

## ***Part 7*** ***Appendix***

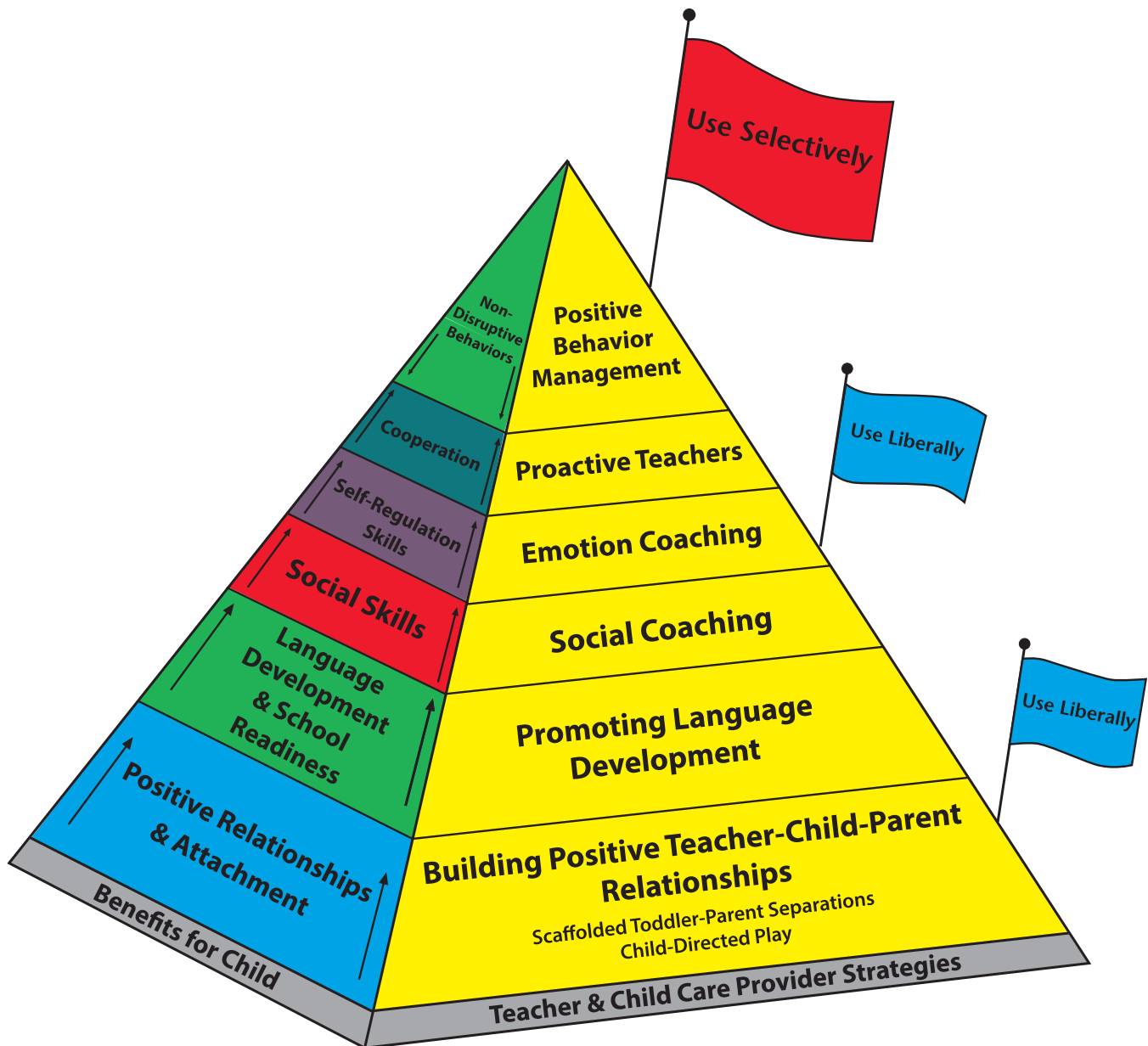
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1. Ground Rules
2. Teaching Pyramid for Toddlers and Preschoolers
3. Workshop Evaluations
4. Self-Monitoring Checklist
5. Blank handout
6. Workshop Satisfaction Questionnaire
7. Teachers/Child Care Providers Thinking Like Scientists (2)
8. Content and Objectives Table
9. Workshop Completion Certificate



# ***Ground Rules***

1. Everyone's ideas are respected.
2. Anyone has a right to pass.
3. One person talks at a time.
4. Confidentiality.
5. Cell Phones Turned Off.



# Teaching Pyramid for Toddlers & Preschoolers



***Incredible Years® Incredible Beginnings™ Program  
Participant Workshop Evaluations***

Name \_\_\_\_\_ Workshop \_\_\_\_\_ Date \_\_\_\_\_

I found the content of this session:

not helpful          neutral          helpful          very helpful

I feel the video examples were:

not helpful          neutral          helpful          very helpful

I feel the group leader's teaching was:

not helpful          neutral          helpful          very helpful

I found the group discussion to be:

not helpful          neutral          helpful          very helpful

Additional comments:

(continue on back)



**Incredible Beginnings™**  
**Teacher and Child Care Provider**  
**Self-Monitoring Checklist**

Please fill out this checklist each month.

**Workshop #1 Building Positive Relationships With Toddlers and Managing Separation Anxiety**

\_\_\_\_\_ Read Chapters 1 & 2 in *Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence*

\_\_\_\_\_ Debrief with parents about their children

My goal \_\_\_\_\_

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**Workshop #2 Promoting Language Development in Toddlers and Preschoolers (Parts 1 & 2)**

\_\_\_\_\_ Read Chapter 5 in *Incredible Teachers*

\_\_\_\_\_ Practice descriptive commenting and child directed play

\_\_\_\_\_ Practice non-verbal signals (e.g., visual aids/snack cards)

\_\_\_\_\_ Promote child-directed interactive reading

My goal \_\_\_\_\_

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**Workshop #3 Social Coaching with Toddlers and Preschoolers (Parts 1 & 2)**

\_\_\_\_\_ Read Chapters 4 & 13 in *Incredible Teachers*

\_\_\_\_\_ Practice using pretend/dramatic play to promote social communication

\_\_\_\_\_ Practice Social Coaching and praising

\_\_\_\_\_ Practice modeling social coaching in one-on-one play

My goal \_\_\_\_\_

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**Workshop #4 Emotion Coaching with Toddlers and Preschoolers (Parts 1 & 2)**

\_\_\_\_\_ Read Chapters 4 & 11 in *Incredible Teachers*

\_\_\_\_\_ Practice Emotion Coaching

\_\_\_\_\_ Practice using puppets and pretend play to promote feeling talk and empathy

My goal \_\_\_\_\_

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**Workshop #5 The Proactive Teacher – Predictable Routines**

- \_\_\_\_\_ Read Chapter 3 in *Incredible Teachers*
- \_\_\_\_\_ Review transition warnings and classroom schedules and rules
- \_\_\_\_\_ Practice clear limit setting and transition warnings
- \_\_\_\_\_ Continue child-direct play and coaching methods

My goal \_\_\_\_\_

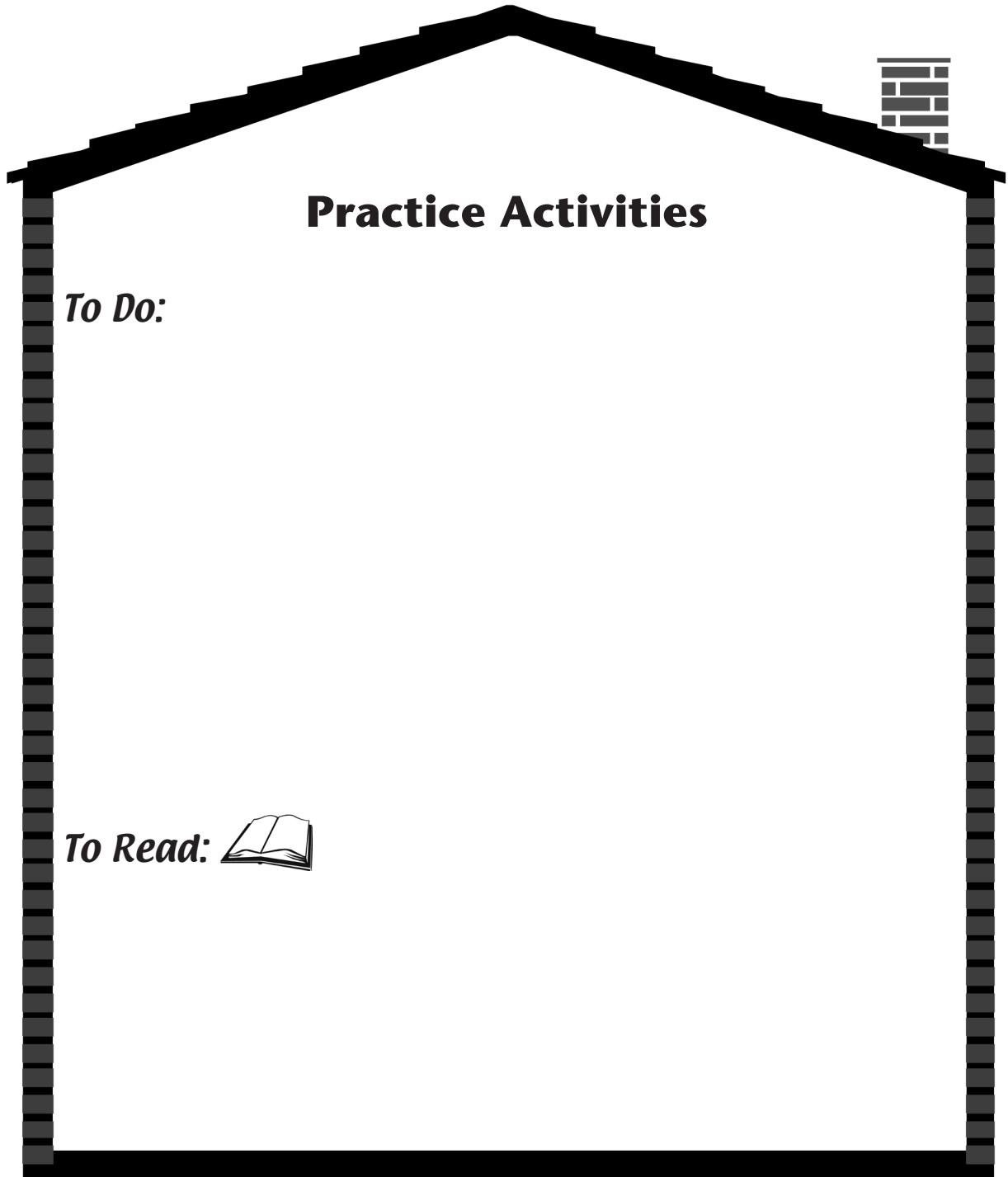
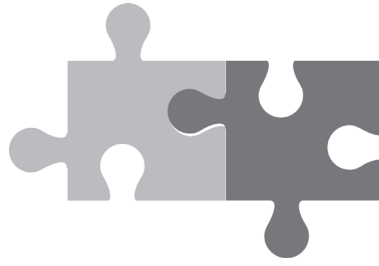
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**Workshop #6 Positive Behavior Management (Parts 1 & 2)**

- \_\_\_\_\_ Read Chapters 7, 9, 10, 12, 13, & 15 in *Incredible Teachers*
- \_\_\_\_\_ Practice pairing planned ignoring with distractions
- \_\_\_\_\_ Praise and coach positive opposite behaviors
- \_\_\_\_\_ For children with special needs, set up incentives and teacher-directed scripts

My goal \_\_\_\_\_

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## Practice Activities

*To Do:*

*To Read:* 





**Incredible Years®**

## **Incredible Beginnings™ Program Workshop Satisfaction Questionnaire**

(Hand out at end of the entire curriculum)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

The following questionnaire is part of our evaluation of the workshop that you have received. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

### **A. The Overall Program**

Please circle the response that best expresses how you honestly feel at this point.

1. The children's behavior that I used social and emotion coaching for are:

considerably worse slightly the same slightly improved greatly  
worse worse improved improved

2. Other children's developmental issues which I/we have tried to improve using the methods presented in this workshop are:

considerably worse slightly the same slightly improved greatly  
worse worse improved improved

3. My feelings about my child care setting/classroom are that I am:

very dissatisfied slightly neutral slightly satisfied satisfied greatly  
dissatisfied dissatisfied satisfied satisfied

4. I feel that the approach used to promote children's early development in this workshop is:

very inappropriate slightly neutral slightly appropriate appropriate greatly  
inappropriate inappropriate appropriate appropriate

5. My feelings about my efforts to develop a relationship with parents are:

very dissatisfied slightly neutral slightly satisfied satisfied greatly  
dissatisfied dissatisfied satisfied satisfied

6. My expectation for good results from this workshop is:

very pessimistic slightly neutral slightly optimistic optimistic very  
pessimistic pessimistic pessimistic optimistic optimistic

7. I would recommend this workshop to another teacher or child care provider:

strongly not not recommend slightly not neutral slightly recommend recommend strongly  
recommend recommend recommend recommend recommend recommend

8. My confidence in my interactions with young children is?

very unconfident      unconfident      slightly unconfident      neutral      slightly confident      confident      very confident

**Usefulness**

In this section, we would like you to indicate how useful you find each of the following types of teaching strategies used in these workshops. Please circle the response that most clearly describes your opinion.

1. Information presented by the group leader was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

2. Demonstration of skills through the use of video vignettes was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

3. Group discussion and sharing of ideas was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

4. Practicing skills in small groups during the workshop was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

5. Small group breakouts to work on behavior plans was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

6. Support from other participants was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

7. Suggested practice activities were:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

8. Book – *Incredible Teachers* was:

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

## ***B Specific Teaching Techniques***

### **Usefulness**

In this section, we would like you to indicate how useful each of the following techniques is for teaching students. Please circle the response that most accurately describes the usefulness of the technique.

1. Building positive relationships with children:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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2. Building positive relationships with parents:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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3. Managing separation anxiety:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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4. Promoting language development in toddlers and preschoolers:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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5. Social coaching:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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6. Emotion coaching:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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7. Proactive teacher - predictable routines:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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8. Clear limit setting:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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9. Use of distractions and ignoring:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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10. Use of incentives and teacher-play scripts for children with special needs:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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11. Teaching preschoolers time out/calm down strategies:

extremely useless	useless	slightly useless	neutral	somewhat useful	useful	extremely useful
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### **C. Evaluation of Workshop Group Leader**

In this section we would like you to express your opinions about your group facilitator. Please circle the response to each question that best describes how you feel.

Group Leader #1 (name) \_\_\_\_\_

1. I feel that the leader's leadership style was:

very	poor	below	average	above	superior	excellent
poor		average		average		

2. The leader's preparation/knowledge was:

very	poor	below	average	above	superior	excellent
poor		average		average		

3. The leader's interest and concern in me and my situation was:

very	poor	below	average	above	superior	excellent
poor		average		average		

If more than one leader was involved in your program, please fill in the following. (Go to Section D if only one leader was involved.)

