Hot Tips for IY Group Leaders Delivering
the Incredible Years Video Parent Programs via On-Line Tele-Sessions
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How it took a pandemic to force the IY developer to explore the use of on-line Incredible Years video tele-session training?

Up until 6 months ago I was resistant to the idea of on-line IY video tele-session training and had never used Zoom or any other platform to provide parent intervention. I believed strongly in the importance of face-to-face training interactions and the value of experiential and reflective learning with others through collaborative problem solving, role plays, and practices. I found the group trainings the most satisfying aspect of both my own clinical group work as well as the preferred method for training new group leaders. My early research with several randomized control group trials (Webster-Stratton, 1984; Webster-Stratton, Kolpacoff, Hollingsorth, 1988) showed better parent and child outcome effect sizes when parents were trained via group interventions using video modeling with trained group leaders, versus group only without video methods, or self-administered video-based programs, or individualized one-on-one approaches using "bug in the ear" methods. The power of group support and building parent relationships was a critical element in parents' ability to change behaviors. Parents in most IY parent groups were reluctant to have their trainings end despite the fact they were 18+ 2-hour weekly sessions. Many parents made plans to continue to see and support each other afterwards. I couldn't imagine on-line delivery being a substitute for the in-person group experience where parents could build strong and supportive interpersonal relationships. It seemed to me that on-line training, even in groups, was more impersonal and that it would be difficult to establish trust and

meaningful connections between group leaders and parents and to carry out successful practices with each other.

So, my foray into IY video tele-sessions was, to large extent, forced because of the coronavirus preventing travel and the inability to have groups of people together in one room. Initially the technology seemed intimidating and frustrating and likely affected my enthusiasm and effectiveness at using this method of program delivery. However, I have now reached the point of actually enjoying aspects of this approach and exploring how I can increase the similarities between IY in-person and on-line sessions and promoting genuine connections. Perhaps it is not the platform that makes one training method more effective than the other, rather it is the group leader who is able to make the individual or group feel safe and engaging on-line. One of the tricks is for group leaders to allow themselves to experiment with technology methods to bring fun, meaning and collaboration into the training, to reduce expectations for covering as much content in one session as for in-person sessions and to staying flexible with technology challenges. I was not an easy convert and still find this approach more fatiguing than face-to-face intervention and look forward to returning to the in-person approach when it is safe again. However, I can envision a silver lining to this on-line training method for the future, especially for parents who can't travel to groups because of lack of transportation, or incompatible work schedules or sickness, or some other family conflict. It even appears from early data that parent dropouts or missed sessions from on-line training may be lower than group approaches because on-line sessions can more easily be rescheduled to adjust to a schedule conflict whereas face-to-face group sessions cannot. Now I love to send participants to rooms for practice, to give them funny stickers, and rewards for their efforts and help them share their successes with each other. While I can't provide interesting snack rewards or tangible prizes or hugs I can encourage participants to do something for themselves at this challenging time and work on some work-life balance. I am encouraged by the positive participant evaluations and comments such as, "*this is definitely better than nothing*". Here are a few other comments on our parent evaluations.

> "*There was so much helpful information covered in today's session, I look forward to putting these practices and ideas into my time with my five-year-old. I appreciated the group leader addressing specific questions I had regarding independent play, and also sharing some videos with social/emotional coaching that were relevant to my parenting (as a mom of boys). Also, I look forward to sharing some breathing/calming exercises so he can find some good self-soothing strategies to grow with. There were several helpful ideas for this, and I had actually not heard most of these before!*" parent participant in an online IY Attentive Parenting Program group.

Of course, there is a need for a randomized control trial (RCT) to compare on-line group training with face-to-face training to determine whether the on-line approach is as effective as the many RCTs conducted on the in-person groups. (Webster-Stratton & Bywater, 2019; Menting, Orobio de Castro, & Matthys, M. 2013). Nonetheless at a time when we can't do face-to-face group delivery, the IY Video tele-session approach seems an opportunity not to be discounted.

This paper is written to help IY group leaders understand how deliver on-line individual or group sessions. The article will cover how to select parents for either the individual or a group on-line IY video tele-session training, to provide tips to tailoring the IY parent video tele-session agenda, to determining the number of sessions needed, and ways to promote essential IY methods, processes, and fidelity principles when delivering the IY programs on-line. Group leaders will learn how to work with their coleaders, to share their screen to mediate video vignettes and to promote more intimacy by using on-line rooms to set up buzzes and practices. The chat function and white boards can be used to record key principles. You will learn how to use the IY web site to share on-line weekly home activities, record sheets, refrigerator notes, and session evaluations via internet to parents.

Benefits and Barriers of IY delivering On-line

One of the benefits of on-line training, individually or in groups, is being able to connect remotely with parents who are social distancing at this COVID-19 virus time. Theoretically the on-line format also allows for more flexibility in scheduling meetings, although some families and group leaders will be working from home or managing home schooling which may complicate scheduling. Group leaders can work with parents to find the best times to meet, hopefully when both group leaders and parents are free from other distractions. The on-line format may reduce some logistical barriers such as reducing commute time and hassle, and alleviating some of the childcare issues (although it is important that children are engaged during the groups so that parents can be attentive to the session). Some group leaders we have spoken with find that they are having higher engagement and attendance in their on-line groups than in their in-person groups. Delivering the individual IY video tele-session parent program to families at home has the potential benefit of including partners or extended family members in the sessions if they are also engaged in the children's childcare. This will enhance family support and consistent responses to children. For all families, the video group tele-session provides parent support and reduces feelings of loneliness and enhances feelings of support because families can share common experiences. This is so important, especially now when families are social distancing.

The barriers to this approach fall into two main categories: logistical/technical barriers and barriers to relationship building and connection in the on-line format. First, as noted above, parents and group leaders may have competing demands that make it hard to find a consistent, quiet time to meet. Some families may have too many distractions at home to make it possible to have a quiet, private space for discussion. Some families may not have experience with on-line applications like Zoom. Or they may not have reliable internet access or a computer or other devise to participate such as a computer or an I-pad, or not know how to use applications like Zoom.   Group leaders and parents who participate in on-line sessions also sometimes report that relationship building between parents or with group leaders is more difficult in this format. They may feel that their interactions are less personal and less intimate. Often facial cues can be misinterpreted or slight delays in responding due to unmuting may make conversations seem less natural. Even very experienced group leaders report that this approach can feel more intense and exhausting than the in-person meetings.

Step One: Assessing Family Needs and Readiness for On-line Individual or Group IY Program Delivery

The first step is to reach out to families individually, on-line to assess the impact of changes and stressors to families because of the Covid-19 virus. Group leaders will want to ask about whether any one at home is sick, whether parents are employed, whether they are working from home, involved in home schooling with their children, have childcare, what resources they have available, what self-care they are engaged with, and what financial difficulties they are experiencing. Assessing level of depression and stress will be important and group leaders may want to follow-up up with some families by asking them to complete a validated depression or stress or child behavior measure. (see web site recommendations http://www.incredibleyears.com/for-researchers/measures/) In addition to assessing the impact of stressors on parents, questions about children's responses to the social isolation will be important. Are children showing signs of anxiety, depression, sleep, or eating problems? Have the home routines changed markedly? Have parents talked with their children about Covid-19, and what have they told them? Do they understand how to support their children at this time?

If parents are interested in participating in an on-line IY parent program, you can explore who would be available for these calls, whether they will have childcare, what tech platform they have available, whether they will need technical support, and whether they have a private place for these discussions. It is important to assure parents that these tele-sessions are just as private as in-person sessions and follow patient privacy guidelines.   Then you can explore their interest or appropriateness for engaging in either the on-line individual or the group method of delivering the IY tele-session approach. This will involve explaining the IY program and how it works individually or in groups with group leaders showing videos for discussions and problem solving, setting up practices and home activities assignments. Group leaders will require that parents have available some toys such as Legos, crayons, cars, play dough, or puppets for practices during these sessions. It is helpful if the group leader has several individual introductory on-line sessions to establish a relationship with the family before beginning the group or individual tele-session IY program format. During this time, group leaders help parents to complete the "*how I am incredible*" child form so they have an understanding of the child's developmental language and play level before starting the program. From this exercise group leaders work with parents to set up their goals for themselves and their children. Parents are sent the parent book before the first IY video tele-session is delivered. They may also be sent paper copies of the handouts if they don't have printers to print out the emailed forms.

Step Two: Format for First IY Video Session Agenda (60-90 minutes)

• Group leader reviews rules for on-line trainings; private space, expected level of parent involvement in terms of discussions and practices, importance of seeing parents' faces, how parents can indicate when they want to speak and when to mute or unmute (using an I phone for group delivery is not recommended);

• Check in on parent's current family situation, stress level, self-care, and coping strategies

• Using the *How I am incredible* form, parents describe their children's temperament, language and play developmental level. They also describe their children's responses to the Covid virus.

• Parents reassess their goals for themselves and their children

• Group leader explains how IY Parent Pyramid curriculum will address their goals

If time:

• Group leader leads a parent brainstorm or buzz of the value of child-directed play for children

• Using screen sharing, group leader and coleader mediate discussion of one or two video vignettes related to child-directed play for discussion

• Group leader sets up parent role play practice of child directed play with themselves as child or another parent as child (Note: there will be suggestions later in this paper for how to set up practices).

Ending Sessions

• Group leader explains weekly home activities, how to fill in the record sheet and send back, reading chapter assignment and parents determine their personal weekly goals

• Parents complete session evaluation & time for next session is confirmed

• Between Sessions: Email (see buzz form on web site http://www.incredibleyears.com/resources/gl/parent-program/)

Step 3: Session Format for Subsequent Sessions (24-28 1-hour sessions)

The number of sessions offered is variable depending whether the program is delivered individually or by groups as well as by the size of the group, length of the sessions, parent progress, and nature of children's social-emotional and developmental difficulties.

• **Check-In 15-30 minutes**: Group leader starts session by checking on parents' current family situation, stress level, and self-care, and coping strategies. This is followed by asking about parent goals from prior session, their home activities experiences, and questions about reading the parent book chapter. The focus will be on parents' successes, identifying key parenting principles used, and problem solving any barriers.

For group parent program delivery, it will not be possible to do a detailed check-in with every parent every time. One way to involve more parents with sharing is to put 4-5 parents into 2 rooms to share their successes with each other for 5 minutes. (see zoom room discussion below) We do not recommend more than 10 parents in a group session.

• **New Content, 20-30 minutes**: Introduce topic of session by brainstorming benefits barriers to skill being discussed. Group leaders facilitate discussion of 2-3 vignettes and set up role play practices after discussing 1-2 vignettes addressing parent barriers noted. Main room practices are often followed by practices in small breakout zoom rooms.

• **Closing Sessions:** Group leaders use the screen sharing function to show the refrigerator notes and highlight key learning principles and incorporate any parent principles that have been recorded in the chat. Then new home activities are assigned, and parents make their weekly goals. Group leaders can again share their screen to review the parents' goals. The session ends with the parent evaluation of session.

Group leader can send out handouts via email for each session. See selected digital versions of home activities, editable record sheets and evaluation forms on the web site.
http://www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/

Using IY training Methods and Principles On-line

Some tips for using the camera successfully on-line to promote parent and group leader connections

• Be sure to check with parents ahead of time that session technology, video & audio are working

• Have a back-up plan for tech failure; have parents' phone numbers readily available

• For the zoom platform, we create recurring meetings with same settings which can be automatically scheduled with one URL

• If you use the waiting room, make sure to disable it after the meeting the starts so people do not get stuck in the waiting room. You can do this by clicking on the security button and then clicking on disable waiting room.

• Be sure not to have a window behind you or the backlighting will make it difficult for parents to see your face; put a light in front of you about one foot above your head

• Drag the thumbnail pictures of the group as close as you can to the camera and then participants will think you are looking at them. If you position their pictures to the side it will appear as if you are looking away from the parents

• Be aware of your body language in your chair.. lean in and look interested

• Be aware of what is on your background. Neutral, but homey backgrounds are best (a wall with on picture, a bookcase, a plant). If you are using one of the standard backgrounds, don't use the pictures of Hawaii or the San Francisco bridge etc. as this feels less genuine and less personal

• Encourage participants to stay unmuted if their background noise is minimal because this allows for more seamless communication. However, if there are noises in the background, we suggest staying muted until parent wants to say something. Please know that the host group leader can mute someone if they have forgotten to mute themselves

• Ask parents about how they are feeling about working on-line training and share the plus and minuses

• Remember to turn your phone ringer off so it doesn't disrupt your session; leaders cannot mute themselves!

