



CLASSROOM DINA CHILD GROUP LEADER TRAINING WORKSHOP

(3 days/21 hours)

Date of training _____

Location _____

Trainer or Mentor _____

Billing Information for per participant fee

Organization/Agency Name _____

Contact Name _____

Street Address _____

City _____ State/Province _____

Post Code _____ Country _____

Contact phone number _____

Contact email address _____

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years
1411 8th Avenue West
Seattle, WA 98119

MENTOR PREPARATION FOR CLASSROOM DINA CHILD TRAINING WORKSHOP PROTOCOL

(3 days/ 21 hours) 2-7-2022

• • • • • CHECKLIST • • • • •

- Each participant should be given book: *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*. These are required for group leaders to have access to and to read.
- Arrange room set up—chairs in semi circle (no tables), DVD-TV, flip chart, teaching pyramid poster displayed, tools poster
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
*** (very important) Check in each day! And check each day
- Clock hours forms for participants/credit hours
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Agendas completed for each workshop day
- Evaluation forms for each day photocopied on different colors for each day

• • • • • ITEMS NEEDED • • • • •

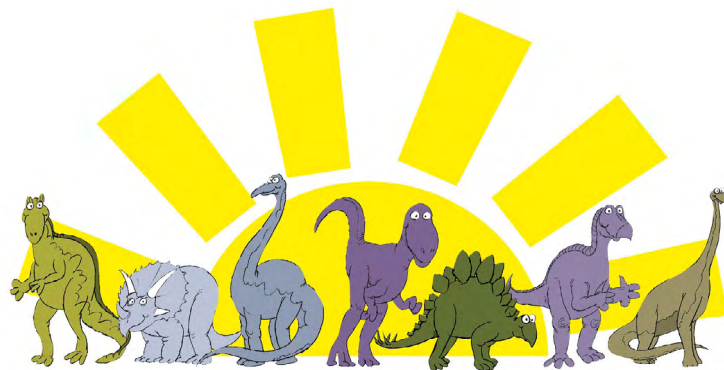
- Hand puppets, animals, toys, blocks, Legos, puzzles, coloring markers
- Laminated cards – solution cards, also tense, relax cards, Classroom Rules cards, Feeling cards (happy, excited, angry), large (Feeling cards and Rules cards revised 2021)
- Wally problem solving books
- Show Me Five* poster (revised 2021), *Calm Down Thermometer* poster with arrow, *Teacher Pyramid* poster
- Wally and Dina (need several large puppets—enough for small group practice), Tiny Turtle Puppet and Baby Dina
- At least one set of curriculum (manuals, DVDs, detective kit)
- Sample Activities (bingo, feeling, spinning wheel, mazes, crayons, play dough, etc.) and Sample schedule
- Chocolate/candies and small prizes (magnets, stickers)



• • • • • **DVDS NEEDED** • • • • •



- Set of Classroom Dina Dinosaur School Program DVDs (3 DVDs) or USB
- Small Group training composite DVDs (2 DVDs)
- Classroom Dina training composite DVDs (4 DVDs)

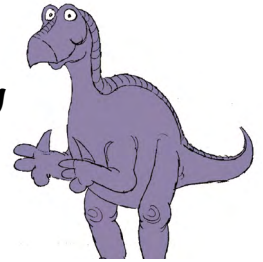
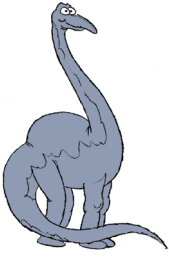


WORKSHOP DAY 1

INTRODUCTION TO DINOSAUR CURRICULUM

Building Relationships with Students, and Proactive Teaching

Unit 1: Apatosaurus Unit & Unit 2: Iguanadon Unit



I. Welcome, Introductions & Goals

- ___ Greet each teacher and introduce participants. Ask about their goals for workshop.
- ___ Explain the training process—why we use video vignettes, do role plays and practice being in child and teacher role.
- ___ Answer questions about self-study reading articles or, chapters given ahead of time. Article for pre-reading – [*The Incredible Years® series: An internationally evidenced multi-modal approach to enhancing child outcomes*](#)
- ___ Review research for this evidence-based program (recommend web site articles)
- ___ Explain how Classroom Dina dovetails with the IY parent and teacher programs
- ___ Introduce Dina (who lives in sleeping bag or box) and greet teachers by setting up opening song “Dina Wake Up” or “Shake Hands With a Friend and Say Hello” (Dina wakes up). Ask for some personal information about each person, such as favorite pet or dinosaur, etc. (This models lesson #1 of Dina curriculum.) Dina asks about rules for the day and chooses one or two rules to model. (small group practice will come later) (Model lesson #2)
- ___ Explain that participants must attend and participate in the entire 3 days of training to receive their certificate of attendance.

II. Overview of Dinosaur School - “Dina Tour”

- ___ Preview DVD overview — discuss how program fits in with parent and teacher curriculum
- ___ Review Program Topics and Objectives

INSERT: Classroom DVD Workshop Composite Disc #1 of 4

OPENING DINA CIRCLE (Preschool Teachers)

Toni opening circle time Vignettes 1-7

- ___ 1. Opening Circle time
- ___ 2. Presenting: Anger Management –Introducing puppets
- ___ 3. Using Videotapes to Teach
- ___ 4. Guided Practice in Large Group
- ___ Review Classroom Dina format “the 4 P’s” (circle time planning, presenting, practicing, promoting) & number of sessions

And/or, K-Grade 2 Teachers:

- ___ 5. Lesson plan Year 1 Problem-Solving Introduction Opening (Julie doing open circle time)
- ___ 6. Vig 12. Lesson plans Year 2 Problem-Solving Part 2: Vig 12 (Jamila opening circle time with “how do you know you have a problem?”)

All Ages:

- ___ 7. Opening Circle time with Dina. Use this vignette to discuss high rates of praise, ignoring distractions, and engaging children with activities/songs.
- ___ Overview Teacher Manual, Book 1 (Refer to overview sections of handouts. Show activities checklists, supplemental materials.)

III. *Introducing Dinosaur School - Units 1 and 2*



- ___ Overview Teacher Manual Book 2 (See lesson plans and note parent letters, home activities)
- ___ Talk about Methods of Teaching Dina Curriculum (see manual). Using Videotapes (review key points in manual)



Buzz/Small groups: Benefits of using Puppets. Introduce Puppets (Dina, child puppets Tiny turtle)

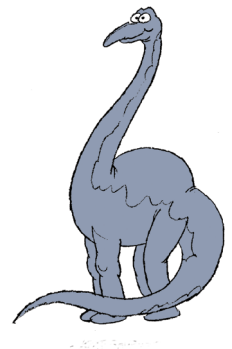
- ___ **Puppet play in Groups:** Have group members take turns using the puppets. Have each member use the puppet to find out several things about the other group members (e.g., favorite color, name, age, pets, favorite food). The puppet should also share his/her answers to these questions. Explore possible puppet voice, biosketch, ethnicity, age.
- ___ **Brainstorm** and explore how to introduce puppets to children
- ___ 2. Presenting: Anger Management –Introducing puppets (could show this here if not already shown above)



IV. *Unit 1: School Rules/ Apatosaurus Unit*

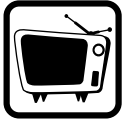
INSERT Small Group Sample Composite 1 OF 2

- ___ Show and discuss Chapter 8 Vignette 6 from small group composite DVD (Rules Poster with Carolyn and Jamila)
- ___ **Brainstorm** strategies used by Jamila and Carolyn
- ___ Show visual cue cards of rules and explore rationale for visual cues
- ___ Model as group leader teaching one or two of group rules to students and debrief skills modeled (if not done above with Dina). Then go to small group practice next.
- ___ **Small Group Rules Practice:** Break teachers into small groups (4-5 participants) and give each group 1-2 rules cue cards (quiet hand up, listening ears, hands to self, eyes on teacher, inside voice) and a puppet. Have each group brainstorm how they would teach this rule to their students, have them practice



doing this in their small groups and debrief afterwards (remind them of early demonstration with meeting Dina and introduction of rules). Then share learning from this experience in large group. (In debrief, cover principles of teaching children rules & discuss rationale for child practices of rules. (show rules poster)

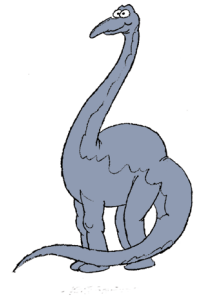
V. Unit 1 Teaching Time Out to Calm Down / Apatasaurus Unit



CONTINUE with DVD 1, Small Group Composite

Show Vignette of Lesson on Time Out to Calm Down

- ___ Chapter 20. Vignette 13: Teaching Time Out
- ___ Chapter 21. Vignette 14: Practicing Time Out
- ___ Chapter 22. Vignette 15: Simone explains Time Out to Wally



OR

___ **Model Lesson #3 – Time-Out to Calm Down:** “Let’s pretend we are planning this lesson.” Read through lesson #3 with participants. Explain rationale for Time-Out to Calm Down. Role play Wally going to Time-Out. Choose a person to be Wally and audience members are students. Leader demonstrates sending Wally to Time-Out to calm down, Wally shows how to take deep breaths to calm down. Model how to teach peers to ignore. Wally talks about his feelings when he comes back with classmates.

(Note: If you Model Lesson 3 live, show Vig 14 practice and Vig 15 Simone)

___ **Small Group Practice** - Have teachers break into small groups and practice the Time Out lesson. One teacher should take the lead and use the puppet to teach the lesson. Ask another teacher to be her support person (to look at the script and prompt when necessary). *Use script here.*

DINOSAUR SCHOOL HOMEWORK & PROMOTING PARENT INVOLVEMENT

___ Briefly discuss home activities for children with the rules lesson (see manual) and the Teacher-to-Parent communication letters about dinosaur school. *This could go here or after unit 2*

___ **Brainstorm** in small groups rationale of involving parents and ways to assure this.



VI. Unit 2: Doing Your Best in School/Iguanadon Unit

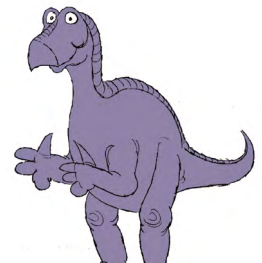
INSERT Dina Curriculum DVD 1

Discuss how to use program DVDs (show teachers the opening screens and how to find vignettes in the Doing Your Best in School program).

___ **Model** teaching Show Me Five (use large poster, revised 2021) (if not done earlier)

___ Discuss use of vignettes and model using vignettes from Unit 2. Have teachers begin to brainstorm a list of strategies for using vignettes.

___ **Brainstorm/Buzz** in groups of 4-5 participants: school behaviors expected or needing to be taught & what these are for 2-3 year olds vs 4-5 vs 6-8 year olds.



Dina Curriculum DVD 1: Doing Your Best in School

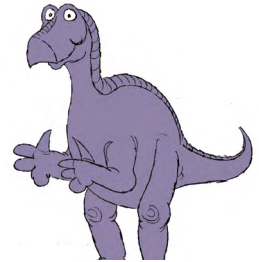
Trainer Models Mediating some of several vignettes with participants in role as children



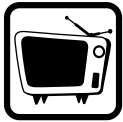
- ___ Vig 1: Listening to teacher reading (introduced by Carolyn & Dina)
- ___ Vig 2: Not Listening
- ___ Vig 7: Listening well (narration included)
- ___ Vig 8: Listening
- ___ Vig 9: Quiet Hand Up (show me five) (narration with cue card)
- ___ **Role Play Model/ Teaching children to Ignore**

VII. Unit 2: Concentration Lesson/Iguanadon Unit

- ___ **Model** Concentration Lesson (Use cue card to teach Concentration—Stop, Look, Think, Check.)
- ___ Discuss use of vignettes and model using vignettes from Unit 2. Have teachers begin to brainstorm a list of strategies for showing video vignettes to children.



Trainer models mediating some of the following vignettes with children using cue cards, puppets and practice.



Dina Curriculum DVD 1: Show concentration vignettes from Doing Your Best in School Program

- ___ Vignette 20: Webster counting dots and checking
- ___ Vignette 21: Girl checking work, erasing and trying again. Model puppet rushing through work and set up role play where students show Wally how to concentrate)

OR

INSERT Small Group Composite DVD 1 of 2 and show:

- ___ *Chapter 29 (Vignette 3: Puppets talk about concentrating)
- ___ *Chapter 30 (Vignette 4: Jamila explains cue card)
- ___ *Chapter 31 (Vignette 5: Children watch concentration vignette)
- ___ *Chapter 32 (Vignette 6: Puppet and children do numbers matching role play)

Explain Small Group Activities to Enhance Unit 2 (e.g., listening bingo game, following directions game, concentration word search)

Assignments

- ___ Discuss workshop assignments and reading (read overview pages from handouts)
- ___ Read *Incredible Teachers* book Chapter 2 (Nurturing Positive Relationships) and Chapter 4 (Academic, Persistence, Social and Emotion Coaching)
- ___ Participant Evaluation of Workshop Day #1

WORKSHOP DAY 2

DESCRIPTIVE COMMENTING AND COACHING PRAISE, INCENTIVES, AND DIFFERENTIAL ATTENTION

Unit 3: Feelings/Triceratops Unit



I. Academic, Persistence, Emotion and Social Coaching (disc #2)



— **Brainstorm ideas for “descriptive commenting” and coaching academic concepts** (size, color, shape) and academic behaviors (persistence, concentration, trying again, following directions). Script coaching language on flip chart.



— **Role play/practice** for academic and persistence coaching (Have 1-2 students play in front of large group. Set up “round robin” role play where teachers take turns coming up and giving 2-3 descriptive comments and then passing the “microphone” on to the next teacher.



— **Brainstorm social behaviors to coach** (listening, turn taking, waiting, compliments, etc.)



— Show Vignette 46 or 52 (Jim with boys) and ask participants to identify social coaching language or suggest other language (Script on flip chart).

OR



— Show *Vig 7 Trilby, Dorian and Nicole to identify social coaching



— **Large Group Role play/practice** for social coaching (may continue round robin format from above, this time with descriptive commenting of social behaviors. Instruct children to be well behaved.

— **Brainstorm emotion words** in groups of 4-5 and then share in large group. (happy, frustrated, proud). If list has more negative emotions than positive emotions, challenge group to think of more positive words. Discuss and script on flip chart examples of how to coach emotions (provide coping statement when coaching a “negative” emotion).

— Show Vignette 22 (Jamila with puzzle) and ask participants to identify persistence, social and emotion coaching language



— **Large Group Role play/practice** for emotion and persistence coaching (continue round robin with remaining teachers in the group).

— Show **Vig 21 Carolyn and 2 girls (friendship session) and ask participants to identify social coaching goals and how it is tailored for individual children (each girl and then Emani). Discuss how language differs for children at different language levels.

II. Small Group Practice of Descriptive Commenting/Coaching Methods



— **Small Group Role Play/Practice:** Break up teachers into small groups of 4. Practice descriptive commenting and different coaching methods. Use coaching handouts. Each teacher takes a turn commenting—this teacher decides ahead of

time what kind of coaching s/he wants to use (academic/persistence, social, or emotion). Two children play (make sure to instruct children to be well behaved). One participant acts as observer with the goal to prompt teacher if necessary and provide positive feedback after the practice. This role play should last long enough for each teacher to have a chance in each role.



- ___ **Brainstorm** ways that coaching and descriptive commenting may be extended to other parts of the day (lunch, hallways, work time, circle time). Set up several small role plays to illustrate these ideas. This is particularly important in cases where teachers report that children do not have much time for unstructured play during the school day.
- ___ Discuss ways to tailor coaching language according to children's goals such as for child who is anxious, or hyperactive, angry or sad.

III. *Differential Attention—Extending Coaching and Attention, Praise, and Incentives to Manage Minor Misbehavior*

- ___ Discuss the idea that attention to these positive behaviors may be paired with ignoring of minor off-task behaviors (e.g., comment on students who are lining up, working hard, listening).
- ___ **Role play/Practice** various scenarios where teachers practice describing positive behaviors while ignoring mild negative behaviors. For example, have teachers describe children who are ready to line up (ignore child who is not ready). OR, describe children who are working hard at desks (ignore child who is playing with pencil). OR, set up situation where two children are playing and one is mildly disruptive (taking toys). Teacher gives attention to the child who is playing well. In all cases, discuss the importance of giving attention back as soon as the off-task child is following directions.
- ___ **Brainstorm/Buzz:** how is praise different than descriptive commenting and coaching comments? When do teachers use praise and when is descriptive commenting and coaching more effective?



INSERT Classroom DVD Workshop Disc 2 of 4. Show several of the following praise vignettes to mediate how to use praise with children

- ___ **9.** Vig. 10 Sharing (Jim)
- ___ **10.** Vig. 11 Problem Solving (Jim)
- ___ **11.** Vig. 11 Frankie is a great builder (Jim)
- ___ **12.** Vig. 12 Building together (Jim)

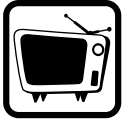
Optional if time: Show several of the following incentive vignettes from Classroom DVD Workshop Disc 2 of 4 to mediate how to use incentives with children

- ___ 13. *Vig 40 Green Patrol
- ___ 14. *Vig 41 Homework (Jamila-stickers)
- ___ 15. *Vig 42 Homework (Tony rings bell to celebrate book finished)
- ___ 16. Vig 10 Ruler
- ___ 17. Vig 18 Buttons for Homework Lesson Plans

- ___ **Brainstorm** list of tangible and non-tangible low or no-cost incentives that teachers use in their classrooms.



IV. *SMALL GROUP ACTIVITIES*

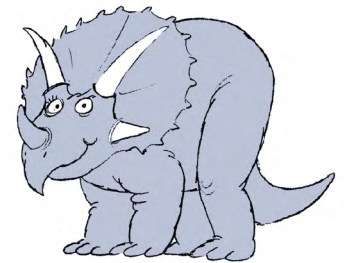


CONTINUE Classroom DVD Workshop Disc 2 of 4. Show vignettes and discuss the ways that teachers are using descriptive commenting, coaching methods, and praise and setting up small group activities.

- ___ 6. Lesson plans Year 2 Problem Solving Part 2: Vig 19 (small group activities Jamila – persistence coaching, working together puzzles, bingo, matching game)
- ___ 7. *Vig 6 Mazes Preschool Program (purple) Part 1: Vig 6. (mazes);
- ___ 8. *Vig 7 Bingo Preschool Program (purple) part 1: Vig 7
- ___ Vignette 13: Feeling faces (masks)
- ___ Vignette 14: Shaving Cream Faces
- ___ Show examples of activities and practice (bring spinning wheel, bingo etc.

V. *Dinosaur School Unit 3–Feelings/Triceratops Unit*

- ___ **Model Lesson #10** (Tense/Relax). Have teachers look at lesson plan in handouts before they watch the lesson.
- ___ **Small Group Practice:** Break teachers into small groups to practice this lesson, using lesson plan.



VI. *SHOW VIDEO OF LESSON ON FEELINGS*



CONTINUE Classroom DVD Workshop Disc 2 of 4

- ___ As teachers watch these vignettes, make a list of principles/strategies for mediating vignettes (asking ready, set, action; pausing vignette, asking focused questions, behavioral practice)
- ___ 21. Vig 9 (Carolyn and Jamila mediating jump rope vignette)
- ___ 22. *Vig 10 (mediating mad boy vignette)
- ___ 23. Vig 11 (mediating excited/happy, mirrors)

Insert Dina Curriculum DVD 1: Unit 3 Feelings

- ___ **Small Group Role play/Practice:** Break teachers into small groups. Make sure all teachers can see the video screen. Give each group a puppet and feelings cue cards. Using the actual program vignettes show one feeling vignette at a time starting with the three that they have just seen above (jump rope #1, mad boy #2, excited girl #3). Review how to navigate the title screens and menus from the program DVDs. Structure these role plays so that teachers each have a turn to practice mediating a vignette. Encourage groups to use a variety of strategies (ask about feeling, concentrate on visual cues, talk about a time when child had that feeling, talk about how to change the feeling, make a feeling face, use mirrors)... After each role play, give groups time to debrief and then have another participant take the lead.



VII. *Promotion of Feelings Activities*



INSERT Classroom DVD Workshop Disc 2 of 4

- ___ Promotion: Talk about promotion activities.
- ___ Preschool purple tape Part 2: Vig 18-26 (feelings activities)

- ___ 24. *Vig 18 bear feelings/vegetable book (Tony)
- ___ 25. *Vig 19 feeling talk at breakfast
- ___ 26. *Vig 20 Gregory talks about feelings with puppet

VII. Behavior Plans (walk through example)



- ___ Discuss the fact that Dinosaur School can help to support students who are exhibiting challenging behaviors in the classroom. Give an example (perhaps use an impulsive, wiggly child who has difficulty focusing and listening in circle time). Walk the large group through the behavior plan process (functional assessment, negative behaviors, replacement behaviors). Use the behavior plan sheet that includes columns for proactive teaching, relationships, and coaching/praise. Have group brainstorm strategies for this child that fit into those columns. (See editable behavior plans on web site)

IX. Break Out Groups to Do Behavior Plan



- ___ Break group into small groups who work on different tasks for this case:
 Group 1: Develops a plan for involving parents; Group 2: Practice ways of creating a positive classroom atmosphere that is supportive of different children's individual challenges. How can children be set up to help and support behavioral and learning differences in peers? Group 3: Plans a scenario for Wally that elicits children's help in solving problem.
- ___ **Brainstorm/Buzz: Break up into small groups to talk about how to be culturally responsive in the way the program is delivered & share in large group afterwards.**

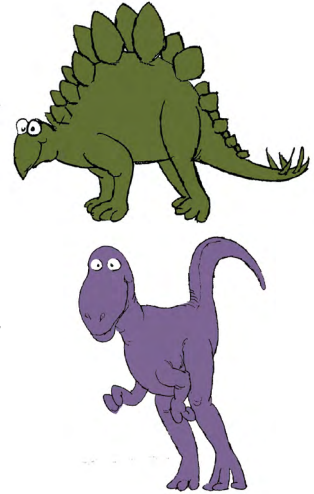
Assignments

- ___ Discuss assignments and reading.
 Read Chapters 4 (coaching previously assigned), 10 (behavior plan) and 11 (helping children manage emotions in Incredible Teachers book).
- ___ Participant Evaluation of Workshop Day #2

WORKSHOP DAY 3

MANAGING MISBEHAVIOR (IGNORING AND TIME OUT)

Units 4-7, Problem Solving, Anger Management, Friendship



I. Introduce Dinosaur School Unit 4–Problem Solving (Stegasaurus Unit) and Unit 5–Anger Management (T-Rex Unit)

- Show problem solving cue cards, solution cards (basic and advanced), calm down thermometer
- Model first problem solving lesson (Wally and fort)
Or, show Vignette 2 (Peter)

AND/OR INSERT Classroom Workshop DVD 3 of 4.

- 8. (Peter –Wally and fort)
- **Small Group Role play/Practice:** teachers model Wally fort lesson—provide them with sticks, tape, and a few props for this practice.



II. Setting up problem solving role plays in circle time



- Show Vignette 1 (Lois: Jessica and Bunny) to review first three problem solving steps and set up simple role play (ask/share). Demonstrate simple role play using cue cards and toy props (e.g., one person has a toy and the other person wants to play with it, ask/share).

— Explain the steps to doing a problem solving role-play:

1. Puppet has a feeling and then states the problem.
2. Children identify the feeling and restate the problem.
3. Children think of a solution (show cue card).
4. Role play that solution (role play with child and puppet).

Notes: Give child words to say. Only act out positive behavior. Can do role play more than once.

- **Practice in small groups.** Start with simple role plays ask/share; ask/wait/share. **If time, practice more complicated problems:**

Wally is trying to pay attention and another child is bothering him (please stop/ignore).

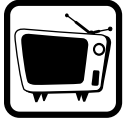
Wally is getting teased (ignore/walk away). Wally knocks over a tower by mistake (apologize). Write these up on the board and pass out cue cards. Have each small group practice setting up the problem-solving sequence for these, with a role play.



