

Part 3

Agendas and Checklists for Each 2-Hour Session

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

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. The number of 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 listed than it is possible to cover in 18 weeks!

1. Apatosaurus–Making New Friends and Learning School Rules
2. Iguanodon–How to be Successful in School, Part 1: Listening, Quiet Hands Up
3. Iguanodon–How to be Successful in School, Part 2: Concentrating, Checking and Cooperating
4. Triceratops–Detecting and Understanding Feelings, Part 1: Wally Teaches Clues to Detecting Feelings
5. Triceratops–Detecting and Understanding Feelings, Part 2: Wally Teaches Clues to Understanding Feelings
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

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

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.

Typically teachers alternate between content and process roles. One leader may take the content role for the first circle and then switch to process for the second circle.



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 shorter circle times interspersed with 2-3 different small group activities. All vignettes are appropriate for 6-8 year old children. Vignettes marked with an asterisk (*) are more relevant for school age children (ages 6-8 years) than for preschool children (4-5 years).

Apatosaurus Session One

Making New Friends and Learning School Rules

1. Greetings and First Circle

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

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

Children tell Wally something about themselves. They play the “animal game” or other acquaintance activity.

Children learn about earning prizes and what behaviors get a dinosaur chip. Therapist explains trade-in system (4 chips = sticker; 2 stickers = prize)

2. Show Video Vignettes (DVD #1)

Apatosaurus Unit 1: “Making New Friends and Learning School Rules” Vignettes S-1, 1, and S-4. Talk about what they are earning chips for and how to trade in for prizes.

3. Talk about Dinosaur School Rules

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

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

4. Second Circle: Dina comes out, meets children, and reviews rules.

Dina explains what happens when a child hits or hurts someone (Time Out).

Children watch Video of Time Out Vignettes S-5, S-6. Dina says good-bye.

5. Practice with Wally going to Time Out to calm down (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. I will take 3 deep breaths.”

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 how a chip is earned for returning homework each week.

7. Ending the Group

Explain Homework Activity Book—Apatosaurus

Do Activity #7 in Apatosaurus section in class.

Trade in for stickers and prizes for each child with one therapist while other children in coached play with second therapist.

One therapist meets with parents and explains home activities.

Homework Activities

Apatosaurus Detective Club Activities #1-11. Send home one to three activities per week (choose developmentally appropriate homework)

Handout for parents

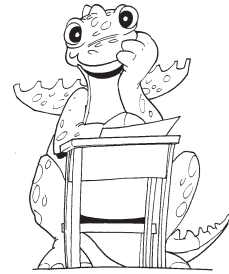
Parents: Read Chapter 1, “Play” in *The Incredible Years* book and Dinosaur Notes for Parents

To do list!

- Send letter #1 (Introduction to Dino School) to each child’s teacher.

Leader Checklist-Session One

Making New Friends and Learning School Rules



DVD #1, Vignettes 1-5

SITE: _____ DATE: _____

LEADER NAMES : _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #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 and are recommended to replace Vignette 4 & 5.

* 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. Role play some of the following rules (circled those covered): listening ears eyes on teacher hands to self walking feet criss cross apple sauce raise quiet hand other _____	_____	_____
7. Explain Dinosaur School "jobs"	_____	_____
8. Explain Time Out to Calm Down	_____	_____
9. Practice Time Out to Calm Down	_____	_____
10. Do one or two of the following practice activities (* recommended):		
a. Rules Poster* (I-4)	_____	_____
b. An Acquaintance Activity* (I-3)	_____	_____

Introduction Part 3

- c. Read Wally Meets Dina book (I-5) _____
- d. Wally and Molly Listening Color Game (II-1) _____
- e. Detective Interview (I-1) _____
- f. Others (please describe) _____

- 10. Explain homework detective club activities _____
- 11. Give letter #1 to parents & explain home activities _____
- 12. Send introductory letter to teachers #1 _____
- 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

Iguanodon Session Two

How to be Successful in School

Part 1: Listening, Quiet Hands Up

1. Greetings, Coached Play, and Homework Review

Therapists Individually review children's homework, giving stickers and praise

2. First Circle

Transition Song

Briefly review and applaud homework (Apatosaurus).

Introduce Time Out room

3. New Learning—How to Do Your Best in School (Iguanodon)

Dina comes out to introduce new material.

4. Show Video Vignettes (Iguanodon Part 1)

"Listening, Waiting, and Quiet Hands Up" Vignettes 1–3

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.

BREAK AND SNACK (Review job list and bathroom rules) after 20-25 minutes of First Circle.

5. Second Circle: Teach Children How to Ignore.

Explain concept of Ignoring. This can be introduced before Vignette 4 where one child is poking or bothering another child. Continue vignettes 4 & 5.

Model with Wally what it means to ignore someone who is distracting you from listening. After Wally models how to ignore a distraction, children take turns showing how they can ignore.

Dina says good bye for now.

6. 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

7. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.



Homework activities

Iguanodon Detective Club Activities # 1– #6 (choose 2–3 developmentally appropriate homework activities)

Handout for parents

Parents: Read Chapter 2, "Praise," 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 #2 (Iguanodon) to each child's teacher

Leader Checklist-Session Two

Dina Dinosaur Teaches How to Do Your Best in School



DVD #1, Part 1: Vignettes 5-18

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #1, Iguanodon 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 & Role Play with Wally	_____	_____
7. Do role plays about following directions	_____	_____
8. Do one or two of 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) _____
- 9. Explain next week's homework club activities _____
- 10. Give letter about unit to parents _____
- 11. Send letter about unit to teachers #2 _____
- 12. Call parents to explain importance of their involvement _____
- 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. Coached play with children _____

Homework Activities: (circle those given out)

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

Self Evaluation and Notes

Iguanodon Session Three

How to be Successful in School

Part 2: Concentrating, Checking and Cooperating

1. Greetings, Coached Play, and Homework Review

2. First Circle

Transition Song (Feelings Song III-13)

Review and applaud homework (Iguanodon Activities).

Review content from last week-Show Me Five and Ignoring

Show Me Five Rules Rap from Dina CD

3. New Learning–How to Do Your Best in School

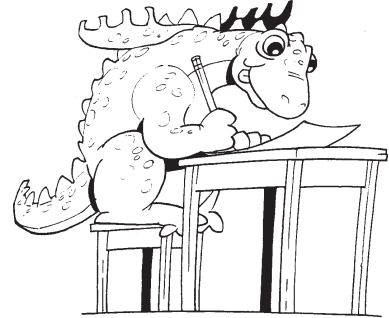
Show Video Vignettes: (DVD #1, Iguanodon Part 2)

“Concentrating, Checking, and Cooperating”, Vignettes 19, 20, 21

Practice concentrating by having a child do a maze and have Wally try to distract her/him.

Child models concentration and ignoring. Next other children can try concentrating while Wally continues to try to distract.

Show Vignettes 19, 20 and 21 and then do role play where Wally works too fast on his school work and makes mistakes. Children help him remember to stop, look, think, and check.



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

4. Second Circle: Finish Content and selected vignettes

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 Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

Iguanodon Detective Club Activities # 7–15 (choose 2–3 developmentally appropriate homework activities)

Handout for parents

Parents: Read Chapter 3, “Incentives and Celebrations,” 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 Three

Dina Dinosaur Teaches How to Do Your Best in School



DVD#1, Part 2: Vignettes 19-36

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #1, Iguanodon 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 some of the following ignoring distractions (circle those covered): ignoring distractions concentrating and using stop look and check other _____		
6. 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)	_____	_____

Introduction Part 3

- i. Concentrating Puzzles & Word Search (II-13) _____
- 7. Explain next week's detective club homework activities _____
- 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 _____
 - c. Praising children who use problem-solving solutions _____
 - d. Academics and emotion coaching during unstructured play _____
 - e. 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)

Triceratops Session Four

Detecting and Understanding Feelings

Part 1: Wally Teaches Clues to Detecting Feelings

- 1. Greetings, Coached Play and Homework Review**
Briefly review homework (Iguanadon Unit Activities).

- 2. First Circle**

Transition Song

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

Review content from last week (ignoring and concentration).

- 3. 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.

- 4. Wally's Detective Game – Hearing Feelings through Words**

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

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

- 5. Second Circle: Content 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. Show Video Vignettes, DVD #1, Triceratops: 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.

- 7. Small Group Activity**

Choose one of the following activities.

III-2 Feeling Masks

III-3 Happy Thought/Place Book

III-6 Chrysalis Visualization



8. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

Triceratops Detective Club Activities #1-4 (choose developmentally appropriate homework)

Handout for parents

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

Dinosaur Notes for Parents

To do list!

Send letter #3 (Triceratops) to each child's teacher.

Leader Checklist-Session Four

Detecting and Understanding Feelings



DVD #1, Part One: Vignettes 1-7

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #1, Triceratops 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 ignoring and concentrating	_____	_____
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. 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)	_____	_____
i. Relaxation Thermometer	_____	_____

Introduction Part 3

- 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) _____
- 12. Review next week's homework club activities _____
- 13. Give letter about unit to parents _____
- 14. Send letter about Feelings Unit #3 to teacher _____
- 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. Coached play using emotion coaching _____
 - 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



Triceratops Session Five

Detecting and Understanding Feelings

Part 2: Wally Teaches Clues to Understanding Feelings

1. Greetings, Coached Play and Homework Review

2. First Circle

Transition Song

Review and applaud homework (sticker charts and Triceratops Activities).

Notice how many chips 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?

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



3. 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, or order set from Incredible Years.

4. Show Video Vignettes (DVD #1, Triceratops)

“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, scared, 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.)

5. Second Circle: Finish Content 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.

6. 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.

7. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

If applicable, encourage children to continue with star charts for targeted positive behaviors (send blank page) and identify behaviors to ignore

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

Handout for parents

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

To do list

Send letter #4 (Triceratops) to child’s teacher.

NOTE: It may take 3–4 sessions to complete the Feelings unit and cover all feeling DVD 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, vocabulary, 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 Five

Detecting and Understanding Feelings



DVD #1, Part 2: Vignettes 8-19

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #1, Triceratops 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. Role play some of the following (circle those covered):
feeling faces feelings body language
calm down strategies (deep breath, happy place, self-talk)
other _____ | | |
| 8. Sing feeling songs (III-42) | _____ | _____ |
| 9. 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) | _____ | _____ |

Introduction Part 3

- h. Feeling Fingerprints (III-23) _____
- i. Relaxation Thermometer _____
- j. Feeling Masks (III-2) _____
- k. Wally Feeling Faces (III-5) _____
- l. Use Self-Encouragement Bubble _____
- m. Freeze music with feeling picture _____
- n. Start Compliment Circle Time* _____
- o. Others (please describe) _____
- 10. Review next week's club activities homework _____
- 11. Send letter #4 to teacher _____
- 12. Promote Concepts by:
 - a. Praising children who were following directions and classroom rules _____
 - b. Praising children using their words to express themselves _____
 - c. Coached play and describing children's feeling states _____

Homework Activities: (circle those given out)

5 9 10 11 12 13

Self Evaluation and Notes



Stegosaurus Session Six

Wally Teaches Problem Solving Steps

Part 1: Identifying Problems and Solutions

1. Greetings, Coached Play, and Homework Review

2. First Circle

Transition Song

Greet Wally.

Review and applaud homework (Triceratops Activity).

Review content from last week.

3. Feelings Song

New Learning – Problem Solving Part 1

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

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

Wally talks about his problem (described in manual) building a fort. The fort problem is that Wally and his friend wanted to build a fort but they couldn't make their sticks stand up. Wally and therapist ask for children's help. Teach first three steps of problem solving:

1. identify feeling and problem
2. think of a solution
3. think of more solutions

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

4. Show Video Vignettes – DVD #2, Stegasaurus Part 1

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

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.)

5. Second Circle: Finish content and vignettes

6. Small Group Activity

*IV-32 Make a Fort

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; Coached Play; Compliment Circle; meet with parents to discuss home activities.

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: Complete Chapter 11, "Controlling Upsetting Thoughts", in *The Incredible Years*.

To do list!

Send letter #5 (Stegasaurus) to each child's teacher

Leader Checklist-Session Six

Detective Wally Teaches Problem-Solving Steps



DVD #2, Part 1: Vignettes 1-3

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #2, Stegosaurus 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 and role play fort problem	_____	_____
4. Review individual goals/personal challenges	_____	_____
5. Use Solution Detective Kit with children	_____	_____
6. Role play several 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. Use nursery rhymes to talk about problem solving steps	_____	_____
8. Do the following practice activities: (* recommended)		
a. Make a Fort (IV-32)	_____	_____
b. Wally's Solution Detective Kit (IV-1)	_____	_____
c. Pass the Detective Hat Game (IV-9)	_____	_____
d. Class Solution Notebook (IV-2)	_____	_____

