



Incredible Years (IY)
Advanced Parenting 2-day Consultation Training
(9-30-2019)

This training is for group leaders who are IY certified/accredited and have had extensive experience with the Basic program. This training should be kept small (10-14 participants) in order to allow everyone to experience practice and feedback using the new Advance vignettes. The mentor will start by modeling use of new vignettes and reviewing IY principles for mediating vignettes and setting practices. After that, participants will take turns being in leader and co-leader roles and, with coaching from the trainer, will practice mediating vignettes and setting up role plays and buzzes. This workshop utilizes participatory, experiential learning and self-reflective methods. Some optional vignettes and practices are included but there will likely only be time for these if it is a 3-day workshop.

Preparation:

- See latest handouts on web site and copy for participants
- Bring rewards such as candies, stickers, pens etc
- Bring playing cards for communication exercise
- Bring sample calm down thermometer & turtle puppet

Day One

___Opening Introductions and Goals

Participant introductions, experience of using Basic Preschool and School Age Parenting programs and goals.

___Brainstorm/Buzz Key IY Principles

Review principles underlying the Incredible Years Parenting Programs and introduction to the Relationship Advance Program Pyramid and goals of the Advanced Program. Review handouts of program goals & topics.

NOTE: The mentor starts the first half of the day modeling as a group leader and debriefing the key IY principles regarding benefits barriers exercises, mediating vignettes and setting up role plays.

Topic 1: Active Listening

___In group leader role, mentor models with participants in parent role the benefits and barriers to active listening exercise and introduces topic for session.

___ MENTOR DEBRIEFS BENEFITS AND BARRIERS EXERCISE MODELED

___ *In group leader role, mentor shows overview narration for program, pausing during overview narration and before narration for first vignette.*

___ MENTOR DEBRIEFS STRATEGIES FOR PAUSING INTRODUCTORY NARRATIONS

___ *In group leader role mentor, mediates first vignette (Joey won't let me play with him).*

*Show part 1: ***Vignette 1**, page 154, *not listening* discussion

___ MENTOR DEBRIEFS METHODS/TYPE OF QUESTIONS USED FOR MEDIATING VIGNETTES

___ *In group leader role, mentor demonstrates how to set up role play practice for listening.*

___ MENTOR DEBRIEFS STEPS TO SETTING UP ROLE PLAYS

___ *In group leader role, mentor shows Program 5, part 1: ***Vignette 4**, page 157, actively listening (contrast to Vig 1) and then summarizes what has been learned from these two vignettes about listening and how this helps parents in regard to their goals.*

___ MENTOR DEBRIEFS SUMMARY METHOD

Topic 1: Speaking Up

The same process of modeling and debriefing is used for speaking up

___ ***Vignette 8**, page 163 *speaking up ineffectively- Trilby, and leader sets up role play for speaking up before Vignette 9.*

___ *Debrief and then continue with summary vignette with pauses and debrief again.*

___ BREAK INTO DYADS TO PRACTICE ASKING QUESTIONS TO MEDIATE VIGNETTE 9 (PAUSE SEVERAL TIMES) ***Vignette 9**, page 165, *listener speaks up, Willy*

___ AFTERWARDS PUT PEOPLE INTO TRIADS TO PRACTICE SPEAKING UP ABOUT NEEDING HELP. USE HANDOUTS PAGE 123. DEBRIEF WHAT WAS LEARNED FROM PRACTICE.

Validating Feelings (optional if time)

___ Show Program 5, part 1: Vignette 11, page 167-168, *asking for feedback*

___ *Show Program 5, part 1: Vignette 14, page 173-174, *validating another's feelings*

___ Show Program 5, part 1: Vignette 15, page 175, *validating another's feelings*

___ *Show Program 5, part 1: Vignette 16, page 176, *validating positive feelings*

___ Show Program 5, part 1 – Vignette 17, page 177, *mother sharing feelings, Hester*

MODEL HOW TO GIVE HOME ASSIGNMENT (see handout)

At this time mentor will have reviewed and modelled all the basic IY methods and processes and participants will be ready to practice in group leader role.

Topic 2: Communicating More Positively to Oneself and to Others

___ *Show introductory narration for this new topic.*

___ *With participants as leader and coleader have them show part 2 - *Vignette 21 (gripping page 198); Support them to set up a positive opposite role play practice.*

___ DEBRIEF PRACTICE

___ *Two more participants present *Vignette 22 (Stop gripping page 199); support them to set up buzz of changing negative thoughts into coping thoughts. (see handout page 126)*

___ DEBRIEF PRACTICE

___ *Two more participants present long narration on negative thinking, pausing frequently for discussion or exercise (getting home from work) and then show *Vignette 23 (nothing works, page 202) & do a practice with changing and challenging negative self-talk. See handout.*

___ DEBRIEF PRACTICE

___ *Two more participants present * Vignette 24, page 204-205, increase positive thinking; work together to do summary of key points.*

___ DEBRIEF PRACTICE

___ *Mentor reviews home activities and handouts for this session. Talks about pleasurable activities and praising others.*

Topic 3: Giving and Getting Support (optional if time)

If group size is more than 12 people you might break up into 2 groups for practice.

Depending on their prior experience with Basic and skill level you may choose to practice any of the following:

____ * *Reviewing home activities (decreasing negative thoughts with deep breathing, positive thoughts, objectifying, normalizing, and increasing positive thoughts with challenging negative thoughts, using coping thoughts, self-praise, humor, exercise)*

____ * *Benefits and Barriers of Getting Support*

____ * *Mediating Vignettes*

____ * *Setting up a buzz or practice (Vignette 47, 49; buzz for getting support and use handout page 135)*

____ * *Review or summarize effective communication*

____ * *Review closing session and home activities*

____ * *Show Program 5, part 3: Vignette 47, page 256, asking for help, Hester (buzz how to ask for help or get support)*

____ * *Show Program 5, part 3: Vignette 48, page 256, asking for help Trilby (practice asking for help)*

____ * *Show Program 5, part 3 Vignette 49, (Japanese mother and Mexican father sharing tasks for evening)*

____ * *Show Program 5, part 3: Vignettes 51, page 261, offering help, night feeding*

____ * *Show Program 5, part 3: Vignette 54, page 264, offering teacher support*

Day Two

Topic 4: Problem solving about Children's Problems

____ *Two more participants present problem solving steps 1-3 Program 6, part 1:*

* **Vignettes 3A-3B**, pages Trilby & Willy;

____ *Set up role play in triads practice of bringing up problem, defining problem and summarizing goals.*

____ *Debrief with feedback and then then continue *Vignette 3C-F steps 4-6 brainstorm solution, evaluating solutions, making a plan.*

____ *Debrief*

Two more participants present problem solving vignettes

____ *Program 6, part 1: *Vignette 5A-5F, pages 317-327, finding a supportive friend to help problem solve*

Note: if short of time could show this vignette without pausing and then ask them to set up practice of similar scenario

____ *Debrief*

Optional if time:

___ Show Program 6, part 2: Vignettes 8A-E, pages 355-364, *girlfriends*, Practice experience

___ Show Program 6, part 2: Vignettes 9A-E, pages 365-372 *partner support*

___ Debrief

Optional Topic 5: Problem solving about Interpersonal Problems

___ *Show Program 6, part 2 – Vignettes 9A-G, pages 365- 375, *Trilby and Willy*

Topic 6: Problem Solving with Teachers

Two more participants present

___ *Session 5 cont'd: Problem solving for Parents with Teachers Program 6, part 3 – *Vignette 12A, focus on helping mother stay calm; *Vignette 12B, focus on speaking up; *Vignette 12 C, brainstorming solutions. pages 399-408. Follow this with a practice of one of these segments speaking up and/or sharing solutions.*

___ Debrief

Optional if had not been covered in Basic program.

**Topic 6: Problem solving with Children
and/or brief review using Wally books and puppets.**

*(OPTIONAL FOR YOUNGER CHILDREN ALSO CAN REVIEW BASIC PROGRAM 4
Part 5: Introduction, Vignettes 12, 13*

___ *Practice/role play problem solving with Wally books

___ Debrief

Topic 7: Family Meetings (Older Children 8-12)

Two participants lead one of the following vignettes and set up a role play practice with one problem.

___ *Show Program 7, Part 2 *Vignettes 4A-4B, pages 489-491, *Peter re household chores*

___ Show Program 7, Part 2 Vignettes 5A-5I, pages 492-507, *Lisa morning routine*

___ *Show Program 7, Part 3 Vignette 6, page 508, *computer time*

___ Debrief

___ Review problem solving handouts

___ Wrap up summary of key learning from workshop

Note to Group Leader:

It is recommended you use the Advance Program following the Basic Program for high risk families (due to depression, or anger management problems, or lack of a social support system) as well as for those who have children with behavior problems. If the children are ages 4-8 years, you will include programs 5 & 6 and selected vignettes from program 7 part 1. If you are working with parents of children ages 8-12 you can also include program 7 part 2 on family meetings.

Select vignettes according to the nature of the population you are working with. For example, for groups of single parent families include all vignettes that show a single parent talking with a partner/friend. For more culturally diverse families be sure to choose a variety of families from different cultural backgrounds as well as talk about cultural differences to approaching different problem situations. Finally, select vignettes according to the developmental age of the children the parents are talking about.

It can take 9-12 sessions to complete this program. Most groups will need at least 2 sessions for the Teaching Children to Problem Solve material and 2 sessions for the family meetings material. It is important to have a final session to review the prior home activities and to summarize and review the goals met. Be sure to adjust the number of sessions offered according to the goals and needs of the families.

If you are combining the advance with the basic school age program you will need 19-22 sessions.

Another option for a non-high risk group is to provide a “booster” followup series of 6-8 sessions 3-6 months after the basic prevention program is completed.