

Incredible Years (IY)
PARENT HOME COACHING TRAINING
12/30/2015

This is a 1 day home coach training protocol that is to be added on to a 3 day preschool BASIC training.

Trainer/Mentor Name: _____ **Date of Training:** _____

1. Overview of Agenda and Discussion of Home Visit Parent Coach Role

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

_____ Powerpoint overview or handouts of the role of a home coach delivery of the program presented.

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)

_____ Summarize what makes coaching effective:

- 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

Definition:

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 and Structure of Home Visiting (cover the following which are on powerpoint slides)

___ Logistics

- 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

___ Structure

- 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

___ Brainstorm with participants how they would begin a conversation with a parent about expectations/ guidelines for home visits.

- Ask the parent, what is important for the home visitor to know about them, their home, their family?
- What does the parent hope to get form their time together

- How should they handle phone call and other interruptions during home visits?
- How does the parent want to handle child misbehaviour?

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

* highly recommended

- ___ Show introduction and vignettes 1*, 2, 3 on home coaching DVD
- ___ Explain the “parents thinking like scientist worksheet” and work through an example goal with the group, talk about helping parents to see the “positive-opposite”
- ___ Practice goal setting in dyads & debrief (first home visit)
- ___ (If time) Show home coaching DVD vignette #8* and 9* (goal setting)

* Try to be here by Lunch

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

- ___ Show home coaching DVD vignette #11, 12 (mediating vignette)
- ___ Or brainstorm differences between mediating vignettes with a group versus one on one
 - can personalize and shape to parent’s goals much more than in group
 - avoid too many questions and create a conversation
 - think about how you might involve the children, if they are old enough and interested
- ___ Show IY Basic Parent Vignette 2 emotion coaching and practice mediating in dyads & debrief (3rd home visit)

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

- ___ Show home coaching DVD vignettes 13*, 14*, and 15 (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 their child & debriefing
- ___ Break up into triads to practice coaching a parents’ play practice (if time)

7. (If time) Practice Home Visit Session 7 (see slides)

- ___ Practice (in dyads) Home Visit 9 ~ Time Out. IY Basic Parent Vignette **Vignette 8*** & practice rewriting negative self-talk

8. Brainstorm Ways to Manage Barriers and Challenges

- ___ 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)
- ___ Parents who present challenges:
 - difficulty setting goals
 - motivation strategies
 - incentives
 - resistance to role plays

*suggestion split participants into three groups and give each group a barrier or challenge and give them 5-10 minutes to brainstorm some solutions.

9. 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

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

11. Give out evaluation of the day and participant certificates

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