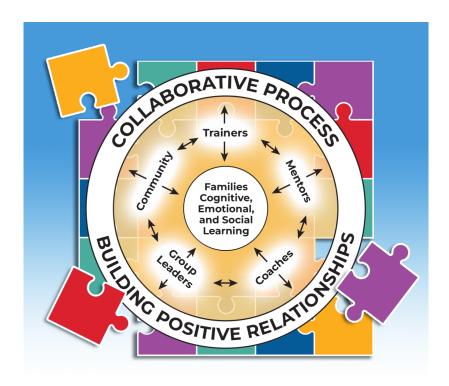# The Incredible Years®

Parents, Teachers and Children Series

TEACHER PEER COACHING WORKSHOP

TEACHER PROGRAMS designed for teachers, school counselors and those who work with groups of children

WORKSHOP GUIDE

by Carolyn Webster-Stratton, MSN, MPH, PhD
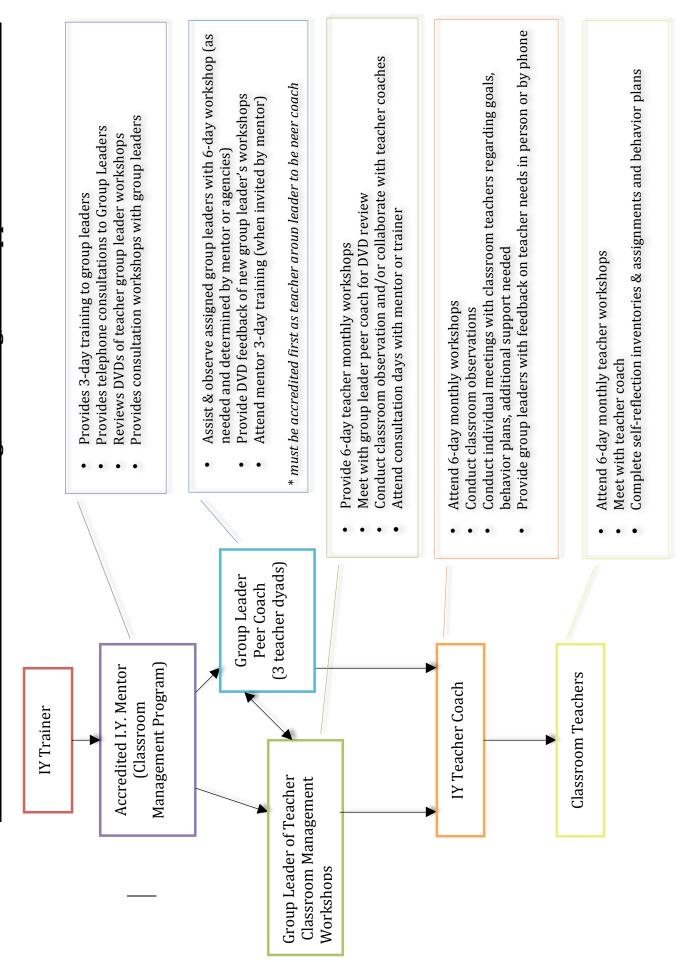
Peer Coach Training Workshop

Agenda Day 1 (in-person)

8:30 - 9:15   Introductions, experience providing peer support and supervision.

  Goals

9:15 - 10:00   Brainstorm key principles of supervision/coaching

10:00 -1 0:15   Break

10:15 - 12:00   Small group exercises and brainstorms around skills in coaching and video review

12:00 - 1:00   Lunch

1:00 - 2:15   Role play and video review practice

2:15 - 2:30   Break

2:30 - 3:45   Role play and video review practice cont'd

3:45 - 4:00   Review of day

Day 2 (in-person)

Participants will bring videos of their own group sessions cued up for discussion within group and for practice in coaching.

Incredible Years Teacher Training, Coaching, and Support Infrastructure

```
IY Trainer  →  Accredited I.Y. Mentor (Classroom Management Program)
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Accredited I.Y. Mentor box:
- Provides 3-day training to group leaders
- Provides telephone consultations to Group Leaders
- Reviews DVDs of teacher group leader workshops
- Provides consultation workshops with group leaders

Accredited I.Y. Mentor → Group Leader Peer Coach (3 teacher dyads)

Group Leader Peer Coach box:
- Assist & observe assigned group leaders with 6-day workshop (as needed and determined by mentor or agencies)
- Provide DVD feedback of new group leader's workshops
- Attend mentor 3-day training (when invited by mentor)

must be accredited first as teacher aroun leader to be peer coach

Accredited I.Y. Mentor → Group Leader of Teacher Classroom Management Workshops

Group Leader of Teacher Classroom Management Workshops box:
- Provide 6-day teacher monthly workshops
- Meet with group leader peer coach for DVD review
- Conduct classroom observation and/or collaborate with teacher coaches
- Attend consultation days with mentor or trainer

Group Leader Peer Coach → IY Teacher Coach
Group Leader of Teacher Classroom Management Workshops → IY Teacher Coach

IY Teacher Coach box:
- Attend 6-day monthly workshops
- Conduct classroom observations
- Conduct individual meetings with classroom teachers regarding goals, behavior plans, additional support needed
- Provide group leaders with feedback on teacher needs in person or by phone

IY Teacher Coach → Classroom Teachers

Classroom Teachers box:
- Attend 6-day monthly teacher workshops
- Meet with teacher coach
- Complete self-reflection inventories & assignments and behavior plans

The Incredible Years®

Child Dinosaur Classroom Prevention Program
Ages 3 to 8 years

Child Dinosaur Treatment Program
Ages 4 to 8 years

Autism Spectrum & Language Delays Teacher Program
Ages 3 to 5 years

Incredible Beginnings Teacher/Child Care Provider Program
Ages 1 to 5 years

Teacher Classroom Management Program
Ages 3 to 8 years

Autism Spectrum & Language Delays Parent Program
Ages 2 to 5 years

Attentive Parenting® Universal Program
Ages 2 to 6 years

School Readiness Parent Program
Ages 2 to 4 years

Well-Baby Prevention Program
Ages 0 to 9 months

Advanced Parent Program
Ages 4 to 12 years

School Age BASIC Parent Program
Ags 6 to 12 years

Preschool BASIC Parent Program
Ages 3 to 6 years
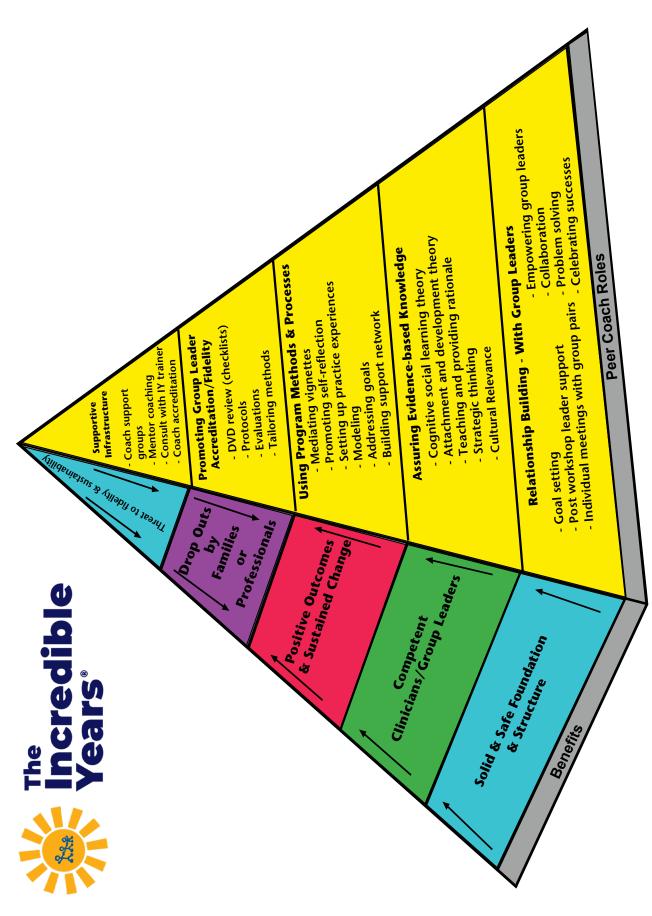
Toddler Basic Parent Program
Ages 1 to 3 years

Baby Parent Program
Ages 0 to 12 months

Incredible Years® Peer Coach Pyramid

Peer Coach Roles

Supportive Infrastructure
- Coach support groups
- Mentor coaching
- Consult with IY trainer
- Coach accreditation

Promoting Group Leader Accreditation/Fidelity
- DVD review (checklists)
- Protocols
- Evaluations
- Tailoring methods

Using Program Methods & Processes
- Mediating vignettes
- Promoting self-reflection
- Setting up practice experiences
- Modeling
- Addressing goals
- Building support network

Assuring Evidence-based Knowledge
- Cognitive social learning theory
- Attachment and development theory
- Teaching and providing rationale
- Strategic thinking
- Cultural Relevance

Relationship Building - With Group Leaders
- Empowering group leaders
- Collaboration
- Problem solving
- Celebrating successes
- Goal setting
- Post workshop leader support
- Individual meetings with group pairs

Threat to fidelity & sustainability

Drop Outs by Families or Professionals

Positive Outcomes & Sustained Change

Competent Clinicians/Group Leaders

Solid & Safe Foundation & Structure

Benefits

The Incredible Years®

Preparing for IY Peer Coach / Group Leader Meeting

- Coach reminds group leader of what they need to do to prepare for coaching session (in advance). Group leader is asked to:

    - Review video of group, set personal goal and select video segment for review and feedback from coach (see handout #1)

    - Bring participant evaluations and protocols

- Coach prepares for meeting by reviewing group leader goals, bringing group checklists, coach evaluations and buzz forms (handout #6, 7)

- Coach prepares additional training from self-learning IY manuals and videos as needed

Structure of IY Peer Coach Group Leader Meetings

- Review agenda together

- Review group leader's progress with prior goals accomplished (10 min) (role play if useful)

- Clarification of new goal for coaching session (10 min)

- View video vignette and refl ect on alternative strategies (15 min)

- Set up practices with ideas discussed while reviewing video segment (10 min)

- Review of checklist related to segment discussed (e.g., setting up role plays) (5 min)

- Set new goals and summarize key learning (buzz sheets)(5 min)

- Review session protocols, attendance, evaluations (5 min)

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

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

What are the advantages of ongoing video group supervision?

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

What are the barriers to video group supervision?

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

Preparing for Supervision and Video Feedback- Be Proactive!

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

• Show both positive or successful training strategies as well as interactions that felt awkward or difficult.

• Think about what kind of constructive feedback you want. Be specific and tell your peer group members what kind of help you want. For example, " I want to learn some new strategies for managing this talkative teacher, or, domineering teacher, or, resistive teacher." Or, "What do you think I am doing well here? What else might you do?"

• Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.

• After brainstorming, reenact or role play the video scene and try out some of the ideas. Designate who you want to act the role of teacher and who to act the role of group leader. Taking on the role of a difficult teacher can help you empathize with teacher's point of view.

• Evaluate and summarize likely strategies to try in the future.

• Use the "Thinking Like Scientists" document to determine future goals and be aware of barriers.

• Review outcome at next consultation or coach session.

Things to Bring to Video Review Session

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

Self-directed Learning and Goal Setting

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

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

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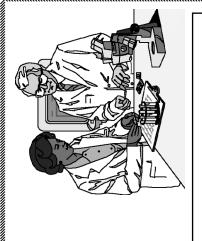
Coaches Thinking Like Scientists

The Incredible Years®

Problem

Strengths

Goals

Strategies

Benefits

Obstacles
(thoughts, feelings, behavior in self & others)

Ongoing Plans

Coaches Thinking Like Scientists

The Incredible Years®

Goals

Problems

Strengths

Incredible Years
Group Leader and Coach/Mentor Gems

Date _____ Group Leader(s) _____ Coach/Mentor _____

Program: Parent ☐ Teacher ☐ Child ☐ Video viewed? ☐ Topic _____ Date for next meeting _____

Fidelity Issues Discussed:

☐ Attendance

☐ Participant evaluations

☐ Home activities engagement

☐ Principles

☐ Mediating vignettes & Number

☐ Role play/practices/ buzzes & Number

☐ Participant goals

☐ Tailoring to needs

☐ Weekly calls

☐ Session checklists

☐ Peer & self-evaluation forms

☐ Group process checklists

☐ Self-reflection inventories

☐ Accreditation/ Certification

☐ Coaching evaluation

Group leader prior goals reviewed:

Incredible Group Leaders
Spotlight Positive Behaviors

Group leader goals for group Video review:

Issue problem solved and practiced:

Summary of Key Learning:

The Incredible Years®

Incredible Years
Group Leader and Coach/Mentor Gems

New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

The Incredible Years®

Incredible Years
Group Leader and Coach/Mentor Gems

Date _____   Group Leader(s) _____   Coach/Mentor _____

Program: Parent ☐   Teacher ☐   Child ☐   Video viewed? ☐   Topic _____   Date for next meeting _____

Fidelity Issues Discussed:

- ☐ Attendance
- ☐ Participant evaluations
- ☐ Home activities engagement
- ☐ Principles
- ☐ Mediating vignettes & Number
- ☐ Role play/practices/ buzzes & Number
- ☐ Participant goals
- ☐ Tailoring to needs
- ☐ Weekly calls
- ☐ Session checklists
- ☐ Peer & self-evaluation forms
- ☐ Group process checklists
- ☐ Self-reflection inventories
- ☐ Accreditation/ Certification
- ☐ Coaching evaluation

Group leader prior goals reviewed:

Incredible Group Leaders
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Group leader goals for group Video review:

Issue problem solved and practiced:

Summary of Key Learning:

The Incredible Years®

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Incredible Years
Group Leader and Coach/Mentor Gems

New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

The Incredible Years®

Incredible Years
Group Leader and Coach/Mentor Gems

Date _____ Group Leader(s) _____ Coach/Mentor _____

Program: Parent ☐ Teacher ☐ Child ☐ Video viewed? ☐ Topic _____ Date for next meeting _____

Fidelity Issues Discussed:

☐ Attendance

☐ Participant evaluations

☐ Home activities engagement

☐ Principles

☐ Mediating vignettes & Number

☐ Role play/practices/ buzzes & Number

☐ Participant goals

☐ Tailoring to needs

☐ Weekly calls

☐ Session checklists

☐ Peer & self-evaluation forms

☐ Group process checklists

☐ Self-reflection inventories

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Group leader prior goals reviewed:

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Summary of Key Learning:

The Incredible Years®

www.incredibleyears.com

Incredible Years
Group Leader and Coach/Mentor Gems

New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

Individual Video Review Process
of Teacher Group Leader's Group Session
by Carolyn Webster-Stratton, Ph.D.

Video reviews may be conducted by trainers, mentors or peer coaches and can be offered at three different levels. Peer coaches can provide support to new group leaders at the first two levels. Trainers and mentors offer supervision at all three levels.

Level One: Co-leading with new group leaders

The ideal way for a new group leader to learn the program is to co-lead with a certified group leader/peer coach. Whenever possible certified group leaders should provide this opportunity to new leaders. As part of this co-leading experience the certified leader can provide ongoing feedback/coaching to the new leader. In the first sessions the new group leader may participate by watching the certified leader lead the group while taking on a supportive role of scribing brainstorm notes and helping with role plays. After several sessions the new leader should be given some vignettes to present and over subsequent sessions gradually participate more and more. On-going supportive feedback regarding the new group leader's skills should be provided by the certified group leader. The two group leader process checklists and peer review forms can be used to give this feedback. The new leader will also complete a supervision evaluation form towards the beginning and end of a group and discuss this with the certified group leader.

Level Two: Providing individual video feedback to group leaders*

Peer coaches and certified group leaders may review a recorded session with group leaders and give feedback using the methods described below. This is part of the ongoing peer review process.

Level Three: Providing consultation workshops:

Only trainers & mentors may offer authorized consultation workshops. At these workshops (consisting of 10-12 people) group leaders bring video to present and have prepared in advance portions of the tape to show to the group. The mentor leads the discussion of these video presentations by using the collaborative process including role plays, brainstorms and assuring that the person presenting their video gets constructive feedback.

***Training of Certified Group Leaders to be Peer Coaches for Video Reviews**

Certified group leaders are encouraged to participate in peer review and to support new group leaders. Mentors may identify certified group leaders within their agency or defined district who have advanced group leader skills and extensive experience. These advanced leaders may be trained as "Peer Coaches" to provide video reviews using the process described in this document. Mentors will provide ongoing supervision to these certified group leaders regarding their coaching process. This experience for certified group leaders will not only enhance their group leadership skills but will highlight their expertise in their community.

NOTE: Videos reviewed by peer coaches are not accepted for certification. Certification video reviews must be completed by Authorized Mentors and Trainers.

Checklist of what group leaders bring for Video/DVD review with peer coaches:

___ Video of group session with segments noted (via time code) for review
___ Group process checklists (2)
___ Group leader "thinking like a scientist" goals form
___ Teachers' individual goals (first session)
___ Teacher evaluation forms and attendance list
___ Protocols of sessions completed
___ Principles covered
___ Supervision evaluation forms

Planning for Video Feedback

Depending on the amount of time allotted for peer coaching, group leaders present selected portions of their session for review. If selected portions of the video are to be reviewed, group leaders should prepare in advance and select those segments for which they would like to receive feedback. Group leaders should note the time of these segments on the video when preparing for review. REFER GROUP LEADERS TO THE DOCUMENT *TIPS FOR PREPARING YOUR VIDEO FOR REVIEW* BEFORE THEY DO THEIR FIRST REVIEW.

Group leaders review their tape of their session in advance using the Group Leader's Collaborative Process Checklist Form. Questions and goals for the review are identified by the leaders. Group leaders bring teachers' goals list to the meeting.

Establish Group Leaders' Goals for the Video Review

Group leaders discuss with the peer coach their goals for the review and set realistic priorities depending on the group leaders' prior experiences and knowledge level. Use the Thinking Like Scientist Goals sheet.

Use Checklists and Process Forms

Group leaders and peer coach refer to checklists periodically to summarize their insights and main points. Together they view the session and reflect on the collaborative process both from the point of view of the leader and the parents.

Do Role-Plays

Where difficult teacher group discussions occur, or alternative group leader strategies are identified for managing an issue, group leaders will be encouraged to try out these ideas with role plays. These role plays will be reflected upon in terms of their possible advantages and disadvantages.

Review Session Protocols

Group leader should bring protocols for review by peer coach. This will enable the coach to determine if protocols are adhered to, or if the leader is getting behind.

Review Teacher Evaluations and Attendance List

Group leader presents the teacher evaluations of her sessions. Group leader and peer coach can discuss how to respond to any problems expressed by members of the group. Also attendance is reviewed to see if group leader is keeping parents attending, and if necessary review engagement strategies as well as what has been planned in regard to make up sessions for those who have missed a session.

Incredible Years® Peer Coaching Process Checklist

Carolyn Webster-Stratton, PhD (rev. 2022)

___ Self Evaluation
___ Certified Trainer

This checklist is designed for peer coaches to complete following a peer coaching session of an Incredible Years (IY) group, or when reviewing a video of themselves providing a peer coach session. By watching a video of a coaching session and looking for the following points, a peer coach can identify specific goals for progress. It is expected that the skills outlined under process and knowledge will be demonstrated throughout the whole peer coach session. This form is also used by trainers for giving feedback to the coach.

PEER COACH KNOWLEDGE
Did the Peer Coach:

	YES	NO	N/A
1. Demonstrate a clear understanding of social, cognitive, emotional and behavioral principles and theory when discussing behavior management?	____	____	____
2. Demonstrate knowledge of Incredible Years content covered in session?	____	____	____
3. Provide rationale for program structure and principles covered in a clear, convincing manner?	____	____	____
4. Use personal examples of group work to explain group process in a relevant manner?	____	____	____
5. Appear knowledgeable and sensitive to cultural diversity?	____	____	____
6. Provide up to date IY handouts, protocols and checklists regarding the program?	____	____	____
7. Demonstrate good knowledge of Incredible Years website and signpost group leaders?	____	____	____
8. Demonstrate thorough knowledge of parent group leader certification/accreditation process? Discuss importance of offering program with fidelity to assure effective outcomes?	____	____	____

PEER COACH PROCESS
Did the Peer Coach:

	YES	NO	N/A
9. Identify group leaders' goals for learning?	____	____	____
10. Use a collaborative style?	____	____	____
11. Create a feeling of safety for discussions?	____	____	____
12. Demonstrate respect for different view points?	____	____	____
13. Engage group leaders in active dialogue?	____	____	____
14. Use humor when appropriate?	____	____	____
15. Use self disclosure strategically?	____	____	____
16. Listen and validate group leader's previous experience and expertise?	____	____	____

PEER COACH PROCESS (Cont.)

17. Foster the idea that group leaders learn from each other's experiences? ____ ____ ____

18. Help group leaders learn to support and reinforce each other and work as a team? ____ ____ ____

19. Encourage group leaders to problem solve solutions when possible. Ask questions with a positive tone to clarify issues before offering solutions? ____ ____ ____

20. Praise group leader's ideas and foster their self reflection and self learning? ____ ____ ____

21. Summarize and restate important points? ____ ____ ____

22. Impose sufficient structure to facilitate group process? ____ ____ ____

23. Prevent side tracking? ____ ____ ____

24. Normalize learning process and difficulties when first doing groups? Reflect on group leaders feelings and anxieties? ____ ____ ____

25. Pull out group "principles" from group leaders' ideas? ____ ____ ____

26. Help group leader know how to make strategies developmentally appropriate for children? ____ ____ ____

27. Know when to be flexible and allow a digression for an important issue and know how to tie it into sessions content? ____ ____ ____

SET UP
Did the Peer Coach:

28. Set up the room and chairs so that everyone could see the monitor for video review? ____ ____ ____

29. Set a clear agenda for the session in collaboration with group leaders? (write on flip chart or white board) ____ ____ ____

30. In advance, ask group leaders to provide paperwork ready for review (e.g., group leader checklists, parent evaluation forms, goals and attendance list, principles covered, session protocols with vignettes covered, etc.)? Review this paperwork to determine leader's fidelity to session protocols? ____ ____ ____

31. When reviewing session protocols, explore their rationale for their selection of specific vignettes chosen, role plays conducted, or their reasons for not being able to adhere to the protocols? ____ ____ ____

32. Check that group leaders have read the document about preparing for video review ("Obtaining Video Review")? ____ ____ ____

33. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level? ____ ____ ____

YES   NO   N/A

REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION
Did the Peer Coach:

34. Begin by asking group leaders how they worked on their goals since the last peer coach session?   ____ ____ ____

35. Highlight any key skills used and have group leaders write down key principles of group leadership?   ____ ____ ____

36. Praise and encourage group leaders for what they did well and recognize their beginning steps to change rather than correct their process?   ____ ____ ____

37. Help group leaders integrate prior learning by asking them to use principles from prior sessions?   ____ ____ ____

38. Explore with group leaders who didn't complete their goals what made it difficult? Help them identify how to overcome difficulties?   ____ ____ ____

39. Limit the discussion of prior goals to give adequate time for discussing new goals and viewing the video clip brought for discussion?   ____ ____ ____

REVIEW OF VIDEO CLIPS
Did the Peer Coach:

40. Begin the discussion by asking group leaders why they have chosen the video clip?   ____ ____ ____

41. Identify what group leaders would like feedback on and what their goals are?   ____ ____ ____

42. Give group leaders a chance to reflect upon their experiences?   ____ ____ ____

43. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the parents?   ____ ____ ____

44. Ask open ended questions to group leaders about what was happening in the clip to support self reflection?   ____ ____ ____

45. Paraphrase and highlight the key points made by group leaders and encourage them to write these down?   ____ ____ ____

46. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having parents identify their own principles?)?   ____ ____ ____

47. Move on to the next clip after key points have been discussed rather than let discussion go on at length (this ensures that the leaders will have sufficient time for role playing and for showing all clips)?   ____ ____ ____

48. Use role play appropriately to reinforce and practice new learning or suggested ideas?   ____ ____ ____

49. Encourage group leaders to refer to process checklists periodically to summarize their insights and main points?   ____ ____ ____

	YES	NO	N/A

ROLE PLAY AND PRACTICE
Did the Peer Coach:

50. Ensure that the skill to be practiced had been covered and scripted in the discussion prior to asking group leader to role play (ensures likelihood of success)? _____ _____ _____

51. Do several spontaneous role plays that are derived from the video clip and what happened in the group? _____ _____ _____

52. Do several role plays which allow group leaders to practice new skills? _____ _____ _____

53. Use all of the following skills when directing role plays:

    a. Select group leaders and give them appropriate roles? _____ _____ _____

    b. Skillfully encourages group leaders in role plays? _____ _____ _____

    c. Provide each group leader with a description of their role? _____ _____ _____

    d. Provide enough scaffolding so that group leaders are successfull in their role? _____ _____ _____

    e. Coach group leader during role play to maximize success? _____ _____ _____

    f. Pause role play periodically to praise, or redirect, give clarification, or ask group leader to think of alternative responses? _____ _____ _____

    g. Take responsibility for having given poor instructions if role play is not successful and allow "actor" time to rewind and replay? _____ _____ _____

    h. Debrief with each group leader afterwards to help them relfect on what they have learned? _____ _____ _____

    i. Encourage feedback from other group leaders about strengths (e.g. "What key group leadership skills did you see _____ using to make it effective?")? _____ _____ _____

    j. Re-run the role play (changing roles when necessary) to consolidate learning? _____ _____ _____

CLOSING SESSION
Did the Peer Coach:

54. Begin the ending process with 10 minutes remaining? _____ _____ _____

55. Summarize the group leader's strengths? _____ _____ _____

56. Summarizes key learning points of the session (one way to do this would be to have group leaders review notes taken during the session)? _____ _____ _____

57. Have group leaders set goals for future group sessions and write them down (e.g. a group leader may strive to do more role plays, to lecture less and collaborate more, to give participants more praise, or, to help them see how the strategy fits their goals, or help parents or teachers adapt to the needs of a particular child, etc.)? _____ _____ _____

58. Set up next coaching meeting time on schedule? _____ _____ _____

59. Review group leaders progress toward certification/accreditation? ____ ____ ____

60. Have group leaders complete evaluation form (Quality of
Supervision form)? ____ ____ ____

61. After session, complete Peer Coach Self Evaluation form? ____ ____ ____

Remember, your goal in the peer coach sessions should be to help group leaders self-reflect on their work and to share their observations and thoughts with each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on videos, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about, rather than what they hear about? The Peer Coach's role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions and model a skill as needed, and to support and motivate new group leaders in their learning process.

"A coach is someone who is learner-centered, supportive, builds on a person's strengths and needs, monitors their skills and group processes, prompts or models skills/thoughts according to their goals, sets up behavioral practices and strategic plans, encourages, praises and reinforces steps in the right direction. Coaching is a method of teaching and learning that draws on social constructivist learning theory. As such coaching promotes learning that occurs through social interactions involving understanding of learner needs." - Webster-Stratton, 2012

