



***Group Leaders' Hot Coaching Tips for Doing Successful Incredible Years®
Teacher Classroom Management Groups***

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11/19/2020**

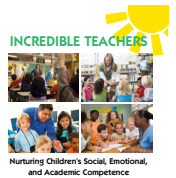
Overview

As an Incredible Years® group leader you are an essential element in bringing about teachers' ability to make changes in their teaching interactions and classroom environment. Group leaders use a collaborative approach, encourage teacher self-reflection, problem-solving, practice exercises, experiential learning, individual behavior planning and form positive relationships with the teachers in their workshops. Group leaders guide their teacher groups through the steps in the Teaching Pyramid®, helping teachers to share their knowledge and experience and to apply the IY teaching principles to their own classroom settings to meet the developmental needs of the students they are teaching. This accepting and supportive group environment strengthens teachers' hope, confidence and ability to try new teaching approaches.

The following tips are provided to cover some of the main questions that I hear from group leaders or difficulties I see when reviewing videos of group sessions.

Also we hope you are aware there is new book for teachers to use now as part of this training.

Webster-Stratton, C., *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*. 2012, Seattle: Incredible Years Inc.



CAROLYN WEBSTER-STRATTON, PH.D.

I hope you are finding joy in delivering these programs. Consultation and support from IY mentors and trainers can be obtained by emailing us at incredibleyears@incredibleyears.com, calling us at 206-285-7565, or check out the web site for other resources, www.incredibleyears.com.

Wishing you incredible teacher workshops, Carolyn



Keep Yourself on a Schedule for Each Group Session—Effective Time Management

Keeping yourself on a predictable schedule and managing your time well during each group session will assure that you cover the content adequately and will also be reassuring for teachers and help them feel safe in the group. If too much time is spent on exploring in depth an individual's personal problems, other teachers lose interest and feel they are being ignored and not as valued.

Schedule a 7-hour day: This allows you to have the equivalent of two 15 minute breaks and a 30 minute lunch period and still fit in the required hours of curriculum scheduled for each session. There is also a protocol for breaking the training down into half day, or even three hour weekly evening sessions, but the total time of 42 contact hours (including breaks) must be provided to meet fidelity standards. In general, when possible, we recommend the full day workshops because teachers are free from classroom demands during this time and more relaxed, less tired, and less distracted than in workshops offered in conjunction with a classroom teaching schedule.



Tips for Review of Classroom Activities

Start the workshop on time and after the first workshop take the first 30-45 minutes for a classroom activities review. During this review, you may ask teachers to report on a variety of things: for example, they will share specific classroom management strategies that they tried based on the content covered in the prior session, as well as gems learned from the reading that they did in the *Incredible Teachers* book, and progress with their behavior plans.

As group leader it is important that you are specific about what you want teachers to share. Questions such as: *“how have things gone since the last session?”* will lead to unfocused and off-topic reports. Instead ask them to report on particular aspects of their assigned experiences.

Teachers will have completed self-monitoring checklists in previous workshop and have set individual goals around these activities, so you may ask them to focus on how they implemented their goals. For example, *“last session we asked you to look at the self-reflection checklists about building relationships with your students and to pick one relationship-building strategy to use on a child in your classroom. As we go around the room, I’d like each of you to share what your goal was and how you achieved it.”* This exercise might be first done in a buzz format followed by group sharing after the individual sharing.

Group leader role: As teachers share their experiences the group leader role is to validate and support teachers’ efforts, and to help the teacher and group reflect on the experience. The group leader may first paraphrase what the teacher has done and link the experience to a principle from prior session. *“What a great example of the principle of joining in the child’s imaginary world as a way to build relationships! The importance of imaginary play was one of our principles last time.”* Group leaders will also probe for more details. If a teacher shares that he tried to connect with a student, the group leader might say: *“It sounds like you were really working hard to make a connection with him—do you remember what you said to him?”* Group leaders can also ask questions that help teachers to reflect on the rationale for and/or the outcome of using a strategy: *“what are the benefits for the student of doing that?”* or, *“What did you notice about how he responded?”* *“How did that feel to you?”* It is important for teachers to understand the rationale underlying a strategy and how it is helpful for a particular student’s goals.

Managing time: In a large group you will not be able to have every teacher share a response to every question that you ask. Some sharing can be done in pairs in “buzzes” and then some teachers can share back in the large group. However, do not spend more than 5 minutes with paired sharing; the group members will benefit from hearing the experiences of their colleagues and from the observations and summaries that you as the group leader introduce. Group leaders may need to call on specific teachers by name for some responses, so that quieter members are also heard.



Tips for Introducing the New Topic

This will take 20-30 minutes. First the group leader provides an overview of the topic—this should be brief and will involve showing where the new content fits into the teaching pyramid and providing a brief definition or explanation of the topic to be discussed. The introductory narration to the topic can also be used for this overview.

Next the group leader engages the group in an exploratory discussion about the topic. The manual has suggested questions that may be asked to stimulate discussion. Pick one or two of these questions for this introduction. Other questions may be saved and introduced later in the day as teachers watch vignettes. This introductory discussion should be brief (5-10 minutes).

Benefits/Barriers: The most important part of the introduction to the new topic is the benefits/barriers discussion. This should be done for most topics including play, praise, incentives, and ignoring. A benefits/barriers exercise is NOT done for the Time Out topic until that topic has been fully explained.

Benefits/barriers discussions should always be done as a large group discussion. This is a place where you as the leader want a chance to reinforce the ideas that come up and to process and respond to the contributions. Always start with benefits. In this part of the discussion just listen to teachers, validate their ideas, expand on the idea, or perhaps ask a question: *“what’s the value of that for the student?”* Give time and space for a long list of benefits. Perhaps ask an additional question: e.g. *“We have some good benefits for the child here. Are there any benefits to you as a teacher when you do emotion coaching?”* These benefits are written down on a large flip chart.

For the barriers discussion, the goal is to brainstorm a list of the barriers (without evaluation), and not to try to fix, persuade otherwise or problem solve the barriers at this time. You don’t need to convince the group of the usefulness of the strategy during this exercise. If you do try, and if the teacher is resistant, then you will come across as not listening to her, and also may further push her into her resistance. Instead, you only need to validate, make sure you understand the barrier, and get it written down. This lets teachers know that you hear them. It also lets you know what issues you’ll need to deal with later in the program when you are showing the vignettes and will help you know how to tailor practices according to individual teachers concerns. It will be helpful in reducing resistance later because you’ve invited it out in the open. You can validate without agreeing with the barrier—e.g. *“So, it sounds like one worry about using incentives is that they may reduce children’s intrinsic motivation. That’s certainly a barrier. We want to foster children’s motivation and the worry that incentives may interfere with this may make us reluctant to use them.”*

At the end, you can summarize: *“So we can see that there are many ways that praise can benefit children—there are also some barriers—things that keep us from praising, or ways that praise can backfire and become ineffective. As we go through the material today, let’s work together to come up with a list of principles of things that we think make praise work—what makes effective praise. And also we’ll will explore these barriers further and see if we can come to some agreement with a group about ways to avoid the barriers.”*

This summary provides a smooth transition into the vignettes and gives some purpose to the discussions you’re going to have and to the list of principles that you’re going to build. In addition, when summarizing the list of benefits and barriers it can be useful to ask, who are benefits to in the short run and long run and who are the barriers to? It can be a an important insight when teachers realize that some of the barriers to limit setting for example are to the teacher in the short run because she may have to deal with oppositional behavior and defiance. However, in the long run the teacher may see the eventual benefits for the student (and the teacher) by consistently following through with clear limits. On the other hand in the short run it might be tempting for a teacher not to limit set resulting in some long-term difficulties.



Tips for Using the Vignettes

Selecting Vignettes: You will not have time to show all vignettes. In general we find that leaders can show approximately 20 vignettes per 6-7 hour session. The workshop protocols provide some recommended core vignettes to be shown for each session (these are marked with a cross †). We feel that these are good vignettes to show for any age because they illustrate key principles. Suggestions are also made about vignettes that are more relevant for preschool versus primary grades. It is important to eventually learn all the vignettes so that you can make choices of vignettes that are particularly relevant for particular classrooms and students.

When choosing additional or alternative vignettes consider the following:

- Teachers’ understanding and prior familiarity of the content and principles being taught
- Vignettes that represent the developmental level of children in their classrooms
- Vignettes that have children with temperaments and development similar to those of children in their classroom.

For teachers who find the topic material new, unfamiliar or confusing, group leaders will want to show more vignettes to help them understand the key concepts, to see how to use a particular teacher management strategy and to appreciate how the children respond to this approach.

Setting up Vignettes: Before showing a vignette focus the teachers on what you will show and what you want them to look for. This should be brief, but will give them a context and keep them focused on what to look for. E.g. *“In this next vignette you’ll see how a teacher is using the ignoring strategy with a boy who is out of his seat. Think about what makes her approach effective.”*

Starting the Discussion: To start the discussion after the vignette, you will ask a question that allows teachers to share their reactions. For example: *“What was effective about her ignoring?”* or *“Do you think that the student’s strategy for getting attention worked?”* *“What did you see the teacher doing?”* Based on teachers’ responses you will ask other questions that explore different aspects of the vignette. The manual provides sample questions for you to use, but you can also use your own questions to tailor the discussion to the group. There are spaces in the manual for you to record your favorite questions that work well for you in drawing out the key principles.

Going Deeper: Often teachers will comment on what they see in the vignette. For example, *“Well, the teacher is trying to redirect him at the same time she’s ignoring his tantrum.”* It can be useful to follow up with questions that explore the rationale for the strategy: *“What’s the benefit of that for the student?”* *“What is the student learning?”* *“What do you think the teacher’s goal is?”* *“Why do you think she made that choice?”*

Process Each Vignette and Pause Longer Vignettes: Rich discussions often happen based on small moments in the vignettes. Always pause after every vignette to have a discussion and allow for reflection and questions. If the vignette is worth showing, it’s worth discussion. (Discussions don’t always have to be long.) Some vignettes have built-in pauses—always take advantage of those and stop the video to discuss what has just happened. Pause longer vignettes once or twice through the vignette and ask teachers to discuss what they just saw. It is also useful to pause at a critical moment and ask: *“what would you do next?”* Sometimes these responses can lead to a practice for how they would handle the situation before actually seeing how the vignette plays out.

Identification of principles: Throughout the program you will be helping teachers to identify key principles. These may be ideas that apply to almost all classroom interactions (e.g., the attention principle or the modeling principle) or they may be ideas that apply to a specific topic (e.g. use labeled praise). The goal is to listen to the teachers’ ideas and discussions and to hear when they have talked about a key principle. The vignettes will almost always bring out these key ideas, and you can phrase questions to help this happen. For example, *“What do you notice about what she is paying attention to in that interaction?”* Once you hear the principle, you will highlight it, label it as a principle or key concept, and have your co-leader record it using the teacher’s name for the principle. This should be a deliberate process. *“Oh, Katherine you got one of our key principles. Let’s get that written down.”* Then you and the group can think of how to word it. *“So, what shall we say—it’s the principle of ignoring a behavior without ignoring the child completely.”* By drawing attention to the key concept/principles, you are helping to make this an idea that is overarching—and can apply to a lot of different situations.

Once a principle has been identified, you can refer back to it with other vignettes, use it in your end of the day summary, and notice when teachers are using examples of the principles in their own practice. Moreover by using the teacher’s name with the principle, you are highlighting the teacher’s insights and expertise. The workshop outlines provide ideas for some key principles and workshop blackboard notes provide other examples of some of the key principles that you might listen for. *Don’t get too caught up in worrying about whether something is a principle. If it seems important to you, call it a principle!* A principle does not have to use psychological jargon but can be worded exactly as the teacher states it. For example, a teacher might say when that teacher (on the vignette) ignored his tantruming she

was like a Buddha, incredibly calm. Then the group leader can say, *“Oh you get the Buddha principle, the importance of staying calm when ignoring.”*

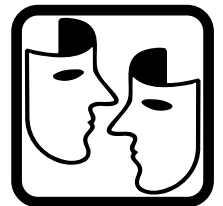
Managing Resistance to Vignettes: Often when teachers first see the vignettes, they may respond with complaints about the teacher’s clothing or hairstyles, classroom setting, cultural context, or particular teaching styles that they see. Newer group leaders can feel discouraged by this and feel tempted not to show vignettes, or to try hard to convince the teachers that the vignettes are good. As group leaders become more comfortable with showing the vignettes, resistance from the group usually disappears. Vignettes are meant to stimulate discussion, so even when teachers do not like a particular teacher’s style, the group can learn from watching the vignette. Remember that the goal is to identify key principles of teaching. So if a teacher says: *“I don’t agree with that—she shouldn’t be standing over that child like that—she’s smothering her.”* You might respond with: *“So, I hear an important principle here—you’re really tuned into how your body position might affect the child-teacher relationship. Let’s look at this a bit more and write down your principle. Could you show us how you would place yourself if you were that teacher?”* This approach identifies the key idea and then focuses the teacher on how to make the interaction more effective. So, rather than trying to make the teacher like what she sees on the vignette, the group leader facilitates a discussion about a key teaching principle. If teachers are bothered by the cultural context or by the classroom setting, you can acknowledge the differences. If you can then identify a principle, teachers can be asked to think how the principle would apply in their own settings. For example, *“So, this doesn’t look much like your classroom. I agree that this setting is different. Let’s first think about what this teacher’s goal is. What is she trying to do in her setting?”* Once you’ve gotten a principle from that you can then say: *“So, this teacher is trying to pay more attention to the children in her group that are listening to her and she’s trying not to give that wiggly boy any attention. She’s using the attention principle to try to increase the positive behavior and reduce the negative behavior. How would that apply to your circle times? What behaviors could you attend to and what could you ignore?”*

Frequently at consultation days, more experienced group leaders will reflect that as they become more familiar and comfortable with the vignettes, they notice that they are no longer hearing teacher complaints about vignettes! The objective is not for teachers to necessarily copy what the teachers in the vignettes are doing, rather to discern the key principle of behavior management or child development and how to apply it in their situation. Having said that, we have heard teachers talk about doing something just like one of the teachers.



Role Plays or Practices

Setting up numerous role plays or practices for teachers is critical to the learning processes. You may think from discussion that teachers understand the principle or topic but when you see them practice “in action” you will have a better idea of their ability to put their ideas into real-life behaviors. There can be a discrepancy between how teachers cognitively would ideally like to behave and how they actually behave. It can be very difficult to think of the right words to use with children, manage angry thoughts and stressful feelings when children argue or disagree, or to follow through with consistent responses.



Role play practices help teachers to rehearse their behavior strategies, practice staying calm and using positive self-talk, and to get feedback from group leaders and other teachers about their skills. Here are some tips for successful role plays.

Setting up a Large Group: Most of the time practice should first be done in the large group so that you can scaffold and support the practice. Then teachers can move to small groups to copy what they saw modeled in the large group practice.

Remember you are the “director” of the role play and get to choose the actors, set the stage, and determine the script and roles for the things you want practiced. Always make sure that you have

covered the content prior to doing the role play. Then start with a simple role play that will illustrate the concept and achieve your learning objective for the practice.

Use positive forecasting! Present role plays as a valuable chance to practice or try out a strategy. Don't apologize for doing role plays and don't assume that teachers won't want to do them. If you are confident and positive about the practice, teachers will be too. Think about the difference between these two statements:

"So, I know that everyone hates role plays, but we need to do them. So we'll try to get through this as well as we can."

"So, now we have a chance to practice and see what this looks like. I love doing these practices because it makes these strategies really come to life, and it gives us a chance to explore how children might respond in the classroom."

Rather than ask for volunteers, select a teacher you think understands the behavioral concept and can successfully play the role of the teacher. Invite the teacher to help you, e.g., *"John, would you come up and help me by being the teacher in this next role play."* Then choose a teacher to be child. *"Sally will you be that child in your class who is always bothering the child sitting next to her."* (If you do this, remember to carefully set limits on what the bothering will look like and make sure that the teacher role player is equipped to handle the misbehavior.) Teachers, rather than group leaders, should be the role play participants. Teachers will learn more from being in the practices and if you are in the role play you will not be able to effectively scaffold or debrief the process.

Set the scene and build a script: Set up the role play by letting participants know the age of the child, developmental level and temperament of child, and what the child and teacher will do. First, ask the group for ideas for how the teacher should respond to the particular situation being set up. For example, *"So, in this practice, our teacher is going to be leading a circle time and Mark is going to be a 6 year-old child who is mildly wiggly and off task. Our other students will be listening. Our teacher is going to try to ignore him. What else can she do while she's ignoring to make the ignoring more effective?"* Get several ideas from the group. Record these on the flip chart as a rough script for the teacher. Using their suggestions, walk the teacher through her/her part in the role play before the practice starts. Give instructions to the child, letting him/her know whether they should be cooperative or noncompliant. If the child will be noncompliant, let them know if there are any limits (e.g., you should fuss and whine, but please don't throw things or hit). This is very important because you don't want the role play to require management techniques that haven't been taught yet.

Supporting the practice: Both the leader and co-leader can serve as coaches for the role play. Often one leader supports the role of the teacher and the other supports the role of the child. As the role play proceeds, freeze the scene at any time to give the teacher feedback for her effective skills, or to redirect, or to clarify something you didn't explain well. Provide the teacher role with plenty of scaffolding so s/he can be successful. Group members can also be asked to suggest ideas if the actor participant is stuck.

Debriefing the practice: Always debrief each role play. It can be helpful to start by asking for positive feedback from the group about the teacher's role: *"What did you see Maria doing well?"* Or *"What principles of ignoring did Bob use?"* Also debrief with the person playing child and playing teacher afterwards to find out how they felt during the practice. When applicable, rerun the role play with a different response using the ideas of another teacher. Sometimes you may want the person playing "child" to try the scene being in role as "teacher" so they can experience practice with this different approach.

Ideas for spontaneous role plays: There are many role plays or practices suggested in the leader's manual. However, try also to use spontaneous role plays that emerge out of a discussion of a difficulty a particular teacher is having and is asking for help with. When teachers feel you are directing these practices at their own real issues with their children at home they are very grateful for this support and understanding. Spontaneous role plays should be as well-scaffolded as planned role plays. Sometimes

a teacher will begin to enthusiastically describe a success she had with a particular student. These are perfect opportunities for the group leader to ask, “*Could you show us what you did? It would be so helpful to see it in action and help us learn from your experience.*”

Caution: Never set up a spontaneous role play that deals with a topic that the teachers have not yet covered in the program. So, in session 2, if a teacher brings up a high level misbehavior, you would not set up a role play that involved discipline. You might set up a role play that helped the teacher to think how he could praise a positive opposite behavior in that child or use social coaching for appropriate behaviors. It would be important to coach the child in the role play to be responsive to the praise and not to misbehave.



Behavior Plans

Behavior plans are an integral part of the TCM program. Teachers will work on plans during each session. For session one, it’s necessary to allow at least an hour for behavior plans. In future sessions 45 minutes may be sufficient.

In the first session group leaders will walk teachers through a process of identifying one negative behavior for a target child and then using the strategies learned in each session to develop an intervention for that child. In subsequent sessions, teachers will add strategies from each day’s content. It can be helpful to encourage teachers not to pick their hardest child, or to pick a less difficult behavior to start with.

It will be useful first to go through a sample behavior plan with the whole group. This may be done using a real example from one of the teachers in the group. It is often good to preselect a teacher who you think will be able to clearly present the details of the target child, and who will be able to select a clear target behavior. It’s important that this example not be too complicated and that the teacher be on board with the process. Walk the whole group through the teacher’s example, recording each step on the board so that all can see the plan unfolding. When you come to the intervention column, have the whole group brainstorm strategies from the day’s learning that might be helpful in meeting the teacher’s goal for the child. At the end of the brainstorm process, ask the teacher to choose which ideas she would like to try.

Next, break out teachers in small groups and have each teacher (or teacher team) work on a plan for a selected target child. Teachers bring back these plans every session and add to them. It is okay for teachers to begin a new plan in a later session, but then it’s important to fill out all prior steps (e.g., if starting a new plan in session 3, it’s important to complete proactive strategies, relationship building, praise and coaching, and incentives). Extra behavior plan forms can be found on the web site at www.incredibleyears.com/resources/gl/teacher-program/ in the extras for teacher group leaders.



Incorporating Parent Involvement in Every Workshop

Involving parents is a theme that should be covered in every workshop. For example, in workshop one where teachers are talking about building relationships with students, group leaders will lead discussions about why developing a relationship with their students’ parents is also important for their student relationships. You may even do role plays of how to make friendly calls to parents to show support of their child. In workshop 2, group leaders will help teachers understand the importance of positive notes home to parents about their children’s school progress.

Similarly in the remaining workshops consistently encourage teachers to consider parent involvement in determining incentives for students and sharing strategies about positive opposite behaviors to give attention to as well as planning ignoring for inappropriate behaviors. There are **teacher to parent communication letters** for every workshop topic. These letters include suggested home activities and tips such as reviewing classroom and or family rules with children, us-

ing academic and persistence coaching, ways to encourage social coaching, calm down strategies and how to problem solve with children. These letters provide parents with some tips that support their children's learning in the classroom and also provide **parent to teacher communication letters** for return messages. See your leader's manual or website for downloadable versions: www.incredibleyears.com/resources/gl/teacher-program/.



Review of Key Concepts, End of Day, Self-Reflection Checklists

In ending the day, it is important to do several things. First, the group leader should provide a review of the key learning from the day. Second, the recommended classroom activities to be done prior to the next workshop must be explained, and teachers should be encouraged to set a realistic goal for how he or she will implement some of the strategies in the classroom. One idea is to use the self-reflection inventories for principles review and goal setting. For example, have teachers look at the self-reflection inventory and say: *"Take about 5 minutes to do this self-evaluation. As you do, I'd like you to think about which of these concepts are strengths for you—star one or two that you feel you are really good at. Also, think about which of these are ideas that you'd like to do more of. Then I'll ask you to share one of your strengths and to pick one thing to share with the group that you want to do more of before next session."* Next have each teacher share a strength and a goal, and record these on a flip chart. You can use these goals to structure your check in during the next session and the exercise will also provide a review of some key concepts because many of the items on the inventory will tie into your key concepts. When you review specific classroom assignments, you can remind them of their goal (it will almost always fit into the classroom assignment).



Praise Teachers Often

Sometimes when new group leaders start leading groups, they are so preoccupied with the videos, new content schedule and group process methods that they forget to praise teachers for their input and ideas. It is important to listen carefully to what teachers have tried to do in their classrooms and praise their small steps towards behavior change. Remember that the teachers are professionals with many years of classroom experience and their ideas will add richness to the training. Ask your co-leader to help praise teachers' ideas, principles and insights. Give out stickers, small candies and awards to those who completed classroom activities, read chapters, or tried something new. Be excited about their learning process and successes! Remember that you are modeling the praise and encouragement you want teachers to use in their classrooms. Take a look at the teacher tool awards on our web site as these can be copied and given to teachers to acknowledge their successes.

www.incredibleyears.com/resources/gl/teacher-program/

Building Positive Behavior Tool Award To:

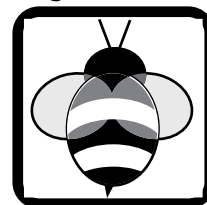


Child Directed Play



Do Short Buddy Buzzes

Buzzes are when you ask teachers to "buzz" with another teacher to share and write down their ideas for a particular topic (e.g., recording "positive opposite" behaviors of negative behaviors, rewriting negative thoughts, or negative commands, or sharing calming strategies). The benefit of doing a paired buzz instead of a group brainstorm is that every teacher is immediately engaged in a task and involved in coming up with solutions. In large group brainstorms, perhaps only half the group contributes ideas and the other half is disengaged, or quiet, or distracted. After the buzz (3-5 minutes) is completed, each buddy can report on their buddy's ideas and these can be recorded by the co-leader on the flip chart. These are fun for everyone—try them out! Be sure to check out the buzz handouts in your manual for these exercises.



Review Self-Monitoring Checklists

It is important that each teacher has a class activities notebook that she can take home with workshop notes and handouts. Teachers also need a personal folder that is kept at the school/center/agency by

the group leader. In this folder you put the teachers' goals and their self-monitoring checklists. Each workshop teachers make a commitment on their self-monitoring checklist regarding their goals for the upcoming weeks in terms of reading, classroom practice activities and buddy calls. The following session they record on this checklist whether they met their goals and what they will work for the next workshop. Teachers also place their written classroom assignments in these folders so the group leader can review it between workshops. Your job as group leader is to be a kind of "coach" – to praise teachers for their successes with class activities and problem solve with them solutions to overcome their barriers to achieving their goals and to provide support so that they can set up achievable goals. This folder is a personal way for group leaders to provide individual and private feedback to each teacher in the group.



Call and Visit Teachers Between Sessions

It is highly recommended that group leaders make visits to teachers' classrooms. In an ideal situation, teachers would be visited at least once between each workshop. These school observations and meetings follow the same collaborative approach as the IY group workshops. Group leaders ask teachers what they would like to get out of your visit to their classroom. The group leader may observe part of a lesson, focusing on a goal that the teacher has specified. Often these are taken from the self-reflection inventories or are related to the behavior plan and target students that teachers are working on. Additionally, the group leader may model particular teaching skills such as how to use the Wally Problem Solving books, or use of puppets, or use of spontaneous rewards such as stickers or hand stamps, and support the teacher in the classroom as needed. These visits should not be framed as an assessment or test of their skill level, rather a way to understand their classroom demands and help support their efforts and tailor their behavior plans. After the classroom visit, teachers and the group leader meet to review the teacher's goals and behavior plans. The group leader gives positive feedback to the teacher about his or her strengths. Together the group leader and teacher collaborate and problem solve about additional goals or solutions to classroom issues. If an in-person visit is not possible, these meetings may be done using a video clip that the classroom teacher has filmed of something they did in their classroom.

Group leaders will find that some teachers will need more support between workshops than others either because of the number of children with behavior problems or because of the amount of experience the teacher has had previously. Ideally, group leaders will assess which teachers could benefit from more support and coaching between workshops. Teachers may also be directed to resources and articles on the web site that they might find helpful. See www.incredibleyears.com/resources/gl/teacher-program/



Keeping Contact and Supporting Teachers Between Workshops

In addition to making a school visit between workshops, group leaders can also keep contact with teachers by sending them emails to ask how they are doing or by setting up telephone calls to touch bases in regard to their success with their behavior plans. There is also a set of teacher editable buzz letters that go with each workshop that can be sent out by group leaders shortly after the workshop that summarize the key principles covered in the workshop and remind teachers of the classroom assignments and goals. These can found in Extras for Teacher Group Leaders ~ Teacher buzz forms www.incredibleyears.com/resources/gl/teacher-program/



Work Collaboratively with Your Co-Leader

It is important that the two leaders work together to plan their workshops. Leaders should decide who is showing particular vignettes, who is looking for "principles" from teacher comments, handing out prizes, and writing down key principles on the flip chart. It is very helpful for teachers to see the leaders collaborating and working together to lead the groups. When you break out for small group practices each leader can coach a different dyad or triad and give individual feedback. Leaders should respect each other and praise each other's ideas. It is generally a good idea for one leader to be the "content leader" and the other the "process leader." Group leaders usually take turns in these roles,

leading different sections throughout the day. The content leader takes responsibility for the new content being presented by leading the discussions, showing vignettes, and setting up. The process leader watches group dynamics and identifies teachers who want to speak, praising their ideas, pulling out principles, writing key points on the flip chart, and summarizing new concepts. The process leader can expand on a point that a leader is making but in general is following the lead of the primary leader in terms of content being learned. The process leader is always the note taker for the discussions.

If a group leader is working with a brand new group leader, then they can decide together when the new leader feels ready to try out leading some vignettes. It is not uncommon for new leaders to start by observing groups and helping with writing down key points and supporting the leaders during practice sessions.



Be Sure to Videotape Your Sessions and Schedule Peer Review

Start videotaping your group workshops as soon as possible so that you and the teachers get used to this procedure. It is normal to be anxious about this at first. Explain to teachers that the purpose of this taping is for you to learn and get feedback on your process of leading this program. Reassure them that no one else will see the tape except your co-leader and the IY consultant. To desensitize yourself to the process of being videotaped – just video everything and look at the tape with your co-leader alone for some planning and peer feedback. Once you are used to this process, send a video of a session to IY as soon as possible. Include your self-evaluation with the tape or DVD. This process of self-reflection on your own work and determining your future goals with your co-leader is a key and supportive learning process. This is the way group leaders continue to learn throughout their lives and serves as encouragement for this work. Furthermore the feedback you get from certified IY peer coaches and mentors will help you with improving your group workshops and give you suggestions for leadership strategies to try. In addition, you will get feedback on the things you are doing very well and this will be reassuring and validating! Watching your group leadership approach on video is a powerful way of learning and sharing ideas with colleagues. Once you have learned this process and become certified then you can help support new group leaders by providing feedback on their group workshops. This creates a climate of mutual support among IY group leaders.



Prepare for Certification/Accreditation

Be sure to go for certification or accreditation as a group leader. This process validates your skills and competency to deliver this program with high fidelity. Not only that the self-reflection and coaching you receive is empowering and gratifying. Information about certification can be found at the following link: www.incredibleyears.com/certification-gl/teacher-classroom-management-certification/

