Online Parent Group Leader Collaborative Process Checklist (rev. 2021)

This checklist is designed for group leaders to complete together following an online 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: _____

Online Session Topic:_____

Length of Online Session:_____

The Preschool Basic Prevention Protocol will reqire a minimum of 28 hours in online sessions to complete. The Preschool Basic Treatment Protocol will require a minimun of 36 hours in online sessions to complete.

PRE-ONLINE ASSESSMENT & INTERVIEW
Did the Leader:

	YES	NO	N/A
1. Set up online interview to assess family risk factors and needs for support?	____	____	____
2. Help parents complete "How I Am Incredible" form for their child?	____	____	____
3. Review expectations for on-line training? (e.g., supervision of children, uninterrupted, private space)	____	____	____
4. Help families prepare for on-line session (e.g., puppets, toys, books, record sheets, thought cards, handouts)?	____	____	____
5. Determine family computer/iPad and printer availability for downloading handouts or need to be mailed materials?	____	____	____
6. Determine realistic time schedule (min 90 minutes) for group?	____	____	____
7. Determine the families who will participate (with high-risk familes, no more than 8 participants per online session)?	____	____	____
8. Encourage other family members to participate?	____	____	____
9. Set clear online rules for participants: confidentiality, importance of having camera turned on with face shown, no iPhones, active engagement in online sessions.	____	____	____

	YES	NO	N/A

STARTING ONLINE SESSIONS
Did the Leader:

10. Start first session with parent sharing information ("How I Am Incredible" form) about their children and their goals? ____ ____ ____

11. Give every parent the chance to talk about his/her home activities experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach? ____ ____ ____

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

13. Highlight key "principles" that their experiences illustrate? (e.g., post them in chat or white board or paraphrase idea in terms of how it addresses their goals.) ____ ____ ____

14. 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? ____ ____ ____

15. Ask about and encourage online "buddy calls"? ____ ____ ____

16. 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 importnat to..." vs "You misunderstood the assignment. Remember, when you do that, it's important to...") ____ ____ ____

17. 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? ____ ____ ____

18. Limit the home activity discussion (aprroximately 20-30 minutes) to give adequate time for new learning? ____ ____ ____

WHEN BEGINNING THE TOPIC FOR THE DAY
Did the Leader:

19. Begin the discussion of the topic with open-ended questions or buzz to get parents to think about the importance of the topic? ____ ____ ____

20. Do the benefits and/or barriers exercise regarding the new topic? ____ ____ ____

21. Paraphrase and highlight the points made by parents - post key points in the chat or white board with their name? ____ ____ ____

WHEN SHOWING THE VIGNETTES
Did the Leader:

22. Focus parents on what they are about to see on the vignettes and what to look for? ____ ____ ____
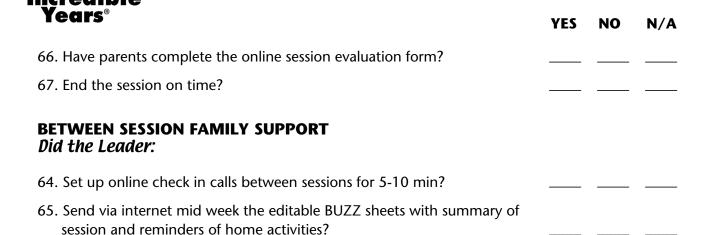
23. Pause vignette to ask an open-ended question about what parents thought was effective/ineffective in the vignette (focus on parent thoughts, feelings & behaviors, and child's perspective)? _____ _____ _____

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

25. Paraphrase and highlight the points made by parents - writing key points in the group chat or white board? _____ _____ _____

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

27. Use vignettes to trigger appropriate discussions and/or practices, tailored to children's developmental level? _____ _____ _____

28. Redirect group to the relevance of the interaction on the vignette for their own lives and goals (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)? _____ _____ _____

29. Refer to parents' goals for themselves and their children when discussing vignettes, learning principles and setting up practices? _____ _____ _____

Number of vignettes shown: _____ Reccommended: 5-6 vignettes per session. *The number of vignettes shown will vary according to the length of the session and the length of the vignettes shown.* _____ _____ _____

PRACTICE AND ROLE PLAYS
Did the Leader:

30. Do several **large group** role plays/practices over the course of the session? Break down practices according to child developmental readiness. Number of **large group** role play practices: _____ Number of **spontaneous** role play practices: _____ _____ _____ _____

31. Do role plays/practices in **small groups** in two Zoom rooms (following large group practices) that allow multiple people to practice simultaneously? Groups should be matched by child language and play ability. A leader should go into each Room. Number of **small group** role play practices:

    _____ _____ _____ _____

32. Get parents to switch from talking about strategies in general to using the words they could actually use? (e.g., from "She should be more specific" to "She could say, John, you need to put the puzzle pieces in the box.") Write actual script in chat or white board. _____ _____ _____

33. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play practice it. (This ensures the likelihood of success.) _____ _____ _____

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

    a. Select parents and give them appropriate roles? _____ _____ _____

    b. Be sure goal of practice is clearly identified? _____ _____ _____

    c. Skillfully get parents engaged in role plays/practices? _____ _____ _____

d. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)?   ____ ____ ____

e. 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)?   ____ ____ ____

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

g. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach, or reinforce participants?   ____ ____ ____

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

i. At first model child role at times to help parents know how to do this practice online?   ____ ____ ____

35. Process role play/practice afterwards by asking how "parent" felt and asking group to give feedback?   ____ ____ ____

36. Debrief role play practice by asking how "child" felt in role?   ____ ____ ____

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

38. Offer detailed descriptive praise of the role play/practice and what was learned? Summarize in chat or on white board.   ____ ____ ____

39. Re-run role play, changing roles, involving different parents, or with child of different play or language developmental level or temperament (being in role as child is helpful for partents to experience their child's perspective is a different way of responding)?   ____ ____ ____

LEADER GROUP PROCESS SKILLS
Did the Leader:

40. Build rapport with each member of group?   ____ ____ ____

41. Encourage everyone to participate?   ____ ____ ____

42. Use open-ended questions to facilitate discussion and reflection?   ____ ____ ____

43. Reinforce parents' ideas, foster parents' self-learning and confidence?   ____ ____ ____

44. Encourage parents to problem-solve when possible?   ____ ____ ____

45. Foster idea that parents will learn from each others' experiences?   ____ ____ ____

46. Help parents learn how to support and reinforce each other? Promote on-line connections, sharing and peer support between formal online sessions and for them to introduce their children to each other online.   ____ ____ ____

47. Foster parents' understanding of the value of developing their own support network?   ____ ____ ____

48. Identify each family's strengths?   ____ ____ ____

49. Create a feeling of safety among group members? ____ ____ ____

50. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount? ____ ____ ____

51. When needed, provide parents with information about important child developmental milestones? ____ ____ ____

52. Explore parents' cognition, affect modulation, and self-regulation as well as behaviors? ____ ____ ____

53. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children? Use "Thought Cards" or Buzzes in Zoom rooms to help parents challenge negative and uncomfortable feelings and to replace them with more positive thoughts. ____ ____ ____

54. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with traumatic events? ____ ____ ____

55. Set up and encourage buddy on-line calls and review weekly? ____ ____ ____

LEADER AND CO-LEADER ROLES
Did the Leaders:

56. Leaders have clear roles about who is mediating vignettes and who is summarizing key points in chat? ____ ____ ____

57. Leaders have identified who will give rewards online? ____ ____ ____

58. Leaders have identified who will set up Zoom room assignments and lead discussion of Zoom room feedback? ____ ____ ____

ENDING GROUP - REVIEW & HOME ACTIVITIES
Did the Leader:

59. Begin the ending process with about 15 minutes remaining? ____ ____ ____

60. 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.) ____ ____ ____

61. Review the home activity sheet, including why it is important, and how families will try to do it? Make sure they have copies of refrigerator notes, home activities, parent books and editable record sheets. Mail if they don't have printers. ____ ____ ____

62. Talk about any adaptations to the home activity for particular families or for children who have atypical language and play development? ____ ____ ____

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

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

65. Ask about buddy check ins (by phone, email or text)? ____ ____ ____

The Incredible Years®

	YES	NO	N/A
66. Have parents complete the online session evaluation form?	____	____	____
67. End the session on time?	____	____	____

BETWEEN SESSION FAMILY SUPPORT
Did the Leader:

	YES	NO	N/A
64. Set up online check in calls between sessions for 5-10 min?	____	____	____
65. Send via internet mid week the editable BUZZ sheets with summary of session and reminders of home activities?	____	____	____

REMEMBER: The goal in the online group sessions should be to draw from the parents the information and ideas to teach and learn from each other. Parents 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 have discovered, talked about and experienced rather than what they have been told to do. Modeling, experiential learning and support are key Incredible Years principles, whether the program is delivered online or in-person. When delivering online special effort needs to be made to personalize responses and promote connections between parents.

Summary Comments: