



Obtaining Videotape Consultation and Supervision From Peers, Incredible Years (IY) Mentors, and Trainers

The opportunity to obtain video review of your IY group process and clinical skills from peers, mentors, or trainers is scary, exciting, and a special privilege. Sharing your work with others and obtaining feedback from colleagues will result in continual improvement of your therapeutic skills and high fidelity to the intervention. Research has shown that high fidelity to the IY methods (e.g., role plays, coaching, brainstorming, homework) and therapeutic processes (e.g., nurturing relationship, reframing, collaboration, modeling) leads to improved outcomes in parent and child behavior change as well as client satisfaction. Moreover, by sharing your skills with others—both the difficult therapeutic moments and the successful ones, you will be helping to teach others to improve their own practice as well.

What are the advantages of ongoing videotape group supervision?

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

What are the barriers to videotape group supervision?

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

Preparing for Supervision and Videotape Feedback- Be Proactive!

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

strategies for managing this talkative parent, or, quiet parent, or, resistive parent.”
Or, “*What do you think I am doing well here? What else might you do?*”

- Brainstorm ideas and different strategies for responding to the issue you presented within the group. Ask a group member to list their ideas on a flip chart.
- After brainstorming, reenact or role play the videotape scene and try out some of the ideas.
- Designate who you want to act the role of parent and who to act the role of group leader.
- Taking on the role of a difficult parent can help you empathize with parent’s point of view.
- Evaluate and summarize likely strategies to try in the future.
- Use the “Therapists Thinking Like Scientists” document to determine future goals and be aware of barriers.
- Review outcome at next supervision session.

Self-directed Learning and Goal Setting

Group leaders come from a variety of educational backgrounds including nursing, education, psychology, early childhood, psychiatry, and social work. Some group leaders have had extensive group experience and others have had comparatively little. Some group leaders have had extensive therapy experience with children or families and others are less experienced. For this reason, each person’s learning progression, ongoing needs for consultation, and achievement of certification or accreditation will vary in rate and will need to be individualized. Group leaders are encouraged to assess their own strengths, to set goals, and be self-directed in seeking out the supervision and feedback they need. The collaborative checklists and sample session videotapes are available for self-evaluation, self-study, and group discussion. If others in your agency or district are using this program, you can set up peer review meetings where you meet to review videotapes of your own groups together (or view the sample session tapes), discuss the process checklists and peer review forms, give each other feedback and practice different approaches. The peer review process is an invaluable way to support one another and also to share learning with each other. If you engage in this process with others, it is important to be sensitive, caring, and honest in the feedback process. In addition, leaders in training can seek videotape reviews of sessions from IY mentors or trainers. Telephone or email consultation may also be scheduled with trainers. This self-directed learning, peer review, and supervision process implies a commitment to your own continual professional improvement as an evidence-based IY leader or therapist.