

Incredible Beginnings
Teacher Training Workshop
(3 days/21 hours)

Date of training_____

Location_____

Trainer or Mentor_____

Billing Information for per participant fee

Organization/Agency Name_____

Contact Name_____

Street Address_____

City_____ State/Province_____

Post Code_____ Country_____

Contact phone number_____

Contact email address_____

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

Incredible Years
1411 8th Avenue West
Seattle, WA 98119

INCREDIBLE BEGINNINGS TEACHER TRAINING WORKSHOP

(3 days/21 hours) October 2015

Workshop is for group leaders who are delivering the 6-day Incredible Beginnings™ Program (preschool teachers & day care providers 1-5 years)

*Qualifications for teacher group leader include: Certification as parent group leader or child group leader, **OR**; educational background & experience in early childhood education, teaching, child or school psychology or counseling preferably Masters degree; & experience mentoring, supporting or training teachers.*

• • • • • CHECKLIST • • • • •

- Prior to the training, give each participant the book *Incredible Teachers: Nurturing Children's Social, Emotional & Academic Competence*
- Arrange room set up: chairs in semi circle (no tables), DVD Player, Teaching Pyramid for Toddlers & Preschoolers Poster displayed, agenda written on flip chart
- Snacks: table set up with coffee, tea, & am/pm snacks
- List of participants with space to sign in each day (VERY Important!)
- Clock/Credit Hours form for participants (if applicable)
- Name tags
- H&outs prepared, in binders
- Agenda completed for each workshop day
- Evaluation forms photocopied on different color paper for each day
- Send play article ahead of time to participants

• • • • • ITEMS NEEDED • • • • •

- School Rules poster & rules cue cards, Show Me Five garden glove
- Calm Down Thermometer poster with arrow
- Large Wally books
- Materials for Small Group Activities (toys, books with no words, activities for 1-3 year olds as well as 3-5 year olds)
- Teaching Pyramid for Toddlers & Preschoolers
- IY stickers: I'm good at complimenting
- Toys, blocks, Legos, h& puppets, child books
- Small prizes: Chocolate/c&y, magnets, stickers, pencils, rulers



• • • • • DVDs NEEDED • • • • •

DVD set

NOTE:

More buzzes, vignettes, role plays, self-reflection inventories & behavior plans are suggested in this protocol than there will be time for. Scatter these methods throughout the training & use as you assess the group's needs for a different activity or for more help with a particular training methods.



• • • • • HANDOUTS • • • • •

Contents & Objectives Table

Program 1

- Brainstorm Buzz: Building Relationships with Parents
- Managing Separations
- Self-Reflection Inventory (Managing Separation Anxiety)
- Behavior Plan Record Sheet (2)
- Goals & Practice Activities

Program 2

- Practice Activities
- Key Points
- Brainstorm & Buzz (2)
- Reading with Care Toddlers

Program 3

- Practice Activities
- Key Points
- Tips for Using Puppets
- Brainstorm Social Coaching & Dramatic Play
- Record Sheet

Program 4

- Practice Activities
- Brainstorm Self-Regulation
- Key Points
- Calm Down Script
- Record Sheet

Program 5

- Practice Activities
- Examples of Nonverbal Signals
- Brainstorm Schedule & Rules
- Record Sheet

Program 6

- Practice Activities
- Goals
- Understanding Problem Behaviors
- Positive Opposite Behaviors
- Brainstorm Staying Calm
- Behaviors to Ignore
- Praising Parent
- Teacher Self-Praise
- Behavior Planning part 1 & 2
- Circle Time Lesson on ignore
- Steps 1-4 & Steps 1-8
- Time Out Script

Workshop Day 1

Building Positive Relationships with Toddlers: Managing Separation Anxiety & Promoting Language Development

I. Welcome & Introductions

- ___ Introductions of participants
- ___ Participant Goals for Workshop
- ___ Review agenda for workshop days

II. Overview Incredible Beginnings Program

- ___ Content of the programs – *see objectives handout*
- ___ Review how program differs from TCM (*see handout*)
- ___ Recruitment of teachers & day care providers
- ___ Review training location, welcoming atmosphere, food, CE credits (if applicable)
- ___ **EXPLAIN** to participants that they will be “teachers” or “child care providers” & trainer will be “group leader” at times to model the process of group leading. Talk about how you will signal whether you are “in role” or “out of role”

III. Review the outline/protocol for Day 1 with the group

- ___ **MODEL** ground rules & process the use of this in the teacher training (could do buzz to prepare for discussion)
- ___ **BRAINSTORM:** Have participants brainstorm ways to have teachers present their goals for the training.
 - “What are your goals for the children in your setting?”
 - “What are your strengths as a teacher?”
 - “What would you like to work on?”
 - “What is challenging for you?”
- ___ **MODEL** how use “teaching pyramid” to explain order of program content. Then process why the pyramid is a useful tool for presenting the program to teachers.

