



The Incredible Years

Incredible Years® Classroom Dina Program




Program Developer: Carolyn Webster-Stratton, Ph.D.



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The Incredible Years

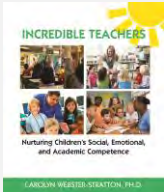
Incredible Years® Classroom Dina Video Tele-Session Training




Pre-training Self-Study

Read article: Webster-Stratton, C., & Bywater, T. (2019). The Incredible Years® series: *An internationally evidenced multi-modal approach to enhancing child outcomes*. In B. Fiese, M. Whisman, M. Celano, K. Deater-Deckard, and E. Jouriles (Eds.), *APA Handbook of Contemporary Family Psychology*.
<http://www.incredibleyears.com/wp-content/uploads/IY-Series-Internationally-Evidenced.pdf>

Watch child program preview video
Read chapters 2 & 3 Incredible Teachers Book
Child Powerpoint on web; classroom program objectives
Participants must have leader manual, DVDs or USB and Teacher book.



<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>



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Incredible Years® Training Agenda ~ 5 3-hour Sessions

Session One:

Overview of Program: Manuals, lesson plans, circle time, activities, and promotion through-out day

Content: *Unit 1 Introduction to Dinosaur School (Rules)*

Methods and Processes: Praise, ignoring distractions,

Session Two:

Content: *Unit 2 Doing Your Best in School*

Methods and Processes: Using puppets, descriptive commenting and coached play, Small group activities



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Incredible Years® Training Agenda ~ 5 3-hour Sessions

Session Three:

Content: *Unit 3 Understanding Feelings,*

Methods and Processes: Mediating Vignettes



Session Four:

Content: *Unit 4 Problem Solving and Unit 5: Anger Management*

Methods and Processes: Setting up role play practices, Ignoring and Redirecting

Session Five:

Content: *Unit 6 How to Be Friendly and Unit 7 & How to Talk with Friends*

Methods and Processes: Time Out to Calm Down



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Incredible Years® Classroom Dina Video Tele-Session Training

Session One: Overview, Intro to Dinosaur School



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Incredible Years® Training Agenda ~ Day One

- Welcome, Introductions, Goals
- Overview of program and research summary
- Answer questions regarding self-study reading
- Lesson Structure
- Lesson Levels
- Unit 1: Introduction to Dinosaur School
- School Rules
- Teacher and co-teacher roles
- Puppet practice
- Dinosaur School Homework
- Between Session Assignments



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The Incredible Years **IY Parent, Teacher, and Child Programs**

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 3 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 Ages 6 to 12 years		Advanced Parent Program Ages 4 to 12 years	

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The Incredible Years **What is an Evidence-based Program?**

A researched program with experimental studies that employ the following:

- At least two randomized control group trials (RCT)
- At least one RCT independent replication
- Outcome shows change in research-based risk factors
- Studies use reliable measures including reports, observations, assessments
- At least one-year follow-up

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- 1 randomized control group evaluation by developer (Head Start, Kindergarten, Grade 1)
- 3 independent replications

Outcomes

- Decreases in aggression in classroom
- Increases in school readiness (friendly, follows directions, on-task, engaged).
- Increases in emotion regulation
- Increases in knowledge of feeling words



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- Webster-Stratton, C., Reid, M. J., University of WA, and Stoolmiller, M. (2008). *Preventing Conduct Problems and Improving School Readiness: Evaluation of The Incredible Years Teacher and Child Training Programs in High-Risk Schools*. *Journal of Child Psychology and Psychiatry*. 49 (5), 471-488.
- Hutchings, J., et al., A pilot study of the Webster-Stratton Incredible Years Therapeutic Dinosaur School Programme. *Clinical Psychology Forum*, 2007. 170: p. 21-24.
- Hutchings, J., et al., The Incredible Years therapeutic social and emotional skills programme: A pilot study. *School Psychology International*, 2012. 33(3): p. 285-293.
- Christopolus C. and Rosanbalm, K (on-going): Effects of the Incredible Years Classroom and Teacher Combined Interventions on Preschool Children's Self-regulation and academic achievement.



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Classroom Dinosaur Program Materials

- 3 DVD set **OR** 1 USB Drive (4 total hours).
- 5 teacher lesson plan manuals with 3 levels of lesson plans
- Detective Home Activities (Also available in Spanish)
- Wally's Detective Kit Box (47 laminated colored cue cards)
- Wally's Detective Books for Solving Problems
- Stickers Wally's Feeling Wheel Posters
- Calm Down Thermometer Poster
- Dina's Wheel of Fortune Poster
- Classroom rules Laminated Cards
- Feeling Faces Laminated Cards
- *Incredible Teachers Book*
- Tote Bag



Puppets sold separately



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Incredible Years Puppets




Available in African-American, Latinx & Caucasian boys and girls.






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 <h2 style="display: inline;">Program Topics and Objectives</h2> 	
Apatosaurus Unit: Making Friends and Learning Rules	Meeting friends, understanding rules
Iguanodon Unit: How To Do Your Best in School	Following classroom rules, directions, listening, concentrating, persistence
Triceratops Unit: Understanding Feelings	Recognizing feelings in self and others, calming down, empathy, talking about feelings
Stegosaurus Unit: Problem Solving	How to know when you have a problem, problem solving steps, friendly solutions
Tyrannosaurus Rex Unit: Anger Management	Calming down, emotion regulation
Allosaurus Unit: How to Be Friendly	Sharing, helping, teamwork at home and school
Brachiosaurus Unit: How to Talk with Friends	Asking, listening, making suggestions, compliments



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 <h2 style="display: inline;">Classroom Dina Format</h2> 	
<ul style="list-style-type: none"> • Planning: circle time taught 2-3 times per week, 60 lessons plans, 3 levels of lessons for (pre-k through 2nd grade) • Presenting: 15-20-minute large group circle time • Practicing: 15-20-minute small group activities • Promoting: lunch, recess, choice time 	
<p>Fidelity: complete a minimum of 45-60 lessons per year</p>	



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Circle Time: Present Content

Present Concepts (circle time):

- Role play practice with life-size puppets
- Use examples from children's experiences
- Video modeling/DVD
- Visual cue cards
- Songs, games, books



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Small Group Activity: Practice Content

Practice (small groups):

- Games - rules, feeling, or problem-solving bingo games, feeling wheel, mazes
- Art projects
- Role-play/practice with puppets
- Wally problem solving books
- Feeling and problem-solving books
- Social & emotional coaching
- Child-directed play in dyads/triads



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Reinforce Concepts Throughout Day

- **Promotion (free play, choice time, lunch, recess, bus)**
 - Comment on skills used throughout the day
 - Coach children's social interactions and persistence to tasks
 - Homework activities
 - Parent involvement, letters, calls
 - Problem-solving detective club
 - Friendship loops, friendship patrol, stickers
 - Calm down area



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Unit 1: Apatosaurus: Dina School Rules





Topics:

- Introduction to Dinosaur School
- Meet the puppets
- Making new friends
- Dinosaur School rules



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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

	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, Yc. 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 Dino book & books about rules (I-5)	_____	_____


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The Incredible Years **Circle Time Example: Present Content**

- **Show Emotion Regulation Video Vignette 7 Opening Circle Time (2:08)**




Notice and Discuss

- What is teacher praising?
- What is ignored?
- How does teacher engage students?
- What self-regulation strategies are used?
- Why is music an effective transition strategy?



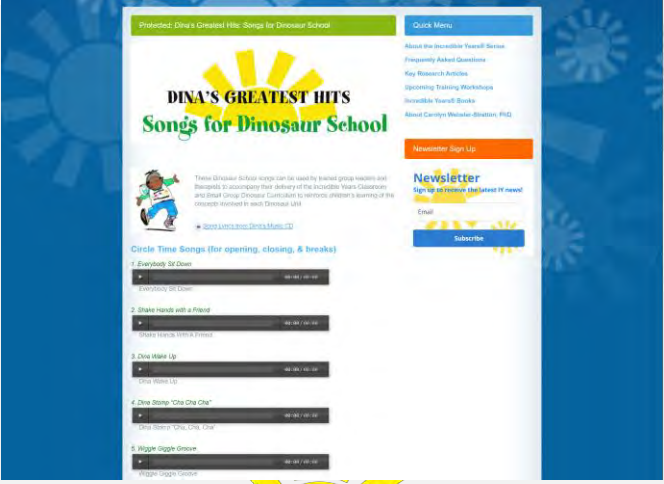
Practice singing the opening song!



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Opening Songs Dina's Greatest Hits



Provided: Dina's Greatest Hits Songs for Dinosaur School

DINA'S GREATEST HITS
Songs for Dinosaur School

These 50 Dinosaur School songs can be used by trained group leaders and designed to accompany their delivery of the Incredible Years Classroom and Small Group Courses. Contributions to various children's learning at the concept level are in each Dinosaur List.

► [Song Lyrics from Dina's Menu \(1\)](#)

Circle Time Songs (for opening, closing, & breaks)

1. Everybody Do Dina
Dina Dina Do Dina
2. Dina Wake up with a Friend
Dina Dina Wake up with a Friend
3. Dina Shake Up
Dina Dina Shake Up
4. Dina Stamp 'Cha Cha Cha'
Dina Dina Stamp 'Cha Cha Cha'
5. Wiggle Wiggle Groove
Wiggle Wiggle Groove


Quick Menu:

- About the Incredible Years® Series
- Frequently Asked Questions
- Key Research Articles
- Upcoming Training Workshops
- Incredible Word Books
- Send Carolyn Nichols-Albright, PhD

Newsletter Sign Up:

Newsletter
Sign up to receive the latest IP news!


Name: _____
Email: _____



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Trainer Models Meeting Dina



Participants are children, trainer models lesson

- Sing opening songs (lyrics on following slides)
- Wake up Dina (lyrics on slides)
- Model Dina meeting children
- Model having children teach Dina 1-2 ruled
- Model having children sing good-bye to Dina



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Opening Songs

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.



Dina's Greatest Hits: Streaming on Website

[Words on website in group leader resources](#)



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Opening Songs

Wave hands to a friend and say "hello!"
Wave hands to a friend and say "hello!"
Wave hands to a friend and say "hello!"
It's Dinosaur School today, you know.



Listening to teacher

Dina's Greatest Hits: Streaming on Website

[Words on website in group leader resources](#)

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Meet Dina Dinosaur

Trainer models Dina coming out to join the circle

Dina wake up, Dina wake up,
Dina wake up, wake up wake up.
Dina wake up, Dina wake up,
Dina wake up for us!



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Good-bye to Dina

Goodbye Dina, Goodbye Dina
Goodbye Dina, we're glad you came to school

Dina's Greatest Hits: Streaming on Website
[Words on website in group leader resources](#)



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Benefits of Puppets

Brainstorm: Benefits of Using Puppets with Children

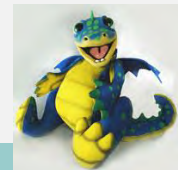
- Meet children in their imaginary world & preoperational phase of cognitive development
- Children talk more easily to a puppet
- Puppet can model positive behaviors
- Puppets can share feelings and perspectives
- Puppets can act out solutions with children
- Children respond to puppets with empathy and caring
- Children who have trouble playing with peers can practice with puppet
- Using puppets promotes children's imaginary play and perspective taking



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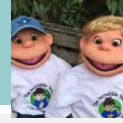
Puppets

- **Dina: Principal of Dinosaur School.** She is an adult and notices children's positive behavior, helps teach the rules, celebrates successes, and helps with problem solving
- **Child Puppets: Wally, Molly, Felicity, Freddie, Luciana, Antonio and Friends.** They act like real children (but mostly model positive behavior). They ask for help with solving problems, they share their feelings, and they model and ask for help with friendship skills
- **Tiny Turtle:** Has trouble managing his anger until he learns to go into his turtle shell to calm down. Teaches the children this strategy
- **Baby Dina:** Dina's baby. Comes in to ask children to teach her what they have learned so she can make friends



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Using Puppets



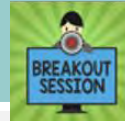
Trainer and puppet: share the puppet “rules” with the group

- **Each puppet has a story:** pick puppet’s name, age, likes and dislikes, family situation
- **Find a puppet voice:** pick a voice that is comfortable to you
- **One leader uses the same puppet throughout a school year:** the puppet’s voice and personality will change if the teacher changes
- **Dressing the puppets:** change the puppet’s clothing. Dress according to the season and school dress codes
- **Puppets model positive behavior:** Children will copy the puppets! Model more positive behaviors. If puppet makes a mistake, have puppet apologize or get help from children to make a different choice.

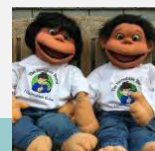


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Puppet Practice



- **Practice in small groups:** Have your puppet introduce themselves to the other puppets. Have a conversation between the puppets. Ask how old the puppet is. What they like to play with. What grade they are in. Who do they live with. Find a voice and be playful.
- **Debrief:** What did you learn about using your puppet? What made your puppet more effective? What was hard?



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Introducing Puppet to Children



- **Prepare children:** What could you say to a group of children to prepare them to meet a new puppet? How can you set them up for a successful meeting?
- Describe that the puppet is excited to meet them (but a little shy)
- Ask them how they can help the puppet feel welcome
- Ask them what the puppet will want them to do
- Let them know that the puppet will be more comfortable if they are gentle
- Let them know that the puppet will greet them in their seats
- Have them help call the puppet with a song or friendly greeting: "Wally come out!"
- **Have a group member practice getting the children ready to meet a new puppet.**



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Rules

- **Show Rules Vignette from Small Group Training DVD 1**



Notice and Discuss

- How do group leaders involve children in rules?
- How is puppet involved?
- How are rules modeled?
- **Brainstorm:** ways to incorporate behavioral practice when teaching these rules: raising a quiet hand, listening to the teacher, keeping hands to self.
- **Practice:** participant trainee models teaching one of these rules with a puppet



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The Incredible Years **School Rules Practice**



Eyes on Teacher

Hands to Self

Inside Voice



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The Incredible Years **School Rules Practice**



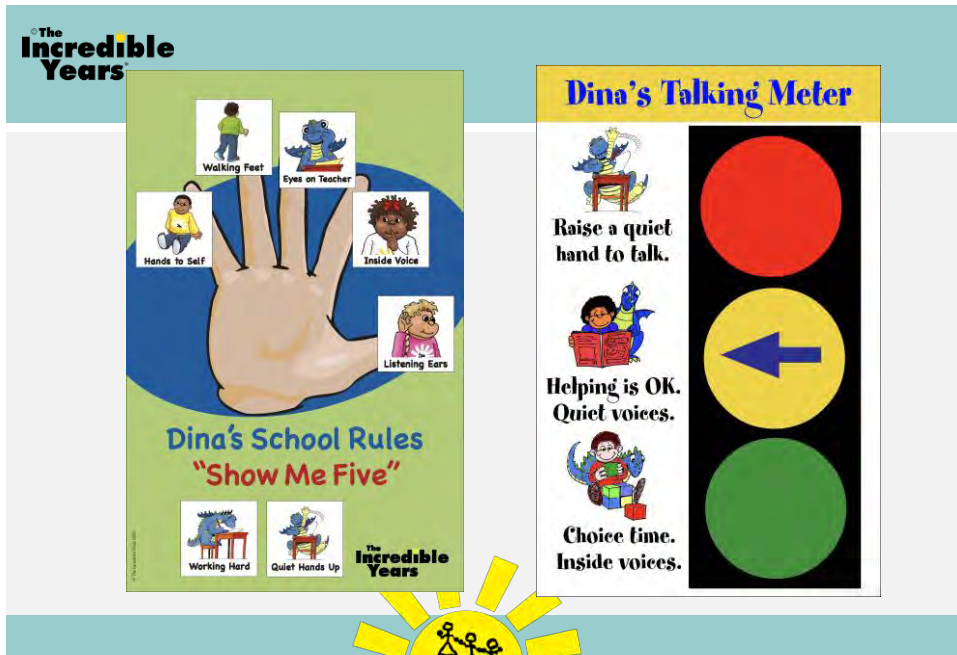
Quiet Hands Up

Listening Ears

Walking Feet



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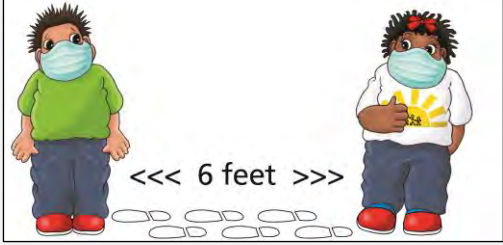
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Rules for Staying Safe During In-Person Dinosaur School Classes




<<< 6 feet >>>


Masks, Hands to Self, 6 feet apart



Washing hands




Working Hard




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Rules for On-line Dinosaur School Classes



Listening, taking turns to speak, how to use the chat




when to mute?



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Teaching Rules



Wally's Listening Ears


- Involve the children in the discussion.
What are some of the rules in this class. Can you teach Wally?
- Get children to provide rationale: *Why is that rule important?*
- Use visual reminders: Cue cards, physical prompts/reminders
- Behavioral practice: role play each rule

How could you practice each rule?

Quiet hand up (ask a question and praise all children who raise quiet hand)

Listening ears (whisper and have children signal if they can hear you, play “Wally Says” and praise children who are listening and following directions)


Eyes on teacher (move around the room and see if children can follow you with their eyes, play silent Follow the Leader—they watch and copy your actions)





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Dinosaur School Homework




- Children are assigned weekly homework
- Explain to parents that this should be fun and interactive
- Provide Dina mailbox for children to return homework. Give stickers or hand stamps for completed homework
- During circle time, group acknowledgement of homework (special clap or cheer, extra chip, Dina high-five)
- Provide opportunities for children to do homework in school if they can't do it at home
- Help parents understand that homework helps reinforce new learning at home and gets parents involved
- Teachers choose assignments to fit developmental level of children in group



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Dina Stomp "Cha Cha Cha"



Listening Ears

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



Listening to teacher




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Dinosaur School Homework

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 a family using step #1 and write or tell an adult how you know you have a problem. (If you know if you have bad feelings you have a problem.)



I, What is my problem?


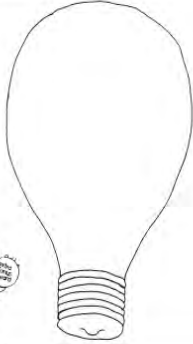
Child Name: _____
Adult Signature: _____

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 hints, please, take turns, get an adult, say "please.") Put them in a box and make your own solution kit.



Child Name: _____
Adult Signature: _____



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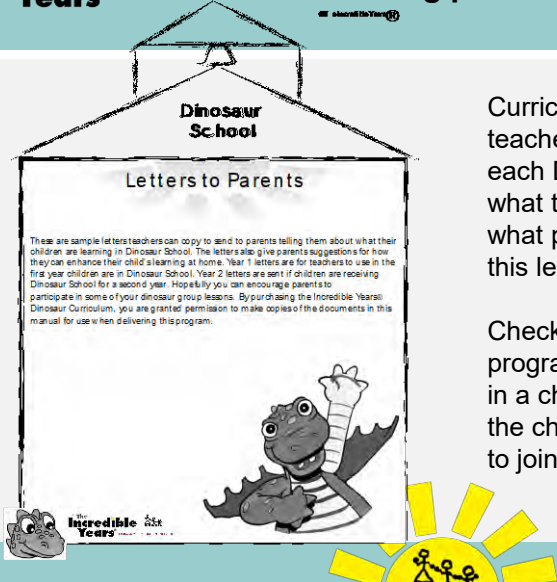
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Promoting parent involvement

Dinosaur School

Letters to Parents

These are sample letters teachers can copy to send to parents telling them about what their children are learning in Dinosaur School. The letters also give parents suggestions for how they can enhance their child's learning at home. Year 1 letters are for teachers to use in the first year children are in Dinosaur School. Year 2 letters are sent if children are receiving Dinosaur School for a second year. Hopefully you can encourage parents to participate in some of your dinosaur group lessons. By purchasing the Incredible Years® Dinosaur Curriculum, you are granted permission to make copies of the documents in this manual for use when delivering this program.



Curriculum includes sample letters teachers can send to parents for each Dinosaur Unit explaining what the children are learning & what parents can do to reinforce this learning at home.

Check in with parents to explain program, how to do the homework in a child-directed way and share the children's progress. Invite them to join circle time discussions.


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Awards to Children & Notes to Parents

Friendship Award
to _____
For using the skill of _____
Signed _____ Date _____




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Happy Gram!


Dear _____ (Parent's Name)
Thought you'd like to know that _____ (Student's Name)
is doing a **SUPER** job on homework because _____

Thanks for your support!

Teacher's Name _____ Date _____



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Homework Assignment Session 1



- **Manual Review:**
 - Book 1: Overview Manual
 - Book 2: Intro to Dino School and Doing Your Best in School (look at lesson plans, look at small group activities, and watch some vignettes)
- **Incredible Teachers Book:**
 - Read Chapters 4, 5, 6 (Coaching, Praise, and Incentives)
- **Puppet Practice:**
 - Practice using your puppet (with a child, family member, pet, or in a mirror). Find a voice, be silly, have fun. Think of your puppet's family story and have the puppet share details about likes/dislikes, favorite activities, things that are hard or easy for puppet to do.



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Incredible Years® Classroom Dina Video Tele-Session Training



Session Two: Doing Your Best in School and Coached Play



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Incredible Years® Training Agenda ~ Day Two Agenda

- Check in on Participant Homework
- Dinosaur School Homework
- Unit 2: Doing Your Best in School
- Iguanodon Unit Sample Vignettes
- Teaching Children to Concentrate
- Descriptive Commenting
- Academic and Persistence Coaching
- Emotion Coaching
- Social Coaching
- Between Session Assignments



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Homework Check in


- **Key Learning From Reading and Manual Review**
- What did you learn?
- What questions do you have?
- How was your practice with the puppets?




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Unit 2 Iguanodon Unit: Doing Your Best In School




- Listening,
- Waiting,
- Raising a quiet hand
- Following Directions
- Ignoring Distractions
- Concentrating
- Cooperating with the teacher




Listening to teacher




Quiet hands up in class




Stop-look-think-check




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Dina Dinosaur's Checklist
Level One, Unit Two
Iguanodon Unit Two: Dina Teaches about Doing Your Best at School



DVD #1: Iguanodon

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____


VIGNETTES COVERED:

Iguanodon Unit: 1(n)*	2	3	4	5	6	7*	8*	9*	10	11			
12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33*	34					

LESSONS COVERED: 5 6 7 8

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

DID I	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Review and practice group rules	_____	_____
3. Explain "Show Me Five"	_____	_____
4. Review homework activities completed	_____	_____
5. Call parents to explain importance of their involvement	_____	_____
6. Do role plays about following directions	_____	_____
7. Send letter #2, Yr. 1 to parents	_____	_____
7. Do the following practice activities: (check those completed)		
a. Wally and Molly Listening Color Game (II-1)	_____	_____
b. Listening Bingo (reduce to 4 squares for level one) (II-2)	_____	_____
c. Wally Says Game (II-3)	_____	_____
d. Discuss Show Me Five Hand (II-4)	_____	_____
e. Tornado Bottle (see IV-35)	_____	_____
f. Wally and Molly Following Directions Song and Game (II-6)	_____	_____
g. Put out books about rules, listening and following directions (II-7)	_____	_____
h. Following Directions Music and Songs (II-8)	_____	_____




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Unit 2 Iguanodon Unit: Doing Your Best In School


Vignettes from Iguanodon Unit
Trainer Show and mediate:
V1 (listening)



Participants watch and discuss how to mediate one of the following vignettes:
V2 (not listening)
V3 (not listening and listening)



Listening to teacher





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Leading Vignettes

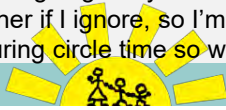
- Tell children what to look for
- Ready, set, action
- Ask specific question about what they saw?
Which boy was not listening?
What was the problem?
- Follow up question with details?
What should the boy do to listen?
How do you think the teacher feels?
What could he say to himself to listen better?
- Role play practice
Show us how the boy could sit up
Show us what it looks like to listen to the teacher



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Teaching Children to Ignore Trainer Models

- **Wally:** I have a problem in my other class. During circle time, my friend is bothering me and talking to me, and I know I need to pay attention to my teacher.
- **Teacher:** That does sound hard Wally! Has that ever happen to any of you?
- **Children:** respond....
- **Teacher:** What can you do if something is talking or making noise when you're supposed to listen? (give time for children's answers)
- **Teacher:** I have an idea. Do you know what ignoring means?
- **Wally:** I wish you'd show me. I've heard of ignoring, but I don't know how to do it.
- **Teacher:** I bet that one of our friends could help.
- Set up role play with Wally bothering a child and the child showing how to ignore.
- **Wally:** That's really cool! I'm going to try this next time. I'm worried that my friend will think I don't like her if I ignore, so I'm going to tell her that I really like her, but I have to ignore during circle time so we both don't get in trouble.



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Unit 2 Iguanodon Unit: Sample Lesson: Concentration

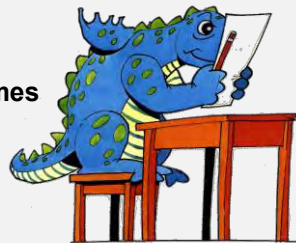
- **Show Sample Concentration Lesson from Small Group Session 2**
- Vignette 3 (Puppet introduces concentration)
- Vignette 4 (Concentration cue card)
- Vignette 5 (Concentration vignette)
- Vignette 6 (Concentration practice)



Pause to discuss each vignette

Teaching Sequence Used in Most Circle Times

- Introduce concept
- Use cue card
- Vignette
- Practice



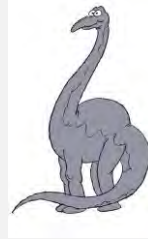
Stop - look - think - check



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Sample Small Group School Rules Activities for Unit 1 & 2

- Play rules bingo game
- Play listening bingo game
- Detective Interviews with a friend
- Make "show me five" hand
- Wally mazes or dot-to-dot pictures
- Wally and Molly following directions game
- Following directions dinosaur landscape
- Dina concentration word search
- Concentrating puzzles
- Dina's crossword puzzle



Note there are over 20 school rules games described in your manual



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Descriptive Commenting

- What is descriptive commenting?
- Why would you use it?
- Why should you limit questions?



Brainstorm Academic Concepts

4-6 Year-Olds

- Colors
- Shapes
- Numbers
- Positions
- Sizes
- Vocabulary

6-8 Year-Olds

- Complex Shapes and Patterns
- Spelling
- Words and Sentences
- Problem Solving
- Connections Between Ideas
- Math Concepts (adding, subtracting)



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Tailor Language to Child's Language Development Level

For Children with Limited Language

- Name objects/nouns
- Name actions
- "One-up" rule: add 1-2 words to child's sentence length. If child says "truck wheels," teacher says: "Yes, the truck's wheels roll" or "The truck has round wheels."



Praising

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Descriptive Commenting Practice

Practice descriptive commenting: Playing with Legos

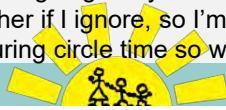
You added a red block.
You are sticking the blocks together.
That's a long red rectangle.
The green piece went next to the yellow piece.
You're making a complicated pattern.
You're alternating colors.



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Teaching Children to Ignore Trainer Models

- **Wally:** I have a problem in my other class. During circle time, my friend is bothering me and talking to me, and I know I need to pay attention to my teacher.
- **Teacher:** That does sound hard Wally! Has that ever happen to any of you?
- **Children:** respond....
- **Teacher:** What can you do if something is talking or making noise when you're supposed to listen? (give time for children's answers)
- **Teacher:** I have an idea. Do you know what ignoring means?
- **Wally:** I wish you'd show me. I've heard of ignoring, but I don't know how to do it.
- **Teacher:** I bet that one of our friends could help.
- Set up role play with Wally bothering a child and the child showing how to ignore.
- **Wally:** That's really cool! I'm going to try this next time. I'm worried that my friend will think I don't like her if I ignore, so I'm going to tell her that I really like her, but I have to ignore during circle time so we both don't get in trouble.



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Persistence Coaching Practice

Brainstorm Persistence Coaching

- Concentration
- Trying Hard
- Trying Again
- Sticking With It
- Being Persistent
- Figuring It Out
- Working Hard
- Thinking



Practice descriptive commenting:

Playing with Legos


Academic task on wipe board



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Emotion Coaching




- How many feeling words do you think most 4-year-olds know?
- What is the benefit of knowing and understanding feelings?

Brainstorm Feeling Words


- Mad
- Angry
- Scared
- Frustrated
- Embarrassed
- Confused
- Worried



- Happy
- Proud
- Excited
- Calm
- Relaxed
- Peaceful
- Loved
- Brave



Why is it easier to think of emotion words with a negative valence?
What is the risk if these are the emotions that we notice more?




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How to Coach Emotions

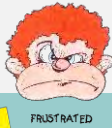



Positive Emotions: Notice and Describe

- You look happy. I see your big smile.
- You must be so proud. You worked hard to finish that.
- You seem excited. Your whole body is jumping up and down.
- Your body is relaxed and peaceful.
- I bet you feel brave for taking that risk.



Negative Emotions: Describe and Add Coping Statement

- That looks frustrating, but you keep trying.
- It's sad when your mom leaves. You can wave goodbye to her.
- You look angry, but you are taking a deep breath.
- I can see that you are feeling annoyed, but you are ignoring and staying calm




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SAD



FRUSTRATED



AFRAID

©The Incredible Years® Workshop Handouts


**Facilitating Children's Emotion Learning:
Therapists 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. Use this checklist to practice describing a child's emotions while (s) he is working on a project. Be sure to describe more positive emotions than uncomfortable ones and be sure to combine a coping statement with a negative emotion.


Feelings/Emotional Literacy	Examples
<input type="checkbox"/> Happy	• "That is frustrating, and you are staying calm and trying to do that again."
<input type="checkbox"/> Frustrated	
<input type="checkbox"/> Calm	• "You look proud of that drawing."
<input type="checkbox"/> Proud	
<input type="checkbox"/> Excited	• "You seem confident when reading that story."
<input type="checkbox"/> Pleased	
<input type="checkbox"/> Sad	• "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."
<input type="checkbox"/> Helpful	
<input type="checkbox"/> Worried	
<input type="checkbox"/> Confident	
<input type="checkbox"/> Patient	• "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you."
<input type="checkbox"/> Having fun	
<input type="checkbox"/> Jealous	• "You are so curious. You are trying out every way you can think that can go together."
<input type="checkbox"/> Forgiving	
<input type="checkbox"/> Caring	• "You are forgiving of your friend because you know it was a mistake."
<input type="checkbox"/> Curious	
<input type="checkbox"/> Angry	
<input type="checkbox"/> Mad	
<input type="checkbox"/> Interested	
<input type="checkbox"/> Embarrassed	

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."



HAPPY



Excited



PROUD


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Vignette: Academic, Persistence, & Emotion Coaching

Show Vignette 22 (Chapter 3 workshop tape 2) from Small Group Session: Floor Puzzle (start at 2 mins)

- What examples of academic, persistence, and emotion coaching do you hear?
- What social behaviors does the group leader comment on?
- In addition to commenting, what other ways does she support the boys (modeling, prompting)







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Social Coaching



- Helping
- Sharing
- Taking Turns
- Listening
- Making a Suggestion
- Giving a Compliment
- Accepting a Suggestion
- Waiting for a Turn

Show Classroom Workshop DVD 2

Jim: Clips 9-12 (Sharing, Problem Solving, Building)
Carolyn: Girls with puppet

What examples of social coaching do you hear?
How do the teacher's comments help facilitate friendships?
What examples of prompting and modeling do you see?



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Modeling and Prompting

Teacher can model for child:

- **Social:**
 - I'll share a block with you.*
 - I'd like a turn, but I'll wait.*
 - I'm going to give you a compliment. You are trying so hard!*
- **Emotion:**
 - I'm feeling happy that my tower is standing up.*
 - I'm feeling worried that it will fall over, but I'm going to keep trying.*
 - I'm proud of you for trying so hard.*

Teacher can prompt child:

- **Child with Less Language:**
 - You can tell her: "I don't like that."
 - You can say: "Please stop."
- **Child with More language:**
 - You could give her a compliment.
 - You could ask him for what you want.



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Tailoring Coaching

Tailor Coaching to Meet Each Child's Goals

- Think of coaching statement/focus for child who is:
 - Fearful
 - Angry and aggressive
 - Has trouble waiting for a turn
 - Wiggly and impulsive in circle time
 - Grabs toys from others
 - Says mean things to peers
 - Shy
- Brainstorm and practice how to use the puppet to support the children above

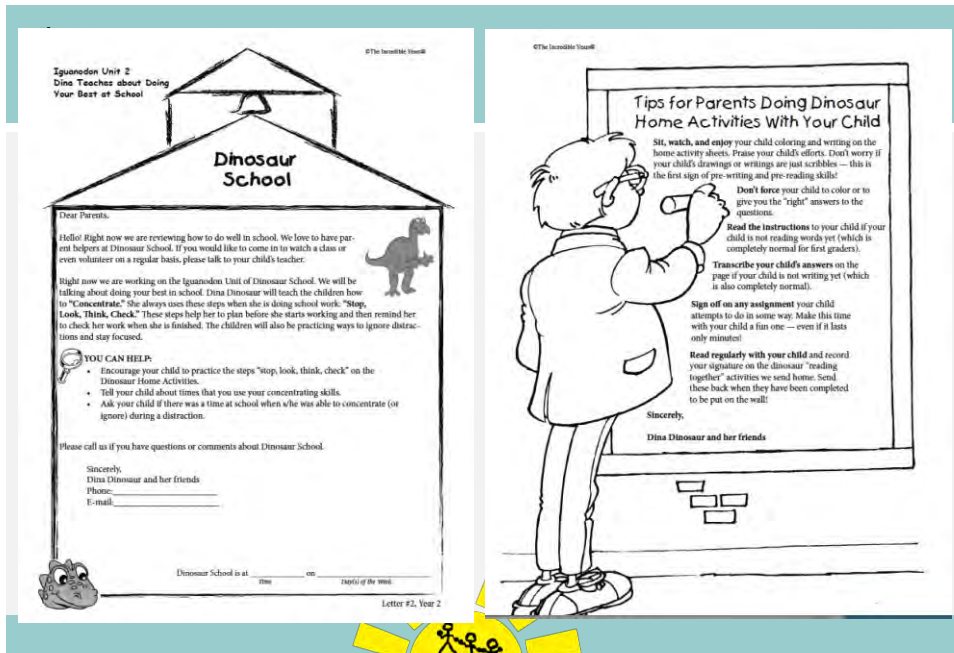


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Awards for Children and Notes to Parents



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Certification/Accreditation

- **What is certification/accreditation and why should I do it?**
- Certification/accreditation is a process to ensure group leaders do the program with fidelity
- This will help agencies obtain outcomes similar to those found in the research
- The certification process provides group leaders with support and advice in how to do the program in the best possible way
- Leaders who go through the process find it takes time but is rewarding
- Leaders get detailed feedback on their leading and ideas for how to address barriers
- Agencies that would like to have Peer Coaches and Mentors must start with having accredited group leaders

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Certification/Accreditation



What do I need to do to be certification/accreditation?

- See the website for detailed steps
- Lead at least one full program
- Minimum of 45 sessions (60 preferred)
- Must complete some lessons from each of the 7 units
- Collect final parent satisfaction forms
- Complete leader and peer self-evaluations
- Complete session checklists
- Submit videos for review (final video must pass accreditation standards)

- <http://www.incredibleyears.com/certification-gl/>



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Map to Becoming Certified


Basic steps to become a certified IY Group Leader



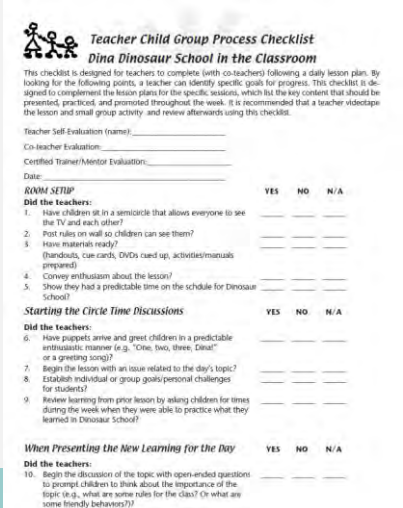
- 1. Attend an IY training.**
- 2. Acquire the appropriate program for your population.**
(You may do this step prior to attending training.)
- 3. Self Study using Leader's Manual & DVDs (with colleader).**
(You may begin self study prior to training if you have the program materials.)
- 4. Start recruitment 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-Grade, 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.

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Teacher Group Process Checklist



Teacher Child Group Process Checklist
Dina Dinosaur School in the Classroom

This checklist is designed for teachers to complete (with co-teachers) following a 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 videotape the lesson and small group activity and review afterwards using this checklist.

Teacher Self-Evaluation (name): _____
 Co-teacher Evaluation: _____
 Certified Trainer/Mentor Evaluation: _____
 Date: _____

EVNM SETUP

Did the teachers:

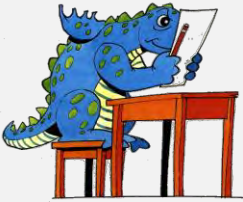
	YES	NO	N/A
1. Have children sit in a semicircle that allows everyone to see the TV and each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Post rules on wall so children can see them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have materials ready? (handouts, cue cards, DVDs lined up, activities/manuals prepared)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Convey enthusiasm about the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Show they had a predictable time on the schedule for Dinosaur School?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Starting the Circle Time Discussions

	YES	NO	N/A
6. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g. "Circ, two, three, Dina!" or a greeting song)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Begin the lesson with an issue related to the day's topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Establish individual or group goals/personal challenges for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


When Presenting the New Learning for the Day

	YES	NO	N/A
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?)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Stop-look-think-check

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Homework Assignment Session 2

- **Manual Review:**
- Book 3: Feelings (look at lesson plans, small group activities, and watch some vignettes)

- **Incredible Teachers Book:**
- Read Chapters 10 & 11 (Behavior Planning and Emotions)

- **Puppet Practice:**
- Practice leading a circle time from the *Doing Your Best In School Unit*. Use a puppet to introduce a concept from the unit (raising quiet hand, listening, concentrating). Find and use the corresponding cue card. Show 1-2 vignettes that illustrate the concept. Practice setting up role plays so that children can practice concepts. If possible, practice with children. Otherwise use other family members, pets, or a mirror!





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Incredible Years® Classroom Dina Video Tele-Session Training

Session Three: Feelings Unit, Vignette Mediation, Small Group Activities



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Incredible Years® Training Agenda ~ Day Three

- Check in on participant homework
- *Understanding Feelings, Unit 3*
- Teaching and practicing tense/relaxed
- Teaching feeling states
- Practice mediating feeling vignettes
- Behavior plans
- Communicating with parents and teachers



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Homework Check in

- What did you learn from your reading and/or manual review?
- What questions do you have?
- How was your circle time practice?



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Unit 3 Triceratops: Detecting and Understanding Feelings Agenda



- Learning feeling words
- Recognizing feelings in self and others
- Seeing feelings with your eyes
- Understanding feelings with your ears
- Understanding tense and relaxed body states
- Learning how to relax
- Using happy thoughts to feel better
- Showing empathy for others



What is Wally feeling?



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Unit 3 Triceratops: Detecting and Understanding Feelings Sample Lesson: Tense and Relaxed

Show Session 3 Vignette 4 from
Small Group Videos



Notice and Discuss

- What are children learning?
- How is behavioral practice used?
- How do therapists work together?

Practice: Two participants practice telling Wally's story and sharing Wally's Tense/Relaxed Secret (take 3 deep breaths to change from tense to relaxed).



Relax



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Sample Lesson: Tense and Relaxed

Teacher: *Wally, I saw you on the playground earlier and it looked like some children were trying to take your ball. You looked angry, but I was so impressed because you didn't yell or push. Instead you walked away and went over to the swings. How did you manage to stay so calm?*

Wally: *Well, I'm glad you asked. You see, I have a secret. When I'm angry, my body feels tense and tight. I know that I have to take 3-deep breaths to calm down. Do you want to try that with me?*

Teacher: *Sure, let's all do that together. We can pretend we are smelling a flower and blowing out a candle. Let's do it 3 times. 1.....2.....3.... Wally, now how do you feel?*

Wally: *Now I feel all relaxed and raggedy and floppy. I feel like a wet noodle and my face and arms are soft. I also don't feel angry anymore.*




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The Incredible Years Lesson Plan from Manual: Tense and Relaxed

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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.)*

The Incredible Years Lesson Plan from Manual: Tense and Relaxed

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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-4) 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.



Unit 3: Feeling Vignettes

- Show Session 3 Vignette 10 and 11 from Small Group Videos (mad and happy)



Notice and Discuss

- How do the teachers get the children ready to watch the vignettes?
- What questions do the therapists ask?
- How do the teachers keep all the children engaged?
- What behavioral practices are used?
- How would this look different in a larger classroom?



