



Attentive Parenting Group Leader Collaborative Process Checklist (rev. 2019)



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 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: _____

Session Topic: _____

SET UP

Did the Leaders:

	YES	NO	N/A
1. Set up chairs in a semicircle that allowed everyone to see the TV? (Avoid tables.)	_____	_____	_____
2. Sit at separate places in the circle, rather than both at the front?	_____	_____	_____
3. Write the agenda on the board?	_____	_____	_____
4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them?	_____	_____	_____
5. Plan and prepare for daycare in advance?	_____	_____	_____
6. Prepare and lay out the food, in an attractive manner?	_____	_____	_____

REVIEW PARENT'S HOME ACTIVITIES

Did the Leader:

7. Begin the discussion by asking how home activities went during this past week - how they addressed their short term goals?	_____	_____	_____
8. Give every parent the chance to talk about his/her experiences and select parents strategically for spontaneous practice to demonstrate successes or refine approach?	_____	_____	_____
9. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
10. Highlight key "principles" that their experiences illustrate? (e.g., write them on flip chart or paraphrase idea in terms of how it addresses their goals.)	_____	_____	_____

	YES	NO	N/A
11. 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?	_____	_____	_____
12. Ask about and encourage "buddy calls"?	_____	_____	_____
13. 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 important to..." vs "You misunderstood the assignment. Remember, when you do that, it's important to...")	_____	_____	_____
14. 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?	_____	_____	_____
15. Limit the home activity discussion (approximately 20-30 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leader:

16. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic?	_____	_____	_____
17. Do the benefits and/or barriers exercise regarding the new topic?	_____	_____	_____
18. Paraphrase and highlight the points made by parents - write key points on the board with their name?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leader:

19. Focus parents on what they are about to see on the vignettes and what to look for?	_____	_____	_____
20. 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)?	_____	_____	_____
21. Acknowledge responses one or more parents have to a vignette?	_____	_____	_____
22. Paraphrase and highlight the points made by parents - writing key points on the flip chart?	_____	_____	_____
23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?	_____	_____	_____
24. Use vignettes to trigger appropriate discussions and/or practices, tailored to children's developmental level?	_____	_____	_____

- | | YES | NO | N/A |
|--|------------|-----------|------------|
| 25. Redirect group to the relevance of the interaction on the vignette for their own lives (if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony)? | _____ | _____ | _____ |
| 26. Refer to parents' goals for themselves and their children when discussing vignettes, learning principles and setting up practices? | _____ | _____ | _____ |

PRACTICE AND ROLE PLAYS

Did the Leader:

- | | | | |
|---|-------|-------|-------|
| 27. 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.") | _____ | _____ | _____ |
| 28. 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.) | _____ | _____ | _____ |
| 29. Do several large group role plays/practices over the course of the session? Break down practices according to child developmental readiness. Number of role plays: _____ | _____ | _____ | _____ |
| 30. Do role plays/practices in pairs or small groups (following large group practices) that allow multiple people to practice simultaneously? Dyads should be matched by child language and play ability. | _____ | _____ | _____ |
| 31. Use all of the following skills when directing role plays: | | | |
| a. Select parents and give them appropriate roles? | _____ | _____ | _____ |
| b. Skillfully get parents engaged in role plays/practices? | _____ | _____ | _____ |
| c. Provide each person with a description of his/her role (age of child, level of misbehavior, developmental level)? | _____ | _____ | _____ |
| d. 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)? | _____ | _____ | _____ |
| e. Invite other workshop members to be "coaches" (call out idea if the actor is stuck)? | _____ | _____ | _____ |
| f. Pause/freeze role play/practice periodically to redirect, give clarification, problem-solve different approach, or reinforce participants? | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play/practice is not successful and allow actor to rewind and replay? | _____ | _____ | _____ |
| 32. Process role play/practice afterwards by asking how "parent" felt and asking group to give feedback? | _____ | _____ | _____ |
| 33. Process role play by asking how "child" felt in role? | _____ | _____ | _____ |
| 34. Solicit feedback from group about strengths of parent in role? | _____ | _____ | _____ |

- 35. Offer detailed descriptive praise of the role play/practice and what was learned? ____
- 36. 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 parents to experience their child's perspective is a different way of responding)? ____

LEADER GROUP PROCESS SKILLS

Did the Leader:

- 37. Build rapport with each member of group? ____
- 38. Encourage everyone to participate? ____
- 39. Use open-ended questions to facilitate discussion and reflection? ____
- 40. Reinforce parents' ideas, foster parents' self-learning and confidence? ____
- 41. Encourage parents to problem-solve when possible? ____
- 42. Foster idea that parents will learn from each others' experiences? ____
- 43. Help parents learn how to support and reinforce each other? ____
- 44. Foster parents' understanding of the value of developing their own support network? ____
- 45. Identify each family's strengths? ____
- 46. Create a feeling of safety among group members? ____
- 47. Create an atmosphere where parents feel they are decision-makers and discussion and debate are paramount? ____
- 48. When needed, provide parents with information about important child developmental milestones? ____
- 49. Explore parents' cognition, affect modulation, and self-regulation as well as behaviors? ____
- 50. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children? ____
- 50. Encourage parents to model, prompt, teach, and discuss with their children calm down methods for coping with traumatic events? ____

ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader:

- 50. Begin the ending process with about 15 minutes remaining? ____
- 51. 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.) ____

	YES	NO	N/A
52. Review or have parents review the home activity sheet, including why it is important, and how they will try to do it?	_____	_____	_____
53. Talk about any adaptations to the home activity for particular families?	_____	_____	_____
54. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.)	_____	_____	_____
55. Have parents complete the Self-Monitoring Checklist and commit to goals for the week?	_____	_____	_____
56. Ask about buddy check ins (by phone, email or text)?	_____	_____	_____
57. Have parents complete the evaluation form?	_____	_____	_____
58. End the session on time?	_____	_____	_____

REMEMBER: The goal in the 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.

Summary Comments: