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**Incredible Years
PARENT GROUP LEADER
CHECKLIST
8/09**

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 tape of a session, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the more specific checklist for each session, which lists the key content and vignettes that should be covered.

SET UP **YES NO N/A**

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allows everyone to see the TV/monitor? | _____ | _____ | _____ |
| 2. Sit at separate places in the circle, rather than both at the front? | _____ | _____ | _____ |
| 3. Write the agenda on the board and review verbally? | _____ | _____ | _____ |
| 4. Have last week's home activities reviews placed in parents' personal folders, complete with your praise and encouragement written on them and even stickers? | _____ | _____ | _____ |

REVIEW PARENT'S HOME ACTIVITIES

Did the Leaders:

- | | | | |
|--|-------|-------|-------|
| 5. Begin the discussion by asking how home activities went this week? (Ask about home play and coaching times, chapters read, buddy calls) | _____ | _____ | _____ |
| 6. Give every parent the chance to talk about their week and experiences with home activities and/or reading? | _____ | _____ | _____ |
| 7. Praise whatever efforts parents made in working on their personal goals this week. | _____ | _____ | _____ |

	YES	NO	N/A
8. Highlight and write down key principles that their examples illustrate? (e.g., “That’s great! You remembered that making the task fun was more likely to motivate him. I think that our next principle will be ‘Fun Principle’ —kids are most likely to keep trying if they’re having fun.”)	_____	_____	_____
9. Help parents integrate prior learning by asking them to use “principles” from prior sessions to solve new child problems that occur?	_____	_____	_____
10. Explore with individuals who didn’t complete the home activities what made it difficult, and learn how they might adapt it to fit their needs and goals?	_____	_____	_____
11. If a parent’s description of how they applied the skills makes it clear that he/she misunderstood, did the leaders accept responsibility for the misunderstanding rather than leave 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. e.g., “You misunderstood the assignment. Remember, when you do that, it’s important to…”)	_____	_____	_____
12. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
13. Look for opportunities to do spontaneous role plays when reviewing home activities and experiences?	_____	_____	_____
14. Limit the home activities discussion (approximately 30 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

15. Begin the discussion of new topic with brainstorming benefits to get parents to think about the importance of the topic? (Benefits and barriers exercises are described beginning of each new topic.)	_____	_____	_____
16. Paraphrase and highlight the points made by parents—writing key points and principles on the board?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leaders:

- | | | | |
|---|-------|-------|-------|
| 17. Focus parents on what they are about to see on the vignettes and what to look for before showing vignette? | _____ | _____ | _____ |
| 18. Begin discussion and problem solving by asking questions to parents about what they thought was happening in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.) | _____ | _____ | _____ |
| 19. Acknowledge responses one or more parents have to a vignette? (For example, if a parent laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the parent share her impressions.) | _____ | _____ | _____ |
| 20. Paraphrase and highlight the points made by parents - writing key points and principles on the board? | _____ | _____ | _____ |
| 21. Move on to the next vignette 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, practices and for showing all vignettes.) | _____ | _____ | _____ |
| 22. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. IF the group is clearly behind schedule, it is okay for such discussions to be brief, getting parents to highlight key points in a sentence and then quickly move on.) | _____ | _____ | _____ |
| 23. Redirect group to the relevance of the interaction on the video for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)? | _____ | _____ | _____ |
| 24. Help parents understand how the concepts they are learning are related to their own goals for themselves and their children? | _____ | _____ | _____ |
| 25. Ask questions that focus on parents' feelings, thoughts and behaviors? | _____ | _____ | _____ |
| 26. Use video vignettes to trigger role plays and practices? | _____ | _____ | _____ |

PRACTICE AND ROLE PLAYS

Did the Leaders:

- | | | | |
|---|--------------|--------------|--------------|
| <p>27. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to roleplay it. (This ensures the likelihood of success)</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>28. Do several spontaneous role plays that are derived from parents' descriptions of what happened at home? ("Show me what that looks like.")</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>29. Do several planned role plays over the course of the session?</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>30. Do one or more role plays in pairs or small groups that allow multiple people to practice simultaneously?</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>31. Use all of the following skills when directing role plays?</p> <ul style="list-style-type: none"> ___ Select parents and give them appropriate roles ___ Skillfully get parents engaged in role plays ___ Provide each person with a description of his/her role and script (age of child, level of misbehavior) ___ 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) ___ Invite other workshop members to be "coaches," to call out ideas if the actor is stuck) ___ Freeze role play periodically to redirect, give clarification, or reinforce participants. ___ Take responsibility for having given poor instructions if roleplay is not successful and allow actor to rewind and replay? ___ Debrief with each participant afterwards (How did that feel?) ___ Solicit feedback from group about strengths of parent in role and feelings of parent in role as child ___ 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) | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>32. Pause longer vignettes several times to mediate what is happening and to ask parents what they would do differently or predict what will happen next.</p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |

YES NO N/A

33. Pause introductory narrations to ask parents if they have questions and to underscore key point being made. Then introduce vignette and what to watch for. _____

34. Select additional vignettes according to group ethnicity, number of children in family, or age, development and temperament of children. _____

REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP UP

Did the Leaders:

35. Begin the ending process with about 15 minutes remaining? _____

36. Summarize this session's learning? (One way to do this is to review or have parents review each point on refrigerator notes out loud.) _____

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

39. Talk about any adaptations to the home activity for particular families. _____

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

41. Have parents complete the Self-Monitoring Checklist and commit to their personal goals for the week.? _____

42. Check-in on buddy calls? _____

43. Have parents complete the session evaluation form? _____

44. End the session on time? _____

REMEMBER: Your 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 tapes, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about than what they hear about.

Developed by Carolyn Webster-Stratton, Ph.D.

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