

The Incredible Years Classroom Management
Teacher Training Program:
Content, Methods, and Process

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Table 1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)

Background

This chapter describes *The Incredible Years Classroom Management Program* for preschool and primary grade teachers (kindergarten to grade three). This program is a comprehensive videotape and group discussion training program that has demonstrated effectiveness for helping teachers assist students in their classrooms who have diagnosed conduct problems (Webster-Stratton, Reid, & Hammond, 2000b). The program is also effective as a school-based prevention program for use by teachers to promote social competence, particularly in those schools that serve children who are at socioeconomic disadvantage (Webster-Stratton, Reid, & Hammond, 2000a). The program is offered to teachers in 4-6 full-day workshops (approximately 36 hours of training) by trainers who have been certified by the program developer. The program was designed with the broad goals of: (a) strengthening teacher's positive classroom management for managing misbehavior, promoting positive relationships with difficult students, and strengthening social skills in the classroom, playground, and on the bus; (b) increasing home-school collaboration; (c) promoting child social competence and academic skills; and (d) decreasing child conduct problems in the classroom. In addition, teachers learn to prevent peer rejection by helping aggressive children learn appropriate problem-solving strategies and helping their non-aggressive peers respond appropriately to aggression. Teachers also discuss the particular learning needs of children with biological deficits such as attention deficit hyperactivity disorder (e.g., heightened interest in novelty, need for concrete markers of success) so that

they are sensitive to individual developmental differences and the relevance of these differences for enhanced teaching efforts that are positive, accepting, and consistent. Physical aggression in unstructured settings (e.g., playground and lunch room) is targeted for close monitoring, teaching and incentive programs.

Rationale for Teacher Training

Recent studies have reported that 10 to 25% of preschool or early school age children meet the criteria for oppositional defiant disorder (ODD), meaning they display high rates of aggressive, disruptive, oppositional, hyperactive behavior problems, and peer relationship difficulties (Campbell, 1990, 1991; Webster-Stratton & Lindsay Woolley, 1999). Once children with behavior problems enter school, negative academic and social experiences contribute to the further development of conduct problems. Aggressive, disruptive children quickly become socially excluded by peers. This leads to fewer opportunities to interact socially and to learn appropriate friendship skills. Over time, peers become mistrustful and respond to aggressive children in ways that increase the likelihood of reactive aggression. Evidence suggests that peer rejection eventually leads to association with deviant peers. Once children have formed deviant peer groups, the risk for continuing conduct disorders is even higher (Coie, 1990).

Theories regarding the causes of child conduct problems include child biological and developmental risk factors (e.g., attention deficit disorders, learning disabilities, and language delays); family risk factors (e.g., marital conflict, depression, drug abuse, criminal behavior);

ineffective parenting (e.g., harsh discipline, low parent involvement in school activities); school risk factors (e.g., teachers use of poor classroom management, level of classroom aggression, low parent-teacher involvement); and peer and community risk factors (e.g. poverty and gangs).

Since this chapter focuses on teacher training, it is important to review the key teacher and school risk factors related to the development of conduct problems. Researchers (Brophy, 1996; Walker, Colvin, & Ramsey, 1995) have found that teacher behaviors and school characteristics such as low rates of teacher praise, little emphasis on individual responsibility and social competence, and high student-teacher ratio are linked to classroom aggression, delinquency, and poor academic performance. High-risk children are often clustered in classrooms with many other high-risk students, presenting teachers with additional management challenges. Rejecting and non-supportive responses from teachers further exacerbate the problems of aggressive children. Such children often develop poor relationships with teachers and receive less support, nurturing, and teaching and more criticism in the classroom. Walker and Buckley (1995) reported that antisocial children were less likely to receive encouragement from teachers for appropriate behavior and more likely to be punished for misbehavior than well-behaved children. Aggressive children are also frequently expelled from classrooms. In our own studies with conduct problem children, ages 3-7, over 50 % had been asked to leave three or more schools by second grade. The lack of teacher support and exclusion from the classroom leads to social and academic difficulties and contributes to the likelihood of future school dropout. Finally, recent research has shown that poorly managed

classrooms have higher levels of classroom aggression and rejection that, in turn, influence the continuing escalation of individual child behavior problems (Kellam, Ling, Merisca, Brown, & Ialongon, 1988). A spiraling pattern of child negative behavior and teacher reactivity can ultimately lead to parent demoralization, withdrawal, and a lack of connection and consistency between the socialization activities of the school and home. While most teachers want to be active partners in facilitating home-school involvement, many lack the confidence or training to work collaboratively with families. Unfortunately, teacher education programs devote scant attention to training teachers in how to build relationships with parents or in implementing social and emotional literacy curricula.

The literature suggests that strong family-school networks benefit children due to parents' increased expectations, interest in, and support for their child's social and academic performance and create a consistent socialization process across home and school. The negative cycle described above can be prevented when teachers develop nurturing relationships with students and their parents, establish clear classroom rules about bullying, prevent social isolation by peers, and offer a curriculum that includes emotional literacy, social skills, and conflict management. Considerable research has demonstrated that effective classroom management can reduce disruptive behavior and enhance social and academic achievement (Brophy, 1996; Walker et al., 1995). Well-trained teachers can help aggressive, disruptive, and uncooperative children to develop the appropriate social behavior that is a prerequisite for success in school. Teacher behaviors associated with improved classroom behavior include the following:

high levels of praise and social reinforcement; the use of proactive strategies such as preparing for transitions and establishing clear, predictable rules; using short, clear commands, warning, reminders, and distractions effectively; the use of tangible reinforcement systems for appropriate social behavior; team-based rewards; mild but consistent response costs for aggressive or disruptive behavior (e.g., Time Out and loss of privileges); direct instruction in appropriate social and classroom behaviors, and problem-solving and self-management skills.

Research on the prevention of conduct disorders has been identified as one of the nation's highest priorities. This agenda is vitally important because the widespread occurrence of adolescent delinquency and violence result in a high cost to society. "Early onset" aggressive behavior problems in preschool children are stable over time and appear to be the most important behavioral risk factor for antisocial behavior in adolescence. Such behavior in children under 12 years of age has repeatedly been found to predict the development of drug abuse in adolescence (Dishion & Andrews, 1995) as well as other problems such as juvenile delinquency, depression, violent behavior, and school dropout (Snyder, 2001). Since conduct disorder becomes increasingly resistant to change over time, intervention that begins in the early school years is clearly a strategic way to prevent or reduce aggressive behavior problems before they "ripple" to result in well-established negative reputations, academic failure, and escalating violence in adolescence.

Over the past 20 years a variety of family and school interventions have been developed to address child conduct problems (Estrada & Pinsof, 1995). Our own research (Webster-Stratton &

Hammond, 1997, 1998) as well that of others (for a review see Taylor & Biglan, 1998) has shown that when parents are trained in effective child management, their children become more prosocial and have fewer behavior problems. However, while parent programs lead to positive change at home, there has not necessarily been a corresponding improvement in the children's school behavior unless teachers have been involved in the interventions.

As a consequence, Webster-Stratton developed *The Incredible Years Classroom Management Program* for teachers. Over the past 7 years she and her group at the University of Washington have trained hundreds of Head Start, preschool, and early elementary school teachers in this program. When teachers are taught to work with parents, use positive classroom management techniques, and actively promote emotional literacy and social competence, they help not only the children who are at risk, but all children in the classroom (Webster-Stratton et al., 2000a; Webster-Stratton, Reid, & Hammond, 2000b).

Content of Teacher Program

This chapter will provide an outline of the topics covered in the classroom management program and some of the key principles that our trainers use when working with teachers (see Table 1 for overview of curriculum). An in-depth description of specific classroom activities, scripts for parent-teacher meetings, and sample materials can be found in *How to Promote Children's Social and Emotional Competence*, a book written for teacher by Webster-Stratton (1999) to be used as a text with the teacher training program.

Working With Parents

Widespread support for teaching involving parents in their children's learning grows out of convincing evidence suggesting that family involvement has positive effects on children's academic achievement, social competence, and school quality. The highly acclaimed book, *A New Generation of Evidence: The Family Is Critical to Student Achievement*, opens by saying, "The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life." (Henderson & Berla, 1994) Realizing that student's cultural backgrounds, economic conditions, and home environments can profoundly affect their adjustment to and performance in school, schools are finding that they can best serve the needs of their students by becoming more family-centered and more focused on student's emotional and social as well as their academic needs. Some innovative schools are providing nonacademic services to children and their families such as: parent education classes, parent resource rooms, GED classes for parents, employment training workshops, and special curricula for children that focus on teaching social skills, problem-solving and anger management strategies. Schools such as these demonstrate that the relationships between home and school are beginning to change in fundamental ways.

The teacher-parent partnership.

Our training program begins by asking teachers to brainstorm together the ways that they work with the parents of their students. The ideal relationship between the teacher and parent is based on a collaborative partnership. Collaboration implies a reciprocal relationship that uses the teacher's and parents' knowledge, strengths, and perspectives equally. The

teacher is more knowledgeable about teaching principles, curriculum, and the child's learning needs, while the parent is more knowledgeable about the child's temperament, likes and dislikes, and emotional needs. Accepting the notion of complementary expertise creates a relationship between parents and teachers that is mutually respectful and supportive. In this non-blaming and nonhierarchical model, the teacher promotes collaboration through reflection, summary of parent suggestions, reinforcement, support, acceptance, humor, optimism, encouragement of parent participation, and sharing of her own ideas.

Despite the evidence of the positive effects of family involvement on a student's academic performance, its potential is still largely ignored in many schools. Many teachers do not systematically encourage parent involvement, and parents do not always participate even when they are encouraged to do so. Teachers may feel too stressed by classroom demands to invest the time needed to involve parents, they may believe that parents are not interested in participating in their children's education, or they may lack the training needed to successfully collaborate with parents. Parents may feel intimidated or mistrustful of teachers, feel they lack the knowledge to help educate their children, or may be so overwhelmed by life stress that they have little energy to be involved in their child's schooling. In this context, teachers need training in family involvement that emphasizes more than traditional parent-teacher conferences. Schools must recognize the additional assistance (e.g., translation services, transportation assistance, parent education classes, and other support services) and encouragement that families need in order to help their children in school. Evidence suggests that

such assistance may be essential for many minority and economically disadvantaged parents, in particular, for whom school involvement is often an intimidating and difficult proposition.

Developing positive home-school bonds.

We believe that parent involvement efforts need to start even before school starts. The more parents know about what is going on at school, the more connected they will feel to the teacher and classroom. The training encourages teachers to reach out to families in a variety of ways. For example, they might send home a “welcome” greeting to all families describing their philosophy of discipline (class rules, consequences, incentives), their homework policy, how and when they can be reached, and an invitation to first parent meeting. Teachers can also begin to gather information about the parents and children by including an interest survey asking about children’s favorite activities and family interests. Forming an early bond is particularly important for students with a history of problems in school. Calling the parents of these children before school starts to establish positive communication, reassure parents, and establish initial plans to work positively with the child will help the child to make the transition to a new classroom. When school begins, weekly newsletters, invitations to join the class for lunch or activities, phone calls home about student’s positive progress, and home visits will help to encourage parent collaboration with the teacher and school. Once a positive relationship is established between teachers and parents, it is easier to address later problems and concerns that arise.

Communicating about problems.

Sometimes teachers try to avoid conflict or disagreement with parents by not

talking with them about children’s behavior or learning problems. They may not want to worry the child’s parents and may hope that, left alone, the child will out-grow the problem. The core of successful collaboration with families, however, involves contacting parents at the first sign that a child is having difficulty. By involving parents early in the planning, teachers may discover family circumstances that are contributing to a child’s difficult behavior or they may gain valuable insights from parents about how to manage a particular behavior. At the very least, they will have included the parent in the problem-solving process before the situation has escalated into a serious problem. One of the most common complaints among parents is that teachers wait too long before contacting them about a school problem. Teachers may lack the confidence or skills to talk effectively with parents about problem behavior. The training program encourages teachers to use the following important steps to establishing good communication about a child’s school problems:

- Call parents and offer flexible meeting times
- Express a positive caring attitude about the problem
- Ask for parent input
- Avoid blaming parent for problem
- Deal with one issue at a time (don’t overwhelm parent with laundry list of problems)
- Describe how you have tried to deal with the problem
- Ask how parents deal with similar problems at home
- Agree on mutual goals
- Problem-solve solutions together
- Set a follow-up meeting to review progress

Building Positive Relationships with Students

This component of the training program emphasizes the importance of building trusting and warm teacher-student relationships. Trainers begin by asking teachers to brainstorm ways they can build positive with their students, particularly those students for whom they have developed negative feelings. Perhaps the most obvious reason for teachers to develop meaningful relationships with students is because a positive teacher-student relationship built on trust, understanding and caring will foster students' cooperation, motivation, and increase their learning and achievement at school. Relationship-building between teachers and students is important for all students, but it is vital for those students who are most aggressive, non-compliant, shy, withdrawn, or depressed. In other words, the students who are hardest to reach are those who will benefit most from a positive relationship. It is important to help teachers persist at engaging the most difficult students. When faced with repeated defiance and noncompliance, it is easy to take children's negative behavior personally or to blame the child for not trying. As with parent-teacher relationships, getting to know children should begin before the school year starts. An introductory phone call or personal letter to the child telling them something special about their classroom and finding out about their interests will help to establish an initial bond. The training program suggests the following strategies to help teachers build relationships with children during the school year:

Show caring by:

- Giving a personal greeting to each student every morning
- Asking about their feelings

- Asking about their life outside of school
- Listening to student stories and problems
- Eating lunch with students
- Recognizing birthdays
- Sending cards and positive messages home
- Finding out about student hobbies and special talents
- Making home visits
- Attend a special event (i.e., sports event or performance that student is involved in)
- Sharing something personal
- Spending time playing with students -- at recess or during free classroom time
- Use descriptive commenting when children are playing
- Make all children feel valued for contribution to class regardless of their academic or social abilities

Show belief in students by:

- Identifying negative self-talk
- Promoting positive self-talk
- Communicating the belief they can succeed
- Creating ways to acknowledge new skills or positive behaviors
- Calling students to applaud their special efforts or accomplishments
- Calling student after a bad day to predict a more successful next day
- Helping every child in the classroom to appreciate other's special talents and needs
- Following children's lead, listening carefully to their ideas and being an "appreciate audience" at times

Show trust in students by:

- Inviting students to help with daily tasks and classroom responsibilities
- Offering curriculum choices
- Encouraging collaboration among students
- Encouraging students to help each other
- Sharing thoughts and feelings with students

Proactive Teaching

When students are disruptive or behave in ways that are counterproductive to learning, it is easy for teachers to automatically react emotionally. This understandable impatience and frustration in response to negative behavior undermines the ability to think strategically about the most effective response to the child's behavior. Teachers can learn to anticipate the kinds of classroom conditions that are likely to produce disruptive or disengaged behaviors and take *proactive* steps to prevent them. Research has shown that proactive teachers structure the classroom environment and the school day in ways that make problem behaviors less likely to occur (Doyle, 1990; Gettinger, 1988; Good & Brophy, 1994). They establish schedules, routines, consistent limit setting, and norms of behavior that help students know what to expect. Following are a few of the many proactive strategies that teachers discuss in the classroom management training:

- Develop clear, positive classroom rules and discuss them with children ahead of time
- Have predictable schedules and routines for handling transitions
- Capture children's attention before giving instructions
- Place inattentive or distractible children close to the teacher.
- Strive for clear, specific, commands expressed in positive terms.

- Redirect disengaged children by using their name in a question, standing near them, changing activities, and using nonverbal signals.
- Use positive reminders about the behavior expected rather than negative statements when children are exceeding the limits.
- Give frequent attention, praise, and encouragement to children who are engaged and following directions.
- Be creative in your use of redirecting strategies—avoid repeated commands. Instead, use nonverbal cues and engaging activities.

Promoting Social Competence: Praise and Attention

The quality of the teacher's attention emerges as one of the most important factors in helping students become motivated and successful learners. Consistent and meaningful encouragement and praise from a teacher nurtures and increases children's academic and social competence. Children who are praised are self-confident, have high self-esteem, and seem to internalize these early messages so as not to need them in the future (Cameron & Pierce, 1994). Yet, teachers give three to fifteen times as much attention to student misbehavior (e.g., talking out, fidgeting, out of seat behavior) than to positive behavior in their classrooms (Brophy, 1996; Martens & Meller, 1990; Walker et al., 1995). Not surprisingly, this attention reinforces the misbehavior, leading to more classroom behavior problems, particularly in the child who is starved for adult attention. When teachers use their attention selectively to reinforce positive behavior (while ignoring inappropriate behavior), they see a dramatic impact in the behavior of targeted children as well as on the rest of the children in the classroom. Over time, giving more praise and positive attention to children for their

progress (e.g., "you did a great job sharing the art supplies" or "you are really focused on your work,") can be beneficial for all the students in the classroom because these labeled descriptions of the expected academic and social behaviors act as a reminder of expected behavior for the other children. Praise is most effective if used in the following ways:

Use specific, labeled praise

"Thanks for being so patient and waiting while I was . . ."

"I like the way you remembered to walk quietly to your desk."

Show Enthusiasm

Praise and Encourage the Child's Efforts and Progress

"See how you have improved in your reading, you recognize most of the words now."

"You must feel proud of yourself for . . ."

Promote Child Self-Praise

"If you had the same answer, pat yourself on the back for your answer."

Avoid Combining Praise with Put-Downs

"You picked up the toys like I asked. That's great. But next time how about doing it before I have to ask?"

Praise and Encourage Social and Academic Behaviors

Praise Difficult Students More Often

Remember the Shy Student

Praise Specific Behaviors According to Individual Students' Needs

A few examples of behaviors to encourage and praise

Sharing

Talking politely

Quiet hand up

Helping a classmate

Giving a compliment to another classmate

Persisting with a difficult academic task (working hard)

Use Proximity Praise

"I like the way Frederick is getting his books put away so we can go to recess,"

"I will ask Anna to answer since she has a quiet hand up."

Use Noncontingent Praise

"It is nice to see you this morning,"

"It is fun working with you ."

Have Positive Expectation for All Students

"See, you are able to do this. I knew you could!"

"I know this is hard. With practice I know you will learn to do it."

Praise Groups of Students

"I see everybody at the Dinosaur table is ready for recess. That is fantastic."

Acknowledge the Difficulties of Learning Something New

"I know this is hard stuff to learn and it was a lot of concentrated work today."

Encourage Children to Praise Themselves and Others

Nonverbal Encouragement

A "thumbs-up" sign

High five

Behavior Doesn't Have to Be Perfect to Deserve Recognition

Use Classroom Compliment Circle Times to Promote Peer Praise

Using Incentives

When students have difficulty with a particular behavior or area of learning, praise and attention may not be enough to motivate them. Learning to read, write and behave in socially appropriate ways are difficult processes for some children. At times, tangible rewards can provide extra incentives for children to tackle difficult learning area, or can sustain a child's motivation until a positive relationship has been developed with the teacher that will make praise and attention more motivating. Stickers or tokens, special rewards, and celebrations to give students concrete evidence of their progress. When using incentive programs to motivate students to learn something new, it is, of course, important to continue providing social approval as well. Social rewards should be used to reinforce the efforts children make to master a new skill or behavior. Tangible rewards are usually used to reinforce the achievement of a specific goal. Based on social learning research regarding incentive systems, trainers and teachers discuss the most effective and practical approaches to making incentives work. Following are some tips for successful incentive programs:

Some Do's and Don'ts

Do:

1. Clearly define the desired academic and social behaviors.

2. Identify small steps towards the goals.
3. Gradually increase the criteria for the reward (make it challenging).
4. Begin by choosing only one or two behaviors to work on.
5. Focus on positive behaviors.
6. Choose inexpensive rewards.
7. Offer rewards that can be earned on a daily basis.
8. Involve students in choosing the rewards.
9. Give the reward *after* the behavior occurs (first/then).
10. Reward everyday achievements and successes.

