



## Incredible Years 2.0 Basic Group Leader Training Workshop Evaluation Report

***Dates: 21<sup>st</sup> 22<sup>nd</sup> & 23<sup>rd</sup> September 2026***

***Venue: Doncaster***

***Commissioning service: Parent and Family Support  
Service***

***Trainer/Mentor: Jeannie Gordon & Karen Legge***

***Number of Trainees: 22***



THE  
MINISTRY OF  
PARENTING

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## **Incredible Years® 2.0 Basic Group Leader Training**

### **Training Evaluation Summary**

#### **About the Training**

The Incredible Years® 2.0 Basic Group Leader Training is a three-day programme designed to prepare practitioners working with parents of children aged 2–8 years to deliver the Incredible Years Toddler, Preschool, Attentive Parenting, and School-Age Parenting Programmes (up to 8 years).

The Preschool Parenting Program 2.0 is an enhanced version of the established Incredible Years Preschool Programme and equips facilitators with the knowledge, skills, and confidence to lead evidence-based parenting groups. The programme focuses on strengthening parent-child relationships, promoting secure attachment, encouraging children's social and emotional development, and reducing harsh or ineffective discipline practices.

Twenty-two professionals from Doncaster Council and Services successfully completed the three-day training programme. Participants represented a range of services supporting children and families and brought extensive experience of working with young children and parents.

#### **Training Feedback Summary**

Feedback was collected from trainees at the end of each of the three training days. Overall, the feedback was extremely positive, with trainees consistently describing the training as informative, engaging, practical and enjoyable.

#### **Overall Training Experience**

A strong theme throughout the verbal and online written feedback was the value of the interactive and participatory nature of the training. Trainees particularly appreciated the opportunities to take part in role play (skills practice), group discussions, reflection, practice facilitation and question-and-answer activities.

Trainees repeatedly commented that these activities helped them to:

- connect the programme content to real-life parenting situations;
- develop a clearer understanding of the programme principles;
- practise the skills required as group leaders;
- learn from the experiences and ideas of other practitioners;
- build confidence in applying the programme in practice.

Several trainees specifically noted that the role play was particularly useful for embedding strategies and making the training feel realistic. Some initially felt uncertain about role play or puppet work but commented that, once involved, they found these activities valuable.

## **Day one**

The most frequently valued elements of Day one was role play, interactive discussions, reflection, videos, questions and answers, and breaking the material down into manageable stages.

Trainees particularly valued the focus on collaborative practice and the reminder to allow parents to lead discussions and contribute their own knowledge and experiences. The emphasis on practitioner principles, facilitator skills and practical ideas was also highlighted.

Feedback described the day as:

- fun and informative;
- engaging and interactive;
- reflective;
- practical;
- comfortable and encouraging.

Most trainees identified nothing that needed improvement. A small number of comments related to technical sound issues, video-related issues, chairs and the length of the lunch break.

In response to the feedback, the training room layout was rearranged, and an alternative projector was provided. This improved the sound quality; however, it was not possible to replace the existing projector screen. As a result, the quality and sharpness of the projected image remained affected. This was acknowledged as a venue-related limitation.

The agreed break times were reviewed each morning to ensure they continued to meet the needs of the group and the flow of the training.

## **Day two**

Day two feedback continued to highlight the importance of interactive and practical learning.

Trainees particularly valued:

- linking ideas directly to practice;
- modelling the group leader and co-leader roles;
- opportunities to practise facilitating;
- role play and group work;
- exploring concepts such as rewards and bribes;
- the praise section;
- learning from other trainees' ideas and experiences.

A number of trainees commented that the practical activities made the training feel more like real-life group delivery and helped them understand how they would use the strategies with parents.

Again, the majority of trainees identified no particular areas for improvement. The main practical issues raised were room temperature and uncomfortable chairs. One trainee noted some initial discomfort with puppet work but recognised the value of practising this skill.

In response to the feedback regarding the room temperature, the venue provided two fans to help improve ventilation and comfort. Unfortunately, the fans were quite noisy and therefore could only be used for short periods during the day without disrupting the training.

To help address comfort and maintain engagement, we introduced short “wiggle breaks” during the afternoon of Day two, giving trainees an opportunity to move around, stretch and refresh before continuing with the session.

### **Day three**

Day three feedback remained highly positive. Trainees particularly valued the role play, video clips, group discussions, practice sessions and delivery skills.

Specific areas highlighted included:

- practising strategies through role-play scenarios;
- exploring time-in/time-out and different situations;
- understanding consequences;
- using prompts to encourage discussion;
- developing delivery skills;
- practising with puppets;
- learning how to guide and support parents while maintaining a collaborative approach.

Trainees commented that they had gained many practical tips and that the role play helped to embed the strategies.

Several participants reported feeling confident and motivated to begin delivering the programme themselves and supporting families.

Most trainees again stated that there was nothing they would change. The few suggestions included improving chair comfort, avoiding some repetition in the training format, and making a clearer distinction at times between learning how to teach the programme and learning the programme content itself.

## Feedback on the Trainers

Feedback about the trainers, Jeannie and Karen, was consistently excellent across all three days.

Trainees repeatedly described the trainers as:

- knowledgeable;
- approachable;
- supportive;
- engaging;
- encouraging;
- clear in their explanations;
- excellent facilitators.

Several trainees specifically commented on the trainers' ability to answer questions clearly, provide relevant examples and create an environment where participants felt comfortable contributing their thoughts and experiences.

The collaborative and supportive training style was frequently identified as a strength.

Comments included descriptions such as *“brilliant,” “amazing,” “fantastic,” “highly knowledgeable,” “engaging,” “informative,” and “supportive.”*

## Conclusion

The evaluation feedback indicates that the three-day training was highly successful in engaging trainees, developing practical skills and increasing confidence in programme delivery.

The combination of modelling, role play, video, group discussion, reflection and opportunities to practise facilitation was particularly effective.

Trainees consistently described the training as enjoyable, informative, practical and supportive, with several stating that they felt confident and prepared to take their learning into practice.

The overwhelmingly positive feedback also highlights the value of creating a safe, collaborative learning environment where trainees can ask questions, share ideas, practise new skills and learn from one another.

## Trainers' reflections on the trainees.

The host had ensured that all trainees were well informed about the training programme, its expectations and the practical arrangements in advance. Training resources were prepared and available, and the host supported the modelling of the programme principles by providing refreshments and lunch for the trainees throughout the training.

The host also attended Day one to provide information and answer questions regarding access to the online programme streaming and the support available following the training. We would like to thank her for her commitment to the training and for the support she provided to both the trainers and trainees.

The trainees were very open to learning and engaged positively throughout the three days. They were professional, enthusiastic, good-humoured and willing to share their knowledge, experiences and reflections.

The group demonstrated a good foundation of knowledge and understanding of early years development. When discussing working with children and families, trainees consistently demonstrated respect and a genuine commitment to supporting families and promoting positive outcomes for children.

They participated fully in the discussions, practical activities, role play and reflective exercises and were a real pleasure to work with.

One trainee openly shared some uncertainty and lack of confidence around play and working with families with young children. Through the training, she reflected personally on her own experiences and parenting, which appeared to contribute to some of the discomfort she experienced with particular aspects of the practice activities. Further relevant training, alongside appropriate professional supervision and opportunities to develop her confidence through supported practice, was suggested. It is important to recognise that, despite expressing uncertainty and finding some elements of the practical work uncomfortable, the trainee remained fully engaged throughout all three days, attended the complete training and participated in all activities. Her willingness to remain involved and reflect on her own learning was a positive aspect of her engagement.

Three of the trainees are parent practitioners with extensive experience and knowledge of parenting group work. Given their existing skills, experience and enthusiasm, we would strongly recommend that these three practitioners consider progressing through the accredited Incredible Years Group Leader pathway.

In the longer term, developing these practitioners as Incredible Years Peer Coaches could provide valuable local capacity and support the sustainability, fidelity and successful implementation of the Incredible Years 2.0 programme across Doncaster. Their existing experience and knowledge could make them particularly well placed to support other practitioners as the programme develops and is embedded within local services.

## Group Photo



## Appendix – Trainees feedback in more detail

### Teaching Evaluation Ratings (N=22)

|                                                             | Day 1                                                 | Day 2                             | Day 3                             |
|-------------------------------------------------------------|-------------------------------------------------------|-----------------------------------|-----------------------------------|
| Teaching and Leadership Skills                              | Excellent: 19<br>Above Average: 3                     | Excellent: 21<br>Above Average:1  | Excellent: 20<br>Above Average:2  |
| Methods and Processes Modelled                              | Excellent: 19<br>Above Average: 3                     | Excellent: 21<br>Above Average: 1 | Excellent: 20<br>Above Average: 2 |
| The learning derived from the IY video examples             | Very Helpful: 17<br>Helpful: 5                        | Very Helpful:18<br>Helpful:4      | Very Helpful:19<br>Helpful:3      |
| <i>The workshop role plays/buzzes/small group practices</i> | Very Helpful:17<br>Helpful:5                          | Very Helpful:19<br>Helpful:3      | Very Helpful:20<br>Helpful:2      |
| The group discussion and involvement                        | Very Helpful: 20<br>Helpful: 2                        | Very Helpful:19<br>Helpful:3      | Very Helpful:19<br>Helpful:3      |
| The written handouts and readings                           | Very Helpful: 16<br>Helpful: 5<br>Somewhat Helpful: 1 | Very Helpful:18<br>Helpful:4      | Very Helpful:18<br>Helpful:4      |

