Therapist/Child Small Group Therapy Process Checklist
Dina Dinosaur School (rev. 2019)

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/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 based on their developmental level?   _____   _____   _____

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, using songs, and paced at children's level of attention and developmental level?   _____   _____   _____

23. Present clearly and model new behavior with puppets and role play practices?   _____   _____   _____

24. Actively involve children by letting them hold cue cards, pause video, 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 *(Number of vignettes shown: _____)*

Did the Therapist/Group Leader: YES   NO   N/A

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 and practiced? 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 oppor-
     tunity to process emotional reactions, or practice. 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 *(Number of role plays done in session: _____)*

Did the Therapist/GroupLeader: YES   NO   N/A

37. Have children practice new concepts in circle time through   _____   _____   _____
     puppet plays and role plays?

38. Role play practices are set up to practice positive - not
     negative - behaviors and are strategically set up according to
     children's development and behavior goals to promote a high
     rate of engagement?   _____   _____   _____

39. Developmentally appropriate ole play practices 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/GroupLeader:

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 acadmic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur? _____ _____ _____

SMALL GROUP PRACTICE ACTIVITIES, CONTINUED

Did the Therapist/GroupLeader:

	YES	NO	N/A
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 (DURING ALL SEGMENTS)

Did the Therapist/GroupLeader:

	YES	NO	N/A
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 your family or a mistake you learned from)	_____	_____	_____
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, songs, 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: _____

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 attention 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 each child tailored
     to developmental level and specific therapy goals? _____ _____ _____
     (editable behavior plans available at: www.incredibleyears.com/
     download/resources/teacher-pgrm/individual-behavior-plan_editable.pdf)

86. Are leaders talking to parents about dinosaur home activities,
     behavior plans, and about how parents 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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