Don't:

1. Be vague about the desired behaviors.
2. Make the steps too big for the child.
3. Make the steps too easy for the child.
4. Create complex programs involving too many behaviors.
5. Focus on negative behaviors.
6. Offer expensive rewards, or rewards that cannot be furnished immediately.
7. Use rewards that take too long to earn.
8. Choose rewards that are not motivating to the child.
9. Offer rewards as bribes.
10. Be stingy with social rewards.

Managing Misbehavior

Even with the best proactive classroom management, misbehavior will still occur. A discipline plan that clearly spells out rules, expectations, and consequences if the rules are broken is fundamental to

successful management of disruptive behaviors. In the Discipline Plan, consequences should be organized in a hierarchy from the least disruptive intervention to the most disruptive. For example, the first time a rule is broken there might be a verbal warning, the second time a privilege might be withdrawn, the third time a Time Out may be given, and the fourth time the child misses recess. By making sure that students are familiar with the Discipline Plan and understand the consequences, the proactive teacher ensures that students know exactly how the teacher will respond to misbehavior. The consistency of the teachers' follow through with this Discipline Plan increases children's sense of security.

Ignoring Misbehavior and Using Redirection.

Minor inappropriate or low-level attention seeking behaviors such as whining, teasing, arguing, eye rolling, pouting, calling out, and tantrums (i.e., behaviors that are not dangerous or hurtful to other children or adults) can often be eliminated if they are systematically ignored. Teachers who ignore inappropriate behavior remove the payoff for continuing these behaviors. If teachers consistently ignore particular behaviors, students will eventually stop engaging in those behaviors. Moreover, if students receive praise and encouragement for the opposite prosocial behaviors (e.g., speaking politely, sharing, cooperating, and controlling their temper), they will learn it is more beneficial to behave appropriately. Following are some important points to remember when using ignoring and redirecting to reduce problem behavior.

Ignoring and Redirecting

- Ignoring works best for low-level attention seeking behaviors (make sure they are ones you *can* ignore).
- Praise the opposite prosocial behaviors.
- Avoid eye contact and discussion while ignoring.
- Physically move away from your student.
- Be prepared for testing -- remember misbehavior often gets worse before it gets better.
- Be consistent.
- Return your attention as soon as misbehavior stops.
- Combine distractions and redirection with ignoring.
- Limit the number of behaviors to systematically ignore.
- Teach other students to ignore minor misbehaviors.
- Encouraging self-monitoring when possible.
- Don't ignore withdrawn behavior -- use redirections to engage student.
- Use nonverbal signals and picture cues for redirecting.
- Young children benefit from physical redirection at times.
- Positive reminders are particularly useful for impulsive or distractible students.

Natural and Logical Consequences.

No matter how consistently teachers use ignoring, redirecting, and reminders, and no matter how consistently they reinforce appropriate behavior, there are times when children will continue to misbehave. In these cases, their misbehavior needs a negative consequence. A negative consequence is something the child does not want, such as being last in line, losing recess, getting Time Out in the classroom, or missing a special activity. Consequences do not have to be severe to be effective.

The key is consistency, not severity. Whenever possible, consequences should be presented as a choice the child has made. For example, "You didn't share those blocks when I asked. That means you've chosen to play in another area today." During the training, the trainer leads a discussion with the teachers of the various ways they have used consequences.

Examples of Natural and Logical Consequences

- If the student doesn't come in for snack on time, there might not be any left (natural consequence)
- If the student can't use the scissors safely, they will be taken away (logical consequence)

Natural and Logical Consequences

- Consequences do not have to be severe to be effective.
- Follow the "law of least disruptive interventions": use ignoring, self-monitoring, nonverbal and verbal redirecting and warnings or reminders before negative consequences.
- Make logical or natural consequences immediate, nonpunitive, age-appropriate, and nonconfrontive
- Tailor negative consequences to the circumstances -- pick a consequence that is effective because it removes something a child particularly likes (loss of privilege) or is inherently connected to the misbehavior (logical and natural consequences).
- Consequences should never be physically or psychologically harmful to the child, nor should they humiliate or embarrass the child.
- When possible, present consequences as choice the student has made.

- Be friendly and respectful but firm -- control your negative emotions.
- Be prepared for student testing when ignoring or when a negative consequence is enforced.
- Avoid sending students to the principal's office.
- Quickly offer new learning opportunities with immediate teacher attention for prosocial behaviors.
- Make sure your discipline plan is developmentally appropriate.

Managing Misbehavior: Time Out.

The student who displays physical aggression (e.g., hitting a child or teacher, pushing over furniture, or persistently refusing to comply with anything the teacher requests) needs to experience a more serious consequence. The task for teachers is to use discipline that teaches students that violent behaviors will not be tolerated, establishes positive expectations for future appropriate behavior, and conveys to students that they are valued despite their mistakes. Ideally this discipline plan should be a *whole-school plan* and not just an individual teacher classroom concern. All teachers have a role for caring for all students and schools have a commitment to supporting all teachers in managing students with difficult behavior problems. Thus it is important that all school staff work together to manage difficult behaviors. A Time Out or Calm Down strategy is reserved specifically for high intensity problems, such as aggression toward peers or teachers and destructive behavior. It is also useful for highly noncompliant, oppositional or defiant children (any child who refuses to do what you ask him to do 75% of the time or more falls into this category), since compliance is the cornerstone of a parent's or teacher's

ability to socialize a child. Time Out is probably the most intrusive short-term consequence a teacher will employ for disruptive behavior. It can occur in the classroom as a cool-off time or it can involve temporary removal from the classroom to another classroom or a specially designated area in the school. Time Out can backfire if the process has not been carefully thought through and if children have not been prepared ahead of time. Trainers assist teachers in planning for how and where they will use Time Out in their classrooms. The following points are important (but not all-inclusive) when implementing Time Out:

- Preparation ahead --plan a hierarchy of responses to misbehaviors and inform students of the plan
- Rehearse the Time Out procedures with the children prior to doing a real Time Out
- Be prepared for testing
- Monitor your own anger in order to avoid exploding suddenly; give warnings
- Use a 5-minute Time Out with 2-minute silence at the end
- Carefully limit the number of behaviors for which Time Out is used
- Use Time Out consistently for selected misbehaviors
- Don't threaten Time Out unless you're prepared to follow through
- Ignore child while in Time Out
- Use nonviolent approaches such as loss of privileges as a back-up to Time Out
- Hold children responsible for messes or destruction in Time Out
- Support co-teachers' use of Time Out
- Be sure you are rewarding the expected positive behaviors.
- Expect repeated learning trials
- Use personal Time Out to relax and refuel

- Gain parental support for your discipline plan.

We do not recommend negative notes home carried by the child to the parent, rather a phone call or meeting to discuss the problem with a parent is preferable. Moreover, physical restraint, sending the child to the principal's office, and at-home suspensions are to be avoided.

Moving Beyond Discipline: Repair and Rebuild

Children who are impulsive, oppositional, inattentive, and aggressive will need constant teacher monitoring or scaffolding. This means giving redirection, warnings, reminders, and consistent follow-through with consequences. However, one of the hardest and most important things for a teacher to do when teaching a disruptive student is to move beyond Time Out and discipline to repair and rebuild positive teacher-student and student-student relationships. This means not holding onto grudges and resentments after consequences have been implemented, welcoming students back as accepted and valued members of the class each day, and continuing to teach them more effective ways of problem-solving. It means a philosophy of taking one day at a time, allowing the student a new learning opportunity or fresh start each day, and practicing forgiveness. So, instead of saying, "I hope today is not going to be like yesterday, because if you are....", the teacher encourages the child and predicts a successful day: "I'm glad to see you. Today is a chance to learn something new."

Moving to Self-Management

Difficult and aggressive students will initially need tight external management and consistent discipline in order to keep their behavior under control. Indeed, research has indicated that teacher use of incentives,

differential reinforcement, Time Out, and negative consequences results in decreased negative classroom behaviors and increased positive social skills. However, the eventual goal is to shift away from exclusive teacher management to increasing student self-management skills. This is necessary so that students can become less dependent on teachers to provide direction and incentive for their behavior. Such interventions have the potential for producing more durable and generalizable behavior gains in situations outside the classroom.

One of the central features of many children with behavior problems is the absence of self-management skills. Part of the reason for this is that such children often have distorted self-perceptions and sense of reality and make maladaptive self-statements. They have difficulty evaluating their own behavior; at times having an inflated sense of their performance and, other times, being very negative about their abilities. They may misperceive other's intentions as hostile, when in fact, the person might have been trying to be helpful. Although the degree of self-management expected of students will vary with the age, developmental ability and temperament of the child, teachers can begin to foster some skills of self-direction even in preschool children and children with severe disabilities. Sadly, these skills are seldom taught to students, especially those with behavior problems.

Self-management interventions generally involve a variety of strategies related to changing or maintaining one's own behavior. They include self-evaluation and self-reinforcement approaches. For example, teachers can invite children to reflect on how they did that day to get a sense of the accuracy of their self-perceptions and self-evaluation abilities. For children who have poor language skills

or limited emotional vocabulary, a teacher might have a thermometer showing the range from calm (blue/cool) to overexcited (red/hot) and ask the child to point to how active or on-task he thought he was during certain times of the day. This gives the teacher an opportunity to provide students with specific feedback on the accuracy of their self-perceptions or to help them remember times when they were successful. Similar thermometers might be used for students to evaluate their ability to control their anger or their level of classroom involvement. Often children with behavior problems will focus on their mistakes; however, by reviewing the positive aspects of the child's day, the teacher can help the child to gain more positive attributions.

Self-management interventions also include self-monitoring approaches such as the "quiet hand up" or "blurt out sheet" that is placed on a student's desk so that she could record each time she remembered not to talk out in class. The teachers might also challenge students to meet a certain criteria (e.g., raise a quiet hand 10 times) to earn a chosen reward. This approach makes self-monitoring exciting and results in a high degree of student involvement. Similar programs could be set up for self-monitoring other behaviors such as on-task or "working" behavior, polite language, or work completion.

Teaching children self-instruction such as the internalization of self-statements is another self-management approach used to modify problem behavior. For example, a child with academic difficulties who is off-task a great deal may be thinking negative thoughts that perpetuate the problem (e.g. "I hate school" or "I can never do this. It is stupid."). Teaching positive self-statements (e.g., "I can do this eventually. I just need to keep working.") can result in improved on-task work.

Finally, social problem-solving training, described next, was developed to help children learn the thinking and social skills involved in making good choices and assuming responsibility for their own behavior.

Social-Emotional Curriculum

Teaching Students to Problem-Solve.

Young children often react to their problems in ineffective ways. Some cry, tantrum, and yell, others hit, bite, and become destructive, and still others tattler or lie to their parents or teachers. These responses do little to help children find satisfying solutions to their problems. In fact, they create new ones. But research shows that children use these inappropriate strategies either because they have not been taught more appropriate ways to problem-solve or because their inappropriate strategies have been reinforced inadvertently by parents or teachers or other children's responses. Children who are hyperactive, impulsive, inattentive and aggressive are more likely to have cognitive difficulties with social problem-solving (Asarnow & Callan, 1985). These children perceive social situations in hostile terms, generate fewer prosocial ways of solving interpersonal conflict, and anticipate fewer consequences for aggression (Dodge & Price, 1994; Rubin & Krasnor, 1986; Slaby & Guerra, 1988). There is evidence that children who employ appropriate problem-solving strategies play more constructively, are better liked by their peers and are more cooperative at home and school (Rubin & Daniels-Beirness, 1983; Shure, 1983; Spivak, Platt, & Shure, 1976). Consequently teachers have a key role in teaching children who are aggressive and impulsive to think of more prosocial solutions to their problems and to evaluate which solutions

are better choices and more likely to lead to positive consequences than others. In essence, these high-risk students are provided with strategies that correct the flaws in their decision making process and reduce their risk of peer relationship problems. Teachers can incorporate specific problem-solving lessons into their curriculum, provide students with opportunities to practice these new skills in small group activities, and promote newly learned skills throughout the day (on the play ground and in the classroom).

Problem Solving-Steps

1. What is my problem? (Identify the problem in concrete terms)
2. What are some solutions? (Generate as many different solutions as possible)
3. What are the consequences? What happens next?
4. What is the best solution or choice? (Evaluate consequences in terms of safety, fairness and good feelings)
5. Am I using my plan? (Implementation)
6. How did I do? (Evaluating the outcome and reinforcing efforts)

Important Tips for Teaching Problem Solving

- Use games and puppets to present hypothetical problems for students to practice the problem-solving steps
- Help students clearly define the problem and to recognize the feelings involved
- For preschool children, focus on generating many solutions
- For elementary age students, focus on thinking through to the various consequences of different solutions
- Be positive, creative and humorous
- Help children anticipate what to do next when a solution doesn't work

- Model effective problem-solving yourself
 - Focus on the process of learning how to think about conflict, rather than on “correct” answers
 - All children (not just the high-risk children) should be included in the process

Feelings and Emotional Regulation.

Before students can effectively problem-solve, they need to be able to recognize and regulate their own emotional responses. Teachers can play a critical role in helping children learn to manage their anger. During training sessions teachers discuss how to help students think differently about why an event occurred, recognize and talk about their own feelings, read feeling cues in others, and teach them to employ self-talk and relaxation strategies to keep themselves calm. Teachers also act as powerful models for students whenever they can remain calm and nonaggressive in response to the negative classroom behavior. The following tips are important in helping children to understand feelings and regulate their own emotions:

- Acknowledge individual differences in student's ability to regulate emotions
 - Use feeling talk in the classroom. Label both negative and positive teacher and student feelings.
 - Use games to teach the feelings language and to promote understanding of differences in others' feelings
 - Teach children positive self-talk strategies (“I am good at trying even when something is hard.”)
 - Teach the "Turtle Technique" for managing anger
 - Have children practice anger management responses to hypothetical conflict situations

- Elicit the support of parents in managing anger and teaching child to express their feelings

Promoting Friendship Skills.

Few teachers need to be convinced that friendships are important for children. Through the successful formation of friendships, children learn social skills such as cooperation, sharing, and conflict management. Friendships also foster a child's sense of group belonging and begin to facilitate children's empathy skills. Research has shown that peer isolation or rejection are predictive of a variety of problems including depression, school drop out, and other psychiatric problems in adolescence and adulthood (Cairns, Carins, & Nexkerman, 1989; Kazdin, 1995). The trainer leads a discussion about how to prevent peer rejection and ways to help the aggressive or socially withdrawn or isolated child. Teachers should include the following specific friendship skills in their classroom curriculum:

- How to initiate an interaction and enter a group
 - How to play in a friendly way: sharing, making a suggestion, waiting, asking for permission, taking turns, helping, giving a compliment, agreeing with each other, asking for help, being polite (e.g., saying please, thank you)
 - How to follow directions
 - How to talk with friends
 - Empathy training
 - Problem-solving/conflict resolution.

Methods of teaching these friendship skills

- Use discussions and role plays to teach group entry skills, play skills, and conversational skills

- Set up cooperative learning activities to help students practice friendship skills
- Praise and establish reward programs for student with social difficulties
- Collaborate with parents to promote children's social skills at home

Teacher Training Methods

Teacher and School Engagement

Engaging teachers and schools in the training process is a multi-pronged process. If the goal is to offer the training program to an entire school or agency, we begin laying the ground-work for the training at least six months before the actual training begins. It is important to meet with school administrators, teachers, and parents to listen to their concerns for their school, classrooms, and children in general, or for particularly challenging students. Teachers, administrators, or parents may want to talk to others who have previously been involved in the training in order to hear first-hand how the training benefited their schools. Logistical details also need to be worked out far in advance, and administrative support must be obtained for the teachers who will be involved. If training is held during the school day, school must be prepared to cover the cost of substitute teachers. If the training is held after school, teachers need support so that they can complete their regular school-related tasks. We offer clock or credit hours to teachers who complete the curriculum.

Videotape Modeling

The program relies heavily on videotape modeling as a therapeutic method. Trainers present 6 videotape programs composed of over 250 brief vignettes showing teachers and children of different sexes, ages, cultures, socioeconomic

backgrounds, temperamental styles and developmental abilities (e.g., children in special education classes). Teachers and children are shown in their classrooms in unrehearsed situations, during circle time, work time, transition time, and free play. Scenes depict teachers with a variety of teaching styles and skill levels using many different teaching strategies. Children in the scenes are shown responding in a variety of ways--some are engaged and compliant, some defiant and aggressive. The intent in showing negative as well as positive examples is to demystify the notion of "perfect teaching" and to illustrate how teachers can learn from their mistakes. The videotapes are used as a catalyst to stimulate group discussion and problem-solving, with the trainer ensuring that the discussion addresses the intended topic and is understood by the teachers. The goal is not only to have teachers grasp the intended concept, but also to have them become actively involved in problem-solving and sharing ideas about the vignette. The trainer can facilitate integration of the concepts by asking how the concepts illustrated in the vignettes apply or don't apply to teachers' own situations.

Using the Videotapes

- Space vignettes throughout the entire day
- Allow for discussion following each vignette. If you are short of time, you may verbally highlight key points in the vignettes. Do not run vignettes together without dialogue.
- Allow teachers' first impressions (insights) to be expressed before you offer analysis and interpretation
- If teachers' reactions are critical of behavior in the vignette, balance their perspective by noting some positive features of the teachers'

behaviors. If you allow a group to be too negative, teachers may feel you could be just as critical of their mistakes.)

- Remember to model a realistic perspective of teaching
- Follow vignette discussions with role-plays to reinforce the key points.

Practice and Rehearsal

Practice or rehearsal of unfamiliar or newly-acquired behaviors has been shown to be quite effective in producing behavioral changes (Eisler, Hersen, & Agras, 1973; Twentyman & McFall, 1975). Role-plays help teachers integrate new skills into their repertoires and provide a way for teachers to illustrate particular situations or problems in their classrooms. We recommend doing 10-12 brief role-plays each day of training. We have found that it is often best for the trainer to do the first role-play in order to reduce self-consciousness and anxiety.

After the trainer has done the first role-plays, we then break the teachers into groups of 2-3 to practice particular skills such as peer-coaching, descriptive commenting, or implementing Time Out in the classroom. We often find it is a good idea to first instruct teachers to "do it the worst way possible," and then follow this with, "Now use as many of the positive strategies we talked about as possible." The contrast helps reduce performance anxiety over projected demands for perfection and adds humor to the process. Later on, as teachers become more comfortable, they can role-play a situation in front of the whole group -- for example, role playing the use of Time-Out with a "difficult child." In this case, one teacher takes the role of the classroom teacher and the rest of the teachers can pretend to be her students. The trainer can help to "freeze frame" the role

play and ask the group questions such as, "Now what should she do?" or "What is the child trying to say by behaving like that?"

Homework Assignments

Between training sessions, teachers are given reading and "hands-on" assignments to try the new strategies in their classrooms. The assignments help transfer the training material to the classrooms. They also serve as a stimulus for discussion at the subsequent session. Moreover, assignments convey the critical message that sitting passively in the group is not "magic moon dust"; teachers must collaborate with the trainer by trying strategies in their classrooms. Teachers are provided with the book, *How to Promote Children's Social and Emotional Competence* (Webster-Stratton, 1999), as part of the training materials. Along with the reading assignments from this book, homework usually involves asking teachers to do try a strategy in the classroom or develop a plan for a particular child who is experiencing difficulty

Session Evaluations

At the end of each training day teachers complete a brief evaluation form. This provides the trainers immediate feedback about how each teacher is responding to the trainer's style, the group discussions, and the content presented in the session. When a teacher is dissatisfied or is having trouble with a concept, the trainer may want to call that teacher to resolve the issue or, if the difficulty is shared by others, bring it up in a subsequent session.

Individual Behavior Planning Meetings

It is beneficial for the trainer to schedule an individual planning meeting with each teacher involved in the training. The trainer should meet with the teacher to

check in about the teachers' classroom concerns and to help set up individual behavior plans for more difficult children. If these meetings are scheduled in the teacher's classroom, it also provides the trainer with an opportunity to view the teacher's classroom and teaching environment. These meetings also allow trainers and teachers to get to know one another outside the group and promote engagement with the program, as well as revealing how well teachers are assimilating the material presented in the group. While these meetings are recommended when the program is used as prevention, we feel they are essential when the program is being used as part of a comprehensive treatment program for a child with conduct problems. Teachers and trainers collaborate to complete a functional analyses of the target child and to set up an individual behavior plan (preferably with parents as well). Ideally, the trainer should observe the child in the classroom to obtain a full picture of the challenges that the teacher is facing. The trainer should also facilitate a meeting between the teacher and parents to foster home-school collaboration on the behavioral goals for the child.

Teacher Training Process

Teacher Training as Collaboration

Our training model for working with teachers is active and collaborative. In a collaborative relationship, the trainer does not set him/herself up as an "expert" dispensing advice about how teachers should teach more effectively. Collaboration implies a reciprocal relationship based on utilizing equally the trainer's and the teachers' knowledge, strengths and perspectives. As professionals, both trainers and teachers bring considerable expertise to the training.

Teachers involved in our training have ranged from student teachers who have been in the classroom for only a few months to seasoned teachers with 20 years of classroom experience. They also have varied in their education experience from paraprofessionals with little formal training to teachers with advanced degrees in education. Together the trainer and teachers form a group of experts with a rich variety of general experience concerning child development, management strategies, and effective teaching methods as well as a wealth of specific experiences from the children in the teachers' current classrooms. The collaborative trainer actively solicits the teachers' ideas and feelings, learns about their classroom context, and involves them in the learning process by inviting them to share their experiences, discuss their ideas, and engage in problem-solving. Collaboration implies that teachers actively participate in setting goals and the training agenda. Collaboration implies that teachers evaluate each session and the therapist is responsible for incorporating their feedback into subsequent sessions.

Another aspect of the collaborative trainer's job is working with teachers to adapt concepts and skills to the particular circumstances of their classroom and students. For example, a kindergarten teacher with a class of 30 children may need to rely primarily on group incentives whereas a special education teacher with 8 students might use an individual incentive program tailored to each student's needs. A collaborative trainer also works carefully to process teachers' different theoretical frameworks and to help each teacher to use the principles in a way that is consistent with her teaching style and beliefs. For example, some teachers believe that giving children tangible rewards lowers students' intrinsic motivation. Although tangible

reinforcement is an important part of the classroom management curriculum, the collaborative trainer operates from the assumption that teachers have legitimate grounds for resisting this aspect of the training, would explore alternative ways that these teachers provided their students with positive feedback, and involve the teachers in problem-solving to adapt the concepts to their particular philosophy. It may be that a teacher's objection is based on the idea that she does not want to single out one child for a reward but is comfortable delivering group rewards. Or she may not want to deliver tangible rewards, but likes the idea of letting children earn special classroom privileges. These alternate viewpoints can be respected while emphasizing the importance of providing some kind of tangible reward for those children who really need one.

A collaborative style of training is demonstrated by open communication patterns within the group and the belief that all teachers provide valuable input. By building a relationship based on rapport with the group, the trainer creates a climate of trust, making the group a safe place for teachers to bring their problems and to risk new approaches. The collaborative trainer is a careful listener. S/he uses open-ended questions to generate discussion and collaboration, and s/he encourages debate and alternative viewpoints, treating all viewpoints with respect. The trainer's empathic understanding is conveyed by the extent to which s/he actively reaches out to the teachers, elicits their ideas, and attempts to understand rather than analyze.

Teacher Training Groups as Support Systems

Teachers report to us that they often feel isolated as they struggle with day-to-day management problems, often without other adults to share the burden of the

hundreds of decisions that they make each day. The essential goal of collaborative training is to "empower" teachers so that they feel confident about their teaching skills and their ability to respond to new situations that may arise. It also reminds them that they have powerful supports in the other teachers in the school and encourages them to make continued use of these links between training sessions. Where necessary, the training can help teachers to problem-solve ways to obtain greater administrative support when they are feeling isolated and overwhelmed. Teachers are also encouraged and helped to take advantage of the support that can be provided when they work to increase parent involvement.

In the training, teachers learn to collaborate in problem-solving, to express their appreciation for each other, and cheer each other's successes in tackling difficult problems. They also learned to share their feelings of guilt, anger, and depression, as well as experiences that involve their own mistakes or misbehavior from their students. These discussions serve as a powerful source of support. Through this sharing of feelings and experiences, commonality is discovered. Feelings of isolation decrease, and teachers are empowered by the knowledge that they are not alone in their struggles.

Trainer Strategies

Trainer Qualifications

Trainers in our programs have represented a variety of disciplines including nursing, social work, education, and psychology. These individuals have masters or doctoral degrees in their professions and a strong background in education, child development, social learning theory, group work, counseling, and clinical work with

children and families. We have found that trainers' effectiveness is determined not by their educational or professional background but by their degree of comfort with a collaborative process and their ability to promote intimacy and trust with teachers. The trainer listens, asks for clarification, is reflective and non judgmental, uses humor, tries to understand what the teacher is saying, helps problem-solve, and does not command, instruct or tell the teacher how to teach. At the same time, the trainer must also be knowledgeable to lead and teach; to explain behavioral principles and provide a clear rationale for them, to challenge teachers to see new perspectives, to elicit the strengths of the teachers in the group, and to provide limit setting within the group when necessary.

Ensuring group safety and sufficient structure

One of the most difficult aspects of the trainer's role is to prevent the group experience from becoming negative. Consequently, rules to help teachers feel safe and respected are posted on the wall to be added to or referred to if necessary during training sessions. Examples include: (a) only one person may talk at a time; (b) everyone's ideas are respected; (c) anyone has a right to pass; (d) no "put downs" are allowed; and (e) confidentiality within the room.

The group process can be disrupted by a participant who challenges the trainer's knowledge or advocates inappropriate management practices. It is important that the trainer not seem critical or frustrated with this person's comments. Instead the therapist looks for the relevant points in what the person has said and reinforces them for the group. By conveying acceptance and warmth, even towards an obviously difficult group member, the trainer models

acceptance and helps group members see that the goal is to understand and respect everyone.

Explanation as persuasion

Therapeutic change depends on persuasion. This implies that teachers must be given the rationale for each component of the program. It is important for the trainer to voice clear explanations based upon valid information and knowledge of the developmental literature as well as hard-earned practical wisdom and experience. The treatment principles, objectives and methods should not be shrouded in mystery. If teachers do not understand the rationale for a particular strategy, they may not be motivated to use it in their classrooms.

Reframing

Therapeutic change depends on providing explanatory "stories," alternative explanations that help teachers to reshape their perceptions of and their beliefs about the nature of their problems. Reframing by the trainers or cognitive restructuring is a powerful interpretive tool for helping teachers understand their experiences, thereby promoting change in their behaviors. It involves altering the teacher's emotional and/or conceptual viewpoint of an experience by placing the experience in another "frame" which fits the facts of the situation well, thereby altering its meaning.

One type of reframing we frequently use is to reframe difficulties that a teacher is having with a child in terms of child development. Reframing a difficult child's behavior in terms of a psychological or emotional drive such as testing the security of limits or moving towards independence, reminds teachers that the behavior as appropriate or normal. Seen in this light, problematic behaviors are the expression of normal emotions and developmental stages.

This attitude enhances coping and decreases feelings of anger and helplessness.

Intervention integrity

We have used this teacher training program with a high degree of success with hundreds of teachers. We strive to consistently deliver the high quality training we believe is important to ensure the success of this program. We have developed the following procedures to ensure that our training consistently meets these high standards. All trainers have been trained and supervised by the program developer or a certified trainer. Trainers must participate in a detailed training process before becoming certified to train independently (this includes attending a training led by a certified trainer, co-leading a training with a certified trainer, and then independently leading a training that is video-taped for review). Once they are certified, trainers follow a manual that specifies the content of each training, the videotape vignettes to be shown, questions to be explored, recommended role-plays, and monthly classroom assignments. Trainers also continue to utilize training protocols, session evaluations and peer review and to provide individual support to teachers to assure the quality and responsiveness of their training. We believe that this process is crucial to the success of the program.

Summary and Conclusions

This chapter has provided a description of a research-based classroom management teacher training program designed to prevent and treat conduct problems in young children. Our research shows that compared to control teachers, teachers who received this training use more

praise and less criticism with their students and use more positive discipline and less negative discipline strategies to manage student behavior. Students in classrooms where teachers participated in the program were less aggressive, less noncompliant, more prosocial, and more engaged in classroom activities than control (Webster-Stratton et al., 2000a, 2000b). The program can be used on a school wide-basis for preschool and early elementary school teachers to enhance the social and academic development of all children in and to prevent behavior problems in the classroom. It can also be used as part of an intensive treatment program (ideally in combination with the Incredible Years Parent and or Child Programs) for children who have diagnosed conduct problems. Teachers are some of the most significant adults in the lives of young children and should be an integral partners in designing prevention and intervention efforts.

This research was supported by the Center for Substance Abuse Prevention Predictor Variables Initiative 3 UR6 SP07960-03-1, Research Scientist Development Award MH00988-05 from the National Institute of Mental Health, and the National Center for Nursing Research 5 R01 NR01075-11. Correspondence concerning this article should be sent to Carolyn Webster-

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Table1: Content and Objectives of the Incredible Years Teacher Training Program (Ages 4-10)

Content	Objectives	Content	Objectives
<p>Program One: The Importance of Teacher Attention, Encouragement, and Praise</p>	<ul style="list-style-type: none"> • Using praise and encouragement more effectively. • Building children's self-esteem and self-confidence by teaching children how to praise themselves. • Understanding the importance of general praise to the whole group as well as individual praise. • Knowing the importance of praising social and academic behaviors. • Recognizing common traps. • Using physical warmth as a reinforcer. • Providing nonverbal cues of appreciation. • Doubling the impact of praise by involving other school personnel and parents. • Helping children learn how to praise others and enjoy others' achievements. 	<p>Program Two: Motivating Children Through Incentives</p>	<ul style="list-style-type: none"> • Understanding why incentives are valuable teaching strategies for children with behavior problems. • Understanding ways to use an incentive program for social problems such as noncompliance, inattentiveness, uncooperativeness, and hyperactivity as well as for academic problems. • Setting up individual incentive programs for particular children. • Using group or classroom incentives. • Designing programs that have variety and build on the positive relationship between the teacher, child, and parent. • Using incentives in a way that fosters the child's internal motivation and focuses on the process of learning rather than the end product. • Providing unexpected rewards. • Appreciating the importance of involving parents in incentive programs.

Table 1 Continued

Content	Objectives	Content	Objectives
Program Three: Preventing Behavior Problems—The Proactive Teacher	<ul style="list-style-type: none"> • Preparing children for transitions. • Establishing clear, predictable classroom rules. • Using guidelines for giving effective commands or instructions. • Identifying unclear, vague, and negative commands. • Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children. • Engaging children's attention. • Using nonverbal signals and cues for communication. • Recognizing the need for ongoing monitoring and positive attention. 	Program Four: Decreasing Students' Inappropriate Behavior	<ul style="list-style-type: none"> • Knowing how to redirect and engage children. • Knowing how and when to ignore inappropriate responses from children. • Using verbal and nonverbal cues to reengage off-task children. • Understanding the importance of reminders and warnings. • Using guidelines for setting up Time Out in the classroom. • Avoiding common mistakes in using Time Out. • Handling common misbehaviors such as impulsivity, disengagement, noncompliance, tantrums, and disruptive behaviors. • Using the color cards system. • Recognizing when to use logical consequences or removal of privileges as discipline.

Table 1 Continued

Content	Objectives	Content	Objectives
Program Five: Building Positive Relationships With Students	<ul style="list-style-type: none"> • Building positive relationships with difficult students. • Showing students you trust and believe in them. • Fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own. • Giving students choices when possible. • Teaching students how to ask for what they want in appropriate ways. • Fostering listening and speaking skills between students. • Teaching students how to problem solve through role-plays and examples. • Promoting positive self-talk. • Implementing strategies to counter students' negative attributions. • Promoting positive relationships with students' parents. 	Program Six: How to Teach Social Skills, Problem Solving, and Anger Management in the Classroom	<ul style="list-style-type: none"> • Helping increase children's awareness of different feelings and perspectives in social situations. • Building children's emotional vocabulary. • Understanding how to help children identify a problem and to generate possible solutions. • Helping children learn to think ahead to different consequences and to different solutions and how to evaluate the most effective solutions. • Helping children recognize their anger and learn ways to manage it successfully. • Using puppets to present hypothetical problem situations such as being teased, bullied, or isolated by other children. • Providing small-group activities to practice friendship, group entry, play, and problem-solving skills. • Helping children learn how to use friendly talk such as giving compliments, providing suggestions, offering apologies, asking for help, and sharing ideas and feelings. • Helping children learn classroom behavior such as listening, quiet hand up, cooperating, and following teacher's directions.

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