

**Teacher Classroom Management Group Leader Training  
On-Line Workshop Protocol  
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Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. Topics such as: the benefits and barriers buzzes, classroom activities, refrigerator notes, record sheets, self-monitoring checklists, agendas, checklists, and evaluations must be discussed once in detail during the training. After that, participants can be reminded that these are covered in every unit, but they don't have to be again discussed in detail.

The overall goal is to focus more on the Incredible Years methods and processes than content, as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. During the first 2-3 3-hour sessions the trainer focuses on modeling the group leader skills of leading discussion of home activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms, and setting up role play practices. Here the participants may be in role as children or teachers and think of their perspectives and watch how you handle their responses. By the 3rd training session, the trainer begins to put the participants in role of IY group leader to practice new skills. These role plays are done both in the large group where the trainer can coach and in smaller groups (Zoom rooms) where they plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the classroom culture, goals, and the child's development, how to respond to teacher resistance, and how to plan developmentally appropriate practices. You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for.

This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As in the "in person" training, you select vignettes partially by nature of the group and the population they address and partially based on whether you think they have adequately understood the key principles in the topic area. In addition, you have some flexibility about when to do break out in to Zoom rooms to reflect on or practice key group leader skills. It is helpful to do 2-3 Zoom room discussion/practices in each session.

You can ask participants to help with recording key points in the chats and send them out in a summary post training. Please return this completed checklist to us after your training.

## **On-line Session One: Overview of Program, Group Structure, Circle Time and Schedule**

- \_\_\_ Introductions, research background for program, overview of training days, program goals, topics, objectives (TCM and IB), methods and processes
- \_\_\_ Workshop Day 1: Session Outline
  
- \_\_\_ Brainstorm Group Rules (trainer models)
- \_\_\_ Debrief group rules (what's the value of doing this)
- \_\_\_ Teacher Goal setting (group brainstorms questions to ask teachers about their goals for class: in large or small zoom room)
- \_\_\_ Pyramid (trainer models how to use this and then debrief group leader process)
- \_\_\_ Show S-30 (start after narration, stop at peak of boys yelling)
- \_\_\_ Trainer models (briefly) parent/child/teacher feelings exercise, debrief value of this exercise
- \_\_\_ Review collaborative group leaders skills covered so far

### **Building Relationships**

- \_\_\_ Trainer models how to introduce the group to the way vignettes will be used Relationship vignettes (show 2-3 of these, trainer models, then process group leader vignette mediation skills)
- \_\_\_ Vig 1: Mrs. B reading
- \_\_\_ Vig 2: It's raining
- \_\_\_ Vig 27: Different letter
- \_\_\_ Self-reflection inventory for relationships (trainer models how to use this)
- \_\_\_ Buzz: culturally responsive group leader (zoom rooms)
  
- \_\_\_ Show teacher's homework: classroom activities
- \_\_\_ Assign Session 1 homework for participants
- \_\_\_ Send out email with evaluation

## **On-Line Session 2: Proactive Teaching, Praise, and Coaching**

- \_\_\_ Give participants feedback on their evaluations (process why they will do this in their own groups)

### **Proactive Teaching Topic**

- \_\_\_ Unit checklist for proactive teaching
- Proactive Vignettes (show 2-3 of these, trainer models, then process group leader vignette mediation skills, participants may begin to think of questions to ask the teachers)
- \_\_\_ S-3 Rules
- \_\_\_ Discuss or model how to set up classroom rules practice for teachers
- \_\_\_ Vig 6 2-minute warning
- \_\_\_ Vig 7 count to 10
- \_\_\_ Process group leader skills for mediating vignettes
- \_\_\_ Vig 29: negative command, forgot to mention to mom.....

- \_\_\_\_\_ Trainer models how to set up role play to replay V29
- \_\_\_\_\_ Debrief steps of setting up role play

**Workshop Day 2: Praise, Encouragement, and Coaching Session Outline**

- \_\_\_\_\_ Session agenda
- \_\_\_\_\_ Homework checking (trainer models how to respond to homework check in—set up that one participant met homework goal well and another one is discouraged and did not meet goal).
- \_\_\_\_\_ Debrief how to respond to teachers during homework review (if time, small group practice of homework review).

Vignettes on Praise (pick 2-3 vignettes, have participants think of questions and begin to practice mediating vignettes in small or large group).

- \_\_\_\_\_ Vignette 1 (boy reading with Mrs. B)
- \_\_\_\_\_ Vignette 4: (skin is delicate)
- \_\_\_\_\_ Vig 8: (good job)
- \_\_\_\_\_ Vig 16 (sharing)
- \_\_\_\_\_ Vig 18 (listening like a team)
- \_\_\_\_\_ Vig 44 (choose someone listening quietly—Hanook)
- \_\_\_\_\_ Vig 46 (pat on the back)
- \_\_\_\_\_ Key principles of praise.

**Descriptive Commenting and Coaching**

- \_\_\_\_\_ Model how to introduce descriptive commenting
- \_\_\_\_\_ Brainstorm academic concepts in chat (keep this short)
- \_\_\_\_\_ Practice academic descriptive commenting (trainer holds up big duplos and asks different people to give 1-2 descriptive comments)
- \_\_\_\_\_ Debrief and talk about how to set this up with a group of teachers
- \_\_\_\_\_ Discuss how to set up practice for older children (might model this with white board and academic task)
- \_\_\_\_\_ Persistence coaching (might buzz persistence words, or show and discuss list)
- \_\_\_\_\_ Model how to add persistence coaching in role play (may use Duplos again or white board and more academic task, or both)
- \_\_\_\_\_ Review handouts for Workshop 2
- \_\_\_\_\_ Assign Session 2 homework for participants
- \_\_\_\_\_ Send out email with evaluation

**On-line Session 3: Social and Emotion Coaching, Incentives, Behavior Plans**

- \_\_\_\_\_ How many feeling words do most 3-4 year olds know (why do we teach feeling words)
- \_\_\_\_\_ Emotion Coaching/ Buzz words or Zoom Room
- \_\_\_\_\_ Examples of how to coach positive and negative emotions.
- \_\_\_\_\_ Social coaching show list of words
- \_\_\_\_\_ Vig S-10 (Jim waiting)
- \_\_\_\_\_ Vig: Puzzle Persistence and emotion coaching—start at 2:30
- \_\_\_\_\_ Discuss modeling and prompting

- \_\_\_\_\_ Video: Vig 42 Social Coaching (Carolyn with girls)
- \_\_\_\_\_ Adding puppet to play/coaching
- \_\_\_\_\_ Tailoring Coaching

### **Workshop Day 3: Incentives**

- \_\_\_\_\_ Model introduction to incentives with pyramid
  - \_\_\_\_\_ Model benefits/barriers discussion (assign one person to give a benefit and one person to give a strong barrier, model how to respond to each)
  - \_\_\_\_\_ Process value of benefits/barriers exercise and talk about how to respond to barriers
- Vignettes: Incentives (Show 2-3 and have participants practice mediating in zoom rooms)
- \_\_\_\_\_ Vig 1: tickets
  - \_\_\_\_\_ Vig 4: Stickers on assignments
  - \_\_\_\_\_ Vig 8: Beans for body to self
  - \_\_\_\_\_ Vig 9: Counting beans
  - \_\_\_\_\_ Vig 18: Weather person
  - \_\_\_\_\_ Vig 20: Pass out plates
  - \_\_\_\_\_ Incentive role play (talk through how to script role play for how to respond to child who did not get reward—replaying the vignette where Jamal didn't earn prize).
  - \_\_\_\_\_ Put teachers in zoom rooms to role play this—setting up role play, writing script, and running role play OR run role play in large group with trainer coaching 2 leaders to set this up
  - \_\_\_\_\_ Behavior plans (model first four steps of setting up a behavior plan—pause periodically to process how to set up plans with teachers)
  - \_\_\_\_\_ Review accreditation steps
  - \_\_\_\_\_ Review classroom activities for session 3
  - \_\_\_\_\_ Assign Session 3 homework for participants
  - \_\_\_\_\_ Send out email with evaluation

### **On-Line Session Four: Ignoring and Redirecting, Consequences**

- \_\_\_\_\_ Workshop 4 checklist
- \_\_\_\_\_ Discipline Hierarchies Steps 1-4

#### **Ignoring and Redirecting**

- \_\_\_\_\_ Brief review how to set up benefits/barriers for ignoring
- Vignettes Ignoring (show 2-3 and have teachers practice mediating in zoom rooms)
- \_\_\_\_\_ Vig 1. "I can help you when you're in your seat."
  - \_\_\_\_\_ Vig 3: Kitty got a whooping
  - \_\_\_\_\_ Vig 6: Ignore and praise
  - \_\_\_\_\_ Vig S-24: Jeremiah
  - \_\_\_\_\_ Vig S-27: Kaylee
  - \_\_\_\_\_ Principles of Ignoring
  - \_\_\_\_\_ If time, model how to teacher children to ignore—if not time, let them know about script

- \_\_\_\_\_ Ignoring role play (zoom rooms have leaders set up a low-level ignoring role play—ignoring child who is making small disruptions in circle time. Have them set scene, work on script with group, specify child behaviors, coach and debrief)
  - \_\_\_\_\_ Self-talk and teacher emotion regulation (weave this through vignette discussion above, or if not, cover here)
  - \_\_\_\_\_ Redirection (this may have been adequately covered in ignoring section—if so, let them know there are more vignettes with additional redirection/ignore material)
- Vignettes on redirection
- \_\_\_\_\_ Vig 14 boy pinches ears
  - \_\_\_\_\_ Vig 15 you could find another
  - \_\_\_\_\_ Vig 25 count to 5
  - \_\_\_\_\_ Vig 30 redirect, ignore, praise
  - \_\_\_\_\_ Vig 32 bubble want

### **Workshop Day 5: Natural and Logical Consequences**

- \_\_\_\_\_ Unit checklist for Workshop Day 5
  - \_\_\_\_\_ Ask for a definition of natural and logical consequences
- Vignettes for natural and logical consequences (show 1, get list of key principles for this topic)
- \_\_\_\_\_ Vig 33 Teacher pours the milk
  - \_\_\_\_\_ Vig 35 End of the line
  - \_\_\_\_\_ Vig 36 Back in room, end of line
  - \_\_\_\_\_ Vig S-30 Fighting, game removed
  - \_\_\_\_\_ Principles of logical consequences
  - \_\_\_\_\_ Assign Session 3 homework for participants
  - \_\_\_\_\_ Send out email with evaluation

### **On-line Session Five: Time Away to Calm Down, Emotion Regulation and Problem Solving**

- \_\_\_\_\_ Workshop Day 5 outline
- \_\_\_\_\_ Show sample workshop day schedule
- \_\_\_\_\_ Discipline hierarchy steps 5-8
- \_\_\_\_\_ Intro to Time Away: Pyramid
- \_\_\_\_\_ Explain that this part is more didactic and that you will model how to present to teachers
- \_\_\_\_\_ Show thermometer and calm down handouts—emphasize goal of Time Away

#### **Vignettes: Teaching TO**

- \_\_\_\_\_ Vig S-31 Explaining TO to students
- \_\_\_\_\_ Explain that there is a script, if time, have teachers role play this in large group with puppet
- \_\_\_\_\_ Vig S-32 practice going to TO
- \_\_\_\_\_ Vig S-33 Time out is to calm down
- \_\_\_\_\_ Scenario 1: Child goes to Time Out & Time Out principles
- \_\_\_\_\_ Scenario 2: Child resists going to TO
- \_\_\_\_\_ video Emani resists TO
- \_\_\_\_\_ Video Jeremiah resists TO

\_\_\_\_\_ Process how to teach this to teachers and discuss barriers and how to address them

### **Workshop Day 6: Emotion Regulation and Problem Solving**

- \_\_\_\_\_ Checklist day 6
- \_\_\_\_\_ Present problem-solving steps/process
- \_\_\_\_\_ Vig S-46 Toni with Wally book
- \_\_\_\_\_ Benefits of coaching with puppets
- \_\_\_\_\_ Set up some simple practices with puppets (modeling social skills, asking to play, prompting child to play)
- Vignettes: problem solving in the midst of conflict
- \_\_\_\_\_ S-43 Matching game Kaylee
- \_\_\_\_\_ S-45 Puppets to promote feeling talk
- \_\_\_\_\_ S-55 Sergio with cars
- \_\_\_\_\_ Classroom activities for session 6
- \_\_\_\_\_ Next steps and closing
- \_\_\_\_\_ Email final evaluation to participants

### **Unit 6 Allosaurus Unit: How to be Friendly**

- \_\_\_\_\_ Video: How to be Friendly (guided practice)

### **Unit 7: Brachiosaurus Unit: How to Talk with Friends**

- \_\_\_\_\_ Video: Compliment Song
- \_\_\_\_\_ Practice compliment circle with whole group
- \_\_\_\_\_ Sample Small group Activities
- \_\_\_\_\_ Video: Coaching During Conflict (using words Sergio)
- \_\_\_\_\_ Video: Coaching During Conflict: Calming Down (Valarian)
- \_\_\_\_\_ Saying Goodbye
- \_\_\_\_\_ Video: Ending Group: Teaching Baby Dina
- \_\_\_\_\_ Video: Baby Dina small group activity
- \_\_\_\_\_ Video: saying goodbye problem solving
- \_\_\_\_\_ Graduation for children
- \_\_\_\_\_ Next Steps