



Teacher Child Group Process Checklist

Dina Dinosaur School in the Classroom

This checklist is designed for teachers to complete (with co-teachers) following a daily lesson plan. By looking for the following points, a teacher can identify specific goals for progress. This checklist is designed to complement the lesson plans for the specific sessions, which list the key content that should be presented, practiced, and promoted throughout the week. It is recommended that a teacher videotape the lesson and small group activity and review afterwards using this checklist.

Teacher Self-Evaluation (name): _____

Co-teacher Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

ROOM SETUP

Did the teachers:

- | | YES | NO | N/A |
|--|------------|-----------|------------|
| 1. Have children sit in a semicircle that allows everyone to see the TV and each other? | _____ | _____ | _____ |
| 2. Post rules on wall so children can see them? | _____ | _____ | _____ |
| 3. Have materials ready?
(handouts, cue cards, DVDs cued up, activities/manuals prepared) | _____ | _____ | _____ |
| 4. Convey enthusiasm about the lesson? | _____ | _____ | _____ |
| 5. Show they had a predictable time on the schedule for Dinosaur School? | _____ | _____ | _____ |

Starting the Circle Time Discussions

Did the teachers:

- | | YES | NO | N/A |
|---|------------|-----------|------------|
| 6. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g. "One, two, three, Dina!" or a greeting song)? | _____ | _____ | _____ |
| 7. Begin the lesson with an issue related to the day's topic? | _____ | _____ | _____ |
| 8. Establish individual or group goals/personal challenges for students? | _____ | _____ | _____ |
| 9. Review learning from prior lesson by asking children for times during the week when they were able to practice what they learned in Dinosaur School? | _____ | _____ | _____ |

When Presenting the New Learning for the Day

Did the teachers:

- | | YES | NO | N/A |
|--|------------|-----------|------------|
| 10. 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?)? | _____ | _____ | _____ |

- | | | | |
|---|-------|-------|-------|
| 11. Work to engage less verbal students in discussion? | _____ | _____ | _____ |
| 12. Paraphrase and highlight the points made by children? | _____ | _____ | _____ |
| 13. Use puppets as active participants of the entire session? | _____ | _____ | _____ |
| 14. Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, helping others, etc.? | _____ | _____ | _____ |
| 15. Attend to group process through selective use of ignore when appropriate? | _____ | _____ | _____ |
| 16. Use picture cue cards as prompts to reinforce new behaviors being taught? | _____ | _____ | _____ |
| 17. Use a style that is playful, engaging, fun, and paced at children's level of attention? | _____ | _____ | _____ |
| 18. Present clearly and model new behavior with puppets and role plays? | _____ | _____ | _____ |
| 19. Actively involve children by letting them hold cue cards, pause tape, use smaller puppets, etc.? | _____ | _____ | _____ |
| 20. Provide legitimate opportunities for active children to move and stretch (e.g., group stretch break or wiggle space for a particular child or music activity)? | _____ | _____ | _____ |
| 21. Respond to group and individual developmental needs (e.g., change pace if children are restless and modify activities and questions depending on a particular child's skill)? | _____ | _____ | _____ |
| 22. Work to address communication issues created by language barriers? | _____ | _____ | _____ |
| 23. Adapt content to be sensitive to children's culture or to special issues relevant for the particular class of students? | _____ | _____ | _____ |
| 24. Incorporate translator in planning when possible? | _____ | _____ | _____ |
| 25. Adjust length of circle time to reflect children's attention span and level of engagement? | _____ | _____ | _____ |
| 26. Follow the lesson plans? | _____ | _____ | _____ |

When Showing the Vignettes

YES NO N/A

Did the teachers:

- | | | | |
|--|-------|-------|-------|
| 27. Focus children's attention before showing vignettes? Give them a specific behavior or emotion to watch for? | _____ | _____ | _____ |
| 28. Pause longer vignettes at least once to ask questions about about segments rather than waiting until the end of the vignette? Ask about character feelings and what they will do next? | _____ | _____ | _____ |
| 29. Begin by asking children about what they thought was happening in the vignette? | _____ | _____ | _____ |
| 30. Acknowledge and praise children's responses to a vignette? | _____ | _____ | _____ |
| 31. When appropriate, praise or nonverbally acknowledge children who are focused on the vignette? | _____ | _____ | _____ |

- | | | | |
|---|-------|-------|-------|
| 32. Take time to acknowledge disappointment at not being called upon (e.g., self-pat on the back, expression of “oh man”)? | _____ | _____ | _____ |
| 33. Paraphrase and highlight the points made by children? | _____ | _____ | _____ |
| 34. Move on to the next vignettes after key points have been discussed and practiced? Pace material to maintain children’s interest? | _____ | _____ | _____ |
| 35. Allow for discussion following each vignette? If children are distracted, vignette may need to be replayed. | _____ | _____ | _____ |
| 36. Make sure that children are attending when vignette is shown? | _____ | _____ | _____ |
| 37. Use vignette to prompt a role play/practice with children? When setting up role play practice select student strategically and coach them with a script of behaviors to practice? | _____ | _____ | _____ |
| 38. Have children practice the actual behaviors being taught through puppet plays, role plays, live plays, and peer-coached plays? | _____ | _____ | _____ |
| 39. Adjust number of vignettes shown according to age and attention span of students? | _____ | _____ | _____ |
| 40. Demonstrate and explain small group activity before leaving large circle discussion? | _____ | _____ | _____ |

Small Group Activities

YES NO N/A

Did the teachers:

- | | | | |
|--|-------|-------|-------|
| 41. Plan small group activity to reinforce new content learned (e.g., cooperative art activity, feeling game, blocks, play dough, bingo, pass the hat, visualization)? | _____ | _____ | _____ |
| 42. Prepare small group activity materials and set out on tables ahead of time to minimize children’s waiting time? | _____ | _____ | _____ |
| 43. 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? | _____ | _____ | _____ |
| 44. Use labeled praise for prosocial behaviors? | _____ | _____ | _____ |
| 45. Use “dialogic reading” or interactive reading style? | _____ | _____ | _____ |
| 46. Promote reading skills by associating printed word with language? | _____ | _____ | _____ |
| 47. Promote writing skills by taking dictations, writing words to be copied, reinforcing children’s beginning attempts to write? | _____ | _____ | _____ |
| 48. Make adaptations in small group activities in order to be developmentally appropriate for all children? | _____ | _____ | _____ |
| 49. Give as much time to small group practice activities as to large circle time discussions? | _____ | _____ | _____ |

Promoting Skills

YES NO N/A

Did the teachers:

- | | | | |
|---|-------|-------|-------|
| 50. Use emotion and social coaching language? | _____ | _____ | _____ |
| 51. Use academic and persistence coaching? | _____ | _____ | _____ |
| 52. Use proximal praise and labeled praise? | _____ | _____ | _____ |
| 53. Ignore targeted misbehaviors or attention seeking behaviors? | _____ | _____ | _____ |
| 54. Use Time Out to calm down appropriately for aggressive behavior? | _____ | _____ | _____ |
| 55. Use redirects and warnings? | _____ | _____ | _____ |
| 56. Praise individual children who are following rules, participating well, and engaging in positive behaviors? | _____ | _____ | _____ |
| 57. Use team incentive approach? | _____ | _____ | _____ |
| 58. Issue personal challenges, team rewards, mystery challenges? | _____ | _____ | _____ |
| 59. Have Dinosaur Cue Cards up on walls (e.g., quiet hands up, sharing)? | _____ | _____ | _____ |
| 60. Use nonverbal praise? | _____ | _____ | _____ |
| 61. Act in a fun, playful, and engaging way with children? | _____ | _____ | _____ |
| 62. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc.? | _____ | _____ | _____ |
| 63. Prepare for transitions effectively? | _____ | _____ | _____ |
| 64. Promote optimism and show belief in children's ability to learn and be successful? | _____ | _____ | _____ |
| 65. Avoid making critical or negative statements about children's behavior? | _____ | _____ | _____ |
| 66. Show respect, warmth and calmness with children? | _____ | _____ | _____ |
| 67. Involve children actively in learning through games, activities, stories, and fantasy? | _____ | _____ | _____ |
| 68. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small groups, saying goodbye? | _____ | _____ | _____ |

Review Home Activities and Wrap Up

YES NO N/A

Did the teachers:

- | | | | |
|---|-------|-------|-------|
| 69. Review Detective Home Activities with the children? | _____ | _____ | _____ |
| 70. Individually give children a chance to share their home activities? | _____ | _____ | _____ |
| 71. Enthusiastically praise whatever effort children made this week? | _____ | _____ | _____ |
| 72. Assist children who didn't complete the home activities to complete them? | _____ | _____ | _____ |
| 73. Have puppets say good-bye (not every session)? | _____ | _____ | _____ |
| 74. Involve parents by sending home parent letters with home activities? (See website for samples:
http://www.incredibleyears.com/TeacherResources/index.asp) | _____ | _____ | _____ |

Children's Responses

	YES	NO	N/A
75. Children appear engaged and on-task during large group circle time.	_____	_____	_____
76. Children were enjoying themselves during small group activities.	_____	_____	_____
77. Children were involved in asking questions, role plays, and suggesting ideas.	_____	_____	_____
78. Waiting time for children was minimized.	_____	_____	_____

Teacher Collaboration

	YES	NO	N/A
<i>(To be completed if there is a second or third teacher or co-leader involved with the curriculum)</i>			
79. Did the two teachers have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)?	_____	_____	_____
80. Did teachers work well as a team reinforcing each other, while attending to different roles with students?	_____	_____	_____
81. Do teachers have regular, consistent meeting times weekly to discuss and plan for the Dina Curriculum?	_____	_____	_____
82. Are teachers implementing behavior plans for children targeted with special needs?	_____	_____	_____
83. Do teachers call parents to share something positive about their child?	_____	_____	_____
84. Do teachers share Dinosaur materials at parent orientation nights?	_____	_____	_____
85. If there is an assistant teacher, is s/he involved in planning and in implementing the curriculum?	_____	_____	_____

REMEMBER: Your goal in the circle time lessons 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 throughout the week.

Summary Comments:

Lesson reviewed by: _____

Date: _____