

# ***THE INCREDIBLE YEARS®: PARENTS AND CHILDREN SERIES***

## ***PARENT PEER COACHING WORKSHOP***



***PARENTING PROGRAMS designed to strengthen  
parenting skills, prevent and treat behavior  
problems in children ages 2 to 8 years.***

### ***WORKSHOP GUIDE***

1411 8th Avenue West  
Seattle, WA 98119  
[www.incredibleyears.com](http://www.incredibleyears.com)

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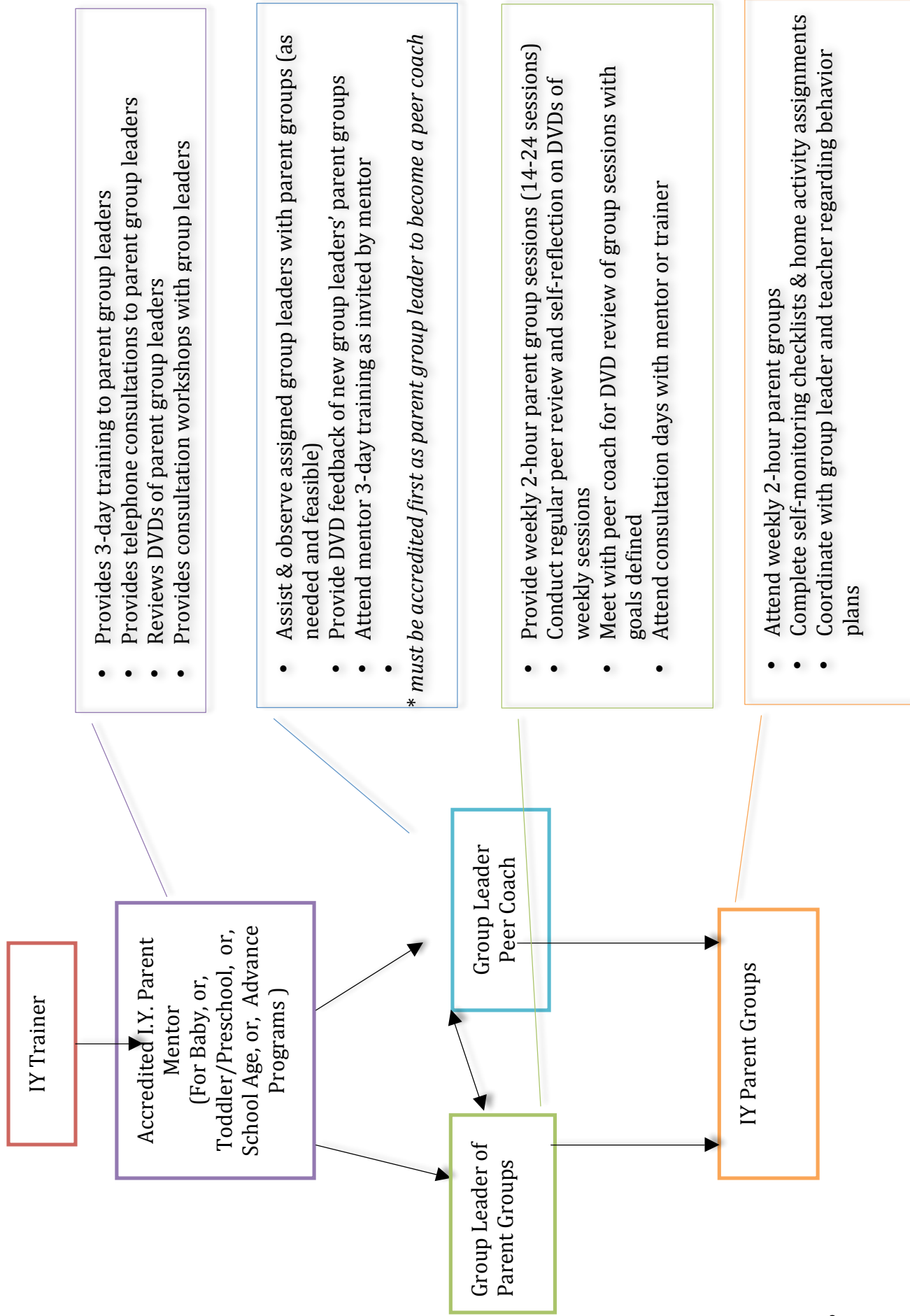
## ***Peer Coach Training Workshop***

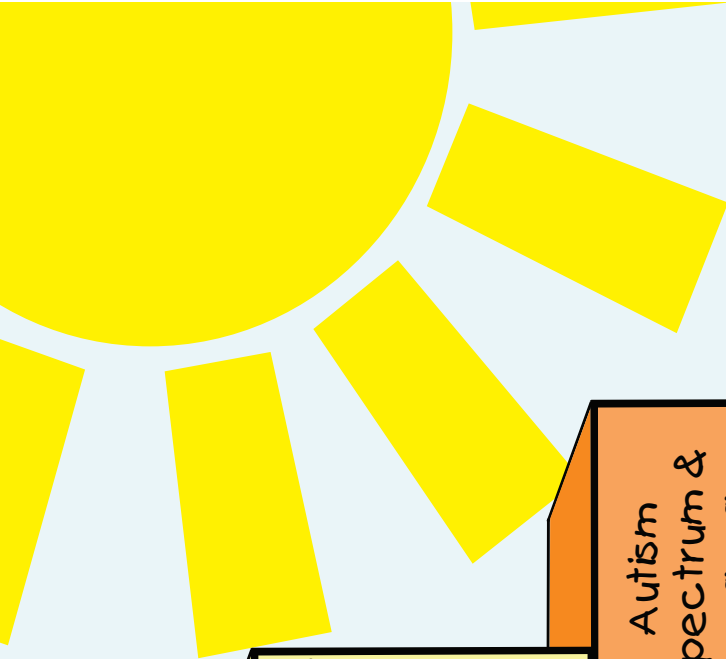
### **AGENDA**

- |                    |  |
|--------------------|--|
| <b>8:30 - 9:15</b> | Introductions, experience providing peer support and supervision. Goals  |
| <b>9:15-10:00</b>  | Brainstorm key principles of supervision/ coaching   |
| <b>10:00-10:15</b> | Break  |
| <b>10:15-12:00</b> | Small group exercises and brainstorms around skills in coaching and video/DVD review   |
| <b>12:00-1:00</b>  | Lunch  |
| <b>1:00-2:15</b>   | Role play and video review practice  |
| <b>2:15-2:30</b>   | Break  |
| <b>2:30-3:45</b>   | Role play and video review practice cont'd   |
| <b>3:45-4:00</b>   | Review of day  |
| <b>Day 2</b>       | Participants will bring videos of their own group sessions cued up for discussion within group and for practice in coaching. |



# Incredible Years Parent Training, Coaching, and Support Infrastructure





**Child Dinosaur Treatment Program**  
Ages 4 to 8 years

**Child Dinosaur Classroom Prevention Program**  
Ages 3 to 8 years

**Teacher Classroom Management Program**  
Ages 3 to 8 years

**Incredible Beginnings Teacher/Child Care Provider Program**  
Ages 1 to 5 years

**Autism Spectrum & Language Delays Teacher Program**  
Ages 3 to 5 years

**Well-Baby Prevention Program**  
Ages 0 to 9 months

**School Readiness Parent Program**  
Ages 2 to 4 years

**Attentive Parenting® Universal Program**  
Ages 2 to 6 years

**Autism Spectrum & Language Delays Parent Program**  
Ages 2 to 5 years

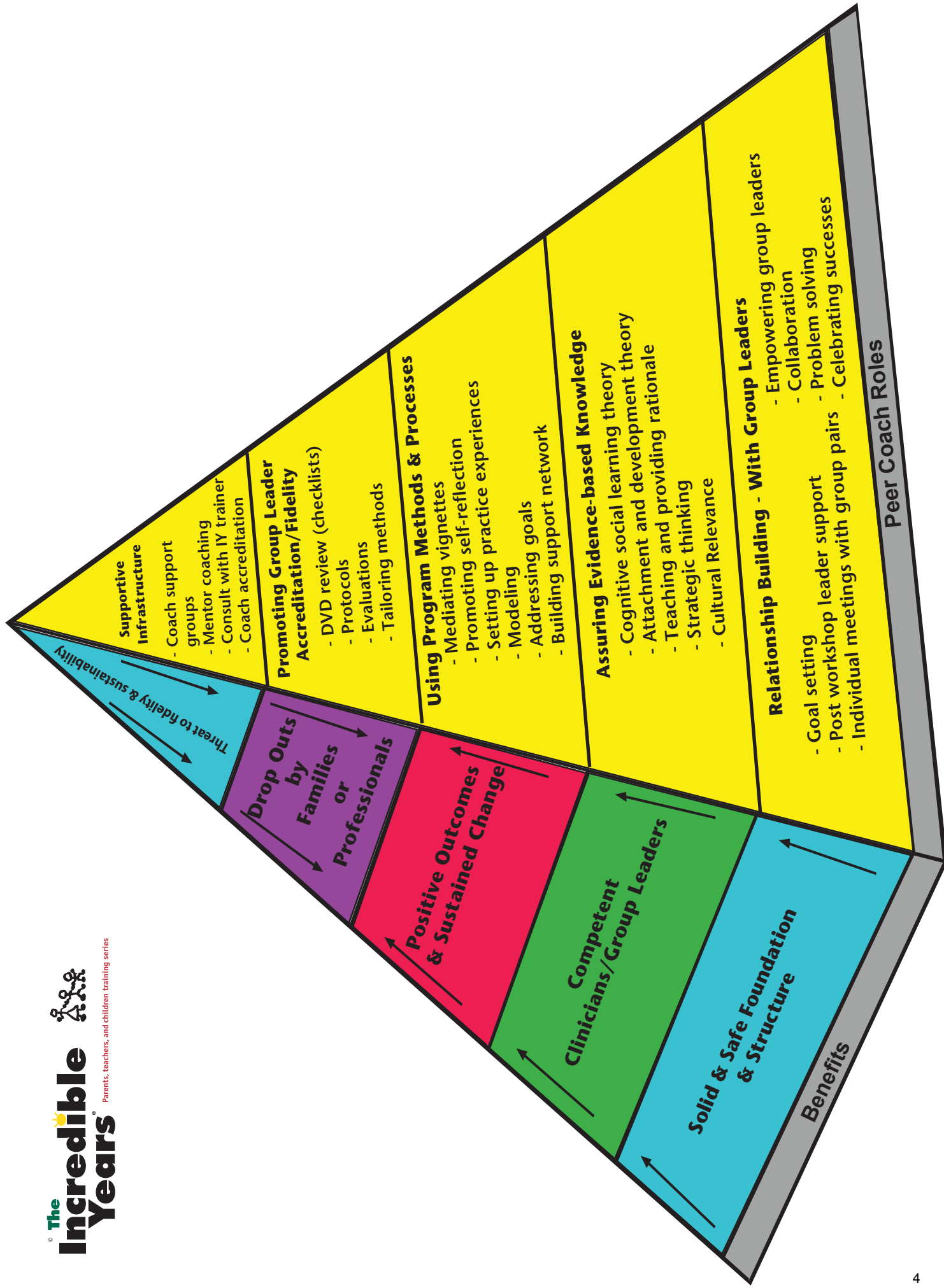
**Baby Parent Program**  
Ages 0 to 12 months

**Toddler Basic Parent Program**  
Ages 1 to 3 years

**Preschool BASIC Parent Program**  
Ages 3 to 6 years

**School Age BASIC Parent Program**  
Ages 6 to 12 years

**Advanced Parent Program**  
Ages 4 to 12 years



**Incredible Years® Peer Coach Pyramid**

# *Preparing for Incredible Years® Peer Coach Group Leader Meeting*

- Coach reminds group leader of what she/he 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
- Coach prepares for meeting by reviewing group leader goals, bringing group checklists, coach evaluations, and buzz forms (handout #6, 7)
- Coach prepares additional training for self-learning IY manuals and DVDs as needed



## *Structure of IY Peer Coach Group Leader Meeting\**

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



\*Normally coaching sessions with 2 group leaders are 1 hour in length. For review of Teacher Classroom Management workshops where coaching sessions are limited to one coaching session per workshop, 2 hours of review is optimal.







## **Preparing for Video Consultation From Peers, Incredible Years (IY) Mentors, and Trainers**

C. Webster-Stratton, Ph.D.

The opportunity to obtain video review of your IY group process and clinical skills from peers, mentors, or trainers is scary, exciting, and a special privilege. Sharing your work with others and obtaining feedback from colleagues will result in continual improvement of your therapeutic skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays, coaching, brainstorming, buzzes, cognitive exercises, homework) and therapeutic processes (e.g., nurturing relationship, reframing, collaboration, modeling, values exercises) leads to improved outcomes in parent and child behavior change as well as client satisfaction. Moreover, by sharing your skills with others—both the difficult therapeutic moments and the successful ones, you will be helping to teach others to improve their own practice as well.

### **What are the advantages of ongoing video group supervision?**

- Increased quality of program being delivered to families
- Continued opportunity to hone therapeutic skills and be challenged by others
- Opportunity to obtain support from other group leaders, mentors, or trainers
- Internal gratification and feeling of competence knowing that program is being delivered with fidelity
- Opportunity to provide support to other therapists
- Knowledge that increased fidelity leads to better outcomes for families

### **What are the barriers to video group supervision?**

- No time in work week to do video review
- Fear of looking inadequate or feeling a failure (not measuring up)
- Lack of trust in peers or colleagues to share group work
- Fear of being criticized and or getting put down by others
- Supervisor will not pay for this supervision or allow time for doing this
- There is no incentive to do this – certification/accreditation does not lead to salary increase or increased recognition
- Parents will not give permission to video tape groups
- Unavailability of video camera
- Unavailability of a mentor in area to review tapes
- Lack of availability of colleagues familiar with IY group processes

### **Preparing for Supervision and Video Feedback- Be Proactive!**

- Review your video ahead of time and select 1-2 segments on which you want feedback. This process of selecting a video segment to show may be done alone or with a colleague.
- Show both positive or successful group strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell group members what kind of help you want. For example, “*I want to learn some new strategies for managing this talkative parent, or, quiet parent, or, resistive parent.*” Or, “*What do you think I am doing well here? What else might you do?*”
- Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.
- After brainstorming, reenact or role play the video scene and try out some of the ideas.

Designate who you want to act the role of parent and who to act the role

of group leader. Taking on the role of a difficult parent can help you empathize with parent's point of view.

- Evaluate and summarize likely strategies to try in the future.
- Use the "Group Leaders Thinking Like Scientists" document to determine future goals and be aware of barriers.
- Review outcome at next supervision session.

### **Things to Bring to Video Review Session**

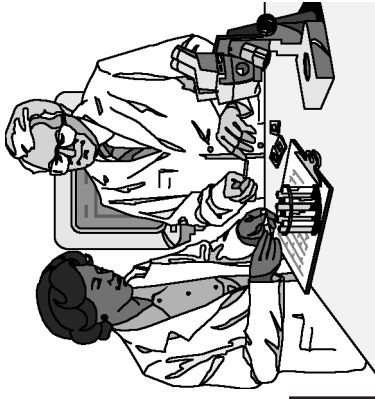
- video of session cued up to segments to be shown (via time code) for review
- Leader and Peer process form and leader checklist completed for session
- Group leader "thinking like scientist" goals form
- Parents' individual goals (from first session)
- Parent evaluation forms and attendance list
- Protocols of sessions completed
- Principles covered

### **Self-directed Learning and Goal Setting**

Group leaders come from a variety of educational backgrounds including nursing, education, psychology, early childhood, psychiatry, and social work. Some group leaders have had extensive group experience and others have had comparatively little. Some group leaders have had extensive therapy experience with children or families and others are less experienced. For this reason, each person's learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Group leaders are encouraged to assess their own strengths, to set goals, and be self-directed in seeking out the supervision and feedback they need. The collaborative checklists and sample session videos are available for self-evaluation, self-study, and group discussion. If others in your agency or district are using this program, you can set up peer review meetings where you meet to review videos of your own groups together (or view the sample session tapes), discuss the process checklists and peer review forms, give each other feedback and practice different approaches.

The peer review process is an invaluable way to support one another and also to share learning with each other. If you engage in this process with others, it is important to be sensitive, caring, and honest in the feedback process. In addition, leaders in training can seek video reviews of sessions from IY mentors or trainers. Telephone or email consultation may also be scheduled with trainers. This self-directed learning, peer review, and supervision process implies a commitment to your own continual professional improvement as an evidence-based IY leader or therapist.

# Coaches Thinking Like Scientists



Problem



Goals



Strategies	Benefits	Obstacles <small>[thoughts, feelings be- havior in self &amp; others]</small>
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Ongoing Plans

Strengths



# Coaches 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***



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***New Goals and Plans:***

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***Coach/Mentor Actions:***

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***Additional Notes:***



# Incredible Years

## Group Leader and Coach/Mentor Gems



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# ***Incredible Years***

***Group Leader and Coach/Mentor Gems***



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***New Goals and Plans:***

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***Coach/Mentor Actions:***

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***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
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- Home activities engagement
- Principles
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- Role play/practices/ buzzes & Number
- Participant goals
- Tailoring to needs
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### ***Group leader goals for group DVD review:***

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

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



# ***Incredible Years***

***Group Leader and Coach/Mentor Gems***



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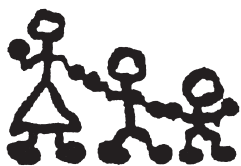
***New Goals and Plans:***

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***Coach/Mentor Actions:***

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***Additional Notes:***



## Individual Video/DVD Review Process of Parent Group Leader's Group Session C. Webster-Stratton Ph.D.

Video/DVD reviews may be conducted by trainers, mentors or peer coaches and can be offered at three different levels. Peer coaches can provide support to new group leaders at the first two levels. Trainers and mentors offer supervision at all three levels.

