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**Incredible Years**  
**PEER COACH VIDEO CHECKLIST**  
**10/08**

This checklist is designed for peer coaches to complete following a peer coaching session of an Incredible Years (IY) group, or when reviewing a video-tape of themselves providing a peer coach session. By watching a tape of a session and looking for the following points a peer coach can identify specific goals for progress.

It is expected that the skills outlined under process and knowledge will be demonstrated throughout the whole peer coach session.

<b>PEER COACH KNOWLEDGE</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Did the Peer Coach:			
1. Demonstrate a clear understanding of social, cognitive, emotional and behavioural principles and theory when discussing behaviour management.	_____	_____	_____
2. Demonstrate knowledge of Incredible Years content covered in session.	_____	_____	_____
3. Provide rationale for programme structure and principles covered in a clear convincing manner.	_____	_____	_____
4. Use personal examples of group work to explain group process in a relevant manner.	_____	_____	_____
5. Appear knowledgeable and sensitive to cultural diversity.	_____	_____	_____
6. Provide up to date IY handouts, protocols and checklists regarding the programme.	_____	_____	_____
7. Demonstrate good knowledge of Incredible Years website and signpost group leaders.	_____	_____	_____
8. Demonstrate thorough knowledge of parent group leader certification /accreditation process. Discuss importance of offering program with fidelity to assure effective outcomes.	_____	_____	_____

**PEER COACH PROCESS**

Did the Peer Coach:			
9. Identify group leaders' goals for learning.	_____	_____	_____
10. Use a collaborative style.	_____	_____	_____
11. Create a feeling of safety for discussions.	_____	_____	_____
12. Demonstrate respect for different view points.	_____	_____	_____
13. Engage group leaders in active dialogue.	_____	_____	_____

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| 14. Use humour when appropriate.   | _____ | _____ | _____ |
| 15. Use self disclosure strategically.   | _____ | _____ | _____ |
| 16. Listen and validate group leader's previous experience and expertise.  | _____ | _____ | _____ |
| 17. Foster the idea that group leaders learn from each others experiences.   | _____ | _____ | _____ |
| 18. Help group leaders learn to support and reinforce each other and work as a team.   | _____ | _____ | _____ |
| 19. Encourage group leaders to problem solve solutions themselves when possible. Ask questions with a positive tone to clarify issues before offering solutions. | _____ | _____ | _____ |
| 20. Praise group leader's ideas and fosters their self reflection and self learning.   | _____ | _____ | _____ |
| 21. Summarise and restate important points   | _____ | _____ | _____ |
| 22. Impose sufficient structure to facilitate group process.   | _____ | _____ | _____ |
| 23. Prevent side tracking.   | _____ | _____ | _____ |
| 24. Normalize learning process and difficulties when first doing groups. Reflects on group leaders feelings and anxieties.                                       | _____ | _____ | _____ |
| 25. Pull out group "principles" from group leader's ideas.   | _____ | _____ | _____ |
| 26. Know when to be flexible and allow a digression for an important issue and know how to tie it into sessions content.   | _____ | _____ | _____ |

**SET UP**

Did the Peer Coach:

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|--|-------|-------|-------|
| 27. Set up the room and chairs so that everyone could see the TV ready for tape review.  | _____ | _____ | _____ |
| 28. Set a clear agenda for the session in collaboration with group leaders.  | _____ | _____ | _____ |
| 29. In advance ask group leaders to provide paperwork ready for review (e.g. group leader checklists, parent evaluation forms, goals and attendance list, principles covered, session protocols with vignettes covered etc.) Review this paperwork before starting video review to determine leader's fidelity to session protocols. | _____ | _____ | _____ |
| 30. When reviewing session protocols explore their choice of vignettes shown, role plays conducted or their reasons for not being able to adhere to the protocols.   | _____ | _____ | _____ |
| 31. Check with group leaders they have read the document preparing for your video tape review (Obtaining Video Tape Review)  | _____ | _____ | _____ |
| 32. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level  | _____ | _____ | _____ |

**REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION**

Did the Peer Coach:

- 33. Begin by asking group leaders how they worked on their goals since the last peer coach session. Find out if they have new goals for this session. \_\_\_\_\_
- 34. Highlight any key skills used and have group leaders write down key principles of group leadership. \_\_\_\_\_
- 35. Praise and encourage group leaders for what they did well and recognize their beginning steps at change rather than correct their process. \_\_\_\_\_
- 36. Help group leaders integrate prior learning by asking them to use principles from prior sessions. \_\_\_\_\_
- 37. Explore with group leaders who didn't complete their goals what made it difficult. Help them identify how to overcome difficulties. \_\_\_\_\_
- 38. Limit the homework discussion to give adequate time for new learning. \_\_\_\_\_

**REVIEW OF VIDEO CLIPS**

Did the Peer Coach:

- 39. Begin the discussion by asking group leaders why they have chosen the video clip. \_\_\_\_\_
- 40. Identify what the group leaders would like feed back on. \_\_\_\_\_
- 41. Give group leaders a chance to talk about their experiences. \_\_\_\_\_
- 42. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the parents. \_\_\_\_\_
- 43. Asks open ended questions to group leaders about what was happening in the clip to support self reflection. \_\_\_\_\_
- 44. Paraphrase and highlight the key points made by group leaders and encourage them to write these down. \_\_\_\_\_
- 45. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having parents identify their own principles?) \_\_\_\_\_
- 46. Move onto the next clip 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 clips). \_\_\_\_\_
- 47. Use role play appropriately to reinforce and practice new learning or suggested ideas. \_\_\_\_\_

48. Encourage group leaders to refer to checklists periodically to summarize their insights and main points.

\_\_\_\_\_

## **ROLE PLAY AND PRACTICE**

Did the Peer Coach:

49. Ensure that the skill to be practiced had been covered in the discussion prior to asking group leader to role play (ensures likelihood of success).

\_\_\_\_\_

50. Do several spontaneous role plays that are derived from the video clip and what happened in the group.

\_\_\_\_\_

51. Do several role plays which allow group leaders to practice new skills.

\_\_\_\_\_

52. Use all of the following skills when directing role plays.

\_\_\_\_\_ Select group leaders and give them appropriate roles.

\_\_\_\_\_ Skilfully encourages group leaders in role plays.

\_\_\_\_\_ Provide each group leader with a description of their role.

\_\_\_\_\_ Provide enough scaffolding so that group leaders are successful in their role.

\_\_\_\_\_ Coaches group leader during role play to maximise success.

\_\_\_\_\_ Praise role play periodically to redirect, give clarification or reinforce group leaders.

\_\_\_\_\_ Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay.

\_\_\_\_\_ Debrief with each group leader afterwards to help them reflect on what they have learnt.

\_\_\_\_\_ Encourage feedback from other group leaders about strengths (e.g. What key group leadership skills did you see X using to make it so effective?)

\_\_\_\_\_ Rerun role play (changing roles when necessary) to consolidate learning.

## **CLOSING SESSION**

Did the Peer Coach:

53. Begin the ending process with 10 minutes remaining.

\_\_\_\_\_

54. Summarise the group leaders' strengths.

\_\_\_\_\_

55. Summaries key learning points of the session (one way to do this would be to have group leaders review notes taken during the session.)

\_\_\_\_\_

- 56. Have group leaders set goals for future parent group sessions and write them down (e.g. 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.) Set up next coaching meeting time on schedule. \_\_\_\_\_
- 57. Review group leaders progress towards certification /accreditation. \_\_\_\_\_
- 58. Have group leaders complete evaluation form (Quality of Supervision form). \_\_\_\_\_
- 59. After session complete peer coach self evaluation form. \_\_\_\_\_

**Remember your goal in the peer coach sessions should be to help group leaders self-reflect on their work and to share their observations and thoughts with each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practiced what they talk about than what they hear about. The Peer Coach’s role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions when needed and to support and motivate new group leaders in their learning process.**

Based on Incredible Years checklists, adapted by Dr. Caroline White, Incredible Years Trainer and Dr. Angela Latham, Incredible Years Mentor, in conjunction with Prof. Carolyn Webster-Stratton, Program Developer.  
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