



# Parent Group Leader Collaborative Process Checklist

This checklist is designed for group leaders to complete together following a 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: \_\_\_\_\_

Session Topic: \_\_\_\_\_

### SET UP

#### *Did the Leaders:*

**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, rather than both at the front? \_\_\_\_\_
- 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:*

- 7. Begin the discussion by asking how home activities went during this past week? \_\_\_\_\_
- 8. Give every parent the chance to talk about his/her week? \_\_\_\_\_
- 9. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process? \_\_\_\_\_
- 10. Highlight key "principles" that their examples illustrate? (e.g., write them on flip chart or paraphrase idea.) \_\_\_\_\_
- 11. 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? \_\_\_\_\_

- |   | YES   | NO    | N/A   |
|---|-------|-------|-------|
| 12. Ask about and encourage “buddy calls”?  | _____ | _____ | _____ |
| 13. 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...”) | _____ | _____ | _____ |
| 14. 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?   | _____ | _____ | _____ |
| 15. 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:*

- |  |       |       |       |
|--|-------|-------|-------|
| 16. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic? | _____ | _____ | _____ |
| 17. Do the benefits and/or barriers exercise regarding the new topic?  | _____ | _____ | _____ |
| 18. Paraphrase and highlight the points made by parents - write key points on the board with their name?                   | _____ | _____ | _____ |

**WHEN SHOWING THE VIGNETTES**

*Did the Leader:*

- |  |       |       |       |
|--|-------|-------|-------|
| 19. Focus parents on what they are about to see on the vignettes and what to look for?   | _____ | _____ | _____ |
| 20. Begin by asking an open-ended question about what parents thought was effective/ineffective in the vignette?   | _____ | _____ | _____ |
| 21. Acknowledge responses one or more parents have to a vignette?  | _____ | _____ | _____ |
| 22. Paraphrase and highlight the points made by parents - writing key points on the board?   | _____ | _____ | _____ |
| 23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?  | _____ | _____ | _____ |
| 24. Use vignettes to trigger appropriate discussions and/or practices?   | _____ | _____ | _____ |
| 25. 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)? | _____ | _____ | _____ |
| 26. Refer to parents’ goals for themselves and their children when discussing vignettes and learning principles?   | _____ | _____ | _____ |

**PRACTICE AND ROLE PLAYS**

***Did the Leader:***

**YES NO N/A**

- |   |       |       |       |
|---|-------|-------|-------|
| 27. 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.”) | _____ | _____ | _____ |
| 28. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play it. (This ensures the likelihood of success.)  | _____ | _____ | _____ |
| 29. Do several planned role plays over the course of the session?<br>Number of role plays: _____  | _____ | _____ | _____ |
| 30. Do role plays in pairs or small groups that allow multiple people to practice simultaneously?   | _____ | _____ | _____ |
| 31. Use all of the following skills when directing role plays:  |       |       |       |
| a. Select parents and give them appropriate roles?  | _____ | _____ | _____ |
| b. Skillfully get parents engaged in role plays?  | _____ | _____ | _____ |
| c. Provide each person with a description of his/her role (age of child, level of misbehavior)?   | _____ | _____ | _____ |
| 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)?                                      | _____ | _____ | _____ |
| e. Invite other workshop members to be “coaches” (call out idea if the actor is stuck)?   | _____ | _____ | _____ |
| f. Pause/freeze role play periodically to redirect, give clarification, or reinforce participants?  | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?  | _____ | _____ | _____ |
| 32. Process role playing afterwards by asking how “parent” felt and asking group to give feedback?  | _____ | _____ | _____ |
| 33. Process role play by asking how “child” felt in role?   | _____ | _____ | _____ |
| 34. Solicit feedback from group about strengths of parent in role?  | _____ | _____ | _____ |
| 35. Offer detailed descriptive praise of the role play and what was learned?  | _____ | _____ | _____ |
| 36. Re-run role play, changing roles or involving different parents (not always needed, but helpful to do for a parent who needs modeling by someone else first)?   | _____ | _____ | _____ |

**LEADER GROUP PROCESS SKILLS**

*Did the Leader:*

	YES	NO	N/A
37. Build rapport with each member of group?	_____	_____	_____
38. Encourage everyone to participate?	_____	_____	_____
39. Use open-ended questions to facilitate discussion?	_____	_____	_____
40. Reinforce parents' ideas and foster parents' self-learning?	_____	_____	_____
41. Encourage parents to problem-solve when possible?	_____	_____	_____
42. Foster idea that parents will learn from each others' experiences?	_____	_____	_____
43. Help parents learn how to support and reinforce each other?	_____	_____	_____
44. View every member of group as equally important and valued?	_____	_____	_____
45. Identify each family's strengths?	_____	_____	_____
46. Create a feeling of safety among group members?	_____	_____	_____
47. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount?	_____	_____	_____

**ENDING GROUP - REVIEW & HOME ACTIVITIES**

*Did the Leader:*

48. Begin the ending process with about 15 minutes remaining?	_____	_____	_____
49. 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.)	_____	_____	_____
50. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?	_____	_____	_____
51. Talk about any adaptations to the home activity for particular families?	_____	_____	_____
52. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)	_____	_____	_____
53. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?	_____	_____	_____
54. Check in on buddy calls?	_____	_____	_____
55. Have parents complete the evaluation form?	_____	_____	_____
56. End the session on time?	_____	_____	_____

**REMEMBER:** The goal in the group sessions should be to draw from the parents the information and ideas to teach each other. They 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. People are far more likely to put into practice what they talk about than what they hear about.

Summary Comments: