



***Hot Tips for Successfully Mediating Video Vignettes  
Teacher Classroom Management Program***  
Carolyn Webster-Stratton

---

**Overview**

The purpose of showing Incredible Years (IY) vignettes in the teacher training groups is to model key interaction skills and to promote teacher self-reflection, group discussion, problem solving and role play practice experiences. Many of the vignettes represent positive examples of teacher-student interactions while others show interactions that could be improved upon. It is a guiding principle of the IY Teacher Classroom Management (TCM) program that there are many ways of teaching effectively, so vignettes are meant to stimulate lively discussions rather than to be a prescriptive recipe for teaching. The underlying theory of the video methods in training workshops is based on the work of Bandura's modeling, social learning and self-efficacy theories (Bandura, 1977; 1982). Research shows that watching video models of others in common situations is a powerful teaching tool.

Based on my own research evaluating the effects of video modeling in conjunction with trained leader-led group discussion and practices we found in randomized control group trials that this method of training was superior to self-administered video (with no group discussion) and to group discussion alone (without video modeling) (Webster-Stratton et. al., 1988;1989; 1990). Video modeling plus a collaborative group discussion and experiential practice approach produced higher program outcome effects and more sustainable results at 1-year follow-up. While teachers are usually verbally oriented, it seems clear that participants learn a great deal more from observational and performance-based training methods than from didactic teaching or lectures. Participants watching and modeling how others interact and IY group leaders using these video instructions to trigger participant reflection, problem solving, and practices is a key learning process to the success of the IY teacher program.

Showing the vignettes is an active and reflective process. As teachers view vignettes, group leaders will lead discussions that help them to make sense of what they see in the vignettes, pick out key points what will become "take home" messages for the content area, and help teachers think about how these key ideas apply to their own interactions with their students at school. These conversations will include ways to that strategies are adjusted to meet children's developmental levels, the cultural context of the classroom, individual teacher styles or preferences, and the goals that teachers have for the children. There are a number of video mediating strategies that will enhance the group leader's effectiveness in using these vignettes.



***Tip One: Select core vignettes and pace the number of vignettes you show strategically***

Group leaders will not have time to show all vignettes listed in a workshop protocol. For teacher one-day 7 hour workshops, group leaders will show approximately 15-20 vignettes. The workshop protocols indicate some core vignettes that are selected to be shown to all groups because they illustrate key principles that apply across age and developmental level. Other vignettes may be more relevant for a particular age group (preschool, or primary grades). Depending on the program, core and specific age group vignettes are indicated with an Asterix or a † symbol. Newer group leaders begin by showing core vignettes. As group leaders become more familiar with the programs, they should become familiar with all vignettes, to that they can select vignettes that are particularly relevant for particular teachers or children. In groups where participants find the topic material new, unfamiliar, or confusing, group leaders will want to show

more vignettes to help them understand the key concepts, to see how to use a particular strategy, and to appreciate how the children respond to this approach.

When choosing additional or alternative vignettes consider the following:

- participants' goals and difficulties
- participants' understanding, knowledge, and prior familiarity of the content and principles being taught
- vignettes that represent the developmental level of children that the participants are interacting with
- vignettes that have children with temperaments and development similar to those of the participants' students
- vignettes that represent the culture of the children and teachers

It is important to realize that the participants' verbal and cognitive understanding of the strategy being discussed does not necessarily translate into actual behavioral change. When participants do the practices, group leaders will be able to see how much behavioral learning is actually occurring. Every group is different, and the pacing and number of vignettes shown will be influenced by each person's background education, knowledge, and teaching experiences as well as the student's developmental and behavioral problems. This "tailoring" of video vignettes, discussion and practices to the teacher's goals and needs is a key element of the Incredible Years training approach.



**Tip Two: Mediating vignettes & narrations with pauses to assure participant focus and engagement**

The video vignettes are not used by group leaders in a passive way like showing a movie, rather group leaders pause both the narration and the actual vignette several times. For example, for each new topic in an IY program there is an introductory video narration that summarizes the key interaction strategies and child developmental milestones that will be explored in the teacher workshop day. It is important that the group leader pause these introductory narrations at various points to ask questions about the content and word definitions used, to explore what participants are understanding, and to see if they have questions about the information provided. For example, they might ask, *"What does the narrator mean by the word self-regulation or school readiness?"* or, in order to be sure the participants see the relevance of the concept for their students they might ask, *"Do you agree with the rationale the narrator makes? How does this approach to emotional coaching address your goals for your student?"* Group leaders can also use this discussion to explore whether participants have concerns about how the content fits with their philosophy of teaching. A lot of content is covered in these introductory narrations and pausing for discussion allows the participants to digest the information, stay engaged, and not tune out if it doesn't make sense or conflicts with their pre-existing ideas.

After the introductory video narration is finished, the video is paused again so that the group leader can introduce the vignette to be shown and to focus the participants' attention on what they will see and what the leader wants them to look for. It is a group leader principle that each vignette should have a brief introduction. Sometimes the leader sets the context by sharing something about the child in the vignette, for example, his/her age, temperament, developmental level, or behavioral challenges. Other times, the group leader may share something about the classroom situation, or the interaction that is going to be shown. Or, the group leader may challenge the group to look for a particular strategy to be used. This orientation to the vignette should be brief, but will give group participants a context and keep them focused on what to look for. For example, a group leader says, *"In this next vignette you'll see how a teacher is using the ignoring strategy with a boy who is argumentative and defiant. Think about what makes her approach effective. Think about what the child is learning from this approach."*

**When Mediating Vignettes ~**

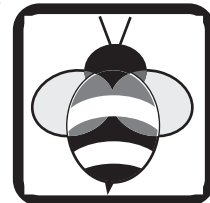
- **Pause introductory narrations** for discussion of key ideas or word definition
- **Set up each video vignette** with classroom context and suggestions for the leaders to focus on.
- **Pause longer vignettes several times** and always when there are built in pauses. This pause allows for discussion of a particular moment or interaction and promotes teacher self-reflection. If the vignette is not paused the teacher's thoughts, questions or insights may be lost by the end of the vignette.

- **Always discuss every vignette**—don't show 2 vignettes in a row.
- **Ask open-ended questions.** Always start with what the teachers observed in the vignette—What did they see? Was it effective?
- **Ask follow-up questions** to go deeper with teacher reflections: like “what’s the value of that?” “what’s the child learning?” “what do you think the teacher’s goal is?” “why do you think she made that choice?” “how is the child feeling?”
- **Work on identification of principles**—This should be a deliberate process. *“Oh, that’s one of our key behavior management principles. Let’s get that written down.”* Then the group leader and the group can think of how to word it. *“So, what shall we say—it’s the principle of combining ignoring with redirection—you are ignoring a behavior without ignoring the child completely.”* By drawing attention to this as a key concept/principle, you are helping to make this an idea that is overarching—and can apply to a lot of different situations. Then once it’s identified, you can refer back to it with other vignettes, use it in your end of the day summary, notice when teachers are using examples of the principles in their own practice. You can look at the list of blackboard notes for examples of some of the key principles that you might listen for. It can be empowering for teachers when their name is attached to the principle. For example, *“we are going to call this Trilby’s fun principle because this playful activity is building student’s relationships with their teacher and each other as well as promoting their learning.”*
- **Co-leader is recording key ideas and principles.** Do not write everything that is said.
- **Co-leader may summarize key ideas at strategic points**—after a long discussion or after a couple of vignettes have been shown, the leader may ask the co-leader to summarize the key learning from the discussion.
- **When teachers don’t like something in the vignette**, paraphrase their objection and then ask them how they would change the interaction to be more effective: e.g. *“So, you felt that throwing the goldfish crackers was demeaning to the children—how would you change this to make it feel more respectful.”* This moves from criticism of the teacher in the vignette to what the teacher would do instead.
- **When teachers don’t like something in the vignette**, highlight their rationale for this: *“so you’re saying that this praise wasn’t specific enough—I think that is a key principle....”*
- **Normalize less effective teaching moments in the vignettes:** *“I wonder how that teacher is feeling right now?” “How many of us have felt that way?” “How many of us have said something like that?” “What do you think her goal was for this student?”*
- **Rerun a vignette scenario** by using an idea from a teacher in the group (spontaneous practice)
- **Once key ideas have been pulled out of a vignette**, ask teachers to consider how they can apply these ideas or principles to their own classrooms and to particular students’ and teacher’s goals. It is important to refer frequently to how the behavior management strategy addresses the teacher’s long-term goals.



### **Tip Three: Facilitating Discussion About the Vignettes**

During and after vignettes, group leaders ask questions to encourage participants to share what they have noticed so far, what makes the model teacher’s approach effective, or how they might handle the situation differently or more effectively. For example, the group leader asks, *“What was effective about this teacher’s ignoring? Why was it important she not give eye contact or respond to this boy’s defiant attitude?”* Help participants think about the benefits of this approach for the child behavior learning. For example, *“Do you think that the student’s strategy for getting attention from the teacher worked? What does the child learn from this teacher’s response and modeling?”* Based on participants’ responses, group leaders will ask other questions that explore different aspects of the vignette. The manual provides sample questions for group leaders to use, however group leaders will also develop their own questions to tailor the discussion to the participants’ particular goals. There are spaces in the manual for group leaders to record their favorite questions.



Rich discussions often happen based on small moments in the vignettes. Always pause during and after every vignette to have a discussion and allow for reflection and questions. If the vignette is worth showing, it’s worth discussion. (Discussions don’t always have to be long.) Some vignettes have built-in pauses—always take advantage of those and stop the video to discuss what has just happened. Pause longer vignettes

two to three times through the vignette and ask participants to discuss what they saw or are thinking or feeling. It is also useful to pause at a critical moment in the middle of a vignette and ask, *“what would you do next?”* Sometimes these responses to a paused vignette can lead to a role play practice for how the participant would handle the situation before actually seeing how the vignette plays out. Then when the vignette is continued teachers are watching for the things that were practiced and are more reflective and aware of the strengths in the teacher-child interactions being modeled. It is important to continue to show the whole vignette as the longer vignettes provide modeling of a teaching style and relationship building as well as specific management skills.



#### **Tip Four: Identification of key principles**

Throughout the program, group leaders will be helping participants to identify key interaction and behavior management principles. These may be ideas that apply to almost all interactions (e.g., the differential attention principle, or modeling principle, or calm down principle) or they may be ideas that apply to a specific topic (e.g. use labeled praise). The goal is to listen carefully to the participants' reflections and discussions and to pull out a key principle. With strategic group leader questions, the vignettes will almost always elicit key ideas. For example, a group leader may ask, *“What do you notice about what this teacher is paying attention to in that interaction?”* Once the group leader hears the principle, s/he will highlight it, label it as a principle or key concept, and have the co-leader record it on the flip chart using the participant's name for the principle. This should be a deliberate process. *“Oh, Katherine you got one of our key principles. Let's write that down.”* Then you and the group can think of how to word it. *“So, what shall we call it—it's Katherine's principle of ignoring a behavior without ignoring the child completely.”* By drawing attention to the key concept/principles, group leaders are helping to make this an idea that is overarching—and can apply to a lot of different situations. Once a principle has been identified, the group leader can refer back to it with other vignettes, use it at the end of the session summary, and notice when participants are using examples of the principles in their own interactions. Moreover, by using the participant's name with the principle, the participant's insights and expertise are highlighted, thereby increasing their confidence and self-efficacy. The group leader workshop protocols provide ideas for some key principles and the blackboard notes also provide other examples of some of the key principles that group leaders might listen for.

*Don't get too caught up in worrying about whether something is a principle. If it seems important, call it a principle! A principle does not need to use psychological jargon but can be worded exactly as the participant states it. For example, a participant commented in one group that when he saw the person on the vignette ignoring her child's tantrum she looked like a Buddha, she was so incredibly calm. The group leader replied, “Oh Peter you get the Buddha principle, the importance of staying calm when ignoring.” Later this group leader began to give out Buddha awards for parents that reported their ability to stay calm in a difficult situation.*



#### **Tip Five: Apply the principles to real life interactions**

Once group leaders have helped participants discover a key relationship or behavior management principle, then the leader helps them think about how they can use this strategy to address their goals for themselves or their children or classrooms. For example, the group leader says, *“So you have seen the importance of staying calm when the student is oppositional. What calm down strategies do you use when a student misbehaves?”* At this point the leader may help the group to break out into dyad buddies or a group brainstorm to come up with a list of calm down strategies.

Examples of other questions that explore participant reflection on how they will use the strategy in the classroom with a particular child include: *“How do you see yourself using this approach to address your goal of reducing this child's anxiety or his lack of social skills?”* or, *“What do you see the barriers to being able to use this approach with this student or in your classroom?”* Often these reflections and discussions will lead to spontaneous practices based on the participants' ideas or suggestions, or to address potential barriers or resistance. This encouragement of participant self-reflection, problem solving along with practice exercises is an important element of the strength of the IY participant learning process.





**Tip Six: Avoid repetitive questions and answers; instead, probe deeper to explore a participant's responses to group leader questions**

Often participants will comment on a positive strategy they see in the vignette. For example, a participant might say, *"The teacher on the vignette is trying to redirect the boy at the same time she's ignoring his tantrum."* The group leader responds by being enthusiastic about this observation and pursues this idea. The group leader responds, *"Nice observation, do you think this is still giving the child too much attention? How does the attention principle work here ~ how long do you ignore before you use a distraction?"* These questions and discussions help to clarify the rationale for the ignoring strategy. Helping participants understand the rationale for a strategy is important to helping them develop confidence in using an alternative behavior change strategy to what they typically would do. Some good questions that get at helping participants understand the rationale for chosen strategy are, *"What's the benefit of that approach for this child? Why does it work?"* *"What do you think the teacher's goal is?"* *"Why do you think the teacher made that choice?"*



**Tip Seven: Manage resistance to vignettes with understanding and provide rationale for their use**

Sometimes when group participants first see the video vignettes, they respond with complaints that some of the vignettes seem outdated in terms of person's clothing or hairstyles or classroom set up. In some cases participants may feel that the people in the vignettes don't represent their reality in terms of classroom setting, cultural context, particular interaction styles, or diagnosis of the child, or developmental levels. Newer group leaders can feel discouraged by this and be tempted not to show these vignettes, may try hard to convince the participants that the vignettes are good, or may undermine the vignettes by agreeing with the participants that they are not useful. Although the vignettes can be a challenging part of the program to implement, they are a core part of the training and showing them is important to maintaining fidelity to the program.

As group leaders learn how to mediate the vignettes, resistance from the group usually disappears. Group leaders can respond to this feedback by acknowledging that some of the vignettes are indeed old, show American families, and may not look like their children, or classroom. The group leader explains the rationale for using vignettes, reminding the group that the vignettes are for them to think about, analyze, and react to, and not necessarily to copy.

As group leaders gain experience with participant reactions to vignettes, it is common for resistance to the vignettes to diminish. It takes skill, practice and consultation for the group leader to learn to how draw out principles from the vignettes and tailor them to the individual needs of teachers and children. Below are suggestions for responding to resistance to the vignettes.

When group participants do not like a particular vignette of a teacher's style or classroom, the group can still learn from watching the vignette. Remember that the goal is to be collaborative and to identify key interaction principles. So if a teacher participant says, *"I don't agree with that—she shouldn't be standing over that student like that—she's smothering her."* The group leader can respond with, *"So, I hear an important principle here—you're really tuned into how your body position might affect the child-teacher relationship. Let's look at this a bit more and write down your principle. Could you show us how you would place yourself you were that teacher?"* This approach identifies the key idea and then focuses the teacher on how to make the interaction more effective. So, rather than trying to make the participant like what she sees on the vignette, the group leader facilitates a discussion about a key interaction principle.

If group participants are bothered by the cultural context, language or by the classroom setting, the group leader can acknowledge these differences. Once the principle has been identified, participants can be asked to think how the principle would apply in their own settings. For example, a teacher group leader might first say, *"So, this doesn't look much like your classroom."* Then the group leader might say: *"I agree that this setting is different from yours. Let's first think about what this teacher's goal is. What is she trying to accomplish?"* Or *"I hear you saying that these activities are not something you would use? What activities do you use?"* Once the group leader has gotten a principle then s/he says, *"So, this teacher is trying to pay more attention to the*

children in her group that are listening to her and she's trying not to give that wiggly boy any attention. She's using the attention principle to try to increase the positive behavior and reduce the negative behavior. How would that apply to your circle times or with your children? What behaviors could you attend to and what could you ignore?"

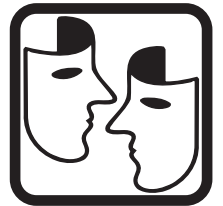


**Tip Eight: Use vignettes to trigger role play practices**

Sometimes a discussion about a vignette can lead to a spontaneous role play practice. For example, in the scenario above with the teacher who said she did not use activities like those shown on the video vignette the leader can reply, "so how can you bring about this kind of parent-child interaction with other activities in your classroom?" After discussion, the leader can set up a practice by saying, "lets practice using that reading activity to see if we can use this child-directed and narrative language principle."

It is also useful for a group leader to pause a vignette and ask teachers to think about and then role play what they would do next in that situation. Afterwards, the group can watch the rest of the vignette and discuss any differences in their role play versus the one on the vignette. Sometimes the participants do a better job!

When teachers feel a vignette is not effective, it can be effective to have them replay the vignette in a live role play using what they feel to be a more effective response. Role plays or practices that are set up to demonstrate participants' ideas, suggestions and experiences help participants resolve different viewpoints in regard to a vignette and build their confidence.



**Tip Nine: Use Live Modeling as well as Video Modeling**

Both of these modeling methods are key to participant learning and behavior change. I recommend that vignettes shown and discussed are followed by live modeling of a related scenario in the large group. Group participants are chosen to demonstrate first the teaching skill that has been modeled on the vignette. Suggestions for improvements derived from the group discussion can be incorporated into these practices. Next these practices are tailored to show how the behavior management or coaching principle used would be different for a for a child with limited language, or difficult temperament, or delayed play level. Following these large group role play practices, participants break up into dyads or triads to practice the modeled skills that are most appropriate for the target child on their behavior plan they are concerned about. During this time the group leaders can give personal feedback to dyads and help make sure that the strategy is tailored appropriately.

Another advantage of the live modeling approach is that if the group leader does not have a video vignette that reflects the particular participant's issue with a student, s/he can ask the parent to model either the child's behavior or response or their own response and other participants in the group can try out possible solutions based on their learning of the behavior management and relationship principles. These live modeling practices are mediated in the same way as the video vignettes with pause of actions for reflection and suggestions followed by replays according to the feedback. I even use a Ready-Set-Action clapboard to signal the start of the practice and adds fun to the practice.



**Tip Ten: Take advantage of consultations from accredited IY mentors or trainers**

It is not possible to cover everything about IY program delivery in one IY group leader training workshop. Mediating video vignettes and setting up role play practices is tricky. For new group leaders this training can continue via consultations via Zoom calls, or in-person workshops, or video reviews. During in-person consultation days, group leaders share videos of their group or workshop sessions. More experienced group leaders often reflect that as they have become more familiar and comfortable with the vignettes and they notice that they are no longer hearing participant complaints about vignettes! The objective is to use the vignettes to help participants discern the key principles of child-directed play and coaching interactions, using praise and incentives, effective proactive behavior

management, or key child development milestones and how to apply these principles in their unique situation or setting with their particular child.

Having said that, it's not uncommon for teachers to talk about trying something just like one of the people on the video. We also hear teachers watch a vignette and say: *"That's me. I do that."*

Using these tips for mediating video vignettes will not only enhance your enjoyment of using them as a collaborative teaching tool but also increase their effectiveness at bringing about cognitive, emotional, and behavioral change in participants. Moreover, using this collaborative group-based problem-solving approach enhances teachers' confidence, reduces their stress and promotes a supportive network of teachers.



Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist*, 84, 191-215.

Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs: Prentice-Hall, Inc.

Bandura, A. (2001) Social-cognitive theory: An agentic perspective. *Annual Review of Psychology* 52(1), 1-26.

