

INCREDIBLE YEARS

Group Leader Teacher Training Fidelity Checklist

Group Leader(s): _____ Site: _____ Date: _____

This rating scale is designed for certified mentors or trainers to complete following live or video-recorded observation of a session or portion of a session. 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?
2. Sit at separate places in the circle, rather than both at the front?
3. Write the agenda on the board?
4. Post ground rules?

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

REVIEW TEACHER'S CLASSROOM ACTIVITIES

Unable to observe	Not at all/ not well	Sometimes	Frequently/ extremely well
-------------------	----------------------	-----------	----------------------------

Did the Leaders:

N/A	1	2	3	4	5
-----	---	---	---	---	---

5. Begin the discussion by asking how classroom practice with strategies went this week?
6. Highlight key "principles" that their examples illustrate? (e.g., write them on flip chart or paraphrase idea)
7. Explore with individuals who didn't complete the classroom activities what made it difficult (barriers) and discuss how they might adapt homework to fit them?
8. Ask about and encourage "buddy calls"?
9. If a teacher'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 teacher feeling responsible for the failure?
10. 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?
11. Review reading assignments-clarifying question, addressing concerns, encouraging completion?
12. Ask about and encourage parent involvement in the strategies implemented?

N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5

WHEN BEGINNING THE TOPIC FOR THE DAY

Session Topic:

- Building Relationships
- Proactive Strategies
- Coaching
- Praise
- Incentives
- Ignoring
- Consequences for Misbehavior
- Time Out
- Social-emotional skills teaching
- Other _____

Unable to observe NA	Not at all/ not well	Sometimes	Frequently/ extremely well
-------------------------	-------------------------	-----------	-------------------------------

Did the Leaders:

N/A	1	2	3	4	5
-----	---	---	---	---	---

13. Begin the discussion of the topic with open-ended questions to get teachers to think about the importance of the topic?
14. Do the benefits and barriers exercise regarding the new topic?
15. Paraphrase and highlight the points made by teachers– write key points on the board?
16. Identify how new strategy fits within the pyramid?

N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5

WHEN SHOWING THE VIGNETTES

Did the Leaders:

17. Begin by asking an open-ended question about what teachers though was effective/ ineffective in the vignette?
18. Acknowledge responses teachers have to a vignette?
19. Paraphrase and highlight the points made by teachers-writing key points on the board?
20. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length?
21. Uses vignettes to trigger appropriate discussions?
22. Ensure that “Typical Questions” for this topic were raised and discussed over the course of the session?
23. Pause longer vignettes to pull out specific points?

N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5
N/A	1	2	3	4	5

Unable to observe	Not at all/ not well	Sometimes	Frequently/ extremely well		
N/A	1	2	3	4	5

PRACTICE (ROLE PLAYS)

Did the Leaders:

24. Get teachers to switch from talking about strategies in general to using words the teachers 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.’”)	N/A	1	2	3	4	5
25. Do required practices for the session? # done? _____	N/A	1	2	3	4	5
26. Direct practices by identifying age of child and part to be played by the child (misbehaving or cooperative)?	N/A	1	2	3	4	5
27. Direct practices by asking group members to give suggestions to person playing “teacher” first?	N/A	1	2	3	4	5
28. Use practices in a spontaneous fashion? # done? _____	N/A	1	2	3	4	5
29. Process practices afterwards by asking how “teacher” felt and asking group to give feedback?	N/A	1	2	3	4	5
30. Process practices by asking how “child” felt in role?	N/A	1	2	3	4	5
31. Offer detailed descriptive praise of the practice and what was learned?	N/A	1	2	3	4	5
32. Practice using IY materials (e.g., Show me 5, Calm Down Thermometer, IY Stickers)	N/A	1	2	3	4	5

BEHAVIOR PLANS

31. Review steps for behavior plans in large group before breaking out into small groups?	N/A	1	2	3	4	5
32. Review at least one plan when teachers return to large group?	N/A	1	2	3	4	5
33. Encourage teacher commitment to implement and report back to the group next session?	N/A	1	2	3	4	5
34. Assist teachers in effectively identifying positive behavior?	N/A	1	2	3	4	5
35. Discuss how parents will be involved in behavior plans?	N/A	1	2	3	4	5

BUZZES

36. Complete required buzzes for the session?	N/A	1	2	3	4	5
37. Select at least some pairs to share their responses?	N/A	1	2	3	4	5

Unable to observe	Not at all/ not well	Sometimes			Frequently/ extremely well
N/A	1	2	3	4	5

