

The Incredible Years



Date

LeaderID Lesson # Evaluator ID Group / /

of Children Ages of children: 4 5 6 7 8

Topic: _____ Length of Group in Hours .

THERAPIST CHILD SMALL GROUP THERAPY PROCESS CHECKLIST DINA DINOSAUR SCHOOL

This rating scale is designed for group leaders/therapists to complete together following a session, or for a group leader to complete for him/herself when reviewing videotape of a group session. By watching the tape of a session, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the checklist for the specific session, which lists the key content that should be covered.

SET UP OF ROOM

Did the Therapist/Group Leader:

1. Set up the chairs (or carpet squares) in a semicircle that allows everyone to see the TV? (name tags for first sessions) Yes No
2. Sit on either side of the TV and flip chart? Yes No
3. Have chips in visible and accessible spot? (sticker basket, prize box, chip bags with names) Yes No
4. Have dinosaur schedule posted and/or rules and cue cards posted? Yes No
5. Have healthy snack prepared? Yes No
6. Have session materials ready? (home activities manual, cue cards, videos, prizes, puppets, stickers, rules poster, dina poster for coloring in total of chips earned each week, art supplies, markers and flip chart, TV & VCR, helper list, give me five card) Yes No

Not at all/not well
 Sometimes
 Frequently/extremely well
 NA/Not able to observe

CIRCLE TIME

REVIEW CHILDREN'S HOMEWORK & STARTING CIRCLE TIME DISCUSSIONS

Did the Therapist/Group Leader:

7. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g., "one, two, three, Dina!" or a greeting song?) 1 2 3 4 5 6
8. Begin the discussion by reviewing the homework with the children and what skills they remembered to use during the week? Yes No

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9. Give every child the chance to come forward and share his/her homework (or share something from the week if s/he forgot homework)?
10. Enthusiastically praise whatever effort children made this week?
11. Applaud successes and give stamps or stickers for homework?
12. Explore with children who didn't complete the home activities what made it difficult, and challenge them to new goal for this week?
13. Have puppets talk about their issues/problems that week and things they need help with?
14. Establish individual goals/personal challenges for individual children?
15. Review learning from prior session? Yes No

<i>Not at all/not well</i>	1	2	3	4	5	6
<i>Sometimes</i>	1	2	3	4	5	6
<i>Frequently/extremely well</i>	1	2	3	4	5	6
<i>N/A/Not able to observe</i>	1	2	3	4	5	6

WHEN PRESENTING THE NEW LEARNING IN CIRCLE TIME

Did the Therapist/Group Leader:

16. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (e.g., what are some rules for the class? Or what are some friendly behaviors?) Yes No
17. Work to include all children in the discussion?
18. Paraphrase and highlight the points made by children (reinforce their ideas by having them role play or demonstrate, hold a cue card, or give them chips and praise for their ideas)?
19. Use puppets in lively and enthusiastic way as active participants in entire session?
20. Co-leader attends to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.
21. Use picture cue cards as prompts to reinforce new behaviors being taught?
22. Use a style that is playful, engaging, fun, and paced at childrens' level of attention?
23. Present clearly and model new behavior with puppets and role plays?
24. Actively involve children by letting them hold cue cards, pause tape, use smaller puppets, give out snacks, be line leader, etc.
25. Provide legitimate opportunities for active children to move and stretch (e.g., group stretch break or wiggle space for a particular child or music activity)?
26. Set up activities during circle time such as songs, games, large group bingo, feeling dice, large turtle shell, pass the hat, practicing skill with puppets?
27. Take time to acknowledge disappointment at not being called upon. Provide children with coping strategies to manage this. (e.g., self-pat on the back or "maybe next time")?
28. Take a group snack break and reinforce social behavior. Encourage children to share interests and experiences. Perhaps use puppets to model listening, asking questions, sharing? Yes No

<i>Not at all/not well</i>	1	2	3	4	5	6
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WHEN SHOWING THE VIGNETTES

Number of vignettes shown: Vignette Numbers: _____

Did the Therapist/Group Leader:

