



The Incredible Years Baby Parent Program Supplemental Training (03-09)

Note to Mentors: In order to accept participants in this supplemental training it is important that participants have already had the BASIC parent program training and had some experience leading these groups. This reason for this is that this training will not focus on the group leadership methods and processes that are included in the BASIC training. Instead this training will focus on giving group leaders experiential learning leading the baby vignettes and mediating discussion of key principles.

The optimal group size for this training is 14-16 participants. Ideally you will have sent out the enclosed agenda ahead of time giving the participants their assignments for which vignettes they will lead. However, if participants don't have the DVDs or manuals ahead of time they will still be able to lead the vignettes at this training. You can ask them to be "in role" as group leader and show the vignette to the participants (in role as parents) and lead a discussion with them regarding what they feel is the main point of the vignette. Afterwards you will debrief this discussion and ask the group to share ideas about key principles in the vignette. Keep a record on your flip chart of their favorite questions and important principles. I like the idea of letting participants lead vignettes *without the manual pages* with suggested questions because it forces them to think about the key principles in the vignette and to be

spontaneous with their questions (and not too rigid about the questions).

Standardized handouts are on the web site for use in this workshop (see resources for parent program section). They include agenda and checklist for each topic presented as well as handouts for parents. These can be reviewed after the vignettes for the session have been presented. Also it is not necessary for each presenter to do brainstorming, values exercises or all the buzzes for the session because it is assumed they understand those methods and then more time can be spent with the actual vignette discussions. Leaders can just say "at this point I would do a buzz on... Or brainstorm on ..."

Start your training day with a review of group rules and discussion of ways to keep the learning and sharing safe and supportive. **Some other additional things** you will need for this training will be baby songs, baby dolls (4) to simulate baby exercises, baby toys, soft baby books, hand puppets, rattles, blankets and baby spoon and dish.

Have fun with this baby material! Carolyn



**The Incredible Years
Baby Parent Program Supplemental Training
(03-09)**

To Incredible Years Parent Group Leaders,

In this training we are excited to share with you the new (2008) Incredible Years Baby Program (ages 1 to 12 months), developed by Dr. Carolyn Webster-Stratton. In order to attend this training you must have previously attended the 3-day BASIC training in the original IY Parent Program for young children (2-8 years) and had experience delivering this program. All the group process methods (collaborative process, use of brainstorming and buzzes, principles etc.) are used in the baby program. One difference in this program is that the parents will bring their babies to the session so you will be able to do practice exercises with them. This is a lot of fun! There will also be other new content that is related to babies developmental and safety needs and temperament.

As part of this training you are asked to prepare some material to present to the group. This is to help everyone become familiar with the content of the Baby program by delivering a small part of it. This experiential approach to learning through watching, modeling and practicing will help everyone become familiar with the principles of the new vignettes and experience the program from the point of view of both the parent and the group leader.

The training will give you the opportunity to practice delivering the new vignettes using the processes or leader

collaborative skills that were learned during the initial three-day training. There will be plenty of support to help you in presenting the materials. After your role play you will receive feedback from the participants and mentor. Plan about 30 minutes per dyad or triad to present your vignettes.

Here are some things to consider when preparing and presenting:

- * Review the session protocol outline for the topic you are presenting (see protocols in manual and also provided in handouts on website)

- * Review vignettes you will show and think about key point/principles of the vignette that you want to draw out in your discussions and questions

Remember you do not need to repeat brainstorming or barriers/values exercises that you learned in the basic training. Focus on what is new or different in the revised program such as new buzzes, introductory narrations, new practices and principles etc.

*Baby dolls will be provided for your practice exercises to simulate babies.

Some practical matters to prepare before starting your first baby group meeting:

- location of meeting- plenty of space

- availability of baby toys, soft books and baby songs
- availability of back up helper for crying baby who may need to be walked or for parent who needs a break
- place for changing babies
- availability of wet naps and baby mats and extra diapers
- only serve cold drinks to avoid accidents
- child care for siblings (only babies in meetings)
- food provided?
- if possible, have a camera to take pictures of babies and laminate for parents
- expect disruptions and to be flexible!

Important Note: only take in parents of babies ages 6 weeks to 5-6 months to start group - not older than 6 months. Parents of babies ages 8-12 months could start in Toddler program.

Your assignments (see below for particulars of your session)

8:45-9:15 Introductions

9:30-10:00 Session 1 Getting to Know Your Baby

Presented by _____

10:00-10:30 Session 2 Parents as Communicators and Babies as Intelligent Learners

Presented by _____

BREAK

10:45-11:15 Session 3 Providing Physical, Tactile and Visual Stimulation Part 1

Presented by _____

11:15-12:00 Session 4 Providing Physical, Tactile and Visual Stimulation Part 2

Presented by _____

LUNCH 12:00-1:15

1:15-1:45 Session 5 Learning to Read Babies' Minds

Presented by _____

1:45-2:15 Session 6 Gaining Support

Presented by _____

BREAK

2:30-3:00 Session 7 Emerging Sense of Self

Presented by _____

3:00-3:30 Session 8 Emerging Sense of Self

Presented by _____

3:30-4:30 REVIEW AND WRAP UP

The Incredible Years Baby Program
Session One: Becoming a Parent and
Getting to Know Your Baby

Present a very brief overview of the content of the session using the session outlines, checklists and by looking through the content of the manual.

In role as group leader and co-leader/s:

A. Show Introductory Narration and introduce program

B Ask the introductory questions (on P 168)

(information about baby's ages, bottle vs. breast fed, concerns, adjustment, siblings)

C. Introduce, show and process **Vignette 1A and 1B**

(reading baby's cues and buzz feelings when babies cry)

D Buzz - ways to deal with baby fussing during group

E Show and process **Vignette 5** (Observing and Getting to Know Baby - how parents and baby are communicating)

E. Buzz- the benefits of communicating with babies

F. Show and process **Vignette 12**

(Part 1):Bouncy Chair

G. If time - Buzz babies likes/dislikes

H. Review Home Activities (typical day, "Things I can do" handout, refrigerator notes)

Brainstorm/Buzz - Think about all the logistics of setting up a group for parents and babies. What will be needed at the sessions? E.g., room set up, toys available, bouncy seats, exersaucers, wipes, diapers, teething biscuits, changing area; baby backup adult help.

Session Two: Babies as intelligent learners 3 - 6 months

Present a very brief overview of the content of the session using the session outlines and by looking through the content of the session.

Pick out some of the key principles and ideas for the sessions using the 'Key concepts' section on the session outline and the refrigerator notes.

In role as group leader and co-leader/s:

A. Buzz- share "Things I can do" checklist

B. Show Introductory Narration (pause to highlight key concepts)

C. Show and process **Vignette 2** including Narration (mother speaking "parentese" to Malcolm)

D. **Practice** -speaking parentese with babies (review parentese handout)

E. Show and process **Vignette 5** (part 2): (Having breakfast and talking to Malcolm)

F. **Buzz** - Ask group to share where they can safely put baby so they can talk to him/her

G. Lead a buzz sharing songs (see song sheets)

H. Review home activities, refrigerator notes, baby milestones

Session Three - Providing physical, tactile and visual stimulation

Present a very brief overview of the content of Part 1 of this session using the session outlines and by looking through the content of the session. (Focus on physical exercises and stimulation.)

Pick out some of the key principles and ideas for the sessions using the 'Key concepts' section on the session outline and the refrigerator notes.

In role as group leader and co-leader/s:

A. Introduce, show and process **Vignette 2** (part 3):
(Malcolm's arm exercises)

B. Show and process **Vignette 4** (part 3):
Pauli walking with father

C. Practice with Babies - parents practice exercises such as stretches, walking, sitting, tummy time

D. If time, show and process **Vignette 5** (part 3): Bicycle Exercising with siblings.

E. Review Home Activities - baby massage, physical exercises, involving siblings, call buddy

Session Four: Providing physical, tactile and visual stimulation - part 2

This is a continuation of Part 1 of this topic.

Pick out some of the key principles and ideas for the session using the 'Key concepts' section on the session outline and the refrigerator notes.

In role as group leader and co-leader/s:

A. Brainstorm/buzz stimulation ideas for babies

B. Show and process **Vignette 9 & 10** (part 3):
(visual stimulation with floor gym)

C. Buzz and Practice - Share physical exercises and visual stimulation ideas; practice with games

E. Show and process **Vignette 11** (part 3):
(grandmother and mother reading to babies)

F. Practice -reading to babies (need soft books and use baby dolls)

G. Show and process **Vignette 12** (part 3):
(baby games - Pauli and father)

H. Home Activities - peek-a-boo, baby games, visual stimulation, reading refrigerator notes

Session Five: Parents learning to read babies' minds

Present a very brief overview of the content of the session using the session outlines and by looking through the content of the session.

Pick out some of the key principles and ideas for the sessions using the 'Key concepts' section on the session outline and the refrigerator notes.

In role as group leader and co-leader/s:

A. Introductory Narration

B. Introduce, show and process **Vignette 1**: (part 4):
(Pauli chewing, parents watching and thinking about his world view)

B. Introduce, show and process **Vignette 5** (part 4): (Cuddling and Snuggling-father/rattle and over stimulating) (page 268)

C. Brainstorm/buzz ways to help babies calm down and to cope with their own responses and ability to stay calm

D. If time show and process **Vignette 6 & 7**: (part 4):
(bedtime routine with Malcolm & he cries)

E. Buzz - bedtime routine with buddy

F. Home Activities - temperament questionnaire, healthy sleeping habits, helping baby feel loved, safe, secure;
Doing something special for self

Session Six: Gaining support

Present a very brief overview of the content of the session using the session outlines and by looking through the content of the session.

Pick out some of the key principles and ideas for the sessions using the 'Key concepts' section on the session outline and the refrigerator notes.

In role as group leader and co-leader/s:

A. Introductory Narration

B. Introduce, show and process **Vignette 4** (part 5):
(mother shares day with father)

C. Buzz/brainstorm ways to get support and share ways to keep other family members updated in baby's development

D. Home Activities - baby proofing and "Things I can do" checklists to the group

Session Seven: Babies' emerging sense of self (6 - 12 months)

Present a very brief overview of the content of the session using the session outlines and by looking through the content of the session

Pick out some of the key principles and ideas for the sessions using the 'Key concepts' section on the session outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Introductory Narration

B. Show and process **Vignette 1 & 2** (part 6):
(feeding Malcolm in high chair)

C. Brainstorm/buzz principles of feeding first solids

D. Set up practice (have spoon and dish)

Home Activities - feeding babies, introducing solids, safety proofing, "Things I can do", weaning

Session Eight: Babies' emerging sense of self (6 - 12 months) continued

This is a continuation of Session 7 and focuses on observational learning and object permanence.

In role as group leader and co-leader/s:

A. Show and process **Vignette 10**
(object permanence - peek a boo)

B. Practice - hide objects and see if baby looks for it.

C. Show and process **Vignette 13** (part 6):
(all done)

D. Show and process **Vignette 14 and Summary**
(enjoyment of baby a priority)

E. Practice - using hand puppets with babies

F. Home Activities - developmental milestones (6-12 months)