



Mentor Checklist

Peer Coach Training Workshop

11/8/16 2 day or 3 day model

Packs for participants should include:

1. Front Cover (3 versions)
 1. Agenda Day 1*
 2. Program Blocks Graphic*
 3. Peer Coach Pyramid*
 4. Coaching Infrastructure (3 versions)
 5. Preparing for Peer Coaching Session Handout*
 6. Group Leader Thinking Like Scientists *
 7. Preparing for Video Consultation (to be sent to new group leaders) (3 versions)
 8. Skype Consultation*
 9. Coach Gems Form*
10. Overview of Coach and Mentor Individual Video Feedback Process (3 versions)
11. Peer Coach Video Checklist (3 versions)
12. IY Group Leader Process Checklist (3 versions)
13. Collaborative Group Leader Process Peer & Self-Evaluation Form (3 versions)
14. Incredible Years Peer Coach Self-Evaluation Form (3 versions)
15. Incredible Years Evaluation of Quality of Peer Coaching (3 versions)
16. Checklist of Training Steps Required for Accreditation of IY Peer Coach (3 versions)
17. Peer Coaching Dosage*
18. Telephone Consult Form (parent version only)

* These handouts are the same for all 3 programs

Articles for home work

Improving Therapist Fidelity During Implementation of Evidence-based Practices: Incredible Years Program

The Incredible Years Teacher Training: The Methods and Principles that Support Adaptation and Dissemination with High Fidelity

Tracy's international article

Coach training evaluation

Name badges

Flip Charts and markers

Stickers, candy rewards

Powerpoint slides

Toys

Puppets

Copy of Program DVDs From Each Program

Day 1

A coach: A peer coach is someone who is learner-centered and supportive, builds on a group leader's strengths, observes and monitors their skills and interpersonal processes with parents, prompts or models skills/thoughts and self-reflections according to group leader's goals, sets up behavioral practices and promotes their use of strategic behavior plans, and encourages, praises and reinforces group leader 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 supportive social interactions involving understanding of learner needs.

Facilitators require

- Peer Coach Self-Evaluation Forms (*in addition to those in their packs*) per participant
- Collaborative Parent Group Leader Process Peer and Self Evaluation Form (*in addition to those in their packs*) per participant
- Attendance list
- Video clips of own and other coaching sessions
- Video clips of new group leaders delivering groups – select a range of skill level to include both competent group leaders and those requiring a lot of support.

Session Outline

Introductions with brief sharing of experiences of providing peer support and coaching-acknowledge experience/# of groups/supporting others, describe agency and potential coaching role

Ground rules –especially important re who shown on tapes

Show powerpoint of coaching methods and rationale for coaching (slides on web site)

Definitions:

Supervision –management/control/directing/command

Coaching-teaching/supporting/training

Skills of Coaching/Supervision

Brainstorm/Buzz: (these are done as part of powerpoint presentation)

What makes supervision/coaching safe?

What makes good supervision/coaching?

Review agenda of coaching session (talk about what is sent to leaders to prepare)

Sample Peer Coaching Session

Play tapes of own and other peer coaches or mentors providing coaching of video session

Bernadette (beginning-2:00) Introduction to coaching session, agenda (#5)

Pause to discuss and role play introducing peer coaching and agenda in pairs

Rebecca W (6:17-9:00) Checking in about prior goals

_____ Bernadette (24:09-43:20) Video review sequence for Brenda

_____ Pause several times to reflect on strategies modelled by trainer/mentor to highlight key principles of peer coaching (write on flip chart- aspects of giving feedback & peer coaching)

_____ Ensure key teaching points as identified on the Peer Coach Checklist (#12) are highlighted during the discussion.

_____ Review handout Overview of Coach and Mentor Video Feedback of Group Leaders (#10)

Peer Coach Practice (using sample clips provided by trainer)

_____ TCM example Lynn M (25:45-34:45) Leader goal: “I’m not sure how to manage group discussions with the vignettes.”

_____ Child example (small group) Loren G (9:50-12:23) Leader goal: “It’s very hard to transition this group from one activity to another—this example is going from clean up time to circle and I feel like they’re not really listening.”

_____ Parent example Nikki (video 00003MTS, 17:00-20:55) Leader goal: “I got through all the vignettes in the protocol and got feedback that I was trying to cover too much and that I needed to do more processing of each vignette. I’m not sure how to do that and how am I supposed to get through the protocol if I slow down.”

_____ After each vignette:

_____ Brainstorm and practice the following steps of the coaching process

_____ Giving positive feedback to the group leader

_____ Referring back to goal and helping group leader to come up with ideas to support the goal

_____ Plan, scaffold, and help group leader role play new ideas

_____ Debrief role play, summarize learning, have group leader set new goals

_____ Role play using the checklists as group leaders set goals or explore new strategies:

_____ Key points

_____ Forms give vocabulary for giving feedback

_____ Provide verbal feedback, not just praise

_____ Provide opportunity for group leaders to self reflect

Practice Coaching

_____ Large group practice where one peer coach shows a video of him/herself in a group session. Another peer coach practices coaching this video review (goal setting, debriefing video, brainstorming new ideas, setting up role play, setting new goals). Trainer will carefully scaffold this role play to support the peer coach as they practice all the coaching skills.

_____ Discuss Peer Coach Accreditation Criteria (#16 and #17)

Day 2

Session Outline

Practice Coaching

Peer coaches will practice coaching each other's videos. Some of this will be done in the large group and coaches may also work in pairs to coach each other.

Brainstorm potentially difficult coaching situations and role play ways to respond (some examples listed below)

Group leaders who do not bring videos

Group leaders who do not have well-articulated goals

Group leaders who do not see the need for coaching

Group leaders who do not get along with each other

Group leaders who are not following the protocols

Summary

Summarise key learning from the day

Have each participant set themselves a specific skill from the Peer Coach Video Review

Checklist to work on in their next peer coaching session

Give handout: The next steps to becoming a Peer Coach

Complete Day 2 evaluation forms