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Steps for Mediating Vignettes

- Give children something to focus on
- Use a “ready, set, action” prompt
- Pause vignette with the picture still showing
- Ask children a focused questions about what happened or what they see. (e.g. “what do you think she is feeling?”)
- Ask 1-2 follow up questions (“why do you think she feels that way?” “what could she do to feel better?”)
- Behavioral practice: show the feeling face, practice a calm down strategy to change the feeling



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Mediating Vignettes

Sequence for Asking Feeling Questions

- *What do you think she is feeling?*
- *What do you see that make her look....? What clues do you see on her face? What makes you think she is....?*
- *What happened to make her feel...?*
- *When do you feel.....?*
- *What could she/you do to feel better?*
- *Show me your _____ face?*
- *Show me how your body looks when you feel.....?*
- *Show me how you could calm down if you felt....?*
- **Puppet can share feeling, model strategy, reinforce children's ideas, tell a time when he felt that way.**

Do not ask every question for every discussion. This is a menu. Pay attention to developmental level of children. **Always do a practice!**



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Practice Mediating Vignettes

• Show Vignettes: participants take turns leading discussions

- Vignette 7 (Lonely)
- Vignette 12 (Proud)
- Vignette 5 (Crying)

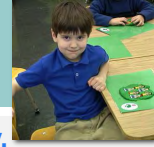


One participant has puppet and another leads the discussion.



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Small Group Activities



Each lesson session will be followed by a small group activity.

These provide hands-on practice of the content that is taught in circle time and also provide opportunities to coach children's social interactions

- Match developmental level (can pick from many different activities)
- Activities cover a range of skills (reading, writing, fine motor, gross motor, social skills, patterns, matching)
- Teacher guides activity and uses coaching and praise
- Put children in table groups and teacher(s) rotates to support groups
- Set up a center with teacher while rest of the class works independently
- Children can talk with each other freely (looser rules than circle time)
- Activities reinforce new concepts AND practice social interactions
- Vary the type of activity (art projects, role plays, games, movement)
- Children take home projects to share with parents



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Feelings: Small Group Activities

- **Show Session 3 Vignette 13 and 14 from Small Group Videos (paper plate faces and shaving cream)**



Notice and Discuss

- How are activities tailored to child's developmental level?
- How do the small group activities support the feeling content?
- What coaching strategies do you see the therapists use?
- What social behaviors are reinforced?



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Small Group Activities Anger Management



- Show Classroom Workshop DVD 2: Clip 7 and 8,
- Mazes and Bingo



What examples of academic coaching do you hear?
What examples of prompting and modeling do you see?

How are activities tailored to children's developmental level?



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Sample Small Group Feelings Activities for Unit 3



- Play feelings bingo game
- Make a hand puppet or feelings masks and act out feelings
- Start a happy book with pictures of happy, relaxed times
- Play feelings dice game
- Play feelings spinning wheel game
- Make relaxation thermometer
- Play the Pass the Detective Hat Game
- Play Wally Asks, how would you feel if...?
- Trace body images & draw feeling fingerprints
- Work on self-encouragement bubble
- Play mirror game
- Make feelings sculptures
- Start feelings dictionary



Note there are over 60 feeling games described in your manual



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Buzz: Leading Dinosaur School in a Culturally Responsive Way

- If you don't represent the characteristics of the children in your class (race, ethnicity, nationality, gender or other factors), how can you create an environment that is responsive to your diverse classroom?
- How do you invite discussions and sharing about cultural identity, beliefs, goals, and experiences of the children in your group?



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Being a Culturally Responsive Dinosaur School Teacher

- Respect and affirm cultural differences.
- Make culture visible and invite discussions and sharing of cultural identity
- Recognize the importance of cultural identity in relationship building
- Select vignettes that represent diverse examples of children, teachers, and parents.
- Work with interpreters to help parents understand program content



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Being a Culturally Responsive Dinosaur School Teacher

- Recognize and explore possible cultural, socioeconomic, and other barriers in the intervention content for families and children
- Use puppets, toy characters, books, songs, and games that represent the different cultures and language of the children
- Adjust program delivery according to children's language and developmental level, learning styles, & goals



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Behavior Plans



All teachers are aware of the need to individualize academic goals and teaching approach for each child. Social, emotional, and behavioral interventions also need to be tailored.

- Behavior plans can help teachers to support children's social, emotional, and behavioral goals.
- Parent input is solicited
- Teachers use behavior plan templates to record strategies
- Content from Dinosaur School can be strategically used to help support a child's goals
- At end of the year the behavior plan can be used to support the child's transition to a new teacher and classroom
- Plans are shared with the parent so that the parent can pass on the strategies to other settings




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The Incredible Years

Behavior Plans

Workshop #1 Behavior Plan For: LULU

Step 1: <i>Targeted Negative Behavior</i>	Step 2: <i>When and Why (functional assessment)</i>	Step 3: <i>Positive Opposite Behavior</i>	Step 4: <i>Proactive and Relationship Building Strategies</i>
Lulu is 6. Impulsive. Calls out answers and makes noises in circle time.			



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When/Why: Functional Assessment

When, Why and Where is the behavior occurring?


Is the behavior happening because:

- It provides the child with reinforcing attention?
- It allows child to avoid unpleasant task or situation?
- The child doesn't have developmental ability for situation?
- Child has not been taught appropriate behavior?
- The behavior is fun in and of itself?

There are other possible functions of behavior, and behaviors may have more than one function, but the above list are common functions. Understanding the function of the behavior will help guide the appropriate response.



1 What is my problem? ©2010 Incredible Years




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The Incredible Years **Behavior Plans**

Workshop #1 Behavior Plan For: LULU

Step 1: <i>Targeted Negative Behavior</i>	Step 2: <i>When and Why (functional assessment)</i>	Step 3: <i>Positive Opposite Behavior</i>	Step 4: <i>Proactive and Relationship Building Strategies</i>
Lulu is 6. Impulsive. Calls out answers and makes noises in circle time.	Circle time: impulsive, may have ADHD. Doesn't have developmental ability to follow circle time rules.	Raise hand to talk. Quiet mouth.	Relationship: connect with her prior to circle time Proactive: Practice with a puppet. Seat near teacher, prompt quiet hand before asking question, call on her often, non-verbal signal




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The Incredible Years **Behavior Plans**


Workshops 2-6 Behavior Plan For: LULU

Step 5: <i>Praise and Encouragement</i>	Step 6: <i>Incentives, Specific Reinforcers</i>	Step 7: Positive Discipline
Coaching statements: <i>You are waiting so patiently. Your body is calm. You are in control!</i> Praise: <i>Thank you for your quiet hand. You are sitting in your own bubble so well! I love how you are waiting.</i>	Small reinforcers for quiet hand up: hand stamp, sticker, gold-fish cracker, thumbs-up Special privilege for raising hand—have her come up to help	Ignore calling out and wiggling. Use redirection and proximal praise. When/then commands: “ <i>when you are raising your hand, I will call on you.</i> ” “ <i>when you are sitting, you can have a turn.</i> ”





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The Incredible Years **Dinosaur School Homework Feelings**



Triceratops Activity 21: Changing Your Upsetting Thoughts
When Felicity feels sad or lonely, she likes to pat her cat or paint a picture. Write (or ask an adult to write for you) three things you like to do that make you feel happy. Try using these sometime when you are feeling upset.



Triceratops Activity 16: PROUD
Draw a line from the feeling face to the word that tells the name of the feeling.




Excited

Afraid

Embarrassed


Tired

Frustrated




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The Incredible Years **Homework Assignment Session 3**



- **Manual Review:**
 - Review Unit 4: Problem Solving (look at lesson plans and watch some vignettes)
- **Incredible Teachers Book:**
 - Read Chapters 7 & 12 (Ignoring and Problem Solving)
- **Puppet Practice:**
 - Practice leading a circle time from the *Understanding Feelings Unit 3*. Use a puppet to introduce the tense/relax concepts or teach about Happy Thoughts). Find and use the corresponding cue cards. Show 2-3 feelings vignettes. If possible, practice with children. Otherwise use other family members, pets, or a mirror!



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Incredible Years® Classroom Dina Video Tele-Session Training

Session Four: Problem Solving, Anger Management, Role Plays, and Ignoring



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Incredible Years® Training Agenda ~ Day Four

- Check in on Participant Homework
- Unit 4: Problem Solving
- Setting up role play practices
- Ignoring and redirecting disruptive behavior
- Unit 5: Anger Management



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Homework Check in

- What did you learn from the reading and leader manual review?
- What questions do you have?
- What lessons did you practice delivering?
- What did you learn from your circle time practice?
- Which vignettes did you practice showing and how did that go?



Telling and listening



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Unit 4 Stegosaurus Unit: Problem Solving




Problem Solving Topics

- Problem Identification (link to feelings)
- Understanding and Using Problem Solving Steps
- Noticing That Feelings Change When Problems are Solved
- Start with Hypothetical Solutions
- *Then* Solve Real World Problems

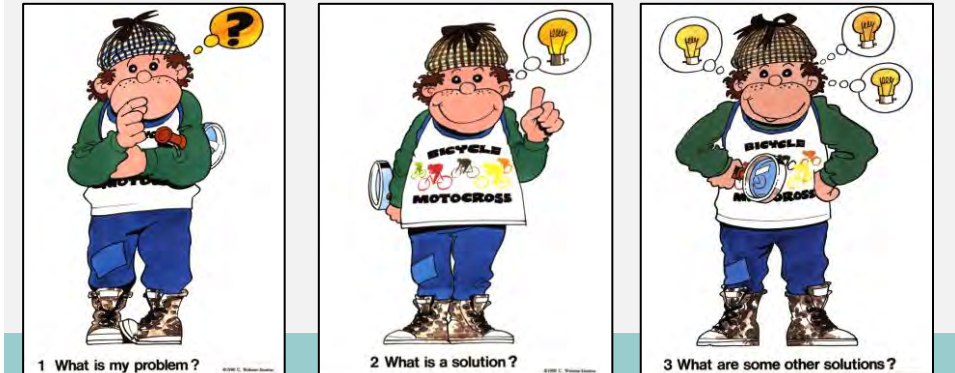


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The Incredible Years Unit 4 Stegosaurus Unit: Problem Solving 

Problem Solving Steps

How do you know you have a problem? Check your feelings?



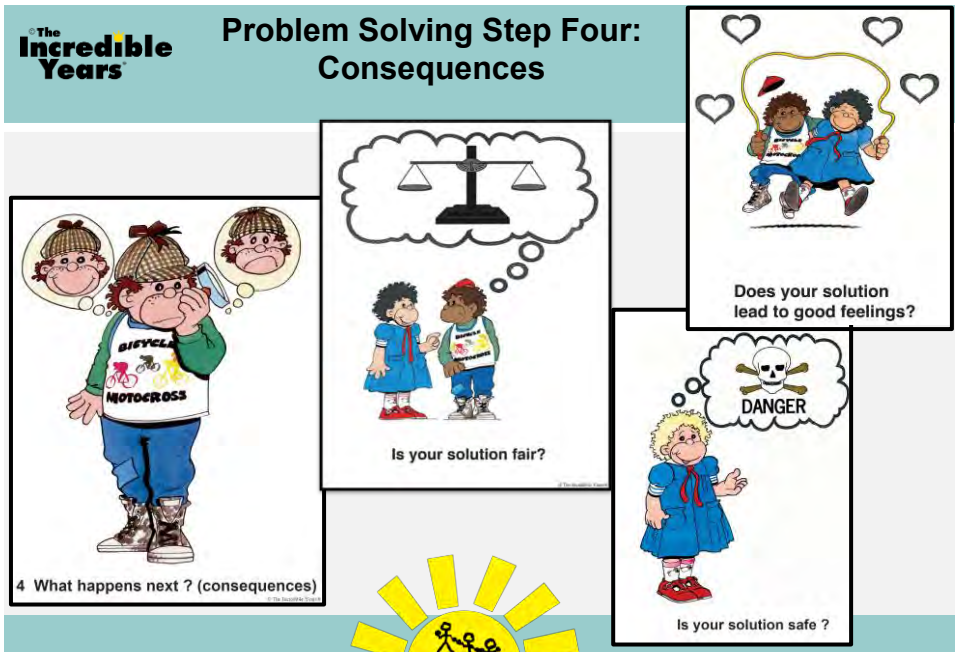
1 What is my problem?

2 What is a solution?

3 What are some other solutions?

105

The Incredible Years Problem Solving Step Four: Consequences




4 What happens next? (consequences)

Is your solution fair?

Does your solution lead to good feelings?


DANGER

Is your solution safe?



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The Incredible Years Problem Solving Steps 5-7 (early school age)



5 What is the best solution?

6 Can I use the plan?



7 How did I do?




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The Incredible Years 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?
Could be?
I wonder where?
I wonder where?
I wonder where Wally could be?*



1 What is my problem?




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The Incredible Years




Unit 4 Stegosaurus Unit: Problem Solving

Show Sample Lessons Anger Management
Peter and Wally's Fort vignette 2, 2:25

What does the leader do to make Wally's problem real?
How does the leader connect feeling content to problem solving?
What could the leader do to make the fort solutions even more interactive?



3 What are some other solutions?



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The Incredible Years

Unit 4 Stegosaurus Unit: Problem Solving



Problem Solving Steps
How do you know you have a problem? Check your feelings?
e.g. Wally frustrated about his fort problem
Steps 1: What's my problem
e.g. My fort won't stand up
Steps 2 & 3: What's a solution? More solutions?
e.g. More sticks, Rope, glue, get a friend to help

Teaching Problem Solving:

- Link to feelings
- Involve children
- Use cue cards to prompt steps
- Practice each solution!
- Encourage children to think of multiple solutions



3 What are some other solutions?



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The Incredible Years Unit 4 Stegosaurus Unit:
Teaching Solutions ~ Wally's Detective Kit

The image shows three lightbulb-shaped cards. The first card shows two children, a boy and a girl, standing together. The second card shows two children sitting on the floor with a stack of colorful blocks between them. The third card shows two children standing and one child swinging on a swing set.

Please

Share

Wait

A yellow sun icon with two stick figures walking underneath it, positioned at the bottom center of the page.

111

The Incredible Years Unit 4 Stegosaurus Unit:
Teaching Solutions for uncomfortable feelings
such as anger, sadness, anxiety, loneliness

The image shows three lightbulb-shaped cards. The first card shows a child sitting at a desk with a pencil and a speech bubble above them. The second card shows two children, one holding a lollipop. The third card shows two children hugging.

I am feeling sad. It might help me feel better if I do something that will make me feel good.


Do something else

Give


Hug

A yellow sun icon with two stick figures walking underneath it, positioned at the bottom center of the page.

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The Incredible Years Unit 4 Stegosaurus Unit: Solutions and Role Plays 

Teaching Solutions and doing role plays:


Vignette 1: (Bunny wants Ball) 

Solutions taught:
Ask (say “please”)
Share
Wait
Get Parent

**Trainer models setting up role play.
Participants practice setting up role plays.**





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The Incredible Years Unit 4 Stegosaurus: Solutions and Role Plays 

Role play Steps (Review and Practice Setting up Role Play):

1. What is the problem? *Jessica wants the ball and Bunny has it.*
2. What is one solution? (use solution card) *Ask for a turn.*
3. Describe the scene to the group, including who is playing what role. *Wally he has the ball. Ben will ask Wally for a turn.*
4. Coach child with exact words, if needed: *“Ben, you can say: ‘can I have a turn please?’”*
5. Narrate and praise during role play. *Wally has the ball and Ben is asking for a turn. That was a friendly way to ask, and Wally is sharing!*



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Unit 4 Stegosaurus Unit: Solutions and Role Plays

Role play Steps (Review and Practice Setting up 2nd Role Play):

1. What is the problem? *Jessica asked, Bunny said no.*
2. What is another solution? (use solution card) *Wait for a turn.*
3. Describe the scene to the group, including who is playing what role.
Wally has the ball. Ben will ask Wally for a turn. Wally will say "I'm not done yet and Ben will wait. Then Wally will share.
4. Coach child with exact words, if needed
5. Narrate and praise during role play. *Wally has the ball and Ben is asking for a turn. Now Ben is waiting so patiently! Now Wally is sharing.*

Note: never have child act out negative behavior. Puppets can act out negative behavior, if necessary, but emphasize that it's pretend!



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Using the Wally Problem Solving Book



- Use small books in for small group activities
- Use large group for circle time
- Define feeling that identifies a problem to solve
- Label problem
- Ask children for solution ideas & reinforce with solution cue cards
- Ask out solutions with puppets and characters
- Check back of book for Wally's solutions
- Praise child's detective problem solving skills



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Once children know the problem-solving steps, real life problems are introduced

Many ways to introduce real-life problems:

- Puppet problems
- Vignettes
- Children share their problems
- Books



Tailor the problems to those that are relevant to the children in the group. Parents and teachers can share issues that are happening at home or school:

- New baby, sibling fighting, stealing, death of pet,
- Divorce, not listening to parents, trouble with homework,



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Once children know the problem-solving steps, real life problems are introduced using the vignettes, puppet problems, or examples from children's lives:

Show Sample Lessons Anger Management

- Max role plays asking for a turn vignette 3, 6:06
- Solution cards, apologize vignette 4, 8:08
- Watching vignettes, vignette 6, 17:30



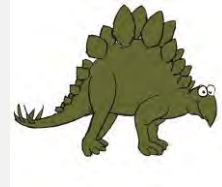
- How do the teachers support the role play?
- How does the teacher involve multiple students?
- How are the vignettes mediated?
- How would these lessons look different in a preschool classroom?



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Sample Small Group Problem Solving Activities for Stegosaurus Unit 4

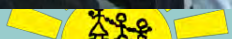
- Draw a picture, write, or dictate a solution you've used; add to Wally's detective kit
- Play problem solving bingo
- Use Wally books to brainstorm solutions and act them out
- Make a hand puppet and act out solutions to problems
- Start a detective club and give points for solutions discovered
- Play pass the detective hat game for practicing solutions
- Play problem solving memory or sequencing or fishing games
- Play Wally problem solving maze
- Do a cooperative art poster
- Make a problem solving mystery play and video it
- Do the solution treasure hunt
- Solve a mystery
- **Note manual includes more than 40 problem solving activities**



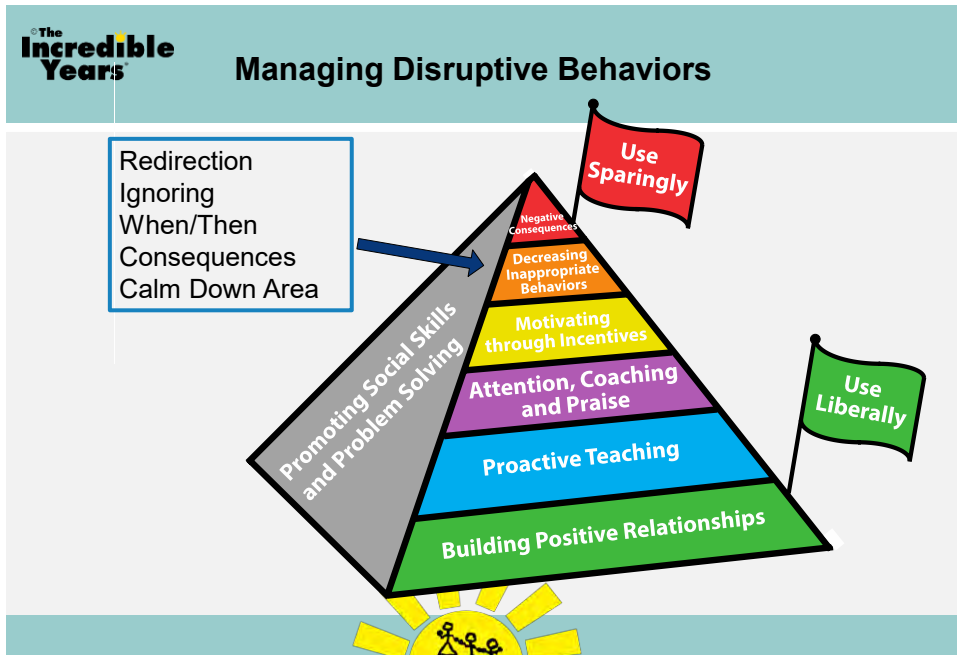
119

Buzz: Promoting Children's Resilience & Coping

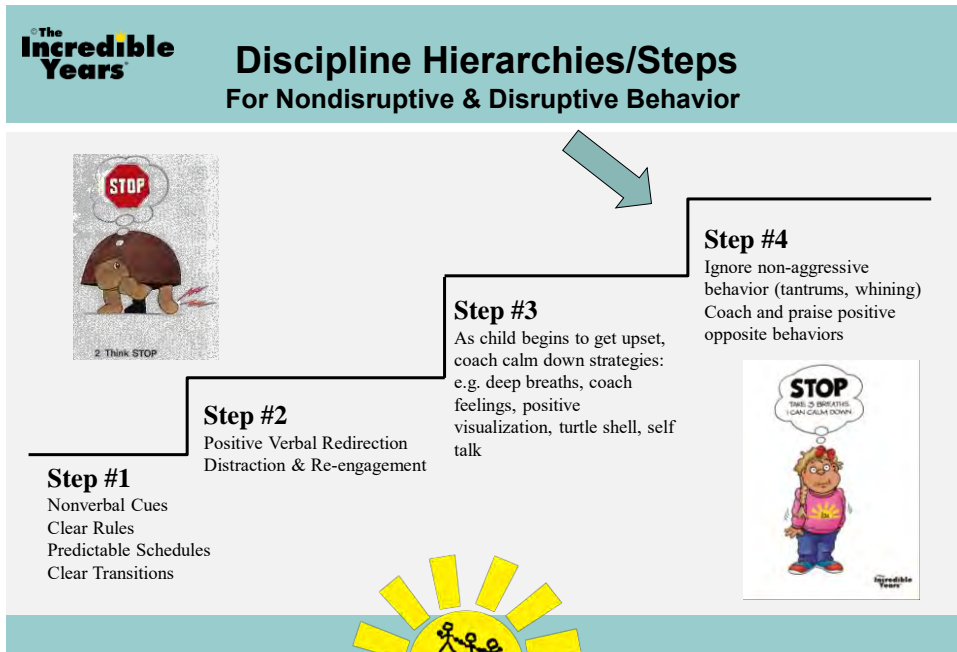
- What strategies has the Dinosaur School program used so far serve to promote children's resilience and coping when faced with difficult experiences?



