



Parent 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 <i>Did the Leaders(s):</i>	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(s):

7. Begin the discussion by asking how home activities went during this past week - how they addressed their short term goals?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

10. Highlight key “principles” that parents’ examples illustrate? (e.g., write them on flip chart or paraphrase idea in terms of how it addresses their goals.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

12. Ask about and encourage “buddy calls” and explore barriers to calls and solutions?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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...”)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leader(s):

16. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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18. Paraphrase and highlight the points made by parents - write key points on the board with their name?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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WHEN SHOWING THE VIGNETTES

Did the Leader(s):

Number of vignettes shown in session: _____

19. Focus parents on what they are about to see on the vignettes and what to look for?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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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)?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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21. Acknowledge responses one or more parents have to a vignette?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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22. Paraphrase and highlight the points made by parents - writing key points on the board?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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23. Move on to the next vignettes after key points have been discussed, rather than let the discussion go on at length?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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24. Use vignettes to trigger appropriate discussions and/or practices, tailored to children's developmental level?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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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)?

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Very Frequently
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26. Refer to parents' goals for themselves and their children when discussing vignettes, learning principles and setting up practices?

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

PRACTICE AND ROLE PLAYS

Did the Leader(s):

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.")

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

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.)

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

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: _____

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

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.

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

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

a. Strategically select parents and clearly describe their parent role?

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

b. Skillfully get parents engaged in role play practices?

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

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

- | | | | | |
|------------|-------------|----------------|-----------------|----------------------|
| 1
Never | 2
Rarely | 3
Sometimes | 4
Frequently | 5
Very Frequently |
|------------|-------------|----------------|-----------------|----------------------|

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)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

e. Invite other workshop members to be “coaches” (call out idea if the actor is stuck)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

32. Process role play/practice afterwards by asking how “parent” felt and asking group to give feedback?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

33. Process role play by asking how “child” felt in role?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

35. Offer detailed descriptive praise of the role play/practice and what was learned?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

LEADER GROUP PROCESS SKILLS

Did the Leader(s):

37. Build rapport with each member of group?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

38. Encourage everyone to participate and view everyone as equally important and valued?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

40. Reinforce parents' ideas and foster parents' self-learning and confidence?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

41. Encourage parents to problem-solve when possible?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

43. Help parents learn how to support and reinforce each other (celebrate each other's successes)?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

45. Identify each family's strengths?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

46. Create a feeling of safety among group members?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

50. Help parents understand the relationship between thoughts, feelings and actions for themselves and their children?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

ENDING GROUP - REVIEW & HOME ACTIVITIES

Did the Leader(s):

52. Begin the ending process with about 15 minutes remaining?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

53. 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.)

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

55. Talk about any adaptations to the home activity for particular families?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

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

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

59. Have parents complete the evaluation form?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

60. End the session on time?

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Very Frequently

The goal in the group sessions should be to draw from the parents the information and ideas to teach and support 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 talk about than what they hear about. (Webster-Stratton)

Summary Comments: