



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

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

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

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

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

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

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

**Content: Unit 1 Introduction to Dinosaur School**

**Methods and Processes: Praise, Incentives, Use of Puppets**

- \_\_\_\_\_ Introductions, research background for program, overview of training days, program goals, topics, objectives, classroom dina schedule, first group – present content and small group activities and Reinforce concepts
- \_\_\_\_\_ **Unit 1: Apatosaurus Dina School Rules, First session.**
- \_\_\_\_\_ Video: Opening Circle Time
- \_\_\_\_\_ Trainer/mentor models: opening songs, meet Dina, and teach one rule
- \_\_\_\_\_ Video: Coming to Circle Time
- \_\_\_\_\_ Songs to Open Dinosaur School (Dina’s greatest hits; can use during training if you go to web site ) <https://www.incredibleyears.com/dinas-greatest-hits-songs-for-dinosaur-school/> password Wally
- \_\_\_\_\_ Go over “rules” of using puppets
- \_\_\_\_\_ Benefits of Puppets
- \_\_\_\_\_ Puppet Practice/ Zoom Rooms
  
- \_\_\_\_\_ Video: Rules
- \_\_\_\_\_ Visuals for Rules
- \_\_\_\_\_ Teaching Rules/Zoom Room practice (groups for quiet hands up, listening ears)
- \_\_\_\_\_ Dinosaur School Homework
- \_\_\_\_\_ Promoting Parent Involvement

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

- \_\_\_\_\_ Warm up with puppets—everyone has puppet out and trainer’s puppet says hello to a few puppets
- \_\_\_\_\_ Dinosaur School Homework
- \_\_\_\_\_ Session agendas
- \_\_\_\_\_ **Unit 2 Iguanodon Unit: Doing Your Best in School**
- \_\_\_\_\_ Video Vignette 1 (listening)
- \_\_\_\_\_ Video Vignette 2: (not listening)
- \_\_\_\_\_ Video Vignette 3: (not listening and then listening)
- \_\_\_\_\_ Zoom Room practice leading discussion on vignette 3
- \_\_\_\_\_ Trainer models teaching children to ignore
  
- \_\_\_\_\_ **Concentration**
- \_\_\_\_\_ Video Vig 3: Introducing New Topic
- \_\_\_\_\_ Video Vig 4: Using Cue Cards (concentration)
- \_\_\_\_\_ Video Vig 5: Mediating Vignette
- \_\_\_\_\_ Video: /role play Practice
- \_\_\_\_\_ Descriptive Commenting/Buzz using chat

- \_\_\_\_\_ Setting up live practice of therapists describing play (trainer with legos)
- \_\_\_\_\_ Persistence coaching/Buzz using chat
- \_\_\_\_\_ Live practice of persistence coaching (large group trainer plays with toys and participants comment)

**Emotion Coaching/ Buzz words or Zoom Room**

- \_\_\_\_\_ Persistence and Emotion coaching
- \_\_\_\_\_ Video: Persistence and emotion coaching (puzzle)—start at 2:30
- \_\_\_\_\_ Modeling and prompting

**Social Coaching/Buzz/Zoom Room**

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

**Session Three: Unit 3 Triceratops**

**Understanding Feelings, Mediating Vignettes**

- \_\_\_\_\_ Video: Vig 4: Sample Lesson/feeling circle time/Tense and relaxed OR Model live
- \_\_\_\_\_ Zoom rooms/Practice leading this lesson in large group unless have 2 leaders (trainer coaches, script on PowerPoint)
- \_\_\_\_\_ Show them what this lesson looks like from manual
- \_\_\_\_\_ Video: Vig 2: Mad/Sad
- \_\_\_\_\_ Video: Vig 3: Happy
- \_\_\_\_\_ Mediating Vignettes
- \_\_\_\_\_ Video: Lonely (practice thinking of questions)
- \_\_\_\_\_ Video: Proud
- \_\_\_\_\_ Video: Sad
- \_\_\_\_\_ Practice Mediating Vignettes above/Zoom rooms
- \_\_\_\_\_ Feelings Small Group Activities (show 2 of the following vignettes, pick at least one with African American teachers)
- \_\_\_\_\_ Video: Feelings Masks
- \_\_\_\_\_ Video: Shaving Cream
  
- \_\_\_\_\_ Problem Solving Small Group Activities
- \_\_\_\_\_ Video: Bingo
- \_\_\_\_\_ Video: Mazes
  
- \_\_\_\_\_ Zoom Room/ Being culturally responsive
  
- \_\_\_\_\_ Behavior Plans
- \_\_\_\_\_ Dinosaur Homework

## **Session Four: Stegosaurus Unit: Problem Solving, Anger Management, Role Plays & Ignoring**

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

### **Stegosaurus Unit 4: Problem Solving**

\_\_\_\_\_ Problem Solving 7 Steps

\_\_\_\_\_ Video Vig 2: Circle Time Wally Fort

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

\_\_\_\_\_ Solutions: Wally's detective kit

\_\_\_\_\_ Video: Solutions Ask, Share, Wait, Trade...

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

\_\_\_\_\_ Real Life Problems

\_\_\_\_\_ Video: Role Play a Solution lesson 21

\_\_\_\_\_ Video: Wally's detective kit lesson 21

\_\_\_\_\_ Video: Detective Club lesson 29

\_\_\_\_\_ Evaluating Solutions (fair, safe, good feelings)

\_\_\_\_\_ Sample Small Group Problem Solving Activities

\_\_\_\_\_ Promoting Children's Resilience

### **Managing Disruptive Behaviors**

\_\_\_\_\_ Discipline Hierarchies Steps 1-4

### **Ignoring and Redirecting**

\_\_\_\_\_ Video: Vig 13: Ignoring Tantrum (Kaylee)

\_\_\_\_\_ Principles of Ignoring

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

\_\_\_\_\_ Video: Meeting Tiny Turtle

\_\_\_\_\_ Sample Small group anger management activities

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

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

\_\_\_\_\_ Discipline Hierarchies Steps 5-8

\_\_\_\_\_ Video Vig 13: Explaining Time Out

\_\_\_\_\_ Video Vig 14: Practicing Time Out

\_\_\_\_\_ Video Vig 15: Time Out is to Calm Down

\_\_\_\_\_ Scenario 1: Child goes to Time Out & Time Out principles

\_\_\_\_\_ Scenario 2: Child resists going to TO

\_\_\_\_\_ video Emani resists TO

\_\_\_\_\_ Video Jeremiah resists TO

**Unit 6 Allosaurus Unit: How to be Friendly**

\_\_\_\_\_ Video: How to be Friendly (guided practice)

**Unit 7: Brachiosaurus Unit: How to Talk with Friends**

\_\_\_\_\_ Video: Compliment Song

\_\_\_\_\_ Practice compliment circle with whole group

\_\_\_\_\_ Sample Small group Activities

\_\_\_\_\_ Video: Coaching During Conflict (using words Sergio)

\_\_\_\_\_ Video: Coaching During Conflict: Calming Down (Valarian)

\_\_\_\_\_ Saying Goodbye

\_\_\_\_\_ Video: Ending Group: Teaching Baby Dina

\_\_\_\_\_ Video: baby Dina small group activity

\_\_\_\_\_ Video: saying goodbye problem solving

\_\_\_\_\_ Graduation for children

\_\_\_\_\_ Next Steps