

On-line Home Coaching Training Workshop Protocol
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_____ Mentor/Trainer name

_____ Training Dates

SESSION ONE: Introduction, Planning for Home Coaching Visits, and First Sessions

_____ Introductions where participants (trainees) share prior experiences delivering the IY parent program via home coaching or in group and if so, which IY program they have used (baby, toddler, preschool and school age)

_____ Brief review of research background for program and rationale for using home coaching delivery option vs. group delivery method

_____ Review of agenda for the 2 on-line 3-hour sessions

_____ **Brainstorm/Zoom Rooms:** What are the key elements of being an effective IY home coach? (could also put these ideas in chat)

_____ Coach Role #1: Relationship Building Process with Parents

_____ Coach Role #2: Using Theory-based Knowledge

_____ Coach Role #3: Assures Quality Coach Methods and Processes

_____ Logistics of IY Home Visit - schedule, time line, # sessions, location, tailoring, materials

_____ **Brainstorm process of recruiting and engaging families** for the home coach option

_____ Use of home coach manuals, handouts, selecting vignettes

_____ Home coach protocols, checklists, materials needed (stickers, gifts, book, puppets, toys, USB or DVDs)

_____ **Zoom Practice:** Set up home coach visit on phone & explain how it works in home, or, in clinic or on-line method & clarify who to be present (break group into triads where one person is parent, one is coach and one is observer taking notes)

_____ Review of Structure for home visit (1 hour)

_____ Family Assessment re: support network, employment, Covid issues, financial issues, mental health of parents (depression, stress, marital issues), difficulty sleeping, eating

_____ Assessment of child mental health

_____ Parent Goals

_____ Expectations for on-line sessions (safe & private place, child care, availability etc)

_____ *DVD Video First Session: Introduce parent to program

_____ *DVD Video Vig 6: Explaining the structure of visit to parent – mediate skills

_____ *DVD Video Vig 8: Goal Setting – Mediate skills

OPTION to Vignette 8: MODEL how to use the *How I am Incredible* form rather than show Kimberlee using the thinking like scientist form.

- _____ Getting to know child (*How I am incredible form*)
- _____ Connecting parent goals to IY content (using pyramid)
- _____ * DVD Video Vig 3: Explaining IY Pyramid – **Debrief skills** of connecting parent goals to pyramid (option is to model this)
- _____ **Brainstorm/Zoom Rooms:** Review principles for guiding discussions of vignettes (or share in chat)
- _____ *DVD Video 11: Mediating Vignette (explore rationale for involving children in sessions, flexibility, planning for when children will be present; rules during Covid time) (video is of Dorian, brother & blocks) (7 min)
- _____ Brainstorm any other skills being used by the IY home coach in the DVD home coach session, that are not on the list.
- _____ *DVD Video 12: Mediating Vignette (practice scripting with parent)
- _____ **Brainstorm/Zoom Rooms:** Emotion words
- _____ **Model being coach and helping parent create emotion script**
- _____ DVD or USB: Preschool Program Vig 2 (sticky tape): (If you showed DVD video 11, if you have experienced group leaders you can select two participants to model facilitating this vignette, instead of modeling it as mentor/ trainer.) In large group selected coach debriefs vignette 2 with a parent... helping parent understand value of emotion coaching and how to use this approach with her own child. Afterwards debrief skills of coach and how parent in role felt.
- _____ Review Steps for setting up Role Plays
- _____ Principles for setting up role plays
- _____ **Zoom Rooms Practice (optional if time or defer to 2nd day):** coach sets up script and practice for parent and child
- _____ Using the parent tool kit on home coaching visits
- _____ **Brainstorm in Zoom Rooms:** How do you work with a family in a culturally responsive way? (**Note:** if you do not have time you could give this as a home assignment and start session two by asking for their ideas.)
- _____ Review parent session evaluation form
- _____ Using the buzz forms (see web site for editable forms)
- _____ Parent Self-monitoring form
- _____ Trainee Assignments Session one. Ask participants to read Time Out chapter in 3rd edition of parent book or send them the article on web site Time Out is one of many tools in tool kit, updated version 2022. [Time Out to Calm Down Is One of Many Tools](#)
- _____ Session evaluations

