

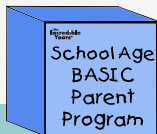
Pre-training Self-Study

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*.

Read **chapters 8, 9,10** Collaborating with Parents book for therapists.

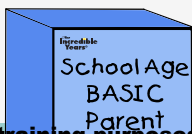
Participants must have leader manual, DVDs or USB and parent and group leader/therapist books to participate.



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



On-line Supplement School Age Training: Special Time, Coaching Methods, Incentives & Rules



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

- **Over 40 years of research:** starting with parent programs, then child programs, and then teacher programs. See web site library for studies.
- **Parent programs:** 9 RCT treatment trials & 4 RCT prevention trials by developer and 14+ independent RCTs from 7+ countries (including England, Finland, Holland, New Zealand, Norway, Portugal, Spain, Wales).
- **9-12 year olds:** Hutchings, J., et al., The extended school aged Incredible Years parent programme Child and Adolescent Mental Health, 2011. 16(3): p. 136-143.



Incredible Years® Parent Program Goals

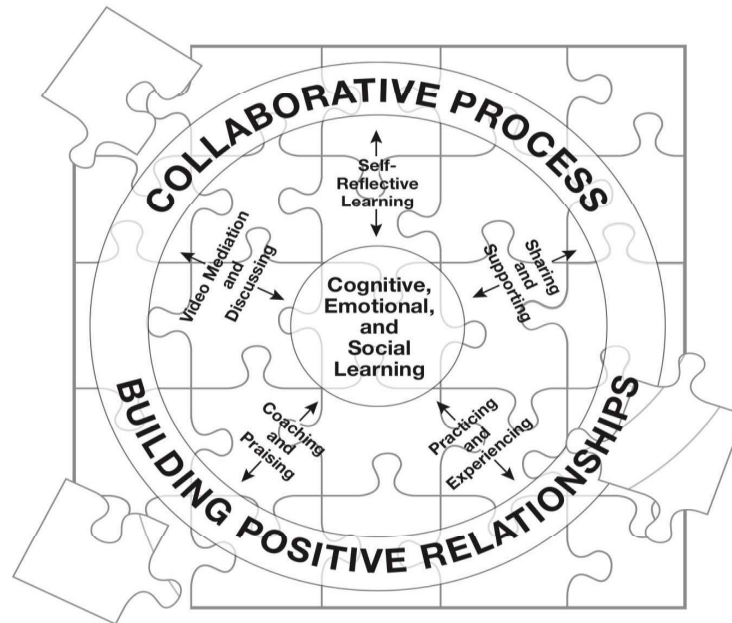
Short Term Goals

- 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, school readiness & academic success
- Prevent, reduce, and treat social and emotional problems in young children

Long Term Goals

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





The Collaborative Learning Process



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.



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



Tool #1: Building Positive Relationships



Tool #2: Building Parents Support Team

Tool #3: Encouraging Parent Engagement with Program

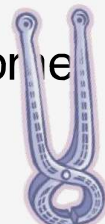
Tool #4: Following IY Parenting Pyramid as Blueprint for Fidelity Delivery



Tool #5: Mediating Video Vignettes For Discussion

Tool # 6: Setting up Large Group and Small Group Practices

Tool # 7: Ending Sessions with Reviews & Assigned Home Learning & Practice Experiences



Group Leader Tool #1: Building Positive Relationships

IY Group Leaders ~

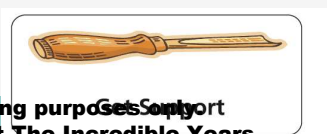
- Make learning fun & use humor
- Bilingual services
- Encourage parents to attend with a partner/spouse/friend
- Address parents' personal goals
- Get to know parents' children- strengths & difficulties
- Make friendly check-in weekly calls
- Build parent support networks within group
- Assign parent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




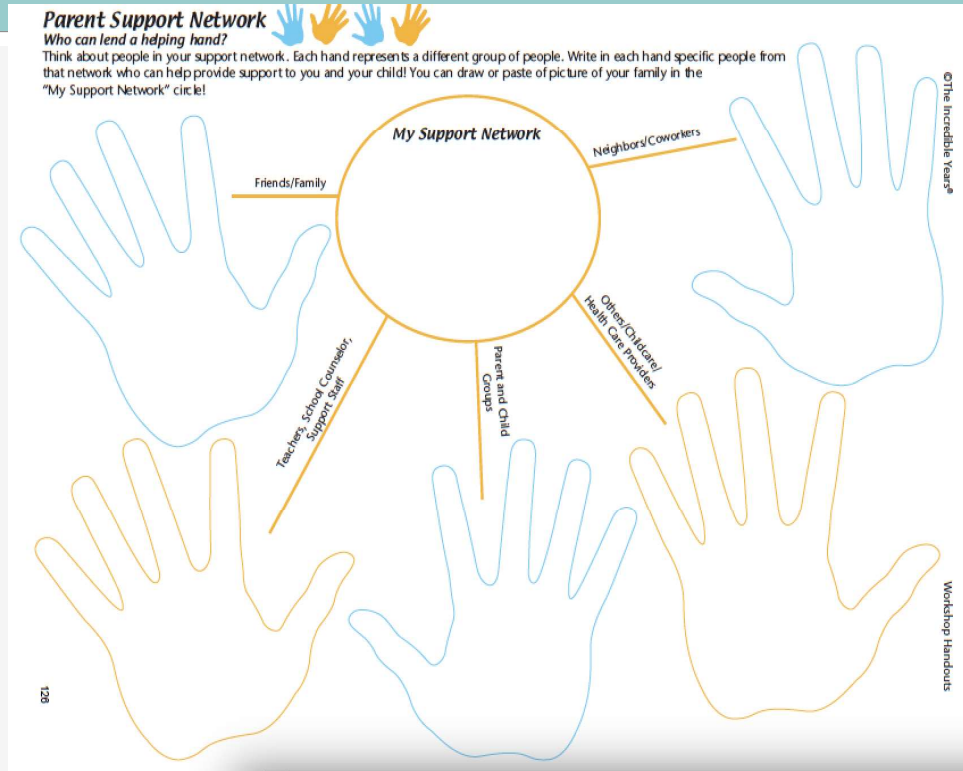
Group Leader Tool #2: Building Parents Support Team

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



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




Group Leader Tool #3: Encouraging Parent Engagement with Program

IY Group Leaders ~

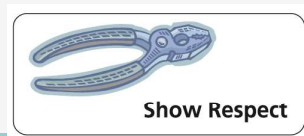
- Give incentives/prizes for attendance
- Pull out “principles” from parent ideas
- Collaborative and self-reflective learning
- Tailor home assignments with self-monitoring checklist
- Check in on weekly success achieving short term goals and ways to overcome barriers
- Respond to weekly parent session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



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 home coaching as needed for some families

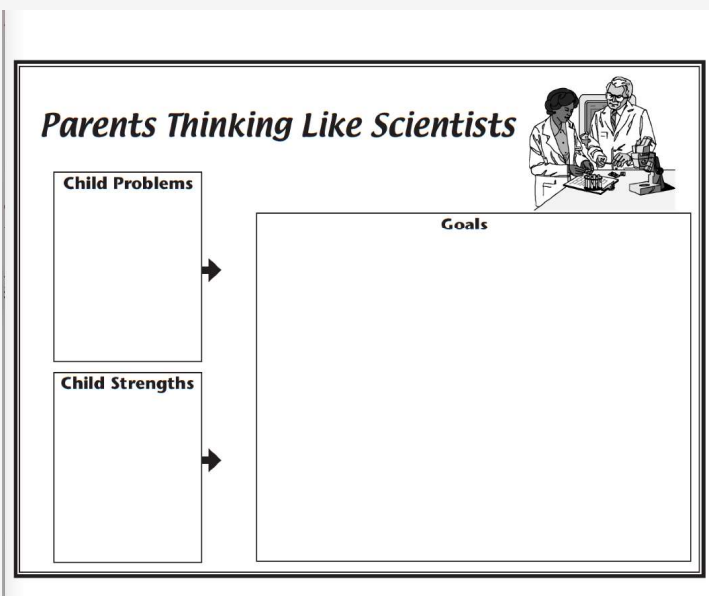


Summary: Parent Engagement Tool Kit Address Parent Goals and Build on their Strengths



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 together
- Setting up predictable daily learning routines for academic activities & using persistence coaching for homework
- Working with the child's teacher and advocating for children's academic success
- 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



Trainer leads buzz of goals for parenting their 9-12 year olds and share in group.



IY Group Leaders

- Pause video introduction to explain terms & check parent 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 to parents' goals
- Use vignettes to trigger buzzes and role play practices



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 before small group practices

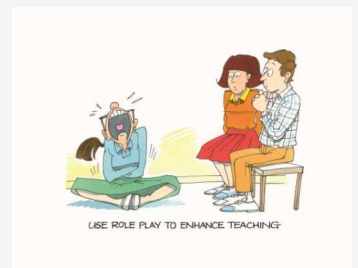


Role Play Practice To Explain Reward Program

Pick one child goal (e.g., taking out trash on Thursdays, making school lunch) and specified reward.

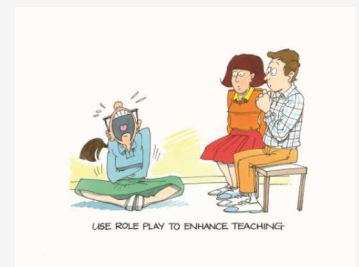
Trainee:

- Sets up scene for role play
- Explain role for child (and age) and targeted cooperative behavior
- Brainstorm what parent will say to child first & script
- Start role play and coach parent as needed
- Debrief parent and child role



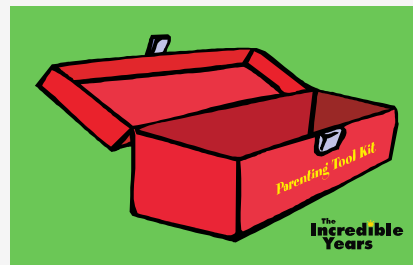
Tool #6: Large Group Practice Enhances Learning (review)

- Explain rationale for practices
- Choosing parents to practice
- Explaining roles of child and parent
- Reviewing parent script & key points from prior discussion of vignette
- Ready-set-action
- Pause action to debrief, reflect, praise, new ideas
- Replay practice with new suggestions
- Debrief with feedback from parent and child and audience participants
- Follow by setting up small group triad practices

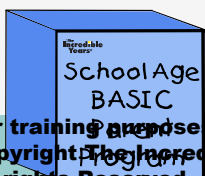




Buzz how you use the tools poster.
What tools have the parents learned to build positive behaviors?



Session 2: On-line Supplement School Age Training
Part 1: Rules, Responsibilities & Routines
Part 2: Clear and respectful limit setting
Part 3: Ignoring Part 4: Time Out to Calm down



Give Parents Tool Awards for their Successful Home Activities



Parent Principles of Ignoring

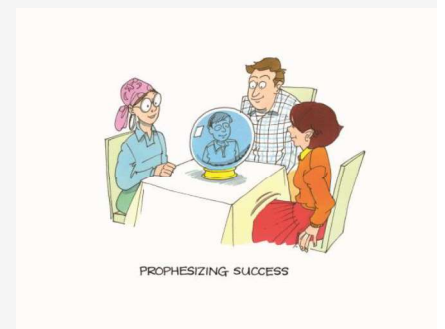
- Ignore most low-mid levels of negative behavior such as arguments and attitudes & gestures (e.g, eye rolling)
- Pair with praise for positive opposite behavior when it occurs (e.g., polite tone)
- Praise other children for ignoring (and teach them to ignore)
- Use differential attention by praising 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

<p><i>Taking Time for Self-praise Thoughts...</i></p> <p>Thoughts...</p> <p>e.g., "I did a good job staying calm in that difficult situation"</p> 	<p><i>My Favorite Positive Coping Thoughts...</i></p> <p>Thoughts...</p> <p>e.g., "I can manage this, he is just testing the limits" "This is not personal, in fact it is normal behavior"</p> 
<p><i>My Favorite Positive Forecasting Thoughts...</i></p> <p>Thoughts...</p> <p>e.g., "Things will get better eventually if I keep consistent"</p> 	<p><i>My Favorite Relaxation Strategies...</i></p> <p>Thoughts...</p> <p>e.g., Visualizing my happy place, or, Taking a deep breath</p> 

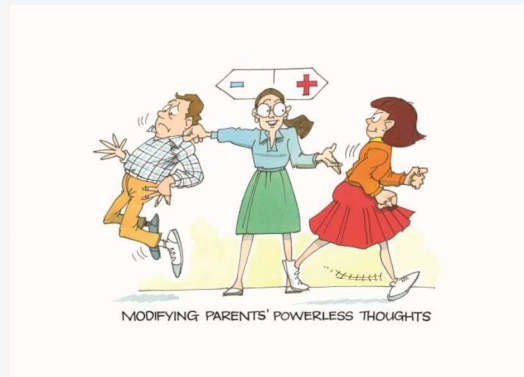
Tool # 9: Strengthening Parents' Positive Cognitions Summary

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



- 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



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!



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!

