

Incredible Years® Incredible Beginnings™ Group Leader Peer and Self-Evaluation Form

Leader's Name _____

Please ask your co-leader to comment on your group leader skills for one of your group sessions, using this form. Also use this form to self-evaluate your workshop. Afterwards talk about these evaluations together and make goals for your next workshop. Review video of your own group leader skills is a valuable learning experience and part of continuing to learn to deliver the program with high fidelity.

<i>I. Leader Group Process Skills</i>	<i>Comments</i>
Builds rapport with each workshop participant	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces participants' ideas and fosters self-learning	
Encourages participants to problem solve when possible	
Fosters idea that participants will learn from each others' experiences	
Helps participants learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each participant's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where participants feel they are decision-makers and discussion and debate are paramount	

II. Leader Leadership Skills	Comments
Establishes ground rules for group	
Started and ended meeting on time	
Explained agenda for workshop	
Emphasizes the importance of practice activities and readings	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into workshop's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages participants to work for long-term goals as opposed to a "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts, readings, and practice activities for next workshop	
Evaluates workshop	

III. Leader Relationship Building Skills	Comments
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports participants' feelings (reflective statements)	
Shares personal experiences when appropriate	
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 from the child's view-point and modifies participants' negative attributions	
Strategically confronts, challenges and teaches participants when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for participants	

IV. Leader Knowledge	Comments
Demonstrates knowledge of content covered in workshop	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of workshop and is "prepared" for group	
Integrates participants' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

V. Leader Methods	Comments
Uses DVD vignettes efficiently and strategically to trigger group discussion, reflection and problem solving	
Uses role play and practice rehearsal to reinforce learning	
Debrief practices and reinforces participants	
Uses small group buzzes and brainstorm frequently	
Reviews assigned practice activities and readings and gives feedback	
Uses modeling by self or other group members when appropriate	
VI. Participants' Responses	Comments
Participants appear comfortable and involved in session	
Participants complete practice activities, reading, ask questions and are active participants	
Participants complete positive evaluations of sessions	

Summary Comments:

Name of Evaluator _____

Date _____