



The Incredible Years Incredible Years® Small Group Dina Treatment Program




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



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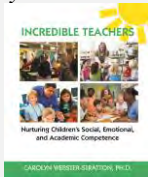
The Incredible Years Incredible Years® Small Group Dina Video Tele-Session Training

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; child program objectives pages
Participants must have leader manual, DVDs or USB and Teacher book to participate.
<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>



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Incredible Years® Small Group Training Agenda ~ Five 3-hour Sessions

Session One:

Overview of Program: Group Structure, Participant Selection, Circle Time and Schedule

Content: *Unit 1 Introduction to Dinosaur School*

Methods and Processes: Praise, Incentives, Use of Puppets

Session Two:

Content: *Unit 2 Doing Your Best in School,*

Methods and Processes: 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, Special Challenges



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® Small Group Dina Video Tele-Session Training

Session One: Overview, Child Selection and Group Structure



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Incredible Years® Agenda ~ Day One

- Welcome, Introductions, Goals
- Overview of program and research summary
- Answer questions regarding self-study reading
- Schedule for two-hour group
- Selection of children
- First session praise and incentives
- Introductory activities
- Rules
- Leader co-leader roles
- Puppet practice
- Between Session Assignments



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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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Incredible Years® (IY) is an Evidence-Based Program

- **Over 35 years of research:** starting with parent programs, then child programs, and then teacher programs
- **Parent programs:** 9 RCT treatment trials & 4 RCT prevention trials by developer and 14+ independent RCTs from 5+ countries (including England, Holland, Norway, Portugal, Spain, Wales).
- **Child programs:** 3 RCT treatment trials & 2 prevention trials by developer and 3+ independent RCTs from 3 countries (including Norway, Wales, Spain, US)
- **Teacher programs:** 3 RCT trials by developer and 7+ independent RCTs from 4 countries (including Ireland, Norway, US)



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Small Group Dina Outcomes

Outcomes

- Increase in conflict management skills with peers
- Increases in problem solving with peers
- Increases in prosocial behavior with peers
- Increases in knowledge of feeling words
- Increases in cooperation with parents and teachers
- Decreases in aggressive behavior



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Small Group Program Materials


- 3 DVD Set OR 1 USB Drive (4 hours).
- Comprehensive Therapist Manual
- Dinosaur Home Activities Manual
- Wally's Detective Books for Solving Problems (set of 4)
- Wally's Feeling Wheel Posters (2 types)
- Calm Down Thermometer Poster
- Wally's Detective Kit Box (47 laminated cue cards)
- Stickers
- Reward Bracelets set
- *Incredible Teachers Book*



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The Incredible Years

Incredible Years Puppets



Puppets sold separately


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




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Program Topics and Objectives



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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Sample Group Schedule

2 Hour Session (times approx.)

- 15 mins: Coached Play
- 20 mins: 1st Circle
- 10 mins: 1st Small Group Activity
- 15 mins: Bathroom and Snack
- 20 mins: 2nd Circle
- 15 mins: 2nd Small Group Activity
- 15 mins: Coached Play and Prizes
- 10 mins: Compliment Circle



Minimum Dosage 18 Weeks: 2-Hour Sessions, 36 Hours



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Selecting Children for the Group

- Age 4-8
- Group children of similar developmental levels/ages but with a range (4-6 & 6-8)
- Diagnoses/presenting problems: ADHD, ODD, CD, Mild Autism Spectrum, Social Delays, Emotion Regulation Problems, Anxiety
- Child does not have to have a diagnosis to benefit from group
- Mix presenting problems and boys/girls so that your group constellation is diverse (some boys and some girls and a variety of presenting problems, good if children have different strengths and deficits)
- Conduct a family intake with clinical interview. For screening measures, see website: <http://www.incredibleyears.com/researchers/measures/>



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First Group Session

- Groups are run with 2 trained therapists
- Often need a 3rd person to assist (can be trainee)
- Therapists alternate content and process roles during circle time



- **Content role:** uses puppet to help teach new skills to children
- **Process role:** assist the content person, notices and praises children, gives chips

- These roles are fluid and leaders work together to deliver content and reinforce behavior throughout the session

- [Opening Narration from Small Group Training DVD 1](#)



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Unit 1: Apatosaurus: Dina School Rules First Session, Children Enter Group




[Show Transition Vignette from Small Group Training DVD 1](#)



Notice and Discuss

- High rate of praise
- Room set-up
- Children's response to chips
- How the two leaders work together
- Role of the puppet


Practice praise statements that you could use as children enter Dinosaur School



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Show Song Vignette from Small Group Training DVD 1



- Value of music
- How music facilitates transitions
- Brainstorm movement or music breaks for circle time
- How can music and movement breaks facilitate self-regulation

Share and practice simple songs and music breaks



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The Incredible Years **Dina's Greatest Hits: Songs for Dinosaur School**



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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 rules
- 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.
Not on the ceiling, not on the door.
Everybody sit down, on the floor.

Wave hands with a friend and say “hello!”
Wave hands with a friend and say “hello!”
Wave hands with a friend and say “hello!”
It’s Dinosaur School today, you know.

Listening to teacher

Dina’s Greatest Hits: available for streaming from our 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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Trainer Models Saying Goodbye



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



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Getting to Know Each Other

Show Animal Game Vignette from Small Group Training DVD 1



Notice and Discuss

- Role of puppet
- How group leaders get children involved
- How group leaders use differential attention
- What group leaders give attention to



Brainstorm introduction games that could be used for younger (4-6) and older children (6-8)



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Incentive System

Show Chips Vignette from Small Group Training DVD 1



Notice and Discuss

- How do group leaders explain incentives to children
- How is the vignette used
- How do the group leaders engage the children in the process

- **Brainstorm important principles for using an incentive system**

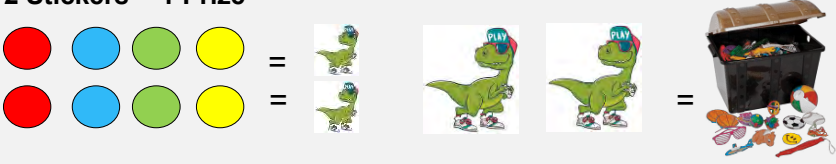


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Trading In Chips

4 Chips = 1 Sticker
2 Stickers = 1 Prize



- Last 10 minutes of session
- Have children count chips individually or in pairs
- Use a picture chart to help younger children count




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Setting Up Incentive System For Success

- Check chip numbers before children count
- Adjust numbers for fairness
- Children with more impulsive behaviors may need more frequent chips to succeed, but other children may be working just as hard
- Most children will earn 2 prizes in a typical 2-hour session
- Child who had some challenging behaviors may still earn 1 prize (or at least a sticker)
- Special challenges will give a chance for an additional prize
- Predict success for next session if child is disappointed



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Principles of Incentive System

Initial Use of Incentives

- Make the goals small and achievable
- Give frequent reinforcement for every positive behavior
- Label the behavior as incentive is given
- Use child's name and make sure child sees that chip was given
- Do not take away chips for negative behavior
- Include puppets in incentive system

Longer Term Use of Incentives

- Begin to tailor to each child's individual goals
- Gradually increase the expectations for earning chips
- Involve the child in the process of setting goals ("special challenges")



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Rules

Show Rules Poster 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 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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Rules for Staying Safe During In Person Dinosaur School Classes





Masks, Hands to Self, 6 feet apart




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Rules for On-line Dinosaur School Classes



When to mute?



