



# ***Incredible Years Child Small Group Leader***

## ***Peer and Self-Evaluation Form***

Leader's Name \_\_\_\_\_

Date \_\_\_\_\_ Session number & topic \_\_\_\_\_

Please ask your co-leader to comment on your group leader skills for one of your group sessions using the following form. Also self-evaluate your session. Afterwards talk about these evaluations together and make some goals for your next session. Reviewing videotapes of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high quality.

| <b><i>I. LEADER GROUP PROCESS SKILLS</i></b>                               | <b><i>COMMENTS</i></b> |
|--|------------------------|
| <b>Builds rapport with each child in the group</b>                         |                        |
| <b>Encourages every child to participate</b>                               |                        |
| <b>Models open-ended questions to facilitate discussion</b>                |                        |
| <b>Reinforces children's ideas and fosters children's self-learning</b>    |                        |
| <b>Encourages children to problem solve when possible</b>                  |                        |
| <b>Fosters idea that children will learn from each others' experiences</b> |                        |
| <b>Helps children learn how to support and reinforce each other</b>        |                        |
| <b>Views every member of group as equally important and valued</b>         |                        |
| <b>Identifies each child's strengths</b>                                   |                        |
| <b>Creates a feeling of safety among group members</b>                     |                        |
| <b>Creates an atmosphere where children feel they are decision-makers</b>  |                        |

| <b><i>II. LEADER LEADERSHIP SKILLS</i></b>   | <b><i>COMMENTS</i></b> |
|--|------------------------|
| Establishes ground rules for group   |                        |
| Started and ended session on time  |                        |
| Follows a planned schedule for session   |                        |
| Emphasizes the importance of doing homework  |                        |
| Uses puppets in an engaging and fun manner   |                        |
| Summarizes and reviews important points from prior session   |                        |
| Focuses group on key points presented  |                        |
| Imposes sufficient structure to facilitate safe group process  |                        |
| Knows when to be flexible and how to tailor program to individual children's needs and developmental level |                        |
| Encourages children to practice new social skills often  |                        |
| Predicts behaviors and feelings  |                        |
| Encourages generalization of concepts to different situations  |                        |
| Helps children focus on positive   |                        |
| Balances group discussion on affective and cognitive domain  |                        |
| Tailors discussions and role plays according to children's individual needs                                |                        |
| Reviews homework for next week   |                        |

| <b>III. LEADER RELATIONSHIP BUILDING SKILLS</b>                                | <b>COMMENTS</b> |
|--|-----------------|
| Uses humor and fosters optimism  |                 |
| Normalizes problems when appropriate   |                 |
| Validates and supports children's feelings (reflective statements)             |                 |
| Shares puppet's personal experiences related to children's issues              |                 |
| Fosters a partnership or collaborative model (as opposed to an "expert" model) |                 |
| Fosters a coping model as opposed to a mastery model of learning               |                 |
| Re-frames experiences and modifies children's negative attributions            |                 |
| Likes interacting with children  |                 |
| Maintains leadership of group  |                 |
| Advocates for children   |                 |

| <b>IV. LEADER KNOWLEDGE</b>  | <b>COMMENTS</b> |
|--|-----------------|
| Demonstrates knowledge of content covered at session   |                 |
| Prepares materials in advance of session and is "prepared" for group                             |                 |
| Integrates children's ideas and problems with important content and child development principles |                 |
| Uses appropriate role plays and practices reflecting children's needs                            |                 |

| <b>V. LEADER METHODS</b>   | <b>COMMENTS</b> |
|--|-----------------|
| Uses videotape examples efficiently and strategically to trigger group discussion      |                 |
| Uses multiple role plays and rehearsals to reinforce learning and practices new skills |                 |
| Small group activities allow practice of skills taught in group discussion             |                 |
| Uses modeling by puppet or other group members when appropriate                        |                 |

| <b>VI. CHILDREN'S RESPONSES</b>   | <b>COMMENTS</b> |
|---|-----------------|
| Children appear comfortable, are having fun and are involved in session |                 |
| Children complete homework, ask questions and are active participants   |                 |

***Summary Comments:***

Name of Evaluator \_\_\_\_\_

Date: \_\_\_\_\_