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Moving the IY Basic 2.0 Needle Forward: Stitching Innovation with Fidelity

Program Developer: Carolyn Webster-Stratton, M.S.N.,
M.P.H., Ph.D.



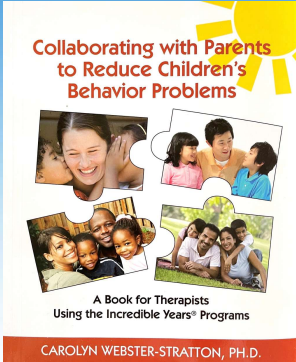


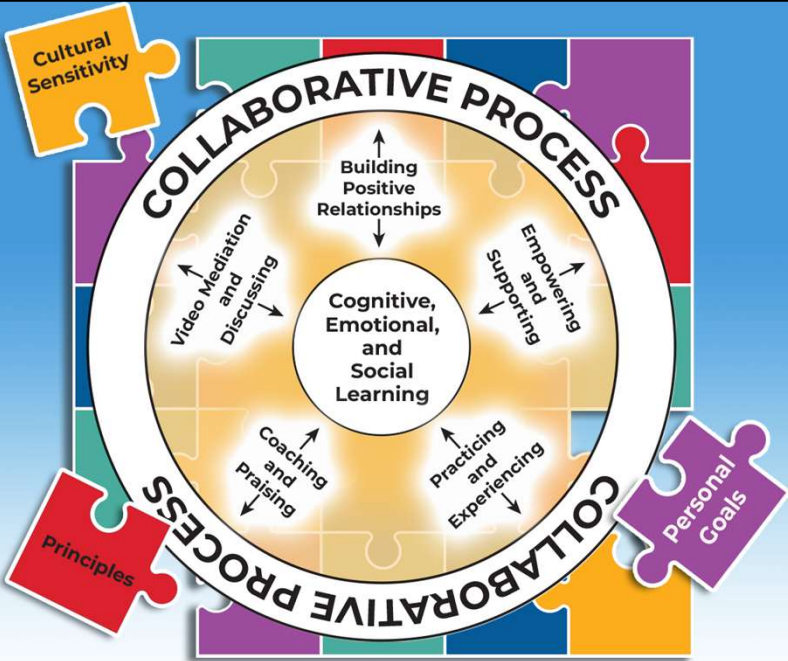
20

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CW1

Incredible Years 2.0 Group Leader Methods & Processes are the Same as 1.0





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Slide 30

CW1 As I state the elements of being collaborative can those component pieces on the puzzle be highlighted?

Carolyn Webster-Stratton, 2025-06-20T21:07:21.723

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IY Parenting Pyramid 2.0 Puzzle Pieces

Use Sparingly:

- Time to Calm Down
- Consequences

Program 4: Preventing & Managing Misbehavior (4 parts)

Program 3: Proactive Discipline (2 parts)

Program 2: Using Praise and Incentive to Encourage Cooperative Behavior (2 parts)

Program 1: Strengthening Children's Language, School Readiness, Emotional & Social Skills & Positive Relationships (5 parts)

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IY Building Blocks For Promoting Children's Social, Emotional & Academic Skills: IY Parent, Child & Teacher Programs

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Incredible Years Universal Attentive Parenting® Program Universal Prevention (6-8 sessions)

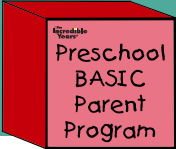


Population Targeted:

- Low risk population: parents with children 2-6 years
- Teenagers taking babysitting classes

This training includes training for delivering Attentive Parenting

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Incredible Years Basic Parent Preschool Program 2.0 What's Included in the package?

- Parenting Pyramid Poster
- Calm Down & Arc of Emotional Regulation Posters
- Parent Tool Kit Posters (3)
- Streaming Videos with Built-in Pause Symbols & Prompts
- 3 Extensive Group Leader Manuals
- Parent Handouts with Interactive worksheets
- 2 Books for parents & group leaders
- 4 Problem Solving Books for Children
- Parent Conversation Card Game

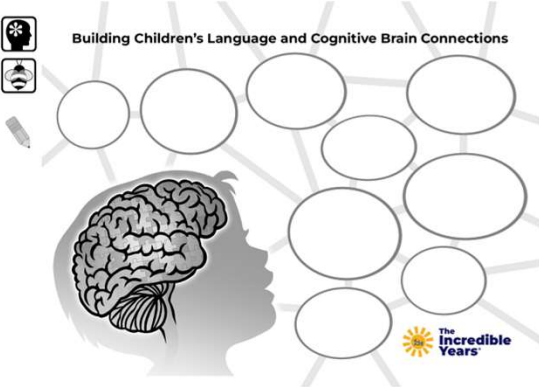


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IY Parent Preschool Program

2.0 ~ Added & Revised Elements

- Built-in Pause Symbols & Prompts on Video Vignettes
- Updated Graphics & Visuals
- Refreshed group leader manuals
- New Posters
- Revised & New Parent Handouts with Interactive worksheets



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IY Basic Preschool Program – 2.0 Version ~ Adding More Cultural Diversity in Videos & Updated Topics

Video vignettes of more culturally diverse families are added to address contemporary issues such as managing screen time, maintaining healthy eating & life style habits, practicing self-regulation, and navigating various family dynamics.



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A man and a woman are sitting on a light-colored couch, smiling broadly. Both are wearing head-mounted displays (HMDs) connected by headbands. The woman is on the left, wearing a dark blue t-shirt. The man is on the right, wearing a light blue t-shirt and a black baseball cap worn backwards. They appear to be in a living room with a wooden headboard and a striped wall in the background.



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IY Basic Preschool Program– 2.0 Version ~ Incorporating Parent Reflections/Interviews



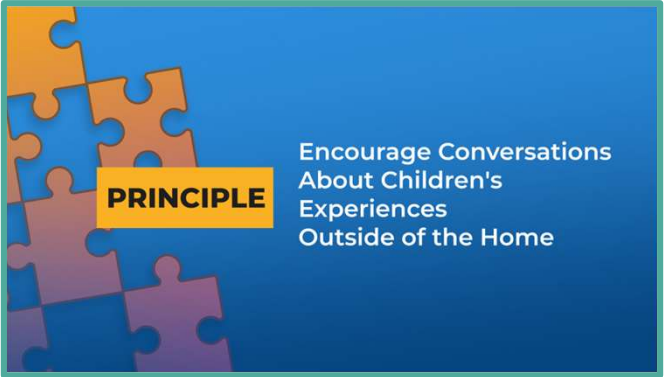
Building on the effectiveness of IY Basic 1.0 program, we have incorporated feedback from parents and group leaders to refresh the programs for a 2.0 version of the Basic Parenting Program. Parent interviews are included.



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Incredible Years Basic Preschool Program 2.0 What is new?

New **Principles** highlight the “gems” of information to prompt discussion.



Encourage Conversations About Children's Experiences Outside of the Home



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Incredible Years Basic Preschool Program 2.0

What is expanded?

Using puppets and pretend play are incorporated in numerous topics:

- promoting communication
- persistence, academic, emotion & social coaching; praise & rewards
- self-regulation skills
- time out to calm down
- problem solving





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Incredible Years Basic Preschool Program 2.0

What is the same as 1.0?

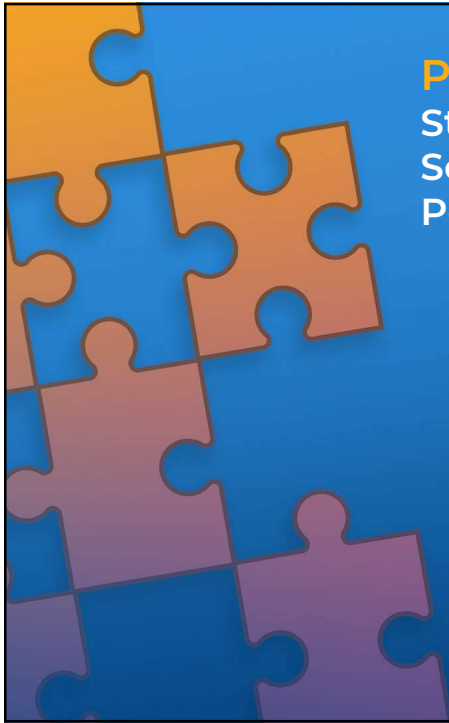
- Follows the IY Parenting Pyramid Sequence and Content
- Same IY group leader methods & processes
- Number of sessions (minimum 18+ for high risk & children with diagnoses & 14 sessions for prevention)
- Incorporates key “legacy” video vignettes ~ those most frequently used, positively evaluated by parents and recommended by IY mentors





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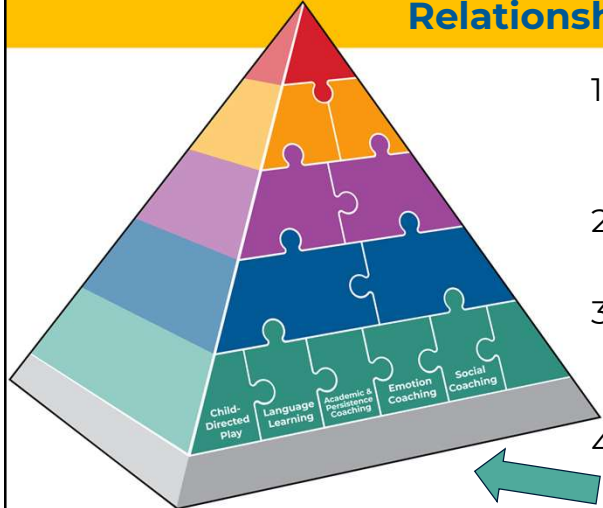


Program One:
Strengthening Children’s Language,
School Readiness, Emotion & Social Skills &
Positive Relationships



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**Program 1: Strengthening Children’s Language, School
Readiness, Emotion and Social Skills and Positive
Relationships (5 parts)**



- 1. Child Directed Play Promotes Positive Relationships & Children's Confidence
- 2. Promoting Language Learning and Conversations
- 3. Persistence and Academic Coaching Promotes School Readiness
- 4. Emotion Coaching Promotes Emotional Literacy & Empathy
- 5. Social Coaching Promotes Children's Cooperative Friendships



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Parenting Pyramid®

Use Sparingly:

- Time to Calm Down
- Consequences

**Program 1
Part 2**

Language Learning

Promoting Language Learning and Conversations

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Key Concepts to Enhance Language

- Descriptive Commenting
- Open-ended Questions & Avoiding Too Many questions
- Tailoring Language for children with less verbal language with nonverbal language gestures & visuals'
- Listening & mirroring & expanding language
- Promoting conversations with “serve & return” methods
- Encouraging multi-lingual language learning
- Using puppets, pretend play, songs , games and interactive reading to extend

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Serve and Return Conversations

Building Responsive Language

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

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

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

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

4 Wait and Listen
for child to return your serve

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.

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

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Parenting Pyramid®

Use Sparingly:

- Time to Calm Down
- Consequences

Use Liberally

Decreasing

Increasing

Benefits for Child

Parent Skills & Strategies

Academic & Persistence Coaching

Program 1 Part 3

Academic and Persistence Coaching Promotes School Readiness

Consequences

Emotion Regulation

Ignore, Distract, Redirect

Limit Setting

Praise & Encouragement

Incentives & Celebrations

Child-Directed Play

Language Learning

Academic & Persistence Coaching

Emotion Coaching

Social Coaching

Problem Solving

Responsibility, Compliance, Security, Well Being

Rules, Routines & Healthy Lifestyles

Social skills, Motivation, Confidence, Resilience

Empathy, Attachment, Language development, School Readiness

Disagreements, Changing Behaviors, & Anxiety

80

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Review Structure for Starting New Topic & Session

✓ 1. Break Outs: Review homework experiences of being child directed – successes and barriers and then feedback to large group

✓ 2. Introduce new topic academic coaching & how it addresses parent goals

✓ 3. Introductory narration.. Mediating video and terms clarified or defined & reference to goals

✓ 4. Benefits & Barriers to academic coaching & reading to children





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Academic Coaching Concepts

• Toddler Pre-reading Readiness

• Promoting Preschooler Reading Skills

• Promoting Bilingual Language Learning

• Making Academic Learning Fun

• Building Children’s Confidence

• Appropriate Question-Asking

• Supporting School Learning

• Promoting and Encouraging Math Learning

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Brainstorm/Buzz: Target Social Coaching: Child Developmental Level 1

Parent-Child Play: Write examples of your own social coaching statements below. Adjust your language to your child's language level.

