



Tips for Preparing Your Video for Review Classroom 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 these session 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 one video submission at a time. This recording may include one or two circle time lessons and related activities. Some classroom lessons are extremely short, particularly with young children. For your review we will need to see examples of you leading vignettes, doing role plays, and doing circle time activities that reinforce the concepts in the lesson. If you are doing very short lessons to meet the developmental needs of your classroom, you may send two lessons to cover all these aspects. For example in one lesson you might focus more on role plays and show no vignettes and in another lesson you might do a brief role play and show the vignettes. We also need to see your small group activity. It will improve your video submission if you also send us 10-15 minutes of coached play time where you work with children in an unstructured play time using descriptive commenting and social coaching. After you receive feedback on this first submission, you will use it to make changes in your implementation of the program and then send another submission for a 2nd review. It is typical to send 2-3 video recordings before being accredited.



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-teacher and essential components for accreditation

You may send a video showing how you implement the program in circle time and small group practices. Ideally you will have a co-teacher to deliver the program – although it is not mandatory. If you do have a co-leader, or co-teacher, we do assess the collaborative quality of how the leader and co-leader work together and support each other. This is part of the leadership assessment. However, the person whose video is being reviewed should show their group leadership skills specifically in regard to the following methods:

- using puppets in collaborative way to demonstrate positive social skills and elicit problem solving
- designing developmentally appropriate small group activities
- demonstrating academic, persistence, social and emotional coaching 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
- mediating vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review 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 co-teacher
- schedule posted for session
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

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

No, we want to see a separate submission from each applicant. Since the classroom lessons are short, we need to see you in the primary leadership role in the whole lesson. We also need to see your small group activities table and you facilitating coached play.

Number of Sessions

The minimum of core lessons is to have completed 45 to 50 lessons (if unable to do all 60+ lessons due to time constraints). More than 60 lessons is also acceptable, if you need to extend the curriculum as well. We will not accept your materials if you do not have lessons from all seven dinosaur units.



Number of Children in Class

To qualify towards certification parent groups must not have fewer than 12 participants.

Number of Vignettes Shown in a Session

The number of vignettes in the protocols varies by session (ranging from 0-4).

The number of vignettes actually shown in a session will depend on the age group addressed 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 2-3 vignettes per session.

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 lessons with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing session recordings 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, which vignettes you will lead and who will identify principles or give out rewards.

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 served, 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 session recording that you have particular questions about or that you would like to have feedback on.

Once your video has been passed off, you may then 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
- lesson protocols for 60 lessons
- 3 self-evaluations (spread throughout the year)
- 3 peer-evaluations (spread throughout the year)

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!