SESSION TWO: Home Activities Check in, Setting up Practices for Parents and Children, Practice

- _____ Review of participant self-study and reading
- _____ Feedback on ideas for working in culturally humble/ responsive way if not done on day 1.
- _____ **Model emotion coaching practice if not done in Session 1-** the mentor/ trainer will model the home coach role with a participant being the parent. (trainer will be child who is anxious and participant in role as parent will demonstrate emotion coaching & afterwards debrief parents strengths.)

- _____ Debrief the role play methods and processes:
- _____ Steps for setting up Role Plays (tailoring to parent goals)
- _____ Principles for setting up role plays

_____ **Zoom Rooms Emotion Coaching Practice:**

- Put participants into rooms with 3 in a room, one will be the parent, one will be the home coach, and one will be an observer/ helper
- Coach role: will brainstorm with the parent one or two positive emotions to focus on relative to emotion goals for child, develop 3 - 4 emotion coaching statements with the parent that the parent can use during the role play practice. Then the coach will be the child while the parent practices emotion coaching.
- Parent role: participate in the brainstorm of the role play script and participate cooperatively in the role play
- Observer/ helper role: support the home coach with ideas if they get stuck and provide positive feedback to the home coach after the role play; also takes notes so can share key learning with whole group afterwards

Coaching Parent-Child Play Experience

- _____ **Buzz:** how to prepare parent for coached play experience with their child (expectations, parent script to focus on, explanation to children, how coach will interact with parent and children)
- _____ DVD: Vignette 13: Set up emotional coaching between parent and child
- _____ *DVD: Vignette 14: Parent Practice Session
- _____ **Brainstorm/Zoom Rooms:** Strategies & principles for home coaches to coach parent-child play interactions successfully
- _____ Using parent handouts and record sheets – rewriting commands (editable versions)
- _____ Debriefing coached practices with parents
- _____ Practice 9th home coach session ~ Time out to calm down (Note: decide on whether there is time for this based on participants needs and goals for this content)
- _____ *DVD: Vignette 8 Time Out to Calm Down – Practice with parent script for explaining to child and setting up practice.

- _____ **Brainstorm/Zoom Room Strategies** for Helping Resistive Parents
- _____ **Practice:** Explaining Time out to Calm Down (Note: optional depending on participants experience and goals)

_____ **Large Group Practice with Problem Solving content**

Suggestion: have participants role play mediating vignettes 19 and 20 in the larger group

- _____ *DVD Vignette 19: Problem Solving 10th home visit/ Model and process & then practice
- _____ *DVD Vignette 20: Problem Solving

Note: when showing above vignettes you can pause video to have them write down the questions they would ask or principles they were derive and share afterwards in Zoom rooms.

_____ **Brainstorm and practice with the whole group:** how to set up a problem-solving practice between a parent and child in the home, then practice. Select three participants, one home coach, one parent, one person to be the child.

- Home coach will explain to the parent role using the Wally book with the child and pick a problem situation, talk through helping the child identify the problem and feeling and brainstorming some solutions. Then ready-set-action and debrief the experience with the parent.
- Parent role- will listen to explanation of Wally books from the home coach and the problem-solving process, then will practice it with their child
- Child role- cooperate with reading the Wally problem and thinking through the problem, feelings, and solutions

Note: In prior session find out who has the Wally books and have them bring to session two so they can use in practice.

_____ **Brainstorm/:** Managing resistive or misbehaving child

_____ **Brainstorm/Zoom Rooms:** Promoting Children's resilience

_____ Ending home visits

_____ Review Tool kits

_____ Evaluations and checklist

_____ Certification Process