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121



122

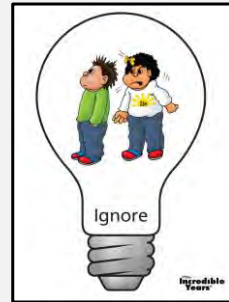
Ignoring and Redirecting

Show Emotion Regulation DVD:

Ignoring Kaylee's tantrum: Vignette 13, 32:55



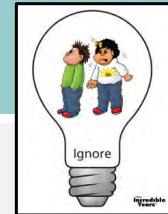
What are teachers ignoring?
What do the teachers need to know to make ignoring safe?
What do teachers give attention do?
How does Kaylee's tantrum end?
What did Kaylee learn?
Why do you think the other children can ignore the tantrum?
What behaviors would you ignore during Dinosaur School?



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Principles of Ignoring

- Ignore most low-mid levels disruptive behaviors
- Pair with proximal praise (for positive opposite behavior)
- Praise other children for ignoring (and teach them to ignore)
- Help other children feel safe
- Pair ignoring with a positive redirection (can ignore a behavior without ignoring a child)
- Teach self-regulation strategies when children are calm
- Model and coach self-regulation at times when children are mildly dysregulated
- Behaviors may get worse before they get better
- When child calms down, re-engage, praise and give attention
- Reconnect after ignoring



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The Incredible Years Unit 5 Tyrannosaurus Rex Unit: Anger Management

OUCH!

2 Think STOP

3 Take a slow breath

I'LL TRY AGAIN

4 Withdrawing into shell

5

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The Incredible Years Unit 5 Tyrannosaurus Rex Unit: Anger Management

Show Classroom Composite DVD 1
Vignette 2 Helping Alonzo and Meeting Tiny Turtle (1:30)

How do the teachers work together?
What is the value of having the students help Alonzo?
How do the teachers prepare the students to meet Tiny Turtle?

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The Incredible Years

Tiny Turtle Anger Song



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



3 Take a slow breath



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Sample Small Group Anger Management Activities for T-Res Unit 4

- Make turtle shells/vests out of paper bags
- Play Tiny's anger bingo game
- Make playdough turtles and shells. Use action figures to go into shells to calm down
- Decorate large cardboard turtle shell and have children go inside to calm down
- Make turtle puppets with cardstock. Attach legs and head with brads. Child can tuck in head and legs to calm down
- Make teasing shields
- Play anger sequencing game
- Play pass the detective hat for practicing anger control
- Play Tiny's obstacle course
- Do the visualization exercise
- **Note: there are examples of 28 possible anger management small group activities described in manual**



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Homework Assignment Session 4

- **Manual Review:**
 - Review Unit 5: Anger Management
- **Incredible Teachers Book:**
 - Read Chapters 8, 9, & 13 (Consequences, Time Out and Friendship Skills)
- **Puppet Practice:**
 - Practice leading a circle time from the *Problem Solving Unit 4*. Use a puppet to introduce a problem, discuss a solution, using cue cards, and set up a role play practice. If possible, practice with children. Otherwise use other family members, pets, or a mirror!



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Incredible Years® Classroom Dina Video Tele-Session Training

Session Five: Unit 6: How to Be Friendly, Unit 7 How to Talk to Friends and Calm Down Area



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Incredible Years® Training Agenda ~ Day Five

- Check in on Participant Homework
- Using the Calm Down Area
- Unit 6: How to Be Friendly
- Unit 7: How to Talk to Friends
- Ending the Group



Family teamwork



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Homework Check in

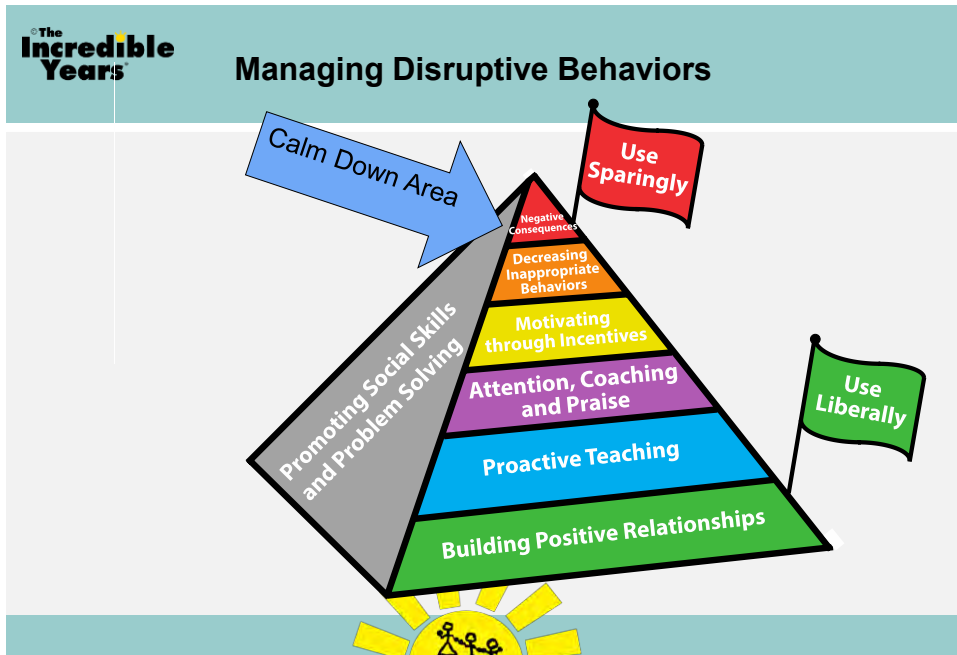
- What did you learn from your reading and practice?
- What questions do you have?
- What lessons did you practice delivering?
- What did you learn from your circle time practice?
- How did your role play practices go?



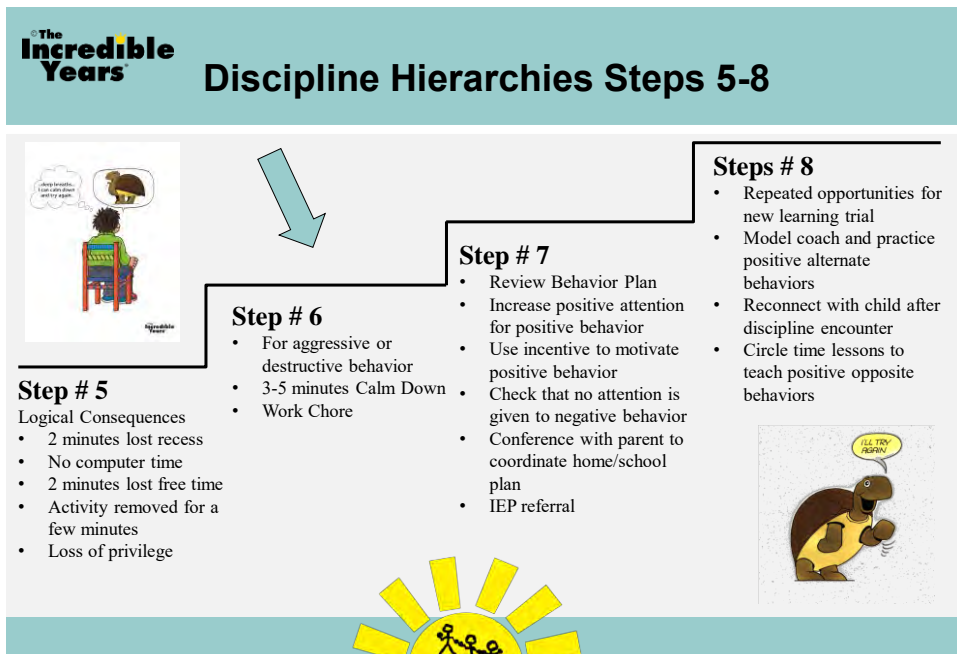
Praising



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Calm Down Area: used for aggressive behaviors and extreme non-compliance.

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 ready 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 the calm down time. I help other students to give him privacy.
- When he is calm (3-5 minutes), I praise him for calming down.

Calm Down Chair

When I'm angry, I can calm down and my anger.

TIME OUT
I LOVE YOU

Responding to Child Dysregulation and Teaching Self-Regulation

The Incredible Years

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**Calm Down Area
 Explaining to Children**

Show Vignette from Sample Small Group Videos:

- Vignette 13: Wally goes to Calm Down Area
- Vignette 14: Children Practice Going to Calm Down Area
- Vignette 15: Simone talks to Wally

What message do children get about going to Calm Down?
 How are Wally and Dina used to help explain?
 What is the benefit of teaching this sequence when children are calm?
 What do children learn about what to do if they are sent to Calm Down Area?
 What do peers learn about how to help someone who is in Calm Down Area?

Slow Down

Think "Stop"
 Take 3 deep breaths
 Stay cool

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The Incredible Years **Explaining Calm Down Area**



- **Therapist:** *If you hurt someone or your body is not safe, you will need to go to the calm down area. Wally, could you show us how to do that?*
- **Wally:** *Sure, I could help.*
- **Therapist:** *This is just pretend... Wally, your body is not safe, you need to go to the calm down area.*

While Wally is in Calm Down Area:

- Model Deep Breaths (Children Practice)
- Model Self Talk "I can do it. I can calm down" (Children Practice)
- Therapist tells children that they can help by ignoring child who is calming down

After Calm Down Time


- Explain that child is welcome back to the group.
- Children will still be friendly

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The Incredible Years **Calm Down Steps for Teachers**

Scenario 1: Child Goes to Calm Down Area



```

    graph TD
      A[Child Hits] --> B[Check in with child who was hit: "I'm sorry she hit you. She made a mistake."]
      B --> C[Command: "You hit. You need to go to calm down area." (wait 5 seconds)]
      C --> D[Child goes: In area for 3-5 minutes]
      D --> E[Child calm for last 1-2 minutes:]
      E --> F[Teacher ends time and re-engages child "Your body is calm. You can join the group."]
      F --> G[Teacher coaches and praises child's first positive behavior. "Thank you for raising a quiet hand!"]
  
```

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Calm Down Principles

- Start lower on the pyramid: use distraction, redirection, ignoring, or a when/then before using Calm Down Area.
- Use Calm Down Area sparingly, for aggressive, destructive, or highly-noncompliant behavior (that is unsafe or disruptive to other children).
- Calm Down Area will help a child regulate and will stop a dangerous or disruptive behavior—it does not teach the positive replacement behavior.
- If a child needs frequent calming down, this is a signal that therapists need to develop a positive behavior plan to help child get back on track.



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Calm Down Practice Sequence

- **Child hits**
- **Teacher:** Check the victim: *"I'm sorry he hit you, you stayed so calm. You can tell him: 'I don't like it when you hit me.'"*
- **Teacher:** *"You hit, you need to go to Calm Down Area."*
- **Teacher:** Pause and give time for child to respond
- **Child goes:** 3-5 minutes, last minute calm
- **Teacher:** *"Your body is calm. You can come back to the group."*
- **Teacher:** Praise first positive behavior: *"Thank you for raising your quiet hand!"*



3 Take a slow breath



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The Incredible Years

Calm Down Principles

During Calm Down Time


- Give as little attention as possible
- Give child time to process your commands
- Don't engage in power struggles
- End time when child is calm and can follow directions again

After Calm Down Time

- Focus on child's calm body
- Praise first positive steps to re-engage
- Do not require apology
- If needed, use when/then to have child help clean up
- If needed, problem solving can happen at a later time




5



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The Incredible Years


Calm Down Area Dealing with Resistance



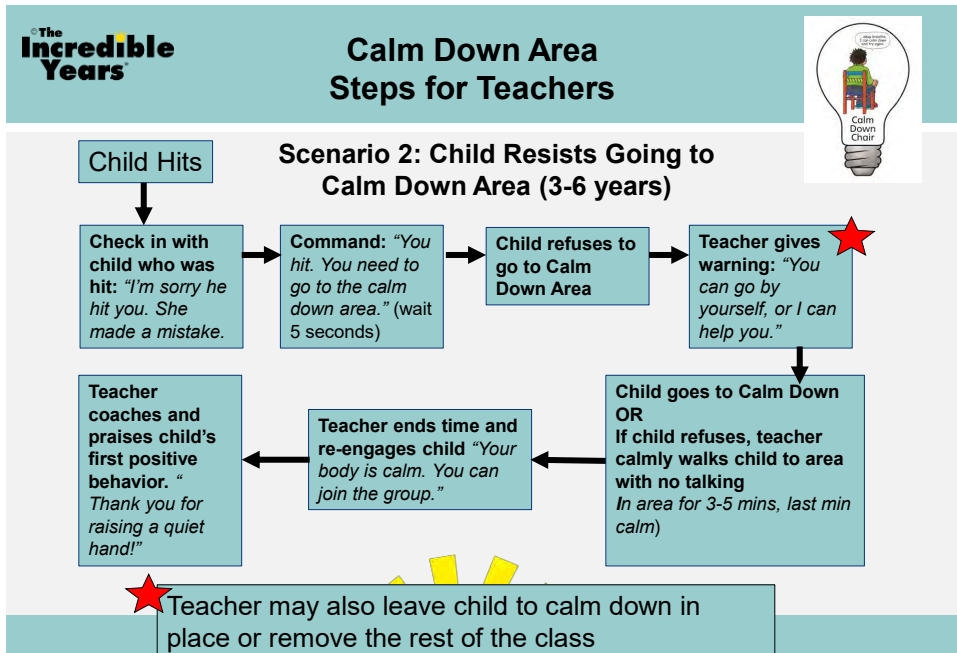
Options When Child Resists Calming Down

- Give time for child to process your commands
- If appropriate, leave child where they are to calm down (ignore and walk away)
- Or offer choice: "you can walk by yourself or I'll help you"
- If child refuses to go, take child by hand and walk them to Calm Down Area
- If child is very disruptive and can be safely moved, give choice: "you need to stay in your chair, or you will need to go to Calm Down room."
- If child is too disruptive and you can not move them safely, then the other children can be taken out to work in hall or separate room

When a child has repeated disruptive Calm Down Times, therapists need to look at whole plan with goal of preventing behavior escalation.




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The Incredible Years


Calm Down Dealing with Resistance



Options When Older Child Resists Calm Down Area

- Consider leaving child where they are to calm down
- Perhaps restate rules: "your time will start when you are in the calm down area..." (then ignore and walk away)
- Offer choice: "you can go to the calm down area or you can go to the calm down room."
- If child is too dysregulated to move safely, you may use back up consequence: e.g. "If you do not go to calm down now, then you will lose 3 minutes of play time at the end of group." If child does not go to calm down area, drop the Calm down time and give consequence
- If child is too disruptive for back up consequence, then the other children can be taken out to work in hall or separate room


When a child has repeated disruptive Calm Down Times, teachers need to look at whole plan with goal of preventing behavior escalation



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The Incredible Years


Unit 6 Allosaurus Unit: How to Be Friendly




Friendship Behaviors
Helping
Sharing
Teamwork at School
Teamwork at Home

Use Cue Cards To:


- Use during circle time teaching
- Use to reinforce an ongoing activity
- Prompt to suggest a friendly activity




Teamwork



Sharing




Helping




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The Incredible Years


Unit 6 Allosaurus Unit: How to Be Friendly



Show Classroom Composite DVD 4
Vignette 41—Gail and Jim model
Vignette 42—Guided practice




Teamwork







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The Incredible Years


Unit 7 Brachiosaurus Unit: How to Talk with Friends



Communication Skills
Introductions
Conversation skills: asking, listening
Making a suggestion, accepting an idea
Sharing problems
Compliments



Show Classroom Composite DVD 4
Chapter 21 (vignette 21-Compliments) 42:15



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The Incredible Years

Compliment Song


Song: Hello *Child's Name*. How are you? Compliment a friend and we'll clap for you.

Practice:

Content Leader: Has puppet and leads children to sing the compliment song and give compliments to each other. Can use the prompt: "Can you tell something friendly that *child* did today?"

Process Leader: Practice supporting the group leader and giving chips and labeled praise for children who are following directions, saying nice things, and raising quiet hands.

Children: BE COOPERATIVE!



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The Incredible Years Sample Unit 6 & 7 Small Group Activities:




How to be Friendly Small Group Activities:

- Rainbow Fish (read book and make fish, share scales)
- Sharing activities (each child has one set of materials and shares to complete activity)
- Teamwork activities: building together, make snack together, joint poster/mural
- Blindfold guiding friends through maze

How to Talk with Friends Small Group Activities:

Friend interview
 Question asking game
 Suggestion poster (draw what your friend suggests)
 Compliment circle, compliment books
 Secret Pal book

Note: there are 56 activities related to how to be friendly & 25 activities related to how to talk with friends described in manual

The Incredible Years Awards Given to Children and/or Sent to Parents (editable to put in child's names)









Coaching During Conflict

Once children know some calm down strategies and some friendly solutions, teachers will look for opportunities to prompt and coach the uses of these strategies as conflicts arise.

Show Classroom Composite DVD 4
Chapter 14 (vignette 16 using words, Sergio cars)
Chapter 15 (vignette 17 turtle shell)



Telling and listening



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Coaching During Conflict

Once children know some calm down strategies and some friendly solutions, teachers will look for opportunities to prompt and coach the uses of these strategies as conflicts arise.

Remember!

- Coaching works when children are just beginning to become dysregulated.
- Once a child has “flipped their lid” they are no longer able to listen to reason or to use a calm down strategy or a solution.
- At that point, it is better to separate children, ignore, and try again later.



Apologizing



152

Show Emotion Regulation DVD

Vignette 2 Baby Dina (4:49)

Vignette 6 Small Group Activity (12:09)

Vignette 7 Problem solving (13:23)



What is the value in having the children teach the baby what they have learned?

How do the small group activities help to reinforce all the concepts that the children have learned in Dinosaur School?



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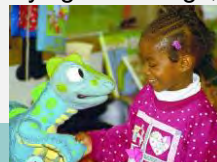
Practice:

Content Leader: Has Baby Dina puppet and leads children to teach the Baby Dina what they learned. Start when Baby Dina is already hatched:

- Can you show Baby Dina what to do if you are tense and you need to relax?
- Can you show Baby Dina with it looks like if you are proud?
- Can you tell Baby Dina how you would ask for a toy if someone else was playing with it?


Process Leader: Practice supporting the group leader and giving chips and labeled praise for children who are following directions, saying nice things, and raising quiet hands.

Children: BE COOPERATIVE!



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The Incredible Years **Planning Children's Graduation from Dinosaur School**



- Plan celebration event with children and puppets
- Children make posters reviewing all they have learned
- Make dinosaur graduation hats
- Sing dinosaur songs
- Take pictures to share
- Have special food/snacks
- Invite family & school principal

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The Incredible Years **Next Steps**

Read	Read remaining chapters of teacher book
Continue	Continue studying group leader manual
Watch	Watch program vignettes
Practice	Practice sessions with your co-leader
Plan	Plan small group activities
Communicate	Communicate with parents to let them know about Dinosaur School
Start	Start your group!

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On-going



- Video your groups
- Do on-going peer review with co-teacher (review your lessons and plan together)
- Obtain consultation from Incredible Years® (share video clips, participate in Zoom consultation)
- Keep paperwork (session checklists, final evaluations, attendance, process checklists)
- Send in a video for review half-way through your first year (start accreditation process early!)
- Have fun!

