



How IY-TCM Differs from Incredible Beginnings Program

<i>IY TCM Program (3-8 years)</i>	<i>Incredible Beginnings Program (1-5 years)</i>
<p>Topics:</p> <ol style="list-style-type: none"> 1. Building Positive Relationships with Students & Proactive Teacher 2. Teacher Attention, Coaching & Praise 3. Motivating Children through Incentives 4. Decreasing Inappropriate Behaviors: Ignoring and Redirecting 5. Follow through with Consequences 6. Emotional Regulation, Social Skills & Problem Solving Training 	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building Positive Relationships with Toddlers & Managing Separation Anxiety 2. Promoting Language Development in Toddlers & in Preschoolers 3. Social Coaching with Toddlers & with Preschoolers 4. Emotion Coaching & Emotional Regulation 5. Proactive Teachers 6. Positive Behavior Management for Toddlers and Preschoolers 7. Positive Behavior Management for Preschoolers
Protocols for Preschoolers & School Age	Protocols for Toddlers & Preschoolers New toddler vignettes depict children 12 months to 3 years. Additional vignettes for preschool age protocol that focus on children with developmental delays and autism
Program Dosage (6 full days)	Program Dosage (6 full days)
Group Size: 12-14 preschool and early school age teachers	12-14 day care providers and preschool teachers
Group Leader: Knowledgeable in child development	Group Leader: Knowledgeable in child development
Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, classroom activities, self-reflection inventory)	Increased teaching about language delays and ways to use visual supports including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children's communication stage; imitation as a means to gain attention, learning alternative incentives to motivate children with ASD (e.g., sensory activities); more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.

<p>Core model addresses collaboration with educators and other professionals for coordination of care</p>	<p>More vignettes provided that demonstrate how teachers can coordinate with other disciplines for developing behavior plans with agreed upon goals for child's target behaviors.</p>
<p>Consider using additional Incredible Beginnings Preschool Vignettes or Preschool Children with Autism: Teachers and Parents as Partners for preschool teachers who have children with developmental delays such as autism and language delays (e.g., use of visual cue cards and coaching peer social communication)</p>	<p>Consider using additional IY TCM Program vignettes for teaching Time Out for children with Oppositional Defiant Disorder and other Consequences.</p>