with classrooms which did not have the teacher training component. These findings were replicated with Head Start teachers and assistants and early childhood teachers of children ages three to eight years. (See attached references for this research or web site to download articles www.incredibleyears.com)



Teaching Pyramid™

Theoretical Assumptions

The course is based on well-established behavioral/social-learning principles that describe how behaviors are learned and how they can be changed. At the core of this approach is the simple idea that people change as a result of the interactions they have on a daily basis with one another. One of the implications of this focus on interpersonal interactions is that, when children misbehave and classrooms become disrupted, it is necessary to change the teacher's behavior as well as the student's. This approach does not assume that the student is at fault (that is, he or she is a "bad egg"), or that the teacher is inept. Rather, the emphasis is placed on helping teacher's interactions with their students become more positive and on changing teacher's responses to specific child behaviors.

The Incredible Years: Parent, Teacher & Child Training Series has been extensively researched and field-tested with over 1500 families, and 500 teachers including children with conduct problems. The data from three randomized studies indicate that teachers who have taken this course are able to significantly reduce student's behavior problems and increase prosocial behaviors. Moreover, teachers report that they feel more confident and comfortable about their child management skills after completing the program. The data also suggest that teacher-training discussion groups that include the Teacher and Children videotapes are a highly effective and cost-efficient method for improving teacher-child relationships, teacher-parent relationships and reducing young children's conduct problems. Moreover, combining this program with the Incredible Years Parent Program will increase the impact on children's social competence and strengthen home-school bonds.

Outcomes and Objectives

Longitudinal research has consistently shown that young aggressive or conduct-problem children are at high risk for mental illness, delinquency, depression, spouse and child abuse, adjustment problems and drug and alcohol abuse as adolescents and adults. The long-range goals of these programs are twofold:

First—to improve the poor long-term prognosis for children with conduct problems by identifying, intervening with and supporting teachers and parents of young children with conduct problems;

Second—to develop a cost-effective prevention program which could be utilized by professionals to prevent serious childhood conduct problems from developing in the first place.

The short-term goals of this series are to:

Promote child competencies

- Increase children's social, emotional and academic skills.
- Increase children's problem-solving skills and effective anger management strategies.
- Increase children's positive peer interaction and friendships.
- Decrease children's negative attributions and increase empathy skills.
- Decrease children's aggressive behavior, oppositional behavior, and related conduct problems.

Promote teacher competencies

- Increase teachers' positive communication skills, such as the use of praise and positive feedback to students, and reduce the use of criticism and unnecessary commands.
- Improve teachers' limit-setting skills.
- Improve teachers' problem-solving skills and anger management with students.
- Increase teacher support networks.
- Increase teachers' positive involvement with parents.
- Promote teachers' positive teaching in regard to social and emotional competence as well as academic competence.



Targeted Populations

The Teacher Classroom Management Program is a practical and versatile program that can be used to train teachers of young children: preschool and early-school age teachers of children three to eight years old. The programs can be used by:

- 1. All preschool and early school-age teachers of children three to eight years.** The series was originally designed to promote positive classroom management strategies in order to enhance social and academic outcomes for children.
- 2. Teachers of students with conduct problems and attention deficit disorder.** The program has been extensively researched in conjunction with The Incredible Years BASIC parent program with over 500 children with conduct problems. Our data indicate that the children made significant improvements in their behavior after teachers and parents completed the course. The children in our studies displayed a wide variety of conduct problems including highly aggressive behaviors such as hitting and kicking; destructive acts; negative and defiant attitudes; whining, yelling, smart talk, and interrupting; and with high levels of noncompliance to parental requests. The program has not been researched with developmentally delayed, psychotic or autistic children.
- 3. University Professors of special education, child psychology, educational and school psychology.** They may use the program to train graduate students in classroom management skills as they pertain to young children ages three to eight years.
- 4. School Counselors and Psychologists who consult within schools and may use the program to conduct ongoing teacher training workshops within their schools.**
- 5. Clinician/therapist in Private Practice who may want to use the program to train teachers in order to facilitate the success of intervention for a particular child with behavior problems.** It has been shown that programs which integrate the training for the child, parent and teacher lead to more stable results over time and improvements in behaviors across settings. They also lead to great teacher and family satisfaction.
- 6. Teacher Self-administration.** Teachers may complete the program as a self-study program. Although we recommend the group discussion learning approach because it permits a variety of ideas to be exchanged, we offer this version as an option for situations where group learning is not possible.



Training Methods

The collaborative training methods and processes are critical to the success of teacher training workshops. Teachers come together in groups of 15 to 20 to discuss a series of vignettes. The group leader encourages teachers to share their ideas. This training may be offered in 4-5 full-day workshops, one day per month as in-service training, or in weekly two-hour sessions (lasting 16-20 weeks). Whether this program is offered weekly or monthly will depend on the school's ability to release teachers from class for training. Each program builds on the previous program in a step-by-step fashion. Program four should not be offered until Programs one through three have been discussed.

Teachers use video modelling, role-playing, and practicing of key points. For example, teachers are given assignments to practice, such as praising a difficult student, using "proximity praise" during circle time, or setting up a home/school incentive program for an aggressive student. A constant theme throughout this training process is strengthening the teachers' collaborative process and positive communication with parents, (e.g., the importance of positive phone calls home, regular meetings with parents, home visits, successful parent conferences). For indicated children (i.e., children exhibiting behavioral problems), teachers, parents, and group leaders will jointly develop "behavior plans" that detail classroom strategies that are successful with that child, goals achieved and goals to be worked on, characteristics, interests, and motivators for the child, and ways parents would like to be contacted by teachers. This behavior plan is passed on to the next year's teachers in order to continue the strategies, which have proven helpful to that child. Ideally, all teachers in a school would receive this training so that there is continuity in approaches from one classroom to the next.



Program Materials

The teacher training program materials include:

- Seven disc DVD set
- Comprehensive group leader manual and handouts
- Set of teacher stickers (6 rolls of 50 each)
- Book for teachers—*Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*
- Teaching Pyramid, Calm Down Thermometer Poster and Dina's Wheel of Fortune Poster
- Teaching Pyramid Magnet



Program Features Leading to Ease of Replication/Independent Replications Studies

The video format of all these training programs increases the consistency, fidelity, and transportability of the program implementation, and makes it easier and less costly to implement and maintain in real-world settings. As can be seen above, all the programs include detailed leader manuals, handouts, books, and DVDs and detailed information about the group process and activities which facilitates the replicability of the program. The collaborative process of working with parents and teachers lends itself to a culturally sensitive approach to training.

Training and Qualifications of Group Leaders

Group leaders may come from many disciplines, including nursing, psychology, counseling, social work, education, and psychiatry. Even though the program materials are extensive and comprehensive, we find that the program has a greater chance of being disseminated successfully if the group leaders receive training first from one of our certified trainers. In this two- to three-day training we model the collaborative teaching process and help leaders understand the importance of group processes such as: identifying participants' personal goals, weekly classroom activities, effective use of role plays, use of metaphors, buddy calls, self-talk training, weekly check-ins, values exercises and methods of responding to resistance.

Use with Incredible Years® Parent and Child Programs

We strongly recommend using this empirically validated program for teachers alongside the BASIC parent program for disadvantaged populations (e.g., Head Start) and for teachers who have students with conduct disorders or other aggressive and disruptive behaviors in their classrooms. The combination of teacher and parent training will significantly enhance the outcome for these high-risk children (Webster-Stratton, Reid & Hammond, 2001).

NOTE: We strongly recommend that this teacher classroom management training program be a prerequisite training before conducting the Dinosaur Child Social Skills and Problem Solving Training Program.



This series of programs was designed to be used in conjunction with the Incredible Years Parent Training Curriculum and the Child Social Skills and Problem-Solving Curriculum (Dinosaur Programs) so as to promote collaboration among all those who impact children's lives in different environments—such as parents at home, peers and school personnel.

Incredible Years® Teacher Training Program Content

- Promoting Social Skills in Children
- Praising, Descriptive Commenting, and Supporting
- Using Individual and Group Incentives to Motivate Children
- Proactive Teaching
- Redirecting, Handling Transitions, Warnings, Clear Rules, Schedules
- Decreasing Disruptive Behavior
- Limit Setting, Ignoring, Time Out, and Using Consequences
- Discipline Hierarchies
- Establishing Positive Relationships with Difficult Children
- Promoting Parent Involvement and Empowerment
- Promoting Collaboration between Teachers and Parents
- Managing Teacher Stress
- Promoting Social and Emotional Competence in the Classroom
- Classroom Rules, Expected Behaviors, Emotional Training

The teaching concepts are illustrated with brief DVD vignettes of teachers interacting with children in classrooms. The settings shown on the DVDs include large classrooms with 28 children and one teacher as well as smaller special education classrooms with smaller numbers of children and multiple teachers. Group leaders use these DVD scenes to facilitate discussion, problem solving, and sharing of ideas among teachers. Course participants learn effective teaching strategies by watching examples of teachers handling problem situations effectively and ineffectively. Group leaders help teachers discuss important principles and practice new skills through role-playing and homework assignments. The group leader's manual contains the complete text of the video narration, an edited recap of the teacher-child interaction for each vignette, a concise statement of important points, discussion topics and questions, readings and handouts, suggested classroom activities, and a list of recommended readings.

The teacher curriculum targets teachers' use of effective classroom management strategies for managing misbehavior, for promoting positive relationships with difficult students and for strengthening social skills in the classroom as well as in the lunchroom, on the playground, and on the bus. In addition to the topics listed above, teachers learn how to prevent peer rejection by helping the aggressive child learn appropriate problem-solving strategies and helping his/her peers respond appropriately to aggression. Teachers are taught to be sensitive to individual developmental differences (i.e., variation in attention span and activity level) and biological deficits in children (e.g., unresponsiveness to aversive stimuli, heightened interest in novelty) and the relevance of these differences for enhanced teaching efforts that are positive, accepting and consistent. Physical aggression in unstructured settings (e.g., playground) is targeted for close monitoring, teaching and incentive programs. Table 1 in the appendices describes the content and objectives of this program.

Program History and Rationale

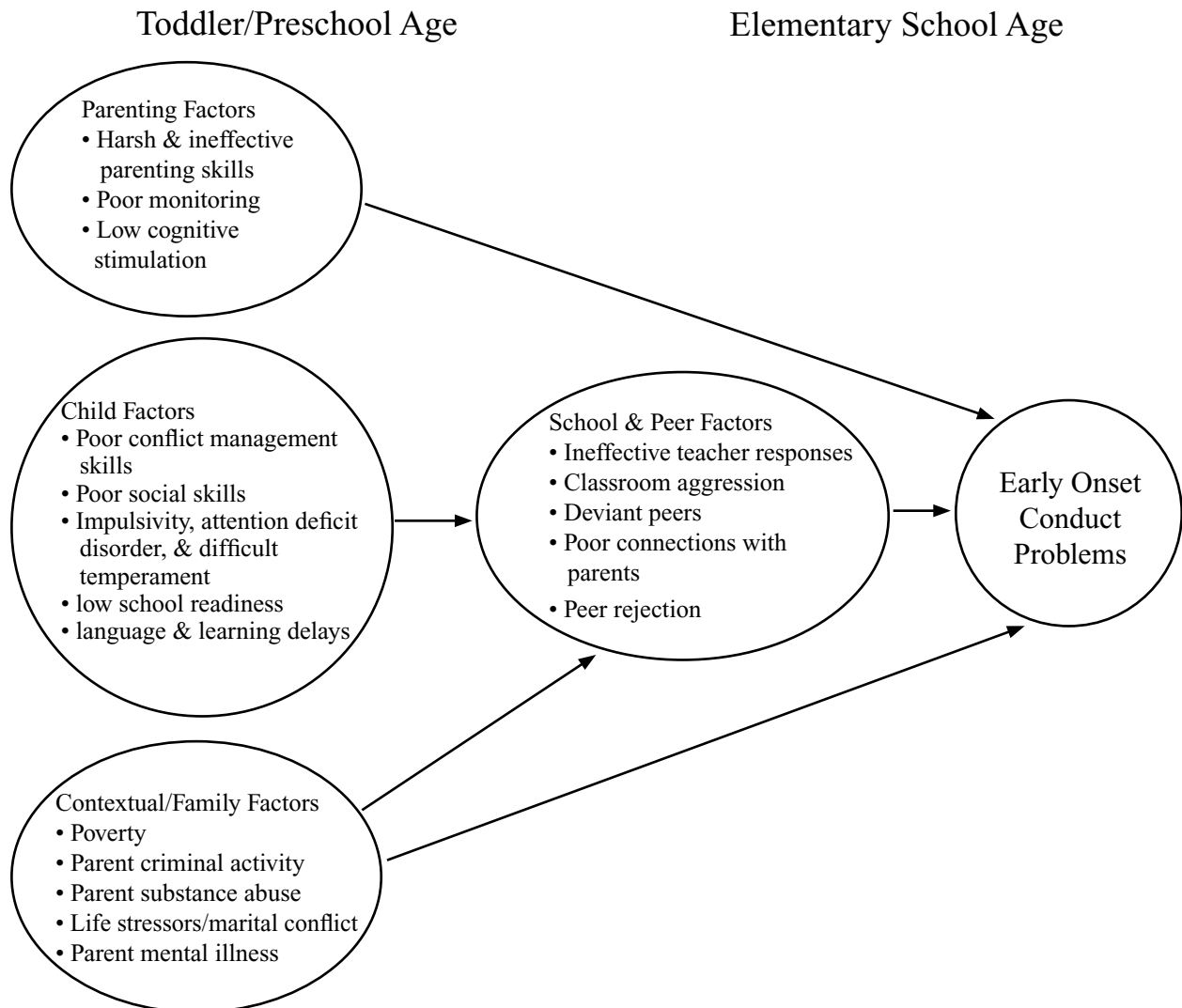
The Problem. The incidence of aggression in children is escalating—and at younger ages (Hawkins, Catalano, & Miller, 1992). Studies indicate that anywhere from 7–20% of preschool and early school age children meet the diagnostic criteria for Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD). These rates may be as high as 35% for very low-income families (Webster-Stratton, 1998; Webster-Stratton & Hammond, 1998). Research on the treatment and prevention of conduct disorders has been identified as one of the nation's highest priorities (NIMH, 1996). This agenda is vitally important because of the widespread occurrence of delinquency and escalating adolescent violence with its resulting high cost to society (Kazdin, 1985). Emergence of “early onset” ODD/CD in preschool and early school-age children (in the form of high rates of oppositional defiance and aggressive and non-compliant behaviors) is stable over time and appears to be the single most important behavioral risk factor for antisocial behavior for boys and girls in adolescence (Loeber, 1991). Such behavior has repeatedly been found to predict the development of drug abuse in adolescence (Brook, Whiteman, Gordon, & Cohen, 1986; Dishion & Ray, 1991) as well as other problems such as juvenile delinquency, depression, violent behavior, and school dropout (Kazdin, 1985). Moreover, since conduct disorder becomes increasingly resistant to change over time, intervention that begins in early childhood is clearly a strategic way to prevent substance abuse, delinquency and mental illness in adolescence.

Unfortunately, recent projections suggest that fewer than 10% of the children who need mental health services for ODD/CD actually receive them (Hobbs, 1982). Less than half of those receive “empirically validated” interventions (Chambless & Hollon, 1998).

Populations “At Risk.” Children from low-income, low education, highly stressed or isolated families, single-parent families, and families where there is considerable marital discord, maternal depression, or drug abuse are at particularly high risk for developing conduct disorder (CD) (Webster-Stratton, 1990). Children whose parents' discipline approaches are inconsistent, physically abusive, or critical are also at high risk for CD (Ogbu, 1978) as are children whose parents are disengaged and uninvolved in their children's school experiences. Children whose teachers' classroom management strategies are critical, emotionally distant, and lacking in clear rules and teaching in social skills and conflict management are more likely to become aggressive. Moreover, children who are temperamentally more impulsive, inattentive, and hyperactive are more likely to receive less encouragement and support and more punishment from teachers and to experience more peer rejection and social isolation at school (Field, 1991; Rutter, Tizard, Yule, Graham, & Whitmore, 1976; Walker & Buckley, 1973). Such responses on the part of teachers and peers increase children's risk for developing conduct disorders. Furthermore, the risk of conduct disorder seems to increase exponentially with the child's exposure to each additional risk factor (Coie et al., 1993; Rutter, 1980).

In sum, there are multiple risk factors contributing to the development of CD in children and to the subsequent development of drug abuse. Nonetheless, it is evident from the research that there are no clear-cut causal links between single factors and the child's behavior. Most of these factors are intertwined, synergistic, and cumulative. Multiple risk factors result in an unfolding cycle of events over time with cumulative effects on a child's vulnerability (Rutter, 1980). Consequently, prevention programs need to target multiple risk factors at strategic time points, particularly those that offer potential for change. Enhancing protective factors such as positive teaching and parenting skills, teacher involvement with parents as well as other support systems and interventions that strengthen children's social competence and school readiness will help buffer against the development of conduct problems.

Risk Factors Related to Conduct Problems



Rationale for School-Based Parent Programs. It is important to include teachers and parents as partners in developing early school-based intervention programs designed to prevent the development of conduct problems and eventual drug abuse. Offering this training in schools will make programs more available to parents and children from different cultural and socioeconomic backgrounds. Moreover, a related advantage is the sheer number of high-risk children and families that can be identified and offered additional support services in this non-stigmatizing setting. Schools hold the potential for providing one of the most efficient and effective service delivery methods for gaining access to large numbers of high-risk families with children who can benefit from early intervention. Schools are ideally positioned to provide both parent and classroom interventions.

Moreover, interventions offered in schools that promote collaboration between teachers and parents offer a greater chance of increasing consistency of approaches across settings (from home to school) and the possibility of sustained effects.



Working with Parents

Widespread support for teachers involving parents in their children's learning grows out of convincing evidence suggesting that family involvement has positive effects on children's academic achievement, social competence and school quality. The highly acclaimed book, *A New Generation of Evidence: The Family Is Critical to Student Achievement*, opens by saying, "The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (Henderson & Berla, 1994). Realizing that students' cultural backgrounds, economic conditions, and home environments can profoundly affect their adjustment to and performance in school, schools are finding that they can best serve the needs of their students by becoming more family-centered and more focused on students' emotional and social needs as well as their academic needs. Some innovative schools are providing nonacademic services to children and their families, such as parent education classes and parent resource rooms, courses for parents to become classroom aides, GED classes, employment training workshops and special courses to help children learn appropriate social skills, problem-solving and anger management strategies. Schools such as these demonstrate that the relationships between home and school are beginning to change in fundamental ways.

Despite the evidence of the positive effects of family involvement on a student's academic performance, its potential is still largely ignored in many schools. Many teachers do not systematically encourage family involvement and form partnerships with parents, and parents do not always participate even when they are encouraged to do so. Several major barriers to family involvement exist in schools.

Barrier #1. Teachers may discourage parent involvement because they feel they lack adequate time and are too stressed by classroom demands to be involved with parents. Large classes lead teachers to believe they have little time to spend with individual students, let alone with their parents. Furthermore, particularly in light of the pressing demands on teachers' time and energy, administrators may not support their involvement with family members.

Barrier #2. Parents may not be involved in their children's schooling because of misunderstandings between teachers and parents. Teachers may believe that parents are neither interested nor qualified in participating in their children's education. Parents, in turn, can feel intimidated by teachers and school administrators, and feel they lack the knowledge to help educate their children. Parents may have had negative school experiences themselves leading them to have negative feelings about schools and a lack of trust in teachers. The change in demographic and employment patterns may further complicate the development of strong home-school partnerships. As the population becomes increasingly ethnically diverse, teachers and parents may come from different cultural and economic backgrounds, leading at times to contrasting values and beliefs. Disadvantaged and minority families may face language and literacy barriers, have no access to transportation to and from schools, have no experience asking teachers questions, and fear attending school functions at night if they live in certain neighborhoods. Such families may feel so overwhelmed by the stress in their lives that they have little energy to be involved in their child's education. Moreover, the rise in the number of dual-worker families and single parent working families means there is less time for parents to spend on school involvement. Such barriers, be they lack of confidence, poverty, divorce, illness, or job stress contribute to parents' lack of involvement with teachers and unfortunately reinforces teachers' negative perceptions that parents are not interested in forming partnerships with them.

Barrier #3. Some teachers lack the confidence or skills in how to work collaboratively with families. The reason for this may be due to a lack of adequate teacher preparation in general family knowledge, ways to involve parents, how to conduct successful parent conferences and effective communication and negotiation strategies. Studies have shown that there is scant attention in teacher education programs focused on how to build relationships and partnerships with parents (Chavkin, 1991). Teachers need concrete skills, knowledge and positive attitudes about family involvement in order to carry it out effectively. They need training in family involvement that emphasizes more than traditional parent-teacher conferences but rather recognizes the additional assistance (e.g., parent education classes and support services) and encouragement that families need in order to help their children in school. Evidence suggests that such assistance may be essential for many minority and economically disadvantaged parents, in particular, for whom school involvement is often an intimidating and difficult proposition.

In order for teachers to be successful at collaborating with parents they must recognize the intrinsic worth of families as contributors to children's learning, and be willing to reach out beyond the traditional roles of teachers. Successful partnerships between teachers and parents will result not only in the development of educational programs for students that are based on understanding each student's individual emotional and academic needs but also in teachers feeling less stressed as well as valued and supported by their students' families.

This teacher training program emphasizes the importance of teachers sharing with parents the strategies and learning principles that work with their children as well as ways parents can help their children learning academic and social skills at home. Similarly, the parent training program emphasizes the importance of parents collaborating with teachers to promote their children's social, emotional and academic competence.

Research References Regarding IY Teacher and Child Programs

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Articles may be downloaded from web site: <http://incredibleyears.com/research-library/>

Clinical and Review Articles and Books Relevant for Therapists/Group Leaders Using IY Teacher and Child Programs

Set of Books for Use with Children:

- Webster-Stratton, C. (1998). *Wally's Detective Book for Solving Problems at School*. Seattle, WA: Incredible Years, Inc.
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Clinical Articles:

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Part 2

Preparing for Your First Workshop

1. Encouraging Every Teacher's Participation

2. Preparing for Your First Workshop

- a. Arrange the Location
- b. Arrange Optimal Times
- c. Prepare for Each Workshop Ahead of Time
- d. Materials Needed
- e. Arrive Early
- f. Prepare for Subsequent Workshops

Encouraging Every Teacher's Participation

The first step is to advertise the training program to all of the teachers in your school or district. Do this well in advance of the program starting. There are three phases to this recruitment process:

- (a) Send out flyers with a registration form.
- (b) Talk to teachers personally about the program. Be enthusiastic!
- (c) Get administration support for the program (e.g., from principals and superintendents).
- (d) Involve teachers who have participated in prior training with you: Ask them to promote the program and put up flyers in their school. The more people talking about the program—the better!



Preparing for Your First Workshop

(a) Arrange the location. One of the first logistical tasks is to find a room where you can hold your training discussions. Here are some criteria to think about when choosing a location:



Meeting Location Checklist

- _____ Is the room large enough to seat 15–25 people in chairs in an open circle?
- _____ Does the room have a warm feeling?
- _____ Are there enough comfortable chairs?
- _____ Is there DVD equipment available?
- _____ Where are the bathrooms located?
- _____ Is there a place for plugging in coffee, tea etc. ?
- _____ Is there easy parking nearby?
- _____ Is there a blackboard?

(b) Arrange optimal times. Ask teachers when the best time is to offer the training sessions, that is, after school (2–3 hour weekly meetings), weekdays, evenings or weekends for full day workshops, or summer programs. Review your list of interested participants to see what times seem most feasible for offering the program. Some school districts do not allow their teachers to leave schools for in-service training and some do not have the substitutes available to cover their class for workshops offered during the weekday. This will mean you are confined to out-of-school hours. Summer programs are less optimal because teachers do not have the same opportunities to practice with their students some of the ideas suggested in the training. We recommend you offer full day workshops spaced every 2-3 weeks throughout the school year. Teachers are given classroom practice assignments between workshops and work on behavior plans.

(c) Prepare for each session ahead of time. The leader should be thoroughly familiar with the program before starting a session workshop. Before each session, the group leader should spend time reviewing the DVD vignettes and reading along with the program manual. Try asking the questions and thinking about what the DVD demonstrates without looking at the manual — then check the manual to see if you have covered all the important concepts.

For each session, review the DVD and read program leader manual. In addition, read the chapter from the book *How to Promote Children's Social & Emotional Competence* for that particular session. If you do this preparation you will find yourself confident and at ease with the content of the program and more able to focus on the group process dynamics. It is well worth the extra effort!



Preparation for Workshop Checklist

- _____ Have I reviewed the DVD for the upcoming session?
- _____ Have I read the leader program manual for the session?
- _____ Have I read the book chapter which corresponds with the session?
- _____ Have I called to remind teachers of date and time of upcoming workshop?
- _____ Have I prepared a folder for every teacher?
- _____ Have I copied and prepared all the handouts?
- _____ Do I have the evaluations ready to hand out?

(d) Materials Needed.

Materials Checklist

- _____ Paper, pens
- _____ Flip chart or Whiteboard with pens/markers
- _____ Name tags
- _____ Toys for role plays
- _____ DVD player — remote control (with batteries working!)
- _____ DVD for session
- _____ Teacher handouts for classroom activities assignments
- _____ Teacher folders for weekly records
- _____ Attendance folder
- _____ Snacks
- _____ DVD set up for session



(e) Arrive early. It is important to arrive at the meeting room in advance of the group starting—there is plenty to do! The first task is to set up the chairs, arrange the food, put out teacher folders, check that DVD equipment is working, and put the agenda on the blackboard. You will also find that if teachers know you are there early they will come earlier as well and you will start on time. Some teachers may even come a little early to have a chance to talk privately with you ahead of time.

Am I Ready? Checklist

- _____ Room is set up
- _____ Agenda is written on flip chart or board
- _____ Food is prepared
- _____ DVD equipment has been checked
- _____ DVD cued up at correct starting point
- _____ Teacher folders have been checked and marked
- _____ Names tags are ready



(f) Prepare for subsequent sessions. We have found that it is extremely helpful to do your planning for the next session right away after the session ends. **DO NOT WAIT UNTIL THE DAY YOUR NEXT WORKSHOP IS TO START.** Here are some of the things you need to do:



Weekly Checklist

- _____ **Weekly Records Completed Immediately.** On the leader checklist keep records on how many vignettes you covered, and your evaluation of each teacher's level of participation and attitude toward that week's material. Write any special notes to remind you of the discussion or content you want to review again the next week.
- _____ **Review Workshop Evaluations in Folders.** A negative or neutral evaluation will help you know if there is a teacher who is unhappy or not understanding the material and will trigger you to make a phone call to discuss the issue with the teacher or to make an extra effort to involve that teacher in the next session or to change some aspect of your teaching methods.
- _____ **Periodic Calls to Teachers.** Check in with teachers periodically to see how they are doing with the material and let them know you are interested in their feedback. This is especially important for the teacher who has a particularly difficult student who may be trying something new or who is unsure of him- or herself.
- _____ **Make-up Sessions for Missed Sessions.** If a teacher misses a session, call them right away and to determine why they were absent. This call should be made the same day as the class because it lets the teacher know you are concerned and interested in his/her participation and are not lax about absences. It also gives you opportunity to help the teacher make up the session and do the assignment before the next class. Teachers can view the tape with the self-administered manual to make up the session.
- _____ **Get Teacher Folders Ready.** Review teacher's classroom activity assignments and write supportive or positive notes and place in teachers' folders.
- _____ **Plan next session's agenda.** Write the agenda you will follow for the next session.

Part 3

General Guidelines for Leading Teacher Training Workshops

1. Enforce a Time Schedule
2. Welcome and Engage Teachers
3. Introductions and Teacher Goals
4. Ask Teachers to Share What a “Difficult Child” is Like in Their Class
5. Present Program Goals and Format for Teacher Discussions
6. Ensure Group Safety: “Ground Rules”
7. Agendas
8. Teachers Sharing “Classroom Activities”
9. How to Use the Videotape Vignettes
10. Encourage Everyone’s Participation
11. Prevent Sidetracking
12. Build Rapport with Each Member of the Group
13. Normalize Problems
14. Model Questions and Wait for Group Discussion
15. Summarize and Restate Important Points
16. Leadership Style for Empowering Teachers
17. Reinforce Participants for Sharing Ideas
18. Use Humor and Foster Optimism
19. Take a Formal Break
20. Review Classroom Activities Assignments and Reading
21. Self-Monitoring
22. Teacher Evaluation of Each Session
23. End the Meetings on Time
24. Self and Peer Evaluations

General Guidelines for Leading Teacher Training Workshops (Group Process)

- 1. Enforce a time schedule.** Meetings have a tendency to start later and later unless a definite starting time is established. Meetings should begin on time even if there are only two people present.
- 2. Welcome and engage teachers.** It is critical to create an atmosphere of acceptance, warmth and caring for every teacher. Start your session by introducing yourself and sharing your excitement about your collaboration with them. At subsequent sessions it is important to begin by welcoming teachers and expressing your interest in them.
- 3. Introductions and teacher goals.** Then ask teachers to introduce themselves, describe their classroom and what they hope to learn from the classes. **PUT THE TEACHERS' GOALS ON ONE HALF OF THE BLACKBOARD.** Be sure to provide name tags for everyone each week.
- 4. Start the first session by asking teachers to share what a "difficult child" is like in their class.** Brainstorm their responses on blackboard. This process helps teachers begin to share concerns with each other right away and helps normalize the understanding that every teacher has difficult students in their classes.
- 5. Present program goals and format for teacher discussions.** Show the teaching pyramid and indicate how the strategies and programs will address some of their goals and child behaviors that the teachers listed when discussing "difficult" children.



Example for Group Leader:

"Each of you brings to the group your own unique strengths as a teacher. Each of you has students with different needs, temperaments and developmental abilities. The purpose of these workshops is for you to have an opportunity to share your teaching ideas with each other. We will be looking at videotapes of some classrooms and teachers and using these tapes to reflect on optimal teaching strategies. My job as group leader is to facilitate the group discussions.

The broad goals of the training program are to strengthen the connections between home and school, strengthen teachers' classroom management effectiveness, and promote socially competent, well-adjusted children at home and school. The curriculum we will be presenting has been researched and validated in studies at the Parenting Clinic at the University of Washington with over 1000 teachers with behavior-problem children. This work has lead to an understanding of the critical teacher skills and ways to promote children's social competence and reduce aggressive behavior. We have organized the topics of these discussions so that each workshop builds on the previous workshop—so we hope you won't have to miss any workshops. The topics we will cover are: "

Topics on Blackboard

Building Positive Relationships with Students

Preventing Problems: Proactive Teacher

Teacher Attention, Coaching and Praise

Motivating Children Through Incentives

Decreasing Students' Inappropriate Behavior:

Ignoring and Redirecting

Handling Misbehavior: Follow Through with Consequences

Emotional Regulation, Social Skills and Problem Solving



Example Script for Leader:

"As you can see on this pyramid, the first half of the program builds your children's social competence and cooperative behaviors and then in the second half we will focus on reducing those inappropriate behaviors you would like to see less of. Your discussions will be a valuable part of the program to be sure we talking about things you are interested in. We will also be giving you some classroom assignment activities and at the start of each session we will talk about how those activities have worked." (See pyramid page 11.)

Explain the format of the group meetings. After introductions and questions, go over the structure of the meetings—that is, videotapes will be shown and stopped for group discussion. Reactions and sharing of ideas. Encourage participants to ask questions and offer ideas in response to the vignettes.

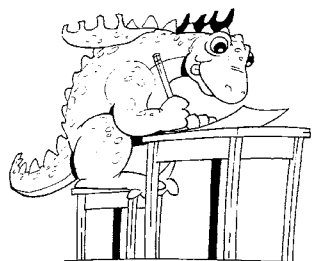
- 6. Ensure group safety: "Ground Rules."** One of the most difficult aspects of the group leader's role is to prevent the group process from becoming disrupted. We have found that it is necessary to establish some rules during the first meeting to keep things running smoothly. POST THESE RULES ON A POSTER, which is placed up front at each meeting. One rule that is helpful, for example, is that only one person may talk at a time. If someone breaks this rule, simply say, "One person at a time, please." The group process can also be disrupted by a participant who challenges the group leader's knowledge or advocates inappropriate classroom management practices. The leader can deal with this situation by saying, "That's an interesting idea, and the most relevant points you seem to be making are..." Then the leader can delineate the right way to approach the issue without putting down the participant. If a group member continues to challenge the leader, it may be necessary to discuss the problem on an individual basis.



Ground Rules

1. Everyone's ideas are respected.
2. Anyone has a right to pass.
3. One person talks at a time.
4. No "put downs" allowed.
5. Confidentiality
6. Cell phones are turned off

- 7. Agendas.** Write the agendas on the blackboard or poster. Explain the agenda and objectives for each workshop. The workshop title that appears at the beginning of each workshop in your leader's manual provides a statement of the objectives. For example, "The purpose of this program is to talk about effective ways to encourage students' learning. " It also helps to tell the group how many vignettes are going to be covered during the session.



Agenda

1. Report on Classroom Activities
2. Report on Behavior Plans
3. New Topic: Emotion Coaching
4. Skills Building & Practice
5. New Classroom Activity for the Week
(See agenda for each week in Part 5.)

8. Teachers sharing “classroom activities.” After the first session, you will start every other workshop with a discussion of the classroom practice activities assignment and reading material. This is the time you see how the teachers are integrating what they are learning into their classroom. Here are some ideas for questions:

What did you learn about your praise or play with your students?

Did you learn anything new or interesting about . . . ?

Did you feel that you tried new ways of . . . ?

Was it hard to make yourself do the assignment? What made it difficult?

What did you think about the reading chapter for this week?

What did you learn from observing the behaviors you tend to praise? (or correct etc.)?

How did it feel to try to praise more often? (Or reduce criticisms and commands?)

9. How to use the video vignettes. Keep focus of the group on the key points in the vignettes.

At the first sessions when you introduce vignettes, make the point that these are examples for discussion—none are “right” or “wrong.” The idea is to use the vignettes to stimulate teacher engagement, discussion and problem solving. After a particular vignette is presented, the group leader should pause or stop the DVD and give teachers a chance to discuss what they have observed. (E.g., “what do you think about what that teacher is doing in that scene?”) The vignettes have been selected to illustrate specific concepts, and it is up to the group leader to make sure the ensuing discussion is productive and stays on topic. If teachers are unclear about specific aspects of the teacher/child interaction, or if they miss a critical feature in the vignette, the group leader can rewind the DVD and have the group watch the scene again. The goal is to help teachers become actively involved in problem solving and sharing ideas



about the vignettes. The group leader can also facilitate learning by asking the group members how the concepts illustrated in the vignettes might apply to their own situations.

10. Encourage everyone’s participation. Some people tend to be quiet and withdrawn in group situations, but it is important to involve them in the discussions. Hesitate after the first hand goes up, since many of the shy members of the group will volunteer only after someone else’s hand is raised.

Do’s and Don’ts

1. Pace your vignettes throughout the entire session. Avoid waiting until the last half of the program to show the majority of vignettes.
2. Allow for discussion following every vignette. If you are short of time, you may verbally highlight key points in the vignette. Do not run vignettes together without dialogue.
3. Allow for teachers’ first impressions (insights) to be expressed before leader gives interpretation.
4. If teachers’ reactions are critical, balance their perspective by noting some positive features of the teachers’ behaviors. (If you allow a group to go too negative, teachers may feel you could be just as critical of their mistakes.)
5. Remember to model a realistic perspective of teaching!

11. Prevent sidetracking. For groups that are very verbal and tend to get sidetracked or digress, it can be helpful at the beginning of each session to select a teacher to act as a timekeeper. The job of this teacher is to make sure all vignettes are covered, and to keep the group focused on the main topics for the session. Our evaluations indicate that participants become frustrated if the discussion wanders, and they appreciate having enough structure imposed to keep the discussion moving along. By inviting a different participant to act as timekeeper for each session, the task of monitoring the group discussion becomes everyone's responsibility.

12. Build rapport with each member of the group. It is important to build a relationship based on trust with each teacher. This means being empathetic and trying to understand each person's feelings, concerns, and views of a topic. Try to summarize and validate each participant's thoughts and emotions, maintain good eye contact when talking to members of the group, and occasionally disclose a problem or a feeling that you have had that is similar to a situation being described by someone in the group.

13. Normalize problems. Teachers often feel they are at fault for their children's behavior problems. They may express feelings of guilt, impotence, or hopelessness about their teaching efforts. Some teachers, on the other hand, place the blame entirely on the child or parents. During the first meeting with a new group, it is important to reassure teachers that it is natural for them to respond emotionally to children's inappropriate behavior. For example, "It would be difficult not to respond in that way to a 4-year-old child who whines all the time." Point out that persistent whining and other inappropriate behaviors can be changed by using the techniques presented in this course.



14. Model questions and wait for group discussion. When a leader asks for questions or comments after watching a vignette, members of the group are often uncertain about the kinds of responses that are appropriate. For this reason, questions and topics for discussion for each vignette are included in the leader's manual. Ask each question and then wait for a response. Many of these are open-ended questions which tend to generate a lively discussion, whereas questions that can be answered "Yes" or "No" tend to produce very little discussion. In addition to asking questions designated to elucidate factual information, try to elicit feelings about particular situations.

15. Summarize and restate important points made by teachers. Paraphrasing and summarizing the viewpoints expressed prevents misunderstandings, and it shows that you are listening and validating their points of view. The leader should keep the discussion going until a consensus or conclusion is reached. PUT KEY LEARNING CONCEPTS WHICH TEACHERS HAVE SHARED ON THE BLACKBOARD. For example, Sally's rule: "Praise difficult students whenever you can." However, if a participant's statement is irrelevant to the discussion, suggest that it is relevant to another issue and temporarily set the topic aside while the discussion continues.

16. Leadership style for empowering teachers. Do not present yourself as an "expert" on the subject matter. Your role as group leader is to encourage teachers to problem-solve, share, and discuss the vignettes and their ideas among themselves with some unobtrusive guidance.

from the leader. You may think of yourself as a “coach” for the teachers. The idea is to “empower” the teachers so they feel confident about their teaching skills and their ability to respond effectively to new situations that may arise when the leader is not there to help them. As the group leader you might share a time when you have fumbled as a teacher or therapist with children — this tends to move you from the mystical expert to more of collaborative leader.



17. Reinforce participants for sharing ideas.

A good discussion is the product of a relaxed, secure environment. Each member of the group must feel comfortable participating in the discussion regardless of his or her level of sophistication or ability to communicate in groups. The leader should try to “make sense” of the statements made by participants so that no one feels ridiculed, ignored, or criticized because of something he or she has said. Praise teacher’s ideas and efforts. Give out teacher tool awards for principles they discover. See website for tools awards which can be downloaded (www.incredibleyears.com).

18. Use humor and foster optimism. Some of the vignettes were included because they were humorous. Humor can be used by the leader to help participants relax, and to reduce anger or anxiety. It is also important to establish positive expectations for change. Sometimes teachers are skeptical about their ability to change a child’s behavior. Express your confidence in their ability to help the child, reinforce their efforts, and provide positive feedback for even small successes. Also, it can be helpful to refer to the research, which indicates that many teachers have been successful in teaching their children how to behave more appropriately.

19. Take a formal break. Every 60 to 90 minutes, take a 10–15 minute break and emphasize the importance of starting again at an agreed-upon time. Offer nutritious and fun snacks. The break time allows for informal socializing and gives the leader an opportunity to talk individually with quiet or distressed group members. Be sure to make an effort to talk with every teacher on a one-to-one basis throughout the course of the workshop.

20. Teacher-to-Parent Communication Notes: At the end of each workshop there is a letter teachers can send home to parents. Encourage teachers to use these notes or design their own.

21. Review classroom activities assignments and reading. After the break or at the end of each workshop, ask teachers to open their folders and review the handouts (blackboard notes) and the suggested classroom activities assignment for the next session. Be sure everyone understands how to do the activities assignment and how it relates to each session’s discussion. In addition, there is a chapter to be read for each session. Express confidence in the ability of teachers to carry out the assignments.

22. Self-Reflection Inventories. After suggested classroom activities have been reviewed, ask teachers to complete the self-reflection inventory in their folders and make a commitment to what their goals will be before the next training day. These inventories are reviewed by Group Leaders.

23. Teacher evaluation of each session. Each group session should be evaluated by having participants complete the brief Session Evaluation Form (included in leader’s manual).

Teachers can put these in their folders as they finish up the class. This gives the leader immediate feedback about how each participant is responding to the leader's style, the quality of the group discussions, and the information presented in the session. The evaluations also bring problems to light, such as a teacher who is dissatisfied or who is having trouble with a concept. The leader may want to call that teacher to resolve the issue; or, if several participants are having difficulty understanding a particular concept, bring it up in a subsequent session for further clarification.

24. End the meetings on time. It can be difficult to bring a meeting to a close when group members are in the middle of an enthusiastic discussion. This is actually a good time to end the meeting, however, because everyone will leave feeling stimulated and excited about being involved in the program. End by summarizing the group learning of the session and remind teachers to bring their experiences with the classroom activities to the next session.

25. Self and peer evaluation. At the end of each session review with your co-leader both the process and content of your group. Complete the evaluation form for two sessions and ask your co-leader to evaluate your leadership of two sessions (see attached evaluation form). It is optimal to complete these evaluations after workshop two and four.



Part 4

Maximize the Results

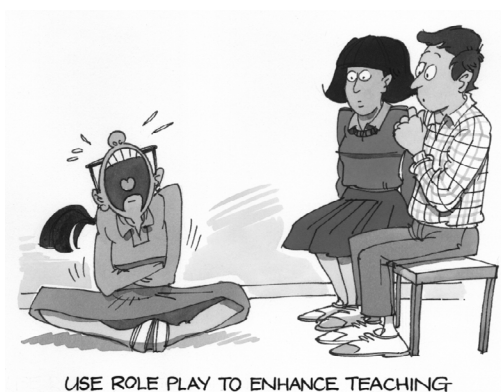
- 1. Get a Colleague/Partner Involved***
- 2. Role-Playing and Rehearsal***
- 3. Do Several Role-Plays***
- 4. Emphasize Classroom Assignments***
- 5. Anticipate Potential Difficulties***
- 6. Predict Behaviors and Feelings***
- 7. Identify and Discuss Resistance***
- 8. Ensuring Generalization***
- 9. Ending the Training***
 - a. Predict Relapses
 - b. Remember the Long-Term Goals
 - c. Enhancing the Long-Term Effects
 - d. Share Personal Feelings
 - e. Celebrate Completion and Moving On
 - f. Make Follow-up Calls

Maximize the Results

- 1. Get a colleague/partner involved.** It is ideal to have at least two teachers (or school counselors) from the same school participate in the program because it makes it possible for them to solve problems jointly and provide mutual support in the future. Another approach is to pair each teacher with a “buddy” who they will check in with between workshops about their progress. (See Suggested Activities for the Month.)
- 2. Role-playing/Skill Building and rehearsal.** For illustrating new concepts and for situations that participants bring to the group which are not addressed by the program, it is helpful to role-play and rehearse some possible solutions. Sometimes it is best for the group leader to role-play first in order to reduce the participants’ self-consciousness. Have fun with the role-plays by exaggerating the roles and making them humorous. Sometimes it eases the tension in a role-play to ask the teachers to first role-play the worst way possible and then follow it with a more effective approach.
- 3. We encourage you to do several role plays for each of the concepts you are teaching.** In Workshop One we ask teachers to role-play/practice being teacher while another participant plays the role of student — the other teachers in the room act as consultants to the teacher. Role-playing the coaching and encouragement skills prepares teachers for more difficult role-plays later in the program. Another role-play/practice is for several teachers to take on the role of children while another teacher practices “coaching” their cooperative play interactions.



In the HANDLING MISBEHAVIOR program, the group leader often plays the part of the “deviant child” and group members offer suggestions about how to deal with the child’s behavior. We find that it is best for the leader to avoid being the teacher and demonstrating excellent skills — we find it more helpful for the teachers to be the ones who demonstrate the competencies and for the leaders to act the role of the misbehaving child or to coach the skill building exercises. This practicing usually results in a lot of laughter, and is rated as a valuable learning method by teachers.



- 4. Emphasize classroom practice assignments and comment on teachers’ notes.** The classroom activities assignment needs to be explained in detail so participants understand its purpose and how to do it. The classroom practice activities should be presented as an integral part of the learning process. For example:

“You can’t learn to drive a car or play the piano without practicing, and this is also the case with the teaching skills you are learning here—the more effort you put into the assignments, the more success you will have with the program.”

It is important to carefully review the classroom activities assignment at the start of each session before presenting new material. Participants are more likely to take the assignments seriously if they know the group leader is going to begin each session by reviewing the assignment from the previous session. If a participant fails to complete his or her assignment, this should be explored in the group, for example:

“What made it hard for you to do the assignment?”

“Is there a way we could make the assignment more realistic?”

It is important to deal with resistance to doing the assignment, and for the other participants in the group to see how committed the leader is to following up on the activities assignments.

In addition to discussing classroom assignments from session to session, it is also important to comment on teachers' written notes about their assignments. We write notes to the teachers about their work and include encouraging comments (even stickers!) for their efforts. These notes of praise are put in the teachers' individual folders each week. It is also important to highlight and summarize in the group examples of classroom activities done by teachers that exemplify key points.

5. Anticipate potential difficulties. Periodically during the session, the leader should ask teachers to think about the difficulties they may encounter in the classroom when they try to carry out the techniques they have learned (difficult child, a bad day, lack of resources and support and so on). For example:

"Are there any circumstances you can think of that will keep you keep from praising your students?"

