

Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. (Some slides are primarily to cue the trainer/mentor about an upcoming vignette or activity and are not included on the website version of the slides). After showing and discussing the handouts slides (such as the benefits and barriers buzzes, home activities, refrigerator notes, record sheets, self-monitoring checklists, agendas, checklists, and evaluations) for one area, these topics can be reviewed quickly in subsequent sessions to remind participants they will do these things for every topic but don't have to be discussed in detail every time. For example, once you have modeled & debriefed the benefits/barriers exercise when it comes up in another new topic slide you can just remind them that this is the way introducing a new topic always starts. Similarly, once you have modeled and debriefed the process of reviewing homework activities then when it comes up again on a slide for a new topic this is just used as a reminder that this is how every session starts. As for refrigerator notes, record sheets etc. they will be presented for each topic but only need deep discussion the first time you explain their use. Or, you might decide to focus on a specific kind of handout for each session.

The overall goal is to focus more on the Incredible Years methods and processes than content as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. I recommend that during the first 2-3 3-hour sessions, you focus on modeling and debriefing the group leader skills of leading discussion of home activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms, and setting up role play practices. Here the participants may be in role as parents and watch how you handle their responses. Pause often to have participants highlight the key group leader skills that you are modeling. By the 3rd training session, begin to put the participants in role of IY group leader to plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the family's culture, goals, and the child's development, how to respond to family resistance, and how to plan developmentally appropriate practices with toys and puppets. These activities may be done in the larger session or in small group break out rooms.

You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for. I have highlighted vignettes I feel are "musts" and others are optional depending on your time frame and the needs of the group. This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As with the in-person training, you select vignettes partially by nature of the group and the population they work with and partially based on whether you think they have adequately understood the key principles in the topic area.

In addition, you have some flexibility regarding when to do breakout Zoom rooms and when to do discussions and practices with the larger group. It is helpful to do at least 3 Zoom room discussions in each session. You can ask participants to help with recording key points in the chats and send these out in a summary post training or show them how to save chats on their computer. Zoom room small group sharing is rated very highly so don't hesitate to use them even if only for 2 minutes. I love sending them to discuss something in 2 minutes with a leader to record. It is like speed dating and fun!

Please record which vignettes you have shown and return this to us after completing your training. Also record whether you covered the discussions, benefits-barriers exercises, vignette mediation, and role plays listed below when you use Zoom Rooms.