



**INCREDIBLE YEARS® PARENT HOME VISITING COACH
SELF-EVALUATION FORM**

(07/2013)

This evaluation is designed to be used in conjunction with the Home Coach Collaborative Process Checklist because it allows for more qualitative comments about coaching styles and future goals than a simple "yes/no" format.

Home Coach Self-Evaluation (name): _____

Certified Mentor/Trainer Evaluation (name): _____

Date: _____

Please comment on the parent home coaching sessions based on the following criteria:

<i>I. HOME COACHING PROCESS SKILLS</i>	<i>COMMENTS</i>
Builds rapport with parent(s) and children	
Encourages everyone to participate & establishes parents' long term goals	
Models open-ended questions to facilitate discussion	
Reinforces parents' ideas and fosters parents' self-reflection	
Encourages parents to problem-solve when possible	
Fosters idea that parents will learn from their experiences trying out different parenting approaches	
Helps parents learn how to support other family members and receive support	
Views every family member as equally important and valued	
Identifies each family member's strengths	
Creates a feeling of safety when discussing parenting issues	
Creates an atmosphere where parents feel they are decision-makers and sharing thoughts and feelings is appropriate	

<i>II. LEADER LEADERSHIP SKILLS</i>	<i>COMMENTS</i>
Prepares materials in advance of session and is "prepared" for home session	
Explains agenda for home session	
Sensitive to time management and parents' ability to stay focused (60-90 min)	
Reviews short term goals for home coaching meeting and how they connect to parents' long term goals	
Emphasizes the importance of home activities and practice	
Reviews home activities from previous session & reinforces successful steps	
Summarizes and restates important points	
Imposes sufficient structure to cover topic adequately	
Prevents sidetracking by family members	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content	
Anticipates potential difficulties/barriers	
Predicts behaviors and feelings	
Encourages generalization of parenting concepts to different settings and situations	
Encourages parents to work for long-term goals as opposed to "quick fix"	

<i>II. LEADER LEADERSHIP SKILLS cont'd</i>	<i>COMMENTS</i>
Helps parents focus on positive and realistic changes	
Balances discussion on affective and cognitive domains	
Sets up practice with children	
Coaches & supports practice play activities	
Reviews handouts and home activities for next home session	
Helps parents set goals for the week	
Encourage parent evaluations of home session (see form) and discussion of usefulness	

<i>III. LEADER RELATIONSHIP BUILDING SKILLS</i>	<i>COMMENTS</i>
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports parents' feelings (reflective statements)	
Shares personal experiences when appropriate	

III. LEADER RELATIONSHIP BUILDING SKILLS cont'd	COMMENTS
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child's viewpoint and modifies parents' negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses barriers to change	
Maintains control of session but is parent-centered	
Advocates for parents	
Praises parents' insights and skills	
Rewards goals that are achieved	

IV. LEADER KNOWLEDGE	COMMENTS
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Integrates parents' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

<i>V. LEADER METHODS</i>	<i>COMMENTS</i>
Uses video vignette examples efficiently and strategically to address parent goals and targeted new learning	
Uses role play practices and rehearsal with children to reinforce learning	
Reviews practice experience and gives encouraging feedback	
Uses modeling by self when appropriate (with parents' children)	
Mediates vignettes with pauses and time for parent reflection and discussion	
Chooses vignettes according to parents' needs and goals	

<i>VI. PARENTS' RESPONSES</i>	<i>COMMENTS</i>
Parents appear involved in session (write down key points)	
Parents complete home activities, ask questions and are active participants	
Parents write down goals for the upcoming week	
Parents complete positive evaluations of sessions	

Summary Comments: _____