

**On-line School Age Supplemental Training Workshop Protocol
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_____ **Mentor/Trainer name**

_____ **Training Dates**

Note: Sections that are highlighted are what you want to give more attention to and are likely to be the ones you will have time for, vignette and Zoom room wise.

Session One: Program 9: Special Time, Coaching Methods and Incentives

- _____ Introductions, overview of training days, program goals, on-line ground rules
- _____ Ask about self-study pre-reading and questions
- _____ Brief overview of research with IY programs
- _____ Zoom Rooms: Review collaborative model and why it is important
- _____ Zoom Rooms: Most important IY group leader building tools
- _____ Brief overview of tool slides (relationship building tool #1, support team tool #2)
- _____ Review Building Support Networks handout
- _____ Zoom rooms: Engagement Strategies review Tool #3 (if not covered in prior Zoom rooms)
- _____ Differences between IY Basic preschool program and school age program
- _____ Show School age Topics slides
- _____ Overall session Structure Review
- _____ First Parent Session – Explain *How I am Incredible* document
- _____ Goal Setting and linking to Pyramid

Importance of Parental Attention and Special Time

- _____ Zoom Room/ Benefits and Barriers
- _____ *Video Introductory Narration: Part 1 (trainer as group leader mediates how to show introductory narrations & reviews difference from mediating a vignette)
- _____ Vignette 1 (straws Af Am dad)
- _____ *Vignette 9: Special Time (makeup) (trainer can model leading this vignette with trainees as parents)
- _____ Zoom Rooms: Share strategies group leader modeled with Vig 9 and then share in large group
- _____ * Vignette 10: Special Project (bird house) (trainee models leading vignette with coleader to whole group)
- _____ Vignette 15: Shared Interests (Peter newspaper sports)
- _____ Zoom Room Buzz in pairs special time activities (for 9–12-year-olds & barriers)
- _____ Role Play/Practice: talking to a child about special time together

Persistence, Social, and Emotion Coaching

- _____ Model Reviewing Home Activities/Homework
- _____ Introducing Persistence Coaching Topic with Older Children
- _____ *Vignette 40: (Peter with 2 sons and pumpkin)(trainee models leading vignette with coleader and coming up with principles of coaching older children)
- _____ Zoom Rooms: Plan a persistence coaching practice (homework, complicated maze, something child is resistant about doing such as reading or math)
- _____ Zoom Rooms: Plan social and emotion coaching practices (Sophie anxious or Charlie with ADHD)
- _____ Review principles of mediating vignettes (tool #5)

Effective Praise and Encouragement

- _____ *Vignette 45: Children learning to Self-Praise (mother daughter drawing)
- _____ Vignette 57: Praise doing chores (vacuuming)
- _____ Zoom Rooms: Set up a practice for self-praise

Benefits and Barriers of Household Chores

- _____ *Zoom Rooms: (optional) Trainee leads discussion of benefits and barriers to setting up household chores with 9–12-year-olds.
- _____ Zoom Rooms: Share ideas of leading groups in culturally responsive ways

Supporting Children's Education Part 2 & 4

- _____ *Vignette 15: (homework Charlie)
- _____ Zoom Rooms or large group with leader and coleader: (trainee leads discussion of vignette)
- _____ Vignette 32: (Math homework)
- _____ Vignette 33: (Math homework)
- _____ Discuss key principles of doing homework with school age children 9-12 years

Tangible Rewards

(Note: select vignette to show and then go to Rooms to plan role play practice>)

- _____ *Zoom Rooms: Review benefits and barriers for 9–12-year-olds & list tangibles could use for this age
- _____ *Review purpose of benefits and barriers exercises
- _____ Vignette 59: Spontaneous Rewards (Luke desert)(choose trainee to lead discussion of 59 or 67)
- _____ Vignette 67: (Lisa and Sophie privilege chart)
- _____ Vignette 60: Explaining reward system (family playing chess) (this is included in preschool program)
- _____ Vignette 61: Point systems
- _____ *Zoom Room: Plan how to set up a practice of parents explaining a reward system to 9–12-year-olds for doing chores, taking out trash, taking responsibility, following screen time rules, managing anxiety, school issues

- _____ Zoom Room/plan: One room thinks of role play explaining sticker system and another Zoom room thinks of role play for how to respond to child who doesn't earn a point or reward.
- _____ Review principles of setting up role play practices
- _____ Buzz/Self Care and Rewards
- _____ Buzz: How parents promote children's resilience and coping
- _____ Review use of Tool Kit and self-reflection sticker chart
- _____ Review home activities & refrigerator notes
- _____ Trainee assignments

