

**Parent Home Coaching
Training Workshop**
(1 day/7 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

Incredible Years (IY)
PARENT HOME COACHING 1 DAY TRAINING
3/12/17

This 1 Day Home Coach training is to be added to the 3 day BASIC training. It is delivered by a certified Mentor or Trainer in the Basic Home Coaching.

Supplies: Home Coaching DVDs and Basic Preschool Parent DVDs; toys; puppets; Wally books;

Trainer/Mentor Name: _____ Date of Training: _____

1. Overview of Agenda and Discussion of Home Visit Parent Coach Role (Powerpoint slides #3, 4, 5, 6, 7, 8, 9) (skip slides 1 and 2)

_____ Overview of early research done using IY self-study version of program (compared with group discussion and group plus video) and the individual consultation model.

2. Brainstorm Skills and Process of Coaching a Parent – Home Coach Role

_____ Buzz (in pairs): key elements of being an effective home parent coach; ask them what has been helpful about their own mentors or coaches? afterwards share with group and summarize (list on flip chart)

(Powerpoint slides 10, 11, 12, 13, 14) (show parent tool kit poster)

_____ Summarize what makes coaching safe from the discussion?

- Collaborative style
- Goal setting- recording goals together one-on-one (use IY idea cards on web)
- Relationship building strategies coaches use with parents
- Supportive feedback
- Promoting self-reflection
 - Encouraging and practicing academic, persistence, social and emotional coaching
- Praising and rewarding parents (incentives too)
- Coach modelling with children for parents
- Encourage parents to positive supportive systems
- Helping parents with emotional regulation
- Teaching parents how to cope with negative cognitions
- Use of the parent tool kit
- Pacing learning and content according to parents understanding and prior knowledge

- _____ Powerpoint overview or handouts of the role of a home coach delivery of the program presented.
- _____ Summarize and define IY Parent Coach (how does it differ from being a sports coach?)

Definitions:

A coach: A parent coach is someone who is learner-centered and supportive, builds on a parents' strengths, observes and monitors their skills and interpersonal processes with children, prompts or models skills/thoughts and self-reflections according to parent goals, sets up behavioral practices and promotes parents use of positive and nurturing parenting styles and effective discipline, and encourages, praises and reinforces parent steps in the right direction.

Coaching is a method of teaching and learning that draws on social constructivist learning theory. As such coaching promotes learning that occurs through social interactions involving understanding of learner needs.

3. Logistics of Home Visiting (cover the following which are on powerpoint slides 15, 16, 17, 18, 19))

- _____ plan in advance best time to visit and who will be present (children, partners)
- _____ discuss time span for program(60-90 minutes weekly, 16-20 sessions
- _____ tailor topics and vignettes according to parents needs
- _____ coordinate content and vignettes with group leader (if parent also in IY group)
- _____ calls ahead of time to set up appointment, best time and who will be present
- _____ initially set ground rules (re. drug use, missed appointments etc.)

- _____ things to bring on visit: portable computer, DVDs, parent handouts & booklets, parent book, toys, stickers, protocols guides

4. Brainstorm with participants how they will begin conversation with a parent about expectations/guidelines for home visits. Explain how this takes the place of the Ground Rule discussion in groups.

- Ask the parent, what is important for the home visitor to know about them, their home and family?
- What does their parent hope to get from their time together?
- How should the handle phone calls and other interruptions?
- How does the parent want to handle child misbehaviour?

PRACTICE THIS BEGINNING CONVERSATION IN PAIRS

5. Review Schedule for Home Visit (see powerpoint slides 20,21)

- Review of prior week's parent accomplishments with home activities & goals
- Review of targeted behaviors
- Agenda setting for meeting & explanation of how new topic addresses goals
- Choosing vignettes to be shown (4-5 per visit)
- Role plays or practices planned and implemented during visits for parents with children & decide on visits where advisable to be done without children
- Review reading and practice assignments for parents
- Summarizing parent strengths
- Determining next week's goals using self-monitoring checklist
- Complete evaluation and set date for next visit

6. First Session with Home Visit DVD – Goals, Pyramid, Structure (circle vignettes shown)

* highly recommended

- ___ Show introduction and vignettes 1* & 2 on home coaching DVD
- ___ Practice goal setting in dyads & debrief (first home visit)
- ___ Show home coaching DVD vignette #8*, 9*, 10* (goal setting)
- ___ Practice in dyads explaining IY pyramid & debrief
- ___ Show home coaching DVD vignette #3 (explaining pyramid)

*Be here by lunch

7. Mediating Vignettes & Third Home Visit (circle vignettes shown)

*Note: Do this, if not already done during the three-day training, otherwise participants will have another practice with mediating vignettes one-on-one with the practice below from the problem solving session.

- ___ Show home coaching DVD vignette #11, 12 (mediating vignette)
- ___ Practice mediating in dyads and debrief **IY Basic Parent Vignette 2** emotion coaching (*Soleil sticky tape*)
- ___ Buzz or brainstorm emotion words

8. Setting Up & Explaining Parent Practices & Coaching Practices (circle vignettes shown)

- ___ Show home coaching DVD vignettes 13*, 14*, 15*. 16 (setting up and coaching practice)
- ___ Practice in large group explaining a practice to a parent & debrief...

- ___ Practice in large group coaching a parent doing a practice with coach in role as child followed by a practice when the child is present for meeting & debrief
- ___ Break up into triads to practice coaching a parents' play practice

9. Practice A Home Visit Session

- ___ Practice Teaching Problem Solving ~IY Basic Parent Vignette Vignettes 19, 20 & practice in dyads reading Wally book problem page and setting up practice with child using puppets

10. Brainstorm Ways to Manage Barriers and Resistance

- ___ Coping with distractions in the home (other family members, TV, telephone calls, hungry children, lack of toys)
- ___ Managing children's misbehavior in the home (tantrums)

Conceptualizing parents who present challenges (environmental challenges, coach problems, parent dysfunctional cognitions about self or children or world, denial, unrealistic,)

- Goal Setting Challenges
- Building Therapeutic Alliance
- Motivation strategies
- Incentive Strategies to use
- Challenges in modifying thoughts
- Challenges with role plays
- Keeping parents on track in the session

12. Discuss ending home visit – home activities, handouts and evaluations

- Review form for parents to use as evaluation
- Pre and post measures to use
- Contact between sessions

13. Discuss consultation calls, follow-up consultation day, certification requirements

14. Give out evaluation form and participant certificates

Name of Mentor: _____

Place of Training: _____

Date: _____

**** Send this form plus the evaluations to Seattle with your attendance list and registration forms, within two weeks' time. Thank you!**