



## *Individual Video Review Process of Child Group Leader's Group Session*

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Video reviews may be conducted by trainers, mentors or peer coaches and can be offered at three different levels. Peer coaches can provide support to new group leaders at the first two levels. Trainers and mentors offer supervision at all three levels.

### *Level One*

*Co-leading with new group leaders:* The ideal way for a new group leader to learn the program is to co-lead with a certified group leader/peer coach. Whenever possible certified group leaders should provide this opportunity to new leaders. As part of this co-leading experience the certified leader can provide ongoing feedback/coaching to the new leader. In the first sessions the new group leader may participate by watching the certified leader lead the group while taking on a supportive role of praising, giving out rewards and helping with role plays and practices. After several sessions the new leader should be given some vignettes to present and over subsequent sessions gradually participate more and more. On-going supportive feedback regarding the new group leader's skills should be provided by the certified group leader. The two group leader process checklists and peer review forms can be used to give this feedback. The new leader will also complete a supervision evaluation form towards the beginning and end of a group and discuss this with the certified group leader.

### *Level Two*

*\*Providing individual video feedback to group:* Peer coaches and certified group leaders may review a tape with group leaders and give feedback using the methods described below. This is part of the ongoing peer review process.

### *Level Three*

*Providing consultation workshops:* Only trainers & mentors may offer authorized consultation workshops. At these workshops (consisting of 10-12 people) group leaders bring videotapes to present and have prepared in advance portions of the tape to show to the group. The mentor leads the discussion of these video presentations by using the collaborative process including role plays, brainstorming and assuring that the person presenting their video gets constructive feedback.

### **\*Training of Certified Group Leaders to be Peer Coaches for Video Reviews**

Certified group leaders are encouraged to participate in peer review and to support new group leaders. Mentors may identify certified group leaders within their agency or defined district who have advanced group leader skills and extensive experience. These advanced leaders may be trained as "Peer Coaches" to provide video reviews using the process described in this document. Mentors will provide ongoing supervision to these



certified group leaders regarding their coaching process. This experience for certified group leaders will not only enhance their group leadership skills but will highlight their expertise in their agency.

**NOTE: Videos/DVDs reviewed by peer coaches are not accepted for certification. Mentors must still do review and certification of final videos for certification.**

#### **Checklist of what group leaders bring for video review with peer coaches:**

- Video of group session or classroom lesson with segments noted (via time code) for review
- Child small group or classroom process checklists (2)
- Group leader "thinking like a scientist" goals form
- Attendance list
- Protocols of sessions or lessons completed

#### **Planning for Video Feedback**

Depending on the amount of time allotted for peer coaching, group leaders may have their entire group session reviewed, or present selected portions of their session for review. If selected portions of the tape are to be reviewed, group leaders should prepare in advance and select those segments for which they would like to receive feedback. Group leaders should note the time of these segments on the video when preparing for review. REFER GROUP LEADERS TO THE DOCUMENT PREPARING FOR YOUR VIDEO REVIEW BEFORE THEY DO THEIR FIRST REVIEW.

Group leaders review the video of their session in advance using the Group Leader's Checklist and Process Form. Questions and goals for the review are identified by the leaders. Group leaders bring parents' goals list to the meeting.

#### **Establish Group Leaders' Goals for the Video Review**

Group leaders discuss with the peer coach their goals for the review and set realistic priorities depending on the group leaders' prior experiences and knowledge level. Use the Thinking Like Scientist Goals sheet.

#### **Use Checklists and Process Forms**

Group leaders and peer coach refer to checklists periodically to summarize their insights and main points. Together they view the session and reflect on the group leader process both from the point of view of the leader and the children.

#### **Do Role-Plays**

Where difficult child behavior discussions occur, or alternative group leader strategies are identified for managing an issue, group leaders will be encouraged to try out these ideas with role plays. These role plays will be reflected upon in terms of their possible advantages and disadvantages.



### **Review Session Protocols**

Group leader should bring protocols for review by peer coach. This will enable the coach to determine if protocols are adhered to, or if the leader is getting behind.

### **Review Attendance List**

Attendance is reviewed to see if children need make up sessions, and if necessary review engagement strategies.

## **Aspects of the Group Video to be Reviewed**

### **1. Review Home Activities**

Group leaders and peer coach observe children's ability to be successful with the home activities and determine if parents are involved in reinforcing the children's learning at home.

### **2. Group Leader Identifies Goals for Each Child in Group or Classroom**

Group leader/teacher and peer coach discuss goals for each child according to their family situation and children's developmental needs as well as the goals parents and teachers have personally identified.

### **3. Identify Cognitive, Behavioral or Emotional Strategy Being Used**

Group leader and peer coach talk about the group leader's decision to use a particular strategy for eliciting a role play, or setting up a small group activity. Mechanisms and principles of behavior change are identified.

### **4. Facilitating Video Modeling**

Group leaders and peer coach reflect on the methods used to facilitate and mediate the video vignettes. In particular, the way vignettes are introduced, mediated, reflected upon and used to trigger discussions and practices are reviewed.

### **5. Role Plays/Practices/Buzzes**

Group leaders and peer coach reflect on the practices -- how children are selected for practices, how scripts are set up, mediation of role plays, and debriefing process.

### **6. Closing Session**

Group leader and peer coach determine if adequate time is given for summarizing key learning points, completing small group activities and reviewing the week's home activities.

### **Determine Future Goals for Next Session**

After the DVD has been reviewed the group leader and peer coach decide on the goals for future sessions. The peer coach summarizes the group leaders' strengths and togeth-



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er they determine specific goals. For example, a group leader may strive to do more role plays, to contact specific parents, to mediate vignettes more and to tailor small group activities according to children's developmental abilities and goals for them.

### **Review Group Leader's Progress toward Certification/Accreditation**

Review group leader's checklist.

### **Evaluate Supervision Process**

Group leader and peer coach reflect on the supervision process and what aspects they found helpful. See Supervision Group Leader Evaluation and Supervision Self-Evaluation form.