

EDUCATOR CORE BEHAVIOUR ASSESSMENT GUIDANCE

Version 4 (November 2019)

www.desmond-project.org.uk

© The DESMOND Collaborative 2019

Contents

Introduction	4
Core Behaviours Assessment Tool	4
Assessment	5
Scoring Using the Assessment Tool	6
Quality Development Summary Sheet	7
Facilitates Non-Judgemental Engagement of All Participants	8
1. Body Language	9
2. Non-Judgemental Responses	10
3. Generating Answers from Participants	11
4. Seeking Clarification of Participants' Contributions	12
5. Giving Educator's/Facilitator's Own Opinion	13
Elicits and Responds to Emotions/Feelings (Empathetic Responding)	14
6. Eliciting Emotions	14
7. Responding to Words/Signs of Emotion	15
Facilitating Reflective Learning	16
8. The Use of Analogies	16
9. Using Participants' Words and Phrases	17
10. Responding to Questions	18
11. Provision of New Information	19
12. Exploration of Health Beliefs	20
13. Summarising Key Messages	21
14. Prompting Self-Talk	22
Behavioural Change, Planning and Goal Setting	23
15. Sharing of Participant Stories	23
16. Reflection on Goals Set/Plans Made	24
17. Reviewing the Impact of Possible Changes	25
18. Prompting Problem Solving of Barriers to Change	26

Overall Group Management	27
19. Managing Time	27
20. Providing Time and Space	28
21. Managing Group Dynamics	29
22. Supporting Engagement of All Participants	30
23. Delivering the Session as Part of a Team	31
24. Engagement in Interactive Tasks	32
Educator Core Behaviours Summary Sheet	33

INTRODUCTION

This manual provides detailed descriptions of each of the numbered behavioural items within the Core Behaviours Assessment Tool. The examples used have been taken directly from the experiences of both Assessors and Educators/Facilitators. There is space on each sheet to allow other examples to be added.

THE CORE BEHAVIOURS ASSESSMENT TOOL

- **The Core Behaviours Assessment Tool can be used to assess the behaviours used by an Educator/Facilitator.**
- **The Assessment Tool contains five 'global' categories of programme delivery, each of which contains a subset of individual specific items.**
- **Each of these items describes a discreet behaviour to be coded when observed.**
- **Each behaviour has two descriptions: a core behaviour description and a non-core behaviour description.**

ASSESSMENT

Using the Core Behaviours Assessment Tool to assess/peer review the Educator's/Facilitator's delivery.

- **Assess the use of the behaviours across the whole of the observed delivery (i.e. across the sessions delivered by the Educator/Facilitator being observed).**
- **As you observe the delivery, use the spaces on the full assessment sheet to make notes to assist you in your final decision. This may help you assess items that may only be observed once or twice during the delivery.**
- **Review all the items in the coding tool and place a 'tick' (✓) within the relevant box of the behavioural item.**
- **If the core behaviour for the item is most commonly seen then the 'tick' (✓) is entered into the left hand column.**
- **If the non-core behaviour is most commonly seen, then the 'tick' (✓) is entered into the right hand column.**
- **When placing your tick (✓), you are coding for the behaviour that is MOST COMMONLY seen during the viewing.**

CAUTION: Be aware that one 'critical incident' of a specific behaviour may not represent the overall performance in relation to that item. Most Educators/Facilitators will use the non-core item at times (e.g. answering a question when time is short) but you are assessing their usual style NOT the odd occasion.

SCORING USING THE ASSESSMENT TOOL

Each DESMOND congruent behaviour has been identified as:

- | | |
|---|---|
| <p>a. COMPETENT behaviour – the behaviours that Educators/Facilitators should be seen to be using across the delivery of the module.</p> | <p>During assessment visits, the tendency of the Educator/Facilitator to use a COMPETENT behaviour will each be scored as: 1.</p> |
| <hr/> | |
| <p>b. ACCOMPLISHED behaviour – these behaviours are usually developed with experience.</p> | <p>During assessment visits, the tendency of the Educator/Facilitator to use an ACCOMPLISHED behaviour will each be scored as: 2.</p> |
| <hr/> | |
| <p>c. NON-CORE behaviour</p> | <p>During assessment visits, the tendency of the Educator/Facilitator to use a NON-CORE behaviour will each be scored as: 0.</p> |

Maximum possible score for an Educator = 31

A minimum Core Behaviours score of 17 must be achieved, and content and DOT criteria met to pass a QD assessment and become accredited as a competent DESMOND Educator.

