



Parenting with Love and Limits®
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PLL GROUP CONTENT IPR'S

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IPR Video Supervision

PLL Group#1 – CONTENT IPR MEASURE

Therapist's Name:							
Co-Facilitator's Name							
Date of IPR Review:							
Number of Video IPR Measure Checks for this PLL Group Session:							
KEY COMPONENTS							
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency		
Group #1: Hour One							
1. Did the group leader play the "Top Answer" Game as directed in the Group Manual?			0 No	1 Yes			
<i>PROCESS: How well did the group leader integrate usage of self to get the group engaged (i.e. humor, high energy, etc.)?</i>			Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
2. Did the group leader provide an overview of the Six Groups?			0 No	1 Yes			
3. Did the group leader elicit responses from the group regarding their theories on "why teens misbehave"?			0 No	1 Yes			
<i>PROCESS: How well did the group leader elicit responses from the group (i.e. use of names, sticking and moving, providing safe atmosphere, etc.)?</i>			Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
4. Did the group leader teach <u>all 6 reasons</u> why teens misbehave?			0 No	1 Yes			
5. Did the group leader emphasize the importance of reading the PYOCT book in a playful but emphatic manner-using the script dialogue?			0 No	1 Yes			
<i>PROCESS: How well did the group leader integrate usage of self into the presentation (i.e., personal examples, stories, humor, voice inflection, etc.)?</i>			Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
6. Did the group leader show each of the video clips, use power point slides, the flip chart, and parent/teen workbooks as directed in the Group Manual for Hour One?			0 No	1 Yes			
<i>PROCESS: How well did the group leader demonstrate Choreographic integration with props, group materials and technology?</i>			Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5

Group #1: Hour Two "Parent Breakout"					
7. Did the group leader ask the key Venting Question – "What was one of your worst nightmares you've had to go through with your teenager?"		0 No	1 Yes		
PROCESS: How well did the group leader elicit and respond to the group's feedback (verbal and/or non-verbal cues, and provide emotional and factual linkages to build group cohesiveness, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
8. Did the group leader ask the two key Solution-Talk Questions – "With everything you have gone through, what keeps you from throwing in the towel?" and "When I get to know you better, what qualities and strengths will I come to admire about you?"		0 No	1 Yes		
PROCESS: How well did the group leader elicit and respond to the group's feedback (verbal and/or non-verbal cues, and provide emotional and factual linkages to build group cohesiveness, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
9. Did the group leader give compliments to each parent in the group?		0 No	1 Yes		
10. Did the group leader use the rubber band to help each parent express their stress levels with their teenager and share the animal analogy to move parents into contemplation regarding their commitment to the program?		0 No	1 Yes		
11. Did the group leader give the homework reading assignment from the PYOCT paperback book?		0 No	1 Yes		
12. Did the group leader cover the Glass Half-Full/Half-Empty section and write parents' self-ratings on the flip chart?		0 No	1 Yes		
13. Did the group leader elicit feedback from the parents regarding "what was most helpful" in the group session?		0 No	1 Yes		
14. Did the group leader utilize the Parent Workbooks and flip chart as directed in the Group Manual for Hour Two?		0 No	1 Yes		
Group #1: Hour Two "Teen Breakout"					
15. Did the group leader ask the teens the key Venting question – "What do your parents or teachers do or say that gets on your nerves"?		0 No	1 Yes		
PROCESS: How well did the group leader elicit and respond to the group's feedback (verbal and/or non-verbal cues, and provide linkages to build group cohesiveness, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
16. Did the group leader role play with at least one teen to demonstrate understanding of "how rough" the teen has it?		0 No	1 Yes		
PROCESS: How well did the group leader demonstrate a smoothness or flow of delivery of the group material with a natural segue into the role play?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5

17. Did the group leader review what other teens have said their parents do to get on their nerves and how other teens have said they would like the group leader to “go to bat” for them with their parents (questions #1 and #2)?	0 No	1 Yes			
18. Did the group leader review the “golden questions” (questions #3 and #4) with the teens and write their responses on the flip chart?	0 No	1 Yes			
PROCESS: How well did the group leader elicit and respond to the group’s feedback (verbal and/or non-verbal cues, and provide linkages to build group cohesiveness, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
19. Did the group leader use the rubber band to help each teen express their stress levels with their parents?	0 No	1 Yes			
20. Did the group leader use the analogy with the rubber band to illustrate how decreasing stress results in closeness between the teen and their parent?	0 No	1 Yes			
21. Did the group leader give compliments to each teenager in the group?	0 No	1 Yes			
22. Did the group leader use the Teen Workbooks?	0 No	1 Yes			

Rating:

Content = 22 total domains = 22 points (Content weighted as 70% of overall rating)

Process = 9 domains = 45 points (Process weighted as 30% of overall rating)

PLL Supervisor’s Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement

IPR Video Supervision

PLL Group#2 – CONTENT IPR MEASURE

Therapist's Name:										
Co-Facilitator's Name										
Date of IPR Review:										
Number of Video IPR Measure Checks for this PLL Group Session:										
KEY COMPONENTS										
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency					
Group #2: Hour One										
1. Did the group leader ask which parents did their reading assignment, get feedback from them, and give out stickers or provide some type of reward/incentive?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
2. Did the group leader utilize the rubber band to introduce "Button Pushing"?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
3. Did the group leader emphasize how button pushing occurs - using the "Toys-R-Us" story in the Group Manual script?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
4. Did the group leader read through the Top 10 Parent Hot Buttons aloud to the group?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
5. Did the group leader read through the Top 8 Teen Hot Buttons and briefly define each one?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
6. Did the group leader help each parent/teen dyad to identify the Parent's Top 3 Hot Buttons and the Teen's Top 3 Hot Buttons?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
PROCESS: How well did the group leader integrate usage of self and props to facilitate smoothness and clarity during the exercise (i.e. humor, playfulness, use of flipchart for competition, different color post-it notes for Parent versus Teen Hot Buttons, etc)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					
7. Did the group leader use an inner circle parent and teen to demonstrate in a role play what button pushing looks like in action?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
PROCESS: How well did the group leader set up the Button Pushing Role Play? (clear instructions of everyone's roles, connection to the parent/child's specific buttons, group vote of who will win, explanation of purpose of "Age Dropping" flash cards, quick explanation of recent argument to role play)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					
PROCESS: How well did the group leader facilitate the Button Pushing Role Play (role play kept short, group leader making first move by pushing a parent button, use of "Age Dropping" cards, high energy, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					

8. Did the group leader teach why no one really won the “Button Pushing” game by demonstrating the dance moves that were made during the role play?	0 No	1 Yes			
9. Did the group leader emphasize the two critical points – “Arguments are not won based on who is bigger...Arguments are won based on who controls the mood better”?	0 No	1 Yes			
10. Did the group leader show each of the video clips, use power point slides, the flip chart, and parent/teen workbooks as directed in the Group Manual for Hour One?	0 No	1 Yes			
PROCESS: How well did the group leader demonstrate choreographic integration with props, group materials and technology?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
Group #2: Hour Two “Parent Breakout”					
11. Did the group leader teach all 5 Button Busters?	0 No	1 Yes			
12. Did the group leader assist each parent in identifying an Unpredictable Assignment that they would commit to doing with their teenager before the next group session?	0 No	1 Yes			
PROCESS: How well did the group leader inspire each parent to do an Unpredictable Assignment (use of props, use of scaling, pairing up parents, use of humor, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
13. Did the group leader give the homework reading assignment from the PYOCT paperback book?	0 No	1 Yes			
14. Did the group leader elicit feedback from the parents regarding “what was most helpful” in the group session?	0 No	1 Yes			
15. Did the group leader show each of the video clips, use power point slides, the flip chart, and parent workbooks as directed in the Group Manual for Hour Two?	0 No	1 Yes			
PROCESS: How well did the group leader demonstrate choreographic integration with props, group materials and technology?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
Group #2: Hour Two “Teen Breakout”					
16. Did the group leader explain a few reasons why parents may push their teenager’s buttons by looking at the “underlying motives on p.9 in the Teen Workbook?	0 No	1 Yes			
17. Did the group leader explain the Button Buster Filters?	0 No	1 Yes			
18. Did the group leader role play with a teen to demonstrate one or two Button Filters?	0 No	1 Yes			

PROCESS: How well did the group leader set up the role play and integrate usage of self (i.e. humor, drama, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
19. Did the group leader assist each teen in identifying an Unpredictable Assignment that they would commit to doing with their parent before the next group session?		0 No		1 Yes	
PROCESS: How well did the group leader inspire each teen to do an Unpredictable Assignment (use of props, use of scaling, use of humor, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
20. Did the group leader use the Teen Workbooks?		0 No		1 Yes	

Rating:

Content = 20 total domains = 20 points (Content weighted as 70% of overall rating)

Process = 8 domains = 40 points (Process weighted as 30% of overall rating)

PLL Supervisor’s Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement

IPR Video Supervision

PLL Group#3 – CONTENT IPR MEASURE

Therapist's Name:						
Co-Facilitator's Name						
Date of IPR Review:						
Number of Video IPR Measure Checks for this PLL Group Session:						
KEY COMPONENTS						
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency	
Group #3: Hour One						
1. Did the group leader ask which parents did their reading assignment and which parent/teen did their Unpredictable Assignment and get feedback from them, and give out stickers or provide some type of reward/incentive?		0 No				1 Yes
2. Did the group leader poll parents to see who has a detailed written contract?		0 No				1 Yes
3. Did the group leader teach the 5 Reasons parents are defeated by their teenager when they do not have an "Ironclad Contract"?		0 No				1 Yes
<i>PROCESS: How well did the group leader use Regina's contract to move parents into contemplation around why their previous efforts at contracting or setting rules have not worked (playfully engaging both parents and teens in finding Regina's loopholes, use of power point to demonstrate Regina's loophole free contract)?</i>		Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
4. Did the group leader show each of the video clips, use power point slides, the flip chart, and parent/teen workbooks as directed in the Group Manual for Hour One?		0 No				1 Yes
<i>PROCESS: How well did the group leader demonstrate choreographic integration with props, group materials and technology?</i>		Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
Group #3: Hour Two "Parent Breakout"						
5. Did the group leader explain to the parents why it is important to get input from their teenagers on their contracts?		0 No				1 Yes
6. Did the group leader help each parent identify the top 3 problems they want their teenager to change and rank them using the "four-question test"?		0 No				1 Yes
<i>PROCESS: How well did the group leader convert the parents' top 3 problems into concrete categories in real time?</i>		Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5

7. Did the group leader demonstrate how to convert a problem/complaint into an ironclad rule by referring to page 27 in the Parent Workbook?	0 No	1 Yes			
8. Did the group leader use an "inner circle" parent to convert their #1 problem/complaint into an ironclad rule?"	0 No	1 Yes			
PROCESS: How well did the group leader help the "inner circle" parent convert their #1 problem into an ironclad rule (i.e. use of a sample contracts, use of the outer circle, throwing out suggestions, sticking and moving)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
9. Did the group leader emphasize the need to go back to "Old School" around the topic of needing a village to raise a child?	0 No	1 Yes			
10. Did the group leader poll the group for who would be willing to help each other and be a part of their village?	0 No	1 Yes			
11. Did the group leader assist the parents in identifying potential villagers by considering their "Playing Field and Potential List of Helpers?"	0 No	1 Yes			
12. Did the group leader conduct role plays to demonstrate <u>how not to ask</u> for help and <u>how to ask</u> for help?	0 No	1 Yes			
PROCESS: How well did the group leader integrate usage of self into the role plays (high energy, humor, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
13. Did the group leader give the homework reading assignment from the PYOCT paperback book?	0 No	1 Yes			
14. Did the group leader elicit feedback from the parents regarding "what was most helpful" in the group session?	0 No	1 Yes			
15. Did the group leader show each of the video clips, use power point slides, the flip chart, and parent workbook as directed in the Group Manual for Hour Two?	0 No	1 Yes			
PROCESS: How well did the group leader demonstrate choreographic integration with props, group materials and technology?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
Group #3: Hour Two "Teen Breakout"					
16. Did the group leader poll the teens to see if they have ever had input into their rules, rewards or punishments?	0 No	1 Yes			
17. Did the group leader help the teens to identify the top 3 problems their parents want them to stop doing and the top 3 problems they want their parents to stop doing?	0 No	1 Yes			

18. Did the group leader help the teens to identify their top 3 rewards they would like if they stopped doing the #1 problem their parents want them to stop?	0 No	1 Yes			
19. Did the group leader role play with the teen(s) to teach the Art of Negotiation?	0 No	1 Yes			
PROCESS: <i>How well did the group leader integrate usage of self into the role plays (high energy, humor, etc.)</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
20. Did the group leader use the Teen Workbooks?	0 No	1 Yes			

Rating:

Content = 20 total domains = 20 points (Content weighted as 70% of overall rating)

Process = 7 domains = 35 points (Process weighted as 30% of overall rating)

PLL Supervisor’s Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement

IPR Video Supervision

PLL Group#4 – CONTENT IPR MEASURE

Therapist's Name:					
Co-Facilitator's Name					
Date of IPR Review:					
Number of Video IPR Measure Checks for this PLL Group Session:					
KEY COMPONENTS					
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency
Group #4: Hour One & Two "Parent Breakout"					
1. Did the group leader ask which parents did their reading assignment, get feedback from them, and give out stickers or provide some type of reward/incentive?	0 No			1 Yes	
2. Did the group leader show the 4 minute video clip (The Ideal Contract), pausing it periodically to emphasize the elements of writing an ironclad contract?	0 No			1 Yes	
3. Did the group leader have the rule and contract outline pre-drawn on the flip chart?	0 No			1 Yes	
4. Did the group leader review with the group why the rule drafted with the inner circle parent in the previous group is ironclad?	0 No			1 Yes	
PROCESS: How well did the group leader stick and move to avoid brainstorming while reviewing what makes the rule ironclad?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
5. Did the group leader help the inner circle parent identify the Top 10 Areas their teenager cares about and write them on the flip chart?	0 No			1 Yes	
6. Did the group leader reveal the Top 3 Rewards the inner circle parent's teenager identified in the previous Teen Breakout (Group 3) and write on the flip chart (or if applicable, did the group leader assist the parent in hypothesizing what their teenager would choose for rewards)?	0 No			1 Yes	
7. Did the group leader emphasize the importance of the "privileges versus rights" concept?	0 No			1 Yes	
8. Did the group leader help the inner circle parent identify daily and bonus rewards for the rule?	0 No			1 Yes	
PROCESS: How well did the group leader help the inner circle parent identify the rewards (i.e. use their Top 3 areas, stick and move to avoid brainstorming, use sample contracts, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5

<p>9. Did the group leader help the inner circle parent identify consequences for the rule?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>PROCESS: How well did the group leader help the inner circle parent identify the consequences (i.e. explain the hierarchy of offenses, use their Top 3 areas, stick and move to avoid brainstorming, use sample contracts, emphasize consequences start over each week)</p>	<p style="text-align: center;">Extremely Poor 1</p> <p style="text-align: center;">Poor 2</p> <p style="text-align: center;">Average 3</p> <p style="text-align: center;">Well 4</p> <p style="text-align: center;">Extremely Well 5</p>
<p>10. Did the group leader emphasize to the entire group that their teenagers will not go down without a fight and that this is normal?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>11. Did the group leader help the inner circle parent identify <u>only one</u> possible classic move their teenager might make to attempt to derail the contract and write it and the solution on the flip chart?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>12. Did the group leader help the inner circle parent storyboard the Rule (i.e. identify which classic moves the teen might make and what countermoves the parent will make)?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>PROCESS: How well did the group leader storyboard the rule (i.e. stick and move by making suggestions, writing the parent's specific countermoves on the flip chart, utilizing the outer circle, etc.)?</p>	<p style="text-align: center;">Extremely Poor 1</p> <p style="text-align: center;">Poor 2</p> <p style="text-align: center;">Average 3</p> <p style="text-align: center;">Well 4</p> <p style="text-align: center;">Extremely Well 5</p>
<p>13. Did the group leader role play with the inner circle parent each classic move and countermove identified and written on the flip chart around the Rule?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>PROCESS: How well did the group leader role play the countermoves for the rule with the inner circle parent (i.e. follow the 5 rules of thumb: success first, therapist plays the teen, rehearse each countermove, freeze quickly, switch places if needed; and rate parent's "battle readiness")</p>	<p style="text-align: center;">Extremely Poor 1</p> <p style="text-align: center;">Poor 2</p> <p style="text-align: center;">Average 3</p> <p style="text-align: center;">Well 4</p> <p style="text-align: center;">Extremely Well 5</p>
<p>14. Did the group leader remind the inner circle parent not to share any part of the contract with their teenager yet?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>15. Did the group leader give the homework reading assignment from the PYOCT paperback book?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>16. Did the group leader elicit feedback from the parents regarding "what was most helpful" in the group session?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>17. Did the group leader use the power point slides, the flip chart, and parent workbooks as directed in the Group Manual?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>PROCESS: How well did the group leader demonstrate choreographic integration with props, group materials and technology?</p>	<p style="text-align: center;">Extremely Poor 1</p> <p style="text-align: center;">Poor 2</p> <p style="text-align: center;">Average 3</p> <p style="text-align: center;">Well 4</p> <p style="text-align: center;">Extremely Well 5</p>
<p>Group #4: Hour One & Two "Teen Breakout"</p>	
<p>18. Did the group leader assist each teenager in completing a Positive Parent Report for their parent(s) in the other room?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>

PROCESS: How well did the group leader assist each teenager in writing their PPR (i.e. sell it as a “secret weapon” to soften up their parents, use of magnifying glass to illustrate how to find “small things”, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
19. Did the group leader prepare each teen for delivery of their PPR by reviewing the three things to watch out for?		0 No		1 Yes	
20. Did the group leader get a commitment from each teenager to give one Positive Parent Report a day before the next group session		0 No		1 Yes	
PROCESS: How well did the group leader inspire each teen to give one PPR a day before the next group session (use of scaling, giving creative ideas for giving the PPR, etc)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
21. Did the group leader get responses from the teenagers to the question – “What do your parents have to start doing differently to make you want to act better?”		0 No		1 Yes	
22. Did the group leader help the teens identify a consequence that would work with them?		0 No		1 Yes	
PROCESS: How well did the group leader help the teens identify effective consequences (integrate use of self, nonchalant demeanor, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
23. Did the group leader use the Teen Workbooks?		0 No		1 Yes	
Group #4: Hour Two “Delivery of Positive Parent Report”					
24. Did the group leader direct each teenager and parent dyad to the inner circle, one at a time, to deliver their Positive Parent Report?		0 No		1 Yes	

Rating:

Content = 24 domains = 24 points (Content weighted as 70% of overall rating)

Process = 9 domains = 45 points (Process weighted as 30% of overall rating)

PLL Supervisor’s Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement

IPR Video Supervision

PLL Group#5 – CONTENT IPR MEASURE

Therapist's Name:					
Co-Facilitator's Name					
Date of IPR Review:					
Number of Video IPR Measure Checks for this PLL Group Session:					
KEY COMPONENTS					
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency
Group #5: Hour One & Two					
1. Did the group leader poll the parents for how they liked receiving their Positive Parent Reports?	0 No		1 Yes		
2. Did the group leader issue the PPR Teen Challenge?	0 No		1 Yes		
3. Did the group leader ask which parents did their reading assignment and get feedback from them, and give out stickers or provide some type of reward/incentive?	0 No		1 Yes		
4. Did the group leader give the overview of the 7 Aces Consequences and review the "Surgeon General Warnings" to using any of the 7 Aces Consequences?	0 No		1 Yes		
5. Did the group leader warm the parents up to the idea of the Positive Teen Report with Dale Carnegie's quote in his Classic Book, "How to Win Friends and Influence People"?	0 No		1 Yes		
6. Did the group leader review the "Things to Watch Out For" when delivering a Positive Teen Report to their teenager?	0 No		1 Yes		
7. Did the group leader review how often and various creative ways the parent should deliver a Positive Teen Report to their teenager?	0 No		1 Yes		
8. Did the group leader assist each parent to create their first Positive Teen Report in the group session and give 7 additional PTR's for the next week?	0 No		1 Yes		
PROCESS: How well did the group leader inspire each parent to give their teen one PTR a day during the next week?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
9. Did the group leader role play with an inner circle parent how to give the PTR to their teenager?	0 No		1 Yes		

PROCESS: How well did the group leader demonstrate an extreme teen response during the role play so the parents are battle ready for the worst case scenario?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
10. To prepare for the storyboarding and rehearsals of the rewards and consequences, did the group leader pass out “typed” copies of the inner circle parent’s contract that was completed in the previous group session?		0 No		1 Yes	
11. Did the group leader have pre-written on the flip chart the outline of the Countermoves sheet?		0 No		1 Yes	
12. Did the group leader help the inner circle parent storyboard the Rewards (i.e. identify which classic moves the teen might make and what countermoves the parent will make)?		0 No		1 Yes	
PROCESS: How well did the group leader storyboard the rewards (i.e. stick and move by making suggestions, identify the time, reminder and praise words for giving the rewards, writing the parent’s specific countermoves on the flip chart, utilize the outer circle, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
13. Did the group leader role play with the inner circle parent each classic move and countermove identified and written on the flip chart around the Rewards?		0 No		1 Yes	
PROCESS: How well did the group leader role play the countermoves for the rewards with the inner circle parent (i.e. follow the 5 rules of thumb: success first, therapist plays the teen, rehearse each countermove, freeze quickly, switch places if needed; and rate the parent’s “battle readiness”)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
14. Did the group leader help the inner circle parent storyboard the Consequences (i.e. identify which classic moves the teen might make and what countermoves the parent will make)?		0 No		1 Yes	
PROCESS: How well did the group leader storyboard the consequences (i.e. stick and move by making suggestions, identifying specific steps to take to avoid “Piling On”, writing the parent’s specific countermoves on the flip chart, utilizing the outer circle, etc.)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
15. Did the group leader role play with the inner circle parent each classic move and countermove identified and written on the flip chart around the Consequences?		0 No		1 Yes	
PROCESS: How well did the group leader role play the countermoves for the consequences with the inner circle parent (i.e. high energy when demonstrating “Piling On” and how “Not to Pile On”, for the remaining countermoves, follow the 5 rules of thumb: success first, therapist plays the teen, rehearse each countermove, freeze quickly, switch places if needed; and rate the parent’s “battle readiness”)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
16. Did the group leader give the homework reading assignment from the PYOCT paperback book?		0 No		1 Yes	
17. Did the group leader elicit feedback from the parents regarding “what was most helpful” in the group session?		0 No		1 Yes	

