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Incredible Years
DINA PEER COACH VIDEO CHECKLIST
1/2011

This checklist is designed for peer coaches to complete following a peer coaching session of an Incredible Years (IY) DINA small group intervention or teacher classroom delivery, or when reviewing a video of themselves providing a peer coach session. By watching a tape of a session and looking for the following points a peer coach can identify specific goals for progress.

It is expected that the skills outlined under process and knowledge will be demonstrated throughout the whole peer coach session. The term group leader refers to both a therapist using the dina treatment program as well as to teachers delivering the classroom dina curriculum.

PEER COACH KNOWLEDGE	YES	NO	N/A
Did the Peer Coach:			
1. Demonstrate a clear understanding of social, cognitive, emotional and behavioural principles and theory when discussing behaviour management.	_____	_____	_____
2. Demonstrate knowledge of Incredible Years content covered in session/lesson.	_____	_____	_____
3. Provide rationale for programme structure and principles covered in a clear convincing manner.	_____	_____	_____
4. Use personal examples of group work to explain group process in a relevant manner.	_____	_____	_____
5. Appear knowledgeable and sensitive to cultural diversity.	_____	_____	_____
6. Provide up to date IY handouts, protocols and checklists regarding the programme.	_____	_____	_____
7. Demonstrate good knowledge of Incredible Years website and signpost group leaders.	_____	_____	_____
8. Demonstrate thorough knowledge of child Dina group leader certification /accreditation process for treatment or classroom programs. Discuss importance of offering program with fidelity to assure effective outcomes.	_____	_____	_____

PEER COACH PROCESS			
Did the Peer Coach:			
9. Identify group leaders' or teacher's goals for learning.	_____	_____	_____
10. Use a collaborative style.	_____	_____	_____
11. Create a feeling of safety for discussions.	_____	_____	_____

- 32. After identifying group leaders' goals for the review, set realistic priorities depending on the group leaders' prior experiences and knowledge level

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REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION

Did the Peer Coach:

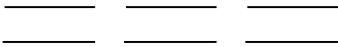
- 33. Begin by asking group leaders how they worked on their goals since the last peer coach session. Find out if they have new goals for this session.
- 34. Highlight any key skills used and have group leaders write down key principles of group leadership and teaching.
- 35. Praise and encourage group leaders for what they did well and recognize their beginning steps at change rather than correct their process.
- 36. Help group leaders integrate prior learning by asking them to use principles from prior sessions.
- 37. Explore with group leaders who didn't complete their goals what made it difficult. Help them identify how to overcome difficulties.
- 38. Limit the children's homework discussion to give adequate time for new learning.

REVIEW OF VIDEO CLIPS

Did the Peer Coach:

- 39. Begin the discussion by asking group leaders why they have chosen the video clip.
- 40. Identify what the group leaders would like feed back on.
- 41. Give group leaders a chance to talk about their experiences.
- 42. Watch the video clips together and reflect on the teaching process from the point of view of both the group leader and the children.
- 43. Asks open ended questions to group leaders about what was happening in the clip to support self reflection.
- 44. Paraphrase and highlight the key points made by group leaders and encourage them to write these down.
- 45. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of combining musical dancing activity with cue cards when music is periodically stopped?)
- 46. Move onto the next clip after key points have been discussed rather than let discussion go on at length (this ensures that the leaders will have sufficient time for role playing and for showing all clips).
- 47. Use role play appropriately to reinforce and practice new learning or

suggested ideas.



48. Encourage group leaders to refer to checklists periodically to summarize their insights and main points.

ROLE PLAY AND PRACTICE

Did the Peer Coach:

49. Ensure that the skill to be practiced had been covered in the discussion prior to asking group leader to role play (ensures likelihood of success).

50. Do several spontaneous role plays/practices that are derived from the video clip and what happened in the group.

51. Do several role plays/practices which allow group leaders to practice new skills.

52. Use all of the following skills when directing role plays.

_____ Give group leaders appropriate roles.

_____ Skilfully encourages group leaders in role plays.

_____ Provide each group leader with a description of their role.

_____ Provide enough scaffolding so that group leaders are successful in their role.

_____ Coaches group leader during role play to maximise success.

_____ Praise role play periodically to redirect, give clarification or reinforce group leaders.

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

_____ Debrief with each group leader afterwards to help them reflect on what they have learnt.

_____ Encourage feedback from other group leaders about strengths (e.g. What key group leadership skills did you see X using to make it so effective?)

_____ Rerun role play (changing roles when necessary) to consolidate learning.

CLOSING SESSION

Did the Peer Coach:

53. Begin the ending process with 10 minutes remaining.

54. Summarise the group leaders' strengths.

55. Summaries key learning points of the session (one way to do this would be to have group leaders review notes taken during the session.)

- 56. Have group leaders set goals for future child dina group sessions and write them down (e.g. a group leader may strive to do more role plays, to adapt activities for the developmental level of a particular child etc.) Set up next coaching meeting time on schedule. _____
- 57. Review group leaders progress towards certification /accreditation. _____
- 58. Have group leaders complete evaluation form (Quality of Supervision form). _____
- 59. After session complete peer coach self evaluation form. _____

Remember your goal in the peer coach sessions should be to help group leaders self-reflect on their work and to share their observations and thoughts with each other. They should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practiced what they talk about than what they hear about. The Peer Coach’s role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions when needed and to support and motivate new group leaders in their learning process.

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