



Incredible Years® Peer Coaching Process Checklist

The
**Incredible
Years®**

___ Self Evaluation
___ Certified Trainer

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This checklist is designed for peer coaches to complete following a peer coaching session of an Incredible Years (IY) group, or when reviewing a video of themselves providing a peer coach session. By watching a video of a coaching 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. This form is also used by trainers for giving feedback to the coach.

PEER COACH KNOWLEDGE

Did the Peer Coach:

| | YES | NO | N/A |
|--|-----|-----|-----|
| 1. Demonstrate a clear understanding of social, cognitive, emotional and behavioral principles and theory when discussing behavior management? | ___ | ___ | ___ |
| 2. Demonstrate knowledge of Incredible Years content covered in session? | ___ | ___ | ___ |
| 3. Provide rationale for program 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 program? | ___ | ___ | ___ |
| 7. Demonstrate good knowledge of Incredible Years website and signpost group leaders? | ___ | ___ | ___ |
| 8. Demonstrate thorough knowledge of parent group leader certification/accreditation process? Discuss importance of offering program with fidelity to assure effective outcomes? | ___ | ___ | ___ |

PEER COACH PROCESS

Did the Peer Coach:

| | | | |
|---|-----|-----|-----|
| 9. Identify group leaders' goals for learning? | ___ | ___ | ___ |
| 10. Use a collaborative style? | ___ | ___ | ___ |
| 11. Create a feeling of safety for discussions? | ___ | ___ | ___ |
| 12. Demonstrate respect for different view points? | ___ | ___ | ___ |
| 13. Engage group leaders in active dialogue? | ___ | ___ | ___ |
| 14. Use humor when appropriate? | ___ | ___ | ___ |
| 15. Use self disclosure strategically? | ___ | ___ | ___ |
| 16. Listen and validate group leader's previous experience and expertise? | ___ | ___ | ___ |

YES NO N/A

PEER COACH PROCESS (Cont.)

- | | | | |
|---|-------|-------|-------|
| 17. Foster the idea that group leaders learn from each other’s experiences? | _____ | _____ | _____ |
| 18. Help group leaders learn to support and reinforce each other and work as a team? | _____ | _____ | _____ |
| 19. Encourage group leaders to problem solve solutions when possible. Ask questions with a positive tone to clarify issues before offering solutions? | _____ | _____ | _____ |
| 20. Praise group leader’s ideas and foster their self reflection and self learning? | _____ | _____ | _____ |
| 21. Summarize and restate important points? | _____ | _____ | _____ |
| 22. Impose sufficient structure to facilitate group process? | _____ | _____ | _____ |
| 23. Prevent side tracking? | _____ | _____ | _____ |
| 24. Normalize learning process and difficulties when first doing groups? Reflect on group leaders feelings and anxieties? | _____ | _____ | _____ |
| 25. Pull out group “principles” from group leaders’ ideas? | _____ | _____ | _____ |
| 26. Help group leader know how to make strategies developmentally appropriate for children? | _____ | _____ | _____ |
| 27. Know when to be flexible and allow a digression for an important issue and know how to tie it into sessions content? | _____ | _____ | _____ |

SET UP

Did the Peer Coach:

- | | | | |
|---|-------|-------|-------|
| 28. Set up the room and chairs so that everyone could see the monitor for video review? | _____ | _____ | _____ |
| 29. Set a clear agenda for the session in collaboration with group leaders? (write on flip chart or white board) | _____ | _____ | _____ |
| 30. In advance, ask group leaders to provide paperwork ready for review (e.g., group leader checklists, parent evaluation forms, goals and attendance list, principles covered, session protocols with vignettes covered, etc.)? Review this paperwork to determine leader’s fidelity to session protocols? | _____ | _____ | _____ |
| 31. When reviewing session protocols, explore their rationale for their selection of specific vignettes chosen, role plays conducted, or their reasons for not being able to adhere to the protocols? | _____ | _____ | _____ |
| 32. Check that group leaders have read the document about preparing for video review (“Obtaining Video Review”)? | _____ | _____ | _____ |
| 33. After identifying group leaders’ goals for the review, set realistic priorities depending on the group leaders’ prior experiences and knowledge level? | _____ | _____ | _____ |

REVIEW OF GOALS SET AT END OF LAST PEER COACH SESSION

Did the Peer Coach:

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

REVIEW OF VIDEO CLIPS

Did the Peer Coach:

- 40. Begin the discussion by asking group leaders why they have chosen the video clip? _____
- 41. Identify what group leaders would like feedback on and what their goals are? _____
- 42. Give group leaders a chance to reflect upon their experiences? _____
- 43. Watch the video clips together and reflect on the collaborative process from the point of view of both the group leader and the parents? _____
- 44. Ask open ended questions to group leaders about what was happening in the clip to support self reflection? _____
- 45. Paraphrase and highlight the key points made by group leaders and encourage them to write these down? _____
- 46. Help group leaders explore rationale for key group leadership skills (e.g. what is the value of having parents identify their own principles)? _____
- 47. Move on to 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)? _____
- 48. Use role play appropriately to reinforce and practice new learning or suggested ideas? _____
- 49. Encourage group leaders to refer to process checklists periodically to summarize their insights and main points? _____

ROLE PLAY AND PRACTICE

Did the Peer Coach:

| | YES | NO | N/A |
|--|-------|-------|-------|
| 50. Ensure that the skill to be practiced had been covered and scripted in the discussion prior to asking group leader to role play (ensures likelihood of success)? | _____ | _____ | _____ |
| 51. Do several spontaneous role plays that are derived from the video clip and what happened in the group? | _____ | _____ | _____ |
| 52. Do several role plays which allow group leaders to practice new skills? | _____ | _____ | _____ |
| 53. Use all of the following skills when directing role plays: | | | |
| a. Select group leaders and give them appropriate roles? | _____ | _____ | _____ |
| b. Skillfully encourages group leaders in role plays? | _____ | _____ | _____ |
| c. Provide each group leader with a description of their role? | _____ | _____ | _____ |
| d. Provide enough scaffolding so that group leaders are successful in their role? | _____ | _____ | _____ |
| e. Coach group leader during role play to maximize success? | _____ | _____ | _____ |
| f. Pause role play periodically to praise, or redirect, give clarification, or ask group leader to think of alternative responses? | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play is not successful and allow "actor" time to rewind and replay? | _____ | _____ | _____ |
| h. Debrief with each group leader afterwards to help them reflect on what they have learned? | _____ | _____ | _____ |
| i. Encourage feedback from other group leaders about strengths (e.g. "What key group leadership skills did you see _____ using to make it effective?")? | _____ | _____ | _____ |
| j. Re-run the role play (changing roles when necessary) to consolidate learning? | _____ | _____ | _____ |

CLOSING SESSION

Did the Peer Coach:

| | | | |
|--|-------|-------|-------|
| 54. Begin the ending process with 10 minutes remaining? | _____ | _____ | _____ |
| 55. Summarize the group leader's strengths? | _____ | _____ | _____ |
| 56. Summarizes key learning points of the session (one way to do this would be to have group leaders review notes taken during the session)? | _____ | _____ | _____ |
| 57. Have group leaders set goals for future group sessions and write them down (e.g. a group leader may strive to do more role plays, to lecture less and collaborate more, to give participants more praise, or, to help them see how the strategy fits their goals, or help parents or teachers adapt to the needs of a particular child, etc.)? | _____ | _____ | _____ |
| 58. Set up next coaching meeting time on schedule? | _____ | _____ | _____ |

| | YES | NO | N/A |
|--|------------|-----------|------------|
| 59. Review group leaders progress toward certification/accreditation? | _____ | _____ | _____ |
| 60. Have group leaders complete evaluation form (Quality of Supervision form)? | _____ | _____ | _____ |
| 61. 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 videos, and demonstrate how to implement the skills in different situations. People are far more likely to put into practice what they talk about, rather than what they hear about? The Peer Coach’s role is to clarify information when there are misperceptions or misunderstandings, to offer suggestions and model a skill as needed, and to support and motivate new group leaders in their learning process.

“A coach is someone who is learner-centered, supportive, builds on a person’s strengths and needs, monitors their skills and group processes, prompts or models skills/thoughts according to their goals, sets up behavioral practices and strategic plans, encourages, praises and reinforces steps in the right direction. Coaching is a method of teaching and learning that draws on social constructivist learning theory. As such coaching promotes learning that occurs through social interactions involving understanding of learner needs.” - Webster-Stratton, 2012

Summary Comments: