**PEER EVALUATION FORM**

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| **Leader Group Process Skills** | **Comments** |
| 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 other’s 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 |  |
| 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 |  |
| Uses humor and fosters optimism |  |
| Normalizes problems when appropriate |  |
| Validates and supports parents’ feelings (reflective statements) |  |
| Shares personal experiences when ap- propriate |  |
| 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 |  |
| 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 meta- phots to explain theories or concepts |  |
| Uses videotape examples efficiently and strategically to trigger group discussion |  |
| Uses role play and rehearsal to rein- force learning |  |
| Review homework and gives feedback |  |
| Uses modeling by self or other group members when appropriate |  |
| Parents appear comfortable and in- volved in session |  |
| Parents complete homework, ask ques- tons and are active participants |  |
| Parents complete positive evaluations of sessions |  |