

GROUP MONITORING FORM

Group Date: _____

Group Leader(s): _____ Observer: _____

No. of Participants in Attendance: _____ (not to exceed 20)

Group comprised of only DV batterers? Y N

Demographic description of participants:

CURRICULUM SESSION TOPIC

Curriculum Session Topic: _____

	<i>excellent</i>	<i>good</i>	<i>some</i>	<i>little</i>	<i>none</i>
The session topic was clearly and explicitly explained near the beginning of the session	5	4	3	2	1

Session topic was accurately and completely presented?	5	4	3	2	1
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Materials (e.g., video, handouts, etc.) for the topic were made available and used properly	5	4	3	2	1
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Percent of sessions devoted explicitly to the topic _____

How might the topic presentation be improved? _____

ISSUES FROM GROUP PROCESS

Three Main Issues that emerged from the group process:

1) _____

2) _____

3) _____

Characterize the nature of the issues (What broader themes did they point to?):

To what extent did the leader turn each of these issues into some discussion?

	<i>excellent</i>	<i>good</i>	<i>some</i>	<i>little</i>	<i>none</i>	<i>NA</i>
Issue #1	5	4	3	2	1	9
Issue #2	5	4	3	2	1	9
Issue #3	5	4	3	2	1	9

Percent of session devoted to discussion of issues: _____

Comments (strengths and weakness): _____

GROUP LEADER

excellent very-good good fair poor mixed NA

Leader Style

<u>Clear</u> and organized presentation	5	4	3	2	1	0	9
<u>Enthusiastic</u> and energetic style	5	4	3	2	1	0	9
<u>Confronts</u> rationalizations/blaming	5	4	3	2	1	0	9
<u>Sensitive</u> and caring response to participants	5	4	3	2	1	0	9
<u>Modeled</u> equal and respectful relationships	5	4	3	2	1	0	9

Preparation

Prepared <u>outline</u> of curriculum topic, and activities for the session (i.e., a lesson plan)	5	4	3	2	1	0	9
<u>Sets up</u> chairs in circle without table and positions rules and other aids	5	4	3	2	1	0	9
<u>Starts</u> on time with no interference from money and attendance problems	5	4	3	2	1	0	9
<u>Closes</u> with ritual and affirmation that engages the participants	5	4	3	2	1	0	9

	excellent	very-good	good	fair	poor	mixed	N/A
Group Procedure							
Implements group <u>protocol</u> (e.g., opening, check-in, objectives)	5	4	3	2	1	0	9
Enforces and affirms <u>group rules</u> (e.g., no side conversations, speak from "I", etc.)	5	4	3	2	1	0	9
<u>Links</u> group information to real life situations	5	4	3	2	1	0	9
Group Interaction							
Encourages a <u>balanced</u> participation (e.g., dominating speakers stopped, others invited to speak)	5	4	3	2	1	0	9
<u>Redirects</u> conflicts, resistance, or issues to the participants for a response	5	4	3	2	1	0	9
Identifies and <u>summarizes</u> main learning points of group discussion	5	4	3	2	1	0	9
Acts a model or <u>guide</u> , rather than an enforcer or probation officer.	5	4	3	2	1	0	9
Used information that may endanger the victim				Y	N	N/A	
Demonstrated that battering includes many forms of abuse				Y	N	N/A	
Clearly identified that the use of violence/abuse are intentional acts designed to dominate and control partners				Y	N	N/A	

Comments (strengths & weaknesses): _____

PARTICIPATION

	<i>excellent</i>	<i>good</i>	<i>some</i>	<i>little</i>	<i>none</i>	<i>NA</i>
Members of the group <u>spoke more than once</u> during the session	5	4	3	2	1	9
Members <u>disclosed</u> personal information and experience (beyond abusive act)	5	4	3	2	1	9

Members asked questions about the topic or issues (not out of spite or deflection) 5 4 3 2 1 9

Members interacted with one another during the session 5 4 3 2 1 9

OVERALL RATINGS

	<i>Excellent</i>	<i>very-good</i>	<i>good</i>	<i>fair</i>	<i>poor</i>
Curriculum presentation	5	4	3	2	1
Issue identification/discussion	5	4	3	2	1
Group leader abilities	5	4	3	2	1
Group participation	5	4	3	2	1

Comments on ratings: _____

COMPARISON (answer below)

If applicable, how does this session compare to other sessions that you observed? How was this session similar (put under a heading "SIMILARITIES"), and how was it different (put under a heading "DIFFERENCES")?