Group leader #2 (name) \_\_\_\_\_

1. I feel that the leader's leadership style was:

very	poor	below	average	above	superior	excellent
poor		average		average		

2. The leader's preparation/knowledge was:

very	poor	below	average	above	superior	excellent
poor		average		average		

3. The leader's interest and concern in me and my situation was:

very	poor	below	average	above	superior	excellent
poor		average		average		

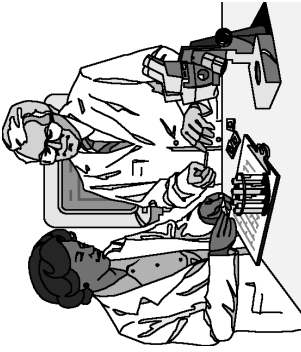
***D. Overall Program Evaluation***

1. What part of the program was most helpful to you?

2. What part of the program was least helpful to you?

3. How could the program have been improved to help you more?

# Teachers & Child Care Providers Thinking Like Scientists



Child Difficulty

Child Strengths

Goals

Strategies

Benefits

Obstacles  
*(thoughts, feelings  
behavior in self &  
others)*

Ongoing Plans

# Teachers & Child Care Providers Thinking Like Scientists



Child Difficulties



Child Strengths



Goals

Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)		
Content	Objectives	Content
<p><b>Workshop #1 Building Positive Relationships With Toddlers and Managing Separation Anxiety</b></p> <ul style="list-style-type: none"> <li>• Understanding ways to build positive relationships and secure attachment with toddlers.</li> <li>• Understanding the importance of welcoming greetings and predictable goodbye routines.</li> <li>• Helping toddlers manage separation anxiety.</li> <li>• Involving parents in supporting separation routines and reducing children's anxiety.</li> <li>• Fostering predictable schedules to promote children's sense of security and safety.</li> <li>• Encourage toddlers' play with peers.</li> <li>• Engaging in toddler-directed play and promoting children's self-confidence and independence.</li> <li>• Reassuring parents and debriefing children's experiences with them.</li> <li>• Engaging in assessment of toddlers' progress.</li> </ul>	<p><b>Workshop #2 Promoting Language Development in Toddlers and Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Using descriptive commenting.</li> <li>• Understanding and importance of imitation, repetition, and nonverbal gestures for toddlers.</li> <li>• Strategic modeling and prompting use of language.</li> <li>• Being child-directed and responsive in play interactions to promote language.</li> <li>• Using visual cues, songs, and menus to prompt social communication.</li> <li>• Using interactive reading to promote reading readiness.</li> <li>• Using pre-academic coaching with preschoolers.</li> <li>• Setting up asking and telling practices to promote social communication between preschoolers.</li> </ul>	<ul style="list-style-type: none"> <li>• Using descriptive commenting.</li> <li>• Understanding and importance of imitation, repetition, and nonverbal gestures for toddlers.</li> <li>• Strategic modeling and prompting use of language.</li> <li>• Being child-directed and responsive in play interactions to promote language.</li> <li>• Using visual cues, songs, and menus to prompt social communication.</li> <li>• Using interactive reading to promote reading readiness.</li> <li>• Using pre-academic coaching with preschoolers.</li> <li>• Setting up asking and telling practices to promote social communication between preschoolers.</li> </ul>
<p><b>Workshop #3 Social Coaching with Toddlers and Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Importance of modeling social skills and one-on-one social coaching.</li> <li>• Strategies for prompting and coaching preschool children's sharing, asking, helping and turn taking.</li> <li>• Using circle time to promote social skills with both toddlers and preschoolers.</li> <li>• Using puppets and pretend play to practice social interactions.</li> <li>• Using positive teacher attention, praise and encouraging words for strengthening social skills.</li> <li>• Using of intentional commenting to facilitate preschool children's peer relationships.</li> <li>• Engaging in interactive reading to promote social skills and practices.</li> <li>• Promoting empathy and friendships through dramatic pretend play.</li> <li>• Value of using picture play scripts to promote joint play for children with developmental delays.</li> <li>• Using teacher-directed social training for children with developmental delays</li> <li>• Determining appropriate developmental social goals for individual children.</li> </ul>	<p><b>Workshop #4 Emotion Coaching with Toddlers and Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Building emotional literacy through interactive reading methods</li> <li>• Using emotion coaching to model and prompt emotion language</li> <li>• Encouraging positive expression of emotions</li> <li>• Using pretend play and puppets to enhance beginning empathy learning</li> <li>• Understanding how to respond to unpleasant feelings</li> <li>• Helping children stay regulated by using their words</li> <li>• Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing)</li> <li>• Using books and puppets to teach to teach calm down skills</li> <li>• Learning how to explain the Calm Down Thermometer to children</li> <li>• Setting up calm down practices and finding teachable moments</li> <li>• Sharing Tiny's secrets for self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Building emotional literacy through interactive reading methods</li> <li>• Using emotion coaching to model and prompt emotion language</li> <li>• Encouraging positive expression of emotions</li> <li>• Using pretend play and puppets to enhance beginning empathy learning</li> <li>• Understanding how to respond to unpleasant feelings</li> <li>• Helping children stay regulated by using their words</li> <li>• Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing)</li> <li>• Using books and puppets to teach to teach calm down skills</li> <li>• Learning how to explain the Calm Down Thermometer to children</li> <li>• Setting up calm down practices and finding teachable moments</li> <li>• Sharing Tiny's secrets for self-regulation</li> </ul>



**Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)**

Content	Objectives	Content	Objectives
<p><b>Workshop #5 The Proactive Teacher</b></p>	<ul style="list-style-type: none"> <li>• Using transition warnings effectively</li> <li>• Assuring consistent and predictable routines</li> <li>• Using songs to facilitate transitions</li> <li>• Setting up developmentally appropriate schedules</li> <li>• Opening circle times with consistent routines</li> <li>• Predictable routines for ending the day</li> <li>• Teaching children classroom rules</li> <li>• Giving children awards and celebrating success</li> <li>• Visual prompts and teaching for following child care or classroom rules</li> </ul>	<p><b>Workshop #6 Positive Behavior Management for Toddlers and Preschoolers</b></p>	<ul style="list-style-type: none"> <li>• Reducing commands</li> <li>• Positive, clear limit setting</li> <li>• Importance of reminders, redirections, and distractions</li> <li>• Use of physical redirections</li> <li>• Effective and planned ignore strategies</li> <li>• Pairing ignore with distractions</li> <li>• Value of first-then commands</li> <li>• Using puppets to help children calm down</li> <li>• Using calm down strategies</li> <li>• Importance of positive attention and praise</li> <li>• Strategic use of incentives</li> <li>• Understanding use of differential attention</li> <li>• Teaching children Time Out to calm down</li> <li>• Learning how to teach and practice Time Out to calm down with children</li> <li>• Developing happy places imagery</li> <li>• Using the Calm Down Thermometer</li> <li>• Using teacher-directed play scripts for children with special needs</li> </ul>



# Certificate



of participation and successful completion of  
**The Incredible Years<sup>®</sup>**

## ***Incredible Beginnings<sup>™</sup>: Supporting Children's Early Development Series***

Developed by Dr. Webster-Stratton

\_\_\_\_\_  
*Name of Leader*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name of Leader*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Participant Name*

\_\_\_\_\_  
*Signatures:*

\_\_\_\_\_