As core behaviour skills are developed, Educators/Facilitators will move along the Score Continuum from Improver through Competent towards Accomplished.



QUALITY DEVELOPMENT SUMMARY SHEET

Educator Name:	Name of Module:	Course Type: F1 <input type="checkbox"/> F2 <input type="checkbox"/>												
Assessor Name:	Self Reflection <input type="checkbox"/> Peer Review <input type="checkbox"/> Mentor Visit <input type="checkbox"/> QD Assessment <input type="checkbox"/>	Date: F1 <table border="1" style="display: inline-table; width: 60px; height: 15px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> F2 <table border="1" style="display: inline-table; width: 60px; height: 15px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>												
Venue:	No. of people with diabetes attending the course:	F1 <table border="1" style="display: inline-table; width: 30px; height: 15px;"><tr><td> </td></tr></table> F2 <table border="1" style="display: inline-table; width: 30px; height: 15px;"><tr><td> </td></tr></table>												
	No. of people accompanying those attending the course:	F1 <table border="1" style="display: inline-table; width: 30px; height: 15px;"><tr><td> </td></tr></table> F2 <table border="1" style="display: inline-table; width: 30px; height: 15px;"><tr><td> </td></tr></table>												
Score Continuum:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; background-color: #f4a460;">Improver 0</td> <td style="width: 50%;">Competent 17</td> <td style="width: 25%;">Accomplished 31</td> </tr> </table>		Improver 0	Competent 17	Accomplished 31									
Improver 0	Competent 17	Accomplished 31												

Identify three things that went well:

Identify three things that could be improved:

Issues highlighted/suggestions for improvement in relation to:

Core behaviours

Content

DOT

Core Behaviour Score

Educator Score	Pass Mark	Meets Criteria ✓ or ✗
	17	

Session Content Score

Session	Score	Criteria	Meets Criteria ✓ or ✗
A		3	
B		6	
C		10	
D		5	
E		9	
F		2	
G		3	
H		6	
I		5	
J		6	
K		6	
L		3	

DOT Talk Time Score

Session	DOT score	Target	Meets Criteria ✓ or ✗
C		<65%	
E		<55%	
H		<65%	
J		<55%	
K		<50%	

FACILITATES NON-JUDGEMENTAL ENGAGEMENT OF ALL PARTICIPANTS

The items within this category are designed to capture aspects of the delivery that identify the ability of the Educator to engage all participants within the group and avoid using JUDGEMENT with participant's responses.

Judgement is often categorised in terms of 'negative' judgement (saying no to incorrect answers), but this item includes 'positive' judgement: the affirming of correct answers, the saying 'well done' to someone who talks about losing weight.

Item 1: Body Language

COMPETENT

Core behaviour: USES A RANGE OF OPEN BODY LANGUAGE TECHNIQUES TO SUPPORT ENGAGEMENT OF PARTICIPANTS

Code this item if the Educator/Facilitator uses more of the open body language examples below:

- Nods and smiles at participants
- Uses direct eye contact WITH THE WHOLE GROUP
- Maintains direct eye contact with individual participants when supporting them to explore their own thoughts/questions
- Moves around the room to look at all participants
- Maintains open stance for the whole of the session
- Stays silent and thoughtful after asking a question
- Interacts with the group more than the board/flip chart

Non-core behaviour: TENDS TO USE MORE CLOSED BODY LANGUAGE BEHAVIOURS

Code this item if the Educator/Facilitator uses more of the closed body language examples below:

- Turns back on participants after asking them a question
- Avoids direct eye contact
- Uses folded arms
- Uses/focuses on manual/prompt cards after asking participants a question
- Focuses more on the board/flip chart than the participants

Item 2: Non-Judgemental Responses

ACCOMPLISHED

Core behaviour: USES NON-JUDGEMENTAL STATEMENTS IN RESPONSE TO WHAT A PARTICIPANT SAYS

Code this item if the Educator/Facilitator:

- Demonstrates unconditional positive regard to whatever the participants say
- Avoids the use of affirmative/negative phrases such as 'Well done', 'Oh dear'; 'That's right'; 'No, that's not right'
- Demonstrates that they value both wrong and right answers, by using both in reflections
- Actively seeks answers rather than simply asking 'What do others think?' before moving on

NOTE: A non-judgemental approach is likely to include repeating the words of the participant (to demonstrate that they have noticed) and then asking a question depending on the context (e.g. 'And you believe that your high blood pressure was caused by falling over last year...have I understood that correctly?' OR e.g. 'When you say that you are keen to keep active, what makes you say that?')

Non-core behaviour: USES JUDGEMENTAL STATEMENTS IN RESPONSE TO WHAT A PARTICIPANT SAYS

Code this item if the Educator/Facilitator:

- Tends to use phrases like 'Well done', 'Oh dear', 'That's right'.
- Tells participants the right way to behave or that they are wrong in what they think. This may be direct: 'You shouldn't do that', 'No, that is wrong', or indirect: 'We are not saying you cannot have potatoes', which may include the use of 'leading questions': 'So do others think that fasting is the best idea to lose weight?'
- Uses a tone of voice that may appear patronising: 'Well done - see, you have got all the answers!'
- Seems to make assumptions about what the participant feels about what they have said, for example: 'So you've lost weight recently. You must be pleased with yourself?'

Item 3: Generating Answers from Participants

ACCOMPLISHED

Core behaviour: SEEKS ANSWERS (BOTH CORRECT AND INCORRECT) FROM A NUMBER OF PARTICIPANTS BEFORE DISCUSSING FURTHER

Code this item if the Educator/Facilitator:

- Seeks more than one answer from the group. When a member of the group answers a question, the Educator/Facilitator asks the rest of the group how they would respond to the question, and seeks/ takes answers from a number of participants before further discussion
- Collects a range of answers before moving on to explain what he/she understands is the correct answer
- Clearly tries to see what the majority of the group's participants think about the aspect of the discussion

Non-core behaviour: ACCEPTS THE FIRST RIGHT ANSWER AND/OR IMMEDIATELY PROVIDES CORRECT OR UP-TO-DATE INFORMATION

Code this item if the Educator/Facilitator:

- Tends to accept the first answer from one participant and agrees that it is correct
- Takes the first answer and immediately corrects the participant/gives the 'correct' answer

Item 4: Seeking Clarification of Participants' Contributions

COMPETENT

Core behaviour: **SEEKS CLARIFICATION OF PARTICIPANTS' CONTRIBUTIONS**

Code this item if the Educator/Facilitator:

- **Is observed regularly checking that he/she understands what the participant is trying to say**
- **In general, is observed not to make assumptions**
- **Helps participants clarify the meaning of their words, comments and questions, etc.**

Non-core behaviour: **RARELY SEEKS CLARIFICATION OF PARTICIPANTS' CONTRIBUTIONS**

Code this item if the Educator/Facilitator:

- **Avoids checking his/her understanding of the contributions by participants**
- **Is observed to make assumptions about participants' meaning and may actually use words to describe what he/she thinks they have heard, and the observer considers this to be an alternative meaning**

For example:

1. *If a participant asks a question and the Educator/Facilitator responds with a response that assumes a meaning*
2. *If the participant responds to 'What burning questions do you have?' by saying 'diet' and the Educator/Facilitator does not explore further*

Item 5: Giving Educator's/Facilitator's Own Opinion

COMPETENT

Core behaviour: **AVOIDS GIVING THEIR OWN OPINION**

Code this item if the Educator/Facilitator:

- Tends to seek other people's opinion and avoids being drawn into giving his/her own opinion
- Is more likely to be seen asking 'What do others think about that?', when asked for his/her opinion
- When pushed, will usually give a non-definitive response, for example 'My understanding of the evidence related to xx is that...' or 'The current guidance suggests...'

Non-core behaviour: **GIVES THEIR OWN OPINION**

Code this item if the Educator/Facilitator:

- Regularly gives their own opinion about what is right (during discussions) and what is the right thing to do (in relation to participant lifestyle choices)
- Tends to say 'I think...', 'I believe...', or 'It would be wise to...'

ELICITS AND RESPONDS TO EMOTIONS/FEELINGS (EMPATHETIC RESPONDING)

This section identifies skill in managing emotional talk amongst the participants. These items are not about expecting the Educator/Facilitator to act as a counsellor within the group, but for the Educator/Facilitator to be able to facilitate the participants' sharing of emotions.

Item 6: Eliciting Emotions

COMPETENT

Core behaviour: PROMPTS PARTICIPANTS TO EXPRESS THEIR FEELINGS ABOUT WHAT IS BEING DISCUSSED

Code this item if the Educator/Facilitator:

- **Uses phrases like 'How do you feel when you think about that?' or 'How are you feeling now we have discussed that?' once or twice during the programme, and ideally asks this at the end of each session**

Non-core behaviour: AVOIDS PROMPTING PARTICIPANTS TO EXPRESS THEIR FEELINGS ABOUT WHAT IS BEING DISCUSSED

Code this item if the Educator/Facilitator:

- **Rarely asks the participants how they are feeling within the delivery of the programme**

Item 7: Responding to Words/Signs of Emotion

COMPETENT

Core behaviour: **ACKNOWLEDGES FEELINGS**

Code this item if the Educator/Facilitator:

- **Demonstrates they have noticed any emotional (feeling) word/phrase from a participant**
- **Notices and acknowledges words of emotion used by a participant (e.g. 'You say that you feel angry. What do others feel...?')**
- **Enquires about how the participants' emotional responses impact their health: 'It sounds like this has been a (emotional word: e.g. frustrating; difficult; enjoyable...) experience for you**

Non-core behaviour: **RETREATS FROM/IGNORES/DENIES PARTICIPANT EMOTIONAL RESPONSE**

Code this item if:

- **Any participant's words of emotion (e.g. This hurts/I find this frustrating) are not heard/ignored**
- **The Educator/Facilitator actually tells the participant that they don't need to/shouldn't feel what they are feeling. (For example: 'You don't need to feel scared of insulin' or 'You are doing so well, you shouldn't feel upset')**

FACILITATES REFLECTIVE LEARNING

This section highlights the behaviours that the Educator/Facilitator will use to support learning. It focuses on the elicitation of content-focused knowledge from within the group by the use of different learning strategies (discussion, visual tools, games and analogies).

Item 8: The Use of Analogies

COMPETENT

Analogies are words/descriptions that are used to convey meaning of something that may not be understood by the group.

Core behaviour: **USES ANALOGIES**

Code this item if the Educator/Facilitator:

- **Uses analogies, either their own or those from the group to support understanding of complex new content/information. For example, the use of the 'lock and key' mechanism to explore meaning of insulin resistance with the group**

Non-core behaviour: **AVOIDS THE USE OF ANALOGIES**

Code this item if the Educator/Facilitator:

- **Does not use analogies at all, or uses them in such a way that participants have no opportunity to make sense of them**

Item 9: Using Participants' Words and Phrases

COMPETENT

Core behaviour: USES AND REFERS TO PARTICIPANTS' RELEVANT COMMENTS/QUOTES (ON FLIP CHARTS/GENERATED IN DISCUSSION)

Code this item if the Educator/Facilitator:

- Tends to use what participants have said/are saying as part of the content under discussion.
- Repeats what participants have said in relation to a question, and then follows this with a question enquiring more about the subject/answer. For example: 'You say that the liver has something to do with glucose; what else do you think about that in relation to diabetes?' or 'And when you say that the eyes are affected by diabetes, in what way do you think they are affected?'
- Writes the participants' actual words on flip charts

Non-core behaviour: USES HIS OR HER OWN WORDS WHEN WORKING THROUGH SESSION CONTENT

Code this item if the Educator/Facilitator:

- Tends to rephrase the participant's words into their own
- Ignores previously recorded comments from the participants

Item 10: Responding to Questions

ACCOMPLISHED

Core behaviour: ENCOURAGES THE GROUP TO DISCUSS/ANSWER THEIR OWN QUESTIONS

Code this item if the Educator/Facilitator:

- Asks the group to respond to a question posed by the group, and waits for a number of responses. He/she may also ask the group how they could find out the answer
- Avoids answering the question directly until he/she has established the knowledge within the group
- Asks others what they think may be the answer to the question/or how they would approach the situation under discussion

Non-core behaviour: ANSWERS QUESTIONS ASKED BY THE GROUP

Code this item if the Educator/Facilitator:

- Tends to answer questions or accepts just one answer from the participants before intervening with the correct answer to the question

Item 11: Provision of New Information

COMPETENT

Core behaviour: ONLY PROVIDES NEW OR ADDITIONAL INFORMATION AFTER GROUP DISCUSSION/ EXPLORATIONS

This item has been included to highlight how and when the Educator/Facilitator provides new information. Code this item if they:

- **Avoid giving lots of new information and tends to only provide (relevant) information AFTER some group discussion**

Non-core behaviour: PROVIDES NEW INFORMATION WITHOUT EXPLORATION WITH THE GROUP

Code this item if the Educator/Facilitator:

- **Regularly provides information without discussion within the group**
- **Tends to add in his or her own 'content' that is not generated from the group discussion**
- **Tends to answer his/her own questions**

Item 12: Exploration of Health Beliefs

COMPETENT

Core behaviour: PROMPTS PARTICIPANT DISCUSSION OF PERSONAL HEALTH BELIEFS (RELATED TO RISK, CAUSES, CONSEQUENCES, TREATMENT, SIGNS AND SYMPTOMS)

Code this item if the Educator/Facilitator:

- Makes time to explore further when a health belief is mentioned (e.g. I think my high blood pressure is caused by my fall last year). This item is not about knowledge gaps but is focused on the beliefs that participants may have that may prevent them considering alternative health choices. (A health belief is characterised by the words 'think/believe' and will contain personally relevant information.)
- Asks questions When discussing participants' health beliefs, such as:
 - 'What makes you believe that?'
 - 'If you continued to believe that, what impact would that have on your health?'
 - 'What would it take to convince you of something else/to take another view?'
 - 'What do others think about this...?'

Non-core behaviour: AVOIDS DISCUSSION OF HEALTH BELIEFS WITHIN THE GROUP

Code this item if:

- A participant expresses a health belief but the Educator/Facilitator does not respond to it
- The Educator/Facilitator tells the participant that they are wrong/correct them and does not allow further discussion

Item 13: Summarising Key Messages

ACCOMPLISHED

Core behaviour: PROMPTS PARTICIPANTS TO SUMMARISE WHAT THEY HAVE LEARNED FROM THE SESSION

Code this item if the Educator/Facilitator:

- Asks the group to reflect on their learning from the session: e.g. 'What have you gained from this session that will help?' This is likely to be seen at the end of some sessions more than others

Non-core behaviour: TENDS TO SUMMARISE THE MAIN LEARNING POINTS

Code this item if the Educator/Facilitator:

- Tells the group what she/he has hoped they have learned and does not check on this further with them

Item 14 Prompting Self-Talk

ACCOMPLISHED

Core behaviour: PROMPTS PARTICIPANT 'SELF-TALK' ABOUT HOW THEY CAN APPLY WHAT THEY HAVE LEARNED TO THEIR LIVES

Code this item if the Educator/Facilitator:

- Uses open questions to support participants to talk about how their learning is influencing their thoughts/beliefs about diabetes and their own self-care. For example: 'How do you think what has been discussed so far impacts on your own life with diabetes?'; 'What are you thinking about changing given the discussions so far?'; 'How does this apply to you?'

NOTE: This behaviour is likely to be seen at the end of each session as a way of rounding up the discussions before moving onto the next session.

Non-core behaviour: DOES NOT ASK PARTICIPANTS TO REFLECT ON HOW THEIR LEARNING APPLIES TO THEM

Code this item if the Educator/Facilitator:

- Does not ask the participants about their thoughts from the session
- Summarises the main learning themselves

BEHAVIOURAL CHANGE, PLANNING AND GOAL SETTING

This section focuses on the Educator's/Facilitator's ability to support behaviour change throughout the programme. Most of these items will be observed throughout the course, however some may be demonstrated more fully in specific sessions within the delivery, for example in Action Planning/Goal Setting.

Item 15: Sharing of Participant Stories

COMPETENT

Core behaviour: FACILITATES PEOPLE TO SHARE THEIR STORIES ABOUT ATTEMPTS TO MANAGE THEIR RISK OF DIABETES/DIABETES AND RELATED HEALTH RISKS

Code this item if the Educator/Facilitator:

- **Provides time to allow participants to tell their story, to support social learning.**
For example, if someone mentions that they have lost weight or tried to lose weight, the Educator/Facilitator encourages the participant to develop their story and seeks views of others in the group about the discussion's relevance to them. If no one in the group has provided such a story, the Educator/Facilitator asks the participants for examples of experiences of managing change generally in their lives.

Non-core behaviour: AVOIDS THE USE OF PARTICIPANT STORIES ABOUT ATTEMPTS TO MANAGE THEIR RISK OF DIABETES/DIABETES-RELATED HEALTH RISKS

Code this item if:

- **The Educator/Facilitator does not actively ask people to share their stories**
- **A participant mentions their personal story but the Educator/Facilitator avoids developing the story or seeking the rest of the group's views**

Item 16: Reflection on Goals Set/Plans Made

ACCOMPLISHED

Core behaviour: PROMPTS THE PARTICIPANTS TO DISCUSS THEIR SMART GOALS/PLANS

Code this item if the Educator/Facilitator:

- Uses open questions to assist the participant to consider whether the plan/goal is 'SMART'
- This is likely to be observed in the action planning/goal setting session but the Educator/Facilitator may use this during the delivery when an opportunity arises

Non-core behaviour: AVOIDS REFLECTIVE DISCUSSION REGARDING SMART GOALS/PLANS

Code this item if the Educator/Facilitator:

- Tends to accept the first thing the participant says about their plan/goal and avoids any further discussion
- Misses opportunities to assist people to reflect on their goals/plans

Item 17: Reviewing the Impact of Possible Changes

ACCOMPLISHED

Core behaviour: PROMPTS PARTICIPANTS TO REVIEW THE IMPACT OF POSSIBLE CHOICES ON THEIR FUTURE HEALTH

Code this item if the Educator/Facilitator:

- **Asks the participants prompting questions regarding the impact of potential changes, such as: ‘So if you made that change/did not make that change, what would happen?’**

NOTE: This item is related to reinforcing the reason for change and encouraging people to think ahead. (Outcome expectations)

This item relates to MORE than a single participant. The Educator/Facilitator will be seen to prompt at least 2/3 participants.

The Educator/Facilitator takes the participant one step further in their thinking/discussion by asking more about how the choice will impact on their health/life.

Non-core behaviour: AVOIDS GENERATING DISCUSSION ABOUT THE RANGE OF OPTIONS/IMPACT (OR ONLY PROMPTS A SINGLE PARTICIPANT TO DO THIS)

Code this item if the Educator/Facilitator:

- **Is not heard to use open questions focused on the impact of possible choices. The Educator/Facilitator just keeps the discussion to the choices, not their impact, or only supports a single participant to do this**

Item 18: Prompting Problem Solving of Barriers to Change

COMPETENT

Core behaviour: PROMPTS THE INDIVIDUAL OR GROUP TO PROBLEM SOLVE POSSIBLE BARRIERS TO CHANGE (E.G. THEIR DESIRED CHANGES OR POSSIBLE BARRIERS TO SELF-MANAGEMENT)

Code this item if the Educator/Facilitator:

- **Asks open questions to reflect on what the barriers to change might be and how these might be overcome. For example: 'What could you do to overcome those barriers?', 'What would be the first step towards that?'**

NOTE: This is likely to be seen during the action planning session, but may be seen at other relevant points in the programme. For example: when not specifically discussing action plans, but a participant mentions a potential barrier to a (general, non-personal) issue. For example, when the group discusses smoking and explores the barriers to giving up, this is likely to be non-person specific.

Non-core behaviour: AVOIDS 'ACTIVE' PROBLEM SOLVING SUPPORT

Code this item if the Educator/Facilitator:

- **Tends to support superficial discussion of 'barriers' without supporting active problem solving. For example:**
 - **Participant: My barrier is time**
 - **Educator: So how could you change that?**
 - **Participant: By making more time**
 - **Educator: Great, yes...**
- **Avoids discussing problems**

Overall Group Management

This section focuses on the ability of the Educator/Facilitator to manage the group as a whole, to support the inclusion of the tasks, activities and discussions within the time frame for the module.

Item 19: Managing Time

COMPETENT

Core behaviour: USES STRATEGIES TO MANAGE TIME WITHIN THE SESSION

Code this item if the Educator/Facilitator:

- **Uses techniques such as: parking non-content related questions**
- **Only discusses non-content items that are brought up by participants**
- **Avoids bringing in new content themselves**

NOTE: Whilst some sessions may run over allotted time, others are adapted to ensure that key areas are given sufficient time. Some content may not be covered if it is not relevant to the group or if the group is already very aware (knowledgeable) about the content area.

Non-core behaviour: AVOIDS USING STRATEGIES TO ASSIST WITH MANAGING TIME

Code this item if the Educator/Facilitator:

- **Discusses content items that are not within curriculum content**
- **Allows discussion to run on without checking the needs of the group**

Item 20: Providing Time and Space

COMPETENT

Core behaviour: MANAGES THE GROUP TO PROVIDE TIME AND SPACE TO COMPLETE TASKS

Code this item if the Educator/Facilitator:

- Ensures there is time for participants' discussion and reflection throughout the session

Non-core behaviour: AVOIDS MANAGING THE GROUP TO ALLOW TIME AND SPACE TO COMPLETE TASKS

Code this item if the Educator/Facilitator:

- Does not manage the timings effectively, so there is little time available for the group to reflect on their own issues/questions
- Does most of the talking, or allows a participant to dominate the discussion

Item 21: Managing Group Dynamics

ACCOMPLISHED

Core behaviour: NOTICES TONE/DYNAMICS/ENERGY WITHIN THE GROUP, ACKNOWLEDGES THESE AND USES THEM TO MANAGE THE GROUP

Code this item if the Educator/Facilitator:

- Responds to any issues in the group that would suggest that participants are not engaged/listening to each other. For example, the Educator/Facilitator explores why two participants are having their own conversation within the group
- Notices if the energy levels/interest in the room have dipped and acts accordingly

NOTE: Code as core if no issues are observed

Non-core behaviour: TENDS TO IGNORE ISSUES WITHIN THE GROUP

Code this item if the Educator/Facilitator:

- Ignores disruptions in the group that may prevent participants' engagement
- Talks over some group members chatting but does not actively manage the situation

Item 22: Supporting Engagement of All Participants

COMPETENT

Core behaviour: **USES OPPORTUNITIES TO ENGAGE QUIETER PARTICIPANTS IN THE GROUP**

Code this item if the Educator/Facilitator:

- **Engages with the quieter members of the group. For example: Tentatively enquires if quieter members of the group have questions/concerns; gives everyone a resource to discuss; opens up questions to all. e.g. 'you have been quite quiet, what would you like to add to the discussion?'**

NOTE: Code as core if all participants are engaged.

Non-core behaviour: **AVOIDS USING OPPORTUNITIES TO ENGAGE QUIETER PARTICIPANTS IN THE GROUP**

Code this item if the Educator/Facilitator:

- **Tends to allow the more vocal participants to dominate the engagement of the group**
- **Avoids seeking engagement from quieter members of the group**
- **May only refer to a small number/the minority of participants by name**

Item 23: Delivering the Session as Part of a Team

COMPETENT

Core behaviour: SUPPORTS CO-EDUCATOR/FACILITATOR IN DELIVERY OF SESSIONS

Code this item if the Educator/Facilitator:

- **Supports their co-Educator/Facilitator in various ways, including examples that support time management: acting as a scribe, giving out drinks, putting up new flip charts as well as supporting by highlighting missed questions from the group or missed issues for discussion**
- **Frequently seeks verbal support from their co-Educator/Facilitator: 'What am I missing?'**

NOTE: Whilst one Educator/Facilitator may be facilitating a session, the other Educator will be noticing the group dynamics and may support their colleague to ensure all participants are given the opportunity to engage in the discussion.

