

Therapist/Child Small Group Therapy Process Checklist

Dina Dinosaur School

This checklist is designed for group leaders/therapists to complete together following a session, or for a group leader to complete for him/herself when reviewing DVD of a group session. By watching the video of a session, and looking for the following points, a leader can identify specific goals for progress.

Leader (name): _____ Date: _____

Session Number: _____ Topic: _____

Certified Trainer Evaluation (name): _____

ROOM SETUP

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 1. Set up the chairs (or carpet squares) in a semicircle that allowed everyone to see the TV? (name tags for first sessions) | _____ | _____ | _____ |
| 2. Sit on either side of the TV and flip chart? | _____ | _____ | _____ |
| 3. Have chips in visible and accessible spot?
(sticker basket, prize box, chip cups with names) | _____ | _____ | _____ |
| 4. Have dinosaur schedule posted? | _____ | _____ | _____ |
| 5. Have healthy snack prepared? | _____ | _____ | _____ |
| 6. Have session materials ready?
(home activities manual, cue cards, DVDs, prizes, puppets, stickers, rules poster, dina poster for coloring in total of chips earned each week, art supplies, markers and flip chart, TV & DVD Player, helper list, give me five card) | _____ | _____ | _____ |

Circle Time

REVIEW CHILDREN'S HOME ACTIVITIES & STARTING CIRCLE TIME DISCUSSIONS

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 7. Have puppets arrive and greet children in a predictable and enthusiastic manner (e.g. "One, two, three, Dina!" or a greeting song?) | _____ | _____ | _____ |
| 8. Begin the discussion with brief review of home activities and ask what skills children remembered to use during the week. | _____ | _____ | _____ |
| 9. Give every child the chance to share? | _____ | _____ | _____ |
| 10. Enthusiastically praise whatever effort children made this week? | _____ | _____ | _____ |
| 11. Applaud successes and give stamps or stickers for home activity? | _____ | _____ | _____ |

REVIEW CHILDREN'S HOME ACTIVITIES, Continued	YES	NO	N/A
12. Explore with children who didn't complete the home activities what made it difficult and challenge them to a new goal for this week? Can do this individually during coached play time.	_____	_____	_____
13. Have puppets talk about their issues/problems that week and things they need help with?	_____	_____	_____
14. Establish individual goals/ personal challenges for individual children?	_____	_____	_____
15. Review learning from prior session?	_____	_____	_____
WHEN PRESENTING THE NEW LEARNING IN CIRCLE TIME			
	YES	NO	N/A
Did the Therapist/Group Leader:			
16. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (e.g. What are some rules for the class? Or what are some friendly behaviors?)	_____	_____	_____
17. Work to include all children in the discussion?	_____	_____	_____
18. Paraphrase and highlight the points made by children? (Reinforce their ideas by having them role-play or demonstrate, hold a cue card, or give them chips and praise for their ideas.)	_____	_____	_____
19. Use puppets in lively and enthusiastic way as active participants in entire session?	_____	_____	_____
20. Co-leader attends to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.?	_____	_____	_____
21. Uses picture cue cards as prompts to reinforce new behaviors being taught?	_____	_____	_____
22. Use a style that is playful, engaging, fun, and paced at children's level of attention?	_____	_____	_____
23. Present clearly and model new behavior with puppets and role plays?	_____	_____	_____
24. Actively involve children by letting them hold cue cards, pause DVD, use smaller puppets, give out snacks, be line leader, etc.?	_____	_____	_____
25. Provide legitimate opportunities for active children to move and stretch? (e.g., Group stretch break or wiggle space for a particular child.)	_____	_____	_____
26. Set up activities during circle time such as songs, games, large group bingo, feeling dice, large turtle shell, pass the hat, practicing skill with puppets?	_____	_____	_____
27. Take time to acknowledge disappointment at not being called upon? Provide children with coping strategies to manage this? (e.g. Self-pat on the back or "maybe next time.")	_____	_____	_____
28. Take a group snack break and reinforce social behavior. Encourage children to share interests and experiences. Perhaps use puppets to model listening, asking questions, sharing.	_____	_____	_____

WHEN SHOWING THE VIGNETTES **YES** **NO** **N/A**

Number of vignettes shown: _____

Did the Therapist/Group Leader:

- | | | | |
|---|-------|-------|-------|
| 29. Focus children's attention before showing vignette?
Give them a specific behavior or emotion to watch for? | _____ | _____ | _____ |
| 30. Pause longer vignettes at least once to ask questions about segments of the vignette and to predict what happens next? | _____ | _____ | _____ |
| 31. Begin by asking an open-ended question to children about what they thought was happening in the vignette? | _____ | _____ | _____ |
| 32. Acknowledge, praise and non-verbally acknowledge children who are focused on a vignette? | _____ | _____ | _____ |
| 33. Move on to the next vignettes after key points have been discussed? Pace material to maintain children's interest? | _____ | _____ | _____ |
| 34. Allow for discussion following each vignette?
(If vignettes are played one after another, children may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. If children are distracted vignette may need to be replayed.) | _____ | _____ | _____ |
| 35. Use vignette scene to prompt a role play/practice of the skill viewed on the DVD? When setting up role play, select student strategically and coach them with script of prosocial behavior to practice. | _____ | _____ | _____ |
| 36. Demonstrate and explain small group activity before leaving large circle discussion? | _____ | _____ | _____ |

ROLE PLAYS **YES** **NO** **N/A**

Number of role plays done in session: _____

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 37. Have children practice new concepts in circle time through puppet plays and role plays? | _____ | _____ | _____ |
| 38. Role plays are set up to practice positive—not negative—behaviors and are strategically set up according to children's behavior goals to promote a high rate of engagement? | _____ | _____ | _____ |
| 39. Role plays are carefully set up to help children be successful?
(e.g. providing the words that they will say, prompting a behavior, setting up role play with a child and a puppet so that puppet can help guide the practice.) | _____ | _____ | _____ |

SMALL GROUP PRACTICE ACTIVITIES **YES** **NO** **N/A**

Did the Therapist/Group Leader:

- | | | | |
|---|-------|-------|-------|
| 40. Plan small group activity or game to reinforce new learning?
(e.g. cooperative art activity, feeling game, blocks, play dough, art activity, bingo, pass the hat, visualization) | _____ | _____ | _____ |
| 41. Prepare small group activity materials ahead of time to minimize children's waiting time during transition from circle time to small group activity? | _____ | _____ | _____ |

- | | | | |
|--|-------|-------|--|
| 42. Participate in small group activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur? | _____ | _____ | |
|--|-------|-------|--|

SMALL GROUP PRACTICE ACTIVITIES, CONTINUED

	YES	NO	N/A
--	-----	----	-----

Did the Therapist/GroupLeader:

- | | | | |
|--|-------|-------|-------|
| 43. Promote reading skills by associating printed work with language? | _____ | _____ | _____ |
| 44. Promote writing skills by taking dictations, writing words to be copied and reinforcing children's beginning attempts to write? | _____ | _____ | _____ |
| 45. Provide children with time for less structured peer play with legos, trains, dress-up materials, play dough, etc., and coach social interactions and problem solving during this time? | _____ | _____ | _____ |
| 46. Give as much time to small group activities as to circle time discussions? | _____ | _____ | _____ |
| 47. Make adaptations in small group activities in order to be developmentally appropriate for every child? | _____ | _____ | _____ |

BEHAVIOR MANAGEMENT AND RELATIONSHIP BUILDING SKILLS

	YES	NO	N/A
--	-----	----	-----

(DURING ALL SEGMENTS)**Did the Therapist/GroupLeader:**

- | | | | |
|---|-------|-------|-------|
| 48. Build relationship with individual children by asking personal questions about their experiences, listening to their stories using child's name, responding to them uniquely? | _____ | _____ | _____ |
| 49. Create a feeling of safety in the group? | _____ | _____ | _____ |
| 50. Promote optimism and show belief in children's ability to learn and be successful? | _____ | _____ | _____ |
| 51. Use physical touch (back rubs, hugs, lap time) appropriately? | _____ | _____ | _____ |
| 52. Share aspects of self when appropriate (e.g. something about their families or a mistake they made) | _____ | _____ | _____ |
| 53. Use proximal praise and labeled praise for prosocial behavior? | _____ | _____ | _____ |
| 54. Avoid making critical or negative statements about children's behavior? | _____ | _____ | _____ |
| 55. Act in a fun, playful and engaging way with children? | _____ | _____ | _____ |
| 56. Show respect, warmth and calmness with children? | _____ | _____ | _____ |
| 57. Involve children actively in learning through games, activities, stories, fantasy? | _____ | _____ | _____ |
| 58. Use songs and movement activities strategically when children need to move or have a break? | _____ | _____ | _____ |
| 59. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small group activities, saying goodbye? | _____ | _____ | _____ |
| 60. Ignore targeted misbehaviors or attention seeking behaviors? (blurting out, off seat) | _____ | _____ | _____ |
| 61. Use Time Out appropriately, for aggressive behavior or repeated noncompliance? | _____ | _____ | _____ |

Number of Time Outs given: _____

Introduction Part 4

- | | | | |
|--|-------|-------|-------|
| 62. Use redirects and distractions to re-engage children who are off-task? | _____ | _____ | _____ |
| 63. Use warnings for disruptive behavior? (Warnings should let children know what will happen if they do not comply. If noncompliance continues, therapists should follow through with consequence.) | _____ | _____ | _____ |
| 64. Praise and give rewards (chips, hand stamps, stickers) to individual children who are following rules and showing appropriate behaviors? | _____ | _____ | _____ |
| 65. Use team incentive approach? | _____ | _____ | _____ |
| 66. Use emotion coaching? | _____ | _____ | _____ |
| 67. Use social coaching? | _____ | _____ | _____ |
| 68. Use academic and persistence coaching? | _____ | _____ | _____ |
| 69. Respond to individual and group developmental needs? (Change pace if children are restless, modify activities and questions depending on children's skill, adjust circle time content and length to children's attentions span and level of engagement.) | _____ | _____ | _____ |
| 70. Prepare for transitions to new activities effectively? (visual or auditory cues) | _____ | _____ | _____ |
| 71. Give clear and simple directions and model expected behavior? | _____ | _____ | _____ |
| 72. Minimize amount of waiting time for children? | _____ | _____ | _____ |
| 73. Attend to and reinforce appropriate behavior much more often than attending to inappropriate behavior? | _____ | _____ | _____ |

REVIEW HOME ACTIVITIES AND WRAP UP

YES NO N/A

Did the Therapist/GroupLeader:

- | | | | |
|--|-------|-------|-------|
| 74. Begin the wrap up process with about 15 minutes remaining? | _____ | _____ | _____ |
| 75. Review Detective Home Activity for the week? | _____ | _____ | _____ |
| 76. Have children count chips and trade in for prizes? | _____ | _____ | _____ |
| 77. Conduct compliment circle time? | _____ | _____ | _____ |
| 78. Meet with the parents? | _____ | _____ | _____ |
| 79. End the session on time? | _____ | _____ | _____ |

CHILDREN'S RESPONSES

YES NO N/A

- | | | | |
|--|-------|-------|-------|
| 80. Children appeared engaged and on-task during session? | _____ | _____ | _____ |
| 81. Children were enjoying themselves during activities? | _____ | _____ | _____ |
| 82. Children were involved in asking questions, role plays and suggesting ideas? | _____ | _____ | _____ |

LEADER COLLABORATION

YES NO N/A

Did the Therapist/GroupLeader:

- | | | | |
|---|-------|-------|-------|
| 83. Did the two leaders have clear, complementary roles in each of the different activities? (take turns leading content and focusing on process) | _____ | _____ | _____ |
| 84. Did leaders work well as a team reinforcing each other, while | _____ | _____ | _____ |

attending to different roles with children?

85. Are leaders implementing behavior plans for children targeted with special needs? _____

86. Are leaders talking to parents about dinosaur home activities and about how they can reinforce children’s learning at home? _____

ADHERENCE TO SESSION PROTOCOLS AND CONTENT YES NO N/A

Did the Therapist/GroupLeader:

87. Followed session protocols for session? _____

88. Knowledgeable about content to be presented to children? _____

89. Showed the appropriate number of vignettes for age and temperament of children? _____

90. Modifications or adaptations were made when necessary to help keep children actively engaged and successful with activities? _____

REMEMBER: Your goal in the group sessions should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors.

Summary Comments: _____

Candidate has satisfied video requirements for certification: _____ Yes _____ No

Session Reviewed by: _____ Date: _____

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