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



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Jobs and Schedule

Show Jobs and Schedule Vignette from Small Group Training DVD 1



Notice and Discuss

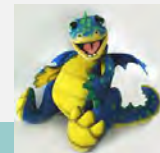
- Benefit of having a picture schedule
- Value of having jobs for each child



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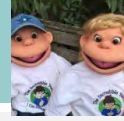
Puppets

- **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 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 at the end of the group and children teach her what they have learned



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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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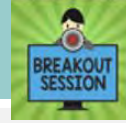
Benefits of Puppets

Brainstorm: Benefits of Using Puppets with Children

- Meet children in their imaginary world
- Children will 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



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- **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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Using Your Puppet to Enhance Personal Discussions about Family Situations

Debrief your puppet experience

How can you use your Dina or Child puppets to enhance children's sharing and discussion about their personal family situations, traditions and cultural background?



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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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Homework Assignment Session 1

Manual Review:

- Read Part 2: Some Practical Matters
- Review Session One: New Friends and School Rules (watch some vignettes)
- Review Sessions Two and Three: How to Be Successful In School (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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Session Two: Doing Your Best in School and Coached Play



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The Incredible Years Dina Stomp "Cha Cha Cha" 



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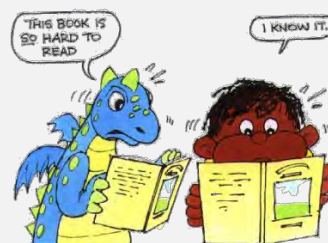
- Check in on Participant Homework
- Dinosaur School Homework
- Unit 2: Doing Your Best in School
- Iguanodon Unit Sample Vignettes
- Teaching Children to Concentrate
- Descriptive Commenting
- Academic and Persistence Coaching
- Emotion Coaching
- Social Coaching
- Between Session Assignments




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Key Learning From Reading and Manual Review


- What did you learn?
- What questions do you have?
- How did you practice with the puppets?



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The Incredible Years **Dinosaur School Homework** 

- Children are assigned weekly homework
- Explain to parents that this should be fun and interactive
- When children arrive at Dinosaur School, individually review their homework, praise and give sticker (during coached play)
- During circle time, group acknowledgement of homework (special clap or cheer, extra chip, Dina high-five)
- Provide opportunities for children to do homework in group if they can't do it at home
- Homework helps reinforce concepts at home and gets parents involved
- Leaders can choose homework that fits developmental level of children in group




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The Incredible Years **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 Wally using step #1 and write or tell an adult how you know you have a problem. (Parent hint: if you have bad feelings you have a problem.)



I, What is my problem?


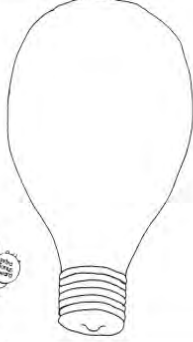
Child Name: _____
Adult Signature: _____

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 hint: 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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Parent and Teacher Involvement

Parent Involvement

- Weekly homework activities for children to complete with parents
- Weekly letters to parents
- Phone calls to parents (weekly, if possible)
- Parents give input on behavior plan
- Meeting or phone call with parent, teacher, child review behavior plan
- Parent read chapters from *Incredible Years Trouble Guide* by Carolyn Webster-Stratton



Teacher Involvement

- Phone calls at least 3 times (prior to group, mid-way, and end of group)
- Teacher input on behavior plan and phone call with parent to discuss plan
- Unit letters for teachers


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Iguanodon Session Two How to be Successful in School Part 1: Listening, Quiet Hands Up

1. **Greetings, Coached Play, and Homework Review**
Therapists individually review children's homework, giving stickers and praise
 2. **First Circle**
Transition Song
Briefly review and applaud homework (Apatosaurus).
Introduce Time Out room.
 3. **New Learning—How to Do Your Best in School (Iguanodon)**
Dina comes out to introduce new material.
 4. **Show Video Vignettes (Iguanodon Part 1)**
"Listening, Waiting, and Quiet Hands Up" Vignettes 1–3
After the first few vignettes, pause tape and explain what "show me five" means. (show the Cue Card of the hand signal) Then tell the children that if you catch them doing one of the five fingers, they'll get a little sticker on their copy of the hand. (Xerox a hand for each child.)
Practice how to act when the therapist says, "show me five." For the vignettes where the children are not paying attention, ask, "What does he need to remember to do to show the teacher five?"
Summarize the five points.
As children watch vignettes, give stickers for fingers they remember (hand can be kept in front of chairs for children to check). Therapist can ask children to discover any of the five things they might be forgetting.
- BREAK AND SNACK (Review job list and bathroom rules) after 20-25 minutes of First Circle.**




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Introduction Part 2

Leader Checklist-Session Two

*Dina Dinosaur Teaches
How to Do Your Best in School*





DVD #1, Part 1: Vignettes 5-18

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)


DVD #1, Iguanodon Part 1


1 2* 3* 4* 5* (6)* 7 8 9 10* 11 (12) 13

14 15 (16) (17) (18)


Vignettes in brackets are optional.
* School age (6-8 years)

	YES	NO
DID I		
1. Open circle time with predictable routine	_____	_____
2. Review and check homework	_____	_____
3. Review group rules	_____	_____
4. Explain "Show Me Five"	_____	_____
5. Play "Wally Follows Directions Game"	_____	_____
6. Explore ignoring & Role Play with Wally	_____	_____
7. Do role plays about following directions	_____	_____
8. Do one or two of the following practice activities: (* recommended):		
a. Wally Following Directions Game* (II-6)	_____	_____
b. Rules or Feelings Bingo (I-6, III-25)	_____	_____
c. Listening Bingo (II-2)	_____	_____
d. Wally and Molly Listening Color Game* (II-1)	_____	_____
e. "Wally Says" Game* (II-3)	_____	_____
f. Read Wally Meets Dina book	_____	_____
g. Put out books about rules, listening and following directions (II-7)	_____	_____





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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?
 - What did you see?
 - Were the children listening?
- Follow up question with details?
 - What did the boy do to listen better?
 - How do you think the teacher feels?
 - What did he say to himself to listen better?
- Role play practice
 - Show us how the boy sat
 - Show us what it looks like to listen to the teacher




Listening Ears

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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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Descriptive Commenting Academic Coaching

- 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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Facilitating Children's Academic Learning: Therapists as "Academic and Persistence Coaches"

"Descriptive commenting" is a powerful way to strengthen children's language and school readiness skills. The following is a list of academic concepts and cognitive behaviors and thoughts that can be commented upon when playing with a child. Use this checklist to practice academic and persistence coaching.

