



SCHOOL AGE BASIC PARENT GROUP LEADER TRAINING WORKSHOP (6-12 YEARS)

(3 days/21 hours)

Date of training _____

Location _____

Trainer or Mentor _____

Billing Information for per participant fee

Organization/Agency Name _____

Contact Name _____

Street Address _____

City _____ State/Province _____

Post Code _____ Country _____

Contact phone number _____

Contact email address _____

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years
1411 8th Avenue West
Seattle, WA 98119

MENTOR PREPARATION FOR SCHOOL AGE BASIC PARENT GROUP LEADER TRAINING WORKSHOP PROTOCOL (6-12 YEARS)

(3 days/ 21 hours) 10-6-21

• • • • • CHECKLIST • • • • •

- Each participant should be given two books: *The Incredible Years* (parent book, 3rd Edition) and *Collaborating with Parents to Reduce Behavior Problems* (therapist textbook). These are required for group leaders to have access to and to read. Participant/group leaders should have the book for parents, *Incredible Years* (one per group leader)
- Arrange room set up—chairs in semi circle (no tables), program videos set up (DVD, USB, streaming), flip chart, pyramid poster displayed, tools poster
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register
*** (very important) Check in each day! And check each day
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Buzzes – self care, rewrite commands, negative self-talk
- Agendas completed for each workshop day
- Evaluation forms for each day photocopied on different colors for each day

• • • • • ITEMS NEEDED • • • • •

- Hand puppets, animals, toys, blocks, Legos, puzzles, coloring markers
- Chocolate/candies – small prizes (magnets, stickers, pencils)
- Pyramid Poster
- 3 tools posters for building positive behaviors and reducing misbehaviors and staying calm
- Calm down thermometer with arrow, sample sticker charts, self-monitoring charts
- Small Wally books for practice of problem solving
- IY Stickers





• • • • • **DVDS NEEDED** • • • • •

- School Age BASIC DVD SET/USB (revised 2008)
- Group Sample Session DVDs – Carolyn and Peter
- Pre-training self-study: Email participants 2 weeks ahead of time the link to the Incredible Years Pre-Training Self-Study webpage: <https://incredibleyears.com/workshop-info/pre-training-self-study/>

Encourage participants to review sample video clips and objectives of school age program before training. If possible send them the books in advance. Participant pre-training is very helpful for addressing participant questions and streamlining workshops.

WORKSHOP DAY 1

SCHOOL AGE BASIC (6-12 YEARS)

PARENT GROUP LEADER TRAINING

(3 days/ 21 hours) 10-6-21

I. Day 1

- ___ Introductions, Participants' prior experience with IY, characteristics of population being addressed (prevention vs treatment), and Goals
- ___ Review agenda

II. Overview - Show Preview DVD (or part of it)

- ___ Show Preview DVD Parent Program
- ___ Content of BASIC Parent programs - pyramid; overview of main differences between programs (see objectives in handout)
- ___ Research findings summary (refer to web site or to Carolyn's powerpoint on web site of program blocks, programs and research)
- ___ **Brainstorm:** What is it like to be a child/preadolescent with behavior problems?
What it is like to be a parent of child with behavior problems?
Based on above brainstorm exercise ask:
 - What are the implications from this for how parents will want to be treated by professionals?
 - Make a list of group process qualities from this discussion.
 - Discuss collaborative process & ways to promote engagement.
- ___ Explain to participants that they will be "parents" and trainer will be "group leader" at times to model the process of parent groups. Talk about how you will signal whether you are "in role" or "out of role".
- ___ Ground rules (model how group leaders determine group rules). Debrief process afterwards.
- ___ Model determining parents's goals, then explaining program by using the pyramid, and how topics address their goals.
- ___ Review the session structure for a 2 hour session.

III. Promoting Positive Behavior Part 1: Importance of Parental Attention & Special Time DVD

- ___ **Brainstorm:** "What are the benefits of special time between parents and children/preadolescents?" (debrief benefits exercise)
- ___ Introduce rationale for special time play and being child-directed (explain who parents are on vignettes and why old and new vignettes are used)



- ___ Special Time Part 1 vignettes (** highly recommended)
- ___ Introductory Narration**
- ___ Vignette 1: Colored Straws
- ___ Vignette 2: Value of Attention – Mother asks about spelling test
- ___ Vignette 3: Playing cards (*do a Buzz re: special time activities for 8-13 year olds*)**
- ___ Vignette 4: Special time with 2 children (pumpkins)
- ___ Vignette 5: Being child-directed (smoothies)
- ___ Vignette 9: Special Activities (putting make up on mother)**
- ___ Vignette 10: Planning a Special Project (bird houses) (*do a Buzz re: long term activities*)**



- ___ Vignette 13: Special time with 2 children (soccer)**
- ___ Vignette 15: Shared interests (sports news)**
- ___ Vignette 16: Promoting positive cultural identity (*highly recommended with multicultural groups*)**



- ___ Vignette 18: Grandmother’s special time (visiting grandmother)



- ___ **Process/Buzz:** After modeling 2 vignettes, pause to reflect on strategies modeled by leader for mediating vignettes (write strategies on flip chart)
- ___ **Buzz:** One group buzzes activities for parents and children ages 6-8 years and another for ages 9-12.

- ___ **Large Group Role play:** Chose two participants to play “parent” and “child”. Ask the “parent” to plan a special time activity with her child. (Instruct child to have some specific ideas of what she likes and doesn’t like to do.) Process this experience from point of view of child.



Repeat experience using child-directed principles covered in discussion. (instruct “child” to be cooperative for both of these) Afterwards process from child’s point of view. Then ask the “parent” how these two ways felt different.

- ___ **Process/Buzz:** Process what group leader strategies were used to make role play practices successful. This list will be added to throughout training. Keep it simple to start and gradually increase complexity.



- ___ **Small group Break out** of 2-3 so that each participant has a chance to be the “parent” and the “child”. Have the “child” give feedback to the “parent” before reversing roles.

- ___ **Process/Buzz:** Talk about value of doing practices and beginning steps of setting up role play

IV. **Promoting Positive Behavior Part 2: Social, Emotional, and Persistence Coaching**



- ___ **Introduce topic and rationale for Persistence Coaching**
- ___ Vignette 22: Promoting Independence (mother and father “he can do it on his own”)**
- ___ Vignette 23: Persistence Coaching (concentrating with fine detail)**
- ___ **Brainstorm/Buzz:** persistence coaching sentences (write on flip chart)

___ **Large Group Role Play Persistence Coaching**
Using a complicated maze or puzzle chose participant to be parent and one to be child. Ask child to find it difficult to do. Parent models persistence coaching. Debrief afterwards from point of view of parent and child.

___ **Introduce topic and rationale for Social Coaching**

___ Vignette 26: Social and Persistence Coaching (game boy)**

___ Vignette 35: Scaffolding Games Between Siblings (Charlie and Sophie)**

___ **Brainstorm/Buzz:** persistence coaching sentences (write on flip chart)

___ **Introduce topic and rationale for Emotion Coaching**

___ Vignette 36: Promoting Empathy

___ Vignette 40: Coaching Older Children (pumpkins)**

___ **Brainstorm/Buzz:** emotion coaching sentences (write on flip chart)

___ **Small Group Role play Persistence, Social, & Emotion Coaching**

Break out groups into four people each. One is parent, two are children (8-12 years) and one is observer. Ask those in role as children to work on a project together and one of them may have some frustration and difficulty waiting while the other child is more patient. Parent practices persistence, social and emotional coaching while they work together. Observer role is to notice the kinds of coaching the parent provides and then to give positive feedback.

___ Discuss “differential attention” (you may already have identified this “principle”)

___ **Process/Buzz:** *Process role play strategies that were used to make play role plays successful and add to list if started with earlier role play.*



V. *Other*

___ **NOTE:** IF POSSIBLE START PRAISE UNIT ON DAY ONE (SEE BEGINNING OF DAY 2).

___ In Leaders Guide: review

- Session 1 agenda,
- parent handouts and home assignments,
- self-monitoring checklist.
- Show example of self-monitoring parent chart and homework with stickers and comments.

___ Logistics (Corresponds to Part 2: Planning a Parenting Program in the Leaders Guide)

___ Recruitment of families

- Refer to article on Engaging Low Income Parents
- Briefly discuss how you (trainer) have successfully recruited families
- Ask participants to share successes they have had in recruiting families

___ Location

- Parent group room, chairs, welcoming atmosphere

- Building easy to reach, parking, need for transportation assistance

____ Childcare

- Preparation of childcare providers
- Appropriate play materials
- Know the laws and regulations applicable to childcare facilities

____ Food

- Healthy foods, attractive presentation

____ Leader preparation

- Review vignettes, read *Incredible Years* chapter, read “Common Questions” section for the topic

VI. Model closing of session

____ Summary

____ Home assignment:

- Read: Chapter 4 & 5 & 8 in book *Collaborating with Parents to Reduce Children’s Behavior Problems: A Book for Therapists Using the Incredible Years Programs* OR, read one of the chapters in the parent book or articles in the workshop handouts.
- Ask participants who have children or nieces or nephews in the 8-13 age range to engage in a special activity with them.

____ Evaluations

WORKSHOP DAY 2

SCHOOL AGE BASIC (6-12 YEARS)

PARENT GROUP LEADER TRAINING

(3 days/ 21 hours) 10-6-21

I. **Model beginning of new session:**

_____ Welcome everyone

_____ Set up role play with participants pretending to be parents (if they really did coached play with their children, then they can report based on that)

Ask: "How did the special time activities go?" Have at least one "parent" report a success and one parent report difficulties. Model how to respond to both.

Ask about homework reading: "Any questions or comments about what you read?" REWARD THOSE WHO DID HOMEWORK!

_____ **Process/Buzz:** *Process strategies used by group leader to support home activities. If appropriate use spontaneous role play to help solve a concern raised by parent. Debrief spontaneous role plays.*

Optional or could do on 3rd day: break group leaders into small groups and have them role play homework check in (one successful parent and one parent who did not have time to play).

_____ Ask about barriers to coaching and special time activities with children this age. Discuss ways to overcome these obstacles.

_____ Discuss that skills learned in previous sessions need to be continually encouraged and reinforced by group leader, i.e. special time, persistence coaching. *More work on social, emotional and persistence coaching is done in School Age Program 8 regarding homework activities.*

II. **Promoting Positive Behavior Part 3: Effective Praise and Encouragement**

Process: *Training Process Methods. As you model mediating vignettes and setting up buzzes and practices, pause periodically to review some of the group leadership skills you have modeled.*

Cover the following:

- collaborative process of training based on discussion and reflection on vignettes
- aspects of role play (choosing participants, defining participant roles and scripts, pausing action for clarification and debriefing)
- use of buzzes
- reference to parent goals

_____ **Introduce topic and rationale for Praise & Encouragement**

_____ **Brainstorm:** "What are the advantages of praise?"





___ **Brainstorm:** “What keeps parents from praising?” (barriers)



___ **Process** the value of the benefits/barriers exercises. Focus on barriers section this time if benefits discussed on day 1. Explain that this format is used to introduce most new topics. Make a list of group leader strategies used to facilitate the benefits/barriers discussions.

___ Praise Vignettes (*Note: break up participants into pair buddies to discuss questions they would ask when you pause vignette. If you think group is ready you could ask them to be group leaders and try leading the discussion of some of these vignettes. Break into small groups of 6-7 “parents” with selected leader and coleader to practice leading vignettes and rest of group as observers for feedback. Or, break into 4 groups and show vignettes for chosen leaders in each group to practice leading*).

___ Vignette 44: Encouragement (speed of pasta making)

___ Vignette 45: Children Learn to Self-Praise (praising spelling)**



___ **Buzz:** “behaviors to see more of” (flip chart)

___ Vignette 47: Practice looking for positive not negative (Luke)

___ Vignette 50: Proximal praise (husking corn)

___ Vignette 51: Praise immediately (set the table)

___ Vignette 52: Encourage responsibility (big helper to baby)**



___ **Brainstorm/Buzz:** praise statements (to promote positive sibling relationships or for responsible behaviors at home) (Use Buzz Labelled Praise handout)

___ Vignette 54: Promote responsibility (good job setting the table)



___ Vignette 57: Praise doing chores (vacuuming)**

___ Vignette 58: Praise children’s ideas (Peter with 2 sons)**



___ **Buzz/Practice:** Praising Others & Self-praise. Pair up participants with buddy. Have each participant praise something about their buddy they have noticed; next ask them to share something they did they are proud of. (Use Self-Praise Buzz form or blank Piggybank handout with blank coins to get participants to record their own personal praise statements.)

Debrief afterwards difficulty giving praise, receiving praise and self-praising in large group.



___ **Process** this practice and rationale for strategy. See handouts.

___ Option: Program 8, Part 2, Vignette 15 and Program 8, Part 4, Vignettes 32 & 33 can be shown here to show how to coach and praise homework.

III. **Promoting Positive Behavior Part 4: Using Tangible Reward Programs to Motivate Children**

___ Discuss notion that stickers, prizes, points, rewards, etc. are an addition to praise, not a substitute, and that tangible reinforcers are used only for selected “difficult” behaviors; discuss the difference in use for early school age (6-8 year old) and older school age (9-12 year old) children.

___ Vignette 59: Spontaneous rewards (favorite dessert for helping)**



___ **Brainstorm/Buzz:** surprise rewards- 6-8 and 9-12 year olds



___ Vignette 60: Explaining incentive system or chart to children (chess game)**

- ___ Vignette 61: Point systems for compliance (Charlie and Sophie-strikes)**
- ___ **Buzz:** list of incentives for 8-13 year-olds
- ___ Vignette 62: Point systems for cooperation (Derek and Nicole)
- ___ Vignette 64: Morning routine chart (Dorian)
- ___ Vignette 65: Allowance (Dorian)
- ___ Vignette 66: Special Privileges (extra computer time)**
- ___ Vignette 67: Responsibilities and privileges (Sophie and Lisa)**
- ___ **Small Group Role Play:** “parent” explains sticker chart to “child”. Possibly do additional role plays in small groups so that each participant gets an opportunity to be both the parent and the child. Practice difference explaining to 8 year-old vs 12 year-olds.
- ___ **Large Group Role Play:** “parent” responds to “child” who didn’t earn a sticker. (Emphasize positive message: “I think you can earn one next time” and principle of never taking away a sticker, point, or prize already earned.)
- ___ **Buzz:** Share things parents can do for themselves to reward themselves for their parenting work. (or, things that are relaxing and enjoyable). Use Reward Yourself buzz handout.
- ___ Show how to use the Tools Poster.



(Note: be here by lunch 2nd day)

IV. Reducing Inappropriate Behavior Part 1: Rules, Responsibilities, & Routines

- ___ Introduce new topic and refer to pyramid change (decrease in misbehavior)
- ___ Overview of content of session and Introduction of topic
- ___ Vignette 1: Rules about computer use (Peter)**
- ___ **Buzz:** 5 most important rules for 8-12 year-olds
- ___ Vignette 2: Rules about drugs and alcohol (Peter)**
- ___ Vignette 3: Reasons for rules (Peter cont’d)**
- ___ Vignette 4: Chores and Responsibilities (vacuuming)
- ___ **Buzz:** chores or responsibilities for children at home
- ___ Vignette 5: Responsibilities and privileges (Lisa and Sophie)**
- ___ Vignette 6: Refining the chart (Lisa and Sophie)**
- ___ Vignette 7: Family meeting about household chores**
- ___ Vignette 8: Negotiating Chores (Peter and Pedro)**
- ___ Option: Show Program 8, Part 3, vignette 16: Setting Up a Predictable Homework Routine and Vignette 21: After School Routine to add to routine discussion.
- ___ **Buzz:** How to Coach homework brain training. (See refrigerator notes)



V. **Reducing Inappropriate Behavior Part 2: Clear & Effective Limit Setting**

- ___ Introduce idea of effective limit setting for 8-12 year-olds and goals; what are some of the key principles for setting limits at this age.
- ___ Vignette 18: “When-then” commands (Derek -first homework then TV)**
- ___ Vignette 21: Avoid unclear commands (“your bike is still in yard”)**
- ___ Vignette 22: Give polite commands (I want to go)**
- ___ **Buzz:** rewrite negative commands in positive way (use buzz handout)
- ___ Vignette 29A & B: Testing commands (Carl) (*practice alternative response*)
- ___ Vignette 32: Follow Through with Rules (Sophie on computer)**
- ___ Vignette 33 Parents supporting one another)**
- ___ **Large Group Role Play:** Large group role play – replay vignette 32 and 33 with respectful commands
- ___ **Buzz:** how parents monitor older children (e.g., after school, doing homework, TV or computer time)
- ___ **Buzz:** Healthy media diet and healthy life style (See refrigerator notes)



VI. **Reducing Inappropriate Behavior Part 3: Ignoring Misbehavior**

- ___ Introduce topic
- ___ **Buzz:** goals for discipline (use buzz handout)
- ___ Vignette 34: Introductory Narration and Vignette (Luke pleads)**
- ___ Vignette 37: Ignoring arguments (Sophie)**
- ___ **Buzz:** positive self-talk or calming thought to use when ignoring (use handouts)
- ___ **Role play/Practice:** Vignette 37 with parent asking child to stop playing on computer and child argues and parent ignores and returns attention when child complies. (*optional, could do next practice instead*)
- ___ Vignette 40 and 41: (“I want a cookie”)
- ___ **Role play/Practice:** Vignette 40, 41 with child asking for cookie and arguing and parent ignoring but giving attention to compliant child. Need two children and one parent for this practice.
- ___ **Buzz:** behaviors to ignore
- ___ **Brainstorm:** Advantages and disadvantages of ignore technique
- ___ Vignette 43: “you jerk” (Pedro)**
- ___ **Role play/Practice:** One parent is child with “attitude”. (whisper to child he will comply with request to put away garbage but complain and be disrespectful. Parent is asked to ask child to put away the garbage. Idea is to see if parent can follow “selective ignoring” principle - ignore attitude and praise child’s compliance.
- ___ **Brainstorm/Buzz:** list of behaviors want to see less of and establish positive opposites



VII. Maximizing results (Corresponds to part 4 in the Leaders Guide)

- ___ Review points below not already covered and handouts.
- ___ Get partners involved
- ___ Importance of practice in the group
- ___ Discuss strategies to help parents feel comfortable doing role plays
- ___ Home assignments and use of book/audiotapes
- ___ Buddy system -generally start at session 3
- ___ Principle training
Review how you have been identifying principle with a participant's name.
- ___ Ensuring generalization
- ___ Make-up sessions
- ___ Collaboration between home and school

VIII. Model closing of session

- ___ Summary
- ___ Home assignment:
Read Chapter 6 & 7 & 9 in book Collaborating with Parents to Reduce Children's Behavior Problems: A Book for Therapists Using the Incredible Years Programs,
OR, read one of the parent book chapters or articles in the workshop handouts.
Again ask participants who have children to practice the skills talked about today.
- ___ Evaluations

WORKSHOP DAY 3

SCHOOL AGE BASIC (6-12 YEARS)

PARENT GROUP LEADER TRAINING

(3 days/ 21 hours) 10-6-21

I. *Model beginning of new session.*

- ___ Welcome everyone
- ___ Ask about home activities and reading
- ___ Refer back to goals set by participants on first day. Talk about key principles for discipline for this age group.

II. *Reducing Inappropriate Behavior Part 4: Calm Down Procedure (aka Time Out to Calm Down)*



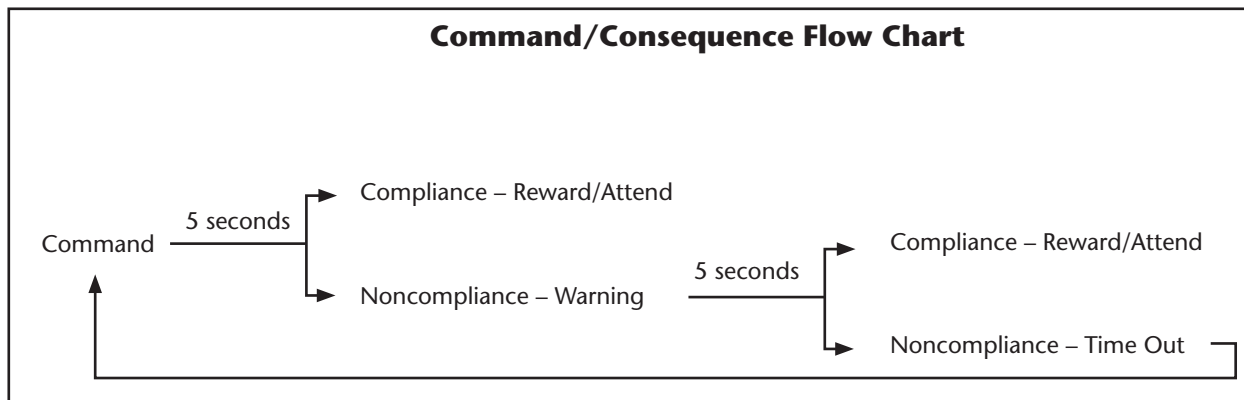
- ___ **Buzz:** calming strategies – rewrite negative thoughts. Give out negative self-talk buzz handouts and ask buddies to rewrite them as positive, coping thoughts or to challenge them. Refer to Chapter 9 “Controlling Upsetting Thoughts” in *The Incredible Years*. Afterwards share the thoughts and write on flip chart.
- ___ Practice calming self talk during an ignore. Leader says many negative statements and participants practice decreasing negative thoughts (thought interruption, reschedule, objectify, & normalize) and substituting positive statements. (dispute negative self-talk, time projection, self-praise, humor, coping self-talk)
- ___ Teaching Parents how to use the Calm Down Area (aka Time Out) when children are aggressive. (*Give Chapter 9: Time Out to Calm Down in parent book The Incredible Years, 3rd Ed., © 2019, to read the night before workshop day 3*) Emphasize that this is the only time the group leader stands up and “teaches” material in this manner. Start with modeling how to teach parents to use the Calm Down Area (or Time Out to Calm Down) for hitting or destructive behavior = sending child to Calm Down Area (no warning).
- ___ Use revised (2021) handouts of scenarios 1, 2, 3 for ages 6-8 years to discuss and model each scenario. Discuss how time out is taught respectfully and so that children can learn how to calm-down and self-regulate.
- ___ Discuss length of time of calm down time.
- ___ Discuss where Calm Down place will be, i.e., safe, boring place or chair, in same or close-by room to parent. Demonstrate how to brainstorm with “parents” what location they would use in their homes.
- ___ Vignette 46: Explaining Time Out (father, Derek and Nicole)**
- ___ Vignette 52: Nicole goes to TO but Derek argues – gets 7 min**
- ___ Vignette 53: When a child refuses Time Out (Derek loses a privilege)**
- ___ **Buzz:** privileges that can be removed for 8-13 year-olds.



- ___ **Role play/Practice:** “parent” explains calm down procedure to “child” and practices with child how to calm down in the calm down place.
- ___ **Role play/Practice:** Mentor in role as group leader models how to teach children calm down strategies (going in shell, taking deep breaths, positive self-talk, use of happy place).
- ___ **Role play/Practice:** simple time-out to calm down (child goes to calm down place when told by parent).
- ___ Discuss parents’ need for personal Time Outs.
- ___ Discuss and model scenarios 2B, 2C and 2D. Use handouts.
- ___ **Role play:** child refuses to go to calm down place until several minutes have been added by parent.
- ___ **Role play:** child refuses to go to calm down place and parent needs to give a consequence.
- ___ **Role play:** child refuses to stay in calm down place, is given one warning and is sent to calm down room if warning is disobeyed.
Some groups will need repetition of some or all of these roleplays



**Time Out to Calm Down Procedure for Compliance Training
(child with non-compliance rate of >65%)**



- ___ “Walk-through” a simple Time Out to Calm Down for noncompliance sequence with leader as “parent” explaining each step. Note: only used for children with Oppositional Defiant Disorder or conduct problems (noncompliant 2/3 of time).
- ___ Emphasize to participants that the following brainstorm is not done in the first week that Time Out to Calm Down is presented and discussed. It is done only after all Time Out to Calm Down vignettes and practices have been completed.
- ___ **Brainstorm:** “We’re going to look at the two discipline strategies that are most often used by parents for serious misbehavior: spanking and Time Out to Calm Down. The calm down procedure that we will use is the procedure that we have been discussing and practicing here.”
- ___ Draw a four cell table on the board and fill in each cell separately in this order
 - “What are the pros of spanking?”
 - “What are the cons of spanking?”



– “What are the pros of Time Out to calm down?”

– “What are the cons of Time Out to calm down?”

___ Ask about the short term and long term benefits of spanking and calm down procedure for parents and children, and their relationship.

III. *Reducing Inappropriate Behavior Part 5: Logical Consequences*

___ Introduce topic

___ Vignette 60: Peter warned of consequences of not putting away bike

___ Vignette 61: Gameboy removal

___ Vignette 62: family of 5 – do chores before TV or extra chores**

___ Vignette 63: Resisting Limits/Why-Because (Lisa and Sophie camera)**

___ Vignette 64: Follow through (removing camera)**

___ Vignette 65: When to Compromise**

___ Vignette 66: Monitoring**

___ Vignette 67: Broken Agreement (Pedro)**

___ Vignette 68: Imposing Consequences (Peter)**

___ Vignette 69: Stealing (Gameboy)

___ **Brainstorm/Buzz:** possible consequences for 8-13 year-olds. Review importance of consequences being *reasonable, related and respectful*.



IV. *Program 8: Supporting Your Child’s Education*

Some of these vignettes may be integrated earlier into training in related topics. For example, Vignettes 32 & 33 in Praise & Encouragement; Vignettes 16, 17, & 21 in Routines and Limit Setting; Vignette 18 in Consequences and Vignettes 8, 9, & 15 in Coaching.

___ Introduce Topic: Part 1- Promoting Children’s Reading

___ Vignette 8: Parents listening to children read (Sophie)

___ Vignette 9: Motivating Children’s reading (Peter and son newspaper)

___ Introduce Topic: Part 2 - Dealing with Discouragement

___ Vignette 15: Coaching Homework (Charlie)

___ **Brainstorm/Buzz:** Ways to supportive and coach homework with older children.

___ Introduce Topic: Part 3 - Fostering Learning Habits

___ Vignette 17: Setting Limits (expectations before dinner/Vanessa)

___ Vignette 18: Follow through (Vanessa loses TV privilege)

___ Vignette 21: After school routine (Peter)

___ **Brainstorm/Buzz:** afterschool and homework routines

___ Introduce Topic: Part 4 - Showing interest in school

___ Vignette 24: Talking about school activities (mother, grandmother, theatre field trip)



- ___ Vignette 26: Showing interest (Rocky)
- ___ Vignette 32, 33: Doing Math (easier and more difficult math problems)

V. **Problem Solving**

If participants have the Advance Program for treatment protocol, refer them to cover Communication and Problem Solving Program. For example, Vignette 9 Part 1 Problem Solving. If you have the Preschool Basic Program you may refer to Problem Solving section Vignette 19 & 20 for using the Wally books and practice problem solving solutions with puppets.

- ___ Review the Problem Solving Steps on the Problem Solving Worksheet for Managing Challenging Behaviors.
- ___ **Role play/Practice:** break into dyads to practice problem steps for one of the following problems or a different problem the parents select:
 - not getting homework done
 - not being home by designed time after school or an event
 - leaving bicycle in driveway
 - siblings fighting over use of screen time or computer
 - not being ready on time for school bus in morning
 - not doing chores
 - arguing over who will clean up cat litter box
 - too much screen time
 - managing child’s unhealthy eating habits
 - using bathroom too long and keeping others waiting
 - leaving food and messes in family room
 - leaving bathroom a mess after showering
 - not showering and washing hair enough
 - managing child’s anxiety about going to school or some other event
 - managing and responding to child’s depression symptoms
- ___ Debrief in large group.



VI. **ADVANCE PROGRAM**

- ___ Explain Advance program and recommend for parents of antisocial children or high risk families or families referred by child protective services. This can be done as a followup 1-2 day training.

VII. **Ending a parent group**

- ___ Review solutions to behavior problems (see handout).
- ___ Discuss ways to continue getting support.
- ___ Certificate of participation
- ___ Flower or other small gift

VIII. *Tailoring program for different populations and Home Visiting Coaching*

- _____ Refer to adjustments in protocols and number of sessions for different populations, such as children with ADHD and conduct problems and for parents referred by child protective services for neglect and abuse, or for high risk families and for foster parents, etc. Discuss *Home Visitor Coaching* or online training for missed sessions and for high risk parents.
- _____ Discuss 12 session protocols for prevention population and the important of having flexibility to add more sessions as needed even for prevention populations. Parents should have time to practice problem solving approach with puppets and to come back for debriefing their experiences.

IX. *Certification/Accreditation of group leaders*

- _____ Process of group leader certification (Refer to last section in Leaders Guide)
- _____ Refer all participants to the web site: www.incredibleyears.com
- _____ Discuss: Steps to Implementation of new program (refer to last section of Leader's Guide)
- _____ Discuss importance of continued coaching from certified or accredited coaches, mentors and trainers and why this is important. Discuss how to set up peer coaching within their agency.
- _____ **Buzz:** ask participants to share with buddy their future goals re starting a group
- _____ Give each participant their certificate of participation
- _____ Evaluations



Date of training (day(s)/month/year): _____ / _____ / _____

Location: _____

Trainer or mentor: _____

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years, Inc.
1411 8th Avenue West
Seattle, WA 98119 USA