

Overview of Teacher Training
Protocol for Classroom Dinosaur School Training (no TCM training)
2-day (7/2/13)

Note: Highlighted areas of protocols are vignettes shown when working with exclusively preschool teachers. Otherwise mentors & trainers will select a variety of preschool and school age vignettes to cover the age range of students for participants. **This protocol is for use when teachers have already been trained in the IY classroom management 5-6 day workshops.**

Checklist

- Send to teachers ahead of time the book, *Incredible Teachers – Nurturing Children’s Social, Emotional and Academic Competence* (one per teacher) – assign Chapter One for advance reading, if they did not already read it for teacher workshops.
- Arrange room set up—chairs in semi circle (no tables), DVD-TV, teacher pyramid on board, agenda, flip chart
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
*** (very important) **Check in each day!**
- Clock hours forms for teachers/credit hours
- Name tags
- Handouts prepared and first session placed in binders
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

Need:

- Laminated cards – solution cards + also tense, relax cards, pictures for classroom rules, feeling cards (happy, excited, angry), large laminated Wally card from Wally books, Wally problem solving cards in detective box, school rules laminated cards
- School rules poster
- Calm Down thermometer with arrow
- Wally books
- Materials for Small Group Activities (toys, blocks, legos) (books with no words)
- Wally and Dina puppets and hand puppets
- Books (*Incredible Teachers*)
- Lesson Plans Books 1-5
- Homework Books (Detective Home Activities)
- Teacher Pyramid
- Coupons for "draw," stickers
- Chocolate/candies – small prizes (magnets, stickers)
- Sample Activities: bingo, spinning wheel, mazes, etc.
- Sample schedule – pocket charts for schedule or solutions & feeling cards

DVDs Needed:

Chaptered DVDs (4 discs), (Purple and Orange “How to Implement Dina...” sets)

TRAINING SITE: _____

DATE: _____

TRAINER NAME: _____

TIME: _____

CONTACT PERSON AT SITE: _____

Workshop Day #1
Introduction to Dinosaur Curriculum, Units 1 and 2

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 them, such as their 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

OPENING DINA CIRCLE (Disc #1)

Preschool Teachers:

Tony opening circle time Vignettes 1-7 Preschool Program (purple)

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

Or, K-Grade 2 Teachers: Orange DVD

- ___ 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?”)
- large circle time
 - small group activities
 - homework
 - parent involvement (phone calls, letters home)
 - promotion activities
- ___ Overview Teacher Manual, Book 1

*Show to preschool teachers (children ages 3-5 years). ** Some preschool vignettes are shown both to preschool and school age teachers. Non-starred are for teachers of children (5-8 yrs) Day #1 DVD for Workshop

- ___ 7. *Vig Jamila opening circle time

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. First Lesson Unit 1 School Rules

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

- _____ 8. **Vig 1 Listening to teacher reading (introduced by Carolyn & Dina)
- _____ 9. **Vig 7 Listening well (narration included)
- _____ 10. **Vig 8 Listening
- _____ 11. Vig 9 Quiet Hand Up (show me five) (narration with cue card)

V. Video of Lesson on Time Out (model live explanation/show practice and Nicole)

- _____ 12. **Vig 13 Teaching Time Out (could be modeled live by leader)
- _____ 13. **Vig 14 Practicing Time Out
- _____ 14. **Vig 15 Nicole 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 and teaching students how to ignore. Wally talks about his feelings when he comes back with classmates.

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

- _____ **Brainstorm ideas for “descriptive commenting” and coaching put in categories**
 - Emotion coaching (happy, frustrated)
 - Social Coaching (sharing, turn taking, waiting, compliments)
 - academic coaching (size, color, shape)
 - persistence coaching (concentrate, try again)
- _____ **Role Play:** Have 2 participants be “children” playing. Trainer structures 3 role plays. The first role play focuses on academic and persistence coaching, the next on social coaching, and the last on emotion. (These role plays can be done

with an individual teacher commenting, or all participants can join the role play and comment together.)

Then break up teachers into small groups of 5-6 and practice coaching, friendship skills, and descriptive commenting—2 teachers role playing the children, one person being the teacher, and 1-2 being observers. Then switch roles. **Note: Use the coaching handouts for this!**

_____ **Optional:** After small group practice, the trainer may have the large group discuss ways that teachers can use descriptive commenting to redirect minor misbehavior. This can be followed by a role play where the trainer asks one of the participants to be a child who grabs toys, initiates mild teasing, and plays aggressively with toys. Another participant is instructed to be more compliant during the play. Trainer helps guide a teacher to use descriptive commenting to focus on the child who is playing well, and only to comment on the misbehaving child when that child has begun to play appropriately.

_____ **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

VII. SMALL GROUP ACTIVITIES

- _____ 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 etc.)

VIII. Brief Review of Praise

_____ Vignettes 9-12 are praise vignettes)

IX. All Teachers Additional Incentive Examples for Dinosaur School Preschool (purple tape) part 2 Vig 40-43 Disc #2

- _____ 13. *Vig 40 Green Patrol
- _____ 14. *Vig 41 Homework (Jamila - stickers)
- _____ 15. *Vig 42 Homework (Tony rings bell to celebrate book finished)

K-Grade 2 Teachers Additional Incentive Examples for Dinosaur School

___ 16. Vig 10 Ruler

___ 17. Vig 18 Buttons for Homework Lesson Plans Year 2 Part 1: Vig 10 (ruler) and Part 2: Vig 18 (buttons) (note: chapter before vig 18)

X. Assignments

___ Discuss assignments and reading – Article evaluating classroom dina program in handouts; Chapter 11 from *Incredible Teachers* if not already read.

XI. Participant Evaluation of Workshop Day #1

Workshop Day #2 – Units 3 through 7

I. Dinosaur School Unit 3—Feelings (Disc #2)

_____ **Model Lesson #10** with Video (Day #2 Tape: Dina Program 2: Vig: 1-3 with narration) (jumping rope).

_____ 18. **Vig 1 excited

_____ 19. **Vig 2 mad

_____ 20. **Vig 3 happy

Use laminated cards—tense, relax, and feeling cue cards (happy, angry, excited). Plan out loud and talk through questions to ask student. **Note: This lesson too much material for most classes—use as an example of breaking it down into 2 lessons when needed.*

AND/OR

II. SHOW VIDEO OF LESSON ON FEELINGS

_____ 21. Vig 9 (mediating videotape)

_____ 22. *Vig 10 (mad boy vignette)

_____ 23. Vig 11 (happy boy, mirrors)

_____ **Practice**—Break into small groups to practice with puppets some of the lessons. Participants have now seen Lessons 1 (introduce Dina), 2 (rules), 3 (Time Out), and 10 and can practice any of these lessons. Or, see sample lesson practice exercises in manual.

III. 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

Promoting Feeling Talk about Feeling Activities and Games—dice, feeling wheel, rough day story.

_____ Brainstorm Pass the Hat questions for feelings

CHANGE DISC TO #3

IV. Review of Handling Misbehavior (optional) Disc #3

1. Ignoring; 2. Time out to calm down; 3. Kaylee Time Out; 4. Emani time out; 5. Jeremiah Time Out; 6. Hierarchy of Discipline & recess talk; 7. Consequences two boys

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

_____ Show problem solving cue cards, solution cards (basic and advanced), calm down thermometer

VIDEO OF PROBLEM SOLVING LESSONS

- ___ 8. *Lesson plans Year 1 Part 1 Vig 2 (Peter –first lesson with fort)
- ___ 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.)

VI. Break out into Small Groups

- ___ One person has puppet who presents a problem. “Kids” brainstorm solutions, do role plays with puppet. Practice a lesson and come back and present to group (e.g., lessons # 19 or 20). Give one group first lesson on problem solving (and first 3 steps); another group teach solutions; 3rd group teach Tiny’s steps; 4th group Big Wally books and puppets to teach solutions) For groups that are doing well, ask one participant to pretend to be a misbehaving child. Help teacher use proximal praise and ignoring during the lesson. Give chips and practice with 3rd person at back of group.

CHANGE TO Disc #4

VII. PROMOTING PROBLEM SOLVING WITH USE OF WALLY BOOKS/DIALOGIC READING

- ___ 11. *Preschool program Part 1 Vig 13-14,16 (reading and practicing solutions with puppets.) Note: chapters between vignettes.
Talk about BIG books and/or model interactive reading here.

VIII. 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. VIDEO OF LESSONS – COMPLIMENT CIRCLE

- ___ 21. **Year 2 Sample friendship lessons Vig 1 (Peter compliment)

XI. 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

XII. LESSON OF FRIENDSHIP UNIT 6 &7

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

XIII. Wrap Up

- ___ Explain certification.
- ___ Give each person who attended both days of training a certificate.

___ **Participant Evaluation Day #2**