

# **Mentor Preparation for Parent Training BASIC Early Childhood Workshop (2-6 years)**

*(includes training for Toddler and Early Childhood Program)*

**10-04-08**

## **Checklist**

- Participant/group leaders should have the book, *Incredible Years* (one per group leader)
- Arrange room set up—chairs in semi circle (no tables), DVD-TV, flip chart
- Snacks—table set up with coffee, tea, morning and afternoon break food
- List of participants with sign up list to register  
\*\*\* (very important) **Check in each day! And check each day**
- Clock hours forms for participants/credit hours
- Name tags with group stickers attached for small groups
- Handouts prepared (check on web site have most recent version)
- Agendas completed for each workshop day
- Evaluation forms for each day Xeroxed on different colors for each day

**Need:** Toys, blocks, Legos, puzzles, coloring markers  
Chocolate/candies – small prizes (magnets, stickers, pencils)  
Pyramids – both early childhood and toddler pyramids  
Sample sticker charts, self-monitoring charts  
Small Wally books for practice of problem solving

## **Tapes Needed:**

- BASIC preschool/early childhood DVD SET (revised 2008)
- Group Sample Session DVDs – Carolyn and Peter
- School Readiness DVDs – child-directed play and interactive reading (optional)
- Julie Cross Cultural Collaboration DVD (optional)

## **Updated handouts**

- **chapter on promoting diversity**
- **levels of play handouts**
- **chapter on play**
- **Buzzes – self care, rewrite commands, negative self-talk**

**Checklist**  
**Parent Group Leader Training**  
**BASIC Early Childhood Workshop (2-6 years)**  
**(3 days/21 hours)**  
**10-04-08**

**Day 1**

- \_\_\_ Introductions and Participant Goals
- \_\_\_ Review agenda

**Overview – Show Preview DVD (or part of it)**

- \_\_\_ Preview DVD Parent Program
- \_\_\_ Content of BASIC toddler program (18 months to 3 years), early childhood program (3-5 years) and school age program (6-8 years)- 2 pyramids; overview of main differences between programs
- \_\_\_ Research findings summary (refer to web site or to DVD of Carolyn’s faculty lecture)
- \_\_\_ Brainstorm: What is it like to be a child with behavior problems?  
What it is like to be a parent of child with behavior problems?

Based on above brainstorm exercise ask --What are the implications from this for how parents will want to be treated by professionals?  
Make a list of group process qualities from this discussion.

- \_\_\_ Explain to participants that they will be “parents” and trainer will be “group leader” at times to model the process of parent groups. Talk about how you will signal whether you are “in role” or “out of role”.
- \_\_\_ Ground rules (model how group leaders determine group rules) *Debrief process afterwards*

**Play Part I: Child directed Play Promotes Positive Relationships DVD**

- \_\_\_ Brainstorm: “What are the advantages to the child of playing with an adult?”
- \_\_\_ Introduce rationale for child directed play
- \_\_\_ Child-directed Play vignettes (\*\* highly recommended; \* new vignettes 2008))
  - \*\* \_\_\_ • **Introductory Narration & Vignette 1\*: (Mother and Soleil coloring “attention principle”)**
  - \*\* \_\_\_ • **Vignette 10: Dad and son put a church by the barn (AFA)**
  - \*\* \_\_\_ • **Vignette 12: Dad and daughter play dress-up**
  - \*\* \_\_\_ • **Vignette 15: Mom and daughter make puzzle (mom’s pace too fast)**
  - \*\* \_\_\_ • **Vignette 16: Mom tries to teach preschooler tick-tac-toe ( what happens when parent-directed)**
  - \_\_\_ • Vignette 17: Contrasting Tic-tac-toe –adjusting expectations

\_\_\_ • Vignette 18: Father watches boy play with straws –camera, T-Rex (AFA)

\*\* \_\_\_ • **Vignette 25: Frisbee with Charlie – physical activities\***

\_\_\_ • Vignette 27: Cultural identity (SP)\*

\_\_\_ **Pause** to reflect on strategies modeled by leader for mediating vignettes (write strategies on flip chart)

\_\_\_ BUZZ – One group buzzes activities for parents and children ages 1-2 years and another for ages 3-5 and another 6-8 years.

\_\_\_ Role plays Large Group:

Chose two participants to play "parent" and "child". Ask the "parent" to play being parent-directive and critical or corrective .

Process this experience from point of view of child.

Repeat experience using child-directive principles covered in discussion. (instruct “child” to be cooperative for both of these ) Afterwards process from child's point of view. Then ask the "parent" how these two ways felt different.

\_\_\_ OPTIONAL Dyadic Break Out Practice Being Child-Directed & “Appreciative Audience”:

Break into groups of two or three so that each participant has a chance to be the “parent” and the “child”. Have the "child" give feedback to the "parent" before reversing roles.

## **Play Part II: Descriptive Commenting, Academic and Persistence Coaching**

\_\_\_ Introduce Topic Academic Coaching and Explain Descriptive Commenting

\*\* \_\_\_ • **Introductory Narration (to introduce content)**

\_\_\_ Descriptive commenting vignettes- problems with question asking

\_\_\_ • Vignette 12 Question Asking with criticism for incorrect responses\* (*it doesn't have a mustache*)

\*\* \_\_\_ • **Vignette 13 Kalani Question Asking\***

\_\_\_ • Vignette 15 Describing (same mom as 12 only describing this time)\*

\*\* \_\_\_ • **Vignette 16 Kalani – modeling, prompting\* (contrast to Vig 13)**

\_\_\_ • Vignette 17 Teaching Loop Soleil OPTIONAL\* I (*emphasize reduction in questions to 1 in 10 and importance of positive feedback*)

\*\* \_\_\_ • **Vignette 18 Kalani - academic coaching\***

\_\_\_ BUZZ – academic coaching words and descriptive commenting

\*\* \_\_\_ • **Vignette 25 Erin –good detail – persistence coaching SP\***

\_\_\_ BUZZ – persistence coaching sentences (write on flip chart)

\_\_\_ • OPTIONAL Vignette 6 Child Directed Play Tape (Vietnamese mom)

\_\_\_ Large Group Role play Academic and Persistent Coaching

“Radio announcer”, i.e. one participant is the “radio listener (back to the group), one participant is the playing child (well behaved); go around the room with all participants taking a turn doing descriptive, academic and persistent commenting.

\_\_\_ Discuss “differential attention” (you may already have identified this “principle”)

### **Play Part III: Emotion and Social Coaching**

\_\_\_ Introduce Emotion Coaching

\_\_\_ Emotion and Social vignettes

**\*\* \_\_\_ • Vignette 2 Sticky Tape\* (one pause in vignette and continues)**

\_\_\_ Buzz Emotion Words with partner and share afterwards

**\*\* \_\_\_ • Vignette 4 – modeling, prompting (Jolie and Kayla)\***

\_\_\_ Buzz Social Behaviors desired in children and share afterwards (flip chart)

\_\_\_ • Vignette 8 Game Boy\*

\_\_\_ **Large Group Role play Emotion and Social Coaching –one parent and one child.**

Ask one person to be child and one person to be parent to demonstrate social and emotion coaching. Child shows a bit of frustration for this practice so there is a range of emotions to coach. Practice modeling social skills and prompting.

Discuss behaviors to ignore or not comment upon. Replay role play where child is mildly inappropriate and parent ignores but starts commenting as soon as child is appropriate. Look at social and emotion handouts. Note: talk about how parents can model social behaviors one-on-one interactions.

\_\_\_ Small group break out practice in triads – parent, child and coach (use coaching handouts)

\_\_\_ **Introduce Social Coaching Multiple Children**

\_\_\_ • Vignette 10 – Kaylee is calm\*

\_\_\_ • Vignette 13 Charlie skater game (or Vig 18 cooking )

\_\_\_ **Large Group Role play – two children and one parent**

Demonstrate coaching feelings and friendship skills with two children (sharing, waiting, turn taking)

- \_\_\_\_\_ **OPTIONAL: Role play in groups of 4- typical children.**  
One person is parent, two are children and one is observer. Practice social and emotional coaching with two children. In this case children can be “typical” and have some social skills. Practice social and emotional coaching that focuses on feelings and friendship skills (sharing , waiting, turn taking)
  
- \_\_\_\_\_ Next have the two children be developmentally delayed with little language and very few social skills. Practice using “prompts” and modeling social skills and using language. (see levels handouts 1, 2, 3 and explain how coaching differs according to developmental level and age of child)

**Use coaching handouts for this.**

\_\_\_\_\_ **OPTIONAL: Child-Directed Play Tape** –Strengthening Children’s Social, Emotional etc.

- \_\_\_\_\_ • Vig 7-10mother with 2 kids – emotion coaching (TRILBY)
- \_\_\_\_\_ • Vig 19 Jamila with 3-4 kids –social and emotional coaching

\_\_\_\_\_ PAUSE to reflect on strategies group leader modeled for setting up role plays.

**Other**

\_\_\_\_\_ **Crosscultural Collaboration Tape (Julie Praise) OPTIONAL**

- \_\_\_\_\_ • vignettes 2 and 3  
Show this tape if group participants interested in working with interpreters and new immigrant groups

In Leaders Guide: review

- \_\_\_\_\_ session 1 agenda,
- \_\_\_\_\_ parent handouts and home assignments,
- \_\_\_\_\_ self-monitoring checklist.

\_\_\_\_\_ Show example of self-monitoring parent chart and homework with stickers and comments.

**Logistics** (Corresponds to Part 2-Planning a Parenting Program in the Leaders Guide)

- \_\_\_\_\_ Recruitment of families
  - Refer to article on Engaging Low Income Parents
  - Briefly discuss how you (trainer) have successfully recruited families
  - Ask participants to share successes they have had in recruiting families
  
- \_\_\_\_\_ Location
  - Parent group room, chairs, welcoming atmosphere
  - Building easy to reach, parking, need for transportation assistance
  
- \_\_\_\_\_ Childcare
  - Preparation of childcare providers
  - Appropriate play materials
  - Know the laws and regulations applicable to childcare facilities

\_\_\_\_\_ Food

Healthy foods, attractive presentation

\_\_\_\_\_ Leader preparation

Review vignettes, read *Incredible Years* chapter, read “Common Questions” section for the topic

**Model closing of session**

\_\_\_\_\_ Summary

\_\_\_\_\_ Home assignment:

Read: Parent Training with Low Income Parents AND

Training for parents of young children with conduct problems:  
content, methods and therapeutic processes.

Ask participants who are with their children to do a play session using the  
new skills discussed today

\_\_\_\_\_ Evaluations

## Day 2

### Model beginning of new session:

- \_\_\_\_\_ Welcome everyone
- \_\_\_\_\_ Ask :“How did the play sessions go?”  
“Any questions or comments about what you read?” REWARD THOSE WHO DID HOMEWORK!
  
- \_\_\_\_\_ Ask about barriers to child-directed play.
  
- \_\_\_\_\_ Discuss that skills learned in previous sessions need to be continually encouraged and reinforced by group leader, i.e. play, praise, etc continue through the entire program. More work on social coaching might be done for some populations and continued in later sessions particularly in Part 5 of program 4 on teaching children to problem solve.

## PROGRAM TWO: PRAISE AND REWARDS

### Praise and rewards Part I: Effective Praising

- \_\_\_\_\_ Brainstorm: “What are the advantages of praise?”
- \_\_\_\_\_ Brainstorm: “What keeps parents from praising?” (barriers)
- \_\_\_\_\_ Praise vignettes (**Note:** *if you think group is ready you could ask them to be group leaders and try leading the discussion of some of these vignettes. Select 7-8 parents and rest of group as observers for feedback. Or, break into 4 groups and show vignettes for chosen leaders in each group to practice leading.* )
  - \_\_\_\_\_ • Vignette 3 “good breakfast eaters”\*
  - \_\_\_\_\_ • Vignette 5 washing hands Willy\*
  - \*\* \_\_\_\_\_ • **Vignette 9 talking on phone\***
  - \_\_\_\_\_ • Vignette 11 praise Charlie for being patient with cooking\*
  - \*\* \_\_\_\_\_ • **Vignette 12 Less effective praise: “Why couldn’t you wash your hands first?”**
  - \*\* \_\_\_\_\_ • **Vignette 13 Less effective praise: Ryan makes his bed**
  - \*\* \_\_\_\_\_ • **Vignette 14 Less effective praise: Luke dishes are a mess!**
  - \*\* \_\_\_\_\_ • **Vignette 20 – rejecting praise (about time)**
  - \_\_\_\_\_ • Vignette 31 – praise for setting table
  - \*\* \_\_\_\_\_ • **Vignette 32 – praise for doing homework\***
  - \_\_\_\_\_ • Vignette 33 – ripple effect
  
- \_\_\_\_\_ BUZZ/practice: Pair up participants with buddy to list “behaviors want to see more of” and then favorite praise statements for these behaviors. Use buzz handout to record statements or blank piggy handout with blank coins to get participants to record their own personal praise statements.

\_\_\_\_\_ BUZZ/Practice Praising Others & Self-praise : Have each participant praise something about their buddy they have noticed; next ask them to share something they did they are proud of. Debrief afterwards difficulty giving praise, receiving praise and self-praising. (use buzz handouts)

\_\_\_\_\_ Process this practice and rationale for strategy.

### **Praise and Rewards Part II: Tangible rewards**

\_\_\_\_\_ Discuss notion that stickers, prizes, etc. are an addition to praise, not a substitute, and that tangible reinforcers are used only for selected “difficult” behaviors; discuss the difference in use for toddlers vs. preschoolers vs. early school age and difference in each of the three programs.

\_\_\_\_\_ Tangible reward vignettes

- \*\* \_\_\_\_\_ • **Vignette 1 Surprise rewards**
- \*\* \_\_\_\_\_ • **Vignette 8 Superbath stickers\***
- \*\* \_\_\_\_\_ • **Vignette 10 Dressing faster (timer)**
- \*\* \_\_\_\_\_ • **Vignette 11 Mom and son-grab bag of prizes for sharing**
- \*\* \_\_\_\_\_ • **Vignette 12 Mom explains sticker chart to two kids**
- \_\_\_\_\_ • Vignette 15 Strike System\*
- \_\_\_\_\_ • Vignette 17 A,B, C - Grocery store (if time)\*
- \*\* \_\_\_\_\_ • **Vignette 19 Homework (Charlie)\***

\_\_\_\_\_ BUZZ: no cost and low cost (<\$1.) incentives and share

\_\_\_\_\_ Show sample sticker charts

\_\_\_\_\_ Small Group Role play: “parent” explains sticker chart to “child”. Possibly do additional role plays in small groups so that each participant gets an opportunity to be both the parent and the child. Practice difference explaining to 4-5 year old vs. 6-8 year olds.

\_\_\_\_\_ Large Group Role play: “parent” responds to “child” who didn’t earn a sticker. (Emphasize positive message: “I think you can earn one next time” and principle of never taking away a sticker or prize already earned.)

\_\_\_\_\_ BUZZ: Share things parents can do for themselves to reward themselves for their parenting work. (or, things that are relaxing and enjoyable). Use self-rewarding buzz handout.

\_\_\_\_\_ Discuss therapeutic change process

**( See therapeutic change diagram)**

(Note: be here by lunch 2<sup>nd</sup> day)

\_\_\_\_\_ Introduce new topic and refer to pyramid change (decrease in misbehavior)

### **Effective Limit Setting Part 1 Routines and Rules DVD**

- \*\* \_\_\_ • **Introductory Narration\***
- \*\* \_\_\_ • **Vignette 1 father leaving for work\***
- \*\* \_\_\_ • **Vignette 2 & 3 Robin bedtime routine\***
- \*\* \_\_\_ • **Vignette 5 Dorian’s morning chart\***

\_\_\_ BUZZ – practice saying “good bye” to child at day care  
or

\_\_\_ BUZZ – working on a morning or bedtime routine

## Part 2 Effective Limit Setting DVD

- \_\_\_ • Vignette 5 cottage cheese
- \_\_\_ • Vignette 8 dinner time choices (Trilby)
- \_\_\_ • Vignette 9 necessary limits (Trilby dinner)
- \*\* \_\_\_ • **Vignette 12- 3 min time for bed\***
- \_\_\_ • Vignette 15 First coat and then snack
- \_\_\_ • Vignette 20 Question command – Erin “who don’t you?”
- \*\* \_\_\_ • **Vignette 23 Count to 3 for soap\***
- \*\* \_\_\_ • **Vignette 25 Chain commands**
- \*\* \_\_\_ • **Vignette 27 Ride on the sidewalk\***

\_\_\_ BUZZ –rewriting negative commands: using the buzz handout for rewriting negative commands ask buddies or small groups of participants to rewrite them using positive commands. (use buzz handout)

## Handling Misbehavior part 1 Follow Through with Commands

- \_\_\_ • Vignette 1 Dad and daughter put away puppets
- \_\_\_ • Vignette 2 Look at me

\_\_\_ Discuss coercive cycle (use blown up diagrams from Leader’s guide)

## Handling misbehavior Part 2 Ignore

\_\_\_ Benefits or barriers to ignoring strategy

\_\_\_ Ignore vignettes

- \*\* \_\_\_ • **Vignette 1 – tantrum to keep book**
- \*\* \_\_\_ • **Vignette 3 – No TV tantrum**
- \*\* \_\_\_ • **Vignette 5 – Hanook in classroom\***
- \_\_\_ • Vignette 8 – Nicole wants candy
- \_\_\_ • Vignette 9 – Dorian rocking\*
- \*\* \_\_\_ • **Vignette 11 – I want cookie**
- \*\* \_\_\_ • **Vignette 12 – But I want it!**
- \_\_\_ • Vignette 17 – Dad I cleaned my room

\_\_\_ Role play/Practice:

Chose one parent and one child and ask “parent” to ignore  
”child’s” whining and clinging –replay cookie scene.

\_\_\_ Role play/Practice:

Two “children” are playing, one child is teasing the other. “Parent

ignores teasing, gives attention to appropriate behavior, perhaps even encourages child to ignore teasing and praises child's efforts to ignore.

\_\_\_\_\_ **Show Carolyn Group DVD Vignettes 1-5 (ignoring) & 8-9 role play ignoring**

\_\_\_\_\_ **Buzz calming strategies – rewrite negative thoughts.**

Give out negative self-talk buzz handouts and ask buddies to rewrite them as positive, coping thoughts or to challenge them. Refer to Chapter 9 “Controlling Upsetting Thoughts” in *The Incredible Years*. Afterwards share the thoughts and write on flip chart.

\_\_\_\_\_ Practice calming self talk during an ignore. Leader says many negative statements and participants practice decreasing negative thoughts (thought interruption, reschedule, objectify, & normalize) and substituting positive statements. (dispute negative self-talk, time projection, self-praise, humor, coping self-talk)

**Maximizing results** (Corresponds to part 4 in the Leaders Guide)

\_\_\_\_\_ Get partners involved

\_\_\_\_\_ Importance of practice in the group

\_\_\_\_\_ Discuss strategies to help parents feel comfortable doing role plays

\_\_\_\_\_ Home assignments and use of book/audiotapes

\_\_\_\_\_ Buddy system -generally start at session 3

\_\_\_\_\_ Principle training

Review how you have been identifying principle with a participant's name.

\_\_\_\_\_ Ensuring generalization

\_\_\_\_\_ Make-up sessions

\_\_\_\_\_ Collaboration between home and school

**Model closing of session**

\_\_\_\_\_ Summary

\_\_\_\_\_ Home assignment: Read Chapter 7, Common Questions in Webster-Stratton and Herbert. Again ask participants who are with their children to practice the skills talked about today.

\_\_\_\_\_ Evaluations

## Day 3

### **Model beginning of new session.**

- \_\_\_\_\_ Welcome everyone
- \_\_\_\_\_ Ask about home activities and reading
- \_\_\_\_\_ Refer back to goals set by participants on first day.

### **Handling Misbehavior - Part 3: Time Out to Calm Down**

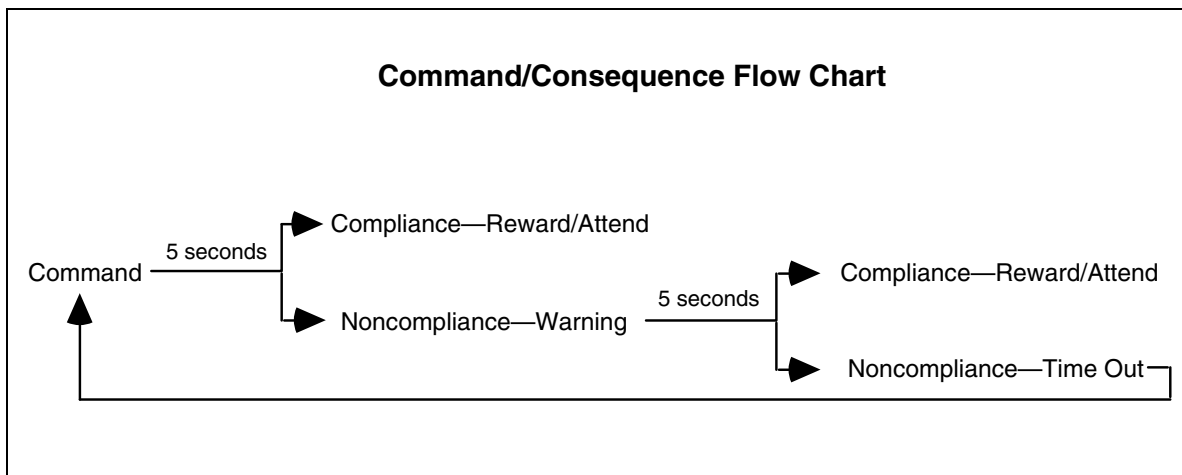
- \_\_\_\_\_ Teach Time Out. Emphasize that this is the only time the group leader stands up and “teaches” material in this manner. **Start with Time Out for Hitting or destructive behavior = immediate T.O. (no warning) Note that this is not included in the Toddler Program.**
  
- \_\_\_\_\_ Use handouts of scenarios 1, 2, 3 for ages 3-6 years to discuss and model each scenario. Discuss how time out is taught respectfully and so that children can learn how to calm-down and self-regulate.
  
- \_\_\_\_\_ Discuss length of time of Time Out.
- \_\_\_\_\_ Discuss where to do T.O, i.e., safe, boring place or chair, in same or close-by room to parent. Demonstrate how to brainstorm with “parents” what location they would use in their homes.
  
- \_\_\_\_\_ Time Out vignettes
  - \*\* \_\_\_ • **Vignette 2 Mom explains T.O. to 2 children (for hitting) checkers**
  - \*\* \_\_\_ • **Vignette 4 Joe explains Time Out**
  - \*\* \_\_\_ • **Vignette 8 Trilby and Dorian practice calming down in Time Out\***
  
- \_\_\_\_\_ Role play/Practice: “parent” explains Time Out to “child” and practices with child how to calm down in Time Out.
  
- \_\_\_\_\_ Role play/Practice: simple time-out (child goes to Time Out when told by parent)
  - \_\_\_\_\_ Vig 9 Ryan goes to T.O. for hitting flowers
  - \*\* \_\_\_ **Vig 13 Dorian warning\***
  - \*\* \_\_\_ **Vig 14 Dorian- coaching victim\***
  - \*\* \_\_\_ **Vig 15 Dorian in TO\***
  - \_\_\_\_\_ Vig 16 Kaylee in TO\*
  - \_\_\_\_\_ Vig 20 extra minutes Joe (Derek refused to go to TO until 7 min)
  - \_\_\_\_\_ Vig 21 refusing – Derek refuses and dad gives consequence
  
- \_\_\_\_\_ Role play/Practice walking a preschooler to T.O. (child resists going –note that no physical assist is used for older children). Model how to assist victim to use words.
- \_\_\_\_\_ Discuss parents need for personal Time Outs.

- \_\_\_\_\_ Discuss and model scenarios 2B, 2C and 2D (if group leaders working with parents of children 6-8 years) Use handouts
- \_\_\_\_\_ Brainstorm/BUZZ : Possible Consequences (*distinguish difference in toddler, preschoolers and older school age*)
- \_\_\_\_\_ Role play: older child (6-8 years) refuses to go to Time Out until several minutes have been added by parent.
- \_\_\_\_\_ Role play: older child refuses to go to Time Out and parent needs to give a consequence. Buzz possible consequences for 6-8 year olds.
- \_\_\_\_\_ Role play: child refuses to stay in T.O. chair, is given one warning and is sent to T.O. room if warning is disobeyed.

*Some groups will need repetition of some or all of these roleplays*

- \_\_\_\_\_ Show group DVD Time Out (Peter) Vignettes 3 & 4

### **T.O. for Compliance training (child with non-compliance rate of >65%)**



- \_\_\_\_\_ “Walk-through” a simple Time Out for noncompliance sequence with leader as “parent” explaining each step. **Note:** only used for oppositional children-noncompliant 2/3 of time.
- \_\_\_\_\_ Emphasize to participants that the following brainstorm is not done in the first week that Time Out is presented and discussed. It is done only after all Time Out vignettes and practices have been completed.
- \_\_\_\_\_ Brainstorm: “We’re going to look at the two discipline strategies that are most

often used by parents for serious misbehavior: spanking and Time Out. The time out that we will use is the procedure that we have been discussing and practicing here.”

Draw a four cell table on the board and fill in each cell separately in this order

\_\_\_\_ ”What are the pros of spanking?”

\_\_\_\_ ”What are the cons of spanking?”

\_\_\_\_ ”What are the pros of Time Out?”

\_\_\_\_ ”What are the cons of Time Out?”

\_\_\_\_ Ask about the short term and long term benefits of spanking and T. O. for parents and children.

#### **Part 4: Consequences**

\_\_\_\_ Consequences vignettes

\*\* \_\_\_\_ • **Vignette 1 –take away frisbee•**

\*\* \_\_\_\_ • **Vignette 5 - Dad and son -Put bike away or...consequence**

\*\* \_\_\_\_ • **Vignette 6 –loss of game boy**

\_\_\_\_ Brainstorm/Buzz : possible consequences for 2-4 year olds in half the group and consequences for 6-8 year olds in other half of group. Review importance of consequences being *reasonable, related and respectful*.

#### **Problem solving**

\_\_\_\_ Problem Solving vignettes

\*\* \_\_\_\_ • **Vignette 19 Trilby and Wally book\***

\*\* \_\_\_\_ • **Vignette 20 Trilby and Wally book\***

\_\_\_\_ Role play/Practice: “parent” uses Wally book or puppet to present a hypothetical problem to the “child”

\_\_\_\_ Emphasize that child needs many learning trials with hypothetical problem solving before s/he is ready for “real-life” problem solving.

#### **Ending a parent group**

\_\_\_\_ BUZZ: *Parents Thinking Like Detectives* handout (see handout).

\_\_\_\_ Discuss ways to continue getting support.

\_\_\_\_ Certificate of participation

\_\_\_\_ Flower or other small gift

#### **Tailoring program for different populations and Home Visiting Coaching**

\_\_\_\_ Refer to adjustments in protocols and number of sessions for different populations. Discuss importance of a minimum of 18-20 session protocols for parents of children with diagnosis such as children with ADHD and conduct problems and for parents referred by child protective services for neglect and abuse, foster parents etc. Discuss *Home Visitor Coaching* for missed sessions and for high risk parents. Talk about addition of ADVANCE program.

\_\_\_ Discuss 14 session protocols for prevention population.

**Certification/Accreditation of group leaders**

\_\_\_ Process of group leader certification (Refer to last section in Leaders Guide)

\_\_\_ Refer all participants to the web site: [www.incredibleyears.com](http://www.incredibleyears.com)

\_\_\_ Discuss: Steps to Implementation of new program (refer to last section of Leader's Guide)

\_\_\_ Discuss importance of continued coaching from certified or accredited mentors and trainers and why this is important. Discuss how to set up peer coaching within their agency.

\_\_\_ BUZZ- ask participants to share with buddy their future goals re starting a group

\_\_\_ Give each participant their certificate of participation

\_\_\_ Evaluations

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Date of training\_\_\_\_\_

Location\_\_\_\_\_

Trainer or mentor\_\_\_\_\_

Comments:

Please return this completed checklist with the list of names and addresses of participants and daily workshop evaluations to:

Incredible Years  
1411 8<sup>th</sup> Avenue West  
Seattle, WA 98119