IV. Program 1: Building Positive Relationships with Toddlers & Managing Separation Anxiety (DVD 1)

- ___ **BRAINSTORM/BUZZ** how toddlers feel about being left with provider & how parents feel about leaving their children
- ___ SHOW INTRODUCTORY NARRATION (OVERVIEW) DVD #1: Explain who teachers are on video & how DVDs are used to stimulate discussion.

Relationship Building with Toddlers & Parents

- ___ INTRODUCTION: Developmental Milestones
- ___ ****VIGNETTE 1:** Welcoming Greetings
- ___ ***VIGNETTE 2:** Predictable Goodbye Routines
- ___ ****VIGNETTE 3:** Managing Separation Anxiety (*Nora*)
- ___ ***VIGNETTE 4 (P):** Welcoming New Arrivals
- ___ **ROLE PLAY/PRACTICE** greeting child & parent & separation when parent leaves. Discuss how this is different for pre-schoolers
- ___ **BUZZ** Barriers to developing relationships & buzz ways to develop positive relationships & build attachment with children



Managing Separation Anxiety

- ___ **BUZZ** ways to help parents separate from their children
- ___ **VIGNETTE 5 A, B, C: Providing Support for Separation Anxiety
(2 year old Hayden)
- ___ *VIGNETTE 6 A, B, C: Fading Out Parent (*Emmadelle*)
- ___ VIGNETTE 7: Re-engage Emmadelle
- ___ SHOW TEACHER REFLECTIONS VIGNETTE
- ___ *VIGNETTE 9 A, B (P): Managing Separations (*Kelin new problem*)
- ___ VIGNETTE 10: Re-engaging children after separation
- ___ **BUZZ**: Managing Separations (*see handout*)

AND/OR

- ___ **BUZZ**: Managing Separations (*see handout*)



Process: Buzz

- ___ After doing one or two buzzes suggested above, talk about the value of doing buzzes.

Toddler-Directed Play

- ___ *VIGNETTE 12 (P): Toddler-directed play
- ___ *VIGNETTE 13 (P): Toddler-directed play
- ___ **ROLE PLAY/PRACTICE** Toddler-directed play



Process: Beginning Steps of Role Play

- ___ Begin to discuss the steps to setting up a role play.
 1. Set the scene.
 2. **DEFINE** child roles & emphasize the importance of keeping child behavior under control.
 3. Script the teacher role—often with help from the whole group; make some notes on flip chart for more complicated role plays.
 4. Run role play & coach, if needed.
 5. **DEBRIEF**: get positive feedback from group, ask about child & teacher experiences.

Teacher-Child Care Provider-Parent Communication

- ___ *VIGNETTE 15: Teacher-parent communication
- ___ *VIGNETTE 16 (P): Debriefing with parent (*Kelin*)
- ___ VIGNETTE 17: Reassuring children
- ___ *VIGNETTE 18 (P): Debriefing with mother
- ___ *VIGNETTE 19: Teachers debriefing
- ___ VIGNETTE 20: Assessing children's progress
- ___ **BUZZ** importance of debriefing with colleagues & assessing progress
- ___ Participants do Self-Reflection Inventory & Determine Personal Goals
(*see handouts*)



Process: Self-Reflection Inventories

- ___ **DISCUSS** the use of the self-reflection inventories as a teaching tool, & how to use them to set goals in trainings.
- ___ **REVIEW** Behavior Plan Record Sheet (*see handouts*)
- ___ **DISCUSS** how to shorten to half day if workshop is mainly preschoolers



Other Training Process Methods

After (& during) training in the first program, review some of the group leadership skills you have modeled. For this first program try to cover the following:

- ___ Collaborative process of training based on discussion & reflection of vignettes
- ___ Aspects of role play practices (choosing participants, defining participant roles & scripts, pausing action for clarification, debriefing)
- ___ Self-reflective inventories & goal setting
- ___ Use of buzzes