Non-Core behaviour: DOES NOT SUPPORT CO-EDUCATOR/FACILITATOR DESPITE OPPORTUNITIES TO DO SO

Code this item if the Educator/Facilitator:

- **Is not present during the session**
- **Passively sits back, doing other work**

Item 24: Engagement in Interactive Tasks

COMPETENT

Core behaviour: FACILITATES FULL PARTICIPANT ENGAGEMENT IN INTERACTIVE TASKS

Code this item if the Educator/Facilitator:

- **Ensures that all participants have the opportunity to engage fully in the interactive tasks (e.g. completion of the health profile, physical activity continuum or food games). Such behaviours will include:**
 - Giving each participant a visual resource (e.g. food model) to talk about
 - Specifically asking any quieter members of the group to assist with the task
 - Being explicit about the purpose of the task
 - Checking that participants are clear about the task
 - Asking participants how easy/hard the task is/was

Non-core behaviour: TENDS TO FACILITATE INTERACTIVE TASKS WITH ONLY A FEW PARTICIPANTS

Code this if the Educator/Facilitator:

- **Tends to facilitate the interactive tasks with only a few participants. Behaviours are likely to include:**
 - The Educator/Facilitator handles the resources, not the participants
 - Talking/engaging with the more active/questioning members of the group
 - Not checking how clear the task is

EDUCATOR CORE BEHAVIOURS SUMMARY SHEET

FACILITATES NON-JUDGEMENTAL ENGAGEMENT OF ALL PARTICIPANTS		ELICITS AND RESPONDS TO EMOTIONS/FEELINGS	
1. Uses a range of open body language techniques to support engagement of participants	2. Uses non-judgemental statements in response to what a participant says	3. Seeks answers (including right and wrong answers) from a number of participants before discussing further	4. Seeks clarification of participants' contribution
1	2	2	1
Uses more closed body language behaviours	Uses judgemental statements in response to what a participant says	Accepts first right answer and/or immediately provides correct or up-to-date information	Rarely seeks clarification of participants' contribution
5. Avoids giving their own opinion	6. Prompts participants to express their feelings about what is being discussed.	7. Acknowledges feelings	1
1	1	1	1
Avoids prompting participants to express their feelings about what is being discussed	Avoids prompting participants to express their feelings about what is being discussed	Retreats from/ignores/denies participant emotional response	
FACILITATES REFLECTIVE LEARNING			
8. Uses analogies	9. Uses and refers to participants' relevant comments/quotes (on flip charts/generated in discussion)	10. Encourages the group to discuss/answer their own questions	11. Only provides new or additional information after group discussion/explorations
1	1	2	1
Avoids the use of analogies	Uses his or her own words when working through session content	Answers questions asked by the group	Provides new information without exploration with the group
12. Prompts participants to summarise what they have learned from the session	13. Prompts participant discussion of personal health beliefs (related to risk, causes, consequences, treatment, signs and symptoms)	14. Prompts participant 'self-talk' about how they can apply what they have learned to their lives	15. Prompts participants to review the impact of possible choices on their future health
2	1	2	2
Tends to summarise the main learning points	Avoids discussion of health beliefs within the group	Does not ask participants to reflect on how their learning applies to them	Prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)
BEHAVIOURAL CHANGE, PLANNING AND GOAL SETTING			
15. Facilitates people to share their stories about attempts to manage their diabetes/diabetes and related health risks	16. Prompts the participants to discuss a SMART goal/s/plan	17. Prompts participants to review the impact of possible choices on their future health	18. Prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)
1	2	2	1
Avoids the use of participant stories about attempts to manage their risk of diabetes/diabetes and related health risks	Avoids generating discussion about SMART goals/plans	Avoids generating discussion about a range of options (or only prompts a single participant to do this)	Avoids 'active' problem solving support
OVERALL GROUP MANAGEMENT			
19. Uses strategies to manage time within the session	20. Manages group to provide time and space to complete tasks	21. Notices tone/dynamics/energy within the group, acknowledges these and uses them to manage the group	22. Supports co-educator/facilitator engagement in interactive tasks
1	1	2	1
Avoids using strategies to assist with managing time	Avoids managing group to allow time and space to complete tasks	Tends to ignore issues within the group	Tends to facilitate interactive tasks with only a few participants
23. Supports co-educator/facilitator in delivery of sessions	24. Facilitates full participant engagement in interactive tasks	Does not support co-educator/facilitator despite opportunities to do so	
1	1	1	1

