

Part 3

Agendas and Checklists for Each 2-Hour Session

- 1. Sessions One through Eighteen***
- 2. Checklist for Each Session***



NOTE: These revised session checklists include new supplemental vignettes (January 2006). They can be used for added teaching in concepts especially relevant for your group. They will add two to four additional sessions to complete. See also supplemental section of manual for a description of each vignette and questions.

Leader Agenda Protocols and Checklists

18 Session two-hour Small Group Format



NOTE: It will take 18–24 weeks to complete this treatment protocol. The pacing of sessions and amount of content covered depends on children’s developmental ability, attention span, age, and language skills. Eighteen sessions would be considered the minimum number of sessions to cover this material. Sessions can easily be expanded by reducing the number of vignettes shown per session and adding more small group activities. There are five times more activities possible than there is time for in 18 weeks!

1. Apatosaurus–Making New Friends and Learning School Rules
2. Triceratops–Detecting and Understanding Feelings, Part 1: Wally Teaches Clues to Detecting Feelings
3. Triceratops–Detecting and Understanding Feelings, Part 2: Wally Teaches Clues to Understanding Feelings
4. Iguanodon–How to be Successful in School, Part 1: Listening, Quiet Hands Up
5. Iguanodon–How to be Successful in School, Part 2: Concentrating, Checking and Cooperating
6. Stegosaurus–Wally Teaches Problem Solving Steps, Part 1: Identifying Problems and Solutions
7. Stegosaurus–Wally Teaches Problem Solving Steps, Part 2: Finding More Solutions
8. Stegosaurus–Wally Teaches Problem Solving Steps, Part 3: Thinking of Consequences
9. T-Rex–Wally Teaches Problem Solving Steps, Part 4: Controlling Anger
10. T-Rex–Wally Teaches Problem Solving Steps, Part 5: Controlling Anger & Problem Solving
11. Session Eleven–Review
12. Allosaurus–Molly Manners Teaches How to Be Friendly, Part 1: Helping
13. Allosaurus–Molly Manners Teaches How to Be Friendly, Part 2: Sharing
14. Allosaurus–Molly Manners Teaches How to Be Friendly, Part 3: Teamwork at School
15. Allosaurus–Molly Manners Teaches How to Be Friendly, Part 4: Teamwork at Home
16. Brachiosaurus–Molly Explains How to Talk with Friends, Part 1: Tell, Listen, Ask
17. Brachiosaurus–Molly Explains How to Talk with Friends, Part 2: Tell, Listen, Ask
18. Review and Graduation



NOTE: Session four and five should be offered at the beginning of the children’s school year. It may be offered before sessions two and three if the children are very young or need help with group behaviors such as putting up a quiet hand to talk or following teacher’s directions.

Sample Schedule For Weekly Sessions 2 through 18 **Two-hour sessions**

- | | |
|-------------|--|
| 5 min. | Greet children, farewells to parents. (Parents take children to bathroom before Dino School begins.) For late afternoon groups, a small snack is given to the children during this time. |
| 15 min. | Show and discuss homework. |
| 35–40 min.* | New material. (vignettes, discussion, role plays) |
| 5–10 min. | Bathroom break. We often include a brief gross motor activity such as a bunny hop to the bathroom or run or skip up and down the corridor or “Wally Says” (just like “Simon Says”). |
| 15–20 min.* | Continue the new material, summarize concepts, and give new homework assignment. |
| 10–15 min. | Snack time. (A good opportunity to practice and reinforce sharing, turn taking, teamwork, etc.) If the activity is a guessing game, planning a party or other verbal game, snack time could overlap with the activity time. |
| 15 min. | Activity. Choose a suggested activity from the manual, the supplement list or one of your own ideas. It is important that the activity be designed to reinforce the concepts taught that day. |
| 5 min. | Compliment Circle. Trade-in Dinosaur chips and make prize selection. The children sit in a circle on the floor and share a compliment with each other. One way of doing this is for one of the puppets (Freddy Feelings, a puppet friend of Wally’s and Molly’s) to model giving compliments, “I have a compliment to give Robbie. He shared many good solutions with his friends today. He was very helpful. Now I choose Robbie to go next.” Another variation of this is to have a teddy bear that each child holds when he or she gives a compliment. The bear is then passed to the person the child chooses to give the next compliment. |
| 10 min. | Trade in Dinosaur chips for stickers and prizes 4 chips = 1 sticker; 2 stickers = 1 prize. |

Feedback to Parents:

In the final 10 minutes of the session, one of the therapists/group leaders leaves the child group to meet with the parents to discuss the concepts taught in that session, to explain the homework, and to give the parents the “Dinosaur Notes to Parents” for that topic.

**During these times, the children will need several “stretch breaks,” (i.e., stand up and move around, do “exercises,” or sing and dance to a song).*

Note: In session 1, there is no homework to review and no Compliment Circle. The session begins with introduction and orientation to Dino School. (See specific agenda for session 1.) In the final session, the graduation and party take place after the bathroom break. (See specific agenda for session 18.)

Roles of Dinosaur School Therapist/Group Leaders

Therapist #1-Responsible for Content, Agenda, and Puppet

One group leader/therapist holds and talks for the puppet and is primarily responsible for moving the group through the agenda. S/he, of course, participates in verbally reinforcing appropriate behavior.

Therapist #2-Responsible for Group Process and Positive Feedback

During the session, the second therapist is primarily responsible for praising and rewarding each child's appropriate behaviors by labeling the child's behavior and placing a dinosaur chip (token) into a dinosaur bag marked with the child's name. (Puppets should also get rewards.) This person will also give frequent verbal and nonverbal positive feedback about how each child is achieving his or her personal goals or how the group is achieving its goals. This person will assist a child who needs to go to Time Out.



NOTE: Depending on the age of the children, their activity level, attention span and developmental abilities, therapists will make choices as to the most appropriate vignettes and small group activities for each session. Successful activities may be repeated. The number of vignettes shown will depend on children's attention span. For very young or inattentive and active children, it may be necessary to have 2 circle times interspersed with 2-3 different small group activities. Vignettes marked with an asterisk (*) are more relevant for school age children (ages 6-8 years) than for preschool children (4-5 years). In addition, all the other vignettes are also appropriate for school age children.

Apatosaurus Session One

Program One-Making New Friends and Learning School Rules

1. Greetings

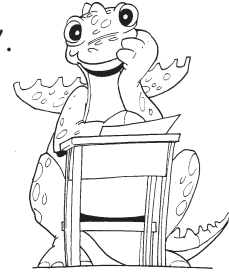
Wally meets the children, learns their names, and shakes hands.

Children tell Wally something about themselves. They play the “animal game”.

Children learn about earning prizes and what behaviors get a chip.

Therapist explains trade-in system (4 chips = sticker; 2 stickers = prize)

Wally teaches song that introduces Dinosaur School (*Shake hands with a friend and say hello.*)



2. Watch Video

Program 1: “Making New Friends and Learning School Rules” Vignettes

S-1, 1, and S-4. Talk about what they could earn stickers for at home. Charts are made up.

3. Talk about Dinosaur School Rules

What are dinosaur school rules? Group discusses rules, and therapist writes them down.

Dina comes out, meets children, and reviews rules.

4. Dina explains what happens when a rule is broken

Child needs to go to Time Out for hitting or hurting someone.

Children watch Videotape of Time Out Vignettes 4–5, or S-5, S-6. Dina says good-bye.

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

5. Practice with Wally going to Time Out (for hitting).

Review self-talk while in Time Out and others ignoring the person in Time Out. When Wally comes back, he talks about his feelings—will they still like him? Leader explains that Time Out is a place to calm down. Each child may take a turn “going to Time Out,” and the whole group practices the Time Out “script.” Script for self-talk during Time Out—“I can calm down; I can think of a better way to handle this problem.”

6. Small Group Activity

I-1 Detective Interview (school-age activity)

I-2 Draw a picture of puppets or family (any age)

I-3 Acquaintance Activities (any age)

I-4 Dinosaur School Rules Poster

Explain Homework Activity Book—Apatosaurus

Do Activity #7 in Apatosaurus section in class.

Explain how a chip is earned for returning homework each week.

5. Ending the Group

Trade in for stickers and prizes.

Meet with parents and explain home activities.

Homework Activities

Apatosaurus Detective Club Activities #1-11 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 3 Rewards in *The Incredible Years*. Dinosaur Notes for Parents

To do list!

Send letter (Introduction to Dino School) to each child’s teacher.

Leader Checklist-Session One



Session One: Making New Friends and Learning School Rules Program 1, Vignettes 1-5

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 1:

S-1 1 (2)* (3) S-2 S-3 S-4 4 (5) S-5 S-6

Vignettes in brackets are optional. S-5 and S-6 are alternative vignettes to replace Vignette 4.

* School age (6-8 years)

NOTE: If parent group offered in conjunction with child group, save Vignettes 2 and 3 (shown along with S-9) to be shown in Session 6, which is when parents will learn about incentive programs.

DID I	YES	NO
1. Greet parents individually	_____	_____
2. Welcome and play introductory game	_____	_____
3. Teach about behaviors that get chips	_____	_____
4. Open circle time with predictable routine	_____	_____
5. Talk about group rules	_____	_____
6. Explain Dinosaur School "jobs"	_____	_____
7. Explain Time Out	_____	_____
8. Practice Time Out	_____	_____
9. Explain homework detective club activities	_____	_____
10. Give letter #1 to parents	_____	_____
11. Send introductory letter to teachers	_____	_____
12. Do one or two of the following practice activities: (* recommended)		
a. Rules Poster* (I-4)	_____	_____
b. An Acquaintance Activity* (I-3)	_____	_____
c. Read Wally Meets Dina book (I-5)	_____	_____
d. Wally and Molly Listening Color Game (II-1)	_____	_____
e. Detective Interview (I-1)	_____	_____

Introduction Part 3

f. Others (please describe)

13. Promote Concepts by:

a. Praising children who were following directions

b. Praising children putting up quiet hands, listening in circle time, for Showing Me Five

c. Coaching children during unstructured play time.

Homework Activities: (circle those given out)

1 2 3 4 5 6 7 8 9 10 11

(1—6 especially for preschoolers)

Self Evaluation and Notes

Triceratops Session Two

Program Two-Detecting and Understanding Feelings

Part 1: Wally Teaches Clues to Detecting Feelings

1. Greetings

Transition Song

Review homework (sticker charts and detective activity book).

Stamp or punch completed work and applaud successes.

Review content from last week (classroom rules).

Dina comes out and reviews children's names—then explains, "Once in a great while when a child hurts someone, s/he must go to the Time Out room for a private place to cool down." The children go to see the room and practice deep breathing and calming down.

Explain the large Dinosaur Chart—working for 250 chips to get party.



2. 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.

3. Wally's Detective Game – Hearing Feelings through Words

Close eyes and guess feeling from words. ("Broccoli, yuk!")

4. Show Program 2: Part 1, "Detecting and Understanding Feelings" Vignettes 1–7

Talk about why person on the tape felt that way.

Talk about a time when the children might have felt sad, happy, worried, excited, embarrassed, scared, etc.

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

5. Finish Videotape 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. Small Group Activity

Choose one of the following activities.

III-2 Feeling Masks

III-3 Happy Thought/Place Book

III-6 Chrysalis Visualization

7. Ending the Group

Trade in for stickers and prizes.

Meet with parents and explain home activities.

Homework activities

Triceratops Activities #1-9 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapters 1, "How to Play with Your Child," and 2, "Positive Attention, Encouragement and Praise," in *The Incredible Years*.

Dinosaur Notes for Parents

To do list!

Send letter (Feelings) to each child's teacher.

Leader Checklist-Session Two

Session Two: Detecting and Understanding Feelings

Program 2, Part One: Vignettes 1-7



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 2, Part 1

1 2 3 4 5 6 7

DID I	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Review and check homework	_____	_____
3. Review rules and consequences	_____	_____
4. Review incentives and rules	_____	_____
5. Talk about Wally's tense/relax secrets	_____	_____
6. Practice relaxation (e.g., deep breathing)	_____	_____
7. Do guided relaxation images	_____	_____
8. Share happy times	_____	_____
9. Play Feeling game or activity (III-4, III-46)	_____	_____
10. Sing feeling songs (III-13, III-42)	_____	_____
11. Review next week's homework club activities	_____	_____
12. Give letter about unit to parents	_____	_____
13. Send letter about Feelings Unit to teacher	_____	_____
14. Do one or two of the following practice activities: (* recommended)		
a. Play "Pass the Hat" with feeling faces (III-17)	_____	_____
b. Raggedy Wally & Tin Man Hat Game* (Tense/Relax)(III-1)	_____	_____
c. Happy Thought/Place Book* (III-3)	_____	_____
d. Picture Feeling Collage or Food Faces	_____	_____
e. Feeling Spinning Wheel Game (III-12), Dice (III-4), Puzzles or Fishing (III-50)	_____	_____
f. Chrysalis Visualization (III-6)	_____	_____
g. Feeling Bingo Game (III-25)	_____	_____
h. Feeling Fingerprints (III-23)	_____	_____

Introduction Part 3

- i. Relaxation Thermometer _____
- j. Feeling Masks* (III-2) _____
- k. Wally Feeling Faces* (III-5) _____
- l. Use Self-Encouragement Bubble _____
- m. Rules Bingo (I-6) _____
- n. Freeze music with feeling pictures _____
- o. Others (please describe) _____

15. Promote Concepts by:

- a. Praising children who were following directions and classroom rules _____
- b. Praising children using their words to express themselves _____
- c. Describing children's feeling states _____
- d. Using emotion coaching during play times _____
- e. Send home dinosaur reading sheets (see homework activity #13) _____

Homework Activities: (circle those given out)

- 1 2 3 4 6 7 8 9**
(3, 4, and 9 especially for preschoolers)

Self Evaluation and Notes



NERVOUS

Triceratops Session Three

Program Two-Detecting and Understanding Feelings

Part 2: Wally Teaches Clues to Understanding Feelings

1. Greetings

Transition Song

Review and applaud homework (sticker charts and activity book).

Notice how many stickers group has earned towards party on Dina chart.

Review content from last week (think happy thought and/or place, relaxing with Raggedy Wally, deep breathing). Do you remember one feeling from last week?



2. New Learning–Detecting Feelings Games

Guided Relaxation Imagery. Children relax, close eyes, take a slow deep breath, and float on a cloud. (See Script.)

Explain Relaxation Thermometer (use cue card)

Introduce and Play Feeling Spinning Game. Each child takes a turn spinning, and where spinner stops, the child names the feeling and guesses why Wally felt that way. Then that child calls on another child to ask their idea of what would make someone feel embarrassed. Wally can self-disclose a time when he was embarrassed or humiliated or angry (e.g. wet pants, couldn't read or write; not invited to birthday party). Try to get the children to think about a time when they had that feeling.

"Why Because" Feeling Game. Wally says a feeling; (e.g., tired) someone says "why?" and then he tells them, "because my baby sister cried last night and I couldn't sleep." Then each child takes a turn (leader prompts) such as, hungry; mad, excited, happy. Expand game to have child ask the group, "What would make you feel excited?"

Show picture of girl in rain and ask children to identify the feeling and how they can tell the feeling. What happened to make her sad? (lost, disappointed that she couldn't go to park)

NOTE: Feelings games described above can be integrated periodically in between the vignettes 8–19 shown below. Color and laminate Wally feeling pictures to use in conjunction with vignettes.

3. Show Program 2: Part 2

"Detecting and Understanding Feelings" Vignettes 9–13

Talk about why the child on the tape felt that way and a time when the children might have felt sad, happy, worried, excited, embarrassed, scared, frustrated, proud, etc. Leader can share a time s/he was frustrated (e.g., blocks fell over); pat yourself on the back if you guessed the feeling!

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

4. Finish Vignettes and "Guess the Feeling" Game

In this game a child picks a picture out of the bag, shows it to everyone, and tells them how he thinks the person is feeling. Then the children guess why that person might have that feeling.

5. Small Group Activity

III-4 Feeling Dice Game

III-12 Feeling Spinning Game

III-5 Wally Feeling Faces Game

III-17 Pass the Hat Detective Game

OR give the children magnifying glasses and ask them to look through pictures of people and clues for how they are feeling.

5. Ending the Group

Trade in for stickers and prizes.

Meet with parents and explain home activities.

Start Compliment Circle. (Each child gives a compliment to another child. Wally models this first.)

Homework activities

Encourage children to continue with star charts for good behaviors (send blank page)

Triceratops Activities # 5, #9 (preschool child) Triceratops Activities #10–12 (school-age child)

Handout for parents

Parents: Read Chapters 1, “How to Play with Your Child,” and 2, “Positive Attention, Encouragement and Praise,” in *The Incredible Years*.

NOTE: It may take 3–4 sessions to complete the feeling videotape vignettes and discussions. Certainly for preschool children you will want to cover fewer feelings in one session and extend the number of sessions. You will also continue to weave in feeling content, vocabularily, games and small group activities throughout the remaining components of the sessions. Although we move onto new content the feelings vocabulary and discussions are underpinning every session. See manual for more ideas for feeling activities.

Leader Checklist-Session Three

Session Two: Detecting and Understanding Feelings

Program 2, Part 2: Vignettes 8-19



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 2, Part 2

8 9 10 11 12 13 14 15 16 17 18 19 S-7

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review and check homework | _____ | _____ |
| 3. Review Wally's relaxation secrets (with relaxation thermometer) | _____ | _____ |
| 4. Do guided relaxation images (e.g., relax on cloud) | _____ | _____ |
| 5. Use mirrors to examine feeling faces | _____ | _____ |
| 6. Play Feeling Game (e.g., III-4, III-46, III-5) | _____ | _____ |
| 7. Do Compliment Circle (III-10) | _____ | _____ |
| 8. Sing feeling songs (III-42) | _____ | _____ |
| 9. Review next week's club activities homework | _____ | _____ |
| 10. Do one or two the following practice activities: (* recommended) | | |
| a. Play "Pass the Hat" with Feeling Faces* (III-17) | _____ | _____ |
| b. Raggedy Wally & Tin Man Hat Game* (III-1) | _____ | _____ |
| c. Happy Thought/Place Book* (III-3) | _____ | _____ |
| d. Picture Feeling Collage or Food Faces (III-43) | _____ | _____ |
| e. Feeling Spinning Wheel Game, Dice, Fishing or Puzzles*
(III-4, III-12, III-50) | _____ | _____ |
| f. Chrysalis visualization * (III-6) | _____ | _____ |
| g. Feeling Bingo Game (III-25) | _____ | _____ |
| h. Feeling Fingerprints (III-23) | _____ | _____ |
| i. Relaxation Thermometer | _____ | _____ |
| j. Feeling Masks (III-2) | _____ | _____ |
| k. Wally Feeling Faces (III-5) | _____ | _____ |
| l. Use Self-Encouragement Bubble | _____ | _____ |

Introduction Part 3

- m. Freeze music with feeling picture _____
- n. Start Compliment Circle Time* _____
- o. Others (please describe) _____

11. Promote Concepts by:

- a. Praising children who were following directions and classroom rules _____
- b. Praising children using their words to express themselves _____
- c. Coaching and describing children's feeling states _____

Homework Activities: (circle those given out)

5 9 10 11 12 13

(5, 9 especially for preschoolers)

Self Evaluation and Notes



Iguanodon Session Four

Program Six-How to be Successful in School

Part 1: Listening, Quiet Hands Up

1. Greetings

Transition Song

Review and applaud homework (sticker charts and coloring).

Review content from last week.

Play Wally Raggedy Game (III-1) or, play Wally and Molly Feeling Gaces Game (III-5)

2. New Learning—How to Do Your Best in School

Dina comes out to introduce new material.

3. Show Program 6: Part 1

“Listening, Waiting, and Quiet Hands Up” Vignettes 1–18

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.

Explain concept of Ignoring. This can be introduced in some of the vignettes where one child is poking or bothering another child.

Model with Wally what it means to ignore someone who is distracting you from listening.

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

4. Finish Vignettes, Part 1

Dina says good bye for now.

5. Small Group Activity

II-1 Wally and Molly Listening Color Game

II-3 “Wally Says” Game

II-4 Show Me Five Hand

II-6 Wally and Molly Following Directions Game

6. Ending the Group

Trade in for stickers and prizes; meet with parents.

Compliment Circle

Homework activities

Encourage children to continue with star charts for good behaviors with (send blank page)

Iguanodon Activities # 1– #6 (choose developmentally appropriate homework)



Handout for parents

Parents: Read Chapter 4, "Limit-Setting," in *The Incredible Years*.

To do List!

Brief phone call to each child's parent.

Any questions about Dino School?

How is their child liking Dino School?

Give brief feedback about how child is doing.

Send letter (School Behavior) to each child's teacher

Leader Checklist-Session Four



**Session Four: Dina Dinosaur Teaches
How to Do Your Best in School**

Program 6, Part 1: Vignettes 1-18

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 6, 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)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 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 | _____ | _____ |
| 7. Do role plays about following directions | _____ | _____ |
| 8. Review next week's homework club activities | _____ | _____ |
| 9. Give letter about unit to parents | _____ | _____ |
| 10. Send letter about unit to teachers | _____ | _____ |
| 11. Call parents to explain importance of their involvement | _____ | _____ |
| 12. Do 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) | _____ | _____ |

Introduction Part 3

h. Show Me Five Hand* (II-4)

i. Following Directions Freeze Song & Feelings Songs

j. Others (please describe)

13. Promote Concepts by:

a. Praising children who were following directions

b. Praising children putting up quiet hands, listening in circle time, for Showing Me Five

Homework Activities: (circle those given out)

1 2 3 4 5 6

(2, 5 especially for preschoolers)

Self Evaluation and Notes

Iguanodon Session Five

Program Six-How to be Successful in School

Part 2: Concentrating, Checking and Cooperating

1. Greetings

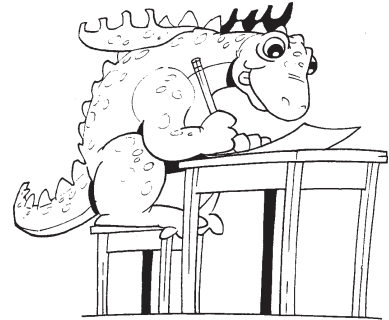
Transition Song (Feelings Song III-13)

Review and applaud homework (sticker charts and coloring).

Review content from last week-Show Me Five

Guided Imagery Game (III-6) or Feelings Game (III-12) to review

Start establishing individual goals for each child and challenge children to earn chips for special behaviors.



2. New Learning-How to Do Your Best in School

3. Show Vignettes: Program 6

“How to Do Your Best in School,” Part 2, “Concentrating, Checking, and Cooperating”

Practice concentrating by having Wally do a maze and then the other children trying to distract him. Wally models concentration and how to take turns. Next other children can try concentrating while Wally tries to distract them from the maze.

Introduce Ignore Muscles

Practice following directions and cooperating with relevant vignettes.

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

4. Finish Vignettes: Part 2.

5. Small Group Activity

II-13 Dina Concentration Word Search (school age child)

II-11 Book about Rules

II-5 Wally Mazes

II-8 Following Directions Music (preschool)

II-6 Wally and Molly Following Directions Game

6. Ending the Groups

Trade in for stickers and prizes; meet with parents.

Homework activities

Each child is to continue to set up a star chart for good behaviors with (send blank page) their parents and bring to next session.

Iguanodon Activities # 7-15 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 5, “Ignore,” in *The Incredible Years*.

To do list!

Phone calls to each child’s teacher.

Ask about classroom behavior?

Any questions about Dino School?

Send teacher happy grams and award handouts for use in class.

Leader Checklist-Session Five



**Session Five: Dina Dinosaur Teaches
How to Do Your Best in School**

Program 6, Part 2: Vignettes 19-36

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 6, Part 2

19* 20* 21* 22* (23)* (24)* 25* (26)* (27)* 28* 29 30 31
32 33 (34)* (35) (36) S-8 S-9

Vignettes in brackets are optional.

* School age (6-8 years)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review and check homework | _____ | _____ |
| 3. Review Show Me Five | _____ | _____ |
| 4. Role play ignoring | _____ | _____ |
| 5. Role play concentrating and ignoring distractions | _____ | _____ |
| 6. Review next week's detective club homework activities | _____ | _____ |
| 7. Do the following practice activities: (* recommended) | | |
| a. Show Me Five Poster (II-4) | _____ | _____ |
| b. Rules Bingo (I-6) | _____ | _____ |
| c. Listening Bingo (II-2) | _____ | _____ |
| d. Book about Rules* (II-11) | _____ | _____ |
| e. Wally Mazes* (II-5) | _____ | _____ |
| f. Following Directions Music (II-8) | _____ | _____ |
| g. Dina Numbers Matching Game | _____ | _____ |
| h. Dina Stop, Look, Think, Check Word Search (II-13) | _____ | _____ |
| i. Concentrating Puzzles & Word Search (II-13) | _____ | _____ |
| 8. Promote Concepts by: | | |
| a. Praising children who were following directions | _____ | _____ |
| b. Praising children putting up quiet hands, listening in circle time, for Show Me Five | _____ | _____ |

Introduction Part 3

- c. Praising children who use problem-solving solutions _____
- d. Praising children putting up quiet hands,
listening in circle time _____
- e. Coaching academics / emotions during unstructured play _____
- f. Send home dinosaur reading sheets (see homework activity #6) _____

Homework Activities: (circle those given out)

7 8 9 10 11 12 13 14 15 16
(7 especially for preschoolers)

Self Evaluation and Notes

Stegosaurus Session Six

Program Three-Wally Teaches Problem Solving Steps

Part 1: Identifying Problems and Solutions

1. Greetings

Transition Song

Introduce new puppet or greet Wally.

Teach about being a Problem-Solving Detective. Who knows what a detective is?

Review and applaud homework (sticker charts & coloring).

Review content from last week.

2. New Learning

Problem Solving Part 1

Play Wally Says Game

Introduce first step to problem solving (having an uncomfortable feeling—review problem feelings)

Wally talks about his problem baking a cake (described in manual) or building a fort. The fort problem is that Wally and his friend wanted to build a fort but didn't have enough stuff. So they thought of solutions:

1. get blanket from his house
2. use string or tape or glue
3. get blocks

Ask the children for their ideas. Explain idea of defining problem and coming up with solutions. (Use cue cards.)

3. Show Vignettes

Program 3, "Detective Wally Teaches Problem Solving Steps," Part 1, "Identifying Problems and Solutions"

Wally puts on hat to start the vignettes because he is the detective.

As therapist shows vignettes, pause tape frequently to ask what the problem is and to discuss possible solutions. Pick out solution cards for children's answers and ask children about a time when they used that solution. (Each child takes a turn.)

Practice role playing using the solutions.

Note! Only introduce 2 –3 solutions per session!

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

4. Finish Vignettes, Part 1.

5. Small Group Activity

IV-2 Solution Notebook. (Use the blank solution light bulbs with the 3 steps on it, ask the children to draw one or two solutions that have helped them solve a problem.)

IV-3 Humpty Dumpty Game (preschoolers)

IV-4 "Let's Suppose Game" (school age children)

IV-5 Solution Matching Art Project

6. Ending the Group

Trade in for stickers and prizes; meet with parents.



Homework activities

Encourage children to continue with star charts for good behaviors with (send blank page)
Stegosaurus Activities # 1 – 5 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 8, “Teaching Children to Problem Solve” in *The Incredible Years*.

To do list!

Send letter (Wally Teaches Problem-Solving Steps) to each child’s teacher

Leader Checklist-Session Six

**Session Six: Detective Wally Teaches Problem-Solving Steps
Program 3, Part 1: Vignettes 1-3**



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 3, Part 1

1 2 * 3 4 S-10 *

* School age (6-8 years)

NOTE: Show Program 1 Vignettes 2 and 3 plus S-9 if parents in parent group are studying incentives and sticker charts or to be sent home with children.

DID I	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Review and check homework	_____	_____
3. Talk about Wally's problem solving steps	_____	_____
4. Review individual goals/personal challenges	_____	_____
5. Use Solution Detective Kit with children	_____	_____
6. Role play several problem solving solutions with puppets (circle those covered) share ask/tell hug get parent or teacher give take turns trade ignore calm down apologize please stop please do something else wait other_____	_____	_____
7. Use nursery rhymes to talk about problem solving steps	_____	_____
8. Do Compliment Circle	_____	_____
9. Review next week's detective homework activities	_____	_____
10. Give letter about unit to parents	_____	_____
11. Send letter about unit to teachers	_____	_____
12. Do the following practice activities: (* recommended)		
a. Wally's Solution Detective Kit (IV-1)	_____	_____
b. Pass the Detective Hat Game (IV-9)	_____	_____
c. Class Solution Notebook (IV-2)	_____	_____

Introduction Part 3

- d. Problem Solving and Bingo, Mazes, Memory Games (IV-12, 13, 17) _____
- e. Problem Solving Sequence Game (IV-15) * _____
- f. Problem Solving Puzzles (IV-10) _____
- g. Read books about problem solving and anger (IV-6) _____
- h. Detective Club _____
- i. Do Wally's Detective Book for Solving Problems at School with puppets _____
- j. Humpty Dumpty Game (IV-3) * or Wally's Amazing Coat (IV-37) _____
- k. Let's Support Game (IV-4) _____
- l. Solution Matching Art Project (IV-5) _____
- m. Read Wally Learns a Lesson from Tiny Turtle _____
- n. Wally and Molly ask for help with their problems (IV-7) _____
- o. Others (please describe) _____

13. Promote Concepts by:

- a. Praising children who were staying calm and problem solving _____
- b. Coaching children to problem solve _____
- c. Praising children using their words to express themselves _____
- d. Describing children's feeling states _____

Homework Activities: (circle those given out)

1 2 3 * 4 * 5
(3, 4 especially for preschoolers)

Self Evaluation and Notes

Stegosaurus Session Seven

Program Three-Wally Teaches Problem Solving Steps

Part 2: Finding More Solutions

1. Greetings

Transition Song

Review and applaud homework (sticker charts & coloring).

Review relaxation exercises and content from last week.

Continue with the solution cards. Use the pictures of the cards to ask children for times they used those solutions. Role play examples of solutions.

Introduce Detective Club. (Xerox small pictures of magnifying glass with points on it.)

Puppets bring in examples of problem situations for children to solve (e.g., based on problems children are having such as lying, getting angry, stealing, running away, being left out at school) For example, script for this session shows Wally and Molly fighting over a book. Wally won't share.

Children come up with solutions and look in detective kit.



2. New Learning

Problem Solving, Program 3, Part 2 "Finding More Solutions"

Talk about apologies.

When showing and discussing vignettes, follow vignette with a role play of children re-enacting a similar scene using the suggested solutions.

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

3. Small Group Activity

IV-4 Let's Suppose Game

IV-5 Solution Matching Art Project

IV-7 Wally and Molly Ask for Help with Their Problems

IV-9 Pass the Detective Hat Game for Practicing Solutions

4. Ending the Group

Trade in for stickers and prizes; meet with parents.

Homework activities

Encourage children to continue with star charts for good behaviors with (send blank page) Stegosaurus Activities #11, #12, #13, #14, #19, #22 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 7, "Natural and Logical Consequences," in *The Incredible Years*.

Leader Checklist-Session Seven

Session Seven: Wally Teaches Problem-Solving Steps
Program 3, Part 2: Vignettes 4-5



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 3, Part 2

4 (5) * S-11 S-12 S-13 S-14 S-15 (S-16) S-17 S-18

Vignettes in brackets are optional.

* School age (6-8 years)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review and check homework | _____ | _____ |
| 3. Review Wally's problem solving steps | _____ | _____ |
| 4. Review individual goals/personal challenges (incentives) | _____ | _____ |
| 5. Use Solution Detective Kit with children | _____ | _____ |
| 6. Role play problem solving solutions with puppets | _____ | _____ |
| <i>(circle those covered)</i> | | |
| share ask/tell hug get parent or teacher give | | |
| take turns trade ignore calm down apologize please stop | | |
| please do something else wait other _____ | | |
| 7. Talk about detective club | _____ | _____ |
| 8. Use nursery rhymes to talk about problem solving steps
(Itsy-Bitsy Spider) | _____ | _____ |
| 9. Review next week's detective homework activities | _____ | _____ |
| 10. Do the following practice activities: (* recommended) | | |
| a. Wally's Solution Detective Kit (IV-1) | _____ | _____ |
| b. Pass the Detective Hat Game (IV-9) * | _____ | _____ |
| c. Class Solution Notebook (IV-2) | _____ | _____ |
| d. Problem Solving and Bingo, Mazes, Memory Games (12, 13, 17) | _____ | _____ |
| e. Problem Solving Sequence Game (IV-15) | _____ | _____ |
| f. Problem Solving Puzzles (IV-10) | _____ | _____ |

Introduction Part 3

- g. Read books about problem solving and anger (IV-6) _____
- h. Detective Club _____
- i. Do Wally's Detective Book for Solving Problems at School with puppets * _____
- j. Feelings or Rules Bingo (IV-12) _____
- k. Music Freeze Game with Solution Cards * _____
- l. Fishing for Solutions Game _____
- m. Others (please describe) _____

11. Promote Concepts by:

- a. Praising children who were staying calm and problem solving _____
- b. Coaching children to problem solve _____
- c. Praising children using their words to express themselves _____
- d. Describing children's feeling states _____
- e. Send home dinosaur reading sheets (see homework activity #22) _____

Homework Activities: (circle those given out)

11 12 13 14 19 22
(13, 14 especially for preschoolers)

Self Evaluation and Notes

Stegosaurus Session Eight

Program Three-Wally Teaches Problem Solving Steps

Part 3: Thinking of Consequences

1. Greetings

Review and applaud homework.

Complete any basic solution cards that have not been covered. (Use advance solutions with older children)

Review content from last week with the "Let's Suppose Game."

Use the pictures of the cards to ask for solutions from the children. Once the children come up with solutions, practice them using some puppets. Encourage children to role play different solutions to the same problem.

Review apology cue card.

Review progress on detective club.

2. New Learning

Problem Solving, Program 3, Part 3, "Thinking of Consequences"

Wally introduces consequences with role play. He is upset with Molly because she started the session without him and he wants to be in control. He pushes her. Therapist asks children to help brainstorm solutions and they talk about consequences of solutions. (Be sure to practice only positive solutions.)

Problem Solving Step # 4 What happens next? is introduced.

Introduce the idea of happy or sad consequences for preschoolers. For older children talk about fairness, safety and good feelings.

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

3. New Learning

Evaluation of Solutions by Consequences—Safe, Fair, Good Feelings

(Use cards.) Continue vignettes, Part 3.

Play the "let's suppose" game sometime during the session.

Review "Ignoring" solution.

Play "what happens next?" game (if time).

4. Small Group Activity

IV-6 Read Aloud Wally's Detective Book for Solving Problems at School

IV-9 Pass the Detective Hat Game for Practicing Solutions

IV-10 Puzzles

IV-11 Pass the Detective Hat Game for Practicing How to Evaluate a Solution

IV-13 Problem Solving Memory Game

IV-15 Problem Solving Sequence Game

5. Ending the Group

Compliment Circle

Trade in for stickers and prizes; meet with parents.



4 What happens next? (consequences)

Homework activities

Stegosaurus Activities # 6-10, 13, 15-17, 19, 20 (choose developmentally appropriate homework)

Parents are given book Wally's Detective Book for Solving Problems at School to read with their children at home.

Handout for parents

Parents: Complete Chapter 8, "Teaching Children to Problem Solve," in *The Incredible Years*.

NOTE: An additional problem solving session may be added here to continue working on the solutions and to show vignettes before moving to Session 8 anger management.

Leader Checklist-Session Eight

Session Eight: Wally Teaches Problem-Solving Steps Program 3, Part 3: Vignettes 6-10



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 3, Part 3

6 7 8* 9* (10) S-19 S-20 S-21 S-22

Vignettes in brackets are optional.

* School age (6-8 years)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review and check homework | _____ | _____ |
| 3. Review ignoring and waiting solutions | _____ | _____ |
| 4. Review individual goals and detective club | _____ | _____ |
| 5. Children help Wally solve a problem (sharing TV with sister) | _____ | _____ |
| 6. Discuss Consequences Cue Cards (safe, fair, good feelings) | _____ | _____ |
| 7. Use Solution Detective Kit with children | _____ | _____ |
| 8. Felicity left out role play | _____ | _____ |
| 9. Freddy "angry teacher" role play | _____ | _____ |
| 10. Review next week's detective homework activities | _____ | _____ |
| 11. Do the following practice activities: (* recommended) | | |
| a. Wally's Solution Detective Kit (IV-1) | _____ | _____ |
| b. Pass the Detective Hat Game (IV-9, IV-11) * | _____ | _____ |
| c. Detective Reports | _____ | _____ |
| d. Problem Solving Bingo, Mazes, Memory Games (IV-13) * | _____ | _____ |
| e. Problem Solving Puzzles (IV-10) | _____ | _____ |
| f. Read books about problem solving (IV-6) | _____ | _____ |
| g. Do Wally's Detective Book for Solving Problems at School
with puppets (IV-6) | _____ | _____ |
| h. Problem Solving Square Game (IV-15) | _____ | _____ |
| i. Make puppets | _____ | _____ |

Introduction Part 3

- j. Fair, Good Feelings Tally Sheet _____
- k. Problem Solving Mystery Play (IV-26) _____
- l. Others (please describe) _____

12. Promote Concepts by:

- a. Praising children who were staying calm and problem solving _____
- b. Coaching children to problem solve _____
- c. Praising children using their words to express themselves _____
- d. Describing children's feeling states _____
- e. Send home dinosaur reading sheets _____

Homework Activities: (circle those given out)

6 7 8 9 10 13 15 17 18 19
(6, 13 especially for preschoolers)

Self Evaluation and Notes

Tyrannosaurus Rex Session Nine

Program Three-Wally Teaches Problem Solving Steps

Part 4: Controlling Anger

1. Greetings

Transition Song

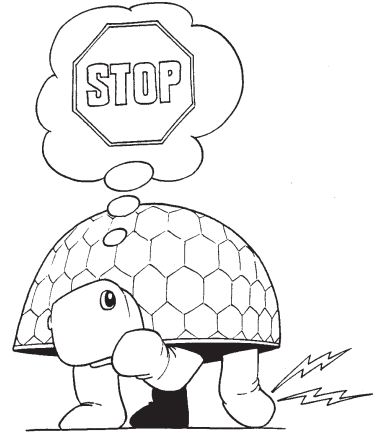
Review and applaud homework.

Children bring up problems they want help with or if children don't raise concerns then Wally brings up a problem reflecting some of the problems of the children in the group. Example: Molly (or Wally or other puppet) got a letter from her teacher that was not good. She doesn't want her parent to see it as she will get into trouble. She asks the kids for help (thought about hiding it or ripping it up).

Evaluate consequences.

Children come up with better solutions.

Continue Detective Club.



2. New Learning

Problem Solving Program 3: Part 4, "Controlling Anger" Vignettes 11–12

Role Play: Wally talks to the children about being teased by a boy on the playground. He responded by yelling at the person and then was pushed by the other boy. Wally was angry. Therapist helps children look at the solutions used by Wally and the other boy from the point of view of safety, fairness and good feelings. Then Wally suggests that Tiny can help with getting control of anger so Wally can think.

Throughout tape of Tiny pause tape to talk about "turtle power" and how strong it is to calm down. Show laminated Tiny Turtle Cue Cards for each of the five steps of anger management.

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

3. New Learning

Do the Turtle Visualization (V-1)

For Vignette 12 talk about feelings of people involved in the problem as well as possible solutions and their consequences.

4. Small Group Activity

V-2 Turtle Vests

V-18 Make Turtle Puppets

V-22 Be a Turtle

V-26 Play Dough Turtles

**NOTE: Children should have earned almost 250 chips by now.
Plan party using the problem-solving skills.**

5. Ending Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

Homework activities

Tyrannosaurus Rex Activities # 1–6 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 11, “Controlling Upsetting Thoughts,” in *The Incredible Years*.

Parents read book to children Wally Learns a Lesson from Tiny Turtle.

To do list!

Send letter (Anger Management) to each child’s teacher.

Leader Checklist-Session Nine

Session Nine: Wally Teaches Problem-Solving Steps Program 3, Part 4: Vignettes 11-12



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 3, Part 4

11 12 * 13

* School age (6-8 years)

DID I

	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Review and check homework	_____	_____
3. Talk about Tiny's anger steps	_____	_____
4. Children help Wally solve a problem (being afraid or getting poked by peer)	_____	_____
5. Do turtle visualization (V-1)	_____	_____
6. Role play anger management with puppets	_____	_____
7. Detective Club continued	_____	_____
8. Review next week's homework activities	_____	_____
9. Give letter about anger unit to parents	_____	_____
10. Send letter about Unit to teachers	_____	_____
11. Do the following practice activities: (* recommended)		
a. Wally's Solution Detective Kit (IV-1)	_____	_____
b. Pass the Detective Hat Game (IV-9, IV-11)	_____	_____
c. Freeze Music game with Anger Cards	_____	_____
d. Anger Bingo, Mazes, Memory Games (V-19)	_____	_____
e. Anger Sequence Game (V-10)	_____	_____
f. Anger puzzles (V-6)	_____	_____
g. Problem Solving Puzzles	_____	_____
h. Read books about anger (V-14)	_____	_____
i. Make turtle puppets (V-18) *	_____	_____

Introduction Part 3

- j. Do Wally's Detective Book for Solving Problems at School with puppets (V-9) _____
- k. Anger Thermometer (V-5) * _____
- l. Make turtle vests (V-2) * _____
- m. Thermometer Experiment (V-3) _____
- n. Read Wally Learns a Lesson from Tiny Turtle _____
- o. Make Teasing Shields (V-7) _____
- p. Turtle Obstacle Course (V-15) _____
- q. Play dough turtles (V-26) _____
- r. Be a turtle (V-22) _____
- s. Detective Reports (IV-29) _____
- t. Pass the Egg (IV-27) _____
- u. Others (please describe): _____

12. Promote Concepts by:

- a. Praising children who were staying calm and problem solving _____
- b. Coaching children to problem solve _____
- c. Praising children using their words to express themselves _____
- d. Describing children's feeling states _____

Homework Activities: (circle those given out)

1 2 3 4 5 6
(1, 2, 3 especially for preschoolers)

Self Evaluation and Notes

Tyrannosaurus Rex Session Ten

Program Three-Wally Teaches Problem-Solving Steps

Part 5: Controlling Anger & Problem Solving

1. Greetings

Review and applaud homework.

Congratulate children for getting into Wally's Detective Club. Challenge them to work for the mega level.

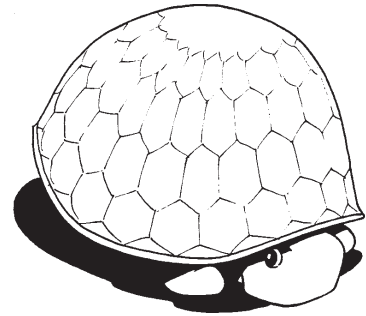
Problem solve any problems brought up by children.

Role Play: Wally talks about a time he was involved in a group of boys fighting but managed to stay out of trouble. He shares his success using Tiny's Secret.

Tiny is introduced and arrives to see what the children have learned about his secret.

Review all the ways children have learned to calm down.

Give team points for calm down and problem solving strategies (if each child gets 3 points then whole team gets a prize).



2. New Learning

Problem Solving Program, Part 4, "Controlling Anger" #13–16 plus supplementals.

Practice using invisible shells.

Finish vignettes in this section and practice solutions to scenes shown on vignettes.

Play "How You Would Feel If . . .?"

Use the anger thermometer to get children to rate how hot that situation would make them feel. Talk about solutions to these situations.

3. BREAK AND SNACK–Detective Club Party!

4. Small Group Activity

Note: Children choose their favorite games for the party.

V-1 Visualization – A Safe Place or, Going in Your Turtle Shell* (this can be done during the beginning discussion and review earlier in session)

V-3 Thermometer Experiment

V-5 Anger Thermometer Drawing

V-10 Anger Sequencing Game

V-16 Tiny's Anger Mazes (See T-Rex Activity #14)

V-24 Body of Anger

V-18 Make Turtle Puppets

V-26 Play Dough Turtles

5. Ending the Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

Homework activities

Tyrannosaurus Rex Activities # 7–11 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 9, “Helping Children Learn to Regulate Their Emotions,” in *The Incredible Years*.

Leader Checklist-Session Ten

Session Ten: Wally Teaches Problem-Solving Steps Program 3, Part 5: Vignettes 13-16



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 3, Part 5

13 (14)* (15)* 16* (S-23) S-24* S-27 S-28

Vignettes in brackets are optional.

* School age (6-8 years)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review and check homework | _____ | _____ |
| 3. Review Tiny's anger steps | _____ | _____ |
| 4. Tiny visits in person | _____ | _____ |
| 5. Review Consequences Cue Cards (thumbs up, down) | _____ | _____ |
| 6. Solve children's or Wally's problems | _____ | _____ |
| 7. Freddy "angry teacher" role play | _____ | _____ |
| 8. Review next week's homework activities | _____ | _____ |
| 9. Give letter about unit to parents | _____ | _____ |
| 10. Explain unit to parents when possible | _____ | _____ |
| 11. Do the following practice activities: (* recommended) | | |
| a. Wally's Solution Detective Kit (IV-1) | _____ | _____ |
| b. Pass the Detective Hat Game (IV-9, IV-11) | _____ | _____ |
| c. Freeze Music game with Anger Cards | _____ | _____ |
| d. Anger Bingo, Mazes, Memory Games (V- 4, 16, 19) | _____ | _____ |
| e. Anger Sequence Game (V-10) | _____ | _____ |
| f. Anger puzzles (V-6) | _____ | _____ |
| g. Problem Solving Puzzles | _____ | _____ |
| h. Read books about anger (V-14) | _____ | _____ |
| i. Make turtle puppets (V-18) | _____ | _____ |

Introduction Part 3

- j. Do Wally's Detective Book for Solving Problems at School with puppets (V-9) _____
- k. Anger Thermometer (used with vignettes) _____
- l. Make turtle vests (V-2) _____
- m. Thermometer Experiment (V-3) _____
- n. Read Wally Learns a Lesson from Tiny Turtle _____
- o. Make Teasing Shields (V-7) _____
- p. Turtle Obstacle Course (V-15) _____
- q. Playdoh turtles (V-26) _____
- r. Be a turtle (V-22) _____
- s. Turtle visualization (V-1) or use turtle sheets _____
- t. Detective Reports (IV-29) _____
- u. Pass the Egg (IV-27) _____
- v. Others (please describe): _____

13. Promote Concepts by:

- a. Praising children who were staying calm and problem solving _____
- b. Coaching children to use solutions learned _____
- c. Praising children using their words to express themselves _____
- d. Celebration for getting into detective club _____
- e. Having extra problem solving class meetings to discuss detective reports _____
- f. Send home dinosaur reading sheets (see homework activity #15) _____

Homework Activities: (circle those given out)

7 8 9 10 11
(7, 11 especially for preschoolers)

Self Evaluation and Notes

Tyrannosaurus Rex Session Eleven

Program Three-Wally Teaches Problem Solving Steps

Part 6: Review

1. Greetings

Review and applaud homework.

Problem solve children's problems.

Role Play: Wally's mother is angry at him for breaking her vase. Discussion should include: Why do parents get angry? What do parents do when they get angry? Does that mean they don't love you when they get angry? How to respond to their anger?

Role Play: Other problems children raise. Make up skits with children's problems. Give children small puppets for skits.

Wally Test: optional

2. New Learning

Vignettes from Problem Solving, Part 5 (if not finished)

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

3. New Learning

Vignettes from Problem Solving, Part 6

Finish vignettes in this section.

Wally talks about a turtle shell being like a teasing shield and explains how teasing shields work to repel the angry and teasing words.

4. Small Group Activity

V-7 Teasing Shield (this can be done during the beginning discussion and review)

V-15 Tiny's Obstacle Course

V-19 Anger Memory Game

IV-31 Problem Solving Mystery Play

IV-29 Detective Reports

IV-27 Pass the Egg

IV-28 Wally's Solution Fishing Game

5. Ending the Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

Homework activities

Tyrannosaurus Rex Activities # 12–15 Stegosaurus #18, #21 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 12, "Time Out from Stress and Anger," in *The Incredible Years*.

To do list!

Brief phone call to each child's teacher.



Leader Checklist-Session Eleven



Session Eleven: Wally Teaches Problem-Solving Steps Program 3, Part 6: Vignettes 17-19

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 3, Part 6

17* 18* (19) S-23 S-24* (S-25)* ** (S-26)** S-27 S-28

* School age (6-8 years)

** Repeated in Session 17.

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review and check homework | _____ | _____ |
| 3. Review Tiny’s anger steps | _____ | _____ |
| 4. Tiny visits in person | _____ | _____ |
| 5. Review Consequences Cue Cards | _____ | _____ |
| 6. Solve children’s or Wally’s problems | _____ | _____ |
| 7. Freddy “angry teacher” role play | _____ | _____ |
| 8. Review next week’s homework activities | _____ | _____ |
| 9. Give letter about unit to parents | _____ | _____ |
| 10. Explain unit to parents when possible | _____ | _____ |
| 11. Do the following practice activities: (* recommended) | | |
| a. Wally’s Solution Detective Kit (IV-1) | _____ | _____ |
| b. Pass the Detective Hat Game (IV-9, IV-11) | _____ | _____ |
| c. Freeze Music game with Anger Cards | _____ | _____ |
| d. Anger Bingo, Mazes, Memory Games (V- 4, 16, 19) | _____ | _____ |
| e. Anger Sequence Game (V-10) | _____ | _____ |
| f. Anger puzzles (V-6) | _____ | _____ |
| g. Problem Solving Puzzles | _____ | _____ |
| h. Read books about anger (V-14) | _____ | _____ |
| i. Make turtle puppets (V-18) | _____ | _____ |

Introduction Part 3

- j. Do Wally's Detective Book for Solving Problems at School with puppets _____
- k. Anger Thermometer _____
- l. Make turtle vests (V-2) _____
- m. Thermometer Experiment (V-3) _____
- n. Read Wally Learns a Lesson from Tiny Turtle _____
- o. Make Teasing Shields (V-7) _____
- p. Turtle Obstacle Course (V-15) _____
- q. Playdoh turtles (V-26) _____
- r. Be a turtle (V-22) _____
- s. Turtle visualization (V-1) or use turtle sheets _____
- t. Detective Reports (IV-29) _____
- u. Pass the Egg (IV-27) _____
- v. Wally's solution fishing game (IV-28) * _____
- w. Others (please describe): _____

12. Promote Concepts by:

- a. Praising children who were staying calm and problem solving _____
- b. Coaching children to use solutions learned _____
- c. Praising children using their words to express themselves _____
- d. Celebration for getting into detective club _____
- e. Having extra problem solving class meetings to discuss Detective Reports _____
- f. Send home dinosaur reading sheets (see homework activity #15) _____

Homework Activities: (circle those given out)

Tyrannosaurus Rex 12 13 14
Stegosaurus 18 21

Self Evaluation and Notes

Allosaurus Session Twelve

Program Four-Molly Manners Teaches How to Be Friendly

Part 1: Helping

1. Greetings

Review and applaud homework.

If children seem ready for a new reinforcement system: Use Green Dream Team chart. (6 greens for each child and whole group is successful = prize. Good choices = green.)

Start giving incentives for teams in combination with individual incentives for target behavior problems individualized for each child. At this point it should be harder to earn chips. It can be helpful to start group or team rewards. For example, the whole group has to help each other with a project or come up with 10 friendly solutions together etc.

Problem solve children's problems.

Molly (or other puppet) role plays being angry because her little brother got in her room and broke her model she had been working on for a long time.

Why do parents get angry? What do parents do when they get angry? Does that mean they don't love you when they get angry? How to respond to their anger? (solutions)

Show "Suppose Cards" to get solutions. Challenge teams to come up with 10 solutions for each member. Then role play suggested solutions. (You could do this review as if making a film—lights, camera, action, freeze. Kids come up with solutions and one child role plays his idea. Points could be given for solution, actor, and if there was a match.)

2. New Learning

Watch Vignettes—Program 4, "Molly Manners Teaches How to be Friendly," Part 1, "Helping" Vignettes 1–10 plus supplementals.

Molly asks the group what it means to be a friend. Group makes a list on flip chart.

Molly tells children about Friendship Club.

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

2. New Learning

New Learning—Continue Vignettes

Do Blindfolded Maze Drawing

3. Small Group Activity

VI-1 Dina's Friendly Feet

V1-3 Friendship Maze

VI-8 Dinosaur Stencils

4. Ending the Group

Explain home activities for the week.

Chip and sticker trade in.

Compliment Circle

Homework activities

Allosaurus Activities #7, #9, #10, #11 (choose developmentally appropriate homework)



Helping

Handout for parents

Parents: Read Chapter 13, "Effective Communication Skills," in *The Incredible Years*.

To do list!

Send letter, (Molly Manners Teaches How to be Friendly) to each child's teacher.

Brief phone call to each child's parents.

Leader Checklist-Session Twelve

Session Twelve: Molly Manners Teaches How to Be Friendly Program 4, Part 1: Vignettes 1-10



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 4, Part 1

1 2 3 4 5 * 6 7 8* 9 * 10 * S-29 * S-30 S-31

* School age (ages 6-8)

DID I	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Review homework	_____	_____
3. Talk about how to help	_____	_____
4. Set up team incentive system for group goals	_____	_____
5. Solve children's problems	_____	_____
6. Continue to use solution detective kit with children	_____	_____
7. Role play friendship solutions "Suppose Cards"	_____	_____
8. Start friendship club	_____	_____
9. Do compliment circle	_____	_____
10. Review next week's homework activities	_____	_____
11. Give letter about unit to parents	_____	_____
12. Send unit to teachers	_____	_____
13. Do the following practice activities: (* recommended)		
a. Guided block building game (VI-4)	_____	_____
b. Pass the detective hat game (VI-24)	_____	_____
c. Class friendship book of activities (VI-48)	_____	_____
d. Social skills bingo, mazes, searches & memory games (VI-3, 8, 25)	_____	_____
e. Social skills puzzles	_____	_____
f. Read books about friends (VI-36)	_____	_____
g. Friendship detective club	_____	_____

Introduction Part 3

- h. Do Wally's Detective Book for Solving Problems at School and at Home with puppets (VI-18) * _____
- i. Cooperative favorite things poster or toy activity (VI-44, 45) * _____
- j. Shared friendship activity (VI-53) _____
- k. Wally's tallest tower (VI-16) _____
- l. Puppet plays about friendship issues (VI-50) _____
- m. Make up friendship stories, letters (VI-34) _____
- n. Word and letter games _____
- o. Mystery object _____
- p. Make a friend videotape (VI-52) _____
- q. Dina's friendly feet (VI-1) _____
- r. Others (please describe) _____

14. Promote Concepts by:

- a. Praising children who were showing friendship behaviors (helping, sharing, teamwork) _____
- b. Using peer coaching to strengthen friendly behaviors _____
- c. Praising children using their words to express themselves _____
- d. Describing children's feeling states _____

Homework Activities: (circle those given out)

7 9 10 11
(7 especially for preschoolers)

Self Evaluation and Notes

Allosaurus Session Thirteen

Program Four-Molly Manners Teaches How to Be Friendly

Part 2: Sharing

1. Greetings

Review and applaud homework.

Solve children's problems

Review and model helping behaviors.

Ask children to tell a time they helped during the week.

Ask if they tried to help and the other person didn't want help.

2. New Learning

"Molly Manners Teaches How to be Friendly," Part 2, "Sharing"

Vignettes 11–19 plus Supplemental Vignettes S32–34.

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

2. New Learning

New Learning—Continue vignettes, Part 2

Molly introduces and models play skills.

Guided role play with children and puppets of play skills. Role play with the puppets: sharing, helping, asking permission, expressing positive feelings of enjoyment, being polite, making suggestions, waiting, giving compliments, taking turns, agreement, soft touch, asking for help, caring, problem-solving. Then ask each child individually to come up with a puppet and play using these ideas. Other children watch and give the child points when he uses one of these behaviors. We challenge the children to get 10 points.

3. Small Group Activity

VI-9 Cooperative Tinker Toys/Legos/Duplos

VI-10 Cooperative Art Poster

4. Ending Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

Homework activities

Allosaurus Activities # 1, #6*, #8 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 10, "Teaching Children Friendship Skills and Ways to Cope with Peer Problems," in *The Incredible Years*.



Sharing

Leader Checklist-Session Thirteen

Session Thirteen : Molly Manners Teaches How to Be Friendly
Program 4, Part 2: Sharing Vignettes 11-19



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 4, Part 2

11 12 (13)* 14 (15)* 16 (17)* (18) (19) S-32 S-33 S-34

Vignettes in brackets are optional.

* School age (ages 6-8)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review homework | _____ | _____ |
| 3. Talk about how to share | _____ | _____ |
| 4. Continue incentive system for group goals | _____ | _____ |
| 5. Solve children’s problems | _____ | _____ |
| 6. Continue to use solution detective kit with children
(model with puzzle - Wally) | _____ | _____ |
| 7. Use books to talk about friendship issues | _____ | _____ |
| 8. Review next week’s homework activities | _____ | _____ |
| 9. Do the following practice activities (* recommended) | | |
| a. Guided block building game (VI-4) | _____ | _____ |
| b. Pass the detective hat game (VI-24) | _____ | _____ |
| c. Class friendship book of activities | _____ | _____ |
| d. Social skills bingo, mazes, memory games VI-3, 8, 25) | _____ | _____ |
| e. Social skills puzzles | _____ | _____ |
| f. Read books about friends (VI-36) | _____ | _____ |
| g. Friendship detective club * | _____ | _____ |
| h. Do Wally’s Detective Book for Solving Problems at School
and at Home with puppets (VI-18) | _____ | _____ |
| i. Cooperative favorite things poster or toy activity (IV-10 or IV-9) | _____ | _____ |
| j. Shared friendship activity (VI-53) | _____ | _____ |

Introduction Part 3

- k. Wally's tallest tower (VI-16) _____
- l. Puppet plays about friendship issues (VI-21) _____
- m. Make up friendship stories, letters (VI-34) _____
- n. Word and letter games _____
- o. Mystery object _____
- p. Make a friend videotape _____
- q. Dina's friendly feet (VI-1) * _____
- r. Rainbow fish activity (IV-38) * _____
- s. Others (please describe) _____

10. Promote Concepts by:

- a. Praising children who were showing friendship behaviors (helping, sharing, teamwork) _____
- b. Using peer coaching to strengthen friendly behaviors _____
- c. Praising children using their words to express themselves _____
- d. Compliment circle time _____

Homework Activities: (circle those given out)

1 6 8

(6 especially for preschoolers)

Self Evaluation and Notes

Allosaurus Session Fourteen

Program Four-Molly Manners Teaches How to Be Friendly

Part 3: Teamwork at School

1. Greetings

Review and applaud homework.

Problem solve

Ask children to tell a time they shared and did teamwork. (complimenting answers or have two teams working for team points with designated spokesperson)

Model and practice helping and sharing

Do guided role play of play skills

2. New Learning

"Molly Manners Teaches How to be Friendly, Part 3, "Teamwork at School" Vignettes 20–25 plus Supplemental Vignettes S-35–S-39.

Talk about teamwork

Using the clip board and friendship checklist, ask children to find the friendly behaviors when they are viewing the videotape vignettes.

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

New Learning–Friendship Part 4 Vignettes 26–30

3. Small Group Activity

VI-15 Cooperative "Favorite Things" Poster

VI-11 Cooperative Clay Modeling

VI-16 Wally's Tallest Tower

VI-19 Peer Coaching (this can be introduced for any of the above activities)

Continue coached peer play. Group children in threes to do activity with adult coach. (If a child is still having difficulty, may need to practice with an adult first.)

4. Ending Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

Homework activities

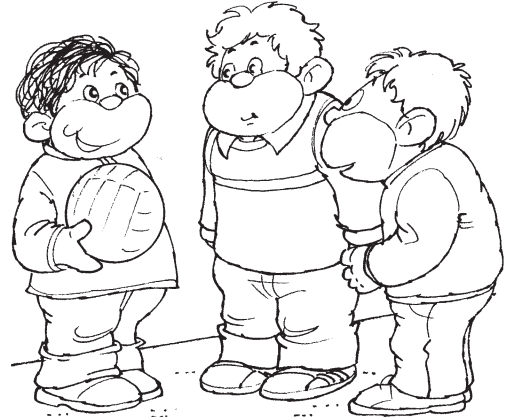
Allosaurus Activities # 2–5 (choose developmentally appropriate homework)

Handout for parents

Parents: Read Chapter 14, "Problem Solving between Adults," in *The Incredible Years*.

To do list!

Brief phone call to each child's parents.



Leader Checklist-Session Fourteen

Molly Manners Teaches How to Be Friendly

Program 4, Part 3: Teamwork Vignettes 20-30



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 4, Part 3

20 21 (22) 23 (24) (25) S-35 S-36 S-37 S-38* S-39*

Vignettes in brackets are optional.

* School age (ages 6-8)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review homework | _____ | _____ |
| 3. Talk about teamwork | _____ | _____ |
| 4. Continue friendship club | _____ | _____ |
| 5. Continue to use solution detective kit with children | _____ | _____ |
| 6. Role play friendship solutions with students | _____ | _____ |
| 7. Do compliment circle | _____ | _____ |
| 8. Do "coached peer play" | _____ | _____ |
| 9. Review next week's homework activities | _____ | _____ |
| 10. Do the following practice activities: (* recommended) | | |
| a. Guided block building game (VI-4) | _____ | _____ |
| b. Pass the detective hat game (VI-24) | _____ | _____ |
| c. Social skills bingo, mazes, memory games (VI-25) | _____ | _____ |
| d. Social skills puzzles | _____ | _____ |
| e. Read books about friends (VI-36) | _____ | _____ |
| f. Friendship club (children write friendship certificates) * | _____ | _____ |
| g. Do Wally's Detective Book for Solving Problems
at School and Home with puppets | _____ | _____ |
| h. Cooperative favorite things poster or toy activity (VI-15) | _____ | _____ |
| i. Shared friendship activity (VI-53) | _____ | _____ |
| j. Wally's tallest tower (VI-16) | _____ | _____ |

Introduction Part 3

- k. Puppet plays about friendship issues _____
- l. Make up friendship stories _____
- m. Word and letter games _____
- n. Helping hands snack (with tag) (VI-6) _____
- o. Dina's friendly feet (VI-1) _____
- p. Do home sticker charts _____
- q. Do cooperative floor puzzles (VI-53) * _____
- r. Others (please describe) _____

11. Promote Concepts by:

- a. Praising children who were showing friendly behaviors (helping, sharing, teamwork) _____
- b. Using Peer Coaching to strengthen friendly behaviors _____
- c. Praising children using their words to express themselves _____
- d. Describing children's feeling states _____
- e. Do a group teamwork project _____
- f. "Friendship Patrol" on the playground _____

Homework Activities: (circle those given out)

2 3 4 5
(3 especially for preschoolers)

Self Evaluation and Notes

Allosaurus Session Fifteen

Program Four-Molly Manners Teaches How to Be Friendly

Part 4: Teamwork at Home

1. Greetings

Review and applaud homework.

Ask children to tell a time they shared and did teamwork. (Compliment answers.)

Solve problems.

Talk about feelings about group ending in 3 weeks.

Guided peer play

2. New Learning

"Molly Manners Teaches How to be Friendly," Part 4, "Teamwork at Home"

Introduce idea of family as team.

Model teamwork and practice.

BREAK (Review job list and bathroom rules.)

3. New Learning–Continued

Start planning graduation party.

V-27 Ask children to draw what they have learned in

Dinosaur School on their mats. Decorate with stickers and pictures from Dinosaur School.

Laminate these and use for graduation day.

5. Small Group Activity

Use coached peer play format for activities.

VI-11 Cooperative Clay Modeling*

VI-19 Peer Coaching (this can be introduced for any of the above activities)

VI-41 Design a Dinosaur

VI-53 Cooperative Floor Puzzle

V-27 Placemats

6. Ending Group

Trade in for stickers and prizes; meet with parents.

Compliment Circle Time



Family teamwork

Homework activities

Allosaurus Activity # 12-16 (choose developmentally appropriate homework)

To do list!

Send letter (Molly Manners Explains How to Talk with Friends) to each child's teacher.

Leader Checklist-Session Fifteen

Session Fifteen: Molly Manners Teaches How to Be Friendly
Program 4, Part 4: Teamwork at Home Vignettes 26-32



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 4, Part 4

26 * 27 * 28 29 30 * 31 * 32

* School age (6-8 years)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review homework | _____ | _____ |
| 3. Talk about teamwork | _____ | _____ |
| 4. Continue friendship club | _____ | _____ |
| 5. Continue to use solution detective kit with children | _____ | _____ |
| 6. Role play friendship solutions with students | _____ | _____ |
| 7. Do compliment circle | _____ | _____ |
| 8. Do "Coached peer play" | _____ | _____ |
| 9. Review next week's homework activities | _____ | _____ |
| 10. Do the following practice activities: (* recommended) | | |
| a. Guided block building game (VI-4) | _____ | _____ |
| b. Pass the detective hat game (VI-24) | _____ | _____ |
| c. Social skills bingo, mazes, memory games (VI-25) | _____ | _____ |
| d. Social skills puzzles | _____ | _____ |
| e. Read books about friends (VI-36) | _____ | _____ |
| f. Friendship club (children write friendship certificates) | _____ | _____ |
| g. Do Wally's Detective Book for Solving Problems at School and Home with puppets | _____ | _____ |
| h. Cooperative favorite things poster or toy activity (VI-15) | _____ | _____ |
| i. Shared friendship activity (VI-53) | _____ | _____ |
| j. Wally's tallest tower (VI-16) | _____ | _____ |
| k. Puppet plays about friendship issues | _____ | _____ |

Introduction Part 3

- l. Friendship bingo (VI-25) _____
- m. Word and letter games _____
- n. Helping hands snack (with tag) (VI-6) _____
- o. Dina’s friendly feet (VI-1) _____
- p. Do home sticker charts _____
- q. Do cooperative floor puzzles (VI-53) _____
- r. Wally’s solution fishing game, with friendly solutions (IV-28) * _____
- s. Others (please describe) _____

11. Promote Concepts by:

- a. Praising children who were showing friendly behaviors (helping, sharing, teamwork) _____
- b. Using peer coaching to strengthen friendly behaviors _____
- c. Praising children using their words to express themselves _____
- d. Describing children’s feeling states _____
- e. Do a group teamwork project _____
- f. Continue “friendship patrol” during play _____

Homework Activities: (circle those given out)

12 13 14 15 16
(13 especially for preschoolers)

Self Evaluation

Brachiosaurus Session Sixteen

Program Five-Molly Explains How to Talk with Friends

Part 1: Tell, Listen, Ask

1. Greetings

Review and applaud homework.

Review teamwork.

Wally feels angry, and Molly feels sad about sessions ending. They ask children how to deal with that (e.g., call, look at turtle necklace and think happy thought).

2. New Learning

"Molly Explains How to Talk with Friends," Part 1, "Tell, Listen, and Ask"

Vignettes and discussion.

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

4. New Learning

Continued Role Play how to join in a group.

5. Baby Dina

Baby Dina is born in session 16 or 17 (see script in session 17) and asks children what they have learned in Dinosaur School. This is used as a way to review material.

5. Plan food for celebration party

6. Small Group Activity

VII-3 Twenty Questions Game: "Guess What?"

VII-2 Fact Finding Interview

VII-7 Pass the Hat for Practicing How to Talk to Others

VII-10 Molly and Wally Dolls

VII-16 Mystery Object

7. Ending Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

8. Puppets start to say good-by.

Any visiting puppets say good-bye (except for Wally and Dina who should wait for last group to say good bye).

Homework activities

Brachiosaurus Activities # 1–5 (choose developmentally appropriate homework)

To do list!

Brief phone call to each child's teacher.



Telling and listening

Leader Checklist-Session Sixteen

Session Sixteen: How to Talk with Friends

Program 5, Part 1: Vignettes 1-16



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 5, Part 1

1 2* 3 4 5* 6* 7 8* 9* 10 11* 12* 13*
 14* 15* 16 S-40 S-41* S-42 S-43 S-44 S-45 S-46 S-47 S-48 S-49*
 S-50

* School age (6-8 years)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Open circle time with predictable routine | _____ | _____ |
| 2. Review homework | _____ | _____ |
| 3. Talk about how to talk to friends | _____ | _____ |
| 4. Review friendship skills | _____ | _____ |
| 5. Role play saying "please stop" | _____ | _____ |
| 6. Role play giving suggestions | _____ | _____ |
| 7. Role play asking to borrow | _____ | _____ |
| 8. Role play responding to bullying | _____ | _____ |
| 9. Baby Dina is born | _____ | _____ |
| 10. Start planning graduation party | _____ | _____ |
| 11. Review next week's homework activities | _____ | _____ |
| 12. Give letter about unit to parents | _____ | _____ |
| 13. Send letter about unit to teachers | _____ | _____ |
| 14. Do the following practice activities: (* recommended) | | |
| a. Bar graph on individual differences | _____ | _____ |
| b. Pass the detective hat game (VII-7) | _____ | _____ |
| c. Curious cube | _____ | _____ |
| d. Make puppets (Baby Dina) | _____ | _____ |
| e. Make dinosaurs - cooperatively (VII-8) | _____ | _____ |
| f. Read books about friends (VI-36) | _____ | _____ |

Introduction Part 3

- g. Do Wally's Detective Book for Solving Problems at School and Home with puppets and draw and write solutions (VIII-12) _____
- h. Cooperative favorite things poster or toy activity (VI-15) _____
- i. Shared friendship activity (VII-8) _____
- j. Secret pals book (VI-20) _____
- k. Molly's listening game (VII-11) _____
- l. Word and letter games (VII-19) _____
- m. Mystery object (VII-3) _____
- n. Plan graduation posters/placemats _____
- o. Twenty questions game (VII-3) _____
- p. Fact finding interview (VII-2) _____
- q. Wally and Molly dolls (VII-10) _____
- r. Wally's big cars game (VII-9) _____
- s. Dina's friendly feet (VI-1) _____
- t. Others (please describe) _____

15. Promote Concepts by:

- a. Praising children who were showing friendly behaviors (helping, sharing, teamwork) _____
- b. Praising children who shared information about themselves or took an interest in others _____
- c. Praising children who said "No" to wrongdoing or who stood up to bullies _____
- d. Compliment circle _____

Homework Activities: (circle those given out)

1 2 3 4 5
(4, 5 especially for preschoolers)

Self Evaluation and Notes

Brachiosaurus Session Seventeen

Program Five-Molly Explains How to Talk with Friends

Part 2: Tell, Listen, Ask

1. Greetings

Review and applaud homework.

Review listening and speaking up

Wally feels angry, and Molly feels sad about sessions ending. They ask children how to deal with that (e.g., call, look at turtle necklace and think happy thought).

Wally talks about a problem he wants help with. He wants to make friends with a new kid on his block. Children help him learn how to make a new friend. Model and rehearse approach and ways to enter a group.

2. New Learning

"Molly Explains How to Talk with Friends," Complete Vignettes and discussion.

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

3. New Learning

Problem solving Program 5, Part 2

Oscar talks about how difficult it is to talk about a problem he has. Children help him understand why it is better to talk about it.

Wally talks about his feelings of saying good bye

4. Baby Dina

Baby Dina returns (if born in session 16) and asks children more about what they have learned in Dinosaur School.

5. Plan graduation

Plan graduation hats or make invitations to go home to parents to invite them to graduation party.

5. Small Group Activity

VII-5 Pass the Hat for How to Be Friendly

VII-9 Wally's Big Ears Game

VI-1 Dina's Friendly Feet

(This replaces compliment circle as children write a compliment to each other on the foot.

This compliment could also be put on a picture of Baby Dina and pasted on a popsicle stick to make a Baby Dina puppet)

6. Ending Group

Explain home activities for the week.

Chip and sticker trade in.

Meet with parents.

Compliment Circle

Homework activities

Brachiosaurus Activities # 6, 7, 8, 9, 10, 11, 15 (choose developmentally appropriate homework)

To do list!

Brief phone call to each child's teacher.



Asking

Leader Checklist-Session Seventeen

Session Seventeen: How to Talk with Friends

Program 5, Part 2: Problem Sharing Vignettes S-51–S-53



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

Program 5, Part 2: Oscar Problem Solving

S-51 S-52 S-53

DID I	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Review homework	_____	_____
3. Review how to talk to friends	_____	_____
4. Review friendship skills	_____	_____
5. Role play saying "please"	_____	_____
6. Role play giving suggestions	_____	_____
7. Role play asking to borrow	_____	_____
8. Role play responding to bullying	_____	_____
9. Baby Dina is born	_____	_____
10. Continue planning graduation party and talk about group ending	_____	_____
11. Review next week's homework activities	_____	_____
12. Invite parents to graduation	_____	_____
13. Do the following practice activities: (* recommended)		
a. Bar graph on individual differences	_____	_____
b. Pass the detective hat game (VII-5)	_____	_____
c. Curious cube (VI-28)	_____	_____
d. Make puppets (Baby Dina) (VII-20) *	_____	_____
e. Make dinosaurs - cooperatively (VII-8)	_____	_____
f. Read books about friends (VI-36)	_____	_____
g. Do Wally's Detective Book for Solving Problems at School and Home with puppets and draw and write solutions	_____	_____
h. Cooperative favorite things poster or toy activity	_____	_____

Introduction Part 3

- i. Shared friendship activity (VII-8) _____
- j. Secret pals book (VI-20) _____
- k. Molly's listening game (VI-11) _____
- l. Word and letter games (VII-19) _____
- m. Mystery object (VII-3) _____
- n. Fact finding interview (VII-2) _____
- o. Twenty questions game (VII-3) _____
- p. Fact finding interview (VII-2) _____
- q. Wally and Molly dolls (VII-10) _____
- r. Wally's big cars game (VII-9) _____
- s. Dina's friendly feet (VI-1) _____
- t. Others (please describe) _____

14. Promote Concepts by:

- a. Praising children who were showing friendly behaviors (helping, sharing, teamwork) _____
- b. Praising children who shared information about themselves or took an interest in others _____
- c. Coached peer play _____
- d. Compliment circle _____

Homework Activities: (circle those given out)

6 7 8 9 10 11 15
(7 especially for preschoolers)

Self Evaluation and Notes

Session Eighteen

Program Seven-Graduation

Parents can watch the children in their circle time with the leaders and puppets. There is a brief circle time starting with singing some of their favorite songs and reviewing homework as usual.

1. Greetings

Song

Review and applaud homework.

Problem solve.

2. Review

Baby Dina may return to talk about what she can learn from the children. Or, children will play pass the egg. When the music stops and they open their egg it asks them a question or joke. If it is a problem solving question they can answer the question or pick a child to act out the solution.

3. PARTY

(Parents and siblings should be invited to the party.)

4. Small Group Activity

Give out posters and graduation certificates; serve special cake.

Have a variety of games that the children like for them to play with their parents or siblings.

Some Ideas include: Feeling Spinning Wheel Wally Detective Books and Small Puppets

IV-17 Mazes and Puzzles Pass the Hat Games

IV-28 Wally's Solution Fishing Game

IV-23 Solution Treasure Hunt



Leader Checklist-Session Eighteen

Session Eighteen: Graduation



SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

DID I	YES	NO
1. Open circle time with predictable routine	_____	_____
2. Talk about program ending and feelings	_____	_____
3. Baby Dina learns from children (review friendship skills)	_____	_____
4. Practice for graduation ceremony	_____	_____
5. Make dinosaur hats	_____	_____
6. Play pass the hat	_____	_____
7. Do compliment circle	_____	_____
8. Game festival	_____	_____
9. Celebration food	_____	_____
10. Give out certificates and posters	_____	_____
11. Have children choose what games they want to play:		
a. Wally's fishing game (IV-28)	_____	_____
b. Matching memory game (IV-13)	_____	_____
c. Bingo, or mazes or puzzles game	_____	_____
d. Feeling spinning game	_____	_____
e. Solution treasure hunt	_____	_____
f. Pass the egg (IV-27)	_____	_____
12. Do Wally's Detective Book for Solving Problems at School and Home with puppets and draw and write solutions	_____	_____
13. Cooperative Favorite Things Poster or Toy Activity	_____	_____
14. Others (please describe)	_____	_____

Introduction Part 3

15. Promote Concepts by:

- a. Praising children who were showing friendly behaviors
(helping, sharing, teamwork) _____
- b. Praising children who shared information about themselves
or took an interest in others _____
- c. Using social and emotional coaching _____

Self Evaluation and Notes