

**Overview of Therapist Small Group Child Training  
Protocol (Dinosaur School)  
2-day (11-14-09)**

**Preparation Before Each Training**

**Checklist**

- Therapists should have the book, *How to Promote Social and Emotional Competence* (one per therapist)
- Arrange room set up—chairs in semi circle (no tables), VCR-TV, with bags for tokens, therapist, agenda, flip chart
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register  
\*\*\* (very important) **Check in each day!**
- Clock hours forms for therapists/credit hours
- Name tags
- Handouts prepared and first session placed in binders
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

**Need:** Hand puppets

Laminated cards – solution cards, tense and relax cards, pictures for classroom rules, feeling cards (happy, excited, angry), large laminated Wally card from Wally books, Wally problem-solving cards in detective box. Large thermometer with arrow

Wally books –large size ones for circle time and smaller ones for individual use

Materials for Small Group Activities (toys) (books with no words)

Wally and Dina

Books (yellow)

Homework Book

Toys, blocks, Leggos

Chocolate/candies – small prizes (magnets, stickers)

Sample Activities: bingo, spinning wheel, mazes, etc.

Sample schedule for posting on wall

Dina's Greatest Hits CD

**Tapes Needed:**

**Teacher Management DVDs (optional),**

**Preview DVD**

**CHILD DVD FEELINGS**

**Small Group Dina Workshop Tapes (Day #1 #2)**

**Handouts**

Check web site for updates

Day #1: rules cue cards, show me five card, concentration card, feelings cards, anger thermometer, feeling wheel

Day #2: problem solving and anger cards; stickers, string, duct tape for fort



TRAINING SITE: \_\_\_\_\_

DATE: \_\_\_\_\_

TRAINER NAME: \_\_\_\_\_

TIME: \_\_\_\_\_

CONTACT PERSON AT SITE: \_\_\_\_\_

**Workshop Day #1**  
**Introduction to Dinosaur Program**  
**Starting First Sessions, Rules, Incentives, Time-Out, Behavior Plans, and Feelings**

**I. Welcome and Introductions and Rules**

\_\_\_\_\_ Greet each therapist and introduce participants. Ask about their goals for workshop. Explain the training process—why we do role plays, and practice being in child role. **Introduce Dina** (who lives in box), and greet therapists. Ask for some personal information about them, such as their favorite pet or dinosaur, etc. (This models session #1 of Dina curriculum.) Dina asks about **rules** for the day. Model Lesson #2) (Rules Session)

\_\_\_\_\_ Explain that participants must attend and participate in the entire 2 days of training to receive their certificate of attendance.

**II. Overview of Dinosaur School—“Dina Tour”**

\_\_\_\_\_ **PREVIEW DVD (show first half). Discuss how program fits in with parent and teacher programs.**

\_\_\_\_\_ Family and child risk factors

\_\_\_\_\_ Rational for program

\_\_\_\_\_ Research

\_\_\_\_\_ Content and sequence of modules

\_\_\_\_\_ Overview Content and Objectives Section in Handouts

\_\_\_\_\_ Overview Usual Agenda for 2-hour session

10 min:	Coached Play while children arrive and one therapist reviews homework individually and puts in Dina box (10 min)
20-25 min:	First circle time. Spend 5 min on group recognition of homework & introduce new topic. Includes songs, videos, puppet practice, dancing.
5-10 min:	Small group activity for children with ADHD
10-15 min:	Bathroom break and snack
20-25 min:	2 <sup>nd</sup> circle time. New material as above.
20 min:	Small group activity ( 3 children per table)
15 min:	Coached play and counting dinosaur chips
10 min:	Compliment circle time; story time to calm down

Home work review and check-in, new learning, break, practice activities, compliment time, parent check-in (refer to handouts)

### III. Model Session #1

\_\_\_\_\_ **Introductions, Brainstorm Rules, Talk about Dinosaur Chips**

\_\_\_\_\_ **Show Workshop #1 Videotape Session #1 Treatment Dina** - Vignettes 1 to 8, + 12  
(As you review this tape, talk about room set up, chips, songs, rules, jobs, roles of 2 leaders, puppets etc.) Do mini role plays re. Teach songs, chips etc

- \_\_\_\_\_ Chpt 1 Opening
- \_\_\_\_\_ Chpt 2
- \_\_\_\_\_ Chpt 3 Transitions
- \_\_\_\_\_ Chpt 4 Song
- \_\_\_\_\_ Chpt 5 Animal Game (3)
- \_\_\_\_\_ Chpt 6 Chips (4)
- \_\_\_\_\_ Chpt 7 Group Incentive (5)
- \_\_\_\_\_ Chpt 8 Rules Poster (6)
- \_\_\_\_\_ Chpt 9 Movement Song (7)
- \_\_\_\_\_ Chpt 10 Jobs/Schedule (8)
- \_\_\_\_\_ Chpt 11 Dina (12)

***Key Concepts:***

- **hard wax analogy**
- **dispel the notion that praise and tangibles are bad for children—explain why such programs are important for behavior-problem children in particular**
- **explain pitfalls of negative messages and negative notes to parents**
- **importance of positive messages going home to parents**
- **how to set up incentive programs for some children and not everyone in the classroom**
- **discuss different incentive systems (e.g., color card system)**
- **discuss ideas for incentives for children**

#### **Note Process Issues**

\_\_\_\_\_ *Discuss how Dinosaur School teachers use all of the child management strategies taught in the parent program—rate of praise very high!*

\_\_\_\_\_ *Discuss and model role of the process teacher.*

*Have various participants role play being the process teacher when you are role playing the content teacher throughout the training.*

\_\_\_\_\_ *Emphasize that both teachers reinforce children's behavior, not only in the large group, but throughout the small group activities, break and snack times, etc.*

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

\_\_\_\_\_ Small groups of trainees practice with puppets introducing themselves to each other. Two people are therapist (with puppet) and co-therapist. Practice with puppets, using incentives and talking about rules. *Ask how many emotions can make puppet show? Practice how to react if another child grabs puppet or says something inappropriate?*

#### **V. Ignoring –**

\_\_\_\_\_ Model how to teach children to ignore using Wally

#### **Workshop Tape #1**

\_\_\_\_\_ Chpt 11- Feelings Session Vignette 9 (ignoring Emani)\* (process mediating feeling vignette)

\_\_\_\_\_ Chpt 12, 13, 14, 15 - Anger Session Vignettes 20, 21a, 21b, 21c (ignoring Jeremiah who is upset about not getting the prize he wanted)\*

\_\_\_\_\_ Chpt 16 - Final Session Vignette 5 (ignoring Emani with a redirect to other children)

\_\_\_\_\_ Chpt 17 - Friendship Session Vignette 11 (ignoring Jeremiah and explaining to other children)

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

#### ***Key Concepts:***

- **ignoring**
- **teaching children how to ignore other children's misbehavior**
- **teach Time-Out (as needed)—review steps, model TO, go from simple to complex, TO and brainstorm issues**
- **parent Collaboration**

\_\_\_\_\_ Do ignoring role play in big group. 1) Ask a participant to be a noncompliant child who engages in backtalk (but no hitting). Coach a participant to be the therapist who responds to each misbehavior with threats, explanations, consequences, and attention. 2) Replay the role play having the therapist ignore and use proximal praise. Discuss the contrast from the therapist's and the child's points of view.

## VI. Time-Out to Calm Down

- \_\_\_\_\_ Model Lesson where teacher explains Time Out and what happens if make a mistake. Wally goes to Time Out.
- \_\_\_\_\_ Chpt 20, 21, 22 - Show Workshop Tape #1 -Dina Session 1 Vignettes 13,14,15 therapists teach Time-Out to Children Small Group
  - \_\_\_\_\_ Wally goes to Time Out (behaves appropriately)
  - \_\_\_\_\_ Children practice going to Time Out Vig 14)
  - \_\_\_\_\_ Time Out framed as way to calm down when a mistake is made (Vig 15)
- \_\_\_\_\_ **Teach principles of Time-Out and Role Play Steps** (Use handouts of scenarios for each age group.)
- \_\_\_\_\_ Do several Time-Out role plays. Begin with simplest role play and then proceed to more complex role plays. Carefully structure each role play to control the amount of misbehavior that occurs.
- \_\_\_\_\_ Chpt 23, 24 Show Workshop Tape #1 – Friendship Session Vignettes 15,16 (2 boys go to Time Out)
- \_\_\_\_\_ Chpt 25, 26 Show Workshop Tape #1 –Friendship Session Vignettes 6 & 7 ( more difficult Time Out- Emani)
- \_\_\_\_\_ Chpt 27 Show Workshop Tape #1 – Anger Session Vignette 13 (Emani hits, needs one warning before he goes to Time Out)
- \_\_\_\_\_ Chpt 28 Show Workshop tape # 1- Anger Session Vignette 15 (Jeremiah refuses to go to Time Out despite warning and has time added on)

## VII. Doing Your Best in School (Rules cards)

- \_\_\_\_\_ Model “Show Me Five.” (model rules session if not done at beginning of workshop) Could have poster with rules – quiet hand up, inside voice, walking feet, sitting tall, listen, eyes on teacher

### Session on “Concentration” (need stop, wait, check cue card)

- \_\_\_\_\_ (optional) **Live Role Play to Model** introducing topic with puppet (could demonstrate showing vignette itself or going to chapter 29 where Jamila does this with children) Modeling includes how to define word concentration and use of cue card and introduction of vignette.  
Show vignette from child program in role play and pause to mediate and ask why he is checking.  
*For modeling use vignettes from Child Dina Training DVD ( & use cue cards for concentrating)*
  - \_\_\_\_\_ Vig: 19 Narration with Dina and Carolyn, then vig. of girl concentrating
  - \_\_\_\_\_ \*Vig: 20 Dina narration and then vig. of Webster checking his counting

\_\_\_ Vig: 28 Two girls working at table, one concentrating, one distracted

## **OR SHOW VIDEO OF GROUP**

\_\_\_ Chpt 29, 30, 31, 32 **Show Workshop Tape #1 Concentration Doing your best in School session**

Vignette 3: Jamila and Luis talk about word concentration and what the word means.

Vignette 4: Luis shows cue card and explains what it means- stop, think, check and introduce vignette.

Vignette 5: “ready set action” watch Webster checking. Pause vignette for questions.

Vignette 6: Concentration practice/ Wally jumps up to do it without checking and is impulsive. Kids practice concentrating. Jamila asks them to write their names and Wally tried to distract them),

## **VIII. Feelings Unit (need sad cue cards, magnifying glass)**

\_\_\_ Live demonstration of Tense/Relax lesson as intro to feelings unit (use cards)

\_\_\_ Show DVD Chapt 6—Feelings lesson –(child skipping video) Emani is first one to have magnifying glass and all children put on their detective hats some with buttons, Velcro, or ribbon to close it. Then they have trouble getting ready for the vignette. Show Wally talking about feelings can’t touch or see –but inside us & how to tell others of feelings. He defines what a detective is. First vignettes is child skipping. Emani thinks girl is sad. Jamila brings out cue card of sad feeling. Another talks about feeling good if ignored. Dorian thinks she is sad too. Jamila asks them for a time they felt sad. .... Wally shares his feelings about jumping.

\_\_\_ **DVD Chapt 7**—Feelings lesson (mad, sad video) (chapter 7) They go on to view next vignette Webster looking mad. Dorian looks. Jamila asks what made him feel sad? Adrianna thinks he is mad and sad at the same time. Jamila asks for to show their sad faces, mad faces, and happy places. Jeremiah said tense.

\_\_\_ DVD Chapt 8—Feelings Lesson (excited video, mirrors) Nahome has a turn. Every one gets a mirror to practice. Jamila puts up a picture and they make face in mirror.

## **AND/OR Model or practice in small groups (see below)**

\_\_\_ *For live modeling or practice use vignettes from Child Dina Training DVD*  
Use feelings vignettes to demonstrate how to introduce, pause, and mediate vignettes. Break out into 4 groups with leader and co-leader to practice leading these vignettes.

\_\_\_ Vig: 1 Skipping

\_\_\_ Vig: 4 Chrysalis

\_\_\_ Vig: 7 Lonely, Sad

**IX. Small Group Practice Break Out Practice (see handouts)**

- \_\_\_\_\_ Break up into 4 groups:  
Group 1: using video of feeling vignettes practice pausing and asking questions or feeling wheel activity  
Group 2: Concentration lesson/use cue card and practice introducing and practicing  
Group 3: Rules lesson/ show me five  
Group 4: Time out Lesson with thermometer/ practice explaining it

**OPTIONAL 1<sup>st</sup> day or 2<sup>nd</sup> day (Workshop Tape #2)**

- \_\_\_\_\_ Small Group Activity Rules Session Vig 18, 19 Detective Interviews  
\_\_\_\_\_ Explaining Homework to Children Rules Session Vig 21 & Explaining Homework to Parents Rules Session Vig 25  
\_\_\_\_\_ Explaining sticker charts to parents Rules Session Vig 26  
\_\_\_\_\_ Reviewing Homework with Children (circle time opening) Feelings Sess Vig 3

**Feedback to Parents**

- \_\_\_\_\_ Giving feedback to mother (Feelings session Vig 17)

\* Note use songs throughout day and teach them.

## Workshop Day #2

### Topic: Therapist Coaching, Praise, Behavior Plans, Problem Solving, and Friendship Sessions

#### I. Introduction and Debriefing

#### II. Therapist Coaching, Child-Directed Play

\_\_\_\_\_ **Brainstorm ideas for “descriptive, academic and persistence coaching” and put in categories**

- academic coaching (size, color, shape)
- persistence coaching (concentrate, try again)

\_\_\_\_\_ **Two Large Group Role Plays:** Have 2 participants be “children” playing. Trainer asks a teacher to do everything wrong—ask questions, give corrections, teach and commands, etc. Trainer prompts the “children” to be friendly in their play. Next, trainer asks the teacher to model doing **academic and persistence coaching**.

\_\_\_\_\_ **Brainstorm ideas for emotion coaching (happy, frustrated etc).**

\_\_\_\_\_ **Large Group Role Play:** This time with 2 participants as students, teacher demonstrates how to do emotion coaching. Emphases is on positive emotion language or combining negative emotion language with coping statement or persistence coaching.

\_\_\_\_\_ **Brainstorm ideas for social coaching (sharing, helping, waiting, take turns, compliments etc).**

\_\_\_\_\_ **Large Group Role Play:** This time with 2 participants as students, teacher demonstrates how to do social coaching.

\_\_\_\_\_ **Small Group Practice:**

Break up teachers into small groups of 5-6 and practice coaching, friendship skills, and descriptive commenting—2 teachers role playing the children, one person being the teacher, and 1-2 being observers. Then switch roles. **Note: Use the coaching handouts for this!**

**(start with one on one coaching, then coaching 2 more social children, then coaching children in level one play/parallel play with limited language)**

\_\_\_\_\_ Optional: After small group practice, the trainer may have the large group discuss ways that therapists can use coaching to redirect minor misbehavior. This can be followed by a role play where the trainer asks one of the participants to be a child who grabs toys, initiates mild teasing, and plays aggressively with toys.

Another participant is instructed to be more compliant during the play. Trainer helps guide a therapist to use descriptive commenting to focus on the child who is playing well, and only to comment on the misbehaving child when that child has begun to play appropriately.

**Show Videotape Examples of coaching small group activities**

\_\_\_\_\_ Chapt 2 Show Workshop Tape #2 Vignette 21 (Carolyn coaching girls)

\_\_\_\_\_ Chapt 3 Vignette 22 (Jamila coaching boys with floor puzzle)

\_\_\_\_\_ Chapt 4 OPTIONAL: Workshop Tape #2 Vignette 16 (Humpty) and  
Chapt 5 Vignette 17 (Pass the Hat)

**III. Behavior Plans (walk through example)**

\_\_\_\_\_ Do a group plan with a case: Every child should have an individual behavior plan that guides the focus of what the therapist does in the sessions. “Child is aggressive, blurts out answers in group with irrelevant comments, falls off chair, finds things boring.” **Demonstrate** in large group functional assessment and then negative behaviors, replacement behaviors, praise, incentives, proactive strategies, and discipline plan.

**IV. Break Out Group to Do Behavior Plan**

\_\_\_\_\_ Break group into four groups who work on different tasks for this case:  
A Group: Develops a plan for working with parents; B Group: Develops a plan for involving teacher; C Group: Plans a way to present the issue to the other children; D Group: Plans a scenario for Wally that elicits children’s help in solving problem.  
Afterwards groups present their plan.

OR

Show and explain sample behavior plan from handouts.

**V. Model Problem-Solving Lesson/ Or show workshop tape #2**

\_\_\_\_\_ Introduce Problem Solving with the fort and problem solving cue cards (model live) (show Humpty Dumpty)

\_\_\_\_\_ Chpt 9 – Problem Solving Unit (Felicity has a problem with remote, vig 4)

\_\_\_\_\_ Chapt 10 First problem solving step (recognize feelings) *Nicole tells Felicity about taking a deep breath, Felicity feels better and find happy face under her shirt.*

**VI. Break out into 3-4 Groups to Plan and Present 3 sessions \*(in groups pick 2 leaders and 5-6 children to practice)**

\_\_\_\_\_ Give out the 3 sample session plans (, first problem solving lesson with 3 steps, or anger lesson with Tiny Steps for friendship lesson) with cue cards etc needed. Or, use large Wally problem solving book to practice one of the scenarios and the solutions. (give hand puppets for these)

\_\_\_\_\_ **Each group presents to the rest of the group**

## **VII. Friendship Program**

\_\_\_\_\_ (optional) Chapt 11 Show Workshop Tape #2 Friendship Session Vignette 5 (model) and 6 (practice) *Wally shared proud because he helped Luis with reading, Jeremiah also helped, look for helping on video;*  
Chapt 12: behavioral practice

## **And/Or Anger Program**

\_\_\_\_\_ \*Chapt 13: Show Workshop Tape #2 Anger Session Vignette 10 (Felicity's problem)

## **VIII. Other Small Group Activities**

\_\_\_\_\_ Chapt 15: Detective Game – interviews  
\_\_\_\_\_ Chapt 16: helping less verbal children and encouraging those with reading skills \_\_\_\_\_  
\_\_\_\_\_ Chapt 17: Trading in chips for prizes/Jeremiah unhappy  
\_\_\_\_\_ Chapt 18: Homework – explaining to children/  
\_\_\_\_\_ Chapt 19: Talking to Parents/Feedback  
\_\_\_\_\_ Chapt 20: Sticker charts, book for parents  
\_\_\_\_\_ Chapt 21: Review of homework in group  
\_\_\_\_\_ Chapt 22: One on one talk to children about homework  
\_\_\_\_\_ Chapter 23: Feedback to Parents

## **IX. Role Plays**

\_\_\_\_\_ Discuss issues important to setting up role plays.

\_\_\_\_\_ Demonstrate simple role play (e.g., Wally wanted to play with a toy that another child has). Show how to talk about feelings, brainstorm solution, set up a role play.

## **IF TIME HOMEWORK DISCUSSION AND FEEDBACK TO PARENTS**

\_\_\_\_\_ If homework and feedback to parents and teachers was not discussed on day #1 do at this time and see suggested vignettes on day #1 protocol.

## **X. \*Baby Dina**

\_\_\_\_\_ Show Workshop Tape #2 Saying good bye session – Vignette 3 *Baby Dino sometimes get mad and children ask if it is because his brother is mean to him. Children tell him what they learn in Dinosaur school. Dino says she doesn't know what ignoring is and why they have hands up. Adrienne explain why raise a quiet hand. They show him how to ignore. Nicole*

*ignores Jamila who is teasing and Dino watches then Dino tries it. Emani helps with sharing solution. Emani practices sharing cookies. Dina practices sharing cookies. Next one is trading solution.*

Or

\_\_\_\_\_ Model with Baby dina review

**XI. Participant Evaluation of Workshop Day #2**

**XII. Wrap Up**

\_\_\_\_\_ Explain certification.

\_\_\_\_\_ Give each person who attended both days of training a certificate.

\_\_\_\_\_ **Participant Evaluation Day #2**

## Day 1 DVD Overview of Vignettes Titled

### Rules Program 1 Session 1 Vignettes 1 through 8 plus 12

#### Chapter

- 3 Transition, Vig 1 (finding name tags)
- 4 Opening Song, Vig 2
- 5 Animal Game, Vig 3
- How to Earn Chips, Vig 4
- Team Challenge, Vig 5
- Rules Poster, Vig 6
- Stretch Break, Vig 7
- Jobs/Schedule, Vig 8
- 11 Dina Arrives, Vig 12
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#### Handling Misbehavior Ignore Examples

- 11 Feelings Session, Vig 9 (ignoring Emani)
- 12-15 Anger Session Vig 20, 21A, 21B, 21C (ignoring Jeremiah)
- Last session Vig 5 (ignoring Emani's tantrum)
- Friendship Session Vig 11 (ignoring)
- 18,19 Friendship session Vig 2,5 (dealing with off task behavior)
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#### Handling Misbehavior Time Out Examples

- 20-22 Rules Session Vig 13,14, 15 (teaching time out)
- 23,24 Friendship Session Vig 15,16 (2 boys)
- 25, 26 Feelings Session Vig 6,7 (Emani) (refused to come back)
- Anger Session Vig 13, (Emani need a warning)
- 28 Anger Session Vig 15 (Jeremiah refused to go)
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#### Concentration Session

- 29 Doing Your Best in School Vig 3 (concentrating)
- 30 Doing Your Best in School Vig 4, (cue card)
- Doing Your Best in School Vig 5 (video)
- 32 Doing Your Best in School Vig 6 (numbers match role play)
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## DAY 2 DVD

#### Coaching Examples

- 2 Friendship Session Vig 21 (Carolyn and 2 girls)
- Friendship Session Vig 22 (Jamila puzzle)
- Problem Solv Session Vig 16 (Humpty)
- 5 Problem Solv Session Vig 17 (pass the hat)
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#### Feeling Session

- 6 Feelings Sessions Vig 9 (mediating feeling video)

- Feelings Session, Vig 10 (mad boy vignette)
- Feelings Session, Vig 11 (happy boy vignette, mirrors)
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### **Problem Solving Session**

- Small Group Problem Solving
- 9 Vig 4 (Felicity probme with remote)
- 10 Vig 5 (helping felicity to calm down)

### **Friendship Session**

- 11 Vignette 5 (Wally introduces helping vignette)
- 12 Vignette 6 (practice helping to read a book)

### **Anger Session**

- 13 Anger Session Vig 10 (Seth pushed vignette)

### **Saying Good bye**

- 14 Last session Vig 3 (saying good bye)

### **Other Small Group Activities**

- \_\_\_ Chapt 15: Detective Game – interviews (Vig 18, 19)
- \_\_\_ Chapt 16: helping less verbal children and encouraging those with reading skills

### **Trading in Chips**

- \_\_\_ Chapt 17: Trading in chips for prizes/Jeremiah unhappy (vig 18)

### **Homework**

- \_\_\_ Chapt 18: Homework – explaining to children (vig 21)
- \_\_\_ Chapt 19: Talking to Parents/Feedback (vig 25)
- \_\_\_ Chapt 20: Sticker charts, book for parents (vig 26)
- \_\_\_ Chapt 21: Review of homework in group Vig 3
- \_\_\_ Chapt 22: One on one talk to children about homework Vig 1

### **Giving Feedback to Parents**

- \_\_\_ Chapt 23: Feedback to Parents Vig 17
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