

**Individual Videotape Feedback of Group Leader's Small Group  
Treatment Child Groups**  
(Conducted by mentors, trainers or certified group leaders doing peer review)

**Checklist of what group leaders bring for videotape review:**

- \_\_\_ Videotape of group session with segments noted (via time code) for review
- \_\_\_ Group process checklists (2)
- \_\_\_ Group leader "thinking like a scientist" goals form
- \_\_\_ Attendance list
- \_\_\_ Behavior plans for children
- \_\_\_ Protocols of sessions completed
- \_\_\_ Supervision evaluation forms

**Planning for Videotape Feedback**

*Depending on the amount of time allotted for supervision, group leaders may have their entire group session reviewed, or present selected portions of their session for review. If selected portions of the tape are to be reviewed, group leaders should prepare in advance and select those segments for which they would like to receive feedback. Group leaders should note the time of these segments on the videotape when preparing for review.*

**REFER GROUP LEADERS TO THE DOCUMENT PREPARING FOR YOUR VIDEOTAPE REVIEW BEFORE THEY DO THEIR FIRST REVIEW.**

Group leaders review their tape of their session in advance using the *Group Leader's Checklist and Process Form*. Questions and goals for the review are identified by the leaders. Group leaders bring behavior plans for their children to the meeting.

**Establish Group Leaders' Goals for the Videotape Review**

Group leaders discuss with the mentor their goals for the review and set realistic priorities depending on the group leaders' prior experiences and knowledge level.

*Use the Thinking Like Scientist Goals sheet.*

**Use Checklists and Process Forms**

Group leaders and mentor refer to checklists periodically to summarize their insights and main points. Together they view the session and reflect on the collaborative process both from the point of view of the leader and the children's developmental needs.

**Do Role-Plays**

Where difficult child problems occur, or alternative group leader strategies are identified for managing an issue, group leaders will be encouraged to try out these ideas with role plays. These role plays will be reflected upon in terms of their possible advantages and disadvantages.

**Review Session Protocols**

Group leader should bring protocols for review by mentor. This will enable the mentor to determine if protocols are adhered to, or if the leader is getting behind. Mentors can help group leaders reflect on the best vignettes to show a particular group according to the children's developmental needs.

**Review Attendance List**

Attendance is reviewed to see if children are attending regularly, and if necessary plan make up sessions for those who have missed a session.

**Aspects of the Child Group Videotape to be Reviewed****1. Group Leader Identifies Goals for Each Child in Group**

Group leader and mentor discuss goals for each child in the group according to their family situation and children's developmental needs as well as the goals parents have personally identified in the first session. Use the *behavior plan sheets* to do this and outline target negative behaviors, replacement positive behaviors, proactive management strategies and discipline plan.

**2. Review Circle Time Focusing on the following:**

- \_\_\_ amount of group leader attention and praise given to positive behavior
- \_\_\_ number of commands or attention given negative behavior
- \_\_\_ whether children are "actively engaged" in group discussion and activities
- \_\_\_ number of practice opportunities for children during circle time (saying words together, role playing, singing, games, wiggle breaks)
- \_\_\_ how often incentives are given and what behaviors
- \_\_\_ how leader and co-leader are working together
- \_\_\_ how puppets are being used to model appropriate behavior

**3. Facilitating Videotape Modeling and Role Plays**

Group leaders and mentors reflect on the methods used to facilitate the videotape vignettes. In particular, the way vignettes are introduced, mediated, reflected upon and used to trigger role plays with preplanned props are reviewed.

**4. Review Small Group Activities**

Review the small group activities that have been done and talk about the variety of fun activities that have been provided as well as the developmental appropriateness of the activities for the children. Determine if there are optional activities from the list that may be provided.

**5. Review any Time Out Given**

Any time a Time Out is given it is important to review the tape to determine if it was necessary to give a Time Out or if here might have been an opportunity to do a redirect, proximal praise or distraction instead. Determine why the Time Out was given and whether it was given in calm way with minimal attention. If multiple Time Outs are

given during a session, reflect on whether the group's pacing is developmentally appropriate for the child receiving the Time Outs. Also reflect on whether the group is reinforcing for that child.

#### **6. Review Children's Home Practice Activities and Parent Involvement**

Group leaders and mentors review children's success at doing home activities with their parents. In particular, attention is focused on how parents are being informed by group leaders about how they can support the concepts learned in Dinosaur School at home. Leaders may do this by talking to parents after each group session or making phone calls. It is also recommended that individual appointments are made with parents to review behavior plans and goals for the children.

#### **7. Closing Session**

Group leader and mentor determine if adequate time is given for reviewing the next week's home activities, for compliment circle and for counting chips and trading in for stickers or prizes earned.

#### **Determine Future Goals for Next Peer Review or Consultation Session**

After the videotape has been reviewed the group leader and mentor decide on the goals for future sessions. The mentor summarizes the leaders' strengths and together they determine specific goals. For example, a group leader may strive to do more role plays, to talk less, to give children more praise, or, to adapt small group activities to the needs of a particular child etc.

#### **Review Group Leader's Progress toward Certification/Accreditation**

Review group leader's checklist.

#### **Evaluate Supervision Process**

Group leader and mentor reflect on the supervision process and what aspects they found helpful. *See Supervision Group Leader Evaluation and Supervision Self-Evaluation form.*