

PEER AND SELF-EVALUATION INTERPERSONAL PROCESS FORM

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

Comments		
I. LEADER GROUP PROCESS SKILLS		
Builds rapport with each member of group		
Encourages everyone to participate		
Models open-ended questions to facilitate discussion		
Reinforces parents' ideas and fosters parents' self-learning		
Encourages parents to problem-solve when possible		
Fosters idea that parent will learn from each others' experiences		
Helps parents learn how to support and reinforce each other		
Views every member of group as equally important and valued		
Identifies each family's strengths		
Creates a feeling of safety among group members		
Creates an atmosphere where parents feel they are decision-makers and discussion and debate are paramount		
II. LEADER LEADERSHIP SKILLS		
Establishes ground rules for group		
Started and ended meeting on time		
Explained agenda for session		
Emphasizes the importance of homework		
Reviews homework from previous session		
Summarizes and restates important points		
Focuses group on key points presented		
Imposes sufficient structure to facilitate group process		
Prevents sidetracking by participants		
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into session's content		
Anticipates potential difficulties		
Predicts behaviors and feelings		

Encourages generalization of concepts to different settings and situations	
Encourages parents to work for long-term goals as opposed to “quick fix”	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	
III. LEADER RELATIONSHIP BUILDING SKILLS	
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports parents’ feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an “expert” model)	
Fosters a coping model as opposed to a mastery model of learning	
Reframes experiences from the child’s viewpoint and modifies parents’ negative attributions	
Strategically confronts, challenges and teaches parents when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for parents	
IV. LEADER KNOWLEDGE	
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is “prepared” for group	
Integrates parents’ ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	
V. LEADER METHODS	
Uses videotape examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	

Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	
VI. PARENTS' RESPONSES	
Parents appear comfortable and involved in session	
Parents complete homework, ask questions and are active participants	
Parents complete positive evaluations of sessions	

Summary Comments: _____

Candidate has satisfied video requirements for certifications. ____ Yes ____ No

Name of Evaluator _____

Date: _____