Academic Coaching	Examples
<input type="checkbox"/> Colors <input type="checkbox"/> Number Counting <input type="checkbox"/> Shapes <input type="checkbox"/> Sizes (long, short, tall, smaller than, bigger than, etc.) <input type="checkbox"/> Positions (up, down, beside, next to, on top, behind, etc.)	<ul style="list-style-type: none"> • "You have the red car and the yellow truck." • "There are one, two, three dinosaurs in a row." • "How the square logo is stuck to the round logo." • "That train is longer than the track." • "You are putting the tiny bolt in the right circle." • "The blue block is next to the yellow squares, and the purple triangle is on top of the long red rectangle."
Persistence Coaching	Examples
<input type="checkbox"/> Working Hard <input type="checkbox"/> Concentrating, Focusing <input type="checkbox"/> Persistence, Patience <input type="checkbox"/> Following parent's directions <input type="checkbox"/> Problem Solving <input type="checkbox"/> Trying Again <input type="checkbox"/> Reading Skills <input type="checkbox"/> Thinking Skills <input type="checkbox"/> Listening <input type="checkbox"/> Working Hard/Best Work <input type="checkbox"/> Independence	<ul style="list-style-type: none"> • "You are working so hard on that puzzle and thinking about where that piece will go." • "You are so patient and just keep trying all different ways to make that piece fit together." • "You followed directions exactly like I asked you. You really listened." • "You are thinking hard about how to solve this problem and coming up with a great solution to make a ship." • "You have figured that out all by yourself."



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Descriptive Commenting Academic Coaching Practice

Live Practice

Trainer models playing with Legos or blocks. Group leaders take turns thinking of academic descriptive comments to match the play.

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.



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Descriptive Commenting Persistence Coaching Practice

Live Practice: build on prior role play. Group leader plays with toys while participants add persistence coaching statements

Brainstorm Persistence Coaching

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



Wally Thinking

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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.




HAPPY

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




SAD FRUSTRATED




EXCITED

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SAD



FRUSTRATED



AFRAID

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**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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Modeling and Prompting

Therapist 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.*

Therapist 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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Social Coaching



Social Behaviors

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

Show Vignette 21 (Chapter 2 workshop tape 2) from Small Group Session: Carolyn and Girls



What examples of social coaching do you hear?
How does the puppet support the girl's social goals?
What examples of prompting and modeling do you see?



Classroom Workshop DVD 2
Jim: Clips 9-12 (Sharing, Problem Solving, Building)

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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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Awards to Children & Positive Notes Home to Parents

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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Feelings Award

to _____

For using the skill of _____

Student _____ Date _____

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Parent-to-Teacher Communication Form

To: _____

Comments: _____

From: _____ Date: _____

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Super Star Award

presented to _____

because _____

Student _____ Date _____

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Dinosaur School Notes to Parents

Dinosaur School Notes to Parents

**Iguanodon Unit:
Dina Teaches About Doing Your Best at School**

Hi!

In this unit of Dina Dinosaur's curriculum, the children are learning about how to behave in school. For young children who are inattentive, hyperactive, and impulsive, it can be especially difficult to pay attention and follow directions, and they need help understanding and practicing these behaviors.

WHAT CHILDREN ARE PRACTICING AND LEARNING:

- Listening to the teacher.
- Following teacher's directions.
- Raising a "quiet hand" to ask a question.
- Showing the teacher "five". This means to keep your eyes on the teacher, your ears open, your hands in your lap, your feet on the floor, and your mouth closed.

The children practice all these things with the puppets "Wally" and "Molly," and other puppet friends. We also watch video vignettes of children listening, waiting for a turn, and paying attention to the teacher. We play games that help the children listen, follow directions, and wait for turns.

HOW PARENTS CAN HELP:

- Praise your child every time you notice him/her listening and following your directions.
- Praise your child for following family rules (or you can reward with a sticker).
- Do the Iguanodon Detective Home Activities with your child. Sign off the activities as "done" and send it back with the sticker chart to the next session (your child will get a bonus point for doing homework).
- Ask if your child can "Show You Five."

READ: Chapters 1 & 2, "How to Play With Your Child" and "Positive Attention, Encouragement and Praise" in Incredible Years Book.

Sincerely,
Dina Dinosaur and her friends

Letter #2

Ideas for Parents When Doing Home Activities

Dina's Tips for Academic and Persistence Coaching

- "You are working so hard on that puzzle and thinking carefully where that piece goes."
- "You are so patient and just keep trying to solve that problem. I think you will find a great solution."
- "You figured that out all by yourself. You were really thinking well."
- "You are really concentrating and taking your time with that project."
- "I see you are carefully organizing everything before you start working. That is a good thinking strategy and good planning."
- "Wow, that is difficult. You are staying so calm and just keep persisting. I'm sure you can figure that out."

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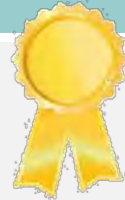


What is certification/accreditation and why should I do it?

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

- See the website for detailed steps
 - Lead at least two complete groups
 - At least 18 sessions
 - At least 4 children complete each full group
 - 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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Process Checklist

Introduction Part 4

Therapist/Child Small Group Therapy Process Checklist

Dina Dinosaur School

This checklist is designed for group leaders/therapists to complete together following a session, or for a group leader to complete for him/herself when reviewing DVD of a group session. By watching the video of a session, and looking for the following points, a leader can identify specific goals for progress.

Leader (name): _____ Date: _____
 Session Number: _____ Topic: _____
 Certified Trainer Evaluation (name): _____

ROOM SETUP	YES	NO	N/A
Did the Therapist/Group Leader:			
1. Set up the chairs (or carpet squares) in a semicircle that allowed everyone to see the TV? (name tags for first sessions)	_____	_____	_____
2. Sit on either side of the TV and flip chart?	_____	_____	_____
3. Have chips in visible and accessible spot? (sticker basket, prize box, chip cups with names)	_____	_____	_____
4. Have dinosaur schedule posted?	_____	_____	_____
5. Have healthy snack prepared?	_____	_____	_____
6. Have session materials ready? (home activities manual, cue cards, DVDs, prizes, puppets, stickers, rules poster, dina poster for coloring in total of chips earned each week, art supplies, markers and flip chart, TV & DVD Player, helper kit, give me five card)	_____	_____	_____
Circle Time			
REVIEW CHILDREN'S HOME ACTIVITIES & STARTING CIRCLE TIME DISCUSSIONS	YES	NO	N/A
Did the Therapist/Group Leader:			
7. Have puppets arrive and greet children in a predictable and enthusiastic manner (e.g. "One, two, three, Dina!" or a greeting song?)	_____	_____	_____
8. Begin the discussion with brief review of home activities and ask what skills children remembered to use during the week.	_____	_____	_____
9. Give every child the chance to share?	_____	_____	_____
10. Enthusiastically praise whatever effort children made this week?	_____	_____	_____

Stop-look-think-check

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Homework Assignment Session 2

Manual Review:

- Review Sessions Two and Three: Feelings (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* (Sessions 2 or 3). Use a puppet to introduce a concept from the unit (raising quiet hand, listening, concentrating). Find and use the corresponding cue card. Show 2-3 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® Small Group Dina Video Tele-Session Training

Session Three: Feelings Unit, Vignette Mediation, Special Challenges



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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
- Small Group Activities
- Special challenges
- Behavior plans
- Communicating with parents and teachers



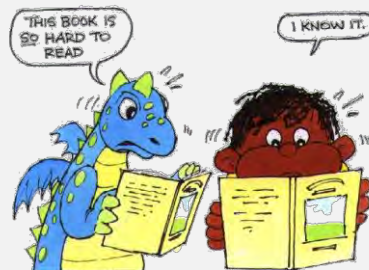
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Homework Check in

Key Learning From Reading and Manual Review


- What did you learn?
- What questions do you have?
- How was your circle time practice?



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Unit 3 Triceratops: Detecting and Understanding Feelings



- Feeling identification
- Tense/Relaxed Bodies
- Deep Breathing
- Happy Thoughts
- Visual Cues to Detect Feelings
- Auditory Cues to Detect Feelings
- Understanding feelings in Self
- Understanding feelings in Others—Empathy
- Sharing One's Feelings with Others
- Coping with Uncomfortable Feelings

Introduction Part 3


Triceratops Session Four
Detecting and Understanding Feelings

Part 1: Wally Teaches Clues to Detecting Feelings


1. Greetings, Coached Play and Homework Review
Briefly review homework (Iguanodon Unit Activities).
2. First Circle
Transition Song
Explain the large Dinosaur Chart—working for 250 chips to get party.
Review content from last week (ignoring and concentration).
3. New Learning—Detecting Feelings
Wally's First Secret—Breathe. Therapist noticed Wally on the playground. (See script) and wondered how he kept out of the fight. Wally shares his breathing secret. Practice.
Wally's Second Secret—Practice relaxing (second secret)—Tin man and Raggedy Wally. (Show relax and tense picture.)
Wally's Third Secret—Happy Thoughts. Wally shares his happy-thought secret (show happy picture). He asks children to share their happy thoughts—then they close their eyes and imagine their happy place.
Seeing Feelings Through our Eyes. Wally shows his pictures of faces and asks children to look for the clues as to what the feeling is, how they can tell, why Wally might have felt that way, or imagine what happened to Wally so he felt that way. Later Wally explains why he felt embarrassed or sad.
4. Wally's Detective Game—Hearing Feelings through Words
Close eyes and guess feeling from words. ("Brioccoli, yuk!")

BREAK AND SNACK. (Review job list and bathroom rules.)

5. Second Circle: Content and Guess the Feeling Game
Children make a face (no sounds) and the other children guess the feeling. (Wally gets hug and talks about feeling loved.)
6. Show Video Vignettes, DVD #1, Triceratops: Part 1, "Detecting and Understanding





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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 deeps breaths to change from tense to relaxed).

Relax



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Sample Lesson: Tense and Relaxed

Therapist: *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** (cue card) and tight. I know that I have to take 3-deep breaths to calm down. Do you want to try that with me?*

Therapist: *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** (cue card) 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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Unit 3: Feeling Vignettes



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



Notice and Discuss

- How do the therapists get the children ready to watch the vignettes?
- What questions do the therapists ask?
- How do the therapists keep all the children engaged?
- What behavioral practices are used?



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Mediating Vignettes

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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Feelings: Small Group Activities

- **Each 2-hour session will have at least 2 small group activities.** These provide hands-on practice of the content that is taught in circle time and also provide opportunities to coach children's social interactions

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



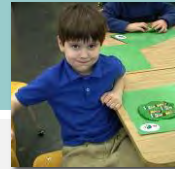
Notice and Discuss

- How are activities tailored to 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 Principles



Each 2-hour session will have at least 2 small group activities. 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 (may split groups into 2 activities)
- Each therapist works with ½ the children
- Children can talk with each other freely (looser rules than circle time)
- Therapists guide activity and use coaching and praise
- 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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Sample Small Group Feelings Activities for Unit 3



- Play feelings bingo game
- Make a hand puppet or feelings masks and act out feelings
- Start an 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 Groups in a Culturally Responsive Way

- If you don't represent the characteristics of the children in your group (race, ethnicity, nationality, gender or other factors), how can you create an environment that is responsive to your diverse group?
- 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 Group Leader



- 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
- When possible have leaders who represent the dominant culture of the group
- Select vignettes that represent diverse examples of children, teachers, and parents.



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Being a Culturally Responsive Group Leader

- 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
- Work with interpreters to help parents understand program content
- Adjust program delivery according to children's language and developmental level, learning styles, & goals



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Special Challenges

- Each child is given a special challenge. This is a behavioral goal that child will work on and therapist will notice and reinforce in a special way

Show Session 6 Vignette 3 from **Small Group Videos (special challenges)**

- What is the benefit of having special challenges?
- What behavioral goals would work well for special challenges?




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Special Challenges

- Pick a clearly defined challenge for each child
- More than one child can have the same challenge
- The puppet should also have a challenge
- Have each child practice the challenge behavior
- Therapist should provide opportunities throughout session for child to earn challenge
- When child is consistently earning challenge without prompting, a different challenge can be introduced
- Encourage children to support each other



Sharing



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Special Challenges Behaviors

- Raise a quiet hand
- Give compliments to peers
- Say “maybe next time” when you are not called on
- Say “yes” and help when a teacher or friends asks you for help
- Stay in your seat during circle time (3 mins at a time)
- Listen and follow directions
- Answer a question when a teacher asks
- Raise your hand to share an idea



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Behavior Plans

Therapists develop individual treatment plans for each child

- Teacher and parent input is solicited
- Therapists fill out behavior plan templates
- During group sessions, therapists implement plans
- Plans are tailored and adjusted
- At end of group, parents have copy of plan to take with them




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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?



1 What is my problem? ©2010 Incredible Years

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.




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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 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 Sessions Six-Eight: Problem Solving (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* (Sessions 4 or 5). 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® Small Group 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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Key Learning From Reading and Manual Review

- What did you learn?
- 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?



Helping

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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

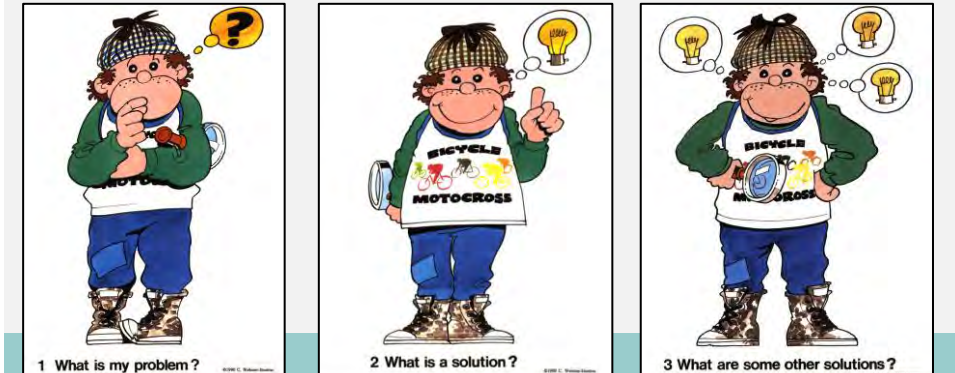


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The Incredible Years Unit 4 Stegosaurus Unit: Problem Solving 

Problem Solving Steps

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



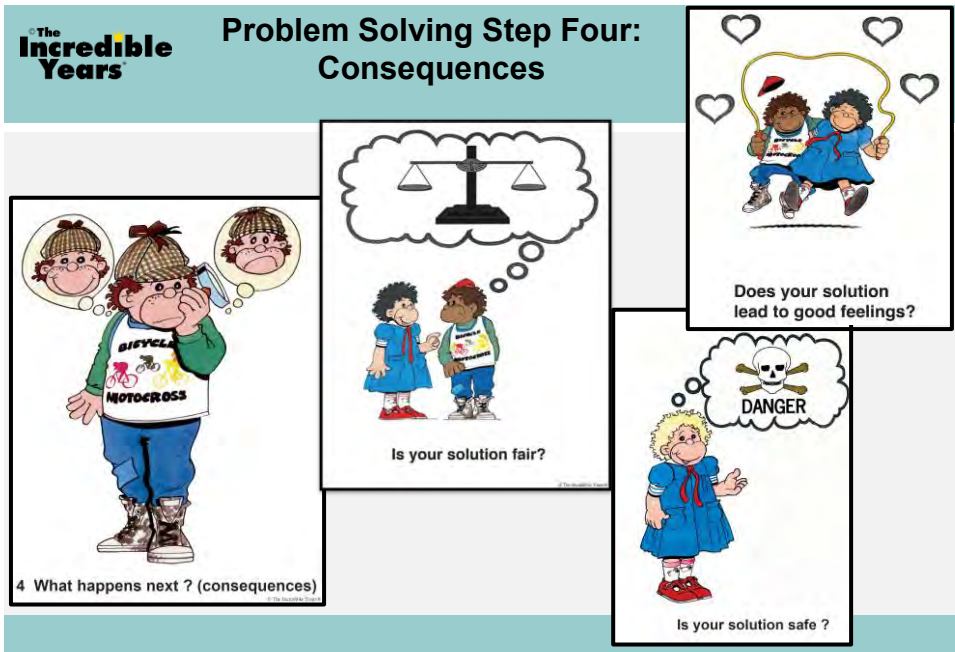
1 What is my problem?

2 What is a solution?

3 What are some other solutions?

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The Incredible Years Problem Solving Step Four: Consequences



4 What happens next ? (consequences)

Is your solution fair?

Does your solution lead to good feelings?



Is your solution safe ?

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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? ©2000 C. William Dadds


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Problem Solving Steps 5-7 (early school age)



5 What is the best solution? ©2000 C. William Dadds



6 Can I use the plan? ©2000 C. William Dadds




7 How did I do? ©2000 C. William Dadds

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Unit 4 Stegosaurus Unit: Problem Solving



3 What are some other solutions?

Show Classroom Dina Wally Fort Lesson Peter #17
(Classroom composite video 3, 34:17)


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?



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Unit 4 Stegosaurus Unit: Problem Solving




3 What are some other solutions?

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



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The Incredible Years Unit 4 Stegosaurus Unit: Teaching Solutions

The first lightbulb shows two children standing together, one with hands clasped. The second shows two children sitting on the floor with a stack of colorful blocks between them. The third shows two children on the ground and one on a swing set.

Please

Share

Wait

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

The first lightbulb shows a child at a desk with a speech bubble. The second shows two children, one holding a lollipop. The third 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

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Teaching Solutions and doing role plays:

Vignette 1: (Bunny wants Ball)



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

Role play each solution!



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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 has the ball and Ben wants a turn. 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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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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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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The Incredible Years


Unit 4 Stegosaurus Unit: Real Life Problems




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

Show Small Group Problem Solving Session:

- Vignette 4: Felicity's Problem (4 mins)
- Vignette 6: Defining the Problems and Solutions (3.5 mins)
- Vignettes 7: Role Play 1st Solution (3.5 mins)



How does the therapist link the problem to Felicity's feelings?
How are the problem-solving steps reviewed?
How do the cue cards help the learning?
How is the role play scaffolded?

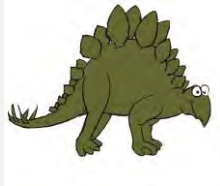


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Sample Small Group Problem Solving Activities for Stegosaurus Unit 4

- 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**



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The Incredible Years



Notes to Parents about their Children

Attention: _____
Parent's Name: _____
I'm very proud to announce that _____
Student's Name: _____
has made an **AWESOME IMPROVEMENT** because _____

Student: _____ Date: _____
© Incredible Years®

A Word from Wally

To: _____
Comments: _____
From: _____ Date: _____




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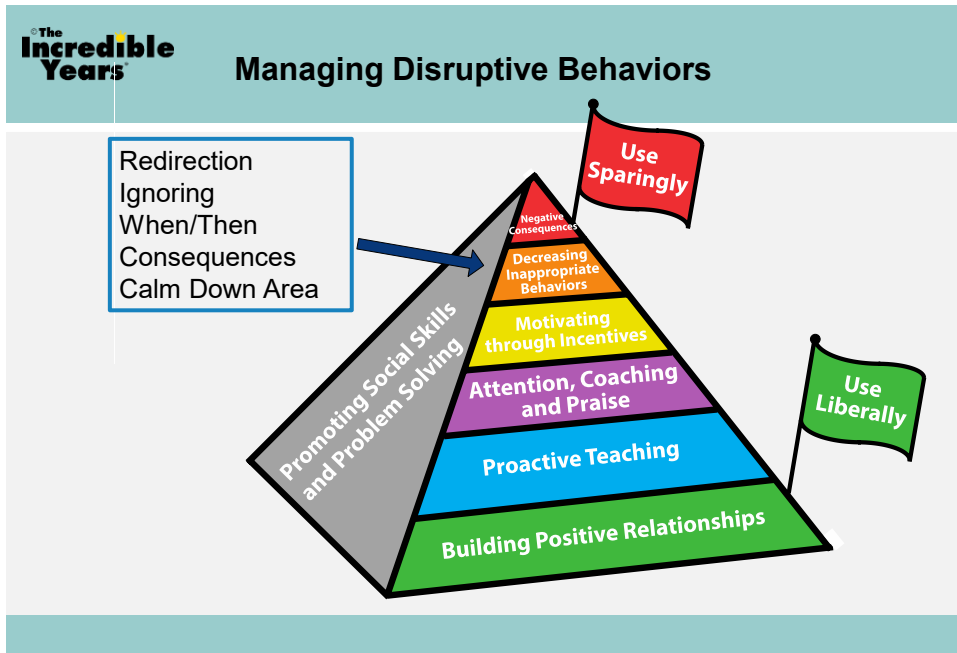
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Buzz: Promoting Children's Resilience & Coping

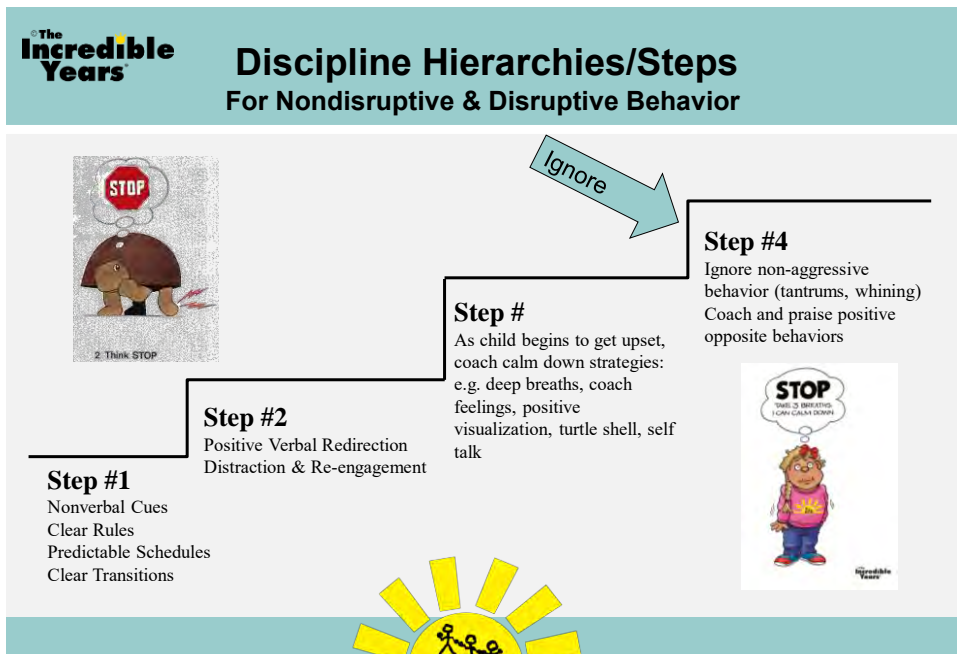
- What strategies has the Dinosaur School program used so far serve to promote children's resilience and coping when faced with difficult experiences?



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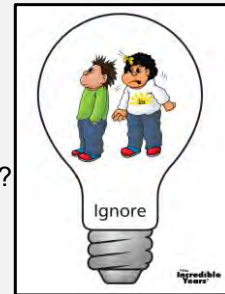
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Ignoring and Redirecting

Show Small Group Anger Management Session):
Vignette 20-21—Ignoring Jeremiah



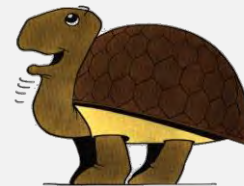
What are therapists ignoring?
What do therapists do in addition to ignoring?
What do therapists give attention do?
What kinds of redirection do you see?
How do therapists encourage self-regulation?
What lessons are children learning?
What behaviors would you ignore during Dinosaur School?



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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



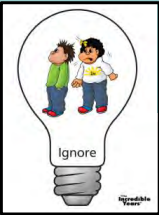
3 Take a slow breath

©2000-05, WJL

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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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Unit 5 Tyrannosaurus Rex Unit: Anger Management

Trainer Models Introducing Tiny Turtle Puppet to Group



- 1 OUCH!
- 2 Think STOP
- 3 Take a slow breath
I'LL TRY AGAIN!
- 4 Withdrawing into shell
- 5

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Show Small Group Dina Anger Management
Vignette 11 Practicing Anger Control (41:50)



Or Meeting Tiny Turtle: Tony's class

How do therapists set up the role play?
What behaviors are ignored during role play?
Why do the therapists re-run the role play?
How do the therapists try to reinforce positive
behavior during the second role play?




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- 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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Dinosaur School Homework

Problem Solving and Anger Management




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Stegosaurus Activity 15 continued:



Share

When to use this solution:



Wait and take turns

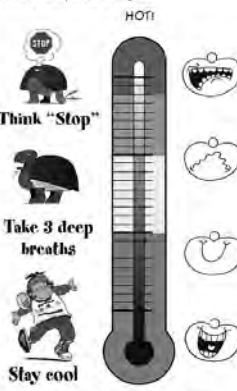
When to use this solution:

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Tyrannosaurus Rex Activity 7:

Write or tell an adult what the Calm Down Thermometer is about. Put an arrow to how you are feeling now.

HOT!



Think "Stop"


Take 3 deep breaths

Stay cool

Calm Down Thermometer

Child Name: _____

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Notes to Parents

COOL DUDE AWARD

Presented to _____

for _____

- being strong enough to control anger
- staying "cool" when faced with a problem
- finding problem-solving solutions
- helping and supporting another child
- teamwork with others

Signed: _____ Date: _____

© Incredible Years®

Self Control Award

to _____

For using the skill of _____

Signed: _____ Date: _____

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Homework Assignment Session 4

Manual Review:

- Review Sessions Six-Eleven: Problem Solving and 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*. (Sessions 6-8). 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® Small Group Dina Video Tele-Session Training

Session Five: Unit 6: How to Be Friendly, Unit 7 How to Talk to Friends and Using the 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

Key Learning From Reading and Manual Review

- What did you learn?
- 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?



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The Incredible Years Unit 5 Tyrannosaurus Rex Unit: Anger Management

Trainer Models Introducing Tiny Turtle Puppet to Group

1 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 Managing Disruptive Behaviors

Calm Down Area

Promoting Social Skills and Problem Solving

Negative Consequences

Use Sparingly

Decreasing Inappropriate Behaviors

Motivating through Incentives

Attention, Coaching and Praise

Use Liberally


Proactive Teaching

Building Positive Relationships

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The Incredible Years

Discipline Hierarchies Steps 5-8



Step # 5
Logical Consequences

- 2 minutes lost recess
- No computer time
- 2 minutes lost free time
- Activity removed for a few minutes
- Loss of privilege

Step # 6


- For aggressive or destructive behavior
- 3-5 minutes Calm Down
- Work Chore


Step # 7

- Review Behavior Plan
- Increase positive attention for positive behavior
- Use incentive to motivate positive behavior
- Check that no attention is given to negative behavior
- Conference with parent to coordinate home/school plan
- IEP referral

Steps # 8

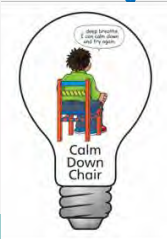
- Repeated opportunities for new learning trial
- Model coach and practice positive alternate behaviors
- Reconnect with child after discipline encounter
- Circle time lessons to teach positive opposite behaviors





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The Incredible Years



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


My student continues to dysregulate and becomes aggressive

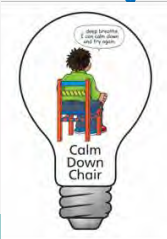
Teacher Self-talk

"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 nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during 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.





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Responding to Child Dysregulation and Teaching Self-Regulation

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Calm Down Area Explaining to Children

Show Vignette from Sample Small Group Videos:

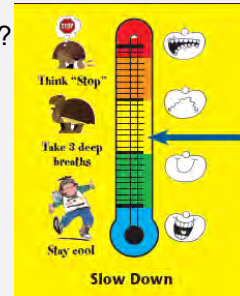
Vignette 13: Wally goes to Calm Down Area

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?



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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

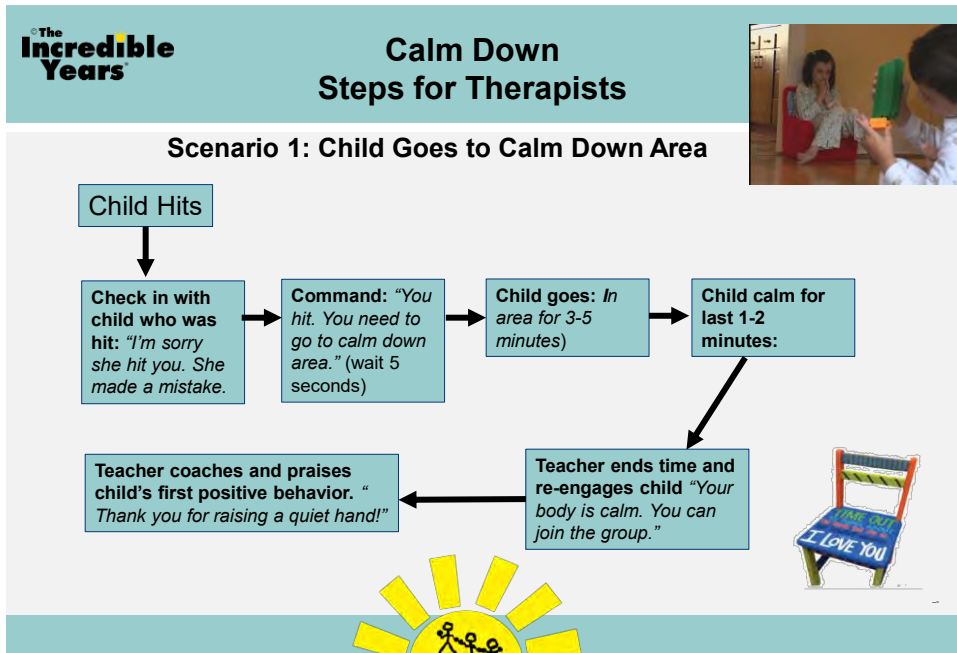


Telling and listening

After Calm Down Time

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

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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.

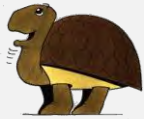


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Calm Down Practice Sequence

- **Child hits**
- **Group leader:** 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.'"*
- **Group leader:** *"You hit, you need to go to the Calm Down Area."*
- **Group leader:** Pause and give time for child to respond
- **Child goes:** 3-5 minutes, last minute calm
- **Group leader:** *"Your body is calm. You can come back to the group."*
- **Group Leader:** Praise first positive behavior: *"Thank you for raising your quiet hand!"*



3 Take a slow breath

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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

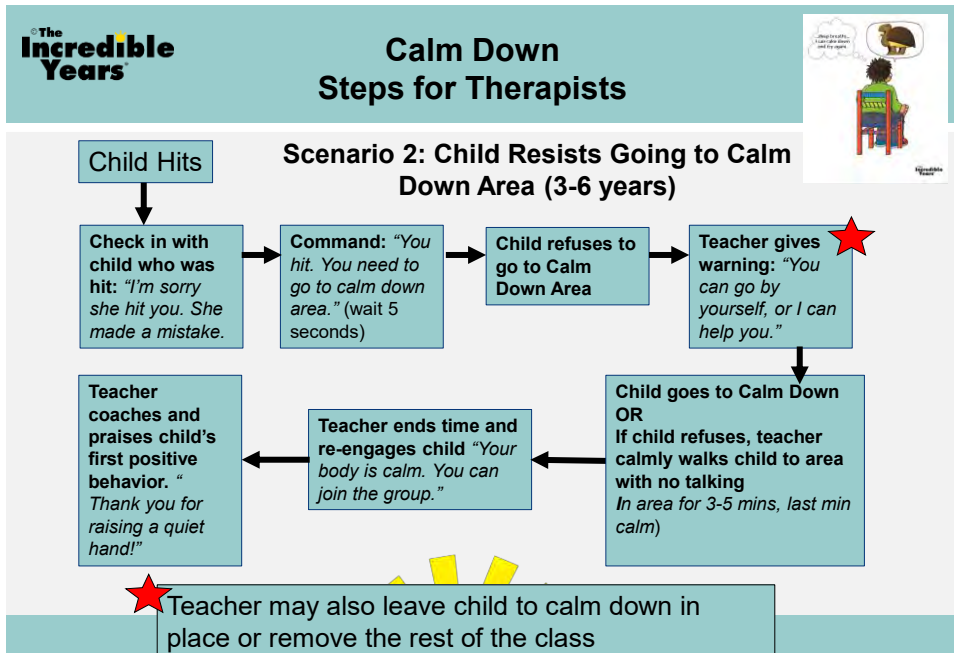
After Calm Down Time

- 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



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Calm Down Area Dealing with Resistance

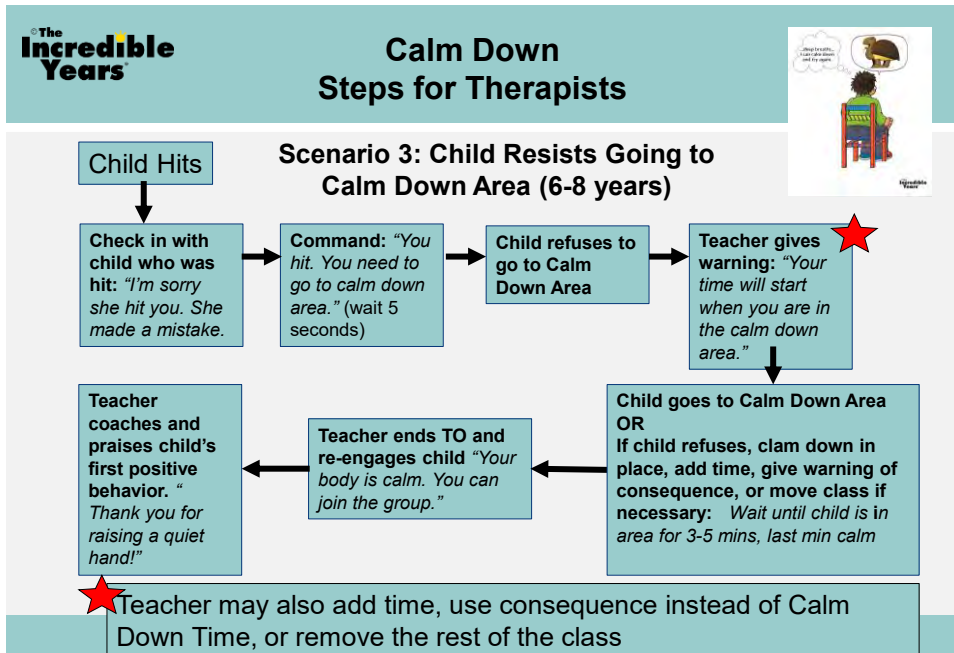


Younger Child Resists

- If appropriate, leave child where they are to calm down (ignore and walk away)
- Offer choice: "you can walk by yourself or I'll help you"
- Give time for child to process that choice
- If child refuses to go, take child by hand and walk them to calm down area
- If child leaves chair, ignore unless child is disruptive
- If child is disruptive, 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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Calm Down Dealing with Resistance

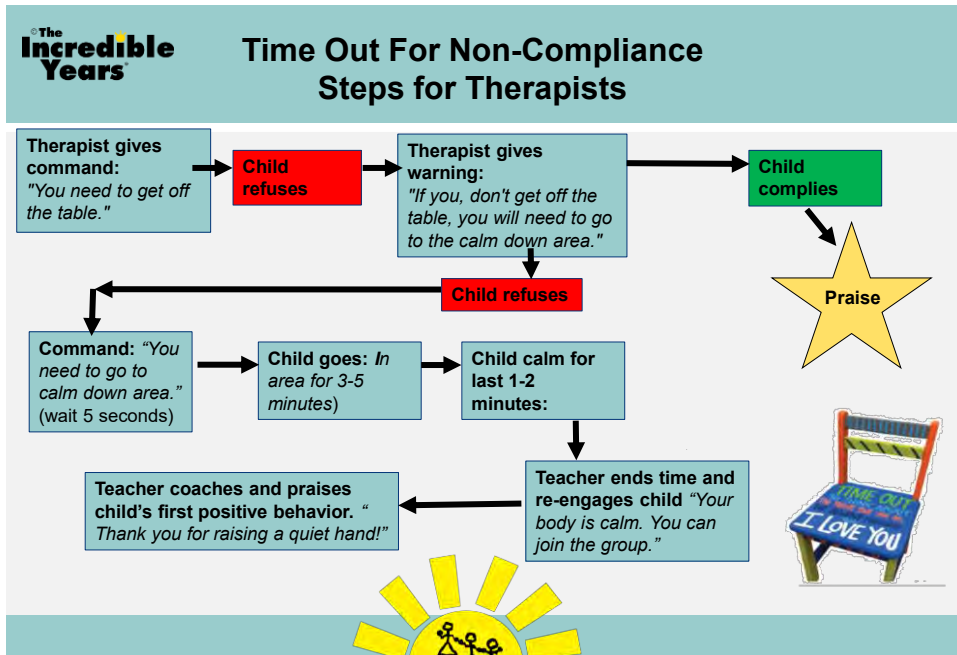


Options When Older Child Resists Calm Down Area

- 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, therapists need to look at whole plan with goal of preventing behavior escalation

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The Incredible Years **Calm Down Area Examples**


[Show Small Group Training Composite DVD #3](#)
Vignette 13 Anger Session (Chapter 27, Emani hits)
Vignette 15 Anger Session (Chapter 28, Jeremiah hits)

- How is the initial Calm Down command given?
- How do the leaders work together?
- What strategies does the leader try when each child won't go to area?
- How are Emani and Jeremiah different in their responses?
- What do you notice about Jeremiah's behavior once the therapist starts to really ignore him?
- What happens at the end of Calm Down Time?
- What do children learn from this experience?

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Unit 6 Allosaurus Unit: How to Be Friendly

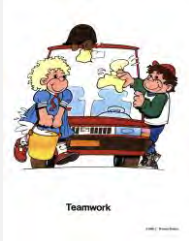


Friendship Behaviors


- 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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Unit 6 Allosaurus Unit: How to Be Friendly



Show Small Group Training Allosaurus Session

- Vignette 2: Compliments (3:16)
- Vignette 5: Circle time—helping puppet story, vignette (12:13)
- Vignette 6: Circle time—helping practice (16:45)




Apologizing

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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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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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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




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Notes to Parents



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



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

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Team Challenge

Show Small Group Training Brachiosaurs Session Vignette 2: Team Marble Challenge (4:26)



- How would you decide that children were ready to switch from an individual incentive system to a team incentive system?
- What is the value of a team incentive?
- How could you combine individual and team incentives?



Teamwork

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Team Challenge

- Facilitates the idea of children working together
- Set up system so that children can all contribute but no one can sabotage the system
- It may be necessary to keep the individual challenges and add a teamwork challenge
- Some groups can transition completely from individual challenges to a teamwork challenge

Examples

- Each compliment earns a spot to put on Dina's picture. 10 spots equals 5 minutes play time
- Puff balls in a jar for helping. Fill the jar to the line and earn an extra prize
- Friendly behaviors earn one of Dina's Friendly Feet. 15 feet equals a special snack.



Family teamwork

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Show Small Group Training Brachiosaurs Session

Vignette 1: Feelings about group ending (1:08)

Vignette 2: Teaching Baby Dina (6:19)



How do the therapists help the children process feelings about the end of group?

Why is it helpful to have the therapists teach baby Dina what they have learned?

How could you involve parents in this last session?



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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:

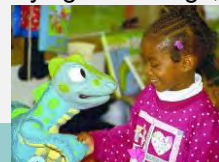
-Can you show Baby Dina what to do if you are tense and you need to relax?

-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 group logistics (venue, snacks, materials, activities)
Recruit	Recruit children for group
Start	Start your group!

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On-going



- Video your groups
- Do on-going peer review with co-leader (review your group sessions 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 full video for review half-way through your first session (start accreditation process early!)
- Have fun!