



The Center for Divorce Education

92 Van Ness Avenue
Ashland, OR 97520

Facilitator Self-Monitoring Tool

- Required paperwork filled out including assessment measures. Yes ___No___
- Importance of homework and need for skill-practice explained. Yes ___No___
- CIB workbooks distributed. Yes ___No___
- Home practice assigned. (if conducted in multiple sessions) Yes ___No___
- Handouts distributed. Yes ___No___
- Estimated percentage of planned content covered: _____
- Rate your success at establishing credibility with most of the parents:
Very High___ High___ Medium___ Low___ Very Low___
- Rate the overall amount of parental resistance you observed:
Very High___ High___ Medium___ Low___ Very Low___
- Rate your success at dealing with parental resistance:
Very High___ High___ Medium___ Low___ Very Low___
- List several methods you used to deal with resistance:

- Did you keep discussion directed towards being present-focused and action- oriented?

- Did you reframe negative comments about spouses, family members, etc. with more positive interpretations?



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- Did you establish the rationale for parent skill training to decrease parental defensiveness?

- Did you give parents recognition for their input to discussions?

- Did you acknowledge and also reframe parental statements of hopelessness into statements that communicate change is possible?

- Did you use role-plays demonstrating recommended skills? If yes, was it useful or could something have been improved?



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Co-Leader or Supervisor Feedback Form

Engagement and interpersonal skills of the Leader:

1. Demonstrated the ability to establish rapport with each member of the group:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

2. Encouraged and elicited discussion from all group members:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

3. Communicated optimism that parents' efforts can lead to productive change:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

4. Communicated encouragement and support:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

5. Listened well and was responsive to parents' discussions and concerns:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

6. Used humour effectively:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

7. Displayed cultural sensitivity:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.



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Group Management Skills of the Leader:

1. Followed an agenda and made good use of pacing and timing:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

2. Established ground rules for group:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

3. Prevented and managed resistance:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

4. Prevented and managed conflict:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

5. Reframed negative interpretations of other people's motives:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

6. Was able to interrupt unhelpful discussion in a non-critical way and refocused on core content emphasizing a positive perspective:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

7. Please comment on the nature and severity of management difficulties presented with this group:



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Teaching and Group Leader Skills the Leader:

1. Was well prepared for the group:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

2. Emphasized the importance of home practice assignments and reviewed assignments in class:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

3. Demonstrated broad knowledge of the content covered in the session:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

4. Provided the rationale for the skills taught:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

5. Taught without lecturing or being authoritarian and used teaching methods that engaged parents in the process of learning:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

6. Avoided teaching in connection with confrontation. Communicated support when providing corrections:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

7. Connected parent-initiated discussion to principles taught in course:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.



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8. Made use of role-plays. Broke information into teachable units. Clearly described and demonstrated skills. Prompted parents and praised effort:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

9. Explained problems parents may encounter when using skills:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.

10. Summarized group discussion:

Not at all	Somewhat	Moderately	Fairly often	Very often
1.	2.	3.	4.	5.