V. Program 2 Promoting Language Development in Toddlers (DVD 2)

- ___ **BRAINSTORM/BUZZ** ways child care providers promote language development
- ___ ****INTRODUCTION**
- ___ ****VIGNETTE 1:** Descriptive commenting (*snacktime, sticks, berries*)
- ___ **VIGNETTE 2:** Descriptive commenting & prompting (*Patrick*)
- ___ ***VIGNETTE 3:** Descriptive commenting (*Chinese mother blocks*)
- ___ ***VIGNETTE 4:** Imitation talk (*chalk*)
- ___ ****VIGNETTE 5:** Pacing language & choices
- ___ ****VIGNETTE 6:** Prompting, modeling, & praising, use of pointing gestures & word use (*berries snacktime*)
- ___ **VIGNETTE 7:** Descriptive commenting
- ___ **VIGNETTE 8:** Descriptive commenting
- ___ ***VIGNETTE 9:** Descriptive commenting
- ___ **LARGE GROUP PRACTICE:** Teacher demonstrates descriptive commenting & imitation & follow with small group practice. Afterwards review process of setting up role plays in large group & small group.
- ___ ****VIGNETTE 10:** Making language sounds fun (*blue barrel*)
- ___ ****VIGNETTE 11:** Adjusting for toddler's language readiness (*frog, hippo*)
- ___ ***VIGNETTE 12:** Avoiding too much question asking
- ___ ***VIGNETTE 13:** Descriptive commenting (*Kalani boxes*)
- ___ **VIGNETTE 14:** Modeling & prompting words (*Kalani strainer*)
- ___ **VIGNETTE 15:** Pairing songs with physical actions
- ___ **ROLE PLAY/PRACTICE:** strategies to use with nonverbal children (modeling, gestures, commenting) Have a participant help to set up this role play.
- ___ **REVIEW** the steps of setting up a successful role play.
- ___ **BRAINSTORM/BUZZ:** Songs & nonverbal gestures (*see buzz handout*)
- ___ ****VIGNETTE 16:** Use of visual cues & gestures to enhance language (*wheels on the bus*)
- ___ ****VIGNETTE 17:** Snack menus to enhance language (*toddler classroom*)
- ___ **VIGNETTE 18:** Songs, visual cues & gestures (*Kalani*)
- ___ **BRAINSTORM/BUZZ:** Visual cards to use
- ___ **VIGNETTE 19:** Promoting language & pre-reading readiness (*Chinese mom*)
- ___ ****VIGNETTE 20:** Promoting language & pre-reading readiness (*Kalani melon book*)
- ___ **VIGNETTE 21:** Face-to-face reading approach (*lady bug*)
- ___ ***VIGNETTE 22:** Toddler-directed reading (*"all done"*)
- ___ ***TEACHER REFLECTIONS:** Language development
- ___ **ROLE PLAY/PRACTICE:** Interactive reading, using gestures & descriptive commenting with self-care activities.
- ___ **VIGNETTE 23:** Scaffolding walking
- ___ **VIGNETTE 24:** Scaffolding walking

- ___ *VIGNETTE 25: Supporting & praising motor skills
- ___ ***TEACHER SELF-REFLECTIONS:** Encouraging motor development
- ___ **PROCESS** how group leaders use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.

Program 2 Promoting Language Development in Preschoolers DVD 3

- ___ **VIGNETTE 26: Being too teacher-directed (*intro & Jamila*)
- ___ **VIGNETTE 27: Teachers being child-directed
- ___ VIGNETTE 28: Promoting social communication
- ___ **VIGNETTE 29: Using visuals to enhance language (*play dough "squeeze" intentional comment*)
- ___ **VIGNETTE 30: Pre-academic coaching (*Amelia balls*)
- ___ **VIGNETTE 31: Interactive reading (*blue dinosaurs*)
- ___ **ROLE PLAY/PRACTICE:** Pre-academic coaching
- ___ **VIGNETTE 32: Encouraging asking (*Amelia*)
- ___ VIGNETTE 33: Learning to ask & respond (*girl wants milkbox*)
- ___ **VIGNETTE 34: Using snack talk cards to promote communication (*Amelia table*)
- ___ VIGNETTE 35: Using snack cards (*Hudson table*)
- ___ **VIGNETTE 36: Setting up asking & telling practices (*Hudson apples, crackers*)
- ___ ***TEACHER REFLECTIONS:** Language development
- ___ ***PARENT REFLECTIONS:** Being child-directed
- ___ **vPROCESS** how group leaders use vignettes to trigger discussions, pull out principles, record key ideas on flip chart, trigger role plays etc.

KEY CONCEPTS

- Using descriptive commenting
- Understanding the importance of imitation, repetition, & nonverbal gestures for toddlers
- Using strategic modeling & prompting use of language
- Being child-directed
- Using visual cues, songs, & menus to prompt social communication
- Using interactive reading to promote reading readiness
- Using pre-academic coaching with preschoolers
- Setting up asking & feeling practices

- ___ Participants do Self-Reflection Inventory (*see handout*) (*this is done here if not done earlier, make sure they understand there is one for each topic area*)
- ___ **REVIEW** Behavior Plan Record Sheet & Practice Activities (*see handouts*)
- ___ **Read chapters 1, 2 & 5**





VI. Review Training Process Methods Modeled by Group Leaders on 1st Day Training
(it is not expected that all of these are covered first day)

Review training process methods not covered at end of Program One.

- ___ Collaborative Process
- ___ Tailoring to teachers' goals
- ___ Mediating Vignettes
- ___ Principles Training
- ___ Rewarding & praising participation, principles & participation in role plays
- ___ Setting up Simple Role Plays
- ___ Buzz/Brainstorms (value of this method)
- ___ Benefits/Barriers Exercise
- ___ Summarizing, Pacing
- ___ Setting up Behavior Plans/Record Sheets/Break out Groups
- ___ Self-reflection inventories & goal setting
- ___ Session Evaluations
- ___ Summary & Wrap Up

Workshop Day 2

Social Coaching & Emotion Coaching

Program 3: Social Coaching



I. Part 1: Social Coaching with Toddlers DVD 4

- ___ BRAINSTORM/BUZZ social behaviors they want to encourage in toddlers
- ___ **SHOW DVD 3 INTRODUCTION



PROCESS EXPLANATION

During this section, have participants begin to think about what questions they would ask the teachers in this group. Then break teachers into small groups & have them practice leading vignette discussion with each other.

- ___ **VIGNETTE 1: Modeling social skills (*good intro, Bella arrives*)
- ___ **VIGNETTE 2: One-on-one social coaching (*dots, my turn, trade*)
- ___ **VIGNETTE 3: Modeling “my turn” (*painting, Mac & Leighton*)
- ___ *VIGNETTE 4: Modeling & prompting sharing (*my turn, share, Nora*)
- ___ *VIGNETTE 5: Social coaching (*playdough, 2 mothers & 2 girls*)
- ___ *VIGNETTE 6: Social coaching (*play dough continued*)
- ___ **ROLE PLAY/PRACTICE:** large group demonstrate social coaching with toddler using modeling, prompting & praising (*one-on-one*)
- ___ **VIGNETTE 7: Coaching turn taking & asking (*saying help, blue barrel*)
- ___ *VIGNETTE 8: Teaching turn taking & waiting (*circle time, ball rolling*)
- ___ VIGNETTE 9: Circle time promotes social skills (*toddler circle time*)
- ___ VIGNETTE 10: Using pretend play to promote social interactions
- ___ **VIGNETTE 11: Using puppets to teach social skills (*Tiny asks for help*)
- ___ **BRAINSTORM/BUZZ:** Ways pretend play is promoted
- ___ **ROLE PLAY/PRACTICE:** Using puppets to model social skills
- ___ **VIGNETTE 12: Encouraging social interactions (*trampoline, turn taking*)
- ___ **VIGNETTE 13: Helping toddlers learn turn taking (*throwing ball*)
- ___ VIGNETTE 14: Encouraging helping behavior
- ___ *VIGNETTE 15: Labeled praise
- ___ ***TEACHER REFLECTIONS:** Social coaching
- ___ **ROLE PLAY/PRACTICE:** In triads coach 2 toddlers & promote beginning turn taking & awareness of other child
- ___ **BRAINSTORM/BUZZ:** Labeled praise



II. Part 2: Social Coaching with Preschoolers DVD 5

- ___ **BRAINSTORM/BUZZ:** Social behaviors to encourage in preschoolers
- ___ **BENEFITS/BARRIERS** of dramatic play for preschoolers (afterwards review the benefits/barriers exercise)
- ___ ***PROGRAM INTRODUCTION**
- ___ **VIGNETTE 16: Giving attention to preschoolers’ social skills (*Dorian, Simone*)
- ___ **VIGNETTE 17: Prompting verbal social interactions (*Amelia lying in bed*)
- ___ VIGNETTE 18: Promoting expression of ideas in joint play
- ___ **VIGNETTE 19: Modeling & intentional commenting to promote sharing (*drama intentional commenting to promote sharing*)

- ___ VIGNETTE 20: Promoting peer communication
- ___ **VIGNETTE 21: Promoting peers sharing ideas (*I feel happy Amelia*)
- ___ **ROLE PLAY/PRACTICE:** Dramatic play: small group coaching
- ___ **VIGNETTE 22: Asking & sharing (*three children play dough*)
- ___ **BUZZ:** Dramatic Play (*see handout*)
- ___ VIGNETTE 23: Asking & Waiting for a turn
- ___ **VIGNETTE 24 A, B: Encouraging cooperative play (*play dough*)
- ___ **ROLE PLAY/PRACTICE:** Social Coaching with 4 Children – using play dough
- ___ **VIGNETTE 25: Helping behavior (*Amelia helps another girl*)
- ___ *VIGNETTE 26: Using books to teach social skills (*Amelia - Oscar*)
- ___ **ROLE PLAY/PRACTICE:** Reading with CARE to promote social skills & empathy
- ___ VIGNETTE 27: Prompting waiting, asking & turn taking (*Amelia board game*)
- ___ **ROLE PLAY/PRACTICE:** groups of four teacher models, prompts, & praises target social behaviors
- ___ **BUZZ:** How to teach parents to use social coaching
- ___ *VIGNETTE 28: Using puppets to promote empathy & friendship skills (*Amelia turtle, Truman*)
- ___ **VIGNETTE 29: Child-directed block play (*Hudson*)
- ___ *VIGNETTE 30: Using picture play scripts to promote joint play (*Hudson*)
- ___ *VIGNETTE 31: Coaching on the play ground (*Hudson*)
- ___ *VIGNETTE 32: Teacher-directed social training (*Hudson*)
- ___ *VIGNETTE 33: Using pretend play to encourage social learning (*Takesha two girls*)
- ___ **ROLE PLAY/PRACTICE:** In triads, practice using puppets to practice friendship skills
- ___ **BRAINSTORM/BUZZ:** How to use visual cards with selected children
- ___ ***TEACHER & PARENT REFLECTIONS**
- ___ Participants do Self-Reflection Inventory
- ___ **REVIEW** Behavior Record Sheet (*see handout*) & Practice Activities

III. Program 4: Emotion Coaching Part 1: Emotion Coaching (DVD 6)

___ **BRAINSTORM/BUZZ OR BENEFITS/BARRIERS** Teaching emotion language

___ **SHOW DVD 3 INTRODUCTION

Reading to Build Emotional Literacy

___ **VIGNETTE 1: Reading to build emotional literacy (*reading monkeys jumping*)

___ *VIGNETTE 2: Reading to build emotional literacy (*dinosaurs*)

___ VIGNETTE 3 (P): Reading to build emotional literacy (*Hudson*)

___ **ROLE PLAY/PRACTICE:** reading using emotion coaching interactive reading

Emotion Coaching During Child-Directed Play

___ VIGNETTE 4: Emotion coaching (*Emmadelle*)

___ **VIGNETTE 5: Modeling, naming, & prompting positive emotion language (*Hudson*)

___ VIGNETTE 6: Responding to children's unpleasant feelings (*Kalani water*)

___ **VIGNETTE 7: Using emotion coaching to help children stay calm (*sticky tape*)

___ **BRAINSTORM/BUZZ:** Use of feeling cards

___ **ROLE PLAY/PRACTICE:** large group demonstrate emotion coaching one on one with toddler; Break out into small dyads for individual practice, specify age. (combine emotion coaching with descriptive commenting)



Using Puppets

- ___ *VIGNETTE 8 (T): Using puppets with toddlers (*Emmadelle & frog*)
- ___ **VIGNETTE 9: Using puppets to promote empathy (*Amelia turtle*)
- ___ *VIGNETTE 10 (P): Using puppets to promote emotion understanding (*baby dina & Takesha*)
- ___ VIGNETTE 11(T): Using puppets to teach emotion language (*turtle boy cries*)
- ___ *VIGNETTE 12 (P): Using puppets to practice feeling words (*Takesha say stop*)
- ___ **ROLE PLAY/PRACTICE:** Demonstrate using puppets to promote empathy & feeling language & break out in to dyads to practice. Specify age & developmental level of child & target goals

Using Words to Manage Frustration

- ___ *VIGNETTE 13 (P): Using words to manage emotions (*Jamila & Sergio*)
- ___ VIGNETTE 14 (P): Using words to manage frustration (*play dough table Amelia*)
- ___ **VIGNETTE 15: When to use emotion coaching (*Jamila kids arguing*)
- ___ *VIGNETTE 16: Link actions to emotions (*Hudson gives ball*)

Part 2: Emotional Regulation (DVD 7)

- ___ **BUZZ:** Promoting children's self-regulation (*see handout*)
- ___ **VIGNETTE 17: Taking deep breaths (*good intro*)
- ___ *VIGNETTE 18 (P): Modeling & reinforcing calm down strategies (*schedule change*)
- ___ *VIGNETTE 19: Teaching calm down breathing (*Hudson*)
- ___ **VIGNETTE 20: Tiny turtle helps model calm down skills (*Amelia shy turtle*)
- ___ **ROLE PLAY/PRACTICE:** Deep breathing practice with puppets (*turtle*)

Using Books to Teach Calm Down Strategies

- ___ *VIGNETTE 21: Using books to teach calm down strategies
- ___ *VIGNETTE 22: (T) Tiny turtle teaches how to manage scared feelings (*anxious boy*)
- ___ *VIGNETTE 23: Encouraging practice when reading books about emotions (*boy goes in shell*)

Using Calm Down Thermometer

- ___ *VIGNETTE 24 (P): Tiny teaches how to manage worries (*Hudson & dad*)
- ___ *VIGNETTE 25 (P): Using the calm-down thermometer (*Hudson & dad*)
- ___ **VIGNETTE 26 A, B: Using the calm down thermometer with tiny turtle
- ___ *VIGNETTE 27: Helping Tiny feel better
- ___ **VIGNETTE 28 A, B, C: Explaining the calm down thermometer (*Jamila & boys*)
- ___ **ROLE PLAY/PRACTICE:** Ask 2 participants to model using the calm down thermometer & turtle puppet to teach children calm down strategies. Break in to small groups for practice.
- ___ **BUZZ:** Ways teachers will share ways they will teach parents to use some of the calm down strategies at home.
- ___ **VIGNETTE 29 (P): Finding the teachable moments (*Gregory*)
- ___ VIGNETTE 30 (T): Classroom as family
- ___ ***TEACHER REFLECTIONS:** Emotion coaching
- ___ ***PARENT REFLECTIONS:** Emotion coaching
- ___ Participants do Self-Reflection Inventory
- ___ **REVIEW** Behavior Record Sheet, Practice Activities





IV. Review Training Process Methods Modeled by Group Leaders on 2ND Day

Review training process methods demonstrated at various times throughout the day. If you think group leaders are ready by the afternoon you could ask them to mediate some vignettes. First have them think about questions to ask in pairs & then lead small groups of 6-8 people with leader & coleader.

- ___ Collaborative Process
- ___ Mediating Vignettes
- ___ Principles Training
- ___ Rewarding Participants
- ___ Setting up more complex Role Plays
- ___ Buzz/Brainstorms (value of this training method)
- ___ Benefits/Barriers Exercise
- ___ Setting up Behavior Plans/Record Sheets
- ___ Managing resistance from teachers/day care providers
- ___ Talk about using self-reflection inventory for goal setting

Summary & Wrap Up

- ___ **SUMMARIZE** key points of the day.
- ___ **REVIEW** handouts of practice activities & read in Chapters in Book *Incredible Teachers: Nurturing Children's Social, Emotional & Academic Competence*.
Chapters 4, 11, 14
- ___ Evaluations

NOTE:

If possible it would be great to show Program 5 on the 2nd day so that you have one whole day for managing misbehavior, that is Program 6.

Workshop Day 3

Program 5: Proactive Teacher DVD 8



I. Program 5: Proactive Teacher DVD 8

- ___ *INTRODUCTION
- ___ **VIGNETTE 1: Transition warning (*five minute, whistle*)
- ___ *VIGNETTE 2: Transition warning (*two months later*)
- ___ **BRAINSTORM/BUZZ:** Signals providers use to prepare children for transitions
- ___ VIGNETTE 3 (T): Making transitions predictable (*outside play ends*)
- ___ *VIGNETTE 4: Predictable transitions (*older toddlers*)
- ___ **BRAINSTORM/BUZZ:** Routines (*see child care schedule handout*)
- ___ **ROLE PLAY/PRACTICE:** Giving children warnings & helping them transition to circle time
- ___ VIGNETTE 5 (T): Songs facilitate transitions (*older toddlers*)
- ___ *VIGNETTE 6 (T): Ending play time with toddlers (*Takesha timer*)
- ___ *VIGNETTE 7: Helping children manage change of activity (*anxious boy*)
- ___ **ROLE PLAY/PRACTICE:** Ending play
- ___ VIGNETTE 8 (T): Washing h&s routine
- ___ VIGNETTE 9 (T): Beginning snack seating (*toddlers*)
- ___ **VIGNETTE 10 (P): Calm snack routine (*towels*)
- ___ **VIGNETTE 11 (T): Transition warning for preschoolers (*bell lights off*)
- ___ *VIGNETTE 12 (P): Transitions to new small group activity (*small group*)
- ___ **VIGNETTE 13 (P): Washing h&s routine (*preschoolers, pictures*)
- ___ *VIGNETTE 14 (P): Opening circle time with preschoolers
- ___ *VIGNETTE 15: Establishing circle time rules
- ___ **BRAINSTORM/BUZZ:** Share rules for circle time &/or classroom (*see handout buzz*)
- ___ **VIGNETTE 16: Teaching children classroom rules (*Jamila & Carolyn visuals*)
- ___ **ROLE PLAY/PRACTICE:** Teaching children rules: Give groups a rule card (eyes on teacher, quiet h& up, listening ears) & ask group to think of ways to teach this to class.
- ___ **VIGNETTE 17: Circle time proactive activities (*polar bear*)
- ___ VIGNETTE 18 (P): Teaching group conversation sharing (*quiet hand, circle*)
- ___ *VIGNETTE 19: Giving jobs & manage preschool transitions (*eyes on me*)
- ___ VIGNETTE 20 (T): Celebrating success (*superstar*)
- ___ **BRAINSTORM/BUZZ:** Practice how to explain to children how they will give rewards
- ___ **VIGNETTE 21: Ending day with toddlers (*puppets*)
- ___ *VIGNETTE 22: Ending day with fun (*water spray*)
- ___ **BRAINSTORM/BUZZ:** Plans for ending day & debriefing with parents
- ___ *VIGNETTE 23: Ending day with preschoolers (*deep breaths, goodbye friend with puppet*)
- ___ **REVIEW** Record Sheet (*see handout*)



II. Program 6: Positive Behavior Management DVD 9 For Toddlers & Preschoolers (Part 1)

- ___ **INTRODUCTION
- ___ VIGNETTE 1: Avoid comm&s & use redirections (*egg carton*)
- ___ **VIGNETTE 2: Setting the limit & redirection (*snack bars gone*)
- ___ **VIGNETTE 3: Clear limits & instructions (*yellow cup for Mac*)
- ___ *VIGNETTE 4 (T): Clear limit setting (*bicycle sidewalk*)
- ___ VIGNETTE 5 (T): Toddler positive reminders (*Kalani water*)
- ___ **VIGNETTE 6 (T): Transition warnings (*Kalani water*)
- ___ **VIGNETTE 7: Follow through with instructions (*one min? drama play ends*)
- ___ *VIGNETTE 8 (T): Positive limits (*gentle hands*)
- ___ VIGNETTE 9 (PT): Using older children to provide distractions (*sandbox*)
- ___ *VIGNETTE 10 (T): Positive limits, physical redirects & ignore (*rolling ball circle time*)
- ___ *VIGNETTE 11 (T): Pair ignore with distractions (*Nora at table*)
- ___ VIGNETTE 12 (T): Offer choice, ignore & distract (*Nora choice*)
- ___ **VIGNETTE 13: Clear limit setting & physical action (*Robin washing hands*)
- ___ **VIGNETTE 14: Strategic attention (*Hanook seated*)
- ___ VIGNETTE 15 (T): First/then commands (*Nana & Lia*)
- ___ *VIGNETTE 16: Ignoring tantrums (*Hanook bubble word*)
- ___ VIGNETTE 17 (T): Differential action (*father dressing Lia*)
- ___ VIGNETTE 18 (T): Managing toddler hitting behavior (*Lia & brother stroller*)
- ___ *VIGNETTE 19: Planned ignoring (*Kaylee tantrum, circle time*)
- ___ **BRAINSTORM BUZZ:** Behaviors to ignore (*see handout*)

INTERPERSE THE FOLLOWING WITH VIGNETTES LISTED ABOVE:

- ___ **BRAINSTORM/BUZZ:** Distractions, Redirections, Warnings,
- ___ **BRAINSTORM/BUZZ:** Benefits/Barriers to Praising Children. Process the use of benefits/barriers exercises as a way to reduce resistance topics that are controversial.
- ___ **BRAINSTORM/BUZZ:** Rewrite Commands
- ___ **BRAINSTORM/BUZZ:** Ways to stay calm when ignoring (*see handout*)
- ___ VIGNETTE 20 (T): Using turtle puppet to help children calm down (*Tiny & Hayden*)
- ___ VIGNETTE 21 (P): Prompting calm down strategy (*Valena girl car?*)
- ___ **VIGNETTE 22: Ignore first & then use calm down strategy (*boy on floor*)
- ___ **ROLE PLAY/PRACTICE:** Ignoring misbehaviors paired with proximal praise followed by distraction & redirection
- ___ *VIGNETTE 23: Praise & support
- ___ **BRAINSTORM/BUZZ:** Positive Opposite (*see handout*)
- ___ *VIGNETTE 24: Praising children who follow directions (*toddler mats*)
- ___ *VIGNETTE 25: Praise compliance with instructions (*Hudson, cleaning up*)
- ___ **BRAINSTORM/BUZZ:** Labeled praise & use handout
- ___ VIGNETTE 26 (P): Encouraging cooperation
- ___ **BRAINSTORM/BUZZ:** Teacher self praise & praising parents (*see handouts*)

Using Incentives

- ___ VIGNETTE 27 (T): Incentives for toilet training (*Ryan*)
- ___ **BRAINSTORM/BUZZ:** share with buddy when might use spontaneous incentive.
- ___ *VIGNETTE 28 (T): Incentives for cooperative behavior (*Liah diaper*)
- ___ *VIGNETTE 29 (T): Celebrating success (*hand stamp*)

- ___ **SELF-PRAISE & REWARDS BRAINSTORM/BUZZ:** on ways to reward selves
(see handout)
- ___ ***TEACHER REFLECTIONS:** Managing misbehavior



III. **Program 6: Positive Behavior Management DVD 10 For Preschoolers (Part 2)** **Differential Attention & Planned Ignoring**

- ___ *PROGRAM INTRODUCTION
- ___ **VIGNETTE 30: Differential Attention (*Ameila my turn*)
- ___ **ROLE PLAY/PRACTICE:** ABC's of learning based on vignette 30
- ___ VIGNETTE 31 (P): Differential Attention (*Amelia grabbing Tina*)
- ___ **VIGNETTE 32: Ignoring & taking a break (*Amelia tantrum*)

IV. **Process: Role Play Scaffolding**

Review the steps to scaffolding a role play—talk about the importance of managing misbehavior during the role play so that the teacher is prepared & successful. Discuss ways to coach, pause, & redirect if role play is not going well.

