

**Overview of Therapist Small Group Child Training  
Protocol (Dinosaur School)  
3-day (5-27-10)**

**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, Legos

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:**

**Preview DVD**

**CHILD Dina DVD FEELINGS**

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

**Handouts**

Check web site for updates

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

Day #2: feelings cards,

Day #3: problem solving and anger cards; stickers, string, duct tape for fort, baby dina



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

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

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

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

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

**Workshop Day #1**  
**Introduction to Dinosaur Program**  
**Starting First Sessions, Rules, Incentives, Teaching Time-Out to Children**

**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 3 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 DVD #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. Time-Out to Calm Down (DVD #1)**

\_\_\_\_\_ 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)

#### **VI. Doing Your Best in School (Rules cards)**

\_\_\_\_\_ Model “Show Me Five.” (model rules session if not done at beginning of workshop) Show rules poster – quiet hand up, inside voice, walking feet, sitting tall, listen, eyes on teacher or “show me five” garden glove. Show laminated cards of rules.

#### **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**

- \_\_\_\_\_ **Show DVD Tape #1 Concentration Doing your best in School session**
- \_\_\_\_\_ Chpt 29: Vignette 3: Jamila and Luis talk about word concentration
- \_\_\_\_\_ Chpt 30: Vignette 4: Luis shows cue card and explains what it means- stop, think, check and introduce vignette.
- \_\_\_\_\_ Chpt 31: Vignette 5: “ready set action” watch Webster checking.
- \_\_\_\_\_ Chpt 32: Vignette 6: Concentration practice/ Wally jumps up to do it without checking and is impulsive.

## **VII. Small Group Practice Break Out Practice (see handouts)**

- \_\_\_\_\_ Break up into 3 groups:
  - Group 1: Concentration lesson/use cue card and practice introducing and practicing
  - Group 2: Rules lesson/ show me five/ rules cards
  - Group 3: Time out Lesson with thermometer/ practice explaining it

## **VIII. Participant Evaluation of Workshop Day #1**

\* Note use songs on Dina CD throughout day and teach them.

## Workshop Day #2

### Topic: Therapist Coaching, Praise, Ignoring, Feelings

#### 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 (DVD #2)**

- \_\_\_\_\_ Chapt 2 Show Workshop Tape #2 Vignette 21 (Carolyn coaching girls)
- \_\_\_\_\_ Chapt 3 Vignette 22 (Jamila coaching boys with floor puzzle)
- \_\_\_\_\_ Chapt 4 Workshop Tape #2 Vignette 16 (Humpty) and
- \_\_\_\_\_ Chapt 5 Vignette 17 (Pass the Hat)

**III. Ignoring (DVD #1)**

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

**IV. Feelings Unit (need sad cue cards, magnifying glass) (DVD #2)**

- \_\_\_\_\_ Live demonstration of Tense/Relax lesson as intro to feelings unit (use feelings cards)
- \_\_\_\_\_ Break into small groups to practice tense/relax lesson—have one person lead content and have another process leader

\_\_\_ DVD Chapt 6—Feelings lesson –(child skipping video) Emani with magnifying class

\_\_\_ **DVD Chapt 7**—Feelings lesson (mad, sad video) Dorian with glass

\_\_\_ DVD Chapt 8—Feelings Lesson (excited video, mirrors) Nahom has a turn. Every one gets a mirror to practice.

\_\_\_ **Brainstorm list of ways to mediate vignettes** (e.g., what kinds of questions could they ask after the vignette, what role plays, games, and other things could they do?).

**V. 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

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

### Workshop Day #3

**Topics: Small group activities, Time Out, Problem Solving, Behavior Plans, Involving Parents & Teacher, Role Plays, Homework, Anger and Friendship Units**

#### Time Out for Aggression (DVD #1)

**I. \_\_\_\_\_ 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)

#### **II. Homework, Feedback to Parents and Teacher (DVD #2)**

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

\_\_\_\_\_ 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

\_\_\_\_\_ Chapt 23: Feedback to Parents

#### **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; C 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 DVD #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. Small Group Problem-Solving Practice:

\_\_\_\_\_ Break into small groups to practice the Wally fort lesson. Assign a content and process leader. If group feels ready, have one child in group act out some mildly disruptive behavior and have content person practice selective ignoring, proximal praise, and coaching other children to ignore. Coach content and process leader to work together to manage this disruptive behavior. Instruct the process leader to look for first chance to praise/reinforce disruptive child.

## VII. Role Plays

\_\_\_\_\_ Demonstrate simple role play using cue cards and toy props (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.

\_\_\_\_\_ **Explain the steps to doing a problem solving role play.** E.g. 1. Wally has a feeling and then states the problem. 2. Children identify the feeling and restate the problem. 3. Children think of a solution (show cue card). 4. Role play that solution (role play with child and puppet. Give child words to say. Only act out positive behavior. Can do role play more than once).

\_\_\_\_\_ **Practice in small groups.** Give the group problem scenarios that go with specific solutions. E.g. Wally wants a toy that another child has (ask/share). Wally wants a toy, but the other child isn't done yet (ask/wait/share). Wally is trying to pay attention and another child is bothering him (please stop/ignore). Wally is getting teased (ignore/walk away). Wally knocks over a tower by mistake (apologize). Write these up on the board and pass out cue cards. Have each small group practice setting up the problem solving sequence for these, with a role play.

### **VIII. Friendship Program (DVD #2)**

\_\_\_\_\_ (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

### **IX. Anger Program**

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

### **X. Other Small Group Activities (DVD #2)**

\_\_\_\_\_ 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

### **XI.\*Baby Dina**

\_\_\_\_\_ Show Workshop Tape #2 Saying good bye session – Vignette 3 *Baby Dino* Or  
\_\_\_\_\_ Model with Baby dina review

### **XII. Participant Evaluation of Workshop Day #3**

### **XIII. Wrap Up**

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

\_\_\_\_\_ **Participant Evaluation Day #3**

## 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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