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| **Facility/Program:** | | |  | | | | | | | | **Group Session Date:** |  | |
| **Starting Time:** | | **am**  **pm** | | | | **Ending Time:** | **am  pm** | | | **Number of Participants Attending:** | | |  |
| **Observer Name & Title:** | | | |  | | | | | | | | | |
| **Facilitator Name & Title:** | | | |  | | | | | | | | | |
| **Co-Facilitator Name & Title:** | | | | |  | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Lessons Covered Today (enter “X” below):** | | | | | | | | | | | | | | |
|  | 1. Introduction and Overview | | | | | | |  | 1. Responding to Anger | | | | | |
|  | 1. Active Listening | | | | | | |  | 1. Negotiating | | | | | |
|  | 1. Asking Questions | | | | | | |  | 1. Introduction to Problem Solving | | | | | |
|  | 1. Giving Feedback | | | | | | |  | 1. Stop and Think | | | | | |
|  | 1. Knowing Your Feelings | | | | | | |  | 1. State the Problem | | | | | |
|  | 1. Thinking Controls Our Behavior | | | | | | |  | 1. Set a Goal and Gather Information | | | | | |
|  | 1. Pay Attention to Our Thinking | | | | | | |  | 1. Practice Problem Solving Skills 103 | | | | | |
|  | 1. Recognizing Risk | | | | | | |  | 1. Think of Choices And Consequences | | | | | |
|  | 1. Use New Thinking | | | | | | |  | 1. Make a Plan | | | | | |
|  | 1. Thinking Check In | | | | | | |  | 1. Do and Evaluate | | | | | |
|  | 1. Understanding the Feelings of Others | | | | | | |  | 1. Problem Solving- Application | | | | | |
|  | 1. Making a Complaint | | | | | | |  | 1. Next Steps | | | | | |
|  | 1. Apologizing | | | | | | |  |  | | | | | |

***Please use this scale to rate what you observed during this session and or the appropriate column (N/A = Not Applicable):***

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| --- | --- | --- | --- | --- |
| **Not At All** | **Poorly** | **Adequately** | **Well Done** | **Very Well Done** |
| **1** | **2** | **3** | **4** | **5** |

|  | **N/A** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| **Section A: Mechanics of Lesson** |  |  |  |  |  |  |
| 1. Reviewed homework |  |  |  |  |  |  |
| 1. Modeled new skill |  |  |  |  |  |  |
| 1. Role-plays |  |  |  |  |  |  |
| 1. Feedback on role-plays |  |  |  |  |  |  |
| 1. New homework assigned |  |  |  |  |  |  |
| 1. New homework explained |  |  |  |  |  |  |
| 1. Covered all activities in the lesson |  |  |  |  |  |  |
| 1. Met stated lesson objectives |  |  |  |  |  |  |
| **Section B: Experiential Component of Lesson** |  |  |  |  |  |  |
| 1. Lesson preparation (materials on hand, charts, overheads and skill cards prepared, lesson well-planned) |  |  |  |  |  |  |
| 1. Comfort level teaching lesson. |  |  |  |  |  |  |
| 1. Simplicity (no unnecessary complications and used terms youth understand) |  |  |  |  |  |  |
| 1. The facilitator demonstrated knowledge of the content presented. |  |  |  |  |  |  |
| 1. The co-facilitator demonstrated knowledge of the content presented. |  |  |  |  |  |  |
| 1. The facilitator practiced and displayed a completely objective point of view to answers offered by group members. |  |  |  |  |  |  |
| 1. The co-facilitator practiced and displayed a completely objective point of view to answers offered by participants. |  |  |  |  |  |  |
| 1. The facilitator demonstrated effective platform skills (body language, tone of voice, facial expression, eye contact). |  |  |  |  |  |  |
| 1. The co-facilitator demonstrated effective platform skills (body language, tone of voice, facial expression, eye contact). |  |  |  |  |  |  |
| 1. The facilitator kept participants interested. |  |  |  |  |  |  |
| 1. The co-facilitator kept participants interested. |  |  |  |  |  |  |
| 1. The facilitator conveyed enthusiasm and a belief in the material presented. |  |  |  |  |  |  |
| 1. The co-facilitator conveyed enthusiasm and a belief in the material presented. |  |  |  |  |  |  |
| 1. The facilitator interacted effectively with the participants. |  |  |  |  |  |  |
| 1. The co-facilitator interacted effectively with the participants. |  |  |  |  |  |  |
| 1. Reinforcement given to participants was commensurate with performance quality. |  |  |  |  |  |  |
| 1. The session was well paced. |  |  |  |  |  |  |
| 1. Visual aids were used to support the presentation and clarify concepts. |  |  |  |  |  |  |

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| **Section C: Overall** | |  |  | |  |  | |  |  |
| 1. Were there any behavior management issues during this session? | | | | **Yes** | | | **No** | | |
| If yes, how were they handled? | | | |  | | |  | | |
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| 1. Facilitator’s self-evaluation and ideas for improvement: | | | |  | | |  | | |
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| 1. Co-facilitator’s self-evaluation and ideas for improvement: | | | |  | | |  | | |
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| 1. Observer’s feedback and recommendations: | | | |  | | |  | | |
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| Observer’s Feedback and Recommendations Received: |  | | | | | | | | |
|  | (Facilitator’s Signature and Date) | | | | | | | | |
|  |  | | | | | | | | |
|  |  | | | | | | | | |
|  | (Co-Facilitator’s Signature and Date) | | | | | | | | |

Original: PTA Program Administrator