



2016 Incredible Years[®] Mentor Meeting
University of Utrecht, The Netherlands
“Promoting Diversity”







**WELCOME TO THE INCREDIBLE YEARS® 2016 MENTOR MEETING AT
THE UNIVERSITY OF UTRECHT IN THE NETHERLANDS!**

We are so excited to see you all and happy you were able to travel to this rejuvenating destination. Our theme for this year’s meeting is “**Retreat and Recharge.**” Our hope is that IslandWood creates a relaxing atmosphere to get away from the everyday hustle and bustle so we can focus on meaningful collaboration and learning together.

By now you will have arrived at IslandWood (we hope you enjoyed the ferry ride!) and we want to give you an overview and guidelines for the meeting days. Please refer to the **map provided** to help you navigate (or ask an IslandWood staff member to help guide you if you get lost).

Our first day (Tuesday, September 1st) we will all meet together for research presentations in the **Great Hall**. Coffee will be provided in the meeting room. You will see on your agenda that from 4:30–7:00 you have a few options of things to do! *IslandWood has many different activities and we hope you will take advantage of these or ask the staff for other ideas of things to do.* After dinner we will have dessert and coffee/tea in the **Friendship Circle** area. (Unfortunately we will not have a fire out there due to the current burn ban!) We will also have a special fun activity during this time to help you all get to know each other better.

On **Wednesday** you will be served a hot breakfast in the **Dining Hall at 7am**. We will meet briefly all together in the **Great Hall**, and then you will break up into groups. Pay close attention to your group name/location! *There are different groups for each of the days* and your name tag has your group symbols on it. Be sure to review the **Coach/Presenter roles** document in these handouts. Coffee and snacks will be brought to your meeting rooms throughout the day. Later on Wednesday we are having a **Surprise Team Bonding** event that you won’t want to miss! We will all meet right outside the Welcome Center. After dinner, you are welcome to join us in the lcythology center for a casual evening of board games and conversation.

On **Thursday** you will again start with breakfast in the **Dining Hall at 7am**, and then meet briefly in the **Great Hall** as a whole group. **Pay attention to the groups for Thursday - they are DIFFERENT from the groups you were in the day before!** We look forward to our **celebration dinner** that evening, which begins at **7:30pm** and will take place in the **Great Hall**.

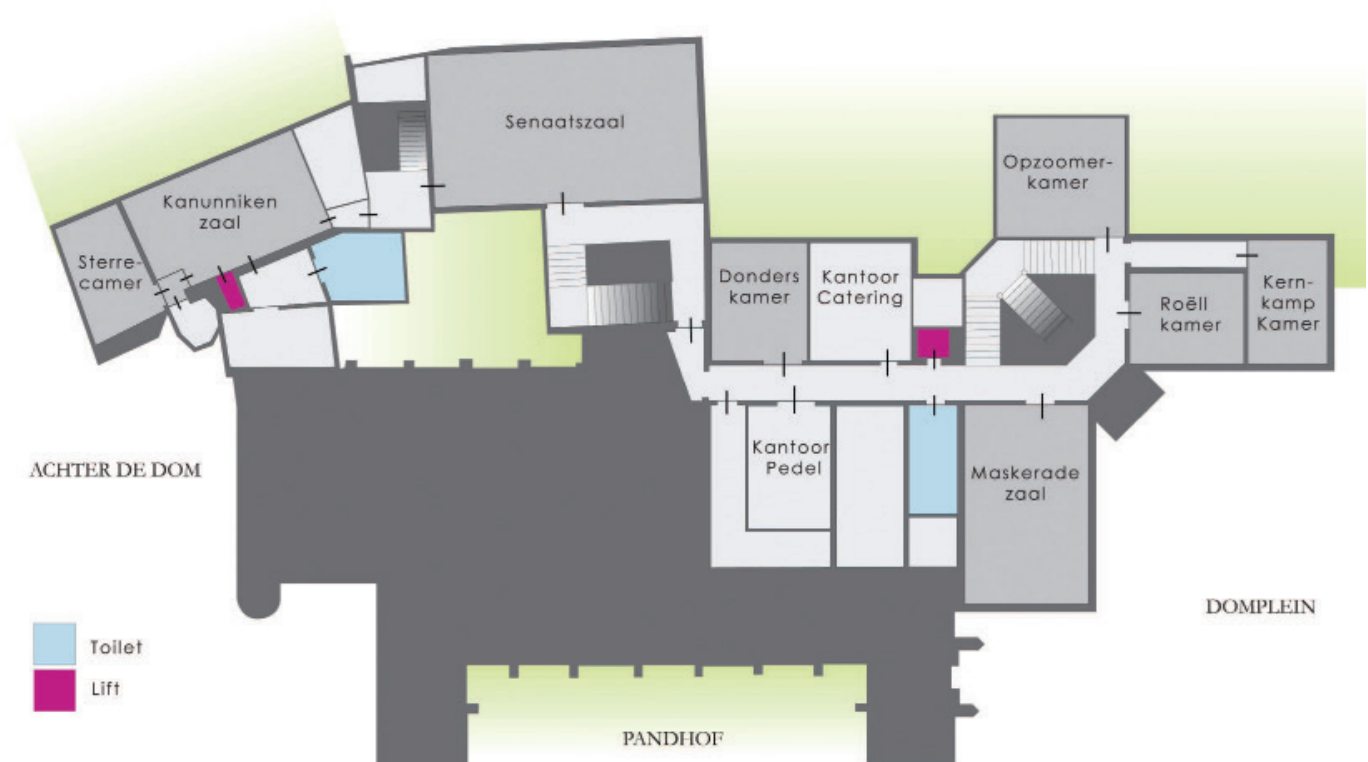
Finally, please note we have *not* arranged assigned seating for any of your meals, however *we really encourage you to spend time with new people who you don’t know as well!* You are an incredible group and we hope you have a chance to do some networking and meet new mentors.

Please enjoy your stay here and let us know any questions that come up. Incredible Years Staff will be available at the meeting and also IslandWood staff will be around as well, so don’t hesitate to ask questions!



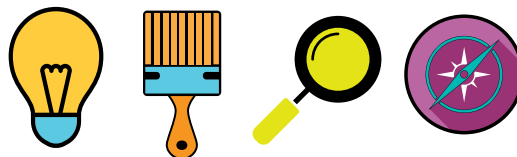
UNIVERSITY MAP

UNIVERSITEIT UTRECHT, ACADEMIEGEBOUW
1ste Verdieping



"PROMOTING DIVERSITY"

INNOVATE / CREATE / EXPLORE / PIONEER

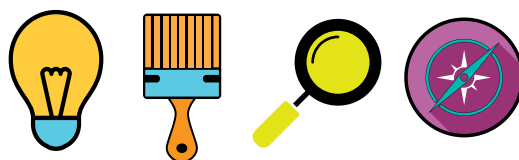


WEDNESDAY, SEPTEMBER 28TH

TIME	ACTIVITY/PRESENTER
9:00 am	Meeting Begins in Kanunnikenzall.
9:00 - 9:30	Welcome and Introduction.
9:30 - 9:50	Walter Matthys: A Few Clinical Reflections on Some Research Findings: An Introduction.
9:50 - 10:35	Ankie Menting: Meta-Analyses Study & Working with Incarcerated Mothers.
10:35 - 10:50	Break
10:50 - 11:40	Joyce Weeland: For Whom Does IY Work and Why: Results of the ORCHIDS Study.
11:40 - 12:15	Merete Aasheim: Evaluation of Incredible Years Teacher Classroom Management Program in a Norwegian School Setting: Changes in Student's Behavior.
12:15 - 1:30	Lunch
1:30 - 2:20	Patty Leijten: Results of Using IY with Low Income, Minority Parents.
2:20 - 2:40	Maartje Raaijmakers: The Influence of Therapist Factors on the Effectiveness of The Incredible Years Parent Program.
2:40 - 3:00	Break
3:00 - 3:50	Stephen Scott: Might The Incredible Years Programme Reduce Social Inequalities?
3:50 - 4:20	Tatiana C. Homem & Andreia Azevedo: Fathers' Involvement in IY Groups: Recruitment Barriers and Strategies to Reduce Them.
4:20 - 5:00	Carolyn Webster-Stratton: Update on IY Programs.

"PROMOTING DIVERSITY"

INNOVATE / CREATE / EXPLORE / PIONEER



THURSDAY, SEPTEMBER 29TH

TIME	ACTIVITY/TEAM	LOCATION
9:00 - 10:00	Main group together / Carolyn Webster-Stratton: Teacher Autism Program Overview.	Kanunnikenzall
10:00 - 11:15	Innovators: Incredible Beginnings Workshop	Kanunnikenzall
	Explorers: Micah as Presenter, Siri as Coach.	Sterrecamer?
	Pioneers: Cathy as Presenter, Kim as Coach.	Kernkampkamer?
11:15 - 11:30	Coffee break	Kanunnikenzall
11:30 - 12:45	Innovators: Incredible Beginnings Workshop	Kanunnikenzall
	Explorers: Line as Presenter, Peter as Coach.	Sterrecamer?
	Pioneers: Anna as Presenter, Caroline as Coach.	Kernkampkamer?
12:45 - 1:45	Lunch	
1:45 - 3:00	Innovators: Incredible Beginnings Workshop	Kanunnikenzall
	Explorers: Oddbjørn as Presenter, Dianne as Coach.	Sterrecamer?
	Pioneers: Odd? as Presenter, Cathy as Coach.	Kernkampkamer?
3:00 - 3:15	Coffee break	
3:15 - 4:30	Innovators: Incredible Beginnings Workshop	Kanunnikenzall
	Explorers: Janne and Kari as Presenters, Jenny as Coach.	Sterrecamer?
	Pioneers, Kimberlee as Presenter, Sean as Coach.	Kernkampkamer?
4:30 - 5:00	Odd Fyhn: Bandura Revisited - To Remind us Why Coaching is so Essential.	Kanunnikenzall



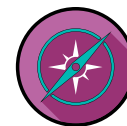
Incredible Beginnings Workshop

Sue	Tania	Kate	Maria
Jens?	Bjørn?	Jane	Bethan
Hilde	Angela	Joanne?	Maria
Kathleen	Marte	Ceth	Jeannie
Linda	Anne	Brenda	Ole
Barbara	Moira	Andrea?	
Elin?	Judy	Lene	



EXPLORERS

Micah - V
Line - V
Oddbjørn - V
Astrid
Siri - C
Kari - V w/Dianne
Peter - C
Paula - C
Dianne - V w/Kari
Jenny
Paula
Dianne



PIONEERS

Cathy - V, C
Anna - V
Odd - V?
Kim - C
Anna
Monica
Maria-Joao
Caroline - C
Sean
Janne
Kimberlee - V
Judah



FRIDAY, SEPTEMBER 30TH

TIME	ACTIVITY/TEAM	LOCATION
9:00 - 9:45	Main group together / Presentation (Judy's video)	Kanunnikenzall
9:45 - 10:45	Full group together for Time Out Discussion	Kanunnikenzall
10:45 - 11:00	Coffee break	Kanunnikenzall
11:00 - 12:15	Innovators, [Name] as Presenter, [Name] as Coach.	Kanunnikenzall
	Creators, Jeannie as Presenter, [Name] as Coach.	Sterrecamer
	Explorers, [Name] as Presenter, [Name] as Coach.	Kernkampkamer
	Pioneers, [Name] as Presenter, [Name] as Coach.	Opzoomerkamer
12:15 - 1:45	Lunch	Kanunnikenzall
1:45 - 3:00	Innovators, [Name] as Presenter, [Name] as Coach.	Kanunnikenzall
	Creators, [Name] as Presenter, [Name] as Coach.	Sterrecamer
	Explorers, [Name] as Presenter, [Name] as Coach.	Kernkampkamer
	Pioneers, [Name] as Presenter, [Name] as Coach.	Opzoomerkamer
3:00 - 3:15	Coffee break	Kanunnikenzall
3:15 - 4:30	Fidelity Review: Innovators, Led by Caroline.	Kanunnikenzall
	Fidelity Review: Creators, Led by Cathy.	Sterrecamer
	Fidelity Review: Explorers, Led by Siri.	Kernkampkamer
	Fidelity Review: Pioneers, Led by Kimberlee.	Opzoomerkamer
4:30 - 5:00	Main group all together. Diversity gems.	Kanunnikenzall



INNOVATORS

Caroline - F
Tania - V
Maartje - V
Judy - B
Kim
Anna



CREATORS

Cathy - F
Barbara - V
Maria M - V
Jeannie - B



EXPLORERS

Siri - F
Bethan - V
Jens - V
Sue - B



PIONEERS

Kimberlee - F
Anne - V
Filomena - V





INCREDIBLE YEARS MENTOR/TRAINERS RETREAT EVALUATION 2015

PLEASE FILL THIS OUT AND RETURN TO IY STAFF AT THE END OF THE MEETING

Please rate the following aspects of the 2016 Incredible Years® Mentor Meeting:

1. Usefulness of Research Presentations (Wednesday)

not helpful neutral helpful very helpful

2. Usefulness of Incredible Beginnings Workshop (Thursday) (if applicable)

not helpful neutral helpful very helpful

3. Usefulness of Time Out discussion (Friday)

not helpful neutral helpful very helpful

4. Usefulness of presenter/coach format for group video sharing (Thurs/Fri)

not helpful neutral helpful very helpful

5. Usefulness of reviewing videos for reliability

not helpful neutral helpful very helpful

6. Usefulness of sharing videos of groups or workshops with other mentors

not helpful neutral helpful very helpful

Please rate the following aspects of the IslandWood location and services:

1. Meals/snacks provided

1 2 3 4 5

2. Overall location/area

1 2 3 4 5

3. Lodging and amenities

1 2 3 4 5

PLEASE SEE OTHER SIDE



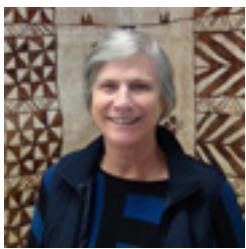
Additional questions:

1. What was the most useful part of this meeting?
2. Which topics or activities would be most useful to you for our next mentor meeting?
3. Do you have any additional comments or feedback about the location?
4. Other comments? We value your suggestions for how to make this meeting the most useful it can be to you. Please let us know your thoughts.









Sherrell Prebble
Parent Mentor, NZ

Sherrell is an Educational Psychologist with Ministry of Education. She has been implementing IY Parent, Child, and Teacher programs since 2005 and has a particular focus on supporting the delivery of programmes to Pacific Island, Migrant, and Refugee communities.



Kim Thomson
TCM Mentor, NZ

Kim Thomson is a Registered Educational Psychologist and Early Childhood educator. She has been working in IY Parent and Teacher programmes since 2007.



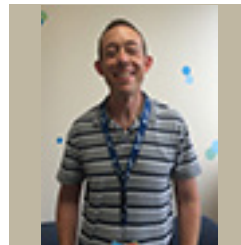
Astrid Honoré
Parent Mentor, Norway

Astrid is the Head of Family counseling and prevention programs in the northwestern part of Copenhagen. She has been working with families since 2004 and has led IY parent groups since 2011.



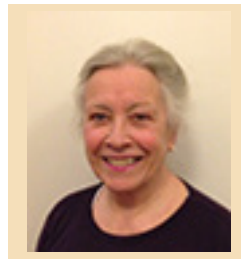
Carolyn Rubenstein
Parent Mentor, Colorado

Carolyn has been working with children and families for over 15 years. She has been involved with the Incredible Years programs since 2004. Carolyn currently works for Invest In Kids, a nonprofit in CO.



Micah Orlliss
Child Mentor, California

Micah is a licensed psychologist working at Children’s Hospital Los Angeles. He specializes in working with youth in foster care. As part of his clinical work, Micah has been conducting Dina Small Groups for over six years.



Diana Linforth-Howden
Parent Mentor, NZ

Diana is an IY Peer Coach in New Zealand and is a Mentor in Training for the IY Basic Parent Program. Diana has worked in the NGO and tertiary mental health sectors for the last 20 years.



Lindsay Sherman
Parent Mentor, Colorado

Lindsay has been working with children and families since 1996. She has been facilitating the BASIC IY parent program in Southwest Colorado since 2009. In 2012 she became a program consultant at Invest in Kids, a non-profit organization in Denver.



COACH AND PRESENTER ROLES



AS THE **PRESENTER** FOR A SESSION, YOU WILL BE RESPONSIBLE TO:

- Find your slot on the agenda: note the day, time, and allotted length of time (if you are marked as presenting a Reliability Video, this means you are showing a video you reviewed but were unsure if it should be passed for accreditation).
- Prepare your DVD segment ahead of time - select 1 or 2 segments of video (total 10-15 min) of your group session or workshop delivery for participant feedback and bring the DVD with you!
- Identify the goals for your presentation.
- Determine when you have had enough feedback.
- Reflect on your strengths and what you have learned from the discussion and future goals.

AS THE **COACH** FOR A SESSION, YOU WILL BE RESPONSIBLE TO:

- Keep track of the time agenda for your presenter's session.
- Assure the presenter is in a safe environment and the feedback from participants is productive.
- Assist the presenter in making sure his or her goals are addressed.
- Allow everyone to participate with ideas and questions.
- Help scaffold the process of reflecting on the presenter's group leader process and methods demonstrated.
- Set up practice exercises as needed.
- Summarize what was learned from the discussion.





Training and Expectations for Mentor Status

Mentor Agreement

Candidates selected for mentor training are those who have achieved certification/accreditation as group leaders for the copyrighted Incredible Years® parent, teacher or child programs. They have extensive experience as group leaders for numerous groups and have the desire to mentor and support new group leaders. In addition to their advanced clinical skills, they have been recognized by accredited mentors, trainers and their agency supervisors for their excellent leadership skills and training capabilities.

Incredible Years reserves all of its copyrights and other intellectual property rights in its programs. This Mentor Agreement does not authorize any appointed certified mentor or anyone else to make derivative works of the programs or to copy, use, publish or distribute them without express written permission from Incredible Years. This Agreement does not give the certified mentor any rights or permissions to create derivative works or to offer courses under the Incredible Years name and brands with any other works than the unmodified and unaltered programs specifically offered by Incredible Years.

Mentor-in-Training

After nomination by an accredited mentor or trainer, the candidate will:

- Submit an additional group tape (post certification) for ongoing feedback and supervision from trainer.
- Attend consultation workshops.
- Participate with a trainer or mentor in leading a consultation day, and when possible attend peer coaching training.
- Watch a trainer or mentor do a workshop (following the training protocol checklist).
- Participate with a trainer in co-leading a workshop (each day mentor does more of the training)
- Decide with the trainer if mentor is ready to do a workshop alone (maybe decide to co-lead a second workshop with a trainer).
- Lead a workshop independently and video parts of training to be sent to trainer (no more than 3 hours)
- Submit video of workshop, list of participants, attendance and evaluations of workshop to IY
- Begin to mentor new group leaders by co-leading with them.

*see checklist of training steps for more details.

Certified Mentors and Term

Once mentors have been accredited or certified, then s/he (the certified mentor) can offer “authorized” workshops in their agency or specified district, which geographic area is to be determined in discussion with IY with written confirmation (email is acceptable).



Certified mentors are responsible for setting up the venue, deciding on the fee (if there is one), advertising, arranging food and handouts etc. (See tips for setting up a workshop handout.) The appointment of a certified mentor is made by Incredible Years and are subject to the laws of the State of Washington, USA, where Incredible Years has its offices. Incredible Years may at its sole discretion immediately terminate any appointment if the certified mentor violates the terms and conditions of this Mentor Agreement. Termination of any appointment or this Agreement does not terminate any of the copyright, trademark and other intellectual property rights in the programs and is not the sole recourse for Incredible Years if there is any breach of this Agreement or any infringement or other violation of such intellectual property rights in the programs. Any dispute arising from this Agreement or infringement or violation of any of the intellectual property rights in the program shall be subject to arbitration under the rules of the American Arbitration Association in Seattle, Washington, USA.

Subject to the preceding paragraph, the appointment as a certified mentor shall be ongoing as long as mentors attend the annual mentor meeting at least every two years, follow updated protocols and use updated materials. However Incredible Years may elect to bring any action or proceeding in any court or forum having jurisdiction over the certified mentor to protect the intellectual property rights of the programs that are the subject of this Agreement. The prevailing party in any arbitration or litigation shall be entitled to recover its reasonable fees and costs (including attorney or expert fees) as may be awarded in the arbitration award or by a court.

A certified mentor agrees to and shall observe the following:

- To let IY administrator know prior to delivering a workshop of the dates and place of the workshop. This may be posted on web site if desired.
- To adhere to workshop protocol checklists to be sure core training components are covered.
- To provide standard workshop handouts & check with IY staff that the most current handouts are being used.
- To only offer the workshops to trainees within the mentor’s defined agency/district. Workshops outside a mentor’s agency/district is by prearranged agreement with Incredible Years, on a case-by-case basis. (10% rule allows 10% of participants to come from out of the mentor’s district.)
- To attend mentor retreats at least every two years to learn about new research, new adaptations and new programs.
- To respect and not infringe upon or otherwise violate the copyrights and trademarks of the Incredible Years® programs.
- Not to create derivative works or to offer courses under the Incredible Years name and brands with any other works than the unmodified and unaltered programs specifically offered by Incredible Years, and in all such cases only with advanced written permission from Incredible Years.



A certified mentor shall submit to IY the following materials immediately upon completion of a workshop:

- ___ Names and addresses are completed on database
- ___ Completed workshop checklist
- ___ Daily participant evaluations (tallied on summary sheet)
- ___ Payment of US \$25/participant fee (send payments with evaluations and/or ask Incredible Years office for invoice)

Certified mentor consultation and support for new group leaders within agency

In addition to certified mentors offering workshops within the certified mentor’s agency or district, a certified mentor is expected to provide ongoing mentoring/consultation and support to group leaders who have received their training workshops. This may be done in the form of videotape reviews, telephone consultation, and/or group review of videotapes and/or consultations. Certified mentor continuing supervision and consultation

Certified mentors are expected to participate in mentor meetings and consultations with IY trainers every 1-2 years. During these mentor meetings new materials and new research will be presented. In addition, mentors meet to share videotapes of their workshops, groups, and supervision. They share new approaches they have used to training parents and/or new group leaders. New training protocols, handouts and programs are explained at these meetings.

AGREED:

For good and valuable consideration as set forth above, by signing below I accept and agree to the above terms and conditions of this Mentor Agreement. I also agree that a pdf or faxed or other electronic or digital copy of this Agreement signed by me shall have the same force and effect as the original hard-copy with my signature. This Mentor Agreement is subject to Incredible Years accepting and appointing me as a certified mentor:

_____ Date: _____, 2016

Name:

Title (if any)

Organization

Contact Information:



Do's and Don'ts to be in compliance with Incredible Years® Copyright, Trademark, Brand Law*

*This is intended to be a helpful guide – for full regulations see Brand License Agreement

DO

- Attend an Incredible Years® Certified/Accredited training (or make sure someone within your agency has done so).
- Read and sign the Incredible Years® Brand License Agreement, then send it back to the Incredible Years®. (See contacts below.)
- Read the Terms and Conditions that are posted on the Incredible Years® website (www.incredibleyears.com) for further clarification regarding copyright works that are available for your use.
- Include registered trademark symbol “®” with all registered trademarks: The Incredible Years®, Parenting Pyramid®, Teaching Pyramid®, and Attentive Parenting®.
- Use the Incredible Years® approved logo on your website or marketing materials for individual services:
 - Include the Copyright disclaimer somewhere visible on the page.
 - Include your company name on any materials where the Incredible Years® brand is used.
 - Make sure the Incredible Years® logo is smaller than your company logo.
 - Make it clear that your company is independent from The Incredible Years®.
- Ask us before using the brand, trademark, or copyrighted works in any way other than what is specified in the brand agreement.
- CONTACT US with your questions or concerns!
 - E-mail: incredibleyears@incredibleyears.com
 - Phone: (888)-506-3562

DON'T

- Use the Incredible Years® brand on your company letterhead stationery, forms or other documents, or to identify/describe any product besides Incredible Years® products.
- Use the Incredible Years® brand in any way that suggests your agency is an affiliate or owned by the Incredible Years®.
For example:
 - In business name, domain name, product/service name, trade dress, design, slogan, etc.
 - Imitation of brand design in your company's logos or brands is not allowed as this may cause confusion between your company and The Incredible Years®.
 - You may not combine the brand with any other images, words, photos, etc.
- Resize or alter the brand/logo in any way.
- “Scrape” images from the Incredible Years® website: you may only use approved images and must contact the Incredible Years® office prior to use.
- Edit or alter any of the materials found on the Incredible Years® website in any way:
 - With the exception of measures and forms that are intended to be filled out, you may not make any changes to the copyrighted works available on the website. You may make copies of handouts for groups, and you may make copies of administrative information. You may not alter the appearance, remove copyright information, or make any changes to content whatsoever without expressed approval from the Incredible Years®.





INCREDIBLE YEARS, INC.

BRAND LICENSE AGREEMENT

ARTICLE I Introduction

These guidelines are an integral part of The Incredible Years, Inc. [hereinafter “Licensor”] Brand License Program [hereinafter “License”]. The term “Licensee” does not mean that there is any partnership, agency, affiliation or other relationship between an authorized licensee (“Licensee” or “YOU”) and Licensor other than the licensing arrangement set forth herein. In all cases, Licensee and Licensor are independent contractors to each other.

Candidates for the license grants described herein must have members who have successfully completed The Incredible Years® training programs. A licensee is granted a revocable license to use The Incredible Years® or any associated trademarks, service marks or trade dress (collectively the “Brand”) for the purpose of letting potential clients know that such candidates have been given permission by Licensor to use the Brand. The following guidelines explain how the Brand for Licensor may be used. The Brand includes without limitation the USPTO registered trademarks: The Incredible Years®, Parenting Pyramid®, Teaching Pyramid® and Attentive Parenting®; the Washington State trade name “The Incredible Years”; and common law analogs or derivatives similar in sight, sound or meaning.

ARTICLE II Usage Guidelines

YOU must enter into this License before using any Brand. The Brand may be used only to indicate that YOUR organization has members who have received authorized training from Licensor. If at any time, YOUR organization no longer has any trained members, YOU must immediately discontinue use of the Brand.

ARTICLE III Using the Brand

1. YOU are prohibited from any unlawful conduct or other wrongful acts or omissions in using the Brand and YOU at all times must maintain the goodwill of the Brand and other brands.
2. YOU may use the Brand solely on YOUR Web site or in marketing materials for individual services but YOU must include a conspicuous disclaimer against any claims to ownership of the Brand or other intellectual property rights, with an explanation that Licensor is the owner of the Brand and/or the authorized licensee of other intellectual property rights, including copyrights, in Incredible Years® products and works. YOU must include a notice that the Brand is owned by The Incredible Years, Inc. and the copyrights in the Incredible Years® works are owned by Carolyn Webster-Stratton.
3. YOU may not use the Brand on YOUR company’s letterhead stationery, forms or other documents, or to identify or describe any product other than Licensor products. Furthermore because the Brand represents the image of our corporation, organizations such as YOUR company may not use the Brand to identify their own organization or their own employees or independent contractors. For example only and not by way of limitation of the preceding sentences, YOU are prohibited from any use of the Brand on YOUR company’s business cards or letterhead stationery or similar identifying documents or on YOUR company’s Web pages that either (1) does not expressly identify an Licensor product or (2) includes any competitive products from Third Parties.
4. If YOU would like permission to include the Brand in materials describing YOUR company or other similar documents other than as specifically and expressly allowed in this Agreement, YOU must first



obtain Incredible Years® prior written consent for any such use. Licensor has sole discretion on a case-by-case basis to grant or deny consent.

5. YOU may not display the Brand in any manner that suggests YOU are an employee or agent of Licensor or in a manner that suggests that YOUR company is an affiliate of or owned by or have common ownership with Licensor. To avoid any doubt as to the preceding sentence, the following are examples:
 - a) The Brand may not be included in YOUR trade or business name, domain name, product or service name, trade dress, design, slogan or other identification of business.
 - b) YOUR use of the Brand as allowed by this Agreement must clearly indicate that YOU are independent from Licensor.
 - c) YOUR name, trade name, or company name must appear on any materials where the Brand is used. The Brand cannot appear larger or more prominent than YOUR name, product or service name, trademark or service mark, Brand, or trade or company name.
 - d) The Brand may not be used in any manner that expresses or might imply Licensor's affiliation, sponsorship, endorsement, certification, or approval, other than as to members of YOUR organization who have successfully completed the Incredible Years® training programs.
 - e) YOU may not combine the Brand with any other object, including, but not limited to, other Brands, icons, words, graphics, photos, slogans, numbers, design features, symbols, or Web site audio files.
 - f) The Brand may not be used as for the design (“look or feel”) of YOUR company's logos or brands or otherwise in any way that can cause potential confusion between YOUR company and Incredible Years.
 - g) The Brand may not be imitated in any manner in YOUR materials.
6. YOU may use the Brand only as provided by Licensor. Except for size, which is subject to the restrictions in these guidelines, the Brand may not be altered in any manner, including proportions, colors, elements, etc., or animated, morphed, or otherwise distorted in perspective or dimensional appearance.
7. YOU may not use the Brand in any way other than as specified in these guidelines. Failure to comply with these instructions shall constitute a material breach of this Agreement.
8. Upon signing this Agreement YOU may be sent a media kit including preapproved marketing templates of the Brand formatted for Web use and print use and/or other marketing, promotion or advertising collateral as determined in Licensor' sole discretion.

ARTICLE IV. Brand Elements

The Brand should never be taken apart and recombined in any way to create new artwork. No part of the Brand may be changed or re-sized in any way relative to the rest of the Brand.

ARTICLE V. Orientation



The Brand should never be displayed in any orientation different from what is provided in the artwork provided by Licensor. Do not orient the Brand on its side. The text should always read horizontally on whatever medium it is being placed.

ARTICLE VI. Aspect Ratio

The original aspect ratio of the Brand must be preserved and must not be distorted in any way. When resizing the Brand, YOU must take care to lock the aspect ratio so that the type is neither condensed nor extended.

ARTICLE VII. New Brand Artwork

From time to time, Licensor reserves the right to update the Brand artwork. YOU should begin using the new artwork as soon as it is available. YOU should immediately begin to phase out any materials with earlier versions of Brand artwork.

ARTICLE VIII. Compliance with Guidelines

Licensor reserves the right to spot-check all materials bearing the Brand and may periodically send out requests for samples. YOU must correct any deficiencies in YOUR use of the Brand. Refusal to correct such deficiencies or to cease publication or distribution could result in revocation of YOUR right to use the Brand and/or termination of the agreement that YOU have entered into with Incredible Years®. In any such case, Licensor reserves all of its rights and remedies in law or equity for any breach of such an agreement or for any other claims, including for example only and not by way of limitation, infringement or dilution of the Licensor brands.

ARTICLE IX. Marketing Materials

When placing the Brand on brochures or demand-generation materials, use the one-color or three-color Brand most appropriate to YOUR audience and marketing budget. The Brand should appear in a prominent spot, but it cannot be larger or more prominent than YOUR main company's product or service name, Brand, or trade or company name.

ARTICLE X. Contact

YOU are not granted any permission to use the Brand in any way without (1) signing this Agreement and without sending a pdf copy of the entire Agreement with YOUR signature to Licensor and (2) obtaining prior approval for any logo artwork that is not provided to YOU in advance by Licensor.

Please contact Incredible Years, Inc. if YOU have questions about using the Brand, need additional copies of the Brand sheet, or would like to report misuse of the Brand.

Licensor's contact information is as follows:

Incredible Years, Inc.
Email: incredibleyears@incredibleyears.com
Telephone: 206-285-7565 or 888-506-3562
Fax: 888-506-3562

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1. To protect the Brand, copyrights and other rights in the Incredible Years® program materials and products, and notwithstanding any potential conflicts of laws, the parties agree that in any dispute arising from this Agreement, the laws of the State of Washington, United States of America, shall apply. The application of the United Nations Convention on Contracts for the International Sale of Goods is expressly excluded. Any dispute arising out of this Agreement shall be determined in accordance with the expedited Commercial Arbitration Rules (“Rules”) of the American Arbitration Association (“AAA”) in Seattle, Washington. The arbitration award shall be final and binding on the parties. English shall be used in arbitration.
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1. This is the entire agreement between the parties as to the subject matter. Any amendments to this Agreement must be in a writing signed by both parties.
2. The invalidity or unenforceability of any provision of the Agreement shall not affect or impair the validity or enforceability of any other provision hereof. The exercise of any right or remedy herein provided shall be without prejudice to the right to exercise any other right or remedy provided herein or by law. No waiver of rights shall be valid unless contained in a writing specifically referring hereto and signed by the party against whom enforcement is sought.
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ARTICLE XIV. Term and Termination

1. The Term of this License shall be for an initial one year (“Initial Term”) and shall automatic renew for successive one-year terms so long as YOU are in full compliance with this License. If YOU breach any term or condition of this License and not cure the breach [if curable] within twenty (20) days of the date of the breach, this Agreement is terminated and the licenses granted herein are terminate.
2. On any expiration or termination of this Agreement, Articles XIII and X through XV shall survive such expiration or termination.

ARTICLE XV. Additional Warranty as to Authority

Each person signing the Agreement on behalf of YOUR company in a representative capacity represents and warrants that he or she has full power and authority to bind the party on whose behalf he or she signs.



ARTICLE XV. Counterparts

The Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. A facsimile copy of a counterpart original signature shall be deemed to be an original and shall have the same effect and validity as an original signature. An electronic copy or image of a counterpart original signature shall also be deemed to be an original with the same effect and validity of an original signature.

ACKNOWLEDGED AND AGREED:

I have read the above Brand Agreement and understand the compliance guidelines and rules. My company hereby agrees to the aforesaid guidelines and rules and further understands and acknowledges that my company is granted only a license in accordance with the above guidelines. I have proper authority and power to sign on behalf of my company.

LICENSEE NAME:

Signed

Print Name

Title

Dated: _____, 20____

ACCEPTED AND AGREED:

INCREDIBLE YEARS, INC.:

Signed

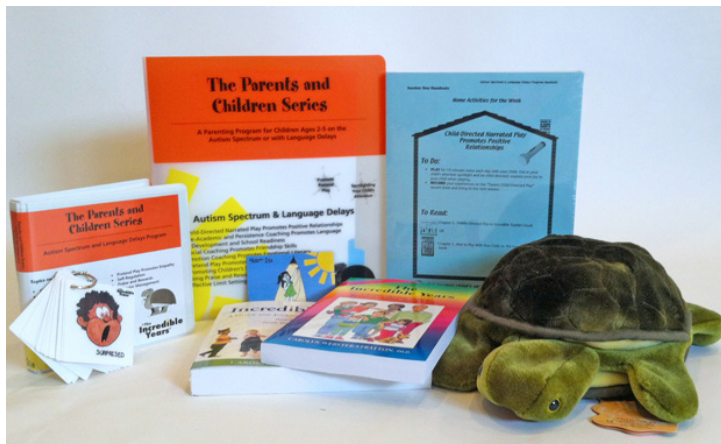
Print Name

Title

Dated: _____, 20____







Autism Spectrum and Language Delays Parent Program

COMING SOON
“Helping Preschool Children on the Autism Spectrum: Teachers and Parents as Partners”



Incredible Beginnings Program for Teachers and Child Care Providers



Content and Objectives of the Autism Spectrum & Language Delays Program

Content Objectives

Part One: Child-Directed Narrated Play Promotes Positive Relationships

- Value of parents giving focused child-directed attention during play as a way of promoting positive relationships.
- Understanding how to get in a child’s attention spotlight and not letting the child exclude you.
- Understanding how to narrate child-directed play to build language development.
- Learning how to transition to new play learning opportunities.
- Appreciate the importance of parental gesturing, imitation, modeling, face to face interactions, and visual prompts.
- Value of using picture choice cards.
- Choose games that address your child’s sensory needs but avoid overstimulating.
- Understanding times *not* to follow your child’s lead.

Part Two: Pre-Academic and Persistence Coaching Promotes Language Development and School Readiness

- Determining appropriate developmental goals for children on the autism spectrum.
- Tailor pace, amount, and complexity of language modeled according to child’s communication stage.
- Understanding the value of persistence coaching for promoting children’s attention span and managing their frustration.
- The modeling principle—and importance of positive affect and exaggerated facial responses.
- Staying in child’s attention spotlight by being responsive.
- Understanding the value of prompting and pre-academic coaching for building children’s language skills and school readiness.
- Learning to coach pre-reading readiness.
- Adjusting verbal and non verbal language and visual prompts according to children’s communication stage.
- Responding to child’s language as meaningful even if not understandable or conventional.
- Using visual supports such as gestures, pictures, and concrete objects to help child understand what others are saying.

Part Three: Social Coaching Promotes Friendship Skills

- Social coaching and one-on-one child-directed play promotes a child’s social skills.
- Understanding how to model, prompt, and coach a child’s social skills.
- Respond enthusiastically and with praise whenever child shares or helps you (exaggerate responses).
- Understanding how to: Use songs, physical games, and sensory routines to optimize a child’s social learning opportunities and draw attention to parent’s face.
- Encourage back and forth communication by pausing to wait for child’s response or signal before giving child what he/she wants.
- Use puppets and pretend play to encourage social communication.
- Use social coaching at dinner, bed time, and dressing time.

Continued

Content	Objectives
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Part Four: Emotion Coaching Promotes Emotional Literacy

- Emotion coaching promotes children’s emotion language skills and empathy.
- Emotion language is a precursor to self-regulation.
- The “attention rule”—the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions.
- Understanding how to respond effectively to negative or uncomfortable emotions.
- Learning how to combine emotion coaching with social and persistence coaching.
- Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy.

Part Five: Pretend Play Promotes Empathy and Social Skills

- Understanding the value of pretend play with puppets to promote children’s social skills and empathy.
- Understanding the most effective ways to use puppets with children.
- Developing scenarios and practicing using them to promote children’s social skills, empathy, and emotion language.
- Understanding how to use puppets and action figures along with books.

Part Six: Promoting Children’s Self-Regulation Skills

- Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images)
- Understanding how to use pretend and puppet play to do self-regulation teaching and practice.
- Learning how to explain the calm down thermometer to children and practicing strategies.
- Importance of using the ignore technique when child is too dysregulated.
- Understanding concept of “selective attention.”
- Parents modeling self-control and calm-down strategies.

Part Seven: Using Praise and Rewards to Motivate Children

- Learning how to spotlight labeled praise for children.
- Identifying child’s “positive opposite” target behavior to praise and reward.
- Understanding how to set up a developmentally appropriate plan of child social behaviors.
- Recognizing the value of sensory activities and rewards for children.
- Learning how to praise and reward oneself and others for parenting efforts.
- Importance of developing a parent support network.



Continued

Content _____ Objectives _____

Part Eight: Effective Limit Setting and Behavior Management

- Understanding how to give clear, brief, positive instructions.
- Using parent visual command cards as needed to make command understandable.
- Reduce number of commands to only necessary commands/instructions.
- Learning about the importance of giving children transition time and reminders.
- Understanding when to use redirections and physical prompts (guiding hands).
- Establishing clear and consistent household rules.
- Learning how to re-engage children in new learning opportunity when misbehavior subsides.
- Identify behaviors that can be ignored.





Content and Objectives of the Helping Preschool Children on the Autism Spectrum: Teachers and Parents as Partners Program

Content Objectives

Part One: Promoting Language Development

- Value of teachers and parent giving focused child-directed narrated play as a way of promoting joint play and social communication
- Understanding how to get in child's attention spot light and not letting the child exclude you
- Appreciating the importance of gesturing, imitation, modeling, and face to face interactions
- Determining appropriate developmental goals and adjusting verbal and nonverbal language according to the children's communication stage
- Using visual prompts and supports such as snack talk cards, signals, and concrete objects to promote social communication and language understanding
- Tailoring pace, amount, and complexity of language modeled according to child's communication stage
- The modeling principle – and importance of positive affect and exaggerated facial responses
- Understand how to set up practices to prompt social communication

Part Two: Promoting Social Interactions

- Understanding how to model, prompt, and coach children's social skills.
- Understanding the ABCs of behavior change
- Importance of responding enthusiastically with praise and gestures when child shares, helps or tries to interact with another child.
- Encourage back and forth communication by pausing to wait for child's response or signal before giving child what he/she wants.
- Understanding how to model, prompt, and coach a child to interact and communicate with other children.
- Understanding how to use intentional coaching communication.
- Understanding how to set up drama pretend play and cooperative play activities with 3 children to teach them to cooperate in joint play and work together.
- Setting up behavior plans for individual children for target social coaching.
- Understanding how to model, prompt, and coach children's social behaviors (waiting, helping, sharing) and social communication.
- Importance of responding enthusiastically with praise and gestures when child shares, helps or tries to interact with another child.
- Understanding how to use picture play scripts to promote joint play
- Understanding how to set up more structured play scenarios with picture cue cards and rewards to help two children practice social skills

Continued

Content _____ Objectives _____

Part Three: Promoting Emotion Literacy and Self-Regulation Skills

- Emotion coaching promotes children’s emotion language skills and empathy
- Emotion language is a precursor to self-regulation
- The “attention rule” – the principle of paying attention to more positive than negative emotions and modeling positive expression of emotions
- Learning how to combine emotion coaching with social coaching
- Using feeling picture cards to promote children’s understanding of feelings words and beginning empathy
- Understanding how to use pretend play and puppets to practice self-regulation skills
- Practicing using the calm down thermometer to teach skills
- Determining when children are receptive to learning about calm down teaching or self-regulation prompts (e.g., positive self-talk, deep breathing, happy images)
- Understanding when the ignore strategy is a better response
- Importance of modeling self-control and calm-down strategies



Content and Objectives of the Incredible Beginnings™ Program (Ages 1-5)

Content	Objectives	Content	Objectives
<p>Workshop #1 Building Positive Relationships With Toddlers and Managing Separation Anxiety</p>	<ul style="list-style-type: none"> • Understanding ways to build positive relationships and secure attachment with toddlers. • Understanding the importance of welcoming greetings and predictable goodbye routines. • Helping toddlers manage separation anxiety. • Involving parents in supporting separation routines and reducing children’s anxiety. • Fostering predictable schedules to promote children’s sense of security and safety. • Encourage toddlers’ play with peers. • Engaging in toddler-directed play and promoting children’s self-confidence and independence. • Reassuring parents and debriefing children’s experiences with them. • Engaging in assessment of toddlers’ progress. 	<p>Workshop #2 Promoting Language Development in Toddlers and Preschoolers</p>	<ul style="list-style-type: none"> • Using descriptive commenting. • Understanding and importance of imitation, repetition, and nonverbal gestures for toddlers. • Strategic modeling and prompting use of language. • Being child-directed and responsive in play interactions to promote language. • Using visual cues, songs, and menus to prompt social communication. • Using interactive reading to promote reading readiness. • Using pre-academic coaching with preschoolers. • Setting up asking and telling practices to promote social communication between preschoolers.
<p>Workshop #3 Social Coaching with Toddlers and Preschoolers</p>	<ul style="list-style-type: none"> • Importance of modeling social skills and one-on-one social coaching. • Strategies for prompting and coaching preschool children’s sharing, asking, helping and turn taking. • Using circle time to promote social skills with both toddlers and preschoolers. • Using puppets and pretend play to practice social interactions. • Using positive teacher attention, praise and encouraging words for strengthening social skills. • Using of intentional commenting to facilitate preschool children’s peer relationships. • Engaging in interactive reading to promote social skills and practices. • Promoting empathy and friendships through dramatic pretend play. • Value of using picture play scripts to promote joint play for children with developmental delays. • Using teacher-directed social training for children with developmental delays • Determining appropriate developmental social goals for individual children. 	<p>Workshop #4 Emotion Coaching with Toddlers and Preschoolers</p>	<ul style="list-style-type: none"> • Building emotional literacy through interactive reading methods • Using emotion coaching to model and prompt emotion language • Encouraging positive expression of emotions • Using pretend play and puppets to enhance beginning empathy learning • Understanding how to respond to unpleasant feelings • Helping children stay regulated by using their words • Teaching children self-regulation and calm down skills (e.g., positive self talk, positive imagery, deep breathing) • Using books and puppets to teach to teach calm down skills • Learning how to explain the Calm Down Thermometer to children • Setting up calm down practices and finding teachable moments • Sharing Tiny’s secrets for self-regulation



Content and Objectives of the Incredible Years® Incredible Beginnings™ Program (Ages 1-5)		
Content	Objectives	Objectives
<p>Workshop #5 The Proactive Teacher</p> <ul style="list-style-type: none"> • Using transition warnings effectively • Assuring consistent and predictable routines • Using songs to facilitate transitions • Setting up developmentally appropriate schedules • Opening circle times with consistent routines • Predictable routines for ending the day • Teaching children classroom rules • Giving children awards and celebrating success • Visual prompts and teaching for following child care or classroom rules 	<p>Workshop #6 Positive Behavior for Toddlers and Preschoolers</p>	<ul style="list-style-type: none"> • Reducing commands • Positive, clear limit setting • Importance of reminders, redirections, and distractions • Use of physical redirections • Effective and planned ignore strategies • Pairing ignore with distractions • Value of first-then commands • Using puppets to help children calm down • Using calm down strategies • Importance of positive attention and praise • Strategic use of incentives • Understanding use of differential attention • Teaching children Time Out to calm down • Learning how to teach and practice Time Out to calm down with children • Developing happy places imagery • Using the Calm Down Thermometer • Using teacher-directed play scripts for children with special needs



How IY-TCM Differs from Incredible Beginnings Program



<i>IY TCM Program (3-8 years)</i>	<i>Incredible Beginnings Program (1-5 years)</i>
<p>Topics:</p> <ol style="list-style-type: none"> 1. Building Positive Relationships with Students & Proactive Teacher 2. Teacher Attention, Coaching & Praise 3. Motivating Children through Incentives 4. Decreasing Inappropriate Behaviors: Ignoring and Redirecting 5. Follow through with Consequences 6. Emotional Regulation, Social Skills & Problem Solving Training 	<p>Topics:</p> <ol style="list-style-type: none"> 1. Building Positive Relationships with Toddlers & Managing Separation Anxiety 2. Promoting Language Development in Toddlers & in Preschoolers 3. Social Coaching with Toddlers & with Preschoolers 4. Emotion Coaching & Emotional Regulation 5. Proactive Teachers 6. Positive Behavior Management for Toddlers and Preschoolers 7. Positive Behavior Management for Preschoolers
Protocols for Preschoolers & School Age	Protocols for Toddlers & Preschoolers New toddler vignettes depict children 12 months to 3 years. Additional vignettes for preschool age protocol that focus on children with developmental delays and autism
Program Dosage (6 full days)	Program Dosage (6 full days)
Group Size: 12-14 preschool and early school age teachers	12-14 day care providers and preschool teachers
Group Leader: Knowledgeable in child development	Group Leader: Knowledgeable in child development
Key Group Teaching/Learning Methods (behavioral practice, principle building, values exercises, tailoring to meet cultural and developmental issues, classroom activities, self-reflection inventory)	Increased teaching about language delays and ways to use visual supports including picture schedules, choice cards, command and feeling cards; tailoring group practices according to children’s communication stage; imitation as a means to gain attention, learning alternative incentives to motivate children with ASD (e.g., sensory activities); more explicit teaching about prompting, use of nonverbal signals, and the functions of behavior and ABCs of behavior change; more practice with use of pretend play and puppet use as well as self-regulation strategies.



<p>Core model addresses collaboration with educators and other professionals for coordination of care</p>	<p>More vignettes provided that demonstrate how teachers can coordinate with other disciplines for developing behavior plans with agreed upon goals for child’s target behaviors.</p>
<p>Consider using additional Incredible Beginnings Preschool Vignettes or Preschool Children with Autism: Teachers and Parents as Partners for preschool teachers who have children with developmental delays such as autism and language delays (e.g., use of visual cue cards and coaching peer social communication)</p>	<p>Consider using additional IY TCM Program vignettes for teaching Time Out for children with Oppositional Defiant Disorder and other Consequences.</p>





Making use of the “Parent’s Thinking Like Scientists” worksheet



The “Parent’s Thinking Like Scientists” worksheet is used to help parents formulate goals, generate strategies and solutions, and track progress towards achieving their goals. It can be used by group leaders running Incredible Years groups with multiple parents and/or it can be used by clinicians working one-on-one with parents using the home coaching Incredible Years program.

During the first session with the parent(s), the clinician can introduce this worksheet to parents and explain that this will help them to create or clarify their goals as parents and their goals for their children’s behavior. Clinicians can also explain to parents that this worksheet will be helpful for them to track solutions and new ideas for parenting, as well as progress towards their goals.

There are two versions of this worksheet:

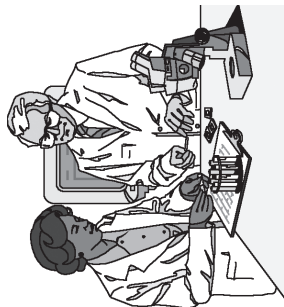
The first version includes child problems, child strengths, and goals.

The second version includes child problems, child strengths, goals, strategies, benefits, obstacles, and ongoing plans. This version can be used throughout the program as parents continue to develop strategies for their goals and solutions to parenting problems. They identify obstacles to achieving their goals and problem solve ways to overcome these obstacles.

Below is an example of each completed form. Clinicians might consider using the shorter version of this form in session one and then as parents start learning strategies for achieving their goals they can use the more detailed form to track new ideas, solutions, and progress towards their goals.



Parents Thinking Like Scientists



Child Problems

Hyperactivity
Not doing well in school



Child Strengths

Big imagination
Likes playing sports



Goals

I want my child to be able to stay focused and on task, particularly in school



Parents Thinking Like Scientists



Child Problems
 Hyperactivity
 Not doing well in school

Child Strengths
 Great imagination
 Likes to play sports

Goals
 I want my child to be able to stay focused and on task in school

Strategies	Benefits	Obstacles (thoughts, feelings, behavior in self & others)
I am going to use persistence coaching at home to help Billy stay on task with homework and household chores.	Persistence coaching is free and something I can do frequently.	I will need to do this kind of coaching consistently, even on tough days.
I am going to use a reward chart for days that Billy gets a good report from the teacher at school about staying on task.	I think the reward chart will be extra motivating for Billy and stands a good chance of helping him improve his focus. I can reward him with extra time for playing sports!	It may be hard to get my husband on board
		I need to find rewards that are motivating
		I need to communicate with his teacher about this.

Ongoing Plans

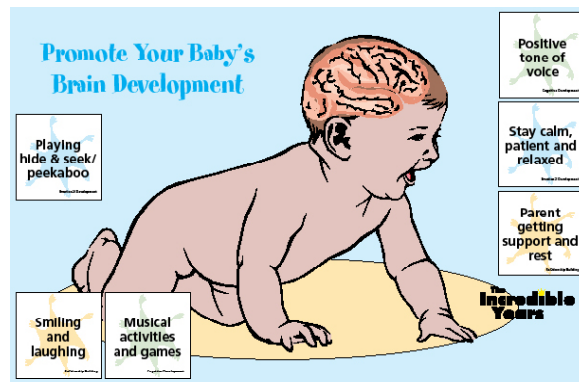
I will use persistence coaching daily.

I will explain the reward chart and system and give it two to three weeks and evaluate if it is working.

I will share my plans with my husband and my child's teacher.







HOW TO USE THE BABY BRAIN POSTER

This poster features a large image of a baby crawling and has Velcro siding in order to attach 48 different neurons. The attachable neurons with text are categorized into three different color coded categories reflecting methods by which parents can strengthen neuron connections used for building language and cognitive development, social and emotional development. This poster is used by IY group leaders to explain to parents the many ways they can encourage the development of their babies’ brain.

Examples of ways to build baby’s language, cognitive, social, and emotional development:

Language & Cognitive Development	Social & Emotional Development
reading books providing visual stimulation tactile stimulation such as rocking massaging and swaddling baby aerobics gentle touching musical activities singing love songs and rhymes describing objects and actions speaking parentese mirroring baby’s sounds	consistency of responses learning baby’s cry signals playing hide and seek predictable routines staying calm being playful mirroring baby’s actions praising & doing the reciprocal tango dance

HERE ARE A FEW WAYS THE BABY BRAIN POSTER AND NEURONS CAN BE USED:

1

FIRST, start using this poster with parents/participants in the first parent group session to highlight some of the concepts they will be learning. For example, show a few strategies that strengthen neuron relationship connections such as staying calm, patient and relaxed; using familiar rhythmic motions; getting eye contact; observing and listening to baby’s sounds; and getting rest and support. These can be shown to explain how during the next 8-10 weeks they will be learning about how these approaches affect their babies’ cognitive, social and emotional brain development as well as their attachment relationship.



2

SECOND, when showing video vignettes and leading discussion of the benefits of the parent’s approaches for their babies’ development, pull out participant’s principles and reward their insights by giving them a neuron which reflects their idea. This neuron can be added to the baby brain poster. For example, in the session entitled “Babies as Intelligent Language Learners,” when a parent comments on the high-pitched, melodic, positive tone of voice used by parents on the video vignettes, give her the “speaking parent-ese” or “positive tone of voice” neuron and talk about how talking to babies in this way not only enhances baby’s language but also conveys a feeling of caring, love and safety. Help them to understand that eventually the baby will learn to respond with similar feelings by giving them a smile back. Or, in the same session when showing the vignette where the parent imitates the baby’s cooing noises and waits for the baby to repeat the sound, pull out the “mirroring” neuron and talk about how imitation affects babies’ language and social interaction learning through observations of parents’ responses. If parents come up with an insight that is not covered on any of the 48 neurons, the group leader can use one of the blank neurons and write the idea on it and add to the poster.

3

THIRD, use the poster to summarize what has been learned in that group’s session. For example, at the end of the session, on the topic “Providing Physical, Tactile, and Visual Stimulation,” pull out the neurons covered such as *baby aerobics*, *baby proofing*, *cuddling*, *visual stimulation*, *rocking*, *reading*, *reciprocal tango dance* and *being playful* to summarize what they have learned to promote physical development as well as creating an environment where the baby feels safe, secure and loved.

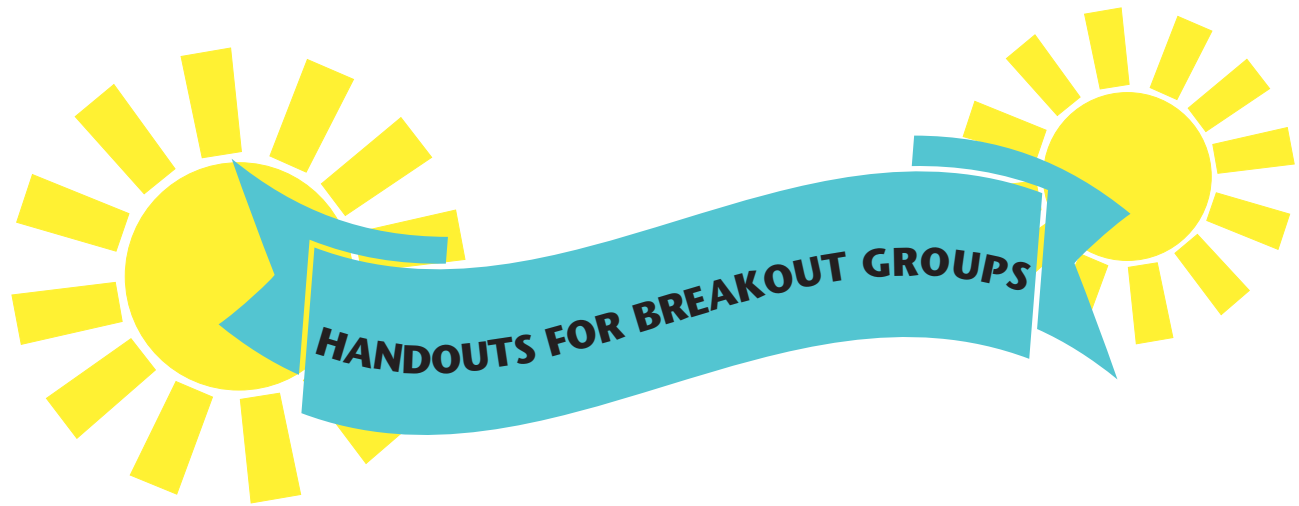
The baby poster can be used in every parent group session as a way to highlight how influential parents are in sculpting and scaffolding babies’ immature brains and strengthening important neuron connections in the first year of life. Parents will learn that their responsive, consistent, nurturing and predictable interactions are helping to create a strong brain foundation and are as important to a child’s development as feeding or changing a child’s diaper. Without these repetitive and loving parenting approaches in response to their baby’s subtle cues, research has shown that babies won’t grow, gain weight, or achieve normal physical and emotional developmental milestones. These crucial early life experiences with parents are laying down baby brain pathways that form the basis for later maturation of healthy social, emotional and language development. In the book *Incredible Babies* (that is given to the parents receiving this program), neuron images are spread throughout all the chapters to emphasize this idea.

DEFINITIONS: A neuron is an electrically excitable cell that processes and transmits information through electrical and chemical signals. The signals connect from one neuron to another via synapses. There are sensory neurons which respond to touch, sound, light and other stimuli which then send signals to the brain. There are also motor neurons that receive signals from the brain and cause muscle contractions.



Since babies have over 10 billion neurons at birth, each of which can make 100,000 connections, parents play an important role in strengthening the most important connections that will last over time.





- Each set of handouts includes one Gems form. There will be extra copies available in each of the break out rooms.
- Utilize the applicable Process Checklist (Parent, Teacher, or Child) if your group is conducting a reliability review.







Incredible Years Coaching and Mentoring 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 ***Coaching and Mentoring Gems***



New Goals and Plans:

Coach/Mentor Actions:

Additional Notes:





Parent Group Leader Collaborative Process Checklist



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? (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?	_____	_____	_____
8. Give every parent the chance to talk about his/her week?	_____	_____	_____
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 examples illustrate? (e.g., write them on flip chart or paraphrase idea.)	_____	_____	_____
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?	_____	_____	_____



	YES	NO	N/A
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. Begin by asking an open-ended question about what parents thought was effective/ineffective in the vignette?	_____	_____	_____
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 board?	_____	_____	_____
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?	_____	_____	_____
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 and learning principles?	_____	_____	_____



PRACTICE AND ROLE PLAYS

Did the Leader:

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 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 it. (This ensures the likelihood of success.) | _____ | _____ | _____ |
| 29. Do several planned role plays over the course of the session?
Number of role plays: _____ | _____ | _____ | _____ |
| 30. Do role plays in pairs or small groups that allow multiple people to practice simultaneously? | _____ | _____ | _____ |
| 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? | _____ | _____ | _____ |
| c. Provide each person with a description of his/her role (age of child, level of misbehavior)? | _____ | _____ | _____ |
| 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 periodically to redirect, give clarification, or reinforce participants? | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? | _____ | _____ | _____ |
| 32. Process role playing 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 and what was learned? | _____ | _____ | _____ |
| 36. Re-run role play, changing roles or involving different parents (not always needed, but helpful to do for a parent who needs modeling by someone else first)? | _____ | _____ | _____ |



LEADER GROUP PROCESS SKILLS

Did the Leader:

	YES	NO	N/A
37. Build rapport with each member of group?	_____	_____	_____
38. Encourage everyone to participate?	_____	_____	_____
39. Use open-ended questions to facilitate discussion?	_____	_____	_____
40. Reinforce parents’ ideas and foster parents’ self-learning?	_____	_____	_____
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. View every member of group as equally important and valued?	_____	_____	_____
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?	_____	_____	_____

ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader:

48. Begin the ending process with about 15 minutes remaining?	_____	_____	_____
49. 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.)	_____	_____	_____
50. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?	_____	_____	_____
51. Talk about any adaptations to the home activity for particular families?	_____	_____	_____
52. Show support and acceptance if parents can’t commit to all the home activities? (Support realistic plans.)	_____	_____	_____
53. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?	_____	_____	_____
54. Check in on buddy calls?	_____	_____	_____
55. Have parents complete the evaluation form?	_____	_____	_____
56. 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 each other. They 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. People are far more likely to put into practice what they talk about than what they hear about.

Summary Comments:







Teacher Group Leader Collaborative Process Checklist for Workshops

This checklist is designed for group leaders to complete together following a teacher workshop, or for a group leader to complete for him/herself when reviewing a DVD of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (avoid tables) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have handouts and practice activities ready for the teachers to pickup. | _____ | _____ | _____ |

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 5. Begin the discussion by asking teachers to share their experiences doing the assigned activities since the last training workshop? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) | _____ | _____ | _____ |
| 6. Give every teacher the chance to talk about practice assignments, success with implementing behavior plans, parent involvement plans, and assigned chapter readings? | _____ | _____ | _____ |
| 7. Praise efforts teachers made to try out new strategies, implement behavior plans and involve parents? | _____ | _____ | _____ |
| 8. Highlight key principles that their examples illustrate?
(e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?") | _____ | _____ | _____ |



Leader Collaborative Process Checklist, Continued

REVIEW TEACHERS' PRACTICE OR HOMEWORK ASSIGNMENTS, Continued

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 9. Explore with teachers who didn't complete the practice assignments what made it difficult, and learn how practice assignments can be made more meaningful or practical?
(e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?") | _____ | _____ | _____ |
| 10. If a teacher's description of how they applied the skills makes it clear that he/she misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the teacher 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..." or, "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.") | _____ | _____ | _____ |
| 11. Allow for some discussion of issues beyond the immediate topic at hand?
(e.g., other concerns with students not related to today's topic, or non-teaching issues that are of concern such as time constraints, how to deal with other teachers' responses, personal stressors.) | _____ | _____ | _____ |
| 12. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate? | _____ | _____ | _____ |

WHEN BEGINNING THE TOPIC FOR THE DAY

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 13. Begin the discussion of the topic with open-ended questions to get teachers 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 workshop.) | _____ | _____ | _____ |
| 14. Paraphrase and highlight the points made by teachers – writing key points or principles on the board? | _____ | _____ | _____ |

WHEN SHOWING THE VIGNETTES

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 15. Before showing vignette, focus teachers by telling them what they will see (e.g., age of child, situation) and what you want them to watch for (e.g., "In the next vignette we will see a little girl who has ADHD and wanders around the room. Think about how you would respond to this situation in your classroom.")? | _____ | _____ | _____ |
|---|-------|-------|-------|



Leader Collaborative Process Checklist, Continued

WHEN SHOWING THE VIGNETTES, Continued

YES NO N/A

Did the Leaders:

- 16. When showing vignette, pause scene periodically to discuss skills used by teacher, or how student or teacher is feeling, or predict what teachers would do next in their classroom? _____
- 17. When vignette ends, ask open-ended questions to teachers about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) _____
- 18. Acknowledge responses one or more teachers have to a vignette? (For example, if a teacher laughs during a vignette, as soon as the tape stops the leader may say, “Sue, you laughed at that one.” Then pause and let the teacher share her impressions.) _____
- 19. Paraphrase and highlight the points made by teachers – writing key points or “principles” on the board? _____
- 20. Help teachers see how principles learned from vignettes apply to their classroom or specific students? _____
- 21. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? _____
- 22. Allow for discussion following every vignette? (If vignettes are played one after another, teachers may not catch the key points illustrated. Additionally, they won’t have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) **IF** group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two teachers to highlight key points and moving on. _____
- 23. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas? _____
- 24. Help group see “principles” from a developmental perspective (i.e., how the teacher’s strategy on the vignette would be adapted for a toddler, preschool child or older, school-age child)? _____
- 25. Help teachers understand how the concepts/principles they are learning are related to their own goals for themselves and their students? _____

PRACTICE AND DIRECTING ROLE PLAYS

YES NO N/A

Did the Leaders:

- 26. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.) _____



Leader Collaborative Process Checklist, Continued

- 27. Do several spontaneous role play practices that are derived from teachers' descriptions of what happened in their classroom? ("Show me what that looks like.") _____
- 28. Do frequent planned role plays, practices or buzzes over the course of the workshop day? _____
- 29. Do one or more role plays in pairs or small groups that allow multiple teachers to practice simultaneously? _____
- 30. Use all of the following skills when directing role plays:
 - a. Select teachers strategically to be teacher or student? _____
 - b. Skillfully get teachers engaged in role plays which address their goals and questions? _____
 - c. Provide each teacher or student (in role) with a script of his/her role (age of child, teacher skill to be practiced, student level of misbehavior)? _____
 - d. Provide enough "scaffolding" so that teachers are successful in role as "teacher" (e.g., get other teachers to generate ideas for how to handle the situation before practice begins)? _____
 - e. Invite other workshop members to be "coaches," (to call out ideas if the actor is stuck)? _____
 - f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants? _____
 - g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay? _____
- 31. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as student?")? _____
- 32. Solicit feedback from group about strengths of teacher in role? _____
- 33. Re-run role play, changing roles or involving different teachers (not always needed, but helpful to do for teachers who need modeling by someone else first because they find the skill difficult)? _____

COMPLETE INDIVIDUAL BEHAVIOR PLANS

YES NO N/A

Did the Leaders:

- 34. Break up into groups (6-7) to do behavior plans – based on the principles and content discussed in that workshop? _____
- 35. Review, refine and share behavior plans for students? _____



PARENT INVOLVEMENT

YES NO N/A

Did the Leaders:

36. Review letter to be sent to parents to describe and enhance students’ learning at home? (See Teacher-to-Parent Communication letters in manual and website: <http://www.incredibleyears.com/TeacherResources/index.asp>). _____
37. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around students’ learning needs? _____

REVIEW BLACKBOARD NOTES, PRACTICE OR HOMEWORK ACTIVITIES AND WRAP UP

YES NO N/A

Did the Leaders:

38. Begin the ending process with about 15 minutes remaining? _____
39. Ask teachers to do workshop “self-reflection inventory” and set goals for next month (see handouts section of manual and website: <http://www.incredibleyears.com/Resources/TP.asp>)? _____
40. Review or have teachers review each point on blackboard notes out loud, commenting on why this point is important? _____
41. Review or have teachers review the practice activity sheet, including why that is important, and whether and how they will try to do it? _____
42. Have teachers complete the workshop evaluation form? _____
43. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned? _____
44. Call, e-mail or text teachers between workshops to check in about goals, strategies tried, behavior plans and any barriers. Encourage and praise teacher efforts? (See Teacher buzz forms on website: <http://www.incredibleyears.com/Resources/TP.asp>) _____
45. Set up classroom observations and personal feedback in schools by group leaders or IY coach? _____

REMEMBER: Your goal in the workshops should be to draw from the teachers the information and ideas to teach each other. Teachers should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Teachers are far more likely to put into practice what they talk about and practice with support than what they hear about.





Therapist/Child Small Group Therapy Process Checklist Dina Dinosaur School

This checklist is designed for group leaders/therapists to complete together following a session, or for a group leader to complete for him/herself when reviewing DVD of a group session. By watching the video of a session, and looking for the following points, a leader can identify specific goals for progress.

Leader (name): _____ Date: _____

Session Number: _____ Topic: _____

Certified Trainer Evaluation (name): _____

ROOM SETUP

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 1. Set up the chairs (or carpet squares) in a semicircle that allowed everyone to see the TV? (name tags for first sessions) | _____ | _____ | _____ |
| 2. Sit on either side of the TV and flip chart? | _____ | _____ | _____ |
| 3. Have chips in visible and accessible spot?
(sticker basket, prize box, chip cups with names) | _____ | _____ | _____ |
| 4. Have dinosaur schedule posted? | _____ | _____ | _____ |
| 5. Have healthy snack prepared? | _____ | _____ | _____ |
| 6. Have session materials ready?
(home activities manual, cue cards, DVDs, prizes, puppets, stickers, rules poster, dina poster for coloring in total of chips earned each week, art supplies, markers and flip chart, TV & DVD Player, helper list, give me five card) | _____ | _____ | _____ |

Circle Time

REVIEW CHILDREN’S HOME ACTIVITIES & STARTING CIRCLE TIME DISCUSSIONS

YES NO N/A

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 7. Have puppets arrive and greet children in a predictable and enthusiastic manner (e.g. “One, two, three, Dina!” or a greeting song?) | _____ | _____ | _____ |
| 8. Begin the discussion with brief review of home activities and ask what skills children remembered to use during the week. | _____ | _____ | _____ |
| 9. Give every child the chance to share? | _____ | _____ | _____ |
| 10. Enthusiastically praise whatever effort children made this week? | _____ | _____ | _____ |
| 11. Applaud successes and give stamps or stickers for home activity? | _____ | _____ | _____ |



REVIEW CHILDREN’S HOME ACTIVITIES, Continued

	YES	NO	N/A
12. Explore with children who didn’t complete the home activities what made it difficult and challenge them to a new goal for this week? Can do this individually during coached play time.	_____	_____	_____
13. Have puppets talk about their issues/problems that week and things they need help with?	_____	_____	_____
14. Establish individual goals/ personal challenges for individual children?	_____	_____	_____
15. Review learning from prior session?	_____	_____	_____

WHEN PRESENTING THE NEW LEARNING IN CIRCLE TIME

Did the Therapist/Group Leader:

	YES	NO	N/A
16. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic? (e.g. What are some rules for the class? Or what are some friendly behaviors?)	_____	_____	_____
17. Work to include all children in the discussion?	_____	_____	_____
18. Paraphrase and highlight the points made by children? (Reinforce their ideas by having them role-play or demonstrate, hold a cue card, or give them chips and praise for their ideas.)	_____	_____	_____
19. Use puppets in lively and enthusiastic way as active participants in entire session?	_____	_____	_____
20. Co-leader attends to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, participating with answers, helping others, etc.?	_____	_____	_____
21. Uses picture cue cards as prompts to reinforce new behaviors being taught?	_____	_____	_____
22. Use a style that is playful, engaging, fun, and paced at children’s level of attention?	_____	_____	_____
23. Present clearly and model new behavior with puppets and role plays?	_____	_____	_____
24. Actively involve children by letting them hold cue cards, pause DVD, use smaller puppets, give out snacks, be line leader, etc.?	_____	_____	_____
25. Provide legitimate opportunities for active children to move and stretch? (e.g., Group stretch break or wiggle space for a particular child.)	_____	_____	_____
26. Set up activities during circle time such as songs, games, large group bingo, feeling dice, large turtle shell, pass the hat, practicing skill with puppets?	_____	_____	_____
27. Take time to acknowledge disappointment at not being called upon? Provide children with coping strategies to manage this? (e.g. Self-pat on the back or “maybe next time.)	_____	_____	_____
28. Take a group snack break and reinforce social behavior. Encourage children to share interests and experiences. Perhaps use puppets to model listening, asking questions, sharing.	_____	_____	_____



WHEN SHOWING THE VIGNETTES

YES NO N/A

Number of vignettes shown: _____

Did the Therapist/Group Leader:

- 29. Focus children’s attention before showing vignette?
Give them a specific behavior or emotion to watch for? _____
- 30. Pause longer vignettes at least once to ask questions about segments of the vignette and to predict what happens next? _____
- 31. Begin by asking an open-ended question to children about what they thought was happening in the vignette? _____
- 32. Acknowledge, praise and non-verbally acknowledge children who are focused on a vignette? _____
- 33. Move on to the next vignettes after key points have been discussed? Pace material to maintain children’s interest? _____
- 34. Allow for discussion following each vignette?
(If vignettes are played one after another, children may not catch the key points illustrated. Additionally, they won’t have an opportunity to process emotional reactions they may have to vignettes. IF children are distracted vignette may need to be replayed.) _____
- 35. Use vignette scene to prompt a role play/practice of the skill viewed on the DVD? When setting up role play, select student strategically and coach them with script of prosocial behavior to practice. _____
- 36. Demonstrate and explain small group activity before leaving large circle discussion? _____

ROLE PLAYS

YES NO N/A

Number of role plays done in session: _____

Did the Therapist/Group Leader:

- 37. Have children practice new concepts in circle time through puppet plays and role plays? _____
- 38. Role plays are set up to practice positive—not negative—behaviors and are strategically set up according to children’s behavior goals to promote a high rate of engagement? _____
- 39. Role plays are carefully set up to help children be successful? (e.g. providing the words that they will say, prompting a behavior, setting up role play with a child and a puppet so that puppet can help guide the practice.) _____

SMALL GROUP PRACTICE ACTIVITIES

YES NO N/A

Did the Therapist/Group Leader:

- 40. Plan small group activity or game to reinforce new learning? (e.g. cooperative art activity, feeling game, blocks, play dough, art activity, bingo, pass the hat, visualization) _____
- 41. Prepare small group activity materials ahead of time to minimize children’s waiting time during transition from circle time to small group activity? _____



- | | | | |
|--|-------|-------|--|
| 42. Participate in small group activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur? | _____ | _____ | |
|--|-------|-------|--|

SMALL GROUP PRACTICE ACTIVITIES, CONTINUED	YES	NO	N/A
---	------------	-----------	------------

Did the Therapist/Group Leader:

- | | | | |
|--|-------|-------|-------|
| 43. Promote reading skills by associating printed work with language? | _____ | _____ | _____ |
| 44. Promote writing skills by taking dictations, writing words to be copied and reinforcing children's beginning attempts to write? | _____ | _____ | _____ |
| 45. Provide children with time for less structured peer play with legos, trains, dress-up materials, play dough, etc., and coach social interactions and problem solving during this time? | _____ | _____ | _____ |
| 46. Give as much time to small group activities as to circle time discussions? | _____ | _____ | _____ |
| 47. Make adaptations in small group activities in order to be developmentally appropriate for every child? | _____ | _____ | _____ |

BEHAVIOR MANAGEMENT AND RELATIONSHIP BUILDING SKILLS (DURING ALL SEGMENTS)	YES	NO	N/A
---	------------	-----------	------------

Did the Therapist/Group Leader:

- | | | | |
|---|-------|-------|-------|
| 48. Build relationship with individual children by asking personal questions about their experiences, listening to their stories using child's name, responding to them uniquely? | _____ | _____ | _____ |
| 49. Create a feeling of safety in the group? | _____ | _____ | _____ |
| 50. Promote optimism and show belief in children's ability to learn and be successful? | _____ | _____ | _____ |
| 51. Use physical touch (back rubs, hugs, lap time) appropriately? | _____ | _____ | _____ |
| 52. Share aspects of self when appropriate (e.g. something about their families or a mistake they made) | _____ | _____ | _____ |
| 53. Use proximal praise and labeled praise for prosocial behavior? | _____ | _____ | _____ |
| 54. Avoid making critical or negative statements about children's behavior? | _____ | _____ | _____ |
| 55. Act in a fun, playful and engaging way with children? | _____ | _____ | _____ |
| 56. Show respect, warmth and calmness with children? | _____ | _____ | _____ |
| 57. Involve children actively in learning through games, activities, stories, fantasy? | _____ | _____ | _____ |
| 58. Use songs and movement activities strategically when children need to move or have a break? | _____ | _____ | _____ |
| 59. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small group activities, saying goodbye? | _____ | _____ | _____ |
| 60. Ignore targeted misbehaviors or attention seeking behaviors? (blurting out, off seat) | _____ | _____ | _____ |
| 61. Use Time Out appropriately, for aggressive behavior or repeated noncompliance? | _____ | _____ | _____ |

Number of Time Outs given: _____



- | | | | |
|--|-------|-------|-------|
| 62. Use redirects and distractions to re-engage children who are off-task? | _____ | _____ | _____ |
| 63. Use warnings for disruptive behavior? (Warnings should let children know what will happen if they do not comply. If noncompliance continues, therapists should follow through with consequence.) | _____ | _____ | _____ |
| 64. Praise and give rewards (chips, hand stamps, stickers) to individual children who are following rules and showing appropriate behaviors? | _____ | _____ | _____ |
| 65. Use team incentive approach? | _____ | _____ | _____ |
| 66. Use emotion coaching? | _____ | _____ | _____ |
| 67. Use social coaching? | _____ | _____ | _____ |
| 68. Use academic and persistence coaching? | _____ | _____ | _____ |
| 69. Respond to individual and group developmental needs? (Change pace if children are restless, modify activities and questions depending on children’s skill, adjust circle time content and length to children’s attentions span and level of engagement.) | _____ | _____ | _____ |
| 70. Prepare for transitions to new activities effectively? (visual or auditory cues) | _____ | _____ | _____ |
| 71. Give clear and simple directions and model expected behavior? | _____ | _____ | _____ |
| 72. Minimize amount of waiting time for children? | _____ | _____ | _____ |
| 73. Attend to and reinforce appropriate behavior much more often than attending to inappropriate behavior? | _____ | _____ | _____ |

REVIEW HOME ACTIVITIES AND WRAP UP

YES NO N/A

Did the Therapist/GroupLeader:

- | | | | |
|--|-------|-------|-------|
| 74. Begin the wrap up process with about 15 minutes remaining? | _____ | _____ | _____ |
| 75. Review Detective Home Activity for the week? | _____ | _____ | _____ |
| 76. Have children count chips and trade in for prizes? | _____ | _____ | _____ |
| 77. Conduct compliment circle time? | _____ | _____ | _____ |
| 78. Meet with the parents? | _____ | _____ | _____ |
| 79. End the session on time? | _____ | _____ | _____ |

CHILDREN’S RESPONSES

YES NO N/A

- | | | | |
|--|-------|-------|-------|
| 80. Children appeared engaged and on-task during session? | _____ | _____ | _____ |
| 81. Children were enjoying themselves during activities? | _____ | _____ | _____ |
| 82. Children were involved in asking questions, role plays and suggesting ideas? | _____ | _____ | _____ |

LEADER COLLABORATION

YES NO N/A

Did the Therapist/GroupLeader:

- | | | | |
|---|-------|-------|-------|
| 83. Did the two leaders have clear, complementary roles in each of the different activities? (take turns leading content and focusing on process) | _____ | _____ | _____ |
| 84. Did leaders work well as a team reinforcing each other, while | _____ | _____ | _____ |



attending to different roles with children?

