

THE INCREDIBLE YEARS[®]: PARENTS AND CHILDREN SERIES

TEACHER PEER COACHING WORKSHOP



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

WORKSHOP GUIDE

1411 8th Avenue West
Seattle, WA 98119
www.incredibleyears.com

*****ALL RIGHTS RESERVED *****



Peer Coach Training Workshop

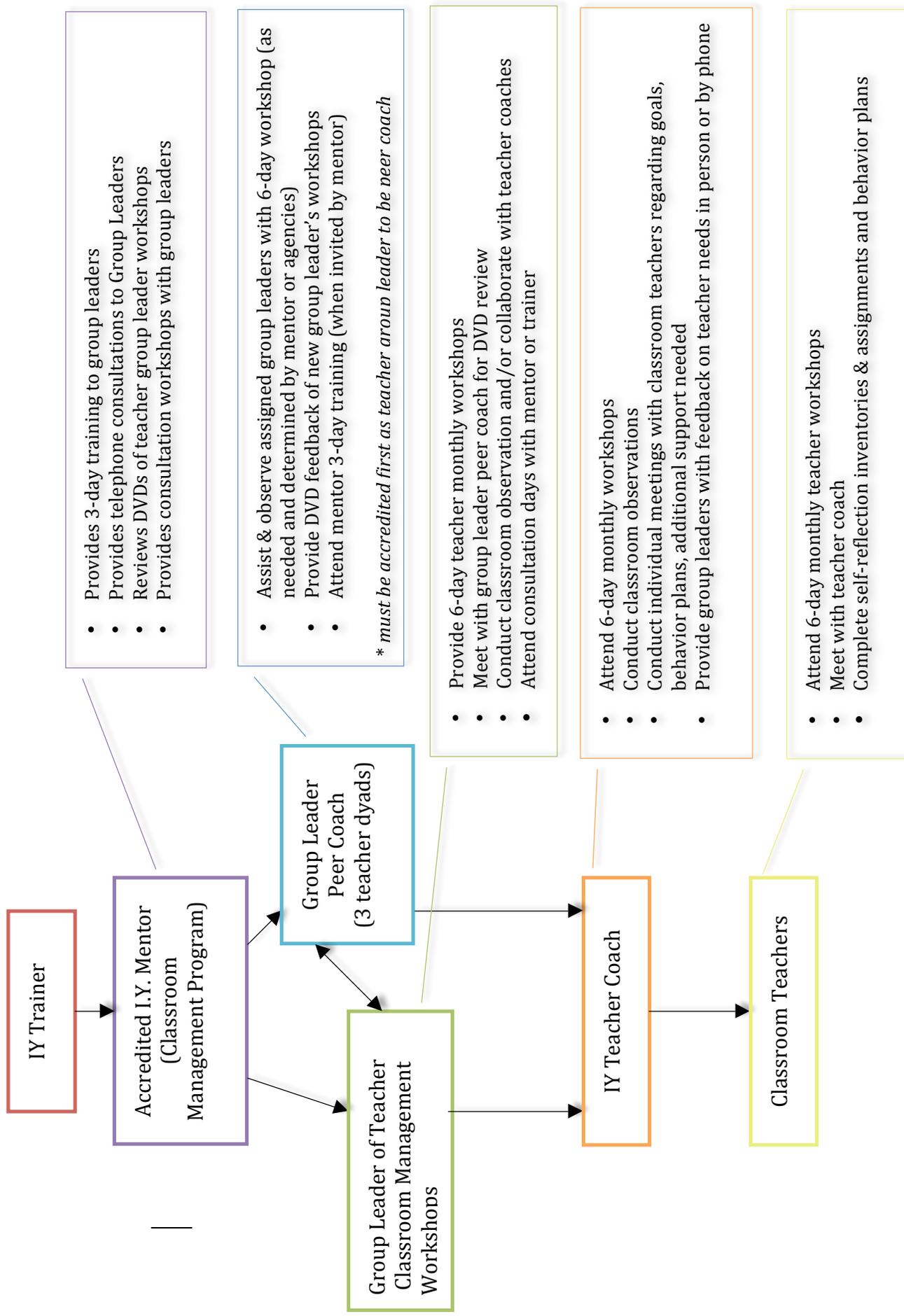
Agenda Day 1

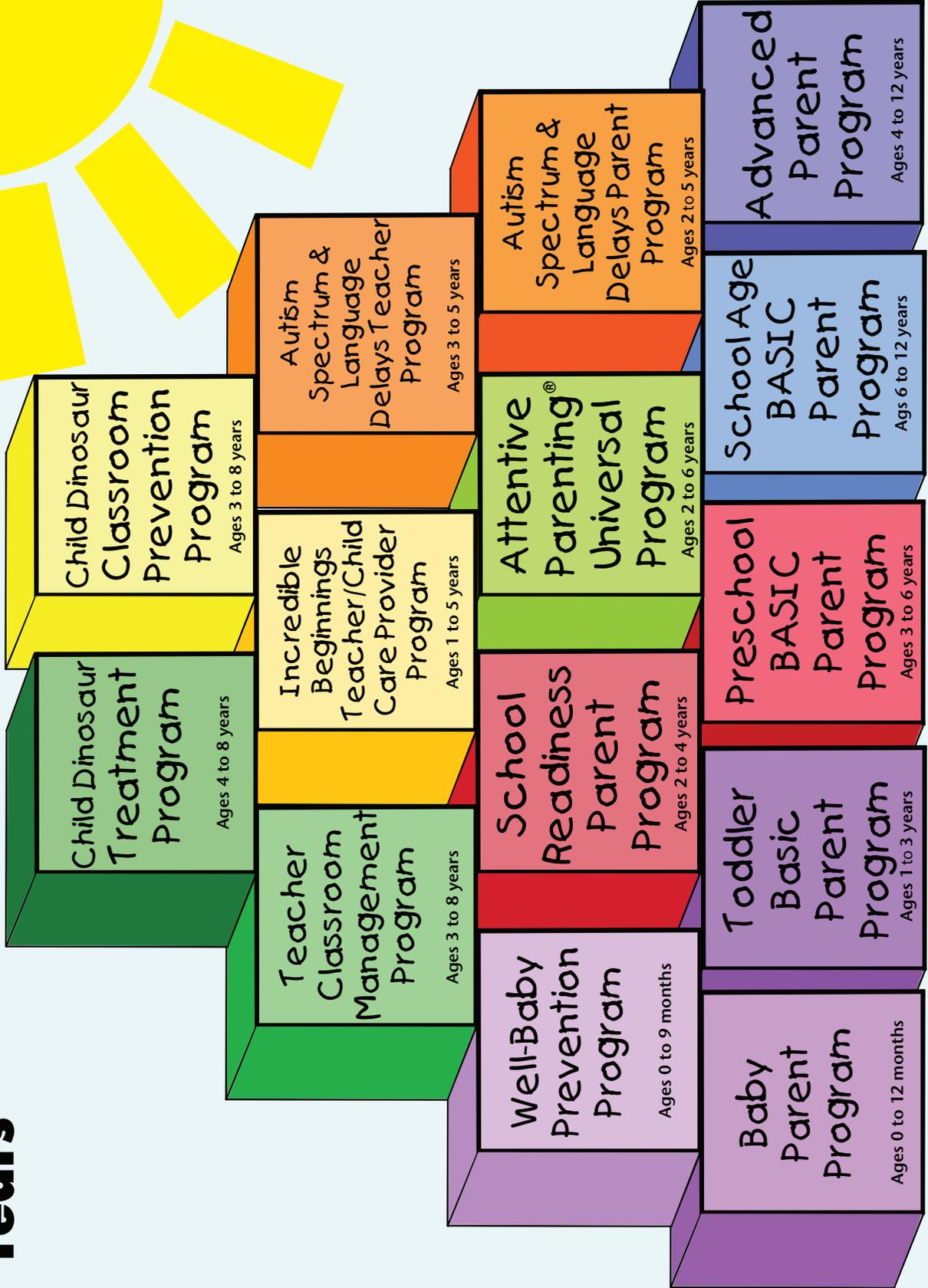
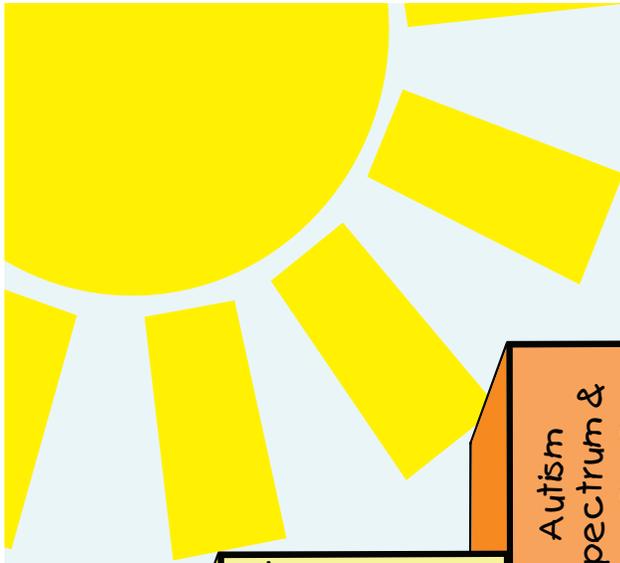
- 8:30 - 9:15** Introductions, experience providing peer support and supervision.
Goals
- 9:15-10:00** Brainstorm key principles of supervision/coaching
- 10:00-10:15** Break
- 10:15-12:00** Small group exercises and brainstorms around skills in coaching
and video/DVD review
- 12:00-1:00** Lunch
- 1:00-2:15** 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

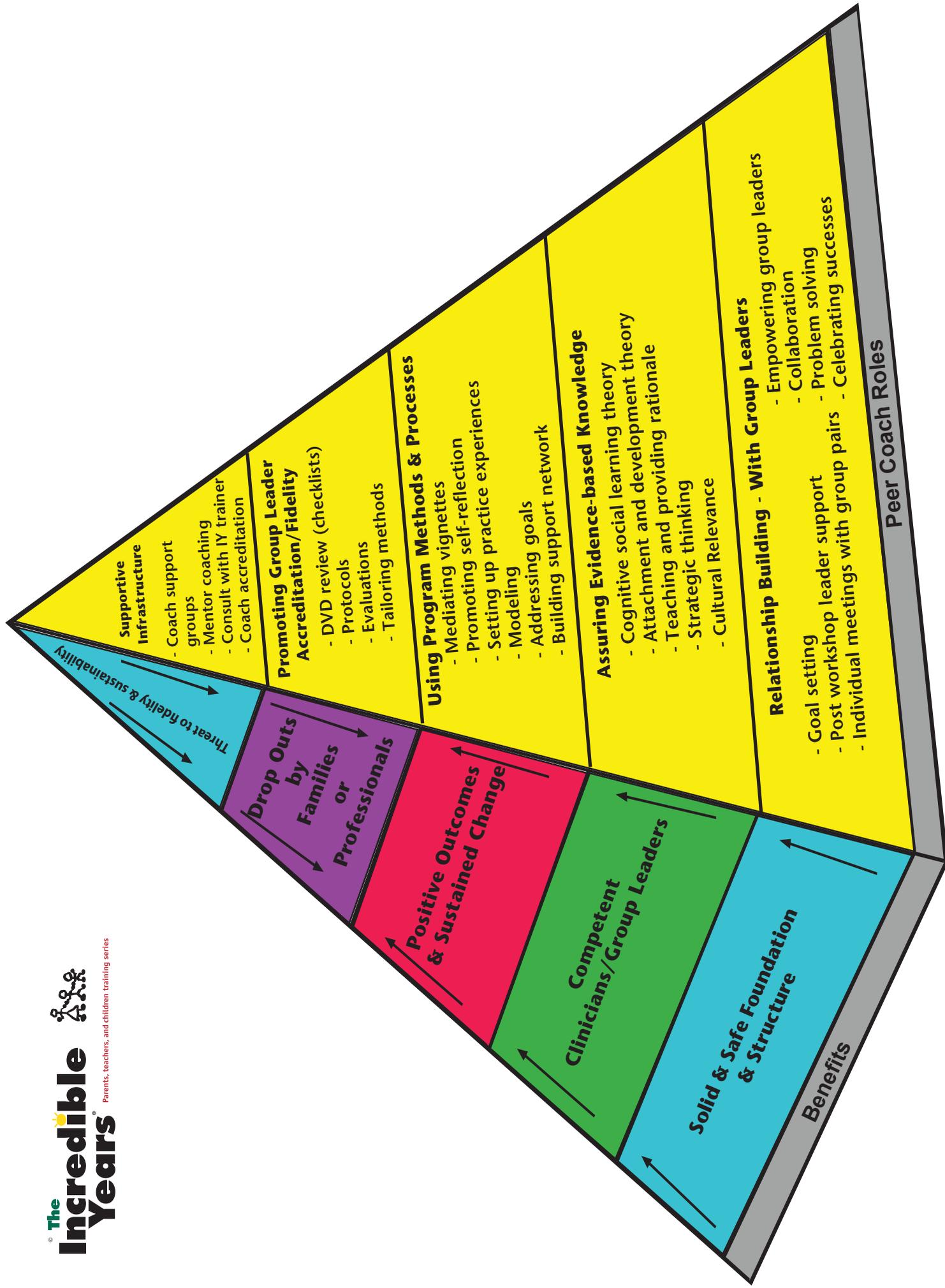
Day 2 participants will bring videos of their own group sessions cued up for discussion within group and for practice in coaching.



Incredible Years Teacher Training, Coaching, and Support Infrastructure







Incredible Years® Peer Coach Pyramid

Preparing for IY Peer Coach Group Leader Meeting

- Coach reminds group leader of what s/he needs to do to prepare for coaching session (in advance). Group leader is asked to:
 - Review DVD 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 DVDs 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 Teacher Training From Peers, and Incredible Years (IY) Coaches and Mentors

C. Webster-Stratton, Ph.D.

The opportunity to obtain video review of your IY teacher training workshops from peers, coaches and mentors is both scary and exciting as well as a special privilege. Sharing your teaching methods with others and obtaining feedback from colleagues will result in continual improvement of your teaching skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays, coaching, brainstorming, buzzes, cognitive exercises, homework) and training processes (e.g., nurturing relationships, reframing, collaboration, modeling, values exercises, brainstorming) leads to improved outcomes in teacher behavior management strategies as well as their program satisfaction. Moreover, by sharing your skills with others—both the difficult workshop 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/DVD group supervision?

- Increased quality of program being delivered to teachers
- Continued opportunity to hone effective group leadership skills and be challenged by others to try new ideas
- 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 teacher group leaders
- Knowledge that increased fidelity leads to better outcomes for teachers and children

What are the barriers to video group supervision?

- No time in work week to do DVD 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
- Teachers or schools will not give permission to video tape groups
- Unavailability of video camera
- Unavailability of a mentor or coach in area to review tapes
- Lack of availability of colleagues familiar with IY group processes

Preparing for Supervision and DVD 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 talkative teacher, or, domineering teacher, or, resistive teacher.*” 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 teacher and who to act the role of group leader. Taking on the role of a difficult teacher can help you empathize with teacher’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 DVD Review Session

- DVD 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
- Teacher’s individual goals (from first session)
- Teacher workshop evaluation forms and attendance list
- Protocols of workshops completed (6 protocols total)
- Principles covered

Self-directed Learning and Goal Setting

Some teacher workshop leaders have had extensive adult group leader experience and others have had comparatively little. Some teacher workshop group leaders have had extensive teaching experience with children and others are less experienced. For this reason, each teacher’s learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Workshop 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 DVDs 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 training workshops together, 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 coaches or mentors.

Telephone or email 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 leader.

Coaches Thinking Like Scientists



Problem

Strengths

Goals

Strategies

Benefits

Obstacles
[thoughts, feelings be-
havior in self & others]

Ongoing Plans



Coaches Thinking Like Scientists



Problems



Strengths



Goals



Incredible Years

Coaching and Mentoring 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 DVD review:

Issue problem solved and practiced:

Summary of Key Learning:



Incredible Years

Coaching and Mentoring Gems



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:



Incredible Years

Coaching and Mentoring 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 DVD review:

Issue problem solved and practiced:

Summary of Key Learning:



Incredible Years

Coaching and Mentoring Gems



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:



Incredible Years

Coaching and Mentoring 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 DVD review:

Issue problem solved and practiced:

Summary of Key Learning:



Incredible Years

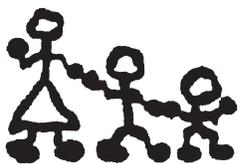
Coaching and Mentoring Gems



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:



Individual Video/DVD Review Process of Teacher Group Leader's Group Session C. Webster-Stratton Ph.D.

Video/DVD 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:* Peer coaches and certified group leaders may review a tape 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/DVDs 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/DVD 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/DVD 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: Video/DVDs reviewed by peer coaches are not accepted for certification. Mentors must still do review and certification of final Video/DVDs for certification.

Checklist of what group leaders bring for Video/DVD review with peer coaches:

- ___ Video/DVD of group 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)
- ___ Teacher evaluation forms and attendance list
- ___ Protocols of sessions completed
- ___ Principles covered
- ___ Supervision evaluation forms

Planning for Video/DVD 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 tape 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/DVD when preparing for review. REFER GROUP LEADERS TO THE DOCUMENT PREPARING FOR YOUR VIDEO/DVD 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/DVD 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 teacher 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 Teacher Evaluations and Attendance List

Group leader presents the teacher 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.

| |
|--|
| <input type="checkbox"/> Self Evaluation <input type="checkbox"/> Certified Trainer |
|--|



Incredible Years
PEER COACH VIDEO CHECKLIST
3/2010

This checklist is designed for peer coaches to complete following a peer coaching session with the group leader who has delivered an Incredible Years (IY-TCM) teacher classroom management workshop, or when reviewing and self-reflecting on a DVD of themselves providing a peer coach session to a group leader. By watching a DVD of aspects of a workshop delivered 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.

| PEER COACH KNOWLEDGE | YES | NO | N/A |
|--|------------|-----------|------------|
| Did the Peer Coach: | | | |
| 1. Demonstrate a clear understanding of social, cognitive, emotional and behavioral principles and theory when discussing behaviour management. | _____ | _____ | _____ |
| 2. Demonstrate knowledge of Incredible Years TCM content covered in workshop. | _____ | _____ | _____ |
| 3. Provide rationale for program structure and principles covered in a clear convincing manner. | _____ | _____ | _____ |
| 4. Use personal examples of workshops to explain group process in a relevant manner. | _____ | _____ | _____ |
| 5. Appear knowledgeable and sensitive to cultural diversity. | _____ | _____ | _____ |
| 6. Provide up to date IY handouts, workshop protocols and checklists regarding the program. | _____ | _____ | _____ |
| 7. Demonstrate good knowledge of Incredible Years website and signpost group leaders. | _____ | _____ | _____ |
| 8. Demonstrate thorough knowledge of IY teacher classroom management 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 humour when appropriate. | _____ | _____ | _____ |
| 15. Use self disclosure strategically. | _____ | _____ | _____ |
| 16. Listen and validate group leader's previous experience and expertise. | _____ | _____ | _____ |
| 17. Foster the idea that group leaders learn from each others' experiences. | _____ | _____ | _____ |
| 18. Help group leaders learn to support and reinforce each other and work as a team. | _____ | _____ | _____ |
| 19. Encourage group leaders to self-reflect and problem solve solutions themselves when possible. Ask questions with a positive tone to clarify issues before offering solutions. | _____ | _____ | _____ |
| 20. Praise group leaders' ideas and foster their self reflection and self learning. | _____ | _____ | _____ |
| 21. Summarise and restate important points regarding learning. | _____ | _____ | _____ |
| 22. Impose sufficient structure to facilitate learning. | _____ | _____ | _____ |
| 23. Prevent side tracking. | _____ | _____ | _____ |
| 24. Normalize learning process and difficulties when first delivering teacher workshops. Reflects on group leaders feelings and anxieties. | _____ | _____ | _____ |
| 25. Pull out "principles" from group leader's ideas. | _____ | _____ | _____ |
| 26. Know when to be flexible and allow a digression for an important issue and know how to tie it into group leader goals and learning. | _____ | _____ | _____ |

SET UP

Did the Peer Coach:

- | | | | |
|--|-------|-------|-------|
| 27. Set up the room and chairs so that everyone could see the TV ready for tape review. | _____ | _____ | _____ |
| 28. Set a clear agenda for the peer coaching session in collaboration with group leaders. | _____ | _____ | _____ |
| 29. In advance ask group leaders to provide paperwork ready for review (e.g. teacher evaluation forms, goals and attendance list, principles covered, workshop protocols with vignettes covered etc.) Review this paperwork before starting video review to determine leader's fidelity to workshop protocols. | _____ | _____ | _____ |
| 30. When reviewing workshop protocols explore their choice of vignettes shown, role plays conducted or their reasons for not being able to adhere to the protocols. | _____ | _____ | _____ |
| 31. Check with group leaders they have read the document preparing for your video tape review (Obtaining Video Tape Review) | _____ | _____ | _____ |
| 32. After identifying group leaders' goals for the review, set realistic | _____ | _____ | _____ |

priorities depending on the group leaders' prior experiences and knowledge level

REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION

Did the Peer Coach:

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

REVIEW OF VIDEO CLIPS

Did the Peer Coach:

- 39. Begin the discussion by asking group leaders why they have chosen the video clip segment from their workshop.
- 40. Identify what the group leaders would like feed back on.
- 41. Give group leaders a chance to talk about their experiences.
- 42. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the teachers.
- 43. Asks open ended guided questions to group leaders about what was happening in the clip to support self reflection.
- 44. Paraphrase and highlight the key points made by group leaders and encourage them to write these down.
- 45. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having teachers identify their own principles?)
- 46. Move onto 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).
- 47. Use role play appropriately to reinforce and practice new learning or

suggested ideas.

48. Encourage group leaders to refer to checklists periodically to summarize their insights and main points.

ROLE PLAY AND PRACTICE

Did the Peer Coach:

49. Ensure that the skill to be practiced had been covered in the discussion prior to asking group leader to role play (ensures likelihood of success).

50. Do several spontaneous role plays/practices that are derived from the video clip and what happened in the group.

51. Do several practice/role plays which allow group leaders to practice new skills.

52. Use all of the following skills when directing role plays/practices.

_____ Clarifies role of each participant and purpose of practice.

_____ Skilfully encourages & supports group leaders in role plays.

_____ Provide each group leader with a description of their role.

_____ Provide enough scaffolding so that group leaders are successful in their role.

_____ Coaches group leader during role play/practice to maximise success.

_____ Praise role play/practice periodically to redirect, give clarification or reinforce group leaders.

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

_____ Debrief with each group leader afterwards to help them reflect on what they have learnt.

_____ Encourage feedback from other group leader about strengths (e.g. What key group leadership skills did you see X using to make it so effective?)

_____ Rerun role play (changing roles when necessary) to consolidate learning.

CLOSING SESSION

Did the Peer Coach:

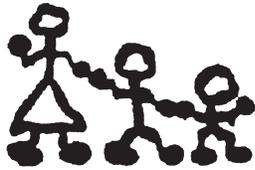
53. Begin the ending process with 10 minutes remaining.

54. Summarise the group leaders' strengths.

55. Summaries key learning points of the session (one way to do this would be to have group leaders review notes taken during the session.)

- 56. Have group leaders set goals for future teacher workshops and write them down (e.g. a group leader may strive to do more role plays, to lecture less and collaborate more, to give teachers more praise, or, to help teachers see how the strategy fits their goals, or help teachers adapt to the needs of a particular child etc.) Set up next coaching meeting time on schedule. _____
- 57. Review group leaders progress towards certification /accreditation. _____
- 58. Have group leaders complete evaluation form (Quality of Supervision form). _____
- 59. 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 delivering the teacher classroom management workshop 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 tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about than what they hear about. The Peer Coach’s role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions when needed and to support and motivate new group leaders in their learning process.



Teacher Group Leader Collaborative Process Checklist for Workshops

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

Teacher Self-Evaluation (name): _____

Co-teacher Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts and practice activities ready for the teachers to pickup. | _____ | _____ | _____ |

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last training workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | _____ | _____ | _____ |
| 6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. Highlight key principles that their examples illustrate? (e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?") | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS, Continued

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 9. Explore with teachers who didn't complete the practice assignments what made it difficult, and learn how practice assignments can be made more meaningful or practical? (e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?") | _____ | _____ | _____ |
| 10. If a teacher's description of how they applied the skills makes it clear that he/she misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher 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..." or, "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.") | _____ | _____ | _____ |
| 11. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, or non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.) | _____ | _____ | _____ |
| 12. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate? | _____ | _____ | _____ |

WHEN BEGINNING THE TOPIC FOR THE DAY

YES NO N/A

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 13. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | _____ | _____ | _____ |
| 14. Paraphrase and highlight the points made by teachers – writing key points or principles on the board? | _____ | _____ | _____ |

WHEN SHOWING THE VIGNETTES

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 15. Before showing vignette, focus teachers by telling them what they will see (e.g., age of child, situation) and what you want them to watch for (e.g., "In the next vignette we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom.")? | _____ | _____ | _____ |
|---|-------|-------|-------|

Leader Collaborative Process Checklist, Continued**WHEN SHOWING THE VIGNETTES, Continued**

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 16. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom? | _____ | _____ | _____ |
| 17. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) | _____ | _____ | _____ |
| 18. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.) | _____ | _____ | _____ |
| 19. Paraphrase and highlight the points made by teachers – writing key points or "principles" on the board? | _____ | _____ | _____ |
| 20. Help teachers see how principles learned from vignettes apply to their classroom or specific students? | _____ | _____ | _____ |
| 21. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? | _____ | _____ | _____ |
| 22. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) IF group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on. | _____ | _____ | _____ |
| 23. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas? | _____ | _____ | _____ |
| 24. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler, preschool child or older, school-age child)? | _____ | _____ | _____ |
| 25. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students? | _____ | _____ | _____ |

PRACTICE AND DIRECTING ROLE PLAYS

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 26. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.) | _____ | _____ | _____ |
|---|-------|-------|-------|

Leader Collaborative Process Checklist, Continued

- | | | | |
|---|-------|-------|-------|
| 27. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.") | _____ | _____ | _____ |
| 28. Do frequent planned role plays, practices or buzzes over the course of the workshop day? | _____ | _____ | _____ |
| 29. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? | _____ | _____ | _____ |
| 30. Use all of the following skills when directing role plays: | _____ | _____ | _____ |
| a. Select teachers strategically to be teacher or student? | _____ | _____ | _____ |
| b. Skillfully get teachers engaged in role plays which address their goals and questions? | _____ | _____ | _____ |
| c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior)? | _____ | _____ | _____ |
| d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)? | _____ | _____ | _____ |
| e. Invite other workshop members to be "coaches," (to call out ideas if the actor is stuck)? | _____ | _____ | _____ |
| f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants? | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? | _____ | _____ | _____ |
| 31. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")? | _____ | _____ | _____ |
| 32. Solicit feedback from group about strengths of teacher in role? | _____ | _____ | _____ |
| 33. Re-run role play, changing roles or involving different teachers (not always needed, but helpful to do for teachers who need modeling by someone else first because they find the skill difficult)? | _____ | _____ | _____ |

COMPLETE INDIVIDUAL BEHAVIOR PLANS

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 34. Break up into groups (6-7) to do behavior plans – based on the principles and content discussed in that workshop? | _____ | _____ | _____ |
| 35. Review, refine and share behavior plans for students? | _____ | _____ | _____ |

PARENT INVOLVEMENT

YES NO

N/A

Did the Leaders:

- 36. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual and website: <http://www.incredibleyears.com/TeacherResources/index.asp>). _____
- 37. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around students' learning needs? _____

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

YES

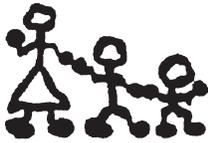
NO

N/A

Did the Leaders:

- 38. Begin the ending process with about 15 minutes remaining? _____
- 39. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website: <http://www.incredibleyears.com/Resources/TP.asp>)? _____
- 40. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? _____
- 41. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? _____
- 42. Have teachers complete the workshop evaluation form? _____
- 43. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? _____
- 44. Call, e-mail or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See Teacher buzz forms on website: <http://www.incredibleyears.com/Resources/TP.asp>) _____
- 45. Set up classroom observations and personal feedback in schools by group leaders or IY coach? _____

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Teachers are far more likely to put into practice what they talk about and practice with support than what they hear about.



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

Leader's Name _____

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. Review 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.

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

| <i>II. LEADER LEADERSHIP SKILLS</i> | <i>COMMENTS</i> |
|--|-----------------|
| Establishes ground rules for group | |
| Started and ended meeting on time | |
| Explained agenda for workshop | |
| Emphasizes the importance of homework and practice | |
| 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 workshop's content | |
| Anticipates potential difficulties | |
| Predicts behaviors and feelings | |
| Encourages generalization of concepts to different settings and situations | |
| Encourages teachers 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 | |

| <i>III. LEADER RELATIONSHIP BUILDING SKILLS</i> | <i>COMMENTS</i> |
|--|------------------------|
| Uses humor and fosters optimism | |
| Normalizes problems when appropriate | |
| Validates and supports teachers' 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 | |
| Re-frames experiences from the child's viewpoint and modifies teachers' negative attributions | |
| Strategically confronts, challenges and teaches teachers when necessary | |
| Identifies and discusses resistance | |
| Maintains leadership of group | |
| Advocates for teachers | |

| <i>IV. LEADER KNOWLEDGE</i> | <i>COMMENTS</i> |
|--|------------------------|
| 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 teachers' 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 videotape examples efficiently and strategically to trigger group discussion | |
| Uses role play and rehearsal to reinforce learning | |
| Review homework and gives feedback | |
| Uses modeling by self or other group members when appropriate | |

| VI. TEACHERS' RESPONSES | COMMENTS |
|--|-----------------|
| Teachers appear comfortable and involved in session | |
| Teachers complete homework, ask questions and are active participants | |
| Teachers complete positive evaluations of sessions | |

Summary Comments:

Candidate has satisfied video requirements for certification. ____ Yes ____ No

Name of Evaluator _____

Date _____

Name of Organization/Agency: _____

Your Name: _____

Date: _____



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

We are asking you to complete this self-evaluation about the quality of peer coaching you are giving group leaders in regard to their delivery of the teacher classroom management program. 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 teacher group leaders deliver the classroom management workshops? (*Circle one.*)

| | | | | |
|-------------------|---|-----------------|---|--------------------------|
| <u>Not at all</u> | | <u>Somewhat</u> | | <u>Extremely helpful</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-----------------------------|---------------------------|----------------|---------------------------|-----------------------|
| <u>Not at all Satisfied</u> | <u>Not very Satisfied</u> | <u>Neutral</u> | <u>Somewhat Satisfied</u> | <u>Very Satisfied</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-----------------------------|---------------------------|----------------|---------------------------|-----------------------|
| <u>Not at all Satisfied</u> | <u>Not very Satisfied</u> | <u>Neutral</u> | <u>Somewhat Satisfied</u> | <u>Very Satisfied</u> |
| 1 | 2 | 3 | 4 | 5 |

5. Do you provide a rationale for your recommendations in terms of the theories underlying the learning principles?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

6. Do you ask the group leaders you coach to assess the strengths and the barriers to change for individual teachers in the workshops?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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
1 2 3 4 5

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
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

14. Do you refer to “principles” that group leaders or teachers have developed to assist their students?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

15. Do you review group leader workshop protocols and evaluations with them as part of peer coaching?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Incredible Years
1411 8th Avenue West
Seattle, WA 98119
Phone and FAX (206) 285-7565

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



The Incredible Years (IY) Evaluation of Quality of Teacher program Peer Coaching (by Teacher Group Leaders of TCM Program re: their group leader peer coach)

We are asking you to complete this questionnaire about the quality of peer coaching you are receiving from your peer coach regarding your teacher training workshops. This information helps coaches to continually improve the way they provide you 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 the teacher classroom management workshops? (*Circle one.*)

| | | | | |
|-------------------|---|-----------------|---|--------------------------|
| <u>Not at all</u> | | <u>Somewhat</u> | | <u>Extremely helpful</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-----------------------------|---------------------------|----------------|---------------------------|-----------------------|
| <u>Not at all Satisfied</u> | <u>Not very Satisfied</u> | <u>Neutral</u> | <u>Somewhat Satisfied</u> | <u>Very Satisfied</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1 | 2 | 3 | 4 | 5 |

5. Does your peer coach work with you to help identify the strengths and the barriers to change for individual teachers in the workshops?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

7. Does your peer coach encourage you to do live role plays during coaching meetings?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

8. Does your peer coach work collaboratively with you to select the portions of the DVD workshops to be reviewed?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

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
1 2 3 4 5

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
1 2 3 4 5

12. Does your peer coach ask questions to determine your approach with an individual teacher or classroom situation?

Not at all Very little Some Quite a bit Extensive
1 2 3 4 5

13. Does your peer coach refer to “principles” that teachers have developed to assist students?

| | | | | |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1 | 2 | 3 | 4 | 5 |

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

| | | | | |
|-------------------|--------------------|-------------|--------------------|------------------|
| <u>Not at all</u> | <u>Very little</u> | <u>Some</u> | <u>Quite a bit</u> | <u>Extensive</u> |
| 1 | 2 | 3 | 4 | 5 |

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?



Preparing for your Video Skype Consultation

Name of Group Leaders:

Date:

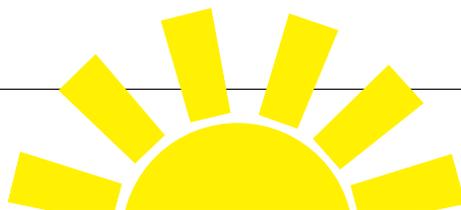
Video clip time codes:

Session Topic: _____

Brief description of background of video clip:

Goals for video clip sent:

Any other specific issues I would like to discuss:





Checklist of Training Steps Required for Certification of an IY TCM Peer Coach

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

Candidate's Name _____

Address _____

Email _____ Date: _____

Step 1

Qualifications for Teacher Group Leader Peer Coach Candidates:

___ Teacher Group Leader Certification/Accreditation for IY Teacher Classroom Management Training Program (6 days)

Date accredited _____

___ No. of Teacher Training Workshops Completed To Date (minimum 4)

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

Mentor Nominating: _____

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 (when available) reviewing DVDs of candidate's own coaching with group leaders (conducted by Certified Trainer) * in-person consultation is preferable, but this step may also be fulfilled through DVD review

Name of Trainer and Date: _____

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

Step 3

Peer Coaching DVD Review by Trainer:

- ___ Presentation of Video of Teacher Peer Coaching to Trainer for review
 Dates of Trainer Review of Peer Coaching : _____
- ___ Evaluation of Peer Coaching by Trainer *(To be completed by Trainer)*

Step 4

Peer Coaching Completed:

- ___ Completed Peer Coaching with 3 Teacher Group Leader Dyads: (6 different people/
 3 dyads with a minimum of four sessions per dyad*; list names and dates of
 group leaders with whom you provided coaching)
- ___ Evaluations from teacher group leaders receiving peer coaching (See form -
 minimum of 6 evaluations required from 3 dyads/6 different leaders)
- ___ Self-evaluations of peer coaching given *(See form - minimum of 3 evaluations required
 - match self evaluation with the above group leader evaluations)*
- ___ Letter explaining your interest in certification and goals for peer coaching

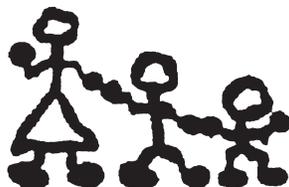
Step 5

Application for 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 Teacher Peer Coach.

Note: It is important for group leaders to realize that obtaining peer coaching on their video does not 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.



A large, light gray graphic of a sun with rays is centered in the background behind the title.

IY Peer Coaching Expectations

The peer coach role is intended to provide group leaders/facilitators with support to successfully lead Incredible Years (IY) groups. Their role will include 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 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.

Following are guidelines for frequency of coaching sessions. *These are recommendations only, and coaching may be offered more frequently if group leaders need it because groups are more difficult for some reason.*

IY Parent and Child Programs:

- New group leaders should have peer coaching meetings every 2 to 3 sessions. Normally a coach meeting is one hour in length.
- More experienced group leaders should have peer coaching sessions every 4-5 sessions.

Teacher Classroom Management and Incredible Beginnings Programs:

- New group leaders should have coaching sessions before each of the 6 workshop training days (total of 6-7 meetings).

- More experienced group leaders should have peer coaching a total of 3 times between the workshop sessions.

Content of Peer Coach Session

- These meeting will review prior workshop videos, plan next workshop day and set goals. A final post consultation should be scheduled to summarize workshop success and plan any follow-up needed.
- More experienced group leaders should have coaching sessions between every 2-3 training days (total of 3 meetings).

Accreditation/certification of peer coaches: Peer coaches must submit paperwork of their work coaching 3 dyads 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 Skype calls. At least one session must be done in person and videotaped. Ideally there will be videos for every peer coached session. Please see the Skype call protocols for use by coaches and participants.*

Ongoing Requirements:

Meet with Mentors and Trainers

Peer coaches should attend a yearly peer coach consultation day with an IY trainer. This requirement can be met through a Skype consultation call.

Continue to deliver Incredible Years groups - at least 1 per year.