



Group Leader Guidelines for Online Incredible Years Teacher Program Video Reviews

by Carolyn Webster-Stratton, PhD, Program Developer

Please read this document in conjunction with the document 'Tips for Preparing Your Video for Review for IY Teacher Programs.' This document gives specific guidance for video reviews done online between teacher group leaders and IY mentors/trainers.

An online video review is an opportunity for a group leader to show a recording of their parent group session in an online meeting with their mentor/trainer. In this way aspects of the group leader's delivery, including strengths and goals, can be explored collaboratively. This is done through discussion, as group leaders explain thought processes and rationale(s) for decisions made and mentors/trainers share good practice tips and offer ideas and suggestions as appropriate and helpful. In this way the video review process is dynamic and energising. Group leaders who have been involved in online video reviews have informed us that this process became an enjoyable and valuable part of their IY learning journey.

WHAT IS THE ONLINE PLATFORM USED FOR VIDEO REVIEWS?

Zoom is the typical online platform used for video reviews. Please note that no recording or storage of client-based information will be made and group leaders remain in charge of their recording at all times. Your Agency may have specific policies and procedures that limit which online platforms can be used for sharing client-based information. If this is the case, please contact us.

WHAT CAN I EXPECT DURING MY ONLINE VIDEO REVIEW?

Your mentor/trainer will meet you online at the allotted time. After introductions your mentor/trainer will explain the process and outline that they will review our group leadership process in each of the key components of your recorded group session (i.e., classroom practice & reading feedback, introducing a new topic, benefits and barriers, mediation of introductory narrations and individual vignettes, practices/role-plays, buzz exercises, completing behavior plans and setting up and reviewing classroom assignments). You will be asked to provide some context and background for your group including:

1. Number of teacher participants (please note there must be a minimum of 8 participants in the workshop session being shown for video review.
2. How many vignettes were shown during that workshop? (a minimum of 18 for full day workshop is expected)
3. How many large group role-plays/practices were done? (a minimum of 4 planned plus some spontaneous role plays is expected)
4. The number of Buzzes, Brainstorms or break out groups that were done.
5. The video quality and size of picture must be such that participants and group leaders can clearly be seen and heard.

Your mentor/trainer will ask you to share portions of your recording from each of the key group training components and they will ask you to pause at regular intervals for

clarification, reflection, discussion and feedback. Your mentor/trainer will highlight strengths and areas of good practice as you work through each element together and they will share ideas and suggestions for alternative approaches. Online video reviews are strengths-based and a collaborative process. Although alternative approaches may be discussed as part of your review these are intended to be helpful and you will never be criticised for your choices or leadership skills.

HOW MUCH OF MY SESSION WILL I HAVE TO SHOW?

Video review sessions are scheduled for approximately 2 hours if the group is English speaking, with additional time or another meeting scheduled for non-English speaking groups.

Your mentor/trainer will generally review a portion of each exercise/key component of your session in order to get a sense of how collaborative you are and how you are applying your leadership skills. For example, your mentor/trainer will want to see examples of your questions and practice during classroom assignment-practice feedback with approximately 2 or 3 teachers. They will want to see you introduce a new topic and do a benefit and barriers exercise. They will want to review your facilitation of 2 or 3 vignettes and see you setting up, scaffolding and debriefing at least one large group practice as well as setting up small group practice experiences. Finally, they will want to see you bringing your session to an end and summarising the key principles obtained before asking teachers to set weekly goals and explaining classroom assignments.

WHAT EXACTLY IS MY MENTOR/TRAINER EXPECTING TO SEE DURING MY VIDEO REVIEW?

Mentors/trainers doing online video reviews will expect to review your group leadership skills in the areas outlined in the document “Tips for Preparing your video Review.”

During the online video review process your mentor/trainer will complete the Collaborative Process Checklist and will use this as a guide for whether group leaders meet the criteria for certification/accreditation in their applied practice. You will receive a copy of the completed checklist with a short summary of your discussions after your review.

As a minimum for meeting the criteria for certification/accreditation your mentor/trainer will be looking for the following:

- Collaborative, self-reflective and follow-up questions used to clarify and explore the importance of key points made by teachers throughout the session.
- Collaborative process observed between group leader and coleader with clearly defined roles.
- Teacher goals are consistently referred to throughout session.
- Introductory narrations and individual narrations are paused for questions, reflections and problem solving.
- Principles are being obtained from teacher insights throughout the session and specifically during home practice feedback and video vignette discussions. Principles identified are written up ‘in the moment’ with the participant’s name assigned to them.

- Paraphrasing and summarising of participants' comments by the group leader linking these back to teacher goals, session topic, individual children or back to principles or key concepts either new or previously obtained.
- Practices being scaffolded appropriately with clear roles for participant and child, then paused and re-played with suggestions of alternative approaches with the group leader having a clear idea of the participant and child goal and skill being practiced.
- Spontaneous role-play practices occur during classroom assignment feedback or as issues arise related to the session topic.
- Consideration, tailoring and generalisation of skill/topic to the student's language and developmental level and classroom situation.
- Being culturally responsive and reaching out to respect cultural context and family structure.
- Incentives, benefits and barriers, or buzz/ brainstorm exercises are being used effectively.
- After a behavior plan is modeled in large group, teachers meet in small groups to work on their plans for targeted students and given group feedback.
- The session being briefly summarised at the end using principles obtained during the session. Handouts are reviewed with group.
- Teachers complete the self-reflection inventories for the topic and then set their own weekly goal and leaders explain the IY classroom assignments.
- Clear evidence that participants are actively involved in the learning process.
- Time is managed effectively to include a balance of video vignette discussions, problem solving, and role play practices.

WILL MY MENTOR/TRAINER LET ME KNOW IMMEDIATELY IF I MEET THE CRITERIA FOR THE VIDEO REVIEW SECTION OF THE CERTIFICATION/ACCREDITATION PROCESS?

In normal circumstances your mentor/trainer will be able to let you know whether your practice as reviewed on the video recording meets the criteria for that aspect of the certification/accreditation process.

It is normal for most group leaders to need at least two video review sessions to meet the full criteria for certification/accreditation. It may be, however, that your mentor/trainer can pass certain portions of your review in your first online review session and may only need to see certain other aspects of your practice in your second online video review session. For example, your mentor/trainer may pass your vignette facilitation in your first online video review but specifically want to see you setting up a practice/role-play in your second video review, and implementing the ideas from the discussion you had around this in the first video review.

VIDEO REVIEWS OF PARENT GROUPS DELIVERED IN A LANGUAGE OTHER THAN ENGLISH

In addition to the above guidelines, for group leaders whose first language is not English or whose groups are conducted in another language, some ideas for making sure these go smoothly are as follows:



- Prepare a transcript for those aspects of the session you want to show. Your mentor/trainer may ask to see some extra bits of your session during your video review in which case they will ask you to translate.
- Have a translator with you for the video review. This can be another group leader or a formal translator. Even if your English is good, it can be very tiring translating for two hours and this can lead to misunderstandings between you and your mentor/trainer in terms of your leadership practice.
- Expect that you will be asked specifically to translate verbatim what questions you have asked participants and exactly what their verbal responses are without amendments or modification. It is important that your mentor/trainer can assess the quality and nature of the questions you are asking and how focused these are and sensitive to what your participants are saying.
- Ensure that the sound quality is good on the video being reviewed. Even though your mentor/trainer can't understand what is being said the tone and cadence of the communication can be useful to hear. Similarly, ensuring the video picture is large enough for non-verbal communications to be observed is helpful.
- Being well-prepared prior to the video review with timings for each of the key sections is helpful.