



# **BASIC PARENT GROUP LEADER TRAINING WORKSHOP (2-8 YEARS)**

(3 days/21 hours)

Date of training \_\_\_\_\_

Location \_\_\_\_\_

Trainer or Mentor \_\_\_\_\_

## **Billing Information for per participant fee**

Organization/Agency Name \_\_\_\_\_

Contact Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_

Post Code \_\_\_\_\_ Country \_\_\_\_\_

Contact phone number \_\_\_\_\_

Contact email address \_\_\_\_\_

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



# **MENTOR PREPARATION FOR BASIC PARENT TRAINING WORKSHOP PROTOCOL (2-8 YEARS)**

***(includes training for Toddler, Preschool, and Early School Age Programs)***

(3 days/ 21 hours) 3-18-19

## **• • • • • CHECKLIST • • • • •**

- Each participant should be given two books: *Incredible Years* (parent book) and *Collaborating with Parents to Reduce Behavior Problems* (therapist textbook). These are required for group leaders to have access to and to read. Participant/group leaders should have the book for parents, *Incredible Years* (one per group leader)
- Arrange room set up—chairs in semi circle (no tables), DVD-TV, flip chart, pyramid poster displayed, tools poster
- 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

## **• • • • • ITEMS NEEDED • • • • •**

- Hand puppets, animals, toys, blocks, Legos, puzzles, coloring markers
- Chocolate/candies – small prizes (magnets, stickers, pencils)
- Pyramids – both early childhood and toddler pyramids
- 3 tools posters for building positive behaviors and reducing misbehaviors and staying calm
- Calm down thermometer with arrow, sample sticker charts, self-monitoring charts
- Small Wally books for practice of problem solving
- IY Stickers





• • • • • **DVDS NEEDED** • • • • •

- BASIC preschool/early childhood DVD SET (revised 2008)
- Group Sample Session DVDs – Carolyn and Peter
- Julie Cross Cultural Collaboration DVD (optional)
- Attentive Parenting Program (optional)

# WORKSHOP DAY 1

## BASIC PARENT GROUP LEADER TRAINING

*(includes training for Toddler, Preschool, and Early School Age Programs)*

(3 days/ 21 hours) 3-18-19

### I. Day 1

- \_\_\_ Introductions and Participant Goals
- \_\_\_ Review agenda

### II. 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 (see objectives in handout)
- \_\_\_ Research findings summary (refer to web site or to Carolyn's powerpoint on web site of program blocks, programs and research)
- \_\_\_ **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

### III. Play Part I: Child directed Play Promotes Positive Relationships DVD

- \_\_\_ Model determining parents's goals, then explaining program by using the pyramid, and how topics address their goals
- \_\_\_ **Brainstorm:** "What are the benefits for the child of playing with an adult?"  
*(debrief benefits exercise)*
- \_\_\_ Introduce rationale for child directed play (explain who parents are on vignettes and why old and new vignettes are used)
- \_\_\_ 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)\*



- \_\_\_ **Process/Buzz:** After modeling 2 vignettes, 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/Buzz:\*\*** *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”:

**Small group Break out** of 2-3 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.

- \_\_\_ **Process:Buzz:** Talk about value of doing practices and beginning steps of setting up role play

#### IV. **Play Part II: Descriptive Commenting, Academic and Persistence Coaching**

- \_\_\_ Introduce Topic Academic Coaching and Explain Descriptive Commenting
- \_\_\_ Barriers to child-directed play (demonstrate)
- \_\_\_ 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 on flip chart
- \_\_\_ 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/Buzz:** *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”)



## V. *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

## **VI. 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 chapters in the parent book or articles in the workshop handouts.  
Ask participants who are with their children to do a play session using the new skills
- \_\_\_\_\_ Evaluations





# WORKSHOP DAY 2

## BASIC PARENT GROUP LEADER TRAINING

*(includes training for Toddler, Preschool, and Early School Age Programs)*

(3 days/ 21 hours) 3-18-19

### I. *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/Buzz:** *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 & persistence and academic coaching.

\_\_\_\_\_ Discuss that skills learned in previous sessions need to be continually encouraged and reinforced by group leader, i.e. child directed play, academic and persistence coaching

### II. *Play Part III: Emotion and Social Coaching*

**Process:** *Training Process Methods. As you model mediating vignettes and setting up buzzes and practices, pause periodically to review some of the group leadership skills you have modeled.*

*Cover the following:*

- collaborative process of training based on discussion and reflection on vignettes
- aspects of role play (choosing participants, defining participant roles and scripts, pausing action for clarification and debriefing)
- use of buzzes
- reference to parent goals

**Introduce Emotion Coaching and model mediating some 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)\* \*\*



## Introduce Social Coaching

— **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)

— **Large Group Role Play - using characters and puppets to engage in fantasy play.**

Explain how puppets and characters can be used to model emotion language and social skills in the same way parents can use themselves as models. Group leader models how to do this briefly using puppet with a participant playing child. Then choosing two other participants to be “parent” using a puppet and one as “child”, ask the parent to show how to use puppet to model social and emotion skills. For example, parent’s puppet models asking politely for the child’s green lego, and then tells the child how happy she feels that she shared with her and then in return offers to share with child one of her toys.

— **Small group break out** practice with toys and puppets

— **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. Incorporate puppet play into this practice and adjust according to developmental readiness of child

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



### III. 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 later after this question-asking practice, break into small groups of 6-7 groups with selected leader and coleader to practice leading vignettes.*)

\_\_\_ 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 \*\*

**Process:** *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:** Process this practice and rationale for these practices. 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.



#### IV. 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:** *Process the steps needed to scaffold that role play successfully.*
- \_\_\_ **Role Play Small Group:** 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)



## V. *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.



## VI. *Maximizing results (Corresponds to part 4 in the Leaders Guide)*

- \_\_\_ Review points below not already covered and handouts.
- \_\_\_ 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

## VII. *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 parent book chapters or articles in the workshop handouts.
  - Again ask participants who have children to practice the skills talked about today.
- \_\_\_ Evaluations

# WORKSHOP DAY 3

## BASIC PARENT GROUP LEADER TRAINING

*(includes training for Toddler, Preschool, and Early School Age Programs)*

(3 days/ 21 hours) 3-18-19

### ***I. Model beginning of new session.***

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

### ***II. 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)



### ***III. 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)



#### **IV. 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\* \*\*

**NOTE: If working participants are working with younger children, show vignette from toddler program where Kayla's mother is showing how to calm down with tiny turtle.**



\_\_\_ **Role play/Practice:** "parent" explains Time Out to "child" and practices with child how to calm down in Time Out.



\_\_\_ **Role play/Practice:** Mentor in role as group leader models how to use puppet to teach children calm down strategies (going in shell, taking deep breaths, positive self-talk, use of happy place).



\_\_\_ **Role play/Practice:** simple time-out (child goes to Time Out when told by parent). Depending on child's interest in puppets an option is for the puppet to demonstrate how to go to Time Out first, followed by the child practicing going to Time Out. It is key that the child practice.

\_\_\_ 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.

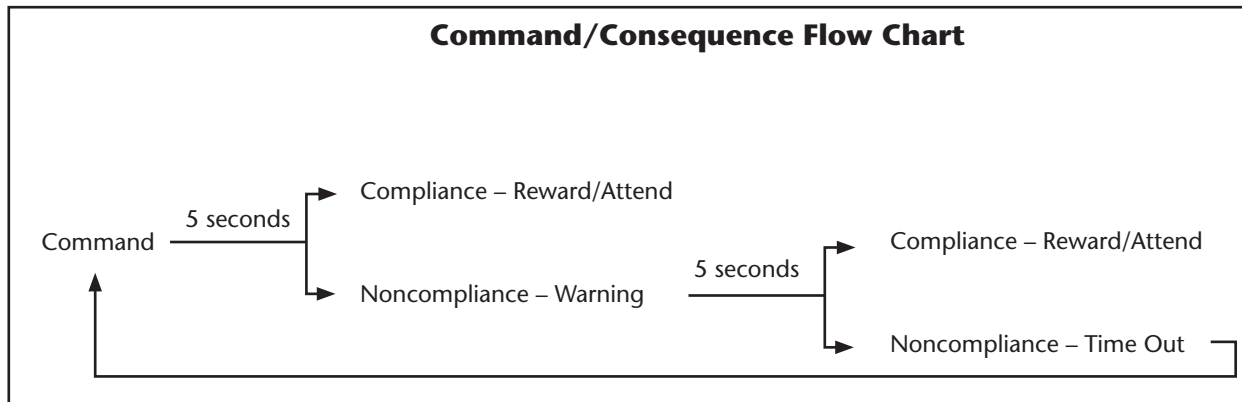


\_\_\_ *Some groups will need repetition of some or all of these roleplays*

\_\_\_ 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.



### V. **Part 4: Consequences**

- \_\_\_\_\_ 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*.



## VI. *Problem solving*



NOTE: Give yourself 30 min for this section to show vignette, set up dyad practice with Wallybooks and puppets and to debrief.

- \_\_\_ Problem Solving vignettes
- \_\_\_ Vignette 19 Trilby and Wally book utilizing puppet practices\* \*\*
- \_\_\_ Vignette 20 Trilby and Wally book\* \*\*
- \_\_\_ **Role play/Practice:** Break into pairs and “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.



## VII. *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

## VIII. *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, or for high risk families and for foster parents, etc. Discuss *Home Visitor Coaching* for missed sessions and for high risk parents. Talk about addition of ADVANCE program for those high risk populations and for treatment protocol.
- \_\_\_ Discuss 14 session protocols for prevention population and the important of having flexibility to add more sessions as needed even for prevention populations. Parents should have time to practice problem solving approach with puppets and to come back for debriefing their experiences..



## IX. *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](http://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 (day(s)/month/year): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

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, Inc.  
1411 8th Avenue West  
Seattle, WA 98119 USA