Continue Classroom Workshop DVD 3 of 4

Show following vignettes as examples of how to set up more advanced role plays:

- ___ 9. Lesson Plans Year 2 Part 1 Vig 1 (Peter #17 Problem solving with Oscar)
- ___ 10. Lesson plans Year 2 Vig 15- lesson with solution cards; Vig 16- advance solution cards; Vig 17- playing pass the hat. (Note chapters included between each vignette.)



INSERT Classroom Workshop DVD 4 of 4

Show teachers the Wally books and explain how to use them.

- ___ 11. Jamila. Using books to teacher problem solving. Wally books with Jamila (14) & with Tony (16)
- ___ Practice in dyads using the Wally books with puppets



III. Ignoring

- ___ Show teaching pyramid again and explain discipline hierarchy
- ___ **Brainstorm** in small groups list of behaviors that can be ignored and those that can't be ignored.



INSERT Classroom Dina Workshop DVD 3 of 4

- ___ 1. Vig 13. Ignoring Kaylee's tantrum in classroom throwing objects.
After viewing discuss principles of effective ignoring and how to keep other children safe and write these on flip chart. Discuss how and when teachers can add a redirection and distraction to an ignore strategy with a child.



INSERT Small Group Workshop DVD 1 of 2

Show some ignoring vignettes from Small Group Dina DVD 1 (pick several to discuss ignoring principles and how these might be used in their classrooms).

- ___ 12. 13. 14. 15 - Anger Session 20, 21a, 21b, 21c (ignoring Jeremiah's tantrum)
- ___ 16. Final Session Vignette 5 (ignoring Emani with a redirect to other children)
- ___ 17. Friendship Session Vignette 11 (ignoring Jeremiah and explaining to other children)
- ___ 18. 19. Friendship Session Vig 2, 5 (dealing with off task behavior)
- ___ **Role play/Practice:** Do ignoring role play practice in large group. Choose 4 participants for this practice.. one teacher/group leader and three children.
 1. Ask one participant to be a child who is fidgety, inattentive, hyperactive, impulsive and may have some odd back talk. (no hitting). This child sometimes sits up and pays attention and sometimes disengages and wiggles lying on the floor with legs in air or squirms around.
 2. The other 2 children are well behaved listening to the teacher reading a book.
 3. The participant who is the teacher/group leader is reading a book. S/he ignores the off task child while giving attention to the children listening and sitting quietly (proximal praise). She gives attention back whenever the child sits up and listens and re-engages and praises the child for this on-task behavior, and ignores again if child lies on floor.



4. Debrief afterwards what the teacher did well and explore any alternative approaches.
5. Replay if new ideas emerge such as use of visual prompts, or nonverbal signals or some engaging activity that allows for movement and enhances engagement.

IV. *Time Out to Calm Down*

Note: Ask participants to read the handouts [Responding To Dysregulation & Teaching Children To Self Regulate](#) and [Time Out to Calm Down is One of Many Tools in the Incredible Years® Tool Kit](#) after session 2. Discuss this reading before showing these vignettes and scenarios.

- ___ Show pyramid and discipline hierarchies steps 5-8
- ___ **Teach principles of Time-Out and Calming Down and Role Play Steps** (Use handouts [Calm-Down Area Scenarios](#) for each age group, revised 2021.) Explain how we teach children the purpose of Time Out to calm down and what to do in the calm down space.
- ___ **Discuss Calm Down principles** (breathing, self talk, positive imagery)
- ___ Do several Time-Out role plays. Begin with simplest role play and then proceed to more complex role plays. Carefully structure each role play to control the amount of misbehavior that occurs.



Resisting Time Out To Calm Down (Scenario 2)

Proceed from Scenario 1 to explaining Scenario 2 when child resists going to calm down area and dealing with resistance.

- ___ Vignette 13: Going to Calm down (Emani)
- ___ Vignette 15: Going to Calm Down (Jeremiah)
- ___ Vignette 12: Kaylee in Time Out
- ___ Explore with participants where their calm down space will be in their classroom and how their team can support each other.



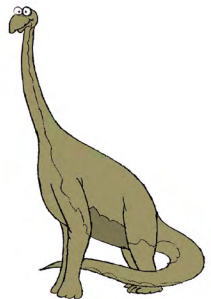
V. *Unit 5 Anger Management/ Tyrannosaurus Rex Unit*

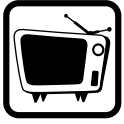
- ___ **Model** using Tiny Turtle to teach the anger management steps
- ___ Set up small group practices using the turtle puppet to teach ways to calm down and manage uncomfortable feelings. Debrief afterwards.



VI. *Units 6 and 7 Friendship/Allosaurus and Brachiosaurus Units*

- ___ Explain to the group that they now have all the skills they need to lead lessons (vignettes, puppets, role plays, cue cards, small group activities). With these skills, they will be able to navigate any lesson in the manuals, even those that haven't been covered in detail in the training.
- ___ Show cue cards for asking, apologizing, forgiving, telling, listening, team work, helping, etc. (revised 2021)





- ___ Mediate and discuss Vignettes 41 and 42 (Gail and Jim modeling friendship skills). Encourage group to pull out key principles teachers are using to promote children’s learning and practice of friendship skills.
- ___ Discuss small group activities for these units.
- ___ Discuss awards given to children.

Coaching During Conflict

- ___ Return to social and emotional and persistence coaching to be used during small group activities and when real conflict occurs. Review how these strategies can be used on their target child’s behavior plan.



Mediate the following vignettes to identify strategies for promoting emotional self-regulation.

- ___ Vignette 16: Using words
- ___ Vignette 17: Using turtle shell



Ending Dinosaur School - Mediate the following vignettes to discuss how to end Dinosaur School review learning accomplished.

- ___ Vignette 2 (baby Dina)
- ___ Vignette 6 (small group activity)

Continue Classroom Workshop DVD 4 of 4

Compliment Circle



- ___ End training by teaching the compliment circle song, showing Vignette 21, and modeling how to use the compliment circle song with their classes.
- ___ 21. Peter’s compliment circle

VII. Certification/Accreditation of group leaders

- ___ Process of group leader certification
- ___ Refer all participants to the web site: www.incredibleyears.com
- ___ Discuss: Steps to Implementation of new program, self-study and preparation needed.
- ___ Discuss importance of continued coaching from certified or accredited mentors and trainers and why this is important. Discuss how to set up peer coaching within their agency.



- ___ **Buzz:** ask participants to share with buddy their future goals
- ___ Give each participant their certificate of participation
- ___ Evaluations

Below are supplemental vignettes than trainers/mentors can use to expand on a particular aspect of the training or tailor content to the needs of a particular group. Those with stars are vignettes we especially like.

PROMOTING PROBLEM SOLVING VIGNETTES

- ___ Problem Solving in the Midst of Conflict/Promotion
- ___ 12. Preschool program Part 2 Vig 29 (narration & airplane)
- ___ 13. Preschool program Part 3 Vig 50 (playground)
- ___ 14. Vig 15 talking about angry feelings
- ___ 15. *Vig 16 reinforcing using words
- ___ 16. *Vig 17 using turtle shell

LESSON OF FRIENDSHIP UNIT

- ___ 17. Vig 40 Gail presents friendship lesson
- ___ 18. Vig 41 Gail and Jim model friendship skills
- ___ 19. *Vig 42 Guided practice with children
- ___ 20. Vig 43 Present small group practice & transition

LESSON OF ANGER MANAGEMENT UNIT 5

- ___ 22. Vig 8 Julie presents anger lesson 32 –teasing and being left out (show video of girl left out, problem solving, practice going in shell)
- ___ 23. Vig 9 lesson 32 – Tiny and teasing shield
- ___ 24. Vig 10 lesson 32 - Guided practice with Tiny and children
- ___ 25. Vig 11 lesson 32 – Role Play (at end older child comes in)
- ___ 26. Vig 12 lesson 32 – Small group practice activity explained
- ___ 27. Vig 13 lesson 32 – Small group friendship art activity/shields

LESSON OF FRIENDSHIP UNIT 6 &7

- ___ 28. Vig 62 “EGGS” Gail helps girls problem solve using the solution kit.

Date of training (day(s)/month/year): _____ / _____ / _____

Location: _____

Trainer or mentor: _____

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

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