Dina Dinosaur's Social Skills And Problem-Solving Curriculum For the Classroom

Developed by C. Webster-Stratton

Group Leader Workshop Handouts

*Note: These handouts are for the 3-day group leader training/workshop only. Full program materials purchased separately

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You can also find us on YouTube for videos about programs, parent/teacher testimonials, and more!

Our website is full of information! You can find resources, program information, pricing, research articles and more.

Finally, check out our blog for information, tips and news for parents, teachers, and group leaders!

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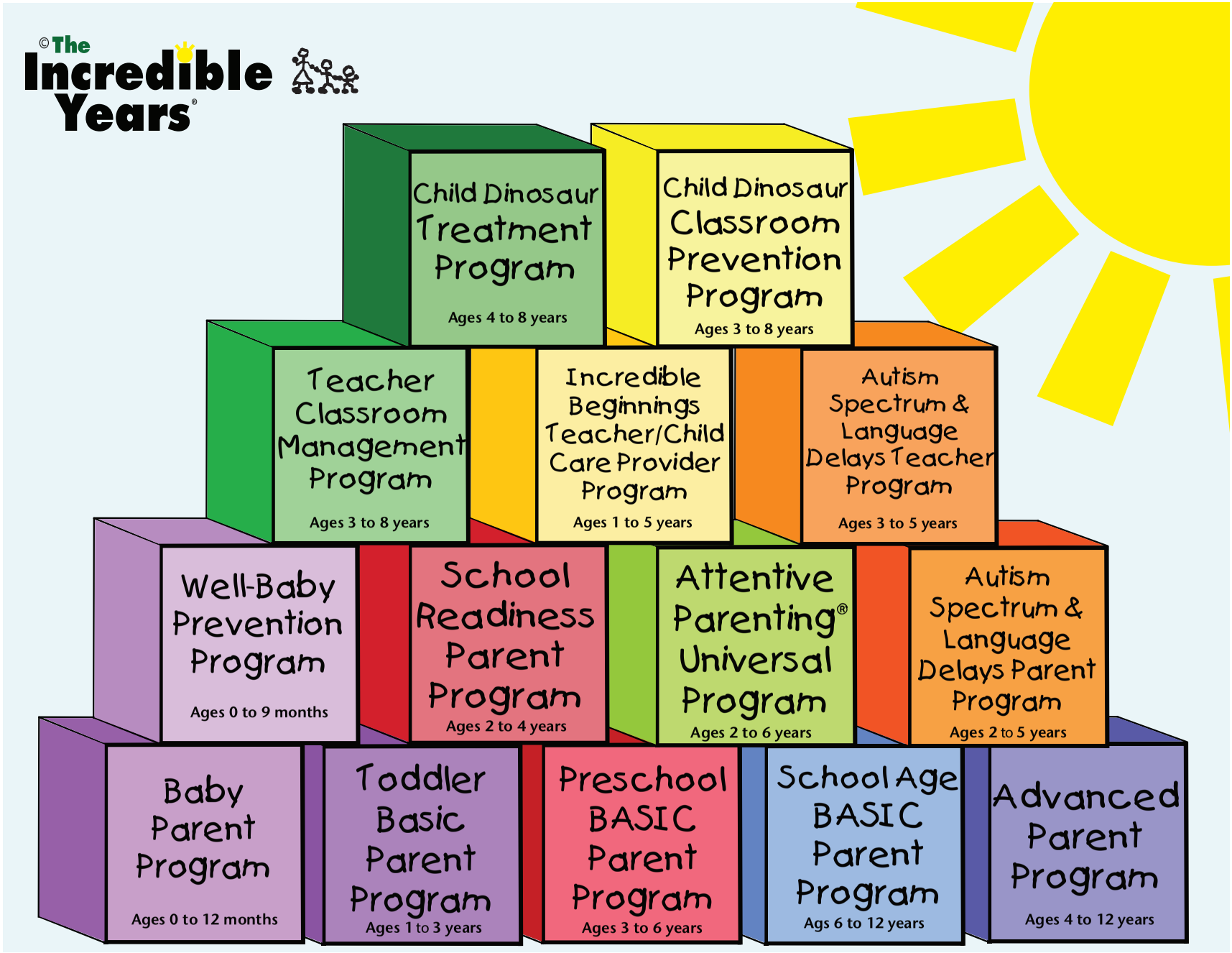
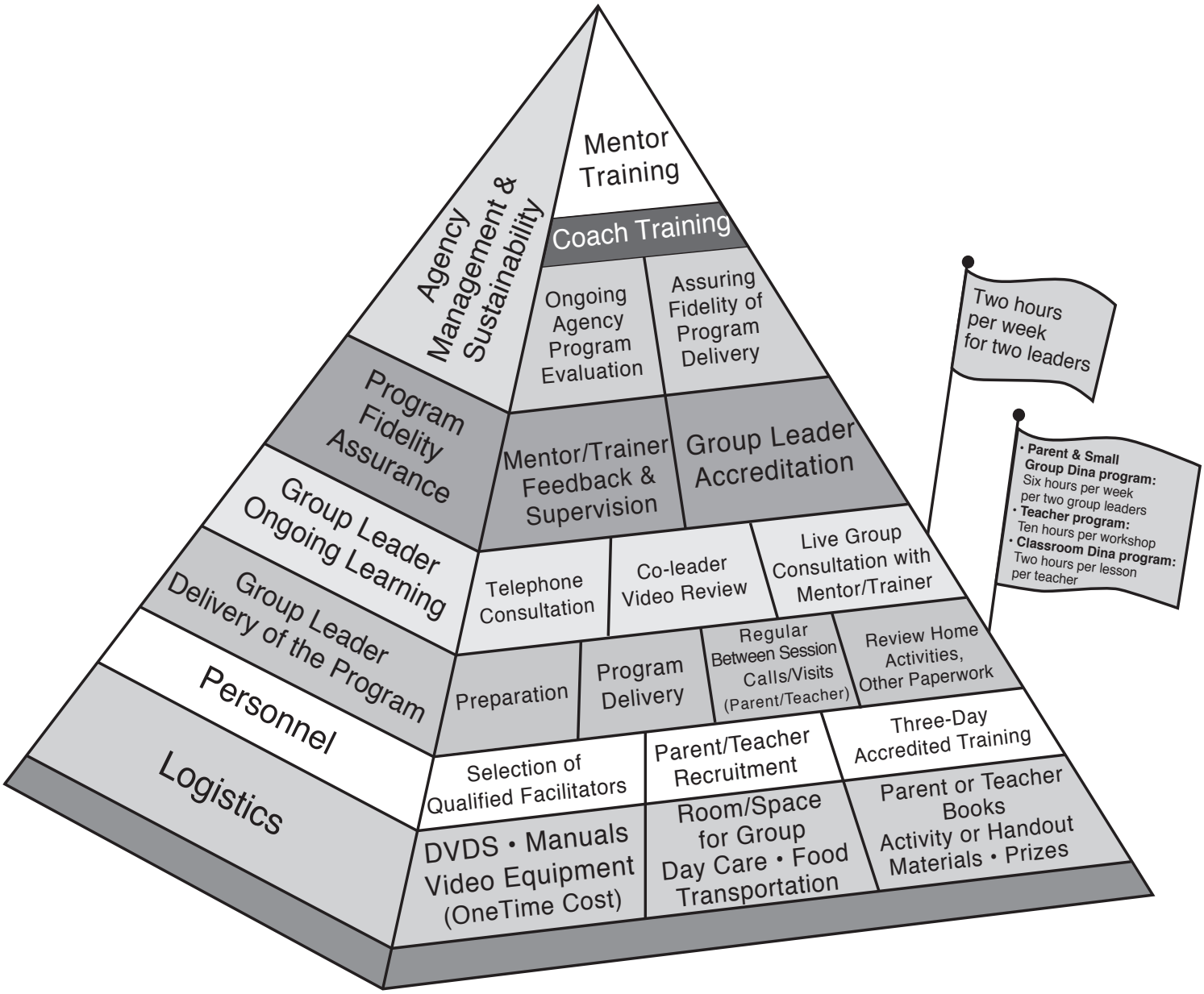
Website: www.incredibleyears.com

Contact Information:

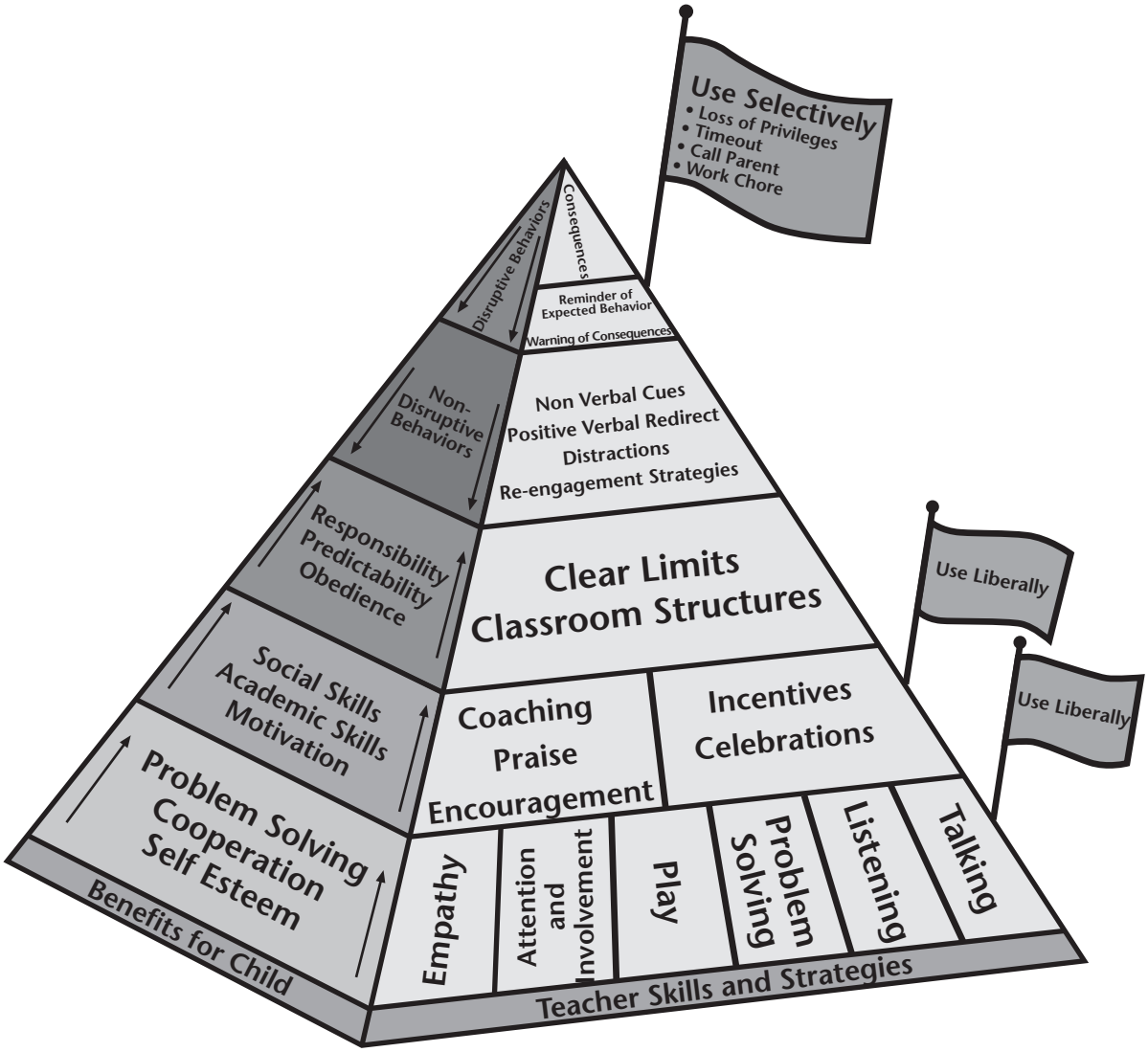
The Incredible Years, Inc.
1411 8th Avenue West
Seattle, WA 98119
USA

E-mail: incredibleyears@incredibleyears.com
Phone: (206)-285-7565
Website: www.incredibleyears.com


©The Incredible Years®
Child Dinosaur Treatment Program
Ages 4 to 8 years
Child Dinosaur Classroom Prevention Program
Ages 3 to 8 years
Teacher Classroom Management Program
Ages 3 to 8 years
Incredible Beginnings Teacher/Child Care Provider Program
Ages 1 to 5 years
Autism Spectrum & Language Delays Teacher Program
Ages 3 to 5 years
Well-Baby Prevention Program
Ages 0 to 9 months
School Readiness Parent Program
Ages 2 to 4 years
Attentive Parenting® Universal Program
Ages 2 to 6 years
Autism Spectrum & Language Delays Parent Program
Ages 2 to 5 years
Baby Parent Program
Ages 0 to 12 months
Toddler Basic Parent Program
Ages 1 to 3 years
Preschool BASIC Parent Program
Ages 3 to 6 years
School Age BASIC Parent Program
Ags 6 to 12 years
Advanced Parent Program
Ages 4 to 12 years

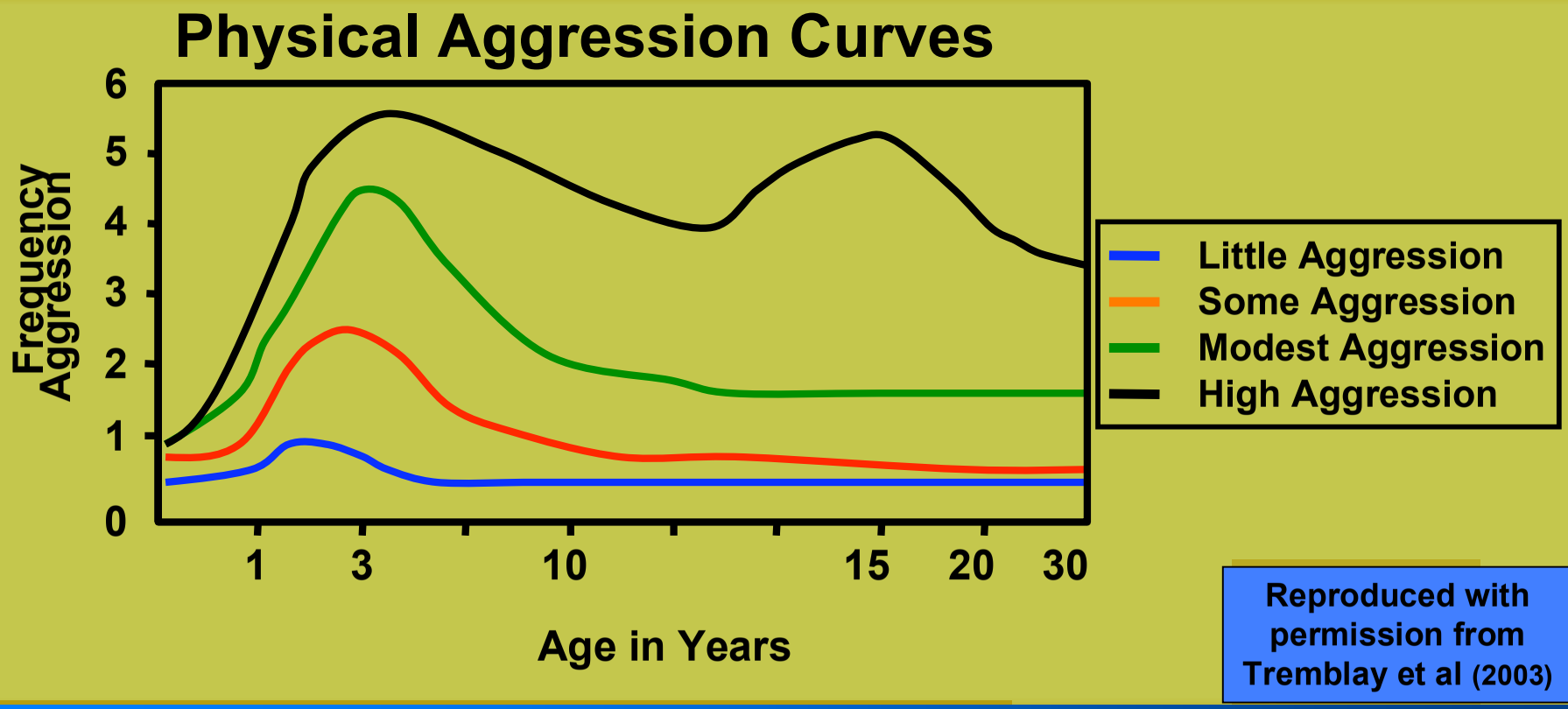


IY Implementation Pyramid:
Assuring Fidelity of Program Delivery



Teaching Pyramid®

Trajectories of Physical Aggression



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Getting Started with Learning the Incredible Years® Child Dinosaur School Programs

(small group treatment and classroom prevention versions)

After you have completed your Agency Readiness Questionnaire, determined that you are ready to adopt the Incredible Years Programs, and secured your funding, you can get started learning the programs. The following checklist will help group leaders/therapists know what to do to set up a self-study training regime for learning the program, either before accessing training or as a guide following training before you begin groups.

- **Agency administrators may contact IY to receive an administrator's packet.**

Step # 1: Schedule Training Workshops	Contact Incredible Years (IY) to plan your training needs. On-site workshops need to be planned 6-9 months in advance. Workshops in Seattle are offered 1 to 3 times per year, depending on demand. IY staff will help answer questions and tailor the type of training according to your needs and the program you have chosen to implement.
Step # 2: Obtain IY Materials and Start Self-directed Peer Group Study	As soon as you have the materials you can set up your self-study program. You do not need to wait for a workshop to get started learning these programs. In fact, if you have prepared ahead of time and are familiar with the materials you will get more out of the training workshop.

On-going Self-Study Peer Group Study involves the following:

____ Set up weekly self-study meetings with co-leader and other staff who will be involved in delivering the IY child program.

____ Review the leader manual introductory materials.
For Classroom Dinosaur Leaders/Teachers – Overview Manual (Book 1 of the 5 Books).
For Small Group Dinosaur Therapists -the Introductory sections of the Leader's Manual.

____ Read overview chapters
Classroom Dinosaur Leaders/Teachers- Chapter on web site:
www.incredibleyears.com
Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children—The foundation for early school readiness and success: Incredible Years Classroom Social Skills and Problem-Solving Curriculum. Journal of Infants and Young Children, 17(2).

Small Group Dinosaur Therapists- Chapter on web site:
www.incredibleyears.com
Webster-Stratton, C., & Reid, M. J. (2003). Treating conduct problems and strengthening social emotional competence in young children (ages 4-8 years): The Dina Dinosaur treatment program. Journal of Emotional and Behavioral Disorders, 11(3), 130-143.

____ View sample DVDs of actual child group sessions in your self-study meeting. This will give you an idea of how the group operates, the leader's role and how the vignettes or DVDs are used to stimulate discussion.

For Classroom Dinosaur Group Leaders: View One Sample DVD of Classroom Lesson If you are a preschool teacher view How to Implement Dina in Preschool (purple label) DVD #1 or, for teachers of early school age children view How to Implement Dina in Primary grades (orange label) DVD number one, part two.

For Small Group Dinosaur Group Leaders: View Session One DVD of Opening Session.
Note: Only view one of these DVDs at this point. These DVDs are purchased separately from the curriculum and can be ordered through The Incredible Years.

____ Start by following the manual of the first session/lesson (Unit 1) and reviewing DVDs. If you are doing this in a group, take turns practicing leading the group (others pretend to be children), showing the vignettes and asking questions. Practice using the puppets to become comfortable with using them.

____ At each meeting select the next program section to study.
Choosing a different person to be prepared to lead and present specified vignettes each week can be helpful.

____ To prepare for each meeting, read the accompanying chapter in the book *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*.
Eg., before reviewing Feelings Unit, read chapter 11 on *Helping Students Learn to Handle their Emotions* in the book, or read chapter 12, *Teaching Students to Problem Solve*, before the problem solving unit.

____ At your self-study meetings practice being leader with others taking the role of children to try out vignettes, questions and role plays. This will give you experience and more comfort with the materials.

Please note that steps 3 and 4 should be done simultaneously.

Step # 3: Start a Pilot Group

____ Begin a pilot child small group, or begin lessons in a classroom.
____ Continue to meet in your peer review group to consult with each other about progress and to get feedback on your lessons/sessions.
____ Video your group session for self-study. Use the *Collaborative Group Process Checklist* to reflect when you view your video.

Step # 4: View Sample Lessons/Session DVDs

____ After you have done some of your own sessions/lessons, viewing the DVDs of the sample lessons/sessions will be helpful in giving you new ideas about strategies to engage children, manage off-task behavior, or respond to behavior problems.
____ Show your own session DVDs to your peers for review.

Step #5: Attend Training

At some point during these steps you will attend your training. This may be delivered at your site or in Seattle. The more you understand the program ahead of training the more you will get out of it.

Step #6: Obtain Consultation and Supervision

Once you have started doing groups and have done some self-evaluations of your group DVDs or video footage using the *Collaborative Group Process Checklist,* you may request consultation from an IY mentor or trainer on one of your DVDs of your group.

Consultation Workshops given by authorized IY trainers or mentors may be requested by your agency or may be obtained in Seattle.

Step #7: Become Certified/Accredited. See certification information on web site.

PLEASE NOTE: We highly recommend that you have reviewed the Incredible Years Teacher Classroom Management Training Series prior to doing the Dinosaur Program and read the book, *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*.

Materials Needed:

For Preschool Teachers:

- Preschool Curriculum including 5 teacher manuals, children's books, DVDs (3) and materials for delivering Level 1 (ages 3-4) and Level 2 (ages 5-6) Lessons*
- Set of How to Implement Dina & Sample Preschool Lesson DVDs (purple labels)**
  - Strategies to Promote Problem-Solving and Anger Management, Part one: Presenting and Practicing
  - Strategies to Promote Problem-Solving and Anger Management, Part two: Promoting
  - Strategies to Promote Social Skills: "A typical day"
  - Sample Year One Lessons: Problem Solving and Anger Management
- Emotional Regulation DVD**

For Primary Grade Teachers:

- Primary Grade Curriculum including 5 teacher manuals, children's books, DVDs (3) and materials for Level 2 (ages 5—6) and Level 3 (ages 7-8) Lessons*
- Set of How to Implement Dina curriculum in Primary grades & Sample Classroom Lesson DVDs (orange labels)**
  - How to Implement Dina Classroom Curriculum in Primary Grades:
  - Part one: Understanding and Detecting Feelings &
  - Part two: Dina Dinosaur Teaches how to do your Best in School
  - Part three: Detective Wally Teaches Problem Solving Steps
  - Part four: Tiny Turtle Teaches Anger Management
  - Part five: Molly Manners Teaches how to be Friendly

  Sample Lesson Plan DVDs for Primary Grades:
  - Sample Year one lessons: Problem Solving and Anger Management
  - Sample Year two lessons: Problem Solving Part one
  - Sample Year two lessons: Problem Solving Part two
  - Sample Year two lessons: Friendship

For Therapists:

- Therapists' Manual, books, DVDs (3) and materials for doing small group treatment program*
- Set of Sample Sessions of Small Group Therapy (7 DVDs)**

*Includes basic set of materials to deliver the programs. Puppets are sold separately, and supplemental materials are available to enhance implementation. It is vital that you have puppets that represent children, to model positive behaviors for the children.

** These "how to" videos show therapists and teachers actually delivering the programs in classrooms or small treatment groups. They are very helpful for self-study and learning to implement the programs.

***More information on www.incredibleyears.com**

Incredible Years® Classroom Dinosaur 3-day Workshop Overview

Day One

Welcome and Introductions
Overview of Dinosaur Program "Dina Tour"
- Large Circle Time
- Small Group Activities
- Home Activities
- Parent Involvement
- Promotion Activities
- Teacher Manual

Break
The Proactive Teacher
- Classroom Structure - rules
- Classroom Schedules
- Getting and Holding Children's Attention
- Giving Clear Instructions
- Giving Choices
- Nonverbal Signals and Prompts
- Physical Redirecting
- Positive Attention

Lunch
Building Relationships with Students
- Brainstorm strategies for developing relationships with challenging students

Small Group Break Outs/Individual Behavior Plans (1 plan/group)
Break
Peer Coaching and Child-Directed Play
Using Puppets and Puppet Practice (5-6/group)
Assignment
Evaluation

Day Two

The Importance of Teacher Attention, Encouragement and Praise
- Brainstorm Examples, Brainstorm Behaviors Praise

Using Incentives to Motivate Students
Break
Small Group Break Outs/Behavior Plans
Apatosaurus Unit 1 & Iguanodon Unit 2 "Dinosaur School"
- Overview book and methods of teaching
- Model Lessons
- Small Group Activities

Lunch
Triceratops Unit 3
- Model Lessons
- Brainstrom Pass the Hat

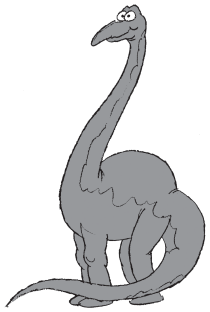
Feeling Activities
Methods of teaching

Small Group Break Outs to Practice Lesson
Dialogic Reading
Demonstrate Dialogic Reading
Practice small groups with books without words
Evaluation

Day Three

Debriefing/Sharing
Managing Misbehavior
Small Group Break Out/Behavior Plans
Break
Stegosaurus Unit 4
Model Lessons
Problem Solving Activities
Using Wally Books to teach problem solving
Circle time problem solving
Problem Solving in the midst of conflict
T-Rex Unit 5
Model Lesson
Anger Activities
Allosaurus Unit 6
Promotion Activities (playground, lunch room, collaboration with parents)
Certification
Evaluation

Table 1: Content and Objectives of the Incredible Years Child Training Programs (aka Dina Dinosaur Social Emotional Skills and Problem-Solving Curriculum) for ages 4-8

Content	Objectives	Content	Objectives
1. Apatasaurus Unit: Making Friends and Learning School Rules		**2. Iguanodon Unit: Dina Teaches How to Do Your Best in School**	
	• Understanding the importance of rules. • Participating in the process of rule making. • Understanding what will happen if rules are broken. • Learning how to earn rewards for good behaviors. • Learning to build friendships.	**Part 1:** Listening, Waiting, Quiet Hands Up **Part 2:** Concentrating, Checking, and Cooperating 	• Learning how to listen, wait, avoid interruptions, and put up a quiet hand to ask questions in class. • Learning how to handle other children who poke fun and interfere with the child's ability to work at school. • Learning how to stop, think, and check work first. • Learning the importance of cooperation with the teacher and other children. • Practicing concentrating and good classroom skills.
3. Triceratops Unit: Understanding and Detecting Feelings		**4. Stegosaurus Unit: Wally Teaches Problem Solving Steps**	
Part 1: Wally Teaches Clues to Detecting Feelings **Part 2:** Wally Teaches Clues to Understanding Feelings 	• Learning words for different feelings. • Learning how to tell how someone is feeling from verbal and nonverbal expressions. • Increasing awareness of nonverbal facial communication used to portray feelings. • Learning different ways to relax. • Understanding why different feelings occur. • Understanding feelings from different perspectives. • Practicing talking about feelings.	**Part 1:** Identifying Problems and Solutions **Part 2:** Finding More Solutions **Part 3:** Thinking of Consequences 	• Learning how to identify a problem. • Thinking of solutions to hypothetical problems. • Learning verbal assertive skills. • Learning how to inhibit impulsive reactions. • Understanding what apology means. • Thinking of alternative solutions to problem situations such as being teased and hit. • Learning to understand that solutions have different consequences. • Learning how to critically evaluate solutions – one's own and others.

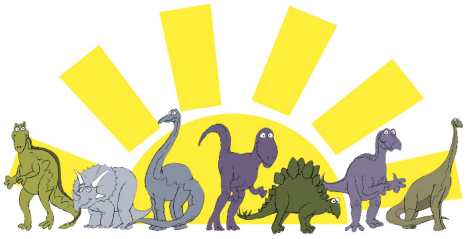
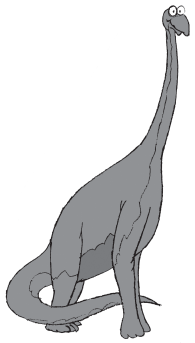
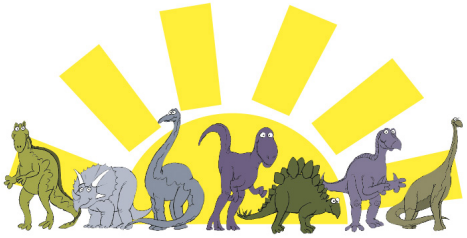


Table 1: Content and Objectives of the Incredible Years Child Training Programs (aka Dina Dinosaur Social Emotional Skills and Problem-Solving Curriculum) for ages 4-8

Content	Objectives	Content	Objectives
5. Tyrannosaurus Rex Unit: Anger Management		**6. Allosaurus Unit: Molly Manners Teaches How to be Friendly**	
Part 4: Detective Wally Teaches How to Control Anger **Part 5:** Problem Solving Step 7 and Review 	• Recognizing that anger can interfere with good problem solving. • Understanding Tiny Turtle's story about managing anger and getting help. • Understanding when apologies are helpful. • Recognizing anger in themselves and others. • Understanding anger is okay to feel "inside" but not to act out by hitting or hurting someone else. • Learning how to control anger reactions. • Understanding that things that happen to them are not necessarily hostile or deliberate attempts to hurt them. • Practicing alternative responses to being teased, bullied, or yelled at by an angry adult. • Learning skills to cope with another person's anger.	**Part 1:** Helping **Part 2:** Sharing **Part 3:** Teamwork and School **Part 4:** Teamwork at Home 	• Learning what friendship means and how to be friendly. • Understanding ways to help others. • Learning the concept of sharing and the relationship between sharing and helping. • Learning what teamwork means. • Understanding the benefits of sharing, helping and teamwork. • Practicing friendship skills.
7. Brachiosaurus Unit: Molly Explains How to Talk With Friends			
	• Learning how to ask questions and tell something to a friend. • Learning how to listen carefully to what a friend is saying. • Understanding why it is important to speak up about something that is bothering you. • Understanding how and when to give an apology or compliment. • Learning how to enter into a group of children who are already playing. • Learning how to make a suggestion rather than give commands. • Practicing friendship skills.		



Puppet Practice in Small Groups

Introducing Puppet to Children

• Have each person practice with the puppets introducing him/herself to others in the group.
• Have puppet ask simple questions (e.g., what is your favorite color? How old are you? Do you have pet? What is your favorite dinosaur? What do you like to play with?).
• Respond with simple facts (e.g., my name is Wally. I am five years old and I love to play soccer).
• Take time to get used to the feel of the puppet and experiment with the puppet's voice and movements.

Try to See What Puppet is Feeling

• Take another turn with puppet and practice seeing if you can make the puppet express a variety of emotions. For example, how could you make the puppet look sad, lonely, happy, excited, nervous, scared, and frustrated? Tips: try putting your hand in the puppet's hand-pocket to move his/her arm when you are talking. Also, remember if your own face is expressive, the puppet will seem even more expressive.

Responding to children who are afraid or aggressive with puppets

• Take another turn with the puppet and practice how to respond to a child who grabs the puppet, says something mean, or who is afraid of the puppet.

Tips for aggressive child: If a child is aggressive to the puppet, have the puppet first tell the child, "That hurts my feelings. I don't like it when you hit me (or tease me)." Try redirecting the child. "Could you shake my hand?" If the child continues to misbehave with the puppet, ignore and move on to the next child. Come later to the aggressive child and give another chance.

Tips for shy or fearful child: Label the child's feeling. For example, "it looks like you are feeling shy right now. I'll wave to you from here. I'd like to be your friend when you are ready!" Or, " you look scared. I am a friendly dinosaur but I will wave from here. Let me know when you want to say hi or touch my scales."

Small Group Practice—Rules Session (Apatosaurus Unit)

• One person is group teacher/therapist and practices having Dina wake up and come out of her bag (kids call Dina and then sing to her, Dina wake up, Dina wake up ….).

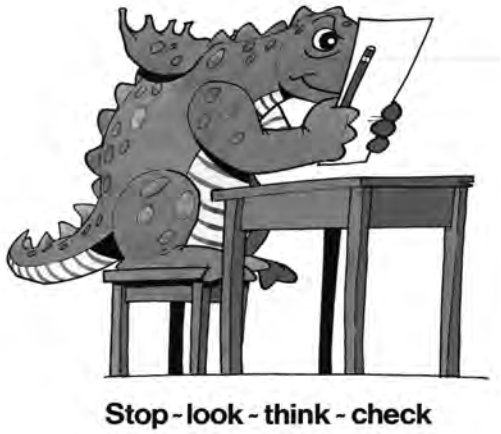
• Have Dina greet the children. Assign one person to pretend to be a shy child, another to be a child who tries to poke Dina. Practice having Dina respond to these children.

• Dina asks the children to brainstorm the rules. Restate the rules positively: no hitting becomes keep hands to self, use gentle touch etc. Hold up cue card to demonstrate the rule and have children model that behavior that would exhibit the rule.

Tip for therapeutic groups: Do this practice with two group leaders and 2nd leader is process person who gives praise and chips to children who are listening, raising a quiet hand, thinking of rules, being gentle with Dina, waiting for a turn etc.

• Debrief and switch roles.

Small Group Practice — Concentration Session (Iguanodon Unit)



• One person is teacher/therapist using the puppet Wally and the rest of the group will be children (well behaved).

• The group leader explains what concentration means and Wally exclaims he can concentrate really well. Wally tries to do a math sheet connecting a number to the correct number of dots. He does it quickly and impulsively and makes a lot of mistakes. Then a child comes up and corrects his mistakes by modeling concentration. Review the "stop, look, think, check" steps on cue cards as children practice showing Wally how to concentrate.

Tip for therapeutic groups: Do this practice with two group leaders and 2nd leader is process person who gives praise and chips to children who are following directions, listening, ignoring, working hard etc.

• Process and switch roles.

Small Group Practice – Raggedy and Tense Wally Tin Man Session (Triceratops Unit)

Tense

• One person is teacher/therapist using the puppet Wally and the rest of the group will be children (well behaved). The teacher tells about Wally being on the playground where he was playing with some other children who got in to a fight over the ball. The teacher compliments Wally for not getting into a fight. She asks him how he stayed so calm when the other children were angry.

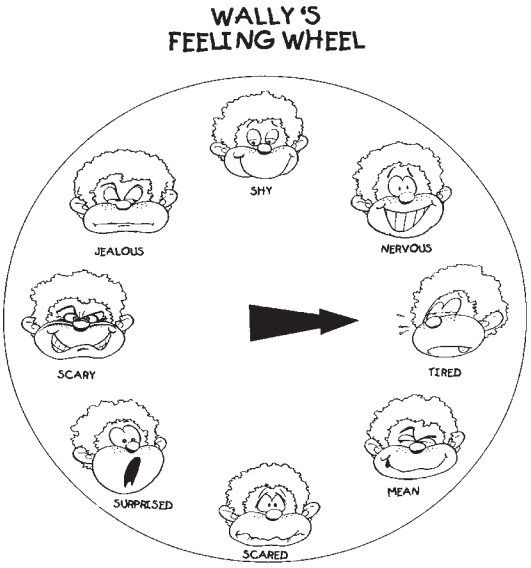
• Wally shares his secret to stay calm (relaxed) … "When I feel my body getting tense and my muscles tight, I take quiet deep breaths all the way down to my toes … and say, "I can calm down".

• Ask the children to practice with Wally. Then have them stand up and play the Raggedy Wally/Tin Man game. First pretend to be Raggedy Wally and have their bodies feel floppy and relaxed. Then practice what it feels like to be a Tense Tin Man. Try walking as a Tin Man with stiff legs. Switch back to Raggedy Wally by taking 3 deep breaths to calm down. The teacher checks to see if the children's arms and bodies are really raggedy and relaxed.

Tip for therapeutic groups: Do this practice with two group leaders and 2nd leader is process person who gives praise and chips to children who are following directions, listening, ignoring, working hard etc.

• Process and change roles and try again!

Small Group Practice – Feeling Wheel Activity (Triceratops Unit)



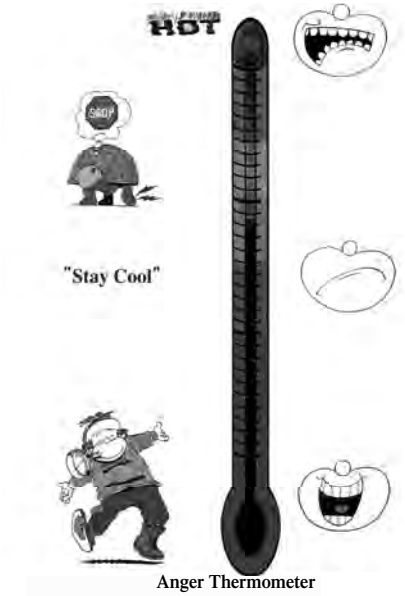
• One person is teacher/therapist and have the children take turns spinning the feeling wheel. As each child spins the wheel, help him/her practice different ways to review the feeling content. For example, ask the child tell a time she felt sad, show the face he would have if angry, think about a time she felt happy or loved, and show what an excited body would look like.

• Group leader praises children for waiting their turn, listening to their friends and saying friendly things to each other.

• Pick one child who is mildly off-task (wiggly, calling out for a turn, whining a bit). The teacher ignores this minor off-task behavior and uses proximal praise to reinforce the desired behavior. As soon as the off-task child is on-task again, the teacher praises him/her immediately and tries to involve him in the game.

• Process and switch roles.

Small Group Practice—Time Out Session (Apatosaurus Unit)



Anger Thermometer

• One person is teacher/therapist without the puppet and the other person has Wally.

• Explain that if a child breaks the rule of "keeping hands to self" and hits or hurts another child s/he will go to Time Out to calm down. Then ask Wally if he will show the children how to go to Time Out so that they will know how to calm down in Time Out. Let the children and Wally know that this is just "pretend".

• Start the role-play by saying, "Wally you broke the rule and hit, you need to go to Time Out." Wally quietly goes to Time Out.

• While Wally is in Time Out he takes deep breaths and says to himself, "I can do it, I can calm down." Have the children listen to what he says and repeat the words themselves.

• Let the children know that when someone is in Time Out, their job is to give that child privacy to calm down. Tell them the word for this is to "ignore". This means they should look at the teacher, just like they are doing right now! Praise them for ignoring.

• Tell Wally he can come back from Time Out. When he returns, he looks sad. Have a child ask what is wrong. Wally says he feels ashamed because he got into trouble, and is worried the kids won't like him anymore. Wally asks the kids, "Are you still my friends even though I got into trouble?"

Have the children practice going to Time Out, just like Wally.

Small Group Practice — Anger Session (Tyrannosaurus Rex Unit)

• One person is teacher/therapist with the turtle puppet and one person is 2nd therapist/teacher and children are well behaved.

• Tiny Turtle asks the children if they know his secrets. 2nd teacher asks him to share his secrets. He tells them the story of how he stays calm and the 2nd teacher shows the anger cue cards.

• Group leader may refer to the anger thermometer as well during this discussion.

• All the children practice taking deep breaths, saying, "I can do it, I can calm down" and going into their shells.

• Practice game with cue cards mixing them up and taking one away and getting the children to guess which one is missing.

• Explain small group activity.

Small Group Practice – Problem Solving Session (Stegosaurus Unit)

Pay Attention to Your Feelings
How do you feel when you have a problem?

• One person is teacher/therapist with Wally. Wally presents his problem to the children. He is very frustrated because he has tried to build a fort with two sticks and it kept falling down. The children are prompted to recognize and name his feelings.

• The group leader asks the children how they can help Wally to calm down and they practice deep breathing.

• As Wally feels better he asks the children to help him solve the problem of how to build his fort. The children come up with ideas, which are labeled as "solutions". For example, getting more sticks, taping them together, stapling, using string, or duct tape, getting a blanket etc. The group leader has some of these things and the children try out their solutions to see if they work.

• Group leader reviews the steps to problem solving with the first three problem solving cue cards.

• Group leader explains the small group activity (marshmallow forts).

Dinosaur School Lesson Plan

Date:	Lesson #:	Topic:
Vignettes:		(ready, set, action)

Planning: (select books & materials to prepare)

Transition & Movement (songs, i.e., "Hello Friends")

Puppets: (Wally, Molly, Dina, or others)

Review Prior Lesson:

Lesson: (plan guided practice of new skill)

Small Group Activity:

Promotion Plans:

Homework & Parent Communication:

Special Notes & Goals Targeted for Individual Children:

Dinosaur Circle Time Songs (for opening, closing and breaks)

Everybody Sit Down
Everybody sit down, sit down, sit down.
Everybody sit down, on the floor.
Everybody sit down, sit down, sit down.
Everybody sit down, on the floor.
Not on the ceiling,
Not on the door.
Everybody sit down on the floor.
(sung to the tune of Mama's little baby loves shortening bread)

Shake Hands with a Friend
Shake Hand with f friend
And say hello,
Shake hands with a friend
And say hello,
Shake hands with a friend
And say hello,
It's dinosaur school today
You know.
(repeat with different words for hello such as 'bonjour')

Dina Wake Up
Dina wake up,
Dina wake up.
Dina wake up, wake up, wake up.
Dina wake up,
Dina wake up.
Dina wake up for us.

Dina Stomp "Cha, Cha, Cha" written by Kristen Peterson
Who's that stompin' around the bend?
Well it's Dina Dinosaur and she's bringing some friends
She's got a lot of lessons that are really cool
She's the principal of Dinosaur School

Ooh ah cha cha cha
Ooh ah cha cha cha
Ooh ah cha cha cha
Ooh ah cha cha cha

We're talking about feelings like happy and sad
And lots of things we can do when we're mad

Solving problems, making friends and more
With our fun new friends and Dina Dinosaur!

Ooh ah cha cha cha
Ooh ah cha cha cha
Ooh ah cha cha cha
Ooh ah cha cha cha

Wiggle Giggle Groove written by Kristen Peterson
Sometimes when I've been sitting
And my ears they have been listening
My body gets a sudden urge to move

So I slowly start to stand
And I stretch my legs and hands
Getting ready for the wiggle giggle groove

I wiggle really fast
I wiggle side to side
And then I try to wiggle really slow

I wiggle way up high
As I reach up for the sky
Then I slowly start to wiggle way down low

Now sometimes when I wiggle
I get the urge to giggle
And a little laugh comes bubbling from my lips

So I wiggle and I giggle
Up and down and all around
And I STOP and feeling better now I sit

I'm going to shake my sillies out
I'm gonna shake, shake, shake my sillies out.
Shake, shake, shake, my sillies out.
Shake, shake, shake, my sillies out.
Wiggle my waggles away.

I'm gonna jump, jump, jump my jiggles out….

I'm gonna stretch, stretch, stretch, my sleepies out….

Way Down In Dina's House written by Gail Joseph
Way down in Dina's house where she belongs.

When she's alone, she sings this song:
She says, ooh, ooh, aah, aah, aah,
She says, ooh, ooh, aah, aah, aah,
She says, ooh, ooh, aah, aah, aah.
And that's the song Dina sings when she's alone

Good-bye Dina
Good bye Dina,
Good bye Dina.
Good bye Dina,
We're glad you came to school.

Rules Apatosaurus Unit Songs

Ten Horses Galloped into Town
10 horses galloped into town.
Five were black and five were brown.
They galloped up.
They galloped down.
And then they galloped out of town.

Show Me Five Rap
Come on everybody get the beat
Clap your hands, stomp your feet
Here's a song about how it's cool
To "Show Me Five" in Dinosaur School!

Put your hands up in the air
Wave them here, wave them there.
The first rule of show me five
"Hands to my self" and that's no jive!

Now open wide those great big eyes
Look down low and look up high
Oh can you guess where those eyes should go?
"Eyes are on the teacher" yeah, you know.

Your feet can skip, jump or run
You dance and hop, have lots of fun
But when you are inside your school
"Walking feet" are the dinosaur rule!

There are many ways for us to us our voices
We can talk, sing and make funny noises
Put your thinking caps on because I bet you know

An "Inside voice" is the way to go!

(In a whisper)
Okay kids there's one last rule
It shows respect and it's pretty cool
The best way that you can hear
Is to "put on those listening ears"!

So now you know how to be cool
By learning Dina's basic rules
You've got the beat, you've got the jive
Now let's see if you can "Show me five"!

Feelings Triceratops Unit Songs

Rainbow of Feelings written by Kristen Peterson
I have a rainbow of feelings and they are all okay,
I can feel a lot of them on any given day.
Feelings come and feelings go, they're all inside of me
Everyone has feelings that's the way that it should be.

(Chorus)
I have a rainbow of feelings
A rainbow of feelings
I have a rainbow of feelings everyday.

I might feel happy it's my birthday
Then sad when it's done
Tired running in a race
Excited when I've won

I might feel frustrated
when I just can't get it right
Or lonely when I wake up
in the middle of the night
(chorus)

If You're Happy and You Know It
If you're proud and you know it, say "I did it!
If you're angry and you know it, take a deep breath.
If you're frustrated and you know it, try again.
If you're lonely and you know it, find a friend.
If you're excited and you know it, say hooray!
If you're sad and you know it, think a happy thought.
Etc….

How Are You Feeling?
How are you feeling, how are you feeling,
Marsha and Sue, Marsha and Sue.
Show us how you're feeling, show us how you're feeling,
Today at school, today at school.
(Sung to Frere Jaques).

Problem Solving Stegosaurus Unit Songs

How Do You Know You Have a Problem? written by Kristen Peterson
How do you know you have a problem?
Pay close attention to how you feel.
If you're angry, frustrated or sad,
That could be a problem that is real

(Chorus)
Finding solutions to your problems
Finding solutions you and me
We'll feel better once we solve them
Finding solutions is the key.

Once you know you have a problem,
Then you can think of some ideas.
To help you with your situation
And change the bad way that you feel.

Talking:
Now if one solution doesn't work, don't worry.
Think of more solutions, try again.
You'll find one that leads to good feelings
You can do it, just keep trying, my friend.

Wally Had a Problem
Wally had a problem that he couldn't fix
So he looked inside the solution kit.
He picked a solution and he pulled it out,
And he looked at the picture to figure it out!

I Have a Problem: sung by Kristen Peterson and written by Lori Hoffman
I have a problem, a real big problem
I need my friends here to help me out
Turn on your lightbulbs
Think of solutions
That will help work my big problem out
(Tune – You are My Sunshine)

My Wally
My Wally's a Real Problem Solver
My Wally's a good friend indeed
My Wally really helps me
But I wonder where Wally could be?
I wonder where, I wonder where, I wonder where Wally could be/ (repeat two ti
(Tune – My Bonny Lies Over the Ocean)

Anger Tyrannosaurus Unit Songs

I'm a Little Feeling written by Lori Hoffman
I'm a little feeling stuck inside
Sometimes you see me, sometimes I hide
When I get all tensed up, I might blow out
So stop your train and check me out.
(Tune – I'm a Little Teapot)

Tiny Turtle written by Kristen Peterson
Our friend Tiny Turtle helps us to get through
Those times when we feel angry don't know what to do
If we follow these steps and know just what to say
It can help us to feel better, make the anger go away.

First you stop and you think then you go into your shell
You take 3 deep breaths until you're feeling well
You tell yourself "I can calm down"
I have the power, down dooby down

There will be those times when you are feeling mad
Maybe someone hurt you made you feel real bad
It's okay if you feel angry, it's a feeling we feel
But it helps to work through it, here's the secret, here's the deal

First you stop and you think then you go into your shell
You take 3 deep breaths until you're feeling well
You tell yourself "I can calm down"
I have the power, down dooby down

Friendship Allosaurus and Brachiosaurus Unit Songs

Compliment Song written by Kristen Peterson
I have a long word
That you may not have heard
And it always makes you feel good.

It's a c-o-m-p l-i m-e-n-t
It's a compliment
It's a compliment

It's when you say something nice
That makes someone smile
It's a compliment - you try!

Compliment a Friend and We'll Clap for You

There Are Many Ways to Be Friendly written by Kristen Peterson
There are many ways to be friendly
Try it and you will see
Friendly ways make for sunny days
It's the best way you can be.

If you see someone who looks lonely
You can ask if they want to play
Or say hello make a new friend
It will brighten up their day.

When you have toys you can share them
Or take turns with a friend
If you see someone having trouble
You can lend a helping hand.

I have a Friend at School*
I have a friend at school.
I have a friend at school.
His/her name is *child's name*
I have a friend at school.
(Farmer in the Dell Tune)

Developing an Individual Behavior Plan

Step #1: Identify Negative Classroom Behavior (choose 1 or 2 to start)

Step #2: Ask Why is the Misbehavior Occuring? (Functional Assessment):
Formulate a hypothesis about why the child is misbehaving. The following checklist will help you to understand the child by thinking about why the child may be behaving in a particular fashion:

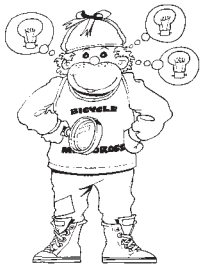
Understanding the Misbehavior	Yes	
• Child uses the misbehavior in order to get attention.		
• Child is venting frustration with the misbehavior.		
• Child does not have the developmental ability to do other behaviors.		
• Child uses the misbehavior to avoid stress or some unpleasant task.		
• Child finds the behavior fun in and of itself.		
• Child is unaware of doing the behavior.		
• Child uses the behavior to obtain power over others.		
• Child uses the behavior to gain revenge.		
• Child has not been taught other more appropriate prosocial behaviors.		
• Child's home environment or past history has not taught the child predictability or the trustworthiness of adults.		
• Child's community endorses the behavior.		
• Child's behavior reflects child's feelings of inadequacy.		

Step #3: Target Desired Positive Opposite Behaviors

Step #4: Select Proactive Strategies—Keep Records of Progress!

Step #5: Coaching Praise and Specific Reinforcers

Step #6: Proactive Discipline Plan



Preventing Problems—The Proactive Teacher
Behavior Plan Steps 1 - 4

• **Example of Behavior Plan: Jenny, Grade 1**

Step #1: **Negative classroom behaviors**	**Step #2:** **Where & Why? (functional assessment)**	**Step #3:** **Positive Opposite behaviors**	**Step #4** **Select Proactive and Relationship Building Strategies**
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	Child impulsive, inattentive temperament (during circle time) Misbehavior gets attention from teacher and peers (playground & free time)	Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention & concentrate	Use listening and quiet had up rules cue cards and "give me five" signal Seat close to teacher. during circle time Give opportunities to move by helping teacher Get eye contact before giving directions. Use positive redirects. Ignore blurting out and wiggling.

• Behavior Plan For: _____

Step #1: **Negative classroom behaviors**	**Step #2:** **Where & Why?**	**Step #3:** **Positive Opposite behaviors**	**Step #4** **Select Proactive Strategies and Relationship Building Strategies**
1.			
2.			

Steps 1-4 Behavior Plan For:_____

Step #1: Targeted Negative Behaviors	Step #2: When & Why? (functional assessment)	Step #3: Positive Opposite Behaviors	Step #4 Proactive & Relationship Building Strategies
1.			
2.			

Proactive Discipline Plan Steps 1-7

• Example of Behavior Plan: Jenny, Grade 1

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6: Proactive Strategies, Coaching Praise & Reinforcers	Step #7: Positive Discipline Hierarchy
Poking, touching	Keep hands to own body (in line)	Responds well to praise–does not like to be hugged	Positive redirect when distracted and off task
Speaks without raising hand	Raise a quiet hand (circle time)	Hand stamp for quiet hand up	Ignore blurting out
Talks while directions are given	Lsten quietly when directions are given (large classroom)	20 hand stamps–choose book for story hour Help distribute handouts	Nonverbal cue for touching others with "hands to self" signal
Off-task, daydreaming	Pay attention & concentrate	Use visual rules cue cards (inside voice)	Get eyc contact & repeat positive direction

• Behavior Plan For: _____

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6: Proactive Strategies, Praise & Reinforcers	Step #7: Positive Discipline Hierarchy
1.			
2.			

Proactive Discipline Plan Steps 1-7

• **Behavior Plan for:** _____

Step #1: **Negative Classroom Behaviors**	**Step #3:** **Desired Behaviors**	**Step #4, 5 & 6:** **Proactive Strategies, Praise & Reinforcers**	**Step #7:** **Positive Discipline Hierarchy**
1. 2.			
1. 2.			

EXAMPLE

Behavior Plan for: Cody

Cody is really enjoying Dinosaur school! He enjoys the puppets and he volunteers to participate in circle time activities. He is also making friends with the other children and is learning to wait, take turns, and share during play. He is a pleasure to have in our group.

Targeted Behaviors	Occasion	Desired Behavior	Proactive Strategies and Reinforcers to Use	Consequence of Misbehavior
1. In social contexts—Cody is very uneven in his ability to play in pro-social ways. At times, he can ask, share and wait for toys. At other times, he seems to forget his words and can grab toys, push his way into ourdoor play, or use mean words with peers.	Play times	Use consistently use social skills to initiate and sustain positive play with other children. For example: To ask to play. To initiate sharing toys or share when asked. To use words to express wants and feelings. To wait for a turn. To listen to other children. To ask to play and to calmly accept no or wait a turn when appropriate	Use descriptive commenting for all these behaviors. Model, prompt and praise all these behaviors with other children. Teach and practice these through social coaching-comment on these as he plays during group—"You're really sharing." "I see you want to play with that. You can ask your friend if you can borrow it." "Let's see how patient you can be." "Your friend feels happy because you are playing with him." "You are a good friend when you share with him." "Can you trade that toy for the one that you want."	N/A
2. Sometimes gets frustrated and angry in circle time or play situations. If he gets too frustrated and doesn't have help, he may grab a toy that he wants, push another child, or knock something over.	Circle time, Play times	To use words to express frustration and stay calm when things don't go his way. To wait for his turn. To ask an adult for help.	Coach Cody on using his words and staying calm, remind him of calm down strategies (take three deep breaths, happy place, choose another activity). Coach him to wait when he wants something. Notice and praise Cody at times when he is calm and name these feeling states for him. Supervise his play interactions to help be proactive about sharing. Once Cody is upset, it is harder for him to practice these skills. Use a waiting bottle or timer to help him know when he can have a turn with something or when he needs to share something he has with a friend.	If Cody is aggressive, use a brief TO as a consequence.
3. At times Cody seems unaware of how is body is – he may be very wound up,	Can be at anytime	To be aware of how he is using his body. To be able to calm his body down and move in safe,	Coach Cody with specific comments about his calm body; "I see you are using your careful feet." "You are cleaning up the toys so gently	Prompt Cody to take deep breaths and calm down. Give him a direct command to stop

moving very quickly and seemingly unable to act calmly. E.g., throws toys into a bin at clean up time, grabs snack and knocks over containers in the process, runs across the room and bumps into things because he's not looking.		calm ways (e.g., clean up carefully, walk across the room, select a snack). To know that he does not need to race to clean – up toys or accomplish other tasks.	now." Notice and praise Cody whenever his body is calm and safe. Get Cody to stop, look at your face and slow down. Ask him to take a deep breath. Challenge him to put toys away gently.	his body. Praise if he can do it, and then ask him to move more slowly. Prompt Cody to "rewind" – and try the behavior over again at a slower pace.
4. Wiggly or impulsive at circle time –can be loud or off task. Sometimes he initiates this behavior, but will also copy a disruptive peer.	Circle Time	To stay seated and engaged with circle time activities. To ignore distractions.	Seat him near teacher. Use touch and backrubs to keep him engaged. Ask him to return to his seat. Praise calm, focus, concentration and listening. Call on him often. Give him jobs to help or other ways to get him engaged in circle activities. He loves to answer questions and can give relevant answers when he is paying attention. Try to use a "sitting ball," which he can hold during circle time. Perhaps have a basket of these "fidgets" so any child in the class may try one. Allow Cody to use a "wiggle space" a few feet behind the circle where he can move but still is able to listen to school content. Use small incentives (sticker, hand stamp, pretzels). "Kids who are sitting in their seats will be able to earn a hand stamp."	Mostly ignore him when out of seat. Prompt him back. "I can call on you when you are in your seat." If he is noisy or if other children are involved in the off-task behavior, make a direct request asking him to use a quiet voice or sit in his spot.
5. Notices and comments on or copies misbehavior of other children and has difficulty staying focused if another child is not following the rules	Circle Time and sometimes small group activities	To learn to ignore and stay focused on learning even when another child is distracting.	Teach and practice ignoring. "You can ignore. Look at those strong ignore muscles." If he's in a situation where others are noisy or disruptive, help him move or find a quiet place to work or listen. With prompting, he can ignore for a minute or so, but not for long, so moving him or giving him something else to do is also a good strategy. Praise him for doing the right thing and following rules. Give Cody opportunities to be on "Compliment Patrol" - looking for positive things he can say to his peers.	N/A

Sample Behavior Plan Template

for_____

Developed by: _____

Date:_____

This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

I. Preventive Strategies

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

II. Encouragement of Appropriate Behaviors

Targeted Positive Behaviors to Increase. The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

Effective Motivators and Incentives. The following teaching strategies are effective in motivating this student and increasing his/her prosocial behaviors and academic success:

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children when he/she is off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for–these are turned in for prizes whenever he/she earns 25; "happy gram" coupons are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid–teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

III. Decreasing Inappropriate Behaviors

Targeted Negative Behaviors to Decrease. The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

Effective Strategies for Handling Misbehavior. The following teaching management strategies are helpful with this student:

For example: clear nonverbal cues and reminders were helpful in redirecting him/her back on task for non disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Out consisted of chair in corner of room for 5 minutes; if he/she couldn't sit in chair, office was called and he/she went to classroom next door for 5-minute Time Out; loss of computer privileges if he/she had 2 or more Time Outs in one day.

IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

V. Plan for Collaborating with Parents:

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day–child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child–they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school–as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail.

Plan discussed and agreed upon (date):_____

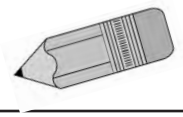
Plan to be re-evaluated (date): _____

Sample Behavior Intervention Plan for Child With Attention Deficit Disorder and Conduct Problems

for_____

Developed by: _____

Date:_____



This behavior intervention plan has been created to support the goals and objectives in the IEP dated _____, and should be considered an addendum to the IEP.

I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

- Arrange for someone to meet him at the bus and escort him through the building to his classroom, so that he can enter the classroom more calmly.
- Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon.
- Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time.
- Modify activities/expectations (e.g., time on task, # of activities, criteria for completion, etc.) to reflect his needs and capabilities, providing for success and challenge. Team (OT/PT, Resource, Parents, etc.) input regarding these expectations is recommended.
- Use a picture sequence card/chart (large for class, small for himself) that outlines his daily schedule, to help him anticipate large transitions. Announcing upcoming transitions and counting down to them is also helpful.
- In lines give him a task or job (carry something, "give yourself a hug"), as well as place him in close proximity to the escorting adult.

II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

Intervention	Example
1. Frequent verbal cueing to help student understand positive expectations	"I play with kids who share." "I spend time with students who are working."
2. Give ample preparation for upcoming transitions and any changes in plans or routine. Timmy needs to know the routine each day. He likes to be reminded about what is happening next. Giving him helper roles assists in transitions.	"Time to clean up in 5 mins…, 2 mins…"
3. Praise other nearby children who are displaying appropriate behavior.	"_____ and _____ are cleaning quickly. Good job, you will be ready for snack."

4. Frequent descriptive praise of appropriate behavior. "Catch him being good," especially when he is not drawn into others' inappropriate behaviors.	"You're sitting quietly. Good job!" He responds positively to attention and material reinforcers, such as stickers.
5. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior.	"I see you working hard on your _____. When you are finished you can put a star on your chart!"
6. Redirecting student towards positive expectation.	"Timmy, what do we do next on your project?"

III. Decreasing Inappropriate Behaviors

A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

Intervention	Example
1. Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.	Hand signal, facial expression and/or eye contact. Use for positives as often as possible. "We are quietly putting blocks away."
2. Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice. (Precision Requests are helpful here.)	"You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again in a few minutes." Counting is also sometimes effective. "You have until 4 to make a choice."
3. Clear limits are set by clarifying positive and negative consequences, in firm voice. (Give space and time to comply.)	"Timmy, sit with us quietly or take a quiet minute. Show me what you are going to do."

B. Time Out (level 3)

The child has become very escalated, and is very angry and disruptive to classroom work. Tends to display more noncompliant, aggressive, and loud voice tone. At this time, the child is unable to respond effectively to redirection and choices. It may be necessary to send the child to Time Out to assist him in regaining control of his feelings and behaviors.

Intervention	Example
1. Clear limits are set regarding when Time Out will be used. Avoid giving too much attention when he is angry. (Give him a minute to comply.)	"You need to calm down and quiet down or you will need to take a Time Out. Can you take a quiet minute now or do you need to go to Time Out?" "That's great, you will earn extra stars for that."
2. A clear warning is given to comply or he will need to take a Time Out. Give clear but concise + and - choices. (Give him a minute to comply.)	"That is your second warning. You have made the choice to go to Time Out now for 5 minutes."

Redirect attention of class and reinforce other children for appropriate behaviors during this time.

3. If Timmy is unable or unwilling to take a 5-minute Time Out in the class, the teacher will call the office and ask for assistance in taking him to the next class to do his Time Out there. An "on call" team has been set up to help a teacher in need.	Staff will be neutral and give minimal attention to Timmy. He can return to class after 5 minutes of calm and quiet sitting. He will be welcomed back to class.
4. Once Timmy returns to the classroom, we consider it a "clean slate" and do not rub his nose in his mistake.	"I can see that you are calm now. Let's try again. I know you can do it! What do you need to do now to earn a star?" "Good for you. You are really learning to help others and control yourself."

Child will return to class and resume activities as long as he is in control and responsive to adult redirection.

IV. Plan for Involving Parents

1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day. For example, 4 stars = extra reading time with Mom; 8 stars = friend over after school; 8 stars = small prize; etc.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.
4. Parents will be encouraged to support Timmy's successes and to avoid focusing on and talking about his mistakes (Time Outs) at school. Misbehavior at school will be handled at school and it will not be necessary for parents to enforce additional punishment.
5. Meetings with parents will be set up to foster positive collaboration and a consistent plan from home to school.
6. Parents will be invited to participate in planning incentives, participating in field trips, and so forth.

Facilitating Children's Academic Learning: Teachers as "Academic Coaches"

"Descriptive commenting" is a powerful way to strengthen children's social skills, emotional literacy, and academic skills. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
_____ colors _____ number counting _____ shapes	● "You have the red car and the yellow truck." ● "There are one, two, three dinosaurs in a row." ● "Now the square Lego is stuck to the round Lego."
_____ sizes (long, short, tall, smaller than, bigger than, etc.) _____ positions (up, down, beside, next to, on top, behind, etc.)	● "That train is longer than the track." ● "You are putting the tiny bolt in the right circle." ● "The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."
_____ working hard _____ concentrating, focusing _____ persistence, patience	● "You are working so hard on that puzzle and thinking about where that piece will go." ● "You are so patient and just keep trying all different ways to make that piece fit together."
_____ following parent's directions _____ problem solving _____ trying again _____ reading _____ thinking skills _____ listening _____ working hard/ best work _____ independence	● "You followed directions exactly like I asked you. You really listened." ● "You are thinking hard about how to solve the problem and coming up with a great solution to make a ship." ● "You have figured that out all by yourself."

Facilitating Children's Emotion Learning: Teachers as "Emotion Coaches"

Describing children's feelings is a powerful way to strengthen a child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing a child's emotions.

Feelings/Emotional Literacy	Examples
_____ happy _____ frustrated _____ calm _____ proud _____ excited _____ pleased _____ sad _____ helpful _____ worried _____ confident _____ patient _____ having fun _____ jealous _____ forgiving _____ caring _____ curious _____ angry _____ mad _____ interested _____ embarrassed	● "That is frustrating, and you are staying calm and trying to do that again." ● "You look proud of that drawing." ● "You seem confident when reading that story." ● "You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient." ● "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you." ● "You are so curious. You are trying out every way you think that can go together." ● "You are forgiving of your friend because you know it was a mistake."

Modeling Feeling Talk and Sharing Feelings

- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."

Facilitating Children's Social Learning: Teachers as "Social Skills Coaches"

Describing and prompting children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
_____ helping _____ sharing _____ teamwork _____ using a friendly voice (quiet, polite)	● "That's so friendly. You are sharing your blocks with your friend and waiting your turn." ● "You are both working together and helping each other like a team."
_____ listening to what a friend says _____ taking turns _____ asking _____ trading _____ waiting	● "You listened to your friend's request and followed his suggestion. That is very friendly." ● "You waited and asked first if you could use that. Your friend listened to you and shared." ● "You are taking turns. That's what good friends do for each other."
_____ agreeing with a friend's suggestion _____ making a suggestion _____ giving a compliment _____ using soft, gentle touch _____ asking permission to use something a friend has _____ problem solving _____ cooperating _____ being generous _____ including others _____ apologizing	● "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly." ● "You are helping your friend build his tower. ● "You are being cooperative by sharing." ● "You both solved the problem of how to put those blocks together. That was a great solution."

Prompting

- "Look at what your friend has made. Do you think you can give him a compliment?" (praise child if s/he tries to give a compliment)
- "You did that by accident. Do you think you can say you are sorry to your friend?"

Modeling Friendly Behavior

- Teachers can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.

Coaching Children in Cooperative Play With Peers

Join children and their friends when they are playing and "coach" them in good play skills by noticing and commenting on their cooperative efforts. For example:

Making Suggestions: "Wow, that was a helpful suggestion to your friend."

Expressing Positive Feelings: "That's a friendly way to show how you are feeling."

Waiting: "Super! You waited your turn and let him go first, even when you wanted to be first."

Asking Permission: "That's very friendly to ask him if he wants to do that first."

Complimenting: "What a friendly compliment. I can see she feels good about that."

Taking Turns: "You let her take a turn—how very helpful."

Sharing: "You are both doing it together. I can see you are team players."

Agreement: "You agreed with her suggestion—what a friendly thing to do."

Using Soft Touch: "You are using gentle and soft touch with him. That is friendly.

Asking for Help: "Wow! You asked him to help you—that is what good friends do for each other."

Caring: "I can see you really care about her ideas and point of view. You're a thoughtful person."

Problem-Solving: "You both worked out that problem in a calm way. It looks like it feels good for both of you."

Being Polite: "You were so polite in the way you asked her to wait—that's very friendly."

Attention: _____
Parent's Name

I'm very proud to announce that

_____
Student's Name

has made an AWESOME IMPROVEMENT in our classroom because

_____

_____

_____

_____
Signed Date

Super Star Award

presented to

_____

because

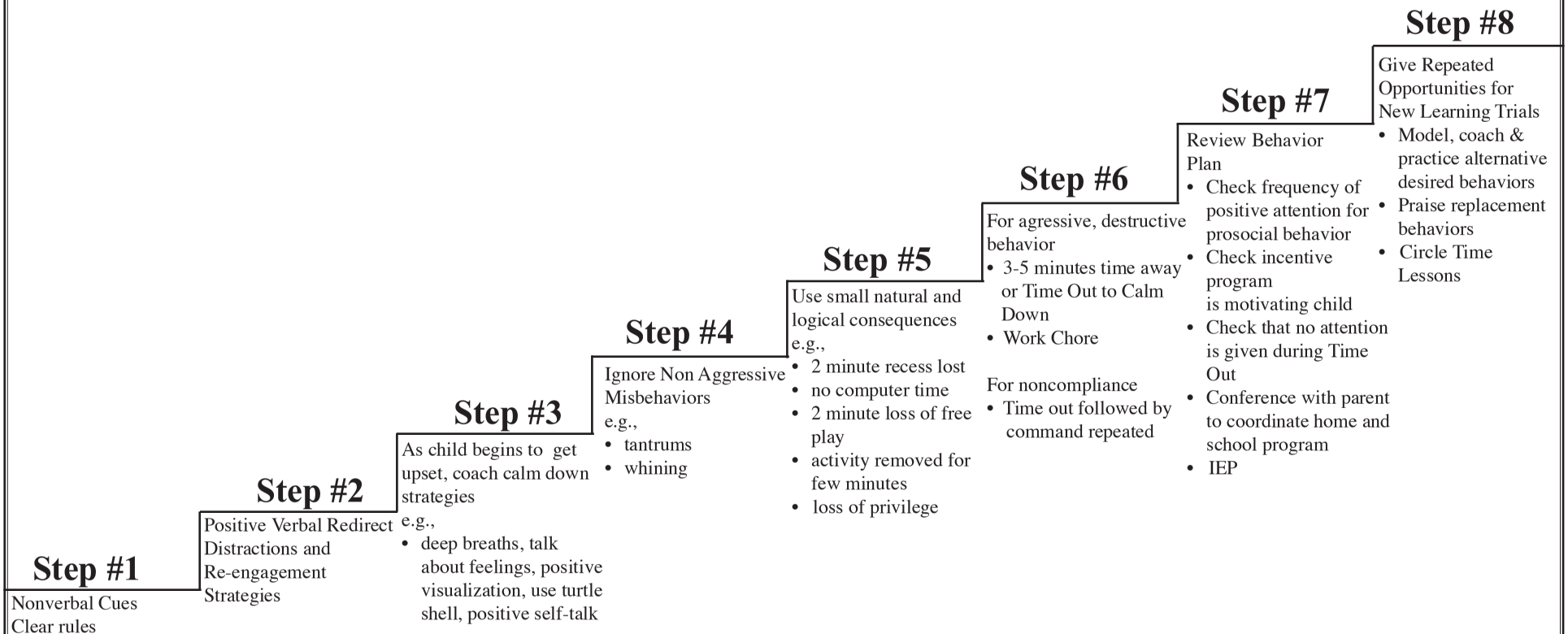
_____

_____

_____

_____
Signed Date

Discipline Hierarchies/Steps
For Nondisruptive & Disruptive Behavior

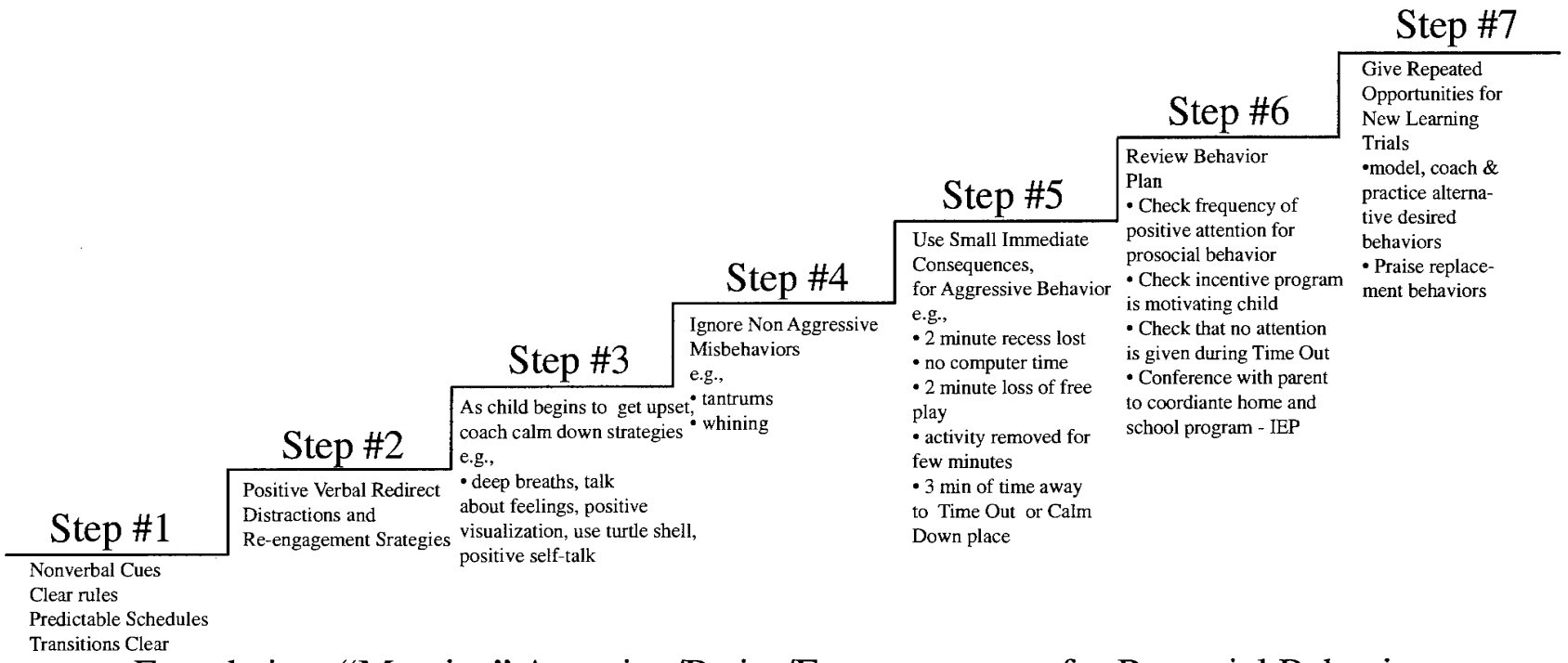


Foundation: "Massive" Attention/Coaching/Encouragement & Praise for Prosocial Behavior

"Always choose the lowest, least intrusive first."

Discipline Steps for Preschool Children

For Nondisruptive & Disruptive Behavior



Foundation: "Massive" Attention/Praise/Encouragement for Prosocial Behavior

Always choose the lowest, least intrusive steps first

Responding to Child Dysregulation and Teaching Self-Regulation

Carolyn Webster-Stratton, Ph.D.

My student is upset, angry, defiant & beginning to dysregulate

Teacher Self-Talk

"This child is upset because… and needs my help to self-regulate and problem solve."

"I can stay calm. This will help all my students to stay calm."

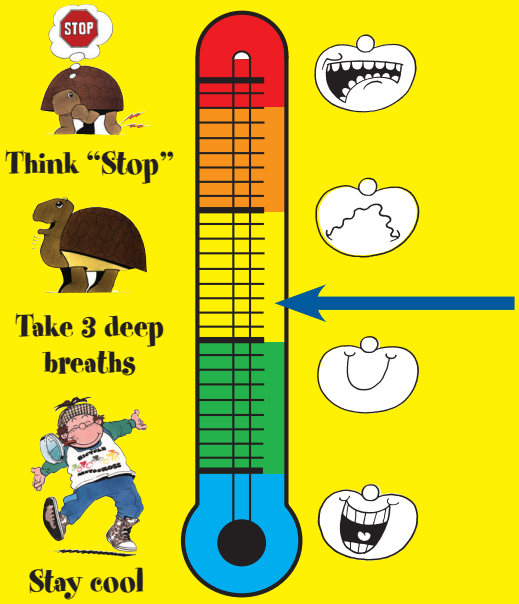
"I can ignore this behavior as long as he is not hurting someone or interfering with others' learning."

"I can be supportive without giving too much attention to this disruptive behavior."

"If my student is responsive and cooperative to my emotional coaching, then it's a good time to continue coaching.. If my coaching attention makes her angrier, then she needs space and privacy to calm down.

Teacher Response

- Model deep breathing, patience and being sympathetic to student.
- Help student use calm down thermometer and take deep breaths.
- Redirect student to another activity.
- Ignore student's dysregulated behavior as long as behavior is not unsafe.
- Label student's emotion and coping strategy: "You look angry, but you are trying hard to stay calm with breathing and remembering your happy place."
- Stay nearby and be supportive.
- Give attention and coaching to behaviors and thoughts that encourage the student's coping and emotion regulation.



Slow Down

When students are angry and dysregulated, teachers may also feel angry, frustrated, and out-of-control and may respond by yelling, scolding, or criticizing. At these times, Time Out can provide time and space for the teacher, as well as the child, to self-regulate. Here are some tips for teacher self-regulation:

- STOP and challenge negative thoughts and use positive self-talk such as: *"All children misbehave at times. My student is testing the limits of his independence to learn that our classroom rules are predictable, consistent and safe.* This is normal for children this age and not the end of the world."
- Do some deep breathing and repeat a calming word: "relax," "be patient," "take it easy."
- Think of relaxing imagery or of fun times you have had with the student.
- Take a brief break by drinking some water, feeding the fish, or talking to another teacher or child. Make sure your student is safe and monitored.
- Focus on coping thoughts such as: *"I can help my student best by staying in control."*
- Forgive yourself and be sure you are building in some "personal time" for relaxation and refueling.
- Ask for support from someone else.
- Reconnect with your student as soon as you are both calm.

Like your student, you can get yourself into a "green" calm state and try again.

My student continues to dysregulate and becomes aggressive

Teacher Self-talk

"My student is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."

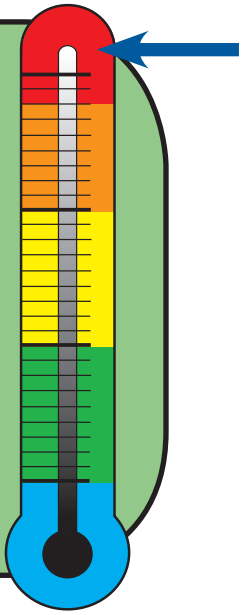
"I need to give my student time away from attention to calm down so he doesn't hurt someone."

"I have taught my student how to use the Time Out or Tiny Turtle chair to calm down so I can do that now. "

"Time Out is a safe and respectful way for my student to learn to reflect and self-regulate."

Teacher Response

- I say, "Hitting is not allowed, you need to go to Time Out to calm down. "(This place has a calm down thermometer to remind my student of what to do in Time Out to calm down.)
- I wait patiently nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during this calm down time. I help other students to give him privacy.
- When he is calm (3-5 minutes), I praise him for calming down.



My Student Is Calm Now

Teacher Self-talk

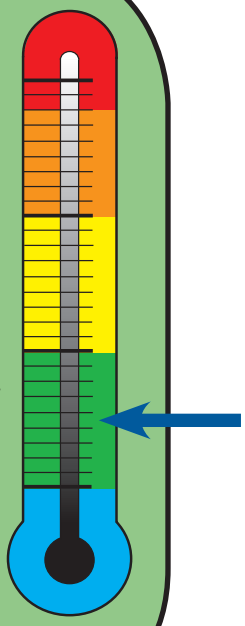
"Now I can reconnect with my student and help her learn an alternative way to solve her problem."

"She is learning she gets more attention from me for positive behavior than inappropriate behavior."

"I can help her learn to express her frustration and anger in more appropriate ways."

Teacher Response

- I praise my student for calming down.
- I redirect my student to a new learning opportunity.
- I do not force my student to apologize because insincere apologies do not teach empathy.
- I engage her in something else so that we have positive Time In together and she feels supported.
- I start using social coaching in my interactions with my student.
- I look for times when she is calm, patient, happy, or friendly to give my positive attention to.
- I use emotion coaching to help my student understand these self-regulated feelings get my attention.
- If she starts to dysregulate again, I name her uncomfortable feelings, help her express these verbally, and prompt her to remember her coping strategies.
- During times when my student is calm, I use puppets, games, and stories to help her learn alternative solutions to common childhood problem situations.



Bottom Line

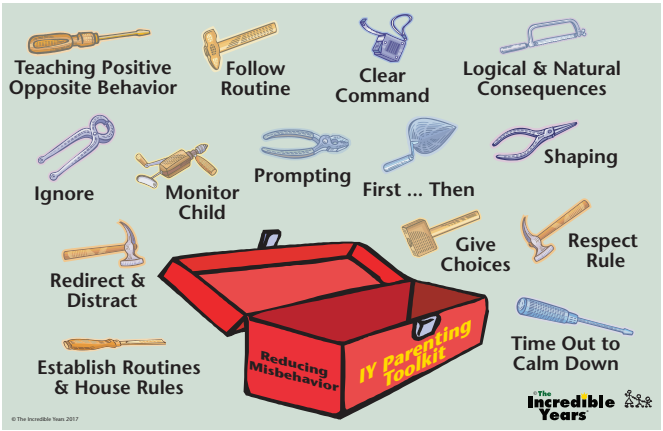
My student learns that taking a Time Out feels like a safe and secure place to calm down; it is not punitive or harsh and isolating; my student understands that when he has calmed down, he can join in peer activities without blame and has a new opportunity to try again with another solution to his problem. He feels supported when this strategy has been used and has sometimes seen his peers or teachers use this same strategy when they are angry. My student gets far more Time In attention from me for positive behaviors than negative behaviors. He feels secure when using Time Out because it gives him time to re-regulate and try again in a caring environment. Time Out provides me with a chance to take a deep breath and calm down so I can respond to my student in a calm, firm, consistent, nurturing and caring manner.

Time Out is One of Many Tools in the Incredible Years® Tool Kit

Is Time Out used in the Incredible Years® Programs? Yes, *Time Out to Calm Down* is a non-punitive discipline strategy used strategically and sparingly in IY programs for parents, teachers, and children to promote and build children's emotional self-regulation skills. This building tool is reserved for times when a child is too physically angry or emotionally dysregulated to be able to respond rationally to other evidence-based behavior management approaches.

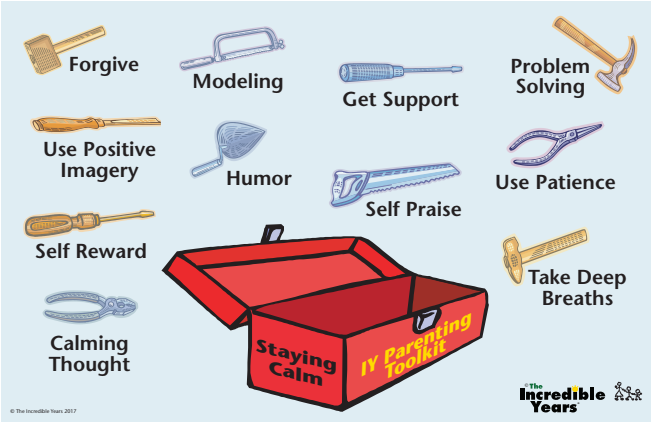
Are there alternatives to Time Out? In the Incredible Years® programs parent and teachers are taught a wide variety of relationship and behavior management tools. The training begins with a focus on relationship-building, child-directed play, social-emotional and persistence coaching, praise and encouragement, and incentives. These approaches build positive attachment and teach children replacement behaviors or "positive opposites" to inappropriate behaviors that adults want to reduce.

Next parents and teachers learn appropriate proactive behavior management tools such as clear rules, predictable routines, planned distraction, redirection, ignoring, logical and natural consequences, Time Out to Calm Down, and problem solving skills. Parents and teachers learn to choose strategies from this toolkit to set up environments that support children's social-emotional development and result in positive peer and adult relationships and optimal academic and language learning.



When is Time Out recommended? When children misbehave, parents may redirect, ignore, problem solve, set a limit, use a when/then, or give a brief consequence. For most misbehaviors, these tools work well. Time Out is reserved and used sparingly for targeted negative behaviors such as times when children are highly emotionally dysregulated and aggressive or destructive and are not able to cognitively process or respond rationally to other supportive management strategies or problem solving.

Won't children feel abandoned if parents and teachers use Time Out when children are upset? Time Out is not used in a vacuum! Children are taught about Time Out in a neutral context, when they are calm. They practice with puppets such as Tiny Turtle who teaches them how to go to Time Out, take rocket ship breaths to calm down, to go in their turtle shells, and think about their happy place. They learn about using a Calm Down thermometer to regulate their emotions from upset to calm. They are taught self-talk ("I can do it." "I can calm down."). They discuss with parents, teachers, and the puppets why Time Out is helpful. They learn what behaviors will result in their parents or teachers asking them to take a Time Out to Calm Down. They learn that parents and teachers also take Time Outs to calm down.



What does Time Out look like? Parents and teachers are taught that they need to be calm, patient, and caring when giving a Time Out. Time Outs are brief, 3-5 minutes, or until the child is calm. Time Outs are given in the same room as the parent or teacher so that the child can be monitored and will know that an adult is near. Support materials are available for children to use to calm down during Time Out (Calm Down Thermometer, Tiny Turtle puppet, or other calming objects). During Time Out, parents or teachers do not give attention, but at the end of Time Out, they reconnect with the child and the child is given a new opportunity to be successful. The focus is on the fact that the child calmed down and on ways for the child to positively re-engage in the environment. Children are not scolded or reminded about the reasons for the Time Out. When appropriate, parents and teachers may engage in positive problem solving with the child later when the child is calm and receptive.

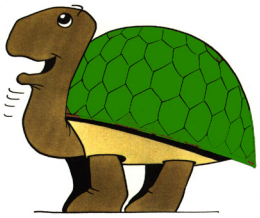
Why do some people think Time Out is harmful? In some contexts, Time Out has been used in a punitive or isolating way. When the Time Out tool is misused, it can be harmful to children and to their relationships with adults. In some cases, misuse of this tool has led to school or agency policies against Time Out. It is always important that Time Out is used thoughtfully, caringly, with patience and as one small part of a positive, consistent, loving approach and a full toolkit with a strong relationship foundation.

Is there any evidence that Time Out works? Four decades of research has shown that, when done effectively, Time Out produces positive child outcomes in terms of reducing misbehavior and increasing children's sense of security in their relationships as well as preventing child maltreatment. Many parents have told us that it helps them to stay calm themselves because they have a predictable blueprint to follow that helps them maintain their positive, respectful, and trusting relationship. When adults use this tool appropriately, they are modeling a nonviolent response to conflict that stops the conflict and frustration, and provides a cooling off period for both children and parents. It gives children a chance to reflect on what they have done, to consider better solutions, and fosters a sense of responsibility.

What do children say about Time Out? The children who have experienced Time Out to Calm down in the Incredible Years® programs often recognize that it is helpful. Some learn to take a Time Out on their own, without an adult prompting the Time Out. Below are quotes from discussions with children about Time Out:

Child to Wally Puppet after practicing Time Out: *"Wally, it's okay if you have to go to Time Out. People will still like you. You can just say 'teacher, I've calmed down now.'"*

Child about Time Out and breathing: *"It calms you down. You breathe and you let it all out."*



Child about Time Out as time for self-reflection: *"You think about 'oh what have I done. I've made a bad mistake, and I can't do it again the next day.' Then you're feeling a little bit happy."*

Child about what he learned from Tiny Turtle: *"You go in your shell when you are angry and you take 3 deep breaths…..you have to calm down when you are angry or sad."*

Handout on Using Time Out to Help Children, Parents, and Teachers Self Regulate:

This handout (see link below) describes how parents and teachers can support children to learn self-regulation skills. This teaching occurs outside of Time Out at times when children are calm and able to learn and practice. Gradually children will learn that they have the skills to do this self-regulation when they are upset: **http://www.incredibleyears.com/download/resources/parent-pgrm/Responding-to-dysregulation-and-teaching-children-to-self-regulate_parent_v4.pdf**

More detailed information about how to teach children to take Time Outs to calm down can be found in Chapter 9 of The Incredible Years parent and teacher books. **http://www.incredibleyears.com/books/the-incredible-years-a-trouble-shooting-guide-for-parents-of-children-aged-3-8-years-3rd-edition/**

http://www.incredibleyears.com/books/incredible-teachers-nurturing-childrens-social-emotional-and-academic-competence/

Time Out for Aggression
(In the Classroom)

Children Ages 3–6 Years

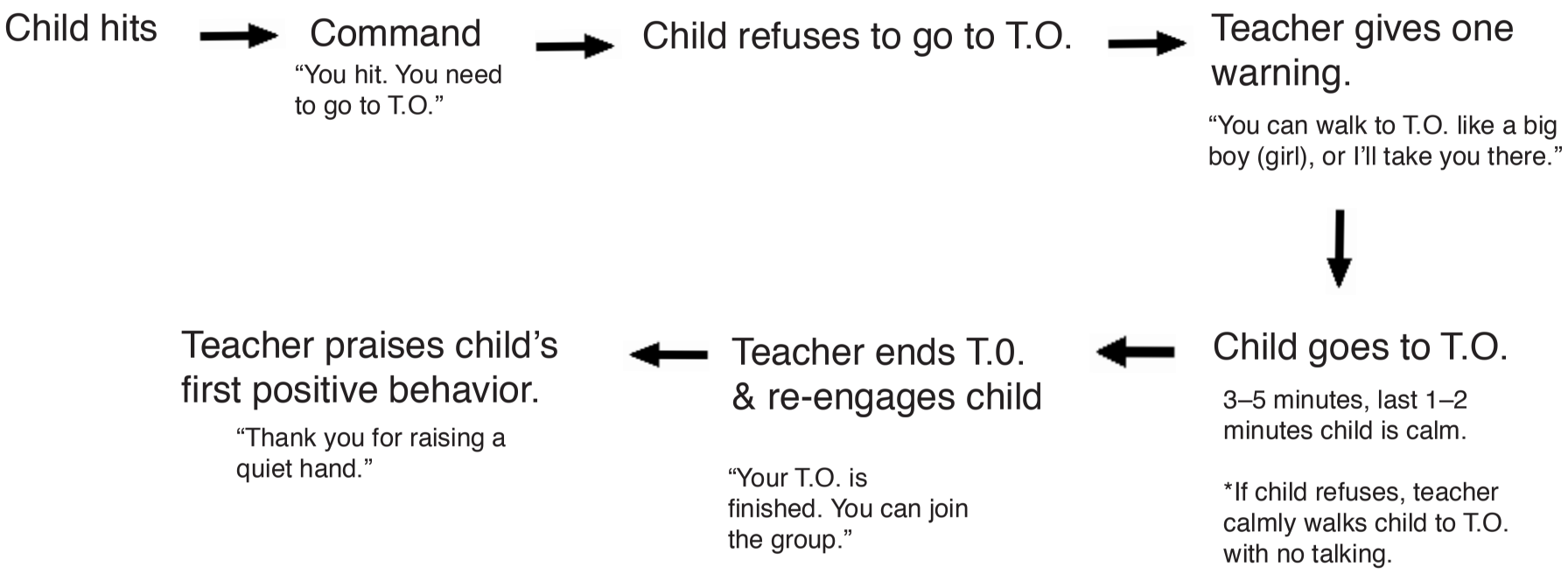
Scenario #1: Child goes to Time Out.

Child hits → Command
"You hit. You need to go to T.O."
→ Child goes to T.O.
(on chair for 3-5 minutes)
→ Child calm for last 1–2 minutes
→ Teacher ends T.0.& re–engages child
"Your T.O. is finished. You can join the group."
→ Teacher praises child's first positive behavior.
"Thank you for raising a quiet hand."

Young Child Resists Going to Time Out (In the Classroom)

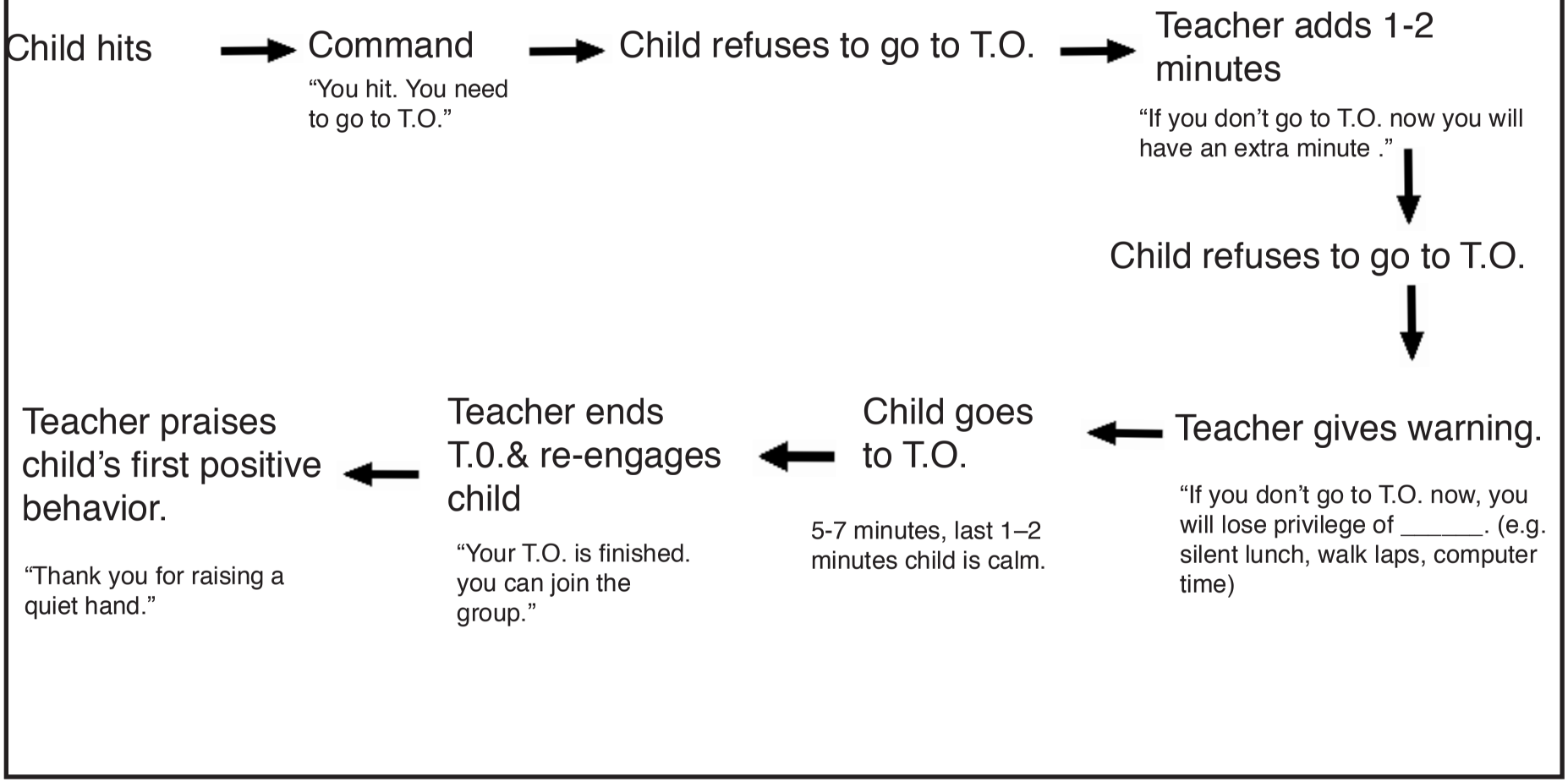
Children Ages 3–6 Years

Scenario #2: Child resists going to Time Out.



School Age Child Resists Going to Time Out
(In the Classroom)
Children Ages 6-10

Scenario #2B: Child initially resists going to Time Out.

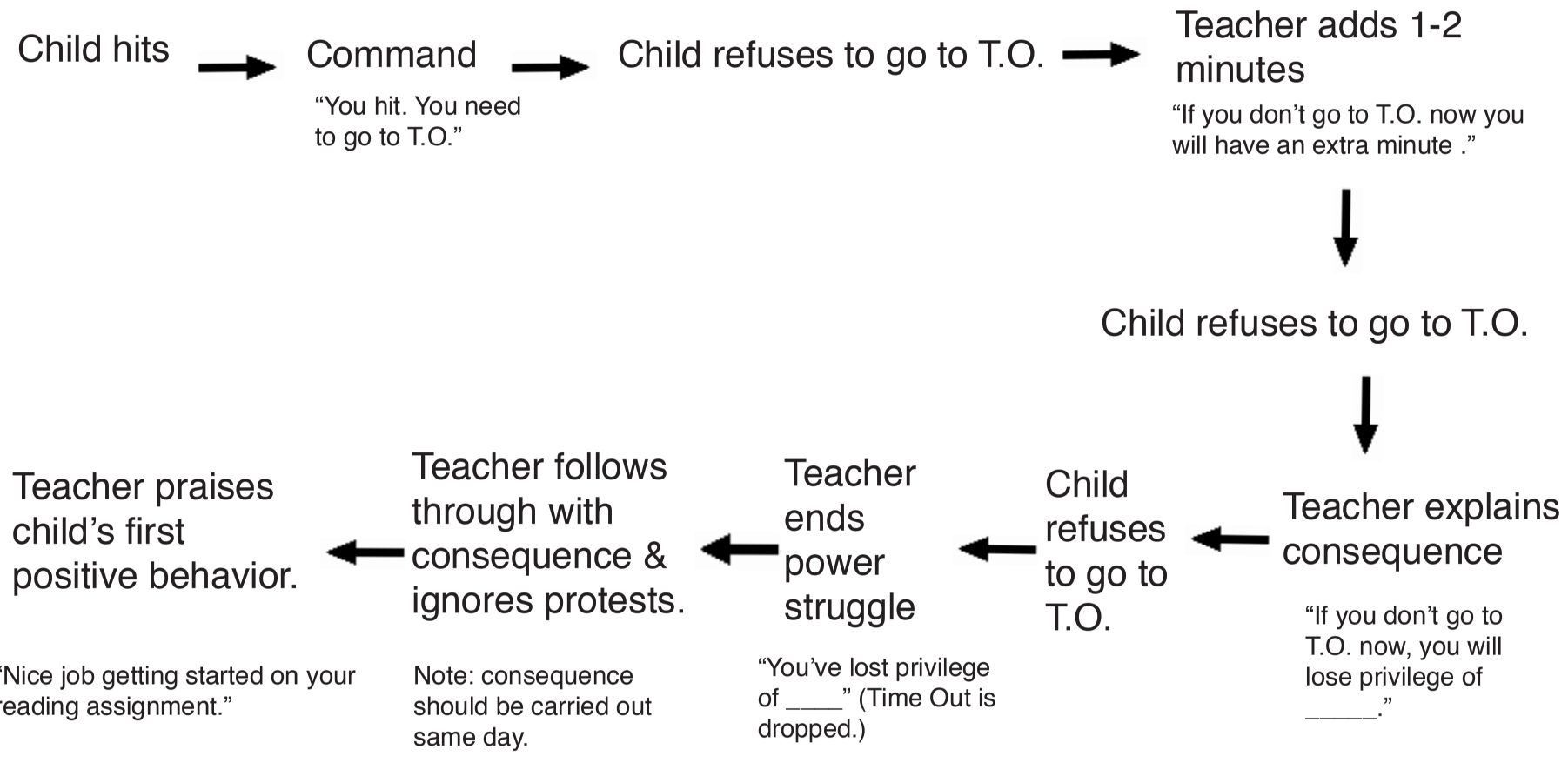


School Age Child Refuses Time Out

(In the Classroom)

Children Ages 6-10

Scenario #2C: Child continues to refuse to go to Time Out.



1. Key to Success – Planning

Overview

The Dinosaur Curriculum is a comprehensive video- and theme-based social skills, emotional regulation and problem-solving curriculum for use by
teachers, school counselors, nurses, psychologists, and other adults who work with young children in preschools, elementary schools (kindergarten through grade 3), and day treatment centers. The purpose of the curriculum is to teach children, ages 3-8 years, positive social skills, conflict and anger management skills, emotional literacy, appropriate school behaviors, and reading, writing and communication skills in order to promote their positive self-esteem and general social, emotional, and academic competence.

All aspects of the curriculum focus on:

- Using a child-centered, relationship-building teaching philosophy
- Integrating research-based principles of learning
- Valuing the developmental stages and abilities of children (ages 3 to 8 years) as well as acknowledging individual differences in temperament and learning styles
- Opportunities for encouraging cultural diversity
- Regular involvement with parents in all aspects of the curriculum and learning process
- Utilizing learning approaches based on children's active experiences with peers and materials
- Integrating academic competencies (i.e., reading, writing, math, oral language) with social and emotional competencies
- Activities that encourage children's choices and self-direction in learning
- Respect for children's and parents' input and inclusion of adaptable materials to address themes meaningful to children within a particular classroom and community
- Multiple opportunities designed to encourage language, literacy and writing development
- Strengthening children's emotional regulation and problem-solving

The program consists of:

- Five Leader's Manuals (including lesson plans for content to be presented, suggestions for practice activities and games, and methods to promote newly learned activities during the school day)
- Dina Dinosaur's Detective Club Home Activities Manual (blackline masters of home activities and sample parent letters telling them what is covered in each unit)
- 3 DVDs (4 hours) divided into 7 units:
  - Apatosaurus Unit 1: Learning School and Home Rules
  - Iguanodon Unit 2: How to Do Your Best in School
  - Triceratops Unit 3: Understanding and Detecting Feelings
  - Stegosaurus Unit 4: Problem-Solving Training
  - Tyrannosaurus Rex Unit 5: Anger Management
  - Allosaurus Unit 6: How to Be Friendly
  - Brachiosaurus Unit 7: How to Talk With Friends
- Wally's Detective Books for Solving Problems (set of 4)
- Wally's Detective Kit Box: 47 laminated, colored cue cards for teaching social skills, basic solution skills and problem solving concepts
- Wally's Feeling Wheels (2 types)
- Set of Dinosaur and Wally Stickers (7 types)
- Book for teachers, *Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence*
- Classroom Rules Cue Cards (laminated)
- Feelings Cue Cards (laminated)
- *Dina's Greatest Hits* Music CD
- Calm Down Thermometer Poster
- Advanced, laminated solution cards (ordered separately)
- Child-sized Puppets (representing different ethnic groups) (ordered separately)
- Dina Dinosaur Puppet, Tiny Turtle Puppet, Baby Dina Puppet (ordered separately)
- Laminated Classroom Rules Poster (ordered separately)

The Prevention Model – Classroom as Family

This curriculum is designed to be offered to all the students in your classroom. Offering this program to the entire classroom is less stigmatizing than pull-out groups for children with behavior problems and is more likely to result in sustained effects across settings and time. While aggressive and socially withdrawn children learn new skills in pull-out programs, the skills do not necessarily generalize back to the classroom, because peers continue to react negatively to the child with problems because of his or her negative reputation. By offering classroom-wide intervention, you can help to integrate these children into their peer group and create a feeling of "classroom as family"—that is, a feeling that every child is special and everyone helps each other according to individual needs and abilities.

Classroom-wide intervention also provides the opportunity for more prosocial children to model appropriate social skills and emotional regulation for less socially competent children, and provides the classroom with a common vocabulary and problem-solving strategies to use in resolving everyday conflicts. Thus social and emotional competence and empathy is strengthened for the lower-risk as well as the aggressive children, and the classroom environment generally fosters appropriate behaviors on an ongoing basis. Additionally, with a classroom-based model, the curriculum outcomes are enhanced as the dosage of intervention is magnified by teachers providing coaching and reinforcement of key concepts throughout the day.

Who Should Implement the Curriculum?

Ideally, the curriculum is led by the teacher so that he or she is familiar with the content and vocabulary and can reinforce positive behaviors throughout the day. Moreover, teachers can develop circle time puppet scripts based on the knowledge of the individual students' needs and unique classroom issues. Practically, it may be more feasible for the school counselor to take primary responsibility for preparing the curriculum and materials and then to deliver the program in collaboration with the teacher. It is recommended that there be two leaders/teachers for planning and delivering the lesson plans and small group activities.

Timetable and Sequencing

We recommend that the curriculum start at the beginning of the school year. The sequencing of the seven units is critical. For example, the content related to school rules and classroom behavior is taught first so as to have the classroom structure and rules in place for discussing ideas and listening to others. This teaching unit is followed by a unit on feelings, which is necessary in order for children to talk about problems. Next, the problem-solving unit builds on expression of uncomfortable feelings and helps children learn appropriate solutions to different problem situations. Finally, good problem-solving and anger management is followed by the units on talking with peers and making good friends.

There are three sets of lessons plans for different children's developmental levels: Level One Preschool (ages 3-5); Level Two Kindergarten/First Grade (ages 5-6); and Level Three Second/Third Grade (ages 7-8). Each set of lesson plans contains all 7 units of the program, with content and activities tailored to the age group. In this way, the same units can be offered over multiple years, with content themes that repeat, but with progressively more challenging lessons and activities.

NOTE: Teachers should use their knowledge of the developmental level of each of the students in their classroom and students' prior exposure to the curriculum to determine which lesson plans to use. For example: a kindergarten teacher with many young 5 year olds who have never been exposed to the program might use the Level one (preschool) lesson plans instead of the Level two (kindergarten/1st) lesson plans. On the other hand, kindergarten children who received the Level 1 (preschool) curriculum the prior year will likely be ready for the Level Two (kindergarten/1st) lesson plans. Level 3 lesson plans are used after Levels 1 & 2 have been completed.

If the program will be offered over multiple years, teachers may focus on different lessons from each unit each year (building in some review). In the
calendars that follow, we have suggested how the program might be sequenced over three years.

Overview — One Year Model — Level One (3-5 Years, 65 Lessons)

For children ages 3-5 years, the curriculum emphasis will be on feeling vocabulary, beginning problem-solving steps (solution generating), anger management, and beginning friendship and language skills. Small group activities focus on practicing behaviors, manipulatives, art activities, and pre-reading and pre-writing skills.

September **Apatosaurus Book 2** **Wally & Dina Teach About School Rules** 1. Introductions 2. Classroom Rules (inside voice, hands to self) 3. Classroom Rules (eyes on teacher, listening) 4. Consequences of Breaking Rules **Iguanodon Book 2** **Dina Teaches about Doing Your Best at School** 5. Listening Skills 6. Listening and Waiting Skills 7. Show Me Five & Ignoring 8. Following Directions	**September/October** **Triceratops Book 3** **Wally Teaches About Understanding and Detecting Feelings** 9. Relaxation Secrets—Tense/Relax 10. Relaxation Secrets—Happy/Mad 11. Seeing Feelings Through Our Eyes –Excited/Happy Thoughts 12. Seeing Feelings Through Our Eyes—Sad/Safe or Cared For 13. Seeing Feelings Through Our Eyes—Lonely 14. Frustrated 15. Proud 16. Keep Trying 17. Hearing Feelings Through Words - Afraid 18. Relaxation Thermometer/ Calm 19. Hurt Feelings 20. Feeling Lonely and Special 21. Comfortable and Uncomfortable Feelings 22. Feelings Review & Giving Compliments	**November/December** **Stegosaurus Book 4** **Wally Teaches How to Problem Solve** 23. Problem Solving Step One 24. Problem Solving Steps Two and Three 25. Solutions for Social Situations (ask/share) 26. Solutions Generating (ask/share; wait/take turns) 27. More Solutions & Detective Club+Do Something Else 28. More Solutions (get teacher, trade) 29. Apologies 30. More Solutions (please stop/ignore) 31. Consequences (happy/sad) 32. Solution Review 33. Further Review 34. Review Continued
January **Tyrannosaurus Rex Book 4** **Tiny Turtle Teaches Anger Management** 35. Anger 36. Controlling Anger 37. Coping with Teasing and Being Left Out 38. Review 39. Review Continued **Wally Reviews Anger Management & Problem Solving** 40. Review Using Stories Celebration (2-year plan)	**February/March** **Allosaurus Book 5** **Molly Teaches How to Be Friendly** 41. Helping at School 42. Helping at Home 43. Helping continued 44-45. Positive Play Skills 46. Sharing 47. Sharing and Asking to Play 48. Teamwork 49. Teamwork at School 50. Teamwork (optional) 51-52. Teamwork at Home 53. Teamwork at Home & School 54. Recognizing Individual Differences	**April/May** **Brachiosaurus Book 5** **Molly Explains How to Talk With Friends** 55. Introducing Oneself 56. Asking Questions 57. Asking to Share 58. Telling, Making Suggestions, Praising Ideas 59. Saying "Thank You" & "Please" 60. Listening 61. Learning to Accept "No Thanks" 62. Talking about Problems 63-64. Review and Ending the Year 65. Graduation

Note: Numbers refer to lessons.

Overview — One Year Model — Level Two (5-6 Years, 60+ Lessons)

Use Level 1 lessons as needed to review concepts not understood by students or for additional activities needed for children with developmental delays. For children ages 5-6 years old, the curriculum emphasizes empathy building as well as evaluating the best solutions or choices to problem situations as well as strengthening friendship skills.

September **Apatosaurus Book 2** **Wally & Dina Teach About School Rules** 1. Introductions 2. Classroom Rules 3. Accepting Consequences of Breaking Rules **Iguanodon Book 2** **Dina Teaches about Doing Your Best at School** 4. Listening Skills 5. Listening and Waiting Skills 6. Show Me Five & Ignoring Distractions 7. - 8. Concentrating Skills 9. Following Directions	**September/October** **Triceratops Book 3** **Wally Teaches about Understanding and Detecting Feelings** 10. Relaxation Secrets 11. Seeing Feelings Through Our Eyes 12. Proud, Frustrated, & Compliments 13. Hearing Feelings Through Words 14. Relaxation Thermometer/Angry and Sad 15. Hurt Feelings 16. Feeling Lonely and Special 17. Feeling Happy 18. Feeling Good About Oneself & Review	**November/December** **Stegosaurus Book 4** **Wally Teaches How to Problem Solve** 19. Problem Solving Step One 20. Solution Generating (Ask, Share, Wait, Do Something Else) 21. Solution Generating (Waiting & Trade) 22. More Solutions (Please Stop & Apologies) 23. More Solutions (Ignore, Get Parent/Teacher) 24. Evaluating the Consequences of Solutions 25. Consequences (Safe, Fair, Good Feelings) 26. Consequences continued 27. Review 28. Review Continued
January **Tyrannosaurus Rex Book 4** **Tiny Turtle Teaches Anger Management** 29. Anger 30. Controlling Anger 31. Coping with Teasing and Being Left Out 32. Review & Brave Thoughts 33. Handling Another Person's Anger 34. Calming Down **Wally Reviews Anger Management & Problem Solving** 35. Evaluating Outcomes 36. Review Problem Solving 37. Review	**February/March** **Allosaurus Book 5** **Molly Teaches How to Be Friendly** 38. Helping 39. Helping at Home 40. Helping continued 41. Positive Play Skills 42. Sharing and Taking Turns 43. Sharing and Group Entry Skills 44. Teamwork 45.-46. Teamwork at School 47. Being a Good Sport 48.-49. Teamwork at Home 50. Recognizing Individual Differences	**April/May** **Brachiosaurus Book 5** **Molly Explains How to Talk With Friends** 51. Introducing Oneself 52. Asking Questions 53. Asking Permission to Borrow Property 54. Telling an Idea and Making Suggestions 55. Being Polite and Giving Compliments 56. Listening 57. Learning to Say "NO" to Wrong Doing 58. Talking about Problems 59. Review and Ending the Year 60. Graduation Celebration 61. Graduation Celebration

Note: Numbers refer to lessons.

Overview — One Year Model - Level Three (7-8 Years, 38+ Lessons)

Use Level 2 lessons as needed to review concepts not understood by students. Level 3 lessons build on Level 2 lessons. By mid year bring in classroom and peer problems that students raise for problem solving discussions. Additional lessons may be planned focusing on new problem solving solutions and developing scripts, writing assignments and plays from solutions generated. Children practice solving their problems in plays demonstrated for each other. Small Group activities focus on more writing and reading skills as well as cognitive thinking strategies.

September **Apatosaurus Book 2** **Wally & Dina Teach About School Rules** 1. Dina Reunion & Classroom Rules 2. Consequences of Breaking Rules 3. Solution Review **Iguanodon Book 2** **Dina Teaches about Doing Your Best at School** 4. Concentration Skills – Stop,Think, Look, Check 5. Concentrating and Ignoring	**September/October** **Triceratops Book 3** **Wally Teaches about Understanding and Detecting Feelings** 6. Hurt Feelings 7. Feeling Special 8. Changing Feelings 9. Feeling Good About Oneself 10. Controlling Anger	**November/December** **Stegosaurus Book 4** **Wally Teaches How to Problem Solve** 11. Talking About Problems 12. Problem Solving & Advanced Solutions 13. Solution Generating & Detective Club 14. Consequences (Safe, Fair, Good Feelings) 15. Consequences ~ Step 5 16. Problem Solving Steps 6 & 7 17. Detective Mystery Plays
January **Tyrannosaurus Rex Book 4** **Tiny Turtle Teaches Anger Management** 18. Coping with Teasing and Being Left Out 19. Handling Another Person's Anger & Calming down 20. Stopping Bullying 21. Helpful Thinking 22. Managing Frustration Develop other circle time lessons solving problems generated by students	**February/March** **Allosaurus Book 5** **Molly Teaches How to Be Friendly** 23. Helping Others & Asking for Help 24. Friendship Patrol 25. Group Entry Skills 26. Teamwork at School 27. Teamwork at Home 28. Accepting Individual Differences 29. Friendship Word Definitions	**April/May** **Brachiosaurus Book 5** **Molly Explains How to Talk With Friends** 30. Introducing Oneself & Asking Questions 31. Asking Permission & Apology 32. Telling an Idea, Making Suggestions & Being Polite 33. Listening 34. Learning to Say "NO" to Wrong Doing 35. Stopping Bullying 36. Talking about Problems & Forgiving 37. Review and Ending the Year 38. Graduation

Note: Numbers refer to lessons.

Adjusting for the Age Group

• For preschoolers (ages 3-5), it is ideal to offer the Level One curriculum lessons 2-3 times a week in 15-minute large group presentations (e.g., circle time). During these presentations, the teachers use video vignettes from the DVDs, books, role play practices, and detective games to stimulate discussions about relationships. This is followed by 15 to 20 minutes of small group activities (4 to 6 children per table) designed to practice the skills taught in circle time.
• For kindergarten and first grade students (ages 5-6), the Level Two curriculum lessons may be offered 2 times a week in 20-minute large group presentations. This circle time teaching is followed by a 15 minute small group activity that is designed to reinforce the skills taught in the lessons.
• For second and third grade students (ages 7-8), Level Three lessons may be taught once a week in 30-minute periods followed by small group practice activities.

If the curriculum will be taught on a regular basis from kindergarten through second or third grade, we recommend that the emphasis in kindergarten be on school rules, feelings, and the beginning steps of problem solving (see suggested two-year outline on prior pages). In grades one and two the content related to rules and feelings is reviewed, but more emphasis and time are spent on the problem solving, making good choices, anger management, friendship, and communication skills.

Tailor Lesson Plans

The curriculum is designed to be adjusted according to the age and developmental abilities of the students, including their language, reading and writing abilities. This can be achieved by varying the frequency and length of time of the lessons, the emphasis in the content, the number of DVD vignettes shown, and the depth and complexity of the selected small group activities.

Tailor lesson plans according to children's interests, attention span and developmental abilities. Each lesson plan provides a content theme (e.g., feeling proud and frustrated) to be discussed in circle time, as well as ideas for small group activities to provide hands on practice of this theme. The different levels of the curriculum (age 3-5, 5-6, & 7-8 years) present this theme in developmentally appropriate ways, but teachers will need to do further adapting and tailoring to meet the needs of individual students or classrooms. *It is better to cover less material in a particular lesson and do it well, than to rush through new content and lose the attention and understanding of the class.* It is important that students have mastered a lesson's content before moving on to the next lesson. This means that some classes may cover content from 30 lessons in 30 sessions, while other classes may take 45 sessions to cover the content outlined in those same 30 lessons. It is recommended that teachers follow the lesson outlines provided above and do not skip lessons, even if the class is taking longer to cover the material. This is part of making the program developmentally appropriate!

Behavior Plans

Teachers develop individual behavior plans for students who are struggling. These plans focus on specific negative behaviors to be replaced by "positive opposite" behaviors that will be taught in circle time and praised when they occur in practice. A behavior plan template is provided in the Appendix section of this book (page 47).

Certification/ Accreditation

It is highly recommended that teachers become certified/accredited in delivery of this curriculum. This certification means that the teacher is delivering the program with high fidelity using the evidence-based teaching skills and methods as well as the core curriculum dose (number of sessions) and content.

Information on the certification process can be found in this book and on the website: http://www.incredibleyears.com/Certification/application.asp.

Be Prepared

The teacher should be thoroughly familiar with the curriculum before starting a group. For each lesson, review the DVD vignettes, read the lesson plan, and prepare the materials. Think carefully about the objectives for each lesson. If you do this preparation, you will find yourself confident and at ease with the content of the program and more able to focus on the group process dynamics. It is well worth the extra effort. It is also very helpful if the teachers have read the text for this material, in the *Incredible Teachers* book, which provides the background and sample scripts for each of the individual units.

Repetition and Practice

Often teachers ask how the curriculum changes with different age groups. We have discussed above how the time spent on a particular unit will vary from grade to grade as well as from one classroom to another. We also discussed how the complexity of the activity chosen will vary according to the grade level and developmental ability of each student. However, it is important to note that students need a great deal of repetition and practice with the skills to actually master them. So just as the teacher reviews addition and subtraction concepts each year, so does the teacher cover rules, empathy skills, and problem solving each year. As the students get older, more and more of the content can be related to the real-life issues that they are facing at school and home. It is always the intention of the program that teachers tailor each lesson to the particular children in the classroom; if this happens, no two lessons will look exactly alike, since students' experiences will be guiding and informing the discussions, particular problems that the puppets present, and the nature of the practices set up.

Flexibility and Creativity

The "art" of being successful with this curriculum is teachers' and school counselors' willingness to be flexible and creative. For example, if an issue arises on the playground, the teacher should take the time to integrate this experience into the lesson—be it the lesson on feelings, friendship, or problem solving. The creative teacher will use "real-life" experiences of the students at home and at school and bring these themes into each lesson. For example, in a community where there is a natural disaster such as an earthquake, tornado, or flood; or a family loss, such as the death of a parent or sibling, the lessons can be used as opportunities for the children (and puppets) to talk about feelings and coping skills. Or, if there is an issue on the bus, playground, or lunchroom, these problems can provide the content for problem-solving discussions with the Wally or Molly puppet and for role-play practice situations.

Integrate with Academic Models

Most of the activities described here assist children in writing, reading, sequencing, math, science and discrimination skills and also help to build language vocabulary through communication and social skills. This curriculum can be part of the regular academic curriculum. For example, circle time discussions promote reading through use of the cue cards and books, and small group activities promote communication, language, and writing skills through written stories, pictures, role plays, and art activities. The problem-solving unit might provide an opportunity for a discussion of sequencing as children learn the steps to solving their problems. Or, for 2nd grade students this unit can be used as the format to write a story or play about how they have solved a problem, thus enhancing writing skills. All units are opportunities to promote effective learning about thoughts, feelings behaviors and relationships, such as verbal and nonverbal communication skills that include collaborating, cooperating, listening, attending, speaking up about feelings, asking questions and thinking about good choices or solutions to problem situations. The specific skills that are addressed in each activity are outlined in each lesson plan. Also, themes that are celebrated in the school (e.g., Martin Luther King Day) or community (e.g., Mother's Day) should be woven alongside the content. For example, when discussing "feeling proud," the teacher can incorporate a class "show and tell," discuss Black History Month events, or celebrate a successful school sports event.

Informing Parents

It is important to inform parents about the curriculum so that they can reinforce the newly learned skills at home. Letters for parents are included in the *Dina Dinosaur's Detective Club Home Activities Manual* that explain the content of each unit of the curriculum and offer tips for how parents can support this learning at home. During school orientation, the program can be introduced, and parents can be shown sample video vignettes and lessons. Teachers should call parents before dinosaur home activities are sent home. They need to explain the role of the parent in doing the dinosaur home activities with his or her child. It is important that parents understand that their involvement in these home activities is to watch, read, and encourage their children's ideas, communication and participation. If children do not yet read, then simply coloring, recording their responses on the pages and talking about the pictures will be more than adequate.

Parents can also be invited to volunteer in the classroom during Dinosaur School. They can help by assisting with small group activities, materials preparation, or doing home activities with students who are not able to complete the activities with an adult at home. It is also extremely helpful if teachers offer in-service meetings to teach parents about the coaching methods they can use during their play periods at home to strengthen their childrens' academic, social, emotional and problem solving skills. The School Readiness program and the Attentive Parenting program may be delivered by teachers in schools.

See the website for information regarding these programs and trainings: www.incredibleyears.com

2. Key to Success — Presenting

Engaging and Encouraging Everyone's Participation

The process of delivering the program is key to your success and is just as important as the content you are teaching. As a teacher you must be engaging, humorous, creative, imaginative, flexible and clear about your objectives. You must also be good at ignoring misbehaviors such as talking out, moving about, giggling, and noise-making, while giving plenty of praise and encouragement to the children who are exhibiting prosocial behaviors. In fact, there is evidence that teachers who use social and emotion coaching, praise and encouragement for children's prosocial behaviors will increase children's social competence and emotional regulation even without a specific social skills curriculum.

Try to get every student participating in the discussions. In each group there will be children who are eager to participate and others who are reluctant and shy. You can encourage withdrawn or shy students by asking them specific questions, waiting after asking a question so that all children have adequate time to formulate an answer, and rewarding children for their participation with praise and incentives. Children who become anxious when they aren't called on might be prompted to give themselves a pat on the back for having their own idea if someone else is called upon. In this way they receive the recognition (both their own and the teacher's) for their answer and are learning a coping strategy to handle the frustration of not being called upon. For variety, you might ask the children to share their answers with another child (or assigned buddy) in the group. This fosters peer interactions and provides more children with a chance to be involved. If children give provocative or irrelevant answers, redirect them by referring to the original question and move on to other children's answers.

Using the Cue Cards

Included are a series of 47 laminated, color cue cards of the major concepts of the program in *Wally's Detective Kit Box*. (For example, Wally's basic solution skills and problem solving steps, Tiny's anger control steps, and Molly's social skills steps.) It is useful to show these cards during your circle time presentations to prompt discussions of the concepts. The cards can be handed around for children to hold as they discuss the idea represented. (Additional laminated color versions may be purchased separately.) The cards may also be posted on the board or in a pocket chart so that children can see them during the week and teachers can refer to them as an appropriate situation arises. In addition, black line masters of these cue cards can be Xeroxed and used in the classroom or during small group activities for coloring while teachers engage in coached discussions and for use as individual visual reminders of concepts being taught.

Solution Cards

There are also 11 basic solution cards (included in laminated form) for preschool and kindergarten children and another 34 advanced solution cards for school age children (ages 6-8) (ordered separately). Black line masters are provided in the handouts section at the end of each book. These can be colored, laminated, and put in a briefcase or file labeled "Problem-Solving Detective Kit." Teachers should pass individual cards around in circle times during the discussions of the video vignettes demonstrating the skill being taught. The basic cards all have two to three words on them as well as pictures of the skill. The teachers can promote word recognition and meaning by reading them or having children read them and explain the meaning. The advanced cards have more dialogue on them and may be used for children who are readers. In addition, as problems arise during the week, teachers can ask children to check the detective kit for additional ideas about how to solve a problem. Children should be encouraged to draw in their own solutions on the blank solution cards and to add these new solutions to the kit.

Using the Wally Detective Books

The small *Wally's Detective Books for Solving Problems at School* and *at Home* (included in program set) provide many problem solving scenarios for children to practice detecting and finding solutions and acting them out. They also can check the back of the book to find out about Wally's solutions. There is a big detective book (11 by 17 inches) that is big enough to be used in circle time for discussions and practices of possible solutions to problems ("Big Book" version is ordered separately). In addition, some teachers may want to make up their own "suppose" problem situations that depict problems children are having in the classroom or on the playground. Pictures from books or magazines may be useful for this purpose.

Using the Puppets

The Wally, Molly, Dina Dinosaur and Tiny Turtle puppets will help you "teach" the concepts. Young children are enthralled with puppets and will be eager to help them solve problems and practice showing them the positive behaviors so that the puppets can learn them by watching them. Children will often talk about sensitive or painful issues with a puppet more easily than with an adult. Don't worry that you are not a trained puppeteer, the children won't notice—the important thing is to have fun and be playful with the puppets. Remember, the puppets become "real" to the children and can be very effective models. While the life-size Wally, Molly, and Dina puppets are ideal for use with this program, smaller, less expensive puppets can also be used. Any puppet that is consistently used by the teacher during Dinosaur School can become very special to the children. Here are some suggestions for puppet use:

- **Each puppet has a name, age, personality, and individual family situation.**

Wally and Molly are brother and sister.

Wally: Wally is older and is good at problem-solving but somewhat impulsive, so he tends to get into trouble at home with his sister and at school with his peer group and teachers.

Molly: Molly is very mannerly and thoughtful except for some interactions with her brother. At times she can be anxious and fearful.

Dina Dinosaur: Dina is the school director, and she helps children establish rules when necessary and reinforces special accomplishments. She helps teach the children to learn how to survive in school so they can be successful.

Tiny Turtle: He is learning disabled, inattentive, slow and highly distractible. He gets into trouble at school with teachers and other children. He teaches the children how to handle their anger.

Other Puppets: Other puppets who are friends of Wally and Molly occasionally visit the children. These puppets may have personalities or family situations that reflect the children in the group. For example, *Freddy Feelings* is the puppet who is hot-tempered, shy, adopted and living with one parent or grandparents, or has just moved into town and doesn't have any friends yet.
Ethnically diverse, life-size puppets are also available and may be substituted for Wally and Molly to match the class' racial composition.

- **Any child puppet can be used in any lesson** that has a child puppet role. For example, if the lesson specifies that Wally has a problem, a different child puppet can present the same problem (or a developmentally appropriate variation on the lesson topic).

- **Each puppet is always used by the same teacher.** Changes in voice or mannerisms are distracting and sometimes distressful to children.

- **Puppets are models for the children.** They look at the video vignettes, raise a quiet hand, and take turns. Puppets occasionally make mistakes, as the children do, but when a puppet talks about a mistake or misbehavior, it is important to emphasize how the puppet copes successfully, stays calm, problem-solves and makes a plan to use the solution. Children will become distressed if Wally or Molly get into trouble but do not resolve the issue. Remember that the puppets are modeling positive behaviors and coping thoughts the majority of the time. If a puppet models disruptive or aggressive behavior, children are likely to imitate that behavior.

- When a puppet will not be with the group for a few sessions, good-byes and reunions should take place.

- **Puppets receive reinforcement** (praise, stickers, prizes) just like the other children in the group.

- **Puppets do not set limits** or enforce discipline—this is the teacher's role.

- **Wally, Molly, and Dina (or other teacher puppets) are used only by teachers.** Children are given smaller hand puppets to use for their own role plays and practices.

- **Routines or rituals should be established** for puppets joining and leaving the circle time. For example, children may sing a good morning song in order for Dina to come out or knock three times on Dina's box. In the beginning they should introduce themselves, tell the children something about their families and greet each child individually. Usually we recommend that Wally be present to start circle time discussions and that Dina arrive later to introduce the video vignettes. These standard routines for opening and closing circle time add to the predictability, stability and feeling of safety during circle group time.

Sing — Dina wake up, Dina wake up, Dina wake up, wake up, wake up, wake up...
Or, Goodbye Dina, Goodbye Dina... etc.

• **Puppets change their clothes** each week to make their characters more real (e.g., wear heavy clothes in winter, dress in similar ways to the
children).
• **Puppets model primarily positive behaviors.** Occasionally they tell children about a mistake they made or model something inappropriate and ask the children for solutions. After discussion the puppets model the appropriate response to show how it is done.

Showing the DVD Vignettes

Showing the video vignettes can serve several purposes. First, they can be shown to review and reinforce concepts that you have discussed in circle time. For example, after talking with students about how to listen and follow directions, vignettes can be shown where students are doing these behaviors successfully. Other times vignettes are shown in order to vary the presentation and to redirect children's attention. Inattentive and hyperactive children can often be calmed down and refocused by showing a video vignette. Children can be challenged as detectives to find some particular behaviors in the vignettes (e.g., praising) or to identify feelings, or think about solutions. When a child is selected to answer the question s/he may also be asked to demonstrate the behavior to the class. In this way behavioral actions are coupled with the live modeling on the video vignette. Another strategy is to use the vignettes to trigger role plays, practices and reenactments of some of the vignettes with appropriate behaviors.

A variety of vignettes are recommended in the lesson plans. However, teachers will need to use their own judgement in regard to how many vignettes can be shown in a particular circle time discussion. This will depend on the children's attention span, age and temperament. We generally find preschool students can attend to 1-2 vignettes in one sitting and grade school students 3-4 vignettes. Lesson plans for different grades or ages reflect these developmental differences, with fewer vignettes listed in the Level One preschool version of the program. Since the vignettes have been carefully selected to enhance the curriculum concepts, it is very important to show all the vignettes that are listed as "core" in the lesson plans. Vignettes that are missed should be made up in subsequent lessons. Before starting the program, teachers should work with schools to obtain working audio/visual equipment for the DVDs. This means having easy access to a projector or large screen TV so that the children can see and hear the vignettes. It is ideal to have the screen at eye level as the children sit in circle time rather than bolted in the ceiling which makes it difficult for children to point out feelings or for teachers to pause and mediate vignettes.

Tips for showing DVD vignettes:

• Give children a challenge of something to look for in each vignette (e.g., "I'm going to challenge you to see if you can tell how this girl is feeling," or "Give me a thumbs up if you notice a child following directions").
• Get children's attention first, pause DVD at start of vignette. Count "1-2-3 ACTION!"
• Pause DVD if children seem distracted or are off-task.
• Pause the DVD frequently to see what children are understanding, or to mediate the content with a comment, or set up an alternative solution or behavioral practice.
• Use the puppets to lead the discussion about the vignettes.
• Ask children what they noticed in the vignette.
• Keep children actively involved in the discussion by role playing solutions to the vignette problems, imitating a feeling face from the vignette, or letting them come up to point to a child on the paused screen who is demonstrating a particular skill.
• Replay vignette if children did not see some key social skill.
See "Making the Most out of the DVD Vignettes" section at end of each book for suggestions for questions to ask during DVD vignettes.

Using Music, Poems and Movement

Children of differing ages, developmental abilities and temperaments will have different tolerances for sitting still. Or the same child will sit quietly one day and be active the next day. The teacher needs to be attentive to the movement needs of students during circle time. If children seem wiggly or distracted stop the discussion briefly to sing a song or redirect students. For example, here are suggestions for stretch songs.

Open and close them (hands).
Give a little clap.
Open and close them.
Put them in your lap.

OR

I'm going to stretch, stretch, stretch my sleepies out (children stretch).
I'm going to clap, clap, clap my crazies out.
I'm going to jump, jump, jump my jiggles out.
And wiggle my waggles away.

OR

Way down in Dina's box (stretch down low to feet)
Where she belongs,
She sings this song
When she's alone.
She goes oo, oo, ah, ah, ah; (gradually come up higher)
She goes oo, oo, ah, ah, ah;
She goes oo, oo, ah, ah, ah.
And that's what Dina does
When she's alone.

Other songs can serve to engage children but also lend themselves to the theme. For example, songs about feelings such as, "When you're happy and you know it" or about following directions or making friends. "Wally Says" games (similar to "Simon Says") allow children to move but also extend the theme of the discussion. Many commercially available children's music CDs contain content that is relevant to feelings, problem solving, and social skills. These can be used to supplement the curriculum materials. Almost any children's rhyme or poem can also be used to focus on feelings, friendship skills, or problem solving. For example, "The Three Little Pigs" might be used to ask about how the third pig problem solved or what the feelings were of each of the characters. "The Itsy Bitsy Spider" might be use to talk about trying solutions more than once or how the spider was feeling. These are even more meaningful when acted out as the feelings and problem situations are identified.

The *Dina's Greatest Hits* CD (included in program set) has songs for opening the circle time, waking up Dina, singing Dina to sleep, as well as songs related to each content unit.

Role plays, video vignettes, large group games and activities (e.g., visualization, detective hat game), and new puppets can also be brought out strategically during circle time to keep children engaged with the material. The teacher needs to be flexible and attentive to the children's needs for a variety of different learning styles being addressed.

Start Circle with a Predictable Routine

Start circle time with a predictable song and an interesting toy or favorite game. This provides an active transition that will naturally draw children to the circle, rather than having them sit for a long time waiting while the teacher waits for all children to be quiet and ready. The teacher might turn on a favorite CD or begin singing an opening song. Children who are ready for the transition can join in and receive praise, while children who have not yet begun the transition will hear the signal and can make their way to the group. It is ideal to use the same opening songs to provide a predictable signal that circle time is starting.

The *Dina's Greatest Hits* CD contains several songs that might be used as opening songs. Or teachers can choose their own special song to signal the beginning of Dinosaur School. For example,

Shake hands with a friend
And say hello (hola).
Shake hands with a friend
And say hello.
Shake hands with a friend
And say hello,
Dinosaur School is here today.

OR

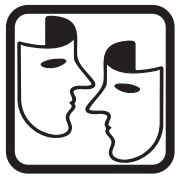
Everybody sit down, sit down, sit down,
Everybody sit down, on the floor. (repeat)
Not on the ceiling, not on the door.
Everybody sit down on the floor.
(sung to the tune of Mama's Little Baby Loves Shortening Bread)

Introduce Each New Unit

Each time students finish a unit of the program their success should be acknowledged. It is ideal to do a review of all the ideas that were learned in that unit and then to introduce the new unit. This introduction can be done in the large circle time with Wally talking about what they will be learning next. He might share a problem or story related to the new unit and the introductory narration from the DVDs can be shown. If children are receiving buttons or stickers for home activities completion, Wally can explain how many home activities they will need to do to meet their next homework challenge. Wally can also share the name of the dinosaur for that unit, (e.g., T-Rex was angry and ferocious, and in this unit we will learn about controlling our anger).

Rehearsal and Role Play

Role play activities provide opportunities to practice new skills and to experience different perspectives. For example, a difficult situation may be role played with the child as the teacher and the teacher as the child. One of the regular activities of our classes is to play the "suppose game." In this game we present situations such as—"Suppose your mother was angry at you for breaking her best vase, what would you do?"—then the children role play the situation and possible responses. Often these role plays are done live with two children in the middle of the group while the rest of the children offer additional suggestions to each participant. In addition, children can act out scenarios of problem situations with small hand puppets. With the younger children (ages 4-5), we find it most beneficial to have these role plays acted out first by one child with a teacher (using Wally) while the remaining children help them think of alternative responses. Older children will gradually be ready to put on their own skits with a teacher acting as coach. Wally and Molly can also role play every day problem situations that are relevant to children in the class, such as what TV program to watch, who sits where at the table, how to choose between two friends who both want to play with you, how to handle losing a game, or how to cope with teasing.



Feedback and Reinforcement

During circle time presentations with students, pause frequently to praise and encourage students for their ideas and participation. In the beginning, teachers may praise behaviors such as listening, putting up a quiet hand, and paying attention. Later more emphasis may be placed on good thinking and creative answers. Help children to self-praise by asking them to pat themselves on the back if they got the same answer as the child who was called upon. Children may also be coached to say "maybe next time" when they are not called on. During the small group activities, use academic, persistence, social and emotion coaching frequently and praise specific skills being taught in the unit.

Setting Limits

In addition to praising those children who are following directions and paying attention, it will be important to set limits about your expectations. The first two units of Dinosaur school can help to establish or review classroom circle time rules. These lessons focus on classroom behaviors conducive to good learning; raising a quiet hand, listening to the teacher, sitting with hands and body to self, and waiting for a turn. Teachers can tailor the wording of the rules and expected behaviors in these lessons to match their general classroom rules and expectations. There are also some important rules to establish around the use of the puppets. For example, set rules about when and how the children can touch the puppets (e.g., quiet hand up to ask first, puppet will come around to students who are in their spots, use gentle touch with puppets) or you will have children constantly out of seat during discussion.

Modeling

The teachers and puppets are constantly modeling appropriate behavior for the students. It is very effective to have the puppet model a friendly behavior (e.g., say "please" or "thank you" or apologize). The teacher then compliments the puppet or says to the child, "Did you notice that Wally just gave a compliment? What a friendly thing to do!" At times when students in the class are working hard to master a new behavior, teachers may decide to reinforce this learning process by giving small rewards to students (e.g., stickers, privileges, note home, a certificate). Puppets can model these behaviors and receive the same incentives as the students. (Stickers for main topics such as good problem solving or sharing and helping etc. are provided in the curriculum.)

Developing Scripts Relevant to the Culture and Community Issues

Make the circle time discussions and role plays relevant to the culture, community, and issues that are important to the students in your classroom. Sometimes teachers ask for scripts for each of the lessons. While we have provided some scripts, in general we prefer not to script each lesson because we want teachers to feel they can be creative and flexible in the ways that they present the core material to their students. Listen to your students' conflicts in the hallway, on the playground, or in class and develop scripts you can use to role play with Molly and Wally in class. For example, during the feelings unit, the puppets will share experiences that led to different feelings.
In a preschool class Wally might feel proud of learning to tie his shoe, or zip up his zipper by himself. In kindergarten he might feel proud of riding his bike without training wheels. In second grade, he might be proud of reading a chapter book, or completing a complicated model. In the problem solving and friendship units, teachers can tailor the problems that the puppets present to issues that are common in the classroom. For example, Wally and his friends might have trouble sharing blocks in the block area, or may be dealing with issues related to being excluded from a game. Issues from home can also be brought in. For example, puppets may be sharing their problems with siblings, a new baby, or moving back and forth between mom and dad's households. Teachers should make sure to introduce problems at a level that can be handled by students in the class. For example, during the feelings unit, issues will be discussed in terms of the feelings that are associated with the issues, with a goal of helping children cope with these feelings. However, students will not be ready for complicated problem solving at this point. Later, when problem-solving strategies have been introduced, students can brainstorm solutions to the problems. Children's developmental level must be taken into account. Younger children will not be able to process situations in more complicated ways and may need more reassurance and teacher-directed solutions than older children.

Ideas for scripts can be taken from *Wally's Detective Book for Solving Problems at Home* and *School*. Ask parents for issues and themes that might be important to them. It is by developing scenarios for puppets that are meaningful to the children and families in your classroom that you will make the curriculum culturally sensitive and child-directed.

Involving Translators

For classrooms where students are English Language Learners, it is ideal to have translators trained to deliver the program with teachers. Once trained, they can be a regular part of the circle time discussions with teachers and children. In cases where this is not possible, translators can still be involved in the circle time and small group activities. We find that giving a puppet to the translator to talk to the children in their own language facilitates this process.

3. Key to Success – Practice

In order for your students to learn the skills you are teaching in your large group presentations, it is essential to have small group practice activities. After the large group circle time presentation, the teacher can divide the children into groups of five to six students who will work together on the small group activity. The teacher(s) can circulate with the puppets to explain the project and reinforce the students' use of new skills. Ideally, each small group works closely with an adult who is coaching and reinforcing the skills learned and is facilitating positive interactions between children. If possible, teachers will want to solicit help during this small group time (school counselor, parent volunteer, classroom assistant). If it is not possible for each small group to work with an adult, teachers will need to structure some small group activities so that students can be more independent. The disadvantage to this is that students will miss out on important skills that are reinforced by teacher coaching. An alternative is to make some portion of the activity independent and then move from table to table to provide each group of students with a few minutes of intensive coaching. The small group activities are not independent seat work time. It is the intention that students can work quietly together, helping each other with their work, sharing materials, and giving each other compliments.

Always describe and demonstrate the small group activity before the children leave the circle to go to their small groups. Seeing the puppets model how to do the activity will increase the students' understanding of the process. This is particularly important if some students will need to start the project independently while the teacher is working with other students.

In this manual are a selection of practice activities that dovetail with each of the units. Each lesson plan usually suggests 2-3 possible activities. Preschool lessons are matched with activities that are more developmentally appropriate for younger children, while the activities for older grades involve more complex skills. At times, the teacher may feel that a recommended activity is not developmentally appropriate for his or her class or for particular students. Teachers have discretion here and can substitute a comparable activity that seems more appropriate. While it is important that the activity coincide with the theme of the lesson, there are often many different appropriate activities that would meet the same content goal. For example, for the lesson on Happy Thoughts, preschool children may choose pictures of things that make them happy from magazines or might dictate their happy thought to an adult who writes them down. Older children might draw a picture and write a sentence about their happy thought. Or, a teacher might do a visualization exercise, having children imagine different aspects of a happy thought. Teachers can look in the compiled collection of small group activities ~ a checklist in the Practice Actvities section of this book provides guidance about the developmental level of the activity and what other learning goals it meets (e.g., reading, writing, gross motor, fine motor) for each of the 7 dinosaur units.

Grouping Children for Small Group Activities

Be thoughtful about how children are divided for small group activities. At times, children may be grouped according to ability and different versions of the same activity might be provided, depending on developmental ability. For example, some children may use an easier version of a bingo game (4 or 9 squares), while other children may have a harder version (16 squares). One table might be asked to draw a picture and write a sentence, while another table might draw and dictate their answers to the teacher who writes it down. Other times children at different developmental levels may be put together in the same group so that there are opportunities for more advanced children to help and coach less advanced children. Children with learning problems, special needs, or social difficulties can be paired with more skilled, prosocial "buddies." Buddies play or work with their assigned pair during a preplanned activity. Rotate buddies to avoid burn out and praise friendly interactions between the pair.

Using Books to Enhance Reading Skills – Dialogic Reading Approach

During each of the units, put out books for choice time that represent the theme that is being covered, such as those that talk about feelings, the importance of following rules, friendship issues, problem solving. We have provided a few of our favorite books but there are many more to choose from. Use open-faced book shelves so children can see the books.

When reading to children we recommend the "dialogic reading" approach developed by Dr. Russ Whitehurst and others. This approach has been shown to significantly enhance language and reading skills. Here are a few tips to remember when reading to children:

- When reading, pause to describe pictures, character feelings and what seems to be going on in the pictures
- When reading, pause to ask informational, open-ended questions about the pictures or words (avoid test questions such as "what color is that?")
- Praise and encourage their responses (avoid criticisms)
- Encourage children to think about what might happen next (to predict)
- Read with "intonation"—positive affect, affection and enthusiasm
- Read for meaning—pause to summarize and find out if the child comprehends what is happening
- Allow children to reread the same stories as often as they wish (this enhances mastery)
- Allow children to retell parts of the story or to act it out in role plays
- Encourage children to make up stories and to write or draw in journals or have them dictate stories for you to transcribe
- Relate aspects of stories to unit being discussed such as feelings, problem-solving strategies, social skills

In each of the units there are activities related to children making up books—such as a happy book or emotion journal, a book about problems children have solved, or a book about good friends. These books written and illustrated by the children not only teach social skills and emotion language but they also are key to literacy development.

The four *Wally Detective Problem Solving* books can be available as well for choice time or for sending home with parents to read with their children. The Wally Detective books are meant to be read with children in an interactive way. The small books should be used one-on-one or with small groups of 3-4 students. Limit story telling to 2-3 problems per session. Rather than read the stories verbatim, narrate the problem to children using language that summarizes the scenario in a developmentally appropriate and engaging way. After the problem is read, engage students in a discussion about the feelings that the

characters in the story have, and then help them brainstorm possible solutions to the problem. These solutions can then be acted out by the students using hand puppets or their own bodies. For use with the whole class teachers can project one of the pictures onto the wall as a stimulus for a large group discussion. A supplemental big book version of the Wally Problem Solving book is also available. This big book contains a subset of the problems presented in the smaller books and is suitable for use in a large group circle time.

Encouraging and Integrating Reading, Writing and Language Skills During Small Group Activities

When presenting the laminated cue cards for the main themes or when engaged in the small group activities such as puzzles, bingos, games, and artwork, point out the words on the materials. Encourage them to read the words or to pick out letters they recognize. Praise their efforts at writing and copying the words or recognizing their meaning. Sound out the letters.When children are scribbling or writing letters, find meaning in the scribbles (e.g., "wow, those look like the letter 'l'"). Support and encourage this activity when it spontaneously happens. Remember – the teacher should imitate the child and then the child will imitate the teacher.

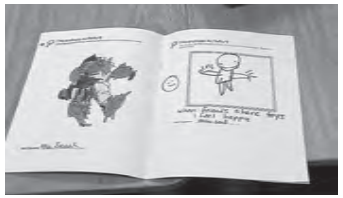
Encourage children to write letters to Dina Dinosaur and to put them in her mail box to be read in circle time.

Use Social, Emotion, Persistence, and Academic Coaching Language

When scaffolding the small group activities use "descriptive commenting" and persistence, social and emotion coaching in addition to praise and encouragement. Descriptive commenting is the process of describing what the children are doing as they are doing it. This approach enhances language development and is particularly important for language delayed children or children for whom English is a second language. For example you might say, *"I see you are using red and yellow colors. You are working so hard building such a high tower. Now you've got three all together. You are patient with that puzzle and are checking everything first to see what fits."* Here the teacher is focused on **academic coaching** (names, colors and numbers) in addition to **persistence coaching** (patience and checking). In addition to describing what the children are doing behaviorally, it is also important for teachers to describe feelings of the children. This **emotion coaching** approach will enhance children's emotion language which is key to learning how to regulate emotional responses. For example, you might say, *"You look proud of what you've built there,"* or *"You seem frustrated by that puzzle but you are being very patient trying to figure it out."* If you bathe children in this rich environment of emotion language as they work on an activity, you will soon see children spontaneously saying, *"I've got three red ones now," "I'm happy,"* and then you are in a position to praise this knowledge. Finally, coupled with describing what individual children are accomplishing, the teacher can provide scaffolding **social coaching** for children's peer play. Teachers should look for opportunities to describe social behaviors such as sharing, helping, taking turns, waiting, and so forth. For example, a teacher might say, *"Wow, I see you are waiting so patiently for a turn with that and now your friend is sharing the crayons with you. He is a good friend, I can tell,"* or, *"I can tell you have strong ignore muscles; I notice that when he teased you that you were really strong at walking away."* This social coaching is fundamental to helping children understand the social behaviors they need to make friends.

NOTE: See *Incredible Teachers* book Chapter 4 for a comprehensive review of the coaching methods. The tables on the next page provide examples of scripts for each of these types of coaching methods.

Follow-up on Detective Club Home Activities



Home activities are given after each circle time lesson. These activities help students practice and remember what was learned in that lesson and also help parents to be aware and supportive of the new skill. For this reason we ask that parents sign the detective activity when it has been completed and discussed with them. It is important that you review the home activities and share them in class the next day. Children should be applauded for their successes. Teachers can set developmentally appropriate goals for home activities completion for each unit (e.g., finish 5 home activities in the Stegosaurus unit). When a student has completed a unit the teacher and classroom should celebrate that student's achievement by some special recognition event (e.g., ring a special bell, classroom applause, dinosaur button). Be sure to keep a log of which children are completing home activities each week so that you can help children in class who are not doing home activities with their parents. *(See sample log on page 72, 73.)*

In addition to applauding children for their efforts at doing home activities, you should encourage the parents to be involved with their children's home activities. This may be done by calling home to ask if parents have questions about the home activities and by sending home letters describing the Dina curriculum unit being focused on and notes thanking them for their involvement. Parents also need to be given some guidance about how they should be involved with the home activities. We expect parents to sit with children to complete the home activities, read the questions to or with their children, and talk about the pictures and what they mean. They are encouraged to be positive and supportive and not to be concerned if children don't color well or just scribble on the pages. It is not important that children color in the lines! It is important that the home activities be a fun experience. Sometimes teachers will also need to send home markers or crayons so that children can complete the activity.

NOTE: Another manual called the "Detective Club Home Activities" manual contains many home activities for each unit that you can copy. Some of these may also be used during the week for classroom activities. It also has sample letters for parents that provide tips for completing the home activities with children as well as specific letters that outline the rationale and content for each dinosaur unit. The letters offer parents tips for how to enhance their child's learning of the unit's content at home. These letters can be copied by teachers for this purpose.

Dina's Mailbox

Set up Dina's mailbox so children know where to put their homework each day. With the students' help, the teacher should decorate a cardboard box with a slit in the top for mail. In addition to the homework, students can write or dictate letters to Dina about their problems, feelings, or accomplishments.

Provide Support for Children who do not Complete Home Activities at Home

While every effort should be made to involve parents in the homework, there will be times when it is not possible to obtain parent participation. It is important that a child is not left out of the homework process because of stressful home circumstances or lack of parent follow-through. Teachers might provide a time during the day when students who want to work on homework can have support to do so. This could be a choice time activity, a supplemental activity for students to do after they complete their regular work, or something that students could do with a parent volunteer or older student mentor in the school.

4. Key to Success – Promoting

Promoting and More Promoting to the Whole Classroom

In addition to the circle time teaching and planned small group activities, the teacher can promote the newly taught skills throughout the day with a high five, a hug, a thumbs up, a pat on the back, a hand stamp or special sticker, praise, or acknowledgement. This section provides some promotion strategies that you can use to support your student's use of these new social, emotion, and problem solving skills.

1. Friendship or Following Directions Jar: The teacher sets up a class goal for a desired behavior such as friendship behaviors at recess, following directions during circle time, or making a smooth transition from lunch to work time. Each time individual children or the entire class meets this goal, a marble or tile or stone is added to a glass jar. Students can be involved in monitoring the group's process and achievements. "What did we do to earn marbles this morning?" "Do you think we made our goals for that transition?" "Let's think about circle time. Do you think the class deserves a marble for listening?" The children come up with the positive behaviors and in doing so are being reminded of the expectations for their behavior. The children can be challenged to earn a certain number of these tiles in order to earn a special classroom privilege (extra recess time, popcorn party, extra choice time).

2. Super Friend Award

When a teacher or another child notices a classmate doing something very friendly (e.g., sharing, solving a difficult problem, helping someone), he or she can make an announcement (signaled by a whistle) that he or she is nominating a super friend for a particular friendly behavior. The child who receives the award wears a cape, crown, or special button until the next award is announced.

3. Blasting Off

Another way to announce a child's special efforts and accomplishments is to announce a "blasting off". Again, a noise signal may be used to get the class's attention and to announce that a particular child has blasted off the rocket because he or she solved a difficult problem. The rocket ship may be put on the board with laminated steps so that it goes higher and higher during the day as different children give it boosts with their accomplishments.

4. Personal and Classroom Challenges

Personal challenges may be given to an individual child or to entire classroom to work toward a particular goal. For example, a classroom might be challenged to give compliments to each other, and when the teacher has noticed 50 compliments there will be a classroom party or treat. Or an individual child may be challenged that if he thinks of 10 solutions that day, he will be allowed to choose his favorite story to be read to the class (or some other meaningful incentive). Challenges can be used for friendship behaviors (helping, sharing, teamwork), friendly communication, problem solving, anger control, and following rules or teacher directions.

5. Good Deeds Tree/Golden Acorn Award

At the beginning of the year the class creates a huge barren oak tree. Then every time a student improves or reaches a particular target goal, s/he receives a blooming leaf with the words, "I have learned to . . ." and puts this leaf on the tree. (Also, a note is sent home to tell parents of the achievement.) A student who earns five leaves on the tree, earns a Golden Acorn Award. If the child chooses, s/he can sit on the special chair and receive questions about her hobbies, interests, and life experience (or some other celebration). Three acorns leads to a golden squirrel that leads to an even bigger celebration. This system can be individualized for students to focus on their own particular targeted goals based on their learning needs.

6. Dina's Dream Team

In addition to individual incentives, teachers can use group incentives by dividing the class into teams of 6-8 children. Teams work to earn an agreed upon number of points or chips for a particular behavior. For example, a team may be challenged to earn the most points for a particular accomplishment, such as giving others compliments or for sharing or being on task or for coming up with most solutions. The winning team can get a prize or special privilege. Teachers may also set up the game so it is possible for several teams to win by rewarding all teams who achieve a particular goal. For preschool children the teacher can reinforce cooperative teamwork by placing a teddy bear on the table of the team who is first to get ready to leave school.

7. "I Can" Notes

Give all the students a soup can to decorate in some way that represents themselves. Next have them write I CAN on their cans. Each time a student masters a new social skill or solves a problem, the teacher writes it on a piece of paper (older students can write for themselves), roll it into a scroll, tie with a ribbon, and put it in their cans.

8. Problem-Solving Detective Club or Friendship Club

Another fun incentive system is to provide each child with a laminated card with a picture of a magnifying glass. Inside this magnifying glass are numbers listed from 1-20 for level one, 21-40 for level two, and 41-60 for level three. A number is circled each time children use or suggest a problem-solving strategy. When children reach level two, they are in the Detective Club, and when they reach level three, they have "mega power." Groups can applaud and celebrate each child's progression into the club or to a higher level. A variation on the club described above for individual students is to do a club for the entire classroom. Here a large magnifying glass is posted on the board and whenever the teacher or another child sees someone in the classroom problem-solving or being friendly they can circle the number on the magnifying glass. When the class reaches a particular goal there can be a celebration. (Similar incentives can be used during the friendship units. Children can earn points for doing "friendly things" and can progress through levels of the Friendship Club.)

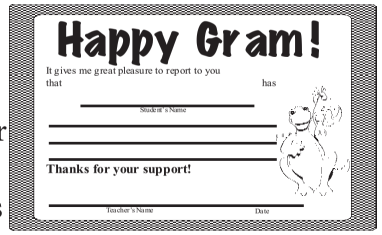
9. Puppet Play

Children may role play problems and solutions themselves. For example, "Show me how you would ignore Patrick if he teases you." In addition to these informal role plays that emerge during the discussion, we also do plays with a puppet theater and puppets. Once the group agrees

on the scenario to be playacted (e.g., being teased at school), then the teacher and child go behind the screen and perform their play for the rest of the group. We find it best to start with a teacher and child paired up for these plays and not to expect the children to perform by themselves. With the teachers' guidance, plays will emerge that reflect stories from the children's lives. The second teacher assists the other children in noticing what is happening in the play and also reinforces the "audience" for good listening skills.

10. Compliment Circle

Teachers can start circle time or end the day with a compliment circle. The children sit in a circle or on a special blanket and share a compliment with each other. One way of doing this is for one of the puppets to model giving compliments: "I have a compliment to give Robbie. He shared many good solutions with his friends today. He was very helpful. Now I choose Robbie to go next." Another variation of this is to have a teddy bear that each child holds when he or she gives a compliment. The bear is then passed to the person the child chooses to give the next compliment. Teachers and puppets make sure each child receives a compliment. Compliment Circle can also be done as a song: "Hello (child's name), How do you do? Compliment a friend, And we'll clap for you."


Happy Gram!
It gives me great pleasure to report to you
that has
Student's Name
Thanks for your support!
Teacher's Name Date

11. Compliment Patrol

Assign one or more students to be on "compliment patrol." Several times during the day, ask these students to report on friendly things that they have seen their peers do (give compliments!). Older students may write these down on the "Happy Gram" or "Super Star" awards found in the back of this overview manual. Younger students may dictate or verbally give their compliments. This is a good job for students who often notice negative behavior in others (children who tattle). This takes advantage of their interest in the behavior of others, but changes their negative lens to a positive one.

12. Home Activities and Dino Stickers

For every lesson there is a home activity. On the days when there is no formal Dinosaur School lesson, the teacher can reinforce the concepts taught by reviewing the home activity completed with the class. It may also be displayed on the bulletin board. Students who turn in home activities could get a Dino sticker to acknowledge their work.

13. Use a Dina Suggestion Letter Box

Display a suggestion mail box in your classroom and encourage your students to use it to submit ideas for making class a better place to learn, or to enter problems they would like to discuss during circle time, or to share something special a friend did to help out.

14. Wear a Hug

The teacher can stuff arms of some used clothing and gloves (attached to the arms) and pin them together to make a circle. This stuffed hug can be put around a child's neck to acknowledge something special that child did to help someone else.

15. Friendly Cheers

Ask your students to come up with friendly cheers or applauses (e.g., dinosaur clap, ketchup bottle opening clap, etc.) and then use one or two of these claps during the day to signal a child's success in using one of the newly taught skills.

16. Give Students Bonuses
Give bonuses for notes to the teacher from parents about a time at home when the children used one of the Dinosaur skills such as sharing, helping or problem-solving. This note may be read aloud during circle time and applauded by the class.

17. Wally and Molly Go to the Playground and Lunchroom
It can be fun for Wally, Molly, or Dina to go out on the playground and notice students who are following the rules or being a good friend.

18. Playground Loops
A game that fosters the use of social and problem-solving skills in unstructured settings (such as the playground or lunch room) is to give out colored loops to children whenever they are observed using a friendly behavior. These loops (pot holder loops) can be worn by the children as arm bands. They are turned in when they enter the classroom again. The teacher can challenge the class to earn a certain number of loops (as designated by filling up a big jar) in order to earn a special celebration.

19. Post Cue Cards Throughout the Classroom

Post different cue cards strategically throughout the classroom. For example, Tiny Turtle's picture of calming down should be posted beside the Time Out chair, the "wait-and-take-turns" solution card posted near the computer, or the "sharing" solution card in the block area. These visual cues help remind students of the expected behavior. Smaller versions of the solution cards might be put on a ring and carried on the teacher's belt out to the playground. Students can be directed to look through these for possible solutions when they experience a conflict with their peers.

20. Set up a Problem-Solving Station in the Classroom
Teachers can set up a special station (with table and chair) in a corner of the classroom that is designated as the "problem-solving station." Wally's solution detective kit is placed on the table, as well as blank solution light bulbs for children to color their own solutions. Laminated pictures of Wally's Problem Solving Steps or Tiny Turtle's Anger Management steps might be taped on the wall. Additional problem-solving mazes and quizzes might be placed here as well.

21. Dinosaur Buttons
With a button maker you can make dinosaur buttons to represent each of the units in the curriculum. When children complete the homework for that unit, they are given a button to wear that indicates they have successfully completed that material. The teacher can blow a whistle to announce children who have received buttons throughout the week. Or, these buttons may be given out during circle time. Teachers can post a chart on the wall checking off names of students who earned buttons for particular Dinosaur Units.

See website for Dinosaur Buttons: http://www.incredibleyears.com/products/supplementals_cp.asp

Apatosaurus Level Two
Wally & Dina Teach About School Rules
Lesson Three: Accepting the Consequences for Breaking Rules

Plan: The goal of this lesson is for students to learn about consequences for breaking rules and to practice Time Out for calming down. Another goal is to build home-school links so both parents and children understand the rules and consequences.

Present:  Sing *Opening Dinosaur School Song*. Teacher reviews the rules and asks the children why rules are important. Wally and children discuss the idea that rules keep us safe. The teacher talks about what happens if someone makes a mistake and hits or hurts another child. Following is a sample script for this lesson. Use this script in an interactive way, allowing children time to talk to Wally and ask questions. Teachers can substitute a different word for Time Out, for example: Calm Down Spot, Chill Out Chair, Cool Down Area.

Teacher: *Today we are going to talk about one of the important rules in this class. Do you remember the rule about "keeping hands and bodies to ourselves?" Does anyone know why this rule is important?*

Child/Wally: *To keep us safe!*

Teacher: *That's right! This is an important safety rule. You are all doing such a good job of being safe and gentle, but some times children get mad and hit or hurt someone. We're going to talk about what happens when someone breaks this rule and hurts someone. If that happens, you will need to take a Time Out until your body is safe and calm again. I'm hoping Wally will help us out!*

Wally: *Sure I'll help! What do you want me to do?*

Teacher: *Wally, would you show the children how to go calmly to Time Out?*

Wally: *Sure, but this is just pretend because I didn't really hit anyone.*

Teacher: *That's right—Let's say "ready, set, action" so we'll know that this is just pretend. I'm going to tell Wally to go to Time Out and we'll see what he does. "Wally, you hit someone, you need to go to Time Out." Wally walks calmly to the Time Out chair and teacher narrates his actions, e.g. "Look how Wally is walking slowly and calmly…."*

Teacher: *Did you see how calmly he walked to the Time Out spot? Now his job is to calm down in the Time Out chair for 3 minutes* (vary this depending on age). *Let's see if he says anything to himself while he is in Time Out.*

Wally: (looks at calm down thermometer on wall and takes some deep breaths) *I can do it. I can calm down.*

Teacher: *Let's say that together and take some deep breaths* (practice breathing and self talk).

Teacher: *Now there's one more thing to know. When a friend is in Time Out, we can help him or her by ignoring. That means that we don't look at or talk to him/her. This will give that friend the privacy to calm down. Then when Time Out is over, we can pay attention to our friend again.*

Teacher: *Wally, you can come back again. You look calm.* (Wally comes, but looks sad). *Wally, what's wrong, you don't look happy.*
Wally: *I'm embarrassed that I had to go to Time Out. I'm afraid that no one will like me now.*
Teacher: *Oh, Wally, you just made a mistake. Can anyone say anything to Wally to make him feel better?*
Children: *Wally, we still like you!*

Children Practice Going to Time Out: Ask for volunteers from the class to practice taking a calm and quiet Time Out, just like Wally. Coach the child who is practicing to take deep breaths and use self talk (I can calm down). Coach the rest of the class to practice ignoring and give the child privacy.

Show **DVD 1 Apatosaurus Unit: Vignettes S-5 and S-6** (going to Time Out and talking about Time Out). This should be reviewed again in subsequent lesson.

Note: You won't have time during the circle time for every child to practice going into Time Out, but it is important for all children to have a chance to practice if they want to. Extra practice can be done during other times of the day (choice time or small group activities).

Practice:

Read aloud book: *Nobody's Perfect: Not Even My Mother* (By Norma Simon) (I-5)
OR
Discuss making mistakes and learning from them. Ask students to draw or write a story of a time they made a mistake and what they learned from the experience.
OR
Play the School Rules Bingo (I-6)
OR
Class Rule Book (II-II) (Can start in this lesson and continue in Iguanodon Unit)

Promote:

Praise students for following the rules that have been discussed. Put the *stop-think-take 3 breaths* cards next to the Time Out chair. Next day, discuss home activities regarding rules at home (Apatosaurus #6).

Home Activities:

Apatosaurus #8 (interview a family member)

Iguanodon Level Two
Dina Teaches About Doing Your Best in School
Lesson Six: Show Me Five and Ignoring Distractions

Plan: The objective of this lesson is to review "Show me five" and teach children how to ignore distractions during learning time.

Present: 

Sing *Opening Dinosaur School* Song. Wally reviews "Show Me Five" rules and children practice showing "five". Wally shares a problem. He is trying hard to pay attention in his other school, but a friend is talking and making noise during circle time. Wally is distracted and is having trouble listening to the teacher.

Teacher: *Wally needs your help with a problem from his other school. Wally, can you tell us what happened?*

Wally: *Well, I was sitting in circle time in my classroom and one of my friends kept talking and whispering and I couldn't hear the teacher. I asked him to stop but he kept on talking. I really like this boy, but I'm worried that I'm going to get in trouble if I listen to him during circle time.*

Teacher: *Wally, that sounds hard. How were you feeling when that happened?*

Wally: *Well, I was frustrated because I couldn't hear and I was worried that I would get in trouble.*

Teacher: *You know Wally I do have an idea for this problem. When someone is distracting me and bothering me I do something called ignoring.* (Turns to students) *Can you all say the word "ignore"?*

Students: *Ignore.*

Teacher: *Does anyone remember what it means to ignore?* (students share answers. They may remember ignoring from the Time Out Lesson).

Teacher: *Yes, ignoring is when you pretend you can't hear or see someone. You can even turn your body away and focus on the teacher. Wally, see if you can try it. Pretend I am the boy in circle time who is bothering you, and you are ignoring me. Pretend Kendra over there is your teacher. You can even look at her while you ignore me. Ready?*

Teacher: (in role as boy, starts to whisper in Wally's ear)

Wally: (turns his body away and looks away from the child who is pretending to be the teacher)

Teacher: *Wow, I see Wally turning his whole body away. His eyes are focused on his teacher, and he isn't listening to anything I am saying. Wally is really strong, he has big ignore muscles! Who else thinks they can try this too?*

Teacher: (Calls a child to come up and act out the same scenario and have Wally act out the role of whispering.)

NOTE: Teacher or puppet are always the ones teasing or distracting the child ~ do not put a child in this role. It is important that the children only act out the positive behaviors.

Teacher: (After several children have practiced ignoring). *You know Wally, ignoring is a great way to help a friend who is making a bad choice in school. When friends are whispering, talking, poking, or making a lot of distracting noise, they need privacy to calm down and remember to make a good choice. What do you think we could do when the friend starts to pay attention again?*

Wally: *Well, I think we could give them a friendly signal. How about a silent thumbs up?*

Teacher: *I think that's a great idea. It's a helpful thing to ignore a friend who is bothering you or making noise, but it's not friendly to ignore someone who is paying attention and wants to be your friend!*

Show **DVD 1 Iguanodon Unit: Vignettes 4 and 5 (touching and distracting).** Discuss how students in the vignette could say "please stop" and then could try to ignore the distractions.

Practice: Listening Bingo (II-2)
OR
"Wally Says" Game (II-3)
OR
Greg and Steve's Listen and Move Songs (II-8)
OR
*Show Me Five Ra*p from Dina's Greatest Hits CD

Promote: Praise students for using the "Show Me Five" behaviors. Prompt and praise students for ignoring distractions throughout the day. Listening Bear again goes home with a child who demonstrates good listening. (This could be continued throughout the year.) During the day occasionally call out, "Show Me Five," and reinforce the children who do this behavior. During Circle Time you might start "Green Patrol." Green chips are dropped into a large jar whenever the teacher notices students following directions, ignoring distractions, and following the rules. When the class earns a designated number they earn a field trip or special treat.

Home Activities: Iguanodon #7 (Quiet Hand Up)

Activities
Lesson Six

II-2 Listening Bingo

Bingo board cards made up of pictures of Wally and Molly's jewelry, hats and shoes, ears and noses can be given to each child. The teacher pulls out a picture from a detective hat and calls it out. The children listen carefully to mark the right picture on their card. When the card is full, the child has won the game. Reinforce children who are listening carefully. *(See Handouts section for Bingo cards.)*

II-3 "Wally Says" Game (circle time large group activity)

This game is played exactly like "Simon Says." The children follow directions as long as the teacher says "Wally Says." However if the teacher says only "put your hands on your head" and the children follow the directions, they sit down.

OR

"Wally Says—Wait" Game. Wally gives an instruction (e.g., "Put your hands on your head") but tells students to wait to start the instruction until he rings a bell. Wally coaches the waiting by saying (e.g. "Look how well you are waiting for the bell.").

II-8 Following Directions Music and Songs (large group circle time activity)

Following Directions Record—*Greg and Steve's All Live Together Series*—Listen and Move Songs (www.childcrafteducation.com)
Sing the *Compliment Song*: Start circle time with a compliment song, *"Hello _____, how do you do? Compliment a friend and we'll clap for you."* Go around the circle saying each child's name and having them give a compliment to the child sitting next to them.

Materials Needed:

Listening Bingo Game
Dina *Quiet Hand Up* cue card
Rules cue cards and/or "Show me five" poster
DVD #1: Iguanodon
Dina's Greatest Hits CD
Art supplies – glue sticks, scissors & markers

See website for "Show me Five" poster:
http://www.incredibleyears.com/products/supplementals_cp.asp

Triceratops Level One:
Wally Teaches About Understanding and Detecting Feelings
Lesson Nine: Relaxation Secrets — Tense & Relax

Plan: The objective of this lesson is to help children understand what it means to relax and what they can think and do to help themselves relax and stay calm when they are feeling tense (or have another uncomfortable feeling).

Present:  *Sing Opening Circle Time Dinosaur Song.* Wally shares his secret to calming down. He takes three deep breaths to help change from tense to relaxed. (Children learn deep breathing and imagery to help them understand the difference between tense and relaxed body states.)

Teacher: *You know, Wally, the other day I was at school, and I noticed you were playing ball. Then I saw some kids come up and take the ball away from you. Next thing I noticed was that a lot of kids were fighting, arguing that the ball was theirs—every one was fighting and the teacher came out and made everyone go to the office. She looked angry. But suddenly I noticed that you weren't involved in the fighting and were not in the group being asked to go inside to the principal's office.*

Wally: *No, not me!*

Teacher: *How did you calm down and avoid that fight, Wally?*

Wally: *I bet these kids have some ideas.*

(Ask the children for their ideas about how to calm down when upset.)

Wally: *Those are really good ideas. Well, let me tell you my secret. When I get tense and angry and have a problem—my neck gets stiff and my heart races. That means my body is tense* (show *Tense* cue card) *so I take three slow deep breaths and push the air down into my toes and fingers—it helps to push out the tenseness, helps me to relax.* (Show *Relax* cue card.) *After, I'm not so mad, and I can stay out of fights. That's my secret—why don't you try it? Try it with me.*

(Children practice deep breathing. It is useful to use the imagery of "smelling a flower" and "blowing out a candle" to help children learn to breath in through their noses and out through their mouths. It is also helpful to emphasize the slow pace and quiet sound of the breathing.)

Teacher: *Let's think about how our bodies look when we are tense and relaxed. First let's see what it looks and feels like to be tense!* (Show tense cue card.) *I know you are good at imagining things, and I'd like to do some imagining with you today* ("imagine" means pretend or picturing things in our heads). *Stand up. Let's imagine we'll be stiff tin men or robots, and our arms and legs are really stiff and jerky. When you are tense it is hard to move your muscles, so your knees don't bend and your arms are straight, like this.* (Children walk around the room like robots or tin men.) *Your face and shoulders are all tight. This is what it's like to be really tense and stressed. This doesn't feel good to me! Okay, now let's take a deep breath and be an old relaxed Raggedy Wally. This means your body gets floppy, like a wet noodle. Your muscles get soft and you can gently swing your arms. It might feel like you are melting. How does Wally's arm feel if you pick it up?* (Pick up Wally's arm.)

Wally: *See if you can shake your arm loose, relaxed and raggedy like mine! Now let's shake the other arm. How about your neck? Now a leg—oh, that's good. We'd better sit down to hold ourselves up.* (Sit against wall to hold up head.)

Teacher: *Now let's check and see how raggedy these old Wallys are.* (Check each child. Have them check you. Reinforce with "Oh, raggedy, more raggedy, more! Oh, that's real raggedy!")

Wally: (Show picture cue card of Wally relaxing.) *Wow! Your bodies really do look relaxed. I feel so soft and comfortable. How does your body feel?*

Teacher: *Wally reminds us to relax.* (Point to word RELAX.) *What is his secret to relaxing?* (3 deep breaths.) *Let's try one more time. Let's relax our heads and necks first. Now our shoulders—each part is added slowly and quietly (back, arms, fingers, legs, feet, toes). Now let's sit down and try it. Good, you can really relax, like Wally!*

After you have explained tense and relax using the cue cards *(see Handouts section)*, put on some music and dance or walk around the room. When the music stops and you raise one of the cue cards, every one becomes either Raggedy Wally or the Robot/Tin Man. Coach the children to say the words "relax" or "tense" in unison.

Practice: Make Tin Man/Robot Hats *(see Handouts section)* and then play the Raggedly Wally and the Tin Man/Robot Hat Game (III-1)
OR
Explore words/concepts with sensory activities: provide each table with a picture of the *Relaxed* and *Tense* Wally Cue cards along with an assortment of hard and soft objects. Have children sort the objects into things that feel/look "tense" and "relaxed." (E.g., feathers, stuffed animals, fleece would be relaxed and paper clips, pencils, blocks would be tense.) Children might also contrast cooked and uncooked spaghetti noodles to see which are tense and which are relaxed. If access to a kitchen is possible, children might help the uncooked spaghetti to change from tense to relaxed as it cooks—taking deep breaths while the spaghetti is boiling.

Promote: Coach and praise students for times when they stayed calm throughout the day. Coach students to use deep breathing when you see that they are starting to get angry or upset. Praise their ability to calm down and relax. Place books about feelings in reading area (III-22). Choose one to read aloud. Put up home activity pictures of Wally (relaxed and tense) on bulletin board.

Home Activities: Triceratops #8, 13.

Relax

Stegosaurus Level One:
Wally Teaches How to Problem Solve
Lesson Twenty Three: Problem Solving Step One

Plan: The objective of this lesson is to help children understand how they know they have a problem that needs to be solved.

Present: 

Teach a new Opening Dinosaur School Song (See Stegosaurus Problem-Solving Songs on *Dina's Greatest Hits* CD).
Wally talks about a time he wanted to build a fort:

Wally: (Wally comes to the circle with some sticks and uses them to try to build a fort in front of the children.) *Boys and girls, I need your help. I want to build a fort so my friend and I can play in it. Every time I try to make the sticks stand up, they fall down. Oh, do you see what is happening! I really want to build this fort and it's not working!* (Wally sounds very frustrated and upset).

Teacher: *Uh oh, it sounds like Wally is having a feeling. Can anyone guess what feeling that is?* (Let children guess: frustrated, mad, sad, angry.)

Wally: *That's right I'm feeling so sad and frustrated that my idea is not working. I don't know what to do!*

Teacher: *Do you know what Wally? Your uncomfortable feeling is a signal that you have a problem and you need help! It's important to pay attention when you have a bad feeling inside.* (Show cue card Pay Attention to Your Feelings, see Handouts section.)

Wally: *Okay, I'm paying attention and this is not a good feeling! I do have a problem!*

Teacher: (Show Step #1 problem solving cue card: What's my problem). *Boys and girls, this is the first problem solving step. This is Wally and he is thinking about his problem. Can any of you tell us what Wally's problem is today?* (Children respond that Wally wants to build a fort and it isn't working).

Wally: *Thanks for listening to my problem. It makes me feel a little better to know that you understand. But what should I do about my fort?*

Teacher: *Well, here is where we need some ideas to fix your problem. There is a fancy word for an idea to fix a problem: it's called a "solution!"* (Show Step #2: What is a solution? Have children repeat the word solution. Have them practice touching their heads and saying "bing" to mimic a light bulb turning on.)

Wally: *I see. I guess we need some ideas or solutions for my fort problem. Do you children have any ideas about how I could make my fort stand up and solve my problem?*

Brainstorm solutions with children. Have a supply of fort fixing materials handy such as tape, pipe cleaners, more sticks, rope, blocks, a blanket, etc.… As children suggest ideas, such as taping the sticks together, or getting more sticks, or propping them against a table, or covering them with a blanket, try these ideas out with these materials—let the children help Wally to try to make his fort work.

Label each idea as a new solution and help children count how many solutions they have thought of. Children will see that just taping sticks together will not be sufficient and then will come up with other solutions to make the fort. At this point introduce Step #3 "Think of more solutions" and explain that sometimes you need more than one solution. If children don't have their own ideas, show them props like the blanket, tape, and glue sticks and ask them if they could use those to help Wally. In the end, help the children to make their solutions work so that the fort stands up!

Wally: *Wow! You all helped to solve my problem. You thought of so many solutions and we finally made them work! This is just what being a problem-solving detective is all about—first you know you have a problem because you are feeling mad or sad or frustrated. Then you think of all the ways you can solve it by thinking of some solutions. After that, you choose your best solutions. And do you know what? I'm not feeling frustrated any more. I'm feeling excited about my fort! Thank you for helping me solve my problem!*

Teacher: *When we go to small groups today, you can each try making your own fort. We'll see how many different solutions you can use while you are building.*

Practice: Make a fort out of marshmallows or cheese cubes with toothpicks. (IV-32)

Promote: During the day the teacher helps the children recognize when they have a problem by labeling their feelings and describing the problem. Have out books in the library area related to problem-solving situations (IV-6). Read some of these aloud during the week.

Home Activities: Stegosaurus #1, 22

Parent Letter: Send out Parent Letter #5, Year 1. *(See Home Activities Manual for sample parent letters.)*

Activities
Lesson Twenty Three

IV-32 Make a Fort

Provide children with materials to make their own forts. These may be done as teamwork forts using big blocks, blankets, large cardboard boxes, and tables to make a fort that children can really crawl under. Or children may work at tables to construct their own small forts out of blocks, small cardboard boxes, popsicle sticks and glue. Or use marshmallows, cheese cubes, or foam packing peanuts and toothpicks to make a fort. While still in circle time, show the children 2 or 3 different forts made out of the materials. Label these as different solutions to making a fort. Challenge the children to make many different fort solutions. The teacher should comment on the variety of solutions that the children are using in the small groups.

Materials Needed:

Wally's Problem-Solving cue cards #1 & 2: *How Do You Feel When You Have a Problem?* & *Pay Attention to Your Feelings (see Handouts section)*
Marshmallows, toothpicks or other fort-building materials

Pay Attention to Your Feelings
How do you feel when you have a problem?

1 What is my problem ?

2 What is a solution ?

Tyrannosaurus Rex Level One: Tiny Turtle Teaches Anger Management
Lesson Thirty Six: Controlling Anger

Plan: The objective of this lesson is to help children understand and practice how they diffuse anger by walking away from it and taking deep breaths to calm down until they are calm enough to try again.

Present: 
Sing Opening Song. Tiny Turtle puppet visits circle time, and before coming out, the teacher explains that Tiny is very shy. Explain what it means to be shy or scared, and talk with children about ways they can help Tiny feel welcome, less shy, and safe. *(Use feeling cue cards.)* Tiny asks them if they know his secrets. He shows the children the anger thermometer and how he stays calm. He talks about walking away from a difficult situation that was making him angry and asks children what they think about that solution. Show **DVD #2 T-Rex Unit: Vignette 11 (being pushed)**. Teachers may use vests for this practice (V-28). Wally explains that walking away is a little like using the Ignore solution. Wally demonstrates how he ignores someone who is making him angry. (Use *Ignore* cue card.) He asks children for a "thumbs up" if he did good ignoring.

Practice: Play Dough Turtles (V-26)
AND
Choice Center Activity—Make a large turtle shell out of a big box (V-28), and let the children paint and decorate it. Afterwards allow children to practice going in shell many times. When they go in shell, ask them to take three slow breaths and tell themselves, "I can calm down, I can do it."

Promote: During the day, the teacher uses emotion coaching and praises children who stay calm in difficult situations or walk away and ignore someone who is bothering them. Children will also need modeling by a puppet, prompting and praise to use Tiny's steps and to walk away and ignore. Do one of the thermometer drawings during the week (V-5).

Home Activities: T-Rex #4, 5

Activities
Lesson Thirty Six

V-26 Play Dough Turtles

Give the students balls of green play dough and tiny figures (Lakeshore Learning has small plastic people that work well. Could also use small animal figures). The students can make turtle shells out of the play dough and practice having their figures go in their shells to calm down. The teacher models the words to repeat while in the shell.

V-28 Make Large Turtle Shells

Make a large turtle shell out of cardboard with an opening for a head and a tail (large enough for children to hide underneath). The children can paint this shell and decorate it with different hexagon shapes in green and brown paint. Children take turns thinking of something that makes them mad and then get to go under the turtle shell to practice taking deep breaths, calming down, and coming out to try again. The children who are watching can coach the child in the shell by holding the cue cards and prompting each step (deep breath, self talk, come out and try again).

V-5 Anger Thermometer Drawing

Give out black and white pictures of the anger thermometer for students to color. *(See Handouts section.)*

Extra Activities

V-3 Thermometer Experiment

Divide children into small groups. Have children put thermometers in warm water and talk about what makes them mad. Ask them what parts of their bodies get "hot" when they are angry and let them describe how their bodies feel (e.g., stiff neck, rapid breathing, sweaty palms). **Note:** If children are able to show you how their bodies look when they are "hot" encourage it. Next ask them to think about a way to calm or cool down. After this discussion move their thermometer into cold water or ice and watch the mercury drop as they take deep breaths, think happy thoughts and relax their tense muscles. On the black and white thermometer picture, use the following sentence starter to allow children to express emotions through words or drawings: "When I feel hot (angry) I can cool (calm) down by _____."

V-1 Visualization (large group circle time activity)

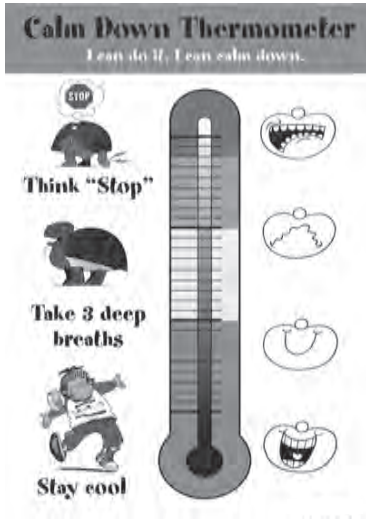
A Safe Place

Close your eye … Take a slow, deep breath… Let it out… Take one more slow, deep breath… Let it out slowly and allow your body to relax… For a moment, I would like you to think about something that you're worried about.

Now think about a safe place you can go to where you don't need to worry about anything… Make a picture in

your imagination of the sort of place you could go to where you would feel safe… Take a good look around… This place is warm and cozy and has soft colors… It smells delicious like chocolate cookies and roses… Now, think about actually being in your safe place… You are relaxing in this safe place… You are feeling calm and relaxed… You can stay in this place as long as you want… You can come back to this place whenever you need to… Try to hold onto these feelings as you gently come back to the room.

Materials Needed:
Art supplies
Thermometer cue cards/pictures
Ignore cue card
Green play dough and small plastic figures
Large cardboard box and paint to decorate turtle shell
DVD #2: T-Rex



Relaxation Thermometer

Anger Thermometer

Allosaurus Level One:
Molly Teaches How to Be Friendly
Lesson Forty Two: Helping at Home

Plan: The objective of this lesson is to continue practicing helping behaviors at school and to learn how to help others at home.

Present: 

Sing Opening Dinosaur Song. Dina arrives and she can't get out of her bag or box. Choose one of the children to help her get out. Dina talks about her happy feelings about being helped and compliments the child who helped. Dina or Molly and the teacher review helping behaviors at school and ask children how they help at home. Molly role plays how she helps her parents at home (e.g., setting the table). The teacher talks about this as family teamwork (show *Teamwork* cue card). Show **DVD #3 Allosaurus Unit: Vignettes 3-4** (both are examples of cleaning up). Set up several role plays that allow children to show how they would help clean up. Then, if possible, have small groups of children work together to clean a section of the classroom. The teacher compliments them. Teach a new Dina Song for wiggle breaks:

I'm going to shake, shake, shake my wiggles out
I'm going to shake, shake, shake my wiggles out
I'm going to shake, shake, shake my wiggles out
Wiggle my waggles away.
I'm going to jump, jump, jump my jiggles out, etc.
I'm going to stretch, stretch, stretch my sleepies out, etc.

Practice: Helping Parents Card (VI-6)
OR
Helping Hands (VI-55)
OR
Helping Hands Snack (VI-7)

Promote: During the day the teacher uses social coaching and praises children (s)he sees helping others and continues the Friendship Club game (Dina's Friendly Feet). Put up the helping pictures on the bulletin board.

Home Activities: Allosaurus #2

Activities
Lesson Forty Two

VI-6 Helping Parents Card

Make large envelopes out of construction paper and give out pictures of family teamwork to color. Ask students to decorate the envelope and put in a coupon that says, "Today I will help you by _____." The children write or dictate how they will help at home. This works well for Mother's Day or Father's Day, but can also be an all-occasion "Helping Card" that can be made throughout the year.

VI-55 Helping Hands

Children trace each others' hands (helping each other) and cut the tracings out. Then they can draw a picture (or write a sentence) on the hands about how they will help at home (e.g., pick up toys) or at school. These can be pasted on poster boards and hung on wall.

VI-7 Helping Hands Snack

For a fun snack, children can fill up disposable plastic gloves with popcorn or caramel corn and then tie the end with a rubber band. They can decorate the hand with a happy face. This is their helping hand. The children can take these helping hands home to share their snack with their parents while they talk about the ways they can help at home.

Materials needed:

Molly and Wally *Family Teamwork* cue card
Helping coupons and envelopes for Helping Parents Card
Dinosaur Friendly Feet for Friendship Club
Props for role plays
DVD #3: Allosaurus

Family teamwork

Brachiosaurus Level Two
Molly Explains How to Talk with Friends
Lesson Fifty Two: Asking Questions

Plan: The objective of this lesson is to review communication skills involved in making friends.

Present: 
Sing Opening Dinosaur Song. Molly talks about the kinds of questions children ask of each other. She shows and discusses **DVD #3 Brachiosaurus Unit: Vignette 3 (asking questions), S-40 (asking questions to get to know someone), and S-41 (listening to friend's story)**. (Show *Asking* cue card.) On this day, each child has been asked to bring something special from home to share. In the large circle, Molly shows the class what she brought to share. She models how to tell one thing about her special object. Then she asks if other children have questions. Children are allowed to ask Molly questions about the special object, and the teacher encourages them to also give Molly compliments. If time, allow a few children to share their special objects with the large group, letting their peers ask questions and give compliment. Teacher explains how they will share and ask questions in their small groups.

Practice: Small Group Show and Tell (VII-28): Each child shows what he/she brought from home and tells something about it. The other children in the group are encouraged to ask a question about the object or to give a compliment.
OR
Twenty Questions Game (VII-3)
OR
Clay Modeling: Guess What? Game (VII-4)

Promote: Notice and praise children's friendly talk such as when they are asking and sharing information with each other throughout daily activities such as snack time, outdoor play, free play, etc. Continue Super Friend announcements and Friendship Club.

Home Activities: Brachiosaurus #2 or 3

Activities
Lesson Fifty Two

VII-3 Twenty Questions Game: Guess What?
In this game one child chooses a picture of a secret object from a secret file (use pictures cut out from magazines). That child knows the secret object, and the other children ask him/her 20 questions to try to guess what the secret object is. (This practices listening, telling, and asking.)

VII-4 Clay modeling: Guess What?
In this game one child makes something out of clay and the others ask questions to guess what he is making.

VII-28 Small Group Show and Tell with Questions
At small group, begin with a child sharing their special item brought from home. Each child at the table asks a question about it. If children have difficulty coming up with new and varied questions, the teacher could write some questions down and put them in a hat, and a child could pick one to ask. If children have forgotten to bring something from home to share, they can choose something from the classroom to share, or be in charge of the hat and offer suggestions to other children.

Materials Needed:
Show and Tell Object for Molly
Molly's *Asking* cue card
DVD #3: Brachiosaurus

Dina Dinosaur's Checklist
Level One, Unit One
Apatosaurus: Wally and Dina Teach School Rules

DVD #1: Apatosaurus

SITE: _____ **DATE:** _____

LEADER NAMES: _____**TIME:** _____

VIGNETTES COVERED:

Apatosaurus Unit: Narration before Vignette 4 (optional may use narration for rules discussion)

LESSONS COVERED: 1 2 3 4

Circle which vignettes and lessons you completed.
(n) = narration included
*Indicates recommended level one vignettes

DID I	**YES**	**NO**
1. Open circle time with predictable routine	_____	_____
2. Dina greets children and explains Dinosaur School	_____	_____
3. Children are taught opening circle time song	_____	_____
4. Talk about group rules (use rules cue cards)	_____	_____
5. Time Out to calm down is explained	_____	_____
6. Children practice Time Out to calm down	_____	_____
7. Dina's detective manual/home activities are explained	_____	_____
8. Send letter #1, Yr. 1 to parents	_____	_____
9. Call parents to explain importance of their involvement	_____	_____
10. Do role plays/practices about following directions	_____	_____
11. Do the following practice activities: (check those completed)		
a. Detective Interviews (I-1)	_____	_____
b. Draw Pictures of Puppets or of Their Family (I-2)	_____	_____
c. An Acquaintance Activity (I-3)	_____	_____
d. Rules Poster (I-4)	_____	_____
e. Read *Wally Meets Dina* book & books about rules (I-5)	_____	_ _ _ _ _ _ _ _ _ _

f. Rules Bingo (basic version or abbreviated to 4 rules for preschoolers) (I-6) _____ _____

g. Decorate line drawings of Dina (listening) _____ _____

h. Apatosaurus Activity #2 (see Home Activities manual) _____ _____

Others (additional activities can be found and described in Book One; please describe here other activities you used to strengthen this skill):

_____

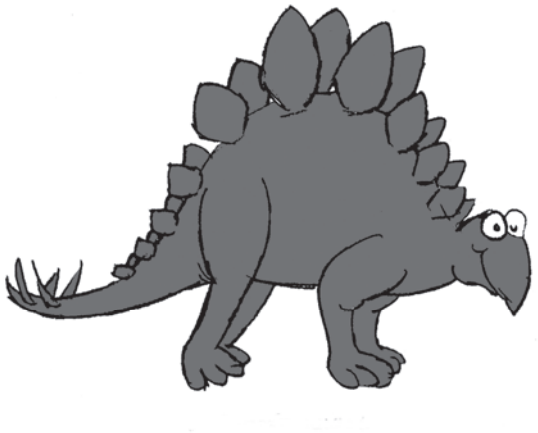
_____

12. Promote Concepts by: (check those completed) _____ _____

_____ Coaching and praising children who follow directions

_____ Praising children for putting up quiet hands, listening in circle time, keeping hands to self

Self-Evaluation & Notes



Stegosaurus Unit #4 Becoming a Problem-Solving Detective

Do____ Activities in Unit #4 to earn a Stegosaurus Button

Stegosaurus Activity 1:

Color the first picture of Wally using step #1 and write or tell an adult how you know you have a problem. (Parent hint: if you have bad feelings you have a problem.)

1. What is my problem?

Child Name : _____

Adult Signature: _____

Stegosaurus Activity 2:

Write or tell an adult about two solutions to problems that you learned in Dinosaur School. (Parent Hint: share, take turns, say "please.")

1. _____

_____

_____

2. _____

_____

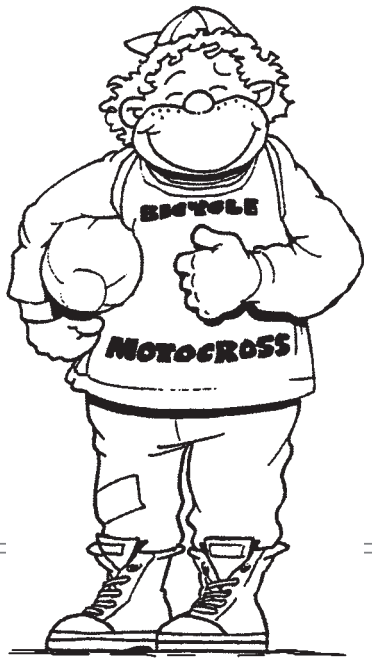
_____

Child Name : _____

Adult Signature: _____

Stegosaurus Activity 3:

Draw a picture of a solution you have used this week (or ask an adult to write it down).



Child Name : _____

Adult Signature: _____

Stegosaurus Activity 12:

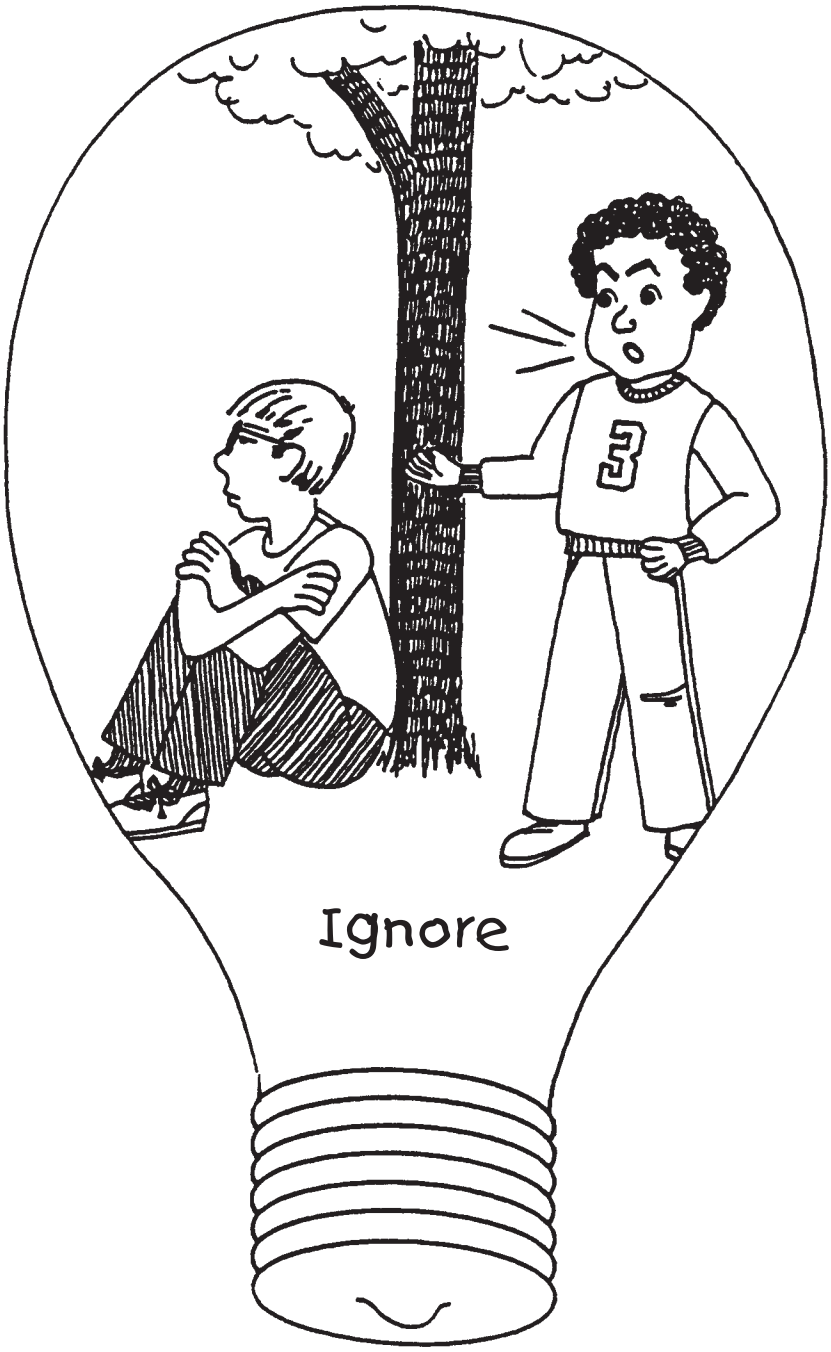
Make your own detective kit. Color pictures of you using some of the problem-solving solutions. (Parent Hint: share, take turns, get an adult, say "please.") Put them in a box and make your own solution kit.

Child Name : _____

Adult Signature: _____

Stegosaurus Activity 13:

Color and discuss the Ignore solution card and tell an adult about two problems you would use this solution with. Show them how you would do this.



Child Name : _____

Adult Signature: _____

Stegosaurus Activity 18:

Problem-Solving Case #8 (From Wally's Detective Books)

Use your Problem-Solving detective skills to see if you can solve the following problem case. Write (or ask an adult to write it down) your solution.

Problem: Wally wants to see the Pokeman card that Freddy has brought from home. But Freddy doesn't want to share it. What should Wally do?

Your solution:

Child Name : _____

Adult Signature: _____

Teacher-to-Parent Communication Letter

Classroom and Family Rules Apatosaurus Unit

At school your children are learning about how to do well in school and are practicing 5 classroom rules. You can help support your child's learning by commenting and praising them when you notice them following these rules at home.

Ask your child to "Show You Five" (hold up your hand). See how many they remember! Ask them to show you how they follow these rules, one at a time.

The Show Me Five Rules are:

Listening Ears: (To remind children to quietly listen and pay attention to the speaker.) Praise them at home when they are using their listening ears when others are talking.

Eyes on Teacher: (To remind children to look at the teacher and pay attention.) Praise children at home when they are looking at you with their listening eyes.

Keep Hands to Self: (To remind children to keep their hands to themselves.) Praise your child when s/he keeps her hands to own body.

Use Walking Feet: (Reminds children about walking slowly – and saving running feet for outside!) Praise your children for using their walking feet inside the house.

Use Inside Voice: (To remind children to learn to talk quietly and not disturb others.) Praise your children for using polite and quiet inside voices.

Record on the *Parent-to-Teacher Communication Letter* your experiences talking about your family rules with your child and send this form back to school with your child.

Incredible Children!

The Incredible Years

Parent-to-Teacher Communication Letter

Classroom and Family Rules Apatosaurus Unit

Child's Name: _____

Record on this form your experiences talking about your family rules with your child and send this form back to school with your child.

_____

_____

_____

_____

_____

Your child may draw a picture of one of your household rules here too.

Incredible Children!

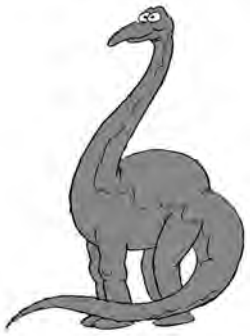
The Incredible Years

Apatosaurus Unit 1
Wally and Dina Teach About School Rules

Dinosaur School

Dear Parents,

Hello! This is Dina Dinosaur and your child's teacher writing to tell you about an exciting addition to the classroom this year — Dina Dinosaur's Social and Emotional Skills and Problem Solving Curriculum. This curriculum promotes positive social interactions between students, teaches emotion regulation skills, and fosters good learning behaviors. These skills are taught in fun ways using DVD examples, puppets, special activities, books, and games. We will be using real life events from the classroom and playground to discuss and practice these new skills.



WHAT WE ARE LEARNING:

- Understanding school rules
- How to do one's best in school
- Understanding feelings in oneself and others
- Effective problem solving
- Anger management skills
- Being friendly and working as a team member at home and at school

YOU ARE INVITED! We love to have parent helpers at Dinosaur School. If you would like to come in to watch a class or even volunteer on a regular basis, please let us know.

We will send you Dinosaur letters to let you know what we are talking about in class so that you can encourage the same skills at home. Also, your child will have home activities to practice things he or she learns in Dinosaur School. We encourage you to do the activities with your child and "sign off" when they are completed. Please let us know if you have any questions about the program. We are looking forward to getting to know you and your child this year!

Sincerely,
Dina Dinosaur and her friends
Phone:_____
E-mail:_____

Dinosaur School is at _____ on _____

CHILDREN'S CLASSROOM DINA TRAINING SERIES

Benefits of Certification/Accreditation as a Child Group Leader

We consider this certification process to be of value for the following reasons. First, the certification process maximizes the quality of the performance of the teacher. We believe certified teachers implementing the full program will achieve results similar to those in the published literature. The process of certification is considered part of the training process in that the teacher will get feedback from peers on his/her leadership ability. Second, certification allows the individual to be listed as a certified IY teacher with our center. Certified teachers will be invited to workshops updating our programs and sharing ideas with other teachers throughout the country. Finally, certification permits the individual to be eligible to take the course to be a certified peer coach or mentor of other teachers.

Certification is required for this program to be used as part of a research project.

Background Requirements to be Eligible for Certification

1. Experience teaching young children (this may include working with children as a day care provider, or preschool or primary grade teacher, psychologist, or school counselor).
2. Excellent teaching skills. Letters of reference attesting to your teaching qualifications.
3. Educational course in child development required (credited course).

Requirements

Training

- Attend approved training workshops. Only those candidates who have successfully completed the approved training qualify to submit a certification application. Approved training consists of a 3-day workshop offered by an IY certified trainer of group leaders.

Experience Requirements

- Conduct minimum of 1 full Dina Curriculum (minimum of 45 from the 60+ lesson plans). This can be achieved by conducting lessons 2-3 times per week for 20-30 weeks or once a week over two years*. Leaders/teachers are expected to have conducted some lessons (as developmentally appropriate) for **all** dinosaur units in the curriculum and to have completed 45 to 50 lessons minimum if unable to do all 60+ lessons due to time constraints. More than 60 lessons is also acceptable, if you need to extend the curriculum as well. We will not accept your materials if you do not have lessons from all seven dinosaur units. A minimum of 12 children per series is required. A list of dates, locations, and number of attendees will need to be submitted.

*From all levels of the curriculum done in succession.

Feedback and Evaluation

- Satisfactory completion of unit checklists for each unit (75% to 85% minimum of the 60+ lessons, representing all units).
- Completion of 3 teacher-child group self-evaluation (throughout the year).
- Completion of 3 peer evaluations. (These may be done by an Incredible Years Classroom Dina Coach or by a co-teacher.
- Submission of a minimum of 10 Parent Satisfaction Questionnaires (completed by parents at end of year or after your final lessons in the curriculum). *New requirement as of January 1, 2012.
- Background questionnaire
- Satisfactory feedback for one lesson, submitted to the Certification Committee.

  This feedback may be in one of two forms: By submitting a DVD video for review showing one to two lessons including large circle time and small group activities. Or a certified trainer or mentor may do a live observation of the circle time and small group activities and provide you with written feedback for you to submit.

  Your DVD video must meet minimal requirements for following the session protocols and quality of delivery per the original model. Your DVD video should show one to two lessons that include the following:

  Circle time lesson: showing and mediating a video vignette, involving children in role plays and practice of skills, using the puppets and a small group activity. It is ideal to also send 10-15 minutes showing teacher coaching children's interactions during play or a teamwork academic activity.

NOTE: DVD must meet minimal requirements for following session protocols, but it is typical for teachers to submit 2-3 DVDs before being accredited. The DVD review process is a supportive supervisory opportunity in which teachers will receive constructive feedback to achieve program fidelity.

Certified group leaders are expected to attend a one-day renewal workshop every five years.

Application Process
Checklist of Items Submitted for Certification

——— Application form (see attached form)

_____ One-page letter discussing your interest in becoming certified, your goals, plans, and philosophy of effective teaching, and your teaching experience.

——— Background Questionnaire (Confidential questionnaire about your professional background so we can improve the quality of our training workshops and materials)

——— Two letters of reference

——— Unit Checklists

——— Submit 3 teacher-child group self-evaluation forms (throughout the year)

_____ Submit 3 peer-evaluations

——— Parent Final Satisfaction Questionnaires (Submit a minimum of 10 Parent Final Satisfaction Questionnaires)

——— Certified mentor or trainer supervisory report or approved DVD of group session

See www.incredibleyears.com/certification-gl/child-programs-certification for cost information, paperwork requirements, and forms for download.

Send application materials to:

Incredible Years, Inc.
Certification Committee
1411 8th Avenue West
Seattle, WA 98119 USA
Email: incredibleyears@incredibleyears.com

Map to Becoming Certified

© The Incredible Years®

Basic steps to become a certified IY Group Leader

START

1. **Attend an IY training.**

2. **Acquire the appropriate program for your population.**
(You may do this step prior to attending training.)

3. **Self Study using Leader's Manual & DVDs (with coleader).**
(You may begin self study prior to training if you have the program materials.)

4. **Start recruitment and planning for your groups.**

5. **Implement first group & submit DVD of one session for feedback from IY mentor/trainer.**
(If your agency has an IY Peer Coach, schedule video review meetings with them first.)

6. **Obtain in-person, group, or phone consultation with Mentor/Trainer and engage in weekly peer review.**

7. **Implement second group & submit DVD for feedback from IY mentor/trainer. Continue participating in consultation.**

8. **Once DVD review passes, send all paperwork to IY headquarters.**

9. **Application is reviewed. Congratulations on becoming a certified group leader!**

See next page for what comes next, once you are certified as a group leader.

CERTIFICATION MAP – THE CONTINUED JOURNEY

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Next steps once you have been certified as a group leader
(Continued from "Map to Becoming Certified")

10. Continue group leader peer review every 2 weeks.

11. Group DVD consultations yearly with IY mentor/trainer.

12. Support new group leaders by delivering groups with them.

13. In-person or telephone consultations with IY mentor/trainer as needed.

14. Consider attending an adjunct IY training for a different population or age range.
(see www.incredibleyears.com for all training options)

15. Consider learning more about peer coach certification.

Contact the Incredible Years® office and consult our website (www.incredibleyears.com) for more details on further training you can receive, how to access consultation, and applying for peer coach certification.

Application for Certification as an Incredible Years® Classroom Dinosaur Child Group Leader

Name: _____

Home Address: _____

_____

_____ Zip/Postal Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____

Occupation: _____

Month/Year of Classroom Dinosaur Training: _____

Trainer: _____

APPLICATION BILLING INFORMATION (NAME & ADDRESS:

Organization/Name:_____

Address:_____

City/State/Provence: _____Postal Code:_____

Country:_____

E-mail for receipt:_____

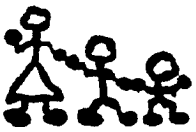
This form must accompany your submission of video for review.

Please include the following with your video submission:

- A brief letter outlining the session/topic covered and population served
- A Self-evaluation that corresponds to the session(s) you are sending for review
- A Process Checklist that corresponds to the session(s) you are sending for review
- A lesson plan that corresponds to the session(s) you are sending for review

Please see website and leader's manual for certification application requirements. Contact Incredible Years office with any questions (incredibleyears@incredibleyears.com)

Send certification materials to:
Incredible Years Certification Committee
1411 8th Avenue West
Seattle, WA 98119 USA
incredibleyears@incredibleyears.com



Teacher Child Group Process Checklist Dinosaur School in the Classroom (rev. 2019)

This checklist is designed for teachers to complete (with co-teachers) following daily lesson plan. By looking for the following points, a teacher can identify specific goals for progress. This checklist is designed to complement the lesson plans for the specific sessions, which list the key content that should be presented, practiced, and promoted throughout the week. It is recommended that a teacher video record the lesson and small group activity and review afterwards using this checklist.

Teacher Self-Evaluation (name):_____

Co-teacher Evaluation:_____

Certified Trainer/Mentor Evaluation:_____

Date:_____

Session Topic:_____

	YES	NO	N/A
ROOM SETUP			
Did the teachers:			
1. Have children sit in a semicircle that allows everyone to see the video and each other?	____	____	____
2. Post rules on the wall so the children can see them?	____	____	____
3. Have materials ready? (handouts, cue cards, video vignettes ready, activities/manuals prepared)	____	____	____
4. Convey enthusiasm about the lesson?	____	____	____
5. Show they had a predictable time on the schedule for Dinosaur School?	____	____	____
Starting the Circle Time Discussions			
Did the teachers:			
6. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g. "One, two, three, Dina!" or greeting song)?	____	____	____
7. Begin the lesson with an issue related to the day's topic?	____	____	____
8. Establish individual or group goals/personal challenges for students?	____	____	____
9. Review learning from prior lesson by asking children for times during the week when they were able to practice what they learned in Dinosaur School?	____	____	____
When Presenting the New Learning for the Day			
Did the teachers:			
10. 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?)?	____	____	____

	YES	NO	N/A
11. Work to engage less verbal students in the discussion?	____	____	____
12. Paraphrase and highlight the points made by children?	____	____	____
13. Use puppets as active participants of the entire lesson?	____	____	____
14. Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, helping others, etc.?	____	____	____
15. Attend to group process through selective use of ignore when appropriate?	____	____	____
16. Use picture cue cards as prompts to reinforce new behaviors being taught?	____	____	____
17. Use a style that is playful, engaging, fun, uses songs and paced at children's level of attention & developmental level?	____	____	____
18. Present clearly and model new behavior with puppets and role play practices?	____	____	____
19. Actively involve children by letting them hold cue cards, pause video, use smaller puppets, etc.?	____	____	____
20. Provide legitimate opportunities for active children to move and stretch (e.g., group stretch break or wiggle space for a particular child or music activity)?	____	____	____
21. Respond to group and individual needs (e.g., change pace if children are restless and modify activities, language, and questions depending on a particular child's developmental level?	____	____	____
22. Work to address communication issues created by language barriers (nonverbal cues, paced repetitive language, modeling, prompting)?	____	____	____
23. Adapt content to be sensitve to children's culture or to special issues relevant for the particular class of students?	____	____	____
24. Incorporate translator in planning when possible?	____	____	____
25. Adjust length of circle time to reflect children's attention span and level of engagement?	____	____	____
26. Follow the lesson plans?	____	____	____

When Showing the Vignettes

Did the teachers:

27. Focus children's attention vefore showing vignettes? Give them specific behavior or emotion to watch for?	____	____	____
28. Pause longer vignettes at least once to ask questions about segments rather than waiting until the end of the vignette? Ask about character feelings and what they will do next?	____	____	____
29. Begin by asking children about what they thought was happening in the vignette?	____	____	____
30. Acknowledge and praise children's responses to a vignette?	____	____	____

	YES	NO	N/A
31. When appropriate, praise or nonverbally acknowledge children who are focused on the vignette?	____	____	____
32. Take time to acknowledge disappointment at not being called upon (e.g., self-pat on the back, expression of "oh man")?	____	____	____
33. Paraphrase and highlight the points made by children?	____	____	____
34. Move on to the next vignette after key points have been discussed and practiced? Pace material to maintain children's interest?	____	____	____
35. Allow for discussion following each vignette? If children are distracted, vignette may need to be replayed.	____	____	____
36. Make sure that children are attending when vignette is shown?	____	____	____
37. Use vignette to prompt a role play/practice with children? When setting up role play practice select student strategically and coach them with a script of behaviors to practice?	____	____	____
38. Have children practice the actual behaviors being taught through puppet plays, role plays, live plays, and peer-coached plays?	____	____	____
39. Adjust number of vignettes shown according to age and attention span of students?	____	____	____
40. Demonstrate and explain small group activity before leaving large circle discussion?	____	____	____

Small Group Activities

Did the teachers:

41. Plan small group activity to reinforce new content learned (e.g., cooperative art activity, feeling game, blocks, play dough, bingo, pass the hat, visualization)?	____	____	____
42. Prepare small group activity materials and set out on tables ahead of time to minimize children's waiting time?	____	____	____
43. Participate in small gourp activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur?	____	____	____
44. Use labeled praise for prosocial behaviors?	____	____	____
45. Use "dialogic" reading or interactive reading style?	____	____	____
46. Promote reading skills by associating printed word with language?	____	____	____
47. Promote writing skills by taking dictations, writing words to be copied, reinforcing children's beginning attempts to write?	____	____	____
48. Make adaptations in small group practice activities in order to be developmentally appropriate for all children?	____	____	____
49. Give as much time to small group practice activities as to large circle time discussions?	____	____	____

	YES	NO	N/A

Promoting Skills

Did the teachers:

50. Use emotion and social coaching language?	____	____	____
51. Use academic and persistence coaching?	____	____	____
52. Use proximal praise and labeled praise?	____	____	____
53. Ignore targeted behaviors or attention seeking behaviors?	____	____	____
54. Use Time Out to calm down appropriately for aggressive behavior?	____	____	____
55. Use redirects and distraction to re-engage children who are off-task?	____	____	____
56. Praise and give rewards to individual children who are following rules, participating well, and engaging in positive behaviors?	____	____	____
57. Use team incentive approach?			
58. Issue personal challenges, team rewards, mystery challenges?	____	____	____
59. Have Dinosaur Cue Cards up on walls (e.g., quiet hands up, sharing)?	____	____	____
60. Use nonverbal praise & encouragement?	____	____	____
61. Act in a fun, playful, and engaging way with children?	____	____	____
62. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc.?	____	____	____
63. Prepare for transitions effectively?	____	____	____
64. Promote optimism and show belief in children's ability to learn and be successful?	____	____	____
65. Avoid making critical or negative statements about children's behavior?	____	____	____
66. Show respect, warmth and calmness with children?	____	____	____
67. Involve children actively in learning through games, activities, stories, and fantasy?	____	____	____
68. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snact time or small groups, saying goodbye?	____	____	____

Review Home Activities and Wrap Up

Did the teachers:

69. Review Detective Home Activities with the children?			
70. Individually give children a chance to share their home activities?	____	____	____
71. Enthusiastically praise whatever effor children made this week?	____	____	____
72. Assist children who didin't complete the home activities to complete them?	____	____	____

	YES	NO	N/A
73. Have puppets say good-bye (not every session)?	____	____	____
74. Involve parents by sending home parent letters with home activities? (see website for samples: www.incredibleyears.com/resources/gl/teacher-program/)	____	____	____

Children's Responses

75. Children appear engaged and on-task during large group circle time.	____	____	____
76. Children were enjoying themselves during small group activities.	____	____	____
77. Children were involved in asking questions, role plays, and suggesting ideas.	____	____	____
78. Waiting time for children was minimized.	____	____	____

Teacher Collaboration

(To be completed if there is a second or third teacher / co-leader involved with the curriculum)

79. Did the teachers have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)?	____	____	____
80. Did teachers work well as a team reinforcing each other, while attending to different roles with students?	____	____	____
81. Do teachers have regular, consistent meeting times weekly to discuss and plan for the Dina Curriculum?	____	____	____
82. Are teachers implementing behavior plans for children targeted with special needs? (see website for behavior plans: www.incredibleyears.com/resources/gl/teacher-program/)	____	____	____
83. Do teachers call parents to share something positive about their child?	____	____	____
84. Do teachers share Dinosaur materials at parent orrientation nights?	____	____	____
85. If there is an assistant teacher, is s/he involved in planning and in implementing the curriculum?	____	____	____

REMEMBER: Your goal in the circle time lessons 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 throughout the week.

Summary Comments:

Lesson reviewed by: _____

Date: _____

Infants and Young Children
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Strengthening Social and Emotional Competence in Young Children—The Foundation for Early School Readiness and Success

Incredible Years Classroom Social Skills and Problem-Solving Curriculum

Carolyn Webster-Stratton, PhD; M. Jamila Reid, PhD

The ability of young children to manage their emotions and behaviors and to make meaningful friendships is an important prerequisite for school readiness and academic success. Socially competent children are also more academically successful and poor social skills are a strong predictor of academic failure. This article describes The Incredible Years Dinosaur Social Skills and Problem-Solving Child Training Program, which teaches skills such as emotional literacy, empathy or perspective taking, friendship and communication skills, anger management, interpersonal problem solving, and how to be successful at school. The program was first evaluated as a small group treatment program for young children who were diagnosed with oppositional defiant and conduct disorders. More recently the program has been adapted for use by preschool and elementary teachers as a prevention curriculum designed to increase the social, emotional, and academic competence, and decrease problem behaviors of all children in the classroom. The content, methods, and teaching processes of this classroom curriculum are discussed. **Key words:** *behavior problems, emotional regulation, problem-solving, school readiness, social competence*

THE prevalence of aggressive behavior problems in preschool and early school-age children is about 10%, and may be as high as 25% for socio-economically disadvantaged children (Rimm-Kaufman, Pianta, & Cox, 2000; Webster-Stratton, 1998; Webster-Stratton, Reid, & Hammond, 2001a). Evidence suggests that without early intervention, emotional, social, and behavioral problems (particularly, aggression and oppositional behavior) in young children are key risk factors or "red flags" that mark the beginning

From the University of Washington School of Nursing, Seattle, Wash.

The senior author of this article has disclosed a potential financial conflict of interest because she disseminates these interventions and stands to gain from a favorable report. Because of this, she has voluntarily agreed to distance herself from certain critical research activities (ie, recruiting, consenting, primary data handling, and analysis) and the University of Washington has approved these arrangements.

Corresponding author: Carolyn Webster-Stratton, PhD, University of Washington School of Nursing, Parenting Clinic, 1107 NE 45th St, Suite 305, Seattle, WA 98105 (e-mail: cws@u.washington.edu).

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of escalating academic problems, grade retention, school drop out, and antisocial behavior (Snyder, 2001; Tremblay, Mass, Pagani, & Vitaro, 1996). Preventing, reducing, and halting aggressive behavior at school entry, when children's behavior is most malleable, is a beneficial and cost-effective means of interrupting the progression from early conduct problems to later delinquency and academic failure.

Moreover, strengthening young children's capacity to manage their emotions and behavior, and to make meaningful friendships, particularly if they are exposed to multiple life-stressors, may serve an important protective function for school success. Research has indicated that children's emotional, social, and behavioral adjustment is as important for school success as cognitive and academic preparedness (Raver & Zigler, 1997). Children who have difficulty paying attention, following teacher directions, getting along with others, and controlling negative emotions, do less well in school (Ladd, Kochenderfer, & Coleman, 1997). They are more likely to be rejected by classmates and to get less positive feedback from teachers which, in turn, contributes to off task behavior and less instruction time (Shores & Wehby, 1999).

Parent education programs

How, then, do we assure that children who are struggling with a range of emotional and social problems receive the teaching and support they need to succeed in school? One way is to work with parents to provide them with positive parenting strategies that will build their preschool children's social competencies and academic readiness. Research shows that children with lower emotional and social competencies are more frequently found in families where parents express more hostile parenting, engage in more conflict, and give more attention to children's negative than positive behaviors (Cummings, 1994; Webster-Stratton & Hammond, 1999). Children whose parents are emotionally positive and attend to prosocial behaviors are more likely to be able to self-regulate and respond in nonaggressive ways to conflict situations. Indeed, parent training programs have been the single most successful treatment approach to date for reducing externalizing behavior problems (oppositional defiant disorder (ODD) and conduct disorder (CD) in young children (Brestan & Eyberg, 1998).

A variety of parenting programs have resulted in clinically significant and sustained reductions in externalizing behavior problems for at least two third of young children treated (eg, for review, see Brestan & Eyberg, 1998; Taylor & Biglan, 1998). The intervention goals of these programs are to reduce harsh and inconsistent parenting while promoting home-school relationships. These experimental studies provide support for social learning theories that highlight the crucial role that parenting style and discipline effectiveness play in determining children's social competence and reducing externalizing behavior problems at home and in the classroom (Patterson, DeGarmo, & Knutson, 2000). More recently, efforts have been made to implement adaptations of these treatments for use as school-based preschool and early school prevention programs. A review of the literature regarding these parenting prevention programs for early school age children indicates that this approach is very promising (Webster-Stratton & Taylor, 2001). While there is less available research with preschool children, the preliminary studies are also quite promising. In our own work, we targeted all parents who enrolled in Head Start (children ages 3–5 years). In 2 randomized trials of 500 parents, we reported that the Incredible Years parenting program was effective in strengthening parenting skills for a multiethnic group of parents of preschoolers (Webster-Stratton, 1998; Webster-Stratton et al., 2001a). Externalizing behaviors were significantly reduced for children who were showing above average rates of these behaviors at baseline. Mothers with mental health risk factors, such as high depressive symptomatology, reported physical abuse as children, reported substance abuse, and high levels of anger were able to engage in the parenting program and to

benefit from it at levels comparable to parents without these mental health risk factors (Baydar, Reid, & Webster-Stratton, 2003). Similar results were obtained in an independent trial in Chicago with primarily African-American mothers who enrolled their toddlers in low-income day care centers (Gross, Fogg, Webster-Stratton, Garvey, & Grady, 2003).

Teacher training

A second approach to preventing and reducing young children's behavior problems is to train teachers in classroom management strategies that promote social competence. Teachers report that 16% to 30% of the students in their classrooms pose ongoing problems in terms of social, emotional, and behavioral difficulties (Raver & Knitzer, 2002). Moreover, there is substantial evidence showing that the way teachers interact with these students affects their social and emotional outcomes. In a recent study, Head Start centers were randomly assigned to an intervention condition that included the Incredible Years parent training *and* teacher training curricula or to a control condition that received the usual Head Start services. In classrooms where teachers had received the 6-day training workshop, independent observations showed that teachers used more positive teaching strategies and their students were more engaged (a prerequisite for academic learning) and less aggressive than students in control classrooms (Webster-Stratton, Reid, & Hammond, in press). Another study with children diagnosed with ODD/CD showed that the addition of teacher training to the parent training program significantly enhanced children's school outcomes compared to conditions that only offered parent training (Bierman, 1989; Kazdin, Esveldt, French, & Unis, 1987; Ladd & Mize, 1983; Lochman & Dunn, 1993; Shure, 1994; Webster-Stratton et al., in press). Overall, the research on collaborative approaches to parent- and teacher-training suggests that these interventions can lead to substantial improvements in teachers' and parents' interactions with children and ultimately to children's academic and social competence.

Child social skills and problem-solving training

A third approach to strengthening children's social and emotional competence is to directly train them in social, cognitive, and emotional management skills such as friendly communication, problem solving, and anger management, (eg, Coie & Dodge, 1998; Dodge & Price, 1994). The theory underlying this approach is the substantial body of research indicating that children with behavior problems show social, cognitive, and behavioral deficits (eg, Coie & Dodge, 1998). Children's emotional dysregulation problems have been associated with distinct patterns of responding on a variety of psycho physiological measures compared to typically developing children (Beauchaine, 2001; McBurnett et al., 1993). There is also evidence that some of these biobehavioral systems are responsive to environmental input (Raine et al., 2001). Moreover, children with a more difficult temperament (eg, hyperactivity, impulsivity, and inattention) are at higher risk for particular difficulties with conflict management, social skills, emotional regulation, and making friends. Teaching social and emotional skills to young children who are at risk either because of biological and temperament factors or because of family disadvantage and stressful life factors can result in fewer aggressive responses, inclusion with prosocial peer groups, and more academic success. Because development of these social skills is not automatic, particularly for these higher risk children, more explicit and intentional teaching is needed (Bredekamp & Copple, 1997). The preschool and early school-age period would seem to be a strategic time to intervene directly with children and an optimal time to facilitate social competence and reduce their aggressive behaviors before these behaviors and reputations develop into permanent patterns.

This article describes a classroom-based prevention program designed to increase children's social and emotional competence, decrease problem behaviors, and increase academic competence. The Incredible Years Dinosaur Social Skills and Problem-Solving Child Training Program first published in 1989 (Webster-Stratton, 1990) was originally designed as a treatment program for children with diagnosed ODD/CD and has established efficacy with that population (Webster-Stratton & Hammond, 1997; Webster-Stratton, Reid, & Hammond, 2001b; Webster-Stratton et al., in press). In 2 randomized control group studies, 4–8-year-old children with externalizing behavior problems (ODD/CD) who participated in a weekly, 2-hour, 20- to 22-week treatment program showed reductions in aggressive and disruptive behavior according to independent observed interactions of these children with teachers and peers. These children also demonstrated increases in prosocial behavior and positive conflict management skills, compared to an untreated control group (Webster-Stratton & Hammond, 1997; Webster-Stratton et al., in press). These improvements in children's behavior were maintained 1 and 2 years later. Moreover treatment was effective not only for children with externalizing behavior problems but also for children with comorbid hyperactivity, impulsivity, and attentional difficulties (Webster-Stratton, Reid, Hammond, 2001b). Additionally, adding the child program to the Incredible Years parent program was shown to enhance long-term outcomes for children who are exhibiting pervasive behavior problems across settings (home and school) by reducing behavior problems in both settings and improving children's social interactions and conflict management skills with peers (Webster-Stratton & Hammond, 1997).

Currently we are undergoing an evaluation of the classroom-based prevention version of this program designed to strengthen social competence for all children. Head Start and kindergarten classrooms from low-income schools (defined as having 60% or more children receiving free lunch) were randomly assigned to the intervention or usual school services conditions. Intervention consisted of 4 days of teacher training workshops (offered once per month) in which teachers were trained in the classroom management curriculum as well as in how to deliver the classroom version of the Dinosaur School Curriculum. Teachers also participated in weekly planning meetings to review lesson plans and individual behavior plans for higher risk students. Teachers and research staff cotaught 30 to 34 lessons in each classroom (twice weekly) according to the methods and processes described below. The integrity and fidelity of the intervention were assured by the ongoing mentoring and coteaching with our trained leaders, weekly planning meetings and supervision, ongoing live and videotape observations and review of actual lessons delivered, completion of standard integrity checklists by supervisors, and submission of unit protocols for every unit completed. Teachers and parents provided report data, and independent observations were conducted in the classroom at the beginning and end of the school year. Preliminary analysis with over 628 students suggests the program is promising. Independent observations of children in the classrooms show significant differences between control and intervention students on variables such as authority acceptance (eg, compliance to teacher requests and cooperation), social contact, and aggressive behavior. Intervention classrooms had significantly greater positive classroom atmosphere than did control classrooms, and intervention students had significantly higher school readiness scores as measured by behaviors such as being focused and on-task during academic activities, complying during academic time, and showing cognitive concentration (Webster-Stratton & Reid, in press). Moreover, individual testing of children's cognitive social problem-solving indicated that intervention children had signficantly more prosocial responses in response to conflict situations than control children. In addition, teachers reported high levels of satisfaction with both

the teacher training and the Dinosaur School classroom curriculum.

Recently, the classroom-based intervention has been used by 2 other research teams in combination with the Incredible Years parent program and while the independent contribution of the child training program cannot be determined from their research designs, positive outcomes have been reported in regard to improvements in children's social and academic variables (August, Realmuto, Hektner, & Bloomquist, 2001; Barrera et al., 2002).

In the remainder of this article, we will highlight the goals; describe the curricular content and objectives; and briefly describe the therapeutic processes and methods of delivering the Incredible Years Dina Dinosaur's Social Skills and Problem-Solving Classroom-Based Curriculum.

CONTENT AND GOALS OF THE CHILD TRAINING DINOSAUR PROGRAM

The classroom-based version of this curriculum for children aged 3–8 years consists of over 64 lesson plans and has preschool/kindergarten and primary grade (1–3) versions. Teachers use the lesson plans to teach specific skills at least 2 to 3 times a week in a 15- to 20-minute large group circle time followed by small group practice activities (20 minutes). Teachers are asked to look for opportunities during recess, free choice, meal, or bus times to promote the specific skills being taught in a unit. Ideally, as each new skill is taught, it is then woven throughout the regular classroom curriculum so that it provides a background for continued social and academic learning. Children complete dinosaur home activity books with their parents, and letters about the concepts taught are sent home regularly. Parents are also encouraged to participate in the classroom by helping out with small group activities.

The content of the curriculum is based on theory and research indicating the kinds of social, emotional, and cognitive deficits found in children with behavior problems. It focuses on 7 units: learning school rules and how to be successful in school; emotional literacy, empathy or perspective taking; interpersonal problem solving; anger management; and friendship and communication skills. Teachers receive 4 days of training in the content and methods of delivering the program. They use comprehensive manuals with lesson plans that outline every lesson's content, objectives, videotapes to be shown, and descriptions of small group activities. There are over 300 different activities that reinforce the content of the lessons. The following description is a brief overview of each content area in the curriculum. Please see the book *How to Promote Children's Social and Emotional Competence* by Webster-Stratton (1999) for more details. See Table 1 for an overview of the objectives for each of the intervention program components.

Making friends and learning school rules and how to do your best in school (Apatasaurus Unit 1 and Iguanodon Unit 2)

In the first 2 units, students are introduced to Dinosaur School and learn the importance of group rules such as following directions, keeping hands to selves, listening to the teacher, using a polite and friendly voice or behavior, using walking feet, and speaking with inside voices. In the very first lesson, children are involved in discussing and practicing the group rules, using life-sized puppets. In small groups (6 per table), the children make rules posters that include drawings of the rules or instant photographs of the children following the rules.

Understanding and detecting feelings (Triceratops Unit 3)

Children at risk for behavior problems often have language delays and limited vocabulary to express their feelings, thus contributing to their difficulties regulating emotional responses (Frick et al., 1991; Sturge, 1982). Children from families where there has been neglect or abuse, or where there is considerable environmental stress may have negative

Table 1. Content and objectives of the Incredible Years child training programs (a.k.a. Dina Dinosaur Social Skills and Problem-Solving Curriculum) (ages 4–8)

Content	Objectives
Apatosaurus Unit 1: Introduction to Dinosaur School	• Understanding the importance of rules • Participating in the process of rule making • Understanding what will happen if rules are broken • Learning how to earn rewards for good behaviors • Learning to build friendships
Iguanodon Unit 2: Doing your best detective work at school	
Part 1: Listening, waiting, quiet hands up Part 2: Concentrating, checking, and cooperating	• Learning how to listen, wait, avoid interruptions, and put up a quiet hand to ask questions in class • Learning how to handle other children who poke fun and interfere with the child's ability to work at school • Learning how to stop, think, and check work first • Learning the importance of cooperation with the teacher and other children • Practicing concentrating and good classroom skills
Triceratops Unit 3: Understanding and detecting feelings	
Part 1: Wally teaches clues to detecting feelings Part 2: Wally teaches clues to understanding feelings	• Learning words for different feelings • Learning how to tell how someone is feeling from verbal and nonverbal expressions • Increasing awareness of nonverbal facial communication used to portray feelings • Learning different ways to relax • Understanding why different feelings occur • Understanding feelings from different perspectives • Practicing talking about feelings
Stegosaurus Unit 4: Detective Wally teaches problem-solving steps	
Part 1: Identifying problems and solutions Part 2: Finding more solutions Part 3: Thinking of consequences	• Learning how to identify a problem • Thinking of solutions to hypothetical problems • Learning verbal assertive skills • Learning how to inhibit impulsive reactions • Understanding what apology means • Thinking of alternative solutions to problem situations such as being teased and hit • Learning to understand that solutions have different consequences • Learning how to critically evaluate solutions—one's own and others
T-Rex Unit 5: Tiny Turtle teaches anger management	
Part 4: Detective Wally teaches how to control anger Part 5: Problem-solving step 7 and review	• Recognizing that anger can interfere with good problem solving • Understanding Tiny Turtle's story about managing anger and getting help • Understanding when apologies are helpful • Recognizing anger in themselves and others • Understanding anger is okay to feel "inside" but not to act out by hitting or hurting someone else

(*continues*)

Table 1. (Continued)

Content	Objectives
	• Learning how to control anger reactions • Understanding that things that happen to them are not necessarily hostile or deliberate attempts to hurt them • Practicing alternative responses to being teased, bullied, or yelled at by an angry adult • Learning skills to cope with another person's anger
Allosaurus Unit 6: Molly Manners teaches how to be friendly	
Part 1: Helping Part 2: Sharing Part 3: Teamwork at school Part 4: Teamwork at home	• Learning what friendship means and how to be friendly • Understanding ways to help others • Learning the concept of sharing and the relationship between sharing and helping • Learning what teamwork means • Understanding the benefits of sharing, helping, and teamwork • Practicing friendship skills
Brachiosaurus Unit 7: Molly explains how to talk with friends	
	• Learning how to ask questions and tell something to a friend • Learning how to listen carefully to what a friend is saying • Understanding why it is important to speak up about something that is bothering you • Understanding how and when to give an apology or compliment • Learning how to enter into a group of children who are already playing • Learning how to make a suggestion rather than give commands • Practicing friendship skills

feelings and thoughts about themselves and others and difficulty perceiving another's point of view or feelings different from their own (Dodge, 1993). Such children also may have difficulty reading facial cues and may distort or underutilize social cues (Dodge & Price, 1994).

Therefore, the Triceratops Feelings Program is designed to help children learn to regulate their own emotions and to accurately identify and understand their own as well as others' feelings. The first step in this process is to help children be able to accurately label and express their own feelings to others. Through the use of laminated cue cards and videotapes of children demonstrating various emotions, children discuss and learn about a wide range of feeling states. The unit begins with basic sad, angry, happy, and scared feelings and progresses to more complex feelings such as frustration, excitement, disappointment, and embarrassment. The children are helped to recognize their own feelings by checking their bodies and faces for "tight" (tense) muscles, relaxed muscles, frowns, smiles, and sensations in other parts of their bodies (eg, butterflies in their stomachs). Matching the facial expressions and body postures shown on cue cards helps the children to recognize the cues from their own bodies and associate a word with these feelings. Next, children are guided to use their detective skills to look for clues in another person's facial expression, behavior, or tone

of voice to recognize what the person may be feeling and to think about why they might be feeling that way. Video vignettes, photos of sports stars and other famous people, as well as pictures of the children in the group are all engaging ways to provide experience in "reading" feeling cues. Games such as Feeling Dice (children roll a large die with feeling faces on all sides and identify and talk about the feelings that they see) or Feeling Bingo are played to reinforce these concepts. Nursery rhymes, songs, and children's books provide fun opportunities to talk about the characters' feelings, how they cope with uncomfortable feelings, and how they express their feelings (for example, "Itsy Bitsy Spider" expresses happiness, fear, worry, and hopefulness in the course of a few lines of rhyme). As the children become more skilled at recognizing feelings in themselves and others, they can begin to learn empathy, perspective taking, and emotion regulation.

Children also learn strategies for changing negative (angry, frustrated, sad) feelings into more positive feelings. Wally (a child-sized puppet) teaches the children some of his "secrets" for calming down (take a deep breath, think a happy thought). Games, positive imagery, and activities are used to illustrate how feelings change over time and how different people can react differently to the same event (the metaphor of a "feeling thermometer" is used and children practice using real thermometers in hot and cold water to watch the mercury go from "hot and angry" to "cool and calm"). To practice perspective taking, role-plays include scenarios in which the students take the part of the teacher, parent, or another child who has a problem. This work on feelings literacy is integrated and underlies all the subsequent units in this curriculum.

Detective Wally teaches problem-solving steps (Stegosaurus Unit 4)

Children who are temperamentally more difficult, that is, hyperactive, impulsive, or inattentive have been shown to have cognitive deficits in key aspects of social problem solving (Dodge & Crick, 1990). Such children perceive social situations in hostile terms, generate fewer prosocial ways of solving interpersonal conflict, and anticipate fewer consequences for aggression (Dodge & Price, 1994). They act aggressively and impulsively without stopping to think of nonaggressive solutions or of the other person's perspective and expect their aggressive responses to yield positive results. There is evidence that children who employ appropriate problem-solving strategies play more constructively, are better liked by their peers, and are more cooperative at home and school. Consequently, in this unit of the curriculum, teachers help students to generate more prosocial solutions to their problems and to evaluate which solutions are likely to lead to positive consequences. In essence, temperamentally difficult children are provided with a thinking strategy that corrects the flaws in their decision-making process and reduces their risk of developing ongoing peer relationship problems. Other students in the class benefit as well because they learn how to respond appropriately to children who are more aggressive in their interactions.

Children learn a 7-step process of problem solving: (1) How am I feeling, and what is my problem? (define problem and feelings) (2) What is a solution? (3) What are some more solutions? (brainstorm solutions or alternative choices) (4) What are the consequences? (5) What is the best solution? (Is the solution safe, fair, and does it lead to good feelings?) (6) Can I use my plan? and (7) How did I do? (evaluate outcome and reinforce efforts). In Year 1 of the curriculum a great deal of time is spent on steps 1, 2, and 3 to help children increase their repertoire of possible prosocial solutions (eg, trade, ask, share, take turns, wait, walk away, etc). In fact, for the 3–5-year-olds, these 3 steps may be the entire focus of this unit. One to 2 new solutions are introduced in each lesson, and the students are given multiple opportunities to role-play and practice these solutions with a puppet or another child. Laminated cue cards of over 40 pictured solutions

are provided in Wally's detective kit and are used by children to generate possible solutions and evaluate whether they will work to solve particular problems. As in the feeling unit, we begin with the less complex and more behavioral solutions such as ask, trade, share, and wait before moving onto the complex, cognitive solutions such as compliment yourself for doing the right thing. Children role-play solutions to problem scenarios introduced by the puppets, the video vignettes, or by the children themselves. In one activity, the children draw or color their own solution cards so that each student has his own detective solution kit. The children are guided to consult their own or the group solution kit when a real-life problem occurs in order to begin to foster self-management strategies. Activities for this unit include writing or acting in a problem-solving play, going "fishing" for solutions (with a magnetized fishing rod), and working as a group to generate enough solutions to join "Wally's Problem-Solving Detective Club."

Tiny Turtle teaches anger management (T-Rex Unit 5)

Aggression and inadequate impulse control are perhaps the most potent obstacles to effective problem solving and forming successful friendships for children. Without help, children who are aggressive are more likely to experience ongoing peer rejection and continued social problems for years afterwards (Coie, 1990). Such children have difficulty regulating their negative affect in order to generate positive solutions to conflict situations. Furthermore, there is evidence that aggressive children are more likely to misinterpret ambiguous situations as hostile or threatening. This tendency to perceive hostile intent in others has been seen as one source of their aggressive behavior (Dodge & Coie, 1987; Walker, Colvin, & Ramsey, 1995).

Consequently, once the basic framework for problem solving has been taught, children are taught anger-management strategies. Anger-management programs based on the work of Novaco (1975) have been shown to reduce aggression in aggressive middle and high school students and to maintain gains in problem-solving skills (Lochman & Dunn, 1993). Clearly children cannot solve problems if they are too angry to think calmly. A new puppet, Tiny Turtle, is used to teach the children a 5-step anger management strategy that includes (1) recognize anger; (2) think "stop"; (3) take a deep breath; (4) go into your shell, and tell yourself "I can calm down"; and (5) try again. Tiny's shell is the basis for many activities: making a large cardboard shell that children can actually hide under, making grocery bag "shells" or vests, molding play dough shells for small plastic figures (the children pretend the figures are mad and help them to calm down in the play dough shells), and making teasing shields (the teasing shield is made of cardboard—friendly words are written on cards that stick to the shield with the Velcro; unfriendly words have no Velcro and slip off the shield). Each of these activities provides multiple opportunities for the teacher to help the children practice the steps of anger management. Children are helped to recognize the clues in their bodies that tell them they are becoming angry and to learn to use self-talk, deep breathing, and positive imagery to help themselves calm down. Teachers also use guided imagery exercises with the children (having them close their eyes and pretend to be in a cocoon or turtle shell) to help them experience the feeling of being relaxed and calm. Videotapes of children handling anger or being teased or rejected are used to trigger role-plays to practice these calming down strategies.

Throughout the discussion of vignettes and role-play demonstrations, the teachers and puppets help the children to change some of their negative attributions about events. For example, the puppet Molly explains, "Maybe he was teasing you because he really wanted to be your friend but didn't know how to ask you nicely" or, "You know, all kids get turned down sometimes when they ask to play; it doesn't mean the other kids don't like you" or, "You know, he might have bumped you accidentally and not on purpose." The Pass the Hat

Detective game is played to help the children determine when an event might be an "accident" versus when it might be done "on purpose" and how each event could be handled.

Molly Manners teaches how to be friendly and how to talk with friends (Allosaurus and Brachiosaurus Units 6 and 7)

Few teachers need to be convinced that friendships are important for children. Through the successful formation of friendships, children learn social skills such as cooperation, sharing, and conflict management. Friendships also foster a child's sense of group belonging and begin to facilitate children's empathy skills—that is, their ability to understand another's perspective. The formation (or absence) of friendships has an enduring impact on the child's social adjustment in later life. Research has shown that peer problems such as peer isolation or rejection are predictive of a variety of problems including depression, school drop out, and other psychiatric problems in adolescence and adulthood (Asher, Parkhurst, Hymel, & Williams, 1990).

Children who are aggressive and have more impulsive and hyperactive temperaments have particular difficulty forming and maintaining friendships. Our research has indicated these children have significantly delayed play skills including difficulties waiting for a turn, accepting peers' suggestions, offering an idea rather than demanding something, or collaborating in play with peers (Webster-Stratton & Lindsay, 1999). They also have poor conversation skills, difficulty responding to the overtures of others, and poor group entry skills. Consequently, in the friendship units of this curriculum, we focus on teaching children a repertoire of friendly behaviors such as sharing, trading, taking turns, asking, making a suggestion, apologizing, agreeing with others, and giving compliments. In addition, children are taught specific prosocial responses for common peer situations, such as entering a group of children who are already playing (ie, watch from sidelines and show interest, continue watching and give a compliment, wait for a pause, and ask politely to join in and accept the response).

As with other units, the teaching strategies involve (*a*) modeling these friendship skills by the puppets or in videotape examples; (*b*) guided practice using them in role plays and games; (*c*) coaching the skills during small group activities; and (*d*) promotion of skills throughout the day. For example, after the initial circle time discussion and modeling, children are paired up for a cooperative activity, such as making a Lego building together. A teacher coaches the pair to exhibit friendly behaviors by making suggestions and describing the children's play (eg, "Wow! That was really friendly of John to share that block with you. And now you're waiting patiently for a turn with the car. Can either of you think of a good compliment to give your friend?"). Over time, pairs become triads and then larger groups practice these skills. The complexity increases for early school age students when they are given a turn to become the "coach," and the teacher helps them to count and record (on a sheet with pictures of each behavior) each friendly thing they see their peers doing. Other activities for this unit include making Secret Pal Friendship Books (each child writes friendly things about a secret pal and then gives the book to them), compliment circles, Friendship Bingo, and setting goals (on a sticker chart) for friendly things they can do to help at home.

Developmentally appropriate, individualized for every child

The cornerstone of developmentally appropriate practice and setting goals is individualizing the curriculum and experiences for all children. Using a manualized curriculum does not mean that it is delivered inflexibly or without sensitivity to individual student, family, or community differences. Throughout Dinosaur School, we individualize the curricular activities and teachers' interactions with students to take into account developmental, cultural, and interpersonal differences and

also individual approaches to students' learning. Teachers are encouraged to make modifications and adaptations for children with special needs, for classrooms with particular issues (eg, bullying on playground), and for unique situations that occur in a particular community (eg, experiencing an earthquake). For example, the small group activities allow for many levels of development. If an activity calls for a drawing of a feeling face, the child who can barely hold a crayon may color in a line drawing of a feeling face and the teacher may transcribe the child's word for that feeling, another child with better fine motor skills may be provided with a blank face to draw in his own feeling face, and a third child may draw a feeling face and write the word or even a story to describe the feeling. Thus, emergent and formal reading and writing skills can be encouraged according to the child's abilities. Dinosaur School is also individualized through behavior plans developed for children with particular behavioral issues. Individual behavior plans include identifying the target behaviors that are of concern; doing a functional analyses of the behavior (ie, identifying when and why the behavior occurs); pinpointing the desired behavior to increase; and identifying the specific strategies that teachers will use to help the child learn the new behavior (Bear, 1998; Wolery, 2000).

It is important that a social skills curriculum reflects the lives of the children it is being used with. Dinosaur School uses puppets, pictures, and videotapes of children from diverse cultural backgrounds and stories of children from differing ethnic groups. In addition, the puppets reflect the diversity of personal issues for families and children in a particular classroom. For example, one of the puppets may have a disability, another puppet may be teased by peers, another may have parents who fight or may live in a foster home. Although the curriculum offers suggestions about role-play scenarios, teachers are encouraged to tailor the specific role-plays to issues that are relevant to the children in their classes. For example, if sharing at choice time is an issue in a particular class, the puppets might come to class to talk about their own difficulties with sharing in the block area.

Translators are used for Dinosaur School whenever necessary. Parent volunteers or instructional assistants have helped translate during the large circle time discussions, sometimes even using a puppet to speak the other language.

Involving parents

Widespread support for involving parents in their children's educational experience grows out of convincing evidence suggesting that family involvement has a positive effect on children's academic achievement, social competence, and school quality (Webster-Stratton, 1998; Webster-Stratton et al., 2001a). Teachers send Dinosaur newsletters home to inform parents about what is being taught in Dinosaur School and make positive phone calls about children's successes. Dinosaur School homework is another way to promote parent involvement. Children receive Dina's Detective Activities workbooks for each of the 7 units. They work on the activities in these workbooks with their parents so that parents can reinforce the skills their children are learning in Dinosaur School. If parents are unable to complete homework with their children at home, the children are provided with opportunities to complete the workbooks during the school day. Our experience to date suggests that about 85% of the parents are very involved with their children in doing the homework and report that they and their children enjoy this time together. Parents are also involved in Dinosaur School through reports given at school in parent meetings about what skills are being taught in Dinosaur School, as well as through volunteer opportunities to help with Dinosaur School, particularly during the small group activity times. Parents' input is also solicited when individual behavior plans are developed for their child. Because research has suggested that many of children's emotional problems are affected by parenting practices, it is ideal to also offer parent programs that aim to reduce families' use of inconsistent and harsh parenting and strategies

for parents to strengthen social competence at home.

METHODS OF PRESENTING DINOSAUR PROGRAM

Methods and processes for teaching social skills to young children must fit with the children's learning styles, temperaments, and cognitive abilities. Within the 3- to 8-year-old age range, there are vast differences in children's developmental ability. Some children in a group may be reading, other children may not read at all. Some children will be able to grasp relatively complicated ideas, such as how to evaluate possible future consequences of an action. Other children may be operating in the "here and now" with little ability to predict ahead. The Dinosaur Program provides relevant content areas for the preschool to early elementary school age group. A skilled teacher will then use developmentally appropriate practices to present the material to the child in any given group.

The following sections provide guidelines for teaching and sequencing the curriculum, organizing groups, and for using methods that will enhance learning for young children.

Research-proven group management skills

It is vitally important that the teachers have positive and proactive classroom management skills in order for the curriculum to be maximally effective. Harsh and critical approaches, a poorly managed classroom with no clear limits or predictable schedule, or a failure to collaborate with parents will reduce the effectiveness of the program. Effective classroom management strategies (such as high levels of praise and encouragement, incentives, predictable rules and schedules, effective limit setting, proactive teaching strategies, and developmentally appropriate discipline) used in conjunction with a child-directed approach that promotes emotional and social literacy can reduce aggression and rejection as well as enhance social, emotional, and academic learning (Webster-Stratton & Reid, in press).

Selecting children for small group practice activities

Small group practice activities consist of 6 children per table for preschool and up to 8 per table for early school grades. We suggest selecting children for each table according to developmental level and temperament style. For example, a student with attentional or behavior problems might be paired up with a popular student with good social and self-regulatory skills. Thus a more mature student may serve as a model and helper for the student with difficulties. The diversity of skills at a table helps with modeling and learning among students.

Preparing lesson plans

Lesson plans are provided for 64 lessons in Year 1 and another set in Year 2. Teachers plan and prepare each week's lessons noting the objectives and tailoring role-plays according to the particular needs of that classroom. This preparation includes practicing for what the puppets will say during small group discussions, cueing videos, and preparing props and cue cards. Teachers also select and prepare the small group activities they feel will best reinforce the new concepts for students in their class. Special planning is conducted around specific children's individual behavior plans and the targeted negative and positive behaviors for those children. Teachers communicate with their coteachers about the behaviors they will ignore and those they will praise and perhaps give incentives to promote specifically targeted social skills for children with special difficulties. The teachers think about whether the day's activity needs some adaptation for a child with more or less advanced developmental skills.

Schedule

At the opening of circle time, Wally, Molly, or Dina puppets arrive with a hello ritual or song. They are welcomed and students have an opportunity to ask questions and tell other

group members about the dinosaur homework that they have done during the week (and receive compliments and dinosaur buttons for completing it!). The opening discussion lasts 5 minutes. After this introductory time, new content is presented. Although the Dinosaur Curriculum is child focused and individualized for different developmental levels or family situations, it is important that structured learning occur in each lesson. This learning should be interactive, engaging, fun, and paced at the level of the children in the group. The goal is to present new ideas or content so children begin to increase their repertoire of ideas and responses. Children who do not know words to express feelings can not describe their feelings to others in problem situations. Children who do not have strategies to control their anger will not be able to respond to an adult's directions to calm down. Children who have not learned what it looks like to share, trade, or wait for a turn, will have difficulty using these strategies in their peer play. This plan to present new material to children in a structured small group circle time is paired with the idea of taking advantage of teachable moments that occur naturally between the children during the time they are in the group.

Both the videotapes and puppets are used to present content that is then processed during discussions, problem solving, role-plays, and collaborative learning. After each vignette, the teacher solicits ideas from the children and involves them in the process of problem solving, sharing, and discussing ideas and reactions. To enhance generalization, the scenes selected for each of the units involve real-life situations at school (eg, playground and classroom). Some vignettes represent children behaving in prosocial ways such as helping their teachers, playing well with peers, or using problem solving or anger management techniques. Other vignettes are examples of children having difficulty in conflict situations, such as teasing, arguing, and destructive behavior. After viewing the vignettes, children discuss feelings, decide whether the examples are good or bad choices, generate ideas for more effective responses, and role play alternative scenarios. Although some mild negative videotape examples are shown so that children can show how they would improve the situation, the program uses a far greater number of positive examples than negative examples (about 5 to 1), and children are coached to help solve or resolve any problems that they see in the vignettes. The children are *never* asked to act out the inappropriate responses, only the positive alternatives. After the 15- to 20-minute large group lesson, students go to their small group activity tables. Small group activities can involve cooperative projects, puzzles, games, stories, reading, and puppet play.

Puppets as models

The teachers use child-size boy and girl puppets to model appropriate child behavior. A dinosaur puppet (Dina Dinosaur) is the director of Dinosaur School and teaches school rules and rewards and praises children who are doing well. The puppets, "Wally" and "Molly," help narrate the video vignettes and ask the children for help with common conflict situations they have encountered (based on the problems of the children in the group). In addition to Wally and Molly, other puppets regularly visit the group (eg, Oscar the Ostrich has his head in the sand all the time and has difficulty talking about his problems or Freddy Frog can't sit still). Particularly when working with diverse populations, we use a variety of child puppets to represent the ethnicity, gender, and different family structures of the children in the group.

The puppets are an integral part of the program's success. Young children are enthralled with the puppets and will talk about sensitive or painful issues with a puppet more easily than with adults. The puppets quickly become real to the children and are very effective models. Each puppet has a name, age, personality, and family situation. Puppets should be good group role models. They raise their hands to speak, listen to the

teachers, watch the video, and take turns. Puppets occasionally make mistakes, just as children do, but when a puppet makes a mistake, it is important to quickly have the puppet show he is sorry, and make a plan to solve a problem.

Live and videotape modeling methods

In accordance with modeling and self-efficacy theories of learning (Bandura, 1989), children using the program develop their skills by watching (and modeling) videotape examples of key problem-solving and interpersonal skills. We use videotape to provide a more flexible method of training than didactic instruction or sole reliance on role play; that is, we can portray a wide variety of models, situations, and settings for children to watch and discuss. We hypothesize that this flexible modeling approach results in better generalization of the training content and, therefore, better long-term maintenance. Further, it is an engaging method of learning for less verbally oriented children, younger children, or children with short attention spans.

Role-playing/practice games

The use of role-plays provides children with the opportunity to try out new strategies in a nonthreatening situation. One role-play activity children play is the "Let's Suppose" game or the Pass the Detective Hat game. A variety of common problem situations are put in a hat, which is passed around the circle. When the music stops, the child holding the hat picks out the problem and suggests a solution. Then someone else will try to act out that solution for all to see. Initially, children require considerable coaching during these role-plays. The teacher should set up the role-play before the children start acting. The teacher may also provide the words for the child to say or may narrate the role-play so that the child knows what to do next. As children progress through the program, these role-plays become more complex with children taking on more roles and enacting differing viewpoints.

Helping children learn and remember concepts

Because young children are easily distracted and possess fewer cognitive organizing abilities and shorter memories than older children, they need help reviewing and organizing the material to be remembered. Time spent on a particular unit and the complexity of the activities chosen will vary depending on the group's developmental abilities. However, it is important to note that all children need a great deal of repetition and practice with the skills to actually master them. So just as a teacher reviews addition and subtraction concepts each year, so does the teacher constantly integrate concepts related to rules, empathy skills, problem solving, and play skills every week.

Some strategies that will help young children learn and retain new information include: (1) provide many examples (in different media) of the same concept (videos, role plays, games, cue cards); (2) post cue card pictures in strategic areas to remind children of key concepts (eg, sharing cue card in big block area); (3) role play with puppets (common scenarios such as being teased, rejected, or making a mistake); (4) reenact videotaped scenes; (5) use Dina and Wally's detective storybooks to discuss key ideas and generate prosocial solutions; (6) play games designed to practice key concepts (eg, playing "Wally Says"); (7) rehearse skills through activities; (8) give homework to practice skills (ie, Dina's Detective Homework Manual); and (9) send letters to parents asking them to reinforce the skills children learned that week.

Practice activities—coaching/cueing/reinforcing

For each of the lessons there are a series of small group activities to help children practice the new skills. A friendship lesson about sharing might be paired with an art project where there are limited supplies and students have to figure out how to share. During a lesson on cooperation, children might be asked to design their own dinosaur incorporating

everyone's ideas. In the problem-solving unit, children might be given a problem and asked to think of as many solutions as they can. The problems might be presented on a colorful cue card or in a problem-solving book. Children who are reading and writing can read the problem and write solutions while nonreaders dictate or draw a picture of their solutions. Children might also look in the detective kit (a box that contains all the solutions that children have learned) for more solutions. During the small group activity, the teacher sits with each group of students and "coaches" and comments on prosocial behavior. These coached small group guided learning activities are a key process to children's learning because they take the cognitive social and emotional concepts into the actual behavioral interactions between children.

Enhancing academic skills

Most of the activities described in this program help strengthen prewriting, writing, prereading, reading, sequencing, vocabulary, or discrimination skills. Thus, this program enhances academic as well as social competence. For example, reading is enhanced through use of the laminated cue cards with words and pictures, Wally problem-solving detective books, and homework activities books. Other activities promote communication, language, and writing skills through drawings, written stories, pictures of solutions, and play acting. Laminated cue cards are provided for all the major concepts being taught. These cards show a picture (eg, sharing or quiet hand up) as well as the words that describe the concept. These picture cue cards are very helpful for children who cannot read and are useful nonverbal cues to remind children of a particular skill they might be working on. For example, the teacher might point to a picture of Dina raising her hand or looking at the teacher to remind a child of the desired behavior in the group. When the children respond to these visual cues, the teacher reinforces their accomplishment. The problem-solving unit provides an opportunity for a discussion of sequencing as children learn the steps to solving their problems. All lessons have opportunities to promote effective learning behaviors, such as verbal and nonverbal communication skills, that include collaborating, cooperating, listening, attending, speaking up, and asking questions. These are key foundational skills in order for a child to learn academic skills and be successful in the classroom environment

Integration of cognitive, affective, and behavioral components

Each unit uses a combination of cognitive, affective, and behavioral components to enhance learning. For example, the anger thermometer is used to teach children self-control and to monitor their emotional state. Children decorate the thermometer with pictures of feeling faces from "happy" and "relaxed" in the blue (or cool) section of the thermometer—all the way up to "angry" or "stressed out" in the red (or hot) section of the thermometer. The teacher can then ask children to describe a recent conflict, and together they retrace the steps that led to the angry outburst. The teacher writes down the child's thoughts, feelings, and actions that indicated an escalating anger pattern (eg, "He always takes my toys"; thought. "That really makes me mad"; feeling. "I got so mad that I kicked him"; action). Then the teacher and child discuss the thoughts, words, and actions that the child can use to reduce his anger. As the teacher retraces the steps of the angry outburst—she or he helps the child identify the place where he was aware he was getting angry. This is marked as the Danger Point on the thermometer. Once the child has established his danger point—he gives a name to the signal (eg, chill out, cool down, code red, hot engine, etc.). This code word can be the teacher and child's signal that anger or stress has reached the threshold, which triggers the use of an agreed upon calming strategy, such as taking 3 deep breaths.

Fantasy play and instruction

Fantasy play provides the context for this program because a high level of sociodramatic

play in early school age children is associated with sustained and reciprocal verbal interaction and high levels of affective role taking (Connolly & Doyle, 1984). Fantasy play gives children the opportunity to develop intimacy and work out emotional issues (Gottman, 1983). For preschool age children, sociodramatic play is an important context in which perspective taking, social participation, group cooperation, and intimacy skills develop. It is a skill to be fostered.

Promoting skills maintenance and generalization

Because many opportunities for practicing these new social and problem-solving skills will take place outside of the classroom environment, it is essential that the teachers do everything they can to promote generalization of skills to the playground, lunchroom, and bus. The puppets can be brought out onto the playground to demonstrate friendly behavior or to help problem solve. Key chains with small laminated problem solving steps should be available in the school lunchroom, the playground, and the school office, and the playground staff, lunchroom monitors, and office staff should know how to cue children to begin problem solving. Children should be encouraged to watch for friendly behavior at recess and can then fill out Super Star awards for other children who were being friendly. One teacher commented that using the Super Star awards reduced daily "tattling" about negative playground behavior in her class.

SUMMARY

Several recent reports, such as the Surgeon General's 2000 Report on Children's Mental Health (http://www.surgeongeneral.gov/cmh/childreport.htm) and *From Neurons to Neighborhoods: The Science of Early Childhood Development* (Shonkoff & Phillips, 2000) have highlighted the need for the adoption of evidence-based practices that support young children's social and emotional competence and prevent and decrease the occurrences of challenging behavior in early childhood. In this article, we described a social skills and problem-solving curriculum that has previously been shown to be effective in treating young children with externalizing behavior problems in a small group "pullout" intervention and is currently being evaluated as a classroom-based curriculum. The classroom version is designed to be delivered to all children in the classroom, several times per week, throughout the school year. In this way, young children are provided with the language and skills to cope effectively with emotions and problems that arise in their everyday lives. Preliminary results and experience with the program in over 40 Head Start, kindergarten, and grades 1 and 2 classrooms suggests the program is highly regarded by teachers, parents, and children alike and is showing promising social and academic improvements.

Dinosaur School is a comprehensive program that simultaneously works to eliminate disruptive child behaviors and to foster prosocial behaviors. Ideally it would be used in conjunction with the parent program and teacher classroom management training programs so that parents and teachers are consistently reinforcing the newly learned social behaviors at home and school. As with any intervention, this program is most effective when provided with high fidelity, upholding the integrity of the content, process, and methods.

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Table 1 Continued

Content	Objectives	Content	Objectives
Allosaurus Unit: Molly Manners Teaches How to be Friendly		Brachiosaurus Unit: Molly Explains How to Talk With Friends	
Part 1: Helping Part 2: Sharing Part 3: Teamwork at School Part 4: Teamwork at Home	• Learning what friendship means and how to friendly. • Understanding ways to help others. • Learning the concept of sharing and the relationship between sharing and helping. • Learning what teamwork means. • Understanding the benefits of sharing, helping and teamwork. • Practicing friendship skills.		• Learning how to ask questions and tell something to a friend. • Learning how to listen carefully to what a friend is saying. • Understanding why it is important to speak up about something that is bothering you. • Understanding how and when to give an apology or compliment. • Learning how to enter into a group of children who are already playing. • Learning how to make a suggestion rather than give commands. • Practicing friendship skills.
Iguanodon: Doing Your Best Detective Work at School			
Part 1: Listening, Waiting, Quiet Hands Up Part 2: Concentrating, Checking, and Cooperating	• Learning how to listen, wait, avoid interruptions, and put up a quiet hand to ask questions in class. • Learning how to handle other children who poke fun and interfere with the child's ability to work at school. • Learning how to stop, think, and check work first. • Learning the importance of cooperation with the teacher and other children. • Practicing concentrating and good classroom skills.		

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Preventing conduct problems and improving school readiness: evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools

Carolyn Webster-Stratton,[1] M. Jamila Reid,[1] and Mike Stoolmiller[2]

[1]University of Washington, School of Nursing, Parenting Clinic, Seattle, USA; [2]Research and Statistical Consulting, Marquette, MI, USA

Background: School readiness, conceptualized as three components including emotional self-regulation, social competence, and family/school involvement, as well as absence of conduct problems play a key role in young children's future interpersonal adjustment and academic success. Unfortunately, exposure to multiple poverty-related risks increases the odds that children will demonstrate increased emotional dysregulation, fewer social skills, less teacher/parent involvement and more conduct problems. Consequently intervention offered to socio-economically disadvantaged populations that includes a social and emotional school curriculum and trains teachers in effective classroom management skills and in promotion of parent–school involvement would seem to be a strategic strategy for improving young children's school readiness, leading to later academic success and prevention of the development of conduct disorders. **Methods:** This randomized trial evaluated the Incredible Years (IY) Teacher Classroom Management and Child Social and Emotion curriculum (Dinosaur School) as a universal prevention program for children enrolled in Head Start, kindergarten, or first grade classrooms in schools selected because of high rates of poverty. Trained teachers offered the Dinosaur School curriculum to all their students in bi-weekly lessons throughout the year. They sent home weekly dinosaur homework to encourage parents' involvement. Part of the curriculum involved promotion of lesson objectives through the teachers' continual use of positive classroom management skills focused on building social competence and emotional self-regulation skills as well as decreasing conduct problems. Matched pairs of schools were randomly assigned to intervention or control conditions. **Results:** Results from multi-level models on a total of 153 teachers and 1,768 students are presented. Children and teachers were observed in the classrooms by blinded observers at the beginning and the end of the school year. Results indicated that intervention teachers used more positive classroom management strategies and their students showed more social competence and emotional self-regulation and fewer conduct problems than control teachers and students. Intervention teachers reported more involvement with parents than control teachers. Satisfaction with the program was very high regardless of grade levels. **Conclusions:** These findings provide support for the efficacy of this universal preventive curriculum for enhancing school protective factors and reducing child and classroom risk factors faced by socio-economically disadvantaged children. **Keywords:** Aggression, behavior problem, prevention, school, teacher, school readiness.

While researchers have long considered intelligence to be a key predictor of school performance, evidence suggests that school readiness (defined here as emotional self-regulatory ability, social competence, the absence of behavior problems, and parent–teacher involvement) are independent and important predictors of future academic achievement even after controlling for variations in cognitive abilities and family resources (Grolnick & Slowiaczek, 1994; Keogh, 1992; Ladd, Birch, & Buhs, 1999; Normandeau & Guay, 1998; Raver & Zigler, 1997). Children with emotional and social problems and 'early onset' conduct problems (defined generically as high rates of aggression, noncompliance, oppositional behaviors) are at high risk for academic failure, school absences, and eventual conduct disorders, school dropout and delinquency (Kellam et al., 1991; Moffitt, 1993; Patterson, Reid, & Dishion, 1992; Tremblay et al., 1996).

Unfortunately, a survey conducted by the National Center for Early Development and Learning indicated that 46% of kindergarten teachers reported that more than half of the children in their classes were not ready for school, that is, they lacked the self-regulatory skills and emotional and social competence to function productively and to learn in kindergarten (West, Denton, & Reaney, 2001).

Conflict of interest statement: The first author of this paper has disclosed a potential financial conflict of interest because she disseminates the Incredible Years interventions and stands to gain from a favorable report. Because of this, she has voluntarily agreed to distance herself from certain critical research activities (i.e., recruiting, consenting, primary data handling, and analysis) and the University of Washington has approved these arrangements.

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Similarly, several Head Start studies suggested that between 16 and 30% of preschool children in those classes posed ongoing conduct problems for teachers (Kupersmidt, Bryant, & Willoughby, 2000; Lopez, Tarullo, Forness, & Boyce, 2000).

Need for early prevention programs in schools with high-risk populations

The Early Child Longitudinal Survey (ECLS), a nationally representative sample of over 22,000 kindergarten children, suggests that exposure to multiple poverty-related risks increases the odds that children will demonstrate less social competence and emotional self-regulation and more behavior problems than more economically advantaged children (West et al., 2001). While socioeconomic disadvantage does not necessarily lead to social and emotional problems, up to 25% of children living in poverty experience negative social and emotional outcomes (Keenan, Shaw, Walsh, Delliquadri, & Giovannelli, 1997). Low income is also a significant risk factor for the early onset of conduct problems and academic underachievement (Offord, Alder, & Boyle, 1986). Moreover, longitudinal data suggest that these early gaps in social competence for socio-economically disadvantaged children persist and even widen as children progress in school (Huffman, Mehlinger, & Kerivan, 2001).

In addition to poverty-related risks for children's social, emotional and conduct problems, research also shows that teachers with poor classroom management skills have higher overall levels of classroom aggression, peer rejection and exclusion which, in turn, compound the development of individual children's social and conduct problems (Kellam, Ling, Merisca, Brown, & Ialongo, 1998). Moreover, it seems that children who are at highest risk are often taught by teachers who are the least prepared to handle challenging behavior; teachers serving predominantly low-income children use more harsh, detached, and ineffective teaching strategies than those teaching middle-income children (Phillips, Voran, Kisker, Howes, & Whitebrook, 1994; Stage & Quiroz, 1997). Children with conduct problems are also more likely to be disliked by teachers and receive less academic or social instruction, support, and positive feedback from teachers for appropriate behavior (Arnold, Griffith, Ortiz, & Stowe, 1998; Arnold et al., 1999; Campbell & Ewing, 1990; Carr, Taylor, & Robinson, 1991). Consequently, children with conduct problems grow to like school less, have lower school attendance (Birch & Ladd, 1997) and increased risk for underachievement, academic failure, and future adjustment problems.

Conversely, there is substantial evidence indicating that well-trained and supportive teachers, who use high levels of praise, proactive teaching strategies, and non-harsh discipline, can play an extremely important role in fostering the development of social and emotional skills and preventing the development of conduct problems in young children. In fact, longitudinal research demonstrates that low-income children in high quality preschool settings are significantly better off, cognitively, socially, and emotionally, than similar children in low quality settings (Burchinal, Roberts, Hooper, & Zeisel, 2000). Having a supportive relationship with at least one teacher has been shown to be one of the most important protective factors influencing high-risk children's later school success (Pianta & Walsh, 1998; Werner, 1999).

Moreover, there is increasing evidence to suggest that teachers' efforts to involve parents in ways to support their children's learning at home (through newsletters, suggested homework activities, teacher phone calls) and in developing coordinated home/school behavior plans have positive effects on children's academic, social and emotional competence (Henderson & Berla, 1994). However, while most teachers want to be active partners with parents, most have had little training in ways to work collaboratively with families (Burton, 1992; Epstein, 1992).

Thus it is hypothesized that supporting teachers' capacity to manage a classroom with positive behavior management strategies, to deliver a curriculum designed to promote social competence and emotional regulation, and to encourage teacher–parent involvement will lead to fewer conduct problems, increased school readiness and eventual academic success. In particular, supporting teachers who work with young children exposed to poverty-related risks may also help to reduce the academic, social and emotional gap that exists at the starting gate between higher-risk children and their more advantaged peers (Ladd et al., 1999; Skinner, Zimmer-Gembeck, & Connel, 1998).

Emerging research on the effectiveness of early school-based interventions

Mounting evidence from several multifaceted, longitudinal, school-based prevention programs have indicated the promise of prevention programs for reducing risk factors related to academic failure and conduct disorders in adolescence. For example, two large-scale indicated prevention projects, Tremblay et al. (Tremblay, Pagani, Masse, & Vitaro, 1995; Tremblay et al., 1996) and FAST TRACK (Conduct Problems Prevention Research Group, 2002) both selected highly aggressive elementary grade school children and offered comprehensive intervention starting in first grade including social skills training, academic tutoring, teacher classroom management and parent training. Both projects found long-term benefits in school performance and reductions in antisocial behavior such as burglary and theft. Several other prevention trials, LIFT (Reid, Eddy, Fetrow, & Stoolmiller, 1999), Seattle Social

Development Project (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999) and the Baltimore study (Kellam & Rebok, 1992) addressed similar parent and school risk factors and used universal designs targeting school-age children (grades 1–5) in high-risk neighborhoods or schools. All three projects found benefits for children who had received the intervention, including fewer violent delinquent acts and lower rates of drinking, sexual activity, and pregnancy by 18 years (Hawkins et al., 1999) and lower levels of classroom and playground aggression (Kellam et al., 1998; Reid et al., 1999).

Preschool–kindergarten classroom prevention programs designed specifically to improve young children's social-emotional competence (see review, Webster-Stratton & Taylor, 2001) have also shown promise for improving classroom behavior. For example, programs such as *I can Problem Solve* (Shure, 1997), Second Step (Grossman et al., 1997) and the First Step curriculum (Walker et al., 1998a) combined training for children's emotional and social skills with cognitive strategies to promote school readiness. Results showed improvements in children's school readiness and less aggressive behavior. However, these studies are limited by lack of control groups, small sample sizes, lack of cultural diversity, lack of observational data in the classroom and reliance on teacher reports. Moreover, studies with economically disadvantaged children ages 3 to 6 years are relatively scarce. One exception is an evaluation of the PATHS program (Promoting Alternative Thinking Strategies; Greenberg, Kusche, Cook, & Quamma, 1995), which was originally evaluated in the Fast Track program for older children and was adapted for use in preschool with socio-economically disadvantaged populations (Domitrovich, Cortes, & Greenberg, 2006). This intervention was delivered by teachers in 20 Head Start classrooms. Results showed that intervention children had higher emotion knowledge skills and were rated by teachers and peers as more socially competent compared to peers. The intervention did not produce changes in reports of children's problem-solving abilities or levels of aggressive behavior, and no independent observational data were collected.

The Incredible Years interventions

The Incredible Years (IY) Child Training curriculum (Dinosaur School) was originally developed to treat clinic-referred children (ages 3–7 years) diagnosed with oppositional defiant disorder or early-onset conduct problems. In two randomized trials with clinic populations, results showed improvements in children's conduct problems both at home and at school based on independent observations as well as parent and teacher reports (Webster-Stratton & Hammond, 1997; Webster-Stratton & Reid, 2003; Webster-Stratton, Reid, & Hammond, 2001, 2004). This clinic-based treatment model was revised and adapted so that it could be used by teachers as a preschool and early school-based preventive model. One independent study using an adaptation of this classroom-based curriculum for high-risk students indicated its potential benefits for reducing aggression on the playground (Barrera et al., 2002). The content of the Dinosaur School curriculum is based on cognitive social learning theory (Bandura, 1989; Patterson et al., 1992) and research indicating the kinds of social, emotional and cognitive deficits found in children with conduct problems (e.g., Dodge & Price, 1994; Ladd, Kochenderfer, & Coleman, 1997) as well as on social learning behavior change methods such as videotape modeling, role play and practice of targeted skills, and reinforcement for targeted behaviors. For more details see Webster-Stratton and Reid (2004).

Training for teachers not only involved how to deliver the Dinosaur School curriculum, but also training in utilizing effective classroom management strategies. This included strategies to promote prosocial behaviors and emotional literacy, to prevent or reduce the development of conduct problems and ways to increase parents' involvement in their children's education and behavior planning.

We have grouped risk and protective factors into four categories: (a) teacher classroom management skills and classroom environment; (b) teacher–parent involvement; (c) child school readiness (social competence, emotional self-regulation, and absence of behavior problems); and (d) poverty. If children with social/emotional/behavioral problems are not supported, risk factors can intertwine and cascade to increasingly negative outcomes (Figure 1). The IY child and teacher intervention is designed to target the first three of these more malleable risk factors and it is hypothesized that the increase of protective factors will prevent problematic behavior patterns. The fourth area of risk that we have identified (poverty) is not one that can be easily changed by schools. However, the fact that children living in poverty are at higher-risk points to the need to focus more intervention services in high-need, low-income schools. Thus, this study placed our intervention in schools with high percentages of students who are living in poverty.

We hypothesized that training teachers to deliver the IY Dinosaur School Curriculum utilizing positive classroom behavior management strategies would result in more positive and responsive teaching and less harsh or critical discipline, increased focus on social and emotional teaching, and more focus on parent involvement in children's education than in control classrooms. We hypothesized that children of teachers who received this training would show more school readiness and fewer conduct problems than children in control classrooms. Building on Zigler's (Raver & Zigler, 1997) conceptualization of school readiness, this includes the following domains:

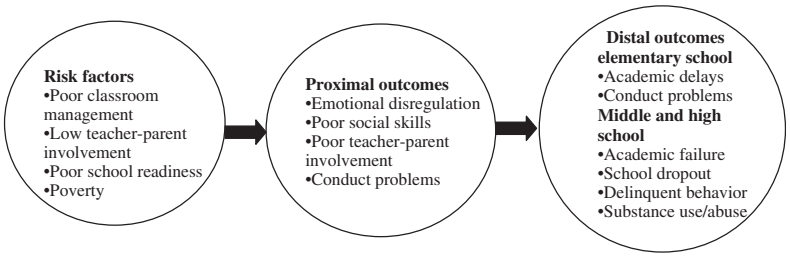

Figure 1 Cascading risk factors

(a) Emotional self-regulation (e.g., attention and persistence, engagement/on-task work, prosocial problem solving, feelings vocabulary, ability to manage anger); (b) Social competence (e.g., sharing, helping, friendship skills, positive peer interactions); (c) Teacher–parent involvement (calls, newsletters, homework activities); and (d) Absence of conduct problems (e.g., compliance to rules and teacher directions, low verbal and physical aggression and negative affect).

Methods

The study design randomly assigned culturally diverse Head Start programs and elementary schools serving low-income populations to intervention or control conditions. Random assignment was conducted separately for matched pairs of Head Start programs and elementary schools. In the intervention schools, all children enrolled in Head Start, kindergarten, or grade one classrooms received the IY social, emotional and problem solving curriculum (Dinosaur School) as a prevention intervention. Control schools followed their usual school curriculum. Informed consent was obtained from all teachers and parents.

School and subject selection

One hundred and twenty classrooms from Seattle area Head Starts and 14 elementary schools were involved in the project. All participating schools served a diverse low-income and multi-ethnic population. Students are typically admitted to Head Start based on low socio-economic status and elementary schools were selected for the project based on higher levels of free and reduced lunch ($M = 59\%$ free lunch). These schools were matched on variables such as size, geographic location, and demographics of the children, and matched pairs were randomly assigned to intervention or control conditions (comparability of intervention and control conditions is reported below). Parents of *all* children in the study classrooms were invited to participate in the research project and 86% of Head Start and 77% of elementary school families who were approached signed consent forms indicating their willingness to participate. Data were collected only on children whose parents had consented, but all children in the intervention classrooms received the classroom intervention. To measure the effectiveness of the prevention program, children were assessed in the fall, the intervention was conducted from November to April, and participants were retested in the spring at the end of the school year. At each assessment period, children, parents, and teachers completed report measures and children and teachers were observed in the classrooms by independent observers (blind to intervention condition) during structured and unstructured times (e.g., playground).

Recruitment of schools and students occurred in each of 4 consecutive years (4 cohorts) in order to ease project burden in each year. By design, schools that served as control participated as intervention in the next year, and also by design, each year a new set of schools were matched and randomly assigned to intervention or control. This procedure was repeated over four consecutive years to fill out the sample.

To keep models as simple as possible, we just used a teacher's first year of participation to evaluate the intervention impact on teacher outcomes (i.e., the TCI, see below). This meant that if a teacher participated for 2 or more years (e.g., year 1 in the control condition and year 2 in the intervention condition), we only used the year 1 TCI data in the models. In some classrooms there were multiple teachers, therefore the nesting structure for the TCI outcomes was repeated measures, pre and post, within teachers, teachers within classrooms and classrooms (i.e., 3 levels). For the TCI outcomes, we had 153 teachers nested within 120 classrooms with 93, 21 and 6 classrooms having 1, 2 and 3 teachers respectively nested within them. The 120 classrooms were 33 Head Start, 42 K and 45 first grade. The numbers of classrooms and teachers in the statistical models, as reported in the results section, were reduced slightly depending on the pattern of missing data for a particular outcome.

For intervention impact on teacher–student (i.e., Teacher MOOSES) and student outcomes, however, the study design lead to a different nesting structure. Teachers who participated for 2 or more years but had different students in year 1 than year 2 contributed 2 classrooms to the analyses. Thus for these models, not only was there an additional level of nesting but there was also a reversal of teachers and classrooms in the nesting hierarchy. The nesting hierarchy was repeated measures nested under students, students nested under classrooms, classrooms nested under teachers (i.e., 4 levels as shown in column 2 of Table 1). Having classrooms nested under teachers allows correlation to arise due to the teacher, the unique composition of the group of students or both. We thought it unwise to a priori assume one or the other would be absent. For teacher–student and student outcomes, we had 1,768

Table 1 Nesting hierarchy

Teacher outcomes	Student outcomes
Classrooms	Teachers
Teachers	Classrooms
Repeated measures	Students
	Repeated measures

students nested within 160 classrooms nested under 119 teachers. Of the 119 teachers, 79 teachers contributed 1 class, 39 contributed 2 classes and 1 contributed 3 classes. Of the 160 classrooms, 42 were Head Start, 59 were K and 59 were 1st grade. Of the 119 teachers, 33 were HS, 37 were K, 44 were 1st and 5 were K/1st. The number of students in the statistical models, as reported in the results section, was reduced slightly depending on the pattern of missing data for a particular outcome.

Using this design some teachers (but no students) crossed over from the control condition to the intervention condition in a subsequent year (with a new group of students). Thus all analyses on student outcomes involved independent groups of students. All analyses on teacher–student outcomes (i.e., teacher behaviors directed to individual students) involved both years of teacher participation and thus the same teacher but new students. Regardless of number of years of participation, all teachers and students were naïve to the intervention at the pre test. For teachers with 2 years of participation, group status (intervention versus control) was included in the models as a time-varying covariate. All models also included potential correlation in outcomes due to the presence of the same teacher across years. Thus, we viewed our design as a simplification of a deliberate cross-over design. Because only control teachers crossed over, we did not include parameters in our models that are usually standard in cross-over designs such as carry over effects, sequence effects or period effects (Milliken & Johnson, 1984).

Elementary intervention and control schools showed no significant differences on key school-level demographic variables. In the intervention schools 56.67% of children received free and reduced lunch compared to 58.75% for control schools. School student enrollment averages were 323 for intervention schools versus 313 for control schools. The percentage of children in study schools who met 4th grade achievement standards were also not significantly different for intervention and control schools; for reading (71% intervention versus 67% control), and math (45% intervention versus control 38%). Head Start uses consistent federal poverty guidelines for enrollment and class size was consistently set at 18 students, one teacher, and one teacher's assistant, thus Head Start intervention and control classrooms in this study were equivalent on classroom variables.

Student-level variables were also comparable across intervention and control conditions. No significant differences were found for any of the following demographic variables. On average students were 63.7 months of age ($SD = 12.7$, range = 35 to 101) and 50% were male. This sample was ethnically diverse (18% Latino, 18% African American, 20% Asian, 27% Caucasian, 8% African, and 9% other minority), and 31% of the children did not speak English as their first language.

Teacher demographic variables were comparable across the intervention and control conditions. No significant differences were found for any of the following teacher variables. Teachers were Caucasian (65%), African American (16%), Asian (12%) and other (8%) and 95% female. Thirty-nine percent of teachers taught in Head Start (HS), 30% kindergarten, and 31% 1st grade. Teachers' level of education was high school (4%), two years of college (13%), bachelor's degree (43%), master's degree (40%).

Selection of moderate- to high-risk group

In addition to the classroom observations and parent and teacher reports, we were interested in directly assessing children's cognitive solutions to social problem-solving situations as well as their feelings vocabulary. Due to budget considerations we were not able to individually test all the children in the study; therefore, we selected an indicated sub-sample of moderate- to high-risk children to participate in these assessments. Since this was a prevention study, a relatively low screening threshold for behavior problems was used to identify the indicated sample. Selection criteria included a method of selecting children who had a higher than average number of behavior problems, but did not limit screening exclusively to a clinical sample. Thus, *either* a parent, teacher, or school counselor report was enough to classify a child as 'indicated.' For the parent rating, children whose parents reported greater than 10 behavior problems on the Eyberg Child Behavior Inventory (ECBI; Robinson, Eyberg, & Ross, 1980) were considered moderate risk. This cut-off has been has been used in our prior prevention studies with low-income families (Webster-Stratton & Hammond, 1998). Teachers' reports were also used to select students who had higher than average levels of problem behaviors in the classroom based on reports on the externalizing scale of the Social Competence Behavior Evaluation (LaFreniere, Dumas, Dubeau, & Capuano, 1992).

Interventions

Teacher training. Intervention teachers participated in 4 days (28 hours) of training spread out in monthly workshops. The training followed the textbook *How to Promote Social and Emotional Competence in Young Children* (Webster-Stratton, 2000). Approximately half of this training focused on classroom management strategies such as ways to develop positive relationships with students and their parents, proactive teaching methods, effective use of praise and encouragement, incentive programs for targeted prosocial skills, setting up discipline hierarchies and individual behavior plans for identified children with problem behaviors. Physical aggression and high levels of oppositional defiant behavior were targeted for close monitoring, incentive and discipline programs in structured and unstructured settings (such as the playground). Teachers learned ways to promote children's self-regulation through persistence, emotion and

problem-solving coaching as well as ways to promote social competence through social peer coaching. Teachers were also encouraged to involve parents in home–school behavior plans as well as classroom learning using regular parent letters about Dinosaur School, weekly Dinosaur homework for children to be completed with parents, and invitations to visit the classroom. More details about this curriculum can be found in Webster-Stratton and Reid (2004).

Dinosaur School. The Dina Dinosaur Social Skills and Problem Solving Curriculum was designed to promote children's social competence, emotional self-regulation (e.g., engagement with classroom activities, persistence, problem solving, anger control), and school behavior (e.g., following teacher directions, cooperation). Our classroom-based version of the Dinosaur Curriculum uses a format of 30 classroom lessons per year and has preschool and primary grade versions. The content is broken into 7 units: (a) Learning school rules; (b) How to be successful in school; (c) Emotional literacy, empathy, and perspective taking; (d) Interpersonal problem solving; (e) Anger management; (f) Social skills; and (g) Communication skills. Teachers followed lesson plans that covered each of these content areas at least 2 times a week, using 15–20-minute large group circle time followed by 20 minutes of small group skill-practice activities. A certified research staff member co-led all the lessons with the teachers to ensure that each classroom received a full dose of intervention. Teachers made the lessons developmentally appropriate for the children in their classrooms by choosing from recommended vignettes and small group activities. There are over 300 small group activities which focus on social emotional skills and cover a wide variety of teaching modalities. The program also consists of over 100 videotaped models of children demonstrating social skills and conflict management strategies. In addition, the program is young child friendly, using life-size puppets, Dinosaur homework activities, picture cue cards for non readers, and games to stimulate group discussion, cooperation, and skill-building. In the classroom, teachers were encouraged to promote the skills taught in circle time lessons throughout the day during less structured settings, such as during choice time, in the lunchroom, or on the playground.

Control classrooms. Families, teachers and children in the control classrooms continued their regular Head Start and elementary school curriculum and services.

Measures

All assessments were conducted on the same time line and frequency in both conditions. The pretests were conducted in the early fall. The intervention ran from November to April, and post-assessments were conducted in late spring. Assessments measured social and emotional competencies, conduct problems, teacher competencies, teacher efforts to involve parents and classroom environment by both teacher reports and independent observations of teachers and all the children in the classroom. A sub-sample of moderate- to high-risk children (216) were selected based on elevated problem scores (selection described above). This sample of children was tested using the Wally Problem-Solving test (Webster-Stratton, 1990; Webster-Stratton et al., 2001). During the last two years of the grant, we developed the Wally Feelings test as a pilot measure to assess the size of children's feelings vocabulary. This test was administered to the moderate- to high-risk children in the last two cohorts, and pilot results are presented for 52 children.

Independent classroom observations

At each assessment period, each child was observed on two separate occasions of 30 minutes each and approximately half of the observation time was in a structured setting and the other half in an unstructured setting. At the same time that coders were conducting observations of child behavior, they also coded teacher behaviors. Since each teacher had multiple children in the classroom, the number of times that teachers were coded varied depending on the number of children in her classroom. Each teacher was coded on at least two and up to eight times at each time point. Coders were blinded to study condition and random reliability checks were completed on approximately 20% of all observations. Coders record discrete behaviors as well as complete rating scales that provide information on teaching style, the quality and duration of children's interactions with teachers and peers. These behavior codes have been used successfully in our studies with over 1,000 Head Start and elementary school students and over 300 teachers (Webster-Stratton & Lindsay, 1999). The specific coding systems are described next.

Observations of teacher classroom management behaviors and teaching style

Multiple Option Observation System for Experimental Studies (MOOSES). The MOOSES classroom observation coding system developed by Tapp, Wehby, and Ellis (1995), revised by our team for use with young children, was used to code teachers' interactions with children as well as children's interactions with teachers and peers. There were three discrete teacher-focused behavior codes: (a) positive reinforcement (praise and encouragement), (b) critical statements, and (c) amount of interaction with students. Coders record frequency of the behavior directly into hand-held computers. Reliability as measured by intraclass correlations were as follows: teacher–child involvement = .94, teacher critical = .83, and teacher praise = .81.

Teacher Coder Impressions Inventory (TCI). The TCI was developed by our group to evaluate teacher's style and classroom management strategies. Coders complete a series of 71 Likert-type questions rating teaching style which were classified into five summary scores based on theoretical considerations and confirmed using factor analyses. The five scales include: (a) Harsh/Critical Style (29 items including threats, criticism, sarcasm, anger, physical aggression and verbal aggression, overly strict, anger, fearful),

(b) Inconsistent/Permissive Style (12 items including no follow-through, failure to monitor, tentative/indecisive, overly permissive), (c) Warm/Affectionate Style (11 items including modeling positive behavior, reinforcing, paying attention, verbal and physical affection, playful, gives rationale), (d) Social/Emotional Teaching (10 items including teaches prosocial behavior, problem-solves, shapes positive peer play, encourages feeling language, promotes social competence), and (e) Effective Discipline (6 items including follow through with threat, warned of consequences, used an incentive program, posted rules and a schedule, used time out, withdrew privileges). Standardized alpha coefficients and intraclass reliability coefficients were Harsh/Critical, alpha = .98, ICC = .83; Inconsistent/Permissive, $\alpha = .93$, ICC = .73; Warm/Affectionate, $\alpha = .90$, ICC = .67, Social-Emotional Teaching $\alpha = .84$, ICC = .62; and Effective Discipline $\alpha = .58$, ICC = .61. Internal consistency is based on all observations for all teachers on all occasions ($N = 1988$).

Observations of child conduct problems, emotional self-regulation and social competence

Multiple Option Observation System for Experimental Studies (MOOSES) (Tapp et al., 1995). Coders rated frequency of discrete child behavior codes, which occurred during two separate 30-minute structured and unstructured observations, as well as the duration of a child's involvement with peers and off-task or disengaged behavior. These were summed to form six child variables: (a) total conduct problems, which included physically aggressive behavior (grabbing, hitting, biting, throwing objects), verbal aggressive behavior (yelling, swearing, mocking), and noncompliant or oppositional responses to teacher command or instructions. Two variables measured emotional self-regulation: (b) percent time child disengaged/off-task from classroom activities and (c) percent time in solitary play. Three variables measured social competence: (d) child positive with teacher; (e) child positive with peer; and (f) percent time in peer involvement. Inter-rater reliabilities as measures by intraclass correlations were as follows: child conduct problems = .94, peer involvement = .95, solitary involvement = .94, child positive to teacher = .93, child positive to peer = .88, child disengaged = .88.

School Readiness and Conduct Problems: Coder Observation of Adaptation-Revised (COCA-R). This measure is an observational version of the TOCA-R (Werthamer-Larsson, Kellam, & Oveson-McGregor, 1990). Following the 30-minute observation, coders respond to 36 items to obtain an overall school readiness score. This score includes items on children's emotional self-regulation skills (e.g., concentration, controls temper, expresses feelings appropriately, eagerness to learn, cooperation, task completion, can calm down, and distractibility). It also includes items on social skills (e.g., being friendly, helping others, giving compliments, not bossy with suggestions, liked by classmates, initiating peer interactions), and conduct problems (aggression, noncompliance, teasing, and destructive behavior). Internal consistency ($\alpha = .92$) and interrater reliability (ICC = .80) were high.

Observations of classroom atmosphere

Classroom Atmosphere Measure (CAS). This 10-item questionnaire (Greenberg et al., 1995) is completed by observers rating the general classroom atmosphere. Observers rate *overall* classroom level of students' cooperation and problem solving, interest in subject matter, focus, responsiveness, on-task behavior, and classroom support. Observers also rate how well the teacher is able to manage overall levels of classroom disruptive behavior, transitions, and follow through on rules. Thus, the measure reflects the interactions between the teacher's style and the children's behaviors as a group rather than focusing on an individual child. In our sample, this scale shows good internal consistency for the 10 items ($\alpha = .93$) and adequate inter-rater reliability (ICC = .74) based on 281 primary–secondary pairs. Alphas by grade are .92 (Head Start), .94 (kindergarten) and .94 (1st grade).

Child problem solving and feelings testing

Wally Problem Solving and Feelings Tests. The WALLY Problem Solving test (Webster-Stratton, 1990) measures children's problem-solving skills or solutions in response to hypothetical problem situations. Summary scores include the number of different positive and negative strategies that children generate in order to solve the problem. The WALLY was derived from Spivak and Shure's Preschool Problem Solving Test (Spivak & Shure, 1985) and Rubin and Krasnor's Child Social Problem-Solving Test (Rubin & Krasnor, 1986). Inter-rater reliability for number of different positive strategies was ICC .93 and for different negative strategies was ICC .71.

The Wally Feelings test was piloted in the later half of this project to measure whether there was an increase in children's feelings language. Children are shown a series of 8 pictures of children in positive and negative situations and are asked how the characters in the situations feel. The frequencies of different negative and positive feeling words expressed by the children are summed to give a total positive feeling and negative feeling vocabulary score.

Parent involvement

Teacher–Parent Involvement Questionnaire (INVOLVE-T). The INVOLVE-T is a 20-item teacher questionnaire developed by the Oregon Social Learning Center and revised by us for use with young children. The measure asks teachers to report on the extent to which parents participate in school activities, seem comfortable with the teacher and school environment, value education, support the teacher, and assist children with their homework. The questionnaire has 3 subscales: (a) Teacher Bonding With Parent (e.g., teacher called parent, wrote note, invited parent to school, comfortable meeting with parent); (b) Parent Involvement in Education (e.g., parent has same goals as teacher, thinks education important, helps with homework), and (c) Parent Involvement With School/Teacher (e.g., parent calls teacher, parent visits classroom, parent attends conferences, parent volunteers). Alphas are .76, .91, and .84 respectively.

Satisfaction with program

Teacher Satisfaction Questionnaire. Following each day of teacher training, a brief attitude inventory is completed regarding teacher satisfaction in terms of content of program, videotapes shown, methods utilized (e.g., role plays, behavior plans), and group discussion. A more comprehensive teacher satisfaction measure is completed at the end of the year.

Parent Curriculum Involvement and Satisfaction Questionnaire. Parents completed a brief end of the year questionnaire asking about their feelings about the Dinosaur curriculum, how much they talked with their children about the program, the value of the homework and how much their children used the program strategies at home.

Intervention integrity

Fidelity was monitored and measured in the following ways: (a) Teacher training was conducted using a standard protocol and was delivered by certified IY trainers; (b) All trainings were videotaped and reviewed by the program developer; (c) Detailed manuals were provided for all Dinosaur lessons, complete with activities, role plays, and homework assignments; (d) Protocol checklists were completed by the research co-leader after each session, indicating which lessons, small group activities and vignettes were used; (e) Lessons were observed by certified IY supervisors and standardized process and content evaluations were completed after each of these observations; (f) IY Dinosaur research co-leaders met for weekly supervision to review protocols and ensure adherence to the curriculum.

Results

Intervention integrity

Because the classroom intervention was delivered in a partnership between the teacher and the research co-leaders there was a very high degree of intervention integrity. All children in the intervention classrooms participated in the IY Dinosaur intervention and their teachers were offered 4 days of training in the Dinosaur curriculum. Teachers received an average of 3.73 days of training (only 4 teachers attended less than the full four days of training). Checklists completed by the research co-leaders indicated that, on average, 27 of the 30 required lessons were completed in the intervention classrooms and an average of 30 recommended vignettes and 25 small group activities were completed in the intervention classrooms.

Observations of teacher behavior

As explained in the methods section, for the teacher outcome analyses, teachers were nested within classrooms, which predominantly corresponded to a teacher and assistant(s) or in some cases co-teacher(s). Missing data at the pre- and post-test reduced the number of classrooms to 115 and the number of teachers to 139. Approximately 83% (pre-test) and 87% (post-test) of teachers had between 2 and 5 observations (i.e., 13–17% had only one observation or more than 5).

Modeling method. Because teachers within a classroom are observed dealing with the same group of students, some correlation would be expected for teachers within a classroom. Employment selection or shared classroom experience may also produce a shared style of teaching within classrooms. The intervention was aimed at individual teachers, however, so it is desirable to analyze the outcome data at that level. Within teachers, we have up to 8 repeated measures at both the pre and post test. Accordingly, a multi-level random intercept and slope model was used within a pre-post ANCOVA model that allowed for both classroom- and teacher-level variation in intercept and post on pre regression. We did not expect both sets of random effects to be important and we anticipated that teacher-level effects would be more important than classroom-level effects because only 23 classrooms had more than 1 teacher. But we started out by being over-inclusive and then trimmed the models as necessary to eliminate convergence problems and to identify the most important and parsimonious set of random effects. Initial models also included intervention by pre score interactions to test for differential effectiveness of the intervention by initial level.

Background information was available for ethnicity, gender, grade level and number of days of training for each teacher. For simplicity, ethnicity was collapsed to white versus nonwhite, grade level was collapsed to Head Start versus kindergarten and first grade and training was collapsed to 4 versus less than 4 days (only 4 of the intervention teachers missed any training days).

Results of observations of teacher behavior management skills and teaching style

Teacher Coder Impression (TCI) analyses. Coders rated teacher's teaching style on 5 different TCI constructs, Harsh/Critical, Inconsistent/Permissive, Warm/Affectionate, Social/Emotional, and Effective Discipline. Table 2 shows model estimates for fixed and random effects for each construct. Where background covariates (ethnicity, gender, grade and training) were significant, they were included in the final model. Most of the initial models with the full set of classroom- and teacher-level random effects had serious convergence problems or produced non-positive definite information matrices. Using a series of nested chi-square tests, we identified the most parsimonious set of random effects to include and except for one construct this usually

Table 2 Results for coder ratings of teacher behavior (TCI)

Effect	Warmth Value	Inconsistent Value	Harsh/critical Value	Social/emotion Value	Eff. discipline Value
Fixed effects					
Intercept	2.627***	.690***	.806***	1.294***	1.138***
Pre	.364***	.399***	.401***	.296***	.224***
Intervention	.203*	−.112*	−.126**	.231***	.254*
Nonwhite			.129**	−.151*	
1st/K versus HS					.310***
Intervention by 1st/K					−.286*
Random effects					
Teacher intercept	.398***	.178***	.189***	.241[a***]	.204[a***]
Teacher random slope				.258**	.320[a***]
Residual	.554***	.293***	.252***	.396***	.415***

Note: *$p < .05$, **$p < .01$, ***$p < .001$.
[a]Random effect is at classroom not teacher level. Random effect parameters are standard deviations or correlations.

was either classroom-level or teacher-level effects but not a mixture of both. None of the intervention effects shifted from being significant to non-significant or vice versa as a result of trimming the random effects. None of the pre by intervention interaction effects (i.e., differential effectiveness) were significant and none were retained in final models.

Four of 5 constructs had significant main effects such that teachers in the intervention condition became less harsh/critical and inconsistent/permissive, more warm/affectionate, and placed more emphasis on social/emotional teaching. In preliminary models, effective discipline did not show significant main effects of intervention but instead the intervention effect depended on the grade of the teacher (1st/K vs. HS); Accordingly, the model in Table 2 includes a dummy variable indicator of HS vs. 1st/K (HS = 0, 1st/K = 1) and an interaction of the dummy variable with intervention status. As shown in Table 2, there was a significant main effect for grade (fixed effect for 1st/K versus HS = .310, $p < .001$) indicating that 1st/K teachers had higher levels of effective discipline than HS teachers and a significant main effect for intervention (fixed effect for Intervention = .254, $p < .05$) indicating that HS intervention teachers improved more on effective discipline than HS comparison teachers. The interaction effect of grade with intervention (fixed effect for Intervention by 1st/K = −.286, $p < .05$) was negative, indicating no intervention effect for 1st/K teachers. For the other 4 constructs, preliminary analyses indicated there were no significant differences in intervention effects for HS versus K and 1st so these effects were not included in the final models shown in Table 2. Effect sizes, when computed as the adjusted mean level shift in the post score due to intervention divided by the standard deviation of the classroom- or teacher-level random intercept, ranged from medium to large: warmth/affectionate (.51), inconsistent/permissive (.63), harsh/critical (.67), social/emotional teacher (.96), and effective discipline (1.24), for Head Start teachers.

Results of observations of teacher classroom management and children's school readiness and conduct problems

As explained in the methods section, for the teacher–student and student outcome analyses, students were nested within classrooms, which in turn were nested under teachers. The sample size of students who were considered in the study was 1,768. Models were based on 1,746 students who had at least one observational measurement and background covariates of age and gender. These 1,746 students were nested in 160 classrooms, which in turn were nested under 119 teachers (40 teachers had 2 or more classrooms).

Modeling method. We started by fitting a 4-level model (repeated measures within students, students within classrooms, classrooms within teachers, and teachers) for both teacher–student and student outcomes. Our initial model included 3 random effects at the student, classroom, and teacher levels, intercept (initial status), normative slope (time) and intervention slope. The normative slope applied to teachers' or students' growth when they were in the control condition and both the normative and intervention slope applied to teachers' or students' growth when they were in the intervention condition. Thus, the intervention slope was an additional increment in growth over and above the normative slope when the teachers or students were in the intervention condition. By specifying the intervention slope as random, we allowed for differential student response to intervention, that is, we did not expect all teachers or students to derive the same benefit on average from the intervention. Both random slopes were allowed to correlate with initial status but not with each other, for identification purposes. The correlation of the intervention slope with initial status is substantively interesting because it represents differential response to the intervention based on initial level. In universal

preventive interventions aimed at behavior problems, it is not unusual for children with few or no problems to show little benefit while children with initial high levels of behavior problems show considerable benefit. This pattern produces a negative correlation between initial status and the intervention slope. In summary, the key parameters related to intervention effects in Tables 4–6 are the fixed effect for the intervention slope, which represents the main effect of the intervention, and the random effect for the correlation of the intervention slope with initial status, which represents differential effectiveness of the intervention related to initial level. See (Muthen & Curran, 1997; Stoolmiller, Eddy, & Reid, 2000) for more details about models for differential effectiveness in randomized universal prevention trials.

We expected the random effect part of the model to be over-parameterized, and indeed it was, but we started out by being over-inclusive and then trimmed the models as necessary to eliminate convergence problems and to identify the most important and parsimonious set of random effects. For teachers, only teacher-level and in some case classroom-level random effects were significant. None of the student level random effects were significant. This is perhaps not surprising since the intervention targeted teacher behavior and the outcomes were teacher behavior. For students, models with teacher-level initial status, normative and intervention slopes and classroom and student intercepts provided the best combination of fit and parsimony. This is perhaps not surprising given that teachers were the targets of intervention. To probe significant correlations of initial status with intervention slope, we used model results to compute point-wise *t*-tests across the range of observed pre scores and noted where the intervention and control groups first became significantly different at the .05 level. We also computed point-wise effect sizes which we defined as the intervention slope mean (i.e., the mean slope difference between the groups) divided by the standard deviation of the teacher level normative slope.

Observation of Teacher Classroom Management Behaviors (MOOSES). Results for Teacher involvement, teacher critical, and teacher praise from the MOOSES are shown in Table 3. Although initial models included student-level random effects, none were significant so none are shown in Table 3. Teacher critical showed a significant main effect of intervention (fixed effect for Intervention slope = −.181, .001 < p < .01). The correlation of initial status with the intervention slope was negative and significant (Cor (Initial status, Int. slope) = −.434, .01 < p < .05), indicating significant differential effectiveness; the more critical the teacher was initially, the more her score improved at the post-test. The intervention effect first became significant at p < .05 at .24 standard deviations below the pre-score mean (min. significant effect size = −.382 in Table 3), a medium small effect. At 2 standard deviations above the pre-score mean the effect size

Table 3 Multi-level results for teacher MOOSES

Effect	Teacher–child involvement[1] Value	Teacher critical[2] Value	Teacher praise[3] Value
Fixed effects			
Initial status	8.416***	1.514***	2.873***
Normative slope	−.043	.021	−.168
Girl	−.140	−.009	.030
Age at entry	−.148	−.053*	−.051
Observation occasion 1 vs. 2	−1.688***	−.240***	−.588***
Intervention slope	−.465	−.181**	.031
Random effects			
Classroom			
Normative slope			.643***
Initial status	1.011***	.436***	.945***
Intervention slope			.022
Cor(Initial status, norm. slope)			−.458***
Cor(Initial status, int. slope)			
Teacher			
Normative slope	1.564***	.372***	
Initial status	1.699***	.572***	.693***
Intervention slope	1.295***	.302***	
Cor(Initial status, norm. slope)	−.496*	−.188	
Cor(Initial status, Int. slope)	−.302	−.434*	
Within student residual	5.132***	.851***	1.538***
Average effect size		−.486	
Min. significant effect size		−.382	
Max. significant effect size ($z = 2.00$)		−1.370	

Note. Estimated random effects are standard deviations unless otherwise indicated.
Transformations: [1]Root (1.5); [2]Log; [3]Root (2).
*p < .05, **p < .01, ***p < .001.

Table 4 School readiness: Coder Observation of Classroom Adaptation-Revised (COCA-R) (square root transformed)

Effect	Value	Std.Error	t value	p value
Fixed effects				
Girl	−.0800	.0093	−8.5989	.0000
Age at entry	−.0423	.0068	−6.1847	.0000
Observation occasion 1 vs. 2	.0190	.0068	2.7990	.0051
Initial status	.7622	.0119	63.8898	.0000
Normative slope	−.0007	.0117	−.0636	.9493
Intervention slope	−.0349	.0170	−2.0534	.0401
Random effects				
Student intercept	.1257	.0054	23.3938	.0000
Classroom intercept	.0376	.0165	2.2827	.0224
Teacher				
Initial status	.0822	.0105	7.8552	.0000
Normative slope	.0414	.0135	3.0610	.0022
Intervention slope	.0925	.0143	6.4791	.0000
Cor (initial status, int. slope)	−.4551	.2034	−2.2373	.0253
Within student residual	.2749	.0028	97.2359	.0000

Table 5 Multi-level results for child MOOSES

Effect	Child conduct problems[1] Value	Child disengage[1] Value	Peer involve Value	Child solitary[2] Value	Child positive teacher Value	Child positive peer Value
Fixed effects						
Initial status	2.157***	−.848***	33.698***	5.661***	2.167***	3.178***
Normative slope	.035	.118*	3.797***	−.373***	−.014	.265***
Girl	.403***	−.479***	−.554	.131	−.088***	−.122**
Age at entry	.159***	−.141***	2.307***	−.082	−.135***	.186***
Observation occasion 1 vs. 2		.026	8.167***	.046	−.091***	.262***
Intervention slope	.040	−.082	1.552	.090	−.055	.011
Random effects						
Student						
Normative slope	1.240***	.569***			.006	
Initial status	1.066***	.629***	.094	.765***	.244***	.470***
Intervention slope	.606***					
Cor(Initial status, norm. slope)	.596***	−.414*				
Cor(Initial status, int. slope)	.296***					
Classroom						
Normative slope			.044			
Initial Status	.226**	.187**	2.661**	.350***	.071*	.149*
Intervention slope			3.558**			
Cor(initial status, norm. slope)			.013			
Cor(initial status, int. slope)			−.703			
Teacher						
Normative slope		.135			.153***	.296***
Initial status	.347***	.435***	3.690***	.441***	.310***	.283***
Intervention slope	.377***	.401***		.634***	.066	.215*
Cor(initial status, norm. slope)		−.030			−.111	−.104
Cor(Initial status, int. slope)	.522*	−.608**			−.589	
Within student residual	.590[a]	1.353***	22.861***	2.667***	.579***	1.154***
Average effect size	.032	−.141				
Min. significant effect size	.704	−.295				
Max. significant effect size ($z = 2.00$)	1.095	−1.648				

Note. [a]Fixed reliability estimate (20% of the observed variance at pre score). Estimated random effects are standard deviations unless indicated otherwise. *$p < .05$, **$p < .01$, ***$p < .001$. Transformations: [1]Log; [2]Root (1.75).

Table 6 Classroom atmosphere

Effect	Value	Std.error	*t*-value	*p*-value
Fixed effects				
Girl	−.0235	.0140	−1.6829	.0926
Age at entry	−.0079	.0142	−.5523	.5808
Observation occasion 1 vs. 2	.0383	.0130	2.9430	.0033
Initial status	2.3896	.0411	58.2014	.0000
Normative slope	.0176	.0353	.4976	.6188
Intervention slope	−.1500	.0427	−3.5142	.0004
Random effects				
Student intercept	.0769	.0220	3.4974	.0005
Classroom				
Initial status	.2510	.0306	8.2109	.0000
Normative slope	.1947	.0373	5.2257	.0000
Cor (Initial status, norm slope)	−.6181	.2231	−2.7707	.0056
Teacher				
Normative slope	.1463	.0389	3.7623	.0002
Initial status	.3463	.0359	9.6458	.0000
Intervention slope	.1408	.0660	2.1336	.0329
Cor (initial status, int. slope)	−.5813	.4261	−1.3641	.1725
Within student residual	.5074	.0056	91.2291	.0000

Note. Random effect parameters are standard deviations or correlations.

was −1.370, (max. significant effect size in Table 3), a very large effect. No other MOOSES teacher constructs showed significant effects.

School readiness and conduct problems: Coder Observation of Classroom Adaptation (COCA-R). Table 4 shows results for the child school readiness score (lower scores on this measure indicate better school adjustment). Background covariates of age, gender and observation occasion all had strong effects on the outcome but did not interact with intervention status. Girls and older children had lower scores and children had higher scores on the second occasion of observation than the first. The fixed effect for the intervention slope is negative and significant, indicating a greater improvement in school readiness in the intervention than the control condition. Both the teacher-level standard deviation (*SD*) for the intervention slope and the teacher-level correlation of the intervention slope with initial status are significant. The significant *SD* indicates significant individual differences in student outcomes at the teacher level in response to intervention. The significant and negative correlation indicates that teachers whose students

had worse scores on this measure showed more change in the intervention year than those that started with students who had better school readiness scores. Follow-up analyses to probe the dependence of the intervention effect on initial status reveal that the intervention effects were significant at the .05 level starting at about the mean of the pre score with an effect size of −.82 and going down to an effect size of −2.87 at 2 standard deviations above the pre score mean. Thus, the intervention had a large impact on average student scores for teachers with students with average levels of poor school readiness and a very, very large impact on average student scores for teachers with students with very poor initial levels of school readiness.

Observation of Child School Readiness and Conduct Problems (MOOSES). None of the 6 child MOOSES constructs showed significant main effects of intervention (fixed effect for intervention slope in Table 5) but child conduct problems and disengagement scores both showed significant negative correlations of initial status with intervention slope (Cor(init. status, int. slope) in Table 5) signaling differential effectiveness at the teacher level, and child conduct problems showed a significant negative correlation of initial status with intervention slope (Cor(init. status, int. slope) in Table 5), signaling differential effectiveness at the student level as well. For both constructs, findings indicate that the higher the initial average child conduct problems for a teacher, the more improvement in average child scores at the post test. For child conduct problems, this differential effectiveness was also replicated at the student level, indicating that over and above the effect at the teacher level, children with higher baseline conduct problems showed more improvement at post test. For child conduct problems, the intervention effect first became significant at $p < .05$ at 1.42 standard deviations above the pre score mean with an effect size of −.70, (min. significant effect size in Table 5), a medium large effect. At 2 standard deviations above the pre score mean the effect size was −1.10, (max. significant effect size in Table 5), a large effect. For the child disengagement variable, the intervention effect first became significant at $p < .05$ at .20 standard deviations above the pre score mean with an effect size of −.29, (min. significant effect size in Table 5), a small effect. At 2 standard deviations above the pre score mean the effect size was −1.65, (max. significant effect size in Table 5), a very large effect.

Classroom atmosphere. Table 6 shows results for the classroom atmosphere total score (low scores indicate better classroom atmosphere). The intervention slope (fixed effect for Intervention Slope in Table 6) is negative and significant indicating a greater improvement in classroom atmosphere in the intervention than the control condition (effect size was large = 1.03, not shown in Table 6). Of the background covariates, only the observation occasion had a strong fixed effect, similar to the child school readiness total score. The only significant random effect at the student level was the student intercept. The classroom-level correlation of initial status with intervention slope was not significant and eliminated from the model to remedy convergence problems, providing no evidence for differential effectiveness related to initial level. The teacher-level standard deviation of the intervention slope was marginally significant ($z = 2.13$, $p = .0329$), indicating some tendency for differential effectiveness, but the teacher-level correlation of initial status with intervention slope was not significant (Cor(initial status, int. slope) = −.58, $z = -1.36$, $p = .1725$), suggesting that the differential effectiveness was not related to initial status.

Child problem-solving and feelings testing

Wally Problem Solving and Feelings Tests. See Table 7 for means and standard deviations on these measures. Mixed-design ANOVA (time by condition) was used to evaluate the intervention effects on these measures. Children in the intervention condition showed significantly greater improvement than the control children on the number of different positive strategies generated; $F(1,214) = 9.27$, $p < .01$, $\text{Eta}^2 = .041$. On the Wally Feelings test, intervention children showed significantly greater improvement than the control group in the number of positive feelings that they could identify; $F(1,52) = 8.58$, $p < .01$, $\text{Eta}^2 = .14$. These results help to bolster the differential effectiveness findings presented in the multi-level models.

Table 7 Wally problem-solving and feelings at pre and post by condition

	Control					Intervention				
	Pre		Post			Pre		Post		
	M	*SD*	*M*	*SD*	*N*	*M*	*SD*	M	*SD*	*N*
Wally's problem-solving # different positive strategies	5.51	2.09	6.61	1.99	96	5.48	2.47	7.21	2.42	120
Wally's problem-solving # different negative strategies[1]	1.81	1.36	1.39	1.23	96	1.46	1.27	1.27	1.16	120
Wally feelings # positive feelings[1]	1.75	1.07	2.00	.92	20	1.79	1.39	3.71	2.28	34
Wally feelings # negative feelings[1]	2.25	1.21	3.00	1.69	20	2.82	1.78	4.21	2.20	34

Note. [1]Log transformations for analyses.

Parent involvement

Teacher-Parent Involvement Questionnaire (INVOLVE-T). Table 8 shows results for a multi-level pre-post ANCOVA with parents nested within teachers. No intervention effects or interactions of pre test by intervention were detected for parent involvement in education, school or a total score composed of both education and school involvement, although the intervention main effect for parent involvement was marginally significant ($p = .053$). For parent–teacher bonding, however, a significant pre by intervention interaction emerged as well as a significant main effect of intervention favoring the intervention group. The interaction effect was negative, indicating that the post on pre regression was flatter in the intervention group, suggesting differential effectiveness, that is, teacher–parent bonding improved most in the intervention group for teachers who reported low teacher–parent bonding. Follow-up analyses to probe the dependence of the intervention effect on initial status reveal that the intervention effects were significant at the .05 level starting at .39 standard deviations above the mean (2.85) of the pre score with an effect size of .14 and the effects increased for lower pre scores going up to an effect size of .57 at 2 standard deviations below the pre-score mean (1.68). Thus, the intervention had a medium impact on the average parent–teacher bond within teachers at initially low levels of bonding and small impact on the average parent–teacher bond within teachers with average to slightly above average initial levels of bonding.

Satisfaction with program

Family and teacher satisfaction questionnaires. Teachers were very satisfied with both the training they received and the curriculum implementation in their classrooms. Teachers rated 4 aspects of the 4-day training on a 4-point scale (1 = unhelpful and 4 = very helpful): trainer's leadership skills ($M = 3.91$, $SD = .29$), group discussion ($M = 3.72$, $SD = .45$), use of videotape examples ($M = 3.58$, $SD = .59$), and use of role-plays ($M = 3.45$, $SD = .64$). At the end of the year, 83.3% of teachers said that the Dinosaur curriculum was easy to integrate into their regular curricula, 91% said that the program met their social/emotional goals for their students, 73% felt that the content and activities were developmentally appropriate for their students, 75% reported that they would continue the program in the next school year, and 53% reported that they would like ongoing training and technical support regarding the program. Chi square analyses showed no significant differences among grade levels for three of the variables. However, Head Start teachers had significantly more concerns about how to deliver the content and activities in developmentally appropriate ways and requested more ongoing training or technical support than K and 1st grade teachers; Chi square ($1, N = 93$) = 14.45, $p < .01$. Eighty percent of Head Start teachers versus 35.5% of kindergarten teachers and 43.8% of first grade teachers asked for ongoing training.

Parents were also satisfied with the program: 94.1% reported positive overall feelings about the Dinosaur curriculum; 91.4% would recommend the program to other parents; 87.3% found the Dinosaur homework assignments useful; 68.2% often talked at home with their children about the Dinosaur curriculum; and 72.5% said their children used the Dinosaur School strategies at home (e.g., taking deep breaths, talking about feelings, or using problem-solving steps). Chi square analysis showed no differences for parent evaluations across grade levels. These findings indicate that at least 2/3 of the parents were involved in supporting their children's learning in regard to the social and emotional curriculum at home.

Discussion and conclusions

Surveys indicate that kindergarten teachers are very concerned about the number of children who arrive

Table 8 Multi-level ANCOVA results for parent involvement constructs

	Education[a]		School[b]		Total		Teacher bonding	
	Value	Std.error	Value	Std.error	Value	Std.error	Value	Std.error
Fixed effects								
Intercept	1.020	.042	.934	.034	2.837	.051	2.650	.045
Pre score	.594	.043	.831	.074	.589	.046	.439	.053
Intervention	−.020	.040	.061	.031	.025	.045	.099***	.033
Pre by intervention	.098	.052	−.144	.085	.046	.054	−.175***	.060
Random effects								
Teacher level								
Intercept	.275	.029	.224	.024	.349	.035	.342	.032
Post on pre slope	.145	.038	.320	.052	.202	.036	.218	.043
Cor(int, post on pre slope)	.175	.256	−.567	.205	−.426	.210	−.254	.211
Within teacher residual	.433	.010	.336	.008	.472	.011	.324	.007

Notes. [a]Reversed and 2/3rds root transformed. [b]2/3rds root transformed. Random effect parameters are *SD*s or correlations.*$p < .05$, **$p < .01$, ***$p < .001$.

in their classroom without the emotional self-regulatory and social skills to function productively and learn in the classroom (West et al., 2001). They report they are unable to teach academic skills because of difficulty knowing how to manage the increasing numbers of students with conduct problems. Moreover, research has indicated that poor school readiness and increased conduct problems are even more prevalent in classrooms with high percentages of students from poverty situations and where there is a poor connection or involvement between the school and parents. Therefore in this efficacy trial we tested the impact of training teachers in classroom management strategies and in the delivery of a social and emotional curriculum in schools with high percentages of culturally diverse and socio-economically disadvantaged children. The goals of this universal prevention curriculum were to help teachers promote children's social competence and emotional self-regulation, reduce conduct problems, and involve parents in their children's learning. Schools were randomly assigned to the intervention condition or usual school services.

Results of observations of teachers' classroom management style with students indicated significant improvements for teachers in intervention classrooms. Teachers who received intervention were significantly different from control teachers on four of the five TCI variables: harsh/critical, warm/affectionate, inconsistent/permissive, and social/emotional. Intervention teachers used more specific teaching strategies that addressed social and emotional skills than teachers in control classrooms. The effect sizes were moderate to high, indicating that the curriculum and training had robust effects on changing teachers' classroom management approaches. MOOSES ratings confirmed the TCI findings, showing that intervention teachers used significantly fewer critical statements than control teachers.

Results of the observations of students in the classrooms on the COCA-R showed both significant improvement and significant differential improvement in emotional self-regulation, social competence and conduct problems compared with the control students' behaviors. Here the effect size was particularly strong for those students from classrooms with the poorest initial scores. The intervention had a large impact on students from classrooms with average levels of school readiness and conduct problems and a very, very large impact on students from classrooms with very low initial levels of school readiness and high conduct problems. In addition, MOOSES frequency measures of two discrete child behaviors, conduct problems and disengagement (or off-task behavior) in classroom activities, also significantly differentially improved in the intervention classrooms compared to the control condition and showed the same pattern of differential effectiveness. Thus, overall, children from classrooms that were most at initial risk benefited most from the intervention. A global measure of Classroom Atmosphere based on student behaviors of responsiveness, engagement, and cooperativeness and teacher supportive behavior also indicated significant intervention effects. We found no evidence that the student gender, age or grade moderated the effects of the intervention on student outcomes. Indeed, only one of the teacher outcomes (effective discipline) showed HS versus K/1st moderation so it appears that the intervention works equally as well for boys versus girls, and preschool Head Start children versus elementary school children.

All of our student behavioral outcomes showed strong teacher-level effects, meaning that groups of students associated with a particular teacher changed more than groups of students associated with a different particular teacher. In addition, the groups of students that showed the most change due to the intervention were those groups that needed the most improvement to begin with. Because the groups of students are formed about a particular teacher, it is tempting to assume that those groups of students who were most in need of improvement and showed the most change had teachers who also were most in need of improvement and showed the most change as a result of the intervention. That is in fact our hypothesis for future work but it is important to point out that this was never directly demonstrated in any our models and need not be the case.

Results of the individual testing of a subset of high-risk students confirmed the classroom observations of enhanced children's social problem-solving skills and emotional literacy. Students who received intervention had more prosocial solutions to problem situations and an increased positive feeling vocabulary compared with control students. Increasing children's social problem-solving knowledge and emotional language is promising because it increases the likelihood that children exposed to this curriculum will be more successful in solving problems with peers.

Teachers in the intervention group reported feeling more bonded or involved with the parents of children in their classes, with the strongest effects occurring with teachers who reported initial low bonding with parents. This finding indicated that teachers made more efforts to involve parents through newsletters, phone calls and homework. However, intervention teachers did not report a significant improvement in parents' efforts to call them or volunteer in the classroom or attend meetings. Because this intervention was not directly offered to the parents, this might suggest that further studies include an intervention for parents in how to be involved in their children's education and work with the teacher. In fact, in a prior prevention study that offered a 12-week parent training program to parents we did find

that intervention parents were significantly more involved with their children's education and school than control parents on this measure (Reid, Webster-Stratton, & Hammond, in press; Webster-Stratton & Reid, 2008). Since parent involvement and ability to work collaboratively with teachers has been shown to be an important predictor of children's school success (Hawkins et al., 1999), it is important to understand how to promote parental involvement.

Finally, teacher evaluations indicated that teachers were very satisfied with their training and their ability to implement the curriculum in conjunction with their academic curriculum. In addition, parent evaluations indicated that parents were very satisfied with the content of the curriculum and its effects on their children. Interestingly, on these evaluations over 85% found the dinosaur homework useful and over 65% reported using the strategies at home. This would suggest there was a fairly high level of parent involvement at home with the curriculum concepts.

This study contributes to a growing body of literature evaluating the social, emotional and problem-solving classroom curriculum (Domitrovich, Cortes, & Greenberg, in press; Grossman et al., 1997; Walker et al., 1998b) showing promise for improving young children's overall school readiness and reducing conduct problems. Like the PATHS curriculum, the Dinosaur curriculum focused on preschool and kindergarten children who were socioeconomically disadvantaged and showed similar findings in terms of increased emotion knowledge skills as well as enhanced problem-solving strategies for the sub-sample tested with the Wally measures. A strength of the current study is the use of independent classroom observations of teachers' interactions and children's social and emotional behavior. These observations indicated that the intervention resulted in enhanced teacher classroom management skills as well as improvements in children's overall school readiness and reduction of conduct problems. To date, few other studies have used observational methods to measure teacher and child behaviors in the classroom. Instead, most have relied on teacher self-report behavior ratings to measure changes (Domitrovich et al., 2006; Lynch, Geller, & Schmidt, 2004). While teacher report provides important information about teachers' perceptions of children's behavior, these ratings are usually provided by the same teachers who received training and implemented the intervention, and thus may be biased in favor of reporting positive student changes. The addition of independent observations that corroborate teacher report findings strengthens the intervention effects reported in the current study. Further follow-up research is under way to assess whether the changes in the students' social, emotional, and behavioral competence are sustained in subsequent grades, and whether they lead to enhanced academic achievement and reduction of conduct disorders.

Another strength of the current study is very high intervention implementation integrity. Because research staff co-led the Dinosaur curriculum with teachers almost all classrooms received a full dose of intervention delivered using consistent implementation standards. This allowed for an accurate evaluation of the intervention when it is delivered with integrity and with 'full strength,' as intended by the developers. Further research is now needed to conduct an effectiveness trial where the program is evaluated under 'real world' conditions without the research support and careful monitoring that was offered in the current project. It remains to be seen what level of technical support teachers will need to implement the program effectively on their own after receiving the training.

Another limitation of the study is that we cannot determine whether the child behavior improvements occurred outside the classroom environment and whether they generalized to the home environment. Further study should include parent report of behavior change as well.

Children between the ages of 3 and 6 years are developing social and emotional skills at a pace exceeding any other later stage of life. Their behavior is still flexible and their cognitive processes, which vacillate between fantasy and reality, are highly malleable and receptive to adult socialization processes. Teaching and learning that happens in this age range is crucial because it sets either a firm or a fragile foundation for later relationships and socialization, learning, and attitudes toward school. Early childhood learning can be seriously threatened by social, emotional impairments and conduct problems. Intervening early to remediate these difficulties may have lifelong benefits for enhancing children's later success. Research, such as this, that provides empirical information about ways to change these key variables can provide the basis for early intervention plans for schools that will help to benefit children at high risk for later school difficulties. In other words, focusing on promoting social and emotional learning and preventing conduct problems in these early years may put children on a trajectory leading to a cycle of lasting improvements in school achievement and mental health.

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Correspondence to

Carolyn Webster-Stratton, University of Washington, School of Nursing, Parenting Clinic, 1107 NE 45th

St. Suite 305, Seattle, WA 98105, USA; Email: cws@u.washington.edu

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Weighing in on the Time-out Controversy

An Empirical Perspective

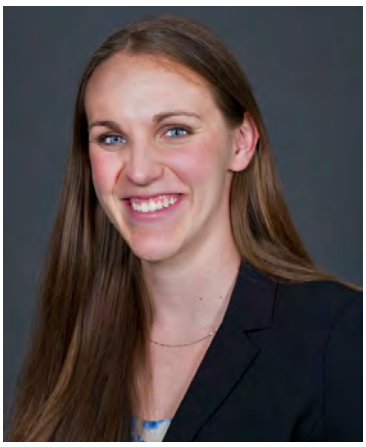
Lauren Borduin Quetsch, M.S.
Nancy M. Wallace, M.S.
Amy D. Herschell, Ph.D.
Cheryl B. McNeil, Ph.D.
West Virginia University

Abstract: Appropriate implementation of time-out has been shown for decades to produce positive outcomes ranging from the reduction in child problem behaviors to reduced levels of child maltreatment. Although the literature indicating positive outcomes on time-out is abundant, time-out continues to elicit controversy. While this controversy has been long-standing, more recent, outspoken sceptics have contested time-out using widely-viewed mediums. Unfortunately, critics present arguments against time-out without consulting the abundant, empirical literature on its positive effects. Moreover, these misinformed views can have devastating consequences by swaying families away from appropriate time-out implementation who may otherwise benefit. This paper utilizes the breadth of research on time-out to addresses myths surrounding its implementation.

Keywords: time-out, children, parenting, behavior problems, evidence-based treatment

Introduction

The use of time-out with children has been debated for years (e.g., LaVigna & Donnellan, 1986; Lutzker, 1994a; Lutzker, 1994b; McNeil, Clemens-Mowrer, Gurwitch, & Funderburk, 1994; Vockell, 1977). Research indicates that the use of time-out has been recommended to reduce problem behaviors for both typically behaving and clinically referred children (see Everett, Hupp, & Olmi, 2010 for a review; O'Leary, O'Leary, & Becker, 1967). The use of time-out in the classroom has been accepted by the general public for decades (Zabel, 1986), over and above alternative forms of discipline (e.g., spanking; Blampied & Kahan, 1992; Foxx & Shapiro, 1978). This sentiment is still shared in recent community sample perspectives (Passini, Pihet, & Favez, 2014). The use of time-out has been endorsed by the American Academy of Pediatrics, Society for a Science of Clinical Psychology, and American Psychological Association, among others, as an effective discipline strategy for child misbehaviors (American Academy of Pediatrics, 1998; Novotney, 2012; Society for a Science of Clinical Psychology, 2014). However, the implementation of this widely used procedure continues to evoke controversy (e.g., Siegel & Bryson, 2014a).



Lauren Borduin Quetsch

Despite abundant evidence documenting the effectiveness and utility of time-out, highly visible, non-evidence-based cautions and recommendations against its use continue to be written and publicly disseminated. Unfortunately, such unfounded arguments against time-out implementation meaningfully permeate the public discourse. For example, a recent article in Time magazine (Siegel & Bryson, 2014a) publically ridiculed time-out by claiming it negatively affected children's neuroplasticity, isolated children, deprived them of receiving their "profound need for connection" (para. 4), and worsened problem behaviors rather than reducing them. The current article details the important components present in evidence-based practices incorporating time-out. In turn, the authors directly address major concerns raised by opponents of time-out using evidence collected through a rigorous literature search and relevant news articles. Research on the subject is compiled to provide an empirical perspective on time-out myths and controversies.

Specifications of Time-out

To address questions concerning the time-out paradigm, we first define the term and operationalize the procedure. Definitional issues are important as research findings from improperly implemented discipline procedures have produced mixed results (Larzelere, Schneider, Larson, & Pike, 1996). The term "time-out" was originally coined by Arthur Staats (Staats, 1971), and is an abbreviation of what many behavior analysts or behavioral psychologists would describe as "time-out from positive reinforcement" (Kazdin, 2001). Time-out "refers to the removal of a positive reinforcer for a certain period of time" (Kazdin,

2001, p. 210). By definition, time-out includes (1) a reinforcing environment, as well as (2) removal from that environment (Foxx & Shapiro, 1978). The positive, reinforcing environment often is established through warm, supportive parenting practices (e.g., praise). Appropriate child behaviors are immediately followed by positive parental attention to increase children's use of the appropriate behavior. Time-out, therefore, is meant to follow an inappropriate response to decrease the frequency of the response (Miller, 1976). Time-out is not meant to ignore a child's essential needs such as hunger, thirst, fear, or distress due to an accident (Morawska & Sanders, 2011). There are three situations that are appropriate for time-out implementation: (1) the presence of inappropriate behavior (e.g., noncompliance to a parental command), (2) the presence of a safety issue associated with the behavior (e.g., child hitting others), (3) when the use of reinforcements by the caregiver is ineffective due to the presence of other maintaining reinforcers in the child's environment (e.g., other children laughing at the behavior in the classroom; Anderson & King, 1974).

Between the years of 1977 and 2007, Everett, Hupp, and Olmi (2010) evaluated the collection of time-out research to operationally define a best-practice time-out procedure. Of the 445 studies collected, the researchers selected the 40 highest quality articles comparing 65 time-out intervention methods. A necessary set of criteria largely accepted across the literature was summarized as a collection of "(a) verbalized reason, (b) verbalized warning, (c) physi¬cal placement, (d) location in a chair, (e) short time durations, (f) repeated returns for escape, and (g) contingent delay release" (Everett, Hupp, & Olmi, 2010, p. 252). In addition, behavioral management principles were largely recommended including "(a) remaining calm dur¬ing implementation, (b) the use of the intervention immediately and consistently following target behavioral occurrence, and (c) appropriate monitoring through which to judge intervention effectiveness" (Everett, Hupp, & Olmi, 2010, p. 252).

Overall, time-out is meant to provide a consistent form of discipline that is delivered in a calm, controlled manner. Psycho-education on the use of developmentally appropriate behaviors is often conducted, thereby helping parents to set appropriate expectations for their child's behavior. Time-out allows parents to set limits when children act defiantly. It can be utilized in conjunction with other parental methods of discipline (e.g., removal of privilege), and is often implemented when a child does not respond to other parenting approaches (Hakman, Chaffin, Funderburk, & Silovsky, 2009). Time-outs are only administered for a pre-specified period of time (e.g., typically 3-7 minutes). Therefore, the child's circle of security is maintained as the parent returns positive attention to the child after completion of the discipline procedure, such that warm, positive words and touches are used to help the child regain emotional control and rebuild the relationship (McNeil & Hembree-Kigin, 2010). A number of evidence-based programs implement a structured time-out protocol adhering to Everett and Hupp's guidelines including Defiant Children (Barkley, 2013), Fast Track Program (Slough et al., 2008), Helping the Noncompliant Child (McMahon & Forehand, 2003; Peed, Roberts, & Forehand, 1977), the Incredible Years (Webster-Stratton, 1984), the Kazdin Method for Parenting the Defiant Child (Kazdin, 2008), Oregon Model, Parent Management Training (Forgatch, Bullock, & Patterson, 2004), Parent-Child Interaction Therapy (Eyberg & Funderburk, 2011; McNeil & Hembree-Kigin, 2010), Positive Parenting Program (Triple P; Nowak & Heinrichs, 2008; Sanders, Cann, & Markie-Dadds, 2003), and the Summer Treatment Program (Chronis et al., 2004). While some argue against time-out practices, families trained in time-out, their children, and the therapists who deliver treatment rate the procedure as appropriate and acceptable to help reduce problem behaviors (Eisenstadt, Eyberg, McNeil, Newcomb, & Funderburk, 1993).

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The following sections will address five separate myths commonly made by time-out opponents. Within each myth, specific empirical literature will be cited to support each counter argument. The paper will conclude by summarizing key counter arguments and placing time-out in the broader context of the evidence based treatment approaches.

***Myth 1**: Time-out is Counterproductive Because Loving, Positive Parenting is the Most Therapeutic Approach to Alleviating Child Misbehavior*

Some time-out opponents support the perspective that time-out hurts children's emotional development, arguing that parents need to provide love, attention,

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and reasoning to help children regulate their anger during episodes of misbehavior (Siegel & Bryson, 2014a). In contrast to this perspective, decades of research have validated the notion that optimal child development occurs in the context of both warmth, love, and clear, consistent parental control and direction. In 1967, Diana Baumrind proposed three categorizations of parenting styles: authoritative, authoritarian, and permissive (for reviews, see Baumrind, 1967; Baumrind & Black, 1967). Each style delineated a balance between various degrees of parental responsiveness (warmth) and parental demandingness (control; Baumrind, 1967 & 1978). Baumrind operationalized parental responsiveness as displays of parental warmth, communication, and the encouragement of individual expression (Baumrind, 2005; Areepattamannil, 2010). Baumrind conceptualized parental control as a high degree of demandingness in which a parent may request that a child exhibit or change his or her behavior to better conform to the rules and expectations of society (Baumrind, 2005). While authoritative parents utilize a balance of both responsiveness and consistent control, authoritarian parents employ high levels of control and low levels of responsiveness (Areepattamannil, 2010; Maccoby & Martin, 1983). Although, permissive parents utilize high levels of responsiveness, they also place few demands upon their children (Areepattamannil, 2010; Baumrind, 1996; Maccoby & Martin, 1983). Since such parental typologies were proposed, decades of empirical research have investigated the application of such categorizations with a variety of populations. Specifically, authoritative parenting has been related to positive child health outcomes (Cullen et al., 2000), positive school outcomes (Areepattamannil, 2010) and lower levels of child behavior problems (Alizadeh, Talib, Abdullah, & Mansor, 2011). Conversely, caregivers' consistent failure to set developmentally appropriate limits on children's inappropriate behavior, a primary dimension of permissive parenting, has been associated with suboptimal levels of child development. Furthermore, the permissive parenting style has been related to higher levels of child behavior problems (Driscoll, Russell, & Crockett, 2008), substance abuse (Patock-Peckham & Morgan-Lopez, 2006), and poorer emotion regulation in children (Jabeen, Anis-ul-Haque, & Riaz, 2013).

In addition, the implementation of purely positive parenting techniques alone has been found to be insufficient to obtain significant improvements in child behavior problems (Eisenstadt et al., 1985). These findings indicate that a positive relationship cannot alleviate significant problem behaviors or maintain appropriate levels of behavior without proper limit-setting (Pfiffner & O'Leary, 1987). Eisenstadt and colleagues (1993) evaluated the separate components of positive parenting practices and discipline strategies through a highly structured time-out procedure. Results indicated that children who received only the positive parenting component had slight improvements on oppositionality, but large problem behaviors were not eliminated. The children who received the discipline procedure improved to within normal limits of oppositionality. A separate review of the literature indicated that differential reinforcement alone was not as effective in reducing problem behavior as reinforcement combined with discipline procedures (Vollmer, Irvata, Zarcone, Smith, & Mazaleski, 1993). Discipline procedures are thus important components to positive parenting for all families (Cavell, 2001).

The field of applied behavior analysis has been particularly influential in the translation of behavioral principles to work with children in applied settings. Research in applied behavior analysis indicates that providing immediate attention (e.g., reasoning, hugs) for disruptive behaviors that are maintained by attention will result in increased behavior problems (Cipani & Schock, 2010). Specifically, differential reinforcement of other behavior (DRO), a commonly used behavioral schedule in applied behavior analysis, employs operant conditioning techniques to decrease the frequency and length of inappropriate behaviors otherwise maintained by attention. In contrast, a child in distress from an accident or upset about the loss of his pet should receive warm, understanding attention and emotional validation from his or her caregiver given that the behavior is not problematic, nor is its function negative attention seeking.

DRO is based off of positive reinforcement techniques in which positive behaviors are reinforced, thereby increasing their frequency, while negative and inappropriate behaviors are ignored, thereby reducing their frequency (Gongola & Daddario, 2010). Strictly speaking, other behaviors are reinforced for a

period of time while the negative, target behavior is not provided with any attention. The DRO schedule has demonstrated efficacy across a wide variety of environments and populations in decreasing inappropriate and noncompliant behavior. The DRO schedule also supports a positive environment and is an ethically appealing form of behavior modification (see Gongola & Daddario, 2010 for a review). A childhood tantrum represents a common childhood behavior that often functions as a means by which children may receive negative attention. However, if attention (e.g., reasoning, negotiating, comforting) is provided in this moment, as suggested by some authors (Siegel & Bryson, 2014a), such negative attention seeking behavior will be reinforced and the frequency and intensity of the tantrum will increase. Unfortunately, research and clinical practice indicate that verbal instruction regarding appropriate child behavior alone has not been shown to reduce a child's negative outbursts (Roberts, 1984), indicating a need for additional procedures to successfully modify aggressive and non-compliant behavior. Additionally, such attention may result in progressively escalating emotional exchanges between the parent and child in an attempt to control the situation (Dishion, French, & Patterson, 1995). By ignoring a child's tantrum and enthusiastically engaging in an appropriate activity, a parent is likely to redirect a child's attention away from his or her tantrum. Praise (e.g., for "using your words" or "calming yourself down") and positive touches may then be used to reinforce calm, emotionally regulated behavior. If the timing of such attention is provided after the tantrum has ceased and when the child is calm, the child is less likely to engage in a tantrum for attention seeking purposes in the future, tantrums are likely to decrease in duration and frequency, and instances of emotional regulation may be likely to occur. Time-out therefore, functions similarly to a DRO procedure, in that attention is removed for a specified period of time and reinstated after the allotted time is up, and the child is calm and able to complete the original request.

While typically developing children in the preschool age are likely to display regular levels of noncompliance to assert their independence (Schroeder & Gordon, 1991), most do not develop significant behavior problems because parents already provide both positive attention and appropriate limit-setting. In severe cases of persistent childhood misbehavior, however, a caregiver may be referred for evidence-based parent-training treatment to quickly modify maladaptive parent-child interactions. In such cases, research indicates that families typically enter treatment utilizing inappropriate and inconsistent strategies to handle their children's behavior (Bandura & Walters, 1959; McCord, McCord, & Zola, 1959; McNeil et al., 1994). Evidence-based practices are used to teach parents consistent discipline only after they have mastered positive approaches of interacting with their children including praising and rapport-building between the parent and child (Nowak & Heinrichs, 2008). A compilation of time-out literature concludes that approximately 77% of these research articles utilized time-out in addition to another treatment component, namely parent-child relationship building (Everett, Hupp, & Olmi, 2010). The goal of this treatment is to reduce negative parenting practices and eliminate corporal punishment techniques by the conclusion of treatment (McNeil et al., 1994). Across the time-out literature, research indicates that eighty-six percent of studies used positive reinforcement to increase positive behaviors (Everett, Hupp, & Olmi, 2010). Once an environment is built on positive, warm relationships, the time regularly spent with the child outside of time-out becomes rewarding and reinforcing. As a result, the child is increasingly motivated to avoid time away from parental attention, to work to gain positive attention, and to engage in fewer negative attention-seeking behaviors.

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Myth 2: *Time-out Strategies are Manualized and Do Not Address the Individual Needs of Children*

As previously noted, a number of empirically-based parenting programs for children with severe behavior problems specify the use of a clear, step-by-step time-out procedure (e.g., Parent-Child Interaction Therapy, Eyberg & Funderburk, 2011; the Summer Treatment Program, Chronis et al., 2004). In contrast to views that manualized treatments do not address a child's individual needs, the specific components of time-out (e.g., duration, child characteristics, child age, specific behavior problems) have been investigated to maximize efficacy while minimizing the intensity of the procedure for a given child (Fabiano et al., 2004).

Evidence supporting the efficacy of individualized time-out programs within the larger framework of three manualized treatment programs (Summer Treatment Program, Chronis et al., 2004; Parent-Child Interaction Therapy, McNeil & Hembree-Kigin, 2010; Defiant Children, Barkley, 1997) will be presented.

Fabiano et al. (2004) investigated the effect of three time-out procedures of varying lengths for children attending a summer treatment program for Attention Deficit Hyperactivity Disorder (ADHD: a disorder characterized by attention difficulty, hyperactivity, and/or impulsiveness). Time-out conditions consisted of a short (5 minute), long (15 minute) and an escalating/de-escalating procedure whereby a child could increase or decrease the length of the time-out depending on the appropriateness of his or her behavior in time-out. A time-out was only assigned following the occurrence of intentional aggression, intentional destruction of property, or repeated noncompliance. In the final response-cost condition, children only lost points for exhibiting such behaviors and commands were repeated until compliance was achieved. Results supported previous literature, indicating that time-out, irrespective of duration and child's age, was effective in reducing the occurrence of problematic behaviors (McGuffin, 1991). Recognizing that responses to time-out varied by the individual, the authors recommended modifications of the procedure if the initial time-out protocol is rendered unsuccessful. For example, some children may require a more complicated time-out procedure (Fabiano et al., 2004; Pelham et al., 2000). Finally, despite the context of a manualized treatment program with clear time-out procedures, the authors reported that individualized goals and individualized behavioral treatment programs were instated for children whose behavior did not respond well to time-out. The use of such programs indicates a degree of flexibility within the model and a focus on individualized efficacy of the procedure.

Another manualized treatment approach, Parent-Child Interaction Therapy (PCIT), utilizes a variety of procedures based in behavioral theory to individualize treatment to each child and family (McNeil, Filcheck, Greco, Ware, & Bernard, 2001). For example, PCIT begins with a non-standard functional assessment in which the therapist observes parent and child behavior across three situations meant to simulate typical parent-child interactions. The function of both parent (e.g., negative talk) and child (e.g., defiance, complaining) behaviors during these interactions are specifically evaluated (McNeil et al., 2001). Such conceptualizations are used to guide treatment so that caregivers can be taught to use positive interactional skills for attending to specific prosocial behaviors displayed by their children (McNeil et al., 2001). Additionally, individualized, skill-based data from behavior observations conducted at the start of each session are immediately utilized to shape the treatment session (McNeil et al., 2001). The discipline procedures used in PCIT may also be adapted according to the child's age and developmental level (McNeil et al., 2001). Furthermore, time-out is not recommended for toddlers less than two years old in response to noncompliance (McNeil & Hembree-Kigin, 2010). Instead a procedure involving simple words and pointing to what the child should do (e.g., "give me hat") followed by a hand over hand guide and praise for compliance should be used. A short (1 minute) time-out in a safe space (e.g., high chair, playpen) is recommended for aggressive behavior (McNeil & Hembree-Kigin, 2010). In contrast, discipline procedures for older children (7-10 years) include a number of potential steps such as (1) an explanation of the command, (2) an initial "big ignore" upon noncompliance in which a parent withdraws attention from the child for 45 seconds, and (3) a time-out warning. To teach the older child to cooperate with the time-out procedure, a sticker chart may be used to reward either avoiding time-out entirely by complying with parental instructions or accepting the time-out consequence without resistance. A suspension of privilege procedure is introduced late in treatment if children refuse to attend time-out or escape from time-out. Finally, some critics believe that time-out should not be used with children on the autism spectrum as the procedure allows the child to escape from otherwise non-pleasurable demands. However, a core component of effective time-out across evidence based programs is completion of the original command, thereby inhibiting the function of time-out as escape.

Lastly, in Defiant Children, a manualized treatment for non-compliant children, Barkley (1997) also uses a time-out procedure. Similar to PCIT, parents are told to implement time-out initially for noncompliance to commands only. After noncompliance to a warning, children remain in time-out for 1-2 minutes per year of their age and are not allowed to leave time-out until they are quiet for approximately 30 seconds. A child's bedroom is used if the child escapes from the chair before the allotted time is up. The sequence concludes when the child must comply with the original command.

It is well established that manualized treatment procedures support the efficacy of time-out in reducing

child behavior problems (Fabiano et al., 2004). Although a primary time-out procedure is specified in some manualized treatment programs, many also include individualized programs dependent upon the needs and characteristics of the child. Most importantly, time-out procedures often involve more intensive back-up consequences only when a child is unable to comply with the least restrictive consequence. When applied to typically developing children, the higher steps in the procedure may not be necessary. Children are taught all procedures prior to their initiation, and the provision of various backup procedures to time-out is determined by the child's choices. As the foundation of time-out is removing the child from reinforcing events, an integral component of the procedure involves enhancing time-in by increasing the reinforcing value of the parent-child interactions. As such, time-out procedures always fall within the larger context of a warm, positive environment where prosocial child behaviors are encouraged through high rates of social reinforcement.

Myth 3: *Time-out Can Trigger Trauma Reactions Related to Harsh Discipline Practices, Thereby Retraumatizing Children with a History of Maltreatment*

There is considerable debate on the use of time-out for children with histories of trauma. However, a number of research studies spanning multiple areas of psychology shed light on the use of time-out with this specialized population (Chaffin et al., 2004). Physical abuse is likely to occur in the context of the coercive cycle whereby a parent and child use increasingly intensive verbal and behavioral strategies to attempt to control a given situation (Patterson & Capaldi, 1991; Urquiza & McNeil, 1996). Such escalation may result in child physical abuse (CPA). Chaffin et al. (2004) conducted a randomized controlled trial to investigate the effects of PCIT on physical abuse. At the two year follow-up assessment, reports of physical abuse were 19% in the PCIT group as compared to 49% in the community parenting group, suggesting that the use of a time-out procedure may have helped to reduce the occurrence of CPA.

Some may argue that the use of time-out with children who have experienced abuse may result in retraumatization. Retraumatization has been defined as, "… traumatic stress reactions, responses, and symptoms that occur consequent to multiple exposures to traumatic events that are physical, psychological, or both in nature" (Duckworth & Follette, 2012, p. 2). These responses can occur in the context of repeated multiple exposures within one category of events (e.g., child sexual assault and adult sexual assault) or multiple exposures across different categories of events (e.g., childhood physical abuse and involvement in a serious motor vehicle collision during adulthood). According to the Diagnostic and Statistical Manual of Mental Disorders-5, examples of traumatic events may include torture, disasters, being kidnapped, military combat, sexual abuse, and automobile accidents (5th ed., text rev.; DSM–5, American Psychiatric Association, 2013). An individual's response to the traumatic event may be any combination of "a fear-based re-experiencing, emotional, and behavioral symptoms… [an] anhedonic or dysphoric mood state and negative cognitions [and/or] arousal and reactive-externalizing symptoms [and/or] dissociative symptoms" (5th ed., text rev.; DSM–5; American Psychiatric Association, 2013, p. 274). Given such definitions, it seems unlikely that a three minute time-out in a chair would qualify as a traumatic event for a young child. Yet, it remains important to consider whether time-out could serve as a trauma trigger, causing a child to experience intense fear and dissociative symptoms. At the same time, we must consider how to differentiate dysregulated behavior that has been triggered by association with a past trauma (e.g., physical abuse during discipline) versus the typical yelling, crying, and tantrumming seen routinely when strong-willed children receive a limit.

In a typical time-out procedure, a child is issued a command. Following a short period (e.g., 5 seconds), a warning is given indicating that if the child does not do as instructed, then he or she will go to time-out. Following an additional period of silence, the child is led to a time-out chair (Eyberg & Funderburk, 2011). Although such procedures could be potential triggers for recalling prior abuse, time-outs involve setting clear, predictable limits which are essential to healthy growth and development. Without the ability to establish boundaries and enforce predictable limits, caregivers of children with prior abuse histories may resort to a permissive parenting style that (1) lacks the structure needed for children to develop adequate self-control and emotional regulation, and (2) has been shown to lead to poor mental health outcomes (Fite, Stoppelbein, & Greening, 2009; McNeil, Costello, Travers, & Norman, 2013).

A valid concern is that time-out procedures could very well serve as a trigger for previous abuse experiences, particularly those that involved the caregiver becoming physically aggressive during an escalated and coercive discipline exchange. Yet, instead of automatically concluding that discipline battles should

be avoided due to the possible triggering of a trauma response, it is interesting to consider that the time-out procedure could actually be highly therapeutic from an exposure perspective. A primary treatment component for individuals that have experienced trauma involves imaginal or in-vivo exposure to triggers associated with the traumatic event in the context of a safe environment. Through repeated exposure, the individual's anxiety surrounding the trauma decreases. Previous triggers become associated with feelings of safety and predictability, rather than fear and pain. From a behavioral perspective, a previously unconditioned stimulus (e.g., yelling and hitting during discipline interactions) is replaced by a conditioned stimulus (e.g., a calm, clear, and consistent sequence of caregiver behaviors). The previously unconditioned response (e.g., fear) is then alleviated by the feelings of safety associated with predictable consequences delivered by the caregiver (e.g., time-out delivered calmly and systematically). The use of a warning prior to the time-out provides control to children, allowing them to choose a behavioral response and control whether time-out is delivered. Through repeated exposure to consistent, calm limit setting, discipline scenarios are no longer associated with fear and pain, such that prior conditioning is extinguished. Through exposure to predictable and appropriate limit setting, the child develops a sense of control and feelings of safety during discipline interactions.

It is imperative to consider each child's individual abuse history in the context of each step of time-out. For children with histories of neglect or seclusion, an alternative back-up procedure (other than a back-up room) may be considered as a consequence for time-out escape, as the back-up room may have ethical concerns as the exposure may be too intense (more of a flooding experience than systematic desensitization; McNeil & Hembree-Kigin, 2010). In these types of extreme cases, alternative back-ups to the time-out, such as restriction of privilege, may be used to allow a more systematic exposure to the time-out sequence, allowing children to regulate their emotions while maintaining the efficacy of such procedures (McNeil, Costello, Travers, & Norman, 2013). If a back-up space is deemed appropriate, the caregiver is instructed to remain in close proximity (i.e., within two feet of the child) so that the child is aware of the parent's presence, thereby preventing the child from experiencing any sense of abandonment. Following time-out, the parent and child are encouraged to engage in calm, loving interactions, often in the form of play. These warm interactions help to maintain the positive parent-child relationship, while also communicating that the parent loves the child but does not condone the child's defiant and aggressive behavior (McNeil, 2013).

Myth 4: *Time-out is Harmful to Children*

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Some time-out opponents believe that time-out causes children to feel intense relational pain and feelings of rejection from their caregiver. Additionally, some argue that time-out causes children to fail to have a chance to build important social and emotional skills including emotion regulation, empathy and the ability to solve problems (Siegel & Bryson, 2014a). While there is an abundance of research indicating the positive outcomes stemming from time-out implementation, equal importance should be placed on the alternative outcomes if parent training (including both positive parenting skills and discipline techniques) is not delivered to high-risk families. Regardless of the feelings individuals have about the use of "aversive" practices (e.g., time-out), the unfortunate truth is both high- and low-risk families can inflict severe, inappropriate consequences on their children when caught in a coercive process. Passimi, Pihet, and Favez (2014) explored a community sample of highly educated, generally stable families to determine their acceptance of discipline techniques used with their children. Mothers indicated strong beliefs in a warm relationship with their children and agreed with explaining household rules regularly. The use of time-out was also highly accepted, however there was significant variation across parents indicating that strong feelings were present about the appropriateness of various discipline approaches. Discipline techniques such as yelling and spanking received the lowest acceptance by these parents, with spanking practices more accepted than yelling. In spite of their acceptance rates, both yelling and spanking were implemented by the sampled families. Moreover, although yelling was the least acceptable practice rated by mothers, yelling was implemented as frequently as time-out in this sample.

While families can be well-intentioned, parents and children may unknowingly become caught in a negative interaction cycle explained by Patterson's coercion theory (1982). Patterson's theory explains a process of mutual reinforcement between parents and their children in which parents inadvertently reinforce a child's problem behaviors. More specifically, Patterson's (2002) theory posits that a parent may give a command to a child who then resists or becomes frustrated by the request. Such child misbehavior causes the parent to become angrier, the child to become more defiant, and the interaction to escalate. If parents give in to the child at this point in the coercive exchange, it results in the strengthening of the child's problem behavior. The coercive escalation also can lead parents to react with inappropriate discipline strategies to elicit a form of control (Patterson, 1982; Patterson & Capaldi, 1991). When these styles of interaction become the norm, children learn a pattern of defiance, leading to behavior problems that can maintain during the course of development (Granic & Patterson, 2006). Fortunately, the use of time-out interrupts the coercive process between caregivers and children. Evidence-based practices provide parents with specific words and actions to prevent the escalation of problem behaviors (Morawska & Sanders, 2011).

Families referred for parent training have higher rates of physical punishment and inappropriate discipline strategies (Patterson & Capaldi, 1991). In one clinical sample, for example, parents admitted to spanking their children approximately 13 times a week (McNeil et al., 1994). Referred caregivers are more likely to respond to their children's frequent, regular misbehaviors with yelling, critical statements, threats, and physical punishment (Mammen, Kolko, & Pilkonis, 2003). When no positive discipline alternatives are provided to highly stressed parents who are confronted with severe behavior problems, they are likely to resort to spanking out of desperation and frustration. When spanking is unsuccessful, physical punishments may escalate into child physical abuse.

Although some outspoken opponents argue that time-out makes children "angrier and more dysregulated" when children have not "built certain self-regulation skills" (Siegel & Bryson, 2014a, para. 5, 7), the research has in fact indicated that the opposite is true. Time-out represents a safe, effective form of discipline in which a caregiver and child are able to remove themselves from a potentially stressful parent-child interaction and are given the space needed to regain control of their thoughts and emotions. Specifically, recent research indicates promising outcomes using time-out for children with disruptive mood dysregulation disorder. Therefore, implementing a parenting intervention with both relationship-building and discipline (i.e., time-out) components produced significant positive effects such as a reduction in defiance and an increase in a healthier mother-child relationship. Further research supports the notion that time-out is effective in helping children's externalizing and internalizing behavior to come within normal limits, demonstrate greater self-control and achieve better emotion regulation abilities (Graziano, Bagner, Sheinkopf, Vohr, & Lester, 2012; Johns & Levy, 2013; Webster-Stratton, Reid, & Stool-Miller, 2008). Additionally, the length of time-out is short (e.g., approximately 3 minutes or 1 minute per year of the child's age) across most empirically-based

parenting programs (Everett, Hupp, & Olmi, 2010).

Kazdin (2002) argues that, the failure to use appropriate discipline and parenting techniques to protect a child who is acting out may be detrimental, and itself may meet the definition of abuse. If negative discipline procedures escalated to the level of severe physical punishment, abuses such as these have been shown to be associated with a child's increased likelihood of drug dependency, personality disorders, and a number of mood disorders (Afifi, Mota, Dasiewicz, MacMillan, & Sareen, 2012). These negative skills are linked to child psychopathology such as oppositional defiant disorder and conduct disorder (Falk & Lee, 2012). Moreover, Afifi and colleagues (2012) found that harsh physical punishment accounted for 4 to 7% of disorders including intellectual disabilities and personality disorders in addition to 2 to 5% of all other diagnostic criteria for Axis I of the DSM-IV-TR (Afifi et al., 2012).

Parents who have psychopathology themselves are at high risk of using inappropriate discipline strategies when faced with challenging child behavior (Harmer, Sanderson, & Mertin, 1999). More specifically, caregivers with psychopathologies respond at increased rates with hostility, anger, and irregular, unfair discipline techniques despite the child's behavior (Harmer, Sanderson, & Mertin, 1999; Paulson, Dauber, & Leiferman, 2006). Similarly, some children are already predisposed to high risk behavior. For example, researchers have recently concluded that children on the autism spectrum and with ADHD have a weakened sense for danger and more frequently engage in behaviors that place them at risk for harm and even death (Anderson et al., 2012; Barkley, 2005).

Research on parenting styles shows that effective parenting requires a combination of a nurturing relationship and effective limit-setting strategies (authoritative parenting style; Baumrind, 1967). Children raised by authoritative parenting styles score higher in measures of competence, academic achievement, social development, self-esteem, and mental health (Dornbusch, Ritter, Leiderman, & Roberts, 1987; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Maccoby & Martin, 1983). While slight variation in needs may be present on a cultural level, overall findings indicate successful outcomes across cultural groups when children are raised using an authoritative style of love and limits (Sorkhabi, 2005).

Myth 5: Time-out Skills Should Not Be Taught to Parents Because They Could Use Them Improperly

Some researchers opposed to time-out procedures have noted potential danger in teaching parents to utilize therapeutic discipline practices (Lutzker, 1994b), particularly ones that involve holding preschoolers or carrying children to time-out, for fear that such procedures may be misused. Still others, have argued that highly stressed caregivers may not possess the emotional abilities to express care and concern toward their children (Joinson et al., 2008) and may overly focus on time-out, allowing negative caregiver-child interactions to perpetuate (Morison, 1998). Although it is possible that a given discipline procedure may be misused (Kemp, 1996; Morawska & Sanders, 2011), it is important to consider the multitude of responsibilities that parents in our society take on to ensure the health and well-being of their children. Are we to argue that we should not prescribe potentially helpful medication because the parent may give the child too much? Instead, the implementation of time-out must be considered in the larger context of positive parenting practices (e.g., warmth, sensitivity). For example, one evidence-based practice, PCIT (McNeil & Hembree- Kigin, 2010), has a strict set of guidelines which prevents families from receiving the time-out program until they have mastered the positive "PRIDE" skills (praise, reflection, imitation description, and enjoyment). Families also are not able to graduate from PCIT until they have mastered, under close supervision, the procedures required to implement an appropriate time-out. Defiant Children (Barkley, 2013), another evidence based program, states that the time-out procedure is not implemented until step 5, after parents have learned and practiced a number of positive parenting skills over the course of at least 4 weeks. Such components include (1) education regarding causes of child misbehavior, (2) practicing differential attention in order to reinforce positive behavior, (3) practicing positive play time for homework in order to build warmth and positivity in the parent child relationship, (4) learning to give effective commands, and (5) instating a token economy to increase compliant child behavior.

Time-out procedures taught in the context of parenting programs are based on empirical literature documenting their efficacy. If parents struggling to discipline their child are not taught such procedures under the close guidance of a trained mental health professional, they are at risk of resorting to dangerous physical discipline practices modeled by their own abusive parents. Whereas the risk of harm in teaching an evidence-based time-out protocol is low, there is a

high possibility of harm if dysregulated and stressed caregivers are left to their own devices to discipline children who are displaying severe behavior problems. Finally, when parents are guided through effective time-out procedures, they learn how to conduct a time-out appropriately (e.g., warning statement, unemotional responding, short duration) instead of resorting to popular but ineffective practices, such as reasoning and having a child contemplate their actions (Morawska & Sanders, 2011).

Concluding Thoughts

Opinion pieces in lay periodicals have been published for a number of years arguing against the use of time-out. For example, the recent article by Siegel and Bryson in Time magazine (2014a) was widely distributed. Without regard to the huge volume of high quality research supporting time-out (Wolf, 1978), the authors argued against the practice, resulting in negative perceptions about time-out by nonprofessionals, lay persons, and clients. In this way, a single high-profile story in a magazine can lead to a serious setback in scientific advancement and clinical practice. The negative impact on public opinion is especially concerning as treatments viewed as acceptable by the consumers are more likely to be initiated and adhered to once they are learned by those who need it most (Kazdin, 1980). If inaccurate information continues to be spread without proper filtering, the outcomes could mean large, negative effects for evidence-based practice.

Although the author of this article in Time magazine later responded to criticisms of time-out (Siegel & Bryson, 2014b) by specifying that, "the research that supports the positive use of appropriate time-outs as part of a larger parenting strategy is extensive," the original lack of specification when criticizing time-out implementation quickly did more harm than good for informing the general public (para. 7). As researchers, it is our responsibility to disseminate high-quality findings to the lay public to improve our overall positive public health impact. In this instance, regardless of the researchers' intentions, failing to operationally define time-out and recognize an entire body of research dedicated to "appropriate use" of time-outs did a disservice to a large group of experts who have been conducting this research for decades, while also greatly misleading the public. To protect the public and our profession, we must critically evaluate, interpret, and communicate current literature in such a way that it can be comprehended by lay consumers. Unfortunately, one of the cited articles used in the debate against time-out by Siegel and Bryson was a research article by Eisenberger, Lieberman, and Williams (2003). Siegel and Bryson claimed that findings from this 2003 study indicated social

isolation, which they argued is characteristic of time-out situations, yields similar brain imaging patterns to traumatization or physical pain (Siegel & Bryson, 2014a; 2014b). Eisenberger and colleagues' 2003 study is instead researching brain patterns of college-aged adults socially isolated by their "peers" during a virtual reality ball-tossing game. Interestingly, during times of participation and other periods of unintentional exclusion, individuals showed the same brain imaging patterns. In addition, the Eisenberger and colleagues' study based their argument off of a summary article showing brain patterns of pre-weaned rat pups isolated from their mothers for extended periods of time (Nelson & Panksepp, 1998). As any practiced researcher is aware, these highly disparate concepts should not be used as justification for the illegitimacy of time-out, as the argument lacks scientific validity and leads to false conclusions and misunderstanding.

Rigorous research studies examining the use of parenting programs including time-out demonstrate reduced aggressive behavior, increased child compliance (Eyberg & Robinson, 1982; Pearl et al., 2012), generalization of behaviors across school (McNeil, Eyberg, Eisenstadt, Newcomb, & Funderburk, 1991) and other environments, and maintenance of effects for several years (Boggs et al., 2004; Eyberg et al., 2001; Hood & Eyberg, 2003). The use of time-out has also been a critical factor in helping children to gain emotion regulation capabilities (Graziano et al., 2012). Furthermore, emotion regulation has been linked to the broader context of self-control, which has been shown to predict a variety of life outcomes (Moffitt et al., 2011).

The use of time-out as a tool to help caregivers set limits has been a critical component of many evidence-based treatment programs such as PCIT, shown to decrease recidivism rates of child physical abuse to 19% in a group of previously physically abusive caregivers compared to 49% in a community treatment sample (Chaffin et al., 2004). Research also demonstrates that PCIT reduces child traumatic symptoms following exposure to trauma (Pearl et al., 2012). In addition to its demonstrated efficacy, PCIT is represented on the Kauffman list of best practices for children with a history of trauma (Chadwick Center for Children and Families, 2004) and is endorsed by the National Child Traumatic Stress Network (NCTSN) as an evidence-based intervention for child trauma (nctsn.org). In conclusion, time-out represents a safe, effective form of discipline which, in the context of a larger environment dominated by positivity, consistency, and predictability, has been shown across hundreds of research studies to be beneficial to the overall emotional and developmental functioning of young children.

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The Clinical Psychologist is a quarterly publication of the Society of Clinical Psychology (Division 12 of the American Psychological Association). Its purpose is to communicate timely and thought provoking information in the broad domain of clinical psychology to the members of the Division. Topic areas might include issues related to research, clinical practice, training, and public policy. Also included is material related to particular populations of interest to clinical psychologists. Manuscripts may be either solicited or submitted. Examples of submissions include: position papers, conceptual papers, data-based surveys, and letters to the editor. In addition to highlighting areas of interest listed above, *The Clinical Psychologist* includes archival material and official notices from the Divisions and its Sections to the members.

Material to be submitted should conform to the format described in the sixth edition of the Publication Manual of the American Psychological Association (2010). An electronic copy of a submission in Word format should be sent as an attachment to e-mail. Brief manuscripts (e.g., three to six pages) are preferred and manuscripts should generally not exceed 15 pages including references and tables. Letters to the Editor that are intended for publication should generally be no more than 500 words in length and the author should indicate whether a letter is to be considered for possible publication. Note that the Editor must transmit the material to the publisher approximately two months prior to the issue date. Announcements and notices not subject to peer review would be needed prior to that time.

Inquiries and submissions may be made to editor Jonathan S. Comer at: **jocomer@fiu.edu**.

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Incredible Years® Time Out Works Because of

Quality of Time In

Carolyn Webster-Stratton Ph.D.

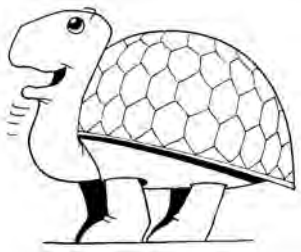
The use of Time Out as a self-regulation calm down strategy for children between the ages of 3 and 9 years old is part of a comprehensive positive behavior management plan in 77% of empirically validated parent programs for young children (Everett, Hupp, & Olmi, 2010; Fabiano et al., 2004; Graziano et al., 2014; Kazdin, 2008). Time Out has been researched for three decades and shown to be effective in producing positive outcomes in terms of reducing children's aggressive behavior as well as preventing parental child maltreatment. However, despite abundant empirical literature, the use of Time Out is still a controversial topic, with many people feeling uncomfortable about its use. Much of this controversy stems from anecdotal evidence about the negative impact of Time Out on children's attachment, or inaccurate information in non-peer reviewed magazines (e.g. Time magazine) that Time Out negatively affects children's neuroplasticity (Siegel & Bryson, 2014). In some cases, this discomfort about Time Out is so great that individuals or agencies choose not to use an evidence-based curriculum that incorporates Time Out.

Before it is possible to discuss the use of Time Out, it is important to define what is meant by an effective evidence-based Time Out procedure. There are some versions of Time Out delivery that are not evidence-based and are, indeed, reactive, punitive, harsh, non-supportive, developmentally inappropriate, unpredictable or delivered in a non-respectful way that shames

and marginalizes the child. Such inappropriate approaches can lead to further child misbehavior and a break down in the parent-child or teacher-child relationship and attachment. It is not supportive of children's development of emotional skills or closeness to the parent or teacher and is a missed learning opportunity for the child. The evidence-based and appropriate use of Time Out is brief, infrequent, thoughtful and delivered calmly in an effort to help a child self-regulate followed by a new learning opportunity and positive connection. When professionals, parents and teachers are disagreeing about whether Time Out is a recommended strategy, it may be that they are actually talking about very different procedures. Unfortunately, the use of the term "Time Out" can be used both for appropriate and inappropriate approaches.

In Incredible Years® (and in most other empirically validated parent programs), Time Out is taught as way for children to learn to calm down and re-regulate in the midst of strong emotions and to give children time to reflect on a better solution to the problem situation. It works because it is Time Out from a reinforcing environment established through positive parent teacher-child interactions. In the Incredible Years® programs parents, teachers, *and* children are taught to see the Time Out as taking a break in order to calm down. This helps children learn a strategy to calm down and also helps adults to self-regulate and model an appropriate response to a conflict situation. Research has shown that when this predictable and respectful strategy is used appropriately, reductions in children's aggressive behavior and increases in their feelings of safety and security in their relationships with caregivers are seen. Parents who use Time Out to calm down as one tool in their positive parenting repertoire show reductions in their use of critical or abusive parenting responses (Everett et al., 2010; Fabiano et al., 2004; Kennedy et al., 1990). We will first briefly outline how the evidence-based Incredible Years (IY) Time Out is taught to therapists, parents, teachers, and children in the IY programs.

The Incredible Years® Time Out Strategy (aka Tiny Turtle Technique)



3 Take a slow breath

First teach the child how to calm down: Prior to using Time Out, children are encouraged to discuss with their parents and teachers (often with the aid of a puppet) times when they are having strong and unpleasant emotions. They are helped to realize these negative feelings (anger, frustration, anxiety, loneliness) are a signal they have a problem that needs solving. Adults help them understand that any feeling is normal and okay, but that there are some behaviors and words that are not okay to use when they are angry, disappointed, or sad such as hitting or hurting someone else, or breaking something. Adults help children understand that sometimes it's hard to think about a solution when they are very upset and that this means they first need time to calm down. *This discussion is geared towards the developmental age of the child—3 year olds participate in a very simple discussion, 8-9 year olds engage at a more complex level.* Using the puppet as a model, children learn how to take a Time Out to calm down. For example, the Tiny Turtle puppet explains how he withdraws into his shell, takes some deep breaths and thinks of his happy place when he is having trouble and then comes out to try again with a different solution. Children learn that they can do this on their own as a strategy for calming down, or that an adult can tell them that they need a Time Out if they have hurt someone else, broken a rule, or if they are too upset to think clearly. At times when children are calm and not in a conflict situation, adults help them practice and rehearse how to go to Time Out, and how to calm down in Time Out by taking deep breaths, using positive self-talk and thinking of their happy place. One way to teach the children this strategy is to have a puppet such as Tiny Turtle make a mistake and then ask the children to help him follow the Time Out steps. Afterwards the adult and the children help the turtle puppet to understand that Time Out is not a punishment, but rather a way to calm down. The children learn that everyone, including adults, sometimes need time away to calm down. Parents and teachers model using this strategy themselves when they are becoming angry. They may also use *Wally Problem Solving Books* which are a series of problem situations the puppet Wally Problem Solver has at home and at school (Webster-Stratton, 1998). The children are asked to be detectives and to come up with solutions for Wally's problem. After talking about these possible solutions they act out the out the ways to solve the problem using hand puppets. Sometimes one of the solutions involves using a calm down strategy to self-regulate before coming up with other more proactive solutions.

Teaching parents, teachers, and therapists to use Time Out to calm down: In the Incredible Years programs group leaders have parallel group discussions in their trainings with parents,

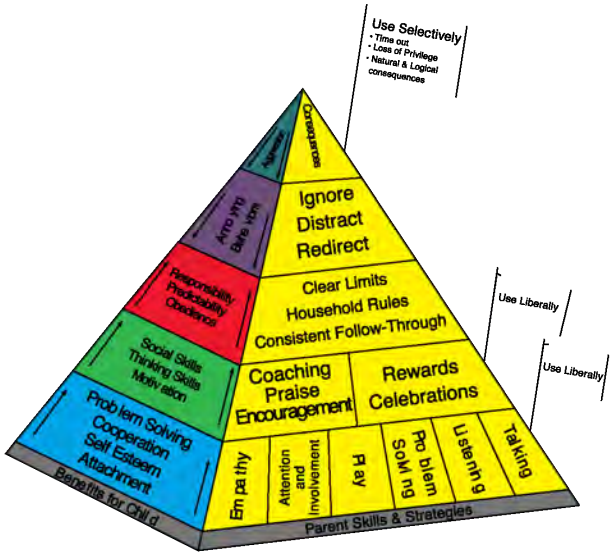
teachers and therapists. Group leaders help them understand this kind of Time Out is *not* a punishment but a self-regulation strategy for children (and for adults). They learn that these Time Outs are brief (3-5 minutes) and that their own behavior when implementing the Time Out is critical to their success with this technique. They learn to give Time Outs in a calm, respectful, predictable and controlled way, not to give negative messages to children. When Time Out is taking place, they also learn how to be nearby to monitor the Time Out. Their physical presence can reassure the child *without* giving direct attention during the Time Out.

The parents and teachers are also taught the importance of reconnecting with the child immediately after the Time Out is completed. The child's circle of security is resumed by focusing on positive messages and warm touches rather than rehearsing or discussing the negative behavior or forcing an apology. This approach helps the child maintain emotional control and feel reassured about his relationship with his parent or teacher.

A positive relationship Incredible Years Pyramid foundation is necessary for effective Time Out teaching

The first half of the Incredible Years® Parent and Teacher programs focus on strategies for building positive relationships with children by being responsive, warm, nurturing and giving more attention to positive behaviors than negative behaviors. During this time parents and teachers learn social, emotional and persistence coaching methods: to encourage children's persistence, frustration tolerance, social skills, problem solving, emotional literacy, empathy, language development and self-regulation skills. Research has shown that children with more social and emotional awareness and language skills are better able to self-regulate and solve problems. These skills, as well as the parent-child relationship, form the foundation that supports children to respond to frustrating or upsetting situations in ways that are not violent, out-of-control, or destructive. For Time Out to work this foundation must be in place, and when this foundation is firmly in place, the need for Time Out is greatly reduced.

Below are some of the common questions that come up when discussing the use of Time Out. All the answers here reflect the assumption that the Time Out used is similar to the Incredible Years Time Out procedures described above.



Parenting Pyramid™

Why is the bottom (positive parenting) of the Incredible Years pyramid not enough? Why do reasoning, holding, and hugs sometimes cause more child misbehavior and insecurity? Why does yelling, scolding, and adding consequences make misbehaviors worse? Why is it important for parents to learn some evidence-based disciplinary methods?

Positive, responsive parenting and teaching is core to parent-teacher-child relationships. Without a strong and secure parent- or teacher-child relationship, adult-child interactions are disrupted and are often not functional. This does not mean, however, that all child behaviors can be responded to all the time with reasoning, holding, and continued interactions. Positive relationships are necessary but not sufficient to obtain improvements in child's behavior problems (Cavell, 2001). At times when children have strong negative emotions and are dysregulated, it is often the case that they are so emotionally and physically out of control that they are beyond reasoning. At these times, adult attempts to comfort, reason, control, or argue with the child are likely to increase the intensity of the child's emotion and actually to reinforce it. Parents and teachers are also likely to be feeling strong emotions themselves and are vulnerable to exploding in appropriate ways or giving in to the child's demands in such a way that they are actually teaching the child that aggression, violence, or arguing are effective ways to manage conflict. This is called the "coercive process"—that is, a cycle described by Patterson (Patterson, Reid, & Dishion, 1992) in which parents, teachers and children each

escalate their unpleasant, aggressive, and dysregulated responses to each other. The process usually ends when the child's behavior becomes so aversive that the parent or teacher either gives in to the child, or becomes so punitive that the child's capitulation is controlled by fear. This coercive process has been carefully researched for decades by Patterson and others and Time Out was designed to stop this aversive cycle.

When is it developmentally appropriate to use the IY evidence-based Time Out discipline approach with children? Time Out is a respectful and calm way to disrupt or interrupt the coercive process. Instead of escalating the negative interaction, the adult calmly uses the planned strategy of helping the child take a break to calm down. Even if the child continues to escalate, the adult's commitment to staying calm and not retaliating, engaging or arguing provides the opportunity for the interaction to de-escalate because the misbehavior is not rewarded with adult attention. Without the adult's strong emotions to react to, the child can more easily regulate his/her own emotions. The adult is also providing a model for self-calming. Moreover, when parents or teachers are trained in this predictable routine and understand the underlying theory, they feel confident in their ability to stay calm and understand that, in the long term, this leads to better outcomes for the child's emotional and social development and the parent-child relationship.

What is this the best age for this method? For what misbehaviors? What is the theory underlying why Time Out works? Time Out is recommended only for higher level behaviors such as aggression, destructive behaviors, and highly conflictual noncompliance. It is not meant to be used to address a child's essential needs for support when in pain, or in fearful or distressful situations. Many other proactive strategies are recommended in the Incredible Years programs for managing milder challenging behaviors. Time Out is only used for children who are cognitively developmentally ready and old enough to learn to self-regulate and to have a sense of time and place. Typically, Time Out works for children who are between the ages of 3-9 years old. Some three year olds will be too young for Time Out, and some 9 year olds will be too old for Time Out. Rather than using the child's chronological age as the cue for when to start using Time Out, it is better to use the child's developmental age as the criteria. In the Incredible Years programs, Time Out variations are introduced for older and younger children, for children with ADHD and developmental delays, and alternative procedures for children on the Autism Spectrum are discussed. One size does not fit all when using Time Out.

Why are the Incredible Years Programs really all about "Time-In"?

Time Out only works if the majority of time with children is spent with children in "time in", that is, engaged in child-directed play, social and emotional coaching, responsive and nurturing parenting, focused attention on positive behaviors, praise, predictable routines and schedules.

IY Time Out is only one tool in an IY tool box of many different parenting tools, all of which are taught in the 8-12 sessions prior to introducing Time Out (*e.g., child-directed play, social and emotional coaching, differential attention, descriptive commenting, praising, rewarding, loving, being responsive, using predictable routines, consistent separation and reunion plans, redirections, refocusing, ignoring, logical consequences, and teaching children self-regulation skills and how to problem solve.)* Time Out can only be used when the adult-child relationship foundation has been well established with positive "time in" methods.

How is IY use of Time Out tailored or individualized for different children? What is "core" and what is flexible? As with every other parenting or teaching strategy, the use of Time Out requires clinical sensitivity, flexibility and adjustments according to the child's developmental level and family or classroom context. IY group leaders who are training parents, teachers, and therapists in the use of Time Out must take many factors into consideration. These factors include: the child's developmental level, the parent-child relationship and attachment history, and the parent's mental health and self-control skills. Time Out procedures are adapted to different situations. In some cases, a parent or child may not be ready for Time Out and need to work longer on the praise and coaching methods as well as other relationship building skills and other disciplinary strategies such as distractions, setting clear rules and ignoring first. The length and location of Time Outs may be modified to fit a family's needs. Parents are also taught ways to support a child during Time Out keeping them safe, while still following the principle that Time Out is a low-attention response to a child's high negative affect.

How does Time Out help children learn to self-regulate and support their emotional development? Prior to adults using Time Out, children are taught and practice how to use Time Out to regulate their emotions. During Time Out parents model staying calm using the self-regulation strategies that their children have been taught (breathing, self-talk). Time Out stops the parent and child from engaging in the stressful interaction and gives them space to regain control. During Time Out, out-of-control child misbehavior is not reinforced with attention.

Does Time Out teach children anything? Yes, children learn that out-of-control behavior is not an effective way to manage strong emotions because it is not reinforced. But Time Out alone is not enough. The majority of children's time is spent out of Time Out in meaningful and positive

interactions with parents and teachers consisting of child-directed play, social, persistence and emotional coaching, praise and nurturing scaffolding. During these times, children learn positive ways to regulate their emotions, navigate interpersonal relationships, and ask for what they need or want. It is important that these positive replacement behaviors have been taught and practiced prior to instigating Time Out. When this is in place and children have been sent to Time Out to calm down, they are eager to get into parents or teachers positive spot light where they have learned there are more benefits.

Why is Time Out an important strategy for parents and teachers to learn? Are there some parents who should not be taught to use Time Out?

The fear that some parents or teachers may misuse the Time Out procedure due to lack of emotional ability to express nurturing care, stress or psychopathology prevents some professionals from teaching this strategy to parents or teachers. Although it is possible that Time Out may be misused, it is important to consider what happens if such parents or teachers are not given an evidence based discipline method they can use. Without the ability to enforce predictable limits or to prevent children responding aggressively to other children, adults may become too permissive, which can also lead to children becoming more aggressive as they learn that aggressive and out-of-control responses work. The inability to establish boundaries and enforce predictable limits has been shown to lead to poor mental health outcomes for children (Fite, Stoppelbein, & Greening, 2009). Kazdin (Kazdin, 2002) argues that parent failure to use appropriate discipline to protect a child who is acting out may itself meet the definition of abuse. Conversely, the opposite can also be true—without a nonviolent and predictable way to respond to high intensity negative behaviors, parents or teachers may become overly controlling, respond with critical or physical discipline, giving children the message that aggressive responses are an acceptable way to manage negative affect and conflict.

In addition to assuring that parents and teachers have worked for 8-12 weeks intensively in the Incredible Years Program on positive social and emotional coaching methods, child-directed play, praise, rewards and relationship building before being introduced to Time Out, the Incredible Years programs also spend considerable time in teaching the correct method of using Time Out and on strategies for adults to use to stay calm and regulated. Participants learn to self-praise and self-reward, how to challenge negative thoughts and replace them with positive self-talk and coping statements, and stress management strategies. Group sessions include adults practicing simple Time Outs with guidance and gradually increasing their complexity focusing on the behavioral, cognitive and emotional components. Therapists make weekly calls to check in on their experiences and make themselves available as parents or teachers first take on this procedure with a child.

Can Time Out cause traumatic reactions or re-traumatize children? Does it lead to physical abuse or brain imaging patterns similar to those who are traumatized?

Teaching parents to use Time Out has been shown to reduce child physical abuse (Chaffin et al., 2004). While some may argue that use of Time Out with children who have experienced abuse will retraumatize them and trigger a fear response there is no evidence to support this claim when Time Out is delivered appropriately. Time Out is not a trauma event if done respectfully and predictably, as outlined above. Time Out is not a trauma event if the parent is primarily working on responsive nurturing parenting using Time In. When working with parents and children who have experienced trauma, therapists use clinical judgement as to when, how, and if it is appropriate to use Time Out. As with any other parenting strategy or decision, Time Out can be used incorrectly or abusively. This does not mean that Time Out should be abandoned as a strategy, but that parents, teachers, and therapists should be taught to use Time Out in respectful, effective and evidence-based ways.

Is Time Out beneficial to the child? When Time Out is done in a predictable, systematic, structured and calm way embedded in a normally positive nurturing relationship, it actually helps children feel safe and a have sense of control rather than being afraid of yelling and unpredictable adult responses. It leads to a relationship where children know they can safely go to their parents or teachers for help with solving their problems. Research has shown it is a critical factor in helping children gain emotion regulation capabilities and self-control and reduce adult physical abuse & traumatic child symptoms (Chaffin et al., 2004).

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**Starred articles are research with prevention, indicated or selective populations; remaining are treatment---—diagnosed research trials*

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Articles may be downloaded from web site:
http://www.incredibleyears.com/Library/Searchlist.asp

Clinical and Review Articles and Books Relevant for Therapists/Group Leaders Using IY Teacher and Child Programs

Set of Books for Use with Children:

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Incredible Years Teacher and Child Therapist/Group Leader Book

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