



Mentor Checklist

Teacher Peer Coach In-Person Training Workshop

C Webster-Stratton, PhD., November 28, 2025

2-day in-person model

Handouts for participants should include:

1. Agenda
2. Program Blocks Graphic
3. Peer Coach Pyramid
4. Teacher Training, Coaching, & Support Infrastructure
5. Preparing for Peer Coaching Session
6. Preparing for Video Consultation (to be sent to new group leaders)
7. Group Leader Thinking Like Scientists
8. Coach Gems Forms
9. Individual Video Feedback Process for Teacher Group Leaders
10. IY Peer Coaching Process Checklist
11. IY Teacher Group Leader Process Checklist
12. Teacher Group Leader Peer & Self-Evaluation Form
13. Incredible Years Peer Coach Self-Evaluation Form
14. Incredible Years Evaluation of Quality of Peer Coaching (for group leader)
15. Checklist of Training Steps Required for Accreditation of IY Peer Coach
16. Peer Coaching Dosage
17. Online Consultation Tips and Call Prep Form

Articles for homework

Webster-Stratton, C., Reid M.J., and Marsenich, L. (2014). Improving Therapist Fidelity During Implementation of Evidence-based Practices: Incredible Years Program. *Psychiatric Services, Vol. 65 No. 6.*

<https://psychiatryonline.org/doi/full/10.1176/appi.ps.201200177>

The Incredible Years Teacher Training: The Methods and Principles that Support Adaptation and Dissemination with High Fidelity. Available at: https://incredibleyears.com/wp-content/uploads/the-incredible-years-teacher-training-methods_11.pdf

Webster-Stratton, C. and T. Bywater (2019). The Incredible Years Series: An Internationally Evidence-based Multi-modal Approach to Enhancing Child Outcomes, in *APA Handbook of Contemporary Family Psychology*, B. Fiese, Ed. **The Incredible Years® series: An internationally evidenced multi-modal approach to enhancing child outcomes**

Piscitello, J. & Webster-Stratton, C. (2025) The Incredible Years Parent Program: Four Decades of Evidence-Based Parenting Support. In Vecchio. T. D., & Terjesen, *Handbook of Behavioral Parent Training*, American Psychology Association (in-press)

Other items needed:

- Peer Coach training evaluation forms
- Name tags
- Flip Charts and markers
- Stickers, candy rewards
- Toys & Puppets
- Updated Posters or handouts (Arc of Emotional Regulation, Serve & Return, Discipline Hierarchies, Calm Down Steps (4)
- Copy of Program Videos

Day 1

A coach: A peer coach is someone who is learner-centered and supportive, builds on a group leader's strengths, observes and monitors their skills and interpersonal processes with parents, prompts or models skills/thoughts and self-reflections according to group leader's goals, sets up behavioral practices and promotes their use of strategic behavior plans, and encourages, praises and reinforces group leader 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 supportive social interactions involving understanding of learner needs.

Peer Coaches require

- Peer Coach Self-Evaluation Forms (*in addition to those in their packs*) per participant
- Collaborative Parent or Teacher Group Leader Process Peer and Self Evaluation Form (*in addition to those in their packs*) per participant
- Attendance list
- Video clips of own and other's coaching sessions
- Video clips of new group leaders delivering groups – select a range of skill level to include both competent group leaders and those requiring a lot of support.

Session Outline

Introductions with brief sharing of experiences of providing peer support and coaching - acknowledge experience/# of groups/supporting others, describe agency and potential coaching role.

_____ Ground rules – especially important re: who shown on videos

_____ **Show PowerPoint** of coaching methods and rationale for coaching (slides on website):

<https://295885.fs1.hubspotusercontent-na1.net/hubfs/295885/The%20Incredible%20Years-%20Resources%20and%20Files/Training%20Pages%20Files/Online%20Peer%20Coaching/Peer-Coaching-presentation.pdf>

Definitions:

Supervision - management/control/directing/command

Coaching - teaching/supporting/training

Research Base for Coaching

"Quality training, ongoing coaching, video feedback, and supportive consultation improves intervention quality and fidelity, increases retention of therapist/group leaders, and increases participant attendance & retention & satisfaction."

Explain IY coach study – Train & Hope model vs Train and Enhance Model

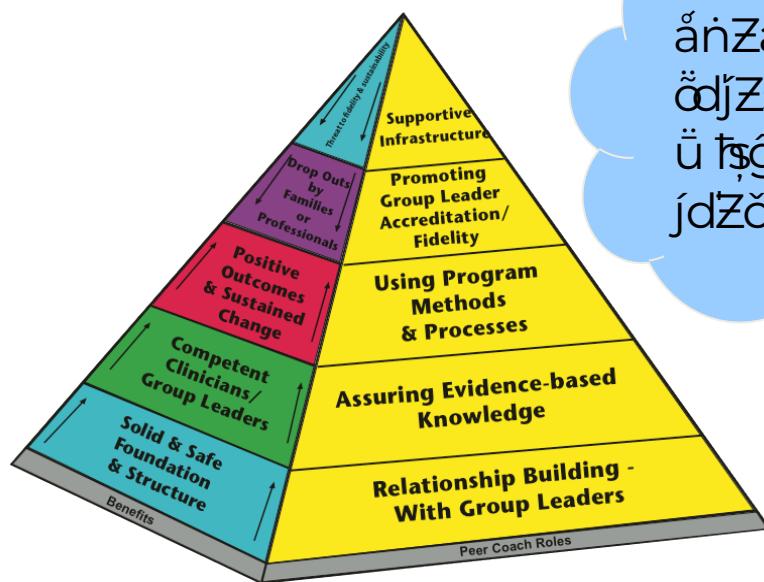
[*Webster-Stratton, C., J. Reid, and L. Marsenich, \(2014\). Improving Therapist Fidelity During Evidence-Based Practice Implementation. Psychiatric Services, 65\(6\): p. 789-795.](#)

(Sholomskas, 2005; Webster-Stratton, 2012; Herschell, 2010)

Skills of Coaching/Supervision

- _____ Brainstorm/Buzz: In small groups ask:
 - _____ What makes supervision/coaching safe? What makes good supervision/coaching? What are the characteristics of an effective coach?
 - _____ What are the characteristics of a "coachable" group leader?

Peer Coach skills



Hnū áz! —
ánzágádř-åt hč-
ödřzšml! řgħoř—
ü tsg-ěñt ø—
jdžč dř¹—

- _____ Show Peer Coaching Pyramid poster and comment on each level of the pyramid - relationship building process
- _____ Summarize structure of peer coach meetings – length of time & frequency

_____ Review group leader and coach preparation for peer coach sessions (review video, goal, evaluations, materials needed & what is sent to leaders to prepare.

Brainstorm and then Role Play/Practice: how to explain peer coaching to group leader

_____ Break out into small group or paired participants to practice explaining coaching method to new group leaders.

Sample Peer Coaching Session

- _____ Play videos of own and other peer coaches or mentors providing coaching of video session
- _____ Bernadette (beginning-2:00) Introduction to coaching session, agenda (5)
 - _____ Pause to discuss and role play introducing peer coaching and agenda in pairs
- _____ Rebecca W (6:17-9:00) Checking in about prior goals
- _____ Bernadette (24:09-43:20) Video review sequence for Brenda
- _____ Pause several times to reflect on strategies modelled by trainer/mentor to highlight key principles of peer coaching (write on flip chart - aspects of giving feedback & peer coaching)
- _____ Ensure key teaching points as identified on the Peer Coach Checklist (#12) are highlighted during the discussion.
- _____ Review handout Overview of Coach and Mentor Video Feedback of Group Leaders (#10)

Note: if you want to show a different coaching sample from that above the objective is to do the following:

- build supportive relationship
- explain peer coaching expectations
- building agenda for session & posting

_____ Review components of Coaching Agenda

Peer Coach Practice (using sample clips provided by trainer)

_____ TCM example Lynn M (25:45-34:45) Leader goal: "I'm not sure how to manage group discussions with the vignettes."

_____ Child example (small group) Loren G (9:50-12:23) Leader goal: "It's very hard to transition this group from one activity to another—this example is going from clean up time to circle and I feel like they're not really listening."

_____ Parent example Nikki (video 00003MTS, 17:00-20:55) Leader goal: "I got through all the vignettes in the protocol and got feedback that I was trying to cover too much and that I needed to do more processing of each vignette. I'm not sure how to do that and how am I supposed to get through the protocol if I slow down."

After each vignette: Brainstorm and practice the following steps of the coaching process

- _____ Giving positive feedback to the group leader
- _____ Referring back to goal and helping group leader to come up with ideas to support the goal
- _____ Plan, scaffold, and help group leader role play/practice new ideas
- _____ Debrief role play, summarize learning, have group leader set new goals
- _____ Role play using the checklists as group leaders set goals or explore

New strategies: Key points

- _____ Forms give vocabulary for giving feedback
- _____ Provide verbal feedback, not just praise
- _____ Provide opportunity for group leaders to self-reflect

Practice Coaching

_____ Large group practice where one peer coach shows a video of him/herself in a group session. Another peer coach practices coaching this video review (agenda review, goal setting, debriefing video, brainstorming new ideas, setting up role play, setting new goals). Trainer will carefully scaffold this role play to support the peer coach as they practice all the coaching skills.

_____ Discuss Peer Coach Accreditation Criteria (#16 and #17) Or, ask participants to review handouts for discussion in next session.

Day 2

Session Outline

Practice Coaching

Peer coaches will practice coaching each other's videos. Some of this will be done in the large group followed by break-outs into smaller pairs when participants coach each other.

After small group practices debrief learning.

Brainstorm in large group potentially difficult coaching situations. Follow this by breaking out into groups of 3 to practice responding to some of these barriers to coaching:

- Group leaders who do not bring videos
- Group leaders who do not have well-articulated goals
- Group leaders who do not see the need for coaching
- Group leaders who do not get along with each other
- Group leaders who are not following the protocols
- Group leaders who do not tailor program to adapt to cultural context or child's developmental level
- After small group practices debrief learning principles.

After small group practices summarize key learning or principles from each pair or triad.

**Afterwards summarize learning from each of the pairs or triads.
Explain follow-up with those who have been coached.**

Group summarizes key learning from 2 days of training.

- Have each participant set themselves a specific skill from the Peer Coach Video Review Checklist to work on in their next peer coaching session
- Give handout: Training steps Required for accreditation as certified peer coach
- Peer Coach Complete Day 2 evaluation forms