### Day 1 feedback

**What part of the session was most helpful to you? What did you like the best?**

- *Very fun and informative*
- *Role play*
- *The role plays and linking this to real life parenting*
- *Questions and answers*
- *The reflections*
- *Breaking it down into stages*
- *The whole day*
- *Interactive discussions*
- *Videos and role p*
- *Enjoyed it all*
- *The reflection and interactive*
- *The whole day*
- *The discussions*

- *The discussion and the examples*
- *Remembering to let the parents lead get the info from them.*
- *Principles*
- *Facilitator skills debriefing*
- *Practitioner principals' fresh ideas*
- *Enjoyed all, play is important part for parents.*

**What did you like least about the session? What could be improved?**

- *Shorter dinner break maybe*
- *N/A, Good pace*
- *N/A x14*
- *Sound issues*
- *Videos*
- *I enjoyed it all*
- *The prospect of puppet use*
- *Nothing. All good*
- *Chairs*
- *Like all*

**Additional comments:**

- *Jeanie and Karen were brilliant*
- *Brilliant training*
- *Jeannie and Karen were both excellent group leaders with lots of knowledge and examples of good practice*
- *Really interesting, engaging and I thoroughly enjoyed the delivery, all of the content was enjoyable and felt really comfortable to share my thoughts throughout*
- *Karen and Jeannie are brill*
- *Great. Approachable and well-informed trainers. Karen really knows her stuff and could answer all questions alongside Jeannie*
- *Karen was really knowledgeable and explained things well*

**Day 2 feedback**

**What part of the session was most helpful to you? What did you like the best?**

- *Interactive*
- *Linking ideas to practice*
- *Modelling the leader and co leader*
- *Delivering the content*
- *Role play*
- *I enjoyed the group work today to understand other ideas*
- *Recognising the difference between bribes*
- *Participating in the roll of group leader to think about the questions*

- *The discussions*
- *Practice facilitation sessions*
- *Praise section*
- *Enjoyed group discussions*
- *Practising being group leader*
- *I enjoyed the group work and actually did enjoy the role play elements which is something I wasn't initially sure about but is good to have opportunities to practise*
- *The group work as it makes it more practical and more like real life.*
- *Again, the delivery process*
- *I enjoyed the whole session*

**What did you like least about the session? What could be improved?**

- *N/A x 11*
- *The heat-not your fault but the weathers!*
- *Not sure*
- *Liked the mixture of the delivery*
- *Uncomfortable chairs too hot in room*
- *I felt a little uncomfortable with the puppet work however understand this will come with practice*
- *Nothing - Good dynamic*
- *Home tasks*
- *Nothing can be improved it's all great*
- *Nothing enjoyed all of it*

**Additional comments:**

- *Great day again, very informative and putting the practice into a realistic feel*
- *Really enjoyed today, got some great Practitioner ideas*
- *Jeannie & Karen are brilliant*
- *Lots of opportunities for feedback/to share thoughts and ideas which is helpful and breaks the day up*
- *Both Jeannie and Karen are amazing. Really knowledgeable and explain everything in a way everyone understands. And both are always checking in on all the group members*
- *Jeannie and Karen are really good facilitators sharing knowledge and skills which are all relevant and beneficial. Both are happy to answer any questions we have and answer them clearly.*
- *Very informative love it!!*

**Day 3 feedback**

**What part of the session was most helpful to you? What did you like the best?**

- *It's hard to pick one thing! So many tips to use and all of them valuable. The role play is helpful to embed strategies.*
- *I enjoyed the whole session*
- *Video clips*
- *The prompts given for better discussions*
- *Talking about time out - time in and different scenarios*
- *The group discussions*
- *I've found the training really informative and useful and I'm looking forward to delivering the training myself and supporting families*
- *The videos remain being helpful*
- *Delivery skills*
- *The interactive sections, both Jannine and Karen were fab*
- *The practice runs and puppets*
- *I liked the group discussions and also the practice sessions*
- *Consequences as there were changes*
- *The role plays scenarios, and how this would be delivered in the group whilst still supporting the parents by guiding them*
- *All of it.*

**What did you like least about the session? What could be improved?**

- *N/A x 19*
- *Not comfortable chairs*
- *Sometimes I have been confused between tips of teaching this programme and what has been content of the programme*
- *Sometimes repetitive in format*

**Additional comments:**

- *Absolutely fantastic course and brilliant, knowledgeable trainers. It's been a pleasure to complete, and I feel confident in delivering. Thank you so much 😊*
- *Very informative*
- *I would like to thank both trainers Jeannie and Karen for all your knowledge and support throughout the 3-day sessions I have learnt a lot*
- *Jeannie & Karen were great!*
- *Great training, thank you to both Jeanie and Karen.*
- *Loved the training, really insightful and interesting both Jeannie and Karen were so engaging and made the training really enjoyable*
- *Fab session again today loved it*
- *Great training really enjoyed it, fab delivery by both Jeannie and Karen, had a good laugh as well as lots of learning and tips! Thank you, ladies,*
- *Training was brilliant. Leaders really knowledgeable and supportive. Can't fault them*

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