- ___ **BRAINSTORM/BUZZ:** Ignorable Behaviors
- ___ **REVIEW** ways to stay calm
- ___ *VIGNETTE 33 (P): When not to give attention (*Jamila boys fighting*)
- ___ *VIGNETTE 34: Logical Consequences (*water no milk*)
- ___ **BRAINSTORM/BUZZ:** Using Logical Consequences

Teaching Children Time Out to Calm Down

- ___ *VIGNETTE 35: Teaching children time out to calm down (*Jamila & Carolyn*)
- ___ **MODEL** explaining Time Out & pass out script
- ___ **BRAINSTORM/BUZZ:** In pairs practice explaining Time Out
- ___ *VIGNETTE 36 (P): Practicing time out (*Jeremiah*)
- ___ *VIGNETTE 37: A child helps Wally (*Nicole*)
- ___ VIGNETTE 38 (P): Reviewing & practicing Time Out to calm down
(*Dorian & mom*)
- ___ *VIGNETTE 39 (P): The importance of calm down practice (*Emani practices*)
- ___ **VIGNETTE 40: Developing happy places (*Jamila & Carolyn*)
- ___ *VIGNETTE 41: Learning to self-regulate (*in turtle shell, Emani TO*)
- ___ *VIGNETTE 42: Teaching self-regulation (*Kaylee timeout*)
- ___ **BRAINSTORM/BUZZ:** Happy Places Imagery
- ___ **ROLE PLAY/PRACTICE:** Basic Time Out (*with handout*)

Teaching Problem Solving

- ___ **VIGNETTE 43 (P): Encouraging children to solve problems with words
(*Amelia play dough*)
- ___ *VIGNETTE 44 (P): Solving problems with words (*Jamila cars, boys*)
- ___ *VIGNETTE 45 (P): Using Wally's problem solving book, "I'm losing" (*Toni*)
- ___ **VIGNETTE 46: Using Wally's problem solving book, "I'm being teased" (*Jamila*)
- ___ *VIGNETTE 47: Problem Solving practice game (*Toni mazes*)
- ___ *VIGNETTE 48: Using Humpty Dumpty to teach problem solving (*Jamila*)
- ___ *VIGNETTE 49: Combining problem solving learning with reading & writing
skills (*Carolyn*)
- ___ *VIGNETTE 50: Coaching problem solving in "real life" problem situations
(*Toni & boys*)

Teacher-Directed Play Scripts

- ___ *VIGNETTE 51: Incentives for teacher-directed play scripts (*Hudson*)
- ___ **VIGNETTE 52: Teacher-directed play scripts (*pizza*)
- ___ **BRAINSTORM/BUZZ:** Refine behavior plans in small groups
- ___ **TEACHER REFLECTIONS:** Managing misbehavior
- ___ **PARENT REFLECTIONS:** Managing misbehavior
- ___ ***SERIES SUMMARY**
- ___ Participants do self-reflection inventory (*see handouts*)
- ___ **REVIEW** behavior record sheet
- ___ See what you've learned (*see handout*)

V. Review Training Process Methods Modeled by Group Leaders on 3rd Day

Review training process methods demonstrated at various times throughout the day. On this day you can ask participants to lead small groups of 6-8 people including leader who mediates vignettes & coleader who rewards participants & pulls out principles.

- ___ Collaborative Process
- ___ Mediating Vignettes
- ___ Principles Training
- ___ Setting up more complex Role Plays
- ___ Buzz/Brainstorms (value of this training method)
- ___ Benefits/Barriers Exercise
- ___ Setting up Behavior Plans/Record Sheets
- ___ Managing resistance from teachers/day care providers

VI. Summary & Wrap Up

- ___ **SUMMARIZE** key points of the day
- ___ **REVIEW** handouts of practice activities & read in Chapters in Book *Incredible Teachers: Nurturing Children's Social, Emotional & Academic Competence*.
- ___ Chapters
- ___ Evaluations



Date of training _____

Location _____

Trainer or mentor _____

Comments:

Please return this completed checklist with the list of names & addresses of participants & daily workshop evaluations within TWO WEEKS to:

Incredible Years, Inc.
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Seattle, WA 98119 USA