



Parent Group Leader Collaborative Process Checklist Video Review

Revised March 2020

Leader Self-Evaluation (name): _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

IY Program: (check box below)

Toddler Preschool School-Age Advance Attentive Parenting

Number of Sessions: _____ Length of Sessions: _____

Population: (check box below)

Treatment Prevention

Number of parents attending: _____

Session Topic: _____



SET UP

Did the Leaders(s):

YES NO N/A

- | | | | |
|--|-------|-------|-------|
| 1. Set up chairs in a semicircle that allowed everyone to see the TV?
(Avoid tables.) | _____ | _____ | _____ |
| 2. Sit at separate places in the circle? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have last week's home activities ready for the parents to pick up,
complete with praise and encouragement written on them? | _____ | _____ | _____ |
| 5. Plan and prepare for daycare in advance? | _____ | _____ | _____ |
| 6. Prepare and lay out the food, in an attractive manner? | _____ | _____ | _____ |

REVIEW PARENT'S HOME ACTIVITIES

Did the Leader(s):

10. Begin the discussion by asking how home activities went during this past week - how they addressed their short term goals?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

11. Give every parent the chance to talk about his/her experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

12. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

13. Reward parents with stickers or prizes or applause for completing their home assignments?

Yes No

14. Highlight key "principles" that parents' examples illustrate? (e.g., write them on flip chart or paraphrase idea in terms of how it addresses their goals.)

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

15. Explore with individuals who didn't complete the home activities what made it difficult (barriers) and discuss how they might adapt home activities to fit their needs and goals?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

16. Ask about and encourage "buddy calls" and explore barriers to calls and solutions?

Yes No

17. If a parent's description of how they applied the skills makes it clear that s/he misunderstood, did the leaders accept responsibility for the misunderstanding rather than leaving 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 "You misunderstood the assignment. Remember, when you do that, it's important to...")

Never Rarely Sometimes Frequently Very Frequently

18. 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?

Never Rarely Sometimes Frequently Very Frequently

19. Limit the home activity discussion (approximately 20-30 minutes) to give adequate time for new learning?

Yes No

Further Comments:

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leader(s):

20. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic?

Yes No

21. Do the benefits and/or barriers exercise regarding the new topic?

Yes No

22. Paraphrase and highlight the points made by parents - write key points on the board with their name?

Never Rarely Sometimes Frequently Very Frequently

WHEN SHOWING THE VIGNETTES

Did the Leader(s):

Number of vignettes shown in session: _____

23. When showing video narration of new topic, pause to clarify or define terminology and assess whether the meaning is understood by parents.

Yes No

24. Focus parents on what they are about to see on the vignettes and what to look for?

Never Rarely Sometimes Frequently Very Frequently

25. Pause vignette to ask an open-ended question about what parents thought was effective/ ineffective in the vignette (focus on parent thoughts, feelings & behaviors, and child's perspective)? Ask about rationale for approach.

Never Rarely Sometimes Frequently Very Frequently

26. Acknowledge responses one or more parents have to a vignette? Pull out parents' principles by name where appropriate.

Never Rarely Sometimes Frequently Very Frequently

27. Paraphrase and highlight the points made by parents - writing key points on the board?

Never Rarely Sometimes Frequently Very Frequently

28. Move on to the next vignettes after key points have been explored, rather than let the discussion go on at length?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

29. Use vignettes to trigger appropriate discussions and/or practices, tailored to children’s developmental level and parent’s goals ?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

30. Redirect group to the relevance of the interaction on the vignette for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

31. Refer to parents’ goals for themselves and their children when discussing vignettes, learning principles and setting up practices?

Never
 Rarely
 Sometimes
 Frequently
 Very Frequently

Further Comments:

PRACTICE AND ROLE PLAYS

Did the Leader(s):

32. Get parents to switch from talking about strategies in general to using the words they could actually use? (e.g., from “She should be more specific” to “She could say, John, you need to put the puzzle pieces in the box.”)

- Never Rarely Sometimes Frequently Very Frequently

33. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play practice it. (This ensures the likelihood of success.)

- Never Rarely Sometimes Frequently Very Frequently

34. Do several large group role plays/practices over the course of the session? Break down practices according to child developmental status such as language and play level.

Number of role plays: _____

- Never Rarely Sometimes Frequently Very Frequently

35. Do role plays/practices in pairs or small groups (following large group practices) that allow multiple people to practice simultaneously? Dyads should be matched by child language and play developmental ability.

- Never Rarely Sometimes Frequently Very Frequently

36. Use all of the following skills when directing role plays:

a. Strategically select parents and clearly describe their parent role?

- Never Rarely Sometimes Frequently Very Frequently

b. Skillfully get parents engaged in role play practices by choosing parents who asking about the use of a skill or wondering this will work for their children?

- Never Rarely Sometimes Frequently Very Frequently

c. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)?

- Never Rarely Sometimes Frequently Very Frequently

- d. Provide enough “scaffolding” so that parents are successful in their role as “parent” (e.g., get other parents to generate ideas for how to handle the situation before practice begins, have the co-leader note those suggestions on the flip chart, etc..)?

Never Rarely Sometimes Frequently Very Frequently

- e. Invite other workshop members to be “coaches” (call out idea if the actor is stuck)?

Never Rarely Sometimes Frequently Very Frequently

- f. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach or reinforce participants?

Never Rarely Sometimes Frequently Very Frequently

- g. Take responsibility for having given poor instructions if role play/practice is not successful and allow actor to rewind and replay?

Never Rarely Sometimes Frequently Very Frequently

37. Process role play/practice afterwards by asking how “parent” felt and asking group to give feedback?

Never Rarely Sometimes Frequently Very Frequently

38. Process role play by asking how “child” felt in role?

Never Rarely Sometimes Frequently Very Frequently

39. Solicit feedback from group about strengths of parent in role, offer detailed praise and record on flip chart key points?

Never Rarely Sometimes Frequently Very Frequently

40. Explores other approaches from parents and where feasible set up further role plays to practice these ideas.

Yes No

Further Comments:

GROUP LEADER PROCESS SKILLS

Did the Leader(s):

41. Build rapport with each member of group as evidenced by, following up on previous goals or issues the group member is facing, linking IY content to what is important to them, or showing empathy and understanding?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Very Frequently
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42. Encourage everyone to participate and view everyone as equally important and valued?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Very Frequently
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43. Use open-ended questions to facilitate discussion and reflection?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Very Frequently
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44. Reinforce parents' ideas and foster parents' self-learning and confidence?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Very Frequently
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45. Encourage parents to problem-solve when possible. Does the group leader ask the group for suggestions and ideas before offering their own?

Never Rarely Sometimes Frequently Very Frequently

46. Foster idea that parents will learn from each others' experiences?

Never Rarely Sometimes Frequently Very Frequently

47. Help parents learn how to support and reinforce each other (celebrate each other's successes)?

Never Rarely Sometimes Frequently Very Frequently

48. Foster parents' understanding of the value of developing their own support network?

Never Rarely Sometimes Frequently Very Frequently

49. Identify each family's strengths?

Never Rarely Sometimes Frequently Very Frequently

50. Create a feeling of safety among group members?

Never Rarely Sometimes Frequently Very Frequently

51. Create a warm atmosphere where parents feel they are decision-makers and discussion and debate are paramount, as evidenced by tailoring role plays to parent's goals and their particular child's development status and needs and home situation. From discussions pull out GEMS and principles?

Never Rarely Sometimes Frequently Very Frequently

52. When needed, provide parents with information about important child developmental milestones?

Never Rarely Sometimes Frequently Very Frequently

53. Explore parents' cognition, affect modulation, and self-regulation as well as behaviors?

Never Rarely Sometimes Frequently Very Frequently

54. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children?

- Never Rarely Sometimes Frequently Very Frequently

55. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with anger, stress, or traumatic events (if appropriate for this session)?

- Never Rarely Sometimes Frequently Very Frequently

Further Comments:

ENDING GROUP - REVIEW & HOME ACTIVITIES*Did the Leader(s):*

56. Begin the ending process with about 10-15 minutes remaining?

Yes No

57. Summarize this session's learning? (One way to do this is to review or have the parents review each point on refrigerator notes out loud or have parents describe their "take-away" principle from the session)

Never Rarely Sometimes Frequently Very Frequently

58. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?

Never Rarely Sometimes Frequently Very Frequently

59. Talk about any adaptations to the home activity for particular families?

Never Rarely Sometimes Frequently Very Frequently

60. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)

Never Rarely Sometimes Frequently Very Frequently

61. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?

Never Rarely Sometimes Frequently Very Frequently

62. Ask about buddy check ins (by phone, email, or text)?

Yes No

63. Have parents complete the evaluation form?

Yes No

64. End the session on time?

Yes No

Parent Group Leader Collaborative Process Checklist

The goal in the group sessions should be to draw from the parents the information and ideas to teach and support each other. Parents should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video, and demonstrate how to implement the skills in different situations. Remember, people are far more likely to put into practice what they talk about than what they hear about.
(Webster-Stratton)

Group Leader: Use this space below to reflect on your goals for next time or to provide additional information for the coach/mentor/trainer.

Coach/Mentor/Trainer: Use the space below to provide a summary of next steps. Please provide clear and specific guidelines for what you will look for in the next review.

If this was an accreditation review does the session pass for certification/accreditation?

Yes No N/A

Summary Comments:
