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**Incredible Years
PARENT GROUP LEADER
CHECKLIST**

3/10

This checklist is designed for group leaders to complete together following a group session, or for a group leader to complete for him/herself when reviewing a video of a session. By watching the tape of a session, and looking for the following points, a leader can self-reflect on his or her therapeutic process and methods and identify specific goals for future progress. This checklist is designed to complement the more specific checklist for each session, which lists the key content and vignettes that should be covered.

SET UP

YES NO N/A

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allows everyone to see the TV/monitor? | _____ | _____ | _____ |
| 2. Sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board and review verbally? | _____ | _____ | _____ |
| 4. Have last week's home activities reviews placed in parents' personal folders, complete with your praise and encouragement written on them and even stickers? | _____ | _____ | _____ |

REVIEW PARENT'S HOME ACTIVITIES

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 5. Begin the discussion by asking how home activities went this week?
(Ask about home play and coaching times, chapters read, buddy calls) | _____ | _____ | _____ |
| 6. Give every parent the chance to talk about their week and experiences with home activities and/or reading? | _____ | _____ | _____ |
| 7. Praise whatever efforts parents made in working on their personal goals this week. | _____ | _____ | _____ |

	YES	NO	N/A
8. Highlight and write down key principles that their examples illustrate? (e.g., “That’s great! You remembered that making the task fun was more likely to motivate him. I think that our next principle will be ‘Fun Principle’ —kids are most likely to keep trying if they’re having fun.”)	_____	_____	_____
9. Help parents integrate prior learning by asking them to use “principles” from prior sessions to solve new child problems that occur?	_____	_____	_____
10. Explore with individuals who didn’t complete the home activities what made it difficult, and learn how they might adapt it to fit their needs and goals?	_____	_____	_____
11. If a parent’s description of how they applied the skills makes it clear that he/she misunderstood, did the leaders accept responsibility for the misunderstanding rather than leave the parent feeling responsible for the failure? (e.g., “I’m really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn’t possibly have known, but when you do that, it’s important to…” vs. e.g., “You misunderstood the assignment. Remember, when you do that, it’s important to…”)	_____	_____	_____
12. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
13. Look for opportunities to do spontaneous role plays when reviewing home activities and experiences?	_____	_____	_____
14. Limit the home activities discussion (approximately 30 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

15. Begin the discussion of new topic with brainstorming benefits to get parents to think about the importance of the topic? (Benefits and barriers exercises are described beginning of each new topic.)	_____	_____	_____
16. Paraphrase and highlight the points made by parents—writing key points and principles on the board?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 17. Focus parents on what they are about to see on the vignettes and what to look for <i>before</i> showing vignette? | _____ | _____ | _____ |
| 18. Begin discussion and problem solving by asking questions to parents about what they thought was happening in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) | _____ | _____ | _____ |
| 19. Acknowledge responses one or more parents have to a vignette? (For example, if a parent laughs during a vignette, as soon as the tape stops the leader may say, “Sue, you laughed at that one.” Then pause and let the parent share her impressions.) | _____ | _____ | _____ |
| 20. Paraphrase and highlight the points made by parents - writing key points and principles on the board next to parents’ names? | _____ | _____ | _____ |
| 21. Move on to the next vignette 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, practices and for showing all vignettes.) | _____ | _____ | _____ |
| 22. Allow for discussion following each vignette? (If vignettes are played one after another, parents will not catch the key points illustrated. Additionally, they won’t have an opportunity to process emotional reactions they may have to vignettes. IF the group is clearly behind schedule, it is okay for such discussions to be brief, getting parents to highlight key points in a sentence and then quickly move on.) | _____ | _____ | _____ |
| 23. Redirect group to the relevance of the interaction on the video or the principle learned for their own lives and their children (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony) | _____ | _____ | _____ |
| 24. Help parents understand how the concepts they are learning are related to their own goals for themselves and their children? | _____ | _____ | _____ |
| 25. Ask questions that focus on parents’ feelings, thoughts and | | | |

	YES	NO	N/A
behaviors?	_____	_____	_____
26. Use video vignettes to trigger role plays and practices?	_____	_____	_____
27. Pause longer vignettes several times to mediate what is happening and to ask parents what they would do differently or to predict what they would do next.	_____	_____	_____
28. Pause introductory narrations to ask parents if they have questions and to underscore key point being made. Then introduce vignette and what to watch for.	_____	_____	_____
29. Select additional vignettes according to group ethnicity, number of children in family, or age, development and temperament of children.	_____	_____	_____

PRACTICE AND ROLE PLAYS

Did the Leaders:

30. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play it. (This ensures the likelihood of success)	_____	_____	_____
31. Do several spontaneous role plays that are derived from parents' descriptions of what happened at home? ("Show me what that looks like.")	_____	_____	_____
32. Do several planned role plays over the course of the session?	_____	_____	_____
33. Do one or more role plays in pairs or small groups that allow multiple people to practice simultaneously?	_____	_____	_____
34. Use all of the following skills when directing role plays?			
___ Select parents and give them appropriate roles			
___ Skillfully get parents engaged in role plays			
___ Provide each person with a description of his/her role and script (age of child, level of misbehavior)			
___ Provide enough "scaffolding" so that parents are successful in their role as "parent"(e.g., get other parents to generate ideas for how to handle the situation before practice begins)			
___ Invite other workshop members to be "coaches," to call out ideas if the actor is stuck)			

- ___ Freeze role play periodically to redirect, give clarification, or reinforce participants.
- ___ Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?
- ___ Debrief with each participant afterwards (How did that feel?)
- ___ Solicit feedback from group about strengths of parent in role and feelings of parent in role as child
- ___ Re-run role play, changing roles or involving different parents (not always needed, but helpful to do for a parent who needs modeling by someone else first)

REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP UP

Did the Leaders:

- | | | | |
|--|-----|-----|-----|
| 35. Begin the ending process with about 15 minutes remaining? | ___ | ___ | ___ |
| 36. Summarize this session’s learning? (One way to do this is to review or have parents review each point on refrigerator notes out loud.) | ___ | ___ | ___ |
| 37. Review or have parents review the home activity sheet, including why that is important, and whether and how they will try to do it? | ___ | ___ | ___ |
| 39. Talk about any adaptations to the home activity for particular families. | ___ | ___ | ___ |
| 40. Show support and acceptance if parents can’t commit to all the home activities. (support realistic plans) | ___ | ___ | ___ |
| 41. Have parents complete the Self-Monitoring Checklist and commit to their personal goals for the week.? | ___ | ___ | ___ |
| 42. Check-in on buddy calls? | ___ | ___ | ___ |
| 43. Have parents complete the session evaluation form? | ___ | ___ | ___ |
| 44. End the session on time? | ___ | ___ | ___ |

REMEMBER: Your goal in the group sessions should be to draw from the parents the key ideas, insights and management principles so they can self-reflect as well as learn from each other. When possible parents should be the ones who generate the principles,

YES NO N/A

describe the significance for achieving their goals, highlight what was effective or ineffective on the video vignettes, and practice how to implement the skills in different situations. People are far more likely to use new behaviors when they have seen them being used successfully (video and live modeling) and when they have practiced them with support and feedback than when they simply hear about them in a didactic way.

Developed by Carolyn Webster-Stratton, Ph.D.
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