

FIRST 5 SAN MATEO

KIT FOR NEW PARENTS WORKSHOP SERIES FACILITATORS' GUIDE

OVERVIEW OF KIT FOR NEW PARENTS WORKSHOP SERIES

Diana Harlick Consulting, with funding from First 5 San Mateo County and The David and Lucile Packard Foundation, has developed an evidence-based parent education curriculum to help professionals working with families in San Mateo County provide effective parent training for families with young children. The curriculum is designed to enhance the effectiveness of the Kit for New Parents (KNP). The KNP is a statewide resource available to all parents that includes a celebrity-hosted DVD on important parenting topics, a parenting guide, a baby's first book, a book on what to do when your child gets sick, a dental health kit, and other helpful resources for parents. The curriculum incorporates topics and resources from the KNP, but serves as an opportunity to delve much deeper into specific parenting topics and challenges of interest to most parents. While the Kit focuses on newborns, it is also a resource for parents of children spanning the entire age range of 0-5. We have therefore created a curriculum of parent workshops that can meet the needs of parents for this entire age range.

The workshops are designed to promote effective parenting practices, which will in turn promote children's social, emotional, cognitive and physical development. Secondary goals of this workshop series include helping parents connect with each other, and improving their overall confidence and sense of self-efficacy. The curriculum builds parent knowledge and understanding from the foundation of family and cultural background and values.

The curriculum achieves these goals through a variety of participatory, experiential activities for parents. The curriculum is designed to be parent-driven, with parents and workshop leaders on equal footing, acknowledging each others' strengths.

The curriculum contains materials to implement two workshop series for a total of eight possible workshops:

- A series of five workshops for parents of children ages 1-5 (toddler/preschool series)
- A series of three workshops for parents of infants (infant series)

In addition to this Facilitators' Guide, you will find all of the curriculum documents necessary to implement the Kit for New Parents Workshop series contained within your curriculum binder. Curriculum documents are described in-depth below and include the following for each workshop: workshop scripts, parent handouts, power points, evaluation forms, and sign-in sheets.

CURRICULUM DEVELOPMENT PROCESS

Needs Assessment. The first step of the curriculum development process was conducting a thorough needs assessment. The needs assessment included the following: research on best practices in parent education (mostly peer-reviewed journal articles and meta-analyses), local focus groups, interviews with select parent education programs, and review of evidence-based program resources. These findings were used to determine which resources to utilize and which topics to focus on.

Detailed needs assessment findings can be obtained from Diana Harlick at dianaharlick@yahoo.com. In general, research shows that as few as 10% of parent education programs are evidence-based. The evidence-based programs that do exist demonstrate that the following characteristics are needed for program effectiveness:

- Experiential, hands-on approach
- Parent-driven & flexible content that adapts to parent concerns
- Opportunities to individualize goals
- On-site practice of skills learned
- Well-trained facilitators
- Sufficient dosage and intensity (approx. 25-40 hours needed with higher-risk families)
- **Topics:** emotional communication skills; positive, child-directed parent-child interactions; parental consistency; correct use of Time Out; differential reinforcement (attention for prosocial behavior; ignore for challenging behavior); natural and logical consequences; managing parent stress (including parent emotional regulation and diffusing emotional reactions)

Curriculum Resources. The needs assessment process led to the selection of a few key, pre-existing curricula, some components of which were ultimately adapted as part of the Kit for New Parents curriculum. These include *The Incredible Years*, the *Center on the Social and Emotional Foundations of Early Learning (CSEFEL)*, *Teaching Parenting the Positive Discipline Way (Jane Nelson)*, and *Raising a Reader*. Additional resources utilized include First 5 California Kit for New Parents materials, the First 5 California website, and Washington Learning Systems.

Incredible Years. The Incredible Years is the resource most heavily adapted for this project. The majority of the Kit for New Parents curriculum is original work; however, components and concepts of Incredible Years were used, and these are referenced where applicable. The Incredible Years works as both a universal prevention program for families and teachers of young children and can also be specifically targeted to families of children with conduct disorders. Goals are to promote the social, emotional and academic competence in children, decrease negative behaviors, and increase children's conflict management skills. The Incredible Years focuses on increasing parents' positive relationships and bonding with their children, along with their understanding and use of positive communication, limit setting, anger management, and problem solving skills. The Incredible Years has won numerous awards as an effective evidence-based program, and has been subject to rigorous research using experimental and quasi-experimental designs. Research has demonstrated its impact on improving parenting skills and decreasing challenging behavior in young children, and are well documented in peer review journal articles and books. Parents have been shown to use fewer commands and critical statements, be more consistent, be more involved in school activities, and be more competent in their interactions and discipline as a result of The Incredible Years.

The Incredible Years curriculum relies on a highly collaborative, experiential approach to working with parents. One of its hallmarks is the use of video vignettes to demonstrate parenting skills discussed, and to generate discussion.

The Incredible Years (IY) offers several training modules for both parents and teachers. For this curriculum, the preschool basic and babies/toddlers parent training series were utilized. The Incredible Years intends for their curricula to be implemented over the course of a 12 week series. Because a curriculum of that length was beyond the scope of the KNP project, only topics and activities that were considered the most relevant to KNP goals were utilized. However, we are including the full IY manuals on CDs in your binders for your agency. We encourage agencies to explore utilization of the full IY materials, as there are many important parenting concepts that could not be covered within the scope of the KNP project. Included in the binder are the full IY preschool and babies/toddler manual. The IY video vignettes are available for check-out from First 5 San Mateo County when you are ready to implement your parenting workshop series. **These materials may not be reproduced under any circumstances. These materials are strictly copyrighted and were purchased with First 5 San Mateo County funds for use only with the KNP Curriculum project.** If your agency is interested in implementing the full IY series, we strongly encourage you to visit the Incredible Years website at www.incredibleyears.com and to attend one of their workshop leader trainings in Seattle (prices for training are very affordable).

Center on the Social and Emotional Foundations of Early Learning (CSEFEL). CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center for disseminating research and evidence-based practices to early childhood programs across the country and is funded by the Office of Head Start and Child Care Bureau. Select activities from CSEFEL parent training modules were used for this project, and are cited where applicable. The parent training modules are publicly available on their website at http://csefel.vanderbilt.edu/resources/training_preschool.html.

Positive Discipline by Jane Nelson. Positive Discipline is a long standing, widely used curriculum to promote positive discipline instead of punishment. The curriculum focuses on loving but firm approaches to building children's independence. Positive Discipline is also highly interactive, and includes lots of role plays. A few select Positive Discipline activities were incorporated in the KNP curriculum and are cited where applicable. More information on Positive Discipline can be found at www.positivediscipline.com

Pilot. All eight workshops were piloted with low-income, high-risk, primarily English-speaking families in San Mateo County. Evaluation feedback received from participants was extremely positive, and revisions were made to the curriculum as a result of pilot activities.

ABOUT THE CONTENT

Curriculum content is intended to provide families with general information on how to promote social and emotional, cognitive, and physical development of their children as well as their basic health and safety. The intention of the workshops is to give parents and caregivers key strategies and general information that may be used with all children. Sessions are not designed to give parents specific advice on particular children's individual issues. Facilitators of the sessions should be familiar with local agencies and services which can support the complex needs of children with particular behavioral or health issues. The curriculum works best when workshops are implemented as part of a series (toddler/preschool series or infant series); however, you may conduct stand alone workshops using specific session materials if desired.

Toddler/Preschool Series Evolution of Topics. The first half of the toddler/preschool series builds parents' understanding of how to parent in way that optimizes their children's social, emotional, and language development and the second half focuses on reducing challenging behaviors. The first two workshops strongly emphasize child-directed play (and how to do it) and utilizing family strengths to connect with children. Play and rich language interactions are emphasized as primary prevention strategies for challenging behavior. Praise (including the use of specific instead of generic praise) and spontaneous rewards are also emphasized as primary prevention strategies. The intent is to convey to parents that these positive interactions give children the attention they need to thrive, and in doing so, reduce their need for negative attention through the use of challenging behaviors. In later sessions, parents are given tools to use when challenging behavior still occurs. The effective use of ignoring is emphasized, as well as the correct use of Time Out and natural and logical consequences. The final session focuses on issues of health and safety, and also includes significant content on emotional regulation and how to help both parents and children regulate their emotions.

Infant Series Topics. The infant series focuses on issues of bonding, attachment, and responsive caregiving. Similar to the toddler/preschool series, there is also a focus on developmentally appropriate play, including how to encourage exploration and promote development. One session focuses on language development and how to create a language-rich environment for children. The last session focuses on health and safety topics for babies, and also contains similar content as the toddler/preschool series regarding how caregivers can help manage and regulate their emotions and take care of themselves.

The following table provides an overview of each session and the topics covered:

FAMILIES WITH INFANTS		
Session	Content Focus	Topics
Session 1 <i>You and Your Baby are One - Early Brain Development & Attachment (Prenatal - 6 months)</i>	Baby's active brain and caregiver's responsiveness together form a bond which promotes development.	<ul style="list-style-type: none"> • Kit for New Parents overview & contents • Secure attachment, responsive care giving and caregiver/child bonding • Early brain development & how babies learn • What to expect in babies' social, emotional and physical development • How to respond to babies' cues, including emotional responsiveness between child & caregiver • Play techniques that promote healthy bonding attachment • Establishing routines
Session 2 <i>The Magic of Language & Learning (3-12 months)</i>	Language is born from relationships. The growing baby needs interaction, love, play and opportunities to explore in order to thrive.	<ul style="list-style-type: none"> • How babies learn language • Techniques for facilitating language development and relationships, such as 'parentese', narrating, 'mirroring', songs, nursery rhymes, games & finger plays • How to share books with babies • How to encourage your baby as an explorer in his/her environment • Resources for maternal depression
Session 3 <i>Healthy Babies, Healthy Families – Caring for Your Child and Yourself (0-12 months)</i>	Infant health and safety	<ul style="list-style-type: none"> • How to keep babies safe • Nutrition (brief segments on breastfeeding & solids) • Dangers of second hand smoke • Oral health/hygiene • Choosing high quality child care • Managing parent resources & stress

FAMILIES WITH TODDLERS AND PRESCHOOLERS

Session	Content Focus	Topics
Session 1 <i>Building a Foundation – You Are the Most Fascinating Person in the World</i>	Knowing our strengths as parents. Using our cultural traditions and personal experience to build communication and relationships with our children.	<ul style="list-style-type: none"> • Overview of series & family goals • Kit for New Parents overview & contents • Brain development & children's environments • Discovering our family treasures & how to use them to connect with our children • Interactive book sharing with children • Spending time with children • Taking care of ourselves as caregivers
Session 2 <i>Play to Grow – Following Your Child's Lead</i>	Play as a powerful parenting practice, supporting the development of positive behaviors through play and friendship skills. How relationship and language are developed through play.	<ul style="list-style-type: none"> • The benefits of play & spending time with children: <ol style="list-style-type: none"> 1. Foundation for a strong parent-child relationship; 2. Vehicle through which children learn; and 3. Prevention of challenging behaviors • Powerful play tip strategies: narrating, following the child's cues, avoid asking too many questions, specific praise & encouragement
Session 3 <i>Avoiding Power Struggles – Promoting Positive Behavior</i>	Positive Discipline helps children feel a sense of connection, builds life skills and promotes positive behavior in the long term.	<ul style="list-style-type: none"> • Prevent challenging situations while building children's independence: <ul style="list-style-type: none"> - Clear expectations - Positive commands - Limited choices - Contingency statements - Routines - Spontaneous rewards
Session 4 <i>Positive Discipline - Managing Challenging Behavior with Love</i>	How to manage challenging behavior while being loving and firm.	<ul style="list-style-type: none"> • Positive discipline strategies to use when prevention (Sessions 1-3) does not work: <ul style="list-style-type: none"> - Ignore - Redirection - Natural & Logical Consequences - Time-Out-to-Calm Down (reframing the traditional Time Out)
Session 5 <i>Healthy Children, Healthy Families - Caring for Your Child and Yourself</i>	Basic safety, health and nutrition information relevant to families with young children. Caregiver health and stress management.	<ul style="list-style-type: none"> • Strategies for keeping children safe • Nutrition & exercise • Smoking & second hand smoke • Oral health/hygiene • Taking care of ourselves as caregivers & managing stress • Building emotional vocabulary (in children and in ourselves)

Importance of Familiarizing Yourself with KNP Curriculum Parenting Concepts. This curriculum assumes that you as workshop leaders have a basic understanding of positive parenting strategies. If you do not have prior training in or experience with teaching parenting practices, it is recommended that you start out as a co-facilitator rather than a lead facilitator. While experienced parent educators will be familiar with many of the concepts taught in this curriculum, some may be new or framed differently. You may find, for example, that some of the concepts on child-directed play (e.g., not asking too many questions) or positive discipline are framed differently than you may have seen before. The parenting concepts have been carefully selected, are all well tested and have been documented to have a positive impact on parenting. The curriculum scripts themselves are very detailed, providing sample ‘narration’ or language to use when you are presenting. As a result, the scripts also function as teaching documents for facilitators. As will be emphasized further below, it is very important that you thoroughly review scripts in advance to workshops to familiarize yourself with concepts. If you have questions about certain concepts and strategies, please contact First 5 San Mateo County for more information and clarification. You can also consult the electronic version of The Incredible Years manuals that is included in your binder for more in-depth information and explanation of parenting strategies.

Prioritizing Content Areas for Each Workshop. In an effort to make this curriculum as useful as possible to a broad range of audiences, it covers a great number of topics. It should be noted that the topics included in some of the workshop scripts can not reasonably be covered over the course of a 2-hour session. It will be necessary, therefore, as part of workshop planning for workshop leaders to prioritize the topics they will cover. The variety of topics included allow the curriculum to be flexibly used and customized to meet the particular concerns and needs of the parent groups you are serving. When you conduct your first workshop or workshop series, you will get a sense of how much content you can cover in one workshop. In addition, there may be some topics that you wish to spend more time on. You can supplement and go deeper on topics in the curriculum by consulting The Incredible Years manuals and DVDs. They contain further ideas for parent workshop activities on all topics, along with a large amount of additional video vignettes that are not included in the KNP sessions.

Practice Makes Perfect – as Does Consistency. If there is one message we hope you convey to parents participating in these workshops, it is that *changing behavior takes time* – whether it be their behavior as caregivers or their children’s (usually, the two are linked). You will see in the curriculum scripts that we include narration that speaks to this point. Parents of preschool aged children in particular should be aware that when they try new parenting strategies, their children’s behavior may get worse (in some cases much worse) before it will get better. It is not always obvious in the short term that these parenting strategies are effective. But parents should hear the message that if they stick with it, the relationships with their children will most likely improve as will their children’s behavior. The parenting methods encapsulated in this curriculum are tried and tested, and work with the vast majority of kids, even kids with more significant behavior challenges. It is crucial that parents avoid trying too many new strategies at once, and that they consistently use the strategies they have selected. Inconsistent use of strategies will undermine their effectiveness as a parent and creates a stressful parent-child relationship.

TIPS FOR FACILITATORS

Please note that this curriculum should only be used by individuals who have attended the First 5 San Mateo County Training of Trainer events conducted by Diana Harlick Consulting and colleagues. First 5 San Mateo County plans to organize future Training of Trainers opportunities on an as-needed basis.

WHAT QUALITIES ARE NEEDED?

A facilitator should have the following skills and understandings:

- A thorough understanding of child development, the parent-child bond and best practices in effective, positive, parenting techniques.
- A genuine respect for families, and empathy for how difficult parenting can be, including common challenges, problems and pitfalls.
- A respect for differing parenting styles and a high level of cultural competence.
- Skills and experience in supporting families.
- Knowledge of adult learning practices. Skills in conducting interactive group trainings and workshops.
- Ability to organize information, logistics, space, details and materials.

Co-Facilitation. Co-facilitation has several advantages and is strongly encouraged. The KNP workshop scripts are complicated documents that require a facilitator to cover a variety of different topics using a variety of different methods (brainstorms, role plays, video vignettes, etc) each session. A co-facilitator is essential to managing and executing the content. Co-facilitators are equal contributors and give each other mutual respect. The co-facilitator should feel free to enhance comments made by the facilitator, and to elaborate on points and help draw out parent conversations.

Specifically, co-facilitation enables the following:

- One leader can manage the content and facilitate the group and the other leader can manage logistics, including charting parent comments.
- Co-facilitators help keep the group on track and the agenda moving along.
- Co-facilitation provides the group with examples of cooperation and communication.
- Co-facilitation increases the likelihood that group participants will bond with a leader.

PLANNING FOR WORKSHOPS

The following strategies will help you conduct a successful parenting workshop series. We have tried to make planning for workshops as easy as possible by creating the **Kit for New Parents Workshop Series Checklist** (included in your binder and online). The checklist summarizes the planning elements below in a 2-page checklist format.

- **Personal Contact** – Reach out to parents and caregivers in your program who might benefit from workshops. Personal contact is the most effective way to motivate parents to participate. Explain the benefits of participating in the series. Face to face contact is most effective, but phone calls and emails are also helpful. Try to get both primary caregivers in a family to participate, if applicable.
- **Flyers/announcements** – Make flyers for the families in your program, post them prominently and make sure parents receive the flyer personally. Ensure that the flyers are translated into the home languages of the families. Flyers should highlight what the families will take away from the group, and should include the place, dates, times, contact information, whether child care is provided, whether food is provided, possible transportation arrangements, and any incentives for completing the program. Announcements in newsletters, local newspapers, parent publications, parenting websites, webpage posts, etc. can all be effective.
- **Incentives** – While all parents want to do their best for their children, incentives for completing the series can give that extra help that enables them to make a commitment given their busy schedules and limited resources. Effective incentives include gift cards to places like Target, children’s books, children’s toys,

tickets to events, memberships to museums, weekly raffles, raffles for a big item at the end of the series, and the list can go on. You can offer incentives for completing the program, incentives for attending weekly, or both.

- **Reminders** – Even the most well-intentioned adults can forget an appointment or shift their priorities. Remind registered parents multiple times and in multiple formats. Phone calls, email messages, notes, and in-person reminders are helpful. Also remind the general pool from which you are recruiting through additional flyers and announcements.

- **Logistics**

Child care – Child care is an obvious obstacle that parents and caregivers face. When thinking about the time of day to hold your series, consider child care needs. Whenever possible, provide child care for parents.

If you are going to provide child care, make sure to choose a venue for workshops that has a room in which child care can be offered. The room should be large enough for children, and have adequate play materials for the children being served. There should be planned snacks and a bathroom close by. Child care providers should be carefully selected, and should have a background in early childhood development.

Refreshments – Providing snacks or simple meals, especially if parents are bringing their children and coming in the evening, may also help parents to participate. Try to choose relatively healthy snacks and meals, if possible.

Transportation - Consider whether parents have a car or access to transportation. Consider providing transportation in the form of bus passes, taxi vouchers, or picking them up for those who need it. If you cannot provide transportation, consider the needs of families by scheduling the workshops during a time that is most convenient.

Relevance – Adults, especially parents, have many demands on their time. They will not be willing to make sacrifices to attend if they are not convinced of the relevance of the workshops to their lives. Make sure that workshops are relevant to parent needs and communicate how you will achieve this.

Venue – Pick a venue that is convenient for parents. The venue should have a room that is large enough, that has enough adult-size, comfortable chairs, and that has a wall or screen on which you can project video vignettes and the power point.

Language/Translation Issues – Consider whether you will need live interpretation to support the language needs of participants. Ideally, workshop leaders should conduct the workshops in the parents' home languages. Please note that all parent handouts are available in Spanish (included in binder). First 5 San Mateo is exploring the feasibility of translating the entire curriculum.

- **Content Preparation**– Thoroughly **review the script** to ensure you are familiar with the session's concepts and to prioritize the topics to be covered. It is also crucial that you review The Incredible Years **video vignettes** in advance of the session (they are available to check-out from First 5 San Mateo County). Sometimes, it may be tricky to find the right vignette on the DVD, so it is important to make yourself familiar with how to navigate them in advance. You will also need to assemble all necessary **materials** (see checklist, as well as session scripts) and make or purchase any **take-home activities** you will be giving to participants.

BUDGETING FOR WORKSHOPS

Consider the following expenses when budgeting for workshops. A budget worksheet including these items is also included on the **Kit for New Parents Workshop Series Checklist**:

- Child care
- Materials for child care room
- Snacks for children
- Refreshments for parents
- Paper ware, utensils (cups, plates, forks, napkins, etc)
- Interpreter (if needed)
- Cost of print materials (handouts)
- Chart paper/easel
- Markers
- Pens
- Nametags
- Take-home items (see session scripts)
- Incentives for parent participation
- Workshop leaders' time, including preparation

SESSION FORMATS & MATERIALS

The sessions are designed to be highly interactive, experiential, and responsive to participants' needs. Families are asked to participate in role plays, discussions, reflective opportunities, and to offer feedback to each other. Each session comes with a detailed script that offers the facilitator choices of activities and topics, as well as a complete set of handouts in English and Spanish, a power point, recommended video vignettes (including transcripts, discussion questions, and how to find them on DVDs), an evaluation form, and a sign-in sheet.

Provided below is information on curriculum documents. The curriculum binder is designed to provide you with everything you need to implement the KNP curriculum. Your primary teaching tool is the session scripts. The scripts provide the agendas, detailed description of activities and how to facilitate them, explanations of Try it at Home activities, and sample 'narration' you need to present concepts. The scripts are long, because of the number of topics covered, the level of detail provided, and because they are designed to be self-contained documents. In other words, unlike other curricula, you do not need to search other sections of the binder to find the relevant activities and other resources you wish to use. It is all provided for you within one session's set of documents. As you become more familiar with session scripts and session handouts, you will be able to determine how to navigate them most effectively and how to use the sample narration provided. The overview below of what is contained within session scripts gives you an idea of how the sessions themselves are structured.

The curriculum scripts are designed to be implemented over the course of a **2-hour** group workshop. We strongly advise against using this curriculum in workshops that are less than 2 hours in length. In order to have the desired impact, you need sufficient time to build relationships among participants, discuss concepts, and engage in the hands-on activities that allow the concepts to be internalized by participants. How quickly you move through material will depend on factors such as how many questions parents ask, and how long the discussions and experiential activities take. You will want to maintain a supportive and responsive atmosphere while moving through the topics, which requires a constant balancing of priorities. You may find you want additional time to answer specific questions or problem-solve particular challenges. Many of the sessions have enough material that you could easily divide them into two sessions. You will need to prioritize the content you want to cover ahead of time.

The sessions have the following components:

SCRIPTS – The primary curriculum document for each workshop is the ‘script’. The script contains all of the information you need to conduct a workshop. Facilitators must review scripts in advance of workshop sessions in order to familiarize themselves with the content being taught, the methods being used, and to prioritize the content to be covered based on the needs of the target population. As mentioned, some session scripts could easily be divided into two workshops in order to sufficiently cover the content at the depth desired. The scripts contain the following:

Objectives – Learner objectives are stated for each session.

Suggested Agenda – A suggested agenda is provided for each session.

Materials Needed – A comprehensive list of materials needed for each session is provided.

Facilitator Outline – The facilitator outline is a more detailed agenda that outlines all of the possible activities and content you will cover in a given session, in the order that it is covered in the script.

Facilitator Script – A detailed facilitator script is provided. The scripts begin with all the of the above information, moves on to the welcome and details each agenda item. The script provides narrative, activity descriptions, discussion topics and facilitator tips.

Handouts – All handouts necessary for the session are listed at the front of the script, and referenced throughout the script when you will need them for activities in **bold red font** (or **bold font** if script copy is black and white).

Narration- Sample narration is provided for all concepts and activities in the script. Narration is language that you can use to welcome parents to the session, explain concepts to parents, explain and set-up hands-on activities, transition from one topic to the other, and wrap -up the session. The narration also serves as a teaching tool for you as a facilitator, helping to explain the core parenting concepts so that you can teach them more effectively. As you become more familiar with the curriculum content, you will be less reliant on actually reading the narration, and more adept at navigating the content in the script documents. However, you should feel free to rely on the narration as much as you need to. Try to read it in an ‘extemporaneous’ style that is informal, warm, friendly and that sounds unscripted.

Activities – The following types of learning activities are included in the scripts: welcome & introductions, icebreakers, group agreements, dyad and small group discussions, large group discussions, video vignettes, role plays, brainstorming, buddy calls, and facilitator check-in calls. For a description of how these hands-on activities are used to engage parents and caregivers in experiential learning, please see “Learning Activities Used in the Curriculum,” below.

Wrap-up and Try it at Home Activities – All sessions end with a session wrap-up and explanation of Try it at Home activities. Sample narration is provided for this part of the script as well.

Take Home Items—Some sessions contain instructions for making or purchasing take-home items for parents. These are items that you would purchase or make in advance, and are items that can be used to practice parenting concepts at home. Take-home items that we recommend you giving to parents include the Kit for New Parents, pre-made routine charts, simple, inexpensive open-ended toys for parent-child play time, and a family routine guide (the latter is available on your CD).

HANDOUTS -- A set of handouts is provided for each session. A copy of the handouts should be given to each participant at the beginning of the session. There are four types of handouts: In Class Activities, Take Home Tips, Try it at Home Activities, and instructions for in-class Role Plays.

Hard copies of all handouts are provided in your binder, and all handouts will be available electronically on the First 5 San Mateo County website. As much as possible, we have tried to include all handouts for each session in a single Word document so that they are easy to access and print. However, on occasion, some sessions will have additional handouts that are separate pdf files that will also need to be printed.

POWER POINT – A PowerPoint is provided for each session to help guide you through the session and to provide families with visual aids. Copies of the slides are available in your binder, and electronic copies are available on the First 5 San Mateo County website.

DVDS/VIGNETTES - The full set of Incredible Years (IY) Preschool Basic and Babies & Toddlers series video vignettes are available for check-out from First 5 San Mateo when you are ready to implement your parenting series and have scheduled the dates. The script tells you where to find particular vignettes that are highlighted in each session. (Please see the section of this facilitators' guide entitled "Learning Activities Used in the Curriculum" for more detailed information on how vignettes are an effective teaching tool, and how their use is supported in the curriculum). **The Incredible Years DVDs may not be copied or burned under any circumstances.**

INCREDIBLE YEARS MANUAL – An electronic copy of the Incredible Years Preschool and Infants (Babies/Toddlers) manuals are provided on a CD in your binder. Those wishing to supplement the content in this curriculum should find these manuals, along with the full set of video vignettes, helpful.

PARENTING PYRAMID— The Parenting Pyramid poster summarizes visually the parenting concepts being taught in the toddler/preschool series (it should not be used as a visual in the infant series). It shows how using the bonding activities such as play and attention, and the positive parenting techniques such as praise and spontaneous rewards, decrease the need for strategies such as ignore, Time Out, and consequences. It is recommended that the poster be posted at each session and referred to as a means of making the overall parenting philosophy being taught more concrete for parents.

EVALUATION FORM -- The evaluation form allows the leader to get immediate feedback about how the sessions are going. If participants are having trouble with concepts, the leader may want to call them during the week to check-in. The evaluation form should be used at each session.

SIGN-IN SHEET—A template for a sign-in sheet is provided for your convenience.

KIT FOR NEW PARENTS ORDER FORM - The First 5 Kit for New Parents order form is provided in your binder and on the First 5 San Mateo County website. Kits should be ordered prior to the first session of the series.

LEARNING EXPERIENCES USED IN THE SERIES

The curriculum uses a variety of different hands-on activities and modalities to engage parents in discussions and learning. The following types of activities are used, and the instructions for all activities are provided in the scripts:

Facilitator Welcome & Introduction - To create a warm and welcoming atmosphere, it is essential that all participants are personally welcomed and have a chance to introduce themselves. The facilitator starts by introducing his/herself, sharing enthusiasm for the course content and connecting on a personal level with participants by talking a little bit about their own parenting (if applicable).

Icebreakers - Icebreakers get the group warmed up and create an atmosphere of participation and camaraderie. An icebreaker that is focused on introductions will be used in the first session. Icebreakers after the first session

are usually focused on reviewing the Try it at Home activities or giving participants a chance to check in. Having some of your own icebreakers available can be helpful as well.

Participant Introductions and Goal Statements – In the first session, participants introduce themselves, talk about the ages of their children, and state their goals and what they hope to learn from the class. **Helping parents to establish their own individual parenting goals is a crucial component of the first workshop, and sets the stage for the entire parenting series.** Giving time for parents to set their own goals also gives you as a facilitator critical information about the interests and needs of the participants and how to prioritize and tailor content for the rest of the series. Equally as important, it gives parents the chance to vocalize their issues and be heard. It legitimizes their family situation and what they are going through, and gives them the message that you are here to partner with them and to help them deal with issues that are truly relevant to their lives. The facilitator writes the goals down on blackboard/whiteboard or poster paper. The goals should then ideally be posted at each subsequent session (keep the chart paper). This helps to remind the facilitator of what the parents are looking for, shows respect for participants and helps them stay focused on their goals

Group Agreements – In the first session, the group collaboratively develops guidelines for how workshops will be conducted. This builds group cohesion, and establishes guidelines that will help the group process from being disrupted. The agreements are kept, re-posted at each subsequent session, and reviewed from time to time. Examples include: Everyone's ideas are respected, one person talks at time, no put-downs allowed, confidentiality, cell phones off or on vibrate, no texting.

Logistics and Housekeeping – Details about child care, transportation, parking, and registration are discussed at this time.

Agenda - In the first session, the group facilitator explains the structure of the sessions and reviews the agenda. In subsequent sessions, the agenda is reviewed and the objectives for each session are explained. Handouts are provided at this time.

Review of Last Session's Concepts - In the second session and beyond, the facilitator starts every session with a review of the Try It At Home Activities that were suggested in the previous week. This is essential in order to reinforce the concepts from the previous sessions, clarify any questions about concepts that arise, and ensure that families are beginning to integrate the concepts into their daily lives. This is usually done in the form of an ice breaker or dyad activity.

Facilitated Group Discussion – Group discussions are offered as a learning opportunity for participants. The facilitator's role is to guide the discussions so parents can explore the material and issues and come to an understanding of the positive parenting practices presented.

Dyad and Small Group Discussion – Dyads and small groups are offered as a chance for participants to explore and discuss concepts away from the full group setting. In small groups, participants have more opportunities to express their views and ask questions and to develop personal relationships.

The Incredible Years Video Vignettes – The Incredible Years video vignettes are used throughout the sessions and are available for check-out from First 5 San Mateo County. The vignettes are explained in each script, and discussion questions are also provided for you as a facilitator. The vignettes offer an opportunity for participants to observe some of the parenting principles in action. Scripts from each vignette can be found in the corresponding Incredible Years manual, as indicated in the KNP session scripts.

Research shows that the video-tape modeling used in The Incredible Years vignettes is effective and cost-efficient. Parents can improve their parenting skills by watching video-taped examples of parents interacting with their children in ways that promote prosocial behaviors and decrease inappropriate behaviors. This method of training is more accessible, especially to less verbally oriented parents, than other methods such as didactic instruction,

written handouts, or a sole reliance on group or individual discussion. It promotes generalization and long-term maintenance of positive behaviors by portraying a variety of models in many situations.

The videos show parents and children of different sexes, ages, cultures, socioeconomic backgrounds, and temperaments interacting with each other in common family situations, such as eating dinner, getting dressed in the morning, and playing. The leader uses these vignettes to trigger group discussion. Participants watch examples of interactions that are positive, negative, or neutral. The videotapes stimulate group discussion and problem solving, and the leader ensures that the discussion addresses the topic and is understood by parents. After each vignette, the leader stops the videotape and asks open-ended questions about the scenes. Parents react to and discuss the episodes and develop alternatives. (*Incredible Years Manual, The Parents, Babies, and Toddler Series, Overview, p. 24*).

Experiential Role Plays – Role plays, which include scripted lines and assigned parts or can be spontaneous, help participants practice and get a feel for the concepts and skills presented. Role plays are used primarily in the toddler/preschool workshop series, and more selectively in the infant series. They provide both negative and positive examples for participants to react to. Sometimes role plays may be dramatized by the facilitators, but more often, participants are asked to act in them. Try to ‘coach’ the scene and avoid playing a part in a role play. Often, you as a facilitator will have the important role of preparing participants prior to a role play. Review with them how the role play will go – set the scene. As your group becomes more comfortable with role plays, you can experiment with spontaneous role plays that you create yourself.

Have fun with the role-plays by exaggerating the roles and making them humorous. Sometimes it eases the tension in a role-play to ask the parents to first role-play the worst way possible and then to follow it with a more effective approach. We recommend you avoid being the ‘expert’ and demonstrating the perfect parent role – it is helpful to try to get parents to demonstrate the competencies.

You also need to be available to coach the scene and to stop the action when necessary to help the group analyze what is going on. “Pause” or “freeze” the action of the role play when you want to point out a specific strategy, give the role-players a chance to ask a question, or when you see that the situation has gotten out-of-hand or is too complicated to follow.

Role Play Process

- Point out the role play scripts to the participants.
- Ask for volunteers to role play some of the “play situations.”
- Let volunteers pick their roles.
- Give role play volunteers a few minutes to read over the scripts and familiarize themselves with their role.
- Let them know they do not need to read the script word for word, but instead can just use it as a “guide” to act out their parts.
- Ask the group to watch the role play and think about how the child might feel about the play situation and how the parent might improve the play situation.
- Have volunteers “act out” their roles to the group.
- After the role play - ask the actors how it **felt** to play the particular role.
- Ask the audience what they saw and what they were feeling/thinking as they observed.

Tips for Successful Role Plays

- Remember that parents have the right to pass if they do not want to participate in a role-play.
- Use active encouragement and good humor to recruit volunteers. Offer incentives! Keep the atmosphere light.
- Demonstrate/participate in the first few role plays to help the participants feel comfortable, if necessary. Give plenty of applause to role play volunteers and give prizes if possible.

- Accept how the role play turns out; there is no right or wrong way to role plays. Any role play can be used for learning, whether it went as you expected or not.
- Try breaking participants into small groups and having them try the same role play at the same time. This is helpful for parents who may be uncomfortable participating in a role play in front of the whole group. Pass out enough role play cards and make sure everyone has a partner. They can do the role plays in Spanish, English, or other languages simultaneously. Circulate the room offering guidance and coaching where necessary.

Brainstorming – Brainstorming sessions help to bring out the knowledge and creativity of participants, validating their own ideas and strengths as parents. Brainstorming sessions are generally unedited, but are guided by the facilitator who helps to link similar ideas together. The sessions are most effective if they are charted on white board or flip charts as participants speak.

The co-facilitator should chart parent comments, highlighting key principles that emerge. If a parent states or comes close to describing a key social learning principle (e.g., modeling principle), the group leader highlights the idea (i.e., restates and expands) and writes it down on the flip chart. The principle is then named for the parent (e.g., Mary’s Modeling Principle) and the parent can be given a sticker or some other form of spontaneous incentive (see “Spontaneous Incentives” below). For example: “Oh Mary, you’re talking about the Modeling Principle. Our children often model or imitate what we say or do. So modeling appropriate behavior for our children is a powerful way to teach our children prosocial behaviors. We’ll call this Mary’s Modeling Principle.” (Incredible Years, Program 1, Part: Child Directed Play, p. 179). The idea here is for key parenting principles to be generated by the parents themselves (with guidance and coaching from you as the facilitator); the parents themselves are the creators of new ways for them to think about parenting.

Reflection - Reflection activities such as journaling, determining “one thing” to take from the session, prioritizing information learned, and working with concepts on paper, are provided in order for all participants to have the opportunity to further reflect, absorb and integrate the concepts and information learned.

Try It At Home Activities – Home activities are provided and explained at the end of each session. These should be presented as a critical part of the learning process. The home activities help to transfer concepts learned at workshops to the home environment and to stimulate discussion at later sessions. Participants are encouraged to choose between several home activities, which are designed to reinforce and integrate the concepts introduced during the session.

At the start of each session, the leader asks parents to share their experiences trying the home activities. The leader can assess whether parents are integrating the material into their daily lives and make course changes as needed.

Spontaneous Incentives – We encourage using in-class incentives and spontaneous rewards to encourage participation in workshop discussions and activities (these are separate from incentives used to recruit parents to participate). For example, you can give stickers, candy or other small, inexpensive items to parents who generate particularly salient and relevant ideas during brainstorming, who volunteer for role plays, and who share other insights as part of other activities. Other good opportunities for spontaneous incentives include parents who arrive on time, who return from breaks on time, and who complete the home activities. A special item that circulates among participants when they participate or generate a relevant idea can also serve as an incentive (i.e., a crown, or some other cute/funny item). The use of spontaneous incentives as part of the group process also functions to model the spontaneous incentive content that is covered in Session 3 of the toddler/preschool curriculum. You are modeling giving rewards and labeled praise to parent. The parents experience receiving praise even before you start addressing this topic in the course series, and as a result will be able to talk about how it feels to be given recognition this way. They can more clearly appreciate how a child would feel when recognized for positive behavior.

Families Helping Families- Some session scripts contain Families Helping Families activities. For this activity, you ask participants if there are any specific issues with which they need help. The parent describes the challenge he or she is facing, and then the group brainstorms strategies for addressing these challenges. This is a great opportunity for parents to offer each other peer support and as well as an opportunity for parents to recognize their own strengths, knowledge and skills as they give each other ideas and advice. Although Families Helping Families activities are only included in two sessions in this curriculum, you can feel free to spontaneously facilitate these activities when the need and opportunity arises.

Keep Chart Paper Recordings – At the end of each script, you will see a reminder to keep chart paper recordings at each session. You should keep chart paper recordings that document the individual family goals from Session 1, group agreements from Session 1, and all other recordings of important points covered during brainstorms and other group activities.

These chart paper recordings become reference documents in future sessions. You can refer back to them to reinforce specific parenting concepts generated by the group process, and to refer back to family goals and group agreements. It is a way of validating the ideas and thinking of the group.

Buddy Calls (Optional) - Buddy calls are an excellent strategy to promote relationships within the group and to give parents and caregivers peer support opportunities. Each group member can choose or be assigned a buddy from the group with whom they will talk each week about the content from the session and their home activities. They will call their buddy during the week to discuss how they are doing and give each other support. You will need to obtain group permission to exchange phone numbers. You will see a reminder about Buddy Calls at the end of each session script, should you choose to use them.

Facilitator Check-in Calls (Optional) – Facilitator check-in calls are another terrific way to support parents in between sessions. If you have the time as a workshop leader, we encourage you to give parents and caregivers a call to see how they are doing with their home activities, encourage and coach them in their efforts, and answer any questions they may have. This can provide you with very useful feedback for customizing and prioritizing content at the following workshop. Phone numbers are collected on the sign-in sheet template we have provided you with.

PARENT ENGAGEMENT

In this collaborative training model, the leader is not an expert who dispenses advice. Meaning to ‘labor together’, collaboration implies a reciprocal relationship that uses the leaders’ and parents’ knowledge, strengths and perspectives equally. The leader promotes collaboration through reflection, summary of points made by parents, reframing, reinforcement, collaboration through reflection, humor and optimism, encouragement of each member’s participation, teaching of important concepts, and role-playing exercises. By using a collaborative process, the workshops become culturally sensitive as each individual’s personal goals and values are respected (*Incredible Years Manual, The Parents, Babies, and Toddler Series, Overview, p. 24-25*)

Try to get at least two primary caregivers from each family to participate. The best results will occur in families in which another family member is involved in the program (spouse, partner, close friend). Caregivers will be able to support each other in learning and implementing new concepts, and this will promote consistency in the application of parenting techniques within a family.

The following strategies will help you create a positive, respectful experience for parents and caregivers:

- **Create a warm, inviting environment** – Nothing is more important than providing a friendly, accepting, informal and relaxed experience for participants. Making people feel welcome in a non-judgmental atmosphere will help them feel safe and able to participate. By intentionally interacting with every group member every session, you build rapport and help participants feel validated and important. Welcome every parent every time they come to the sessions, make eye contact, touch appropriately, and SMILE. Advance preparation will help you feel relaxed enough to remember to smile and welcome parents. Stand by the door at the end of the sessions to say good-bye and give participants an opportunity to ask questions or make comments.
- **Facilitate relationships between parents** – Parents are much more likely to feel comfortable, look forward to coming and maintain their participation if they bond with others in the group. Finding other parents and reducing isolation is an important goal of the workshops. Building a support network and finding others facing the same challenges will also inspire parents to make positive changes in their parenting efforts.
- **Encourage participation** – Participating in the group is another way that parents will become engaged. Some participants will be highly verbal, and others will tend to be quiet and even withdrawn. You can work to gently draw out quiet members by speaking to them at the breaks and before and after the session. Other techniques include eye contact, allowing time for quieter members to raise their hands or speak, and facilitating discussion by asking additional questions.
- **Use humor** - Humor helps participants relax and reduces anxiety and/or anger. Share joy. Laugh at yourself. By modeling good humor and a happy attitude, you ease stress in others and make it more likely that participants will enjoy themselves. Good humor promotes growth and helps build trust.
- **Foster optimism** - It is easier to change if someone believes that you can. Sometimes families are not confident in their ability to change or try something new. Expressing confidence in a caregiver's abilities, regardless of family background and harsh child-rearing methods, makes it possible for them to change.
- **Normalize problems** - Caregivers sometimes feel self-conscious of their family's problems and may feel at fault for their children's behaviors. They may feel guilty, impotent, or hopeless about their parenting skills. Other caregivers place blame on the child. It is important to reassure caregivers that all children misbehave at times and to acknowledge that some children are more difficult than others. Reassure parents that it is normal to respond emotionally to misbehavior. Point out that inappropriate behaviors can be changed using some of the techniques that will be learned in the sessions.
- **Be humble and respectful** – Don't worry about being an expert, and don't feel like you need to have all the answers. It isn't necessary, and can be quite counter-productive. People tend to respond more authentically if THEY are treated as experts. Find ways to draw out participants' expertise. Treat people respectfully. Adults have things to take care of and should be allowed to step out to take a phone call from a child, use the restroom, or do anything they need to do. Share your own stories strategically, focusing on your imperfections and perhaps challenges that you've had in parenting, rather than your accomplishments and your perfect children.
- **Empower families through a facilitative leadership style** - Step back and encourage participants' curiosity, efforts and growth. The purpose of the sessions is to empower families and promote their confidence. Gently guiding caregivers to elicit answers, solve problems and build from their own knowledge and strengths will build self-efficacy and increase their ability to respond effectively to new situations as they arise. A facilitator's goal is to build up participants' abilities rather than to encourage them to become dependent on an expert who will only be with them temporarily.

- **Parents Who Need Further Support.** Consider having community resource specialists or other staff at your agency readily available to parents who need additional support. Some families will likely be dealing with a number of family and environmental stressors. Families under stress may be unable to benefit from this parenting workshop series. Often, families' basic needs require attention before they can focus on changing deeply ingrained parenting attitudes and parenting practices. Some parenting programs even make resource and referral or other specialists available at the end of workshops for those families who need extra support. As part of your planning process, consider how to link families to additional support for those who need it.

GROUP GUIDELINES AND TIPS

Start and end on time. Establish timeliness right from the beginning. Waiting for more group members to arrive only reinforces lateness. Show respect for group members' time by ending on time, or a few minutes before. Start on time even if there are only one or two members present. This shows respect for the promptness and timeliness of the members present. Begin again at the preordained time after breaks.

Take a formal break. Take a 10-15 minute break mid-way in the session. Do not shorten the break due to a perceived pressure to finish the material. Offer refreshments. A break allows for socialization, and gives the leader another opportunity to talk one on one with parents and caregivers. It also shows respect for adults who have children to check on, biological needs, etc. Start on time after the break.

Seating. Sitting in a circle, whether in chairs or around a table, facilitates discussion and contributes to feeling of collaboration and cooperation. Having the facilitator alongside the participants promotes a sense of equality and respect. Make sure everyone can see the flip chart and PowerPoint slides. Make sure that everyone can hear each other's voices and the vignette recordings.

Review home practice assignments, handouts and other reading. After the break or towards the end of the session be sure to review handouts, home assignments and major concepts. Give specific instructions on how to complete the home assignments, but let parents decide for themselves what they want to try and how they want to proceed. By allowing parents to take ownership of their learning, you show respect and build confidence.

Encourage participation. Communicate your respect and appreciation for each contribution made by participants. Frequently check to make sure that everyone has had a chance to offer ideas. Be observant and watch for nonverbal signals a parent makes that might indicate they have something to offer, and then encourage them to share their ideas with the group. If one person habitually dominates the conversation - use strategies to encourage others to contribute. Sitting next to the person inclined to talk a lot and simply touching them gently can signal for them to give someone else a chance to talk. You can also indicate that you see they want to talk and you will get back to them after some other participants have had a turn.

Be careful of correction. If a participant says something that you do not agree with or you feel is contradictory to the information being presented – resist the temptation to correct them. Simply allow opinions to be expressed freely, acknowledge their perspective. It is more effective to offer and alternative or say, “some parents find such and such technique to be even more effective in those circumstances.”

Prevent sidetracking. Oftentimes there can be a tendency for groups to digress. Asking a group member to be a time keeper can help provide structure and eliminate frustration. Do not be afraid to interrupt or redirect. Redirecting by tying a stray comment to the topic, putting comments in a “parking lot” for future discussion, repeated references to the agenda and the use of humor are other ways to keep on track.

Summarize and restate important points made by participants. Paraphrasing and summarizing expressed viewpoints prevents misunderstandings, emphasizes and reinforces desired learning concepts and validates participants. **WRITE AND POST KEY LEARNING CONCEPTS.** Name concepts after participants, e.g. “Katie’s Rule: Praise positive behavior”. If a comment is irrelevant to the discussion, validate the comment by pointing out that it pertains to another important issue and temporarily set it aside for later discussion.

Reinforce participants for sharing ideas. A good discussion is the product of a relaxed, secure environment. Each member of the group must feel comfortable and valued regardless of his or her background, education, sophistication and abilities. The group facilitator should try to incorporate and make sense of comments made by participants so that no one ever feels ridiculed, judged, ignored, criticized or “put down”.