



Date / /

Group

Leader 1

Session

Leader 2

COLLABORATIVE PARENT GROUP LEADER PROCESS EVALUATION FORM

Please evaluate the parent group leader's sessions based on the following criteria:

A. LEADER GROUP PROCESS SKILLS

- | | <i>Not at all/not well</i> | <i>Sometimes</i> | <i>Frequently/extremely well</i> | <i>NA/Not able to observe</i> |
|---|----------------------------|-----------------------|----------------------------------|-------------------------------|
| 1. Builds warm and caring rapport with each member of the group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Encourages everyone to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Models open-ended questions to facilitate discussion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Reinforces parents' ideas and fosters parents' self-learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Encourages parents to problem-solve when possible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Fosters idea that parent will learn from each others' experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Helps parents learn how to support and reinforce each other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Views every member of group as equally important and valued | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Identifies each family's strengths | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Creates a feeling of safety among group members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Uses collaborative approaches with group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. LEADER LEADERSHIP SKILLS

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Establishes group rules for group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Started and ended meeting on time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Explained agenda for session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Emphasizes the importance of home activities & practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Summarizes and restates important points | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Highlights key principles presented by parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Imposes sufficient structure to facilitate group process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Prevents sidetracking by participants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Knows when to be flexible and allow a digression for an important issues and knows how to tie it into session's content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Anticipates potential difficulties | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Predicts behaviors and feelings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Values - Does values exercise (Benefits/Barriers) for new topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Brainstorms used to elicit parents' input for new topics or solutions to a particular problem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Provides a good introduction to new topics (rationale, pyramid) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Encourages generalization of concepts to different settings and situations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Encourages parents to work for long-term goals as opposed to "quick fix" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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COLLABORATIVE PARENT GROUP LEADER PROCESS
PEER AND SELF-EVALUATION FORM

Page 2

Trainer

Group	<input type="text"/>	<input type="text"/>	Leader 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Session	<input type="text"/>	<input type="text"/>	Leader 2	<input type="text"/>	<input type="text"/>	<input type="text"/>

Not at all/not well
Sometimes
Frequently/extremely well
NA/Not able to observe

- 17. Helps group focus on positive
- 18. Balances group discussion on affective, cognitive & behavioral domain
- 19. Predicts relapses

C. LEADER RELATIONSHIP BUILDING SKILLS

- 1. Uses humor and fosters optimism
- 2. Normalizes problems when appropriate
- 3. Validates and supports parents' feelings (reflective statements)
- 4. Shares personal experiences when appropriate
- 5. Fosters a partnership or collaborative model (as opposed to an "expert" model)
- 6. Fosters a coping model as opposed to a mastery model of learning
- 7. Reframes experiences from the child's viewpoint and modifies negative attributions of parents
- 8. Strategically confronts, challenges and teaches parents when necessary
- 9. Identifies and accepts resistance in a non-confrontive way
- 10. Maintains leadership of group
- 11. Advocates for parents

D. LEADER KNOWLEDGE

- 1. Demonstrates knowledge of content covered at session
- 2. Explains rationale for principles covered in clear, convincing manner
- 3. Prepares materials in advance of session and is "prepared" for group
- 4. Integrates parents' ideas and problems with important content and child development principles
- 5. Uses appropriate analogies and metaphors to explain theories or concepts

E. LEADER METHODS

- 1. Reviews homework and gives feedback
- 2. Uses modeling by self or other group members when appropriate

F. PARENTS' RESPONSES

- 1. Parents appear comfortable and involved in session
- 2. Parents complete homework, ask questions and are active participants
- 3. Parents complete positive evaluations of sessions

Satisfied requirements for certification? Yes No