

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

School Age 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/>

Parent Book

Therapist Text




1

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

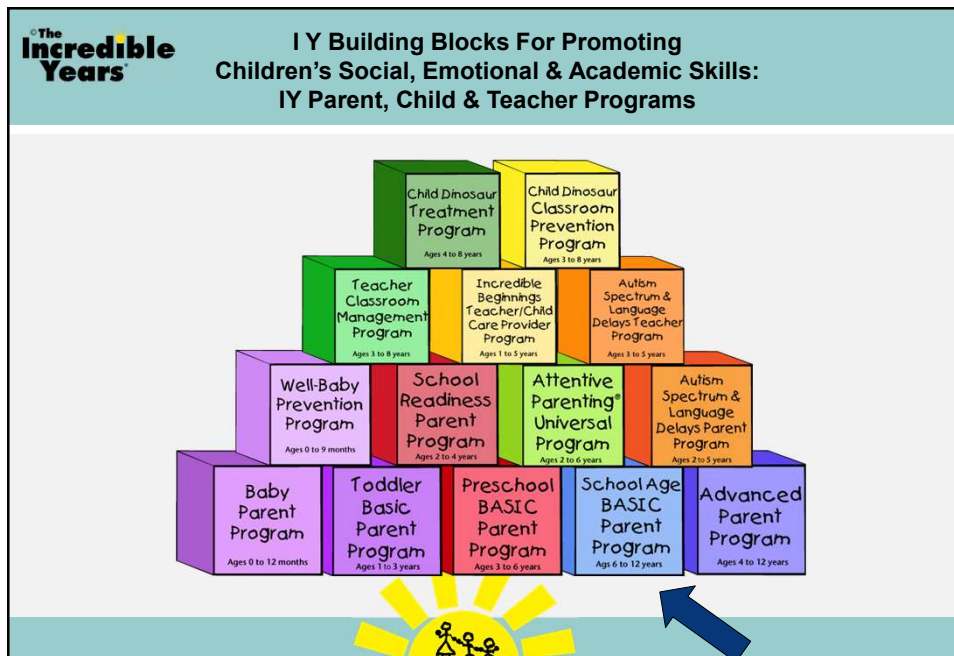
School Age BASIC Parent Program

Session One:

Program 9: Promoting Positive Behaviors in School Age Children
Part 1: The Importance of Parental Attention and Special Time
Part 2: Social, Emotion and Persistence Coaching



2




4

The Incredible Years Incredible Years Training Agenda ~ 5 3-hour Tele-Sessions

Session One:
 Overview of Program, Incredible Years Methods and Processes
Program 9: Promoting Positive Behaviors in School-Age Children
 Part 1: The Importance of Parental Attention and Special Time

Session Two:
 Part 2: Social, Emotion and Persistence Coaching
 Part 3: Effective Praise and Encouragement
Program 8: Part 4: Parents Participating in Homework

Session Three:
 Part 4: Motivating Children through Incentives & Rewards
Program 10: Reducing Inappropriate Behaviors
 Part 1: Rules, Responsibilities & Routines
 Program 8: Part 3: Fostering Good Learning Habits



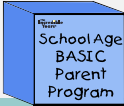

5

The Incredible Years

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

Session Four:
Program 10 Reducing Inappropriate Behaviors in School Age Children
Part 2: Clear and Respectful Limit Setting
Part 3: Ignoring

Session Five:
Part 4: Time Out to Calm Down
Part 5: Logical and Natural Consequences



6

The Incredible Years

Incredible Years Training Agenda ~ Session One

- Welcome, Introductions, Goals
- Overview of IY programs and research summary
- Answer questions regarding self-study reading
- Brainstorm: Parent and Pre-adolescent Perspectives
- Review collaborative model & first building tools
- Overview of 2-hour group agenda and tele-session agenda
- Setting group session rules & determining parent goals
- Trainer modeling mediation of vignettes
- Review Session Closing
- Between Session Assignments





7

The Incredible Years

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





8

The Incredible Years

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)



9



The Incredible Years® Parent 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, academic success & sense of responsibility
- Prevent, reduce, and treat behavior problems in children

Long Term Goals

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



10

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

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



13

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

The Collaborative Learning Process

14

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.

16

The Incredible Years Collaboration Honors and Respects Parents' Experiences

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 have to be tailored depending on parents' experience, life circumstances, or beliefs.






21

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.




24


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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




25


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Group Leader Tool #3: Encouraging Parent Engagement with Program

IY Group Leaders ~

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

 Be Flexible





28

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Group Leader Tool #3: Maintaining Ongoing Engagement with Program

IY Group Leaders ~

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



29


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Incredible Years School Age Session Topics

What is different about School Age Program (9-12 years) compared with Basic Preschool or early School Age programs (4-8 years)?

- Building positive relationships with special time
- Setting up predictable daily learning routines for academic activities & coaching homework
- Working with the child's teacher and advocating for children in school
- Setting rules around screen time, homework, drug and alcohol use, after school planning, household responsibilities, healthy eating
- Learning how to set up reinforcement systems to motivate children
- Know when to use privilege removal or logical consequences for misbehavior

30

The Incredible Years **Incredible Years School Age Session Topics** 

Program 8: How to Support Your Child's Education

- Part 1: Promoting Reading Skills
- Part 2: Dealing with Children's Discouragement
- Part 3: Fostering Good Learning Habits and Routines
- Part 4: Parents Showing Interest in School

Program 9: Promoting Positive Behaviors in School Age Children

- Part 1: The Importance of Parental Attention and Special Time
- Part 2: Social, Emotion, and Persistence Coaching
- Part 3: Effective Praise and Encouragement
- Part 4: Tangible Rewards

31

The Incredible Years **Incredible Years School Age Session Topics** 

Program 10: Reducing Inappropriate Behaviors in School Age Children


- Part 1: Rules, Responsibilities & Routines
- Part 2: Clear and Respectful Limit Setting
- Part 3: Ignoring Misbehavior
- Part 4: Time Out to Calm Down
- Part 5: Logical and Natural Consequences



32

The Incredible Years **IY Group Overall Session Structure (2 hours)**



- **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



33

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)



34

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




35

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®




37

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Sample Parent Group Rules

Typical Parent Group Rules

- Confidentiality: for parents and children
- Cell phones on silent. Leave the room to take an important call
- Respect everyone's ideas
- Take turns talking and leave space for all to participate
- You have the right to pass
- Start and end on time




40

The Incredible Years

Buzz

Getting to Know Every Child




<p>The Incredible Years</p> <p><i>How I am Incredible!</i></p> <p>Child's Name and Age _____</p>	
<p>Adults that Support My Growing and Learning:</p>	<p>My Temperament (e.g., activity level, adaptability, physical sensitivity, intensity, distractibility, persistence, predictability, quiet, anxious, angry):</p>
<p>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):</p>	<p>My Favorite Activities (e.g., reading, soccer, games, music, cooking, building activities, drawing, pretend play):</p>
<p>Social, Emotional, Persistence, Language and Academic Skills I am Learning (e.g., helping others, calm down methods, speaking politely, taking turns, listening):</p>	<p>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):</p>

Group A: Develop a sample boy profile for 8-year old with ADHD and having difficulties at school. (Charlie)

Group B: Develop a sample child profile for 11 year old girl who is anxious and fearful. (Sophie)

Group C: Develop a sample child profile for 10 year old child somewhat oppositional and with few friends. (John)





43

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





57

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

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



58


The Incredible Years **Tool # 7: Assigned Home Learning Experiences & Ending Sessions**


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



59

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: Large and Small Group Practices

Tool # 7: Assigned Home Learning Experiences & Ending Sessions 

60

 **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.
- Read chapter 1 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 engage in some special time activity with a preadolescent being an “appreciative audience” and following their lead.

To Study:



- Review vignettes in Part 1 and 2 of leader manual with questions.



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School Age BASIC Parent Program


Session Two
Part 2: Social, Emotion and Persistence Coaching
Part 3: Effective Praise & Encouragement
Program 8: Part 4: Parenting Participating in Homework




1

The Incredible Years® Sample Questions about 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 spending some special time with your child? How did you feel?*
- *What was the response of your child?*
- *What special time activities did you do?*
- *How did it feel to be child-directed?*
- *Did you achieve your goal for the week?*



- **Share one difficulty (barrier) and what you would do differently next time?**

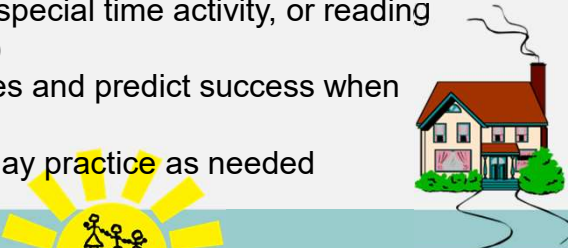


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Key Points for Review of Home Activities

- Start sessions by reviewing weekly home activities, set up spontaneous practices & refer to previous self-monitoring weekly parent goals
- Reward some successful home experiences and activities and encourage group celebrations
- Discuss and troubleshoot barriers to home activities (e.g, lack of time for special time activity, or reading and language issues)
- Normalize challenges and predict success when struggling
- Spontaneous role play practice as needed




6

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

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



21


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

IY Group Leaders

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




USE VIGNETTES IN A COLLABORATIVE WAY TO ENHANCE TEACHING



22

The Incredible Years **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 & 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



29

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
- 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 and give positive feedback to parent of strategies used



33

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

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



34

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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
- Angry and aggressive
- Has trouble waiting for a turn
- Wiggly and impulsive in circle time)
- Grabs toys from others
- Says mean things to peers
- Sad
- Shy
- Limited language



35

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Record Sheets


HOME ACTIVITIES FOR THE WEEK

To Do:

- **CONTINUE SPECIAL TIME AND PRACTICE SOCIAL, EMOTION AND PERSISTENCE COACHING** with your child for a minimum of 10 to 15 minutes every day. Keep track of these times on the Record Sheet: Special Times handout.
- **READ** the handouts.
- **KEEP TRACK** for two 30-minute periods during the week, observe your own use of praise. Write down the words you use when you praise and how often you praise on the Praise Record Sheet.
- **CALL** your buddy to ask about play and special times.
- **MAKE** a list of behaviors you want to see more of in your child on the Record Sheet and bring to next session.


To Read:

Handouts and Chapter 3 *Social Coaching* and Chapter 4 *Emotion Coaching* in **The Incredible Years** book and if time, Chapter 13 – Teaching Children Friendship Skills.



37





HOME ACTIVITIES FOR THE WEEK

To Do:

- **PLAY** or do some special time activity (e.g., read together, take a walk or bike ride, start a model or project) with your child every day for at least 10 minutes. Practice using effective praise and other social rewards during special time.
- **CHOOSE** one behavior you would like to see your child engage in more frequently, and systematically praise it every time it occurs during the following week; for example: playing quietly, going to bed when requested, picking up toys, and sharing with others.
- **DOUBLE** the number of praises you usually give and observe what effect this has on the child. Keep track of the results on the Record Sheet: Praises handout.
- **LIST** the behaviors you want to see more of on the Behavior Record handout.
- **READ** the handouts on examples of praise, and behaviors to praise.
- **CALL** your buddy to ask about praise & special time.


To Read:

Handouts and Chapter 12 - *Emotional Regulation* and Chapter 5 - *Praise* in *The Incredible Years* book and if time, Chapter 13 - *Teaching Children Friendship Skills*.


Home Activities
RECORD SHEET: PRAISE

Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response

57



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, 5 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 do a special activity with a school age child or do home work using persistence and emotion coaching. Praise positive behaviors you notice.

To Study:



- Review vignettes in Part 2 & 3 along with group leader manual.



63

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Carolyn Webster-Stratton, Ph.D.



Session 3:
Part 4 : Motivating Children through Incentives & Rewards
Program 10: Reducing Inappropriate Behaviors
Part 1: Rules, Responsibilities & Routines
Program 8: Part 3: Fostering Good Learning Habits



1

The Incredible Years® 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



28



29


©The Incredible Years **Trainee Sets Up Practice**

Trainee sets up practice role play to talk about household rules with children.


1. Set up the scene
2. Determine child's age and behavior (chore or rule around screen time or homework)
3. Brainstorm script
4. Start role play and coach
5. Pause and debrief
6. Replay if good idea from participants

USE ROLE PLAY TO ENHANCE TEACHING

40

 **The Incredible Years**

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 setting up an incentive system with a child or family member & reward yourself for completing one of your goals.

To Study:

- Review vignettes in – Program 9 Part 5 (Rewards) & Program 10 Part 1 (Rules and Routines) with leader manual.

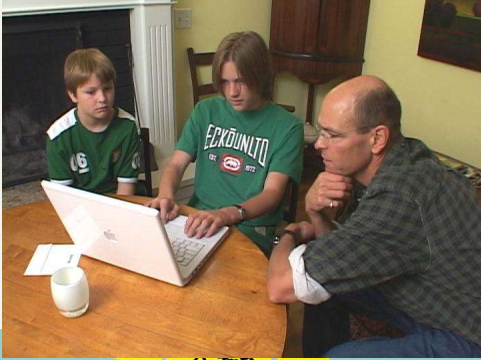


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School Age BASIC Parent Program

Session 4:
Reducing Inappropriate Behaviors in School Age Children
Program 10 Part 2: Clear and Respectful Limit Setting
Part 3: Ignoring





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 to setting up routines or establishing rules 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



4

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Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior

2 Think STOP

Foundation: "Massive" Attention/Coaching/Encouragement & Praise for Prosocial Behavior
"Always choose the lowest, least intrusive first."

27

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Parent Principles of Ignoring

- Ignore most low-mid levels of negative behavior such as arguments and attitudes & gestures (e.g., eye rolling)
- Pair with praise for positive opposite behavior when it occurs (e.g., polite tone)
- Praise other children for ignoring (and teach them to ignore)
- Use differential attention by praising aspects of behavior that are positive (e.g., praise compliance and ignore eye rolling)
- Pair ignoring with a positive redirection (can ignore a behavior without ignoring a child)
- Teach self-regulation strategies first when children are calm
- Model and coach self-regulation at times when children are mildly dysregulated
- Remember behaviors may get worse before they get better
- When child calms down, re-engage, praise and redirect

37

Set Up Ignoring Practice with Parents

- **Set the scene: Keep it simple**

Child (Charlie) is mildly disruptive, inattentive and wiggly at dinner time. Sophie, age 11, is also at table.

- **Pick child age and describe behavior**

Charlie is 8 and is making silly sounds and mushing and playing with mash potatoes on the plate. Charlie is NOT touching others and noise level is low to moderate. After a few minutes, he sits quietly. Sophie is eating cooperatively.

- **Brainstorm parent's script with group**

The goal is for the parent to ignore. What will that look like? What else can the parent do/say to support the ignoring? What will she say to Sophie? What will parent be teaching? What will she say when Charlie is using his spoon or fork.

40

Set Up Ignoring Practice Continued

- **Write script on board—what will parent do and say. Be specific (group helps with this).**

Sophie thank you for passing the vegetables. Nice sharing and helping. Sophie your dinner manners are very polite. Charlie, you are using your fork now, that is so polite! Can you help by passing the potatoes to your sister?

- **Invite parents to help you (don't ask for volunteers)**

Ben and Mary would you be the children, and Amanda, would you be the parent? I have some table plates and utensils and bowls you can use for practicing this script. You can also use that script on the flip chart or you can improvise your own words.

41

The Incredible Years **Set Up Ignoring Practice Continued**


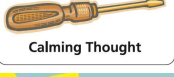


- **Coach during role play**
Can whisper an idea: “praise Sophie for being polite and sharing.” “look! Charlie is quiet now and using his fork so politely and passing the vegetables. Catch him and praise!”
- **Pause, if needed**
Wow, what’s Amanda doing well so far? When we start again, what could good manners could she praise Sophie for?
- **Debrief**
*What are all the strategies that you saw Amanda using there?
What did it feel like to be the child, Ben, and not to get attention? What about when she praised you at the end?
What did it feel like to be the parent?
What key learning would you take from this practice?*

42

The Incredible Years **Tool # 9: 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




49


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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



50

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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.



58

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Carolyn Webster-Stratton, Ph.D. 


Session Five
Part 4: Time Out to Calm Down, Part 5: Logical and Natural Consequences



1

The Incredible Years® **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.



7

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Time Out To Calm Down Principles


During Time Out

- Give as little attention as possible to aggressive child
- Give child time to process your command
- Don't engage in power struggles
- When possible coach victim to speak up and say she doesn't like being hit
- 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
- Problem solving alternative responses can happen at a later time when child is calm

Time Out works best for 6-10 year olds




5

20

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Summary 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, give consequence, and be sure to follow through.


27

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Setting up a practice

Scenario: Child comes home late and breaks house rule & parent imposes a consequence.

1. Set up the scene
2. Determine child's age and behavior (chore not done or rule around screen time broken)
3. Brainstorm script
4. Start role play and coach
5. Pause and debrief
6. Replay if good ideas from participants





55

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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





65

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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)




66


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Key Points about IY Program Dosage

- 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.



- For most randomized control group trials with diagnosed children included elements of the **ADVANCE** parent program after the **BASIC** program.



67

 **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



68

 **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/>



69

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.



70

The Incredible Years® **Next Steps**


Read	Read remaining chapters of parent and therapist books
Continue	Continue studying group leader manual
Watch	Watch Experts in Action Session DVDs
Practice	Practice sessions with your co-leader
Plan	Plan group logistics (venue, day care, food)
Recruit	Recruit parents for group
Start	Start your group!



73

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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!

74

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Trainee Assignments On-line Session Five

To Read: 


- Read chapters 11,13,14 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 10-13 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 try problem solving using one of the scenarios from the Wally books with a child & using puppets to practice solutions. Set up a logical or natural consequence for misbehavior and/or try ignoring misbehavior.

Manual Review:

- Review Handling Misbehavior Parts 3,4 & 5 vignettes with questions in leader manual.



76