- | | |
|--|---|
| <p>29. Focus children's attention before showing vignette. Give them a specific behavior or emotion to watch for. ("Ready, set, action")?</p> <p>30. Pause longer vignettes at least once to ask questions about segments of the vignette and to predict what happens next?</p> <p>31. Begin by asking an open-ended question about what children thought was happening in the vignette?</p> <p>32. Acknowledge, praise and nonverbally acknowledge children who are focused on the vignette?</p> <p>33. Move on to the next vignettes after key points have been discussed and pace material to maintain childrens' interest?</p> <p>34. Allow for discussion following each vignette? (If vignettes are played one after another, children may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. IF children are distracted, vignette may need to be replayed.)</p> <p>35. Use video scene to prompt role play and practice of the skill viewed on the video?</p> <p>36. Demonstrate and explain small group activity before leaving large circle discussion?</p> | <p style="text-align: center;"><i>Not at all/not well</i>
<i>Sometimes</i>
<i>Frequently/extremely well</i>
<i>NA/Not able to observe</i></p> <p>① ② ③ ④ ⑤ ⑥</p> |
|--|---|

ROLE PLAYS

Number of role plays done in session:

Write in Topics: _____

Did the Therapist/Group Leader:

- | | |
|--|--|
| <p>37. Have children practice new concepts in circle time through puppet plays and role plays?</p> <p>38. Role plays are set up to practice positive not negative behaviors and are strategically set up according to childrens' behavior goals to promote high rate of engagement?</p> <p>39. Role plays are carefully set up to help children be successful (e.g., providing the words that they will say, prompting a behavior, setting up role play with a child and a puppet so that puppet can help guide the practice)?</p> | <p style="text-align: center;"><i>Not at all/not well</i>
<i>Sometimes</i>
<i>Frequently/extremely well</i>
<i>NA/Not able to observe</i></p> <p>① ② ③ ④ ⑤ ⑥</p> <p>① ② ③ ④ ⑤ ⑥</p> <p>① ② ③ ④ ⑤ ⑥</p> |
|--|--|

LeaderID Lesson # Evaluator ID Group

SMALL GROUP PRACTICE ACTIVITIES

Did the Therapist/Group Leader:

- | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------|---|---|---|---|---|---|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>40. Plan small group activity or game to reinforce new learning? (e.g., cooperative art activity, feeling game, blocks, play dough, art activity, bingo, pass the hat, visualization)</p> <p>41. Prepare small group activity materials ahead of time to minimize children's waiting time during transition from circle time to small group activity? <input type="radio"/> Yes <input type="radio"/> No</p> <p>42. Participate in small group activity using descriptive commenting and social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur?</p> <p>43. Promote reading skills by associating printed work with language or asking children to read?</p> <p>44. Promote writing skills by taking dictations, writing words to be copied and reinforcing children's beginning attempts to write?</p> <p>45. Provide children with time for less structured peer play with legos, trains, dress up materials, playdough, etc. and coach social interactions and problem solving during this time? <input type="radio"/> Yes <input type="radio"/> No</p> <p>46. Give as much time to small group activities as to circle time discussions? <input type="radio"/> Yes <input type="radio"/> No</p> <p>47. Make adaptations in small group activities in order to be developmentally appropriate for every child?</p> | <table border="0"> <tr> <td style="text-align: right;">Not at all/not well</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: right;">Sometimes</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Frequently/extremely well
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| Sometimes | | | | | | | | | | | | | | | | | | | | | | |
| Frequently/extremely well
N/A/Not able to observe | | | | | | | | | | | | | | | | | | | | | | |

**BEHAVIOR MANAGEMENT AND RELATIONSHIP BUILDING SKILLS
(during all segments)**

Did the Therapist/Group Leader:

- | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------|---|---|---|---|---|---|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>48. Build relationship with individual children by asking personal questions about their experiences, listening to their stories, using child's name, responding to them uniquely?</p> <p>49. Create a feeling of safety in the group?</p> <p>50. Promote optimism and show belief in children's ability to learn and be successful?</p> <p>51. Use physical touch (e.g., back rubs, hugs, lap time) appropriately?</p> <p>52. Share aspects of self when appropriate (e.g., something about their families, or mistake they made)? <input type="radio"/> Yes <input type="radio"/> No</p> <p>53. Use proximal praise and labeled praise for prosocial behavior?</p> <p>54. Avoid making critical or negative statements about children's behavior?</p> <p>55. Act in a fun, playful, and engaging way with children?</p> <p>56. Review group rules?</p> <p>57. Have jobs for the children (e.g., line leader, snack helper)?</p> | <table border="0"> <tr> <td style="text-align: right;">Not at all/not well</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: right;">Sometimes</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Frequently/extremely well
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Not at all/not well
 Sometimes
 Frequently/extremely well
 NA/Not able to observe

- | | |
|---|--|
| 58. Show respect, warmth and calmness with children?
59. Involve children actively in learning through games, activities, stories, fantasy?
60. Use songs and movement activities strategically when children need to move or have a break?
61. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small group activities, saying goodbye?
62. Ignore targeted misbehaviors or attention seeking behaviors (e.g., blurting out, off seat)?
63. Use Time Out appropriately, for aggressive or repeated noncompliance?
Number of Time Outs given <input type="text"/> <input type="text"/>
64. Use redirects and distractions to re-engage children who are off task?
65. Use warnings for disruptive behavior? (Warnings should let children know what will happen if they do not comply. If noncompliance continues, therapists should follow through with consequence.)
66. Use incentive system (chips, hand stamps, stickers) for individual children who are following rules and showing appropriate behaviors?
67. Use team incentive approach?
68. Use emotion coaching? (during snack time, small group activities and freeplay)
69. Use social coaching? (during snack time, small group activities and freeplay)
70. Use academic and persistence coaching? (during snack time, small group activities and freeplay)
71. Respond to individual and group developmental needs? (e.g., change pace if children are restless, modify activities and questions depending on children's skill, adjust circle time content and length to children's attention span and level of engagement)
72. Prepare for transitions to new activities effectively (visual or auditory cues)?
73. Give clear and simple directions and model expected behavior?
74. Minimize amount of waiting time for children?
75. Attend to and reinforce appropriate behavior much more often than attending to inappropriate behavior? | (1) (2) (3) (4) (5) (6)
(1) (2) (3) (4) (5) (6) |
|---|--|

REVIEW HOME ACTIVITIES AND WRAP UP

Did the Therapist/Group Leader:

- | | | |
|--|---------------------------|--------------------------|
| 76. Begin the wrap up process with about 15 minutes remaining? | <input type="radio"/> Yes | <input type="radio"/> No |
| 77. Review Detective Home Activity for the week? | <input type="radio"/> Yes | <input type="radio"/> No |
| 78. Have children count chips and trade in for prizes? | <input type="radio"/> Yes | <input type="radio"/> No |
| 79. Conduct compliment circle time? | <input type="radio"/> Yes | <input type="radio"/> No |
| 80. Meet with the parents? | <input type="radio"/> Yes | <input type="radio"/> No |
| 81. End the session on time? | <input type="radio"/> Yes | <input type="radio"/> No |

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CHILDREN'S RESPONSES

- | | |
|--|-------------------------|
| 82. Children appeared engaged and on-task during session. | (1) (2) (3) (4) (5) (6) |
| 83. Children were enjoying themselves during activities. | (1) (2) (3) (4) (5) (6) |
| 84. Children were involved in asking questions, role plays and suggesting ideas. | (1) (2) (3) (4) (5) (6) |

Not at all/not well
Sometimes
Frequently/extremely well
N/A/Not able to observe

LEADER COLLABORATION

- | | |
|---|-------------------------|
| 85. Did the two leaders have clear, complementary roles in each of the different activities? (e.g., take turns leading content and focusing on process) | (1) (2) (3) (4) (5) (6) |
| 86. Did leaders work well as a team reinforcing each other, while attending to different roles with children? | (1) (2) (3) (4) (5) (6) |
| 87. Are leaders implementing behavior plans for children targeted with special needs? | (1) (2) (3) (4) (5) (6) |
| 88. Are leaders talking to parents about dinosaur home activities and about how they can reinforce children's learning at home? | (1) (2) (3) (4) (5) (6) |

ADHERENCE TO SESSION PROTOCOLS AND CONTENT

- | | |
|--|-------------------------|
| 89. Followed session protocols for session? | (1) (2) (3) (4) (5) (6) |
| 90. Knowledgeable about content to be presented to children? | (1) (2) (3) (4) (5) (6) |
| 91. Showed the appropriate number of vignettes for age and temperament of children? | (1) (2) (3) (4) (5) (6) |
| 92. Modifications or adaptations were made when necessary to help keep children actively engaged and successful with activities? | (1) (2) (3) (4) (5) (6) |

REMEMBER: Your goal in the group sessions should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors.

Summary comments: _____

Candidate has satisfied video requirements for certification: ____ Yes ____ No

Tape Reviewed by: _____

Date: _____