



Tips for Preparing Your Video for Review Small Group Dinosaur School

Accreditation/Certification

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

When to send in your video for review

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Process Checklist and the Peer and Self-Evaluation forms. By reviewing video recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a video recording of one of your sessions for a detailed review by an accredited mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

How many session recordings will I need to send for review?

Send only one session at a time. Then use these recommendations to make changes in your group leadership methods or processes and submit a 2nd video that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 or more sessions prior to accreditation.

Camera Set Up

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.



Working with a co-leader and essential components for accreditation

You may send a video recording showing how you and your co-leader work together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. However, the person whose video is being reviewed should be the primary leader throughout the session and should show their group leadership skills specifically in regard to the following:

- using puppets in collaborative way to demonstrate positive social skills and elicit problem solving
- designing developmentally appropriate small group activities
- demonstrating persistence, social and emotional coaching through child-directed play with peers during session and during small group activities
- effective classroom management skills (ignoring misbehavior, giving attention and praise to on task behavior)
- tailoring vignettes and activities to children's attention span and individual needs
- using chips and incentives targeted an individual children's specific goals
- mediating vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- reviews home activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- amount of praise, encouragement and incentives given to participants
- coordination with coleader
- schedule posted for session
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

Can my co-leader and I use the same session for accreditation?

Usually we ask for one complete session from each leader applying for accreditation. In this session recording, the leader applying for accreditation should be the content leader for the entire session, with the co-leader in the process role. This provides us with the best continuity for the review process. We realize that in clinical practice, group leaders usually switch content and process roles half-way through, so this is an exception to that practice. Occasionally it is possible to see both leaders doing all of the above group leader strategies in one session, and then it may be possible to use one video to review both candidates. However, this is rare. If you intend to use one session for two leaders or have other special review requests, please call or email us in advance. We will work with you, if possible, but you will save yourself time by checking with us ahead of time!

Number of Sessions

The minimum of 18 weekly, 2-hour sessions must be completed.



Number of Children in Group

To qualify towards certification, Small Group Dina groups must not have fewer than 4 children, and ideally there are 5 or 6. All groups need to have at least 2 group leaders.

Number of Vignettes Shown in a Session

The number of vignettes in the protocols varies greatly by session (ranging from 4-18). The number of vignettes actually shown in a session will depend on the age group addressed (preschoolers vs. school age) and children's diagnoses. Younger children and children with ADHD or developmental delays cannot sit very long to attend to the vignettes and discussion so more time will be spent in practices and small group hands-on activities. Reviewers will take into account whether group leaders are being sensitive to the developmental needs of the children in the group. For example if a group leader continues to show vignettes to children who are disengaged and off task, this will not be seen as a productive use of time. In this case, a positive review would be given for more movement activities, role-plays with puppets and small group activities. However, it would not be acceptable for a group leader to leave out all the video vignettes and to rely solely on other means of teaching. The group leader should strive for a balance between activities. In general it is typical to show between 5-10 vignettes in a 2-hour session (the lower end for young and wiggly children, the higher end for older, more attentive children). Typically in this program, vignettes that are missed in one session will be shown in the next session for a review or continuation of the prior lesson's content.

How can I use a certified Incredible Years coach or mentor to assist me in achieving certification as a group leader?

If your agency has a certified IY group leader, coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing recorded sessions with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, what vignettes you will lead and who will identify children who get chips or rewards or hand stamps, who is using the puppet or who will monitor time out needed.

What do I need to send in along with my video recording for review?

When you send in a video for review, please send in the application form, a brief letter summarizing the session or lesson topic covered and the nature of the population addressed (particular diagnosis), and your own self-evaluation of the session using the Group Leader Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the video is you – hair color, what you're wearing. Please write your name and the session number on your video and/or notes accompanying the video.



Enhancing your video submission

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also you may indicate sections of the video submission you have questions about or particulars you would like feedback on.

Once your video has been passed off, you submit your application paperwork with the remaining required items:

- background questionnaire
- letter of intent
- attendance list
- letters of recommendation (2, professional)
- final evaluations by parents
- session protocols for 18 sessions minimum (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

Please Ask!

This process can be complicated and there are many steps. When in doubt, please call or e-mail us prior to sending in your video or materials. A well-prepared video will get you to your certification goal much faster!