

**JtD Programme Delivery Video Checklist - Coders**

<b>Facilitators:</b>	<b>Site:</b>	<b>Group Number:</b>
<b>Date of observation:</b>	<b>Date coded:</b>	<b>Week Number:</b>
<b>Coders:</b>		

Scale: 0=None of the time; 1= Some of the time; 2=Most of the time      ✓equals a score of 3, a X equals a score of 0						
<b>FACILITATOR</b>						
<b>Domain</b>	<b>Criteria</b>	<b>Scale</b>	<b>Coder 1 Score</b>	<b>Coder 2 Score</b>	<b>Agreed Score</b>	<b>Comment/Evidence</b>
Resources	1. Two facilitators deliver the group	✓ or X				
	2. Uses range of teaching techniques and/or materials e.g. flipcharts as aide memoirs	✓ or X				
	3. Utilises the manual (menu of topics) and/or associated activities	✓ or X				
	4. Discusses use of resources e.g. community, technology, the group itself	✓ or X				
Personal qualities	5. Shows warmth and empathy	✓ or X				
	6. Listens actively and respectfully the group	✓ or X				
Enabling	7. Builds on the assets, skills and abilities that each person brings	0 - 2				
	8. Encourages the group to make choices and supports these	0 - 2				
	9. Grading and layering of activities to extend skills and build confidence	0 - 2				
Group work skills	10. Facilitates communication and interaction	0 - 2				
	11. Ensuring participants are not overwhelmed e.g with too much information	0 - 2				
	12. Draws in quiet members of the group	0 - 2				
	13. Supports the group managing use of space and time effectively	0 - 2				
	14. Supports the group managing noise levels and tempo of the sessions to ensure discussions are not rushed allowing people to contribute	0 - 2				
	15. Facilitates the group exploring group dynamics, or conflict/resolution	0 - 2				
Goals and needs	16. Builds mutual support and group cohesion	0 - 2				
	17. Balances meeting individual needs and goals and group needs	0 - 2				
Content	18. Balances challenge in activities with ensuring they are achievable – tailoring the intervention	0 - 2				
	19. Focuses on manual topics, or new topics chosen by group members	0 - 2				
	20. Uses activities (manual or from elsewhere), not just discussion	0 - 2				
	21. With members, selects and plans group activities and/or outings that explore and extend the themes in the programme	0 - 2				
	22. Explores techniques to compensate for ways in which dementia impacts on everyday life	0 - 2				

Scale: 0= <b>None</b> of the members; 1= <b>Some</b> of the members; 2= <b>Most</b> of the members						
<b>GROUP MEMBERS</b>						
<b>Domain</b>	<b>Criteria</b>	<b>Scale</b>	<b>Coder 1 Score (KS)</b>	<b>Coder 2 Score (SM)</b>	<b>Joint Score</b>	<b>Comment</b>
Understanding	23. Explore importance of the relationship between activity, health and wellbeing	✓ or X				
	24. Opportunity to share and discuss feelings about the impact of dementia in context of the topic	0 - 2				
Occupational self-analysis	25. Discuss daily occupations (their significance, impact on health, components) and make choices	0 - 2				
	26. Sharing and reflecting on experiences of participating in activities (Occupational storytelling)	0 - 2				
Goal setting	27. Goals identified within the group and/or within activities	0 - 2				
Mutual support	28. Show mutual appreciation and support	0 - 2				
	29. Achievements are celebrated	0 - 2				
Creativity	30. Practice of self-expression or innovation within the safety of the group	0 - 2				
	31. Practice of problem solving or adaptation within the safety of the group	0 - 2				
	32. Appear to be engaging in enjoyable and stimulating activities	0 - 2				
Participants as experts	33. Acknowledge and appreciate their own skills and how they can contribute to the group	0 - 2				
	34. Bring in and share their own skills and knowledge	0 - 2				
	35. Group members in turn take leadership or contribute ideas	0 - 2				
	36. Build skills and/or learn solutions within the group	0 - 2				