

Individual Videotape Feedback of Group Leader's Session (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
- ___ Parents' individual goals (first session)
- ___ Parent evaluation forms and attendance list
- ___ Protocols of sessions completed
- ___ Principles covered
- ___ 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 parents' goals list 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 parents.

Do Role-Plays

Where difficult parent group discussions 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.

Review Parent Evaluations and Attendance List

Group leader presents the parent evaluations of her sessions. Group leader and mentor can discuss how to respond to any problems expressed by members of the group. Also attendance is reviewed to see if group leader is keeping parents attending, and if necessary review engagement strategies as well as what has been planned in regard to make up sessions for those who have missed a session.

Aspects of the Group Videotape to be Reviewed

1. Review Home Activities

Group leaders and mentors observe parents' ability to be successful with the home activities and determine if parents are understanding the key principles of the program and how to apply them to their particular problems at home.

2. Group Leader Identifies Goals for Each Parent in Group

Group leader and mentor discuss goals for each parent 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.

3. Identify Cognitive, Behavioral or Emotional Strategy Being Used

Group leader and mentor talk about the group leader's decision to use a particular strategy for eliciting a role play, or for leading the discussion in a particular direction. Mechanisms and principles of behavior change are identified.

4. Facilitating Videotape Modeling

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 discussions are reviewed. In addition, using vignettes to elicit role plays is evaluated.

5. Summarizing Key Points

Group leaders and mentors determine if key principles are being highlighted and summarized for parents.

6. Closing Session

Group leader and mentor determine if adequate time is given for summarizing key learning points of the session and for reviewing the next week's home activities. In addition the effort of group leaders to promote self-monitoring and self-learning by the parents is reviewed.

Determine Future Goals for Next 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 lecture less and collaborate more, to give parents more praise, or, to help parents see how the strategy fits their goals, or help parents adapt 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.*