**Positive Discipline for Early Childhood Educators**
**Two-Day Workshop Agenda**

**Day 1:**

| Time | Activity and Notes |
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| 9:00 **CS** | Welcome and introductions: Name and where from. Experience as a group. |
| 9:20 **CS** | Housekeeping: logistics about registration and CEUs, jobs, cultural competence, cell phones, parking lot, taking photos, etc. |
| 9:30 C | **Three Lists for Early Childhood + extension (p. 27)**<br>1. Challenges for EC educators<br>2. Characteristics and Life Skills<br>3. What children need from adults in order to develop skills in list #2<br>4. Extension |
| 9:45 **S** | **Now You Have a Bigger Mess (p. 83)**: Understanding connection before correction |
| 10:00 **S** | **Laddership to Leadership** |
| 10:15 **C** | **Introduction to PD for EC Educators (p. 61)**:<br>• The importance of connection in the EC classroom<br>• Development and the importance of social/emotional skills<br>• Children are always making decisions (perception/interpretation/belief/decision cycle)<br>• Attachment in the EC classroom is predictive of later academic success |
| 10:35 | **BREAK** |
| 10:45 **C** | **Excavating the Iceberg (p. 185)**<br>• Belief behind behavior<br>• Reframing misbehavior as a child's solution to a problem we don't see<br>• Considering development, temperament, special needs, trauma and other factors outside of the classroom as having an impact on a child's behavior<br>• When to use Mistaken Goal Chart? |
| 11:10 **S** | Mini-lecture: attachment cycle, the impact of trauma, PD tools as evidence-based approach to creating connection and teaching skills **(p. 69-71)** |
| 11:25<br>**C**<br>**S** | **Control and Cooperation:**<br>• **Tools Take-Away (p. 197)**<br>• **Let Me Help (p. 117; scripts p. 119)**<br>**Ask: What do you notice about these two activities?** |
| 11:55 | **LUNCH** |
| 12:55 **C** | Warm-up: **Jump In (p. 141)** |
| 1:05 **S** | **Brain in the Palm of the Hand (p. 129):**<br>• Description<br>• Mirror neurons<br>• **Do as I Do**<br>• Self-regulation as a developmental process |

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| | • Positive Time Out (quick role play with the teacher being given a punitive time-out by the director for some transgression. Follow this with a brainstorm of what might be included in PTO space.) |
| 1:30 **S** | **Conveying Empathy** (p. 95; script p. 97) |
| 1:55 **C** | **Still Face plus rebuilding the connection (p. 75). (**Offer time for the pairs to do something—they can decide what it is—to restore the connection. Invite them to think about how you rebuild a broken connection with an infant or toddler.) |
| 2:15 **S** | **Asking vs. Telling** (Motivational questions) (p. 33) |
| 2:30 **C** | **House of the Class Meeting (p. 14):**<br>• Show whole house to give a sense of the future<br>• Focus on Preparing the Ground and early building blocks for developmental reasons<br>• Connect "circle time" to later class meetings |
| 2:45 | **BREAK** |
| 2:55 **C** | **Compliment Board: Becoming Good Finders** (a fundamental skill for EC class meetings) (p. 229) |
| 3:15 **C** | **Pass the Object** (a fundamental skill for EC class meetings) (p. 237) |
| 3:35 **S** | **Mock Class Meeting/Circle Time:**<br>• Start with a song<br>• Compliments<br>• Problem-solving: Brainstorm classroom jobs. Include discussion of what is developmentally appropriate.<br>• Game or plan for future fun. |
| 4:05 **C** | **Encouragement vs. Praise with practice (p. 49)** |
| 4:35 **S** | Small group process for Day 2:<br>• Explain process of each person having the opportunity to lead an activity<br>• Break into small groups<br>• Assign activities |
| 4:50 **C** | Pluses and wishes and parking lot #2. |
| 5:00 | **CLOSE** |

**Day 2:**

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| 9:00 **SC** | Check-in, parking lot.<br>Warm-up: **Making Changes (p. 25)** |
| 9:15 **S** | **Continuum of Change** |
| 9:30 **S** | **Top Card** (Focus on leadership and teaching style in EC classroom.) |
| 10:15 **CS** | Go over the format for small-group activities. (Each person in a small group will teach the others in that group an activity from the manual. The person facilitating the activity can decide the age of the group. Using a timer, allow 15 minutes to present and 10 minutes to reflect with the entire group.) |

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| 10:25 | **BREAK** |
| 10:35 **CS** | Small-group practice (groups 1-3)<br>1. **Charlie for EC (p. 99) (10:35)**<br>2. **Bugs and Wishes for EC (p. 143) (11:00)**<br>3. **Teaching Routines (p. 159) (11:25)** |
| 11:55 | **LUNCH** |
| 12:55 **CS** | Small-group practice (groups 4-5)<br>4. **Which is Bigger (Piaget) (p. 165) (12:55)**<br>5. **Wheel of Choice (p. 209) (1:20)** |
| 1:45 **CS** | Questions about small-group process |
| 1:55 **C** | **Kind and Firm at the Same Time plus practice** (p. 39/63)<br>• Use quadrants and, perhaps, small groups to examine short- and long-term consequences.<br>• Practice: In pairs, using the template from the extension |
| 2:25 | **BREAK** |
| 2:35 **S** | **Solutions vs. Consequences (p. 55)** |
| 2:50 **SC** | **Mistaken Goals for EC: Grid and Small group MG Chart exploration** |
| 3:20 **S** | **Trashing vs. Treasuring Teachable Moments** |
| 3:30 **C** | **Empowering vs. Discouraging for EC (p. 57)** |
| 3:45 **C** | **Play With Me (p. 151)** |
| 4:05 **S** | **THTPSS** (as adapted for EC) (p. 265) |
| 4:30 **CS** | Introducing PD in your EC setting; information on the PDA, resources, evaluations |
| 4:45 **CS** | **Evaluations** |
| 4:50 **S** | **One Word** |
| 5:00 | **Close with group photo** |