

Parent Group Leader Collaborative Process 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 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(s):

YES NO N/A

- | | | | |
|---|-------|-------|-------|
| 1. Set up chairs in a semicircle that allowed everyone to see the TV?
(Avoid tables.) | _____ | _____ | _____ |
| 2. Sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board? | _____ | _____ | _____ |
| 4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them? | _____ | _____ | _____ |
| 5. Plan and prepare for daycare in advance? | _____ | _____ | _____ |
| 6. Prepare and lay out the food, in an attractive manner? | _____ | _____ | _____ |
| 7. Make calls to parents during the week? | _____ | _____ | _____ |
| 8. Keep home activity check in limited to 20-30 minutes? | _____ | _____ | _____ |

REVIEW PARENT'S HOME ACTIVITIES

Did the Leader(s):

9. Praise and reward parents' efforts to do home practice activities and readings?
- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|
10. Give every parent the chance to talk about his/her week?
- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

11. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

12. Highlight key “principles” that parents’ examples illustrate? (e.g., write them on flip chart or paraphrase idea.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

13. 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?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

14. Ask about and encourage “buddy calls” and explore barriers to calls and solutions?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

15. 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...”)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

16. 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?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

17. Use home practice experiences as an opportunity to set up role play demonstrations?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leader(s):

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

19. Do the benefits and/or barriers exercise regarding the new topic or to explore difficulties with previously taught strategies?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN SHOWING THE VIGNETTES

Did the Leader(s):

Number of vignettes shown in session: _____

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

22. Begin by asking an open-ended question about what parents thought was effective/ ineffective in the vignette?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

24. Paraphrase and highlight the points made by parents - writing key points on the board?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

26. Use vignettes to trigger appropriate discussions and/or practices?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

27. Redirect group to the relevance of principles learned from the interaction on the vignette for their own situations with their children?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

28. Refer to parents' goals for themselves and their children when discussing vignettes and learning principles?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

29. Get parents to switch from talking about strategies in general to using the actual words they could actually use? (e.g., from "She should be more specific" to "You [Participant] could say, John, you need to put the puzzle pieces in the box.")

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

PRACTICE AND ROLE PLAYS

Did the Leader(s):

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.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

31. Uses both spontaneous and planned role play practice over the course of the session?

Number of role plays: _____

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

32. Do role plays in pairs or small groups that allow multiple people to practice simultaneously?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

a. Skillfully get parents engaged and motivated to do role play practices?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

b. Strategically select parents and clearly describe their parent role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

c. Provide "child" in role with a description of his/her age, developmental stage, and level of misbehavior?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

f. Pause/freeze role play periodically to redirect, give clarification, or reinforce participants?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

34. Process role playing afterwards by asking how "parent" felt and asking group to give feedback?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

35. Process role play by asking how "child" felt in role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

37. Offer detailed descriptive praise of the role play and what was learned?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

38. 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)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

LEADER GROUP PROCESS SKILLS

Did the Leader(s):

39. Build rapport with each member of group?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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40. Encourage everyone to participate?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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41. Use open-ended questions to facilitate discussion?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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42. Reinforce parents' ideas and foster parents' self-learning?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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43. Encourage parents to problem-solve when possible?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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44. Foster idea that parents will learn from each others' experiences?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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45. Help parents learn how to support and reinforce each other (celebrate each other's successes)?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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46. View every member of group as equally important and valued?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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47. Identify each family's strengths?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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48. Create a feeling of safety among group members?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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49. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader(s):

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

52. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

53. Talk about any adaptations to the home activity for particular families?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

54. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

55. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

56. Check in on buddy calls?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

57. Have parents complete the evaluation form?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

58. End the session on time?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

The goal in the group sessions should be to draw from the parents the information and ideas to teach each other. They 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 talk about than what they hear about. (Webster-Stratton)

Summary Comments: