Incredible Years
Mentor Training Workshop
Collaborative Process Checklist

Carolyn Webster-Stratton Ph.D., 2020

Mentor-in-Training (name): _____

Co-Leader/Certified Trainer Evaluation: _____

Date: _____

Step #1: Modeling and Debriefing Group Leader Skills

When leading IY group leader workshops, the mentor-in-training strives to model the group leader role and skills by asking participants to be in role as parents or teachers. Once the mentor has modeled a particular group leader skill such as mediating a vignette, setting up a role play, or reviewing home activities, then the mentor reflects and debriefs with participants what they have observed the mentor demonstrating. The mentor helps them understand the rationale for the particular IY group leader method or process that was modeled. The key IY group leadership skills that are modeled are recorded and summarized on the flip chart by the co-leader.

Step #2: Set Up Practices

Once the group leader skills for a particular IY leadership strategy have been modeled and discussed, next the mentor sets up practices for the workshop participants to try out being an IY group leader using that particular strategy (for example mediating a vignette or setting up a role play).

The first practice should be a well-scaffolded large group practice. This can be followed by small group practices where participants take turns in role as leader and co-leader and parents or teachers. After these practices, the smaller groups give feedback to those in group leader roles and summarize and debrief their learning within the larger group.

Since the mentors in training are already certified as group leaders and know the IY methods and processes, for their video review towards certification as a mentor they need to **submit primarily aspects of themselves in mentor role rather than group leader role**. They will be engaging in Steps 2-4 below. Many of the strategies modeled and debriefed in Step #1 will be expected to be practiced by the group leaders in training, in Step 3.

![The Incredible Years logo]

Step #1: Mentor models key IY group leader skills with participants in role as parents or teachers (it is not necessary to submit video of modeling) **and debriefs the skills modeled.**

After modeling any of the following 18 IY group leader strategies or methods, the mentor makes transparent the skills s/he modeled by engaging in brainstorm discussion of what group leader participants viewed. Sample questions that the mentor-in-training could ask: *"What was the value of doing…..for parent or teacher?" "What did you notice about the way that I led…..?" "What key group leader skills are important?" "How do you think that parents or teachers would feel when …..?" What kinds of questions did I ask about the vignette? What did you notice about how I responded to resistance?* Co-Mentor summarizes participant responses and puts into a list of "key group leader principles" For example, one principle is that group leaders ask questions to pull out ideas from parents or teachers, rather than didactic teaching. Another principle is that group leaders related the concepts back to how they will help meet the parents' or teachers' goals for themselves or their children.

Did the mentor debrief each of the following skills with the participants:	YES	NO	N/A
1. Review parent home activities & set up spontaneous practices	____	____	____
2. Set up brainstorm buzzes to share successes and/or work on brainstorm handouts	____	____	____
3. Use the *How I am Incredible* form to make sure children's development and temperament is part of conversations & children are known by all parents in the discussions	____	____	____
4. Establish group rules in a collaborative way	____	____	____
5. Help parents or teachers establish long term and weekly short-term goals	____	____	____
6. Use the benefits and barriers exercises for different parenting concepts (coaching, praise, incentives, routines, limit setting)	____	____	____
7. Introduce new topic and mediate introductory narrations to topics	____	____	____
8. Mediate vignettes with appropriate pauses, collaborative questions & knowledge of potential barriers & referring to parents' specific goals	____	____	____
9. Demonstrate and discuss ways to be culturally responsive	____	____	____
10. Pull out and highlight key behavior management "principles" from discussions of vignettes and discuss how these apply to parents' goals for their own children or themselves and their specific situation	____	____	____
11. Use video vignettes to trigger and replay scenarios in large group practices	____	____	____
12. Set up large group practices following steps of choosing players, defining roles, establishing scenario and goals, pausing for reflection and debriefing or rewinding and replaying as needed to illustrate differences according to child's language, social and emotional development	____	____	____

13. Set up small group practices tailored to children's developmental level and parent goals and following up with debriefing the learning that occurred _____ _____ _____

14. Explain how to set up weekly buddy calls and discuss the rationale for these calls _____ _____ _____

15. End sessions with summary of key points and handouts, review of recommendations for home activities and use of record sheets, helping parents set personal goals and session evaluations _____ _____ _____

16. Work with coleader in collaborative way involving coleader in summarizing key points and reviewing flip chart points, defining principles, giving our rewards & coaching large group and small group practices _____ _____ _____

17. Lead discussions about the importance of the collaborative process and tailoring content and role play practices to individual children's language, emotional or social developmental level and being sensitive to family culture or risk level _____ _____ _____

18. Use session participant evaluations to inform leadership processes and skills _____ _____ _____

Summary Comments:

Step #2 Mentor sets up role plays for participants to practice group leader skills

After group leader skills for IY method or strategy have been modeled and debriefed, the mentor sets up group leader practices using this strategy (first in large group and then in small groups). During the 3-day training group leaders should have an opportunity to practice reviewing home activities, doing a benefits and barriers discussion, mediating introductory narration and individual vignettes, and setting up role play practices. About 50% of mentor time will be spent modeling and debriefing skills modeled, and 50% of the time setting up and debriefing participant practices.

1. Role plays go from simple to more complex

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Role play first in large group (to support role play) and then in small groups (so all participants can practice)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

3. Mentor helps build the script: participants first think of what questions they would ask about a vignette or think about what principles they would pull out from the answers to their questions

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

4. Mentor sets up expectations for role play (define role of group leader, co-leader, and parents/teachers)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

5. Mentor clarifies the temperament, language and social developmental status of child in role play

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

6. Mentor coaches during role plays, pauses if necessary, and ends role play when skill has been practiced)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

7. Group debriefs afterwards (highlight participants skills, check in about group leader and parent experiences, and summarize key learning)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

8. Group leader discusses how the strategy being used is different or the same for children of different language, cognitive, social and emotional developmental levels

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

9. Follow large group role play with small group practice of same or similar skill

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

Summary Comments:

Step #3 Review collaborative checklist:
Mentor refers to group process checklist and brainstorm/buzz handouts
and discusses certification requirements and benefits.

	YES	NO	N/A
	____	____	____

![The Incredible Years logo]

Step #4: Mentor group leader process skills for delivering workshop include

1. Being well organized and prepared with materials, toys, leader manual, flip charts, rewards, books and handouts

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

2. Good time management and keeping focus on topic

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

3. Highly collaborative leadership promoting participant self-reflection

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

4. Building rapport with and among all group members

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

5. Promoting participation and practice with everyone

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

6. Using open-ended questions to promote participant reflection, problem solving, and development of developmental or behavior management principles

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

7. Reinforcing participants' ideas and insights

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

8. Promoting the idea that everyone learns from each participant's ideas and shared problem solving

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

9. Incorporating aspects of participants cognitions, emotions, and behaviors and understanding of the relationship between these components

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

10. Demonstrating how leader and co-leader collaborate and work together to enhance group learning

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

11. Helping participants understand the value of setting up experiential practices in the training with adequate scaffolding in both large group and small group formats

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

12. Helps participants understand how to use group leader handouts, manual for leaders, and book for parents, handouts or buzz exercises, and importance of home activities

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

13. Is aware of and able to articulate the underlying research behind IY programs so they can answer questions about what makes the program evidence-based (use of randomized control groups, standardized measures, parent and teacher reports, independent observations, and fidelity delivery)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

14. Understands cognitive social learning theory, attachment theory and typical child development milestones to able to articulate theories underlying the IY methods and processes being used. For example, the ABC of behavior change and developmentally appropriate ways to promote language, social and emotional development

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

Summary Comments: