


**©The Incredible Years**

**Incredible Years®**  
**Attentive Parenting Program**  
**On-Line Group Leader Training**

Attentive Parenting®  
Universal Program  
Ages 2 to 6 years




**Program Developer: Carolyn Webster-Stratton, Ph.D.**

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**Introductions**

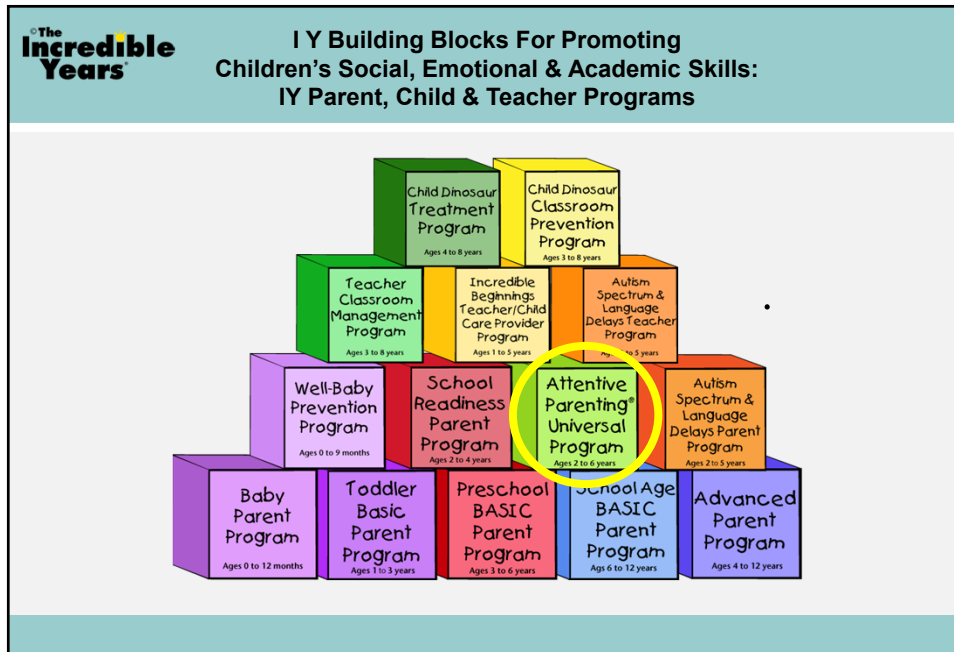


Introduce yourself. Find out the following:

- Name, agency, role
- Any experience working with Incredible Years programs with parents
- Any time to do the pre-training self-study?
- Experience working with children with behavior problems
- Goal for the training
- As a result of attending the training I would like to

.....

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### Incredible Years® (IY) is an Evidence-Based Program

- **Over 40 years of research:** starting with parent programs, then child programs, and then teacher programs
- **Parent programs:** 9 RCT treatment trials & 4 RCT prevention trials by developer and 14+ independent RCTs from 5+ countries (including England, Holland, Norway, Portugal, Spain, Wales).
- **Child programs:** 3 RCT treatment trials & 2 prevention trials by developer and 3+ independent RCTs from 3 countries (including Norway, Wales, Spain, US)
- **Teacher programs:** 3 RCT trials by developer and 7+ independent RCTs from 4 countries (including Ireland, Norway, US)

**Note:** Currently there is no RCT with Attentive Parenting. Positive pre post data evaluations can be found on web site library.

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## Incredible Years Universal Attentive Parenting® Program

Attentive Parenting® Universal Program  
Ages 2 to 6 years




The image displays a variety of educational materials for the Incredible Years Universal Attentive Parenting Program. Visible items include the main 'Attentive Parenting' manual, a box set of 'The Parents and Children Series' (A Universal Prevention Program for Parents of Children Ages 2-6), 'Incredible Toddlers: A Guide with Lessons on How to Teach Your Toddler' manual, and several smaller booklets. There are also two small containers and a colorful activity book.

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## Parenting Tools for Nurturing Children's Positive Growth

**Attentive Parenting™**  
Promoting Children's Emotional Regulation, Social Competence, Problem Solving, and School Readiness (ages 2-6)



The diagram uses gardening metaphors to represent parenting tools. A large yellow sun is in the top right. A yellow flower is on the left. A watering can is labeled 'Support Daily Social Growth'. A pair of green gloves is labeled 'Cultivate Emotional Regulation'. A pair of blue gloves is labeled 'Use Coaching Methods'. A wheelbarrow is labeled 'Nurturing Positive Growth'. A packet of seeds is labeled 'Tend Seeds That Grow Love'. A photo of a woman and a young child is on the right. The text '© The Incredible Years 2013' is at the bottom left.

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**©The Incredible Years** **Incredible Years® Program Goals** **Attentive Parenting® Universal Program**  
Ages 2 to 6 years

**Short Term Goals**

- Improve parent-child relationships and attachment
- Increase parent social support & reduce stress
- Promote child language development, social competence, emotional literacy & self-regulation, problem solving and school readiness
- Prevent and reduce social and emotional problems in young children




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**©The Incredible Years** **Incredible Years Universal Attentive Parenting® Program** **Attentive Parenting® Universal Program**  
Ages 2 to 6 years

**Population Targeted:**

- Low risk population: parents with children 2-6 years
- Booster sessions for parents who completed the BASIC parent program
- Teenagers taking babysitting classes



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## Incredible Years Training Agenda ~ 5 3-hour Sessions

**Session One:**  
Overview of Program, Incredible Years Methods and Processes of Mediating Vignettes  
Content: Attentive Child-Directive Play Promotes Positive Relationships (Part 1)

**Session Two:**  
Setting Up Practices  
Content: Attentive Academic & Persistence Coaching Promotes Children's Language and School Readiness (Part 2)

**Session Three:**  
Content: Attentive Emotion Coaching Strengthens Children's Emotion Literacy & Empathy (Part 3)  
Attentive Social Coaching Promotes Children's Cooperative Friendships (Part 4)



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## Incredible Years Training Agenda ~ 5 3-hour Sessions

**Session Four:**  
Content: Protocol for children 4-6 years  
Attentive, Imaginative Parenting Promotes Children's Emotional Regulation Skills (Part 5)


**Session Five:**  
Attentive, Creative Play Promotes Children's Problem Solving & Empathy (Part 6)



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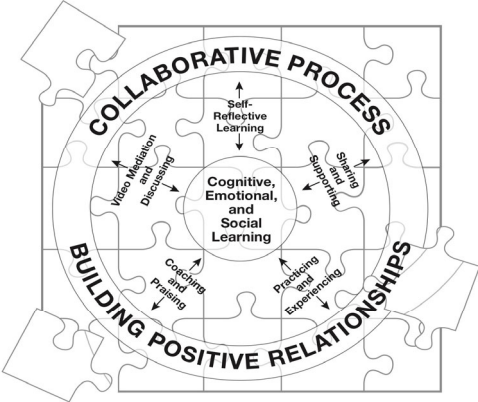
**The Incredible Years** **Attentive Parenting Group Leader Workshop**  
**Session One Agenda**

- Overview of Incredible Years Programs, Collaborative Methods, and Processes and Session Structure
- Parent Goals and Group Rules
- Overview of Attentive Parenting Program
- Benefits and Barriers of Child Directed Play
- Mediating Introductory Narrations
- Home Practice Assignments



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**The Incredible Years** **Incredible Years Uses the Collaborative Model & Evidence-based Building Tools**



**The Collaborative Learning Process**

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## What is an IY Collaborative Model?

- active, self-reflective, non-blaming, a non-hierarchical, reciprocal relationship built on trust, respect & open communication

*Acknowledges that expertise is not sole property of group leader, that parents are experts regarding their children's needs, goals, family culture and environment ~ means to labor together.*

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## Why is the Collaborative Model Important?

- Allows for tailoring for individual family goals and children's development
- Leads to parent empowerment by reinforcing parents self-learning, ideas & problem-solving
- Scaffolds and assures group safety, trust & respect
- Honors and respects parents' experiences and is culturally responsive
- Enhances every parent's participation, engagement and motivation
- Builds parent support networks




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## Group Leader Tool #1: Building Positive Relationships

**IY Group Leaders ~**

- Make learning fun & use humor
- Bilingual services
- Encourage parents to attend with a partner/spouse/friend
- Address parents' personal goals
- Get to know parents' children
- Make friendly check-in weekly calls
- Build parent support networks within group
- Assign parent buddies, "teams" with same goal, etc.



Fun Principle



Listening


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## Group Leader Tool #2: Building Parents Support Team

**IY Group Leaders ~**

- Invite parents to share their experiences & engage in problem solving discussions with each other
- Help parents celebrate each others' success with weekly short-term goals
- Assure that group rules respect every parent's viewpoint & culture
- Assign weekly buddy practices, buzzes and calls
- Encourage family and community support networks



Get Support



Show Respect

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## My Support Network

**Parent Support Network**  
*Who can lend a helping hand?*  
Think about people in your support network. Each hand represents a different group of people. Write in each hand specific people from that network who can help provide support to you and your child! You can draw or paste a picture of your family in the "My Support Network" circle!

Friends/Family

Neighbors/Coworkers

Other Children/Health Care Providers

Parent and Child Groups

Teachers, School Counselor, Support Staff

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## Group Leader Tool #3: Encouraging Parent Engagement with Program

**IY Group Leaders ~**

- Give incentives/prizes for attendance
- Pull out "principles" from parent ideas
- Collaborative and self-reflective learning
- Check in on weekly success achieving short term goals and ways to overcome barriers
- Respond to weekly parent session evaluations, follow up on negative or neutral evaluations


Be Flexible

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**The Incredible Years** **Group Leader Tool #3:**  
**Maintaining Ongoing Engagement with Program**

**IY Group Leaders ~**

- Weekly calls to parents to check in on home activities, goals and experiences
- Follow-up immediately with those who miss sessions and offer make up sessions
- Encourage parent buddy calls
- Provide day care, transportation, and dinners
- Include IY child trainings and IY home coaching as needed



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**The Incredible Years** **IY Group Overall Session Structure**  
**(9-10 2 hour sessions)**

- **25 Minutes:** Check in on parents' current family situation, goals, benefits of prior week's home activities and barriers, reading assignments, & buddy calls
- **30 Minutes:** Introduce new topic, show vignettes, discussion and role play practice of new skills. 3-4  
**10 minute** coffee break
- **45 Minutes:** Continue showing 3-4 vignettes, discussion, and role play practice of new skills
- **10 Minutes:** Summary of key learning, set weekly goal, review home activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Email, text & call each parent for individual check in

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**The Incredible Years** **Structure for Individual 45-60 Minute IY Video Tele-Session (COVID-19)**


- **10 Minutes:** Check in on parent's current family situation, stress level, coping strategies & child behavior
- **10 Minutes:** Check in regarding parent's goals from prior session. Reassess goals. Focus on successes, identify key principles used, problem solve barriers
- **30 Minutes:** New content, 2-3 vignettes, discussion, and role play practice of new skills (practice may be with child, if appropriate).
- **10 Minutes:** Set new goal, review home activities and reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Email (see buzz form)



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**The Incredible Years** **Parent Group First Session (2 hours)**

- **10 min:** Introductions
- **5-10 min:** Brainstorm Group Rules
- **15 min:** Parent Goal Setting & Explaining IY Program & tying to parent goals
- **25 min:** New Content, 1-2 Vignettes with discussion & practice
- **10 min break**
- **30 min:** Content continued. 2-3 vignettes & practice
- **10-15 min:** Summarize learning, set goal for week, review home activities & reading assignment, session evaluation




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## Sample Group In-Person Rules

- Confidentiality for parents and children: personal details are not shared outside the group
- Respect: listen others' ideas, recognize that not all parents will parent in the same way, no put-downs
- Cell phone quiet: step outside to take a call or send a text
- Everyone should participate, but you have the right to pass
- Start and end on time
- Try to do homework between sessions




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## Buzz Parent Goal Setting

*Parents Thinking Like Scientists*




Child Problems	Goals
Child Strengths	





Identify goals for the child.. Short term and long term.



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**The Incredible Years** **Tool #4: Following IY Attentive Parenting® Protocol as Blueprint for Fidelity Delivery**

- Follow weekly session protocols in recommended sequence
- Show recommended vignettes and practices
- Add vignettes and practices as needed
- Do not reduce dose of intervention but add more sessions according to parents' learning progress and needs

**Parenting Pyramid®**

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**The Incredible Years** **Program 1: Attentive Child-Directed Play Promotes Positive Relationships & Children's Confidence**

Objectives
• Being Child-Directed & Attentive
• Supporting Children's Independence & Confidence
• Understanding the Importance of Individual Time
• Responding to Children's Developmental Readiness
• Giving Your Child Time
• Importance of Pretend Play
• Building a Supportive Relationship with Children
• Understanding How to End Play

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RMGL008

**Incredible Years**



## Typical Child-Directed Play Benefits/Barriers Responses

**Benefits**

- Child enjoys parent attention
- Fun for parent
- Child feels special
- Child more cooperative afterwards
- Parent and child feel close
- Parent learns child's interests

**Barriers**

- Parent doesn't know what or how to play
- Child doesn't want to play
- Child fusses when it's over or asks to play too often
- No time to play
- Parents aren't supposed to play with children



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## Being a Culturally Responsive Group Leader



- Respect and affirm cultural differences and promote supportive & culturally sensitive group atmosphere
- Honor each participants' goals for themselves and their children
- Use puppets, toy characters, books, songs and games that represent the different cultures of the children
- Make culture visible and invite discussions and sharing of cultural identity & recognize its importance in relationship building & helping children develop a healthy ethnic identity
- When possible have one leader who represents the dominant culture of the group
- Select vignettes that represent diverse populations of families
- Use trained interpreters and work collaboratively with them so that the meaning of the program content is understood




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**The Incredible Years** **Group Leader Tool #5: Mediating Video Vignettes For Discussion (Summary)**

**IY Group Leaders Mediate Vignettes by:**


- Pause video introduction to explain terms & check understanding of key concepts
- Set up a vignette focus (explain what to focus on when watching vignette)
- Pause a vignette several times for reflection, buddy buzzes, questions, & scripting
- Ask probing questions about vignettes to promote self-reflective learning
- Tailor questions to parents' goals and culture and child's development



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**The Incredible Years** **Tool # 6: Assigned Home Learning Experiences & Ending Sessions**

- Summarize key learning principles/ideas & review refrigerator notes for child directed play
- Review parent home assignment record sheets, assign learning to home situation & tailor as needed
- Parents set weekly goals (see self-monitoring sheet)
- Complete session evaluations




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**The Incredible Years** Summary of IY Group Leader Building Tools

**Tool #1:** Building Positive Relationships 

**Tool #2:** Building Parents Support Team


**Tool #3:** Encouraging Parent Engagement with Program 

**Tool #4:** Following IY Session Protocols & Agenda as Blueprint for Fidelity Delivery

**Tool #5:** Mediating Video Vignettes For Discussion 

**Tool # 6:** Assigned Home Learning Experiences & Ending Sessions

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**The Incredible Years** Trainee Assignments Session One 

**To Read:**

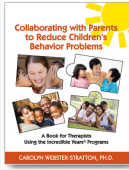
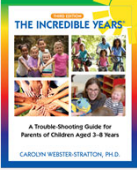
- Read chapter 1 in Parent book, *The Incredible Years (3<sup>rd</sup> edition) A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years*, by Carolyn Webster-Stratton, Ph.D.
- Read chapters 3, 4 & 8 in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs* By, Carolyn Webster – Stratton, Ph.D. (Optional Reading)

**To Practice:**

- If possible, play with a child using the child-directed process of following the child's lead and being an "appreciative audience".

**To Study:**

- Review vignettes in Program 1: Child Directed Play with questions in leader manual.



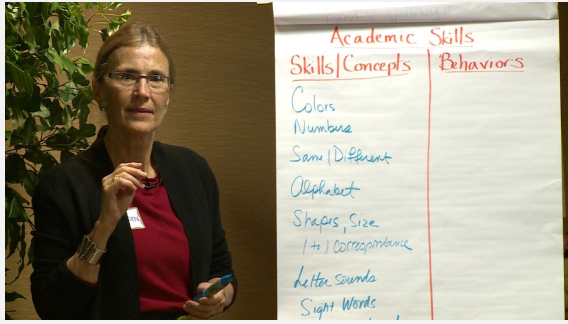
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**The Incredible Years** **Incredible Years® Attentive Parenting**  
**On-line Group Leader Training**  
Carolyn Webster-Stratton, Ph.D.

Attentive Parenting®  
Universal Program  
Ages 2 to 6 years

**Session Two**  
**Program 1: Child directed Play cont'd**  
**Part 2: Academic & Persistence, Coaching Promotes Children's Language Skills & School Readiness**



Academic Skills


Skills/Concepts	Behaviors
Colors	
Numbers	
Same/Different	
Alphabet	
Shapes, Size	
1-1 Correspondence	
Letter Sounds	
Sight Words	

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**The Incredible Years** **Trainee Home Assignments Check in**

**Key Learning From Reading and Leader Manual & Vignette Review**

- What did you learn?
- What questions do you have?



THIS BOOK IS SO HARD TO READ

I KNOW IT.

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## Attentive Parenting Group Leader Workshop Session Two Agenda

Content: Academic and Persistence Coaching

- Parent Home Activities Check In
- Continuing Learning How to Mediate Vignettes
- Setting up Role Play Practices
- New Topics: Pre-Academic and Persistence Coaching

Attentive Parents Use Coaching Methods




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## Sample Questions about Parent Home Activities

- *Share one thing that went well this past week when playing with your child.*
- *What was the impact of using the child-directed approach? How did you feel?*
- *What was the response of your child?*
- *What play activities did you do?*
- *What play principles did you try?*
- *Did you achieve your goal for the week?*
- *Share one difficulty (barrier) and what you would do differently next time?*




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**The Incredible Years** Program 2: Attentive Academic & Persistence Coaching  
Children's Language Skills & School Readiness

**Objectives**

- Using Descriptive Commenting with Toddlers to Build Language Development
- Promoting School Readiness with Academic Coaching
- Avoiding Too Many Questions
- Using Persistence Coaching to Promote Children's Attention
- Using Coaching to Encourage Children's Homework
- Coaching Pre-reading and Reading Readiness



**Supporting**



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**The Incredible Years** Tailor Coaching Language to Child's Language Development Level

**Limited Language (1-2 years)**

- Objects (names of things child uses daily such as clothing or a food item)
- Child or parent actions (walking, listening, putting, dressing)
- Positions (in, out, up, behind)



**Pre-Academic Concepts**

**3-4 Year-Olds**

- Colors
- Shapes
- Positions
- Sizes
- Vocabulary


**5-6 Year-Olds**

- Complex Shapes and Patterns/ Textures
- Numbers and Letters
- Words and Sentences
- Problem Solving
- Connections Between Ideas
- Math Concepts (counting, more/less, one-to-one correspondence, adding)

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## Tool #6: Large Group Practice Enhances Learning



**What did you notice about how the role play was set up and debriefed?**


- Explain rationale for practices
- First set up a **large group** role play practice (child directed descriptive commenting or academic coaching);
- Choose parents to practice
- Establish roles of child and parent in scenario
- Review parent academic coaching script on flip chart from discussion
  - *Ready-set-action*
- Pause action to debrief, reflect, praise, new ideas
- Replay for new suggestions
- Follow by setting up small group triad practices



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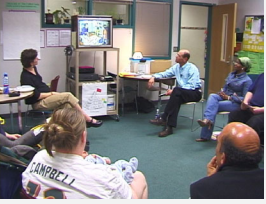
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## Group Leader Tool #5: Mediating Video Vignettes For Discussion (Summary)



**IY Group Leaders**

- Pause video introduction to explain terms & check understanding of key concepts
- Set up a vignette focus (explain what to focus on)
- Pause a vignette several times for reflection, buddy buzzes, questions, scripting, & praise
- Ask probing questions about vignettes to promote self-reflective learning
- Tailor questions & insights to parents' goals and culture




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**The Incredible Years** **Group Leader Tool #5: Mediating Video Vignettes for Discussion (Summary)**

**IY Group Leaders**

- Keep group focused on key points related to topic
- Pull out 1-2 key “principles” from parents’ ideas (paraphrase and write on flip chart)
- Pace discussion strategically, praise & reward contributions
- Select vignettes for group according to family needs
- Follow vignettes with large group practice



USE VIDEOVIGNETTES IN A COLLABORATIVE WAY TO ENHANCE TEACHING

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**The Incredible Years** **Tool #6 cont'd: Experiential Planned Small Group Practices**



- Select participants for small group practices (triads) and clarify roles for parents & children (age, language & play level)
- Tailor practices according to individual parent’s needs & goals & children’s developmental and language level
- Pause practices as needed for clarification
- Ask one participant in triad to be coach/observer and give positive feedback to parent of strategies used



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**The Incredible Years** **Tool #6 cont'd: Coaching Planned Small Group Practices**

- Exchange roles of parent, child and coach
- Group leader models skills as needed when coaching small groups
- Encourage small steps; keep it simple; this is first step; be patient with learning process; model with only one child at a time
- Debrief learning from practices afterwards
- Determine needs for further individual practices



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**The Incredible Years** **Trainee Assignments Session Two**

**To Read:**

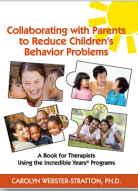
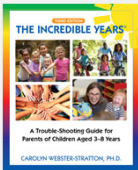
- Read chapters 2 in Parent book, *The Incredible Years (3<sup>rd</sup> edition) A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years*, by Carolyn Webster-Stratton, Ph.D.
- Read chapter 5 Typical Questions in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs* by, Carolyn Webster –Stratton, Ph.D. (optional)

**To Practice:**

- If possible, play with a child using the academic & persistence coaching

**To Study:**


- Review vignettes in Program 2 and is time Program with questions in leader manual.



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**The Incredible Years** Incredible Years® Attentive Parenting Program  
On-line Group Leader Training  
Carolyn Webster-Stratton, Ph.D.

**Session 3:  
Program 3 : Emotion Coaching,**



A photograph showing four children sitting on the floor with their puppets. The puppets are made of cardboard boxes and are labeled with names: 'Alyssa', 'Marianne', 'Jennifer', and 'Amanda'. The children are holding small cards. In the background, there are colorful charts and posters on the wall. In the bottom left corner of the photo, there is a small green box with the text 'Attentive Parenting Universal Program Ages 2 to 6 years'.

Attentive Parenting Universal Program  
Ages 2 to 6 years

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**The Incredible Years** Attentive Parenting Group Leader  
Workshop Session Three Agenda

- Parent Home Activities Check In

Content: Emotion Coaching

- Continuing Learning How to Mediate Vignettes
- Practice Setting up Large Group & Small Group Role Play Practices
- Using Puppets
- Review Home Activities

Content: Social Coaching



A circular logo with a green background. The text inside the circle reads 'Attentive Parents Tend Seeds that Grow Love'. Below the text is a small graphic of a blue book with the word 'SEEDS' on it and a yellow sun. At the bottom of the circle, the website address 'www.incredibleyears.com' is written.

Attentive Parents  
Tend Seeds that  
Grow Love

SEEDS



www.incredibleyears.com

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**The Incredible Years** Program 3: Attentive Emotion Coaching Strengthens Children's Emotional Literacy

**Objectives**

- Learning How to Strengthen Children's Emotional Literacy with Books
- Encouraging Positive Expression of Emotions
- Knowing How To Model Emotion Language
- Combining Emotion Coaching with Persistence Coaching for Uncomfortable Emotions
- Using Pretend Play to Strengthen Children's Emotion Learning
- Understanding How to Respond to Negative Emotions
- Enhancing Children's Beginning Empathy Skills
- Using Pretend Play to Strengthen Children's Empathy Learning



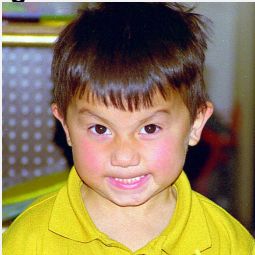
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**The Incredible Years** Emotion Coaching


- How many feeling words do you think most 4-year-olds know?
- What is the benefit of knowing and understanding feelings?

**Brainstorm Feeling Words**

- Mad
- Angry
- Scared
- Frustrated
- Embarrassed
- Confused
- Worried



- Happy
- Proud
- Excited
- Calm
- Relaxed
- Peaceful
- Loved
- Brave



Why is it easier to think of emotion words with a negative valence?  
What is the risk if these are the emotions that we notice more?

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### Examples of Coaching Children's Positive Emotions with Puppet

- **Positive Emotions: Notice and Describe Child's Emotions & Your Own and Puppet's Emotions**
- You look happy. Your face a big smile.
- You must be so proud. You worked hard to finish that.
- You seem excited. Your body is jumping up and down.
- Your body is relaxed and peaceful.
- I bet you feel brave for taking that risk.
- I am happy when I am playing with you
- I am curious to see what you do next
- I am proud of how you kept trying and completed that puzzle
- I am confident you can do that

How does this look different for child with less language?



HAPPY  
EXCITED  
PROUD

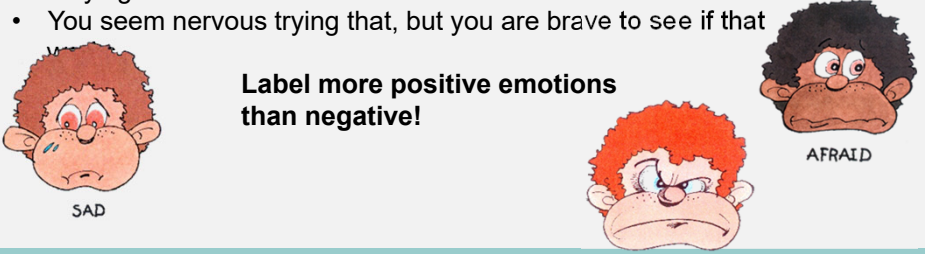
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### Examples of Coaching Children's Uncomfortable Emotions with Puppet

- **Negative Emotions: Describe and Add Coping Statement**
- That looks frustrating, but you keep trying.
- It's sad when your mom leaves. I know that she'll be back in a while.
- You look angry, but you are taking a deep breath.
- I can see that you are feeling annoyed, but you are ignoring and staying calm
- You seem nervous trying that, but you are brave to see if that

**Label more positive emotions than negative!**



SAD  
FRUSTRATED  
AFRAID

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**The Incredible Years** Incredible Years® Attentive Parenting Program

Attentive Parenting® Universal Program  
Ages 2 to 6 years

### Program 4: Social Coaching



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**The Incredible Years** Program 4: Attentive Social Coaching Promotes Children's Cooperative Friendships

### Objectives

- Using Puppets to Practice Social Skills
- Modeling, Prompting and Giving Attention to Children's Social Skills
- Knowing How To Link Social Actions to Emotions
- Using Social Coaching to Promote Sibling and Peer Cooperation
- Using Pretend Play to Learn About Inclusion of Others
- Learning How to Help Children to Make Friends
- Combining Social and Emotion Coaching to Enhance Friendships
- Using Social Coaching Beyond Play Times

Attentive Parents Support Daily Social Growth  
[www.incredibleyears.com](http://www.incredibleyears.com)

Attentive Parenting® Universal Program  
Ages 2 to 6 years

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**The Incredible Years** **Tailoring Coaching to Children's Developmental Levels**

**Tailor Emotion and Social Coaching to Meet Each Child's Developmental Goals**


- **Think of coaching statement/focus for child who is:**
  - Fearful, anxious, quiet
  - Angry and aggressive
  - Has trouble waiting for a turn
  - Wiggly and impulsive
  - Grabs toys from others
  - Says mean things to peers
  - Shy
  - Limited language
- **Brainstorm how to use the puppet to support your child**

A cartoon illustration of a young boy with dark hair and glasses, wearing a blue long-sleeved shirt. He is smiling and holding a blue dragon puppet. The dragon has a red cap, yellow horns, and green spikes along its back. The boy's hands are visible, holding the puppet's body.

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**The Incredible Years** **Assigned Parent Home Activities Learning Experiences & Ending Sessions**

- Summarize key learning principles/ideas & review refrigerator notes for social and emotion coaching
- Review parent home activities & record sheets, assign learning to goals & tailor as needed
- Parents set weekly goals (see self-monitoring sheet)
- Complete session evaluations

A simple illustration of a spiral-bound notebook with a yellow pencil resting on top of it. The notebook has a white cover and a spiral binding on the left side. The pencil is yellow with a pink eraser and a sharp lead tip.

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**The Incredible Years**

## Trainee Assignments Session Three

**To Read:**

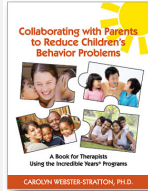
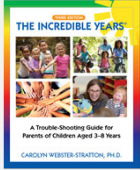
- Read chapter 5 in Parent book, *The Incredible Years (3<sup>rd</sup> edition) A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years*, by Carolyn Webster-Stratton, Ph.D.
- Read chapter 5 Typical Questions in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs*, by Carolyn Webster-Stratton, Ph.D. (optional)

**To Practice:**

- If possible play with a child using the emotion & social coaching

**To Study:**

- Review video vignettes in Program 3 & 4 and with questions in leader manual.





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**The Incredible Years**

## Incredible Years® Attentive Parenting Program On-Line Group Leader Training Carolyn Webster-Stratton, Ph.D.

**Session 4** RMGL0016

**Program 4: Social Coaching cont'd**  
**Program 5: Promoting Children's Emotional Regulation Skills**




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**The Incredible Years** Program 5: Attentive Imaginative Parenting Interactions  
Promote Children's Emotion Regulation Skills

**Objectives**

- Teaching Children's Self-Regulation Skills (e.g., deep breathing, happy imagines, positive self-talk)
- Helping Children Stay Regulated by Using Words
- Modeling, Prompting and Using Puppets to Practice Self-regulation Skills
- Learning how to Explain the Calm Down Thermometer to Children
- Helping Children Practice Calm Down Strategies
- Sharing Tiny's Secrets for Self-Regulation



**Scaffolding**

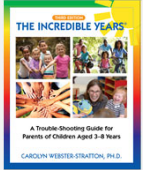


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**The Incredible Years** Trainee Assignments  
Session Four

**To Read:**

- Read chapter 5 in Parent book, *The Incredible Years (3<sup>rd</sup> edition) A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years*, by Carolyn Webster-Stratton, Ph.D.

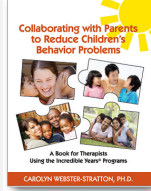


**To Practice:**

- If possible play with a child using the emotion & social coaching methods and trying explaining the calm down thermometer to a child.

**To Study:**

- Review video vignettes in Program 5 & 6 and with questions in leader manual.



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## What is an IY Collaborative Model?

- active, self-reflective, non-blaming, a non-hierarchical, reciprocal relationship built on trust, respect & open communication

*Acknowledges that expertise is not sole property of group leader, that parents are experts regarding their children's needs, goals, family culture and environment ~ means to labor together.*

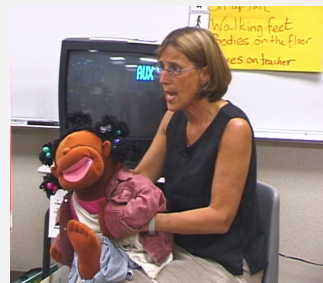
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## Teaching Problem Solving with Puppets

### Benefits of using puppets to practice children's solutions to problems

- Allows the adult to enter the child's imaginary world
- Children may problem solve more easily with a puppet than with an adult
- Puppet can model and prompt prosocial ideas for solving problems
- Puppet can model self-regulation skills, emotion language & empathy when talking about problems
- Adult can control the puppet's positive response to the child's responses by exploring the best solution




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## Important Components of Implementation Fidelity

- ✓ **Adherence** - program delivered with all core components using session protocols & materials
- ✓ **Exposure/Dosage** - in frequency and length of time as program recommended for target population addressed
- ✓ **Quality** - program delivered using group leader methods & processes & protocols prescribed by developer
- ✓ **Differentiation** - program tailored according to population served
- ✓ **Participant Responsiveness/Attendance** - extent participants are engaged and involved



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## Research on Fidelity

***The belief that some intervention is better than none is erroneous.***

- estimated effects of program impact was incrementally affected by the number of sessions parents attended
- there are significant correlations between IY treatment fidelity and effect size (Scott, 2004; Webster-Stratton 2010; Lochman 2009)

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**©The Incredible Years** **Research on Incredible Years Program Dose**

- For Incredible Years **prevention** research the most significant effects were with those who attended 9 & more parenting 2-3 hour weekly sessions (Baydar et. al., 2003) Longer programs are needed for child-welfare referred families and those with English as a 2<sup>nd</sup> language.
- For Incredible Years **treatment** research (high risk families & diagnosed children) effect sizes were higher for those in 20+ week program vs those in 10-12 week program in terms of reduced child behavior problems and higher parent self-confidence.

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**©The Incredible Years** **Certification/Accreditation** 

**What is certification/accreditation and why should I do it?**

- Certification/accreditation is a process to ensure group leaders do the program with fidelity
- This will help agencies obtain outcomes similar to those found in the research
- The certification process provides group leaders with support and advice in how to do the program in the best possible way
- Leaders who go through the process find it takes time but is rewarding
- Leaders get detailed feedback on their leading and ideas for how to address barriers
- Agencies that would like to have Peer Coaches and Mentors must start with having accredited group leaders

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 **Certification/Accreditation** 

**What do I need to do to be certified or accredited?**


- See the website for detailed steps
- Lead at least two complete groups
- At least 14 sessions for prevention/18-20 for treatment
- At least 2/3 of parents complete each full group
- Collect final parent satisfaction forms
- Complete leader and peer self-evaluations
- Complete session checklists
- Submit videos for review (final video must pass accreditation standards)

• <http://www.incredibleyears.com/certification-gl/>

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 **Role of Incredible Years® Headquarters  
in Promoting Fidelity**

- Review DVDs of clinician group sessions.
- Review clinician accreditation applications.
- Identify possible IY peer coaches/mentors/trainers.
- Provide ongoing support and training for IY mentors and trainers (annual meeting).
- Review all training protocols, evaluations.
- Update, improve, and develop programs.
- Consult with agencies and funding sources to plan and ensure program is delivered with fidelity.



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## Next Steps

Read	Read remaining chapters of teacher books
Try	Academic, social, and emotional coaching with children!
Continue	Studying group leader manual
Watch	Watch program vignettes
Practice	Practice sessions with your co-leader
Plan	Build connections with preschools and child care centers
Connect	Talk with teachers and administrator about their goals for training
Start	Start your group!

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## On-going



- Video your groups
- Do on-going peer review with co-leader (review your group sessions and plan together)
- Obtain consultation from Incredible Years (share video clips, participate in Zoom consultation)
- Keep paperwork (session checklists, final evaluations, attendance, process checklists)
- Send in a full video for review half-way through your first session (start accreditation process early!)
- Have fun!

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