



Incredible Years
Advanced Parent Program 2-day Consultation Training
(1/2011)

This training is for group leaders who are certified or have had extensive experience with the Basic program. It is small group format (10-16 participants) and each participant is assigned (in advance of the training) one of the parent sessions to prepare, present and model to the group.

Group leaders select 1-2 vignettes from the session they are assigned to for presentation. Those with asterix * are core vignettes but leaders are encouraged to choose vignettes to present that they want help practicing and getting feedback on from other group leaders and the trainer. This workshop utilizes participatory, experiential learning and self-reflective methods.

Day One

Opening Introductions and Goals

Participant introductions, experience of using Basic Preschool and School Age Parenting program and goals.

Brainstorm Key Principles

Review principles underlying the Incredible Years Parenting Programmes and introduction to the Relationship Pyramid and goals of the Advanced Program.

Listening Attentively and Speaking Up.

Brainstorm – benefits of listening to what the other person is saying

Show Program 5, part 1 -- Vignette 1, page 154 *not listening* discussion with practice

Brainstorm – benefits and barriers to speaking up

*Show Program 5, part 1 -- Vignette 8, page 163 *speaking up ineffectively – Trilby*, lead brainstorm of speaking up, practice and summary of 6 points

*Show Program 5, part 1-Vignette 9, page 165, *listener speaks up, Willy*

Show Program 5, part 1 – Vignette 17, page 177, *mother sharing feelings, Hester*

Presenters: _____

Presenters: _____

Part 2: Personal Self-Control – Anger and Depression Management

Brainstorm – strategies for staying calm (use thermometers)

*Show Program 5, part 2 -- Vignettes 21, 22, page 198-199 *griping* and brainstorm

*Show Program 5, part 2 -- Vignette 23, page 202 and *negative thinking*, do a practice with changing and challenging negative self-talk; See handout buzz for rewriting negative thoughts

* Show Program 5, part 2 – Vignette 25, page 207-209, *staying calm*, do a practice

Presenters: _____

Presenters: _____

Part 3: Giving and Getting Support.

Show Program 5, part 3 -- Vignettes 47 page 256, *asking for help, Hester*

- *Show Program 5, part 3 -- Vignette 48, page 257. *Asking for help, Trilby*
- *Show Program 5, part 3 -- Vignette 51, page 261. *Offering help, night feeding*
- *Show Program 5, part 3 -- Vignette 54, page 264, *offering teacher support*

Presenters: _____
Presenters: _____

Day Two

Problem solving for Adults

- *Show Program 6, part 1 -- Vignettes 3A-F, pages 291-301, *Trilby and Willy*
- *Show Program 6, part 2 -- Vignettes 8A-E (single focus) pages 355-364, *girlfriends*,
Practice experience
- Show Program 6, part 2—Vignettes 9A-E pages 365-372 (partner support)

Presenters: _____
Presenters: _____

Problem solving for Interpersonal Problems

- *Show Program 6, part 2—Vignettes 9A-G pages 365-375 *Trilby and Willy*

Presenters: _____
Presenters: _____

Problem solving for Parents with Teachers

- *Show Program 6, part 3 -- Vignettes 12A-E, pages 399-408, *teacher calls in parent*
- Practice experience with difficult teacher

Presenters: _____
Presenters: _____

Problem solving with Children Show Program 4, Part 5 -- Vignettes Introduction, 10,11, 12, 13

- Show Program 4, Part 5 – Vignettes 12, 13
- *Practice/role play problem solving (Wally books)
- Show Program 7, Part 1 page 429, Charlie cooking
- *Show Program 7, Part 1 Vignette 12 page 455-456 *Jay and sister*
- Practice problem solving

Presenters: _____
Presenters: _____

Problem solving –Family Meetings (older children)

- *Show Program 7, Part 2 --Vignettes 4A-B, page 489-491, *Peter re household chores*
- Show Program 7, Part 2 – Vignette 5A-5I,, page 492-507, *Lisa morning routine*
- * Show Program 7, Part 3 Vignette 6, page 508-510, *computer time*
- Practice/roleplay

Presenters: _____
Presenters: _____

Review of the day

Evaluation