



ABOUT THE INCREDIBLE YEARS TEACHER CLASSROOM MANAGEMENT PROGRAMME

INCREDIBLE YEARS is a series of programmes for teachers and parents that are intended to reduce challenging behaviours in children and to increase their social and self-control skills. If you have children with problem behaviour in your classroom, the *Teacher Classroom Management Programme* will provide you with strategies to help improve the way things are managed in your classroom, help you promote pro-social behaviour in the children in your class and help you reduce a child's aggression and non-cooperation with their peers and teachers.

WHERE INCREDIBLE YEARS CAME FROM

Incredible Years was started 25 years ago in the United States by Dr Carolyn Webster-Stratton who is the Director of the University of Washington's Parenting Clinic in Seattle. Since then Incredible Years has been applied in more than nine countries. It has been shown to work across a range of ethnic groups.

HOW WE KNOW IT WORKS

The Incredible Years programme is evaluated using randomised control groups. These have found that teachers use more proactive strategies and less reactive strategies to address problem behaviour in the classroom. For the children themselves, the programme effectively reduces problematic behaviours and increases social, academic and emotional competencies. These results have been independently replicated in Wales and Chicago and there is more research under way.

ABOUT THE PARENT PROGRAMME

The programme *for parents* gives parents strategies to manage behaviours such as aggressiveness, ongoing tantrums, swearing, whining, yelling, hitting and kicking, answering back, refusing to follow rules.

While it helps, parents of students in your class do not need to also be doing the parent programme – it has been shown that teachers can have a significant impact on a child's behaviour.

CONTACT DETAILS

Details for your local Ministry of Education office are in the blue pages of your phone book.

- Visit www.minedu.govt.nz for more information about the *Positive Behaviour for Learning Action Plan*.
- Visit www.incredibleyears.com for more information about the Incredible Years programmes.

TIME COMMITMENT

You will need to be able to commit to six one-day sessions held over six months, and a follow-up one-day session three months after you have completed the programme.

HOW TO REGISTER

Contact your local Ministry of Education, Special Education office if you're interested in enrolling for the teacher programme.

You must have a minimum of two teachers enrolled from your school for the programme to be most effective.

FINANCIAL SUPPORT/COSTS

The Ministry of Education will pay your school a teacher reliever fee of \$250 per session for each teacher so that you can be released to do the six day programme.

Your school will need to fund the follow-up day.

Your school will also need to pay a single fee of \$500 for resources (including book) and catering for the group of teachers attending from your school.



WHAT THE INCREDIBLE YEARS TEACHER CLASSROOM MANAGEMENT PROGRAMME COVERS



PROGRAMME 1

BUILDING POSITIVE RELATIONSHIPS WITH CHILDREN

- Building positive relationships with difficult children.
- Showing children you trust and believe in them.
- Fostering children's sense of responsibility for the classroom and their involvement in other children's learning in addition to their own.
- Giving children choices when possible.
- Teaching children how to ask for what they want in appropriate ways.
- Fostering listening and speaking skills between children.
- Fostering 'feeling talk' between children.
- Teaching children how to solve problems through role-plays and examples.
- Promoting positive self-talk.
- Implementing strategies to counter children's negative attributions and reputations within the classroom and in the community of parents.
- Promoting positive relationships with children's parents.

PROGRAMME 2

PREVENTING BEHAVIOUR PROBLEMS: THE PROACTIVE TEACHER

- Preparing children for transitions.
- Establishing clear, predictable classroom rules.
- Using guidelines for giving effective commands or instructions.
- Identifying unclear, vague and negative commands.
- Understanding the value of warnings and helpful reminders, especially for distractible and impulsive children.
- Engaging children's attention.
- Using non-verbal signals and cues for communication.
- Recognising the need for ongoing monitoring and positive attention.

PROGRAMME 3

THE IMPORTANCE OF TEACHER ATTENTION, ENCOURAGEMENT AND PRAISE

- Using praise and encouragement more effectively.
- Building children's self-esteem and self-confidence by teaching children how to praise themselves.
- Understanding the importance of general praise to the whole class, as well as individual praise.
- Knowing the importance of praising social and academic behaviours.
- Recognising common traps.
- Using physical warmth as a reinforcer.
- Providing non-verbal cues of appreciation.
- Doubling the impact of praise by involving other school personnel and parents.
- Helping children learn how to praise others and enjoy others' achievements.

PROGRAMME 4

MOTIVATING CHILDREN THROUGH INCENTIVES

- Understanding why incentives are valuable teaching strategies for children with behaviour problems.
- Understanding ways to use an incentives programme for social problems such as non-compliance, inattentiveness, uncooperativeness and hyperactivity, as well as academic problems.
- Setting up individual incentive programmes for particular children.
- Using group or classroom incentives.
- Designing programmes that have variety and build on the positive relationship between the teacher, child and parent.
- Using incentives in a way that fosters the child's internal motivation and focuses on the process of learning rather than the end product.
- Providing unexpected rewards.
- Appreciating the importance of involving parents in incentives programmes.

PROGRAMME 5

DECREASING CHILDREN'S INAPPROPRIATE BEHAVIOUR

- Knowing how to redirect and engage children.
- Knowing how and when to ignore inappropriate responses from children.
- Using verbal and non-verbal cues to re-engage off-task children.
- Understanding the importance of reminders and warnings.
- Using guidelines for setting up timeout in the classroom.
- Avoiding common mistakes in using timeout.
- Handling common misbehaviours, such as impulsivity, disengagement, noncompliance, tantrums and disruptive behaviours.
- Using the colour cards system.
- Recognising when to use logical consequences or removal of privileges as discipline.

PROGRAMME 6

HELPING CHILDREN LEARN SOCIAL SKILLS, EMPATHY TRAINING AND PROBLEM-SOLVING

- Helping increase children's awareness of different feelings and perspectives in social situations.
- Building children's emotional vocabulary.
- Understanding how to help children identify a problem and to generate possible solutions.
- Helping children learn to anticipate different consequences and to evaluate the most effective solutions.
- Helping children recognise their anger and learn ways to manage it successfully.
- Using puppets to present hypothetical problem situations such as being teased, bullied or isolated by other children.
- Providing small-group activities to practise friendship, group entry, play and problem-solving skills.
- Helping children learn how to use friendly talk such as giving compliments, providing suggestions, offering apologies, asking for help and sharing ideas and feelings.
- Helping children learn classroom behaviour, such as listening, quiet hand up, cooperating and following the teacher's directions.