### *Level One*

*Co-leading with new group leaders:* The ideal way for a new group leader to learn the program is to co-lead with a certified group leader/peer coach. Whenever possible certified group leaders should provide this opportunity to new leaders. As part of this co-leading experience the certified leader can provide ongoing feedback/coaching to the new leader. In the first sessions the new group leader may participate by watching the certified leader lead the group while taking on a supportive role of scribing brainstorm notes and helping with role plays. After several sessions the new leader should be given some vignettes to present and over subsequent sessions gradually participate more and more. On-going supportive feedback regarding the new group leader's skills should be provided by the certified group leader. The two group leader process checklists and peer review forms can be used to give this feedback. The new leader will also complete a supervision evaluation form towards the beginning and end of a group and discuss this with the certified group leader.

### *Level Two*

*\*Providing individual video feedback to group:* Peer coaches and certified group leaders may review a tape with group leaders and give feedback using the methods described below. This is part of the ongoing peer review process.

### *Level Three*

*Providing consultation workshops:* Only trainers & mentors may offer authorized consultation workshops. At these workshops (consisting of 10-12 people) group leaders bring Video/DVDs to present and have prepared in advance portions of the tape to show to the group. The mentor leads the discussion of these video presentations by using the collaborative process including role plays, brainstorms and assuring that the person presenting their video gets constructive feedback.

### **\*Training of Certified Group Leaders to be Peer Coaches for Video/DVD Reviews**

Certified group leaders are encouraged to participate in peer review and to support new group leaders. Mentors may identify certified group leaders within their agency or defined district who have advanced group leader skills and extensive experience. These advanced leaders may be trained as "Peer Coaches" to provide Video/DVD reviews using the process described in this document. Mentors will provide ongoing supervision to these certified group leaders regarding their coaching process. This experience for certified group leaders will not only enhance their group leadership skills but will highlight their expertise in their community.

**NOTE: Video/DVDs reviewed by peer coaches are not accepted for certification. Mentors must still do review and certification of final Video/DVDs for certification.**

### **Checklist of what group leaders bring for Video/DVD review with peer coaches:**

- \_\_\_ Video/DVD of group session with segments noted (via time code) for review
- \_\_\_ Group process checklists (2)
- \_\_\_ Group leader “thinking like a scientist” goals form
- \_\_\_ Parents’ individual goals (first session)
- \_\_\_ Parent evaluation forms and attendance list
- \_\_\_ Protocols of sessions completed
- \_\_\_ Principles covered
- \_\_\_ Supervision evaluation forms

### **Planning for Video/DVD Feedback**

*Depending on the amount of time allotted for peer coaching, group leaders may have their entire group session reviewed, or present selected portions of their session for review. If selected portions of the tape are to be reviewed, group leaders should prepare in advance and select those segments for which they would like to receive feedback. Group leaders should note the time of these segments on the Video/DVD when preparing for review. REFER GROUP LEADERS TO THE DOCUMENT PREPARING FOR YOUR VIDEO/DVD REVIEW BEFORE THEY DO THEIR FIRST REVIEW.*

Group leaders review their tape of their session in advance using the *Group Leader’s Checklist and Process Form*. Questions and goals for the review are identified by the leaders. Group leaders bring parents’ goals list to the meeting.

### **Establish Group Leaders’ Goals for the Video/DVD Review**

Group leaders discuss with the peer coach their goals for the review and set realistic priorities depending on the group leaders’ prior experiences and knowledge level.

*Use the Thinking Like Scientist Goals sheet.*

### **Use Checklists and Process Forms**

Group leaders and peer coach refer to checklists periodically to summarize their insights and main points. Together they view the session and reflect on the collaborative process both from the point of view of the leader and the parents.

### **Do Role-Plays**

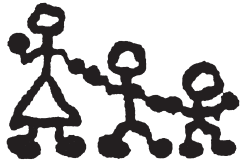
Where difficult parent group discussions occur, or alternative group leader strategies are identified for managing an issue, group leaders will be encouraged to try out these ideas with role plays. These role plays will be reflected upon in terms of their possible advantages and disadvantages.

### **Review Session Protocols**

Group leader should bring protocols for review by peer coach. This will enable the coach to determine if protocols are adhered to, or if the leader is getting behind.

### **Review Parent Evaluations and Attendance List**

Group leader presents the parent evaluations of her sessions. Group leader and peer coach can discuss how to respond to any problems expressed by members of the group. Also attendance is reviewed to see if group leader is keeping parents attending, and if necessary review engagement strategies as well as what has been planned in regard to make up sessions for those who have missed a session.



**Incredible Years®**  
**PEER COACH VIDEO CHECKLIST**  
**10/2013**

\_\_\_ Self Evaluation  
 \_\_\_ Certified Trainer

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

<b>PEER COACH KNOWLEDGE</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<i>Did the Peer Coach:</i>			
1. Demonstrate a clear understanding of social, cognitive, emotional and behavioral principles and theory when discussing behavior management?			
2. Demonstrate knowledge of Incredible Years content covered in session?			
3. Provide rationale for program structure and principles covered in a clear, convincing manner?			
4. Use personal examples of group work to explain group process in a relevant manner?			
5. Appear knowledgeable and sensitive to cultural diversity?			
6. Provide up to date IY handouts, protocols and checklists regarding the program?			
7. Demonstrate good knowledge of Incredible Years website and signpost group leaders?			
8. Demonstrate thorough knowledge of parent group leader certification/accreditation process? Discuss importance of offering program with fidelity to assure effective outcomes?			
<b>PEER COACH PROCESS</b>			
<i>Did the Peer Coach:</i>			
9. Identify group leaders' goals for learning?			
10. Use a collaborative style?			
11. Create a feeling of safety for discussions?			
12. Demonstrate respect for different view points?			
13. Engage group leaders in active dialogue?			
14. Use humor when appropriate?			
15. Use self disclosure strategically?			
16. Listen and validate group leader's previous experience and expertise?			

<b>PEER COACH PROCESS (Cont.)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
17. Foster the idea that group leaders learn from each other's experiences?			
18. Help group leaders learn to support and reinforce each other and work as a team?			
19. Encourage group leaders to problem solve solutions when possible. Ask questions with a positive tone to clarify issues before offering solutions?			
20. Praise group leader's ideas and foster their self reflection and self learning?			
21. Summarize and restate important points?			
22. Impose sufficient structure to facilitate group process?			
23. Prevent side tracking?			
24. Normalize learning process and difficulties when first doing groups? Reflect on group leaders feelings and anxieties?			
25. Pull out group "principles" from group leaders' ideas?			
26. Know when to be flexible and allow a digression for an important issue and know how to tie it into sessions content?			
<b>SET UP</b>			
<i>Did the Peer Coach:</i>			
27. Set up the room and chairs so that everyone could see the TV for video review?			
28. Set a clear agenda for the session in collaboration with group leaders?			
29. In advance, ask group leaders to provide paperwork ready for review (e.g., group leader checklists, parent evaluation forms, goals and attendance list, principles covered, session protocols with vignettes covered, etc.)? Review this paperwork before starting video review to determine leader's fidelity to session protocols?			
30. When reviewing session protocols, explore their choice of vignettes shown, role plays conducted, or their reasons for not being able to adhere to the protocols?			
31. Check that group leaders have read the document about preparing for video review ("Obtaining Video Review")?			
32. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level?			

<b>REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<i>Did the Peer Coach:</i>			
33. Begin by asking group leaders how they worked on their goals since the last peer coach session?			
34. Highlight any key skills used and have group leaders write down key principles of group leadership?			
35. Praise and encourage group leaders for what they did well and recognize their beginning steps to change rather than correct their process?			
36. Help group leaders integrate prior learning by asking them to use principles from prior sessions?			
37. Explore with group leaders who didn't complete their goals what made it difficult? Help them identify how to overcome difficulties?			
38. Limit the homework discussion to give adequate time for new learning?			
<b>REVIEW OF VIDEO CLIPS</b>			
<i>Did the Peer Coach:</i>			
39. Begin the discussion by asking group leaders why they have chosen the video clip?			
40. Identify what group leaders would like feedback on?			
41. Give group leaders a chance to talk about their experiences?			
42. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the parents?			
43. Ask open ended questions to group leaders about what was happening in the clip to support self reflection?			
44. Paraphrase and highlight the key points made by group leaders and encourage them to write these down?			
45. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having parents identify their own principles?)?			
46. Move on to the next clip after key points have been discussed rather than let discussion go on at length (this ensures that the leaders will have sufficient time for role playing and for showing all clips)?			
47. Use role play appropriately to reinforce and practice new learning or suggested ideas?			
48. Encourage group leaders to refer to checklists periodically to summarize their insights and main points?			

<b>ROLE PLAY AND PRACTICE</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<i>Did the Peer Coach:</i>			
49. Ensure that the skill to be practiced had been covered in the discussion prior to asking group leader to role play (ensures likelihood of success)?			
50. Do several spontaneous role plays that are derived from the video clip and what happened in the group?			
51. Do several role plays which allow group leaders to practice new skills?			
52. Use all of the following skills when directing role plays:			
a. Select group leaders and give them appropriate roles?			
b. Skillfully encourages group leaders in role plays?			
c. Provide each group leader with a description of their role?			
d. Provide enough scaffolding so that group leaders are successful in their role?			
e. Coaches group leader during role play to maximize success?			
f. Praise role play periodically to redirect, give clarification or reinforce group leaders?			
g. Take responsibility for having given poor instructions if role play is not successful and allow “actor” time to rewind and replay?			
h. Debrief with each group leader afterwards to help them reflect on what they have learned?			
i. Encourage feedback from other group leaders about strengths (e.e. “What key group leadership skills did you see _____ using to make it effective?”)?			
j. Re-run the role play (changing roles when necessary) to consolidate learning?			
<b>CLOSING SESSION</b>			
<i>Did the Peer Coach:</i>			
53. Begin the ending process with 10 minutes remaining?			
54. Summarize the group leader’s strengths?			
55. Summarizes key learning points of the session (one way to do this would be to have group leaders review notes taken during the session)?			

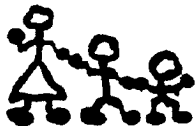


56. Have group leaders set goals for future parent group sessions and write them down (e.g. a group leader may strive to do more role plays, to lecture less and collaborate more, to give parents more praise, or, to help parents see how the strategy fits their goals, or help parents adapt to the needs of a particular child, etc.)? Set up next coaching meeting time on schedule?			
57. Review group leaders progress toward certification/ accreditation?			
58. Have group leaders complete evaluation form (Quality of Supervision form)?			
59. After session, complete Peer Coach Self Evaluation form?			

**Remember, your goal in the peer coach sessions should be to help group leaders self- reflect on their work and to share their observations and thoughts with each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on videos, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about, rather than what they hear about? The Peer Coach’s role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions when needed and to support and motivate new group leaders in their learning process.**



*A coach is someone who is learner-centered, supportive, builds on a person’s strengths and needs, monitors their skills and group processes, prompts or models skills/thoughts according to their goals, sets up behavioral practices and strategic plans, encourages, praises and reinforces steps in the right direction. Coaching is a method of teaching and learning that draws on social constructivist learning theory. As such coaching promotes learning that occurs through social interactions involving understanding of learner needs.*



# Parent Group Leader Collaborative Process Checklist (rev. 2019)



This checklist is designed for group leaders to complete together following a 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 looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the checklist for the specific session, which lists the key content that should be covered.

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

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

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

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

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

**SET UP**

***Did the Leaders:***

**YES    NO    N/A**

- |   |       |       |       |
|---|-------|-------|-------|
| 1. Set up chairs in a semicircle that allowed everyone to see the TV?<br>(Avoid tables.)                                      | _____ | _____ | _____ |
| 2. Sit at separate places in the circle, rather than both at the front?   | _____ | _____ | _____ |
| 3. Write the agenda on the board?   | _____ | _____ | _____ |
| 4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them? | _____ | _____ | _____ |
| 5. Plan and prepare for daycare in advance?   | _____ | _____ | _____ |
| 6. Prepare and lay out the food, in an attractive manner?   | _____ | _____ | _____ |

**REVIEW PARENT'S HOME ACTIVITIES**

***Did the Leader:***

- |  |       |       |       |
|--|-------|-------|-------|
| 7. Begin the discussion by asking how home activities went during this past week - how they addressed their short term goals?  | _____ | _____ | _____ |
| 8. Give every parent the chance to talk about his/her experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach? | _____ | _____ | _____ |
| 9. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?                                 | _____ | _____ | _____ |
| 10. Highlight key "principles" that their experiences illustrate? (e.g., write them on flip chart or paraphrase idea in terms of how it addresses their goals.)          | _____ | _____ | _____ |

	<b>YES</b>	<b>NO</b>	<b>N/A</b>
11. Explore with individuals who didn't complete the home activities what made it difficult (barriers) and discuss how they might adapt home activities to fit their needs and goals?	_____	_____	_____
12. Ask about and encourage "buddy calls"?	_____	_____	_____
13. If a parent's description of how they applied the skills makes it clear that s/he misunderstood, did the leaders accept responsibility for the misunderstanding rather than leaving 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 "You misunderstood the assignment. Remember, when you do that, it's important to...")	_____	_____	_____
14. 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?	_____	_____	_____
15. Limit the home activity discussion (approximately 20-30 minutes) to give adequate time for new learning?	_____	_____	_____

**WHEN BEGINNING THE TOPIC FOR THE DAY**

*Did the Leader:*

16. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic?	_____	_____	_____
17. Do the benefits and/or barriers exercise regarding the new topic?	_____	_____	_____
18. Paraphrase and highlight the points made by parents - write key points on the board with their name?	_____	_____	_____

**WHEN SHOWING THE VIGNETTES**

*Did the Leader:*

19. Focus parents on what they are about to see on the vignettes and what to look for?	_____	_____	_____
20. Pause vignette to ask an open-ended question about what parents thought was effective/ineffective in the vignette (focus on parent thoughts, feelings & behaviors, and child's perspective)?	_____	_____	_____
21. Acknowledge responses one or more parents have to a vignette?	_____	_____	_____
22. Paraphrase and highlight the points made by parents - writing key points on the flip chart?	_____	_____	_____
23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?	_____	_____	_____
24. Use vignettes to trigger appropriate discussions and/or practices, tailored to children's developmental level?	_____	_____	_____

- |  | <b>YES</b> | <b>NO</b> | <b>N/A</b> |
|--|------------|-----------|------------|
| 25. Redirect group to the relevance of the interaction on the vignette for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)? | _____      | _____     | _____      |
| 26. Refer to parents' goals for themselves and their children when discussing vignettes, learning principles and setting up practices?   | _____      | _____     | _____      |

**PRACTICE AND ROLE PLAYS**

***Did the Leader:***

- |   |       |       |       |
|---|-------|-------|-------|
| 27. Get parents to switch from talking about strategies in general to using the words they could actually use? (e.g., from "She should be more specific" to "She could say, John, you need to put the puzzle pieces in the box.") | _____ | _____ | _____ |
| 28. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play practice it. (This ensures the likelihood of success.)   | _____ | _____ | _____ |
| 29. Do several large group role plays/practices over the course of the session? Break down practices according to child developmental readiness. Number of role plays: _____  | _____ | _____ | _____ |
| 30. Do role plays/practices in pairs or small groups (following large group practices) that allow multiple people to practice simultaneously? Dyads should be matched by child language and play ability.                         | _____ | _____ | _____ |
| 31. Use all of the following skills when directing role plays:  |       |       |       |
| a. Select parents and give them appropriate roles?  | _____ | _____ | _____ |
| b. Skillfully get parents engaged in role plays/practices?  | _____ | _____ | _____ |
| c. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)?  | _____ | _____ | _____ |
| d. Provide enough "scaffolding" so that parents are successful in their role as "parent" (e.g., get other parents to generate ideas for how to handle the situation before practice begins)?                                      | _____ | _____ | _____ |
| e. Invite other workshop members to be "coaches" (call out idea if the actor is stuck)?   | _____ | _____ | _____ |
| f. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach, or reinforce participants?   | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play/practice is not successful and allow actor to rewind and replay?   | _____ | _____ | _____ |
| 32. Process role play/practice afterwards by asking how "parent" felt and asking group to give feedback?  | _____ | _____ | _____ |
| 33. Process role play by asking how "child" felt in role?   | _____ | _____ | _____ |
| 34. Solicit feedback from group about strengths of parent in role?  | _____ | _____ | _____ |

- 35. Offer detailed descriptive praise of the role play/practice and what was learned? \_\_\_\_
- 36. Re-run role play, changing roles, involving different parents, or with child of different play or language developmental level or temperament (being in role as child is helpful for parents to experience their child's perspective is a different way of responding)? \_\_\_\_

**LEADER GROUP PROCESS SKILLS**

***Did the Leader:***

- 37. Build rapport with each member of group? \_\_\_\_
- 38. Encourage everyone to participate? \_\_\_\_
- 39. Use open-ended questions to facilitate discussion and reflection? \_\_\_\_
- 40. Reinforce parents' ideas, foster parents' self-learning and confidence? \_\_\_\_
- 41. Encourage parents to problem-solve when possible? \_\_\_\_
- 42. Foster idea that parents will learn from each others' experiences? \_\_\_\_
- 43. Help parents learn how to support and reinforce each other? \_\_\_\_
- 44. Foster parents' understanding of the value of developing their own support network? \_\_\_\_
- 45. Identify each family's strengths? \_\_\_\_
- 46. Create a feeling of safety among group members? \_\_\_\_
- 47. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount? \_\_\_\_
- 48. When needed, provide parents with information about important child developmental milestones? \_\_\_\_
- 49. Explore parents' cognition, affect modulation, and self-regulation as well as behaviors? \_\_\_\_
- 50. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children? \_\_\_\_
- 50. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with traumatic events? \_\_\_\_

**ENDING GROUP - REVIEW & HOME ACTIVITIES**

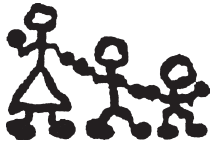
***Did the Leader:***

- 50. Begin the ending process with about 15 minutes remaining? \_\_\_\_
- 51. Summarize this session's learning? (One way to do this is to review or have the parents review each point on refrigerator notes out loud.) \_\_\_\_

	<b>YES</b>	<b>NO</b>	<b>N/A</b>
52. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?	_____	_____	_____
53. Talk about any adaptations to the home activity for particular families?	_____	_____	_____
54. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)	_____	_____	_____
55. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?	_____	_____	_____
56. Ask about buddy check ins (by phone, email or text)?	_____	_____	_____
57. Have parents complete the evaluation form?	_____	_____	_____
58. End the session on time?	_____	_____	_____

**REMEMBER:** The goal in the group sessions should be to draw from the parents the information and ideas to teach and learn from each other. Parents should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video, and demonstrate how to implement the skills in different situations. Remember, people are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years principles.

**Summary Comments:**



## *Incredible Years® Parent Group Peer and Self Evaluation Form*

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Reviewing video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

Leader's Name \_\_\_\_\_

Please comment on the parent group leader's session(s) based on the following criteria:

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

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



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

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

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

<b>VI. Parents' Responses</b>	<b>Comments</b>
Parents appear comfortable and involved in session	
Parents complete homework, ask questions and are active participants	
Parents complete positive evaluations of sessions	

**Summary Comments:**

.....

Name of Evaluator \_\_\_\_\_

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

Check:

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

\_\_\_\_\_ Co-Leader

\_\_\_\_\_ Peer Coach

\_\_\_\_\_ Mentor/Trainer

Name of Organization/Agency: \_\_\_\_\_  
 Your Name: \_\_\_\_\_  
 Date: \_\_\_\_\_



## The Incredible Years (IY) Evaluation of Quality of Peer Coaching (by Group Leaders)

We are asking you to complete this questionnaire about the quality of peer coaching you are receiving from your peer coach. This information helps coaches to continually improve the way they provide support. Thank you for taking the time to complete this form.

### Incredible Years Peer Coaching Support

1. How supportive does your peer coach seem in helping you to deliver this program?  
 (*Circle one.*)

<u>Not at all</u>		<u>Somewhat</u>		<u>Extremely helpful</u>
1	2	3	4	5

2. Does your peer coach make time available for coaching with you for delivering the Incredible Years intervention if you ask for it? (*Circle one.*)

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

3. How satisfied are you with the **quality** of your current peer coaching? (*Circle one.*)

<u>Not at all Satisfied</u>	<u>Not very Satisfied</u>	<u>Neutral</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>
1	2	3	4	5

4. When your peer coach recommends changes, does s/he provide the rationale for the recommendation in terms of social learning or relationship building principles?

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

5. Does your peer coach ask you to support your hypotheses about individual families or children in the group, their strengths and the barriers to change for each family in the group?

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

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

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

7. Does your peer coach encourage you to do live role plays during supervision sessions?

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

8. Does your peer coach review the entire videotape of your group sessions for review?

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

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

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

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

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

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

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

12. Does your peer coach ask questions to determine your approach with an individual family or group?

Not at all      Very little      Some      Quite a bit      Extensive  
1                      2                      3                      4                      5

13. Does your peer coach refer to “principles” that families have learned or that you are using to assist families?

Not at all      Very little      Some      Quite a bit      Extensive  
1                    2                    3                    4                    5

14. Does your peer coach review your session protocols and session evaluations with you as part of coaching?

Not at all      Very little      Some      Quite a bit      Extensive  
1                    2                    3                    4                    5

15. How skilled do you think your peer coach is in delivering the IY program?

Not at all      Very little      Some      Quite a bit      Extensive  
1                    2                    3                    4                    5

16. What recommendations do you have for improving the way peer coaching is done?

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17. What is most helpful about the coaching you have received?

18. What changes would you make in the way you get peer coaching?

Name of Organization/Agency: \_\_\_\_\_  
 Your Name: \_\_\_\_\_  
 Date: \_\_\_\_\_



## The Incredible Years (IY) Peer Coach Self-Evaluation of Videotape Supervision

We are asking you to complete this self-evaluation about the quality of peer coaching you are giving group leaders in training. This information will help you to reflect on the way you provide coaching. It is recommended that you talk about this process with group leaders you are coaching. They will be completing a similar form evaluating your coaching.

### Incredible Years Peer Coach Support

1. How supportive are you in helping group leaders deliver this program? (*Circle one.*)

<u>Not at all</u>		<u>Somewhat</u>		<u>Extremely helpful</u>
1	2	3	4	5

2. Do you make time available to group leaders for ongoing coaching with you for delivering the Incredible Years intervention? (*Circle one.*)

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

3. How satisfied are you with the **amount** of coaching you are able to offer? (*Circle one.*)

<u>Not at all Satisfied</u>	<u>Not very Satisfied</u>	<u>Neutral</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>
1	2	3	4	5

4. How satisfied are you with the **quality** of your current peer coaching? (*Circle one.*)

<u>Not at all Satisfied</u>	<u>Not very Satisfied</u>	<u>Neutral</u>	<u>Somewhat Satisfied</u>	<u>Very Satisfied</u>
1	2	3	4	5

5. Do you provide a rationale for your recommendations in terms of social learning strategies or relationship building principles?

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
-------------------	--------------------	-------------	--------------------	------------------

1                      2                      3                      4                      5

6. Do you ask the group leaders you coach to support their hypotheses about individual families or children in their group, their assessment of the strengths and the barriers to change for each family in the group?

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

Not at all            Very little            Some            Quite a bit            Extensive  
1                      2                      3                      4                      5

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

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

14. Do you refer to “principles” that families have learned or that group leaders are using to assist families?

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

15. Do you review group leader session protocols and session evaluations with them as part of supervision?

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

16. How skilled do you think you are in providing peer coaching of videotapes of the IY program?

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

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

<u>Not at all</u>	<u>Very little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Extensive</u>
1	2	3	4	5

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

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Incredible Years  
 1411 8<sup>th</sup> Avenue West  
 Seattle, WA 98119  
 Phone and FAX (206) 285-7565





## Preparing for your Online Consultation Call

Name of Group Leaders:

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Date:

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Video clip time codes:

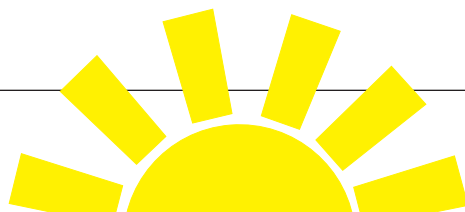
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Session Topic: \_\_\_\_\_

*Brief description of background of video clip:*

*Goals for video clip sent:*

*Any other specific issues I would like to discuss:*







## *Checklist of Training Steps Required for Certification of an IY Peer Coach*

The training requirement of an experienced Incredible Years Peer Coach involves a process similar to that for Group Leader Certification. The difference is that Peer Coach training embraces a broader experience in supervision principles and components of providing videotape review and support to new group leaders. When all the training steps (listed below) are achieved, observed and confirmed, a candidate may apply for accreditation/certification as a qualified IY Peer Coach.

