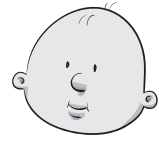




*Incredible Years® Parent Group Peer and Self Evaluation Form**



Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your session. Afterwards talk about these evaluations together and make goals for your next session. Reviewing video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity. Please see website for editable version of this form: www.incredibleyears.com/certification-gl/babyprogram

Leader's Name _____

Please describe with examples on the parent group leader's session(s) based on the following criteria:

<i>I. Leader Group Process Skills</i>	<i>Comments</i>
Builds rapport with each member of the group and their babies	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces parents' ideas and fosters parents' self-learning	
Encourages parents to problem-solve when possible	
Fosters idea that parent will learn from each others' experiences	
Helps parents learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each family's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount	

*You can find an electronic form at www.incredibleyears.com

Introduction Part 5

II. Leader Leadership Skills	Comments
Ground rules posted for group and reviewed	
Started and ended meeting on time	
Explained agenda for session and invited input	
Emphasizes the importance of homework	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages parents to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

III. Leader Relationship Building Skills	Comments
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports parents' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the baby's viewpoint and modifies parents' negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for parents	

IV. Leader Knowledge	Comments
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates parents' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

Introduction Part 5

V. Leader Methods	Comments
Uses video examples efficiently and strategically to trigger group discussion	
Use role plays and spontaneous practices and interactions between parents and babies to reinforce learning.	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

VI. Parents' Responses	Comments
Parents appear comfortable and involved in session	
Parents complete homework, ask questions and are active participants	
Parents complete positive evaluations of sessions	

Summary Comments:

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Name of Evaluator _____

Date: _____

Check:

_____ Leader (Self-Evaluation)

_____ Co-Leader

_____ Peer Coach

_____ Mentor/Trainer