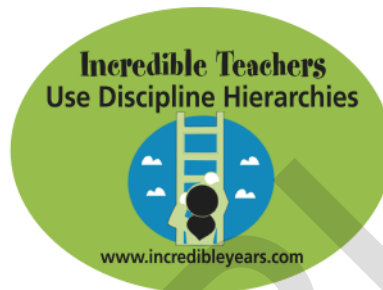


THE INCREDIBLE YEARS® TEACHERS AND CHILDREN SERIES

***Promoting Teachers' Classroom
Management Skills***



***Decreasing Inappropriate
Behavior***

***Part 2: Follow Through with
Consequences***

9 Vignettes (DVD 6)

10 Supplemental Vignettes

82 minutes

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Introduction

Effective classroom discipline focuses on using the least intrusive intervention possible, such as a positive redirection, nonverbal cues, distractions, reminders and warnings, planned ignoring, and natural and logical consequences. Part 2 of this program focuses on how teachers teach students how to use Time Out to calm down at times when students are too dysregulated to safely respond to these other strategies, or when they behave in aggressive or unsafe ways. It is important that teachers remain calm, respectful, and positive about students' ability to learn to handle conflict situations. Some of the major concepts in the program include:

Key Concepts

- The importance of reminders and warnings
- Guidelines for teaching children how to go to Time Out to Calm Down in the classroom
- Common mistakes in using Time Out to Calm Down
- Learning how to teach and practice Time Out to Calm Down with students
- Learning how to use the Anger Thermometer to help students learn how to calm down
- Teachers learning how to stay calm and use positive coping thoughts
- Recognizing when to use work chores or privilege removal as a consequence
- Using the Problem-Solving Worksheet to manage students' challenging behaviors

Notes on the use of the Time Out strategy: The use of Time Out as a self-regulation calm down strategy for children between the ages of 3 and 9 years old is part of a comprehensive positive behavior management plan in 77% of empirically validated parent programs for young children (Everett, Hupp, & Olmi, 2010; Fabiano et al., 2004; Graziano et al., 2014; Kazdin, 2008). Three decades of research on Time Out has shown it to be effective in reducing children's aggressive behavior as well as preventing parental child maltreatment. However, despite abundant empirical literature, the use of Time Out is still a controversial topic, with many people feeling uncomfortable about its use. We recognize that because Time Out has been misused as an exclusionary and punitive strategy, many schools have responded by making policies that forbid the use of Time Out. We are firmly in agreement with the decision that Time Out should never be used in a way that shames, excludes, or punishes a child.

In Incredible Years (and in most other empirically validated programs), Time Out is taught as way for children to learn to calm down and re-regulate amid strong emotions and to give children time to reflect on a better solution to the problem situation. It also works because it is Time Out from a reinforcing environment established through positive adult-child interactions. In the Incredible Years programs parents, teachers, and children are taught to see the Time Out as taking a break in order to calm down. This helps children learn a strategy to calm down and helps adults to self-regulate and model an appropriate response to a conflict situation. Research has shown that when this predictable and respectful strategy is used appropriately, there are reductions in children's aggressive behavior and increases in their ability to regulate as well as their feelings of safety and security in their relationships with caregivers.

In this unit, we will explore the concept of helping children learn to self-regulate by going to a calm down area at times when they are too dysregulated to be safe near other students. This is essentially a research-based Time-Out. We encourage teachers to find their own words to describe the process to their classes. They can call the Time Out procedure: Calming Down, Taking

a Break, Chilling Out, or any other name that they have selected. The Time Out area can also be renamed: the calm down area, the chill out zone, the turtle corner, the relaxation spot. In this manual, we will continue to refer to Time Out as the research-based strategy, but will also use other terms, such as the: Taking Time to Calm Down and the Calm Down Area/Place. More important than the words used is teaching the steps to provide a safe and respectful way for teachers to help children to calm down at times when they are too dysregulated to participate safely in the on-going classroom activities. The goal is for this to be brief, to happen in the classroom as near as possible to other children, and to provide an opportunity for positive reconnection as soon as the child is back with the group.

SAMPLE

Summary of Teaching Children How to Take a Time Out to Calm Down

The student who displays highly dysregulated, unsafe, or violent behavior—for example, hitting another child or teacher, screaming so loudly that children cannot pay attention, lashing out and pushing over furniture, or persistently refusing to comply with anything the teacher requests — is usually unable to comply with teacher commands because of their high level of emotional dysregulation. At times like these, other discipline strategies will not be effective because the child is not processing their teacher’s verbal input in a rational way. The first goal, therefore, is to provide a safe place and respectful method for the child to calm down so that they can re-engage in a more productive way. In other words, until the student is able to regulate their emotions, they will be unable to problem solve, cooperate, follow directions, or take responsibility for their mistakes.

The task for teachers is to provide an ethical and respectful approach to highly dysregulated behavior: one that reinforces the message that while upset feelings are normal and okay, aggressive and hurtful responses are not. The goal is to help the student learn to regulate strong emotions, establish positive expectations for future appropriate behavior, and convey that the student is deeply valued despite their mistake. Remember that the word “discipline” means “to teach” so the goal of a discipline plan is to teach the student more appropriate behavior rather than to exact retribution. Ideally a discipline plan should be a whole-school plan and not just an individual teacher concern.

A Time Out or Calm Down strategy is reserved specifically for high intensity problems and unsafe behavior, such as aggression toward peers or teachers and destructive behavior. It is also useful for highly noncompliant, oppositional, or persistently defiant behaviors; a persistent and defiant refusal to follow important instructions more than 75% of the time that is interfering with the student’s ability to function in the classroom.

Time Out to Calm Down is similar to planned ignoring in that it removes peer and teacher attention and provides a safe and private space for the student to calm down. When used appropriately, Time Out to Calm Down offers several advantages over other time-honored disciplinary practices such as lecturing, sending the student to the principal’s office, or sending them home. It models a nonviolent response to conflict, stops the attention the misbehavior is getting, reduces the conflict and frustration, provides a “cooling off” period for both students and teachers, and maintains a respectful, trusting relationship in which children feel they can be honest with their teachers about their problems and mistakes. Time Out to Calm Down also provides children with the tools and space to practice the self-regulation strategies they have been taught (e.g., deep breathing, positive self-talk and positive imagery). It is also a time for children to self-reflect on what they have done and to consider other solutions. Lastly, it fosters the child’s development of an internal sense of responsibility, or conscience.

Using a consistent Time Out To Calm Down procedure teaches all students that dangerous behaviors will not be tolerated. This provides a sense of predictability and safety for all. Students who engage in aggressive behavior will be relieved to know that the teacher will remain calm and consistent at times when they are dysregulated and out of control. Non-aggressive peers will know that they will be protected from the unsafe behavior and that their teacher has compassion for children who are dysregulated.



Questions Teachers Ask

Wouldn't it be more effective to send the student home from school? Our school has a policy that unsafe behavior won't be tolerated, so children who are aggressive are suspended.

While suspension from school is often a school policy for violent behavior, and it is true that unsafe behavior cannot be tolerated in the classroom, at the preschool and elementary school level, it is usually better to handle aggressive behavior problems in the school setting. Having a child go to a place or area in the classroom to calm down is more effective than sending a child home because it immediately follows the misbehavior, allows the child privacy to learn to self-regulate, and then allows the child to quickly return to the classroom and experience a new learning trial and a new chance to be successful. Sending a child home, on the other hand, usually occurs at least an hour after the misbehavior (after parents have been contacted), thus diminishing its power as a negative consequence. Moreover, a student who is sent home has no chance to come back into the classroom and reverse the behavior, repair the situation and be forgiven. In addition, some students who struggle at school may prefer being home, and so the consequence of being sent home may inadvertently result in more frequent aggressive behavior as the child learns this is a way to escape from school to the safety of home.



I don't believe in isolating a child who is distressed and out of control. Shouldn't a teacher support a dysregulated child to calm down?

Sometimes teachers feel that they are abandoning a child who is distressed and crying during a Calm Down Time. It is an understandable urge to want to comfort or talk with a child who is upset. No teacher likes to see a child distressed, and frequently, when children are sent to calm down, they are genuinely distressed. This means that there is real emotion behind their tears and tantrums. Remember that when children are in a highly dysregulated state, they may not be able to process or respond to additional input. Even well-intentioned comfort may be met with emotional escalation and may also inadvertently reinforce the child's aggressive or dysregulated state. Time Out to Calm Down is a planned strategy for unsafe or out of control behavior, and teachers will re-engage with the child as soon as they are calm enough to listen and cooperate.

Prior to using the Calm down approach, teachers will teach children a variety of self-regulation strategies (such as: deep breathing, calming self-talk, positive imagery, the turtle calm-down technique, and the use of a calm down thermometer). These are taught at times when the child is calm and able to process, learn, and practice the strategies. Then during a Time Out to Calm Down, the child is learning to use these strategies to self-regulate and to practice the important skill of self-regulation. Remember that children are taught that Taking Time Out to Calm Down is a helpful way to calm down when you are upset. It is not presented as a punishment and it is not a dramatic or humiliating isolation of the child. An effective Calm Down Time Out can be done in an area of the classroom where the child can still see and watch all that is going on. A teacher is always nearby to monitor so that they will know when the child is calm and ready to join the group.



Time Out to Calm Down seems like a wimpy and inappropriate consequence for serious behavior. If a child has hurt another child or teacher, sitting for 5 minutes doesn't seem like enough punishment. Shouldn't the child have to pay for the hurt they caused?

Sometimes teachers don't feel that Time Out is sufficient discipline when a child is displaying a problem behavior. Remember that the word "discipline" means "to teach" rather than "to punish." The goal is to help the child learn that aggressive behavior is not going to work and that responding with self-control will. So, Time Out to Calm Down is actually a very effective form of discipline. It teaches children that there is no payoff (such as attention, interactions, power

struggles, or getting their way) for unsafe behaviors, and that, instead, it is important to learn to self-regulate and calm down when they are angry. If teachers pair Time Out to Calm Down with positive attention for appropriate behaviors, and provide children with persistence and emotion coaching about how to stay calm and problem-solve during conflict, children begin to substitute positive behaviors for aggressive ones. Moreover, by sending a student to a place to calm down, teachers demonstrate the skill of maintaining self-control in the face of conflict and anger, an effective model for emotion regulation.

I've tried Time Out or sending a student to a calm down place and it doesn't work. My students who are most dysregulated won't go to the calm down place and won't stay there.



While most children, when previously taught how to take a Calm Down Time Out in class will be able to take a reasonably calm Time Out to Calm Down, it's true that some children are very resistant when it is first implemented. This is not surprising because Time Out to Calm Down is used at the time when children are unsafe, and sometimes out of control. This can make teachers reluctant to use the strategy for fear that they can't enforce it. In this program we will discuss how to teach children about the calm down thoughts and behavior that it expected in the calm down place. This prior rehearsal often makes it easier for them to comply with going to a designated calm down place. We will also problem solve how to manage very challenging behaviors during the calm down process. The bottom line is that for very challenging children, learning to go to a calm down place must be part of a comprehensive behavior plan, and preceded by a lot of work from the foundation of the pyramid in terms of social and emotion coaching methods, praise and incentives for the targeted "positive opposite" behaviors, and proactive classroom interventions that set the child up for success. An individual classroom teacher must have support to successfully help a very dysregulated child to calm down. No teacher should be left alone to implement a discipline plan with the most challenging students!

I'm willing to try Time Out to Calm Down, but my school has a policy against it.



It is true that some schools have policies against implementing Time Out. This is often because of the various ways that this strategy can be misunderstood or misused. At times Time Out has been associated with isolating a child in a locked room for extended periods of time, or with being "bad" "naughty," or in the "dunce corner." These overly punitive and humiliating forms of Time Out are not recommended, and have no place in a positive discipline plan. Part of the process of using and introducing Time Out to Calm Down into a school is to have everyone on the staff understand the goals of taking time to calm down, the steps involved in the process, and to think about the message that the child receives when sent to the calm down place. Remember the goal of Time Out to Calm Down is to have the child understand that unsafe behavior has a consequence, to allow the child to regain control and calm down, and then to return them to the learning environment as soon as possible for a new start. When compared with many other strategies that are used to handle aggressive behavior, Time Out is humane and treats children with respect and dignity.



Notes to Group Leaders About Teaching Students the Calm Down Thermometer

In order for children to learn to self-regulate, it is important that they have some basic feeling vocabulary. Most school-age children will know the words mad, sad, and happy. Teachers should also introduce the meaning of the word “calm,” “patient,” and “relaxed”. For very young children or English language learners, it will be important to start by teaching these basic feeling words so that they can understand the goal of the Calm Down Thermometer.

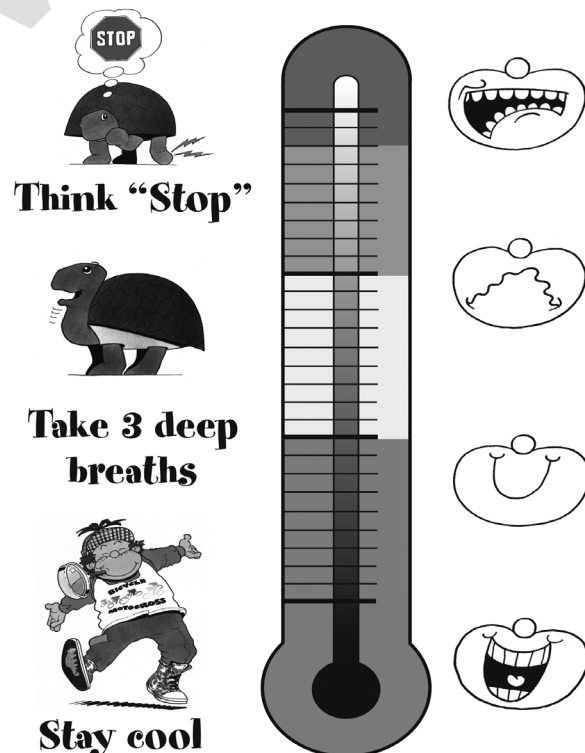
During circle time teachers can teach strategies for calming down when angry. Taking 3 deep breaths is one simple anger management strategy for young children. Teaching children to visualize their happy place or a loving experience also helps children to calm down. Pretending to go into an imaginary protective turtle shell is a third simple self-regulation strategy. The Calm Down thermometer is used as a visual aid to illustrate how feelings can change from anger, frustration and disappointment (red hot zone) down to happy, relaxed and calm feelings (cool blue zone.) Eventually children learn to recognize when they are moving up into the yellow or red zone and begin to use their calm down strategies to bring themselves back in to the blue or “cool” zone so they are able to problem solve. Teachers can color the thermometer in the handouts and add an arrow that can be moved up and down with a paper clip or use the Incredible Years Calm Down Thermometer. The sample script in the handouts provides guidelines for how to use a puppet to teach how feelings can change from angry red to calm blue as children take three deep breaths to calm down. We recommend teaching this lesson with a puppet since the children will be captivated by the puppet and will be excited to practice these new skills in this imaginary world. This lesson can also be done by using a story from teachers’ own lives such as feeling frustrated about losing their keys before work and taking deep breaths to calm down again so they could patiently search for the misplaced keys.

At first, the thermometer can be used with hypothetical situations raised by the teacher or puppets. After children are familiar with the basic calming strategies, the teacher can begin to prompt children to use the thermometer whenever they notice a child starting to dysregulate. The teacher can also praise the student for their strong work and prompt them to take deep breaths and use positive self-talk. Teachers may also model using these strategies themselves when they are frustrated.

Place the thermometer visual around the classroom in places where children can assess them easily. It is useful to have a copy of the thermometer in play areas and in the calm down area. Children who are easily dysregulated might have a small copy of the thermometer on their desk. This important skill will generalize as teachers promote practice and as children try using the calm down strategies in real life situations.

Calm Down Thermometer

I can do it. I can calm down.



© The Incredible Years, 2006

Starting the Program - Teaching Time Out to Calm Down - Workshop #5 (DVD 6)

Begin this topic by showing the teaching pyramid and explaining that they are now at the top of the pyramid, thinking about strategies that will be used infrequently and will be reserved for behavior that is destructive or unsafe. Caution teachers that Time Out to Calm Down will only work if a strong foundation has been built in the teacher-child relationship and behavior plans have included targeted positive opposite behaviors for coaching, praise and incentives. Since the use of Time Out to Calm Down can be controversial and is often misused, one goal for the beginning of this unit is to help teachers understand what an effective Calm Down process looks like. This will help them make an informed decision about the strategy. For this reason, it is useful to begin this unit by acknowledging that Time Out to Calm Down (or Taking Time to Calm Down) has many forms and that you will begin by showing them what the Incredible Years Calm Down Time looks like. Let them know that later there will be time for their questions and concerns about the strategy.

Note:

In this unit, you will not show the vignettes in order. Review the workshop agenda carefully, because we are recommending a different order than vignettes are presented in the manual.

Start this workshop by having teachers practice using the Relaxation Thermometer (using relaxation thermometer script). This emphasizes the importance of providing children with self-regulation strategies prior to expecting them to be able to use these calm down strategies when dysregulated.

Then show teachers how Time to Calm Down is explained to the students (Vignettes S-31 through S-33). This will set the stage for the Incredible Years philosophy and methods of using Time Out to Calm Down.

Then you will teach the basic steps for using Time Out to Calm Down to help students learn to self-regulate. Here you will present a more didactic explanation using the Time Out to Calm Down handout scenarios. Teachers have many different views of Time Out, so this allows you to present what you mean by this term and the rationale for its use. Once teachers have been through these handout scenarios, show some of the vignettes from S-34 through S-40.



Part 2: Follow Through With Consequences: Discipline Hierarchies



Role Play/Practice: Calm Down Thermometer

Group Leader Models how to use the Calm Down Thermometer to teach students to calm down. Use the script, a puppet, and the laminated thermometer with the arrow card and use the self-talk, "I can do it," "I can calm down," "I can try again," and taking three deep breaths.

Put teachers in small groups and have them practice using the script and a puppet to teach children to calm down with the thermometer.

Once teachers have practiced using the script, encourage them personalize the teaching by using a scenario that might commonly cause anger for children in their classrooms. The puppet presents the scenario and the children help the puppet calm down. Some common scenarios might be:

Your sister stole your toy.

You lost a soccer game.

You accidentally ripped your favorite book.

Your best friend won't sit next to you.

Kids say you can't play kick ball on the playground.

Someone teased you and said they didn't want to be your friend.



Note:

See the sample circle time lesson script in handouts for practice teaching children how to calm down using the Calm Down Thermometer.

Introduction

Narration

Physically violent or verbally violent behavior—for example, hitting another child or teacher or screaming so loudly that children cannot pay attention—needs to be met with a more severe disciplinary strategy such as Time Out or Calm Down. The duration of Time Out should not be more than 5 minutes away from the class—as long as the child is calmed down when he or she returns to the classroom. If implemented correctly, this form of negative consequences deprives the child of any attention that might reinforce the behavior, and helps him or her learn to calm down. Ideally, it leads the child to think twice about the misbehavior and to be more cooperative in the future.

But remember, Time Out does not teach positive behavior. It does not offer students a chance to behave appropriately. It does not motivate students to do their school work. If our goal in managing classroom behavior is to help children make better choices, learn more acceptable behavior and to give them new learning trials—that is, to give them opportunities to be successful—then Time Out is not a strategy that can, in itself, help further that goal. Rather, it is a last resort when other strategies such as praising the appropriate behaviors, ignoring, redirecting, giving warnings, using logical or natural consequences, loss of privileges, and so forth, have failed.

Remember the “Law of Least Disruptive Intervention”

First

- praise
- ignore
- redirect
- give warnings
- use consequences

Teaching Students to Use Time Out to Calm Down

Narration

Watch how Time Out is explained, modeled, and practiced with the children.



Vignette S-31: Explaining Time Out to Calm Down

The Scene: The group leaders talk to the children and explain what will happen if the children forget a rule and hurt someone else. They learn they will need to go to the Time Out chair in the back of the classroom. Wally pretends he has pushed Jeremiah and practices how to walk to Time Out and what to say to himself in order to calm down. (Wally takes deep breaths and tells himself he can calm down.) While Wally is in Time Out, the group leader helps the children practice saying, "I can calm down, I can do it" and coaches the children to look at her and ignore Wally so he can calm down. Wally is called back from Time Out and explains to the children that he is sad because he is afraid they won't be his friend because he was in Time Out. Adriana explains to him that she will still be his friend.



Questions to Facilitate Discussion

1. What are the children learning about the meaning of the Time Out to Calm Down strategy?
2. Why is it important for children to learn about ignoring someone while in the calm down space? (gives child in calm down space the privacy to calm down)
3. What do the children learn to do and to think and to imagine while in the calm down space?
4. Why is it important to do this lesson at a time when children are calm?
5. How might you encourage children to develop some imaginary happy places to think about when trying to calm down?

Considerations

Notice that at the end of Time Out to Calm Down, Wally isn't asked why he had to go to the calm down space. Rather than repeat and rehearse the negative behavior, it is important to begin a new positive learning trial. It can also be helpful if Wally explains to the children how it helps him to calm down when he knows his friends aren't watching him.

Model Explaining Time Out or Calm Down Time to Students

Group leader models how to explain Taking Time to Calm Down to students at the beginning of the year. Ask the teachers to imagine they are students. Model explaining the calm down strategy to them using the Calm Down Script and a puppet (any hand puppet will work here).

Role Play: Explaining Taking Time to Calm Down to Students

Break up into small groups and give each group a hand puppet and the Calm Down script. The teachers practice explaining when the calm down space will be used to the children using the script and the puppet.



Narration

All children will want to practice going to Time Out. It is important that children understand that Time Out is a place to calm down and think about what they have done. Once Time Out to Calm Down is over, they are welcomed back and integrated into the discussion as soon as they return.

Vignette S-32: Practicing Time Out to Calm Down

The Scene: With a “ready-set-action,” Jeremiah practices going to Time Out, and the other children practice ignoring him. The group leaders give the children praise for good ignoring.



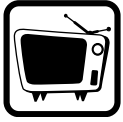
Questions to Facilitate Discussion

1. Why is it important for the children to practice going to the Time Out or the calm down space?
2. Why is it important for Wally to let Jeremiah know he is only “pretending” to hit?
3. How is the practice structured to ensure that children have successful practices?



Narration

Puppets become very real members of the group and are easy for children to talk to because they share their emotions and problems. Watch Simone's empathy as she tries to be sure that Wally understands the purpose of Time Out and reassures him that the children still like him.



Vignette S-33: The Children Teach Wally

The Scene: The group leader gives Jeremiah a chip for his good practice of Time Out to Calm Down. Then Simone indicates she wants to explain something to Wally, and she tells him why he had to go to Time Out.



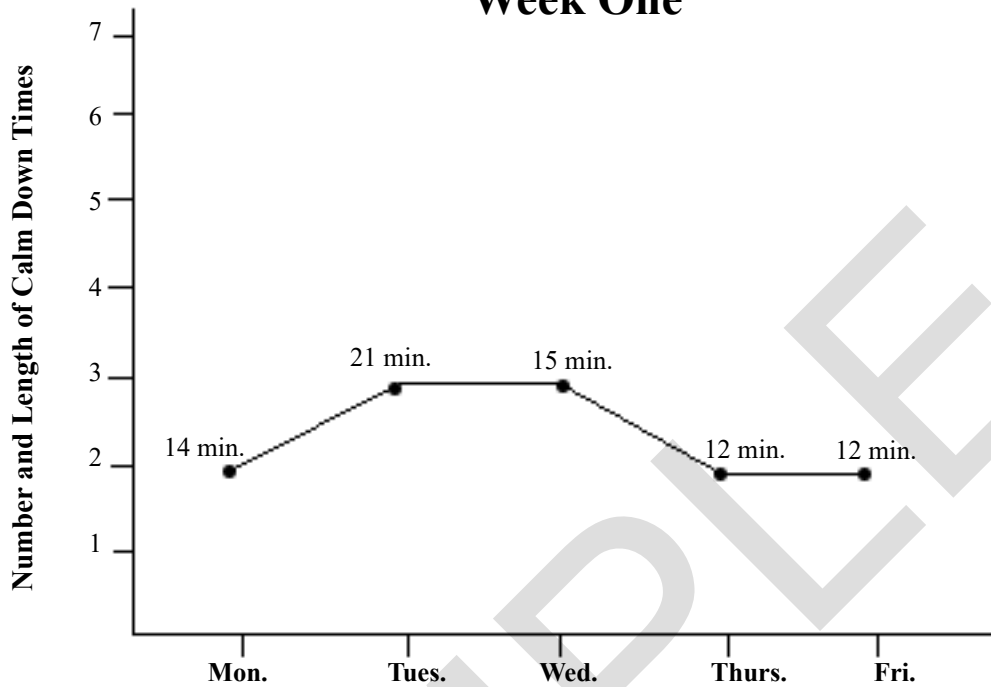
Questions to Facilitate Discussion

1. Why is it important for children to process what it means to go to the Time Out space to calm down when they make a mistake?

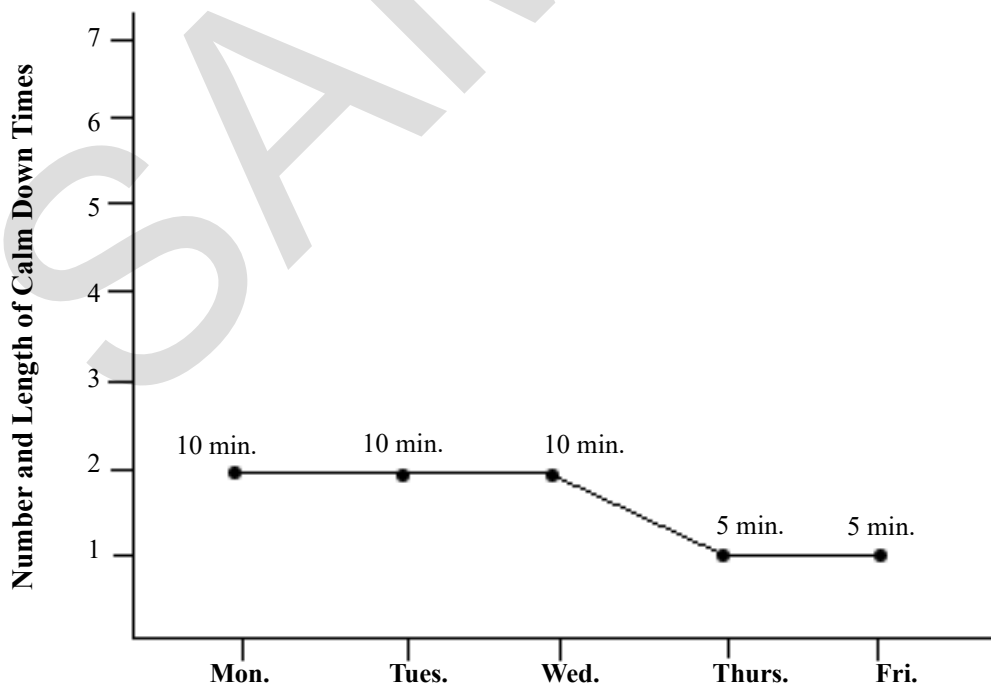
Considerations

This discussion indicates the caring and empathy that children show each other, including the puppets. Simone clearly has the right message about the purpose of Time Out, and it is lovely to see how she wants Wally to understand this as well.

Tracking Calm Down Time: Record for Week One



Tracking Calm Down Time: Record for Week Two





Note to Group Leaders:

Vignettes 1-7 were filmed many years ago and do not necessarily reflect current best practices for using Time Out to Calm Down. We do not recommend starting with these vignettes because teachers should first see the more effective Time Out to Calm Down examples. Once teachers understand how to effectively use the Calm Down procedures, it can be helpful to show 1-2 of these vignettes to provide teachers with an opportunity to discuss and problem solve alternate ways for teachers to manage the situation in the vignette.

These can be rich discussions that help clarify the key learning principles when deciding how to respond to children's misbehavior and how to encourage their use of calm down strategies. However, since Time Out to calm down is already a challenging strategy to use well, it is better to start with vignettes that depict more positive examples and then to discuss how to improve vignettes that are less effective.

Tracking Misbehavior Narration

In the next scene, Time Out is being used as a response to screaming behavior. Think about how you would refine this approach.



Time Out Vignette 1

The Scene: Teacher is taking child to Time Out chair while he screams.

Teacher #1: Can you stay by yourself? (Child gets out of chair and screams, teacher puts him back in the chair.)

Teacher #2: If he's yelling, he needs to go out. (Child is taken outside the room.)

(Later. Child looks through the window into the classroom.) It doesn't sound like he's been quiet for 2 minutes, so you need to set the timer for 2 more minutes.



Questions to Facilitate Discussion

1. Would you do anything differently?
2. What was the value of imposing a consequence for his yelling? Would it have been better to ignore it?
3. What are the disadvantages of physical restraint? When might it be necessary to use physical restraint?

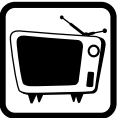
Considerations

In this case the teacher's physical restraint and close visual attention while the boy is in Time Out is very reinforcing to him. If she felt she needed to stay near him in order to keep him in the chair, she could have turned away, looked at the group and ignored him. A child in Time Out should not be given any attention by the teacher or whoever is monitoring him or her.

Vignette 2

The Scene: Teacher is helping a child with his writing while child in Vignette 1 screams.

Teacher: Stand up. Stand up. Stand up. (He stands up and she escorts him to Time Out chair.) Right there. (To another child who has walked up to her to show her her paper.) Oh. M-A-R-C-E-D-E-S. Very good writing.



Questions to Facilitate Discussion

1. In what way is this teacher effective in implementing Time Out to Calm Down? Why?



vignette, contd.

The Scene: Teacher is helping a child write, as in beginning of Vignette 2. Child in Time Out gets out of Time Out chair and returns to the table.

Teacher: You go back to Time Out. (He doesn't move. She stands up and points to Time Out chair.) You back over here. (He returns to Time Out chair and sits down. Teacher resumes work with first child.)

Questions to Facilitate Discussion

1. Why is the follow through important?
2. How does this teacher minimize her attention to his out-of-seat behavior?
3. How do you teach your students about using Time Out to calm down and when it will be used?



vignette, contd.

The Scene: Teacher is giving instructions to children who are sitting in a circle. Child in Vignettes 1 and 2 is screaming.

Teacher: When we get to the table (child is screaming)
... when we get to the table... We're going to write a sentence and it says... Andy, you are going to have to take a Time Out if you are yelling. 1-2-3-4-5 (counting on her fingers, while he stops and calms down). Thank you.



Questions to Facilitate Discussion

1. What is maintaining this child's screaming behavior?
2. What was the value of giving a Time Out to Calm Down warning here instead of automatically sending him to Time Out?
3. When would you use such a warning with a student?

Considerations

Here is a good example of how other students reinforce a student's misbehavior. You can see the little girl giggling as Andy screams. This illustrates that ignoring probably would not work as a strategy for decreasing his screaming. Andy does respond to the warning and the teacher sitting next to him reinforces this good choice



Vignette 3 Narration

In the next scene Time Out is being used as a response to swearing. Think about how you would refine this approach.

The Scene: Teacher is helping children at table while child at another table is talking loudly.

Teacher: Okay. Can we scoot this table a little bit? I can't get in and out. Andy, we're going to move this table. Jamaal, you need to take a Time Out because we don't say... that's not a school word. (He ignores her) Jamaal, you need to take a Time Out. You need to come over by yourself right here. I'll count to 5. If you don't go on over I'm going to have to help you over. 1-2-3-4-5. (He scoots his chair back to get up.) You need to go on over. The chair's right there. (He stalls.) Then I'll have to help you over. (She takes him by the arm.)

Child: I'm going by myself, going by myself.

Teacher: Okay, then go by yourself. (He goes to Time Out corner. She brings him a stool.) Jamaal, you can sit right here. (Another child shows her his paper.)

Child: I made that.

Teacher: What is that?

Child: A boy.

Teacher: A boy? (Child in Time Out knocks a sign off the counter, picks it up and begins writing on it, then making faces at the camera.)

Child: Yeah, breakfast.

Teacher: Eating breakfast?

- Child:** Yeah, and go to school.
- Teacher:** Okay.
- Child:** Who made that?
- Teacher:** Who made what? Robert made that.
- Jamaal:** (while in Time Out) Kitty got a whooping (sic).
- Teacher:** (helping a child read a word) This is Dustin's name. That's Dustin. You did it all by yourself. Good job. Okay. Now what's this one?
- Jamaal:** Dustin got a whooping (sic).
- Teacher:** Thank you. Good job. Oh Robert, you are working really hard. (Goes over to set timer.)
- Jamaal:** Kitty got a whooping (sic).

Pause

- The Scene:** Teacher works with Robert while Jamaal is still in Time Out.
- Jamaal:** Stupid, stupid.
- Teacher:** So Robert, tell me about what you were drawing and we can write something down on it. We didn't get a chance to write on it before. (Jamaal in Time Out throws a pen. Timer goes off. He brings her his sign.) Are you ready to read that to me? What's it say?
- Jamaal:** J-A-M-A-A-L S-O-M-A-S.
- Teacher:** Jamaal Somas, thank you.

Questions to Facilitate Discussion

1. What was effective about the way she carried out Time Out to calm down?
2. What do you think about the location of this calm down space?
3. Should he have been allowed out of the calm down space when the bell went off, given that he had just thrown the pen?
4. What is important to do after the calm down time has ended?



Considerations

The classroom is going on with their business in spite of this child's talking and yelling out in the calm down space. He is getting no attention from the children or teachers. This is important; ignoring him will help decrease the misbehavior. The location for this calm down space is problematic, however, because it is right in the middle of the class activities. Moreover, there are crayons, toys and materials that he can get into. It would be preferable for him to be away from the group and in a place where there are no materials for him to get into.

After the calm down time is over, it is important for the teacher to welcome him back to the group and to help him get started on an activity so that he can experience himself as behaving appropriately. (There is no need to remind him of why he was sent to calm down.)



Vignette 4 Narration

In this scene the teacher did a good job of ignoring the boy while he was in Time Out. However, the Time Out location was visible to all the other students. Attention from the other students while in Time Out could reinforce the misbehavior. A short while later, the boy is swearing again. Watch what the teacher does next.

The Scene: Child returns to Time Out for bad language.

Teacher: Jamaal, you're using bad language and you need to take a Time Out. You're going to take it over here on that side of the thing away from the other kids. I'm going to count to 5. 1-2- (he looks inside the cupboard behind him) 3-4-5. (She comes to the cupboard, shuts the door and escorts him to Time Out.) You are taking this for foul language. You need to turn around or you're going to have to take it outside. (He turns around and sits down. She leaves to set the timer.)



Questions to Facilitate Discussion

1. Do you think it is appropriate to give Time Out to calm down for bad language?
2. What value does the counting have?
3. What is the warning here?
4. How could she be more effective?

The Scene: Child leaves Time Out chair.

Teacher: Jamaal, you left your chair. You need to go outside. (They go outside to the hallway.) You can sit out here quietly. If you bother the door, then I will have to lock it.

(A short while later, Jamaal and Andy are looking through the window at each other, then Andy opens the door to let him in.)

Jamaal: Thanks, Bucky.

Teacher: (Goes to the door.) I'm going to be looking for you to be sitting quietly, and every time when the timer goes off you're not sitting quietly, I'm going to set the timer for 2 minutes. If you're sitting quietly, then you can come back in.

Questions to Facilitate Discussion

1. What are the disadvantages to using the hallway as a calm down location?
2. Why is it essential to monitor the other children's responses to the child who is in the calm down space?
3. Is the warning here necessary?



The Scene: Teacher goes to hallway to bring Jamaal back from Time Out.

Teacher: You're sitting quietly and you wiped off the window. You may come on in. Thank you. (He enters the room.) Did you finish your paper, Jamaal?

Jamaal: No.

Teacher: Okay. There you go (gives him a piece of paper).

Child: (showing teacher her paper) See?

Teacher: What?

Child: A snake.

Teacher: That's a big snake.

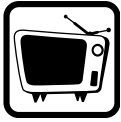
Jamaal: I saw a boa constrictor.

Teacher: That is a boa constrictor. Where did you see the boa constrictor?

Questions to Facilitate Discussion

1. What do you think about what follows this calm down strategy?
2. What would you try to do next to encourage Jamaal's appropriate behavior?





Teacher Interview

Teacher #1: It was really weird when they came in because they were both... let's see... Robert and Jamaal had seen that one little girl get hit by her mom when she got on the bus, and I think it really set them off, and it was really hard to

... I had a hard time getting them off track. I kept on trying to go over there and get them distracted but it was hard, and I think it really threw Jamaal off.

Teacher #2: Yeah, it kind of set the tone.

Teacher #1: Yeah.

Teacher #2: And it went from there. Robert just kept on it and on it and on it and on it.

Teacher #1: I know.

Teacher #2: And then Mercedes usually picks up on it and it goes, and then Jamaal gets in there.

Teacher #1: Yeah. And I was trying to think about whether to use Time Out or not, because I didn't know if it was an appropriate use of Time Out, but I finally ended up timing out Jamaal because of foul language.



Buzz-Time Out to Calm Down Details

Break out into pairs and ask teachers to share behaviors that would result in ending a student to the calm down space in their classroom, and where they have their calm down place situated.



Vignette 5

Narration

In the next scene we see how the teacher combines her reward system with her Discipline Plan. She has set a goal with the children that they are to get at least 10 beans in order to earn free play, but the little boy has spent so much time in Time Out that he has not earned his quota. Watch how she follows through with the consequences.

- The Scene:** Teacher is trading beans for privileges.
- Teacher:** Okay, Robert you have 16 beans. You can choose another area. And...
- Robert:** Six beans.
- Teacher:** Sixteen. That's enough. Where do you want to play?
- Robert:** Over there.
- Teacher:** At the house area? Okay. Odessa, you have 14. Where do you want to play? (Odessa points to an area.) The house area? Okay. Dustin, you have 15. Where do you want to play? Dustin, where do you want to play? (Dustin walks to the shelf.) Do you want to play with the town? Okay. Mercedes, you have... oops, you're not sitting down. (Mercedes sits down.) I'll come to Christina, then I'll come back to you. Christina, you have 18 beans. Where do you want to play? (She points and begins to walk to an area.) Okay. Jamaal, you have 3 beans, so you need to stay at the table. What do you want to do over here? (He looks forlorn.) You can get a toy from the shelf, you can get a counting toy, you can work with me.

Questions to Facilitate Discussion

1. In essence, Jamaal is getting an additional punishment since he has not earned enough beans to join in free play activities with the others. How does this strike you?
2. How could the teacher have handled this situation differently with Jamaal?



Considerations

When a student has been in the calm down space, it is important that the teacher look for opportunities when he or she is not there to reinforce positive or appropriate behavior. In this case, there were times when Jamaal behaved appropriately but did not receive praise or beans. The teacher might have said, "I am sorry you didn't earn enough beans to get free play. If you want to clean up the blocks, you can earn an additional 5 beans." Such an approach allows children to earn their way out of a black hole. Otherwise they may feel there is nothing to lose by repeating their misbehavior.



Narration

When the teacher is not looking, he sneaks over to join the others. This vignette illustrates how a teacher must be vigilant about following through with the consequences or her reward program will be meaningless.

Vignette 5, continued

- The Scene:** Teacher is talking with a girl who is pretending to cook.
- Teacher:** What are you going to cook?
- Child:** Cookies.
- Teacher:** You're cooking cookies? (Child nods yes.) Excuse me. (Walks over to Jamaal, who is playing with the other boys.) Jamaal, you need to go over to the table. You cannot be here. You only have 3 points. (giving him his toy) You need to take it to the table. (Child next to him is pushing him away.) And you need to take a Time Out for hitting Anthony. So I'm going to count to 5.
- Child:** (to Jamaal) Go away.
- Child:** (to Jamaal about his toy) I'll keep an eye on it, Okay? I'll keep an eye on it.
- Teacher:** Anthony (signaling him to not shove Jamaal). You need to take your Time Out. I will count to 5. 1-2- (Jamaal takes his toy and walks to table.) 3- You can play with this when your Time Out's over. 4-5. (Jamaal sits at table to play with his toy.) No, you need to take a Time Out because you hit Anthony. You need to go to the Time Out area.
- Child:** Can I wash the dishes?
- Teacher:** No, only pretend, no water. Over to the Time Out or I will have to help you. 1-2- (He takes a small toy, gets up and begins to walk to the Time Out area.) 3-4- (She sets the timer.)



Questions to Facilitate Discussion

1. Could this have been prevented? How?

Vignette 5 continued

- The Scene:** Teacher is recording some information on a refrigerator chart.
- Teacher:** Jamaal, you have to go out because you are out of your seat. (He walks on his knees out the door and into the hallway.) And I need the car. You can have the car when you come back. Now the rule is you need to be quiet and sitting when the bell rings, so you can come into the room.
- Jamaal:** How much will that be?
- Teacher:** Five minutes. Two minutes of sitting quietly. (She returns to the room. Later, timer goes off and she opens the door.) Jamaal, that bell was for you and you're sitting nicely. Thank you. You can come back in. (He returns to the room.) Dustin was saving your house for you, so it's still there for you.

Questions to Facilitate Discussion

1. What was effective about the teacher's response when he entered the classroom?



Narration

Remember, the goal is to help children make better choices, learn new acceptable behavior and to give them new learning trials—new chances to be successful. Teachers should watch for the first appropriate behavior to reinforce after Time Out is over. Here the teacher remembers this important principle.



Vignette 5, continued

- The Scene:** Jamaal returns from Time Out to the table.
- Jamaal:** Dustin, you're sitting in my seat.
- Dustin:** Huh?
- Jamaal:** Dustin, you're sitting in my seat. (Dustin doesn't move.) Excuse me, please. (Dustin moves over one seat, Jamaal sits in his seat, and the two play together.)
- Teacher:** (Walks over and places her hands on Jamaal's shoulders.) Jamaal, you did a really nice job of telling Dustin you wanted your seat back. (To Dustin as she places one hand on his shoulder) And you did a really nice job of listening. Thank you.

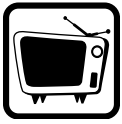
Questions to Facilitate Discussion

1. What makes it difficult to want to praise a child when you have had to send them to Time Out to calm down?
2. Why did this teacher make a point of praising Dustin and Jamaal? Do you think this was necessary? Why?



Considerations

The first time you start using Time Out to calm down in the classroom as a strategy for dealing with hitting, swearing, or screaming, you may see an escalation of this misbehavior for a few days. It is important to record the use of the calm down space (who, why, and length of time) because after a few weeks you should be seeing your use of the calm down space decreasing. If it is not decreasing, then it is a signal that either there is something still reinforcing the misbehavior or there are not enough positive contingencies for appropriate behavior. In this case, there does not appear to be enough emphasis on positive contingencies such as reinforcing positive behaviors, efforts to give him leadership roles, or special attempts to elicit his interest.



Vignette 6 Narration

In the next scene we see a child who is disruptive in the classroom and has difficulty paying attention. Notice the teacher's responses and see if you can come up with a Discipline Plan for this child.

The Scene: Teacher writes on board while ignoring disruptive child.

Teacher: So I'm going to write... (begins writing on the blackboard as child talks out loud)... seven dollars...

Child: Put the period.

Teacher: ... and thirty...

Child: Eight pennies.

Teacher: ... eight...

Child: Thirty-eight pennies.

Teacher: Thirty-eight cents. All right.

Pause



Questions to Facilitate Discussion

1. How would you respond to this kind of speaking out behavior?

Vignette 6, continued

The Scene: Teacher is giving a lesson and writing on blackboard.

Teacher: I really need a watch because this one's just about ready to stop on me, so would you please buy me a watch? (Begins to write on blackboard.)

Child: No.

Child: For real? (laughing) I'm not buying anything for real. All right, here's your watch.

Teacher: (Stops writing on board and turns around.) Now, I think I'm going to need my... oh, I'll wait. Greg, if I have to wait again I might have to ask you to step outside. Everybody's trying to be a good listener. I need you to do the same.

Pause



Questions to Facilitate Discussion

1. Was the teacher's warning an appropriate response here?
2. What other consequences could she have applied?
3. Would redirecting or proximity praise have been sufficient here?

Vignette 6, continued

The Scene: Teacher is passing out cards while child is being disruptive.

Teacher: Gregory, grow up.

Greg: I am grown up.

Teacher: Nope, not yet.

Greg: Half way.

Teacher: Gregory, turn around. You got your check in front of you? Get busy. Thank you. (He turns to girl at table next to him and pretends to hit her behind her back. Teacher walks over to him.) Either do it in here or in Mr. P's office. Make up your mind.

Questions to Facilitate Discussion

1. Behavior like this can be very irritating. What do you do when you feel yourself getting irritated with a student?
2. Because behavior like this is so frequent, teachers need to be able to get support outside the classroom. What are some ways for teachers to get support?



Pause

The Scene: Teacher is walking around the classroom checking children's work.

Teacher: Good. Now don't forget, you have to write 21 dollars...

Child: Who are we paying?

Teacher: ... and 98 cents on this line...

Child: Who are we paying?

Teacher: ... in words...

Child: Who are we paying?

Teacher: Check and see if you have the...

Child: Who are we paying?

Teacher: (to child who is interrupting) You see me talking to someone? Turn around (he does). Put your decimal point in the right place. Look at the board. Do you have it in the right place? (She walks over to child who interrupted.) You know better. If you have a question raise your hand if you have a question. (She walks on and he raises his hand. She ignores him and he taps his pencil on his paper. She helps another child.) Read that to me. (He does.) Okay, you need to fix that. (She goes back to child with hand up.) What's your question?

Child: (asks question)

Teacher: Me, Mrs. B.

continued



Questions to Facilitate Discussion

1. Was it appropriate to repeat the warning?
2. How did his impulsive behavior lead to problems here?
3. What does she forget to do? Why is this so important?
4. What would the teacher do to help this boy remember to put up a quiet hand?

Considerations

This student is actively engaged in the work at first, but when he realizes he is not sure who he is paying, he starts to ask his question out loud without putting up a quiet hand. Here we see his impulsive behavior getting him into difficulty—he wants the answer to his question but forgets what he has to do to get the teacher's help. Perhaps putting a sticker on his desk to cue him (such as a hand raised) coupled with the teacher's positive feedback and/or a sticker for reward for when he does raise his hand would help him to remember this important skill. When the teacher uses a positive redirect he does comply, but he is also likely to forget a few minutes later. It is this need for the teacher to constantly remind him that is irritating to the teacher and prevents her from responding more positively. However, because of his attention problems, only with repeated practice and massive positive reinforcement will he learn these important classroom behaviors.

This can be a good time to talk about how teachers (like parents) all lose it at times and respond more negatively than we would like. We have already seen that this teacher is very competent; but it is the end of the day and she is losing patience with him. Often this feeling is a signal that some preventive action is necessary (such as injecting some humor or some surprise event into the flow of activity).



Vignette 7

- The Scene:** Teacher is helping the student who has been disruptive pick up his work.
- Teacher:** If he's being hard headed, then this will be his last day of doing this. He just won't have an animal for Night of Creations. Hard head makes soft behinds, have you heard that expression before?
- Child:** No.
- Teacher:** Mom says you don't obey at home. You're going to obey here, believe me.

Questions to Facilitate Discussion

1. How many critical remarks has this teacher just delivered in this short exchange?
2. What is the probable effect of these critical remarks?
3. What can you do when you feel yourself becoming critical with a student?
4. What behavior does the teacher want this child to learn? How can she teach these behaviors?



Considerations

Perhaps the teacher needs to ventilate her anger, but she should do so at another time when the child is not present. Here it is unclear what she expects or wants from him. While this teacher may have formulated this child's behavior as noncompliance or disobedience, it appears that he is actually developmentally incapable of doing the task and needs to have the expectations altered for his performance.

Once the teacher realizes this boy's noncompliance is not intentional, but rather due to his distractibility, then she can set up a behavior plan to help him be more cooperative.

Buzz–Calming Self-Statements

Break out into pairs to share two of teachers' favorite self-talk statements they use to help them stay calm and not say something they will regret. (See Buzz handout.)





Note to Group Leaders

Vignettes S-34 through S-40 are more effective and consistent with the Incredible Years Time Out to Calm Down philosophy than the prior vignettes 1-7s. Vignettes S-34-40 are generally positive and respectful uses of the strategy and are effective at helping the children calm down. As you process these vignettes with participants, focus on the overall message that students are getting about the Calm Down Procedures. Asked questions to get teachers to reflect on the impact of the strategy on all students in the class. Help teachers visualize how the procedures might be used in their classrooms. Teacher may prefer to use a different language than the word "Time Out" such as, "go to the calm down space, or turtle chair." Some teachers may prefer to use a Calm Down location that is closer to the other students. Or, they may prefer to use a beanbag or carpet square for their calm down area. The teachers in the vignettes sometimes forget to check on the victim (child who was hit) before asking the child who hit to go to the calm down space, and teachers in a few of the vignettes use gentle physical guidance to walk a child to the calm down area or place a child back in the area. These are all issues that can be discussed as teachers view the vignettes. Remember that vignettes are not meant to be perfect examples of a strategy, but rather a stimulus for teacher discussion and determining the most developmentally appropriate, respectful, and calm response to the unsafe or hurtful behavior. Reviewing the underlying reason and purpose of each child's misbehavior is key to using the most appropriate teacher classroom management strategy.

Narration

While the voting is going on, two of the children leave the table and are fighting and hitting each other. Since aggression leads to automatic Time Out, one of the group leaders sends both children to Time Out in different parts of the room for hitting. Let's watch this happening and think about what each child is learning.



Vignette S-34: Time Out for Two Children

The Scene: While the voting is going on, two of the children leave the table and are hitting each other. One of the group leaders sends both children to Time Out in different parts of the room for hitting. The two children sit in Time Out while the group leaders and children continue their party planning. Tony goes over to Emani to talk to him and tell him to be happy. The group leader brings him back to the table telling him that Emani needs privacy to calm down.



Questions to Facilitate Discussion

1. Was it appropriate to enforce a Time Out to Calm Down?
2. Could the children have been redirected instead of sent to Time Out to calm down? How do you decide when hitting can be redirected and when children need time out to calm down?
3. How did the group leaders minimize the attention given to them in the calm down space?
4. How are the other children helped to understand the purpose of using the calm down space?

Considerations

The classroom rule was “no hitting,” and these two children were clearly both engaged in fighting. Given this, the calm down space consequence was carried out effectively and with minimal attention. Since in situations like this, it is very difficult to determine who started the fight, it is most effective to send both children to the calm down area. It is interesting that Tony was distressed by Emani’s unhappiness. The teacher helps him understand that Emani needs privacy to calm down.

The children in this vignette are in small group therapy for dysregulated and oppositional behaviors in their regular classrooms. Given this, it may be more important to respond consistently to all aggressive behavior with a Time Away to Calm Down. It could also be argued that the boys were not really dysregulated and may have even been “play fighting.” In that case, it might have been possible to give them a command to stop the behavior, ask them to demonstrate a calm down strategy, and then redirect them to a positive action. This might have avoided the need to use the calm down space.

Narration

Once the children are calm and four minutes of Time Out have been completed, the children are invited back to the group. The children are welcomed back and given praise and encouragement for the first prosocial behaviors they demonstrate.

Vignette S-35: End of Time Out

The Scene: Snack time is over, and the children return to the circle. The group leaders praise those children who go to their seats right away by giving them chips. The two children who are in Time Out are invited back to the circle after four minutes. Wally introduces the new video, and the group leaders ignore the fact that one child is still not in the circle while praising those who are participating. Finally the last child returns and is received enthusiastically by the leaders.



Questions to Facilitate Discussion

1. What was effective about the completion of calm down time?
2. What behaviors are being ignored?
3. Why was it helpful not to draw attention to the out-of-seat child?
4. What is it important not to revisit why the two children were sent to the calm down spaces in the first place?



Considerations

After the calm down time is over, the children are welcomed back to the group without further comment on why they were sent away to calm down. It is important that, once the calm down time is over, the children feel welcomed back, and new learning opportunities are provided for these children to be cooperative with each other. They soon learn there are more benefits for them to behave appropriately than to misbehave.

Narration

In Dinosaur School, Time Out is used as a consequence for aggressive behavior. Children feel safer when they understand how Time Out works. In fact, many children like to practice going to Time Out. In the next scene watch Emani asking if he can practice going to Time Out. Notice how this practice is set up and think about what each child is learning.



Vignette S-36: Time Out to Calm Down

The Scene: Emani practices going to Time Out while the rest of the children practice ignoring him. Emani stays in the Time Out chair while the rest of the children practice ignoring, relaxing and taking deep breaths. The therapist tells Emani he can come back to the circle, but he refuses, and the therapist ignores his refusal and gives him time. The children get chips for ignoring him as well. Wally pulls the children together into a huddle to talk about his secret—that is, his “happy place” on a beach. Emani returns to the group. Wally asks the others to share their “happy places.” Emani sits on the therapist’s lap and is acting silly. When the children are asked to go back to their seats, Emani kicks Nahom and is sent to Time Out. He refuses to go to the Time Out spot but stands with his back to the group just outside the circle. He is ignored. Wally asks the group to close their eyes and think of their “happy place.”



Questions to Facilitate Discussion

1. Why was it critical to ignore Emani’s refusal to come back to circle from the calm down place the first time? Why doesn’t the therapist force him to return to the circle?
2. When Emani kicks Nahom and does not immediately go to the calm down place, the therapists ignore this response. Why did they make that choice?
3. Why does the therapist pull the children into a huddle to talk about “happy places”?
4. What is the rationale for encouraging children to establish a “happy place” in their imagination?

Considerations

Emani’s oppositional behaviors do not get therapist attention while his cooperative behaviors do get praise and encouragement. The therapists avoid a power struggle about forcing him to go to the calm down place because they know he has practiced and understands this procedure. They understand that continuing to engage with him at this point will give more power to his refusal to go and may lead to an escalation of his dysregulated behavior. With no attention and giving him some time to make the decision himself, he realizes his behavior gets no pay off, and goes to the chair on his own.

By pulling the children into a huddle, the therapist makes the circle time discussion more enticing and more likely that Emani will want to finish this calm down time and rejoin the group.

Narration

One of the ways for children to learn to self-regulate and calm themselves down is to help them practice the self-talk and positive visualizations they can use. Next, watch how the therapists help the children to create happy thoughts and places for themselves. Notice also how Emani's behavior is handled during this process.

Vignette S-37: Happy Place

The Scene: Emani walks to Time Out on his own and sits down. While this is happening Wally describes his "happy place" where there is sun, beach, kids laughing, playing in the water, and paddling. He is there with a friend feeling happy. The therapist asks the children to close their eyes to see if they can see Wally's "happy place" in their imagination. The children get chips for good imagery.

Wally asks Jeremiah to share his "happy place," which he says is a jungle where there are monkeys and tigers. He gets chips for this sharing, and Wally says he wants to go to his happy place, too. Simone says her "happy place" is the zoo where there are giraffes, tigers, and bears. Dorian shares that candy is her "happy place," especially lollipops. The therapist invites Emani back to the group.



Questions to Facilitate Discussion

1. How do the therapists distract the children's attention from Emani? Why is this important?
2. How could the therapists expand on the children's visualization of their "happy places" in future sessions?
3. What do you notice about the way the therapist describes Wally's "happy place"?
4. As soon as Emani comes back from completing his calm down time what will the therapists do?
5. What would you do if Emani refused to come back from the calm down place when told he could come back? (ignore his response)



Considerations

This is the first time the therapist has asked children to share or develop a "happy place." Therefore, Wally models it first by describing his place in some detail. In future sessions, it will be helpful to expand on these images with the children. For example, everyone could go in their imagination to Jeremiah's jungle and share what they see there that makes them happy. Later when the children have practiced visualizing their "happy places," they may be prompted to think about that place when they are feeling tense or unhappy about something.



Role Play/Practice: Basic Time Out to Calm Down

Have the basic Time Out to Calm Down flow chart written on the flip chart. Pick a “teacher” and a “student” for the role play of this basic scenario. Before starting the role play, review the steps with the whole group. Ask the child to pretend to hit another teacher and coach the teacher through giving attention to the victim, giving the initial command to go to the calm down space, monitoring the child, and having the child return to this group. Instruct the child to be compliant and cooperative with the procedure.

Next, re-do the same scenario, but this time ask the child to be slightly disruptive (fussing and whining about going), but to go and stay in the calm down area. This time, coach the teacher to ignore the child’s fussing, and to listen for calm quiet behavior. You might have another teacher coach this teacher to use positive self-talk while ignoring the child.

Narration

Next, we see Emani being sent to Time Out for hitting. This provides the perfect opportunity for the therapist to let him try to self-manage his anger. Watch what happens.



Vignette S-38: Learning to Self-Regulate

The Scene: Emani is asked to go to Time Out for hitting. The therapists gives him the chance to go by himself or she will need to take him. She starts to take him and he drops her hand and goes himself. He is crying there. While this is going on the therapists are helping the children to talk about what makes them mad and then they practice going under a turtle shell to calm down. Later when Emani is calm, the therapist goes over to him and helps him take another deep breath and he is invited back to the group. The therapists immediately reengage him by offering him a chance to go under the shell. He says that when his sister hits him, he is mad.



Questions to Facilitate Discussion

1. Do you think Emani should have been sent to Time Out to calm down?
2. What do you notice about the teacher’s tone?
3. How could the teacher have checked on the “victim” (the child who was hit)?
4. What was the value of giving Emani the choice to walk alone or with teacher help?
5. How can you find out the kinds of things that make the children in the group angry? (besides asking them)
6. How can Time Out to calm down help children learn to self-regulate? (focus on deep breathing, positive self-talk, and positive imagery)
7. How do the group leaders tag team their roles? (to help with Time Out to calm down or incentive systems)

Role Play/Practice: Using the calm down approach where child resists (4-6 years old)



Put the second Calm Down scenario on the flip chart (4-6 year old resists going to calm down area) and review the steps. Set up a role play where the child initially resists when the teacher tells them to go to the calm down area. Coach the teacher to use the command “you can go by yourself or I’ll take you...” Practice one scenario where the child goes after this warning and another scenario where the child does not go, and the teacher needs to walk them to the area. Complete the sequence by waiting until the child is calm and then inviting them back to the group.

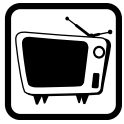
Note: if you are working in a school system where teachers are not allowed to use even gentle physical guidance to walk a child to the calm down space, then discuss the alternative of leaving the child to do calm down in place. “If you won’t walk to the calm down space by yourself, then I will have you calm down here.” This minimizes the power struggle around moving the child. This can also be used for a large or aggressive child who cannot be gently moved. If the child will not do the calm down strategies in place, then the teacher may need to move other children away, depending on the classroom set up. Discuss ways to do this that are calm and non-disruptive and don’t call attention to the child who calming down.



Considerations

When sending the child to the calm do, it is important to immediately reengage the child and welcome them back when the calm down time is over. There is no need to rehearse or remind children why they were put in the calm down space. Instead watch for the first opportunity when the child handles a frustrating situation in a calm way and reinforce this with attention. You can also prompt a child who seems to be starting to get frustrated to use the breathing or positive self-talk strategies or the calm down thermometer.





Narration

The therapist tells Jeremiah he has to go to Time Out for hitting. When he doesn't go, she tells him he can go by himself, or she will take him. However, when she tries to take him to Time Out, he resists bodily. Consequently, she changes tactics and tells him he will get extra time if he doesn't go to Time Out. Next she completely ignores him and gives her attention to the group as he lies on the floor crying. Think about what Jeremiah is learning from this experience.

Vignette S-39: Resisting Time Out

The Scene: The group leader tells Jeremiah to go to Time Out because he hit his friend. He refuses, and she replies by saying he can go by himself or she will take him. When she tries to physically take him, he won't move, so she tells him if he doesn't go to Time Out he will get an extra minute. Later she adds on time by saying, "That will be 6 minutes now." After warning him of the added time in Time Out, she ignores him completely, with her back to him. The group moves to tables to work on the small group activity. Jeremiah is on the floor crying and eventually wiggles over to the Time Out spot and puts himself on the chair.

While this is going on the children are playing with playdough and stop signs and practice going into their playdough shells to calm down. Gradually Jeremiah calms down, and then the group leader says he can come out of Time Out. The group leader goes over and helps him lower the arrow on the thermometer. He goes to the small group table, and the group leader coaches him in calming-down strategies with the playdough activity.



Role Play/Practice: Time Out to Calm Down where child resists (6-8 years old)

Put the third calm down scenario on the flip chart (6-8 year old resists going to the calm down space) and review the steps. Discuss the relative merits of adding time or taking away a consequence. Set up a role play where an older child resists Time Out to calm down and the teacher issues a warning "If you don't go to the calm down space now, then you will owe me 5 minutes of your computer time." If the child chooses to go to there, then the calm down procedure continues. If the child does not go to the calm down space, then the teacher issues the consequence and drops the request.



Questions to Facilitate Discussion

1. Was it appropriate to send Jeremiah to Time Out to calm down?
2. What does the group leader do first when he refuses to go?
3. When he doesn't go on his own, what does she try?
4. With an older child like Jeremiah, why does she decide not to move him to the calm down space by herself? (versus Emani)

5. At what point does the group leader decide to ignore Jeremiah altogether?
6. How can group leaders signal each other about the time a child spends in the calm down space?
7. How could they let him know he finished his six minutes?
8. How does the group leader reengage Jeremiah after the calm down time is over?

Considerations

It is important to avoid giving the aggressive behavior attention and getting into a physical battle with the child. When the group leader realized Jeremiah was refusing to move, she stepped out of the power struggle by ignoring the oppositional behavior and giving attention to the other children. Eventually, Jeremiah realizes he needs to finish his calm down time on his own. Afterwards, he is reengaged in the activity with the group leaders' positive attention as soon as possible.

Narration

Watch how this teacher uses Time Out when Kaylee hits another student and successfully avoids giving her attention until she has calmed down.



Vignette S-40: Teaching Self-Regulation Using Time Out

The Scene: Kaylee hits another child and is put in Time Out. The teacher effectively ignores her but at the same time makes sure she stays in Time Out until she has calmed down. The teacher stays calm and focuses on two girls nearby helping them to solve a problem they are having sharing. Once Kaylee has calmed down the teacher takes her to a table and reengages her with an activity she enjoys. She praises her for having her body calm and points this out to the other teacher to notice.

Questions to Facilitate Discussion



1. Why is Time Out to calm down for Kaylee's aggressive behavior important?
2. How does this approach help her to learn to self-regulate?
3. How does the teacher help the other children to ignore Kaylee when completing her calm down time?
4. How does the teacher help Olivia learn to manage her emotions more successfully?
5. How does the teacher reengage her at the end of calm down time?

Considerations

Kaylee's tantrums have received a great deal of attention in the past and have usually resulted in her getting what she wants. Therefore, she has been reinforced for this behavior. Turning this around will take time and patience on the part of the teacher. In addition to the calm down strategies in this vignette, it is important to know that teachers provided frequent emotion regulation coaching at times when Kaylee was calm enough to respond. When they could catch Kaylee early in a dysregulated cycle, they were often successful in helping her to calm down prior to aggressive behavior or a tantrum. At other times, Kaylee's dysregulation escalated too quickly to be responsive to coaching. At these times, they ignored if Kaylee was safe, or gave her a Time Out to calm down if she were aggressive.

Initially Kaylee routinely tantrummed in the calm down space for 10-15 minutes before becoming calm enough to re-enter the classroom activities. The teachers ignored these tantrums and looked for the first opportunity of calm behavior to end her calm down time. She was also somewhat disruptive while in her calm down space, throwing objects on the floor and messing up the area around the calm down chair. The teachers also ignored this behavior during the her time in the calm down space. After this was over, the teacher had Kaylee help clean up the mess. The amount of time that it took Kaylee to calm down got shorter and shorter, and eventually she actually would take herself to the calm down space to calm down when she realized she was about to lose control. As Kaylee realized that there was no payoff for her tantrums, they became less frequent, and she began to use more prosocial behaviors because these were given attention and praise. In this scene, we see Kaylee trying to get herself under control while the teacher patiently waits for her to calm down.



Buzz–Positive Self-Talk

Ask teachers to share with their buddy positive self-talk statements. This exercise could be done following Vignette S-40.

Narration

Children such as this one really try a teacher's patience. An emotional response or a scattered, inconsistent response to students' behavior is less likely if we have a Discipline Plan. How you would respond in the next two scenes?

Clipboard and Time System Vignette 8



- The Scene:** Children are playing with bubbles.
- Teacher:** Take a picture? Is that how you make an X-ray?
- Child #1:** (Hitting child #2 as bubbles get in his face) No! Stop. (Child #2 cries.)
- Teacher:** What is it an X-ray of?
- Child:** Of your hand.
- Teacher:** Of your hand, you're right.

Questions to Facilitate Discussion

1. Is it necessary to intervene here? Would a Time Out to calm down be an appropriate intervention?



Considerations

This does not seem to be a Time Out offense because it was a mistake. Rather, helping them work it out or ignoring seems more appropriate.

Pause

- The Scene:** Children begin to clean up the area to get ready to leave.
- Teacher #1:** It's time to do what?
- Teacher #2:** (to Jamaal who refuses to hand toy to her and throws it across floor) I need it, or you can put it away. It's time for you to get your stuff and sit down. (He goes under table, following the car he has thrown. She picks up the car and puts it away on the shelf.)



Questions to Facilitate Discussion

1. Should she have put him in Time Out for noncompliance?



Narration

It is important for teachers to analyze their discipline—to assess whether it is working to reduce the misbehaviors they are concerned about. This analysis can be more easily done if we keep good records. Teachers will need a system to keep track of the type of misbehavior, the consequence used, and the effects. This will help them not only to know where students are in the hierarchy of discipline strategies, but also to monitor how often they are experiencing the more severe types of consequences such as Time Out or loss of privileges.

In the next scene, the teachers discuss the strategies they used that day and analyze how they could be more effective.



Teacher Interview Tracking Misbehavior

The Scene: Teachers are reflecting at the end of the day and discussing what teaching strategies were working and not working.

Teacher #1: I thought that the circle time went pretty well. I'm trying to think...

Teacher #2: I'm not sure why Jamaal was out—whether I should go and get him back in because...

Teacher #1: Oh, I sent him out. He was supposed to come to the table.

Teacher #2: Okay.

Teacher #1: And then... because then the circle started going really well, so I didn't want to get into it with him, so I was ignoring him, but that's when he spilled the water over there.

Teacher #2: I kind of wanted to get into him because he splashed water a couple of times...

Teacher #1: Uh-huh, and so you didn't know whether...

Teacher #2: On the group. It hit me. I didn't know whether it hit the rest of them.

Teacher #1: See, I didn't even know that was going on because I was really focusing on...

Teacher #2: Yeah, he did it twice, and the second time I said, "You can take a Time Out if you do it again," and he said, "I'll stop, I'll stop."

Teacher #1: Yeah, so maybe... because I sent him to the table, and what I probably should have done when I noticed that he hadn't gone to the table, I should have had you go over and tell him to come to the table or to take a Time Out. I know the problem is when you leave then Anthony leaves, he follows you.

Teacher #2: But usually he can come... Jamaal should be able to do it by himself.

Teacher #1: Oh he should be able to do it by himself, but what I think I could have done is said... you help Jamaal get to the table, and said... you know... give him to the count of 5 and if he's not sitting at the table then he'll need to take a Time Out. And then if Anthony got up to follow you, then after you got Jamaal either sitting at the table or taking a Time Out, then just bring Anthony back to the group then.

Teacher #2: Mmm-hmm, mmm-hmm.

continued

- Teacher #1:** Because I really don't like him to leave the group because he gets penalized for leaving the group, and I want him to be able to stay with the group.
- Teacher #2:** And I really didn't want to get into it with Jamaal because you know how he can be.
- Teacher #1:** Yeah, I know, I know, I know.
- Teacher #2:** I'll just let him sit there. Everything else was going fine. I'll just leave him over there for awhile.
- Teacher #1:** Yeah. So, I mean there was a mess, but he did clean it up, and I think we were able to keep the rest of the kids focused. So it's hard to say whether we should have just sat on him or just ignored him, whether that was... I don't know.
- Teacher #2:** Yeah, because Anthony would have automatically followed me over here.
- Teacher #1:** I know, he would have.
- Teacher #2:** And then Andy would have got up too and so... yeah.
- Teacher #1:** I know, they both would have, and then you would have had them both, so I think maybe even though he did spill the water, it probably was better to ignore him because... and just make him...
- Teacher #2:** Mmm-hmm.
- Teacher #1:** ... clean up afterwards, which he did.

Pause

Narration

If negative consequences are being successfully used in conjunction with a reinforcement program, there should be some reduction in the misbehaviors within several weeks. If the misbehavior does not decrease over time with consistent use of consequences, then the plan should be reevaluated to be sure there are sufficiently strong positive incentives and to determine whether negative consequences are being used too often. The clipboard and timer system used by the following teachers is one tracking system. Watch how the teachers analyze their use of Time Out that day.

- The Scene:** Teachers continue to analyze their Time Out chart.
- Teacher #1:** I let him take his Time Out over there, and I think I should have insisted that he take it over there away from the kids, because I don't think he ever really calmed down until he had to go out in the hall.
- Teacher #2:** Mmm-hmm.
- Teacher #1:** And then I think he finally settled down. I have to look at the Time Out sheet because (gets up to get the Time Out sheet off of the refrigerator) I'm trying to see when else he left. This was a bad day for him.
- Teacher #2:** Yeah, I think it was towards the end of the day he had to leave.
- Teacher #1:** Well, he was bad all the way around, and he usually doesn't have that much problem. So he had to leave (looks at Time Out sheet) during writing.
- Teacher #2:** Mmm-hmm.

Teacher #1: He left during journal for swearing. He left during journal again for swearing. And that was both times he was over there. So it wasn't very effective being over there. And then during writing time at the end of... well, we finished the circle, and he made that mess and I had him clean it up, and he came here, and I think they were starting on that little chanting thing again, and he swore again, and so then I told him to take a Time Out, which he did over there.

Teacher #2: Yeah he did.

Teacher #1: He did over there, but then that's when he got out of the seat, so I told him he had to go out in the hall. And then at choice time he hit Anthony when he was over there, and he was supposed to be here, but he hit Anthony, so he went out to the hall. But he was much better then. He sat the whole time. He didn't start wandering. The first time he was wandering around and messing with the stuff out there. But that time I just reminded him that he had to sit down in the chair, and then he had to be quiet for 2 minutes before he could come in.

Teacher #2: That's right.

Teacher #1: And he sat down the whole time. So I don't know... it might have been better if we had just... I think it would have been better if I had just not let him take the Time Out over there, and just made sure that he took his Time Out over there, and then watched and then had him go out in the hall...

Teacher #2: He likes...

Teacher #1: Because he calmed down once he...

Teacher #2: Yeah.

Teacher #1: I mean, he finally did calm down once he did that. But it was... you know he only got three beans and he was really upset about that.



Small Group Break Out

Break up the teachers into groups of 4-5. Ask them each to identify an aggressive student in their classroom who they would like to develop an individual behavior plan for. Take the Teacher Behavior Plan Workshop Assignment work sheet and select the target negative and positive behaviors. Next talk about what hierarchy of discipline strategies that will be used to assist this student and identify when Time Out to calm down would be used and how it would be used in the classroom.



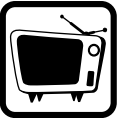
Note: Parent Involvement

Be sure to involve parents in the behavior planning and help them reinforce the "positive opposite" behaviors at home. Help parents understand how you are teaching students to calm down with deep breathing, positive self-talk and positive imagery. Encourage them to do this when children are still moderately calm and not at the time when they have dysregulated. (See Teacher-to-Parent Communication letter)

Card System

Vignette 9

Narration



The next teacher uses a card system to implement his hierarchy of discipline and to keep track of consequences.

The Scene: Teacher is leading the students in a lesson.

Child: (interrupting the lesson) Can we not do a hard word tomorrow?

Teacher: Corraine, I want you to go turn your card over. Turn it over to yellow. (She turns her card to yellow.) Now boys and girls, we focus to this right up here. I'll take this down so it's a little easier to see.

Questions to Facilitate Discussion

1. Was this an appropriate use of the card system? What is he trying to teach this girl?
2. What additional strategies could he use to control speaking out behavior?
3. Should the same consequence be used for all the children for speaking out?
4. What is the danger of a child being put too often in yellow? Is there a way to do this without the peers knowing? Is there a way to do this and put her in green more often?



Pause

The Scene: Teacher is leading the students in a lesson.

Teacher: Latasha, I want you to turn your card over. You are not listening and following directions. (She turns her card over to red. Another student points to a letter on the board.) What letter is that? It's not "C" but it's a letter that has that same sound (makes soft "C" sound). You can turn it to yellow. You don't have to turn it to red. So what letter is it?



Pause

The Scene: Teacher is flipping through cards searching for a word.

Teacher: The word I'm looking for is this one. Oh, this is a great word. (Corraine talks to girl next to her.) Corraine... Corraine, the next time I have to mention your voice I'm turning your card to red and I'll see you at recess.



Questions to Facilitate Discussion

1. Was it appropriate to give another verbal warning or should he have enforced the red card? What is the value this second chance?
2. Do certain kinds of children have particular difficulty with speaking out?
3. Are there any drawbacks to this card system?
4. For children with more challenging temperaments, what is the risk of using a system like this?
5. How could this system be improved with more positive attention for the positive opposite behavior?



Buzz–Logical Consequences

Pair up teachers to share with each other how this system has worked. Ask them to share ideas of alternate ways of responding to disruptive behaviors that don't publicly highlight the off-task child's behavior.



Teacher Interview & Recess Talk

Teacher: The chart is more or less a reminder for me, because I will more than likely forget if a student needs some extra time at recess or if I need to talk to them. So what I'll do is I'll ask them to... if there's a problem... they all start with a green card, and if there's a problem I may ask them to turn their card to yellow. And at that point that is just basically a caution and we need to refocus, as I would say it. And then if the problem still continues, then I may ask them to turn it to red. And in that case I would ask them to stay at recess where I can talk privately with them and find out what's going on, and see if there's something that I'm not aware of. Or I may just say, "I need your behavior to be changed. I need better behavior from you." It's something that I use on and off again. I don't use it all the time because, as you may know, the novelty wears off, so I'm looking for... I may pick it up for a couple weeks, and may drop it for a couple weeks, but it's been something that's been in place most of the year.

vignette, cont'd.

The Scene: Teacher is conducting a lesson when child interrupts.

Teacher: Corraine, go turn your card over. I'll see you at recess. (She gets up to turn her card over.)

(Later, with his arm around her.) I have talked to you. I haven't given you Time Out. But you have not been on best behavior. If I don't see a change real quick, I'm going to call Grandpa M. Do you understand that? Now you need to settle down. You are not being the Corraine that I know and love. Now stop it. You got it? Sit down, fold your hands and be ready for your assignment. (She goes back to her table and sits down.) Thank you, Corraine.

Questions to Facilitate Discussion

1. How effective was this teacher in following through?
2. How effective do you think his verbal reprimand is? What has he communicated to Corraine? What is she learning?
3. How do you contrast this approach with sending a child to a calm down place? For what kinds of behaviors would you use this card program versus a calm down strategy?



Narration

Now let's watch what he says to her at recess.

The Scene: Teacher is talking with Corraine privately.

Teacher: I need better behavior from you, okay? (She nods yes.) What's going on today? (She shrugs her shoulders.) Is anything bothering you? (She shakes her head no.) Okay. Will you make me a promise? (She nods yes.) Will you make me a promise that you'll work a little harder and do the best job with your behavior today?

Child: Yes.

Teacher: Okay. That's a promise now. Otherwise I'm going to have to talk with Grandpa M., all right? Because I know that you can do a better job. I've been having to call your name way way too many times. Okay?

Child: Yeah.

Teacher: Understand what happens if I don't see any changes, right? (She nods yes.) I want you to go turn your card back over to green, and we'll have a better morning, I know it. (She turns her card to green.) Okay, good job.



Questions to Facilitate Discussion

1. How effective do you think his recess talk is? How could he have been more effective?
2. Why is it important to turn the card back to green frequently if this approach is used? How could this be more private?
3. Is it conceivable that Corraine would like him calling her name in class and talking to her privately at recess?





Buzz

Pair up teachers with a buddy to discuss possible logical consequences that do not give the student attention.

Considerations

Here the teacher is again giving too much discussion to the negative behaviors and presenting only vague directions about what she is doing wrong and what positive behaviors he expects. For example, he might have said, "Let's review what you have to do to stay in green," "That's right, put up a quiet hand to ask a question, keep your hands to your own body." Or he could have practiced the positive behavior with her: He talks and she puts up her hand without saying anything. She needs some concrete examples of what positive behavior the teacher is expecting. Then the teacher can say, "Great. I'll be looking for three quiet hands up and if you can do that, you can earn a special sticker."

Any concern about what was going on at home could have been discussed in a more supportive manner, such as, "You are usually very good about putting up a quiet hand. Is there something happening at home that is making this a particularly hard day?"

Systems like the green card system run the risk of highlighting the negative behavior of a few students in the class. If the green card system is used for disruptive classroom behaviors, a majority of students in the class are likely to have little difficulty with self-regulation and may be able to stay in green with almost no effort. Children with regulation difficulties will frequently have yellow and red cards on display for the rest of the class, and other children will notice this behavior and may start to think of those children as "bad." Giving a child a warning to change a disruptive behavior can be helpful, and it is also helpful to have more than one chance before receiving a consequence. This teacher's system might have been more effective if he had a private signal or reminder for Coraine and her peers who needed the most support. These will also be the children who would benefit from an individual reward system for positive opposite behaviors so that the focus is more for their successes using a quiet hand or paying attention rather than their mistakes. Perhaps Corrain could get a star on the board when she has received 3 green cards at her desk for the targeted positive behaviors



Teacher Interview, continued

Teacher:

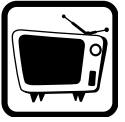
I told her... I said that I would probably have to call Grandpa and let him know that I'm having some difficulty, or Corraine is having some difficulty. That's probably what the sequence would have been—a recess and maybe a phone call home—and in my conversations I did mention to her that I brought up Grandpa and that I did want her to work harder at behaving, or I would have to call, because Grandpa is concerned and I'm trying to work together with him and Corraine. So that would have been the next step. That's generally as far as it needs to go at this particular level.

I think mostly the fact that they are turning their card over and they know that they need to work on their behavior, in most cases that's all they need to do, or that's all the reminder that they need.

Narration

As we have said, children should have frequent opportunities during the day to “start over” with a clean slate. For example, in the case of the child we saw whose card was turned to red, it is important that she not stay in red all day. This would just remind her of her misbehavior. Her teacher recognizes that she needs new opportunities to behave appropriately so she can learn those behaviors and feel successful.

Teacher: The behavior wasn't to the point where I felt real comfortable, but I think there were some things that were causing her some distractions today. But I think it worked, yes. And I think that's pretty important, you know. Everybody wants a fresh start. When you make a mistake you want to know that you have a chance to either redeem yourself or try a little harder, and I think that's important to do. And that also works with the people that are stuck with a yellow card. Just a word or two, but you want to accentuate the positive, and sometimes that can be hard, but I think if the system is to work you need to do that.



Buzz

Break out into pairs or small groups to complete the Teachers Working Like Detectives sheets: See What You've Learned (in handouts).



Review

Go over the Problem Solving Worksheet for Managing Children's Challenging Behaviors. This could also be given as homework and discussed in Workshop #6.

Summary

- Review suggested activities to be completed before next workshop.
- Review Self-Reflection Inventory.

Evaluation

Ask teachers to complete self-monitoring checklists and complete workshop evaluations.