

# Incredible Years



## THERAPIST CHILD SMALL GROUP THERAPY PROCESS CHECKLIST DINA DINOSAUR SCHOOL

This checklist 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.

Leader (name): \_\_\_\_\_

Session Number: \_\_\_\_\_

Topic: \_\_\_\_\_

Certified Trainer Evaluation (name): \_\_\_\_\_

Date: \_\_\_\_\_

### SET UP OF ROOM

**YES NO N/A**

#### Did the Therapist/Group Leader:

- |   |       |        |
|---|-------|--------|
| 1. Set up the chairs (or carpet squares) in a semicircle that allowed everyone to see the TV? (name tags for first sessions)  | _____ | _____  |
| 2. Sit on either side of the TV and flip chart?   | _____ | _____  |
| 3. Have chips in visible and accessible spot? (sticker basket, prize box, chip bags with names)   | _____ | _____  |
| 4. Have dinosaur schedule posted?   | _____ | _____  |
| 5. Have healthy snack prepared?   | _____ | _____  |
| 6. Have session materials ready?<br>(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) | _____ | _____* |

### CIRCLE TIME

### REVIEW CHILDREN'S HOMEWORK & STARTING CIRCLE TIME DISCUSSIONS

#### Did the Therapist/Group Leader:

	YES	NO	N/A
7. Have puppets arrive and greet children in a predictable and enthusiastic manner (e.g., “one, two, three, Dina!” or a greeting song?)	___	___	*
8. Begin the discussion by reviewing the homework with the children and what skills they had remembered to use during the week.	___	___	
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.	___	___	

**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?)	___	___	
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 children’s level of attention.	___	___	*

	YES	NO	N/A
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.	_____	_____	

**WHEN SHOWING THE VIGNETTES**

**Number of vignettes shown:** \_\_\_\_\_

**Did the Therapist/Group Leader:**

29. Focus children’s attention before showing vignette. Give them as specific behavior or emotion to watch for. (“Ready, set, action”)	_____	_____	*
30. Pause longer vignettes at least once to ask questions about segments of the vignette and to predict what happens next.	_____	_____	*
31. Begin by asking an open-ended question to children about what they thought was happening in the vignette?	_____	_____	*
32. Acknowledge, praise and nonverbally acknowledge children who are focused on the vignette.	_____	_____	*
33. Move on to the next vignettes after key points have been discussed, Pace material to maintain children’s interest.	_____	_____	*
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. <b>IF</b> children are distracted vignette may need to be replayed.)	_____	_____	*

**YES NO N/A**

35. Use video scene to prompt a role play and practice of the skill viewed on the video. \_\_\_\_\_ \*  
36. Demonstrate and explain small group activity before leaving large circle discussion. \_\_\_\_\_ \*

**ROLE PLAYS**

**Number of role plays done in session:** \_\_\_\_\_

**Did the Therapist/GroupLeader:**

37. Have children practice new concepts in circle time through puppet plays and role plays. \_\_\_\_\_ \*  
38. Role plays are set up to practice positive not negative behaviors and are strategically set up according to children's behavior goals to promote high rate of engagement. \_\_\_\_\_ \*  
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.) \_\_\_\_\_ \*

**SMALL GROUP PRACTICE ACTIVITIES**

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). \_\_\_\_\_ \*  
41. Prepare small group activity materials ahead of time to minimize children's waiting time during transition from circle time to small group activity. \_\_\_\_\_  
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? \_\_\_\_\_ \*  
43. Promote reading skills by associating printed work with language. \_\_\_\_\_ \*  
44. Promote writing skills by taking dictations, writing words to be copied and reinforcing children's beginning attempts to write. \_\_\_\_\_ \*  
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. \_\_\_\_\_  
46. Give as much time to small group activities as to circle time discussions? \_\_\_\_\_

YES NO N/A

47. Make adaptations in small group activities in order to be developmentally appropriate for every child? \_\_\_\_\_ \*  
\_\_\_\_\_ \*

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

**Did the Therapist/Group Leader:**

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. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
49. Create a feeling of safety in the group. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
50. Promote optimism and show belief in children's ability to learn and be successful. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
51. Use physical touch (e.g., back rubs, hugs, lap time) appropriately. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
52. Share aspects of self when appropriate (e.g., something about their families, or mistake they made) \_\_\_\_\_  
\_\_\_\_\_
53. Use proximal praise and labeled praise for prosocial behavior. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
54. Avoid making critical or negative statements about children's behavior. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
55. Act in a fun, playful, and engaging way with children. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
56. Show respect, warmth and calmness with children. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
57. Involve children actively in learning through games, activities, stories, fantasy. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
58. Use songs and movement activities strategically when children need to move or have a break \_\_\_\_\_ \*  
\_\_\_\_\_ \*
59. 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. \_\_\_\_\_ \*  
\_\_\_\_\_ \*
60. Ignore targeted misbehaviors or attention seeking behaviors. (e.g., blurting out, off seat) \_\_\_\_\_ \*  
\_\_\_\_\_ \*
61. Use Time Out appropriately, for aggressive behavior or repeated noncompliance. \_\_\_\_\_ \*  
\_\_\_\_\_ \*

\_\_\_\_\_ Number of Time Outs given

	YES	NO	N/A
62. Use redirects and distractions to re-engage children who are off task.	___	___	*
63. 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.)	___	___	*
64. Praise and give rewards (chips, hand stamps, stickers) to individual children who are following rules and showing appropriate behaviors.	___	___	*
65. Use team incentive approach.	___	___	*
66. Use emotion coaching.	___	___	*
67. Use social coaching.	___	___	*
68. Use academic and persistence coaching.	___	___	*
69. Respond to individual and group developmental needs (e.g., change pace if children are restless, modify activities and questions depending children's skill, adjust circle time content and length to children's attention span and level of engagement).	___	___	*
70. Prepare for transitions to new activities effectively (visual or auditory cues).	___	___	*
71. Give clear and simple directions and model expected behavior.	___	___	*
72. Minimize amount of waiting time for children.	___	___	*
73. Attend to and reinforce appropriate behavior much more often than attending to inappropriate behavior.	___	___	*

**REVIEW HOME ACTIVITIES AND WRAP UP**

**Did the Therapist/Group Leader:**

74. Begin the wrap up process with about 15 minutes remaining?	___	___
75. Review Detective Home Activity for the week.	___	___
76. Have children count chips and trade in for prizes.	___	___
77. Conduct compliment circle time.	___	___
78. Meet with the parents.	___	___
79. End the session on time?	___	___

**CHILDREN’S RESPONSES**

- 80. Children appeared engaged and on-task during session. \_\_\_\_\_ \*
- 81. Children were enjoying themselves during activities. \_\_\_\_\_ \*
- 82. Children were involved in asking questions, role plays and suggesting ideas. \_\_\_\_\_ \*

**LEADER COLLABORATION**

- 83. Did the two leaders have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)? \_\_\_\_\_ \*
- 84. Did leaders work well as a team reinforcing each other, while attending to different roles with children? \_\_\_\_\_ \*
- 85. Are leaders implementing behavior plans for children targeted with special needs? \_\_\_\_\_ \*
- 86. Are leaders talking to parents about dinosaur home activities and about how they can reinforce children’s learning at home? \_\_\_\_\_ \*

**ADHERENCE TO SESSION PROTOCOLS AND CONTENT**

- 87. Followed session protocols for session. \_\_\_\_\_ \*
- 88. Knowledgeable about content to be presented to children. \_\_\_\_\_ \*
- 89. Showed the appropriate number of vignettes for age and temperament of children. \_\_\_\_\_ \*
- 90. Modifications or adaptations were made when necessary to help keep children actively engaged and successful with activities. \_\_\_\_\_ \*

**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: \_\_\_\_\_