

**Incredible Years Puppets and Teachers/Therapists Reach out
to Children at Home
(15-20 min)**

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This document gives teachers and therapists who deliver the Dinosaur curriculum to children in the classroom or in small groups a suggested template or format for delivering remote on-line calls. Of course, one of the Incredible Years puppets will help join you in this call. The length of these sessions will depend on how engaged the children are in the game or activity or puppet discussion. Here is a suggested time line, but as always being flexible is the key ingredient.

- **2 min:** Introduce yourself and your puppet with a dinosaur song; and ask children how they are doing, and what they have been doing? Who is living with them? Your puppet also shares his situation.

- **2-5 min:** Your puppet talks about a particular uncomfortable feeling (anger, sadness, nervousness, fear, loneliness) that has told him that he has a problem to solve. Explore the meaning of this feeling & show relevant feeling cue card and ask whether the children have had this feeling sometime. Acknowledge that all feelings are okay but it is how they are responded to that matters.

- **2-5 min:** Your puppet understands that having an uncomfortable feeling means he or she must identify the problem, “what is my problem?” (use cue card of Wally step #1). Your puppet shares a problem such as:
 - ~ nervous about his safety and possibility of getting sick
 - ~ worried about parent’s or grandparent’s health
 - ~ frustrated that s/he can’t play with friends and is feeling lonely
 - ~ anxious about doing school work at home
 - ~ angry at sibling
 - ~ feels unloved because parent working and not playing with him
 - ~ afraid to talk about his or her feelings
 - ~ bored knowing what to do

- **5 min:** Your puppet and the children discuss potential solutions to the problem that the puppet presented. Puppet asks children for ideas for what to do? Brainstorm with teacher or therapist filling in other potential ideas or solutions. (show Wally cue card #2, #3) Teacher or therapist could also refer to solution cards such as sharing, taking turns, helping, giving hugs, asking parent for help etc. When possible get children to pretend acting out their solutions with the puppet.

- Puppet tries out one of their ideas and comes back to children feeling brave, confident, happy, calm, etc. and sharing how he or she used the idea.

- **2 min:** Saying goodbye and asking children to draw or write a story about a problem they solved. Suggest a fun activity or way to help someone that the child can do between sessions.

Share any pictures or stories received in next zoom call.

- As needed during the sessions pause to play a game or sing a song. It is important that these sessions are interactive.

Video models for therapists, teachers, and children:

Teachers or therapists could use some of the videos on the web site and pause them to mediate interactions with the children.

<http://www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/>

See video clip of Dina taking to Wally using a game of how he is staying healthy: this could be done with children getting points for healthy ideas.

Sample Games: Group leaders/teachers, puppets, and children could play a game together during the call. For example, take turns making a face and guessing the feeling or, pull a problem from Wally's detective hat or play Wally Says.

Another suggestion is to have the puppet coming in to share some happy feelings and talk about how he or she used one of the student's ideas and how it helped to feel brave or curious or safe.

Possible Home Activities:

- Making a happy book
- Reading Wally book and solving one of his problems (problem could be read to children) and children act out the solution in a puppet play.
- Teach your stuffed animal how to calm down
- Talk to someone on FaceTime (call could be with a person that the child is missing)