



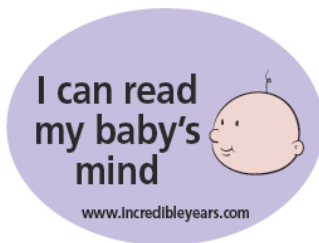
PARENT BABY GROUP LEADER COLLABORATIVE PROCESS SELF-REFLECTIVE CHECKLIST

This checklist is designed for group leaders to complete together following a session, or for a group leader to complete for him/herself when reviewing a video of a group session. By watching the DVD of a session, and self-reflecting on the following points, a leader can identify specific goals for progress. This checklist is designed to complement the checklist for the specific session, which lists the key vignettes, content and practices 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? | _____ | _____ |
| 2. Have several large clean blankets or large, plastic, soft pads on the floor where babies can be put down; also provide a variety of toys; extra diapers; and place for diaper changing; ideally a rocking chair. | _____ | _____ |
| 3. Agenda is written on flip chart? | _____ | _____ |
| 4. Have handouts and home activities ready for review during the session? (if possible provide baby book/journal) | _____ | _____ |



REVIEW PARENT'S HOME ACTIVITIES

Did the Leaders:

- | | | |
|---|-------|-------|
| 5. Begin the discussion by asking how things went regarding home assignments? (e.g., baby proofing, singing, playing, speaking parentese, providing visual stimulation, coping with crying, getting support, self-care etc.)
(Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.) | _____ | _____ |
|---|-------|-------|

- 6. Give every parent the chance to talk about and share their babies' new developmental changes (Things I can do handout).
- 7. Praise parents discoveries and learning about their babies during the week (likes and dislikes).
- 8. Highlight key principles that their examples illustrate? (e.g., "Wow you are really learning to read your baby's cues. I am giving you the read your babies cues sticker. Or, you have learned the tango dance by the way you are interacting and being so responsive with your baby. You get the tango dance principle.)
- 9. Start the session with parents playing with their babies and giving them feedback on their responses or talk about their baby's responses to them?
- 10. 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., "I wasn't clear about the assignment, what we want you to do is.... Remember, when you do that, it's important to...")
- 11. Allow for some discussion of issues beyond the immediate topic at hand? (e.g., other concerns with baby not related to today's topic, or non-parenting issues that are of concern such as marital issues, how to deal with in-laws, death in the family.)
- 12. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting free-flowing discussion of other issues dominate?

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

- 13. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.)

YES NO N/A

14. Paraphrase and highlight the points made by parents - writing key points on the flip chart? _____

WHEN SHOWING THE VIGNETTES



Did the Leaders:

15. Begin by showing DVD narration and pausing narration periodically to clarify terminology or meaning of narrator's comments, or for them to ask questions. _____
16. Introduce vignettes by telling parents what to watch for in vignette regarding either parenting skills or baby's responses. _____
17. Pause vignettes to ask what parents notice in vignette or what they might do differently or do next. _____
18. Paraphrase and highlight the points made by parents - writing key points on the board? Or pull out key principles. _____
19. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? _____
20. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes.) _____
21. Pause as needed during the discussion if babies are crying to sing songs and help babies regulate. _____

PRACTICE AND ROLE PLAYS

Did the Leaders:

22. After pulling out key points from vignettes, explore how these ideas can be used at home with their baby. _____

YES NO N/A

23. Stop periodically to play with babies to demonstrate a skill such as reading to the baby, singing, playing with hand puppets, talking to baby using parentese voice, feeding babies, to demonstrate diapering, to play peekaboo or a game, etc. _____
24. Occasionally do practices that allow parents to be in role as baby so as to experience world from baby's perspective. (e.g., being fed by a parent, being yelled at) _____



OTHER TOPICS

25. Integrate "baby alerts" about safety proofing one's home through out sessions (e.g., how to put baby to sleep, how to make bed safety proof, ways to feed babies safely etc.) _____
26. Discuss how parents are finding support so they are rested and how they are building a support team. _____
27. Review with parents ways they can use positive self-talk, coping self-statements and relaxation methods to stay calm when frustrated with babies crying. _____
28. Discuss babies brain development and their impact regarding scaffolding and strengthening babies neuron connections. _____
29. Summarize key points of discussion periodically. _____
30. Adapt home activities depending on whether parents have custody of their babies or have weekly visitations. _____
31. Discuss parents self-care to keep themselves rested and relaxed. _____

REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES, JOURNALS AND WRAP UP

Did the Leaders:

- 32. Begin the ending process with about 15 minutes remaining? _____
- 33. Review or have parents review each point on refrigerator notes out loud, commenting on why this point is important? _____
- 34. Review or have parents review the home activity sheet, including why that is important, and whether and how they will try to do it? _____
- 35. Have parents complete the session evaluation form? _____
- 36. End the session on time? _____

REMEMBER: Your goal in the group sessions should be to draw information from the parents, to promote self-reflection and learning about themselves as parents and about their babies. These sessions should be relaxed, fun, and include practice interactions with babies and singing. People are far more likely to put into practice what they experience than what they hear about in a lecture format. Try to provide special stickers or prizes for parents and their babies.

