On-Line Incredible Years Peer Coach Training
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2

IY Peer Coach Training Overview

Session 1:
- **Overview of coaching roles**
- **Coaching structure**
- **Coaching agenda**
- **Sample videos from coaching session**

Session 2:
- **Sample videos from coaching session**
- **Practice coaching**

Between Sessions:
- **Paired Coaching Practice**

Session 3:
- **Debriefing coaching practice**
- **Managing barriers to coaching**

3

Why is Fidelity of Delivery of Evidence-based Programs (EBPs) Important?

Research has shown that:
• **If group leaders/therapists reach proficient levels in adherence/competence in delivery of evidence-based interventions and have adequate consultation, coaching and organizational support, it is possible to achieve better outcomes in clients.**

• **If therapists lack proficiency in the intervention, which is linked to inadequate training or support, then it is unlikely that clients will achieve benefits.**

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Is high-quality training enough?

Training workshops should be:
• **Longer, collaborative, involve active practice, role plays, problem solving discussions, self-reflection and be principles-based.**
But even with good training, new learners of EBPs often:
- • **question new techniques & some content**
- • **feel ambivalent about their use**
- • **feel uncertain of their existing knowledge**
- • **behave like novices ~ dependent on consultants and mechanical in practice**
- • **show an initial decline in skills and performance**
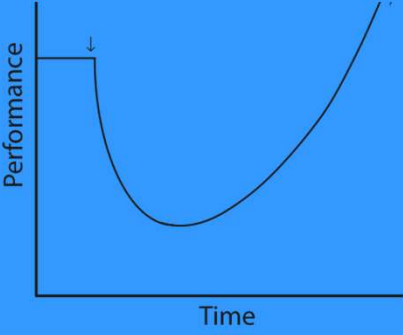
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Survival Phase

Why isn't the workshop approach enough? …

Learning something new starts with a "survival phase" before achieving a state where new knowledge and skills are consistently and successfully applied and adapted.

Lyon, A. R. Wiltsey Stirman, Kerns, S. E. Ul, Bruns, E. J. (2011) Developing the Mental Health Workforce: Review and Application of Training Approaches from Multiple Disciplines. Adm Policy Ment Health, 38, 238-257.

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Coaching and Supervision is Essential to Fidelity

Research indicates that ~

• **Quality training, ongoing coaching, video feedback, and supportive consultation improves intervention quality and fidelity, increases retention of therapist/group leaders, and increases participant attendance & retention & satisfaction.**

(Sholomskas, 2005; Webster-Stratton, 2012; Herschell, 2010)

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Peer Coaching for Incredible Years Group Leaders

Peer coaches provide on-going support to new IY group leaders. Mentors provide support to IY peer coaches.

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What makes a good IY Peer Coach?

~ assess and help leaner set personal goals
~ encourage, support, and give focused, positive feedback
~ build supportive system between co-leaders
~ assure programs are done with fidelity
~ inspire and motivate learners
~ is in a facilitative, collaborative partnership, not an expert model
~ promotes group leader self-reflection, critical thinking, confidence, self-learning & experiential practices
~ provides guidance, makes suggestions, models new skills, when needed

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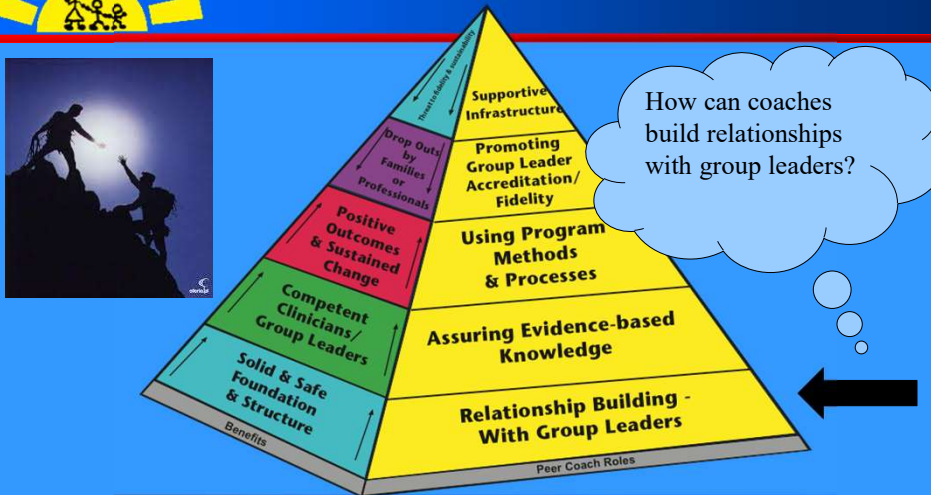
10

Coachability

Group leader will:
~ take initiative ~ tell coach what they need help with
~ be open and honest
~ ask for feedback and suggestions
~ accept feedback & be self-reflective
~ take responsibility
~ be assertive about their goals
~ prepare for coach meetings with co-leader (e.g., review videos)

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Incredible Years® Peer Coaching Pyramid

How can coaches build relationships with group leaders?

Supportive Infrastructure

Promoting Group Leader Accreditation/ Fidelity

Drop Outs by Families or Professionals

Positive Outcomes & Sustained Change

Using Program Methods & Processes

Competent Clinicians/ Group Leaders

Assuring Evidence-based Knowledge

Solid & Safe Foundation & Structure

Relationship Building - With Group Leaders

Benefits

Peer Coach Roles

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13

5

IY Coach Role #1: Relationship Building Process with Group Leader

- Addresses group leader/learner goals
- Uses a collaborative style
- Empowers group leaders
- Provides supportive feedback ~ pulls out "principles" from group leader ideas and insights
- Sets up individual meetings with group leader pairs
- Makes calls or emails to check in & provide ongoing support & provides reminders

Collaboration

Goal Setting

Empower

Support

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14

Structure: Timing of IY Peer Coach Group Leader Meetings

Coach Meetings: Coach usually meets with both group leaders together
- Parent Groups and Small Group Dina: 1-1.5 hours
- Teacher Classroom Management: 1.5-2 hours
- Classroom Dina: 1 hour

Frequency (varies depending on skills of group leaders):
- Parent Groups and Small Group Dina: Minimum of 4 times during each group series (for 18 sessions: every 3-4 weeks)
- Teacher Classroom Management: After each workshop (5-6 times total)
- Classroom Dina: every 4-6 weeks

Depending on background experience and education some group leaders may need more coaching time than others. Coaching may be on-line or in-person.

Teach

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15

6

Structure: Preparing for IY Peer Coach Group Leader Meetings

Preparation—before session remind group leader to:
- review video of group and select segment to watch with coach
- set personal goal/question about video clip (see handout)
- bring participant evaluations and session checklists
- bring mentor gem sheets and goals from prior coach session

Prepares for meeting (coach):
- review group leader goals
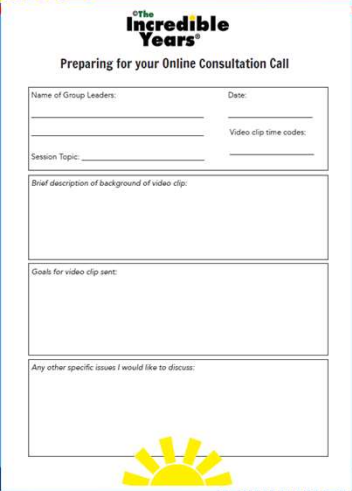- identify areas that may need support
- keep a folder

Materials
- flip chart or white board
- toys or puppets for role plays
- copies of group checklists, coach evaluations, and buzz forms
- stickers, chocolates

Teach

16

Group Leader Prep for Coaching Meeting (editable form on web site)

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Preparing for your Online Consultation Call

Name of Group Leaders: _____ Date: _____

Video clip time codes: _____

Session Topic: _____

Brief description of background of video clip:

Goals for video clip sent:

Any other specific issues I would like to discuss:

- Brief description of background of video clips
- Goals for video clip
- Specific issues to discuss

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General Guidelines for First Meeting to Explain Peer Coaching Process
What you will practice in Zoom Room?

1. Welcome and engage group leader and start building supportive relationship to create atmosphere of acceptance & warmth

2. Explain group leader expectations: time frame, number of sessions, and coaching method with both leaders

3. Explain video to be prepared (5-10 min) with goals as well as bringing checklists and evaluations

In your Zoom rooms of 3 participants, one person will be coach and one will be group leader who is having her first coach experience & 3rd person will be supportive and take notes of strengths she observes.

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Coach Meeting Agenda

Coach Meeting Agenda
- **Review agenda:** posted on flip chart
- **Check in on prior goals** (10 min)
- **Clarification of new goal:** based on video clip (10 min)
- **View video clip:** feedback and new ideas (15 min)
- **Set up practices:** using new ideas (10 min)
- **Review of IY checklist for topics discussed** (5 min)
- **Set new goals and summarize learning:** use gem sheet (5 min)
- **May repeat video review process for 2nd leader:** depends on time
- **Review session protocols, attendance, evaluations** (10 min)

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Home Activities

> Complete the evaluation for today's training
> Look over the coaching handouts and coaching sections of the website:

https://incredibleyears.com/?wpfb_dl=1956

https://incredibleyears.com/?wpfb_dl=1580

https://incredibleyears.com/certification-gl/incredible-years-peer-coach-certification/

> Prepare a video clip for the buddy meetings after session 2
>   (5-10 minutes of you leading a parent group or teacher workshop).
> Check in with your assigned buddy to make sure that you will be able to connect with an on-line platform.

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Summary of IY Peer Coach Strategies for Debriefing Video; Positive Self-Reflection

Coach Supports Support Positive Self-Reflection by:

- Asking group leader to reflect on what they did well
- Asking co-leader to give positive feedback on what group leader did well
- Validating leader and co-leader's ideas about strengths
- Providing specific praise for group leader
- If group leader brings up negative points or focuses on what went wrong, bring them back to positive self-reflection first
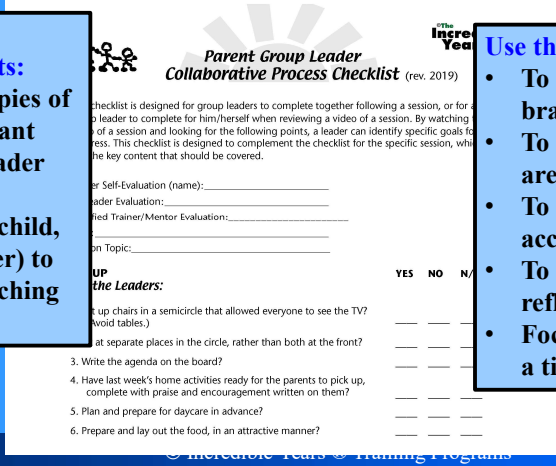
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**Using IY Checklists to
Promote Self-Reflection**

Process Checklists:

Bring copies of the relevant group leader checklist (parent, child, or teacher) to each coaching session.

*Parent Group Leader
Collaborative Process Checklist* (rev. 2019)

...checklist is designed for group leaders to complete together following a session, or for ...b leader to complete for him/herself when reviewing a video of a session. By watching ...of a session and looking for the following points, a leader can identify specific goals fo... ...ess. This checklist is designed to complement the checklist for the specific session, whi... ...he key content that should be covered.

...er Self-Evaluation (name):_____
...ader Evaluation:_____
...fied Trainer/Mentor Evaluation:_____
...n Topic:_____

	YES	NO	N/
...UP *the Leaders:*			
...t up chairs in a semicircle that allowed everyone to see the TV? ...void tables.)	—	—	—
...at separate places in the circle, rather than both at the front?	—	—	—
3. Write the agenda on the board?	—	—	—
4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them?	—	—	—
5. Plan and prepare for daycare in advance?	—	—	—
6. Prepare and lay out the food, in an attractive manner?	—	—	—

Use the Process Checklists:
• **To help with brainstorming ideas**
• **To validate what leaders are doing well**
• **To help support accreditation process**
• **To promote self-reflection**
• **Focus on one section at a time**

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**Summary of IY Peer Coach Strategies
for Supporting Role Plays**

Coach Supports Role Plays by:
• **Asking the group leader which strategy they want to practice**
• **Encouraging group leaders to brainstorm several different solutions**
• **Clarifying scene/situation prior to starting role play and ensuring that the group leader has a plan/script in mind with roles clearly defined**
• **Asking group leaders questions like: "*what would that sound like?*" "*what would you say?*" "*what would you do then?*" "*what does that response tell us?*"**
• **Exploring the role of the leader and co-leader (if applicable)**
• **Debriefing: asking leader and co-leader about their experience, praising group leader's efforts**
• **Ask the group leader to reflect & summarize what they learned from the practice**
• **Ask group leader to set new goals based on the practice**
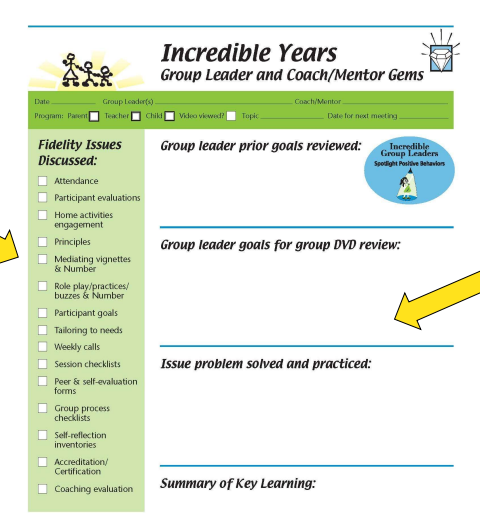
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37

10

**IY Mentor Gem Sheets
Setting New Goals**

Fidelity Issues:
Attendance
Evaluations
Home Activities
Vignettes
Principles
Role plays
Weekly calls
Session
checklists
Accreditation

Group Leader Notes:
Prior Goals
New Goals
New Ideas
Key learning

38

**Coaching Structure:
Between Coaching Sessions**

• **Check-in by phone or email with group leaders regarding their goals & progress**
• **If possible, arrange visits to observe program delivery**
• **Encourage, support, and praise group leader**
• **Complete observation inventory**
• **Email copy of gems and group leader goals**

Modeling

Monitoring

Peer Support

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11

**Peer Coach Workshop
Session 3 Agenda**

- Debrief paired-coaching experience
- Brainstorm challenging coaching situations
- Role plays ways to address challenges
- Review peer coach roles
- Accreditation process

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Debrief Paired Coaching Experience

- What positive coaching skills did your partner use?
- What key principles will you bring to your coaching sessions?
- What questions do you have about coaching?

57

12

Barriers to Coaching

- Group leaders don't bring videos
- Group leaders don't have well-articulated goals
- Group leaders have trouble self-reflecting; don't have new ideas for how to do things differently
- Group leaders do not see the need for coaching
- Group leaders don't get along with each other
- Group leaders are not following protocols
- Group leaders are not tailoring program (to adapt to cultural context of child's developmental level)

Brainstorm solutions and role play some of these ideas

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Barrier to Coaching
Core Program Methods & Process
Not Implemented Well

- Group leaders not doing role plays (they are worried that participants won't participate)
- Group leaders not showing (enough) vignettes
- Group leaders feel vignettes are not relevant to participants they are working with
- Group leaders not calling parents/teachers between sessions

