



Preparing for Video Consultation of Dina Program Delivery From Peers, Incredible Years (IY) Coaches, Mentors, and Trainers

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The opportunity to obtain video review of your IY group process and clinical skills from peers, coaches, mentors, or trainers is scary, exciting, and a special privilege. Sharing your work with others and obtaining feedback from colleagues will result in continual improvement of your therapeutic skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays/practices, video vignette mediation, circle time lessons, small group activities, homework) and therapeutic processes (e.g., building nurturing relationships, modeling, coaching, calm-down exercises, problem solving) leads to improved outcomes in teacher and child behavior change. Moreover, by sharing your skills with others—both the difficult therapeutic moments and the successful ones, you will be helping to teach others to improve their own practice as well.

What are the advantages of ongoing video group supervision?

- Increased quality of program being delivered to children
- Continued opportunity to hone therapeutic skills and be challenged by others
- Opportunity to obtain support from other group leaders, mentors, or trainers
- Internal gratification and feeling of competence knowing that program is being delivered with fidelity
- Opportunity to provide support to other therapists and teachers
- Knowledge that increased fidelity leads to better outcomes for children

What are the barriers to video group supervision?

- No time in work week to do video review
- Fear of looking inadequate or feeling a failure (not measuring up)
- Lack of trust in peers or colleagues to share group work
- Fear of being criticized and or getting put down by others
- Supervisor will not pay for this supervision or allow time for doing this
- There is no incentive to do this – certification/accreditation does not lead to salary increase or increased recognition
- Parents will not give permission to video tape child groups or classroom
- Unavailability of video camera
- Unavailability of a coach or mentor in area to review DVDs
- Lack of availability of colleagues familiar with IY group processes

Preparing for Supervision and Video Feedback- Be Proactive!

- Review your video ahead of time and select 1-2 segments on which you want feedback. This process of selecting a video segment to show may be done alone or with a colleague.
- Show both positive or successful group strategies as well as interactions that felt awkward or difficult.
- Think about what kind of constructive feedback you want. Be specific and tell

group members what kind of help you want. For example, “*I want to learn some new strategies for managing this child’s aggressive behavior.*” Or, “*What do you think I am doing well here? What else might you do?*”

- Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.
- After brainstorming, reenact or role play the video scene and try out some of the ideas.

Designate who you want to act the role of child and who to act the role of group leader. Taking on the role of a difficult child can help you empathize with child’s point of view.

- Evaluate and summarize likely strategies to try in the future.
- Use the “Group Leaders Thinking Like Scientists” document to determine future goals and be aware of barriers.
- Review outcome at next supervision session.

Things to Bring to Video Review Session

- video of session cued up to segments to be shown (via time code) for review
- Leader and Peer process form and leader checklist completed for session
- Group leader “thinking like scientist” goals form
- Attendance list
- Protocols of sessions/lessons completed
- Activities completed

Self-directed Learning and Goal Setting

Group leaders come from a variety of educational backgrounds including nursing, education, psychology, early childhood, psychiatry, and social work. Some group leaders have had extensive therapy group experience and classroom teaching experience and others have had comparatively little. For this reason, each person’s learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Group leaders are encouraged to assess their own strengths, to set goals, and be self-directed in seeking out the supervision and feedback they need. The collaborative checklists and sample session videos for small group therapy or for classroom delivery of the dina program are available for self-evaluation, self-study, and group discussion. If others in your agency or district are using this program, you can set up peer review meetings where you meet to review videos of your own groups together (or view the sample session tapes), discuss the process checklists and peer review forms, give each other feedback and practice different approaches.

The peer review process is an invaluable way to support one another and also to share learning with each other. If you engage in this process with others, it is important to be sensitive, caring, and honest in the feedback process. In addition, leaders in training can seek video reviews of sessions from IY mentors or trainers. Telephone or in-person consultation may also be scheduled with trainers. This self-directed experiential learning, peer review, and supervision process implies a commitment to your own continual professional improvement as an evidence-based IY group leader or teacher.