Leader and Co-leader IY Team Roles

Individual sessions with parents may be led by one group leader while group program delivery must have 2 group leaders. Each of these group leaders should use their own computer and can be in their own homes as co-hosts. Be sure to choose the co-host option. Using the co-host function allows both leaders to be able to do things like monitor the waiting room and let people in, share their screens, and help problem solve technical issues that come up. Groups leaders will choreograph their roles carefully as they do for face-to-face program delivery by deciding who will use the chat function, give out sticker rewards, mediate the discussion of vignettes and summarize key concepts explored. For the zoom rooms each leader will go in a different room to support parents' efforts with the practices.

Using Screen Share to Mediate Vignettes & Using Chat Button to Record key Scripts and Concepts

USE VIDEOTAPES IN A COLLABORATIVE WAY TO ENHANCE TEACHING

Screen sharing allows the group leader to display whatever is on their screen to everyone on the call. This means the group leader can select the most appropriate IY vignettes to be shown from their USB or DVD and set these videos up on their computer screen ahead of time. Then when they share their screen, they can show and mediate parent discussions of the video vignettes in the same way they do in face-to-face groups. After the group or individual parent check-in discussion, one of the group leaders will share their screen so all the participants can see the video vignette (when you share your screen, make sure to choose the option to share sound from the computer or participants will not be able to hear the sound). Be sure to widen your participant faces on your own screen and help the parents to do the same on theirs by clicking on the 9 box squares on their computers and widening their zoom faces. Participants can click side-by-side view and see the video and all participants in the group at the same time! It is important that everyone is able to see each other during the discussions. This helps the group leaders to know who has questions or wants to make a contribution and for parents to get to know each other. Be sure you have all the parents' names accurately portrayed in their zoom picture window so you can call on them by their names. If their name is listed as someone else's computer name or by a number, be sure to rename them by clicking the small blue square with the white dots in the top right of their zoom window, you will get the option to rename, select this and type their name, then it will appear in their zoom window. This continual face-to-face contact is really important for engaging parents with each other and promoting trusting connections and communication.

Group leaders continue to pause vignettes to ask parents open ended questions to promote discussion and sharing of ideas. Sometimes parent responses can be put in chat format by a selected parent or by the coleader and these chat entries can be summarized later after the vignette discussion has been completed (make sure to set your meeting to save the chat notes or they will disappear when the meeting ends). For example, the group leader says when starting to show a new vignette, "*In looking at this next video vignette look at the ways this parent uses language to promote her child's persistence (or emotion literacy, or social skills) and how she responds to her child when she is frustrated. I will pause the vignette to call on some of you to share what you have observed, or, if you want you can write your observations in the chat. We will also explore the rationale for this coaching language for your child.*" This introduction to the vignette is important to parents learning because it focuses the parents on what to watch for and will promote engagement and concentration.

Using the Breakout Room function to buzz and explore ideas and to tailor learning for specific child's developmental level

After reviewing the scripts on the vignettes that were observed, discussed, and recorded on the chat, be sure to ask how this principle or idea can be used with their own child. For example, for discussing one of the four coaching methods called *pre-academic and persistence coaching*, ask parents how they might use this coaching strategy for addressing the specific goals they have for their own child. The group leader matches parents according to developmental level of each of their children (obtained from the first session *How I am incredible* form) and sends them to 2-3 breakout rooms to work on specific coaching scripts specifically designed for their child. After developing these scripts they can then practice with one person being parent and one being the child of a particular age, temperament, and language or play developmental level. Be sure parents have toys for these practices. Here is one example of how we would use rooms for parents to practice some of the coaching language methods.

Parents of 2-3-year-old children with limited language or delayed language would be put together into one room to work on descriptive or narrated commenting starting with naming objects, actions, and prepositions first. They are asked to keep words simple with lots of parent repetition and mirroring or imitation whenever the child says something. Using a picture book without words or large Lego blocks to practice this narrated commenting can be helpful.

Parents of children aged 4-5 years with typical language for their age are put in a room to talk about pre-academic coaching focusing on school readiness skills such as describing colors, shapes, sizes, numbers, and letters and following suggestions. In this case parents would be asked how they would describe a child working with colored Legos.

Parents of children in early school age (6-8 years) are put in a room to talk about academic coaching relative to a homework assignment such as reading a book with words or a more complex puzzle or maze. They are asked to focus on more complex language expanding for example the type of animal or truck and tailing gating their children's responses by adding a new word.

We also find after parents use the break out rooms to develop scripts that they can practice with one parent in role as a child a particular age and one being parent. We have used these rooms to practice setting limits, ignoring inappropriate responses and redirecting children.

For example, one room of parents with children (ages 4-5) might work on practicing ignoring a child whose is upset because his screen time has been removed for breaking the household rule around screen time. This involves the parent following through with the clear limit, ignoring the tantrum or arguments and redirecting the child when calm. In another room parents of children ages 6-8 years might work on limit setting and ignoring child responses related to doing homework or dressing or eating appropriately or following through with a chore.

After this experiential room sharing and practice parents come back to the main meeting room to share their discoveries and key points learned. The group leader may choose one of these groups to re-enact their scenario for everyone to see, particularly if it illustrates a new strategy not yet discussed.

Zoom breakout rooms can be named by development of child such as toddler or preschool or school age room, or by a name such as dinosaur or tiger or food item room. Putting parents into a room can be used to encourage other smaller group brainstorming activities such as the kind of social behaviors expected of a 2-3-year, old vs 4-5-year-old, vs 6-8-year-old. Or, what incentives might be selected for children at specific ages or developmental levels.

MODIFYING PARENTS' POWERLESS THOUGHTS
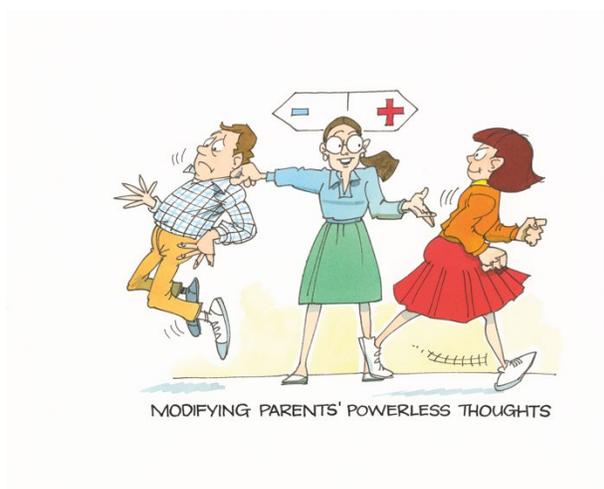
Or, discussions such as rewriting negative commands into clear positive commands for 3-year old's, vs 7-year-olds. Or, for sharing what behaviors can be ignored or what self-talk they can use to stay calm. The idea is to tailor the principles that have been learned from the discussion of the vignettes to their target child's developmental level and goals and then with those scripts to set up practices. The group leaders need to go into each of the rooms to be sure parents understand the task and can assist with ideas or feedback. In each breakout room, one parent is the

designated leader who keeps track of the key ideas generated and then provides this summary when back in the main room with the others.

Exploring benefits and barriers to parenting concepts presented in a particular topic

Group leaders introduce most new topics by asking parents to list the benefits for the parenting skill or topic of the session and explore its value is for the child. For example, *"what is persistence? What does it look like and why is it important to encourage in your child to persist?"* Or *"how many emotion words does your child have? what are the benefits of helping your child develop more emotion literacy*?" Or, *"what kinds of routines do you have after school, or at bedtime or in the morning? What are the benefits of these routines*?" Or *"what limits to you have in regard to screen time in your home? Are there benefits to having rules about this*?" Or *"how do you encourage healthy eating? What limits do you have about foods offered to your children*?" After discussing the benefits then the group leader helps the parents explore the barriers to being able to do this. Afterwards parents look at their lists of benefits and barriers and frequently realize there are long term benefits for the child and often the short-term barriers are for the parent. When group leaders are doing this brainstorm on-line, the coleader can record the benefits and barriers on the chat or white board. Group leaders can also ask a parent to do these chats and take turns with different parents doing this recording. After parents have discussed the benefits and barriers of the topic, the group leaders then show the vignettes and can link the discussions back to the parents' benefits/barriers list. For example: *"So you're saying that the child in that vignette was sticking with that project because his mother was commenting on how patient he was. I wonder if that's a helpful link to the barrier some of you brought up when you said that it's hard to play because your children don't stick with any activity for more than a few seconds. What could the vignette suggest to us about encouraging persistence?"*

Setting Up Role Play Practices on-line

USE ROLE PLAY TO ENHANCE TEACHING.

After mediating a video vignette, the group leader sets up a role play practice. Often it works best if the group leader first models this skill either in role as child or parent. If you believe a parent really understands how to be child-directed and how to use persistence coaching, you can be a child showing frustration putting Legos together and the parent can demonstrate how she would use persistence coaching. Or, there may be times you want to demonstrate the parenting strategy first before asking the participants to be in role as parent with another person as their child. As you would in face-to-face practices, script the parent and child roles first and debrief afterwards with the group. Ask parents to name the skills being demonstrated by the parent and reflect on this approach affected the child's feelings. Afterwards set up another practice where another parent is their own child and a 2nd parent coaches them. Modeling this first yourself as parent or child helps others to feel more comfortable doing this.

The same approach can be done for practicing emotion and social coaching. The group leader may decide to model this first, or for groups who seem more comfortable with the concept can ask them right away to model/practice the skills being taught. For example, for social coaching the group leader can choose a parent to use a puppet or character to model the positive social skills, such as using puppet to say, "can I help you?" or, "can I have a turn?" Or "I am waiting for my turn." Or "I really like your tower." As you would in the face-to-face group you have already developed some scripts on your chats, so the parent participant has some ideas for what to try out. Or a group leader might decide to model this first as parent with puppet and then send parents to a room to practice with each other taking turns as parent or child. Often this smaller private space allows quieter parents to practice. It is important that parents all have puppets for this practice. If they don't have puppets at home, you can encourage them to use a sock or imaginary puppet and use their hands. Again, group leaders enter the rooms to support parents' practices. Be sure to match up rooms by parents whose children are as similar developmental levels because the puppet language for a younger child will be very different than for an older child who may want to have his own puppet in the enactment. Remind parents they model social or emotion skills by the puppet, or by their own words and actions. If you ask for volunteers to role play on-line we find parents avoid answering and it is best to call on them by their names and ask if they can help by being their child or showing how they would use a particular approach. If the scaffolding and scripts have been carefully recorded, most will not hesitate from this. Once they have done this and received positive feedback for their efforts, they will be more likely to do this in the future.

Help parents identify principles and record in the chat or white board

Just as group leaders do for in-person groups, it is important to pull out parent principles identified in the same way as for the on-line discussions. The coleader can announce that a parent's comment merits a "principle". The group leader can ask the group what this principle is and then record it on chat with the parent's name on it. It is always important with principles that the rationale for the principle is clear. For example, a group leader might say, " Marie, *you have principle for staying calm and respectful when you set that limit because you understand it models this skill for your child and s/he is more likely to copy this in the future*." Group leaders can email out the principles from a session to the parents using the *Incredible Buzz sheets* on the web site. These are editable, fun to use, and can be emailed to parents. Also, parents can save their chats and download them for each session if they want paper copies. And, of course, we always praise principles discovered and give out stickies or use the hand clap or thumbs up functions on the zoom.

Using the parent thought cards
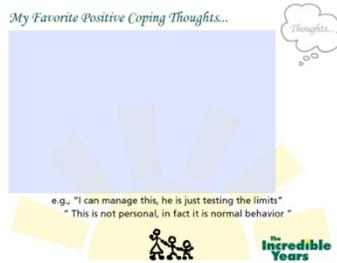
There are a series of thought cards on the web site that you can send to parents ahead of time for a particular session via email and then use these for room buzzes. For example, if you are working on ways to build parents' support systems you can send them to rooms to share ideas with each other and they can write their favorite ideas down on their own personal thought cards. Or, you can have them rewrite their negative thoughts into more positive coping thoughts. Some of the cards include self-praise thoughts they can use, favorite positive coping thoughts, favorite visualizations or positive forecasting thoughts, favorite relaxation strategies.

(See web site: www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/)

Rewarding and Praising Parents On-line

Group leaders continue to praise parents' ideas and willingness to do role play practices or problem solve possible solutions. You can do this verbally and via chat. Group leaders can also encourage parents to give praise to each other via chat that can be done privately or to the whole group. Or, parents can use the clap or thumbs up with each other on zoom.

I love to send out funny sticky notes to parents privately who have taken a risk with a practice. I have found that because they are private, participants want to see what others are laughing about and are more likely to volunteer for a practice in order to see what sticky they will get. Amazing but true.. watch and you will see how incentives online motivate participants' involvement. Moreover, this adds a fun element to the training and using humor in on-line training is an important element of enhancing parent connections with each other and with the group leader.

Another kind of reward you can use are IY "tool awards". As you know on the web site there are all kinds of tool awards for rewarding parents who have used behavior management principles such as social coaching or praise or predictable routines or clear limits or successful ignoring and problem solving and so forth. You can send these tool awards home with their names on them via email. Be sure to find these on our web site. http://www.incredibleyears.com/resources/gl/parent-program/

Checking in between sessions

Just as in the in-person group sessions we recommend parents do weekly buddy calls to share a particular strategy they have tried the same request is made for the on-line version. Sometimes during these calls parents introduce each other to their children on-line and this may even result in them setting up supervised child on-line calls where they all share ideas for their play activities amongst one another. The parents and children can be encouraged to share with each other books they have read or art activities or lego structures they have built. In addition, group leaders do on-line check-in calls as they would for in person calls. During these calls they check on home activities, answer questions and support families. Sometimes during these individual check in calls a group leader might want to set up a child-directed play activity to give the parents some coached practice in the way they are using puppets, or using coaching methods.

Sending out parents the buzz forms of the key goals and principles from each session is also an encouraging reminder of what they discussed.

Review weekly assignments and evaluations on-line

At the end of the on-line session, you can show on your shared screen the handouts for home activities and record sheets and highlight the key points that were discussed in that session or expand a point that was not discussed. These handouts can also be sent to parents via email or mailed in advance if parents don't have printers. Home record sheets are editable so they can be returned to the group leaders by email before the next session.

Session weekly and final evaluation forms have been revised to ask about parents' experience with the on-line method of program delivery. These are also editable and can be emailed to parents and returned to you. As in the face-to-face parent group approach, you will use these weekly evaluations to make reasonable adjustments to your next session and to be responsive to the groups' feedback. As in the face-to-face program delivery trainings there is always variation in parents who want more or less discussion, or practices, or video vignettes or reading and home assignments. Everyone's learning style is different and the goal of group leaders is to provide a variety of learning methods.

We have posted editable certificates of program completion so you can put in the parents' names and dates and email them their certificates. (See web site: www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/)

Recording On-line individual or group sessions for consultation and feedback from IY trainers

It is possible to video your on-line sessions for peer review and for consultation from accredited IY trainers. As in the case of face-to-face group videotaping of session, you will need to get parent consent forms, explain why you need this, and how long you will keep the recording. Check to make sure your delivery platform such as zoom is HIPPA compliant or meets the rules of your state or country for protecting privacy. At this time, we accept one session done via zoom along with one in-person program delivery for certification. See this document for information on using on-line parent groups towards group completing accreditation requirements:

http://www.incredibleyears.com/download/certification/Remote-session-accreditation-information.pdf

Evaluations of using this method with delivering IY programs or trainings

Be sure to use the revised final parent program summative evaluation. We actually require this before sending out the certificate of completion.
http://www.incredibleyears.com/resources/gl/resources-for-group-leaders-working-remotely/
This data from parents can be very helpful as this is a new IY delivery method and helps us refine the most useful approach for what parents like or don't like and what they find most helpful.

In addition we recommend using some evidence-based measures pre and post program delivery such as the IY Parent Practices Inventory (PPI), a stress or depression inventory, and a measure of child social competence and behavior problems such as the Eyberg Child Behavior Inventory (ECBI). More information about these can be found on our web site.
http://www.incredibleyears.com/for-researchers/measures/

If you use measures we have used in prior research studies you can compare your results using the on-line delivery method with our face-to-face method.

IY Group Leaders Supporting Each Other

As you start to learn to use this on-line method of delivery, you might consider starting by practicing this platform method with your colleagues and then watching each other deliver and debrief afterwards. Setting up your own on-line support group can be helpful to share ideas and assist each other when there are technological glitches. In most on-line platforms the host sees a slightly different view than the participants, so it is useful for co-leaders to practice being both the host and a participant to see what they parents will be seeing when the screen is shared. I have learned a lot by a colleague sharing their screen with me and showing how to set up a room meeting or how to mute someone or change their name. The beauty of shared screens is you can learn by modeling what someone else is doing. Like learning anything new there is awkwardness at first but allow yourself to make mistakes and be playful with this amazing new

tool. You may be pleasantly surprised by how much connection you will feel to the parents who participate in your first on-line groups!

References

Many more references can be found in the library of the web site.
http://www.incredibleyears.com/research-library/

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