

**Note to Mentors:** It is difficult to cover all 10 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.

Have fun with this new material! Carolyn



## **Incredible Years Early Childhood/Preschool Parent Supplemental Training Day**

**2-1-09**

**Dear Incredible Years Group Leaders,**

In this training we are excited to share with you the newly updated and revised (2008) Incredible Years Toddler (ages 1-3 years) Program and the Early Childhood/Preschool Program (ages 3-6 years) developed by Dr. Carolyn Webster-Stratton. In order to attend this training you must have previously attended the 3-day BASIC training in the original IY Parent Program for young children (3-6 years) and had experience delivering this program. All the group process methods and many of the same vignettes are still used in the revised preschool program. The main difference in the updated program is the more culturally diverse children and parents and the many new vignettes such as bathing and feeding children, grocery shopping, sibling interactions and putting children to bed. In addition there are several new topics such as persistence, social and emotion coaching, learning how to separate from children and provide clear and predictable daily household routines, helping children learn to self-regulate as well as learning how to teach children how to problem solve.

As part of this supplemental program training each participant is asked to prepare some of the new vignettes

and topics to present to the group. This experiential approach to learning through watching, modeling and practicing will help everyone become familiar with the principles of the new vignettes and experience the program from the point of view of both the parent and the 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 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 preschool 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 brainstorming 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, introductory narrations, new role plays and principles etc.

**Your Assignments (see below for particulars  
of your session)**

Topic 1 Child-directed Play

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

\*Topic 2 Academic and Persistence Coaching

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

\*Topic 3 Emotion Coaching

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

\*Topic 4 Social Coaching

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

Topic 5 Praise and Tangible Rewards

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

\*Topic 6 Establishing Predictable Routines and Rules

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

Topic 7 Effective Limit Setting

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

Topic 8 Ignoring

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

\*Topic 9 Time Out to Calm Down

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

\*Topic 10 Teaching Children to Problem Solve

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

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

# The Incredible Years Toddler Program and Early Childhood/Preschool Programs

## Topic One: Child-directed Play

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

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

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

- A. Show Introductory Vignette to introduce topic  
(talk about developmental milestones)
- B. Introduce, show and process Vignettes (Part 1)
  - \_\_\_ Vig 25 Physical Activities (Frisbee with Charlie)
  - \_\_\_ Vig 27 Cultural Identity (Spanish)
- C. Buzz activities parents could do with 2-3 year olds and 4-6 year olds.
- D. Show new handouts; pyramid poster; pig poster

## Topic Two: Academic and Persistence Coaching\*

Present a brief overview of what is different in the content of this topic by reviewing the session protocols and refrigerator notes.

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

A. Introduce topic and new changes

B. Introduce, show and process Vignettes (part 2)

\_\_\_ Introductory Narration

\_\_\_ Vig 18 Academic Coaching (Kalani)

\_\_\_ Vig 25 Persistence Coaching (Spanish family)

C. Buzz and Role Play Practice

Buzz words to use when doing persistence coaching. Set up a practice for persistence coaching.

D. Show new academic and persistence handouts

## Topic Three: Emotional Coaching\*

Present a brief overview of the content of this topic by reviewing the session protocols.

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

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

A. Introduce topic - Show introductory narration

B. Introduce, show and process Vignettes (part 3)

\_\_\_\_ Vig 2 Emotion Coaching (Sticky Tape)

C. Buzz - emotion coaching words

D. Buzz and Role Play Practice

Set up a practice for emotion coaching one-on-one with parent and one child.

## Topic Four: Social Coaching\*

Present a brief overview of the content of this topic by reviewing the session protocols.

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

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

A. Introduce topic

B. Introduce, show and process Vignettes (part 3)

\_\_\_\_ Vig 4 Modeling, Prompting (Jolie and Kayla 18 month olds)

D. Buzz and Role Play Practice

Buzz behaviors for social coaching. Set up a practice for social and emotion coaching one-on-one with parent and one child.

E. Introduce Peer Coaching and set up Role Play



## Topic Five: Praise and Tangible Rewards

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

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

A. Introduce topic

B. Introduce, show and process Praise Vignettes Part 1

\_\_\_ Vig 9 Praise (talking on the phone)

\_\_\_ Vig 10 Praise for self-regulation (Trilby and Dorian)

\_\_\_ Vig 11 Praise for being patient with cooking (Charlie)

C. Buzz- Self-regulation behaviors want to see more of and praise statements (see handout)

D. Buzz Self-praise

E. Introduce, show and process Tangible Rewards Vignettes Part 2

\_\_\_ Vig 8 Superbath stickers

\_\_\_ Vig 17ABC Grocery Store (optional)

F. Buzz -spontaneous rewards

G. Buzz -ways parents can reinforce themselves for their parenting efforts (see buzz handout)

## Topic Six: Routines (Part 1)\*

Present a brief overview of the content of this topic by reviewing the session protocols.

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

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

A. Show Introductory Narration

B. Introduce, show and process (Limit Setting part 1)

\_\_\_ Introductory Narration

\_\_\_ Vig 1 Separating for Children (father leaves for work)

C. Practice (after Vig 1)

Set up a practice for saying good-bye to children.

D. Show Vignettes

\_\_\_ Vig 2,3 Bedtime Routine (Robin)

E. Buzz- routines

Set up a buzz for parents to work on their evening or morning routines.

Show examples of schedules with picture cues. (see web site)

## **Topic Seven: Effective Limit Setting (Part 2)**

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

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

A. Introduce topic

B. Introduce, show and process Vignettes (part 2)

\_\_\_ Vig 9 Setting Necessary Limits - Trilby dinner

\_\_\_ Vig 12 3-minute time for bed

\_\_\_ Vig 27 Ride on the sidewalk

C. Buzz Practice and Role Play

Buzz in small groups ways to rewrite the negative commands. (use buzz handout) Role play to demonstrate how to state commands in positive way.

D. Optional -show all the IY tools parents have learned so far in program. (see tool kit)

## Topic 8: Ignoring

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

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

A. Introduce topic

B. Introduce, show and process Vignettes (handing misbehavior part 2)

\_\_\_\_ Vig 5 Hanook in classroom

C. Buzz and Brainstorm

Buzz behaviors to ignore and establish "positive opposites".

D. Buzz

Buzz list of positive self-talk statements parents can use to stay calm when ignoring. Use the buzz handout to rewrite negative self-talk statements into positive self-talk.

## Topic 9: Time Out to Calm Down\*

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

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

A. Introduce topic

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

\_\_\_ Vig 8 Explaining and Practicing time out to calm down (Trilby and Dorian)

\_\_\_ Vig 13, 14, 15 Dorian Time Out (if time)

C. Role Play Practice

Set up a practice for explaining time out and teaching children how to calm down.

D. Handouts (optional)

Explain anger thermometer and show how to use with children (may make laminated copies or order from IY)

## Topic 10: Teaching Children to Problem Solve\*

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

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

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

A. Introduce topic

B. Introduce, show and process Vignettes (part 5)

\_\_\_\_ Vig 19 and 20 Wally book (Trilby and Dorian)

C. Role Play Practice

Set up a practice for practicing problem solving using the Wally books and puppets. Be sure to have copies of the small Wally Problem Solving books and hand puppets.

