

Overview of Protocol for Classroom Dinosaur School Training
3 day (06-05-13)

Checklist

- Ahead of time send the book: *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* (one per teacher)
- Arrange room set up—chairs in semi circle (no tables), DVD-TV, teacher pyramid on board, agenda, flip chart
- Snacks—coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
- *** (very important) **Check in each day!**
- Forms for teachers to complete for clock hours/credit hours/CEU
- Name tags—if prepared ahead of time, use first names with large type
- Handouts for training should be copied and bound
- Evaluation forms for each day Xeroxed on different colors for each day

Need:

Hand puppets

Laminated cards – solution cards + also tense, relax cards, pictures for classroom rules, feeling cards (happy, excited, angry), large

Wally problem solving books, Show Me Five poster, large thermometer with arrow

Wally and Dina (need several large puppets—enough for small group practice)

Books (yellow)

At least one set of curriculum (manuals, DVDs, detective kit)

Teacher Pyramid

4-5 boxes of toys (Legos, blocks, puzzles, manipulative toys)

Chocolate/candies – small prizes (magnets, stickers)

Sample Activities: bingo, spinning wheel, mazes, etc.

Sample schedule

Tapes Needed:

Chaptered Classroom DVD for Workshop (4 discs)

Small Group DVDs (2 discs)

Dina Program DVDs, actual curriculum DVDS (3 discs)

TRAINING SITE: _____ **DATE:** _____

TRAINER NAME: _____ **TIME:** _____

CONTACT PERSON AT SITE: _____

Workshop Day #1
Introduction to Dinosaur Curriculum, Units 1 and 2
Building Relationships with Students, and Proactive Teaching

I. Welcome & Introductions

_____ Greet each teacher and introduce participants. Ask about their goals for workshop.
Explain the training process—why we do role plays and practice being in child role
Introduce Dina (who lives in sleeping bag or box) and greet teachers.
Ask for some personal information about each person, such as favorite pet or dinosaur, etc. (This models lesson #1 of Dina curriculum.) Dina asks about rules for the day.
(Model lesson #2)

_____ Explain that participants must attend and participate in the entire 3 days of training to receive their certificate of attendance.

II. Overview of Dinosaur School –“Dina Tour”

_____ Preview DVD—discuss how program fits in with parent and teacher curriculum

INSERT: Classroom DVD Workshop Disc #1 of 4

OPENING DINA CIRCLE (Preschool Teachers:

Tony opening circle time Vignettes 1-7

- _____ 1. Opening Circle time
- _____ 2. Presenting: Anger Management –Introducing puppets
- _____ 3. Using Videotapes to Teach
- _____ 4. Guided Practice in Large Group

And/or, K-Grade 2 Teachers

- _____ 5. Lesson plan Year 1 Problem Solving Introduction Opening (Julie doing open circle time)
- _____ 6. Vig 12. Lesson plans Year 2 Problem Solving Part 2: Vig 12 (Jamila opening circle time with “how do you know you have a problem?”)

All Ages:

_____ 7. Opening Circle time with Dina at Cooper School. Use this vignette to discuss high rates of praise, ignoring distractions, and engaging children with activities/songs.

_____ Overview Teacher Manual, Book 1

(Refer to overview sections of handouts. Show activities checklists, supplemental materials.)

III. Introducing Dinosaur School - Units 1 and 2

- ___ Overview Teacher Manual Book 2
(See lesson plans and note parent letters, home activities)
- ___ Talk about Methods of Teaching Dina Curriculum (see manual).
Using Videotapes (review key points in manual)
Using Puppets, Visual Cues, Role Plays, Integrating with Academic Goals

___ **PUPPET PLAY IN GROUPS** Have group members take turns using the puppets. Have each member use the puppet to find out several things about the other group members (e.g., favorite color, name, age, pets, favorite food). The puppet should also share his/her answers to these questions.

IV. Unit 1 School Rules

INSERT Small Group Composite DVD 1 OF 2

(describe books, handouts, overview lesson format, adjust age group, lesson plans in handouts, do lesson) Group practices with vignettes.

___ Show Chapter 8 Vignette from small group composite DVD (Rules Poster with Jamila Brainstorm)

___ **Small Group Practice:** Break teachers into small groups and give each group 1-2 rules cue cards and a puppet. Have each group brainstorm how they would teach this rule to their students, and then have them practice this in their small groups. If time, have each group demonstrate to the large group.

V. Unit 1 Teaching Time Out

(CONTINUE with DVD 1, Small Group Composite)

Show Vignette of Lesson on Time Out (model live explanation/show practice and Simone)

- ___ Chapter 20. Teaching Time Out
- ___ Chapter 21. Practicing Time Out
- ___ Chapter 22. Simone explains Time Out to Wally

OR

___ **Model Lesson #3 – Time-Out** “Let’s pretend we are planning this lesson.” Read through lesson #3 with participants.

Explain rationale for Time-Out. Role play Wally going to Time-Out. Choose a person to be Wally and audience members are students. Leader demonstrates sending Wally to Time-Out, Wally shows how to take deep breaths to calm down. Model how to teach peers to ignore. Wally talks about his feelings when he comes back with classmates.

___ **Small Group Practice** - Have teachers break into small groups and practice the Time Out lesson. One teacher should take the lead and use the puppet to teach the lesson. Ask another teacher to be her support person (to look at the script and prompt when necessary). *Use script here.*

VI. Unit 2: Doing Your Best in School

(INSERT Actual Dina Curriculum DVD 1)

Discuss how to use program DVDs (show teachers the opening screens and how to find vignettes in the Doing Your Best in School program).

___ **Model** teaching Show Me Five (use large poster).

___ Discuss use of vignettes and model using vignettes from Unit 2. Have teachers begin to brainstorm a list of strategies for using vignettes.

Actual Dina Curriculum DVD 1: Doing Your Best in School

___ Vig 1 Listening to teacher reading (introduced by Carolyn & Dina)

___ Vig 7 Listening well (narration included)

___ Vig 8 Listening

___ Vig 9 Quiet Hand Up (show me five) (narration with cue card)

VII. Unit 2: Concentration Lesson ___ **Model** Concentration Lesson (Use cue card to teach Concentration—Stop, Look, Think, Check.)

CONTINUE with Actual Dina curriculum DVD 1

Show concentration vignettes from Doing Your Best in School Program

___ Vignette 20: Webster counting dots and checking

___ Vignette 21: Girl checking work, erasing and trying again. Model puppet rushing through work and set up role play where students show Wally how to concentrate)

OR INSERT Small Group Composite DVD 1 of 2 and show:

___ Chapter 29 (Vignette 3: Puppets talk about concentrating)

___ Chapter 30 (Vignette 4: Jamila explains cue card)

___ Chapter 31 (Vignette 5: Children watch concentration vignette)

___ Chapter 32 (Vignette 6: Puppet and children do numbers matching role play)

Assignments

___ Discuss assignments and reading (read overview pages from handouts)

Read Chapter 4, Promoting Children's School- Readiness Growth with Academic, Persistence, Social and Emotion Coaching

_____ Participant Evaluation of Workshop Day #1

Workshop Day 2
Descriptive Commenting and Coaching
Praise, Incentives, and Differential Attention
Unit 3: Feelings

I. Academic, Persistence, Emotion and Social Coaching (disc #2)

_____ Brainstorm ideas for “descriptive commenting” and coaching: academic concepts (size, color, shape) and academic behaviors (persistence, concentration, trying again, following directions).

_____ Role play/practice for academic and persistence coaching (Have 1-2 students play in front of large group. Set up “round robin” role play where teachers take turns coming up and giving 2-3 descriptive comments and then passing the “microphone” on to the next teacher.

_____ Brainstorm ideas for social coaching (sharing, turn taking, waiting, compliments)

_____ Role play/practice for social coaching (Large group role play—may continue round robin format from above, this time with descriptive commenting of social behaviors. Instruct children to be well behaved.

_____ Brainstorm emotion words (happy, frustrated, proud). If list has more negative emotions than positive emotions, challenge group to think of more positive words. Discuss how to coach emotions (provide coping statement when coaching a “negative” emotion).

_____ Role play/practice for emotion coaching (Large group role play—continue round robin with remaining teachers in the group).

II. Small Group Practice of Descriptive Commenting/Coaching

_____ Small Group Role Plays: Break up teachers into small groups of 4. Practice descriptive commenting and coaching. Use coaching handouts. Each teacher takes a turn commenting—this teacher decides ahead of time what kind of coaching s/he wants to use (academic/persistence, social, or emotion). Two children play (make sure to instruct children to be well behaved). One participant acts as observer with the goal to prompt teacher if necessary and provide positive feedback after the practice. This role play should last long enough for each teacher to have a chance in each role.

_____ Discuss ways that coaching and descriptive commenting may be extended to other parts of the day (lunch, hallways, work time, circle time). Set up several small role plays to illustrate these ideas. This is particularly important in cases where teachers report that children do not have much time for unstructured play during the school day.

**III. Differential Attention—
Extending Coaching and Attention to Manage Minor Misbehavior**

_____ Discuss the idea that attention to these positive behaviors may be paired with ignoring of minor off-task behaviors (e.g., comment on students who are lining up, working hard, listening).

_____ **Role play/Practice** various scenarios where teachers practice describing positive behaviors while

ignoring mild negative behaviors. For example, have teachers describe children who are ready to line up (ignore child who is not ready). OR, describe children who are working hard at desks (ignore child who is playing with pencil). OR, set up situation where two children are playing and one is mildly disruptive (taking toys). Teacher gives attention to the child who is playing well. In all cases, discuss the importance of giving attention back as soon as the off-task child is following directions.

IV. Video Examples of Coaching, Praise, and Differential Attention

(INSERT Classroom DVD Workshop Disc 2 of 4)

Show Disc #2 /Preschool Coaching Skills

- ___ 1. *Preschool Program (purple) Part 3: Vig 46 (Jim coaching)
- ___ 2. *Teacher Classroom Management program (aqua) Program 5 Part 2: Vig 8 (oatmeal)
- ___ 3. **Vig 22 *Jamila and puzzle with boys
- ___ 4. **Vig 21 Carolyn and 2 girls (friendship session)
- ___ 5. *Vig 7 Trilby, Dorian and Nicole

Continue Classroom DVD Disc 2 praise vignettes (Jim in preschool classroom)

- ___ 9. Vig. 10 Sharing (Jim)
- ___ 10. Vig. 11 Problem Solving (Jim)
- ___ 11. Vig. 11 Frankie is a great builder (Jim)
- ___ 12. Vig. 12 Building together (Jim)

V. SMALL GROUP ACTIVITIES

(CONTINUE Classroom DVD Workshop Disc 2 of 4)

Show vignettes and discuss the ways that teachers are using descriptive commenting, coaching, and praise.

- ___ 6. Lesson plans Year 2 Problem Solving Part 2: Vig 19 (small group activities Jamila – persistence coaching, working together puzzles, bingo, matching game)
- ___ 7. *Vig 6 Mazes Preschool Program (purple) Part 1: Vig 6. (mazes);
- ___ 8. *Vig 7 Bingo Preschool Program (purple) part 1: Vig 7
- ___ Show examples of activities and practice (bring spinning wheel, bingo e tc.

VI. Incentive Examples for Dinosaur School Preschool

(Continue Classroom DVD Workshop Disc 2 of 4)

- ___ 13. *Vig 40 Green Patrol
- ___ 14. *Vig 41 Homework (Jamila-stickers)
- ___ 15. *Vig 42 Homework (Tony rings bell to celebrate book finished)
- ___ 16. Vig 10 Ruler
- ___ 17. Vig 18 Buttons for Homework Lesson Plans

___ Brainstorm list of tangible and non-tangible low or no-cost incentives that teachers use in their classrooms.

VII. Dinosaur School Unit 3—Feelings

___ **Model Lesson #10** (Tense/Relax). Have teachers look at lesson plan in handouts before they watch the lesson.

___ **Small Group Practice:** Break teachers into small groups to practice this lesson, using lesson plan.

VIII. SHOW VIDEO OF LESSON ON FEELINGS (Continue Classroom DVD Workshop Disc 2 of 4)

___ As teachers watch these vignettes, make a list of principles/strategies for showing vignettes.

___ 21. Vig 9 (Carolyn and Jamila mediating jump rope vignette)

___ 22. *Vig 10 (mediating mad boy vignette)

___ 23. Vig 11 (mediating excited/happy, mirrors)

Insert Actual Dina Curriculum DVD 1: Unit 3 Feelings

___ **Small Group Practice**—Break teachers into small groups. Make sure all teachers can see the video screen. Give each group a puppet and feelings cue cards. Using the actual program vignettes show one feeling vignette at a time starting with the three that they have just seen above (jump rope #1, mad boy #2, excited girl #3). Review how to navigate the title screens and menus from the program DVDs. Structure these role plays so that teachers each have a turn to practice mediating a vignette. Encourage groups to use a variety of strategies (ask about feeling, concentrate on visual cues, talk about a time when child had that feeling, talk about how to change the feeling, make a feeling face, use mirrors).... After each role play, give groups time to debrief and then have another participate take the lead.

INSERT Classroom DVD Workshop Disc 2 of 4

IX. Promotion of Feelings Activities

___ Promotion: Talk about promotion activities.

Preschool purple tape Part 2: Vig 18-26 (feelings activities)

___ 24. *Vig 18 bear feelings/vegetable book (Tony_

___ 25. *Vig 19 feeling talk at breakfast

___ 26. *Vig 20 Gregory talks about feelings with puppet

X. Behavior Plans (walk through example)

___ Discuss the fact that Dinosaur School can help to support students who are exhibiting challenging behaviors in the classroom.

Give an example (perhaps use an impulsive, wiggly child who has difficulty focusing and listening in circle time). Walk the large group through the behavior plan process (functional assessment, negative behaviors, replacement behaviors). Use the behavior plan sheet that includes columns for proactive teaching, relationships, and coaching/praise. Have group brainstorm strategies for this child that fit into those columns.

XI. Break Out Group to Do Behavior Plan

___ Break group into small groups who work on different tasks for this case:

Group 1: Develops a plan for involving parents; Group 2: Practice ways of creating a positive classroom atmosphere that is supportive of different children's individual challenges. How can children be set up to help and support behavioral and learning differences in peers?; Group 3: Plans a scenario for Wally that elicits children's help in solving problem.

Assignments

_____ Discuss assignments and reading.

_____ Read Chapter 11, 12 Or 13 in *Incredible Teachers* book.

_____ Participant Evaluation of Workshop Day #2

Workshop Day 3
Managing Misbehavior (Ignoring and Time Out)
Units 4-7, Problem Solving, Anger Management, Friendship

I. Ignoring

- _____ Brainstorm list of behaviors that can be ignored
- _____ **Model** teaching children to ignore using Wally puppet
- _____ **Small Group Practice:** teachers role play using puppet to teach children to ignore

INSERT Classroom Dina DVD 3 of 4

- _____ 1. Vig 13. Ignoring Kaylee's tantrum

INSERT Small Group DVD 1 of 2

Show some ignoring vignettes from Small Group Dina DVD 1 (pick several, depending on group)

- _____ 12. 13. 14. 15 - Anger Session 20, 21a, 21b, 21c (ignoring Jeremiah's tantrum)
- _____ 16. Final Session Vignette 5 (ignoring Emani with a redirect to other children)
- _____ 17. - Friendship Session Vignette 11 (ignoring Jeremiah and explaining to other children)
- _____ 18. 19. Friendship Session Vig 2, 5 (dealing with off task behavior)

- _____ **PRACTICE:** Do ignoring role play in big group. 1) Ask a participant to be a noncompliant child who engages in backtalk (but no hitting). Coach a participant to be the therapist who responds to each misbehavior with threats, explanations, consequences, and attention. 2) Replay the role play having the therapist ignore and use proximal praise. Discuss the contrast from the therapist's and the child's points of view.

II. Time Out

- _____ **Teach principles of Time-Out and Role Play Steps** (Use handouts of scenarios for each age group.)

- _____ Do several Time-Out role plays. Begin with simplest role play and then proceed to more complex role plays. Carefully structure each role play to control the amount of misbehavior that occurs.

INSERT Classroom DVD 3 of 4: Examples of Time Outs

- _____ 2. Jamal time away
- _____ 3. Vig 12 Kaylee TO
- _____ 4. Vig 13 Emani TO for hitting
- _____ 5. Vig 15 Jeremiah refuses to go to Time Out despite warning and has time added on

III. Introduce Dinosaur School Unit 4—Problem Solving and Anger Management

- _____ Show problem solving cue cards, solution cards (basic and advanced), calm down thermometer
- _____ **Model** first problem solving lesson (Wally and fort)

AND/OR

INSERT Classroom DVD 3 of 4.

___ 8. (Peter –Wally and fort)

___ **Small Group Practice:** teachers model Wally fort lesson—provide them with sticks, tape, and a few props for this practice.

IV. Setting up role plays in circle time

___ Demonstrate simple role play using cue cards and toy props (e.g., Wally wanted to play with a toy that another child has). Show how to talk about feelings, brainstorm solution, set up a role play.

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

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

Continue Classroom DVD 3 of 4

Show following vignettes as examples of how to set up more advanced role plays:

___ 9. Lesson Plans Year 2 Part 1 Vig 1 (Peter #17 Problem solving with Oscar)

___ 10. Lesson plans Year 2 Vig 15- lesson with solution cards; Vig 16- advance solution cards; Vig 17- playing pass the hat. (Note chapters included between each vignette.)

INSERT Classroom DVD 4 of 4

Show teachers the Wally books and explain how to use them.

___ Jamila 11. Using books to teacher problem solving (Wally books with Jamila (14) & with Tony (16)

___ Practice in dyads using the Wally books with puppets

V. Unit 5 Anger Management

___ **Model** using Tiny Turtle to teach the anger management steps

VI. Units 6 and 7 Friendship Units

___ Explain to the group that they now have all the skills they need to lead lessons (vignettes, puppets, role plays, cue cards, small group activities). With these skills, they will be able to navigate any lesson in the manuals, even those that haven't been covered in detail in the training.

Continue Classroom DVD 4 of 4

VII. Compliment Circle

___ End training by teaching the compliment circle song, and model how to use it with their classes.

___ Chapter 21. Peter's compliment circle

___ Evaluation and Certificates

Below are supplemental vignettes than trainers/mentors can use to expand on a particular aspect of the training or tailor content to the needs of a particular group.

INSERT Classroom DVD 4 of 4.

VIII. PROMOTING PROBLEM SOLVING VIGNETTES

___ Problem Solving in the Midst of Conflict/Promotion

- ___ 12. *Preschool program Part 2 Vig 29 (narration & airplane)
- ___ 13. *Preschool program Part 3 Vig 50 (playground)
- ___ 14. *Vig 15 talking about angry feelings
- ___ 15. *Vig 16 reinforcing using words
- ___ 16. *Vig 17 using turtle shell

IX. LESSON OF FRIENDSHIP UNIT

- ___ 17. *Vig 40 Gail presents friendship lesson
- ___ 18. *Vig 41 Gail and Jim model friendship skills
- ___ 19. *Vig 42 Guided practice with children
- ___ 20. *Vig 43 Present small group practice & transition

X. LESSON OF ANGER MANAGEMENT UNIT 5

- ___ 22. Vig 8 Julie presents anger lesson 32 –teasing and being left out (show video of girl left out, problem solving, practice going in shell)
- ___ 23. Vig 9 lesson 32 – Tiny and teasing shield
- ___ 24. Vig 10 lesson 32 - Guided practice with Tiny and children
- ___ 25. Vig 11 lesson 32 – Role Play (at end older child comes in)
- ___ 26. Vig 12 lesson 32 – Small group practice activity explained
- ___ 27. Vig 13 lesson 32 – Small group friendship art activity/shields

XI. LESSON OF FRIENDSHIP UNIT 6 &7

- ___ 28. Vig 62 “EGGS” Gail helps girls problem solve using the solution kit.

Assignments

___ Discuss assignments and reading

Finish reading chapters 11, 12 or 13

_____ Participant Evaluation of Workshop Day #1