Summary Comments:

Teacher Group Leader
Collaborative Process Checklist (rev. 2023)

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a video of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop. This checklist is also used by IY Trainers/Mentors when reviewing video for accreditation.

Leader Self-Evaluation (name):_____

Co-leader Evaluation:_____

Certified Trainer/Mentor Evaluation:_____

Date:_____

SET UP *Did the Leaders:*	YES	NO	N/A
1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables)	____	____	____
2. If 2 leaders, sit at separate places in the circle, rather than both at the front?	____	____	____
3. Write the agenda on the board?	____	____	____
4. Have handouts and practice activities ready for the teachers to pick up.	____	____	____

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS *Did the Leaders:*	YES	NO	N/A
5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)	____	____	____
6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans and achieving short-term goals, parent involvement plans, and assigned chapter readings?	____	____	____
7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents?	____	____	____
8. Highlight key "principles" that their examples illustrate? (e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?")	____	____	____

9. Select teachers strategically to demonstrate and role play successful strategies or to refine their approach?   ____ ____ ____

10. Explore with individuals who didn't complete the practice assignments what made it difficult (barriers) and discuss how practice assignments can be made more meaningful to meet their goals? (e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")   ____ ____ ____

11. If a teacher's description of how they applied the skills makes it clear that they misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher feeling responsible for the failure? (e.g., "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..." or "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")   ____ ____ ____

12. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.)   ____ ____ ____

13. Explore ways to make teaching strategy developmentally appropriate for each student?   ____ ____ ____

14. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?   ____ ____ ____

WHEN BEGINNING THE TOPIC FOR THE DAY
Did the Leaders:

15. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)   ____ ____ ____

16. Paraphrase and highlight the points made by teachers - writing key points or principles on the board?   ____ ____ ____

WHEN SHOWING THE VIGNETTES
Did the Leaders:

17. Before showing vignette, focus teachers by telling them what they will see (e.g., age and developmental status of child, situation) and what you want them to watch for (e.g., "In the next vignette, we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom")?   ____ ____ ____

	YES	NO	N/A

18. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom? ____ ____ ____

19. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) ____ ____ ____

20. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.) ____ ____ ____

21. Paraphrase and highlight the points made by teachers - writing key points or "principles" on the board? ____ ____ ____

22. Help teachers see how principles learned from vignettes apply to their classroom or specific students? ____ ____ ____

23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length? ____ ____ ____

24. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated, Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) **IF** group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on. ____ ____ ____

25. Use vignettes to promote alternative ideas for responding to situations and to relay practice role plays using their ideas? ____ ____ ____

26. Use vignettes to trigger practices designed to address students at different developmental levels? ____ ____ ____

27. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child or older school-age child? ____ ____ ____

28. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students? ____ ____ ____

PRACTICE AND ROLE PLAYS
Did the Leaders:

29. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.) ____ ____ ____

30. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.") ____ ____ ____

31. Do frequent planned role plays, practices or buzzes over the course of the workshop day? ____ ____ ____

32. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? Groups should be organized by child's developmental ability. ____ ____ ____

33. Use all of the following skills when directing role plays: ____ ____ ____

    a. Select teachers strategically to be teacher or student?

    b. Skillfully get teachers engaged in role plays which address their goals and questions? ____ ____ ____

    c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior, and developmental level)? ____ ____ ____

    d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)? ____ ____ ____

    e. Invite other workshop members to be "coaches" (to call out ideas if the actor is stuck)? ____ ____ ____

    f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants? ____ ____ ____

    g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? ____ ____ ____

34. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")? ____ ____ ____

35. Solicit feedback from group about strengths of teacher in role? ____ ____ ____

36. Re-run role play, changing roles, involving different teachers, or with child of different language/cognitive/play developmental level or temperament (being in role as student is helpful for teachers to experience their students' perspective and a different way of responding)? ____ ____ ____

COMPLETE INDIVIDUAL BEHAVIOR PLANS
Did the Leaders:

37. Break up into groups (6-7) to do behavior plans - based on the principles and content discussed in that workshop? (See teacher buzz forms on website: www. incredibleyears.com) ____ ____ ____

38. Review, refine and share behavior plans for students?

PARENT INVOLVEMENT
Did the Leaders:

39. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual)

40. Discuss methods to teach or partner with parents (e.g. telephone calls, parent meetings) around students' learning needs?

    ____   ____   ____

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP
Did the Leaders:

41. Begin the ending process with about 15 minutes remaining?   ____   ____   ____

42. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website www.incredibleyears.com/gl/teacher-program)?   ____   ____   ____

43. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important?   ____   ____   ____

44. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it?   ____   ____   ____

45. Have teachers complete the workshop evaluation form?   ____   ____   ____

46. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned?   ____   ____   ____

47. Call, e-mail, or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See teacher buzz forms on website: www. incredibleyears.com/gl/teacher-program)   ____   ____   ____

48. Set up classroom observations and personal feedback in schools by group leaders or IY coach?   ____   ____   ____

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach and learn from each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video vignettes, and demonstrate how to implement the skills in different situations. Remember teachers are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years practices.

Incredible Years® Teacher Group Leader Peer and Self-Evaluation Form

Leader's Name _____

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Review video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

See website for editable form to download: https://incredibleyears.com/certification-gl/

I. LEADER GROUP PROCESS SKILLS	COMMENTS
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces teachers' ideas and fosters teachers' self-learning	
Encourages teachers to problem solve when possible	
Fosters idea that teacher will learn from each others' experiences	
Helps teachers learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each teacher's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount	

II. LEADER LEADERSHIP SKILLS	COMMENTS
Establishes ground rules for group	
Started and ended meeting on time	
Explained agenda for workshop	
Emphasizes the importance of homework and practice	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into workshop's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages teachers to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

III. LEADER RELATIONSHIP BUILDING SKILLS	COMMENTS
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports teachers' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Re-frames experiences from the child's viewpoint and modifies teachers' negative attributions	
Strategically confronts, challenges and teaches teachers when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for teachers	

IV. LEADER KNOWLEDGE	COMMENTS
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates teachers' 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 videotape examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

VI. TEACHERS' RESPONSES	COMMENTS
Teachers appear comfortable and involved in session	
Teachers complete homework, ask questions and are active participants	
Teachers complete positive evaluations of sessions	

Summary Comments:

Candidate has satisfied video requirements for certification. _____ Yes   _____ No

Name of Evaluator _____

Date _____

Name of Organization/Agency: _____
Your Name: _____
Date: _____

The Incredible Years (IY) Peer Coach
Self-Evaluation of Teacher Video Supervision

We are asking you to complete this self-evaluation about the quality of peer coaching you are giving group leaders in regard to their delivery of the teacher classroom management program. This information will help you to reflect on the way you provide coaching. It is recommended that you talk about this process with group leaders you are coaching. They will be completing a similar form evaluating your coaching.

Incredible Years Peer Coach Support

1. How supportive are you in helping teacher group leaders deliver the classroom management workshops? *(Circle one.)*

Not at all		Somewhat		Extremely helpful
1	2	3	4	5

2. Do you make time available to group leaders for ongoing coaching with you for delivering the Incredible Years workshops? *(Circle one.)*

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

3. How satisfied are you with the ***amount*** of coaching you are able to offer? *(Circle one.)*

Not at all Satisfied	Not very Satisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

4. How satisfied are you with the ***quality*** of your current peer coaching? *(Circle one.)*

Not at all Satisfied	Not very Satisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

5. Do you provide a rationale for your recommendations in terms of the theories underlying the learning principles?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

6. Do you ask the group leaders you coach to assess the strengths and the barriers to change for individual teachers in the workshops?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

7. Do you use a collaborative and problem-solving approach during peer coaching meetings?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

8. Do you encourage group leaders to do live role plays during peer coaching meetings?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

9. Do you invite group leaders you coach to share portions of their DVDs of their group workshops for review?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

10. Do you invite group leaders you coach to think about their goals for their group leadership skills with teachers?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

11. Do you use the Group Leader Collaborative Process Checklist to give group leaders feedback?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

12. Is it easy for group leaders you coach to acknowledge their frustrations, mistakes or failures with you?

	Not at all	Very little	Some	Quite a bit	Extensive
	1	2	3	4	5

13. Do you ask group leaders questions to determine their approach/strategy with an individual teacher or student?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

14. Do you refer to "principles" that group leaders or teachers have developed to assist their students?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

15. Do you review group leader workshop protocols and evaluations with them as part of peer coaching?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

16. How skilled do you think you are in providing peer coaching of video vignettes of the IY program?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

17. Do you "model" ways to respond to teachers or children by doing live role plays or by showing videos of your own sessions?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

18. What goals do you have for improving the way you do peer coaching with group leaders?

_____

_____

_____

**The Incredible Years (IY) Evaluation of
Quality of Teacher program Peer Coaching**
(by Teacher Group Leaders of TCM Program re: their peer coach)

We are asking you to complete this questionnaire about the quality of peer coaching you are receiving from your peer coach regarding your teacher training workshops. This information helps coaches to continually improve the way they provide support. Thank you for taking the time to complete this form.

Incredible Years Peer Coaching Support

1. How supportive does your peer coach seem in helping you to deliver the teacher classroom management workshops? *(Circle one.)*

Not at all		Somewhat		Extremely helpful
1	2	3	4	5

2. Does your peer coach make time available for coaching with you for delivering the Incredible Years teacher training workshops if you ask for it? *(Circle one.)*

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

3. How satisfied are you with the *quality* of your current peer coaching? *(Circle one.)*

Not at all Satisfied	Not very Satisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

4. When your peer coach recommends changes, does s/he provide the rationale for the recommendation in terms of the theories underlying the learning principles?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

5. Does your peer coach work with you to help identify the strengths and the barriers to change for individual teachers in the workshops?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

6. Does your peer coach use a collaborative and problem-solving approach during coaching meetings?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

7. Does your peer coach encourage you to do live role plays during coaching meetings?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

8. Does your peer coach work collaboratively with you to select the portions of the DVD workshops to be reviewed?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

9. Does your peer coach invite you to think about goals for your group leadership skills with teachers?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

10. Does your peer coach use the Group Leader Collaborative Process Checklist to give you feedback?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

11. Is it easy for you to acknowledge frustrations, mistakes or failures with your peer coach?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

12. Does your peer coach ask questions to determine your approach with an individual teacher or classroom situation?

      Not at all   Very little   Some   Quite a bit   Extensive
         1   2   3   4   5

13. Does your peer coach refer to "principles" that teachers have developed to assist students?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

14. Does your peer coach review your workshop protocols and evaluations with you as part of coaching?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

15. How skilled do you think your peer coach is in delivering the IY program?

Not at all	Very little	Some	Quite a bit	Extensive
1	2	3	4	5

16. What recommendations do you have for improving the way peer coaching is done?

_____

_____

_____

17. What is most helpful about the coaching you have received?

18. What changes would you make in the way you get peer coaching?

Preparing for your Online Video Consultation

Name of Group Leaders: Date:

_____   _____

_____

Session Topic: _____

Brief description of background of video clip:

Goals for video clip sent:

Any other specific issues I would like to discuss:

Checklist of Training Steps Required for Certification of an IY TCM Peer Coach

The training requirement of an experienced Incredible Years Teacher Peer Coach involves a process similar to that for IY Teacher Classroom Management Workshop Group Leader Certification. The difference is that Teacher Peer Coach training embraces a broader experience in supervision principles and components of providing DVD review and consultation to new group leaders delivering the IY Teacher Classroom Management program. When all the training steps (listed below) are achieved, observed and confirmed, a candidate may apply for accreditation/certification as a qualified IY Teacher Peer Coach.

Candidate's Name _____

Address _____

Email _____ Date: _____

Step 1
Qualifications for Teacher Group Leader Peer Coach Candidates:

___ Teacher Group Leader Certification/Accreditation for IY Teacher Classroom Management Training Program (6 days)

   Date accredited _____

___ No. of Teacher Training Workshops Completed To Date (minimum 4)

___ Nomination Letter Submitted by Mentor (nominating candidate for coach training)
   Mentor Nominating: _____

NOTE: When the conditions outlined in Step 1 have been accomplished, a candidate is qualified to attend peer coaching training as shown in Steps 2-5

Step 2 (Steps 2 & 3 may be carried out simultaneously)
Peer Coach Training:

___ 1-Day (or 2 half-days) Peer Coaching Workshop conducted by Certified Trainer
   Name of Trainer and Date: _____

___ 1-Day Consultation Workshop (when available) reviewing DVDs of candidate's own coaching with group leaders (conducted by Certified Trainer) * in-person consultation is preferable, but this step may also be fulfilled through DVD review
   Name of Trainer and Date: _____

___ Peer coaches work with 6 new group leaders (3 dyads) and review the DVDs of their workshop sessions with them. They will complete self-evaluations and leader evaluations of their coaching given. (see forms)

Step 3

Peer Coaching DVD Review by Trainer:

___ Presentation of Video of Teacher Peer Coaching to Trainer for review

      Dates of Trainer Review of Peer Coaching :_____

___ Evaluation of Peer Coaching by Trainer *(To be completed by Trainer)*

Step 4

Peer Coaching Completed:

___ Completed Peer Coaching with 3 Teacher Group Leader Dyads: (6 different people/

      3 dyads with a minimum of four sessions per dyad*; list names and dates of

      group leaders with whom you provided coaching)

___ Evaluations from teacher group leaders receiving peer coaching (See form -

      minimum of 6 evaluations required from 3 dyads/6 different leaders)

___ Self-evaluations of peer coaching given *(See form - minimum of 3 evaluations required*

      - match self evaluation with the above group leader evaluations)

___ Letter explaining your interest in certification and goals for peer coaching

Step 5

Application for Peer Coaching Accreditation:

When all of the above training experiences have been achieved, observed and con-
firmed, a candidate may apply to the Incredible Years Advisory Council for Accreditation
and Certification as a Qualified IY Teacher Peer Coach.

Note: It is important for group leaders to realize that obtaining peer coaching on
their video does <u>not</u> satisfy the final qualifications for accrediting a group
tape. This must still be done by an accredited mentor or trainer.

* At least one session per dyad must be done in person and videotaped. Skype calls are
permitted in place of some in-person meetings if distance requires. Please see the Skype
call protocols for use by coaches and participants.

Incredible Years Peer Coaching Expectations
by Carolyn Webster-Stratton, PhD

Incredible Years Peer Coaches are certified/accredited group leaders with extensive experience in delivering one of the Incredible Years programs, and who have received Incredible Years authorized Peer Coach training. The Peer Coach's role is to provide new group leaders/facilitators with support to successfully deliver Incredible Years (IY) groups. This support includes meeting with pairs of group leaders to set goals, review videos of their group sessions, practice alternative approaches and problem-solve difficult situations. The amount of support that group leaders will need depends on each leader's prior group experience and education as well as the individual characteristics of the parents, children, or teachers who are participating in the program.

The following are the expected guidelines for frequency of coaching sessions provided to IY group leaders. *Peer coaching may be offered more frequently if group leaders need additional support with a difficult group.*

Incredible Years Parent and Child Programs:

- During their first group, new group leaders should have peer coaching meetings every 2 to 3 weekly group sessions, for a total of 4 to 5 coaching sessions for their first group. Normally a coach meeting is one hour in length.

- More experienced group leaders who are not yet accredited should have peer coaching sessions every 4-5 sessions/weeks, for a total of 2-3 coaching sessions over the course of each group.

- Accredited group leaders should continue to receive a coaching session every 12-18 months.

Teacher Classroom Management and Incredible Beginnings Programs:

- During their first group, new group leaders should have peer coaching coaching sessions before each of the 6 workshop training days, for a total of 6-7 coached sessions.

- More experienced group leaders who are not yet accredited should have peer coaching sessions every 2-3 workshop sessions, for a total of 2-3 coaching sessions over the course of each group.

- Accredited group leaders should continue to receive a coaching session every 12-18 months.

Content of Peer Coaching Sessions:

- These peer coaching meetings will review prior workshop or group videos, session checklists and evaluations, plan next workshop or group session, and set goals. A final coaching session should be scheduled to summarize program delivery success and plan any follow-up needed.

- Coaching sessions may be conducted on-line or in-person.

Accreditation/Certification of Peer Coaches:

Peer coaches must submit peer coaching evaluation paperwork for 3 dyads (6 different group leaders) as part of their accreditation process. In order to ensure that the accreditation is based on an adequate amount of coaching experience for each dyad, for accreditation purposes, coaches must meet with each dyad for at least 4 coaching sessions.

*In cases where distance prevents coaches from meeting face-to-face this frequently, some of these coaching sessions may be done via on-line calls (Zoom or Teams). It is highly recommended that at least one session be done in person. Peer coaches are encouraged to video record their coaching sessions for their own self-reflection and goal-setting, for peer coaching consultation/supervision with IY mentors and trainers, and for submission to an Incredible Years trainer for accreditation video review. Please see our **Peer Coaching Collaborative Process Checklist**.*

Peer Coaches must be accredited in order to become an IY Mentor.

Ongoing Requirements:

- **Meet with Incredible Years Mentors and Trainers**. Peer coaches should attend a yearly peer coach consultation day with an IY mentor/trainer. This requirement can be met through an online consultation call (Zoom).

- **Continue to deliver Incredible Years groups** - at least 1 per year.

Contact us:

incredibleyears@incredibleyears.com
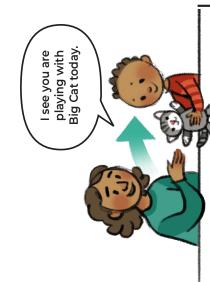
Serve and Return Conversations
Building Responsive Language

I see you are playing with Big Cat today.

1 Parent Sets Up Serve
by spotlighting child's interests

- Get at eye-level and face to face
- Use intentional, descriptive commenting
- Follow your child's lead

meow meow!

2 Watch, Listen and Wait
for child to return your serve

- Child points, comments, or shows you something (verbally or nonverbally)

WOW! Two big meows! She sounds so happy!

3 Return Child's Serve

- Respond with imitation, reflective commenting, and enthusiastic gestures
- Focus on your child's interests
- Use language most comfortable to you

meow meow MEOW!

4 Wait and Listen
for child to return your serve

THREE big meows and a TAIL WAG! She is very happy! What's next?

5 Return Child's Serve
and expand the conversation

- Add new words intentionally
- Ask a few open-ended questions
- Share personal stories

Continue taking conversational turns as long as your child is interested.

- Taking turns is more important than the total number of words parents use.
- Enhance your interaction with books, puppets and pretend play, pictures, gestures, songs and games.
- "Serve and return" conversations build trusting relationships, and create feelings of safety and joy.

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Serve and Return is a phrase popularized by Harvard Researchers (Center on Developing Child).

Arc of Emotional Regulation

TRIGGER! !

OUT of CONTROL

dysregulation → re-regulation

Whining, Yelling

Tantrums
Hitting, Throwing

Withdrawing
Hiding, Crying

PROMPT CHILD:
· Deep breathing
· Positive self-talk
· Positive imagery
· Music/singing
· Exercise

IGNORE challenging behavior:
· Monitor safety
· Give time & space

WAIT:
· Model breathing
· Stay calm and nearby

RECONNECT:
· Distract/redirect
· New learning
· Problem solving

PROMOTE Child self-regulation:
· Emotion, social & persistence coaching
· Child-directed play
· Predictable routine for sleep and meals
· Clear limits & rules
· Model and teach self-regulation skills
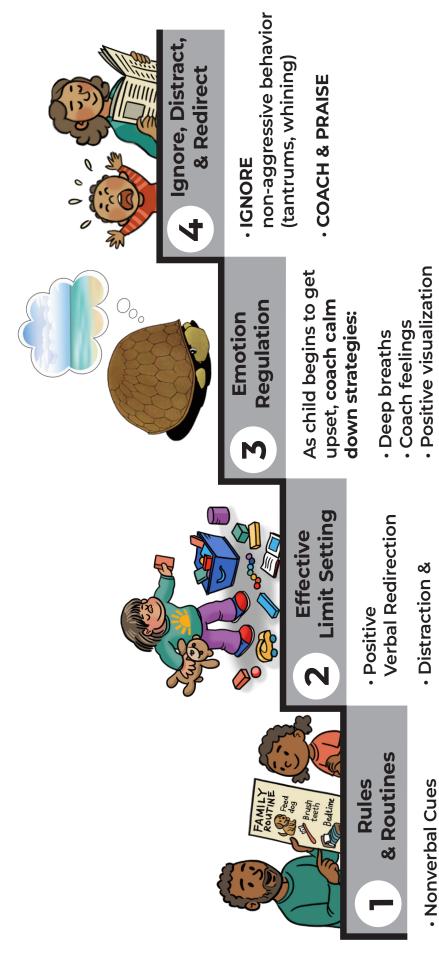
The **Incredible Years** ®

![The Incredible Years logo]

Discipline Hierarchies - Steps 1 - 4
For Nondisruptive & Disruptive Behavior

1 Rules & Routines
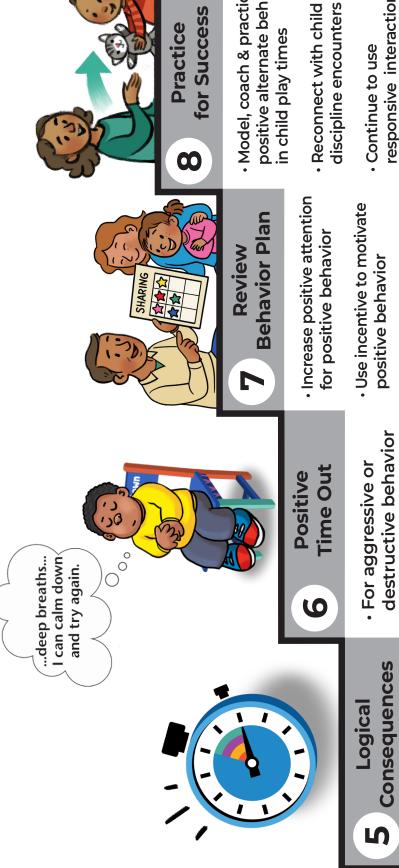
· Nonverbal Cues
· Clear Rules
· Predictable Schedules
· Clear Transitions

2 Effective Limit Setting

· Positive Verbal Redirection

· Distraction & Re-engagement

3 Emotion Regulation

As child begins to get upset, coach calm down strategies:

· Deep breaths
· Coach feelings
· Positive visualization
· Turtle shell
· Positive Self-Talk

4 Ignore, Distract, & Redirect

· IGNORE non-aggressive behavior (tantrums, whining)

· COACH & PRAISE

Discipline Hierarchies - Steps 5 - 8*

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5 Logical Consequences
- Loss of computer or screen time
- Activity removed
- Loss of privilege
- Work chore imposed

...deep breaths... I can calm down and try again.

6 Positive Time Out
- For aggressive or destructive behavior
- 3-5 minutes Positive Time Out to Calm Down

7 Review Behavior Plan
- Increase positive attention for positive behavior
- Use incentive to motivate positive behavior
- Check that no attention is given to negative behavior
- Parent/Teacher conference to coordinate home/school plan
- IEP referral
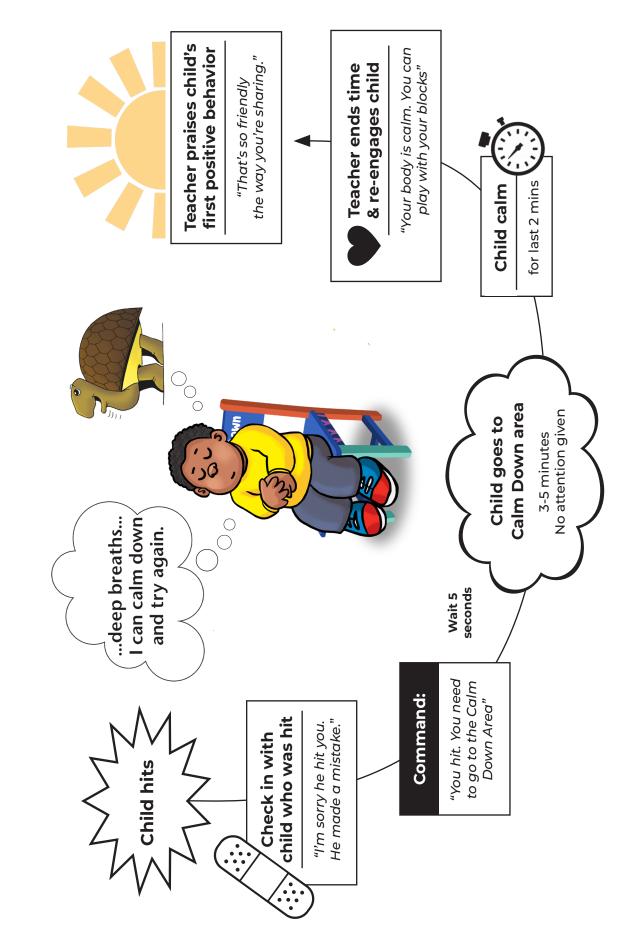
8 Practice for Success
- Model, coach & practice positive alternate behaviors in child play times
- Reconnect with child after discipline encounters
- Continue to use responsive interaction and build positive relationships

*Always use the lowest and least intrusive approach first

1) Calm Down Procedure for Aggression in the Classroom (Ages 3-6 Years)

Child hits

Check in with child who was hit

"I'm sorry he hit you. He made a mistake."

Command: *"You hit. You need to to go to the Calm Down Area"*

Wait 5 seconds

Child goes to Calm Down area

3-5 minutes
No attention given

...deep breaths... I can calm down and try again.

Child calm

for last 2 mins

Teacher ends time & re-engages child

"Your body is calm. You can play with your blocks"

Teacher praises child's first positive behavior

"That's so friendly the way you're sharing."

2) Child Resists Going to Calm Down Area in the Classroom (Ages 3–6)

Child hits

Check in with child who was hit

"I'm sorry she hit you. She made a mistake."

Command:

"You hit. You need to go to the Calm Down Area."

Wait 5 seconds

Child refuses to go to Calm Down Area

"NO!"

Teacher gives one warning: ⚠

"You can go by yourself, or I can help you."

Child complies

No attention given for 3-5 minutes, last 2 mins child is calm

Teacher ends time & re-engages child ♥

"Your body is calm. You can play with your blocks."

Teacher praises child's first positive behavior.

"That's so friendly the way you're sharing."

3) Child Refuses to Stay in Calm Down Area in the Classroom (Ages 3–6)

Teacher praises child's first positive behavior

"That's so friendly the way you're sharing."

Teacher ends time & re-engages child

"You are calm and can come play now."

Child stays in Alternate Space

No attention given for 3-5 mins, last 2 mins child is calm

Child stays in Calm Down Area

3-5 mins, last 2 minutes child is calm

Teacher takes child to Alternate Space

"You need to go the room to calm down."

Loss of Special Privilege

If child does not go after warning, teacher follows through with Loss of Privilege

Child leaves Calm Down Area before time is over

⚠ **Teacher gives warning:**

Loss of Special Privilege   *OR*   Alternate Space — Calm Down in Place

Child leaves Calm Down Area

Calm Down in Place

Continue to ignore
Leave child in place
Move other children away

Calm Down Area

4) Compliance Training for Highly Oppositional Children in the Classrom (Ages 3-6)

Transition Statement:

"It's almost time to put toys away."

(set timer)

Command:

Brief, polite, startup command or song:

"It's time to put toys away!"

Complies

"You did a great job cleaning up today!"

Praise

Complies

"Thank you for listening and helping."

Doesn't Comply

Wait 5 seconds

⚠ Warning

"If you don't put the toys away then..."

Calm Down Space or Loss of Privilege

Doesn't Comply

Wait 5 seconds

"Go to Calm Down Area"

· Safe, boring place
· No attention from anyone
· Wait for 2 mins of calm

When child is calm repeat the command

Loss of Privilege

Example: *"You will lose two minutes of recess time."*

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1) Calm Down Procedure for Aggression the Classroom (Ages 6-10)

Child hits

Check in with child who was hit

"I'm sorry he hit you. He made a mistake."

Command:

"You hit. You need to go to the Calm Down Area."

Wait 5 seconds

Child goes to Calm Down Area

3-5 minutes
No attention given

...deep breaths... I can calm down and try again.

Child calm

for last 2 mins

Teacher ends time & re-engages child

"Your body is calm. You look ready to get back to work."

Teacher praises child's first positive behavior

"I love the way you're working together on that project."

2) Adding Time for Child who Resists Going to Calm Down Area in the Classroom (Ages 6-10)

Child hits

Check in with child who was hit

"I'm sorry she hit you. She made a mistake."

Command:

"You hit. You need to go to the Calm Down Area."

NO!

Child refuses to go to Calm Down Area

⚠️ **Teacher gives warning:**

"That is one extra minute now. That's 6 minutes." (Add time up to 10 min. if child continues to refuse)

Child complies

No attention given for 4-5 minutes + extra time earned for delaying, last 2 minutes child is calm

Teacher ends time & re-engages child

"Your body is calm. You look ready to get back to work."

Teacher praises child's first positive behavior

"That's so friendly the way you are working together and sharing."

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3) Adding Another Consequence for Child who Continues to Refuse Calm Down Area in Classroom (Ages 6-10)

Child hits, then refuses to go to Calm Down Area

⚠️ **Teacher gives warning:**

"That is one extra minute now."
(Add time up to 5 minutes if child continues to refuse)

Teacher explains consequence:

"That's 5 minutes, if you don't go now you will lose 2 minutes of computer time."

Child goes to Calm Down Area

No attention given for 4-5 minutes + extra time up to 10 mins, last 2 minutes child is calm

I can do it. I can calm down.

Teacher praises child's first positive behavior

"That's so friendly the way you are working together and sharing."

Teacher ends time & re-engages child

"Your body is calm. You look ready to get back to work."

4) Following through with Consequence for Child Who still Refuses to go to Calm Down Area in the Classroom (Ages 6-10)

Teacher praises child's first positive behavior

"That's so friendly the way you are working together and sharing."

CONSEQUENCE

Teacher follows through with consequence & igores protests

Consequence should be carried out same day

Teacher ends power struggle

STOP

"You've lost 2 minutes of computer time." (Going to Calm Down Area is dropped)

Child refuses to go to Calm Down Area

Child hits, then refuses to go to Calm Down Area

⚠ **Teacher gives warning:**

"That is one extra minute now." (Add time up to 5 minutes if child continues to refuse)

Teacher explains consequence:

Example: "That's 5 minutes, if you don't go now you will lose 2 minutes of computer time."

5) Compliance Training for Highly Oppositional Children in the Classroom (Ages 6-10)

Transition Statement:

"It's almost time to put art projects away." (set timer)

Command:

Brief, polite, startup command:

"It's time to put art project away!"

Complies

"You did a great job getting ready for math time!"

Praise

Complies

"Thank you for listening and helping."

Child Refuses

Wait 5 seconds

⚠ **Warning**

"If you don't put your art project away then..." Calm Down Space or Loss of Privilege

Child Refuses

Wait 5 seconds

When child is calm repeat the command

"Go to Calm Down Area"

· Safe, boring place
· No attention from anyone
· Wait for 2 mins of calm

Loss of Privilege

Example: *"You will lose two minutes of computer time."*

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