

PARENT GROUP LEADER RATING SCALE

This rating scale is designed for certified mentors or trainers to complete following observation of a session (live or videotape review). By looking for these points, a mentor or trainer can identify specific goals for progress. This rating scale is designed to complement the checklist for the specific session, which lists the key content that should be covered.

SET UP

Did the Leaders:

- | | | | |
|----|--|-----------------------|-----------------------|
| | | Yes | No |
| 1. | Set up the chairs in a semicircle (no table in the middle) that allowed everyone to see the TV? | <input type="radio"/> | <input type="radio"/> |
| 2. | Sit at separate places in the circle, rather than both at the front? | <input type="radio"/> | <input type="radio"/> |
| 3. | Write the agenda on the board? | <input type="radio"/> | <input type="radio"/> |
| 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? | | |

1 2 3 4 5 6
 Not at all/not well
 Sometimes
 Frequently/extremely well
 NA/Not able to observe

REVIEW PARENT'S HOME ACTIVITIES

Did the Leaders:

- | | | |
|-----|---|-------------|
| | | 1 2 3 4 5 6 |
| 7. | Begin the discussion by asking how home activities went this week? | 1 2 3 4 5 6 |
| 8. | Give every parent the chance to talk about his/her week? | 1 2 3 4 5 6 |
| 9. | Praise whatever efforts parents made this week on homework activities? | 1 2 3 4 5 6 |
| 10. | Highlight key "principles" that their examples illustrate? (e.g., write them on flip chart or paraphrase idea) | 1 2 3 4 5 6 |
| 11. | Explore with individuals who didn't complete the home activities what made it difficult (barriers) and discuss how they might adapt homework to fit them? | 1 2 3 4 5 6 |
| 12. | Ask about and encourage "buddy calls"? | 1 2 3 4 5 6 |
| 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 leave the parent feeling responsible for the failure? | 1 2 3 4 5 6 |
| 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? | 1 2 3 4 5 6 |
| 15. | Follow the protocol for the session? | 1 2 3 4 5 6 |



Rating boxes for LeaderID, Co-LeaderID, and MentorID.

WHEN BEGINNING THE TOPIC FOR THE DAY

Session Topic:

Did the Leaders:

- Play, Praise, Incentives, Limit Setting, Ignore, Time Out, Consequences, Problem Solving, Communication, School, Other:

- 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 barriers exercise regarding the new topic?
18. Paraphrase and highlight the points made by parents - write key points on the board?

Rating scales for items 16, 17, and 18 with labels: Not at all/not well, Sometimes, Frequently/extremely well, NA/Not able to observe.

WHEN SHOWING THE VIGNETTES

Did the Leaders:

- 19. Begin by asking an open-ended question about what parents thought was effective/ineffective in the vignette?
20. Acknowledge responses one or more parents have to a vignette?
21. Paraphrase and highlight the points made by parents - writing key points on the board?
22. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length?
23. Uses vignettes to trigger appropriate discussions?
24. Ensure that "Typical Questions" for this topic were raised and discussed over the course of the session?
25. Refer to parents' personal goals when discussing vignettes and learning principles?

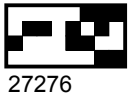
Rating scales for items 19 through 25.

PRACTICE AND ROLE PLAYS

Did the Leaders:

- 26. Get parents to switch from talking about strategies in general to using the words the parent could actually use?
27. Do at least one role play over the course of the evening (preferably several)? # of role plays []
28. Direct role play by identifying age of child and part to be played by child (misbehaving or cooperative)?
29. Direct role play by asking group members to give suggestions to person playing "parent" first?
30. Use role plays in a spontaneous fashion?
31. Process role playing afterwards by asking how "parent" felt and asking group to give feedback?
32. Process role play by asking how "child" felt in role?
33. Offer detailed descriptive praise of the role play and what was learned?

Rating scales for items 26 through 33.



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LEADER GROUP PROCESS SKILLS

- 34. Builds rapport with each member of group. ① ② ③ ④ ⑤ ⑥
- 35. Encourages everyone to participate. ① ② ③ ④ ⑤ ⑥
- 36. Uses open-ended questions to facilitate discussion. ① ② ③ ④ ⑤ ⑥
- 37. Reinforces parents' ideas and fosters parents' self-learning. ① ② ③ ④ ⑤ ⑥
- 38. Encourages parents to problem-solve when possible. ① ② ③ ④ ⑤ ⑥
- 39. Fosters idea that parents will learn from each others' experiences. ① ② ③ ④ ⑤ ⑥
- 40. Helps parents learn how to support and reinforce each other. ① ② ③ ④ ⑤ ⑥
- 41. Views every member of group as equally important and valued. ① ② ③ ④ ⑤ ⑥
- 42. Identifies each family's strengths. ① ② ③ ④ ⑤ ⑥
- 43. Creates a feeling of safety among group members. ① ② ③ ④ ⑤ ⑥
- 44. Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount. ① ② ③ ④ ⑤ ⑥

Not at all/not well
 Sometimes
 Frequently/extremely well
 N/A/Not able to observe

LEADER LEADERSHIP SKILLS

- 45. Ground rules posted. Yes No
- 46. Starts meeting on time. ① ② ③ ④ ⑤ ⑥
- 47. Explains agenda for session and invites input. ① ② ③ ④ ⑤ ⑥
- 48. Reviews homework from previous session and highlights significant work. ① ② ③ ④ ⑤ ⑥
- 49. Summarizes and restates important points. ① ② ③ ④ ⑤ ⑥
- 50. Imposes sufficient structure to facilitate group process. ① ② ③ ④ ⑤ ⑥
- 51. Prevents sidetracking by participants. ① ② ③ ④ ⑤ ⑥
- 52. Knows when to be flexible and allow a digression for an important issue and knows how to tie it into the session's content. ① ② ③ ④ ⑤ ⑥
- 53. Anticipates potential difficulties. ① ② ③ ④ ⑤ ⑥
- 54. Predicts behaviors and feelings. ① ② ③ ④ ⑤ ⑥
- 55. Encourages generalization of concepts to different settings and situations. ① ② ③ ④ ⑤ ⑥
- 56. Encourages parents to work for longterm goals as opposed to "quick fixes". ① ② ③ ④ ⑤ ⑥
- 57. Helps group focus on positive. ① ② ③ ④ ⑤ ⑥
- 58. Balances group discussion on affective, cognitive and behavioral domains. ① ② ③ ④ ⑤ ⑥
- 59. Predicts relapses. ① ② ③ ④ ⑤ ⑥

LEADER RELATIONSHIP BUILDING SKILLS

- 60. Uses humor and fosters optimism. ① ② ③ ④ ⑤ ⑥
- 61. Normalizes problems when appropriate. ① ② ③ ④ ⑤ ⑥
- 62. Validates and supports parents' feelings (reflective statements) ① ② ③ ④ ⑤ ⑥
- 63. Shares personal experiences when appropriate. ① ② ③ ④ ⑤ ⑥
- 64. Fosters a partnership or collaborative model (as opposed to an "expert" mod ① ② ③ ④ ⑤ ⑥
- 65. Fosters a coping model as opposed to a mastery model of learning. ① ② ③ ④ ⑤ ⑥
- 66. Reframes experiences from the child's viewpoint and modifies parents' negative attributions. ① ② ③ ④ ⑤ ⑥

