



On-line Basic Training Workshop Protocol
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Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. After showing and discussing the handouts slides such as the benefits and barriers buzzes, home activities, refrigerator notes, record sheets, self-monitoring checklists, agendas, checklists and evaluations they can be quickly shown again to remind participants they will do these things for every topic but don't have to be discussed in detail again. Or you might decide to focus on a specific kind of handout for each session.

The overall goal is to focus more on the Incredible Years methods and processes than content per se as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. I recommend that during the first 2-3 3-hour sessions you focus on modeling the group leader skills of leading discussion of home activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms and setting up role play practices. Here the participants may be in role as parents, children or teachers and think of their perspectives and watch how you handle their responses. By the 3rd training session you begin to put the participants in role of IY group leader where in Zoom rooms in smaller groups they plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the family's culture, goals and the child's development, how to respond to family resistance, and how to plan developmentally appropriate practices with toys and puppets.

You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for. This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As in the "in person" training you select vignettes partially by nature of the group and the population they address and partially based on whether you think they have adequately understood the key principles in the topic area.

In addition, you have some flexibility in regard to when to do break out in to Zoom rooms to reflect on the group leader skills, or to do an exercise that the parents would do. It is helpful to do 2-3 Zoom room discussions in each session. As for keeping notes, you can ask participants to help with recording key points in the chats or send them out in a summary post training.

Please check here which vignettes you have shown and return this to us after completing your training. Also check if you role-played a benefits/barriers exercise, or mediated a vignette and discussed leader skills or set up a role play regarding the skill being taught.

Session One: Intro & Child Directed Play

- _____ Introductions, research background for program, overview of training
- _____ DVD #2 Vig 1 (child misbehaving)
- _____ DVD #2 Vig 5 (explaining pyramid)
- _____ Reviewed collaborative process of IY programs
- _____ Model Setting group rules or DVD # 2 Vig 7 demonstrated
- _____ Model goal setting
- _____ Explaining the pyramid or DVD #5 Vig 5
- _____ Explain How I am incredible document

Child directed Play

- _____ Benefits and Barriers
- _____ Introductory Narration: Part 1 (mediated how to show introductions)
- _____ *Vignette 1 (Soleil)
- _____ Vignette 9 (farm pieces)
- _____ *Vignette 10: (child directed)
- _____ Buzz/Room Leadership Strategies
- _____ Assigned Home Learning Experiences
- _____ Participant Assignments

Session Two: Academic and Persistence Coaching

- _____ Model Reviewing Home Activities/Homework
- _____ *DVD #4 Vig 7: Modeling Vignette Mediation (dress up)
- _____ Buzz/Room Questions
- _____ DVD #4 Vig 8: Co-leader role
- _____ Vignette 3 (Patrick 13 months)
- _____ Vignette 5 (ABC puzzle)

Part 2: Academic Coaching

- _____ *Vignette 13 (Kilani boxes)
- _____ DVD #5 Vig 3 (mediating Vig 13)
- _____ *Vignette 18 (academic coaching Kilani boxes)
- _____ Role play (with boxes)
- _____ Vignette 28 (promoting reading readiness)
- _____ 3 child typologies/buzzes in rooms coaching ideas by language level
- _____ Role play (with Legos)

Persistence Coaching

- _____ Vignette 25 (Erin)
- _____ Buzz/Room
- _____ Role play (white board math problem)
- _____ Culturally Responsive Buzz/Room
- _____ DVD #5: Vig 7 (parent practices)
- _____ DVD #5: Vig 8 (debriefing coaching)
- _____ Calling Buddies
- _____ Handouts

_____ Participant Assignments

Session Three: Social and Emotional Coaching & Praise and Rewards

_____ Introducing new topic – emotion coaching
_____ Buzz emotion words
_____ Introductory Narration
_____ *Vignette 2 (sticky tape)
_____ Setting up practice emotion coaching
_____ Benefits/Barriers using Puppets
_____ Practice

Social Coaching

_____ Introduce topic.. buzz/Room

_____ Vignette 4 (play dough)
_____ Setting up practice with social coaching
_____ Setting up practice with puppet

_____ Vignette 10 (Kaylee)
_____ Adjusting Role Plays to Child’s Development
_____ Assignments and Handouts

Praise

_____ Benefits/Barriers (if not done previously)
_____ Vignette 3 (good eaters)
_____ Vignette 5 (washing hands)
_____ Vignette 9 (talking on phone)
_____ Buzz/Room to generate questions
_____ Buzz behaviors see more of for different children

_____ Praising Self DVD #6: Vignette 6
_____ Praising others & thought cards & positive opposites

_____ Ending Sessions

Tangibles

_____ Buzz/Room (toddler, vs preschooler vs early school age)
_____ Vignette 4: Flossing Teeth
_____ Vignette 8: (super bath stickers)
_____ Vignette 10: (star chart)
_____ *Vignette 12: (explaining sticker chart)
_____ Zoom Room to review what to explain
_____ Role Play practice
_____ DVD #6: Vig 7 (leader using stickers)
_____ Buzz supporting children’s resilience and coping
_____ Rewarding parents

- _____ DVD #7: Vignette 2 (using the tool kit)
- _____ Handouts
- _____ Participant Assignments

Session Four: Positive Discipline—Rules, Routines, Effective Limit Setting

Positive Discipline—Ignore, Distractions

- _____ Review home activities.. what questions to ask
- _____ Introducing new topic
- _____ Buzz Benefits/Barriers
- _____ DVD #7: Vignette 3 (benefits and buzz)
- _____ DVD #7: Vignette 4 (barriers and comparison)
- _____ Vignette2 & 3 (Robin bedtime routine)
- _____ Vignette Separations and Reunions
- _____ Vignette 5 (Dorian’s morning chart)
- _____ Zoom Rooms to share questions to ask

- _____ Handouts

Effective Limit Setting

- _____ *Vignette 12: 3 min for bed
- _____ *Vignette 15: first-then rule
- _____ *Vignette 20: unclear commands
- _____ Vignette 23: count to 3 for soap
- _____ Vignette 25: chain commands
- _____ Vignette 27: Ride on sidewalk

- _____ Rooms to determine principles of vignettes shown to enhance & practice to set up

- _____ Brainstorm Rewriting Commands
- _____ DVD 8: Vignette #2 (rewriting commands)
- _____ Handouts – discuss promoting healthy media diet

Handling Misbehavior

- _____ Goals for discipline
- _____ Introductory Narration
- _____ Vignette 1, 2 (Libby putting away puppets)
- _____ Discipline Hierarchies
- _____ Ignore
- _____ Benefits/Barriers to Ignoring
- _____ Vignette 3 (don’t touch TV)
- _____ Set up ignore practice/Rooms
- _____ Vignette 5 (Hanook in classroom)
- _____ Planning role play/practice (could be in Zoom room)
- _____ DVD #8: Vignette 5 (coping with negative thoughts)
- _____ Buzz rewriting negative thoughts
- _____ Thought cards
- _____ Handouts

Session Five Time Out to Calm Down, Consequences, Problem Solving

- _____ New topic... hierarchy
- _____ Explain time out to calm down
- _____ *Vignette 2 (explaining time out to 2 children)
- _____ Debrief/Rooms
- _____ *Vignette 8: (explaining time out to Dorian)
- _____ Setting up Role play
- _____ Using puppets to teach calm down strategies/ Zoom rooms
- _____ Vignette 6: practicing calming down
- _____ *DVD #8: Vignette 7 (time out practice)
- _____ Review time out scenarios
- _____ DVD #8 Scenarios 2 & 3

- _____ Vignette 13: Time Out warning (Dorian)
- _____ Vignette 14: coaching Victim
- _____ Vignette 15: sending child to Time Out
- _____ Zoom rooms to discuss mediating vignettes and principles to derive
- _____ Handouts

Consequences

- _____ new topic; benefits/barriers/ Buzz
- _____ Vignette 5 (bike in driveway)
- _____ *Vignette 6 (game boy)
- _____ Handouts

Problem Solving

- _____ Wally problem solving books
- _____ Vignette 19 (Wally books)
- _____ Vignette 20 (Wally books)
- _____ Plan Practice and role play
- _____ Handouts
- _____ Tool kit review & summary

- _____ Accreditation Handouts