Therapist/Child Small Group Therapy Process Checklist  

Dina Dinosaur School (rev. 2019)

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

Leader (name): ___________________________ Date: ___________________________
Session Number: ________________________ Topic: ___________________________
Certified Trainer Evaluation (name): _______________________________________

**ROOM SETUP**

**Did the Therapist/Group Leader:**

1. Set up the chairs (or carpet squares) in a semicircle that allowed everyone to see the TV? (name tags for first sessions)
   YES NO N/A
2. Sit on either side of the TV and flip chart?
   YES NO N/A
3. Have chips in visible and accessible spot? (sticker basket, prize box, chip cups with names)
   YES NO N/A
4. Have dinosaur schedule posted?
   YES NO N/A
5. Have healthy snack prepared?
   YES NO N/A
6. Have session materials ready? (home activities manual, cue cards, DVDs, prizes, puppets, stickers, rules poster, dina poster for coloring in total of chips earned each week, art supplies, markers and flip chart, TV & DVD Player, helper list, give me five card)
   YES NO N/A

**Circle Time**

**REVIEW CHILDREN’S HOME ACTIVITIES & STARTING CIRCLE TIME DISCUSSIONS**

**Did the Therapist/Group Leader:**

7. Have puppets arrive and greet children in a predictable and enthusiastic manner (e.g. “One, two, three, Dina!” or a greeting song?)
   YES NO N/A
8. Begin the discussion with brief review of home activities and ask what skills children remembered to use during the week.
   YES NO N/A
9. Give every child the chance to share?
   YES NO N/A
10. Enthusiastically praise whatever effort children made this week?
    YES NO N/A
11. Applaud successes and give stamps/stickers for home activity?
    YES NO N/A
**REVIEW CHILDREN’S HOME ACTIVITIES, Continued**

12. Explore with children who didn’t complete the home activities what made it difficult and challenge them to a new goal for this week? Can do this individually during coached play time.  
   __________  __________  __________

13. Have puppets talk about their issues/problems that week and things they need help with?  
   __________  __________  __________

14. Establish individual goals/ personal challenges for individual children based on their developmental level?  
   __________  __________  __________

15. Review learning from prior session?  
   __________  __________  __________

**WHEN PRESENTING THE NEW LEARNING IN CIRCLE TIME**

**Did the Therapist/Group Leader:**

16. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (e.g. What are some rules for the class? Or what are some friendly behaviors?)  
   __________  __________  __________

17. Work to include all children in the discussion?  
   __________  __________  __________

18. Paraphrase and highlight the points made by children? (Reinforce their ideas by having them role-play or demonstrate, hold a cue card, or give them chips and praise for their ideas.)  
   __________  __________  __________

19. Use puppets in lively and enthusiastic way as active participants in entire session?  
   __________  __________  __________

20. Co-leader attends to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.?  
   __________  __________  __________

21. Uses picture cue cards as prompts to reinforce new behaviors being taught?  
   __________  __________  __________

22. Use a style that is playful, engaging, fun, using songs, and paced at children’s level of attention and developmental level?  
   __________  __________  __________

23. Present clearly and model new behavior with puppets and role play practices?  
   __________  __________  __________

24. Actively involve children by letting them hold cue cards, pause video, use smaller puppets, give out snacks, be line leader, etc.?  
   __________  __________  __________

25. Provide legitimate opportunities for active children to move and stretch? (e.g., Group stretch break or wiggle space for a particular child.)  
   __________  __________  __________

26. Set up activities during circle time such as songs, games, large group bingo, feeling dice, large turtle shell, pass the hat, practicing skill with puppets?  
   __________  __________  __________

27. Take time to acknowledge disappointment at not being called upon? Provide children with coping strategies to manage this? (e.g. Self-pat on the back or “maybe next time.”)  
   __________  __________  __________

28. Take a group snack break and reinforce social behavior. Encourage children to share interests and experiences. Perhaps use puppets to model listening, asking questions, sharing.  
   __________  __________  __________
WHEN SHOWING THE VIGNETTES (Number of vignettes shown: __________)

**Did the Therapist/Group Leader:**

<table>
<thead>
<tr>
<th>29. Focus children’s attention before showing vignette?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Give them a specific behavior or emotion to watch for?</td>
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<tr>
<th>30. Pause longer vignettes at least once to ask questions about segments of the vignette and to predict what happens next?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>31. Begin by asking an open-ended question to children about what they thought was happening in the vignette?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
</table>

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<tr>
<th>32. Acknowledge, praise and non-verbally acknowledge children who are focused on a vignette?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
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<tr>
<th>33. Move on to the next vignettes after key points have been discussed and practiced? Pace material to maintain children’s interest?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>34. Allow for discussion following each vignette? (If vignettes are played one after another, children may not catch the key points illustrated. Additionally, they won’t have an opportunity to process emotional reactions, or practice. IF children are distracted vignette may need to be replayed.)</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>35. Use vignette scene to prompt a role play/practice of the skill viewed on the DVD? When setting up role play, select student strategically and coach them with script of prosocial behavior to practice.</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>36. Demonstrate and explain small group activity before leaving large circle discussion?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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ROLE PLAYS (Number of role plays done in session: __________)

**Did the Therapist/Group Leader:**

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<tr>
<th>37. Have children practice new concepts in circle time through puppet plays and role plays?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>38. Role play practices are set up to practice positive - not negative - behaviors and are strategically set up according to children’s development and behavior goals to promote a high rate of engagement?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>39. Developmentally appropriate role play practices are carefully set up to help children be successful? (e.g. providing the words that they will say, prompting a behavior, setting up role play with a child and a puppet so that puppet can help guide the practice.)</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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SMALL GROUP PRACTICE ACTIVITIES

**Did the Therapist/Group Leader:**

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<tr>
<th>40. Plan small group activity or game to reinforce new learning? (e.g. cooperative art activity, feeling game, blocks, play dough, art activity, bingo, pass the hat, visualization)</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tr>
<th>41. Prepare small group activity materials ahead of time to minimize children’s waiting time during transition from circle time to small group activity?</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
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</table>
42. Participate in small group activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur? _____ _____ _____

**SMALL GROUP PRACTICE ACTIVITIES, CONTINUED**

**Did the Therapist/Group Leader:**

43. Promote reading skills by associating printed work with language? _____ _____ _____

44. Promote writing skills by taking dictations, writing words to be copied and reinforcing children’s beginning attempts to write? _____ _____ _____

45. Provide children with time for less structured peer play with legos, trains, dress-up materials, play dough, etc., and coach social interactions and problem solving during this time? _____ _____ _____

46. Give as much time to small group activities as to circle time discussions? _____ _____ _____

47. Make adaptations in small group activities in order to be developmentally appropriate for every child? _____ _____ _____

**BEHAVIOR MANAGEMENT AND RELATIONSHIP BUILDING SKILLS (DURING ALL SEGMENTS)**

**Did the Therapist/Group Leader:**

48. Build relationship with individual children by asking personal questions about their experiences, listening to their stories using child’s name, responding to them uniquely? _____ _____ _____

49. Create a feeling of safety in the group? _____ _____ _____

50. Promote optimism and show belief in children’s ability to learn and be successful? _____ _____ _____

51. Use physical touch (back rubs, hugs, lap time) appropriately? _____ _____ _____

52. Share aspects of self when appropriate (e.g. something about your family or a mistake you learned from)? _____ _____ _____

53. Use proximal praise and labeled praise for prosocial behavior? _____ _____ _____

54. Avoid making critical or negative statements about children’s behavior? _____ _____ _____

55. Act in a fun, playful and engaging way with children? _____ _____ _____

56. Show respect, warmth and calmness with children? _____ _____ _____

57. Involve children actively in learning through games, activities, stories, songs, fantasy? _____ _____ _____

58. Use songs and movement activities strategically when children need to move or have a break? _____ _____ _____

59. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small group activities, saying goodbye? _____ _____ _____

60. Ignore targeted misbehaviors or attention seeking behaviors? (blurring out, off seat) _____ _____ _____

61. Use Time Out appropriately, for aggressive behavior or repeated noncompliance? _____ _____ _____

**Number of Time Outs given:** ____________
62. Use redirects and distractions to re-engage children who are off-task?

63. Use warnings for disruptive behavior? (Warnings should let children know what will happen if they do not comply. If noncompliance continues, therapists should follow through with consequence.)

64. Praise and give rewards (chips, hand stamps, stickers) to individual children who are following rules and showing appropriate behaviors?

65. Use team incentive approach?

66. Use emotion coaching?

67. Use social coaching?

68. Use academic and persistence coaching?

69. Respond to individual and group developmental needs? (Change pace if children are restless, modify activities and questions depending on children’s skill, adjust circle time content and length to children’s attention span and level of engagement.)

70. Prepare for transitions to new activities effectively? (visual or auditory cues)

71. Give clear and simple directions and model expected behavior?

72. Minimize amount of waiting time for children?

73. Attend to and reinforce appropriate behavior much more often than attending to inappropriate behavior?

REVIEW HOME ACTIVITIES AND WRAP UP

Did the Therapist/GroupLeader:

74. Begin the wrap up process with about 15 minutes remaining?

75. Review Detective Home Activity for the week?

76. Have children count chips and trade in for prizes?

77. Conduct compliment circle time?

78. Meet with the parents?

79. End the session on time?

CHILDREN’S RESPONSES

80. Children appeared engaged and on-task during session?

81. Children were enjoying themselves during activities?

82. Children were involved in asking questions, role plays and suggesting ideas?

LEADER COLLABORATION

Did the Therapist/GroupLeader:

83. Did the two leaders have clear, complementary roles in each of the different activities? (take turns leading content and focusing on process)

84. Did leaders work well as a team, reinforcing each other, while
attending to different roles with children?  _____  _____  _____

85. Are leaders implementing behavior plans for each child tailored to developmental level and specific therapy goals?  _____  _____  _____

(editable behavior plans available at: www.incredibleyears.com/download/resources/teacher-pgrm/individual-behavior-plan_editable.pdf)

86. Are leaders talking to parents about dinosaur home activities, behavior plans, and about how parents can reinforce children’s learning at home?  _____  _____  _____

ADHERENCE TO SESSION PROTOCOLS AND CONTENT  YES  NO  N/A

Did the Therapist/GroupLeader:

87. Followed session protocols for session?  _____  _____  _____

88. Knowledgeable about content to be presented to children?  _____  _____  _____

89. Showed the appropriate number of vignettes for age and temperament of children?  _____  _____  _____

90. Modifications or adaptations were made when necessary to help keep children actively engaged and successful with activities?  _____  _____  _____

REMEMBER: Your goal in the group sessions should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors.

Summary Comments: __________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Candidate has satisfied video requirements for certification:  _____ Yes  _____ No

Session Reviewed by: ___________________________  Date: __________________________

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