

Mentor Preparation for Parent Baby Program Workshop (1 month-9 months)

2 days (14 hours) 03-25-2010

Checklist

- Arrange room set up—chairs in semi circle (no tables), DVD-TV, flip chart mats on floor for babies, baby toys, diapers, blankets
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
*** (very important) **Check in each day! And check each day**
- Clock hours forms for participants/credit hours
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day
- Certificates of workshop completion from Incredible Years

Need: rattles, soft books (4-5), baby dolls (5-6 or more if possible), blankets, bowl, spoons, tippy cup, wet naps, hand puppets
Chocolate/candies – small prizes (magnets, stickers, pencils, baby rattles)
Baby Poster (blocks)
Baby brain poster with neurons

Tapes Needed:

- Baby DVD set & sample parent-baby group DVD
- Baby songs or song sheets

Handouts (included in handouts)

- Baby handouts which include buzzes, baby proofing checklist, “things I can do” handouts, developmental milestones, temperament questionnaire, session outlines and checklists for all 8 sessions

Checklist

Parent Baby Program Workshop

(1 month-6 months)

(2 days/14 hours)
03-25-2010

Day 1

- ___ Introductions and Participant Goals
- ___ Review agenda

Overview – Show Sample of Baby Group Tape (mentors own tape if possible)

- ___ Content of Baby Program (8-10 sessions); Review how baby fits in with other parent programs (blocks handout); dissemination pyramid; & philosophy of collaboration.



- ___ Buzz: What is it like to be a parent of a new baby –first time or 2nd time? Share feelings/worries and thoughts from the buzz.
- ___ Brainstorm: What are parents’ hopes and wishes for their babies? (long range goals)

Based on above brainstorm exercise ask --What are the implications from this for what parents will want to experience in parent groups?
Make a list of group atmosphere qualities from this discussion.

- ___ Explain to participants that they will be “parents” (with baby dolls as their babies) and trainer will be “group leader” at times to model the process of parent groups. Talk about how you will signal whether you are “in role” or “out of role”. Baby dolls will be used to pretend to have babies on mat or on lap during role plays.

- ___ **Ground** rules (model as group leader how to set group rules with parents – discuss how baby crying will be handled.)

In mentor role debrief collaborative process of rule setting afterwards

Part 1: Becoming a Parent- Getting to Know Your Baby (Session 1)- Strengthening Relationship Building Neurons

Start out in role as parent group leader and explore the following?

- ___ Parents introduce themselves and tell about their babies (age, number of other children, breast or bottle feeding, how adjusting etc.)
- ___ Brainstorm: “What are your goals for the program?” (list on flip chart goals)
- ___ Explain program topics and show baby’s building blocks poster.
- ___ Introduce session 1: Getting to Know Your Baby
- ___ Vignettes (* highly recommended)
 - * ___ **Introductory Narration – talk about baby’s brain development**
 - ___ **Vignette 1A*: Understanding the Meaning of a Baby’s Cry**
 - * ___ **Vignette 1B: Crying and its Meaning cont’d**
 - ___ ***BUZZ with buddies their feelings when baby cries. Reassure can’t spoil babies 1-4 months.***
 - ___ Vignette 2: Deciding whether your baby is sick (talk about temperature for babies)
 - ___ Vignette 3: Parent Worries (baby acne, soft spot)
 - ___ Vignette 4: Feeding, Burping and Crying
 - * ___ **Vignette 5: Observing and Getting to Know Your Baby (what parents are learning and how they are communicating) *Watching & Observing Neurons***
 - ___ Vignette 6: Communicating with Babies (sign language, mother wants to communicate with her baby)
 - ___ *Practice observing babies and how they respond to their voices; let babies feel their breathing or touch their lips or lie on floor with baby on stomach.*
 - ___ Vignette 7: Feeding, Burping and Coping (colic) Discuss burping.
 - ___ *Vignette 8: Getting Sleep and Support
 - ___ *BUZZ getting enough sleep and backup support.*
 - ___ *Vignette 9: Shifting Priorities and Gaining Confidence (letting go of keeping house clean) *Keep life simple and rest neurons*
 - ___ *Vignette 10: Deciding on Baby’s Activity Needs (schedule, needs, when finished feeding)
 - ___ Vignette 11: Diaper Changing (information about bowel movements)
 - * ___ **Vignette 12: The Bouncy Chair** (*eye contact, smile, laugh, playful neurons*)
 - ___ ***BUZZ what they think their baby likes and dislikes are.***
 - ___ Vignette 13: Amount of Stimulation
 - ___ *Practice observing their baby’s response to rattle, colored objects, books etc.*
 - ___ Vignette 14: Fevers and Doctors (when to seek a doctor)
 - ___ Summary Narration
 - ___ **Summary of ways to promote baby brain development – Building Positive Relationship & Babies Social Development** – *with the poster pull out key neurons being strengthened with smiling, laughing, tango dance, praising, positive tone of voice,*

eye contact, body to body contact, loving actions, learning baby's cues, listening, parents getting rest and support, mirroring baby's actions, songs, cuddling, saying baby's name. Put those covered on the baby poster.

_____ **Group Leadership Processes**

Pause out of group leader role to reflect on strategies modeled by group leader. This may be done after showing several vignettes or demonstrating one of the following strategies:

- Pausing and mediating vignettes
- pacing of vignettes and discussion and breaks for songs
- writing strategies or principles on flip chart – key principles covered
- use of Buzzes and brainstorms
- practice exercises with babies
- reference to goals of parents
- facilitating of discussions
- how to handle babies crying during sessions

_____ Review home activities in handouts – typical day, “things I can do” handout, daily journal, refrigerator notes.

MID MORNING BREAK or Lunch

Part 2: Parents as Responsive Communicators and Babies as Intelligent Language Learners (Session 2) – Cognitive Development Neurons

_____ *BUZZ typical day or “things I can do” handouts from prior session & self-care questions*

_____ Introduce Topic

* ___ **Introductory Narration (to introduce content)**

* ___ **Brainstorm benefits to talking to babies**

* ___ Vignette 1: Mimicking Each Other (*talk about mirroring or modeling neurons*)

* ___ **Vignette 2: Bathing Your Child in Language –Speaking “Parent-ese”** (*positive tone of voice neuron*)

_____ *Practice with babies speaking parent-ese –review handout on this.*

_____ Vignette 3: Talking and Playing with Baby (mother and daughter up and down) (*describing neurons*)

_____ Vignette 4: Describing Objects and Naming Actions (walker chair)

* ___ **Vignette 5: Talking During Breakfast (baby alert)**

_____ *BUZZ where they can place baby safely so they can talk to him or her.*

_____ Vignette 6: Talking While Dishwashing

_____ Vignette 7: Talking During Diaper Changing

_____ Vignette 8: Talking During Feeding

_____ Vignette 9: Singing to Your Baby (*singing neuron*)

_____ *BUZZ sharing songs and rhymes and sing to babies or give song sheets.*

* ___ **Vignette 10: Love Songs**

_____ Vignette 11: Sharing Family Songs (Alicion Pooh song)

____ **Summary of ways to promote baby's language and cognitive development –**
speaking parentese, singing, talking, positive tone of voice, describing what is happening, naming objects, emotion coaching, mirroring/imitating baby's sounds,
Add any not covered to your poster of baby.

Model closing of session

- ____ Summary
- ____ Review home activities, refrigerator notes, baby developmental milestones, other handouts
- ____ Self-monitoring and personal goals
- ____ Evaluations

Review Logistics

- ____ Recruitment of families
 - Briefly discuss how you (mentor) have successfully recruited families
 - Ask participants to share successes they have had in recruiting families
- ____ Location/Room Set Up
 - Parent group room, chairs, or ability to sit on floor, rocking chair, place to put sleeping baby, diaper changing materials, welcoming atmosphere
 - Building easy to reach, parking, need for transportation assistance
- ____ Rewards for Parents
 - Baby toys and books, lotions, stickers,
- ____ Baby Friendly
 - Baby toys – rattles, visual objects, mats, diaper changing materials (wet naps, diapers), soft books, dish and spoon for feeding, bouncy seats
- ____ Childcare
 - Preparation of childcare providers
 - Appropriate play materials
 - Know the laws and regulations applicable to childcare facilities
- ____ Food
 - Healthy foods, attractive presentation (no coffee around babies)

Workshop Day #2

Model beginning of new session:

- _____ Welcome everyone
- _____ Ask: "How did home activities go?"
- _____ REWARD those who did Home Activities!

- _____ BUZZ "Things I can do" and baby's new developments.

- _____ Ask questions about home activities – speaking parent-ese and how difficult it was. Ask about modeling or mirroring they noticed or imitation their baby's actions or sounds.

Part 3: Providing Physical, Tactile and Visual Stimulation for Your Baby (Session 3 & 4)

_____ **Break Out into Buddy Groups** – for these vignettes ask participants *in dyads or with buddies* to watch videos and think about key principles of vignettes and questions they would ask. Afterwards share with each other in whole group. Record types of questions on flip chart. (to be used later in small group practice times)

- * _____ **Introductory Narration**
- * _____ **Vignette 1: Bathing and Massaging Your Baby** (*massage, gentle touch, tactile neurons*)
 - _____ *BUZZ baby alert for bath times.*
- * _____ **Vignette 2: Baby Aerobics** (Malcolm's arm exercises)
 - _____ *Practice doing some exercises with babies that are awake- massage, .*
- _____ **Vignette 3: Tummy Time and Head Lifts** (Pauli)
- * _____ **Vignette 4: Walking Time** (Pauli walking with father)
- * _____ **Vignette 5: Cycling Lessons**
- _____ **Vignette 6: Sitting Time** to Explore
 - _____ *Practice with babies in sitting positions and give them a toy to explore or on parent's chests doing head lifts or bicycling or walking time.*
- _____ **Vignette 7: Pull Ups**
- _____ **Vignette 8: Arm Exercises**
- * _____ **Vignette 9: Visual Stimulation**
- * _____ **Vignette 10: Floor Time**
 - _____ *BUZZ and practice physical exercises, visual stimulation ideas and practice with games.*
- * _____ **Vignette 11: Reading to Babies** (grandmother and mother reading to babies)
 - _____ *Demonstrate in large group with group members and then set up dyadic practice reading to babies with soft books (use baby dolls)*
- * _____ **Vignette 12: Give Your Baby a Lift** (Pauli on shoulder)
- _____ **Vignette 13: Spider Games** (*playful, smiling, laughing, loving actions relationship neurons*)
 - _____ **Vignette 14: Mirror mirror on the wall**
 - _____ **Vignette 15: Hugging and Rattle play**

____ Vignette 16: Involving Siblings in Baby Play
____ *BUZZ and share games to play with babies and books to read and how to involved other family members.*

____ **Summary of ways to promote baby's language, physical and cognitive development** –*gentle touching, describing what is happening, naming objects, emotion coaching, mirroring/imitating baby's sounds, modeling social behaviors, rocking, feeding, providing visual stimulation, gentle massaging, baby dance, aerobics, musical activities, read pictures books games, soft things to touch. Add more to your baby poster.*

____ Introduce Buddy Calls and explain.

____ **Review Remaining Group Leadership Processes**

Pause to reflect on strategies used during this practice in dyads:

- mediating vignettes
- quality of questions asked to parents
- determining key principles
- practice exercises with babies
- reference to goals of parents
- facilitating problem solving between parents
- pacing of vignettes and time management
- breaks for songs
- how to handle babies crying during sessions
- involving partners in groups
- baby alerts –baby proofing
- discussion of temperament differences

____ Review home activities – typical day, “things I can do” handout, refrigerator notes.

Part 4: Parents Learning to Read Babies' Minds (Session 5) (Getting Baby to Sleep) – Emotional Development

(Small groups of 6-8 may be divided up with leader and coleader to practice leading vignettes if you feel group is ready for this)

____ Review home activities since last meeting about reading, physical activities, singing, visual stimulation, understanding crying cues etc.

* ____ **Introductory Narration**

* ____ **Vignette 1: Reading Babies' Minds (Pauli chewing caterpillar & parents watching)** *(scaffolding baby's development)*

____ Vignette 2: Taking Your Cues from Your Baby (Pauli fussy)

____ Vignette 3: Cries of Over stimulation

____ Vignette 4: Calming Babies (getting tired; mother daughter and baby)

* ____ **Vignette 5: Cuddling and Snuggling (father too much stimulation/rattle)**

(staying calm, familiar rhythmic motion, regularity, consistency of responses neurons)

BUZZ strategies use to cope with fuzzy baby who has been fed, changed and rocked but still won't calm down. How to stay calm and cope with crying.

- * ___ Babies Learning to Trust the World Introduction
- * ___ Vignette 6: Bedtime Routines (Jamila)
- * ___ BUZZ routine for putting babies to bed
- * ___ Vignette 7: Providing Security (Jamila pats back and leaves 2nd time)
- ___ BUZZ and discuss baby temperament and do questionnaire.
- ___ BUZZ "Do Something Special for Self"

___ Review home activities (routine, schedule, buddy call, do something special)

___ **Summary of ways to promote baby's sense of security, safety and emotional development** – *stay calm, relaxed, predictable routines, repetitive sequences, baby proofing, patience, monitoring, positive attention, rhythmic motion, warm touch, protecting, games. This could also be used as a review and introduction to next section to cover concept of importance of staying calm, getting support, and baby proofing.*

LUNCH

Part 5: Gaining Support (Session 6)

___ Review home activities since last meeting – share bedtime routines and/or daily schedule. Ask how they are sharing baby's temperament and routines with others such as other family members, day care providers, etc.

- * ___ Introductory Narration
- * ___ Vignette 1: Learning about Your Baby's Day (Jamila and mother)
- ___ BUZZ babies likes and dislikes and ways they like to be comforted.
- ___ Vignette 2: Sharing Baby's Day (grandmother does same exercises)
- ___ Vignette 3: Getting Support (grandmother)
- ___ BUZZ – who share worries and joys with about baby.
- * ___ Vignette 4: Finding Out about Baby's Day (Pauli)
- ___ Vignette 5: Parent Support
- ___ BUZZ ways babyproofed
- ___ Vignette- Summary Narration

Part 6: The Emerging Sense of Self (Session 7 & 8) (6-12 months) (Feeding)

(Note: Break into 4 groups and pick leader and coleader; show vignettes and leaders in each group practice leading discussions. Make sure every one has a turn. This could start with Part 4 or 5 depending on group leaders experience.)

___ Review baby proofing checklist. New things on "Things I can Do" milestone list.

___ Ask about introducing solid foods, resistance, baby noticing others, imitating, upset when left etc.

- * ___ Introductory Narration
- * ___ Vignette 1: Avoiding Food Fights (Jamila and Malcolm 9 months)
- * ___ Vignette 2: Promoting Self-Feeding and Drinking
- ___ Review/BUZZ principles of feeding.

___ *Practice feeding (spoon and dish) This can be done with a baby or with a parent with parent in role as baby and mother force feeding.*

___ Vignette 3: Teaching Babies Signals – “all done”
___ *BUZZ plans for introducing solids and/or weaning. Review refrigerator notes.*

___ Vignette 4: Learning to Crawl – Drive to Explore (Malcolm)

___ Vignette 5: Reading Babies’ Cues (Malcolm frustrated)

___ Vignette 6: Standing Up

___ Vignette 7: Observational Learning (Pat-a-cake imitation)

___ Vignette 8: Voyage of Discovery (2 blocks)

___ Vignette 9: Discovering Others (cat)

* ___ *Vignette 10: Hiding and Finding Games-Object or Person (truck under blanket)*

* ___ *Practice with babies- Model for 6 month old vs 9 month old responses with baby dolls*

___ Vignette 11: Object Permanence (Malcolm searches under chair)

___ *BUZZ baby proofing now that babies are more mobile. See handout.*

___ Vignette 12: Combining Verbal and Physical Communication Skills

* ___ *Vignette 13: Nap Time Signals*

* ___ *Vignette 14: Making Enjoyment of Baby a Priority*

___ *Practice with babies using hand puppets*

___ Vignette 15: Making Happy Memories

* ___ *Summary Narration*

___ Review Home Activities

___ *BUZZ and discuss developmental milestones (6-12).*

Maximizing results (Review or explain any not covered at this point)

___ Get partners involved

___ Importance of practice in the group

___ Home assignments

___ Buddy system

___ Principle training

___ Review how you have been identifying principle with a participant’s name.

___ Ensuring generalization

___ Make-up sessions

___ Weekly evaluations

Ending a parent group

___ BUZZ ways to continue getting support.

___ Certificate of participation

___ Flower or other small gift

Certification/Accreditation of group leaders

- _____ Process of group leader certification/accreditation
 - _____ Refer all participants to the web site: www.incredibleyears.com
 - _____ Discuss importance of continued coaching from certified or accredited mentors and why this is important. Discuss how to set up peer coaching within their agency.
 - _____ BUZZ- ask participants to share with buddy their future goals re starting a group
 - _____ Give each participant their certificate of participation
 - _____ Evaluations
-

Date of training_____

Location_____

Trainer or mentor_____

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years
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