



**Certification/Accreditation when Incredible Years (IY)
is Delivered Remotely, as Individual or Group Video Tele- Sessions:
Preliminary Plans
3-6-2021**

Group leaders have been writing to ask if remote IY parent video tele-sessions (individual or group) can count towards accreditation/certification in the IY programs that they are delivering.

This is a great question! As with most things in our world right now, we're in uncharted territory. Unlike our IY face-to-face group delivery methods, we have no randomized control group studies to evaluate this video tele-session approach. However, we do have a control group study on a self-administered version of the IY program which did produce positive outcomes, suggesting the potential of the IY program being delivered in this way. Thus we are optimistic about the use of program delivery via video tele-sessions with a trained IY group leader. We are trying to be flexible, to meet the access of families for parenting support at this challenging time, and also to continue to deliver high quality intervention with high fidelity. These days it is sometimes hard to know what all that looks like. The most important message we have been getting from trained IY group leaders and therapists is that they are committed to supporting families and meeting their needs right now in this stressful Covid-19 time. We appreciate that productive energy and have been hearing about so many creative ways of delivering the Incredible Years intervention programs via telecommunication technologies. We are learning from everyone's experiences as they share with us.

Here is our current thinking about the IY video tele-session delivery method of intervention.

- It is very important to us that the program delivery retain its strong commitment to evidence-based delivery and the IY fundamental principles. These include a collaborative, interactive, relationship building and emotionally connected process, showing and mediating video vignettes to enhance modeling and problem-solving discussions, setting up role play practices, and giving home assignments to encourage practice of new learning and further reading. We believe these IY principles can be offered via telecommunication technologies.
- On-going professional training and supervision will be important to assure quality delivery using the video tele-session format. Best practices around confidentiality, privacy, safety, and crises management need to be assured regarding the technical

components of the encounter. Since privacy protections and HIPPA regulations vary according to state and country, each agency will need to ensure that these rules are followed within their own contexts.

- The proposed remote IY video tele-sessions are an emergency intervention and, like much else during this time, need to be flexible and responsive to the family situation.
- A lot will be learned from trained IY group leaders delivering video tele-sessions to families using video conferencing platforms. It is possible we will discover that this is a viable alternative to the in-person group format that could be used to meet the challenges of rural communities, maldistribution of available mental health specialists, increasing poverty, and delays in accessing intervention.
- Since we don't have research that shows whether the program is effective using either individual or group video tele-session delivery modes, we need to be cautious about moving too quickly to endorse this delivery method.
- We have updated weekly session and final IY program evaluations to assess families' feedback to this method of delivery. This will help us evaluate the usefulness of this approach. See web site: <https://www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/>

Accreditation/certification

You may submit an application for certification with one full group delivered in-person and one group full group delivered in an on-line tele-session format. All other requirements remain in place (passed video review of in-person session, completed checklists, weekly and final satisfaction forms, etc...).

For the group that is delivered remotely on-line, leaders should document (on the session checklists) all the ways that they have engaged parents remotely and what remaining content they have been able to cover (vignettes, role plays). Include how many families participated in group or individual video tele-sessions, how long the sessions were, and any narrative information about the sessions.

Collect weekly evaluations for these on-line tele-sessions (fillable PDF available on the website) and collect the end-of-group evaluations (also available on the website) <https://www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/>

We will review these applications on an individual basis with the expectation that content is covered, some vignettes are shown, some role plays are done, evaluations completed etc... and the group leaders have given us some information about the parents and how the delivery was tailored to the family's needs.

We are reluctant to set firm cut-offs for amount of content covered in these remaining video tele-sessions because this will vary depending on the families' circumstances. After reviewing a number of these submissions, we may be able to set some standards.

We encourage group leaders to send us videos of their tele-sessions so we can more fully develop protocols for this method of delivery. Consent forms from parents for these video tele-session reviews is needed in the same way as for the face-to-face group sessions.

We want to learn from this method of video tele-session IY program delivery. If you are able to video your group or individual sessions and share them with us, please do so! Eventually this may develop into an alternate (and researched) protocol. Or, we may all decide that in-person groups are more effective.

When in doubt, let us know about your group and ask us questions!