Use the handout "Teachers Thinking Like Scientists" to help teachers not only to identify their goals for a student but also to identify the barriers or obstacles that will make it difficult for them to carry out their agreed-upon strategies. (See Appendix for form.)



6. Predict behaviors and feelings. Anticipate

the fact that teachers and children will resist change at first and will feel awkward learning new behaviors. This issue should be addressed by saying something like:

"Whenever someone learns a new behavior, there is a natural tendency to resist this new behavior and to revert back to the status quo. In fact, some students might actually prefer you to be critical because they are uncomfortable with praise."

OR

"You will probably feel awkward doing this at first, especially if you haven't done much praising in the past. But the more you practice, the more natural it will become."

It also helps to build expectations for positive changes in behavior, for example:

"We found that after teachers increase their praise statements, their student's behavior improves substantially. We have also found that when teachers give their students attention for positive behaviors, they actually have more time for themselves in the long run because their students stop behaving inappropriately to get attention."

7. Identify and discuss resistance. Resistance can occur in a variety of ways, such as failure to do classroom activities assignments, arriving late for group sessions, blaming the leader, or challenging the material presented. It is important to explore the reasons for the resistance; for example, some teachers might feel that their student must change before they are willing to change, other teachers may have tried a particular approach in the past and found that it did not work, still other teachers may feel that the approach reminds them of something awful their teachers did to them, or they may feel that the leader is presenting "pat answers" and does not really understand their situation. Sometimes resistance is simply due to the teacher not adequately understanding the concepts presented, and more time may be needed to illustrate the points. Try to pinpoint the reasons for the resistance by asking about it in a nondefensive and nonconfrontive manner, for example:

"You seem to be having difficulty with the idea of Time Out. Can you tell me what you are thinking?"

Once the reason for the resistance has been identified, the leader can encourage the teacher to cooperate by agreeing with the teacher's position and asking for a short experimental period; for example:

"You may be right about Time Out, but you also said you're not happy about yelling. Time Out does not hurt children, and they often don't cry. I'd like to suggest that we do an experiment and try using Time Out consistently for three weeks."

Another possibility is that the teachers are resisting because they can't realistically complete the assignments. In this case it may be necessary to tailor the activities assignments to what the teachers feel they can accomplish during the coming week. The self-monitoring checklist (see appendices section) can help teachers select their personal goals for assignments.

8. Ensuring generalization. Generalization means teaching participants how to apply specific skills to deal with their current concerns, and also teaching them how to use those skills in other settings or with new types of children's misbehavior that may occur in the future. Participating in group discussions is a powerful way to enhance generalization because it exposes group members to a variety of classroom behavior problems and approaches to solving problems. Another way to ensure generalization is to present a list of student's behaviors they want to encourage or discourage and ask the group to problem-solve some strategies to deal with them. Encourage participants to come up with as many ideas as possible. A third way to enhance generalization is for the leader to engage in "principles training." That is, pointing out or having a group member state the basic principle, which can then be applied to multiple situations that are occurring now or may occur in the future. These principles can be listed on a poster and brought to each session to facilitate continued use of the principle.

For a child who is having conduct problems at home and at school, it will be necessary to involve the child's parent in a coordinated program for the child. If the parents and appropriate school personnel work together, it greatly improves the likelihood that the child's behavior will improve in both settings.

9. Ending the training. The leader should elicit teachers' evaluations of the training and suggestions for future workshops. Sometimes teachers are disappointed the workshops are ending because they found the groups supportive. Teachers can be encouraged to carry on their own support groups. There are several important points to make:

(a) Predict relapses. Teachers should be aware of the fact that there will be relapses in student's behaviors and not to think of this as a failure in their teaching efforts or behavior management plans. Instead relapses are normal and an expected part of children's learning. It is therefore a good idea to rehearse what they can do when this happens. The following are some suggestions:

- (1) Call another teacher for advice and support.
- (2) Identify the problem behaviors and review the strategies for promoting positive behaviors as well as the discipline plan.
- (3) Focus on positive alternatives rather than becoming immersed in feelings of failure or frustration.

(b) Remember the long-term goals and the "work" of teaching. Acknowledge that it is not easy to be a teacher, or to work with large groups of children. It is a difficult challenge that very few of us are adequately prepared for. One of the most common mistakes that teachers make in relating to students is to go for the short-term payoffs (for example, to give in to a child's tantrum to stop the unpleasant behavior) at the

expenses of the long-term consequences (the child learns to have tantrums to get what he or she wants). The teaching skills presented in this program take much longer to implement, need to be repeated hundreds of times, and take a lot of work. But there are many long-term benefits in helping a child to become a self-confident, creative, nonviolent, and happy individual. There is no magic moon dust to sprinkle here; rather, our objective is to encourage teachers to be patient and forgiving with themselves as well as their students.

(c) Enhancing long-term effects. Maintenance refers to ensuring that the techniques continue to be used after the program ends. During some of the final sessions, participants should be asked how they will remember to use the techniques they have learned. They should be encouraged to come up with some strategies to reinforce their efforts. The following are some ideas, which have been suggested as maintenance plans:

How to Continue to Feel Supported as a Teacher

- (1) Continue to meet as a group to support each other once a month. Meet to study some of the other videotape learning modules together.
- (2) Identify two teachers from your group who are willing to act as “touch points” — who will initiate the next meeting to discuss teaching issues that arrive.
- (3) Put notes on the blackboard, telephone, or steering wheel to remind yourself to use specific concepts such as praising good behavior, ignoring, inappropriate behavior, and so on.
- (4) Reread portions of the book.
- (5) Tell yourself you are doing a good job!
- (6) Set aside some time to relax and refuel your energy on a daily basis.
- (7) Recognize that it is okay for teachers and students to make mistakes.

(d) Share personal feelings. Express your own personal feelings about the group and its ending.

“I have really enjoyed getting to know all of you and having a chance to talk about teaching ideas. I will miss these sessions with you. Even though we are ending, I would still like to hear from you. It is clear to me that you are committed teachers and will make a difference in your student’s lives.”

(e) Celebrate completion and moving on. Make the last half-hour of your last session a celebration! You can give out the certificates to each teacher and rejoice in their accomplishments and commitment to teaching excellence. One option is to offer teachers an opportunity to talk about what the group has meant to them. Another option is to have them verbally evaluate the program. It is fun to have some special food at the end!

(f) Make follow-up calls. After a group completes the program, it is a good idea to make periodic telephone calls to find out how the teachers are doing. We also occasionally send out newsletters, humorous cartoons about teaching techniques, and fliers that present tips and new ideas. Teachers report that these are helpful reminders.

Part 5

Agendas and Checklists for Each Workshop

- 1. Workshops One through Six***
- 2. Checklist for Each Workshop***

Agendas and Checklists for Each Workshop

This classroom management training curriculum may be offered by trained IY teacher group leaders as 5–6, one-day workshops offered monthly or divided up into three-hour units offered every two weeks (12 half days) after school. The total group discussion program takes approximately 40–48 hours to complete. Credits may be offered for taking this course and completing the assignments.



Trained IY group leaders start the first workshop by showing 11 vignettes from DVD 1 in order to talk about building relationships with students. Then they proceed with DVD 2, *The Proactive Teacher*, Vignette 1 and follow the programs in the sequence outlined. It is important that the order of the programs be followed with DVD 3, *The Importance of Teacher Attention, Encouragement and Praise*, and DVD 4, *Motivating Students Through Incentives*, preceding DVD 5, *Decreasing Inappropriate Behavior*. The final program is DVD 6, *Social Skills, Empathy Training and Problem Solving*.

Recommendations

- IY group leaders delivering this curriculum should be first trained in an IY authorized 3-day training program and be either certified/accredited or working towards certification in this program.
- Schools should identify teacher coaches who can receive further training to help support teachers' classroom management success and parent involvement.
- Classroom management training is a prerequisite for training in the small group dinosaur treatment curriculum and the classroom dinosaur curriculum.
- Workshops 1–5 are “core” and must be completed to obtain certification/accreditation.
- A list of core vignettes for teachers of preschool (3–4 years) and school age (5–8 years) students by vignette name/topic covered can be found on the website: www.incredibleyears.com in the “Resources” section.
- Workshop 6 is optional but **highly recommended**, especially if teachers are not proceeding to offer the classroom dinosaur curriculum.
- Between teacher workshop days, group leaders or coaches observe teachers in classrooms to provide support, coaching and consultation regarding specific behavior plans and classroom management strategies.



NOTE: For working with preschool and kindergarten teachers we also recommend showing scenes from the “Teaching Emotional Regulation” DVD. This program is ordered separately and recommended vignettes are included on checklists.

Workshop #1

Part 1: Building Positive Relationships With Students (DVD 1) and The Proactive Teacher (DVD 2)

9:00-10:15 AM

I. Welcome & Introductions

Greet each teacher.

Introduce self and other teachers (use name tags).

Ask teachers to share their goals for the workshop (list on board).

Complete "Teachers Thinking Like Scientists" worksheet.

II. Overview of Teacher Training Program

Explain reason for teacher workshops; show teacher pyramid and preview topics to be discussed at each workshop. Show preview teacher DVD (optional).

III. Rules for Workshop

Do a brainstorm about group rules and list on flip chart.

IV. Topic of Morning: Building Relationships With Students (DVD 1)

- A. (Optional) Show Vignette S-30 on DVD #5. Do not show narration and pause as teacher starts to take away game. Ask them to think about how these children feel. After showing the vignette, brainstorm feelings of these children and think about why they might be feeling this way.
- B. Ask teachers to brainstorm how parents feel about having difficult students and how the teachers feel. Transition into the next topic by talking about barriers to developing relationships with such children.

Break

10:30 AM–12:00 PM

- C. Ask teachers to brainstorm or buzz the things they do to develop positive relationships with their students; list their ideas on board (e.g., home visits, cards and letters, home calls, interest survey, sharing success, family activity bags).

Show Teacher Part 1: Vignettes 1-11. (DVD 1)

Show Supplemental Vignettes S-1 to S-2.

- D. Role Play/Practices - Making connection with child who is sad or withdrawn (after vignette 4); daily greetings and good bye rituals (vignettes 7-9); helping discouraged or angry child (vignette 11).

Key Concepts: Building Relationships

- 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

Suggest that teachers from different schools/classrooms mingle at lunch.

1:00–4:00 PM

V. Topic of Afternoon: Proactive Teacher–Preventive Approaches (DVD 2)

Teacher Vignettes 1–57 (select according to age of students, principles taught and goals of teachers)

- A. Brainstorm proactive strategies teachers use
- B. Show Teacher Program 3: Vignettes 1–57
 1. Buzz: Classroom rules. (see handout) (Vignettes 1, S-3, S-4) & role play/practice rules.
 2. Show “show me five poster” and model how to use it.
 3. Buzz: Classroom environment. (Vignettes 2,3,4).
 4. Buzz: Classroom transition. (Vignettes 5,6,7,8,9,10) & transition practice.
 5. Buzz: Classroom schedules-show examples of schedule with pockets permitting students with transition problems to make the change. (S-5, S-6, S-7, S-8, S-9) & circle time opening practice.
 6. Getting and Holding Children’s Attention. (Vignettes 11-21).
 7. Clear Commands. Buzz to re-write negative commands in positive language (see handout). (Vignettes 22-39) & positive command practices.
 8. Nonverbal Signals, Prompts and Reminders–Introduce Dina cue cards (raised hand up, working hard) and Brainstorm their ideas of nonverbal signals. (Introduce around Vignette 40.) (Vignettes 40-52) & nonverbal signal practice.
 9. Buzz: Realistic developmental expectations.
 10. Positive Attention and Monitoring. (Vignettes 53-57)
- C. For preschool and kindergarten teachers, show Supplemental Vignettes S-7 (Opening Circle Time).

Key Concepts: Proactive Strategies

- Importance of classroom rules and organized environments
- 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 and schedules for difficult students (show schedule)
- Strategies to engage students
- Clear, respectful, positive commands/requests

- D. For classrooms with students with oppositional & aggressive behavior problems, show Supplemental Vignettes S-3 to S-9.
- E. Small Group Activity: Behavior Plan.

Using the behavior plan sheet break up into small groups to develop a behavior

plan for a particular student with some behavior difficulties, identifying proactive strategies which will be used. Use the functional assessment sheet and identify negative behavior, setting, desired behavior and proactive strategies.

F. Present Behavior Plans to whole group.

G. Complete Teacher Folders–Scientist Goals Handout & Self-Monitoring Sheet.

VI. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals

VII. Review Classroom Suggested Practice Activities and Self-Monitoring Sheet

VIII. Evaluation

Workshop #1

Teacher Checklist: DVD 1 & 2

Developing Relationships With Students & Proactive Teacher

Teacher DVD 1: Vignettes 1-11

Supplemental Vignettes S-1, S-2

Teacher DVD 2 Vignettes 1-57

Supplemental Vignettes S-3 to S-9

TRAINING SITE: _____ **DATE:** _____
LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 1:

Introduction † 1 † 2** 3† 4† 5 6 † 7 † 8† 9 † 10 11

Supplemental Vignettes in DVD 1:

S-1† S-2†

Teacher DVD 2:

Introduction † 1 2 3 4 † 5 6† 7† 8* 9 † 10 † 11 †
 12† 13† 14 † 15 † 16 17† 18* 19* 20† 21 22 23
 24 25† 26† 27 28 29 30 31 32 † 33 34 35
 36 37 38 † 39† 40 † 41 42† 43† 44 45 46 † 47
 48 49 50 51 † 52 53 54 55 56 57†

Supplemental Vignettes in DVD 2: (for students with behavior problems)

S-3† S-4 S-5 † S-6 S-7† S-8 S-9†

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Welcome and make introductions/goals/pyramid | _____ | _____ |
| 3. Brainstorm or buzz ideas for building relationships with students and parents | _____ | _____ |
| 4. Role Play/Practices – connecting, greeting & rituals | _____ | _____ |
| 5. Present rationale for proactive approaches | _____ | _____ |
| 6. Brainstorm or buzz teacher suggestions for schedules, rules, nonverbal cues, making learning fun & classroom environment (use handouts) | _____ | _____ |
| 7. Role Play/Practices – rules, transitions, circle time & commands | _____ | _____ |
| 8. Buzz – rewrite commands (use handout) | _____ | _____ |
| 9. Buzz – developmental expectations | _____ | _____ |
| 10. Break out groups to begin behavior plans | _____ | _____ |

- | | | |
|---|-------|-------|
| 11. Set up buddies & explain rationale | _____ | _____ |
| 12. Explain importance of completing suggested activities and reading assignments | _____ | _____ |
| 13. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #1
Handouts—DVD 1 Developing Relationships
& DVD 2 Proactive Teacher

- _____ Agenda
- _____ Teachers Thinking Like Scientists (Goals)
- _____ Suggested Activities for Month (2)
- _____ Building Positive Relationships (Suggested activities)
- _____ Proactive Teacher (Suggested activities)
- _____ Blackboard Notes about Building Positive Relationships*
- _____ Sample Survey Regarding Student's Interests*
- _____ Ideas for Building Positive Relationships With Students*
- _____ Blackboard Notes about Preventing Problems
- _____ Teacher Pyramid
- _____ Show Me Five handout
- _____ Examples of Nonverbal Signals
- _____ Workshop #1 Behavior Plan Sheet
- _____ Functional Assessment Behavior Plan Checklist
- _____ Buzz—Classroom Schedule, Classroom Rules and Classroom Environment
- _____ Buzz—Promoting Responsibility, Changing Students' Negative Reputation
- _____ Buzz—Goal Setting and Nonverbal Cues
- _____ Buzz—Building Relationships With Students*, Building Relationships With Parents*
- _____ Brainstorm—Rewriting Commands
- _____ Brainstorm—Record Sheet Special Connections
- _____ Teacher Observation Self-Reflection Inventory and Self-Monitoring Checklist (to be used in every workshop)
- _____ Book—*Incredible Teachers*. Teachers are recommended to have a copy of this book.
- _____ Appendix: Teacher Manual Evaluation

*(Handout found in DVD 1, the rest are found in DVD 2.)

Other Things to Bring:

Teaching Pyramid & teaching tool kit

Laminated Rules Cue Cards & "Show Me Five" poster and/or garden glove rules

Prizes (e.g., "I can listen" stickers, hand stamps, bubbles, hand lotion, etc.,)

DVDs

Pocket Schedule

Workshop #2 (DVD 3)

Teacher Attention, Coaching, Encouragement & Praise

9:00 AM-12:00 PM

I. Topic of Morning: Teacher Attention, Coaching, Encouragement & Praise

- A. Discuss experiences with suggested activities from prior workshop (proactive strategies and behavior plan).
- B. Ask about buddy calls.
- C. Complete Proactive Teacher Program if not completed Workshop #1.

Key Concepts:

- Value of praise and encouragement being used by teachers to increase children's positive self-talk, to help them learn to self-evaluate and to promote prosocial behaviors
- 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.,)
- Help teachers to understand the importance of using academic, persistence, social and emotion coaching with students
- Model ways to promote positive self-praise
- Setting up regular compliment circle times

- D. Brainstorm advantages of using praise. Then brainstorm barriers to being able to praise students.
- E. Begin Teacher Program 1: Vignettes 1-56 and Supplemental Vignettes S-10 to S-13.
- F. Identify target behavior for labeled praise and value of academic coaching (Vignettes 1–11).
- G. Whole Group Role Play: Ask 2–3 teachers to be students and one to be a teacher. While the “children” play, ask teachers to demonstrate academic coaching. Audience can also offer coaching comments. Follow by small group role play of academic coaching.
- H. Social coaching and encouragement (Vignettes 12–24, S-10 and S-11).
- I. Role play social coaching in large group and then small groups.
- J. Promoting self-esteem and persistence coaching (Vignette 25–37).
- K. Role Play/Practice persistence coaching (after Vignette 28).
- L. General praise (Vignettes 38–41).
- M. Role Play/Practice: praising parent or another teacher (after Vignette 41).
- N. Children learn self-praise and how to compliment peers (Vignettes 42–49).
- O. Emotion coaching “Buzzes” as recommended in manual.

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Teacher Attention, Coaching, Encouragement & Praise, cont'd.

- A. Continue DVD 3 Vignettes.
- B. Small Group Break Out: Continue behavior plan and decide which behaviors will be praised and how these praise statements will be given.
- C. (Optional–this is covered in Workshop #6 and may be postponed if offering Workshop 6.) For preschool and kindergarten teachers, show DVD 1: Part 2, Supplementals S-41 (Coaching Social Skills); S-42 (Social & Emotion Coaching Puzzle); S-43 (Coaching Kay-lee).

III. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals

IV. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet

V. Evaluation

Workshop #2

Teacher Checklist: DVD 3

Teacher Attention, Encouragement, Coaching & Praise

Teacher Vignettes 1-56

Supplemental Vignettes: S-10 TO S-13

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle vignettes shown.)

Teacher DVD 3:

Introduction†	1†	2†	3†	4†	5†	6†	7†	8†	9†	10	
11	12†	13†	14	15**	16†	17*	18†	19†	20†	21	22†
23	24	25**	26	27	28†	29**	30	31†	32	33*	34
35†	36	37*	38	39	40**	41	42†	43	44†	45†	46†
47†	48	49†	50†	51	52†	53†	54	55†	56		

Supplemental Vignettes:

S-10*† S-11*† S-12† S-13†

Teacher DVD 1, Part 2:

Coaching S-41 S-42 S-43 (optional/show in workshop #6)

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested practice activities
(behavior plan, proactive strategies) | _____ | _____ |
| 3. Explain the rationale for praise programs | _____ | _____ |
| 4. Introduce compliment circle (S-12, S-13) | _____ | _____ |
| 5. Role Play/Practice Academic & Persistence coaching
(large + small groups) | _____ | _____ |
| 6. Role Play/Practice Social & Emotion coaching
(large + small groups) | _____ | _____ |
| 7. Buzz–Labeled Praise & Encouraging Statements
(use Buzz handout) | _____ | _____ |
| 8. Buzz–Self-Encouragement Bubble for Students
(use Buzz handout) | _____ | _____ |
| 9. Role Play/Practice–Proximal Praise & Praising positive
social behavior | _____ | _____ |
| 10. Buzz–Positive Forecasting Statements | _____ | _____ |
| 11. Buzz–“Positive Opposite” exercise | _____ | _____ |
| 12. Role Play/Practice ignore combined with praise for
positive opposite | _____ | _____ |

- | | | |
|---|-------|-------|
| 13. Buzz (or Role Play/Practice)–Teaching Children to Compliment Each Other | _____ | _____ |
| 14. Discuss the importance of phone calls home to tell parents of child’s good days and happy grams home to parents | _____ | _____ |
| 15. Have small groups of teachers continue behavior plans | _____ | _____ |
| 16. Explain importance of completing suggested activities and reading assignments | _____ | _____ |
| 17. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #2
Handouts–Teacher Attention, Encouragement, Coaching & Praise Program (See DVD 3)

- _____ Agenda
- _____ Suggested Activities for Month
- _____ Workshop #2 Behavior Plan Assignment
- _____ Blackboard Notes about Attention, Praise and Encouragement
- _____ Examples of Behaviors to Praise & Encourage
- _____ Examples of Ways to Praise and Encourage
- _____ Coaching Children in Cooperative Play with Peers
- _____ Record Sheet: Praise & Encouragement
- _____ Self-encouragement Bubble (2)
- _____ Buzz–Teacher Praising Parents
- _____ Buzz–Encouraging Words
- _____ Buzz–Positive Forecasting
- _____ Buzz– Labeled Praise
- _____ Buzz–Teacher Self-Praise
- _____ Developing an Individual Behavior Plan
- _____ Teachers as Academic, Emotion and Social Coaches (3)
- _____ Pig Handouts (2)
- _____ Evaluations
- _____ Teacher Self-Reflection–Attention, Coaching, Encouragement, and Praise

Other Things to Bring:

- Prizes for Teachers (Small books, incentives, self-care items)
- Feeling cue cards in pocket chart (if not doing workshop #6)
- “Compliment stickers”

Workshop #3 (DVD 4)

Motivating Students Through Incentives

9:00 AM–12:00 PM

I. Topic of Morning: Motivating Students Through Incentives

- A. Discuss experiences with suggested activities from prior workshop (coaching & praise).
- B. Ask teachers to brainstorm or buzz appropriate behaviors for which they might use incentive programs. Talk about how they have used them.
- C. Brainstorm/Buzz advantages and disadvantages of incentives.
- D. Discuss why we need to use incentive programs for some students or for particular behavior problems.
- E. Brainstorm/Buzz low-cost and no-cost incentives.
- F. Show Teacher DVD 4 Vignettes and do recommended role plays. Practice using transition incentives and spontaneous rewards.

Key Concepts:

- Hard wax analogy
- Dispel the notion that praise & tangibles are bad for children-explain why such programs are important for behavior-problem children 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 (e.g. color card system)
- Brainstorm ideas for incentives for students
- Importance of involving parents in incentive programs
- Discuss teachers reinforcing themselves and other teachers

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Motivating Students continued

- A. Complete Teacher DVD 4 and show Supplemental Vignettes S-14 to S-23 for extra focus and role play practice for giving incentives and managing failure to get incentive.
- B. Small Group Activity: Using DVD 4, continue working on a behavior plan for a student who has a behavior difficulty.
Use the Assignment protocol (i.e., identify negative behaviors-where and when they occur, describe alternative desired behaviors, and plan specific reinforcement to use). Also plan how to involve the parent in the positive incentive program.
- C. Buzz-ways to involve parents in reward program and practice explaining incentive system to parent.
- D. Buzz-Reward Yourself. (use Buzz handout)

III. Topic: Dialogic Reading (optional depending on teachers' prior training in this)

- A. Demonstrate dialogic reading—introduce dialogic reading as “something teachers do but parents don’t know. How can teachers teach parents to do this?” Trainer models two very different styles of “reading”. (1) Reads with no interaction with child; (2) Dialogic reading approach.
- B. Practice small groups reading books with no words in groups of three: “child,” “parent,” and “teacher” roles.
- C. Optional—Show Parent Program 8: Vignettes 7–10, 12 or Interactive Reading program.

IV. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals

V. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet

VI. Evaluation

Workshop #3

Teacher Checklist: DVD 4

Motivating Students Through Incentives

Teacher DVD 4: Vignettes 1-29

Supplemental Vignettes: S-14 to S-23

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 4:

Introduction †	1**	2**	3**	4**	5 †	6	7†	8†	9	10
11†	12†	13 †	14**	15	16	17	18*	19 †	20*	21†
23†	24†	25†	26†	27†	28†	29†				

Supplemental Vignettes:

S-14*	S-15†	S-16†	S-17**	S-18	S-19	S-20	S-21	S-22	S-23
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Optional Parent Program 8:

7	8	9	10	12
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Optional Interactive Reading Program for Parents

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested activities
(praise and coaching programs) | _____ | _____ |
| 3. Buzz–possible advantages of incentive approaches | _____ | _____ |
| 4. Brainstorm/Buzz low-cost and no-cost incentives | _____ | _____ |
| 5. Role Play/Practice using incentives for transitions,
spontaneous rewards, and managing a student’s
failure to earn a reward | _____ | _____ |
| 6. Buzz–how to get parents involved in incentive programs | _____ | _____ |
| 7. Role Play/Practice - explaining incentive system to parents | _____ | _____ |
| 8. Have small groups of teachers continue to refine
their behavior plans based on incentive programs | _____ | _____ |
| 9. Explain, model and practice “dialogic reading” (optional) | _____ | _____ |
| 10. Buzz–self-care and self reward (use Buzz–Reward Yourself
handout) | _____ | _____ |
| 11. Explain importance of completing suggested activities and
reading assignments | _____ | _____ |
| 12. Teachers complete folder with goals and self-monitoring
checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #3
Handouts–Incentives (See DVD 4)

- ___ Agenda
- ___ Suggested Activities for Month (Workshop 3)
- ___ Workshop #3 Behavior Plan Assignment
- ___ Blackboard Notes about Motivating Students
- ___ Making Learning Tangible
- ___ Examples of Classroom Rewards
- ___ Examples of Individual Positive Recognition
- ___ Sample Interest Survey (Handout in Program 5, 1st Workshop)
- ___ Blackboard Notes About Reading With CARE
- ___ Buzz–Reward Yourself
- ___ Buzz–Classroom Incentives
- ___ Sample Student of the Month
- ___ Daily Report Cards (Parents & Teachers as Partners)
- ___ Happy Grams for Xeroxing (16)
- ___ Dina’s Daily Behavior Charts
- ___ Wally’s Weekly Behavior Charts
- ___ Evaluations
- ___ Teacher Self-Reflection Inventory, Motivating Children Through Incentives

Other Things to Bring:

- Prizes & Incentives for Teachers
- Sample Behavior Charts
- Reward Spinning Wheel
- “Ask me how I shared” stickers

Workshop #4 (DVD 5)

Decreasing Inappropriate Behavior– Ignoring and Redirecting

9:00 AM–12:00 PM

I. Topic of Morning: Decreasing Inappropriate Behavior, DVD 5

- A. Discuss incentives and behavior plans which were implemented and ask for comments about reading assignments. Ask about dialogic reading approach.
- B. Buzz–discipline goals teachers want to accomplish and what they want to avoid.
- C. Buzz–Behaviors to Ignore
- D. Show Teacher DVD 5: Part 1: Vignettes 1-32 with recommended role plays/practice for disruptive behaviors (Vignettes 3 & S-27)
- E. For preschool and kindergarten teachers, show S-27, S-28
- F. Show Supplemental Vignettes S-24 to S-29 for more focus on ignoring.

Key Concepts:

- Discipline hierarchies
- How to give effective instructions, and use distractions and redirections
- Understanding the importance of starting with the least intrusive approach
- Teaching children how to ignore other children's misbehavior
- Understanding how to ignore effectively

Lunch

1:00-4:00 PM

II. Topic of Afternoon: Decreasing Inappropriate Behavior, continued

- A. Continue showing vignettes.
- B. Role Play/Practice: Teaching students to ignore (see script).
- C. Role Play/Practice: Break into threes or model in front of whole group with two people playing children (misbehaving somewhat) so that the teacher can practice selective ignoring, when-then commands, and redirecting. (Vignettes 17, 19 & 23)
- D. Role Play/Practice: Teaching children how to ignore (see script).
- E. Buzz–strategies teachers use to stay calm.
- F. Role Play/Practice: Selective Ignoring.
- G. Buzz–Rewrite Negative Self-Talk (use handout).
- H. Role Play/Practice how to explain to parents behavior to ignore.
- I. Explain Transition Plan & show sample.
- J. Small Group Activity: Ask small groups of teachers to work on Workshop #4 Behavior Plan to include a discipline strategy for a student with a specific behavior problem.

III. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals

IV. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet

V. Evaluation

Workshop #4

Teacher Checklist: DVD 5

Decreasing Inappropriate Behavior—Ignoring and Redirecting

Teacher DVD 5, Part 1: Vignettes 1-32

Supplemental Vignettes: S-24 to S-29

TRAINING SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 5, Part 1:

Introduction†	1†	2†	3†	4†	5†	6†	7†	8	9†	10
11†	12†	13†	14†	15†	16†	17	18	19	20	21†
23**	24†	25†	26	27†	28†	29†	30†	31†	32†	

Supplemental Vignettes:

S-24 S-25 S-26 S-27*† S-28*† S-29

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

1. Write the agenda on the board
2. Go over the prior suggested practice activities (incentive strategies which worked)
3. Buzz—Goals for Discipline
4. Explain the rationale for discipline hierarchies
5. Explained least intrusive strategies such as warning, distractions and redirects
6. Buzz—Behaviors to Ignore and Positive Opposites
7. Role Play/Practice –Teaching children how to ignore
8. Role Play/Practice—Disruptive behavior/tantrum in circle time and selective ignoring
9. Buzz—Positive Coping & Calming Thoughts
10. Buzz—Rewrite Negative Self-Talk
11. Role Play/Practice - How to explain ignoring to parents
12. Have small groups of teachers continue to develop behavior plans which include discipline plan
13. Explain importance of suggested activities and reading assignments
14. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory

YES

NO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Workshop #4

Handouts–Ignoring & Redirecting (See DVD 5)

- _____ Agenda
- _____ Suggested Activities for Month (Workshop 4, Part 1)
- _____ Workshop #4 Behavior Plan Assignment (2)
- _____ Individual Behavior Plan
- _____ Blackboard Notes about Decreasing Inappropriate Behaviors
- _____ Sample Discipline Hierarchies (2)
- _____ Record Sheet: Commands
- _____ Buzz–Goals for Classroom Discipline
- _____ Praise “Positive Opposites”
- _____ Buzz–Natural and Logical Consequences
- _____ Buzz–Rewriting Negative Thoughts
- _____ Buzz–Ways to Stay Calm When Ignoring
- _____ Buzz–Behaviors to Ignore
- _____ Buzz–Selective Ignoring
- _____ Circle time Script–Ignore
- _____ Evaluations
- _____ Teacher Self-Reflection Inventory, Proactive Discipline

Other Things to Bring:

Calm Down Thermometer

“I can control my anger” stickers

Workshop #5 (DVD 5 & 6)

Decreasing Inappropriate Behavior Part 1 & 2

–Follow Through With Consequences

9:00 AM–12:00 PM

I. Topic of Morning: Decreasing Inappropriate Behavior, DVD 5 Part 1

- A. Discuss behavior plans which were implemented and ask for comments about reading assignments. Ask about ignoring and redirecting strategies.
- B. Continue showing Teacher DVD 5: Part 1: Vignettes 33–42 (Logical Consequences).
- C. Buzz - Other consequences.
- D. Role Play/Practice explaining consequences to children.
- E. **Teacher DVD 6: Part 2:** Show introduction vignette.
Start by teaching basic time out to calm down steps using scenario 1.
- F. Explain & model how to teach students to take a time out to calm down by showing vignettes S- 31, S-32, S-33.
- G. Role play and Practice explanation and Time Out in small groups (see sample script).
- H. Role play and Practice teaching children to calm down with Calm Down Thermometer.

Key Concepts:

- Helping children learn to self-regulate
- How to do Time Out/Calm Down in classroom
- How to explain Time Out to children–role play with puppets
- How to use color card systems (green patrol)
- How to use loss of privileges or work chores
- The importance of the ignoring technique as a strength
- How to use logical and/or natural consequences (not loss of privileges or work chores)

Lunch

1:00–4:00 PM

II. Topic of Afternoon: Decreasing Inappropriate Behavior

- A. Show Supplemental Vignettes S-34 to S-40 (consequences, time out and self regulation).
- B. Role Play/Practice: Follow manual suggestions for role playing progressively from simple to more difficult Time Outs, interspersed with vignettes S-34 – S-40.
- C. Show vignettes 1–7 and discuss how to improve on the Time Out in these vignettes.
- D. Small Group Activity: Ask small groups of teachers to continue to work on Workshop

#4 Behavior Plan to refine a discipline strategy for a student who is aggressive and/or noncompliant.

- E. Role Play/Practice how to explain to parents.
- F. Review Problem-Solving Worksheet.

- III. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals**
- IV. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet**
- V. Evaluation**

Workshop #5

Teacher Checklist: DVD 5 & 6

Decreasing Inappropriate Behavior—Follow Through With Consequences

Teacher DVD 5, Part 1: Vignettes 32-42 (Decreasing Inappropriate Behavior)

Teacher DVD 6, Part 2: Vignettes 1-9 (Follow Through With Consequences)

Supplemental Vignettes S-30 to S-40

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 5, Part 1:

Introduction† 33* 34** 35† 36 37† 38† 39† 40 41 42

Teacher DVD 6, Part 2:

Introduction 1 2 3† 4 5 6 7 8† 9**

Supplemental Vignettes (DVD 6):

S-30† S-31† S-32† S-33† S-34† S-35† S-36† S-37
S-38† S-39 S-40†

† Recommended core vignettes for ages 3-8 years

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior suggested practice activities (ignoring and redirects) | _____ | _____ |
| 3. Teach basic Time Out to Calm Down steps to teachers | _____ | _____ |
| 4. Role Play/Practice: Teaching Time Out to Students | _____ | _____ |
| 5. Role Play/Practice Doing Time Out and variations by age group and degree of difficulty. Identify key principles | _____ | _____ |
| 6. Buzz—Teachers share behaviors that result in Time Out and where it is located in classroom | _____ | _____ |
| 7. Buzz— Positive Coping and Calming Self-Statements (use handout) | _____ | _____ |
| 8. Role Play/Practice: how to use the anger thermometer | _____ | _____ |
| 9. Buzz—Effective use of a color card system | _____ | _____ |
| 10. Buzz—Natural or Logical Consequences | _____ | _____ |
| 11. Role Play/Practice—Explaining logical consequences buzzed | _____ | _____ |
| 12. Have small groups of teachers continue to develop behavior plans which include discipline plan. | _____ | _____ |
| 13. Role Play Practice—How to explain behavior plan to parents | _____ | _____ |
| 14. Buzz—Teachers Working Like Scientists worksheets, complete | _____ | _____ |

in small groups

- | | | |
|---|-------|-------|
| 15. Discuss Discipline Hierarchies worksheet | _____ | _____ |
| 16. Review Managing Children's Challenging Behavior worksheet | _____ | _____ |
| 17. Review Progress Made Toward Initial Goals | _____ | _____ |
| 18. Explain suggested activities and reading assignments | _____ | _____ |
| 19. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #5

Handouts—Time Out & Other Consequences (DVD 5 & 6)

- _____ Agenda
- _____ Suggested Activities for Month (Workshop 5)
- _____ Workshop #5 Behavior Plan Assignment
- _____ Using Time Out or Calm Down in the Classroom for Destructive Behavior—4–6 and 6–8 years. (2)
- _____ Record Sheet: Commands & Time Out
- _____ Sample Behavior Plan for Child With ADHD & Sample Template
- _____ Anger Thermometer Worksheet
- _____ Functional Behavior Plan
- _____ Discipline Hierarchy Steps
- _____ Teachers Working Like Detectives: See What You've Learned
- _____ Problem Solving Worksheet for Managing Challenging Behavior
- _____ Buzz—Logical & Natural Consequences
- _____ Buzz—Coping & Calming Self-Talk
- _____ Buzz—Staying Calm When Using Time Out
- _____ Circle Time Script—Anger thermometer
- _____ Teacher Self-Reflection Inventory
- _____ Evaluations

Other Things to Bring:

Tiny Turtle Puppet

Wally's Solution Kit (optional) & Problem-Solving Cue Cards (optional)

Workshop #6 (DVD 1 & 7)

Emotional Regulation, Social Skills and Problem-Solving Training

9:00 AM–12:00 PM

I. Topic of Morning: Teaching Children to be Socially Competent, Teacher DVD 1

- A. Discuss how behavior plans worked over past month; follow-up Discipline Hierarchies—use break out groups for this discussion.
- B. Show Teacher DVD 1, Part 1: Vignettes 12 and 13 and discuss ways to promote positive reputations for children at school. (brainstorm on blackboard)
- C. Teaching students to be responsible. Buzz—Promoting Student Responsibility in the Classroom (use handout).
- D. Show Teacher DVD 1: Part 1: Vignettes 14-30, with accompanying role play (Vignettes S-2, 22)
- E. Coaching social skills and emotional self-regulation. Show Supplemental Vignettes S-41 to S-46. (S-41, S-42, or S-43 may have been shown in Workshop #2, Coaching)

Key Concepts:

- Children need lots of practice to learn social skills
- Teacher can encourage student's responsibility and cooperative behavior in classroom by giving them classroom jobs, by encouraging them to help each other and by giving them choices
- Social coaching helps children master the components of social competence
- Emotion coaching (happy, sad, angry, frustrated, excited, worried) helps children gain control over their emotions and learn emotional literacy
- Persistence coaching helps children learn self-regulation and stay focused longer on a difficult task
- Negative reputations undermine children's social development

Lunch 1:00-4:00 PM

II. Topic of Afternoon: Teacher DVD 7

- A. Coaching problem-solving. Show Teacher DVD 7, Part 2: Vignettes 7-18.
- B. Show Supplemental Vignettes S-47 to S-55 (Problem-Solving Strategies).
- C. Role Play/Practice social, emotion & persistence coaching.
- D. Model using Wally Problem-Solving books (after Vignette S-48).
- E. Role Play/Practice—in small groups, practice using Wally books and puppets to teach problem solving (see circle time script).
- F. Buzz—problem solving scenarios for circle time & practice in small groups (after Vignette 16).
- G. Small Group Activity: Continue with the development of the behavior plan for a student with some behavior difficulties, identifying specific social skills which will be taught and how this will be accomplished.
- H. Ask groups to share their plans with each other.

III. Complete Teacher Observation Self-Reflection Inventory & Set Personal Goals

IV. Review Classroom Suggested Practice Activities & Self-Monitoring Sheet

V. Evaluation

IV. Celebration

Give out Incredible Years certificate and celebrate with food!

Workshop #6

Teacher Checklist: DVD 1 & 7

Social Skills, Empathy Training and Problem-Solving

Teacher DVD 1: Vignettes 12-30 (Building Positive Relationships)

Teacher DVD 7: Vignettes 7-18 (Emotional Regulation & Problem Solving)

Supplemental Vignettes: S-41 to S-55

TRAINING SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle which vignettes you discussed at this session.)

Teacher DVD 1:

12 13† 14† 15 16† 17 † 18 19 † 20 † 21† 22† 23
24 25† 26 † 27† 28* 29* 30†

Teacher DVD 7:

Introduction† 7† 8† 9† 10† 11† 12 13 14 15 16 17
18

Supplemental Vignettes:

(S-41† S-42† S-43†) S-44† S-45† S-46† S-47** S-48 S-49 S-50** S-51** S-52*
S-53† S-54 † S-55†

† Recommended core vignettes for ages 3-8 years (S-41, 42 and 43 may have been shown in Workshop #2.)

* These vignettes are recommended for ages 3-4 years

** These vignettes are recommended for ages 5-8 years

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Go over the prior experience with Time Out & Negative Consequences | _____ | _____ |
| 3. Role Play/Practice–Calls to parents and setting up peer helpers | _____ | _____ |
| 4. Talk about ways to promote positive reputations | _____ | _____ |
| 5. Buzz–Emotion words & explain rationale for emotional literacy | _____ | _____ |
| 6. Buzz–Social Skills to Coach. Role Play/Practice social coaching | _____ | _____ |
| 7. Role Play/Practice–Emotion coaching | _____ | _____ |
| 8. Buzz–ways to coach children’s self-regulation | _____ | _____ |
| 9. Explain Levels of Play handouts & use of prompts | _____ | _____ |
| 10. Buzz & Practice (groups of five teachers)–typical problem scenarios to practice with students. Then pick one problem to practice problem solving using puppets (after Vignette 16) | _____ | _____ |
| 11. Brainstorm solutions to put in “Pass the Hat” | _____ | _____ |
| 12. Model and role play/practice using Wally Detective Problem-Solving book (after Vignette S-48) | _____ | _____ |

- | | | |
|--|-------|-------|
| 13. Have small groups of teachers continue to develop behavior plans by adding the targeted social, emotion and problem solving training plans | _____ | _____ |
| 14. Explain suggested activities and reading assignments | _____ | _____ |
| 15. Teachers complete folder with goals and self-monitoring checklist & teacher observation self-reflection inventory | _____ | _____ |

Workshop #6
Handouts–Social Skills, Empathy and Problem Solving
(See DVD 1 & 7)

- _____ Agenda
- _____ Suggested Activities for Month (Program 5, Part 2)
- _____ Blackboard Notes about Problem Solving
- _____ Solutions for Children
- _____ Buzz–Promoting a Sense of Responsibility
- _____ Buzz–Changing Students’ Negative Reputations
- _____ Buzz–Promoting Children’s Self Regulation (3)
- _____ Buzz–Emotional Literacy
- _____ Buzz–Social Coaching
- _____ Wally’s Problem Solving Steps
- _____ Circle Time Script–Problem Solving
- _____ Tiny Turtle’s Anger Management Steps
- _____ Academic, Social & Emotion Coaching Checklists (3)
- _____ Workshop #6 Behavior Plan Assignment
- _____ Ripple Effects
- _____ Coaching Child Developmental Levels (3)
- _____ Evaluations
- _____ Teacher Self-Reflection Inventory, Emotion Regulation, Social Skills & Problem Solving

Other Things to Bring:

Certificates, Tiny Turtle Puppet/ Large and Small Wally Books/ Solution Kit (optional), Feelings Cue Cards

Part 6

Certification

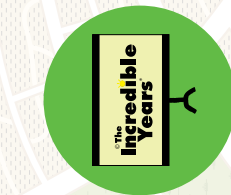
- 1. Certification Road Map**
- 2. Benefits of Certification as a Group Leader of Teacher Classroom Management Program**
- 3. Requirements**
- 4. Application Process**
- 5. Application Form for Certification as a Group Leader, Teacher Classroom Management Program**
- 6. Incredible Years Teacher Group Leader Peer and Self-Evaluation Form**
- 7. Teacher Group Leader Collaborative Process Checklist for Workshops**

Map to Becoming Certified



Basic steps to become a certified IY Group Leader

START



1. Attend an IY training.



2. Acquire the appropriate program for your population.
(You may do this step prior to attending training.)



3. Self Study using Leader's Manual & DVDs (with coleader).
(You may begin self study prior to training if you have the program materials.)



4. Start recruitment and planning for your groups.



5. Implement first group & submit DVD of one session for feedback from IY mentor/trainer.
(If your agency has an IY Peer Coach, schedule video review meetings with them first.)



6. Obtain in-person, group, or phone consultation with Mentor/Trainer and engage in weekly peer review.



7. Implement second group & submit DVD for feedback from IY mentor/trainer. Continue participating in consultation.



8. Once DVD review passes, send all paperwork to IY headquarters.



9. Application is reviewed. Congratulations on becoming a certified group leader!

See next page for what comes next, once you are certified as a group leader.

CERTIFICATION MAP – THE CONTINUED JOURNEY



Next steps once you have been certified as a group leader
(Continued from "Map to Becoming Certified")



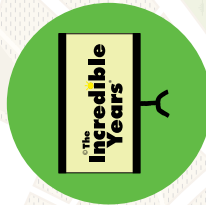
10. Continue group leader peer review every 2 weeks.



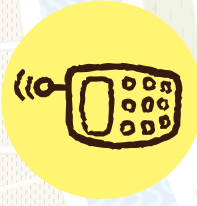
11. Group DVD consultations yearly with IY mentor/trainer.



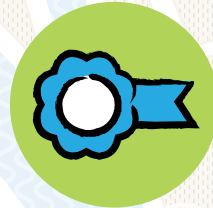
12. Support new group leaders by delivering groups with them.



14. Consider attending an adjunct IY training for a different population or age range.
(see www.incredibleyears.com for all training options)



13. In-person or telephone consultations with IY mentor/trainer as needed.



15. Consider learning more about peer coach certification.

Contact the Incredible Years® office and consult our website (www.incredibleyears.com) for more details on further training you can receive, how to access consultation, and applying for peer coach certification.

INCREDIBLE YEARS®: TEACHERS AND CHILDREN TRAINING SERIES

Benefits of Certification as a Group Leader of Teacher Classroom Management Program

We consider this certification process to be of value for the following reasons: First, the certification process maximizes the quality of the performance of the group leader. Certified leaders implementing the full program will achieve results similar to those in the published literature. The process of certification is considered part of the training process in that the leader will get feedback from teachers and peers on his/her leadership ability. Second, certification allows the individual to be listed as a certified group leader with our center. This certification permits us to give out your name for possible employment as a leader of teacher groups. Third, certified leaders will be invited to workshops updating our programs and sharing ideas with other group leaders throughout the country. Finally, certification permits the individual to be eligible to take the advanced course in teacher group leadership and to take the course to be a certified mentor of other group leaders. Certification is required for this program to be used as part of a research project.

Background Requirements to be Eligible for Certification

1. Extensive experience with young children (this may include working with children as a health care provider, mental health provider, teacher, or parent educator). Two years experience minimum requirement.
2. Education and accreditation as a teacher, psychologist, school counselor OR completion of certification as an Incredible Years Parent Group Leader.

Requirements

Training

- Attend Approved Teacher Training Workshop

Only those candidates who have successfully completed the approved training qualify to submit a certification application. Approved training consists of a three-day workshop offered by a certified trainer of group leaders.

Experience Requirements

- Conduct Two Teacher Training Workshops

Conduct two series of teacher training workshops utilizing the complete videotape series (each lasting a minimum of six full days, or 42 hours spread out in weekly sessions). A minimum of 10 teachers per series is required. A list of dates, locations, and number of attendees will need to be submitted.

- Submit to the Certification Committee workshop evaluations by each teacher who attends each of the training days for both workshops. (These are available in the appendix.) Final evaluation is the Teacher Final Satisfaction Questionnaire.
- Submit training checklists/protocols for each of the training days.

Feedback and Evaluation

- Satisfactory completion of leader self-evaluations for each workshop. (See Peer and Self-Evaluation form in Appendix.)
- Satisfactory completion of co-leader peer evaluations for each group. (See Peer and Self-evaluation Form in Appendix.)
- Feedback from certified mentor or trainer. (See Collaborative Process Checklist.)

Receive a satisfactory supervisory report for workshops. This feedback may be done on-site by a certified mentor or by submitting a videotape to the Certification Committee. There is a fee for each type of review because it involves three to four hours to review one tape and prepare a report.)

- Two letters of reference from a professional.
- See: <http://www.incredibleyears.com/Certification/application.asp>

Application Process

Checklist of Items Submitted for Certification

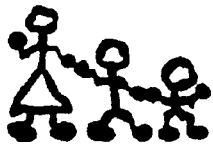
- _____ Letter discussing your interest in becoming certified; your goals, plans, and philosophy of effective teaching and your teaching experience (one page).
- _____ Application form.
- _____ Two letters of reference.
- _____ Background Questionnaire.
- _____ Attendance lists (minimum 10 teachers).
- _____ Teacher workshop evaluations.
- Two co-leader peer evaluations and two self-evaluations.
- Passing DVD review of workshop by certified mentor or trainer.
- Checklist or protocols for each workshop.
- Video review passed by authorized IY Trainer/Mentor

For application cost information and forms for download, please visit:

www.incredibleyears.com/certification-gl/teacher-classroom-management-certification/

Send to:

Incredible Years
Certification Committee
1411 8th Avenue West
Seattle, WA 98119
Email: incredibleyears@incredibleyears.com



***Application Form for Certification
as a Group Leader
Teacher Classroom Management Program***

NAME: _____

HOME ADDRESS: _____

_____ Zip: _____

HOME PHONE: _____ WORK: _____

Email: _____

OCCUPATION _____

Month/Year of Training: _____

Trainer: _____

COURSE(S) TAKEN IN CHILD DEVELOPMENT _____

Please attach a 1-page letter describing:

- Your experience with preschool and early school age children:
- Your experience with teaching.
- Your experience with groups.
- Your goals, plans, philosophy of teaching.

Please provide two letters of reference attesting to your teaching skills in working with large groups of children.



Incredible Years® Teacher Group Leader Peer and Self-Evaluation Form

Leader's Name _____

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Review video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

<i>I. LEADER GROUP PROCESS SKILLS</i>	<i>COMMENTS</i>
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces teachers' ideas and fosters teachers' self-learning	
Encourages teachers to problem solve when possible	
Fosters idea that teacher will learn from each others' experiences	
Helps teachers learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each teacher's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount	

<i>II. LEADER LEADERSHIP SKILLS</i>	<i>COMMENTS</i>
Establishes ground rules for group	
Started and ended meeting on time	
Explained agenda for workshop	
Emphasizes the importance of homework and practice	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into workshop's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages teachers to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

<i>III. LEADER RELATIONSHIP BUILDING SKILLS</i>	<i>COMMENTS</i>
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports teachers' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Re-frames experiences from the child's viewpoint and modifies teachers' negative attributions	
Strategically confronts, challenges and teaches teachers when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for teachers	

<i>IV. LEADER KNOWLEDGE</i>	<i>COMMENTS</i>
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates teachers' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

<i>V. LEADER METHODS</i>	<i>COMMENTS</i>
Uses videotape examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

<i>VI. TEACHERS' RESPONSES</i>	<i>COMMENTS</i>
Teachers appear comfortable and involved in session	
Teachers complete homework, ask questions and are active participants	
Teachers complete positive evaluations of sessions	

Summary Comments:

Candidate has satisfied video requirements for certification. ____ Yes ____ No

Name of Evaluator _____

Date _____



Teacher Group Leader Collaborative Process Checklist (rev. 2019)

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a video of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop. This checklist is also used by IY Trainers/Mentors when reviewing video for accreditation.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

Did the Leaders:

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts and practice activities ready for the teachers to pick up. | _____ | _____ | _____ |

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | _____ | _____ | _____ |
| 6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans and achieving short-term goals, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. Highlight key "principles" that their examples illustrate? (e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?") | _____ | _____ | _____ |

	YES	NO	N/A
9. Select teachers strategically to demonstrate and role play successful strategies or to refine their approach?	_____	_____	_____
10. Explore with individuals who didn't complete the practice assignments what made it difficult (barriers) and discuss how practice assignments can be made more meaningful to meet their goals? (e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")	_____	_____	_____
11. If a teacher's description of how they applied the skills makes it clear that s/he misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher feeling responsible for the failure? (e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." or "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")	_____	_____	_____
12. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.)	_____	_____	_____
13. Explore ways to make teaching strategy developmentally appropriate for each student?	_____	_____	_____
14. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

15. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)	_____	_____	_____
16. Paraphrase and highlight the points made by teachers - writing key points or principles on the board?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leaders:

17. Before showing vignette, focus teachers by telling them what they will see (e.g., age and developmental status of child, situation) and what you want them to watch for (e.g., "In the next vignette, we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom")?	_____	_____	_____
--	-------	-------	-------

	YES	NO	N/A
18. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom?	_____	_____	_____
19. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)	_____	_____	_____
20. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.)	_____	_____	_____
21. Paraphrase and highlight the points made by teachers - writing key points or "principles" on the board?	_____	_____	_____
22. Help teachers see how principles learned from vignettes apply to their classroom or specific students?	_____	_____	_____
23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?	_____	_____	_____
24. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) IF group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on.	_____	_____	_____
25. Use vignettes to promote alternative ideas for responding to situations and to relay practice role plays using their ideas?	_____	_____	_____
26. Use vignettes to trigger practices designed to address students at different developmental levels?	_____	_____	_____
27. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child or older school-age child?	_____	_____	_____
28. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students?	_____	_____	_____

PRACTICE AND ROLE PLAYS

Did the Leaders:

29. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.)	_____	_____	_____
---	-------	-------	-------

	YES	NO	N/A
30. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.")	_____	_____	_____
31. Do frequent planned role plays, practices or buzzes over the course of the workshop day?	_____	_____	_____
32. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? Groups should be organized by child's developmental ability.	_____	_____	_____
33. Use all of the following skills when directing role plays:			
a. Select teachers strategically to be teacher or student?	_____	_____	_____
b. Skillfully get teachers engaged in role plays which address their goals and questions?	_____	_____	_____
c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior, and developmental level)?	_____	_____	_____
d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)?	_____	_____	_____
e. Invite other workshop members to be "coaches" (to call out ideas if the actor is stuck)?	_____	_____	_____
f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants?	_____	_____	_____
g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?	_____	_____	_____
34. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")?	_____	_____	_____
35. Solicit feedback from group about strengths of teacher in role?	_____	_____	_____
36. Re-run role play, changing roles, involving different teachers, or with child of different language/cognitive/play developmental level or temperament (being in role as student is helpful for teachers to experience their students' perspective and a different way of responding)?	_____	_____	_____

COMPLETE INDIVIDUAL BEHAVIOR PLANS

Did the Leaders:

37. Break up into groups (6-7) to do behavior plans - based on the principles and content discussed in that workshop? (See teacher buzz forms on website: www.incredibleyears.com/gl/teacher-program)	_____	_____	_____
38. Review, refine and share behavior plans for students?	_____	_____	_____

PARENT INVOLVEMENT

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 39. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual and website: www.incredibleyears.com/resources/gl/teacher-program/) | _____ | _____ | _____ |
| 40. Discuss methods to teach or partner with parents (e.g. telephone calls, parent meetings) around students' learning needs? | _____ | _____ | _____ |

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 41. Begin the ending process with about 15 minutes remaining? | _____ | _____ | _____ |
| 42. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website www.incredibleyears.com/gl/teacher-program/)? | _____ | _____ | _____ |
| 43. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? | _____ | _____ | _____ |
| 44. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? | _____ | _____ | _____ |
| 45. Have teachers complete the workshop evaluation form? | _____ | _____ | _____ |
| 46. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? | _____ | _____ | _____ |
| 47. Call, e-mail, or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See teacher buzz forms on website: www.incredibleyears.com/gl/teacher-program/) | _____ | _____ | _____ |
| 48. Set up classroom observations and personal feedback in schools by group leaders or IY coach? | _____ | _____ | _____ |

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach and learn from each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Remember teachers are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years practices.

Summary Comments:



Tips for Preparing Your Video for Review Teacher Classroom Management

Accreditation/Certification

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

When to send in your video for review

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Process Checklist and the Peer and Self-Evaluation forms. By reviewing these video recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a video recording of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

How many session recordings will I need to send for review?

Send one edited section of a workshop day at a time – 2 hours per video submission (see information later in this document regarding editing). Then use the recommendations from your review to make changes in your group leadership methods or processes and submit a 2nd video that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 or more videos prior to accreditation.

Camera Set Up

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.

Working with a co-leader and essential components for accreditation

You may send a video showing how you and your coleader working together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. This is part of the session leadership assessment. However, the person



whose video is being reviewed should show their group leadership skills specifically in regard to the following methods:

- mediating program vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review classroom suggested activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- promoting teacher self-reflection on their management approaches & goal setting
- instigating buzzes
- small group breakouts for behavior plans
- strategies for including parents in partnership with teachers
- pulling out key concepts and/or principles learned from participants
- amount of praise, encouragement and incentives given to participants
- coordination with co-leader
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

Can my co-leader and I use the same session for accreditation?

We need to see each applicant demonstrating all of the skills listed above. Since the teacher program is typically offered in 6-7 hour sessions, it is possible that you and your co-leader can both submit portions of the same training day for review, but each leader should submit a separate edited video from that day. See below for tips on editing your session.

Editing a video for Review

Leaders submitting video for the teacher program will need to edit their video submission to provide the reviewer with examples of all the different aspects of the day. Please do not send a 6 hour tape, or send two consecutive hours out of your 6-hour day. We would like to see two hours of edited video. These two hours should include (times are approximate) 15-20 minutes homework review, 15 minutes introducing new topic of the session through discussion and a benefits/barriers brainstorm, 30-40 minutes of vignettes, with several large group role plays interspersed between the vignettes, 10 minutes of setting up a small group role play and then processing afterwards (you do not need to send footage of the actual small group as we usually can't hear well enough to evaluate them), 10 minutes of setting up behavior plans for teachers and then processing afterwards, 10 minutes of reviewing concepts from the day and assigning the classroom homework assignments.

Number of Sessions

To qualify for accreditation, 5 full days must be offered (covering workshop days 1-5). It is highly recommended that the 6th day on social-emotional development is also offered. The sessions can be offered as full day trainings (spaced 3-4 weeks apart) or as



half days (the total workshop time must still be completed). It is not recommended that the 6 days be offered sequentially in one week because the practice assignments between workshops are a valuable part of the experiential learning process.

Number of Teachers in Group

To qualify towards certification, teacher workshops must not have fewer than 10 participants.

Number of Vignettes Shown in a Session

For each day-long session, there are 30-60 vignettes to choose from. Core vignettes are indicated on the protocol and it is highly recommended that leaders show these vignettes. In general leaders are expected to show 15-20 vignettes in a full day session. The protocol indicates vignettes that are more appropriate for preschool versus grade school classrooms. In addition, there are vignettes from several special education classrooms. When choosing vignettes for the session, the leader should begin with the core vignettes and then make selections for additional vignettes based on the age and special needs of the children in the classrooms. The trainer reviewing the video takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a video submission. It is important to have a good balance of all these components but 2/3 of the session should emphasize modeling (either video or live) and practice of skills compared with cognitive discussion approaches.

How can I use a certified Incredible Years coach or mentor to assist me in achieving certification as a group leader?

If your agency has a certified IY coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing recorded sessions with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, which vignettes you will lead and who will identify principles or give out rewards.

What do I need to send in along with my video recording for review?

When you send in a video for review, please send in the application form, a brief letter summarizing the session or lesson topic covered and the nature of the population served, and your own self-evaluation of the session using the Group Leader Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the recording is you – hair color, what you're wearing. Please write your name and the session number on your video and/or notes accompanying the video.



Enhancing your video submission

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also, you may indicate sections of the video recording that you have questions about or any particulars you would like feedback on.

Once your video has been passed off, you may then submit your application paperwork with the remaining required items:

- background questionnaire
- letter of intent
- letters of recommendation (2, professional)
- weekly and final evaluations by participants (2 sets)
- session protocols/workshop checklists (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

Please Ask!

This process can be complicated and there are many steps. When in doubt, please call or e-mail us prior to sending in your video or materials. A well-prepared video will get you to your certification goal much faster!

Facilitating Children's Academic Learning: Teachers as "Academic Coaches"



"Descriptive commenting" is a powerful way to strengthen children's social skills, emotional literacy, and academic skills. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
☐ colors ☐ number counting ☐ shapes	● "You have the red car and the yellow truck." ● "There are one, two, three dinosaurs in a row." ● "Now the square Lego is stuck to the round Lego."
☐ sizes (long, short, tall, smaller than, bigger than, etc.) ☐ positions (up, down, beside, next to, on top, behind, etc.)	● "That train is longer than the track." ● "You are putting the tiny bolt in the right circle." ● "The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."
☐ working hard ☐ concentrating, focusing ☐ persistence, patience	● "You are working so hard on that puzzle and thinking about where that piece will go." ● "You are so patient and just keep trying all different ways to make that piece fit together."
☐ following parent's directions ☐ problem solving ☐ trying again ☐ reading ☐ thinking skills ☐ listening ☐ working hard/ best work ☐ independence	● "You followed directions exactly like I asked you. You really listened." ● "You are thinking hard about how to solve the problem and coming up with a great solution to make a ship." ● "You have figured that out all by yourself."

Facilitating Children's Emotion Learning: Teachers as "Emotion Coaches"



Describing children's feelings is a powerful way to strengthen a child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing a child's emotions.

Feelings/Emotional Literacy	Examples
_____ happy _____ frustrated _____ calm _____ proud _____ excited _____ pleased _____ sad _____ helpful _____ worried _____ confident _____ patient _____ having fun _____ jealous _____ forgiving _____ caring _____ curious _____ angry _____ mad _____ interested _____ embarrassed	● "That is frustrating, and you are staying calm and trying to do that again." ● "You look proud of that drawing." ● "You seem confident when reading that story." ● "You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient." ● "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you." ● "You are so curious. You are trying out every way you think that can go together." ● "You are forgiving of your friend because you know it was a mistake."

Modeling Feeling Talk and Sharing Feelings

- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."

Facilitating Children's Social Learning: Teachers as "Social Skills Coaches"



Describing and prompting children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
☐ helping ☐ sharing ☐ teamwork ☐ using a friendly voice (quiet, polite)	● "That's so friendly. You are sharing your blocks with your friend and waiting your turn." ● "You are both working together and helping each other like a team."
☐ listening to what a friend says ☐ taking turns ☐ asking ☐ trading ☐ waiting	● "You listened to your friend's request and followed his suggestion. That is very friendly." ● "You waited and asked first if you could use that. Your friend listened to you and shared." ● "You are taking turns. That's what good friends do for each other."
☐ agreeing with a friend's suggestion ☐ making a suggestion ☐ giving a compliment ☐ using soft, gentle touch ☐ asking permission to use something a friend has ☐ problem solving ☐ cooperating ☐ being generous ☐ including others ☐ apologizing	● "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly." ● "You are helping your friend build his tower." ● "You are being cooperative by sharing." ● "You both solved the problem of how to put those blocks together. That was a great solution."

Prompting

- "Look at what your friend has made. Do you think you can give him a compliment?" (praise child if s/he tries to give a compliment)
- "You did that by accident. Do you think you can say you are sorry to your friend?"

Modeling Friendly Behavior

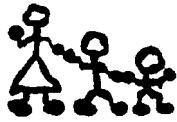
- Teachers can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.



Teacher-Child Social Coaching: Child Developmental Level 1

Teacher-Child Play: Teachers can use social coaching in one-on-one interactions with their students to help them learn social skills and emotional language before they begin to play with peers. A great deal of the child's learning will occur by modeling and by your descriptive commenting, which will enhance your student's language skills as well as help them recognize and learn social skills.

Social/Friendship Skills	Examples
Teacher Models: ❖ Sharing ❖ Offering to Help ❖ Waiting ❖ Suggesting ❖ Complimenting ❖ Behavior-to-Feelings	"I'm going to be your friend and share my car with you." "If you want, I can help you with that by holding the bottom while you put another on top." "I can use my waiting muscles and wait until you're finished using that." "Could we build something together?" "You are so smart in figuring out how to put that together." "You shared with me. That is so friendly and makes me feel happy." "You helped me figure out how to do that. I feel proud that you could show me that."
Teacher Prompts: ❖ Self-Talk ❖ Asking for help Teacher Response: ❖ Praise child when s/he shares or helps you ❖ Ignore or model acceptance when child does NOT share or help	"Hmm, I really wish I could find another piece to fit here." "Hmm, I'm not sure I know how to put this together." "Can you help me find another round piece?" "Can you share one of your cars with me?" "That was so helpful and friendly to share with me." Continue to use descriptive commenting. "I can keep trying to find that round piece." (model persistence) "I can wait until you're finished playing with the cars." (model waiting) "I know it is hard to give up that car, so I will wait to have a turn later."
Puppet or Action-Figure Models: ❖ Entering Play ❖ Being Socially Friendly ❖ Ignoring Aggression	"Can I play with you?" "That looks like fun. Can I do that with you?" "I'm being friendly. I'd like to play with you." "I want to play with a friendly person. I think I will find somebody else to play with."



Teacher-Child Social Coaching: Child Developmental Level 2

Children in Parallel Play: Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Teachers can help promote peer play by prompting their students to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
Teacher Coaches: ❖ Asking for What They Want ❖ Asking for Help ❖ Asking a Friend to Wait	"You can ask your friend for what you want by saying, 'Please can I have the crayon?'" "You can ask your friend for help by saying 'Can you help me?'" "You can tell your friend you are not ready to share yet." If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.
Teacher Prompting: ❖ Noticing Other Child ❖ Initiate Interaction With Other Child ❖ To Give Child a Compliment Teacher Praising: ❖ Behavior-to-Feelings ❖ Playing Together	"Wow, look what a big tower your friend is building." "You are both using green markers." "Your friend is looking for small green pieces. Can you find some for him?" "Your friend has not cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?" "Wow! You can tell your friend his tower is cool." If you child does repeat this, you can praise him or her for a friendly compliment. If your child does not respond, continue descriptive commenting. "You shared with your friend, that is so friendly and makes her feel happy." "You helped your friend figure out how to do that, she looks very pleased with your help." "Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."
Puppet or Action-Figure Models: ❖ Sharing or Helping	"Wow! Do you see the tower that Nancy is building?" "Can either of you help me find a red block to make this truck?" "Could I help you build that house?" Do you think we could ask Freddy if he'll share his train?"



Child-Peer Social Coaching: Child Developmental Level 3

Children Who Initiate Play: Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflictual. Teachers can help promote social skills during peer play by prompting and coaching them to use skills or by praising and giving attention to social skills.

Teacher-Coached Skills	Examples
Social/Friendship Skills: ❖ Asking in a Friendly Voice (polite, quiet) ❖ Giving Help to Friend ❖ Sharing or Trading ❖ Asking to Enter Play ❖ Giving a Compliment ❖ Agreeing with or giving a Suggestion	"You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends." "You helped your friend find what s/he was looking for. You are both working together and helping each other like a team." "That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. " "You asked kindly to play and they seemed happy to have you join in?" "You gave a compliment to her, that is very friendly." "You accepted your friend's suggestion. That is so cooperative."
Self-Regulatory Skills: ❖ Listening to What a Peer Says ❖ Waiting Patiently ❖ Taking Turns ❖ Staying Calm ❖ Problem Solving	"Wow you really listened to your friend's request and followed his suggestion. That is really friendly." "You waited and asked first if you could use that. That shows you have really strong waiting muscles. " "You are taking turns. That's what good friends do for each other" "You were disappointed when s/he would let you play with them but you stayed calm and asked someone else to play. That is really brave." "You both weren't sure how to make that fit together, but you worked together and figured that out—you are both good problem solvers."
Empathy: ❖ Behavior-to-Feelings ❖ Apology/Forgiveness	"You shared with your friend, that is so friendly and makes her feel happy." "You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings" "You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork." "You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did." "That was an accident. Do you think you can say you're sorry?" Or, "Your friend seems really sorry he did that. Can you forgive him?"

Blackboard Notes
Points to Remember about
Building Positive Relationships with Students

Show students you care by:

- Giving them a personal greeting each day when they arrive
- Asking about their feelings e.g., dialogue journals
- Asking about their life outside of school e.g., listening bear
- Listening to them
- Eating in the cafeteria occasionally with students
- Recognizing birthdays in some way
- Sending cards and positive messages home, e.g., happygrams
- Finding out about their hobbies and special talents, e.g., interest surveys
- Making home visits
- Sharing something personal about yourself
- Spending time playing with them — at recess or during free classroom time
- Establishing positive relationships with every child regardless of their academic or social abilities
- Getting to know their parents through home visits and classroom meetings
- Calling parents periodically to report their child's success or accomplishments

Show students you believe in them by:

- Identifying negative self-talk
- Promoting positive self-talk
- Communicating your belief they can succeed
- Making "I can" cans out of empty juice cans and drop strips of paper in them on which students have written skills they have learned, e.g., math facts, spelling words, sharing with others, helping. (This is also useful to show parents the child's progress.)
- Making phone calls to students to applaud their special efforts or accomplishments
- Helping every child in the classroom to appreciate other's special talents and needs
- Following their lead, listening carefully to their ideas and being an "appreciate audience" at times

Show students you trust them by:

- Inviting students to help with daily tasks and classroom responsibilities
- Offering curriculum choices
- Encouraging collaboration among students
- Encouraging students to help each other
- Sharing your thoughts and feelings with them

Building Positive Relationships With Children

Suggested Activities for the Month

TO DO:

- Develop a behavior plan for changing a child's negative reputation in your classroom and strengthening your relationship.
- Pick some strategies to promote your positive relationships with your students.
- Set some goals to build your relationships with the parents of students in your classroom.
- Look for opportunities to promote your students' sense of responsibility in the classroom.

Read:

Chapters One, Two, and Fourteen from *Incredible Teachers* book.

Teacher Workshop One

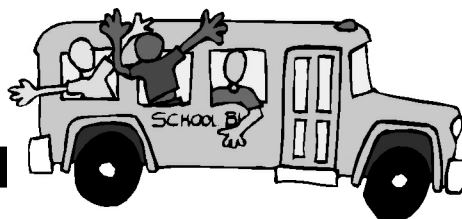
Suggested Activities for the Month

TO DO:

- Try using three different nonverbal signals.
- Select a challenging student from your classroom and set up a behavior plan using proactive strategies.
Write down on the behavior plan worksheet your strategies and try them out. Report on your success at the next workshop.
- Practice using proactive strategies (e.g. when-then commands, transition strategies, nonverbal signals).
- Record three ways you made a special connection with a student who is “invisible” and a student who is challenging. Record these on the special connection worksheet.
- Call your buddy and share a proactive strategy that works for you.

- **READ** 

Chapter Three from *Incredible Teachers* book.



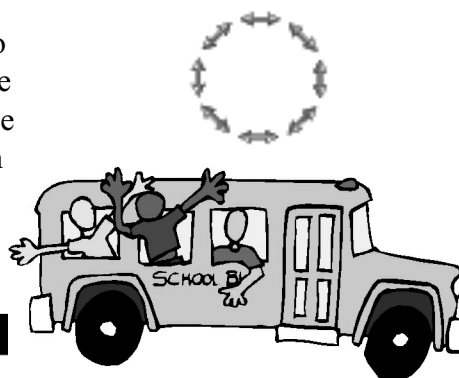
Teacher Workshop Two

Suggested Activities for the Month

TO DO:

- Practice coaching students and being an “appreciative audience.”
Use “child directed play skills” and use descriptive commenting about the children’s play interactions which include: academic skills (e.g., thinking hard, planning carefully, numbers, shapes etc.), friendship skills (e.g., helping, waiting, sharing, taking turns, being friendly, asking for help) and feelings (e.g., looking calm, staying patient, appearing pleased or proud, enjoying someone’s company).
- Select one or two students with more challenging behaviors and practice increasing your praises for positive social behaviors you have identified ahead of time. (e.g., sharing, using words, helping)
Write down five ways you use praise and encouragement on the “Record Sheet: Praise.”
Bring to next workshop.
- Select a challenging student from your classroom and set up a behavior plan increasing your coaching and praise for positive social behaviors you have identified.
Write down on the behavior plan worksheet your strategies and try them out. Start a self-encouragement bubble for several students who are working hard to make some changes in their peer interactions. Bring an example to the next workshop.
- Call your buddy and share something that worked!
- **READ** 
Chapters Four and Five from *Incredible Teachers* book.

Remember during circle time to praise those who are sitting quietly and to not say anything to those who are not yet in the circle. Use proximity praise frequently to bring an inattentive student back on task.



Teacher Workshop Three

Suggested Activities for the Month

TO DO:

- Choose three ways to use small privileges or incentives to help motivate a student to learn a particularly difficult new behavior. Write your plan on your behavior plan worksheet.

Let the student's parent know what you are doing and suggest how they might add to the impact by praising their child's successes at home. Bring your plan to the next workshop.

- Identify a student with challenging behavior and continue your behavior plan worksheet using proactive strategies, praise and incentives.

Write the plan out on the Behavior Plan Worksheet and describe how it worked.

Bring the plan to share at the next session.

- Practice using the "dialogic reading" strategies

- Call your buddy and share a success.

- **READ**



Chapter Six from *Incredible Teachers* book.



Teacher Workshop Four

Suggested Activities for the Month

TO DO:

- Identify a student with some behavior difficulties and develop a behavior plan utilizing proactive and positive approaches and a discipline plan. Write the plan out on the “Behavior Plan Worksheet” and evaluate how it worked. Bring the plan to share at the next session.
- Teach your students how to ignore behavior from others that is bothersome and praise them for using their “ignore muscles.”
- Record and monitor any use of Ignoring—what occurred, and how the student reacted.
- Practice redirecting children after the child has calmed down.
- Call your buddy and share your success with your discipline strategy.

- **READ** 
Chapters Seven and Fifteen from *Incredible Teachers* book.



Teacher Workshop Five

Suggested Activities for the Month

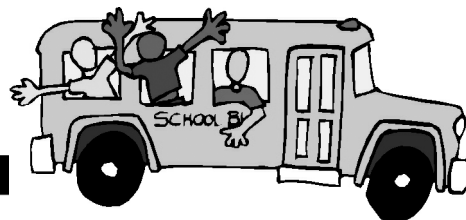
TO DO:

- Identify a student with some behavior difficulties and develop a behavior plan utilizing proactive and positive approaches and a discipline plan. Write the plan out on the “Behavior Plan Worksheet” and evaluate how it worked.
- Find and record three logical consequences.
- Teach students how to calm down and take Time Out.
- Record and monitor any use of Time Out—what occurred, how long Time Out lasted, and how the child reacted.
- Call your buddy and share your success with your discipline strategy.

• **READ**

Chapters Eight, Nine and Ten from *Incredible Teachers* book.

During circle time, role play the puppet taking a Time Out and how the other students can help by ignoring him or her. Then talk about what it means to take a Time Out, and have the puppet ask the students whether they still like him or her. Let students practice taking a Time Out to Calm Down.



Teacher Workshop Six

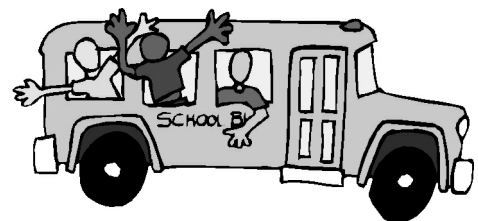
Suggested Activities for the Month

TO DO:

- Continue to refine behavior plans. Do Transition Plans for five of your students who are the most aggressive, inattentive, or impulsive. See transition plan forms and start filling these in.
- Practice social skills and problem solving teaching with students in a small group circle time, or, use Wally Detective Book with students.
- Look for opportunities to label children's feelings (e.g., happy, excited, sad, calm, etc.) and connect them to their behavior.
- Call your buddy and share your approach to teaching children problem solving.

- **READ** 
Chapters Eleven, Twelve and Thirteen from *Incredible Teachers* book.

Have the puppets introduce a problem for the students to solve (e.g., being teased, being left out, feeling afraid, wanting to play with someone, etc.).



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 and 14.

_____ Start Behavior Plan on 2 students

My goal _____

Workshop #2 Teacher Attention, Coaching, Encouragement and Praise

_____ Read Chapter 3.

_____ Practiced peer coaching concepts.

_____ Practiced proactive strategies.

_____ Follow through on Behavior Plan

My goal _____

Workshop #3 Motivating Students Through Incentives

_____ Read Chapters 4 and 5.

_____ 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 Chapter 6.

_____ 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 _____

Individual Functional Assessment Behavior Plan Checklist

Step #1: Identify Negative Classroom Behavior (choose 1 or 2 to start)

Step #2: Ask Why is the Misbehavior Occuring? (Functional Assessment):

Formulate a hypothesis about why the child is misbehaving. The following checklist will help you to understand the child by thinking about why the child may be behaving in a particular fashion:

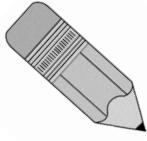
Understanding the Misbehavior	Yes	No
• Child uses the misbehavior in order to get attention. • Child is venting frustration with the misbehavior. • Child does not have the developmental ability to do other behaviors. • Child uses the misbehavior to avoid stress or some unpleasant task. • Child finds the behavior fun in and of itself. • Child is unaware of doing the behavior. • Child uses the behavior to obtain power over others. • Child uses the behavior to gain revenge. • Child has not been taught other more appropriate prosocial behaviors. • Child's home environment or past history has not taught the child predictability or the trustworthiness of adults. • Child's community endorses the behavior. • Child's behavior reflects child's feelings of inadequacy.		

Step #3: Target Desired Behaviors

Step #4: Select Proactive Strategies—Keep Records of Progress!



Preventing Problems—The Proactive Teacher Workshop #1 Behavior Plan



• Example of Behavior Plan: Jenny, Grade 1

Step #1: Negative classroom behaviors	Step #2: Where & Why? (functional assessment)	Step #3: Positive Opposite behaviors	Step #4 Select Proactive and Relationship Building Strategies
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	Child impulsive, inattentive temperament (during circle time) Misbehavior gets attention from teacher and peers (playground & free time)	Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention & concentrate	Use listening and quiet had up rules cue cards and “give me five” signal Seat close to teacher. during circle time Give opportunities to move by helping teacher Get eye contact before giving directions. Use positive redirects. Ignore blurting out and wiggling.

• Behavior Plan For: _____

Step #1: Negative classroom behaviors	Step #2: Where & Why?	Step #3: Positive Opposite behaviors	Step #4 Select Proactive Strategies and Relationship Building Strategies
1.			
2.			



Workshop #1 Behavior Plan For: _____

Step #1: Targeted Negative Behaviors	Step #2: When & Why? (functional assessment)	Step #3: Positive Opposite behaviors	Step #4 Proactive & Relationship Building Strategies
1.			
2.			

Strengthening Prosocial Skills--Attention, Coaching and Praise

Workshop #2 Behavior Plan



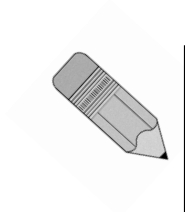
• Example of Behavior Plan: Jenny, Grade 1

Step #1:	Step #3:	Step #4:	Step #5:
Negative classroom behaviors	Positive Opposite Desired Behaviors	Select Proactive Strategies	Coaching and Praise
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention & concentrate	Seat close to teacher. Give opportunities to move by helping teacher Get eye contact before giving directions Use positive redirects when distracted Use listening and quiet hand up rules cue card to signal behavior	Call on child & praise when quiet hand up Coach & praise child for focusing on task & listening Call parents about positive behavior Use persistence coaching during small group times

• Behavior Plan For:

Step #1:	Step #3:	Step #4:	Step #5:
Negative classroom behaviors	Positive Opposite Desired Behaviors	Select Proactive Strategies	Coaching and Praise
1.			
2.			

See Behavior Plan Workshop #1 (Program 3) for Step #2.



Workshop #2 Behavior Plan For: _____

Step #1: Targeted Negative Behaviors	Step #3: Desired Behaviors (Positive Opposite)	Step #4: Select Proactive Strategy & Relationship Strategy	Step #5 Coaching and Praise
1.			
2.			
3.			

Using Incentives to Motivate Students

Workshop #3 Behavior Plan

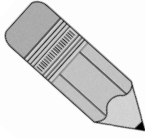


• Behavior Plan For: _____

Step #1 & 3 Classroom behaviors	Step #4 Proactive Strategies & Relationship Strategies	Step #5 Coaching & Praise	Step #6 Specific Reinforcers
1. Negative			
2. Positive Opposite Behaviors & Location			
1. Negative			
2. Positive Opposite Behaviors & Location			

Using Incentives to Motivate Students

Workshop #3 Behavior Plan



• **Example of Behavior Plan: Jenny, Grade 1**

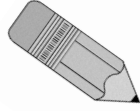
Step #1 & 3 Negative Classroom Behaviors Positive Opposites	Step #4: Proactive Strategies & Relationship Strategies	Step #5 Coaching and Praise	Step #6 Specific Reinforcers to Use
1. Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming 2. Keep hands to own body Raise a quiet hand (circle time) Listen quietly when directions are given (large classroom) Pay attention & concentrate (independent work time)	Seat close to teacher Give opportunities to move by helping teacher Get eye contact before giving directions Use positive redirects when distracted Use listening and quiet hand up rules cue cards to signal behavior	Praise hands to self & quiet hand up & listening during circle time Continue persistence coaching during circle time Encourage child to ask permission to hug Call on child when quiet hand raised	Responds well to praise Hand stamps for quiet hand. 6 stamps = choose book for story hour. Help distribute handouts Use "I can listen" sticker for listening behaviors

• Behavior Plan For: _____

Step #1 & 3 Proactive Strategies & Relationship Strategies	Step #4: Praise & Encouragement	Step #5 Step #6 Specific Reinforcers to Use
Negative Classroom Behaviors Positive Opposites		

Decreasing Inappropriate Behaviors

Workshop #4 Behavior Plan A (primary grades)



• **Example of Behavior Plan: Jenny, Grade 1**

<u>Negative classroom behaviors</u> poking, touching speaks without raising hand talks while directions are given off-task, day dreaming	<u>Occasion / Location</u> in line and playground small group discussion large classroom independent work time	<u>Positive Discipline Hierarchy</u> positive redirect for off-task behavior ignore blurting out nonverbal cue/warning for inappropriate touching repeat positive directions & praise compliance
--	--	--

• **Behavior Plan For:** _____

<u>Negative classroom behaviors</u>	<u>Occasion / Location</u>	<u>Positive Discipline</u>

• **Discipline Hierarchy for:** _____ (identify misbehavior, e.g. noncomplies)

First Time: _____

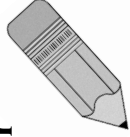
Second Time: _____

Third Time: _____

Fourth Time: _____

Fifth Time: _____

Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #4 Behavior Plan B (preschool, kindergarten)



• Example of Behavior Plan: Jenny, Grade 1

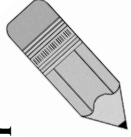
Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy
Poking, touching Speaks without raising hand Talks while directions are given Off-task, daydreaming	Keep hands to own body (in line) Raise a quiet hand (circle time) Listen quietly when directions are given (large classroom) Pay attention & concentrate	Responds well to praise—does not like to be hugged Hand stamp for quiet hand up 20 hand stamps—choose book for story hour Help distribute handouts Use visual rules cue cards (inside voice)	Positive redirect when distracted and off task Ignore blurting out Nonverbal cue for touching others with “hands to self” signal Get eye contact & repeat positive direction

• Behavior Plan For:

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy
1.			
2.			

Strengthening Prosocial Skills & Decreasing Inappropriate Behavior

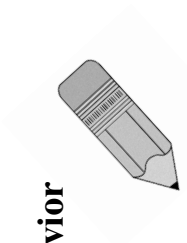
Workshop #4 Behavior Plan B (preschool, kindergarten)



• Behavior Plan for: _____

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy
1.			
2.			
1.			
2.			

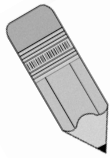
Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #5 Behavior Plan B (preschool, kindergarten)



• Behavior Plan for: _____

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy
1.			
2.			
1.			
2.			

Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



• Example of Behavior Plan: Jenny, Grade 1

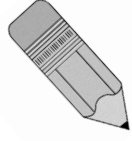
Step #1: Negative Classroom Behaviors	Step #3: Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
Poking, touching Speaks without raising hand Talks while directions are given Off-task, daydreaming	Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention & concentrate	Practice quiet hand up and sitting with hands to self Use cue cards to signal listening skill Praising child when focusing on task & listening & persistence coaching Use persistence coaching during small group work times	Wally talks about his difficulty remembering to put up quiet hand & listening & children talk about solutions & practice them

• Behavior Plan For:

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
1.			
2.			

See Behavior Plan Workshop #3 for Steps #4–7.

Strengthening Social Skills & Problem Solving Workshop #6 Behavior Plan



• Example of Behavior Plan: Mark, Grade 1

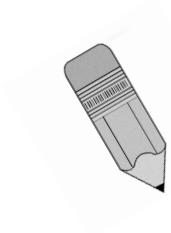
Step #1 Negative School Behaviors	Step #3 Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
Pushing, hitting peers Easily frustrated & angry Doesn't follow teacher directions Rejected by other children	Use words to express feelings Use a calm down strategy Complies with teacher directions Uses friendly behavior (help, share)	Praise for staying calm when frustrated Rehearsal of calm down strategies Hand stamp for following directions Praise children who play with him Promote his reputation as friendly Emotion and social coaching Use "I can help and share" stickers for this behavior when it occurs	Calm down strategies (deep breaths, use Tiny turtle shell, think happy thoughts) Practice role plays for sharing, helping and teamwork skills Teach & practice problem-solving steps (Wally) Teach and practice problem-solving steps (Wally) using problem-solving cue cards

• Behavior Plan For: _____

Step #1 Negative School Behaviors	Step #3 Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
1.			
2.			

See Behavior Plan Workshop #3 for steps 4–7.

Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



• Behavior Plan For: _____

Step #1: Negative Classroom Behaviors	Step #3: Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
1.			
2.			
1.			
2.			

See Behavior Plan Workshop #3 for Steps #4–7.

Behavior Plan for: Cody



Cody is really enjoying Dinosaur school! He enjoys the puppets and he volunteers to participate in circle time. He is also making friends with other children and is learning to wait, take turns, and share during play. He is a pleasure to have in our group.

Targeted Behaviors	Occasion	Desired Behavior	Proactive Strategies & Reinforcers to Use	Consequence of Misbehavior
1. In social contexts—Cody is very uneven in his ability to play in pro-social ways. At times, he can ask, share and wait for toys. At other times, he seems to forget his words and can grab toys, push his way into outdoor play, or use mean words with peers.	Play Times	Consistently use social skills to initiate and sustain positive play with other children. For example: To ask to play. To initiate sharing toys or share when asked. To use words to express wants and feelings. To wait for a turn. To listen to other children. To ask to play and to calmly accept no or wait a turn	Use descriptive commenting for all these behaviors. Model, prompt and praise all these behaviors with other children. Teach and practice these through social coaching—comment on these as he plays during group. “You’re really sharing.” “I see you want to play with that. You can ask your friend if you can borrow it?” “Let’s see how patient you can be.” “Your friend feels happy because you are playing with him.” “You are a good friend when you share with him.” “Can you trade that toy for the one you want?”	N/A
2. Sometimes gets frustrated and angry in circle time or play situations. If he gets too frustrated and doesn’t have help, he may grab a toy that he wants, push another child, or knock something over.	Circle Time, Play Time	To use words to express frustration and stay calm when things don’t go his way. To wait for his turn. To ask an adult for help.	Coach Cody on using his words and staying calm, remind him of calm down strategies (take three deep breaths, happy place, choose another activity). Coach him to wait when he wants something. Notice and praise Cody at times when he is calm and name these feeling states for him. Supervise his play interactions to help be proactive about sharing. Once Cody is upset, it is harder for him to practice these skills. Use a waiting bottle or timer to help him know when he can have a turn with something or when he needs to share something he has with a friend.	If Cody is aggressive, use a brief TO as a consequence

Behavior Plan for: Cody, continued

Targeted Behaviors	Occasion	Desired Behavior	Proactive Strategies & Reinforcers to Use	Consequences
3. At times Cody seems unaware of how his body is—he may be very wound up, moving quickly and seemingly unable to act calmly. E.g., throws toys into a bin at clean up time, grabs snack and knocks over containers in the process, runs across the room and bumps into things because he's not looking.	Can be at anytime	To be aware of how he is using his body. To be able to calm his body down and move in safe, calm ways (e.g., clean up carefully, walk across the room, select a snack). To know that he does not need to race to clean up toys or accomplish other tasks.	Coach Cody with specific comments about his calm body. "I see you are using your careful feet." "You are cleaning up the toys so gently now." Notice and praise Cody whenever his body is calm and safe. Get Cody to stop, look at your face and slow down. Ask him to take a deep breath. Challenge him to put toys away gently.	Prompt Cody to take deep breaths and calm down. Give him a direct command to stop his body. Praise him if he can do it, and then ask him to move more slowly. Prompt Cody to "rewind" and try the behavior again at a slower pace.
4. Wiggly or impulsive at circle time—can be loud or off-task. Sometimes he initiates this behavior, but will also copy a disruptive peer.	Circle Time	To stay seated and engaged with circle time activities. To ignore distractions.	Seat him near teacher. Use touch and back rubs to keep him engaged. Ask him to return to his seat. Praise, calm focus, concentration and listening. Call on him often. Give him jobs to help or other ways to get him engaged in circle activities. He loves to answer questions and can give relevant answers when he is paying attention. Try to use a "sitting ball," which he can hold during circle time. Perhaps have a basket of these "fidgets" so any child in the class may try one. Allow Cody to use a "wiggle space" a few feet behind the circle where he can move but is still able to listen to school content. Use small incentives (sticker, hand stamp, pretzels). "Kids who are sitting in their seats will be able to earn a hand stamp."	Mostly ignore him when out of seat. Prompt him back. "I can call on you when you are in your seat." If he is noisy or if other children are involved in the off-task behavior, make a direct request asking him to use a quiet voice or sit in his spot.
5. Notices and comments on or copies misbehavior of other children and has difficulty staying focused if another child is not following the rules.	Circle Time and sometimes small group activities	To learn to ignore and stay focused on learning even when another child is distracting.	Teach and practice ignoring. "You can ignore. Look at those strong ignore muscles." If he's in a situation where others are noisy or disruptive, help him move or find a quiet place to work or listen. With prompting, he can ignore for a minute or so, but not for long, so moving him or giving him something else to do is also a good strategy. Praise him for doing the right thing and following rules. Give Cody opportunities to be on "Compliment Patrol," looking for positive things he can say to his peers.	N/A



Handout

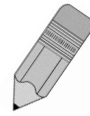
BEHAVIOR RECORD

Praise "Positive Opposites"

Behaviors I want to see less of: (e.g., yelling)	Positive opposite behavior I want to see more of: (e.g., polite voice)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Brainstorm/Buzz—Changing Students’ Negative Reputations

Break out into small groups or buzz pairs to share ways you, as a teacher, can change a student’s negative reputation into a more positive reputation



Goal:



Brainstorm/Buzz—Building Relationships With Students



In your group, share things you do to promote positive relationships with your students.

Goal:

Brainstorm/Buzz–Building Relationships With Parents

Share with your buddy or group strategies you use to build positive relationships with your students' parents.



<i>Goal:</i>



Brainstorm/Buzz–Goal Setting

Think about possible barriers to building positive relationships with a difficult child and how you will overcome these barriers. Set goals for yourself.



Barriers to Building Positive Relationships	Ways to Overcome these Barriers
<i>Goal:</i>	

Brainstorm/Buzz–Environment

Record how you have set up your environment to offer the best learning opportunities for students.



<i>Goal:</i>



Brainstorm–Rewriting Commands

Rewrite the following ineffective commands into positive, clear, respectful commands.

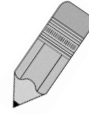


Ineffective Commands	Rewrite
• Shut up • Quit shouting • Stop running • Watch it • Why don't you put that away? • Let's clean up the blocks • Cut it out • What is your coat doing there? • Why is your backpack there? • Don't push him like a bull • Why is your book still on your desk? • You look like a mess • Stop bugging your friend • You are never ready • You must stop touching her in circle time • Your desk is a mess • Don't whine • You are impossible • Stop dawdling • Hurry up • Be quiet • Why are you out of your seat when you've been told not to? • What are you doing bothering your friend? • Are you stupid?	



Brainstorm/Buzz–Positive Forecasting

Brainstorm with your buddy positive forecasting statements. Remember to include praise for persistence and patience with the learning process.



Positive Forecasting Statements

Example:

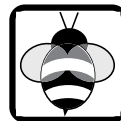
"If you keep practicing your reading, I bet before long you will be able to read a whole page by yourself."

Goal:

I will commit to using positive forecasting statements _____ times this week for _____ minutes, with the following students:

Brainstorm/Buzz–Teacher Self Praise

Brainstorm possible self-praise you can use to encourage yourself as a teacher. Write these statements on your note pad.



Positive Self-Praise

I am doing a good job of staying calm and respectful...

I did well increasing the number of praises I give students.

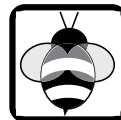


Goal:

I will commit to stopping my self-criticism and looking at something I did well each day as a Teacher.

Brainstorm/Buzz–Labeled Praise

Brainstorm words you use to praise your students to increase behavior you want to see more of. Write them below.



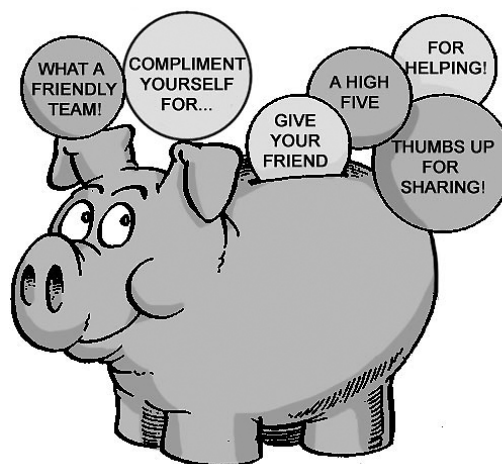
Behaviors I want to see more of

Labeled Praise Statements

I like it when you...

Good for you! for...

Wow! What a wonderful job you've done reading that page!



Remember to Build Up Your Bank Account

Goal:

I will commit to increasing the number of praises I give my students to _____ per hour. The behaviors I will praise include: (e.g., sharing) _____

Brainstorm/Buzz–Reward Yourself!

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing lesson plans, or working hard as a teacher? Think about ways you could reward yourself for your hard work as a teacher.



Good Incentives for Me

A walk in the park

Tea/coffee with a teacher colleague

Buy myself a good book

Goal:

I will commit to doing something positive for myself this week. This will include:



Brainstorm/Buzz—Classroom Incentives

Make a list of possible individual or group incentives you can use in your classroom to encourage specific behaviors.



Classroom Incentives

Lunch with teacher

Hand stamps

Stickers

Goal:

I will set up an incentive program for _____.

This will include _____ for

_____ behavior.

Brainstorm/Buzz–Natural & Logical Consequences

Share and record three natural or logical consequences and record an example of how you used them.



1.

2.

3



Brainstorm/Buzz—Using Selective Ignoring



Sometimes, children will show positive and negative behaviors during the same activity. For example, a student might follow directions (positive behavior) while whining or rolling their eyes (negative attitude). *Selective ignoring* is the technique where a teacher praises or rewards the part of the behavior that is positive while ignoring the negative behavior. For example, a teacher might praise the student for following directions, and pay no attention to the whining or negative attitude. This way, the child learns that she will receive positive attention for some behaviors, but will not receive attention for other behavior (e.g., arguing).

Think about some situations where this kind of selective ignoring could be effective.

When Would Selective Ignoring be Effective?

e.g., when child is following directions but giving me “attitude” at the same time, I will praise his compliance and ignore his attitude.

Goal: I will commit to praising _____
behavior while ignoring _____
behavior.



Brainstorm/Buzz–Rewriting Negative Thoughts

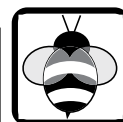
Rewrite the following negative self-talk with positive coping thoughts.



Negative Self-Talk	Positive Coping Thoughts
• I can't stand this—it's too hard! • I don't know what to do. • Ignoring will never work. • I am losing control and will explode soon. • I am going to hit her—it's the only way to get her to stop. • It's awful to let him disrespect me. It's not good to look weak in front of my students. • I hate being disrespected. • I'm a terrible teacher. • She will never change. • It's just not fair, this child should not be in my classroom. • I can't let him challenge my authority. • This is ridiculous, I have too many students. • He hurt me so I should hurt him. • I don't like him when he's like this. • His parents don't care, so why should I?	

Brainstorm/Buzz–Rewriting Negative Thoughts

Continued, from previous page.



Negative Self-Talk	Positive Coping Thoughts
• The principal will complain if I don't get this stopped. • She will never stop hitting. It's her fault. • A little more force on my part will stop her. • That brat knows how much this bugs me—he's doing it on purpose. • I'm an inept teacher—should never have done this job. • I can't let her get away with that. • It's all the principal's fault for giving me a class with this many problems. • It's all his parents' fault for not teaching their children how to behave.	
<i>Goal: I will commit to stopping and challenging my negative self-talk and working on practicing using coping and positive self- talk as well as giving myself time to calm down.</i>	



Brainstorm/Buzz–Ways to Stay Calm When Ignoring

When you first start ignoring misbehavior, the behavior will get worse before it gets better. It is important to be prepared to wait out this negative period. If you give into the oppositional behavior, this behavior will be reinforced and the student will learn that by protesting loudly, he or she can get his/her own way.



It is important to stay calm while ignoring. Try to think ahead and brainstorm ways to remain calm when ignoring misbehavior.

Ways to Stay Calm While Ignoring

deep breaths

relaxation techniques

positive thoughts

walk away

turn on some music

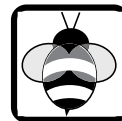
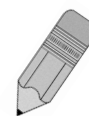
Remember, all young children argue and protest to get what they want. This is not personal but a reflection of their strive to be independent and to test the rules.

Goal: I will commit to tell myself the following _____

when my child protests.

Brainstorm/Buzz–Behaviors to Ignore

Behaviors such as pouting, sulking, screaming, swearing, and arguing are good candidates for ignoring and for helping other students ignore. These behaviors are annoying, but they never really seem to hurt anyone, and the behaviors will disappear if they are systematically ignored. The ignoring technique should not be used, however, with behaviors that could lead to physical injury, property damage, or intolerable disruption of an ongoing activity.



Sometimes teachers find it hard to control their anger when dealing with misbehavior, and find it tempting to criticize the child. This emotional involvement can make it difficult to ignore your student's arguments or to praise compliance when it finally does occur. However, ignoring is one of the most effective strategies you can use, especially if you can teach other students to ignore it as well.

Student Behaviors I Will Ignore

e.g., whining
tantrums

Goal: I will commit to ignoring _____
behavior whenever it occurs. I will praise _____
behavior, the positive opposite of the behavior I am ignoring.



Brainstorm/Buzz—Coping and Calming Self-Talk

Think about ways to stay calm, assertive and patient when children misbehave.



Practice challenging negative self-talk and substituting positive self-talk and coping statements. On this notepad, write down some self-talk that you can use when you feel your anger mounting.

Positive Self-Talk

I can handle this...

I can control my anger...

I will take a brief Time Out myself...



Challenge irrational thoughts



Brainstorm/Buzz–Natural & Logical Consequences

What consequences do you use for misbehavior in the classroom? Discuss these with your teacher buddy and write them down. Think about when you would use these on your discipline hierarchy.



Find and record three natural & logical consequences and record how you used them.

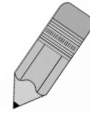
1.

2.

3.

Brainstorm/Buzz–Social Coaching

Write out the scripts you will use for social coaching. Think about the social behavior you want to describe and then how you will say it.



<i>Goal:</i>	



Brainstorm/Buzz—Promoting Children’s Self-Regulation



Pair up with your buddy to share ways to promote children’s learning of self-regulation skills.

Goal:

Brainstorm/Buzz—Emotional Literacy

Write out all the emotional words you want to encourage with your students. Try to have three positive or calming emotions words for every negative one. Combine a coping thought with a negative feeling.



Goal:

Teacher-to-Parent Communication

Home Activity with your Child

Classroom and Family Rules

At school your children are learning about how to do well in school and are practicing 5 classroom rules. You can help support your child's learning by commenting and praising them when you notice them following these rules at home.

Ask your child to "Show You Five" (hold up your hand). See how many they remember! Ask them to show you how they follow these rules, one at a time.



The Show Me Five Rules are:



Listening Ears: (To remind children to quietly listen and pay attention to the speaker.) Praise them at home when they are using their listening ears when others are talking.



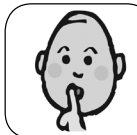
Eyes on Teacher: (To remind children to look at the teacher and pay attention.) Praise children at home when they are looking at you with their listening eyes.



Keep Hands to Self: (To remind children to keep their hands to themselves.) Praise your child when s/he keeps her hands to own body.



Use Walking Feet: (Reminds children about walking slowly – and saving running feet for outside!) Praise your children for using their walking feet inside the house.



Use Inside Voice: (To remind children to learn to talk quietly and not disturb others.) Praise your children for using polite and quiet inside voices.

Record on the *Parent-to-Teacher Communication Form* your experiences talking about your family rules with your child and send this form back to school with your child.



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Parent-to-Teacher Communication Form

Classroom and Family Rules

Child's Name: _____

Record on this form your experiences talking about your family rules with your child and send this form back to school with your child.

Your child may draw a picture of one of your household rules here too.

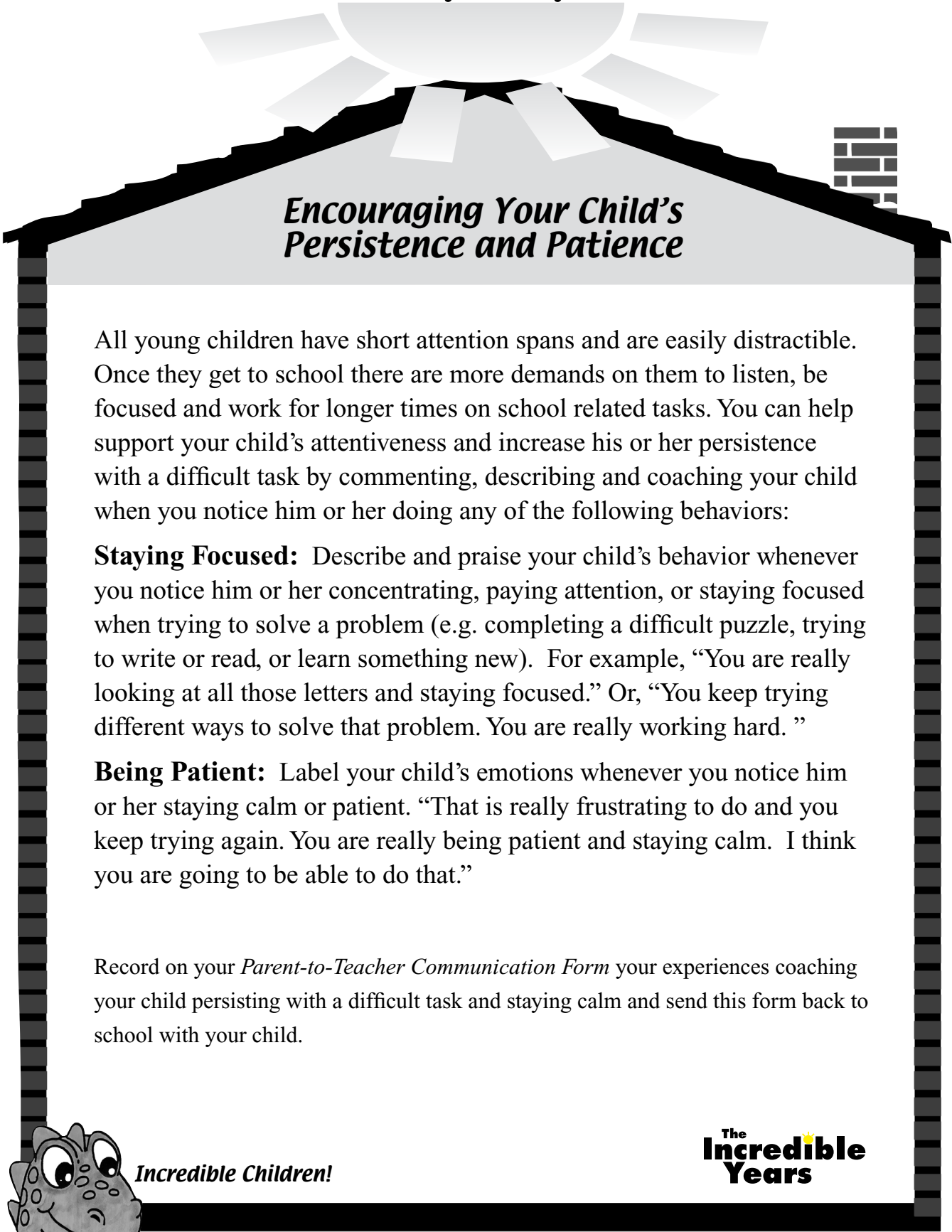


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Teacher-to-Parent Communication

Home Activity with your Child



Encouraging Your Child's Persistence and Patience

All young children have short attention spans and are easily distractible. Once they get to school there are more demands on them to listen, be focused and work for longer times on school related tasks. You can help support your child's attentiveness and increase his or her persistence with a difficult task by commenting, describing and coaching your child when you notice him or her doing any of the following behaviors:

Staying Focused: Describe and praise your child's behavior whenever you notice him or her concentrating, paying attention, or staying focused when trying to solve a problem (e.g. completing a difficult puzzle, trying to write or read, or learn something new). For example, "You are really looking at all those letters and staying focused." Or, "You keep trying different ways to solve that problem. You are really working hard. "

Being Patient: Label your child's emotions whenever you notice him or her staying calm or patient. "That is really frustrating to do and you keep trying again. You are really being patient and staying calm. I think you are going to be able to do that."

Record on your *Parent-to-Teacher Communication Form* your experiences coaching your child persisting with a difficult task and staying calm and send this form back to school with your child.



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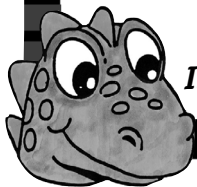
Parent-to-Teacher Communication Form

Encouraging Your Child's Persistence and Patience

Child's Name: _____

Record on this form your experiences coaching your child persisting with a difficult task and staying calm and send this form back to school with your child.

Example: Frederick stays calm and keeps trying and thinking about ways to complete the puzzle.

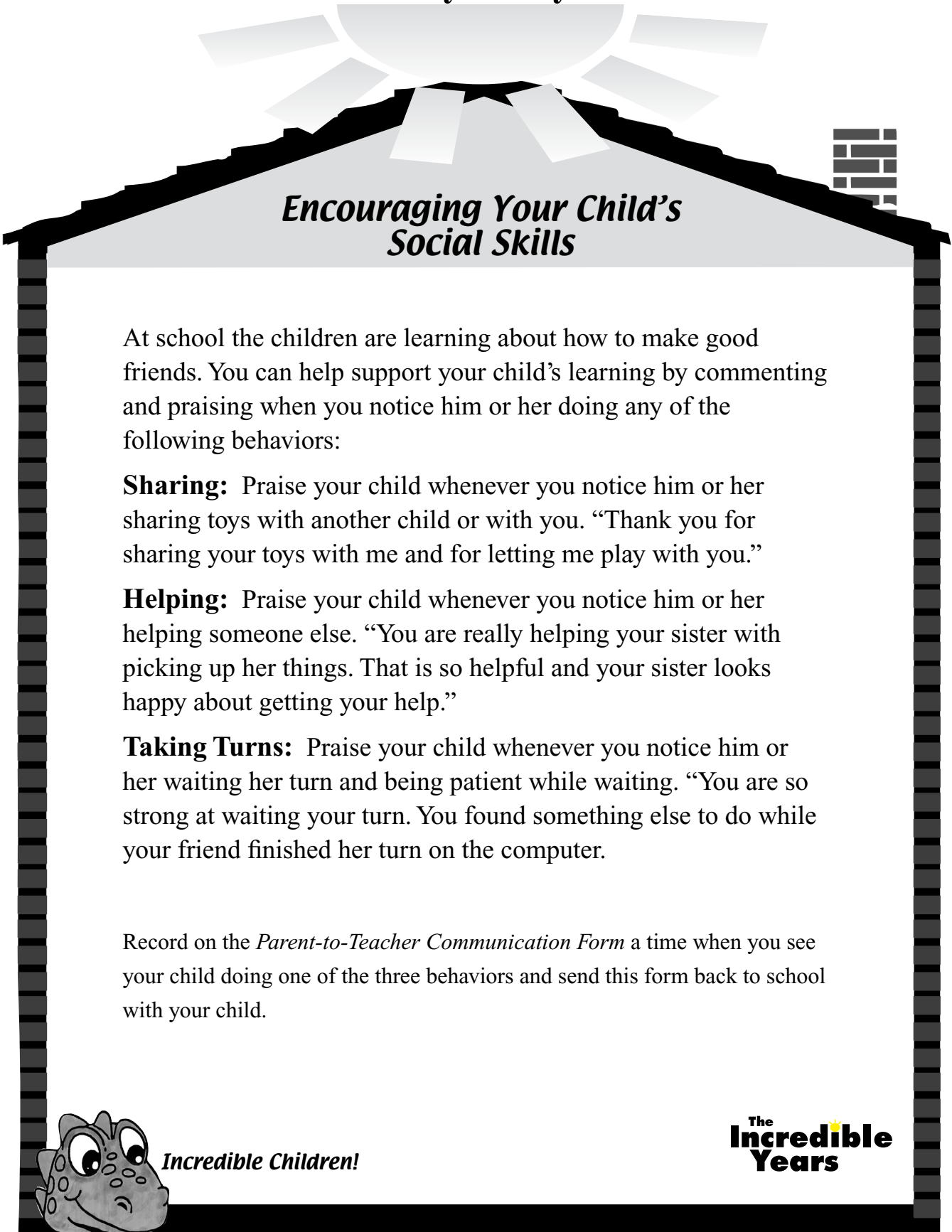


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Teacher-to-Parent Communication

Home Activity with your Child



Encouraging Your Child's Social Skills

At school the children are learning about how to make good friends. You can help support your child's learning by commenting and praising when you notice him or her doing any of the following behaviors:

Sharing: Praise your child whenever you notice him or her sharing toys with another child or with you. "Thank you for sharing your toys with me and for letting me play with you."

Helping: Praise your child whenever you notice him or her helping someone else. "You are really helping your sister with picking up her things. That is so helpful and your sister looks happy about getting your help."

Taking Turns: Praise your child whenever you notice him or her waiting her turn and being patient while waiting. "You are so strong at waiting your turn. You found something else to do while your friend finished her turn on the computer."

Record on the *Parent-to-Teacher Communication Form* a time when you see your child doing one of the three behaviors and send this form back to school with your child.



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Parent-to-Teacher Communication Form

Encouraging Your Child's Social Skills

Child's Name: _____

*Record on this form a time when you see your child doing one of the three behaviors
and send this form back to school with your child.*

Example: Susie was sharing with her sister and taking turns.

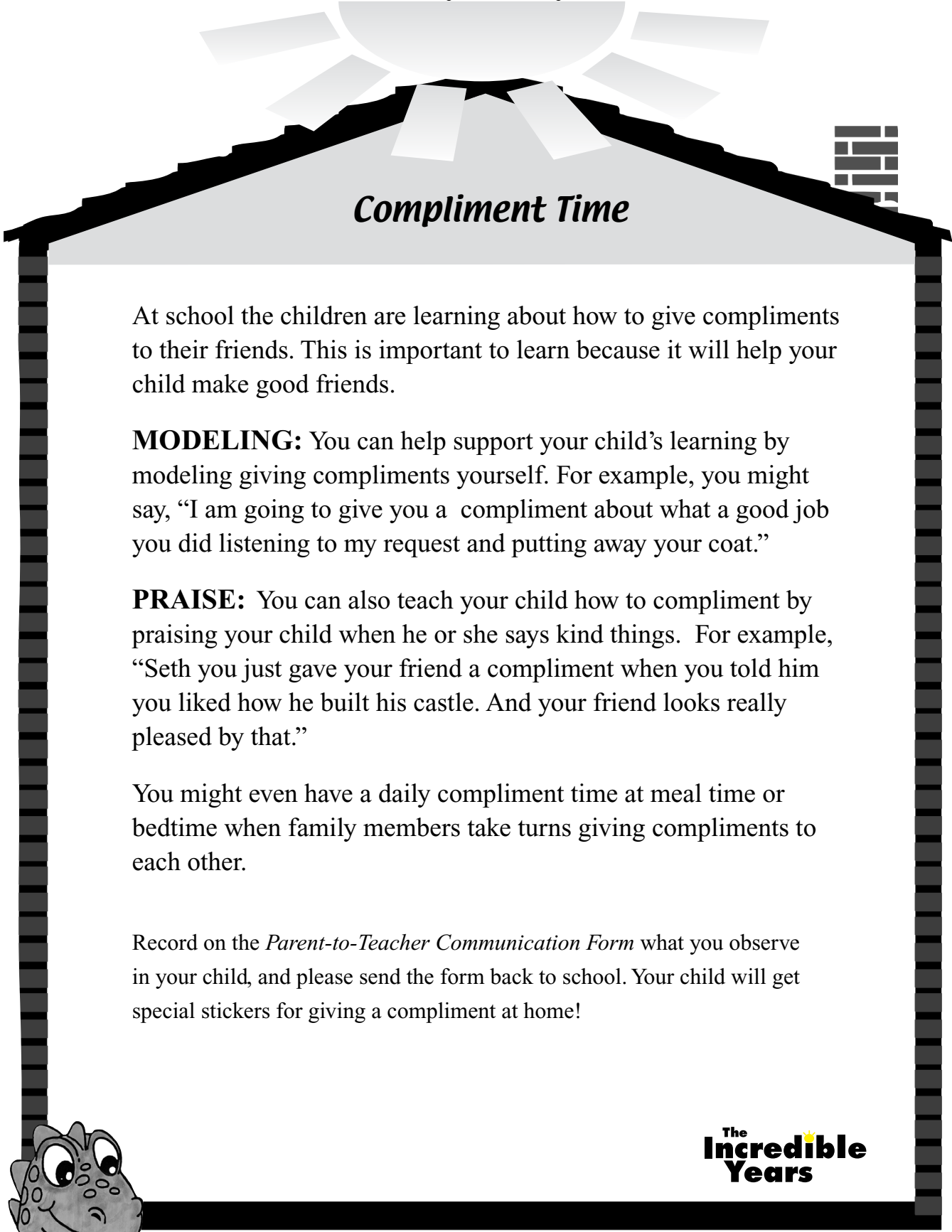


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Teacher-to-Parent Communication

Home Activity with your Child



Compliment Time

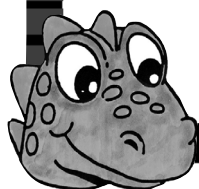
At school the children are learning about how to give compliments to their friends. This is important to learn because it will help your child make good friends.

MODELING: You can help support your child's learning by modeling giving compliments yourself. For example, you might say, "I am going to give you a compliment about what a good job you did listening to my request and putting away your coat."

PRAISE: You can also teach your child how to compliment by praising your child when he or she says kind things. For example, "Seth you just gave your friend a compliment when you told him you liked how he built his castle. And your friend looks really pleased by that."

You might even have a daily compliment time at meal time or bedtime when family members take turns giving compliments to each other.

Record on the *Parent-to-Teacher Communication Form* what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!



Parent-to-Teacher Communication Form

Child's Name: _____

Record on this form what you observe in your child, and please send the form back to school. Your child will get special stickers for giving a compliment at home!

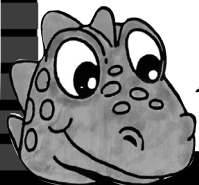
Child: Gives a compliment (says nice things) to an adult or friend.

Family: Give examples of three compliments you give to your child!

1. _____

2. _____

3. _____



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Teacher-to-Parent Communication

Home Activity with your Child

Calm Down

At school the children are learning about ways to calm down when they are upset, so they can make the best choice. Children need support and help to stay patient and keep trying when learning difficult tasks, because most people are not successful the first time they try something new. You can help your child learn some self-calming skills.

PRACTICE: At a time when your child is calm ask your child to show you how he or she can calm down “like a turtle.”



Step One: Stop



Step Two: Go, inside your “shell” (It helps to turn away from the child calming down and give them privacy to calm down)



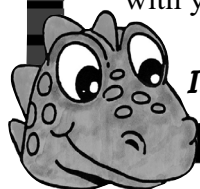
Step Three: Take some deep breaths



Step Four: Say to yourself, “I can calm down, I can follow the rules.” Or, “I can keep trying.”

MODEL: It will help your child if you model ways that you calm down when you are angry or frustrated. You might tell them about how you coped, “You know, I was really angry this morning because I had worked hard on making breakfast and then I dropped the plate on the way to the table. I had to really go in my shell and take a deep breath to calm down so that I could clean up the mess and start again.”

Record on your *Parent-to-Teacher Communication Form* your experiences talking to your child about Tiny Turtle’s calm down steps and send this form back to school with your child.



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Parent-to-Teacher Communication Form

Calm Down

Child's Name: _____

Record on this form your experiences talking to your child about Tiny Turtle's calm down steps and send this form back to school with your child. If you see your child using the turtle deep breathing strategy to stay calm, let us know and he will get a special calm down sticker.

Remember when your child is angry, he or she will probably have trouble calming down. Give one reminder about the turtle technique. If your child responds, give a lot of praise. If your child is too upset to listen, turn away and give some privacy to calm down. Later when your child is calm, you can practice again. It takes a long time for a child to learn to self-regulate. Your patience is important!



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Teacher-to-Parent Communication

Home Activity with your Child

Problem Solving

At school the children are learning about how to problem solve when they are upset, so they can make the best choice. You can help your child learn to problem solve with books, puppets and by talking with them before they get too dysregulated. Here are 3 steps your children are learning.



Step One: How do I feel?

Step Two: What is the problem?

Step Three: What are some solutions?

PRACTICE: You can practice these at home by talking about a problem and thinking about possible solutions (e.g., waiting, sharing, taking turns, helping, taking a deep breath, doing something else). Then it can be fun to practice these solutions with puppets.

MODEL: It will help your child if you model ways that you calm down when you have a problem in order to think about solutions to your problems. For example, you might tell them “I am feeling frustrated right now because I can’t find my keys. I’m going to take a deep breath, and think about solutions. One solution is to look in my car. Another solution is to ask for help.”



Ask your child to show you how s/he can be a “detective” and solve a problem.

Record on the *Parent-to-Teacher Communication Form* your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution!



Incredible Children!

**The
Incredible
Years**

Parent-to-Teacher Communication Form

Problem Solving

Child's Name: _____

Record on this form your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution! Here is an example of a problem, or you can choose your own. "Let's pretend that your friend is on the swing and you want a turn."

How would you feel?

What solution could you use?



Incredible Children!

**The
Incredible
Years**



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Building Positive Relationships With Students

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

Building Positive Relationships with Children 1 – Never 3 – Occasionally 5 - Consistently	
1. I greet my students upon arrival with personal and positive greeting (e.g., using child's name).	1 2 3 4 5
2. I interact with my students with warmth, caring and respect.	1 2 3 4 5
3. I speak calmly and patiently to my students.	1 2 3 4 5
4. I listen to my students and avoid judgmental or critical responses.	1 2 3 4 5
5. I provide sincere, enthusiastic, and positive feedback to my students about their ideas.	1 2 3 4 5
6. I personalize my communications with individual students (e.g., asks about life outside of school, their special interests, hobbies or favorite books, shares something personal about self to children, acknowledges birthdays).	1 2 3 4 5
7. I spend special time with each of my students (e.g., on playground, during meals, unstructured play time).	1 2 3 4 5
8. I send home positive message cards to parents to tell them about their children's successes or accomplishments (e.g., happy grams).	1 2 3 4 5
9. I make positive calls to parents to tell them about their children's successes or positive behavior.	1 2 3 4 5

10. I communicate belief to my students that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I individualize each student's needs, interests and abilities (e.g., planning activities or stories based on special interests of children)	1 2 3 4 5
12. I help children in the classroom to appreciate each other's special talents and needs.	1 2 3 4 5
13. I am child-directed in my approach and behave as an "appreciative audience" to their play.	1 2 3 4 5
14. I avoid question-asking, directions and corrections when possible.	1 2 3 4 5
15. I share my positive feelings when interacting with my students.	1 2 3 4 5
16. I invite my students to help with classroom jobs and responsibilities.	1 2 3 4 5
17. I adjust activities to be developmentally appropriate for each child.	1 2 3 4 5
18. I play with children in ways that provide teacher modeling, prompting and guided practice.	1 2 3 4 5
19. I work convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	1 2 3 4 5
20. I participate in pretend and imaginary play with my students.	1 2 3 4 5
Future Goals Regarding Ways I will Work to Build Relationships with Identified Students:	



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Proactive Teacher Strategies

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

Proactive Teacher – Rules	1 – Never	3 – Occasionally	5 – Consistently
1. I state rules positively and clearly and they are posted on the wall. They are reviewed and practiced as needed.	1	2	3 4 5
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open)	1	2	3 4 5
3. I have taught children the “show me five” signal and use it.	1	2	3 4 5
4. I state requests or give directions respectfully using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”) .	1	2	3 4 5
5. I use “when-then” commands.	1	2	3 4 5
6. I give students choices and redirections when possible.	1	2	3 4 5
7. I avoid negative commands, corrections, demands, and yelling at children.	1	2	3 4 5
8. I get children’s attention before giving instructions.	1	2	3 4 5
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1	2	3 4 5
10. I give frequent attention, praise and encouragement to children who are engaged and following directions.	1	2	3 4 5

11. I communicate with parents about classroom rules and schedules and send home the Teacher-to-Parent Communication forms.	1	2	3	4	5
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Future Goals About Rules:

Proactive Teacher - Schedules	
1. My classroom routines and schedules are consistent, predictable and allow for flexibility.	1 2 3 4 5
2. I post classroom schedules on the wall in a visible place for children, parents and visitors.	1 2 3 4 5
3. Visual pictures/cues are used to indicate different activities on schedule (e.g., small group circle time, unstructured play time, teeth brushing or hand washing, outside play, lunch).	1 2 3 4 5
4. My classroom schedule alternates active and vigorous activities (outside activities or free choice) with less active activities (story time).	1 2 3 4 5
5. I provide a balance between teacher-directed and child-directed activities.	1 2 3 4 5
6. I have a system in place for students to choose between play areas during unstructured times (center cards for activity areas such as block center, dress up and kitchen pretend play area, book area).	1 2 3 4 5

7. My large group circle time is scheduled for no longer than 20 minutes.	1 2 3 4 5
8. My large group circle time includes many active responses from children (e.g., singing and movement, stretch breaks, holding cue cards, acting out responses, answering verbally as group, puppet play) to encourage high rates of engagement.	1 2 3 4 5
9. Free play or center time in my classroom is the longest activity during play- allowing children time to choose materials, play and clean up.	1 2 3 4 5
Future Goals About Schedules:	

[illegible]

4. I have provided toys that promote social interaction are present in all learning centers (e.g., puppets, wagons, large floor puzzles, turn-taking games etc.)	1 2 3 4 5
5. I have a systematic rotation plan in effect to increase novelty and curiosity (e.g., sand or bubble table open at certain times).	1 2 3 4 5
6. My classroom provides visual cues to children to signal whether an area or activity is open or closed (e.g., stop sign, sheet covering sand table or computer).	1 2 3 4 5
7. Materials are enlarged in my classroom for children with visible motor impairments (e.g., larger crayons, paper, etc.) and stabilized for better manipulation (taped to table, Velcro board, trays).	1 2 3 4 5
8. I provide visual cues throughout classroom to remind child of target skill (e.g., sharing, helping, teamwork).	1 2 3 4 5
9. A large physical structure is provided in my classroom for circle time and children sit on carpet squares or mats.	1 2 3 4 5
10. I prepare materials for small group activities so they are ready to go before children arrive for the day.	1 2 3 4 5
11. I plan cooperative activities are planned on a daily basis (e.g., large collages, class books, cooking activities etc.).	1 2 3 4 5
12. Children are visible at all times. Shelving is no higher than 4 feet tall.	1 2 3 4 5
13. I place inattentive or easily distractible children close by me.	1 2 3 4 5
Future Goals for Environmental Structure and Planning:	

Coach Name: _____



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Teacher Attention, Coaching, Encouragement and Praise

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

Attention, praise, & encouragement	1 – Never 3 – Occasionally 5 - Consistently
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when behavior occurs.	1 2 3 4 5
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1 2 3 4 5
3. My praise is sincere and enthusiastic with the more difficult students when they are appropriate.	1 2 3 4 5
4. I have identified positive behaviors I want to praise immediately and give attention to with all students.	1 2 3 4 5
5. I have identified “positive opposite” behaviors I want to praise in targeted children with behavioral difficulties.	1 2 3 4 5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	1 2 3 4 5
7. I work hard to give special time to children who are withdrawn or isolated to promote more positive peer interactions.	1 2 3 4 5
8. I model positive self-talk as well as praise to other teachers or adults in the classroom.	1 2 3 4 5
9. I make positive calls to parents to compliment them about their children’s successes or positive behavior.	1 2 3 4 5

10. I communicate my belief to students that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I help children learn how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt children in the classroom to notice another child's special talent or accomplishment.	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success when s/he is frustrated with a learning activity.	1 2 3 4 5
14. I share my positive feelings (proud, happiness, joy, courage) when interacting with my students.	1 2 3 4 5
15. I use <i>descriptive and academic</i> commenting during play interactions with my students (e.g., describing objects, positions, colors). I target language delayed students for this coaching.	1 2 3 4 5
16. I use <i>persistence coaching</i> with all my students – and I especially target students with attention difficulties for this coaching.	1 2 3 4 5
17. I use <i>social coaching</i> with all my students when they are playing with peers and I target socially inappropriate children especially for this coaching.	1 2 3 4 5
18. I use <i>emotion coaching</i> with all my students – and I use more positive emotion words than negative. I target positive emotion coaching for aggressive children.	1 2 3 4 5
19. When I use negative emotion coaching I qualify the negative emotion with recognition of positive coping or calming behavior the student is using to continue to problem solve.	1 2 3 4 5
20. I avoid use of questions, corrections, criticisms and demands when coaching children.	1 2 3 4 5
21. I use self-encouragement bubbles for my students so they can learn how to self-praise.	1 2 3 4 5

22. I provide physical affection with verbal affection and praise with my students.	1 2 3 4 5
23. I praise individual children as well as whole class or small groups.	1 2 3 4 5
24. I focus on children's efforts and learning– not just end result.	1 2 3 4 5

Future Goals Regarding Attention, Praise and Coaching Strategies



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Teacher Motivating Children Through Incentives

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using, which are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this inventory to think about your strengths and limitations and determine your goals.

Attention, coaching, praise, & incentives	1 – Never	3 – Occasionally	5 - Consistently
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when prosocial behavior occurs.	1	2	3 4 5
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1	2	3 4 5
3. My coaching and praise is sincere and enthusiastic with the more difficult students when they are appropriate.	1	2	3 4 5
4. I have identified positive academic and social behaviors I want to coach and praise immediately and give attention to with all students.	1	2	3 4 5
5. I have identified positive opposite behaviors I want to reward with stickers or hand stamps in targeted children with behavioral difficulties. This has been developed on my behavior plans.	1	2	3 4 5
6. I am using proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	1	2	3 4 5
7. I use group incentives to promote teamwork. (e.g., when the jar is full of chips the whole class can have a pizza party).	1	2	3 4 5
8. I have talked with parents about possible incentives they can use at home to reinforce behavior goals set for my students' behavior plans or to reinforce their learning in the classroom.	1	2	3 4 5
9. I make positive calls to parents to compliment them about their children's successes and positive behavior.	1	2	3 4 5

10. I communicate my belief to children that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I continue to teach children how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt other children in the classroom to reward another child's special accomplishment (e.g., gets to give out the friendship cape or bear).	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success in earning a prize.	1 2 3 4 5
14. I set up incentive programs for individual children as well as whole class.	1 2 3 4 5
15. I combine enthusiastic and labeled praise along with incentives given to students for targeted behaviors.	1 2 3 4 5
16. The behavior plans for incentive systems that I have developed are developmentally appropriate and individualized for each student.	1 2 3 4 5
17. I send home positive report cards, happy grams, and special awards with children (super star award, awesome improvement, self-control award, feelings award, helping award, etc.)	1 2 3 4 5
18. I have identified special privileges that students might work toward earning.	1 2 3 4 5
19. I encourage my students to applaud and reward each other's accomplishments.	1 2 3 4 5
20. I combine persistence, social and emotional coaching along side my use of praise and incentives.	1 2 3 4 5
21. I use the Teacher-to-Parent Communication Home Activity letters and encourage parents to praise and/or use incentives for positive social behaviors.	1 2 3 4 5

Future Goals Regarding Incentive Strategies



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior – Proactive Discipline

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

Setting Limits	1 –Never 3 – Occasionally 5 - Consistently
1. Rules in my classroom are stated positively and clearly and are posted on the wall. I review and practice them as needed.	1 2 3 4 5
2. I use nonverbal cues and signals to communicate rules as well as words (e.g., pictures of rules such as raise quiet hands, quiet voice, five on the floor, ears open).	1 2 3 4 5
3. I have taught children the “show me five” signal and use it.	1 2 3 4 5
4. I state requests or give directions to students respectfully using brief descriptions of positive behaviors desired (e.g., “please keep your hands to your own body”).	1 2 3 4 5
5. I use “when-then” or “first-then” commands.	1 2 3 4 5
6. I give children choices and redirections when possible.	1 2 3 4 5
7. I avoid negative commands, corrections, demands, and yelling at students. Instead, I use “do” and “start” positive commands.	1 2 3 4 5
8. I get children’s attention before giving instructions (e.g., eye contact).	1 2 3 4 5
9. I redirect disengaged children by calling out their name with a question, standing next to them, making up interesting games, and nonverbal signals.	1 2 3 4 5
10. I give frequent attention, praise and coaching to students who are engaged and compliant following my directions.	1 2 3 4 5

Differential Attention and Ignoring and Redirecting	
1. I give more attention, coaching and praise to positive behaviors than to inappropriate student behaviors.	1 2 3 4 5
2. I have identified negative behaviors in students I want to decrease and the “positive opposite” of each negative behavior that I will praise, reward and coach.	1 2 3 4 5
3. I have identified those behaviors I can ignore while keeping the children safe.	1 2 3 4 5
4. I have worked hard teaching children in circle time to ignore their peers when they are laughed at, poked or made fun of.	1 2 3 4 5
5. My ignoring is strategically planned and is done by avoiding eye contact, verbal comments, and physical touch and by keeping a neutral affect.	1 2 3 4 5
6. I use proximal praise strategically (e.g., praise nearby child for behavior I want to encourage) while ignoring the child who is inappropriate.	1 2 3 4 5
7. I use positive self-talk as an approach to staying calm when students misbehave. (write example)	1 2 3 4 5
8. I start with using the least intrusive discipline strategy when students misbehave. I review my hierarchy of discipline.	1 2 3 4 5
9. When a student is behaving appropriately again and calmed down after losing control, I immediately return my attention and encouragement to the student.	1 2 3 4 5
10. I have developed behavior plans that include identifying those inappropriate behaviors to ignore and the positive opposite behaviors to praise and reward.	1 2 3 4 5
11. I help children learn how to self-regulate through specific techniques (e.g., deep breathing, positive self-talk, positive imagery, anger or relaxation thermometer, Tiny Turtle puppet).	1 2 3 4 5
12. I use “positive forecasting” statements to predict a child’s success in earning his prize.	1 2 3 4 5
13. I work hard to redirect students to other activities when they are frustrated.	1 2 3 4 5

14. I have shared the classroom discipline hierarchy with the parents of my students.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letters to encourage parent meeting and teaching children how to compliment.	1 2 3 4 5
Future Goals Regarding Ignoring and Redirecting Strategies	



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior - Proactive Discipline Part 2
Managing Misbehavior: Time out to Calm Down

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Not Helpful 3 – Neutral 5 – Very Helpful

Time Out to Calm Down and Other Consequences	
1. I have taught my students what Time Out is used for and my students have practiced how to go to Time Out to calm down.	1 2 3 4 5
2. I only use Time Out for aggressive or destructive behavior.	1 2 3 4 5
3. When I use Time Out I am - calm, clear, patient, give very little attention to child in Time Out and set a timer until 2 minutes of calm is achieved.	1 2 3 4 5
4. When my student is calm and Time Out is over, I immediately re-engage my student to another activity.	1 2 3 4 5
5. I assist other children to learn how to ignore a child in Time Out and to give him or her privacy to calm down.	1 2 3 4 5
6. I have identified a safe place for Time Out that is away from other children and relatively boring.	1 2 3 4 5
7. I help children to practice the words they will use to help themselves calm down in Time Out. (e.g., “I can do it, I can calm down”)	1 2 3 4 5
8. I use emotion coaching to focus on times when students are staying calm, trying again, and being patient even though it is frustrating.	1 2 3 4 5
9. After Time Out is over I re-engage the student by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in Time Out or force an apology.	1 2 3 4 5
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning trial as soon as possible to help students be successful.	1 2 3 4 5



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Emotional Regulation, Social Skills and Problem-Solving Training

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

Emotional Regulation, Social and Problem Solving Skills	
1. I use emotional coaching and specifically self-regulation emotions such as patience, persistence, trying hard, sticking with it, concentrating, staying calm, waiting for a turn, and using words to express feelings.	1 2 3 4 5
2. I model self-regulation strategies such as taking deep breaths, using positive self-talk, using anger thermometer, thinking of happy place, positive forecasting, and Tiny's calm down strategies.	1 2 3 4 5
3. I prompt children to take deep breaths and use self talk such as "I can do it, I can calm down."	1 2 3 4 5
4. I promote identification of feelings in self and others through the use of photographs, posters and games (bingo) that portray people in various emotional states.	
5. I help children understand how peers feel by pointing out facial expressions, voice tone, body language or words.	1 2 3 4 5
6. I teach specific emotional literacy words by labeling feelings or positive feelings responses of others when children share, trade, wait or help them (i.e., help children see the connection between their social skills and others feelings).	1 2 3 4 5
7. I model appropriate feelings language by modeling emotional expression throughout the day (e.g., "I am getting frustrated now, but I can calm myself down by taking a deep breath or using my turtle technique.").	1 2 3 4 5
8. I provide opportunities for children to practice social skills and ways to solve problems.	1 2 3 4 5

9. I teach specific social skills in circle time or individually with children such as practicing asking, apologizing, taking turns, waiting, helping, sharing, using words, and teamwork.	1 2 3 4 5
10. I praise and give attention to social skills with social coaching language throughout the day.	1 2 3 4 5
11. I teach specific problem solving steps by helping them follow the sequence of : 1) Identify the problem feeling, 2) define the problem, 3) think of solutions, 4) ask what would happen next? 5) evaluate the best choice, and 6) choose the best solution to try out.	1 2 3 4 5
12. I use books and stories of problem solving scenarios to practice the problem solving steps and solutions.	1 2 3 4 5
13. I encourage children's cooperative behavior by giving them classroom jobs, encouraging them to help each other and giving them choices.	1 2 3 4 5
14. I use puppets, pretend games, imaginary stories and drama activities to set up problem scenarios and children practice solving the problems by acting out their solutions.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letter to encourage parents to help their children problem solve when they are upset at home.	1 2 3 4 5
16. For parents of children with emotional regulation difficulties I meet with them to share the problem solving strategies and how to use emotion coaching methods.	1 2 3 4 5
Future Goals Regarding Emotional, Social, and Problem-Solving Strategies I Will Use	



Incredible Years Problem Solving Worksheet For Managing Preschoolers' Challenging Behaviors!

Problem Definition:

1. Student's challenging behavior: _____

2. What are the triggers/precipitants of my student's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.)

3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)

Goals:

4. What is my goal? What positive opposite behavior do I want to see instead? _____

Solutions:

5. What skills/strategies can I use from the bottom of the Teaching Pyramid to support this positive behavior?

Play/Special Time: What kind of play or special time might best help my student here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) ____

Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) _____

Stickers and Rewards: How can I reward this good behavior? What incentives will motivate this student? _____

6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.

Routines: Do I have a predictable routine for this problem? _____

Distraction/Redirection: How can I distract or redirect this student before misbehavior escalates? _____

Ignore: What part of this behavior could I ignore? _____

What will I say to myself while I ignore it? _____

Consequence: What natural or logical consequence can I use to teach this student to change this behavior? _____

Calm Down Strategies: What calm down strategies can I teach this child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) _____

What problem solving strategies do I need to teach this student? _____

Carrying Out my Plan:

7. To whom should I communicate this plan? (other teachers, parents, principal etc.) _____

8. Who can I call for support and to check in? _____

9. How will I take care of myself while this is going on? _____

Evaluating the Success of Solutions

10. How will I know I am making progress? What will be different? What assessments will I use? _____

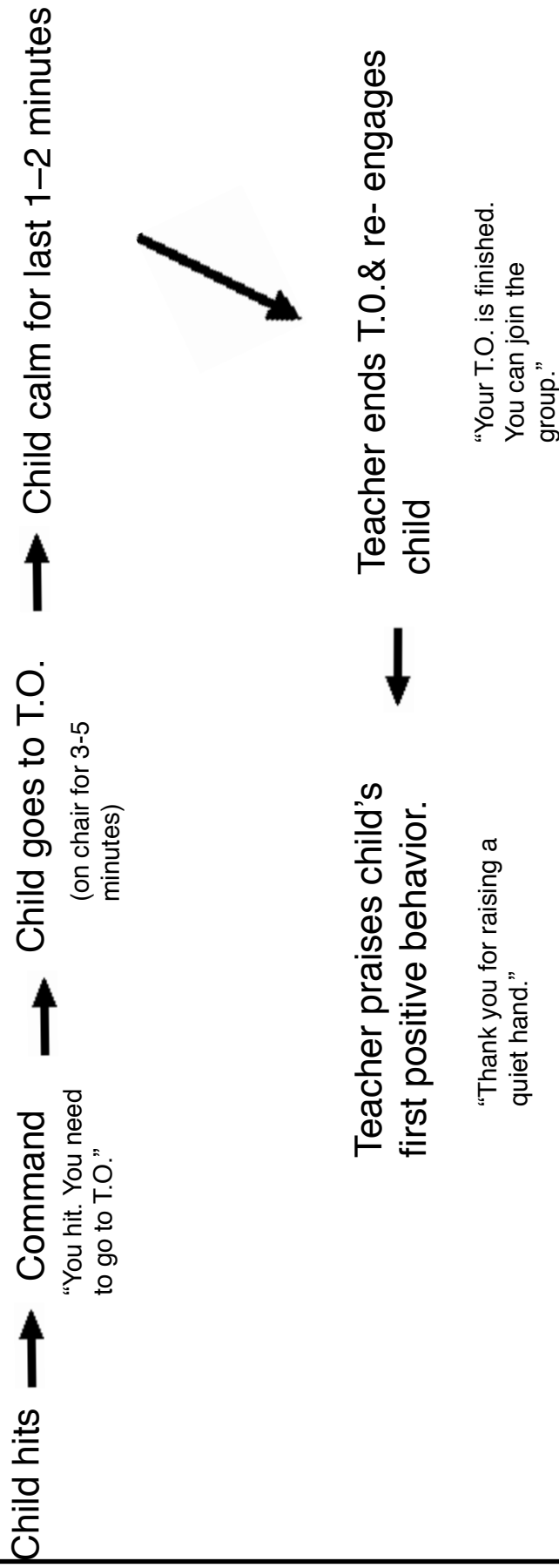
11. How will I celebrate this student's success? As well as my own? _____

***Congratulations! You have a plan to change your student's behavior!
Remember, it can take three weeks or more to see changes,
so don't give up!***

Time Out for Aggression (In the Classroom)

Children Ages 3–6 Years

Scenario #1: Child goes to Time Out.

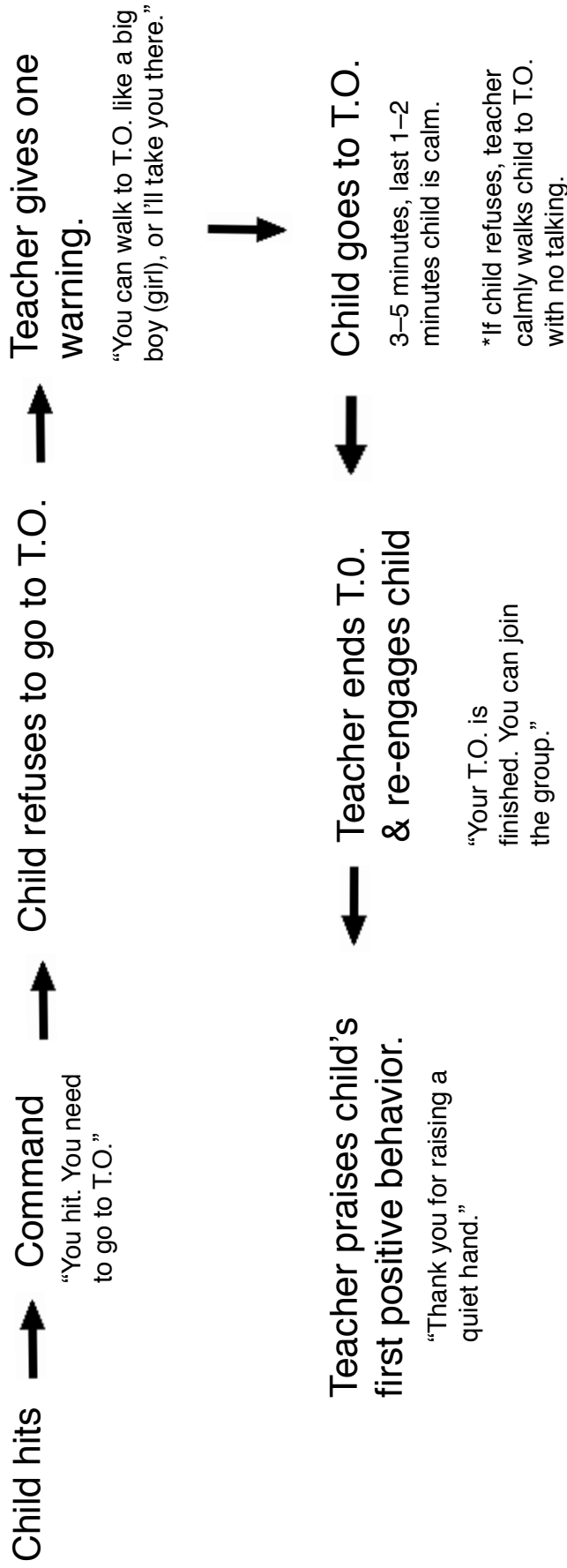


Young Child Resists Going to Time Out

(In the Classroom)

Children Ages 3–6 Years

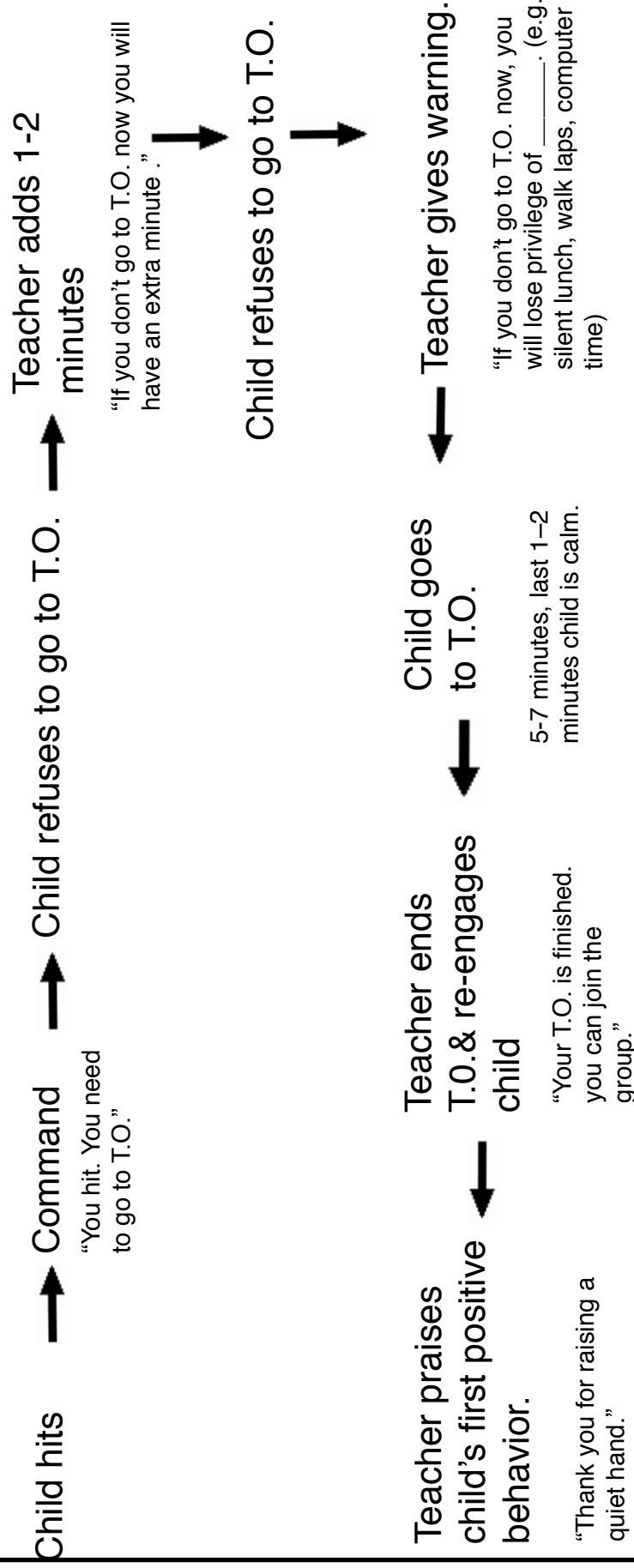
Scenario #2: Child resists going to Time Out.



School Age Child Resists Going to Time Out

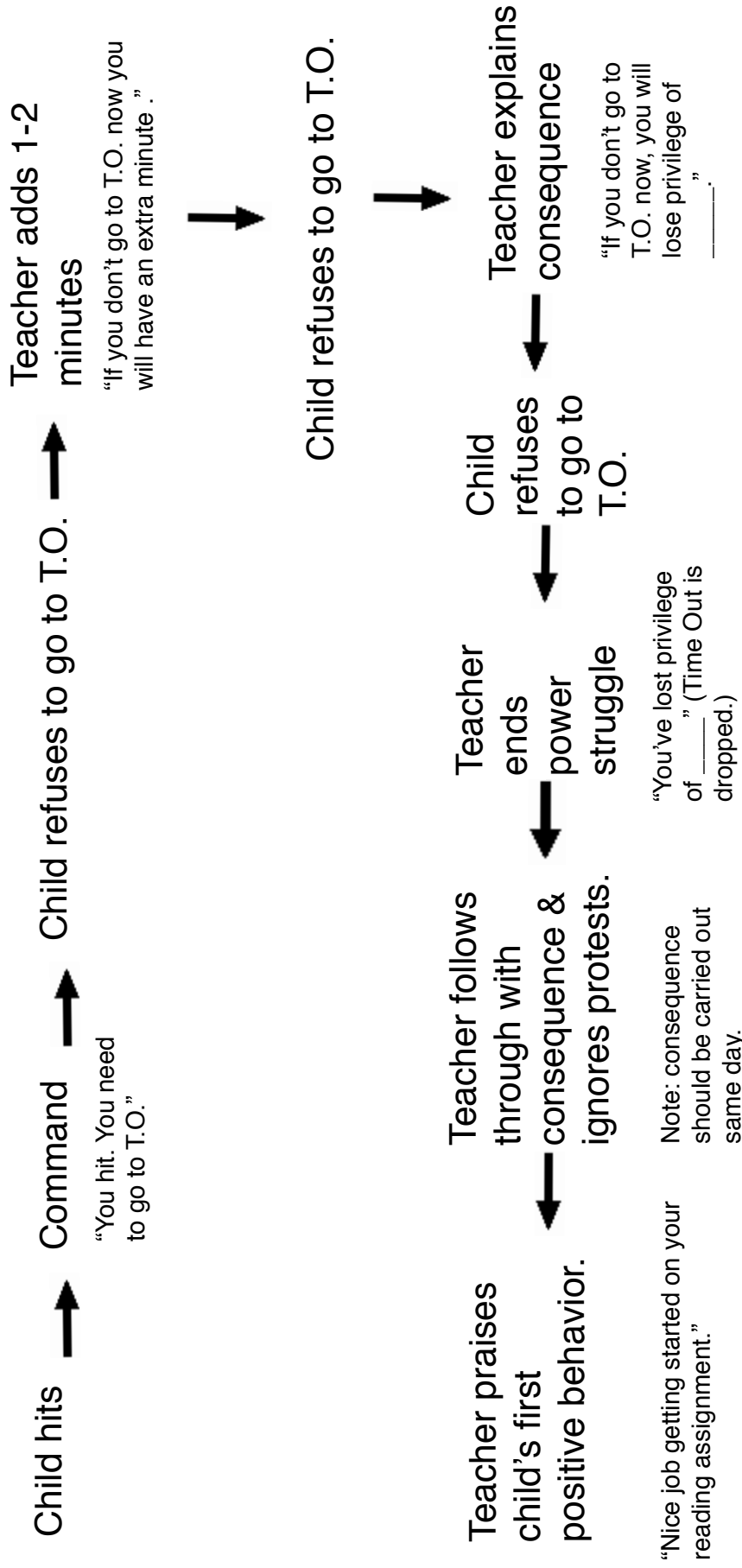
(In the Classroom)
Children Ages 6-10

Scenario #2B: Child initially resists going to Time Out.



Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Time Out.



Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior (Preschoolers)

Step #8

Give Repeated Opportunities for New Learning Trials

- Model, coach & practice alternative desired behaviors
- Praise replacement behaviors
- Circle Time Lessons

Step #7

Review Behavior Plan

- Check frequency of positive attention for prosocial behavior
- Check incentive program is motivating child
- Check that no attention is given during Time Out
- Conference with parent to coordinate home and school program
- IEP

Step #6

For aggressive, destructive behavior

- 3-5 minutes time away or Time Out to Calm Down

Step #5

Use small natural and logical consequences

- e.g.,
- activity removed for few minutes
 - loss of privilege

Step #4

Ignore Non Aggressive Misbehaviors

- e.g.,
- tantrums
 - whining

Step #3

As child begins to get upset, coach calm down strategies

- e.g.,
- deep breaths
 - use feeling words
 - positive visualization
 - use turtle shell
 - positive self-talk

Step #2

• Positive Verbal Redirect

- Distractions and Re-engagement Strategies
- Social-Emotion Coaching

Step #1

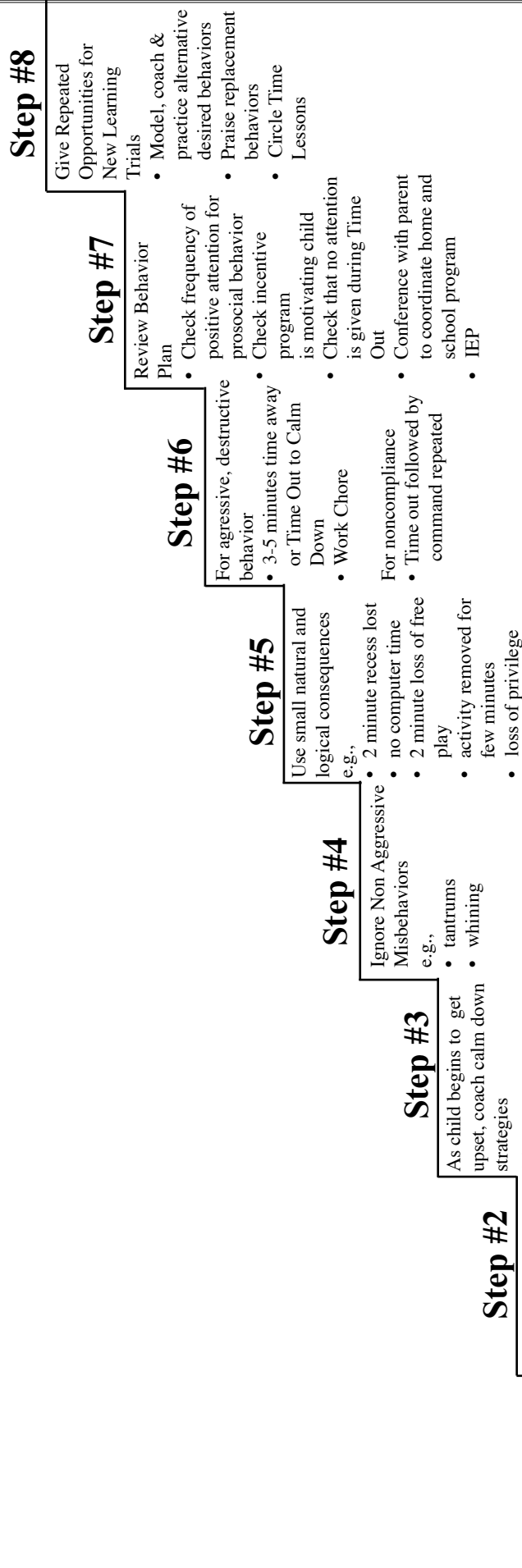
- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Clear Transitions
- Teach Time Out to Calm Down

Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior

“Always choose the lowest, least intrusive step first.”

Discipline Hierarchies/Steps

For Nondisruptive & Disruptive Behavior



Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior

“Always choose the lowest, least intrusive first.”

Sample Circle Time Lesson Script: Ignore

Teacher: Well, Wally has a problem he wants to share with you to- day. Wally, can you let us know what happened?

Puppet: Well, I was sitting at circle at my school and it was so noisy. One of my friends kept talking to me and I couldn't hear the teacher. I asked him to stop but he kept talking.

Teacher: Wally, that sounds hard. How were you feeling when that happened?

Puppet: I was really frustrated.

Teacher: You know, Wally, I do have an idea for you for this problem. When someone is distracting me I do something called ignore. Can you all say that word for me?

Puppet: Ignore?

Teacher: Yes, Wally ignoring is when you pretend that you can't hear or see someone. You can even turn your body away and focus on the teacher. Try it. Pretend I am the boy in circle time, and you are ignoring me. Pretend Kendra over there is your teacher. You can look at her while you ignore me. Ready?

Wally turns his body away and looks straight at Kendra.

Teacher: Wow! I see Wally turning his whole body away. His eyes are focused right on his teacher and he isn't listening to anything I say! Wally has big ignore muscles! Who thinks they can try this too?

Next call a child to come up and act out the same scenario.

Teacher: Okay, Kendra, Wally is going to talk to you during circle time. You are going to ignore him.. You are going to keep your eyes on me and turn your body away. Class, do you see how Kendra is so strong (feel her muscles!) She is ignoring. She turns her body away. She keeps her eyes on the action. I don't even think she heard Wally! Now who else wants a turn?

Practice some more or break your teachers into small groups so they can try the lesson

Important note: Always have Wally act out the distracting behavior (do not put a child in this role). It is important that the children only act out positive behavior.

Sample Circle Time Lesson Script: Calm Down Thermometer

Teacher: Wally has a problem he wants to share with you today. Wally, can you let us know what happened?

Puppet: Well, someone knocked down my block tower when I was building and I was soooooooooo mad.

Teacher: Kids, how do you feel when that happens to you?

Child: Mad. That happened to me I was mad!

Teacher: That is so frustrating. You felt just like Wally did. I think Wally has a trick to share that can help you feel better. Wally, what did you do to stop your anger?

Wally: I have a special trick and it helps me to calm down. I take three deep breaths and then try to change my mad feelings. My mom showed me this thermometer that helps me remember how to do it. (Puppet models three deep breaths and how to say "I can calm down")

Teacher: Thanks Wally. Now lets take those breaths with Wally as he does it. (lead children in taking deep breaths and saying "I can do it, I can calm down"? Take a look at this thermometer, what do you notice?

(Children will answer with varied ideas, the colors, the pictures on it. Use this brainstorm to validate their ideas and teach them why thermometer looks how it does and how they can use it)

Puppet: Yeah it has lots of different colors on it. When I am mad I feel red hot! That's when I am mad or frustrated. At the bottom the thermometer is blue. It reminds me of cool water.

Teacher: And as you move down the thermometer, you can change your feelings back into happy ones trying Wally's trick. Okay, let's try it. Pretend your ice cream just fell off your cone and now you can't eat it. Show me on your faces how you might feel?

I see lots of angry faces. Your mouths are tight, you don't have any smiles at all.

Teacher: Francis, will you come up and show me where the arrow is on the thermometer when you feel mad. Like if your ice cream fell on the ground? Yes! Right at the top, mad and frustrated! Class, let's take three deep breaths and see if we can change our feelings just like Wally did in the block area.

(Encourage children to take three deep breaths along with you)

Teacher: Oh – I see some calm faces. How are you feeling now?

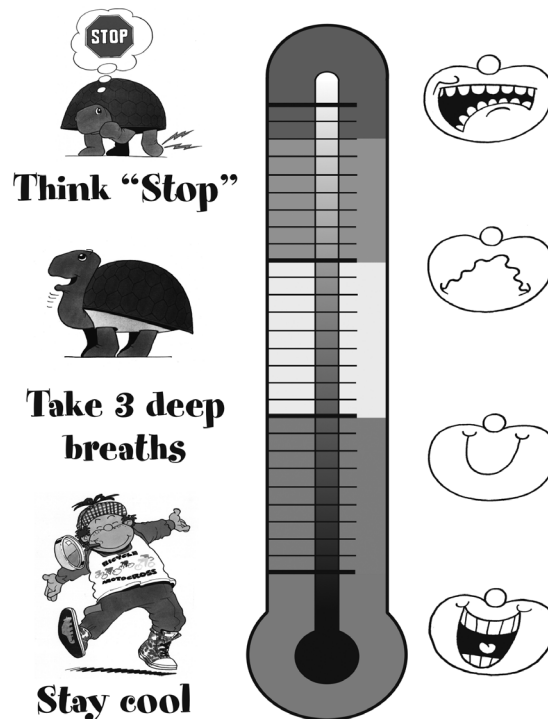
Child: Happy. Can I move the arrow?

Teacher: Sure!

(Continue practicing with new scenarios allowing kids to move arrow and then move to small group practice.)

Calm Down Thermometer

I can do it. I can calm down.



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Sample Circle Time Role Play Script for Teachers to Explain Time Out using a Puppet

Teacher: Today we're going to talk about one of the important rules in this class. Do you remember the rule about "keeping hands and bodies to ourselves?" Does anyone know why this rule is important?

Child: To keep us safe!

Teacher: That's right! This is an important safety rule. We're going to talk about what happens when someone breaks this rule and hurts or hits someone else. You are all doing such a good job of being safe and gentle with each other, but sometimes children forget or get angry and hit someone else. When that happens, you'll need to take a Time Out until your body is calm and safe again. I'm going to use my puppet friend here to help show what that looks like. His name is Wally.

Wally: Hi boys and girls, I'm glad to be here.

Teacher: Wally, would you help the children by showing them how to go calmly to Time Out?

Wally: Sure, but this is just pretend because I didn't really hit anyone.

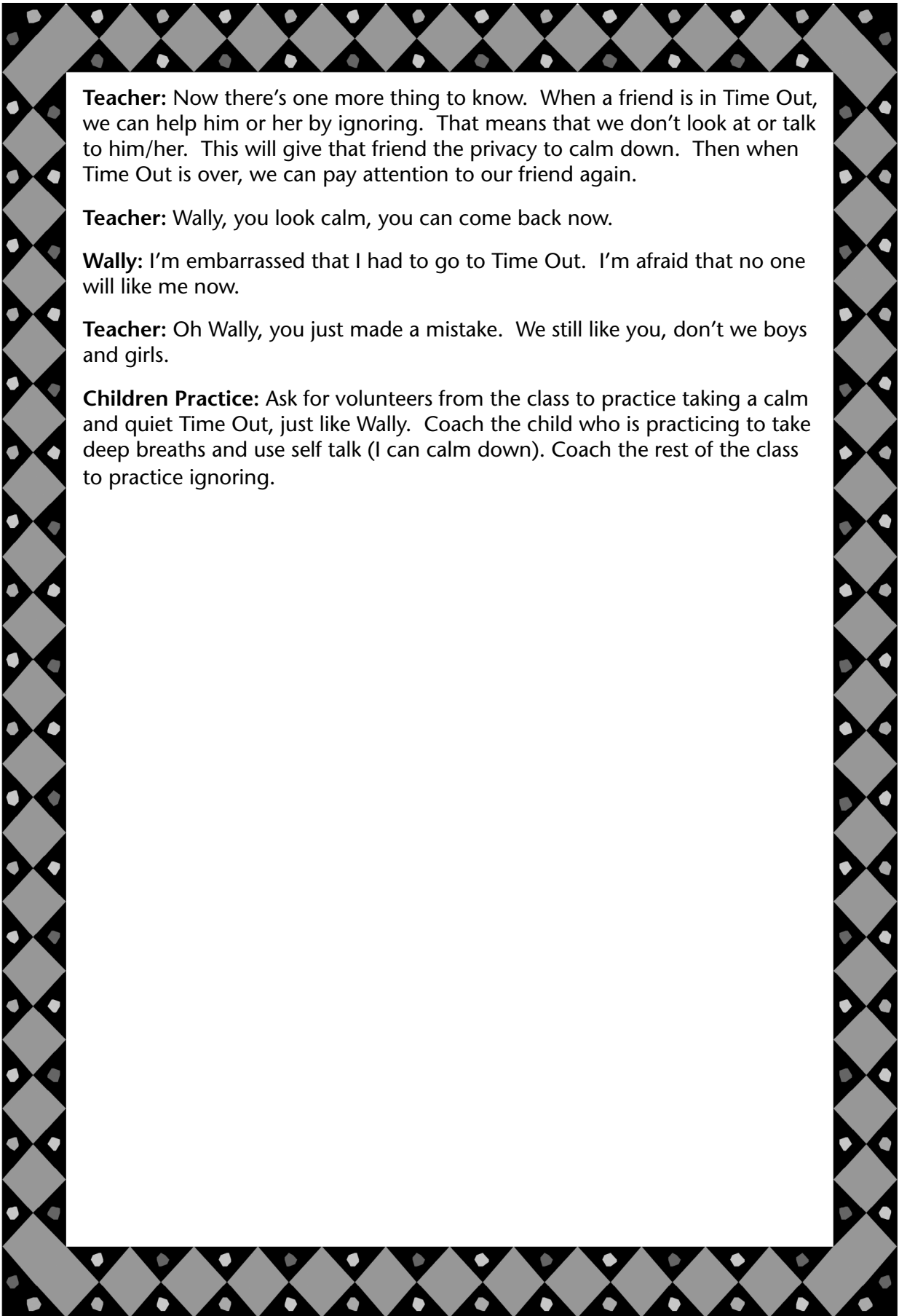
Teacher: That's right—this is just pretend. I'm going to tell Wally to go to Time Out and we'll see what he does. "Wally, you hit someone, you need to go to Time Out."

(Wally walks calmly to the Time Out chair and teacher narrates his actions).

Teacher: Do you see how calmly he is walking. Now his job is to calm down in the Time Out chair for 3 minutes (vary this depending on age). Let's see if he says anything to himself while he is in Time Out.

Wally: I can do it. I can calm down (also takes deep breaths).

Teacher: Let's say the same thing that Wally is saying and let's take some deep breaths. (children demonstrate). These things can help you calm down if you are in Time Out.



Teacher: Now there's one more thing to know. When a friend is in Time Out, we can help him or her by ignoring. That means that we don't look at or talk to him/her. This will give that friend the privacy to calm down. Then when Time Out is over, we can pay attention to our friend again.

Teacher: Wally, you look calm, you can come back now.

Wally: I'm embarrassed that I had to go to Time Out. I'm afraid that no one will like me now.

Teacher: Oh Wally, you just made a mistake. We still like you, don't we boys and girls.

Children Practice: Ask for volunteers from the class to practice taking a calm and quiet Time Out, just like Wally. Coach the child who is practicing to take deep breaths and use self talk (I can calm down). Coach the rest of the class to practice ignoring.

Sample Circle Time Lesson Script: Problem Solving Using the Wally Book

Teacher: Boys and girls, today I have a special book that can help us learn to solve problems we may have at school. I am going to share a picture and I want you to look for clues that Wally and his friend are having a problem. Can you see anything on their faces that tells you they are having trouble?



(Picture from *Wally's Detective Book for Solving Problems at School*)

Child: He looks mad.

Teacher: Wow! You are really looking carefully. Does anyone notice something on his face that tells you the boy with the red hair looks mad?

Child: His mouth looks mean. His eyebrows are pointy.

Teacher: Put your thumbs up if you agree. How about Wally? How is he feeling?

Child: He looks sad. He has no smile.

Teacher: Sounds like Wally and his friend are mad and sad. Those are feelings that let you know you are having a problem. Let me tell you what is going on in this picture. Bid Red here has been using the computer for a long, long time. Wally really wants a turn. What can Wally do?

Child: He can ask him for a turn.

Child: He can wait.

Child: He can find another toy.

Teacher: Okay, let's act that out. Charles and Tanisha I'd like you to show the class what that looks like. Charles, Tanisha is holding this car and you'd like to play with it. When we say ready, set, action you are going to ask for it. Tanisha, when Charles asks, you are going to share the car with him.

Teacher acting as Charles: Can I have the toy?

Teacher acting as Tanisha: Okay. (She hands toy to Charles.)

Teacher: Solutions that are fair and safe are thumbs up solutions! Put your thumbs up if you think asking is a fair solution. Looks like you all agree. Let's act out another one of your great ideas. Gina, you said wait. Let's see what that looks like.

(Children continue to act out solutions, such as wait, do something else, ask again, do together.)



Responding to Child Dysregulation and Teaching Self-Regulation

Carolyn Webster-Stratton, Ph.D.

My student is upset, angry, defiant & beginning to dysregulate

Teacher Self-Talk

"This child is upset because... and needs my help to self-regulate and problem solve."

"I can stay calm. This will help all my students to stay calm."

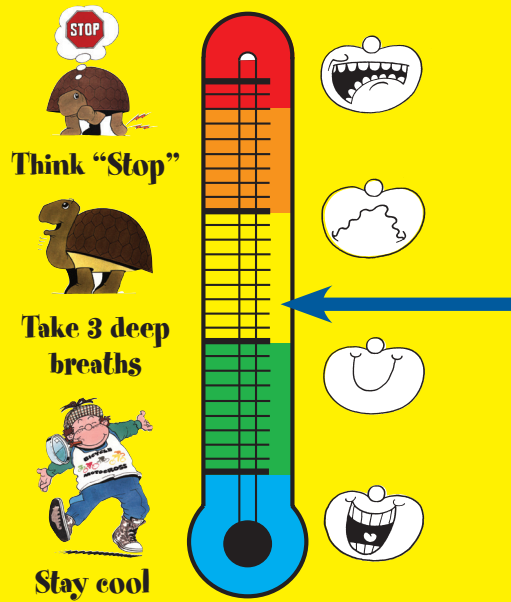
"I can ignore this behavior as long as he is not hurting someone or interfering with others' learning."

"I can be supportive without giving too much attention to this disruptive behavior."

"If my student is responsive and cooperative to my emotional coaching, then it's a good time to continue coaching.. If my coaching attention makes her angrier, then she needs space and privacy to calm down."

Teacher Response

- Model deep breathing, patience and being sympathetic to student.
- Help student use calm down thermometer and take deep breaths.
- Redirect student to another activity.
- Ignore student's dysregulated behavior as long as behavior is not unsafe.
- Label student's emotion and coping strategy: "You look angry, but you are trying hard to stay calm with breathing and remembering your happy place."
- Stay nearby and be supportive.
- Give attention and coaching to behaviors and thoughts that encourage the student's coping and emotion regulation.



Slow Down

When students are angry and dysregulated, teachers may also feel angry, frustrated, and out-of-control and may respond by yelling, scolding, or criticizing. At these times, Time Out can provide time and space for the teacher, as well as the child, to self-regulate. Here are some tips for teacher self-regulation:

- STOP and challenge negative thoughts and use positive self-talk such as: *"All children misbehave at times. My student is testing the limits of his independence to learn that our classroom rules are predictable, consistent and safe. This is normal for children this age and not the end of the world."*
- Do some deep breathing and repeat a calming word: "relax," "be patient," "take it easy."
- Think of relaxing imagery or of fun times you have had with the student.
- Take a brief break by drinking some water, feeding the fish, or talking to another teacher or child. Make sure your student is safe and monitored.
- Focus on coping thoughts such as: *"I can help my student best by staying in control."*
- Forgive yourself and be sure you are building in some "personal time" for relaxation and refueling.
- Ask for support from someone else.
- Reconnect with your student as soon as you are both calm.

Like your student, you can get yourself into a "green" calm state and try again.



My student continues to dysregulate and becomes aggressive

Teacher Self-talk

"My student is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."

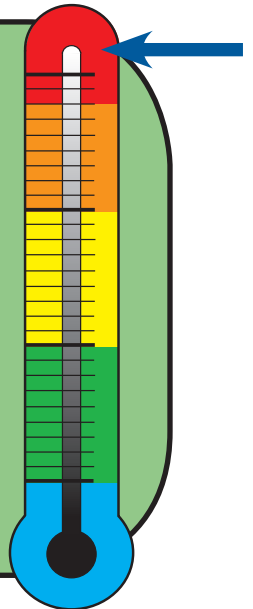
"I need to give my student time away from attention to calm down so he doesn't hurt someone."

"I have taught my student how to use the Time Out or Tiny Turtle chair to calm down so I can do that now."

"Time Out is a safe and respectful way for my student to learn to reflect and self-regulate."

Teacher Response

- I say, "Hitting is not allowed, you need to go to Time Out to calm down. "(This place has a calm down thermometer to remind my student of what to do in Time Out to calm down.)
- I wait patiently nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during this calm down time. I help other students to give him privacy.
- When he is calm (3-5 minutes), I praise him for calming down.



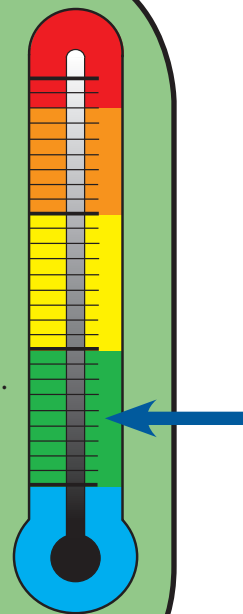
My Student Is Calm Now

Teacher Self-talk

"Now I can reconnect with my student and help her learn an alternative way to solve her problem."
"She is learning she gets more attention from me for positive behavior than inappropriate behavior."
"I can help her learn to express her frustration and anger in more appropriate ways."

Teacher Response

- I praise my student for calming down.
- I redirect my student to a new learning opportunity.
- I do not force my student to apologize because insincere apologies do not teach empathy.
- I engage her in something else so that we have positive Time In together and she feels supported.
- I start using social coaching in my interactions with my student.
- I look for times when she is calm, patient, happy, or friendly to give my positive attention to.
- I use emotion coaching to help my student understand these self-regulated feelings get my attention.
- If she starts to dysregulate again, I name her uncomfortable feelings, help her express these verbally, and prompt her to remember her coping strategies.
- During times when my student is calm, I use puppets, games, and stories to help her learn alternative solutions to common childhood problem situations.



Bottom Line

My student learns that taking a Time Out feels like a safe and secure place to calm down; it is not punitive or harsh and isolating; my student understands that when he has calmed down, he can join in peer activities without blame and has a new opportunity to try again with another solution to his problem. He feels supported when this strategy has been used and has sometimes seen his peers or teachers use this same strategy when they are angry. My student gets far more Time In attention from me for positive behaviors than negative behaviors. He feels secure when using Time Out because it gives him time to re-regulate and try again in a caring environment. Time Out provides me with a chance to take a deep breath and calm down so I can respond to my student in a calm, firm, consistent, nurturing and caring manner.

Time Out is One of Many Tools in the Incredible Years® Tool Kit

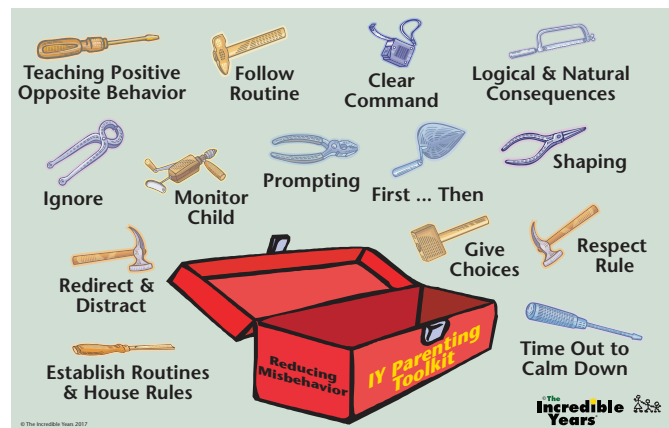
Is Time Out used in the Incredible Years® Programs? Yes, *Time Out to Calm Down* is a non-punitive discipline strategy used strategically and sparingly in IY programs for parents, teachers, and children to promote and build children's emotional self-regulation skills. This building tool is reserved for times when a child is too physically angry or emotionally dysregulated to be able to respond rationally to other evidence-based behavior management approaches.

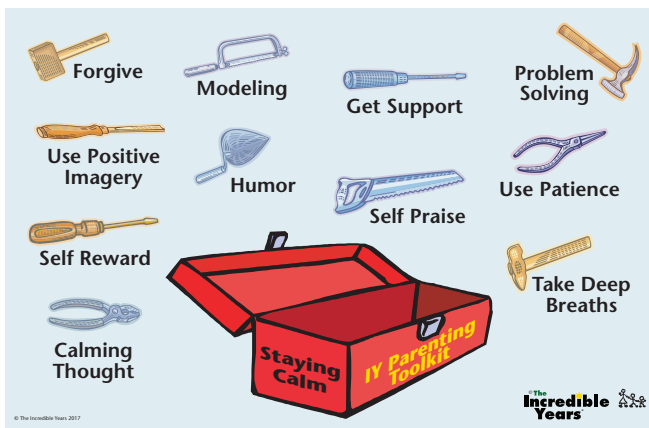
Are there alternatives to Time Out? In the Incredible Years® programs parent and teachers are taught a wide variety of relationship and behavior management tools. The training begins with a focus on relationship-building, child-directed play, social-emotional and persistence coaching, praise and encouragement, and incentives. These approaches build positive attachment and teach children replacement behaviors or "positive opposites" to inappropriate behaviors that adults want to reduce.

Next parents and teachers learn appropriate proactive behavior management tools such as clear rules, predictable routines, planned distraction, redirection, ignoring, logical and natural consequences, Time Out to Calm Down, and problem solving skills. Parents and teachers learn to choose strategies from this toolkit to set up environments that support children's social-emotional development and result in positive peer and adult relationships and optimal academic and language learning.

When is Time Out recommended? When children misbehave, parents may redirect, ignore, problem solve, set a limit, use a when/then, or give a brief consequence. For most misbehaviors, these tools work well. Time Out is reserved and used sparingly for targeted negative behaviors such as times when children are highly emotionally dysregulated and aggressive or destructive and are not able to cognitively process or respond rationally to other supportive management strategies or problem solving.

Won't children feel abandoned if parents and teachers use Time Out when children are upset? Time Out is not used in a vacuum! Children are taught about Time Out in a neutral context, when they are calm. They practice with puppets such as Tiny Turtle who teaches them how to go to Time Out, take rocket ship breaths to calm down, to go in their turtle shells, and think about their happy place. They learn about using a Calm Down thermometer to regulate their emotions from upset to calm. They are taught self-talk ("I can do it." "I can calm down."). They discuss with parents, teachers, and the puppets why Time Out is helpful. They learn what behaviors will result in their parents or teachers asking them to take a Time Out to Calm Down. They learn that parents and teachers also take Time Outs to calm down.





What does Time Out look like? Parents and teachers are taught that they need to be calm, patient, and caring when giving a Time Out. Time Outs are brief, 3-5 minutes, or until the child is calm. Time Outs are given in the same room as the parent or teacher so that the child can be monitored and will know that an adult is near. Support materials are available for children to use to calm down during Time Out (Calm Down Thermometer, Tiny Turtle puppet, or other calming objects). During Time Out, parents or teachers do not give attention, but at the end of Time Out, they reconnect with

the child and the child is given a new opportunity to be successful. The focus is on the fact that the child calmed down and on ways for the child to positively re-engage in the environment. Children are not scolded or reminded about the reasons for the Time Out. When appropriate, parents and teachers may engage in positive problem solving with the child later when the child is calm and receptive.

Why do some people think Time Out is harmful? In some contexts, Time Out has been used in a punitive or isolating way. When the Time Out tool is misused, it can be harmful to children and to their relationships with adults. In some cases, misuse of this tool has led to school or agency policies against Time Out. It is always important that Time Out is used thoughtfully, caringly, with patience and as one small part of a positive, consistent, loving approach and a full toolkit with a strong relationship foundation.

Is there any evidence that Time Out works? Four decades of research has shown that, when done effectively, Time Out produces positive child outcomes in terms of reducing misbehavior and increasing children's sense of security in their relationships as well as preventing child maltreatment. Many parents have told us that it helps them to stay calm themselves because they have a predictable blueprint to follow that helps them maintain their positive, respectful, and trusting relationship. When adults use this tool appropriately, they are modeling a nonviolent response to conflict that stops the conflict and frustration, and provides a cooling off period for both children and parents. It gives children a chance to reflect on what they have done, to consider better solutions, and fosters a sense of responsibility.

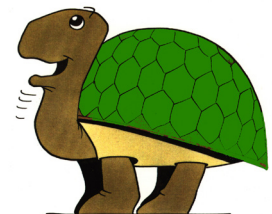
What do children say about Time Out? The children who have experienced Time Out to Calm down in the Incredible Years® programs often recognize that it is helpful. Some learn to take a Time Out on their own, without an adult prompting the Time Out. Below are quotes from discussions with children about Time Out:

Child to Wally Puppet after practicing Time Out: *"Wally, it's okay if you have to go to Time Out. People will still like you. You can just say 'teacher, I've calmed down now.'"*

Child about Time Out and breathing: *"It calms you down. You breathe and you let it all out."*

Child about Time Out as time for self-reflection: *"You think about 'oh what have I done. I've made a bad mistake, and I can't do it again the next day.' Then you're feeling a little bit happy."*

Child about what he learned from Tiny Turtle: *"You go in your shell when you are angry and you take 3 deep breaths.....you have to calm down when you are angry or sad."*



Handout on Using Time Out to Help Children, Parents, and Teachers Self Regulate:

This handout (see link below) describes how parents and teachers can support children to learn self-regulation skills. This teaching occurs outside of Time Out at times when children are calm and able to learn and practice. Gradually children will learn that they have the skills to do this self-regulation when they are upset: http://www.incredibleyears.com/download/resources/parent-pgrm/Responding-to-dysregulation-and-teaching-children-to-self-regulate_parent_v4.pdf

More detailed information about how to teach children to take Time Outs to calm down can be found in Chapter 9 of The Incredible Years parent and teacher books. <http://www.incredibleyears.com/books/the-incredible-years-a-trouble-shooting-guide-for-parents-of-children-aged-3-8-years-3rd-edition/>
<http://www.incredibleyears.com/books/incredible-teachers-nurturing-childrens-social-emotional-and-academic-competence/>

The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery

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Abstract. This article focuses on the Incredible Years Teacher Classroom Management (IY TCM) intervention as an example of an evidence-based program that embeds fidelity and adaptation within its design. First, the core features of the IY TCM program along with the methods, processes, and principles that make the intervention effective are described. The importance of fidelity and methods for effectively measuring fidelity are discussed. In addition, support mechanisms (training, mentoring, consultation, and coaching) necessary to facilitate high fidelity of implementation of IY TCM are highlighted. The goal is to clarify the underlying principles and supports needed to effectively allow IY group leaders to disseminate the IY TCM among teachers with diverse backgrounds and skills, who work with students with varying developmental, academic, and social-emotional needs. Often fidelity and adaptation are thought of as mutually exclusive, but in the IY model they are considered both complementary and necessary. Implications for school psychologists and prevention science are discussed.

Considerable research has demonstrated that effective teacher classroom management strategies promote student interest in learning (Kunter, Baumert, & Koller, 2007), enhance academic achievement and school readiness (Webster-Stratton & Reid, 2004), and prevent and reduce classroom- disruptive behavior (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Kellam, Ling, Merisca, Brown, & Ialongo, 1998; Walker, Colvin, & Ramsey, 1995). On the other hand, ineffective classroom management practices interfere with students' motivation and on-task learning and contribute to escalating risk for developing

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disruptive behavior problems (Jones & Jones, 2004; Webster-Stratton, Reid, & Hammond, 2004). For example, if elementary school teachers of children presenting with early signs of aggressive/disruptive behavior fail to consistently provide responsive and nurturing teaching, reinforcement for prosocial behavior, or effective proactive discipline, a coercive cycle may be established whereby children's oppositional and negative behavior is reinforced either by the teacher's harsh or critical responses or by giving in to their demands (see Reinke & Herman, 2002). As Patterson, Reid, and Dishion (1992) have described, these patterns of negative or coercive interactions at school contribute to a cascade of negative outcomes for children with antisocial behaviors including peer rejection, negative school reputations, academic failure, and further escalation of their antisocial problems.

Well-trained teachers can help children who are aggressive, disruptive, and uncooperative to develop the appropriate social behavior and emotional self-regulation that is a prerequisite for their academic success in school (Walker et al., 1995; Webster-Stratton & Reid, 2004; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton, Reid, & Stoolmiller, 2008). However, many teachers simply are not adequately prepared to manage the escalating number of students with behavior problems in their classrooms; some even enter the workforce without having taken a single course on behavior management (Barrett & Davis, 1995; Evertson & Weinstein, 2006; Houston & Williamson, 1992). In a recent survey of elementary teachers, teachers reported managing behavior in the classroom to be their greatest challenge (Reinke, Stormont, Herman, Puri, & Goel, 2011). When asked about areas in which they felt they needed additional training, teachers in this survey stated that the number one area for which they needed training and support was in managing challenging classroom behaviors.

Teachers today are presented with more complex classrooms. Increasing numbers of students with English as a second language (National Clearinghouse for English Language Acquisition, 2009) and with emotional and

behavioral problems are entering school (Brophy, 1996; Conroy, Sutherland, Haydon, Stormont, & Harmon, 2009). Increased classroom sizes and the inclusion of students receiving special education services in general education classrooms present challenges for teachers working to provide instruction and manage classroom behaviors among diverse learners. In fact, nearly half of new teachers leave the profession within five years, many citing student misbehavior as a primary reason (Ingersoll, 2002). Thus, to fully support teachers' efforts to use effective classroom management practices that nurture, encourage, and motivate students with varying developmental abilities and cultural backgrounds, evidence-based teacher classroom management training programs are needed that are flexible and adaptive to the unique challenges faced by teachers. Further, these training programs need to be attentive to the varying backgrounds and experiences of teachers, and provide teachers with additional consultation and support according to individual classroom needs.

The Incredible Years Teacher Classroom Management (IY TCM) Program

The IY TCM program (Webster-Stratton, 1994) is part of a series of three interlocking and complementary IY training programs for parents, children, and teachers designed to reduce the multiple risk factors associated with early-onset conduct problems and emotional and social difficulties in children ages 3–8 years. The IY training series is grounded in cognitive social learning and relationship theories about the development of antisocial behaviors in children (Patterson et al., 1992) as well as developmental, modeling, and self-efficacy theories (Bandura, 1977, 1982). The IY TCM program targets key school risk factors that can lead to negative outcomes for students, and works to break the negative coercive cycle described earlier while strengthening protective factors. To accomplish this, teachers are trained in evidence-based practices of effective behavior management, proactive teaching, teacher–child relationship

skills, parent–teacher collaboration, behavior plans addressing developmentally appropriate goals for individual students, and ways to promote students’ emotional regulation, social skills and problem-solving skills.

Research on the IY TCM Program

The IY Series has been the subject of extensive empirical evaluation over the past three decades. All three programs have been widely endorsed by various review groups, including the Office for Juvenile Justice and Delinquency Prevention, as one of 11 “blueprint” model violence prevention programs for treating and preventing disruptive behavior disorders (Webster-Stratton et al., 2001). Further, all three programs have been implemented and evaluated as prevention programs with high-risk populations (e.g., Head Start and primary grades serving low-income families) and as treatment interventions with children with diagnoses such as oppositional defiant disorder and attention deficit hyperactivity disorder, or with developmental delays. Evaluations indicate implementation with high fidelity across a variety of settings and cultural contexts (see Webster-Stratton & Reid, 2010a).

The IY TCM group-based training program has been evaluated by the developer in three randomized control trials as well as by six independent investigators. Across these trials, research findings indicated that independent observers reported that trained teachers use less harsh discipline and criticism, provide more nurturing and praise, demonstrate more consistency and confidence, and build higher levels of positive classroom climate than control teachers (Raver et al., 2008; Webster-Stratton et al., 2004). Children in classrooms with trained teachers were observed to be significantly less aggressive with peers and more cooperative with teachers (Webster-Stratton et al., 2001; Webster-Stratton et al., 2004). In addition, these children exhibited more social competence, emotional self-regulation, and school readiness skills, and less conduct problems in comparison to children in control classrooms (Webster-Stratton et al., 2001;

Webster-Stratton et al., 2004; Webster-Stratton et al., 2008). Further, teachers’ reports of parent bonding and involvement in school were significantly higher for trained than untrained teachers (Webster-Stratton et al., 2001; Webster-Stratton et al., 2008). Independent investigators have replicated many of these findings in low-income, high-minority Head Start classrooms in Chicago (Raver et al., 2008) and North Carolina (Williford & Shelton, 2008), in low-income counties in Michigan (Carlson, Tiet, Bender, & Benson, 2011), in Wales with Sure Start (Hutchings, Daley, Jones, Martin, Bywater, & Gwyn, 2007), in Jamaica with teachers of 24 preschools in inner-city areas of Kingston (Baker-Henningham, Walker, Powell, & Gardner Meeks, 2009), and as a stand-alone self-administered training program with preschool teachers receiving consultation (Shernoff & Kratochwill, 2007).

Fidelity of IY TCM Program Delivery

An important topic around the delivery of EBPs is the fidelity with which these programs are implemented in the field. *Fidelity*, also referred to as *treatment integrity*, is an overarching term defined as the degree of exactness with which the delivery of a program adheres to, or reproduces, the original training program model features with the goal of replicating original research outcomes (Schoenwald & Hoagwood, 2001). Fidelity can be conceptualized in three dimensions: (1) treatment adherence, or trainer delivery of core program content and intervention dosage (number of hours of training) in the recommended sequence, (2) interventionist competence, or the IY trainer’s skill level of using the training methods, processes, and learning principles employed in the original program model, and (3) treatment differentiation, or implementation of the program for the population for whom the program was designed (Gresham, 2009; Power et al., 2005). In addition to the three dimensions outlined here, Power and colleagues (2005) note that participant responsiveness, or the level of participants’ engagement in the intervention, is an important component to treatment fidelity. In

other words, fidelity encompasses both the quality and quantity of EBP training delivery.

Why Does Fidelity Matter?

Convincing evidence exists that high program delivery fidelity is predictive of significant positive outcomes across a number of different EBPs, notably parent training programs (Eames et al., 2009; Henggeler, Schoenwald, Liao, Letourneau, & Edwards, 2002; Wilson & Lipsey, 2007). On the other hand, poor program fidelity, including reduced program dosage (number of hours of training and poor sequencing) and poor quality delivery, has been shown to predict little or no change, challenging the view that some exposure to program components is better than no exposure. Research shows that higher program doses of several EBPs produce superior outcomes to partial dosage (Borduin et al., 1995; Lochman et al., 2009). Analyses of dose-response effects for the IY parent program has shown a positive association between numbers of parent sessions attended and the effect size of program outcomes (Baydar, Reid, & Webster-Stratton, 2003). Moreover, prior research on the process of IY program delivery has indicated that quality of program delivery methods and processes were related to effect size of outcomes (Eames et al., 2009; Scott, Carby, & Rendu, 2008). For several EBPs including the IY parent program, research has shown that by adding consultation and supervision for trainers after the original training, fidelity of program delivery is enhanced (Henggeler et al., 2002; Lochman et al., 2009; Raver et al., 2008; Webster-Stratton, Reid, Hurlburt, & Marsenich, in prep). Taken together, these findings lend support to the assertion that higher dosages and quality delivery lead to more robust effects. Sadly, to date, very few randomized control trials of evidence-based teacher classroom management training programs exist where training fidelity process, methods, and dosage have been measured, let alone comparisons made to shortened versions of these programs. In fact, a recent review of school-based intervention studies reported that the majority of published

studies do not include data on any dimension of treatment fidelity (Sanetti, Gritter, & Doherty, 2011). Consequently, we have a poor understanding of what aspects of treatment implementation are important for outcomes (Perepletchikova, Treat, & Kazdin, 2007). To truly understand the effect of EBPs on student outcomes, it is imperative that researchers measure the dose, content, and processes of delivery for these programs.

For the remainder of this article, we focus on the IY TCM program as an example of an EBP that embeds fidelity and adaptation within its design. First, we briefly describe the core features of the IY TCM program along with the methods and processes that make the intervention effective. Second, we highlight the dissemination support mechanisms (training, mentoring, consultation, and coaching) necessary to facilitate high fidelity of implementation of IY TCM. The goal is to clarify the underlying principles and layered supports needed to effectively disseminate the IY TCM program to teachers with diverse cultural backgrounds and skills who work with students with varying developmental, academic, and social-emotional needs. Often fidelity and adaptation are thought of as mutually exclusive, but in the IY model they are considered both complementary and necessary. Finally, we discuss implications for school psychologists and future research.

IY TCM Training Methods and Delivery Principles

The IY Series is frequently misunderstood as a fixed-dosage, inflexible, curricular-driven EBP. Instead, the IY Series is better understood as a set of principle-driven, dynamic interventions that were developed in applied settings and that are flexibly adapted to each cultural context for children with varying developmental abilities based on ongoing dialogue and collaboration between participants and training group leaders (see Webster-Stratton & Reid, 2010a; Webster-Stratton, 2009; Webster-Stratton & Reid, 2008). The big ideas or principles, and the video-based vignettes and participant books (Webster-

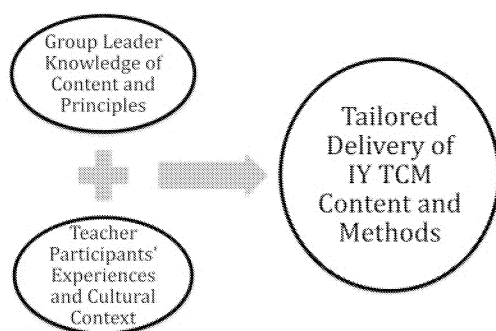


Figure 1. Reciprocal interaction between Incredible Years Teacher Classroom Management group leaders and participants.

Stratton, 1999), give structure to the programs, but flexible implementation gives voice to the participants and helps ensure that the content fits the context of their lives. Figure 1 provides a diagram of the reciprocal interaction between group leaders and participant experiences/backgrounds, which allows IY TCM to be tailored to the specific needs of group members with high fidelity. By using a principle-driven framework and flexible delivery strategies, the IY interventions have proven to affect parent, child, and teacher behaviors across a wide range of settings with culturally diverse groups of participants in repeated and rigorous evaluation studies (Webster-Stratton & Reid, 2010b).

IY TCM is recommended to be delivered in six full-day workshops spread out monthly over the school year by trainers (called “group leaders”) to groups of teachers. The IY TCM program utilizes self-reflective and experiential learning, group support and problem solving, and specific training methods that teach instructors important classroom management skills along with helping teachers manage their own self-regulation and stress. It is recommended that, between each training workshop, an IY TCM coach visits teachers’ classrooms to model skills and support teachers’ efforts, and meets individually with teachers to help them generalize the principles learned and refine behavior plans specific to their classroom. Part of using the IY TCM

program model successfully is for group leaders to understand how to tailor the program according to the individual needs of each teacher. Group leaders can achieve flexible applications of the manual when there is understanding of the program at multiple levels, including the program model, content, training methods, and delivery learning principles built into the program to promote a culturally and developmentally responsive structure for diverse populations. Thus, fidelity to the IY TCM employs a model not unlike the partnership-based framework outlined by Power and colleagues (2005), in which the group leaders incorporate the core components of the intervention with responsive strategies targeting the identified needs of the teachers and the individual students in their classrooms.

Evidence of the success of the IY implementation and adaptation processes comes from the high attendance rate by teachers in prior IY TCM studies in varied contexts. In one study (Herman, Borden, Reinke, & Webster-Stratton, 2011), 159 preschool through second-grade teachers agreed to participate in the trainings as part of a multicomponent intervention for children in their classrooms who had been diagnosed with a disruptive behavior disorder. Every teacher in the study attended every training session in exchange for continuing education credits and no payment. Likewise, in the first year of an ongoing trial being conducted by the second and third authors with general education teachers in an urban setting with high rates of poverty and a predominately African American student body (98% of students in two of the schools were African American), all 17 teachers attended all training sessions. Meals were provided, but teachers were not paid for their attendance nor did they receive continuing education credit.

IY TCM Training Methods

The core IY TCM training methods used to support effective classroom behavior management skills include having trained group leaders who (1) facilitate supportive and collaborative teacher group processes and problem-solving interactions, (2) use video vi-

gnettes chosen to model effective teacher interactions with students representing a variety of developmental abilities and ages, (3) structure role-play and practices for teachers to self-reflect and have experiential learning, using the newly acquired classroom management skills, (4) set up small-group break-out sessions for behavior planning, (5) assign classroom practice assignments between monthly workshops, and (6) weekly IY TCM coach visits to classroom teachers to support generalization of skills and enhance learning. These training methods are used across the six workshop sessions.

First, a key part of the transportability of IY is that it is delivered in groups. Not only is this approach more cost-effective than individual consultation, but it also allows training group leaders to capitalize on dimensions of group processes that facilitate teacher cooperative learning (Brown & Palincsar, 1989; Eames et al., 2009), motivation, and self-efficacy (Bandura, 1982). Moreover, the approach attempts to build social networks among teachers and reduce the isolation and stigma that they commonly experience, especially those who are struggling with classroom management (Abdallah, 2009). The group leaders encourage group participant collaboration, problem solving, and the sharing of their successes in tackling difficult problems as well as their mistakes and feelings of guilt, anger, and depression involving persistence of misbehavior from their students. These discussions serve as a powerful source of support. Another advantage of the group is that it allows the group leader to capitalize on the collective knowledge and wisdom of all the teacher participants. Teachers learn as much from each other as they do from the group leader.

Second, the IY TCM program uses cognitive social learning, modeling, and self-efficacy theory (Bandura, 1977), which contends that observation of a model can support the learning of new skills. As applied to teacher training in behavior management skills, IY TCM uses video-based modeling, which involves showing participants culturally diverse teachers using effective behavior management skills with diverse children representing a

wide social and emotional developmental span. Third, IY TCM uses role-play, and experiential and self-reflective learning. Role-play and performance-based practice of unfamiliar or newly acquired behaviors and cognitions has been shown to be effective in producing behavioral changes (Twentyman & McFall, 1975). Role-play practices help teachers anticipate situations more clearly, dramatizing possible sequences of behavior and thoughts that occur in the everyday classroom setting. This allows teachers to apply behavioral and cognitive principles to situations that are specific to their individual situations. Fourth, IY TCM uses small-group break-out sessions to simulate strategies regarding behavior plans and to engage teachers. Thus, IY TCM employs a partnership learning philosophy (Knight, 2010). Partnership learning uses strategies to allow the teachers to express themselves with a reciprocal approach to learning between the teachers and the group leaders. Lastly, IY TCM uses weekly classroom practice assignments and coaching to help transfer what is learned in the monthly group workshops to practice in the classroom. Learning about a skill or creating a behavior plan during the workshop group discussion is one thing, but implementing it with real students in the actual classroom setting is another (see Fixen, Naoom, Blasé, Friedman, & Wallace, 2005). Teachers bring the successes and challenges they have faced in implementing the strategy or behavior plan in the classroom to the next workshop. Thus, the between-workshop practice assignments serve as powerful experiential learning opportunities and stimuli for discussion, review, and refinement of strategies and further role-plays in subsequent workshops (see Knight, 2010).

IY Principles

Programs must be flexible enough to allow for some adaptations for the given cultural contexts of participants, as well as the skill level and degree of experience of the individual teachers. The core teaching methods described earlier support trained group leaders in doing this effectively. In addition,

the IY Series encompasses a set of underlying delivery principles that allow for the content to be tailored to the specific audience and the specific needs of each teacher attending the group trainings (see Figure 1).

Principle 1: Collaboration and Relationships Are Essential to Teacher Learning

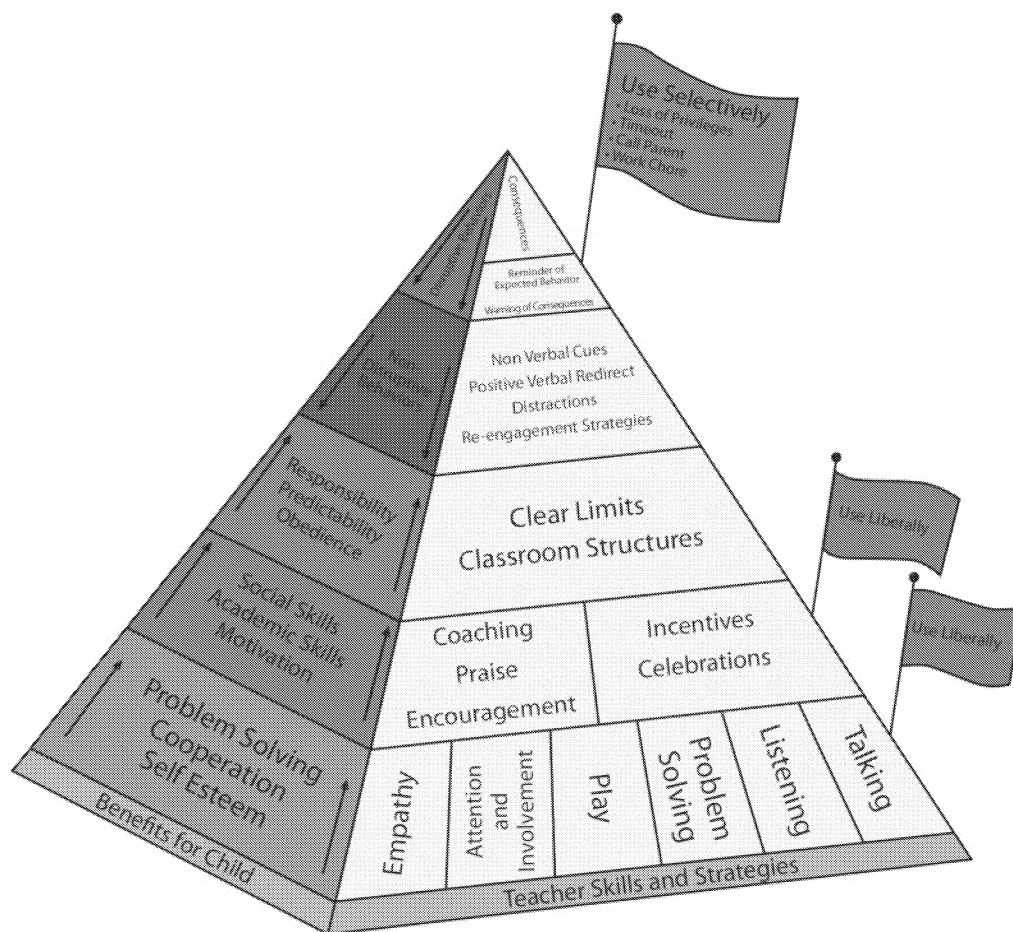
The IY TCM model is active and collaborative. In a collaborative relationship, the group leaders do not set themselves up as “experts” dispensing advice about how teachers should teach more effectively. Rather, teachers function as experts regarding their own students, classroom, school, and community in determining their goals. Collaboration implies a reciprocal relationship and training based on using equally the group leaders’ and the teachers’ knowledge, strengths, and perspectives (see Knight 2010; Webster-Stratton & Herbert, 1994). The collaborative group leader actively solicits the teachers’ ideas and feelings, learns about their classroom, and involves them in the reflective learning process by inviting them to share their experiences, discuss their thoughts and or ideas, and engage in problem solving. Another aspect of the collaborative process is having the group leader work with teachers to adapt concepts and skills to their particular circumstances. The IY group leaders and coaches recognize and value cultural differences and the diversity of teacher and student backgrounds. A collaborative group leader works carefully to process different theoretical frameworks and help each teacher use the content in a way consistent with his or her teaching style and beliefs. This climate of trust creates a safe place for teachers to reveal challenges they face and risk new approaches. Further, at the end of each training workshop, teachers complete a brief evaluation form. This provides the group leaders with immediate feedback about how each teacher is responding to the group leaders’ styles, group discussions, practices, content, and video vignettes presented in the workshop. When a teacher is dissatisfied or having trouble with a concept or workshop method,

the group leader will personally contact that teacher to resolve the issue or, if the difficulty is shared by others, bring it up in a subsequent workshop.

Principle 2: Start With Teachers Choosing Goals and Self-Monitoring Progress

Collaboration implies that teachers actively participate in setting goals and the training agenda. In the initial workshop, teachers are asked to share some of their experiences as well as their goals for the training program and for specific students they want to address. This initial discussion often produces immediate group rapport as teachers realize they have shared difficulties and are working toward similar goals. These initial long-term goals support the development of short-term goals between workshop meetings. This principle ensures that the goals are congruent with teacher values and suit the backgrounds or abilities of the students in their classrooms. The use of goal setting has been shown to support transfer of skills into practice in workplace settings (Reber & Wallin, 1984; Richman-Hirsh, 2001).

Teachers complete self-reflection inventories regarding their use of the ideas discussed on the topic and determine their goals for the subsequent month. At the following workshop, teachers reflect on their progress toward achieving their goals and share their own personal observations of their use of the teaching strategies. In addition, between workshop sessions, the teachers work directly with an on-site IY TCM coach who helps support teachers in meeting these goals in the actual classroom. In a recent cohort, teacher-determined goals included improving and strengthening relationships with particular students, increasing positive contact with parents, increasing collaboration with the parents of at-risk students, using planned ignoring as a response to minor misbehavior, and supporting specific students to develop self-regulation skills. For students who demonstrate exceptional challenges, the teacher and IY TCM coach problem solve, tailoring strategies to



Teaching PyramidTM

Figure 2. Incredible Years Teacher Classroom Management training pyramid.

address the challenge by creating an individual behavior plan. In a recent cohort of teachers, the coach worked with teachers to use clear limits, praise and encouragement, and social-emotional coaching with a student whose mother was incarcerated; positive forecasting and incentives with a student with significant language delays and disruptive behavior; and social-emotional coaching combined with increased parent contact with a student with poor peer relations and disruptive behavior. During workshop meetings, the group leaders

draw upon the goals and skills that each teacher is working toward, allowing group members to see the similarities in some of the challenges they face. This promotes cohesion as well as attention to individual goals, thereby making the program relevant to each teacher.

Principle 3: The IY Teaching Pyramid Is a Road Map for Content

The Teaching Pyramid serves as the road map for delivering program content (see

Figure 2) and is used to help teachers conceptualize effective and supportive classroom environments. The bottom of the pyramid depicts behaviors and activities that should be liberally applied as teachers form the foundation for development of other skills and behaviors. The base of the pyramid includes building positive relationships with students and parents, proactive strategies, and specific academic, persistence, social, and emotional coaching methods. A basic premise of the model is that a positive relationship foundation precedes discipline strategies, and attention to positive behaviors should occur far more frequently in effective classroom environments than attention to negative behaviors. Only when a positive foundation is in place within the classroom will strategies higher up on the pyramid be effective. All of the training elements are principles, however, and are negotiated with each teacher in terms of how they are implemented in a given classroom. That is, how a given teacher conveys warmth, defines and communicates expectations, and chooses consequences is up to that teacher to ensure that it fits with their personalities and perceived needs of the class. Teachers are encouraged to use their professional judgment, including their knowledge of their classroom and their students, to make decisions about how the principles on the pyramid are enacted in their class. The pyramid is also the foundation for flexible adherence to program principles. For example, after a presentation of the pyramid to teachers in a recent trial in schools with many students facing risk for negative outcomes, one teacher commented, "We are the base for our students." This concept resonated with the other teachers at the training and became their rule for understanding and applying IY in their schools.

Principle 4: Build Participants' Confidence and Self-Efficacy

Teachers will only be successful in implementing new practices if they believe that they can do it and if they believe doing so will produce desired changes (see Han & Weiss, 2005). The partnership between the teachers

and IY TCM group leaders and coaches empowers teachers in their ideas and enhances their ability to cope with challenges. Bandura (1977, 1982, 1989) suggested that self-efficacy is the mediating variable between knowledge and actual behavior. Teacher self-efficacy and increased self-confidence are accomplished in this program through the goal-setting, self-reflection inventories, experiential learning, mutual support, and collaboration mentioned earlier. Workshop group leaders and coaches facilitate this by celebrating teachers' success at achieving their goals, strengthening their knowledge base, and increasing their autonomy, instead of creating dependence on the group leaders or coach. There is further reason for this model: Because the IY program wants teachers to adopt a participative, collaborative, empowering, self-reflective approach with the students and families with whom they work, the group leaders model this approach for them in all of their interactions with teachers.

For instance, coaching, praise, and reward methods are used liberally with teachers by the leaders and coaches. This reinforces the teachers and serves as a model for using these strategies with students. Group participants are also encouraged to praise one another. Group leaders pull out important workshop content from the ideas and comments generated by teachers in the group meeting through these teachers' own language. For instance, during a recent session the group leader asked, "What are you thinking that helps you stay calm?" The teacher replied, "I think to myself, 'By staying calm, I am a positive model to my students for how to solve problems.'" The group leader highlighted that this teacher came up with the principle that children learn by watching others (modeling principle) and wrote this principle, which can be applied across multiple situations, on a poster for review in subsequent sessions.

Principle 5: Address Cognitions, Emotions, and Behaviors

A common barrier to effective implementation of new practices for teachers is their

own internal dialogues about themselves, their world (e.g., their students, workplace, peers, supervisor), and their future. Quite often, teachers are unaware of their self-dialogue. There is a clear link between thoughts, behaviors, and emotions (Bandura, 1989). For instance, teachers who have worked for months with a challenging student without success may have developed very negative views of the student that, in turn, influence their interactions with this student and perhaps even the parent(s). For these reasons, throughout the IY TCM intervention, attention is given to these self-defeating thoughts and the emotions and behaviors they engender. These thoughts are elicited during role-play practices and discussions of challenging students. This use of role-play practice and discussion allows the content for learning these skills to be specific to the emotional challenges faced by teachers in the group. An example of this is a teacher who did not believe she could work effectively with a student she found to be particularly challenging, and about whom she confessed, "I just don't like him." Aware that she was put off by the student and avoided interactions with him, she doubted her ability to overcome her aversion to him in order to implement proactive strategies. Through role-play, one teacher in the group whispered encouraging statements to help her communicate in a sincere, enthusiastic, and positive manner as another group member took the role of the offending student. During follow-up visits with the IY TCM coach, the teacher reviewed her use of the strategy. Ultimately, the teacher not only increased her positive interactions with the student, but she reported that she had grown to like him. She noted an increase in his task engagement and participation in class. As a result of her experience in the program, she felt more confident in her ability to be effective with challenging students.

Principle 6: Use Experiential and Self-Reflective Learning Methods

Factors found to increase transfer of learning to real world settings include active learner participation in the training and the

learner perceiving the training as relevant to real world conditions (National Research Council, 1991). Therefore, IY TCM places a major emphasis on experiential learning rather than simply didactic instruction. First, teachers observe group leaders and video models demonstrating effective implementation of teaching practices. Next, they are given the opportunity in the group discussions to reflect on which practices fit best with their style and class. This is followed by demonstration and practice of the observed skills in front of the entire group where role-playing teachers receive feedback and are empowered for their ideas. In addition, small-group practices are set up where teachers practice with their peers and are given feedback about their performance. Again, this principle allows for tailored delivery of the program with high fidelity because the content and practice opportunities incorporate specific challenges faced by teachers in their classrooms. As an example, teachers at a recent training expressed concern about the use of ignoring as a strategy with some of their students. The group leaders then invited a teacher whom they had observed using ignoring effectively in her classroom to demonstrate the skill as applied to working with a particularly challenging student. The role-play was especially effective because many of the teachers were from the same building, and thus familiar with the student.

Principle 7: Contextualize the Learning Process

Generalization, or the ability to apply specific skills in the training to one's own unique situation, and to extrapolate from current concerns to future classroom challenges, is enhanced when teachers are exposed to a variety of classroom situations and approaches to solving problems (Fixen et al., 2005). The IY TCM program works to increase generalization of skills by choosing a variety of vignettes and by group leaders using probing questions that are specifically relevant to the teachers in the group. Group problem solving further helps support this process, making the content applicable for those teachers in the

training as well. For instance, IY TCM uses group problem solving when the group leader compiles a list of behaviors that teachers want to encourage or discourage, and asks the group to come up with as many ideas for handling these behaviors as they can. Members of the group gather ideas for challenges they face in the classroom by learning from others. Generalization is also enhanced by “principles training”—pointing out or having a group member state the underlying principle that can be applied across multiple situations (e.g., modeling principle). These principles are listed on a poster and brought to each session to facilitate continued applications of the principle. The group leaders can highlight teacher contributions by linking the principle with the group member’s name who stated the principle and recording it in his or her own words. For example, “Kevin’s modeling principle: “By staying calm I am a positive model for my students on how to solve problems,”” or “Trisha’s fun principle: “By making learning fun, my student will want to learn because we always want to repeat something that is fun.”

Dissemination Process Within a School

Identification of an evidence-based teacher classroom management program for a particular age group and providing high-quality training workshops for teachers is only the first step in successful promotion of a teacher’s effective classroom management skills. An earlier article (Webster-Stratton & Herman, 2009) reviews in detail seven strategies or steps for effective school dissemination to assure high program fidelity and a sustainable plan. The first step for a school is to carefully select two to three teachers to participate in a three-day training workshop to enable them to become group leaders who can deliver the six-day teacher training workshops throughout the year. These group leaders should be provided with sufficient consultation, support, and video reviews of their workshops from accredited IY coaches or mentors to ensure quality delivery of the training to teachers (see Figure 3). Next, it is highly recommended that they submit videos of the workshops they con-

duct, protocol checklists, teacher attendance lists, and teacher evaluations for accreditation/certification as group leaders. Those who achieve accreditation as group leaders are then eligible to be nominated by IY mentors to participate in additional trainings to become accredited IY peer coaches. Peer coaches provide coaching to participating teachers on site in their classrooms and can assist mentors in the training of group leaders in the delivery of the six-day workshops by supporting small-group break-out sessions and student behavior planning.

Mentoring Group Leaders and Coaches

IY mentors have a long-term active professional relationship with group leaders; provide further modeling and encouragement of self-reflective practice; understand the underlying theories and research regarding cognitive, affect, and behavior change and can explain these to group leaders; and have the knowledge of dissemination strategies related to fidelity delivery of evidence-based programs. Mentors are expected to provide expert knowledge to group leaders and coaches as needed and to use a collaborative learning process focused on group leader or coach needs and goals (Webster-Stratton & Herman, 2010). Mentors are selected by IY trainers from accredited IY peer coaches who have had extensive experience training and coaching teachers. They have received additional training to provide authorized three-day training workshops to group leaders who will deliver the six-day training workshops to the teachers.

The same methods and principles used by group leaders to train teachers are used when mentors train group leaders and coaches. Moreover, the trainings engage participants on multiple levels of awareness through role-play and practices, including awareness of their own skills as a teacher or group leader, and understanding the experiences of the students, parents, and their peers. These processes are easier experienced than described, meaning that group leaders are trained in the methods and processes that they will use in the IY TCM program, and then train teachers to use these

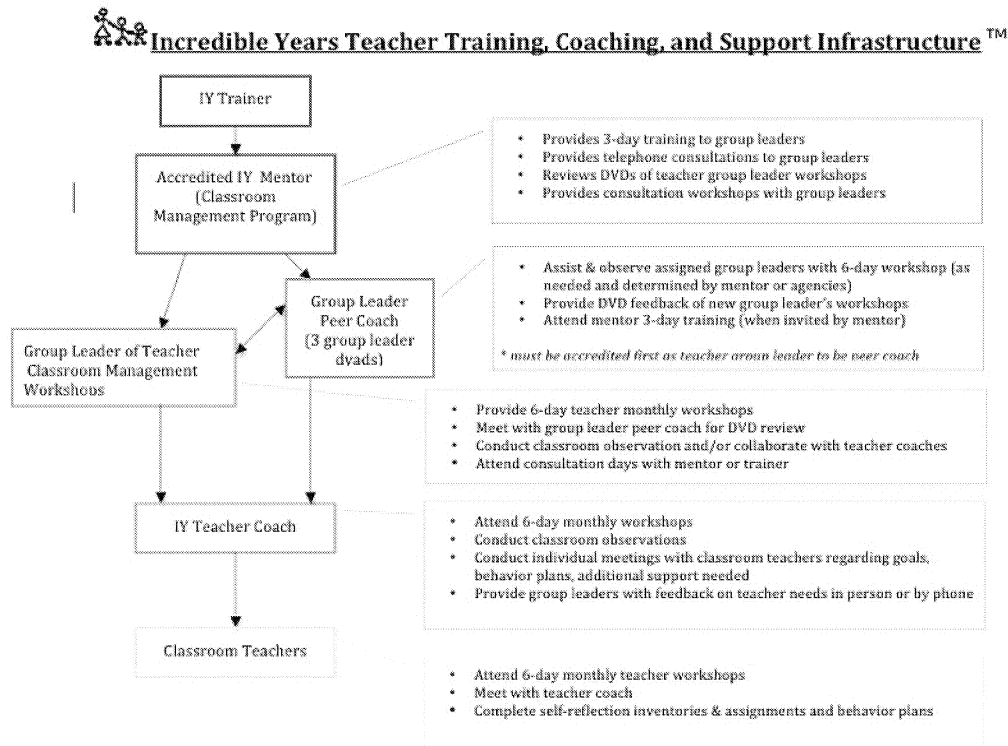


Figure 3. Incredible Years Teacher Classroom Management support infrastructure.

with students. Further, group leaders are provided ongoing consultation, video reviews, and clinical supervision to ensure high levels of fidelity to the content, methods, and delivery principles (see Webster-Stratton & Herman, 2010, for full description of certification process). See Figure 3 for how this supportive infrastructure can be set up in schools or educational districts.

How Do You Measure EBP Fidelity?

It has been common practice to monitor program delivery adherence by collecting training checklists wherein implementers check off whether they have delivered specific content for the training session, showed particular video vignettes, and asked participants to do particular classroom activities. Although these checklists are easy to complete, they are limited as with any self-reports (checklist or Likert scales) by subjective bias, and they do

not always correlate with independent evaluations or observations by supervisors (Dane & Schneider, 1998; Leithwood & Montgomery, 1980). They also lack information about specific training delivery methods and processes used by trainers, as well as consumer feedback and satisfaction level. Without supervision or monitoring of quality assurance, it is not clear what trainers may be omitting or altering, or the quality of their actual delivery of the program.

Process skills and training methods are critical to assessing fidelity delivery of IY programs. The mentor, coach, and group leader interpersonal skills, training methods, and processes used are as important in delivering this training program as their knowledge level and coverage of the specific content recommended. For this reason, fidelity of the IY program is assured not only by session checklists, peer and self-evaluations, weekly session

evaluations by participants, and recording of participant attendance, but also by independent video review of group leader training workshops with standardized observational measures of delivery methods and processes. All of these elements of fidelity must be completed for group leaders to become certified or accredited as group leaders in the IY programs. Observational and report measures of fidelity for the IY TCM program and accreditation requirements are well articulated and can be found on the IY Web site: http://www.incredibleyears.com/Certification/process_GL.asp

Adapting IY TCM With High Fidelity

The IY TCM program is in use across a variety of cultures and populations. Currently, the IY TCM program is being implemented with Head Start teachers and with elementary school teachers in kindergarten through Grade 3 in the United States, in the United Kingdom in both urban and rural settings, and with preschool and elementary teachers in Ireland, New Zealand, Norway, and Jamaica. The following provides a brief overview of how the IY TCM program can be tailored to meet the needs of teachers with varying educational backgrounds, skills, and experiences, and to teachers and students from diverse backgrounds. Table 1 provides a summary of how IY TCM can be flexibly delivered to match teacher characteristics with student needs.

Tailoring IY TCM for Teachers With Less Knowledge of Effective Classroom Practices

Teachers enter the field with variable training in effective classroom practices and knowledge of child development (Rogers & Freiberg, 1994). Therefore, tailoring the IY TCM program to effectively support teachers with less experience and less knowledge of effective classroom practices will improve outcomes. For instance, teachers of Head Start generally have a lower level of education and less background in education, behavior management strategies, or child development than elementary school teachers (Epstein, 1999;

Hindman, Skibbe, Miller, & Zimmerman, 2010). Also, new teachers just entering the field often have less experience and find managing classroom behavior and working with families to be a greater challenge than more seasoned teachers (Veenman, 1984). Given discrepancies in prior teacher training, some adjustments to the pacing, level of support, and amount of time needed to deliver the content may be necessary when implementing IY TCM with teachers with less experience or knowledge of effective practices for managing student behavior or collaborating with families. Several of the training methods and delivery principles allow for tailoring IY TCM with high fidelity to meet the needs of these teachers.

Because the teachers in the group set the goals and training agenda, the workshop content can be administered at a slower pace, allowing for mastery of key skills before moving onto the next topic. IY TCM is capable of this adjustment because the manual allows for group leaders to select from a variety of potential activities, including vignettes, role-plays, break-out activities, and questions to facilitate discussion. The group leaders monitor the understanding of teachers in the group and can use additional vignettes and practice activities as needed before switching topics. Typically, a fraction of the vignettes and activities outlined in the manual would be used. However, when working with a group of teachers needing more support, the group leaders can use more of these vignettes and discussions to ensure that the teachers have mastered the skills before moving forward. Moreover, the training can be extended beyond the six workshops if necessary. In between workshops, the IY TCM coach would devote more time to ensure generalization. For an inexperienced teacher, the coach would likely use more live modeling of skills to demonstrate the new behavioral principle in the actual classroom setting and have the teacher practice while the coach is present, allowing for immediate feedback. Both the group leaders and coach would collaborate with the teachers to create realistic goals to

Table 1
Adapting the IY TCM with Fidelity

Core IY Components (Required)	IY Adaptations (With Fidelity)
Program Protocols for 5–6 monthly workshop topics	Cover all program topics and protocols, but increase the focus or dose of intervention according to teacher needs, goals, and backgrounds (e.g., spend more time on relationship building in classrooms where teachers are more critical and there are more disruptive children; do more role-play practices for teachers on challenging negative thoughts and self-regulation strategies).
Core vignettes selected by appropriate age range as indicated on protocol	Choose additional vignettes for topics that provide new knowledge for teachers or address a student with a specific challenging behavior (e.g., persistence coaching methods for a child with ADHD).
Role-play practices	Increase number of practices according to issues teachers raise or for strengthening learning in unfamiliar topics.
Program dosage (minimum 5 days)	Increased dosage may be needed to adequately cover the material, because it may take some teachers longer to master material owing to the risk level of the population or the baseline skills and training of the teachers. The 6th workshop day is essential when teachers are not delivering a social and emotional skills curriculum to children.
Key group teaching/learning methods (goal setting and monitoring, behavioral practice, principle building, values exercises, cultural and developmental awareness, use self-reflective inventories, review classroom workshop assignments)	Increased teacher practice developing scripts for new concepts and cognitions, more explicit rationale and theories provided for teachers with less experience and/or training in behavior management; adapt classroom activities when needed according to teachers' goals or student needs.
Alliance-building techniques with teachers (collaborative learning, group problem solving, teacher buddy calls, group leader support calls, praise and celebrations for teachers)	All standard alliance-building techniques apply, but may need increased efforts for stressed teachers by giving more support, praise, using more incentives, and spending longer to build a trusting relationship between group leaders and teachers.
Additional Recommended Components for Particular Situations (Not Required)	
IY TCM Coaches ~ Core model does not require coaches, although it is strongly recommended for challenging situations, child care settings and Head Start.	For teachers with difficult students and classrooms or teachers with little formal teacher training, provide an IY TCM coach. Coach visits classroom weekly for minimum of 1 h visits to model skills and support teachers; <i>plus</i> , coach meets individually with teachers to review goals and behavior plans and, as needed, practice management skills.
Parent Training ~ Core model does not train teachers in how to train parents in IY school readiness and reading skills	For schools addressing high-risk populations, it is helpful to include some workshops for parents; coaches or counselors and teachers can partner to deliver the IY School and Reading Readiness Program for parents.

Table 1
Continued

Additional Recommended Component for Particular Situations (Not Required)	
Child Social and Emotional Skills Curriculum ~ Core model does not require use of IY Child Dinosaur Curriculum training	For schools addressing high-risk populations, consider training for teachers to implement the classroom Child Dinosaur Social, Emotional and Problem Solving Curriculum after receiving basic TCM training.

Note. IY TCM = Incredible Years Teacher Classroom Management; ADHD = attention deficit hyperactivity disorder.

enable success in the classroom, hence supporting teacher self-efficacy and confidence.

Tailoring IY TCM for Teachers of Students With Challenging Behaviors

On occasion, some teachers may find that they have greater numbers of students with challenging behaviors in their classroom. Similarly, these teachers may need additional supports to transfer the skills learned during the IY TCM workshops to the classroom. Supplementary video vignettes that demonstrate students with more severe problem behaviors are available and can be easily incorporated into the workshop. The group leaders may use workshop time, allowing the group to develop a behavior support plan for a student presenting with a particularly challenging behavior. This group problem-solving process is supportive of the teacher who will use the plan and helps other teachers generalize the information to students in their classrooms. The IY TCM coach would then work closely with the teacher to support implementation of behavior support plans for specific students. In addition, a teacher may wish to use the IY TCM self-study manual and materials as a way to guide additional self-learning for skills in working with particularly challenging students (see Shernoff & Kratochwill, 2007).

Tailoring IY TCM to Teachers and Students From Diverse Cultural Backgrounds

The collaborative nature of the groups and permitting the teachers to set their own

goals based on their backgrounds and experiences with their students and families allows IY TCM to be tailored for implementation with a variety of cultural backgrounds. First, the group leaders respect and affirm cultural differences, modeling this during the group. The group leaders start the program in all cases by providing an orientation to the IY TCM program content and topic schedule, giving teachers a chance to ask questions to determine if the program will address their specific needs and goals. Then, teachers determine their own personal goals. Group leaders acknowledge, respect, and affirm cultural differences through the collaborative process by which they learn about the teachers, their culture, values, classroom practices, attitudes, and goals.

Another way that the IY TCM program attends to cultural diversity and sensitivity is by showing teachers video vignettes that represent the culture and backgrounds of the students they teach. Group leaders can select vignettes to provide more diverse models and examples of ways to interact successfully with children to promote optimal social, emotional, and academic competence. The effect of showing culturally diverse models is that teachers come to realize the universality of effective teaching principles. However, even more important than surface-level cultural adaptations are the deeper structural delivery principles that ensure cultural sensitivity and relevance (Resnicow, Soler, Braithwaite, Ahluwalia, & Butler, 2000). This includes the ability of the group leaders to be collaborative

and responsive in the delivery of the program. Furthermore, group leaders understand that there are possible cultural barriers to teachers using some of the practices in the IY TCM program. These barriers are openly discussed and efforts are made to reframe the program content or adjust for cultural and attitudinal barriers.

Future Research

There are a number of areas for future research with IY TCM. First, comparing the delivery of the IY TCM program with shorter and longer program dosage to see what effect this reduction in this component of program fidelity has on the effect size of teacher classroom management outcomes is needed. Future research may employ an assessment of current classroom practices to allow for tailoring of content needs to a teacher's areas of growth. Second, comparing fidelity of delivery of the IY TCM group leader methods, processes, and principles and its effect on teacher classroom management outcomes and student outcomes has not been directly assessed. Current studies are underway that are assessing the major dimensions of fidelity of treatment (e.g., dosage, core content coverage, quality of group leader, and engagement of participants), which may help shed light on this particular research topic. Third, comparing IY TCM training of teachers with and without individual classroom coaching to determine whether between-workshop coaching for teachers enhances teachers' classroom management skills and results in improved student outcomes is needed. Further, gathering data on the content of coaching sessions, and what is and is not necessary to promote effective teacher change, would inform the field. Fourth, comparing the self-administered version of the IY TCM program with the group-based version of delivery to determine the advantages of group teacher support and practices over the cost-effectiveness of a self-study model is required. Fifth, determining the use of the IY TCM training for teachers working with different child populations, such as children with developmental

delays and/or severe behavior problems, is needed to identify areas of adaptation for use with specific populations. Finally, determining the advantages of adding the IY parent or child programs alongside the TCM intervention needs to be understood in terms of the amount of gain that is achieved in effect sizes by adding one or both of these components.

Implications

To enhance teacher engagement and maximize outcomes among individuals from diverse backgrounds and experiences, programs must be flexible enough to allow for some adaptation. Prevention scientists developing interventions and school psychologists and practitioners implementing evidence-based interventions in schools must be aware of the important balance between adaptation and implementation with high fidelity. The IY TCM uses a principle-driven approach that provides a guide to gaining this balance. Given that culture is not static and that relevant cultural dimensions are virtually limitless, it is not realistic to develop and rigorously evaluate a new, culturally adapted intervention for each of these dimensions as they change over time. Consider that race, ethnicity, nationality, socioeconomic status, religion, marital status, family constellation, geography, gender, age/developmental status, and neighborhood (among other cultural factors) all interact to influence responsiveness to interventions. When we appreciate this fact, every intervention truly needs to be adapted to the unique cultural context of every individual's life. The only reasonable way for this to occur is for adaptation to be built explicitly into the design of an intervention. This is consistent with Castro et al.'s (2004) call for hybrid interventions that are adjustable to match differing cultural contexts. For over 30 years, the IY Series has incorporated a principle-driven collaborative and experientially reflective approach to guide effective adaptation and dissemination of effective parenting and teaching practices.

In addition, the need for an infrastructure to support those providing training and

implementing interventions through supervision and consultation, as well as ongoing on-site coaching, to support behavior change in real-life settings is an important facet of intervention science. These support systems are often neglected or left unmentioned. Without proper training and ongoing support and supervision, evidence-based interventions are unlikely to be implemented with fidelity, minimizing the potential outcomes for children and families. In fact, these supports should be considered an integral part of the intervention. Implications for prevention and intervention science include the need for more transparency in the supports required to adequately and effectively implement school-based interventions.

Lastly, intervention development must be thought of as an ongoing process rather than an end point given that new data gathered from ongoing research and clinical practice can inform improvements to the intervention. For instance, the IY Series implementation manuals (including leader manuals, handouts, books, and resources given to participants), vignettes, and even the suggested number of sessions have been refined over time based on these experiences. An important implication for prevention science is the understanding that effective interventions continue to evolve and improve based on internal audits and feedback. As a parallel, consider that the safety features of cars continuously improve. Few people, when given the option, would opt to drive the old model without safety additions. Gathering data on what works, eliciting ongoing feedback, and actively participating in the implementation of the intervention across a variety of contexts provides the needed information to improve interventions and meet the needs of broader, more diverse populations. For instance, the first author and developer of IY continues to facilitate groups, mentor group leaders, and provide ongoing consultation, effectively bridging the worlds of research and practice in a manner that keeps the interventions relevant, feasible, and socially valid.

Summary

In this article, we have attempted to highlight the collaborative and systematic processes and principles that allow the IY TCM program to be adapted with high fidelity in training teachers across school contexts. Many of these processes and principles have been part of the program from the outset, while others evolved iteratively with our research and repeated applications of the program over time and across settings. We suspect continued refinements will occur as our experience with the program expands and as the science behind it improves. Our most important lesson to date is that the principles and processes that support dissemination cannot be afterthoughts; rather, they need to be essential, foundational aspects of interventions if they are to be successfully transported. Only dynamic interventions with identifiable, nonreducible, and measurable elements will be broadly disseminated with high fidelity to meet the needs of an increasingly diverse teacher and student population in schools.

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Incredible Years® Time Out Works Because of Quality of Time In

Carolyn Webster-Stratton Ph.D.



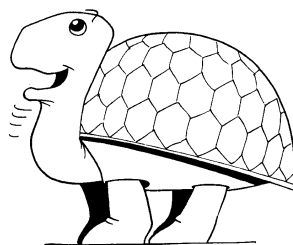
The use of Time Out as a self-regulation calm down strategy for children between the ages of 3 and 9 years old is part of a comprehensive positive behavior management plan in 77% of empirically validated parent programs for young children (Everett, Hupp, & Olmi, 2010; Fabiano et al., 2004; Graziano et al., 2014; Kazdin, 2008). Time Out has been researched for three decades and shown to be effective in producing positive outcomes in terms of reducing children's aggressive behavior as well as preventing parental child maltreatment. However, despite abundant empirical literature, the use of Time Out is still a controversial topic, with many people feeling uncomfortable about its use. Much of this controversy stems from anecdotal evidence about the negative impact of Time Out on children's attachment, or inaccurate information in non-peer reviewed magazines (e.g. Time magazine) that Time Out negatively affects children's neuroplasticity (Siegel & Bryson, 2014). In some cases, this discomfort about Time Out is so great that individuals or agencies choose not to use an evidence-based curriculum that incorporates Time Out.

Before it is possible to discuss the use of Time Out, it is important to define what is meant by an effective evidence-based Time Out procedure. There are some versions of Time Out delivery that are not evidence-based and are, indeed, reactive, punitive, harsh, non-supportive, developmentally inappropriate, unpredictable or delivered in a non-respectful way that shames

and marginalizes the child. Such inappropriate approaches can lead to further child misbehavior and a break down in the parent-child or teacher-child relationship and attachment. It is not supportive of children's development of emotional skills or closeness to the parent or teacher and is a missed learning opportunity for the child. The evidence-based and appropriate use of Time Out is brief, infrequent, thoughtful and delivered calmly in an effort to help a child self-regulate followed by a new learning opportunity and positive connection. When professionals, parents and teachers are disagreeing about whether Time Out is a recommended strategy, it may be that they are actually talking about very different procedures. Unfortunately, the use of the term "Time Out" can be used both for appropriate and inappropriate approaches.

In Incredible Years® (and in most other empirically validated parent programs), Time Out is taught as way for children to learn to calm down and re-regulate in the midst of strong emotions and to give children time to reflect on a better solution to the problem situation. It works because it is Time Out from a reinforcing environment established through positive parent teacher-child interactions. In the Incredible Years® programs parents, teachers, *and* children are taught to see the Time Out as taking a break in order to calm down. This helps children learn a strategy to calm down and also helps adults to self-regulate and model an appropriate response to a conflict situation. Research has shown that when this predictable and respectful strategy is used appropriately, reductions in children's aggressive behavior and increases in their feelings of safety and security in their relationships with caregivers are seen. Parents who use Time Out to calm down as one tool in their positive parenting repertoire show reductions in their use of critical or abusive parenting responses (Everett et al., 2010; Fabiano et al., 2004; Kennedy et al., 1990). We will first briefly outline how the evidence-based Incredible Years (IY) Time Out is taught to therapists, parents, teachers, and children in the IY programs.

The Incredible Years® Time Out Strategy (aka Tiny Turtle Technique)



3 Take a slow breath

First teach the child how to calm down: Prior to using Time Out, children are encouraged to discuss with their parents and teachers (often with the aid of a puppet) times when they are having strong and unpleasant emotions. They are helped to realize these negative feelings (anger, frustration, anxiety, loneliness) are a signal they have a problem that needs solving. Adults help them understand that any feeling is normal and okay, but that there are some behaviors and words that are not okay to use when they are angry, disappointed, or sad such as hitting or hurting someone else, or breaking something. Adults help children understand that sometimes it's hard to think about a solution when they are very upset and that this means they first need time to calm down. *This discussion is geared towards the developmental age of the child—3 year olds participate in a very simple discussion, 8-9 year olds engage at a more complex level.* Using the puppet as a model, children learn how to take a Time Out to calm down. For example, the Tiny Turtle puppet explains how he withdraws into his shell, takes some deep breaths and thinks of his happy place when he is having trouble and then comes out to try again with a different solution. Children learn that they can do this on their own as a strategy for calming down, or that an adult can tell them that they need a Time Out if they have hurt someone else, broken a rule, or if they are too upset to think clearly. At times when children are calm and not in a conflict situation, adults help them practice and rehearse how to go to Time Out, and how to calm down in Time Out by taking deep breaths, using positive self-talk and thinking of their happy place. One way to teach the children this strategy is to have a puppet such as Tiny Turtle make a mistake and then ask the children to help him follow the Time Out steps. Afterwards the adult and the children help the turtle puppet to understand that Time Out is not a punishment, but rather a way to calm down. The children learn that everyone, including adults, sometimes need time away to calm down. Parents and teachers model using this strategy themselves when they are becoming angry. They may also use *Wally Problem Solving Books* which are a series of problem situations the puppet Wally Problem Solver has at home and at school (Webster-Stratton, 1998). The children are asked to be detectives and to come up with solutions for Wally's problem. After talking about these possible solutions they act out the ways to solve the problem using hand puppets. Sometimes one of the solutions involves using a calm down strategy to self-regulate before coming up with other more proactive solutions.

Teaching parents, teachers, and therapists to use Time Out to calm down: In the Incredible Years programs group leaders have parallel group discussions in their trainings with parents,

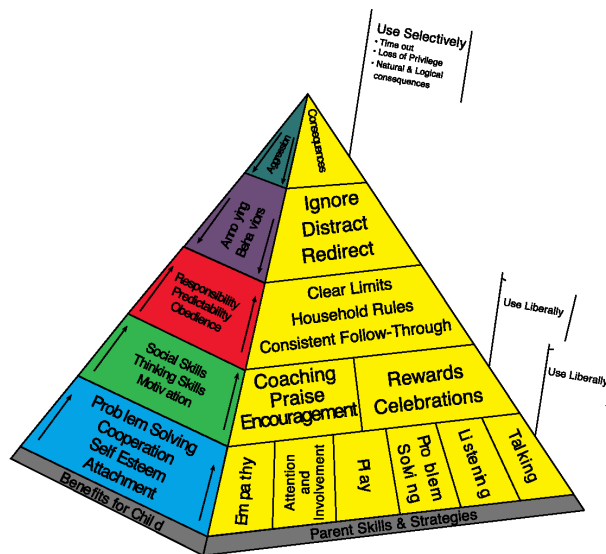
teachers and therapists. Group leaders help them understand this kind of Time Out is *not* a punishment but a self-regulation strategy for children (and for adults). They learn that these Time Outs are brief (3-5 minutes) and that their own behavior when implementing the Time Out is critical to their success with this technique. They learn to give Time Outs in a calm, respectful, predictable and controlled way, not to give negative messages to children. When Time Out is taking place, they also learn how to be nearby to monitor the Time Out. Their physical presence can reassure the child *without* giving direct attention during the Time Out.

The parents and teachers are also taught the importance of reconnecting with the child immediately after the Time Out is completed. The child's circle of security is resumed by focusing on positive messages and warm touches rather than rehearsing or discussing the negative behavior or forcing an apology. This approach helps the child maintain emotional control and feel reassured about his relationship with his parent or teacher.

A positive relationship Incredible Years Pyramid foundation is necessary for effective Time Out teaching

The first half of the Incredible Years® Parent and Teacher programs focus on strategies for building positive relationships with children by being responsive, warm, nurturing and giving more attention to positive behaviors than negative behaviors. During this time parents and teachers learn social, emotional and persistence coaching methods: to encourage children's persistence, frustration tolerance, social skills, problem solving, emotional literacy, empathy, language development and self-regulation skills. Research has shown that children with more social and emotional awareness and language skills are better able to self-regulate and solve problems. These skills, as well as the parent-child relationship, form the foundation that supports children to respond to frustrating or upsetting situations in ways that are not violent, out-of-control, or destructive. For Time Out to work this foundation must be in place, and when this foundation is firmly in place, the need for Time Out is greatly reduced.

Below are some of the common questions that come up when discussing the use of Time Out. All the answers here reflect the assumption that the Time Out used is similar to the Incredible Years Time Out procedures described above.



Parenting Pyramid™

© The Incredible Years



Why is the bottom (positive parenting) of the Incredible Years pyramid not enough? Why do reasoning, holding, and hugs sometimes cause more child misbehavior and insecurity? Why does yelling, scolding, and adding consequences make misbehaviors worse? Why is it important for parents to learn some evidence-based disciplinary methods?

Positive, responsive parenting and teaching is core to parent-teacher-child relationships. Without a strong and secure parent- or teacher-child relationship, adult-child interactions are disrupted and are often not functional. This does not mean, however, that all child behaviors can be responded to all the time with reasoning, holding, and continued interactions. Positive relationships are necessary but not sufficient to obtain improvements in child's behavior problems (Cavell, 2001). At times when children have strong negative emotions and are dysregulated, it is often the case that they are so emotionally and physically out of control that they are beyond reasoning. At these times, adult attempts to comfort, reason, control, or argue with the child are likely to increase the intensity of the child's emotion and actually to reinforce it. Parents and teachers are also likely to be feeling strong emotions themselves and are vulnerable to exploding in appropriate ways or giving in to the child's demands in such a way that they are actually teaching the child that aggression, violence, or arguing are effective ways to manage conflict. This is called the "coercive process"—that is, a cycle described by Patterson (Patterson, Reid, & Dishion, 1992) in which parents, teachers and children each

escalate their unpleasant, aggressive, and dysregulated responses to each other. The process usually ends when the child's behavior becomes so aversive that the parent or teacher either gives in to the child, or becomes so punitive that the child's capitulation is controlled by fear. This coercive process has been carefully researched for decades by Patterson and others and Time Out was designed to stop this aversive cycle.

When is it developmentally appropriate to use the IY evidence-based Time Out discipline approach with children? Time Out is a respectful and calm way to disrupt or interrupt the coercive process. Instead of escalating the negative interaction, the adult calmly uses the planned strategy of helping the child take a break to calm down. Even if the child continues to escalate, the adult's commitment to staying calm and not retaliating, engaging or arguing provides the opportunity for the interaction to de-escalate because the misbehavior is not rewarded with adult attention. Without the adult's strong emotions to react to, the child can more easily regulate his/her own emotions. The adult is also providing a model for self-calming. Moreover, when parents or teachers are trained in this predictable routine and understand the underlying theory, they feel confident in their ability to stay calm and understand that, in the long term, this leads to better outcomes for the child's emotional and social development and the parent-child relationship.

What is this the best age for this method? For what misbehaviors? What is the theory underlying why Time Out works? Time Out is recommended only for higher level behaviors such as aggression, destructive behaviors, and highly conflictual noncompliance. It is not meant to be used to address a child's essential needs for support when in pain, or in fearful or distressful situations. Many other proactive strategies are recommended in the Incredible Years programs for managing milder challenging behaviors. Time Out is only used for children who are cognitively developmentally ready and old enough to learn to self-regulate and to have a sense of time and place. Typically, Time Out works for children who are between the ages of 3-9 years old. Some three year olds will be too young for Time Out, and some 9 year olds will be too old for Time Out. Rather than using the child's chronological age as the cue for when to start using Time Out, it is better to use the child's developmental age as the criteria. In the Incredible Years programs, Time Out variations are introduced for older and younger children, for children with ADHD and developmental delays, and alternative procedures for children on the Autism Spectrum are discussed. One size does not fit all when using Time Out.

Why are the Incredible Years Programs really all about “Time-In”?

Time Out only works if the majority of time with children is spent with children in “time in”, that is, engaged in child-directed play, social and emotional coaching, responsive and nurturing parenting, focused attention on positive behaviors, praise, predictable routines and schedules.

IY Time Out is only one tool in an IY tool box of many different parenting tools, all of which are taught in the 8-12 sessions prior to introducing Time Out (*e.g., child-directed play, social and emotional coaching, differential attention, descriptive commenting, praising, rewarding, loving, being responsive, using predictable routines, consistent separation and reunion plans, redirections, refocusing, ignoring, logical consequences, and teaching children self-regulation skills and how to problem solve.*) Time Out can only be used when the adult-child relationship foundation has been well established with positive “time in” methods.

How is IY use of Time Out tailored or individualized for different children? What is “core” and what is flexible? As with every other parenting or teaching strategy, the use of Time Out requires clinical sensitivity, flexibility and adjustments according to the child’s developmental level and family or classroom context. IY group leaders who are training parents, teachers, and therapists in the use of Time Out must take many factors into consideration. These factors include: the child’s developmental level, the parent-child relationship and attachment history, and the parent’s mental health and self-control skills. Time Out procedures are adapted to different situations. In some cases, a parent or child may not be ready for Time Out and need to work longer on the praise and coaching methods as well as other relationship building skills and other disciplinary strategies such as distractions, setting clear rules and ignoring first. The length and location of Time Outs may be modified to fit a family’s needs. Parents are also taught ways to support a child during Time Out keeping them safe, while still following the principle that Time Out is a low-attention response to a child’s high negative affect.

How does Time Out help children learn to self-regulate and support their emotional development? Prior to adults using Time Out, children are taught and practice how to use Time Out to regulate their emotions. During Time Out parents model staying calm using the self-regulation strategies that their children have been taught (breathing, self-talk). Time Out stops the parent and child from engaging in the stressful interaction and gives them space to regain control. During Time Out, out-of-control child misbehavior is not reinforced with attention.

Does Time Out teach children anything? Yes, children learn that out-of-control behavior is not an effective way to manage strong emotions because it is not reinforced. But Time Out alone is not enough. The majority of children’s time is spent out of Time Out in meaningful and positive

interactions with parents and teachers consisting of child-directed play, social, persistence and emotional coaching, praise and nurturing scaffolding. During these times, children learn positive ways to regulate their emotions, navigate interpersonal relationships, and ask for what they need or want. It is important that these positive replacement behaviors have been taught and practiced prior to instigating Time Out. When this is in place and children have been sent to Time Out to calm down, they are eager to get into parents or teachers positive spot light where they have learned there are more benefits.

Why is Time Out an important strategy for parents and teachers to learn? Are there some parents who should not be taught to use Time Out?

The fear that some parents or teachers may misuse the Time Out procedure due to lack of emotional ability to express nurturing care, stress or psychopathology prevents some professionals from teaching this strategy to parents or teachers. Although it is possible that Time Out may be misused, it is important to consider what happens if such parents or teachers are not given an evidence based discipline method they can use. Without the ability to enforce predictable limits or to prevent children responding aggressively to other children, adults may become too permissive, which can also lead to children becoming more aggressive as they learn that aggressive and out-of-control responses work. The inability to establish boundaries and enforce predictable limits has been shown to lead to poor mental health outcomes for children (Fite, Stoppelbein, & Greening, 2009). Kazdin (Kazdin, 2002) argues that parent failure to use appropriate discipline to protect a child who is acting out may itself meet the definition of abuse. Conversely, the opposite can also be true—without a nonviolent and predictable way to respond to high intensity negative behaviors, parents or teachers may become overly controlling, respond with critical or physical discipline, giving children the message that aggressive responses are an acceptable way to manage negative affect and conflict.

In addition to assuring that parents and teachers have worked for 8-12 weeks intensively in the Incredible Years Program on positive social and emotional coaching methods, child-directed play, praise, rewards and relationship building before being introduced to Time Out, the Incredible Years programs also spend considerable time in teaching the correct method of using Time Out and on strategies for adults to use to stay calm and regulated. Participants learn to self-praise and self-reward, how to challenge negative thoughts and replace them with positive self-talk and coping statements, and stress management strategies. Group sessions include adults practicing simple Time Outs with guidance and gradually increasing their complexity focusing on the behavioral, cognitive and emotional components. Therapists make weekly calls to check in on their experiences and make themselves available as parents or teachers first take on this procedure with a child.

Can Time Out cause traumatic reactions or re-traumatize children? Does it lead to physical abuse or brain imaging patterns similar to those who are traumatized?

Teaching parents to use Time Out has been shown to reduce child physical abuse (Chaffin et al., 2004). While some may argue that use of Time Out with children who have experienced abuse will retraumatize them and trigger a fear response there is no evidence to support this claim when Time Out is delivered appropriately. Time Out is not a trauma event if done respectfully and predictably, as outlined above. Time Out is not a trauma event if the parent is primarily working on responsive nurturing parenting using Time In. When working with parents and children who have experienced trauma, therapists use clinical judgement as to when, how, and if it is appropriate to use Time Out. As with any other parenting strategy or decision, Time Out can be used incorrectly or abusively. This does not mean that Time Out should be abandoned as a strategy, but that parents, teachers, and therapists should be taught to use Time Out in respectful, effective and evidence-based ways.

Is Time Out beneficial to the child? When Time Out is done in a predictable, systematic, structured and calm way embedded in a normally positive nurturing relationship, it actually helps children feel safe and have a sense of control rather than being afraid of yelling and unpredictable adult responses. It leads to a relationship where children know they can safely go to their parents or teachers for help with solving their problems. Research has shown it is a critical factor in helping children gain emotion regulation capabilities and self-control and reduce adult physical abuse & traumatic child symptoms (Chaffin et al., 2004).

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Parents and teachers working together

Carolyn Webster-Stratton and Tracey Bywater explain the importance of the home learning environment, and how schools and parents can work together to promote social and emotional growth and school achievement

THERE IS CONVINCING EVIDENCE THAT

children's early home experiences contribute to school readiness. Children who grow up in homes with a nurturing, language-rich environment and positive parent-child interactions show more social competence, emotional literacy, conflict management skills, language development, and school readiness. Once children start school, positive parent-teacher relationships that support parental involvement in children's learning have further effects in promoting children's school engagement and academic achievement.

In the UK the longitudinal Effective Provision of Pre-School Education (EPPE) project has demonstrated the importance of the home environment. It was found that the quality of the home learning environment (where parents actively engage in activities with children) promoted intellectual and social development in all children. Although parents' social class and levels of education were related to child outcomes, the quality of the home learning environment was more important. One of the

project's conclusions was that: "What parents do is more important than who they are".

Conversely, a stressful or non-nurturing home environment (including poverty, diminished parenting skills such as lack of supervision, neglect, harsh discipline, or parents suffering from mental health issues) can be associated with delayed language and academic readiness, delayed social development, and increased conduct disorder.

Academic readiness

A recent US study by Fernald and colleagues showed that, by age 3, low-income children have heard 30 million fewer words than higher income children. If this language exposure gap continues through preschool, by age 5 children from lower income families are already two years behind their peers in vocabulary and school readiness skills. This creates the need for remediation even before the start of formal schooling. Since early vocabulary is connected to later success in reading comprehension, this language gap presents a barrier to future academic achievement. Furthermore, language and reading delays can contribute to the development of friendship problems, school drop-out, and conduct problems.

Conduct problems and mental health

Conduct problems are the most common reason for referral for psychological and psychiatric treatment in childhood and, if left unchecked, up to 40% of children with early behavioral difficulties develop conduct disorder. The prevalence of conduct disorder is reported to be 10% in the US and UK general population, rising to 20% in disadvantaged areas. Early onset conduct problems can lead to negative life outcomes, including lack of academic success, criminal behavior, and psychiatric disorders, with increased costs to the education, health, social, and criminal justice services.

A recent Cochrane review by Furlong and colleagues demonstrated that

parenting programs for 3- to 12-year-olds at risk of developing conduct disorder promote positive parenting skills, enhance child social and emotional wellbeing, and reduce parental depression and stress. Enhancing social and emotional competence enables children to be more self-aware, to problem solve, to recognise their feelings, to be able to calm down more easily, to co-operate with peers and adult directions, and therefore be more "ready" and able to learn at school. Preventing and treating conduct problems in young children is a matter of public health importance and should begin as early as possible in the home learning environment, followed by home and education settings working together.

Incredible Years

The Incredible Years® (IY) series comprises developmentally-based programs for parents, children, and teachers. These linked programs aim to strengthen positive parent, teacher, and child relationships and social support, in order to promote children's social and emotional competence and school readiness, and to prevent and reduce behaviour problems, in young children.

Parent program

Nine of the 13 studies included in the Furlong Cochrane review involved the IY basic parent program. IY parent programs are aimed at parents of children aged 0-12 years, and include baby, toddler, preschool (basic), and school-age programs, delivered over 10-20 weekly sessions to groups of 12 parents at a time by two trained facilitators.

Based on principles of cognitive social-learning, attachment and developmental theories, sessions include problem-solving discussions and sharing ideas, video vignettes of parent-child interactions, role play, and guidance for home activities. Child-directed play; descriptive commenting; social, emotion, persistence, and academic coaching methods; effective limit-setting; proactive

What we know

- The home environment, particularly parenting practices, impacts child social, emotional and language development, and their academic readiness.
- Child social and emotional competence and behavior impacts on academic achievement.
- Incredible Years® (IY) parent programs:
 - Are effective in enhancing child social and emotional wellbeing and reducing conduct problems;
 - Are cost-effective;
 - Are transportable, that is, have been shown to work across many countries worldwide including the US, UK, Norway, New Zealand, Portugal, Ireland, and beyond; and
 - Can be delivered as part of a multi-modal system alongside the teacher and child IY programs for added child benefit.
- Additional research is needed to further explore the specific impact of IY parent programs on academic attainment.



PARENTS AND SCHOOLS

Social and emotional well-being



discipline; dialogic reading; and ways to collaborate with day-care providers and teachers are covered.

Child program

The IY child program (dinosaur school) has two versions and is either delivered to the whole classroom (universal) through 60+ lesson plans, or in 18–22 two-hour weekly sessions to small groups of six children (therapeutic) who display some behavioural difficulties. It incorporates a curriculum to strengthen social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practising friendship and conversational skills, and behaving appropriately in the classroom.

Teacher Classroom Management Program (TCM)

The IY Teacher Classroom Management Program (TCM) is delivered to groups of teachers one day a month for six months and focuses on strengthening teachers' classroom management strategies, promoting children's prosocial behavior and school readiness, and reducing children's classroom aggression and non-cooperation with peers and teachers. The program also helps teachers work with parents to support their school involvement and promote consistency between home and school. The IY teacher book, *Incredible Years: Nurturing Children's Social, Emotional and Academic Competence*, has many useful ideas for how teachers can be even more effective at partnering with parents.

Evidence of success

Numerous randomized controlled trials (RCTs) by the developer, and by independent researchers, have shown that the IY parent series results in improvements in children's social and emotional literacy, problem-solving skills, and academic readiness (although additional research is needed to explore the impact on academic attainment).

High-risk families from culturally diverse backgrounds have shown significant

improvements in positive parenting, involvement and contact with schools, and learning to focus their attention on children's positive behavior. IY prevention studies with US Head Start families demonstrated the effectiveness of the IY parent program in improving positive parenting and reducing harsh discipline, resulting in reductions in children's aggressive behavior. Head Start preschool teachers reported significant increases in children's social competence and in parents' contact with schools. The IY parent program with additional parent training in academic skills, combined with teachers receiving the IY TCM program, resulted in findings similar to the above trial with significant increases in parent–teacher bonding.

A later study in primary schools involved all teachers receiving the IY TCM, all children receiving the IY dinosaur school child program, and parents of children with behavior problems being offered the IY parent program. Significant reductions in children's externalizing problems and increases in emotional regulation were found. Teachers reported mothers receiving the parent program were significantly more involved in school, and children demonstrated fewer externalizing problems in the classroom compared with the control condition.

These studies indicate the benefit of offering the IY series in schools, in terms of enhancing parent–teacher partnerships, and improving children's behavior in home and in school. It is important to recognize the role of schools in establishing partnerships with parents of challenging children, and encouraging parents to access support to enable their children to benefit from education.

The last word

School-based social-emotional learning programs are cost saving for the public sector, with education services likely to recoup the cost of the intervention in five years. Lack of investment in well-being (mental health) promotion in schools is likely to lead to significant costs for society.

Despite knowing what works to reduce – or prevent – difficult behavior and promote social and emotional competence and academic

readiness, some evidence-based programs still struggle to be successfully scaled up. Barriers to successful implementation, particularly with regard to fidelity and cost need to be addressed.

IY is a good example of an evidence-based intervention that can “go to scale”, and help parents and teachers work together to achieve common goals.

About the authors

Carolyn Webster-Stratton is Professor Emerita at the University of Washington. She has developed and researched the Incredible Years programs in prevention and treatment populations over the last 35 years, and has written many research articles and chapters, as well as books for parents, teachers, and children. She currently provides consultations and training to others who research and deliver these programs.

Tracey Bywater is a Reader in the Institute for Effective Education at the University of York, focusing on the theme of enhancing parental input in supporting children's success. She is also an Honorary Senior Research Fellow at the School of Psychology, Bangor University, and Chair of the Board of Trustees for the Children's Early Intervention Trust.

Further reading

Incredible Years website (and IY research article library) <http://incredibleyears.com/>

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Teachers' perceptions of the impact of the Incredible Years[®] Teacher Classroom Management programme on their practice and on the social and emotional development of their pupils

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Background. The Incredible Years[®] (IY) Teacher Classroom Management (TCM) programme may be an effective way to reduce teacher stress levels, improve child behaviour, and promote positive socio-emotional development. However, few studies have considered what teachers think of the course and how it might work.

Aims. In this paper, we examine teachers' perceptions of the impact of the TCM programme and how it might work in the classroom.

Sample(s). Forty-four UK primary school teachers who attended the TCM programme as part of the STARS trial (Ford *et al.*, 2018, *Psychol. Med.*, 49, 828).

Methods. Focus groups and interviews were held with teachers two months after completing the TCM programme. Thematic analysis (Braun & Clarke, 2006, *Qual. Res. Psychol.*, 3, 77) was employed to explore the subsequent data.

Results. Three main themes were identified: impact on the teacher; on children; and on parent-teacher relationships. Impact on the teacher included a positive change in their ethos. Teachers reported being more able to see things from the child's perspective; placing a greater focus on building positive relationships; thinking before responding; feeling calmer, more confident, and in control; and employing strategies to create positive interactions with children. Teachers felt this had had a positive impact on their pupils' development and relationships with parents. Feedback on whether or not TCM was effective in tackling particularly challenging behaviour was more mixed.

Conclusions. Our findings suggest that teachers experience the TCM programme as beneficial. This is discussed alongside other qualitative and quantitative studies in this field.

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Kate Allen and Lorraine Hansford are to be regarded as joint first author since their contributions are deemed equal.

Disruptive classroom behaviour is extremely common (Sullivan, Johnson, Owens, & Conway, 2014), and many teachers feel inadequately trained to deal with it, which can have a negative impact not only on the classroom environment, but also teachers' self-efficacy, stress, and burnout levels (Jennings & Greenberg, 2009). Teachers in the United Kingdom report higher levels of sustained psychological distress than the general population (Titheradge *et al.*, 2019). Complaints of high workload and ever competing demands may contribute to the reasons why around four out of ten teachers leave the profession less than a year after qualification (Weale, 2015). Training that supports teachers to manage challenging behaviour in the classroom may help to combat teacher stress and burnout levels as well as promote improved socio-emotional regulation and positive behaviour among children, creating a more positive classroom environment where children are better able to learn (Webster-Stratton & Reid, 2004).

The Incredible Years[®] (IY) Teacher Classroom Management (TCM) course is part of a suite of three programmes aiming to reduce childhood behaviour problems (Webster-Stratton, Reinke, Herman, & Newcomer, 2011). It is underpinned by empirically based theories including Patterson's hypotheses about the maintenance of disruptive and aggressive behaviour by socially reinforced coercive cycles of adult-child interaction (Patterson, 1982), Bandura's ideas about modelling and self-efficacy (Bandura, 1977), and Piaget's developmental theories (Piaget & Inhelder, 1962). TCM is highly manualized with clear criteria for training, supervision, and fidelity, but allows 'adaptation with fidelity' in that group leaders can select from a range of techniques to deliver the prescribed curriculum in the manner most acceptable to their context (Webster-Stratton *et al.*, 2011). TCM's explicit goals are to: enhance teacher classroom management skills and improve teacher-student relationships, assist teachers to develop effective proactive behaviour plans, encourage teachers to adopt and promote emotional regulation skills, and encourage teachers to strengthen positive teacher-parent relationships. This is accomplished through goal-setting, reflective learning, video-modelling, and role play, with cognitive and emotional self-regulation training. Teachers are encouraged to practise novel strategies between sessions and to discuss their experiences.

The TCM programme has been applied effectively in a number of countries in parallel with the parent programme and/or child programme (Webster-Stratton, Reid, & Hammond, 2001, 2004; Webster-Stratton, Reid, & Stoolmiller, 2008) or additional coaching for teachers (Baker-Henningham & Walker, 2009). A number of these trials conducted independent and blind observations of teacher classroom behaviour, which demonstrated that teachers who attended the TCM training applied more positive and fewer negative behaviour management strategies and provided clearer instructions to their pupils post-training (Hickey *et al.*, 2017; Hutchings, Martin-Forbes, Daley, & Williams, 2013; Marlow *et al.*, 2015; Martin, 2009; Murray, Rabiner, Kuhn, Pan, & Sabet, 2018). Recent larger cluster trials and a meta-analysis suggest TCM is an effective child mental health intervention that may be particularly effective for children who are already struggling, but did not show any change in the use of teacher management strategies or well-being (Ford *et al.*, 2018; Hickey *et al.*, 2017; Murray *et al.*, 2018; Nye, 2017).

Examining teachers' experiences of TCM is important for successful implementation and may help reveal potential mechanisms of change. Few studies have considered teachers' views of the TCM programme thus far. One study involved in-depth interviews with 15 teachers (Baker-Henningham & Walker, 2009), where TCM was augmented by coaching and changed considerably to fit the context. Another involved interviews with 11 teachers after they attended the course and six-one year later (McGilloway *et al.*, 2010), and further study interviewed 21 teachers (Hutchings *et al.*, 2007). A recent meta-

ethnography of these studies reported teachers identified numerous benefits of the course including an increased focus on positive behaviours and use of positive strategies, feeling more in control and less stressed, and an increased focus on, and understanding of, children's individual needs (Nye, 2017). Teachers suggested that the course benefitted the children in relation to their social and emotional skills, and that they experienced fewer behavioural problems in the classroom (Nye, 2017).

The Supporting Teachers And childRen in Schools (STARS) trial was a large cluster randomized controlled trial of TCM on primary school children's mental health and behaviour, and teachers' mental health in the United Kingdom (Ford et al., 2018). The current study reports on findings from the process evaluation concerned with teachers' perceptions of impact (Hansford et al., 2015). In the STARS trial, 80 primary schools in the South West of England were invited to send one teacher on the TCM course. Schools randomized to the intervention arm ($n = 40$) sent their teacher on a TCM course in their first year of involvement in the study, whilst schools randomized to the control arm ($n = 40$) sent their teacher on the course one year later.

The aims of the current paper are to explore: (1) teachers' views on whether or not the TCM programme had any impact on themselves and (2) teachers' views on whether or not the TCM programme had any impact on the children or their parents.

Materials and methods

Participants and data collection

The current study involves focus groups and interviews with teachers who attended the first five TCM courses run as part of the STARS study. Teachers who attended the final TCM course were not invited to take part as data saturation had occurred. Focus groups were held two months after their course finished. Teachers who were unable to attend the focus group were invited to take part in an individual telephone interview. All focus groups and interviews were conducted by a trained researcher and were recorded and later transcribed for analysis.

Each focus group lasted approximately one and a half hours and started with participants setting ground rules covering areas such as confidentiality, turn-taking, and respecting differing opinions. Each focus group was run by a researcher-facilitator working on the STARS trial and, where possible, these were researchers the teachers had not had regular contact with previously.

Individual telephone interviews lasted approximately half an hour and started with the researcher explaining that anything discussed would remain confidential. Where possible, the researcher conducting the interview has not had regular contact with the interviewee.

The same topic guides were used for focus groups and interviews and explored how teachers' experiences and views of the TCM course such as how the course was run, positive and negative aspects of the course, and whether or not they had discussed the TCM strategies with colleagues. In the case of the focus groups, it was hoped the topic guide would prompt discussion among teachers to encourage more nuanced reflections and allow teachers to discuss and respond to each other's thoughts and opinions. Topic guides are available on request from the authors.

The TCM programme was delivered to teachers in groups of up to 12 and involved six whole-day sessions spread across six months during the school term (October–April). Sessions were held away from school premises, and schools were provided with a contribution towards supply cover. Each course was facilitated by two group leaders

trained in the delivery of TCM who had facilitated at least two courses prior to the start of the trial. They were supervised in their delivery of the TCM programme after each session by a member of the IY development team.

This paper focuses on teachers' perceptions of the perceived impact of TCM. Another paper (in progress) will report on teachers' views on barriers/facilitators to implementation and the acceptability of the course.

Analysis

Audio recordings of both the focus groups and interviews were transcribed for analysis. These transcriptions were read and re-read by a team of researchers (LH, AP, KA and OM) who conducted the analysis using QSR International's Nvivo 11 qualitative data analysis software. Analysis began after the first set of focus groups were completed and continued until data saturation had been reached. Thematic analysis (Braun & Clarke, 2006) was employed to explore the interview and focus group data, using a coding framework developed by the team that was informed by the research questions but also allowed for more inductive analysis whereby emergent themes could be identified as the analysis progressed. Framework analysis (Ritchie & Lewis, 2008) was used to manage the data and to aid systematic analysis including the description and summary of key themes, patterns, and links in the data. During regular team meetings, key themes emerging from the analysis were identified, refined, and agreed. Other methods adopted during these meetings to ensure rigour included the recording of analytical discussions and checks for thematic saturation and coding consistency.

Results

A total of 47 teachers attended the first five TCM groups run as part of the STARS trial, 31 of these teachers took part in a focus group, 13 were interviewed separately, and three were unable to take part in either a focus group or interview. Table 1 provides an overview of teacher characteristics; characteristics were similar for those who attended a focus group and those who were interviewed.

Our analysis revealed a number of different themes and subthemes as summarized in Table 2.

Impact on teachers' practice

Change of mindset

Many teachers reported that attending the TCM course had made a significant impact on their teaching practice and some teachers described this not only as the adoption of new strategies, but a major shift in their ethos or approach:

My whole mindset has changed. Everything I've learnt at uni, it's not gone out the window but I think my mindset and my practice and the way I deliver and my lessons and my behaviour management has completely changed because of the things we've discussed, the way I've learnt from others here . . .

In one example, a newly qualified teacher talked about how they were able to deal with the difficult behaviour of a new child who had been expelled from previous schools as a

Table 1. Teacher focus groups/interviews participant characteristics

Participant characteristics	Focus group (n = 31)	Interview (n = 13)
Number female (%)	24 (77)	10 (77)
Average age (SD)	34.6 (10.3)	30.3 (6.3)
Number in full-time employment (%)	29 (94)	13 (100)
Number teaching KSI (%)	20 (65)	4 (31)
Number teaching KS2 (%)	11 (35)	9 (69)
Mean proportion of SEN children in teacher's class (SD)	22.0 (13.2)	24.7 (13.5) ^a
Number who had full-time classroom support (%)	19 (61)	7 (54)
Mean length of time teaching (SD)	6.8 (5.9)	6.2 (6.3)
Number in leadership roles (%)	3 (10)	0 (0)
Number of newly qualified teachers (%)	1 (3)	1 (8)
Number whose initial qualification was a PGCE (%)	15 (48)	4 (31)
Number whose initial qualification was other (%)	14 (45)	8 (62)
Average TCM sessions attended (SD)	5.6 (0.7)	5.4 (0.9)
Number of teachers that completed less than half of sessions (%)	0 (0)	1 (8)

Notes. KSI = Key Stage 1; KS2 = Key Stage 2; PGCE = Postgraduate Certificate in Education; SD = Standard Deviation; SEN = Special Educational Needs; TCM = Teacher Classroom Management.

^aOne teacher did not provide information about the percentage of children with SEN.

Table 2. Summary of the main themes that emerged in relation to each area of enquiry

Category	Theme
Impact on teachers' practice	Change of 'mindset' A child's eye view Building relationships Thinking before responding Positivity Feeling calmer, more confident, and in control Creating a positive cycle through role modelling
Impact on children	Changes in behaviour: children becoming ready to learn Promoting independence and taking responsibility Impact on children with behavioural needs Raising self-esteem
Impact on parent-teacher relationships	Improving two-way communication between teacher and parents Collaborating with parents to promote positive behaviour

result of the course, and how as a result their behaviour management skills had been admired by an observing Educational Psychologist.

A child's eye view

Teachers discussed how the course had made them think about things from a child's point of view; how the child might be feeling and subsequently behaving. They reported the course reminded them that children were at the core of their job, something that can easily be forgotten amidst the daily demands on their time;

It just gets lost in the level standards, targets, no time, leadership, and everything else that you're doing, you forget that your job is those 30 children, you have to nurture them for a year, help them to grow academically, social, emotionally, everything else. And actually you know whether a sheet is filled in with their targets or not isn't as important as what that child's just gone through on their way into school in the morning.

Teachers observed that they developed a deeper understanding of the child's point of view and that this greater empathy prompted them to make changes, for example, in the way in which they spoke to children, how they delivered instructions or the systems they used, for example, reward/punishment systems:

Having to role play... you really thought about what a child would be hearing... you might think that you are being really clear and that child should interpret whatever you said the way you said it, but in actual fact they misinterpreted it entirely. So rather than getting cross because they're not doing it as you asked them to, it might purely [be] because they didn't understand what you asked them to do.

Teachers also described a more general impact on their practice such as being more empathetic, more patient, or not taking children's behaviour personally. Several teachers spoke about their increased awareness of the separation between their own state of mind and that of the child's, 'thinking about the child the whole time rather than how I'm feeling'.

Teachers reported TCM reminded them how the recognition of children's social and emotional needs is a prerequisite for the creation of a positive learning environment:

It's made me realise again that... we teach people, they are little people and they're going through difficult things just like we are and actually sometimes as a teacher it doesn't matter how their writing is coming along and how this that and the other, that they might just actually need you in another way... Because they can't learn can they? If they're in a poor place emotionally... they're not in a place to learn so it's so important.

Building relationships

Teachers are encouraged to nurture positive relationships with children as one of the foundations of the TCM approach and teachers discussed various strategies they had introduced to do so more proactively. Examples included making time to greet children individually as they come into class in the morning and ask about their evening or weekend, chatting to them about themselves at lunchtime rather than talking about school, introducing a 'compliments circle', and trying to make the class feel like 'family':

I found that in one of the vignettes we saw it was about greeting them in the morning. Some of my children are just sort of shoved into the playground... so I just make sure that I am making a real conscious effort to say 'morning', 'you alright?', 'you ok today?' So I tend to say the same thing about 30 times but I think they all really like that. So I do try and do that every day.

Teachers talked about deliberately strengthening relationships and about seeing a positive impact of those changing relationships on behaviour and learning. Teachers also talked about recognizing that relationship building was two-way and that there was a benefit to being more open and allowing children to get to know them better:

I think personally unintentionally I was becoming a bit aloof from my children and there was a bit of a distance between us so from all that I sort of changed the way I approached it all and I

spent more time trying to build positive relationships with them by play. . . I'm also giving away some of my things I get up to as well just to get them to know a bit more about me.

I have had a couple of challenging children, and over the course of the year taking on board some of the pointers from this course, the relationships have developed a lot, there is a lot more trust, they want to work for me now.

Thinking before responding

Some teachers reported that combining a strategic approach based on theory with an awareness of the child's viewpoint had resulted in them responding differently to situations in the classroom. Teachers observed that this not only affected their planning, but also responses 'in the moment'; taking time to step back from a situation, think about why it may be happening and then make a choice about what to do, rather than immediately reacting:

You've got to think about why they're doing it and still going through the same things rather than jumping down their throats because they've done something little, actually making sure you're thinking 'Well what should I be doing?'.

In another example, a teacher described how this approach enabled them to pay more attention to all children in the class, not just the more vocal ones.

Positivity

Teachers commonly reported that they became more positive in their practice in the classroom; they judged this to be one of the most important changes they experienced. Teachers reflected that when they were more positive, it changed the atmosphere in the classroom. One teacher described how the whole class had become 'a much more positive place', and teachers commonly noticed a shift in the classroom environment.

Teachers discussed becoming aware of how subtle changes in the way they instruct or respond to children can have an impact, both in terms of the children's well-being and their motivation:

It's a nicer environment to be in and it's made me think now just about exactly what I say and how that comes across. . . just to make sure that they are phrased in a positive way and that I'm not always picking up on the negatives and that I am praising them when they're doing things that they should be and that's really helped. I feel happier and I think they do as well.

It definitely has more impact and it leads to you know a happier classroom, the kids' self-confidence is up, they are more willing to do things and try really hard

Several teachers reported that the way this positive approach had helped to prevent negative behaviour and promote a positive learning environment had been noticed by other colleagues:

The Head wants me to do a staff meeting based on this so that I can bring some of the strategies in. Because she's been in and she's seen it and she's said the class has changed and it's a really, really lovely class to come into.

Teachers discussed how it had started to 'just become second nature' to approach their class with a positive attitude and as a result feel more in control.

Feeling calmer, more confident, and in control

One of the main aspects of the TCM programme is the provision of multiple strategies that teachers can use and adapt to their classroom. Teachers reported that being able to deal with children's behaviour proactively and having a 'toolkit' to dip in to as they need it led to them feeling calmer:

I'm not so stressed out anymore, things like behaviour it has helped me in that way that I kind of don't let it get me down when things have not quite worked out. . . I'll look at it and try something different, rather than beating myself up about it.

Some teachers also discussed how the TCM course had built or restored their confidence in their own behaviour management skills:

I think if our head said 'Is there anyone. . . prepared to now coordinate. . . some sort of behaviour support', before I would have said no but now I would say 'Yes go on then let's look at that' because I feel like I have got the confidence to do that.

One teacher gave an example of finding it difficult to deal with a child who was constantly calling out in class, but was unconvinced that the punitive measures their colleagues had suggested were the right strategy:

It's made me kind of have confidence to listen to my colleagues but also think 'I think you're wrong' . . . and before as quite a new teacher I've always thought 'Oh maybe they know because they've been teaching for 25 years so they probably know better than me' . . . and actually sometimes having the confidence to go 'I'm going to do it my way actually' and trying it.

Creating a positive cycle through role modelling

Teachers reported that changes in their own behaviour in the classroom led to changes in children's behaviour and in the well-being of both teachers and children:

When you are looking and spending time and you are really listening to them and being really positive I've found as a person it must made me better at my job, calmer, happier and the children wanted to please and not be that person who is in time out.

In simple terms, teachers reflected that having a happier teacher seemed to result in a happier class. Teachers reflected that the group leaders' validation of their expertise and encouragement to share their skills resulted in them feeling more confident and boosting their sense of self-efficacy, and in turn changes in their own behaviour in class created a cycle of positive reinforcement; as they became calmer and more confident, they saw the children's behaviour changing in a similar way. Some teachers noted that this role modelling technique also worked when they were more open about mistakes or challenges with the children. This helped to reduce teacher stress but also helped children learn about emotional self-regulation and resilience:

So just being myself and just letting them see who I am, that I make mistakes, that I can have a laugh, that I'm not always on their case you know. . . I think that has really helped the class.

Impact on children

Changes in behaviour: children becoming ready to learn

As well as changes in behaviour, teachers also noticed changes within culture of the classroom. Some teachers talked about how addressing children's social and emotional needs created a climate in which children were ready to learn:

I have noticed that the one boy . . . I didn't think I was getting anywhere with him and its only been in the last month where his behaviour has changed completely. He is producing an awful lot more work. . . we have a home schooling book where parents are getting involved, and there has been a notable change in his attitude to school and also in the amount of work he is doing.

Again, teachers noted how shifting the attention they give to those who are behaving well had also helped children to focus on their work:

I have noticed in my class, that those children that mess around and don't do very much work or whatever, are actually now producing an awful lot more work because they want the attention and I have withdrawn the attention from them which was 'why haven't you got that done yet, you are always in trouble' and I have given it to these other ones who 'if I want the attention then I need to do the work to get the attention as well' . . . It seems so obvious but that kind of turnaround has been really nice to see.

Promoting independence and taking responsibility

Some teachers gave examples of ways in which specific TCM strategies had helped children become more independent:

For one child that came in really struggling . . . I gave him the 'acts of responsibility' idea. So his responsibility is to always give out the whiteboard pens, and spot the good behaviour in other children, and it worked a dream and he is such a different child now.

It's given the children the power to look around and think 'Oh I know what to do to do this myself', and it's trying to train that little bit of independent thinking and it's been beneficial to the children.

Impact on children with behavioural needs

Teachers gave mixed feedback about the effectiveness of TCM strategies with children with particularly challenging behaviour. Some teachers believed using TCM techniques within the classroom complemented the individual support some children were receiving outside the classroom:

You might have children in your class that have THRIVE so they are going out for their individual kind of emotional kind of time but then it's about how we support them in class. . . it's about how you can make their day with you kind of happy and stress free and I think that's kind of where this has been most supportive.

Some teachers gave examples of individual children with behavioural needs for whom they had been able to successfully implement specific TCM techniques or formulate an individual behaviour plan as part of the course:

I use a lot of the modelling with him. . . we use like the 'I can' statements and the photos of him doing things. . . making it really clear simple steps for each thing, because when he first started 'right go and put your things away' it was like a ten minute wandering around. . . he found instructions very difficult so when we said 'oh, you can, say to yourself 'I can put my coat up'. . . he goes off and hangs it up. So we have used a lot of the 'making it about him' so that he gets that the instruction is for him.

However, others reported instances where the strategies had not been effective for children with more challenging behaviour:

One girl who came in January I was able to apply a lot of what we have been doing here and I think we kept a lid on her behaviour all the way through to March when it went off. But keeping a lid on it is not what you want to do is it, you want to deal with it rather than just keep a lid on it. But I think if she had been there right from the beginning it might have been a different thing, rather than coming in half way through.

When we started I had a really difficult child, he's now gone to a special school for behaviour. . . . But it did make me realise from when I was talking to everyone at the start when he was my focus child, that everything I was trying, I could then say when he did eventually leave that I did try everything, so I didn't sort of give up I tried, literally everything and all the ideas that I got from [the course] I tried.

Although teachers reported reasons why these TCM strategies were not ultimately effective, these examples tie in with the feedback from teachers described earlier who suggested that TCM did not always impact sufficiently on the children exhibiting the most challenging behaviour for their continued attendance in mainstream school.

Raising self-esteem

Earlier, we described how teachers noticed that increases in their own levels of confidence and self-efficacy were reflected in the children. Another strategy which teachers noted improved children's self-esteem was increased communication with parents, in particular reporting positive behaviour:

Another thing we have used is the 'wow slips' and the 'happy grams' to parents all in their contact diaries, just to say so and so worked really hard today. . . just by saying we are really proud and sharing that with the parents the child is then ten foot tall, that's all they need, they can go away feeling happy and confident.

Again, teachers noticed that they could use this approach to benefit every child in the class rather than a smaller number demanding their attention.

Impact on parent-teacher relationships

Developing better relationships with parents is advocated by the TCM approach, and teachers mentioned various ways in which they had consciously tried to do this such as greeting parents at the door, going to see them in the playground to pass on positive messages about what their child has done, setting up a home-school book, sending positive letters, and making phone calls.

Improving two-way communication between teacher and parents

Some teachers talked about how these efforts to develop better relationships had resulted in parents perceiving the teachers differently and prompted more positive responses and more discussion:

I have noticed that there has been a much more positive parental response. Because when they see you now they feel they can actually talk to you more rather than just listening to a litany of things that little Johnny has done wrong today.

Parents have said they're thrilled to have good news rather than always having to be told about maybe not so good choices in the classroom.

One teacher described how this positive effect had been recognized more widely within the school, and that the whole school was now working towards sending more positive messages to parents, dealing with negatives in a more 'gentle' way and generally encouraging parents to participate more actively in school life.

Collaborating with parents to promote positive behaviour

Some teachers had been approached by parents to help them try and tackle difficult behaviour at home using some of the strategies they had adopted in the classroom. One teacher gave an example of advising a parent to focus on positive instead of negative behaviours:

[The child's mother]'s like 'I'm always telling him to stop' and I'm like 'Yes but you're telling him what he shouldn't be doing so you're making him do it more. . . instead of doing that tell him the positive, what you do want to see and not what you don't want to see all the time because actually he just wants attention, he's just doing the wrong things'.

For some teachers working cooperatively with parents to address behavioural issues had the added benefit of not only helping parents but also introducing consistency across home and school, which served to reinforce the behaviour changes at school.

Discussion

Teachers reported a number of ways in which the TCM programme had positively impacted themselves, their pupils, and their relationships with parents. The benefits for teachers included feeling better able to deal with difficult behaviour, improved relationships with the children, feeling more positive, calmer and more confident in their abilities, and creating positive cycles of behaviour. Teachers believed the strategies and ethos they had implemented had made the children readier to learn, more independent and willing to take on responsibilities, and had raised their self-esteem. Teachers also reported that parents perceived them more positively and were more willing to approach and work with them to help tackle behaviour problems.

The predominantly positive discussions within the focus groups and interviews echo previous qualitative studies (Baker-Henningham & Walker, 2009; Hutchings *et al.*, 2007; McGilloway *et al.*, 2010) and teachers' reports on the positive impact this has had on the children in the classroom compare well to quantitative studies published elsewhere. In

our main trial, we detected sustained improvements in children's classroom behaviour and concentration and also found transient improvements in prosocial behaviour and mental health (Ford *et al.*, 2018). The fact that some of these improvements were not maintained at follow-up, when the children would have graduated to a new class with a new class teacher, may be explained because the subsequent teacher was not TCM trained. It would be interesting to see whether these positive impacts could be maintained using a whole-school approach to TCM involving teaching and playground assistants as well as all teachers.

It is interesting to note that teachers' perceptions of the impact of the TCM course were almost entirely positive, with the only negative comments being around the impact TCM had on children with special educational needs. Whilst there were a number of positive comments about the TCM strategies working well with children whose behaviour was particularly challenging, some teachers reported the strategies failed to fully support these children. The strategies promoted by TCM are those that Special Educational Needs Coordinators report as being the most useful strategies for targeting children with behavioural problems (Nye *et al.*, 2016), and interestingly, the quantitative analysis suggested those with poor mental health initially derived the greatest benefit (Ford *et al.*, 2018). However, this does not mean all children are able to cope with the demands of the mainstream school environment (Parker *et al.*, 2016). The TCM programme is designed to support children with severely challenging behaviour (Webster-Stratton, 2016), but for this group, TCM would run alongside concurrent work with parents and directly with the child themselves. Furthermore, it could be that in order to have a clear positive impact on children with the most challenging behavioural needs, the whole school or at least all the staff working within that class and/or with that particular child need to be trained in TCM and working with the same strategies. In the STARS trial, only one teacher per school attended the TCM programme, and when multiple staff are working with the same child, it may be difficult to ensure staff are consistent in their strategies and approach.

Teachers reported that the wider school environment impacted on their ability to implement changes in their classroom. Some teachers reported difficulties deploying strategies effectively within their classrooms if teaching assistants did not agree or use the same approach (Ford *et al.*, 2019). Others expressed concerns about adopting strategies that may differ from the prevailing culture in their school in relation to behaviour management, or felt constrained by a lack of senior management support. A consistent whole-school approach to TCM that involves all staff may be more successful, particularly as a recent trial of two evidence-based approaches to children's behavioural management suggested that organizational level factors were the strongest predictors of teachers' stress and job satisfaction (Ouellette *et al.*, 2017). The challenge of implementing this whole-school approach, however, should not be underestimated, particularly without the added benefits of government backing (see Hutchings & Williams, 2017), free training, and funded supply cover. Whilst the current paper attempted to understand how TCM may work, future work should explore factors that might impact on the implementation of TCM in the UK school culture.

Focusing teachers attention and praise to encourage desired behaviour is one of the cornerstones of the TCM programme (Webster-Stratton *et al.*, 2011) and relates to Patterson's theories about coercive and virtuous cycles of interactions. Our findings that teachers believed they were now more positive within the classroom replicate those of other qualitative studies where teachers have also reported this to be one of the perceived impacts/benefits for teachers (Baker-Henningham & Walker, 2009; Hutchings *et al.*,

2007; McGilloway *et al.*, 2010). Observational findings in the STARS trial also demonstrated greater use of positive strategies after attendance at the TCM course (Ford *et al.*, 2019). In another trial, when teachers were more positive, this was associated with changes in the atmosphere of the classroom and increased compliance among pupils (Murray *et al.*, 2018).

Teachers' reports of feeling calmer, more confident, and in control are particularly interesting given they were not mirrored by improved scores on the Everyday Feelings Questionnaire (EFQ), the Teachers' Sense of Efficacy Scale (TSES) and the Maslach Burnout Inventory (MBI; Ford *et al.*, 2019). Other quantitative studies have failed to consider whether or not TCM impacts teachers' well-being in this way. It may be that these measures are failing to pick up the benefits teachers experience as a result of the TCM programme, or as one participant commented, that improvements experienced within the classroom were undermined by other stressful changes within primary education, such as major changes in the curriculum and assessment structures (Alexander, 2012; Roberts, 2018). Interestingly, we detected improved self-efficacy in relation to teachers' perception of their ability to manage their classroom in our small, uncontrolled feasibility study (Marlow *et al.*, 2015), which may be a chance finding, or because we used longer versions of the same questionnaires that perhaps were more sensitive to change. The short versions were included in the main trial to minimize the reporting burden on teachers. Equally, it could be that we should instead be focusing on measuring changes in the teacher-child relationship or using a measure of school climate. Murray's study in North Carolina assessed and reported change in the classroom climate, whilst the children were taught by a teacher who had attended TCM, but as schools had classrooms assigned to both intervention and control, any impact on school climate could not be assessed (Murray *et al.*, 2018).

Strengths and limitations

The present study adds to limited literature that explores teachers' beliefs, attitudes, and experience of the TCM programme and adds a number of new insights into the benefits of the TCM course from teachers' perspectives. It has a number of strengths; it is the largest study of its kind and includes teachers from both Key Stage 1 (KS1) and Key Stage 2 (KS2) in contrast to earlier studies that only focused on younger children. The participating teachers ranged from newly qualified to very experienced and were selected from schools across the South West of England. The study was conducted using robust, reproducible methodology, and a published protocol (Hansford *et al.*, 2015).

Although every effort was made to ensure that the teacher focus groups and interviews were conducted by a researcher the teachers had not had regular contact with, the STARS research team consisted of seven people, so focus group leaders may have been known by the teachers who participated in the qualitative aspect of the study. This could have led to information bias if teachers felt inhibited in reporting negative results (Kitzinger, 1995). Given that feedback was consistent across focus groups and interviews with over 40 teachers, we are confident we minimized any potential impact of the times when one of the researchers was known to one of the attendees. The study did not allow for any comparison between KS1 and KS2 teachers, and it could be that there is a difference of perceived impact in relation to these two groups. Future research should explore whether this is the case. The study was limited to a relatively small geographical area, and the views expressed may not generalize to teachers working in other areas. It is the first to report the experience of teachers from England, yet the similarities with Welsh, Irish, and Jamaican

teachers' reports are striking (Baker-Henningham & Walker, 2009; Hutchings *et al.*, 2007; McGilloway *et al.*, 2010). Future research should consider exploring views of other teachers from different geographical locations, particularly those working with more ethnically diverse populations.

Implications for policy and practice

The fact that teachers in the current study reported that the TCM course had impacted themselves, the children, and parents in a positive way suggests that the Incredible Years[®] TCM programme is acceptable and feasible in the UK context. This is useful knowledge for policy makers, local educational authorities, and school senior management teams. Our findings suggest that TCM should not be expected to support children with the most severe behavioural problems in isolation from other interventions, and that a whole-school approach should be explored.

Conclusion

Teachers reported that attending the course provided them with strategies that impacted positively on their teaching practice, although they may still require additional support for children with the most severe problems. The TCM programme shows promise as a universal child mental health intervention and should be investigated further as a whole-school programme.

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Effects of a Universal Classroom Management Teacher Training Program on Elementary Children With Aggressive Behaviors

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The purpose of this study was to examine the treatment effects of the Incredible Years Teacher Classroom Management (IY TCM), a universal classroom management intervention, on the outcomes of children with aggressive behavior in elementary school. Classroom management has been demonstrated as a factor in either escalating children's aggressive behavior or decreasing those problematic behaviors. Participants included 1,817 students (Grade K to 3) and 105 teachers from nine elementary schools in a large urban Midwestern school district. Teachers were randomly assigned to receive IY TCM or to a wait-list comparison group. The hypotheses were that baseline levels of aggression would moderate the relationship between intervention status and outcomes. Findings indicated the hypothesized moderation effect on several outcome variables; specifically, children with baseline aggression problems who were in IY TCM classrooms had significantly improved math achievement, emotional regulation, prosocial behaviors, and observed aggression in comparison to similar peers in the control classrooms. Implications for practice and future research based on the findings are discussed.

Impact and Implications

The findings of this study extend the established universal effects of the Incredible Years Teacher Classroom Management to highlight particular benefits for children with aggressive behaviors. The positive outcomes included improved math achievement, prosocial behaviors emotional regulation, and reductions in observed aggression. Effective classroom management training for teachers may help alter the common negative developmental trajectories experienced by children with aggressive behaviors.

Keywords: classroom management, aggressive behavior, prevention, academic achievement

Childhood aggression without effective intervention has been linked to many adverse outcomes (Timmermans, van Lier, & Koot, 2009) including school failure, peer rejection, antisocial behaviors, substance abuse, higher rates of drop out from school, and other

negative mental health problems (Darney, Reinke, Herman, Stormont, & Ialongo, 2013; Farmer et al., 2003; Kokko, Tremblay, Lacourse, Nagin, & Vitaro, 2006; Reinke, Herman, Petras, & Ialongo, 2008; Timmermans et al., 2009). Before entering school, young children use aggression to communicate their feelings or thoughts. This type of "instrumental aggression" does not usually persist unless it is maintained as a result of the interaction between the child and the environment. According to Patterson, Reid, and Dishion (1992), for those children who persist, the pathway to serious antisocial behavior begins for many in the toddler years when parents fail to teach their child to interact within a normal range of compliance. Parents and children develop coercive interactions that stem in part from a negative reinforcement pattern in which parents acquiesce to child requests and escalating demands. In turn, the parent uses harsh discipline practices when the child escalates to severe misbehavior. These first few years of life help to condition the child for future aggressive behaviors. The transition to elementary school represents a crucial developmental milestone for the child exhibiting aggressive behaviors. In elementary school, if teachers fail to establish effective discipline practices for these children, the coercive cycle seen in the home will be repeated in the classroom (Reinke & Herman, 2002).

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Many interventions have been developed to effectively interrupt this coercive pattern and in turn, reduce childhood aggression (Hudley, Graham, & Taylor, 2007; Jones, Brown, Hoglund, & Aber, 2010). The majority of these interventions focus on individual or small group training, requiring that someone work with the targeted children directly. Although the effectiveness of these programs has been demonstrated (Hudley et al., 2007; Leflot, van Lier, Onghena, & Colpin, 2013; Powell et al., 2011), some limitations of these interventions have been noted, including the amount of time and the cost of directly intervening with these children, the potential stigma attached to individual or small group interventions, and the challenge for children to generalize new skills into the classroom. Therefore, effective prevention interventions that target the salient environments of children with aggressive behavior, such as classrooms, are likely to be more appropriate as they can minimize stigma and efficiently support the generalization of skills at low cost. Given that early elementary school years are critical for children to develop proper social skills and emotional competence, particularly for children with high levels of aggression, helping classroom teachers provide scaffolding to increase children's positive behaviors and minimize aggressive behaviors is crucial.

Incredible Years Teacher Classroom Management Program

Incredible Years Teacher Classroom Management Program (IY TCM) is an evidence-based prevention program designed to train teachers in effective classroom management practices and in turn, reduce student disruptive and aggressive behaviors. IY TCM works with teachers to promote their competencies in classroom management and strengthen home-school connections in the following areas: (a) effective classroom management skills; (b) use of social and emotional coaching with students; (c) positive relationships between teachers and students; (d) use of effective discipline strategies; (e) collaboration with parents; (f) teach social skills, anger management and problem solving skills in the classroom; and (g) decrease the level of classroom aggression (for more information about the IY TCM content see <http://incredibleyears.com/program/teacher/classroom-mgt-curriculum>). The IY TCM has shown positive outcomes for children struggling with behavioral challenges but mostly when used in conjunction with other IY series interventions (Baker-Henningham, Walker, Powell, & Gardner, 2009; Carlson, Tiet, Bender, & Benson, 2011; Webster-Stratton, Jamila Reid, & Stoolmiller, 2008; more studies please refer to <http://www.incredibleyears.com/research-library/>). Recently, the IY TCM as a stand-alone intervention has demonstrated improved outcomes for children and teachers (Murray, Rabiner, Kuhn, Pan, & Sabet, 2018; Reinke, Herman, & Dong, 2018). For instance, our research team found that the IY TCM alone improved children's social emotional outcomes including prosocial and self-regulation skills (Reinke et al., 2018). On the other hand, IY TCM did not significantly impact two other outcome variables, student disruptive behaviors and concentration problems. In a separate study, Murray and colleagues (2018) found no main effects of IY TCM on student outcomes; however, they reported specific benefits for students with baseline social-behavioral difficulties.

In line with the Murray and colleagues (2018) findings, the present study examined whether IY TCM had particular benefit for

students with baseline aggressive behaviors. Although IY TCM is intended to be a universal intervention for all children in the classroom and findings from our prior study support this purpose (Reinke et al., 2018), the Murray and colleagues' findings suggest that IY TCM may be especially helpful for youth with preexisting behavior problems. Consistent with the Murray and colleagues' paper, prior studies have found that other universal preventive school and classroom behavior interventions (e.g., Positive Behavior Intervention Support, Good Behavior Game) have particular benefit for children with at-risk behaviors or social-emotional difficulties (Bradshaw, Waasdorp, & Leaf, 2015; Kellam et al., 2008). None of these prior studies, however, have examined whether universal preventive interventions are specifically helpful for youth with aggressive behaviors. To fill this void, the present study examined the effects of IY TCM on the academic and social-emotional outcomes for children with high levels of aggression. We hypothesized that baseline aggressive behaviors would moderate IY TCM treatment effects on social, emotional, and academic outcomes. Specifically, we predicted children with higher levels of baseline aggression who were in IY TCM classrooms would have greater improvements in end-of-year observed aggressive behavior, prosocial behavior, emotional regulation, and academic outcomes relative to aggressive students in the comparison group.

Method

Participants

The study included 105 teachers and 1,817 children (Kindergarten to third grade) from nine urban schools where served primary Black students. Teacher participants were recruited across 3 years (Year 1: 34 teachers, 577 students; Year 2: 34 teachers, 571 students; Year 3: 37 teachers, 670 students). Each cohort of teachers was randomized into the intervention (receiving IY TCM) or the wait-list group. The majority of teacher participants were female (97%) and White (75%). The average years of teaching experience were 11 with a standard deviation of 8. The student sample included more males (52%) and Black students (76%). Sixty-one percent of the student sample qualified for free or reduced lunch, and 9% of the sample received special education services.

Measures

Student demographics. Free and reduced lunch status (FRL), student race, and sex were obtained from the school district for all participating students. Gender was coded 0 = male, 1 = female; race was coded 0 = White and Other, 1 = Black; free/reduced lunch (FRL) is coded 0 = not free or reduced and 1 = free or reduced.

Teacher report of student behavior. The Teacher Observation of Classroom Adaptation-Checklist (TOCA-C; Koth, Bradshaw, & Leaf, 2009) measures each child's level of "disruptive behavior" (nine items, $\alpha = .92$), "concentration problems" (seven items, $\alpha = .96$), "prosocial behaviors" (five items, $\alpha = .92$), and "emotion dysregulation" (four items, $\alpha = .89$) through teacher ratings. Teachers responded to each question using a 6-point Likert scale (1 = *never* to 6 = *almost always*). TOCA-C had accumulated

strong evidence in terms of validity and reliability (Koth et al., 2009; Wang et al., 2015). Teachers in the study completed TOCA-C before and after the implementation of IY-TCM. In this study, the prosocial behaviors and the emotion dysregulation subscales were included. The emotion dysregulation subscale assessed the frequency of children's problems in emotion regulation, meaning higher scores suggesting greater emotional dysregulation. Another subscale was derived to assess child aggression and is described below.

For the purposes of this study, a new scale consisting of six items from the TOCA-C was created to identify aggressive behaviors among children. The six items were selected because they cover children's physical aggression in the classrooms (*harms others, yells at others, fights, harms property, doesn't get along with others, and bullies others*), instead of general problem behaviors captured by the disruptive subscale. Some items on the Disruptive scale were not consistent with the construct of physical aggression (e.g., *lies*). The internal consistency of the aggression subscale in the TOCA-C from the current sample was high ($\alpha = .89$). The aggression subscale also had high stability across two time points; the 6-month test-retest reliability equaled .75. Moreover, the aggression subscale had moderate and significant correlations with external criterion including office discipline referrals ($r = .53$) and school suspensions ($r = .47$, both $p < .01$).

Direct observations of students. Independent observers conducted direct observation of student aggressive behaviors using the Student Teacher Classroom Interaction Observation code (Reinke, Herman, & Newcomer, 2016). In the current study, observed aggression was included as an outcome variable. Observed aggression was operationalized as any physically or verbally aggressive behavior directed toward objects, peer(s) or the teacher. Aggressive behavior was recorded as a frequency count over a 5-min period and reported as a rate per minute of aggressive acts (for more details, please see Reinke et al., 2016). Before data collection, observers were trained for 2 weeks using videos and practice sessions to 85% reliability with a master coder. Reliability checks were conducted on 30% of observations, and observers received continuing supervision to ensure against observer drift. All observations (data collection) were conducted early in the school year (October) and near the end of the school year (April) during academic instruction delivered by the participated teachers. Each student was observed for 5 minutes. The Multi-Option Observation System for Experimental Studies (MOOSES; Tapp, 2004) interface for hand-held computers to gather real-time data was utilized in this study. The MOOSES program calculates reliability for each variable by determining a match between observers within a 5-s window. If a match was found, then an agreement for that variable was tallied. Variables that were not matched were tallied as disagreements. An agreement ratio was then reported for each variable (agreements divided by the sum of agreements plus disagreements $\times 100\%$). The overall mean percentage agreement across raters for the first timepoint (October) was 88%, and 93% for the second time point (April). All the observers for outcome data collection were blind to intervention status.

Academic achievement. The Woodcock Johnson Achievement Battery, 3rd ed. (WJ-III ACH; Woodcock, McGrew, & Mather, 2007) is a standardized achievement battery with two parallel forms. The current study included two subscales, Broad Reading and Broad Math, to represent participants' academic

achievement. The composite standard scores for both subscales were obtained by using WJ-III computer scoring software. The WJ-III ACH is developed with strong psychometrics.

Procedure

The study was approved by the University Institute Review Board and the participating school districts. Only teachers who gave consent and students who had parent consent and self-assent were included in this study. Baseline data were collected before the IY TCM training started by late October, and postdata were gathered at the end of the school year (April).

Teachers in the IY TCM group attended three training sessions of 2 days each, occurring in late October/November, December, and January/February. Teachers in the intervention group received IY TCM training from two certified IY TCM group leaders. The IY TCM intervention uses video-based modeling to demonstrate effective classroom management practice. Much of the IY TCM training sessions were devoted to watching video vignettes of teachers' daily practices (interacting with students, disciplining students' challenging behaviors, involving parents etc.) with guided follow-up discussions in pairs or large groups. Treatment fidelity and teachers use of IY TCM skills (including the frequency of teacher use of general praise statements, specific praise statements, and reprimands) was monitored by a group of trained independent observers at four time points across the school year (see fidelity design in Reinke, Herman, Stormont, Newcomer, & David, 2013; see fidelity check procedures and results in Reinke et al., 2018). All aspects of the IY TCM targeted skills and proactive strategies in the classroom improved after the IY TCM training. Teachers in the IY TCM groups demonstrated significantly more effective classroom management skills after receiving the intervention than preintervention (within group) than their counterparts in the control groups (between groups; Reinke et al., 2018). In addition, the mean percentage of interobserver agreement was 90% on the fidelity observations.

Teachers assigned to the control group maintained their business as usual practices. They were provided the IY TCM at the end of the research project. For more details about study design and implementation please see Reinke and colleagues (2018).

Analytic Plan

A series of hierarchical linear regression analyses were conducted to test for main effects and the hypotheses that aggression would moderate the relationship between intervention status and the outcome variables. Following guidelines on testing moderator models outlined by Jaccard and Turrissi (2003), predictor variables were entered in the following order: (a) baseline measure for each outcome, aggression, FRL, race, gender, intervention status; and (b) Aggression $\times$ Intervention interaction term. The observed aggression data were analyzed via a zero-inflated Poisson (ZIP) analysis because of excessive zeros in the dataset causing data overdispersion (Harrison, 2014; Kéry, 2015; Sano, Jeong, Acock, & Zvonkovic, 2005). The ZIP model treats the sample as two latent groups. One group was "always zero," which in this study would be children who never displayed aggression in the classroom, while the other group was "not always zero", which meant those children who show aggressive behaviors fitting the Poisson

distribution. All analyses were conducted using *M-plus 7.0* and standard errors were corrected to reflect that children were clustered within classrooms.

Missing data was observed on end-of-year outcomes mainly because students moved out of the district. The missing data rates in posttreatment phase across all outcome variables ranged from 6.4% to 7.3%. Analyses were conducted using full maximum estimation likelihood to account for missing data under an assumption that data were missing at random.

Results

Descriptive Results

The means and standard deviations for each predictor and dependent variables before and after intervention are presented in Table 1.

Academic Achievement Outcomes

Results of the models examining the association between academic achievement, baseline aggression, intervention status, and three covariates (gender, FRL, and race) are presented in Table 2. Baseline reading achievement ($b = .80, p < .001$), FRL ($b = -1.51, p < .01$), and race ($b = -1.02, p < .05$) significantly predicted reading achievement postintervention, indicating that children who received FRL, and who are Black demonstrated lower reading achievement postintervention in comparison to those who did not receive FRL and whose race was not Black. Regarding math achievement postintervention, baseline math achievement ($b = .82, p < .001$), baseline aggression ($b = -1.02, p < .01$), and race ($b = -2.06, p < .01$) were significantly associated with math achievement at the end of school year, indicating that children who are Black, and children with higher levels of aggression at baseline demonstrated lower math achievement in comparison to those whose race was not Black and who showed lower levels of aggression at the end of school year. Baseline aggression was found to significantly moderate the intervention effects on children's math achievement ($b = .01, p < .05, f^2 = .003$), but not reading achievement ($b = .001, p = .638$). The simple slope for the Aggression $\times$ Intervention interaction was significant for children with higher baseline aggression. Therefore, children with higher baseline aggression in the intervention group exhibited more improvement in math achievement at postintervention (see Figure 1).

Social-Emotional Outcomes

Results of the models examining the association between social-emotional outcomes (emotional dysregulation, prosocial behavior, and observed aggressive behavior), baseline aggression, intervention status, and gender, FRL and race are presented in Tables 3 and 4. Results indicated that aggression at baseline ($b = .45, p < .001$), baseline emotional dysregulation ($b = .52, p < .001$), gender ($b = -.18, p < .001$), and race ($b = .14, p < .05$) were significantly associated with emotional dysregulation postintervention. The interaction between intervention status and baseline aggression moderated the main effect for children's emotional dysregulation postintervention ($b = -.001, p < .001, f^2 = .005$). The simple slope was significant for children with higher levels of aggression whose teachers received the intervention. These children exhibited improvements in emotional regulation postintervention in comparison with those in the control group (see Figure 2).

Baseline prosocial behavior ($b = .56, p < .001$), baseline aggression ($b = -.41, p < .001$), and race ($b = -.16, p < .001$) were associated with prosocial behavior postintervention, indicating that children with higher levels of baseline aggression and Black children had lower levels of prosocial behaviors postintervention. Similar to emotion dysregulation, a significant intervention by baseline interaction was found for prosocial behaviors postintervention ($b = .01, p < .05, f^2 = .002$). The simple slope was significant for children with higher levels of aggression whose teachers were assigned to the intervention group. Thus, children with higher baseline aggression whose teachers were in the intervention group exhibited improved prosocial behaviors postintervention in comparison with those in the control group (see Figure 3).

Results of ZIP analysis showed a significant intervention by baseline aggression interaction on observed aggressive behaviors postintervention. The ZIP model included two parts. One is the logit model to determine the participants membership groups (non-aggressors vs. aggressors; $b = -3.635, p < .05$), whereas the other model was a Poisson model to predict probability of count aggression ($b = -4.092, p < .05$). Children with higher levels of baseline aggressive behaviors were more likely to be classified in the zero-aggression group and have reduced likelihood of observed aggression postintervention relative to comparable children in the control group.

Discussion

We hypothesized that baseline aggressive behaviors would moderate the effects of a universal classroom management intervention, IY TCM, on student outcomes such that students with

Table 1
Descriptive Information (*M* [*SD*]) for Study Variables

Variables	Intervention		Control	
	All (<i>n</i> = 900)		All (<i>n</i> = 917)	
	Pre	Post	Pre	Post
Reading	96.08 (13.52)	99.33 (12.95)	98.18 (13.13)	100.83 (13.35)
Math	93.76 (14.99)	96.66 (15.56)	95.14 (14.84)	97.29 (15.6)
Emotional dysregulation	2.31 (1.01)	2.15 (1.08)	2.30 (.95)	2.29 (1.07)
Prosocial behavior	4.51 (.98)	4.84 (1.04)	4.44 (.98)	4.67 (1.06)
Rate of observed aggression	.005 (.04)	.007 (.06)	.009 (.05)	.007 (.46)

Table 2
Two-Way Interaction Regression Models Predicting Postintervention Academic Outcomes

Variable	Reading				Math			
	R^2	$R^2 \Delta$	b	SE	R^2	$R^2 \Delta$	b	SE
Step 1	.68	—			.635			
Intervention			-.02	.70			.29	.78
Aggression			-.63	.36			-1.02**	.35
Pretest			.80***	.018			.82***	.017
Gender			.72	.38			.30	.49
FRL			-1.51**	.55			.11	.70
Race			-1.02*	.44			-2.06**	.64
Step 2								
Intervention $\times$ Aggression	moderation analysis .68	—	.001	.003	.636	.001***	.01*	.004

Note. Intervention is coded 1 = intervention; gender is coded 0 = male, 1 = female; race is coded 0 = White and other, 1 = Black; free/reduced lunch (FRL) is coded 0 = not free or reduced and 1 = free or reduced.

* $p < .05$. ** $p < .01$. *** $p < .001$.

higher levels of aggression would benefit more from the intervention than similar students in the control condition. Findings indicated that children in the intervention group with higher levels of aggression at baseline as rated by classroom teachers showed better math achievement postintervention in comparison to aggressive peers in the control group. Thus, children in intervention classrooms demonstrated greater math improvements, after controlling for baseline math achievement, than their counterparts in the control group. It appears that by improving teacher classroom management, without providing direct interventions to individual children with aggressive behavior, math achievement improved. Given IY TCM's focus on preventing problem behaviors by establishing clear expectations and providing high rates of positive interactions, teachers were likely able to minimize off-task and disruptive behaviors, which may have allowed them to devote

more time to deliver math instruction and for students to receive it. In line with this explanation, previous studies of IY TCM demonstrated improvements in students' on-task behaviors and teacher-student relationships (Hutchings, Martin-Forbes, Daley, & Williams, 2013). The moderated effects on math achievement are encouraging and provide evidence for the effectiveness of a universal prevention which focuses primarily on the social-emotional learning climate rather than on particular instructional strategies.

Contrary to hypotheses, however, intervention effects on reading achievement were not moderated by baseline levels of aggression. Perhaps this null finding is related to the known association between reading difficulties and aggressive behavior. For instance, Miles and Stipek (2006) found that poor literacy achievement in early childhood predicted high levels of aggression in later childhood. Reading difficulties may be the foundational part of the

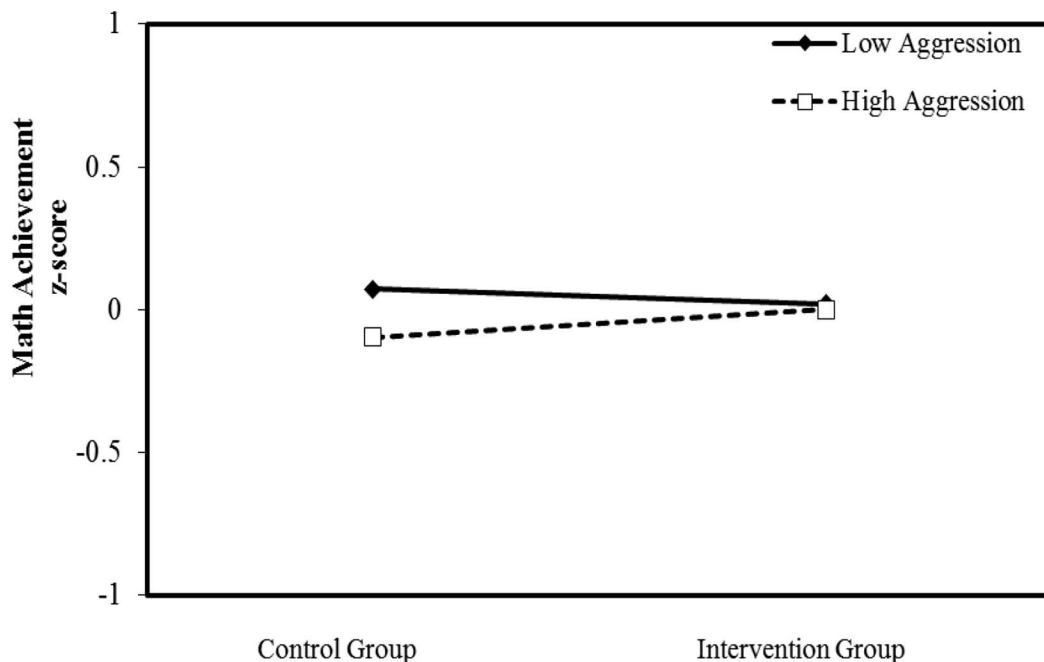


Figure 1. Two-way intervention status and levels of aggression predicting math achievement postintervention.

Table 3
Two-Way Interaction Regression Model Predicting Postintervention Social-Emotional Outcomes

Variable	Emotional dysregulation				Prosocial behavior			
	R^2	$R^2 \Delta$	b	SE	R^2	$R^2 \Delta$	b	SE
Step 1	.559	—			.539	—		
Intervention			-.14	.05			.14	.07
Aggression			.45***	.06			-.41***	.05
Pretest			.52***	.04			.56***	.04
Gender			-.18***	.04			.08	.04
FRL			.03	.05			.04	.05
Race			.14*	.05			-.16***	.05
Step 2	moderation analysis							
Intervention $\times$ Aggression	.561	.002**	-.001**	.000	.54	.001***	.01*	.004

Note. Intervention is coded 1 = intervention, gender is coded 0 = male, 1 = female; race is coded 0 = White and other, 1 = Black; free/reduced lunch (FRL) is coded 0 = not free or reduced and 1 = free or reduced.

* $p < .05$. ** $p < .01$. *** $p < .001$.

sequence contributing to aggressive behaviors and in turn, may require more targeted and tailored reading interventions rather than just more instructional time; therefore, addressing classroom management and improving teacher-student relationships may not be sufficient to ameliorate children's reading achievement problems.

The moderating effects of aggression on end-of-year social-emotional outcomes are consistent with previous IY TCM studies (Baker-Henningham et al., 2009; Hutchings et al., 2013; Murray et al., 2018). In this study, beginning of the school year aggression was found to moderate IY TCM's effects on end-of-year teacher-rated emotional regulation, prosocial behaviors, and observed aggression. In IY TCM, teachers are trained to address misbehaviors in the classroom by implementing effective classroom management and guiding social-emotional coping strategies. Children with aggressive behaviors appear to have benefited from the improved classroom environments and the targeted social-emotional coaching that occurs in IY TCM classrooms.

The current study expanded the previous findings of Reinke and colleagues' study (2018), suggesting more pronounced benefits of IY TCM for children with aggressive behaviors. The improvements in emotional regulation and prosocial skills suggest promise

for understanding how universal prevention interventions can impact students who display more challenging behaviors. That effects were found on direct observations of aggressive behaviors in the classroom is especially promising. Although the effect size was small, it was important to note that this observation was captured by a small slice (5-min observation) of student behaviors. Longer observations may reveal a more robust effect in future studies. Previous studies using IY TCM as the stand-alone intervention found significant reductions in children's negative attitudes or behaviors toward teachers (Baker-Henningham, 2011; Hutchings et al., 2007, 2013) and an increase of compliant behaviors in the classroom (Hutchings et al., 2007).

Implications

The current study focused on the effects of IY TCM on the academic and social-emotional and behavioral performance of children with aggressive behavior. Findings support the selective effectiveness of a universal teacher classroom management intervention for aggressive youth. Thus, universal classroom management strategies may play a role in preventing students with aggressive behavior from developing further social behavior or academic problems. Preventive interventions are the first step toward ameliorating deficits in academic performance and social-emotional competence of children who struggle with externalizing behaviors. However, a need for additional supports to overcome current behavioral and academic challenges also may be warranted. By implementing universal prevention in our schools, fewer children will need additional supports and those that do will be easier to identify, helping to better utilize limited resources.

The findings also indicate the need for teacher training in effective classroom management. The lack of training in effective classroom training for teachers has received considerable attention. For example, 97% of teachers surveyed in Reinke, Stormont, Herman, Puri, and Goel (2011) study reported the urgent need to have additional training in classroom management (Reinke et al., 2011). Similar findings were found in another country—Northwest Wales, England—where teachers felt unprepared to face classroom challenges (Hutchings et al., 2007, 2013). As a result, Northwest Wales widely implemented IY TCM with success, and the local education authority agency promoted training IY TCM trainers to

Table 4
Zero-Inflated Poisson Regression Model Predicting Postintervention Observed Aggression

Variable	Observed aggression	
	b	SE
Step 1		
Intervention	1.50	.67
Aggression	.92	.93
Pretest	-2.79	1.30*
Gender	-.50	1.04
FRL	-.74	1.10
Race	1.64	.48**
Step 2		
Intervention $\times$ Aggression	-4.09	1.75*

Note. Intervention is coded as 1 = intervention; gender is coded 0 = male, 1 = female; race is coded 0 = White and other, 1 = Black; free/reduced lunch (FRL) is coded 0 = not free or reduced and 1 = free or reduced.

* $p < .05$. ** $p < .01$.

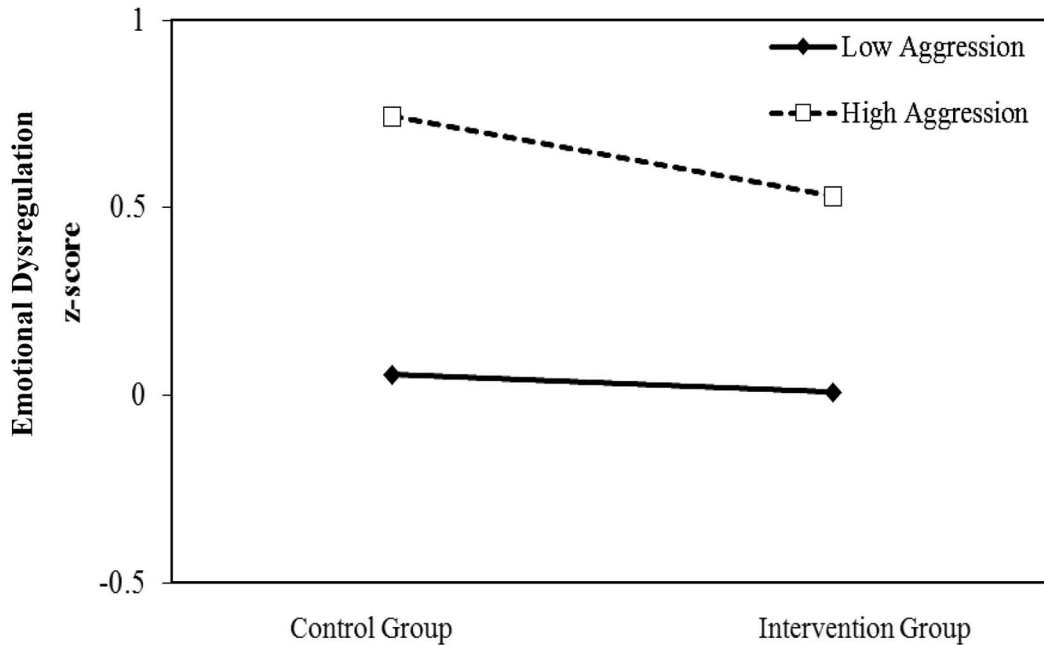


Figure 2. Two-way intervention status and levels of aggression predicting emotion dysregulation postintervention.

deliver training to more teachers (Hutchings et al., 2007). The present study underscores the importance of the dissemination of effective classroom management training for teachers to reverse negative trajectories for children with behavioral risk factors.

Limitations

Although the findings were promising and the study was conducted in a rigorous manner, there were a few limitations. First, for the

purpose of this study, a subscale containing six items on the TOCA-C was created to define children's level of aggression. Although the scale had a high level of internal consistency and test-retest reliability and its validity was supported by moderate relations with school discipline variables, future studies are needed to fully evaluate the psychometric properties of this new subscale. In addition, although the effect sizes of the moderation analysis was modest as noted, we reduced the Type I error rate from multiple regression analyses using

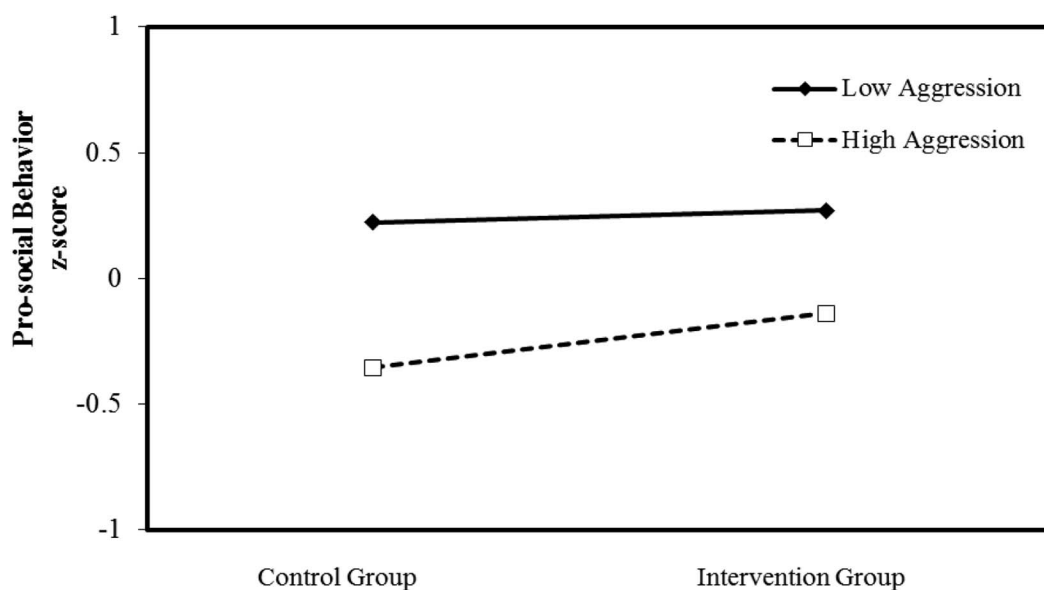


Figure 3. Two-way intervention status and levels of aggression predicting prosocial behavior postintervention.

a false recovery rate correction which may have come at the cost of reduced power to detect moderation effects.

For the positive effects on the social-emotional variables in this study reported by teachers, we cannot rule out the possibility of expectancy effects for teachers in the treatment group. However, the study also provided an objective outcome variable, direct observation of aggression, that revealed similar positive effects. Further, all teachers and students were from the same school district; therefore, the generalizability of the findings is likely to be limited. Moreover, some demographic information about the sample may present another barrier to generalize the results. The majority of teachers in the sample were White, and children were predominantly Black. Future research is needed to determine how well the findings generalize to other settings and populations.

Regarding the strength of effects, small effect sizes are common in moderation analysis of large sample studies. For example, the median observed effect size (f^2) in a 30-year review was .002 (Aguinis, Beaty, Boik, & Pierce, 2005; Kenny, 2018), which was similar to the effect sizes observed in the present study. In addition, it is noteworthy in the present study that baseline aggression levels reported by classroom teachers were relatively low, reducing the likelihood of detecting the effects that are reported here.

Future Directions for Research

This study used moderation analyses to determine the effects of IY TCM on children with higher levels of aggression. A more complete model examining the mechanism of a school-based intervention could also consider teacher variables such as rates of proactive behavioral strategies during instruction, teacher-student interactions, teacher's level of emotional exhaustion, and self-efficacy. Furthermore, moderation analyses can be potentially valuable toward determining what mechanisms may differentially impact different groups of individuals. Therefore, researchers may develop testable theoretical models of moderator effects, and of how mechanisms may vary by groups (mediated moderation). Similar perspectives have been stressed with regard to parenting intervention (Gardner, Hutchings, Bywater, & Whitaker, 2010).

Future research may also further explore the role of coaching with teachers to support IY TCM and behavior support plans with students with aggressive behavior. IY TCM coaches support teachers who received IY TCM workshop training and demonstrate effectiveness, especially for challenging behaviors from targeted students. Ongoing consultation and onsite direct coaching applying IY TCM principles appear to enhance effects. However, how extensive should these extended supports be and how much is sufficient? These questions have started to gain attention (Reinke et al., 2013, 2014) but more research is needed to optimize postintervention supports. Recently, increasing attention has focused on implementation fidelity of the IY TCM (Reinke et al., 2013; Webster-Stratton, Reinke, Herman, & Newcomer, 2011). Necessary ingredients of successful IY TCM implementation were training, mentoring, consultation and coaching. Each component could be a focus of more detailed research regarding delivery format, dosage, and length. Future research directions may also investigate the long-term effects of IY TCM by following up teachers with training and children in the intervention groups over several years.

Conclusion

Aggressive behaviors and academic underachievement have an intertwined relationship that impacts children's success at school. The findings from the present study indicated that IY TCM, a universal prevention program, led to positive academic and behavior effects for children with higher levels of aggression. Therefore, supporting teachers and strengthening their use of effective classroom management provides another pathway toward decreasing behavioral and academic problems among an at-risk population of children.

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