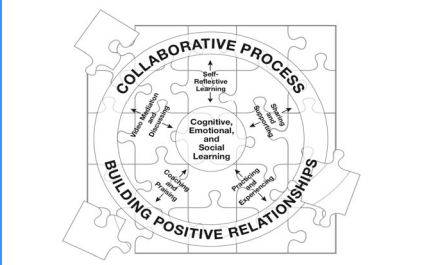

 **Incredible Years® Parent Home Coaching Model**
Video Tele-Session Training Session One
Developed by Carolyn Webster-Stratton PhD.


The Collaborative Learning Process


USE VIDEOTAPES IN A COLLABORATIVE WAY
TO ENHANCE TEACHING

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KS1  **Overall Home Coaching Tele-Session Training Agenda ~ 2, 3-hour Sessions**


Session One:
Overview of home coach role; review of structure of home visit or individualized sessions; session 1 agenda; developing goals and explaining pyramid; mediating vignettes (Session 3)

Session Two:
Home activities check-in; setting up coached practices with children and with leaders if children not at home; debriefing; Session 10 practicing teaching children to problem solve; Certification process.




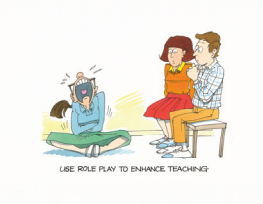
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On-line Incredible Years Home Coach Training Tele-Session 1 Agenda


- Introductions and determining parent goals
- What is a coach?
- Brainstorm/Buzz Coach Skills and processes
- Logistics and Materials Preparation
 - parent and coach manuals
 - typical structure for home visit
- First home coaching session
 - setting up program with parents
 - creating goals and explaining the pyramid
 - group leaders in pairs



4




What is an IY parent coach?




An IY parent coach is someone who is learner-centered and supportive. They build on a parent's strengths, observe and help grow their skills and interpersonal processes with their children. They prompt and model skills/thoughts and self-reflections according to the parent's goals, set up behavioral practices, and promote parents' use of positive and nurturing parenting styles and effective discipline, and encourage, praise and reinforce parents' steps in the right direction. (Webster-Stratton, 1990)

It draws on social constructivist learning theory.




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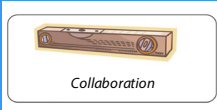


IY Parent Coach Role #1: Relationship Building Process with Parents

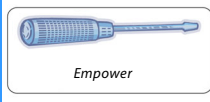
- Individual goal setting
- Uses a collaborative style
- Empowers parents & promotes self-reflection
- Provides supportive feedback ~ pulls out “principles” from parent ideas and insights
- Praises and rewards parents & children
- Makes calls or emails to check in



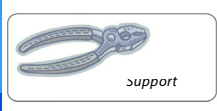
Goal Setting



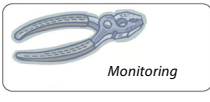
Collaboration




Empower




Support



Monitoring




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IY Parent Coach Role #2: Uses Theory-based Knowledge

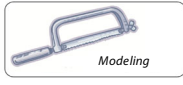
- Understands and explains cognitive social learning theories
- Promotes attachment and child developmental knowledge
- Promotes parent self-reflection and discovery in learning process
(*Parents Thinking like Scientists*)
- Teaches parents how to cope with negative cognitions
- Teaches and provides rationale for parent strategies
- Selects best vignettes according to parent and child's goals
- Models parenting skills as needed
- Encourages self-monitoring & weekly goal setting
- Tailors the use of the parent tool kit to principles covered




Teach




Self Reflection




Modeling



Accurate Knowledge




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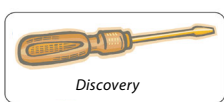


IY Parent Coach Role #3: Assures Quality Coach Methods and Processes


- Mediates video vignettes
- Sets up practices/role plays
- Helps parent set personalized goals according to child's developmental level (Child Form: How I am incredible)
- Models parenting skills
- Paces parent learning
- Sensitive to cultural relevance & individual goals
- Uses incentives
- Tailors learning with fidelity
- Closing Sessions (summary, assignments, evaluations)




Prompting



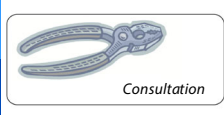
Discovery




Tailoring




Build A Support Team



Consultation



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Logistics of IY Home Visiting For Those Unable to Attend Groups

- Minimum of 14 IY home coaching visits for preschool prevention BASIC program & 18-20+ for high risk families or those with children with diagnoses
- 60-90 minute sessions
- Add more sessions as needed
- Tailoring topics and selecting vignettes to 'make the shoe fit' according to parents' needs and goals
- Coaching session location at home or in office. Risk assessment?
- Assess best time to visit and who will be present
- Materials needed for home visits (TV, DVD, USB, toys, puppets, IY book, tool kit, parent handouts, booklets)
- Coach resources ~ guidelines with protocols

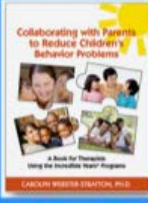



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 **Buzz: Working with Families in a Culturally Responsive Way** 

- If you are not from the same cultural background as many of your group members, how can you create an environment that is responsive to your diverse group?
- How do you invite discussions and sharing about cultural identity, beliefs, goals, and experiences of participants in your group?

See Chapter 11 Affirming Diversity: Maintaining Program Fidelity while Achieving Cultural Sensitivity, in Collaborating with Parents To Reduce Behavior Problems by Webster-Stratton



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Coaches providing additional support for parents already attending groups

- Minimum of 4 home visits at 2-3 week intervals for higher risk families
- Choose one topic to review each of 4 main areas (3, social coaching, 5 using praise and incentives, 7 rules and limit setting, 9 handling misbehavior)
- Coordinate with group leaders about parents' needs and difficulties
- Chose video vignettes strategically
- Plan optimal timing and when practice with child is needed
- Ideal for including a partner or other family members who could not attend group



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Engagement and Recruitment



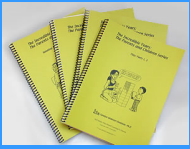
- Offer first sessions at home while waiting for group to start
- Offer first sessions at home to familiarize them with program, to build relationship, establish goals and encourage parent's interest in attending a group for additional support
- Offer home coaching for make-up session for IY group session missed
- Offer individual sessions for those attending IY group sessions virtually



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Home Coaching Manuals & Preparation

- One manual for each main topic
- Self-monitoring checklist in first booklet
- Contains video vignette transcripts and handouts
- Handouts for parents can be reproduced
- Strategy for recording parent's ideas e.g., child's interests, emotion words, long term projects
- Experts in Action DVD with manual for IY coach self-study



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Coach Guidelines


Home visit protocols for each session

- Objectives
- Coach schedule
- Home checklist at the end of each topic
- Key points section
- Relationship scale P. 19

1 2 3 4 5 6 7




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Materials for Home Coaching

- TV or computer
- DVD player/lap top/ IY DVDs or USB
- Coaches guidelines + manuals
- Toys, puppets
- IY parent book
- Parent handouts and self monitoring checklists
- Stickers/awards
- Gifts / incentives



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Typical Structure for Individual 60 Minute Tele-session or Home Coaching Session

- **10 Minutes:** Check in on parent's current family situation, stress level, coping strategies & child behavior (see next slide for first call assessment)
- **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 agenda 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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Initial IY Video Tele-session Assessment of Impact of Changes and Stressors to Parents because of Covid-19

- What are you doing to cope with Covid-10? Who is at home? Is anyone sick? Are you working from home?
- How are you getting support? What access to resources do you have? Any child care? Financial difficulties?
- Are you having difficulties sleeping? (assess stress and depression level)
- Are you finding time to connect with family members or other parents?
- Are you able to share your feelings with other adults?
- What self-care do you engage in? (yoga, singing, gardening, games, meditation)
- How are you involved in your child's home schooling? How is that going?




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Initial IY Video Tele-Session Assessment of Impact of Changes and Stressors on Child because of Covid-19

- How is your child reacting to the social distancing?
- Does your child(ren) share their feelings with you?
- Is your child(ren) experiencing any behavior problems or signs of anxiety, or depression, or sleep or eating problems?
- What are your goals at this time compared with goals before the virus?
- **Remember the pandemic can look very different for every family and child.**
- **Based on these questions, IY coach assesses risk level in home for parent and child and determines how much support family may need and how to tailor IY parent program accordingly.**




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Setting Expectations for Home Coaching Sample Leader Questions

- *What is important for me to know about your family, home and culture?*
- *Who will be present during the home visit? Who else do you want involved during our sessions? Do you have a private place for discussions? Where will your children be?*
- *How do you want to handle phone calls?*
- *How do you want me to help if your child needs attention or has some misbehavior?*
- *How much time do you have for these home visits given your other family demands?*




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Home Coaching Assessing Child & Determining Goals Session 1


Setting Smart Goals for parent and child:

- Specific**
- Measurable**
- Actionable**
- Results Oriented**
- Time Sensitive**




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| | |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <p>1. What are the goals for this session?</p> | <p>2. How do you want to handle phone calls?</p> |
| <p>3. How do you want me to help if your child needs attention or has some misbehavior?</p> | <p>4. How much time do you have for these home visits given your other family demands?</p> |



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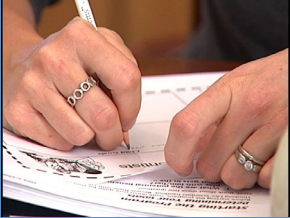
Determining Parents' Goals for Self and Child

Parents Thinking Like Scientists


Child Problems

Child Strengths


Goals



See editable version
On web site

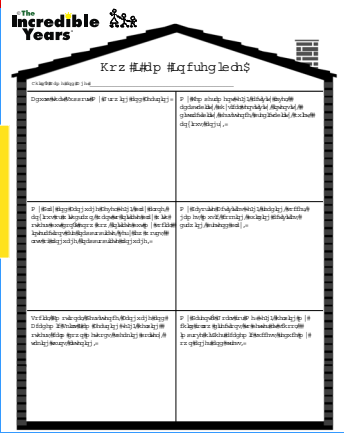


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Getting to Know the Child


See
editable
version on
web site



Child: Sam 5 years old
Lives with mom and grandmother
In Kindergarten
Temperament: very active, doesn't accept limits
Development: Plays alone, typical language development
Loves outdoors and singing





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Setting Up Role Plays between the coach and parent

- **Step 1:** When mediating video vignette in discussions pull out “scripts” for how to use communication skills such as emotion, persistence, academic, or social coaching or how to explain an incentive system or explain rules to a child or teach problem solving. Some of these scripts may come from a buzz exercise.
- **Step 2:** Write potential scripts down. With parent set goals for what they want child to learn based on his developmental level and age. Focus on positive opposite behaviors and emotions.
- **Step 3:** Ask parent to choose script they would like to try out.
- **Step 4:** When group leader is in role as child, behave in positive ways that allow parent to practice the skills; do not misbehave. If parent has difficulty with scripts, pause role play to offer suggestions or brainstorm other ideas.
- **Step 5:** Replay with new suggestions
- **Debrief:** Ask for parent for feedback on their experience. Give feedback on their strengths




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Principles for Setting Up Role Plays

- Keep script simple
- Focus on positive child behaviors or emotions; the positive opposite
- Only proceed to child being more difficult once parent has learned the positive language
- Don't get ahead of parent by bringing in parenting tools they haven't learned yet
- Sometimes you can have parent practice coaching by turning off the video sound and narrating the child shown on the video. This way you don't have to be the child and can focus on supporting the parent with different ideas or praise for their efforts



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Trainee Assignments ~ On-line Session One

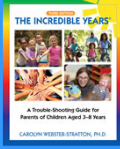
To Study: Next session we will be focusing on practicing the following IY home coach sessions, after talking about setting up role plays and practices with parents and children:

Session 9- Explaining Time Out to Calm down, review vignette 8,

Session 10- Problem Solving, review vignettes 19 and 20. Review home coaching manuals and these vignettes and think about how you discuss with a parent on a home visit and set up a practice.


Read: Webster-Stratton, C. (2016). *Benefits of Using the Incredible Years® Home Coaching Parent Programs: Assuring Success*, Incredible Years, Inc., Seattle, WA.

<http://www.incredibleyears.com/article/benefits-of-using-the-incredible-years-home-coaching-parent-programs-assuring-success/>

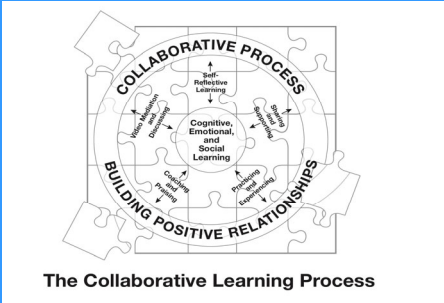


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Incredible Years® Parent Home Coaching Model Video Tele-Session Training **Session Two** Carolyn Webster-Stratton PhD.




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Summary of key skills for practices (between coach and parent)

Setting parents up for success:

- Identify 1 or 2 emotions to coach
- Develop some emotion coaching statements and write them down on buzz form or handouts
- Model the use of these statements first as the parent
- Pause the practice as needed to coach and prompt the parent to practice emotion coaching



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Coaching Parents for Success with their Children

- Develop scripts ahead of coached practice
- Collaboratively play with parent and child in order to model skills & to support and praise parent's efforts
- Whisper in parent's ear to provide ideas to try




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Practice: 9th Home Visit- Time out to calm down

- Show and process Vignette 8 (1 parent, 1 coach)
- Practice rewriting negative self-talk as positive, coping thoughts using attached handout
- Practice explaining time out and doing a practice, debrief (new parent and new coach)

(parent shows some skepticism)

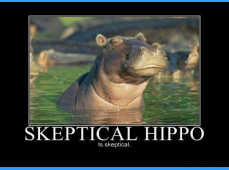


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Ideas for Helping Skeptical Parents

- Link strategy or skill to parent's goals
- Explain and help them understand the rationale for the strategy
- Listen to their worries or reasons for resistance
- Ask the parent to give it a try or run an experiment
- Use incentives
- Predict success



SKEPTICAL HIPPO
A PLAYBOOK



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Resistant or Misbehaving Child

- Brainstorm and agree on a When... Then... as reward with the parent
- Use the fun principle- encourage the parent to use a puppet and funny voice
- Ask the child to help
- Give the child some time, take a break and come back to it or start playing/practicing with the parent and see if the child is drawn in




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Ending Home Coach Session

- Review refrigerator notes
- Summarize parent strengths and praise efforts
- Review self-care efforts
- Set goals for week
- Ask parents to complete weekly evaluations



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Home Coach Group Leader Certification/Accreditation

- Completion of authorized home coach training
- Application, goals letter & background questionnaire
- 2 letters of reference
- For home coaching only family ~ weekly evaluations by each parent who participates in 14 sessions for 2 different families
- For IY group plus home coaching family ~ minimum of 4 home sessions on each topic for 2 families
- Final evaluations by each parent who participates in each of four main topics for two different families
- Leader checklists for 8-10 sessions
- Self-evaluations one for each family
- Home coaching video review

