



## Individual Videotape Review Process of Parent Group Leader's Group Session

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Videotape reviews may be conducted by trainers, mentors or peer coaches and can be offered at three different levels. Peer coaches can provide support to new group leaders at the first two levels. Trainers and mentors offer supervision at all three levels.

### *Level One*

*Co-leading with new group leaders:* The ideal way for a new group leader to learn the program is to co-lead with a certified group leader/peer coach. Whenever possible certified group leaders should provide this opportunity to new leaders. As part of this co-leading experience the certified leader can provide ongoing feedback/coaching to the new leader. In the first sessions the new group leader may participate by watching the certified leader lead the group while taking on a supportive role of scribing brainstorm notes and helping with role plays. After several sessions the new leader should be given some vignettes to present and over subsequent sessions gradually participate more and more. On-going supportive feedback regarding the new group leader's skills should be provided by the certified group leader. The two *group leader process checklists and peer review forms* can be used to give this feedback. The new leader will also complete a supervision evaluation form towards the beginning and end of a group and discuss this with the certified group leader.

### *Level Two*

*\*Providing individual video feedback to group:* Peer coaches and certified group leaders may review a tape with group leaders and give feedback using the methods described below. This is part of the ongoing peer review process.

### *Level Three*

*Providing consultation workshops:* Only trainers & mentors may offer authorized consultation workshops. At these workshops (consisting of 10-12 people) group leaders bring videotapes to present and have prepared in advance portions of the tape to show to the group. The mentor leads the discussion of these video presentations by using the collaborative process including role plays, brainstorms and assuring that the person presenting their video gets constructive feedback.

### **\*Training of Certified Group Leaders to be Peer Coaches for Videotape Reviews**

Certified group leaders are encouraged to participate in peer review and to support new group leaders. Mentors may identify certified group leaders within their agency or defined district who have advanced group leader skills and extensive experience. These advanced leaders may be trained as "Peer Coaches" to provide videotape reviews using the process described in this document. Mentors will provide ongoing supervision to these certified group leaders regarding their coaching process. This

experience for certified group leaders will not only enhance their group leadership skills but will highlight their expertise in their community.

**NOTE: Videotapes reviewed by peer coaches are not accepted for certification. Mentors must still do review and certification of final videotapes for certification.**

**Checklist of what group leaders bring for videotape review with peer coaches:**

- \_\_\_ 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 peer coaching, 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 peer coach 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 peer coach 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 peer coach. This will enable the coach 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 peer coach 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 peer coach 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 peer coach 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 peer coach 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 peer coach 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. Role Plays/Practices/Buzzes**

Group leaders and peer coach reflect on the practices -- how parents are selected for practices, how scripts are set up, mediation of role plays, and debriefing process.

### **6. Summarizing Key Points**

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

## **7. Closing Session**

Group leader and peer coach 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 peer coach decide on the goals for future sessions. The peer coach 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 peer coach reflect on the supervision process and what aspects they found helpful. *See Supervision Group Leader Evaluation and Supervision Self-Evaluation form.*