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**Invest in Kids--The Incredible Years**  
**TEACHER CHILD GROUP PROCESS CHECKLIST**  
 DINA DINOSAUR SCHOOL IN THE CLASSROOM

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Today's Date

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Observer Name: \_\_\_\_\_

Site \_\_\_\_\_

This checklist is designed to compliment the lesson plans for the specific sessions, which list the key content that should be presented, practiced and promoted. Please complete a minimum of once a month for each TIY classroom.

**SET UP--Did the Teachers:**

1. Have children sit in a semicircle that allows everyone to see the TV and each other?  Yes  No  N/A
2. Sit in the circle so children can see them without having to turn around?  Yes  No  N/A
3. Have materials ready (handouts, cue cards, videos cued up, activities, etc. prepared?)  Yes  No  N/A
4. Convey enthusiasm about the lesson?  Yes  No  N/A

**STARTING THE CIRCLE TIME DISCUSSIONS--Did the Teachers:**

5. Have puppets arrive and greet children in a predictable manner (1,2,3, Dina or song).  Yes  No  N/A
6. Begin the lesson with an issue related to the day's topic.  Yes  No  N/A
7. Establish individual or group goals/personal challenges.  Yes  No  N/A
8. Review learning from prior session by asking children for times during the week when they were able to practice what they learned in Dina School.  Yes  No  N/A

**WHEN PRESENTING THE NEW LEARNING --Did the Teachers:**

9. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (what are some rules for the class?)  Yes  No  N/A
10. Did teachers work to engage less verbal students in discussion?  Yes  No  N/A
11. Paraphrase and highlight the points made by the children?  Yes  No  N/A
12. Use the puppets to introduce new topics and review prior learning.  Yes  No  N/A
13. Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.  Yes  No  N/A
14. Attend to group process through selective use of ignore when appropriate.  Yes  No  N/A



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- 15. Use picture cards as prompts to reinforce new behaviors being taught. \_\_ Yes    \_\_ No    \_\_ N/A
- 16. Use a style that is playful, engaging, fun, and paced at children's level of attention. \_\_ Yes    \_\_ No    \_\_ N/A
- 17. Present clearly and model new behavior with puppets and role plays. \_\_ Yes    \_\_ No    \_\_ N/A
- 18. Actively involve children by letting them hold cue cards, pause tape, use smaller puppets, etc. \_\_ Yes    \_\_ No    \_\_ N/A
- 19. Provide legitimate opportunities for active children to move and stretch (group stretch break or wiggle space for a particular child or music activity.) \_\_ Yes    \_\_ No    \_\_ N/A
- 20. Respond to group or individual developmental needs (change pace if children are restless and modify activities and questions depending on a particular child's skill.) \_\_ Yes    \_\_ No    \_\_ N/A
- 21. Work to address communication issues created by language barriers. \_\_ Yes    \_\_ No    \_\_ N/A
- 22. Adapt content to be sensitive to children's culture or to special issues relevant for the particular class of students. \_\_ Yes    \_\_ No    \_\_ N/A
- 23. Incorporate translator in planning when possible. \_\_ Yes    \_\_ No    \_\_ N/A
- 24. Adjust length of circle time to reflect children's attention span and level of engagement. \_\_ Yes    \_\_ No    \_\_ N/A

**WHEN SHOWING THE VIGNETTES--Did the Teachers:**

- 25. Focus children's attention before showing vignette. Give them a specific behavior or emotion to watch for. \_\_ Yes    \_\_ No    \_\_ N/A
- 26. Pause longer vignettes mid-way to ask questions about segments of the vignette rather than waiting until the end of the vignette. \_\_ Yes    \_\_ No    \_\_ N/A
- 27. Begin by asking children about what they thought was happening in the vignette? (Some example questions the leader can ask are included in the 1st manual after each vignette.) \_\_ Yes    \_\_ No    \_\_ N/A
- 28. Acknowledge and praise children's responses to a vignette. \_\_ Yes    \_\_ No    \_\_ N/A
- 29. When appropriate, praise or nonverbally acknowledge children who were focused on the vignette. \_\_ Yes    \_\_ No    \_\_ N/A
- 30. Take time to acknowledge disappointment at not being called upon. Provide children with coping strategies (self-pat on the back, expression of "oh man"). \_\_ Yes    \_\_ No    \_\_ N/A



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- 31. Paraphrase and highlight the points made by children. \_\_ Yes    \_\_ No    \_\_ N/A
- 32. Move on to the next vignettes after key points have been discussed, pace material to maintain children's interest. \_\_ Yes    \_\_ No    \_\_ N/A
- 33. Allow for discussion following each vignette? (If vignettes are played one after another, children may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have towards the vignettes. If children are distracted, a vignette may need to be replayed.) \_\_ Yes    \_\_ No    \_\_ N/A
- 34. Make sure that children are attending when vignette is shown. \_\_ Yes    \_\_ No    \_\_ N/A
- 35. Use video scene to prompt a role play. \_\_ Yes    \_\_ No    \_\_ N/A
- 36. Have children practice the actual behaviors being taught through the puppet plays, role plays, live role plays and peer-coached play. \_\_ Yes    \_\_ No    \_\_ N/A
- 37. Demonstrate and explain small group activity before leaving large group circle discussion. \_\_ Yes    \_\_ No    \_\_ N/A

**SMALL GROUP ACTIVITIES--Did the leaders:**

- 38. Plan small group activity to reinforce new content learned (cooperative art activity, feeling game, blocks, play dough, art activity, bingo pass the hat, visualization). \_\_ Yes    \_\_ No    \_\_ N/A
- 39. Small group activity materials were prepared and set out on tables ahead of time to minimize children's waiting time. \_\_ Yes    \_\_ No    \_\_ N/A
- 40. Participate in small group activity using descriptive commenting and coaching, prompting children to use new skills and praising newly taught skills when they occur. \_\_ Yes    \_\_ No    \_\_ N/A
- 41. Use labeled praise for prosocial behaviors. \_\_ Yes    \_\_ No    \_\_ N/A
- 42. Use "dialogic reading" or interactive reading style. \_\_ Yes    \_\_ No    \_\_ N/A
- 43. Promote reading skills by associating printed word with language. \_\_ Yes    \_\_ No    \_\_ N/A
- 44. Promote writing skills by taking dictations, writing words to be copied, reinforcing children's beginning attempts to write. \_\_ Yes    \_\_ No    \_\_ N/A
- 45. Making adaptations in small group activities in order to be developmentally appropriate for all children. \_\_ Yes    \_\_ No    \_\_ N/A



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### PROMOTING SKILLS

#### Did the leaders (throughout the day/observation period):

- 46. Use feeling language. \_\_ Yes    \_\_ No    \_\_ N/A
- 47. Use proximal praise & labeled praise. \_\_ Yes    \_\_ No    \_\_ N/A
- 48. Ignore misbehavior. \_\_ Yes    \_\_ No    \_\_ N/A
- 49. Use Time Out for aggressive behavior. \_\_ Yes    \_\_ No    \_\_ N/A
- 50. Use redirects & warnings. \_\_ Yes    \_\_ No    \_\_ N/A
- 51. Praise individual children who are following rules, participating well, and engaging in positive behaviors. \_\_ Yes    \_\_ No    \_\_ N/A
- 52. Use team incentive approach. \_\_ Yes    \_\_ No    \_\_ N/A
- 53. Issue personal challenges, team rewards, mystery challenges. \_\_ Yes    \_\_ No    \_\_ N/A
- 54. Use nonverbal praise. \_\_ Yes    \_\_ No    \_\_ N/A
- 55. If discipline was necessary, it was used appropriately. \_\_ Yes    \_\_ No    \_\_ N/A
- 56. Are playful with children. \_\_ Yes    \_\_ No    \_\_ N/A
- 57. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc. \_\_ Yes    \_\_ No    \_\_ N/A
- 58. Prepare for transitions effectively. \_\_ Yes    \_\_ No    \_\_ N/A

#### REVIEW HOMEWORK ACTIVITIES & WRAP UP--Did leaders:

- 59. Review Detective Home Workbooks with the children. \_\_ Yes    \_\_ No    \_\_ N/A
- 60. Individually give children a chance to share his/her homework. \_\_ Yes    \_\_ No    \_\_ N/A
- 61. Enthusiastically praise whatever effort children made this week? \_\_ Yes    \_\_ No    \_\_ N/A
- 62. Assist children who didn't complete the home workbooks to complete them. \_\_ Yes    \_\_ No    \_\_ N/A
- 63. Have puppets say goodbye (not every session). \_\_ Yes    \_\_ No    \_\_ N/A



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CHILDREN'S RESPONSES:

- 64. Children appeared engaged and on-task during large group circle time.  Yes  No  N/A
- 65. Children were enjoying themselves during small group activities.  Yes  No  N/A
- 66. Children were involved in asking questions, role plays and suggesting ideas.  Yes  No  N/A
- 67. Waiting time for children was minimized.  Yes  No  N/A

TEACHER COLLABORATION:

- 68. Did the two teachers have clear, complimentary roles in each of the different activities (take turns leading content and focusing on process).  Yes  No  N/A
- 69. Did teachers work well as a team reinforcing each other, while attending to different roles with students.  Yes  No  N/A
- 70. Are teachers implementing behavior plans for children targeted with special needs.  Yes  No  N/A
- 71. If there is an assistant teacher, is s/he involved in planning and in implementing the curriculum.  Yes  No  N/A

COMMENTS: