



Preparing for Video Consultation of Teacher Training From Peers, and Incredible Years (IY) Coaches and Mentors

C. Webster-Stratton, Ph.D.

The opportunity to obtain video review of your IY teacher training workshops from peers, coaches and mentors is both scary and exciting as well as a special privilege. Sharing your teaching methods with others and obtaining feedback from colleagues will result in continual improvement of your teaching skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays, coaching, brainstorming, buzzes, cognitive exercises, homework) and training processes (e.g., nurturing relationships, reframing, collaboration, modeling, values exercises, brainstorming) leads to improved outcomes in teacher behavior management strategies as well as their program satisfaction. Moreover, by sharing your skills with others—both the difficult workshop moments and the successful ones, you will be helping to teach others to improve their own practice as well.

What are the advantages of ongoing video/DVD group supervision?

- Increased quality of program being delivered to teachers
- Continued opportunity to hone effective group leadership skills and be challenged by others to try new ideas
- Opportunity to obtain support from other teacher group leaders, coaches, and mentors
- Internal gratification and feeling of competence knowing that program is being delivered with fidelity
- Opportunity to provide support to other teacher group leaders
- Knowledge that increased fidelity leads to better outcomes for teachers and children

What are the barriers to video group supervision?

- No time in work week to do DVD review
- Fear of looking inadequate or feeling a failure (not measuring up)
- Lack of trust in peers or colleagues to share group work
- Fear of being criticized and or getting put down by others
- Supervisor will not pay for this supervision or allow time for doing this
- There is no incentive to do this – certification/accreditation does not lead to salary increase or increased recognition
- Teachers or schools will not give permission to video tape groups
- Unavailability of video camera
- Unavailability of a mentor or coach in area to review tapes
- Lack of availability of colleagues familiar with IY group processes

Preparing for Supervision and DVD Feedback- Be Proactive!

- Review your video workshop training ahead of time and select 1-2 segments on which you want feedback. This process of selecting a video segment to show should be done with your workshop co-leader.

- Show both positive or successful training strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell your peer group members what kind of help you want. For example, “ *I want to learn some new strategies for managing this talkative teacher, or, domineering teacher, or, resistive teacher.*” Or, “*What do you think I am doing well here? What else might you do?*”
- Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.
- After brainstorming, reenact or role play the video scene and try out some of the ideas.

Designate who you want to act the role of teacher and who to act the role of group leader. Taking on the role of a difficult teacher can help you empathize with teacher’s point of view.

- Evaluate and summarize likely strategies to try in the future.
- Use the “Thinking Like Scientists” document to determine future goals and be aware of barriers.
- Review outcome at next consultation or coach session.

Things to Bring to DVD Review Session

- DVD of workshop cued up to segments to be shown (via time code) for review
- Leader and Peer process form and leader checklist completed for workshop
- Group leader “thinking like scientist” goals form
- Teacher’s individual goals (from first session)
- Teacher workshop evaluation forms and attendance list
- Protocols of workshops completed (6 protocols total)
- Principles covered

Self-directed Learning and Goal Setting

Some teacher workshop leaders have had extensive adult group leader experience and others have had comparatively little. Some teacher workshop group leaders have had extensive teaching experience with children and others are less experienced. For this reason, each teacher’s learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Workshop group leaders are encouraged to assess their own strengths, to set goals, and be self-directed in seeking out the supervision and feedback they need. The collaborative checklists and sample session DVDs are available for self-evaluation, self-study, and group discussion. If others in your agency or district are using this program, you can set up peer review meetings where you meet to review videos of your own training workshops together, discuss the process checklists and peer review forms, give each other feedback and practice different approaches.

The peer review and coaching process is an invaluable way to support one another and also to share learning with each other. If you engage in this process with others, it is important to be sensitive, caring, and honest in the feedback process. In addition, group leaders in training can seek video reviews of workshops from IY coaches or mentors.

Telephone or email consultation may also be scheduled with IY trainers. This self-directed and self-reflective learning, peer review, and consultation process implies a commitment to your own continual professional improvement as an evidence-based IY leader.