



Mentor Parent Training Protocol
Attentive Parenting Workshop (2-6 years)
2-day workshop

06/18/2016

Checklist

- Participant/group leaders should have the parent books, *Incredible Years* or *Incredible Toddlers* (these books are to be given to parents who have choice depending on age of their child)
(one per group leader)
- Participant/group leaders should have the therapist book, *Collaborating with Parents to Reduce Children's Behavior Problems*.
- 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**
- Name tags with group stickers attached for small group break out sessions
- 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

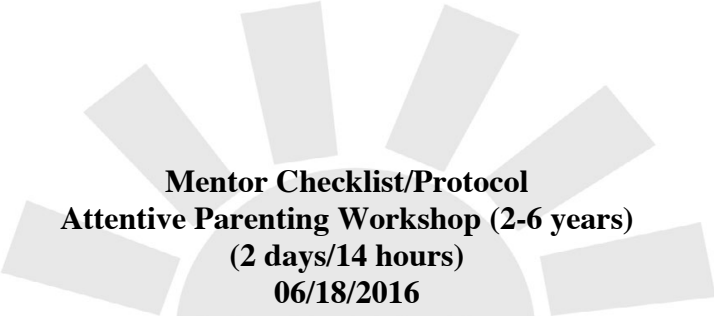
Need: Toys, blocks, Legos, puzzles~simple and complex, coloring markers and papers,
8 children's books for reading practices with pictures only and with words
Hand puppets (baby dina, frog, turtle) and small doll figures
Small prizes (magnets, stickers, pencils, candies)
Small Wally books for practice of problem solving
Calm Down thermometer

Tapes Needed:

- Attentive Parenting DVDs

Handouts

- 6 program session outlines and checklists (pages 25-66 in manual)
- Self-monitoring pages 112-113
- Objectives



Mentor Checklist/Protocol
Attentive Parenting Workshop (2-6 years)
(2 days/14 hours)
06/18/2016

Day 1

- ___ Introductions and Participant Goals
- ___ Review agenda

Overview –

___ Explain purpose of Attentive Parenting Program and who it is targeted for ~ *a universal intervention for all families but not for high risk families or those with children with conduct problems or ADHD. These families should receive the full basic IY program first and may be offered this program after basic is completed for on going booster sessions. In particular programs 5 and 6 are great for follow-up sessions with parents who have completed the BASIC preschool program.*

___ Overview the IY blocks of different programs and discuss main differences between parent programs

___ Overview of 6 topics in Attentive Parenting Program

___ Explain to participants that they will at times 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”. Explain they will have practice opportunities to be in group leader role.

___ Ground rules (model how group leaders determine group rules) *Debrief process afterwards. (note if you have accredited basic group leaders at workshop you might ask them to model the group rule setting process)*

If group members have experience with Basic program choose new vignettes for this training with are marked with an asterix*. For those not familiar with the program choose other vignettes as well.

* **Be here by morning break**

Program One: Attentive Child-directed Play Promotes Positive Relationships and Children's Confidence

* ___ **Introduce topic and show Introductory Narration & Vignette 1: Being Too Parent Directed (*Jamila Ben, Malcolm*)**

___ Brainstorm/Buzz ways to play differently to promote children's confidence, sense of curiosity, creativity

* ___ **Vignette 2: Attentive Child-Directed Play (*Jamila replay*)**

___ Brainstorm/Buzz –what makes this different? And Explore benefits.

*Debrief a Few Methods of Showing and Mediating Vignettes and Setting up
Brainstorm or Buzz*

- _____ Vignette 3: Supporting Independence & Child Confidence (Soleil)
- _____ Vignette 4: Supporting Children's Ideas (church near barn)
- _____ Vignette 5: The Importance of Individual Time (Charlie)
- _____ Vignette 6: Getting Started in Play (Maya)
- _____ Vignette 7: Expecting Too Much (tic-tac-toe)
- * _____ **Vignette 8: Being a Good Audience (Pauli's bubbles)**
- _____ Brainstorm/Buzz – activities their children like to do
- _____ Vignette 9: Giving Your Child Time (Allie dress up)
- * _____ **Vignette 10: Supporting Family Relationships (2 girls and baby)**
- _____ Vignette 11: Everything Can Be a Toy (Robin washing dishes)
- _____ Vignette 12: Pretend Play (fort)
- _____ Brainstorm pretend play ideas
- _____ Outside Games (Charlie Frisbee)
- _____ Ending Play with Toddlers (buzzer)
- * _____ **Ending Play with Preschoolers (Malcolm)**
- _____ Brainstorm/Buzz – key learning principles when playing with children

Debrief to reflect on strategies modeled by leader for mediating vignettes (write strategies on flip chart; for example introducing vignette, pausing vignette for discussion, types of questions to ask)

- * _____ 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.

Debrief some of the steps involved in setting up a large group practice.

- _____ Review Program One Outline and Checklist, Self-Monitoring Checklist, Home Activities for the Week and Gardening Tips

- **Be here by lunch**

Program Two: Attentive Academic and Persistence Coaching Promotes Children's Language Skills and School Readiness

- _____ Talk about reviewing home activities from prior session
- * _____ Introduce new topic, show introductory narration and explain Descriptive Commenting
- * _____ **Vignette 1: Descriptive Commenting with Toddlers (Patrick)**

- * ___ **Vignette 2: School Readiness Coaching with Toddlers (*ABC Chinese*)**
- * ___ Role Play Practice: using puzzles in large group
- ___ Vignette 3: Pre-Academic Coaching with Toddlers (*kayla crayoning*)
- ___ Role Play Practice: using crayons (*or do both practices in small groups after showing vignettes 2,3 with toddlers*)
- ___ Vignette 4: Avoid Too Much Question Asking (*stacking boxes*)
- ___ Vignette 5: Pre-Academic Coaching (*repeat nesting boxes*)
- ___ Vignette 6: Academic Coaching (Maya)
- * ___ Buzz academic coaching words
- ___ Vignette 7: Persistence Coaching (*nesting boxes*)
- ___ Vignette 8: Persistence Coaching – drawing (Maya)

- ___ Role Play Practice: home work or drawing materials and practice academic and persistence language (*with 4-6 year olds*).
- * ___ **Vignette 9: Persistence Coaching – Puzzle (*Paulie*)**
- * ___ Buzz Persistence Coaching words

- * ___ Role Play Practice: in pairs practice persistence and academic coaching. (children may be different developmental ages or have different abilities to stay focused). Use coaching handouts. Change roles and give feedback.

Debrief to review steps to setting up role play practice, coaching and debriefing afterwards

- ___ Vignette 10: Showing Encouragement (T-Rex)
- * ___ **Vignette 11: Showing Interest in School Work (*Malcolm*)**
- * ___ **Vignette 12: Academic and Persistence Coaching with School Work (*Malcolm*)**
- * ___ Brainstorm/ Buzz – encouraging statements
- ___ Vignette 13: Coaching Homework (Charlie)
- ___ Vignette 14: Coaching Pre-reading Readiness in Two Languages (Chinese)
- ___ Vignette 15: Coaching Pre-reading Readiness (language delays)
- * ___ **Vignette 16: Coaching Reading Readiness (*corn, avocado book*)**
- ___ Vignette 17: Coaching Pre-reading Readiness (dinosaur book)
- * ___ Role Play Practice: in pairs one person reads to child (in role) using interactive reading principles
- ___ Discuss “differential attention” (if you haven’t already identified this “principle” in prior discussions)

- ___ Review Program Two Outline and Checklist, Self-monitoring checklist, Home Activities for the Week and Gardening Tips

* **MID AFERNOON**

Program Three: Attentive Emotion Coaching Strengthens Children’s Emotional Literacy and Empathy

In this program start participants thinking about questions they would ask as group leaders with vignettes.

- * ___ Introduce new topic and show introductory narration
- * ___ **Vignette 1: Teaching Emotional Literacy Through Books** (*dinosaur book*)
- ___ Vignette 2: Teaching Emotion Language Through Books (Dorian)
- ___ Vignette 3: Encouraging Positive Expression of Emotions (two Muslim mothers)
- * ___ Buzz emotion words
- * ___ **Vignette 4: Modeling Emotion Language** (*two mothers continue*)
- ___ Share positive feeling with person on your right
- ___ Vignette 5: Focus on the Coping Response (Robin)
- ___ Vignette 6: Combining Emotion and Persistence Coaching (sticky tape)
- ___ Role Play emotion coaching in large group
- * ___ **Vignette 7: Emotion Coaching During Pretend Play** (*Malcolm*)
- * ___ Role Play Practice in small groups to practice emotion coaching – 2 children, one coach
- ___ Vignette 8: Stickers for Being Patient (Lia bath)
- ___ Buzz emotional regulation skills to reward and list on flip chart
- * ___ **Vignette 9: Responding to Children's Negative Emotion** (*Pauli*)
- * ___ Brainstorm/Buzz – temperament and target of emotion coaching e.g., for fearful child
- * ___ **Vignette 10: Empathy Training** (*2 sisters and baby*)
- ___ Buzz ideas for promoting empathy in 3 year old and/or 6 year old

- * ___ **Vignette 11: Using Puppets to Promote Empathy Learning** (*Dina meets girls*)
- * ___ Role Play Practice in small groups or pairs imaginary play with puppets

- ___ Review Program Three Outline and Checklist, Home Activities for the Week and Parenting Tips

Discuss Logistics of Offering Attentive Parenting Groups

- ___ Recruitment of 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

Model closing of session

- _____ Summary, Home Activities for the week, Gardening tips and Reading (Toddler or
Preschool book), Self-monitoring chart
- _____ Evaluations

Day Two

Program Four: Attentive Social Coaching Promotes Children's Cooperative Friendships

On this training day participants will be given vignettes to show and lead discussions and set up practices. For each vignette one person will lead the vignette and one will record key points. Afterwards group will debrief and give them feedback. Depending on group size this may be done first in large group by those who have already delivered basic program and have had experience leading groups followed by smaller groups (6-8) with leaders who are doing this for the first time. Or if this is the first IY training for participants they can work in pairs for these next vignettes to identify key points and decide on questions they would ask to get to the key points or principles from the parents.

Model beginning of new session:

- _____ Welcome everyone
- _____ Ask :“How did the coaching sessions go?”
- _____ “Any questions or comments about reading and experiences?” Praise and celebrate with those who completed the home activities or did reading.
- _____ Ask about benefits and barriers to child-directed and coached play experiences.
- _____ Process home assignment review, this is time for problem solving issues parents may be encountering, explain spontaneous role plays.

Mediating Vignettes & Setting Up Role Plays

- * _____ Introduce new topic and show introductory Narration
- _____ Vignette 1: Using Puppets to Practice Social Skills (Harold)
- _____ Vignette 2: Modeling and Giving Attention to Toddlers' Social Skills (Kayla, Jolie play dough)
- _____ Vignette 3: Linking Social Actions to Emotions (Kayla)
- * _____ Vignette 4: One-on-One Modeling and Prompting Social Skills (Pauli)
- * _____ Role play practice – one parent and one child to demonstrate social coaching in large group with unstructured toys
- _____ Vignette 5: Giving Attention to Preschoolers' Social Skills (Dorian)
- * _____ Vignette 6: Coaching Sibling Cooperation (pretend pie girls and baby)
- _____ Role play practice – one parent and two children social coaching with prompting, and positive attention
- * _____ Vignette 7: Using Pretend Play to Learn about Inclusion of Others (dinner party girls)
- * _____ Vignette 8: Making New Friends (girls and friendships)
- * _____ Vignette 9: Modeling Social Skills During Pretend Play Interactions (Darth Vader and boys)
- * _____ Vignette10: Combining Social and Emotion Coaching (bad guys and friendly guys)
- * _____ Large Group Role play Emotion and Social Coaching –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. If time, break up into triads for practice for all and expand to coaching multiple children.

- ___ Vignette 11: Coaching Siblings to Work Together (Charlie and Sophie cooking)
- ___ Vignette 12: Social Coaching During Mealtimes (yogurt sharing)
- ___ Vignette 13: Differential Attention and Proximal Praise (Robin whipped cream)
- * ___ Vignette 14: Teachers Use Social Coaching (Kaylee and Valerian trading)

- ___ Review Program Four Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Gardening Tips

Program Five: Attentive, Imaginative Parenting Interactions Promotes Children's Emotional Regulation Skills

If the morning was spent with leaders practicing showing vignettes, leading discussions and setting up practices, the afternoon can bring the mentor/trainer back to modeling these skills again. If participants were working only in pairs then you can move to small groups so they can get some practice with the leader mediating the vignettes and the co-leader capturing the principles.

- ___ Introduce new topic and show Introductory narration
- ___ Vignette 1: Taking Deep Breaths (18 month old)
- ___ Vignette 2: Using Words (toddler bike outside)
- * ___ Vignette 3: Using Puppets to Practice Using Words (frog bothering turtle)
- ___ Role play practice – practice large group similar scenario about asking someone to stop with puppets
- * ___ Vignette 4: Using Words (Sergio in classroom)
- * ___ Brainstorm/buzz coaching word for self-regulation behaviors
- * ___ Vignette 5: Explaining the Calm Down Thermometer (Ben learns)
- * ___ Role play practice in pairs using calm down thermometer
- * ___ Vignette 6: Tiny Explains how to Calm Down
- * ___ Vignette 7: Setting Up Calm Down Practices
- * ___ Role play practice – one parent and two children using turtle puppet to explain calming down steps
- ___ Vignette 8: Using Books to Practice Calming Down (dinosaur book)
- ___ Vignette 9: Practicing Calming Down (Daniel and sister)
- ___ Vignette 10: Using the Turtle Shell (Valerian in classroom goes in shell)
- ___ Vignette 11: Helping Children Self-Regulate (Valerian, waiting patiently)
- ___ Review Program Five Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Gardening Tips

*** Lunch**

Program Six: Attentive, Creative Parent Play Promotes Children’s Problem Solving and Empathy

Start by modeling the group leader skills for teaching problem solving using the Wally book scenarios. Participants are in role as parents again to discuss the vignettes and to participate in practices. Once you feel leaders have had adequate modeling of how to do this topic, then break them into 3 small groups to practice leading the groups with selected vignettes. (select leader and coleader, give toys and puppets and Wally books to each group)

Mentor/Trainer Models Leading Vignettes (with participants in role as parents)

- ___ Introduce new topic and show introductory narration
- * ___ **Vignette 1: Bunny is Distracted**
- ___ Vignette 2: Pretend Scenario: “He hit me!”
- ___ Vignette 3: Reverse Roles
- ___ Vignette 4: Wally Problem Solving Book: Case #7 “She won’t give it to me” (Dorian)
- ___ Vignette 5: Practicing Solutions (Dorian)
- * ___ **Vignette 6: Wally Problem Solving Book: Case #4 “I want it now” (want computer, boys)**
- * ___ **Vignette 7: Wally Problem Solving Book: Case #10 “No I want it” (camera camp girls)**
- * ___ **Vignette 8: Wally Problem Solving Book: Case #12 “I’m being teased” (Malcolm)**

- ___ **Mentor/Trainer Sets up Practice with participants in role as parents with Wally Book**

Debrief Steps for Leading Vignettes and Setting up Role plays

Break into 3 groups so Participants can Lead Groups (with coleader) or if participants are ready invite a leader and coleader to mediate the following vignettes with the whole group.

- * ___ Vignette 9: Wally Problem Solving Book: Case #18 “It’s not fair” (paint set, girls)
- * ___ Vignette10: Wally Problem Solving Book: Case #3 “I can’t do it” (Malcolm trouble learning to read)
- * ___ Vignette11: Wally Problem Solving Book: Case #6 “He won’t help me” (sister not helping clean up)
- * ___ Vignette12: Learning About Health Habits (Pauli, healthy eating)
- * ___ Brainstorm/buzz – ways to promote healthy eating habits
- ___ Vignette13: Providing Adequate Scaffolding (Charlie and Sophie)

Mentor/Trainer Models Vig 14, 15

- * ___ Vignette14: When not to Problem Solve (2 boys in classroom)
- * ___ Vignette15A: Managing Disruptive Behavior (Pauli)
- * ___ Vignette15B: Ignoring Disruptive Behavior
- * ___ Vignette15C: Redirecting and Distracting

Participants Lead Remaining Vignettes in Large Group

- * ___ Vignette16: Looking for Strategic Moments (teacher in classroom)
- * ___ Vignette17: Problem Solving in the Midst of Real Conflict Situations (Gregory in classroom)
- * ___ Attentive Parenting Summary
- ___ Review Program Six Outline and Checklist, Self-monitoring chart, Home Activities for the Week and Gardening Tips

Discuss and practice ending the sessions with parents

Discuss Certification/ Accreditation procedures

Final 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