



Online Parent Group Leader Collaborative Process Checklist (rev. 2021)

This checklist is designed for group leaders to complete together following an online 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 looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the checklist for the specific session, which lists the key content that should be covered.

Leader Self-Evaluation (name): _____

Co-leader Evaluation: _____

Certified Trainer/Mentor Evaluation: _____

Date: _____

Online Session Topic: _____

Length of Online Session: _____

The Preschool Basic Prevention Protocol will require a minimum of 28 hours in online sessions to complete. The Preschool Basic Treatment Protocol will require a minimum of 36 hours in online sessions to complete.

PRE-ONLINE ASSESSMENT & INTERVIEW *Did the Leader:*

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 1. Set up online interview to assess family risk factors and needs for support? | _____ | _____ | _____ |
| 2. Help parents complete "How I Am Incredible" form for their child? | _____ | _____ | _____ |
| 3. Review expectations for on-line training? (e.g., supervision of children, uninterrupted, private space) | _____ | _____ | _____ |
| 4. Help families prepare for on-line session (e.g., puppets, toys, books, record sheets, thought cards, handouts)? | _____ | _____ | _____ |
| 5. Determine family computer/iPad and printer availability for downloading handouts or need to be mailed materials? | _____ | _____ | _____ |
| 6. Determine realistic time schedule (min 90 minutes) for group? | _____ | _____ | _____ |
| 7. Determine the families who will participate (with high-risk families, no more than 8 participants per online session)? | _____ | _____ | _____ |
| 8. Encourage other family members to participate? | _____ | _____ | _____ |
| 9. Set clear online rules for participants: confidentiality, importance of having camera turned on with face shown, no iPhones, active engagement in online sessions. | _____ | _____ | _____ |

STARTING ONLINE SESSIONS

Did the Leader:

- 10. Start first session with parent sharing information (“How I Am Incredible” form) about their children and their goals? _____
- 11. Give every parent the chance to talk about his/her home activities experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach? _____
- 12. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process? _____
- 13. Highlight key “principles” that their experiences illustrate? (e.g., post them in chat or white board or paraphrase idea in terms of how it addresses their goals.) _____
- 14. 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? _____
- 15. Ask about and encourage online “buddy calls”? _____
- 16. 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...”)

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

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leader:

- 19. Begin the discussion of the topic with open-ended questions or buzz to get parents to think about the importance of the topic? _____
- 20. Do the benefits and/or barriers exercise regarding the new topic? _____
- 21. Paraphrase and highlight the points made by parents - post key points in the chat or white board with their name? _____

WHEN SHOWING THE VIGNETTES

Did the Leader:

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

- | | | | |
|--|-------|-------|-------|
| 23. 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)? | _____ | _____ | _____ |
| 24. Acknowledge responses one or more parents have to a vignette? | _____ | _____ | _____ |
| 25. Paraphrase and highlight the points made by parents - writing key points in the group chat or white board? | _____ | _____ | _____ |
| 26. Move on to the next vignette after key points have been discussed, rather than let the discussion go on at length? | _____ | _____ | _____ |
| 27. Use vignettes to trigger appropriate discussions and/or practices, tailored to children’s developmental level? | _____ | _____ | _____ |
| 28. Redirect group to the relevance of the interaction on the vignette for their own lives and goals (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)? | _____ | _____ | _____ |
| 29. Refer to parents’ goals for themselves and their children when discussing vignettes, learning principles and setting up practices? | _____ | _____ | _____ |
| Number of vignettes shown: _____ Recommended: 5-6 vignettes per session. <i>The number of vignettes shown will vary according to the length of the session and the length of the vignettes shown.</i> | _____ | _____ | _____ |

PRACTICE AND ROLE PLAYS

Did the Leader:

