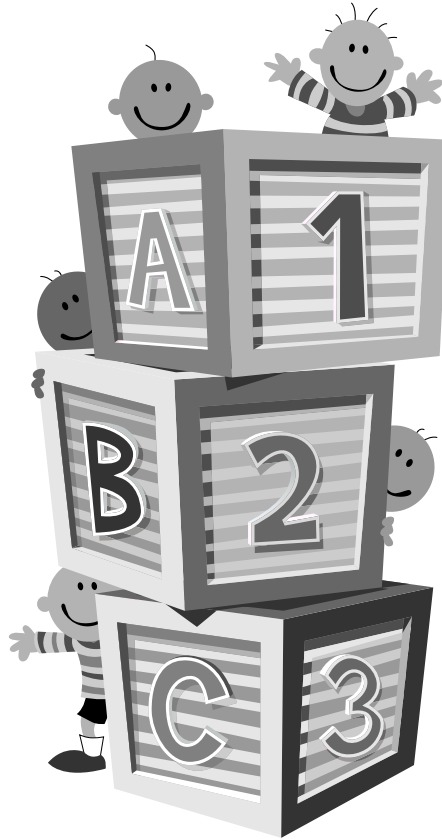




THE INCREDIBLE YEARS® PARENTS & BABIES SERIES



Workshop Manual

Baby Parent Group Leader Consultation Day

Carolyn Webster-Stratton, Ph.D.
1411 8th Avenue West
Seattle, WA 98119
www.incredibleyears.com
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**NOTE: This manual is for workshop purposes only. Full program set can be purchased from The Incredible Years®*

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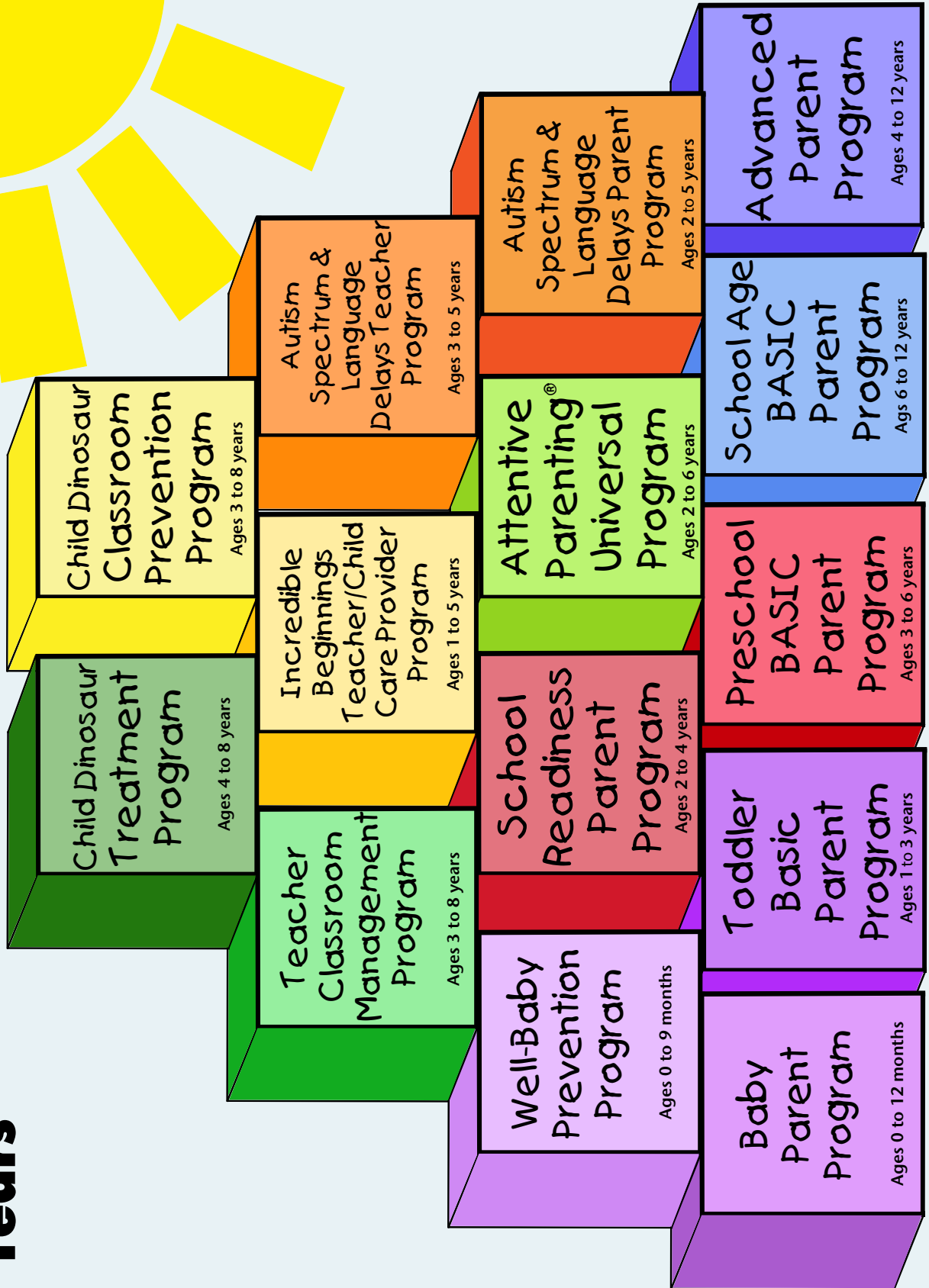
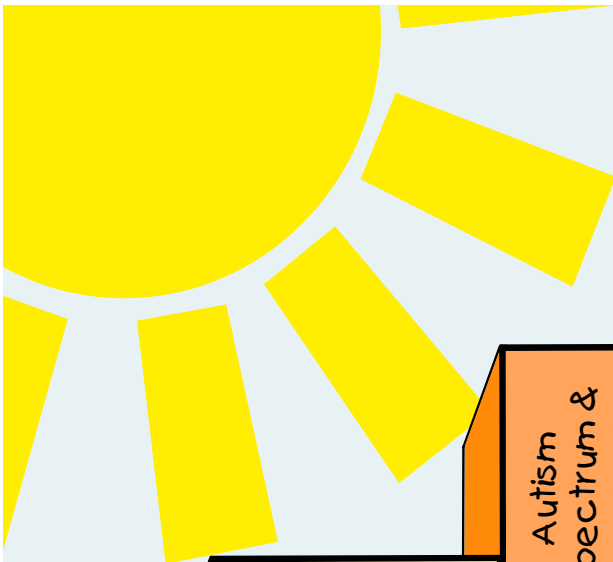
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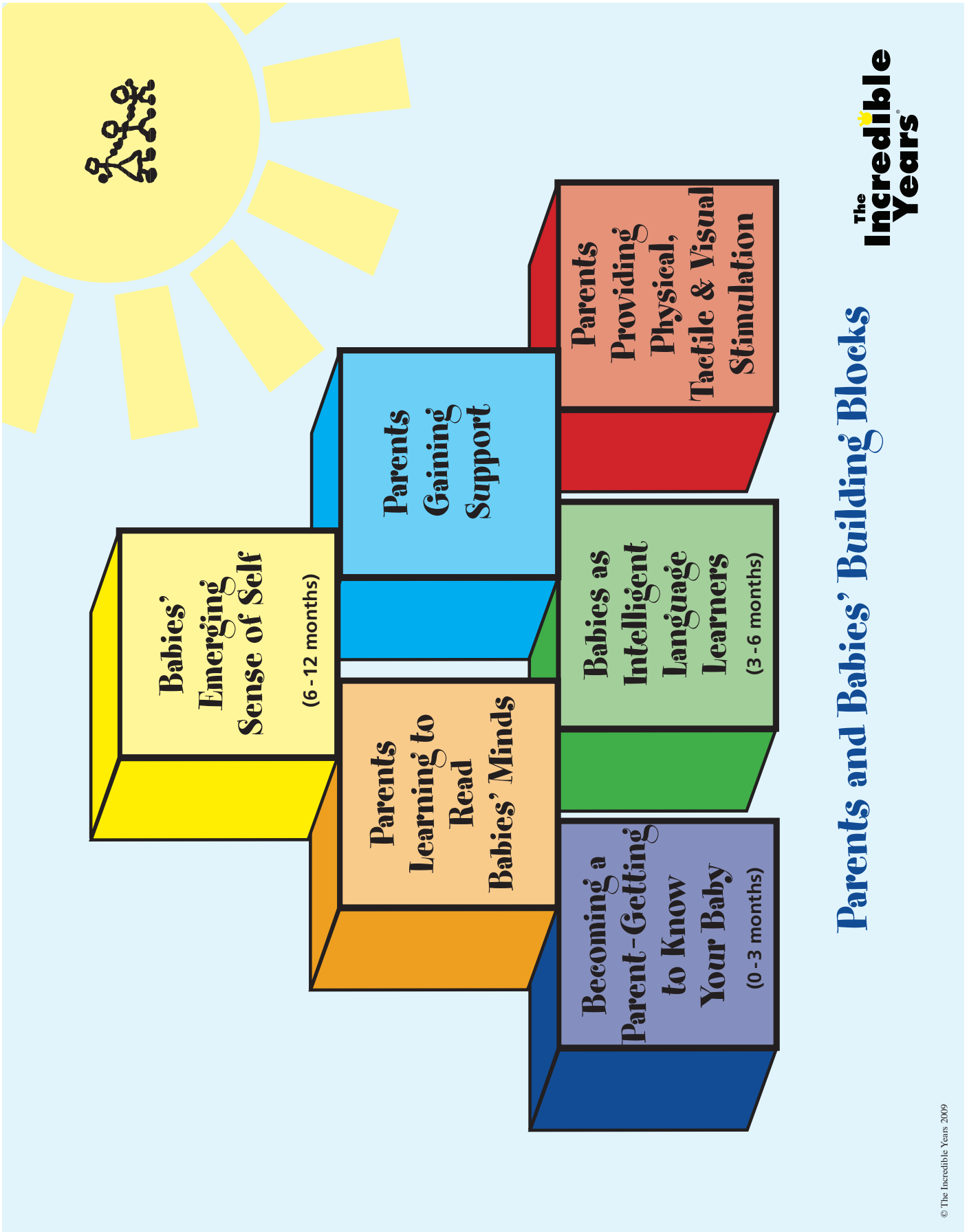
Some General Guidelines:

- If your agency plans to implement an Incredible Years® Program, they must purchase the program set from The Incredible Years® office. A program set includes all the main components to run your groups. A leader’s manual, DVD set with vignettes to show, and other “extra” items are included.
- In the leader’s manual, you MAY photocopy the handouts and different evaluation forms for parents to use and fill out. You may keep the master copies in your leader’s manual so that you can reuse them for each group.
- You may not make any alterations to these handouts, evaluations, or any of the other forms in the leader’s manual. This includes removing copyright information, recreating materials without permission from The Incredible Years® and/or translating any of the materials without permission.
- You may not photocopy the entire leader’s manual to create new manuals. If you need additional manuals, they can be purchased from The Incredible Years® office.
- You may access select materials from our website, in the “Group Leader Resources” section.
- The DVD set that comes with each program is copyright protected. Burning the dvd discs or making “back up” copies is not allowed. If a disc is lost or broken, replacements can be purchased from The Incredible Years® at a low cost. Full sets of the DVD are typically not sold separately from the full program set - if you require multiple DVD sets, we suggest purchasing multiple sets of the program, which qualifies you for discounting.
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The Incredible Years®
1411 8th Avenue West, Seattle, WA 98119
incredibleyears@incredibleyears.com
Phone: (206)-285-7565
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Parents and Babies' Building Blocks

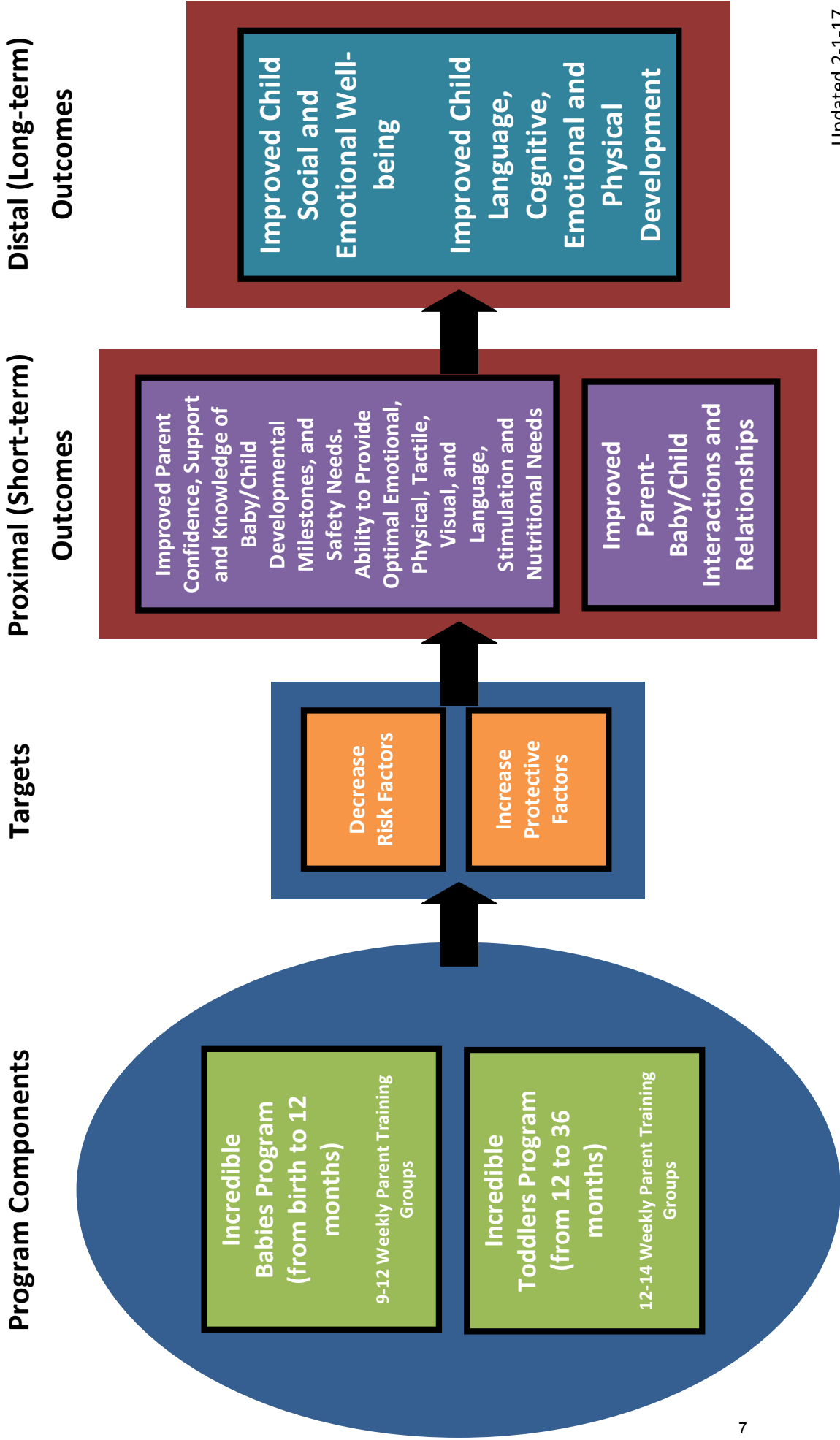


The Incredible Years® Babies and Toddlers Programs

Programmes developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.



Logic Model created by the E-SEE Study process evaluation team and Prof Carolyn Webster-Stratton



The Incredible Years® Babies Program

Program developed by Carolyn Webster-Stratton, Ph.D., M.S.N., M.P.H., Professor Emeritus University of Washington.



Program Description and Goals

Training

Facilitators attend 3-day training

Frequency and Duration (Dose)

9-12 weekly 2-hour sessions delivered to groups of 6-10 parents of babies – beginning at one to six months of age

Goals

To enhance:

Positive, responsive, confident parent-baby interactions

Secure attachment with children

Optimal growth and development

Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

IV collaborative process and principles

Goal Setting and Self-Monitoring

Narrative commentary, social and emotional coaching

Video Modelling (mediated)

Role Play and Behavioral Practice with baby in session

Group Support, Discussion and Problem Solving

Take home Practice and Reading Assignments

Targeted Risk and Protective Factors

Malleable risk factors are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Risk Factors

- Ineffective, neglectful and harsh parenting skills
- Low sensitivity and responsiveness
- Lack of appropriate physical, tactile, visual and language stimulation for baby
- Numerous stressors (negative life events, socio-economic disadvantage, marital conflict and social isolation)
- Child biological factors (e.g. developmental language delays)

Protective Factors

- Positive, nurturing, and developmentally appropriate parenting skills
- Parent support for child social, emotional, physical and language development
- Parent support networks
- Parent effective communication skills, anger management, and problem solving
- Safe home environment

Proximal (Short-term) Outcomes

Targeted outcomes that the program is hypothesised to impact *immediately following* program completion.

Improved Parenting

- Increased positive interactions and positive attachment with child (e.g. nurturing, responsive, with appropriate physical, tactile, visual and positive language interactions)
- Increased monitoring of children, flexible routines and safety proofing
- Reductions in parental stress, depression and anger
- Increased parent confidence
- Increased parent support systems
- Increased positive family communication and problem solving

Improved child emotions/behavior at home

- Enhanced emotional self-regulation (reduced crying/fussiness)
- Developing sense of self: greater exploration and discovery
- Increased language, cognitive and social development, and responsiveness to parent
- Reduced separation anxiety

Distal (Long-term) Outcomes

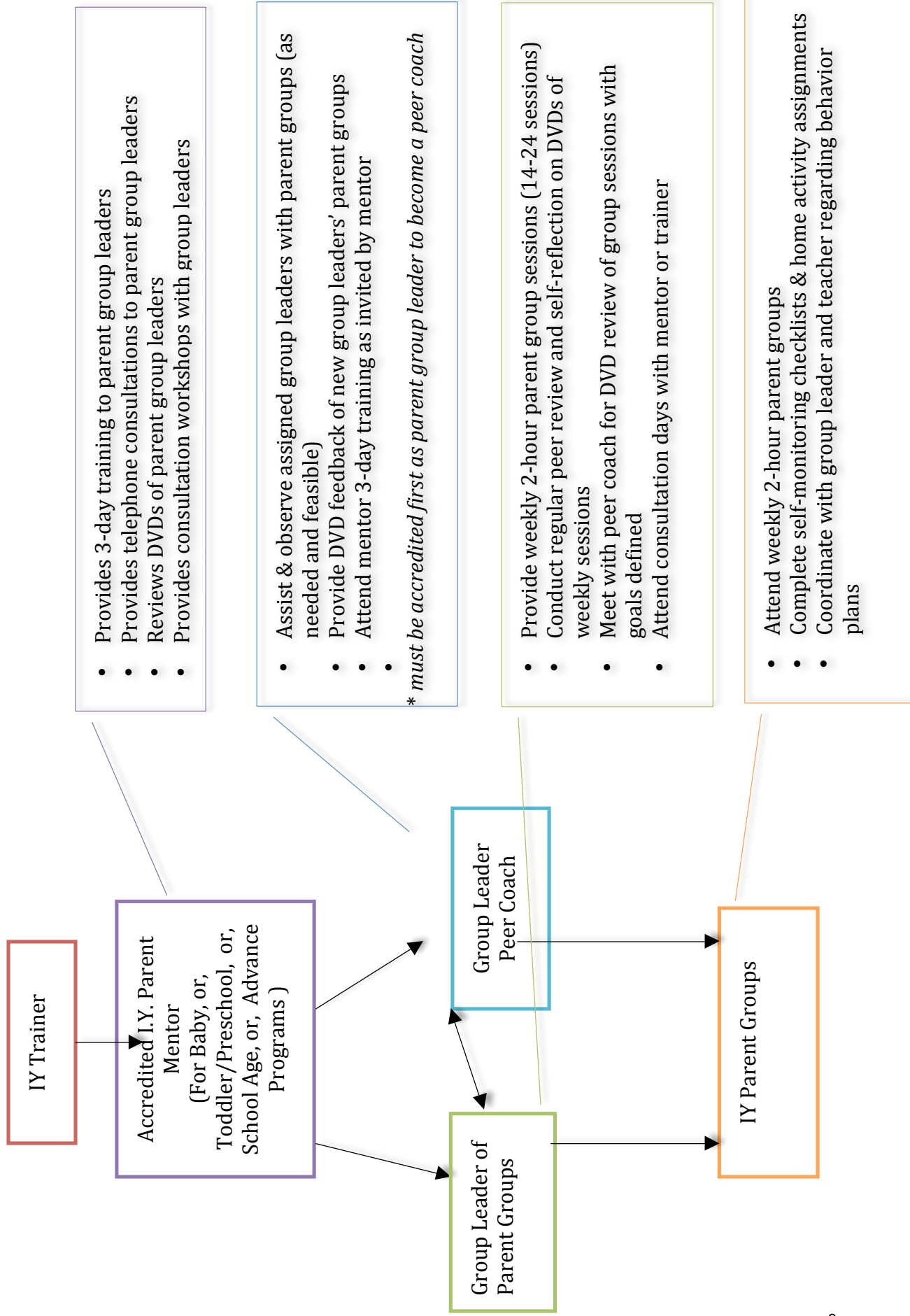
Outcomes that the program is hypothesised to impact at long term follow-up.

Improved Physical, Social, Emotional, Language and Cognitive Development

- Secure attachment
- Language and cognitive development
- Social competence
- Decreased Attachment Disorder



Incredible Years Parent Training, Coaching, and Support Infrastructure





Incredible Years®

Baby Parent Group Leader

Collaborative Process Self-Reflective Checklist

This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. By watching the video of a session, and self-reflecting on the following points, a leader can identify specific goals for future progress. This checklist is designed to complement the more specific checklist for each session, which lists the key content and vignettes that should be covered.

Leader Self-Evaluation (name): _____

Co-leader Evaluation (name): _____

Certified Trainer Evaluation (name): _____

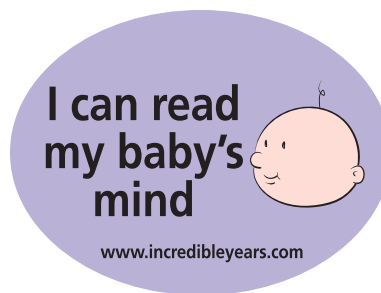
Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allows everyone to see the TV/monitor? | _____ | _____ | _____ |
| 2. Have several large, clean blankets or large, plastic, soft pads on the floor where babies can be put down. Also provide a variety of toys, extra diapers, a place for diaper changing and a rocking chair. | _____ | _____ | _____ |
| 3. Write the agenda on the board and review verbally? | _____ | _____ | _____ |
| 4. Have handouts and home activities ready for review during the session (if possible provide <i>Incredible Babies</i> book/journal)? | _____ | _____ | _____ |



See www.incredibleyears.com/certification-gl for more information

Leader Collaborative Process Checklist, Continued

REVIEW PARENT’S HOME ACTIVITIES

YES NO N/A

Did the Leaders:

1. Begin the discussion by asking how assigned home activities went this week? (e.g., baby proofing, singing, playing, using baby massage, providing visual stimulation, speaking parent-ese, coping with crying, getting support, self-care, etc.) (Some example open-ended questions the leader can ask are included in the manual.)
2. Give every parent the chance to talk about their week (level of fatigue and availability of support) and share their babies’ new developmental changes (Things I Can Do Handout)?
3. Praise parents’ discoveries and learning about their babies during the week (likes and dislikes)?
4. Highlight key principles parents’ examples illustrate? (e.g., “Wow! You are really learning to read your baby’s cues. I am giving you the “I can read my baby’s minds” sticker.” Or, “You have learned the tango dance by the way you are interacting and being so responsive with your baby. You get Tango Dance principle.”)
5. Start the session with parents playing with their babies and giving them feedback on their responses and/or talk about their baby’s responses to them?
6. Use the neuron cards and baby brain poster to reinforce parent’s discoveries and highlight the impact they have on their baby’s development.
7. If a parent’s description of how they applied the skills makes it clear that he/she misunderstood, accept responsibility for the misunderstanding rather than leave the parent 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...” vs. e.g., “You misunderstood the assignment. Remember, when you do that, it’s important to...””)
8. Allow for some discussion of issues beyond the immediate topic at hand? (E.g., other concerns with baby not related to today’s topic, or non-parenting issues that are of concern such as marital issues, how to deal with in-laws, depression, stress level, death in the family.) Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?
9. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting free-flowing discussion of other issues dominate?

Leader Collaborative Process Checklist, Continued

WHEN BEGINNING THE TOPIC FOR THE DAY

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Begin the discussion of new topic with open-ended questions to get parents 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 session.) | _____ | _____ | _____ |
| 2. Paraphrase and highlight the points made by parents—writing key points on the board? | _____ | _____ | _____ |



WHEN SHOWING THE VIGNETTES

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Begin by showing DVD narration and pausing narration periodically to clarify terminology or meaning or narrator's comments, or so parents can ask questions? | _____ | _____ | _____ |
| 2. Introduce vignettes by telling parents what to watch for in the vignette regarding parenting skills or baby's responses. | _____ | _____ | _____ |
| 3. Pause vignettes to ask what parents notice in vignette, what they might do differently or how they would respond? | _____ | _____ | _____ |
| 4. Paraphrase and highlight the points made by parents – writing key points and principles on the board next to parents' names? | _____ | _____ | _____ |
| 5. Integrate the baby brain/neurons discussion by referring to the posters to highlight the importance of a specific parenting approach for babies' development. | _____ | _____ | _____ |
| 6. Move on to the next vignette 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 vignettes.) | _____ | _____ | _____ |
| 7. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated.) Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. IF the group is clearly behind schedule, it is okay for such discussions to be somewhat briefer by asking parents to highlight key points in a sentence. However, be strategic about the need to allow longer discussions around important emotional topics. | _____ | _____ | _____ |
| 8. Pause as needed during discussion if babies are crying to sing songs and help babies regulate? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

PRACTICE AND ROLE PLAYS

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. After pulling out key points from vignettes, explore how these ideas can be used at home with their baby? | _____ | _____ | _____ |
| 2. Stop periodically to play with babies to practice a skill such as reading to the baby, singing, playing with hand puppets, talking to baby using parent-ese voice, feeding babies, playing peekaboo or a game, diapering, etc? | _____ | _____ | _____ |
| 3. Process practices asking parents what they noticed about their baby's response and how they felt. Discuss the rationale for this approach for their baby and its impact for their relationship with their baby. | _____ | _____ | _____ |
| 4. Occasionally do practices that allow parents to be in role as baby so as to experience world from baby's perspective (e.g., being fed by a parent, being yelled at)? | _____ | _____ | _____ |



OTHER TOPICS

YES NO N/A

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 1. Integrate "baby alerts" about safety proofing one's home through out sessions (e.g., how to put baby to sleep, how to make bed safety proof, ways to feed babies safely, etc.)? | _____ | _____ | _____ |
| 2. Discuss how parents are finding support so they are rested and how they are building a support team? (gradually complete support team handout) | _____ | _____ | _____ |
| 3. Review with parents ways they can use positive self-talk, coping self-statements and relaxation methods to stay calm when frustrated with babies crying? Refer to baby brain neuron poster. | _____ | _____ | _____ |
| 4. Discuss baby's brain development and the impact regarding scaffolding and strengthening baby's neuron connections? | _____ | _____ | _____ |
| 5. Summarize key points of discussion ideas and principles derived periodically? The impact of the parenting approach regarding scaffolding and strengthening their baby's social, emotional, cognitive and language neuron connections. | _____ | _____ | _____ |
| 6. Adapt home activities depending on whether parents have custody of their babies or have weekly visitations? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

- | | | | |
|--|-------|-------|-------|
| 7. Discuss parents self-care to keep themselves rested and relaxed? | _____ | _____ | _____ |
| 8. Pause to sing songs or rhymes periodically throughout session or when babies are unsettled? | _____ | _____ | _____ |

REVIEW POINTS TO REMEMBER, HOME ACTIVITIES JOURNALS AND WRAP UP**YES NO N/A****Did the Leaders:**

- | | | | |
|---|-------|-------|-------|
| 1. Begin the ending process with about 15 minutes remaining? | _____ | _____ | _____ |
| 2. Review or have parents review each point on Points to Remember out loud, commenting on why each point is important? | _____ | _____ | _____ |
| 3. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it? Ask them to commit to a goal for the week. | _____ | _____ | _____ |
| 4. Have parents complete the session evaluation form? | _____ | _____ | _____ |
| 5. End the session on time? | _____ | _____ | _____ |



REMEMBER: Your goal in the group sessions should be to draw from the parents the key ideas, insights and management principles so they can self-reflect as well as learn from each other. When possible, parents should be the ones who generate the principles, describe the significance for achieving their goals, highlight what was effective or ineffective on the video vignettes, and practice how to implement the skills in different situations. These sessions should be relaxed, fun, and include practice interactions with babies and singing. People are far more likely to use new behaviors when they have seen them being used successfully (video and live modeling) and when they have practiced them with support and feedback than when they simply hear about them in a didactic way. Try to provide special stickers or prizes for parents and their babies, when applicable.

Map to Becoming Certified



Basic steps to become a certified IY Group Leader

START



1. Attend an IY training.



2. Acquire the appropriate program for your population.
(You may do this step prior to attending training.)



3. Self Study using Leader's Manual & DVDs (with coleader).
(You may begin self study prior to training if you have the program materials.)



4. Start recruitment and planning for your groups.



5. Implement first group & submit DVD of one session for feedback from IY mentor/trainer.
(If your agency has an IY Peer Coach, schedule video review meetings with them first.)



6. Obtain in-person, group, or phone consultation with Mentor/Trainer and engage in weekly peer review.



7. Implement second group & submit DVD for feedback from IY mentor/trainer. Continue participating in consultation.



8. Once DVD review passes, send all paperwork to IY headquarters.



9. Application is reviewed. Congratulations on becoming a certified group leader!

See next page for what comes next, once you are certified as a group leader.

CERTIFICATION MAP – THE CONTINUED JOURNEY

Next steps once you have been certified as a group leader
(Continued from “Map to Becoming Certified”)



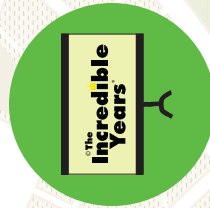
10. Continue group leader peer review every 2 weeks.



11. Group DVD consultations yearly with IY mentor/trainer.



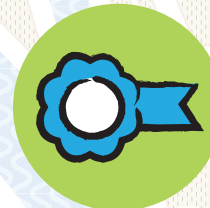
12. Support new group leaders by delivering groups with them.



14. Consider attending an adjunct IY training for a different population or age range.
(see www.incredibleyears.com for all training options)



13. In-person or telephone consultations with IY mentor/trainer as needed.



15. Consider learning more about peer coach certification.

Contact the Incredible Years® office and consult our website (www.incredibleyears.com) for more details on further training you can receive, how to access consultation, and applying for peer coach certification.

INCREDIBLE YEARS®: PARENTS AND CHILDREN TRAINING SERIES

Benefits of Certification As a Baby Parent Group Leader

We consider this certification process to be of value for the following reasons: First, the certification process maximizes the quality of the performance of the group leader. We believe certified leaders implementing the full program will achieve results similar to those in the published literature. The process of certification is considered part of the training process in that the leader will get feedback from parents and peers on his/her leadership ability. Second, certification allows the individual to be listed as a certified group leader at Incredible Years, Inc. This certification permits us to give out your name for possible employment as a leader of parent groups. Third, certified leaders will be invited to workshops updating our programs and sharing ideas with other group leaders throughout the country. Finally, certification permits the individual to be eligible to take the advanced course in parent group leadership and to take the course to be a certified peer coach and mentor of other group leaders.

Note: Certification is required for this program to be used as part of a research project.

Background Requirements to be Eligible for Certification

1. Extensive experience with babies and young children (this may include being a parent, working with babies as a health care provider, mental health provider, teacher, or parent educator). Two years experience minimum requirement.
2. Excellent interpersonal skills. Letters of reference attesting to your clinical experience working with individuals and groups (minimum two).
3. Experience with parenting skills and family interactions (this may include being a parent, working with families as a health care provider, psychiatrist, psychologist, social worker, nurse, teacher, or parent educator).
4. Involvement with group activities and awareness of group dynamics (ranging from having participated in PTA committee work to having led a group).
5. Educational course in child development required (credited course) (educational background in counseling helpful).

Requirements

Training

- Attend Approved Training Workshop

Only those candidates who have successfully completed the approved training qualify to submit a certification application. Approved training consists of a 2-3 day workshop for Baby Parent Group Leader offered by a certified mentor or trainer of group leaders.

Experience Requirements

- Conduct two (complete sets of) parent groups

Conduct two parent groups utilizing the complete parent and baby video series (each group lasting a minimum of 9 weeks). It is optimal to have 8–10 participants. A list of dates, locations, and number of attendees will need to be submitted. It is required that a minimum of 6 parents complete the group.

- Submit session checklist for two complete sets of parent groups.
- Submit to the Certification Committee: weekly evaluations by each parent who attends each of the set of sessions for both groups (see Appendix).
- Submit to the Certification Committee: final program evaluations by each parent who attended the two groups (see Appendix).

Feedback and Evaluation

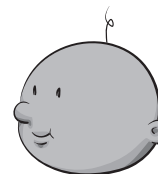
- Peer and self-evaluation from two sessions (see Appendix).
- Satisfactory completion of group leader self-evaluations for each group. (See Collaborative Process Checklist in Appendix.)
- Satisfactory completion of two co-leader peer evaluations for each group. (See Peer and Self-evaluation Form in Appendix). The Peer and Self-evaluation needs to be based on a whole videotaped session, which you have carefully watched and analyzed. In the Peer and Self-evaluation Form you need to give concrete examples. Self-reflection about your own practice is important as well.
- Passing DVD review of session by certified mentor or trainer:

Receive a satisfactory DVD review for a complete group session. This review may be done on-site by a certified mentor or by submitting a DVD to the Certification Committee. Most people usually submit two DVDs before they obtain approval. Two DVD reviews are covered in the initial fee, however if you are asked to send additional video for review there is additional fees due to the time involved for conducting a DVD review and writing up a report.

Certified group leaders are expected to attend a one-day renewal or consultation workshop every every 18 months.



Incredible Years® Babies Program Survey



First Name _____ Last Name _____

Baby Birthdate (mo./day/yr.) _____ Today's Date (mo./day/yr.) _____

Parents learn from their experiences interacting with their baby. Use this inventory to think about your strengths and what parenting strategies and activities work or don't work with your baby. Your answers will be kept confidential.

<i>When I Play with My Baby:</i>	Never	Rarely (monthly)	Sometimes (weekly)	Often (daily)	Consistently (multiple times a day)
1. I have fun playing games with my baby such as peekaboo	1	2	3	4	5
2. I sing to my baby	1	2	3	4	5
3. I read books to my baby	1	2	3	4	5
4. I give my baby massages	1	2	3	4	5
5. I find it hard to find time to play with my baby	1	2	3	4	5
6. I talk and speak "parent-ese" to my baby and describe my actions as well as my baby's actions	1	2	3	4	5
7. I do baby physical exercises (tummy time, pull ups, walking etc.)	1	2	3	4	5
8. I provide visual stimulation for my baby (e.g., toys, hanging objects)	1	2	3	4	5
9. I use hand puppets with my baby	1	2	3	4	5
10. I smile at and praise my baby	1	2	3	4	5
11. I mimic and imitate my baby's sounds	1	2	3	4	5
12. I find it hard to be affectionate with my baby	1	2	3	4	5
13. I use hand signals to communicate with my baby	1	2	3	4	5
14. I tell my baby I love him or her	1	2	3	4	5
15. I label my baby's positive emotions	1	2	3	4	5

When my Baby is Crying:

	Not at all likely	Unlikely	Somewhat likely	Likely	Very Likely
1. I find it hard to soothe my baby when s/he is crying	1	2	3	4	5
2. I stay calm and use a calm down strategy when my baby is crying	1	2	3	4	5
3. I figure out the reason for my baby's crying (hunger, dirty diaper, amount of stimulation needed)	1	2	3	4	5
4. I ask for help when I feel overwhelmed and stressed	1	2	3	4	5
5. I modulate the amount of stimulation my baby needs when s/he is crying	1	2	3	4	5
6. I feel confident I can help my baby feel safe, loved and secure	1	2	3	4	5
7. I sing to my baby when s/he cries	1	2	3	4	5
8. I label my baby's negative emotions	1	2	3	4	5
9. I yell at my baby when s/he cries too long	1	2	3	4	5
10. I touch my baby in soothing and loving ways	1	2	3	4	5

My Baby's Development:

	Never	Rarely	Sometimes	Often	Always
1. I keep track of my baby's physical, motor and language developmental progress (e.g., journal)	1	2	3	4	5
2. I try to be flexible and baby-directed in terms of my baby's feeding schedule	1	2	3	4	5
3. I worry about my baby's sleep schedule and patterns	1	2	3	4	5
4. I plan activities I know will enhance my baby's language and physical development	1	2	3	4	5
5. I am comfortable calling the doctor or nurse when I am unsure whether my baby is sick or not developing normally	1	2	3	4	5
6. I assess my home to make it baby proof and safe (e.g., have car safety seat, water heater turned down, have smoke detectors)	1	2	3	4	5
7. I am worried about my baby's development	1	2	3	4	5
8. I feel my baby is bonded to me	1	2	3	4	5
9. I am baby-directed and put my baby in a central place in the household where s/he can see family action and I can talk to him or her	1	2	3	4	5
10. I make everyday things such as diapering, feeding, and bath time fun rituals.	1	2	3	4	5
11. I am baby directed in my feeding approach	1	2	3	4	5

Caring for Myself:

	Not at All	A Little	Somewhat	Often	Frequently
1. I get a sitter so I have time for myself	1	2	3	4	5
2. I know how to use calm down strategies when I am frustrated	1	2	3	4	5
3. I work at developing my family and friend support system	1	2	3	4	5
4. I pay attention to my needs for rest and self-care (taking naps, time with friends, exercise,)	1	2	3	4	5
5. I find it helpful to share parenting ideas with other parents	1	2	3	4	5
6. I find it helpful to share my parenting worries with others	1	2	3	4	5
7. I involve other family members in understanding my baby's interests and favorite games	1	2	3	4	5
<i>Please select the degree to which you agree or disagree with the following items.</i>	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. I am happy in my role as a parent.	1	2	3	4	5
b. Caring for my baby sometimes takes more time and energy than I have to give.	1	2	3	4	5
c. I feel overwhelmed by the responsibility of being a parent.	1	2	3	4	5
d. I feel close to my baby.	1	2	3	4	5
e. I feel confident as a parent.	1	2	3	4	5

Group Leaders Thinking Like Scientists



Problem



Goals



Strategies

Benefits

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



Ongoing Plans

Group Leaders Thinking Like Scientists



Problems



Strengths



Goals



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 DVD 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:



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

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Group Leaders' Hot Tips for Doing Successful IY Parent Groups

Carolyn Webster- Stratton

7/31/14

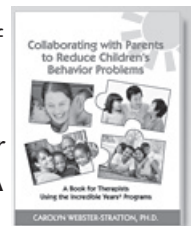
Overview

As an Incredible Years® group leader you are an essential element in bringing about parents' ability to make change in their emotions, parenting interactions and home environment. Group leaders use a collaborative approach, encourage parent self-reflection, problem solving, practice exercises, experiential learning, and develop positive relationships with parents in their groups. It is your positive forecasting of parents' eventual ability to achieve their goals, your warmth and personal understanding of their unique family situations that will lead to parental success. Group leaders guide parents through the steps in the Parenting Pyramid®; helping parents to share their experiences and learn to apply the IY child management principles to their own home situations to meet the developmental needs of their children. Your ability to produce this accepting and supportive group environment will strengthen parents' hope, confidence and ability to try new parenting approaches.

The following tips are provided to cover some of the main questions that I hear from group leaders or difficulties I see when reviewing videos of group sessions.

Also we hope you are aware there is a book for therapists now which covers many of these details and others in more depth.

Webster-Stratton, C. (2012) *Collaborating with Parents to Reduce Children's Behavior Problems: A Book for Therapists Using the Incredible Years Programs*, Seattle, WA Incredible Years Inc.



I hope you are finding joy in delivering these programs. Consultation and support from IY mentors and trainers can be obtained by calling us at 888-506-3562, emailing us at incredibleyears@incredibleyears.com, or you vsn check out the web site for other resources, www.incredibleyears.com.

Wishing you incredible parent groups, Carolyn



Keep Yourself on a Schedule for Each Session – Effective Time Management

Keeping yourself on a predictable schedule and managing your time well each week will assure that you cover the content adequately and will also be reassuring for parents and help them feel safe in the group. If too much time is spent on exploring in depth an individual's personal problems, other parents lose interest and feel they are being ignored and not as valued. The following is a suggested way to schedule each session.

Review of Home Practice Activities: For a 2-hour parent group session, start on time and take the first 20-30 minutes for a home activities review. First remind the group what the home activity was, for example, "Last week we asked you to play with your child using social coaching for 10 minutes each day." This is followed by asking several parents to comment on their play experiences, or using the particular parenting management skills they were learning (e.g., coaching, ignoring, praising, positive limit setting). Additionally, ask them to share any gems they learned from reading the assigned chapters

in the *Incredible Years* parent book. Explore with parents what they learned from their week's experiences and problem solve with them how they can overcome any barriers to doing the home practice activities or using the skills. Help them determine realistic goals for the subsequent week. It is also important to explore with them their impressions of their children's reactions to their play times and new parenting strategies. You might ask, "How did your child react to this coached play?" Or "Did you see any benefits for your child by using this approach?" If you have a large group you might consider selecting 3-4 different parents each week to discuss their home practice activities. This will allow you to go more in depth with some parents (including doing some spontaneous role plays) and prevent you from taking too much time going around the group to discuss every parent's experiences. Another approach you might use occasionally is to pair up the parents in a "buzz" format to share one positive experience they had doing the home activities. This followed by group sharing after the individual sharing. Be sure to take no more than 5 minutes on this paired sharing.

New Topic: During the next 30 minutes introduce the new topic. Start by providing a brief overview which involves showing how the new content fits into the parenting pyramid and how this approach will address their personal goals. The introductory narration can also be used for this overview. Plan on showing 3-4 vignettes for discussion before the break. Take a 10 minute coffee and snack break and resume the group in a timely way to complete another 3-4 vignettes and continued discussion of new content for another 30 minutes.

Summary and New Home Activities: In the last 15 minutes, summarize the most important learning principles and take home messages discovered in the session, review key refrigerator notes, and review new home activities for the week. Close by asking the parents to complete their self-monitoring checklist in their folders and make a commitment to what goal they plan to achieve in the upcoming week.

Help parents understand that every week you will give different parents a chance to discuss more issues in depth, or model and practice specific strategies. Emphasize that their learning comes from experiential practice, observing, sharing and learning from each other.



Plan In Advance the Vignettes to Be Shown at Each Session

You will not have time to show all the vignettes available for a topic. The session protocols provide some recommended core vignettes to be shown and these are marked with an asterisk (*) on your session protocols. However you may want to choose other vignettes for a particular group that better represent the families and developmental issues the families are coping with. Therefore it is important that you eventually learn all the vignettes so you can tailor to specific group needs. When choosing additional or alternative vignettes consider the following:

- parents' understanding and prior familiarity of the content and principles being taught
- vignettes that represent the culture of parents in group or number of children in their family
- vignettes that have children with temperaments and development level similar to those of children in the group.

For parents who find the topic material new, unfamiliar or confusing, group leaders will want to show more vignettes to help them understand the key concepts, to see how to use a particular parent management strategy and to appreciate how the children respond to this approach. Or, for parents who are worried about getting their children to bed, or toilet training, or coping with grocery shopping problems, or being able to talk on the phone, or do homework with their children you can show vignettes related to these issues.



BE SURE TO STUDY ALL THE VIGNETTES IN THE PROGRAM SO YOU CAN MAKE GOOD CHOICES ABOUT THOSE VIGNETTES MOST APPLICABLE TO A PARTICULAR GROUP.

In general we find that leaders can show 8 - 10 vignettes per session. Many of the newly updated vignettes are longer and more complex so you will be able to show somewhat fewer vignettes when you use these new ones. It is a good idea to have a combination of the older and newer vignettes. The older vignettes are brief, simpler and focus on one key parenting skill, while the new vignettes cover a more general parenting style and several parenting approaches. For parent groups who find the content unfamiliar and new, try to keep the message simple and clear when showing vignettes. Focus on the key principles that the session topic is focused on rather than being distracted by other issues.



Set Limits on Your Review of Home Activities

It can be tempting to let discussion of home practice activities last over an hour, especially if you are trying to let every parent report in depth on their weekly activities and events. This can lead to parents' disengagement from the group. It is best if group leaders are very specific about what they want parents to report on regarding home activities. For example, ask several parents to report on one success they had with being child-directed or using praise, or limit setting, or staying calm. It is not necessary for every parent to report in each week or you will have trouble getting to the new content. Remember you also have the weekly telephone calls to check in with them as well. It is important to balance who shares home activities so that over the course of a few sessions, every parent reports in and has a chance to contribute their ideas or concerns. You want to hear from every parent at least sometime during each session.



Focus on Parents Who Resist Doing Weekly Home Assignments

Each week group leaders explore parents' ability to achieve their goals for the week. They ask about their success reading the chapters and doing the home practice exercises. Parents who have done their home assignments receive praise and recognition for this work and perhaps a special reward for a big achievement. Those who have not done their home assignment are asked to think about what the barriers are for them to being able to do this activity at home. The group is encouraged to think about possible ways to overcome these barriers. Next these parents can be asked to set new goals for themselves for the following week and leaders ask what would motivate them to achieve this goal. Group leaders may offer special snacks or small gifts if they can achieve their goal during the subsequent week.



Praise Parents Often

Sometimes when new group leaders start leading groups, they are so preoccupied with the videos, new content schedule and group process methods that they forget to praise parents for their input and ideas. It is important to listen carefully to what parents have tried to do at home with their children and praise their small steps towards behavior change. Challenge yourself to give out a certain number of praises in every session. Ask your co-leader to help by praising parents' ideas, principles and insights. Give out stickers, small candies and awards to those who completed home activities, read chapters or tried something new. Be excited about their learning process and successes! Remember that you are modeling the praise and encouragement you want parents to use with their children.



Do Short Buddy Buzzes

Buzzes are when you ask parents to "buzz" with another parent to share and write down their ideas for a particular topic (e.g., establishing a bedtime routine, recording "positive opposite" behaviors of negative behaviors, rewriting negative thoughts, or negative commands, or sharing calming strategies). The benefit of doing a paired buzz instead of a group brainstorm is that every parent is immediately engaged in a task and involved in coming up with solutions. In large group brainstorms, perhaps only half the group contributes ideas and the other half is disengaged, or quiet, or distracted. After the buzz (3-5 minutes) is completed, each buddy can report on their buddy's ideas and these can be recorded by the co-leader on the flip chart. These are fun for everyone – try them out! Be sure to use the buzz handouts in the leader's manual for these exercises.



When setting up these buzzes, plan ahead of time which parents you will pair up with each other and put a unique sticker on their name tag which matches with their buddy's sticker. Parents can change chairs during the session to have these buzz discussions. Give them a warning or ring a bell to warn them when the buzz time is coming to an end.



Use Thought Cards

During the buzzes, particularly for those that involve cognitive work related to self-praise, calming thoughts, challenging negative thoughts, setting goals for behaviors to be ignored, managing stress, or identifying their positive opposite behaviors, give parents either a buzz handout or thought card (which can be downloaded from the web site) to use to write down their agreed upon ideas. The more you can get parents to commit to 1-2 clearly defined behaviors or specific word or thought statements to practice at home the better the learning. For example, if parents are very self-critical and have difficulty with positive coping self-talk, after group brainstorming ask parents to write down the specific self-statement that is their favorite thought that they will try to rehearse that week. By practicing one thought statement over and over again it is more likely to become an established pattern of thought. It is not necessary for parents to learn 10 ways to use positive self-talk statements because this complexity might overwhelm them. Also you might consider laminating some of the key statements or thoughts on these thought cards and laminate them so parents can keep them and place them in some visual place in their home as reminders. See web site <http://incredibleyears.com/resources/gl/parent-program/>



Highlight Parents' "Principles" and Show How Principles Relate to Parents' Goals

When parents report on their insights or rationale for how to respond to a problem situation presented, try to listen for the critical theme or behavior management principle underlying what they are saying. Then record the principle on your flip chart and name the principle with their name. For example a parent named Trilby may be talking about the fun she has had with her child playing in a child-directed way. The leader may give her the "Trilby's Fun Principle" and ask about its value for their relationship. Then as the principle is explained and understood the co-leader may write it down on the flip chart, "Trilby's fun principle is that having fun together leads to stronger bonds and attachment with our children." In this way parents are given credit for their ideas and empowered for their contribution to the discussion and learning. Before each session, review the key concept ideas and principles to be looked for in the vignettes and also review the refrigerator note you will be using in the group. Both of those lists will give you an idea of some of the principles that you should be listening for.



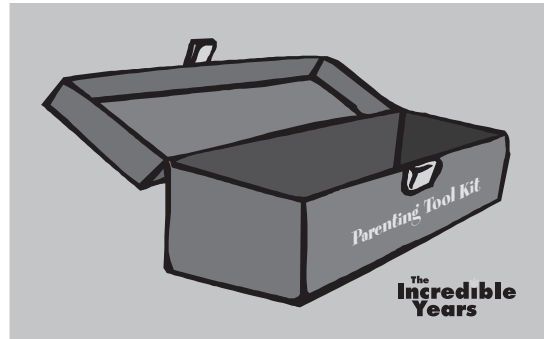
Help Parents Understand the Rationale for Principle

It is important that parents understand the underlying social learning theory for behavior management principles that are discovered. For example the "modeling theory" and "attention principle" and "shaping principle" are key learning principles for parents to understand. It is important that they understand that children learn about social skills and problem solving by watching the behaviors that their parents exhibit or model or give attention to. It is also important that they understand that the child behavior that receives their attention is the behavior that is reinforced by them. Once they understand the theory underlying this and how it works to manage behavior or teach new behaviors it will be easier for them to ignore misbehavior and to praise the positive behaviors they want to see more of.



Use the Tool Metaphor for Building Parenting Tools

When helping parents understand the key principles it can be useful for parents to see these as “building tools” they are learning to use from their parenting tool kit. When a new principle is being taught you can put its name on a picture of a particular tool and place this picture on the Incredible Years tool kit poster. Over the sessions you will help parents learn how to use over 25 different tools. You can expand on this building metaphor by explaining to parents that every problem doesn’t have to have a hammer to make it work, rather it may be better to use capacity building or foundational tools such as attention, praise,



support, relationship building, scaffolding, shaping, support, calm down strategies, modeling, repeated practice and so forth. This fun approach helps parents realize all the different parenting tools they are learning and how they are using these tools to build positive relationships. Additionally they are learning to determine which tools are better for achieving particular goals. See web site for small tool kit poster and for tool awards that can be downloaded or purchased.



Mediate the Longer Vignettes and Narrations

For the longer, newer vignettes always pause the vignettes 2-3 times to ask parents what they have noticed, to pull out key principles, and to see if they can predict what models on the vignettes will do next. Sometimes this can lead to a role play practicing their idea before seeing what the parent on the vignettes actually does. Then when the vignette is continued parents are watching for the things that were discussed and are more reflective and aware of the strengths in the parent-child interactions being modeled. Be sure to show the whole vignette for this provides more modeling of a parenting style and relationship building than skills per se.

It is important to show the introductory narrations preceding the vignettes. These narrations summarize key points and help focus parents who are inattentive and may be distracted by some of the conversations. Also pause the introductory narration before showing the vignette to see if parents have questions and determine if they understand the key learning topic. For example, in the introductory narration to the first session, it is important to discuss each of the three developmental tasks for this age group and how they will learn to support their children in this learning.



Use Vignettes to Trigger Role Play Practices

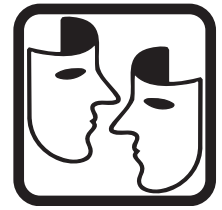
Sometimes it is useful to pause a vignette and ask parents to role play what they would do next in that situation. Afterwards, the group can watch the rest of the vignette and discuss any differences in the responses. Anytime that parents feel a vignette is not effective, it is helpful to have parents replay the vignette in a live role play using a more effective response. Spontaneous role plays and practices are also set up during the home activities review discussion, particularly when a child doesn’t seem to be responding to their parenting strategy. During this time parents can be asked to play the role of their child so that other group members can demonstrate how they might respond to this behavior and so the parent raising the issue can understand her child’s perspective and feelings. Role plays or practices that are set up to demonstrate parents’ successes at home or to help them resolve difficulties that emerge during home practice activities are very effective because they bring the skills they are learning to their real-life experiences at home.



Set up Frequent Role Plays or Practices in Group

Setting up numerous role plays or practices for parents is critical to parents' learning processes. You may think from discussion that parents understand the principle or topic but when you see them practice "in action" you will have a better idea of their ability to put their ideas into real-life behaviors. There can be a discrepancy between how parents cognitively would ideally like to behave and how they actually behave.

It can be very difficult to think of the right words to use with children, manage angry thoughts and stressful feelings when children argue or disagree, or to follow through with consistent responses. Role plays practices help parents to rehearse their behavior strategies, practice staying calm and using positive self-talk, and to get feedback from group leaders and other parents about their skills. Here are some tips for successful role plays.



Setting up a Large Group Role Play Practice: Most of the time practice should first be done in the large group so that you can scaffold and support the practice. Then parents can move into small groups to practice what they saw modeled in the large group practice. When this is not done parents often get confused about what they are supposed to be doing. First, remember you are the "director" of the role play and get to choose the actors, set the stage, and determine the script and roles for the things you want practiced. Always make sure that you have covered the content prior to doing the role play. Then start with a simple role play that will illustrate the concept and achieve your learning objective for the practice.

Rather than ask for volunteers, select a parent you think understands the behavioral concept and can successfully play the role of the parent. Invite the parent to help you, e.g., "John, would you come up and help me by being the parent in this next role play." Then choose a parent to be child. "Sally, will you be your child who is fearful and afraid to take risks?" Parents rather than group leaders should be the role play participants. Parents will learn more from being in the practices themselves. If you are in the role play you will not be able to effectively scaffold or debrief the process.

Set the scene and build a script: Set up the role play by letting participants know the age of the child, developmental level and temperament of child, and what the child and parent will do. First, ask the group for ideas for how the parent should respond to the particular situation being set up. For example, "So in this practice, our parent is going to be practicing persistence coaching and Seth is going to be the child who is inattentive and wiggly and has difficulty staying on task. Our parent is going to use persistence coaching. What words can she use for what behaviors?" Using the parents' suggestions, walk the parent through her/his part in the role play before the role play starts. Give instructions to the child, letting him/her know whether they should be cooperative or noncompliant. If they will be noncompliant, let them know if there are any limits (e.g., you should fuss and whine, but please don't throw things or hit). This is very important because you don't want the role play to require management techniques that haven't been taught yet.

Supporting the practice: Both the leader and co-leader can serve as coaches for the role play. Often one leader supports the role of the parent and the other supports the role of the child. As the role play proceeds, freeze the scene at any time to give the parent feedback for her effective skills, or to redirect, or to clarify something you didn't explain well. Provide the parent role with plenty of scaffolding so s/he can be successful. Group members can also be asked to suggest ideas if the actor participant is stuck.

Defining the practice: Always debrief each role play. It can be helpful to start by asking for positive feedback from the group about the parent's effective skills: "What did you see Thomas doing well? Or "what principles of ignoring did Maria use?" Also debrief with the person playing child and playing parent afterwards to find out how they felt during the practice. When applicable rerun the role play with a different response using the ideas of another parent. Sometimes you may want the person playing "child" to try the scene being in role as "parent" so they can experience practice with this different approach.

Ideas for spontaneous role plays: There are many role plays or practices suggested in the leader's manual. However, try also to use spontaneous role plays that emerge out of a discussion of a difficulty a particular parent is having at home and is asking for help with. When parents feel you are directing these practices at their own real issues with their children at home they are very grateful for this support and understanding. Sometimes a parent will begin to enthusiastically describe a success she has had with her child. These are perfect opportunities for the group leader to ask, *"Can you show us what you did? It would be helpful to see it in action and help us learn from your experience."*

When doing these role plays, it is helpful if one leader is sitting next to the parent in role as parent and the other leader next to the child. In this way, the leader can whisper to the parent suggestions for words to use if they need help and the other leader can make sure the parent in role as child is exhibiting behaviors that can be praised or attended to or safely ignored. Providing this scaffolding for practice sessions will make the practice more successful, useful and supportive.

Caution: Never set up a spontaneous role play that deals with a topic that the parents have not yet covered in the program. So, if in an early session, a parent brings up a misbehavior, you would not set up a role play that involves discipline. You might set up a role play that helped the parent think about how to use the social coaching or praise for the positive opposite behaviors. It would be important to coach the child in the role play to be responsive to the coaching and praise and not to misbehave. Then reassure the parent that in future sessions you will cover what to do if the child still misbehaves.



Doing the Benefits and Barriers Values Exercises Effectively

The purpose of these exercises is to introduce a new program topic such as social or emotion coaching, child-directed play, praise, incentives, limit setting and ignoring. A benefits/barriers exercise is NOT done for the Time Out topic until that topic has been fully explained.

Benefits/barriers discussions should be done as a large group discussion. This is a place where you as leader want a chance to reinforce the ideas or key principles that come up and to respond to contributions. Always start with the benefits list first. Give a brief introduction to the topic by referring to the pyramid and then ask the group to think of as many benefits as possible, for example, *"So far we've been talking about strengthening your relationship with your child through play. Today we're going to move up the pyramid to think of ways that you can give your child positive feedback. One of those ways is through praise. Let's take a few minutes to think of as many benefits to praise as we can."* In this part of the discussion just listen to parents, validate their ideas, expand on an idea, or perhaps ask a question. As they share ideas, you can prompt them to think of benefits to the child and to the parent by asking, *"What is the value of that for your child?"* Give time and space for a long list of benefits, which is written down on a flip chart.

Then after the benefits list is complete, say, *"We have a great list of positive things about praise, but sometimes there can be things that get in the way of giving praise, or there may be things about praise that make you uncomfortable. Let's brainstorm a list of barriers to giving praise."* For the barriers discussion, the goal is to brainstorm a list of barriers (without evaluation), and not to try to fix, persuade otherwise, or problem solve the barriers at this time. You don't need to convince the group of the usefulness of the strategy during this exercise. If you do try, and if the parent is resistant, then you will come across as not listening to her, and may also further push her into her resistance. Instead, you only need to validate, make sure you understand the barrier, and get it written down. This lets the parents know you hear them. It also lets you know what issues you'll need to deal with later in the program when you are showing the vignettes and will help you know how to tailor practices according to individual parent concerns. It will be helpful in reducing resistance later because you've invited it out in the open. You can validate without agreeing with the barrier – for example, *"So, it sounds like one worry about praise is that they may reduce children's intrinsic motivation and they will only want to work someone's praise. That's certainly a barrier. We want to foster children's internal motivation and the worry that praise may interfere with this may make us reluctant to use it."*

At the end, you can summarize, “So we can see that there are many ways that praise can benefit children – there are also some barriers – things that keep us from praising, or ways that praise can backfire and become ineffective. As we go through the material today, let’s work together to come up with a list of principles of things that we think make praise work – what makes effective praise. And also we will explore barriers further and see if we can come to some agreement with a group about ways to avoid the barriers.”

This summary provides a smooth transition into the vignettes and gives some purpose to the discussions you’re going to have and to the list of principles that you’re going to build. In addition, when summarizing the list of benefits and barriers it can be useful to ask, *who are the benefits to in the short run and long run and who are the barriers to?*

It can be an important insight when parents realize that some of the barriers to limit setting for example are to the parent in the short run because she may have to deal with oppositional behavior or defiance. However, in the long run the parent may see the eventual benefits for their child (and herself) by consistently following through with clear limits. On the other hand in the short run it might be tempting for a parent not to limit set resulting in some long-term difficulties.

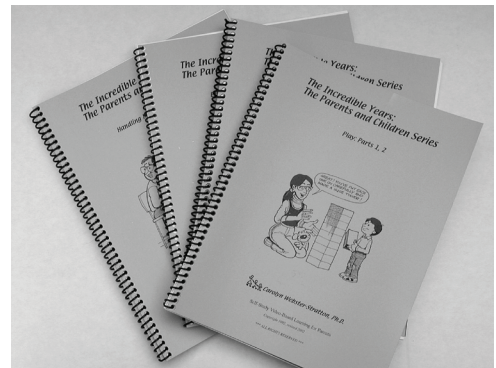


Caution: A couple of caveats to the benefits/barriers exercises. In the first topic on play, only do the benefits exercise for the value of play. Save the discussion of barriers to child-directed play for the subsequent session after parents have tried to do the play homework activities. This results in the barriers discussion being the actual difficulties they have experienced playing at home that week. Then you can trouble shoot some possible ways to overcome those barriers in the group. For the praise and limit setting topic you may want to do both the benefits and barriers as you introduce the new topics so that you have an idea of what to focus on when you show the vignettes. Knowing the barriers ahead of time can help you target your questions and possible practice role plays. For the Time Out topic, don’t do the benefits/barriers values until after you have taught parents how Time Out is done and understand its purpose. This is done in the subsequent sessions and will need sufficient time to discuss the pros and cons of Time Out versus physical discipline.



Provide Make Ups for Parents who Miss Sessions – Home Visiting Protocol

Every session is important in terms of learning because one session builds on the learning in the prior session. This means if parents miss one session they may miss a valuable tool involved in building their behavior management plan. Group leaders can help parents make up a missed session by meeting 30 minutes prior to the next session to review the missed material by reviewing key principles and showing 1-2 vignettes. Sometimes, for high-risk families, it is advisable to make up a missed session by doing a home visit. There are *home visit coaching protocols for home visiting coaches*, which outline how to cover a topic during a 1-hour home visit. Please see the home visitor coaching manual. To accompany this home coaching model there is a self-administered manual for parents for each topic. See web site for home coaching and parent manuals.



Motivate Parents to do Weekly Buddy Calls

It is important for group leaders to discuss the reason for buddy calls. At each session, ask about parents’ success doing these calls and also discuss barriers if parents are not doing the calls. Group leaders can role play making calls in the group so that parents know how to make these calls and what to talk about. Group leaders should specify the time limit of these calls to no more than 5 minutes and tell parents what to talk about. For example, “*this week you will share with each other your favorite play activity or your favorite calm down activity.*” During the session pair buddies up and ask them to set a date and time for their call with their buddy. If they come to the next session without having

done their buddy call, they can check in with their buddy before the session starts. Alternative ways of checking in with buddies are also encouraged so parents may e-mail each other or meet up with a buddy at school instead of making the calls. See buddy call reminder appointment handouts on web site in English and Spanish in extras for parent programs <http://incredibleyears.com/resources/gl/parent-program/>



Review Self-Monitoring Checklists Weekly

It is important that each parent has a home activities notebook that they can take home each week with the weekly refrigerator notes and home activities in it as well as other handouts.

Parents also need a personal folder that is kept at the school/center/agency by the group leader. In this folder you put the parents' goals and their self-monitoring checklists. Each week parents make a commitment on their self-monitoring checklist regarding their goals for the week in terms of reading, home practice activities and buddy calls.

The following week they record on this checklist whether they met their goals and what they will work towards the following week. Parents also place their written homework in these folders so the group leader can review it between sessions. Your job as group leader is to be a kind of "coach" – to praise them for their successes with home activities and problem solve with them their barriers to their achieving their goals and provide support so that they can set up achievable goals each week. Every week review these folders and put in your personal comments, stickers or special articles that reflect their interests and goals. This folder is a personal way for group leaders to provide individual and private feedback to each parent in the group.



Call Parents During the Week

We recommend that all parents be called during the week to ask how they are doing with the home activities and issues they face at home. These calls are generally 5-10 minutes in length. If parents bring up difficulties with topics such as coaching or ignoring their children's misbehavior, the leader can recommend they bring this up in the group so that they will have the support of other parents who experience similar problems. During these discussions group leaders can provide support for their parenting efforts and help trouble shoot some individual problems. If a weekly call is impossible because of group leader work time pressures, call parents on a rotating schedule so that each parent is called every two weeks. Prioritize calls to parents who need more individual support during the week. Always call parents who give a negative or neutral session evaluation to discuss their dissatisfaction and to let them know you want to make the program relevant for their needs. In addition, always call parents who missed a session as soon as possible to discuss a makeup session and to let them know that they were missed.



Work Collaboratively with Your Co-Leader

It is important that the two leaders work together to plan their group each week. Leaders should decide who is showing particular vignettes, who is looking for "principles" from parent comments, handing out prizes, and writing down key ideas on the flip chart. It is very helpful for parents to see the leaders collaborating and working together to lead the groups. When you break out for small group practices each leader can coach a different dyad or triad and give individual feedback. Leaders should respect each other and praise each other's ideas. It is generally a good idea for one leader to be the "content leader" and the other the "process leader." Halfway through the session, after the break, group leaders usually switch roles. The content leader takes responsibility for the new content being presented by leading the home activities discussion, showing vignettes, and guiding the discussion. The process leader watches group dynamics and identifies parents who want to speak, praising their ideas, pulling out principles, writing key points on the flip chart, and summarizing new concepts. The process leader can expand on a point that a leader is making but in general is following the lead of the primary leader in terms of content being learned. If a group leader is working with a brand new group leader, then they can decide when the new leader feels ready to try out leading some vignettes.

It is not uncommon for new leaders to start by observing groups and helping with writing down key points and supporting the leaders during practice sessions.



Be Sure to Videotape Your Sessions and Schedule Peer Review

Start videotaping your group sessions as soon as possible so that you and the parents get used to this procedure. It is normal to be anxious about this at first. Explain to parents that the purpose of this taping is for you to learn and get feedback on your process of leading this program. Reassure them that no one else will see the tape except your co-leader and the IY consultant. To desensitize yourself to the process of being videotaped, just video everything and look at the tape with your coleader alone for some planning and peer feedback. Once you are used to this process, send a video of a session to IY as soon as possible. Include your self-evaluation with the tape or DVD. This process of self-reflection on your own work and determining your future goals with your co-leader is a key and supportive learning process. This is the way therapists continue to learn throughout their lives and serves as encouragement for this work.

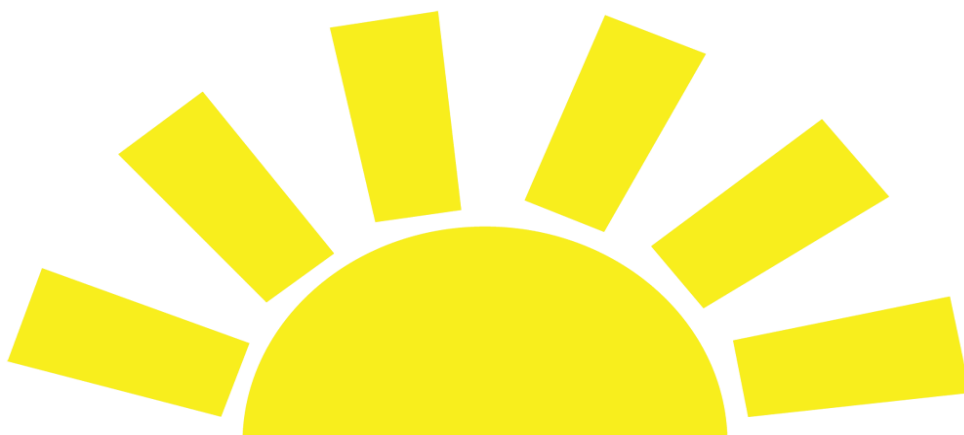
Furthermore the feedback you get from certified IY peer coaches and mentors will help you with improving your group work and give you suggestions for leadership strategies to try. In addition, you will get feedback on the things you are doing very well and this will be reassuring and validating! Watching your group therapy process on video is a powerful way of learning and sharing ideas with colleagues. Once you have learned this process and become certified then you can help support new group leaders by providing feedback on their group work. This creates a climate of mutual support among IY group leaders.

See link to self-evaluation parent group leader process forms and checklists:
<http://incredibleyears.com/resources/gl/measures-and-forms/>



Prepare for Certification/ Accreditation

Be sure to go for certification or accreditation as a group leader. This process validates your skills and competency to deliver this program with high fidelity. Not only that the self-reflection and coaching you receive is empowering and gratifying. Learn more about certification in your leader's manual and on our website: <http://incredibleyears.com/certification-gl/>





Tips for Preparing Your DVD for Review Parent Programs

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 DVD 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 DVDs 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 DVD 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 DVDs 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 DVD 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 DVD 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 DVD 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 DVD 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 DVD, 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 DVD 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.

8 weeks for baby program

12 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

The updated parent DVD programs have some longer vignettes than the older version of the program. Usually these vignettes are paused 2-3 times for discussion so they take much longer to review. The number of vignettes shown in a session is determined by the length of the vignettes shown and whether they are the older or newer ones. In general leaders are expected to show 6-10 vignettes per session. These vignettes are chosen carefully to reflect the needs and ethnicity of the population being addressed. The person reviewing the DVD takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a DVD. 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 DVD sessions 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 DVD for review?

When you send in a DVD 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 DVD is you—hair color, what you're wearing. Please write your name and the session number on your DVD.



Enhancing your DVD 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 DVD you have questions about or particulars you would like feedback on.

Once your DVD has been passed off, 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 protocols for every session (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

Please Ask!

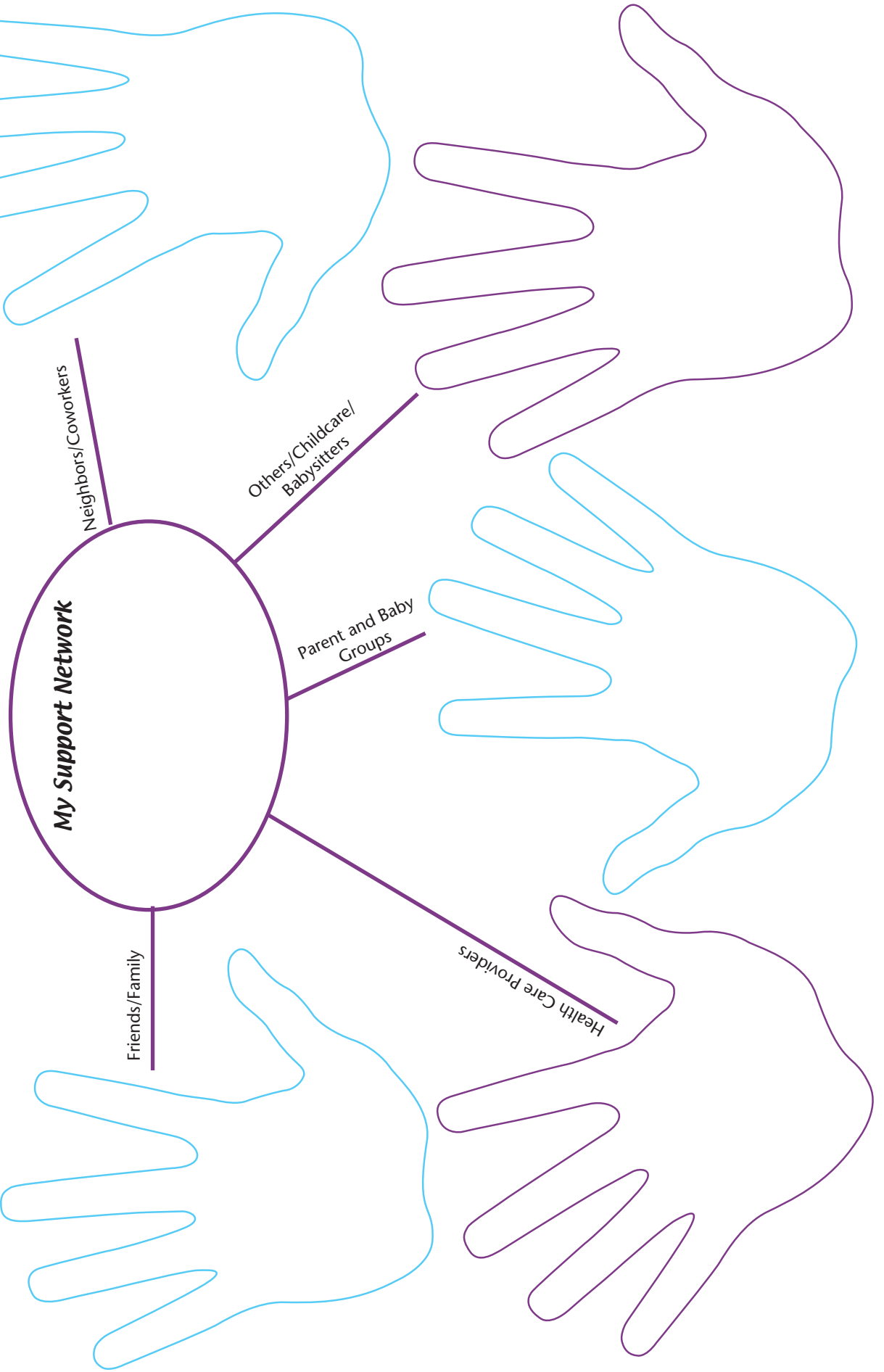
This process can be complicated and there are many steps. When in doubt, please call or e-mail us prior to sending in your DVD or materials. A well-prepared DVD will get you to your certification goal much faster!

Parent Support Network

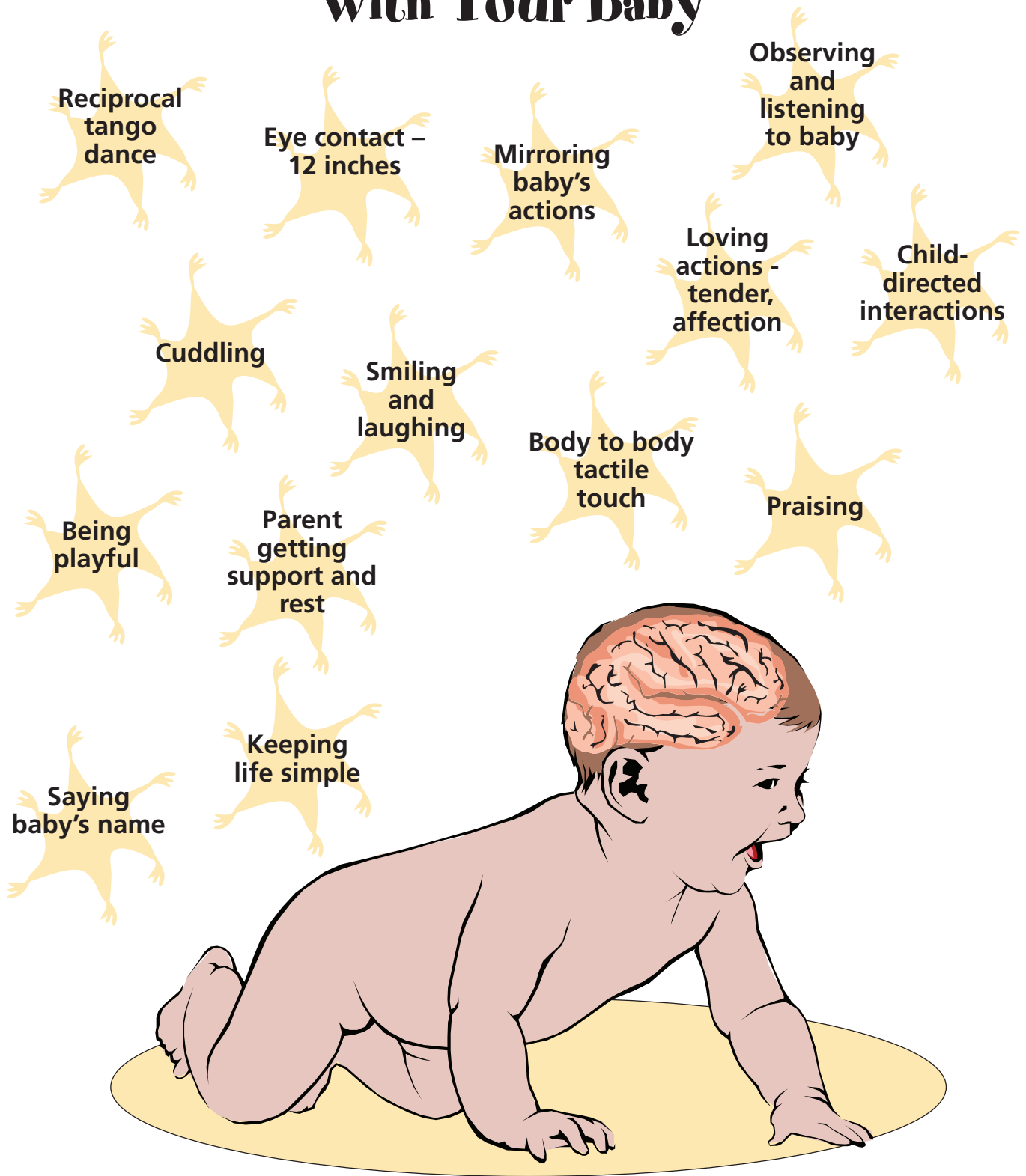
Who can lend a helping hand?



Think about people in your support network. Each hand represents a different group of people. Write in each hand specific people from that network who can help provide support to you and your baby! You can draw or paste a picture of your family in the "My Support Network" circle! Come back to this handout throughout the duration of the course.



Building a Positive Relationship with Your Baby



Promoting Your Baby's Cognitive and Language Development

Speaking "parent-ese"

Provide visual stimulation

Mirroring baby's sounds and expressions

Modeling social behaviors & language

Musical activities and games

Give baby soft things to touch

Nurturing feeding

Gentle touching

Read picture books

Baby aerobics

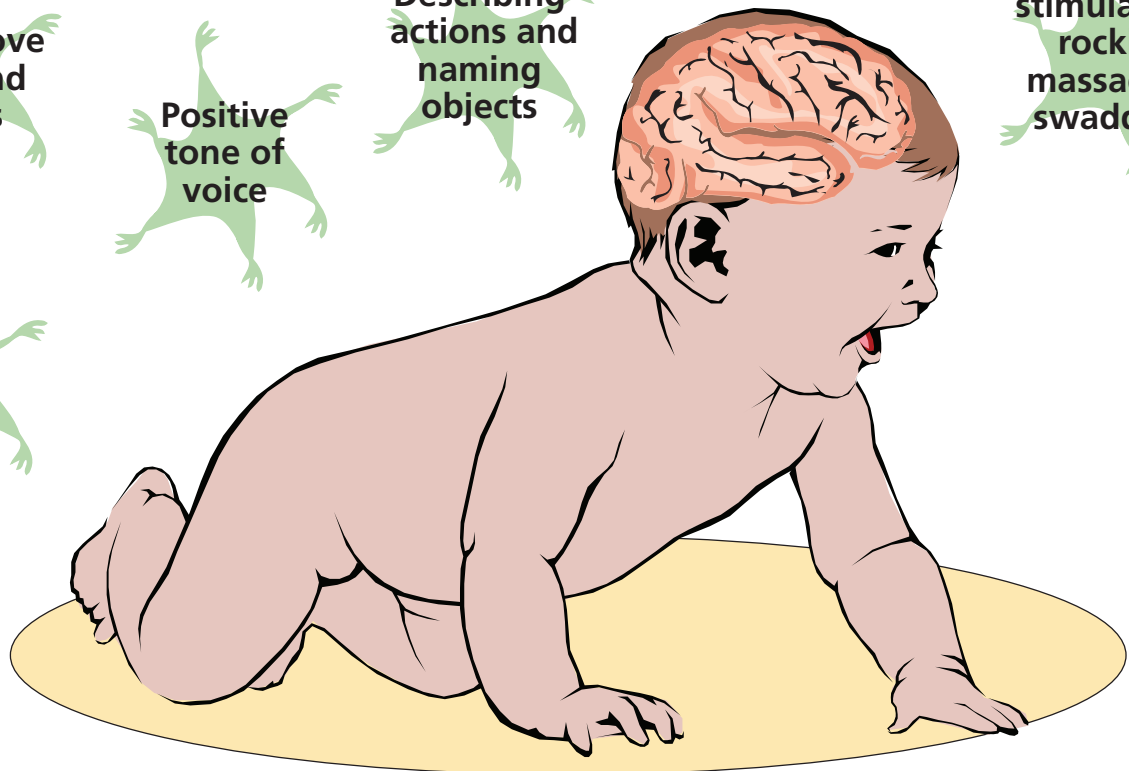
Singing love songs and rhymes

Positive tone of voice

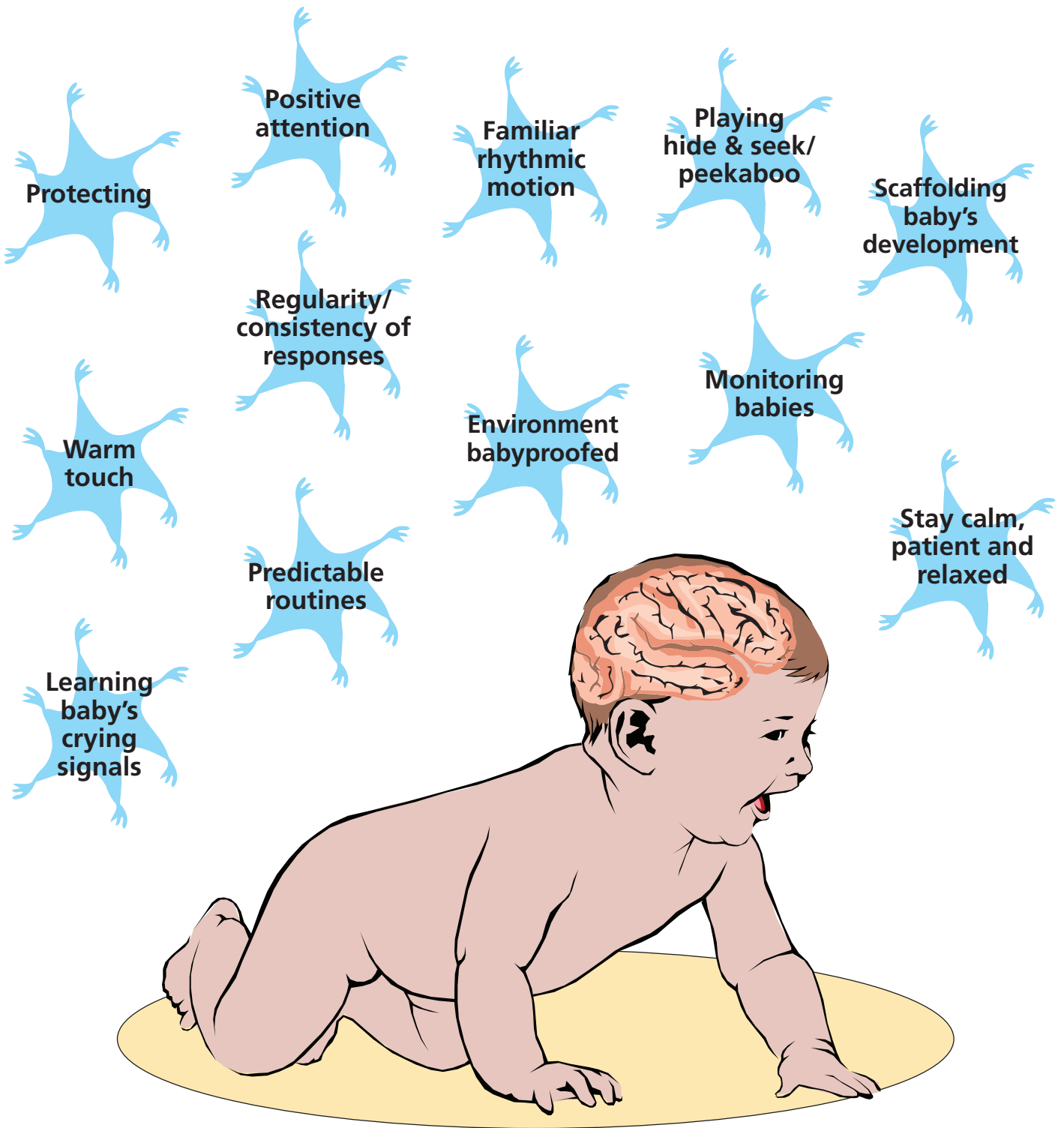
Describing actions and naming objects

Tactile stimulation—rocking, massaging, swaddling

Emotion coaching



Promoting Your Baby's Emotional Development



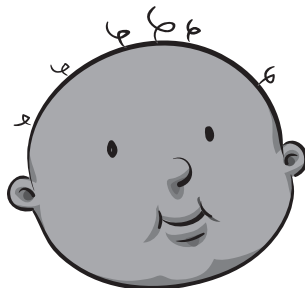


POINTS TO REMEMBER

Keeping My Sleeping Baby Safe

- Put baby to sleep on his/her back
- Be sure there are no blankets, pillows, stuffed toys or bumper pads in the crib/cot
- Be sure your baby's mattress is firm, tight fitting and has a fitted sheet
- Check that bassinet or portable crib meets approved government safety standards
- It is recommended that your baby sleep in the same room as you for the first 6 months. You can put your baby's sleep crib close to your bed. This is much safer than bed sharing (which is not recommended) and will make it easier for you to feed, comfort and watch your baby.
- Only bring your baby into your bed to feed or comfort and then return to put on back in his/her separate sleep space when you are ready to go to sleep. This is recommended for at least the first 6 months to reduce risk of Sudden Infant Death Syndrome (SIDS)
- Consider offering a pacifier/dummy at the start of nap time and bedtime
- Be sure there is no smoking in your baby's bedroom
- Never sleep with a baby on a sofa or arm chair; if you fall asleep when cuddling be sure to return baby to his/her bed
- Don't let your baby get too hot or cold

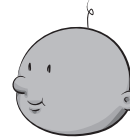
Note: Avoid too tight swaddling as this may overheat your baby and restrict your baby's natural movement and comfort. Modern safe swaddling calls for freedom of the legs and hips to avoid risk to hips.



**I have a
bedtime
routine**



POINTS TO REMEMBER



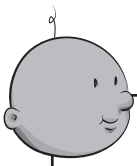
Tips to Establishing Your Baby's Healthy, Independent Sleep Habits

Remember that different parents have different goals and philosophies for their child's sleep. If you are happy with your current routine, you do not need to change it! If you want to encourage your baby to sleep on his/her own, the following tips will help you and your baby meet that goal.

- Set bedtime and regular nap times to regulate sleep patterns (start at 4–5 months).
- For babies younger than 6 months, be baby-led in establishing routines.
- Choose a bedtime that fits your family schedule and stick to it as much as possible. Try to have a calming down period in the early evening.
- Establish a predictable, routine bedtime routine such as:
 bath, diaper, pajamas, story, song and kiss good night.
- Do the bedtime routine in the same order each night.
- Establish a less elaborate, but consistent naptime routine.
- Try to place your baby in his bed when he is drowsy, but not yet asleep.
- If your child is over 12 months, introduce a small, light lovey.
- Encourage your baby to fall asleep independently without a bottle, or rocking, or sleeping with your baby.
- Remember babies often need to cry for a few minutes after being put in their crib.
- If your baby wakes up in the middle of the night give her a chance to go back to sleep on her own.
- By 6 months, most babies do not need to be fed in the middle of the night for nutritional purposes, but be led by your baby. Many have learned to use nursing or a bottle for comfort at these times. These feedings can be gradually shortened and then stopped.

Remember babies cycle between deep and light sleep every 3-4 hours. When they are in light sleep they can cry out and trash about. The task is not to let your baby cry it out for long periods, but to develop a supportive ritual to sooth and calm down your baby. If your baby does not calm down or fall back to sleep, then sooth and calm her. Soothing promotes trust and safety. Stay in the room, while you are soothing your child. The important thing is to develop a supportive ritual, so your child has a chance to self-regulate and go back to sleep on her own.





POINTS TO REMEMBER

Baby-led Feeding Solids

I am baby-directed in my feeding approach

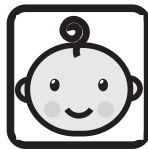


- Baby can sit in your lap or in a high chair with back support
- Allow your baby to explore the food (by touching, smearing, smelling)
- Remember at first your baby needs to learn about how to chew, use her tongue and swallow;
- Don't expect your baby to swallow new foods at first (or even second or third try); s/he may only take a few spoonfuls in the beginning
- Allow your baby some independence such as holding her spoon, or tippy cup, or feeding herself.
- Show your baby that you like the food. Make sounds like "Ummm" and "Ahh" when she eats; model appropriate eating behaviors yourself (let your baby feed you)
- Speak "parent-ese" to your baby during feeding and name the foods your baby is eating
- Show a joyful face and take turns feeding and talking
- Praise social behaviors and model them (say thank you for sharing)
- Respond to your baby's cues. Follow your babies lead and let her set the pace, choose foods to try and decide when she is done
- Combine nonverbal signals to help your baby communicate "all done" or "more"
- Don't get into food fights by forcing your baby to eat
- Make eating an enjoyable family time: have your baby take part in your own meals so s/he can copy your eating behaviors and always stay with your baby while s/he is eating
- Put an underlay of plastic under the chair of your baby – so it does not matter if your baby spills.



Baby Alert

Breast milk or first infant formula will still be your baby's primary source of nutrition for several more months, so don't worry if your baby does not eat very much. At this stage he is just learning how to chew, what foods feel like, how they taste, and how to swallow.



Baby Alert

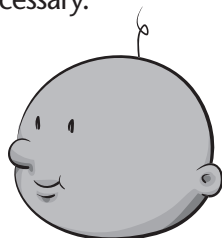
Avoid offering highly processed foods and foods with added salt or sugar, but check the most recent guidelines or with your health visitor or primary care provider for the latest research on what foods you should avoid in the first year of life.



POINTS TO REMEMBER

Baby-Led Introduction of Solid Foods (6 months)

- Right from the beginning at 6 months you can start by introducing a variety of savory foods representing a range of textures. Follow your baby's cues as to what she wants to eat and let her explore different tastes. Continuing to breast feed will increase your baby's immunity for a year.
- Your child is ready for solid food when he has head control, can sit upright, and when the tongue is no longer used to shove the food out of the way. Moreover, your child looks curiously at the food and opens her mouth when she sees the spoon.
- Let your baby eat in the high chair with your family whenever you can—not in front of the television or on the run. Be sure to do up the baby chair safety straps.
- Introduce solids at 6 month starting with a small amount of food once a day. Until then, breast milk or formula is all your baby needs. Waiting for solids until 6 months has been shown to reduce the risk of your baby getting allergies and, if you are breastfeeding, it will also increase your baby's immunity for the rest of the first year.
- Feed your baby in a high chair or let your baby sit in your lap – not in front of the television or while moving about. Be sure to do up the baby chair safety straps
- Check out the latest guidance on introducing solids from your health visitor, Ministry or World Health Organization web sites.
- Begin once a day feeding at a time where your baby is comfortable and not too hungry
- Do not worry if your baby does not seem interested in eating off the spoon. Let him smell and taste and touch the food, and eat with his fingers.
- Let your baby have his own spoon and model feeding yourself with a spoon.
- If your baby leans back or turns his head away from food he has probably had enough or is bored with the food game.
- Remember, babies first need to learn how to chew and swallow and your baby's nutrition is still mostly from milk. This will gradually change by 1 year, when your baby will now be getting most of their nutrition from solid foods. You can think of the offering of first solid foods as play time and practice for learning how to eat. By 7-9 months babies manage to eat very well and you will be offering 3 meals a day.
- Start with food that is finger-shaped so your baby can hold it and always try to stay with your child, when s/he eats, so you can take action if necessary.



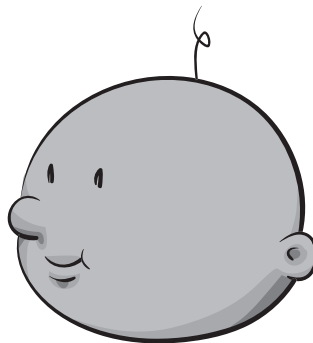


POINTS TO REMEMBER

Baby-led Introduction of Solid Foods (9-12 months)

- Continue to offer a variety of flavors and textures in food choices.
- Let your baby choose what foods he wants to try to eat. Allow for choice.
- Be prepared for messes by putting a plastic sheet or clean cloth under his high chair and dress him a short sleeve shirt. Remember food tastes, smells, and texture is all part of the learning process.
- Offer chunky, stick-shaped pieces of healthy food (vegetables, fruits, chicken) that your baby can hold on to. Soft, somewhat firm, lightly cooked vegetables are great for baby munching and tasting. Toast is easier to eat than soft bread and bread sticks are great for dipping.
- Stay with your baby whenever he is eating. Preferably, have your family meal at the same time to promote modeling eating behaviors.
- Most of all be baby-directed with feeding and let your child be in control of his own eating. Make this a time for fun, good exploration, and discovery. This will prevent many future problems over food.

Note: there is no need to puree or mash the food, even for spoon feeding. Continue to offer a variety of flavors and textures. Self-feeding allows babies to explore, taste, texture, and smell and encourages hand-eye coordination.





POINTS TO REMEMBER

Paced, Baby-directed Bottle Feeding

- Feed your baby by following your baby's hunger cues. Hold your baby in your arms and invite your baby to use the bottle rather than forcing the nipple/teat into your baby's mouth.
- Make sure the milk is not too hot (37 degrees) by testing a bit of milk on your wrist.
- Make sure the teat/nipple hole isn't too small or too big. The teat/nipple hole is the right size when the milk runs several drops per minute. A small hole will frustrate your baby and make her swallow air. A large hole will result in your baby gulping milk too quickly.
- Hold the bottle at a low angle so that the teat/nipple is partly full, and your baby can control the amount of milk taken in. The teat/nipple does not need to be full of milk or the flow will be too quick.
- Allow your baby to control the milk intake during feeding. Have natural pauses or breaks when your baby is restless so there is no pressure to finish the bottle, and there are opportunities for burping.
- Stop when your baby lets go of the teat/nipple and doesn't want any more milk.
- Don't worry if your baby doesn't burp every time you pat her, she probably doesn't need to burp.
- Be present and aware of your baby's signals. Stay calm and minimize distractions during feeding. Be sure to turn the TV off.
- Keep your baby calm and up right for 20 minutes after feeding and avoid too much activity.
- Minimize the number of people feeding your baby to provide predictability to the feeding routine and enhance secure bonding.

