



**Telephone Consultation for Incredible Years Parent Group Leaders
(by certified IY mentors and trainers)**

Site: _____

Participants: _____

Date: _____

Time: _____

1-2 Months Prior to Groups Starting

Start by asking what goals or issues group leaders have concerns about. If possible, it can be helpful to have leaders send these to you in advance of the telephone call.

Begin by addressing these concerns. Once that is done, then proceed to ask other questions listed below.

Referral Planning

1. What approaches are being taken to recruit families to the Incredible Years parent group program? _____ What target age for children are you recruiting? (e.g., 3-6 for preschool and 6-12 for school age.) *(It will be important to have ages of children correct for program offered.)* _____
2. How many families have been recruited to date? _____ Are you recruiting extra families (13-15) in order to prepare for families who will not show up for the group or who will drop due to scheduling difficulties or moves etc.? ___yes ___no
3. What efforts are being made to invite fathers, partners or grandparents to the group in addition so that mothers have a support person who is involved with their children participating with them? _____
4. How are you informing/educating referral sources (e.g., child protective services, schools, teachers) about the parent program and how it works? _____ Are you showing them the preview DVD about the program? ___yes ___no Are you meeting with them personally to explain the program? ___yes ___no
5. Have you developed a brochure about the parent program? ___yes ___no
6. Brainstorming if recruitment is not going well. Ideas: 1) talking directly to parents at schools, clinics, or other recruitment venues, attending open houses or parent nights, 2) how is program presented—what are they saying about the program’s goals, 3) who else might be helpful in this particular agency? _____

Child Care Planning

7. Do you have an adequate location for childcare for the children when parents are in the group? ___yes ___no And adequate toilet facilities and toys? ___yes ___no
8. Who will provide the childcare for these children? _____ What is their education background? _____ What ratio of child care providers to children will be provided? _____ For infants? _____
9. How will childcare providers be trained to provide adequate care for children and to know how to handle children with behavior problems or attention deficit disorders? (e.g., to understand how to discipline if needed, how to provide developmentally appropriate activities each session) (*Use the parent videotapes to train childcare providers in play coaching, praise, and clear limits.*) _____

Details of Group Preparation

10. Do you have a location for the parent group that has comfortable chairs and a large enough video/DVD screen? ___yes ___no Toys for practice during session? ___yes ___no
11. How have you decided on the best time of day to provide the group? _____ Have you asked parents whether they prefer day or evening time groups and their availability? ___yes ___no
12. Will any of your parents need translators? ___yes ___no If so, how will you plan on training translators for the group? _____
13. What plans have you made for preparing dinner prior to groups starting? _____ What budget do you have for this food? _____ Who will be in charge of meal preparation? _____ What kind of food will be provided for parents and for children? _____
14. Have you copied weekly session handouts for the entire group and prepared them in files so they can readily be given out each week? ___yes ___no
15. Have you prepared handout notebooks (3 ringed) for parents, which they will bring each week and keep their handouts in? (*They will also include goals and self-monitoring checklists.*) ___yes ___no
16. Have you prepared clinic file folders for each parent with their names on them for them to submit weekly homework and to receive new homework plus record their weekly activities, goals and plans? ___yes ___no
17. Do you have parent books ordered for your group? ___yes ___no (or do you need audio versions?) ___yes ___no
18. Have you called all parents the week before group starts to remind them to come? ___yes ___no

Planning for Session

19. How much time have you and your co-leader set aside for meeting to prepare the session content and videos each week? _____
20. Have you started studying the vignettes using the manual and suggested questions for group discussion? ___yes ___no
21. Do you have the sample session group tapes? ___yes ___no Have you started to do self-study with these? ___yes ___no
22. How much time have you set aside weekly for weekly calls to parents, review of group session provided and preparation for next group session? _____
23. Do you have a camera to record the sessions for supervision purposes? ___yes ___no

Summary Goals and Next Plans

Review current strengths and future plans for recruitment, planning, and preparations for sessions and day care for children.

Site: _____

Participants: _____

Date: _____

Time: _____

Groups Started (first 6-8 weeks) Building Positive Relationships and Behaviors

1. Are you making time to call parents during the week? ___yes ___no How many parents do you reach each week? _____ How do you prioritize who to call if you are short on time?

2. What are your weekly evaluations like? _____ How do you handle negative or neutral evaluations? _____
3. Have parents started buddy calls? ___yes ___no What are the barriers? _____

4. How successful are the parents in doing the home activities each week? (reading, practice play, coaching, praise, incentives) _____

5. How do you work with parents who are not doing the weekly home practice activities?

6. How do you work with parents who have difficulty doing the buddy calls? _____

7. What kinds of issues come up when you make home calls? _____

8. How do you provide make-ups for parents who miss sessions? _____ How are you promoting parent attendance? _____
9. How are parents participating in the group discussions? _____ Are they understanding how to do child-directed coaching? ___yes ___no Emotional and social coaching? ___yes ___no
10. How are they doing identifying behaviors to praise? _____
11. How many role plays/practices are you able to do in one session? _____ How many coaching practices have parents practiced in the sessions? _____
12. Are all parents participating in discussions? ___yes ___no Are some having more difficulty? ___yes ___no

- *13. How many video vignettes are you covering in each session? _____ Are you following the recommended vignettes? ___yes ___no Are you leaving out some vignettes? ___yes ___no Are there needs to add additional vignettes for parent groups that are having difficulty understanding child-directed coaching or praise concepts? ___yes ___no
14. How much time do you spend reviewing homework at the beginning of each session? (no more than 30 minutes) _____
15. How much time do you spend showing a vignette and discussing it? _____ Do you reflect on every vignette? (versus showing several together) ___yes ___no
16. Do you use vignettes to trigger practice (role play) exercises of skills? ___yes ___no Do you have any parent resistance to doing role plays? If so, how do you handle these?
17. How are you helping parents understand the principles they are learning that are relevant to their goals for themselves and their children? _____ Are you writing principles on a flip chart? ___yes ___no
18. Have you been videotaping your sessions and reviewing them using the collaborative checklist? ___yes ___no When will you send in a videotape for supervision and feedback? (want coaching and praise session) _____
19. Do you have parents do their self-monitoring checklist each week? ___yes ___no Do you provide written feedback on these forms each week? ___yes ___no

Summary Goals for Future Sessions

Review current strengths of leaders and sessions and positive progress and review future goals for next sessions.

Site: _____

Participants: _____

Date: _____

Time: _____

Groups (last 8-18 weeks)

1. Have parents made a list of behaviors they want to see less of? ___yes ___no
2. Do you have any difficulty with more dominating or resistant parents in the group? ___yes ___no
3. How are you setting up role play/practice exercises in the group? _____

4. Which vignettes are you showing in each session? (ask for list of numbers)

5. How are parents responding to the idea of ignoring particular misbehaviors?

6. Have you practiced ignoring? ___yes ___no
7. How are parents reacting to the concept of Time-Out? _____
8. Have you taught parents how Time-Out helps children learn to calm down?
___yes ___no
9. Have you helped parents understand how they calm themselves down with coping thoughts, self-praise and support? ___yes ___no
10. How are parents supporting each other in the group discussions? _____
_____ Are they praising each other? ___yes ___no
11. How are parents achieving their personal goals? _____ Do they understand how their parenting solutions/strategies are helping them reach their goals? ___yes ___no
12. How many “buzzes” do you do in the groups? _____ On what topics? _____
_____ (sharing behaviors to ignore, positive self-talk and calm down strategies, ways to get support)
13. What “consequences” have you reviewed in addition to ignoring and Time-Out?

14. How do you help affirm cultural diversity? _____

15. Have you been reviewing videotapes of your sessions with your co-leader?
___yes ___no
When will you send in a videotape for review? (want session on Time-Out)

16. How are weekly evaluations going? _____ What are parents' concerns? _____
17. How are you preparing parents for the end of the group? (i.e., reviewing progress made and how they will continue to get support for their parenting efforts) _____

18. Do you have plans made for the last session? (gift, certificate of completion, special food)
___yes ___no

Summary Goals

Review leaders' success with leading the group, addressing program fidelity and helping their parents meet their goals. Review plans for goals for their next group in terms of providing therapy fidelity and continuing to enhance their group therapy skills. Talk with them about sending in certification materials, if appropriate.