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:

	YES	NO	N/A
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:

	YES	NO	N/A
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?	_____	_____	_____

(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?")

REVIEW PARTICIPANTS' PRACTICE ACTIVITIES, Continued

Did the Leaders:

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? _____ _____ _____
(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?")

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? _____ _____ _____

(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.")

11. Allow for some discussion of issues beyond the immediate topic at hand? _____ _____ _____

(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.)

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? _____ _____ _____

WHEN BEGINNING THE TOPIC FOR THE DAY	YES	NO	N/A

Did the Leaders:

13. Begin the discussion of the topic with open-ended questions to get participants to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each workshop.) _____ _____ _____

14. Paraphrase and highlight the points made by participants – writing key points or principles on the board? _____ _____ _____

WHEN SHOWING THE VIGNETTES	YES	NO	N/A

Did the Leaders:

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? _____ _____ _____
(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.")

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?

    *(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.)*

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.) **IF** 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

Did the Leaders:

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?

REVIEW KEY TIPS, PRACTICE ACTIVITIES AND WRAP UP   YES   NO   N/A

Did the Leaders:

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.