

**Volunteers of America of Greater Ohio  
Community Corrections Facility**

Cincinnati    Dayton    Mansfield    Toledo

**GROUP FACILITATION EVALUATION**

Class Name:	Session Observed:
Date Session Observed:	Length of Session:
Number of Participants:	Class Facilitator(s):

The following items should be assessed for staff delivering a group intervention. For each item on this form, decide if the staff member is “very satisfactory” (2)—there are no recommendations for improvement in this area, “satisfactory” (1)— item was met, but there is some room for improvement, or “needs improvement” (0)— coaching/direction is needed. This assessment should be scored during observation of group or when watching a video-taped session. The total score for each sub-domain should reflect an average rating for that section by dividing the *number of points earned* by the *number of items scored* in that section (excluding items marked N/A). This average rating should range between 0 and 2. The overall group rating is the average rating for the entire group. The average sub-domain and overall rating provides a measure of progress for facilitators.

FACILITATION SKILL ITEMS	Very Satisfactory=2 Satisfactory=1 Needs Improvement=0 Not Applicable=N/A	COMMENTS
<b>A. GROUP STRUCTURE/FORMAT</b>		
1. Group setting is appropriate (group space is conducive to learning, i.e. free of distractions, reasonably comfortable, allows for confidentiality)		
2. Is prepared for the session (handouts prepared, clear about session topic, prepares for any modeling exercises, etc.)		
3. Has and follows a group manual		
4. Incorporates homework review (participants report out on homework verbally/in writing and constructive feedback is provided)		
5. Involves all participants in group discussion and activities		
6. Both facilitator and co-facilitator participate in delivery of the group material		
7. Makes good use of group time (i.e., meaningful activities/discussion, good pacing, stays on task, completes group within the set timeframe, etc.)		
8. Uses visuals to help teach concepts (e.g., handouts, flipchart, dry erase board)		
<b>Overall Group Structure/Format Rating</b>	Total points = _____	Avg rating (Total points / # of items) _____
<b>B. FACILITATOR KNOWLEDGE/MODELING</b>		
1. Demonstrates clear understanding of the cognitive-behavioral model (e.g. understands CBT concepts, applies thought/behavior link and skill use at check-in)		
2. Uses cognitive restructuring techniques, where applicable		
3. Displays pro-social thinking and behavior		
4. Does not make or reinforce derogatory/antisocial comments, jokes or remarks (i.e. laugh or agree with antisocial comments)		
5. Attempts to address responsivity issues/participant barriers (e.g., language, comprehension level, culture, transportation, physical disability)		
6. Generally uses a solution-focused/problem solving approach		
<b>Overall Facilitator Knowledge/Modeling Rating</b>	Total points = _____	Avg rating (Total points / # of items) _____
<b>C. TEACHING SKILLS</b>		
1. <i>Teaches</i> --Introduces the skill/technique and provides opportunity for the group to explore the relevance and usefulness of the skill/technique		
2. <i>Models</i> —Facilitator demonstrates technique or skill steps to participants		
3. <i>Practices</i> --All participants involved in the practice or role play of the skill steps/technique being taught		
4. <i>Feedback</i> --Provides constructive feedback to participants practicing the skill or technique (facilitator and participants provide feedback)		

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FACILITATION SKILL ITEMS	Very Satisfactory=2 Satisfactory=1 Needs Improvement=0 Not Applicable=N/A	COMMENTS
5. Assigns homework to allow for skill practice outside of group setting.		
6. Identifies and addresses participants' individual skill deficits using a cognitive-behavioral approach		
<b>Overall Teaching Skills Rating</b>	Total points = _____	Avg rating (Total points / # of items) _____
<b>D. BEHAVIOR MANAGEMENT</b>		
1. Establishes group norms (verbal or written) and refers to the norms as needed		
2. Recognizes anti-social thinking and behavior		
3. Effectively addresses anti-social thinking and behavior		
4. Able to redirect/correct behavior without alienating participants		
5. Provides appropriate reinforcement of pro-social thinking and behavior		
6. Verbal praise/reinforcement is used at a high frequency		
7. Verbal praise is specific to the targeted behavior (i.e. facilitator explains the specific behavior being reinforced)		
8. Facilitator generally has good group management techniques		
<b>Overall Behavior Management Rating</b>	Total points=_____	Avg rating (Total points / # of items) _____
<b>E. COMMUNICATION</b>		
1. Communicates to the participants in a respectful manner		
2. Provides information to the group in a clear and concise manner (e.g. provides relevant examples, illustrations, definitions, etc.)		
3. Uses reflective listening and acknowledges participants' contribution to the group discussion		
4. Uses open-ended questions to engage the group in discussion and summarizes key concepts of session		
5. Responds to participant questions in an effective manner		
<b>Overall Communication Rating</b>	Total points=_____	Avg rating (Total points / # of items) _____
<b>F. INTERPERSONAL CHARACTERISTICS</b>		
1. Has rapport with participants		
2. Engaging with participants (i.e. shows interest and enthusiasm for material/group, uses humor where appropriate)		
3. Accepts differing viewpoints (i.e. does not impose personal values on participants)		
4. Avoids argumentation/power struggles		
<b>Overall Interpersonal Characteristics Rating</b>	Total points=_____	Avg rating (Total points / # of items) _____
<b>OVERALL AVERAGE GROUP RATING</b> (total points/total items)	_____/_____=_____	

Areas of Strength: \_\_\_\_\_

Areas for training or growth: \_\_\_\_\_

Evaluator Signature/Title: \_\_\_\_\_

Review Date: \_\_\_\_\_

Facilitator Signature(s): \_\_\_\_\_