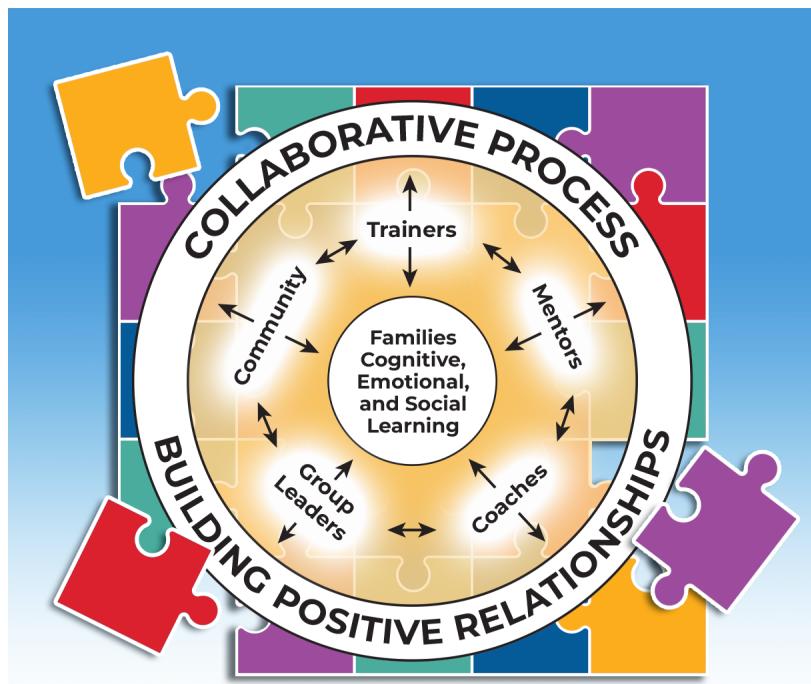




**The  
Incredible  
Years®**

## **Parents, Teachers and Children Series**

### **TEACHER PEER COACHING WORKSHOP**



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

### **WORKSHOP GUIDE**

by Carolyn Webster-Stratton, MSN, MPH, PhD

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## **Table of contents:**

1. Agenda.....	3
2. Program Blocks Graphic.....	4
3. Peer Coach Pyramid.....	5
4. Teacher Training, Coaching, & Support Infrastructure.....	6
5. Preparing for Peer Coaching Session.....	7
6. Preparing for Video Consultation (to be sent to new group leaders).....	8
7. Group Leader Thinking Like Scientists.....	11
8. Coach Gems Forms.....	13
9. Individual Video Feedback Process for Teacher Group Leaders.....	19
10. IY Peer Coaching Process Checklist.....	21
11. IY Teacher Group Leader Process Checklist.....	26
12. Teacher Group Leader Peer & Self-Evaluation Form.....	31
13. Incredible Years Peer Coach Self-Evaluation Form.....	35
14. Incredible Years Evaluation of Quality of Peer Coaching (for group leader).....	38
15. Checklist of Training Steps Required for Accreditation of IY Peer Coach.....	41
16. Peer Coaching Dosage.....	43
17. Online Consultation Tips and Call Prep Form.....	45



## Agenda Day 1 (in-person)

**8:30 - 9:15** Introductions, experience providing peer support and supervision.  
Goals

**9:15 - 10:00** Brainstorm key principles of supervision/coaching

**10:00 - 10:15** Break

**10:15 - 12:00** Small group exercises and brainstorms around skills in coaching and video review

**12:00 - 1:00** Lunch

**1:00 - 2:15** Role play and video review practice

**2:15 - 2:30** Break

**2:30 - 3:45** Role play and video review practice cont'd

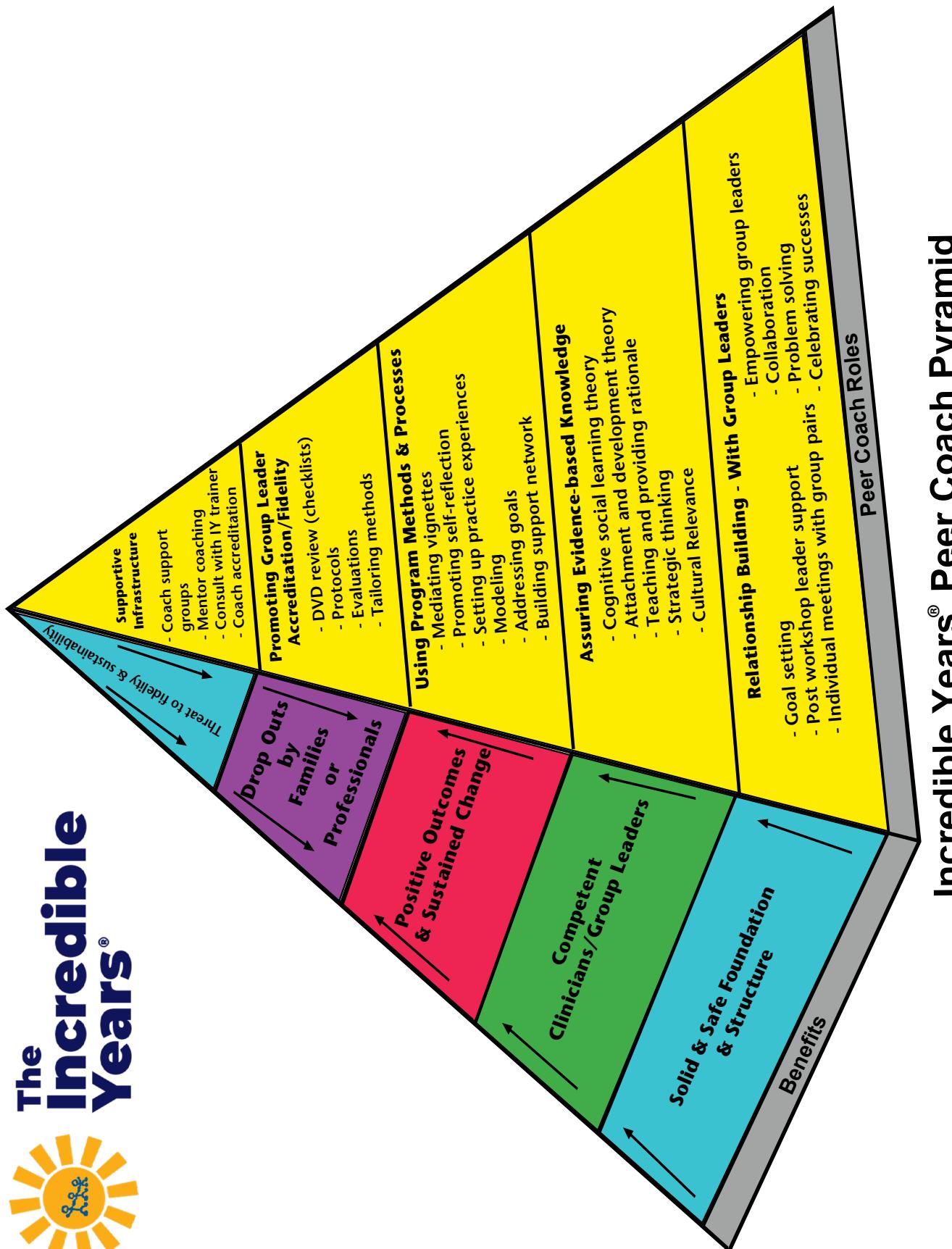
**3:45 - 4:00** Review of day

## Day 2 (in-person)

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



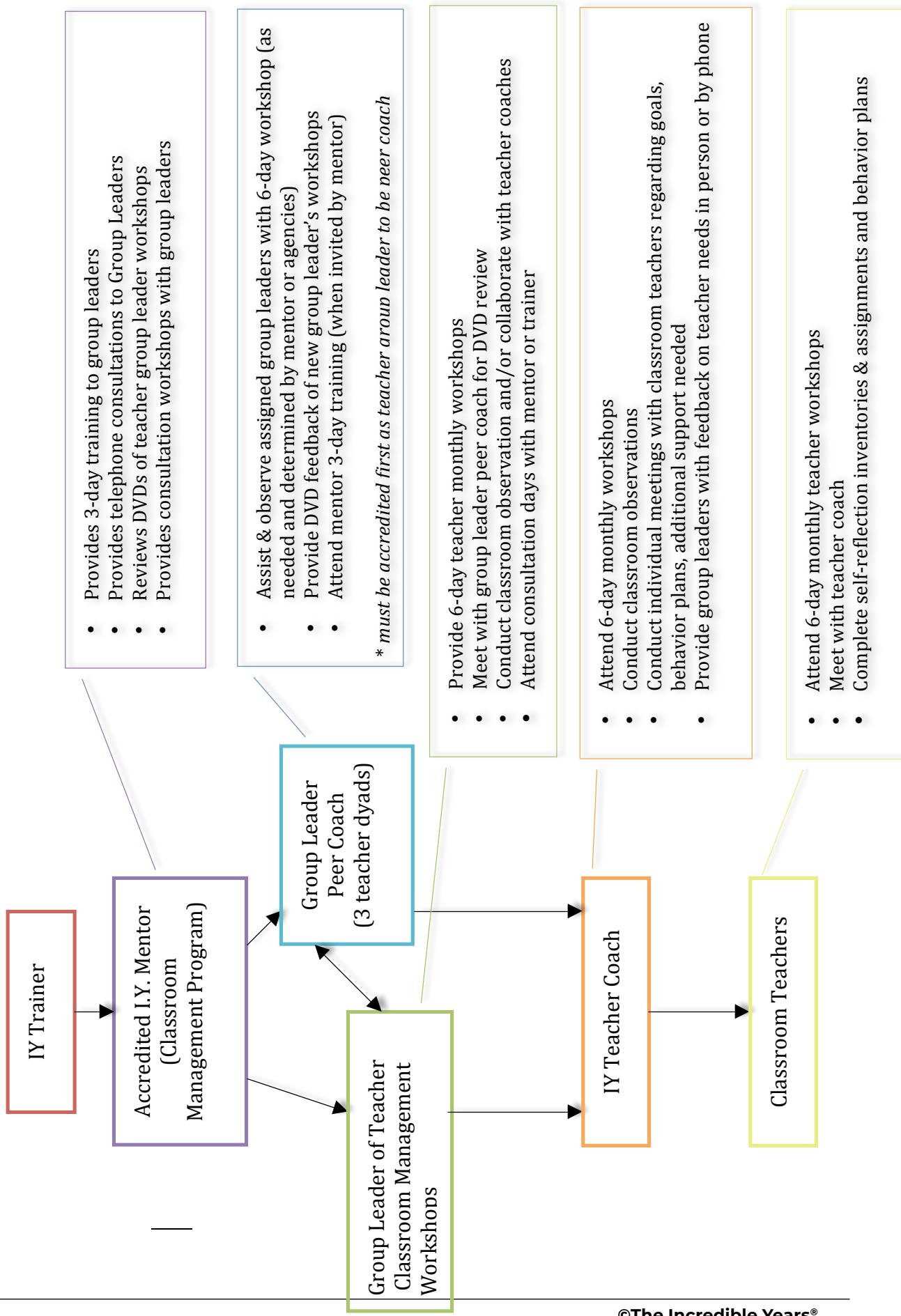
# The Incredible Years®



## Incredible Years® Peer Coach Pyramid



## Incredible Years Teacher Training, Coaching, and Support Infrastructure





## Preparing for IY Peer Coach / Group Leader Meeting

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

## Structure of IY Peer Coach Group Leader Meetings

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



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

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, brainstorms, buzzes, cognitive exercises, homework) and training processes (e.g., nurturing relationships, reframing, collaboration, modeling, values exercises, brainstorms) 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 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 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
- 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 Video Feedback- Be Proactive!**

- Review your video workshop training ahead of time and select 1-2 segments on which you want feedback. This process of selecting a video segment to show should be done with your workshop co-leader.
- Show both positive or successful training strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell your peer group members what kind of help you want. For example, “I want to learn some new strategies for managing this 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 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
- 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**

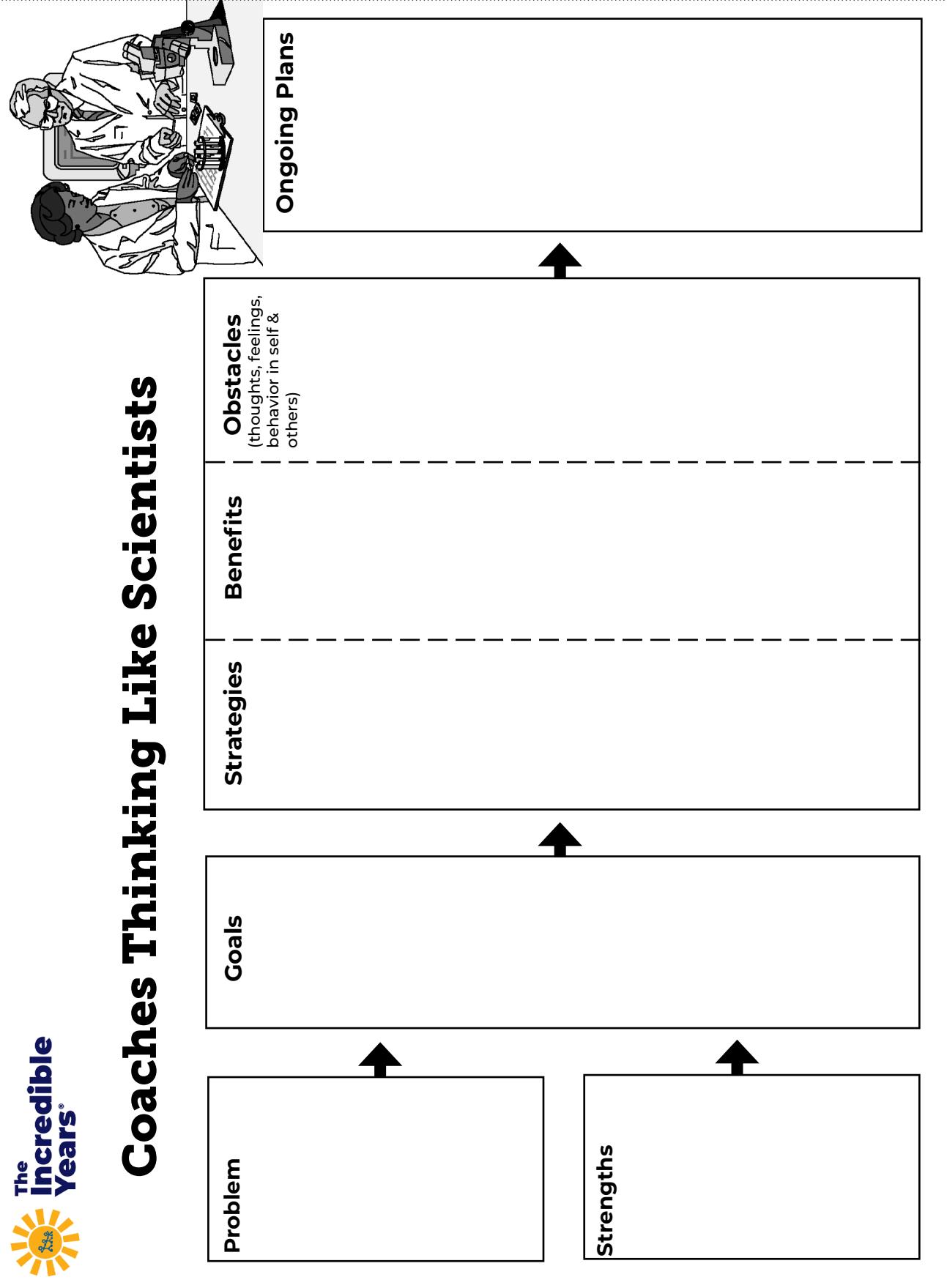
Some teacher workshop leaders have had extensive adult group leader experience and others have had comparatively little. Some teacher workshop group leaders have had extensive teaching experience with children and others are less experienced. For this reason, each teacher’s learning progression, ongoing 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 Experts in Action 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 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.

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



## Coaches Thinking Like Scientists

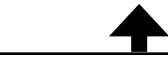




## Coaches Thinking Like Scientists



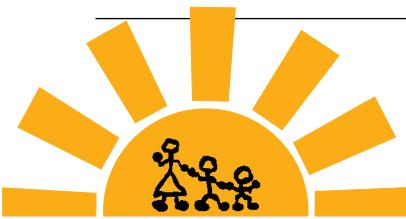
Goals



Problems

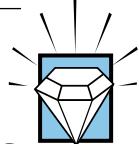
Strengths





# Incredible Years

## Group Leader and Coach/Mentor Gems



Date \_\_\_\_\_ Group Leader(s) \_\_\_\_\_ Coach/Mentor \_\_\_\_\_

Program: Parent  Teacher  Child  Video viewed?  Topic \_\_\_\_\_ Date for next meeting \_\_\_\_\_

### **Fidelity Issues Discussed:**

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

### **Group leader prior goals reviewed:**



### **Group leader goals for group Video review:**

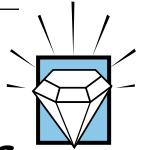
### **Issue problem solved and practiced:**

### **Summary of Key Learning:**



# Incredible Years

## Group Leader and Coach/Mentor Gems



**New Goals and Plans:**

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**Coach/Mentor Actions:**

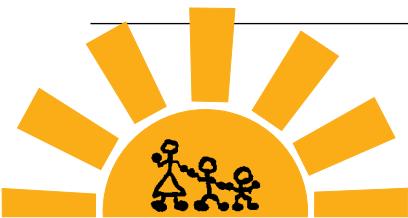
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**Additional Notes:**



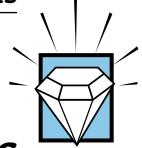
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# Incredible Years

## Group Leader and Coach/Mentor Gems



Date \_\_\_\_\_ Group Leader(s) \_\_\_\_\_ Coach/Mentor \_\_\_\_\_

Program: Parent  Teacher  Child  Video viewed?  Topic \_\_\_\_\_ Date for next meeting \_\_\_\_\_

### ***Fidelity Issues Discussed:***

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

### ***Group leader prior goals reviewed:***

Incredible Group Leaders  
Spotlight Positive Behaviors



### ***Group leader goals for group Video review:***

### ***Issue problem solved and practiced:***

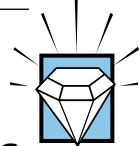
### ***Summary of Key Learning:***





# *Incredible Years*

## *Group Leader and Coach/Mentor Gems*



***New Goals and Plans:***

---

***Coach/Mentor Actions:***

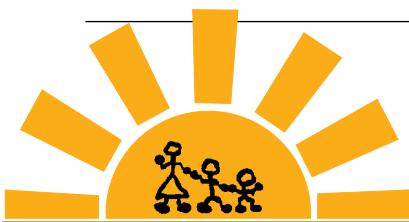
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***Additional Notes:***

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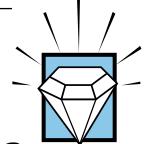


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# Incredible Years

## Group Leader and Coach/Mentor Gems



Date \_\_\_\_\_ Group Leader(s) \_\_\_\_\_ Coach/Mentor \_\_\_\_\_

Program: Parent  Teacher  Child  Video viewed?  Topic \_\_\_\_\_ Date for next meeting \_\_\_\_\_

### **Fidelity Issues Discussed:**

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

### **Group leader prior goals reviewed:**



### **Group leader goals for group Video review:**

### **Issue problem solved and practiced:**

### **Summary of Key Learning:**



# *Incredible Years*

## *Group Leader and Coach/Mentor Gems*



***New Goals and Plans:***

---

***Coach/Mentor Actions:***

---

***Additional Notes:***

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## **Individual Video Feedback Process for Teacher 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/DVD 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
- Teachers’ individual goals (first session)
- Teacher 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 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 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.



# Incredible Years® Peer Coaching Process Checklist

Carolyn Webster-Stratton, PhD (rev. 2022)

Self Evaluation  
 Certified Trainer

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

## PEER COACH KNOWLEDGE

### *Did the Peer Coach:*

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? \_\_\_\_\_

**YES    NO    N/A**

## PEER COACH PROCESS

### *Did the Peer Coach:*

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


**YES    NO    N/A**
**PEER COACH PROCESS (Cont.)**

17. Foster the idea that group leaders learn from each other's experiences? \_\_\_\_\_

18. Help group leaders learn to support and reinforce each other and work as a team? \_\_\_\_\_

19. Encourage group leaders to problem solve solutions when possible. Ask questions with a positive tone to clarify issues before offering solutions? \_\_\_\_\_

20. Praise group leader's ideas and foster their self reflection and self learning? \_\_\_\_\_

21. Summarize and restate important points? \_\_\_\_\_

22. Impose sufficient structure to facilitate group process? \_\_\_\_\_

23. Prevent side tracking? \_\_\_\_\_

24. Normalize learning process and difficulties when first doing groups? Reflect on group leaders feelings and anxieties? \_\_\_\_\_

25. Pull out group "principles" from group leaders' ideas? \_\_\_\_\_

26. Help group leader know how to make strategies developmentally appropriate for children? \_\_\_\_\_

27. Know when to be flexible and allow a digression for an important issue and know how to tie it into sessions content? \_\_\_\_\_

**SET UP**
***Did the Peer Coach:***

28. Set up the room and chairs so that everyone could see the monitor for video review? \_\_\_\_\_

29. Set a clear agenda for the session in collaboration with group leaders? (write on flip chart or white board) \_\_\_\_\_

30. In advance, ask group leaders to provide paperwork ready for review (e.g., group leader checklists, parent evaluation forms, goals and attendance list, principles covered, session protocols with vignettes covered, etc.)? Review this paperwork to determine leader's fidelity to session protocols? \_\_\_\_\_

31. When reviewing session protocols, explore their rationale for their selection of specific vignettes chosen, role plays conducted, or their reasons for not being able to adhere to the protocols? \_\_\_\_\_

32. Check that group leaders have read the document about preparing for video review ("Obtaining Video Review")? \_\_\_\_\_

33. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level? \_\_\_\_\_



YES   NO   N/A

## REVIEW OF GOALS SET AT END OF LAST PEER COACH

### SESSION

#### *Did the Peer Coach:*

34. Begin by asking group leaders how they worked on their goals since the last peer coach session? \_\_\_\_\_

35. Highlight any key skills used and have group leaders write down key principles of group leadership? \_\_\_\_\_

36. Praise and encourage group leaders for what they did well and recognize their beginning steps to change rather than correct their process? \_\_\_\_\_

37. Help group leaders integrate prior learning by asking them to use principles from prior sessions? \_\_\_\_\_

38. Explore with group leaders who didn't complete their goals what made it difficult? Help them identify how to overcome difficulties? \_\_\_\_\_

39. Limit the discussion of prior goals to give adequate time for discussing new goals and viewing the video clip brought for discussion? \_\_\_\_\_

## REVIEW OF VIDEO CLIPS

#### *Did the Peer Coach:*

40. Begin the discussion by asking group leaders why they have chosen the video clip? \_\_\_\_\_

41. Identify what group leaders would like feedback on and what their goals are? \_\_\_\_\_

42. Give group leaders a chance to reflect upon their experiences? \_\_\_\_\_

43. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the parents? \_\_\_\_\_

44. Ask open ended questions to group leaders about what was happening in the clip to support self reflection? \_\_\_\_\_

45. Paraphrase and highlight the key points made by group leaders and encourage them to write these down? \_\_\_\_\_

46. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having parents identify their own principles?)? \_\_\_\_\_

47. Move on to the next clip after key points have been discussed rather than let discussion go on at length (this ensures that the leaders will have sufficient time for role playing and for showing all clips)? \_\_\_\_\_

48. Use role play appropriately to reinforce and practice new learning or suggested ideas? \_\_\_\_\_

49. Encourage group leaders to refer to process checklists periodically to summarize their insights and main points? \_\_\_\_\_

**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 successful in their role? \_\_\_\_\_
- e. Coach group leader during role play to maximize success? \_\_\_\_\_
- f. Pause role play periodically to praise, or redirect, give clarification, or ask group leader to think of alternative responses? \_\_\_\_\_
- g. Take responsibility for having given poor instructions if role play is not successful and allow "actor" time to rewind and replay? \_\_\_\_\_
- h. Debrief with each group leader afterwards to help them reflect on what they have learned? \_\_\_\_\_
- i. Encourage feedback from other group leaders about strengths (e.g. "What key group leadership skills did you see \_\_\_\_\_ using to make it effective?")? \_\_\_\_\_
- j. Re-run the role play (changing roles when necessary) to consolidate learning? \_\_\_\_\_

**CLOSING SESSION*****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? \_\_\_\_\_



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:**



## **Teacher Group Leader Collaborative Process Checklist** (rev. 2023)

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 video 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. This checklist is also used by IY Trainers/Mentors when reviewing video for accreditation.

Leader Self-Evaluation (name): \_\_\_\_\_

Co-leader Evaluation: \_\_\_\_\_

Certified Trainer/Mentor Evaluation: \_\_\_\_\_

Date: \_\_\_\_\_

### **SET UP**

#### **Did the Leaders:**

1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables)	YES	NO	N/A
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 pick up.	_____	_____	_____

### **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 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 and achieving short-term goals, 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?")	_____	_____	_____

9. Select teachers strategically to demonstrate and role play successful strategies or to refine their approach?  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_
10. Explore with individuals who didn't complete the practice assignments what made it difficult (barriers) and discuss how practice assignments can be made more meaningful to meet their goals? (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?")  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_
11. If a teacher's description of how they applied the skills makes it clear that they 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.")  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_
12. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with students not related to today's topic, non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.)  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_
13. Explore ways to make teaching strategy developmentally appropriate for each student?  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_
14. 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**
***Did the Leaders:***

15. 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.)  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_
16. Paraphrase and highlight the points made by teachers - writing key points or principles on the board?  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_

**WHEN SHOWING THE VIGNETTES**
***Did the Leaders:***

17. Before showing vignette, focus teachers by telling them what they will see (e.g., age and developmental status 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")?  
\_\_\_\_\_\_    \_\_\_\_    \_\_\_\_

18. 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? \_\_\_\_\_

19. 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.) \_\_\_\_\_

20. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.) \_\_\_\_\_

21. Paraphrase and highlight the points made by teachers - writing key points or "principles" on the board? \_\_\_\_\_

22. Help teachers see how principles learned from vignettes apply to their classroom or specific students? \_\_\_\_\_

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

24. 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. \_\_\_\_\_

25. Use vignettes to promote alternative ideas for responding to situations and to relay practice role plays using their ideas? \_\_\_\_\_

26. Use vignettes to trigger practices designed to address students at different developmental levels? \_\_\_\_\_

27. 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?) \_\_\_\_\_

28. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students? \_\_\_\_\_

**PRACTICE AND ROLE PLAYS*****Did the Leaders:***

29. 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.) \_\_\_\_\_

30. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.") \_\_\_\_\_

31. Do frequent planned role plays, practices or buzzes over the course of the workshop day? \_\_\_\_\_

32. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? Groups should be organized by child's developmental ability. \_\_\_\_\_

33. Use all of the following skills when directing role plays: \_\_\_\_\_

- Select teachers strategically to be teacher or student? \_\_\_\_\_
- Skillfully get teachers engaged in role plays which address their goals and questions? \_\_\_\_\_
- 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, and developmental level)? \_\_\_\_\_
- 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)? \_\_\_\_\_
- Invite other workshop members to be "coaches" (to call out ideas if the actor is stuck)? \_\_\_\_\_
- Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants? \_\_\_\_\_
- Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? \_\_\_\_\_

34. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?") \_\_\_\_\_

35. Solicit feedback from group about strengths of teacher in role? \_\_\_\_\_

36. Re-run role play, changing roles, involving different teachers, or with child of different language/cognitive/play developmental level or temperament (being in role as student is helpful for teachers to experience their students' perspective and a different way of responding)? \_\_\_\_\_

**COMPLETE INDIVIDUAL BEHAVIOR PLANS**
***Did the Leaders:***

37. Break up into groups (6-7) to do behavior plans - based on the principles and content discussed in that workshop? (See teacher buzz forms on website: [www.incredibleyears.com](http://www.incredibleyears.com)) \_\_\_\_\_

38. Review, refine and share behavior plans for students? \_\_\_\_\_

**PARENT INVOLVEMENT****Did the Leaders:**

39. Review letter to be sent to parents to describe and enhance students' learning at home? (See Teacher-to-Parent Communication letters in manual) \_\_\_\_\_

40. 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****Did the Leaders:**

41. Begin the ending process with about 15 minutes remaining? \_\_\_\_\_

42. Ask teachers to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual and website [www.incredibleyears.com/gl/teacher-program](http://www.incredibleyears.com/gl/teacher-program))? \_\_\_\_\_

43. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? \_\_\_\_\_

44. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? \_\_\_\_\_

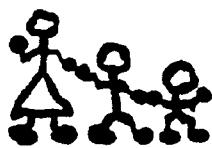
45. Have teachers complete the workshop evaluation form? \_\_\_\_\_

46. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? \_\_\_\_\_

47. 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: [www.incredibleyears.com/gl/teacher-program](http://www.incredibleyears.com/gl/teacher-program)) \_\_\_\_\_

48. 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 and learn from each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video vignettes, and demonstrate how to implement the skills in different situations. Remember teachers are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years practices.



## ***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.

See website for editable form to download: <https://incredibleyears.com/certification-gl/>

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

<b>II. LEADER LEADERSHIP SKILLS</b>	<b>COMMENTS</b>
<b>Establishes ground rules for group</b>	
<b>Started and ended meeting on time</b>	
<b>Explained agenda for workshop</b>	
<b>Emphasizes the importance of homework and practice</b>	
<b>Reviews homework from previous session</b>	
<b>Summarizes and restates important points</b>	
<b>Focuses group on key points presented</b>	
<b>Imposes sufficient structure to facilitate group process</b>	
<b>Prevents sidetracking by participants</b>	
<b>Knows when to be flexible and allow a digression for an important issue and knows how to tie it into workshop's content</b>	
<b>Anticipates potential difficulties</b>	
<b>Predicts behaviors and feelings</b>	
<b>Encourages generalization of concepts to different settings and situations</b>	
<b>Encourages teachers to work for long-term goals as opposed to "quick fix"</b>	
<b>Helps group focus on positive</b>	
<b>Balances group discussion on affective and cognitive domain</b>	
<b>Predicts relapses</b>	
<b>Reviews handouts and homework for next week</b>	
<b>Evaluates session</b>	

<b>III. LEADER RELATIONSHIP BUILDING SKILLS</b>	<b>COMMENTS</b>
<b>Uses humor and fosters optimism</b>	
<b>Normalizes problems when appropriate</b>	
<b>Validates and supports teachers' feelings (reflective statements)</b>	
<b>Shares personal experiences when appropriate</b>	
<b>Fosters a partnership or collaborative model (as opposed to an "expert" model)</b>	
<b>Fosters a coping model as opposed to a mastery model of learning</b>	
<b>Re-frames experiences from the child's viewpoint and modifies teachers' negative attributions</b>	
<b>Strategically confronts, challenges and teaches teachers when necessary</b>	
<b>Identifies and discusses resistance</b>	
<b>Maintains leadership of group</b>	
<b>Advocates for teachers</b>	

<b>IV. LEADER KNOWLEDGE</b>	<b>COMMENTS</b>
<b>Demonstrates knowledge of content covered at session</b>	
<b>Explains rationale for principles covered in clear, convincing manner</b>	
<b>Prepares materials in advance of session and is "prepared" for group</b>	
<b>Integrates teachers' ideas and problems with important content and child development principles</b>	
<b>Uses appropriate analogies and metaphors to explain theories or concepts</b>	

<b>V. LEADER METHODS</b>	<b>COMMENTS</b>
<b>Uses videotape examples efficiently and strategically to trigger group discussion</b>	
<b>Uses role play and rehearsal to reinforce learning</b>	
<b>Review homework and gives feedback</b>	
<b>Uses modeling by self or other group members when appropriate</b>	

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

***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</u>	<u>Not very</u>	<u>Somewhat</u>	<u>Very</u>	
<u>Satisfied</u>	<u>Satisfied</u>	<u>Satisfied</u>	<u>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</u>	<u>Not very</u>	<u>Somewhat</u>	<u>Very</u>	
<u>Satisfied</u>	<u>Satisfied</u>	<u>Satisfied</u>	<u>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?

<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

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

<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

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

<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

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

<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

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

<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

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

<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

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

<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

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

<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

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

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

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

16. How skilled do you think you are in providing peer coaching of video vignettes of 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

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

<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

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

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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 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 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>	2	<u>Somewhat</u>	4	Extremely <u>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.*)

Not at all <u>Satisfied</u>	Not very <u>Satisfied</u>	Neutral	Somewhat <u>Satisfied</u>	Very <u>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?

<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

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

<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

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

<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

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

<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

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

<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

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

<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

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

<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

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

<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

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?

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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 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

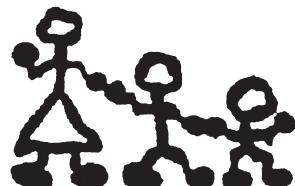
### Step 5

#### 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.





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



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





## Preparing for your Online Video Consultation

Name of Group Leaders:

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Date:

Session Topic: \_\_\_\_\_

Brief description of background of video clip:

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Goals for video clip sent:

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Any other specific issues I would like to discuss:

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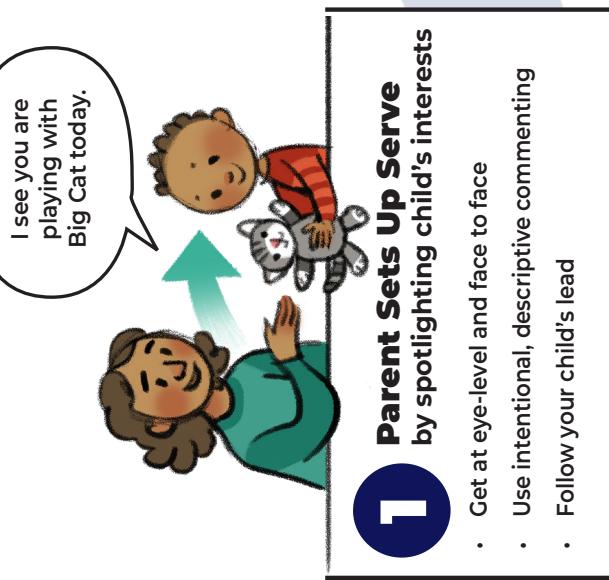
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# Serve and Return Conversations

## Building Responsive Language



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

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

# Arc of Emotional Regulation

Tantrums  
Hitting, Throwing

OUT of  
CONTROL

## PROMPT CHILD:

- Deep breathing
- Positive self-talk
- Positive imagery
- Music/singing
- Exercise

Whining, Yelling  
dysregulation

## TRIGGER!

## WAIT:

- Model breathing
- Stay calm and nearby

Withdrawing  
Hiding, Crying

## RECONNECT:

- Distract/redirect
- New learning
- Problem solving

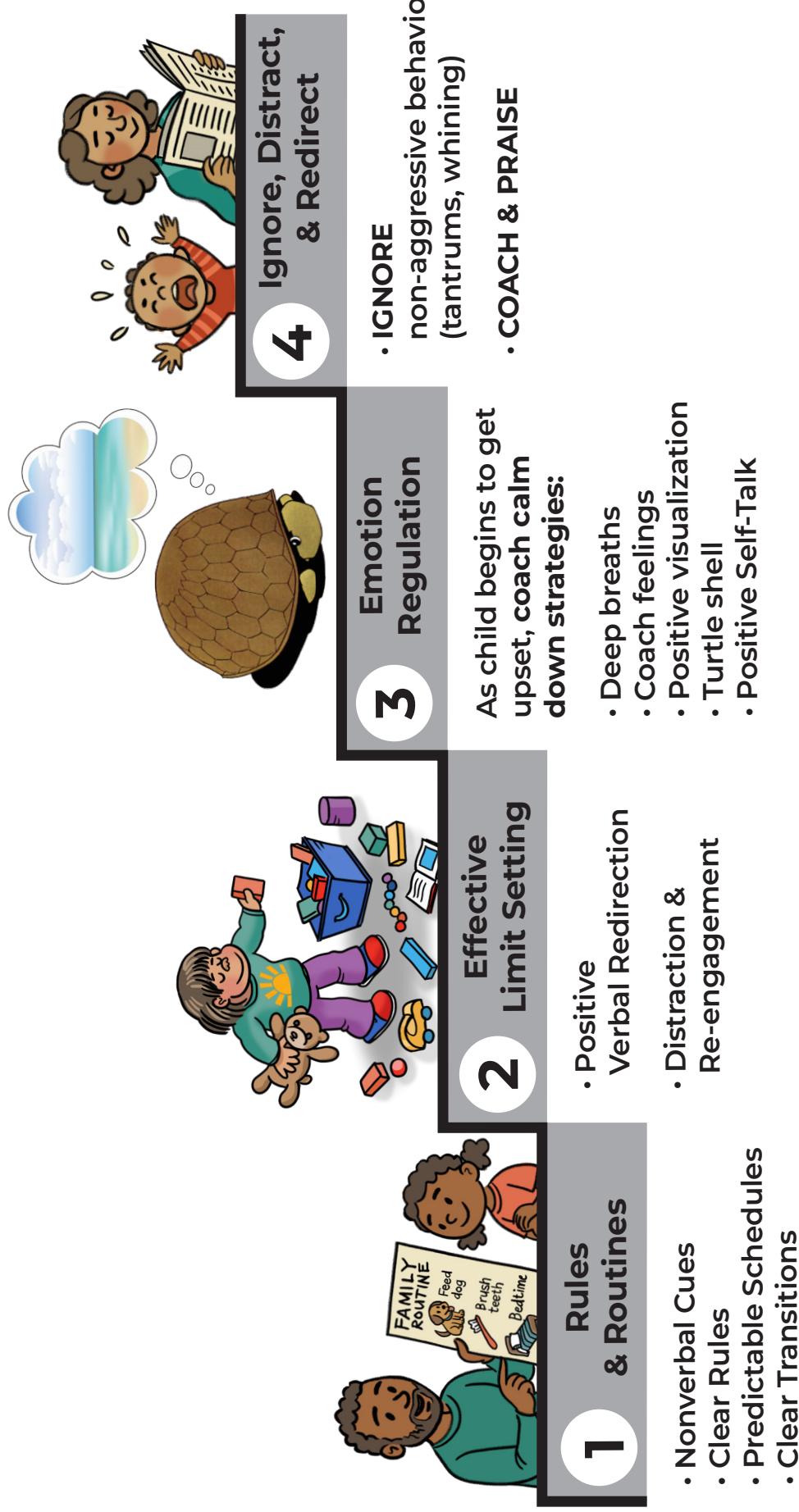
## PROMOTE Child self-regulation:

- Emotion, social & persistence coaching
- Child-directed play
- Predictable routine for sleep and meals
- Clear limits & rules
- Model and teach self-regulation skills

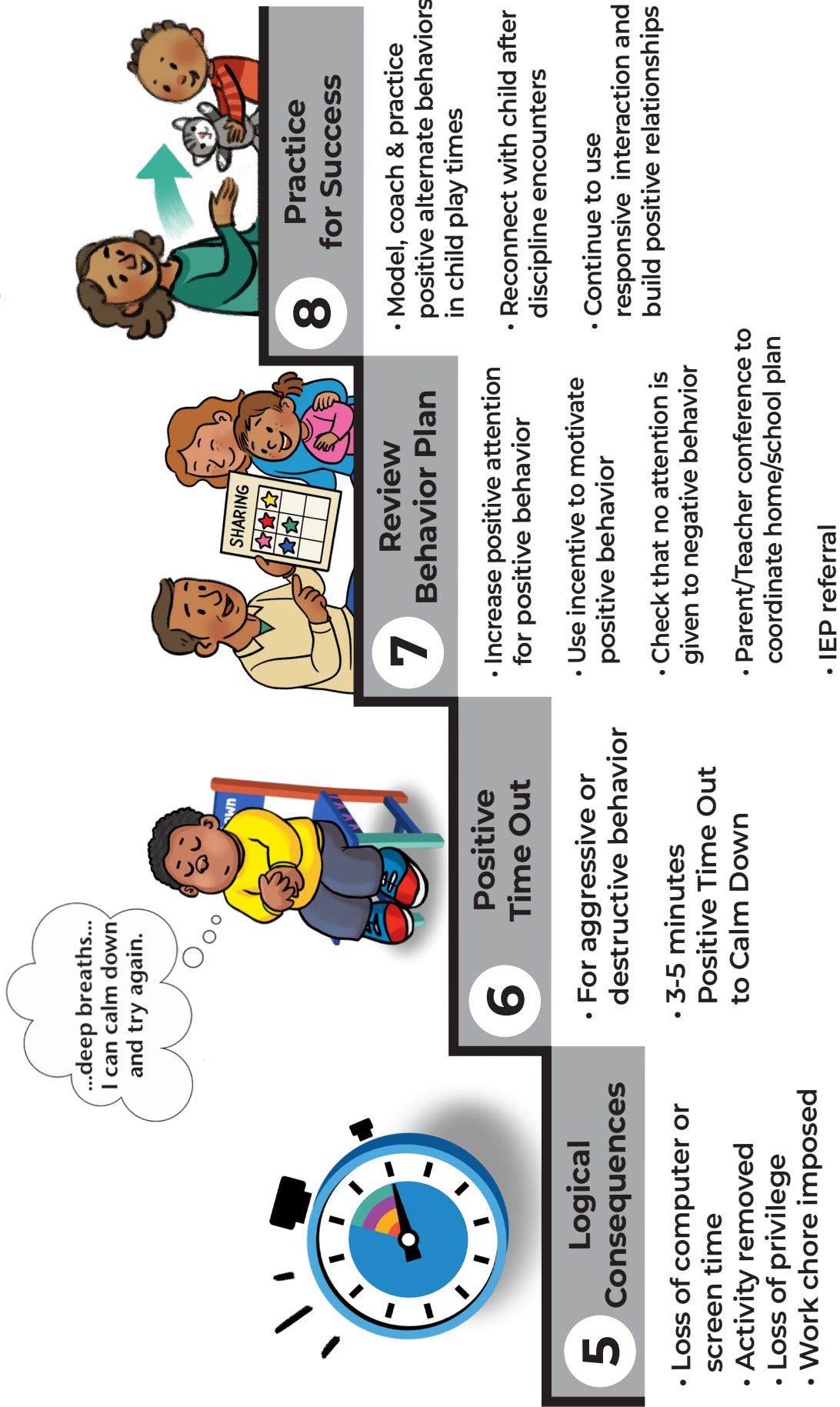


# Discipline Hierarchies - Steps 1 - 4

## For Nondisruptive & Disruptive Behavior

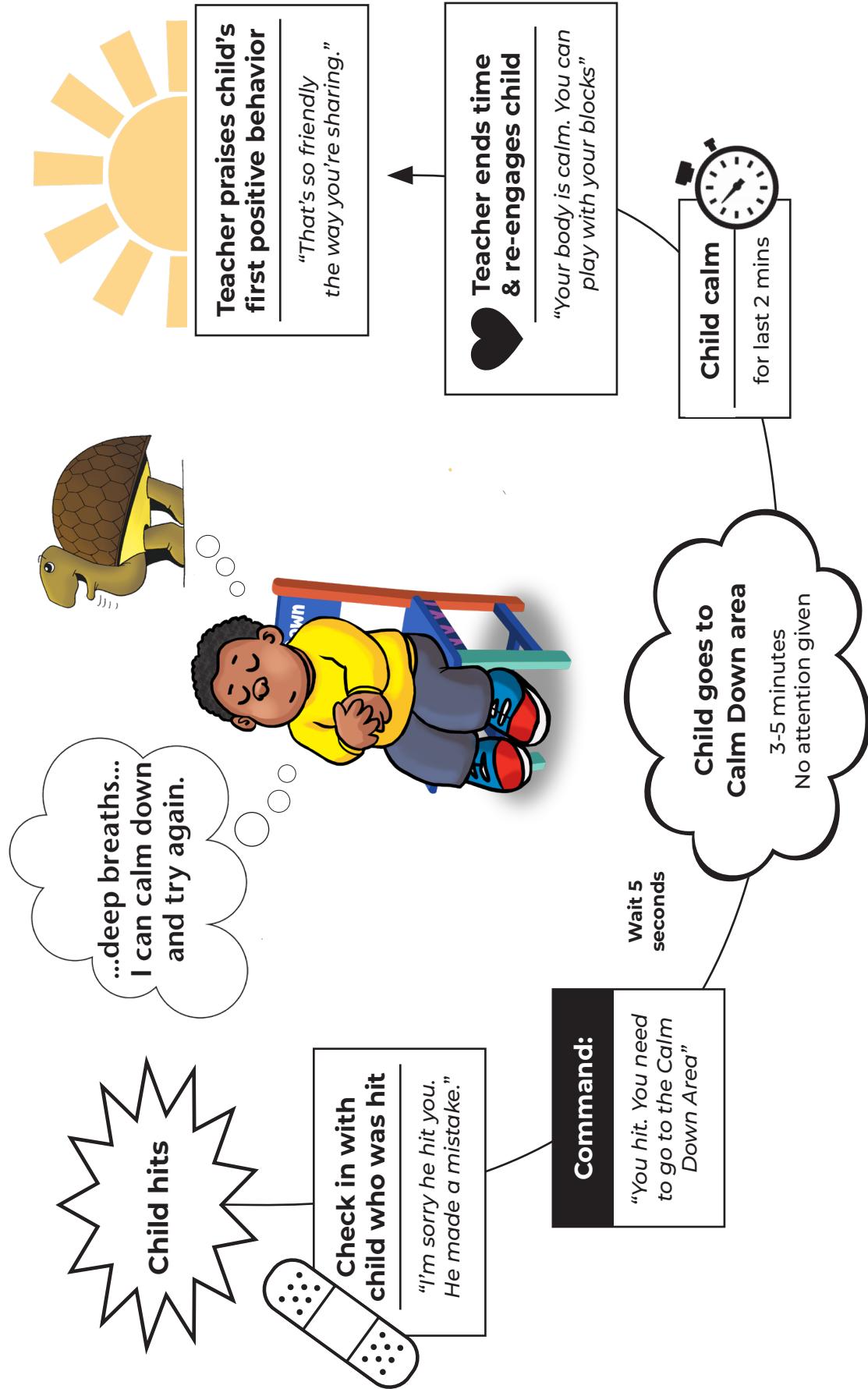


# Discipline Hierarchies - Steps 5 - 8\*



\*Always use the lowest and least intrusive approach first

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



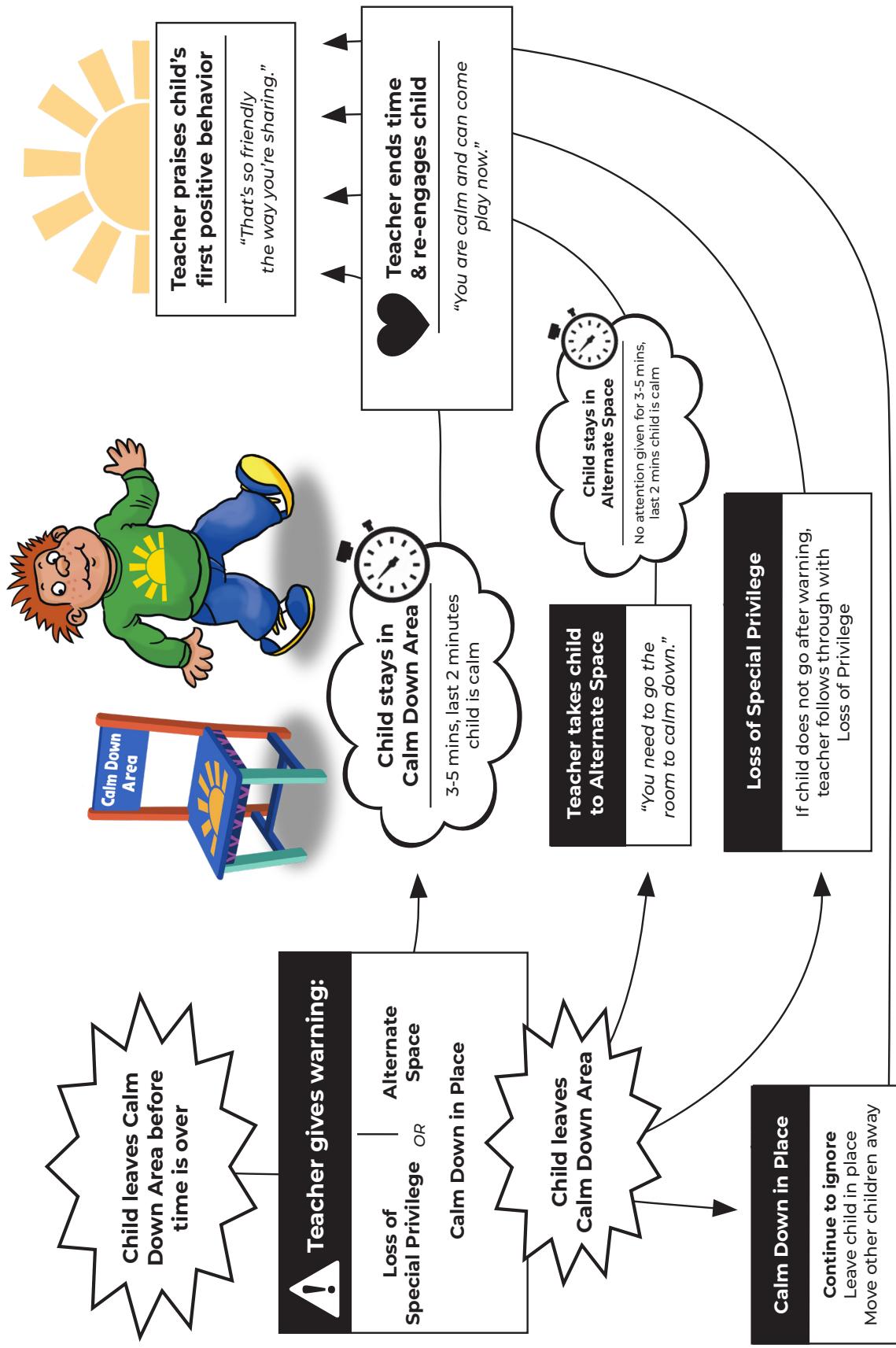
## 2) Child Resists Going to Calm Down Area in the Classroom (Ages 3-6)



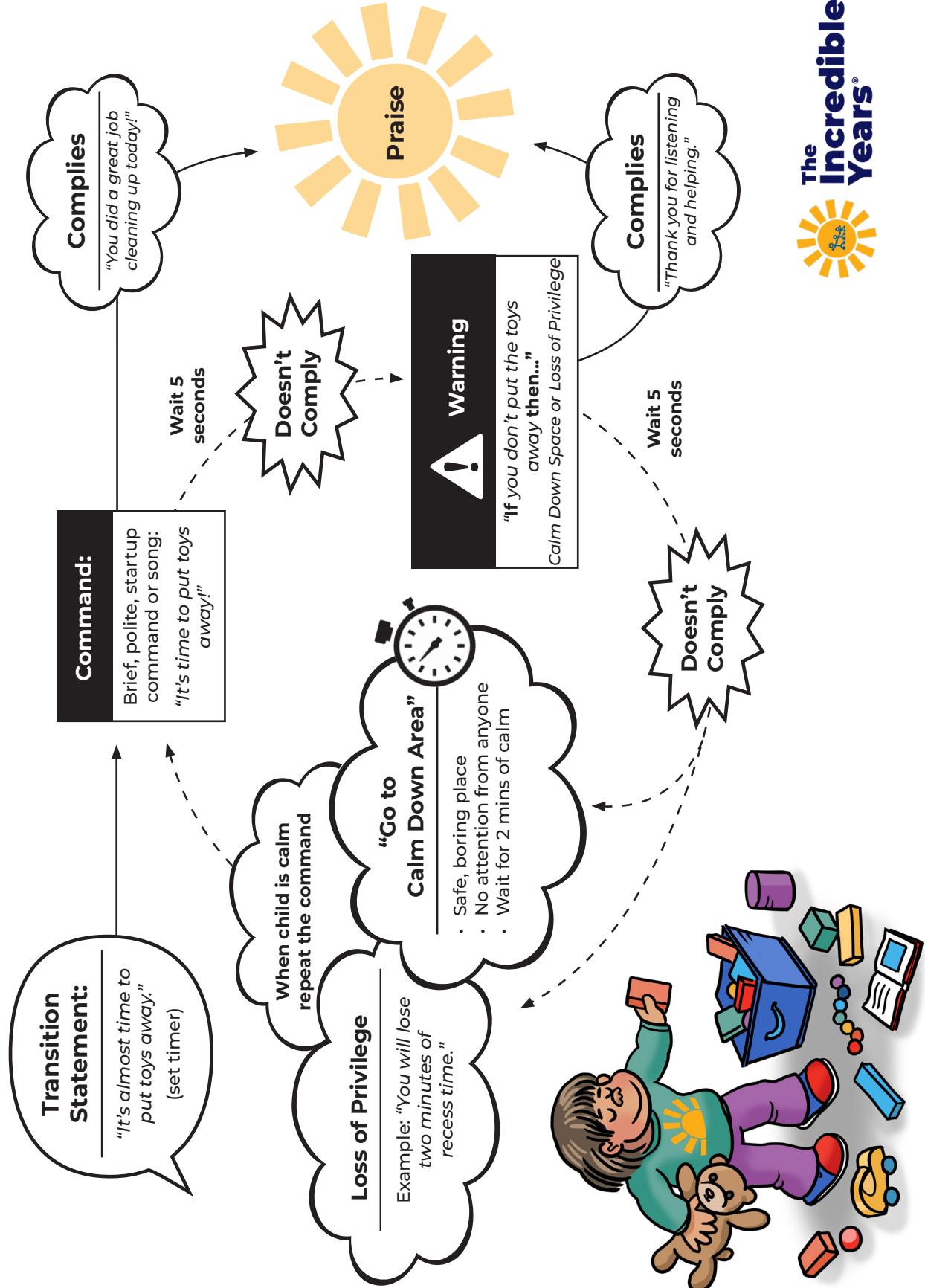
# 3) Child Refuses to Stay in Calm Down Area in the Classroom (Ages 3-6)



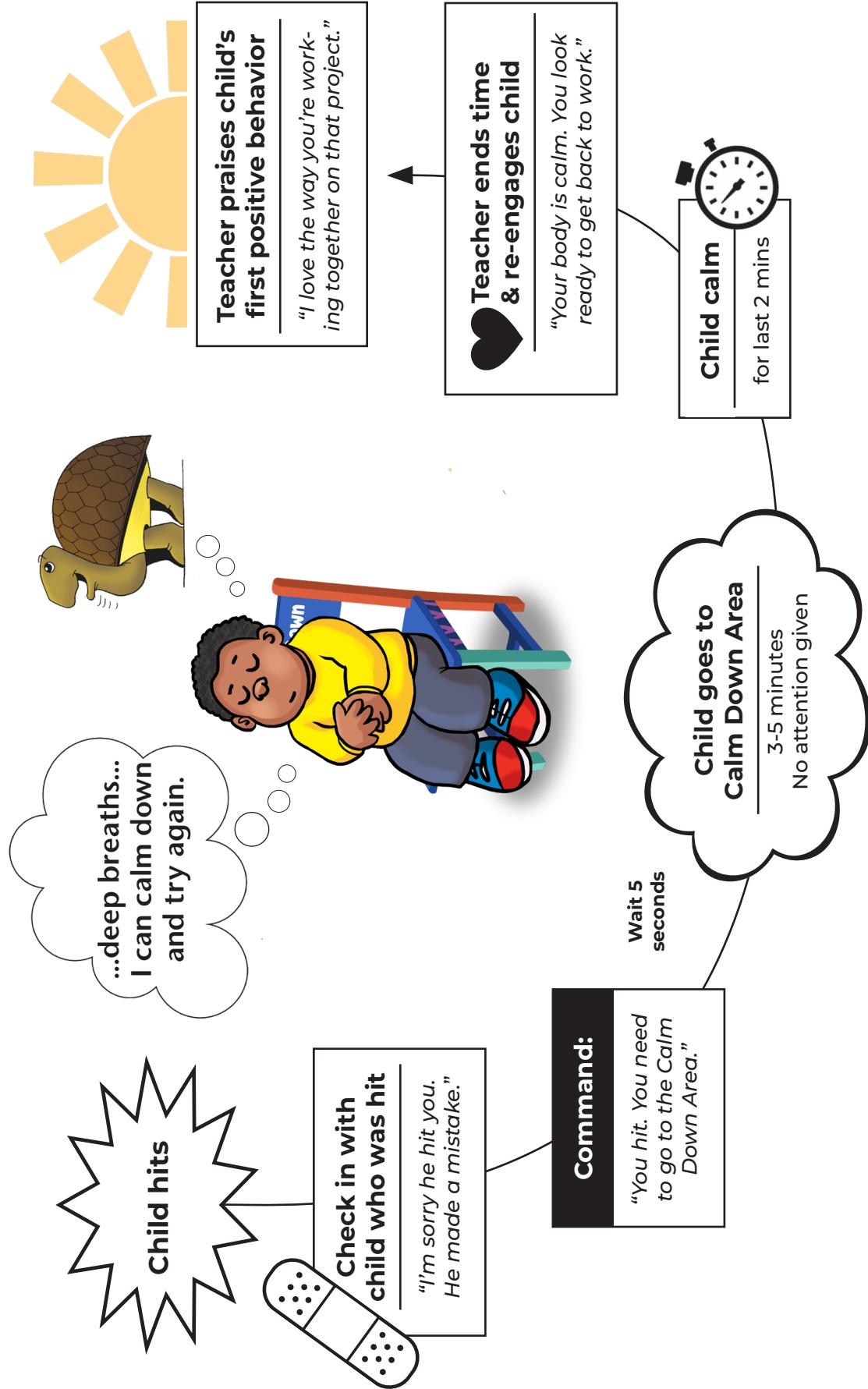
The  
**Incredible**  
Years®



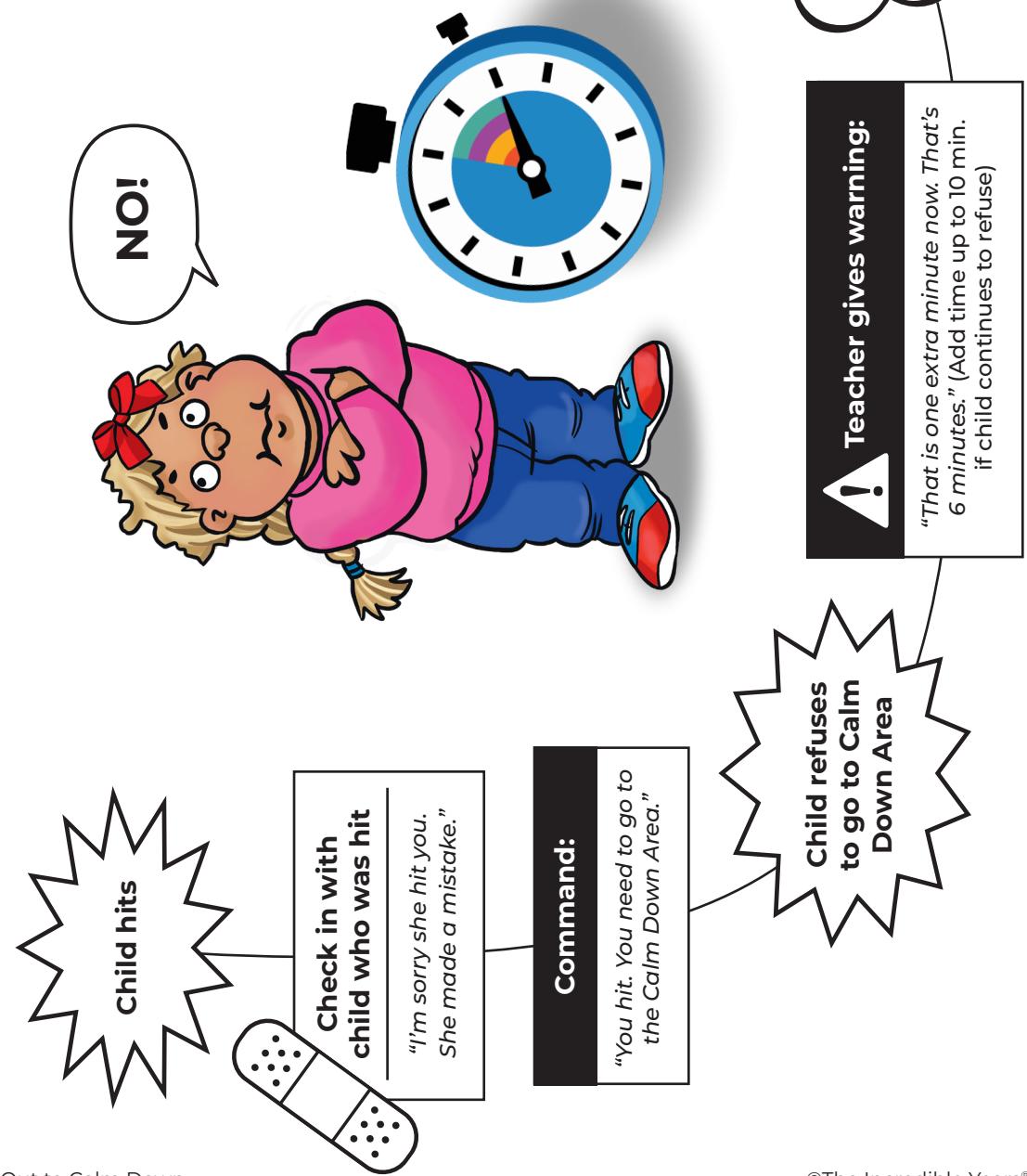
## 4) Compliance Training for Highly Oppositional Children in the Classroom (Ages 3-6)



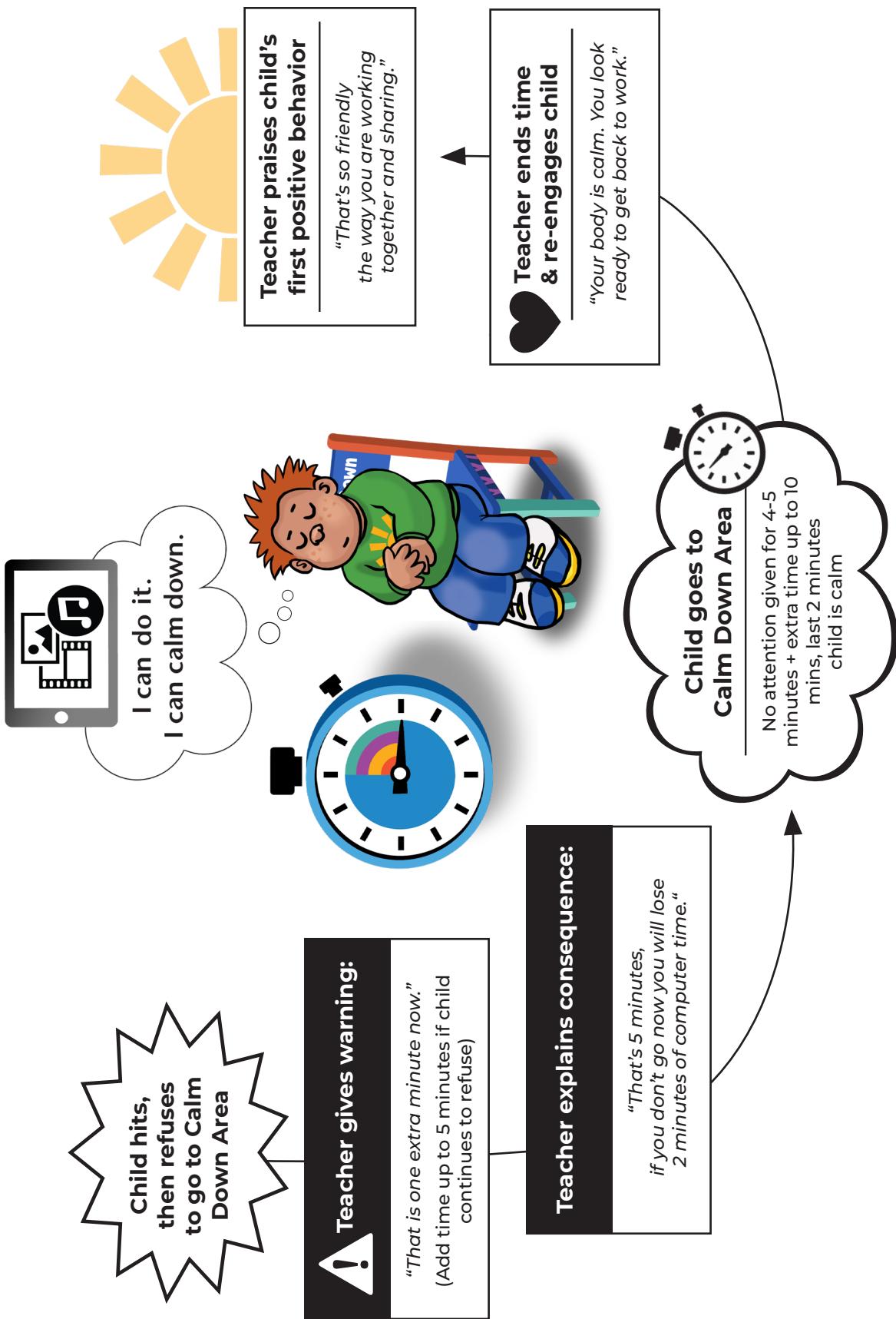
# 1) Calm Down Procedure for Aggression the Classroom (Ages 6-10)



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



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

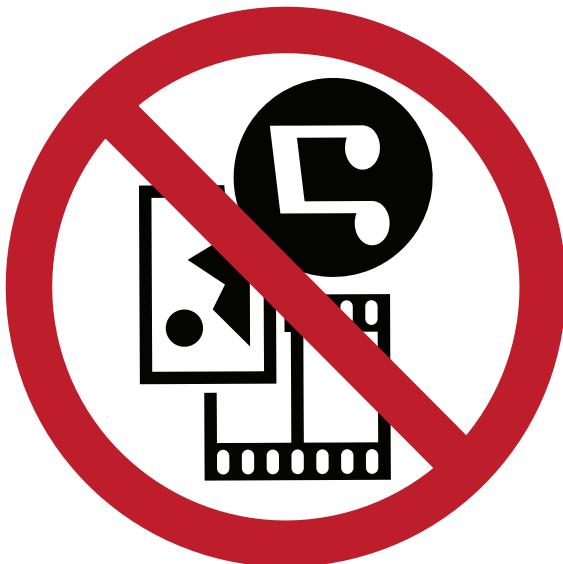


## 4) Following through with Consequence for Child Who still Refuses to go to Calm Down Area in the Classroom (Ages 6-10)



The  
**Incredible**  
Years®

Child hits,  
then refuses  
to go to Calm  
Down Area



⚠ Teacher gives warning:

*“That is one extra minute now.”*  
(Add time up to 5 minutes if child continues to refuse)

Teacher explains  
consequence:

*Example: “That’s 5 minutes,  
if you don’t go now you will lose  
2 minutes of computer time.”*

Teacher praises child’s  
**first positive behavior**

*“That’s so friendly  
the way you are working  
together and sharing.”*

**CONSEQUENCE**

Teacher follows through with  
consequence & ignores protests

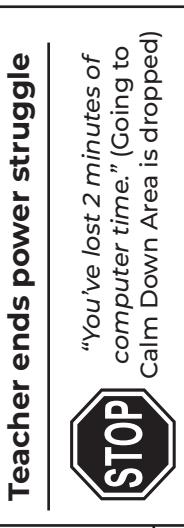
Consequence should be  
carried out same day

Teacher ends power struggle

*“You’ve lost 2 minutes of  
computer time.” (Going to  
Calm Down Area is dropped)*



Child refuses  
to go to Calm  
Down Area



## 5) Compliance Training for Highly Oppositional Children in the Classroom (Ages 6-10)

