

OVERVIEW OF TRAINING PROTOCOL FOR EXTENDED CLASSROOM DINA TEACHER TRAINING

8-Day (8/28/15)

NOTE: Highlighted areas of protocols are vignettes to be shown when working exclusively with preschool teachers. Otherwise, mentors and trainers should select a variety of Preschool and School Age vignettes in order to cover applicable topics based on the child age range that participants are working with.

*This protocol is based on **eight days of training** for preschool teachers: Two days per month, spread out over four visits. For each two-day training period, one day will be Teacher Classroom Management Training and one day will be Classroom Dina Group Leader Training.*

• • • • • CHECKLIST • • • • •

- Prior to the training, give each participant the book *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence*
- Arrange room set up: chairs in semi circle (no tables), DVD Player, Teacher Pyramid Poster displayed, agenda written on flip chart
- Snacks: table set up with coffee, tea, and am/pm snacks
- List of participants with space to sign in each day (VERY Important!)
- Clock/Credit Hours form for participants
- Name tags
- Handouts prepared, in binders
- Agenda completed for each workshop day
- Evaluation forms photocopied on different color paper for each day

• • • • • ITEMS NEEDED • • • • •

- | | |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Laminated Cards: 1. Basic Solution Cards 2. School Rules Cards 3. Feeling Face Cards | <input type="checkbox"/> Puppets: Wally, Dina (need several large puppets), hand puppets |
| <input type="checkbox"/> Show Me Five poster Calm Down Thermometer | <input type="checkbox"/> <i>Incredible Teacher Books</i> |
| <input type="checkbox"/> Wally Problem Solving Books (small and big) | <input type="checkbox"/> Classroom Dina 1-5 (recommended that each teacher have their lesson plan books for that workshop unit) |
| <input type="checkbox"/> Materials for Small Group Activities (4-5 boxes of blocks, legos, books with no words etc) | <input type="checkbox"/> Teacher Pyramid Poster, stickers |
| <input type="checkbox"/> Sample schedule | <input type="checkbox"/> Small prizes (magnets, stickers, and pencils) |
| | <input type="checkbox"/> Sample Activities: bingo, spinning wheel, mazes, etc. |



• • • • • **DVDs NEEDED** • • • • •

Classroom *Composite* (Day 1, 2, 3: 4 DVDs)
Small Group *Composite* (Day 1: 2 DVDs)
Teacher Classroom Management (TCM DVD set)
Dinosaur School DVDs (full program set)
Incredible Beginnings Program DVDs
Attentive Parenting DVDs
Emotional Regulation DVD
Preview Videos: Dina Program and TCM



• • • • • **VIGNETTES** • • • • •

Day 1: Building Relationships with Students & Proactive Teaching

Preview TCM
TCM DVD 5: S-30 (boys fighting)
TCM DVD 1: Relationships 2, 3, 4, 8, 9, 27
TCM DVD 2: Rules and Schedules 1, S-3, 6, 7, 8, S-5, S-7, S-9, 17, 20, 25, 26, 29
Incredible Beginnings Program 5: 11, 13, 14, 16, 17, 19, 20, 23
Incredible Beginnings: Program 2 Part 1 Nonverbal Signals - Vignette 17
Incredible Beginnings: Program 2 Part 2 Nonverbal Signals - Vignette 34

Day 2: Dinosaur Curriculum Units 1 & 2

Preview Dina
Classroom Composite 1 of 4 DVD Discs Vignettes: 1, 2, 3, 4, 7
Small Group Dina Composite Day 1 of 2 Discs, Chapter 8 Vignette 6 (rules poster)
Small Group Dina Composite Day 1 Disc Teaching Time Out, Chapters 20, 21, 22
(or Classroom Composite Vignettes 13, 14, 15)
Dina Curriculum DVD 1 (Various Vignettes; 2, 8, 20, 33, and others)

Day 3: Academic & Emotion Coaching, Praise, & Incentives

Academic Coaching

TCM DVD 3: 1, 4, 10, 12, 13
Incredible Beginnings: Program 2 Part 2-29, 30
Attentive Parenting Program 2: 4, 5

Emotion Coaching

Incredible Beginnings: Program 4 Part 1
Emotion Coaching: 1B, 2, 7, 9, 10

Praise

TCM DVD 3: 12, 16, 19, 33, 37, 44, S-13, 52, 53
TCM DVD 4: Incentives 18, 20, S-16, 24, S-14, S-15

Interactive Reading

Incredible Beginnings: Program 2 Part 2-20, 31

Day 4: Dinosaur Curriculum: Social Coaching & Detecting & Understanding Feelings

Social Coaching

Incredible Beginnings: Program 3 Part 2-16, 22, 23, 25, 28, Reflections
TCM Disc 2, Praise S-11
Classroom Composite Disc 2 (21,22,23) or, Small Group (Composite Day 2: 22, 23)
Dina Curriculum DVD 1: Unit 3 Feelings 1, 2, 3, plus more
Classroom Composite 2 of 4 Feelings Activities: 18 19, 20

Day 5: Handling Misbehavior

Emotional Regulation

Incredible Beginnings Program 4 Part 2: 18, 26A, 26B, 29, 30

Rules & Effective Limit Setting

Incredible Beginnings Program 6 Part 1: 4, 7, 8, 10, 13, 14

Ignoring & Calm Down Strategies

Incredible Beginnings Program 6 Part 1: 16, 17, 19, 20, 21, 22, 25
Small Group Composite Disc 2: 22
TCM DVD 5 Consequences: 33, 35, 37, S-30

Day 6: Dinosaur Curriculum Problem Solving & Anger Management

Classroom Composite DVD Disc 3: Vignette 8 (Chapter 8)
Small Group Composite Day 2: 16 (Humpty)
Dina Curriculum DVD Problem Solving Unit: 1, 2
Classroom Composite DVD Disc 4 of 4 Wally Books: 14, 16
Classroom Composite 4 of 4 (Anger Management: 8, 9, 10, 11, 12, 13)
Small Group Activities
Classroom Composite DVD 4
Anger Management: 6 (mazes), 7 (bingo)

Day 7: Time Out to Calm Down & Coaching Problem Solving

Incredible Beginnings Program 6 Part 2: 35, 36, 7, 38, 39, 40, 41, 42, 43, 44, 46, 47, 48, 49, 50, Teacher Reflections
Classroom Composite DVD Disc 2 Friendship: 40, 41, 42, 43, 62
Small Group Composite DVD Disc 2: 5, 6
Emotional Regulation DVD: Vignette 5 & 6 (Baby Circle Time, Baby Small Group Dina)

Day 8: Friendship Unit & Teacher's Videos

TRAINING SITE: _____ DATE: _____

TRAINER NAME: _____ TIME: _____

CONTACT PERSON AT SITE: _____

Workshop Day 1 Building Relationships with Students, and Proactive Teaching (TCM DVDs 5, 1, 2 & Incredible Beginnings)

I. Welcome & Introductions

- _____ Greet each teacher and introduce participants.
- _____ Ask about their goals for workshop:
 - What is something that is going well in your class this year?*
 - What is a challenge that you are facing in your classroom?*
- _____ **Explain** that participants must attend and participate in the entire 8 days of training to receive their certificate of attendance.

II. Overview of Teacher Classroom Management Program

- _____ Show preview DVD of TCM Program (10 min)
- _____ Show Teaching Pyramid and preview topics
- _____ **Explain** how Dinosaur School and Classroom Management will be combined in these trainings & how practice will be used in training

III. Ground Rules for Workshop

IV. Building Relationships with Children

- _____ Show **TCM DVD 5: Vignette S-30** (two boys fighting)
(Start vignette after the narration, stop as teacher is standing up, before she takes away game.)
- _____ **Brainstorm** perspective of child, parent, teacher. End by asking what these lists tell us about how to work with these students and parents.
- _____ **Small group brainstorm:** How teachers build relationships with students (three groups) and parents (three other groups). **Have groups focus first on strategies for all children or parents and then for those that are harder to reach/connect with.**
- _____ Ask group to present their brainstorm on promoting relationships (students and families)

V. Show Teacher Classroom Management DVD “Building Relationships” (TCM DVD 1)

Explain who teachers are on video & how vignettes are used to trigger discussions.

___ ***Vignette 2:** “It’s Raining”

___ ***Vignette 3:** Teddy Bear

___ ***Vignette 4:** Train Play

___ ***Vignette 8:** “Who’s Here Today” Song (arrival)

___ **Vignette 9:** “The More We Get Together” (leaving)

___ **Vignette 27:** Different Letter

Key Concepts

- Value of being playful as a teacher (e.g., puppets) as a way to develop positive relationships with children.
- Value of showing attention and appreciation as a way of increasing positive child behaviors.
- Importance of getting to know parents in order to develop relationship with child.
- Importance of extending teacher’s contact beyond the classroom (i.e., calls, invitations to parents to visit classroom, etc.).
- Value of building caring environments by honoring the unique qualities of each child.

VI. Proactive Teacher Incredible Beginnings, Program 5

III. Rules and Effective Limit Setting

Insert Incredible Beginnings Program 5

___ **Vignette 11:** Transition warning (bell lights off)

___ **Role play:** Transition from play to circle time (transition warning, starting circle with songs, not waiting for all children to be ready)

___ **Vignette 13:** Washing hands

___ **Vignette 14:** Opening circle time

___ **Vignette 16:** Teaching Classroom Rules

___ **Small groups:** Give each group a rule card (eyes on teacher, quiet hand up, listening ears) and ask the group to think of ways to teach this rule to the class, using behavioral practice. After the group has several ideas, ask one teacher in the group to role play teaching this rule to the rest of her group. If time, have each group demonstrate teaching their rule to the whole group.

___ **Vignette 17:** Circle Time Proactive Strategies

___ **Vignette 19:** Managing Transitions (circle time)

_____ **Vignette 20:** Celebrating Success (superstar)

_____ **Vignette 23:** Ending day

Give Clear Commands and Instructions

_____ ***Vignette 25:** Stand by your desk

Narration Negative Commands

_____ ****Vignette 26:** "You're not going to sew today"

_____ **Vignette 29:** "I forgot to mention to mom "

_____ **Buzz:** Rewriting Negative Commands

Break up into pairs and give section of buzz handout on rewriting negative commands to work on. Share in large group afterwards.

Insert Incredible Beginnings Program 2 Part 1

_____ **Vignette 17:** Nonverbal Signals (toddler snack time)

Insert Incredible Beginnings Program 2 Part 2

_____ **Vignette 34:** Snack cards at lunch

_____ Participants do Self-Reflection handouts & Determine Personal Goal

Key Concepts

- Importance of classroom rules.
- Importance of teaching children to respect each other's individual differences.
- Fostering caring through the notion of classroom as community and as family.
- Teacher as model—caring for and respecting all children.
- Identifying preventive strategies (e.g., redirection, nonverbal cues and signals, warnings, proximity praise, classroom structure and seating plan, clear requests & positive commands).
- Emphasizing the importance of predictable routines for difficult students (show schedule).

IV. Small Group Break Out/Behavior Plans

Use form in handouts identifying negative behavior, setting, desired behavior, proactive strategy and functional analyses sheet. (***MIGHT BE MOVED TO 2ND DAY OF WORKSHOP***)

_____ Do a sample plan in the large group to walk the teachers through the steps.

V. Participants do Self-Reflective Checklist & Set Personal Goals

V. Assignments

Chapter 2, 3, & 10, *Incredible Teachers*

VI. Participant Evaluation

Workshop Day 2

Introduction to Dinosaur Curriculum, Units 1 and 2

Classroom Composite DVD

I. Review reading and any questions from Day 1

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)

II. Overview of Dinosaur School –“Dina Tour”

_____ **Preview DVD of Child Program:** Discuss how program fits in with parent and teacher curriculum

OPENING DINA CIRCLE (Classroom Composite DVD Workshop Disc 1 of 4)

Preschool Teachers: Tony DVD purple

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

_____ *Opening Circle time

_____ *Presenting: Anger Management – Introducing puppets

_____ *Using Videotapes to Teach

_____ *Guided Practice in Large Group

- large circle time
- small group activities
- homework
- parent involvement (phone calls, letters home)
- promotion activities

_____ Overview Classroom Dina Manual, Book 1

All Ages:

_____ **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 (*use if not shown on Day 1*).

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

III. Introducing Dinosaur School - Unit 1

_____ **Overview** Classroom Dina Manual Book 2: See lesson plans and note parent letters, home activities.

_____ **Discuss** Methods of Teaching Dina Curriculum (see manual). Using DVDs (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.

Other exercises: Practice having the puppet show different emotions. Practice how to set up children for success when bringing out the puppet (*teachers brainstorm with children how to make the puppet feel safe and how to treat the puppet*). Practice how to respond if children grab or tease the puppet.

Insert Small Group Composite DVD 1 OF 2

Describe books, handouts, overview lesson format, adjust age group, lesson plans in handouts, do lesson

Group Practice with Vignettes

_____ **Chapter 8 Vignette 6** from small group composite DVD (Rules Poster with Jamila Brainstorm) **If not shown on Day 1*

_____ **Small Group Practice:** Break teachers into small groups and give each group 1-2 rules cue cards and a puppet. Build on role play from prior day by having teachers incorporate the puppet into their introduction and practice of the rules (*Keep teachers in same groups with same rule*). If time, have each group demonstrate to the large group).

V. Teaching Time Out

Continue with DVD 1, Small Group Composite or Classroom Composite Dina DVD Vignettes 13,14,15

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

_____ **Chapter 20:** Teaching Time Out (Classroom Composite Vignette 13)

_____ **Chapter 21:** Practicing Time Out (Classroom Composite Vignette 14)

_____ **Chapter 22:** Simone explains Time Out to Wally (Classroom Composite Vignette 15)

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 Dinosaur School Program (full set) DVD 1
(show vignettes that cover a variety of different skills)*

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.
- _____ **Vignette 2:** (Boy not listening, then sitting up)
- _____ **Vignette 8:** Dina introducing Show Me Five (Listening, and Narration)
- _____ **Vignette 9:** Quiet hands up
- _____ **Vignette 20:** (Checking twice, concentrating)
- _____ **Vignette 33:** (Following Directions)

With these vignettes, and others from this unit, have teachers break into small groups and practice leading vignettes. Scaffold tightly for the first vignettes and gradually give teachers more freedom to lead on their own.

Listening Lessons: Lessons 5,6, & 7

Following directions: Lesson 8

- _____ **Model** lesson for the group, including vignettes that would be shown and role plays/games for this lesson.
- _____ **Small group:** Have teachers break into small groups to practice this lesson

Concentration/Ignoring: Lesson

- _____ **Model** lesson for the group
- _____ **Small group:** Have teachers break into small groups to practice this lesson

VII. Small Group Activities

- _____ Look with the teachers at the manual and small group activity resources. Have them break into small groups and use lesson plans and manuals to think about what activities will be appropriate for their classes.
- _____ **Discuss** what model will work for their classes (depending on number of adults available).

VIII. Behavior plans (*If not done on Day 1*).

IX. Assignments

Discuss credits, assignments and reading. **Chapters 3 & 5, *Incredible Teachers***

X. Participant Evaluation of Workshop

Workshop Day 3

Academic, Emotion and Persistence Coaching, Teacher Praise, Encouragement and Incentives

I. Introduction and Debriefing

Ask about readings, suggested activities (special connections, proactive strategies), personal goals. Give out incentives for those who did readings or tried something new (e.g., rules Pictures, involving parents, nonverbal prompts).

II. The Importance of Teacher Attention Academic and Emotion Coaching

- ___ Show pyramid
- ___ **Brainstorm** advantages and barriers to praise (process why we do the benefit and barriers exercises).
- ___ Show **Teacher Classroom Management Program 1: Praise DVD 3**
- ___ Show Introductory Narration (praise)
- ___ ***Vignette 1:** Boy reading with teacher
- ___ ***Vignette 4:** "I like your words- delicate"
- ___ Praise role play(s)
- ___ **Vignette 10:** "Your picture is really full, next time..."
- ___ **Vignette 12:** "I like the way you're doing it together"
- ___ **Vignette 13:** "Christina, you're really paying attention."

Academic Coaching

Introduce the idea of academic coaching

- ___ **Brainstorm** ideas for "descriptive commenting" of academic concepts (size, color, shape).

Insert Incredible Beginnings Program 2 Part 2

- ___ **Vignette 29:** Play dough
- ___ **Vignette 30:** Amelia balls

Insert Attentive Parenting, Program 2

- ___ **Vignette 4:** (Too many questions Kalani boxes)
- ___ **Vignette 5:** (Boxes with descriptive commenting)
- ___ **Role play/practice** for academic descriptive commenting. 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.

Academic Coaching During Reading

Insert Incredible Beginnings: Program 2, Part 1

- ___ **Vignette 20:** Kalani melon book

Insert Incredible Beginnings: Program 2, Part 2

- ___ **Vignette 31:** Blue dinosaurs
- ___ **Practice** small groups reading books with no words in groups of 3; "child," "parent," "teacher." Model dialogic reading for several minutes

Persistence Coaching

Introduce the idea of persistence coaching. Brainstorm list of school readiness behaviors and cognitive states (persistence, concentration, trying again, following directions).

Attentive Parenting Program (Program 2)

- ___ **Vignette 4 & 5:** Persistence coaching - boxes Kalani
- ___ **Vignette 6:** Persistence coaching - puzzle Maya
- ___ **Vignette 8:** Persistence coaching Maya
- ___ **Vignette 9:** Persistence coaching Pauli with puzzle
- ___ **Large group role play,** practice persistence coaching.
- ___ Break into small groups and have teachers practice descriptive commenting for academic concepts. Stop to process.
- ___ Have teachers continue role play, adding persistence coaching.

Emotion coaching

- ___ **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*).

Insert Incredible Beginnings Emotion Coaching Part 1

- ___ **Vignette 1:** Reading monkeys jumping
- ___ ***Vignette 2:** Dinosaurs
- ___ ***Vignette 7:** Sticky tape
- ___ ***Vignette 9:** Amelia puppets
- ___ **Vignette 10:** Baby dina
- ___ **Role play** adding emotion words to descriptive commenting
- ___ **Role play** how to combine emotion coaching with persistence comments to help children regulate negative emotions.

III. Praise for Social Behaviors TCM DVD #3

Narration

- ___ ***Vignette 12:** "Doing it together"
- ___ Intersperse Praise role plays for social behavior
- ___ ***Vignette 16:** Sharing
- ___ ***Vignette 19:** Morgan watching, Bonnie, Tyrone choosing color

Using Praise and Encouragement to Teach Children Responsibility

___ ***Vignette 33:** Proximal praise

___ ***Vignette 37:** Bonnie, that was helpful, you are helping, you are a good friend

___ **Role play** proximal praise

Getting Children to Praise Themselves and Others

___ ***Vignette 44:** Choose someone who is sitting quietly

___ **Vignette 46:** Give yourself a pat on the back

___ **Vignette S-12:** Compliment Circle Peter

___ ***S-13:** Compliment Song

___ Teach compliment song and role play

Narration

___ **Vignette 52:** Physical reinforcement

___ **Vignette 53:** High 5

IV. Involving Parents in Helping Children understand Compliments

Share the compliment homework which students take to their parents.

V. Participants do self-reflection on attention, encouragement, and praise

VI. Teacher Classroom Management Incentives TCM DVD 4

___ **Buzz** for teacher's use of incentives in their classrooms

___ Benefits/ Barriers

___ ***Vignette 18:** Nar & weather person

___ ***Vignette 20:** Choosing students seated to help with plates etc

___ ***S-16:** Cymbals for completing homework

___ **S-14:** Green Patrol

___ **S-15:** Stickers for Dinosaur Homework

VII. Behavior Planning

___ **Small Group Break Out:** Behavior Plans (*use planning sheets with proactive, praise and incentive responses only—add to plan from day 1*)

___ Be sure to discuss how to involve parents' incentive programs.

IX. Participants Complete Self-Reflective Checklist on Using Incentives to Motivate Students

X. Assignments

_____ **Discuss** assignments and reading **Chapter 4, 5, 6 *Incredible Teachers***.

XI. Participant Evaluation of Workshop Day #3

Workshop Day 4

Classroom Dina: Social Coaching & Detecting and Understanding Feelings

I. Check in about experiences with Dinosaur School Curriculum

II. Social Coaching

_____ **Buzz** social behaviors

OR

Incredible Beginnings: Social Coaching Vignettes: Program 3 Part 2

(if short on time use more play dough than drama vignettes)

- _____ ***Vignette 16:** Introduction & Doran, Simone
- _____ **Vignette 17:** Amelia lying on bed and boys serve/drama play
- _____ **Vignette 19:** Drama: Modeling, Intentional Commenting to promote sharing
- _____ **Vignette 21:** Drama cont'd: I feel happy
- _____ ***Vignette 22:** Asking, Sharing
- _____ ***Vignette 23:** Asking & Waiting for a Turn
- _____ ***Vignette 25:** Practicing Helping (Amelia helps another girl)
- _____ ***Vignette 28:** Using puppets (Amelia turtle, Truman)
- _____ **Vignette 29:** Child-directed block play
- _____ **Vignette 30:** Picture play scripts
- _____ **Vignette 31:** Coaching on playground
- _____ ***Teacher and Parent Reflections**

TCM Disc 2 Praise Vignettes

- _____ Vignette S-11 (several parts, Jim and boys with blocks)
- _____ **Role play/practice** for social coaching (Large group role play with descriptive commenting of social behaviors. Instruct children to be well behaved.
- _____ **Small group role play** to practice social coaching
- _____ **Discuss** ways that all types of 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. Talk about how to integrate coaching according to children's needs e.g., child with ADHD, versus anxious child, versus aggressive child.

III. 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.

IV. Show Video of Lesson on Feelings

Small Group Composite Day 2 or Classroom Composite Disc 2: 21, 22, 23

As teachers watch these vignettes, continue list of principles/strategies for showing vignettes.

- ___ **Chapter 21 Vignette 9:** Putting on feeling detective hats
- ___ ***Chapter 22 Vignette 10:** Mediating mad boy vignette
- ___ **Chapter 23 Vignette 11:** Mediating excited/happy, mirrors

Insert Dinosaur School Program (full set) DVD 1: Unit 3 Feelings

- ___ **Vignette 1:** Jump role
- ___ **Vignette 2:** Mad boy
- ___ **Vignette 3:** Excited girl
- ___ **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 and have teachers take turns mediating the vignettes. 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 participant take the lead.

V. Promotion of Feelings Activities

Insert Classroom Composite DVD Disc 2 of 4

- ___ **Promotion:** Discuss promotion activities.

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

- ___ ***Vignette 18:** Bear feelings/vegetable book (Tony)
- ___ ***Vignette 19:** Feeling talk at breakfast
- ___ ***Vignette 20:** Gregory talks about feelings with puppet

VI. Participants complete Self-Reflection Inventory Teacher Coaching Strategies

VII. Break Out Group to Do Behavior Plan (if not done on Day 3)

VIII. Assignments

- ___ **Discuss** assignments and reading. *Chapter 11, Incredible Teachers*

IX. Participant Evaluation of Workshop Day 4

Workshop Day 5

Handling Misbehavior

Emotional Regulation, Limit Setting, Ignoring, Consequences

I. Introduction

Feedback on use of coaching methods, praise and incentives and practice assignments, experiences.

II. Emotional Regulation Training

Insert Incredible Beginnings Program 4 Part 2

- ___ ***Vignette 18:** Teacher breathing circle time
- ___ **Vignette 20:** Emily shy turtle
- ___ **Vignette 21:** Books: teaching calm down strategies
- ___ **Vignette 22:** Tiny & Hayden
- ___ ***Vignette 26A,B:** Hudson and calm down thermometer
- ___ ***Vignette 29:** Teachable moments Gregory
- ___ ***Vignette 30:** Talking to parent about feelings
- ___ Teacher Reflections

Insert Incredible Beginnings Program 6 Part 1

- ___ **Vignette 4:** Bike
- ___ **Vignette 7:** Drama Play Ending
- ___ **Vignette 8:** Gentle Hugs
- ___ **Vignette 10:** Physical Redirect (rolling ball)
- ___ **Vignette 13:** Washing Hands (Robin)
- ___ **Vignette 14:** All Done (Hanook)

III. Handling Misbehavior – Ignore

Incredible Beginnings Program 6 Part 1

- ___ **Vignette 16:** Ignore Tantrums (Hanook)
- ___ **Vignette 17:** Diaper Changing Lia - Differential Attention
- ___ **Vignette 19:** Kaylee Ignore
- ___ **Vignette 20:** Intro and Puppet
- ___ **Vignette 21:** Valarian
- ___ **Vignette 22:** Tantrum and then Calm Down Strategy
- ___ **Vignette 25:** Praise Compliance (sink)
- ___ Benefits/barriers of ignoring
- ___ Find out whether teachers have taught the lesson on teaching children to ignore (*covered this on Day 2 of training*). Find out whether they have been coaching children to ignore.
- ___ Show Discipline Hierarchy Handout (preschool version)
- ___ **Brainstorm** list of behaviors that can be ignored

V. **Differential Attention: Combining Coaching and Ignoring to Manage Minor Misbehavior**

_____ **Discuss** the idea that ignoring is paired with positive attention (coaching) to these positive behaviors may be paired with ignoring of minor off-task behaviors appropriate behaviors.

_____ **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).

Option 1: Describe children who are listening in circle time (ignore child who is wandering around).

Option 2: Have teacher praise and call on a child with a quiet hand (ignore child who is calling out). In all cases, discuss the importance of giving attention back as soon as the off-task child is following directions.

Show Small Group Composite Disc 2

_____ ****Vignette 22:** Jamila and puzzle with boys

Ignoring Tantrums

_____ **Role play**

1. Ask a participant to be a noncompliant child who engages in a tantrum. Coach a participant to be the teacher who responds to the tantrum with threats, explanations, consequences, and attention.
2. Replay the role play having the teacher ignore and use proximal praise. Discuss the contrast from the teacher and the student's points of view.

VI. **Natural and Logical Consequences Decreasing Inappropriate Behaviors DVD 5**

Refer to pyramid and to discipline hierarchy

_____ **Vignette 33:** Narration & vignette (no milk)

_____ ***Vignette 35:** "He's My Partner"- go to end of line

_____ ***Vignette 37:** Explain what happens if water is in kitchen

_____ **Buzz:** Consequences used and developmental appropriateness

_____ ***S-30:** Experiencing consequences/game is removed

Key Concepts

- Ignoring
- Teaching children how to ignore other children's misbehavior
- Setting up individual behavior plans
- Parent Collaboration
- How to use loss of privileges
- Changing negative reputations

VI. Behavior Planning

_____ **Small Group Activity:** Have small groups of teachers add to their Behavior Plan to include ignoring or a consequence for a student with a specific behavior problem.

VII. Participants do self-reflection inventories for Ignoring and Redirecting and Natural and Logical Consequences

VIII. Assignments

_____ Discuss assignments and reading. *Incredible Teachers* Chapters 7, 8, 9

IX. Participant Evaluation of Workshop Day 5

Workshop Day 6

Classroom Dina Problem-Solving and Anger Management

I. Review of prior Feelings Lesson Plans

II. Introduce Dinosaur School Unit 4—Problem Solving

- _____ 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 Composite Disc 3 of 4

- _____ **Chapter 8 Vignette 2:** Peter - Wally and Lesson 19 fort
- _____ **Small Group Practice:** Teachers **model** Wally fort lesson—provide them with sticks, tape, and a few props for this practice.

DVD: Day 2 from Small Group Composite: Small group activities from Problem Solving Unit

- _____ ***Chapter 4 Vignette 16:** Humpty

III. Setting Up Role Plays In Circle Time

Show Vignette 1 from (Dina Curriculum) Dinosaur School Program (full set) DVDs: Problem Solving Unit.

- _____ **Demonstrate** simple role play using cue cards and toy props (e.g., use video to model how to set up role play for ask/share, and then ask/wait).
- _____ **Review** the steps to doing a problem solving role play.

For example,

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** Use vignettes 1 and 2 from the problem solving unit and have teachers set up their own role plays based on the problems presented in the vignettes.

IV. Wally Problem Solving Books

Insert Classroom Composite DVD 4 of 4

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

- ___ **Vignette 14:** Jamila
- ___ **Vignette 16:** Tony
- ___ Practice in dyads using the Wally books

V. Unit 5 Anger Management

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

Insert Classroom Composite 4 of 4 DVD

- ___ **Vignette 8:** Julie presents Anger Lesson 32 - Teasing and Being Left Out (show video of girl left out, problem solving, practice going in shell)
- ___ **Vignette 9 Lesson 32:** Tiny and teasing shield
- ___ **Vignette 10 Lesson 32:** Guided practice with Tiny and children
- ___ **Vignette 11 Lesson 32:** Role Play (at end older child comes in)
- ___ **Vignette 12 Lesson 32:** Small group practice activity explained
- ___ **Vignette 13 Lesson 32:** Small group friendship art activity/shields

Small Group Activities Anger Management

- ___ ***Vignette 6:** Mazes Preschool Program (purple) Part 1: Vignette 6 (mazes)
- ___ ***Vignette 7:** Bingo Preschool Program (purple) Part 1: Vignette 7

VII. Participants complete Self-Reflective Inventory on Time Out to Calm Down

VIII. Assignments

- ___ **Discuss** assignments and reading. **Chapter 12, *Incredible Teachers***
Ask participants to bring videos to show at next workshop of their Dina lessons and activities.

VIII. Participant Evaluation of Workshop Day 6

Workshop Day 7

Time Out to Calm Down and Dinosaur Friendship Units

I. Check In: Review classroom activities on ignoring, distractions, and consequences

II. Time Out to Calm Down

___ Ask how many teachers have a place in their classroom for a child who is dysregulated? Define purpose of time out and terminology issues. Define aggression.

III. Teaching Time Out to Children

___ **Model Lesson 3:** Time-Out
(This lesson was demonstrated on Day 1. Can repeat, review, and practice as necessary.)

Time Out to Calm Down

Insert Incredible Beginnings Program 4 Part 2

Select from **vignettes 35-39** depending on how well teachers are currently supporting children's TO in the classrooms

- ___ **Vignette 35:** Teaching Time Out (Wally demonstrates)
- ___ **Vignette 36:** Practicing Time Out
- ___ **Vignette 37:** Helping Wally Simone explains
- ___ **Vignette 38:** Explaining Time Out to Dorian rocket ships
- ___ **Vignette 39:** Dorian Practices
- ___ **Vignette 40:** Developing Happy Places

IV. Managing TO in the Classroom

- ___ **Explain** and "Walk-through" the scenarios (in handouts) for time out going from simple to more complex.
- ___ **Role play** each Time Out sequence, modeling how to set up the role play and go from simple to more complex child behavior.
- ___ **Vignette 41:** Learning to Self-Regulate (small group)
- ___ **Vignette 42:** Ignoring Kaylee in Time out

VI. Teaching Problem Solving Every Day

Incredible Beginnings Part 2 continued

- ___ **Vignette 43:** Using words (play dough)
- ___ **Vignette 44:** Using words (Sergio cars)
- ___ **Vignette 46:** Books Jamila: I'm being teased **OR** 45: Minnie Mouse Toni
- ___ **Vignette 47:** Mazes (toni)
- ___ **Vignette 48:** Humpty small group activity
- ___ **Vignette 49:** Carolyn singing 3 children

- _____ **Vignette 50:** Real life Conflict - Gregory Hit Me
- _____ Teacher Reflections
- _____ Series Summary

VII. Behavior Plans

Teachers review their behavior plans and consider whether it is appropriate to add to a calm down.

VII: Friendship Unit

This may be shown on Day 8

Classroom Dina Composite (Disc 2)

- _____ ***Vignette 40:** Gail Presents Friendship Lesson
- _____ ***Vignette 41:** Gail and Jim Model Friendship Skills
- _____ ***Vignette 42:** Guided Practice with Children
- _____ ***Vignette 43:** Present Small Group Practice & Transition
- _____ ***Vignette 62:** "EGGS" Gail Helps Girls Problem Solve and Use Solution Kit

Small Group Composite (Day 2)

- _____ **Chapter 11:** Friendship Session Vig 5 (model)
- _____ **Chapter 12 Vignette 6:** (practice) Wally shared proud because he helped Luis with reading, Jeremiah also helped, look for helping on video

Saying Goodbye: Baby Dina (Emotion Regulation DVD)

- _____ **Vignette 5:** Baby Dina Circle Time
- _____ **Vignette 6:** Baby Dina Small Group Activity (Jamila, puppet special message for baby Dina)

Day 8

Consultation Day: Teachers Show Vignettes

On this day any unfinished material from prior the last units will be covered and practiced. Also in 8th day teachers will show videos of themselves delivering classroom dina and give each other feedback - as in a consultation day.

Wrap Up

- _____ **Explain** certification
- _____ Give each person who attended all days of training a certificate

Assignments

- _____ **Discuss** assignments and reading. Finish reading **chapters 13, 14 & 15**
- _____ **Participant Evaluation Day 7 & 8**