- | | | | |
|---|-------|-------|-------|
| 30. Do several large group role plays/practices over the course of the session? Break down practices according to child developmental readiness. Number of large group role play practices: _____ Number of spontaneous role play practices: _____ | _____ | _____ | _____ |
| 31. Do role plays/practices in small groups in two Zoom rooms (following large group practices) that allow multiple people to practice simultaneously? Groups should be matched by child language and play ability. A leader should go into each Room. Number of small group role play practices: _____ | _____ | _____ | _____ |
| 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.”) Write actual script in chat or white board. | _____ | _____ | _____ |
| 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.) | _____ | _____ | _____ |
| 34. Use all of the following skills when directing role plays: | | | |
| a. Select parents and give them appropriate roles? | _____ | _____ | _____ |
| b. Be sure goal of practice is clearly identified? | _____ | _____ | _____ |
| c. Skillfully get parents engaged in role plays/practices? | _____ | _____ | _____ |

- d. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)? _____
- e. 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)? _____
- f. Invite other workshop members to be “coaches” (call out idea if the actor is stuck)? _____
- g. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach, or reinforce participants? _____
- h. Take responsibility for having given poor instructions if role play/practice is not successful and allow actor to rewind and replay? _____
- i. At first model child role at times to help parents know how to do this practice online? _____
- 35. Process role play/practice afterwards by asking how “parent” felt and asking group to give feedback? _____
- 36. Debrief role play practice by asking how “child” felt in role? _____
- 37. Solicit feedback from group about strengths of parent in role? _____
- 38. Offer detailed descriptive praise of the role play/practice and what was learned? Summarize in chat or on white board. _____
- 39. Re-run role play, changing roles, involving different parents, or with child of different play or language developmental level or temperament (being in role as child is helpful for parents to experience their child’s perspective is a different way of responding)? _____

LEADER GROUP PROCESS SKILLS

Did the Leader:

- 40. Build rapport with each member of group? _____
- 41. Encourage everyone to participate? _____
- 42. Use open-ended questions to facilitate discussion and reflection? _____
- 43. Reinforce parents’ ideas, foster parents’ self-learning and confidence? _____
- 44. Encourage parents to problem-solve when possible? _____
- 45. Foster idea that parents will learn from each others’ experiences? _____
- 46. Help parents learn how to support and reinforce each other? Promote on-line connections, sharing and peer support between formal online sessions and for them to introduce their children to each other online. _____
- 47. Foster parents’ understanding of the value of developing their own support network? _____
- 48. Identify each family’s strengths? _____

- 49. Create a feeling of safety among group members? _____
- 50. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount? _____
- 51. When needed, provide parents with information about important child developmental milestones? _____
- 52. Explore parents' cognition, affect modulation, and self-regulation as well as behaviors? _____
- 53. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children? Use "Thought Cards" or Buzzes in Zoom rooms to help parents challenge negative and uncomfortable feelings and to replace them with more positive thoughts. _____
- 54. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with traumatic events? _____
- 55. Set up and encourage buddy on-line calls and review weekly? _____

LEADER AND CO-LEADER ROLES

Did the Leaders:

- 56. Leaders have clear roles about who is mediating vignettes and who is summarizing key points in chat? _____
- 57. Leaders have identified who will give rewards online? _____
- 58. Leaders have identified who will set up Zoom room assignments and lead discussion of Zoom room feedback? _____

ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader:

- 59. Begin the ending process with about 15 minutes remaining? _____
- 60. 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.) _____
- 61. Review the home activity sheet, including why it is important, and how families will try to do it? Make sure they have copies of refrigerator notes, home activities, parent books and editable record sheets. Mail if they don't have printers. _____
- 62. Talk about any adaptations to the home activity for particular families or for children who have atypical language and play development? _____
- 63. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.) _____
- 64. Have parents complete the Self-Monitoring Checklist and commit to goals for the week? _____
- 65. Ask about buddy check ins (by phone, email or text)? _____

66. Have parents complete the online session evaluation form? _____

67. End the session on time? _____

BETWEEN SESSION FAMILY SUPPORT
Did the Leader:

64. Set up online check in calls between sessions for 5-10 min? _____

65. Send via internet mid week the editable BUZZ sheets with summary of session and reminders of home activities? _____

REMEMBER: The goal in the online group sessions should be to draw from the parents the information and ideas to teach and learn from 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 have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years principles, whether the program is delivered online or in-person. When delivering online special effort needs to be made to personalize responses and promote connections between parents.

Summary Comments: