

**The Incredible Years Parent Program Training  
Supplemental Training for 9-12 year olds  
2-25-09**

**Note to Mentors:** It is difficult to cover all 9 topics in one day. I recommend that you prioritize time for the topics starred below on the outline that have the most new content for participant experiential presentation. For the topics without stars you can summarize any basic differences from the original program and show the vignettes if there is time. Be sure to provide copies of the entire brainstorm buzzes and the session and agenda checklists for this training.

If you have experienced or accredited group leader participants who have had prior consultation you will find one day training sufficient. However, if you have relatively new group leader participants you may want to offer this training in two days and combine elements of consultation training at the same time.

Start your training day with a review of group rules and discussion of ways to keep the learning and sharing safe and supportive.

Keep a list of new principles or new questions to ask with the new vignettes and age group.

Have fun with this new material! Carolyn

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**Dear Incredible Years Group Leaders,**

In this training we are excited to share with you the newly updated and revised (2008) Incredible Years program developed by Dr. Carolyn Webster-Stratton! In order to attend this supplementary training you must have previously attended BASIC training in the Incredible Years Basic Parent Program (for ages 2-8 years) and have had experience of running Incredible Years parent groups for younger children. All the group process methods and many similar vignettes are used in this revised program. You have learned how to lead groups, mediate vignettes, do brainstorming and buzzes, and get parents practicing in group and at home. All these same learning methods will be used in the older age program - only this time you will have new vignettes and you may have some what tougher issues.

As part of this supplemental program training day each participant is asked to prepare some of the new vignettes and topics to present to our group. This experiential approach to learning through watching, modeling, and practicing will help everyone become familiar with the content and principles of the new older age vignettes and experience the program from the point of view of the parent and group leader.

First of all you will be given a topic to present/role play with another leader to the group. There will be plenty of support to help you in presenting the materials. After your role play/practice you will receive feedback from the participants and mentor. Plan about 30 minutes per dyad. Here are some things to consider when preparing and presenting:

- \* Review the session protocol outline for the topic you are presenting (see protocols in basic schoolage manual)
  
- \* Review vignettes you will show and think about key point/principles of the vignette that you want to draw out in your discussions and questions

Remember you do not need to repeat brainstorm or barriers/values exercises that you learned in the basic training. Focus on what is new or different in the revised program such as new buzzes, mediating introductory narrations and new vignettes, new role plays and principles etc.

**Note:** Be sure to bring props relevant for 9-12 year olds such as cards, phones, difficult puzzles, scrabble games, homework sheets etc.

**Your assignments (see below for particulars of your topic)**

\*Topic 1 Special Time

*presented by* \_\_\_\_\_

\*Topic 2 Social, Emotional and Persistent Coaching and Praise

*presented by* \_\_\_\_\_

\*Topic 3 Incentives

*presented by* \_\_\_\_\_

\*Topic 4 Rules and Responsibilities

*presented by* \_\_\_\_\_

Topic 5 Limit Setting

*presented by* \_\_\_\_\_

\*Topic 6 Ignoring

*presented by* \_\_\_\_\_

\*Topic 7 Time Out to Calm Down

*presented by* \_\_\_\_\_

\*Topic 8 Consequences

*presented by* \_\_\_\_\_

Topic 9 Supporting Your Child's Education

*presented by* \_\_\_\_\_

\* 1-day training should give more attention to these vignettes.

**\*Topic One: Special Time**

Present a very brief overview of what is different in the content of this topic by reviewing the session protocol.

Pick out some of the key principles that are relevant for older children and ideas for the topics using the 'Key concepts' section on the topic outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Show Introductory Vignette to introduce program (and talk about developmental milestones for 9-12 year olds such as need for independence)

B. Brainstorm the benefits of special time with older children

C. Introduce, show and process 3 of the following vignettes

\_\_\_ \*Vig 4 special time with 2 children (pumpkins)

\_\_\_ Vig 5 being child directed (smoothies)

\_\_\_ \*Vig 10 planning a special project (bird houses)

\_\_\_ Vig 13 special time with 2 sons (soccer ball)

\_\_\_ \*Vig 15 shared interests (sports news)

D. Buzz or practice activities they could do with 9-12 year olds - short and long term activities.

## **\*Topic Two: Social and Emotional Coaching and Praise**

Present a brief overview of the content of the topic using the session protocols and by looking through the content of the topic.

Pick out some of the key principles and ideas for the topics that are relevant for 9-12 year olds.

In role as group leader and co-leader/s:

A. Introduce topic

B. Introduce, show and process 3 of the following vignettes; remember to pause and mediate vignette.

\_\_\_ \*Vig 31 daughter and baby -baby likes sister

\_\_\_ Vig 32 daughter and baby bicycle exercises

\_\_\_ \*Vig 33 Charlie -respecting individual need for attention

\_\_\_ Vig 40 coaching older children (pumpkin)

\_\_\_ Vig 41 Individual coaching (olive oil)

\_\_\_ \*Vig 52 Encouraging responsibility (taking care of baby) (*do a practice of this*)

\_\_\_ \*Vig 54 Setting the table

\_\_\_ Vig 58 Praise children's ideas (Peter with 2 sons)

C. Buzz or Role play/ practice praise statements that promote positive sibling interactions and another list for promoting responsibility.

D. Set up brainstorm and practice for process of self-praise (page 305)

## **\*Topic Three - Tangibles**

Present a very brief overview of what is different in the content of this topic for this age group. Review the session protocol.

In role as group leader and co-leader/s:

A. Introduce, show and process 2 of the following vignettes

- \_\_\_ \* Vig 61 Charlie strikes
- \_\_\_ \* Vig 64 Routine Chart (Dorian)
- \_\_\_ Vig 65 Allowance (Dorian)
- \_\_\_ \* Vig 67 Privilege chart (lisa)

B. Set up role play/practice to discuss an incentive system for doing chores, taking responsibility, following rules about TV or computer use etc.

C. Buzz for incentives parents can reinforce their children with ages 9-12 years. (use brainstorm handout)

D. Buzz another list for themselves for their parenting efforts (use brainstorm handout)

Remember KISS - "keep it simple and succeed"

## **\*Topic Four: Rules and Responsibilities**

Present a very brief overview of the content of the topic using the topic outlines and by looking through the content of the topic to what is relevant for 9-12 year olds.

Pick out some of the key principles and ideas for this age group using the 'Key concepts' section on the topic outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Show Introductory Narration (mediate and pull out key points)

B. Introduce, show and process 2 of the following vignettes

\_\_\_ Vig 1 Video game use

\_\_\_ Vig 2 Drugs and Alcohol

\_\_\_ Vig 5 Household responsibilities

C. Buzz to write out the responsibilities or chores they have for their children or want to set up in the future.

D. Buzz rules for household

E. Set up a role play/practice for talking about household rules or responsibilities to a child.

## Topic Five: Limit Setting

Present a very brief overview of the content of the topic and summarize what is particularly relevant for 9-12 year olds or different from younger program.

In role as group leader and co-leader/s:

A. Brainstorm or buzz how parents monitor older children

B. Introduce, show and process the following vignettes

\_\_\_ Vig 32 Follow through with rules (Sophie)

\_\_\_ Vig 33 Parents supporting each other

C. Brainstorm/buzz how to rewrite commands and set up role play to demonstrate how to state commands in positive way.

D. Practice rewriting negative commands into positive commands (use handout)

E. Show all the IY tools parents have learned so far in program (see tool kit)

## **\*Topic Six: Ignoring**

Present a very brief overview of what is different in the content of this topic for 9-12 year olds and review session protocol.

Pick out some of the key principles and ideas for the topics for this age group using the 'Key concepts' section on the topic outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Introduce, show and process the following vignettes

\_\_\_\_\_ Vig 37 Ignoring arguments (Sophie)

\_\_\_\_\_ Vig 43 Selective Ignoring ("you jerk")

B. Buzz/brainstorm behaviors to ignore - establish positive opposites.

C. Set up role play (p 455)

D. Buzz or brainstorm a list of positive self-talk parents can use to stay calm while ignoring. (use buzz handout)

## **\*Topic Seven: Time Out to Calm Down**

Present a very brief overview of the content of the topic using the topic outlines and by looking through the content of the topic

Pick out some of the key principles and ideas for the topics using the 'Key concepts' section on the topic outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Introduce topic

B. Introduce, show and process vignettes (Handling Misbehavior Part 3)

\_\_\_ Vig 46 Explaining Time Out (father, Derek, Nicole)

\_\_\_ \*Vig 47 Practicing how to do Time Out (Trilby and Dorian)

\_\_\_ Vig 52 Nicole goes to Time Out but Derek argues - 7 min

\_\_\_ Vig 53 When a child refuses Time Out/ Derek loses a privilege

C. Role Play Practice

Set up a practice for explaining time out and teaching children how to calm down. Explain anger thermometer and show how to use with children.

## **\*Topic Eight: Consequences**

Present a very brief overview of the content of the topic using the topic outlines and by looking through the content of the topic for relevance for 9-12 year olds.

Pick out some of the key principles and ideas for the topics for this age group using the 'Key concepts' section on the topic outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Brainstorm principles

B. Introduce, show and process 3 of the following vignettes

\_\_\_ Vig 63 Children resisting limits (camera)

\_\_\_ Vig 64 Follow through (camera gone)

\_\_\_ Vig 65 When to compromise

\_\_\_ \*Vig 67 Broken agreement (Pedro)

\_\_\_ \*Vig 68 Imposing consequences (Peter)

\_\_\_ Vig 69 Stealing (game boy)

C. Brainstorm possible consequences for older children or privileges that can be removed.

D. Set up a role play/practice for following through with consequences

## Topic Nine: Supporting Children's Education

Present a very brief overview of the content of this program using the topic outlines.

Pick out some of the key principles and ideas for the topics using the 'Key concepts' section on the topic outline and the refrigerator notes

In role as group leader and co-leader/s:

A. Introduce, show and process 2-3 of the following vignettes

\_\_\_ Vig 15 Coaching homework (Charlie)

\_\_\_\*Vig 16 Setting up predictable homework routine  
(turn off TV)

\_\_\_\*Vig 21 After school routine (Pedro and Coulter)

\_\_\_\*Vig 32, 33 Doing math homework

B. Set up role play to practice coaching homework (ask what parents issues or difficulties are with doing homework with their children and then practice solving them with coaching approaches)