85. Are leaders implementing behavior plans for children targeted with special needs? _____

86. Are leaders talking to parents about dinosaur home activities and about how they can reinforce children's learning at home? _____

ADHERENCE TO SESSION PROTOCOLS AND CONTENT YES NO N/A

Did the Therapist/Group Leader:

87. Followed session protocols for session? _____

88. Knowledgeable about content to be presented to children? _____

89. Showed the appropriate number of vignettes for age and temperament of children? _____

90. Modifications or adaptations were made when necessary to help keep children actively engaged and successful with activities? _____

REMEMBER: Your goal in the group sessions should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors.

Summary Comments: _____

Candidate has satisfied video requirements for certification: _____ Yes _____ No

Session Reviewed by: _____ Date: _____





Teacher Child Group Process Checklist Dina Dinosaur School in the Classroom

This checklist is designed for teachers to complete (with co-teachers) following a daily lesson plan. By looking for the following points, a teacher can identify specific goals for progress. This checklist is designed to complement the lesson plans for the specific sessions, which list the key content that should be presented, practiced, and promoted throughout the week. It is recommended that a teacher videotape the lesson and small group activity and review afterwards using this checklist.

Teacher Self-Evaluation (name): _____

Co-teacher Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

ROOM SETUP

YES NO N/A

Did the teachers:

- | | | | |
|--|-------|-------|-------|
| 1. Have children sit in a semicircle that allows everyone to see the TV and each other? | _____ | _____ | _____ |
| 2. Post rules on wall so children can see them? | _____ | _____ | _____ |
| 3. Have materials ready?
(handouts, cue cards, DVDs cued up, activities/manuals prepared) | _____ | _____ | _____ |
| 4. Convey enthusiasm about the lesson? | _____ | _____ | _____ |
| 5. Show they had a predictable time on the schedule for Dinosaur School? | _____ | _____ | _____ |

Starting the Circle Time Discussions

YES NO N/A

Did the teachers:

- | | | | |
|---|-------|-------|-------|
| 6. Have puppets arrive and greet children in a predictable enthusiastic manner (e.g. "One, two, three, Dina!" or a greeting song)? | _____ | _____ | _____ |
| 7. Begin the lesson with an issue related to the day's topic? | _____ | _____ | _____ |
| 8. Establish individual or group goals/personal challenges for students? | _____ | _____ | _____ |
| 9. Review learning from prior lesson by asking children for times during the week when they were able to practice what they learned in Dinosaur School? | _____ | _____ | _____ |

When Presenting the New Learning for the Day

YES NO N/A

Did the teachers:

- | | | | |
|--|-------|-------|-------|
| 10. Begin the discussion of the topic with open-ended questions to prompt children to think about the importance of the topic (e.g., what are some rules for the class? Or what are some friendly behaviors?)? | _____ | _____ | _____ |
|--|-------|-------|-------|



- | | | | |
|---|-------|-------|-------|
| 11. Work to engage less verbal students in discussion? | _____ | _____ | _____ |
| 12. Paraphrase and highlight the points made by children? | _____ | _____ | _____ |
| 13. Use puppets as active participants of the entire session? | _____ | _____ | _____ |
| 14. Attend to group process by giving frequent verbal and nonverbal praise, nods, thumbs up for paying attention, helping others, etc.? | _____ | _____ | _____ |
| 15. Attend to group process through selective use of ignore when appropriate? | _____ | _____ | _____ |
| 16. Use picture cue cards as prompts to reinforce new behaviors being taught? | _____ | _____ | _____ |
| 17. Use a style that is playful, engaging, fun, and paced at children’s level of attention? | _____ | _____ | _____ |
| 18. Present clearly and model new behavior with puppets and role plays? | _____ | _____ | _____ |
| 19. Actively involve children by letting them hold cue cards, pause tape, use smaller puppets, etc.? | _____ | _____ | _____ |
| 20. Provide legitimate opportunities for active children to move and stretch (e.g., group stretch break or wiggle space for a particular child or music activity)? | _____ | _____ | _____ |
| 21. Respond to group and individual developmental needs (e.g., change pace if children are restless and modify activities and questions depending on a particular child’s skill)? | _____ | _____ | _____ |
| 22. Work to address communication issues created by language barriers? | _____ | _____ | _____ |
| 23. Adapt content to be sensitive to children’s culture or to special issues relevant for the particular class of students? | _____ | _____ | _____ |
| 24. Incorporate translator in planning when possible? | _____ | _____ | _____ |
| 25. Adjust length of circle time to reflect children’s attention span and level of engagement? | _____ | _____ | _____ |
| 26. Follow the lesson plans? | _____ | _____ | _____ |

When Showing the Vignettes

YES NO N/A

Did the teachers:

- | | | | |
|--|-------|-------|-------|
| 27. Focus children’s attention before showing vignettes?
Give them a specific behavior or emotion to watch for? | _____ | _____ | _____ |
| 28. Pause longer vignettes at least once to ask questions about about segments rather than waiting until the end of the vignette? Ask about character feelings and what they will do next? | _____ | _____ | _____ |
| 29. Begin by asking children about what they thought was happening in the vignette? | _____ | _____ | _____ |
| 30. Acknowledge and praise children’s responses to a vignette? | _____ | _____ | _____ |
| 31. When appropriate, praise or nonverbally acknowledge children who are focused on the vignette? | _____ | _____ | _____ |



- | | | | |
|---|-------|-------|-------|
| 32. Take time to acknowledge disappointment at not being called upon (e.g., self-pat on the back, expression of “oh man”)? | _____ | _____ | _____ |
| 33. Paraphrase and highlight the points made by children? | _____ | _____ | _____ |
| 34. Move on to the next vignettes after key points have been discussed and practiced? Pace material to maintain children’s interest? | _____ | _____ | _____ |
| 35. Allow for discussion following each vignette? If children are distracted, vignette may need to be replayed. | _____ | _____ | _____ |
| 36. Make sure that children are attending when vignette is shown? | _____ | _____ | _____ |
| 37. Use vignette to prompt a role play/practice with children? When setting up role play practice select student strategically and coach them with a script of behaviors to practice? | _____ | _____ | _____ |
| 38. Have children practice the actual behaviors being taught through puppet plays, role plays, live plays, and peer-coached plays? | _____ | _____ | _____ |
| 39. Adjust number of vignettes shown according to age and attention span of students? | _____ | _____ | _____ |
| 40. Demonstrate and explain small group activity before leaving large circle discussion? | _____ | _____ | _____ |

Small Group Activities

YES NO N/A

Did the teachers:

- | | | | |
|--|-------|-------|-------|
| 41. Plan small group activity to reinforce new content learned (e.g., cooperative art activity, feeling game, blocks, play dough, bingo, pass the hat, visualization)? | _____ | _____ | _____ |
| 42. Prepare small group activity materials and set out on tables ahead of time to minimize children’s waiting time? | _____ | _____ | _____ |
| 43. Participate in small group activity using academic, persistence, social and emotional coaching, prompting children to use new skills and praising newly taught skills when they occur? | _____ | _____ | _____ |
| 44. Use labeled praise for prosocial behaviors? | _____ | _____ | _____ |
| 45. Use “dialogic reading” or interactive reading style? | _____ | _____ | _____ |
| 46. Promote reading skills by associating printed word with language? | _____ | _____ | _____ |
| 47. Promote writing skills by taking dictations, writing words to be copied, reinforcing children’s beginning attempts to write? | _____ | _____ | _____ |
| 48. Make adaptations in small group activities in order to be developmentally appropriate for all children? | _____ | _____ | _____ |
| 49. Give as much time to small group practice activities as to large circle time discussions? | _____ | _____ | _____ |



Promoting Skills

Did the teachers:

	YES	NO	N/A
50. Use emotion and social coaching language?	_____	_____	_____
51. Use academic and persistence coaching?	_____	_____	_____
52. Use proximal praise and labeled praise?	_____	_____	_____
53. Ignore targeted misbehaviors or attention seeking behaviors?	_____	_____	_____
54. Use Time Out to calm down appropriately for aggressive behavior?	_____	_____	_____
55. Use redirects and warnings?	_____	_____	_____
56. Praise individual children who are following rules, participating well, and engaging in positive behaviors?	_____	_____	_____
57. Use team incentive approach?	_____	_____	_____
58. Issue personal challenges, team rewards, mystery challenges?	_____	_____	_____
59. Have Dinosaur Cue Cards up on walls (e.g., quiet hands up, sharing)?	_____	_____	_____
60. Use nonverbal praise?	_____	_____	_____
61. Act in a fun, playful, and engaging way with children?	_____	_____	_____
62. Integrate Dinosaur language throughout the day at choice time, on playground, during meal times, etc.?	_____	_____	_____
63. Prepare for transitions effectively?	_____	_____	_____
64. Promote optimism and show belief in children's ability to learn and be successful?	_____	_____	_____
65. Avoid making critical or negative statements about children's behavior?	_____	_____	_____
66. Show respect, warmth and calmness with children?	_____	_____	_____
67. Involve children actively in learning through games, activities, stories, and fantasy?	_____	_____	_____
68. Have predictable routines for opening and closing circle time, bringing out and saying goodbye to puppets, transitioning to snack time or small groups, saying goodbye?	_____	_____	_____

Review Home Activities and Wrap Up

Did the teachers:

	YES	NO	N/A
69. Review Detective Home Activities with the children?	_____	_____	_____
70. Individually give children a chance to share their home activities?	_____	_____	_____
71. Enthusiastically praise whatever effort children made this week?	_____	_____	_____
72. Assist children who didn't complete the home activities to complete them?	_____	_____	_____
73. Have puppets say good-bye (not every session)?	_____	_____	_____
74. Involve parents by sending home parent letters with home activities?	_____	_____	_____



Children’s Responses

	YES	NO	N/A
75. Children appear engaged and on-task during large group circle time.	_____	_____	_____
76. Children were enjoying themselves during small group activities.	_____	_____	_____
77. Children were involved in asking questions, role plays, and suggesting ideas.	_____	_____	_____
78. Waiting time for children was minimized.	_____	_____	_____

Teacher Collaboration

(To be completed if there is a second or third teacher or co-leader involved with the curriculum)

	YES	NO	N/A
79. Did the two teachers have clear, complementary roles in each of the different activities (e.g., take turns leading content and focusing on process)?	_____	_____	_____
80. Did teachers work well as a team reinforcing each other, while attending to different roles with students?	_____	_____	_____
81. Do teachers have regular, consistent meeting times weekly to discuss and plan for the Dina Curriculum?	_____	_____	_____
82. Are teachers implementing behavior plans for children targeted with special needs?	_____	_____	_____
83. Do teachers call parents to share something positive about their child?	_____	_____	_____
84. Do teachers share Dinosaur materials at parent orientation nights?	_____	_____	_____
85. If there is an assistant teacher, is s/he involved in planning and in implementing the curriculum?	_____	_____	_____

REMEMBER: Your goal in the circle time lessons should be to draw from the children the information and ideas to share with each other. They should be given plenty of opportunities to practice new behaviors throughout the week.

Summary Comments:

Lesson reviewed by: _____

Date: _____



