



## **The Role of Incredible Years (IY) Certified Mentors**

Certified or accredited mentors play an important role in “championing” the Incredible Years (IY) evidence-based interventions and assuring they are delivered with integrity. Mentors support the training and supervision of new group leaders by providing basic workshops, ongoing peer group consultations and individual supervision and videotape reviews. Mentors are key to developing a supportive infrastructure within an agency for those delivering the IY programs. In addition they are an important link between the IY group leaders and the administrative supervisors in agencies and schools in order to assure that the programs are delivered with the highest fidelity. They do this by helping administrators understand the recommended dosage of intervention (i.e., optimal number of sessions), choose the most appropriate group leaders/teachers to deliver the programs, determine an appropriate work load for group leaders or schedule for teachers, plan for the program needs for logistical support (e.g., day care, food and space for parent groups, or supplies for child groups) and assist with recruitment of families or teachers for delivering the programs. In addition they provide agencies with the ability to provide the authorized training and technical support so that group leaders can become certified in the Incredible Years programs.

### **Mentors provide ongoing accredited IY workshops**

- Mentors offer standardized and authorized IY workshops following required protocols, methods and evaluation procedures. These protocols provide the basic expectations for training. Mentors may lengthen training if needed for a particular group or agency.

### **Mentors provide ongoing consultation and technical support to group leaders**

- Mentors offer regular consultation meetings with groups of leaders-in-training. During these consultations group leaders are invited to share portions of the videotapes of their group sessions and are given feedback. The mentor leads these consultation meetings and facilitates role plays, brainstorming and problem solving group dynamics issues.

- Mentors offer individual supervision of videotapes of group sessions with group leader and co-leader. During these meetings they participate in joint review of the IY group process checklist; help clarify goals for group leaders; review parent or teacher evaluations, attendance and session protocols; facilitate role plays of new strategies; and problem solving group dynamics issues.

- Mentors offer ongoing support to new group leaders. Regular meetings, telephone consultations, group conference calls and/or email feedback may achieve this.

- Mentors model the collaborative feedback process by asking for evaluations from group leaders-in-training of the mentoring process. They discuss this supervision process together.

### **Mentors provide support to facilitate certification/accreditation of IY group leaders**

- Mentors review videotapes of group leader's sessions for certification. This includes completion of the group process and checklist forms and a written evaluation per candidate. It can take 3-4 hours to review a group leader's tape and write up a report.
- Mentors support group leaders in preparing their application for certification and write letters of support.

### **Mentors provide ongoing IY groups**

- Mentors continue to offer IY programs with parents, teachers or children. While delivering these programs they can mentor new group leaders as co-leaders. This ongoing clinical experience also serves to provide them with examples and material that will be relevant for their teaching of new group leaders-in-training. It will also provide opportunities to provide closer clinical supervision of new group leaders while they are delivering the programs together.

### **Mentors provide liaison with agency/school administrators regarding IY group leaders**

- Mentors work with agency/school administrators to help them understand the training and ongoing supervision and consultation needed for group leaders. They help agencies and schools to realistically prepare for delivering the IY programs using the *Agency Background Questionnaire*.
- Mentors help administrators to understand the importance of acknowledging and supporting the efforts and successes of group leaders in adopting the IY programs (i.e., through newsletters, personal recognition, salary increases, awards).
- Mentors collaborate with agency/school administrators to problem solve issues regarding workload of group leaders, recruitment of families, and program needs for transportation, day care, supplies and food.

### **Mentors maintain program fidelity within agency**

- Mentors continue consultation with Incredible Years administration, program developer and trainers concerning questions and problems that may arise regarding ongoing training or consultation needs. They continue to seek and receive consultation on their workshops and supervision, either through videotape review or through annual mentor meetings or personal communication.
- Mentors attend annual IY mentor and trainer meetings and keep in close communication with IY administration so as to offer the most up to date training and materials and to be familiar with new materials or updates in programs and research findings.
- Mentors provide IY administration with workshop attendance lists, projected training dates, and workshop evaluations (which are tallied). Mentors assure that the participant fee is paid to IY for each workshop provided.

## **Agency Support for Mentors**

In order for mentors to successfully achieve these roles, it will be necessary for agencies to provide the mentor with the following support:

- Time and financial support for initial mentor training and ongoing training, post-mentor certification.
- As a means of indicating this support, agency will provide a letter of support as part of the mentor's application.