Introduction Part 3

- e. Problem Solving and Bingo, Mazes, Memory Games (IV-12, 13, 17) _____
- f. Problem Solving Sequence Game (IV-15) * _____
- g. Problem Solving Puzzles (IV-10) _____
- h. Read books about problem solving and anger (IV-6) _____
- i. Detective Club _____
- j. Do Wally's Detective Book for Solving Problems at School with puppets _____
- k. Humpty Dumpty Game (IV-3) * or Wally's Amazing Coat (IV-37) _____
- l. Let's Suppose Game (IV-4) _____
- m. Solution Matching Art Project (IV-5) _____
- n. Read Wally Learns a Lesson from Tiny Turtle _____
- o. Wally and Molly ask for help with their problems (IV-7) _____
- 9. Do Compliment Circle _____
- 10. Review next week's detective homework activities _____
- 11. Give letter about unit to parents _____
- 12. Send letter #5 about unit to teachers _____
- 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. Coached play and 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

Wally Teaches Problem Solving Steps

Part 2: Finding More Solutions

1. Greetings, Coached Play, and Review Homework

2. First Circle

Transition Song

Review and applaud homework (sticker charts & Stegasaurus activities).

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.

3. New Learning and Vignettes – Stegasaurus, 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.)

4. Second Circle: Finish Content and vignettes

5. 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

IV-12 Problem Solving Bingo

IV-13 Problem Solving Memory Matching

IV-28 Solution Fishing

6. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.



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 12, "Time Out for Stress and Anger" in *The Incredible Years*.

Leader Checklist-Session Seven

Wally Teaches Problem-Solving Steps



DVD#2, Part 2: Vignettes 4-5

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #2, Stegosaurus 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. 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) | _____ | _____ |

Introduction Part 3

- 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. Feelings or Rules Bingo (IV-12) _____
- k. Music Freeze Game with Solution Cards * _____
- l. Fishing for Solutions Game (IV-28) _____
- m. Problem Solving, Memory Matching (IV-13) _____
- 10. Review next week's detective homework activities _____
- 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. Coached play and 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

Wally Teaches Problem Solving Steps

Part 3: Thinking of Consequences

1. Greetings, Coached Play, and Homework Review

2. First Circle

Review and applaud homework (Stegasaurus Activities).

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 problems in the Wally Problem Solving books to ask for solutions from the children. Once the children come up with solutions, practice them using hand puppets. Encourage children to role play different solutions to the same problem.

Review apology cue card.

Review progress on detective club.

3. New Learning and vignettes – Stegasaurus, DVD #2, 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.)

4. Second Circle – 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).

5. 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

IV-39 Problem Solving Key Ring

6. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.



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: Read Chapter 7, "Natural and Logical Consequences," 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 next Session on anger management.

To Do List

Send letter #6 to each child's teacher

Leader Checklist-Session Eight

Wally Teaches Problem-Solving Steps



DVD #2, Part 3: Vignettes 6-10

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #2, Stegosaurus, 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. Role play some of the following (circle those covered): Felicity left out responding to angry person other _____		
9. 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)	_____	_____

Introduction Part 3

- h. Problem Solving Square Game (IV-15) _____
- i. Make puppets _____
- j. Fair, Good Feelings Tally Sheet _____
- k. Problem Solving Mystery Play (IV-26) _____
- l. Problem Solving Key Ring (IV-39) _____
- m. Others (please describe) _____
- 10. Review next week's detective homework activities _____
- 11. Send letter #6 about unit to teacher _____
- 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. Coached play and 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

Wally Teaches Problem Solving Steps

Part 4: Controlling Anger

1. Greetings, Coached Play and Homework Review

2. First Circle:

Transition Song

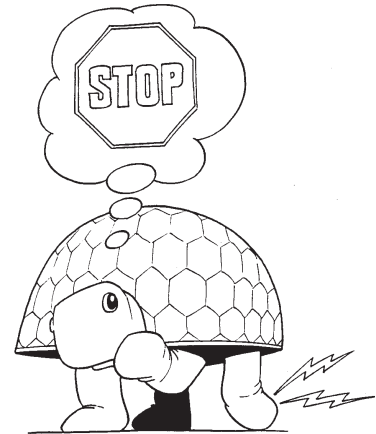
Review and applaud homework.

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.



3. New Learning – T-Rex, 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 and pushed back. 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.)

4. Second Circle: Do the Turtle Visualization (V-1)

Meet Tiny Turtle and practice steps with him

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

5. 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.**

6. Ending Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

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

Handout for parents

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

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

To do list!

Send letter #7 (T-Rex) to each child’s teacher.

Leader Checklist-Session Nine

Wally Teaches Problem-Solving Steps



DVD #2, Part 4: Vignettes 11-12

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #2, T-Rex, Part 4

Video Narration (Tiny's story) 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. Introduce Tiny Turtle Puppet	_____	_____
7. Role play Tiny Turtle's calm down steps	_____	_____
8. Detective Club continued	_____	_____
9. 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 _____
- p. Turtle Obstacle Course (V-15) _____
- q. Play dough turtles (V-26) _____
- r. Be a turtle (V-22) _____
- s. Detective Reports (IV-29) _____
- u. Others (please describe): _____
- 10. Review next week's homework activities _____
- 11. Give letter about anger unit to parents _____
- 12. Send letter #7 about Unit to teachers _____
- 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. Coached play _____

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

Wally Teaches Problem-Solving Steps

Part 5: Controlling Anger & Problem Solving

1. Greetings, Coached Play and Homework Review

2. First Circle:

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 arrives to see what the children remember 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).

3. New Learning and vignettes – DVD #2, T-Rex, Part 4, "Controlling Anger" #13–16, S-23, S-24, S-27, S-28.

Practice using invisible shells.

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

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

Activity V-28 – Large Turtle Shell

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

4. BREAK AND SNACK–Detective Club Party!

Note: Since this session is approximately halfway through the program, children may have earned a party. Children choose their favorite games for the party and leader provides a special snack.

5. Second Circle: Finish content

6. Small Group Activity

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

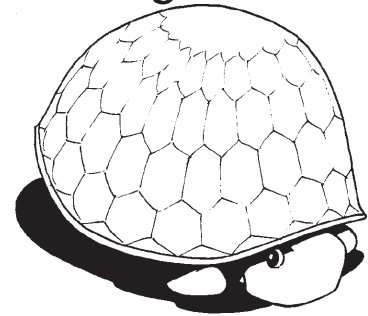
*V-5 Anger Thermometer with Velcro

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



Introduction Part 3

V-26 Play Dough Turtles

V-28 Make Large Turtle Shells

7. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

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

Handout for parents

Parents: Read Chapter 6, “Time Out to Calm Down,” and Chapter 7, “Natural and Logical Consequences” in *The Incredible Years*.

Leader Checklist-Session Ten

Wally Teaches Controlling Anger



DVD #2, Part 5: Vignettes 13-16

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #2, T-Rex, 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. Role play some of the following (circle those covered): staying calm ignoring child yelling at you other _____		
8. 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)	_____	_____
j. Do Wally's Detective Book for Solving Problems at School with puppets (V-9)	_____	_____

Introduction Part 3

- k. Anger Thermometer (used with vignettes) _____
 - l. Make turtle vests (V-2) _____
 - m. Thermometer Experiment (V-3) _____
 - n. Anger Thermometer with Velcro (V-5) _____
 - o. Read Wally Learns a Lesson from Tiny Turtle _____
 - p. Make Teasing Shields (V-7) _____
 - q. Turtle Obstacle Course (V-15) _____
 - r. Playdoh turtles (V-26) _____
 - s. Be a turtle (V-22) _____
 - t. Turtle visualization (V-1) or use turtle sheets _____
 - u. Detective Reports (IV-29) _____
 - v. Pass the Egg (IV-27) _____
 - w. Make Large Turtle Shell (V-28) _____
 - x. Others (please describe): _____
9. Review next week's homework activities _____
10. Give letter about unit to parents _____
11. Explain unit to parents when possible _____
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) _____
 - g. Coached Play _____

Homework Activities: (circle those given out)

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

Self Evaluation and Notes

Tyrannosaurus Rex Session Eleven

Wally Teaches Problem Solving Steps

Part 6: Review

1. Greetings, Coached Play and Homework Review

2. First Circle:

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.

3. New Learning and vignettes from Problem Solving, Part 5 (if not finished)

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

4. Second Circle: Show DVD #2, T-Rex, 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. (V-7)

5. Small Group Activity

*V-7 Teasing Shield (introduced in circle time. Children do individual shield in small groups)

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

6. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

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

Handout for parents

Parents: Read Chapter 9, "Helping Children Learn to Regulate their emotions," in *The Incredible Years*.

To do list!

Brief phone call to each child's teacher.



Leader Checklist-Session Eleven

Wally Teaches Problem-Solving Steps



DVD #2, Part 6: Vignettes 17-19

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #2, T-Rex, 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. Role play being excluded (or other: _____) | _____ | _____ |
| 8. 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) | _____ | _____ |
| j. Do Wally's Detective Book for Solving Problems at School with puppets | _____ | _____ |

Introduction Part 3

- 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): _____
-
- 9. Review next week's homework activities _____
 - 10. Give letter about unit to parents _____
 - 11. Explain unit to parents when possible _____
 - 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) _____
 - g. Coached Play _____

Homework Activities: (circle those given out)

Tyrannosaurus Rex 12 13 14
Stegosaurus 18 21

Self Evaluation and Notes

Allosaurus Session Twelve

Molly Manners Teaches How to Be Friendly

Part 1: Helping

1. Greetings, Coached Play and Homework Review
2. First Circle:

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.

Show "Suppose Scenarios" 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.)



Helping

3. New Learning and vignettes – Show DVD #3, Allosaurus Vignettes–Helping "Molly Manners Teaches How to be Friendly," "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. Introduce Friendly Feet V1-1. Could challenge group to learn certain number of feet to get into Friendship Club.

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

4. Second Circle: Continue content and vignettes

Demonstrate Blindfolded Maze Drawing VI-45 or other small group activity.

5. Small Group Activity

VI-1 Dina's Friendly Feet
 VI-3 Friendship Maze
 VI-4 Guided Block Building
 VI-8 Dinosaur Stencils
 VI-45 Blindfold Maze Drawing

4. Ending the Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

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

Handout for parents

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

To do list!

Send letter #8 (Allosaurus) to each child's teacher.

Brief phone call to each child's parents.

Leader Checklist-Session Twelve

Molly Manners Teaches How to Be Friendly



DVD#3, Part 1: Vignettes 1-10

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD#3, Allosaurus, 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 some of the following (circle those covered):
responding to child with different idea or wants to break a rule
offering help won't help other _____ | | |
| 8. Start friendship club | _____ | _____ |
| 9. Do compliment circle | _____ | _____ |
| 10. 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) | _____ | _____ |

Introduction Part 3

- 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 (VI-10, V-15) * _____
- 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 DVD (VI-52) _____
- q. Dina's friendly feet (VI-1) _____
- r. Blindfold Maze Drawing (VI-45) _____
- s. Others (please describe) _____
- 11. Review next week's homework activities _____
- 12. Give letter about unit to parents _____
- 13. Send letter #8 about unit to teachers _____
- 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. Coached play – social coaching _____

Homework Activities: (circle those given out)

7 9 10 11
(7 especially for preschoolers)

Self Evaluation and Notes

Allosaurus Session Thirteen

Molly Manners Teaches How to Be Friendly

Part 2: Sharing

1. Greetings, Coached Play, and Homework Review
2. **First Circle:**
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.
3. **New Learning and vignettes– DVD #3,**
"Molly Manners Teaches How to be Friendly,"
"Sharing" Vignettes 11–19 plus Supplemental
Vignettes S32–34.

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

4. **Second Circle: Continue Content and vignettes**
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. Use Coached Play Friendship Patrol record sheets. There are 2 versions –one with 4 behaviors and one with 10 behaviors. Begin with simple form and progress to more complex if children are ready.

5. **Small Group Activity**

VI-9 Cooperative Tinker Toys/Legos/Duplos

VI-10 Cooperative Art Poster

6. **Ending Group**

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

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

Molly Manners Teaches How to Be Friendly



DVD #3, Part 2: Sharing Vignettes 11-19

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #3, Allosaurus, 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. Role play some of the following friendship skills with puppets/peers (circle those covered):
Share ask/tell hug get parent or teacher give
take turns trade ignore calm down apologize
please stop do something else wait other _____ | _____ | _____ |
| 6. Continue to use solution detective kit with children (model with puzzle - Wally) | _____ | _____ |
| 7. Use books to talk about friendship issues | _____ | _____ |
| 8. Model Friendship Patrol in circle time (W-19) | _____ | _____ |
| 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) | _____ | _____ |

Introduction Part 3

- 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) _____
- 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 DVD _____
- q. Dina's friendly feet (VI-1) * _____
- r. Rainbow fish activity (IV-38) * _____
- s. Others (please describe) _____
- 10. Review next week's homework activities _____
- 11. 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 _____
 - e. Coached Play using social and emotion coaching _____

Homework Activities: (circle those given out)

1 6 8

(6 especially for preschoolers)

Self Evaluation and Notes

Allosaurus Session Fourteen

Molly Manners Teaches How to Be Friendly

Part 3: Teamwork at School

1. Greetings, Coached Play, Review Homework

2. First Circle:

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 – Friendship Patrol

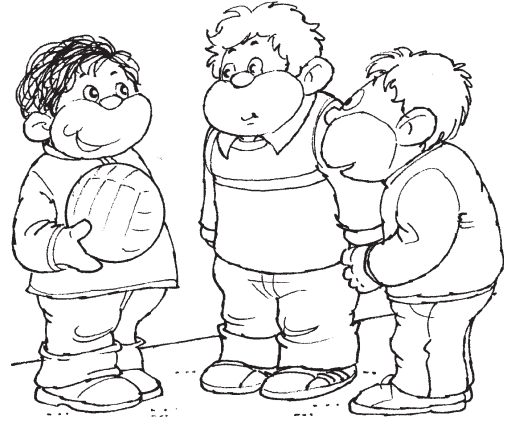
3. New Learning and vignettes – DVD #3, Allosaurus Part 3 Teamwork

“Molly Manners Teaches How to be Friendly,

“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 DVD vignettes.



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

4. Second Circle: New Learning–Friendship DVD #3, Part 4 Vignettes 26–30

5. 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.)

6. Ending Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

Allosaurus Activities # 2–5 (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 parents.

Leader Checklist-Session Fourteen

Molly Manners Teaches How to Be Friendly



DVD #3, Part 3: Teamwork Vignettes 20-30

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #3, Allosaurus, 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 some of the following friendship skills with
puppets/peers (circle those covered): | | |
| Share ask/tell hug get parent or teacher give
take turns trade ignore calm down apologize
please stop do something else wait other _____ | | |
| 7. Do compliment circle | _____ | _____ |
| 8. Do "coached peer play" using Friendship Patrol sheets (VI-19) | _____ | _____ |
| 9. Teamwork Snack | _____ | _____ |
| 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) | _____ | _____ |

Introduction Part 3

- 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 _____
- 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. Friendship Patrol _____
- s. Others (please describe) _____
- 11. Review next week's homework activities _____
- 12. 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 _____
 - g. Coached Play using social and emotion coaching _____

Homework Activities: (circle those given out)

2 3 4 5
(3 especially for preschoolers)

Self Evaluation and Notes

Allosaurus Session Fifteen

Molly Manners Teaches How to Be Friendly

Part 4: Teamwork at Home

1. Greetings , Coached Play and Homework Review

2. First Circle:

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

3. New Learning and vignettes– DVD #3, Allosaurus Part 4

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

Introduce idea of family as team.

Model teamwork and practice.



Family teamwork

BREAK (Review job list and bathroom rules.)

4. Second Circle –New Learning and vignettes – 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; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

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

Handout for Parents

Parents: Read Chapter 13, “Effective Communication Skills,” in the *Incredible Years*.

To do list!

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

Leader Checklist-Session Fifteen

Molly Manners Teaches How to Be Friendly



DVD #3, Part 4: Teamwork at Home Vignettes 26-32

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #3, Allosaurus, 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 some of the following friendship skills with puppets/peers (circle those covered): Share ask/tell hug get parent or teacher give take turns trade ignore calm down apologize please stop do something else wait other _____	_____	_____
7. Do compliment circle	_____	_____
8. Do "Coached peer play" (Friendship Patrol VI-19)	_____	_____
9. 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)	_____	_____

Introduction Part 3

- 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 _____
- 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. Placemats (VI-27) _____
- t. Teamwork Chart (VI-54) _____
- u. Others (please describe) _____
- 10. Review next week's homework activities _____
- 11. Discuss group ending, begin planning/processing _____
- 12. 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

Molly Explains How to Talk with Friends

Part 1: Tell, Listen, Ask

1. **Greetings, Coached Play and Homework Review**
2. **First Circle:**
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, write to friends, and think happy thought).
3. **New Learning and vignettes – DVD #3, Brachiosaurus Part 1**
"Molly Explains How to Talk with Friends," Part 1, "Tell, Listen, and Ask"
Show Video Vignettes and discussion.



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

4. **Second Circle: Continue Content and vignettes**
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.
6. **Plan food for celebration party**
7. **Small Group Activity**
VII-3 Twenty Questions Game: "Guess What?" (May be done as circle time activity)
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
8. **Ending Group**
Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.
9. **Puppets start to say good-bye.**
Some puppets say good-bye (except for Wally and Dina who should wait for last group to say good bye). Tiny may say goodbye here.

Telling and listening

Homework activities

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

Handout for Parents

Parents: Read Chapter 14, "Problem Solving Between Adults" in Incredible Years.

To do list!

Brief phone call to each child's teacher.

Send letter #9 (Brachiosaurus) to child's teacher.

Leader Checklist-Session Sixteen

How to Talk with Friends



DVD #3, Part 1: Vignettes 1-16

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD #3, Brachiosaurus, 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 some of the following (circle those covered):
saying "please stop" asking for help apolozing
responding to being teased or bullied offering suggestions
asking to borrow other _____ | | |
| 6. Baby Dina is born | _____ | _____ |
| 7. Start planning graduation party | _____ | _____ |
| 8. 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) | _____ | _____ |
| g. Do Wally's Detective Book for Solving Problems at School | _____ | _____ |

Introduction Part 3

- 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) _____
9. Review next week's homework activities _____
10. Give letter about unit to parents _____
11. Send letter #9 about unit to teachers _____
12. 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 _____
 - e. Coached Play _____

Homework Activities: (circle those given out)

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

Self Evaluation and Notes

Brachiosaurus Session Seventeen

Molly Explains How to Talk with Friends

Part 2: Tell, Listen, Ask

1. Greetings, Coached Play, Homework Review

2. First Circle:

Review and applaud homework.

Review listening and speaking up

Continue to process feelings about group ending and strategies for feeling better.

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.

3. New Learning and vignettes – DVD #3, Brachiosaurus, Part 2

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

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

4. Second Circle: Continue Content, Vignette 17, 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

5. Baby Dina

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

6. Plan graduation

Plan graduation hats or make invitations to go home to parents to invite them to graduation party. Molly my say goodbye this session.

7. 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

(Those are shared in 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)

8. Ending Group

Trade in for stickers and prizes; Coached Play; Compliment Circle; meet with parents to discuss home activities.

Homework activities

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

Handout for Parents

Parents: Read Chapter 15, “Working with Teachers to Prevent Problems” in Incredible Years.

To do list!

Brief phone call to each child’s teacher.



Asking

Leader Checklist-Session Seventeen

How to Talk with Friends



DVD#3, Part 2: Problem Sharing Vignettes S-51–S-53

SITE: _____ DATE: _____

LEADER NAMES: _____ TIME: _____

VIGNETTES COVERED: (Circle vignettes shown.)

DVD#3, Brachiosaurus, Part 2, 17: 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 some of the following (circle those covered): saying "please stop" asking for help apologizing responding to being teased or bullied asking to borrow offering suggestions other _____		
6. Baby Dina is born	_____	_____
7. Continue planning graduation party and talk about group ending	_____	_____
8. 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) _____
- 9. Review next week's homework activities _____
- 10. Invite parents to graduation _____
- 11. 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 are invited to the last half hour of group. For the first hour and a half of group, the therapists and children follow the usual format of the group including coached play, circle time, and an activity.

1. Greetings, Coached Play and Homework Review

First Circle Song

Review and applaud homework.

Problem solving review and games (pass hat, fishing).

2. Review

Baby Dina returns to talk about what she can learn from the children. Children will play pass the egg (Use plastic Easter eggs). When the music stops and they open their egg, it asks them a question or suggests a role play. If it is a problem solving question they can answer the question or pick a child to act out the solution. A small plastic dinosaur figure might be placed in each egg for children to take home.

3. BREAK AND SNACK (Brief break for a small healthy snack.)

4. Small Group Activity

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

Make graduation hats

Make placemats or decorations for party or have children prepare for the party or do closure activities.

Exchange addresses or write compliments to each other

5. Graduation Ceremony

Invite families to join the group for circle time.

Children may sing a song or do role plays for parents.

Each child receives a graduation poster and/or certificate

6. Party: Special snack for parents and children

7. Pass out reward from group incentive as children are leaving. If individual tokens were used, have children count these during the party.

Leader Checklist-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 egg	_____	_____
7. Do compliment circle	_____	_____
8. Game festival	_____	_____
9. Celebration food	_____	_____
10. 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)	_____	_____
11. Do Wally's Detective Book for Solving Problems at School and Home with puppets and draw and write solutions	_____	_____
12. Cooperative Favorite Things Poster or Toy Activity	_____	_____
13. Give out certificates and posters	_____	_____

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. Using social and emotional coaching _____

Self Evaluation and Notes