

**School Age BASIC Parent Group Leader Training
Workshop (6-12 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 Parent Training Workshop

School Age Protocol (Ages 6-12 Years)

10-04--08

Checklist

- _____ Therapists should have the book, *Incredible Years*
(one per therapist)
- _____ Arrange room set up—chairs in semi circle (no tables), DVD-TV,
therapist, agenda, 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!**
- _____ Clock hours forms for therapists/credit hours (optional)
- _____ Name tags with group stickers attached for small groups
- _____ Handouts prepared
- _____ Agendas completed for each workshop day
- _____ Evaluation forms for each day xeroxed on different colors for each day

Need: Complicated puzzles, homework sheets, scrabble game, colored pencils, cards,
phone, computer game if possible
Chocolate/candies – small prizes (magnets, stickers, pencils)
Pyramid
Sample sticker charts, self monitoring charts

Tapes Needed:

- BASIC SCHOOL-AGE DVD SET (revised 2008)
- Group Sample Session DVDs – Carolyn and Peter

Add in handouts

- **chapter on promoting diversity**
- **Buzzes – self care, rewrite commands, negative self-talk**

Checklist

Parent Group Leader Training Workshop

School Age Protocol (Ages 6-12 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 the programs - pyramid
- ___ Research findings summary (refer to web site or to DVD of Carolyn's faculty lecture)

- ___ Brainstorm: What is it like to be a preadolescent with behavior problems?
What is it like to be a parent of one of these children?

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 we do these with groups) *Debrief process afterwards*

Play Part I: Child directed Play Promotes Positive Relationships DVD

- ___ Brainstorm: “What are the benefits of special time between parents and older children?”

- ___ Introduce rationale for special time play and being child-directed

- ___ Special Time Part 1 vignettes

** mandatory to show

** ___ • **Introductory Narration**

- ___ • Vignette 1: Colored Straws
- ___ • Vignette 2: Value of Attention – Mother asks about spelling test
- ** ___ • **Vignette 3: Playing cards (*do a Buzz re special time activities for 8-13 year olds*)**
- ___ • Vignette 4: Special time with 2 children (pumpkins)
- ___ • Vignette 5: Being child-directed (smoothies)

- ___ • Vignette 9: Special Activities (putting make up on mother)*optional

- ** ___ • Vignette 10: Planning a Special Project (bird houses) (*do a Buzz-long term activities*)
- ** ___ • Vignette 13: Special time with 2 children (soccer)
- ** ___ • Vignette 15: Shared interests (sports news)
- ** ___ • Vignette 16: Promoting positive cultural identity (*optional –do with multicultural groups*)
- ___ • Vignette 18: Grandmother’s special time (visiting grandmother)*

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

___ Role plays Large Group:
 Choose two participants to play "parent" and "child". Ask the "parent" to plan a special time activity with her child. (Instruct child to have some specific ideas of what she likes and doesn’t like to do.) Process this experience from point of view of child and review principles covered in discussion.

Social, Emotional and Persistence Coaching Part 2

___ **Introduce topic and rationale Persistence Coaching**

- ** ___ • Vignette 22 Promoting Independence (mother and father “he can do it on his own”)
- ** ___ • Vignette 23 Persistence Coaching (concentrating with fine detail)

___ Brainstorm/BUZZ Persistence Coaching Words (Flip chart)

___ Role Play Large Group:
 Using a complicated maze or puzzle chose participant to be parent and one to be child. Ask child to find it difficult to do. Parent models persistence coaching. Debrief afterwards from point of view of parent and child.

___ **Introduce topic – Social Social Coaching**

___ Brainstorm/Buzz Social Coaching (flip chart)

- ** ___ • Vignette 26 Social and Persistence Coaching (game boy)
- ** ___ • Vignette 35 Scaffolding Games Between Siblings (Charlie and Sophie)

___ **Buzz/ Brainstorm Emotion Coaching** (flip chart)

- ___ • Vignette 36 Promoting Empathy
- ** ___ • Vignette 40 Coaching Older Children (pumpkins)

___ Small Group Role play Persistence, Social and Emotional Coaching
 Break out groups into four people each. One is parent, two are children (8-12 years) and one is observer. Ask those in role as children to work on a project together and one of them may have some frustration and difficulty waiting while the other child is more patient. Parent practices persistence, social and emotional coaching while they work together. Observer role is

to notice the kinds of coaching the parent provides and then to give positive feedback.

_____ Discuss “differential attention” (you may already have identified this “principle”)
Use coaching handouts for this.

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

NOTE: IF POSSIBLE DO PRAISE UNIT ON FIRST DAY (SEE BEGINNING OF DAY 2).

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
- _____ Child care
 - Preparation of child care providers
 - Age appropriate play materials
 - Know the laws and regulations applicable to child care 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: Parent Training with Low Income Parents AND
 - Training for parents of young children with conduct problems: content, methods and therapeutic processes.
 - Ask participants who have children or nieces or nephews in the 8-13 age range to engage in a special activity with them.
- _____ Evaluations

Day 2

Model beginning of new session:

- _____ Welcome everyone
- _____ Ask :“How did the special time activities go?”
- _____ Talk about barriers to coaching and special time activities with children this age.

- _____ Ask about homework reading. “Any questions or comments about what you read?” **REWARD THOSE WHO DID HOMEWORK!**

- _____ Discuss that skills learned in previous sessions need to be continually encouraged and reinforced by group leader through the entire program. *More work on social, emotional and persistence coaching is done in the school program & regarding homework activities.*

Praise and Encouragement Part 3

- _____ Brainstorm: “What are the advantages of praise?”
- _____ Brainstorm: “What keeps parents from praising? Why is this harder to praise older children? ” (barriers)
- _____ Praise vignettes (**Note:** *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 44 Encouragement/ speed of pasta making
 - ** _____ • [Vignette 45 Children Learn to Self-Praise/ praising spelling](#)

- _____ Buzz “behaviors to see more of ”
 - _____ • Vignette 47 Practice looking for positive not negative/Luke
 - _____ • Vignette 50 Proximal praise/ husking corn
 - _____ • Vignette 51 Praise immediately/set the table
 - ** _____ • [Vignette 52 Encourage responsibility/big helper to baby](#)

- _____ Brainstorm/Buzz praise statements (to promote positive sibling relationships or for responsible behaviors at home) (Use Buzz Labelled Praise handout)
 - _____ • Vignette 54 Promote responsibility/good job setting the table
 - ** _____ • [Vignette 57 Praise doing chores/vacuuming](#)
 - ** _____ • [Vignette 58 Praise children’s ideas \(Peter with 2 sons\)](#)

- _____ Buzz/practice: Pair up participants with buddy to share favorite self-praise. (Use blank piggy handout with blank coins to get participants to record their own personal praise statements. Or, use Self-Praise Buzz form. (Brainstorm self-praise afterwards in large group)

_____ Buzz/Practice : Have each participant then 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.

_____ Process this practice and rationale for strategy. See handouts

Motivating children through incentives and rewards Part 4

_____ Discuss notion that points, rewards, etc. are an addition to praise, not a substitute, and that tangible reinforcers are used only for selected “difficult” behaviors

_____ Tangible reward vignettes

** _____ • Vignette 59 Spontaneous rewards (favorite dessert for helping)(*brainstorm or buzz surprise rewards- 6-8 and 9-12 year olds*)

** _____ • Vignette 60 Explaining incentive system or chart to children (chess game)

** _____ • Vignette 61 Point systems for compliance (Charlie and Sophie-strikes)

_____ Buzz list of incentives for 8-13 year olds

_____ • Vignette 62 Point systems for cooperation (Derek and Nicole)

_____ • Vignette 64 Morning routine chart (Dorian)

_____ • Vignette 65 Allowance (Dorian)

** _____ • Vignette 66 Special Privileges (extra computer time)

** _____ • Vignette 67 Responsibilities and privileges (Sophie and Lisa)

_____ Small Group Role play: “parent” explains sticker chart to “child”. Possibly do additional role plays in small groups so that each participant gets an opportunity to be both the parent and the child. Practice difference explaining to 8 year old vs 12 year olds.

_____ Large Group Role play: “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 point or reward 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 reward yourself Buzz handout.

(Note: be here by lunch 2nd day)

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

Program 10 Rules, Responsibilities and Routines: Part 1

_____ Overview of content of session and Introduction of topic

** _____ • Vignette 1 Rules about computer use (Peter)

- ___ Buzz – 5 most important rules for 8-13 year olds
- ** ___ • Vignette 2 Rules about drugs and alcohol (Peter)
- ** ___ • Vignette 3 Reasons for rules (Peter cont'd)
- ___ • Vignette 4 Chores and Responsibilities (Alicion, vacuuming)

- ___ Buzz – chores or responsibilities for children at home
- ** ___ • Vignette 5 Responsibilities and privileges (Lisa and Sophie)
- ** ___ • Vignette 6 Refining the chart (Lisa and Sophie)
- ** ___ • Vignette 7 Family meeting about household chores
- ** ___ • Vignette 8 Negotiating Chores (Peter and Pedro)

Clear and Effective Limit Setting Part 2

- ___ Introduce idea of effective limit setting for 8-12 year olds and goals; what are some of the key principles for setting limits at this age.
- ** ___ • Vignette 18 “When-then” commands (Derek -first homework then TV)
- ** ___ • Vignette 21 Avoid unclear commands (“your bike is still in yard”)
- ** ___ • Vignette 22 Give polite commands (I want to go)
- ___ Buzz – rewrite negative commands in positive way (use buzz handout)
- ___ • Vignette 29AB Testing commands (Carl) (*practice alternative response*)
- ** ___ • Vignette 32 Follow Through with Rules (Sophie on computer)
- ** ___ • Vignette 33 Parents supporting one another
- ___ Large group role play – replay vignette 32 and 33 with respectful commands
- ___ Buzz- how parents monitor older children (e.g., after school, doing homework, TV or computer time)

Ignoring Misbehavior Part 3

- ___ Introduce topic
- ___ Buzz –goals for discipline (use buzz handout)
- ** ___ • Vignette 34 Narration and Vignette/Luke pleads
- ** ___ • Vignette 37 Ignoring arguments (Sophie)
- ___ Buzz: positive self-talk or calming thought to use when ignoring (use handouts)
- ___ Role play/practice Vignette 37 with parent asking child to stop playing on computer and child argues and parent ignores and returns attention when child complies. (*optional could do next practice instead*)
- ___ • Vignette 40 and 41 – “I want a cookie”
- ___ Role play/practice Vignette 40,41 with child asking for cookie and arguing and parent ignoring but giving attention to compliant child. Need two children and one parent for this practice.
- ___ Buzz: behaviors to ignore
- ___ Brainstorm: Advantages and disadvantages of ignore technique
- ** ___ • Vignette 43 “you jerk” (Pedro)
- ___ Roleplay/practice: One parent is child with “attitude”. (whisper to child he will comply with request to put away garbage but complain and be disrespectful. Parent is asked to ask child to put away the garbage. Idea is to see if parent can follow “selective ignoring” principle- ignore attitude and praise child’s compliance.

_____ Buzz/brainstorm – list of behaviors want to see less of and establish positive opposites

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 7, Common Questions in Webster-Stratton and Herbert. 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. Talk about key principles for discipline for this age group.

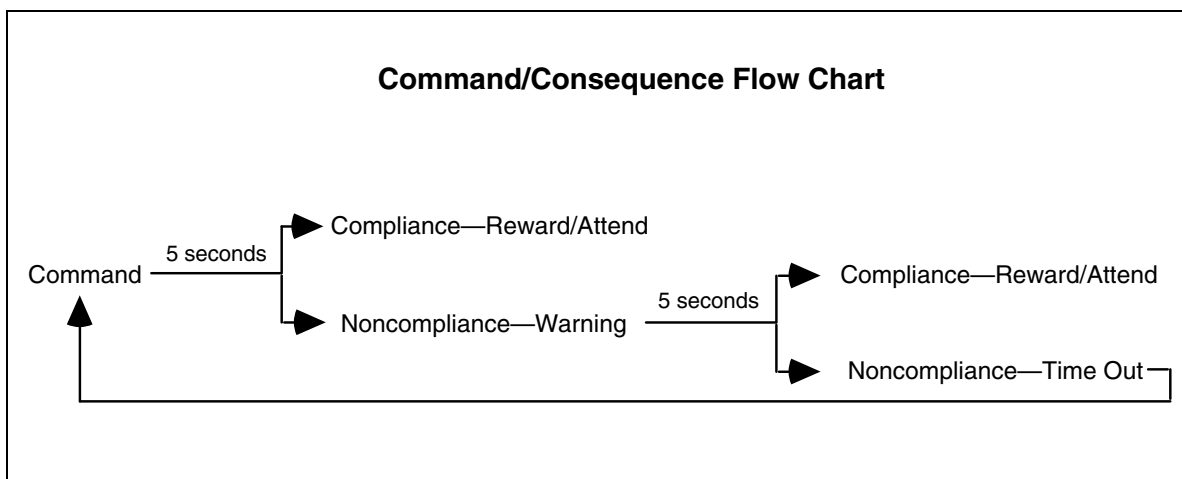
Time Out Consequences Part 4

- _____ Give out negative self-talk 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*. (See Buzz handout)
- _____ 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)
- _____ 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)**
- _____ Use handouts of scenarios 1, 2, 3 for ages 6-8 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 46 Explaining Time Out \(father, Derek and Nicole\)](#)
 - ** _____ • [Vignette 52 Nicole goes to TO but Derek argues – gets 7 min](#)
 - ** _____ • [Vignette 53 When a child refuses Time Out/ Derek loses a privilege](#)
- _____ Buzz: privileges that can be removed for 8-13 year olds.
- _____ Role play: “parent” explains Time Out to “child” and practices.
- _____ Role play: simple time-out (child goes to Time Out when told by parent)
- _____ Discuss parents need for personal Time Outs.
- _____ Discuss and model scenarios 2B, 2C and 2D (older children) Use handouts

- _____ Role play: older child 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.
- _____ 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

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.
- _____ 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 5: Logical Consequences

_____ Introduce topic

- _____ • Vignette 60 –Peter warned of consequences of not putting away bike
- _____ • Vignette 61 – Game boy removal

- ** _____ • Vignette 62 –family of 5 – do chores before TV or extra chores
- ** _____ • Vignette 63- Resisting Limits/Why-Because (lisa and Sophie camera)
- ** _____ • Vignette 64- Follow through (removing camera)
- ** _____ • Vignette 65- When to Compromise
- ** _____ • Vignette 66- Monitoring
- ** _____ • Vignette 67- Broken Agreement (Pedro)
- ** _____ • Vignette 68- Imposing Consequences (Peter)
- _____ • Vignette 69- Stealing (gameboy)

_____ Brainstorm/Buzz : possible consequences for 8-13 year olds.

Program 8 Supporting Your Child's Education

_____ Introduce Topic Part 1- Promoting Children's Reading

- _____ • Vignette 8 Parents listening to children read (Sophie)
- _____ • Vignette 9 Motivating Children's reading (Peter and son newspaper)

_____ Introduce Topic Part 2- Dealing with Discouragement

- _____ • Vignette 15 Coaching Homework (Charlie)

_____ Brainstorm/Buzz – ways to supportive and coach homework with older children

_____ Introduce Topic Part 3- Fostering Learning Habits

- _____ • Vignette 17 Setting Limits (expectations before dinner/Vanessa)
- _____ • Vignette 18 Follow through/ Vanessa loses TV privilege
- _____ • Vignette 21 After school routine (Peter)

_____ Brainstorm/Buzz – afterschool and homework routines

_____ Introduce Topic Part 4- Showing interest in school

- _____ • Vignette 24 Talking about school activities (mother,grandmother, theatre field trip)
- _____ • Vignette 26 Showing interest (Rocky)
- _____ • Vignette 32, 33 Doing Math (easier and more difficult math problems)

Advance Program

_____ Explain Advance program and recommend for parents of antisocial children or high risk families or families referred by child protective services. *This can be done as a followup 1-2 day training.*

Ending a parent group

- _____ Review solutions to behavior problems (see handouts).
- _____ Discuss ways to continue getting support.
- _____ Certificate of participation

_____ Flower or other small gift

Tailoring program for different populations

_____ Refer to adjustments in protocols and number of sessions for different populations such as children with ADHD, conduct problems, parents referred by child protective services for neglect and abuse, foster parents etc.

Certification 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)

_____ Give each participant in your training their certificate of participation

_____ Evaluations

Date of training_____

Location_____

Trainer or mentor_____

Comments:

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