**GROUP PARENTING OBSERVATION TOOL V.12**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Observer Name** | | |  | | | | | **Date of Observation** |  | | | **Site Name** | |  | | |
| **Facilitator Name** | | |  | | | | | | | | | | | | | |
| **Expected Start Time of**  **Session** | | | | | | |  | **Expected End Time of Session** | | |  | **Expected Length of Session** | | | |  |
| **Actual Start Time of**  **Session** | | | | | | |  | **Actual End Time of Session** | | |  | **Actual End Time of Session** | | | |  |
| **# Parents at Start of Session** | | | | |  | | | **# Parents at End of Session** | |  | | | **# Children (If Applicable)** | | |  |
| **Name of Curriculum** | | | |  | | | | | | | | | | | | |
| **Session #** | |  | | | | **Topic to be covered** | |  | | | | | | | | |
| **In what language/s is the group supposed to be conducted?** | | | | | |  | | | | | | | | | | |
| **List of recommended materials to be included** | | | | | | | |  | | | | | | | | |
| **1** | **Appropriate materials were provided to adequately conduct the session. If No, please explain:** | | | | | | | | | | | | | | **Yes** | **No** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PARENT ENGAGEMENT** | | | | | | |
| **2** | How would you rate the quality of the relationship between the facilitator and the parents? | 1  Negative/  Distant | 2  Somewhat Negative | 3  Neutral | 4  Somewhat Positive | 5  Positive/ Warm |
| **3** | How actively did the group participatein the discussions and exercises throughout the session? | 1  Parents did not participate in any discussions or activities | 2  Only a few parents participated in discussions and activities | 3  Some parents participated in some discussions and activities | 4  Most parents participated in at least some discussions and activities | 5  Almost all parents participated in all discussions and activities |
| **4** | Session was conducted (including the materials and video) in the language advertised. If the facilitator does not receive a “4” rating, please explain the summary comments. | | 1  Not at all | 2  Minimally | 3  Moderately | 4  Fully |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CONTENT COVERAGE** | | | | | | | |
| **How well did the facilitator cover each topic?** | | | | | | | |
| **5** | List Main Points of the session as explicitly stated in the manual: | | **Did not Cover**  **Makes no mention of the topic** | **Minimally Covered**  **Has a limited discussion of topic but does not elaborate with examples** | | **Somewhat**  **Covered**  **Discusses topic fairly well and provides a few examples** | **Fully Covered**  **Provides in-depth coverage of topic with several examples and opportunities for discussion** |
| 1. | | | 1 | 2 | | 3 | 4 |
| 2. | | | 1 | 2 | | 3 | 4 |
| 3. | | | 1 | 2 | | 3 | 4 |
| 4. | | | 1 | 2 | | 3 | 4 |
| **How well did the facilitator conduct role-plays, video discussions, or small-group exercises?** | | | | | | | |
| **6** | Consult the manual/program guide to list any role-play, video discussion, or small group exercises that are required. | | **Did not do Activity**  **Does not attempt activity** | **Needs Support**  **Attempts activity, but not thoroughly, or does not include discussion** | **Somewhat**  **Effective**  **Completes activity, but with limited discussion** | | **Effective**  **Completes activity with discussion, & opportunities to provide feedback** |
| 1. | | | 1 | 2 | 3 | | 4 |
| 2. | | | 1 | 2 | 3 | | 4 |
| 3. | | | 1 | 2 | 3 | | 4 |
| **Homework or Practice Activities** | | | **Did not Discuss** | **Minimally Covered** | **Somewhat Covered** | | **Fully Covered** |
| **7** | How well did the facilitator discuss home activities/skills to be practiced/homework from the prior session? | N/A | 1  Does not acknowledge that skills should have been practiced at home | 2  Simply acknowledges that skills were practiced at home but no further discussion | 3  Discusses the skills practiced at home but has a limited discussion with little praise and troubleshooting | | 4  Discusses the skills practiced at home and allows questions, troubleshooting and offers praise |
| **8** | How well did the facilitator discuss homework or home activities to complete for the next session? | N/A | 1  Makes no mention of practicing skills at home | 2  Just reminds parents to practice skills at home with no other elaboration | 3  Specifies skills to practice at home but does not offer additional discussion or allow parents to ask questions | | 4  Specifies skills to practice at home, allows additional discussion, and allows parents to ask questions |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FACILITATOR SKILLS AND ATTRIBUTES** | | | | | | |  |
| Rate the facilitator on the following: | | | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| **9** | Demonstrated knowledge about the topics presented | N/A | 1 | 2 | 3 | 4 | 5 |
| **10** | Demonstrated ability to integrate own or parents’ prior experiences in session content | | 1 | 2 | 3 | 4 | 5 |
| **11** | Praised parents throughout the session | | 1 | 2 | 3 | 4 | 5 |
| **12** | Was able to manage the group dynamic/ behavior | | 1 | 2 | 3 | 4 | 5 |
| **13** | Was able to handle parents’ questions | N/A | 1 | 2 | 3 | 4 | 5 |
| **14** | Asked open-ended questions | N/A | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL RATINGS** | | | | | | |
|  | | **Additional support required** | **Some Ability** | **Average Ability** | **Good Ability** | **Excellent Ability** |
| **15** | Overall, please rate the facilitator’s ability to engage the group. | 1 | 2 | 3 | 4 | 5 |
| **16** | Overall, please rate the facilitator’s ability to present the curriculum content. | 1 | 2 | 3 | 4 | 5 |
| **17** | Overall, please rate the facilitator’s ability to demonstrate parenting group facilitation skills. | 1 | 2 | 3 | 4 | 5 |

**Summary Comments: Please make note of exceptions that should be considered, significant changes to the length of the session, anything that stands out as needing improvement, particularly praiseworthy, or anything unusual.**

**Guide to Conducting Observations- Group V.10**

**Purpose of Observations**: The purpose of conducting observations is to support the provider in continuous quality improvement by providing specific feedback after observations.

**How to prepare for an observation in advance**: In order to rate the facilitator fairly, it is important to familiarize yourself with the topics to be covered by reviewing the session outline in the relevant parenting manual if you are not already familiar with the curriculum. Try to gather the following information to fill in before the start of the observation on the observation tool. Note that on the observation tool, all of the items that can be completed in advance are in shaded boxes:

* Observer Name
* Date of Observation
* Site Name
* Facilitator Name- - if there is more than one facilitator, ask who should be considered the main facilitator. If there is no main facilitator identified, then choose one person to rate.
* Expected Start Time of Session
* Expected End Time of Session
* Expected Length of Session (This information is in the scope of services)
* Name of Curriculum
* Session #
* Topic to be covered- If you are not able to get the information in advance by consulting the curriculum or asking the provider, do your best to obtain the information based on the facilitator’s presentation (e.g. writing an agenda, verbal indication of what is to be covered). This information can also be verified later.

Examples of Session # and Topics:

* + Group Triple P: Session 3, Managing Misbehavior
  + Strengthening Families Program: Parent Session 4, Using Consequences
  + Nurturing Parenting Programs Session 3: Children’s Brain Development
  + Incredible Years Basic Preschool: Session 13, Ignoring Children’s Inappropriate Behavior
  + Parent Leadership Training Institute: Session 6, Learning How a Community Works
  + Step Up Miami: Session 6, Using Community Assets to Build Networks
* In what language is the group supposed to be conducted? Some groups might be bi-or tri- lingual, so multiple languages can be noted.
* List of recommended materials to be included- this may be found in the manual/ curriculum guide (more about this in detail below)
* Main points of the session as stated in the manual (more about this in detail below)
* Session activities as required by the manual (more about this in detail below)

1. Appropriate materials were provided to adequately conduct the session: Consult with the curriculum to find out if specific materials are listed (e.g. worksheets, handouts, toys, materials to make charts, etc...). Compare the list of recommended materials to be included, as you noted in the first box, with the materials that were observed to be used in the session and circle “yes” or “no” as indicated. A “No” rating on this question is not necessarily a deficiency on the facilitator’s part. There may be some extenuating circumstances that require that facilitator to deviate from the curriculum, such as difficulty with literacy or cultural appropriateness of certain materials. Therefore, it is important to confer any discrepancies with the facilitator in order to provide accurate notes.

**Parent Engagement**

1. How would you rate the quality of the relationship between the facilitator and the parents: Try to get a sense of the relationship between the facilitator and parents. Examples of things to look for are whether the parents seem to be happy to see the facilitator, whether they respond comfortably to the facilitator’s questions, whether the facilitator calls people by their name, is there mutual laughing and smiling in the group, and whether the facilitator seems to know some details about the parent’s lives.
2. How actively did the group participatein the discussions and exercises: Try to get a sense of whether the group really seemed engaged with the facilitator.

Examples:

* Parents are asking questions and making comments
* Parents actually complete an activity rather than having side conversations
* Parents elaborate on their responses
* Parents refrain from using their cell phones excessively (some cell phone use is expected)

1. Session was conducted (including the materials and video) in the language advertised. If the facilitator does not receive a “4” rating, please explain the summary comments: Rate the degree that the facilitator adhered to the language/s that was advertised by the agency.

**Content Coverage**

1. List Main Points of the session as explicitly stated in the manual: This information can typically be obtained from the evidence-based curriculum manual, session outline, or program guide that the facilitator uses. Sometimes the main points for the session are listed as take-away points for the parents (e.g. Nurturing Parenting Programs). If the key concepts or main points are written out as lengthy sentences, it is fine to shorten the sentence as long as it is still understandable (e.g. Incredible Years).

To the best of your ability rate how well the facilitator covered each topic. Within this rating, you will take into consideration how well the facilitator adhered to the curriculum content. It is necessary to know whether the curriculum requires that the facilitator complete certain activities in order to fully cover the content. For example, in some EBPs, in order to cover a main point, the facilitator should introduce the topic, play a video, and lead a discussion based on the video. Your highest rating should be reserved for a facilitator who completes all the necessary activities associated with a main point skillfully. If you are unable to rate for some reason, please write N/A and a brief explanation as to why you could not make the ratings (e.g. facilitator did not have explicit goals for the session, observer feels that he/she does not have the expertise to rate this particular session).

Examples of Main Points:

* Group Triple P Session 3:

1) Rationale for strategies for managing misbehavior

2) Ground rules, directed discussion, planned ignoring

3) Introduce clear, calm instructions and logical consequences

4) Quiet time and time out

5) Developing parenting routines

* Incredible Years Basic Preschool Session 13:

1) Importance of distractions coupled with ignore

2) Consistency and follow through by parents

3) Self-control and calm down strategies

4) Repeated learning trials

5) Use ignore techniques consistently and appropriately

6) Vending machine examples of behavior

7) Use ignore for selected behaviors such as whining, tantrums, and arguing

8) Fill up bank account with play, praise, and incentives

9) Selective attention

* Nurturing Parenting Programs Session 3:

1) Parents increase their understanding that children’s brains are shaped in the manner in which they are treated growing up.

2) Parents describe the importance of the “critical windows of brain development.”

3) Parents can describe three facts about the development of teen brains.

4) Parents can describe some of the differences between male and female brain functioning.

* Strengthening Families Session 4:

1. Understand why it’s important to stay calm and respectful
2. Learn to use small penalties for small problems
3. Learn to save large consequences for major problems

* PLTI Session 6 (Listed as Goals):

1. Understand what a community is
2. Know why it is important to look at both community assets and needs
3. See particular leadership skills as assets
4. Learn about the resilience of some children and families in the toughest communities

* Step Up Miami Session 6 (Usually found under Content of Training):

1. Causes of poverty
2. How a community can have an impact on poverty

Example of ratings:

In the Nurturing Program for Parents and their Infants, Toddlers, and Preschoolers, Session 13, the competencies are written as follows in the manual:

1. Parents can identify healthy ways to reduce stress

2. Parents can describe a plan to reduce personal stress

3. Parents practice healthy ways to reduce stress.

4. Parents understand strategies to help children learn to manage their behavior

5. Parent practice ways to help children manage their behavior.

Although 5 competencies are written only #s 1, 2, and 4 make sense for main points based on a review of the curriculum outline, since the other two points are written as practice activities (and are covered in homework). Following the curriculum guide, the manual expects facilitators to engage in several activities while discussing points 1 and 2 (write STRESS on a board, use psychodrama/self-report to discuss what stress feels like, discuss stressors, explain good and bad stress, eliciting parent contributions for each aspect, & present a DVD). In order to have the highest rating, the facilitator would need to at least attempt all of the activities that pertain to teaching parents about 1 and 2.

1. List session activities as required by the manual: Session activities consist of anything that is not presented in just a lecture or discussion format. Activities such as role-plays, video watching, brainstorming, small group exercises, and modeling. When rating video-clip watching, make sure you rate the facilitator on each clip separately for all programs except for IY and Triple P. For IY and Triple P, just rate all videos in one rating. It would be beneficial to obtain this information in advance by checking the manual. Most evidence-based curriculums have at least a general structure for the activities that should be completed at each session. If the manual does not specify activities, then just record and rate the activities as you observe them. If you are not able to get this information in advance, you can still rate each session activity by briefly describing the type of activity you are watching. You should go back to the manual after the observation to compare the activities that were conducted during session with the activities that were recommended from the manual in order to provide feedback to the facilitator if they skipped any of the activities. If there are no activities required by the curriculum please write N/A and explain.

Note that many of the manuals also include a suggested breakdown for the timing of each activity. For Incredible Years, although timings for each activity are not mentioned in the manual, the IY trainings suggest the following structure:

* 20-30 minutes: Home Assignment (start with positives and then move to discuss problems through problem solving with parents)
* 15-20 minutes: Collaboratively introduction topic (1-2 videos with discussion)
* 10-15 minutes: break
* 40-45 minutes: 4-7 videos with 2 practices
* 10-15 minutes: End of group (summarize the learning, set new goals with homework, explain hw/eval example)

Understanding the recommended structure of the sessions, with the suggested amount of time allotted for each activity will help inform your ratings. When making your ratings for each activity, consider whether the facilitator explained the instructions/expectations for the activity clearly, completed the activity, and had appropriate follow-through.

Examples:

* Group Triple P Session 3:

1. Exercise 1: Deciding on ground rules
2. Exercise 2: Ideas for using directed discussion
3. Exercise 3: Ideas for using planned ignoring
4. Exercise 4: Ideas for giving clear, calm instructions
5. Exercise 5: Choosing logical consequences
6. Exercise 6: Preparing to use quiet time
7. Exercise 7: Preparing to use time out
8. Exercise 8: Using the compliance routine
9. Exercise 9: Using the behavior correction routine
10. Exercise 10: Finalizing behavior charts

* Strengthening Families Session 4:

1. Activity 4.1 Listing small chores
2. Activity 4.2 Listing small privileges to remove
3. Activity 4.3 Using small chores and removing privileges
4. Activity 4.4 Staying Calm
5. Activity 4.5 Big Penalties for big problems

* Nurturing Parenting Programs Session 3:

1. Activity 3.2 Brainstorming

* Incredible Years Basic Preschool Session 13:

1. Handling Misbehavior Vignettes 1-19
2. Brainstorm benefits and barriers to ignoring
3. Brainstorm ways to stay calm
4. Brainstorm selective ignoring
5. Role Play/Practice Ignoring and Positive Self-talk
6. Role Play/Practice Selective Attention

* PLTI Session 6 (Listed as Activities in the PLTI manual):
  1. Community Assessment and Profiles
  2. Making a Neighborhood Drawing
  3. Our Gifts and Assets in the Community
* Step Up Miami Session 6 (Listed as Activities in the manual):
  1. Asset Mapping

1. How well did the facilitator discuss home activities/skills to be practiced/homework to be completed from the prior session: Most evidence-based curriculums have an expectation that parents/families will be trying out the strategies taught in session at home. Therefore, there is typically an expectation that the facilitator will at least inquire about how parents are doing with implementing the strategy. The facilitator does not have to mention “homework” specifically in order to count in this category. Any mention of implementing or trying out the skills at home counts for a rating. Keep in mind that the facilitator may mention home activities/skills at any point during the session. The quality of the facilitator’s discussion will influence the rating.

Examples:

* 1 rating-If the facilitator does not mention anything about practicing a skill or does not acknowledge that the parents may be practicing the skill at home, rate a score of “1.”
* 2 rating- The facilitator simply acknowledges that skills may be tried at home, but does not discuss any further and does not allow parents the opportunity to elaborate about their experiences.
  1. “So, I’m guessing many of you did not have time to complete the homework from last week”
  2. “I hope you were able to try to use the ignoring strategy that we discussed last session” (no further discussion or opportunity for parents to respond).
  3. “Last week we discussed coming up with house rules, did any of you do this with your children?” (facilitator just looks around for a yes/no, but does not discuss any further)
  4. “So last week we talked about how reading to your child could help her develop her language skills, have you had time to do that this week?” (Parent nods head, facilitator just says okay and moves on).
* 3 rating- The facilitator discusses the skills practiced at home, but has a limited discussion that does not include much trouble shooting or praise.
  1. “So, how many people were able to spend “special time” with their child this week?” (Waits for parents to indicate if they completed it or not). “So how did it go?” (Gives a few parents the opportunity to say how special time went, but does not offer any discussion or responses on the topic) “Okay, I’m glad that it went well for some of you.”
  2. “Did any of you have time to try the reading activity that we discussed last time?” (Some parents indicate that they have). “That’s great, I hope you found it valuable.” (no further mention of the activity).
  3. “I hope that some of you were able to try to use the ignoring strategy that we discussed last session” (some parents indicate yes). “Are any of you willing to share with us how the strategy did or didn’t work for your child?” (Allows several parents to share responses, but does not respond to the parents or allow parents to trouble shoot and respond to each other) “Okay, let’s move on to our topic for today.”
* 4 rating- The facilitator discusses the skills practiced at home, allows parents to ask questions about refining the skill, responds to parents about troubleshooting or allows parents to respond to each other. Offers specific praise for trying out the skills, acknowledges and offers support for parents who had difficulty with the skill or were not able to complete the activity.
  1. So, how many people were able to spend “special time” with their child this week?” (Waits for parents to indicate if they completed it or not). “So how did it go?” (Gives a few parents the opportunity to say how special time went, some parents indicated having difficulty finding time to do it every day) “First of all, I want to say that it’s really great that you all tried the activity, I’m sure your children really appreciated your time. I know that some people with their challenging schedules may have had difficulty finding a good time to spend special time with their child, did any other parents run into this difficulty? “If so, can you offer any advice that may make it easier to do special time?” (Allows parents to offer their feedback) “Thank you, you all offered some really creative tips.”
  2. “Did any of you have time to try the reading activity that we discussed last time?” (Some parents nod). “That’s great, how did your kids respond to you when you read to them?” (A parent volunteers to say that the child seemed to like the activity) “What do you think it meant for your child that he had some of your undivided attention?” (Parent states that child probably found it special to have her all to himself and it may have encouraged his interest in reading) “Did anyone else’s children have the same positive reaction to reading? (Allows some parents to respond) “And what did it mean for you to have some dedicated special time with your child?” (Allows parents to respond).
  3. “I hope that some of you were able to try to use the ignoring strategy that we discussed last session” (some parents indicate yes). “Are any of you willing to share with us how the strategy did or didn’t work for your child?” (Allows several parents to share responses, some parents indicated difficulty using this strategy in public) “Sure, it can be challenging to ignore your child’s tantrums in public, especially if other people are giving your child attention! Does anyone have ideas on how to deal with this?” (Allows parents to troubleshoot with each other).

1. How well did the facilitator discuss homework or home activities to complete for the next session: The facilitator does not have to mention “homework” specifically in order to count in this category. Any mention of implementing, practicing, or trying out the skills at home counts for a rating. Keep in mind that the facilitator may mention home activities/skills at any point during the session. The quality of the facilitator’s discussion will influence the rating.

Examples:

* 1 rating- Facilitator forgets or does not mention that the skills discussed should be practiced at home or at least tried at home.
* 2 rating- Facilitator just mentions a reminder to complete the home skills/practice skills at home with no further elaboration or discussion.
  + “Remember, try it out at home”
  + “Let me know how it goes next week with the ignoring strategy”
  + “Don’t forget to try the homework”
* 3 rating- Facilitator specifies skills to practice at home, but does not offer additional discussion or allow parents to ask questions.
  + “Remember try doing special time at home with your child. It is suggested to do special time for 15 minutes, but if it’s hard to find 15 minutes, do your best with the time that you have. If you can’t do it every day, that’s fine, just give it a try and let me know how it goes next week.”
  + “So, next week, pick one or two behaviors that you want to reduce in your child, as we discussed earlier in the session. Use the ignoring strategy to reduce these problem behaviors during the week. With ignoring, it is important to stay consistent, so it may be easier to just start with one mild behavior issue. As adults, it can be hard to stay calm while using this strategy, so remember to take a look at the strategies to stay calm worksheet that we completed to help you out.”
* 4 rating- Facilitator specifies the skills to practice at home, allows parents to ask questions, and allows additional discussion, such as anticipating the child’s reactions and troubleshooting.
  + “Remember, try doing special time at home with your child. It is suggested to do special time for 15 minutes, but if it’s hard to find 15 minutes, do your best with the time that you have. If you can’t do it every day, that’s fine, just give it a try and let me know how it goes next week.” (Parent asks what to do if child misbehaves during special time). “That’s a good question; it can definitely happen that children will misbehave during special time. Maybe you can try some of the other strategies that we’ve discussed before, such as setting ground rules for special time or ignoring the child during misbehavior and paying attention again when she is behaving well.”
  + “So, next week, pick one or two behaviors that you want to reduce in your child, as we discussed earlier in the session. Does anyone have any behaviors in mind already?” (Allows parents to offer their input). “Yeah, those are good behaviors to start with. Use the ignoring strategy to reduce these problem behaviors during the week. With ignoring, it is important to stay consistent, so it may be easier to just start with one mild behavior issue. As adults, it can be hard to stay calm while using this strategy. Does anyone have suggestions as to what to do if you start losing your cool?” (Allows parents to offer input). “Those are great suggestions; it looks like you are all prepared to try this out during the week.”

**Facilitator Skills and Attributes**

1. Demonstrated knowledge about the topics presented - Rate the degree to which facilitator demonstrated knowledge about the topics. For example, some facilitators are so comfortable with the material that they are able to provide examples that are relevant to the group members rather than only sticking with examples provided in a manual. A facilitator that is really knowledgeable will also be able to explain or present topics in different ways to ensure that parents are able to understand the material (e.g. in addition to verbally presenting the material, the facilitator may draw a diagram or picture to illustrate a concept).
2. Demonstrated ability to integrate own or parents’ experiences in session content - Rate the degree to which facilitator is able to make the session content relevant and personal by referring to his/her own experiences or the parent’s experiences.

Examples:

* When discussing the ignoring strategy, the facilitator discusses how her own child escalated his tantrum the first time she used ignoring, but after subsequent days, the child realized that the tantrum was not effective in getting attention.
* When discussing the topic of positive behavior charts, the facilitator remembers that several parents mentioned that their children enjoyed the movie “Despicable Me” and suggests that parents could make their positive behavior chart consistent with the theme of the movie to increase buy-in from their children.

1. Praised parents throughout the session: Consider the quality and frequency of praise when rating this question. High quality praise consists of specific, genuine, praise delivered in an appropriate tone of voice. The highest level rating should be reserved for people who praise a variety of parents, continuously throughout the session, with high quality praise.
2. Was able to manage the group dynamic/ behavior - Rate the degree to which facilitator is able to keep adequate control of the group. For example, the facilitator does not allow one parent to dominate the group, or the facilitator is able to manage the group when several parents do not agree with the strategies or seem to have difficulty with the strategies. The facilitator is also able to bring the group back on task efficiently after completing small group exercises or taking breaks. The facilitator appears to gracefully handle any disruptions (e.g. interruptions from parents, or cell phones ringing). The facilitator also makes an effort to draw out the quieter people in the group.
3. Was able to handle parents’ questions - Rate the degree to which the facilitator is able to answer parent’s questions thoroughly. In your rating, also think about the facilitator’s style in answering questions such as a non-defensive style that allows parents to feel comfortable when asking questions. In addition, take into account the facilitator’s clarity and accuracy in answering questions.
4. Asked open ended questions: Open ended questions are statements made by the facilitator that encourage parents to respond with more than a one-word response. Open-ended questions are opposed to close-ended questions, which can be answered with one word (e.g. Does anyone use corporal punishment? How many times have you checked your child’s homework this year?). Here are some examples of open-ended questions:

* “*What are different punishment strategies that you use with your children*”
* “*Tell me what you would do in a similar situation*”
* *“What was it like the first time your child was called into the principal’s office?”*
* *“How can we show our children that we appreciate them?”*

**Overall Ratings:**

15-17. Consider the session as a whole when you rate the facilitator on this section. If the facilitator does not receive the highest rating, please indicate your suggestions and feedback in narrative section. Even if the facilitator receives the highest rating, you may offer feedback that will enhance the session.

**Summary Comments**

This section is a place for you to elaborate on anything positive, negative, or unusual about the observed session. In addition, please include in your notes if you observed any significant deviations from the curriculum/guide/manual (e.g. session length, or content deviations) or any derogatory or biased language.

When writing comments at the end of each section, please keep in mind the following tips:

* Avoid repeating the item in your comment
* Justify your ratings by writing your “evidence.” Evidence is something that you either saw or heard during the observation that you took into account for your rating.

|  |  |
| --- | --- |
| Avoid: | Do: |
| Facilitator was very knowledgeable | Facilitator presented information in a variety of ways, and accurately represented concepts using easy-to-understand language |
| Parent engagement was excellent. The facilitator was very warm and had good rapport. | The facilitator was warm and there was clearly a good relationship as evidenced by mutual smiling, and joking. In addition, the facilitator obviously knew everyone’s names and was familiar with their family situations. |
|  |  |

* As much as possible, make sure your written comments pertain only to the specific section that you are writing about.

Example of a comment written in the Parent Engagement Section:

Facilitator was welcoming and warm with the parents. There was mutual smiling and laughing throughout session. However, the facilitator did not seem to specifically engage or encourage quieter parents to participate. In addition, the role-play and sub-group activities were rushed, resulting in an early end time for the session.

The last highlighted sentence fits better in the “Content Coverage” commentary section.

**Notes for Specific Curricula:**

Parent to Parent group sessions:

* Session #: N/A
* List of Recommended Materials: N/A
* Content Coverage: Skip entire section and rate as N/A

Families and Schools Together (FAST):

Please note that FAST’s emphasis is teaching through modeling and coaching. As specified below, several questions are N/A. Also, there are 4 FAST team members that facilitate the session. These team members are all equal, so just decide in advance which person you will rate.

* 5. Content Coverage is N/A
* 6. Most FAST sessions will include all of the same activities. Observers should rate the following activities separately:
  + FAST Hello
  + FAST Song/Music
  + Scribbles
  + Feeling Charades
  + Special Play
* 7 & 8 HW is N/A
* 9. Demonstrated knowledge about the topics presented- N/A
* 14. Asked open-ended questions- N/A