

Incredible Years Teacher Training Workshop Checklist

(3 days/21 hours) 03-30-2010

Workshop is for group leaders who are delivering the 6-day teacher classroom management program.

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

- Send to teachers ahead of time the book, *How to Promote Social and Emotional Competence* (one per teacher)
- Arrange room set up—chairs in semi circle (no tables), VCR-TV, teacher pyramid on board, agenda, flip chart
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
*** (very important) **Check in each day!**
- Clock hours forms for teachers/credit hours
- Name tags
- Handouts prepared and first session placed in binders
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

Rules poster and rules cue cards, show me five garden glove

Large thermometer with arrow

Large Wally books

Feelings cue cards and pocket chart

Teaching tool kit and tools

Materials for Small Group Activities (toys) (books with no words)
(activities for 3-5 year olds as well as 6-8 years)

Books (yellow)

Teacher Pyramid

IY stickers – compliment ones

Toys, blocks, Lego's

Chocolate/candies – small prizes (magnets, stickers)

Tapes Needed:

Chaptered Teacher Classroom DVD set

Preview DVD

Send Play article ahead of time to participants

Incredible Years Teacher Training Workshop Checklist (03-30-10)

*GOOD VIGNETTES PRESCHOOL AND KINDERGARTEN

** add these vignettes for teachers for older children

Day 1

- _____ Introductions and Teacher Goals for Workshop (write down)
- _____ Review agenda
- _____ Ground rules

Overview

- _____ Family, child & school risk factors for conduct problems
- _____ Content of the programs (Show preview DVD) & brief summary of research
- _____ **Logistics (discuss when showing preview DVD)**
- _____ Recruitment of teachers
- _____ Location
 - _____ Group room, chairs, welcoming atmosphere
 - _____ Building easy to reach, parking,
- _____ Food
 - _____ Healthy foods, attractive presentation
- _____ Leader preparation
- _____ CE credits or clock hours

- _____ Research findings (slides)
- _____ Brainstorm: (Show the Ignoring S-27 (Kaylee) and/or Consequences S-30 (Two boys fighting). Abbreviate either of these two vignettes to show only the tantruming.
 - _____ What is it like to be a child with behavior problems?
 - _____ What is it like to be a parent of one of these children?
 - _____ What is it like to be a teacher of one of these children?

 - _____ Based on above brainstorm exercise ask --What are the implications from this for how teachers (or parents) will want to be treated by professionals?

- _____ Explain to participants that they will be “teachers” and trainer will be “group leader” at times to model the process of teacher groups. Talk about how you will signal whether you are “in role” or “out of role”.

- _____ Model how use “teaching pyramid” to explain order of program content.

Topic: Proactive & Building Relationships with Children

- _____ “BRAINWRITE” – Write topics on 5-6 pieces of paper:

- (1) "handling transitions and schedules"
- (2) "teaching classroom rules,"
- (3) "physical environment,"
- (4) promoting teacher-child relationships,"
- (5) "promoting relationships with difficult children,"
- (6) "promoting relationships with parents".

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

___ **Show Classroom Management Program DVD #1 BUILDING POSITIVE RELATIONSHIPS**

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

___ **Relationship with Students and Difficult Students -Ideas presented by groups**

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

___ *Show Introductory Narration and Vig 1:Mrs. B

___ *Vig 2: "it's raining"

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

___ *Vig 4: train play

___ *Vig 7: narration & individual greetings- Mr H greets students (*Buzz hello and good bye rituals each day*)

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

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

___ **Building Relationship with Parents – Ideas presented by group**

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

Narration

___ **Participants do Self-Reflection Page 141-143 handouts & Determine Personal Goals**

___ **Vig 12: "I might get kicked out of school" "humiliating to have name on board"
(*Buzz page 109*)

___ Vig 16: balloon helper

Narration

___ Vig 19: and students help each other

___ Vig 21: Help Jose (Mr H)

Narration

___ Vig 25: Draw or not draw

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

___ Vig 30: drawing lines

___ Process how group leaders use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.

Key Concepts:

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

LUNCH

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

___ Show Classroom Management Program 3 Vignettes Proactive Teacher DVD #2 PROACTIVE TEACHER

Vignettes

RULES & SCHEDULES

- ___ *Ideas regarding rules and schedules presented by group from earlier brainwrite
- ___ *Show introductory narration
- ___ *Vig 1: Teacher talking about rules
- ___ *S-3 Talking about Rules (*Buzz for classroom rules – see handouts page 115-116*)
- ___ Show “show me five” poster and cue cards & “I can listen” stickers
- ___ S-4 Dina Challenge

INVOLVING PARENTS

___ Show the rules homework for children to do with their parents. Emphasize involvement of parents

PHYSICAL PLACEMENT OF TEACHERS, STUDENTS & ENVIRONMENT

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

ROUTINES/TRANSITIONS

___ *Ideas regarding transitions and routines presented by group from earlier brainwrite

Narration preparing for transitions/Warnings

- ___ **Vig 6: Two minute warning
- ___ **Vig 7: Count to ten

- ___ *Vig 8: 3 min left to play, Bonnie
- ___ **Vig 12: Counting (Mr H)
- ___ *S-5: Narration:greetings, classroom jobs, share sample schedule
- ___ S-6: Transition to small groups
- ___ *S-7:Opening Dinosaur Circle Time (Jamila)
- ___ *S-9: Wiggle break (Tony)

NARRATION –GETTING AND HOLDING ATTENTION

- ___ *Vig 13: Names of kids paying attention/waiting (Mr H)
- ___ *Vig 17: Freeze (Mr H)
- ___ *Vig 18: Count to 5 (Mr H)
- ___ *Vig 20: Eye check (Mr H)
- ___ *Buzz: fun things teachers do to get students attention*

GIVE CLEAR COMMANDS AND INSTRUCTIONS

- ___ *Vig 25: Stand by your desk

Narration Negative Commands

- ___ **Vig 26: “you’r not going to sew today”
- ___ Vig 29: “I forgot to mention to mom “
- ___ *Vig 32: Child trying to talk to teacher/”I’m listening to Tessa”

___ ***Do BUZZ –rewriting negative commands page 114– break up into pairs and give section of buzz handout on rewriting negative commands to work on. Share in large group afterwards.***

WARNINGS

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

GIVING CHOICES

- ___ Vig 38: “do you want to share,? you don’t have to”
- ___ *Vig 39: “if you don’t want to listen, you can get a book” (*Buzz what choices work in the classroom*)

NONVERBAL SIGNALS AND PROMPTS

- ___ *Narration
- ___ *Vig 40: nonverbal cues, teacher covers mouth with hand (*Buzz nonverbal cues page 117*)
- ___ *Vig 42: Refocus (Mr H)
- ___ *Narration Physical redirect
- ___ *Vig 43: Bubble table
- ___ *Vig 52: Model Self-talk
- ___ *Vig 57: Predict success –share rulers

- ___ **Process selection of vignettes and methods of using them.**

___ Participants do Self-Reflection Page 145-148 handouts & Determine Personal Goals

Key Concepts:

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

ACADEMIC, PERSISTENCE, SOCIAL AND EMOTIONAL COACHING – AND CHILD DIRECTED INTERACTIONS AS A WAY OF BUILDING RELATIONSHIP

(Note: in 6 day workshops – academic and persistence coaching introduced in workshop #2 and well as social and emotion coaching. However, much more on social and emotional coaching is covered in workshop #6. Because this is frequently a new skill for many teachers we suggest you cover this in workshop #2 and review again in workshop #6. There are significantly more vignettes on this in workshop #6.

___ **Brainstorm ideas for “descriptive, academic and persistence coaching” and put in categories**

- academic coaching (size, color, shape)
- persistence coaching (concentrate, try again)

___ **Two Large Group Role Plays:** Have 2 participants be “children” playing or working on a classroom activity. Trainer asks a teacher to do everything wrong—ask questions, give corrections, teach and commands, etc. Trainer prompts the “children” to be friendly in their play. Next, trainer asks the teacher to model doing **academic and persistence coaching**.

___ **Brainstorm ideas for emotion coaching (happy, frustrated etc).**

___ **Large Group Role Play:** This time with 2 participants as students, teacher demonstrates how to do emotion coaching. Emphasis is on positive emotion language

or combining negative emotion language with coping statement or persistence coaching.

_____ **Brainstorm ideas for social coaching (sharing, helping, waiting, take turns, compliments etc).**

_____ **Large Group Role Play:** This time with 2 participants as students, teacher demonstrates how to do social coaching.

_____ **Small Group Practice:**

Break up teachers into small groups of 5-6 and practice coaching, friendship skills, and descriptive commenting—2 teachers role playing the children, one person being the teacher, and 1-2 being observers. Then switch roles. **Note: Use the coaching handouts for this! Page 78-80**

_____ **Talk about Developmental Stages of Play (page 81-83)_**

Preschool & Kindergarten Teachers – COACHING EXAMPLES DVD #7-TEACHING ABOUT RELATIONSHIPS

- _____ Vig S-10 (Eann waiting)
- _____ *Vig S-41 (Carolyn coaching)
- _____ *Vig S-42 (Jamila puzzle)
- _____ Vig S-43 (kaylee coaching)

_____ **Process teaching methods –explain, modeling through video, large group role play, small group practice and videotape review.**

SUMMARY and Wrap UP

- _____ Summarize key points of the day.
- _____ Collaborative leader roles
 - Leading, reframing, teaching, encouraging, praising, supporting, using role plays, use of videotapes, humor, optimism, empowering, persuading, explaining, summarizing, interpreting, setting limits, pacing, predicting

- _____ Go over protocol for workshop day #1 in handouts
- _____ Review handouts of blackboard notes, activities and readings in book

- _____ Evaluations

NOTES:

Day 2

Topic: Praise and Encouragement

- ___ Introduce new topic (children with misbehavior get 3 times as much negative feedback as typically developing children.)
- ___ Brainstorm advantages and barriers to praise (process why we do the benefit and barriers exercises).
- ___ **BUZZ:** Ask teachers to tell the person sitting next to them their favorite way of phrasing praise statements. Group shares these and they are recorded on flip chart.
- ___ **BUZZ:** Ask teachers to share appropriate behaviors deserving praise.

___ Show **Teacher Classroom Management Program 1: Praise DVD #3 IMPORTANCE OF TEACHER ATTENTION, ENCOURAGEMENT AND PRAISE**

For these vignettes, you might have the participants discuss what questions they would ask if they were doing the training with a group of teachers. Ask what key points they'd want to draw out about praise.

Academic Coaching

Narration

- ___ Show Introductory Narration
 - ___ *Vig 1: boy reading with teacher
 - ___ *Vig 4: "I like your words- delicate"
 - ___ *Vig 5: Teacher walking around the classroom and praising working and printing
- Refer to academic coaching buzz and practice here as outlined in workshop #2.*

Social Coaching

Narration

- ___ *Vig 8: "good job"
- ___ *Vig 12: "doing it together"
- ___ *Vig 13: "paying attention"
- ___ *Buzz social behaviors*
- ___ Vig 14:
- ___ *Vig 16: Sharing
- ___ Vig 17:
- ___ *Narration Catch Children Being Good
- ___ *Vig 18: Listening "like a team"
- ___ *Vig 19: Morgan watching, Bonnie, Tyrone choosing color
- ___ Vig 25: good thinking
- ___ *Buzz persistence coaching if not done earlier or point out here if done earlier*

Using Praise and Encouragement to Teach Children Responsibility

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

- ___ *S-11 Praising Social Skills
- ___ **Practice Social Coaching if not done earlier**

Getting Children to Praise Themselves and Others

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

Narration

- ___ Vig 52: Physical reinforcement
- ___ Vig 53: High 5

Involving Parents in Helping Children understand Compliments

Share the compliment homework which students take to their parents.

- ___ Participants do *self-reflective* page149-151)

Practice Note: For later vignettes participants can role play in small groups (have each group pick a leader, show the vignette and have the leader lead a discussion of the vignette. Debrief after each vignette, asking what questions the leader asked and what principles the group came up with.)

<p><i>Key Concepts:</i></p> <ul style="list-style-type: none">• value of praise and encouragement being used by teachers to increase children's positive self-talk & to help them learn to self-evaluate• help teachers understand the perspective of children who have conduct problems & ADHD (negative self-talk, difficulty receiving praise, need for scaffolding, inability to self-evaluate, difficulty reading social cues, mistrust of adults, etc.)• explain the value of labeled praise to teach social skills
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- ___ **Model doing Behavior Plan in Large Group** (take hypothetical case of child who has problem with hitting other children and follow the forms in handouts to do functional analyses and then to identify negative behavior, desired behavior and proactive and praise strategies.)

_____ **Small Group Break Out/Behavior Plan** Note: could give out 3 scenarios for groups to break up and do behavior plans, or if participants are currently working with children, they can use their own examples.. Each group has functional assessment and behavior plan sheet in handouts to follow in their planning. (page 92-96)

Child A: Noncompliant, aggressive 4 year old with limited verbal skills, no friends (home inconsistent discipline, spanked or neglected)

Child B: Impulsive, hyperactive, bright, articulate, inattentive boy (parents involved)

Child C: Helpless, whining, crying, fearful, 7 year old girl who withdraws and sulks (mother anxious and gives behavior attention)

_____ After groups develop behavior plans they come back and present to larger group.

_____ Debrief process of doing this with teachers.

_____ **Go over teacher training protocols for day 2 (explain assignments to teachers)**

_____ **BUZZ** – using buzz handout praise something about other teacher and/or share something feel successful with (self-praise); Debrief afterwards difficulty and usefulness of praising others and self-praise.

_____ **Summarize Key Points of Day**

_____ **Assignments or readings for evening (handouts)**

_____ **Evaluation**

Handouts – pyramid, proactive strategies, blackboard notes about building positive relationships, blackboard notes about praise, attention and encouragement, examples of behaviors to praise, yellow book, peer coaching list, behavior plan worksheets, assignments, protocols for first 2 days workshop

Day 3

_____ Review agenda

Topic: Using Incentives to Motivate Students

_____ Brainstorm strategies teachers have used to motivate students or, do BUZZ. (use incentives with teachers) (Ask how parents involved –happy grams, phone calls etc.)

_____ Ask teachers to brainstorm behaviors which may be amenable to an incentive program.

_____ Discuss why we need to use incentive programs for some students or for particular behavior problems.

_____ BUZZ low cost (or free) incentives and make group list.

_____ Talk about the controversies around using incentives and brainstorm ways that group leaders can handle these issues with teachers.

_____ **Show Teacher Classroom Management Program 2: Incentives DVD # 4**

MOTIVATING CHILDREN THROUGH INCENTIVES

Vignettes

***Introductory Narration**

Individual Incentives

_____ *Vig 1” tickets

_____ Vig 3: tickets

Narration

_____ Vig 4: Stickers on assignment

_____ *Vig 8: beans for keeping body to self

Narration

_____ Vig 9: counting beans/choose activity

Narration and unexpected rewards

_____ *Vig 11: Mr H gold fish

Narration- Group Incentives

_____ Vig 14 team incentives

_____ Vig 16: Stars for compliments

Narration

_____ *Vig 18: weather person

_____ *Vig 19:

_____ *Vig 20:

_____ *Vig 21:

_____ *Vig 22: “I’d love to call on you”

Narration

_____ *Vig 26: Citizen of the day

- ___ Teacher discuss reinforcing social behavior
- ___ *S-14 Green Patrol
- ___ *S-15 Motivating children to do homework
- ___ *S-16 Spontaneous Incentives
- ___ S-17 Dina incentives
- ___ S-18 Dina incentives
- ___ *S-19 Explaining chips
- ___ S-20 Team challenge
- ___ S-21 Counting chips
- ___ S-22 Praise
- ___ S-23 Special Challenges

Sharing Successes with Parents

- ___ Vig 27: Explaining accomplishment chart
 - ___ Vig 28: Chart cont'd
 - ___ *Brainstorm ways to involve parents at home with reward charts*
 - ___ Vig 29: teacher and parent collaborate on chart
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- ___ Participants do *self-reflective* page 153-154
 - ___ *Buss self-care and self-rewards*

Key Concepts:

- **hard wax analogy (repeated learning trials)**
- **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)**
- **discuss ideas for incentives for students**

- ___ **Small Group Break Out/ Behavior Plans if not done on Day #1 or 2 (use planning sheets with proactive, praise and incentive responses only)**

Topic: Handling Misbehavior – Ignoring

___ Show Teacher Classroom management program 4 DVD # 5 DECREASING INAPPROPRIATE BEHAVIORS

Vignettes:

Narration Ignoring (*show hierarchy handouts*)

___ *Vig 1: “I can help you when you are in your seat”

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

___ *Vig 3: Teacher ignores silliness/”kitty got a whooping”

___ *Vig 6: Ignore and praise

Teachers talk about ignoring

___ Vig 5: Ignore other kids at table

___ *S-24 Ignoring (jamal upset) 2 breaks in vignette

___ S-25 Ignoring tantrum (Emani)

___ S-26 Ignoring Off task behavior

___ *S-27 Ignoring kaylee tantrums

___ *Buzz behaviors to ignore*

___ *S-28 Teaching children to ignore (ignoring Emani)

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

___ S-29 Learning about ignoring (Emani cries)

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

___ **Model practice of ignore:** set up a small group of students, one disruptive and off task. First give the teacher instructions to attend to the child and make him be quiet, using warning, and threats, if necessary. Then redo the vignette using ignoring and proximal praise. Debrief the contrast between the two strategies.

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

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

Narration Positive verbal redirect

___ *Vig 14: boy pinches ears

___ *Vig 15: “ you could find another”

Narration redirects

___ Vig 17: “did you hear what I asked you to do?”

Helping the Highly Distractible and Disengaged Child

Narration

___ Vig 22: Var of redirects

___ Vig 23: cont with Jeannette –redirect

Narration Teacher talking about plan

Narration warning

___ *Vig 24: “go back to your seat”

___ *Vig 25: count to 5

___ *Vig 30: Redirect/ignore/prox praise

___ *Vig 32: Redirect/ignore/redirect bubble wand

___ *Rewrite Negative Self-Talk (see handout page 128-129)*

Natural and Logical Consequences

___ Vig 33: Narration & vignette

___ *Vig 35: “he’s my partner”- go to end of line

___ *Vig 37: Explain what happens if water is in kitchen

___ *Vig 38: being held responsible at recess time and child leaves room

___ *Buzz: consequences used and developmental appropriateness*

___ *S-30 Experiencing coanequences/game is removed

Moving the Child

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

Topic: Handling Misbehavior –Time Out DVD # 6 FOLLOWING THROUGH WITH NEGATIVE CONSEQUENCES

Key Concepts:

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

Time Out to Calm Down

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

___ Explain and “Walk-through” the scenarios (in handouts) for time out going from

simple to more complex.

Role play each Time Out sequence, modeling how to set up the role play and go from simple to more complex child behavior.

___ Model how to teach students about Time Out. **Show Vig S-31 here**

___ Discuss process of teaching time out and areas of resistance.

Show Vignettes:

Narration –remove from area

- ___ *Vig S-31: explaining time out
- ___ *Vig 1: time out/child gets off chair and goes into hallway
- ___ *Vig 2: teacher implements time out
- ___ *Practice/RolePlay explaining time out in small groups*
- ___ Vig 3: Time Out for swearing (optional)
- ___ *S-32 Practicing Time Out*
- ___ *S-33 Children teach Wally about time out*
- ___ *Role Play Practice – Anger Thermometer*
- ___ *S-34 Time Out for 2 children
- ___ *S-35 Ending time Out
- ___ **S-36 Time Out
- ___ S-37 happy Place
- ___ S-38 Learning to Self- Regulate
- ___ S-39 Resisting Time out
- ___ *S-40 Kaylee in Time Out*

___ Vig 9: Card System and teacher explaining, talking with Corrien and recess.

___ S-30 Consequences (Jamila game) in DVD 5

- must be shown

Involving Parents

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

Emotional Regulation and Social Skills Training

___ *S-41 Coaching social skills/Wally, Carolyn, 2 girls and Emani joins (may be shown earlier)

___ *S-42 Social and Emotion Coaching/4 boys and Jamila (may be done earlier)

Buzz emotional literacy words, social behaviors (if not done earlier)

___ *S-43 Jamila at table, matching game, Valerianwaiting

___ *S-44 patience muscles

___ *S-45 using puppets to promote feeling talk

___ *S-46 Using books and puppets to teach calm down strategies

___ *Practice with puppets/tiny turtle/feeling books*

Consequences and Problem Solving DVD #7

Supplemental Vignettes: S-50, S-51 (airplane), S-52 (shell) , S-53, S-55 (using words)

- ___ S-44 patience muscles (watermelon)
- ___ S-45 Using puppets to promote feeling talk (Greg with Jamila)
- ___ Model how to use Wally big books
- ___ *S-46 using story books to review problem solving
- ___ S-50 Pass the Hat and choosing solutions
- ___ *Buzz suggestions for solutions for hat game*
- ___ *Practice using Wally books to teach problem solving*

- ___ S-51 Gregory won't share his airplane*
- ___ *S-52 Gregory goes in his turtle shell to calm down_*
- ___ *S-53 Boy on playground feels no one wants to play with him*
- ___ *S-55 Sergio with cars –using words reinforced by Jamila*

___ **Small Group Activity:** Ask small groups of teachers to work on Program 4 Behavior Plan to include a discipline strategy for a student with a specific behavior problem. Plan proactive strategies and discipline approach.

___ BUZZ – break up into pairs to rewrite negative self talk using buzz handout. Debrief afterwards.

___ Check out Self-reflective inventories and personal goals

Certification of group leaders

- ___ Process of group leader certification
- ___ Refer all participants to the web site: www.incredibleyears.com
- ___ **Summarize Key Points of Day**
- ___ **Suggested Activities for teachers to practice**
- ___ Give each participant their certificate of participation

Evaluation

Handouts – blackboard notes about incentives, examples of incentives, happy grams, behavior plan worksheets, Time Out cycle, blackboard notes about decreasing inappropriate behaviors, sample hierarchies, functional analyses checklist, protocols for second 2 days workshop, suggested assignment

___ 4-6r day training protocols for teachers

Date of training_____

Location_____

Trainer or mentor_____

Comments:

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

Incredible Years
1411 8th Avenue West
Seattle, WA 98119