

Mentor Preparation for Parent Training BASIC Early Childhood Workshop (2-8years)

(includes training for Toddler and Early Childhood Program)

4-25-16

Checklist

- Participant/group leaders should have the book, *Incredible Years* (one per group leader)
- Arrange room set up—chairs in semi circle (no tables), DVD-TV, flip chart
- 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

Need: Toys, blocks, Legos, puzzles, coloring markers
Chocolate/candies – small prizes (magnets, stickers, pencils)
Pyramids – both early childhood and toddler pyramids
Sample sticker charts, self-monitoring charts
Small Wally books for practice of problem solving

Tapes Needed:

- BASIC preschool/early childhood DVD SET (revised 2008)
- Group Sample Session DVDs – Carolyn and Peter
- School Readiness DVDs – child-directed play and interactive reading (optional)
- Julie Cross Cultural Collaboration DVD (optional)

Updated handouts (check with IY web site or office for updated handouts)

NOTE: important to recommend book *Collaborating with Parents to Reduce Behavior Problems* as text for group leaders. *The Incredible Years* book is recommended for the parents but group leaders should have read it.

Checklist
Parent Group Leader Training
BASIC Early Childhood Workshop (2-6 years)
(3 days/21 hours)
10-04-08

Day 1

- _____ Introductions and Participant Goals
- _____ Review agenda

Overview – Show Preview DVD (or part of it)

- _____ Preview DVD Parent Program
- _____ Content of BASIC toddler program (18 months to 3 years), early childhood program (3-5 years) and school age program (6-8 years)- 2 pyramids; overview of main differences between programs
- _____ Research findings summary (refer to web site or to DVD of Carolyn’s faculty lecture)
- _____ Brainstorm: What is it like to be a child with behavior problems?
What it is like to be a parent of child with behavior problems?

Based on above brainstorm exercise ask --What are the implications from this for how parents will want to be treated by professionals?
Make a list of group process qualities from this discussion.

- _____ Explain to participants that they will be “parents” 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”.
- _____ Ground rules (model how group leaders determine group rules) *Debrief process afterwards*

Play Part I: Child directed Play Promotes Positive Relationships DVD

- _____ Brainstorm: “What are the benefits for the child of playing with an adult?”
(*debrief benefits exercise*)
- _____ Introduce rationale for child directed play
- _____ Child-directed Play vignettes (** highly recommended; * new vignettes 2008))
 - ** _____ • **Introductory Narration & Vignette 1*: (Mother and Soleil coloring “attention principle”)**
 - ** _____ • **Vignette 10: Dad and son put a church by the barn (AFA)**
 - ** _____ • **Vignette 12: Dad and daughter play dress-up**
 - ** _____ • **Vignette 15: Mom and daughter make puzzle (mom’s pace too fast)**
 - ** _____ • **Vignette 16: Mom tries to teach preschooler tick-tac-toe (what happens when parent-directed)**

- ___ • Vignette 17: Contrasting Tic-tac-toe –adjusting expectations
- ___ • Vignette 18: Father watches boy play with straws –camera, T-Rex (AFA)
- ** ___ • **Vignette 25: Frisbee with Charlie – physical activities***
- ___ • Vignette 27: Cultural identity (SP)*

___ **Pause** to reflect on strategies modeled by leader for mediating vignettes (write strategies on flip chart)

___ BUZZ – One group buzzes activities for parents and children ages 1-2 years and another for ages 3-5 and another 6-8 years.

___ Role plays Large Group:

Chose two participants to play "parent" and "child". Ask the "parent" to play being parent-directive and critical or corrective .

Process this experience from point of view of child.

Repeat experience using child-directive principles covered in discussion. (instruct “child” to be cooperative for both of these) Afterwards process from child's point of view. Then ask the "parent" how these two ways felt different.

** *Process what group leader strategies were used to make role play practices successful. This list will be added to throughout training. Keep it simple to start and gradually increase complexity.*

___ OPTIONAL Dyadic Break Out Practice Being Child-Directed & “Appreciative Audience”:

Break into groups of two or three so that each participant has a chance to be the “parent” and the “child”. Have the "child" give feedback to the "parent" before reversing roles.

Play Part II: Descriptive Commenting, Academic and Persistence Coaching

___ Introduce Topic Academic Coaching and Explain Descriptive Commenting

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

___ Descriptive commenting vignettes- problems with question asking

___ • Vignette 12 Question Asking with criticism for incorrect responses* (*it doesn't have a mustache*)

** ___ • **Vignette 13 Kalani Question Asking***

___ • Vignette 15 Describing (same mom as 12 only describing this time)*

** ___ • **Vignette 16 Kalani – modeling, prompting* (contrast to Vig 13)**

___ • Vignette 17 Teaching Loop Soleil OPTIONAL* I (*emphasize reduction in questions to 1 in 10 and importance of positive feedback*)

** ___ • **Vignette 18 Kalani - academic coaching***

___ BUZZ – academic coaching words and descriptive commenting

**** ___ • Vignette 25 Erin –good detail – persistence coaching SP***

- ___ BUZZ – persistence coaching sentences (write on flip chart)
 - ___ • OPTIONAL Vignette 6 Child Directed Play Tape (Vietnamese mom)

- ___ Large Group Role play Academic and Persistent Coaching
 - “Radio announcer”, i.e. one participant is the “radio listener (back to the group), one participant is the playing child (well behaved); go around the room with all participants taking a turn doing descriptive, academic and persistent commenting.

- ___ *Process role play strategies that were used to make play role plays successful and add to list if started with earlier role play.*

- ___ Discuss “differential attention” (you may already have identified this “principle”)

Play Part III: Emotion and Social Coaching

- ___ Introduce Emotion Coaching
- ___ Emotion and Social vignettes
 - ** ___ • Vignette 2 Sticky Tape* (one pause in vignette and continues)**

- ___ Buzz Emotion Words with partner and share afterwards
 - ** ___ • Vignette 4 – modeling, prompting (Jolie and Kayla)***

- ___ Buzz Social Behaviors desired in children and share afterwards (flip chart)
 - ___ • Vignette 8 Game Boy*

- ___ **Large Group Role play Emotion and Social Coaching –one parent and one child.**
 - Ask one person to be child and one person to be parent to demonstrate social and emotion coaching. Child shows a bit of frustration for this practice so there is a range of emotions to coach. Practice modeling social skills and prompting. Discuss behaviors to ignore or not comment upon. Replay role play where child is mildly inappropriate and parent ignores but starts commenting as soon as child is appropriate. Look at social and emotion handouts. Note: talk about how parents can model social behaviors one-on-one interactions.

- ___ Small group break out practice in triads – parent, child and coach (use coaching handouts)

- ___ **Introduce Social Coaching Multiple Children**

- _____ • Vignette 10 – Kaylee is calm*
- _____ • Vignette 13 Charlie skater game (or Vig 18 cooking)

_____ **Large Group Role play – two children and one parent**

Demonstrate coaching feelings and friendship skills with two children (sharing, waiting, turn taking)

_____ **OPTIONAL: Role play in groups of 4- typical children.**

One person is parent, two are children and one is observer. Practice social and emotional coaching with two children. In this case children can be “typical” and have some social skills. Practice social and emotional coaching that focuses on feelings and friendship skills (sharing , waiting, turn taking)

_____ Next have the two children be developmentally delayed with little language and very few social skills. Practice using “prompts” and modeling social skills and using language. (see levels handouts 1, 2, 3 and explain how coaching differs according to developmental level and age of child)

Use coaching handouts for this.

_____ **OPTIONAL: Child-Directed Play Tape** –Strengthening Children’s Social, Emotional etc.

- _____ • Vig 7-10mother with 2 kids – emotion coaching (TRILBY)
- _____ • Vig 19 Jamila with 3-4 kids –social and emotional coaching

_____ *PAUSE to reflect on any additional strategies group leader modeled for setting up role plays.*

Other

_____ **Crosscultural Collaboration Tape (Julie Praise) OPTIONAL**

- _____ • vignettes 2 and 3
- Show this tape if group participants interested in working with interpreters and new immigrant groups

In Leaders Guide: review

- _____ session 1 agenda,
- _____ parent handouts and home assignments,
- _____ self-monitoring checklist.

_____ Show example of self-monitoring parent chart and homework with stickers and comments.

Logistics (Corresponds to Part 2-Planning a Parenting Program in the Leaders Guide)

- _____ Recruitment of families
- Refer to article on Engaging Low Income Parents

Briefly discuss how you (trainer) have successfully recruited families
Ask participants to share successes they have had in recruiting families

_____ Location

Parent group room, chairs, welcoming atmosphere
Building easy to reach, parking, need for transportation assistance

_____ Childcare

Preparation of childcare providers
Appropriate play materials
Know the laws and regulations applicable to childcare facilities

_____ Food

Healthy foods, attractive presentation

_____ Leader preparation

Review vignettes, read *Incredible Years* chapter, read “Common Questions” section for the topic

Model closing of session

_____ Summary

_____ Home assignment:

Read: Chapter 4 & 5 & 8 in book *Collaborating with Parents to Reduce Children's Behavior Problems: A Book for Therapists Using the Incredible Years Programs* OR, read one of the chapter or articles in the workshop handouts.

Ask participants who are with their children to do a play session using the new skills discussed today

_____ Evaluations

Day 2

Model beginning of new session:

- _____ Welcome everyone
 - _____ Set up role play with participants pretending to be parents (if they really did coached play with their children, then they can report based on that) Ask :“How did the play sessions go?” Have at least one “parent” report a success and one parent report difficulties. Model how to respond to both.
“Any questions or comments about what you read?” **REWARD THOSE WHO DID HOMEWORK!**
 - _____ *Process strategies used by group leader to support home activities.*
If appropriate use spontaneous role play to help solve a concern raised by parent. Debrief spontaneous role plays.
- Optional or could do on 3rd day: break group leaders into small groups and have them role play homework check in (one successful parent and one parent who did not have time to play).
- _____ Ask about barriers to child-directed play.
 - _____ Discuss that skills learned in previous sessions need to be continually encouraged and reinforced by group leader, i.e. play, praise, etc continue through the entire program. More work on social coaching might be done for some populations and continued in later sessions particularly in Part 5 of program 4 on teaching children to problem solve.

PROGRAM TWO: PRAISE AND REWARDS

Praise and rewards Part I: Effective Praising

- _____ Brainstorm: “What are the advantages of praise?”
 - _____ Brainstorm: “What keeps parents from praising?” (barriers)
Process the value of the benefits/barriers exercises. Focus on barriers section this time if benefits discussed on day 1. Explain that this format is used to introduce most new topics (except TO). Make a list of group leader strategies used to facilitate the benefits/barriers discussions.
- _____ Praise vignettes (**Note:** *break up participants into pair buddies to discuss questions they would ask when you pause vignette. Or, if you think group is ready you could ask them to be group leaders and try leading the discussion of some of these vignettes. Select 7-8 parents and rest of group as observers for feedback. Or, break into 4 groups and show vignettes for chosen leaders in each group to practice leading.)*
- _____ • Vignette 3 “good breakfast eaters”*
 - _____ • Vignette 5 washing hands Willy*
 - ** _____ • **Vignette 9 talking on phone***

- ___ • Vignette 11 praise Charlie for being patient with cooking*
- ** ___ • **Vignette 12 Less effective praise: “Why couldn’t you wash your hands first?”**
- ** ___ • **Vignette 13 Less effective praise: Ryan makes his bed**
- ** ___ • **Vignette 14 Less effective praise: Luke dishes are a mess!**
- ** ___ • **Vignette 20 – rejecting praise (about time)**
- ___ • Vignette 31 – praise for setting table
- ** ___ • **Vignette 32 – praise for doing homework***
- ___ • Vignette 33 – ripple effect

** , *debrief process leadership role, type of questions asked,, principle training etc.*

- ___ BUZZ/practice: Pair up participants with buddy to list “behaviors want to see more of” and then favorite praise statements for these behaviors. Use buzz handout to record statements or blank piggy handout with blank coins to get participants to record their own personal praise statements.
- ___ BUZZ/Practice Praising Others & Self-praise : Have each participant praise something about their buddy they have noticed; next ask them to share something they did they are proud of. Debrief afterwards difficulty giving praise, receiving praise and self-praising. (use buzz handouts)
- ___ Process this practice and rationale for strategy. *Look at buzz handouts in the manual and talk about the value of buzzes, small group discussions, and large group discussions. Get participants to think about when to use which format during the group session. Discuss how to successfully structure the buzzes and how to debrief after a buzz/break out group.*

Praise and Rewards Part II: Tangible rewards

- ___ Discuss notion that stickers, prizes, etc. are an addition to praise, not a substitute, and that tangible reinforcers are used only for selected “difficult” behaviors; discuss the difference in use for toddlers vs. preschoolers vs. early school age and difference in each of the three programs.
- ___ Optional: Have participants break into small groups and practice leading a benefits/barriers discussion for incentive topic. If participants feel ready, set up role play with one “parent” who does not like the idea of using incentives (have other participants be positive).
- ___ Tangible reward vignettes (*Have participants work in small groups to practice mediating these vignettes*).
 - ** ___ • **Vignette 1 Surprise rewards**
 - ** ___ • **Vignette 8 Superbath stickers***
 - ** ___ • **Vignette 10 Dressing faster (timer)**
 - ** ___ • **Vignette 11 Mom and son-grab bag of prizes for sharing**

- ** ___ • **Vignette 12 Mom explains sticker chart to two kids**
- ___ • Vignette 15 Strike System*
- ___ • Vignette 17 A,B, C - Grocery store (if time)*
- ** ___ • **Vignette 19 Homework (Charlie)***

- ___ BUZZ: no cost and low cost (<\$1.) incentives and share
- ___ Show sample sticker charts
- ___ Model setting up a role play where parent explains sticker chart to “child”.
Process the steps needed to scaffold that role play successfully.
- ___ Small groups: have participants practice taking the role of group leader and setting up this same role play.

- ___ Discuss and practice other possible role plays from the incentive sessions: e.g., “parent” responds to “child” who didn’t earn a sticker. (Emphasize positive message: “I think you can earn one next time” and principle of never taking away a sticker or prize already earned.)

- ___ BUZZ: Share things parents can do for themselves to reward themselves for their parenting work. (or, things that are relaxing and enjoyable). Use self-rewarding buzz handout.
- ___ Discuss therapeutic change process

(See therapeutic change diagram)

- ___ Introduce new topic and refer to pyramid change (decrease in misbehavior)

Effective Limit Setting Part 1 Routines and Rules DVD

- ** ___ • **Introductory Narration***
- ** ___ • **Vignette 1 father leaving for work***
- ** ___ • **Vignette 2 & 3 Robin bedtime routine***
- ** ___ • **Vignette 5 Dorian’s morning chart***
- ___ BUZZ – small groups – participants practice being group leaders setting up and debriefing a buzz: practice saying “good bye” to child at day care
- or
- working on a morning or bedtime routine.

Part 2 Effective Limit Setting DVD

As participants watch these vignettes have them:

- ___ Think of questions they would ask parents and key concepts that they might be emphasizing with parents in their groups
- ___ Think of ways to do set up small practices/role plays based on the vignettes.
 - ___ • Vignette 5 cottage cheese
 - ___ • Vignette 8 dinner time choices (Trilby)
 - ___ • Vignette 9 necessary limits (Trilby dinner)
 - ** ___ • **Vignette 12- 3 min time for bed***
 - ___ • Vignette 15 First coat and then snack

- ___ • Vignette 20 Question command – Erin “who don’t you?”
- ** ___ • **Vignette 23 Count to 3 for soap***
- ** ___ • **Vignette 25 Chain commands**
- ** ___ • **Vignette 27 Ride on the sidewalk***

___ BUZZ –rewriting negative commands: using the buzz handout for rewriting negative commands ask buddies or small groups of participants to rewrite them using positive commands. (use buzz handout)

Handling Misbehavior part 1 Follow Through with Commands

- ___ • Vignette 1 Dad and daughter put away puppets
- ___ • Vignette 2 Look at me

___ **Discuss coercive cycle (use blown up diagrams from Leader’s guide)**

Handling misbehavior Part 2 Ignore

- ___ Benefits or barriers to ignoring strategy
- ___ Ignore vignettes
 - ** ___ • **Vignette 1 – tantrum to keep book**
 - ** ___ • **Vignette 3 – No TV tantrum**
 - ** ___ • **Vignette 5 – Hanook in classroom***
 - ___ • Vignette 8 – Nicole wants candy
 - ___ • Vignette 9 – Dorian rocking*
 - ** ___ • **Vignette 11 – I want cookie**
 - ** ___ • **Vignette 12 – But I want it!**
 - ___ • Vignette 17 – Dad I cleaned my room

___ Role play/Practice (for the following role plays, have participants participate in the process of setting up and supporting the practices. Trainer may model this first, and then have participants set up the role plays in small groups):

Chose one parent and one child and ask “parent” to ignore
”child's” whining and clinging –replay cookie scene.

___ Role play/Practice:

Two “children” are playing, one child is teasing the other. “Parent ignores teasing, gives attention to appropriate behavior, perhaps even encourages child to ignore teasing and praises child’s efforts to ignore.

___ **Show Carolyn Group DVD Vignettes 1-5 (ignoring) & 8-9 role play ignoring**

___ **Buzz calming strategies – rewrite negative thoughts.**

Give out negative self-talk buzz handouts and ask buddies to rewrite them as positive, coping thoughts or to challenge them. Refer to Chapter 9 “Controlling Upsetting Thoughts” in *The Incredible Years*. Afterwards share the thoughts and

write on flip chart.

- _____ Practice calming self talk during an ignore. Leader says many negative statements and participants practice decreasing negative thoughts (thought interruption, reschedule, objectify, & normalize) and substituting positive statements. (dispute negative self-talk, time projection, self-praise, humor, coping self-talk)

Maximizing results (Corresponds to part 4 in the Leaders Guide)

- _____ Get partners involved
- _____ Importance of practice in the group
- _____ Discuss strategies to help parents feel comfortable doing role plays
- _____ Home assignments and use of book/audiotapes
- _____ Buddy system -generally start at session 3
- _____ Principle training
- _____ Review how you have been identifying principle with a participant's name.
- _____ Ensuring generalization
- _____ Make-up sessions
- _____ Collaboration between home and school

Model closing of session

- _____ Summary
- _____ Home assignment: Read Chapter 6 & 7 & 9 in book *Collaborating with Parents to Reduce Children's Behavior Problems: A Book for Therapists Using the Incredible Years Programs*, OR, read one of the chapter or articles in the workshop handouts. Again ask participants who are with their children to practice the skills talked about today.
- _____ Evaluations

Day 3

Model beginning of new session.

- _____ Welcome everyone
- _____ Ask about home activities and reading
- _____ Refer back to goals set by participants on first day.

Handling Misbehavior - Part 3: Time Out to Calm Down

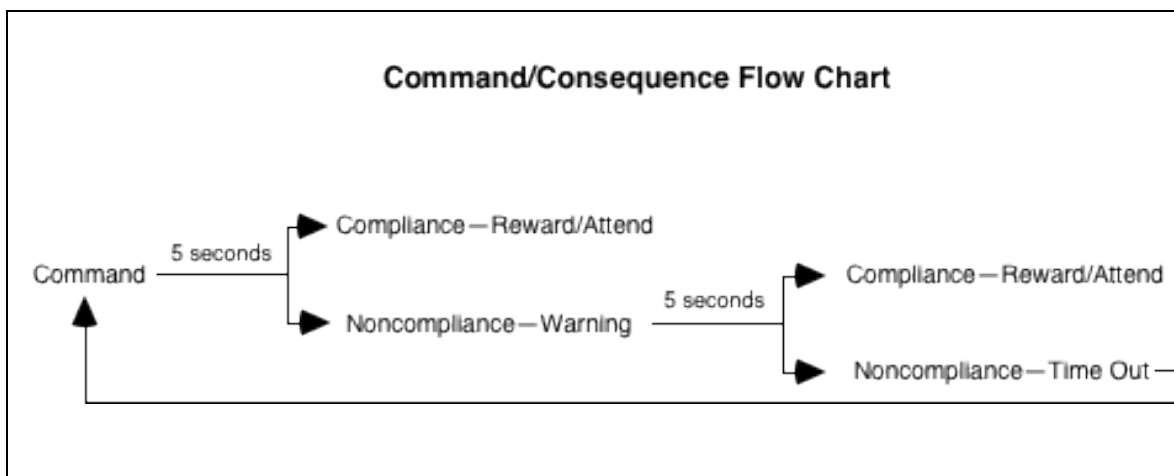
- _____ Teach Time Out. Emphasize that this is the only time the group leader stands up and “teaches” material in this manner. **Start with Time Out for Hitting or destructive behavior = immediate T.O. (no warning) Note that this is not included in the Toddler Program.**
- _____ Use handouts of scenarios 1, 2, 3 for ages 3-6 years to discuss and model each scenario. Discuss how time out is taught respectfully and so that children can learn how to calm-down and self-regulate.
- _____ Discuss length of time of Time Out.
- _____ Discuss where to do T.O, i.e., safe, boring place or chair, in same or close-by room to parent. Demonstrate how to brainstorm with “parents” what location they would use in their homes.
- _____ Time Out vignettes
 - ** ___ • **Vignette 2 Mom explains T.O. to 2 children (for hitting) checkers**
 - ** ___ • **Vignette 4 Joe explains Time Out**
 - ** ___ • **Vignette 8 Trilby and Dorian practice calming down in Time Out***
- _____ Role play/Practice: “parent” explains Time Out to “child” and practices with child how to calm down in Time Out.
- _____ Role play/Practice: simple time-out (child goes to Time Out when told by parent)
 - _____ Vig 9 Ryan goes to T.O. for hitting flowers
 - ** ___ **Vig 13 Dorian warning***
 - ** ___ **Vig 14 Dorian- coaching victim***
 - ** ___ **Vig 15 Dorian in TO***
 - _____ Vig 16 Kaylee in TO*
 - _____ Vig 20 extra minutes Joe (Derek refused to go to TO until 7 min)
 - _____ Vig 21 refusing – Derek refuses and dad gives consequence
- _____ Role play/Practice walking a preschooler to T.O. (child resists going –note that no physical assist is used for older children). Model how to assist victim to use words.
- _____ Discuss parents need for personal Time Outs.

- _____ Discuss and model scenarios 2B, 2C and 2D (if group leaders working with parents of children 6-8 years) Use handouts
- _____ Brainstorm/BUZZ : Possible Consequences (*distinguish difference in toddler, preschoolers and older school age*)
- _____ Role play: older child (6-8 years) refuses to go to Time Out until several minutes have been added by parent.
- _____ Role play: older child refuses to go to Time Out and parent needs to give a consequence. Buzz possible consequences for 6-8 year olds.
- _____ Role play: child refuses to stay in T.O. chair, is given one warning and is sent to T.O. room if warning is disobeyed.

Some groups will need repetition of some or all of these roleplays

- _____ Show group DVD Time Out (Peter) Vignettes 3 & 4

T.O. for Compliance training (child with non-compliance rate of >65%)



- _____ “Walk-through” a simple Time Out for noncompliance sequence with leader as “parent” explaining each step. **Note:** only used for oppositional children-noncompliant 2/3 of time.
- _____ Emphasize to participants that the following brainstorm is not done in the first week that Time Out is presented and discussed. It is done only after all Time Out vignettes and practices have been completed.
- _____ Brainstorm: “We’re going to look at the two discipline strategies that are most often used by parents for serious misbehavior: spanking and Time Out. The time out that we will use is the procedure that we have been discussing and practicing

here.”

Draw a four cell table on the board and fill in each cell separately in this order

___ ”What are the pros of spanking?”

___ ”What are the cons of spanking?”

___ ”What are the pros of Time Out?”

___ ”What are the cons of Time Out?”

___ Ask about the short term and long term benefits of spanking and T. O. for parents and children.

Part 4: Consequences

___ Consequences vignettes

** ___ • **Vignette 1 –take away frisbee•**

** ___ • **Vignette 5 - Dad and son -Put bike away or...consequence**

** ___ • **Vignette 6 –loss of game boy**

___ Brainstorm/Buzz : possible consequences for 2-4 year olds in half the group and consequences for 6-8 year olds in other half of group. Review importance of consequences being *reasonable, related and respectful*.

Problem solving

___ Problem Solving vignettes

** ___ • **Vignette 19 Trilby and Wally book***

** ___ • **Vignette 20 Trilby and Wally book***

___ Role play/Practice: “parent” uses Wally book or puppet to present a hypothetical problem to the “child”

___ Emphasize that child needs many learning trials with hypothetical problem solving before s/he is ready for “real-life” problem solving.

Ending a parent group

___ BUZZ: *Parents Thinking Like Detectives* handout (see handout).

___ Discuss ways to continue getting support.

___ Certificate of participation

___ Flower or other small gift

Tailoring program for different populations and Home Visiting Coaching

___ Refer to adjustments in protocols and number of sessions for different populations. Discuss importance of a minimum of 18-20 session protocols for parents of children with diagnosis such as children with ADHD and conduct problems and for parents referred by child protective services for neglect and abuse, foster parents etc. Discuss *Home Visitor Coaching* for missed sessions and for high risk parents. Talk about addition of ADVANCE program.

___ Discuss 14 session protocols for prevention population.

Certification/Accreditation of group leaders

- _____ Process of group leader certification (Refer to last section in Leaders Guide)
 - _____ Refer all participants to the web site: www.incredibleyears.com

 - _____ Discuss: Steps to Implementation of new program (refer to last section of Leader's Guide)
 - _____ Discuss importance of continued coaching from certified or accredited mentors and trainers 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
1411 8th Avenue West
Seattle, WA 98119