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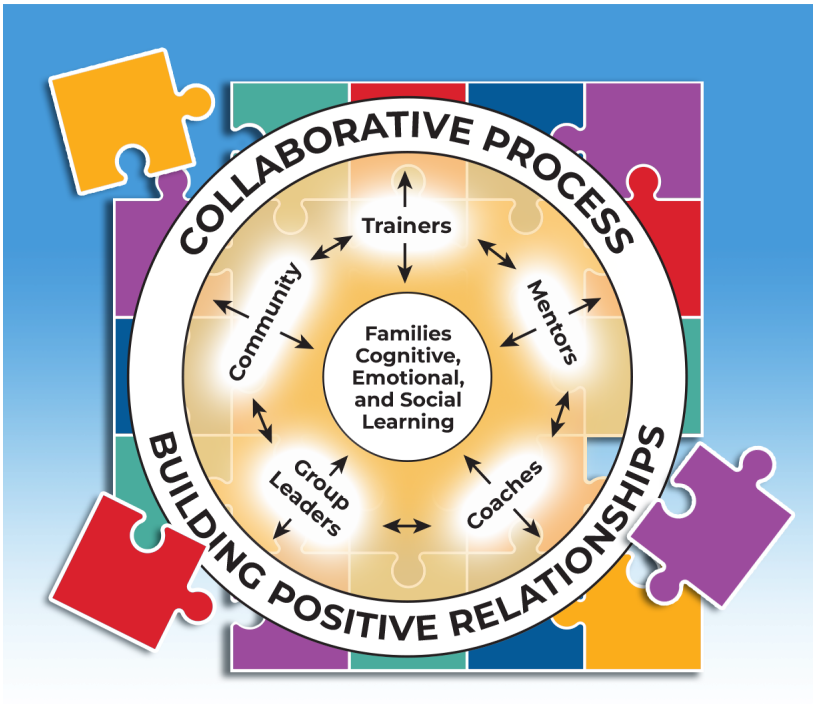
Parents, Teachers and Children Series

PARENT PEER COACHING WORKSHOP



PARENT PROGRAMS designed to strengthen parenting skills, prevent and treat behavior problems in children ages 2 to 8 years.

WORKSHOP GUIDE

by Carolyn Webster-Stratton, MSN, MPH, PhD

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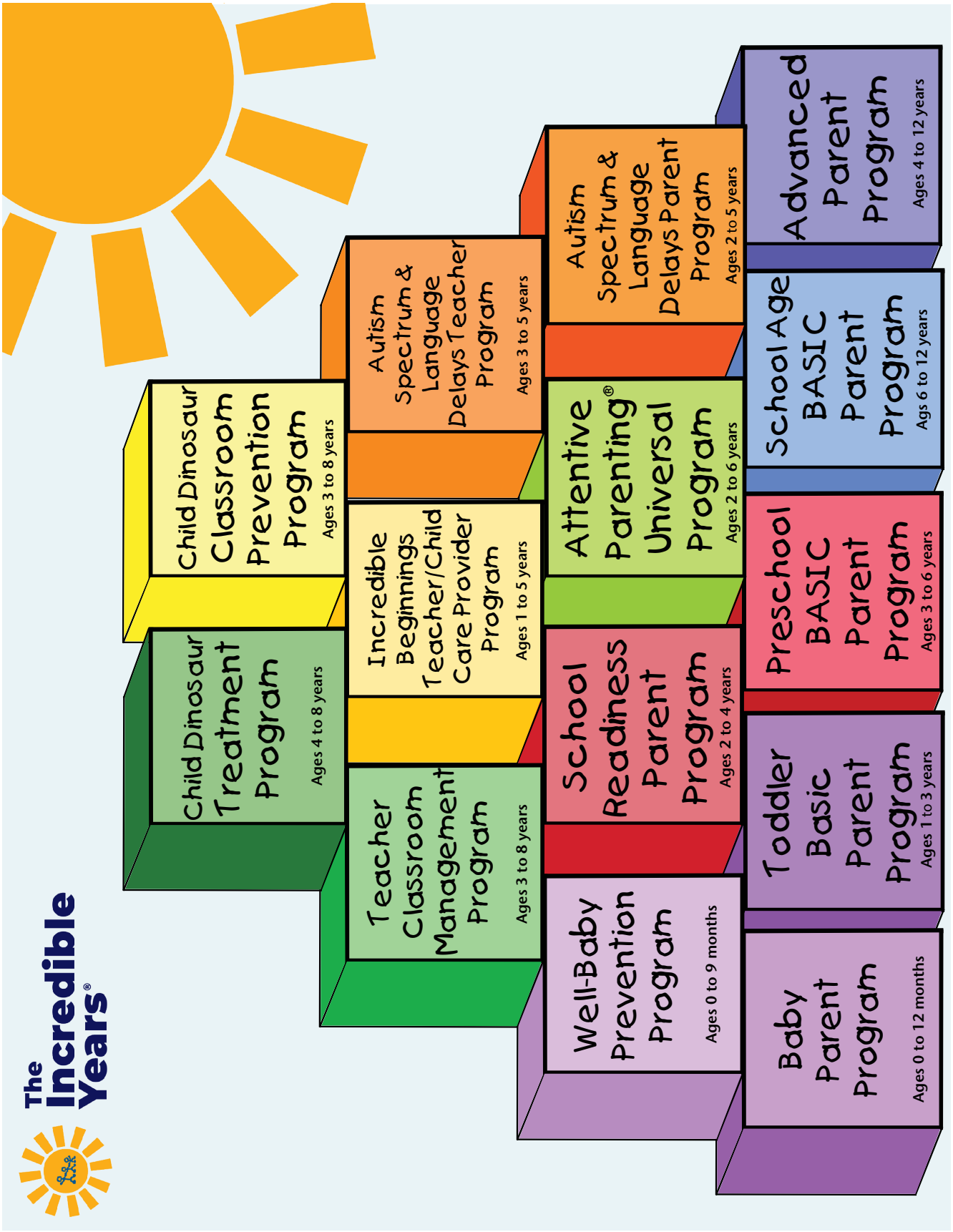
Peer Coach Training Workshop

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 -1 0:15	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.



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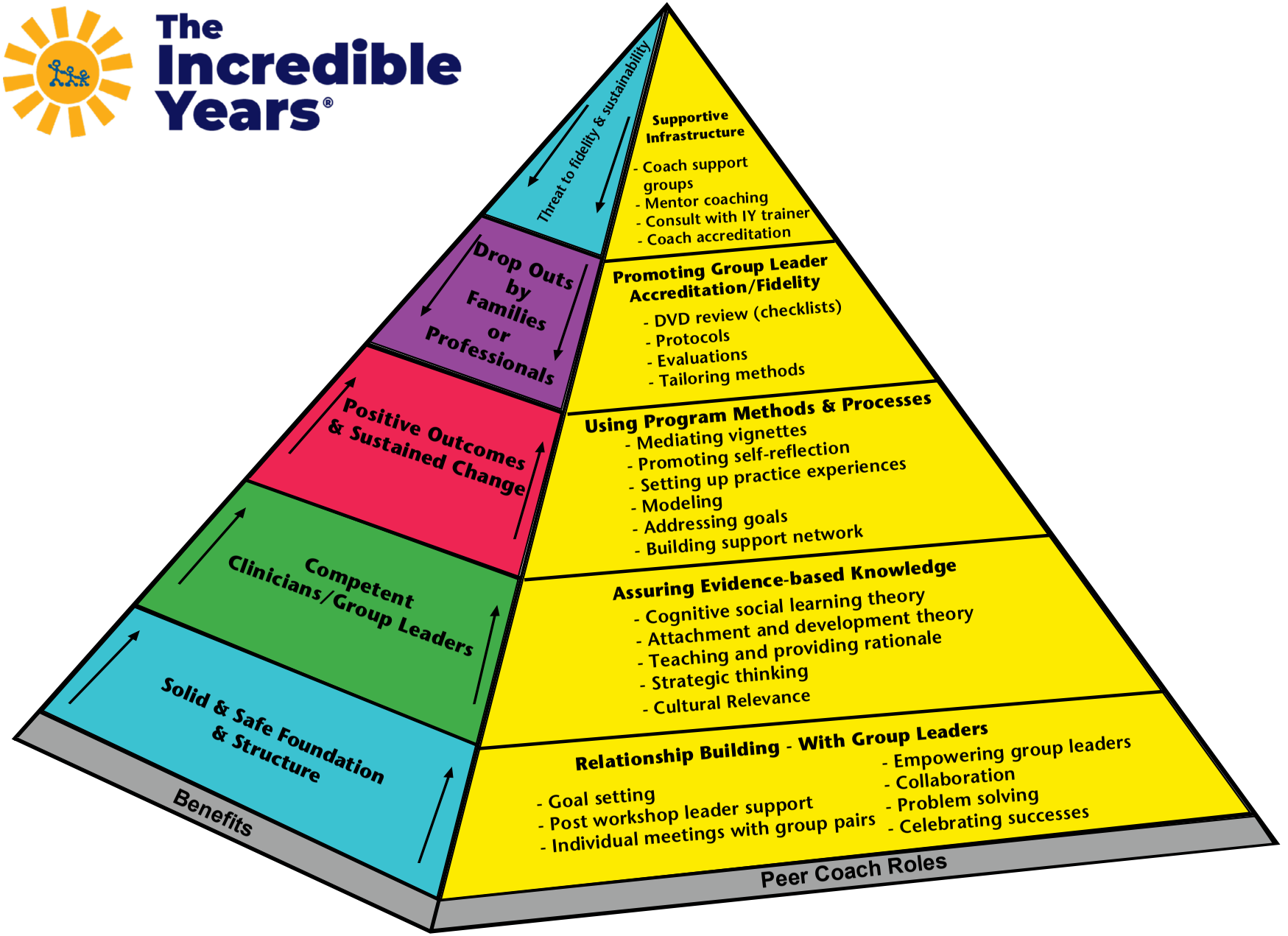

Incredible Years® Peer Coach Pyramid

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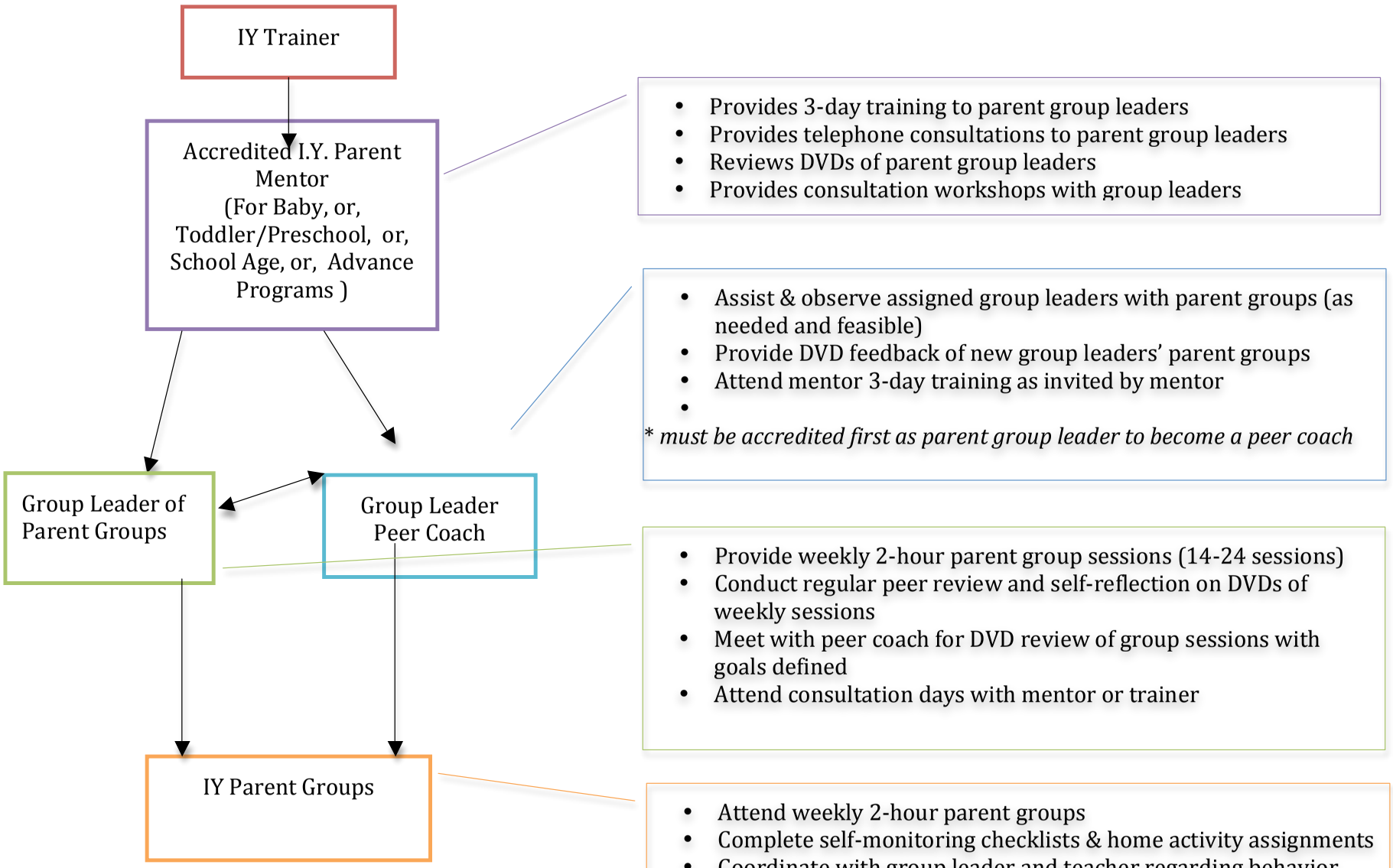
Incredible Years Parent Training, Coaching, and Support Infrastructure



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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 refl ect 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 and Supervision 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, 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, coaching, brainstorms, homework) and therapeutic processes (e.g., nurturing relationship, reframing, collaboration, modeling) leads to improved outcomes in parent and child behavior change as well as client satisfaction. 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 families
- Continued opportunity to to sharpen therapeutic skills and be challenged by others
- Opportunity to obtain support from other group leaders, mentors, or trainers
- Internal gratification and feeling of competence knowing that program is being delivered with fidelity
- Opportunity to provide support to other therapists
- Knowledge that increased fidelity leads to better outcomes for families

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 groups
- Unavailability of camera for recording
- Unavailability of a mentor or coach in area to review video
- Lack of availability of colleagues familiar with IY group processes

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Preparing for Supervision and Video Feedback- Be Proactive!

- Review your video ahead of time and select 1-2 segments on which you want feedback. This process of selecting a video segment to show may be done alone or with a colleague.
- Show both positive or successful group strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell group members what kind of help you want. For example, *"I want to learn some new strategies for managing this talkative parent, or, quiet parent, or, resistive parent."* 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 parent and who to act the role of group leader. Taking on the role of a difficult parent can help you empathize with parent'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 workshop
- Group leader "thinking like scientist" goals form
- Parents' individual goals (from first session)
- Parent group workshop evaluation forms and attendance list
- Protocols of workshops completed
- Principles covered

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 group experience and others have had comparatively little. Some group leaders have had extensive therapy experience with children or families and others are less experienced. 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 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 videos), 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, group leaders in training can seek video reviews of workshops from IY mentors or trainers. Online consultation may also be scheduled with IY mentors & trainers. This self directed and self-reflective learning, peer review, and supervision process implies a commitment to your own continual professional improvement as an evidence-based IY leader or therapist.

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Coaches Thinking Like Scientists

Ongoing Plans

Obstacles
(thoughts, feelings, behavior in self & others)

Benefits

Strategies

Goals

Problem

Strengths

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Coaches Thinking Like Scientists

Goals

Problems

Strengths

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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:

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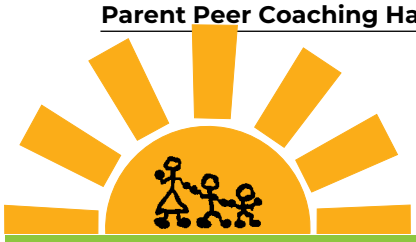

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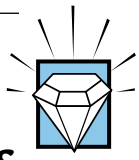
Group Leader and Coach/Mentor Gems



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

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Group Leader and Coach/Mentor Gems

Date _____ Group Leader(s) _____ Coach/Mentor _____

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Group leader prior goals reviewed:

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Issue problem solved and practiced:

Summary of Key Learning:

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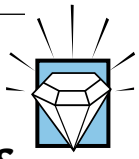
Group Leader and Coach/Mentor Gems



New Goals and Plans:

Coach/Mentor Actions:

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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
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Group leader prior goals reviewed:

Group leader goals for group Video review:

Issue problem solved and practiced:

Summary of Key Learning:

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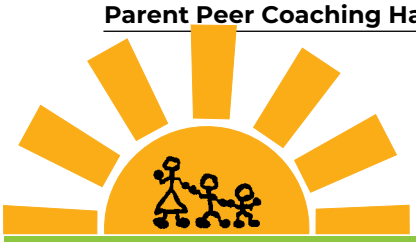

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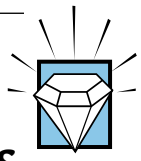
Group Leader and Coach/Mentor Gems



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:

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Individual Video Feedback Process for Parent 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 group session with segments noted (via time code) for review
___ Group process checklists (2)
___ Group leader "thinking like a scientist" goals form
___ Parents' individual goals (first session)
___ Parent evaluation forms and attendance list
___ Protocols of sessions completed
___ Principles covered
___ Supervision evaluation forms

Planning for Video Feedback

Depending on the amount of time allotted for peer coaching, group leaders may have their entire group session reviewed, or 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 tape 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 parent group 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 Parent Evaluations and Attendance List

Group leader presents the parent evaluations of her sessions. Group leader and peer coach can discuss how to respond to any problems expressed by members of the group. Also attendance is reviewed to see if group leader is keeping parents attending, and if necessary review engagement strategies as well as what has been planned in regard to make up sessions for those who have missed a session.

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Incredible Years® Peer Coaching Process Checklist

___ Self Evaluation
___ Certified Trainer

Carolyn Webster-Stratton, PhD (rev. 2022)

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?	____	____	____

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	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			
Did the Peer Coach:			
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 successfull 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 relfect 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			
Did the Peer Coach:			
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?	____	____	____

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	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:

Parent Group Leader Collaborative Process Checklist

(rev. 2025)

This checklist is designed for group leaders to complete together following a session, or for a group leader to complete for him/herself when reviewing a video of a session. By watching the video of a session and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the checklist for the specific session, which lists the key content that should be covered.

Leader Self-Evaluation (name):_____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation:_____

Date: _____

Session Topic:_____

SET UP ***Did the Leaders(s):***	**YES**	**NO**	**N/A**
1. Set up chairs in a semicircle that allowed everyone to see the TV?(Avoid tables.)	____	____	____
2. Sit at separate places in the circle, rather than both at the front?	____	____	____
3. Write the agenda on the board?	____	____	____
4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them?	____	____	____
5. Plan and prepare for daycare in advance?	____	____	____
6. Prepare and lay out the food, in an attractive manner?	____	____	____

REVIEW PARENT'S HOME ACTIVITIES
Did the Leader(s):

7. Begin the discussion by asking how home activities went during this past week - how they addressed their short term goals?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

8. Give every parent the chance to talk about his/her experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

9. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

10. Highlight key "principles" that parents' examples illustrate? (e.g., write them on flip chart or paraphrase idea in terms of how it addresses their goals.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

11. Explore with individuals who didn't complete the home activities what made it difficult (barriers) and discuss how they might adapt home activities to fit their needs and goals?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

12. Ask about and encourage "buddy calls" and explore barriers to calls and solutions?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

13. If a parent's description of how they applied the skills makes it clear that s/he misunderstood, did the leaders accept responsibility for the misunderstanding rather than leaving the parent feeling responsible for the failure? (e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." vs "You misunderstood the assignment. Remember, when you do that, it's important to...")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

14. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time without letting free flowing discussion of other issues dominate?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

15. Limit the home activity discussion (approximately 20-30 minutes) to give adequate time for new learning?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leader(s):

16. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

17. Do the benefits and/or barriers exercise regarding the new topic?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

18. Paraphrase and highlight the points made by parents - write key points on the board with their name?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN SHOWING THE VIGNETTES

Did the Leader(s):

Number of vignettes shown in session: _____ PRINCIPLES: _____ Reflections: _____

19. Focus parents on what they are about to see on the vignettes and what to look for?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

20. Pause vignette to ask an open-ended question about what parents thought was effective/ineffective in the vignette (focus on parent thoughts, feelings & behaviors, and child's perspective)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

21. Acknowledge responses one or more parents have to a vignette?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

22. Paraphrase and highlight the points made by parents - writing key points on the board?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

24. Use vignettes to trigger appropriate discussions and/or practices, tailored to children's developmental level?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

25. Redirect the group to the relevance of the interaction on the vignette for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

26. Refer to parents' goals for themselves and their children when discussing vignettes, learning principles and setting up practices?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

PRACTICE AND ROLE PLAYS

Did the Leader(s):

27. Get parents to switch from talking about strategies in general to using the words they could actually use? (e.g., from "She should be more specific" to "She could say, John, you need to put the puzzle pieces in the box.")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

28. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play practice it. (This ensures the likelihood of success.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

29. Do several large group role plays/practices over the course of the session? Break down practices according to child developmental readiness.
Number of role plays: _____

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

30. Do role plays/practices in pairs or small groups (following large group practices) that allow multiple people to practice simultaneously? Dyads should be matched by child language and play ability.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

31. Use all of the following skills when directing role plays:

a. Strategically select parents and clearly describe their parent role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

b. Skillfully get parents engaged in role play practices?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

c. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

d. Provide enough "scaffolding" so that parents are successful in their role as "parent" (e.g., get other parents to generate ideas for how to handle the situation before practice begins)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

e. Invite other workshop members to be "coaches" (call out idea if the actor is stuck)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

f. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach or reinforce participants?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

g. Take responsibility for having given poor instructions if role play/practice is not successful and allow actor to rewind and replay?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

32. Process role play/practice afterwards by asking how "parent" felt and asking group to give feedback?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

33. Process role play by asking how "child" felt in role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

34. Solicit feedback from the group about strengths of parent in-role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

35. Offer detailed descriptive praise of the role play/practice and what was learned?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

36. Re-run role play, changing roles, involving different parents, or with child of different play or language developmental level or temperament (being in role as child is helpful for parents to experience their child's perspective is a different way of responding)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

LEADER GROUP PROCESS SKILLS

Did the Leader(s):

37. Build rapport with each member of the group?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

38. Encourage everyone to participate and view everyone as equally important and valued?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

39. Respects and affirms cultural differences?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

40. Honors each parents' goals for themselves and their children?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

41. Use open-ended questions to facilitate discussion and reflection?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

42. Reinforce parents' ideas and foster parents' self-learning and confidence?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

43. Encourage parents to problem-solve when possible?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

44. Foster the idea that parents will learn from each others' experiences?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

45. Help parents learn how to support and reinforce each other (celebrate each other's successes)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

46. Foster parents' understanding of the value of developing their own support network?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

47. Identify each family's strengths?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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48. Create a feeling of safety among group members?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

49. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

50. When needed, provide parents with information about important child developmental milestones?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

51. Explore parents' cognition, affect modulation, and self-regulation as well as behaviors?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

52. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

53. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with traumatic events?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader(s):

54. Begin the ending process with about 15 minutes remaining?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

55. Summarize this session's learning? (One way to do this is to review or have the parents review each point on refrigerator notes out loud.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

56. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

57. Talk about any adaptations to the home activity for particular families?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

58. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

59. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

60. Ask about buddy check ins (by phone, email, or text)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

61. Have parents complete the evaluation form?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

62. End the session on time?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

The goal in the group sessions should be to draw from the parents the information and ideas to teach and support each other. Parents should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video, and demonstrate how to implement the skills in different situations.

Remember, people are far more likely to put into practice what they talk about and practice than what they hear about. (Webster-Stratton)

Summary Comments:

Incredible Years® Parent Group Peer and Self Evaluation Form

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Reviewing video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

Leader's Name _____

Please comment on the parent group leader's session(s) based on the following criteria:

I. Leader Group Process Skills	***Comments***
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Respects and affirms cultural differences	
Honors each parents' goals for themselves and their children	
Reinforces parents' ideas and fosters parents' self-learning	
Encourages parents to problem-solve when possible	
Fosters idea that parent will learn from each others' experiences	
Helps parents learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each family's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount	

II. Leader Leadership Skills	***Comments***
Ground rules posted for group and reviewed	
Started and ended meeting on time	
Explained agenda for session and invited input	
Emphasizes the importance of homework	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages parents to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

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III. Leader Relationship Building Skills	***Comments***
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports parents' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies parents' negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for parents	

IV. Leader Knowledge	***Comments***
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates parents' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

V. Leader Methods	***Comments***
Uses video examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Reviews homework and gives feedback	
Uses modeling by self or other group members when appropriate	

VI. Parents' Responses	***Comments***
Parents appear comfortable and involved in session	
Parents complete homework, ask questions and are active participants	
Parents complete positive evaluations of sessions	

Summary Comments:

Name of Evaluator _____

Date: _____

Check:

_____ Leader Self-Evaluation
_____ Co-Leader/Peer Evaluation
_____ Peer Coach
_____ Mentor/Trainer

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Name of Organization/Agency: _____
Your Name: _____
Date: _____

The Incredible Years (IY) Peer Coach Self-Evaluation of Videotape Supervision

We are asking you to complete this self-evaluation about the quality of peer coaching you are giving group leaders in training. This information will help you to reflect on the way you provide coaching. It is recommended that you talk about this process with group leaders you are coaching. They will be completing a similar form evaluating your coaching.

Incredible Years Peer Coach Support

1. How supportive are you in helping group leaders deliver this program? *(Circle one.)*

Not at all		Somewhat		Extremely helpful
○	○	○	○	○

2. Do you make time available to group leaders for ongoing coaching with you for delivering the Incredible Years intervention? *(Circle one.)*

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

3. How satisfied are you with the ***amount*** of coaching you are able to offer? *(Circle one.)*

Not at all Satisfied	Not very Satisfied	Neutral	Somewhat Satisfied	Very Satisfied
○	○	○	○	○

4. How satisfied are you with the ***quality*** of your current peer coaching? *(Circle one.)*

Not at all Satisfied	Not very Satisfied	Neutral	Somewhat Satisfied	Very Satisfied
○	○	○	○	○

5. Do you provide a rationale for your recommendations in terms of social learning strategies or relationship building principles?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

6. Do you ask the group leaders you coach to support their hypotheses about individual families or children in their group, their assessment of the strengths and the barriers to change for each family in the group?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

7. Do you use a collaborative and problem-solving approach during peer coaching?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

8. Do you encourage group leaders to do live role plays during peer coaching sessions?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

9. Do you invite group leaders you coach to share portions of their videotapes of their group sessions for review?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

10. Do you invite group leaders you coach to think about their goals for their group leadership skills?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

11. Do you use the Group Leader Collaborative Process Checklist to give group leaders feedback?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

12. Is it easy for group leaders you coach to acknowledge their frustrations, mistakes or failures with you?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

13. Do you ask group leaders questions to determine their approach/strategy with an individual family or group?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

14. Do you refer to “principles” that families have learned or that group leaders are using to assist families?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

15. Do you review group leader session protocols and session evaluations with them as part of supervision?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

16. How skilled do you think you are in providing peer coaching of videotapes of the IY program?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

17. Do you “model” ways to respond to parents, teachers or children by doing live role plays or by showing videotapes of your own sessions?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

18. What goals do you have for improving the way you do peer coaching with group leaders?

_____

_____

_____

Incredible Years, Inc.
www.incredibleyears.com
incredibleyears@incredibleyears.com

Name of Organization/Agency: _____
Your Name: _____
Date: _____

The Incredible Years (IY) Evaluation of Quality of Peer Coaching (by Group Leaders)

We are asking you to complete this questionnaire about the quality of peer coaching you are receiving from your peer coach. This information helps coaches to continually improve the way they provide support. Thank you for taking the time to complete this form.

Incredible Years Peer Coaching Support

1. How supportive does your peer coach seem in helping you to deliver this program? *(Circle one.)*

Not at all		Somewhat		Extremely helpful
○	○	○	○	○

2. Does your peer coach make time available for coaching with you for delivering the Incredible Years intervention if you ask for it? *(Circle one.)*

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

3. How satisfied are you with the ***quality*** of your current peer coaching? *(Circle one.)*

Not at all Satisfied	Not very Satisfied	Neutral	Somewhat Satisfied	Very Satisfied
○	○	○	○	○

4. When your peer coach recommends changes, does s/he provide the rationale for the recommendation in terms of social learning or relationship building principles?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

5. Does your peer coach ask you to support your hypotheses about individual families or children in the group, their strengths and the barriers to change for each family in the group?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

6. Does your peer coach use a collaborative and problem-solving approach during supervision?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

7. Does your peer coach encourage you to do live role plays during supervision sessions?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

8. Does your peer coach review the entire videotape of your group sessions for review?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

9. Does your peer coach invite you to think about goals for your group leadership skills?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

10. Does your peer coach use the Group Leader Collaborative Process Checklist to give you feedback?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

11. Is it easy for you to acknowledge frustrations, mistakes or failures with your peer coach?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

12. Does your peer coach ask questions to determine your approach with an individual family or group?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

13. Does your peer coach refer to “principles” that families have learned or that you are using to assist families?

Not at all ○ Very little ○ Some ○ Quite a bit ○ Extensive ○

14. Does your peer coach review your session protocols and session evaluations with you as part of coaching?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

15. How skilled do you think your peer coach is in delivering the IY program?

Not at all	Very little	Some	Quite a bit	Extensive
○	○	○	○	○

16. What recommendations do you have for improving the way peer coaching is done?

_____

_____

_____

17. What is most helpful about the coaching you have received?

18. What changes would you make in the way you get peer coaching?

Checklist of Training Steps Required for Certification of an IY Basic Parent Peer Coach

The training requirement of an experienced Incredible Years Peer Coach involves a process similar to that for Group Leader Certification. The difference is that Peer Coach training embraces a broader experience in supervision principles and components of providing videotape review and support to new group leaders. When all the training steps (listed below) are achieved, observed and confirmed, a candidate may apply for accreditation/certification as a qualified IY Peer Coach.

Candidate's name _____

address _____

email _____ Date: _____

Step 1
Qualifications for Basic Parent Peer Coach Candidates:

___ Basic Parent Group Leader Certification/Accreditation
Date accredited _____

___ Number of Basic Parent Groups Completed To Date (minimum 6)

___ Nomination Letter Submitted by Mentor (nominating candidate for coach training)
Mentor Nominating: _____

___ Peer Coach Nomination form completed and submitted to IY

NOTE: When the conditions outlined in Step 1 have been accomplished, a candidate is qualified to attend peer coaching training as shown in Steps 2-5

Step 2 (Steps 2 & 3 may be carried out simultaneously)
Peer Coach Training:

___ 1-Day (or 2 half-days) Peer Coaching Workshop conducted by Certified Trainer
Name of Trainer and Date: _____

___ 1-Day Consultation Workshop reviewing videos of own video-review practice conducted by Certified Trainer
Name of Trainer and Date: _____

___ Peer coaches work with 6 new Basic Parent group leaders (3 dyads) and review the videos of their sessions with them. They will complete self-evaluations and group leaders complete leader evaluations of their coaching given.

Step 3

Basic Parent Peer Coaching Video Review by Trainer:

___ Presentation of Video of Basic Parent Peer Coaching to Trainer for review

Dates of Trainer Review of Peer Coaching :_____

Others Observed: _____

___ Evaluation of Peer Coaching by Trainer *(To be completed by Trainer)*

Step 4

Basic Parent Peer Coaching Completed:

___ Completed Basic Parent Peer Coaching with 3 Dyads: *(6 different people/3dyads with a minimum of 4 sessions per dyad*; list names of group leaders for whom you provided coaching)*

___ Evaluations from group leaders receiving peer coaching *(See form - minimum of 6 evaluations required)*

___ Self-evaluations of peer coaching given *(See form - minimum of 3 evaluations required - match selfevaluation with the dyads in previous line)*

___ Letter explaining your interest and goals for peer coaching

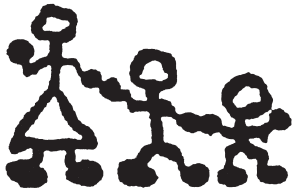
Step 5

Application for Basic Parent Peer Coaching Accreditation:

When all of the above training experiences have been achieved, observed and confirmed, a candidate may apply to the Incredible Years Advisory Council for Accreditation and Certification as a Qualified IY Basic Parent Peer Coach.

Note: It is important for group leaders to realize that obtaining peer coaching on their video does <u>not</u> satisfy the final qualifications for accrediting a group tape. This must still be done by an accredited mentor or trainer

* At least one session per dyad must be done in person and videotaped. Skype calls are permitted in place of some in-person meetings if distance requires. Please see the Skype call protocols for use by coaches and participants.



Incredible Years Peer Coaching Expectations

by Carolyn Webster-Stratton, PhD

Incredible Years Peer Coaches are certified/accredited group leaders with extensive experience in delivering one of the Incredible Years programs, and who have received Incredible Years authorized Peer Coach training. The Peer Coach's role is to provide new group leaders/facilitators with support to successfully deliver Incredible Years (IY) groups. This support includes meeting with pairs of group leaders to set goals, review videos of their group sessions, practice alternative approaches and problem-solve difficult situations. The amount of support that group leaders will need depends on each leader's prior group experience and education as well as the individual characteristics of the parents, children, or teachers who are participating in the program.

The following are the expected guidelines for frequency of coaching sessions provided to IY group leaders. *Peer coaching may be offered more frequently if group leaders need additional support with a difficult group.*

Incredible Years Parent and Child Programs:

- During their first group, new group leaders should have peer coaching meetings every 2 to 3 weekly group sessions, for a total of 4 to 5 coaching sessions for their first group. Normally a coach meeting is one hour in length.
- More experienced group leaders who are not yet accredited should have peer coaching sessions every 4-5 sessions/weeks, for a total of 2-3 coaching sessions over the course of each group.
- Accredited group leaders should continue to receive a coaching session every 12-18 months.

Teacher Classroom Management and Incredible Beginnings Programs:

- During their first group, new group leaders should have peer coaching coaching sessions before each of the 6 workshop training days, for a total of 6-7 coached sessions.
- More experienced group leaders who are not yet accredited should have peer coaching sessions every 2-3 workshop sessions, for a total of 2-3 coaching sessions over the course of each group.
- Accredited group leaders should continue to receive a coaching session every 12-18 months.

Content of Peer Coaching Sessions:

- These peer coaching meetings will review prior workshop or group videos, session checklists and evaluations, plan next workshop or group session, and set goals. A final coaching session should be scheduled to summarize program delivery success and plan any follow-up needed.
- Coaching sessions may be conducted on-line or in-person.

Accreditation/Certification of Peer Coaches:

Peer coaches must submit peer coaching evaluation paperwork for 3 dyads (6 different group leaders) as part of their accreditation process. In order to ensure that the accreditation is based on an adequate amount of coaching experience for each dyad, for accreditation purposes, coaches must meet with each dyad for at least 4 coaching sessions.

In cases where distance prevents coaches from meeting face-to-face this frequently, some of these coaching sessions may be done via on-line calls (Zoom or Teams). It is highly recommended that at least one session be done in person. Peer coaches are encouraged to video record their coaching sessions for their own self-reflection and goal-setting, for peer coaching consultation/supervision with IY mentors and trainers, and for submission to an Incredible Years trainer for accreditation video review. Please see our ***Peer Coaching Collaborative Process Checklist****.*

Peer Coaches must be accredited in order to become an IY Mentor.

Ongoing Requirements:

- **Meet with Incredible Years Mentors and Trainers**. Peer coaches should attend a yearly peer coach consultation day with an IY mentor/trainer. This requirement can be met through an online consultation call (Zoom).
- **Continue to deliver Incredible Years groups** - at least 1 per year.

Contact us:

incredibleyears@incredibleyears.com

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 a 3-day 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.
- If feasible, a 2nd face-to-face consultation would happen about 2/3 way through the program. Strive for at least one face-to-face consultation when group leaders are delivering their first groups.
- 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:

_____ _____

_____

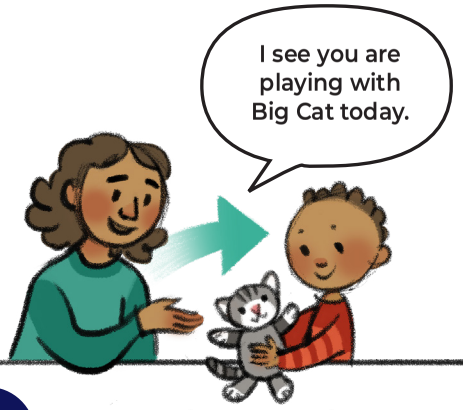
Session Topic: _____

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)

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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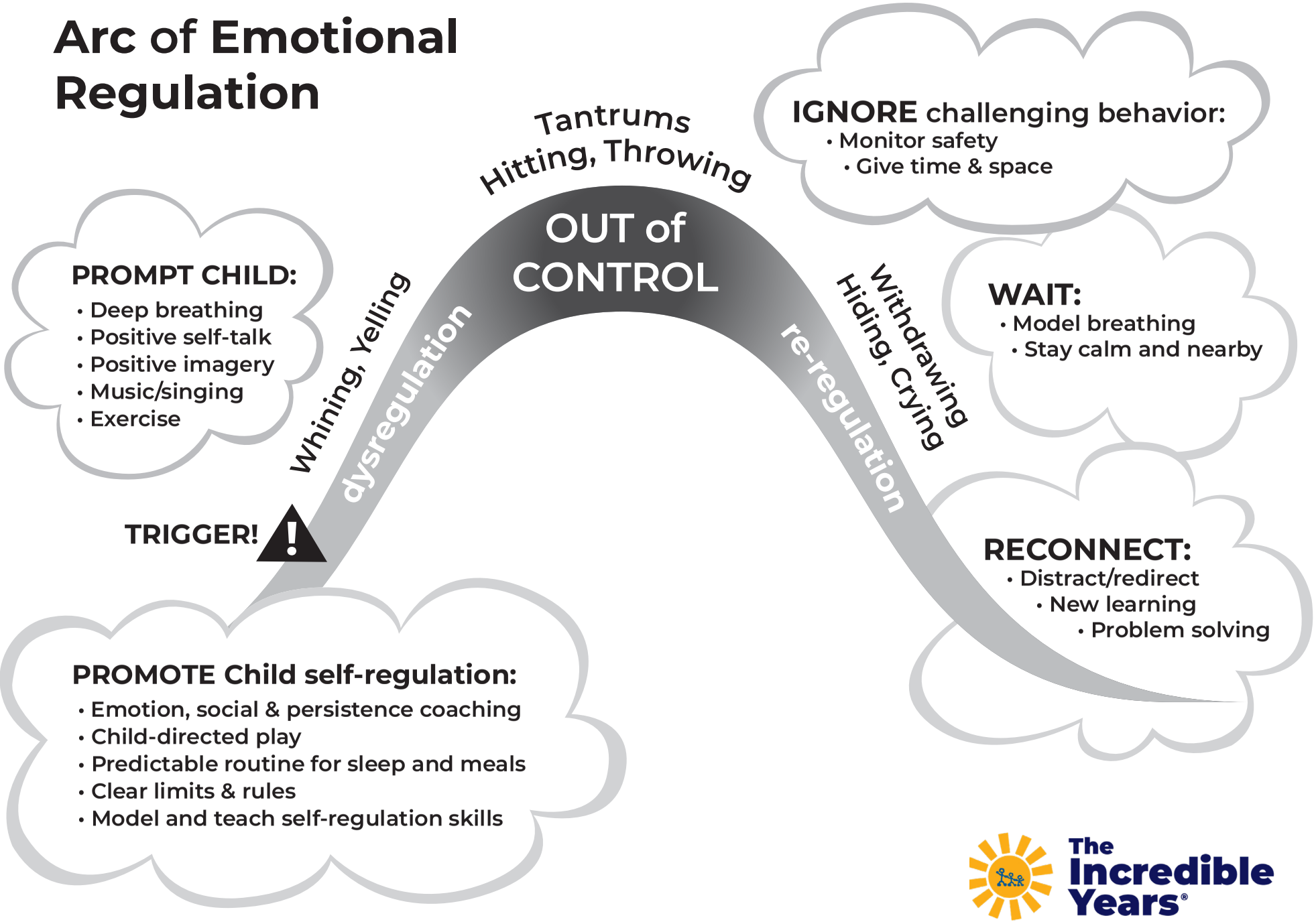
Arc of Emotional Regulation



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Discipline Hierarchies - Steps 1 - 4

For Nondisruptive & Disruptive Behavior

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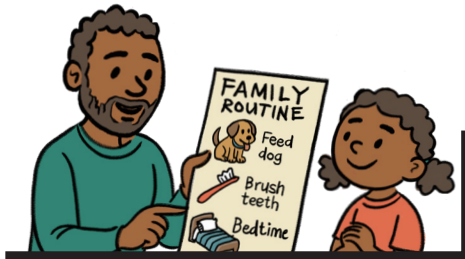

1 Rules & Routines

- Nonverbal Cues
- Clear Rules
- Predictable Schedules
- Clear Transitions

2 Effective Limit Setting

- Positive Verbal Redirection
- Distraction & Re-engagement

3 Emotion Regulation

As child begins to get upset, **coach calm down strategies:**

- Deep breaths
- Coach feelings
- Positive visualization
- Turtle shell
- Positive Self-Talk

4 Ignore, Distract, & Redirect

- **IGNORE** non-aggressive behavior (tantrums, whining)
- **COACH & PRAISE**

Discipline Hierarchies - Steps 5 - 8*

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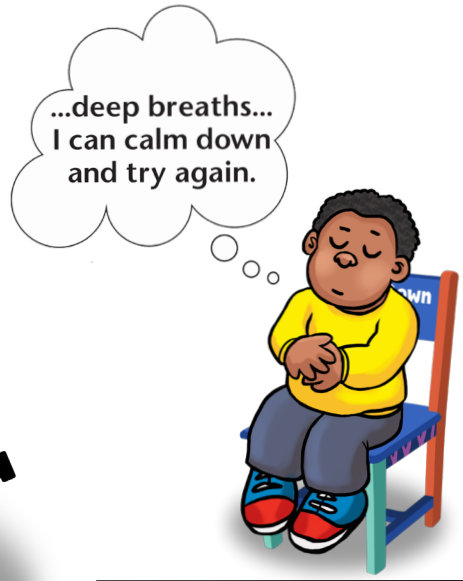
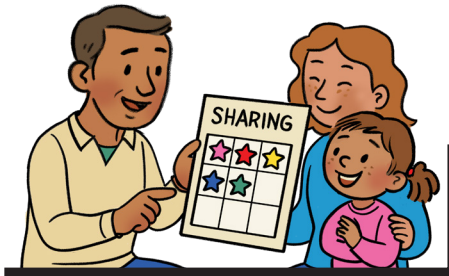
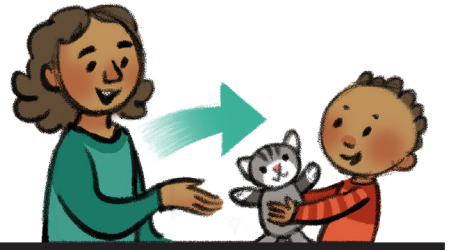






5 Logical Consequences

- 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

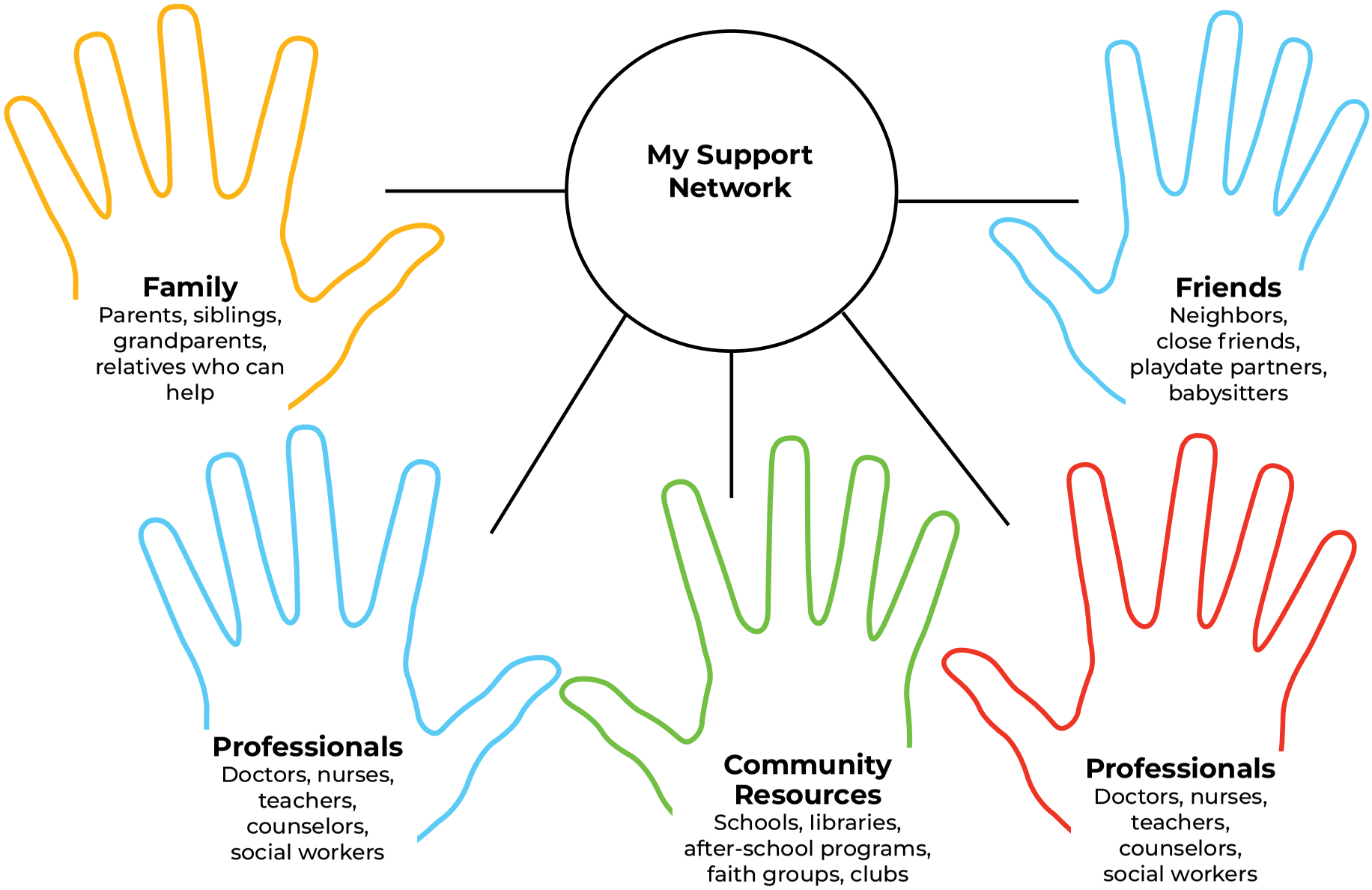
8 Practice for Success

- 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*

Visualize Your Support Network - Helping Hands

Write the names of your support people in the hands below. Each hand can represent a different group (e.g. family, friends, community resources, professionals, safety contacts).



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Building Your Support Network

A Guide to Identifying the People and Resources Who Help Keep Your Family Safe and Supported

Carolyn Webster-Stratton, MS, MPH, PhD

Visualize Your Support Network - Helping Hands

Write the names of your support people in the hands below. Each hand can represent a different group (e.g. family, friends, community resources, professionals, safety contacts.

Children do best when parents feel supported. Having a strong network of people you can rely on makes parenting less stressful and safer for your child. Use this handout to think about who is in your support circle and where you might want to add new connections. Write in the names here or on the IY ***Helping Hands*** graphic.

1. Family and Friends I Can Call On

- Who can help in an emergency?
- Who could watch my child if I needed a break?
  - _____
  - _____
  - _____

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2. Community Resources I Can Use

- Parenting groups, libraries, faith communities
- After-school programs, sports, or clubs
- Local crisis or support hotlines
  - _____
  - _____
  - _____

3. Professionals I Can Rely On

- Doctor, nurse, or counselor
- Teacher or childcare provider
- Social worker or community health worker
  - _____
  - _____
  - _____

4. Safety Contacts

- Emergency numbers (police, fire, ambulance)
- Crisis hotline / domestic violence hotline
- Trusted neighbor
  - _____
  - _____
  - _____

Reflection Questions

- Who do I feel most comfortable asking for help?
- Where might I need more support?
- What steps can I take this month to strengthen my network?
  - _____
  - _____
  - _____

Tip: It's okay to ask for help—building a network is a strength, not a weakness. The more support you have, the safer and happier your child will be.

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Coping Cycle:
Connect Positive Thoughts, Feelings and Behaviors

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TRIGGER

Child yelling, whining, refusing, defiant, tantruming

Child Impact

Child feels secure, resilient, can self-regulate

Substitute Coping Thoughts for Upsetting Thoughts

"I can manage this! He is just testing limits."
"I can help by staying patient and in control."
"I can help her learn better behavior."
"She is still learning."

Parent Coping Behavior

- *ignore, give child time to regulate*
- *model taking deep breaths*
- *make a positive request*
- *stay consistent & calm*
- *distract & re-direct*
- *emotion coaching*

Calmer Feelings & Physiological Changes

- *reduced blood pressure*
- *calmness*
- *empathy*
- *confidence*

1) Calm Down Procedure for Aggression

(Ages 3-6 Years)

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Child hits

Check in with child who was hit.

"I'm sorry he hit you. He made a mistake."

Command:

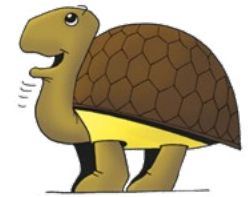
"You hit. You need to go to the Calm Down area"

Wait 5 seconds

Child goes to Calm Down area

3-5 minutes
No attention given

...deep breaths... I can calm down and try again.



Child calm

for last 2 mins

Parent ends time & re-engages child

"Your body is calm. You can play with your blocks"

Parent praises child's first positive behavior

"That's so friendly the way you're sharing."

2) Child Resists Going to Calm Down Area

(Ages 3–6 Years)

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Child hits

Check in with child who was hit.

"I'm sorry she hit you. She made a mistake."

Command:

"You hit. You need to go to the Calm Down area"

Wait 5 seconds

Child refuses to go to Calm Down Area

Parent gives one warning:

"You can go by yourself, or I can help you."

Child complies

No attention given for 3-5 minutes, last 2 mins child is calm

Parent ends time & re-engages child

"Your body is calm. You can play with your blocks"

Parent praises child's first positive behavior.

"That's so friendly the way you're sharing."

3) Child Refuses to Stay in Calm Down Area

(Ages 3–6 Years)

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Child leaves Calm Down area before time is over

Parent gives warning:

Loss of special privilege	OR	Alternate Space
"If you can't stay in the calm down area, you'll lose your lego time"		*"If you can't stay in the calm down area, you'll go to the calm down room."*

Child stays in Calm Down area

3-5 mins, last 2 minutes child is calm

Parent praises child's first positive behavior.

"That's so friendly the way you're sharing."

Parent ends time & re-engages child

"You are calm and can come play now"

Child leaves Calm Down Area

Parent takes child to calm down room

"You need to go the room to calm down."

Child stays in Calm Down room

No attention given for 3-5 mins, last 2 mins child is calm

STOP

If child does not go after warning, parent follows through with consequence. Calm Down time is dropped.

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4) Calm Down Procedure for Compliance Training

Transition Statement:

"It's almost time to put toys away"

(set timer)

Command:

Brief, polite, startup command:

"It's time to put the toys away!"

Complies

"You did a great job cleaning up today!"

Wait 5 seconds

Doesn't Comply

Praise

Warning

"If... Then"

When time out is over, repeat the command

"Go to Calm Down area"

- Safe, boring place
- No attention from anyone
- 1 minute per year of age up to 5 minutes

Wait 5 seconds

Doesn't Comply

Complies

"Thank you for listening and helping"

*** If Child continues to resist:**

- Alternate Calm Down Space (Scenario 3)
- Consequence/Loss of Privilege (Scenario 3)

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