---

### Some examples of mediating some specific vignettes

Below are some ideas about ways to mediate a few specific video vignettes. Some of these vignettes are ones that are commonly shown, and others are vignettes that often bring strong reactions from teachers. These can be some of the most effective vignettes if they are mediated well by the group leader.

#### **Motivating Children Through Incentives DVD 4 Vignettes 11-13: Unexpected Rewards (Goldfish crackers)**



This vignette always brings on a strong teacher reaction, so it's good to think about how you'll set it up. Before showing it, you might bring up the issue of the fish crackers being used by a teacher as a spontaneous reward. You might clarify: *"so in the other vignettes, students knew there was a reward system in place—for example, if I do this, then I will get this.... In this vignette, the teacher decides that someone has done a good job and gives an unexpected reward. Watch and see how this feels different. There may be some reactions to the way he's giving the crackers—don't let that get you so sidetracked that you miss thinking about how a spontaneous reward would be useful to your class."*

Right after the vignette, pause and allow them to laugh, react, etc.... Unpack their feelings about the use of fish crackers first (if there are reactions), and then get to the other point—if you weren't using fish crackers what would you use instead: (a hand stamp, a sticker, or a star to do the same thing). You



might also ask them: *“why do you think this teacher chose crackers?” “seeing this teacher in the other vignettes, what do you think his overall teaching style is in his classroom?” “what do you think his relationship is with his students?”* Those questions will humanize him and make teachers think about his goals and choices. It’s nice if you can get teachers to see that this teacher is being playful—they can still disagree with the crackers and throwing crackers, but it’s nice to think of it in the context of his relationship with his students. You don’t have to defend this teacher—but ask some questions that will get them to be thoughtful about him, rather than just shocked.

Make sure to also get back to the benefits of the spontaneous reward: *“what’s the benefit of doing this?” “how is this different than a system where students always know what to expect?” “what kinds of spontaneous rewards would you use in your classrooms?” “when might you use a spontaneous reward like this?”*

It is also important to show the Teacher Interview vignette with this teacher explaining why/how he uses the goldfish crackers. Don’t leave this out! When teachers hear his decision making, they can still disagree with how he does it, but will hear that he is thoughtful about it and that he has a reason/purpose for doing it.

### **Motivating Children Through Incentives DVD 4 Vignette 5-14: Green Patrol**



Start as usual with open-ended questions about what teachers observe in the vignette and ask them what they like about the vignette. Teachers often comment that the students are involved and are evaluating their own behavior. While a student is putting in the chips, the whole class is working towards a goal. You could ask: *“how is this system likely to benefit the children?”* (giving a sense of accomplishment, ending day on good note, building cohesion in the class, etc....). It’s easy to end there with just a few positive things about the system. However, there is more to get out of this vignette.

Ask if there are any things that they would change or do differently to strengthen the strategy? Or, ask: *“If you had a class that was having difficulty with the transition of coming in from the playground after lunch, do you think that this is the most effective system?”* This question can start to pull out the idea that this system is probably too far removed from the specific earlier behaviors to make a difference during the transition behavior. If this class had trouble with a lunch time transition, then chips at the end of the day are too late. Teachers would want to put in a chip immediately, during the lunch time transition—So, depending on the goal of the teachers, this system may be working well (if they want to increase class cohesion and good feelings) or this system may not work well at all (if they want to change specific earlier behaviors during other parts of the day). Ask follow-up questions that get teachers to think about a specific aspect of the vignette interaction and encourage teachers to discover key points that have not yet come up in the discussion.

### **Motivating Children Through Incentives DVD 4 Vignettes 5-9: Bean Systems**

Make sure to set the stage for what to watch in the vignettes—for this vignette remind teachers that this is a special education classroom with a lot of varied levels of child development and a lot of more extreme behaviors.

For example, you might say, *“there is a lot happening in the first few minutes of vignette when the teacher is counting the beans. Let’s pause a moment.”* Then ask: *“what do you think of the way that she figures out what the children have earned?”* There are a lot of possible issues or disadvantages to her approach. Many teachers will come up with barriers such as 1st—this is time consuming for the teacher, 2nd



this reward is too far removed from children and 3rd—whether this is developmentally appropriate? They might comment that many of these children can't count high enough to understand how many beans they need. Teachers may point out any of these things and then you can highlight their principle—e.g. *"Yes, so you're bringing up a great principle of reward systems and it's something that came up on the barriers list—we can't make systems that are too complex or time consuming for us as teachers."* Then the group leader can ask: *"what ideas do you have to make the management of the system easier?"* Or another principle: *"so you're noticing that the children are not involved in this system, and also that it may not be developmentally appropriate for some of them—that's really two principles, isn't it—let's get those down and then think of other ways that this might look..."*

In the next part of this vignette where the teacher is passing out the reward tickets, pause several times. For example, stop after the first two children get their rewards—the first children are pretty happy and seem to understand the reward. This part of the system is working pretty well for these children. The teacher has tied the reward to something that the children will be doing anyway (not expensive, etc...). The group leader could ask: *"what do you notice so far about how the system is working?"* Since this system does have a number of issues, it's nice to be able to highlight some things that are working well—teachers might be encouraged to notice that children are happy, that the reward is clear to them, that it's a logical and easy reward for teacher to give (getting to choose an area to play).

After the teacher gives the reward to the boy with Down's Syndrome, pause the vignette again and ask: *"what do you notice about her attention when she's giving these rewards?"* She is pretty tied to the tickets and getting through them, so she's missing an individual connection with each child—this is understandable—she has a lot going on! (And also, be sure to ask them to think about how the teacher is feeling/managing this tough class.). But it could still lead to a discussion about the principle that the warmth, relationship and social aspect of the reward is as important, or more important than the actual tangible reward itself!

At the end, teachers will always be sorry for Jamal—they will identify with his disappointment and that this is a public disappointment. Allow time for them to think through all these aspects. *What ways is this system possibly failing him? When a child doesn't get a reward, what message does the teacher want to convey?* Another question can be, *"Is it okay for a child to sometimes not earn the reward?"* *"What would you want to know about Jamal and this system to know whether it's a system that could work for him?"* (I'd want to know whether he fails every day—or just today). If he's mostly successful and wasn't following rules today—then system might be okay (with a few adjustments about how she presents the outcome). If this boy never earns his reward, then it's not working and needs to be adjusted. Lastly this is a great vignette to role play—have teachers brainstorm what message they would like to give to a child who hasn't earned a reward and then set up a practice.

### **Decreasing Inappropriate Behaviors DVD 5 Introductory Narration & Vignette 1: Ignoring**

The ignoring introductory narration is separate from the first vignette. Be sure to pause after the narration and ask, *"so what is the idea here?"* *"why is the narrator saying that ignoring is powerful?"* *"How does it work?"* *"What is the 'attention principle'?"* After this discussion introduce the first vignette: *"here is a 1st grade teacher who is ignoring a behavior in her class. Think about what she is doing and why?"*

When the vignette finishes start with asking the teachers what they saw. *"What do you notice here? What behavior is she ignoring?"* *"Did she ignore right away?"* (No! She gave a warning first). When showing the vignette, you might even pause after the warning. This will highlight that ignoring is paired with a redirection—she gives him information about



what he needs to do to get her attention. You can ask why this is important. Then it might be a principle: *"Make sure that the child knows what behavior will get your attention back."* *"Often it can be helpful to start with a redirection and then switch to ignoring."* Then ask what the ignoring looked like. This defines ignoring: *"She turned away."* *"She didn't talk to him,"* Another good question is: *"how would you like to see this interaction end?"* *"So, the principle is that ignoring is not over until you have been able to give attention back to the child for a positive behavior."*

**Note:**

Every video vignette can elicit different reactions, thoughts, and feelings from different groups of teachers. The important aspect of this group-led discussion is not there is a right or wrong answer to the questions but rather that the group leader is using the vignettes to trigger teacher self-reflection, problem solving and discovery of ideas with each other. From this discussion the group leader and co-leader attempt to pull out the key teacher behavior management principles. Once this has occurred the next important strategy is to talk about how these principles can be used in their own classrooms and tailored to the unique goals for each student or teacher. It is more important to help the teachers understand the benefits of the principles for their own students and address the specific obstacles in their own classroom situations than the details of the teachers and students on the videos.

