
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 session. By watching the video of a session and looking for 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 content that should be covered.

Leader Self-Evaluation (name): _________________________
Co-leader Evaluation: _________________________________
Certified Trainer/Mentor Evaluation:______________________
Date: _______________________________________________
Session Topic:________________________________________

SET UP
Did the Leaders:

1. Set up chairs in a semicircle that allowed everyone to see the TV? (Avoid tables.)
   YES    NO    N/A
   _____    _____    _____

2. Sit at separate places in the circle, rather than both at the front?
   YES    NO    N/A
   _____    _____    _____

3. Write the agenda on the board?
   YES    NO    N/A
   _____    _____    _____

4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them?
   YES    NO    N/A
   _____    _____    _____

5. Plan and prepare for daycare in advance?
   YES    NO    N/A
   _____    _____    _____

6. Prepare and lay out the food, in an attractive manner?
   YES    NO    N/A
   _____    _____    _____

REVIEW PARENT’S HOME ACTIVITIES
Did the Leader:

7. Begin the discussion by asking how home activities went during this past week - how they addressed their short term goals?
   YES    NO    N/A
   _____    _____    _____

8. Give every parent the chance to talk about his/her experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach?
   YES    NO    N/A
   _____    _____    _____

9. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?
   YES    NO    N/A
   _____    _____    _____

10. Highlight key “principles” that their experiences illustrate? (e.g., write them on flip chart or paraphrase idea in terms of how it addresses their goals.)
   YES    NO    N/A
   _____    _____    _____
11. Explore with individuals who didn’t complete the home activities what made it difficult (barriers) and discuss how they might adapt home activities to fit their needs and goals?

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12. Ask about and encourage “buddy calls”?

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13. If a parent’s description of how they applied the skills makes it clear that s/he misunderstood, did the leaders accept responsibility for the misunderstanding rather than leaving 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 “You misunderstood the assignment. Remember, when you do that, it’s important to…”)

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14. 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?

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15. Limit the home activity discussion (approximately 20-30 minutes) to give adequate time for new learning?

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**WHEN BEGINNING THE TOPIC FOR THE DAY**

*Did the Leader:*

16. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic?

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17. Do the benefits and/or barriers exercise regarding the new topic?

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18. Paraphrase and highlight the points made by parents - write key points on the board with their name?

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**WHEN SHOWING THE VIGNETTES**

*Did the Leader:*

19. Focus parents on what they are about to see on the vignettes and what to look for?

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20. Pause vignette to ask an open-ended question about what parents thought was effective/ineffective in the vignette (focus on parent thoughts, feelings & behaviors, and child’s perspective)?

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21. Acknowledge responses one or more parents have to a vignette?

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

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23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?

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24. Use vignettes to trigger appropriate discussions and/or practices, tailored to children’s developmental level?

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25. Redirect group to the relevance of the interaction on the vignette for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)?

   YES  NO  N/A
   ______ ______ ______

26. Refer to parents’ goals for themselves and their children when discussing vignettes, learning principles and setting up practices?

   YES  NO  N/A
   ______ ______ ______

**PRACTICE AND ROLE PLAYS**

*Did the Leader:*

27. Get parents to switch from talking about strategies in general to using the words they could actually use? (e.g., from “She should be more specific” to “She could say, John, you need to put the puzzle pieces in the box.”)

   YES  NO  N/A
   ______ ______ ______

28. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play practice it. (This ensures the likelihood of success.)

   YES  NO  N/A
   ______ ______ ______

29. Do several large group role plays/practices over the course of the session? Break down practices according to child developmental readiness. Number of role plays: ______

   YES  NO  N/A
   ______ ______ ______

30. Do role plays/practices in pairs or small groups (following large group practices) that allow multiple people to practice simultaneously? Dyads should be matched by child language and play ability.

   YES  NO  N/A
   ______ ______ ______

31. Use all of the following skills when directing role plays:

   a. Select parents and give them appropriate roles?

   YES  NO  N/A
   ______ ______ ______

   b. Skillfully get parents engaged in role plays/practices?

   YES  NO  N/A
   ______ ______ ______

   c. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)?

   YES  NO  N/A
   ______ ______ ______

   d. 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)?

   YES  NO  N/A
   ______ ______ ______

   e. Invite other workshop members to be “coaches” (call out idea if the actor is stuck)?

   YES  NO  N/A
   ______ ______ ______

   f. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach, or reinforce participants?

   YES  NO  N/A
   ______ ______ ______

   g. Take responsibility for having given poor instructions if role play/practice is not successful and allow actor to rewind and replay?

   YES  NO  N/A
   ______ ______ ______

32. Process role play/practice afterwards by asking how “parent” felt and asking group to give feedback?

   YES  NO  N/A
   ______ ______ ______

33. Process role play by asking how “child” felt in role?

   YES  NO  N/A
   ______ ______ ______

34. Solicit feedback from group about strengths of parent in role?

   YES  NO  N/A
   ______ ______ ______
35. Offer detailed descriptive praise of the role play/practice and what was learned?  ____  ____  ____

36. Re-run role play, changing roles, involving different parents, or with child of different play or language developmental level or temperament (being in role as child is helpful for parents to experience their child’s perspective is a different way of responding)?  ____  ____  ____

**LEADER GROUP PROCESS SKILLS**

*Did the Leader:*

37. Build rapport with each member of group?  ____  ____  ____

38. Encourage everyone to participate?  ____  ____  ____

39. Use open-ended questions to facilitate discussion and reflection?  ____  ____  ____

40. Reinforce parents’ ideas, foster parents’ self-learning and confidence?  ____  ____  ____

41. Encourage parents to problem-solve when possible?  ____  ____  ____

42. Foster idea that parents will learn from each others’ experiences?  ____  ____  ____

43. Help parents learn how to support and reinforce each other?  ____  ____  ____

44. Foster parents’ understanding of the value of developing their own support network?  ____  ____  ____

45. Identify each family’s strengths?  ____  ____  ____

46. Create a feeling of safety among group members?  ____  ____  ____

47. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount?  ____  ____  ____

48. When needed, provide parents with information about important child developmental milestones?  ____  ____  ____

49. Explore parents’ cognition, affect modulation, and self-regulation as well as behaviors?  ____  ____  ____

50. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children?  ____  ____  ____

51. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with traumatic events?  ____  ____  ____

**ENDING GROUP - REVIEW & HOME ACTIVITIES**

*Did the Leader:*

50. Begin the ending process with about 15 minutes remaining?  ____  ____  ____

51. Summarize this session’s learning? (One way to do this is to review or have the parents review each point on refrigerator notes out loud.)  ____  ____  ____
REMEMBER: The goal in the group sessions should be to draw from the parents the information and ideas to teach and learn from each other. Parents should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the video, and demonstrate how to implement the skills in different situations. Remember, people are far more likely to put into practice what they have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years principles.

Summary Comments: