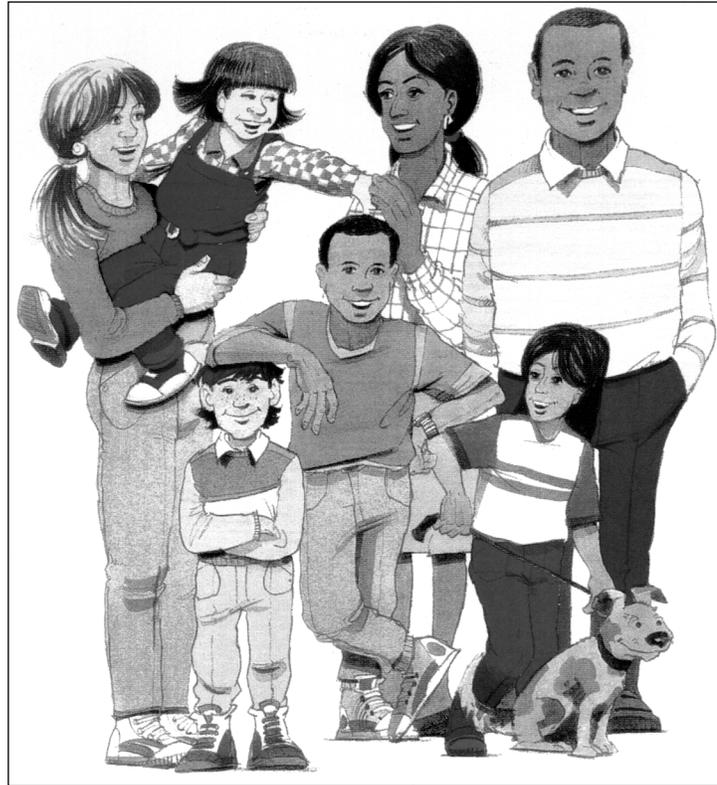


THE INCREDIBLE YEARS[®]: Home Visiting Coaching Series



***PARENTING PROGRAMS
designed to strengthen
parenting skills, prevent and treat
behavior problems in children ages 2 to 8 years.***

LEADER'S GUIDE

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Incredible Years® Home Visiting Coaching Model

Combining Home Visit Coaching With Incredible Years® Parent Group Program

The optimal way to deliver the Incredible Years parent programs is in a group-based format. In this format group leaders show video vignettes to groups of parents to encourage their discussion, sharing, practice, and problem solving regarding key parenting principles. Parents enjoy this approach because of the support they receive from other parents and the knowledge that they are not alone in their parenting frustrations or difficulties. Hearing ideas and feedback from other parents often makes participants more willing to try new parenting skills. Strong friendships are formed among parents and often continue after the program has ended.

In multiple studies research has shown that most parents will make meaningful changes in their parenting through this group experience. These changes result in significant reductions in children's behavior problems and increases in their social and emotional competence. For some parents and children, however, it may be helpful to combine the group training with a few home visits to focus on specific parent or child issues. These home visits may be done by "coaches" who have received authorized training in the Incredible Years concepts and principles. During these home visits coaches help parents practice targeted parenting strategies that they are having difficulty with directly with their children. Coaches provide modeling, instruction, feedback, praise and support during these practice sessions. Coaches also show some additional video vignettes not covered in the groups to reinforce their learning.

Parents who may benefit from this additional coaching include the following:

- parents referred or mandated to take the program because of child abuse or neglect
- parents who have missed some group sessions due to illness or work schedules
- parents who are having difficulty understanding and using the recommended parenting techniques with their children and/or fail to do the home assignments
- parents with developmental delays or mental illness

Number of Home Visits and Content Planning: If home visits are thought to be needed in addition to the group sessions, it is recommended that a minimum of four visits are made. The visits should be spaced at two to three week intervals, with one visit to review each of the four main program topics covered in the parent group:

Strengthening children's social skills, emotional regulation and school readiness skills:

- Program 1: Part 3 – Use the protocol for Home Visit Four/Five

Using praise and incentives to encourage cooperative behaviors:

- Program 2: Part 2 – Use the protocol for Home Visit Seven

Positive Discipline: Household rules, routines, and effective limit setting:

- Program 3: Part 2 – Use the protocol for Home Visit Nine

Positive Discipline: Handling Misbehavior:

- Program 4: Part 3 – Use the protocol for Home Visit Eleven/Twelve



Note: if a parent missed a particular session or material not covered in the above sessions, then additional home visit sessions may be scheduled and the appropriate protocol used to cover that topic.

Preparing for Home Coaching Sessions

Home visitor coaches and parent group leaders should meet prior to each home visit to coordinate parenting home intervention plans so coaches are aware of parents' goals. In addition, at this meeting coaches and group leaders share their recommendations for the specific strategies that parents seem to be having difficulty with and determine the focus for more practice during home visits.

Home visit coaches will select vignettes for showing parents based on the following:

- i) vignettes not shown in IY parent group;
- ii) race or ethnicity of parents;
- iii) age and developmental status of children;
- iv) number of children in home; and
- v) parenting strategies that parents are finding difficult to use with their children.

For example, if the parent represents African American or Hispanic cultural groups, some vignettes representing African American and Latino families will be selected for review. Or, if parents have multiple children or children with developmental delays then vignettes showing more than one child or younger children will be selected for discussion. Parents who are struggling with staying positive with their child or with the content of emotion coaching will be shown extra vignettes focusing on positive emotional coaching and labeled praise. Or, for parents who have children with aggressive behavior problems, coaches will help parents practice strategies that encourage language development, problem solving, and emotional regulation.

Incredible Years® Home Visiting Training

Sometimes parents cannot attend parent groups at all because the group time schedule conflicts with their work schedules or because of other medical problems. In this case the entire IY program may be delivered as a home-based model. Home visitor coaches meet with parents in 60 minute sessions to show video vignettes and set up practice sessions. They explain homework assignments and check with parents about how these are going at subsequent visits.

Number of Home Visits: It will take a minimum of 10 home visits to cover all the topic areas. Protocols for these visits are included in this manual. Some parents may require more than 10 sessions to complete these protocols. Home visitor coaches are encouraged to tailor topics according to parents' level of understanding and success with practice activities and home assignments.

Qualifications of IY Home Visiting Coaches

It is recommended that IY home visiting coaches have background education in nursing, social work, counseling or psychology. They have participated in the 3–4 day authorized IY Basic training program before doing this home visiting model.

Preparing for Home Visits and Coaching

Before doing each home visit, the home visitor coaches prepare for this session by doing the following:

If parent is participating in the IY parent group

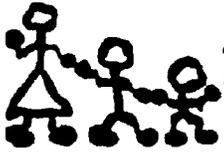
- Talk with the group leader to find out what goals were set by the parent. Make a copy of parents' goals.
- Find out about parents' success or difficulties with doing the weekly homework and practicing the parenting concepts discussed in group sessions.
- Find out what vignettes have been shown to parents in groups and choose additional vignettes to show parents; review questions to ask when showing these vignettes and review practices/role plays to set up. See basic parent group leader manual for questions and practice activities.
- Choose home visit group session protocol to be completed by home visitor coach in this manual.

If parent is not participating in IY parent group

- Review video vignettes to be shown to the parent including questions to ask. Use the group leader basic manual for this review.
- Plan for practice activities to be set up at home with parents.
- Review specific home visit group session protocol to be completed by home visit coach in this manual.

Materials Needed for Home visits

- Confirm that family has a working television and DVD player or bring a portable player or computer.
- Take extra toys such as duplos, blocks, play dough or art materials for a practice session in case these are not available at home.
- **The Incredible Years** book for parent.
- **The Incredible Years** parent self-administered learning manual for topic to be covered; this should be given to parents for parents' personal record keeping. This includes home activities, brainstorm exercises and refrigerator notes.
- DVD for home visit topic.



The Incredible Years® Home Visiting Coaching Training

Participants in this training have already attended training in the Incredible Years Basic Parent Program and had the experience of running Incredible Years parent groups. Everyone will be familiar with the content of the Incredible Years Basic Parent program and with the important collaborative processes or leader methods and processes.

This training session will focus on guidelines and processes for delivering the program as a Home Visiting Coach. You will be given the opportunity to practice delivering the program in role as a coach. You will also be given the opportunity to experience the program in role as a parent.

During the day we plan to practice some of the activities/vignettes from the following sessions:

Session One: Child Directed Play

Session Four/Five: Emotion and Social Coaching

Session Seven: Using Praise and Incentives

Session Nine: Positive Discipline- Effective Limit Setting

Session Eleven/Twelve: Handling Misbehavior- Time Out to Calm Down

We will base our practice on the following materials, which you will need to deliver the program as a home coach:

- Home Visiting Coaches Guidelines
- Self Study Video Based Learning for Parents - Programs 1-4
- DVDs from the Basic Parent Program

You will be assigned a buddy for practice sessions. There will be opportunities to reflect on your experiences and to get feedback from others. Each pair will demonstrate how to show and the process the vignette at home, brainstorm ideas, set up practices and explain home activities. Parents will be encouraged to use their home manuals and buzzes to write their ideas and thoughts.

Typical Schedule for Home Visiting Coaching

- Review home activities and goals from the previous week
- Set agenda for the meeting and explain how new topic addresses goals
- Show chosen vignettes
- Complete practices/ buzzes/activities as detailed in Coach Guidelines for each session
- Review reading and home assignments with parents
- Summarise parent strengths
- Set goals for the week using self monitoring checklist
- Complete evaluation
- Set date for next visit

Also need to attach:

Rewriting negative commands handout

Positive coping thoughts handout

Other parent record sheets

First Home Visit: Child Directed Play

There are a number of activities below that will give a 'taster' of this session. Use the relevant pages from the 'Coach Guidelines' and 'Self Study Guides for Parents' to help you to practice delivering this session as a coach. Remember we are not aiming to cover the whole session.

In role as coach:

1. Try to establish one clear goal for the parent you are coaching and one clear goal for their child.
2. Show and process vignette 1- Importance of parental play with children (P.30 Self Study Guide Program 1)
3. Show and process vignette 7 – Being too parent directed (P.34 Self Study Guide Program 1)
4. Practice child directed play with your parent drawing on some of the ideas arising from your discussion of the vignettes (see P.10 Coaches Guidelines). We'll imagine there is no child present during this session, so you will pretend to be a child.
De- brief and give feedback after the practice.
5. Review home activities, using handout, and set date for next visit.

Handouts for Parents: Parents Thinking Like Scientists; Home Activities.

NB. Parent will be receptive during this session

Introductory Narration–Child-Directed Play*

Importance of Parental Play with Children



Vignette 1*

Pause during vignette to think about these questions.



Questions to Think About

1. What is effective about this mother's responses?
2. What is the value of this mother's attention for her daughter?
3. What do we see about this girl's developmental needs?

Vignette continues



Questions to Think About

4. How is this mother encouraging her daughter's independence and confidence?
5. How is this mother being child-directed in her responses?
6. What is Soleil learning or experiencing from this play time with her mother?
7. How often do you have time to play with your child?
8. How might you promote your child's independence and still provide support?

Considerations

This little girl is showing the classic independence-dependence struggle. One minute she wants her mother's help and the next she doesn't want her help. The mother is effective because she stays calm, follows her child's lead and praises her daughter's independent choices. The mother is encouraging her child's independent decision making while at the same time letting her know she is available for support if needed. She is establishing a supportive relationship with her daughter.

This mother's attention is supporting her daughter's confidence, independent decision making, and creativity. In addition, this focused attention is contributing to building a positive relationship between the mother and her child.



Remember the "Attention Rule" which states that a child will work for attention from others, especially parents. The attention can be either positive (praise) or negative (scolding, criticism) in nature. If the child does not receive positive attention, he or she will work to receive negative attention, which is better than no attention at all.

Being Too Parent Directed ***Vignette 7****



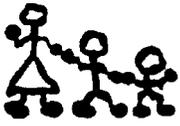
Questions to Think About

1. Who is “in charge” of this playing?
2. What has happened to this child’s creativity?
3. What did Billy learn from this play session?
4. What would you do differently?



Considerations

In this vignette, all of the ideas for play are coming from the mother, who pays very little attention to her child’s ideas. This mother is intent on telling Billy what he “should do” in play. Before long the child gives up and withdraws from the activity, letting his mother play by herself. Think about how you would give more attention to Billy’s ideas.



First Home Visit

1

Establishing Goals & Beginning Child-Directed Play Program 1: Part 1

Coaches' Objectives for First Home Visit:

- Develop a positive connection with the family.
- Learn more about the family including who lives in the home, and other family problems such as drug abuse, unemployment, depression, marital difficulties.
- Understand parents' goals for themselves and their children.
- Explain the Incredible Years parenting program and philosophy and its relevance for helping parents achieve their goals. (Show and explain parenting pyramid)
- Show first vignettes of child-directed play program and help parents understand the "Attention Principle" and value of this approach for building a positive and respectful relationship.
- Encourage parents to practice playing with their children by using child-directed approaches.

Developing a positive connection with the family

Developing a positive connection with the family will occur throughout the home visit. It will begin with introducing yourself and continue as you ask questions and listen empathically to parents' experiences and concerns. Home visitor coaches will be accepting, nonjudgmental, and collaborative with parents. They will reinforce parents for their positive suggestions and behaviors and their attempts to try new parenting approaches. If the coach is also working with the parents in the parent group, then he/she may already have a relationship with the parents and know the family background. If so, less time can be spent on this initial stage, and the discussion can move quickly to reviewing the parents' goals. If the coach is meeting the family for the first time, then this rapport building and information getting is very important.

Learn about the parents' concerns and goals

Coaches begin by asking open ended questions to allow the parent(s) to tell their story about their family and child. A typical first question might be "Tell me more about what life is like with your child." As the parents talk about their child, follow up with further questions to clarify. Show genuine interest in what parents are telling you. Actively listen to what they say.

Child Problems: If a parent begins to talk about a problem they are concerned about, ask the parent to elaborate further. In doing so, the parent is encouraged to tell about specific times the problem occurred. If a parent says "He is always fighting with his sister!" the home visitor might reply "Tell me about a recent time that happened." Getting parents to focus on specific incidents gives the message that coaches are trying to solve a problem, not listen to gossip about their child. As parents tell coaches more about the incident, coaches continue to ask focused questions which get the parent to talk about the antecedents and consequences of the behavior (e.g. "What was happening when he did that?" "So how did you respond when he did that?")

Child Strengths: As important as it is to learn about the problems a parent is facing with a child, it is also important to learn about the child's strengths. By asking about the child's strengths, home visitor coaches are emphasizing that it is important to look for the positive behaviors and aspects

of the child's personality. Encourage the parent to talk about what the child does well and what the child is interested in.

Goal Setting: Once coaches have a good understanding of the child and how the parents interact with him or her, it is helpful to ask parents what specific goals they have for themselves and their child. Parents who are already participating in the IY group will have discussed these goals in the first session. In this case, the home visitor coach will review these goals with parents (see goal sheets) and make sure these are still the goals parents want to work on. Parents who aren't attending the group should be given the *Parents Thinking like Scientists* goal sheets and asked to complete it. For each goal, the coach helps the parents describe what they would like to happen in concrete, observable ways, (e.g. "He needs to be less disrespectful" "How will you know that he is respecting you more? What will he be doing?" "He will mind me when I tell him to do something!") Some parents may have difficulty framing their goals as positive behaviors rather than as negative behaviors. In addition to thinking of goals for their children parents might also be encouraged to think of a goal for themselves ("I want to learn to stay calm and yell less"). Parents are encouraged to come up with 3–4 goals.



Review the Goals for the Home Visits—Overview Parent Pyramid

Next the home visitor coach explains how the IY program is designed to address some or all of the goals parents listed. For parents involved in the IY group, this will be a brief discussion and parents will have a chance to ask any further questions about the program philosophy and how the program addresses their goals. For parents not involved in the group, the coach will show them the pyramid and will explain the program philosophy, topics and how they address each aspect of their goals. For example, “The first topic we will discuss today is child-directed play; this skill will help you with your goal to help your child have more language and friendship skills. You will be learning ways to communicate with your child that helps build his language skills as well as ways to talk to other children.”

Explain the Home Visit Methods

After this discussion about IY program topics, the coach reviews the ways the parents will be learning together during these home visits. First, the coach explains that s/he will show some video vignettes of children and parents interacting for them to discuss what is effective and what they might do differently. Parents in the IY group will be shown one or two extra vignettes on the same topics as those they saw in their recent group sessions. Parents who are not in the IY group will be shown more vignettes. These parents will need longer to cover the material, probably at least two sessions for each topic area. After a video vignette is shown, coaches ask the parents to comment on the key strategies shown, different approaches they would take, and what the benefits are for their children. Examples of these questions are found in the basic parent leader’s guide.

Subsequent to this discussion, the coach sets up exercises and role plays so parents can practice the specific skill with their children. For example, after seeing vignettes of being child-directed during play, parents are asked to play with their children being an “appreciative audience” and not controlling or criticizing what the children are doing. During the play exercise, coaches praise parents’ efforts and model some additional strategies or comments to make. After the play activity, coaches reinforce parents for their efforts and debrief with the parents. During the debriefing, coaches ask the parent what it was like to try the skill and what the parent noticed about his/her child’s behavior during the role play. The coach can also give feedback on what he/she noticed about the child’s behavior.

Child-Directed Play, Program 1: Part 1

A. Brainstorm benefits to Parents’ Play with their Children

Coaches ask parents what they believe to be the benefits of playing with their children. They help them understand that playing with children is a way to build a positive parent-child relationship and to teach their children social and language skills, self-regulation, and to build their self-esteem.

B. Prepare Video Vignettes

Coaches of parents participating in IY groups will check with group leaders regarding which vignettes parents have covered in the group and will choose 2–3 additional vignettes related to the topic groups have been covering. Selection of vignettes will be chosen to reflect the cultural identity of parents, age and developmental status of the children and number of children parents are caring for at home.

Coaches of parents who are not involved in IY groups should plan to show all of the recommended vignettes. For these parents this first visit can be divided into two home visits in order to complete all the material. The first visit will focus on parents’ goals and explanation of the IY program and homework and showing the first three vignettes. The second visit will focus on the remaining

vignettes and child-directed practice exercises. See basic parent leader manual for questions to ask related to each vignette.



C. Show Child-Directed Play Vignettes

The following are recommended vignettes for this topic about child-directed play:

Introductory Narration

Vignette 1: Importance of Parental Play with Children/ Soleil and Mother Coloring – (*Pull out “Attention Principle”*)

Vignette 2: Promoting Child’s Self-Confidence/Trilby and Dorian Playing – (*Brainstorm encouraging statements and record on Buzz handout*)

Vignette 3: Value of Attention/Reggie and Dad – (*Review “Attention Rule”*)

Vignette 4: Children’s Need for Attention/ “ Look at It”

Vignette 7: Being Too Parent Directed/Billy at Greenlake

Vignette 8: Being Too Parent Directed/ Mother and the Doll House (optional)

Vignette 9: Being Too Parent Directed/ Whitney and Dad

Vignette 10: Being Child-Directed/Whitney

Vignette 13: Special Time with Two Children/Toby (Optional for parents of only one child. Review child’s interests and favorite play activities and record on Buzz handout.)

Vignette 24: Encouraging Helping Behavior/Robin play with soak in the sink – (Talk about toys that don’t cost anything)

Vignette 29: Ending Play–Use of buzzer



D. Role Play/Practice – Child-Directed Play

Coaches ask parents to play with their child following their child’s lead and being an “appreciative audience.” Remind them to avoid giving commands or instructions, criticizing, teaching or taking over the play. Encourage them to use encouraging statements. If a parent is timid or is having difficulty with the practice, the coach should join in the play, modeling some of the skills. While the practice is going on, the coach can also prompt the parent with some ideas of what to say or do.

Choose unstructured toys to play with such as blocks, Duplos, Legos, play dough, puppets or drawing materials. Provide a basket of one of these unstructured play activities if parents do not have them.

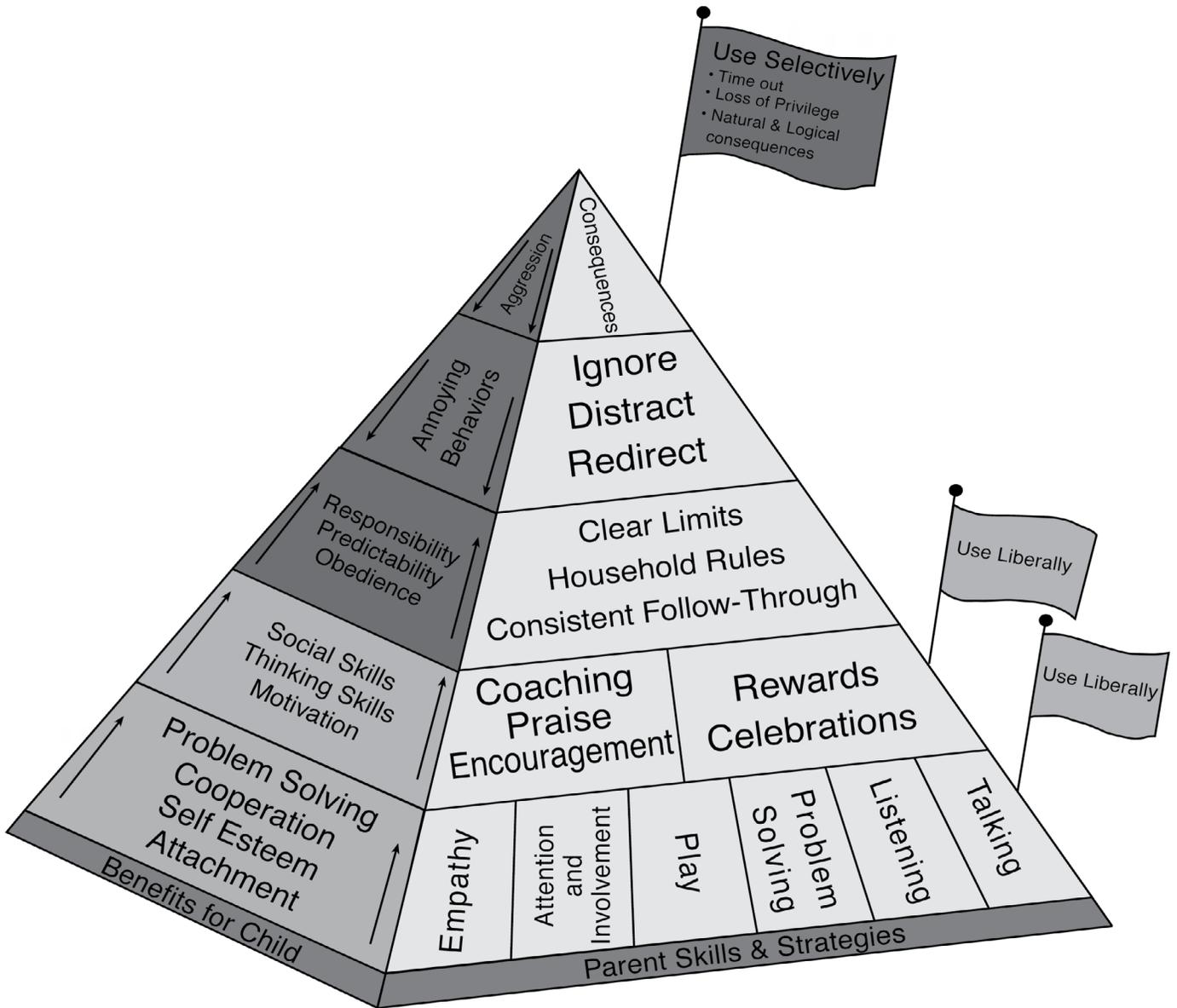
Debrief and give feedback after the practice. If parent had difficulty, the practice can be repeated with new ideas for the parent to try.

E. Temperament Questionnaire

Ask parents to do temperament questionnaire on themselves and their child either during the home visit or as homework for the next meeting.

F. Homework Assignment

Coaches explain homework for the next week, review parent handouts and key refrigerator notes with parents. Give parents the self-administered manual for these handouts and assignments. Talk about what activities their child is interested in and what they can play with during the week. Set a date for the next home visit.



Parenting Pyramid®

Parents Thinking Like Scientists



Child Problems

Child Strengths

Goals

Strategies

Benefits

Obstacles
[thoughts, feelings, behavior in self & others]

Ongoing Plans



Parents Thinking Like Scientists



Child Problems



Child Strengths



Goals

Strengthening Children’s Social Skills, Emotional Regulation, and School Readiness Skills Through Child-Directed Play

HOME ACTIVITIES FOR THE WEEK



To Do:

- **PLAY** with your child being child-directed and an “appreciative audience” for 10 to 15 minutes every day.
- **KEEP TRACK** of these play periods on the Record Sheet: Play Times handout.



- **READ OR LISTEN TO CD**, Chapter One *How to Play With Your Child* from *The Incredible Years* book. Keep notes on your notepad for any questions you have. Share these with your coach.

OPTIONAL ACTIVITY:

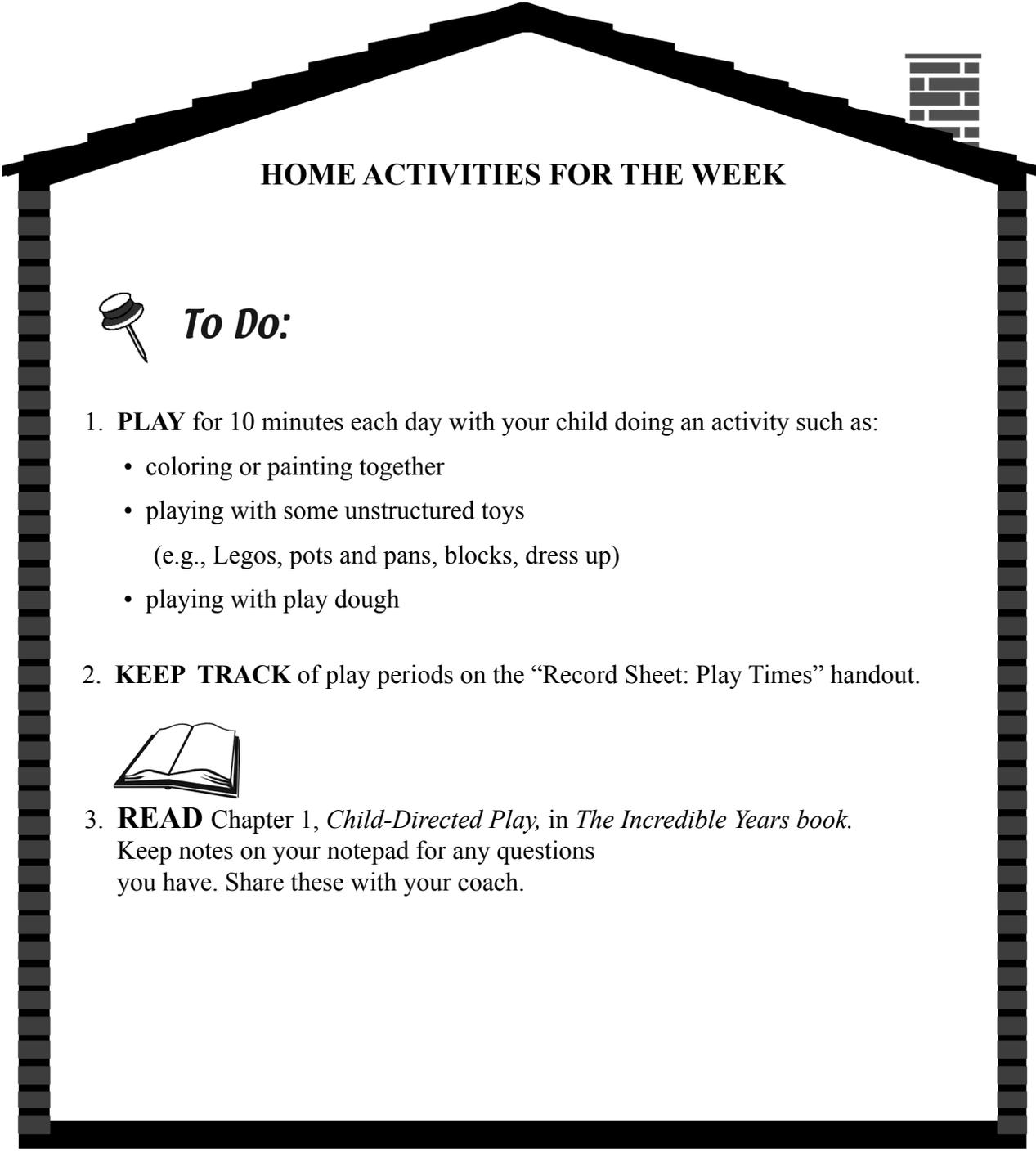
- **FILL IN** the two checklists for evaluating parent-child play interactions and the temperament questionnaire for your child and yourself.

Handout 1A

General Guidelines For Play Sessions with Your Child

1. Don’t play a competitive game, especially with a younger child.
2. It is better to play with unstructured toys such as blocks, trucks, dolls, etc.
3. Some adults find it helpful to play at the same time every day. Another useful strategy is to take the phone off the hook so children know that the time you are spending together is important.
4. If there is more than one child in the family, try to play with each child separately if possible. It takes time to develop the skills necessary to go back and forth between two or more children effectively, so it is better not to attempt this until you have had some practice playing with each child individually.

Strengthening Children’s Social Skills, Emotional Regulation, and School Readiness Skills Through Child-Directed Play



HOME ACTIVITIES FOR THE WEEK



To Do:

1. **PLAY** for 10 minutes each day with your child doing an activity such as:
 - coloring or painting together
 - playing with some unstructured toys
(e.g., Legos, pots and pans, blocks, dress up)
 - playing with play dough
2. **KEEP TRACK** of play periods on the “Record Sheet: Play Times” handout.



3. **READ** Chapter 1, *Child-Directed Play*, in *The Incredible Years book*. Keep notes on your notepad for any questions you have. Share these with your coach.



Incredible Years Buzz!



Leader's Name: _____ **E-mail:** _____ **Date:** _____

Check what we've accomplished!

- Child Directed Play
- Academic Coaching
- Persistence Coaching
- Social Coaching
- Emotion Coaching
- Encouragement & Praise
- Self-Praise
- Incentives
- Self-Care
- Household Rules
- Predictable Routines
- Limit Setting
- Ignore, Redirect & Distract
- Logical Consequences
- Time Out to Calm Down
- Teach Children to Calm Down
- Problem Solving

Reminders



Principles

Personal Goals and Planned Practices



www.incredibleyears.com



How I am Incredible!



Child's Name and Age: _____

Adults that Support My Growing and Learning:

My Temperament (*e.g., activity level, adaptability, physical sensitivity, intensity, distractibility, persistence, predictability, quiet, anxious, angry*):

My Play and Language Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but my social interactions are inappropriate, very few words, lots of language, inappropriate language*):

My Favorite Activities (*e.g., reading, soccer, games, music, cooking, building activities, drawing, pretend play*):

Social, Emotional, Persistence, Language and Academic Skills I am Learning (*e.g., helping others, calm down methods, speaking politely, taking turns, listening*):

My Parent's Goals for Me: (*e.g., helping my child follow directions, to better at school, improve his/her academic success, reduce my own anger and stress*):

Fourth/Fifth Home Visit: Emotion and Social Coaching

There are a number of activities below that will give a 'taster' of this session. Use the relevant pages from the 'Coach Guidelines' and 'Self Study Guides for Parents' to help you to practice delivering this session as a coach. Remember we are not aiming to cover the whole session.

In role as coach:

1. Show and process Vignette 2 – Emotion Coaching (P. 123 Self Study Guide Program 1)
2. Brainstorm a list of emotions with your parent (see P.18, section C. Coaches Guidelines)
3. Set up a practice using emotion coaching along with descriptive commenting, with coach pretending to be a child (see P.18, section E. Coaches Guidelines). De-brief and give feedback after the practice.
4. Review refrigerator notes and home activities using handouts and set date for next visit.

Handouts for Parents: Brainstorm Social Behavior and Emotion Words;
Refrigerator Notes.

NB. Parent will be receptive during this session

Emotion and Persistence Coaching



Vignette 2*

Pause during vignette to think about these questions.



Questions to Think About

1. What is effective about this mother's approach?
2. What are some ways you can encourage your children when they are frustrated?
3. What does this girl learn from the mother's focus on her proud feelings?
4. How does she build her daughter's self-confidence?

Vignette continues

Questions to Think About



5. What is this child learning from her mother's coaching?
6. What emotion words does the mother focus on?
7. How is this mother combining persistence coaching with emotion coaching?
8. Why was it helpful to pair up the girl's emotions with her patience and calm body?
9. What emotion vocabulary does your child have?
10. What emotions do you model with your own feeling words?

Considerations

This mother does an excellent job of naming her daughter's emotions and providing her with enough support and encouragement that she keeps trying with a difficult activity despite her feelings of frustration. She is not only teaching her daughter names for her feelings but she is also helping her to gain self-confidence in her work.



Note: See Refrigerator Notes regarding emotion coaches at end of Part 3 and identify some emotion words you will practice describing during your play interactions.



My goal is to label the following emotions when I see them in my child:

I will model the following positive feelings myself:



Fourth/Fifth Home Visit

Emotion and Social Coaching

Program 1: Part 3



Note: This is the first protocol to use if parent is attending the group sessions

Coaches' Objectives for Home Visit:

- Review prior learning and give positive feedback regarding parents' efforts to complete homework. Discuss their areas of concern or difficulty with child-directed play, descriptive commenting and persistence coaching.
- Show vignettes regarding the use of social and emotion coaching during child-directed play. Discuss relevance of this coaching for helping children learn social skills, emotional literacy and self-regulation.
- Review the "modeling principle" and help parents understand how to use the coaching principles in other settings such as during mealtimes, bath time, and sibling play.
- Help parents understand the need for one-on-one coaching between parent and child to promote children's social skills and their relationship.
- Help parents understand the importance of coaching peer interactions to promote children's friendship skills.
- Encourage parents so they feel confident and encouraged that they are using good play interaction skills.

Review Prior Session Home Activities

Coaches begin this session by reviewing how descriptive commenting and persistence coaching went during the previous week. Coaches ask about any problems or difficulties that occurred and talk about ways to handle these. Coaches and parents brainstorm barriers to doing the coaching language during play with their children.

Topic on Emotion and Social Coaching

A. Prepare Video Vignettes

Coaches of parents participating in IY groups check with group leaders regarding which vignettes parents have covered in the group and will choose 2–3 additional vignettes related to the topic they have been covering. Coaches who have parents not involved in IY groups plan to show 8–10 vignettes on one home visit as well as several practice activities. (See leader manual for questions to ask related to each vignette.)

B. Show Emotion Coaching Vignettes

Introduce benefits of emotion coaching during play.

The following are recommended vignettes:

Introductory Narration (omit Vignette 1)

Vignette 2: Emotion Coaching/sticky tape

Vignette 3: Linking Actions to Emotions





C. Brainstorm list of emotions

Coaches work with parents to brainstorm list of positive and negative emotions they see in their children. Coaches ask about what emotions parents model and label for their children. Discuss whether they pay more attention to negative than positive emotions in their children. When parents notice their children are experiencing negative emotions, help them to add a coping statement when they label the negative emotion. For example, if their child is angry or frustrated they can place emphasis on being calm and patient. "I see that you're frustrated with that project, but you are staying so calm and trying again." If their child is frequently angry, overactive, or excited also help them set a goal to notice and label any time their child is patient and calm.



D. Show Social Coaching Vignettes

Vignette 4: Modeling, Prompting and Praising Social Skills/Kayla and play dough

Vignette 5: Modeling/helping with tricycle



E. Role Play/Practice

Coaches set up play exercise where parents play with their child and practice using emotion coaching along with descriptive commenting. Coaches help parents identify the emotions they want to focus on with their child.



F. Brainstorm list of child social skills to encourage.

Record these social skills on Buzz handout.

G. Social Coaching, Continued

(with one child, with siblings, during house hold)

Vignette 7: Encouraging Cooperative between Siblings/Daniel and Lia

Vignette 8: Social and Persistence Coaching/Dorian and game boy

Vignette 15: Social Coaching During Breakfast/mealtime – (*Ask about mealtime behaviors they can coach*)

Vignette 16: Bath Time Coaching (optional)

Vignette 18: Coaching Siblings to Work Together

Summary Narration



H. Role play/Practice

Coaches set up exercises for parents to play with their child one-on-one and practice using emotion and social coaching. Coaches help parents learn to model and prompt social skills (See handout and developmental level). If there is more than one child in the home, then parents are encouraged to practice using the social coaching with two children.

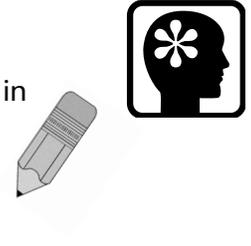


I. Homework

Coaches explain homework for the next week, review parent handouts and key refrigerator notes. Set a date for the next home visit.

Brainstorm–Social Behavior

Write down three social behaviors you will model yourself as well as prompt and describe in your play interactions with your child.



e.g., You shared your blocks with your friend...

Goal:

I will commit to playing with my child _____ times this week for _____ minutes.



Brainstorm–Emotion Words

Write down emotion words you can use with your child to encourage emotion literacy.



e.g., You look proud of that drawing...

Goal:

I will commit to playing with my child _____ times this week for _____ minutes.

Refrigerator Notes Facilitating Children’s Emotion Learning: Parents as “Emotion Coaches”



Describing children’s feelings is a powerful way to strengthen your child’s emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with your child. Use this checklist to practice describing your child’s emotions.

Feelings/Emotional Literacy	Examples
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<ul style="list-style-type: none"> ● “That is frustrating, and you are staying calm and trying to do that again.” ● “You look proud of that drawing.” ● “You seem confident when reading that story.” ● “You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient.” ● “You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you.” ● “You are so curious. You are trying out every way you think that can go together.” ● “You are forgiving of your friend because you know it was a mistake.”

Modeling Feeling Talk and Sharing Feelings

- “I am proud of you for solving that problem.”
- “I am really having fun playing with you.”
- “I was nervous it would fall down, but you were careful and patient, and your plan worked.”



Refrigerator Notes

Facilitating Children's Social Learning: Parents as "Social Skills Coaches"

Describing and prompting children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when playing with your child or when your child is playing with a friend. Use this checklist to practice your social skills coaching.

Social/Friendship Skills	Examples
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite)	<ul style="list-style-type: none"> ● "That's so friendly. You are sharing your blocks with your friend and waiting your turn." ● "You are both working together and helping each other like a team."
<input type="checkbox"/> listening to what a friend says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	<ul style="list-style-type: none"> ● "You listened to your friend's request and followed his suggestion. That is very friendly." ● "You waited and asked first if you could use that. Your friend listened to you and shared." ● "You are taking turns. That's what good friends do for each other."
<input type="checkbox"/> agreeing with a friend's suggestion <input type="checkbox"/> making a suggestion <input type="checkbox"/> giving a compliment <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking permission to use something a friend has <input type="checkbox"/> problem solving <input type="checkbox"/> cooperating <input type="checkbox"/> being generous <input type="checkbox"/> including others <input type="checkbox"/> apologizing	<ul style="list-style-type: none"> ● "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly." ● "You are helping your friend build his tower." ● "You are being cooperative by sharing." ● "You both solved the problem of how to put those blocks together. That was a great solution."

Prompting

- "Look at what your friend has made. Do you think you can give him a compliment?" (praise child if s/he tries to give a compliment)
- "You did that by accident. Do you think you can say you are sorry to your friend?"

Modeling Friendly Behavior

- Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.

**REFRIGERATOR NOTES
PROMOTING YOUR CHILD'S
SELF-REGULATIONS SKILLS AND
EMOTIONAL LITERACY**



- Try to understand what your child is feeling and wanting
- Describe your child's feelings (don't ask him what he is feeling because he is unlikely to have the words to tell you)
- Label your child's positive feelings more often than his negative feelings
- Praise your child for self-regulation skills such as staying calm, trying again when frustrated, waiting a turn, and using words
- Support your child when he is frustrated
- Model and give your child the words to use to express his needs (e.g., "you can ask her for the truck")
- Help your child learn ways to self-regulate such as taking a deep breath
- Model feeling language yourself. For example, "I am proud of you," or "I'm having fun playing with you."

REFRIGERATOR NOTES

PROMOTING YOUR CHILD'S SOCIAL COMPETENCE

- During play model social skills for your child such as offering to share, wait, give a compliment and take turns, ask for help and agree to wait.
- Prompt your child to ask for help, or take a turn, or share something, or give a compliment and then praise if it occurs. Don't make an issue out of it if your child does not respond to your prompt.
- Praise your child any time s/he offers to share with you or help you.
- Participate in pretend play by taking your doll or action figure and using them to model skills such as asking to play, offering to help, taking a turn, giving a compliment, calming down with a deep breath and waiting.
- Model and prompt your child with a suggestion of the appropriate words to use.
- Help your child notice what another child is doing and to help them in some way.
- Help your child understand that when s/he shared the other person felt happy. (i.e., connect child's actions to another's feelings)



REFRIGERATOR NOTES

MAKING MEALTIMES ENJOYABLE

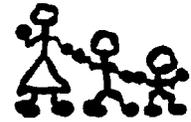
- Set up a predictable routine for mealtimes
- Try to make mealtimes a relaxed and a fun time for your child
- Don't expect your child to sit for a long time at the table
- Once your meal time has ended, avoid giving your child unhealthy snacks between meals
- Minimize distractions during mealtimes by turning off TV or taking the phone off the hook
- Provide your child with a choice of foods to allow for independent decision making
- Introduce one new food at a time in a small amount; for example, offer the new food along with your child's favorites
- Try to offer a meal with at least one food choice you know your child likes
- Offer child-size portions—which is much smaller than adult portions
- Resist the urge to offer sugary foods or your child will learn to prefer these foods over others
- Don't expect your child to like a whole lot of foods—let your child make his own decisions on the food he chooses to eat. Forcing your child to eat will only make your child more stubborn and less open to new foods in the future.
- Ignore complaints about food and refusals to eat and praise what your child does eat.
- Compliment others at the table who are eating and using polite manners.



Home Checklist

Child-Directed Play, Descriptive Commenting, Academic, Social and Emotion Coaching

Program 1: Parts 1,2,3



HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Establishing Goals and Child-Directed Play and Coaching Skills

DID I	YES	NO
1. Spend some time talking and establishing a relationship	_____	_____
2. Explain format for meetings and value of having child present	_____	_____
3. Talk about parents' goals for their children and themselves	_____	_____
4. Explain philosophy of IY program using pyramid and how program will address their goals	_____	_____
5. Talk about the benefits of child-directed play	_____	_____
6. Check in about the parent's experience using child-directed play with their child	_____	_____
7. Set up role plays to practice the following: <i>(Note whether play was done with child or with coach)</i>	_____	_____
Child-Directed Play	_____	_____
Descriptive Commenting	_____	_____
Persistence Coaching	_____	_____
Emotion Coaching	_____	_____
Social Coaching (with parent)	_____	_____
Social Coaching (with 2 children)	_____	_____
Ending Play Sessions	_____	_____
8. Practice interactive reading skills	_____	_____
9. Explain the following:	_____	_____
"Teaching Loop"	_____	_____
"Attention Principle"	_____	_____
"Modeling Principle"	_____	_____
"Ignore Principle"	_____	_____
10. Review key points about child-directed play	_____	_____



Discussed		Key Point
YES	NO	
		Use descriptive commenting to build child’s language and academic skills (colors, shapes, numbers, prepositions, objects) and to promote school readiness.
		Use persistence coaching to help children learn to keep working on a difficult or frustrating activity. Practiced describing the child as being “patient,” “working hard,” “concentrating,” “trying again,” to emphasize self-regulation and persistence with an activity.
		Use emotion coaching to help children learn feelings literacy. Practiced describing the child as being “calm”, “proud”, “happy”, “ kind” to emphasize emotional alternatives to anger.
		Use social coaching when children are sharing, waiting, trading, helping, using their words to ask for what they want, complimenting, and apologizing. Practiced modeling and prompting these behaviors as well as describing and encouraging them when they occur.
		Ignore minor misbehaviors and avoid use of commands, too many questions, corrections or criticism during play interactions.
		Understanding how the “attention principle” and “modeling principle” work to encourage children’s behaviors.
		Link parents’ stated goals (1st home visit) with the play and coaching skills.

DID I

YES

NO

11. Show the following vignettes
(circle numbers of vignettes shown)

*Vignettes with asterisks are recommended.



Program 1: Part 1

Introductory Narration* 1* 2* 3* 4* 5 6 7* 8 9* 10* 11 1 2
13* 14 15 16 17 18 19 20 21 22 23 24* 25 26 27 28 29*

Program 1: Part 2

Introductory Narration* 1* 2* 3 4 5* 6 7 8 9* 10* 11 12
13 14* 15* 16 17* 18* 19 20* 21 22 23 24* 25* 26 27 28* 29
Summary Narration*

Program 1: Part 3+

Introductory Narration* 1 2* 3* 4* 5* 6 7* 8* 9 10 11 1 2
13 14 15* 16* 17 18* 19 20 Summary Narration*

+ Recommended program for parents who are involved in IY groups.

DID I

YES

NO

12. Reinforce the importance of doing practice at home and reading the chapter in the book

13. Have the parent rate the following: "How would you rate your relationship with your child on a scale of 1 to 7, with 1 being "not very good," 4 being "up and down," and 7 being "very good"

1

2

3

4

5

6

7

Not very
Good

Up and
Down

Very
Good



Seventh Home Visit: Using Praise and Incentives

There are a number of activities below that will give a 'taster' of this session. Use the relevant pages from the 'Coach Guidelines' and 'Self Study Guides for Parents' to help you to practice delivering this session as a coach. Remember we are not aiming to cover the whole session.

In role as coach:

1. Briefly review the home activities from the previous session with the parent you are coaching, celebrate successes and problem solve any difficulties.
2. Show and process vignette 2 – Surprise Rewards (P.75 Self Study Guide – Program 2)
3. Set up a practice in giving a spontaneous reward for a specific behavior, with coach taking on the role of child (see P.26, section F- Coaches Guidelines). Debrief and give feedback after the practice.
4. Help the parent you are coaching set up a reward system for themselves (see P.26, section G- Coaches Guidelines).

Handout for Parents: Brainstorm Reward Yourself; Sticker Chart

NB. Parent will be receptive during this session



Surprise Rewards

Vignette 2*



Questions to Think About

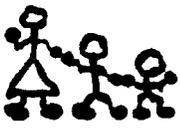
1. What makes this an effective reward?
2. What are some other spontaneous rewards?
3. What are some other examples of parental time that can be used as rewards? (e.g., walking to park, riding bikes together, playing a game)

Considerations

This mother combines labeled praise and a surprise reward to reinforce Ryan for putting away his toys and picking up his room.

Consider the advantages of using parental attention and time as a reward. For example: it doesn't cost anything, it is available in most settings, and it doesn't cause obesity or other eating problems.

Think about other ways you can give time to your children. For example: playing a game together, walking to the park, riding bikes together, and talking about the events of the day.



Seventh Home Visit

7

Incentives

Program 2: Part 2



Note: This is the second protocol to use if parent is attending the group sessions

Coaches' Objectives for Home Visit:

- Review prior learning and give positive feedback regarding their efforts to complete homework and use praise. Discuss behaviors praised and review ways labeled praise was given to their children.
- Show vignettes regarding incentives.
- Help parents choose child behaviors they will focus on using an incentive system for.
- Help parents identify no- or low-cost rewards for their children.
- Help parents set up an incentive system for their child that is developmentally appropriate.
- Help parents understand the concept of shaping behavior in the direction they want, the value of unexpected rewards and celebrations, the "first-then principle", and not mixing rewards and consequences (i.e., don't take away stickers).
- Discuss ways parents can reward themselves for achieving a goal in parenting. Parents talk about their own self-care (self-praise, positive self-talk).

Review Prior Session Home Activities

Coaches begin this session by reviewing parents' efforts at praising particular child behaviors during the week. Coaches explore any problems or difficulties that occurred and talk about ways to handle these. Coaches and parents brainstorm barriers to using incentive systems and ways to overcome these barriers. Coaches model giving incentives by bringing fun stickers and candies to give to parents for doing their homework and for achieving their goals.

New Topic on Incentives

A. Prepare Video Vignettes

Coaches of parents participating in IY groups check with group leaders regarding which vignettes parents have covered in the group and choose 2–3 additional vignettes related to the topic they have been covering. Coaches who have parents not involved in IY groups plan to show 8–10 vignettes on one home visit as well as several practice activities. (See leader manual for questions to ask related to each vignette.)

B. Introduce Value of Incentives

Introduce and discuss benefits for using incentives when children are working on changing difficult behaviors.

C. Brainstorm Low-Cost and No-Cost Incentives





D. Show Incentive Vignettes

Introductory Narration

Vignette 1: Surprise Rewards/Ryan gets in bed (*Identify spontaneous or surprise rewards they could use with their child*)

Vignette 2: Ryan picks up his room and gets a story

Vignette 3: Bribes and Rewards

Vignette 5: First-Then Rule

Vignette 6: Stickers/Daniel incentive for bath (optional)

Vignette 8: Small Treats/Daniel gets raisins for getting clean

Vignette 10: Explaining Reward Systems/Ryan gets dressed faster with stickers

Vignette 11: Grab bag

Vignette 12: Explaining a Sticker Program/Two children playing checkers (optional)

Vignette 17A, B, C: Training for Grocery Store

Vignette 18: Incentives to Encourage Toilet Training

Vignette 19: Coaching Homework/ Charlie

Vignette: Summary



E. Brainstorm list of behaviors parents want to use incentive system for.

Coaches help parents identify one or two behaviors they will use an incentive system for with their child. Coaches will make sure the behavior is stated clearly and in positive terms. They will also make sure the behavior is developmentally appropriate. Record on handout.



F. Role play/Practice

For younger children (3–4 years) coaches will help parents practice giving children spontaneous rewards for specific behaviors. For older children (4–8 years) coaches will help parents practice explaining an incentive chart to them.

G. Help Parents Set up a Reward System for Themselves

Coaches help parents set up an incentive system for themselves for achieving a parenting goal.



H. Homework

Coaches explain homework for the next week, review parent handouts and key refrigerator notes. Coaches give parents charts and stickers to use if they like. Coaches encourage them to develop their own chart with their child as this can be more exciting than a standard one. Set a date for the next home visit.



Brainstorm—Reward Yourself!

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing a difficult project, or working hard as a parent? Think about ways you could reward yourself for your hard work as a parent.



Good Incentives for Me

A walk in the park

Tea/coffee with a friend

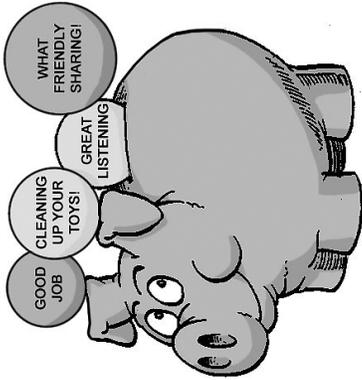
Warm bubble bath

Buy myself a good book

Goal:

I will commit to doing something positive for myself this week. This will include:

My Sticker Chart



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Ninth Home Visit: Positive Discipline - Effective Limit Setting

There are a number of activities below that will give a 'taster' of this session. Use the relevant pages from the 'Coach Guidelines' and 'Self Study Guides for Parents' to help you to practice delivering this session as a coach. Remember we are not aiming to cover the whole session.

In role as coach:

1. Show and process Vignette 3 – Avoiding unnecessary commands (P.48 Self Study Guide – Program 3).
2. Show and Process Vignette 14 – “When- Then Commands” (P.48 Self Study Guide – Program 3).
3. Practice rewriting negative commands using the attached handout.
4. Help parents practice giving polite and clear commands, with coach taking on role of child (see P.34, section D - Coaches guidelines). Debrief and give feedback after the practice.
5. Write positive opposites to behaviors want to see less of
6. Review goals with the parent and help parent complete the weekly evaluation (see attached).

Handout for Parents: Brainstorm – Rewriting Commands; Weekly Evaluation; Positive Opposite Handout

NB. Parent will show some resistance during this session

Avoiding Unnecessary Commands

Vignette 3*



Questions to Think About

1. How many commands are given by this mother?
(Answer: 4)
2. Do tires have to be black?
3. How important is it for children to color inside the lines?
4. Are these rules necessary?
5. What else could this mother have done?



Considerations

This mother gives a string of unnecessary commands about the “correct way to color.”

The mother’s use of unnecessary commands stifles the girl’s creativity. It would have been interesting to see what this girl would have done on her own.

“When-Then” Commands

Vignette 14*



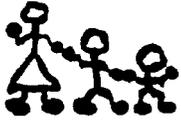
Questions to Think About

1. What is effective about the way this mother gives her commands?
2. Why is a “when-then” command a good idea in these examples?
3. What are some other possible “when-then” commands?



Considerations

This mother uses a when-then command to get compliance from her child. A when-then command is appropriate here because the child is motivated by the consequence of playing ball. When you decide to use a when-then command, there is always the possibility your child will decide it isn’t worth doing the chore in order to obtain the privilege. If this situation occurs, it is important to follow through by withholding the privilege so the child experiences the consequences. A direct command should be used instead of a when-then command if the chore is something that needs to be done immediately. This removes the possibility of your child exercising the option of not doing the chore.



Ninth Home Visit

Effective Limit Setting

Program 3: Part 2

9

Note: This is the third protocol to use if parent is attending the group sessions



Coaches' Objectives for Home Visit:

- Review prior learning and give positive feedback regarding parents' efforts to complete homework and set up predictable routines and rules.
- Show vignettes regarding effective limit setting.
- Help parents choose child behaviors they want to see less of. Review "positive opposites" of these behaviors.
- Help parents learn the principles of giving clear, specific and polite directions or commands.
- Help parents understand how to use "when-then" commands, warnings and reminders.
- To ensure parents feel confident and encouraged they are doing well and using positive discipline skills.

Review Prior Session Home Activities

Coaches begin this session by reviewing parents' efforts at setting up predictable routines, establishing family rules and separating from children in a routine way. Coaches ask about any problems or difficulties that occurred for parents and problem solve ways to handle these. Coaches lead parents in a brainstorm about barriers to routines and establishing rules and ways to overcome these barriers. Examples of questions include:

"How did you do setting up a predictable night time routine?"

"What makes it difficult for your child to go to bed?"

"What routines do you use as you get your child ready for bed? For example, at what time do you warn him it is nearly bed time?"

"When do you start the process of bath time, toothbrushing and reading a story? What order do you do these activities?"

"What happens when you leave your child at preschool? What do you say when you leave him? How does he react? What is your response?"

Coaches encourage parents' efforts and help them understand that it takes time for children (and parents) to change their interactions. Coaches help parents to be patient with themselves and their children and predict their ability to accomplish their goals. Coaches reward parents' efforts and may give out small prizes for their successes.

Topic on Effective Limit Setting

A. Prepare Video Vignettes

Coaches of parents participating in IY groups check with group leaders regarding which vignettes parents have covered in the group and will choose 2–3 additional vignettes related to the limit

setting topic. Coaches working with parents who are not involved in IY groups, plan to show 8–10 vignettes on one home visit as well as several practice activities. (See leader manual for questions to ask related to each vignette.)



B. Show Effective Limit Setting Vignettes

Coaches talk about the benefits and barriers to limit setting with children. They talk about the importance of being clear with commands but not having too many commands or unrealistic and negative commands. Coaches help parents understand how they can use distractions and warnings and be positive and polite when giving commands.

Vignette 1: Distractions and Redirections

Vignette 2: Avoiding Unnecessary Commands

Vignette 3: Coloring in the Lines

Vignette 10: Giving Children Transition Time/ Brent

Vignette 11: Transition Warnings/Kalani (*Discuss how parents help children with transitions*)

Vignette 13: When-Then Commands/Narration

Vignette 14: When-Then Commands

Vignette 16: Avoid Unclear Commands/Be Careful

Vignette 18: Unclear Commands/Spilled Milk

Vignette 19: Avoid “Let’s” Commands

Vignette 20: Unclear Commands

Vignette 21: Avoid Question Commands

Vignette 25: Avoid Chain Commands

Vignette 23: Positive, Clear Commands/Washing Hands

Vignette 27: Clear Limits/riding bike

C. Rewrite Commands

Coaches work with parents to rewrite negative commands to be positive and clear commands. (See handout)



D. Role play/Practice

Coaches help parents practice giving polite and clear commands to child during play sessions. They help parents understand the importance of ignoring children’s unhappiness and negative behavior that frequently follows when parents set limits, as well as praising them for following the household rules and limits.

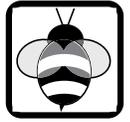
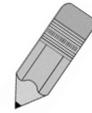


E. Homework

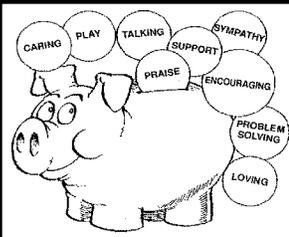
Coaches explain homework for the next week, review parent handouts and key refrigerator notes and set personal goals. Set date for next home visit.

Brainstorm–Rewriting Commands

Rewrite the following ineffective commands into positive, clear, respectful commands.



Ineffective Commands	Rewrite
<ul style="list-style-type: none"> • Shut up • Quit shouting • Stop running • Watch it • Why don't we go to bed? • Let's clean up the living room • Cut it out • What is your coat doing there? • Why are your shoes in the living room? • Don't shove salad in your mouth like a pig • Why is your bike still in the driveway? • You look like a mess • Stop bugging your sister • You are never ready • Your clothes are filthy • This room is a mess • Don't whine • You are impossible • Stop dawdling • Hurry up • Be quiet • Why are you riding on the road when you've been told not to? • I'll hit you if you do that again 	



Handout
BEHAVIOR RECORD
Praise "Positive Opposites"

Behaviors I want to see less of:

(e.g., yelling)

Positive opposite behavior I

want to see more of:

(e.g., polite voice)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Eleventh/Twelfth Home Visit: Handling Misbehavior Time Out to Calm Down

There are a number of activities below that will give a 'taster' of this session. Use the relevant pages from the 'Coach Guidelines' and 'Self Study Guides for Parents' to help you to practice delivering this session as a coach. Remember we are not aiming to cover the whole session.

In role as coach, use some of the ideas we have discussed for managing a difficult or resistive parent in completing the following:

1. Show and process vignette 8 – Practicing How to Take a Time Out to Calm Down (P.101 Self Study Guide – Program 4)
2. Practice rewriting negative self talk as positive, coping thoughts, using attached handout.
3. Practice explaining time out and then doing a practice at going to time out, with coach as child. Debrief and give feedback after the practice.

Handout for Parents: Time Out For Aggression handouts scenario #1 and #2;
Brainstorm Staying Calm and Managing Anger



Practicing How To Take a Time Out to Calm Down

Vignette 8*

Pause during vignette to think about these questions.



Questions to Think About

1. What is effective about the way this mother explains Time Out?
2. Why is it helpful to teach children what to say to themselves while they are in Time Out?
3. Why is it key that parents end Time Out and not children?

Vignette continues

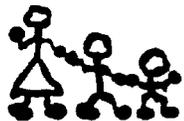


Questions to Think About

4. Why is it important to practice the “calm down” steps when using Time Out for aggression?
5. Why is practice and discussion of Time Out when children are calm important?
6. When Time Out is completed what must the parent do?

Considerations

Time Out is a strategy which works not only because parental attention is withdrawn for inappropriate behavior but also because it gives the child time to reflect and calm down. It is very helpful to practice in advance the calm down strategies the child can use while in Time Out. For example, take three breaths and tell yourself, “I can calm down, I can do it, I can try again.”



Eleventh/Twelfth Home Visit

Time Out to Calm Down

Program 4: Part 3

Note: This is the fourth protocol to use if parent is attending the group sessions



Coaches' Objectives for Home Visit:

- Review prior learning and give positive feedback regarding parents' efforts to complete homework and ignore identified misbehavior.
- Show vignettes regarding explaining Time Out to children.
- Help parents learn how to help their children learn how to calm down when in Time Out.
- Help parents learn how to can stay calm when ignoring and using Time Out with their children.
- Help parents choose specific child behaviors they can use Time Out for.

Review Prior Session Home Activities

Coaches begin this session by reviewing parents' efforts at ignoring misbehavior, following through with commands and praising compliance to commands and "positive opposite behaviors." Coaches ask about any problems or difficulties that occurred and talk about ways to handle these. Coaches brainstorm barriers to using the ignore strategy and ways to cope with those barriers.

Topic on Positive Discipline

A. Prepare Video Vignettes

Coaches of parents participating in IY groups check with group leaders regarding which vignettes parents have covered in the group and will choose 2–3 additional vignettes related to the topic they have been covering. Coaches who have parents not involved in IY groups plan to show 8–10 vignettes on one home visit as well as several practice activities. (See leader manual for questions to ask related to each vignette.)

B. Introduce Time Out

Coaches introduce the concept of Time Out and how it helps children learn to self-regulate and calm down. They also explain this approach avoids the problem of misbehaving children getting attention and rewarded for misbehavior. They explain its importance at maintaining a positive and respectful relationship with their children.



C. Show Time Out Vignettes

Introductory Narration

Vignette 1: Explaining Time Out for Hitting

Vignette 2: Explaining Time Out for Hitting

Vignette 6: Practicing Calm Down Sequence—Kaylee

Vignette 8: Practicing Calm Down—Dorian

Vignettes 9–12: Time Out/Ryan in Chair

Vignette 14: Helping the Victim to Speak Up

Vignette 15: Time Out for Hitting

Vignette 16: Time Out in School/Kaylee

Vignettes 20, 21: Resisting Time Out (*Show for parents of children 6–8 years*)



D. Role Play/Practice Time Out

Coaches help parents determine how Time Out will be done in their home. They help parents identify the place for Time Out and practice how to explain it to their children, including helping children to practice calm down strategies while in Time Out. Coaches explain what to do when a child resists going to Time Out. If children are present, parents can practice explaining Time Out to them and do a practice Time Out where their child practices calming down. If no children are present, coach can act as the child and parent can practice the Time Out steps. Practice a Time Out (with coach as the child) where the child (coach) argues about going to Time Out and the parent practices staying calm and ignoring. Coaches use the *Time Out Scenario* handouts with parents for this practice activity.

E. Time Out for Parents—Managing Anger

Coaches talk about how parents can use Time Out for themselves to calm down. In addition coaches help parents to identify positive and calming self-talk they can use to stay calm while doing a Time Out with their child. (See *brainstorm/buzzes* for coping self-talk and staying calm.) Help parents rewrite their negative self-talk into positive coping thoughts. (See *Brainstorm for Staying Calm and Managing Anger*.)

F. Understanding the advantages of Time Out versus Spanking

Coaches help parents to understand the disadvantages of spanking for children and the benefits of Time Out for helping them achieve their goals.



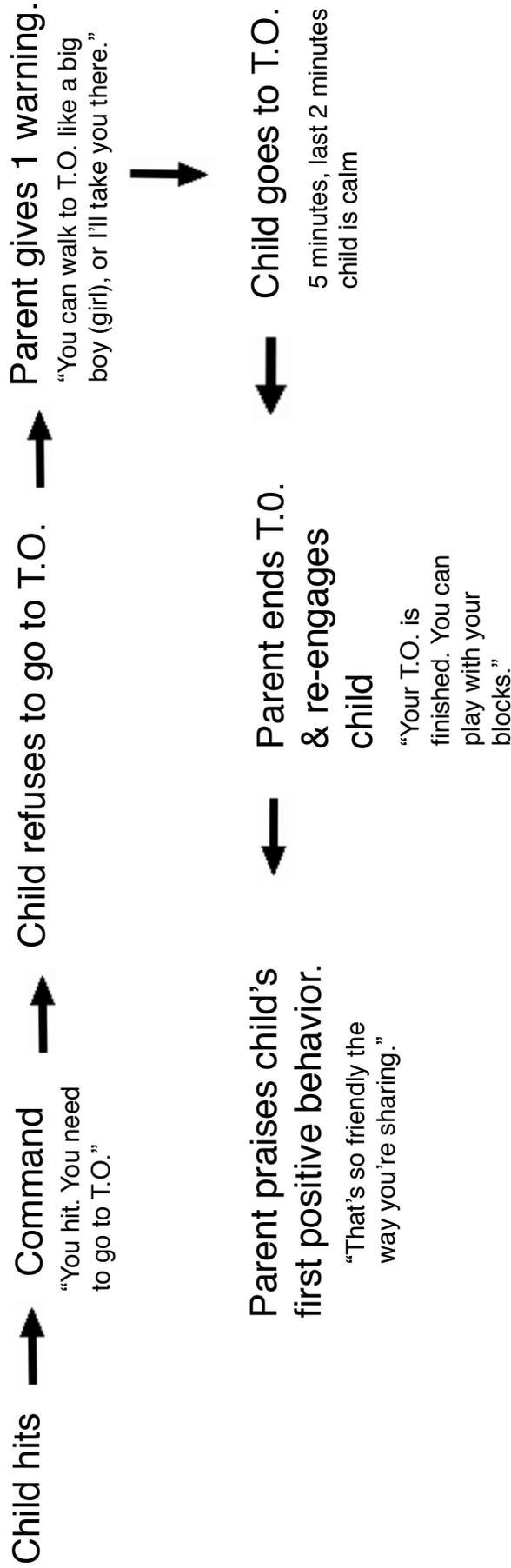
G. Homework

Coaches explain homework for the next week, review parent handouts and key refrigerator notes and help parents set personal goals. Set a date for the next home visit.

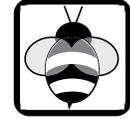
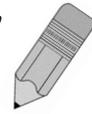
Young Child Resists Going to Time Out

Children Ages 3–6 Years

Scenario #2: Child resists going to Time Out.



Brainstorm/Buzz Staying Calm & Managing Anger



Rewrite the following negative self-talk with positive coping thoughts.

Negative Self-Talk	Positive Coping Thoughts
<ul style="list-style-type: none"> • I can't stand this—it's too hard! • I don't know what to do. • Ignoring will never work. • I am losing control and will explode soon. • I am going to hit her just like my mom did to me. • It's awful to let him disrespect me. It's not good to look weak in front of my child. • I hate being disrespected. • She will never change. • I can't let him challenge my authority. • He hurt me so I should hurt him. • I don't like him when he's like this. 	

Narration

Now as you hone your coaching skills, the next challenge is to use these skills with three or four children who are different ages and have varying attention spans, needs for movement, and developmental abilities. Watch how these parents coach their children ranging in age from 2 to 8 years. Think about the strategies these parents are using and what the children are learning from their approach.

Social Coaching Vignette 8



- The Scene** A four-year-old and two-year-old starting playing skittles with their mother.
- Uncle:** Who's going first? The littlest first.
- Mom:** That's it share, share with your sister.
- Uncle:** Hold on to this one.
- Mom:** Here my love, here's your share. Here you go, here's the ball my dear.
- Camila:** Oh yay!
- Mom:** Very good Camila and now it's Maya's turn.
- Uncle:** Wow very good, how beautiful.
- Mom:** That's it very good. It's Maya's turn, how great you are at sharing.
- Uncle:** It's my turn. When is it going to be my turn?
- Maya:** Here you go Papi, here have these.
- Uncle:** I'm going to get all 10 at once, watch this you guys. Don't pick them up Camila. Okay throw it up in the air.
- Matias:** Dad, but two things here. You put it like this, and you were supposed to do this, and besides...
- Mom:** Share with him.
- Uncle:** Okay now put them here on the ground. Wait a minute, set them here. Good that's it, good, very good.
- Mom:** Put them here.
- Uncle:** Good that's it, good, very good. That's great, you're sharing.
- Matias:** Look papa you go like this and then like this, and then you go like this.
- Uncle:** Try and get two now. Very good, did you see that! How many did you get?
- Matias:** Two.
- Mom:** You're learning. That's it, really great.
- Uncle:** Okay now it's Maya's turn, give on to Maya. Very good.



Questions to Facilitate Discussion

1. What behaviors are the children learning from the parents' interactions?
2. How are the children feeling with their parents and siblings?
3. How does the father respond to his son and what effect does this have on his son's interactions with the baby?
4. What emotion words could have been used during these interactions?

Considerations

These parents are helping their children to learn to wait, share and take turns. It is clear that this is most difficult for the two- and four-year-old children. The parents praise them when they share and model how to share and ask for a turn. Finally, we see the eight-year-old praise the two-year-old for her ability to share. Thus he has learned from watching his parents' positive communication.

Name: _____



Incredible Years®
Self-Monitoring Checklist
Children 3-6 Years

Please fill out this checklist each week after viewing a program section, indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

Sessions 1 & 2: Introductions, Goals, Child-Directed Play

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 1 (Child-Directed Play).	_____
<input type="checkbox"/> Review my goals for myself and my child.	_____
<input type="checkbox"/> Play using child-directed approach	_____
<input type="checkbox"/> Do temperament questionnaire	_____

Session 3: Descriptive Commenting and Persistence Coaching

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 2 (Academic and Persistence Coaching).	_____
<input type="checkbox"/> Read Problem 15: Reading With Care.	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 4: Child-Directed Play–Social and Emotion Coaching*

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 3 (Social Coaching)	_____
<input type="checkbox"/> Read Chapter 4 (Emotional Coaching)	_____
<input type="checkbox"/> Play this week with my child will include:	

*One of required sessions if parent is attending group.

Session 5: Child-Directed Play–Social and Emotion Coaching

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 12 (Helping Children Regulate Their Emotions)	_____
<input type="checkbox"/> Read Chapter 13 (Teaching Children Friendship Skills)	_____
<input type="checkbox"/> Play this week with my child will include:	

Session 6: Effective Praise and Encouragement

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Practice doubling my praises this week for the following behaviors:	_____
<input type="checkbox"/> Read Chapter 5 (Positive Attention, Encouragement & Praise)	_____
<input type="checkbox"/> Play this week will include:	

Session 7: Praise and Tangible Reward Programs*

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 6 (Incentives and Celebrations)	_____
<input type="checkbox"/> Practice increasing my praises with my child.	_____
<input type="checkbox"/> Set up a sticker chart this week	_____
<input type="checkbox"/> Play times this week will include:	

*One of required sessions if parent is attending group.

Introduction

Session 8: Positive Discipline—Routines and Household Rules

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Part 3, Problem 1: (Promoting a Healthy Media Diet).	<input type="checkbox"/>
<input type="checkbox"/> Practice increasing my praises with my child.	<input type="checkbox"/>
<input type="checkbox"/> Set up a sticker chart this week	<input type="checkbox"/>
<input type="checkbox"/> Make buddy call	<input type="checkbox"/>
<input type="checkbox"/> Play times this week will include:	<input type="checkbox"/>

Session 9: Positive Discipline—Effective Limit-Setting*

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 7 (Limit Setting)	<input type="checkbox"/>
<input type="checkbox"/> Use a sticker chart with my child.	<input type="checkbox"/>
<input type="checkbox"/> Send note or make phone call praising my child’s teacher	<input type="checkbox"/>
<input type="checkbox"/> Play this week will include:	<input type="checkbox"/>

Session 10: Handling Misbehavior—Follow Through With Commands & Ignore

My goal for the coming week:

	Goals I met
<input type="checkbox"/> Read Chapter 8 (Ignore).	<input type="checkbox"/>
<input type="checkbox"/> Use a sticker chart with my child.	<input type="checkbox"/>
<input type="checkbox"/> Practice reducing commands and making polite requests	<input type="checkbox"/>
<input type="checkbox"/> Read Chapter 14 (Controlling Upsetting Thoughts).	<input type="checkbox"/>
<input type="checkbox"/> Practice ignoring the following misbehaviors:	<input type="checkbox"/>
<input type="checkbox"/> Play this week will include:	

Session 11 & 12: Time Out to Calm Down**My goal for the coming week:*

	Goals I met
<input type="checkbox"/> Read Chapter 9 (Time Out).	_____
<input type="checkbox"/> Read Chapter 15 (Time Out From Stress and Anger).	_____
<input type="checkbox"/> Use Time Out this week if aggressive behavior occurs.	_____
<input type="checkbox"/> Play this week will include:	

*One of required sessions if parent is attending group.

Session 13: Natural and Logical Consequences*My goal for the coming week:*

	Goals I met
<input type="checkbox"/> Read Chapter 10 (Natural and Logical Consequences).	_____
<input type="checkbox"/> Use a consequence this week.	_____
<input type="checkbox"/> Practice problem-solving with puppets.	_____
<input type="checkbox"/> Play this week will include:	

Session 14: Problem Solving*My goal for the coming week:*

	Goals I met
<input type="checkbox"/> Read Chapter 11 (Teaching Children to Problem Solve)	_____
<input type="checkbox"/> Use a consequence this week.	_____
<input type="checkbox"/> Practice problem-solving with puppets.	_____
<input type="checkbox"/> Play this week will include:	



Incredible Years®
HOME VISIT COACH WEEKLY EVALUATION

Date: _____

Session Topic: _____

Please answer the following questions after you have had a home parent program session with your home visitor coach. Your feedback will help your coach continually improve the program according to your goals and your learning style. Thank you for taking the time to complete this form.

1. I found the content of this home session:

not helpful neutral helpful very helpful

2. I found the video examples I viewed to be:

not helpful neutral helpful very helpful

3. I found practicing the parenting strategies with coach or with my child during the session to be:

not helpful neutral helpful very helpful

4. I found the coach's support for my learning to be:

not helpful neutral helpful very helpful

5. I found the coach's teaching and our discussions about this session's parenting strategies to be:

not helpful neutral helpful very helpful

5. I found this topic to be relevant for me to meet my goals for parenting:

not at all not sure somewhat definitely

Additional comments:



HOME VISIT COACH FINAL EVALUATION

Date: _____

The following questions are part of an evaluation of the parenting program you have received from a home visitor coach. Your information will help your coach evaluate and continually improve the program you are offered. Thank you for taking the time to complete this questionnaire.

THE OVERALL HOME VISITS WITH COACH

1. How many home sessions did you have with your coach?
2. What topic in the home sessions was most helpful to you? (e.g., academic or persistence coaching, praise, incentives, limit setting, consequences)
3. What did you like the most about the visits?
4. What did you like the least about the visits?
5. I would like to learn more about





OVERALL TEACHING/ COACH EVALUATION

1. I feel the coach's teaching skill was:

very poor below average average above average

2. I feel the coach's knowledge was:

very poor below average average above average

3. I feel the focus on my personal goals was:

very poor below average average above average

4. I feel the coach's support was:

very poor below average average above average

5. The most effective learning methods for me are: (rank on a scale of 1 to 5 with 1 least effective and 5 most effective)

Viewing the Incredible Years® video examples of parents and children

Discussion with Coach about strategies

Role Play and practice exercises for positive parenting skills with my child

Reviewing written handouts

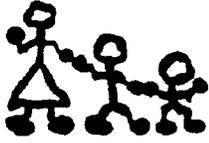
Buzz or Benefits and Barriers exercises

Rewriting and challenging my negative thoughts

Practicing what I learn via the assigned home practice activities

Doing the reading of the book





Incredible Years® HOME VISITING COACH COLLABORATIVE PROCESS CHECKLIST

07/2013

This checklist is designed for a home visitor coach to complete following a home visit session, or to complete when reviewing a video of a home session. By watching the video of a session, and looking for the following points, a home visitor coach can self-reflect on his or her therapeutic process and methods and identify specific goals for future progress. This checklist is designed to complement the more qualitative self-evaluation form and the 4 specific home checklists for each main topic area, which list the key content and vignettes that have been covered. This form will also be used by IY mentors for video certification/accreditation review.

Home Coach Self-Evaluation (name): _____

Certified Mentor/Trainer Evaluation (name): _____

Date: _____

SET UP

YES NO N/A

Did the Home Coach:

- | | | | |
|---|-------|-------|-------|
| 1. Encourage viewing in a safe home setting where everyone can see the TV/monitor? | _____ | _____ | _____ |
| 2. Help all family members feel involved, supported and cared for? (If children are present, help them be involved with a play activity.) | _____ | _____ | _____ |
| 3. Address parents' goals? | _____ | _____ | _____ |
| 4. Explain and review agenda for home coaching session? | _____ | _____ | _____ |
| 5. Find out parent's time constraints? | _____ | _____ | _____ |
| 6. Make an agreement regarding number of home sessions and who will be present (e.g., children, parents). | _____ | _____ | _____ |

REVIEW PARENT'S HOME ACTIVITIES

YES NO N/A

Did the Home Coach:

- | | | | |
|---|-------|-------|-------|
| 1. If children are present, supports parents in setting up activities to engage children while home activities are discussed? | _____ | _____ | _____ |
| 2. Begin the discussion by asking how home activities went during this past week? (e.g., Ask about home play and coaching times, chapters read, behaviors ignored, weekly goals met etc.) | _____ | _____ | _____ |
| 3. Give parent(s) the chance to talk about their week and reflect on their experiences with home activities assigned? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

REVIEW PARENT’S HOME ACTIVITIES, Cont’d.	YES	NO	N/A
1. Praise, support, and reward whatever efforts parents made in working on their personal goals this week? (e.g. bring special prize for goals accomplished)	_____	_____	_____
2. Highlight, write down, and praise key principles that parent’s examples illustrate? (e.g., <i>“That’s great! You remembered that making the task fun was more likely to motivate him. I think that our next principle will be “Fun Principle”—kids are most likely to learn when it’s fun.”</i>)	_____	_____	_____
3. If children are present, involved children in review of home activities?	_____	_____	_____
4. Help parent(s) integrate prior learning by asking them to use “principles” from prior sessions to solve new child problems that occur?	_____	_____	_____
5. Explore with parent(s) who didn’t complete the home activities what made it difficult, what the barriers were, and learn how to adapt activities or overcome barriers to fit their needs and goals?	_____	_____	_____
6. If a parent’s description of how s/he applied the skills makes it clear that he/she misunderstood, does the coach accept responsibility for the misunderstanding rather than leave the parent feeling responsible for the failure? (e.g., <i>“I’m really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn’t possibly have known, but when you do that, it’s important to...”</i> vs. e.g., <i>“You misunderstood the assignment. Remember, when you do that, it’s important to...”</i>)	_____	_____	_____
7. Praise and encourage parent(s) for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
8. Look for opportunities to practice or rehearse new ideas when reviewing home activities and experiences?	_____	_____	_____
9. Limit the home activities discussion (approximately 15 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING NEW TOPIC/SHOWING THE VIGNETTES	YES	NO	N/A
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Did the Home Coach:

1. Begin the discussion of new topic by brainstorming benefits to	_____	_____	_____
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Leader Collaborative Process Checklist, Continued

1. help parent understand how the topic addresses their goals?
(Benefits and barriers exercises)
2. Focus parent(s) on what they are about to see on the vignettes and what to look for *before* showing the vignette? _____
3. Begin discussion and problem solving of vignette by asking questions to parent(s) about what s/he thought was happening in the vignette? _____
4. Acknowledge responses parent has to a vignette?
(For example, if a parent laughs during a vignette, as soon as the tape stops the coach may say, "*Sue, you laughed at that one.*" Then pause and let the parent share her impressions.) _____
5. Paraphrase and highlight the parent's insights– encouraging parent to write key points and principles in their home journal or yellow parent manual? _____
6. Move on to the next vignette after key points have been discussed, rather than let discussion go on at length? (This ensures that the coach will have sufficient time for role-play/ practice.) _____
7. Allow for discussion and questions following each vignette? _____
8. Focus parent on the relevance of the interaction on the video or the principle learned for their own lives and their children (if parent becomes distracted by some aspect of the vignette, such as clothing or responses that seem phony)? _____
9. Help parents understand how the concepts/skills they are learning are related to their own goals for themselves and their children? _____
10. Ask questions that help parents reflect on their feelings, thoughts, and behaviors? _____
11. Use video vignettes to trigger parent practices with coach or with their own children? _____
12. Pause longer vignettes several times to mediate what is happening and to ask parent(s) what they would do differently or to predict what they would do next? _____
13. Pause introductory narrations to ask parent(s) if they have questions and to underscore key points being made? Then introduce the vignette and what to watch for? _____

Leader Collaborative Process Checklist, Continued

- | | | | |
|--|-------|-------|-------|
| 1. Select vignettes according to parent’s goals, ethnicity, number of children in family, or age, development and temperament of children? Or, if parent is also in a group, consult with group leader to choose most helpful vignettes? | _____ | _____ | _____ |
| 2. Limit number of vignettes according to parent’s attention span and interest? (On average 4-6 vignettes are shown depending on length of vignette or length of time for home visit.) | _____ | _____ | _____ |

PRACTICE AND ROLE PLAYS	YES	NO	N/A
--------------------------------	------------	-----------	------------

Did the Home Coach:

- | | | | |
|---|-------|-------|-------|
| 1. Ensure that the skill to be practiced has been covered in the vignettes and discussion prior to asking parent to role-play it? (This ensures the likelihood of success.) | _____ | _____ | _____ |
| 2. Do several spontaneous role plays that are derived from parents’ descriptions of what happened at home? (“Show me what that looks like.”) | _____ | _____ | _____ |
| 3. Do at least one planned practice over the course of one home session? | _____ | _____ | _____ |
| 4. When possible ask parents to do practices with children? (If children are not present, do with coach in “child” role.) | _____ | _____ | _____ |
| 5. Use all of the following skills when coaching role play/practices? | _____ | _____ | _____ |
| a. Tell parents and children what the purpose of the practice is? | _____ | _____ | _____ |
| b. Praise parent’s efforts to use skills being learned in the home session? | _____ | _____ | _____ |
| c. Provide enough “scaffolding” so that parents are successful in their role as “parent?” (e.g., pause practice when necessary to explore new ideas) | _____ | _____ | _____ |
| d. Provide parent with a description of his/her role and script? (e.g., persistence or academic coaching or ignoring or problem solving) | _____ | _____ | _____ |
| e. Freeze role play/practice periodically to redirect, give clarification, or reinforce parent and children? | _____ | _____ | _____ |
| f. Take responsibility for having given poor instructions if role-play/practice is not successful and allow parent to rewind and replay? | _____ | _____ | _____ |
| g. Debrief with each parent(s) afterwards? (How did that feel?) | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

- 1. h. Solicit feedback from children (if old enough) regarding their feelings about playing with their parent? _____
- i. Praise and/or reward children for their participation & for positive behaviors observed? (use stickers, hand stamps, small prizes) _____
- j. Re-run practice, changing roles or involving different parent? _____
- k. Use and value play resources available in home. _____
- l. When appropriate, loan parents additional play resources if not available (e.g., crayons, playdough, books). _____

REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP-UP

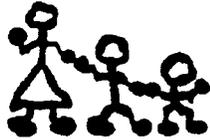
YES NO N/A

Did the Home Coach:

- 1. Begin the ending process with about 10-15 minutes remaining? _____
- 2. Summarize this home session’s learning? (One way to do this is to review refrigerator notes together.) _____
- 3. Summarize parent’s strengths and review parents’ relationship with child? _____
- 4. Review with parent(s) the home activity sheet, including why that is important, and how they will try to do it or overcome any barriers? _____
- 5. Talk about any adaptations to the home activity for particular families? _____
- 6. Show support and acceptance if parents can’t commit to all the home activities? (Support realistic plans.) _____
- 7. Have parents complete the Self-Monitoring Checklist and/or commit to goals for the upcoming week? _____
- 8. Have parents complete the session evaluation form? (Ask what aspects of the session are most helpful to them.) _____
- 9. Set up next meeting time? _____

Leader Collaborative Process Checklist, Continued

REMEMBER: Your goal in the home coaching sessions should be to draw from the parent(s) the key ideas, insights and management principles so they can self-reflect. When possible, parent(s) should be the one who generates the principles, describe the significance for achieving their goals, highlight what was effective or ineffective on the video vignettes, and practice how to implement the skills. People are far more likely to use new behaviors when they have seen them being used successfully (video and live modeling) and when they have practiced them with support and feedback from a coach than when they simply hear about them in a didactic way.



**INCREDIBLE YEARS® PARENT HOME VISITING COACH
SELF-EVALUATION FORM**

(07/2013)

This evaluation is designed to be used in conjunction with the Home Coach Collaborative Process Checklist because it allows for more qualitative comments about coaching styles and future goals than a simple “yes/no” format.

Home Coach Self-Evaluation (name): _____

Certified Mentor/Trainer Evaluation (name): _____

Date: _____

Please comment on the parent home coaching sessions based on the following criteria:

<i>I. HOME COACHING PROCESS SKILLS</i>	<i>COMMENTS</i>
Builds rapport with parent(s) and children	
Encourages everyone to participate & establishes parents’ long term goals	
Models open-ended questions to facilitate discussion	
Reinforces parents’ ideas and fosters parents’ self-reflection	
Encourages parents to problem-solve when possible	
Fosters idea that parents will learn from their experiences trying out different parenting approaches	
Helps parents learn how to support other family members and receive support	
Views every family member as equally important and valued	
Identifies each family member’s strengths	
Creates a feeling of safety when discussing parenting issues	
Creates an atmosphere where parents feel they are decision-makers and sharing thoughts and feelings is appropriate	

II. LEADER LEADERSHIP SKILLS	COMMENTS
Prepares materials in advance of session and is "prepared" for home session	
Explains agenda for home session	
Sensitive to time management and parents' ability to stay focused (60-90 min)	
Reviews short term goals for home coaching meeting and how they connect to parents' long term goals	
Emphasizes the importance of home activities and practice	
Reviews home activities from previous session & reinforces successful steps	
Summarizes and restates important points	
Imposes sufficient structure to cover topic adequately	
Prevents sidetracking by family members	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties/barriers	
Predicts behaviors and feelings	
Encourages generalization of parenting concepts to different settings and situations	
Encourages parents to work for long-term goals as opposed to "quick fix"	

II. LEADER LEADERSHIP SKILLS <i>cont'd</i>	COMMENTS
Helps parents focus on positive and realistic changes	
Balances discussion on affective and cognitive domains	
Sets up practice with children	
Coaches & supports practice play activities	
Reviews handouts and home activities for next home session	
Helps parents set goals for the week	
Encourage parent evaluations of home session (see form) and discussion of usefulness	

III. LEADER RELATIONSHIP BUILDING SKILLS	COMMENTS
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports parents' feelings (reflective statements)	
Shares personal experiences when appropriate	

III. LEADER RELATIONSHIP BUILDING SKILLS cont'd	COMMENTS
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies parents' negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses barriers to change	
Maintains control of session but is parent-centered	
Advocates for parents	
Praises parents' insights and skills	
Rewards goals that are achieved	

IV. LEADER KNOWLEDGE	COMMENTS
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Integrates parents' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

V. LEADER METHODS	COMMENTS
Uses video vignette examples efficiently and strategically to address parent goals and targeted new learning	
Uses role play practices and rehearsal with children to reinforce learning	
Reviews practice experience and gives encouraging feedback	
Uses modeling by self when appropriate (with parents' children)	
Mediates vignettes with pauses and time for parent reflection and discussion	
Chooses vignettes according to parents' needs and goals	

VI. PARENTS' RESPONSES	COMMENTS
Parents appear involved in session (write down key points)	
Parents complete home activities, ask questions and are active participants	
Parents write down goals for the upcoming week	
Parents complete positive evaluations of sessions	

Summary Comments: _____

Benefits of Using the Incredible Years® Home Coaching Parent Programs: Assuring Success

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Introduction

There is widespread evidence that evidence-based parent interventions treat a range of child mental health and behavioral problems (Kazdin & Weisz, 2010). Moreover, group-based parent interventions frequently rank high on lists of evidence-based practices (Furlong et al., 2012) with studies demonstrating that well-designed group-based models are often at least as effective as the best alternative one-on-one approaches.

There are several possible reasons for the greater effectiveness and acceptability of group-based interventions. Groups allow parents to learn from each other's experiences and to realize they are not alone in their parenting frustrations and difficulties. In addition to benefitting from hearing about parents who are struggling with similar child behaviors, parents will also be exposed to discussions and problem solving about behavioral issues that their child is not yet experiencing. This prepares parents for coping with new problems that may arise in the future. In these groups, parents often form strong supportive networks that are continued after the parenting program has ended.

For many parents, receiving feedback and ideas from other parents is more motivating and acceptable than similar feedback given by a therapist. The

supportive group dynamics often increases parents' motivation to try new approaches. Some studies have shown that some parents find group-based approaches more acceptable and less stigmatizing than one-on-one office-based therapy (50% vs. 32% (Cunningham, Bremner, & Boyle, 1995). These authors reported that parents for whom English was a second language had an even greater aversion to attending office-based therapy (19% willing vs. 63% who agreed to attend a group program).

Although group-based services have a number of advantages, including cost-effectiveness and acceptability to parents, there are unique barriers that can inhibit their wider dissemination. Agencies may have too few clients to fill a group, parents may have to wait too long before the next group starts, or there is no financial mechanism or incentive for billing group work. This can be especially true for small communities or private practitioners. Moreover, some parents are not able or motivated to access parenting groups either because of work schedule conflicts, travel distance barriers, illness, lack of babysitting support, or anxiety and fear about group disclosure and lack of family privacy. Factors predicting poor treatment outcome or drop out from any evidence-based programs (group or individual) include child factors (e.g., ADHD, high levels of externalizing problems); parent factors (e.g., mental health, substance abuse, marital discord; and family demographics (e.g., single parent, poverty, poor education) (Bagner & Graziano, 2012). This suggests that the format and delivery of evidence-based interventions may strongly influence the number of people who could be served by an intervention. This also suggests that providing different options for service delivery is necessary, especially providing extra support for more vulnerable families. This is important because the societal impact of an intervention is determined not only by its effectiveness but also by its reach, ease of adoption, implementation, and ability to sustain long term outcomes.

This article describes a home coaching model for delivering the Incredible Years Baby, Toddler, Preschool and School Age Parenting programs. Multiple randomized control group studies utilizing the Incredible Years group-based model over the past 3 decades have shown that parents make significant changes in their parenting and their children, in turn, show reductions in behavior problems and increases in their social, emotional and school readiness outcomes (Menting, Orobio de Castro, & Matthys, 2013; Webster-Stratton, 2016). It is believed that adapting this evidence-based program to a home-based format utilizing many of the same group-based principles will overcome some of the logistical and psychological barriers to accessing services.

Incredible Years Home Coaching Programs

The Incredible Years Home Coaching program is designed to support children and families in several ways. It can be offered as an additional support to parents attending Incredible Years parenting groups, because it can be used to make-up sessions with parents who miss a group session, or need supplemental coaching

with their children. Additionally IY home coaching can be used for parents and caregivers who are unable to attend an Incredible Years parenting group due to depression, schedule conflicts, or in cases where a parent group is not scheduled to start immediately. The Home Coaching program is a good way to offer immediate individual services to a family in situations where it is not acceptable to delay treatment (for example, child welfare involved family) or if parents have a family circumstance or mental illness that prevents them from attending group treatment. Ideally, some families who receive the Home Coaching sessions will eventually transition to an IY group so that they receive the benefit of the group support. Home coaching of the IY Baby, Toddler, Preschool or School Age programs are delivered by “coaches” who have received authorized group-based basic training in IY concepts and principles plus additional home IY coach training. During the home visits, coaches help parents identify their goals and barriers. As in the group model, vignettes are selected to show to parents based on their child’s developmental level, family circumstances, and presenting child-problems. . Coaches set up targeted parenting practice strategies between parents and their children and provide modeling, feedback, praise, prompts and support. If parents are receiving home coaching as a supplement to the parent group, then the home coaches coordinate the home coaching sessions to fit with what the parent is learning, and struggling with, in the group setting.

The Incredible Years Home Coaching program has been implemented in a number of countries including the United States, England, Ireland, New Zealand and Wales. A new study evaluating the IY group approach alone compared with the IY group approach PLUS home parent support for higher risk families has suggested few differences immediate post treatment but at 1-year follow-up home coaching produced more sustained outcomes on all measures (Lees & Fergusson, 2015)(Diane Lees 2016 personal communication). Attendance and retention was also greater in the intervention which included home parent support with the group-based IY parent program. Satisfaction was high in both groups.

Group IY Parent Program Plus Supplemental Home Coaching

Parents who may benefit from home coaching in addition to the group program include the following:

- parents referred or mandated to take the parenting program because of child neglect or abuse
- parents who have missed some group sessions due to illness or conflicting work schedules
- parents who are having difficulty understanding and using the recommended parenting approaches and/or fail to do the home activities
- parents with developmental delays or mental illness

If home coaching is used in addition to group sessions, it is recommended that a minimum of 4 visits are made. Visits are spaced at 3-4 week intervals following

completion of core units of the IY group program. In this way, the home coaching therapist can help summarize and solidify the parents' learning from the prior unit.

Home-based Coaching Model

For families who cannot attend groups, the entire IY program can be delivered as a home-based model. Home coaches meet with parents weekly in 60-90 minute sessions to define goals, show vignettes, and set up coached practice sessions. They explain home activity assignments and check in with parents about their progress each week. Depending on which of the four parent programs is being offered, it will take a minimum of 6 to 10 home visits to cover all the topic areas and many parents will require more sessions to complete the protocols. Home coaches are encouraged to tailor topics and sessions according to parents' level of understanding, success with practice activities and weekly assignments. A case study description of how the parent program was delivered at home over a 6 months period is described in a chapter in a book by J. Gordon (Gordon, 2015).

One randomized control group study evaluated the effects of an 11 week, 90 minute IY coach home visit intervention with American Indian communities (Dionne, Davis, Sheeber, & Madrigal, 2009). Coaches used the collaborative approach as recommended in standard group program delivery (Webster-Stratton, 2012). However, they also drew connections between the skills to be taught and traditional Indian values, traditions and beliefs. With every skill, culturally based stories were offered to create stronger connections with the skill. Fifty-five percent of the intervention families completed all the sessions and an average of 8 home sessions were completed. Results indicated significant improvement across time for intervention children and parents compared with the delayed-intervention group. Responses indicated 90% of parents saw benefits for themselves, their child, and their family, 89% reported feeling more confident in their ability to discipline their child and 93% reported improvements in their child's behavior.

Therapists delivering the home coaching program have learned key lessons and shared strategies that enhance the home coach's relationship with parents and caregivers and set up the intervention to effectively meet the family's goals. Below key areas of focus for home coaches are described, as well as strategies and skills for maximizing results for those participating in the Incredible Years home coaching program.

Preparing for Home Coaching Sessions

Before doing a home visit, the IY home coach prepares for this visit by reviewing parents' goals (see below) and selecting video vignettes to be shown and questions to be asked. The group leader basic group manual can be used by coaches to review the kinds of questions and considerations for each vignette selected. Next the IY home coach plans for the kind of practice activities that will be set up depending on whether the children will be home or not. The specific IY coach visit protocol for each topic can be reviewed in the IY home coaching guidelines manual. If the parent is also participating in the IY parent group, the coach will check with the

group leader to find out what parents' goals are and what successes or difficulties the parent has had with doing weekly home activities or practicing skills in the group sessions. The IY coach will also review what vignettes the parent has already viewed in the group and choose additional vignettes to show parents.

The IY coach prepares materials needed for this visit such as a working computer, appropriate DVD vignettes to be shown, goal statements, refrigerator handouts, home assignments and extra toys, puppets or stickers needed for practice or for keeping child engaged and reinforced for playing quietly while talking to parents.

Establishing a Collaborative Partnership

Developing a positive connection with the family will occur throughout every home visit. Coaches begin by introducing themselves and asking questions to find out about the family. They listen empathically to parents' experiences and concerns. Home coaches will be accepting, non-judgmental, and collaborative with parents. They will reinforce parents for their positive suggestions and behaviors and their attempts to try new parenting approaches. If the IY coach is also working with the parents in the parent group, then he/she may already have a relationship with the parents and know that family background. If so, less time can be spent on this initial stage, and the discussion can move quickly to the parents' goals. If the IY coach is meeting the family for the first time, then this rapport building and information getting is very important and may comprise most of the first visit.

Learning about Parents' Concerns, Culture and Goals

Coaches begin the collaborative process by asking in a respectful way open ended questions to allow the parent(s) to tell their story about their family and child. A typical first question might be, "Tell me more about what life is like with your child." Coaches ask the parents to talk about their child and follow-up with further questions to clarify. Coaches show genuine interest in what parents are telling them. They actively listen to what parents are saying. They explore any previous experiences with in-home services and ask what they think is important for them to know about their family.

The following are some questions the IY home coach can ask or keep in mind when establishing this collaborative partnership.

Coach:

What is important for me to know about being in your home?

What would you like me to know about you and your family?

What expectations do you have of me while I am in your home?

What would be the best way for us to work together during our sessions and make the most out of our time together?

What kind of environment is best for you to work/ learn in?

Would it be helpful to meet without the children here sometimes?

How should we handle phone calls or other family members during our time together?

What is the best time for us to meet when you feel safe to talk?

Child Problems

If a parent begins to talk about a problem they are concerned about, the coach asks the parent to elaborate further. In doing so, the parent is encouraged to tell about specific times the problem occurred. If a parent says, "He is always fighting with his sister or father or me" the IY coach might reply, "Tell me more about a recent time that happened."

Getting parents to focus on specific incidents gives the message that coaches are trying to solve the problem, not listen or gossip about their child. As parents tell coaches more about the incident, coaches continue to ask focused questions which get the parent to talk about the antecedents and consequences of the behavior (e.g., "What was happening when the child did that? "So how did you respond when he did that?")

It will be important to consider scheduling this first visit with the parent when the child is not at home or someone else can occupy the child. Parents may have a lot of concerns about their child and it will be important for them to be able to talk about these things without the child overhearing.

Child Strengths

As important as it is to learn about the problems a parent is facing with a child, it is also important to learn about the child's strengths. By asking about the child's strengths, home visitor coaches are emphasizing that it is important to look for the positive behaviors and aspects of the child's personality. Encourage parents to talk about what their child does well and what the child is interested in.

Developing Goals

Once coaches have a good understanding of the child and how the parents interact with him or her and the family situation, it is helpful to ask parents what specific goals they have for themselves and for their child. Helping parents and caregivers formulate their goals allows the IY coach to tailor the Incredible Years home coaching program to effectively meet the needs of families. Parents who are already participating in the IY group will have discussed these goals in the first group session. In this case, the IY coach will have a copy of these goals from the IY group leader and will review these with the parents and make sure these are still the goals parents want to work on. Parents who aren't attending the group should be given the *Parents Thinking Like Scientists* goals sheets and asked to complete it. For each goal, the IY coach helps the parents describe what they would like to happen in concrete, observable ways. For example,

Coach: *What are your child's problems that you would like help with?*

What would you like him to learn?

Parent: *He tantrums in the grocery store when he doesn't get what he wants and needs to be less disrespectful.*

Coach: *How will you know that he is respecting you more? What behaviors does he need to use to show you he is respectful?*

Parent: *He will mind me when I tell him to do something and stop tantruming!*

Coach: *What percentage of the time do you expect him to follow your directions when you ask him to do something?*

See Table 1

Some parents have difficulty framing their goals as positive child behaviors rather than as negative behaviors. They may tell stories of all their child's misbehaviors but be unable to describe the "positive opposite" behaviors they want to encourage. For example, prompting a child to talk quietly with an inside voice versus yelling at her to stop yelling. Or, helping to teach the child to wait patiently versus imposing harsh discipline for grabbing. Sometimes during these discussions the group leader discovers that the parent has unrealistic goals for the child's developmental ability and age. For example, most toddlers will grab to get what they want, or throw tantrums when prohibited from having something they want. Parents may not understand that toddlers have not yet developed the self-regulation skills or language to ask for what they want or be able to control their impulsivity and wait. The group leader may discover that some parents expect preschoolers to be 100% compliant and polite in response to their directions and not understand that it is normal and healthy for preschoolers to resist directions 1/3 of the time. This discussion with the parents' regarding their goals helps the group leader understand whether the parent needs to learn more about some normal developmental milestones for the specific age of the child.

To make goals achievable, they should be stated in a manner that is positive, (e.g., what the parent wants to see the child doing) and they need to be realistic and age appropriate. Another way to think about helping parents and caregivers set goals is to have them think of the positive opposite behavior they want to see that replaces the negative behaviors they want to decrease. It is tempting to ask parents questions such as: What have you tried in the past? or What kinds of things can you think of that might work? However, it will be important for the IY coach to wait to problem solve or give advice until the parents have defined and agreed upon their short and long term goals. Even then, the IY model is not about therapists solving the problem and telling parents what to do. Instead, once goals are well defined, the

therapist and parent will begin a collaborative process of discussing the program content and applying it to the parents' goals.

It is also important for group leaders to help parents talk about their children's strengths and interests. For example,

Coach: *What aspects of your child's personality or temperament do you most enjoy?*

Parent: *He is very bright, always exploring things and not afraid to try out anything. He is very interested in animals and has learned about many kinds of birds and can name them.*

During this goal setting process the parent or caregiver may also realize there are some parenting behaviors they would like to change as well as child behaviors. Parents are encouraged to come up with some goals for themselves. (e.g., "I want to learn to stay calm and yell less"). Parents and caregivers can identify problem areas for themselves as well as recognize their strengths and goals for their own behavior. For example:

Parent Problem Area: *When my child tantrums in grocery store I end up yelling and that makes things worse.*

Parent Strengths: *I can keep my cool and I feel like I am a good parent.*

Goal: *Be able to react calmly in the grocery store when my child throws a tantrum.*

Once goals have been identified the IY coach can tailor the program by selecting vignettes, setting up practices, and creating home assignments that are in line with parents' and caregivers' goals.

Explaining the Incredible Years Program and Home Visit Methods

Once the IY coach understands the parents' goals then s/he explains how the IY program and content is designed to address some or all of the goals the parents has listed. For parents involved in the IY parent group, this will be a brief discussion providing parents with a chance to ask any further questions about the program philosophy and how the program addresses their goals and values. For parents not involved in the group, the IY coach will show them the Parent Pyramid and will explain the Incredible Years program philosophy, topics and how each component of the program addresses each of their goals. For example,

Coach: *The first topic we will discuss today is child-directed play; this skill will help you with your goal to help your child have more language and friendship skills and will build your enjoyment of being with your child. You will be learning ways to communicate with your child that help build his language skills as well as ways your child can talk with other children.*

The IY coach will also explain the basic format structure and schedule for each 1-hour visit. The coaches will review the use of video vignettes, coached practices with their children, home activities assignments and goal setting each week.

For example:

Coach: *Each week we will review your progress from the prior week and how you are doing achieving your weekly goals. Then we will look at some video vignettes together that I have selected based on your goals. We will discuss these vignettes together in terms of what is effective and what you might do differently. We will look at the benefits of various approaches for your children and for yourself as well as the barriers to trying out these ideas. After our discussion we will set up practice exercises with me or with your child so you can practice or rehearse the specific strategy. During this play practice, I may make some suggestions or model some particular strategy for you to try out. Afterwards we will debrief what you learned and how your child responded. At the end of our time together we will set new goals for the week which will involve child play activities and chapters to read. How does that sound?*

Showing Video Vignettes

Coaches select ahead of time appropriate vignettes for the family. If the parents are also in the IY group then the IY coach will check with the group leader and chose 1 or 2 different vignettes related to the topic that were not shown in the group. Parents not in a parent group will need to see more vignettes and will probably need at least 2-3 sessions for each topic. Selection of vignettes will be chosen to reflect the cultural identity of parents, age and developmental status of the children and the number of children parents are caring for at home. Examples of questions to ask for each video vignette can be found in the basic parent leader's guide.

There are a few things for the home IY coach to keep in mind as they use video clips to trigger a discussion or practice with a parent or caregiver one-on-one.

- The IY home coach should choose vignettes that best match the families' goals, culture, and child developmental level.
- The IY home coach can link parents' specific goals to vignettes when setting them up for parents and caregivers. For example, *"In this next vignette you are going to see a mother in the grocery store with her children, since your goal is to have more calm behavior from your children in the grocery store. Think about what this mother is doing that could be contributing her children's calm behavior."*
- A particular video vignette is paused several times so the IY coach can ask the parent or caregiver if they think something the parent in the vignette did would be worth trying to achieve their goal. The coach can ask the parent

- what she would do next and practice this idea. When the vignette is finished, the IY coach can help the parent to think about how she would put that principle or idea into real behaviors with her child.
- Children need to be provided with something else to do while the coach and parent are talking and viewing vignettes. Coaches may bring some special crayons, bubbles, puzzles, or books about the child’s favorite topic to occupy the child while working with the parent. Parents can also be engaged in a discussion of what would work best for their children during the session. Coaches should provide children with incentives such as stickers, hand stamps and small treats for playing quietly. Not only does this keep the child occupied but models how to provide praise and rewards for the child’s positive desired behavior.

The coach’s task is to help the parents and caregivers understand how the Incredible Years video vignettes show behavior management principles that will be effective and relevant for achieving the parents’ goals with their children. If parents seem skeptical of the strategies being recommended, the IY coach can help them complete the second *Parents Thinking like Scientists* *handout* to do a benefits and barriers exercise with them. For example, they can explore the benefits of ignoring instead of yelling when tantrums are occurring compared with the barriers or obstacles that make it difficult for them to stop their typical yelling responses. They can also help parents look at short term and long term benefits for particular strategies. For example, if parents understand that in the long term staying calm and ignoring helps children learn how to stay calm, they may be able to give up the short term benefits of yelling or threatening a child.

See Table 2

Coaching parents and children during play practices



After discussing 3-4 video clips with parents or caregivers, coaches set up practices using coached role-plays between parents and their children. The IY coach sets up these practices and role-plays in a gradual, sequenced way, starting with parent practice without the child being present, then progressing to coached scaffolded play times with the child, and finally providing less support as parents become more skilled and confident. Coaches will want to be sure they have appropriate toys for these practices such as blocks, Duplos, play dough, puppets or drawing materials. Coaches should bring a basket of these unstructured play activities with them in case parents do not have them in the home. Here is the sequence of setting up practices with parents and children.

1. **Set up a role-play first between the IY coach and parent.** This can be especially helpful if parents are learning and practicing a new skill for the first time. Sometimes it can be difficult for parents to implement a new skill with their child without knowing first what it looks like and sounds like. The IY coach starts by playing the parent role while the parent takes their child's role and then they can switch roles. This allows the parent to first see the behavior modeled by the coach and to experience its effects from the point of view of their child. Then they can try out the parenting strategy themselves while being supported with positive coach feedback. When the coach is in role as "child" s/he

does not misbehave in order to give the parent time to learn the skills before being challenged with misbehavior.

2. **IY coach scaffolded parent play with the child.** Next the IY coach suggests that the IY coach and parent play together with the child. The IY coach models skills such as being child-directed play, being an appreciative audience, and social and emotion coaching. During this type of practice the IY coach and parent take turns making statements during the play. Then as the parent feels more comfortable the IY coach can gradually step out of the play interaction into more of a supportive observer/ IY coach role.
3. **Coaching the parent and child.** The IY coach provides support while a parent is practicing new skills such as child-directed play with their child by being “an angel on the parent’s shoulder”. Coaches sit next to the parent and whisper to parents who need some extra help when trying out new skills.

For all of these ways of practicing new skills it will be important that the IY coach scaffolds the parent’s success by reviewing the parent’s goals and creating a “script” for the parent to use. For example a parent might have the goal of having their child share more frequently. The IY coach will first brainstorm with the parent ways to encourage and prompt sharing and then what statements/ comments they can make during the play. The home IY coach might suggest that if the child is not sharing, the parent can first model the desired behavior by offering to share their toy and say, “I would like to share my toy with you”.

After the role-play or practice is over, the learning will be strengthened when the IY coach processes how the parent felt either playing with the child or role-playing with the home coach. Positive feedback, specific praise and encouragement is very important to the practice learning.

Review of learning and home assignments

After debriefing the play practice, the coach and parent review the key learning for that session and read the refrigerator notes for the topic. Then they discuss the home assignments. Home assignments are an important part of the Incredible Years home coaching program and will be most effective when they are tailored to the parent’s goals and life situation.

At the end of the session, the IY coach asks the parent to complete the weekly self-monitoring checklist. On this from, the parent makes a commitment regarding how often they will do a play practice with their child each week using the new skills and what reading they will do. Having the parent put their commitment to completing the home assignment in writing will help with accountability and monitoring progress.

At the beginning of each home coaching session starting with session 2 the IY coach will spend the first 10 to 15 minutes of the session reviewing how the home assignment and practice went. During this time coaches will ask about their successes and their problems or difficulties and offer suggestions about ways to handle these. Coaches ask about the child's behavior in response to parents' play activities. This is time when home coaches can be cheerleaders for parents and celebrate their success. Some example questions include:

Coach: *Tell me about your experience with child-directed play?
Does your child enjoy the play time? Did you enjoy it?
How was it to use social and emotional coaching? What do you think
your child is learning from this approach?
What did you find difficult?*

For every session, parents will have the assignment of doing play sessions with their child; as the program progresses, there will also be other assignments to try new skills learned in the sessions (praise, sticker charts, ignoring). It is important to start with discussion of any efforts parents made to try out something new they learned from their last session. After learning about the parent's difficulties or obstacles then it is important for coaches to take some time to talk about ways to overcome the barriers. For example, if a parent had agreed to practice child-directed play in the prior session but they tell the coach they did not have time to do this, then the coach explores the barriers to doing this assignment. For example:

Coach: *What got in the way of finding time to do the play activities?*

Parent: *I was too busy with my job and doing laundry and getting the children fed and ready for bed when I got home. I was just too tired to do this.*

Coach: *Could you possibly use any of these child-directed play activities when you are folding laundry, or giving your child a bath, or driving home from school? Could you sing when you are making dinner?*

It is important the parents understand how many of the child-directed play and social and emotional coaching language as well as praise and rewards could be used at other times of the day in their interactions with their children and not just during a formal play time with toys.

For parents who do achieve their goals for play times or reading, or even partially complete their goals it is important for coaches to provide enthusiastic praise for their steps at making change in their interactions. Coaches can provide small rewards for success such as special tea, lotion, small treat, or parent tool award certificate.

Sample Session Structure

We have discussed all of the important elements in order to engage a parent in a home coaching session. The first home visit will primarily be spent learning about the family culture and values and the child's problems and strengths and developing goals. Hopefully there will be some time for learning by showing a few video vignettes related to child-directed play. The following is a sample of subsequent home schedule time table (90 minutes).

1. Begin by joining with the parent reviewing home activities, weekly goals and successes and barriers to achieving the goals. Problem solve ways to overcome obstacles (15 minutes)
2. Start new teaching by referring to the Incredible Years pyramid and link in with the parent's goals (5 minutes)
3. Show approximately 2-4 child-directed play vignettes while pausing for reflections and questions (30 minutes)
4. Complete a child-directed play practice and debrief (20 minutes)
5. Discuss the next weeks home assignment, have parent fill out the self monitoring goal sheet, and an evaluation, schedule next week's appointment (15 minutes)

Summary

The IY home-based program holds promise for providing added support for parents attending the IY group-based program. It can be used either to provide additional personalized practice for parents with their children at home, or as a make-up session if they have missed a group session. The IY home-based model can also be used to deliver the entire program one-on-one at home. More research is needed to evaluate the added benefits of either using the program as a supplement to the IY group or as a stand alone, one-on-one approach. However preliminary studies evaluating both these approaches suggests that the IY group plus home-based support serves to help parents sustain positive parenting changes in the longer term (Lees & Fergusson, 2015) . The fully home-based model appears to be particularly effective for high risk parents, parents with scheduling conflicts, or parents experiencing other interpersonal or health factors (Dionne et al., 2009). The flexibility and ease of delivering the IY model in a family's home may allow agencies to better meet the needs of high risk families and especially families living in rural areas who cannot access a group-based program in order to promote their children's optimal growth and development.

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Table 1 Parents Setting Goals

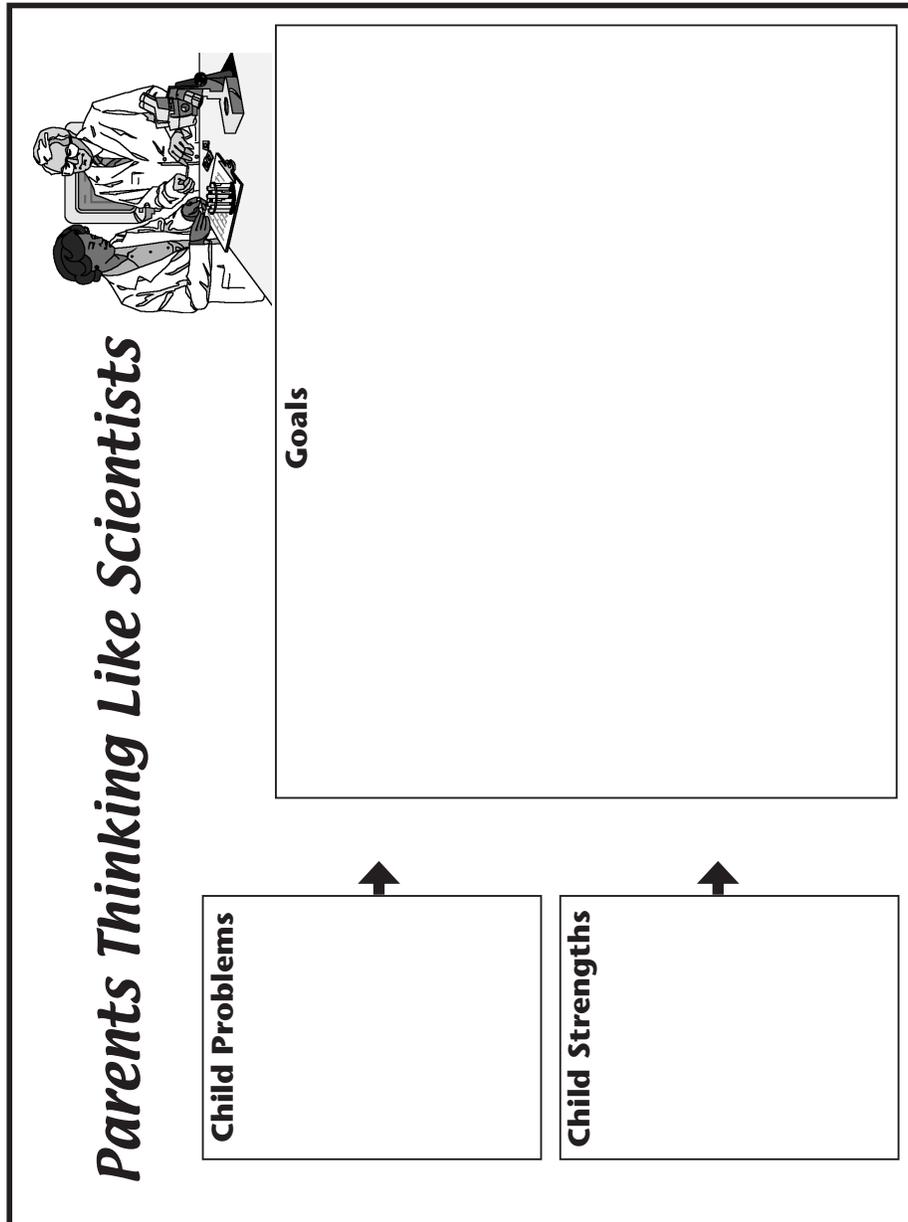


Table 2: Exploring Benefits and Obstacles