Social/Friendship Skills	Your Examples
Parent Models:	
Sharing	
Offering to Help	
Waiting	
Suggesting	
Complimenting	
Behavior-to-Feelings	
Parent Prompts:	
Self-Talk	
Asking for help	
Parent Response:	
Praise child when they share or help you	
Ignore or model acceptance when child does NOT share or help	
Parent Doll Models:	



Brainstorm/Buzz: Target Social Coaching: Child Developmental Level 2

Children in Parallel Play: Write examples of your own social coaching statements below. Adjust your approach to your child's language and play level.

Social/Friendship Skills	Your Examples
Parent Coaches:	
Asking for What They Want	
Asking for Help	
Asking a Friend to Wait	
Parent Prompting:	
Noticing Other Child	
Initiate Interaction With Other Child	
To Give Child a Compliment	
Parent Praising:	
Behavior-to-Feelings	
Playing Together	
Puppet or Doll Models:	
Sharing or Helping	



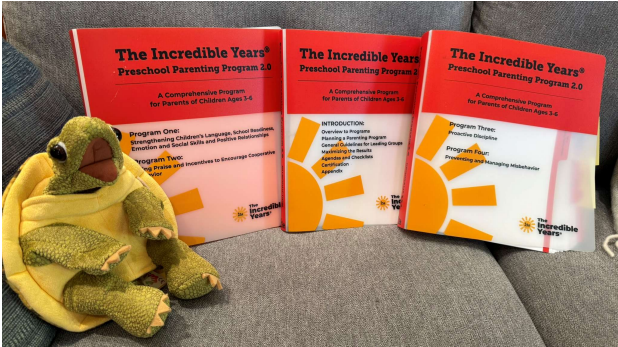
Brainstorm/Buzz: Target Social Coaching: Child Developmental Level 3

Children Who Initiate Play: Write examples of your own social coaching statements below. Adjust your approach to your child's language and play level.

Social/Friendship Skills	Your Examples
Parent-Coached Skills:	
Asking in a Friendly Voice (polite, quiet)	
Giving Help to Friend	
Sharing or Trading	
Asking to Enter Play	
Giving a Compliment	
Agreeing With or Giving a Suggestion	
Self-Regulatory Skills:	
Listening to What a Peer Says	
Waiting Patiently	
Taking Turns	
Staying Calm	
Problem Solving	
Empathy:	
Behavior-to-Feelings	
Apology/Forgiveness	

Remember you have your updated group leader manual to support you:

- Sample Questions
- Suggestions for Small Group Practices and Buzzes
- Weekly Home Activities
 - Record Sheets
 - Refrigerator Notes
 - Interactive Handouts
- Session Checklists & Agendas





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Parenting Pyramid®

Use Sparingly:

- Time to Calm Down
- Consequences

Program 2 Part 1

The Art of Effective Praise and Encouragement

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Vignette Topics for Part 1: Art of Effective Praise & Encouragement

- Attention Principle
- Modeling Meaningful Praise
- Prompting Sibling Praise
- Labeled Praise for mealtime behaviors, independence, cooperation & social behaviors
- Intentional Praise
- Praising Uniquely
- Building Confidence with praise
- Praising Target Behaviors you want to see more of
- Differential Attention
- Proximal Praise
- Shaping Behavior
- Doubling the Impact

Children Learning from Tiny Turtle

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Parenting Pyramid®

Use Sparingly:

- Time to Calm Down
- Consequences

Consequences

Ignore, Distract, Redirect

Emotion Regulation

Rules, Routines & Healthy Lifestyles

Limit Setting

Praise & Encouragement

Incentives & Celebrations

Child-Directed Play

Language Learning

Academic & Persistence Coaching

Emotion Coaching

Social Coaching

Problem Solving

Use Liberally

Parent Skills & Strategies

Decreasing

Increasing

Responsibility, Compliance, Security, Well Being

Social skills, Motivation, Confidence, Resilience

Empathy, Attachment, Language development, School Readiness

Benefits for Child



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Incentives and Celebrations

Program 2 Part 2

Motivating Children Through Incentives



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Choosing Vignettes According to Parents' Goals

Other Sticker & Prizes Vignette

- stickers for being patient (Vig 1)
- superbath stickers (Vig 3)
- potty training (Vig 5)
- flossing teeth (Vig 4)
- sibling sharing (Vig 8)
- getting dressed (Vig 11)
- grab bag (Vig 12)
- Chore charts (Vig 14)
- Point Systems (vig 15)

2

REFRIGERATOR NOTES

STARTING TOILET TRAINING

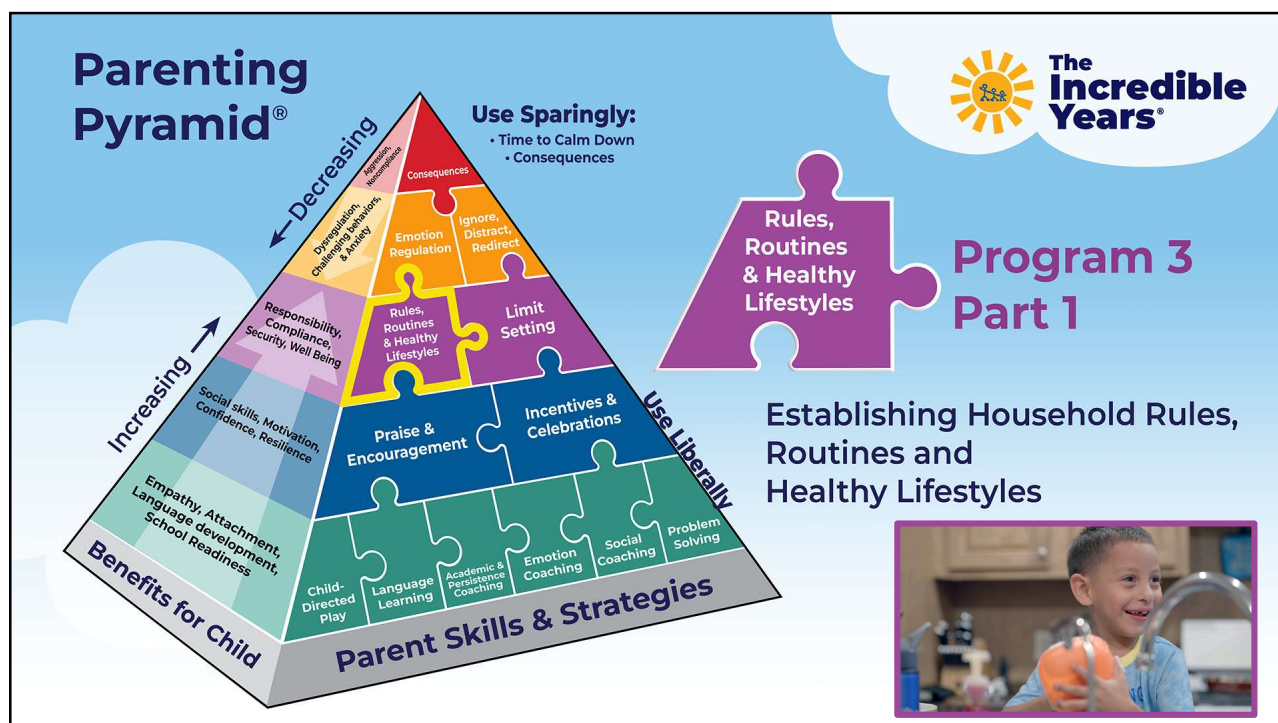
- Dress your child in clothes that are easy to get undone such as elastic-waisted pants.
- Use a child-sized potty chair or special adaptor seat with a stool.
- Create a routine for sitting on potty – start by seating your child fully clothed once a day, whenever they are most likely to have a bowel movement.
- Progress to sitting your child on the potty bare-bottomed. Don't restrain or force your child to sit there.
- Let your child watch you or older siblings go to the bathroom.
- Show your child how you use the toilet paper, flush the toilet and wash your hands.
- Praise your child every time they uses the potty seat, or you check that they have dry pants.
- Set up a schedule for going to the bathroom.
- Make sure your child knows it's okay to ask for help to go to the potty anytime.
- Teach your child how to clean and wash hands after going to the potty.
- Expect setbacks; don't make a big deal out of mistakes such as wet beds or accidents – stay calm and positive; "It's okay, next time I bet you will use the potty chair."
- Once training is established, consider using training pants as this allows toddlers to undress by themselves; introduce them gradually maybe for a few hours at a time.
- Keep using diapers at night; even though your child is dry during the day, it can take months or years before children are dry at night.



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Incredible Years Basic Preschool Program 2.0: What is strengthened?

Increased focus on
consistent healthy life
styles/habits (exercise,
food habits, sleep needs)



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Incredible Years Basic Preschool Program
2.0 What is strengthened?

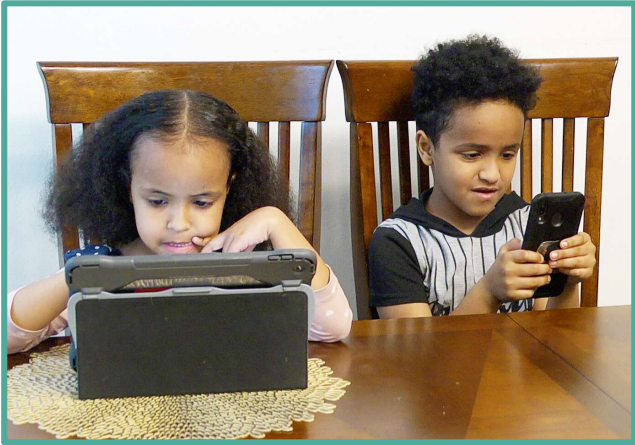
Attention to visual prompts for household chores and predictable routines



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Incredible Years Basic Preschool Program 2.0 - What is expanded?

- Promoting predictable & consistent routines & rules (mealtimes, bed times, child responsibilities & chores, screen time limits) & limit setting



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Using Books to Promote Healthy Lifestyle Habits



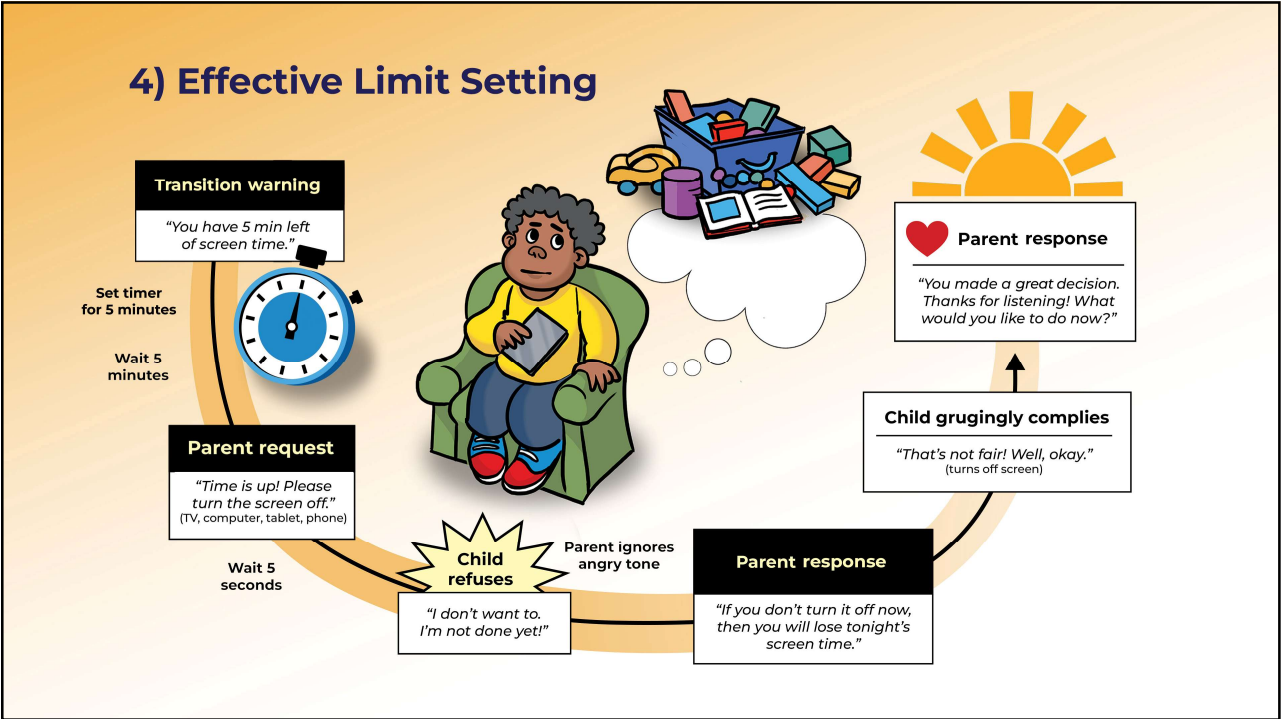
Using Books to Teach Healthy Eating Habits



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Reading Books to Promote Children's Healthy Lifestyle Habits

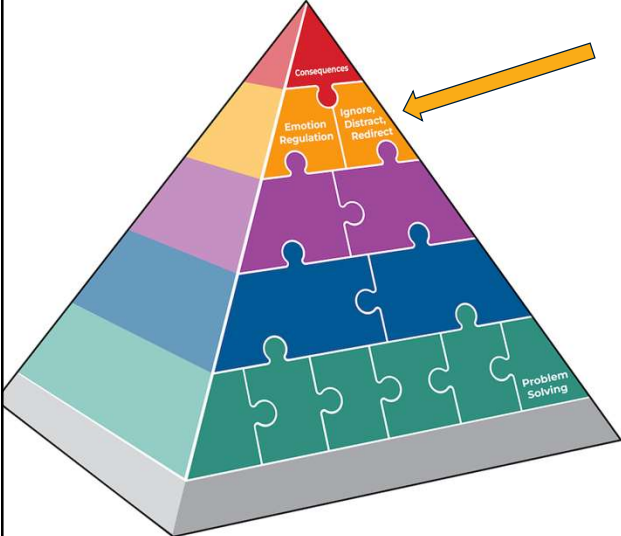
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Preventing and Managing Misbehavior Part 1:



- 1. **Teaching Children Emotion Regulation Skills**
- 2. Part 2: Ignore, Distract, & Redirect
- 3. Consequences for Destructive or Aggressive Behaviors
- 4. Teaching Children to Problem Solve

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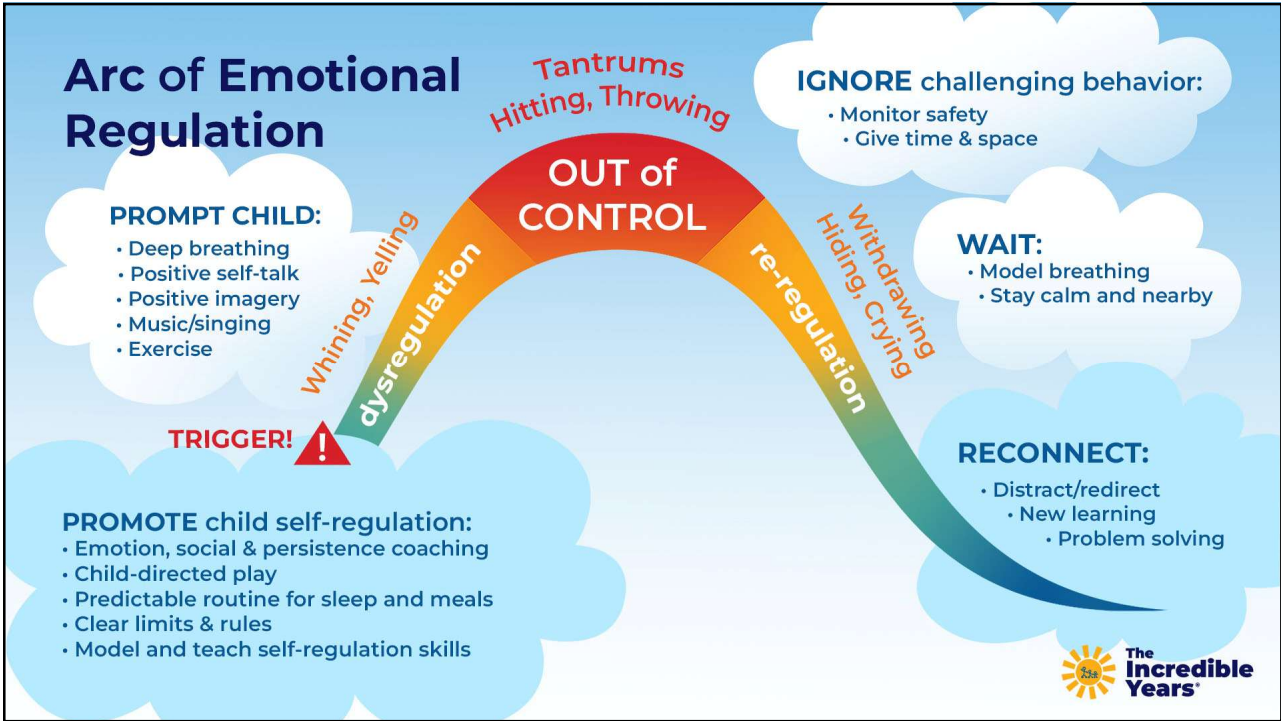
Incredible Years Basic Preschool Program 4 Part 1: What is expanded?

Videos with increased
emphases on **teaching
children self-regulation
skills – prompting
breathing, positive
imagery, self-talk, singing &
exercise**



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Vignette Topics for Part 1: Teaching Children Emotional Regulation Skills

- Accepting Children’s Emotions Vig 1
- Breathing Methods (vig 2)
- Using Puppets to Teach Calm Down Methods (Vig 3-6)
- Explaining the Calm Down Thermometer (Vig 7)
- Practicing Calming Down (Vig 8-12)
- Using Books to Teach Children Calm Down Methods (Vig 13-17)
- Value of Exercise (Vig 18)
- Self-Regulation for Parents



5

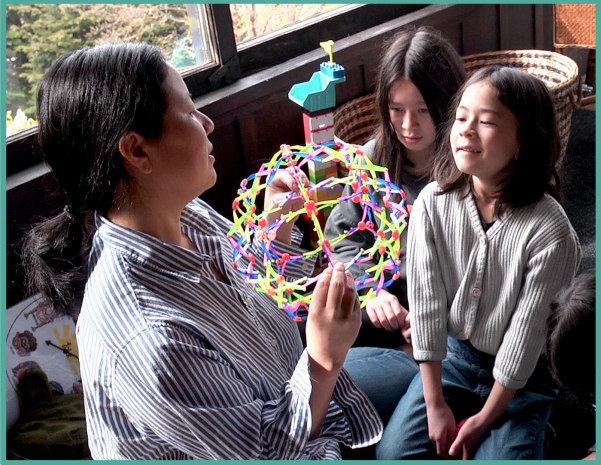
Children Learning from Tiny Turtle



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Incredible Years Basic Preschool Program 4 Part 1: What is expanded?

Videos with increased
emphases on teaching
children self-regulation
skills – Using the Calm
Down Thermometer &
Breathing Ball & Puppets





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Turtle Power! Tiny Turtle's Calm Down Steps





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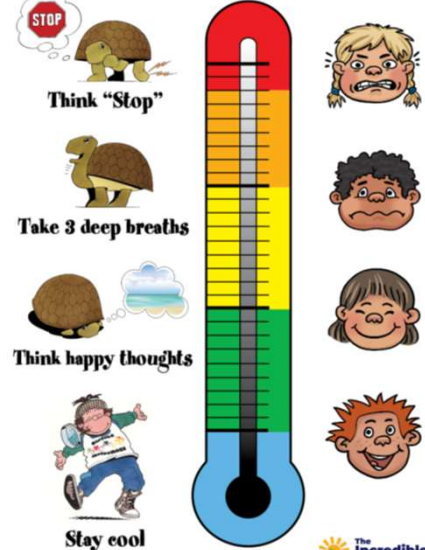
Using Puppets to Teach Children How to Calm Down

Practice in break out room how to use a puppet or calm down thermometer to teach a child how to calm down.



Calm Down Thermometer

I can do it. I can calm down.



Think "Stop"

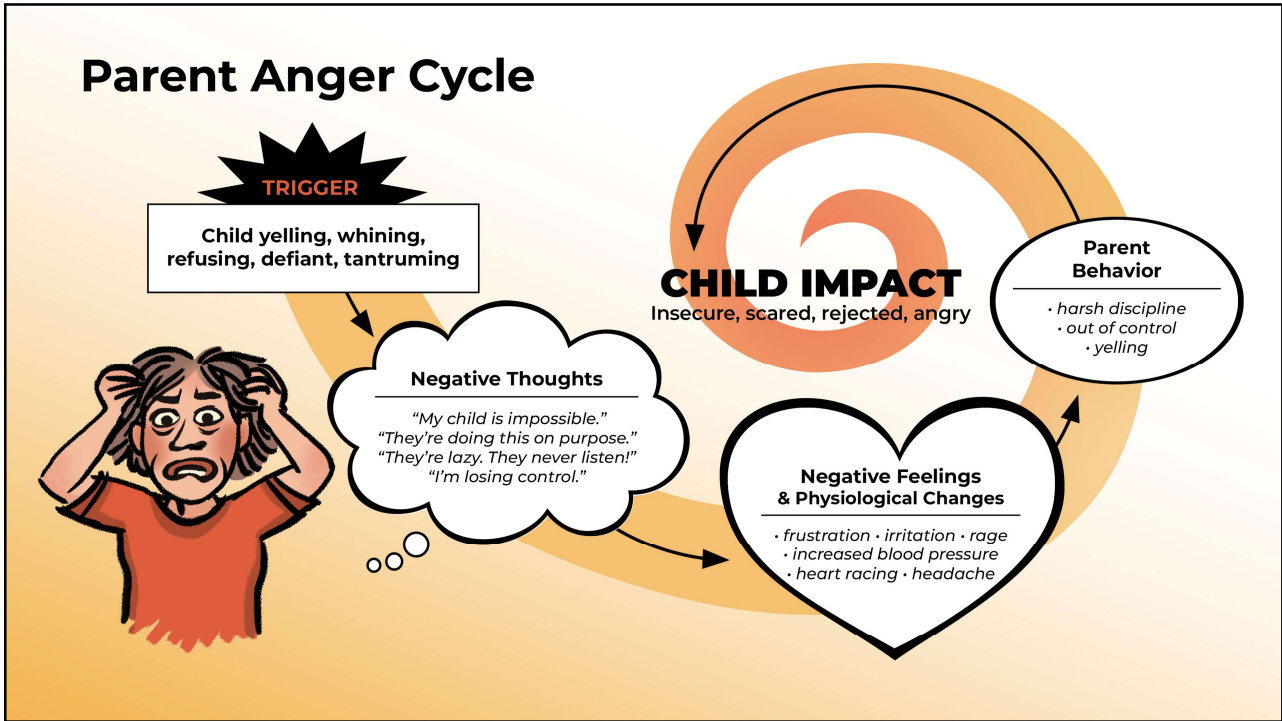
Take 3 deep breaths

Think happy thoughts

Stay cool

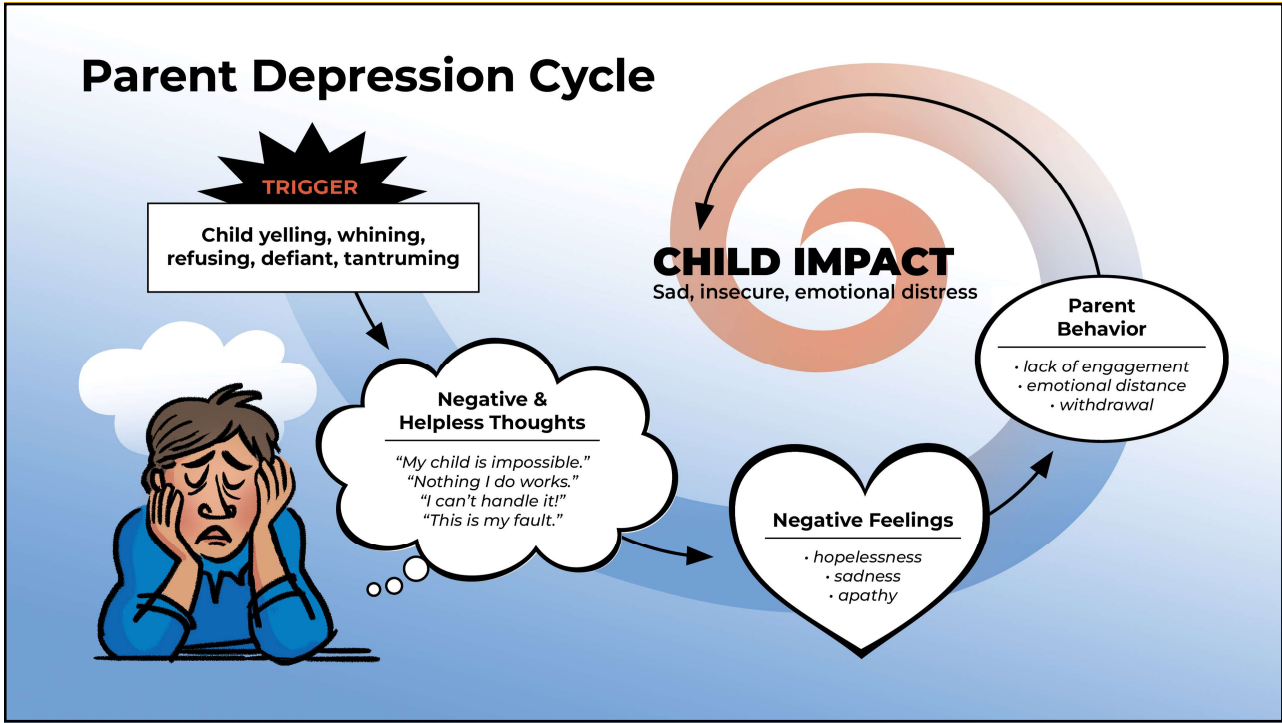


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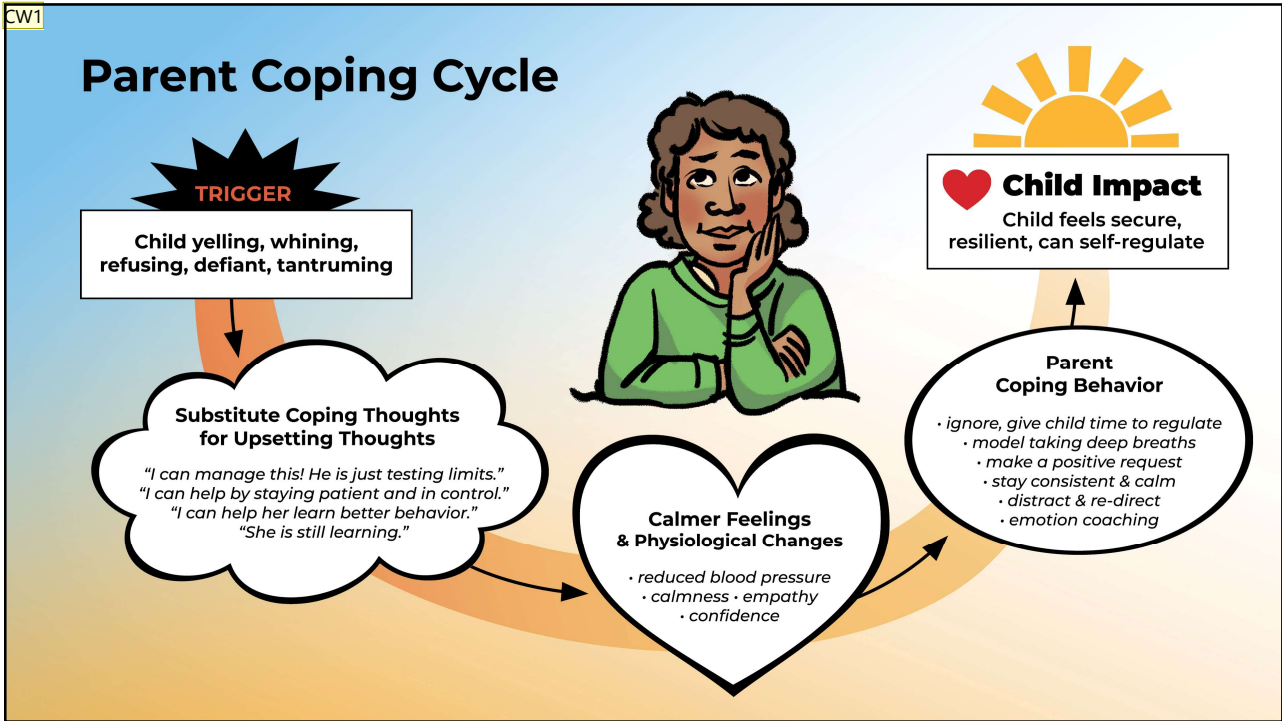


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Slide 194

CW1 Could shorten & instead of doing this with dialogue in prior slide just say the sentence below. But I would want the prior one taped to add to 2.0 program.

Carolyn Webster-Stratton, 2025-06-03T21:49:30.667

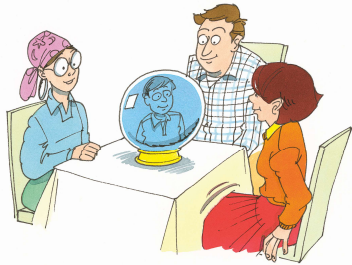
Tool # 8: Strengthening Parents' Positive Cognitions Summary



Calming Thought

IY Group Leaders

- Use appropriate analogies and metaphors for population and culture
- Reframe parents' perspectives and cognitions to understand child development
- Make connections to prior experiences & successes
- Predict a positive future and help parents challenge unproductive thoughts
- Help parents anticipate problems and setbacks & prepare for long term results



PROPHECIZING SUCCESS

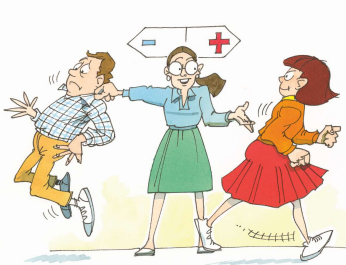




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Tool #8: Strengthening Parents' Positive Cognitions cont'd

- Use Buzzes ~ rewrite negative thoughts with coping thoughts
- Normalizing challenges ~ predicting success ~ referring to goals
- Use benefits and barriers exercises
- Use thought cards for scripts
- Ask questions about parents' thoughts and feelings from vignettes
- Incorporate thoughts, practices in role plays



MODIFYING PARENTS' POWERLESS THOUGHTS

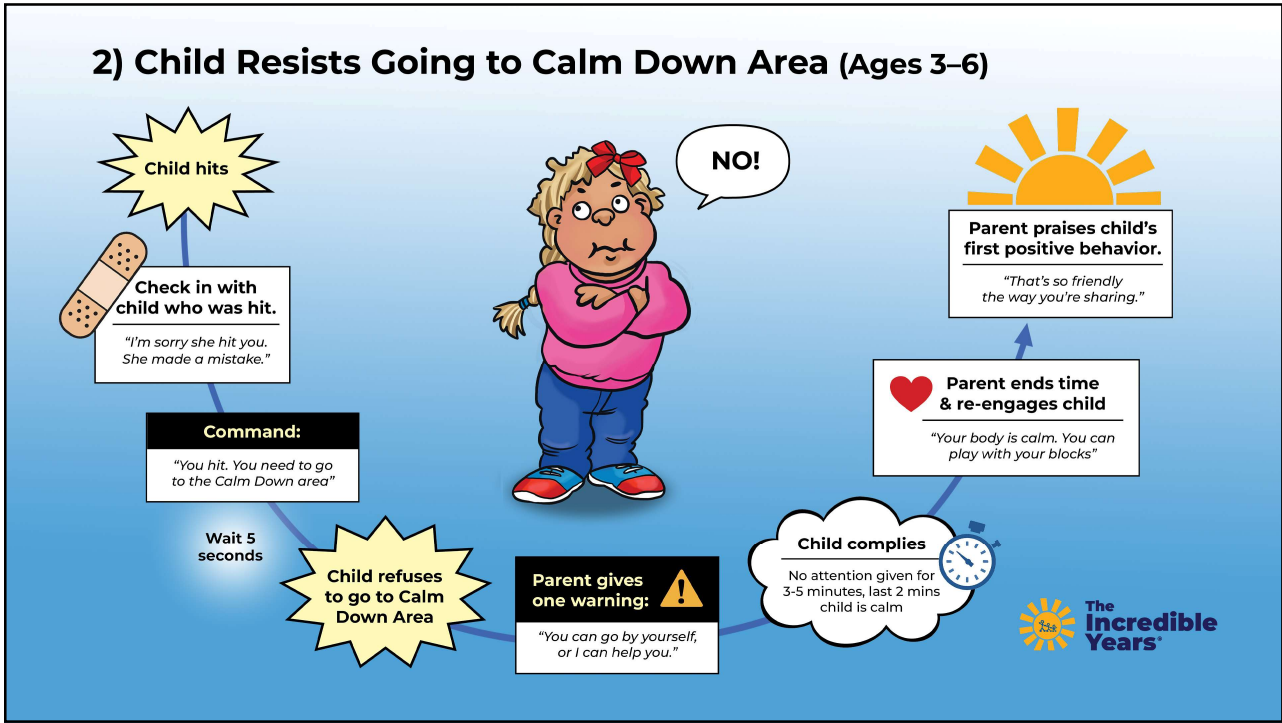


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Resistance to Calm Down Procedure



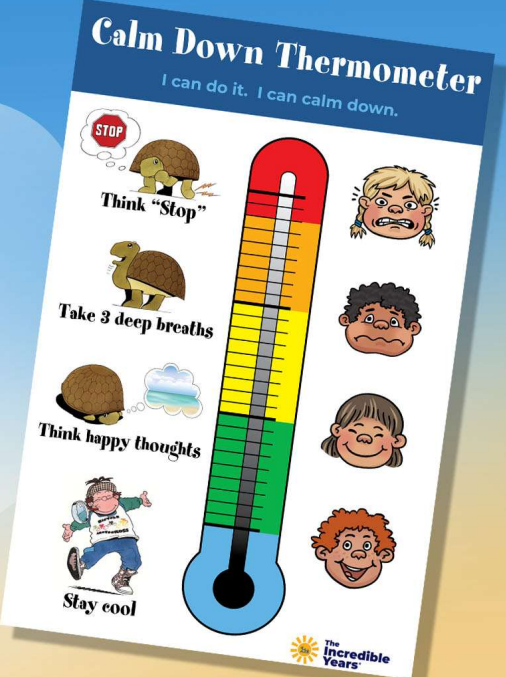
Child Resists

- Offer choice: “you can walk by yourself or I’ll help you”
- Give time for child to process that choice (wait 5 secs)
- If child refuses to go, take child by hand and walk them to Calm Down area
- If child comes out of calm down area, give choice: “you need to stay in the Calm Down area, or you will need to go to Calm Down in the room.” (calmly take child back to Calm Down area) Or, “you will lose your lego time” (loss of a privilege)
- If child comes out a 2nd time, remove privilege or take child to Calm Down room
- If child is too disruptive and you cannot move them safely, move away and ignore until they self-regulate

When a child has repeated disruptive Time Out to Calm Down experiences, look at whole plan with goal of preventing behavior escalation and giving more attention and emotional and social coaching to positive behaviors.

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Calm Down Feelings Thermometer





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Turtle Power! Tiny Turtle's Calm Down Steps

1 Ouch! Name your feeling.

2 STOP Think "Stop."

3 Breathe Imagine smelling a flower and blowing out a candle.

4 Happy Thoughts and Positive Talk "I can do it, I can calm down."

5 Try Again When calm, try again with "Turtle Power".

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Parent Problem Solving Worksheet

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Problem Definition:

1. My child's challenging behavior: _____

2. What are the triggers/precipitants of my child's misbehavior? (developmental problem, not enough sleep, not getting what he wants, a family transition or stress, low frustration tolerance, etc.) _____

3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry or act stressed or withdraw?) _____

Goals:

4. What is my goal? What positive opposite behavior do I want to see in my child instead? _____

Solutions:

5. What parenting tools or strategies can I use from the bottom of the Incredible Years Pyramid to support my child's positive behavior? _____

Play/Coaching/Special Time: What kind of play or special time might best help my child here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) _____

Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) _____

Stickers and Rewards: How can I reward this prosocial behavior? What incentives will motivate my child? _____

6. Choose from the list below those responses from the _____ can be used to reduce this misbehavior.

Routines: Do I have a predictable routine? _____

Distraction/Redirection: _____

Ignore: What part of this behavior could I ignore? _____

What will I say to myself while I ignore it? How can I stay calm? _____

Consequence: What natural or logical consequence can I use to teach my child to change this behavior? _____

Calm Down Strategies: What calm down strategies can I teach my child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the Calm Down Thermometer, exercise, think of happy place) _____

Problem Solving Teaching:

7. Is this a problem I can use to promote my child's practice of using the problem solving steps? _____

Carrying Out my Plan:

8. To whom should I communicate this plan? (teachers, grandparents, partners, etc.) _____

9. Who can I call for support and to check in? _____

10. How will I take care of myself while this is going on? _____

Evaluating the Success of Solutions

Will I know I am making progress? What will be different? _____

success? As well as my own? _____

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