LEADER GROUP PROCESS SKILLS

38. Build rapport with each member of group.	N/A	1	2	3	4	5
39. Encourages everyone to participate.	N/A	1	2	3	4	5
40. Uses open-ended questions to facilitate discussion.	N/A	1	2	3	4	5
41. Reinforces teachers' ideas and fosters teachers' self-learning.	N/A	1	2	3	4	5
42. Encourages teachers to problem-solve when possible.	N/A	1	2	3	4	5
43. Fosters idea that teachers will learn from each others' experiences.	N/A	1	2	3	4	5
44. Help teachers learn how to support and reinforce each other.	N/A	1	2	3	4	5
45. Views every member of group as equally important and valued.	N/A	1	2	3	4	5
46. Creates a feeling of safety among group members.	N/A	1	2	3	4	5
47. Creates an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount.	N/A	1	2	3	4	5

LEADER LEADERSHIP SKILLS

Did the Leaders:

48. Starts meeting on time.	N/A	1	2	3	4	5
49. Explains agenda for session and invites input.	N/A	1	2	3	4	5
50. Reviews homework from previous session and highlights significant work.	N/A	1	2	3	4	5
51. Summarizes and restates important points.	N/A	1	2	3	4	5
52. Imposes sufficient structure to facilitate group process.	N/A	1	2	3	4	5
53. Prevents sidetracking by participants.	N/A	1	2	3	4	5
54. Knows when to be flexible and allow a digression for an important issue and knows how to tie it into the session's content.	N/A	1	2	3	4	5
55. Anticipates potential difficulties.	N/A	1	2	3	4	5
56. Predicts behaviors and feelings.	N/A	1	2	3	4	5
57. Encourages generalization of concepts to different settings and situations.	N/A	1	2	3	4	5

Adapted from the Parent Group Leader Rating Scale

by Desiree W. Murray in collaboration with Carolyn Webster-Stratton

Unable to observe	Not at all/ not well	Sometimes			Frequently/ extremely well
N/A	1	2	3	4	5

LEADER RELATIONSHIP BUILDING SKILLS

58. Uses humor and fosters optimism.	N/A	1	2	3	4	5
59. Normalizes problems when appropriate.	N/A	1	2	3	4	5
60. Validates and supports teachers' feelings (reflective statements).	N/A	1	2	3	4	5
61. Shares personal experiences when appropriate.	N/A	1	2	3	4	5
62. Fosters a partnership or collaborative model (as opposed to an "expert" model).	N/A	1	2	3	4	5
63. Fosters a coping model as opposed to a mastery model of learning.	N/A	1	2	3	4	5
64. Reframes experiences from the child's viewpoint and modifies teachers' negative attribution.	N/A	1	2	3	4	5
65. Strategically confronts, challenges and teachers when necessary.	N/A	1	2	3	4	5
66. Identifies and discusses resistance.	N/A	1	2	3	4	5
67. Maintains leadership of group.	N/A	1	2	3	4	5

LEADER KNOWLEDGE

68. Demonstrates accurate knowledge of cognitive behavioral principles covered at session.	N/A	1	2	3	4	5
69. Identifies principles in an appropriate and clear manner.	N/A	1	2	3	4	5
70. Prepares materials in advance of session and is "prepared" for group.	N/A	1	2	3	4	5
71. Integrates teachers' ideas and problems with important content and adjusts according to children's temperament and age.	N/A	1	2	3	4	5
72. Demonstrates accurate knowledge regarding child development principles.	N/A	1	2	3	4	5
73. Uses appropriate analogies and metaphors to explain theories or concepts.	N/A	1	2	3	4	5

TEACHERS' RESPONSES

74. Teachers appear comfortable and involved in session.	N/A	1	2	3	4	5
75. Teachers ask questions and are active participants.	N/A	1	2	3	4	5

Unable to observe	Not at all/ not well	Sometimes	Frequently/ extremely well		
N/A	1	2	3	4	5

ENDING GROUP – REVIEW & CLASSROOM ACTIVITES

Did the Leader:

76. Begin the ending process with about 15 minutes remaining?	N/A	1	2	3	4	5
77. Review and have teachers complete self-reflection inventories?	N/A	1	2	3	4	5
78. Ensure that teachers set individualized goals in writing?	N/A	1	2	3	4	5
79. Review or have teachers review the classroom activities assigned, including why that is important, and whether and how they will try to do it?	N/A	1	2	3	4	5
80. Encourage teachers to use parent letters to facilitate involvement?	N/A	1	2	3	4	5
81. End the session on time?	N/A	1	2	3	4	5

Adapted from the Parent Group Leader Rating Scale

by Desiree W. Murray in collaboration with Carolyn Webster-Stratton