

The Incredible Years Incredible Years® Parenting Program
Video Tele-Session Training
Carolyn Webster-Stratton, Ph.D.

Preschool BASIC Parent Program

Pre-training Self-Study

Read article
Webster-Stratton, C., & Bywater, T. (2019). The Incredible Years® series: An internationally evidenced multi-modal approach to enhancing child outcomes. In B. Fiese, M. Whisman, M. Celano, K. Deater-Deckard, and E. Jouriles (Eds.), APA Handbook of Contemporary Family Psychology.

Watch preview Video

Read chapter 1 & 2 Collaborating with Parents book

Powerpoint on web; objectives pages

Participants must have leader manual, DVDs or USB and 2 books to participate.

<http://www.incredibleyears.com/workshop-info/pre-training-self-study/>

Collaborating with Parents to Reduce Children's Behavior Problems
A Book for Therapists Using the Incredible Years® Programs
CAROLYN WEBSTER-STRATTON, PH.D.

THE INCREDIBLE YEARS®
A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years
CAROLYN WEBSTER-STRATTON, PH.D.



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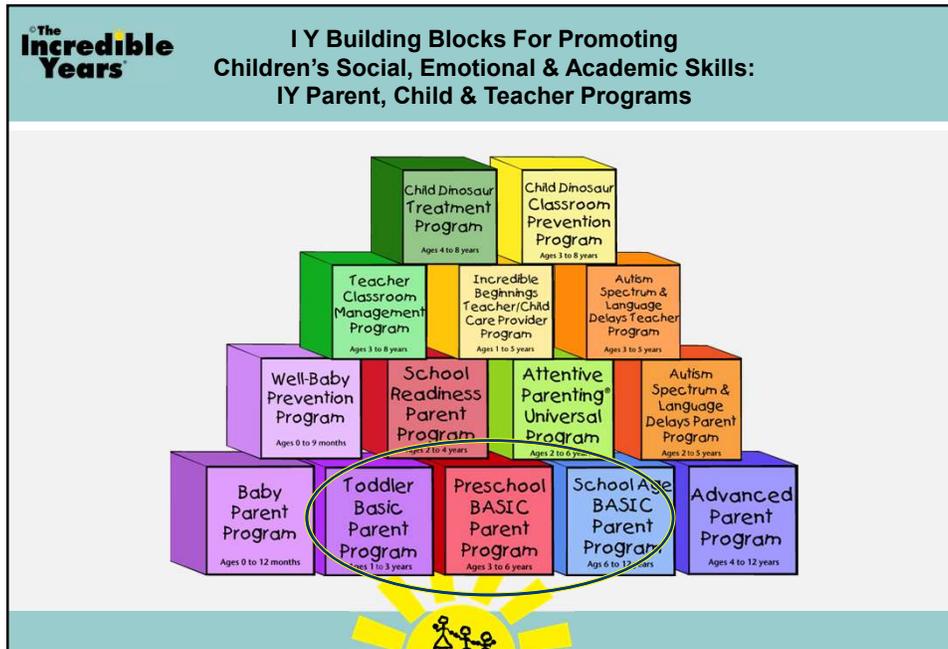
The Incredible Years Incredible Years® Basic Parenting
Video Tele-Session Training
Carolyn Webster-Stratton, Ph.D.

Preschool BASIC Parent Program

Session One:
Child-Directed Play, IY Methods and Processes



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Incredible Years Training Agenda ~ 5 3-hour Sessions

Session One:
Overview of Program, Incredible Years Methods and Processes
Content: Child-Directive Play Promotes Positive Relationships

Session Two:
Content: Academic & Persistence Coaching Promotes School Readiness

Session Three:
Content: Social & Emotion Coaching
Praise and Rewards

Preschool BASIC Parent Program

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Incredible Years Training Agenda ~ 5 3-hour Sessions

Day Four:
Content: Household Rules & Routines & Effective Limit Setting
Handling Misbehavior ~ Follow through with Commands, Ignore & Distractions

Day Five: Time Out to Calm Down, Consequences and Problem Solving
Fidelity Program Delivery



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Incredible Years Training Agenda ~ Session One

- Welcome, Introductions, Goals
- Overview of program and research summary
- Answer questions regarding self-study reading
- Brainstorm: Parent and Child Perspectives
- Review collaborative model & first building tools
- Overview of 2-hour group agenda and tele-session agenda
- Setting group session rules & determining parent goals
- Complete the *How I am Incredible Template*
- Modeling & Review group leader mediation of vignettes
- Review Session Closing
- Between Session Assignments



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What is an Evidence-based Program?

A researched program with experimental studies that employ the following:

- At least two randomized control group trials (RCT)
- At least one RCT independent replication
- Outcome shows change in research-based risk factors
- Studies use reliable measures including reports, observations, assessments
- At least one-year follow-up



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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)



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The Incredible Years Incredible Years® Program Goals

Short Term Goals

- Improve parent-teacher-child relationships
- Reduce harsh discipline at home and school
- Increase parent and teacher social support & reduce stress
- Improve home-school communication
- Promote child social competence, emotional regulation, problem solving and school readiness
- Prevent, reduce, and treat social and emotional problems in young children

Long Term Goals

- Prevent conduct disorders, school drop out, delinquency and substance abuse



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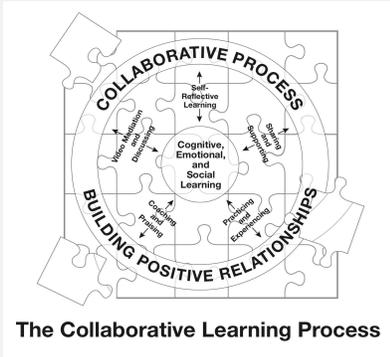
The Incredible Years A Collaborative Building Project Between Agency, IY Trainer, IY Group Leader & Families

- Program Developer (Architect) -
- Agency/Organization (Contractor)-
- Mentor/Trainer (Project Manager)
- Peer Coach (Foreman)
- Clinicians/Group Leaders (Builders/Construction Team) -
- Family-Community



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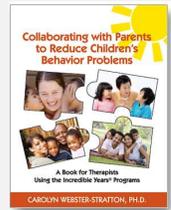
©The Incredible Years **Incredible Years Uses the Collaborative Model & Evidence-based Building Tools**



The Collaborative Learning Process

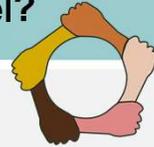
What does the collaborative process mean in the context of the IY parent groups?

See Chapter 9
Collaborating with Parents to Reduce Children's Behavior Problems



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©The Incredible Years **What is an IY Collaborative Model?**



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

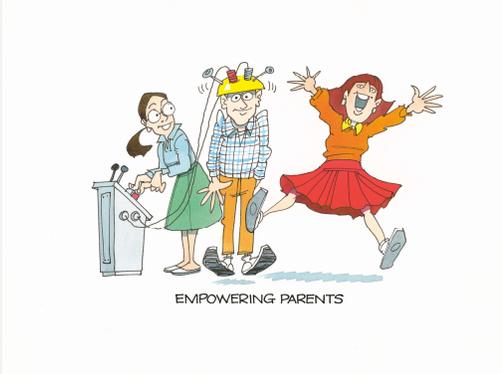
Acknowledges that expertise is not sole property of group leader, that parents are experts regarding their children's needs, goals, family culture and environment ~ means to labor together.



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The Incredible Years Why is the Collaborative Model Important?

Brainstorm



EMPOWERING PARENTS



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The Incredible Years 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



EMPOWERING PARENTS



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©The Incredible Years **Collaboration Allows for Tailoring to Individual Families' Goals & Children's Development**

The collaborative IY group leader ~

- Tailors parenting content and strategies to temperament and developmental stage of child
- Tailors parent content, pacing and methods to parent goals, family context & culture
- Addresses emotions, cognitions and behaviors equally and according to parents' learning styles



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©The Incredible Years **Collaboration Leads to Parent Empowerment**

The collaborative IY group leader ~

- Has positive expectations for parents' success
- Praises parents' efforts, insights and progress and recognizes their strengths
- Rewards parent participation, problem solving & effort with incentives
- Helps parents understand normal child developmental stages and to have realistic expectations for their own unique child
- Encourages parents to help and support each other

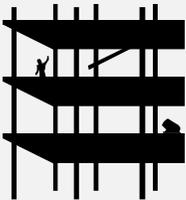


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The Incredible Years **Collaborative Scaffolding Assures Group Safety, Trust & Respect**

The IY collaborative group leader ~

- Helps parents develop and agree upon group or tele-session rules
- Helps parents identify personal long-term goals & group commonalities
- Provides predictable scaffolding/structure and agenda for group or individual tele-sessions
- Sets limits when needed to prevent side tracking or a parent monopolizing discussion; assures time management
- Maintains positive respect and tone in groups



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The Incredible Years **Collaboration Honors and Respects Parents' Experiences & is Culturally Responsive**

The IY collaborative group leader ~

- Does not treat parents' lack of follow through as resistance; but tries to understand the barriers that make change difficult
- Sees the parent as the expert on the child
- Understands that parenting strategies may need to be tailored depending on parents' experiences, life circumstances, culture or beliefs.



SUPPORTING AND ADVOCATING FOR PARENTS



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The Incredible Years

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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The Incredible Years **Group Leader Tool #3:**
Encouraging Parent Engagement and Motivation

IY Group Leaders ~

- Give incentives/prizes for attendance
- Pull out “principles” from parent ideas
- Collaborative and self-reflective learning
- Tailor home assignments with parent self-monitoring checklist
- 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



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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 or on-line coaching as needed



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The Incredible Years **IY Group Overall Session Structure (18-20 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 3-4 vignettes, discussion and role play practice of new skills.
- **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
- **10 min:** Brainstorm Group Rules
- **20 min:** Parent Goal Setting
- **10 min:** Explaining IY Program & tying parent pyramid to parent goals
- **15-20 min:** Learning about the Child ~ *How I am incredible* document
- **10 min Break**
- **25 min:** Show 1-2 Vignettes with practice
- **15 min:** Review home activities, weekly goal, session evaluations



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The Incredible Years **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

Getting to Know the Child





How I am Incredible!

Child's Name and Age: _____

Adults that Support My Growing and Learning:	My Temperament (e.g., activity level, adaptability, physical sensitivity, interests, distractibility, persistence, predictability, quiet, anxious, angry):
My Play and Language Level (e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but my social interactions are inappropriate, very few words, lots of language, inappropriate language):	My Favorite Activities (e.g., reading, soccer, games, music, cooking, building activities, drawing, pretend play):
Social, Emotional, Persistence, Language and Academic Skills I am Learning (e.g., helping others, calm down methods, speaking politely, taking turns, listening):	My Parent's Goals for Me: (e.g., helping my child follow directions, to better at school, improve his/her academic success, reduce my own anger and stress):

- Family Context
- Temperament (activity level, persistence, anxiety, impulsive)
- Child Play Level (alone, withdrawn, parallel play, fantasy play)
- Language Level
- Favorite Activities/Dislikes
- Social & Emotional Development
- Parent-Child Relationship
- Parent Target Goals

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Buzz Goal Setting

Parents Thinking Like Scientists



Child Problems	→	Goals
Child Strengths	→	

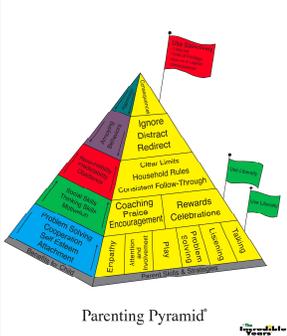


Identify goals for the child.. Short term and long term.

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The Incredible Years **Tool #4: Following IY Parenting Pyramid® 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 **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 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



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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 Parenting Pyramid 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:

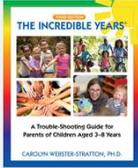
- Read chapters 3, 4 & 8 in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs* By, Carolyn Webster –Stratton, Ph.D.
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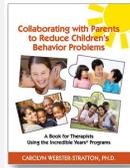
To Practice:

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

To Study:

- Review vignettes in Part 1 of play program with questions in leader manual.



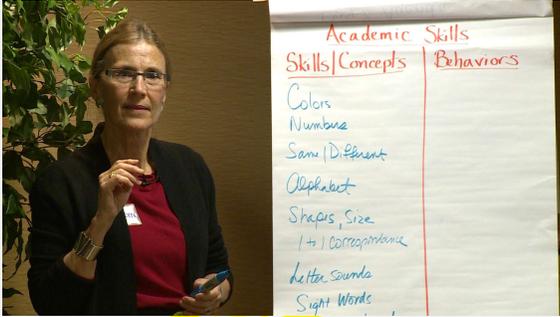




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The Incredible Years® Incredible Years® Basic Parenting Video Tele-Session Training
Carolyn Webster-Stratton, Ph.D. 

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





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The Incredible Years® **Sample Questions about Parent Home Activities**

- *Share one thing that went well this past week with your child, or with buddy in a buzz.*
- *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?*



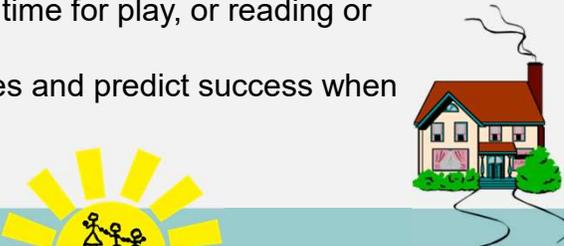


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The Incredible Years

Key Points for Review of Home Activities

- Start sessions by reviewing weekly home activities & refer to previous self-monitoring weekly parent goals
- Reward successful home experiences and set up a spontaneous practice to review being child directed
- Discuss and troubleshoot barriers to being able to engage in child directed play with child or do home activities (e.g, lack of time for play, or reading or language issues)
- Normalize challenges and predict success when struggling



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The Incredible Years

Examples of Group Leader Vignette Self-Reflective Questions

Group Leader Asks ~

What is effective about this parent's approach? (for child or their relationship)

What are the benefits of this parent's strategy (parent on vignette) for the child? What is the principle here?

Do you see this principle/idea as being helpful for your child and your goals? Can you show me how you would use this idea with your child?

Is this play activity developmentally appropriate for your child? If not, what play activity could you do that uses this principle?



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IY Leader and Co-Leader Roles

- Leader leads vignette discussion, asking questions
- Co-leader records key points & gives out stickers or rewards; adds new points when relevant; summarizes learning from a discussion of a vignette
- Leader sets up role play practice, supports parent & coleader helps coach child
- Co-leader follows the lead of the primary leader
- Leaders and co-leaders can switch roles from one session to another



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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

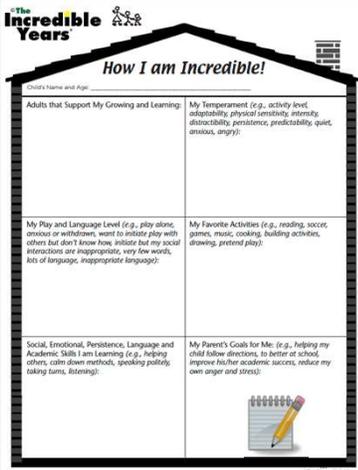


WCE-VIDEOTYPES IN A COLLABORATIVE WAY TO ENHANCE TEACHING



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The Incredible Years **Buzz/Room: Setting up Group Practices by Scripting Academic Coaching Words & Choosing Activity**

Seth Group: Chose a play activity and think about how you would narrate the play of your 3-year old child Seth who has limited language

Molly Group: Chose a play activity and think about how you would narrate the play of your 4-5 year old child Molly with typical *language development* and anxious.

Charlie Group: Chose a play activity and think about how you would narrate the play of your 7-8 year old child Charlie who is inattentive, impulsive and lacks confidence about his school skills & has few friends



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Tailor Language to Child's Language Development Level

Limited Language

- Objects (names of things child uses daily such as clothing or a food item)
- Child or teacher actions (walking, listening, putting, dressing)



Pre-Academic Concepts

4-6 Year-Olds

- Colors
- Shapes
- Numbers/Letters
- Positions
- Sizes
- Vocabulary

6-8 Year-Olds

- Complex Shapes and Patterns/ Textures
- Spelling
- Words and Sentences
- Problem Solving
- Connections Between Ideas
- Math Concepts (adding, subtracting)

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Tool #6: Large Group Practice Enhances Learning



- 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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The Incredible Years **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 **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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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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Tool # 6: Assigned Home Activities 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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Trainee Assignments Session Two

To Read:

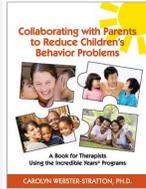
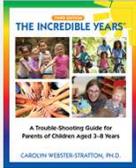
- Read chapter 5 Typical Questions in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs* by, Carolyn Webster –Stratton, Ph.D.
- Read chapters 2, 3,4 in Parent book, *The Incredible Years (3rd edition) A Trouble-Shooting 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 academic, persistence, social and emotion coaching language

To Study:

- Review vignettes in Part 2 & 3 of play program with questions in leader manual.



The Incredible Years®

Incredible Years® Parenting Program
Video Tele-Session Training
Carolyn Webster-Stratton, Ph.D.

Session 3:
Program 1 : Social and Emotion Coaching,
Program 2: Praise and Rewards



1

The Incredible Years®

Sample Questions about Parent Home Activities

- *Share one thing that went well this past week with your child, or with buddy in a buzz.*
- *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?*
- *How did it work to do academic and persistence coaching?*
- *Did you achieve your goal for the week?*
- *Share one difficulty (barrier) and what you would do differently next time?*

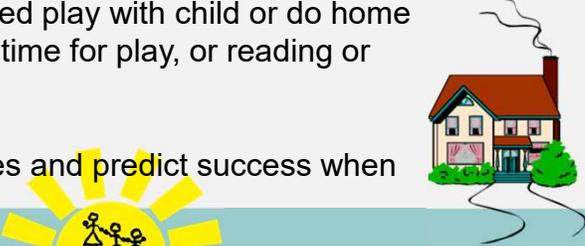


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The Incredible Years

Key Points for Review of Home Activities

- Start sessions by reviewing weekly home activities & refer to previous self-monitoring weekly parent goals
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- Discuss and troubleshoot barriers to being able to engage in child directed play with child or do home activities (e.g, lack of time for play, or reading or language issues)
- Normalize challenges and predict success when struggling



The illustration shows a two-story house with a red roof and a chimney emitting a wisp of smoke. In the foreground, a bright yellow sun with rays is partially obscured by two small stick figures walking towards it. The scene is set against a light blue background.

6

The Incredible Years

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?



The illustration shows three cartoon faces of a child with red hair, each representing a different emotion. The top face is labeled 'HAPPY' and has a wide, toothy smile. The middle face is labeled 'EXCITED' and has wide eyes and an open mouth. The bottom face is labeled 'PROUD' and has a slight, satisfied smile.

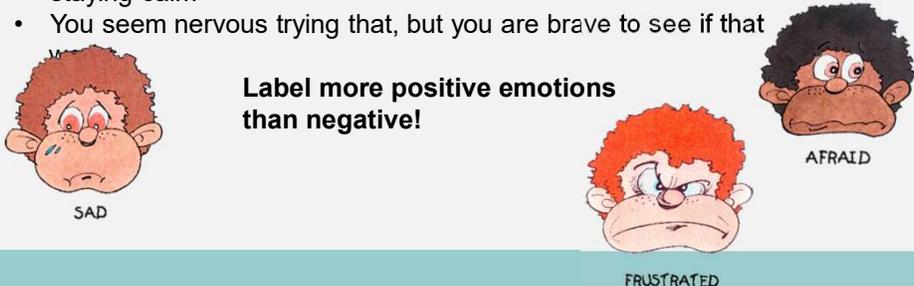
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Examples of Coaching Children's Uncomfortable Emotions with Puppet

- **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

17

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Using Puppets or Toy Characters to Model and Prompt Social Skills

- **Puppet or action figure models social interactions**

For example, puppet says,

"I'm going to be your friend and share my playdough with you"

"Do you want my help?"

"I've had a turn, now it is your turn."

"Where would you like this playdough to go?"

"You are such a good friend sharing your play dough with me"

"Can I have one of your pieces of red playdough?"

See pages 96-97 in parent book for other examples.
See manual handout pages 137-140



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

Tailor Coaching to Meet Each Child's Developmental Goals

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



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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 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

Ending Sessions

- Summarize key learning principles/ideas & review refrigerator notes for praise and encouragement, positive opposite behaviors and self-praise
- 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

Incredible Years® Tangible Rewards Programs

How can group leaders support & reward parents?



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Trainee Assignments Session Three

To Read: 

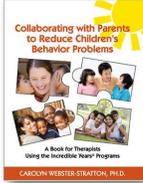
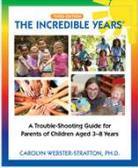
- Read chapter 6, 7 Typical Questions in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs* by, Carolyn Webster-Stratton, Ph.D.
- Read chapters 5, 6, 7 in Parent book, *The Incredible Years (3rd edition) A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years*, by Carolyn Webster-Stratton, Ph.D.

To Practice:

- If possible practice praising a child or family member & yourself for completing one of your goals.

To Study:

- Review vignettes in - Part 1 & 2 Praise and Incentives program & Parts 1 & 2 in Limit Setting with questions in leader manual.



The Incredible Years®

Incredible Years® Parenting Program
Video Tele-Session Training
Carolyn Webster-Stratton, Ph.D.

Session 4:
Program 3 Part 3: Positive Discipline ~ Household Rules, Routines and Effective Limit Setting
Program 4: Positive Discipline ~ Follow through with Commands, Ignore & Distractions



1

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Tool #8: Spontaneous Role Play Practices During Home Activities Check-in

- Use home activities reviews for these by selecting participants who have had success with a method to “show” their positive approach or reward chart or to trouble shoot a difficult home activity event
- Decide whether participants should be in parent or child role depending on parent’s issue and level of skill
- Parent group brainstorm possible scripts first ~ stay with using tools of workshops previously covered
- Debrief practice experiences
- Be sure not to get ahead of tools covered



5

The Incredible Years Incredible Years® Parenting Program
Video Tele-Session Training

Health
Preschool
BASIC
Parent
Program

Program 4: Positive Discipline ~ Handling Misbehavior
Part 1: Follow Through with Commands
Part 2: Ignoring



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The Incredible Years Discipline Hierarchies/Steps
For Nondisruptive & Disruptive Behavior



Step #1
Nonverbal Cues
Clear Rules
Predictable Schedules
Clear Transitions

Step #2
Positive Verbal Redirection
Distraction & Re-engagement

Step #3
As child begins to get upset,
coach calm down strategies:
e.g. deep breaths, coach
feelings, positive
visualization, turtle shell, self-
talk

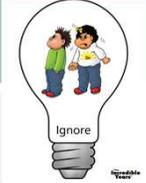
Step #4
Ignore non-aggressive
behavior (tantrums, whining)
Coach and praise positive
opposite behaviors

Ignore and redirect

45

The Incredible Years **Parent Principles of Ignoring**

- Ignore most low-mid levels disruptive behaviors
- Pair with proximal praise (for positive opposite behavior)
- Praise other children for ignoring (and teach them to ignore)
- Help other children feel safe
- Pair ignoring with a positive redirection (can ignore a behavior without ignoring a child)
- Teach self-regulation strategies when children are calm
- Model and coach self-regulation at times when children are mildly dysregulated
- Behaviors may get worse before they get better
- When child calms down, re-engage, praise and give attention
- Reconnect after ignoring



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The Incredible Years **Examples of Cognitive Brainstorms/Buzzes**

IY Group Leaders ~
Share your favorite coping thought/statement that you will use when frustrated.



Rewrite these challenging thoughts into coping thoughts.

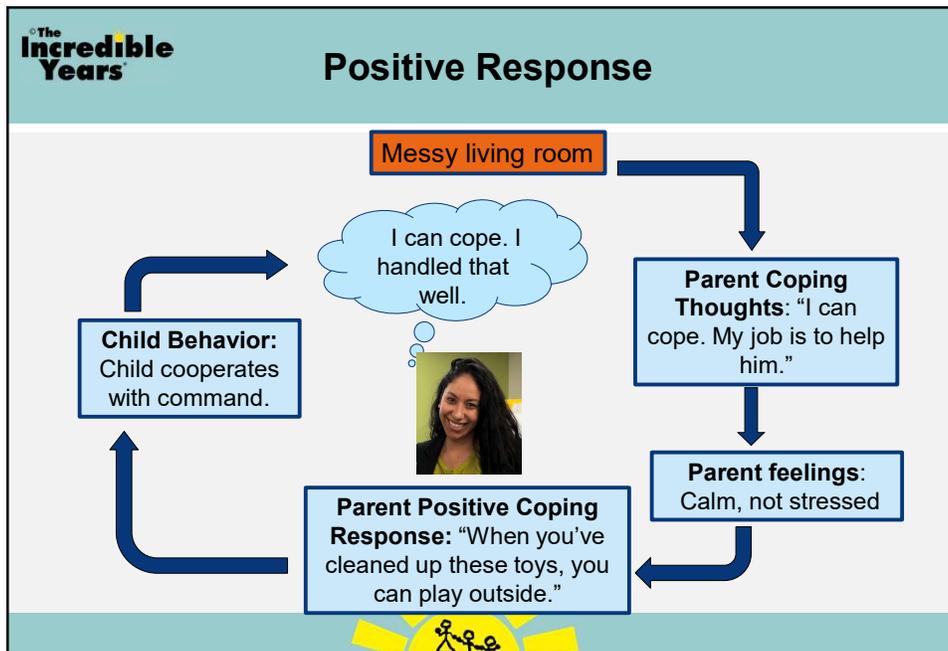
What are the benefits staying calm? Now what are the barriers to doing this? Let's look at how we can overcome these barriers.



PROMOTING PARENT SELF-EMPOWERMENT



58



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Tool # 8: Strengthening Parents' Positive Cognitions Summary

IY Group Leaders

- Use appropriate analogies and metaphors for population and culture
- Reframe parents' perspectives and cognitions to understand child development
- Make connections to prior experiences & successes
- Predict a positive future and help parents challenge unproductive thoughts
- Help parents anticipate problems and setbacks & prepare for long term results

Calming Thought

PROPHESIZING SUCCESS

Forgive

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Tool #8: Strengthening Parents' Positive Cognitions cont'd

- Use Buzzes ~ rewrite negative thoughts with coping thoughts
- Normalizing challenges ~ predicting success ~ referring to goals
- Use benefits and barriers exercises
- Use thought cards for scripts
- Ask questions about parents' thoughts and feelings from vignettes
- Incorporate thoughts, practices in role plays



MODIFYING PARENTS' POWERLESS THOUGHTS



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Trainee Assignments Session Four

To Read: 

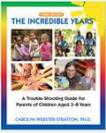
- Read chapters 9 and 10 in book *Collaborating with Parents to Reduce Children's Behavior Problems: A book for Therapists Using the Incredible Years Programs* by, Carolyn Webster-Stratton, Ph.D.
- Read chapters 8, 9, 14 in Parent book, *The Incredible Years (3rd edition) A Trouble-Shooting Guide for Parents of Children Aged 3-8 Years*, by Carolyn Webster-Stratton, Ph.D.

To Practice:

- If possible play with a child using the coaching principles and practice setting some clear limits and ignoring misbehavior.

To Study:

- Review vignettes In Parts 2 & 3 Handling Misbehavior with questions in leader manual.



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The Incredible Years® Incredible Years® Video Tele-Session Training
Carolyn Webster-Stratton, Ph.D.

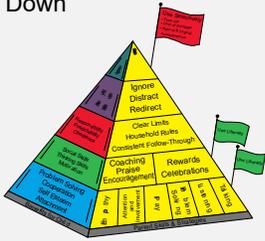
On-line Training Session Five
Program 4: Handling Misbehavior
Part 3: Time Out to Calm Down, Part 4: Consequences &
Part 5: Problem Solving



1

The Incredible Years® Program 4: Handling Misbehavior
Part 3: Time Out to Calm Down

Introducing New Topic: Model teaching Time Out to Calm Down
Teaching Parents about Time Out to Calm Down
Vignette 2: (parent explaining to 2 about TO)
Vignette 8: (Dorian practices TO)
Vignette 6: (teaching calm down with puppet Kaylee)
DVD #7: Practice Scenario 1
Model: Scenario 2 & 3 Child resistance
DVD #10: Practice Scenarios 2, 3
Vignette 13, 14, 15 (time out warning Dorian)
School Age Scenarios & Vignette 20, 21 (resisting time out 6-8 year olds)
Review benefits and barriers/short and long term



4

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Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior

Step #1
Nonverbal Cues
Clear Rules
Predictable Schedules
Clear Transitions

Step #2
Positive Verbal Redirection
Distraction & Re-engagement

Step #3
As child begins to get upset, coach calm down strategies: e.g. deep breaths, coach feelings, positive visualization, turtle shell, self talk

Step #4
Ignore non aggressive behavior (tantrums, whining)
Coach and praise positive opposite behaviors

2 Think STOP

STOP
TAKE 10 BREATHES
I CAN CALM DOWN.

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5

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Discipline Hierarchies Steps 5-8

Step #5
Logical Consequences

- No computer or screen time
- 2 minutes lost free time
- Activity removed for few minutes to day depending on age of child
- Loss of privilege

Step #6

- For aggressive or destructive behavior
- 3-5 minutes Time Out/Time Away to Calm Down
- Work Chore

Step #7

- Review Behavior Plan
- Increase positive attention for positive behavior
- Use incentive to motivate positive behavior
- Check that no attention is given to negative behavior
- Conference with teacher to coordinate home/school plan
- IEP referral

Steps #8

- Repeated opportunities for new learning trial
- Model, coach and practice positive alternate behaviors in child directed play times
- Reconnect with child after discipline encounter
- Continue to use responsive parenting and build positive relationship

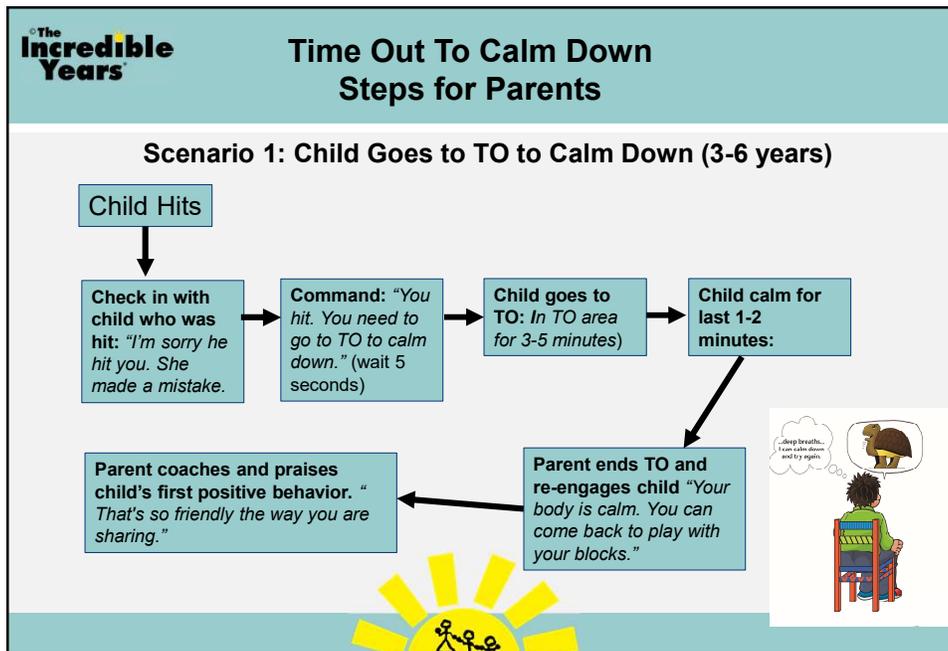
Always chose the lowest and least intrusive first

I'LL TRY AGAIN.

Time Out

The Incredible Years

6



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Time Out To Calm Down Principles

- Start lower on the pyramid: use distraction, redirection, ignoring, or a when/then before using TO.
- Use TO sparingly, for aggressive, destructive, or highly-noncompliant behavior (that is unsafe or disruptive to other children).
- TO to Calm Down will help a child regulate and will stop a dangerous or disruptive behavior—it does not teach the positive replacement behavior.
- If a child needs frequent TOs, this is a signal that parents need to go back to parent pyramid foundation and focus attention on positive behaviors.

I WILL COUNT TO TEN before I yell

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Time Out To Calm Down Principles

During Time Out

- Give as little attention as possible
- Give child time to process your commands
- Don't engage in power struggles
- End TO when child is calm and can follow directions again

After Time Out

- Focus on child's calm body
- Praise first positive steps to re-engage
- Do not require apology
- If needed, use when/then to have child help clean up
- If needed, problem solving can happen at a later time



5

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IY Group Leaders Setting up Role Play Practices

Set Scenario and Goal: For example, parent practice of simple Time Out

Child Role: specify child age, temperament, developmental status for language or play

Group Brainstorm Script: Review key points of Time Out from prior discussion and flip charts

Select Participants for Role Plays and Clarify Roles; be sure they are ready

"Ready-Set-Action"

Pause scenario as needed for positive feedback or other ideas

Replay with new suggestions

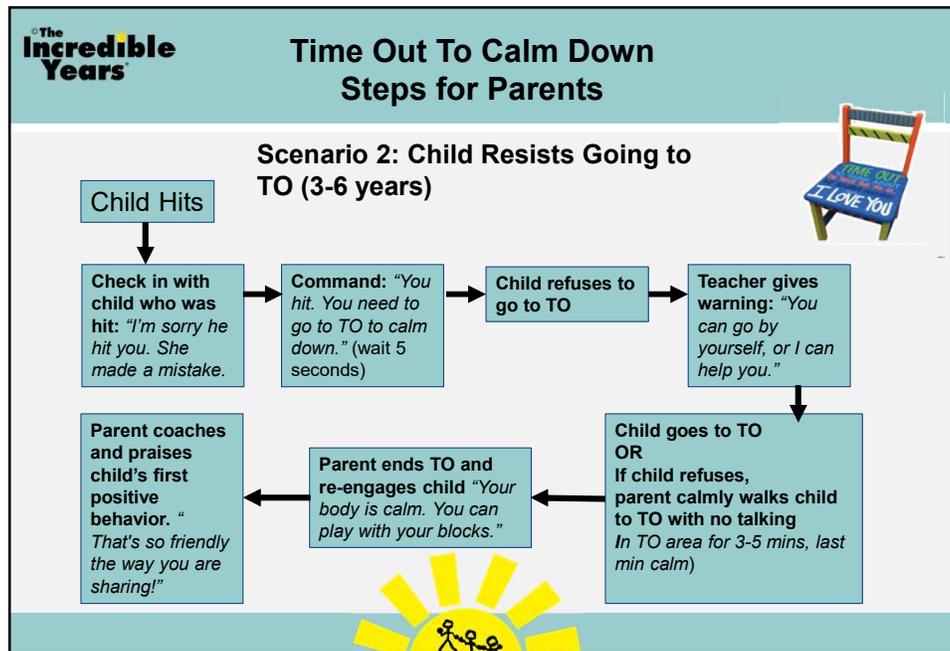
Debrief with group positive feedback to parent actor, asking about child feelings & parent's experience

Summarize key learning

Replay with children of different ages and developmental status



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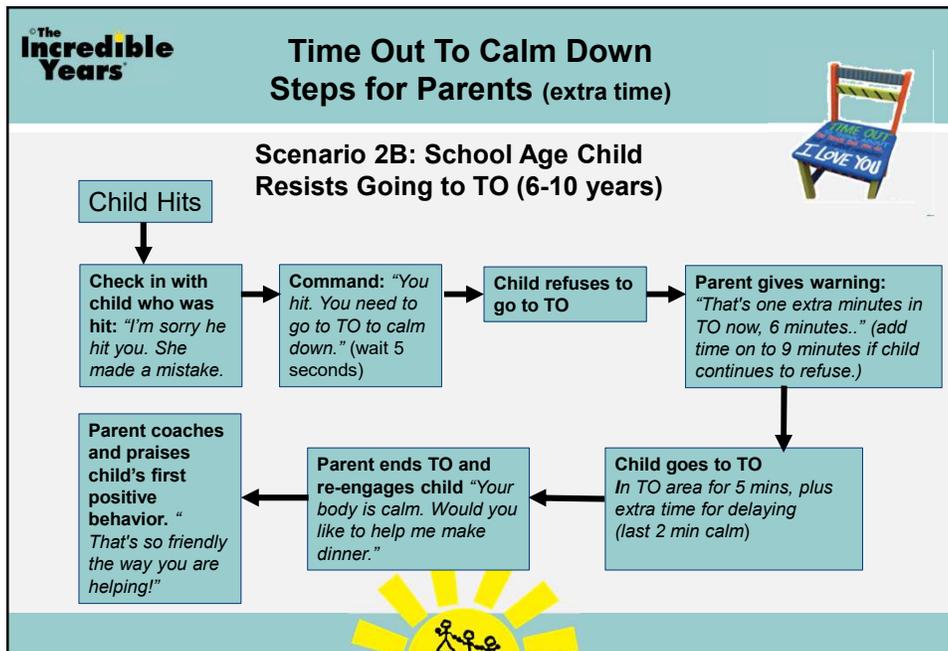
Time Out To Calm Down Dealing with Resistance

Younger Child Resists

- If appropriate, leave child where they are for TO (ignore and walk away)
- Offer choice: "you can walk by yourself or I'll help you"
- Give time for child to process that choice
- If child refuses to go, take child by hand and walk them to TO
- If child gets off chair, give choice: "you need to stay in your chair, or you will need to go to TO room."
- If child is too disruptive and you can not move them safely, move away and ignore until they self-regulate

When a child has repeated disruptive TOs, look at whole plan with goal of preventing behavior escalation and giving more attention and emotional and social coaching to positive behaviors.

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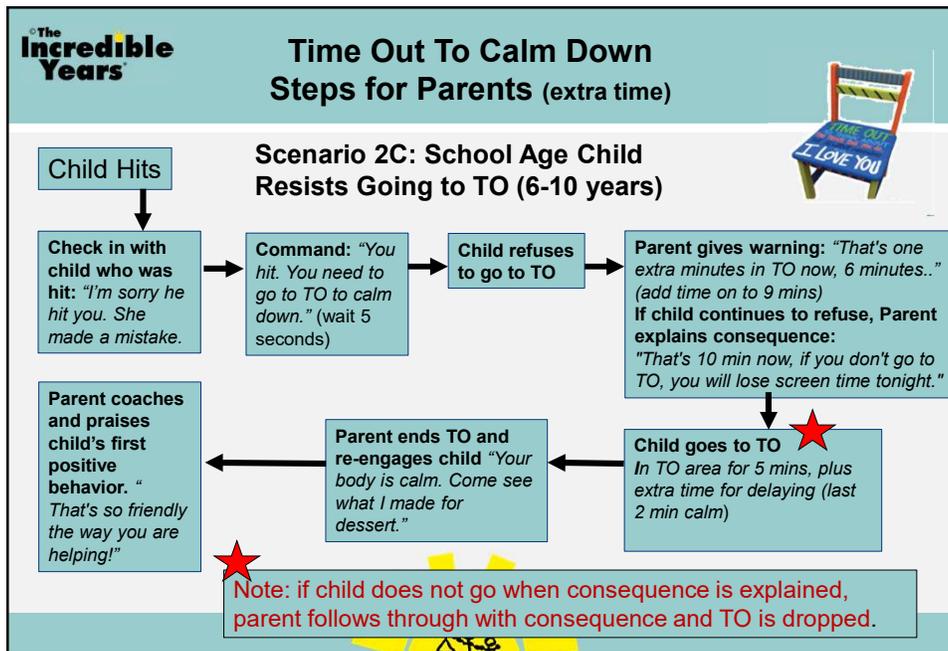
The Incredible Years

Time Out To Calm Down Dealing with Resistance

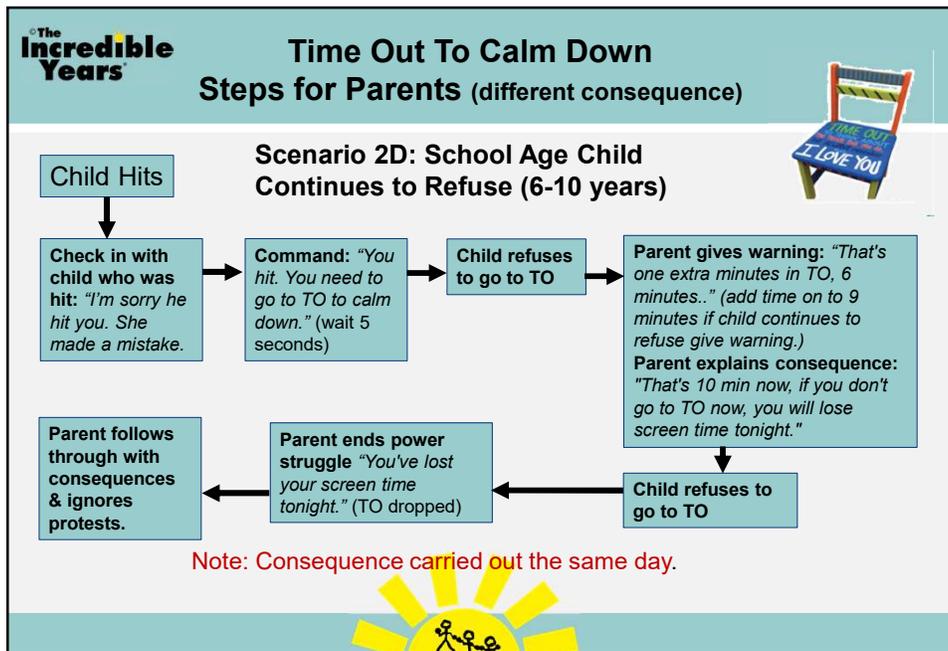
Older Child Resists TO

- Perhaps restate rules: “your TO will start when you are in the TO chair...” (then ignore response)
- If child refuses to go then say, “if you don’t go to Time Out that will be an extra minute”.
- Add time on up to 9 minutes and then say, “if you don’t go to Time Out now you will lose the privilege of..... (using I-pad, bike, TV etc)
- If child still does not go to TO, drop the TO and give consequence and be sure to follow through.

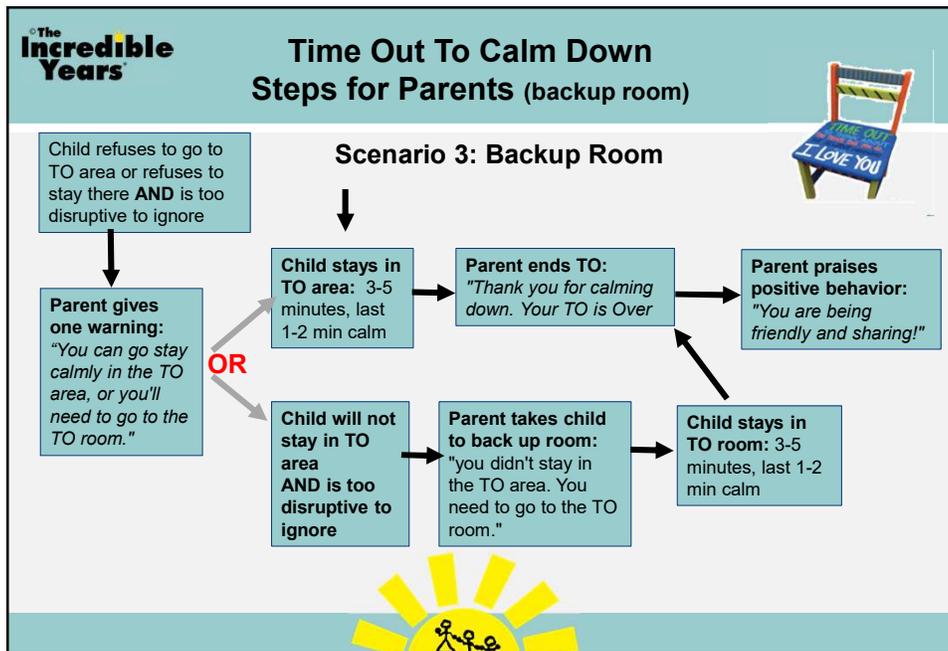
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Handling Misbehavior – Part 4: Consequences

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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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 **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 2nd 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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 **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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The Incredible Years® **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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The Incredible Years® **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

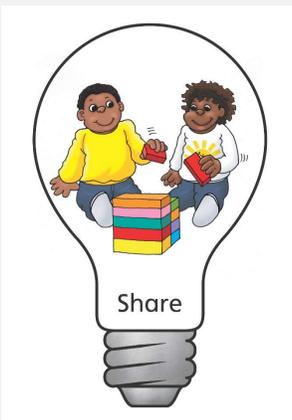


- Video your groups
- Do on-going peer review with co-leader (review your group sessions and plan together)
- Obtain consultation from Incredible Years (share video clips, participate in Zoom consultation)
- Keep paperwork (session checklists, final evaluations, attendance, process checklists)
- Send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

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Compliment yourselves & share your experiences



Thank you for trying out this program – let us know how it goes.



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