

**Baby Parent Group Leader Program
Workshop (1 month-9 months)**

2 days (14 hours)

Date of training_____

Location_____

Trainer or Mentor_____

Billing Information for per participant fee

Organization/Agency Name_____

Contact Name_____

Street Address_____

City_____ State/Province_____

Post Code_____ Country_____

Contact phone number_____

Contact email address_____

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years
1411 8th Avenue West
Seattle, WA 98119

Mentor Preparation for Parent Baby Program Workshop (1 month-9 months)

2 days (14 hours) 12-14-2012

Checklist

- Arrange room set up—chairs in semi circle (no tables), DVD-TV, flip chart mats on floor for babies, baby toys, diapers, blankets, bowls and spoons
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
*** (very important) **Check in each day! And check each day**
- Clock hours forms for participants/credit hours
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day
- Certificates of workshop completion from Incredible Years

Need: rattles, soft books (4-5), baby dolls (5-6 or more if possible), blankets, bowl, spoons, tippy cup, wet naps, hand puppets, diapers
Chocolate/candies – small prizes (magnets, stickers, pencils, baby rattles, lotion, calm tea bags, neuron magnets)
Baby Poster (blocks)
Baby brain poster with neurons
Incredible Babies Book

Tapes Needed:

- Baby DVD set & sample parent-baby group DVD with parent interviews
- Baby songs or song sheets & DVD of baby songs for computer
- Baby music CD (to put on at breaks and opening session)

Handouts (included in handouts)

- Baby handouts which include buzzes, baby proofing checklist, “things I can do” handouts, developmental milestones, temperament questionnaire, session outlines and checklists for all 8 sessions; plus core vignettes;

Checklist

Parent Baby Program Workshop

(1 month-6 months)

(2 days/14 hours)

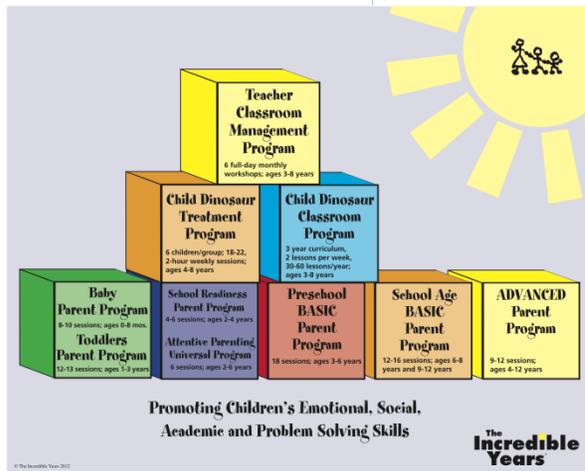
11-07-2012

Day 1

- _____ Introductions and Participant Goals
- _____ Review agenda

Overview – Show Sample of Baby Group Tape (mentors own tape if possible)

- _____ Content of Baby Program (8-16 sessions depending on risk level of population); Review how baby fits in with other parent programs (blocks handout); dissemination pyramid; & philosophy of collaboration.
- _____ Show DVD of preview baby DVD (pause while showing to reflect on room set up, what is needed in room such as mat, rocking chair, toys, hand sanitizer, puppets, etc)



- _____ Buzz: What is it like to be a parent of a new baby –first time or 2nd time? Discuss goals for what they want from program.
Share feelings/worries and thoughts from the buzz.
- OR** Buzz: If participants are working with premi babies (NICU), child welfare referred parents and foster parents, or teenagers, separate group dyads according to these factors to do goals.
- _____ Brainstorm: What are parents' hopes and wishes for their babies? (long range goals)
Based on above brainstorm exercise ask --What are the implications from this for what parents will want to experience in parent groups?
Make a list of group atmosphere qualities from this discussion.

_____ Explain to participants that they will be “parents” (with baby dolls as their babies) and trainer will be “group leader” at times to model the process of parent groups. Talk about how you will signal whether you are “in role” or “out of role”. Baby dolls will be used to pretend to have babies on mat or on lap during role plays.

_____ **Ground** rules (model as group leader how to set group rules with parents – discuss how baby crying will be handled as well as nursing or parents needing to leave the room for some reason.)

In mentor role debrief collaborative process of rule setting afterwards

Part 1: Becoming a Parent- Getting to Know Your Baby (Session 1)- Strengthening Relationship Building Neurons

Start out in role as parent group leader and explore the following?

_____ Parents introduce themselves and tell about their babies (age, number of other children, breast or bottle feeding, how adjusting etc.)

_____ Brainstorm: “What are your goals for the program?” (list on flip chart goals) *(if population addressed is teen parents, parents of premi babies, or child welfare referred families –do buzz of goals for what they want from program by telling them what kind of parent they are)*

_____ Explain program topics and show baby’s building blocks poster.

_____ Introduce session 1: Getting to Know Your Baby

_____ Vignettes (* highly recommended)

* _____ **Introductory Narration – talk about baby’s brain development**

_____ **Vignette 1A*: Understanding the Meaning of a Baby’s Cry**

* _____ **Vignette 1B: Crying and its Meaning cont’d** *(discuss crib safety alert and need for all the objects in the crib on the vignette to be removed)*

_____ ***BUZZ with buddies their feelings when baby cries. Reassure can’t spoil babies 1-4 months. Refer to handout Coping with Crying and discuss points.*** _____ Vignette 2: Deciding whether your baby is sick (talk about temperature for babies)

_____ Vignette 3: Parent Worries (baby acne, soft spot)

_____ Vignette 4: Feeding, Burping and Crying

* _____ **Vignette 5: Observing and Getting to Know Your Baby (what parents are learning and how they are communicating)** *Watching & Observing Neurons*

_____ Vignette 6: Communicating with Babies (sign language, mother wants to communicate with her baby)

_____ *Practice observing babies and how they respond to their voices; let babies feel their breathing or touch their lips or lie on floor with baby on stomach.*

_____ Vignette 7: Feeding, Burping and Coping (colic) Discuss burping.

_____ *Vignette 8: Getting Sleep and Support

_____ *BUZZ getting enough sleep and backup support.*

_____ *Vignette 9: Shifting Priorities and Gaining Confidence (letting go of keeping house clean) *Keep life simple and rest neurons*

_____ *Vignette 10: Deciding on Baby's Activity Needs (schedule, needs, when finished feeding)

_____ Vignette 11: Diaper Changing (information about bowel movements)

* _____ **Vignette 12: The Bouncy Chair** (*eye contact, smile, laugh, playful neurons*) *Pull out safety alerts regarding babies on tables etc.*

_____ *BUZZ what they think their baby likes and dislikes are.*

_____ Vignette 13: Amount of Stimulation

_____ *Practice observing their baby's response to rattle, colored objects, books etc.*

_____ Vignette 14: Fevers and Doctors (when to seek a doctor)

_____ Summary Narration

_____ **Summary of ways to promote baby brain development – Building Positive Relationship & Babies Social Development** – *with the poster pull out key neurons being strengthened with smiling, laughing, tango dance, praising, positive tone of voice, eye contact, body to body contact, loving actions, learning baby's cues, listening, parents getting rest and support, mirroring baby's actions, songs, cuddling, saying baby's name. Put those covered on the baby poster.*

_____ **Group Leadership Processes**

Pause out of group leader role to reflect on strategies modeled by group leader. This may be done after showing several vignettes or demonstrating one of the following strategies:

- Pausing and mediating vignettes
- pacing of vignettes and discussion and breaks for songs
- writing strategies or principles on flip chart – key principles covered
- use of Buzzes and brainstorms
- practice exercises with babies
- reference to goals of parents
- facilitating of discussions
- how to handle babies crying during sessions
- managing other distractions

_____ Review home activities in handouts – typical day, “things I can do” handout, daily journal, refrigerator notes, agenda checklist.

MID MORNING BREAK or Lunch

Part 2: Parents as Responsive Communicators and Babies as Intelligent Language Learners (Session 2) – Cognitive Development Neurons

_____ *BUZZ typical day or “things I can do” handouts from prior session & self-care questions*

Or, Show Experts in Action DVD Disc 2: 2B (**Babies' Developmental Progress**)

_____ Introduce Topic

(At some point after modeling the first vignettes pair up participants with a buddy to practice generating the questions they would ask as a group leader when you

pause vignette or narration. Then debrief the strategies for mediating vignettes and rationale for this.)

* ___ Introductory Narration (to introduce content)

* ___ Brainstorm benefits to talking to babies

* ___ Vignette 1: Mimicking Each Other (*talk about mirroring or modeling neurons*)

* ___ Vignette 2: Bathing Your Child in Language –Speaking “Parent-ese” (*positive tone of voice neuron*)

___ *Practice with babies speaking parent-ese –review handout on this.*

Note: With experienced group leaders, break group into dyads/buddies and ask them to identify the principle and questions they would ask when showing the vignettes # 3, 5 or 7, and 10

___ Vignette 3: Talking and Playing with Baby (mother and daughter up and down) (*describing neurons*)

___ Vignette 4: Describing Objects and Naming Actions (walker chair)

* ___ Vignette 5: Talking During Breakfast (baby alert)

___ *BUZZ where they can place baby safely so they can talk to him or her.*

___ Vignette 6: Talking While Dishwashing

___ Vignette 7: Talking During Diaper Changing

___ Vignette 8: Talking During Feeding

___ Vignette 9: Singing to Your Baby (*singing neuron*)

___ *BUZZ sharing songs and rhymes and sing to babies or give song sheets.*

* ___ Vignette 10: Love Songs (*practice singing to baby*)

___ Vignette 11: Sharing Family Songs (Alicion Pooh song)

___ **Summary of ways to promote baby’s language and cognitive development –** *speaking parentese, singing, talking, positive tone of voice, describing what is happening, naming objects, emotion coaching, mirroring/imitating baby’s sounds, Add any not covered to your poster of baby.*

Model closing of session

___ Summary

___ Review home activities, refrigerator notes, baby developmental milestones, other handouts

___ Self-monitoring and personal goals

___ Explain homework... read chapter 2 or 3 in baby book

___ Evaluations

Review Logistics

___ Recruitment of families

Briefly discuss how you (mentor) have successfully recruited families

Ask participants to share successes they have had in recruiting families

___ Location/Room Set Up

Parent group room, chairs, or ability to sit on floor, rocking chair, place to put sleeping baby, diaper changing materials, welcoming atmosphere

- _____ Building easy to reach, parking, need for transportation assistance
- _____ Rewards for Parents
 - _____ Baby toys and books, lotions, stickers,
- _____ Baby Friendly
 - _____ Baby toys – rattles, visual objects, mats, diaper changing materials (wet naps, diapers), soft books, dish and spoon for feeding, bouncy seats
- _____ Childcare
 - _____ Preparation of childcare providers
 - _____ Appropriate play materials
 - _____ Know the laws and regulations applicable to childcare facilities
- _____ Food
 - _____ Healthy foods, attractive presentation (no coffee around babies)

Workshop Day #2

Show interviews from DVD Disc 3, of parents talking about their experiences

Model beginning of new session:

_____ Welcome everyone

_____ Ask: "How did home activities go?"

_____ REWARD those who did Home Activities!

_____ BUZZ "Things I can do" and baby's new developments.

_____ Ask questions about home activities – speaking parent-ese and how difficult it was. Ask about modeling or mirroring they noticed or imitation their baby's actions or sounds.

Or, Show Experts in Action DVD Disc 1: 1B (Self-care) 1C (Summarize principles)

Part 3: Providing Physical, Tactile and Visual Stimulation for Your Baby (Session 3 & 4)

_____ **Break Out into Buddy Groups** – for these vignettes ask participants *in dyads or with buddies* to watch videos and think about key principles of vignettes and questions they would ask. Afterwards share with each other in whole group. Record types of questions on flip chart. (to be used later in small group practice times)

* _____ **Introductory Narration**

* _____ **Vignette 1: Bathing and Massaging Your Baby** (*massage, gentle touch, tactile neurons*)

_____ *BUZZ baby alert for bath times.*

Note: If group is experienced with leading IY groups, or trainer feels they are ready, break up into small groups to practice leading sessions. Vignettes 2, 5, 11

* _____ **Vignette 2: Baby Aerobics** (Malcolm's arm exercises)

_____ *Practice doing some exercises with babies that are awake- massage, .*

_____ Vignette 3: Tummy Time and Head Lifts (Pauli)

* _____ **Vignette 4: Walking Time** (Pauli walking with father)

* _____ **Vignette 5: Cycling Lessons**

_____ Vignette 6: **Sitting Time** to Explore

_____ *Practice with babies in sitting positions and give them a toy to explore or on parent's chests doing head lifts or bicycling or walking time.*

_____ Vignette 7: Pull Ups

_____ Vignette 8: Arm Exercises

* _____ **Vignette 9: Visual Stimulation**

* _____ **Vignette 10: Floor Time**

_____ BUZZ and practice physical exercises, visual stimulation ideas and practice with games.

* _____ **Vignette 11: Reading to Babies** (grandmother and mother reading to babies)

_____ *Demonstrate in large group with group members and then set up dyadic practice reading to babies with soft books (use baby dolls)*

* _____ **Vignette 12: Give Your Baby a Lift** (Pauli on shoulder)

_____ Vignette 13: Spider Games (*playful, smiling, laughing, loving actions relationship neurons*)

_____ Vignette 14: Mirror mirror on the wall

_____ Vignette 15: Hugging and Rattle play

_____ Vignette 16: Involving Siblings in Baby Play

_____ *BUZZ and share games to play with babies and books to read and how to involved other family members.*

_____ **Summary of ways to promote baby's language, physical and cognitive development** –*gentle touching, describing what is happening, naming objects, emotion coaching, mirroring/imitating baby's sounds, modeling social behaviors, rocking, feeding, providing visual stimulation, gentle massaging, baby dance, aerobics, musical activities, read pictures books games, soft things to touch. Add more to your baby poster.*

_____ Introduce Buddy Calls and explain. (*may have done this earlier*)

_____ **Review Remaining Group Leadership Processes**

Pause to reflect on strategies used during this practice in dyads:

- mediating vignettes
- quality of questions asked to parents
- determining key principles
- practice exercises with babies
- reference to goals of parents
- facilitating problem solving between parents
- pacing of vignettes and time management
- breaks for songs
- how to handle babies crying during sessions
- involving partners in groups
- baby alerts –baby proofing
- discussion of temperament differences

_____ Review home activities – typical day, “things I can do” handout, refrigerator notes.

Part 4: Parents Learning to Read Babies' Minds (Session 5) (Getting Baby to Sleep) – Emotional Development

(Small groups of 6-8 may be divided up with leader and coleader to practice leading vignettes if you feel group is ready for this)

_____ Review home activities since last meeting about reading, physical activities, singing, visual stimulation, understanding crying cues etc.

* _____ **Introductory Narration**

* _____ **Vignette 1: Reading Babies' Minds (Pauli chewing caterpillar & parents watching)** (*scaffolding baby's development*)

_____ Vignette 2: Taking Your Cues from Your Baby (Pauli fussy)

_____ Vignette 3: Cries of Over stimulation

___ Vignette 4: Calming Babies (getting tired; mother daughter and baby)
* ___ **Vignette 5: Cuddling and Snuggling (father too much stimulation/rattle)**
(staying calm, familiar rhythmic motion, regularity, consistency of responses neurons)
BUZZ strategies use to cope with fussy baby who has been fed, changed and rocked but still won't calm down. How to stay calm and cope with crying.

* ___ **Babies Learning to Trust the World Introduction**
* ___ **Vignette 6: Bedtime Routines (Jamila)**
* ___ *BUZZ routine for putting babies to bed*
* ___ **Vignette 7: Providing Security (Jamila pats back and leaves 2nd time)**
___ *BUZZ and discuss baby temperament and do questionnaire.*
___ *BUZZ "Do Something Special for Self"*

Or, show experts in action DVD Disc 1: 2B, 2C (Babies Sleeping position/routines)

___ **Review home activities (routine, schedule, buddy call, do something special)**

___ **Summary of ways to promote baby's sense of security, safety and emotional development** – *stay calm, relaxed, predictable routines, repetitive sequences, baby proofing, patience, monitoring, positive attention, rhythmic motion, warm touch, protecting, games. This could also be used as a review and introduction to next section to cover concept of importance of staying calm, getting support, and baby proofing.*

LUNCH

Part 5: Gaining Support (Session 6)

___ Review home activities since last meeting – share bedtime routines and/or daily schedule. Ask how they are sharing baby's temperament and routines with others such as other family members, day care providers, etc.

* ___ **Introductory Narration**
* ___ **Vignette 1: Learning about Your Baby's Day (Jamila and mother)**
___ *BUZZ babies likes and dislikes and ways they like to be comforted.*
___ **Vignette 2: Sharing Baby's Day (grandmother does same exercises)**
___ **Vignette 3: Getting Support (grandmother)**
___ *BUZZ – who share worries and joys with about baby.*
* ___ **Vignette 4: Finding Out about Baby's Day (Pauli)**
___ **Vignette 5: Parent Support**
___ *BUZZ ways babyproofed home*
___ *Vignette- Summary Narration*

Part 6: The Emerging Sense of Self (Session 7 & 8) (6-12 months) (Feeding)

(Note: Break into 4 groups and pick leader and coleader; show vignettes and leaders in each group practice leading discussions. Make sure every one has a turn. This could start with Part 3, 4 or 5 depending on group leaders experience.)

___ Review baby proofing checklist. New things on "Things I can Do" milestone list.

___ Ask about introducing solid foods, resistance, baby noticing others, imitating, upset when left etc.

* ___ **Introductory Narration**

* ___ **Vignette 1: Avoiding Food Fights (Jamila and Malcolm 9 months)**

* ___ **Vignette 2: Promoting Self-Feeding and Drinking**

___ **Review/BUZZ principles of feeding.**

___ *Practice feeding (spoon and dish) This can be done with a baby or with a parent with parent in role as baby and mother force feeding.*

Note: Show Experts in Action DVD Disc 2: 5A (Role Play and Practice), 5B (Replay)

___ Vignette 3: Teaching Babies Signals – “all done”

___ *BUZZ plans for introducing solids and/or weaning. Review refrigerator notes.*

___ Vignette 4: Learning to Crawl – Drive to Explore (Malcolm)

___ Vignette 5: Reading Babies’ Cues (Malcolm frustrated)

___ Vignette 6: Standing Up

___ Vignette 7: Observational Learning (Pat-a-cake imitation)

___ Vignette 8: Voyage of Discovery (2 blocks)

___ Vignette 9: Discovering Others (cat)

* ___ **Vignette 10: Hiding and Finding Games-Object or Person (truck under blanket)**

* ___ *Practice with babies- Model for 6 month old vs 9 month old responses with baby dolls*

___ Vignette 11: Object Permanence (Malcolm searches under chair)

___ *BUZZ baby proofing now that babies are more mobile. See handout.*

___ Vignette 12: Combining Verbal and Physical Communication Skills

* ___ **Vignette 13: Nap Time Signals**

* ___ **Vignette 14: Making Enjoyment of Baby a Priority**

___ *Practice with babies using hand puppets*

___ Vignette 15: Making Happy Memories

* ___ **Summary Narration**

___ Review Home Activities

___ *BUZZ and discuss developmental milestones (6-12).*

Note: If time, show *Experts in Action* DVD Disc 2: 7 (Group Endings)

Maximizing results (Review or explain any not covered at this point)

___ Get partners involved

___ Importance of practice in the group

___ Home assignments

___ Buddy system

___ Principle training

___ Review how you have been identifying principle with a participant’s name.

___ Ensuring generalization

___ Make-up sessions

____ Weekly evaluations

Ending a parent group

- ____ BUZZ ways to continue getting support.
- ____ Certificate of participation
- ____ Flower or other small gift

Certification/Accreditation of group leaders

- ____ Process of group leader certification/accreditation
- ____ Refer all participants to the web site: www.incredibleyears.com
- ____ Discuss importance of continued coaching from certified or accredited mentors and why this is important. Discuss how to set up peer coaching within their agency.
- ____ BUZZ- ask participants to share with buddy their future goals re starting a group
- ____ Give each participant their certificate of participation
- ____ Evaluations

* reward participants with neuron magnet

Date of training _____

Location _____

Trainer or mentor _____

Comments:

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Seattle, WA 98119