



Parent Group Leader Fidelity Checklist for Parent Sessions

This rating scale is designed for researchers or certified mentors to evaluate following a live or video recorded observation of a session. It needs to be used in conjunction with the session checklist, which lists the key content and vignettes covered for that session (found in leader's manual or on website). A parent group leader may also complete this checklist for their own self-evaluation and to identify specific goals for progress.

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.) | No | Yes |
| 2. Sit at separate places in the circle, rather than both at the front? | No | Yes |
| 3. Write the agenda on the board? | No | Yes |
| 4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them? | No | Yes |
| 5. Plan and prepare for daycare in advance? | No | Yes |
| 6. Prepare and lay out the food, in an attractive manner? | No | Yes |

REVIEW PARENT'S HOME ACTIVITIES

Did the Leader:

- | | Not applicable/
not able to observe | Never/Not well | Seldom | Sometimes | Frequently | Very Frequently/
Extremely Well |
|--|--|----------------|--------|-----------|------------|------------------------------------|
| 7. Begin the discussion by asking how home activities went during this past week? | N/A | 1 | 2 | 3 | 4 | 5 |
| 8. Give every parent the chance to talk about his/her week? | N/A | 1 | 2 | 3 | 4 | 5 |
| 9. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process? | N/A | 1 | 2 | 3 | 4 | 5 |
| 10. Highlight key "principles" that their examples illustrate? (e.g., write them on flip chart or paraphrase idea.) | N/A | 1 | 2 | 3 | 4 | 5 |

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
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?	N/A	1	2	3	4	5
12. Ask about and encourage "buddy calls"?	N/A	1	2	3	4	5
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...")	N/A	1	2	3	4	5
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?	N/A	1	2	3	4	5
15. Limit the home activity discussion (approximately 20-30 minutes) to give adequate time for new learning?	N/A	1	2	3	4	5

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?	N/A	1	2	3	4	5
17. Do the benefits and/or barriers exercise regarding the new topic?	N/A	1	2	3	4	5
18. Paraphrase and highlight the points made by parents - write key points on the board with their name?	N/A	1	2	3	4	5

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?	N/A	1	2	3	4	5
20. Begin by asking an open-ended question about what parents thought was effective/ineffective in the vignette?	N/A	1	2	3	4	5
21. Acknowledge responses one or more parents have to a vignette?	N/A	1	2	3	4	5
22. Paraphrase and highlight the points made by parents - writing key points on the board?	N/A	1	2	3	4	5
23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
24. Use vignettes to trigger appropriate discussions and/or practices?	N/A	1	2	3	4	5
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)?	N/A	1	2	3	4	5
26. Refer to parents' goals for themselves and their children when discussing vignettes and learning principles?	N/A	1	2	3	4	5

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.")	N/A	1	2	3	4	5
28. 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.)	N/A	1	2	3	4	5
29. Do several planned role plays over the course of the session? Number of role plays: _____	N/A	1	2	3	4	5
30. Do role plays in pairs or small groups that allow multiple people to practice simultaneously?	N/A	1	2	3	4	5
31. Use all of the following skills when directing role plays:						
a. Select parents and give them appropriate roles?	N/A	1	2	3	4	5
b. Skillfully get parents engaged in role plays?	N/A	1	2	3	4	5
c. Provide each person with a description of his/her role (age of child, level of misbehavior)?	N/A	1	2	3	4	5
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)?	N/A	1	2	3	4	5
e. Invite other workshop members to be "coaches" (call out idea if the actor is stuck)?	N/A	1	2	3	4	5
f. Pause/freeze role play periodically to redirect, give clarification, or reinforce participants?	N/A	1	2	3	4	5
g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?	N/A	1	2	3	4	5
32. Process role playing afterwards by asking how "parent" felt and asking group to give feedback?	N/A	1	2	3	4	5
33. Process role play by asking how "child" felt in role?	N/A	1	2	3	4	5
34. Solicit feedback from group about strengths of parent in role?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
35. Offer detailed descriptive praise of the role play and what was learned?	N/A	1	2	3	4	5
36. 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)?	N/A	1	2	3	4	5

LEADER GROUP PROCESS SKILLS

Did the Leader:

37. Build rapport with each member of group?	N/A	1	2	3	4	5
38. Encourage everyone to participate?	N/A	1	2	3	4	5
39. Use open-ended questions to facilitate discussion?	N/A	1	2	3	4	5
40. Reinforce parents' ideas and foster parents' self-learning?	N/A	1	2	3	4	5
41. Encourage parents to problem-solve when possible?	N/A	1	2	3	4	5
42. Foster idea that parents will learn from each others' experiences?	N/A	1	2	3	4	5
43. Help parents learn how to support and reinforce each other?	N/A	1	2	3	4	5
44. View every member of group as equally important and valued?	N/A	1	2	3	4	5
45. Identify each family's strengths?	N/A	1	2	3	4	5
46. Create a feeling of safety among group members?	N/A	1	2	3	4	5
47. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount?	N/A	1	2	3	4	5

LEADER LEADERSHIP SKILLS

Did the Leader:

48. Post ground rules and review?	N/A	1	2	3	4	5
49. Start meeting on time?	N/A	1	2	3	4	5
50. Explain agenda for session and invite input?	N/A	1	2	3	4	5
51. Review home activity from previous session and highlight significant work?	N/A	1	2	3	4	5
52. Summarize and restate important points?	N/A	1	2	3	4	5
53. Impose sufficient structure to keep group focused?	N/A	1	2	3	4	5
54. Prevent sidetracking by participants?	N/A	1	2	3	4	5
55. Know when to be flexible and allow a digression for an important issue and know how to tie it into the session's content?	N/A	1	2	3	4	5
56. Anticipate potential difficulties?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
57. Predict behaviors and feelings?	N/A	1	2	3	4	5
58. Encourage generalization of concepts to different settings and situations?	N/A	1	2	3	4	5
59. Encourage parents to work for longterm goals as opposed to “quick fixes”?	N/A	1	2	3	4	5
60. Help group focus on positive?	N/A	1	2	3	4	5
61. Balance group discussion on affective, cognitive, and behavioral domains?	N/A	1	2	3	4	5
62. Predict relapses?	N/A	1	2	3	4	5

LEADER RELATIONSHIP BUILDING SKILLS

Did the Leader:

63. Use humor and foster optimism?	N/A	1	2	3	4	5
64. Normalize problems when appropriate?	N/A	1	2	3	4	5
65. Validate and support parents’ feelings (reflective statements)?	N/A	1	2	3	4	5
66. Share personal experiences when appropriate?	N/A	1	2	3	4	5
67. Foster a partnership or collaborative model (as opposed to an “expert” model)?	N/A	1	2	3	4	5
68. Foster a coping model as opposed to a mastery model of learning?	N/A	1	2	3	4	5
69. Reframe experiences from the child’s viewpoint and modify parents’ negative attributions?	N/A	1	2	3	4	5
70. Strategically confront, challenge, and teach parents when necessary?	N/A	1	2	3	4	5
71. Identify and discuss resistance?	N/A	1	2	3	4	5
72. Maintain leadership of group?	N/A	1	2	3	4	5
73. Advocate for parents?	N/A	1	2	3	4	5

LEADER KNOWLEDGE

Did the Leader:

74. Demonstrate accurate knowledge of cognitive behavioral principles covered at session?	N/A	1	2	3	4	5
75. Explain rationale for principles covered in clear, convincing manner?	N/A	1	2	3	4	5
76. Prepare materials in advance of session and is “prepared” for group?	N/A	1	2	3	4	5
77. Integrate parents’ ideas and problems with important content and adjust according to child’s temperament and age?	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
78. Demonstrate accurate knowledge regarding child development principles?	N/A	1	2	3	4	5
79. Use appropriate analogies and metaphors to explain theories or concepts?	N/A	1	2	3	4	5

LEADER METHODS & PROMOTION SKILLS

(ASK IF UNABLE TO OBSERVE)

Did the Leader:

80. Use role play practice and rehearsal to reinforce learning?	N/A	1	2	3	4	5
81. Use a variety of learning methods (e.g. DVDs, written journals, chapters, or record sheets)?	N/A	1	2	3	4	5
82. Use modeling by self or other group members when appropriate?	N/A	1	2	3	4	5
83. Use weekly evaluations to adjust content or leadership style?	N/A	1	2	3	4	5
84. Make phone calls or send e-mails to parents?	N/A	1	2	3	4	5
85. Promote parents' collaboration with teacher?	N/A	1	2	3	4	5
86. Call teachers to share behavior plans?	N/A	1	2	3	4	5

PARENTS' RESPONSES

87. Parents appear comfortable and engaged in session?	N/A	1	2	3	4	5
88. Parents complete home activities, ask questions, and are active participants?	N/A	1	2	3	4	5
89. Parents complete positive evaluations of sessions?	N/A	1	2	3	4	5

ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader:

90. Begin the ending process with about 15 minutes remaining?	N/A	1	2	3	4	5
91. 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.)	N/A	1	2	3	4	5
92. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?	N/A	1	2	3	4	5
93. Talk about any adaptations to the home activity for particular families?	N/A	1	2	3	4	5
94. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)	N/A	1	2	3	4	5

	Not applicable/ not able to observe	Never/Not well	Seldom	Sometimes	Frequently	Very Frequently/ Extremely Well
95. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?	N/A	1	2	3	4	5
96. Check in on buddy calls?	N/A	1	2	3	4	5
97. Have parents complete the evaluation form?	N/A	1	2	3	4	5
98. End the session on time?	N/A	1	2	3	4	5

Summary Comments: