# Let's Prevent Diabetes
Quality Development Tools
Virtual Delivery

Welcome to the QUALITY DEVELOPMENT TOOLS which consist of the DESMOND Assessment Toolkit (DAT) and the DESMOND Observational Tool (DOT). Their purpose is to assess delivery of the programme by the facilitator. This set of tools should be used in conjunction with the QD Pathway and the online Core Behaviour Assessment Guidance Manual. Together they will give you a helping hand through the process and explain how to use tools for assessment and self/peer reflection.
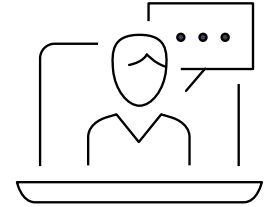
DESMOND Assessment Toolkit (DAT)

Part 1: Core Behaviours Assessment Tool

These behaviours are drawn directly from the Let's Prevent curriculum and describe the observable behaviours of the facilitator.

- DESMOND Behaviour - if the DESMOND behaviour is **most commonly** seen then a tick is entered into the 'tends to DESMOND' box (left hand box).
- NON DESMOND Behaviour - if non-DESMOND behaviour is **most commonly** seen then a tick is entered into the 'tends to non-DESMOND' box (right hand box).
- Place a tick in the relevant box for each behavioural item (numbered 1-24).

When placing your tick, you are choosing the behaviour that is most commonly seen during all sessions you are reviewing. Core behaviours are likely to occur in most sessions and if they occur in one then they are likely to occur in most. For further details of the meaning and coding for each behaviour please refer to the **online Educator Core Behaviour Assessment Guidance Manual**. Each set of items is grouped into one of five sections ;

- **Facilitates non judgemental engagement of participants**
- **Elicits and responds to emotions/feelings**
- **Facilitates reflective learning**
- **Behavioural change, planning and goal setting**
- **Overall group management**

Behaviours are further categorised into two levels of skill - competent and accomplished.

COMPETENT Behaviours: behaviours that Let's Prevent facilitators should be seen to be using across the delivery of the module. During assessment visits the tendency of the facilitator to use a **competent** behaviour will each be scored **1**.

ACCOMPLISHED Behaviours: behaviours that are usually developed with experience or if the facilitator is experienced in facilitating groups. During assessment visits the tendency of the facilitator to use an **accomplished** behaviour will each be scored **2**.

As core behaviour skills are developed facilitators will move along the Score Continuum from **Improver** through **Competent** towards **Accomplished**.

Facilitators will pass an assessment with a score of **17** or more.

Part 2: Content Assessment Tool

The content criteria have been taken from the Let's Prevent manual and curriculum and are scored using a simple 'yes' or 'no' system. The content covered is recorded in terms of what is mentioned yes(✔) or no (✘).

Facilitators should aim to meet content criteria as indicated in each session.

DESMOND Observational Tool (DOT)

Part 3: Facilitator Talk Time

The DOT is used to assess the interaction between the facilitator and the group in terms of who is talking. An electronic prompt on a CD/download which 'beeps' every 10 seconds prompts the listener to record what type of interaction is taking place at that point in the session. Each facilitator will be assessed on two sessions, either:

• Session C: Pre-diabetes and Glucose
or
• Session H: Complications and Long-Term Health

Plus any one of the following:

• Session E: Physical Activity
• Session I: Food Choices : Focus on Foods
• Session J: Pre-diabetes Self-Management Plan

If two facilitators are being assessed on one QD visit each facilitator must deliver 50 % of the course. During a mentor visit at least one DOT session should be delivered.

The DOT is split into 3 separate columns where the listener will decide who is speaking at that moment in time when the 'beep' sounds.

• If the facilitator is speaking then put a tally mark in the **facilitator** column of the score sheet.
• If it is one of the Participants (person with pre-diabetes or carer/partner) then put a tally mark in the **Participant** column of the score sheet.
• If it is silent when the beep sounds or if there are a lot of people talking, participants are engaged in activity, the co-facilitator is talking or if there is laughter then put a tally mark in the **Miscellaneous** column of the score sheet.

At the end of the session the number of marks are added together in each box and then totalled in the marked scoring box. To calculate the percentage Talk Time of the facilitator in the session, take the score for the facilitator talking (A) and divide by the score for all three categories (A+B+C). This will give you a number between 0 and 1. Multiply by 100 to convert to a percentage.

Part 4: Facilitator Reflection and Action Plan

Used by facilitators for self/peer reflection after a Let's Prevent Diabetes patient course is delivered to support ongoing development.

Part 5: Core Behaviours Summary Sheet

A single page containing **ALL** of the Core Behaviours designed to assist reflection of the overall facilitator behaviours at a glance.

Let's Prevent Diabetes!

Quality Development
Summary Sheet - **Virtual Delivery**

Facilitator Name:	Name of Module:	Course Type: F1 ☐ F2 ☐ F3 ☐

Assessor Name:	Self Reflection ☐ Peer Review ☐ Mentor Visit ☐ QD Assessment ☐	Date: F1 F2 F3

Platform (e.g. MS Teams):

No of people with pre-diabetes attending the course:	F1	F2	F3
No of people accompanying those attending the course:	F1	F2	F3

Score Continuum	Improver 0	Competent 17	Accomplished 31

Identify 3 things that went well

Identify 3 things that could be improved

Issues highlighted/suggestions for improvement in relation to:
☐ Core behaviours

☐ Content

☐ DOT

Core Behaviour Score

Facilitator **Score**	Pass Mark	Meets Criteria ✔ or ✘
	17	

Session Content Score

Session	Score	Criteria	Meets Criteria ✔ or ✘
A		5	
B		6	
C		9	
D		4	
E		7	
F		2	
G		2	
H		4	
I		4	
J		4	
K		3	

DOT Talk Time Score

Session	DOT score	Target	Meets Criteria ✔ or ✘
C		<72%	
E		<61%	
H		<72%	
I		<61%	
J		<55%	

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Part1:Core Behaviours Assessment Tool

Facilitator Name: _____ Date: ☐☐☐☐☐☐

FACILITATES NON- JUDGEMENTAL ENGAGEMENT OF ALL PARTICIPANTS

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
1.	Uses a range of open body language techniques to support engagement of participants	1	0	Tends to use more closed body language behaviours
2.	Uses non-judgemental statements in response to what participants say	2	0	Uses judgemental statements in response to what participants say
3.	Seeks answers (including right and wrong answers) from a number of participants before discussing further	2	0	Accepts first right answer and/or immediately provides correct or up to date information
4.	Seeks clarification of participants contribution	1	0	Rarely seeks clarification of participants contribution
5.	Avoids giving their own opinion	1	0	Gives their own opinion

Assessment Comments

Maximum Score	Educator Score
7	

ELICITS AND RESPONDS TO EMOTIONS/FEELINGS (EMPATHETIC RESPONDING)

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
6.	Prompts participants to express their feelings about what is being discussed	1	0	Avoids prompting participants to express their feelings about what is being discussed
7.	Acknowledges feelings	1	0	Retreats from/ignores/denies participant emotional response

Assessment Comments

Maximum Score	Educator Score
2	

Let's Prevent Diabetes!

Part1:Core Behaviours Assessment Tool

Facilitator Name: _____   Date: | | | | | |

FACILITATES REFLECTIVE LEARNING

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
8.	Uses analogies	1	0	Avoids opportunities to use analogies
9.	Uses and refers to participants' relevant comments/quotes (generated in discussion)	1	0	Uses his or her own words when working through session content
10.	Encourages the group to discuss/ answer their own questions	2	0	Answers questions asked by the group
11.	Only provides new or additional information after group discussion/explorations	1	0	Provides new information without exploration with the group
12.	Prompts participant discussion of personal health beliefs (e.g. related to risk, causes, consequences, treatment, signs and symptoms)	1	0	Avoids discussion of health beliefs within the group
13.	Prompts participants to summarise their key messages from the session	2	0	Tends to summarise key messages
14.	Prompts participant 'self-talk' about how the key messages from the session apply to them	2	0	Does not ask participants to reflect on how the messages apply to them

Assessment Comments

Maximum Score: 10

Educator Score: ____

Let's Prevent Diabetes!

Part1:Core Behaviours Assessment Tool

Facilitator Name: [   ]   Date: [ ][ ][ ][ ][ ][ ]

BEHAVIOURAL CHANGE, PLANNING AND GOAL SETTING

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
15.	Facilitates people to share their stories about attempts to manage their pre-diabetes and related health risks	1	0	Avoids the use of participant stories
16.	Prompts participants to discuss SMART goals/plans	2	0	Avoids generating discussion about SMART goals/plans
17.	Prompts participants to review the impact of possible choices on their future health	2	0	Avoids generating discussion about the range of options/impact (or only prompts a single participant to do this)
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	0	Avoids active problem solving support

Assessment Comments

Maximum Score

6

Educator Score

[   ]

Let's Prevent Diabetes!

Part1:Core Behaviours Assessment Tool

Facilitator Name: _____   Date: [ ][ ][ ][ ][ ][ ]

<table>
<tr><td colspan="5" style="background:yellow">OVERALL GROUP MANAGEMENT</td></tr>
<tr>
<th></th>
<th>DESMOND behaviours</th>
<th>Tends to DESMOND</th>
<th>Tends to non DESMOND</th>
<th>Non DESMOND behaviours</th>
</tr>
<tr>
<td>19.</td>
<td>Uses strategies to manage time within the session</td>
<td>1</td>
<td>0</td>
<td>Avoids using strategies to assist with managing time</td>
</tr>
<tr>
<td>20.</td>
<td>Manages the group to provide time to complete tasks</td>
<td>1</td>
<td>0</td>
<td>Avoids managing the group to allow time to complete tasks</td>
</tr>
<tr>
<td>21.</td>
<td>Notices tone/dynamics/ energy within the group, acknowledges these and uses them to manage the group</td>
<td>1</td>
<td>0</td>
<td>Tends to ignore issues within the group</td>
</tr>
<tr>
<td>22.</td>
<td>Uses opportunities to engage quieter participants in the group</td>
<td>1</td>
<td>0</td>
<td>Avoids using opportunities to engage with quieter participants in the group</td>
</tr>
<tr>
<td>23.</td>
<td>Supports co-facilitator in delivery of sessions</td>
<td>1</td>
<td>0</td>
<td>Does not support co-facilitator in delivery of sessions despite opportunities to do so</td>
</tr>
<tr>
<td>24.</td>
<td>Facilitates full participant verbal engagement in interactive tasks</td>
<td>1</td>
<td>0</td>
<td>Tends to facilitate interactive tasks with only a few participants</td>
</tr>
</table>

Assessment Comments

Maximum Score

6

Educator Score

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: [_____]   Date: [_][_][_][_][_]

SESSION A: Introduction and Housekeeping (10 minutes)			
Start:	**Finish:**	**Time taken:**	**✔ or ✘**
Working together virtually guidance			
Introduction to the Let's Prevent Diabetes course and to the facilitators delivering it			
Delivery style of the course			
Outline of the course and the main topics to be covered			
Introduce the Let's Prevent Diabetes pack and introduce the idea of action planning			
		Score	/5

Assessment Comments

Meets all of the criteria (✔ or ✘)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: [   ]   Date: [ ][ ][ ][ ][ ][ ]

SESSION B: The Participant Story (30 minutes)			
Start:	**Finish:**	**Time taken:**	✔ or ✘
How each participant found out they had pre-diabetes			
What symptoms (if any) they had or know about			
What they believe caused their pre-diabetes			
What they have heard of as being connected to pre-diabetes			
What they think are the long-term effects of pre-diabetes			
What they have heard they can do to prevent the development to Type 2 Diabetes			
What question they would like answered by the end of the course			
		Score	/7

Assessment Comments

Meets 6 of the criteria (✔ or ✘)	

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: _____ Date: ☐☐☐☐☐☐

SESSION C: Pre-diabetes and Glucose (50 minutes)			
Start:	**Finish:**	**Time taken:**	✔ or ✖
What glucose is and how it is used by the body for energy			
How glucose enters the cells by the action of insulin			
What normal glucose levels are and how these levels stay within the normal range in people without diabetes			
What happens in pre-diabetes: insulin resistance			
What happens in Type 2 diabetes: insulin resistance and beta cell failure and how this makes blood glucose levels rise			
What happens in Type 1 diabetes and how it is treated			
How having pre-diabetes makes the blood glucose levels rise			
Diagnosing pre-diabetes with blood tests			
How the symptoms of diabetes relate to high blood glucose levels			
Why there are generally no physical symptoms for pre-diabetes			
The risk factors for pre-diabetes and Type 2 diabetes			
The risk of progression from pre-diabetes to Type 2 diabetes			
How to reduce the risk of developing Type 2 diabetes			
		Score	**/13**

Assessment Comments

Meets 9 of the criteria (✔ or ✖)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: _____   Date: ☐ ☐ ☐ ☐ ☐ ☐

SESSION D: Food Choices: Insulin Resistance (25/30 minutes)			
Start:	**Finish:**	**Time taken:**	**✔ or ✖**
Healthy lifestyle changes can reduce the risk of developing Type 2 diabetes			
Central obesity is directly related to insulin resistance (it makes the locks rusty)			
The concept of energy balance in relation to physical activity and food intake			
A small energy deficit will, if sustained, lead to slow steady weight loss, and thus small changes in food intake can significantly reduce risk factors			
Fat and alcohol are the most concentrated sources of calories from our food choices			
		Score	**/5**

Assessment Comments

Meets 4 of the criteria (✔ or ✖)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: _____   Date: ☐☐☐☐☐☐

SESSION E: Physical Activity (35/40 minutes)			
Start:	**Finish:**	**Time taken:**	✔ or ✘
The effects of physical activity on risk factors			
The benefits of physical activity on health and emotional well being			
The current national recommendations for activity levels			
Benefits of self-monitoring activity levels, setting personal long and short term goals and keeping a physical activity diary			
Ways to be more active			
Sitting activities and how to reduce them			
Barriers to being active			
Strategies to overcome barriers to activity			
		Score	/8

Assessment Comments

Meets 7 of the criteria (✔ or ✘)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: [_____] Date: [_][_][_][_][_][_]

SESSION F: How Am I Doing? (5 minutes)			
Start:	Finish:	Time taken:	✔ or ✘
Review of main messages so far			
Review participants' completed leaflet Preparing for Let's Prevent Diabetes			
Initial thoughts on what changes would most benefit participants			
		Score	/3

Assessment Comments

Meets 2 of the criteria (✔ or ✘)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: [   ] Date: [ ][ ][ ][ ][ ][ ]

SESSION G: Reflections (10/15 minutes)			
Start:	**Finish:**	**Time taken:**	**✔ or ✖**
How are participants feeling now?			
Prompt feedback from participants on the use of their activity monitors			
Summary of main topics yet to be covered			
		Score	**/3**

Assessment Comments

Meets 2 of the criteria (✔ or ✖)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: [   ]   Date: [ ][ ][ ][ ][ ][ ]

SESSION H: Complications and Long-Term Health (40/45 minutes)			
Start:	**Finish:**	**Time taken:**	✔ or ✘
The main complications of pre-diabetes			
That complications are not just caused by high blood glucose and that the risk of developing complications can be reduced by treating all of the risk factors on the health profile (Blood pressure (BP), cholesterol, smoking, shape and depression)			
Target for each risk factor			
The ways in which each risk factor can be modified			
The impact of psychological well-being and depression in pre-diabetes			
Completion of the personal health profile and identification of one key risk factor to begin addressing			
		Score	**/6**

Assessment Comments

Meets 4 of the criteria (✔ or ✘)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: | | Date: | | | | | | |

Start:	Finish:	Time taken:	✔ or ✘
Types of fat			
Benefits of increasing fibre intake and eating at least 5 portions of fruit and vegetables per day			
Use of food continuum resource to balance food intake			
Focusing on how small changes can add up to make a big difference			
How to adapt the frequency, amount and type of food to have a positive health affect			
		Score	/5

Assessment Comments

	Meets 4 of the criteria (✔ or ✘)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: ☐ Date: ☐☐☐☐☐☐

SESSION J: Pre-Diabetes Self-Management Plan (30/45 minutes)			
Start:	**Finish**	**Time taken:**	✔ or ✘
Identifying a lifestyle option to work on			
How to use goal setting sheet What Am I Going To Do Now?			
Recognising the role of importance in goal setting			
SMART goal setting (Specific, Measurable, Achievable, Realistic, Time-Limited)			
Recognising the role of confidence in goal setting			
		Score	**/5**

Assessment Comments

Meets 4 of the criteria (✔ or ✘)

Let's Prevent Diabetes!

Part 2: Content Assessment Tool

Facilitator Name: _____   Date: ☐☐☐☐☐☐

SESSION K: Questions and Future Care (10 minutes)			
Start:	**Finish:**	**Time taken:**	**✔ or ✘**
Review of questions			
Outstanding questions			
Ongoing care and support			
Closing and thanks			
		Score	**/4**

Assessment Comments

Meets 3 of the criteria (✔ or ✘)	

Let's Prevent Diabetes!

Part 3: Let's Prevent Diabetes Observational Tool (DOT)

Talk Time Tool - **Must complete Session C or H plus one other from Sessions E, I or J**

Facilitator Name: [   ]   Date: [ ][ ][ ][ ][ ]

DOT assessment			
Session:	**Facilitator Talking:**	**Participant talking:**	**Miscellaneous:**
Totals:	**Total A:**	**Total B:**	**Total C:**

(Total A) [   ] ÷ (Total A+B+C) [   ] = [   ] x 100 = Score: [   ] %

Session:	**Facilitator Talking:**	**Participant talking:**	**Miscellaneous:**
Totals:	**Total A:**	**Total B:**	**Total C:**

(Total A) [   ] ÷ (Total A+B+C) [   ] = [   ] x 100 = Score: [   ] %

Session:	**Facilitator Talking:**	**Participant talking:**	**Miscellaneous:**
Totals:	**Total A:**	**Total B:**	**Total C:**

(Total A) [   ] ÷ (Total A+B+C) [   ] = [   ] x 100 = Score: [   ] %

Session Target	Facilitator Speaking Below:	Session Target	Facilitator Speaking Below:
C: Pre-diabetes and Glucose	72%	I: Food Choices: Focus on Foods	61%
E: Physical Activity	61%	J: Pre-diabetes Self Management Plan	55%
H: Complications and Long-Term Health	72%		

Let's Prevent Diabetes!

Part 4: QD Reflection Sheet - Virtual Delivery

Desmond™

Quality Development

Self Reflection: ☐   Peer Review: ☐   Mentor Visit: ☐

Quality Development: ☐   Name of Module: ☐

STEP 1: Platform: e.g MS Teams

Course type: ☐   F1 ☐ F2 ☐ F3 ☐

Facilitator Name: _____

Completed by: _____

F1 Date: _____

F2 Date: _____

F3 Date: _____

No. of people with diabetes attending course: ☐
F1 ☐ F2 ☐ F3 ☐

No. of people accompanying those attending course: ☐
F1 ☐ F2 ☐ F3 ☐

DAT/DOT Assessments Scores (if completed)

SESSION	Content Score	Meets Criteria ✔ or ✘	TALK TIME SESSION	DOT Score	Meets Criteria ✔ or ✘
			Dot Session	%	
			Dot Session	%	
			Dot Session	%	
			Educator Core Behaviour	Score	
				Pass mark	
				17	

Improver	Competent	Accomplished
0	17	31

Identify 3 things that went well (please give specific examples)

Identify 3 things that could be improved (please give specific examples)

Issues highlighted/suggestions for improvement in relation to:

☐ Core Behaviours

☐ Content

☐ DOT

QD Action Plan - Virtual Delivery

Desmond™

Quality Development

Self Reflection: ☐   Peer Review: ☐   Mentor Visit: ☐   Quality Development: ☐   Name of Module: ☐

STEP 2: Please tick (✔) your Personal Goal and give reason for choice

STEP 3: Please Complete Your Personal Action Plan

DESMOND Educator Core Behaviours

- **Facilitates non-judgemental engagement of participants** ☐
- **Elicits and responds to emotions/feelings** ☐
- **Facilitates reflective learning** ☐
- **Behavioural change, planning and goal setting** ☐
- **Overall group management** ☐

Content ☐

Talk-Time (DOT) ☐

What do I need to do?
(please give specific examples)

How can I overcome this?
(please give specific examples)

How am I going to achieve this?
(please give specific examples)

How confident do I feel in achieving this?
Choose a number between 1 and 10 (where 1 is not at all confident and 10 is very confident)

1   2   3   4   5   6   7   8   9   10

How can I increase my confidence?
(please give specific examples)

What will stop me?
(please give specific examples)

When will I review this plan?

Date:

Part 5: Core Behaviours Summary Sheet - Virtual Delivery

FACILITATES NON-JUDGEMENTAL ENGAGEMENT OF ALL PARTICIPANTS

#	Positive behaviour	Score	Negative behaviour
1.	Uses a range of open body language to support engagement of participants	1	Uses more closed body language behaviours
2.	Uses non-judgemental statements in response to what a participant says	2	Uses 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	2	Accepts first right answer and/or immediately provides correct or up to date information
4.	Seeks clarification of participants contribution	1	Rarely seeks clarification of participants contribution
5.	Avoids giving their own opinion	1	Gives their own opinion

ELICITS AND RESPONDS TO EMOTIONS/FEELINGS

#	Positive behaviour	Score	Negative behaviour
6.	Prompts participants to express their feelings about what is being discussed.	1	Avoids prompting participants to express their feelings about what is being discussed
7.	Acknowledges feelings	1	Retreats from/ignores/denies participant emotional response

FACILITATES REFLECTIVE LEARNING

#	Positive behaviour	Score	Negative behaviour
8.	Uses analogies	1	Avoids the use of analogies
9.	Uses and refers to participants' relevant comments and quotes (generated in discussion)	1	Uses his or her own words when working through session content
10.	Encourages the group to discuss/answer their own questions	2	Answers questions asked by the group
11.	Only provides new or additional information after group discussion/explorations	1	Provides new information without exploration with the group
12.	Prompts participant discussion of personal health beliefs (related to risk, causes, consequences, treatment, signs and symptoms)	1	Avoids discussion of health beliefs within the group
13.	Prompts participants to summarise their key messages from the session	2	Tends to summarise key messages
14.	Prompts participant 'self-talk' about how the key messages from the session apply to them	2	Does not ask participants to reflect on how the messages apply to them

BEHAVIOURAL CHANGE, PLANNING AND GOAL SETTING

#	Positive behaviour	Score	Negative behaviour
15.	Facilitates people to share their stories about attempts to manage their pre-diabetes and related health risks	1	Avoids the use of participant stories
16.	Prompts the participants to discuss a SMART goals/plans	2	Avoids generating discussion about SMART goals/plans
17.	Prompts participants to review the impact of possible choices on their future health	2	Avoids generating discussion about a range of options (or only prompts a single participant to do this)
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	Avoids active problem solving support

OVERALL GROUP MANAGEMENT

#	Positive behaviour	Score	Negative behaviour
19.	Uses strategies to manage time within the session	1	Avoids using strategies to assist with managing time
20.	Manages group to provide time and space to complete tasks	1	Avoids managing group to allow time and space to complete tasks
21.	Notices tone/dynamics/energy within the group, acknowledges these and uses them to manage the group	1	Tends to ignore issues within the group
22.	Uses opportunities to engage quieter participants in the group	1	Avoids using opportunities to engage with quieter participants in the group
23.	Supports co-facilitator in delivery of sessions	1	Does not support co-facilitator in delivery of sessions despite opportunities to do so
24.	Facilitates full participant verbal engagement in interactive tasks	1	Tends to facilitate interactive tasks with only a few participants

Quality Development