

Getting Started with Learning the Incredible Years Parent Programs



After you have completed your Agency Readiness Questionnaire, determined that you are ready to adopt the Incredible Years Programs, and secured your funding, you can get started learning the programs. The following checklist will help group leaders/therapists know what to do to set up a self-study training regime for learning the program.

* Agency administrators may contact IY to receive an administrator's packet.

Step # 1: Schedule Training Workshops

Contact Lisa St. George at Incredible Years (IY) to plan your training needs. On-site workshops need to be planned 6-9 months in advance. Workshops in Seattle are offered 3 times a year. IY staff will help answer questions and tailor the type of training according to your needs and the program you have chosen to implement.

Step # 2: Obtain IY Materials and Start Self-directed Peer Group Study

As soon as you have the materials you can set up your self-study program. You do not need to wait for a workshop to get started learning these programs. In fact, if you have prepared ahead of time and are familiar with the materials you will get more out of the training workshop.

On-going Self-Study Peer Group Study involves the following:

___ Set up weekly self-study meetings with co-leader and other staff who will be involved in delivering the IY parent program.

___ Review the leader manual introductory materials and start planning for some of the logistics for how you will advertise your parent program, recruit families, arrange day care, and select a comfortable room for your groups. (see checklist in parent leader's manual)

___ Read overview chapters

Parent Group Leaders read chapter 4 in *Troubled Families: Problem Children* book (book available from IY)

Chapter titled - Working with Parents of Children who Have Conduct Disorders: A Collaborative Process.

Also read article on web site: www.incredibleyears.com

Webster-Stratton, C., & Hancock, L. (1998). Parent training: Content, methods and processes. In E. Schaefer (Ed.), *Handbook of parent training, second edition* (pp. 98-152). New York: Wiley and Sons.

- ___ **View the sample videotape of actual parent group sessions in your self-study meeting (Limit Setting).** This will give you an idea of how the group operates, the leader's role and how the videotapes are used to stimulate discussion.

Note: Only view one of these tapes at this point.

- ___ **Start with the first program in the series Play Part 1 and follow the manual with the accompanying videotapes.**

If you are doing this in a group, take turns leading the group (others pretend to be parents), showing the videotapes and asking questions.

- ___ **At each meeting select the next program or part to study. Choosing a different person to be prepared to lead and present specified vignettes each week can be helpful.**

- ___ **To prepare for each meeting, read the accompanying chapter in the *Incredible Years* parent book.**

Eg., before reviewing Play part 1, read the chapter on Play in the *Incredible Years* parent book (or listen to it on CD or audiotape).

- ___ **At your self-study meetings practice being leader with others taking the role of parents to try out vignettes, questions and role plays.** This will give you experience and more comfort with the materials.

Step # 3: Start a Pilot Group

- ___ Begin a pilot parent group.
- ___ Continue to meet in your peer review group to consult with each other about progress and to get feedback on your group.
- ___ Videotape your parent group session for self-study. Use the Collaborative Group Process Checklist when you view your tape.
- ___ Choose segment of your videotape of your group for peer review.

Step # 4: View Sample Group Session Tapes

- ___ After you have done some of your own sessions, viewing the sample tapes will be helpful in giving you new ideas about group process, pulling out "principles" and doing brainstorming.
- ___ It can be useful to view each of the following tapes prior to offering the related topic to your group:
 - Limit Setting Sample Group Tape
 - Ignoring Sample Tape
 - Time Out Tape
 - Problem Solving Sample Tape
- ___ If you are working with interpreters and non-English speaking parents we

recommend you view the following two tapes:

- Play and Praise Sample Group Tape
- Incentives and Ignoring Sample Tape

Step #5: Attend Training

At some point during these steps you will attend your training. This may be delivered in your site or in Seattle. The more you understand the program ahead of training the more you will get out of it.

Step #6 : Obtain Consultation and Supervision

Once you have started doing groups and have done some self-evaluations of your group tapes using the Collaborative Group Process Checklist you may request consultation from an IY mentor or trainer on one of your tapes of your group.

Consultation Workshops given by IY trainers may be requested by your agency or may be obtained in Seattle.

Step #7 : Become Certified/Accredited See certification information on web site.

Materials Needed:

- Leader's Manual, books, videotapes, and parent handouts for doing Basic Parent Program*
- Set of Sample Parent Group Session Videotapes**
Limit Setting, Ignoring, Problem Solving, and Time Out sample groups
- Download Articles from Web Site
- Collaborative Process Checklists (in manual)

* Includes everything you need to deliver the programs.

** These "how to" tapes show therapists and group leaders actually delivering the parent groups. They are very helpful for self-study and learning the collaborative process of leading the groups.