Candidate's Name \_\_\_\_\_

Address \_\_\_\_\_

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

### **Step 1**

#### **Qualifications for Peer Coach Candidates:**

\_\_\_ Parent Group Leader Certification/Accreditation

Date accredited \_\_\_\_\_

\_\_\_ No. of Parent Groups Completed To Date (minimum 6)

\_\_\_ Nomination Letter Submitted by Mentor (nominating candidate for coach training)

Mentor Nominating: \_\_\_\_\_

*NOTE: When the conditions outlined in Step 1 have been accomplished, a candidate is qualified to attend peer coaching training as shown in Steps 2-5*

### **Step 2 (Steps 2 & 3 may be carried out simultaneously)**

#### **Peer Coach Training:**

\_\_\_ 1-Day (or 2 half-days) Peer Coaching Workshop conducted by Certified Trainer

Name of Trainer and Date: \_\_\_\_\_

\_\_\_ 1-Day Consultation Workshop reviewing videos of own video-review practice conducted by Certified Trainer

Name of Trainer and Date: \_\_\_\_\_

\_\_\_ Peer coaches work with 6 new group leaders (3 dyads) and review the videos of their sessions with them. They will complete self-evaluations and leader evaluations of their coaching given.

### Step 3

#### Peer Coaching Video Review by Trainer:

\_\_\_ Presentation of Video of Peer Coaching to Trainer for review

Dates of Trainer Review of Peer Coaching : \_\_\_\_\_

Others Observed: \_\_\_\_\_

\_\_\_ Evaluation of Peer Coaching by Trainer *(To be completed by Trainer)*

### Step 4

#### Peer Coaching Completed:

\_\_\_ Completed Peer Coaching with 3 Dyads: *(6 different people/3 dyads with a minimum of 4 sessions per dyad\*; list names and dates of group leaders for whom you provided coaching)*

\_\_\_ Evaluations from group leaders receiving peer coaching *(See form - minimum of 6 evaluations required)*

\_\_\_ Self-evaluations of peer coaching given *(See form - minimum of 3 evaluations required - match self-evaluations with the above group leader evaluations)*

\_\_\_ Letter explaining your interest in certification and goals for peer coaching

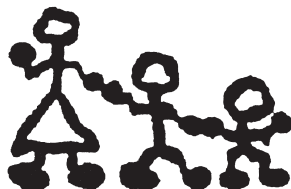
### Step 5

#### Application for Peer Coaching Accreditation:

When all of the above training experiences have been achieved, observed and confirmed, a candidate may apply to the Incredible Years Advisory Council for Accreditation and Certification as a Qualified IY Peer Coach.

Note: It is important for group leaders to realize that obtaining peer coaching on their video does not satisfy the final qualifications for accrediting a group tape. This must still be done by an accredited mentor or trainer.

\*At least one session per dyad must be done in person and videotaped. Skype calls are permitted in place of some in-person meetings if distance requires. Please see the Skype call protocols for use by coaches and participants.





## IY Peer Coaching Expectations

The peer coach role is intended to provide group leaders/facilitators with support to successfully lead Incredible Years (IY) groups. Their role will include meeting with pairs of group leaders to set goals, review videos of their group sessions, practice alternative approaches and problem solve difficult situations. The amount of support that leaders will need depends on each leader's prior group experience and education as well as the individual characteristics of the parents, children, or teachers who are participating in the program.

Following are guidelines for frequency of coaching sessions. *These are recommendations only, and coaching may be offered more frequently if group leaders need it because groups are more difficult for some reason.*

### **IY Parent and Child Programs:**

- New group leaders should have peer coaching meetings every 2 to 3 sessions. Normally a coach meeting is one hour in length.
- More experienced group leaders should have peer coaching sessions every 4-5 sessions.

### **Teacher Classroom Management and Incredible Beginnings Programs:**

- New group leaders should have coaching sessions before each of the 6 workshop training days (total of 6-7 meetings).

- More experienced group leaders should have peer coaching a total of 3 times between the workshop sessions.

### **Content of Peer Coach Session**

- These meeting will review prior workshop videos, plan next workshop day and set goals. A final post consultation should be scheduled to summarize workshop success and plan any follow-up needed.
- More experienced group leaders should have coaching sessions between every 2-3 training days (total of 3 meetings).

**Accreditation/certification of peer coaches:** Peer coaches must submit paperwork of their work coaching 3 dyads as part of their accreditation process. In order to ensure that the accreditation is based on an adequate amount of coaching experience for each dyad, for accreditation purposes, **coaches must meet with each dyad for at least 4 coaching sessions.** *In cases where distance prevents coaches from meeting face-to-face this frequently, some of these coaching sessions may be done via Skype calls. At least one session must be done in person and videotaped. Ideally there will be videos for every peer coached session. Please see the Skype call protocols for use by coaches and participants.*

### **Ongoing Requirements:**

#### **Meet with Mentors and Trainers**

Peer coaches should attend a yearly peer coach consultation day with an IY trainer. This requirement can be met through a Skype consultation call.

**Continue to deliver Incredible Years groups** - at least 1 per year.



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

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### **Accreditation/Certification**

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

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

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

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

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

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

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

### **Camera Set Up**

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



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

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

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

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

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

## **Number of Sessions**

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

9 weeks for baby program

13 weeks toddler program

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

12-16 weeks for school age program.

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





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

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

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

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

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

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

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

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

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



## **Enhancing your video submission**

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

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

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

## **Please Ask!**

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