

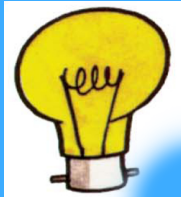
# Incredible Years Peer Coaching

Carolyn Webster-Stratton, Ph.D.





## Training Research Regarding Implementation of Evidence-based Programs (EBPs)



Research on training others to deliver evidence based programs indicates ~

- **Traditional, brief, single shot didactic training workshops with passive participation are ineffective in changing behavior**
- **Longer quality active training workshops lead to increased therapist proficiency, treatment adherence and fidelity but may not be sustained at follow-up**





## Why isn't a quality workshop enough?



According to Meverach (1995) and others (Beidas & Kendall) new learners of EBPs is characterized by therapists who are:

- questioning new techniques
- feeling ambivalent about their use
- feeling uncertain of their existing knowledge
- behaving like novices ~ dependent on consultants and mechanical in practice
- show an initial decline in skills and performance

Beidas, R. S., & Kendall, P. C. (2010) Training therapists in evidence-based practice: A critical review of studies from a systems-contextual perspective. *Clinical Psychology: Science & Practice*, 17, 1-30.

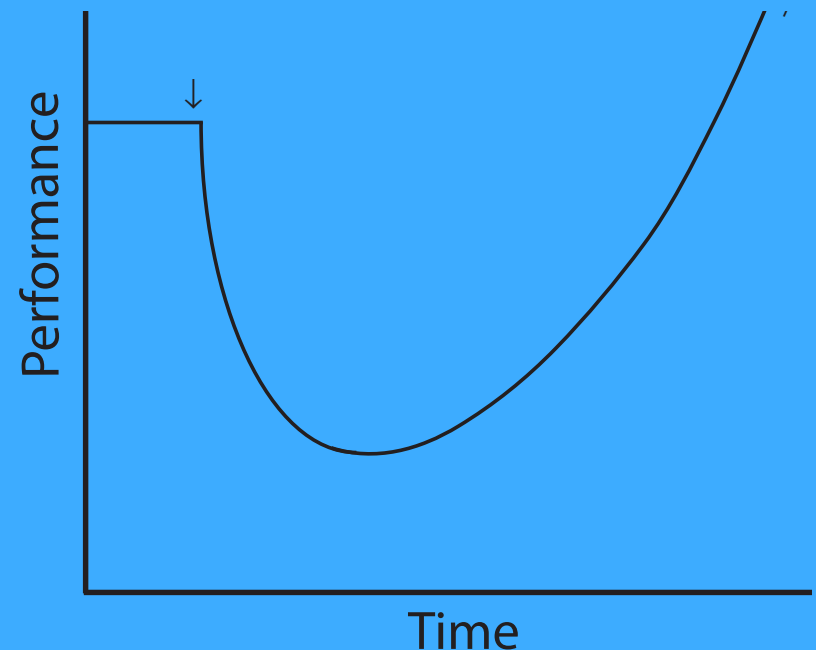


## Survival Phase



**Why isn't the workshop approach enough? ...**

**Learning something new starts with a “survival phase” before achieving a state where new knowledge and skills are consistently and successfully applied and adapted.**



Lyon, A. R. Wiltsey Stirman, Kerns, S. E. Ul, Bruns, E. J. (2011)  
Developing the Mental Health Workforce: Review and Application of  
Training Approaches from Multiple Disciplines. *Adm Policy Ment Health*,  
38, 238-257.



## What are the Components of Quality Training ?

- Workshops that involve active learning, self-reflection, goal setting, critical thinking, problem-solving, behavioral practice, collaboration, live and video modeling, principle-based, direct feedback and follow-up
- Comprehensive manuals, DVDs, books for parents and teachers; DVD training/therapy examples
- Expert Coaching and consultation
- Peer Coaching
- Certification/ Accreditation



## On-going Coaching and Supervision is Essential to Achieve Delivery Fidelity



### Research indicates that ~

- **Combining ongoing coaching, video feedback and consultation to quality training workshops improves adoption of innovation, retention of therapist/group leader proficiency, and intervention delivery fidelity (Sholomskas, 2005; Webster-Stratton, 2012)**

**Herschell, A. D., Kolko, D. J., Baumann, B.L., Davis, A. C. (2010) The role of therapist training in the implementation of psychosocial treatments: A review and critique with recommendations. *Clinical Psychology Review*, 30, 448-466.**



## Why is it important for group leaders/therapists to be trained to deliver the program with fidelity?

### Research has shown that:

- If group leaders/therapists reach proficient levels in adherence/competence in delivery of evidence-based interventions and have adequate consultation, coaching and organizational support, it is possible to achieve better outcomes in clients.
- If therapists lack proficiency in the intervention, which is linked to inadequate training, then it is unlikely that clients will achieve benefits.



# Coaching

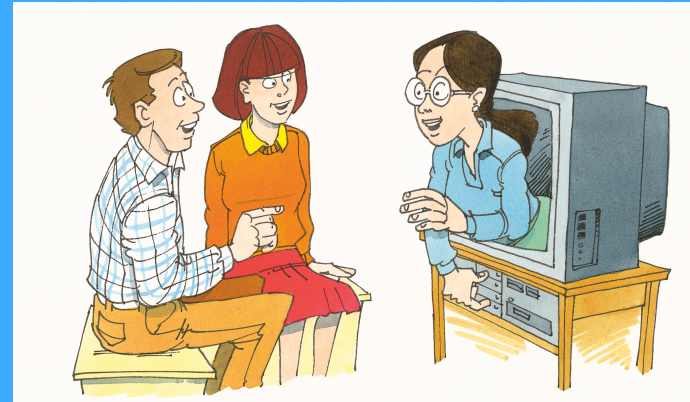
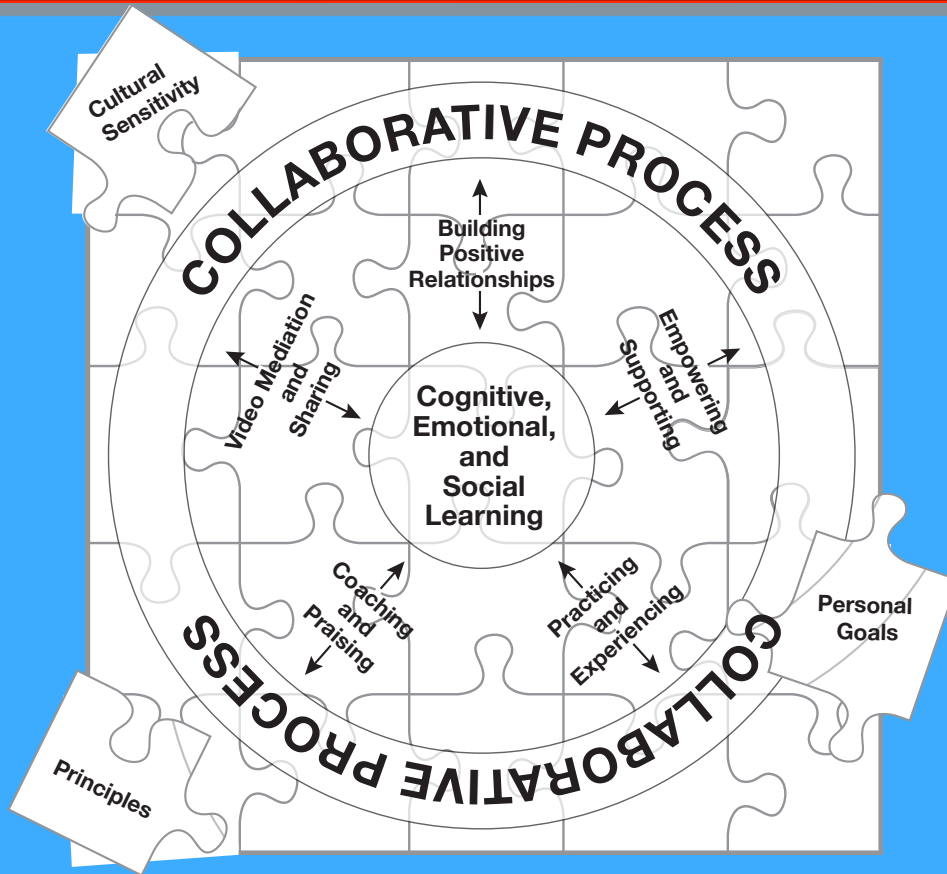
**Coaching and consultation is necessary to achieve proficiency in skills and adherence to program delivery:**

**~ Expert coaching/mentoring: ensure high-fidelity training and implementation (emulate developers) & promote accreditation**

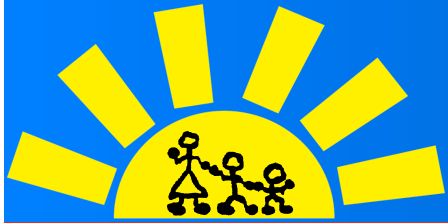
**~ Peer Coaching: non-evaluative feedback, based on observation**



# Peer Coaching for Incredible Years Group Leaders



**Expert mentor coaching is gradually tapered & replaced with peer coaching & the mentor continues support for the peer coaches.**



## Brainstorm/Buzz/Coaches



**Share with your buddy what skills you think a coach must have to be effective as a coach:**





# What is a Coach?





## How is an IY coach *similar* to a sports coach?



### **Both ...**

- ~ focus on making the learner better at what they do
- ~ assess and help learner set personal goals (based on strengths & weaknesses)
- ~ encourage, support and give focused, positive feedback
- ~ build a sense of team & supportive of others
- ~ assure rules or key group methods are followed
- ~ inspire and motivate learners



### **How is IY coaching *different*?**



## How does an IY coach *differ* from a sports coach?

### An IY coach

- ~ is in a facilitative partnership not a contact sport
- ~ fosters collaboration not competition
- ~ winning is not the goal
- ~ has superior skills & more experience than learner
- ~ supports & collaborates with learner to adapt for differences & achieve their goals
- ~ ethical practice
- ~ promotes learner self-reflection, critical thinking, confidence and how to learn for him/herself





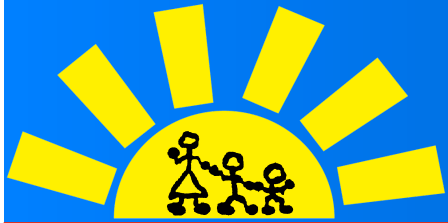
# Coachability



## Learner will

- ~ take initiative ~ tell coach what they need help with
- ~ be open and honest
- ~ ask for feedback and suggestions
- ~ accept feedback & are self-reflective
- ~ take responsibility
- ~ be assertive about their goals
- ~ prepare for meetings with coach (e.g., review DVDs)





## What is an IY peer coach?

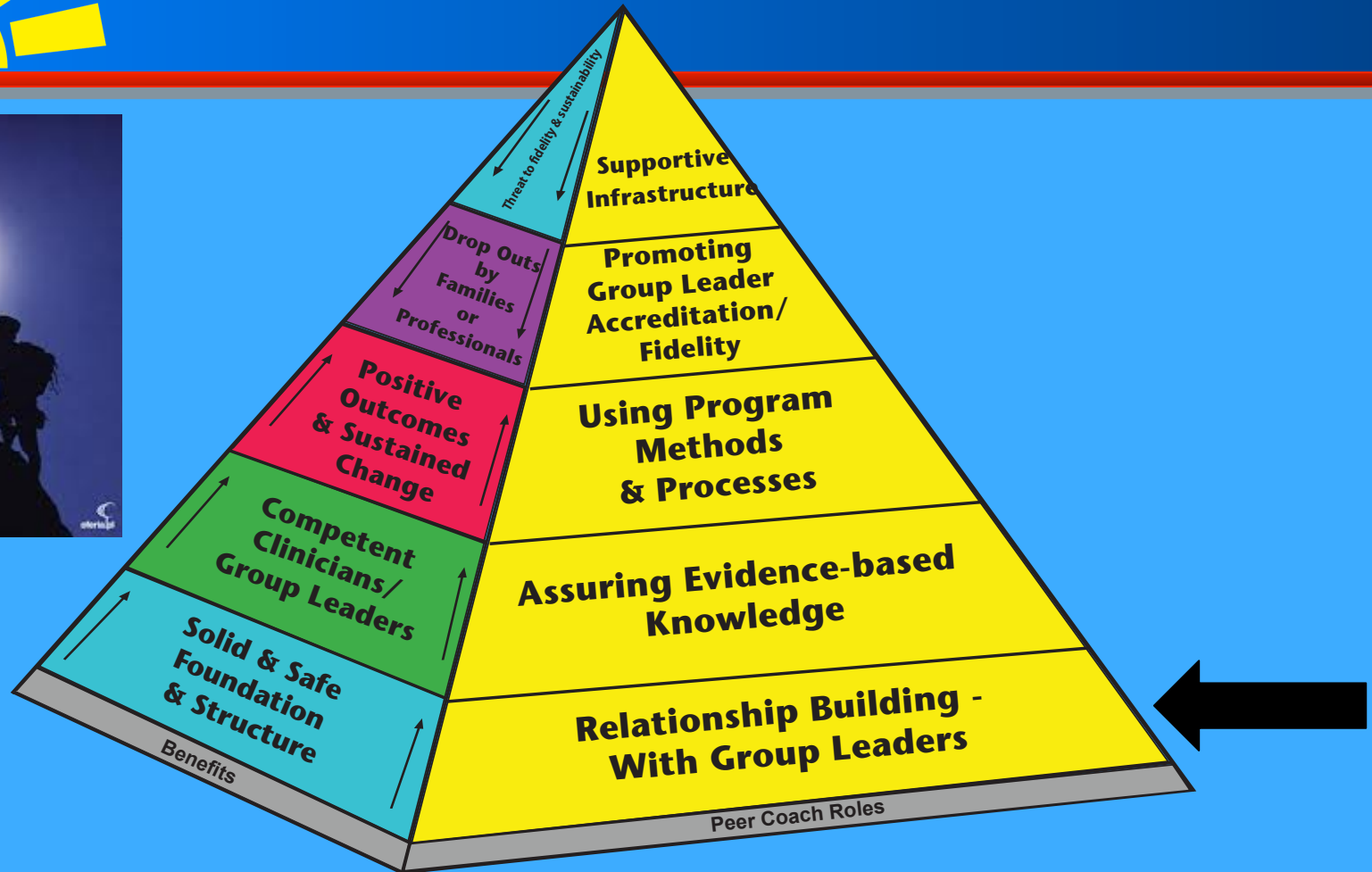
**A peer coach is someone who:**

- ~ is learner-centered and supportive
- ~ builds on a group leader's strengths
- ~ observes and monitors their skills and interpersonal processes with children and adults
- ~ prompts or models skills/thoughts and self-reflections according to group leader goals
- ~ sets up behavioral & cognitive practices and promotes use of strategic behavior plans
- ~ encourages, praises and reinforces group leader steps in the right direction.





# Incredible Years Peer Coaching Pyramid

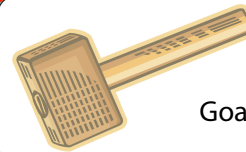




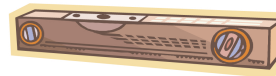


## IY Coach Role #1: Relationship Building Process with Group Leader

- Addresses group leader/learner goals
- Uses a collaborative style
- Empowers group leaders
- Provides supportive feedback ~ pulls out “principles” from group leader ideas and insights
- Sets up individual meetings with group leader pairs
- Makes calls or emails to check in & provide support & provide reminders



Goal Setting



Collaboration



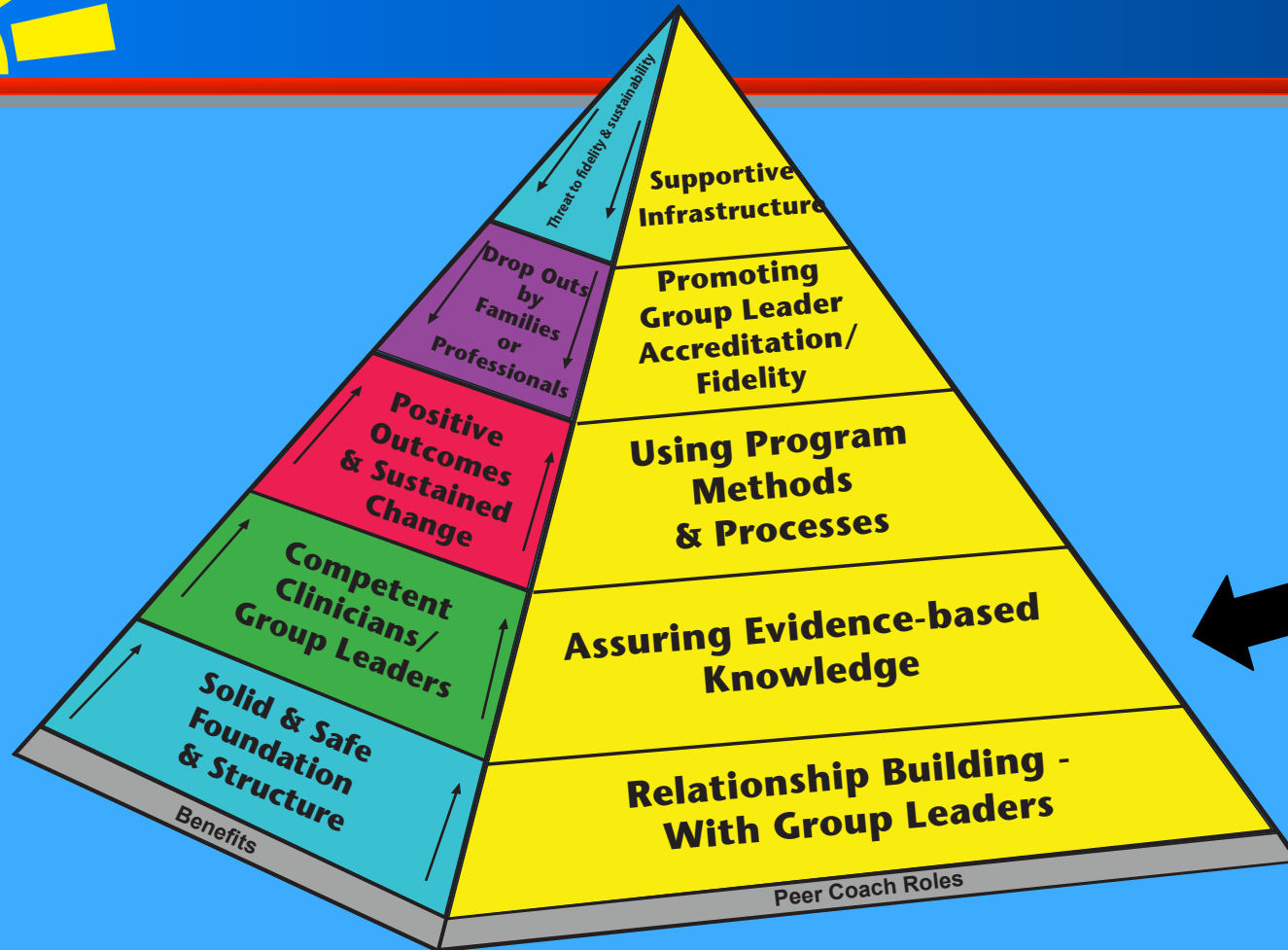
Empower



Support



# Incredible Years Peer Coaching Pyramid

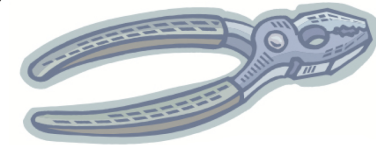






## IY Coach Role #2: Assures Group Leader/ Evidence-based Knowledge

- Assures group leader understanding of cognitive social learning theories, attachment and developmental knowledge
- Teaches and provides rationale from research as needed
- Provides consultation regarding session or lesson plans/selecting best vignettes for particular groups
- Models group leader skills as needed during meetings



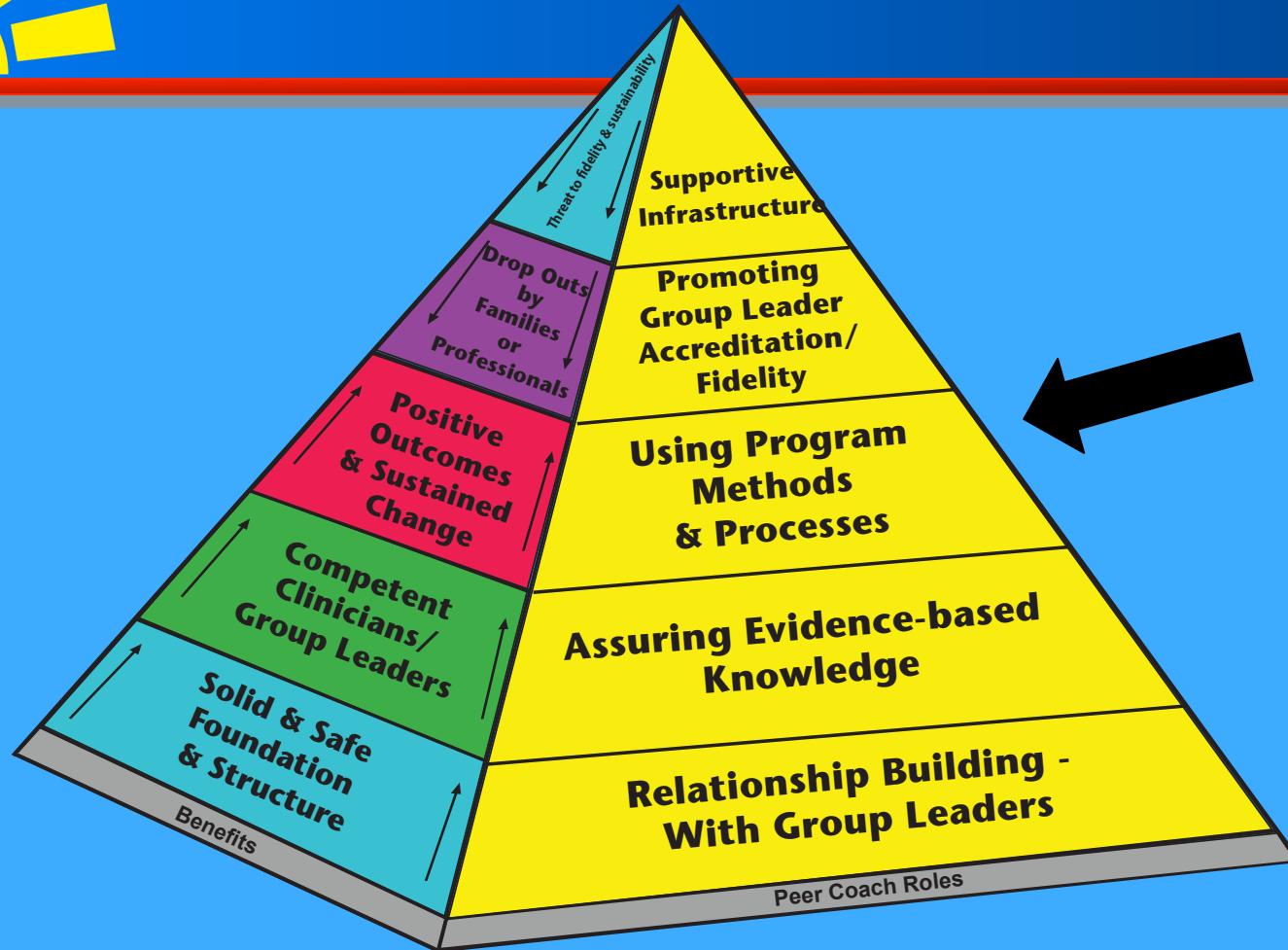
Consultation



Accurate Knowledge



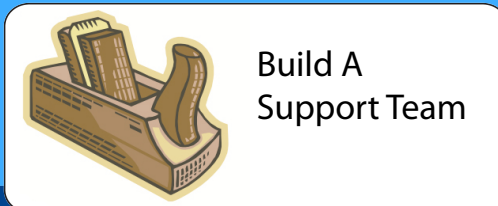
# Incredible Years Peer Coaching Pyramid





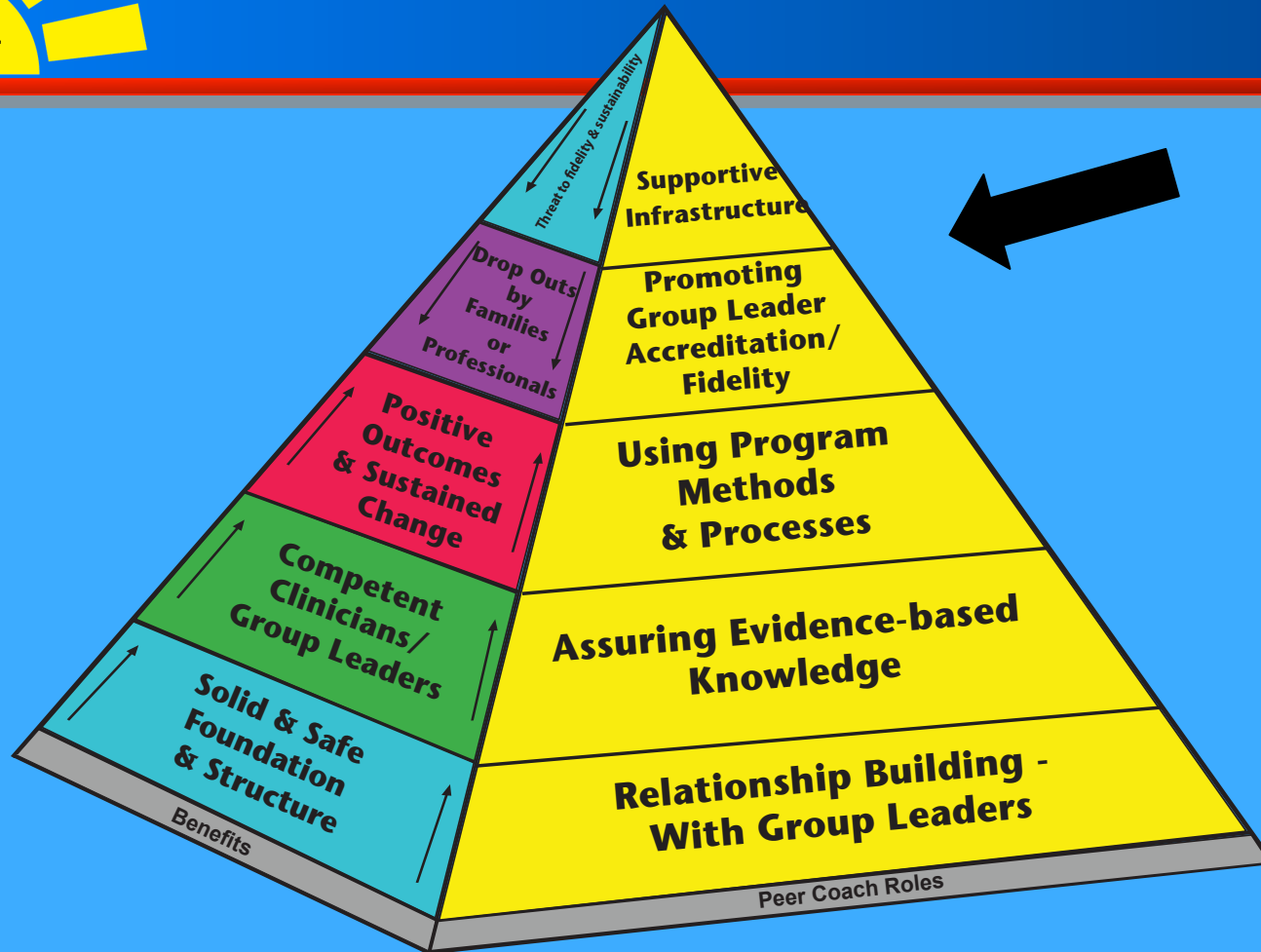
## IY Coach Role #3: Assures Quality Group Leader Methods and Processes

- Assures group leader knows how to mediate vignettes
  - Sets up effective practices/role plays for group leader
  - Promotes group leader self-reflection, critical thinking and discovery in learning process (Group Leaders Thinking like Scientists)
  - Helps person understand rationale for approach
  - Assures group leader cultural relevance/sensitivity
  - Uses incentives
  - Builds a support team
  - Helps group leader tailor with fidelity
  - Strategically closes sessions (summary, assignments, evaluations)
- (See Peer Coach Video Checklist)





# Incredible Years Peer Coaching Pyramid



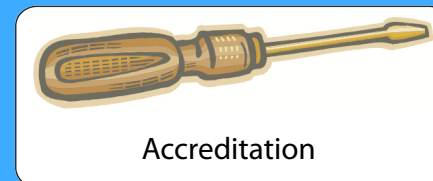


## **Role #4: IY Coach Promotes Group Leader Accreditation/Certification**

- Reviews group leader progress toward goals
- Reviews session or lesson protocols and participant evaluations and attendance
- Reviews fidelity IY group process video checklist and progress towards covering all key elements (mediating vignettes, setting up role plays/practices, tailoring for population)
- Supports accreditation package preparation
- Seeks consultation as needed from IY mentor or trainer about participant's progress



Monitoring

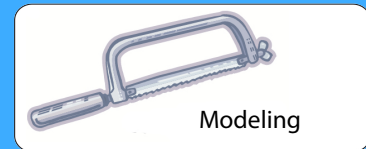


Accreditation



## Coaching Structure: IY Coach Follows Up with Group Leaders Post Workshop

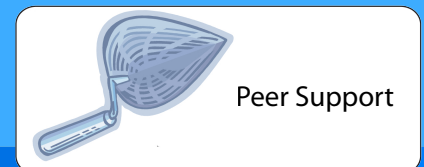
- Checks in post workshop by phone or email with group leaders regarding their goals & progress with recruiting, setting up venue, starting groups and session preparation (handout #9)
- If possible, arranges visits to observe program delivery (parent or child groups or teacher classrooms)
- Encourages, supports and praises group leader efforts at initiation of program
- Completes observation inventory
- Sends out buzz emails or letters (see web site & handout)



Modeling



Monitoring



Peer Support



## **Structure:** Preparing for IY Peer Coach Group Leader Meetings

### **Preparation**

- **Reminds group leader of what she needs to do to prepare for coaching session (in advance). Group leader is asked to:**
  - review DVD of group, set personal goal and select video segment for review and feedback from coach (see handout #1)
  - bring participant evaluations and protocols
- **Prepares for meeting by reviewing group leader goals, bringing group checklists, coach evaluations and buzz forms (see handouts)**
- **Prepares additional training from self-learning IY manuals and DVDs as needed**



Teach

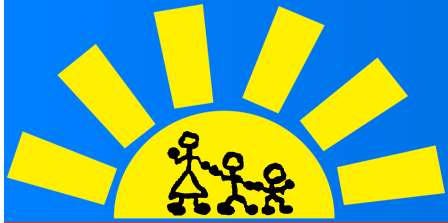


## **Structure: IY Parent Peer Coach Group Leader Meetings**

- **Review agenda**
- **Review progress with prior goals accomplished (10 min)**
- **Clarification of new goal for coaching session (10 min)**
- **View video vignette and start by reflecting on strengths before problem solving alternative strategies (15 min)**
- **Set up practices with ideas/solutions discussed (10 min)**
- **Review of group leader checklist & process form for segment discussed (e.g., setting up role plays) (5 min)**
- **Set new goals and summarize learning (use coach gem sheet)(5 min)**
- **Review session protocols, attendance, evaluations (5 min)**



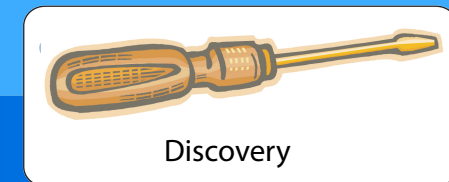




## Structure: IY Parent Peer Coach Group Leader Meetings

### Coach Promotes Group Leader Self-Learning and Reflection of DVD by:

- Pausing video frequently for discussion
- Asking probing questions to promote self-reflection, problem solving & rationale for methods used
- Setting up practices/role plays to enhance experiential learning
- Using the collaborative process
- Supporting group leader efforts
- Writing down principles learned & key leader language/scripts
- Setting future goals





## **Structure: IY Coach-Group Leader Phone Calls/E-mails**

- Checks with group leaders on their progress toward their goals as well as meeting group participant goals (parents and teachers)
- Reviews with group leaders their needs for support or further training & how to provide it
- Consults regarding session or lesson planning (e.g., choosing vignettes, practices)
- Discusses any difficulties or obstacles personally or within agency
- Reflects on success with group participants (teachers or parents)



**Note: See telephone consultation checklist (in handouts)**





# Core Themes for Coaches and Mentor Consultations

- **Tailoring programs with fidelity for particular populations:**
  - child welfare population
  - different cultural groups
  - child developmental issues
  - parent mental health issues
- **Help choosing vignettes & mediating vignettes**
- **Promoting set up of spontaneous and planned practices**
- **Managing missed sessions and make ups**
- **Managing dominant or resistant group members**
- **Promoting assigned home or classroom activities**
- **Developing trusting relationships with group members**
- **Time management issues**
- **Accreditation process/fidelity checklists**



Tailoring



# IY Peer Coach Accreditation



## **Coach does the following:**

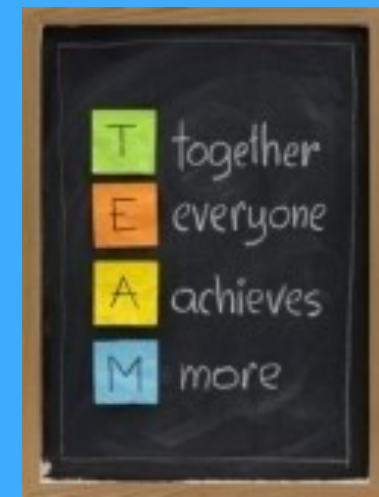
- **Completes group leader accreditation and is nominated by IY mentor or trainer for coach training**
- **Completes 6 parent or child groups Or, 4 classroom Dina, Or, 4 teacher complete 6-day workshops**
- **Attends 2 days of peer coach training workshops**
- **Coach 3 different dyads (6 different leaders) ~ four times with each dyad**
- **DVD review of peer coaching passed by IY trainer**
- **Evaluations coaching received from 6 group leaders (6 evaluations)**
- **Self-evaluations of DVDs of peer coaching provided (3) (see handout)**
- **Letter of interest and goals for peer coaching**

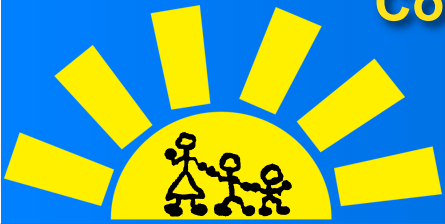




# Mentors Coaching IY Coaches

- **Reviewing DVDs of coaching sessions**
- **Working with coaches to determine their goals**
- **Setting up coaching practices**
- **Promoting self-reflection**
- **Using the collaborative process**
- **Development of a supportive, long term relationship & encouraging their efforts toward accreditation**





## **Coaching Teachers and Group Leaders is Key To Promoting Competent Classroom Management Skills Incredible Years Teachers Programs**

**Webster-Stratton, C., Reinke, W. M., Herman, K. C. & Newcomer, L. (2011)  
The Incredible Years Teacher Classroom Management Training: The Methods  
and Principles that Support Fidelity of Training Delivery. *School Psychology  
Review*, 40, 509-529.**