



SMALL GROUP DINA CHILD GROUP LEADER TRAINING WORKSHOP

by Carolyn Webster-Stratton, Ph.D.

(3 days/21 hours)

March 31, 2022

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

incredibleyears@incredibleyears.com

MENTOR PREPARATION FOR SMALL GROUP DINA CHILD TRAINING WORKSHOP PROTOCOL

(3 days/ 21 hours) 3-31-2022

• • • • • 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), laptop computer/screen, 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!
- 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 (or QR code for online evaluation)

• • • • • ITEMS NEEDED • • • • •

- Laminated cards – Wally Detective Box cards, Classroom Rules cards, Feelings Faces cards (laminated cards revised 2021)
- Dina's Greatest Hits* Songs for Dinosaur School (on CD or website: <https://incredibleyears.com/dinas-greatest-hits-songs-for-dinosaur-school/> password = Wally)
- Wally problem solving books (3-4 small) and Wally's Big Book for Solving Problems at School
- Show Me Five* poster (revised 2021), *Calm Down Thermometer* poster with arrow, *Feeling Wheel* posters
- Wally and Dina (need several large puppets—enough for small group practice), Tiny Turtle Puppet and Baby Dina
- Hand puppets, animals, toys, blocks, Legos, puzzles, coloring markers
- At least one set of curriculum (manuals, DVDs, detective kit)
- Sample Activities from manual and Detective Home Activities Manual (bingo, feeling faces, mazes, crayons, play dough, etc.) and Sample schedule for posting on wall
- Chocolate/candies and small prizes (magnets, stickers)
- 24 plastic cups with tokens



• • • • • **DVDS NEEDED** • • • • •



- Set of Small Group Dina Program DVDs (3 DVDs) or USB or streaming
- Small Group training composite DVDs (2 DVDs)
- Child Program Preview DVD (also available on website: <https://incredibleyears.com/programs/child/>)

• • • • • **PROPS FOR MODELING** • • • • •

- Day #1: Classroom Rules cue cards, Show Me Five poster, Calm Down Thermometer poster, concentration card
- Day #2: toys for coached play, Feelings wheels, Feelings Faces laminated cards
- Day #3: Wally Detective Box solution cards, problem solving steps 1-3, and Tiny's anger cards; sticks for fort, tape, string, rubber bands

WORKSHOP DAY 1

INTRODUCTION TO DINOSAUR PROGRAM

Starting First Sessions, Rules, Incentives, Teaching Calm-Down and Self-Regulation Strategies to Children

I. **Welcome, Introductions & Goals**

- _____ Greet each therapist and introduce participants. Ask about their goals for workshop. (check whether school based or agency based)
- _____ Explain the training process—why we use video vignettes, do role play practices, and practice being in child role or therapist role.
- _____ Introduce Dina (who lives in sleeping bag or box) and greet therapists 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. Dina asks about rules for the day. (This models Session #1 of the Small Group Dinosaur curriculum)
- _____ 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” of Methods**

- _____ Overview of handouts (IY Program Blocks and Teacher Pyramid), Program Topics and Objectives — discuss how program fits in with Incredible Years parent and teacher programs.
 - _____ Family and child risk factors
 - _____ Rationale for program
 - _____ Research summary: Review research for this evidence-based program (recommend web site articles)
 - _____ 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*](#)
 - _____ Content and sequence of modules
- _____ Preview DVD overview: Explain how classroom dina and small group dina differ and work together.
- _____ Overview Usual Agenda for 2-hour session
 - 10 min: Coached Play while children arrive and one therapist reviews homework individually and puts papers in Dina box (10 min)
 - 20-25 min: First circle time. Spend 5 min on group recognition of homework & introduce new topic. Includes songs, videos, puppet practice, dancing.
 - 5-10 min: Small group activity for children with ADHD
 - 10-15 min: Bathroom break and snack



- 20-25 min: 2nd circle time. New topic material as above.
- 20 min: Small group activity (3 children per table)
- 15 min: Coached play and counting dinosaur chips
- 10 min: Compliment circle time; story time to calm down

III. Review Session #1



Introductions, Brainstorm Rules, Talk about Dinosaur Chips

Show Small Group Dina Workshop Composite Disc #1 of 2

Vignettes 1 to 8, + 12 (As you review this video, talk about room set up, chips, songs, rules, jobs, roles of 2 leaders, puppets etc.) Do mini role plays re: teaching songs, chips etc.



- ___ 1. Opening
- ___ 2. (brainstorm group membership ~ dx, gender, age, numbers)
- ___ 3. Transitions (pause to discuss room set up)
- ___ 4. Song (discuss use of music)
- ___ 5. Animal Game (vignette 3) (Buzz other get-to-know-you-games. Assign some small break out groups to brainstorm games for 4-6 year olds and some for 6-8 year olds & come back and share in large group)
- ___ 6. Explaining How to Earn Chips (vignette 4) (large group practice with cups and chips ~ choose 4 children, leader, coleader, children come in and leader explains song while co-leader gives chips)
- ___ 7. Group Incentive - Team Challenge (vignette 5)
- ___ 8. Rules Poster (vignette 6)



- ___ **Small Group Practice Break Out ~ Lesson Practice (see handouts)**
- ___ **Rules lesson/ show me five/ rules cards (no puppets)** Brainstorm in large group first how to teach rule of listening ears. Model one method. Break into 4-5 small groups and each group has a different rule to teach. Step #1: think different ways to teach rule; #2. practice with trainee.
- ___ 9. Movement Song / Stretch Break (vignette 7)
- ___ 10. Jobs/Schedule (vignette 8)

Key Concepts:

- hard wax analogy
- dispel the notion that praise and tangibles are bad for children—explain why such programs are important for children with behavior problems in particular
- explore the pitfalls of negative messages and negative notes to parents
- discuss benefits of positive messages going home to parents
- how to set up incentive programs to motivate children, to achieve their targeted goals
- discuss different incentive systems (e.g., color card system)
- share ideas for low cost and motivating incentives for children

Note Process Issues

- _____ **Brainstorm** benefits of using puppets for teaching children and promoting engaging environment
- _____ Discuss how Dinosaur School group leaders use all of the child management strategies taught in the parent program—rate of praise very high!
- _____ Discuss and model role of the process coleader. Have various participants role play being the process group leader when you are role-playing the content group leader throughout the training.
- _____ Emphasize that both therapists/group leaders reinforce children’s behavior, not only in the large group, but throughout the small group activities, break and snack times, etc.



IV. **Small Group Practice Break Out ~ Puppet Practice (see handout in manual)**

- _____ Small groups of trainees practice with puppets introducing themselves to each other. Two people are therapist (with puppet) and co-therapist. Practice with puppets, using incentives and talking about rules. *Ask how many emotions can they make the puppet show or, ask them to show Wally happy, frustrated, excited etc. Or get people to guess puppets’ feelings.*
- _____ Review puppet tips and rules for use (e.g. biosketches, personality). *Discuss how to react if another child grabs puppet or says something inappropriate. Step # 1: puppet gives feedback; #2 redirect & prompt child what to do; #3 praise child or ignore if continues. Model with wiggly aggressive child who tries to grab or hit Wally how to respond. Then break into small groups to practice. (have enough hand puppets to do in pairs)*
- _____ **Brainstorm:** Puppet diversity brainstorm (how add diverse characteristics of puppets, interests, and family situations)



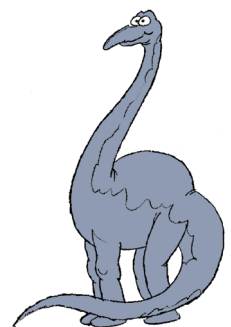
V. **Teaching Time Out to Calm Down / Apatasaurus Unit**

CONTINUE with DVD 1, Small Group Dina Workshop Composite

Show Vignette of Lesson on Time Out to Calm Down

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

- _____ **Model Lesson – Time-Out to Calm Down:** “Let’s pretend we are planning this lesson.” Read through lesson with participants. Explain rationale for Time-Out to Calm Down. Role play Wally going to Time-Out to Calm Down. 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 and use positive self-talk 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 trainees break into small groups and practice the Time Out lesson. One trainee should take the lead and use the puppet to teach the lesson. Ask another trainee to be her support person (to look at the script and prompt when necessary). *Use script here.*

DINOSAUR SCHOOL HOMEWORK & PROMOTING PARENT INVOLVEMENT

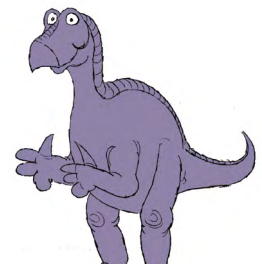
- ___ Briefly discuss home activities for children with the rules lesson (see manual) and the Small Group Dina Letters to Parents about dinosaur school. *This could go here or after unit 2*
- ___ **Brainstorm** in small groups rationale of involving parents and ways to assure this.



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

Show Small Group Dina Program Curriculum DVD 1 of 3

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



- ___ **Model** teaching Show Me Five (use large Show Me Five poster, revised 2021) (if not done earlier)
- ___ Discuss use of vignettes and model using vignettes from Unit 2. Have trainees 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 using Wally (See ignore script in handouts)



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 participants begin to brainstorm a list of strategies for showing video vignettes to children (if not done earlier).



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

Show 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

Show Small Group Composite Workshop DVD 1 of 2:

___ *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, DIFFERENTIAL ATTENTION, AND FEELINGS

I. Introduction and Debriefing

I. Therapist Coaching, Child-Directed Play

- _____ **Brainstorm/buzz ideas for “descriptive commenting & academic coaching”** (size, color, shape) and academic behaviors (persistence, concentration, trying again, following directions). Script coaching language on flip chart.
- _____ **Brainstorm/buzz ideas for “persistence coaching”**
- _____ **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 therapists take turns coming up and giving 2-3 descriptive comments and then passing the “microphone” on to the next therapist/group leader.
- _____ **Brainstorm social behaviors to coach** (listening, turn taking, waiting, compliments, etc.)
- _____ **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 Small Group Composite Workshop DVD 2** 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 Small Group Composite Workshop DVD 2** **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 group leaders into small groups of 4. Practice descriptive commenting and different coaching methods. Use coaching handouts. Each group leader takes a turn commenting—this group



leader 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.



— **Show examples of coaching small group activities on Small Group Composite Workshop DVD 2**

— *Chapter 4 (Vignette 16: Humpty)

— *Chapter 5 (Vignette 17: Pass the Hat)

— 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 group leader/therapist can use coaching to redirect minor misbehavior.



— **Role play/Practice:** trainer asks one of the participants to be a child who grabs toys, initiates mild teasing, and plays aggressively with toys. Another participant is instructed to be more compliant during the play. Trainer helps guide a group leader/therapist to use coaching methods to focus on the child who is playing well, and only to comment on the misbehaving child when that child has begun to play appropriately.



— **Buzz** in pairs behaviors to ignore

— Model how teachers can use the ignore strategy with a misbehaving child combined with using proximal praise & returning attention as soon as possible, but re-engaging ignore if child starts misbehaving again. (focus on differential attention)



— **Small Group Practice Break Out ~ Ignoring**

Break up group leaders into small groups and practice ignoring lesson

Show Small Group Dina Workshop Composite DVD Disc 1

— *11. Feelings Vignette 9 (ignoring Emani’s minor misbehavior and using coaching, differential attention, and praise to redirect, then ignoring Emani’s tantrum)* (process mediating feeling vignette)

— *12. 13, 14, 15 - Anger Session Vignettes 20, 21a, 21b, 21c (ignoring Jeremiah’s tantrum when he is upset about not getting the prize he wanted)*

— 16. Final Session Vignette 5 (ignoring Emani’s tantrum with a redirect to other children)

— 17. Friendship Session Vignette 11 (ignoring children’s distracting behavior and explaining to other children)

— 18, 19 Friendship Session Vig 2, 5 (optional: dealing with off task behavior)

Key Concepts:

- differential attention - ignoring minor misbehavior
- teaching children how to ignore other children's misbehavior
- teach Time Out to Calm Down (as needed) - review steps, model sending a child to the calm down place, go from simple to complex, brainstorm issues
- collaborating with parents

____ **Role play/Practice:** Do ignoring role play practice in large group. Choose 4 participants for this practice.. one therapist/group leader and three children.

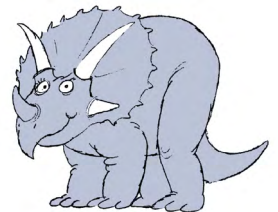
1. Ask one participant to be a child who is fidgety, inattentive, hyperactive, impulsive and may have some odd back talk. (no hitting). This child sometimes sits up and pays attention and sometimes disengages and wiggles lying on the floor with legs in air or squirms around.
2. The other 2 children are 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. Dinosaur School Unit Feelings Unit/Triceratops Unit

____ **Model** demonstration of Tense/Relax lesson. Have group leaders look at lesson in handouts before they watch the lesson.

____ **Small Group Practice:** Break group leaders into small groups to practice this lesson, using lesson plan.



Show Small Group Dina Workshop Composite DVD Disc 2

____ *6. Feelings Lesson (vignette 9) Emani with magnifying class (show if not shown in ignoring section).

____ *7. Feelings Lesson (vignette 10: mad, sad video) Dorian with glass

____ *8. Feelings Lesson (vignette 11: excited video, mirrors) Nahom has a turn. Every one gets a mirror to practice.



Show Dina Curriculum DVD 1: Unit 3 Feelings

____ **Small Group Role play/Practice:** Break trainees into small groups. Make sure all trainees 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.

Assignments

_____ Discuss assignments and reading.

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](#)

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

Small group activities, Time Out to Calm Down, Problem Solving, Behavior Plans, Involving Parents & Teacher, Role Plays, Homework, Anger & Friendship Units

I. *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, tense & relax muscles)

___ 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.

Show Small Group Dina Workshop Composite DVD Disc 1

___ Chapter 23, 24 – Friendship Session Vignettes 15, 16 (2 boys go to Time Out)

___ Chapter 25, 26 – Friendship Session Vignettes 6 & 7 (more difficult Time Out)

___ *27. Vignette 13: Going to Calm down (Emani)

___ *28. Vignette 15: Going to Calm Down (Jeremiah)

___ Explore with participants where their calm down space will be in their room and how their team can support each other.



II. *Homework, Feedback to Parents and Teacher*

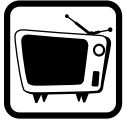
Show Small Group Dina Workshop Composite DVD Disc 2

___ Discuss and brainstorm ways of involving parents and teachers in the program— show examples of parent letters, homework, and teacher letters. Discuss phone calls to parents, meetings with parents and teachers, and behavior plans.

___ Chapter 18: Homework – giving feedback

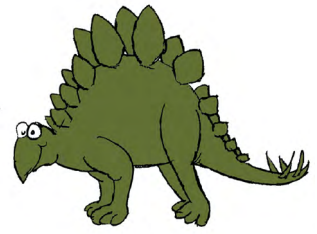
___ Chapter 19: Talking to Parents/Feedback





- ___ Chapter 20: Sticker charts, book for parents
- ___ Chapter 21: Review of homework in group
- ___ Chapter 22: One on one talk to children about homework
- ___ Chapter 23: Feedback to Parents

III. **Introduce Problem Solving Lesson (Stegasaurus Unit)**



- ___ Show problem solving cue cards, solution cards (basic and advanced), calm down thermometer
- ___ Model first problem solving lesson (Wally and fort)

Show Small Group Dina Workshop Composite DVD Disc 2.



- ___ *Chapter 9 – Problem Solving Unit (Felicity has a problem with remote, vig 4)
- ___ *Chapter 10 First problem solving step (recognize feelings) *Nicole tells Felicity about taking a deep breath, Felicity feels better.*



- ___ **Small Group Role play/Practice: Problem Solving Lesson with cue cards.** Break into small groups to practice the Wally fort lesson—provide them with sticks, tape, and a few props for this practice. Assign a content and process leader. If group feels ready, have one child in group act out some mildly disruptive behavior and have content person practice selective ignoring, proximal praise, and coaching other children to ignore. Coach content and process leader to work together to manage this disruptive behavior. Instruct the process leader to look for first chance to praise/reinforce disruptive child.

IV. **Setting up problem solving role plays in circle time**

- ___ Model 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). Show how to talk about feelings, brainstorm solution, use cue cards, and set up a child practice role play.

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).

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

Practice in small groups. Break up into small groups of 5-6 participants. Give the group Wally problem scenarios that go with specific solutions. Write these up on the flip chart and pass out cue cards. Have each small group practice setting up the problem solving sequence, use solution cue cards and set up a practice role play for the children. Each participant takes turn presenting a problem.

For example:

Problem #1: Wally wants a toy that another child has (ask/share).

Problem #2: Wally wants a toy, but the other child isn't done yet (ask/wait/share).

Problem #3: Wally is trying to pay attention and another child is bothering him (please stop/ignore).



Problem #4: Wally is getting teased (ignore/walk away).

Problem #5: Wally knocks over a tower by mistake (apologize).

Debrief the learning and review how to set up role plays with children

V. *Using Wally Books*

- Show small Wally books (and large one) and explain how to use the Wally books with children to set up practices. Divide participants into triads to practice selecting one of the problems from the book. Give triads hand puppets for practice.



VI. *Special Challenges*

- Talk about how to set up special challenges and rewards for individual children according to their specific goals. Explain team challenges and phasing out incentives or working on new goals. If time model how to explain this to children.

VII. *Behavior Plans (walk through example)*

- **Show in handouts behavior plan and examples.** Do a group plan with a case: Every child should have an individual behavior plan that guides the focus of what the therapist does in the sessions. "Child is aggressive, blurts out answers in group with irrelevant comments, falls off chair, finds things boring."
- **Teach** in large group functional assessment and then negative behaviors, replacement behaviors, praise, incentives, proactive strategies, and discipline plan using handouts. Explain simple behavior plan from handouts.
- **Break Out Groups to Do Behavior Plan:** Break group into four groups who work on different tasks for this case: A Group: Develops a plan for working with parents; B Group: Develops a plan for involving teacher; C Group: Plans a way to present the issue to the other children; C Group: Plans a scenario for Wally that elicits children's help in solving problem. Afterwards groups present their plan.

VIII. *Friendship Program*

- (optional) **Show Small Group Dina Workshop Composite DVD Disc 2** Chapter 11 Friendship Lesson Vignette 5 (model) and 6 (practice) Wally shared, proud because he helped Luis with reading, Jeremiah also helped, look for helping on video; Chapter 12: behavioral practice



IX. *Anger Management Program*

- **Model** using Tiny Turtle to teach the anger management steps
- ***Show Small Group Dina Workshop Composite DVD Disc 2** Chapter 13: Anger Lesson Vignette 10 (Felicity's problem)
- Set up small group practices using the turtle puppet to teach ways to calm down and manage uncomfortable feelings. Debrief afterwards.



X. *Other Small Group Activities*



Show Small Group Dina Workshop Composite DVD Disc 2

- ___ Chapter 15: Detective Game – interviews
- ___ Chapter 16: helping less verbal children and encouraging those with reading skills
- ___ Chapter 17: Trading in chips for prizes/Jeremiah unhappy

XI. *Baby Dina & Ending Dinosaur School*



Show Small Group Dina Workshop Composite DVD Disc 2

- ___ Saying good-bye lesson – Vignette 3 *Baby Dina* -OR-
- ___ Model with Baby dina review
- ___ End training by teaching the compliment circle song (*hello Dina how are you, compliment a friend and we'll clap for you & self praise*)

XII. *Certification/Accreditation of group leaders*



Note: This discussion may occur earlier in the day, because likely at the end of the 3rd day the group may be too tired to process.

- ___ 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



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:

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

