



## 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 videotape of a session. By watching the tape 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.

### SET UP

YES NO N/A

#### Did the Leaders:

1. Set up the chairs in a semicircle that allowed everyone to see the TV? \_\_\_\_\_
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? \_\_\_\_\_

### REVIEW PARENT'S HOME ACTIVITIES

#### Did the Leaders:

5. Begin the discussion by asking how things went this week?  
(Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.) \_\_\_\_\_
6. Give every parent the chance to talk about their week? \_\_\_\_\_
7. Praise whatever efforts parents made this week? \_\_\_\_\_
8. Highlight key principles that their examples illustrate?  
(e.g., "That sounds great! You remembered to focus on his good behavior. You made the effort to find a time when he shared with his sister. You described exactly what he did that you liked, and then hugged him and told him you were proud of him. How did he feel after that?") \_\_\_\_\_

	YES	NO	N/A
9. Explore with individuals who didn't complete the home activities what made it difficult, and learn how they might adapt it to fit them?	_____	_____	_____
10. If a parent's description of how they applied the skills makes it clear that he/she misunderstood, did the leaders accept responsibility for the misunderstanding rather than leave 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. e.g., "You misunderstood the assignment. Remember, when you do that, it's important to...")	_____	_____	_____
11. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with child not related to today's topic, or non-parenting issues that are of concern such as marital issues, how to deal with in-laws, death in the family.)	_____	_____	_____
12. 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?	_____	_____	_____

**WHEN BEGINNING THE TOPIC FOR THE DAY**

**Did the Leaders:**

13. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.)	_____	_____	_____
14. Paraphrase and highlight the points made by parents - writing key points on the board?	_____	_____	_____

**WHEN SHOWING THE VIGNETTES**

**Did the Leaders:**

15. Begin by asking an open-ended question to parents about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)	_____	_____	
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	YES	NO	N/A
16. Acknowledge responses one or more parents have to a vignette? (For example, if a parent laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the parent share her impressions.)	_____	_____	_____
17. Paraphrase and highlight the points made by parents - writing key points on the board?	_____	_____	
18. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? (This ensures that the leaders will have sufficient time for role-playing and for showing all vignettes.)	_____	_____	
19. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. <b>IF</b> the group is clearly behind schedule, it is okay for such discussions to be very brief, getting parents to highlight key points in a sentence and then quickly move on.)	_____	_____	
20. Ensure that "Typical Questions" for this topic were raised and discussed over the course of the discussion? (See Chapter in Webster-Stratton & Hebert, 1994: Troubled Families, Problem Children.)	_____	_____	

## PRACTICE AND ROLE PLAYS

### Did the Leaders:

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|--|-------|-------|--|
| 21. Get parents to switch from talking about strategies in general to using the words the parent 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.'")  | _____ | _____ |  |
| 22. Arrange for at least one role play over the course of the evening (preferably several)? One strategy is to get parents to role-play alternatives whenever they don't like a vignette.<br>e.g. Parent: "Oh my child would never do that."<br>Leader: "Show us what your child would do." (Pause as parent gets on floor and demonstrates.) "Okay, who could play a parent here? Everyone else will be the coach for that person." | _____ | _____ |  |
| e.g. Parent: "I think she should have focused on what he was doing effectively, not what he wasn't."   |       |       |  |

Leader: “Okay, I’m the child in that scene.” (Gets down on the floor and starts doing what child in vignette was doing.) “Show us how you would handle it.”

23. Offer detailed descriptive praise of the role play? \_\_\_\_\_

**REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP UP**

**Did the Leaders:**

24. Begin the ending process with about 15 minutes remaining? \_\_\_\_\_

25. Review or have parents review each point on refrigerator notes out loud, commenting on why this point is important? \_\_\_\_\_

26. Review or have parents review the home activity sheet, including why that is important, and whether and how they will try to do it? \_\_\_\_\_

27. Have parents complete the evaluation form? \_\_\_\_\_

28. End the session on time? \_\_\_\_\_

**REMEMBER: Your 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 tapes, 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.**