



## ***Tips for Preparing Your Video for Review Parent Programs***

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### **Accreditation/Certification**

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

### **When to send in your video for review**

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Process Checklist and the Peer and Self-Evaluation forms. By reviewing these videos together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a video of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

### **How many videos will I need to send for review?**

Send one parent group session (2 hours) at a time. Then use the recommendations from their view of this session to make changes in your group leadership methods or processes. You will submit a 2nd video that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 (or occasionally more) sessions prior to accreditation.

### **Camera Set Up**

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.



## **Working with a co-leader and essential components for accreditation**

You may send a video showing how you and your co-leader work together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. However, the person whose video is being reviewed should be the primary leader throughout the session and should show their group leadership skills specifically in regard to the following:

- mediating program vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review home activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- instigating buzzes or small group breakouts
- pulling out key concepts and/or principles learned from participants
- amount of praise, encouragement and incentives given to participants
- coordination with co-leader
- schedule posted for session
- group rules adhered to
- reference made to parents' goals
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

## **Can my co-leader and I use the same session for accreditation?**

Usually we ask for one complete session from each leader applying for accreditation. In this video, the leader applying for accreditation should be the content leader for the entire session, with the co-leader in the process role. This provides us with the best continuity for the review process. We realize that in clinical practice, group leaders usually switch content and process roles half-way through, so this is an exception to that practice. Occasionally it is possible to see both leaders doing all of the above group leader strategies in one session, and then it may be possible to use one video to review both candidates. However, this is rare. If you intend to use one session for two leaders or have other special review requests, please call or email us in advance. We will work with you, if possible, but you will save yourself time by checking with us ahead of time!

## **Number of Sessions**

The minimum number of core, weekly, 2 hour sessions must be completed.

9 weeks for baby program

13 weeks toddler program

14-18 weeks for preschool program (depending on risk status)

12-16 weeks for school age program.

For high risk populations such as child protective service referred families or for children diagnosed with ADHD or Oppositional Defiant Disorder a minimum of 18 sessions must be completed. The parent manual differentiates between protocols for prevention



populations vs. treatment or high-risk populations, and these session protocols are also available from our website.

### **Number of Parents in Group**

To qualify towards certification parent groups must finish with at least 6 participants. Drop out rate should not be more than 50% of group.

### **Number of Vignettes Shown in a Session**

In general leaders are expected to show 6-10 vignettes per session, depending on the length of the vignettes. Longer vignettes are paused 2-3 times for discussion. Vignettes are chosen carefully to reflect the needs of the population being addressed. The program session protocol checklists indicate core vignettes that have been selected to be shown to all groups because they illustrate key principles that apply across age and developmental level. Other vignettes may be selected for their relevance for a particular age group or population. The person reviewing your video takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a video. It is important to have a good balance of all these components but 2/3 of the session should emphasize modeling (either video or live) and practice of skills compared with cognitive discussion approaches. In general, 30 minutes is scheduled for homework discussion, 60 minutes for vignette reviews, 20 minutes for practices, and 10 minutes for wrap up summary, self-monitoring and evaluations.

### **How can I use a certified Incredible Years coach or mentor to assist me in achieving certification as a group leader?**

If your agency has a certified IY group leader, coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing session recordings with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, what vignettes you will lead and who will identify principles or give out rewards and how you will coordinate your role play practices.

### **What do I need to send in along with my group video for review?**

When you send in a video for review, please send in the application form, a brief letter summarizing the session or lesson topic covered, the nature of the population addressed (prevention vs. treatment) and your own self-evaluation completed on the Group Leader Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the video is you – hair color, what you're wearing. Please be sure to include your name and the session number with your video.



## **Enhancing your video submission**

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also you may indicate sections of the video you have questions about or particulars you would like feedback on.

## **Once your video review has been passed, you may then submit your application with the remaining materials:**

- background questionnaire
- letter of intent
- letters of recommendation (2, professional)
- weekly and final evaluations by participants for parent program (2 sets)
- session protocol checklists (indicating vignettes shown) for every session (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

## **Please Ask!**

This process can be complicated and there are many steps. When in doubt, please call or e-mail us prior to sending in your video or materials. A well-prepared video will get you to your certification goal much faster!