

**Small Group Dinosaur Therapy**  
**Child Group Leader Training**  
(3 days/21 hours)

Date of training\_\_\_\_\_

Location\_\_\_\_\_

Trainer or Mentor\_\_\_\_\_

**Billing Information** for per participant fee

Organization/Agency Name\_\_\_\_\_

Contact Name\_\_\_\_\_

Street Address\_\_\_\_\_

City\_\_\_\_\_ State/Province\_\_\_\_\_

Post Code\_\_\_\_\_ Country\_\_\_\_\_

Contact phone number\_\_\_\_\_

Contact email address\_\_\_\_\_

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years  
1411 8th Avenue West  
Seattle, WA 98119

**Overview of Therapist Small Group Child Training  
Protocol (Dinosaur School)  
3-day (2-19-13)**

**Preparation Before Each Training**

**Checklist**

- Therapists should have the book, *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*, Incredible Years Inc. (one per therapist)
- Arrange room set up—chairs in semi circle (no tables), VCR-TV, therapist agenda, flip chart
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register  
\*\*\* (very important) **Check in each day!**
- Clock hours forms for therapists/credit hours
- Name tags with stickers on them to designate small group assignment
- Handouts prepared (see most recent update on web site)
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

**Need:** Laminated cards – solution cards, tense and relax cards, pictures for classroom rules, feeling cards (happy, excited, angry), large laminated Wally card from Wally books, Wally problem-solving cards in detective box. Large calm down thermometer with arrow  
Wally books –large size ones for circle time and 3-4 smaller Wally Detective books for paired practice times  
Materials for Small Group Activities (toys)  
Big puppets (Wally, Molly, Dina, Tiny Turtle, Baby Dina) & hand puppets for practices  
Books (teacher)  
Homework Activities Book  
Toys, blocks, Legos  
Chocolate/candies – small prizes (magnets, stickers)  
Sample Activities: bingo, spinning wheel, mazes, etc.  
Sample schedule for posting on wall  
Dina's Greatest Hits CD  
24 plastic cups with tokens

**Tapes Needed:**

**Preview DVD**

**CHILD Dina DVD 1 (First 3 Units of Program)**

**Small Group Dina Workshop Tapes (Day #1 #2)**

**Props for Modeling**

Day #1: rules cue cards, show me five poster, concentration card, calm down thermometer,

Day #2: toys for coached play, feeling wheel, feelings cards,

Day #3: problem solving steps 1-3, solution cards and Tiny's anger cards; sticks for fort, tape, string, rubber bands

TRAINING SITE: \_\_\_\_\_

DATE: \_\_\_\_\_

TRAINER NAME: \_\_\_\_\_

TIME: \_\_\_\_\_

CONTACT PERSON AT SITE: \_\_\_\_\_

**Workshop Day #1**  
**Introduction to Dinosaur Program**  
**Starting First Sessions, Rules, Incentives, Teaching Time-Out to Children**

**I. Welcome and Introductions and Rules**

- \_\_\_\_\_ Greet each therapist and introduce participants. Ask about their goals for workshop. (check whether school based or agency based)
- \_\_\_\_\_ Explain the training process—why we do role plays, and practice being in child role. **Introduce Dina** (who lives in bag/box), and greet therapists. Ask for some personal information about them, such as their favorite pet or dinosaur, etc. Dina asks about the rules for the day (This models session #1 of Dina curriculum.)
- \_\_\_\_\_ Explain that participants must attend and participate in the entire 3 days of training to receive their certificate of attendance.

**II. Overview of Dinosaur School—“Dina Tour” of Methods**

- \_\_\_\_\_ Overview handouts of blocks and pyramids. Discuss how child program fits with parent and teacher programs .
- \_\_\_\_\_ Family and child risk factors
  - \_\_\_\_\_ Rational for program
  - \_\_\_\_\_ Research summary
  - \_\_\_\_\_ Content and sequence of modules
- \_\_\_\_\_ Overview Content and Objectives Section in Handouts (in handouts)
- \_\_\_\_\_ **PREVIEW DVD (show first half).** Explain how classroom dina and small group dina differ and work together.

**Overview Usual Agenda for 2-hour session**

|            |  |
|------------|--|
| 10 min:    | Coached Play while children arrive and one therapist reviews homework individually and puts in Dina box (10 min)                         |
| 20-25 min: | First circle time. Spend 5 min on group recognition of homework & introduce new topic. Includes songs, videos, puppet practice, dancing. |
| 5-10 min:  | Small group activity for children with ADHD  |
| 10-15 min: | Bathroom break and snack   |
| 20-25 min: | 2 <sup>nd</sup> circle time. New material as above.  |
| 20 min:    | Small group activity ( 3 children per table)   |
| 15 min:    | Coached play and counting dinosaur chips   |
| 10 min:    | Compliment circle time; story time to calm down  |

**III. Review Session #1**

\_\_\_\_\_ **Introductions, Brainstorm Rules, Talk about Dinosaur Chips**

\_\_\_\_\_ **Show DVD #1 Videotape Session #1 Treatment Dina - Vignettes 1 to 8, + 12**

(As you review this DVD, talk about room set up, chips, songs, rules, jobs, roles of 2 leaders, puppets etc.) Do mini role plays re. Teach songs, chips etc

\_\_\_\_\_ Chpt 1 Opening

\_\_\_\_\_ Chpt 2 (*brainstorm group membership ~ dx, gender, age, numbers*)

\_\_\_\_\_ Chpt 3 Transitions (*pause to discuss room set up*)

\_\_\_\_\_ Chpt 4 Song (*discuss use of music*)

\_\_\_\_\_ Chpt 5 Animal Game (3) (*buzz other get-to-know-you-games*)

\_\_\_\_\_ Chpt 6 Chips (4) (*large group practice with cups and chips ~ choose 4 children, leader, coleader, children come in and leader explains song while co-leader gives chips*)

\_\_\_\_\_ Chpt 7 Group Incentive (5)

\_\_\_\_\_ Chpt 8 Rules Poster (6)

\_\_\_\_\_ **Small Group Practice Break Out ~ Lesson Practice (see handouts)**

\_\_\_\_\_ **Rules lesson/ show me five/ rules cards (no puppets)**

*Brainstorm in large group first how to teach rule of listening ears. Model one method. Break into 4-5 small groups and each group has a different rule to teach. Step #1: think different ways to teach rule; #2. practice with teacher*

\_\_\_\_\_ Chpt 9 Movement Song (7)

\_\_\_\_\_ Chpt 10 Jobs/Schedule (8)

***Key Concepts:***

- **hard wax analogy**
- **dispel the notion that praise and tangibles are bad for children—explain why such programs are important for behavior-problem children in particular**
- **explain pitfalls of negative messages and negative notes to parents**
- **importance of positive messages going home to parents**
- **how to set up incentive programs for some children and not everyone in the classroom**
- **discuss different incentive systems (e.g., color card system)**
- **discuss ideas for incentives for children**

**Note Process Issues**

\_\_\_\_\_ *Discuss how Dinosaur School teachers use all of the child management strategies taught in the parent program—rate of praise very high!*

\_\_\_\_\_ *Discuss and model role of the process teacher.  
Have various participants role play being the process teacher when you are role playing the content teacher throughout the training.*

\_\_\_\_\_ *Emphasize that both teachers reinforce children's behavior, not only in the large group, but throughout the small group activities, break and snack times, etc.*

#### **IV. Small Group Practice Break Out ~ Puppet Practice (see handout in manual)**

\_\_\_\_\_ Small groups of trainees practice with puppets introducing themselves to each other. Two people are therapist (with puppet) and co-therapist. Practice with puppets, using incentives and talking about rules. *Ask how many emotions can they make the puppet show or, ask them to show Wally happy, frustrated, excited etc. Or get people to guess puppets' feelings.*

\_\_\_\_\_ Review puppet tips and rules for use (e.g. biosketches, personality)  
*Discuss how to react if another child grabs puppet or says something inappropriate. Step # 1: puppet gives feedback; #2 redirect & prompt child what to do; #3 praise child or ignore if continues. Model with wiggly aggressive child who tries to grab or hit Wally how to respond. Then break into small groups to practice. (if enough puppets do in pairs)*

#### **V. Time-Out to Calm Down (DVD #1)**

\_\_\_\_\_ Model Lesson where teacher explains Time Out and what happens if make a mistake. Wally goes to Time Out.

\_\_\_\_\_ Chpt 20, 21, 22 - Show Workshop Tape #1 -Dina Session 1 Vignettes  
13,14,15 therapists teach Time-Out to Children Small Group

\_\_\_\_\_ Wally goes to Time Out (behaves appropriately)

\_\_\_\_\_ Children practice going to Time Out (Vig 14)

\_\_\_\_\_ Time Out framed as way to calm down when a mistake is made (Vig 15)

#### **Small Group Practice Break Out ~ Time Out**

\_\_\_\_\_ Practice in 4-5 groups Time Out lesson (model deep breathing and self-talk "I can do it. I can calm down.") ~ practice explaining time out

#### **VI. Doing Your Best in School (Rules cards)**

\_\_\_\_\_ Model "Show Me Five." (model rules session if not done at beginning of workshop) Show rules poster – quiet hand up, inside voice, walking feet, sitting tall, listen, eyes on teacher or "show me five" garden glove. Show 5 laminated cards of rules.

**Session on “Concentration” (need stop, wait, check cue card)**

**SHOW VIDEO OF GROUP**

- \_\_\_\_\_ **Show DVD Tape #1 Concentration Doing your best in School session**
- \_\_\_\_\_ \*Chpt 29: Vignette 3: Jamila and Luis talk about word concentration
- \_\_\_\_\_ \*Chpt 30: Vignette 4: Luis shows cue card and explains what it means- stop, think, check and introduce vignette.
- \_\_\_\_\_ \*Chpt 31: Vignette 5: “ready set action” watch Webster checking.
- \_\_\_\_\_ \*Chpt 32: Vignette 6: Concentration practice/ Wally jumps up to do it without checking and is impulsive.

**OR (optional alternative)**

- \_\_\_\_\_ **Live Role Play to Model** introducing topic with puppet (could demonstrate showing vignette itself or going to chapter 29 where Jamila does this with children) Modeling includes how to define word concentration and use of cue card and introduction of vignette.  
Show vignette from child program in role play and pause to mediate and ask why he is checking.  
*For modeling use vignettes from Child Dina Training DVD ( & use cue cards for concentrating)*
  - \_\_\_ Vig: 19 Narration with Dina and Carolyn, then vig. of girl concentrating
  - \_\_\_ \*Vig: 20 Dina narration and then vig. of Webster checking his counting
  - \_\_\_ Vig: 28 Two girls working at table, one concentrating, one distracted

**VII. Small Group Practice Break Out ~ Concentration Lesson (see handouts)**

- \_\_\_\_\_ Break up into 4-5 groups:  
Concentration lesson/use cue card and practice introducing and practicing

**VIII. Homework Reading & Participant Evaluation of Workshop Day #1**

Read one of the articles in handouts or first chapter in *Incredible Teachers* book.

\* Note use songs on Dina CD throughout day and teach them.

## Workshop Day #2

### Topic: Therapist Coaching, Praise, Ignoring, Feelings

#### I. Introduction and Debriefing

#### II. Therapist Coaching, Child-Directed Play

\_\_\_\_\_ **Brainstorm or buzz ideas for “descriptive & academic coaching”**

- academic coaching (size, color, shape)
- persistence coaching (concentrate, try again)

\_\_\_\_\_ **Brainstorm or buzz ideas for “persistence coaching”**

\_\_\_\_\_ **Two Large Group Role Play Practices:** Have 2 participants be “children” playing. Trainer asks a teacher to do everything wrong—ask questions, give corrections, teach and commands, etc. Trainer prompts the “children” to be friendly in their play. Next, trainer asks the teacher to model doing **academic coaching and then persistence coaching. Or, this can be done in a round robin where teachers each take turns using academic and persistence coaching methods.**

\_\_\_\_\_ **Emotion Coaching: Buzz in pairs emotions children can learn**  
*(list on flip chart)*

\_\_\_\_\_ **Explore the rationale for emotional literacy.**

\_\_\_\_\_ **Large Group Role Play Practice:** This time with 2 participants as students, choose a teacher to demonstrate how to do emotion coaching. Emphasis is on positive emotion language or combining negative emotion language with coping statement or persistence coaching.

\_\_\_\_\_ **Social Coaching: Buzz in pairs social behaviors for children to learn** *(divide groups into 3-5 year olds and 6-8 year olds for this exercise)*

\_\_\_\_\_ **Large Group Role Play Practice:** This time with 2 participants as students, teacher demonstrates how to do social coaching.

\_\_\_\_\_ **Small Group Practice Break Out ~ Coaching Skills**

Break up teachers into small groups of 4 and practice coaching skills—2 teachers role playing the children, one person being the teacher, and 1 being coach. (no puppet) Coach has handouts with coaching language and can support teacher with ideas. Children are asked to be well behaved. Then switch roles with each person practicing one of the coaching methods. **Note: Use the coaching handouts for this!**

**(start with one on one coaching, then coaching 2 more social children, then coaching children in level one play/parallel play with limited language)**



\_\_\_\_\_ **Optional:** After small group practice, the trainer may have the large group discuss ways that therapists can use coaching to redirect minor misbehavior. This can be followed by a role play where the trainer asks one of the participants to be a child who grabs toys, initiates mild teasing, and plays aggressively with toys. Another participant is instructed to be more compliant during the play. Trainer helps guide a therapist to use coaching methods to focus on the child who is playing well, and only to comment on the misbehaving child when that child has begun to play appropriately.

**Show Videotape Examples of coaching small group activities (DVD #2)**

Chapter 2 and 3 are fairly “pure” examples of coaching. Chapters 4 & 5 are more teacher directed—good examples of typical small group activities.

\_\_\_\_\_ \*Chapt 2 Show Workshop Tape #2 Vignette 21 (Carolyn coaching girls)

\_\_\_\_\_ \*Chapt 3 Vignette 22 (Jamila coaching boys with floor puzzle)

\_\_\_\_\_ \*Chapt 4 Workshop Tape #2 Vignette 16 (Humpty) and

\_\_\_\_\_ \*Chapt 5 Vignette 17 (Pass the Hat)

**III. Ignoring (DVD #1)**

\_\_\_\_\_ Buzz in pairs behaviors to ignore

\_\_\_\_\_ Model how to teach children to ignore using Wally (*See ignore script in handouts*)

\_\_\_\_\_ **Small Group Practice Break Out ~ Ignoring**

*Break up teachers into small groups and practice ignoring lesson*

\_\_\_\_\_ \*Chpt 11- Feelings Session Vignette 9 (ignoring Emani)\* (process mediating feeling vignette)

\_\_\_\_\_ \*Chpt 12, 13, 14, 15 - Anger Session Vignettes 20, 21a, 21b, 21c (ignoring Jeremiah who is upset about not getting the prize he wanted)\*

\_\_\_\_\_ Chpt 16 - Final Session Vignette 5 (ignoring Emani with a redirect to other children)

\_\_\_\_\_ Chpt 17 - Friendship Session Vignette 11 (ignoring Jeremiah and explaining to other children)

\_\_\_\_\_ Chpt 18, 19 Friendship Session Vig 2, 5 (optional: dealing with off task behavior)

***Key Concepts:***

- **ignoring**
- **teaching children how to ignore other children's misbehavior**
- **teach Time-Out (as needed)—review steps, model TO, go from simple to complex, TO and brainstorm issues**
- **parent Collaboration**

\_\_\_\_\_ **Large Group Role Play Practice:** Do ignoring role play in big group with one teacher and 5 children. 1) Ask one participant to be a noncompliant child who engages in backtalk (but no hitting). Coach a participant to be the therapist who responds to each misbehavior with threats, explanations, consequences, and attention. Her goal is to make the child stop. 2) Replay the role play having the therapist ignore and use coaching, proximal praise & stickers or chips. Discuss and debrief the contrast from the therapist's and the child's points of view.

#### **IV. Feelings Unit (need sad cue cards, magnifying glass) (DVD #2)**

\_\_\_\_\_ Model demonstration of Tense/Relax lesson as intro to feelings unit (use feelings cards) (if you have experienced child leader in group ask them to model this). Have a group participant be in the process leader role.

\_\_\_\_\_ Break into small groups to practice tense/relax lesson—have one person lead content and have another process leader.

\_\_\_\_\_ **Watch the following vignettes and brainstorm list of ways to mediate vignettes** (e.g., what kinds of questions could they ask after the vignette, what role plays, games, and other things could they do?).

\_\_\_\_\_ \*DVD Chapt 6—Feelings lesson –(child skipping video) Emani with magnifying glass (show if not shown in ignoring section).

\_\_\_\_\_ \*DVD Chapt 7—Feelings lesson (mad, sad video) Dorian with glass

\_\_\_\_\_ \*DVD Chapt 8—Feelings Lesson (excited video, mirrors) Nahom has a turn. Every one gets a mirror to practice.

\_\_\_\_\_ List on flip chart key points of mediating vignettes

*#1. Introducing vignette, #2. Pause vignette to ask questions, #3. Ask an initial question to find out what children understood. #4 Ask a follow up question to go into more depth. #5. Find a way to demonstrate, practice, role play based on what children learned in the vignette.*

*For feeling vignettes participants may do some of the following: Ask how child in vignette is feeling. Explore why child is having that feeling. Ask children to practice showing feeling face. Wally talks about a time he felt that way to model skill. Ask children when they felt that way. If feeling is uncomfortable, discuss and practice coping skill.*

#### **V. Practice in small groups** (see below)

\_\_\_\_\_ *Use vignettes from Child Dina Training DVD Use feelings vignettes to demonstrate how to introduce, pause, and mediate vignettes. Break out into 4*

groups with leader and co-leader to practice leading these vignettes. Vignettes can be shown from front of room to all 4 groups. Groups should have leader and co-leader. Start with putting on detective hats and setting up the vignette.

\_\_\_ Vig: 1 Skipping

\_\_\_ Vig: 4 Chrysalis

\_\_\_ Vig: 7 Lonely, Sad

Continue with other vignette until all participants have had practice time.

\_\_\_ List on flip chart key points of mediating vignettes

*#1. Introducing vignette, #2. Pause vignette to ask questions, #3. Ask how child is feeling and #4. Explore why child having feeling, #5 Ask children to practice showing feeling face, #6. Wally talks about a time he felt that way to model skill and #7. Ask children when they felt that way.*

## **VI. Participant Evaluation of Workshop Day #2**

## **VII. Homework Reading & Participant Evaluation of Workshop Day #2**

Read Chapter 4 in *Incredible Teachers* book.

\* Note use songs on Dina CD throughout day and teach them.

### Workshop Day #3

**Topics: Small group activities, Time Out, Problem Solving, Behavior Plans, Involving Parents & Teacher, Role Plays, Homework, Anger and Friendship Units**

#### **Time Out for Aggression (DVD #1)**

**I. \_\_\_\_\_ Teach principles of Time-Out to Calm Down and Role Play Steps** (*Use handouts of scenarios for each age group. After first simple Time Out practice the steps before proceeding to more complex Time Outs where children gradually get more difficult. Emphasize the importance of time out back up room and 3<sup>rd</sup> adult helper for these situations.*)

\_\_\_\_\_ Do several Time-Out role plays. Begin with simplest role play and then proceed to more complex role plays. Carefully structure each role play to control the amount of misbehavior that occurs.

\_\_\_\_\_ Chpt 23, 24 Show Workshop Tape #1 – Friendship Session Vignettes 15,16 (2 boys go to Time Out)

\_\_\_\_\_ Chpt 25, 26 Show Workshop Tape #1 –Friendship Session Vignettes 6 & 7 ( more difficult Time Out- Emani)

\_\_\_\_\_ \*Chpt 27 Show Workshop Tape #1 – Anger Session Vignette 13 (Emani hits, needs one warning before he goes to Time Out)

\_\_\_\_\_ \*Chpt 28 Show Workshop tape # 1- Anger Session Vignette 15 (Jeremiah refuses to go to Time Out despite warning and has time added on)

#### **II. Homework, Feedback to Parents and Teacher (DVD #2)**

\_\_\_\_\_ Discuss and brainstorm ways of involving parents and teachers in the program—show examples of parent letters, homework, and teacher letters. Discuss phone calls to parents, meetings with parents and teachers, and behavior plans.

\_\_\_\_\_ Chapt 18: Homework – explaining to children/

\_\_\_\_\_ Chapt 19: Talking to Parents/Feedback

\_\_\_\_\_ Chapt 20: Sticker charts, book for parents

\_\_\_\_\_ Chapt 21: Review of homework in group

\_\_\_\_\_ Chapt 22: One on one talk to children about homework

\_\_\_\_\_ Chapt 23: Feedback to Parents

#### **III. Model Problem-Solving Fort Lesson and Show Workshop DVD #2**

\_\_\_\_\_ \*Model introducing problem solving lesson with the fort and use problem solving cue cards (show Humpty Dumpty if time)

\_\_\_\_\_ \*Chpt 9 – Problem Solving Unit (Felicity has a problem with remote, vig 4)

\_\_\_\_\_ \*Chapt 10 First problem solving step (recognize feelings) *Nicole tells Felicity about taking a deep breath, Felicity feels better and find happy face under her shirt.*

#### **IV. Small Group Practice Break Out: Problem Solving Lesson with cue cards (if time)**

\_\_\_\_\_ Break into small groups to practice the Wally fort lesson. Assign a content and process leader. If group feels ready, have one child in group act out some mildly disruptive behavior and have content person practice selective ignoring, proximal praise, and coaching other children to ignore. Coach content and process leader to work together to manage this disruptive behavior. Instruct the process leader to look for first chance to praise/reinforce disruptive child.

#### **V. Role Plays**

\_\_\_\_\_ Model simple role play using solution cue cards and toy props (e.g., Wally wanted to play with a toy that another child has). Show how to talk about feelings, brainstorm solution, use cue cards, and set up a child practice role play.

\_\_\_\_\_ **Review the steps to doing a problem solving role play.** E.g. 1. Wally has a feeling and then states the problem. 2. Children identify the feeling and restate the problem. 3. Children think of a solution (show solution cue card). 4. Role play that solution (role play with child and puppet. Give child words to say. Only act out positive behavior. Can do role play more than once).

\_\_\_\_\_ Small Group **Practice Breakouts ~ Solution Cards.** Break up into small groups of 5-6 participants. Give the group Wally problem scenarios that go with specific solutions. Write these up on the flip chart and pass out cue cards. Have each small group practice setting up the problem solving sequence, use solution cue cards and set up a practice role play for the children. Each participant takes turn presenting a problem.

For example:

Problem #1: Wally wants a toy that another child has (ask/share).

Problem #2: Wally wants a toy, but the other child isn't done yet (ask/wait/share).

Problem #3: Wally is trying to pay attention and another child is bothering him (please stop/ignore).

Problem #4: Wally is getting teased (ignore/walk away).

Problem #5: Wally knocks over a tower by mistake (apologize).

Debrief the learning and review how to set up role plays with children

#### **VI. Wally Books**

Show small Wally books (and large one) and explain how to use the Wally books with children to set up practices. Divide participants into triads to practice selecting one of the problems from the book. Give triads hand puppets for practice.

#### **VII. Special Challenges**

Talk about how to set up special challenges and rewards for individual children according to their specific goals. Explain team challenges and phasing out incentives or working on new goals. If time model how to explain this to children.

### **VIII. Behavior Plans (walk through example)**

\_\_\_\_\_ **Show in handouts behavior plan and examples.** Do a group plan with a case: Every child should have an individual behavior plan that guides the focus of what the therapist does in the sessions. “Child is aggressive, blurts out answers in group with irrelevant comments, falls off chair, finds things boring.” **Teach** in large group functional assessment and then negative behaviors, replacement behaviors, praise, incentives, proactive strategies, and discipline plan using handouts. Explain simple behavior plan from handouts.

### **IX. Break Out Group to Do Behavior Plan**

\_\_\_\_\_ Break group into four groups who work on different tasks for this case:  
A Group: Develops a plan for working with parents; B Group: Develops a plan for involving teacher; C Group: Plans a way to present the issue to the other children; D Group: Plans a scenario for Wally that elicits children’s help in solving problem. Afterwards groups present their plan.

### **X. Friendship Program (DVD #2)**

\_\_\_\_\_ (optional) Chapt 11 Show Workshop Tape #2 Friendship Session Vignette 5 (model) and 6 (practice) *Wally shared proud because he helped Luis with reading, Jeremiah also helped, look for helping on video;*  
Chapt 12: behavioral practice

### **XI. Anger Program**

\_\_\_\_\_ \*Chapt 13: Show Workshop Tape #2 Anger Session Vignette 10 (Felicity’s problem)

### **XII. Other Small Group Activities (DVD #2)**

\_\_\_\_\_ Chapt 15: Detective Game – interviews  
\_\_\_\_\_ Chapt 16: helping less verbal children and encouraging those with reading skills \_\_\_\_\_  
\_\_\_\_\_ Chapt 17: Trading in chips for prizes/Jeremiah unhappy

### **XIII.\*Baby Dina**

\_\_\_\_\_ \*Show Workshop Tape #2 Saying good bye session – Vignette 3 *Baby Din*, Or  
\_\_\_\_\_ Model with Baby dina review

### **XIV. Participant Evaluation of Workshop Day #3**

**XV. Wrap Up**

\_\_\_\_\_ End with Compliment Circle Song (*hello Dina how are you, compliment a friend and we'll clap for you & self praise*)

\_\_\_\_\_ Give each person who attended both days of training a certificate.

\_\_\_\_\_ **Participant Evaluation Day #3**

## Day 1 DVD Overview of Vignettes Titled

### Rules Program 1 Session 1 Vignettes 1 through 8 plus 12

#### Chapter

- 2 Introduction to Children
- 3 Transition, Vig 1 (finding name tags)
- 4 Opening Song, Vig 2
- 5 Animal Game, Vig 3
- 6 How to Earn Chips, Vig 4
- 7 Group Incentives, Team Challenge, Vig 5
- 8 Rules Poster, Vig 6
- 9 Stretch Break, Vig 7
- 10 Jobs/Schedule, Vig 8

#### Handling Misbehavior Ignore Examples

- 11 Feelings Session, Vig 9 (ignoring Emani)
- 12-15 Anger Session Vig 20, 21A, 21B, 21C (ignoring Jeremiah)
- 16 Last session Vig 5 (ignoring Emani's tantrum)
- 17 Friendship Session Vig 11 (ignoring)
- 18,19 Friendship session Vig 2,5 (dealing with off task behavior)

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#### Handling Misbehavior Time Out Examples

- 20-22 Rules Session Vig 13,14, 15 (teaching time out)
- 23,24 Friendship Session Vig 15,16 (2 boys)
- 25, 26 Feelings Session Vig 6,7 (Emani) (refused to come back)
- 27 Anger Session Vig 13, (Emani needs a warning)
- 28 Anger Sesssion Vig 15 (Jeremiah refuses to go)

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#### Concentration Session

- 29 Doing Your Best in School Vig 3 (concentrating)
- 30 Doing Your Best in School Vig 4, (cue card)
- 31 Doing Your Best in School Vig 5 (video)
- 32 Doing Your Best in School Vig 6 (numbers match role play)

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## DAY 2 DVD

#### Coaching Examples

- 2 Friendship Session Vig 21 (Carolyn and 2 girls)
- 3 Friendship Session Vig 22 (Jamila puzzle)
- 4 Problem Solv Session Vig 16 (Humpty)
- 5 Problem Solv Session Vig 17 (pass the hat)

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#### Feeling Session

- 6 Feelings Sessions Vig 9 (mediating feeling video)
- 7 Feelings Session, Vig 10 (mad boy vignette)



8 Feelings Session, Vig 11 (happy boy vignette, mirrors)

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### **Problem Solving Session**

- Small Group Problem Solving
- 9 Vig 4 (Felicity probme with remote)
- 10 Vig 5 (helping felicity to calm down)

### **Friendship Session**

- 11 Vignette 5 (Wally introduces helping vignette)
- 12 Vignette 6 (practice helping to read a book)

### **Anger Session**

- 13 Anger Session Vig 10 (Seth pushed vignette)

### **Saying Good bye**

- 14 Last session Vig 3 (saying good bye)

### **Other Small Group Activities**

- \_\_\_ Chapt 15: Detective Game – interviews (Vig 18, 19)
- \_\_\_ Chapt 16: helping less verbal children and encouraging those with reading skills

### **Trading in Chips for prizes**

- \_\_\_ Chapt 17: Trading in chips for prizes/Jeremiah unhappy (vig 18)

### **Homework**

- \_\_\_ Chapt 18: Rules session, Homework – explaining to children (vig 21)
- \_\_\_ Chapt 19: Rules session, Talking to Parents/Feedback (vig 25)
- \_\_\_ Chapt 20: Rules session, Sticker charts, book for parents (vig 26)
- \_\_\_ Chapt 21: Feelings session, Review of homework in circle time Vig 3
- \_\_\_ Chapt 22: Problem Solving session, 1to1 talk to children about homework Vig 1 (reviewing sticker chart with Dorian)

### **Giving Feedback to Parents**

- \_\_\_ Chapt 23: Feelings Session, Feedback to Parents Vig 17

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Date of training (day(s)/month/year): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Location: \_\_\_\_\_

Trainer or mentor: \_\_\_\_\_

Comments:

*Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:*

Incredible Years, Inc.  
1411 8th Avenue West  
Seattle, WA 98119 USA