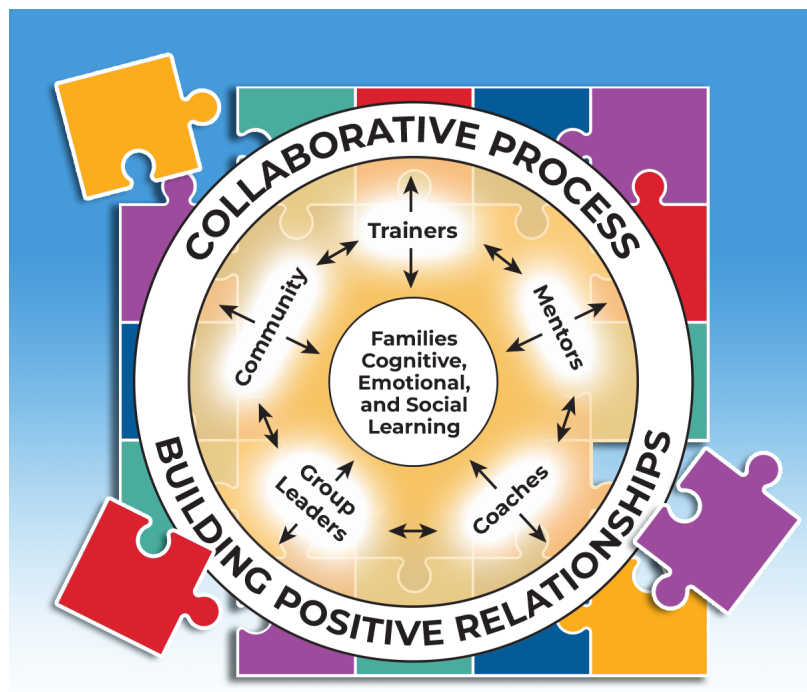




Parents, Teachers and Children Series

CHILD PEER COACHING WORKSHOP



CHILD PROGRAMS designed for teachers,
school counselors and those who work
with groups of children

WORKSHOP GUIDE

by Carolyn Webster-Stratton, MSN, MPH, PhD

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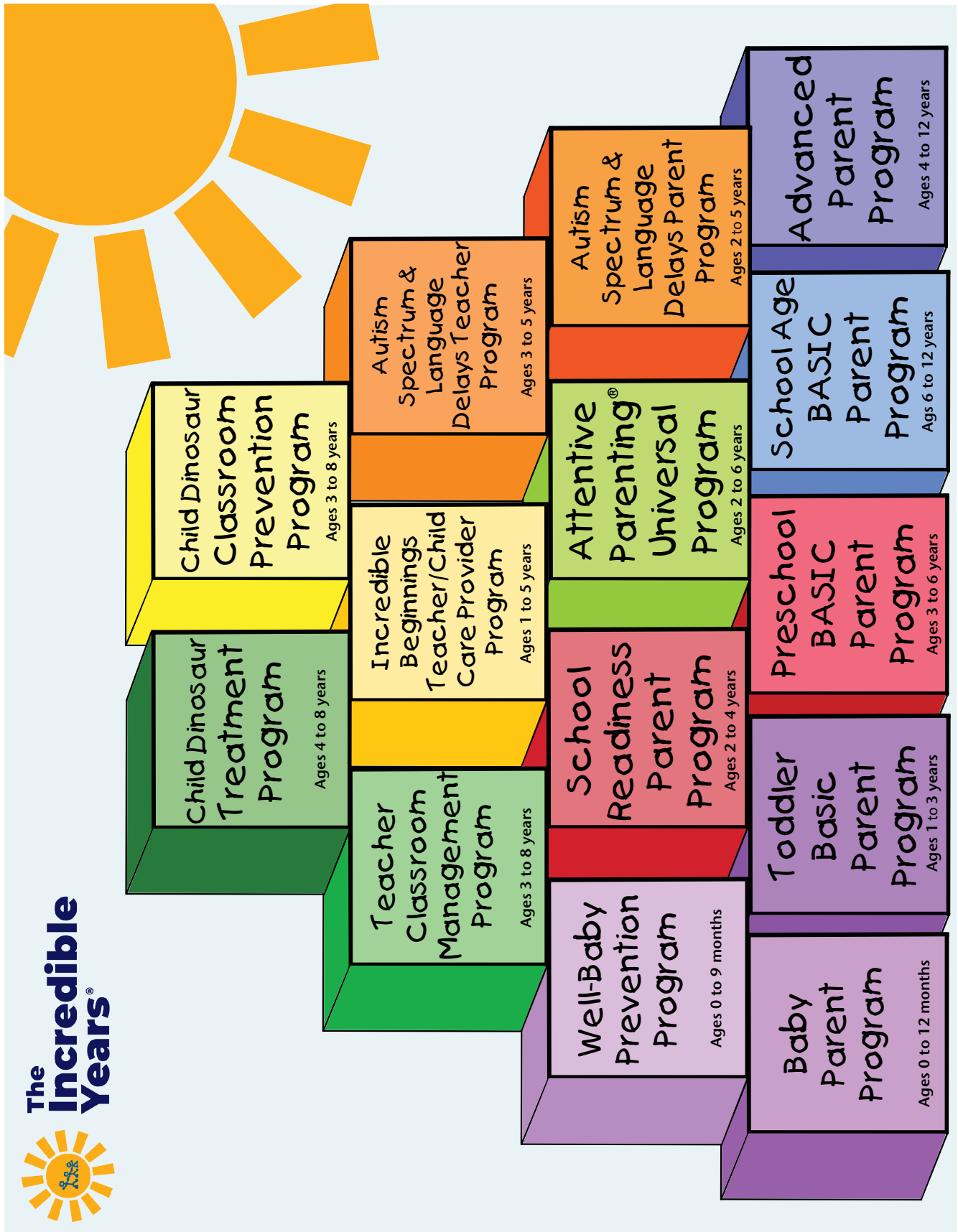
Peer Coach Training Workshop

Agenda Day 1 (in-person)

- 8:30 - 9:15** Introductions, experience providing peer support and supervision.
Goals
- 9:15 - 10:00** Brainstorm key principles of supervision/coaching
- 10:00 - 10:15** Break
- 10:15 - 12:00** Small group exercises and brainstorms around skills in coaching and video review
- 12:00 - 1:00** Lunch
- 1:00 - 2:15** Role play and video review practice
- 2:15 - 2:30** Break
- 2:30 - 3:45** Role play and video review practice cont'd
- 3:45 - 4:00** Review of day

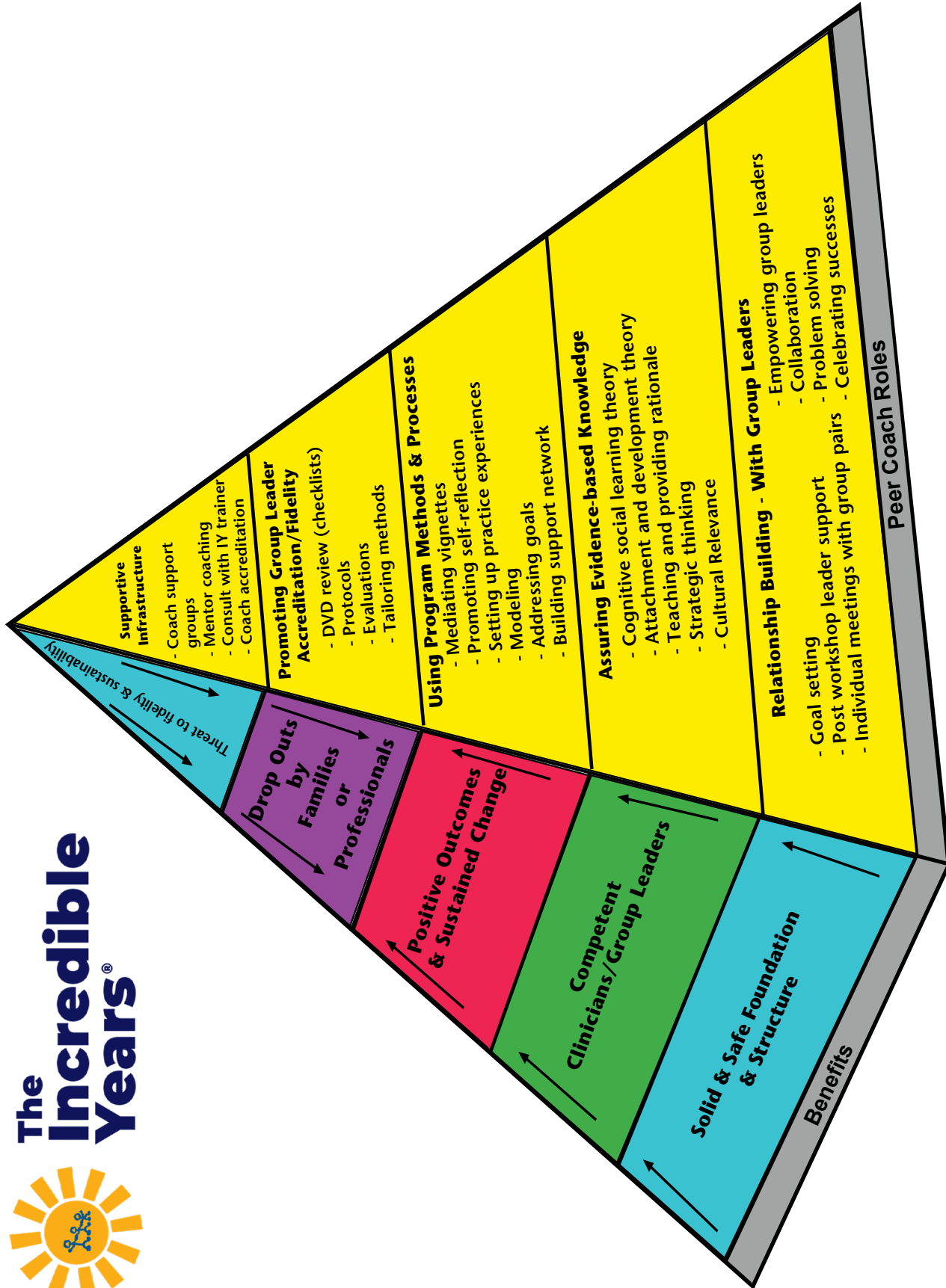
Day 2 (in-person)

Participants will bring videos of their own group sessions cued up for discussion within group and for practice in coaching.



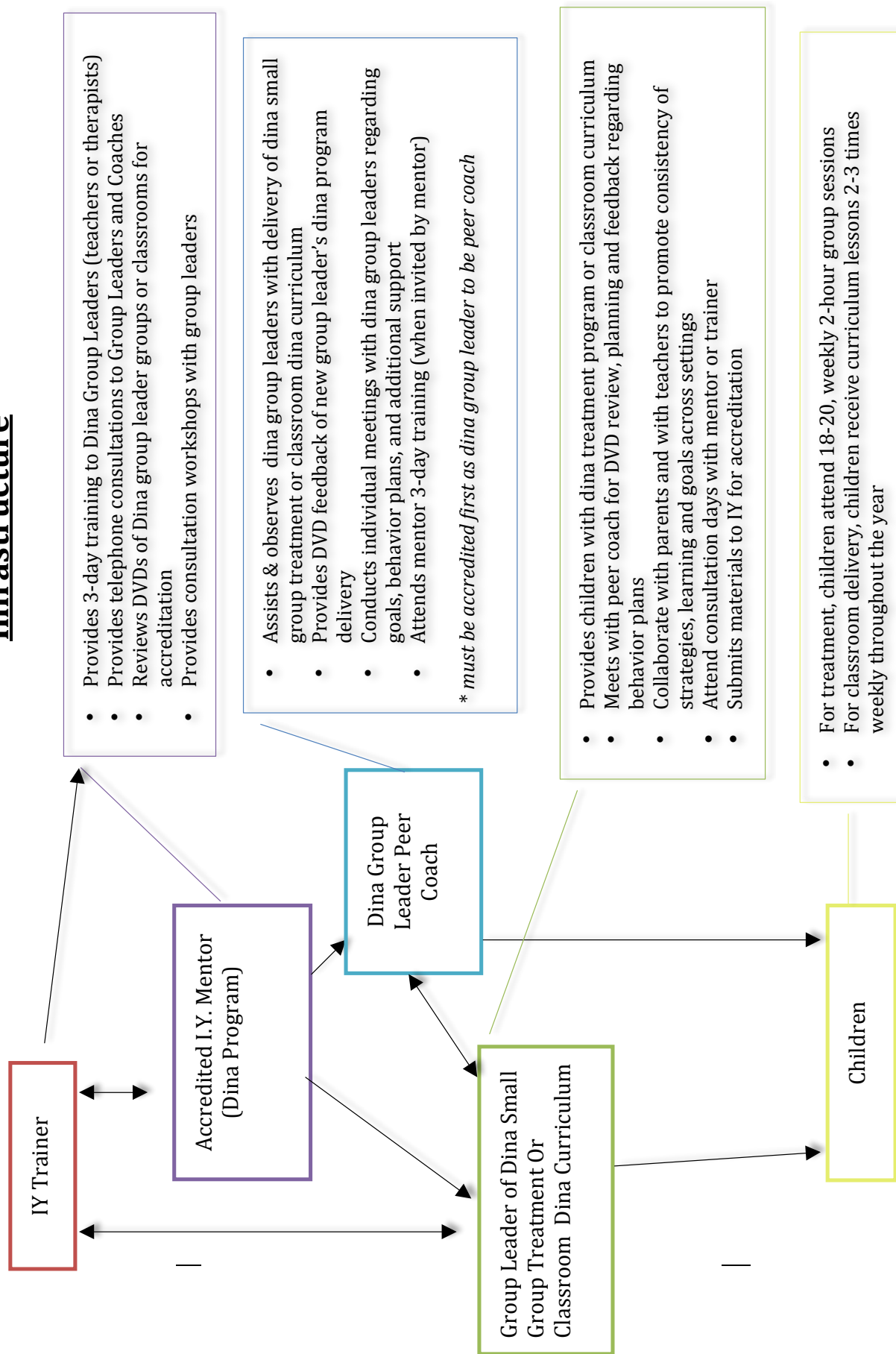


The Incredible Years®



Incredible Years® Peer Coach Pyramid

Incredible Years Dinosaur Program Training, Coaching, and Support Infrastructure





Preparing for IY Peer Coach / Group Leader Meeting

- Coach reminds group leader of what they need to do to prepare for coaching session (in advance). Group leader is asked to:
 - Review video of group, set personal goal and select video segment for review and feedback from coach (see handout #1)
 - Bring participant evaluations and protocols
- Coach prepares for meeting by reviewing group leader goals, bringing group checklists, coach evaluations and buzz forms (handout #6, 7)
- Coach prepares additional training from self-learning IY manuals and videos as needed

Structure of IY Peer Coach Group Leader Meetings

- Review agenda together
- Review group leader's progress with prior goals accomplished (10 min) (role play if useful)
- Clarification of new goal for coaching session (10 min)
- View video vignette and reflect on alternative strategies (15 min)
- Set up practices with ideas discussed while reviewing video segment (10 min)
- Review of checklist related to segment discussed (e.g., setting up role plays) (5 min)
- Set new goals and summarize key learning (buzz sheets)(5 min)
- Review session protocols, attendance, evaluations (5 min)



Preparing for Video Consultation of Dina Child Training from Peers and Incredible Years (IY) Coaches and Mentors

The opportunity to obtain video review of your IY group process and clinical skills from peers, coaches, mentors, or trainers is scary, exciting, and a special privilege. Sharing your work with others and obtaining feedback from colleagues will result in continual improvement of your therapeutic skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays/practices, video vignette mediation, circle time lessons, small group activities, homework) and therapeutic processes (e.g., building nurturing relationships, modeling, coaching, calm-down exercises, problem solving) leads to improved outcomes in teacher and child behavior change. Moreover, by sharing your skills with others—both the difficult therapeutic moments and the successful ones, you will be helping to teach others to improve their own practice as well.

What are the advantages of ongoing video group supervision?

- Increased quality of program being delivered to children
- Continued opportunity to hone effective group leadership skills and be challenged by others
- Opportunity to obtain support from other teacher group leaders, coaches, and mentors
- Internal gratification and feeling of competence knowing that program is being delivered with fidelity
- Opportunity to provide support to other therapists and teachers
- Knowledge that increased fidelity leads to better outcomes for children

What are the barriers to video group supervision?

- No time in work week to do video review
- Fear of looking inadequate or feeling a failure (not measuring up)
- Lack of trust in peers or colleagues to share group work
- Fear of being criticized and or getting put down by others
- Supervisor will not pay for this supervision or allow time for doing this
- There is no incentive to do this – certification/accreditation does not lead to salary increase or increased recognition
- Parents will not give permission to video record child groups or classroom
- Unavailability of video camera
- Unavailability of a mentor or coach in area to review videos
- Lack of availability of colleagues familiar with IY group processes

Preparing for Supervision and Video Feedback - Be Proactive!

- Review your video workshop training ahead of time and select 1-2 segments on which you want feedback. This process of selecting a video segment to show should be done with your workshop co-leader.
- Show both positive or successful training strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell your peer group members what kind of help you want. For example, *"I want to learn some new strategies for managing this child's aggressive behavior."* Or, *"What do you think I am doing well here? What else might you do?"*
- Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.
- After brainstorming, reenact or role play the video scene and try out some of the ideas. Designate who you want to act the role of child and who to act the role of group leader. Taking on the role of a difficult child can help you empathize with child's point of view.
- Evaluate and summarize likely strategies to try in the future.
- Use the "Thinking Like Scientists" document to determine future goals and be aware of barriers.
- Review outcome at next consultation or coach session.

Things to Bring to Video Review Session

- Video of workshop cued up to segments to be shown (via time code) for review
- Leader and Peer process form and leader checklist completed for session
- Group leader "thinking like scientist" goals form
- Attendance list
- Protocols of sessions/lessons completed
- Activities completed

Self-directed Learning and Goal Setting

Group leaders come from a variety of educational backgrounds including nursing, education, psychology, early childhood, psychiatry, and social work. Some group leaders have had extensive therapy group experience and classroom teaching experience and others have had comparatively little. For this reason, each person's learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Group leaders are encouraged to assess their own strengths, to set goals, and be self-directed in seeking out the supervision and feedback they need. The collaborative checklists and sample session videos for small group therapy or for classroom delivery of the Dina program are available for self-evaluation, self-study, and group discussion. If others in your agency or district are using this program, you can set up peer review meetings where you meet to review videos of your own groups together (or view the sample session tapes), discuss the process checklists and peer review forms, give each other feedback and practice different approaches.

The peer review and coaching process is an invaluable way to support one another and also to share learning with each other. If you engage in this process with others, it is important to be sensitive, caring, and honest in the feedback process. In addition, leaders in training can seek video reviews of workshops from IY coaches or mentors.

Online consultation may also be scheduled with IY trainers. This self directed and self-reflective learning, peer review, and consultation process implies a commitment to your own continual professional improvement as an evidence-based IY group leader or teacher.

Group Leaders Thinking Like Scientists



```
graph BT; Problem[Problem] --> Goals[Goals]; Strengths[Strengths] --> Goals; Goals --> Strategies[Strategies]; Strategies --> Benefits[Benefits]; Benefits --> Obstacles[Obstacles]; Obstacles --> OngoingPlans[Ongoing Plans];
```

The diagram illustrates a process for creating ongoing plans. It begins with two input boxes at the bottom: **Problem** and **Strengths**. Arrows from these boxes point to a central box labeled **Goals**. From **Goals**, an arrow points to a box divided into three sections: **Strategies**, **Benefits**, and **Obstacles** (with a sub-note: "(thoughts, feelings, behavior in self & others)"). Finally, an arrow from this box points to the top box labeled **Ongoing Plans**. On the left side of the diagram, there is a small illustration of a person sitting at a desk with a lamp, looking at a document.



Group Leaders Thinking Like Scientists



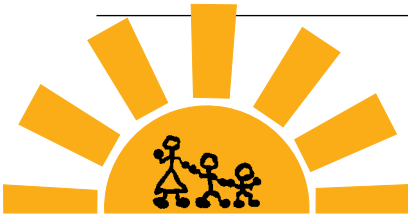
Problems



Goals

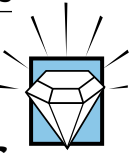
Strengths





Incredible Years

Group Leader and Coach/Mentor Gems



Date _____ Group Leader(s) _____ Coach/Mentor _____
 Program: Parent ☐ Teacher ☐ Child ☐ Video viewed? ☐ Topic _____ Date for next meeting _____

Fidelity Issues Discussed:

- ☐ Attendance
- ☐ Participant evaluations
- ☐ Home activities engagement
- ☐ Principles
- ☐ Mediating vignettes & Number
- ☐ Role play/practices/ buzzes & Number
- ☐ Participant goals
- ☐ Tailoring to needs
- ☐ Weekly calls
- ☐ Session checklists
- ☐ Peer & self-evaluation forms
- ☐ Group process checklists
- ☐ Self-reflection inventories
- ☐ Accreditation/ Certification
- ☐ Coaching evaluation

Group leader prior goals reviewed:

Incredible
Group Leaders
Spotlight Positive Behaviors



Group leader goals for group Video review:

Issue problem solved and practiced:

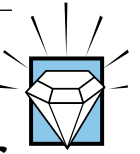
Summary of Key Learning:





Incredible Years

Group Leader and Coach/Mentor Gems

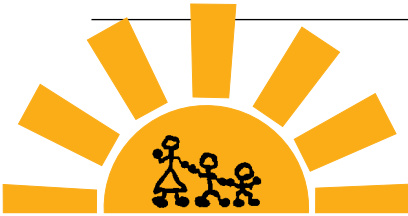


New Goals and Plans:

Coach/Mentor Actions:

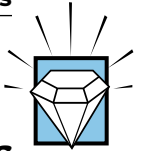
Additional Notes:





Incredible Years

Group Leader and Coach/Mentor Gems



Date _____ Group Leader(s) _____ Coach/Mentor _____
 Program: Parent ☐ Teacher ☐ Child ☐ Video viewed? ☐ Topic _____ Date for next meeting _____

Fidelity Issues Discussed:

- ☐ Attendance
- ☐ Participant evaluations
- ☐ Home activities engagement
- ☐ Principles
- ☐ Mediating vignettes & Number
- ☐ Role play/practices/ buzzes & Number
- ☐ Participant goals
- ☐ Tailoring to needs
- ☐ Weekly calls
- ☐ Session checklists
- ☐ Peer & self-evaluation forms
- ☐ Group process checklists
- ☐ Self-reflection inventories
- ☐ Accreditation/ Certification
- ☐ Coaching evaluation

Group leader prior goals reviewed:



Group leader goals for group Video review:

Issue problem solved and practiced:

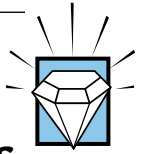
Summary of Key Learning:





Incredible Years

Group Leader and Coach/Mentor Gems

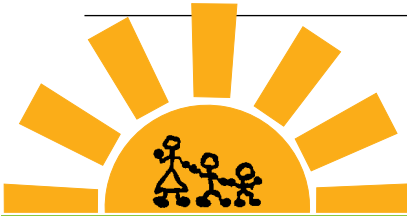


New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:





Incredible Years

Group Leader and Coach/Mentor Gems



Date _____ Group Leader(s) _____ Coach/Mentor _____
 Program: Parent ☐ Teacher ☐ Child ☐ Video viewed? ☐ Topic _____ Date for next meeting _____

Fidelity Issues Discussed:

- ☐ Attendance
- ☐ Participant evaluations
- ☐ Home activities engagement
- ☐ Principles
- ☐ Mediating vignettes & Number
- ☐ Role play/practices/buzzes & Number
- ☐ Participant goals
- ☐ Tailoring to needs
- ☐ Weekly calls
- ☐ Session checklists
- ☐ Peer & self-evaluation forms
- ☐ Group process checklists
- ☐ Self-reflection inventories
- ☐ Accreditation/Certification
- ☐ Coaching evaluation

Group leader prior goals reviewed:



Group leader goals for group Video review:

Issue problem solved and practiced:

Summary of Key Learning:





Incredible Years

Group Leader and Coach/Mentor Gems



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:





Individual Video Feedback Process for Child Group Leader's Group Session by Carolyn Webster-Stratton, Ph.D.

Video reviews may be conducted by trainers, mentors or peer coaches and can be offered at three different levels. Peer coaches can provide support to new group leaders at the first two levels. Trainers and mentors offer supervision at all three levels.

Level One: Co-leading with new group leaders

The ideal way for a new group leader to learn the program is to co-lead with a certified group leader/peer coach. Whenever possible certified group leaders should provide this opportunity to new leaders. As part of this co-leading experience the certified leader can provide ongoing feedback/coaching to the new leader. In the first sessions the new group leader may participate by watching the certified leader lead the group while taking on a supportive role of scribing brainstorm notes and helping with role plays. After several sessions the new leader should be given some vignettes to present and over subsequent sessions gradually participate more and more. On-going supportive feedback regarding the new group leader's skills should be provided by the certified group leader. The two group leader process checklists and peer review forms can be used to give this feedback. The new leader will also complete a supervision evaluation form towards the beginning and end of a group and discuss this with the certified group leader.

Level Two: Providing individual video feedback to group leaders*

Peer coaches and certified group leaders may review a recorded session with group leaders and give feedback using the methods described below. This is part of the ongoing peer review process.

Level Three: Providing consultation workshops:

Only trainers & mentors may offer authorized consultation workshops. At these workshops (consisting of 10-12 people) group leaders bring video to present and have prepared in advance portions of the tape to show to the group. The mentor leads the discussion of these video presentations by using the collaborative process including role plays, brainstorms and assuring that the person presenting their video gets constructive feedback.

***Training of Certified Group Leaders to be Peer Coaches for Video Reviews**

Certified group leaders are encouraged to participate in peer review and to support new group leaders. Mentors may identify certified group leaders within their agency or defined district who have advanced group leader skills and extensive experience. These advanced leaders may be trained as "Peer Coaches" to provide video reviews using the process described in this document. Mentors will provide ongoing supervision to these certified group leaders regarding their coaching process. This experience for certified group leaders will not only enhance their group leadership skills but will highlight their expertise in their community.

NOTE: Videos reviewed by peer coaches are not accepted for certification. Certification video reviews must be completed by Authorized Mentors and Trainers.

Checklist of what group leaders bring for video review with peer coaches:

- ☐ Video of session with segments noted (via time code) for review
- ☐ Group process checklists (2)
- ☐ Group leader “thinking like a scientist” goals form
- ☐ Teachers’ individual goals (first session)
- ☐ Attendance list
- ☐ Protocols of sessions or lessons completed

Planning for Video Feedback

Depending on the amount of time allotted for peer coaching, group leaders present selected portions of their session for review. If selected portions of the video are to be reviewed, group leaders should prepare in advance and select those segments for which they would like to receive feedback. Group leaders should note the time of these segments on the video when preparing for review. REFER GROUP LEADERS TO THE DOCUMENT *TIPS FOR PREPARING YOUR VIDEO FOR REVIEW* BEFORE THEY DO THEIR FIRST REVIEW.

Group leaders review their video of their session in advance using the Group Leader’s Collaborative Process Checklist Form. Questions and goals for the review are identified by the leaders. Group leaders bring teachers’ goals list to the meeting.

Establish Group Leaders’ Goals for the Video Review

Group leaders discuss with the peer coach their goals for the review and set realistic priorities depending on the group leaders’ prior experiences and knowledge level. Use the *Thinking Like Scientist* goals sheet.

Use Checklists and Process Forms

Group leaders and peer coach refer to checklists periodically to summarize their insights and main points. Together they view the session and reflect on the collaborative process both from the point of view of the leader and the parents.

Do Role-Plays

Where difficult child behavior discussions occur, or alternative group leader strategies are identified for managing an issue, group leaders will be encouraged to try out these ideas with role plays. These role plays will be reflected upon in terms of their possible advantages and disadvantages.

Review Session Protocols

Group leader should bring protocols for review by peer coach. This will enable the coach to determine if protocols are adhered to, or if the leader is getting behind.

Review Attendance List

Attendance is reviewed to see if children need make up sessions, and if necessary review engagement strategies.

Aspects of the Group Video to be Reviewed

1. Review Home Activities

Group leaders and peer coach observe children's ability to be successful with the home activities and determine if parents are involved in reinforcing the children's learning at home.

2. Group Leader Identifies Goals for Each Child in Group or Classroom

Group leader/teacher and peer coach discuss goals for each child according to their family situation and children's developmental needs as well as the goals parents and teachers have personally identified.

3. Identify Cognitive, Behavioral or Emotional Strategy Being Used

Group leader and peer coach talk about the group leader's decision to use a particular strategy for eliciting a role play, or setting up a small group activity.

Mechanisms and principles of behavior change are identified.

4. Facilitating Video Modeling

Group leaders and peer coach reflect on the methods used to facilitate and mediate the video vignettes. In particular, the way vignettes are introduced, mediated, reflected upon and used to trigger discussions and practices are reviewed.

5. Role Plays/Practices

Group leaders and peer coach reflect on the practices -- how children are selected for practices, how scripts are set up, mediation of role plays, and debriefing process.

6. Closing Session

Group leader and peer coach determine if adequate time is given for summarizing key learning points, completing small group activities and reviewing the week's home activities.

Determine Future Goals for Next Session

After the video has been reviewed the group leader and peer coach decide on the goals for future sessions. The peer coach summarizes the group leaders' strengths and together they determine specific goals. For example, a group leader may strive to do more role plays, to contact specific parents, to mediate vignettes more and to tailor small group activities according to children's developmental abilities and goals for them.

Review Group Leader's Progress toward Certification/Accreditation

Review group leader's checklist.

Evaluate Supervision Process

Group leader and peer coach reflect on the supervision process and what aspects they found helpful. See Group Leader Evaluation of Peer Coaching and Peer Coaching Self-Evaluation form.



Incredible Years® Peer Coaching Process Checklist

Carolyn Webster-Stratton, PhD (rev. 2022)

___ Self Evaluation

___ Certified Trainer

This checklist is designed for peer coaches to complete following a peer coaching session of an Incredible Years (IY) group, or when reviewing a video of themselves providing a peer coach session. By watching a video of a coaching session and looking for the following points, a peer coach can identify specific goals for progress. It is expected that the skills outlined under process and knowledge will be demonstrated throughout the whole peer coach session. This form is also used by trainers for giving feedback to the coach.

PEER COACH KNOWLEDGE

Did the Peer Coach:

	YES	NO	N/A
1. Demonstrate a clear understanding of social, cognitive, emotional and behavioral principles and theory when discussing behavior management?	___	___	___
2. Demonstrate knowledge of Incredible Years content covered in session?	___	___	___
3. Provide rationale for program structure and principles covered in a clear, convincing manner?	___	___	___
4. Use personal examples of group work to explain group process in a relevant manner?	___	___	___
5. Appear knowledgeable and sensitive to cultural diversity?	___	___	___
6. Provide up to date IY handouts, protocols and checklists regarding the program?	___	___	___
7. Demonstrate good knowledge of Incredible Years website and signpost group leaders?	___	___	___
8. Demonstrate thorough knowledge of parent group leader certification/accreditation process? Discuss importance of offering program with fidelity to assure effective outcomes?	___	___	___

PEER COACH PROCESS

Did the Peer Coach:

9. Identify group leaders' goals for learning?	___	___	___
10. Use a collaborative style?	___	___	___
11. Create a feeling of safety for discussions?	___	___	___
12. Demonstrate respect for different view points?	___	___	___
13. Engage group leaders in active dialogue?	___	___	___
14. Use humor when appropriate?	___	___	___
15. Use self disclosure strategically?	___	___	___
16. Listen and validate group leader's previous experience and expertise?	___	___	___



YES NO N/A

PEER COACH PROCESS (Cont.)

- | | | | |
|---|-------|-------|-------|
| 17. Foster the idea that group leaders learn from each other's experiences? | _____ | _____ | _____ |
| 18. Help group leaders learn to support and reinforce each other and work as a team? | _____ | _____ | _____ |
| 19. Encourage group leaders to problem solve solutions when possible. Ask questions with a positive tone to clarify issues before offering solutions? | _____ | _____ | _____ |
| 20. Praise group leader's ideas and foster their self reflection and self learning? | _____ | _____ | _____ |
| 21. Summarize and restate important points? | _____ | _____ | _____ |
| 22. Impose sufficient structure to facilitate group process? | _____ | _____ | _____ |
| 23. Prevent side tracking? | _____ | _____ | _____ |
| 24. Normalize learning process and difficulties when first doing groups? Reflect on group leaders feelings and anxieties? | _____ | _____ | _____ |
| 25. Pull out group "principles" from group leaders' ideas? | _____ | _____ | _____ |
| 26. Help group leader know how to make strategies developmentally appropriate for children? | _____ | _____ | _____ |
| 27. Know when to be flexible and allow a digression for an important issue and know how to tie it into sessions content? | _____ | _____ | _____ |

SET UP

Did the Peer Coach:

- | | | | |
|---|-------|-------|-------|
| 28. Set up the room and chairs so that everyone could see the monitor for video review? | _____ | _____ | _____ |
| 29. Set a clear agenda for the session in collaboration with group leaders? (write on flip chart or white board) | _____ | _____ | _____ |
| 30. In advance, ask group leaders to provide paperwork ready for review (e.g., group leader checklists, parent evaluation forms, goals and attendance list, principles covered, session protocols with vignettes covered, etc.)? Review this paperwork to determine leader's fidelity to session protocols? | _____ | _____ | _____ |
| 31. When reviewing session protocols, explore their rationale for their selection of specific vignettes chosen, role plays conducted, or their reasons for not being able to adhere to the protocols? | _____ | _____ | _____ |
| 32. Check that group leaders have read the document about preparing for video review ("Obtaining Video Review")? | _____ | _____ | _____ |
| 33. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level? | _____ | _____ | _____ |



YES NO N/A

REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION

Did the Peer Coach:

- | | | | |
|--|-------|-------|-------|
| 34. Begin by asking group leaders how they worked on their goals since the last peer coach session? | _____ | _____ | _____ |
| 35. Highlight any key skills used and have group leaders write down key principles of group leadership? | _____ | _____ | _____ |
| 36. Praise and encourage group leaders for what they did well and recognize their beginning steps to change rather than correct their process? | _____ | _____ | _____ |
| 37. Help group leaders integrate prior learning by asking them to use principles from prior sessions? | _____ | _____ | _____ |
| 38. Explore with group leaders who didn't complete their goals what made it difficult? Help them identify how to overcome difficulties? | _____ | _____ | _____ |
| 39. Limit the discussion of prior goals to give adequate time for discussing new goals and viewing the video clip brought for discussion? | _____ | _____ | _____ |

REVIEW OF VIDEO CLIPS

Did the Peer Coach:

- | | | | |
|--|-------|-------|-------|
| 40. Begin the discussion by asking group leaders why they have chosen the video clip? | _____ | _____ | _____ |
| 41. Identify what group leaders would like feedback on and what their goals are? | _____ | _____ | _____ |
| 42. Give group leaders a chance to reflect upon their experiences? | _____ | _____ | _____ |
| 43. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the parents? | _____ | _____ | _____ |
| 44. Ask open ended questions to group leaders about what was happening in the clip to support self reflection? | _____ | _____ | _____ |
| 45. Paraphrase and highlight the key points made by group leaders and encourage them to write these down? | _____ | _____ | _____ |
| 46. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having parents identify their own principles?)? | _____ | _____ | _____ |
| 47. Move on to the next clip after key points have been discussed rather than let discussion go on at length (this ensures that the leaders will have sufficient time for role playing and for showing all clips)? | _____ | _____ | _____ |
| 48. Use role play appropriately to reinforce and practice new learning or suggested ideas? | _____ | _____ | _____ |
| 49. Encourage group leaders to refer to process checklists periodically to summarize their insights and main points? | _____ | _____ | _____ |

	YES	NO	N/A
ROLE PLAY AND PRACTICE			
<i>Did the Peer Coach:</i>			
50. Ensure that the skill to be practiced had been covered and scripted in the discussion prior to asking group leader to role play (ensures likelihood of success)?	_____	_____	_____
51. Do several spontaneous role plays that are derived from the video clip and what happened in the group?	_____	_____	_____
52. Do several role plays which allow group leaders to practice new skills?	_____	_____	_____
53. Use all of the following skills when directing role plays:			
a. Select group leaders and give them appropriate roles?	_____	_____	_____
b. Skillfully encourages group leaders in role plays?	_____	_____	_____
c. Provide each group leader with a description of their role?	_____	_____	_____
d. Provide enough scaffolding so that group leaders are successful in their role?	_____	_____	_____
e. Coach group leader during role play to maximize success?	_____	_____	_____
f. Pause role play periodically to praise, or redirect, give clarification, or ask group leader to think of alternative responses?	_____	_____	_____
g. Take responsibility for having given poor instructions if role play is not successful and allow "actor" time to rewind and replay?	_____	_____	_____
h. Debrief with each group leader afterwards to help them reflect on what they have learned?	_____	_____	_____
i. Encourage feedback from other group leaders about strengths (e.g. "What key group leadership skills did you see _____ using to make it effective?")?	_____	_____	_____
j. Re-run the role play (changing roles when necessary) to consolidate learning?	_____	_____	_____
CLOSING SESSION			
<i>Did the Peer Coach:</i>			
54. Begin the ending process with 10 minutes remaining?	_____	_____	_____
55. Summarize the group leader's strengths?	_____	_____	_____
56. Summarizes key learning points of the session (one way to do this would be to have group leaders review notes taken during the session)?	_____	_____	_____
57. Have group leaders set goals for future group sessions and write them down (e.g. a group leader may strive to do more role plays, to lecture less and collaborate more, to give participants more praise, or, to help them see how the strategy fits their goals, or help parents or teachers adapt to the needs of a particular child, etc.)?	_____	_____	_____
58. Set up next coaching meeting time on schedule?	_____	_____	_____



	YES	NO	N/A
59. Review group leaders progress toward certification/accreditation?	_____	_____	_____
60. Have group leaders complete evaluation form (Quality of Supervision form)?	_____	_____	_____
61. After session, complete Peer Coach Self Evaluation form?	_____	_____	_____

Remember, your goal in the peer coach sessions should be to help group leaders self-reflect on their work and to share their observations and thoughts with each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on videos, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about, rather than what they hear about? The Peer Coach's role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions and model a skill as needed, and to support and motivate new group leaders in their learning process.

"A coach is someone who is learner-centered, supportive, builds on a person's strengths and needs, monitors their skills and group processes, prompts or models skills/thoughts according to their goals, sets up behavioral practices and strategic plans, encourages, praises and reinforces 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 social interactions involving understanding of learner needs." - Webster-Stratton, 2012

Summary Comments:



Therapist/Child Small Group Therapy Process Checklist ***Dina Dinosaur School (rev. 2019)***

This checklist is designed for group leaders/therapists to complete together following a session, or for a group leader to complete for him/herself when reviewing DVD of a group session. By watching the video of a session, and looking for the following points, a leader can identify specific goals for progress.

Leader (name): _____ Date: _____

Session Number: _____ Topic: _____

Certified Trainer Evaluation (name): _____

ROOM SETUP

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 1. Set up the chairs (or carpet squares) in a semicircle that allowed everyone to see the TV? (name tags for first sessions) | _____ | _____ | _____ |
| 2. Sit on either side of the TV and flip chart? | _____ | _____ | _____ |
| 3. Have chips in visible and accessible spot?
(sticker basket, prize box, chip cups with names) | _____ | _____ | _____ |
| 4. Have dinosaur schedule posted? | _____ | _____ | _____ |
| 5. Have healthy snack prepared? | _____ | _____ | _____ |
| 6. Have session materials ready?
(home activities manual, cue cards, DVDs, prizes, puppets, stickers, rules poster, dina poster for coloring in total of chips earned each week, art supplies, markers and flip chart, TV & DVD Player, helper list, give me five card) | _____ | _____ | _____ |

Circle Time

REVIEW CHILDREN'S HOME ACTIVITIES & STARTING CIRCLE TIME DISCUSSIONS

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 7. Have puppets arrive and greet children in a predictable and enthusiastic manner (e.g. "One, two, three, Dina!" or a greeting song?) | _____ | _____ | _____ |
| 8. Begin the discussion with brief review of home activities and ask what skills children remembered to use during the week. | _____ | _____ | _____ |
| 9. Give every child the chance to share? | _____ | _____ | _____ |
| 10. Enthusiastically praise whatever effort children made this week? | _____ | _____ | _____ |
| 11. Applaud successes and give stamps/stickers for home activity? | _____ | _____ | _____ |

REVIEW CHILDREN'S HOME ACTIVITIES, Continued**YES NO N/A**

- | | | | |
|---|-------|-------|-------|
| 12. Explore with children who didn't complete the home activities what made it difficult and challenge them to a new goal for this week? Can do this individually during coached play time. | _____ | _____ | _____ |
| 13. Have puppets talk about their issues/problems that week and things they need help with? | _____ | _____ | _____ |
| 14. Establish individual goals/ personal challenges for individual children based on their developmental level? | _____ | _____ | _____ |
| 15. Review learning from prior session? | _____ | _____ | _____ |

WHEN PRESENTING THE NEW LEARNING IN CIRCLE TIME**YES NO N/A****Did the Therapist/Group Leader:**

- | | | | |
|---|-------|-------|-------|
| 16. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (e.g. What are some rules for the class? Or what are some friendly behaviors?) | _____ | _____ | _____ |
| 17. Work to include all children in the discussion? | _____ | _____ | _____ |
| 18. Paraphrase and highlight the points made by children? (Reinforce their ideas by having them role-play or demonstrate, hold a cue card, or give them chips and praise for their ideas.) | _____ | _____ | _____ |
| 19. Use puppets in lively and enthusiastic way as active participants in entire session? | _____ | _____ | _____ |
| 20. Co-leader attends to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.? | _____ | _____ | _____ |
| 21. Uses picture cue cards as prompts to reinforce new behaviors being taught? | _____ | _____ | _____ |
| 22. Use a style that is playful, engaging, fun, using songs, and paced at children's level of attention and developmental level? | _____ | _____ | _____ |
| 23. Present clearly and model new behavior with puppets and role play practices? | _____ | _____ | _____ |
| 24. Actively involve children by letting them hold cue cards, pause video, use smaller puppets, give out snacks, be line leader, etc.? | _____ | _____ | _____ |
| 25. Provide legitimate opportunities for active children to move and stretch? (e.g., Group stretch break or wiggle space for a particular child.) | _____ | _____ | _____ |
| 26. Set up activities during circle time such as songs, games, large group bingo, feeling dice, large turtle shell, pass the hat, practicing skill with puppets? | _____ | _____ | _____ |
| 27. Take time to acknowledge disappointment at not being called upon? Provide children with coping strategies to manage this? (e.g. Self-pat on the back or "maybe next time.") | _____ | _____ | _____ |
| 28. Take a group snack break and reinforce social behavior. Encourage children to share interests and experiences. Perhaps use puppets to model listening, asking questions, sharing. | _____ | _____ | _____ |

WHEN SHOWING THE VIGNETTES (Number of vignettes shown: _____)

Did the Therapist/Group Leader:

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 29. Focus children's attention before showing vignette?
Give them a specific behavior or emotion to watch for? | _____ | _____ | _____ |
| 30. Pause longer vignettes at least once to ask questions about segments of the vignette and to predict what happens next? | _____ | _____ | _____ |
| 31. Begin by asking an open-ended question to children about what they thought was happening in the vignette? | _____ | _____ | _____ |
| 32. Acknowledge, praise and non-verbally acknowledge children who are focused on a vignette? | _____ | _____ | _____ |
| 33. Move on to the next vignettes after key points have been discussed and practiced? Pace material to maintain children's interest? | _____ | _____ | _____ |
| 34. Allow for discussion following each vignette?
(If vignettes are played one after another, children may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions, or practice. IF children are distracted vignette may need to be replayed.) | _____ | _____ | _____ |
| 35. Use vignette scene to prompt a role play/practice of the skill viewed on the DVD? When setting up role play, select student strategically and coach them with script of prosocial behavior to practice. | _____ | _____ | _____ |
| 36. Demonstrate and explain small group activity before leaving large circle discussion? | _____ | _____ | _____ |

ROLE PLAYS (Number of role plays done in session: _____)

Did the Therapist/Group Leader:

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 37. Have children practice new concepts in circle time through puppet plays and role plays? | _____ | _____ | _____ |
| 38. Role play practices are set up to practice positive - not negative - behaviors and are strategically set up according to children's development and behavior goals to promote a high rate of engagement? | _____ | _____ | _____ |
| 39. Developmentally appropriate role play practices are carefully set up to help children be successful?
(e.g. providing the words that they will say, prompting a behavior, setting up role play with a child and a puppet so that puppet can help guide the practice.) | _____ | _____ | _____ |

SMALL GROUP PRACTICE ACTIVITIES

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|---|-------|-------|-------|
| 40. Plan small group activity or game to reinforce new learning?
(e.g. cooperative art activity, feeling game, blocks, play dough, art activity, bingo, pass the hat, visualization) | _____ | _____ | _____ |
| 41. Prepare small group activity materials ahead of time to minimize children's waiting time during transition from circle time to small group activity? | _____ | _____ | _____ |

42. Participate in small group activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur? _____

SMALL GROUP PRACTICE ACTIVITIES, CONTINUED

Did the Therapist/GroupLeader:

YES NO N/A

43. Promote reading skills by associating printed work with language? _____
44. Promote writing skills by taking dictations, writing words to be copied and reinforcing children's beginning attempts to write? _____
45. Provide children with time for less structured peer play with legos, trains, dress-up materials, play dough, etc., and coach social interactions and problem solving during this time? _____
46. Give as much time to small group activities as to circle time discussions? _____
47. Make adaptations in small group activities in order to be developmentally appropriate for every child? _____

BEHAVIOR MANAGEMENT AND RELATIONSHIP BUILDING SKILLS (DURING ALL SEGMENTS)

Did the Therapist/GroupLeader:

YES NO N/A

48. Build relationship with individual children by asking personal questions about their experiences, listening to their stories using child's name, responding to them uniquely? _____
49. Create a feeling of safety in the group? _____
50. Promote optimism and show belief in children's ability to learn and be successful? _____
51. Use physical touch (back rubs, hugs, lap time) appropriately? _____
52. Share aspects of self when appropriate (e.g. something about your family or a mistake you learned from) _____
53. Use proximal praise and labeled praise for prosocial behavior? _____
54. Avoid making critical or negative statements about children's behavior? _____
55. Act in a fun, playful and engaging way with children? _____
56. Show respect, warmth and calmness with children? _____
57. Involve children actively in learning through games, activities, stories, songs, fantasy? _____
58. Use songs and movement activities strategically when children need to move or have a break? _____
59. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small group activities, saying goodbye? _____
60. Ignore targeted misbehaviors or attention seeking behaviors? (blurting out, off seat) _____
61. Use Time Out appropriately, for aggressive behavior or repeated noncompliance? _____

Number of Time Outs given: _____

- | | | | |
|---|-------|-------|-------|
| 62. Use redirects and distractions to re-engage children who are off-task? | _____ | _____ | _____ |
| 63. Use warnings for disruptive behavior? (Warnings should let children know what will happen if they do not comply. If noncompliance continues, therapists should follow through with consequence.) | _____ | _____ | _____ |
| 64. Praise and give rewards (chips, hand stamps, stickers) to individual children who are following rules and showing appropriate behaviors? | _____ | _____ | _____ |
| 65. Use team incentive approach? | _____ | _____ | _____ |
| 66. Use emotion coaching? | _____ | _____ | _____ |
| 67. Use social coaching? | _____ | _____ | _____ |
| 68. Use academic and persistence coaching? | _____ | _____ | _____ |
| 69. Respond to individual and group developmental needs? (Change pace if children are restless, modify activities and questions depending on children's skill, adjust circle time content and length to children's attention span and level of engagement.) | _____ | _____ | _____ |
| 70. Prepare for transitions to new activities effectively? (visual or auditory cues) | _____ | _____ | _____ |
| 71. Give clear and simple directions and model expected behavior? | _____ | _____ | _____ |
| 72. Minimize amount of waiting time for children? | _____ | _____ | _____ |
| 73. Attend to and reinforce appropriate behavior much more often than attending to inappropriate behavior? | _____ | _____ | _____ |

REVIEW HOME ACTIVITIES AND WRAP UP**YES NO N/A*****Did the Therapist/GroupLeader:***

- | | | | |
|--|-------|-------|-------|
| 74. Begin the wrap up process with about 15 minutes remaining? | _____ | _____ | _____ |
| 75. Review Detective Home Activity for the week? | _____ | _____ | _____ |
| 76. Have children count chips and trade in for prizes? | _____ | _____ | _____ |
| 77. Conduct compliment circle time? | _____ | _____ | _____ |
| 78. Meet with the parents? | _____ | _____ | _____ |
| 79. End the session on time? | _____ | _____ | _____ |

CHILDREN'S RESPONSES**YES NO N/A**

- | | | | |
|--|-------|-------|-------|
| 80. Children appeared engaged and on-task during session? | _____ | _____ | _____ |
| 81. Children were enjoying themselves during activities? | _____ | _____ | _____ |
| 82. Children were involved in asking questions, role plays and suggesting ideas? | _____ | _____ | _____ |

LEADER COLLABORATION**YES NO N/A*****Did the Therapist/GroupLeader:***

- | | | | |
|---|-------|-------|-------|
| 83. Did the two leaders have clear, complementary roles in each of the different activities? (take turns leading content and focusing on process) | _____ | _____ | _____ |
| 84. Did leaders work well as a team, reinforcing each other, while | _____ | _____ | _____ |

- | | | | |
|---|-------|-------|-------|
| attending to different roles with children? | _____ | _____ | _____ |
| 85. Are leaders implementing behavior plans for each child tailored to developmental level and specific therapy goals?
(editable behavior plans available at: www.incredibleyears.com/download/resources/teacher-pgrm/individual-behavior-plan_editable.pdf) | _____ | _____ | _____ |
| 86. Are leaders talking to parents about dinosaur home activities, behavior plans, and about how parents can reinforce children's learning at home? | _____ | _____ | _____ |

ADHERENCE TO SESSION PROTOCOLS AND CONTENT

YES NO N/A

Did the Therapist/GroupLeader:

- | | | | |
|--|-------|-------|-------|
| 87. Followed session protocols for session? | _____ | _____ | _____ |
| 88. Knowledgeable about content to be presented to children? | _____ | _____ | _____ |
| 89. Showed the appropriate number of vignettes for age and temperament of children? | _____ | _____ | _____ |
| 90. Modifications or adaptations were made when necessary to help keep children actively engaged and successful with activities? | _____ | _____ | _____ |

REMEMBER: Your goal in the group sessions should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors.

Summary Comments: _____

Candidate has satisfied video requirements for certification: _____ Yes _____ No

Session Reviewed by: _____ Date: _____

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Teacher Child Group Process Checklist *Dinosaur School in the Classroom* (rev. 2019)

This checklist is designed for teachers to complete (with co-teachers) following daily lesson plan. By looking for the following points, a teacher can identify specific goals for progress. This checklist is designed to complement the lesson plans for the specific sessions, which list the key content that should be presented, practiced, and promoted throughout the week. It is recommended that a teacher video record the lesson and small group activity and review afterwards using this checklist.

Teacher Self-Evaluation (name): _____

Co-teacher Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

Session Topic: _____

YES NO N/A

ROOM SETUP

Did the teachers:

1. Have children sit in a semicircle that allows everyone to see the video and each other? _____
2. Post rules on the wall so the children can see them? _____
3. Have materials ready? (handouts, cue cards, video vignettes ready, activities/manuals prepared) _____
4. Convey enthusiasm about the lesson? _____
5. Show they had a predictable time on the schedule for Dinosaur School? _____

Starting the Circle Time Discussions

Did the teachers:

6. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g. "One, two, three, Dinal!" or greeting song)? _____
7. Begin the lesson with an issue related to the day's topic? _____
8. Establish individual or group goals/personal challenges for students? _____
9. Review learning from prior lesson by asking children for times during the week when they were able to practice what they learned in Dinosaur School? _____

When Presenting the New Learning for the Day

Did the teachers:

10. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic (e.g., what are some rules for the class? Or, what are some friendly behaviors?)? _____

	YES	NO	N/A
11. Work to engage less verbal students in the discussion?	_____	_____	_____
12. Paraphrase and highlight the points made by children?	_____	_____	_____
13. Use puppets as active participants of the entire lesson?	_____	_____	_____
14. Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, helping others, etc.?	_____	_____	_____
15. Attend to group process through selective use of ignore when appropriate?	_____	_____	_____
16. Use picture cue cards as prompts to reinforce new behaviors being taught?	_____	_____	_____
17. Use a style that is playful, engaging, fun, uses songs and paced at children's level of attention & developmental level?	_____	_____	_____
18. Present clearly and model new behavior with puppets and role play practices?	_____	_____	_____
19. Actively involve children by letting them hold cue cards, pause video, use smaller puppets, etc.?	_____	_____	_____
20. Provide legitimate opportunities for active children to move and stretch (e.g., group stretch break or wiggle space for a particular child or music activity)?	_____	_____	_____
21. Respond to group and individual needs (e.g., change pace if children are restless and modify activities, language, and questions depending on a particular child's developmental level?	_____	_____	_____
22. Work to address communication issues created by language barriers (nonverbal cues, paced repetitive language, modeling, prompting)?	_____	_____	_____
23. Adapt content to be sensitive to children's culture or to special issues relevant for the particular class of students?	_____	_____	_____
24. Incorporate translator in planning when possible?	_____	_____	_____
25. Adjust length of circle time to reflect children's attention span and level of engagement?	_____	_____	_____
26. Follow the lesson plans?	_____	_____	_____

When Showing the Vignettes

Did the teachers:

27. Focus children's attention before showing vignettes? Give them specific behavior or emotion to watch for?	_____	_____	_____
28. Pause longer vignettes at least once to ask questions about segments rather than waiting until the end of the vignette? Ask about character feelings and what they will do next?	_____	_____	_____
29. Begin by asking children about what they thought was happening in the vignette?	_____	_____	_____
30. Acknowledge and praise children's responses to a vignette?	_____	_____	_____

	YES	NO	N/A
31. When appropriate, praise or nonverbally acknowledge children who are focused on the vignette?	_____	_____	_____
32. Take time to acknowledge disappointment at not being called upon (e.g., self-pat on the back, expression of “oh man”)?	_____	_____	_____
33. Paraphrase and highlight the points made by children?	_____	_____	_____
34. Move on to the next vignette after key points have been discussed and practiced? Pace material to maintain children’s interest?	_____	_____	_____
35. Allow for discussion following each vignette? If children are distracted, vignette may need to be replayed.	_____	_____	_____
36. Make sure that children are attending when vignette is shown?	_____	_____	_____
37. Use vignette to prompt a role play/practice with children? When setting up role play practice select student strategically and coach them with a script of behaviors to practice?	_____	_____	_____
38. Have children practice the actual behaviors being taught through puppet plays, role plays, live plays, and peer-coached plays?	_____	_____	_____
39. Adjust number of vignettes shown according to age and attention span of students?	_____	_____	_____
40. Demonstrate and explain small group activity before leaving large circle discussion?	_____	_____	_____

Small Group Activities

Did the teachers:

41. Plan small group activity to reinforce new content learned (e.g., cooperative art activity, feeling game, blocks, play dough, bingo, pass the hat, visualization)?	_____	_____	_____
42. Prepare small group activity materials and set out on tables ahead of time to minimize children’s waiting time?	_____	_____	_____
43. Participate in small group activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur?	_____	_____	_____
44. Use labeled praise for prosocial behaviors?	_____	_____	_____
45. Use “dialogic” reading or interactive reading style?	_____	_____	_____
46. Promote reading skills by associating printed word with language?	_____	_____	_____
47. Promote writing skills by taking dictations, writing words to be copied, reinforcing children’s beginning attempts to write?	_____	_____	_____
48. Make adaptations in small group practice activities in order to be developmentally appropriate for all children?	_____	_____	_____
49. Give as much time to small group practice activities as to large circle time discussions?	_____	_____	_____

YES NO N/A

Promoting Skills

Did the teachers:

50. Use emotion and social coaching language?	_____	_____	_____
51. Use academic and persistence coaching?	_____	_____	_____
52. Use proximal praise and labeled praise?	_____	_____	_____
53. Ignore targeted behaviors or attention seeking behaviors?	_____	_____	_____
54. Use Time Out to calm down appropriately for aggressive behavior?	_____	_____	_____
55. Use redirects and distraction to re-engage children who are off-task?	_____	_____	_____
56. Praise and give rewards to individual children who are following rules, participating well, and engaging in positive behaviors?	_____	_____	_____
57. Use team incentive approach?	_____	_____	_____
58. Issue personal challenges, team rewards, mystery challenges?	_____	_____	_____
59. Have Dinosaur Cue Cards up on walls (e.g., quiet hands up, sharing)?	_____	_____	_____
60. Use nonverbal praise & encouragement?	_____	_____	_____
61. Act in a fun, playful, and engaging way with children?	_____	_____	_____
62. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc.?	_____	_____	_____
63. Prepare for transitions effectively?	_____	_____	_____
64. Promote optimism and show belief in children's ability to learn and be successful?	_____	_____	_____
65. Avoid making critical or negative statements about children's behavior?	_____	_____	_____
66. Show respect, warmth and calmness with children?	_____	_____	_____
67. Involve children actively in learning through games, activities, stories, and fantasy?	_____	_____	_____
68. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small groups, saying goodbye?	_____	_____	_____

Review Home Activities and Wrap Up

Did the teachers:

69. Review Detective Home Activities with the children?	_____	_____	_____
70. Individually give children a chance to share their home activities?	_____	_____	_____
71. Enthusiastically praise whatever effort children made this week?	_____	_____	_____
72. Assist children who didn't complete the home activities to complete them?	_____	_____	_____

	YES	NO	N/A
73. Have puppets say good-bye (not every session)?	_____	_____	_____
74. Involve parents by sending home parent letters with home activities? (see website for samples: www.incredibleyears.com)	_____	_____	_____

Children's Responses

75. Children appear engaged and on-task during large group circle time.	_____	_____	_____
76. Children were enjoying themselves during small group activities.	_____	_____	_____
77. Children were involved in asking questions, role plays, and suggesting ideas.	_____	_____	_____
78. Waiting time for children was minimized.	_____	_____	_____

Teacher Collaboration

(To be completed if there is a second or third teacher / co-leader involved with the curriculum)

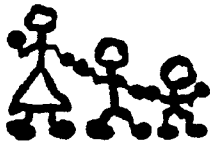
79. Did the teachers have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)?	_____	_____	_____
80. Did teachers work well as a team reinforcing each other, while attending to different roles with students?	_____	_____	_____
81. Do teachers have regular, consistent meeting times weekly to discuss and plan for the Dina Curriculum?	_____	_____	_____
82. Are teachers implementing behavior plans for children targeted with special needs? (see website for behavior plans: www.incredibleyears.com)	_____	_____	_____
83. Do teachers call parents to share something positive about their child?	_____	_____	_____
84. Do teachers share Dinosaur materials at parent orientation nights?	_____	_____	_____
85. If there is an assistant teacher, are they involved in planning and in implementing the curriculum?	_____	_____	_____

REMEMBER: Your goal in the circle time lessons should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors throughout the week.

Summary Comments:

Lesson reviewed by: _____

Date: _____



Incredible Years® Child Group Leader Peer and Self-Evaluation Form

Leader's Name _____

Please comment on the group leader's child group sessions based on the following criteria:

Comments

<i>I. LEADER GROUP PROCESS SKILLS</i>	<i>COMMENTS</i>
Builds rapport with each child in the group	
Encourages every child to participate	
Models open-ended questions to facilitate discussion	
Reinforces children's ideas and fosters children's self-learning	
Encourages children to problem solve when possible	
Fosters idea that children will learn from each others' experiences	
Helps children learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each child's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where children feel they are decision-makers	

<i>II. LEADER LEADERSHIP SKILLS</i>	<i>COMMENTS</i>
Establishes ground rules for group	
Started and ended session on time	
Follows a planned schedule for session	
Emphasizes the importance of doing homework	
Uses puppets in an engaging and fun manner	
Summarizes and reviews important points from prior session	
Focuses group on key points presented	
Imposes sufficient structure to facilitate safe group process	
Knows when to be flexible and how to tailor program to individual children's needs and developmental level	
Encourages children to practice new social skills	
Predicts behaviors and feelings	
Encourages generalization of concepts to different situations	
Helps children focus on positive	
Balances group discussion on affective and cognitive domain	
Tailors discussions and role plays according to children's individual needs	
Reviews homework for next week	

<i>III. LEADER RELATIONSHIP BUILDING SKILLS</i>	<i>COMMENTS</i>
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports children's feelings (reflective statements)	
Shares puppet's personal experiences related to children's issues	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Re-frames experiences and modifies children's negative attributions	
Likes interacting with children	
Maintains leadership of group	
Advocates for children	

<i>IV. LEADER KNOWLEDGE</i>	<i>COMMENTS</i>
Demonstrates knowledge of content covered at session	
Prepares materials in advance of session and is "prepared" for group	
Integrates children's ideas and problems with important content and child development principles	
Uses appropriate role plays and practices reflecting children's needs	

<i>V. LEADER METHODS</i>	<i>COMMENTS</i>
Uses videotape examples efficiently and strategically to trigger group discussion	
Uses multiple role play and rehearsal to reinforce learning and practice new skills	
Small group activities allow practice of skills taught in group discussion	
Uses modeling by puppet or other group members when appropriate	

<i>VI. CHILDREN'S RESPONSES</i>	<i>COMMENTS</i>
Children appear comfortable, are having fun and are involved in session	
Children complete homework, ask questions and are active participants	

Summary Comments:

Name of Evaluator _____

Date: _____



Getting the Most out of your Online Consultation with IY Trainers

Written by: Carolyn Webster-Stratton

A consultation is a chance for IY group leaders to meet together with an accredited IY trainer or mentor to share their experiences delivering the IY parent program. They will do this by showing videos of their group sessions for feedback and support. This process helps IY group leaders to continue to improve their skills and become the best group leader/therapist possible.

Online consultations offer opportunities for more consultation scheduled at group leader convenience and in small groups, even with dyads. This document provides some tips for getting the most out of your online consultation calls with accredited IY trainers.

1

STEP ONE: DEFINE THE SCOPE AND STRUCTURE

- Online consultation calls may be scheduled hourly or for a half-day session (3.25 hours) and can include multiple group leaders and agency managers.
- Consultation calls can include a discussion of video segments shared with the IY trainer for review. Or, consultations may be a discussion of questions and issues related to program delivery.
- For discussion of videos, plan on reviewing no more than 2 video pair group leaders in a 1-hour online call. Keep video clips to 10-20 minutes for trainer review.

2

STEP TWO: GROUP LEADER PREPARATION FOR THE ONLINE CALL

- If no video is to be shared, review your goals and questions in advance of call and email goals to IY trainer 1-2 days prior to online call.
- For discussion of video segments, first review with co-leader (using the group collaborative checklist) and pick 10-20 minute segments from the group video for trainer review. Note time code on area to be reviewed.
- Complete Online call prep form that is attached. This outlines brief background of video clip (session topic and context for what has been covered previously in session) as well as your goals for the video clip and any other issues you want to discuss.
- Make sure to have your video clip cued up and ready to share with trainer during the online call.
- Confirm time for online call.



3 STEP THREE: COMBINE ONLINE CALLS WITH FACE-TO-FACE CONSULTATIONS

- We recommend after the initial training workshop to have a face-to-face consultation early on when first delivering the program. Ideally after the first or 2nd group session. This will help group leader to know the mentor/trainer/peer coach and start developing a personal relationship. If this is not feasible, then scheduling an online call in advance of the group starting is very useful.
- Set up online calls: ideally 3 calls spread throughout the group sessions. For example, every 2-3 weeks. An 18-session group would get a call at session 4 and 8 and 12.
- After the group has been completed it is helpful to have a follow-up online call to summarize key learning and evaluations and plan for future goals. Additionally, an online call can be set up to help group leaders prepare their first set of materials for accreditation.



NOTE: Plan your goals ahead of time for each call and summarize your goals for the next call.





Preparing for your Online Video Consultation

Name of Group Leaders:

Date:

Session Topic: _____

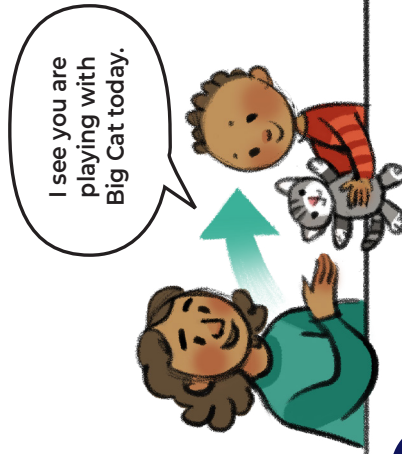
Brief description of background of video clip:

Goals for video clip sent:

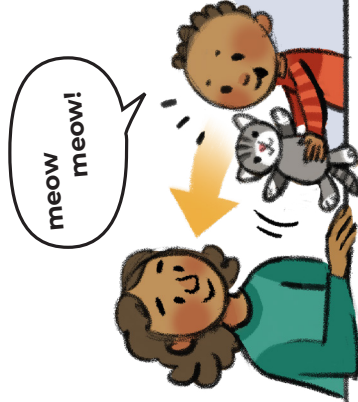
Any other specific issues I would like to discuss:



Serve and Return Conversations Building Responsive Language



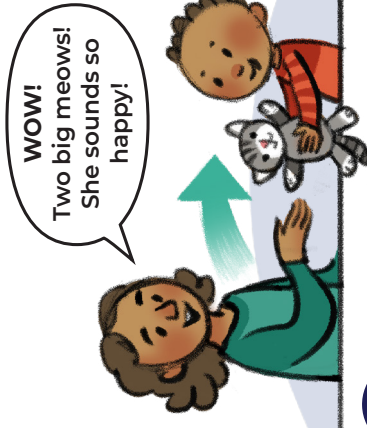
- 1 Parent Sets Up Serve**
by spotlighting child's interests
- Get at eye-level and face to face
 - Use intentional, descriptive commenting
 - Follow your child's lead



- 2 Watch, Listen and Wait**
for child to return your serve
- Child points, comments, or shows you something (verbally or nonverbally)



- 4 Wait and Listen**
for child to return your serve



- 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

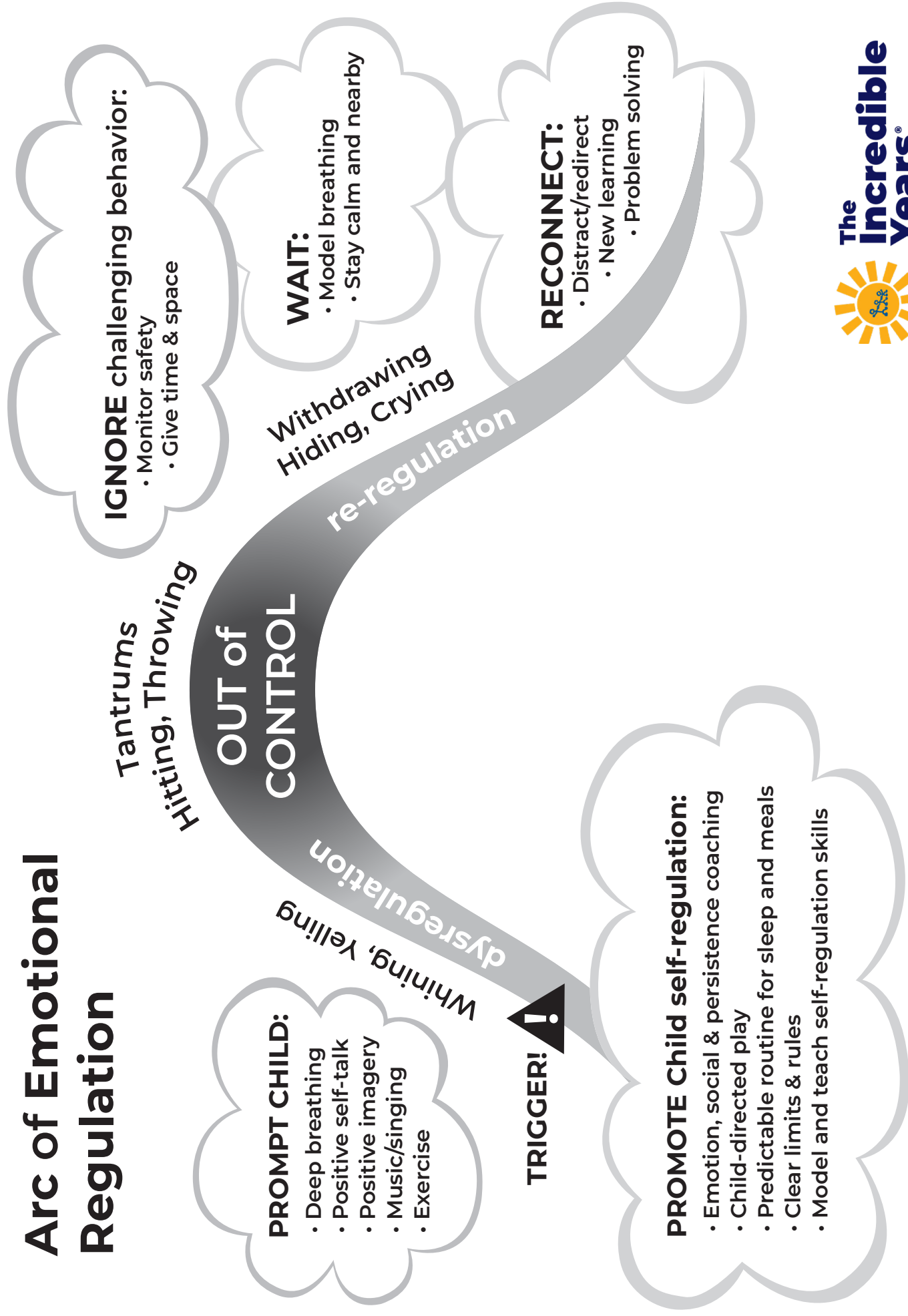


- 5 Return Child's Serve**
and expand the conversation
- Add new words intentionally
 - Ask a few open-ended questions
 - Share personal stories

Continue taking conversational turns as long as your child is interested.

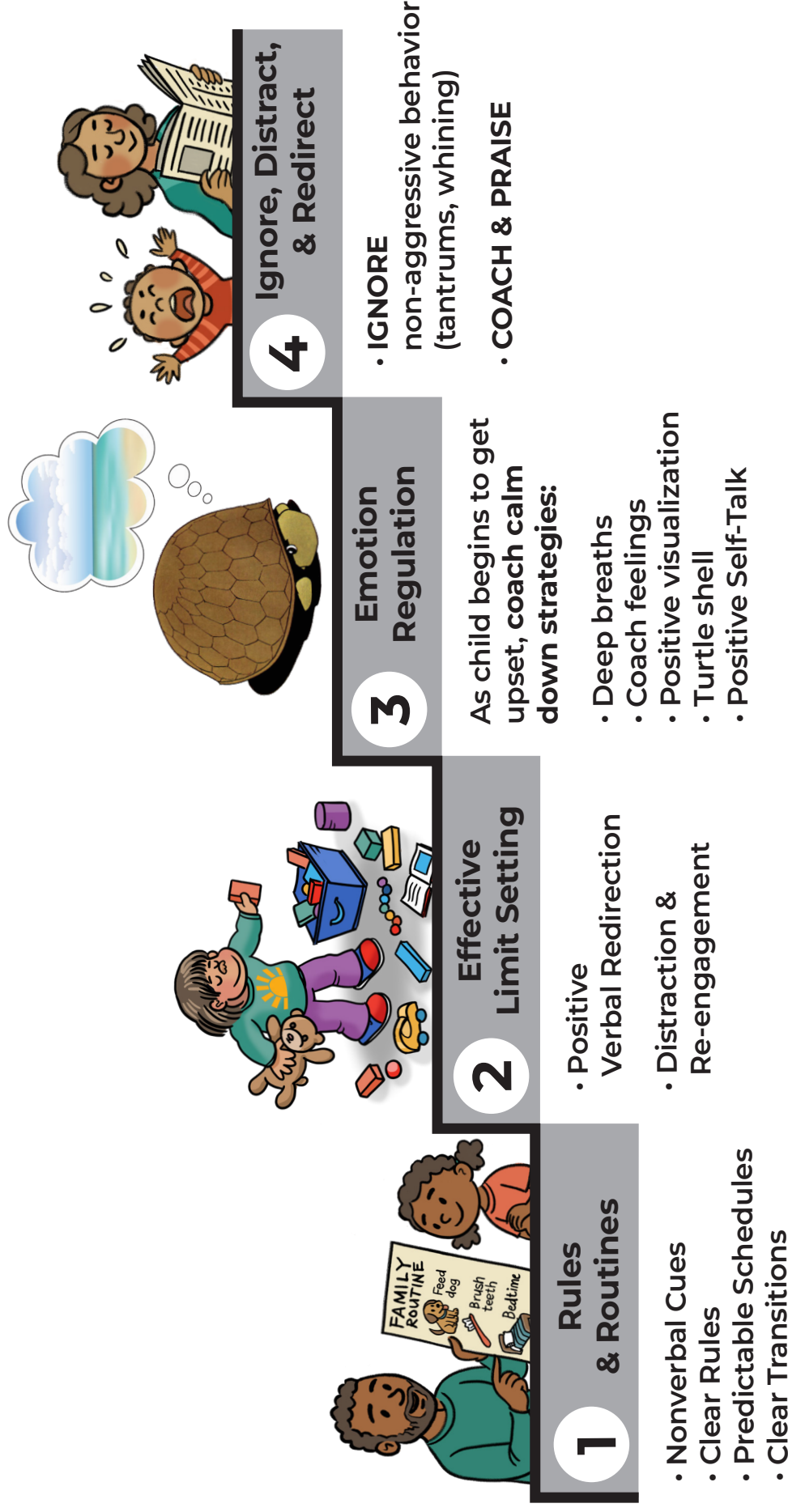
- Taking turns is more important than the total number of words parents use.
- Enhance your interaction with books, puppets and pretend play, pictures, gestures, songs and games.
- "Serve and return" conversations build trusting relationships, and create feelings of safety and joy.

Arc of Emotional Regulation



Discipline Hierarchies - Steps 1 - 4

For Nondisruptive & Disruptive Behavior



Discipline Hierarchies - Steps 5 - 8*

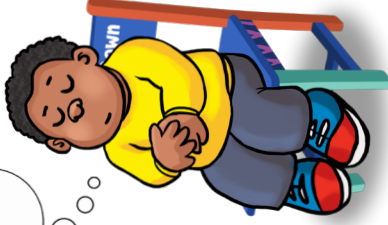


5 Logical Consequences

- Loss of computer or screen time
- Activity removed
- Loss of privilege
- Work chore imposed

6 Positive Time Out

- For aggressive or destructive behavior
- 3-5 minutes Positive Time Out to Calm Down

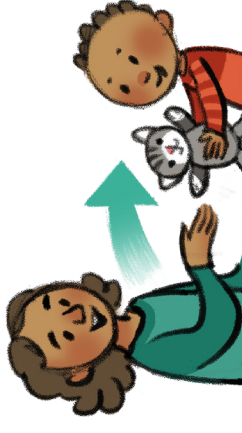


7 Review Behavior Plan

- Increase positive attention for positive behavior
- Use incentive to motivate positive behavior
- Check that no attention is given to negative behavior
- Parent/Teacher conference to coordinate home/school plan
- IEP referral



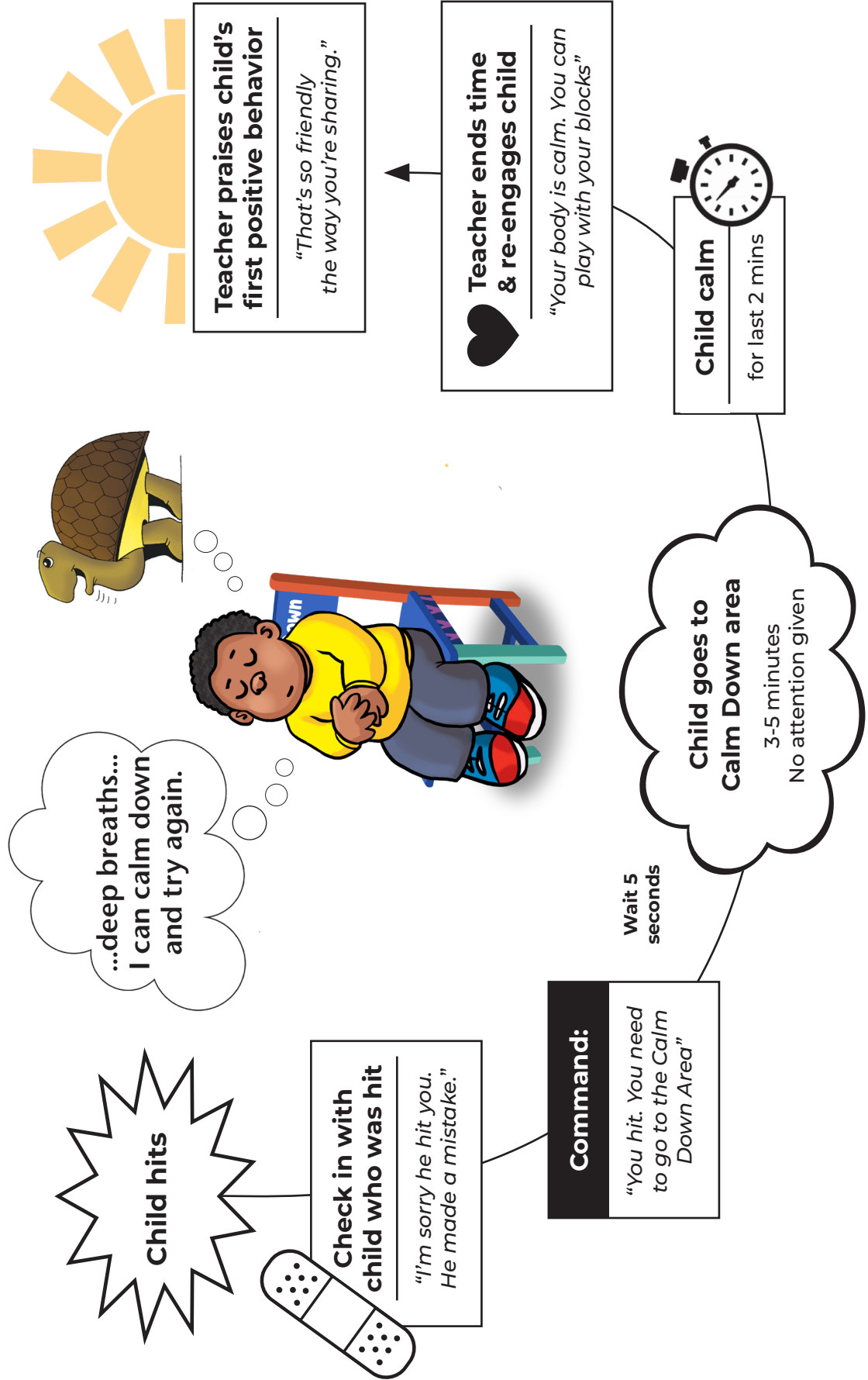
8 Practice for Success



- Model, coach & practice positive alternate behaviors in child play times
- Reconnect with child after discipline encounters
- Continue to use responsive interaction and build positive relationships

*Always use the lowest and least intrusive approach first

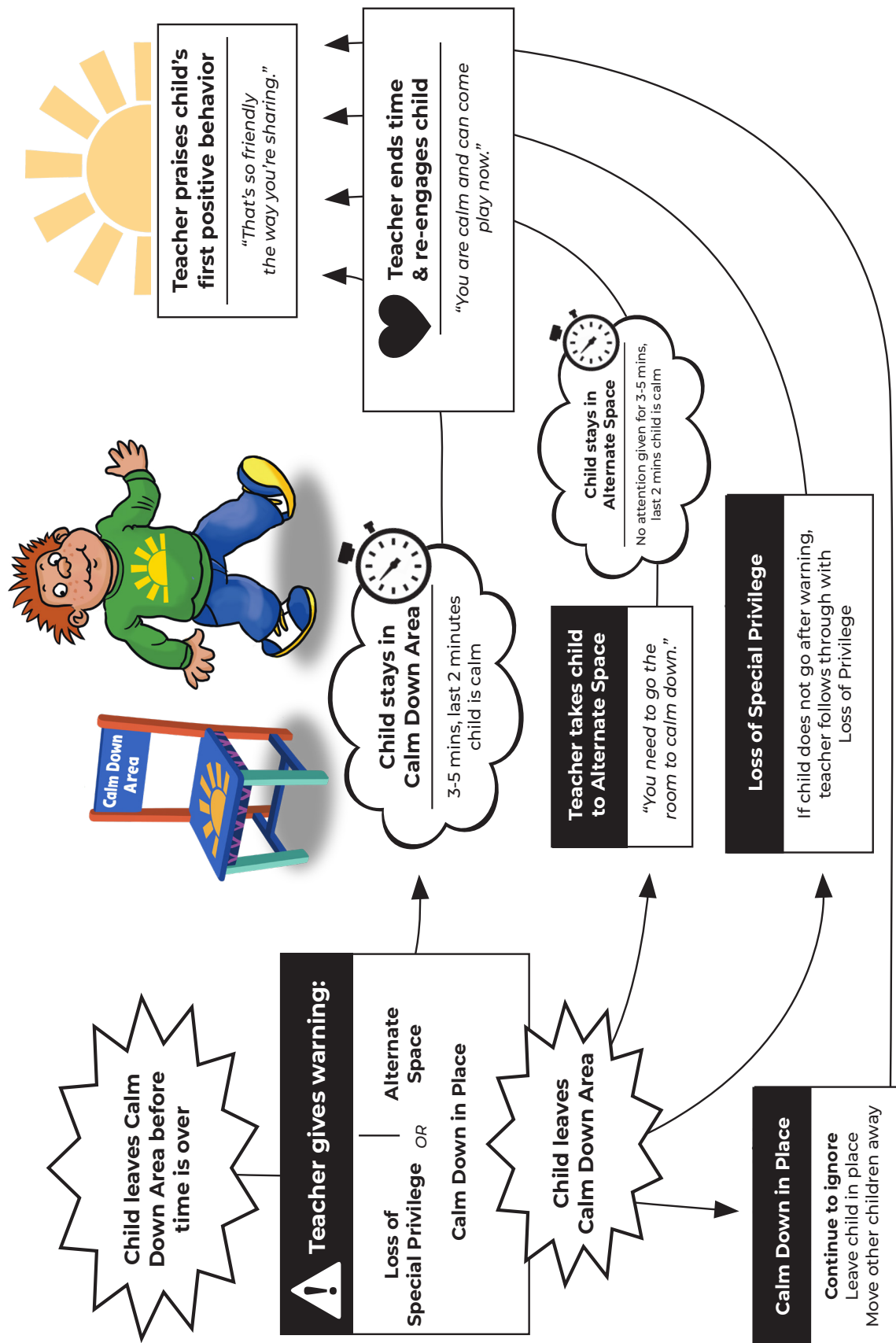
1) Calm Down Procedure for Aggression in the Classroom (Ages 3-6 Years)



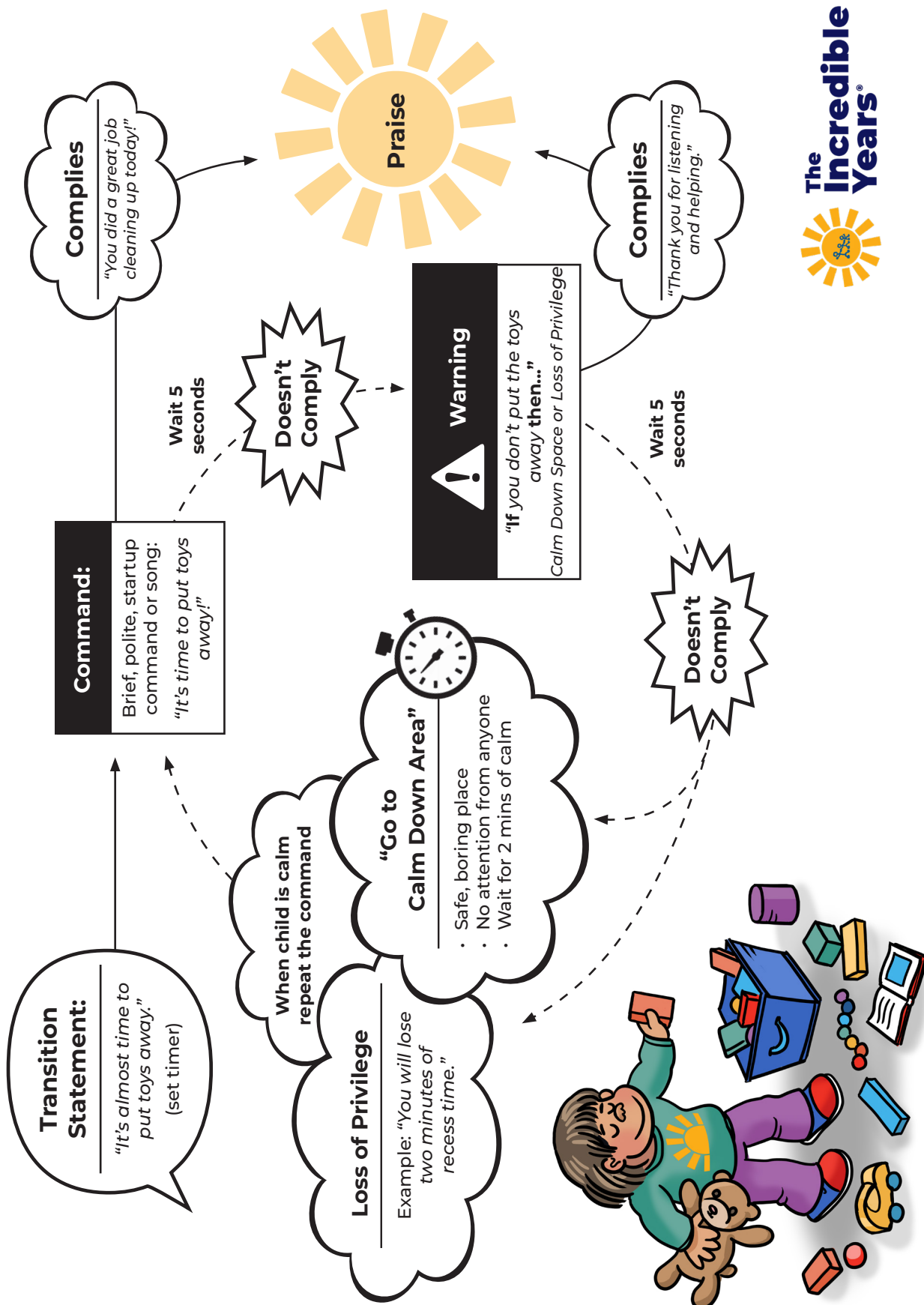
2) Child Resists Going to Calm Down Area in the Classroom (Ages 3-6)



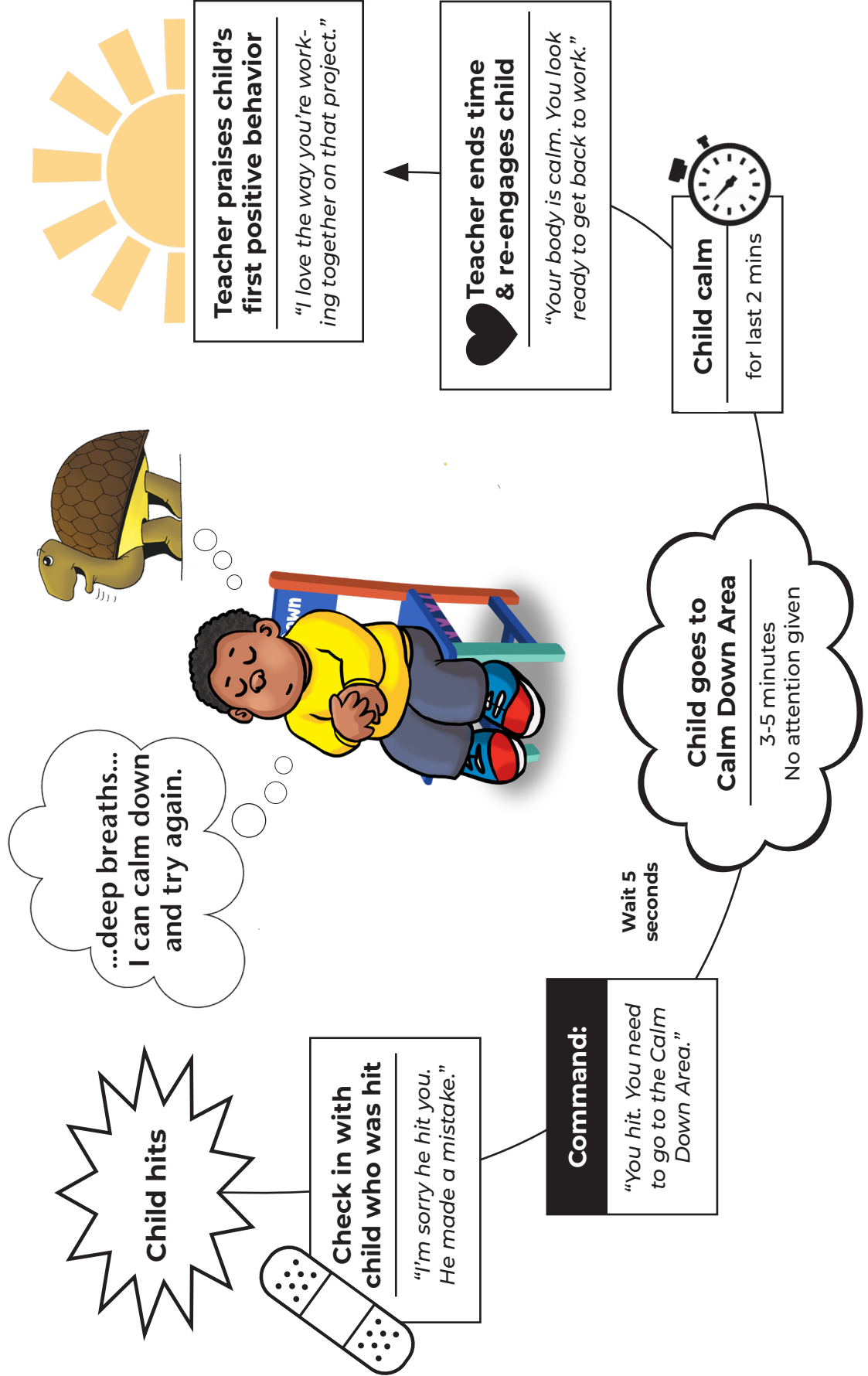
3) Child Refuses to Stay in Calm Down Area in the Classroom (Ages 3-6)



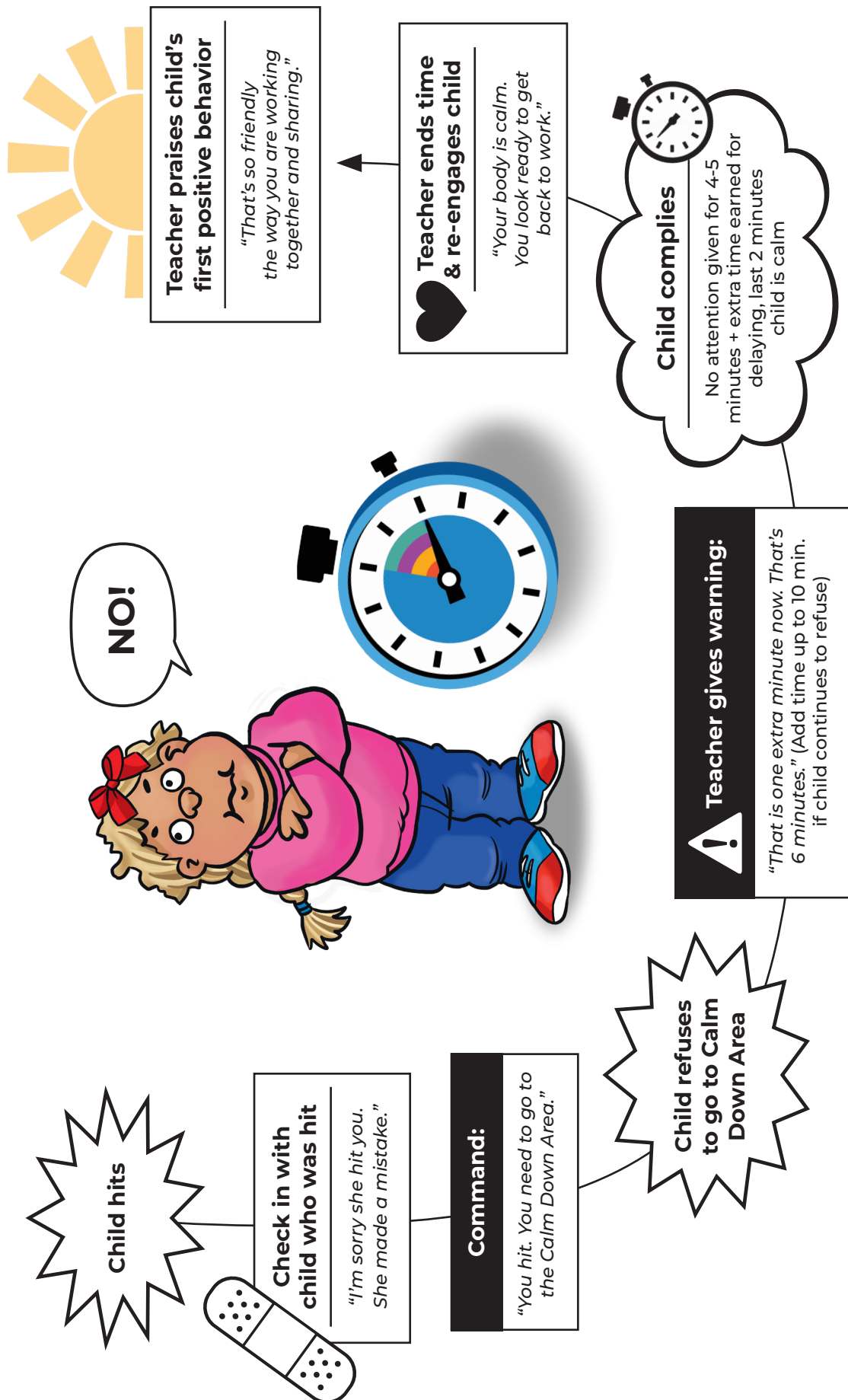
4) Compliance Training for Highly Oppositional Children in the Classroom (Ages 3-6)



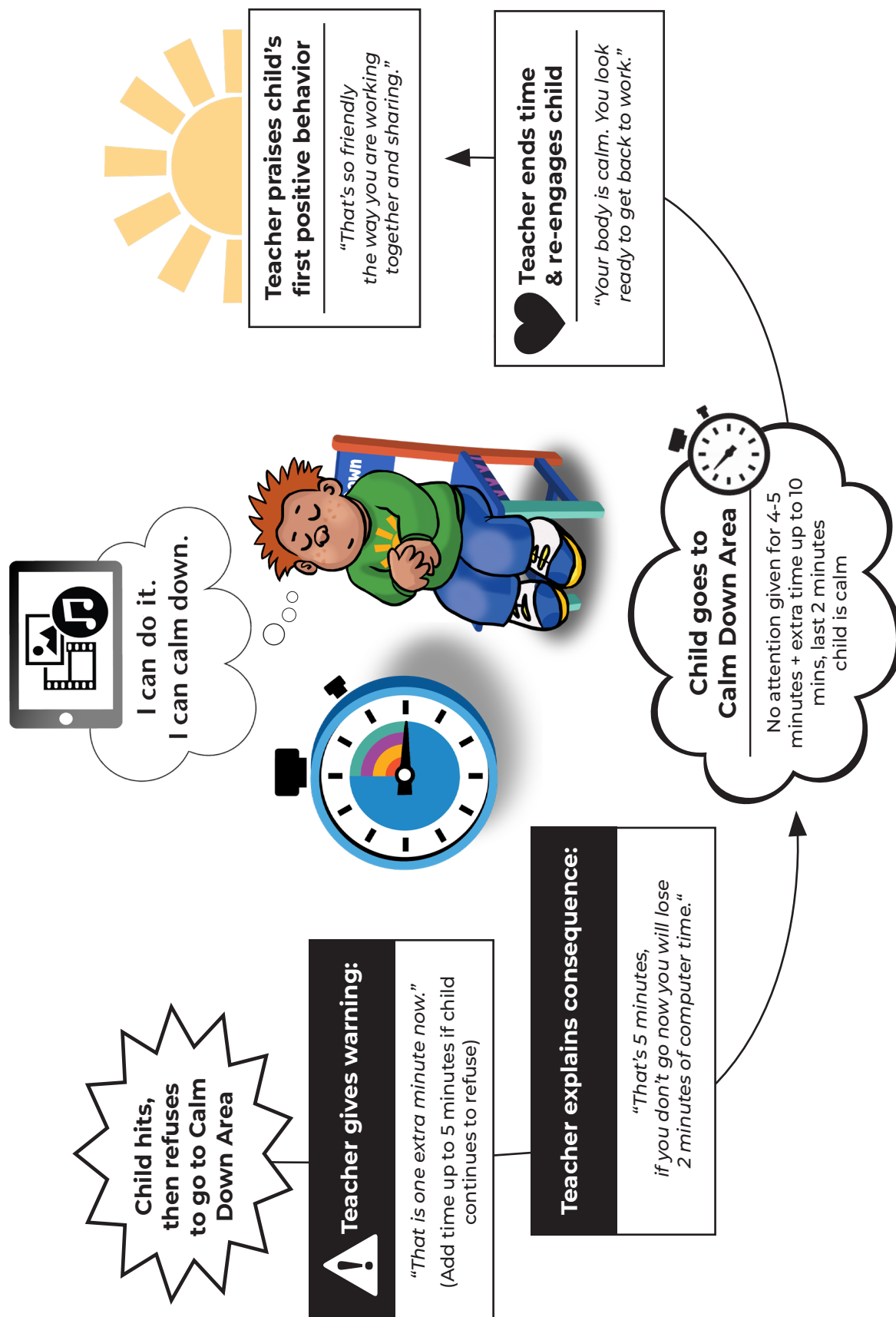
1) Calm Down Procedure for Aggression the Classroom (Ages 6-10)



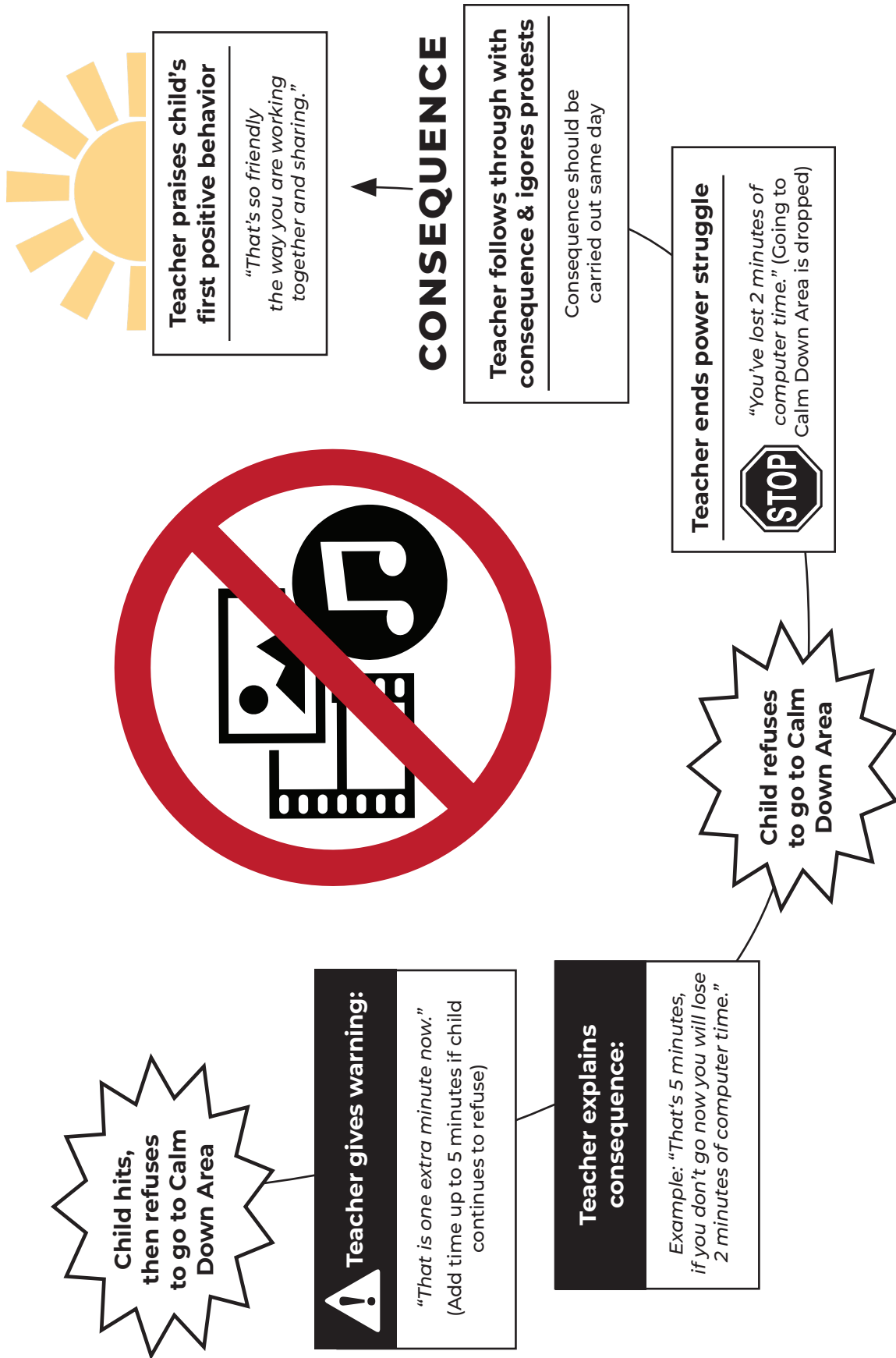
2) Adding Time for Child who Resists Going to Calm Down Area in the Classroom (Ages 6-10)



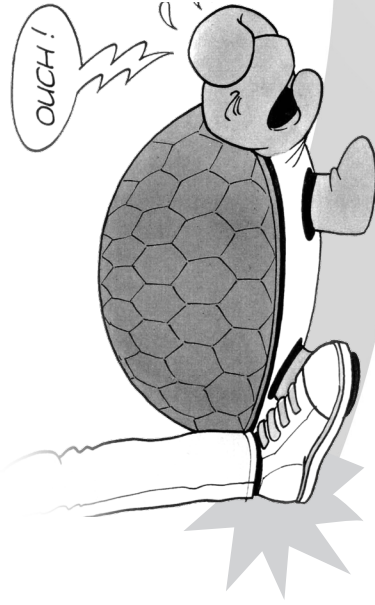
3) Adding Another Consequence for Child who Continues to Refuse Calm Down Area in Classroom (Ages 6-10)



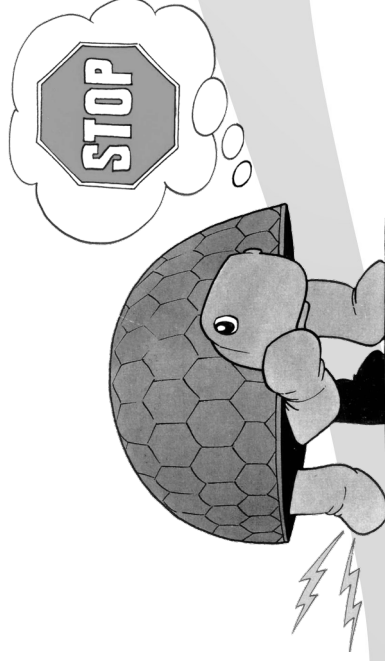
4) Following through with Consequence for Child Who still Refuses to go to Calm Down Area in the Classroom (Ages 6-10)



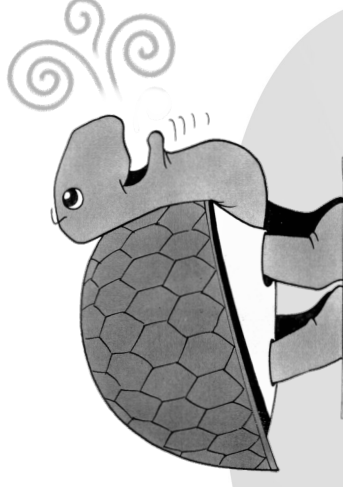
Turtle Power! Tiny Turtle's Calm Down Steps



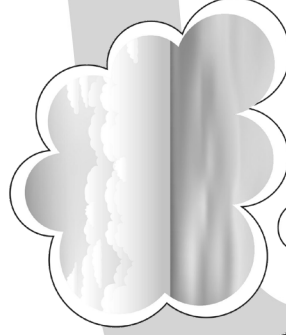
1 **Ouch!**
Name your feeling.



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."



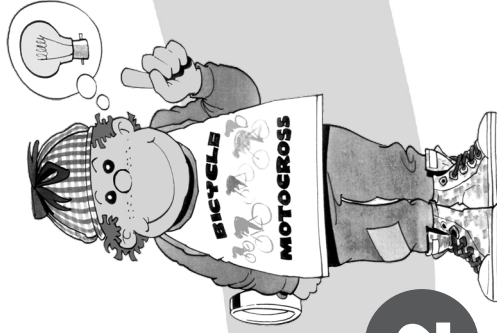
5 **Try Again**
When calm, try again
with "Turtle Power".

Wally's Problem-Solving Steps



1

What is my problem?



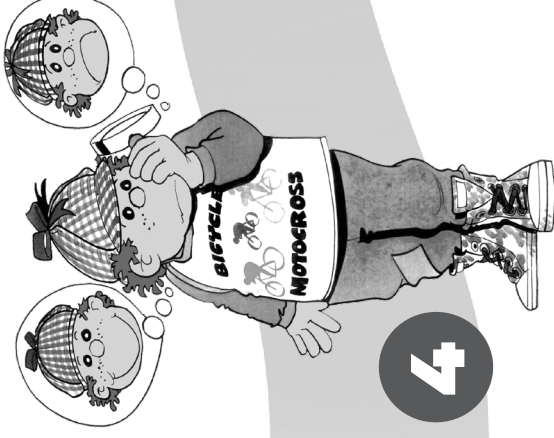
2

What is a solution?



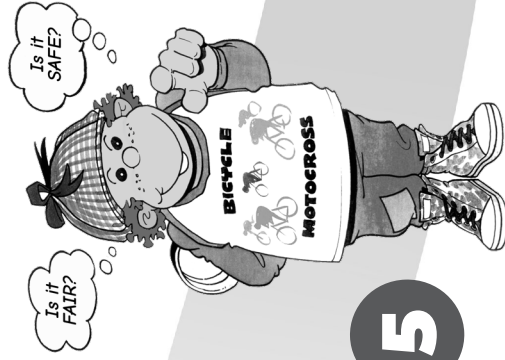
3

What are some other solutions?



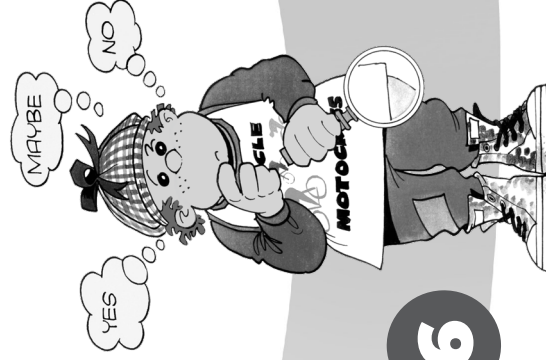
4

What happens next?



5

What is the best solution?



6

Can I use the plan?



7

How did I do?