

On-line School Age Training Workshop Protocol
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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 in 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. 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 per se 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 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 or children and encouraged to think of their perspectives 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, you begin to put the participants in role of IY group leader in Zoom rooms in smaller groups 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, puppets and activities. These activities may be done in 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. 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 in to Zoom rooms and when to do discussions and practices with the larger group. It is helpful to do 2-3 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.

Please record which vignettes you have shown and return this to us after completing your training. Also check if you role-played a benefits/barriers exercise, or mediated a vignette and discussed leader skills, or set up a role play regarding the skill being taught.

The order of these is not necessarily important but try to have some role plays, Zoom discussions and mediate vignettes in every session as well as review key points and encourage them doing the assignments between sessions.

Session One: Program 9 Promoting Positive Behaviors in School-Age Children

Part 1: The Importance of Parental Attention and Special Time

- _____ Introductions, research background for program, overview of training days, program goals
- _____ Zoom room/ developmental milestones for 6-8 years and 9-12 years
- _____ Buzz for how parents want to be treated/promoting engagement
- _____ Reviewed collaborative process of IY programs
- _____ Differences between IY Basic preschool program and school age program
- _____ Session Structure
- _____ Model Setting group rules or DVD # 2 Vig 7 demonstrated by Carolyn
- _____ Goal Setting
- _____ Explaining the pyramid or DVD #5 Vig 5
- _____ Explain How I am incredible document

Importance of Parental Attention and Special Time

- _____ Zoom Room/ Benefits and Barriers
- _____ *Introductory Narration: Part 1 (mediated how to show introductions)
- _____ Vignette 3 (Playing cards)
- _____ *Vignette 9: Special Time (makeup)
- _____ * Vignette 10: Special Project (bird house)
- _____ Vignette 15: Shared Interests (Peter newspaper sports)
- _____ Buzz in pairs special time activities (by age)
- _____ Buzz/Room Leadership Strategies
- _____ Role Play/Practice: talking to a child about special time together
- _____ Ending sessions
- _____ Assigned Parent Home Learning Experiences (review one or two in detail)
- _____ Participant Assignments

Session Two: Part 2: Persistence, Social, and Emotion Coaching

Part 3: Effective Praise and Encouragement

Program 8: Part 4: Parenting Participating in Homework

- _____ Model Reviewing Home Activities/Homework
- _____ Introducing Persistence Coaching Topic
- _____ Vignette 22: Promoting Independence (Erin)
- _____ *Vignette 23 Persistence Coaching (Erin fine lines)
- _____ Buzz/Room Questions to ask
- _____ Role Play/Practices using persistence coaching (puzzle, homework, complicated maze)
- _____ Zoom Room/Buzz: Being culturally responsive

Part 2: Social Coaching

- _____ Model introducing new topic (Buzz, goals)
- _____ Vignette 26 Social and Persistence Coaching (game boy)
- _____ *Vignette 35: Scaffolding between Siblings (2 parents and 2 children with game)

- _____ Zoom Room/Buzz (questions asked or ideas for practice)

Part 2: Emotion Coaching

- _____ Vignette 36: Promoting Empathy (feedback to Sophie re empathy)
- _____ *Vignette 40: Coaching Older Children (Peter with pumpkins and 2 boys)
- _____ Buzz/Room
- _____ Script Cards
- _____ Co-leader Role
- _____ Role Play/Practices (special activity Sophie anxious child, or Charlie child with ADHD)
- _____ Review large group practice steps and small group break outs
- _____ Ending sessions: assignments, goal setting, buddy calls

Part 3: Effective Praise and Encouragement

- _____ Introducing new topic –
- _____ Vignette 45: Children learning to Self-Praise (mother daughter drawing)
- _____ Vignette 52: Encouraging responsibility (big helper with baby)
- _____ Vignette 57: Praise doing chores (vacuuming)
- _____ DVD #6: Praising Self: setting up buzz and using thought cards
- _____ Praising others
- _____ Practice

Program 8: Supporting Children's Education Part 2 & 4

- _____ *Vignette 15: (homework Charlie)
- _____ Vignette 32: (Math homework)
- _____ Vignette 33: (Math homework)
- _____ Handouts
- _____ Participant Assignments

Session 3: Part 4 Motivating Children through Incentives and Rewards

Program 10: Reducing Inappropriate Behaviors; Part 1: Rules, Responsibilities, and Routines

Program 8: Part 3: Fostering Good Learning Habits

- _____ Reviewing Home Activities: types of questions to ask
- _____ Benefits/Barriers to using rewards or incentives
- _____ Vignette 59: Spontaneous Rewards
- _____ Vignette 66: (computer Peter)
- _____ Vignette 67: (Lisa and Sophie)
- _____ *Vignette 60: Explaining reward system (family playing chess)
- _____ Vignette 61: Point systems
- _____ Zoom Room/plan questions and practice

- _____ Role play/Practice reward system (taking out trash, managing anxiety, school issues)
- _____ Responding to child who doesn't ear sticker

- _____ DVD #6: Vignette 7 (group leader uses sticker with parents and asks about self care)
- _____ Buzz/Self Care and Rewards
- _____ Buzz: How parents promote children's resilience and coping
- _____ Review use of Tool Kit and self-reward chart
- _____ DVD #7: Vignette 2 (how group leader uses tool kit to review)

Program 10: Part 1: Rules, Responsibilities and Routines

- _____ Review home activities
- _____ Tool awards to parents
- _____ DVD #7: Vignette 3 (discussion of benefits of routines)
- _____ DVD #7: Vignette 4 (barriers to routines)
- _____ *Introductory Narration part 1
- _____ *Vignette 1: (video game use)
- _____ *Vignette 2: (drugs and alcohol)
- _____ *Vignette 7: (family meeting about household chores Peter)
- _____ *Vignette 8: Negotiating
- _____ Buzz/Room to generate questions & practice
- _____ Role Play Practice
- _____ Zoom Room Buzz: Talk about handout "Promoting a Healthy Screen Diet"

Program 8: part 3: Fostering Good Learning Habits and Routines

- _____ Vignette 16: Setting up Predictable Homework Routine
- _____ Vignette 21: After School Routine
- _____ Zoom Room Buzz: Homework Routine Discussion
- _____ Handouts
- _____ Participant Assignments

Session Four: Reducing Inappropriate Behaviors in School Age Children

Program 10 Part 2 Clear and Respectful Limit Setting

Part 3: Ignoring

Limit Setting

- _____ Benefits/Barriers Limit Setting
- _____ Vignette 18: "when-then" command (Derek)
- _____ Vignette 21: Avoid unclear commands (bike in yard)
- _____ *Vignette 22: Give Polite Commands (I hate you)
- _____ Buzz rewriting commands
- _____ DVD 8: Vignette 8 (group leader sets up exercise and debrief efforts to rewrite commands)
- _____ *Vignette 32: Follow through with rules (Sophie)
- _____ *Vignette 33: Parents supporting each other
- _____ Role Play practice (respectful commands)

- _____ Zoom Room Buzz how older children are monitored (homework, screen time, drugs, chores)
- _____ Home Assignments: discuss healthy lifestyle handout (rules and setting limits)

Ignoring

- _____ *Introductory Narration
- _____ Buzz Discipline Goals
- _____ Benefits and Barriers
- _____ *Vignette 37: Ignoring arguments (Sophie)
- _____ *Vignette 43: Selective Ignoring (you jerk)
- _____ Principles of Ignoring
- _____ Practice/Role Play (scripts)
- _____ Buzz/Zoom Room... positive coping thoughts, challenging negative self-talk
- _____ *DVD #8: Vignette 5: Carolyn teaches ways to cope with negative thoughts
- _____ Handouts managing stress and anger – thought cards
- _____ Participant Assignments

Session Five Time Out to Calm Down, Logical and Natural Consequences, Problem Solving

Program 10: Part 4

- _____ New topic... hierarchy
- _____ Teaching time out to calm down and the principles/ scenarios
- _____ Vignette 45 (mother explains time out to 2 children)
- _____ Vignette 46: (father explaining time out to 2 children)
- _____ *Vignette 47: (explaining time out to Dorian with practice)
- _____ Setting up Role play Practice Scenario #1
- _____ *DVD #8: Vignette 7 (time out practice scenario 1)
- _____ Review time out scenario 2B
- _____ *Vignette 52: Dealing with Resistance (avoid arguments)
- _____ Scenario 2C and 2D
- _____ *Vignette 53: When a Child Refuses Time Out (Derek)
- _____ Buzz Loss of Privilege
- _____ Scenario 3
- _____ DVD #8 Scenarios 2 & 3

- _____ Vignette 48: Time Out warning (Dorian)
- _____ Vignette 49: coaching Victim
- _____ Vignette 50: sending child to Time Out
- _____ Zoom rooms to discuss setting up practices
- _____ Handouts

Consequences

- _____ new topic; benefits/barriers
- _____ Zoom Room Buzz: consequences for 6–8-year-olds vs 9-12
- _____ Vignette 66: Monitoring
- _____ *Vignette 67: Broken Agreement (game boy)

- _____ Vignette 68: Imposing Consequences (late home)
- _____ Practice
- _____ Tool kit to review tools learned, self-reflective inventory
- _____ Handouts

Problem Solving

- _____ Problem solving worksheet (mention Wally books & Advance Curriculum)

- _____ *Vignette 19 (Wally books)*
- _____ *Vignette 20 (Wally books)*
- _____ *Plan Practice and role play.*

Note these vignettes are in the Basic Preschool Program and not the School Age Program. However, if your group is parents of primarily 6–8-year-olds and you have the IY preschool program you may want to suggest group leaders use them.

OR *Review the Problem-Solving Steps on the Problem-Solving Worksheet for Managing Challenging Behaviors. Then break out groups into dyads to practice problem solving one of the following problems:*

- not getting homework done
- not being home by 5 pm after school
- leaving bicycle in driveway
- siblings fighting over TV program
- not being ready on time for school bus in morning
- not doing chores
- * arguing over who will clean up cat litter box
- watching too much TV or having too much screen time
- using bathroom too long and keeping other waiting
- Leaving food in the family room
- leaving bathroom a mess after showering
- not showering and washing hair enough

Note: if participants have the Advance program refer them to vignettes they use for this teaching such as Vignette 9 Problem Solving Part 1.

Ending Workshop

- _____ Handouts
- _____ Tool kit review & summary
- _____ Accreditation review - Handouts
- _____ Participant Assignments/Goals/Preparation
- _____ Evaluations