- **Brainstorm solutions in large group and role play some of these ideas in break out rooms**

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**Barrier to Coaching
Leader/Co-leader Relationship**

- More experienced leader is dominating session
- Leaders are confused about how to work together in content and process roles
- Leader and co-leader are competing to be in charge
- Leader and co-leader have different styles and are not getting along

- **Brainstorm solutions in large group and role play some of these ideas in break out rooms**

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**Barrier to Coaching
Group leaders are not Tailoring Program**

- Leaders are not tailoring to developmental level of children (vignette discussion and role play)
- Leaders are not tailoring to cultural context or family or school circumstances

- **Brainstorm solutions in large group and role play some of these ideas in break out rooms**

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63

64

IY Coach Role #2: Assures Group Leader/ Evidence-based Knowledge

• **Assures group leader understanding of cognitive social learning theories, attachment and child developmental knowledge**
• **Teaches and provides rationale from research as needed**
• **Provides information regarding session plans and tailoring delivery to specific populations**
• **Models group leader skills as needed**
• **Ensure leaders are using program checklists, following protocols, selecting video vignettes strategically & adequate program dosage.**

Consultation   Tailoring   Accurate Knowledge

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Incredible Years® Peer Coaching Pyramid

What program methods and processes should coaches promote?

Supportive Infrastructure

Promoting Group Leader Accreditation/ Fidelity

Using Program Methods & Processes

Assuring Evidence-based Knowledge

Relationship Building - With Group Leaders

Drop Outs by Families or Professionals

Positive Outcomes & Sustained Change

Competent Clinicians/ Group Leaders

Solid & Safe Foundation & Structure

Benefits

Peer Coach Roles

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66

16

IY Coach Role #3: Assures Quality Group Leader Methods and Processes

· **Ensure group leaders are using core methods and processes effectively**
➢ Vignette mediation
➢ Role play
➢ Discussion and principles
➢ Participant goal setting and home activities

· **Coach models methods and processes in coaching sessions**
➢ Promotes group leader self-reflection, critical thinking and discovery in learning process
➢ Assures group leader cultural relevance/sensitivity
➢ Uses incentives
➢ Strategically closes sessions (summary, assignments, evaluations)
➢ Follow Peer Coach Video Checklist

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Incredible Years® Peer Coaching Pyramid

How can coaches support group leader accreditation?

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Role #4: IY Coach Promotes Group Leader Accreditation/Certification

• **Share experience about accreditation process**
• **Review group leader progress toward goals**
• **Review session protocols, participant evaluations, and attendance**
• **Reviews IY group process checklist and progress towards covering all key elements (mediating vignettes, setting up role plays/practices, tailoring for population, adequate # of vignettes, session dosage)**
• **Support accreditation package preparation**
Encourage group leaders to send in videos for mentor/trainer review
• **Seek consultation as needed from IY mentor or trainer about participant's progress**

Monitoring

Accreditation

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IY Peer Coach Accreditation

• **Accredited leader is nominated by mentor or trainer**
• **Completed 6 parent or child small groups, 4 classroom Dina, or 4 complete teacher groups**
• **Attended peer coach training by accredited IY coach trainer (3 on-line sessions or 2 in person workshop days)**
• **Coach 3 dyads (6 different leaders)**
• **Video review of peer coaching passed by IY trainer**
• **Coaching evaluations collected from 6 group leaders (6 evaluations)**
• **Self-evaluations of video of peer coaching session provided (3)**
• **Letter of interest and goals for peer coaching**

Accreditation

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NEXT STEPS

- **Start coaching**
- **Get consultation from Mentors or IY trainers**
- **Submit videos for accreditation**
- **Have Fun!**

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73

Please we want your feedback

Thanks for helping

T together
E everyone
A achieves
M more

Helping

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74