

Part 6

Certification

- 1. Certification as a Parent Group Leader***
- 2. Application for Certification as a Parent Group Leader***
- 3. Self and Peer Evaluation Form***
- 4. Leader Collaborative Process Checklist***
- 5. Certification as a Mentor***
- 6. Evaluation of Supervision or Mentoring***

INCREDIBLE YEARS : PARENTS AND CHILDREN TRAINING SERIES

Carolyn Webster-Stratton, Ph.D.

Benefits of Certification As a Parent Group Leader

We consider this certification process to be of value for the following reasons: First, the certification process maximizes the quality of the performance of the group leader. We believe certified leaders implementing the full program will achieve results similar to those in the published literature. The process of certification is considered part of the training process in that the leader will get feedback from parents and peers on his/her leadership ability. Second, certification allows the individual to be listed as a certified group leader with our center. This certification permits us to give out your name for possible employment as a leader of parent groups. Third, certified leaders will be invited to workshops updating our programs and sharing ideas with other group leaders throughout the country. Finally, certification permits the individual to be eligible to take the advanced course in parent group leadership and to take the course to be a certified mentor of other group leaders.

Note: Certification is required for this program to be used as part of a research project.

Background Requirements to be Eligible for Certification

1. Extensive experience with young children (this may include being a parent, working with children as a health care provider, mental health provider, teacher, or parent educator). Two years experience minimum requirement.
2. Excellent interpersonal skills. Letters of reference attesting to your clinical experience working with individuals and groups (minimum two).
3. Experience with parenting skills and family interactions (this may include being a parent, working with families as a health care provider, psychiatrist, psychologist, social worker, nurse, teacher, or parent educator).
4. Involvement with group activities and awareness of group dynamics (ranging from having participated in PTA committee work to having led a group).
5. Educational course in child development required (credited course) (educational background in counseling helpful).

Requirements

Training

- Attend Approved Training Workshop

Only those candidates who have successfully completed the approved training qualify to submit a certification application. Approved training consists of a three-day workshop offered by a certified mentor or trainer of group leaders.

Experience Requirements

- Conduct Two Parent Groups

Conduct two parent groups utilizing the complete parent and child videotape series (each group lasting a minimum of 10 weeks). It is optimal to have 12–14 participants, and a minimum of 50% of parents per series completing the group is required. A list of dates, locations, and number of attendees will need to be submitted.

- Submit to the Certification Committee weekly evaluations by each parent who attends each of the 10–12 sessions for both groups.
- Submit to the Certification Committee final program evaluations by each parent who attended the two groups.

Feedback and Evaluation

- Peer and self-evaluation

Satisfactory completion of group leader self-evaluations for each group. (See attached Collaborative Process Checklist)

- Satisfactory completion of two co-leader peer evaluations for each group. (See attached Peer and Self-evaluation Form)
- Feedback from certified mentor or trainer

Receive a satisfactory supervisory report for a complete group session. This supervision may be done on-site by a certified mentor or by submitting a videotape to the Certification Committee. Most people usually submit two tapes before they obtain approval. There is a fee for each type of review because it involves 3-4 hours to review one tape and prepare a report.)

Certified group leaders are expected to attend a one-day renewal or consultation workshop every five years.

Application Process

Checklist of Items Submitted for Certification

- _____ Letter discussing your interest in becoming certified; your goals, plans, and philosophy of effective parenting and your clinical experience (one page).
- _____ Application form. (See attached form.)
- _____ Two letters of reference.
- _____ Parent weekly and final evaluations for two groups.
- _____ Session checklists for all sessions from two groups.
- _____ Two co-leader peer evaluations.
- _____ Certified mentor supervisory report or approved videotape of group session by certified trainer.

There is a certification fee of \$450. This fee includes videotape review and supervisory report, registration process, and certificate of certification. If the supervisory report has been approved by a certified mentor (rather than an Incredible Years Trainer) then the cost of certification is \$150.

Send to:

Incredible Years
Certification Committee
1411 8th Avenue West
Seattle, WA 98119
Email:incredibleyears@seanet.com

See www.incredibleyears.com for more information.



**APPLICATION FORM FOR
CERTIFICATION AS A PARENT GROUP LEADER**

NAME: _____

HOME ADDRESS: _____

_____ Zip: _____

HOME PHONE: _____ WORK: _____

Email: _____

OCCUPATION _____

Month/Year of Basic Training: _____

Trainer: _____

COURSE(S) TAKEN IN CHILD DEVELOPMENT _____

Please attach a one-page letter describing:

- Your experience with preschool and early school age children:
- Your experience with parents.
- Your experience with groups.
- Your goals, plans, philosophy of parenting.

Please provide two letters of reference attesting to your clinical skills in working with individuals and groups.



**INCREDIBLE YEARS PARENT GROUP
PEER AND SELF-EVALUATION FORM**

Leader's Name _____

Please comment on the parent group leader's sessions based on the following criteria:

<i>I. LEADER GROUP PROCESS SKILLS</i>	<i>COMMENTS</i>
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces parents' ideas and fosters parents' self-learning	
Encourages parents to problem-solve when possible	
Fosters idea that parent will learn from each others' experiences	
Helps parents learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each family's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount	

II. LEADER LEADERSHIP SKILLS	COMMENTS
Establishes ground rules for group	
Started and ended meeting on time	
Explained agenda for session	
Emphasizes the importance of homework	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages parents to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

III. LEADER RELATIONSHIP BUILDING SKILLS	COMMENTS
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports parents' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies parents' negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for parents	

IV. LEADER KNOWLEDGE	COMMENTS
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates parents' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

<i>V. LEADER METHODS</i>	<i>COMMENTS</i>
Uses videotape examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

<i>VI. PARENTS' RESPONSES</i>	<i>COMMENTS</i>
Parents appear comfortable and involved in session	
Parents complete homework, ask questions and are active participants	
Parents complete positive evaluations of sessions	

Summary Comments: _____

Candidate has satisfied video requirements for certification. Yes No

Name of Evaluator _____

Date: _____



Incredible Years

LEADER GROUP COLLABORATIVE PROCESS CHECKLIST

08/07

This checklist is designed for group leaders to complete together following a session, or for a group leader to complete for him/herself when reviewing a videotape of a 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 Self-Evaluation (name): _____

Co-leader Evaluation (name): _____

Certified Trainer Evaluation (name): _____

Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allows everyone to see the TV? | _____ | _____ | _____ |
| 2. Sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board and present verbally? | _____ | _____ | _____ |
| 4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them? | _____ | _____ | _____ |

REVIEW PARENT'S HOME ACTIVITIES

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Begin the discussion by asking how homework went this week?
(Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.) | _____ | _____ | _____ |
| 2. Give every parent the chance to talk about their week and experiences with homework? | _____ | _____ | _____ |
| 3. Praise whatever efforts parents made this week? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

REVIEW PARENT’S HOME ACTIVITIES, Cont’d.	YES	NO	N/A
1. Highlight and write down key principles that their examples illustrate? (e.g., “That’s great! You remembered that making the task fun was more likely to motivate him. I think that our next principle will be “Fun Principle”—kids are most likely to keep trying if they’re having fun.”)	_____	_____	_____
2. Help parents integrate prior learning by asking them to use “principles” from prior sessions to solve new child problems that occur?	_____	_____	_____
3. Explore with individuals who didn’t complete the home activities what made it difficult, and learn how they might adapt it to fit their needs and goals?	_____	_____	_____
4. If a parent’s description of how they applied the skills makes it clear that he/she misunderstood, did the leaders accept responsibility for the misunderstanding rather than leave the parent feeling responsible for the failure? (e.g., “I’m really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn’t possibly have known, but when you do that, it’s important to...” vs. e.g., “You misunderstood the assignment. Remember, when you do that, it’s important to...”)	_____	_____	_____
5. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
6. Limit the homework discussion (approximately 30-40 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY	YES	NO	N/A
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Did the Leaders:

1. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.)	_____	_____	_____
2. Paraphrase and highlight the points made by parents—writing key points on the board?	_____	_____	_____

Leader Collaborative Process Checklist, Continued**WHEN SHOWING THE VIGNETTES****YES NO N/A****Did the Leaders:**

- | | | | |
|---|-------|-------|-------|
| 1. Focus parents on what they are about to see on the vignettes and what to look for? | _____ | _____ | _____ |
| 2. Begin by asking an open-ended question to parents about what they thought was happening in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) | _____ | _____ | _____ |
| 3. Acknowledge responses one or more parents have to a vignette? (For example, if a parent laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the parent share her impressions.) | _____ | _____ | _____ |
| 4. Paraphrase and highlight the points made by parents—writing key points on the board? | _____ | _____ | _____ |
| 5. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? (This ensures that the leaders will have sufficient time for role-playing and for showing all vignettes.) | _____ | _____ | _____ |
| 6. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. IF the group is clearly behind schedule, it is okay for such discussions to be very brief, getting parents to highlight key points in a sentence and then quickly move on.) | _____ | _____ | _____ |
| 7. Redirect group to the relevance of the interaction on the videotape for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)? | _____ | _____ | _____ |
| 8. Help parents understand how the concepts they are learning are related to their own goals for themselves and their children? | _____ | _____ | _____ |

PRACTICE AND ROLE PLAYS**YES NO N/A****Did the Leaders:**

- | | | | |
|--|-------|-------|-------|
| 1. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role-play it. (This ensures the likelihood of success) | _____ | _____ | _____ |
|--|-------|-------|-------|

Leader Collaborative Process Checklist, Continued

PRACTICE AND ROLE PLAYS, Cont'd.	YES	NO	N/A
1. Do several spontaneous role plays that are derived from parents' descriptions of what happened at home? ("Show me what that looks like.")	_____	_____	_____
2. Do several planned role plays over the course of the session?	_____	_____	_____
3. Do one or more role plays in pairs or small groups that allow multiple people to practice simultaneously?	_____	_____	_____
4. Use all of the following skills when directing role plays?	_____	_____	_____
5. Select parents and give them appropriate roles	_____	_____	_____
6. Skillfully get parents engaged in role plays	_____	_____	_____
7. Provide each person with a description of his/her role (age of child, level of misbehavior)	_____	_____	_____
8. Provide enough "scaffolding" so that parents are successful in their role as "parent" (e.g., get other parents to generate ideas for how to handle the situation before practice begins)	_____	_____	_____
9. Invite other workshop members to be "coaches," to call out ideas if the actor is stuck)	_____	_____	_____
10. Praise role play periodically to redirect, give clarification, or reinforce participants.	_____	_____	_____
11. Take responsibility for having given poor instructions if role-play is not successful and allow actor to rewind and replay?	_____	_____	_____
12. Debrief with each participant afterwards (How did that feel?)	_____	_____	_____
13. Solicit feedback from group about strengths of parent in role	_____	_____	_____
14. Re-run role play, changing roles or involving different parents (not always needed, but helpful to do for a parent who needs modeling by someone else first)	_____	_____	_____

Leader Collaborative Process Checklist, Continued**REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP-UP****YES NO N/A****Did the Leaders:**

- | | | | |
|---|-------|-------|-------|
| 1. Begin the ending the ending process with about 15 minutes remaining? | _____ | _____ | _____ |
| 2. Summarize this session's learning? (One way to do this is to review or have the parents review each point on refrigerator notes out loud.) | _____ | _____ | _____ |
| 3. Review or have parents review the home activity sheet, including why that is important, and whether and how they will try to do it? | _____ | _____ | _____ |
| 4. Talk about any adaptations to the home activity for particular families. | _____ | _____ | _____ |
| 5. Show support and acceptance if parents can't commit to all the home activities. (support realistic plans) | _____ | _____ | _____ |
| 6. Have parents complete the Self-Monitoring Checklist and commit to goals for the week.? | _____ | _____ | _____ |
| 7. Check-in on buddy calls?? | _____ | _____ | _____ |
| 8. Have parents complete the evaluation form? | _____ | _____ | _____ |
| 9. End the session on time? | _____ | _____ | _____ |

REMEMBER: Your goal in the group sessions should be to draw from the parents the information and ideas to teach each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about than what they hear about.

Certified Mentor

(These are specific to each program – BASIC Parenting Program or Dinosaur Child Training Program)

A certified mentor is a certified group leader who has received additional training and has been approved to offer “authorized” training workshops and ongoing mentoring to small groups of new leaders *within their own agency or circumscribed geographic area*.

A certified mentor may train and mentor small groups of individuals with whom they have ongoing contact. Certified mentors may not offer authorized training workshops to individuals who will not receive this ongoing mentoring or to people outside their agency/district.

Requirements:

1. Certified group leader in parent program. *For School Age Program - treatment version which includes ADANCE curriculum candidates must have experience delivering the ADVANCE curriculum.*
2. Successful completion of a minimum of eight groups. It is expected that certified mentors will have ongoing groups in order to provide a bank of material to refer to when training and to provide co-leader group experiences for new group leaders in training.
3. Submit a videotape of a group led after group leader certification was completed. There will be a fee for this videotape review.

Process of mentor training:

1. Completion of mentor training. This training content will include: a) how to set up peer supervision and feedback processes; b) core components of a 3-day basic workshop; c) videotape feedback of a training session; d) evaluation methods; and new updates.

This training grants an individual provisional certification as a mentor.

2. Mentor a minimum of two new group leaders. It is expected that this will often involve co-leading parent groups with a new leader. Mentoring includes:
 - Providing Basic three-day training following session protocols.
 - Ongoing peer group consultation sessions (we recommend weekly in leaders’ first group/minimum of 10 hours).
3. Submit a two-hour videotape of basic training workshop and evaluations from this training workshop.
4. Evaluations must be submitted from all group leaders mentored regarding the training, supervision and support they received (see evaluation of mentoring form). Submit self-evaluations of mentoring given to these leaders (see form).

Ongoing Requirements of a Certified Mentor in Parent Program:

Prior to offering a workshop a mentor will do the following:

1. Notify Incredible Years that a workshop is being scheduled.
2. Use authorized and current handouts, books, and leader's guide as supplied by Incredible Years as training material for the basic workshop.
3. Offer 3-day (or 21 hour) basic parent group leader training workshop. (These trainings may be in one block or spread out over a period of several months).

Within two weeks of completing a workshop, a mentor will send to the Incredible Years:

1. The training checklist.
2. Daily evaluations of workshops.
3. Enter workshop participants' names and addresses into on-line database (use registration form).

Mentor will also:

1. Support and mentor new group leaders working towards certification as a group leader.
2. Provide on-site supervision of group sessions of group leaders or videotape reviews. Complete supervisory report.
3. Attend mentor updates, a minimum of once every 5 years.

Fee:

Mentors may charge a fee for offering workshops which will cover individual site costs for renting rooms, cost of food, equipment etc. and reasonable compensation for the mentor's time in presenting the training.

Mentor will pay Incredible Years a fee of \$25 per workshop registrant fee. For this fee Incredible Years agrees to:

1. Provide master copies of updated materials, a training tape and PowerPoint slides.
2. Provide intellectual rights for mentor to copy materials for workshops.
3. Provide certificates of attendance for participants.
4. Web posting of workshop and approval to advertise as "authorized" workshop.
5. Registration of workshop participants upon completion with Incredible Years as having completed "authorized" workshop.

It is understood that candidates who are applying for certification as mentors of group leaders will be heavily evaluated and reviewed. Candidates will be notified at the completion of the mentor training program whether or not they will be accepted as mentors.

Incredible Years Mentor/Trainer Support Evaluation, Page 2

8. Does your mentor encourage you to do live role plays during supervision sessions?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
9. Does your mentor invite you to share portions of videotapes of your group sessions for review?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
10. Does your mentor invite you to think about goals for your group leadership skills?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
11. Does your mentor use the Group Leader Collaborative Process Checklist to give you feedback?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
12. Is it easy for you to acknowledge frustrations, mistakes or failures with your mentor?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
13. Does your mentor ask questions to determine your approach with an individual family or group?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
14. Does your mentor refer to “principles” that families have learned or that you are using to assist families?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
15. Does your mentor review your session protocols and session evaluations with you as part of supervision?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
16. How skilled do you think your mentor/supervisor is in delivering the IY program?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |
17. Does your mentor “model” ways to respond to parents, teachers or children by doing live role plays or by showing you videotapes of their own sessions?
- | | | | | |
|------------|-------------|------|-------------|-----------|
| Not at all | Very little | Some | Quite a bit | Extensive |
| 1 | 2 | 3 | 4 | 5 |

18. What recommendations do you have for improving the way supervision is done?

19. What is most helpful about the supervision you have received?

20. What changes would you make in the way you get supervision?

Certified Trainers

Certified trainers are individuals who are able to offer authorized workshops (beyond their agency) in the Incredible Years program in which they are certified. These individuals have demonstrated exceptional skill as group leaders and in mentoring others. Individuals enter this position by invitation only. These individuals have a contractual agreement with Incredible Years, attend regular training updates and have ongoing contact with Dr. Webster-Stratton to retain this certification. They are available to provide ongoing supervision and consultation, assist with dissemination plans and program evaluation.

Accredited Agencies

We are currently developing a process for agencies to become accredited as providers of the program. Agencies will be required to ensure that all groups have a minimum of one certified group leader facilitating them, and will be required to have a certified mentor involved with the group leaders. Additionally, we anticipate that agencies will be required to submit pre- and post-test questionnaires from all parents who begin the program. In return, an agency will receive a report summarizing their outcomes which can be submitted to funding agencies, as well as an annual certification stating that they are implementing the empirically-supported Incredible Years program with high levels of fidelity, and that they are obtaining treatment effects similar to that achieved in the published outcome studies.