<p>18. Did the group leader show each of the video clips, use power point slides, the flip chart, and parent workbook as directed in the Group Manual?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>
<p>PROCESS: <i>How well</i> did the group leader demonstrate choreographic integration with props, group materials and technology?</p>	<p style="text-align: center;">Extremely Poor 1</p> <p style="text-align: center;">Poor 2</p> <p style="text-align: center;">Average 3</p> <p style="text-align: center;">Well 4</p> <p style="text-align: center;">Extremely Well 5</p>
<p>Group #5: Hour Two “Delivery of Positive Teen Report”</p>	
<p>19. Did the group leader direct each parent and teenager dyad to the inner circle, one at a time, to deliver their Positive Teen Report?</p>	<p style="text-align: center;">0 No</p> <p style="text-align: center;">1 Yes</p>

Rating:

Content = 19 domains = 19 points (Content weighted as 70% of overall rating)

Process = 7 domains = 35 points (Process weighted as 30% of overall rating)

PLL Supervisor’s Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement

IPR Video Supervision

PLL Group#6 – CONTENT IPR MEASURE

Therapist's Name:										
Co-Facilitator's Name										
Date of IPR Review:										
Number of Video IPR Measure Checks for this PLL Group Session:										
KEY COMPONENTS										
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency					
Group #6: Hour One & Two										
1. Did the group leader ask which parents did their reading assignment, get feedback from them, and give out stickers or provide some type of reward/incentive?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
2. Did the group leader show the clip from the movie "The Great Santini" and ask the key questions in the Group Manual to increase emotional intensity around Nurturance?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
<i>PROCESS: How well did the group leader integrate usage of self in asking the key questions in order to move the families into Contemplation around Nurturance?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					
3. Did the group leader teach the Big Chill Timeline?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
4. Did the group leader share Bruce's Story from the PYOCT book?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
<i>PROCESS: How well did the group leader integrate usage of self in telling Bruce's Story?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					
5. Did the group leader help each family identify their stage on the Big Chill Timeline?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
6. Did the group leader review the 3 principles of timing for introducing nurturance?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
7. Did the group leader help each parent/teen dyad to recite the "Healing Phrases" to each other?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
<i>PROCESS: How well did the group leader create emotional intensity during the "Healing Phrases" experience (use of prop, voice inflection, etc.)?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					

8. Did the group leader challenge the parents to say aloud their "Healing Phrases" daily for the next 30 days?	0 No	1 Yes			
9. Did the group leader provide a plant for each family?	0 No	1 Yes			
<i>PROCESS: How well did the group leader help the families connect the health of the plant with the health of their relationships with one another by asking key questions as directed in the Group Manual?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
10. Did the group leader poll the families on their agreement with the statement "Rules without a nurturing relationship with the parent leads to rebellion in your child"?	0 No	1 Yes			
11. Did the group leader review the "5 Deadly Toxins with the video clip?	0 No	1 Yes			
12. Did the group leader ask the families to identify which toxins exist in their family?	0 No	1 Yes			
13. Did the group leader challenge the families to take the "Nurturing Your Plant Back to Emotional Health Challenge"?	0 No	1 Yes			
14. Did the group leader review the 7 Strategies to Reclaim Lost Love?	0 No	1 Yes			
15. Did the group leader review that "Relapse is Normal"?	0 No	1 Yes			
16. Did the group leader give compliments to the group?	0 No	1 Yes			
<i>PROCESS: How well did the group leader demonstrate warmth and genuineness in the compliments section?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
17. Did the group leader use the video clips, power point slides, the flip chart, and parent/teen workbooks as directed in the Group Manual?	0 No	1 Yes			
<i>PROCESS: How well did the group leader demonstrate choreographic integration with props, group materials and technology?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5

Rating:

Content = 17 domains = 17 points (Content weighted as 70% of overall rating)

Process = 6 domains = 30 points (Process weighted as 30% of overall rating)

PLL Supervisor's Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

<i>Scene (Clip)</i>	<i>Strengths</i>	<i>Areas for Improvement</i>