

Reviewing Parent or Teacher Videos for Certification/Accreditation

What is mandatory?

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- Well prepared and organized leadership skills with good time management
- Highly collaborative leadership process but provides accurate information when needed and not obtained from participants
- Discusses benefits and barriers to doing assigned activities with children
- Integrates a mixture of using video vignettes to trigger problem solving discussions, model skills and to set up practices in large group followed by small group practices
- Leader calls between sessions (to discuss weekly evaluations, to check in with special needs and assignments, and provide additional encouragement as needed)
- Follows up on home or classroom activities and buddy calls completed weekly
- Helps participants see how approaches learned apply to their specific goals and their children's developmental needs

Starting Session Group Leader

Home/Classroom Activities Check In:

- Starts with **positive** participant experiences with home or classroom assignments and review benefits of approach using buzz and share with large group;
- Asks follow-up questions to get more details (*What did you say/do? What did that look like? How did your child respond? What was the value of doing....? What was the benefit of....? What principle did you hear?*)
- Rewards/praises/applauds successes and supports attempts to use any skills learned from prior session
- Uses home or classroom practice feedback to select some participants to demonstrate their success in a role play
- Asks participants about **barriers and difficulties/obstacles**. What made it hard to do the assigned practice activity?
- Selects someone who has had difficulty with prior week's activity to re-enact the child's response and practice some alternative strategies. Often taking child role helps participant experience child viewpoint and experience the value of a different response

Introducing New Topic:

Leader gives brief overview of session goals using pyramid for context. Does not teach or over explain. Uses introductory narrations (pausing for discussion) to help introduce new topic.

Benefits/Barriers Exercise:

For new topics such as praise, rewards, ignoring or consequences start with benefits and barriers exercise. First brainstorm benefits and then barriers in large group; this may be done first in a buzz and then shared in group; benefits are paraphrased, validated, and recorded. Barriers are listened to, validated and paraphrased and recorded on flip chart by coleader. Do not try to solve the barrier at this time and do not try to convince the parent/teacher to move past the barrier. Rather group leader uses this knowledge and understanding of the barriers to address these issues when showing the vignettes.

Group Leader Mediating Vignettes:

- Mediates narrations by pausing narration briefly to clarify words used, or to check in on whether participants agree with the narrator's perspective, or to summarize topic and purpose of session
- Mediates vignettes by pausing part way through to ask questions (*What would you do next? How is the child or parent feeling now? What is the rationale for this approach?*); does not stream more than one vignette together. At end of vignette, helps participants see how this idea/principle might work with their child and summarizes key learning from vignette. This summary can be done by coleader. (Longer vignettes are paused part way through several times for discussion or to set up a spontaneous practice idea)
- Uses collaborative questions... digging into participants' ideas to pull out key tips to a skills being taught; avoids simple question and answer approach but really listens to participants point of view and explores their idea with some depth
- Identifies from discussions some bigger principles such as "attention principle" or "modeling principle" or "relationship building" or "school readiness or language enhancement" and then determines how the principle will be used specifically to address the participant's goals for the child at home or in the classroom
- Uses video vignette to trigger spontaneous practices or buzzes
- Adequate number of vignettes shown (7-10 for parent and 20-25 for TCM)

Group Leader Setting Up Practices:

- Sets up several large group planned role plays/practices with skill (see group leader checklist for details)
- Sets up spontaneous practices from participant questions or suggestions or buzzes (sprinkle throughout session)
- Uses home or classroom practice experiences to trigger either positive demonstration or to revisit something that didn't go well with child with an alternative strategy
- Practices are developmentally focused according to child's language, play and cognitive, social and emotion skills
- Refers back to participants' goals for themselves or child
- Rewards those who do role play practices

Content leader and Process leader Roles

- These roles will be defined depending on the degree of experience of each leader. Content and process roles should be collaborative and leaders may switch roles midway through a session. In general the content leader takes primary responsibility for leading (mediating discussion, leading vignettes, setting up role plays, and providing structure for group process). The process leader role involves supporting the content leader by recording key points or principles (not everything said), giving out rewards or stickers; adding new ideas, or prompting a participant to respond if their effort to participate was not seen by leader
- Content leader will invite process leader to summarize key ideas or to add anything missed
- Content leader and process leader each participate in practices with one coaching the parent/teacher and one the child/children
- Process leader follows the lead of the content leader and is not competitive but enhances the content leader's role

Ending Group

- Reviews or summarizes key learning from discussions and practices (this is also sprinkled throughout with flip charts)
- Provides explanation of assigned practice activities for session and reviews handouts
- Takes time for participants to do the self-monitoring checklist and to make commitment to what their goals will be until the next session
- Gives time for session evaluations

What is optional?

- Number of vignettes can vary depending on whether they are long vignettes that are paused frequently and number of practices completed
- Sessions do not have to complete everything on the session protocol and may be stretched to cover 2 sessions because pacing will depend on participant backgrounds and knowledge; for example, for some groups more time may be spent on coaching methods because it is new information and/or there is a need to promote stronger attachment and more attention to positive behaviors than negative ones
- Number of sessions for high risk populations or treatment groups should be no less than 18 2-hour sessions and often will be expanded as needed
- When translators are used, the number of sessions must be expanded to allow time for this discussion where everything is translated; this can take twice as long to complete the program

Additional Elements for TCM:

Behavior plans

- Does a sample behavior plan in the large group
- Goes through steps together, engaging the participants in brainstorming ideas for each step
- Gives specific examples for intervention strategies (e.g., instead of saying—praise child, think of a labeled praise statement that matches target behavior: "You are raising a quiet hand!").
- Sends teachers to small groups to work on their own plans

Additional Elements for Parent Reviews

Record Sheets

- Group leader explains how to complete weekly record sheets and if participants speaks a different language helps them complete these
- Record sheets are handed in each week and reviewed by group leader with comments and stickers and encouragement
- Record sheets may be used by group leader to talk about a participant's success with the whole group

Decision to pass video

- Rare to pass a first video. Always ask for a second video if there are ANY skills that a group leader can work on.
- When reviewing second video, if there are elements of the video that are at passing level, and just a few skills that still need work, you can ask the leader to send portions of the second session, or to send full session, but highlight skills (e.g., send 1st half of parent group, or send 20 minutes of mediating a series of vignettes, or send an example of a large group role play).
- There is always clinical judgement involved in deciding whether to pass the overall video. If almost all skills are excellent, but there is fine tuning in a few skills, video may pass with recommendations to keep working on those skills. Reviewer must make a judgement about whether the group leader will easily be able to make the adjustment without further feedback.
- **When in doubt, always better to ask for another review or partial review.** In some cases, group leaders do not seek additional feedback after the video review passes, so this may be the only opportunity to give feedback.
- We do have group leaders who send in 3rd and 4th tapes for review. Often these are those who have had no coaching or no prior experience running groups or a background without knowledge of cognitive learning theory or child development. These people should be applauded for their efforts to deliver the program with fidelity and if motivated coached to become the best group leaders they can be. Additional reading about underlying behavior change theories may given to them and/or they may be paired with a more experienced group leader. On the other hand, there are some people who aren't suited for the group collaborative approach. Accreditation is never guaranteed but hopefully groups leaders have been carefully selected at the beginning according to their educational background, motivation and interpersonal skills for this work.

Mentors may always ask for a 2nd opinion for a review they are unsure about from another mentor. Ideally videos should be reviewed by a mentor/trainer who is not the group leader's primary mentor. It is difficult for mentors/trainers to be objective about a group leader's skills when they have worked closely with that group leader. In situations where there is not a second reviewer available, videos can be sent to Seattle, or mentors/trainers should carefully assess situations where they need a second opinion to make a decision about whether a video is ready to pass.

ENCOURAGE GROUP LEADERS WHEN CERTIFIED/ACCREDITED TO ATTEND ONGOING CONSULTATION GROUPS YEARLY.