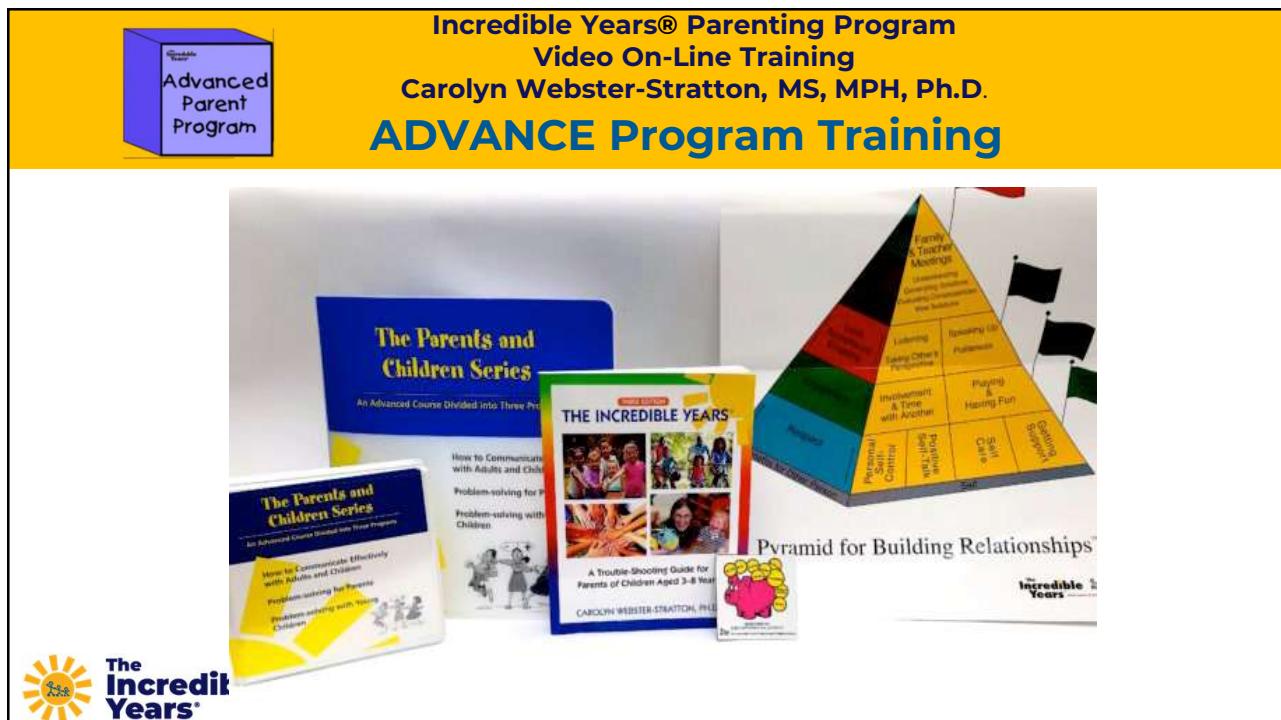


**Incredible Years® Parenting Program
Video On-Line Training
Carolyn Webster-Stratton, MS, MPH, Ph.D.
ADVANCE Program Training**



The image shows a yellow rectangular frame containing promotional materials for the Incredible Years Parenting Program. On the left, a blue cube with the text 'Advanced Parent Program' is visible. Next to it are three books: 'The Parents and Children Series' (blue cover), 'THE INCREDIBLE YEARS' (green cover), and 'THE INCREDIBLE YEARS Troubleshooting Guide' (yellow cover). To the right of the books is a large, colorful pyramid diagram titled 'Pyramid for Building Relationships'. The pyramid is divided into several colored sections: yellow (top), red, green, blue, and orange (bottom). Various parenting concepts are listed within these sections, such as 'Family & Teacher Meetings', 'Listening', 'Respect', 'Playtime & Having Fun', 'Investment & Time with Another', 'Personal Self-Commitment', 'Skills Acquired', 'Child', and 'Growth'. The 'Pyramid for Building Relationships' logo is at the bottom right.

**The Incredib
Years®**

Pre-training Self-Study



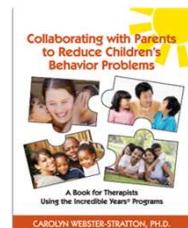
Read article

Webster-Stratton, C. and T. Bywater, The Incredible Years Series: An Internationally Evidence-based Multi-model Approach to Enhancing Child Outcomes, in APA Handbook of Contemporary Family Psychology, B. Fiese, Editor. 2019.

<http://www.incredibleyears.com/wp-content/uploads/IY-Series-Internationally-Evidenced.pdf>

Piscitello, J. & Webster-Stratton, C. (2026) The Incredible Years (IY) Parent Programs: Four Decades of Evidence-Based Parenting Support, Research and Delivery. In T. Del Vecchio, T. D., Ph.D. And Terjesen, Ph.D., Handbook of Behavioral Parent Training, American Psychological Association. (currently in press)

Webster-Stratton, C. (1994). Advancing videotape parent training: A comparison study. *Journal of Consulting and Clinical Psychology*, 62(3), 583-593.



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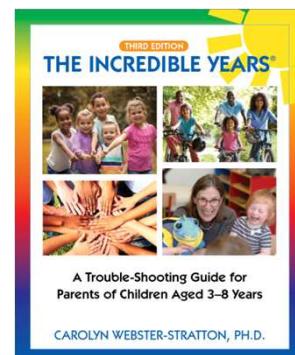
Pre-training Self-Study



Read chapters 14, 15, 16, 17, & 18 in Incredible Years Parents book.

Participants must have group leader manual, video clips & parent and group leader/therapist books to participate.

<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>



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Sample On-line IY Training Group Rules

- Confidentiality for participant personal details assured
- Respect everyone's viewpoints
- Mute sound and video at breaks
- Leave sound unmuted if your background room noise is minimal because this adds flexibility to communication
- Put hand up to indicate you have a question
- Keep camera on you to facilitate practices, discussions and trust
- At break don't disconnect from Zoom or you may get locked into waiting room
- Enjoy getting to know each other, sharing reflections & practicing being a child, parent or group leader



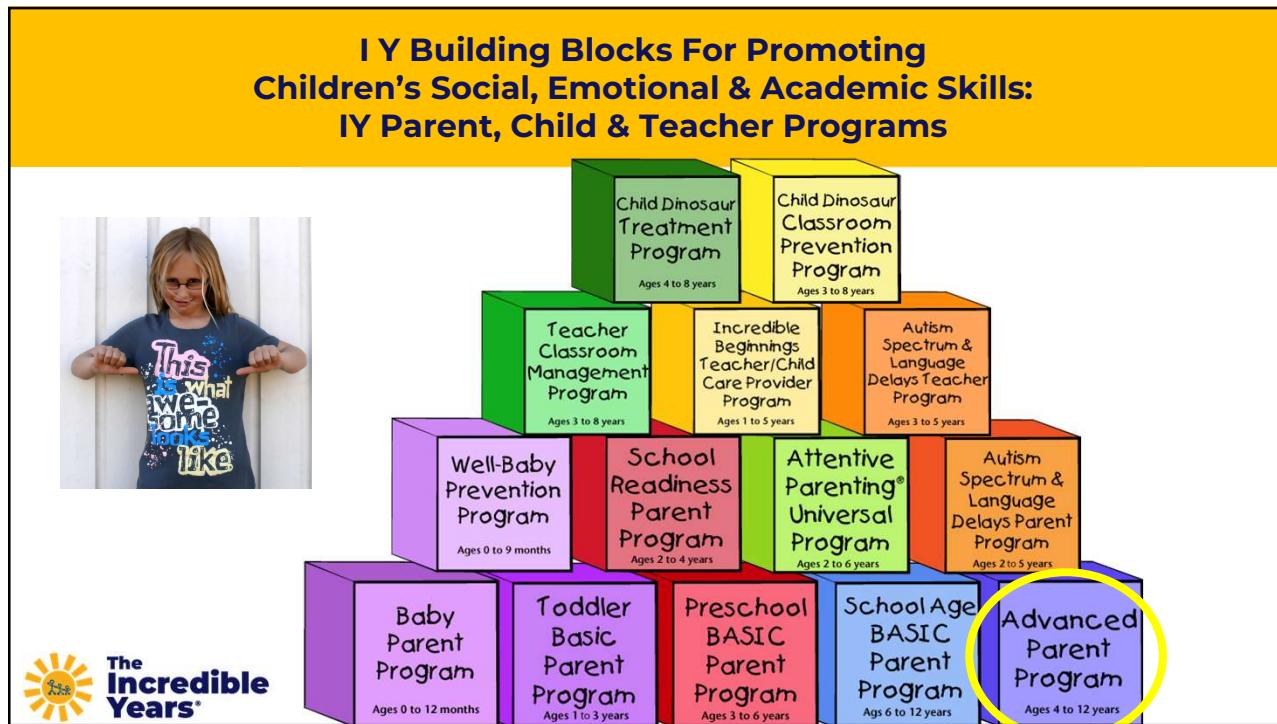
8

Incredible Years Advance Training Agenda Session One

- Welcome, Introductions, Goals
- Overview of Advance program curriculum
- Research & Goals
- Review collaborative model
- Program 5: Objectives Listening & Speaking Up
- Trainer modeling as group leader to mediate vignettes and set up practices
- Review Session Closing
- Between Session Assignments



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What is an Evidence-based Program?

A researched program with experimental studies that employ the following:

- At least two randomized control group trials (RCT)
- At least one RCT independent replication
- Outcome shows change in research-based risk factors
- Studies use reliable measures including reports, observations, assessments
- At least one-year follow-up

The Incredible Years®

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Incredible Years® (IY) Programs are Evidence-Based



- **Over 40 years of research:**
- **Parent programs:** 9 RCT treatment trials & 4 RCT prevention trials by developer and 14+ independent RCTs from 7+ countries (including England, Finland, Holland, Norway, Portugal, Spain, Wales).
- **Child programs:** 3 RCT treatment trials & 2 prevention trials by developer and 3+ independent RCTS from 4 countries (including Norway, Wales, Spain, US)
- **Teacher programs:** 3 RCT trials by developer and 7+ independent RCTs from 6 countries (including Ireland, Norway, Portugal, England, US, Wales)



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Incredible Years® (IY) Advance Program Is An Evidence-Based Program

- **4-8 year olds:** Webster-Stratton, C. (1994). Advancing Videotape Parent Training: A comparison study. *Journal of Consulting and Clinical Psychology*, 62 (3), p. 589-593.
- **9-12 year olds:** Hutchings, J., et al.,(2011) The extended school aged Incredible Years parent programme. *Child and Adolescent Mental Health*, 16(3): p. 136-143.
- All the developer's treatment studies after 1993 included components of the ADVANCE program added to the BASIC Preschool Parenting Program.



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Advance Parenting Programs (ages 4-12 years)
Program Topics After Basic Parenting Programs 1- 4

Program Five: How to Communicate Effectively with Adults & Children (4 2-hour sessions)

Part 1: Active Listening and Speaking Up
Part 2: Communicating More Positively to Oneself & Others
Part 3: Giving and Getting Support

Program Six: Problem Solving for Parents (2 2-hour sessions)

Part 1: Problem Solving about Children's Problems
Part 2: Problem Solving about Interpersonal Issues

Program 7: Problem Solving with Children (3 2-hour sessions)

Part 1: Teaching Children to Problem Solve in the midst of conflict
Part 2: Family Problem Solving Meetings



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Incredible Years® Advance Parent Program Goals

Short Term Goals

- Improve parent-child communication skills
- Increase parent social support
- Improve parent problem solving and parent-teacher problem solving
- Promote child and family problem solving
- Reduce parental depression, stress and interpersonal conflict
- Prevent, reduce, and treat social and emotional problems in children

Long Term Goals

- Prevent conduct disorders, school drop out, delinquency and substance abuse



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What is an IY Collaborative Model?



active, self-reflective, non-blaming, a non-hierarchical, reciprocal relationship built on trust, respect & open communication

Acknowledges that expertise is not sole property of group leader, that parents are experts regarding their children's needs, goals, family culture and environment ~ means to labor together.



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Why the Collaborative Model is Important?

- Allows for tailoring for individual family goals and children's development and issues
- Leads to parent empowerment by reinforcing parents self-learning, strengths & problem-solving
- Scaffolds and assures group safety, trust & respect
- Honors and respects parents' experiences and culture
- Enhances every parent's participation, engagement and motivation
- Builds parent support networks



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Group Leader Tool #1:

IY Group Leaders ~

- Make learning fun & use humor
- Provide bilingual services
- Encourage parents to attend with a partner
- Address individual participants' personal goals
- Make personal connections through weekly check-in weekly Zoom calls
- Build participant support networks within group
 - by assigning buddies, "teams" with similar goals,
 - or children at similar developmental levels etc.
- Get to know parents' children



Fun Principle



Listening



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Group Leader Tool #2:

IY Group Leaders ~

- Invite participants to share their experiences & engage in problem solving discussions with each other
- Help participants celebrate each others' success with weekly short-term goals
- Assure that group rules respect every participant's viewpoint & culture
- Assign weekly buddy practices, group buzzes and buddy calls
- Encourage family and community support networks



Build Support Team



Get Support



Show Respect

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Group Leader Tool #3:

IY Group Leaders ~

- Give incentives/prizes for attendance
- Pull out “principles” from participant ideas to promote self-reflective learning
- Tailor assignments with participant **self-monitoring checklist** & personal weekly goals
- Check in weekly on success achieving short term goals and ways to overcome barriers
- Respond to session evaluations, follow up on negative or neutral evaluations

Promoting Engagement



Be Flexible



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Group Leader Tool #3 cont'd: Maintaining Ongoing Engagement with Program



Show Respect

IY Group Leaders ~

- Follow-up immediately with those who miss sessions and offer make up sessions
- Encourage buddy calls
- Provide day care, transportation, and dinners
- Include IY child trainings and IY Home or on-line coaching as needed

Call my Incredible Buddy on:



Date _____ Time _____
Phone number _____

The
Incredible
Years

Call my Incredible Buddy on:



Date _____ Time _____
Phone number _____

The
Incredible
Years

Email my Incredible Buddy on:



Date _____ Time _____
Email address _____

The
Incredible
Years



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Collaboration is Culturally Responsive

- Respect and affirm cultural differences
- Make culture visible & recognize its importance in developing a child's healthy identity
- Honor each participants' goals for themselves and their children
- Use puppets, toy characters, books, songs, foods, & games that reflect diverse cultures of the children



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Review IY Group Overall Session Structure (2 hours)



- **25 Minutes:** Check in on parents' current family situation, goals, benefits of prior week's home activities and barriers, reading assignments, & buddy calls
- **30 Minutes:** Introduce new topic, show 3-4 vignettes, discussion and role play practice of new skills.

10-minute coffee break

- **45 Minutes:** Continue showing 3-4 vignettes, discussion, and role play practice of new skills
- **10 Minutes:** Summary of key learning, set weekly goal, review home activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Email, text & call each parent for individual check in

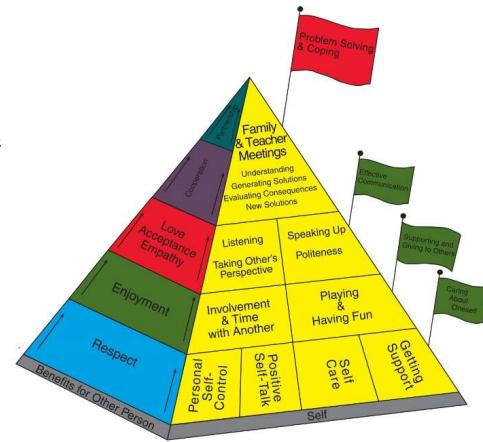


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Review & Update Parent Group First Session (2 hours)

- 15 min: Introductions if new participants added after basic training completed
- 10 min: Brainstorm/Review Group Rules
- 20 min: Revisit Goals & Update about each child & family's situation
- 10 min: Explaining IY Advance Program & tying relationship pyramid to parent goals
- 10 min Break
- 35 min: Show 2-3 Vignettes with multiple practices practice
- 15 min: Review home activities, weekly goal, session evaluations



Pyramid for Building Relationships™

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Incredible Years Advance Program 5 Objectives

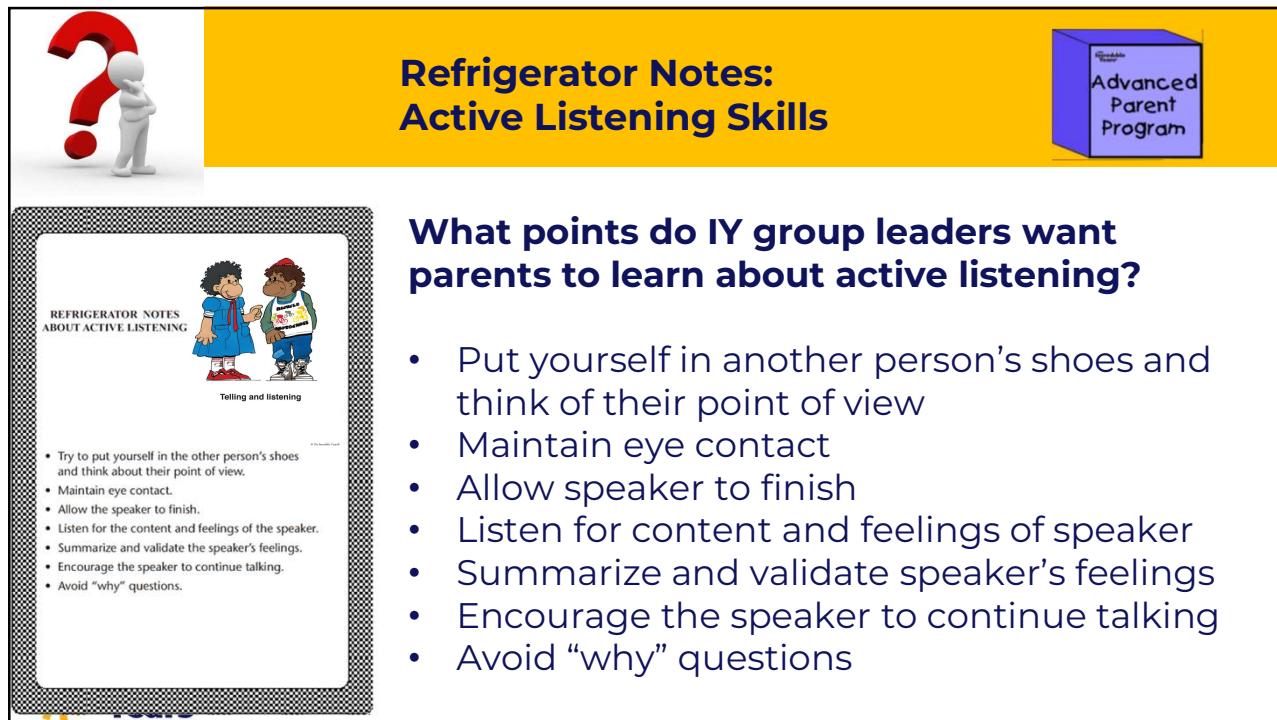
Program 5: Part 1: Active Listening and Speaking Up



- The importance of active listening skills
- Learning to speak up effectively about problems
- Recognizing how to validate another's feelings
- Knowing how and when to express one's own feelings
- Avoiding communication blocks such as not listening, storing up grievances and angry explosions



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**Refrigerator Notes:
Active Listening Skills**

Advanced Parent Program

What points do IY group leaders want parents to learn about active listening?

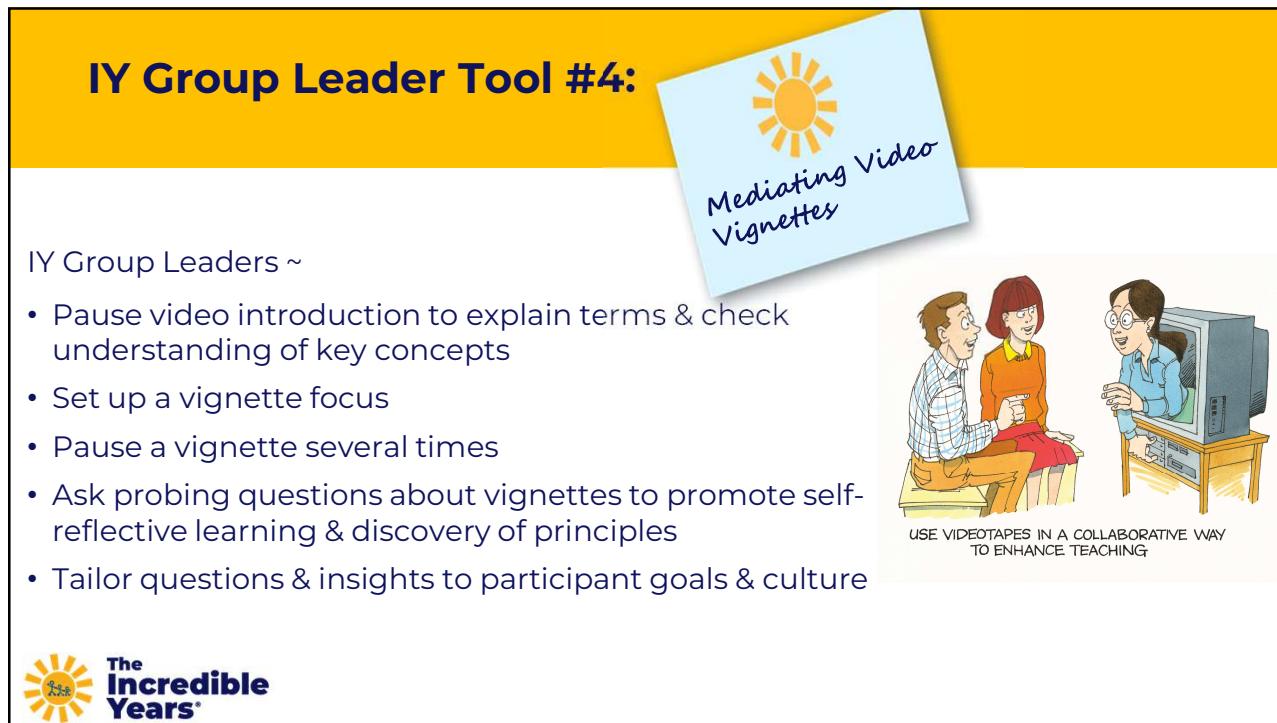
- Put yourself in another person's shoes and think of their point of view
- Maintain eye contact
- Allow speaker to finish
- Listen for content and feelings of speaker
- Summarize and validate speaker's feelings
- Encourage the speaker to continue talking
- Avoid "why" questions

REFRIGERATOR NOTES ABOUT ACTIVE LISTENING

Telling and listening

- Try to put yourself in the other person's shoes and think about their point of view.
- Maintain eye contact.
- Allow the speaker to finish.
- Listen for the content and feelings of the speaker.
- Summarize and validate the speaker's feelings.
- Encourage the speaker to continue talking.
- Avoid "why" questions.

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IY Group Leader Tool #4:

Mediating Video Vignettes

IY Group Leaders ~

- Pause video introduction to explain terms & check understanding of key concepts
- Set up a vignette focus
- Pause a vignette several times
- Ask probing questions about vignettes to promote self-reflective learning & discovery of principles
- Tailor questions & insights to participant goals & culture

USE VIDEOTAPES IN A COLLABORATIVE WAY TO ENHANCE TEACHING



The Incredible Years®

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IY Group Leader Tool #4 cont'd: Mediating Video Vignettes for Collaborative Discussion

IY Group Leaders ~

- Keep group focused on key points
- Pull out 1-2 key "principles" from parents' ideas (paraphrase and write on flip chart)
- Pace discussion strategically, praise & reward contributions
- Select vignettes for group according to family goals and culture
- Follow vignettes with large and small group practices



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Sample Questions Group Leader Can Ask When Mediating Vignette

What is effective about....

What effect do you think this approach will have on...?

What might the parent be feeling or thinking?

How could the communication be strengthened?

How do you show someone you are listening?

How do you validate someone's view point?

What would you say or do differently?

How does the listener feel?

What makes it difficult to....?

How do you validate someone's feelings?



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Refrigerator Notes: Speaking Up Skills



REFRIGERATOR NOTES
ABOUT SPEAKING UP



- Choose timing for speaking up—ask if listener has time.
- Be positive.
- Use "I" messages to explain feelings.
- Be clear and specific.
- Be "present" oriented (edit out old complaints).
- Ask for feedback.
- Avoid too much negative speaking up.. Be brief & selective
- Express positive feelings as well.

What points do group leaders want parents to learn about speaking up?

- Choose timing for speaking up ~ ask if listener has time
- Be positive
- Use "I messages" to explain feelings
- Be clear and specific
- Be "present" oriented (edit out old complaints)
- Ask for feedback
- Avoid too much negative speaking up.. Be brief & selective
- Express positive feelings as well



THINK ABOUT USING MEGAPHONES WHEN YOU PRAISE YOUR CHILD

68

Review: What have we learned about introducing a new topic & mediating vignettes?



Group Leader Skills:

- Introduce topic with benefits, barriers exercise
- Introduce vignette to be seen (context, what to look for)
- Pause vignette partway through
- Ask questions to invite discussion & problem solving
- Have parents practice skills
- List key ideas/principles of concept from discussion

Sample Group Leader Questions:

Identify skill used in vignette: How was the parent effective in speaking up? How did the other parent show she was listening?

Rationale for strategy: What was the value of....? What was the benefit of? How do you think the partner felt?

Alternate responses: Is there anything you would do differently?

Generalize: How would you use that in your communication at home with your child?



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Summary: Tips to Successful Role Play Practice Steps



- **Set the scene & goal:** Keep it simple e.g., child not doing homework or being left out with no friends
- **Write script on board**—what will parent do and say? Be specific
- **Invite/select parents** to help you (don't ask for volunteers) and tell them their roles as child or parent or teacher
- **Coach during role play**
- **Pause role play**, if needed for group suggestions
- **Replay** with new suggestions or ideas
- **Debrief**
 - Ask group to praise parent for specific strategies use
 - Ask parent in child roles about their experiences
 - Ask parent in role for her experience;
 - Ask group about key learning
 - Replay with different child or parent response as needed



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Possible small group practices



Introduce possible small group practices for listening & speaking up (speaker, listener, observer)

Start with a negative example such as speaker is passionate, listener doesn't listen & then replay)



Examples:

- A. Parent speaking up to teacher about their child's difficult school experience.
- B. Speaking up to partner about needing more help with laundry, or childcare, etc.
- C. Parent speaking up to child about not doing homework or chores or being home on time

After practice review what was learned about setting up practices.



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Buzz steps for ending a parent group session?

- Summarize key communication learning principles/ideas & review refrigerator notes
- Review parent home activities for week, assign learning to home situation & tailor as needed
- Parents set weekly goals (see self-monitoring sheet)
- Complete session evaluations



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Parent Summary Homework Check In

- Check-in with small group break out groups on listening & speaking up home assignments
- This should take 30 minutes
- Try to hear something from every parent
- Parents may “buzz” in pairs first to share a listening or speaking up communication success & then a barrier
- Then share back with the whole group
- Ask 1-2 parents to demonstrate a successful strategy as well as to replay a different approach to a barrier
- Things to check in about:
 - ✓ Follow up on individual goals
 - ✓ Reading
 - ✓ Specific new strategies tried



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What questions would you ask parents about their home assignments?



- What did you learn from the reading chapter this week?
- How did you do with meeting your goal for the week?
- What happened when you used “active listening”? What was the hardest part of doing this?
- What happened when you spoke up about a problem?
- Did you try to validate feelings? What happened? What made it difficult?
- How do your emotions affect your communication and behaviors?



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Incredible Years Advance Program 5: Part 2 Objectives

Program 5: Part 2: Communicating More Positively to Oneself and Others

- Understanding the importance of recognizing self-talk
- Understanding how angry and depressive emotions and thoughts can affect the behavior towards others
- Learning coping strategies to stop negative self talk
- Learning coping strategies to increase positive self-talk
- Increasing positive and polite communication with others
- Avoiding communication blocks such as put downs, blaming and denials
- The importance of seeing a problem from the other person’s point of view

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Buzz: Ways to Increase Positive Thoughts



- Dispute Negative Self-Talk
- Substitute Coping or Calming Thoughts
- Time Projection
- Think Self-Praise Thoughts
- Use Humor
- Model Coping Thoughts
-



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Summary Communicating More Positively to Oneself and to Others

- Avoid griping, criticisms, and put downs
- Use a “stop action” when personal anger seems to be escalating out of control
- Stop and dispute negative thoughts. Substitute coping or calming thoughts
- Be polite with others by focusing on the positive and what you can do rather than what you can’t do
- Think about other’s person’s needs and point of view. Recognize that everyone’s problem is legitimate
- Focus on fixing the problem not the blame



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Incredible Years Advance Program 5 Part 3 Objectives

Program 5: Part 3: Giving and Getting Support

- The importance of support for a family or individual
- Recognizing communication styles or beliefs that block support
- Fostering self-care and positive reinforcement in adults and children
- Avoiding communication blocks such as defensiveness, denials, cross complaints, & inconsistent or mixed messages
- Knowing how to get feedback from others
- Understanding how to turn a complaint into a positive recommendation
- Promoting consistent verbal and nonverbal messages
- Making positive requests of adults and children
- Understanding why compliance to another's request is essential to any relationship
- Learning to be more supportive to others

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Group Leader Tool #6:

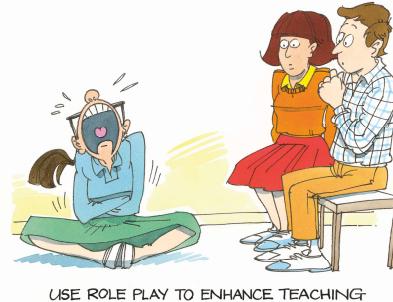
- Explain rationale for doing role play practices
- Choose participants to practice & establish their role
- Review key points & principles on flip chart
- *Ready-set-action*
- Pause role play action to debrief, reflect, praise, offer new ideas
- Summarize key learning
- Replay practice using new suggestions
- Set up triad practices



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Group Leader Tool #6: Experiential Planned Small Group Practices (2-3 parents)

- Select participants for small group practices based on developmental level
- Tailor practices according to individual participants' goals
- Pause practices as needed for clarification
- Ask one participant in triad to be coach/observer and give positive feedback to parent of strategies used



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Program 6: Problem Solving Objectives

Program 6: Part 1: Problem Solving about Children's Problems

- Recognizing when to use spontaneous problem-solving skills
- Understanding the important steps to problem solving

Program 6: Part 2: Problem Solving about Interpersonal Issues

- Avoiding blocks to effective problem solving such as blaming, attacks, anger, side tracking, lengthy problem definition, missed steps, and criticizing solutions
- Recognizing how to use problem solving strategies to get more support
- Leaning to express feelings about a problem without blaming

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Program 6: Problem Solving Objectives

Program 6: Part 3: Problem Solving with Teachers

- Understanding how to collaborate with teachers
- Implementing behavior plans at home and at school
- Learning how to have a successful parent-teacher conference



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Summary: Using Problem Solving Approach to Help Your Child

What are the key points about problem solving regarding a child's problem?

- Set up a time when you are not too upset to talk about the problem with friend, partner or think quietly on your own
- Clarify what child behaviors you want to increase or decrease
- List problems from most to least important. Concentrating on dealing with only the most pressing problem first
- Outline goals
- Brainstorm as many solutions as possible (praise, rewards, ignore, self control, get support, talk to teacher etc)
- Evaluate 1-2 solutions you can implement
- Monitor weekly progress and revise plan when necessary
- Reinforce your efforts



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Problem Solving Worksheet for Managing Family Problems

Problem Definition

1. Problem Defined;
2. Triggers of problem occurring;
3. How do I respond?

Goals

Solutions

Skills I can use to stay calm to solve problem..

Carrying out Plan

Who will I call for support?
How can I take care of myself?

Evaluating Success of Solutions

How will I know I am making progress?
How will I celebrate my success?



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What Questions Can Parents Ask Teachers?



Group Leaders Buzz with parents what questions they can ask teachers?

- How can I help at home to support your goals for my child?
- What can school do to support my child since life is stressful at home with this divorce?
- How can I be sure I know what the homework is?
- How is my child getting along with other students?
- How can I be supportive to you?
- What books can I read at home that would support his classroom goals?

See refrigerator note handout.



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Incredible Years Advance Program 7 Part 1: Objectives



Program 7: Part 1: Teaching Children to Problem Solve in the Midst of Conflict

The importance of fostering a thinking process about conflict rather than imposing solutions on children

How and when to use guided solutions for very young children or those who have no positive solutions in their repertoire

The value of obtaining the child's feelings and view of the problem before attempting to problem solve

How to foster children's skills to empathize and perceive another's point of view

Recognize when children may be ready to problem solve on their own

Avoiding blocks to effective problem solving such as lectures, quick judgements, exclusive focus on the "right answer", and failure to validate a child's feelings

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Incredible Years Advance Program 7: Part 2 Objectives

Program 7: Part 2: Family Problem Solving Meetings

- Understanding how to use the problem-solving steps with school age children
- Recognizing the importance of evaluating plans during each problem-solving session
- The importance of rotating the leader for each family meeting
- Learning how to help children express feelings about an issue
- Reinforce the problem-solving process



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Role Play Practice of Family Meeting

Set up a large group role play for one of the following issues for children Ages 8-12 years: (or issue parents want to address)

- Not doing homework
- Leaving bicycle in driveway
- Sibling fighting over TV program or who has computer
- Not being ready on time for school bus in morning
- Leaving sports gear all over house
- Not including brother or sister in play
- Not doing chores
- Being in bathroom too long
- Use of alcohol
- Morning routine difficulties
- Amount of computer or screen time



USE ROLE PLAY TO ENHANCE TEACHING

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Refrigerator Notes about Family Problem Solving

Process

- Schedule Meeting to Problem Solve
- Focus on one problem at a time
- Collaborate
- State problem clearly
- Express feelings but don't criticize or blame
- Admit role in problem
- Be future oriented and brief
- State desired behavior
- Make "I" statements

State Goal in realistic terms

Brainstorm Solutions

- Remain open; encourage imaginative suggestions; postpone details



Making Plans

- Review list
- Evaluate each solution realistically
- Write down plan
- Schedule next meeting
- Praise your efforts



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On-going



- Video your groups
- Do on-going peer review with co-leader (review your group sessions and plan together)
- Obtain consultation from Incredible Years Mentor/Coach (share video clips, participate in Zoom consultation)
- Keep paperwork (session checklists, final evaluations, attendance, process checklists)
- Send in a full video for review half-way through your first session to IY Mentor/Trainer (start accreditation process early!)
- Have fun!



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Certification/Accreditation



- **What is certification/accreditation and why should I do it?**
- Certification/accreditation is a process to ensure group leaders do the program with fidelity
- This will help agencies obtain outcomes similar to those found in the research
- The certification process provides group leaders with support and advice in how to do the program in the best possible way
- Leaders who go through the process find it takes time but is rewarding
- Leaders get detailed feedback on their leading and ideas for how to address barriers
- Agencies that would like to have Peer Coaches and Mentors must start with having accredited group leaders



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Certification/Accreditation

- **What do I need to do to be certification/accreditation?**
- See the website for detailed steps
- Lead at least two Advance sets of programs
- Collect final parent satisfaction forms
- Complete leader and peer self-evaluations
- Complete parent workshop checklists
- Submit videos for review (final video must pass accreditation standards)
- <http://www.incredibleyears.com/certification-g1/>

