



## Group Leader Collaborative Process Checklist for Incredible Beginnings™ Workshops

This checklist is designed for group leaders to complete together following an Incredible Beginnings workshop, or for a group leader to complete for him/herself when reviewing a DVD of a workshop. By watching the video of a workshop, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the protocol for the specific workshop day, which lists the key content and vignettes that should be covered for that workshop.

Leader Self-Evaluation (name): \_\_\_\_\_

Co-leader Evaluation: \_\_\_\_\_

Certified Trainer/Mentor Evaluation: \_\_\_\_\_

Date: \_\_\_\_\_

### SET UP

YES      NO      N/A

#### ***Did the Leaders:***

- |   |       |       |       |
|---|-------|-------|-------|
| 1. Set up the chairs in a semicircle that allowed everyone to see each other and the TV? (No tables.) | _____ | _____ | _____ |
| 2. If 2 leaders, sit at separate places in the circle, rather than both at the front?                 | _____ | _____ | _____ |
| 3. Write the agenda on the board?   | _____ | _____ | _____ |
| 4. Have handouts/practice activities ready for the participants to pick up.                           | _____ | _____ | _____ |

### REVIEW PARTICIPANTS' PRACTICE ACTIVITIES

#### ***Did the Leaders:***

- |   |       |       |       |
|---|-------|-------|-------|
| 5. Begin the discussion by asking participants to share their experiences doing the assigned activities since the last training workshop?   | _____ | _____ | _____ |
| 6. Give every participant the chance to talk about practice activities, success with implementing behavior plans, parent involvement plans, and assigned chapter readings?  | _____ | _____ | _____ |
| 7. Praise efforts participants made to try out new strategies, implement behavior plans and involve parents?  | _____ | _____ | _____ |
| 8. Highlight key principles that their examples illustrate?<br><i>(e.g., "That sounds great! You focused on his positive behavior. You described his calming feelings and patience with the task so clearly. How do you think he responded to that?")</i> | _____ | _____ | _____ |

**Leader Collaborative Process Checklist, Continued**

**REVIEW PARTICIPANTS' PRACTICE ACTIVITIES, Continued**

**Did the Leaders:**

- |  |              |              |              |
|--|--------------|--------------|--------------|
| <p>9. Explore with participants who didn't complete the practice activities what made it difficult, and learn how practice activities can be made more meaningful or practical?<br/><i>(e.g., "What made it difficult to get time to do the readings?" or, "What made it hard to follow through on your behavior plan?" or, "What made it difficult to contact parents?")</i></p>  | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>10. If a participant's description of how they applied the skills makes it clear that he/she misunderstood or found it difficult, did the leaders accept responsibility for the misunderstanding or normalize the difficulty, rather than leave the participant feeling responsible for the failure?<br/><i>(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..." or, "I agree emotion coaching is really difficult and like learning a new language. It takes a lot of practice to learn.")</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>11. Allow for some discussion of issues beyond the immediate topic at hand?<br/><i>(e.g., other concerns with children not related to today's topic, or non-teaching issues that are of concern such as time constraints, how to deal with other participants' responses, personal stressors.)</i></p>  | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>12. Make sure that the discussion is brought back to the specific topic at hand after a reasonable time, without letting off task discussion of other issues dominate?</p>  | <p>_____</p> | <p>_____</p> | <p>_____</p> |

<b>WHEN BEGINNING THE TOPIC FOR THE DAY</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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**Did the Leaders:**

- |  |              |              |              |
|--|--------------|--------------|--------------|
| <p>13. Begin the discussion of the topic with open-ended questions to get participants to think about the importance of the topic?<br/><i>(Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.)</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
| <p>14. Paraphrase and highlight the points made by participants – writing key points or principles on the board?</p>   | <p>_____</p> | <p>_____</p> | <p>_____</p> |

<b>WHEN SHOWING THE VIGNETTES</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
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**Did the Leaders:**

- |   |              |              |              |
|---|--------------|--------------|--------------|
| <p>15. Before showing vignette, focus participants by telling them what they will see (e.g., age of child, situation) and what you want them to watch for?<br/><i>(e.g., "In the next vignette we will see a little boy has been anxious and crying since his mother left. Think about how you would respond to this situation in your setting.")</i></p> | <p>_____</p> | <p>_____</p> | <p>_____</p> |
|---|--------------|--------------|--------------|

**Leader Collaborative Process Checklist, Continued****WHEN SHOWING THE VIGNETTES, Continued**

YES NO N/A

**Did the Leaders:**

- |   |       |       |       |
|---|-------|-------|-------|
| 16. When showing vignette, pause scene periodically to discuss skills used by teacher/child care provider, or how child or teacher is feeling, or predict what teachers would do next?  | _____ | _____ | _____ |
| 17. When vignette ends, ask open-ended questions to participants about what they thought was effective/ineffective in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)  | _____ | _____ | _____ |
| 18. Acknowledge responses one or more participants have to a vignette?<br><i>(For example, if a teacher laughs during a vignette, as soon as the video stops the leader may say, "Sue, you laughed at that one." Then pause and let the teacher share her impressions.)</i>   | _____ | _____ | _____ |
| 19. Paraphrase and highlight the points made by participants – writing key points or "principles" on the board?   | _____ | _____ | _____ |
| 20. Help participants see how principles learned from vignettes apply to their setting or specific children?  | _____ | _____ | _____ |
| 21. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length?   | _____ | _____ | _____ |
| 22. Allow for discussion following every vignette? (If vignettes are played one after another, participants may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes or pull out key principles.) <b>IF</b> group is clearly behind schedule, it is okay for such discussions to be brief, getting one or two participants to highlight key points and moving on. | _____ | _____ | _____ |
| 23. Use vignettes to promote alternative ideas for responding to situations and to replay practice role plays using their ideas?  | _____ | _____ | _____ |
| 24. Help group see "principles" from a developmental perspective (i.e., how the teacher's strategy on the vignette would be adapted for a toddler or preschool child, or a child with developmental delays)?  | _____ | _____ | _____ |
| 25. Help participants understand how the concepts/principles they are learning are related to their own goals for themselves and their children?  | _____ | _____ | _____ |

**PRACTICE AND DIRECTING ROLE PLAYS**

YES NO N/A

**Did the Leaders:**

- |   |       |       |       |
|---|-------|-------|-------|
| 26. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play and act out ideas? (This ensures the likelihood of success.) | _____ | _____ | _____ |
|---|-------|-------|-------|

**Leader Collaborative Process Checklist, Continued**

- |   |       |       |       |
|---|-------|-------|-------|
| 27. Do several spontaneous role play practices that are derived from participants' descriptions of what happened in their setting? ("Show me what that looks like.")  | _____ | _____ | _____ |
| 28. Do frequent planned role plays, practices or buzzes over the course of the workshop day?  | _____ | _____ | _____ |
| 29. Do one or more role plays in pairs or small groups that allow multiple participants to practice simultaneously?   | _____ | _____ | _____ |
| 30. Use all of the following skills when directing role plays:  | _____ | _____ | _____ |
| a. Select participants strategically to be teacher or student?  | _____ | _____ | _____ |
| b. Skillfully get participants engaged in role plays which address their goals and questions?   | _____ | _____ | _____ |
| c. Provide each teacher or child (in role) with a script of his/her role (age of child, teacher skill to be practiced, child level of misbehavior)?   | _____ | _____ | _____ |
| d. Provide enough "scaffolding" so that participants are successful in role as "teacher" (e.g., get other participants to generate ideas for how to handle the situation before practice begins)?           | _____ | _____ | _____ |
| e. Invite other participants to be "coaches," (to call out ideas if the actor is stuck)?  | _____ | _____ | _____ |
| f. Pause/freeze role play periodically to redirect, give clarification, get other ideas, or reinforce and encourage participants?   | _____ | _____ | _____ |
| g. Take responsibility for having given poor instructions if role play is not successful and allow actor to rewind and replay?  | _____ | _____ | _____ |
| 31. Debrief with each participant afterwards ("How did that feel?" "as teacher?" and "as child?")?  | _____ | _____ | _____ |
| 32. Solicit feedback from group about strengths of participants in role?  | _____ | _____ | _____ |
| 33. Re-run role play, changing roles or involving different teachers (not always needed, but helpful to do for participants who need modeling by someone else first because they find the skill difficult)? | _____ | _____ | _____ |

**COMPLETE INDIVIDUAL BEHAVIOR PLANS**

**YES      NO      N/A**

***Did the Leaders:***

- |   |       |       |       |
|---|-------|-------|-------|
| 34. Break up into groups (6-7) to do behavior plans – based on the principles and content discussed in that workshop? | _____ | _____ | _____ |
| 35. Review, refine and share behavior plans for students?   | _____ | _____ | _____ |

PARENT INVOLVEMENT	YES	NO	N/A
<b>Did the Leaders:</b>			
36. Review letter to be sent to parents to describe and enhance children's learning at home? (See Teacher-to-Parent Communication letters in manual and on website.)	_____	_____	_____
37. Discuss methods to teach or partner with parents (e.g., telephone calls, parent meetings) around children's learning needs?	_____	_____	_____
<b>REVIEW KEY TIPS, PRACTICE ACTIVITIES AND WRAP UP</b>			
<b>Did the Leaders:</b>			
38. Begin the ending process with about 15 minutes remaining?	_____	_____	_____
39. Ask participants to do workshop "self-reflection inventory" and set goals for next month (see handouts section of manual or website)?	_____	_____	_____
40. Review or have participants review each point on Key Tips out loud, commenting on why this point is important?	_____	_____	_____
41. Review or have participants review the practice activity sheet, including why it is important, and how they will try to do it?	_____	_____	_____
42. Have participants complete the workshop evaluation form?	_____	_____	_____
43. End the workshop on time? Remind of next meeting time? Discuss follow up between workshop planned?	_____	_____	_____
44. Call, e-mail or text participants between workshops to check in about goals, strategies tried, behavior plans and any barriers? Encourage and praise participant efforts? (See Teacher buzz forms on website)	_____	_____	_____
45. Set up classroom observations and personal feedback in schools by group leaders or IY coach?	_____	_____	_____

**REMEMBER:** Your goal in the workshops should be to draw from the participants the information and ideas to teach each other. Participants should be the ones who generate the principles, describe the significance, highlight what was effective and ineffective on the DVDs, and demonstrate how to implement the skills in different situations. Participants are far more likely to put into practice what they talk about and practice with support than what they hear about.