

Incredible Years Teacher and Children Series
Core Vignettes for Head Start Teachers (children ages 3-4 years)
Workshop Day One

Goals

Pyramid Explanation

Buzz: Workshop Rules

Buzz/Brainstorm: Ways to Build Positive Relationships vgfwith Students

Building Positive Relationships with Students (Program 5: Part 1)

- ___ * Introduction Narration
- ___ #1 Teacher commenting on child's book/"do you know how to skate?"
- ___ *#2 Bonnie squirting water bottle, circle time
- ___ *#3 Medicine for bear/Addition wrap
- ___ *#4 You have the train to your self
- ___ #5 Teacher and child reading/ "8 people"
- ___ *#6 Teacher draws metro bus for child

- ___ *#7 Narration: individual greetings – Mr. H greets kids
- ___ *Buzz:* What are your hello and goodbye rituals for each day?
- ___ *#8 Tessa is here today (optional)
- ___ *#9 More we get together with names (optional)
- ___ #10 Giving hopeful messages
- ___ #11 Teacher is helping child, "see you are able to do this, you thought you could not"

- ___ *#S-1 Special time between Carolyn and Nahome
- ___ *#S-2 Carolyn talks with parent

Group Sharing: small groups share their poster brainstorms regarding building relationships with parents

LUNCH

Preventing Problems - The Proactive Teacher (Program Three)

Brainstorm in groups: handling transitions, schedules and rules, classroom environment, getting and keeping children's attention

Classroom Structure:

A. Rules and Schedules Poster

- ___ #1 Teacher talking about rules
- ___ *# S-3 Talking about rules /small group talks about ignoring and demonstrating
- ___ *Buzz:* Classroom Rules p.172 (handout page 28)

___ # S-4 – Dinosaur chip challenge

B. Physical Placement of Teachers and Students

___ #2 Teacher at table reading with 4 students 2nd graders/Greg

___ #3 Teacher at head of table explaining instructions

___ *#4 - Mr. H get closer, uses goldfish crackers

___ *Buzz:* Classroom Environment p. 176 (handouts page 30)

___ *Group Sharing:* environment poster

C. Routines/Transitions

Share Transitions Poster

___ #5 Stretching Time

___ *#6 - Narration – 2 minute warning, Mrs. B

___ *#7 - Count to ten, Mrs. B

___ *#8 - 3 minutes left to play, Bonnie

___ *#9 - Bye Bye bubbles, Bonnie

___ *#10 - Singing to start circle

Buzz: Classroom Schedules p.27

___ *#S-5 – Narration: greetings classroom jobs, share example schedule

___ #S-6 – Transition to small groups

___ *#S-7 -Opening Dinosaur Circle Time (Jamila)

___ # S-8 – Ending Circle Time

___ *#S- 9 Wiggle break (Tony)

___ *Group sharing poster*

Getting and Holding Children's Attention

___ *#11 – Teacher claps for attention- transition

___ *#12 - Magic line up, Mr. H

___ *#13 - narration, getting and holding children's attention, "Hipp I need you with me"

___ #14 – "waiting on a couple of eyes"

___ #15 – Sewing project instructions

___ #16 - "I need all of you thinking please"

___ *#17 - Mr. H freeze

___ *#18 - Count to 5 – Mr. H

___ *#20 - Mr. H, eye check

___ *Buzz:* Making Learning Fun/How do you make learning fun or humorous?

___ # 21- Getting Children's Attention/clap once if you can hear me/signals

Clear Commands and Instructions

___ #22 Teacher finishing spelling assignment/put book in folder

___ #23- Clap 6 times

___ #24- Folding owls/that's what book will look like when finished

___ *# 25- Getting ready for recess, stand by your desk when you are ready

- ___ *#26 - negative commands/ Mrs. B negative on sewing
- ___ *Buzz:* re-write negative commands in positive language, page 196 (handout page p.26)
- ___ #27 – “no way I will ask you to help me”
- ___ #28 – “were you listening when we gave directions?”
- ___ #29 – “you’re not listening, I forgot to mention to your mom.”
- ___ #30 – Losing patience
- ___ #31 – “can you please work quietly?”
- ___ *#32 – Child trying to talk to teacher/ “I’m listening to Tessa”
- ___ #33 – Children talking out with no hand up
- ___ # 34 – Child comes up to teacher/Greg out of seat
- ___ #35 – Teacher getting everyone’s attention/use your eyes
- ___ #36 – Teacher reading to students/ rule #1 I should talk when others are talking
- ___ #37 – Losing patience

Giving Choices

- ___ *#38- Narration, Choices, do you want to share? Ok you don’t have to
- ___ * #39 - If you don’t want to listen, you can get a book, Spec Ed. Class
- ___ *Buzz:* What choices might work in your classroom?

Nonverbal Signals and Prompts

- ___ *#40- Non verbal cues, teacher covers mouth with hand
- ___ *Buzz:* what non-verbal cues do you use with children? Page 204 (handouts p.29)
- ___ #41 – Teacher at story table with 5 students/”what do you think you should be doing?”
- ___ *#42 – Physical Redirecting Narration, engaging all, Mr. H sleepy child
- ___ *#43 – Teacher uses communication cards with student
- ___ #44 - Circle game/Hanook outside
- ___ #45 – Finger paints/expanding children

Reminders

- ___ *#46 – quiet hand up
- Brainstorm:* What are realistic expectations for young children?
- ___ #47 – Teacher helping with homework
- ___ #48 – Teacher with 3 boys checking on lessons
- ___ #49 – Spelling name on test
- ___ #50 – “you can’t do a good job if chattering”
- ___ *#51 – Reminding students of rule/ rule is hand up, Bonnie guides child back to table
- ___ #52 – Teacher demonstrating sewing project

Positive Attention and Monitoring

___ #53 – “Griffin is listening, Alex, Sarah ...”

___ #54 – Are you coloring

___ #55 – Getting ready/receiving tickets for compliance to instructions

___ #56 – Teacher checking work

___ *#57 – Predicting success with sharing rulers Mr. H

- Teacher Interview

Break out for Behavior Plans (handouts page 32-34)

Homework Review for the month

Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals (handouts p.17-19, 35-38)

Evaluations and Goodbyes

Incredible Years Teacher and Children Series
Core Vignettes for Head Start Teachers (children ages 3-4 years)
Praise Day Two

The Importance of Teacher Attention, Coaching and Praise (Program One)

- ___ * Introductory Narration
- ___ * *Buzz*: Benefits and Barriers of Praise
- ___ * Introduction Narration

Identify Target Behaviors

- ___ *#1 Mrs. B reading book to Greg at desk
- ___ *#2 Hundred letters with praise after each letter
- ___ *#3 Mrs. B./ “museum is a good word”
- ___ *#4 Teacher praises/ “delicate is a very nice word”

- ___ *Brainstorm* Academic Coaching
- ___ *Practice/role play* Academic Coaching

Value of Specific Labeled Praise

- ___ *#5 Teacher walking around classroom and praising working and printing
- ___ *#6 Teacher praising enthusiastically while walking around room
- ___ *Buzz*: Encouraging words
- ___ *#7 Teacher praising Odessa

Improving Praise (8-11)

- ___ *#8 – Improving Praise/ “good job” & no enthusiasm
- ___ *#9 – Andy putting away garage/ making praise more specific/spec ed
- ___ *Buzz/Brainstorm*: statements teachers use to praise

- ___ #10 – “your pictures are really full!”
- ___ #11 – “don’t forget this line”

Promoting Social Competence with Praise and Encouragement- Social Coaching

- ___ *#12: Mrs. B doing it together
- ___ *#13: Spec. Ed. “you are paying attention”

- ___ **Buzz*: Social behaviors to praise
- ___ #14 – “I saw Kyle’s hand go up”
- ___ #15 – “think the answer”/Mr. Hanson
- ___ *#16 - Bonnie, really listening, sharing
- ___ #17 – “TJ hands to his own body”

Catch Children Being Good

- ___ *Narration before # 18 – praise all kids including quiet ones
- ___ *#19 - Bonnie, Tyrone is choosing a color... Morgan is watching

- ___ *#S-10 – Teacher as Coach/ Jim, Juanu waiting
- ___ *#S-11 – Praising Social Skills and Problem Solving/Juanu sharing
Good problem solving/ Frankie is a great builder

___ *Role-play Social Coaching*

___ **Narration, proximal praise**

- ___ *#20 - Asian teacher, team compliments
- ___ *Practice* proximal praise
- ___ # 21 U words
- ___ *#22 - Bonnie, Christopher is sharing, waiting

Attention Rule

- ___ #23 Spell mad
- ___ #24 “I’m to take someone who raised their hand”

Promoting Children’s Self-Esteem & Persistence Coaching

- ___ *Narration before # 25, re intrinsic vs. extrinsic praise
- ___ #25 - good thinking, persistence coaching
- ___ *Buzz*: Persistence Coaching
- ___ #26 nice hair cut
- ___ #27 Ida you have really improved
- ___ *# 28 - Mr. H “you are trying really hard”
- ___ #29 – Nice job Corraine – I heard you say you did it
- ___ #30 Sewing projects

- ___ Narration before 31: positive expectations
- ___ *#31 - Asian teacher, “see you can do this”
- ___ *Buzz*: positive forecasting, add this on to persistence coaching poster
- ___ #32 – teacher showing off work from prior day

Using Praise and Encouragement to Teach Children Responsibility

- ___ *#33 - Bonnie praises kids for following directions & sitting down
- ___ #34 – Clean up bell... teacher gives out beans for cleaning up right away
- ___ *#35 - Mr. H kids going back to seats, non-verbal hand to mouth
- ___ #36 - Teacher praising those who are ready
- ___ *#37 - Bonnie, that was helpful, you are helping, you are a good friend
- ___ *Buzz*: praising friendship skills

Value of General Praise to Groups of Children

- ___ #38 – “team two has a good start”
- ___ # 39 – Jose’s table is working really well.
- ___ #40 – “this is pretty hard stuff and you worked really hard”
- ___ #41 - Doubling the Impact/ Mr. Robb told me...

Encouraging Children to Praise Themselves and Others

- ___ #42 - Narration before 42, praise self and others/ “thumbs up or down”
- ___ #43 – spelling SEARCH – class claps
- ___ *#44 – Ben can choose a friend –someone sitting quietly/ Bruce is having a good circle day
- ___ *#45: Mr. H getting kids to notice group across room
- ___ *#46 – “give yourself a pat on the back”
- ___ * #47 – “give yourselves a hug”
- ___ *Buzz/brainstorm* Self encouragement bubble
- ___ *#S-12: Peter compliment circle

- ___ *Buzz:* Getting kids to compliment others
- ___ *#S-13: small group compliment song
- ___ #48 “give me a signal if you think you can do a really good job”
- ___ *#49: Mr. H clapping leads to –give yourself a big round of applause

Shaping New Behavior

- ___ Narration: re praise small steps
- ___ * #50 - reading word grey
- ___ #51 – “thanks for waiting Anthony”

- ___ Narration: hard to praise tough kids

Physical Warmth

- ___ *#52 - Mr. H rubs Corraine’s back
- ___ *#53 - Greg, multiple praises- ripple effect
- ___ # 54 – What else might teacher do?

- ___ Narration: working the room
- ___ *# 55 - Mrs. B circulates, how do you do this in pre-school?
- ___ #56 – Mr. H circulating

___ **Brainstorm: Emotion coaching**

___ **Role-play Emotion coaching**

___ **Brainstorm: Positive Opposites**

___ **Break up into small groups to work on Behavior Plans**

___ *Buzz:* Praising others, praising ourselves, praising parents?

Review Monthly Activities

Complete Teacher Classroom Management Self Reflection Inventory and Set Goals

Evaluations and Goodbyes

Incredible Years Teacher and Children Series
Core Vignettes for Head Start Teachers (children ages 3-4 years)
Incentives Workshop Day Three

___ *Brainstorm advantages and disadvantages to incentives*

Motivating Children Through Incentives (Program 3)

___ * Introduction narration

Individual Incentives

___ #1 Teacher hands out tickets (which are traded in for candy)

___ *Brainstorm/Buzz:* low and no cost incentives

___ #2 Counting tickets for M & Ms

___ #3 Group incentives

___ #4 Stars for academic work

___ *#S-14 Green patrol/ earning chips for walking feet, washing hands

___ *Brainstorm/Buzz:* group incentives

___ *#S-15 Motivating children to do homework/dinosaur books

Bean Systems

___ *#5 Bean systems

___ #6 Beans for quiet work

___ *#7 Beans for remembering quiet signal

___ *#8 Beans for body to self

___ #9 Trading in beans for special activity area

___ #10 Trading beans for pretzels or cookies & Teachers evaluating day interview

___ *#11 Unexpected rewards –fisher cracker thrown

___ *#12 Counting to get children up close (fish crackers)

___ *#13 Shaking fish cracker jar & Teacher interview

Team and Group Incentives

___ #14 Dragons get stars

___ #15 Teams earn stars/Giant pandas win Carolyn talks with parent

___ #16 Compliment charts

___ #17 Compliment & teacher interview

___ #S-17 Rulers for reaching goal (2nd grade)

___ #S-18 Individual and classroom incentives/dinosaur buttons

___ *#S-19 continues/rules won

Special Privileges

___ *#18 Choosing weather person

___ *# 19 Passing out papers

___ *# 20 Passing out plates at snack

___ *# 21 Angie does a job/goes to office

___ *Brainstorm/Buzz:* Special privileges

___ *# 22 “I’d love to call on you but you are not in your chair”

- ___ *# 23 Children reward other children
- ___ *#24 Computer use as a reward
- ___ *# 25 “first/then rule” –earning computer time & teacher interview

Special Recognition

- ___ *# 26 Citizens of the day & teacher interview
- ___ * #S-16 Clanging cymbals/spontaneous celebrations

Sharing Successes with Parents

- ___ *# 27 Explaining accomplishment chart
- ___ *# 28 Accomplish chart cont'd
- ___ *Brainstorm/Buzz:* Ways to involve parents at home with reward programs
- ___ *# 29 Teacher and parent collaborate on a chart
- ___ # S-19 Explaining how to earn chips/review dinosaur school rules/showing prizes
- ___ # S-20 Team challenge/party at 250 chips
- ___ # S-21 Counting chips
- ___ # S-22 Praise for accomplishments
- ___ # S-23 Special challenges/pretzel in bag
- ___ Dialogic Reading (optional)
- ___ *Buzz:* Self-care and Self-rewards

Break out for Behavior Plans (handouts page 32-34)

Homework Review for the month

Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals (handouts p.17-19, 35-38)

Evaluations and Goodbyes

Incredible Years Teacher and Children Series
Core Vignettes for Head Start Teachers (children ages 3-4 years)
Handling Misbehavior Workshop Day Four

Brainstorm/Buzz: Discipline Goals

Decreasing Inappropriate Behavior (Program 4)

___ * Introduction narration

Ignoring

___ *#1 Teacher checking a student's work

___ *Brainstorm/Buzz:* behaviors to ignore

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

___ *#3 Teacher at table helping two boys/"kitty got a whooping"

___ *#4 Teacher praises Odessa and ignores child saying, "I hate Robert"

___ *#5 Teacher ignoring 2 boys and helping another child

___ *#6 Teacher uses praise in combination with ignoring child who is patting her

___ Interview

___ *S-24 Ignoring strategy/ Jeremiah crying on floor/ vignette continues- 2 breaks

___ S-25 Ignoring a tantrum/Emani on floor/helping peers ignore him

___ S-26 Ignoring off-task behavior/Emani off seat

___ *S-27 Ignoring and redirecting/Kaylee tantrums

___ *Buzz:* behaviors to ignore and positive opposites to praise

___ * S-28 Teaching children to ignore/teacher praises children for ignoring

___ S-29 Learning about ignoring/Emani crying and children praised for ignoring

___ *Buzz:* Teachers share strategies they use to stay calm (See handout ways to stay calm)

Redirecting

A. Nonverbal Cues

___ *#7 Spelling lesson/and teacher redirects by removing object

___ #8 The "stare"

___ *#9 Redirect strategies/nonverbal cues

B. Wait/Silence

___ #10 Thinking?

___ *#11 Teacher shakes head at Greg

C. Positive Verbal Redirect

___ *#12 Waiting for Greg (using child's name)

___ *#13 "We lost someone" (not using name too much)

___ *#14 Redirecting without being confrontational/teasing motions

___ *#15 Verbalizing another child's perspective/Hanook

___ #16 Random checks/math paper

D. Negative Verbal Redirect (practice rewriting 17-20)

___ #17 "Listen to me, why is it taking so long?"/ Rewrite redirect to more positive approach

___ #18 "You weren't listening"

- ___ # 19 “You gotta watch”
- ___ # 20 “You’re daydreaming”
- ___ *# 21 Drawing/nonverbal cues to quiet down

Helping the Highly Distractible and Disengaged Child

- ___ # 22 “leave journals in desk”/ tries redirecting, checking work, reminders, nonverbal stare.
 - ___ *Buzz*: Selective Ignoring – what teacher can ignore while praising another part of behavior (See handout)
 - ___ # 23 Jeannette continued/ walking around and distracting others
- Interview

Reminders and Warnings

- ___ *#24 Teacher tries to get child back in seat/Andy
- ___ *# 25 Robert and counting to five
- ___ # 26 Children getting ready/Tony, Tim & Hanook
- ___ *# 27 Setting timer/Andy
- ___ *# 28 Warning of consequence/Robert and circle time

Helping the Impulsive Child

- ___ *# 29 Verbal and non verbal reminders/lesson begins in circle time
- ___ *#30 Identify strategies used/ Hanook out of seat
- ___ *#31 Teacher getting ready for snack/encouraging verbal skills

Coping with Tantrums

- ___ *# 32 Bubble table/ Hanook
- ___ *Brainstorm/Buzz*: Sharing ways to stay calm (use Buzz handout)
- ___ *Rewrite Negative Self-Talk* (see handout)

Break out for Behavior Plans

Homework Review for the month

Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals

Evaluations and Goodbyes

Incredible Years Teacher and Children Series
Core Vignettes for Head Start Teachers (children ages 3-4 years)
Decreasing Inappropriate Behavior Workshop Day Five

Decreasing Inappropriate Behavior (Program 4 DVD 5 & 6)

Negative Consequences

___ *Introductory narration

Natural and Logical Consequences

___ *#33 Snack time/you can have water

___ #34 Teacher removes child from desk

___ *#35 Go to the end of the line

___ #36 End of the line

___ *Brainstorm/Buzz*: consequences used and developmental appropriateness

___ *#37 Explanation of what happens if water is in kitchen

___ *#38 Being held responsible at recess time/child leaves room

Practice/Role Play – ignoring and praising

___ *S-30 Experiencing Consequences/ game is removed

Moving the Child

___ *#39 Signaling Jamaal quiet, giving warning, away from group at table

___ #40 Bring puzzle to me/Jeanette

Loss of Privileges

___ #41 Katie is moved back to her seat

___ #42 Teacher compromises

___ Teacher interview

**Decreasing Inappropriate Behavior- Follow Through with Consequences
(Program 4 Part 2)**

___ Introductory Narration

___ *Teach basic Time Out steps using first handout of simple time out*

Teaching Time Out to Students

___ *# S-31 Explaining Time Out

___ *# S-32 Practicing Time Out

___ *# S-33 Children teach Wally

___ *Practice/Role Play – in groups practice explaining time out and use anger thermometer*

Effective Practicing and Use of Time Out

___ *S-36 Time Out/Emani practices/Emani refuses to come back/ Emani back and kicks and returns to Time Out

___ S-37 Happy Place/ Emani goes to Time Out on his own

- ___ *S-38 Learning to Self-Regulate/Emani does Time Out & is reengaged/group using turtle shell and anger thermometer
- ___ *S-34 Time Out for Two Children/Emani and Tony
- ___ *S-35 End of Time Out/ return to circle
- ___ S-39 Resisting Time Out/ Jeremiah
- ___ *Buzz: Positive Self-Talk*
- ___ *S-40 Teaching Self-Regulation/Kaylee in Time Out

Improving Time Out

- ___ *#3 Time Out for swearing/whooping
- ___ #4 Child returned to Time Out for swearing (optional)
- Teacher Interview
- ___ *Buzz: Teachers share what behaviors result in Time Out, when they have it*
- ___ #5 Teacher trading beans for privileges/Jamaal stays at table

Tracking Misbehavior

- ___ * #1 Time Out/ Child gets off chair and goes in hallway (optional)
- ___ *#2 Teacher implements time out (optional)
- ___ #6 Teacher trying to teach/Greg disruptive/warning
- ___ #7 “you’re going to obey me”? teacher losing patience
- ___ *Buzz: calming self-statements*

Clip Board and Time System

- ___ *#8 Bubble play and child hits by mistake/ Jamaal throws toy on floor/noncompliant
- ___ Teacher Interview & Tracking Misbehavior

Card System

- ___ #9 Corraine turn over card to yellow
- ___ *Buzz: Logical Consequences*
- ___ Teacher Interview & Recess Talk (with Corraine)
- ___ *Buzz: Do Teachers Working Like Detective Sheets* (see handouts)
- ___ *Review: Problem Solving Worksheet* (see handouts)

Break out for Behavior Plans

Homework Review for the month

Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals

Evaluations and Goodbyes

Incredible Years Teacher and Children Series
Core Vignettes for Head Start Teachers (children ages 3-4 years)
Social, Emotional and Problem Solving Workshop Day Six
*** core vignettes preschool**

Building Positive Relationships (Program 5 Part 1 continued)

Changing Negative Reputations and Negative Self-Image

- ___ # 12 Patrick talks about his last chance in dinosaur school
- ___ *Buzz:* Share strategies for changing a child's negative reputation in a more positive reputation in classroom/school
- ___ #13 Teacher talking to Corraine at recess
- ___ S-2 Partnering with Parents/Dorian's mother (may have been shown in workshop #1)
- ___ *Buzz:* Ways to develop positive relationships with parents (workshop #1)

Showing Students you Trust Them

A. Responsibility in the Classroom

- ___ *#14 Weekly responsibilities in classroom
- ___ *Buzz:* Ways to Promote Responsibility
- ___ #15 Praising children for doing their jobs
- ___ *#16 Choosing jobs/mixing up names
- ___ *#17 Cleaning table
- ___ #18 Asking children to help problem solve/ problem with talking

B. Encouraging Students to Help Each Other

- ___ *#19 Children helping each other/sewing project
- ___ *#20 Whisper in your neighbor's ear
- ___ *#21 Peek on Jose and help him out
- ___ *#22 I get kind of lonesome when you are alone/Corraine
- ___ #23 Vowel lesson/Alician will you whisper in his ear
- ___ #24 continues

C. Giving Children Choices whenever Possible

- ___ *#25 You don't have to..
- ___ *#26 "I want to start all over again"
- ___ *#27 I thought it was a "D" – would rather it was a "B"

D. Teacher as Model

- ___ #28 Teacher acknowledges difficulty/Mr. H.
- ___ #29 & 30 Giving encouragement/scaffolding

Emotional Regulation, Social Skills and Problem Solving (Program 5 Part 2- DVD 7)

- ___ *Introductory narration

Teaching Social Skills

A. Teaching about Relationships

- ___ #1 Teacher talks about being team players
- ___ #2 Teacher continues discussion of team players
- ___ #3 Teacher reads story about friends
- ___ *#S-41 Coaching Social Skills /Wally, Carolyn, 2 girls playing detective game and Emani joins in/ recording friendly behaviors
- ___ *#S-42 Social and Emotional Coaching/ 4 boys and Jamila with puzzle
- ___ *Buzz: Emotional Literacy Words and Social Behaviors*
- ___ *Practice/Role Play: Social and Emotion Coaching*

B. Encouraging Feeling Talk & Use of Feeling Cue Cards

- ___ *Explain feeling cue cards and how these can be used in classroom with examples of games they can play with them (e.g., music freeze, turn over one card and mix up)*
- ___ #4 Teacher journal writing about friendships
- ___ #5 Continuation
- ___ *Buzz/Brainstorm: Promoting Feelings Literacy (start feeling book, compliment circle time)*
- ___ #6 Boy talks about a time he felt angry/teachable moment

C. Coaching Self-Regulation Skills

- ___ *#S-43 Jamila at table, matching game, Valerian waiting
- ___ *Buzz: Connecting frustrating emotions with ability to stay calm*
- ___ *#S-44 Patience muscles
- ___ *# S-45 Using puppets to Promote feeling talk
- ___ *Practice with puppets/Tiny Turtle/ Feeling books*

Teaching Problem Solving

A. Using Words to Solve Problems

- ___ *#7 Teacher prompts words to ask
- ___ *#8 Sharing oatmeal/Bonnie and Hannook
- ___ *Review levels of play & when to use “prompts” (use handouts)*
- ___ *#9 Prompting word use
- ___ #10 Teacher helps children learn to trade and wait
- ___ *Practice in groups of 4: words children can use to solve problems- give small groups a scenario to practice (waiting, asking, etc.)*
- ___ * #11 Teacher preparing snacks/fish crackers
- ___ #12 Teacher leads song/language board
- ___ #13 Using communication card “I want yogurt”
- ___ #14 Tell me in words
- ___ #15 Teacher shows Hanook at bubble table how to ask for what he wants

B. Role-Plays as a Teaching Strategy

- ___ #16 Teacher sets up a role play/Wally/ Nicholas/
- ___ *Buzz: problem solving scenarios for circle time (e.g., using computer, sharing ball, needing help, being teased etc.)*
- ___ *Role Play: Using puppets to teach problem solving /break into small groups*
- ___ #17 Teaching about ignoring and practicing

Coaching Problem Solving

- ___ * *Model how to use Wally books in circle time or individually*
- ___ *# S-46 Using Wally books and puppets to teach Calm Down Strategies
- ___ *Practice using the Wally books with puppets*
- ___ #S-47 Using Books to Teach Problem Solving Skills/ bully story
- ___ #S-48 Teacher sets up role play related to story
- ___ *Practice: Use Wally books*
- ___ S-49 Using Games to Teach Problem Solving/Adriana and Dorian
- ___ S-50 Pass the Hat/sing song and pull out question
- ___ *Brainstorm/Buzz: Suggestions of solutions for hat game*
- ___ *S-51 Problem solving in the midst of conflict/Gregory won't share and Simran is mad
- ___ S-52 Turtle Shell/ Gregory upset because Ramadan tries to take his airplane
- ___ *S-53 Promoting/ playground & teachers helps to come up with solutions
- ___ *S-54 Being Hit/ Girls says Gregory hit her
- ___ *S-55 Reinforcing use of words/Sergio's cars

Teacher as Learner

A. Daily Reflection

- ___ #18a, b Teachers reflect on and evaluate day

B. Problem Solving with Parents

- ___ #19 Narration
- ___ *Brainstorm/ Buzz: Involving parents (using Wally books)*

Break out for Behavior Plans

- ___ **Buzz: Share strategies for changing a child's negative reputation in a more positive reputation in classroom/school*

Review Plan for Involving Parents in Learning

Homework Review for the month

Complete Teacher Classroom Management Self-Reflection Inventory & Set Personal Goals for Future

Compliment Circle Time- Teachers share what one thing they have learned and tried successfully in their classrooms.

Evaluations

Certificates of Completion and Goodbyes