



Incredible Years®

Baby Parent Group Leader

Collaborative Process Self-Reflective Checklist

This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. By watching the video of a session, and self-reflecting on the following points, a leader can identify specific goals for future progress. This checklist is designed to complement the more specific checklist for each session, which lists the key content and vignettes that should be covered.

Leader Self-Evaluation (name): _____

Co-leader Evaluation (name): _____

Certified Trainer Evaluation (name): _____

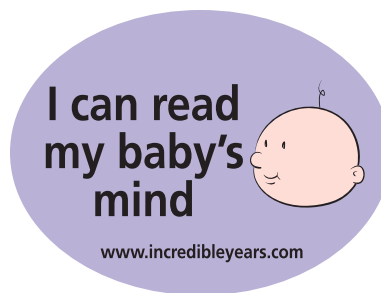
Date: _____

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allows everyone to see the TV/monitor? | _____ | _____ | _____ |
| 2. Have several large, clean blankets or large, plastic, soft pads on the floor where babies can be put down. Also provide a variety of toys, extra diapers, a place for diaper changing and a rocking chair. | _____ | _____ | _____ |
| 3. Write the agenda on the board and review verbally? | _____ | _____ | _____ |
| 4. Have handouts and home activities ready for review during the session (if possible provide <i>Incredible Babies</i> book/journal)? | _____ | _____ | _____ |



See www.incredibleyears.com/certification-gl for more information

Leader Collaborative Process Checklist, Continued

REVIEW PARENT’S HOME ACTIVITIES

YES NO N/A

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| <p>1. Begin the discussion by asking how assigned home activities went this week? (e.g., baby proofing, singing, playing, using baby massage, providing visual stimulation, speaking parent-ese, coping with crying, getting support, self-care, etc.) (Some example open-ended questions the leader can ask are included in the manual.)</p> | _____ | _____ | _____ |
| <p>2. Give every parent the chance to talk about their week (level of fatigue and availability of support) and share their babies’ new developmental changes (Things I Can Do Handout)?</p> | _____ | _____ | _____ |
| <p>3. Praise parents’ discoveries and learning about their babies during the week (likes and dislikes)?</p> | _____ | _____ | _____ |
| <p>4. Highlight key principles parents’ examples illustrate? (e.g., “Wow! You are really learning to read your baby’s cues. I am giving you the “I can read my baby’s minds” sticker.” Or, “You have learned the tango dance by the way you are interacting and being so responsive with your baby. You get Tango Dance principle.”)</p> | _____ | _____ | _____ |
| <p>5. Start the session with parents playing with their babies and giving them feedback on their responses and/or talk about their baby’s responses to them?</p> | _____ | _____ | _____ |
| <p>6. Use the neuron cards and baby brain poster to reinforce parent’s discoveries and highlight the impact they have on their baby’s development.</p> | _____ | _____ | _____ |
| <p>7. If a parent’s description of how they applied the skills makes it clear that he/she misunderstood, accept responsibility for the misunderstanding rather than leave the parent feeling responsible for the failure? (e.g., “I’m really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn’t possibly have known, but when you do that, it’s important to...” vs. e.g., “You misunderstood the assignment. Remember, when you do that, it’s important to...”)</p> | _____ | _____ | _____ |
| <p>8. Allow for some discussion of issues beyond the immediate topic at hand? (E.g., other concerns with baby not related to today’s topic, or non-parenting issues that are of concern such as marital issues, how to deal with in-laws, depression, stress level, death in the family.) Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?</p> | _____ | _____ | _____ |
| <p>9. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting free-flowing discussion of other issues dominate?</p> | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

WHEN BEGINNING THE TOPIC FOR THE DAY

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Begin the discussion of new topic with open-ended questions to get parents to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.) | _____ | _____ | _____ |
| 2. Paraphrase and highlight the points made by parents—writing key points on the board? | _____ | _____ | _____ |



WHEN SHOWING THE VIGNETTES

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Begin by showing DVD narration and pausing narration periodically to clarify terminology or meaning or narrator's comments, or so parents can ask questions? | _____ | _____ | _____ |
| 2. Introduce vignettes by telling parents what to watch for in the vignette regarding parenting skills or baby's responses. | _____ | _____ | _____ |
| 3. Pause vignettes to ask what parents notice in vignette, what they might do differently or how they would respond? | _____ | _____ | _____ |
| 4. Paraphrase and highlight the points made by parents – writing key points and principles on the board next to parents' names? | _____ | _____ | _____ |
| 5. Integrate the baby brain/neurons discussion by referring to the posters to highlight the importance of a specific parenting approach for babies' development. | _____ | _____ | _____ |
| 6. Move on to the next vignette after key points have been discussed, rather than let discussion go on at length? (This ensures that the leaders will have sufficient time for role-playing and for showing all vignettes.) | _____ | _____ | _____ |
| 7. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated.) Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. IF the group is clearly behind schedule, it is okay for such discussions to be to be somewhat briefer by asking parents to highlight key points in a sentence. However, be strategic about the need to allow longer discussions around important emotional topics. | _____ | _____ | _____ |
| 8. Pause as needed during discussion if babies are crying to sing songs and help babies regulate? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

PRACTICE AND ROLE PLAYS

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. After pulling out key points from vignettes, explore how these ideas can be used at home with their baby? | _____ | _____ | _____ |
| 2. Stop periodically to play with babies to practice a skill such as reading to the baby, singing, playing with hand puppets, talking to baby using parent-ese voice, feeding babies, playing peekaboo or a game, diapering, etc? | _____ | _____ | _____ |
| 3. Process practices asking parents what they noticed about their baby's response and how they felt. Discuss the rationale for this approach for their baby and its impact for their relationship with their baby. | _____ | _____ | _____ |
| 4. Occasionally do practices that allow parents to be in role as baby so as to experience world from baby's perspective (e.g., being fed by a parent, being yelled at)? | _____ | _____ | _____ |



OTHER TOPICS

YES NO N/A

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 1. Integrate "baby alerts" about safety proofing one's home through out sessions (e.g., how to put baby to sleep, how to make bed safety proof, ways to feed babies safely, etc.)? | _____ | _____ | _____ |
| 2. Discuss how parents are finding support so they are rested and how they are building a support team? (gradually complete support team handout) | _____ | _____ | _____ |
| 3. Review with parents ways they can use positive self-talk, coping self-statements and relaxation methods to stay calm when frustrated with babies crying? Refer to baby brain neuron poster. | _____ | _____ | _____ |
| 4. Discuss baby's brain development and the impact regarding scaffolding and strengthening baby's neuron connections? | _____ | _____ | _____ |
| 5. Summarize key points of discussion ideas and principles derived periodically? The impact of the parenting approach regarding scaffolding and strengthening their baby's social, emotional, cognitive and language neuron connections. | _____ | _____ | _____ |
| 6. Adapt home activities depending on whether parents have custody of their babies or have weekly visitations? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

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|--|-------|-------|-------|
| 7. Discuss parents self-care to keep themselves rested and relaxed? | _____ | _____ | _____ |
| 8. Pause to sing songs or rhymes periodically throughout session or when babies are unsettled? | _____ | _____ | _____ |

REVIEW POINTS TO REMEMBER, HOME ACTIVITIES JOURNALS AND WRAP UP**YES NO N/A****Did the Leaders:**

- | | | | |
|---|-------|-------|-------|
| 1. Begin the ending process with about 15 minutes remaining? | _____ | _____ | _____ |
| 2. Review or have parents review each point on Points to Remember out loud, commenting on why each point is important? | _____ | _____ | _____ |
| 3. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it? Ask them to commit to a goal for the week. | _____ | _____ | _____ |
| 4. Have parents complete the session evaluation form? | _____ | _____ | _____ |
| 5. End the session on time? | _____ | _____ | _____ |



REMEMBER: Your goal in the group sessions should be to draw from the parents the key ideas, insights and management principles so they can self-reflect as well as learn from each other. When possible, parents should be the ones who generate the principles, describe the significance for achieving their goals, highlight what was effective or ineffective on the video vignettes, and practice how to implement the skills in different situations. These sessions should be relaxed, fun, and include practice interactions with babies and singing. People are far more likely to use new behaviors when they have seen them being used successfully (video and live modeling) and when they have practiced them with support and feedback than when they simply hear about them in a didactic way. Try to provide special stickers or prizes for parents and their babies, when applicable.