Session Two

Program 10: Part 1: Rules, Responsibilities and Routines

- _____ Review home activities and reading
- _____ Zoom Rooms: Share what questions to ask parents to open session? (special time, reward programs, achieving goals)
- _____ Tool awards to parents
- _____ DVD #7: Vignette 3 (discussion of benefits of routines)
- _____ DVD # 7: Vignette 4 (barriers to routines)
- _____ *Introductory Narration part 1 (Trainer as group leader mediates introductory vig & debrief strategies)
- _____ *Vignette 1: (video game use)
- _____ Vignette 2: (drugs and alcohol) (Show and go to Zoom rooms to discuss principle)
- _____ *Vignette 7: (family meeting about household chores Peter)
- _____ *Vignette 8: Negotiating
- _____ Zoom Rooms: What principles do you want to come with when discussing vignettes 7 or 8.
- _____ Zoom Room: Trainee sets up practice to discuss household rules
- _____ Zoom Room Buzz: Talk about handout *Promoting a Healthy Screen Diet*

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

(Choose vignette to set up practice for mediating these vignettes) Trainer could start by modeling approach or being in coleader role.

- _____ *Vignette 16: Setting up Predictable Homework Routine
- _____ Vignette 21: After School Routine
- _____ Zoom Room Buzz: Homework Routine Discussion and principles for coaching homework
- _____ Handouts Homework brain training
- _____ Participant Assignments and handouts
- _____ Zoom Room: Healthy media diet
- _____ Zoom Room: How to support child's healthy lifestyle

Program 10 Part 2 Clear and Respectful Limit Setting

- _____ Benefits/Barriers Limit Setting
- _____ Buzz: Trainee sets up brainstorm about how to set limits on 9–12-year-olds

- _____ *Vignette 22: Give Polite Commands (I hate you)
- _____ *Zoom Room Buzz how older children are monitored (homework, screen time, drugs, chores)
- _____ *Vignette 32: Follow through with rules (Sophie)
- _____ *Vignette 33: Parents supporting each other
- _____ *Zoom Rooms: Role Play practice (Set up a replay of Vig 32, 33)
- _____ Buzz rewriting commands
- _____ Home Assignments: discuss *Healthy Lifestyle* handout (rules and setting limits)

Ignoring

- _____ *Introductory Narration
- _____ Buzz Discipline Goals
- _____ Discipline Hierarchy
- _____ Vignette 37: Ignoring arguments (Sophie)
- _____ Zoom Room: Trainer sets up practice to replay Vignette 37
- _____ Buzz: behaviors to ignore & positive opposites
- _____ *Vignette 43: Selective Ignoring (you jerk) (Trainee leads discussion)
- _____ Buzz using differential attention
- _____ Zoom Rooms: Planning how to set up ignoring practice
- _____ Principles of Ignoring

- _____ Buzz/Zoom Room: positive coping thoughts, challenging negative self-talk, using Handouts managing stress and anger – thought cards
- _____ Tool #9: Strengthening Parents positive cognitions
- _____ Tool Kit (how to use this)
- _____ Participant Assignments & self-reflection inventory

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

Program 10: Part 4

(Note: most trainees will be familiar with time out vignettes, better to focus on DVD role plays in this section.)

- _____ New topic: hierarchy steps 5-6
- _____ Teaching time out to calm down and the principles/ scenarios
- _____ Vignette 46: (father explaining time out to 2 children)
- _____ Setting up Role play Practice Scenario #1
- _____ *DVD #8: Vignette 7 (time out practice scenario 1)
- _____ Vignette 52: Dealing with Resistance (avoid arguments)
- _____ *DVD #8: Vignette 10 Scenario 2C and 2D (11 min)
- _____ Zoom Room: Debrief what was seen in DVD #8 of strategies used to set up practice
- _____ *Vignette 53: When a Child Refuses Time Out (Derek)
- _____ Buzz Loss of Privilege
- _____ Scenario 3

Consequences

- _____ new topic; benefits/barriers
- _____ Zoom Room Buzz - consequences for 6–8-year-olds vs 9-12
- _____ Vignette 66: Monitoring (mother calling after school)
- _____ *Vignette 67: Broken Agreement (Pedro coming home late)
- _____ *Vignette 68: Imposing Consequences (late home)
- _____ Zoom Room Buzz: for consequences or privileges to remove & set up practice
- _____ Review principles of using consequences
- _____ Tool kit to review tools learned, self-reflective inventory
- _____ Handouts
- _____ Problem solving worksheet (mention Wally books & Advance Curriculum)
- _____ Accreditation Slides - review

If time ~ 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.*

- _____ Participant Assignments/Goals/Preparation
- _____ Evaluations

comments: