



On-line Small Group Dina Training Workshop Protocol
Carolyn Webster-Stratton, Ph.D.
DRAFT 5-28-21

Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. (Some slides are primarily to cue the trainer/mentor about an upcoming vignette or activity and are not included in the website version of the slides). After showing and discussing the handouts slides (such as the benefits and barriers buzzes, home activities, refrigerator notes, record sheets, self-monitoring checklists, agendas, checklists, and evaluations) for one area, these topics can be reviewed quickly in subsequent sessions to remind participants they will do these things for every topic but don't have to be discussed in detail every time. Or, you might decide to focus on a specific kind of handout for each session.

The overall goal is to focus more on the Incredible Years methods and processes than content per se as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. I recommend that during the first 2-3 3-hour sessions you focus on modeling the group leader skills of using puppets, mediating vignettes, setting up role plays practices with children, and coaching children's play and small group activities. These process skills will be covered by watching and discussing the sample small group Dina sessions led by Jamila and Carolyn, trainer/mentor modeling. Then participants will practice being group leaders with participants in role as children either in whole group or breakout room practices. Participants will practice how to tailor the intervention to the developmental level, treatment goals, and cultural and family context of the children in the group. Over the course of the 5 sessions, participants will have the opportunity to practice these key group leader skills with different content areas.

You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for. This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As with the "in person" training you select vignettes partially by nature of the group and the population they work with and partially based on whether you think they have adequately understood the key principles in the topic area.

In addition, you have some flexibility regarding when to do breakout in to Zoom rooms and when to do discussions and practices with the larger group. It is helpful to do 2-3 Zoom room discussions/practices in each session. You can ask participants to help with recording key points in the chats and send these out in a summary post training.

Please record which vignettes you have shown and return this to us after completing your training. Also record which skills you modeled or had the group members practice.

Try to have some role plays, breakout room discussions, and mediate vignettes in every session as well as review key points and encourage them doing the assignments between sessions.

Session One: Overview of Program, Group Structure, Circle Time and Schedule

Content: Unit 1 Introduction to Dinosaur School

Methods and Processes: Praise, Incentives, Use of Puppets

_____ Introductions, research background for program, overview of training days, program goals, topics, objectives, session schedule, first group

_____ Video: Meet the Children

Apatosaurus Dina School Rules, First session.

_____ Video: Children Arrive (transitions)

_____ Trainer/mentor models: opening songs, meet Dina, and teach one rule

_____ Video: Songs to Open Dinosaur School (Dina’s greatest hits; can use during training if you go to web site)

_____ Video: Getting to Know each other

_____ Break out room or large group brainstorm of acquaintance activities for first session

_____ Video: Incentives

_____ Setting Up Incentive Systems & Principles

_____ Video: Rules

_____ Visuals for Rules

_____ Jobs and Schedule – Benefits

_____ Video: Schedule and Jobs

_____ Who are the puppets? Dina, Wally, Tiny turtle, Baby Dina

_____ Benefits of Puppets

_____ Zoom Room Practice with puppets

_____ Introducing Puppet to Children

Session Two: Unit 2 Doing Your Best in School and Coached Play

_____ Warm up with puppets—everyone has puppet out and trainer’s puppet says hello to a few puppets

_____ Dinosaur School Homework

_____ Parent and Teacher Involvement

_____ Session agendas

_____ Unit 2 Iguanodon Unit: Doing Your Best in School

_____ Video Vignette 1 (listening)

_____ Video Vignette 2: (not listening)

_____ Video Vignette 3: (not listening and then listening)

_____ Zoom Room practice leading discussion on vignette 3

Concentration

_____ Video: Introducing New Topic

- _____ Video: Cue Cards
- _____ Video: Mediating Vignette
- _____ Video: /role play Practice
- _____ Descriptive Commenting/Buzz using chat
- _____ Setting up live practice of therapists describing play (trainer with legos)
- _____ Persistence coaching/Buzz using chat
- _____ Live practice of persistence coaching (large group trainer plays with toys and participants comment)

Emotion Coaching/ Buzz words or Zoom Room

- _____ Persistence and Emotion coaching
- _____ Video: Persistence and emotion coaching (puzzle)
- _____ Modeling and prompting

Social Coaching/Buzz/Zoom Room

- _____ Video: Vig 21 Social Coaching
- _____ Video: Social Coaching
- _____ Tailoring Coaching
- _____ Sample small group activities
- _____ Notes home
- _____ Certification/Process Checklist

Session Three: Unit 3 Understanding Feelings, Mediating Vignettes, Special Challenges

- _____ Video: Vig 4: Sample Lesson/feeling circle time/Tense and relaxed
- _____ Practice leading this lesson in large group unless have 2 leaders (trainer coaches, script on PowerPoint)
- _____ Video: Vig 2: Mad/Sad
- _____ Video: Vig 3: Happy
- _____ Mediating Vignettes
- _____ Video: Lonely (practice thinking of questions)
- _____ Video: Proud
- _____ Video: Sad
- _____ Practice Mediating Vignettes above/Zoom rooms
- _____ Feelings Small Group Activities (show 2 of the following vignettes)
- _____ Video: Feelings Masks
- _____ Video: Shaving Cream
- _____ Video: Humpty
- _____ Video: Mazes
- _____ Feelings Activities
- _____ Zoom Room/ Being culturally responsive
- _____ Special Challenges
- _____ Video: Special Challenges
- _____ Behavior Plans

Session Four: Problem Solving, Anger Management, Role Plays & Ignoring

_____ Warm up activity: all puppets out, 2-3 people have puppet share feeling and reason (e.g., "I'm feeling nervous because...")

_____ **Stegosaurus Unit 4: Problem Solving**

_____ Problem Solving 7 Steps

_____ Video: Circle Time Wally Fort

_____ Participants practice fort lesson (stay in large group with script unless group is very skilled or have 2 leaders)

_____ Solutions Teaching

_____ Video: Solutions Ask, Share, Wait, Trade...

_____ Practice setting up a role play with children (ask/share)

_____ Real Life Problems

_____ Video: Felicity's Problem

_____ Video: Defining the Problem

_____ Video: Role Play a Solution

_____ Sample Small Group Problem Solving Activities

_____ Promoting Children's Resilience

_____ **Managing Disruptive Behaviors**

_____ Discipline Hierarchies Steps 1-4

_____ **Ignoring and Redirecting**

_____ Video: Vig 20: Ignoring Tantrum (Jeremiah on floor)

_____ Video: Vig 21A (giving J privacy)

_____ Video: Vig 21B (ignoring)

_____ Video: Vig 21C (ending tantrum and new start)

_____ Principles of Ignoring

_____ **Tyrannosaurus Rex Unit 5: Anger Management**

_____ Video: Anger Management Practice, practicing anger control

_____ Video: Meeting Tiny Turtle

_____ Sample Small group anger management activities

Session Five: Unit 6: How to be Friendly; Unit 7: How to talk to Friends And Time Out to Calm Down

_____ Warm up activity—all puppets out, 2-3 people have their puppet share a short problem scenario

_____ Discipline Hierarchies Steps 5-8

_____ Video: Explaining Time Out

_____ Video: Practicing Time Out

_____ Video: Time Out is to Calm Down

_____ Scenario 1: Child goes to Time Out & Time Out principles

_____ Scenario 2: Child resists going to TO

- _____ Video: Going to TO (Emani)
- _____ Video: Going to TO (Jeramiah)

Unit 6 Allosaurus Unit: How to be Friendly

- _____ Video: Friendship Circle: Helping Vignette
- _____ Video: Friendship Circle: Helping Role Play

Unit 7: Brachiosaurus Unit: How to Talk with Friends

- _____ Video: Compliment Song
- _____ Practice compliment circle with whole group
- _____ Sample Small group Activities
- _____ Team Challenges
- _____ Video: Team Challenges
- _____ Saying Goodbye
- _____ Video: Ending Group: Feelings
- _____ Video: Ending Group: Teaching Baby Dina
- _____ Graduation